

BOARD OF HIGHER EDUCATION
REQUEST FOR BOARD ACTION

NO.: BHE 10-05

BOARD DATE: March 16, 2010

PERFORMANCE MEASUREMENT REPORT

MOVED: The Board of Higher Education hereby accepts the *2009-2010 Performance Measurement Report*.

Authority: Massachusetts General Laws, Chapter 15A, Section 7A(g)

Contact: Jonathan Keller, Associate Commissioner for Research, Planning, and Information Systems



Massachusetts Board of Higher Education

2009-2010

Performance Measurement Report

March 2010

Executive Summary

The *2009-2010 Performance Measurement Report*¹ represents the commitment on the part of Massachusetts public higher education institutions to provide broad-based accountability to the residents of the Commonwealth. This report also demonstrates the effectiveness of Massachusetts public colleges in meeting their legislatively mandated accountability objectives. Now in its seventh year and prepared annually by the Department of Higher Education, the report provides the Governor, the Legislature and the public with evidence that the state and community colleges in Massachusetts are fulfilling their responsibility to provide accessible, affordable, quality higher education to the students and residents of the Commonwealth, and that they are doing so through the responsible use of taxpayer dollars and other resources.

This report covers a broad array of indicators that measure performance within four core areas: access to higher education; college affordability; student success; and the effective and efficient use of resources. The indicators within each performance area are measured against a variety of benchmarks, including statewide, segmental and institutional comparisons. The report also includes multi-year trend data in order to provide additional context beyond a one-year snapshot of college performance.

HIGHLIGHTS

I. Collaborations and Programs of Distinction

All of the state and community colleges engage in multiple collaborative efforts with K-12 education, businesses, civic organizations and other institutions of higher education, both public and private. These collaborations promote many critically important objectives, including maintaining a seamless system of higher education that supports transfer across institutions, expanding college access for traditionally underserved populations, improving college readiness for all students, providing workforce development and spurring economic growth, and developing efficiencies through internal reforms and external collaborations. Each campus report begins with a summary of exemplary collaborative efforts and a distinctive program representing a best practice.

Following the collaborations section are the results for each campus on the 2009/2010 performance indicators and relevant benchmarks.

¹ Does not include special mission institutions Massachusetts Maritime Academy and Massachusetts College of Art and Design, which prepare their own Performance Measurement Reports.

II. Access to Higher Education

One of the most important roles of public colleges and universities is to provide access to higher education, which is often limited by inadequate preparation while in high school, poor alignment between secondary and higher education, and a lack of information on applying to college and for financial aid. Over the last several years, the Department of Higher Education (DHE) has collaborated with the Department of Elementary and Secondary Education (DESE) on a number of initiatives to reduce or eliminate these barriers and to help every student in the Commonwealth succeed in post-secondary education. Previous initiatives included the development of a School-to-College database and reporting tool, which in 2008 enabled 296 public high schools in Massachusetts to receive individual reports that described the enrollment and performance of their graduates in public higher education, and a public information campaign to build college aspirations among our underserved student populations. Currently the DHE and DESE, with the support of the Massachusetts Education Financing Authority, are working on a College and Career Web Portal that will facilitate the college exploration and application process. Also, with the support of the Executive Office of Education, the DHE is in the second year of managing a new Dual Enrollment Program that provides qualified high school students the opportunity to take college classes at public higher education institutions and thereby earn both college and high school credit, which studies show can go a long way towards increasing college readiness and success.

Fall/Annual and Minority Enrollment

Census Bureau projections suggest a slowdown, and ultimately a decline, in the number of traditional college-aged students in Massachusetts. At the same time, the demand for a college-educated workforce is expected to increase, along with an expected increase in the number and percentage of minorities within the overall population. Also, given the recent economic downturn, more unemployed and underemployed adults are pursuing additional education and training. Fulfilling the needs of these populations is the mission of the public higher education. And, with their relatively low costs, flexible program offerings, and strong ties to their regions and communities, the state and community college are well-positioned to meet these needs.

Fall enrollment numbers measure the number of students who enroll in the state and community colleges each fall. In fall 2009, state college student headcount totaled 47,041, reflecting a 2% increase from fall 2008 and a 9% increase from fall 2005.

At the community colleges, the fall 2009 enrollment headcount was 98,067, representing a 10% increase from fall 2008 and a 22% increase from fall 2005.

Undergraduate enrollment of minorities at the state colleges has risen steadily over the past five years. In fall 2009, the state colleges enrolled 4,825 minority students, a 9% increase over fall 2008 and a 39% increase from fall 2005. The overall undergraduate percent minority for the state colleges of 14.1% is similar to the percent of adults 18 and over with only a high diploma or equivalent (14.7%) who are from a minority group.

Undergraduate enrollment of minorities at the community colleges has also risen steadily over the past five years. In fall 2009, the community colleges enrolled 28,317 minority students, a 12% increase over fall 2008 and a 40% increase from fall 2005. The overall undergraduate percent minority for the community colleges of 31.7% is almost double the percent of adults (16.2%) aged 18 and over who are minority.

Student Transfer Rates

A large number of students transfer from community colleges to the state colleges or University system in Massachusetts, either after earning an associate degree or earlier in their community college program. In fall 2009 alone, 1,862 new transfer students at the state colleges were previously enrolled at a community college, representing an increase of 7% percent from fall 2008 and 13% increase from fall 2005.

Increased transfer rates suggest greater interest among students in earning a bachelor degree and growing collaborations between the state and community colleges with regard to articulation agreements, student awareness programs and advising practices. The Commonwealth Transfer Advisory Group (CTAG) found that, while many students are successfully transferring from one institution to another, for many there are significant roadblocks in this process. In June 2008, the Board of Higher Education accepted the Final Report of the CTAG which put forth a set of goals and recommendations to support a more seamless transfer of students among public higher education institutions, to increase the number of students who transfer successfully, and to improve degree completion among this group. A major result of the report was the adoption of the *MassTransfer* policy which integrated and replaced previous statewide programs into a single policy, thereby simplifying the transfer process and providing a broader population of students with clear pathways to degree completion.

III. Affordability

Though the state and community colleges remain relatively affordable in comparison to private higher education, reductions in state allocations have led campuses to raise student fees. However, the colleges realize that for many students in Massachusetts, paying for college requires a combination of family contributions and some form of financial aid, such as student loans. They remain committed to providing affordable access to post-secondary education.

Tuition and Fees

For state colleges, tuition and fees as a percentage of median income was lower than the Northeast regional average of 9.2% for similar institutions. At the community colleges, this number was lower than the regional average of 4.9% for similar institutions.

IV. Student Success

There are many ways to measure student success, with graduation rates being the most traditional measure. Other measures include first-year retention rates, fall-to-spring retention rates, course completion rates, number of degrees conferred, and pass rates on national

licensure exams. Given their unique mission and student population, community colleges are also looking into additional student success measures such as transfer rates

State College Graduation Rates

The 2005 State College Task Force on Retention and Graduation set a goal to increase the six-year graduation rate from 46 percent to 50 percent of students by the year 2010. With the six-year graduation rate for the cohort of students entering in fall 2002, the state colleges have achieved the goal with a graduation rate of 50.7%. In addition this graduation rate places Massachusetts in the top ten of states with similar institutions.

Community College Success Measures

The Task Force on Retention and Completion Rates at the Community Colleges (February 2007) recommended the development of a comprehensive set of success indicators and benchmarks that they believe best reflect the broad-based mission of community colleges and the unique population of students they serve. In FY2008 the BHE adopted new comprehensive student success indicator which measures whether students have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or remained enrolled after four, five, and six years. The goal of this indicator is to demonstrate the varied types of success outcomes that community college students achieve. The overall five-year success rate for the 2003 cohort is 73.2%, which includes four mutually exclusive categories: earning a degree or certificate (39.2%), transferring to another institution (15.1%), successfully completing 30 credits (17.6%), and remaining enrolled at their original institution (1.3%). The most notable change from the four-year outcomes reported in last year's report was an almost five percentage point increase in the number of students earning a degree or certificate. In the future, the DHE will report on the full six-year outcomes for the 2003 entering cohort.

First-Year Retention

Researchers agree that the transition from the first to the second year of college is the most critical point in the progression to a degree. The 2005 BHE Task Force on Retention and Graduation Rates in the State Colleges set as a goal 80 percent retention of first-year students by 2010 (the fall 2009 entering cohort). The retention rate for the fall 2007 cohort of 75.4% remains short of the goal, but it was the second-highest cohort retention rate over the previous thirteen years and was above the national retention rate of 74.1% for students enrolled in similar institutions. A look at the retention rate for the fall 2008 cohort reveals a retention rate over 77%, which suggests the state colleges are getting close to their goal. (2008 cohort data are not present in the report due to the fact that national comparison data are not available.)

For the third consecutive year, the DHE is reporting two different fall-to-fall retention rates for first-year community college students. The first is the traditional rate of return to the student's original institution. This rate for the entering cohort of fall 2008 is 59.6%, which is 1.9 percentage points higher than the rate of the previous cohort. This is the third consecutive year this retention rate has risen, and the rate is now at its highest point in the 14 years the DHE has been recording this information.

The second retention rate for community colleges looks at students who remain in higher education at either their original institution or any other higher education institutions. Because of the community colleges' unique transfer mission, it is important to track the enrollment of students in higher education after they leave their original institution as a measure of student success. Approximately 5% of the 2008 cohort enrolled at an institution other than their original in fall 2009.

Degrees and Certificates Conferred

Over the past five years, the state colleges have steadily increased the number of degrees and certificates conferred. In FY2009 the state colleges conferred 8,942 degrees and certificates, representing an increase of more than 1,300 degrees and certificates since FY2005. During the same timeframe, the community colleges have also increased the number of degrees and certificates they conferred. In FY2009 the community colleges conferred 11,136 degrees and certificates, representing an increase of more than 830 degrees and certificates since FY2005.

Pass Rates on National Licensure Exams

The 2008 Pass Rate for state college students taking the Massachusetts Test for Educator Licensure was 99% and well above the target rate of 80 percent.

The 2008 community college pass rate for students taking the nursing licensure exam (NCLEX) was 87%. This rate is above the Board of Higher Education target of 85% and matches the national pass rate for associate college students. Also in 2008, the community colleges reached new highs for both the number of students taking the exam for the first time (1,084), and the number of students passing the exam (946). The latter is almost 32% higher than the total for first-time test takers passing in 2004.

Other Student Success Measures

The community colleges also measure course completion rates and fall-to-spring retention rates in order to capture the achievements of a broad spectrum of community college students, including those seeking a degree, as well as those with more short term educational goals (e.g., professional development courses). The community colleges have remained relatively stable on these two measures over the last five years.

V. Fiscal Efficiency and Responsibility

As public institutions, Massachusetts' state and community colleges are required to be fiscally efficient and responsible. In November 2007, the BHE adopted a fiscal dashboard for Performance Measurement that includes information on efficiency and innovation (including fundraising), resource allocation, financial health, and fiscal compliance. Each dashboard is unique to the campus and most of the indicators cannot be meaningfully summed to the segmental level.

Compliance

Since 1998, each state and community college is required to contract with an external audit firm to prepare a comprehensive, annual, audited financial statement. An audit is deemed successful and unqualified when an external auditor can attest that the institution's financial statements present fairly, in all material respects, an entity's financial position, results of operations, and cash flows in conformity with Generally Accepted Accounting Principles (GAAP). In FY2009, all of the state and community colleges had audits with no significant findings.

Private Funds Raised

The ability of an institution to supplement revenue beyond state support and student charges is becoming increasingly important, and the most innovative campuses find ways to supplement state revenue with private funds. Both the state and community college presidents identify strengthened fundraising efforts as a key goal. In FY2009, the state colleges raised a total of \$9.8 million, and the community colleges raised \$13.3 million, the highest total since the DHE began collecting this information.

Expenditures Per Headcount

Expenditures per headcount for the community colleges were slightly higher than their Board-approved peers, but comparable to their Northeastern regional peers. The state colleges had expenditures per headcount that were below both their Board-approved peers and their regional peers.

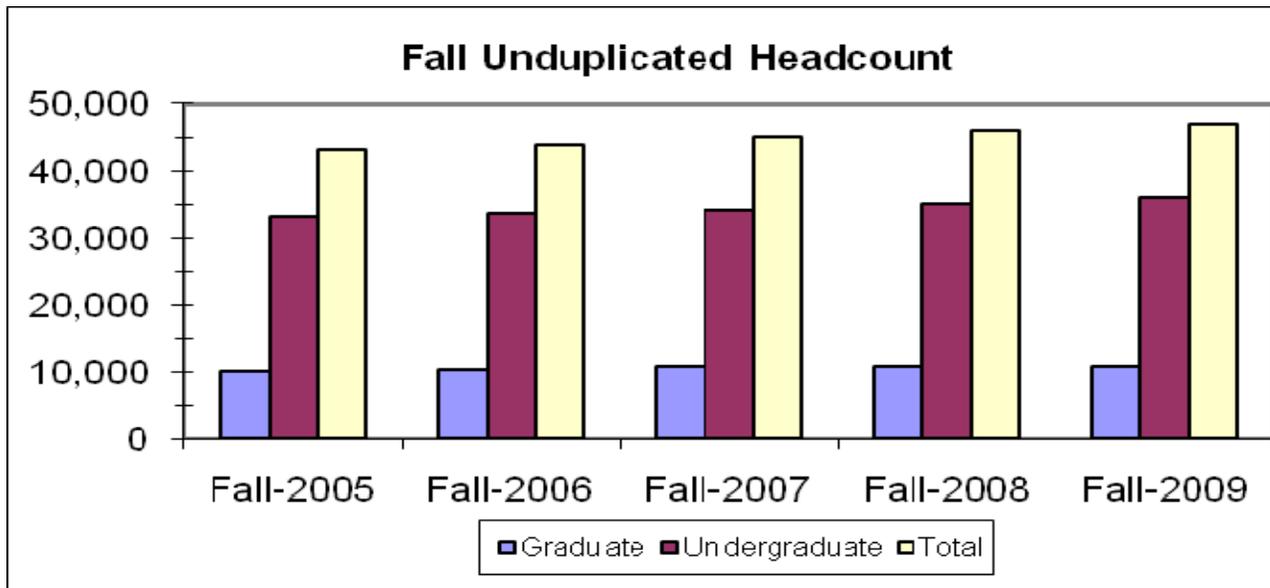
Segmental Assessment: State College Performance

Note: The following is a representation of the Performance Measurement outcomes for the State College segment¹ as a whole. Where appropriate and useful, we provide institution-level summaries. For additional information regarding the indicator methodologies and details, please refer to the State College Technical Guide.

Section I: Access to Public Higher Education in Massachusetts

Access Indicators	Targets/Results
<ul style="list-style-type: none"> • 2009 Fall Enrollment: <u>Headcount</u> <u>FTE</u> • Undergraduate: 36,158 31,126.1 • Graduate: 10,883 4,369.8 	<ul style="list-style-type: none"> • Over the last three years fall headcount enrollment has increased 4.1%. Two colleges had relatively flat growth and five colleges showed an increase. • Over the last three years fall FTE enrollment has increased 5.8%. One college had relatively flat growth and six colleges showed an increase.
<ul style="list-style-type: none"> • 2009 Annual Enrollment: <u>Headcount</u> <u>FTE</u> • Undergraduate: 42,276 31,499.7 • Graduate: 27,062 7,598.4 	<ul style="list-style-type: none"> • Over the last three years annual headcount enrollment has remained relatively stable. Two colleges had relatively flat growth, four colleges showed an increase, and one college declined. • Over the last three years annual FTE enrollment has increased 4.4%. One college had relatively flat growth, five colleges showed an increase and one college declined.
<ul style="list-style-type: none"> • Fall 2009 Minority Undergraduate Enrollment Percentage: 14.1% 	<ul style="list-style-type: none"> • The State College minority representation compares well to the Commonwealth's minority composition of 14.7% (based on adults 18 and over with only a high school diploma). Five of the seven colleges had minority representation that was comparable to or greater than that of their region.
<ul style="list-style-type: none"> • Fall 2009 Community College Transfers: 1,862 	<ul style="list-style-type: none"> • Over the last three years the number of community college transfer students has increased 3.0%. Three colleges had relatively flat growth, two colleges showed an increase, and two colleges declined.

¹ Does not include special mission institutions Massachusetts Maritime Academy and Massachusetts College of Art and Design, which prepare their own Performance Measurement Reports.



Section II: Affordability of Massachusetts State Colleges

Affordability Indicators	Targets/Results
<ul style="list-style-type: none"> Tuition and Fees as a percent of median family income in FY 2009: 7.8% 	<ul style="list-style-type: none"> The State College segment was well below the Northeast regional average of 9.2%. All colleges were at least one percentage point below the Northeast regional average.

Tuition and Fees as a Percent of Median Income					
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Massachusetts Average Tuition and Fees	\$5,024	\$5,377	\$5,789	\$6,063	\$6,337
Massachusetts Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
Tuition and Fees as a Percent of State Median Income	7.3%	7.5%	7.8%	7.7%	7.8%
Northeast Average Tuition and Fees	\$5,690	\$5,961	\$6,183	\$6,426	\$6,716
Northeast Median Family Income	\$62,052	\$64,147	\$66,601	\$70,423	\$72,801
Northeast Average Tuition and Fees as a Percent of State Median Family income	9.2%	9.3%	9.3%	9.1%	9.2%

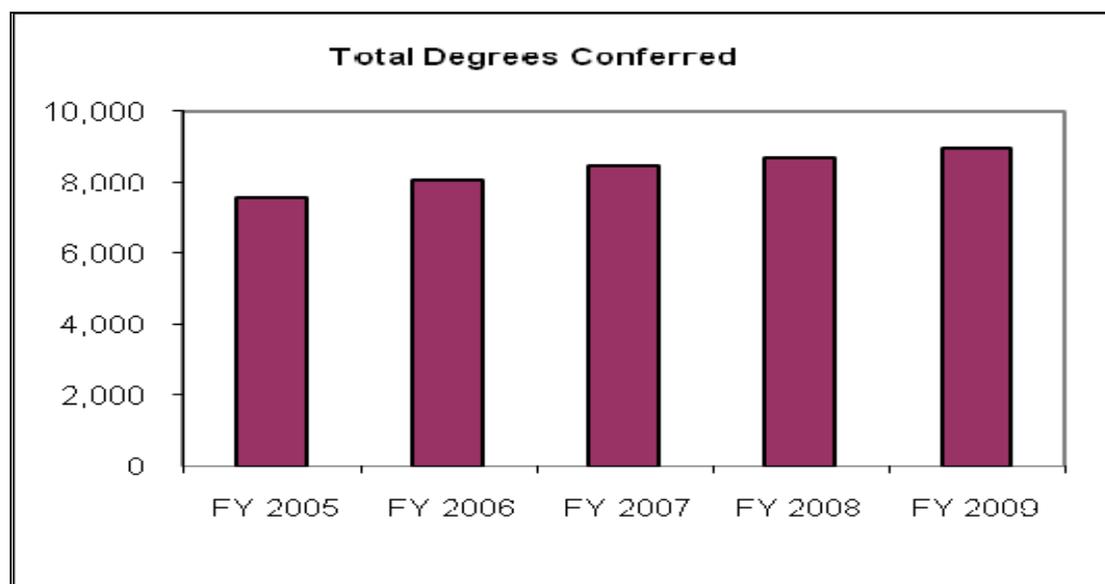
Section III: Student Success and Academic Quality

Success and Quality Indicators	Targets/Results
<ul style="list-style-type: none"> Fall 2007 First-Year retention rate: 75.4% 	<ul style="list-style-type: none"> The State College segmental retention rate compared well to the national rate of 74.1%. Six of the seven colleges had retention rate comparable to or higher than their peers. Six of the seven colleges had retention rates comparable to or higher than the national average.
<ul style="list-style-type: none"> 1998-2002 Cohort Six-Year Graduation Rate (3-year average): 47.2% 	<ul style="list-style-type: none"> The State College segmental 2002 Cohort Six-Year Graduation Rate is 5.2 percentage

<ul style="list-style-type: none"> 2002 Cohort Six-Year Graduation Rate: 50.7% 	<p>points higher than the six-year graduation rate for the 1997 cohort. The state colleges have achieved their goal of raising the graduation to 50% within five years, beginning with the 1997 cohort. Five of the seven colleges had three-year average graduation rates comparable to or higher than their peers.</p>
<ul style="list-style-type: none"> Total Degrees Conferred in FY 2009: 8,942 	<ul style="list-style-type: none"> Average degrees conferred per year over the last three years: 8,691. Six of the colleges conferred degrees at a level comparable to or above their three-year average.
<ul style="list-style-type: none"> 2008 Pass Rate for the Massachusetts Test for Educator Licensure: 99% 1,107 students passed the exam 	<ul style="list-style-type: none"> The State College segmental pass rate was higher than the target of 80%. All seven colleges had pass rates above the target.
<ul style="list-style-type: none"> Percent of new students who were special admits in Fall 2009: 4.8% 	<ul style="list-style-type: none"> The State College segment met the BHE requirement of less than 10 percent.

Entering Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort
Segment Rate	75.2%	76.2%	73.5%	74.4%	75.4%
National Average	74.3%	74.0%	73.7%	73.6%	74.1%

Entering Cohort	2004 (1998 Cohort)	2005 (1999 Cohort)	2006 (2000 Cohort)	2007 (2001 Cohort)	2008 (2002 Cohort)	Rolling Average 2006-2008
Segment	47.6%	47.2%	48.9%	45.9%	50.7%	47.2%



Section IV: Effective and Efficient Use of Resources

Effectiveness and Efficiency Indicators	Targets/Results
<ul style="list-style-type: none">Findings of the FY 2009 Independent Financial Audits: All seven state colleges had unqualified audits with no material weaknesses.	<ul style="list-style-type: none">The Board of Higher Education requires that all audits are unqualified with no significant findings.
<ul style="list-style-type: none">Financial Health Indicator: Primary Reserve Ratios FY 2009.	<ul style="list-style-type: none">One of the seven state colleges had primary reserve ratios comparable to the advisable level of reserves.
<ul style="list-style-type: none">Private funds raised in FY 2009: \$9,778,004	<ul style="list-style-type: none">State Colleges raised slightly less in FY 2009 than in FY 2008.

Bridgewater State College

Bridgewater State College (BSC), the comprehensive state college of 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.

Program of Distinction

The College's Master of Public Administration (MPA) program was accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). As the only public program of four in the Commonwealth to earn this distinction, the MPA curriculum has now been recognized as meeting the highest standards of graduate education for public administration professionals. Students may select concentrations in Civic and Nonprofit Leadership Administration or Sustainable Community Development, both of which are areas of considerable regional interest.

Collaborations

- Project EarthView is an innovative and collaborative program of global and geographic education that involves faculty, international students and regional school districts. EarthView is a hand-made, 20-foot-tall inflatable globe of the Earth that gives students an opportunity to learn about human and physical geography from a unique perspective. EarthView programs are delivered by a team that includes two full-time geography professors and one consulting geography teacher and so far have reached over 15,000 primary and secondary students at dozens of Massachusetts schools.
- The Massachusetts Aggression Reduction Center (MARC) offers free bullying and cyberbullying prevention and education programs free of charge to hundreds of school districts, thousands of teachers and administrators, and tens of thousands of students throughout the Commonwealth. In addition to its many K-12 partnerships, MARC works closely with District Attorneys, the Attorney General's Office, Children's Hospital, and an array of professional organizations, such as the Anti-Defamation League, the Massachusetts Secondary School Administrators Association, and the Massachusetts Interscholastic Athletics Association.
- The Center for Entrepreneurship Studies (CES) provides a platform to enhance the education of and connections for students interested in becoming entrepreneurs. In addition, CES collaborates with local entrepreneurs seeking to grow their business activities by working closely with students, encourages faculty to expand their teaching and research into entrepreneurial areas, and serves as a resource for citizens wishing to

start their own businesses. As part of its ongoing efforts, the Center offers a multitude of workshops, off-site events, an annual business plan contest, and an Entrepreneur-in-Residence Program.

- Now in its sixth year of operation, the College's Off-Campus Connect Card Program has allowed students, faculty and staff to use their campus identification as a debit card with an array of local merchants. Since 2005 members of the BSC community have spent nearly \$1.5 million in local restaurants and shops. What began as a College partnership with six establishments now covers 29 vendors and generates in excess of \$400,000 annually for the local economy. Program participants are also highlighted during student orientation and the College's annual business expo.
- In conjunction with the Massachusetts Council on Economic Education, the Federal Reserve Bank of Boston and the Challenger Foundation, the College hosted the Annual International Economic Summit for hundreds of New England high school students, marking the first time the event was held in southeastern Massachusetts. The program creates a real-world simulation in which students separate into groups representing different countries of the world, serve as economic advisors to their selected nations, present economic proposals, and trade goods and services with other groups. The program helps to demystify the workings of global economics and allows students the chance to practice economic decision-making.
- As part of its ongoing collaboration with the Fulbright Program, the College hosted Dr. Amatalrauf Al-Sharki, a renowned scholar and human rights activist from Yemen. Dr. Al-Sharki lectured extensively during her tenure at Bridgewater, educating audiences about the importance of communication in helping to solve challenges facing the international community. In addition to facilitating her on-campus activities, the College also organized extensive outreach activities with local school districts, other colleges and universities, civic organizations and chambers of commerce.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, Bridgewater State College’s fall headcount enrollment has increased 8.5%, and fall FTE has increased 10%.

Fall 2009 Enrollment

Undergraduate Headcount	8,903
Undergraduate FTE	7,679.5
Graduate Headcount	1,871
Graduate FTE	856.9

Annual Credit Enrollment

Over the last three years, Bridgewater State College’s annual headcount enrollment has increased 4.5%, and annual FTE enrollment has increased 9.4%.

Annual 2008–2009 Credit Enrollment

Undergraduate Headcount	9,594
Undergraduate FTE	7,397.5
Graduate Headcount	2,994
Graduate FTE	1,206.5

Minority Enrollment

As of fall 2009, Bridgewater State College’s minority enrollment was greater than the Southeast Region’s minority representation of 9.7% for adults 18 years and older with just a high school diploma.

Fall 2009 Minority Enrollment

12.1%

Community College Transfer Students

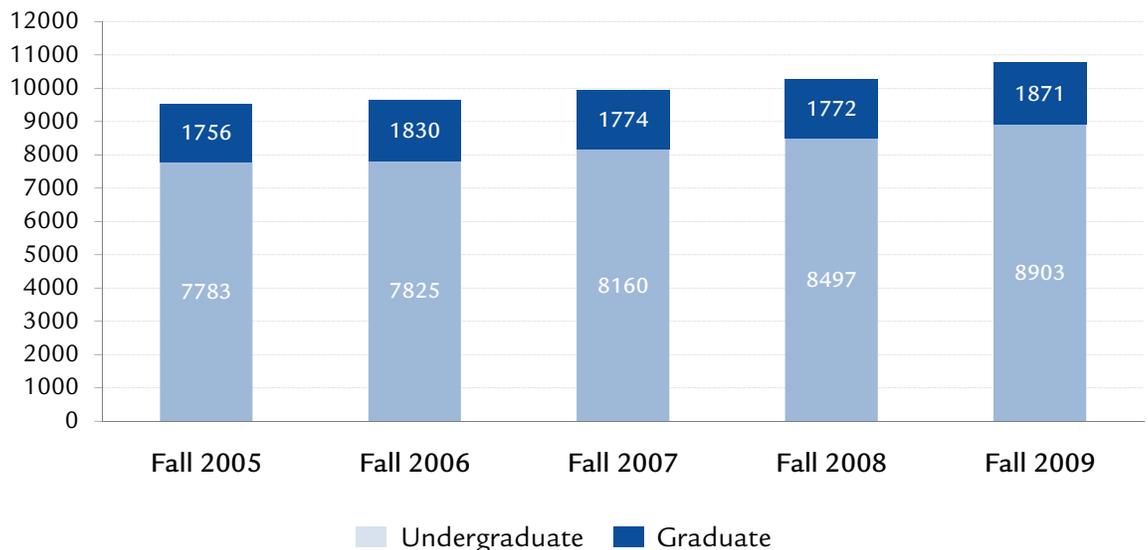
Over the last three years, the number of community college transfer students to Bridgewater State College has increased 20.0%.

Fall 2009 CC Transfer Students

491

Trends in Access:

Undergraduate and Graduate Fall Headcount Enrollment at Bridgewater State College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Bridgewater State College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Bridgewater State College Tuition and Fees	\$5,326	\$5,506	\$5,866	\$6,034	\$6,238
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Bridgewater State College Tuition and Fees	7.8%	7.7%	7.9%	7.7%	7.6%
X = Massachusetts State Colleges’ Average Tuition and Fees	7.3%	7.5%	7.8%	7.7%	7.8%
X = Northeast Average Tuition and Fees	9.2%	9.3%	9.3%	9.1%	9.2%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Bridgewater State College, as a percent of median family income, is below the Northeast regional average of 9.2%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

7.6%

III. Student Success and Academic Quality at Bridgewater State College

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Bridgewater State College's Fall 2007 Cohort persistence rate is above the segmental rate of 75.4%, the national rate of 74.1%, and the institutional peer retention rate of 77.3%.

Fall 2007 Cohort First-Year Persistence Rate

79.6%

Six-Year Graduation Rate

Bridgewater State College's six-year graduation rate is above the segmental rate of 47.2% but below the institutional peer rate of 53.2%.

2000–2002 Cohort Six-Year Graduation Rate (3-Year Average)

49.8%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Bridgewater State College per year over the last three years is 1,987.

Total Degrees and Certificates Conferred in FY2009

2,047

MTEL Pass Rate

Bridgewater State College's MTEL pass rate was above the Board of Higher Education's target pass rate of 80%.

2008 Pass Rate for the Massachusetts Test for Educator Licensure

97%

Number of Students Passing MTEL

301

Special Admission Students

Bridgewater State College meets the Board of Higher Education requirement of enrolling less than 10% special admissions students per year. (See Appendix.)

Percent of New Students Who Were Special Admits in Fall 2009

3.6%

Trends in Student Success:

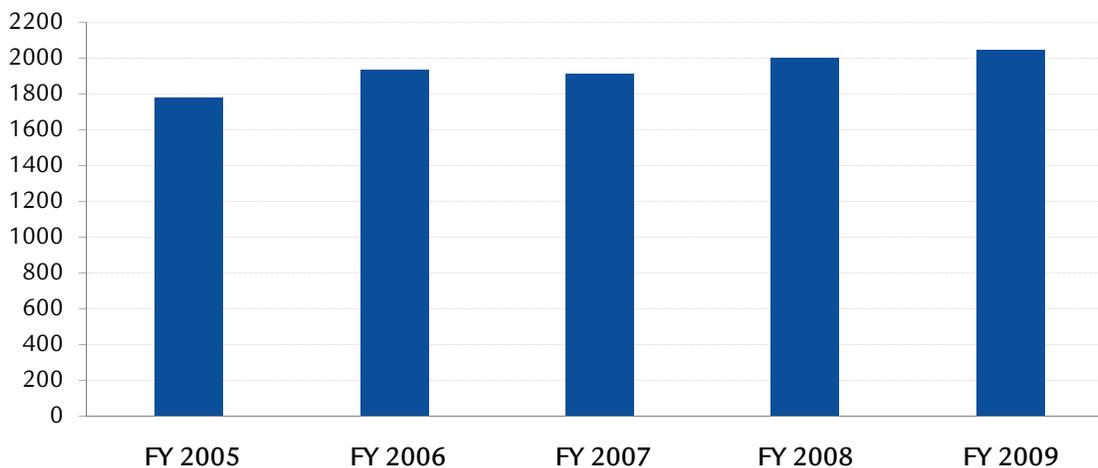
First-Year Persistence Rate (Fall-to-Fall) at Bridgewater State College

	Cohort				
	Entering 2003	Entering 2004	Entering 2005	Entering 2006	Entering 2007
Bridgewater State College Rate	77.8%	75.7%	75.0%	74.3%	79.6%
Peer Rate	78.1%	77.8%	76.6%	77.0%	77.3%
Massachusetts State College Segment Rate	75.2%	76.2%	73.5%	74.4%	75.4%
National Average	74.3%	74.0%	73.7%	73.6%	74.1%

Six-Year Graduation Rate at Bridgewater State College

	Cohort				Entering 2000–2002 (3-Year Average)
	Entering 1999 Graduating by 2005	Entering 2000 Graduating by 2006	Entering 2001 Graduating by 2007	Entering 2002 Graduating by 2008	
Bridgewater State College Rate	47.8%	50.6%	47.9%	50.9%	49.8%
Peer Rate	51.4%	52.7%	53.0%	53.9%	53.2%
Segment Average	47.2%	48.9%	45.9%	50.7%	47.2%

Degrees and Certificates Conferred by Bridgewater State College



IV. Effective and Efficient Use of Resources at Bridgewater State College

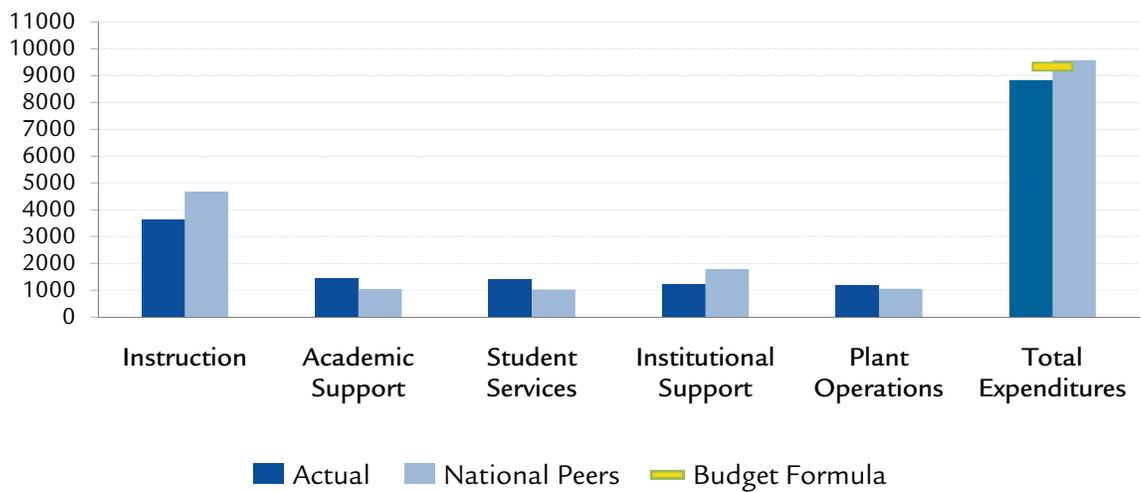
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

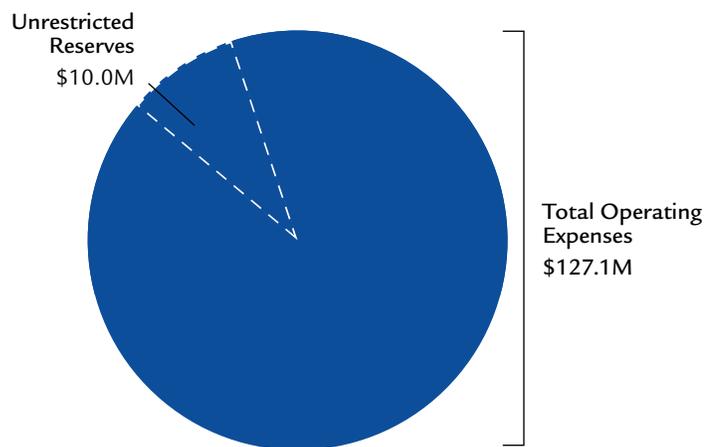
- Executed an energy rolling practice as a result of completing a comprehensive energy and water conservation program. Net effect lowers the demand for energy on campus without curtailing services.
- Contracted with Touchnet to offer e-bill instead of paper bills to students, resulting in annual saving of \$70,000.
- Raised \$1,777,474 through private fundraising.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

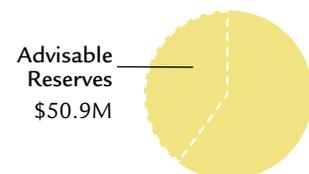


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$9,976,305
Total Operating Expenses (TOE)	\$127,146,646
Primary Reserve Ratio (UR/TOE)	7.8%



Audit Compliance

No material weaknesses based on annual external independent audits from FY2005 to FY2009.

Fitchburg State College

Fitchburg State College (FSC) 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.

Program of Distinction

Working in partnership with Worcester State College and the Massachusetts Elementary School Principals' Association, Fitchburg State College received approval from the Massachusetts Executive Office of Education to establish the Central Massachusetts Regional Readiness Center. The Readiness Center, one of six statewide, was established to help address the key priorities of improving teacher quality and bridging the educational achievement gap across the Commonwealth. The Readiness Center will focus on improving teaching and learning from early childhood through higher education and will offer services and activities that will address local and regional educational needs, as well as statewide priorities. The Readiness Center will also serve as a hub for collaboration among local, regional, and state stakeholders, including institutions of higher education, educational collaboratives, educational service providers, business and community partners, state agencies, and others engaged in the broad educational mission. The enhancement of partnerships among these stakeholders will result in the delivery of more targeted, aligned, and coherent instructional and professional development services to early education and care providers, schools, and school districts.

Collaborations

- Funded by a STEM pipeline grant, faculty and mathematics specialists from Fitchburg State College, Middlesex Community College and Fitchburg Public Schools will develop five curriculum modules that will be used in required mathematics courses for pre-service elementary teachers at FSC and MCC, local preparation courses for the Massachusetts Test for Educator License (MTEL), and professional development activities for in-service teachers in grades K-6 in Fitchburg Public Schools. Each module will address at least one of the topics in the Mathematics Curriculum Framework. The development and implementation of these modules will greatly benefit all parties and advance efforts to improve the preparation and practice of future and current educators.
- Through a US DOE-funded project, entitled "Meeting the Challenge," FSC is preparing special education teachers in Fitchburg, Leominster, Lowell, Gardner and Ayer, who are either paraprofessionals or are currently teaching on waivers. In addition to preparation in special education, the curriculum includes coursework in teaching children who are learning English as a second language. Thus far, 24 individuals have completed the program and received their master's degree and licensure as Teachers of Children with

Moderate Disabilities. Thirty additional students are expected to complete the program by the end of the project.

- The FSC Center for Professional Studies was relocated to Main Street in downtown Fitchburg to take on a more prominent presence in the community and expand its mission of serving the needs of the greater Fitchburg business community. The Center formed an Advisory Board in fall 2009 as a means to expand services and resources to the area workforce. The Center will continue to offer professional development to the educational community, as well as foster new initiatives to serve the business, health and not-for-profit community. Some of the collaborations currently in place are Advanced Placement Teacher Training Institutes, Fine Arts Director Institutes, Wilson Reading Language Program, the National Institute for School Leadership, and Superintendents and Principals Breakfast Meetings.
- Fitchburg State College led the effort to establish an advisory board to develop strategies and action plans for the thirteen Massachusetts State and Community College SunGard campuses. The Advisory Board's initial charge was to generate ideas that would enhance campus practices and collaborations to expand upon system expertise for advancing business solutions and to contain operational costs. Among the Advisory Board's initiatives was to sponsor the first public higher education SunGard Best Practices Conference, hosted at FSC in March 2009. The conference attracted over 100 attendees who attended sessions facilitated by Massachusetts campus practitioners who presented their best practices to serve as models for application throughout the system.
- FSC is initiating its third cohort of 24 students from Northern Essex Community College, who are seeking a four-year degree and licensure as Elementary or Early Childhood teachers. The program is offered in the evenings to graduates of associate-degree programs at NECC. FSC provides courses both at NECC and online. Most students are paraprofessionals in the greater Lawrence/Haverhill area, and some are able to use their place of employment in school districts or child care centers for partial completion of practicum requirements. Thus far, fifteen students have graduated and received their teaching license in elementary or early childhood education.
- Faculty from three academic departments collaborated with representatives of the non-profit sector to create a graduate-level certificate in Not-for-Profit Management. This certificate was created to assist area non-profits by providing education and training to their current workforce and supporting their efforts to develop a pool of qualified leaders. One-credit seminars within the program allow the College to offer topics of interest that are tailored to the needs of current students and/or in response to specific requests from

area non-profit agencies. These seminars can be quickly developed by expert faculty and qualified professionals to respond to time-sensitive needs.

- FSC is participating with the Massachusetts Commission for the Deaf and Hard of Hearing on the William Hoy Council on Deaf Studies and Workforce Development project. The Council is charged with developing grant guidelines for new and existing programs in deaf studies and American Sign Language interpreting in the Commonwealth, guidelines for financial assistance for students in these programs, and guidelines for marketing and outreach for deaf studies and ASL for elementary and secondary education students. The Council has been collecting data, developing program strategies, and preparing a report to the Legislature.
- The offices of Student Health Services and Counseling Services at Fitchburg State College are participating in a three-year renewable grant with the Montachusett Opportunity Council in a male health awareness initiative. The grant is offered through the Office of Family Planning for the Male Family Planning Research Cooperative Agreement and is intended to increase access by males to local health and family planning services in our region. The campus offices are structuring their services to better serve male clients, train health services providers regarding male health exams and screening procedures, promote campus/community outreach and collect and report study data.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, Fitchburg State College’s fall headcount enrollment has increased 5.3%, and fall FTE has increased 6.9%.

Fall 2009 Enrollment

Undergraduate Headcount	4,223
Undergraduate FTE	3,626.1
Graduate Headcount	2,820
Graduate FTE	1002.1

Annual Credit Enrollment

Over the last three years, Fitchburg State College’s annual headcount enrollment has increased 2%, and annual FTE enrollment has increased 5.7%.

Annual 2008–2009

Credit Enrollment

Undergraduate Headcount	4,702
Undergraduate FTE	3,532.9
Graduate Headcount	7,398
Graduate FTE	1,771.9

Minority Enrollment

As of fall 2009, Fitchburg State College’s minority enrollment was comparable to the Central Region’s minority representation of 10.3% for adults 18 years and older with just a high school diploma.

Fall 2009 Minority Enrollment

10.4%

Community College Transfer Students

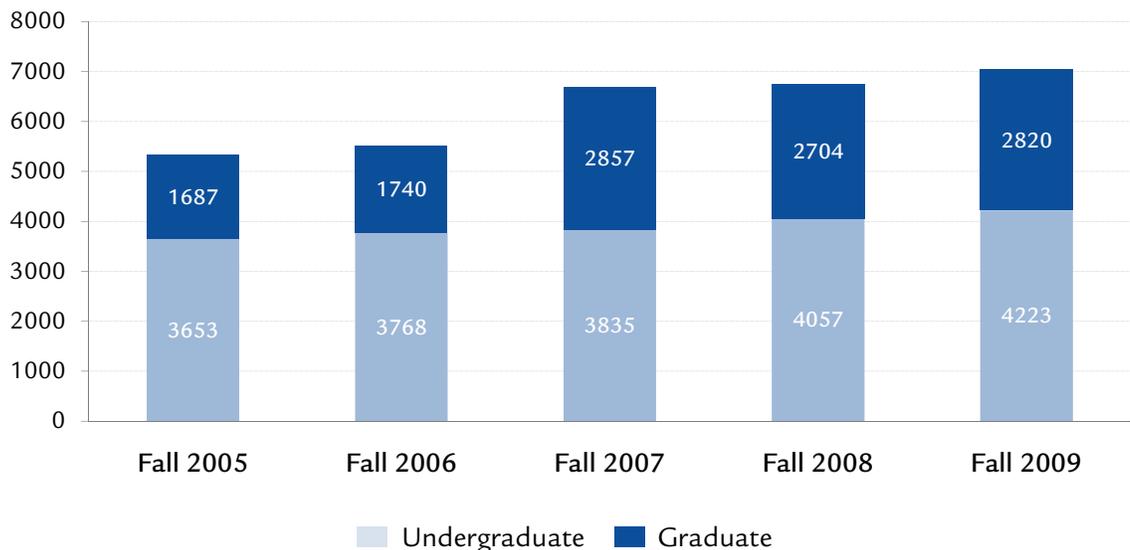
Over the last three years, the number of community college transfer students to Fitchburg State College has declined 10.7%.

Fall 2009 CC Transfer Students

208

Trends in Access:

Undergraduate and Graduate Fall Headcount Enrollment at Fitchburg State College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Fitchburg State College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Fitchburg State College Tuition and Fees	\$4,588	\$5,002	\$5,542	\$5,992	\$6,400
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Fitchburg State College Tuition and Fees	6.7%	7.0%	7.4%	7.6%	7.8%
X = Massachusetts State Colleges’ Average Tuition and Fees	7.3%	7.5%	7.8%	7.7%	7.8%
X = Northeast Average Tuition and Fees	9.2%	9.3%	9.3%	9.1%	9.2%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Fitchburg State College, as a percent of median family income, is below the Northeast regional average of 9.2%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

7.8%

III. Student Success and Academic Quality at Fitchburg State College

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Fitchburg State College's Fall 2007 Cohort persistence rate is comparable to the segmental rate of 75.4% and the national rate of 74.3%, but above the institutional peer retention rate of 69.7%.

Fall 2007 Cohort First-Year Persistence Rate

74.0%

Six-Year Graduation Rate

Fitchburg State College's six-year graduation rate is above the segmental rate of 47.2% and the institutional peer rate of 39.9%.

2000-2002 Cohort Six-Year Graduation Rate (3-Year Average)

49.9%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Fitchburg State College per year over the last three years is 1,157.

Total Degrees and Certificates Conferred in FY2009

1,240

MTEL Pass Rate

Fitchburg State College's MTEL pass rate was above the Board of Higher Education's target pass rate of 80%.

2008 Pass Rate for the Massachusetts Test for Educator Licensure

100%

Number of Students Passing MTEL

147

Special Admission Students

Fitchburg State College meets the Board of Higher Education requirement of enrolling less than 10% special admissions students per year (See Appendix.)

Percent of New Students Who Were Special Admits in Fall 2009

5.2%

Trends in Student Success:

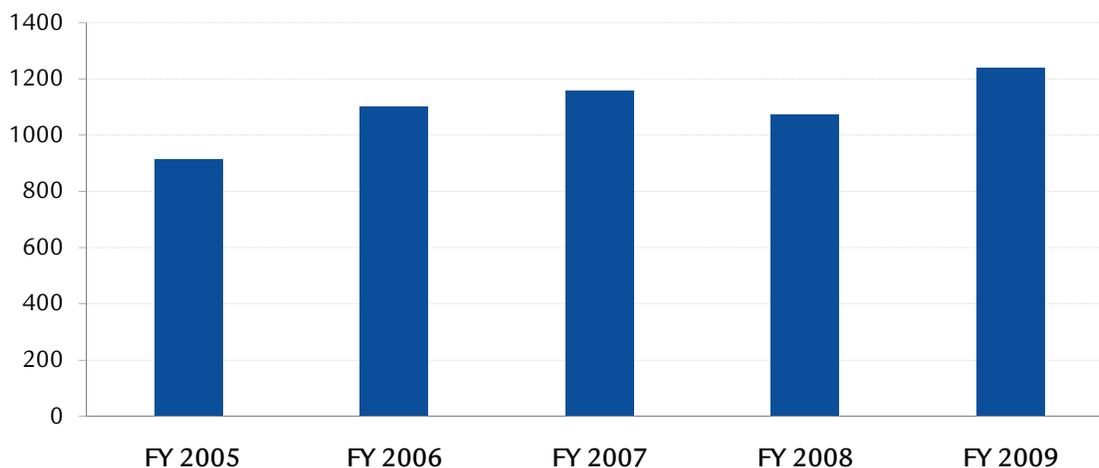
First-Year Persistence Rate (Fall-to-Fall) at Fitchburg State College

	Cohort				
	Entering 2003	Entering 2004	Entering 2005	Entering 2006	Entering 2007
Fitchburg State College Rate	77.0%	77.6%	74.6%	74.8%	74.0%
Peer Rate	70.5%	69.3%	69.8%	68.1%	69.7%
Massachusetts State College Segment Rate	75.2%	76.2%	73.5%	74.4%	75.4%
National Average	74.3%	74.0%	73.7%	73.6%	74.1%

Six-Year Graduation Rate at Fitchburg State College

	Cohort				Entering 2000–2002 (3-Year Average)
	Entering 1999 Graduating by 2005	Entering 2000 Graduating by 2006	Entering 2001 Graduating by 2007	Entering 2002 Graduating by 2008	
Fitchburg State College Rate	54.8%	51.6%	47.4%	50.6%	49.9%
Peer Rate	40.8%	39.9%	40.0%	39.8%	39.9%
Segment Average	47.2%	48.9%	45.9%	50.7%	47.2%

Degrees and Certificates Conferred by Fitchburg State College



IV. Effective and Efficient Use of Resources at Fitchburg State College

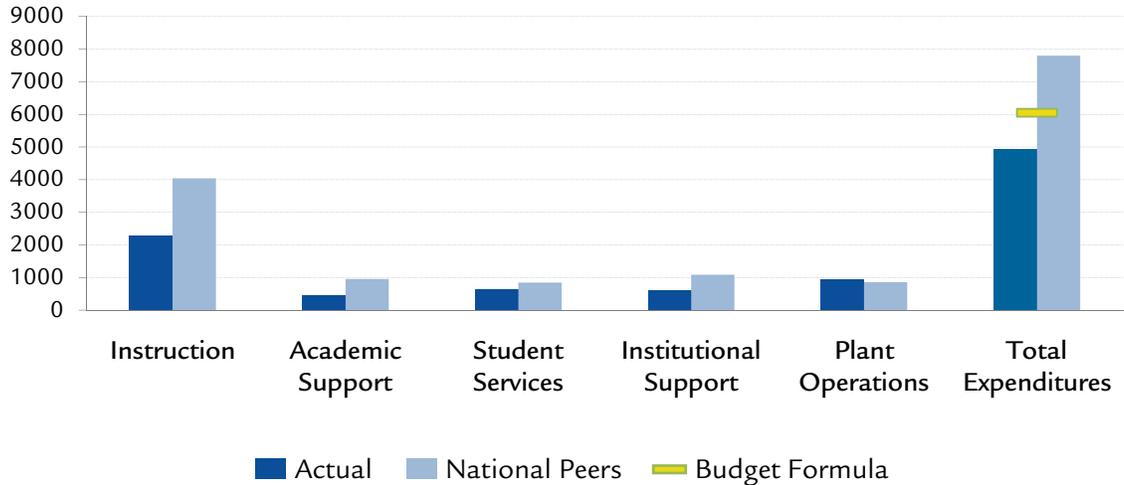
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

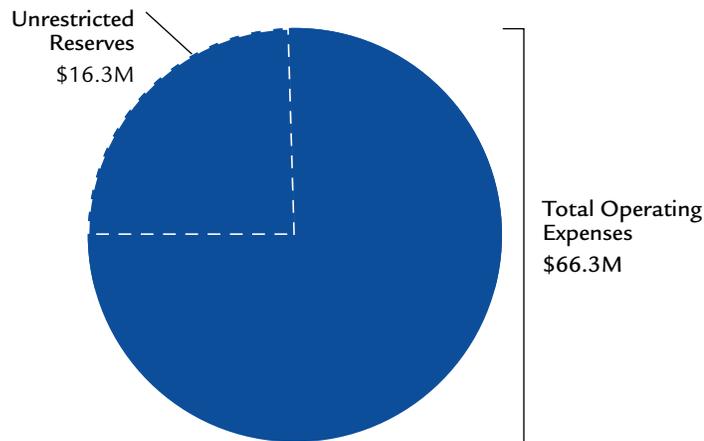
- Increased grants and contracts revenue by \$532,285, or 13%, as compared to FY08.
- Utilized bulk mailing instead of per-piece pricing, resulting in a cost savings of \$63,331.
- Will save \$245,000 in banking fees over a five-year period due to a four-campus alliance (Central Links).

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

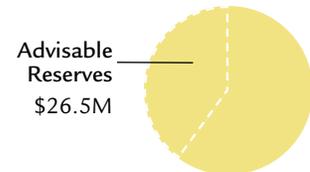


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$16,270,498
Total Operating Expenses (TOE)	\$66,322,275
Primary Reserve Ratio (UR/TOE)	24.5%



Audit Compliance

No material weaknesses based on annual external independent audits from FY2005 to FY2009.

Framingham State College

Framingham State College (FSC) was founded by Horace Mann in 1839 as the first state-supported school in the United States for the education of teachers. The College integrates liberal arts and science programs with a variety of professional programs at the baccalaureate and master's levels.

Program of Distinction

Framingham State College has embraced environmental sustainability with initiatives that reach into all parts of College operations. The “Green Initiative” began with the publication of the College’s Climate Action Plan. The plan assessed the carbon footprint of the campus and identified areas where environmental awareness and responsible environmental stewardship could be enhanced. This assessment resulted in fifteen “Action Points” that focused on operational improvements. An integral part of the Climate Action Plan has been the creation of a student-organized Green Team. The Green Team promotes environmental awareness on campus, as well as creates student participation in sustainability and energy conservation projects.

In June 2009 Framingham State unveiled a new Environmental Science interdisciplinary major. The Departments of Geography and Biology co-sponsored the multidisciplinary major that includes course offerings from ten disciplines. The combination of physical and social sciences and disciplines, provides students with both the science and policy skills required in a changing economy.

Framingham State’s Green Initiative is providing not only quantifiable results but is positioning students for effective employment while creating a campus climate that promotes responsible citizenry.

Collaborations

- Framingham State College has partnered with the Massachusetts Biotechnology Education Foundation in delivering BioTeach, a professional development program for high school science teachers. The Foundation has provided lab equipment and supplies, career opportunity programs and funding for the teacher training workshops. Since its beginning, the program has served over 400 teachers from approximately 200 schools.
- “Conversations” is an annual program at FSC that provides a forum for English and mathematics high school and College faculty to discuss what happens in their classrooms and ways they can help each other provide linkages or connections between the content and skills required at both levels. Spring 2010 will mark the fourth year of the

program. The program has averaged 20 participants each year and had participation from eleven different school districts.

- FSC's McAuliffe Center has been involved in three outreach programs for specific, targeted populations. First, the Center conducted a summer STEM program for diverse middle school students from the Framingham Public Schools. The program focused on the engineering design process, astronaut training, forensics, space weather, astronomy-based physical science, and LEGO robotics. This program has served 120 underserved, at-risk students to date. This past summer the Center launched a ten-week Pre-service Teacher Summer Internship Pilot Program to provide STEM professional development opportunities for FSC undergraduates who aspire to be teachers. Finally, each semester the McAuliffe Center provided two day-long STEM programs for middle school minority students from Boston. The students toured the FSC campus, flew the *Mission to Mars* in the Challenger Learning Center, viewed the planetarium program—THE TILT—and received LEGO robotics training.
- FSC is one of the few colleges to have an art museum available to support its academic and co-curricular programs. This has been possible through the College's partnership with the Danforth Museum of Art. The Danforth focuses on American art from 18th century to present day and is dedicated to showing the very best examples of contemporary art, as well as an exploration of the School of Boston Expressionism. The Museum's exhibitions and permanent collection offer opportunities to explore a range of media and artistic forms of expression. FSC students, faculty and staff are not charged admission to the Museum, and the Museum provides a "laboratory" for many art, communication arts, history, and Museum studies courses. FSC faculty and students have served as instructors for many of the Museum School's courses.
- FSC and the Massachusetts International Academy (MAIA) launched a partnership during academic year 2009-2010. The College worked with MAIA to establish a program for 30-60 FSC undergraduates to live at MAIA's campus facility in Marlborough to create an opportunity for interaction among FSC undergraduates and Chinese students participating in a transitional year program. FSC and MAIA also created opportunities for FSC to use the facility for English as a Second Language instruction, general course offerings, and conferences. The two parties developed additional opportunities for cultural exchange, including study tours for College credit and sharing of campus events at the College and at MAIA.
- FSC is building upon the framework of the new MassTransfer policy to establish academic program articulation agreements with the three community colleges that

provide the largest portion of its transfer students: Massachusetts Bay, Middlesex, and Quinsigamond Community Colleges. Bringing together faculty by program from the three institutions, this initiative is promoting shared expectations for common courses, resolution of issues that have sometimes prevented certain courses from transferring, and alignment of programs to enhance the ability of transfer students to complete their programs of study within four years. Articulation agreements are in place or being finalized for Biology, Chemistry and Food Science, Computer Science, Geography, and Mathematics with most of the remaining Framingham programs expected to be completed by the end of the academic year.

- The MetroWest Economic Research Center (MERC) at FSC regularly collaborates with local business and municipal organizations to provide critically needed economic data and analyses to businesses, chambers of commerce, municipalities, non-profit organizations, school districts and residents. During the current academic year, two FSC faculty members along with a senior MERC intern presented an overview of the MetroWest economy to the members of the MetroWest Leadership Academy Class of 2010 in Framingham. The Leadership Academy Class of 2010 includes 26 individuals from local businesses, non-profits and governmental agencies.
- FSC has taken student and staff well-being to a new level upon the founding of its Campus Wellness Program. Collaborating with academic and administrative departments, FSC was able to promote existing College events, while creating new programs at low cost. A member of the Psychology faculty taught “Mindful-based Stress Reduction” for four consecutive semesters, and a faculty member in the Consumer Science Department, in conjunction with nutrition interns, offered presentations and cooking demonstrations, focusing on healthier eating habits. To date the Wellness Program has been a resounding success and is a wonderful example of the College marshalling its talents and programs so that they are available to all members of its community.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, Framingham State College’s fall headcount enrollment and fall FTE have remained relatively stable.

Fall 2009 Enrollment

Undergraduate Headcount	3,847
Undergraduate FTE	3,417.6
Graduate Headcount	2,142
Graduate FTE	795.5

Annual Credit Enrollment

Over the last three years, Framingham State College’s annual headcount enrollment has increased 2%, and annual FTE enrollment has increased 3.4%.

Annual 2008–2009

Credit Enrollment

Undergraduate Headcount	4,880
Undergraduate FTE	3,618.3
Graduate Headcount	5,691
Graduate FTE	1,537.6

Minority Enrollment

As of fall 2009, Framingham State College’s minority enrollment was below the Greater Boston Region’s minority representation of 9.7% for adults 18 years and older with just a high school diploma.

Fall 2009 Minority Enrollment

12.9%

Community College Transfer Students

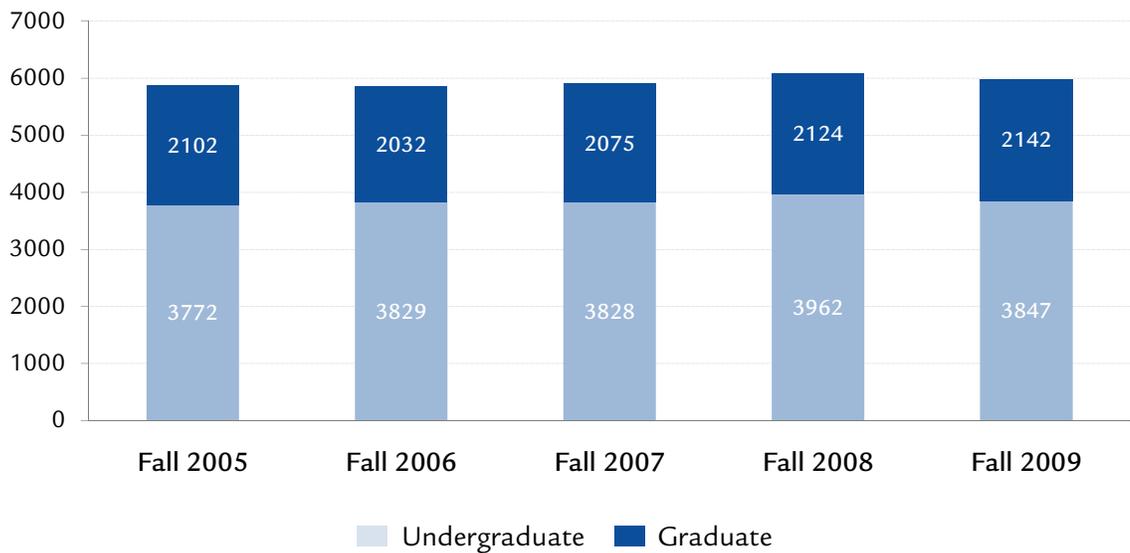
Over the last three years, the number of community college transfer students to Framingham State College has declined 35.2%.

Fall 2009 CC Transfer Students

127

Trends in Access:

Undergraduate and Graduate Fall Headcount Enrollment at Framingham State College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Framingham State College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Framingham State College Tuition and Fees	\$4,658	\$5,004	\$5,450	\$5,798	\$6,142
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Framingham State College Tuition and Fees	6.8%	7.0%	7.3%	7.4%	7.5%
X = Massachusetts State Colleges’ Average Tuition and Fees	7.3%	7.5%	7.8%	7.7%	7.8%
X = Northeast Average Tuition and Fees	9.2%	9.3%	9.3%	9.1%	9.2%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Framingham State College, as a percent of median family income, is below the Northeast regional average of 9.2%.

2008–2009 Tuition and Fees as a
Percent of Median Family Income

7.5%

III. Student Success and Academic Quality at Framingham State College

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Framingham State College's Fall 2007 Cohort persistence rate is below the segmental rate of 75.4%, comparable to the national rate of 74.3%, but above the institutional peer retention rate of 70.9%.

Fall 2007 Cohort First-Year Persistence Rate

73.0%

Six-Year Graduation Rate

Framingham State College's six-year graduation rate is comparable to the segmental rate of 47.2% and above the institutional peer rate of 33.9%.

2000-2002 Cohort Six-Year Graduation Rate (3-Year Average)

47.4%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Framingham State College per year over the last three years is 1,169.

Total Degrees and Certificates Conferred in FY2009

1,118

MTEL Pass Rate

Framingham State College's MTEL pass rate was above the Board of Higher Education's target pass rate of 80%.

2008 Pass Rate for the Massachusetts Test for Educator Licensure

99%

Number of Students Passing MTEL

145

Special Admission Students

Framingham State College meets the Board of Higher Education requirement of enrolling less than 10% special admissions students per year (See Appendix.)

Percent of New Students Who Were Special Admits in Fall 2009

6.9%

Trends in Student Success:

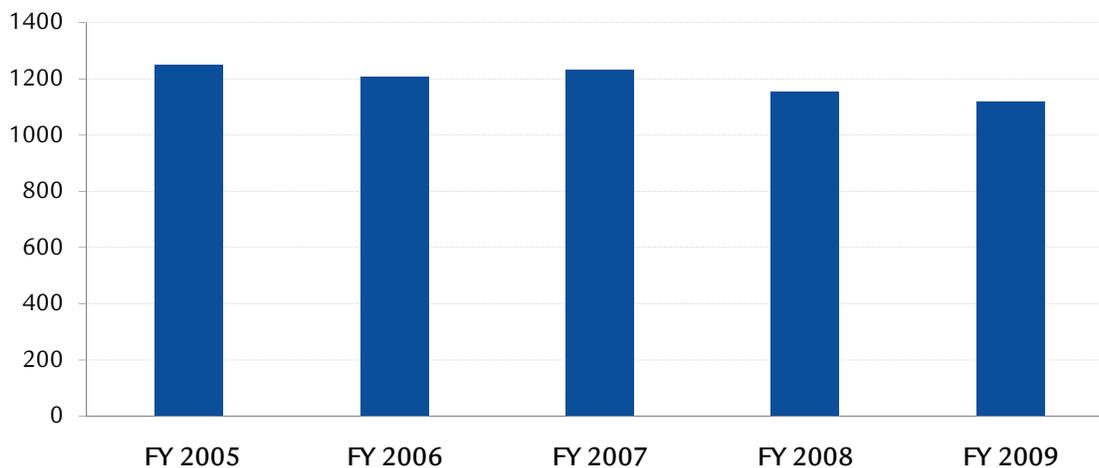
First-Year Persistence Rate (Fall-to-Fall) at Framingham State College

	Cohort				
	Entering 2003	Entering 2004	Entering 2005	Entering 2006	Entering 2007
Framingham State College Rate	71.8%	75.1%	72.0%	73.2%	73.0%
Peer Rate	73.3%	74.5%	73.9%	72.9%	70.9%
Massachusetts State College Segment Rate	75.2%	76.2%	73.5%	74.4%	75.4%
National Average	74.3%	74.0%	73.7%	73.6%	74.1%

Six-Year Graduation Rate at Framingham State College

	Cohort				<i>Entering 2000–2002 (3-Year Average)</i>
	Entering 1999 <i>Graduating by 2005</i>	Entering 2000 <i>Graduating by 2006</i>	Entering 2001 <i>Graduating by 2007</i>	Entering 2002 <i>Graduating by 2008</i>	
Framingham State College Rate	42.0%	50.2%	42.8%	49.2%	47.4%
Peer Rate	35.3%	37.2%	36.8%	39.6%	33.9%
Segment Average	47.2%	48.9%	45.9%	50.7%	47.2%

Degrees and Certificates Conferred by Framingham State College



IV. Effective and Efficient Use of Resources at Framingham State College

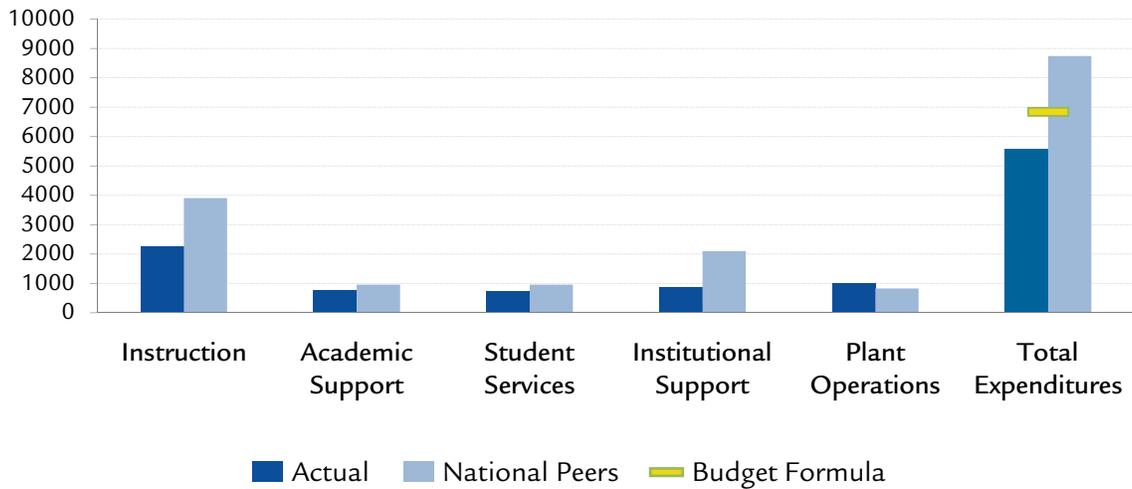
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

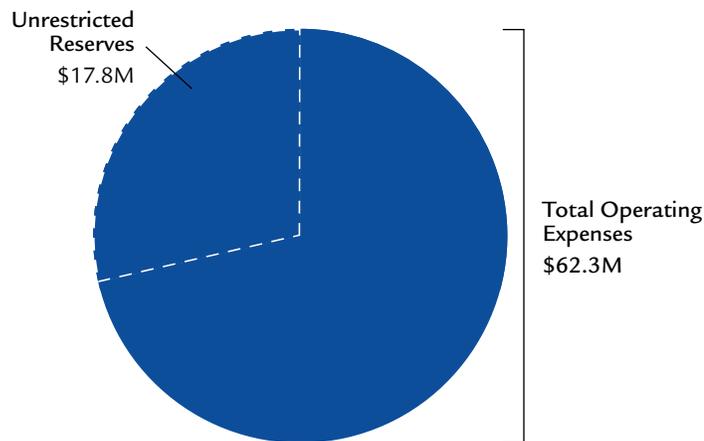
- Co-sponsored an investment services request for proposal, an 11-college collaborative with a total potential portfolio approaching \$85 million. The goal of the collaboration is to realize cost efficiencies at each institution via collective purchasing power and reduced fees.
- Saved just under \$348,000 in ITS in fiscal year-to-date through a combination of reduced use of third-party professional services, elimination of outsourced services, renegotiated contracts, and decreased or eliminated maintenance costs. Service levels have been maintained despite being down three positions.
- Conducted a campus-wide student energy and water conservation contest between the residence halls in November 2009, resulting in a savings of 7,546 Kwh and 434,130 gallons of water, translating into a savings of close to \$9,000 for the College.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

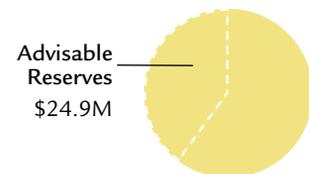


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$17,829,869
Total Operating Expenses (TOE)	\$62,251,559
Primary Reserve Ratio (UR/TOE)	28.6%



Audit Compliance

No material weaknesses based on annual external independent audits from FY2005 to FY2009.

Massachusetts College of Liberal Arts

Designated in 1997 as "the public liberal arts college of Massachusetts," MCLA is one of only 26 so-designated public liberal arts institutions in the country. MCLA is a member of COPLAC, the Council of Public Liberal Arts Colleges and offers Bachelor of Arts, Bachelor of Science and Master's of Education degrees, along with extensive professional development opportunities to our region's teachers and K-12 administrators. MCLA delivers a high quality, affordable education that focuses on building critical thinking and communication skills that are of great value to our graduates' development, to their community, and to their future employers. This rich academic experience also is prevalent in our professional degree programs. As a public liberal arts college, our promise is a commitment to prepare students for success at work and in life.

Program of Distinction

The annual Undergraduate Research Conference (URC) at MCLA has been instituted as a college-wide day of engagement and is a celebration of students' commitment, innovation, and talent. The URC represents actualization of the Liberal Education and America's Promise (LEAP) goals through what George Kuh has characterized as high-impact educational practices. The Conference welcomes scholarship and creative activity in all fields of study and includes paper and poster presentations and a keynote address by a recent graduate.

Participation in the URC prepares students for careers or graduate study. Students submit abstracts of their work, and the Conference is organized and run on a professional model.

MCLA students also routinely attend the Massachusetts Statewide Undergraduate Research Conference and the National Conference on Undergraduate Research. In fall 2010 MCLA will host the Council of Public Liberal Arts Colleges northeast regional undergraduate conference.

Collaborations

- Through Student Teacher In-Class Support (STICS), MCLA students mentor and tutor elementary school students in the North Adams Public Schools. STICS is a strong, exciting partnership between community and higher education to address shared needs and heighten learning, as well as to provide leadership opportunities and training to the student program leaders. The program responds to a growing need: teachers lack the time and resources to provide students the attention they deserve and require.

Through the program STICS volunteers receive valuable academic and real-life experience by observing teachers in the classroom. Many of the MCLA mentors are early childhood education majors or engage in this program as part of their service learning curriculum. Some of the MCLA STICS mentors have partnered and worked with

the same teachers for three years or have stayed with the same group of elementary students over a period of time, creating powerful relationships.

- The Berkshire STEM Pipeline Network coordinates STEM awareness and interest programs for students and professional development activities for educators across the region. To coordinate these efforts, MCLA maintains a Web site for area educators. The site provides information on current and upcoming professional development opportunities in the area, as well curriculum and resources for K-12 teachers. The site also hosts the Berkshire STEM Network newsletter and provides information regarding the Region I Massachusetts State Science and Engineering Fairs for middle and high school students. In addition, the network also distributes information to a listserv of more than 700 regional educators and STEM professionals. The Regional Science Resource Center at MCLA lends equipment and teaching resources, including the Starlab inflatable planetarium, which over 2,000 students and community members visited last year.
- Established in 2005, the Berkshire Environmental Resource Center (BERC) serves students, faculty, and the wider community. The goals of the Center are to strengthen and broaden the educational experience for students and promote environmental awareness and preservation in the wider world. The BERC works in collaboration with MCLA's Environmental major and serves as a model for environmental education nationwide. The Center offers an annual "Green Living Seminar" series, as well as an endowed annual fall lecture on sustainability issues, featuring speakers such as Bill McKibben and Nobel Peace Prize recipient, Dr. William Moomaw.
- The Four College Issues Forum, a lecture series, is a collaboration among MCLA, Bennington, Southern Vermont, and Williams Colleges that exemplifies the opportunities of regional collaboration. The Four College Forum brings significant discussion of national and global issues to the region. Prominent national speakers brought to the region via this series include Amory Lovins, CEO of the Rocky Mountain Institute; and Anita Hill, professor of social policy, law and women's studies at Brandeis University. The four colleges coordinate discussions and reflection preceding these lectures for students, faculty, and staff.
- MCLA hosted a county-wide professional development day and training session, "Closing the Participation Gap," featuring the former Vermont Education Commissioner Ray McNulty. MCLA and the Berkshire Compact for Education organized the session in partnership with the county's K-12 school districts. More than 300 teachers, principals, and superintendents, representing fourteen school districts—along with MCLA's

education faculty—attended the session, designed to assist schools and educators in developing ways to raise student aspirations and create more effective learning environments, which are key Berkshire Compact goals. The training included a combination of presentations by Dr. McNulty and breakout discussions facilitated by school district team leaders. Dr. McNulty drew upon his diverse experience as a teacher, principal, superintendent, and commissioner in his presentations. A follow-up training session at MCLA is planned for March 2010.

- A public art project of MCLA's Berkshire Cultural Resource Center, DownStreet Art harnesses existing arts organizations and events and transforms open commercial spaces into arts destinations to draw residents and tourists downtown to revitalize the core of the city. The program is a collaboration among MCLA, the City of North Adams, Massachusetts Museum of Contemporary Art (MASS MoCA), Northern Berkshire Community Coalition and local business. In 2009 the program expanded to include 27 galleries, museums, and other arts destinations, with MCLA's Gallery 51 on Main Street in North Adams as the center of the project. With over 15,000 visitors last year the program has an impact on the regional economy.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, Massachusetts College of Liberal Arts’s fall headcount enrollment has increased 6.6%, and fall FTE has increased 9.1%. Undergraduate headcount enrollment has increased 8.1% and fall FTE has increased 10%..

Fall 2009 Enrollment

Undergraduate Headcount	1,675
Undergraduate FTE	1,553.0
Graduate Headcount	287
Graduate FTE	131.0

Annual Credit Enrollment

Over the last three years, Massachusetts College of Liberal Arts’s total annual headcount enrollment has decreased 5.4%, and total annual FTE enrollment has decreased 4.6%. However, undergraduate enrollment and FTE have both increased approximately 9%.

Annual 2008–2009

Credit Enrollment

Undergraduate Headcount	1,866
Undergraduate FTE	1,472.7
Graduate Headcount	622
Graduate FTE	229.8

Minority Enrollment

As of fall 2009, Massachusetts College of Liberal Arts’s minority enrollment was greater than the Berkshire Region’s minority representation of 4.7% for adults 18 years and older with just a high school diploma.

Fall 2009 Minority Enrollment

12.5%

Community College Transfer Students

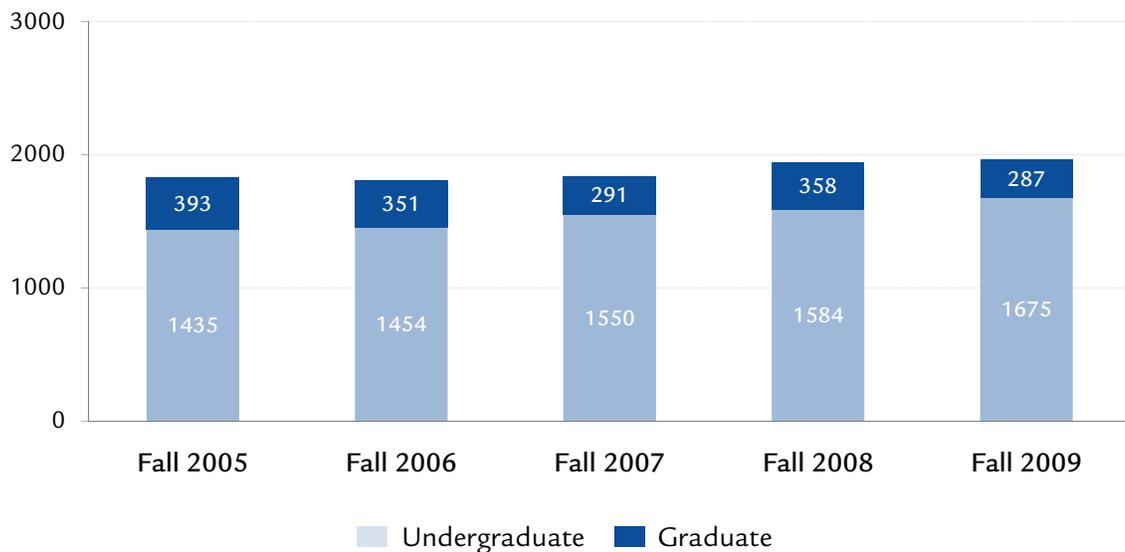
Over the last three years, the number of community college transfer students to Massachusetts College of Liberal Arts has remained relatively stable.

Fall 2009 CC Transfer Students

85

Trends in Access:

Undergraduate and Graduate Fall Headcount Enrollment at Massachusetts College of Liberal Arts



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Massachusetts College of Liberal Arts and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Massachusetts College of Liberal Arts Tuition and Fees	\$5,418	\$5,616	\$5,926	\$6,168	\$6,426
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Massachusetts College of Liberal Arts Tuition and Fees	7.9%	7.8%	8.0%	7.9%	7.9%
X = Massachusetts State Colleges’ Average Tuition and Fees	7.3%	7.5%	7.8%	7.7%	7.8%
X = Northeast Average Tuition and Fees	9.2%	9.3%	9.3%	9.1%	9.2%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Massachusetts College of Liberal Arts, as a percent of median family income, is below the Northeast regional average of 9.2%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

7.9%

III. Student Success and Academic Quality at Massachusetts College of Liberal Arts

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Massachusetts College of Liberal Arts's Fall 2007 Cohort persistence rate is above the segmental rate of 75.4% and the national rate of 72.5%, and comparable to the institutional peer retention rate of 76.3%.

Fall 2007 Cohort First-Year Persistence Rate

77.8%

Six-Year Graduation Rate

Massachusetts College of Liberal Arts's six-year graduation rate is above the segmental rate of 47.2% but below the institutional peer rate of 58.0%.

2000–2002 Cohort Six-Year Graduation Rate (3-Year Average)

51.5%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Massachusetts College of Liberal Arts per year over the last three years is 347.

Total Degrees and Certificates Conferred in FY2009

347

MTEL Pass Rate

Massachusetts College of Liberal Arts's MTEL pass rate was above the Board of Higher Education's target pass rate of 80%.

2008 Pass Rate for the Massachusetts Test for Educator Licensure

100%

Number of Students Passing MTEL

46

Special Admission Students

Massachusetts College of Liberal Arts meets the Board of Higher Education requirement of enrolling less than 10% special admissions students per year (See Appendix.)

Percent of New Students Who Were Special Admits in Fall 2009

4.9%

Trends in Student Success:

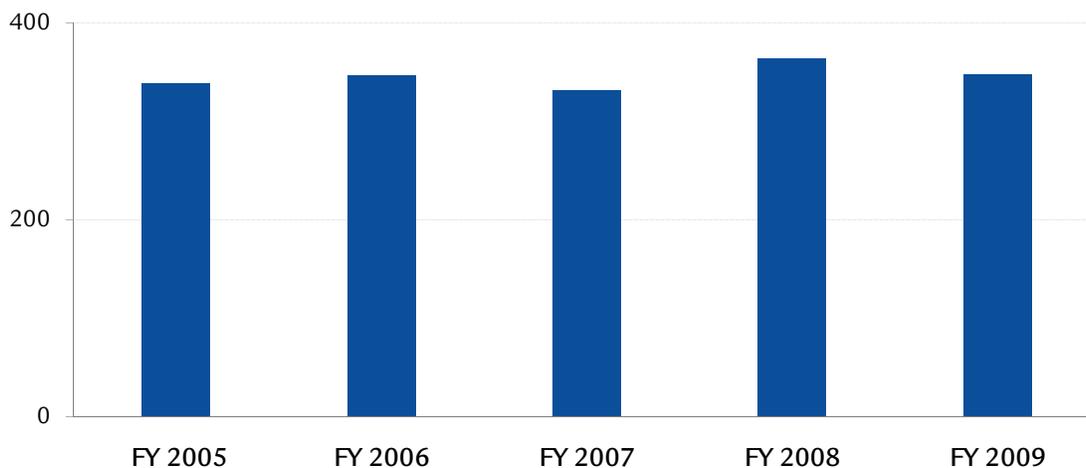
First-Year Persistence Rate (Fall-to-Fall) at Massachusetts College of Liberal Arts

	Cohort				
	Entering 2003	Entering 2004	Entering 2005	Entering 2006	Entering 2007
Massachusetts College of Liberal Arts Rate	73.6%	72.6%	71.0%	71.5%	77.8%
Peer Rate	82.1%	77.9%	75.7%	78.5%	76.3%
Massachusetts State College Segment Rate	75.2%	76.2%	73.5%	74.4%	75.4%
National Average	71.0%	70.3%	70.0%	71.9%	72.5%

Six-Year Graduation Rate at Massachusetts College of Liberal Arts

	Cohort				Entering 2000–2002 (3-Year Average)
	Entering 1999 Graduating by 2005	Entering 2000 Graduating by 2006	Entering 2001 Graduating by 2007	Entering 2002 Graduating by 2008	
Massachusetts College of Liberal Arts Rate	47.3%	51.3%	46.3%	57.0%	51.5%
Peer Rate	53.8%	56.5%	59.9%	57.8%	58.0%
Segment Average	47.2%	48.9%	45.9%	50.7%	47.2%

Degrees and Certificates Conferred by Massachusetts College of Liberal Arts



IV. Effective and Efficient Use of Resources at Massachusetts College of Liberal Arts

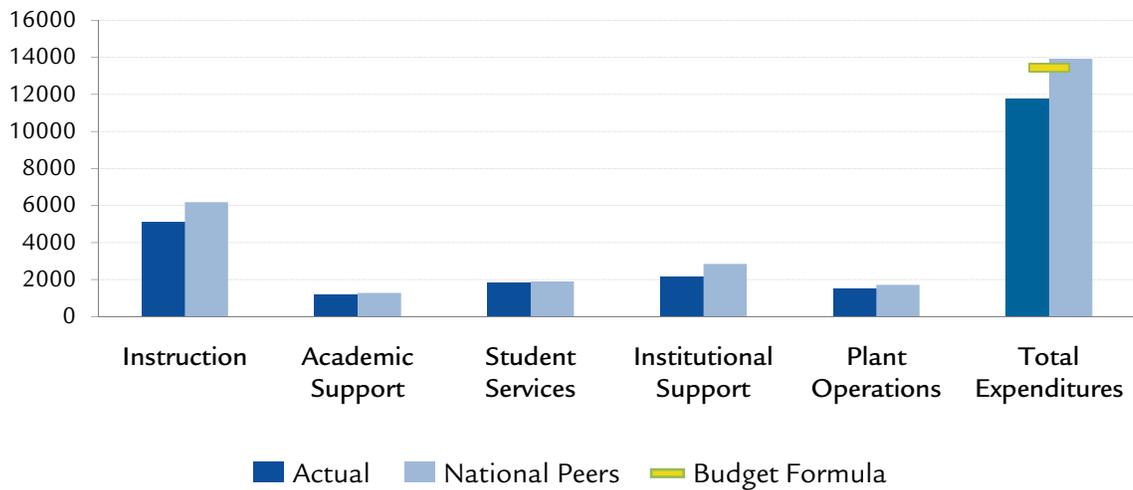
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

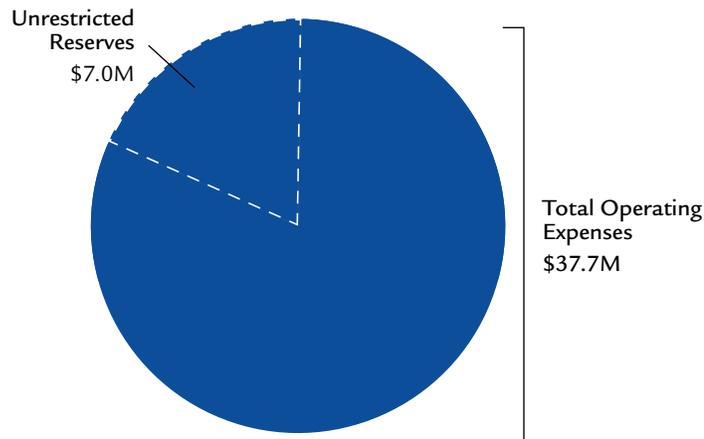
- Completed \$1.3 million of energy-related improvements on campus during FY2009 MCLA, with funding support from the Division of Capital Asset Management. Work included the installation of energy management technology in four buildings, new lighting, replacement of roof top chillers, motion sensor lighting switches, and upgrades to the campus boilers.
- Five new variable-speed drives and motors were installed in the power plant. In January of 2009 the plant consumed 66,159 kWh. In January of 2010 the plant used 38,487 kWh. This represents a reduction of 27,672 kWh, or 41.8%.
- MCLA Foundation raised \$1,375,915 through private fundraising.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

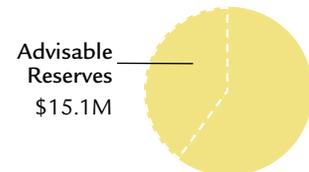


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$7,012,592
Total Operating Expenses (TOE)	\$37,719,341
Primary Reserve Ratio (UR/TOE)	18.6%



Audit Compliance

No material weaknesses based on annual external independent audits from FY2005 to FY2009.

Salem State College

Salem State College offers baccalaureate and graduate degree programs responsive to the needs of a wide spectrum of individuals and to the needs of the Commonwealth. The College is committed to providing a high-quality, student-centered education that prepares a diverse community of learners to contribute responsibly and creatively to a global society and serve as a resource to advance the region's cultural, social and economic development.

Program of Distinction

The Salem State Theatre and Speech Communication Department is the only public college in New England to be accredited by the National Association of Schools of Theatre and to offer a dual degree program in theatre, a BFA degree option and a BA degree option, with concentrations or options in Performance, Design, Technical Theatre, Stage Management, or Secondary Education. A “hands-on” theatre program, it provides students with personal interaction with professionally trained faculty and staff. Graduates place well in graduate schools, conservatories, regional theatres, and in the professional world. Salem State Theatre has won numerous national and regional awards with our involvement in the Kennedy Center American College Theatre Festival. For the last four years a student has had his/her work on the stage of the Kennedy Center. In the past sixteen years, Salem State Theatre has had eight students represent the New England region at The Kennedy Center American College Theatre Festival, three of which have won the national Irene Ryan Acting Scholarship. We are one of only two colleges or universities to have had three national winners.

Collaborations

- Salem State is the host and lead institution for the Commonwealth’s Northeast Regional Readiness Center (NRRC). The NRRC is a consortium of institutions of higher education (IHEs), school districts and community organizations that pool resources, share information, and undertake joint leadership to enable educators and child care providers to maximize the learning of all children. Housed at Salem State, the partners work with districts to assess their needs, identify effective approaches and services, obtain quality professional development in targeted need areas, and disseminate best practices. NRRC principles emphasize collaborative learning and decision-making based on meaningful questions and examination of data. NRRC’s teams address issues of assessment, research and evidence-based program evaluation focused on student learning; development and retention of teachers and school leaders; improvement of teaching and learning in science, technology, engineering and mathematics (STEM); college-career readiness; and early childhood and out-of-school programming.
- The STEM Teacher Externships program is a partnership between the School of Education’s Center for Education and Community and the North Shore Workforce

Investment Board providing paid summer externships in STEM businesses for middle and high school math and science teachers. Summer externships in businesses such as General Electric, Strem Chemicals, and Berry Construction provide teachers with the opportunity to spend the summer working in local businesses, where they see real world applications of the subjects they teach. The teachers participate in a graduate course designing a curriculum change project that helps them broaden their understanding of preparing students for the working world of today and tomorrow,

- Salem State continues to administer a \$1,492,470 Title III National Professional Development Project grant funding a major effort toward alleviating the shortage of licensed teachers to serve English Language Learners in the Commonwealth. The program responds to the needs of the large population of schoolchildren who are new immigrants and limited English speakers, and their teachers. This is the second consecutive five-year award for the Salem State College NOBELL project. The program has an extremely diverse student body, with Croatian, Thai, Chinese and Latino participants.
- The Salem State Center for Economic Development and Sustainability (CEDS) provides resources, research opportunities and data relevant to the economic development and sustainability of the North Shore region. The Center engages in funded research and services that advance economic/environmental/social sustainability. It provides opportunities for community engagement, working closely with businesses, nonprofits, educational institutions, and local communities. CEDS is working with the Beverly Historic Society to produce a multi-use map of Beverly's Historic Resources enabling people to locate and visualize historic properties in Beverly, Massachusetts. The map will take forms from a paper version to an interactive online resource. Users will be able to design self-guided tours, obtain information about the properties and, eventually, post information on the web site. CEDS provided Geo-spatial Intelligence Seminars for the 101st Airborne Division to support the nation's Homeland Security efforts.
- Salem State College's Professional and Community Enrichment Program was awarded a grant funded by the North Shore Workforce Investment Board and the American Recovery and Reinvestment Act to provide occupational skills training to local residents. The grant was used to develop health related career training programs that prepare students to work as Clinical Medical Assistants and Pharmacy Technicians. Upon completion of the program the first cohort will be awarded certificates and will be eligible to sit for the National Certification examination.
- The Salem State Center for Economic Education, affiliated with the Council on Economic Education (CEE), is one of only two centers in the Commonwealth promoting economic and financial literacy workshops for K-12 students and teachers. Through a grant from

CEE's Excellence in Economic Education Program, funded by the U.S. Department of Education, the Center holds workshops at the College and selected schools to introduce K-12 teachers to the CEE curriculum and teaching resources. Each year the Center takes a team of Salem State students to the Fed Challenge where they compete with twenty-two other New England Colleges and Universities.

- The Communication Department's EXPECT program provides teams of advertising and public relations majors the opportunity to work in its experiential learning program pairing integrated marketing teams with clients from North Shore businesses, including businesses housed in the College's Enterprise Center. More than fifty students provide a range of traditional and new social media communications tools for clients who participate in the program.
- The Northeastern Massachusetts Aquaculture Center (NEMAC), housed at the College's Cat Cove Marine Lab and Hatchery, is one of four statewide centers that support and promote freshwater and marine aquaculture initiatives. NEMAC and Cat Cove make significant contributions to the economic, environmental, and educational interests of the North Shore and the Commonwealth. The hatchery has produced in excess of 19.5 million soft-shelled "steamers", clam seed, which have been planted on sand flats throughout the state. Both organizations are involved in outreach programs and community service work in local schools, and support marine science education in those schools.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, Salem State College’s fall headcount enrollment has remained relatively stable, and fall FTE has increased 2.3%.

Fall 2009 Enrollment

Undergraduate Headcount	7,764
Undergraduate FTE	6,351.1
Graduate Headcount	2,361
Graduate FTE	991.7

Annual Credit Enrollment

Over the last three years, Salem State College’s annual headcount and FTE enrollment have remained relatively stable.

Annual 2008–2009 Credit Enrollment

Undergraduate Headcount	9,620
Undergraduate FTE	6,782.5
Graduate Headcount	6,141
Graduate FTE	1,781.2

Minority Enrollment

As of fall 2009, Salem State College’s minority enrollment was greater than the Northeast Region’s minority representation of 12.6% for adults 18 years and older with just a high school diploma.

Fall 2009 Minority Enrollment

20.4%

Community College Transfer Students

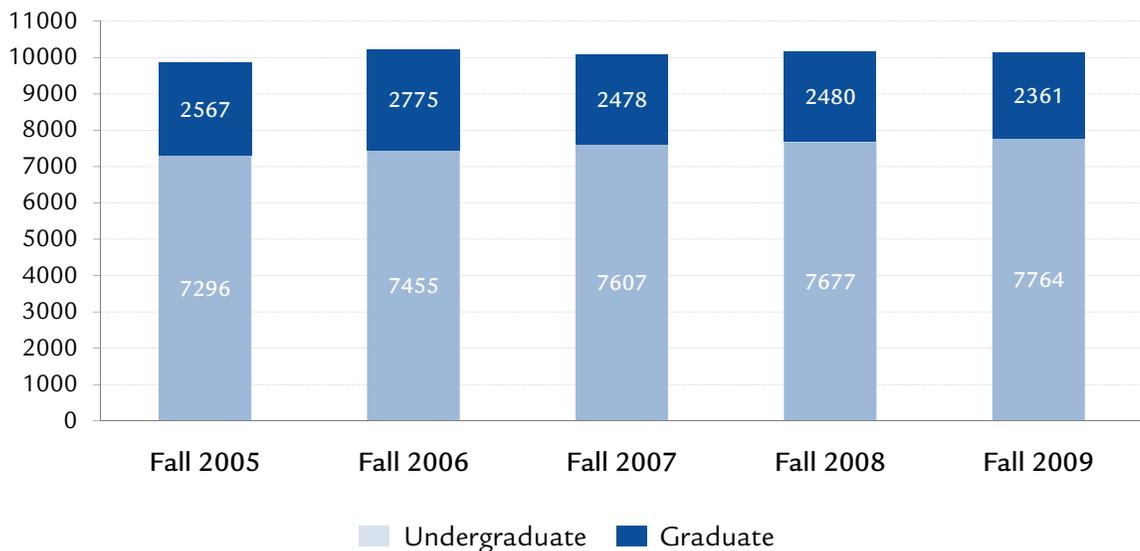
Over the last three years, the number of community college transfer students to Salem State College has remained relatively stable.

Fall 2009 CC Transfer Students

457

Trends in Access:

Undergraduate and Graduate Fall Headcount Enrollment at Salem State College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Salem State College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Salem State College Tuition and Fees	\$5,454	\$5,594	\$6,030	\$6,270	\$6,520
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Salem State College Tuition and Fees	7.9%	7.8%	8.1%	8.0%	8.0%
X = Massachusetts State Colleges’ Average Tuition and Fees	7.3%	7.5%	7.8%	7.7%	7.8%
X = Northeast Average Tuition and Fees	9.2%	9.3%	9.3%	9.1%	9.2%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Salem State College, as a percent of median family income, is below the Northeast regional average of 9.2%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

8.0%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Salem State College's Fall 2007 Cohort persistence rate is below the segmental rate of 75.4%, the national rate of 74.1%, and the institutional peer retention rate of 75.1%.

Fall 2007 Cohort First-Year Persistence Rate

71.1%

Six-Year Graduation Rate

Salem State College's six-year graduation rate is below the segmental rate of 47.2% but comparable to the institutional peer rate of 39.8%.

2000-2002 Cohort Six-Year Graduation Rate (3-Year Average)

40.2%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Salem State College per year over the last three years is 1,783.

Total Degrees and Certificates Conferred in FY2009

1,776

MTEL Pass Rate

Salem State College's MTEL pass rate was above the Board of Higher Education's target pass rate of 80%.

2008 Pass Rate for the Massachusetts Test for Educator Licensure

100%

Number of Students Passing MTEL

223

Special Admission Students

Salem State College meets the Board of Higher Education requirement of enrolling less than 10% special admissions students per year (See Appendix.)

Percent of New Students Who Were Special Admits in Fall 2009

5.2%

Trends in Student Success:

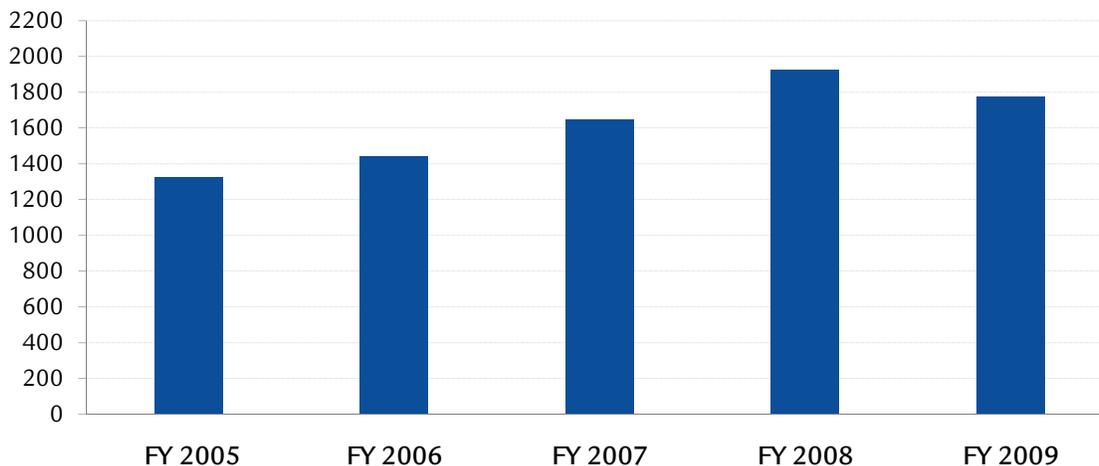
First-Year Persistence Rate (Fall-to-Fall) at Salem State College

	Cohort				
	Entering 2003	Entering 2004	Entering 2005	Entering 2006	Entering 2007
Salem State College Rate	76.3%	75.4%	70.9%	72.6%	71.1%
Peer Rate	75.3%	76.1%	74.6%	74.1%	75.1%
Massachusetts State College Segment Rate	75.2%	76.2%	73.5%	74.4%	75.4%
National Average	74.3%	74.0%	73.7%	73.6%	74.1%

Six-Year Graduation Rate at Salem State College

	Cohort				Entering 2000–2002 (3-Year Average)
	Entering 1999 Graduating by 2005	Entering 2000 Graduating by 2006	Entering 2001 Graduating by 2007	Entering 2002 Graduating by 2008	
Salem State College Rate	39.9%	39.8%	37.3%	43.5%	40.2%
Peer Rate	39.2%	38.5%	39.5%	41.3%	39.8%
Segment Average	47.2%	48.9%	45.9%	50.7%	47.2%

Degrees and Certificates Conferred by Salem State College



IV. Effective and Efficient Use of Resources at Salem State College

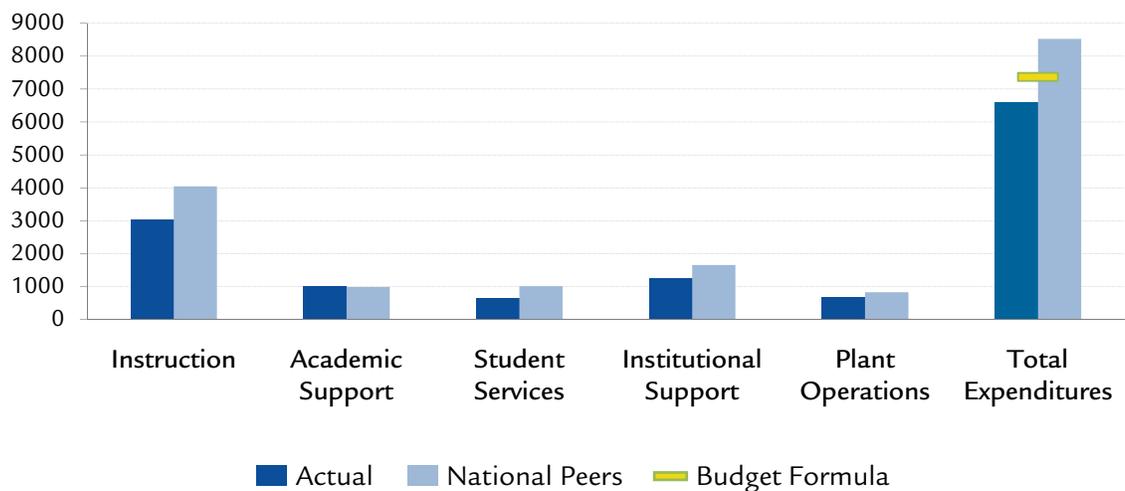
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

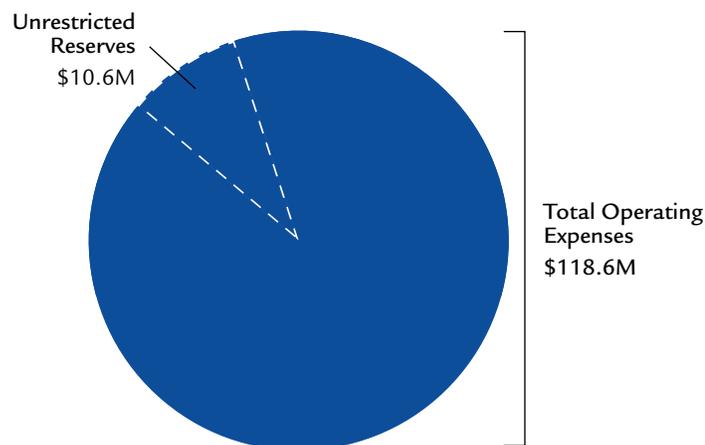
- Won a Commonwealth “Leading by Example” award in recognition of outstanding efforts to implement comprehensive policies, programs, and strategies resulting in significant and measurable environmental benefits. Was one of only two public higher education institutions to be so recognized.
- Installed a 68 kW photo-voltaic solar array on its Central Campus Residence Hall in collaboration with the Massachusetts State College Building Authority. The system will generate a portion of the electricity required to operate the building and will also serve as a learning tool for students by offering an online, real-time view of the power being generated and a cumulative analysis of what the power represents in terms of energy generated and greenhouse gas emissions avoided.
- Raised \$2,203,245 through Salem State College Foundation private fundraising, an increase from \$2,176,349 raised in FY08.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

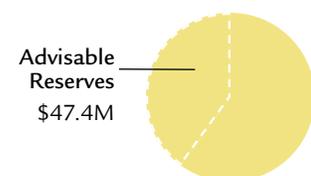


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$10,570,223
Total Operating Expenses (TOE)	\$118,619,670
Primary Reserve Ratio (UR/TOE)	8.9%



Audit Compliance

No material weaknesses based on annual external independent audits from FY2005 to FY2009.

Westfield State College

Emphasizing teaching, student advising and student involvement in the life of the College and the community, the primary mission of Westfield State College (WSC) 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.

Program of Distinction

In the words of Westfield State College's President Dobelle, the College's Office of International Programs strives "to make it possible for all of our students to take part in essential multicultural learning that is experiential and transformative." Over 10 percent of the Class of 2009 studied abroad during their senior year, almost 300 students participated in semester-long or short-term study-abroad opportunities in 2009, and the number of international students studying at the College has increased by more than 200 percent in the past year. The Office of International Programs collaborated with the International Language Institute (ILI) in Northampton, Massachusetts, to develop an English-language support program for admitted international students and to recruit qualified students from ILI's intensive English program to apply for admission to Westfield. Taking advantage of the regional multiethnic and multicultural climate in its outreach, the College has created partnerships within the Russian and Ukrainian émigré populations and local Asikhetic Turks to collaborate on educational and cultural programs and works closely with English Language Learner programs in the Westfield Public Schools.

Collaborations

- The Center for Teacher Education and Research (CENTER) and the Westfield Professional Development School Network (WPDS) were both recently recognized by an accreditation team from the Department of Elementary and Secondary Education (DESE) and National Council of Accreditation for Teacher Education (NCATE) for their "exemplary" collaborative efforts. In March 2009 CENTER began its sixth year. The CENTER has received its third USDOE Teaching American History (TAH) grant and continues to provide professional development opportunities funded by its first two TAH grants. Hundreds of teachers from over 35 area districts have participated in ongoing professional development activities related to these TAH grants. In August 2008 Gateway Regional School District, working in partnership with the CENTER, was again awarded a Massachusetts Math and Science Partnership Grant to fund year two of this three-year science program for middle school teachers. The WPDS continued its decade-long commitment to working collaboratively with five elementary schools through ongoing needs assessment and instruction provided by pre-service teachers, who were guided by WSC faculty from three departments: Education, Mathematics and Physical Science. The focus in one school was a school-wide mathematics project called

“Obaminoes.” A large mural of President Obama, constructed from 2,420 dominoes by over 200 students from grades K-6, served as a platform for teaching and learning mathematical and design concepts. The initiatives at other schools focused on the needs of English Language Learners, literacy and science education. Over 125 teacher candidates worked directly with nearly 150 elementary school students in these three academic areas.

- Westfield State and Noble Hospital have partnered in the planning and delivery of the DHE-approved Bachelor of Science in Nursing degree. The affiliation provides a hospital-based training site, including a four-bed dedicated unit, simulation technology, on-site medical library, and instructional space, which supplements Westfield’s facilities.
- Developed through the collaborative efforts of members of the psychology department at WSC and professionals at the May Institute, WSC’s Master of Arts in Applied Behavior Analysis Degree program is now in its fourth year. This past fall WSC extended its partnership with the May Institute by offering the program’s core course sequence at the Institute’s main corporate office in Randolph, Massachusetts. The program was designed to meet the growing demand for behavior analysts nationwide, and its five core courses have been approved by the Behavior Analysis Certification Board. Students within the program are provided with a two-year practicum placement that includes both on-site and on-campus supervision by board-certified behavior analysts. Since its inception the program has successfully placed 25 students within fourteen different community settings.
- Westfield State College enjoys a partnership with the Washington Center for Internships and Academic Seminars to provide rich experiential education opportunities for undergraduates wishing to engage in substantive internship experiences in the Capitol. With significant support from the Commonwealth of Massachusetts, the Westfield State College Foundation and the Washington Center, 38 undergraduates were able to participate during the past academic year. Placements included the U.S. Naval Museum, the Environmental Protection Agency, the U.S. Treasury, Small Business Administration, the Financial Services Roundtable, INTERPOL, the Bureau of Alcohol, Tobacco and Firearms and a host of related agencies.
- Offered annually, the Welcome to Westfield program represents collaboration between the College and nineteen high school districts in western Massachusetts and brings first-generation students and students of color to campus for an academic fair and the opportunity to meet with faculty from all our academic disciplines.

- Westfield State College, working with Noble Hospital, provides people in the community recovering from heart attacks with a place to exercise. The Athletics Department hosts Noble's Cardiac Rehabilitation program in the College's state-of-the-art Woodward Center, which allows people afflicted with heart ailments to use the indoor track and fitness center under the supervision of Noble healthcare professionals.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, Westfield State College’s fall headcount enrollment has increased 5.3%, and fall FTE has increased 7.7%.

Fall 2009 Enrollment

Undergraduate Headcount	5,043
Undergraduate FTE	4,707.0
Graduate Headcount	632
Graduate FTE	263.7

Annual Credit Enrollment

Over the last three years, Westfield State College’s annual headcount has remained relatively stable, and annual FTE enrollment has increased 6.1%.

Annual 2008–2009 Credit Enrollment

Undergraduate Headcount	5,439
Undergraduate FTE	4,670.8
Graduate Headcount	1,107
Graduate FTE	373.0

Minority Enrollment

As of fall 2009, Westfield State College’s minority enrollment was below the Pioneer Valley Region’s minority representation of 14.9% for adults 18 years and older with just a high school diploma.

Fall 2009 Minority Enrollment

10.2%

Community College Transfer Students

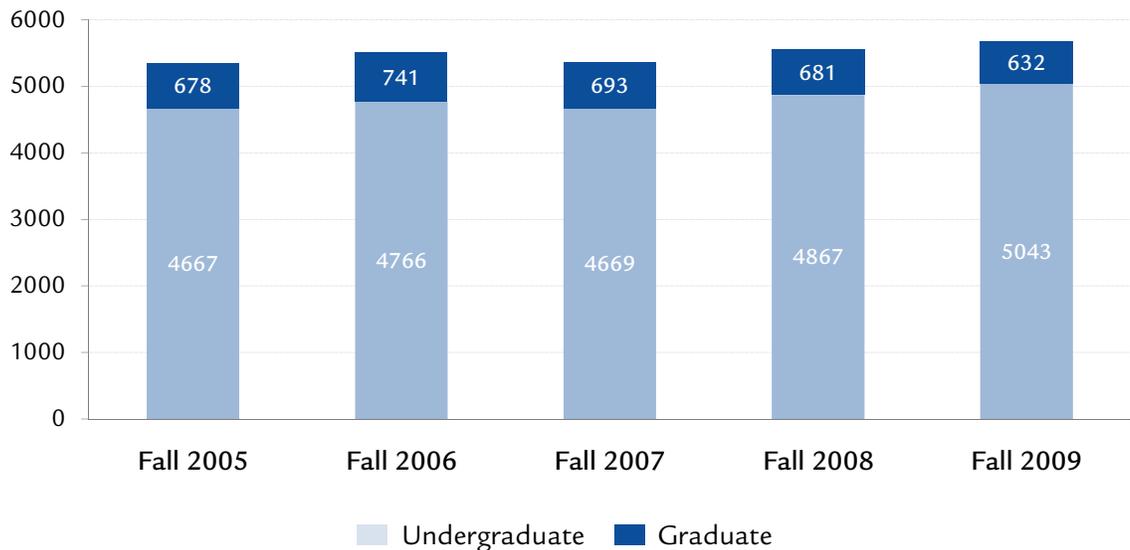
Over the last three years, the number of community college transfer students to Westfield State College has increased 41.6%.

Fall 2009 CC Transfer Students

249

Trends in Access:

Undergraduate and Graduate Fall Headcount Enrollment at Westfield State College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Westfield State College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Westfield State College Tuition and Fees	\$4,858	\$5,658	\$5,950	\$6,210	\$6,452
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Westfield State College Tuition and Fees	7.1%	7.9%	8.0%	7.9%	7.9%
X = Massachusetts State Colleges’ Average Tuition and Fees	7.3%	7.5%	7.8%	7.7%	7.8%
X = Northeast Average Tuition and Fees	9.2%	9.3%	9.3%	9.1%	9.2%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Westfield State College, as a percent of median family income, is below the Northeast regional average of 9.2%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

7.9%

III. Student Success and Academic Quality at Westfield State College

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Westfield State College's Fall 2007 Cohort persistence rate is comparable to the segmental rate of 75.4% and the national rate of 74.3%, but above the institutional peer retention rate of 71.9%.

Fall 2007 Cohort First-Year Persistence Rate

75.0%

Six-Year Graduation Rate

Westfield State College's six-year graduation rate is above the segmental rate of 47.2% and the institutional peer rate of 43.8%.

2000–2002 Cohort Six-Year Graduation Rate (3-Year Average)

56.8%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Westfield State College per year over the last three years is 1,136.

Total Degrees and Certificates Conferred in FY2009

1,231

MTEL Pass Rate

Westfield State College's MTEL pass rate was above the Board of Higher Education's target pass rate of 80%.

2008 Pass Rate for the Massachusetts Test for Educator Licensure

99%

Number of Students Passing MTEL

182

Special Admission Students

Westfield State College meets the Board of Higher Education requirement of enrolling less than 10% special admissions students per year (See Appendix.)

Percent of New Students Who Were Special Admits in Fall 2009

3.9%

Trends in Student Success:

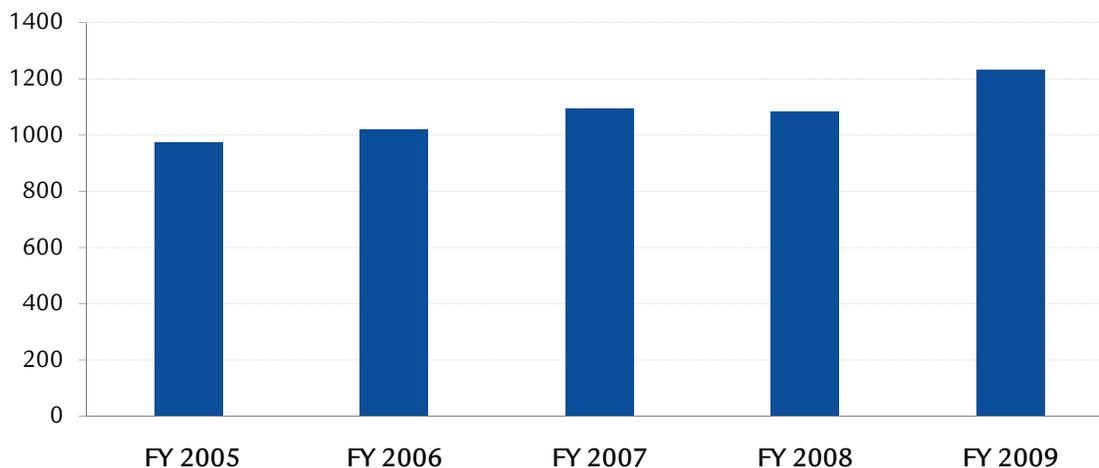
First-Year Persistence Rate (Fall-to-Fall) at Westfield State College

	Cohort				
	Entering 2003	Entering 2004	Entering 2005	Entering 2006	Entering 2007
Westfield State College Rate	74.6%	79.4%	75.4%	76.4%	75.0%
Peer Rate	70.5%	70.3%	70.3%	70.8%	71.9%
Massachusetts State College Segment Rate	75.2%	76.2%	73.5%	74.4%	75.4%
National Average	74.3%	74.0%	73.7%	73.6%	74.1%

Six-Year Graduation Rate at Westfield State College

	Cohort				Entering 2000–2002 (3-Year Average)
	Entering 1999 Graduating by 2005	Entering 2000 Graduating by 2006	Entering 2001 Graduating by 2007	Entering 2002 Graduating by 2008	
Westfield State College Rate	52.7%	56.2%	55.6%	58.6%	56.8%
Peer Rate	40.9%	43.6%	44.3%	43.5%	43.8%
Segment Average	47.2%	48.9%	45.9%	50.7%	47.2%

Degrees and Certificates Conferred by Westfield State College



IV. Effective and Efficient Use of Resources at Westfield State College

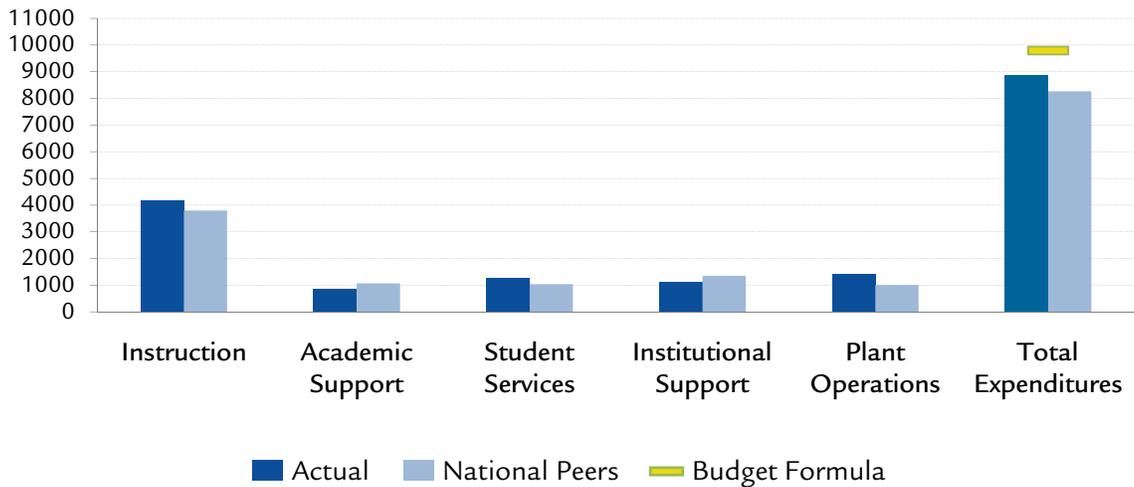
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

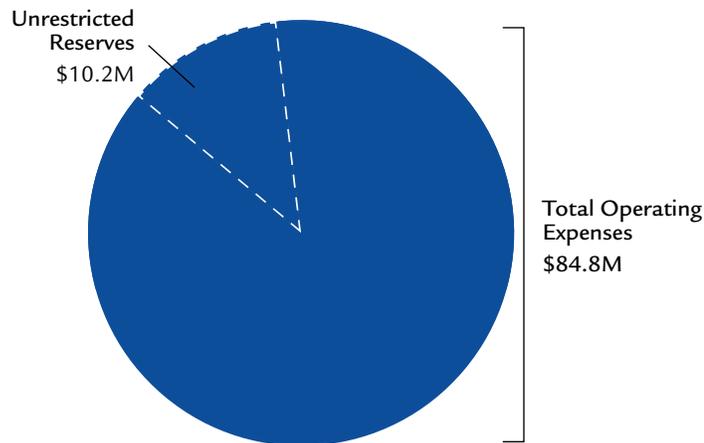
- Instituted a “tray-less” food service program in the Dining Commons to reduce food waste and to conserve water and energy.
- Introduced “Single Stream Recycling” in the residence halls in order to increase day-to-day recycling by students and save space.
- Received a \$54,000 from the state’s “Leading By Example Program” to install energy efficient LED lighting, reducing energy costs.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

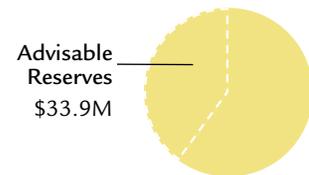


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$10,202,319
Total Operating Expenses (TOE)	\$84,833,861
Primary Reserve Ratio (UR/TOE)	12.0%



Audit Compliance

No material weaknesses based on annual external independent audits from FY2005 to FY2009.

Worcester State College

Founded in 1874, Worcester State College (WSC) 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.

Program of Distinction

Worcester State College is implementing a unique Interdisciplinary Visual and Performing Arts (VPA) major this year. The primary objective of the Interdisciplinary Arts Major is to provide students with education in the arts, emphasizing the connections and contrasts among visual art, music and theatre. The program strikes a balance between a broad grounding across these disciplines and an in-depth concentration in one. Contemporary artists have increasingly explored productive inter-relationships in the arts not only with regard to cross-influences but in the melding of genres. This process mirrors much of the professional experience and accomplishment of the VPA faculty at WSC. The program will prepare students to be creators and critical thinkers ready for entry-level arts careers or advanced study in any of the traditional disciplines, but they will have the advantage of sound preparation for creative thinking across the disciplines. The Interdisciplinary VPA major will encourage students to navigate a changed work world and thrive in a rapidly changing work force.

Collaborations

- WSC's Professional Development Partnership in Education has recently been expanded to include a middle school and senior high school component. One of the critical elements of the agreement is the appointment of a Clinical Professor from South High School to liaison with WSC students and programs. The Clinical Professor, considered a member of the Education faculty, is responsible for the pre-practicum experience of the middle and secondary students interested in the Worcester Public Schools. The Clinical Professor also supervises student teachers at both Sullivan Middle and South High Schools. In addition, this individual is involved in the Student Teaching Seminar and acts as liaison to both schools. These two additional partner schools are also included in any WSC programs, workshops, and lectures appropriate for their faculty and school needs.
- WSC along with Fitchburg State and Massachusetts Elementary School Principals' Association (MESPA) have been selected for the formation of the Central Massachusetts Readiness Center (CMRC). This is a key component to the Governor's vision for professional development among the educators, students and partners in education in Massachusetts. The major goal of the Center is to improve the quality of teaching and learning across the education continuum. The Readiness Center works in

collaboration with the Department of Elementary and Secondary Education and Early Education and Care, as well as community colleges, community and business partners, and a wide range of school districts. The CMRC will operate as a clearinghouse for opportunities throughout the Commonwealth and also provides assistance to the Regional Assistance Directors and their programs.

- The Latino Education Institute (LEI) at WSC seeks to improve academic achievement and the general well-being of Latino individuals and families in the Worcester area. The LEI accomplishes this by (1) provision of outcomes-based development programs in education, literacy, leadership, civic engagement and health, (2) research and policy development and (3) Community Outreach. The LEI is frequently called on to provide expertise at the municipal and state level. For example, we recently hosted a roundtable discussion with U.S. Congressman James McGovern and Latino students at WSC to examine barriers to enrolling in higher education. The LEI is an important and active resource for the Worcester community. Our recent community activities include the establishment of a Stand for Children Chapter in Worcester, co-founding and operating the Latino Education Advocacy Partnerships, and co-chairing a city-wide effort to improve services for middle school girls
- The Intensive English Language institute (IELI) at WSC offers full-time and part-time English language instruction to international students and members of the local community. ESL classes in the Community Program meet twice weekly between four-five hours per week. Students improve their English for work, further education, or general fluency. The Integrated Skills classes offer six levels of classes from Basic Beginner to Precollege Advanced. Integrated Skills classes are ideal for students that wish to improve their general proficiency in English and gain confidence in their community, academic and professional communications. Pronunciation and TOEFL preparation classes are also offered in this program. The IELI currently works with Workforce Development, Mass Rehab, the religious community and local industry to provide language training for working professionals.
- WSC has entered into a new educational alliance with the Worcester Center for Crafts, a 153-year old Worcester arts and cultural institution that was about to close due to continuing budget shortfalls. The alliance will allow the Center to remain open and continue to contribute to the creative economy in Worcester. The alliance developed just as WSC was about to implement a new Interdisciplinary Visual and Performing Arts Major with the need for additional studio space to accommodate students in the major. Several studio arts courses are currently being offered at the Center, with additional WSC course offerings planned for the future.

- Beginning in 2009, WSC faculty began providing a series of monthly lectures to the residents of Tatnuck Park at Worcester, an assisted living center for older adults. These ongoing lectures provide an excellent way for residents to become more engaged with the world around them despite the physical challenges that some of them face. The lecture series also provides an opportunity for faculty to remain connected with the community. Lectures have included presentations on microfinance, celebrations of light, Singing Revolution in Estonia, international policies as they pertain to elderly citizens, and using mathematics in decision-making.
- The Department of Communication Sciences and Disorders (CSD), through its WSC Speech-Language-Hearing Clinic, offers numerous services to both the College community and the greater Worcester area community. The Clinic provides speech, language, and hearing assessment, prevention, and intervention services to over 50 clients each semester. Clients receive disorder-specific services from speech-language pathology graduate students with direct supervision and assistance from certified speech-language pathologists and audiologists who are faculty and staff members of the CSD Department. Related community services include local Catholic and public kindergarten classes, preschool and kindergarten speech-language screenings and hearing screenings, and invited presentations and public education for various outside groups.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, Worcester State College’s fall headcount enrollment has increased 2.2%, and fall FTE has increased 4.7%.

Fall 2009 Enrollment

Undergraduate Headcount	4,703
Undergraduate FTE	3,791.8
Graduate Headcount	770
Graduate FTE	328.9

Annual Credit Enrollment

Over the last three years, Worcester State College’s annual headcount enrollment has increased 4.6%, and annual FTE enrollment has increased 3.3%.

Annual 2008–2009 Credit Enrollment

Undergraduate Headcount	6,175
Undergraduate FTE	4,025.0
Graduate Headcount	3,109
Graduate FTE	698.4

Minority Enrollment

As of fall 2009, Worcester State College’s minority enrollment was greater than the Central Region’s minority representation of 10.3% for adults 18 years and older with just a high school diploma.

Fall 2009 Minority Enrollment

16.8%

Community College Transfer Students

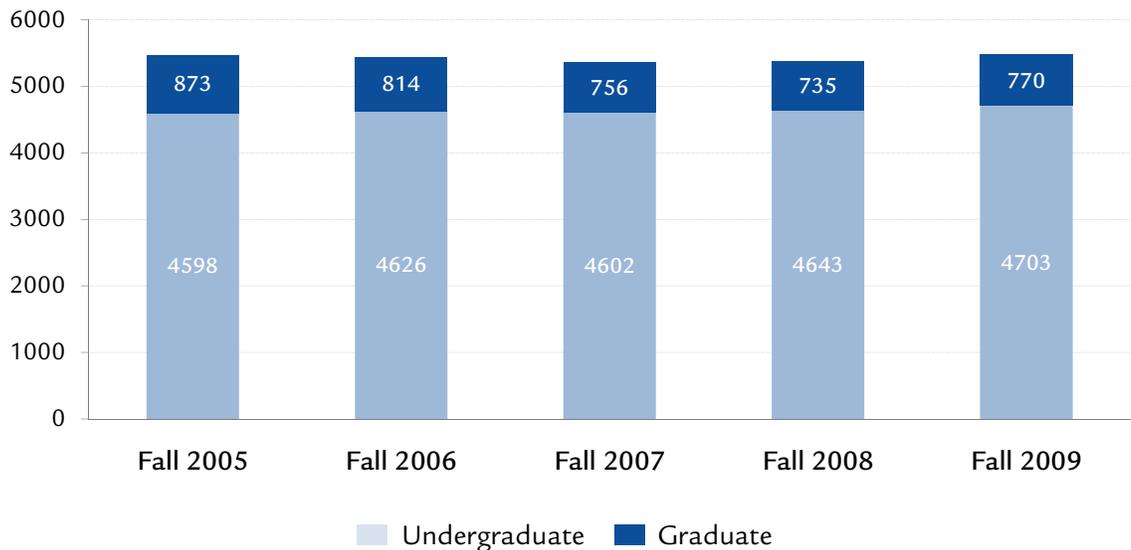
Over the last three years, the number of community college transfer students to Worcester State College has remained relatively stable.

Fall 2009 CC Transfer Students

245

Trends in Access:

Undergraduate and Graduate Fall Headcount Enrollment at Worcester State College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Worcester State College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Worcester State College Tuition and Fees	\$4,580	\$5,080	\$5,540	\$5,866	\$6,170
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Worcester State College Tuition and Fees	6.7%	7.1%	7.4%	7.5%	7.6%
X = Massachusetts State Colleges’ Average Tuition and Fees	7.3%	7.5%	7.8%	7.7%	7.8%
X = Northeast Average Tuition and Fees	9.2%	9.3%	9.3%	9.1%	9.2%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Worcester State College, as a percent of median family income, is below the Northeast regional average of 9.2%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

7.6%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Worcester State College's Fall 2007 Cohort persistence rate is comparable to the segmental rate of 75.4% and the national rate of 74.3%, but above the institutional peer retention rate of 72.6%.

Fall 2007 Cohort First-Year Persistence Rate

75.7%

Six-Year Graduation Rate

Worcester State College's six-year graduation rate is below the segmental rate of 47.2% but above the institutional peer rate of 36.2%.

2000–2002 Cohort Six-Year Graduation Rate (3-Year Average)

41.2%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Worcester State College per year over the last three years is 1,112.

Total Degrees and Certificates Conferred in FY2009

1,183

MTEL Pass Rate

Worcester State College's MTEL pass rate was above the Board of Higher Education's target pass rate of 80%.

2008 Pass Rate for the Massachusetts Test for Educator Licensure

100%

Number of Students Passing MTEL

63

Special Admission Students

Worcester State College meets the Board of Higher Education requirement of enrolling less than 10% special admissions students per year (See Appendix.)

Percent of New Students Who Were Special Admits in Fall 2009

5.1%

Trends in Student Success:

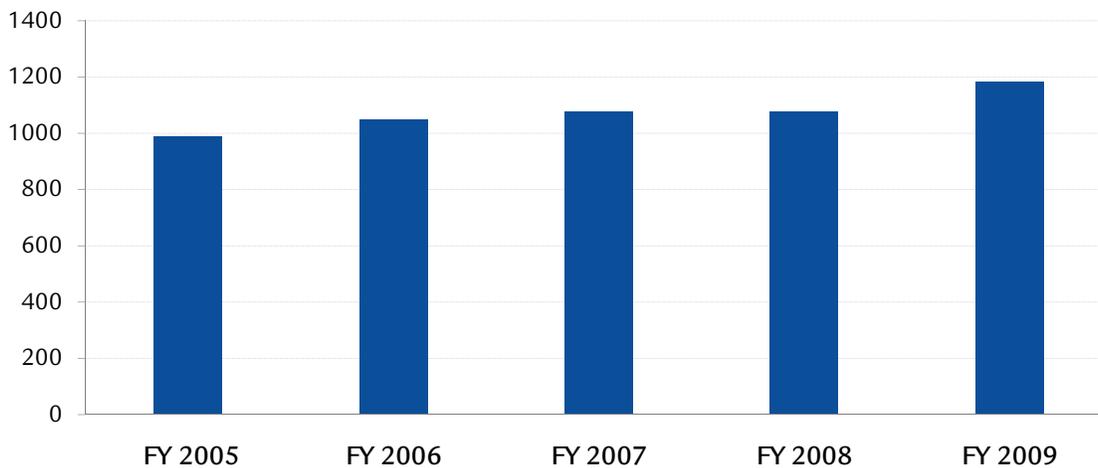
First-Year Persistence Rate (Fall-to-Fall) at Worcester State College

	Cohort				
	Entering 2003	Entering 2004	Entering 2005	Entering 2006	Entering 2007
Worcester State College Rate	71.1%	75.1%	73.8%	76.0%	75.7%
Peer Rate	71.1%	73.2%	70.9%	71.6%	72.6%
Massachusetts State College Segment Rate	75.2%	76.2%	73.5%	74.4%	75.4%
National Average	74.3%	74.0%	73.7%	73.6%	74.1%

Six-Year Graduation Rate at Worcester State College

	Cohort				Entering 2000–2002 (3-Year Average)
	Entering 1999 Graduating by 2005	Entering 2000 Graduating by 2006	Entering 2001 Graduating by 2007	Entering 2002 Graduating by 2008	
Worcester State College Rate	43.5%	36.9%	39.9%	46.9%	41.2%
Peer Rate	35.8%	34.9%	36.3%	37.4%	36.2%
Segment Average	47.2%	48.9%	45.9%	50.7%	47.2%

Degrees and Certificates Conferred by Worcester State College



IV. Effective and Efficient Use of Resources at Worcester State College

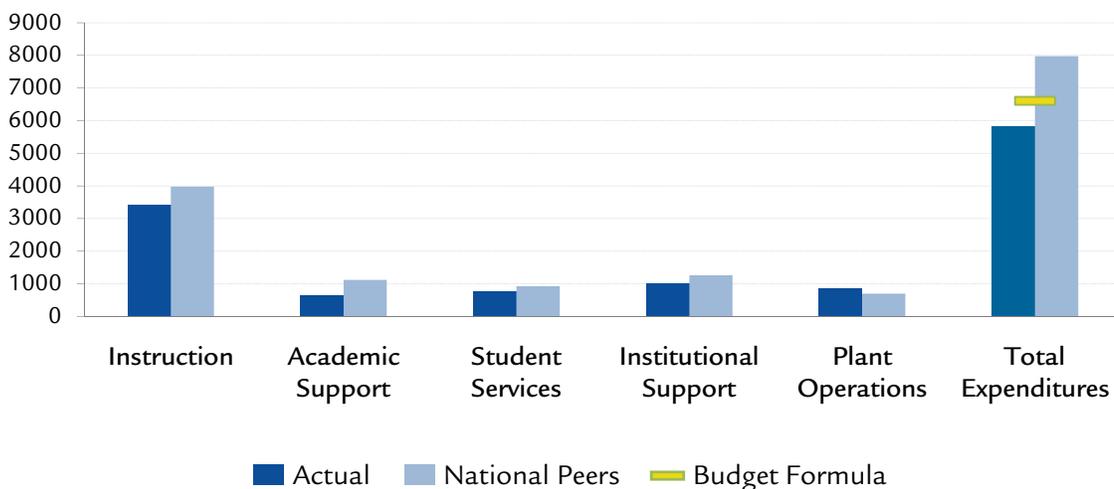
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

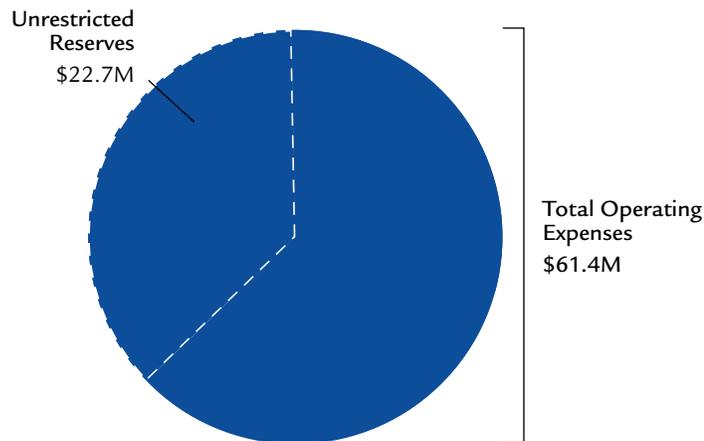
- Met the “Opportunity for a Lifetime” campaign goal of \$10 million in FY2009—twelve months early. Because of this, the goal was raised to \$12 million to be raised by June 30, 2010.
- Activated a 110KW photovoltaic array, located on the roof of the College’s Learning Resource Center, and began producing electricity for the building in July 2009. This array, the largest of its kind in the state college system, was funded through \$310,000 CREBS zero-interest bonds and a \$560,000 grant from the Massachusetts Technology Collaborative.
- Received a \$58,000 grant from the State’s Department of Energy Resources Lead By Example program that funded replacement of select antiquated bathroom fixtures with low-flow devices, as well as a comprehensive study of building energy consumption for all non-residence hall buildings on campus.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

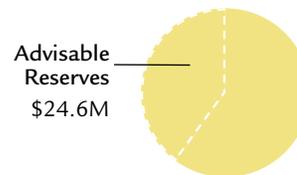


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$22,672,205
Total Operating Expenses (TOE)	\$61,383,809
Primary Reserve Ratio (UR/TOE)	36.9%



Audit Compliance

No material weaknesses based on annual external independent audits from FY2005 to FY2009.

Segmental Assessment: Community College Performance

Note: The following is a representation of the Performance Measurement outcomes for the Community College segment as a whole. Where appropriate and useful, we provide institution-level summaries. For additional information regarding the indicator methodologies and details, please refer to the Community College Technical Guide.

Section I: Access to Public Higher Education in Massachusetts

Access Indicators	Targets/Results
<ul style="list-style-type: none"> • 2009 Fall Enrollment <ul style="list-style-type: none"> • Headcount: 98,067 • FTE: 60,598.9 	<ul style="list-style-type: none"> • Over the last three years fall headcount enrollment has increased 15.8%. All fifteen colleges had substantial increases. • Over the last three years fall FTE enrollment has increased 18.2%. All fifteen colleges had substantial increases.
<ul style="list-style-type: none"> • FY 2009 Annual Enrollment <ul style="list-style-type: none"> • Headcount: 127,844 • FTE: 57,490.2 	<ul style="list-style-type: none"> • Over the last three years annual headcount enrollment has increased 8 percentage points. All fifteen colleges showed an increase. • Over the last three years annual FTE enrollment has increased 10.2 percentage points. 14 of the 15 colleges showed an increase..
<ul style="list-style-type: none"> • Fall 2009 Minority Enrollment Percentage: 31.7% 	<ul style="list-style-type: none"> • The Community College minority representation is more than fifteen percentage points higher than the Commonwealth's minority composition of 16.2% (based on adults 18 and over). 14 of the 15 colleges had minority representation that was comparable to or greater than that of their primary draw cities and towns. 14 of the 15 colleges had minority representation that was comparable to or greater than that of their geographic regions.



Section II: Affordability of Massachusetts Community Colleges

Affordability Indicators	Targets/Results
<ul style="list-style-type: none"> Tuition and Fees as a percent of median family income in FY 2009: 4.7% 	<ul style="list-style-type: none"> The Community College segment was comparable to the Northeast regional average of 4.9%. All colleges were within one percentage point of the Northeast regional average.

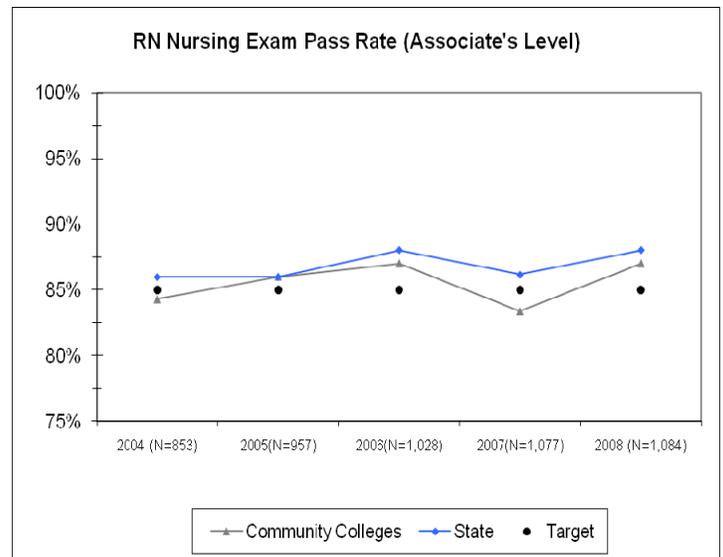
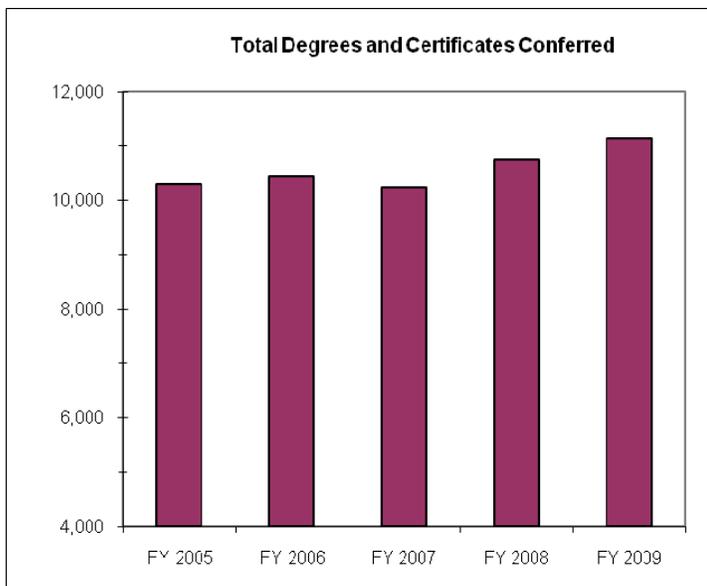
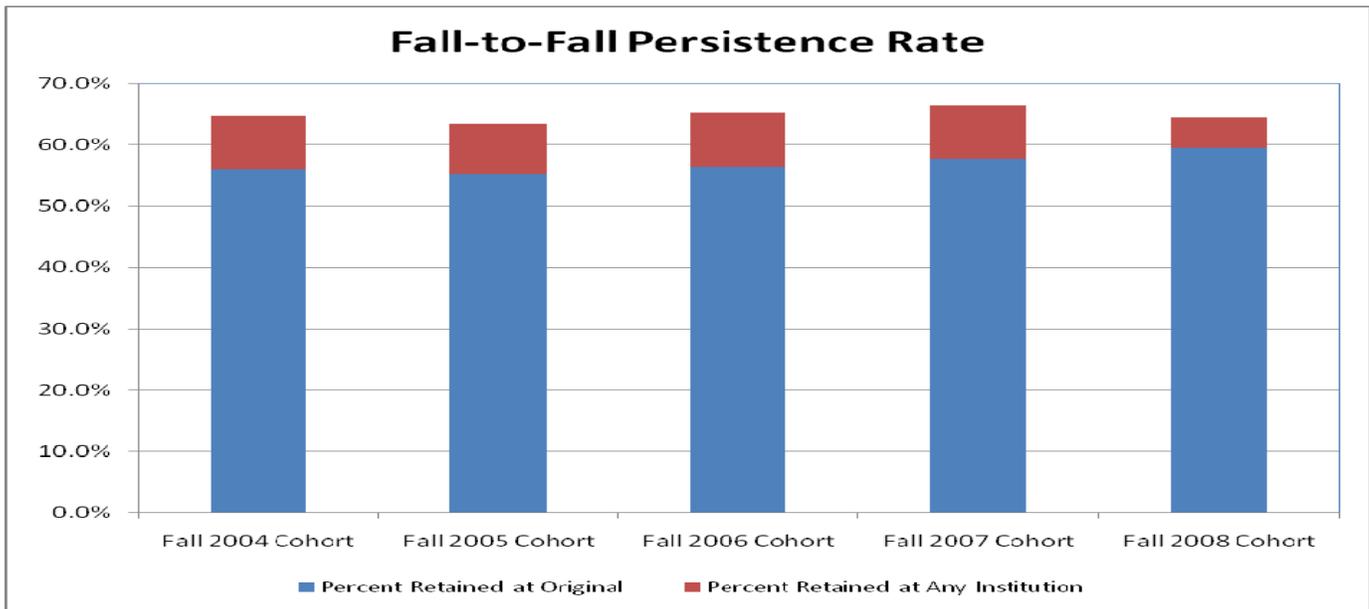
Tuition and Fees as a Percent of Median Income					
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Massachusetts Average Tuition and Fees	\$3,385	\$3,477	\$3,519	\$3,654	\$3,851
Massachusetts Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
Tuition and Fees as a Percent of State Median Income	4.9%	4.9%	4.7%	4.7%	4.7%
Northeast Average Tuition and Fees	\$2,971	\$3,063	\$3,294	\$3,428	\$3,551
Northeast Median Family Income	\$62,052	\$64,147	\$66,601	\$70,423	\$72,801
Northeast Average Tuition and Fees as a Percent of State Median Family income	4.8%	4.8%	4.9%	4.9%	4.9%

Section III: Student Success and Academic Quality

Success and Quality Indicators*	Targets/Results
<ul style="list-style-type: none"> Fall 2008 Cohort First-Year Persistence Rate: <ul style="list-style-type: none"> Retained at original institution: 59.6 % Retained at any institution: 64.3% 	<ul style="list-style-type: none"> The Community College segmental retained at original institution rate has increased 3.1 percentage points over the last three years. All fifteen colleges had relatively stable or increasing retention rates over the last three years. The BHE reports the percent of community college students who enroll at any institution the fall after initial enrollment because transfer is a key aspect of the community college mission. Approximately 4.8% of the 2008 cohort enrolled at an institution other than their original in fall 2009.
<ul style="list-style-type: none"> Fall 2003 Cohort Five-Year Overall Success Rate: 73.2% <ul style="list-style-type: none"> Earned Degree/Certificate: 39.2% Transferred: 15.1% Earned 30 Credits: 17.6% Still Enrolled: 1.3% <p>Note: Each subsequent category excludes any student included in previous category(ies).</p>	<ul style="list-style-type: none"> This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.
<ul style="list-style-type: none"> Academic Year 2008/09 Fall-to-Spring Retention Rate: 91.6% 	<ul style="list-style-type: none"> The Community College segmental fall-to-spring retention rate has remained relatively stable over the last three years. All 15 colleges had relatively stable or increasing retention rates over the last three years..
<ul style="list-style-type: none"> FY 2009 Credit Course Completion rate: 76.7% 	<ul style="list-style-type: none"> The Community College segmental completion rate was above the Board of Higher Education's target rate of 75%. All 15 colleges had rates that were comparable to or higher than the target.

Section III: Student Success and Academic Quality Continued

Success and Quality Indicators*	Targets/Results
<ul style="list-style-type: none"> Total Degrees Conferred in FY 2009: 11,136 	<ul style="list-style-type: none"> Average degrees conferred per year over the last three years: 10,705. All 15 colleges conferred degrees at a level comparable to or above their three-year average.
<ul style="list-style-type: none"> 2008 Pass Rate on the National Nursing Licensure Examination: 87.0% 	<ul style="list-style-type: none"> The Community College segment's nursing licensure pass rate was above the Board of Higher Education's target pass rate of 85%. 11 of 15 colleges had pass rates comparable to or above 85%.
<ul style="list-style-type: none"> FY 2009 Annual Enrollment in Workforce Development Courses: 82,783 	<ul style="list-style-type: none"> Average Annual Enrollment in workforce development courses per year over the last three years: 87,270. 7 of the 15 colleges had an enrollment total comparable to or above their three-year average.



Section IV: Effective and Efficient Use of Resources

Effectiveness and Efficiency Indicators	Targets/Results
<ul style="list-style-type: none">• FY 2009 Independent Financial Audits: All fifteen community colleges had unqualified audits with no material weaknesses.	<ul style="list-style-type: none">• The Board of Higher Education requires that all audits are unqualified with no significant findings.
<ul style="list-style-type: none">• Financial Health Indicator: Primary Reserve Ratios FY 2009.	<ul style="list-style-type: none">• None of the community colleges had primary reserve ratios comparable to the advisable level of reserves.
<ul style="list-style-type: none">• Private funds raised in FY 2009: \$13,278,558	<ul style="list-style-type: none">• Community Colleges raised more than \$880,000 in FY 2009 than they did in FY 2008.

Berkshire Community College

Berkshire Community College (BCC) 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.

Program of Distinction

In an effort to meet the workforce needs of the region and more actively participate in the national initiative focused on renewable technologies, Berkshire Community College designed a large-scale project to establish a Renewable Energy Resource Training Center on its main campus. This facility features state-of-the-art classrooms, a self-sustaining greenhouse, renewable energy instructional equipment, and laboratory spaces for Environmental Science and Biology. The initial project phase has been funded by a \$750,000 federal grant from the Department of Housing and Urban Development. The Center provides hands-on training for the region's production and construction occupations within the Clean Energy sector where "green" jobs in construction and manufacturing are central to Berkshire County's growth in renewable energy conservation. The Center also provides faculty access to advanced instructional technologies and the ability to adapt science curriculum to them to better address the regional demand for certified Renewable Energy Specialists, Weatherization and Air Sealing Technicians, Photovoltaic Technicians, Energy Auditors, Solar Heating and Wind System Installers. The Center, therefore, provides industry-specific certification programs for students seeking employment in clean energy and supports training alternatives for the rising number of unemployed and dislocated workers.

Collaborations

- Last year Berkshire Community College expanded its administration of the Accuplacer Skills Assessment test in reading, writing, and mathematics to include all of Berkshire County's 11th grade students. Offering Accuplacer to high school juniors has become an extremely important effort that helps students assess their preparedness for college and focus more effectively on their academic strengths and weaknesses during their senior year. This past year, more than 1,000 juniors received testing services coordinated by the Office of Assessment and Testing.
- In collaboration with Drury High School in North Adams, BCC completed Positive Options, a pilot program developed to encourage Drury students to complete high school and pursue a postsecondary education. This innovative program targets teens at risk of dropping out of high school and provides them with the option to attend classes exclusively at BCC during their senior year and receive credit toward high school graduation, while simultaneously earning college credit at no cost. Given the success of

schools, serving a total of 32 students. Through this “alternative high school” option students may earn either a GED or diploma outside of the traditional classroom setting.

- In an effort to provide students with the skills they need to successfully transition from high school to college, BCC developed the Bridge to College program. This program offers an opportunity for high school seniors in Berkshire County to enroll in one college-level course taught either in their school or on BCC’s campus free of charge. This program permits BCC to increase the number of concurrent enrollment options available so that more students can receive both high school and college credit and gain direct experience with the academic demands and social expectations of a college environment. Over 210 secondary students from across the region have taken advantage of this program.
- With support from the Massachusetts Clean Energy Center, BCC began implementing Pathways Out of Poverty, a project developed in collaboration with the Center for Ecological Technology and other regional partners, including those from business and education. Cited in the *Community College Journal* as a workforce development model, the program prepares low-income, unemployed, and dislocated workers for entry-level employment opportunities in the clean energy field by providing basic skills education and specialized “green collar” job training leading to a Certificate in Energy Conservation and other industry credentials, including Air Sealing Assistant. Twenty-three individuals completed the program’s initial cycle; a second cycle is currently underway for 30 additional participants.
- BCC has expanded its Applied Manufacturing Technology Training Institute (AMTTI). The purpose of the AMTTI project is to address the short- and long-term workforce development needs of the region’s manufacturing industries and related production occupations by strengthening career and educational pathways for incumbent, unemployed, dislocated and older workers (50+), and high school students. Project activities have included: 1) course offerings that lead to certification in Applied Manufacturing Technology; 2) training for incumbent workers focused on leadership, management, and applied manufacturing skills; and 3) a summer program for high school students to strengthen math skills and introduce them to manufacturing applications and industry-specific training. The Institute has served over 115 individuals as either degree candidates or industry trainees.
- BCC and Massachusetts College of Liberal Arts have completed the development of a joint Molecular Biotechnology and Life Sciences degree concentration. This program articulation represents a timely response to the needs of an emerging field that is important to the region’s overall economic development. This new concentration was designed to enable students to obtain the skills necessary to either enter the workforce

directly after two years of study or further their education and training at the baccalaureate level. BCC has installed the technical and scientific equipment necessary to support the program's more advanced laboratory research components.

- BCC and Berkshire Health Systems (BHS) collaborated for the purpose of expanding the instructional capacity of the College's Nursing Program and of increasing the region's pool of qualified Registered Nurses. By providing the financial resources necessary to support faculty reassigned time and additional adjunct salaries, BHS has contributed to a significant increase in the College's present instructional capacity. This collaboration has enabled the college to add sixteen students to its roster, bringing the total enrollment to 128 students.
- In response to the growth in Pittsfield's Spanish-speaking population, BCC collaborated with city officials to develop Spanish in the Workplace, a series of three Spanish language courses designed for city firefighters, emergency medical technicians, and law enforcement officers who anticipate having an increased interaction with Spanish speakers. Each course component is designed to enable participants to communicate more effectively in job-related situations and covers basic language skills and strategies and issues in positive cross-cultural communication. Participants who complete this three-course series qualify to receive a 4 percent pay increase. The completion of a refresher course offered in alternate years enables them to continue receiving this same increase. This project has thus far served 117 law enforcement, firefighter, and EMT professionals.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Berkshire Community College has increased 14.7%, and fall FTE enrollment has increased 15.8%.

Fall 2009 Enrollment

Headcount	2,601
FTE	1,555.9

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Berkshire Community College has increased 4.8%, and annual FTE enrollment has increased 9.7%.

**Annual 2008–2009
Credit Enrollment**

Headcount	3,103
FTE	1,443.6

Minority Enrollment

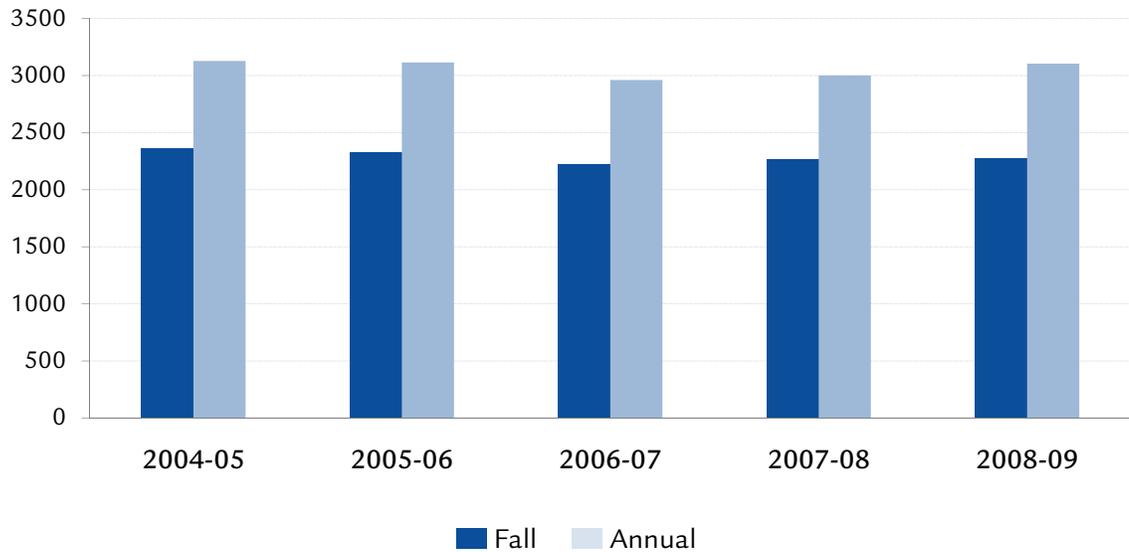
As of fall 2009, Berkshire Community College’s minority enrollment was greater than that of its primary draw cities and towns (4.9%) and the Berkshire Region (4.9%).

Fall 2009 Minority Enrollment

14.6%

Trends in Access:

Fall Headcount Enrollment at Berkshire Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Berkshire Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Berkshire Community College Tuition and Fees	\$3,390	\$3,600	\$3,676	\$3,826	\$3,930
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Berkshire Community College Tuition and Fees	4.9%	5.0%	4.9%	4.9%	4.8%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Berkshire Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.8%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Berkshire Community College’s first-year persistence rate has increased 5.2 percentage points over the last three years and is comparable to the segmental average of 59.6%.

**Fall 2008 Cohort
 First-Year Persistence Rate**

Retained at original institution	60.7%
Retained at any institution	65.5%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
 Overall Success Rate**

77.8%

**Fall 2003 Cohort Five-Year
 Individual Success Rates**

Earned degree/certificate	52.0%
Transferred	8.8%
Earned 30 credits	16.2%
Still enrolled	0.8%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Berkshire Community College has increased 2.6 percentage points over the last three years.

**2008–2009 Fall-to-Spring
 Retention Rate**

90.3%

Course Completion

The course completion rate at Berkshire Community College is comparable to the Board of Higher Education’s target rate of 75%.

**FY2009 Credit Course
 Completion Rate**

75.6%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Berkshire Community College per year over the last three years is 304.

**Total Degrees and Certificates
 Conferred in FY2009**

309

Nursing Exam Pass Rate

Berkshire Community College’s nursing exam pass rate was below the Board of Higher Education’s target pass rate of 85%.

**2008 Pass Rate on the National
 Nursing Licensure Exam**

81%

Workforce Development

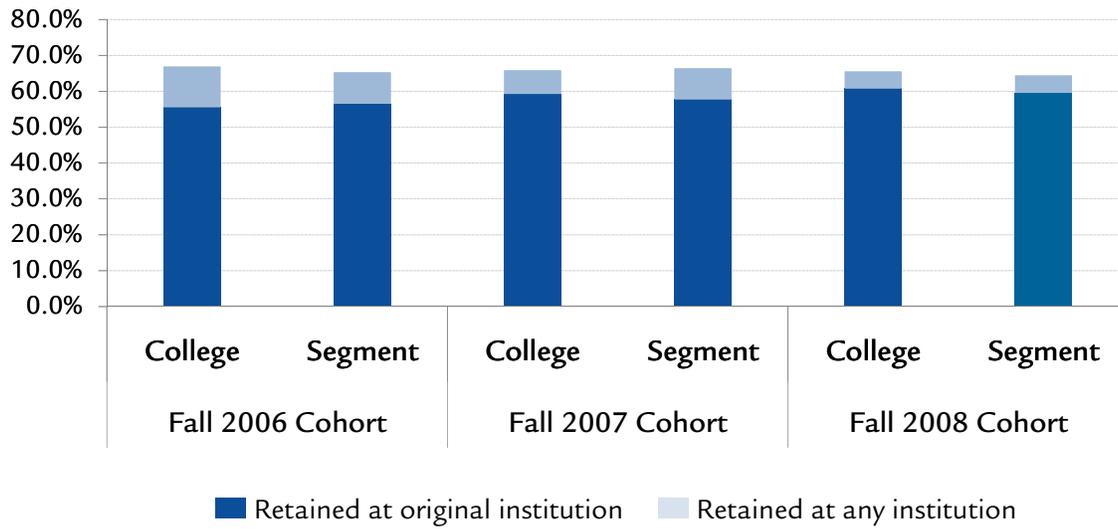
Average annual enrollment in workforce development courses per year over the last three years at Berkshire Community College is 1,706.

**FY2009 Annual Enrollment in
 Workforce Development Courses**

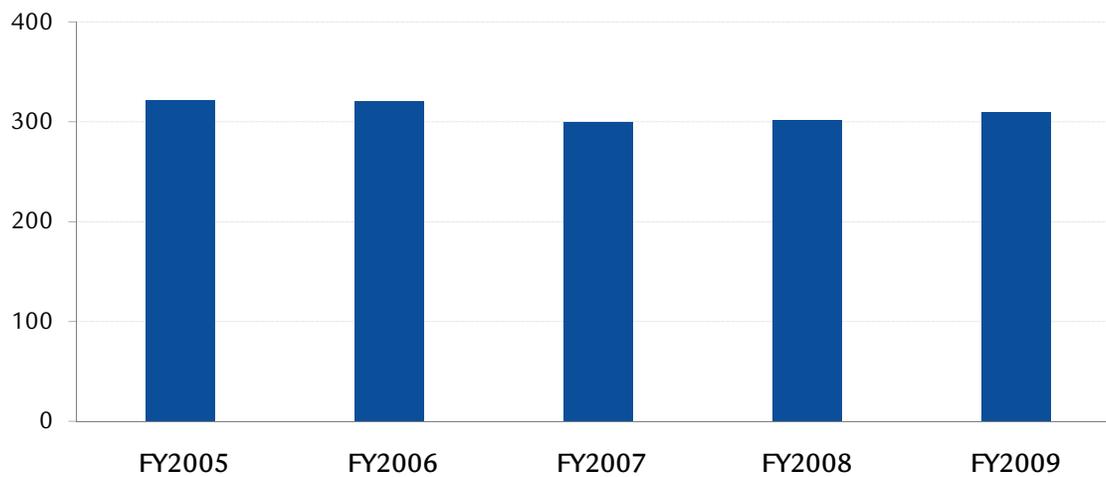
2,032

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Berkshire Community College



Degrees and Certificates Conferred by Berkshire Community College



IV. Effective and Efficient Use of Resources at Berkshire Community College

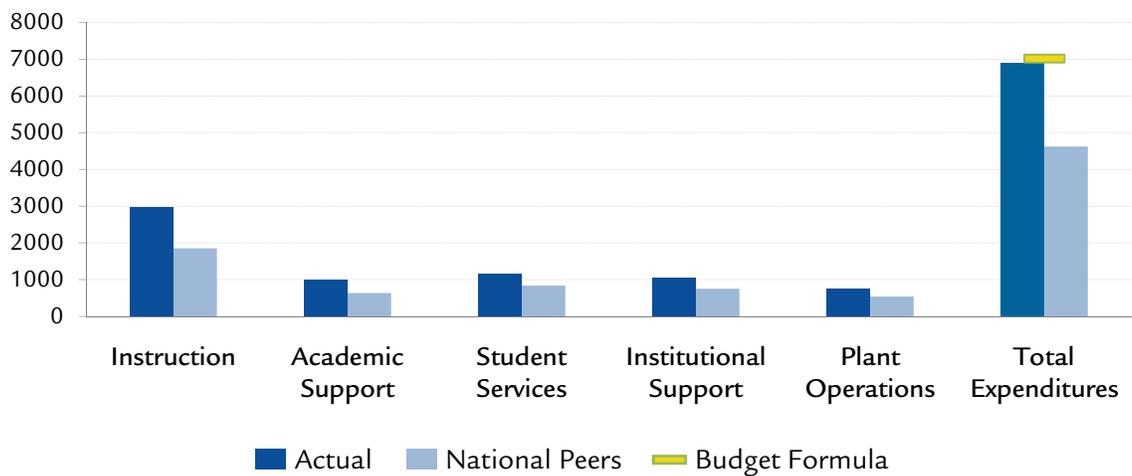
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

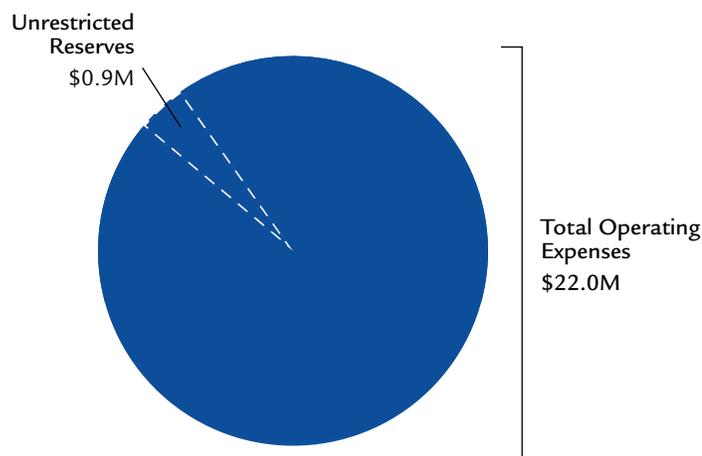
- Selected as a Photo Voltaic site. Solar Panel Arrays will be installed on most roofs on campus. Solar-generated electricity will provide ~25% of the College's need. Project funded by ARRA funds and with Clean Renewable Energy Bonds with the collaboration of the federal government, Mass Development, Department of Energy Management, and the Division of Capital Asset Management (DCAM).
- Using college resources along with a \$750,000 federal grant spearheaded by Congressman John Olver to establish a Renewable Energy Resource Training Center in the Ralph A. Hoffmann Center, which will support the College's Workforce Development programs and enhance its academic programs.
- Selected as a Phase I participant in an Enterprise Energy Management System being coordinated through Department of Energy Resources (DOER) in collaboration with DCAM. Program will install separate building-networked meters allowing both the College and the Commonwealth to track real-time energy use. Will allow DCAM and DOER to prioritize projects and resources to maximize return on energy dollar expenditures.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

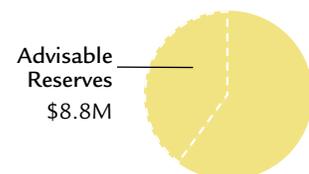


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$900,491
Total Operating Expenses (TOE)	\$21,981,430
Primary Reserve Ratio (UR/TOE)	4.1%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Bristol Community College

Bristol Community College (BCC) primarily serves residents of Bristol County and southeastern 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.

Program of Distinction

Sustainable practices are changing the face of Bristol Community College. As a charter signatory of the American College and University Presidents' Climate Commitment, Dr. John J. Sbrega, BCC President, has called for broad changes in business practices that are conserving both short-term and long-term resources at the College. Policies to reduce its environmental footprint have changed purchasing and construction practices and dictated grants to be pursued. A \$4.9 million energy and water project will reduce water consumption at the Fall River Campus by 47 percent a year and reduce building energy consumption by 24 percent a year. Grants funded the installation of sustainable roofing systems, which include photovoltaic panels that power buildings. All renovations are now constructed with sustainable materials

In academic programs, the College began an Organic Agriculture Technician program, complete with an on-campus organic community garden and installation of beehives, managed by students in a beekeeping course. It is incorporating sustainable practices into the curriculum through its Institute for Sustainability and Post Carbon Education. Through National Science Foundation-funded projects, a number of engineering and environmental programs are building regional capacity to train the next generation of engineering technicians to apply principles of sustainability.

Collaborations

- Bristol Community College (BCC) supplements state funding for the Dual Enrollment program to expand outreach and early connections with learners in high schools throughout Fall River, Attleboro, and New Bedford. The College enrolls all students who qualify. The first course students take is offered at no cost, and students pay minimal costs for other courses. This year 238 students from 23 public and private high schools took college-level courses at their own campus or at the College's campuses. Students take courses that otherwise might not be offered by their high schools, such as calculus, or take courses that guarantee them college credit for transferring.
- The Bristol Career Vocational Technical Education (CVTE) Consortium was seeing too many of its high school students test into developmental courses. Of the Consortium students matriculating fall 2009, 77 percent required remedial algebra. The Bristol CVTE

Consortium brought together high school and College math faculty to better align student skills with the skills they need to successfully place into college math. The math faculty analyzed Accuplacer content and format, developed instructional and advisement strategies and created a crosswalk to inform secondary instructors of College academic expectations. Secondary school partners are using this information to develop fourth-year math college readiness courses.

- BCC created public-private partnerships that by academic year 2008-09 brought long-awaited public higher education services to the Greater Attleboro area. The BCC Foundation purchased and funded renovation of an abandoned factory near the downtown to create a two-floor learning space that is bright and handicapped accessible with ample parking. President Sbrega negotiated with Bridgewater State to lease the second floor to offer upper-division classes. Both Colleges share the common areas, and Bridgewater lends its space to Bristol's literacy classes during the day. The two colleges have worked closely to make associate and baccalaureate college education a reality. From sharing space to some of the marketing costs, this collaboration has brought higher education to an underserved area at little to no expense to the Commonwealth.
- The Green Energy Design and Building Project is led by BCC in collaboration with Cape Cod and Massasoit Community Colleges, green businesses, and regional high schools. The project is designing an online course for building industry professionals to ramp up their green skills and create new jobs. The course introduces green technology and offers onsite skill-building workshops. It will be offered for credit and noncredit, as well as a dual enrollment course for high school students.
- BCC is the Regional Training Center in the MassGREEN Clean Energy Initiative, a statewide project led by Springfield Technical Community College. The project trains contractors, unemployed trade workers, and potential energy-efficiency workers in weatherization. It immediately delivers needed training that leads to "green collar" jobs and career pathways. MassGREEN is able to quickly mobilize green learning across the state.
- For ten years the College has celebrated the dreams and ideals of Dr. Martin Luther King, Jr., at a free Community Breakfast. Started on a shoestring budget in 2001 by BCC President John J. Sbrega, it has grown to be a greatly anticipated celebration. Over the years, even though it takes place on a Monday holiday, the audience has grown to represent all aspects of the community, from children to seniors, reflecting a bright spectrum of ethnicity and race. Beyond the College, other Fall River stalwarts participate—Citizens for Citizens, a private nonprofit poverty organization, and the Mayor of Fall River are yearly sponsors; middle and high school students compete in poster

and essay contests; musical groups perform jazz and gospel; and the local church that hosts the city's ecumenical service partners, as well. The highlight of the morning is a keynote address by inspirational speakers. In 2010 Janet Johnson Bryant, a Liberian National who was instrumental in ending the Civil War in Liberia through her nonviolent protests, spoke.

- To expand international education at Bristol Community College, the College brought eight low-income students from Brazil, Africa, and Egypt to campus to spend a year pursuing certificates in Engineering. The program is funded by a grant from Community Colleges for International Development, combined with matching resources from the College. The students were provided with furnished housing, host families, and student mentors. Ongoing academic support services, as well as social events, are offered to make the students feel a part of the Bristol family. They were enfolded into the active International Students Club, which represents 52 countries and which has been in existence at the College for many years. The International Club fosters connections for these students with the greater College community, including the International Club's Annual Thanksgiving Dinner. For the visiting students, the faculty also developed a new course—A Seminar on U.S. Government and Public History—and will be a part of the Certificate in Global Leadership that the students will also complete.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Bristol Community College has increased 18.7%, and fall FTE enrollment has increased 22.9%.

Fall 2009 Enrollment

Headcount	8,767
FTE	5,545.0

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Bristol Community College has increased 18.2%, and annual FTE enrollment has increased 20.1%.

Annual 2008–2009

Credit Enrollment

Headcount	11,437
FTE	5,026.7

Minority Enrollment

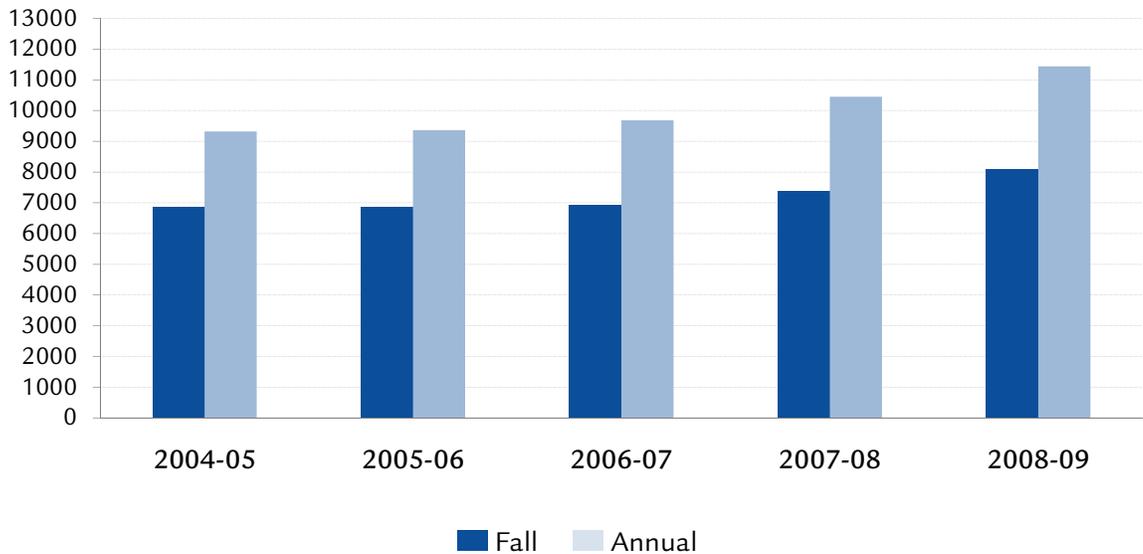
As of fall 2009, Bristol Community College’s minority enrollment was greater than that of its primary draw cities and towns (10.2%) and the Southeast Region (10.8%).

Fall 2009 Minority Enrollment

15.5%

Trends in Access:

Fall Headcount Enrollment at Bristol Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Bristol Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Bristol Community College Tuition and Fees	\$3,240	\$3,750	\$3,750	\$3,750	\$3,840
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Bristol Community College Tuition and Fees	4.7%	5.2%	5.0%	4.8%	4.7%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Bristol Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.7%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Bristol Community College’s first-year persistence rate has remained relatively stable over the last three years and is above the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	64.1%
Retained at any institution	66.3%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

73.1%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	40.5%
Transferred	9.9%
Earned 30 credits	20.8%
Still enrolled	1.8%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Bristol Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

93.1%

Course Completion

The course completion rate at Bristol Community College is above the Board of Higher Education’s target rate of 75%.

**FY2009 Credit Course
Completion Rate**

78.5%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Bristol Community College per year over the last three years is 976.

**Total Degrees and Certificates
Conferred in FY2009**

1,024

Nursing Exam Pass Rate

Bristol Community College’s nursing exam pass rate was above the Board of Higher Education’s target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

91%

Workforce Development

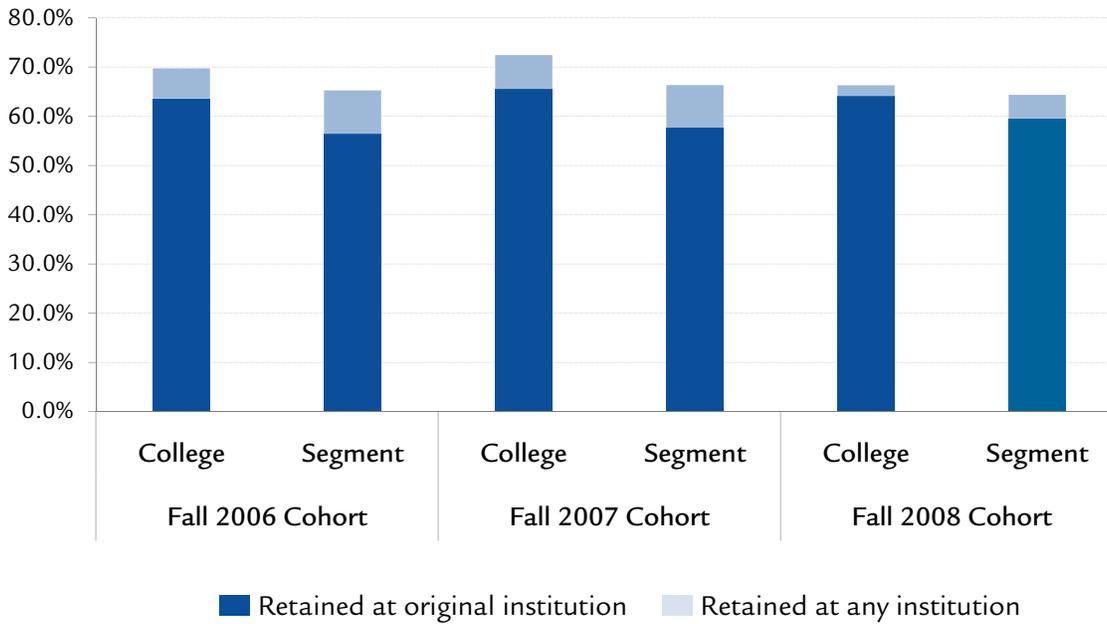
Average annual enrollment in workforce development courses per year over the last three years at Bristol Community College is 13,571.

**FY2009 Annual Enrollment in
Workforce Development Courses**

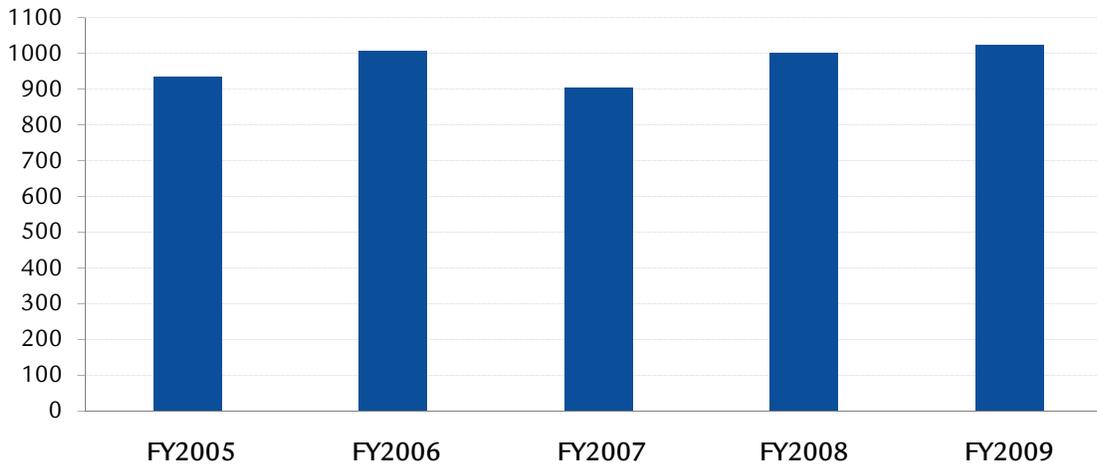
14,277

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Bristol Community College



Degrees and Certificates Conferred by Bristol Community College



IV. Effective and Efficient Use of Resources at Bristol Community College

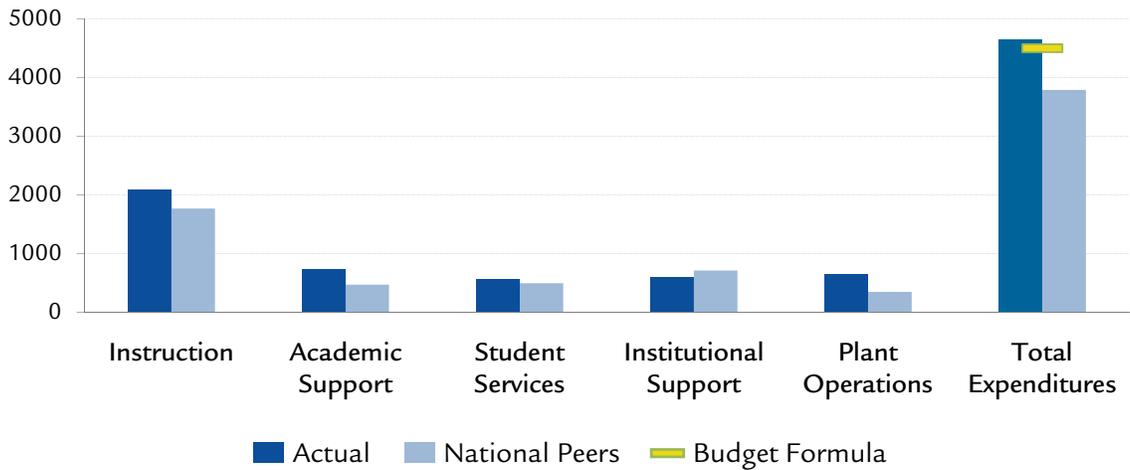
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

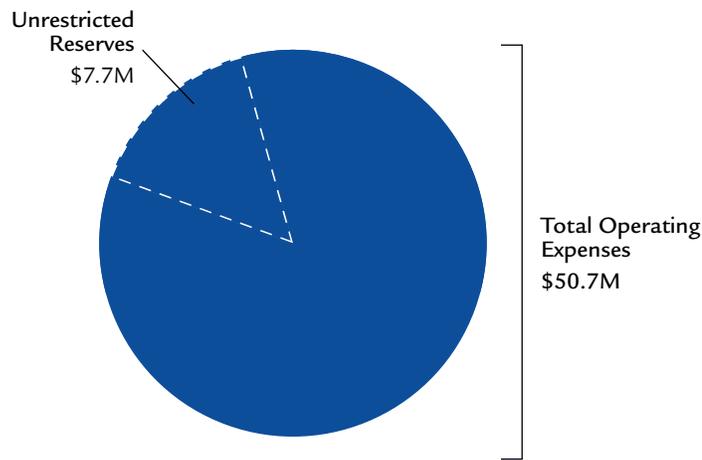
- Completed a \$4.9M Energy and Water Conservation Improvement Project that will realize a 47% annual reduction in water consumption and a 24% reduction in building energy consumption. Project included a 100kW photovoltaic array. A grant-funded wind turbine feasibility study is underway.
- Continues to be a leader in renewable energy and sustainability. Recently implemented greenPRINT, a print management system designed to raise college awareness of the spiraling increase in printing at academic institutions. The program was designed to provide students with adequate access to printing, but more importantly to promote sustainability and the importance of being a good steward of resources. In just its initial semester, greenPRINT has helped Bristol save nearly 70,000 sheets of paper, or the equivalent of 6,533 gallons of wastewater and 593 pounds of solid waste.
- Bristol Community College Foundation raised over \$840,783 in FY2009.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

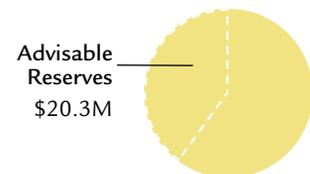


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$7,692,157
Total Operating Expenses (TOE)	\$50,728,468
Primary Reserve Ratio (UR/TOE)	15.2%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Bunker Hill Community College

Bunker Hill Community College (BHCC) 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.

Program of Distinction

In fall 2009 BHCC launched, for the first time, two Midnight Courses. The late-hour offerings arose out of the need to respond to the educational aspirations of shift workers and to deal with skyrocketing enrollment. The College's Midnight Courses were very successful and have now served as a "national model" for other colleges around the country. The media attention on the College's new offerings was unprecedented. Major television networks (including Fox National, CNN, the local CBS affiliate and the Canadian Broadcasting Corporation) all ran stories on this innovation. Print media coverage included a front-page story in *The Boston Globe*, an AP wire story that ran nationwide in major papers, and a front page story in the *New York Times*. The College's Midnight Courses were also widely covered in the higher education press.

Collaborations

- In spring 2009 BHCC's Chelsea campus collaborated with Chelsea High School to help high school seniors complete the BHCC enrollment process. Marshalling the resources from the College's departments of admissions, enrollment and assessment, a two-day intensive effort at Chelsea High School and at the College's Chelsea campus provided on-the-spot assistance in the enrollment process for 40 students before the start of the 2009-2010 school year. A key feature of this outreach initiative was the deployment of staff from The Education Resources Initiative (TERI). TERI, with partial support from federal funds, works in partnership with the Chelsea campus to provide financial aid awareness and assistance with completion of the FAFSA.
- With funding from the Massachusetts Department of Education, the College's Pathways to Success Program provided preparation for the Massachusetts Comprehensive Assessment System (MCAS) to high school students who had failed the MCAS mathematics and English retest. The College's MCAS program served 70 students for the academic year 2008/2009. Of those who completed their high school diploma, 80 percent enrolled at BHCC. The MCAS Program is the first step into college for many students.

- In a highly competitive selection process, two BHCC faculty were chosen in November 2009 to participate in the Global Skills for College Completion (GSCC) project. Funded by the Bill & Melinda Gates Foundation, the GSCC is a first-of-its-kind initiative designed to create new pedagogical standards for increasing pass rates in basic skills courses in English and mathematics at community colleges. The College awardees will join a 26-member team that will serve as a national “brain trust” for community colleges.
- The Commonwealth Compact is a public/private partnership with the goal of making Massachusetts a more welcoming place for people of color and women. As one of 102 “founding signers” of the Commonwealth Compact, BHCC has prioritized the creation of an “inclusive” institution, both in terms of race and gender. The College submitted quantitative data on its racial and gender diversity to a benchmark database. When the final data were released in 2009, they showed BHCC surpassing all Massachusetts higher education institutions in the percentage of persons of color employed across all categories.
- Bunker Hill Community College hosted the annual CANSTRUCTION competition from October 19 through November 6, 2009. The theme for the competition was “Eat the Art.” Local teams from 18 design and construction firms built giant sculptures made entirely of canned foods on the themes of food and hunger. Through the BHCC Office of Community Engagement and the BHCC Art Gallery, students were involved in building and de-constructing the exhibits and in preparations for various CANSTRUCTION events. At the close of CANSTRUCTION, all of the cans (some 40,000 in total) were donated to the Greater Boston Food Bank.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Bunker Hill Community College has increased 25.0%, and fall FTE enrollment has increased 29.4%.

Fall 2009 Enrollment

Headcount	11,009
FTE	6,227.7

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Bunker Hill Community College has increased 11.4%, and annual FTE enrollment has increased 16.8%.

Annual 2008–2009

Credit Enrollment

Headcount	14,448
FTE	6,075.0

Minority Enrollment

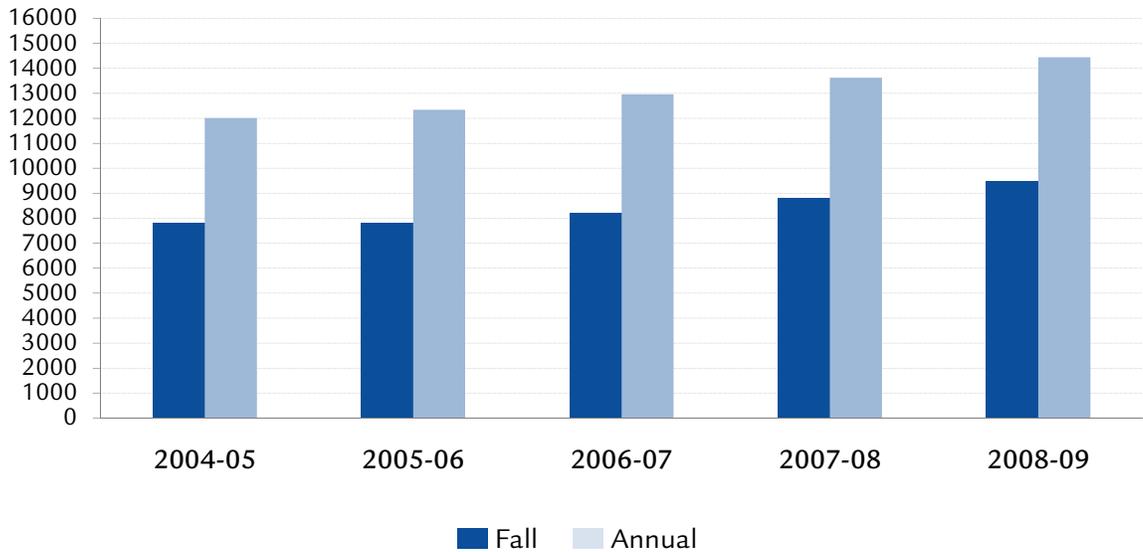
As of fall 2009, Bunker Hill Community College’s minority enrollment was greater than that of its primary draw cities and towns (34.6%) and the greater Boston Region (21.1%).

Fall 2009 Minority Enrollment

63.2%

Trends in Access:

Fall Headcount Enrollment at Bunker Hill Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Bunker Hill Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Bunker Hill Community College Tuition and Fees	\$3,000	\$3,000	\$3,000	\$3,180	\$3,480
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Bunker Hill Community College Tuition and Fees	4.4%	4.2%	4.0%	4.1%	4.3%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Bunker Hill Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.3%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Bunker Hill Community College's first-year persistence rate has increased 3.9 percentage points over the last three years but is below the segmental average of 59.6%.

**Fall 2008 Cohort
 First-Year Persistence Rate**

Retained at original institution	56.8%
Retained at any institution	63.1%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
 Overall Success Rate**

67.5%

**Fall 2003 Cohort Five-Year
 Individual Success Rates**

Earned degree/certificate	30.1%
Transferred	17.3%
Earned 30 credits	18.6%
Still enrolled	1.5%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Bunker Hill Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
 Retention Rate**

90.6%

Course Completion

The course completion rate at Bunker Hill Community College is comparable to the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
 Completion Rate**

76.6%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Bunker Hill Community College per year over the last three years is 815.

**Total Degrees and Certificates
 Conferred in FY2009**

817

Nursing Exam Pass Rate

Bunker Hill Community College's nursing exam pass rate was comparable to the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
 Nursing Licensure Exam**

84%

Workforce Development

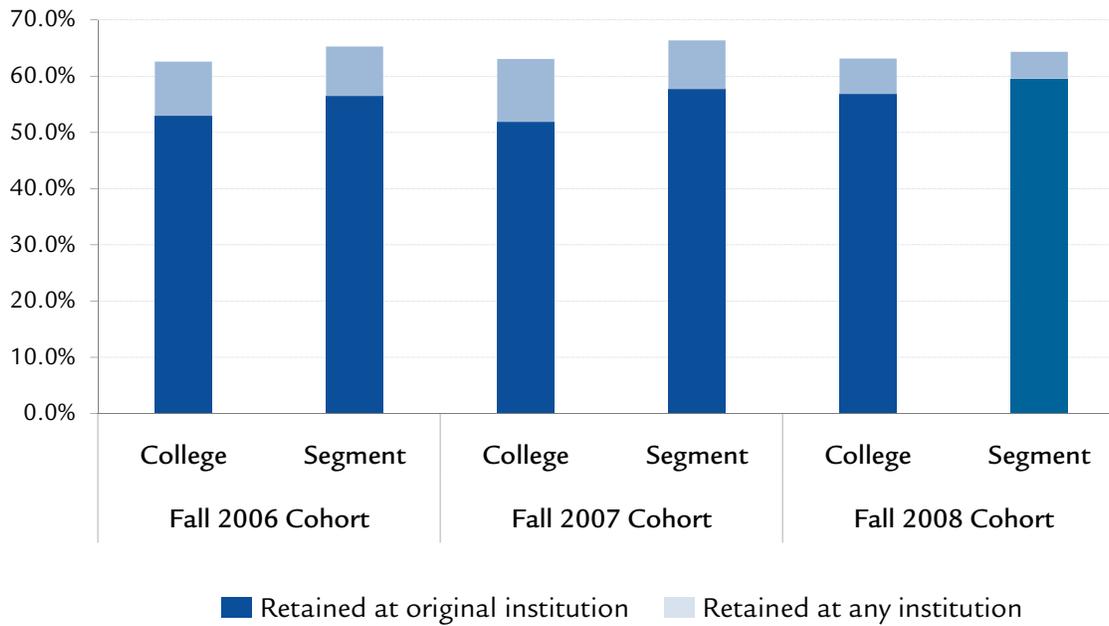
Average annual enrollment in workforce development courses per year over the last three years at Bunker Hill Community College is 3,162.

**FY2009 Annual Enrollment in
 Workforce Development Courses**

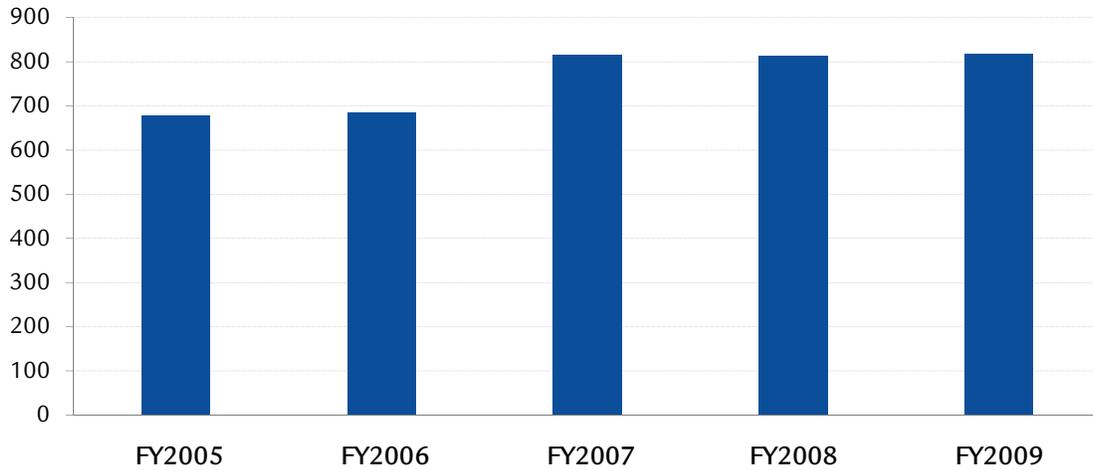
2,525

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Bunker Hill Community College



Degrees and Certificates Conferred by Bunker Hill Community College



IV. Effective and Efficient Use of Resources at Bunker Hill Community College

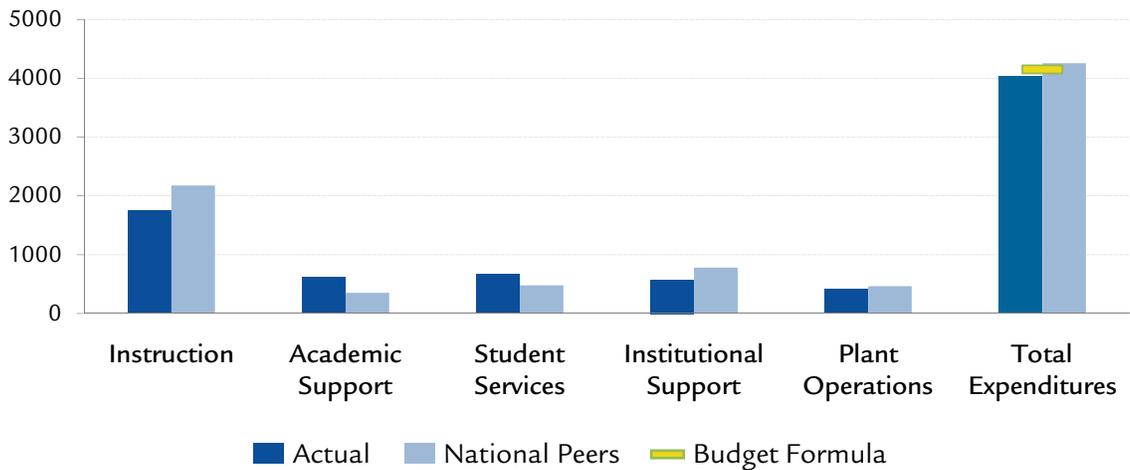
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

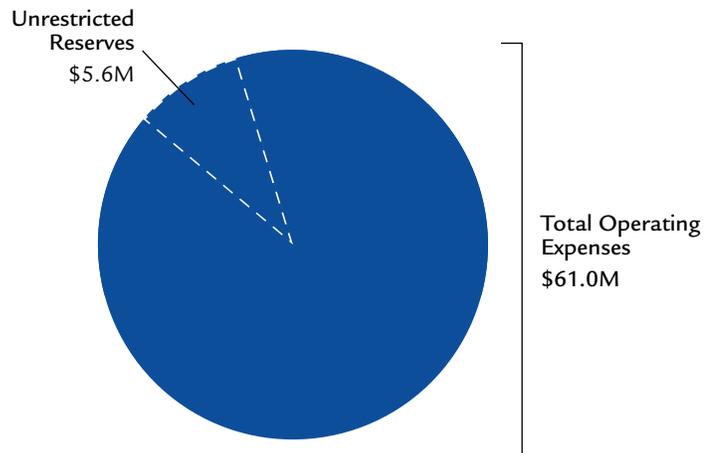
- Utilized the Massachusetts Higher Education Consortium (MHEC) for purchases and realized a savings of \$456,320.
- Replaced a 600 horsepower boiler with a 40 percent more efficient 300 horsepower boiler to achieve significant energy savings and reduce the College's carbon emissions.
- Assigned desktop maintenance to College staff rather than an outside vendor and realized a savings of \$100,000.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

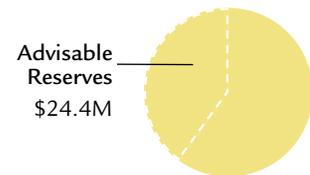


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$5,604,300
Total Operating Expenses (TOE)	\$61,025,246
Primary Reserve Ratio (UR/TOE)	9.2%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Cape Cod Community College

Cape Cod Community College (CCCC) 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.

Program of Distinction

The Dental Hygiene Program links academics with community care by providing dental hygiene services to members of the community in a clinic located on-site and through its Community Outreach Program. The on-campus clinic serves over 500 individuals with over 1,500 appointments each year provided by student dental hygienists, supervised by dentists, and dental hygienists. Students also go out into the greater community, visiting approximately fifteen different sites each semester, accompanied by an instructor—visiting preschools, elementary, middle and high schools, nursing homes and centers for adults with disabilities—where they provide screenings, cleanings, fluoride treatments, sealants and oral hygiene education. Over the course of a year, students can be expected to reach approximately 320 children and 60 adults through this off-campus outreach.

Collaborations

- Cape Cod Community College's Annual Non-traditional Career Day brings over 100 area middle school students from eleven different schools, their teachers and volunteers to campus for programs: exploring careers, understanding and overcoming gender stereotyping, and promoting proficiency and competent skills in Science, Technology, Engineering, and Mathematics (STEM). The goal is to affirm interests and career choices that are nontraditional for either women or men or other underrepresented groups. Generally, these are occupations where either women or men comprise less than 25 percent of those employed in that occupation. This award-winning program strives to limit bias and stereotypes later in life by focusing on the middle-school years where lifelong attitudes are being developed.
- The College Connection Program is a team approach to raising college-going rates at area high schools, partnering CCCC admissions, assessment, financial aid, and advising staff with each school's professionals. The College provides expertise and various resources at each high school—and in partnership with its professionals helps students make informed choices about college options. The Program increases college-going rates by raising student awareness and reducing barriers for those who have not considered college as an option. Over the past three years participation has grown to

include nine Cape regional high schools where significant increases in college-going rates have been documented

- OpenCape is an initiative to build telecommunications infrastructure (both fiber-optic and microwave) for all of southeastern Massachusetts, creating a regional co-location center that can serve telecommunications and networking needs for the next 50 years. CCCC spearheaded this effort and gained full support from all town governments, libraries, K-12 districts, chambers of commerce and other regional economic development entities. It remains a very active partner in OpenCape today. The project has been adopted as the number one priority of the Barnstable County Comprehensive Economic Development Strategy, identified by Governor Deval Patrick as one of three top priorities for broadband development in the Commonwealth and has been cited as a model for the nation. It has secured \$8 million in matching grants and has applied for a \$32 million National Telecommunications and Information Agency Broadband Technology Opportunities Program grant to fund the \$40 million project.
- Responding to a need expressed by the education and training unit at Coast Guard Air Station Cape Cod (CGASCC), Cape Cod Community College entered into a Memorandum of Understanding to bring college credits to the Massachusetts Military Reservation at Otis, Massachusetts. CCCC provides instructors who teach at the CGASCC facility serving all active duty military personnel, their dependants, eligible retired military, reserve military, and employees of the Departments of Defense and Homeland Security. An academic advisor is assigned part-time to the CGASCC site in this growing partnership.
- The W. B. Nickerson Cape Cod History Archives renovation and expansion project reaches across all sectors of Cape Cod to expand and enhance this central repository of priceless antiquities and historical resources for generations to come. The College's first National Endowment for the Humanities grant is being matched by funds from local businesses, foundations, philanthropists, and a generous public. This million-dollar project has been supported by many "luminaries," including Joseph Garver of the Harvard Map Library; Pulitzer Prize finalist, Nathaniel Philbrick; and nature writer and NPR commentator, Robert Finch. To date more than 400 donors have stepped forward, representing a cross-section of the Cape Cod community and beyond.
- CCCC has developed a certificate in Healthcare Informatics in partnership with the Cape and Islands Workforce Investment Board and Cape Cod Healthcare. This field is the fusion of technology and healthcare. The first class will graduate in May 2010. Upon completion, students are prepared to work at a variety of positions in acute or ambulatory care settings as a medical coder, file clerk, health information clerk, health information systems technician, medical records analyst, medical records clerk, medical

records director, medical records technician, and office manager. In addition, currently licensed health professionals can move into healthcare informatics positions with the additional specialized training.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Cape Cod Community College has increased 5.0%, and fall FTE enrollment has increased 10.7%.

Fall 2009 Enrollment

Headcount	4,657
FTE	2,710.5

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Cape Cod Community College has increased 2.3%, and annual FTE enrollment has increased 6.3%.

Annual 2008–2009

Credit Enrollment

Headcount	6,562
FTE	2,669.7

Minority Enrollment

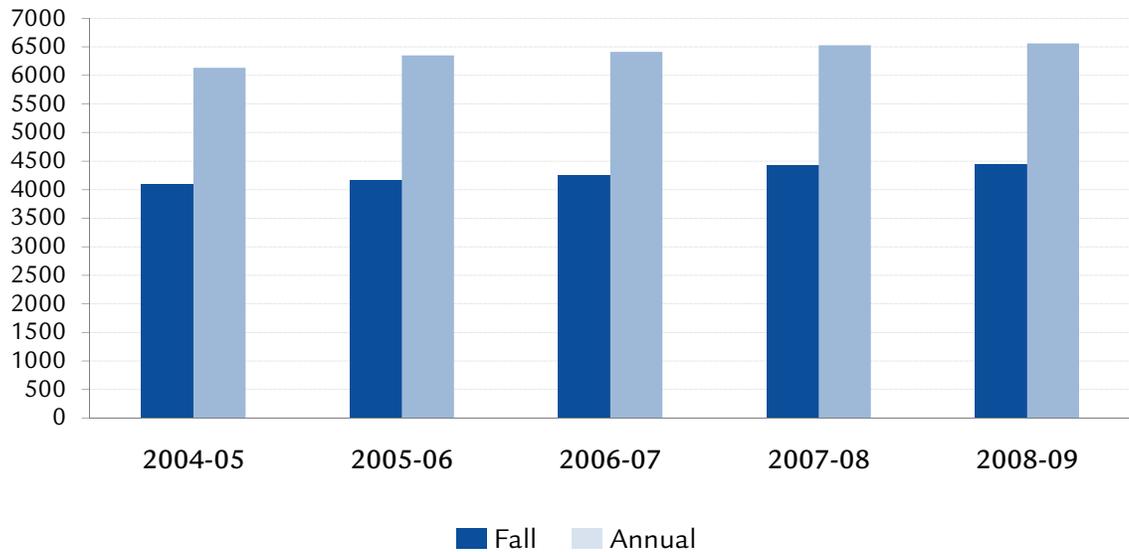
As of fall 2009, Cape Cod Community College’s minority enrollment was greater than that of its primary draw cities and towns (5.9%) and the Cape and Islands Region (6.4%).

Fall 2009 Minority Enrollment

13.0%

Trends in Access:

Fall Headcount Enrollment at Cape Cod Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Cape Cod Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Cape Cod Community College Tuition and Fees	\$3,660	\$3,660	\$3,660	\$3,946	\$4,080
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Cape Cod Community College Tuition and Fees	5.3%	5.1%	4.9%	5.0%	5.0%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Cape Cod Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

5.0%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Cape Cod Community College's first-year persistence rate has remained relatively stable over the last three years and is below the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	56.0%
Retained at any institution	60.0%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

67.1%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	30.4%
Transferred	13.7%
Earned 30 credits	22.2%
Still enrolled	0.8%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Cape Cod Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

89.7%

Course Completion

The course completion rate at Cape Cod Community College is comparable to the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

74.7%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Cape Cod Community College per year over the last three years is 492.

**Total Degrees and Certificates
Conferred in FY2009**

510

Nursing Exam Pass Rate

Cape Cod Community College's nursing exam pass rate was above the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

88%

Workforce Development

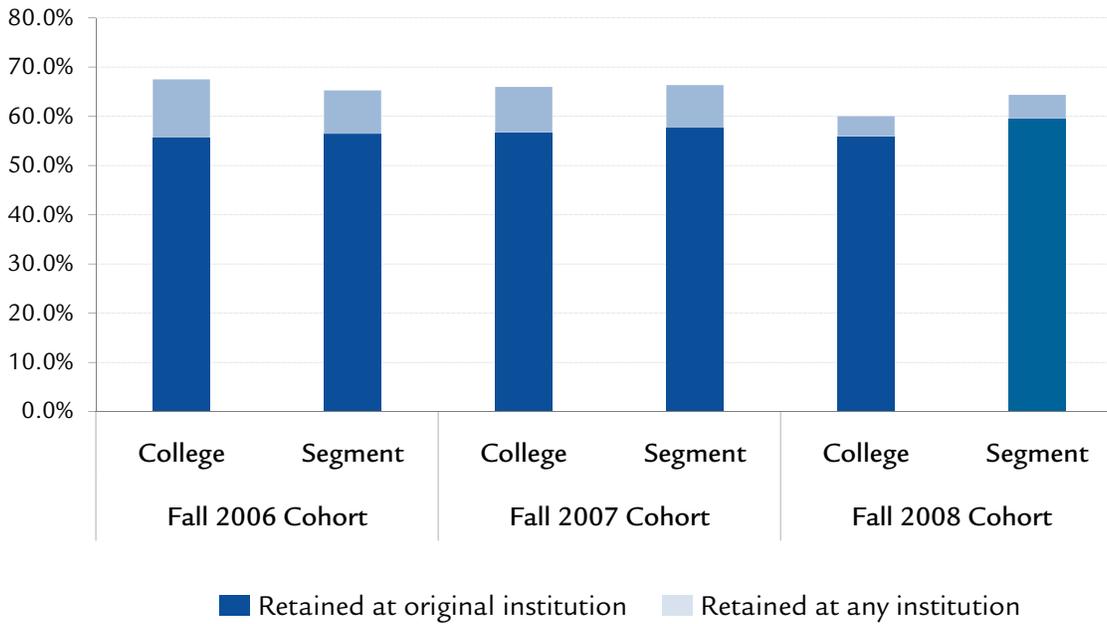
Average annual enrollment in workforce development courses per year over the last three years at Cape Cod Community College is 2,155.

**FY2009 Annual Enrollment in
Workforce Development Courses**

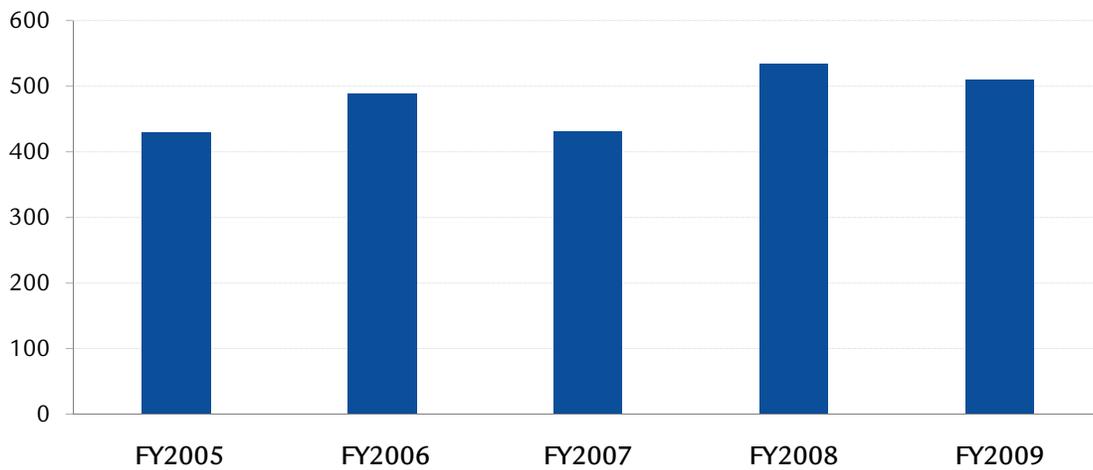
1,985

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Cape Cod Community College



Degrees and Certificates Conferred by Cape Cod Community College



IV. Effective and Efficient Use of Resources at Cape Cod Community College

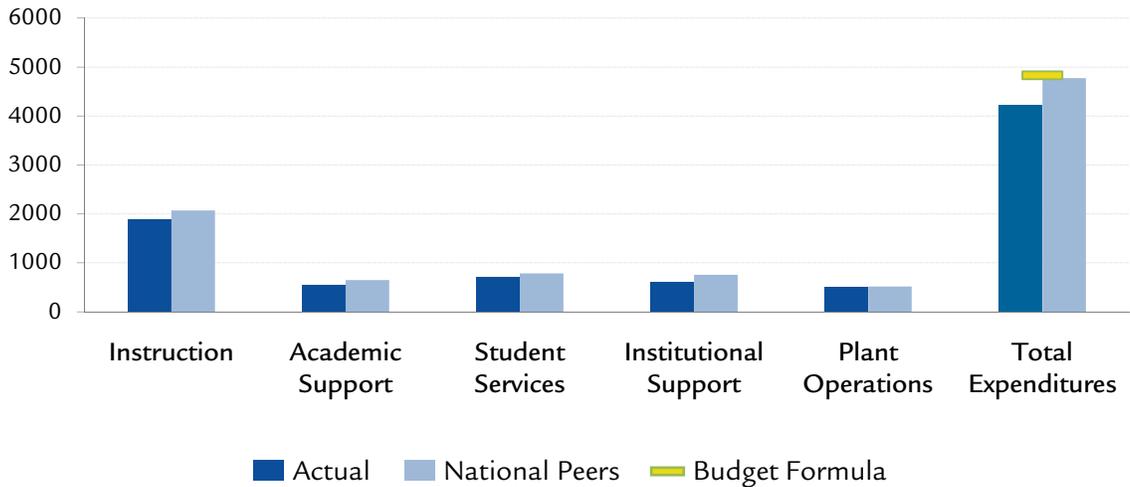
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

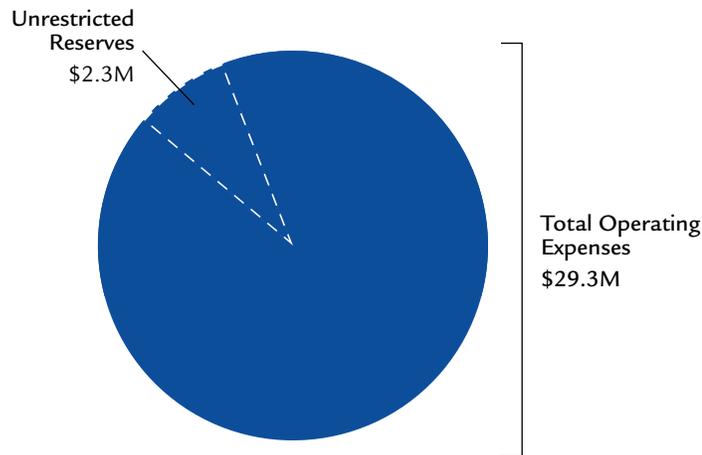
- Made significant investments in life safety by upgrading fire alarm, electrical and campus-wide network access control systems. Projects were funded by a capital appropriation from the state.
- Implemented a comprehensive zone printing strategy to reduce the number of printing devices, lower the volume of paper consumed, and reduce the College’s carbon footprint. Annual savings of \$50,000 are anticipated.
- Raised \$1,386,124 through private fundraising.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

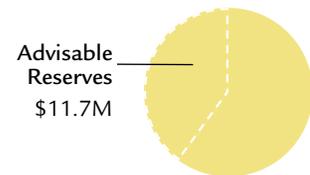


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$2,347,329
Total Operating Expenses (TOE)	\$29,310,779
Primary Reserve Ratio (UR/TOE)	8.0%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Greenfield Community College

Greenfield Community College (GCC) is about teaching and learning together. We teach, in a small, supportive and intimate learning environment, the knowledge and skills necessary for our students to reach their highest potential. Our doors are open to all who seek to learn. In striving to fulfill our mission we also seek to learn the knowledge and skills necessary to reach our highest potential as a college. At GCC, we are passionate about teaching and learning together!

Program of Distinction

The first Brick + Mortar International Video Art Festival presented cutting-edge video art from around the world in a variety of Greenfield's historic architectural spaces. The festival drew approximately 500 people to see contemporary art, view films and reconnect with Greenfield as the downtown was transformed into a video art district with a selection of contemporary video art exhibitions scattered throughout a variety of historic buildings. The collaboration of the Clark Art Institute, the Franklin Chamber of Commerce and Greenfield Community College linked businesses that serve cultural tourists with the festival's audience. Plans are underway for next year with other cutting-edge area venues.

Collaborations

- In collaboration with Community Action and funded by the American Recovery and Reconstruction Act, the Early Childhood Teacher Training Project at Greenfield Community College seeks to increase the number of people licensed by the Massachusetts Department of Early Education and Care (DEEC) who work with infants, toddlers, and/or preschoolers in Head Start and Early Head Start Programs in Franklin and Hampshire Counties. GCC developed and is delivering the required DEEC teacher licensure course, Foundations of Early Childhood Development, which includes internships in infant, toddler, or preschool programming at nine Head Start sites in Franklin and Hampshire counties.
- Greenfield Community College actively partners with the Franklin County Technical School and the Smith Vocational Technical School from Hampshire County to provide K-12 professional development for vocational teachers in classes for Sustainable Practices in Construction and Energy Efficiency. To improve access and enable articulation agreements, funding from a Workforce Training Fund grant is supporting facility expansion for hands-on learning at the Franklin County Technical School. Hands-on training opportunities for students will increase with these full-scale demonstration models of renewable energy/energy efficiency systems.
- Through the Small Business Marketing Outreach Program, Greenfield Community College marketing students collaborated with area businesses to solve high-stakes

marketing challenges of the real world and developed value-based relationships with customers. This year students conducted research on small business marketing behaviors and consumer shopping behaviors in Franklin County. The GCC student team demonstrated the extent to which local businesses leverage the marketing concept and the degree to which consumer behavior has been impacted by the online environment. The team prepared and presented to the Franklin County Chamber of Commerce ideas for utilizing local resources for improving the marketing connection between local businesses and consumers via Internet marketing.

- Funded by a Community Development Block Grant and the Commonwealth Alliance for Information Technology Education, Greenfield Community College launched the North Quabbin Financial Literacy Program. This year the program provided 53 low-to-moderate income students with valuable workforce skills in financial planning processes for individuals and small businesses, business technologies, computer literacy, data management and financial applications. Next year the program expands to include a pathway into certificate and associate-degree programs and the introduction of two fully online courses.
- The Community Access Scholarship Fund (CASF) works to reduce the barriers that keep people from reaching college and achieving their utmost potential. Greenfield Community College's CASF program has served 66 students by increasing access for students who are at risk of dropping out of high school or who have dropped out of high school and for students who have completed or are pursuing a GED certificate and are at risk of not continuing their education. CASF provides a bridge of financial support and a network of college and local community services that support student success and advancement.
- Serving 260 students, the three-year research project, Improving Access to STEM through a Universally Designed STEM Learning Community, demonstrates how community colleges can increase the participation and retention of students with disabilities in Science, Technology, Engineering, and Mathematics (STEM) through improved academic skills and positive STEM experiences. Greenfield Community College partners with Springfield Technical Community College, the lead partner, and Quinsigamond Community College to place a diverse blend of students in learning communities for two College Success courses. These courses include teaching students with disabilities the necessary skills to be successful in science courses using the principles of Universal Design for Learning.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Greenfield Community College has increased 13.9%, and fall FTE enrollment has increased 14.2%.

Fall 2009 Enrollment

Headcount	2,546
FTE	1,561.5

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Greenfield Community College has increased 8.5%, and annual FTE enrollment has increased 4.4%.

Annual 2008–2009 Credit Enrollment

Headcount	3,164
FTE	1,385.0

Minority Enrollment

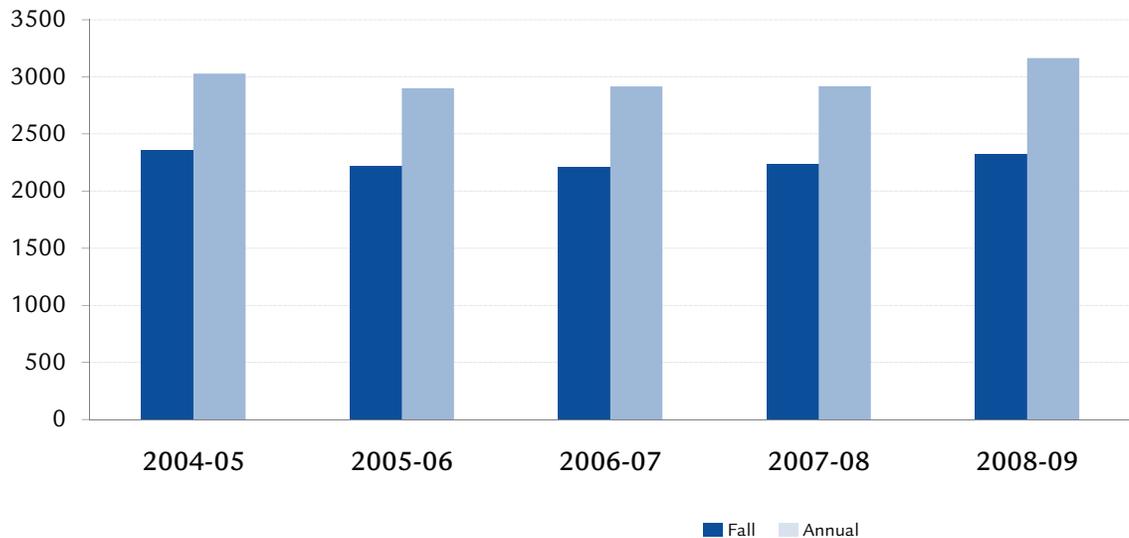
As of fall 2009, Greenfield Community College’s minority enrollment was greater than that of its primary draw cities and towns (10.2%), but lower than that of the Pioneer Valley Region (16.4%).

Fall 2009 Minority Enrollment

11.4%

Trends in Access:

Fall Headcount Enrollment at Greenfield Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Greenfield Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Greenfield Community College Tuition and Fees	\$3,648	\$3,982	\$4,098	\$4,488	\$4,638
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Greenfield Community College Tuition and Fees	5.3%	5.6%	5.5%	5.7%	5.7%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Greenfield Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

5.7%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Greenfield Community College's first-year persistence rate has increased 3.4 percentage points over the last three years and is comparable to the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	58.3%
Retained at any institution	63.0%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

79.4%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	50.4%
Transferred	12.3%
Earned 30 credits	15.3%
Still enrolled	1.4%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Greenfield Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

93.0%

Course Completion

The course completion rate at Greenfield Community College is above the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

80.4%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Greenfield Community College per year over the last three years is 345.

**Total Degrees and Certificates
Conferred in FY2009**

345

Nursing Exam Pass Rate

Greenfield Community College's nursing exam pass rate was above the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

94%

Workforce Development

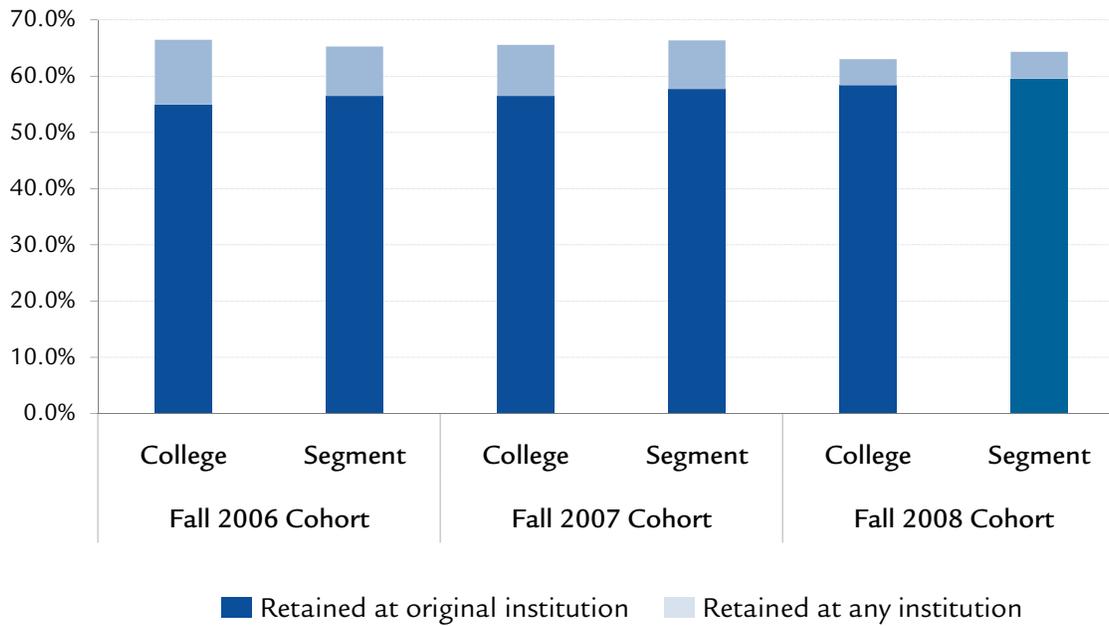
Average annual enrollment in workforce development courses per year over the last three years at Greenfield Community College is 1,856.

**FY2009 Annual Enrollment in
Workforce Development Courses**

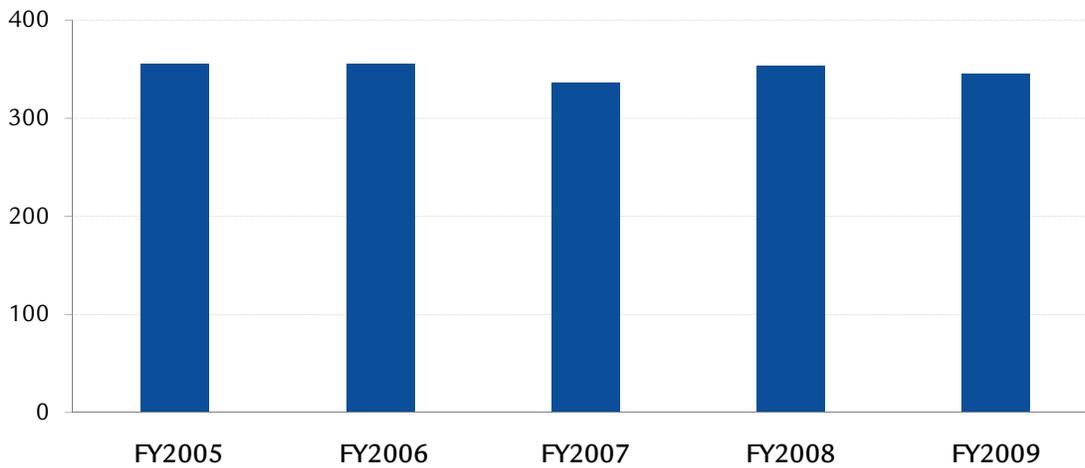
1,830

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Greenfield Community College



Degrees and Certificates Conferred by Greenfield Community College



IV. Effective and Efficient Use of Resources at Greenfield Community College

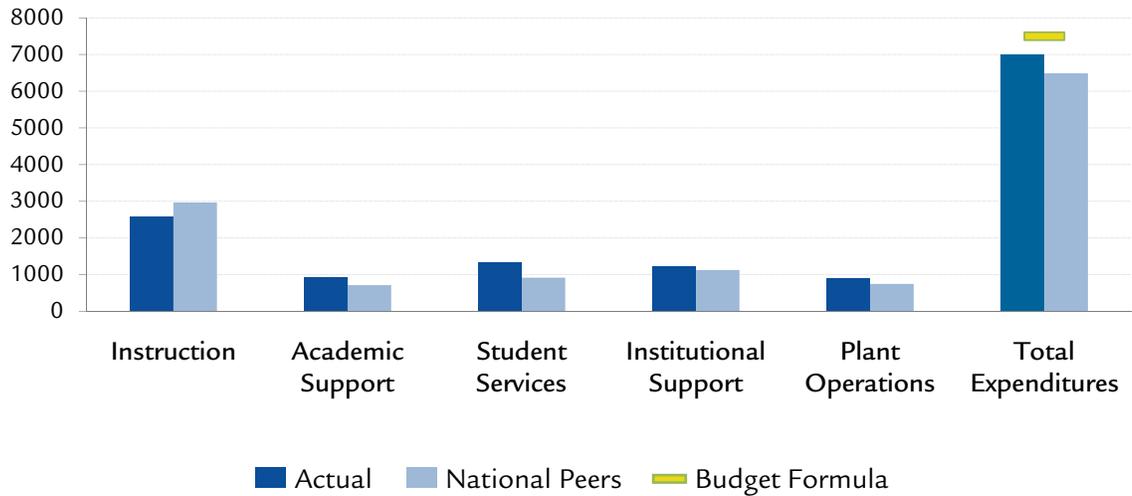
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

- Was awarded \$525,000 from the U.S. Department of Energy for design and installation of a hybrid geothermal heat pump system for the main building.
- GCC Foundation increased the number of private donors by 14% and raised \$804,098.
- Implemented various projects related to energy controls and lighting that reduced the number of KWH consumed by 12.6% over the previous year.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

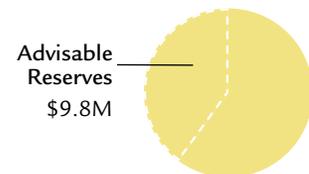


Primary Reserve Ratio

In FY2009, Greenfield Community College had a deficit in unrestricted reserves.

FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	-\$1,374,253
Total Operating Expenses (TOE)	\$24,585,351
Primary Reserve Ratio (UR/TOE)	-5.6%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Holyoke Community College

Holyoke Community College (HCC) 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.

Program of Distinction

Holyoke Community College's Jumpstart Program is the largest welfare-to-work program within the Massachusetts' community college system. Jumpstart has served over 900 students in its fourteen-year history with 140 participants enrolled in FY2010. The program provides training and education to welfare recipients. The program prepares students to become Certified Nursing Assistants, Phlebotomy Technicians, Pharmacy Technicians, Medical Coding and Billing Assistants, Customer Service Representatives, Direct Support Associates, EKG Technicians and Early Childhood Infant/Toddler Teachers. Future programs will include green job options in weatherization, solar boiler installation and energy auditing. Students receive the nationally-recognized ACT WorkKeys National Career Readiness Certificate, documenting students' competencies and skills for the occupations in which they are trained. Also, students complete the AchieveGlobal WorkSkills Program, which provides instruction in time management, conflict resolution, teamwork concepts and other topics to ensure that students are prepared for today's work environments.

To date over 680 students have been placed in meaningful employment with an average annual job placement rate of over 75%. The Direct Support Associate program has a placement rate of 100%, and the placement rate for the Certified Nursing Assistance program is higher than 75%.

Collaborations

- The Holyoke CARE Center Bridge-to-College Program is a transition program between HCC and the Community Adolescent Resource and Education (CARE) Center, a nonprofit multi-service Center located in Holyoke for pregnant and parenting teens. The program provides focused support to Care Center students to help them succeed in their first year of college. HCC coordinates student registration processes and creates CARE Center student cohorts within selected classes, enabling students to have peer support. A CARE Center liaison attends classes with students and provides assistance with assignments and accessing College resources. In FY2009 seven students participated in the program. A total of 40 students have been involved since FY2006. The Holyoke CARE Center Bridge-to-College Program is funded by private CARE Center donors and HCC.

- Holyoke Community College, in collaboration with the Holyoke and Springfield Public School Systems and the Gateway to College Advisory Board, was awarded a \$350,000 grant from The Gateway to College National Network to serve up to 350 at-risk students beginning in fall 2008. Gateway to College is a nationally recognized program that serves high school dropouts and those at risk of dropping out of high school. Students are dually enrolled, earning a high school diploma and credits toward a college degree at the same time. During FY2009, the program served 113 students and had a retention rate of 89 percent. In FY2010 the College expanded its collaborations to include Agawam, Longmeadow, and Ludlow school districts. The Gateway to College program addresses problems facing both urban and non-urban districts, such as low MCAS scores, increasing numbers of students and higher dropout rates.
- The Division of Capital Asset Management (DCAM) has been working with community colleges to develop better approaches for allocating scarce dollars for physical plant deferred maintenance and capital improvement projects. Through the statewide Community College Council of Administrative Deans and Vice Presidents and DCAM, HCC took the lead in FY2010 by acting as liaison among the consultant, DCAM and fourteen community colleges to develop contracts for consulting services in support of a "return on physical asset" investment analysis. This program will provide the campuses and DCAM with a data-driven and benchmarked analysis to assist in the development of capital improvement and deferred maintenance plans.
- HCC faculty members are focusing on good teaching with their colleagues at Springfield Technical Community College through STCC's faculty development program, "Teaching in Community." The program provides faculty from both institutions with an opportunity to reflect on the process of teaching and learning and share perceptions and challenges facing teaching practitioners. Throughout the experience HCC faculty members attend a series of seminars, participate in two retreats each year, visit classrooms and discuss common readings. A total of nine HCC faculty—representing the disciplines of Biology, Human Services, English, Mathematics, English as a Second Language, Fitness and Nutrition and Radiological Technology—have participated in the "Teaching in Community" program during FY2009 and FY2010.
- Holyoke Community College is a committed partner of The Picknelly Adult and Family Education Center at the Holyoke Multimodal Transportation Center in downtown Holyoke. Scheduled to open in September 2010, the \$5 million Center is intended to serve as a robust educational resource for the greater Holyoke community. HCC, as a member of the Juntos Collaborative, will establish the Picknelly Family and Adult Learning Center on the third and fourth floors of the Multimodal Transportation Center to

provide adult basic education services in the areas of basic literacy, family literacy, GED preparation and testing, English for Speakers of Other Languages, computer-based learning, transition-to-college activities and credit and noncredit classes. The Holyoke Multimodal Transportation Center is a public/private partnership involving the City of Holyoke, Pioneer Valley Transit Authority and Peter Pan Development Group.

- The System for Adult Basic Education Support (SABES) program at HCC supports Adult Basic Education (ABE) practitioners and adult learners in Berkshire, Franklin, Hampden and Hampshire Counties through a variety of collaborative efforts. One of SABES' annual initiatives is ABE College for a Day, an event that brings adult learners to a HCC's campus for the first time. Program components are designed for both GED and ESOL learners and include campus tours, meetings with College support staff and participation in HCC classes, such as writing, biology, culinary arts, marketing, digital media and career exploration. Evening and daytime events are held in order to meet the needs of working adult learners. In FY2009 a total of 235 adults from fifteen community-based ABE centers participated in ABE College for A Day events.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Holyoke Community College has increased 15.7%, and fall FTE enrollment has increased 16.3%.

Fall 2009 Enrollment

Headcount	7,473
FTE	5,073.8

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Holyoke Community College has increased 5.7%, and annual FTE enrollment has increased 9.8%.

Annual 2008–2009 Credit Enrollment

Headcount	9,041
FTE	4,666.8

Minority Enrollment

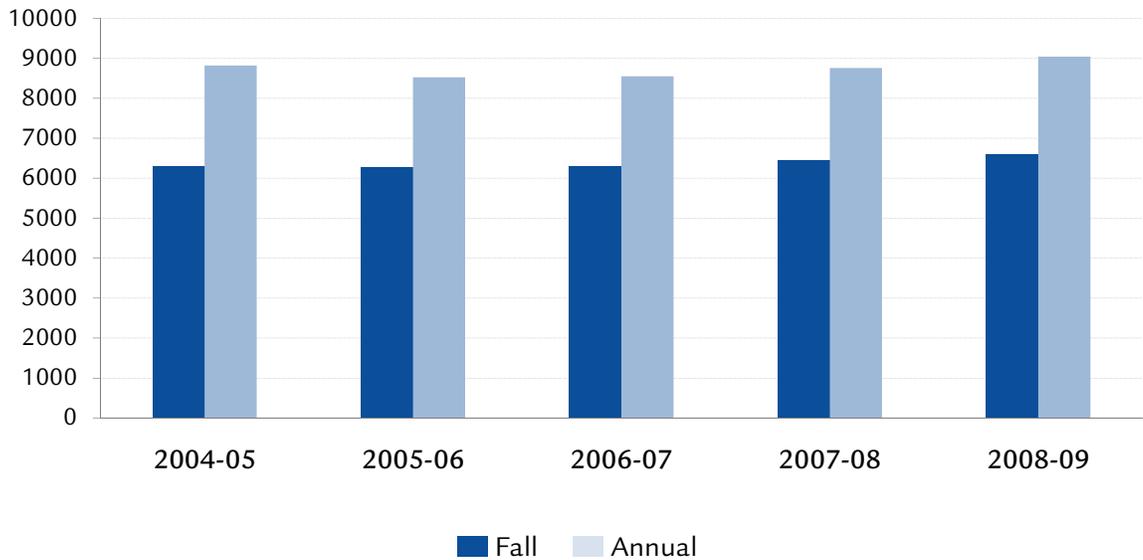
As of fall 2009, Holyoke Community College’s minority enrollment was greater than that of its primary draw cities and towns (21.7%) and the Pioneer Valley Region (16.4%).

Fall 2009 Minority Enrollment

27.1%

Trends in Access:

Fall Headcount Enrollment at Holyoke Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Holyoke Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Holyoke Community College Tuition and Fees	\$3,098	\$3,188	\$3,278	\$3,428	\$3,558
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Holyoke Community College Tuition and Fees	4.5%	4.4%	4.4%	4.4%	4.4%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Holyoke Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.4%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Holyoke Community College's first-year persistence rate has increased 4.7 percentage points over the last three years and is above the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	64.1%
Retained at any institution	68.4%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

77.3%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	45.4%
Transferred	15.9%
Earned 30 credits	14.7%
Still enrolled	1.3%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Holyoke Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

93.9%

Course Completion

The course completion rate at Holyoke Community College is above the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

77.0%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Holyoke Community College per year over the last three years is 961.

**Total Degrees and Certificates
Conferred in FY2009**

1,022

Nursing Exam Pass Rate

Holyoke Community College's nursing exam pass rate was above the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

90%

Workforce Development

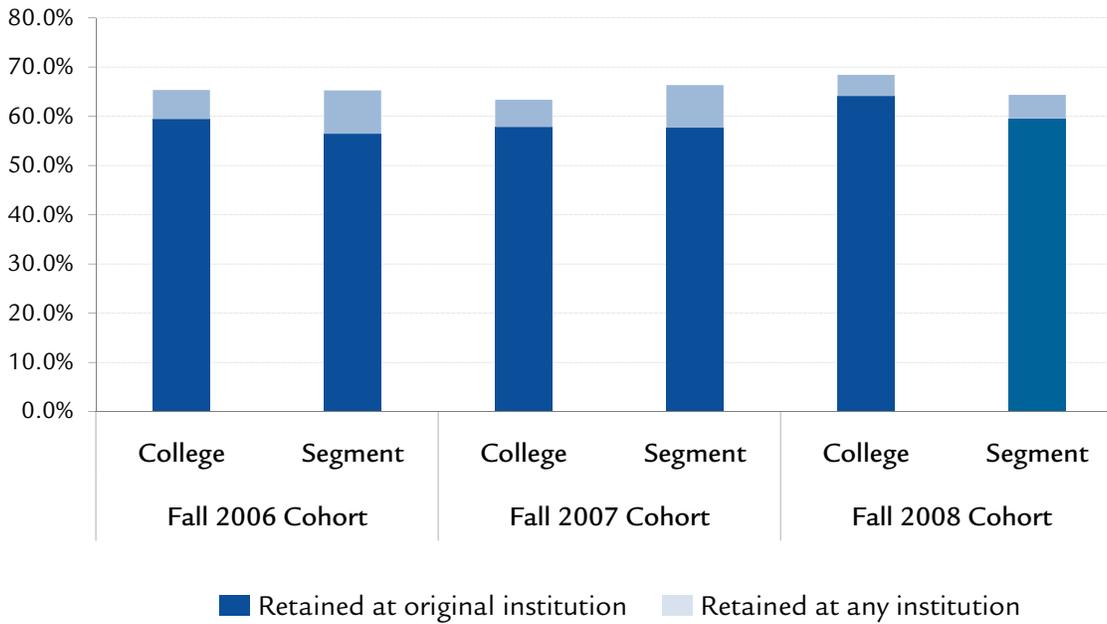
Average annual enrollment in workforce development courses per year over the last three years at Holyoke Community College is 6,094.

**FY2009 Annual Enrollment in
Workforce Development Courses**

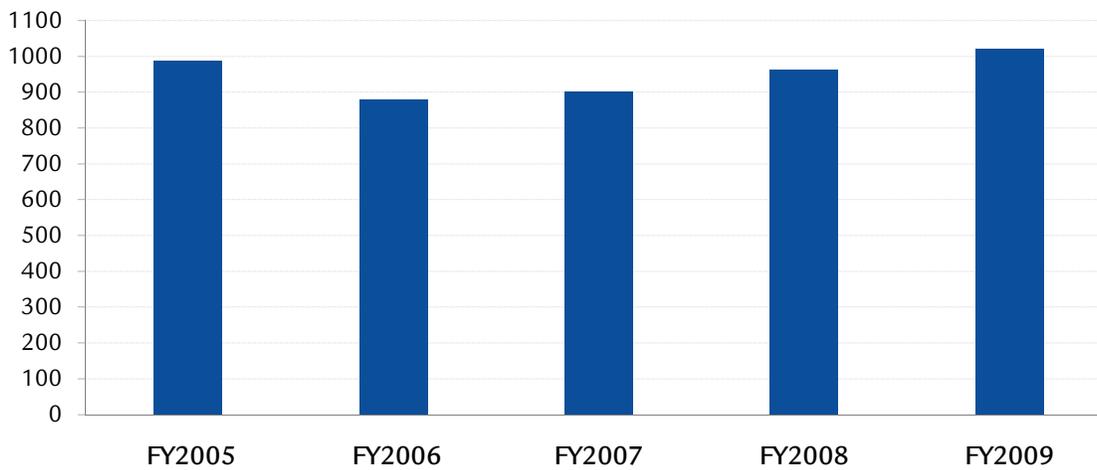
4,440

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Holyoke Community College



Degrees and Certificates Conferred by Holyoke Community College



IV. Effective and Efficient Use of Resources at Holyoke Community College

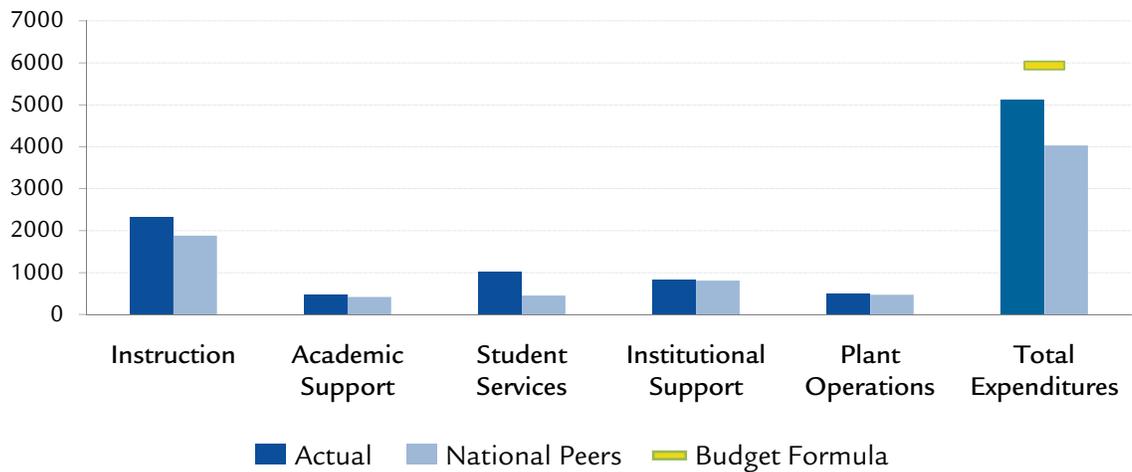
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

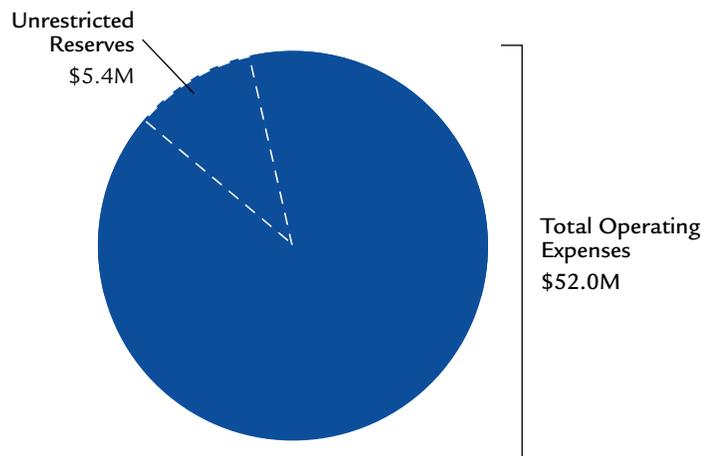
- The Division of Capital Asset Management (DCAM) has been working with community colleges to develop better approaches for allocating scarce dollars for physical plan deferred maintenance and capital improvement projects. Through the statewide Community College Council of Administrative Deans and Vice Presidents and the Division of Capital Asset Management, HCC took the lead in FY2010 by acting as liaison between the consultant, DCAM and 14 community colleges to develop contracts for consulting services in support of “return on physical asset” investment analysis. This program will provide the campuses and DCAM with data-driven and benchmarked analysis to assist in the development of capital improvement and deferred maintenance plans.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

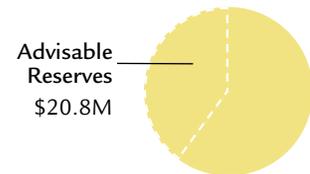


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$5,378,308
Total Operating Expenses (TOE)	\$51,983,459
Primary Reserve Ratio (UR/TOE)	10.3%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Massachusetts Bay Community College

Massachusetts Bay Community College (MBCC) provides quality career programs for immediate employment and programs paralleling the first two years of a bachelor's degree. MassBay offers a diverse course selection in liberal arts, science and engineering, computers, and health sciences. MBCC 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.

Program of Distinction

The Environmental Sciences and Safety Program (EnvSci) began in 2003 with four students and has expanded to 200 students. This program focuses on environmental science and health issues (e.g., water and soil contamination). Roughly 80 percent of the EnvSci's graduates have or are pursuing their bachelor's degree, and at least two are currently in master's degree programs. The EnvSci model integrates traditional lab-based science curriculum with a strong undergraduate research program. Since 2005 MassBay students, under the supervision of Dr. Sarmad Saman (honored in 2008 as "Massachusetts Medical Researcher of the Year" by the Massachusetts Society for Medical Research), have isolated, sequenced, and characterized fifteen new microbial species from environmental settings (e.g., Hockomock Swamp in southeastern Massachusetts, Boston's Salt Marshes and the Florida Keys). Students have participated in Massachusetts Undergraduate Research Conferences with a total of fifteen presentations. Research findings have been published in peer-reviewed journals and accepted for presentation at many conferences, such as the highly acclaimed American Society for Microbiology Biodefense Research Meeting. EnvSci collaborates with area high schools and colleges on educational and research projects.

Collaborations

- Norfolk County Agricultural High School, in partnership with Massachusetts General Hospital, MassBay Community College and Cummings Veterinary School at Tufts University continued its USDA Challenge grant-funded internship program that provides exciting new career paths for students in grades 11 and 12 who are enrolled in agricultural education. This animal science program includes laboratory animal research, biomedical research, and an introductory familiarity with contemporary scientific methods and research. Students earn two college credits at MassBay and spend several weeks at animal care facilities.
- MassBay's Education Department is actively involved with secondary school education partners. The interactions and benefits are bidirectional, with faculty at the College and the high schools sitting on each other's advisory boards, reviewing curricula, and visiting

each other's classes. Articulations are renewed annually with area vocational technical high schools (Minuteman, Keefe and Tri-County) and comprehensive high schools (Framingham, Newton North, Attleboro), and more are in the planning stages (Milford and Waltham). Last semester the College hosted its "High School Partners for a Day" seminar sessions, led by MassBay faculty.

- MassBay Community College has successfully submitted and received funding for the Commonwealth Dual Enrollment Program for the past year. These funds have supported current high school and home school students to begin their college careers at MassBay. In the spring 2009 semester 75 students attempted 313 credit hours, with 283 credits completed (90 percent completion rate). A vast majority of these students for the semester were able to take classes at their high school. High school students completed courses in Calculus, Chemistry, Sociology, English and Literature, Psychology, and other college-level courses. Faculty from both the high schools and the College were able to meet and align curricula, goals and objectives to assure that all students received a college-level experience.
- The Department of Nursing at MassBay was awarded a \$25,000 grant from The Promise of Nursing for Massachusetts Nursing School Grant Program, administered by the Foundation of the National Student Nurses' Association. Funding for the program was provided by several hospitals and healthcare agencies in the Massachusetts area, Johnson & Johnson, and national companies with an interest in supporting nursing education.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at MassBay Community College has increased 10.9%, and fall FTE enrollment has increased 11.7%.

Fall 2009 Enrollment

Headcount	5,564
FTE	3,483.0

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at MassBay Community College has increased 2.5%, and annual FTE enrollment has remained relatively stable.

Annual 2008–2009 Credit Enrollment

Headcount	7,924
FTE	3,386.9

Minority Enrollment

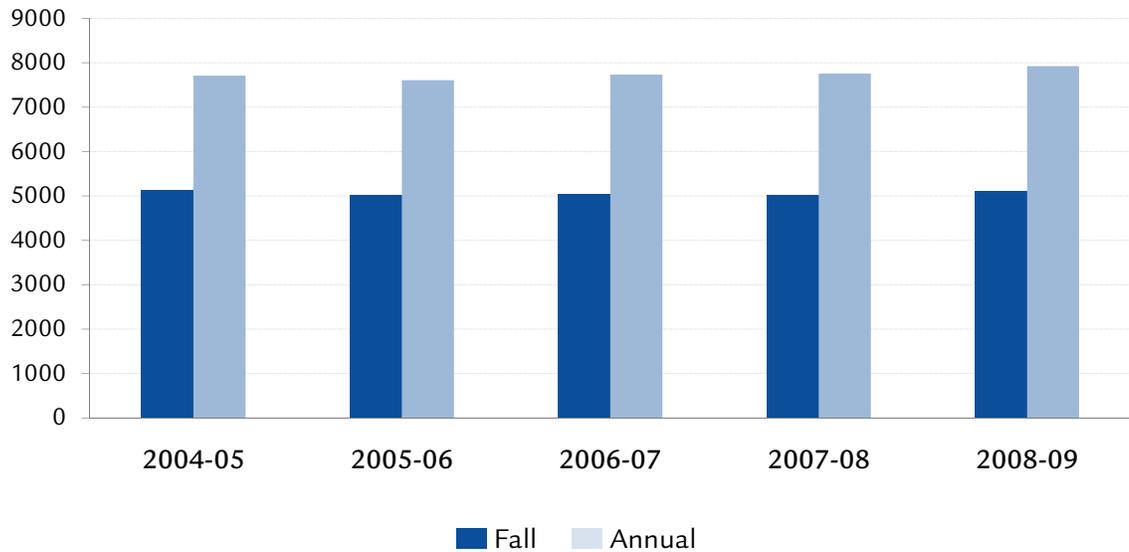
As of fall 2009, MassBay Community College’s minority enrollment was greater than that of its primary draw cities and towns (27.2%) and the greater Boston Region (21.1%).

Fall 2009 Minority Enrollment

33.3%

Trends in Access:

Fall Headcount Enrollment at MassBay Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at MassBay Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
MassBay Community College Tuition and Fees	\$3,650	\$3,650	\$3,650	\$3,650	\$4,610
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = MassBay Community College Tuition and Fees	5.3%	5.1%	4.9%	4.6%	5.7%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of MassBay Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

5.7%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

MassBay Community College's first-year persistence rate has increased 9.4 percentage points over the last three years and is comparable to the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	60.5%
Retained at any institution	66.6%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

74.2%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	37.9%
Transferred	18.2%
Earned 30 credits	17.3%
Still enrolled	0.8%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at MassBay Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

90.0%

Course Completion

The course completion rate at MassBay Community College is comparable to the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

76.5%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by MassBay Community College per year over the last three years is 663.

**Total Degrees and Certificates
Conferred in FY2009**

661

Nursing Exam Pass Rate

MassBay Community College's nursing exam pass rate was below the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

82%

Workforce Development

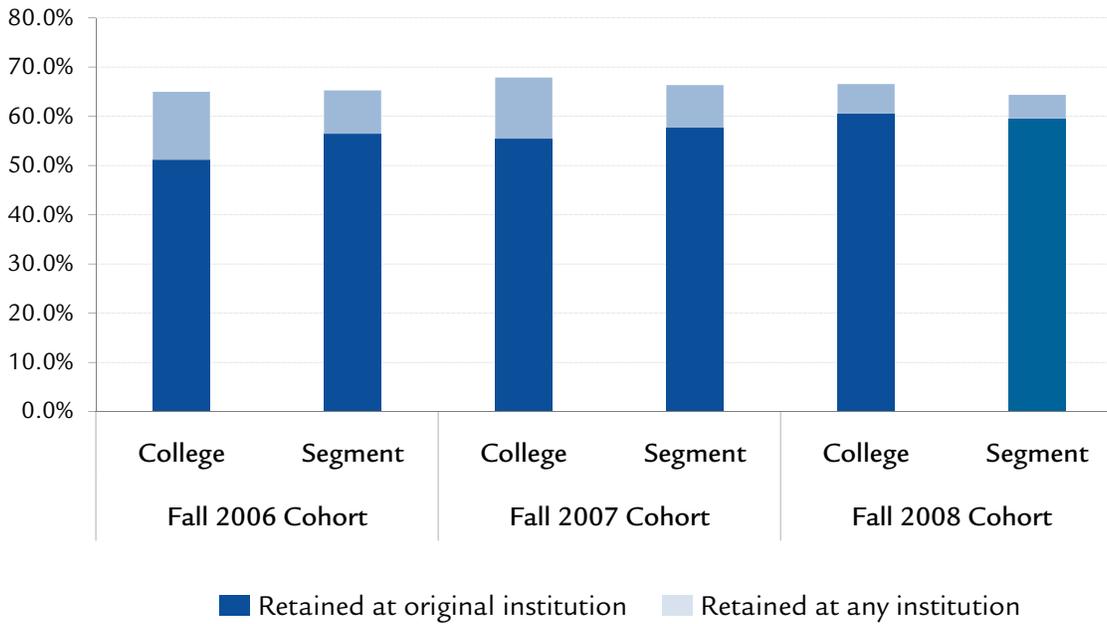
Average annual enrollment in workforce development courses per year over the last three years at MassBay Community College is 1,285.

**FY2009 Annual Enrollment in
Workforce Development Courses**

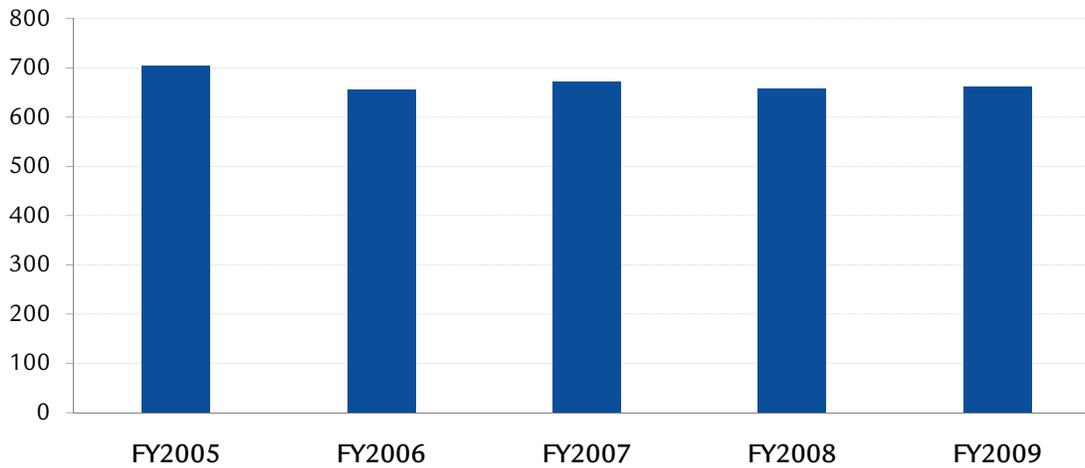
375

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at MassBay Community College



Degrees and Certificates Conferred by MassBay Community College



IV. Effective and Efficient Use of Resources at MassBay Community College

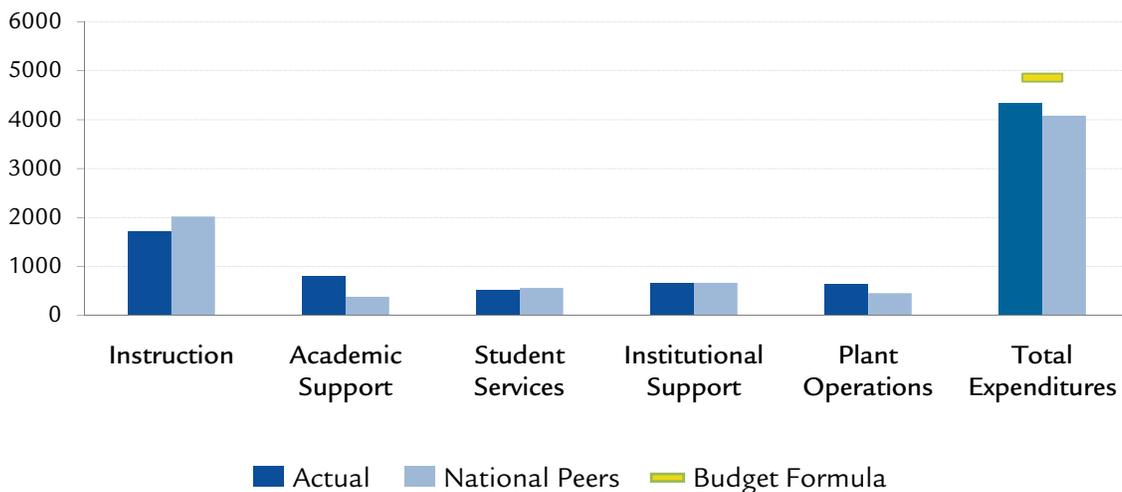
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

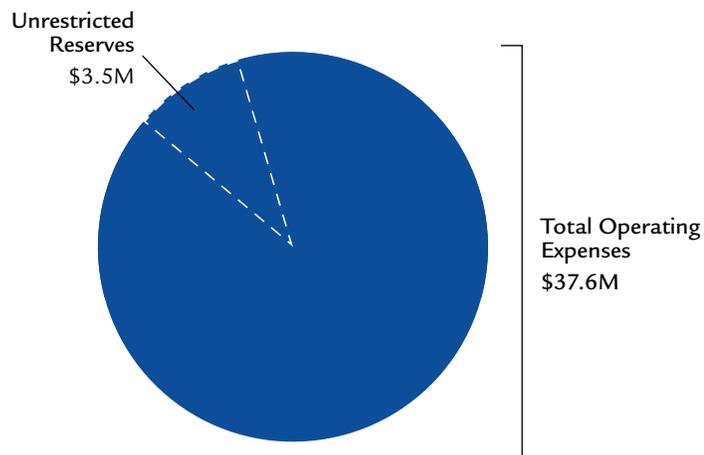
- Purchased and installed (2) 600KW prime generators through a funding source from the Division of Capital Asset Management (DCAM). These bi-fuel generators will be used to run approximately four hours per day at the height of peak demand in order to reduce that demand. This will lower demand cost on monthly utility costs.
- Anticipate joining a program through C-POWER Inc., The Day Ahead Load Response Program (DALRP), through College’s main electrical supplier NSTAR, whereby the utility company purchases the expected kilowatts saved from the College because of the generators being used to supply the electrical power.
- Upgraded majority of lighting on all three campuses to low-wattage, energy-efficient bulbs. Additionally in the process of installing motion sensors for lighting in classrooms, staff and faculty offices, and common areas, which will eliminate dependency on an individual to turn off light switches manually.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

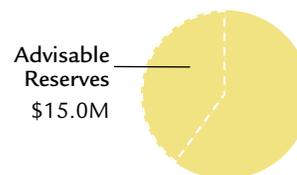


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$3,520,999
Total Operating Expenses (TOE)	\$37,599,099
Primary Reserve Ratio (UR/TOE)	9.4%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Massasoit Community College

Massasoit Community College (MCC) is a comprehensive two-year college that offers a quality education leading to associate degrees 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.

Program of Distinction

New at Massasoit this year is the Evening Respiratory Care Associate Degree Program that has been made possible by a grant from the Commonwealth Corporation/Executive Office of Labor through the 1199SEIU training and upgrading fund. Partnering with Massasoit is the 1199SEIU, a union of healthcare workers representing more than 30,000 members. Students take classes at Massasoit and the Boston Medical Center, Quincy Hospital, and Radius Specialty Hospital, and the hospitals also serve as clinical sites. Graduation will take place in August 2011.

Collaborations

- With the assistance of several community partners, Massasoit created the 250-hour Brockton-area Energy Efficiency Career Pathway Program, funded by the Massachusetts Clean Energy Center. In just a year's time Massasoit is proud to report the startup of a completely new program, ten new energy courses, energy-related internship relationships with area businesses, and successful completion of the certificate by sixteen unemployed or underemployed participants. This year's students have gone on either to enter the College, finish an associate degree, work in a paid apprenticeship, work to start their own green businesses, or have found employment in the retro-fit field. Local partners include the Brockton Workforce Investment Board, the Mayor's Office, Career Center, YouthBuild, YMCA, Interfaith Council, 21st Century Corporation, and Self Help, Inc.
- As a result of a collaborative effort between the Plymouth Public Schools and the community college members of the CONNECT College Consortium of Southeastern Massachusetts, this spring Massasoit is running a Speech Communications course at the Plymouth Community Intermediate School. It is hoped that this will be the first of many courses in Plymouth, as the College seeks to fulfill its mission of accessibility, and the public schools seek to maximize educational opportunities for high school students and community members.

- The Massasoit CVTE Secondary-Postsecondary Linkage Consortium is a Massachusetts Department of Elementary and Secondary Education Carl D. Perkins grant-funded program, focusing on career and technical education. It comprises Massasoit Community College and the school districts of Blue Hills Regional Vocational Technical, Brockton, Hull, Marshfield, Norfolk County Agricultural, Quincy, Silver Lake Regional, Southeastern Regional Vocational Technical, South Shore Regional Vocational Technical, Stoughton, and Weymouth. In its two years of operation the Consortium has provided College faculty-led Accuplacer testing, curriculum alignment and articulation workshops for more than 100 high school faculty and counselors, campus tours, and bus transportation for more than 300 tech prep students.
- Using grant funding from the Bristol County Savings Bank Charitable Trust, Massasoit partnered with Bridgewater Raynham High School to provide a series of college readiness activities and services to Bridgewater Raynham students and staff. In fall 2009, 18 Bridgewater Raynham students took "College Experience," a course designed to promote college readiness and success. Massasoit English and math faculty members also led Accuplacer prep and curriculum alignment workshops for their high school counterparts, and roughly 45 Bridgewater Raynham juniors came to Massasoit for testing, an admissions presentation, and a campus tour.
- The Massasoit Fine Arts Department and Plymouth Community Theatre are now in the third year of collaboration to produce "Shakespeare on the Rock," a free oceanfront presentation under the stars. The production allows students and local community actors to come together to create free Elizabethan theatre at its best. The Theatre handles the performance end of the production, while Massasoit Fine Arts handles the technical side. Students who make the cut after auditions have a unique opportunity to learn about and participate in the many aspects of successful stage production.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Massasoit Community College has increased 12.4%, and fall FTE enrollment has increased 13.3%.

Fall 2009 Enrollment

Headcount	7,941
FTE	4,817.7

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Massasoit Community College has increased 5.8%, and annual FTE enrollment has increased 7.9%.

Annual 2008–2009 Credit Enrollment

Headcount	10,844
FTE	4,817.0

Minority Enrollment

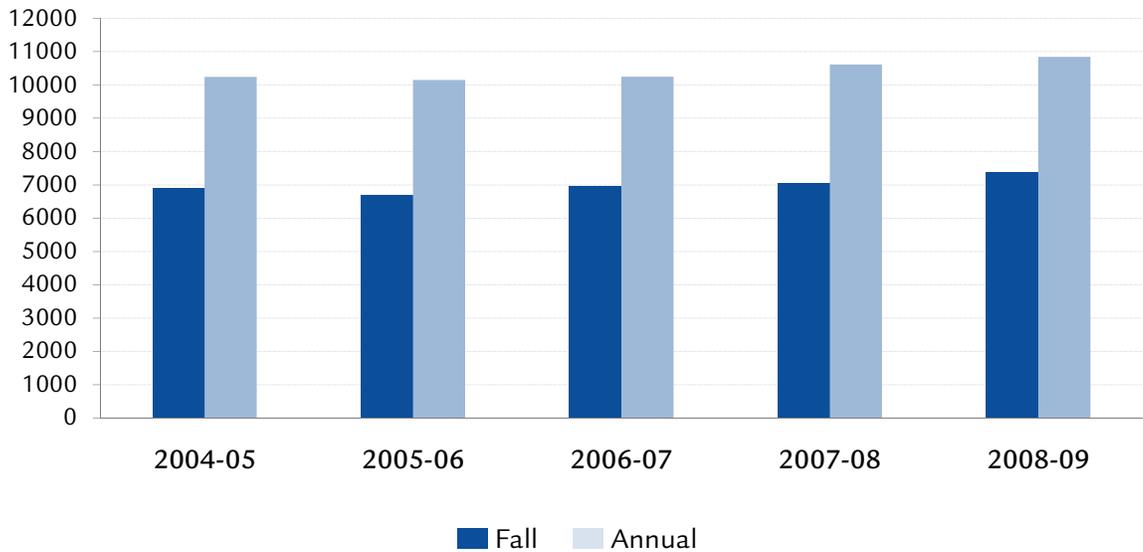
As of fall 2009, Massasoit Community College’s minority enrollment was greater than that of its primary draw cities and towns (27.6%) and the Southeast Region (10.8%).

Fall 2009 Minority Enrollment

30.6%

Trends in Access:

Fall Headcount Enrollment at Massasoit Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Massasoit Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Massasoit Community College Tuition and Fees	\$3,330	\$3,330	\$3,330	\$3,330	\$3,510
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Massasoit Community College Tuition and Fees	4.8%	4.6%	4.5%	4.2%	4.3%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Massasoit Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.3%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Massasoit Community College's first-year persistence rate has increased 3.7 percentage points over the last three years and is comparable to the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	58.6%
Retained at any institution	64.2%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

70.9%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	35.5%
Transferred	14.3%
Earned 30 credits	19.7%
Still enrolled	1.3%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Massasoit Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

91.9%

Course Completion

The course completion rate at Massasoit Community College is comparable to the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

76.1%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Massasoit Community College per year over the last three years is 846.

**Total Degrees and Certificates
Conferred in FY2009**

877

Nursing Exam Pass Rate

Massasoit Community College's nursing exam pass rate was below the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

76%

Workforce Development

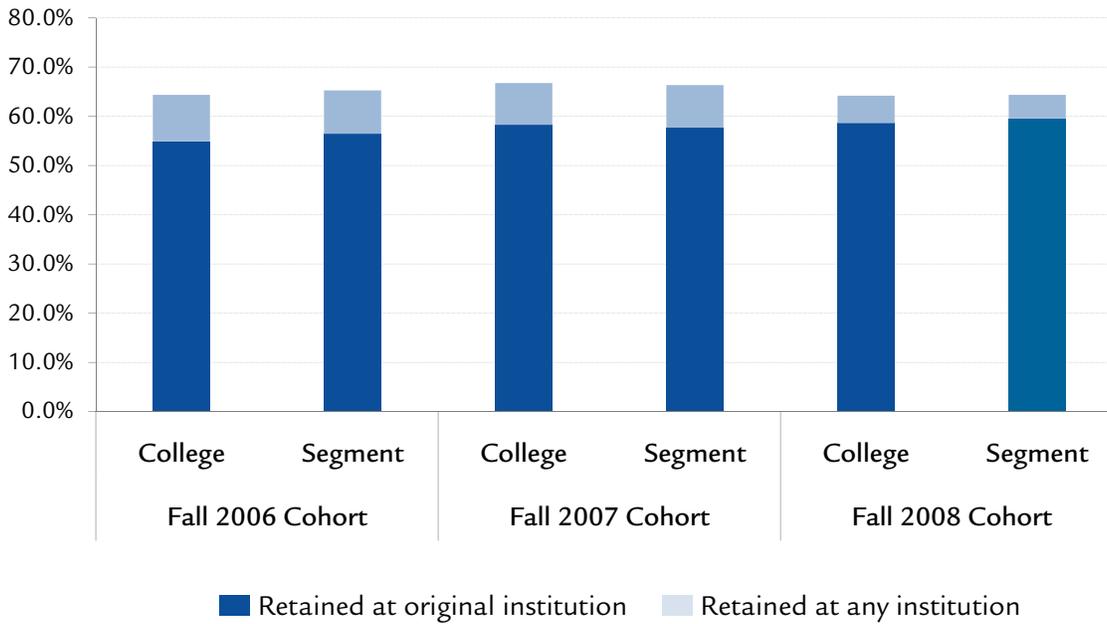
Average annual enrollment in workforce development courses per year over the last three years at Massasoit Community College is 4,193.

**FY2009 Annual Enrollment in
Workforce Development Courses**

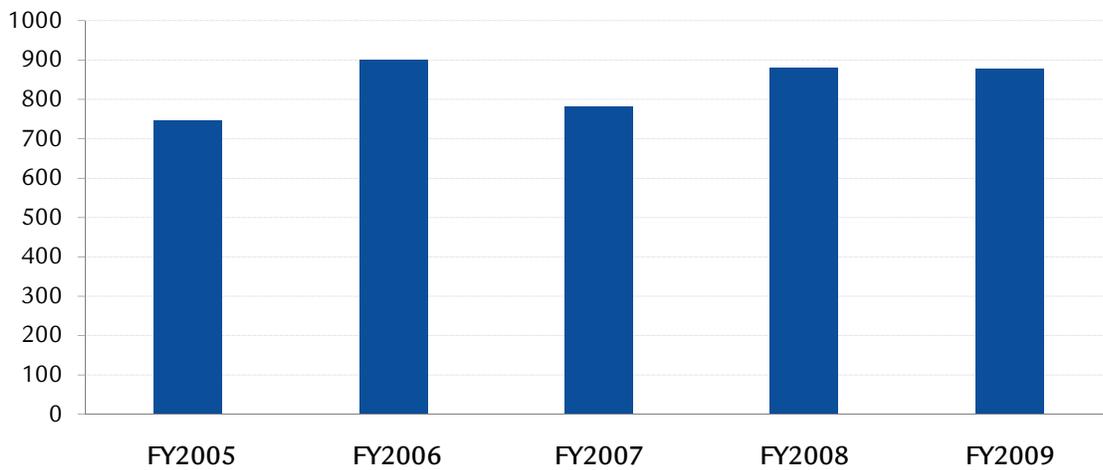
3,753

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Massasoit Community College



Degrees and Certificates Conferred by Massasoit Community College



IV. Effective and Efficient Use of Resources at Massasoit Community College

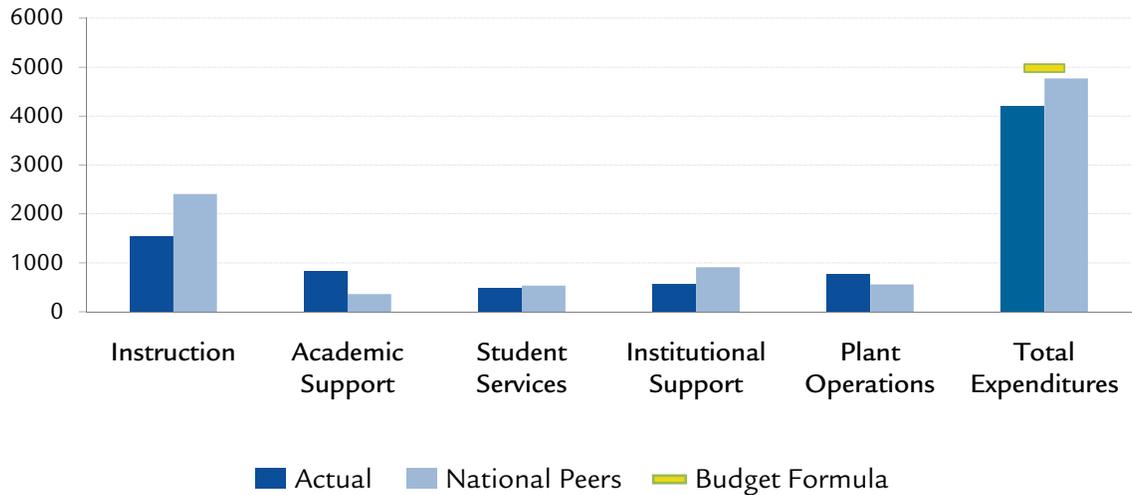
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

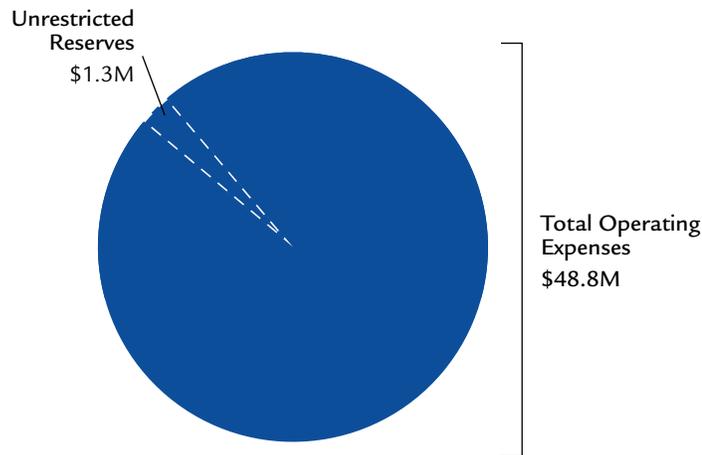
- Selected to receive five rooftop solar arrays at the Brockton campus. The five arrays will be on the following buildings: Humanities Building – 75 kW, Liberal Arts Building – 82 kW, Science Building – 50 kW, Student Center – 120 kW and the Technology Building – 50 kW.
- Continued working with DCAM on an Energy and Water Conservation Services Performance Contract that will reduce the College’s overall energy consumption by 20%.
- Installed two new Smart Classrooms, one at the Brockton campus and one at the Canton campus.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

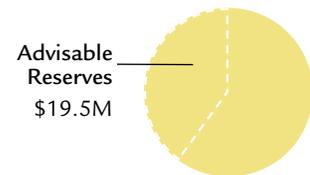


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$1,322,225
Total Operating Expenses (TOE)	\$48,806,294
Primary Reserve Ratio (UR/TOE)	2.7%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Middlesex Community College

Middlesex Community College (MCC) 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.

Program of Distinction

In 2008 Middlesex Community College was one of only 13 colleges nationally to receive a Department of Education Emergency Management for Higher Education grant to prepare for a wide range of threats that can impact a campus including, but not limited to, natural disasters, terrorist attacks, campus violence, suicides, and infectious disease outbreaks. Through this grant nearly 100 college administrators and staff, including all members of the Emergency Management Team, were trained and certified in the National Incident Management System and Incident Command that can be used to help organize a response to anything from the smallest of incidents—involving one student—to large scale emergencies. In March and April MCC will stage mock disasters on both of its campuses in collaboration with the City of Lowell and the Town of Bedford police and fire departments. The Emergency Management Team will enlist the aid of students and faculty during the drills and use the exercises as teaching tools for the larger College community.

Collaborations

- Since September 2008 Middlesex Community College, Greater Lowell Technical, Minuteman Career and Technical, Nashoba Valley Technical, Chelmsford, Bedford and Billerica Memorial High Schools have collaborated to assess and improve the college readiness skills of area high school students. Through this initiative 646 students completed Accuplacer testing to assess their academic skills and work on college readiness while they are still in high school. In addition, 100 high school teachers and staff participated in MCC Accuplacer Preparation Workshops to enhance their understanding of the test and to learn strategies to help their student prepare for Accuplacer testing. As a result of these workshops, several schools have added Accuplacer-focused curriculum into a fourth-year mathematics course, and several high school teachers have formed an Accuplacer Work Group, focused on developing a plan to address gaps in Accuplacer awareness and readiness at their schools.
- The Middlesex Community College BRIDGE Program, founded in 1997 and funded by the Lowell Public Schools, is an alternative middle school for behaviorally disruptive, pre-expulsion students in grades seven and eight. In 2008-09 the BRIDGE program enrolled 50 students who were referred by nine Lowell middle schools as an alternative to

expulsion after all means of behavioral management had been tried and exhausted in the traditional school setting. Many of these students have a history of being retained in grade and/or involvement with the Department of Children and Families, the courts or inpatient psychiatric care. Despite these challenges, the program achieved an 88 percent average monthly attendance and significant improvements in the Iowa Test of Basic Skills in vocabulary, reading comprehension, capitalization, punctuation, and math computation. Ninety percent of BRIDGE program students were retained to the end of the year, and 74 percent earned a promotion to the next grade level.

- Middlesex Community College, the University of Massachusetts Lowell and the Lowell Public Schools formed the Vertical Mathematics Team in 2003 to address high failure rates in mathematics. Since then the Vertical Math Team has coordinated the curriculum across all grade levels from middle school through the University, received professional development in authentic and alternative assessments, created new assessments for use at all grade levels and implemented successful initiatives to help students transition between grade levels and educational sectors. A significant outcome of these activities is the achievement of Lowell High School tenth grade students who made adequate yearly progress in all MCAS subgroups in 2009, the first time in several years.
- Partners for Progress is a new Middlesex and Northern Essex Community College strategic alliance for workforce development in the Merrimack Valley, focused on forging closer college and corporate relationships. It is dedicated to promoting economic development in the region by building awareness of the wealth of customized, cost-effective education and training programs available to the region's businesses and organizations through the Business and Industry Centers at both campuses. Middlesex and Northern Essex Community Colleges are key partners in the revitalization of the economy in the region's 41 cities and towns. Collectively, they have provided education and training programs to hundreds of Merrimack Valley businesses, hospitals, school districts and government agencies, offer over 2,700 non-credit workforce development courses and enroll more than 23,000 Merrimack Valley residents in workforce training programs annually.
- In 2005 Middlesex and Lahey Clinic joined forces to address the regional nursing shortage. The partnership provided resources to help the College establish a three-year, part-time evening nursing program and allows Lahey Clinic employees to enroll in the program, while continuing to work. Middlesex is responsible for curriculum content, faculty appointments, grading and graduation. Lahey Clinic provides the use of their state-of-the-art nursing lab, encourages qualified employees to teach in the program, and offers substantial financial incentives and career coaching to its employees. To date

160 students have enrolled in the program, and 49 have already graduated. Of this number, 65 enrollees and seventeen graduates are Lahey employees. An additional thirteen Lahey employees are scheduled to graduate in May 2010. The graduation rate is 82 percent overall and 88 percent for Lahey employees.

- Since 1992 Service Learning has been a unique collaboration among Middlesex students, faculty, staff and community partners. Last year 632 students provided 13,081 service hours to over 100 community partners through course-based service learning activities. In addition, on October 17, 2008, nearly 900 Middlesex students, faculty and staff worked in small teams to provide 2,400 hours of service at 55 community sites in sixteen cities and towns. This year Middlesex is continuing this tradition of service with a new Seasons of Service initiative, which encourages college students, faculty and staff to participate in service activities of personal interest throughout the year. Participants, individually or in groups, may create their own service activity, or they may select from a large menu of opportunities developed through the College's Center for Community Engagement. Through this new initiative over 1,000 hours of service have already been documented.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Middlesex Community College has increased 17.1%, and fall FTE enrollment has increased 19.8%.

Fall 2009 Enrollment

Headcount	9,516
FTE	5,833.9

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Middlesex Community College has increased 5.3%, and annual FTE enrollment has increased 6.6%.

Annual 2008–2009 Credit Enrollment

Headcount	12,095
FTE	5,383.1

Minority Enrollment

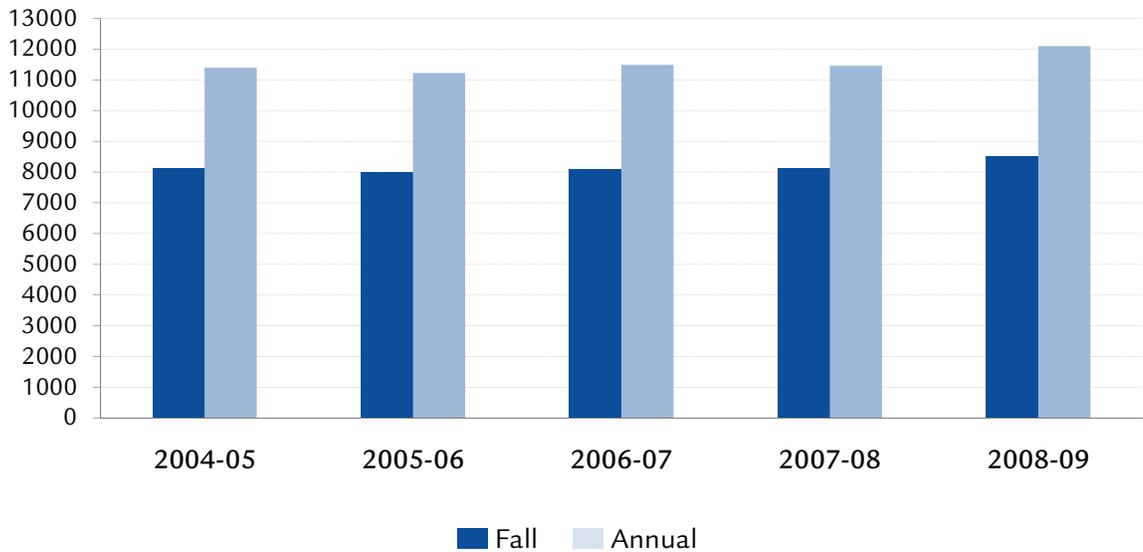
As of fall 2009, Middlesex Community College’s minority enrollment was greater than that of its primary draw cities and towns (17.4%) and the Northeast Region (14.6%).

Fall 2009 Minority Enrollment

29.7%

Trends in Access:

Fall Headcount Enrollment at Middlesex Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Middlesex Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Middlesex Community College Tuition and Fees	\$3,650	\$3,650	\$3,740	\$3,860	\$4,010
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Middlesex Community College Tuition and Fees	5.3%	5.1%	5.0%	4.9%	4.9%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Middlesex Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.9%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Middlesex Community College's first-year persistence rate has increased 4.6 percentage points over the last three years and is comparable to the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	58.9%
Retained at any institution	66.7%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

73.2%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	38.7%
Transferred	18.0%
Earned 30 credits	15.3%
Still enrolled	1.2%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Middlesex Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

90.9%

Course Completion

The course completion rate at Middlesex Community College is comparable to the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

76.1%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Middlesex Community College per year over the last three years is 986.

**Total Degrees and Certificates
Conferred in FY2009**

1,022

Nursing Exam Pass Rate

Middlesex Community College's nursing exam pass rate was below the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

83%

Workforce Development

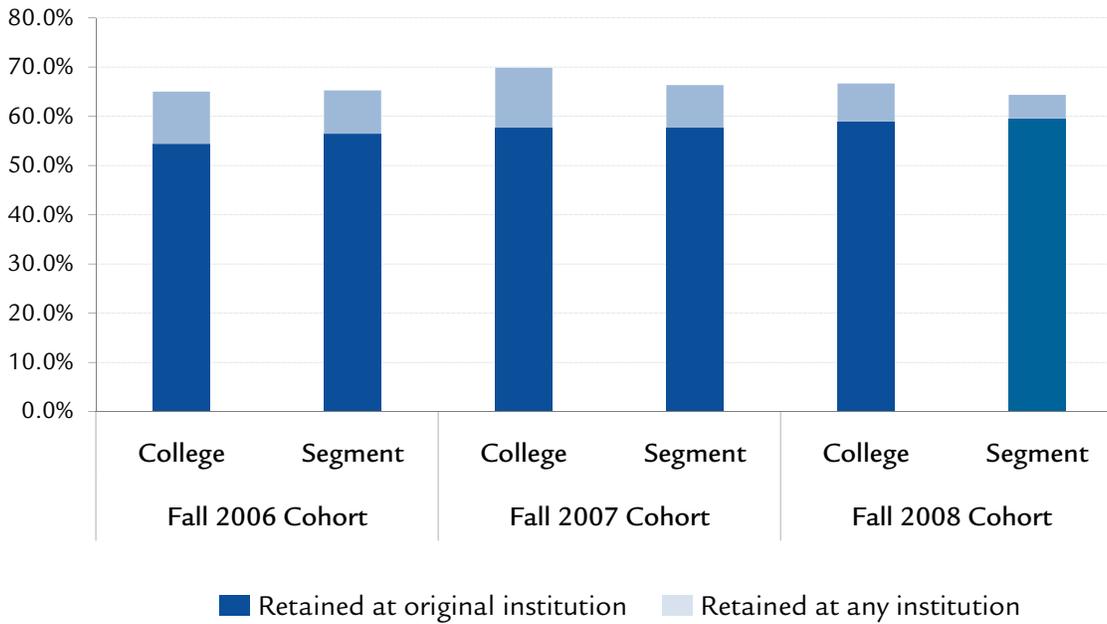
Average annual enrollment in workforce development courses per year over the last three years at Middlesex Community College is 18,554.

**FY2009 Annual Enrollment in
Workforce Development Courses**

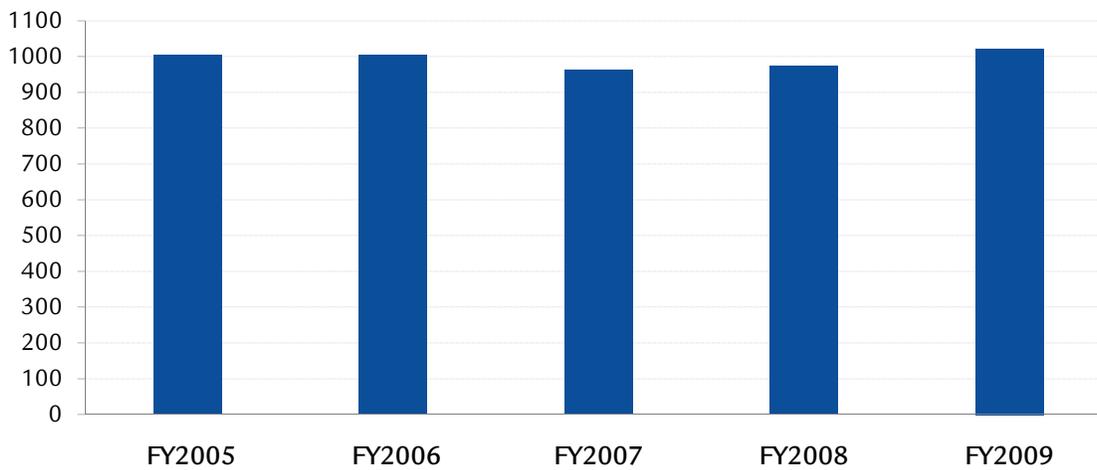
18,953

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Middlesex Community College



Degrees and Certificates Conferred by Middlesex Community College



IV. Effective and Efficient Use of Resources at Middlesex Community College

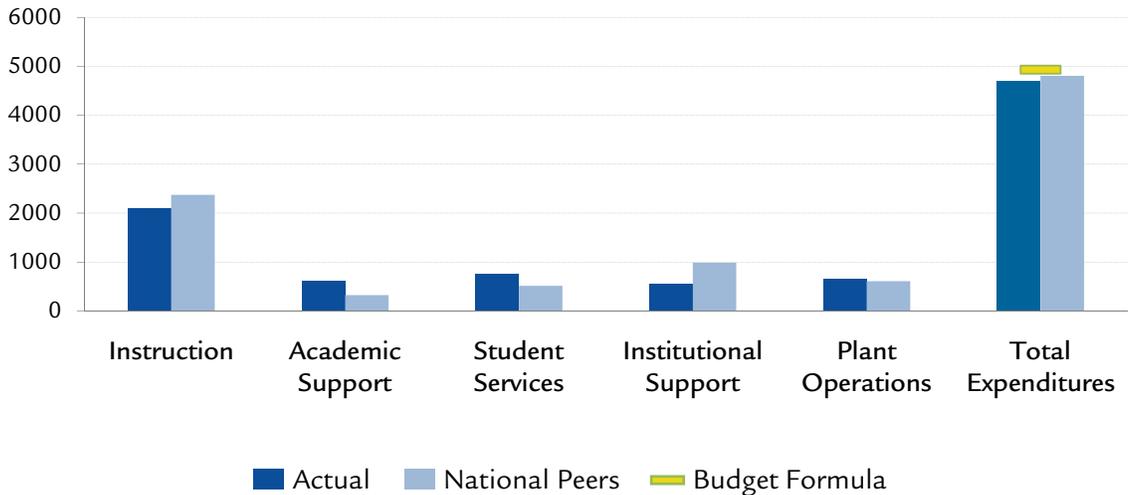
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

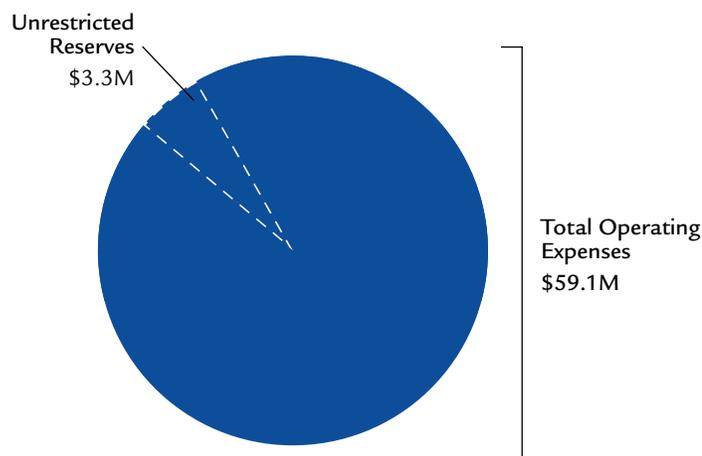
- Obtained the Boston and Maine Railroad Depot, also known as the Rialto Building, from the Lowell National Historical Park, to establish a performing arts and dance center for academic programs. Acquired building through General Services Administration and U.S. Department of Education through the public benefit process. Building was purchased for \$2.
- Financial Aid Office automated application, award, and disbursement process, allowing the College to disburse financial aid funds two weeks earlier than previous years. First disbursement in FY10 was \$6,049,092, compared to \$2,973,501 in FY09. Also enhanced book voucher electronic data exchange process with bookstore, allowing 2,864 qualified students to purchase textbooks with just a photo ID.
- Took the lead in negotiating extremely competitive price for the acquisition of desktop, laptop and classroom projectors, resulting in per unit savings of \$128 per desktop, \$166 per laptop and \$186 per projector off the MHEC prices. Resulted in a collective savings for College of about \$58,000. Negotiated savings are available to all state and community colleges through CIO group.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

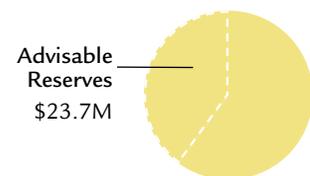


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$3,345,246
Total Operating Expenses (TOE)	\$59,137,670
Primary Reserve Ratio (UR/TOE)	5.7%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Mount Wachusett Community College

Mount Wachusett Community College (MWCC) 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's degree and certificate programs, adult basic education/GED programs, training for business and industry and non-credit community service programs.

Program of Distinction

Mount Wachusett Community College (MWCC) was chosen by the Carnegie Foundation for the Advancement of Teaching Community Engagement Classification. MWCC was chosen for both the Curricular Engagement and Outreach and Partnerships categories. The Corporation for National and Community Service has also honored MWCC with a place on the President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities. The Community Service Honor Roll is the highest federal recognition a school can achieve for its commitment to service-learning and civic engagement. Over the past year more than 650 students engaged in over 16,000 hours of service. At MWCC service learning is incorporated into the curriculum through the division of Academic Affairs, with many other volunteer opportunities organized through the office of Student Life, the division of Access and Transition, and MWCC's Center for Democracy and Humanity. Students fan out throughout North Central Massachusetts to work on a variety of projects benefiting the region.

Collaborations

- The Gateway to College program was launched at MWCC three years ago with funding from the Bill & Melinda Gates Foundation and others and is designed for youths, ages 16 to 20, who have dropped out of high school, are at risk of dropping out of high school or are not succeeding in a traditional high school environment. The MWCC's program has grown from a graduating class of two in 2007 to 32 at the most recent graduation. This year's graduating class was among the largest in the country, on par with the Gateway program at Portland Community College in Oregon, where the program originated. Graduates from eighteen cities and towns within the state wore a variety of different colored gowns, representing the partner high schools from which their diploma was awarded. MWCC's program, which now enrolls nearly 100 students, who simultaneously work toward obtaining their high school diploma and college degrees, is one of 24 Gateway to College programs across the nation.
- More than 400 area youth leaders and elementary school children, benefited this year from the Summer UP program. Now completing its fifth year, Summer UP increases employment opportunities and decreases unsafe behaviors for area youth by providing

safe recreation spaces and meals for the middle and high school counselors, as well as the neighborhood children of all ages who attend the free activities at park sites.

Program sponsors this year included MWCC, Fitchburg State College, the United Way of North Central Massachusetts, the Community Foundation of North Central Massachusetts, the Gardner Rotary Club, the Ronald Ansin Foundation and private contributors.

- MWCC continues to grow “3 Plus One” transfer agreements under its University College Program, a partnership program with four-year institutions that allows students to earn their associate degree at MWCC, complete up to 30 additional credits at the community college at MWCC prices, and then transfer the credits to a partner college. The final year can be completed online at MWCC or on-campus at the four-year school, depending on the option selected. Partnerships include an "R.N. to B.S. to M.S. Upward Mobility Program" with Regis College and three new programs with St. Joseph's College of Maine in which business majors can earn a bachelor's degree in business administration with concentrations in accounting, management, or sales and marketing. Under existing programs, an agreement with Nichols College allows business majors to transfer to a bachelor of science in business administration. Saint Joseph's currently gives MWCC graduates twelve options from which to choose to earn a bachelor's degree, including nursing, criminal justice, human services, and adult education and training. Franklin University offers 22 bachelor degree transfer options, including business administration, healthcare management, graphic web development, information technology, public safety and healthcare management.
- MWCC's online “First Year Experience Seminar” earned a Course of Distinction Award in distance education during the sixth annual Massachusetts College Online (MCO) E-Learning Conference. The course was one of sixteen selected from more than 1,400 courses offered through Massachusetts Colleges Online. The Seminar facilitates the transition to college for incoming students. The online version provides an option for the distance learning student and is available via MCO to students system wide. The goal of the Seminar is to help students develop existing and new skills in order to become more effective learners.
- Sterilite Corporation is donating \$1 million to the Community Foundation of North Central Massachusetts to provide financial assistance to MWCC students through scholarships and other support services. Support for financial aid to students will begin to flow to students in September 2010. The contribution will establish the Sterilite Scholarship and

Student Success Fund. Students in good academic standing will be eligible to receive financial assistance to cover the cost of tuition, fees, books and emergency stipends.

- MWCC's Clinical Laboratory Science (CLS) program, recently endorsed as one of approximately 225 nationally accredited programs preparing graduates for in-demand careers in the medical technology field, expanded to include a new clinical partner this fall. MWCC initiated the CLS program in 2006 with the generous support of its clinical partner, Heywood Hospital in Gardner. HealthAlliance Hospital in Leominster now joins the partnership as a clinical affiliate. Last year the CLS program graduated its second class of laboratory technicians. All of the graduates secured jobs before or immediately after completing the program.
- This year the first group of students was accepted into MWCC's free Biomanufacturing Workforce Training Program, which is designed to prepare students for direct employment in the biomanufacturing field. Funded through a \$1.6 million U.S. Department of Labor grant awarded to the MWCC and with the technical and financial support of Bristol-Myers Squibb (BMS), the program will create a new career pathway for approximately 100 area residents by providing a total of six 15-week sessions over the next three years. The program is located at MWCC's Devens Campus, directly adjacent to the \$1 billion manufacturing plant being constructed by BMS.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Mt. Wachusett Community College has increased 14.8%, and fall FTE enrollment has increased 15.4%.

Fall 2009 Enrollment

Headcount	4,761
FTE	2,911.8

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Mt. Wachusett Community College has increased 10.0%, and annual FTE enrollment has increased 11.8%.

Annual 2008–2009

Credit Enrollment

Headcount	6,282
FTE	2,819.7

Minority Enrollment

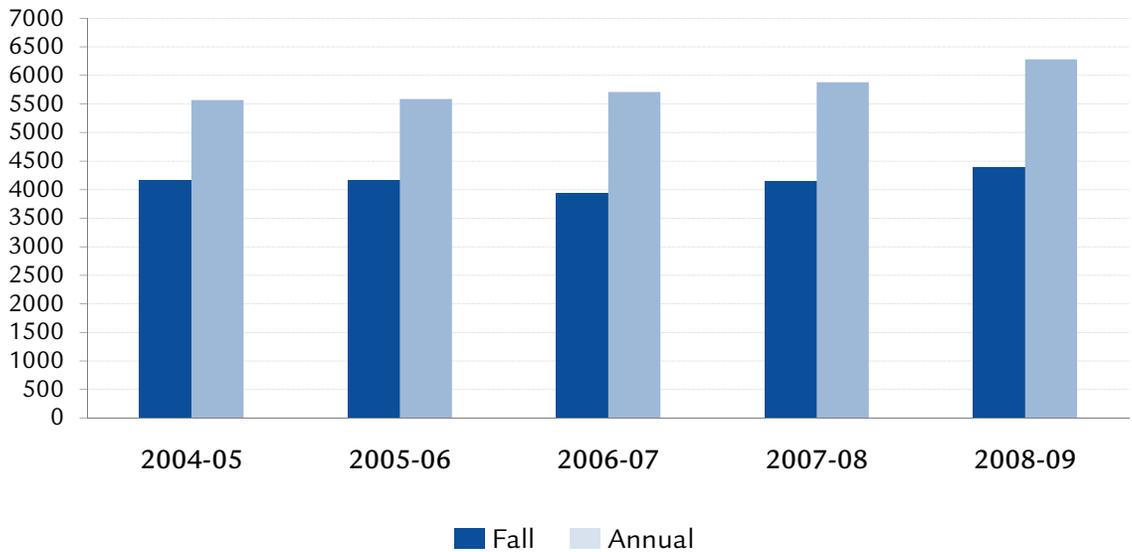
As of fall 2009, Mt. Wachusett Community College’s minority enrollment was greater than that of its primary draw cities and towns (17.4%) and the Central Region (11.9%).

Fall 2009 Minority Enrollment

22.8%

Trends in Access:

Fall Headcount Enrollment at Mt. Wachusett Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Mt. Wachusett Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Mt. Wachusett Community College Tuition and Fees	\$4,010	\$3,970	\$4,120	\$4,420	\$4,540
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Mt. Wachusett Community College Tuition and Fees	5.8%	5.5%	5.5%	5.6%	5.6%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Mt. Wachusett Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

5.6%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Mt. Wachusett Community College's first-year persistence rate has increased 3.4 percentage points over the last three years but is below the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	56.0%
Retained at any institution	63.7%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

74.7%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	44.7%
Transferred	12.1%
Earned 30 credits	16.4%
Still enrolled	1.5%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Mt. Wachusett Community College has increased 3.9 percentage points over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

90.4%

Course Completion

The course completion rate at Mt. Wachusett Community College is above the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

81.9%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Mt. Wachusett Community College per year over the last three years is 692.

**Total Degrees and Certificates
Conferred in FY2009**

720

Nursing Exam Pass Rate

Mt. Wachusett Community College's nursing exam pass rate was above the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

93%

Workforce Development

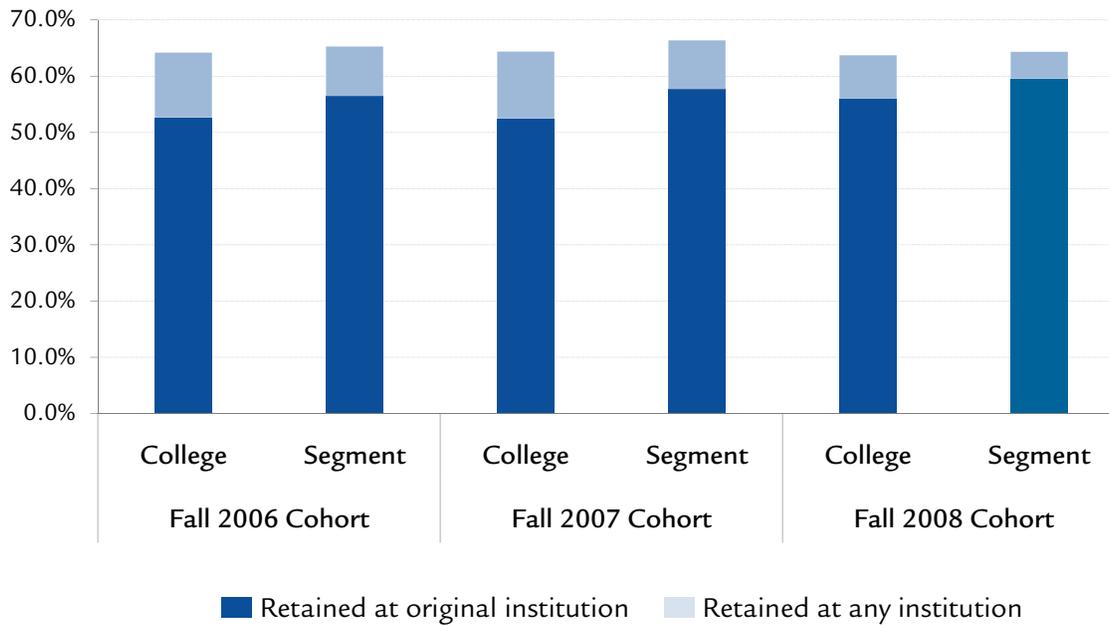
Average annual enrollment in workforce development courses per year over the last three years at Mt. Wachusett Community College is 10,494.

**FY2009 Annual Enrollment in
Workforce Development Courses**

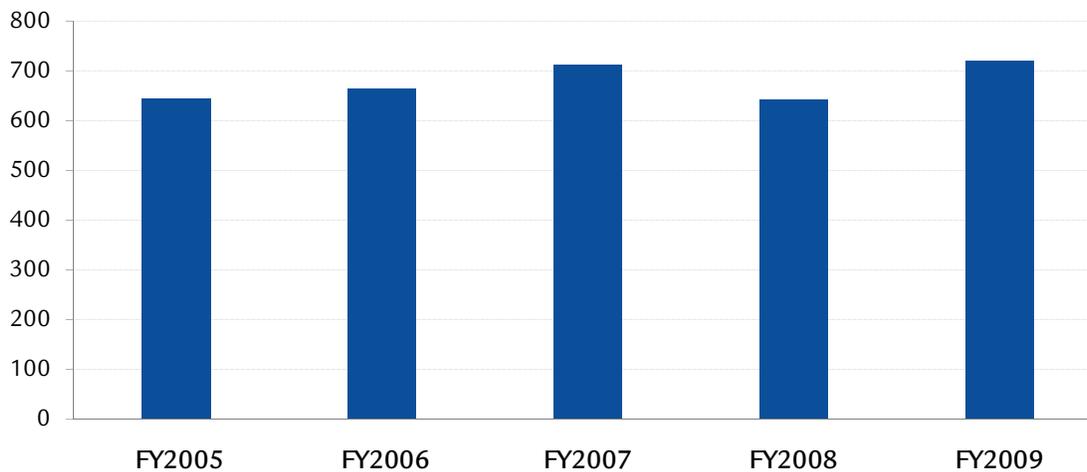
12,633

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Mt. Wachusett Community College



Degrees and Certificates Conferred by Mt. Wachusett Community College



IV. Effective and Efficient Use of Resources at Mt. Wachusett Community College

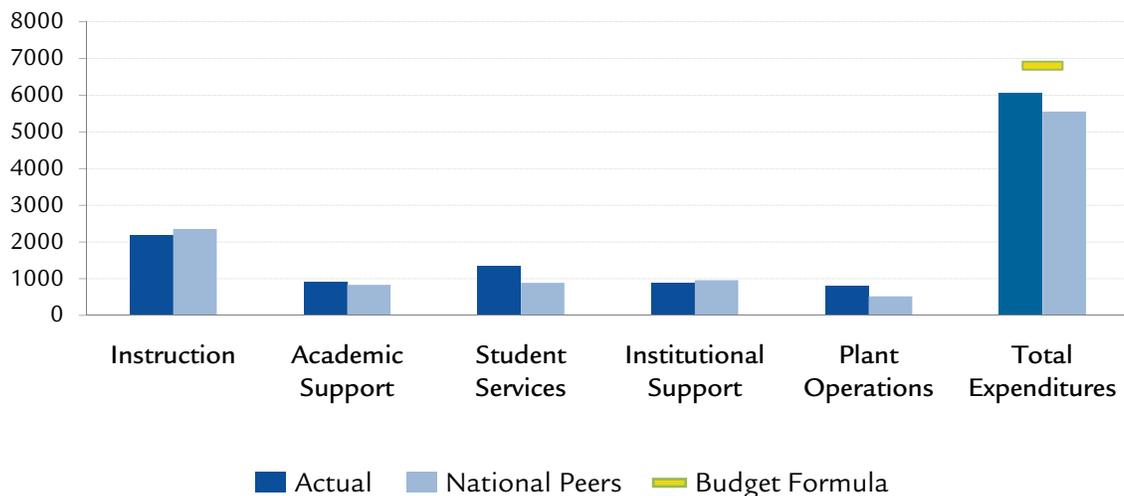
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

- Installed a 100KW photovoltaic array that will save \$15,000 annually in electricity costs. To date, this installation has reduced the College’s carbon footprint by 44,878 tons.
- Implemented 12 energy conservation measures by utilizing energy conservation incentive monies made available through National Grid. These measures will result in annual energy savings of over \$120,000.
- Instituted single-stream recycling which will reduce the College’s trash by 50% and pare \$4,000 a year off of disposal fees.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

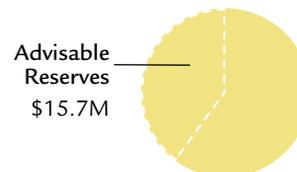


Primary Reserve Ratio

In FY2009, Mt. Wachusett Community College had a deficit in unrestricted reserves.

FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	-\$2,897,865
Total Operating Expenses (TOE)	\$39,152,261
Primary Reserve Ratio (UR/TOE)	-7.4%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

North Shore Community College

North Shore Community College (NSCC) 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 lifelong education responsive to evolving technology, a global economy, and the shifting roles faced by individuals and institutions.

Program of Distinction

NSCC has taken a holistic approach to sustainability that engages the entire college community. Goal 5 of the current Strategic Plan is “The Green Goal—NSCC will create an environmentally sound, economically stable, and socially responsible future by advocating the study of sustainability and the application of green principles, such as conservation, environmental justice, and green education in our College, communities, and individual lives.” The objectives, outcomes and activities of this goal have generated green modules across the curriculum, a College-wide Climate Action Plan, green IT initiatives, an advisory team for outreach and awareness projects, such as an annual sustainability fair, and integrated facilities policies and procedures to achieve climate neutrality and reduction of greenhouse gasses. This approach has generated a culture of sustainability on campus and provided support for additional energy and resource conservation. For example, the faculty and staff requested paperless systems for communication and instructional purposes. The ultimate success is the recent ground-breaking for a new Health Professions and Student Services building that will be the first zero-net-energy pilot facility in the state (estimated opening: fall 2011).

Collaborations

- NSCC is serving the Lynn community with access and transition to college programs through collaboration with Lynn schools and College For Every Student (CFES), a national non-profit that helps underserved youth prepare for, gain access to, and succeed in college. NSCC has been paired with the Ford Middle School and the Marshall Middle School in Lynn. Activities include College and Career Awareness workshops, College visits and participation in College events, and involvement with parents through financial aid/literacy sessions. CFES Students in grades 6–8 are also linked to NSCC’s Talent Search and Upward Bound programs, where they receive academic enrichment, tutoring support, and SAT preparation classes. The cornerstone of NSCC’s program is an enhanced mentoring component, where NSCC students mentor CFES students, who in turn, participate in peer mentoring and mediation training with fellow students.
- A College and community-wide Sustainability Fair was hosted by NSCC’s Public Policy Institute and *The Green Team* in March, entitled, *Sustainability: Today for Tomorrow*.

More than 30 information tables from regional organizations were on display, ranging from The Chelsea Creek Action Group and Essex County Greenbelt Association to Salem Alliance for the Environment. The offices of Representatives Tierney and Markey provided information on green jobs and federal programs for the community. Presentations were made by Saugus River Watershed and The Food Project on sustainable agriculture and water resources. The collaboration with environmental organizations has developed into an ongoing partnership committed to an annual Sustainability Fair and environmental education initiatives.

- The five Edlink institutions (Middlesex, Northern Essex, and North Shore Community Colleges, Salem State College, and University of Massachusetts Lowell) contribute to the economy of northeast Massachusetts by expanding educational opportunity in the region and by supporting regional economic development. The Edlink consortium contracted for individual institutional economic impact studies and a combined Edlink regional economic impact report. NSCC's Public Policy Institute initiated and facilitated the process and was responsible for the resulting executive summary report/marketing piece. Report highlights provide consistent information and a basis for possible trend reports in the future, clearly demonstrating that the public institutions generate economic output and are a significant educational resource in the region and the state. See <http://blogs.northshore.edu/sp/> for both NSCC Economic Impact Report and the Edlink Economic Impact Summary.
- Since 2005 NSCC has been one of the fourteen community colleges nationwide designated as a *Breaking Through Initiative* (BTI) college. The BTI model creates easy-to-navigate career pathways for low-skilled and under-employed adults that supports their educational progress through the postsecondary level and links these educational steps to career advancement and family-sustaining wages. NSCC, with public/private partnership funding from Eastern Bank, designed a *Home Health Aide/CNA Health Careers Pathway Program* with participants achieving either Home Health Aide or Certified Nursing Assistant credentials over the period of a year. Collaborators include community partners, Operation Bootstrap, Abbott House Nursing Home, and the North Shore Workforce Investment Board. Components include contextualized ESL curriculum, math workshops/tutoring, Achievement Coaches and cohort support, and healthcare content for incumbent workers. The *Pathway* training is part of a larger healthcare pathway that connects college-level programs and credentials in health programs, such LPN and RN degrees.
- The Public Policy Institute (PPI) at NSCC sponsors a PPI Faculty Fellowship, linked to the *Breaking Through Initiative*, to develop and design professional development and

outreach for ESOL instructors and students at eleven community-based organizations in the College's service area, ranging from Roca (Chelsea) and Catholic Charities (Lynn) to NSCAP (Peabody) and Wellspring (Gloucester). An ESL Gap Analysis was conducted to assess the curriculum and transition for adult ESOL learners at CBOs to ESL programming offered at NSCC. The report included strengthening connections with DOE frameworks and basic college ESL, as well as incorporating civic education curriculum into ESL courses. The fellow also delivered a comprehensive short-term professional development program to CBO ESL instructors, resulting in TESOL certification (including scholarships for the instructors supported by business partners and the regional United Way). Outreach events were also hosted at the College for ESL/GED students at CBOs to facilitate their college readiness and transition.

- NSCC's Public Policy Institute and Senator Fred Berry's Charitable Foundation joined forces in a "*Day of Service*" partnership designed to fill the food pantries of the North Shore before winter. A College-wide, month-long food drive was held from September to October. All campuses, departments, and clubs at the College participated. Community partners included Danvers People to People Food Pantry, Beverly Bootstraps, and My Brother's Table. The project was part of a national *Season of Service* with volunteer groups throughout the country designing projects to demonstrate the power and the purpose of civic engagement. A "Hunger Hurts" Forum was hosted by the PPI and featured speakers from NSCAP, Coalition for the Homeless, and Project Bread, raising awareness of hunger issues. Students also participated in a culminating event with Senator Berry with a truckload of groceries from NSCC delivered to area food pantries.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at North Shore Community College has increased 12.1%, and fall FTE enrollment has increased 15.1%.

Fall 2009 Enrollment

Headcount	7,968
FTE	5,022.6

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at North Shore Community College has increased 3.9%, and annual FTE enrollment has increased 6.3%.

**Annual 2008–2009
Credit Enrollment**

Headcount	10,451
FTE	4,763.5

Minority Enrollment

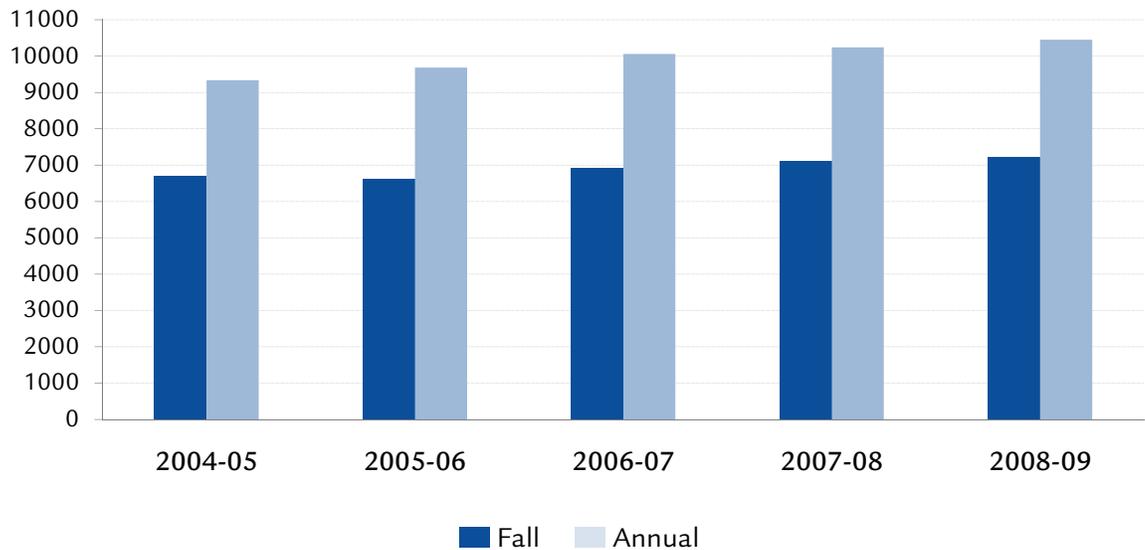
As of fall 2009, North Shore Community College’s minority enrollment was comparable to that of its primary draw cities and towns (29.7%), and greater than that of the Northeast Region (14.6%).

Fall 2009 Minority Enrollment

27.8%

Trends in Access:

Fall Headcount Enrollment at North Shore Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at North Shore Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
North Shore Community College Tuition and Fees	\$3,390	\$3,480	\$3,480	\$3,630	\$3,750
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = North Shore Community College Tuition and Fees	4.9%	4.9%	4.7%	4.6%	4.6%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of North Shore Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.6%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

North Shore Community College's first-year persistence rate has increased 2.3percentage points over the last three years and is above the segmental average of 59.6%.

**Fall 2008 Cohort
 First-Year Persistence Rate**

Retained at original institution	63.4%
Retained at any institution	66.1%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
 Overall Success Rate**

72.5%

**Fall 2003 Cohort Five-Year
 Individual Success Rates**

Earned degree/certificate	38.2%
Transferred	16.7%
Earned 30 credits	16.1%
Still enrolled	1.6%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at North Shore Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
 Retention Rate**

92.1%

Course Completion

The course completion rate at North Shore Community College is comparable to the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
 Completion Rate**

74.8%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by North Shore Community College per year over the last three years is 976.

**Total Degrees and Certificates
 Conferred in FY2009**

1,003

Nursing Exam Pass Rate

North Shore Community College's nursing exam pass rate was above the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
 Nursing Licensure Exam**

96%

Workforce Development

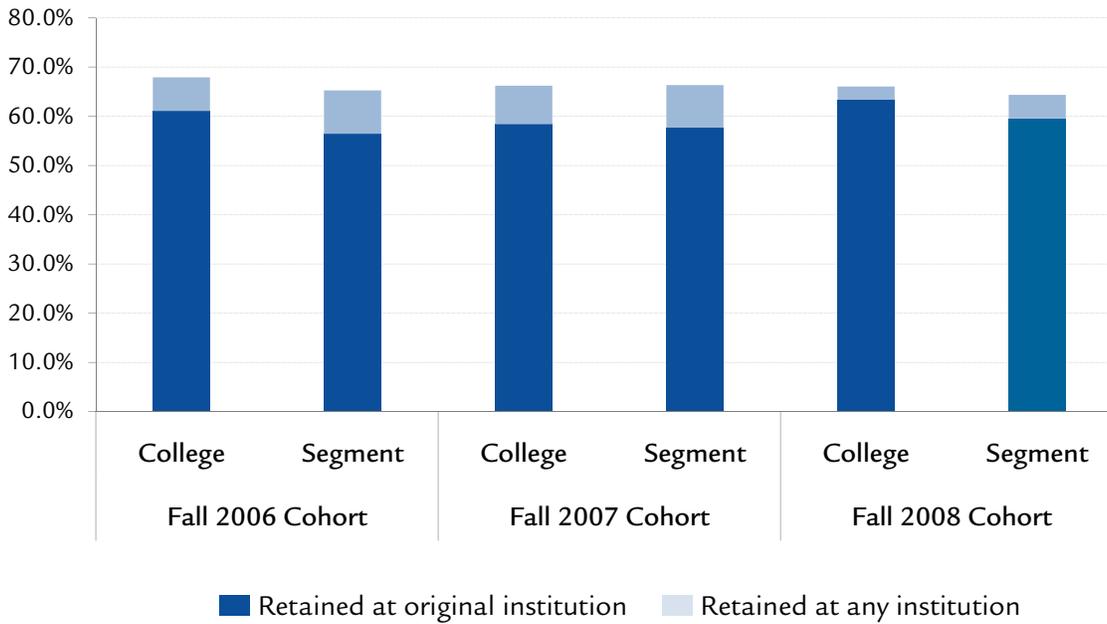
Average annual enrollment in workforce development courses per year over the last three years at North Shore Community College is 5,263.

**FY2009 Annual Enrollment in
 Workforce Development Courses**

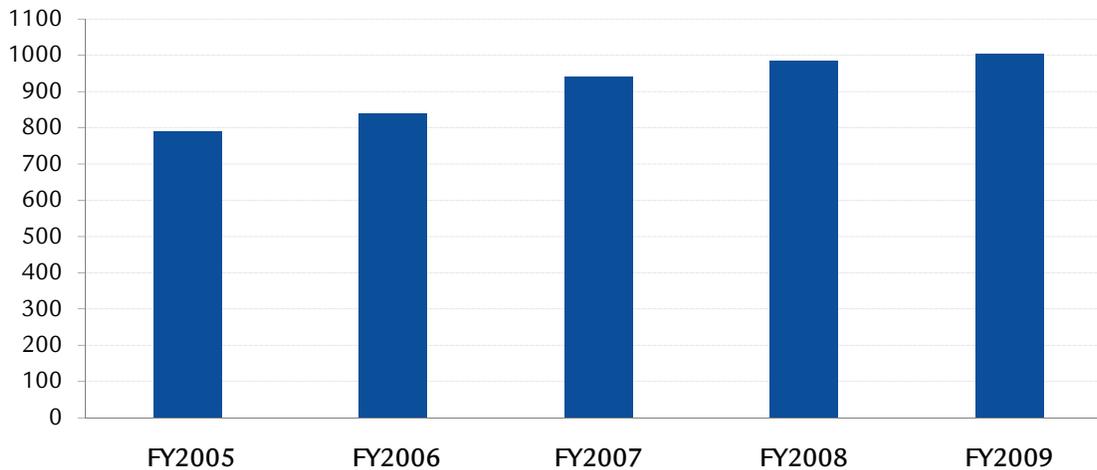
5,112

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at North Shore Community College



Degrees and Certificates Conferred by North Shore Community College



IV. Effective and Efficient Use of Resources at North Shore Community College

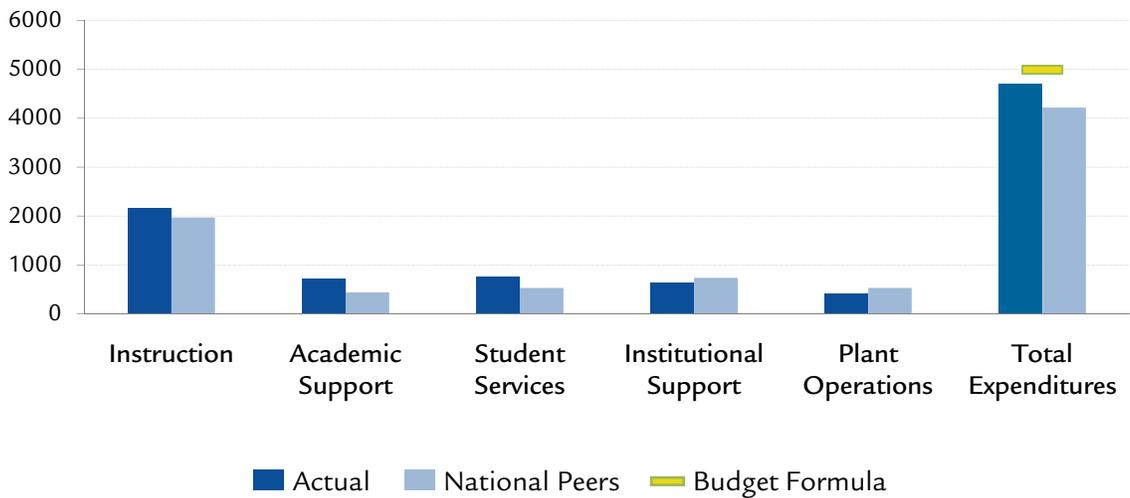
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

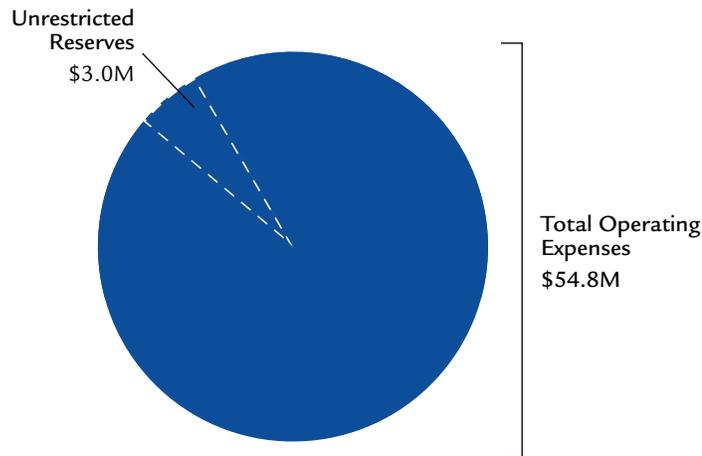
- Transitioned to Google Apps, integrated with campus portal/identity management system for savings of \$100k annually. Gmail accounts provided for all faculty/staff/students, and Google Apps will be implemented for administrative and instructional support.
- Created online survey for faculty and staff to gather input/consensus for cost savings and innovations. Results provided on college Strategic Plan blog and implemented for budget reductions/future priorities. Savings of a minimum of \$300,000 in FY09 including energy, IT, and voluntary leave program savings, plus increased student fee revenue from better class scheduling options.
- NSCC Foundation raised \$433,010 through private fundraising.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

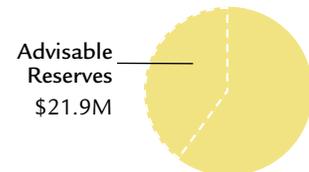


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$3,018,837
Total Operating Expenses (TOE)	\$54,828,412
Primary Reserve Ratio (UR/TOE)	5.5%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Northern Essex Community College

The mission of Northern Essex Community College (NECC) 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 post-secondary education through the associate's degree level, as well as a broad range of occupational programs and community services which enhance the social, cultural, and economic life of the region.

Program of Distinction

Northern Essex Community College is participating in *Achieving the Dream*, a national initiative aimed at closing student success gaps, particularly for minority and low-income students. For years, we have been expanding the information that we share with the public about learning goals and outcomes for our students; and through our work with *Achieving the Dream*, we now share more than ever before. Among the information now available to the public are the results of academic program reviews and learning outcomes assessments and what the College is doing to “close the loop” on these evaluations; the College’s progress on student completion, retention, and graduation rates; reports on *Achieving the Dream* topics, such as the effects of gender, ethnicity, and age on student success; and our Community College Survey of Student Engagement results. Our work with *Achieving the Dream* has convinced us that it is in the best interest of the College *and the community* for us to share information about student success—even that information that might feel uncomfortable at times—as openly as possible, to engage the community in our conversations as partners in improvement.

Collaborations

- Northeastern University: STEP UP (**S**cience, **T**echnology, **E**ngineering and **M**athematics **T**alent **E**xpansion **P**rogram–**U**niversity **P**artnership) is a five-year grant project that focuses on the development of a sustainable STEM model that ultimately increases the number of students receiving degrees in STEM disciplines. It provides a seamless transition between two- and four-year institutions, increases and supports the STEM student population at partner institutions, and increases graduation rates in STEM programs.
- Commonwealth Alliance for Information Technology Education (CAITE) is an alliance of the University of Massachusetts Amherst with several colleges. Its purpose is to design and carry out programs that address underrepresentation in information technology education and the workforce. CAITE has a special focus on community colleges and on women and minorities as groups that are underrepresented in the Massachusetts innovation economy. The CAITE Project develops programs that enhance educational

pathways and presents new interventions designed to increase participation and retention along the high school-to-community-college-to-four-year-to-graduate-school pipeline.

- The University of Massachusetts Boston is home to the Boston area Advanced Technological Education Connections (BATEC) project. Its primary purpose is transforming education to develop the new information technology for the 21st century by developing curriculum, providing professional development, attracting and advancing a diverse population of technology students, and by connecting education, industry, and the community. NECC is participating in its project to engage the region's secondary and postsecondary faculty in professional development for new and emerging information technologies and curriculum development focused on the design and delivery of a new information technology education and workforce continuum.
- The Early College Program, launched at Amesbury High School with 36 students in fall 2009, is an expansion of a long-standing dual enrollment partnership between the high school and NECC. The program has two goals: 1) to help high school students who are either not planning to attend college or who are not working to their potential to gain the skills and mindset they need to pursue a college education and 2) to reduce the number of incoming college freshmen requiring developmental level classes. The Early College Program begins in grade 10 with three school-based, fully integrated college courses, followed by a similar cohort in grade 11 and a mix of more traditional AP courses and college-level classes in grade 12. Courses are offered at the high school during the regular school day and on the College campus during the summers. Students who complete the entire program will have earned up to 45 college credits when they graduate from high school.
- NECC has successfully engaged in dual enrollment for the past two decades, using a combination of state funding (when available), high school funding, grant funding and private scholarships. Since fall 2009, when the state re-funded the program, 265 high school students from across the Merrimack Valley have participated in dual enrollment. To supplement reduced state funding in FY2010, NECC set aside \$100,000 of its ARRA funding for an additional 75 students to continue this highly successful program in the Merrimack Valley. Forty percent of the students to date have been first-generation college-going, and 33 percent have been minority students. Due to a fine-tuned system of orientation, mid-semester evaluation and support services for students, the dual enrollment program has a remarkable 84 percent student success rate of course completion with a grade of "C" or higher.

- In the spring 2010 NECC partnered with the Lawrence-based Valley Works Career Center, BATEC, and CAITE to offer free “Computer for Beginners” classes to 50 recently unemployed local residents, who are struggling with their job searches because of a lack of basic computer skills. The Career Center identified students for the classes, and NECC, BATEC, and CAITE covered the costs of instructors, books, and special tutoring. The College is seeking partners and resources to expand the program to include the next level of computer applications.
- In 1852 Daniel Appleton White established a foundation in his name to establish an annual lecture series to educate and elevate the minds of the young, specifically in Lawrence. White Fund trustees approached NECC seven years ago to help revive the lecture series. NECC has successfully turned this lecture series into a thriving part of the cultural and educational aspects of what the College offers our students and the Lawrence community. Since fall 2009 NECC has co-sponsored thirteen lectures with over 1,000 in attendance. Recent speakers ranged from a Special Agent of the FBI to a local announcer/producer of a public radio show on WBUR a Pulitzer prize-winning reporter, a filmmaker who focuses on Latinos’ contributions to US culture and history; an Aspergian, who described his journey to overcome the limitations placed on him by his disability, amongst others. The quality of the marketing materials produced by NECC has been noted by the White Fund trustees as an asset to the lecture series. NECC also brought in the local cable access station to film each lecture so that it is shown multiple times throughout the City of Lawrence.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Northern Essex Community College has increased 13.2%, and fall FTE enrollment has increased 16.7%.

Fall 2009 Enrollment

Headcount	7,385
FTE	4,493.3

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Northern Essex Community College has increased 8.3%, and annual FTE enrollment has increased 10.2%.

**Annual 2008–2009
Credit Enrollment**

Headcount	9,586
FTE	4,323.2

Minority Enrollment

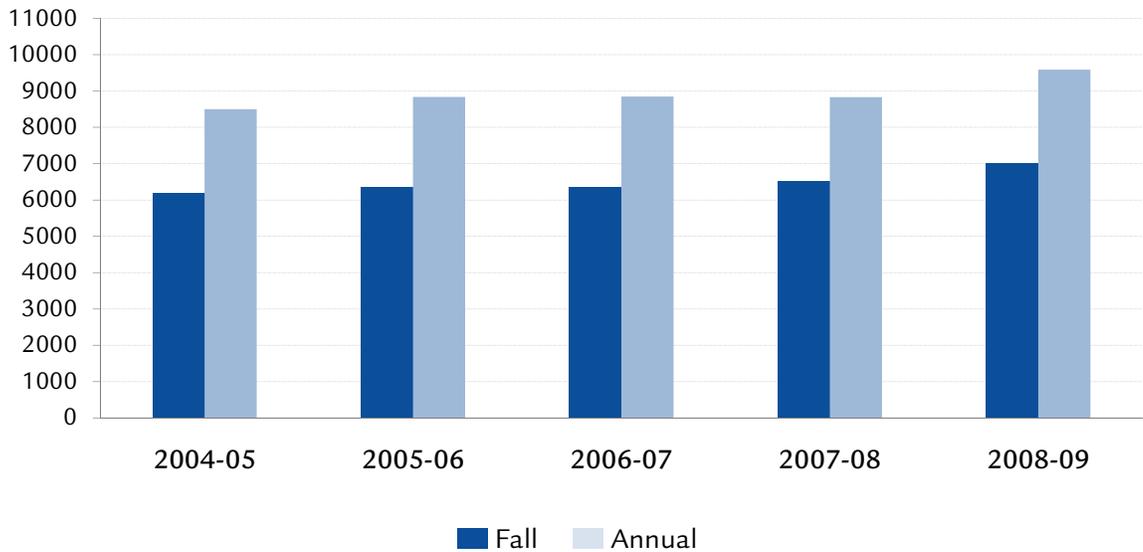
As of fall 2009, Northern Essex Community College’s minority enrollment was greater than that of its primary draw cities and towns (21.2%) and the Northeast Region (14.6%).

Fall 2009 Minority Enrollment

34.3%

Trends in Access:

Fall Headcount Enrollment at Northern Essex Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Northern Essex Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Northern Essex Community College Tuition and Fees	\$2,970	\$3,150	\$3,060	\$3,330	\$3,510
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Northern Essex Community College Tuition and Fees	4.3%	4.4%	4.1%	4.2%	4.3%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Northern Essex Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.3%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Northern Essex Community College's first-year persistence rate has increased 4.8 percentage points over the last three years and is comparable to the segmental average of 59.6%.

**Fall 2008 Cohort
 First-Year Persistence Rate**

Retained at original institution	60.9%
Retained at any institution	64.3%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
 Overall Success Rate**

70.4%

**Fall 2003 Cohort Five-Year
 Individual Success Rates**

Earned degree/certificate	38.8%
Transferred	13.9%
Earned 30 credits	15.3%
Still enrolled	2.4%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Northern Essex Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
 Retention Rate**

92.7%

Course Completion

The course completion rate at Northern Essex Community College is comparable to the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
 Completion Rate**

73.3%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Northern Essex Community College per year over the last three years is 825.

**Total Degrees and Certificates
 Conferred in FY2009**

885

Nursing Exam Pass Rate

Northern Essex Community College's nursing exam pass rate was above the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
 Nursing Licensure Exam**

86%

Workforce Development

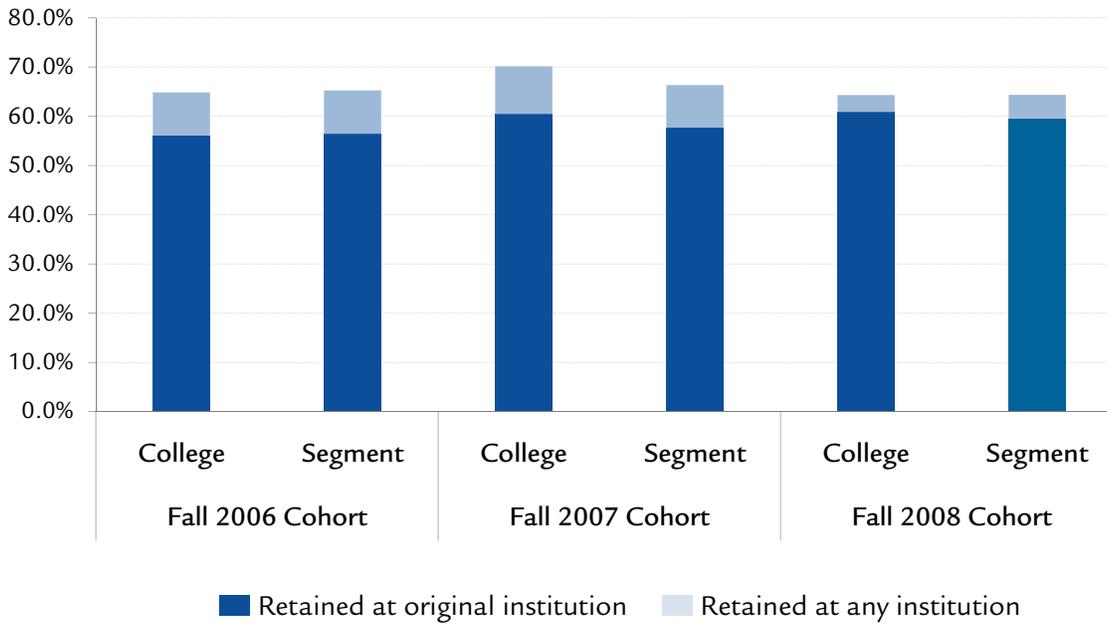
Average annual enrollment in workforce development courses per year over the last three years at Northern Essex Community College is 8,655.

**FY2009 Annual Enrollment in
 Workforce Development Courses**

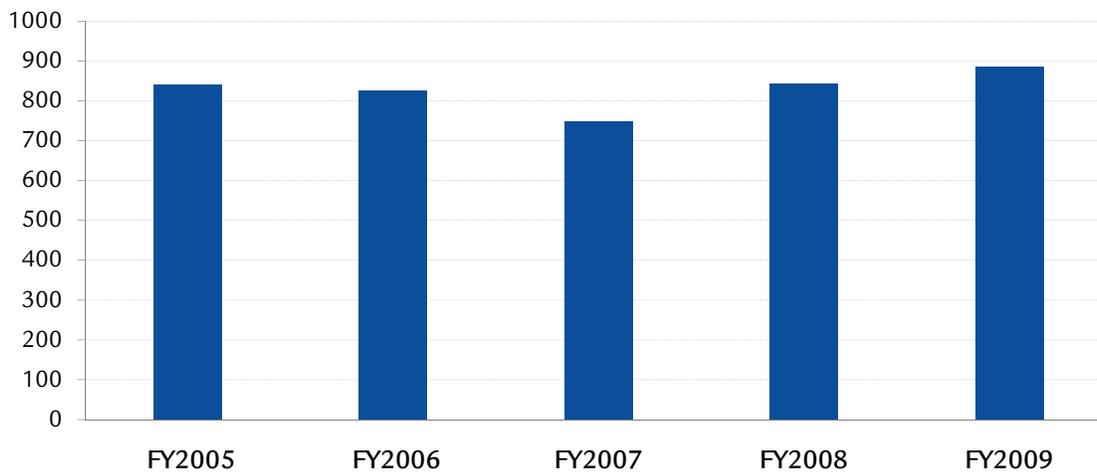
5,432

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Northern Essex Community College



Degrees and Certificates Conferred by Northern Essex Community College



IV. Effective and Efficient Use of Resources at Northern Essex Community College

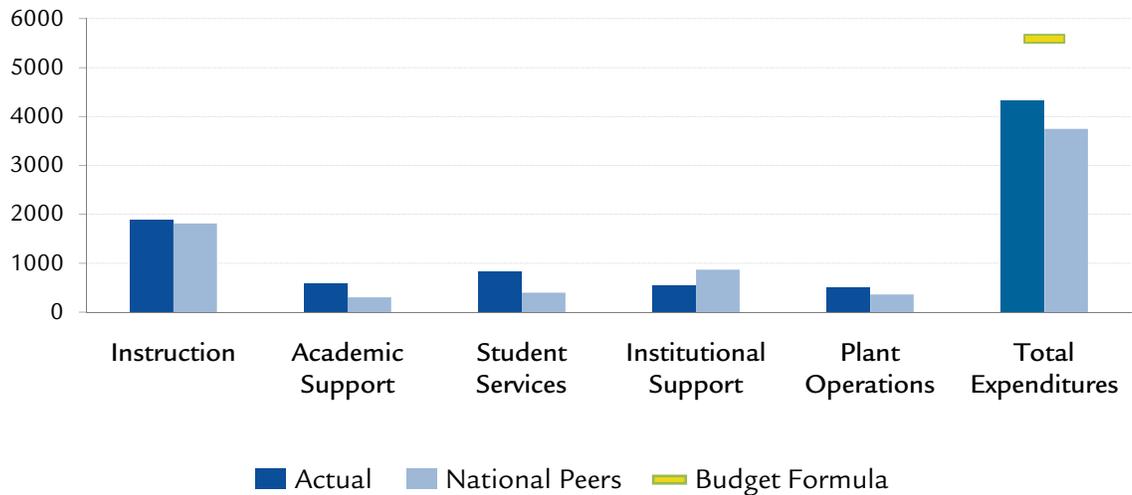
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

- Invested in projects that will reduce energy consumption and operating costs in future years, including lighting replacement in all Haverhill campus facilities, HVAC equipment replacement at the Lawrence campus, and setting the maximum winter temperature in all buildings at 68 degrees.
- Demonstrated commitment to transparency and excellence in financial reporting by completing the FY2009 comprehensive annual financial report (CAFR). Report was submitted to the Government Finance Officers Association (GFOA) for review.
- Leveraged investment in Banner and increased accountability by implementing web-based purchasing and expense reporting and new non-student accounts receivable and grants accounting applications. Will realize greater operational efficiency, stronger internal controls, and lower support services costs.

Resource Allocations

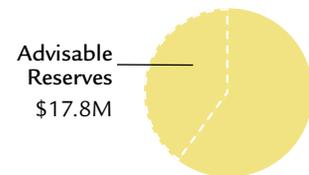
FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula



Primary Reserve Ratio

FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	-\$160,993
Total Operating Expenses (TOE)	\$44,454,914
Primary Reserve Ratio (UR/TOE)	-0.4%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Quinsigamond Community College

Quinsigamond Community College (QCC) 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, workforce and intellectual growth, giving students the right ingredients to prepare for a successful future in chosen careers.

Program of Distinction

In July 2009 Quinsigamond Community College opened an additional location in Southbridge to ensure easy access to higher education for communities in southern Worcester County. With its new location at 5 Optical Drive and with the approval of The New England Association of Schools and Colleges, QCC is able to increase course and program offerings, both credit and non-credit, during day, evening, and weekend hours. The new location allows QCC to reach out to additional students, increase classroom capacity and grow its enrollment.

Collaborations

- Quinsigamond Community College continues to expand its partnership with Worcester Technical High School (WTHS) and QCC's faculty, which conducts Basic Emergency Medical Technology at the Technical High School. Health students from WTHS earn seven college credits as they prepare to advance their career in healthcare. The collaboration is a win-win opportunity for Quinsigamond and WTHS. QCC EMS professors teach the course at no cost to the WTHS students, and QCC is able to access space and equipment to deliver the program to a wider audience.
- QCC's admissions staff designed and presented workshops that promote "college early awareness" to students and their parents at elementary and high schools within the City of Worcester and surrounding towns. Students learned about the importance of achieving their best in school and the future opportunities available because of a college education. QCC's staff reached out to the parents to encourage their children to aim high within their learning.
- Quinsigamond Community College collaborates with the University of Massachusetts Medical School and Abbott Bioresearch Center to strengthen the learning experience for students enrolled in QCC's Biotechnology Certificate Program. Students develop skills and competencies using state-of-art-equipment at the Center for Stem Cell Biology and Regenerative Medicine at UMass Medical School. Through a capstone experience at

Abbott Bioresearch Center, QCC's students have the opportunity to establish the link between knowledge and good manufacturing practices.

- Quinsigamond Community College and Nichols College in Dudley, Massachusetts, established a joint business program that combines the QCC associate degree with the Nichols bachelor's degree. The "Associate's to Bachelor's Business Program ("A to B") is an extension to QCC's business program. QCC students who enroll in the "A to B" Business Program are jointly admitted to Nichols. Upon completing the business associate degree, QCC students enroll in a third year of business coursework at QCC, transferring all 90 credits—equal to three years—to Nichols College and pursue a bachelor of science in business administration degree in their fourth year. Program flexibility is a significant advantage to the students, as fourth-year course work, taught by Nichol's professors, can be completed on the QCC campus, on Nichols' campus in Dudley, or through Nichol's online program.
- "Project Triumph" is a ten-month non-credit certificate program for individuals with disabilities, who seek a business support job and additional post-secondary training and education. The program allows students to develop their computer skills, to focus on career exploration, and to expand critical thinking skills. Students complete two full college semesters of instruction, completing the certificate with an internship supported through a local business. The program has received recognition from the YMCA of Central Massachusetts and Worcester's public access TV station, WCCA-TV 13.
- Quinsigamond Community College and Mount Wachusett Community Colleges established an articulation agreement to expand students' options in healthcare careers. Under the agreement, MWCC students may enroll in Quinsigamond's Radiologic Technology program. Similarly, QCC students may enroll in Mount Wachusett's Physical Therapist Assistant program. Eligible students can take all elective courses at their "home" campus, and travel to the host college for the remaining core health field courses. The agreement allows both Colleges to offer programs without the barriers of additional expense and space.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Quinsigamond Community College has increased 25.5%, and fall FTE enrollment has increased 28.4%.

Fall 2009 Enrollment

Headcount	8,348
FTE	5,283.3

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Quinsigamond Community College has increased 15.6%, and annual FTE enrollment has increased 22.5%.

Annual 2008–2009 Credit Enrollment

Headcount	10,167
FTE	4,894.0

Minority Enrollment

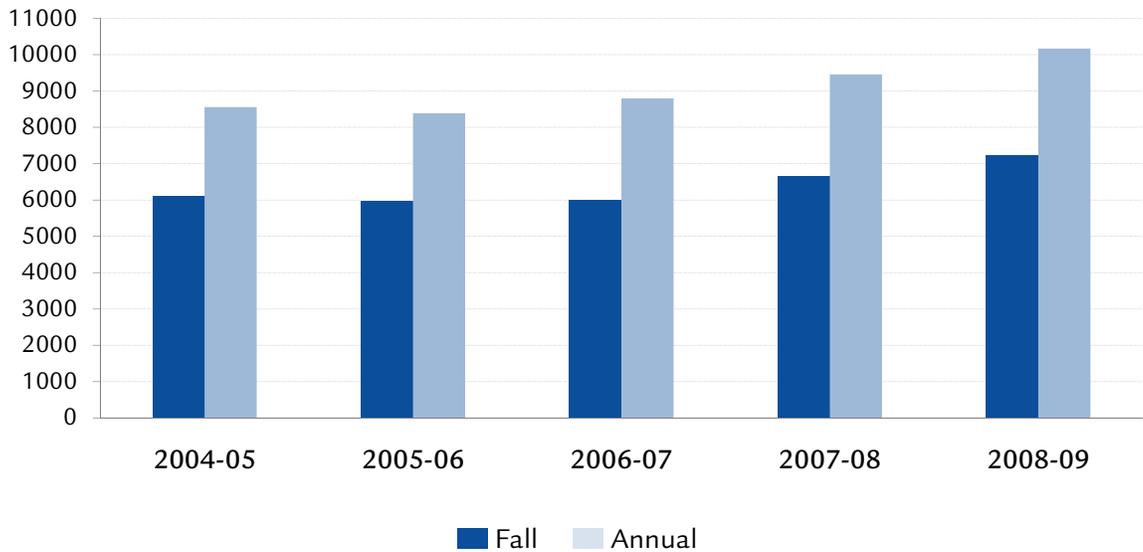
As of fall 2009, Quinsigamond Community College’s minority enrollment was greater than that of its primary draw cities and towns (14.1%) and the Central Region (11.9%).

Fall 2009 Minority Enrollment

26.8%

Trends in Access:

Fall Headcount Enrollment at Quinsigamond Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Quinsigamond Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Quinsigamond Community College Tuition and Fees	\$3,600	\$3,600	\$3,750	\$3,870	\$3,960
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Quinsigamond Community College Tuition and Fees	5.2%	5.0%	5.0%	4.9%	4.9%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Quinsigamond Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.9%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Quinsigamond Community College's first-year persistence rate has increased 3.9 percentage points over the last three years and is comparable to the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution	58.5%
Retained at any institution	62.0%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

71.9%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate	32.1%
Transferred	16.8%
Earned 30 credits	21.5%
Still enrolled	1.4%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Quinsigamond Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

92.2%

Course Completion

The course completion rate at Quinsigamond Community College is comparable to the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

75.3%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Quinsigamond Community College per year over the last three years is 765.

**Total Degrees and Certificates
Conferred in FY2009**

807

Nursing Exam Pass Rate

Quinsigamond Community College's nursing exam pass rate was above the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

96%

Workforce Development

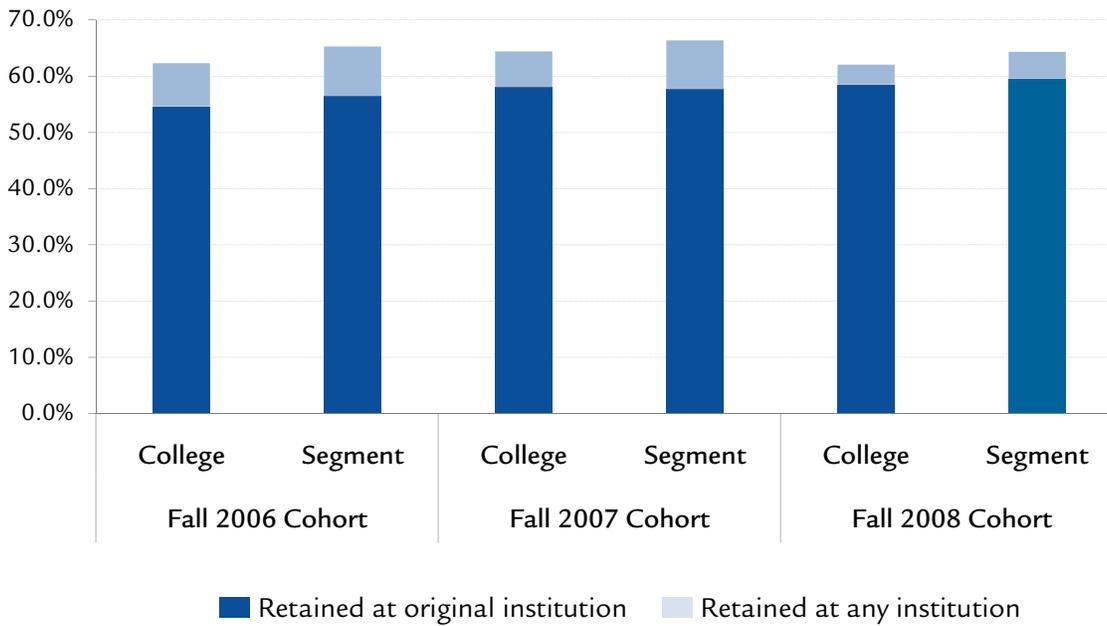
Average annual enrollment in workforce development courses per year over the last three years at Quinsigamond Community College is 5,906.

**FY2009 Annual Enrollment in
Workforce Development Courses**

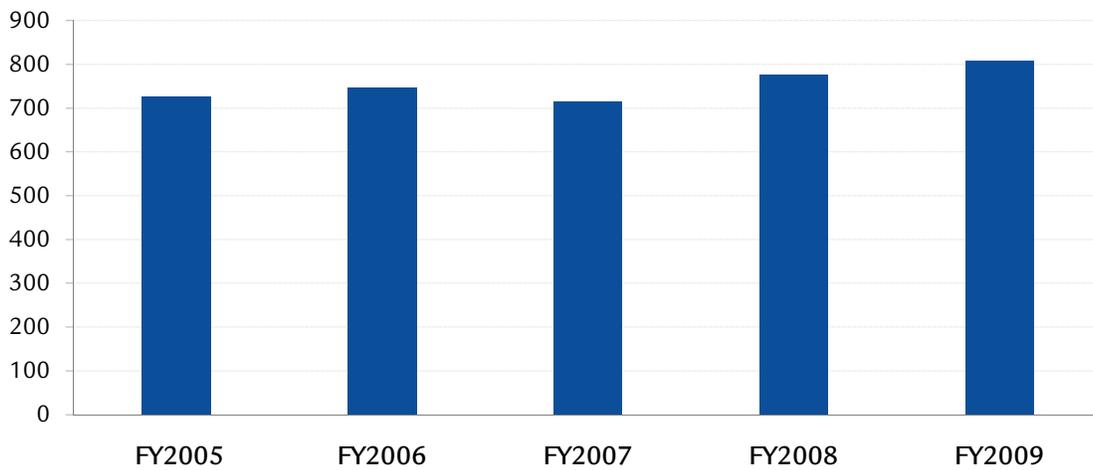
5,245

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Quinsigamond Community College



Degrees and Certificates Conferred by Quinsigamond Community College



IV. Effective and Efficient Use of Resources at Quinsigamond Community College

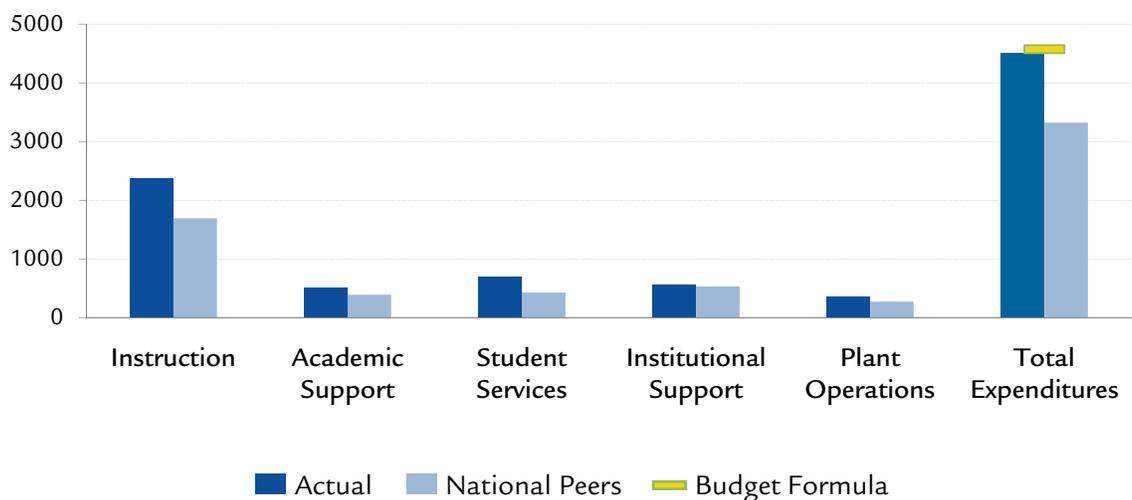
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

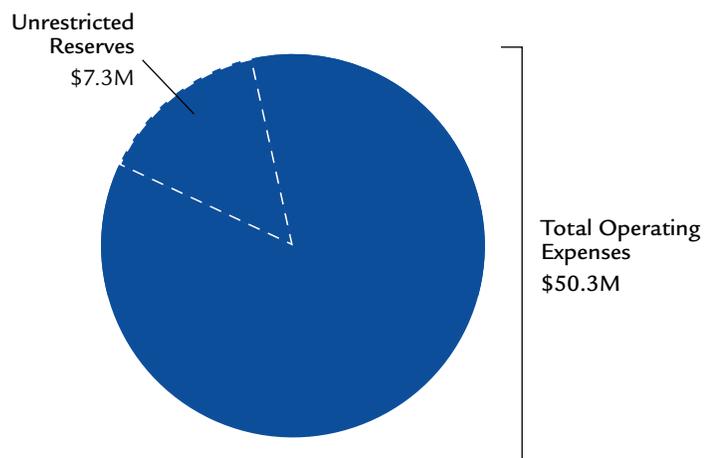
- Invested in a number of energy-related projects, including replacing all steam traps and condensate piping on main boiler system, replacing classroom building windows with energy efficient windows, and upgrading dining area's walk-in freezer and cooler units. Total estimated annual energy savings of these projects is \$40,000.
- Constructed new campus roadway network, significantly improving both on- and off-campus traffic flow, resulting in reduced carbon emissions. Enhanced productivity through reduced queuing time.
- Introduced e-submission of work orders to the Print Shop and increased utilization of bulk mailing system, realizing annual savings of approximately \$45,000.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

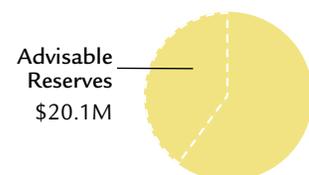


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$7,344,919
Total Operating Expenses (TOE)	\$50,255,216
Primary Reserve Ratio (UR/TOE)	14.6%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Roxbury Community College

Roxbury Community College (RCC) is a comprehensive, urban, student-centered, open-access community college providing higher learning opportunities for all who may benefit. The primary mission of the College is to serve the needs of the diverse greater Roxbury area and surrounding Boston metropolitan communities, offering higher education learning opportunities in developmental academic skills, the liberal arts and sciences, career and transfer programs, workforce development, and private and public sector training.

Program of Distinction

A critical component of the College's *Achieving the Dream* initiative is its new learning communities. The College has enrolled 269 students in these learning communities since establishing them in fall 2008. Participation is limited to students in their first semester, and all students take the same courses. Instructors in learning communities develop course content cooperatively and work together to support and advise their cohort of students. Each learning community has dedicated tutors, who get to know each student and develop a good understanding of course content. Collaborative learning is emphasized, as is the integration of real-world applications into course material. Students in the fall 2008 cohort had course completion rates 15 percentage points higher than those for a matched comparison group, and fall-to-spring retention was also 15 percentage points higher than those for the comparison group.

Collaborations

- Roxbury Community College is working with the Massachusetts Space Grant Consortium to recruit students to STEM programs, retain students currently in STEM programs, and increase interest in STEM fields. The STEM Speaker Series also exposes current and prospective students to STEM research, career opportunities, internships, and programs at RCC, and fosters collaborations with professionals in industry and at institutes.
- Roxbury Community College has established the Math and Science Advancement: Pathways to College and Employment program. The program works closely with the Boston Private Industry Council, career centers, and neighborhood health clinics to identify 35 Boston residents each year, who are interested in health careers but not academically prepared for college. Students take a series of math, science and English classes to prepare them for careers in healthcare—particularly in nursing—surgical technology, radiology, and respiratory therapy. Students who complete this program are encouraged to apply to related programs at RCC. This program is supported by the Economic Development Industrial Corporation/Office of Jobs and Community Services.

- Roxbury Community College is collaborating with the Boston Public Library and the Dudley Literacy Center, with support from the Fellowes Athenaeum Trust Fund, to help more adults in the community complete their GED and ultimately attend RCC. The collaboration provides a variety of services, including exposure to available resources at the Library and Literacy Center, awareness of career opportunities for diploma recipients, and extensive tutoring, counseling, and instruction.
- Roxbury Community College is an active participant in the Commonwealth Dual Enrollment Program (CDEP). The College has enrolled 214 students from Boston area high schools in college-level courses since fall 2008. The CDEP program allows students to earn college credits while simultaneously earning credits towards their high school diploma. All of the courses taken— including English composition, foreign languages, and college-level mathematics—are transferrable to four-year institutions under the Massachusetts Transfer Compact.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Roxbury Community College has increased 14.6%, and fall FTE enrollment has increased 16.9%.

Fall 2009 Enrollment

Headcount	2,749
FTE	1,710.5

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Roxbury Community College has increased 8.8%, and annual FTE enrollment has increased 6.2%.

Annual 2008–2009

Credit Enrollment

Headcount	3,747
FTE	1,612.9

Minority Enrollment

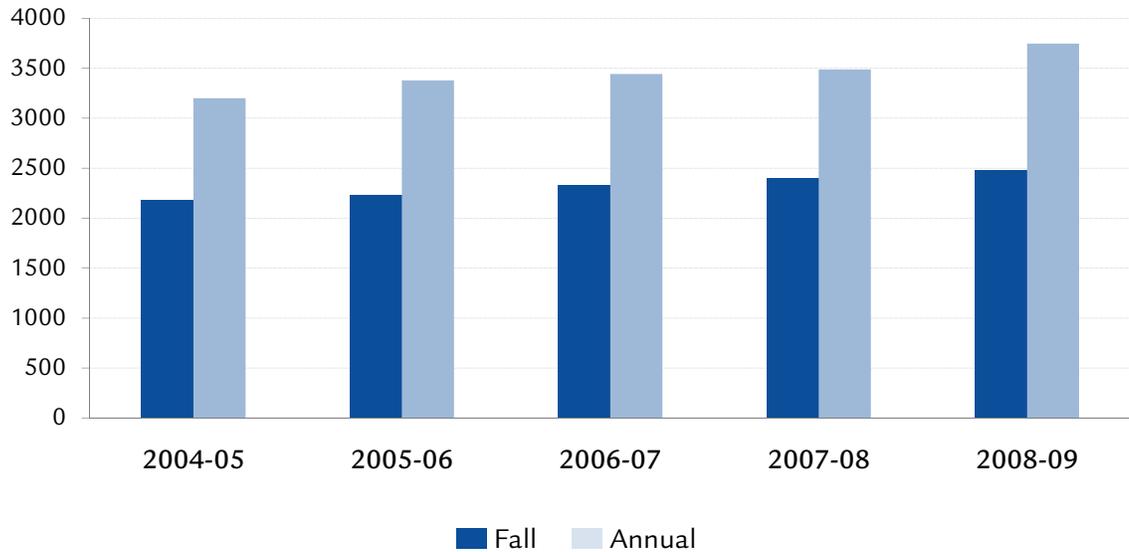
As of fall 2009, Roxbury Community College’s minority enrollment was greater than that of its primary draw cities and towns (42.1%) and the Southeast Region (21.1%).

Fall 2009 Minority Enrollment

91.9%

Trends in Access:

Fall Headcount Enrollment at Roxbury Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Roxbury Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Roxbury Community College Tuition and Fees	\$3,460	\$3,460	\$3,460	\$3,660	\$3,750
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Roxbury Community College Tuition and Fees	5.0%	4.8%	4.6%	4.7%	4.6%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Roxbury Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.6%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Roxbury Community College's first-year persistence rate has increased 2.7 percentage points over the last three years but is below the segmental average of 59.6%.

**Fall 2008 Cohort
 First-Year Persistence Rate**

Retained at original institution	56.1%
Retained at any institution	62.8%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
 Overall Success Rate**

70.2%

**Fall 2003 Cohort Five-Year
 Individual Success Rates**

Earned degree/certificate	27.8%
Transferred	23.3%
Earned 30 credits	18.5%
Still enrolled	0.6%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Roxbury Community College has increased 5.4 percentage points over the last three years.

**2008–2009 Fall-to-Spring
 Retention Rate**

88.7%

Course Completion

The course completion rate at Roxbury Community College is above the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
 Completion Rate**

77.8%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Roxbury Community College per year over the last three years is 195.

**Total Degrees and Certificates
 Conferred in FY2009**

212

Nursing Exam Pass Rate

Roxbury Community College's nursing exam pass rate was comparable to the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
 Nursing Licensure Exam**

84%

Workforce Development

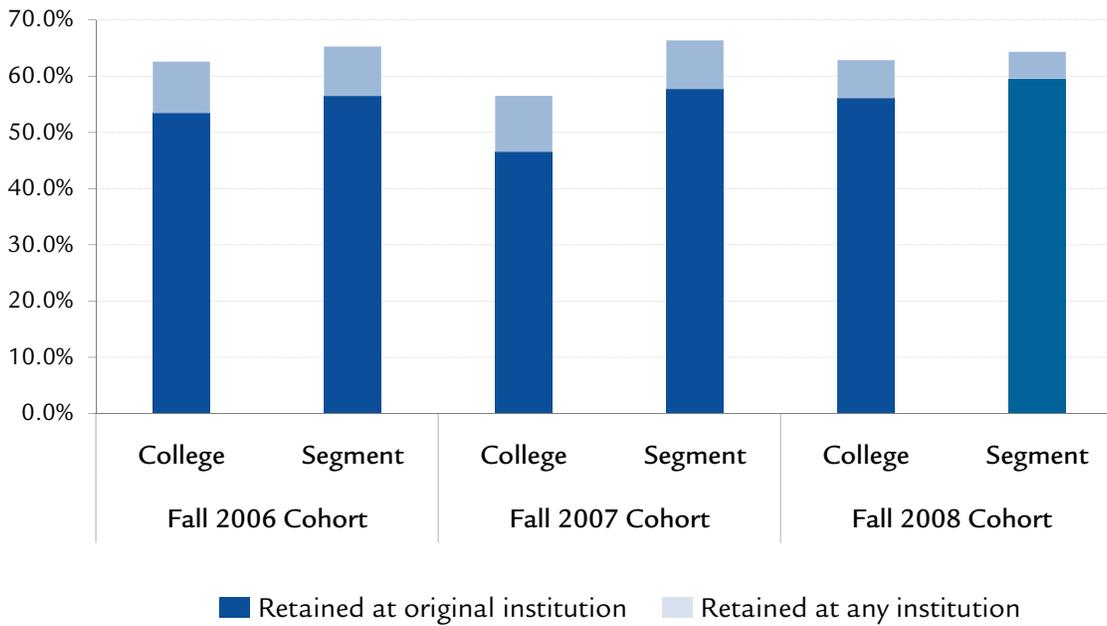
Average annual enrollment in workforce development courses per year over the last three years at Roxbury Community College is 1,354.

**FY2009 Annual Enrollment in
 Workforce Development Courses**

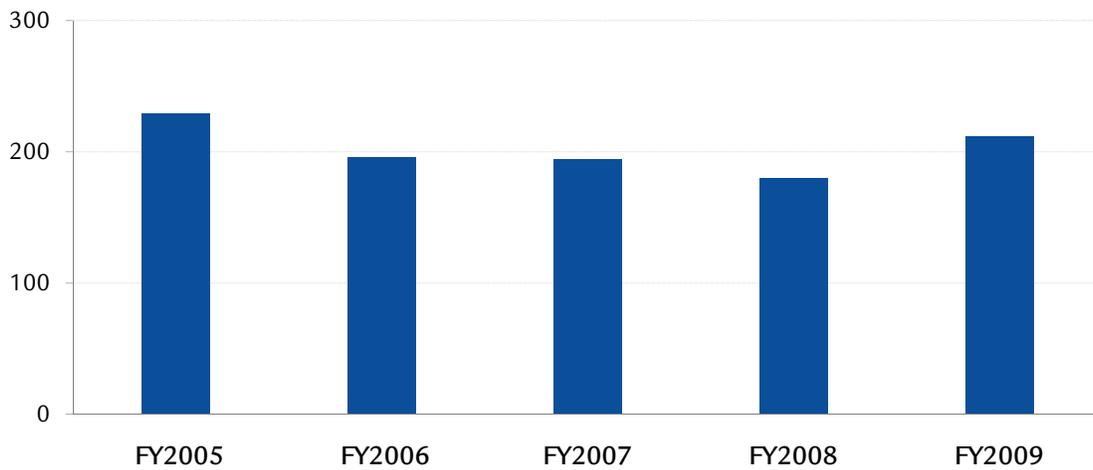
1,435

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Roxbury Community College



Degrees and Certificates Conferred by Roxbury Community College



IV. Effective and Efficient Use of Resources at Roxbury Community College

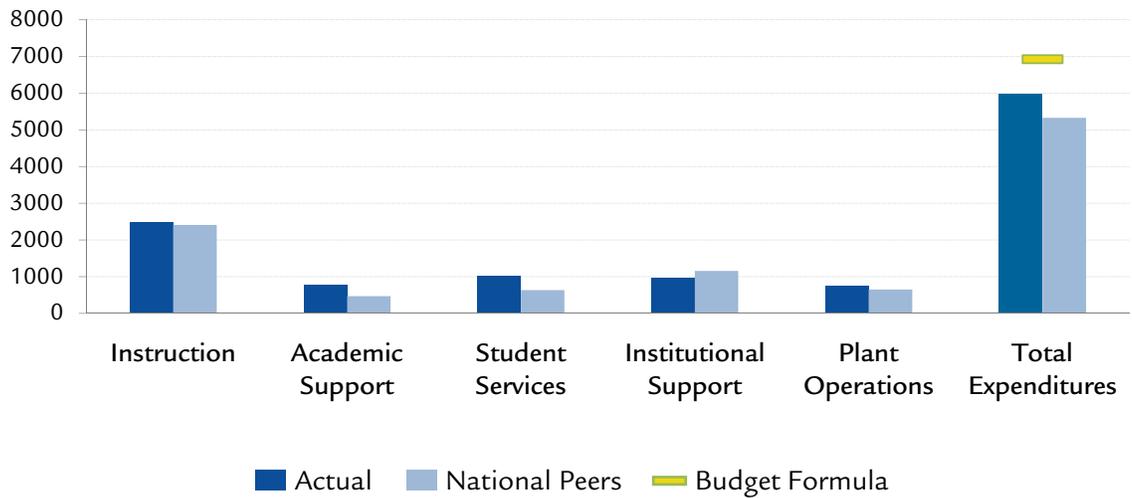
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

- Reduced unrestricted fund deficit from \$2.4M at June 30, 2003, to \$131K at June 30, 2009, with more than a \$1M reduction over the last two years.
- Savings of \$90,000 in energy savings (500,000kw over a 12-month period) because of the 2008 NStar investment to retrofit all campus and Reggie Lewis Track and Athletic Center lighting that took place in 2008.
- Installation of electric hand dryers throughout the campus has reduced paper towel purchase by 95%. The resulting saving will pay for the dryers within 18 months.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

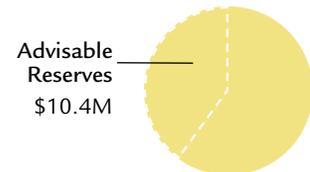


Primary Reserve Ratio

In FY2009, Roxbury Community College had a deficit in unrestricted reserves.

FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	-\$131,151
Total Operating Expenses (TOE)	\$26,021,825
Primary Reserve Ratio (UR/TOE)	-0.5%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Springfield Technical Community College

Springfield Technical Community College (STCC) 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.

Program of Distinction

STCC created an intrusive advising initiative, under the auspices of its *Achieving the Dream* effort, which utilizes best practices developed by our Student Support Services Program. This initiative expands the reach of academic advising and increases student contact with advisors among the target population of first-semester developmental General Studies students. The program's model incorporates a holistic approach that addresses all of the generally recognized key elements for student success, including transition to college, substantial engagement and regular communication with ongoing support and mentoring, connection with appropriate campus support resources, career and educational goal development, and course selection and planning designed. Students participating in this initiative achieved higher fall-to-spring retention rates than similar students who did not participate. Initiative students with three developmental placements achieved higher success rates (56% versus 41%) in their college-level classes than non-initiative students with the same developmental profile. Initiative students with one developmental placement had a higher success rate (62% versus 56%) in their developmental class than students in the control group. Initiative students in all demographic and college-preparation categories had better fall-to-spring retention than their non-initiative peers.

Collaborations

- In 2010 STCC will be hosting a NBT Summer Manufacturing Camp on our campus. Twelve middle school students from the Greater Springfield Area and from Westfield, Massachusetts, will be selected to participate in a fun-filled one-week experience. On any given weekday this summer, Nuts, Bolts, and Thingamajigs, Inc. (NBT) manufacturing camps around the country are introducing teens to the joys of tinkering. In challenging, hands-on projects, they are making their first attempts at welding and fabricating, designing with CAD, manufacturing with CNC machines, and using robotics and laser technology and, in the process, discovering the solid values of putting their hands to something useful and taking pride in a job well done. This introduction to the high-tech wonders of manufacturing inspires the kind of "AHA!" moments that influence lives and career paths.
- The College for Kids Program at STCC is a summer enrichment program designed for students enrolled in grades 2-11. Over 200 children enroll each summer in a wide selection of exciting and challenging courses that are offered during two-week sessions in July and

early August. The program provides children with a wonderful first-time exposure to the College setting, and we now have over 4,000 alumni. The program is widely marketed to over 300 area elementary, middle and high schools in western Massachusetts and northern Connecticut. Many children who are first exposed to STCC during College for Kids have gone on to enroll as full-time students at STCC and other area colleges. College for Kids will celebrate its 29th anniversary with over 50 courses from which to choose, including Creative Writing, Microbiology, Aviation, Circus Arts, Web Page Design, Scientific Wonders, Fashion Design, Entrepreneurship, Microbiology, Environmental Art, CSI Springfield, Fantastic Physics, Soccer, Magic, Sculpture, Conversational Spanish, Computer Art, Sewing, Theater, Robotics, Computer Maintenance, and Cartooning.

- *Workforce STAT* consists of sixteen partners from the four western Massachusetts counties. The goal of STCC's *Workforce STAT* project is to meet regional healthcare industry needs by transforming in an accelerated manner large numbers of interested and willing pre-health students into a prepared, focused, well-qualified, and well-suited healthcare workforce through the following means: 1) early exposure to and awareness-building of healthcare career and coursework realities and choices, 2) hands-on simulation-based education, 3) targeted health program counseling to help students identify if healthcare work overall and which field in particular matches their skills, interests, and inclinations and to foster these students so that they have the confidence and the tools to proceed quickly and strongly toward program graduation, and 4) expansion of STCC's Medical Assisting program.
- In August 2009 STCC created the MassGREEN (Massachusetts Green Energy Education Network) Institute with funding from the Massachusetts Clean Energy Center. The purpose of the Center is to develop training curriculum for distribution to seven other community college Regional Training Centers. The curriculum is designed to implement widespread weatherization and energy efficiency training for would-be energy efficiency workers. All fifteen community colleges will be involved in delivering the curriculum at the seven Regional Training Centers. Curriculum design and the development of standards will involve 29 partners, including the University of Massachusetts, Western Massachusetts Electric, National Grid, Conservation Services Group, regional employment boards, carpenter and electrical unions among others.
- Through a grant funded by the Community Foundation of Western Massachusetts, the Adult Basic Education Office at STCC offers a program called *Success Express*, which provides courses for students who are first-time students to college. This program includes a review to prepare students for the English, mathematics and reading placement tests. Students also participate in activities designed to prepare them for the

College environment and expectations of being in college. Students explore various career options and identify the skills necessary to be successful. Each student is linked with a College advisor who helps with the enrollment process, financial aid application and class scheduling. Over 60 students have participated in this program since its inception in fall 2008.

- STCC's Diversity Council developed a Diversity Speakers/Arts series, which for the past five years has brought in national and international speakers and artists. The speakers have come from the political, social, newsworthy and musical arenas and have provided programming to be offered to the campus and the community. Our Diversity Speakers series has included Nikki Giovanni (poet), Juan Williams, (journalist and commentator), Ken Ford (Jazz Violinist), Bill Cosby (entertainer), Morris Dees (Southern Poverty Law Center) to name a few. The Vice-President of Multicultural Affairs has developed partnerships for the series, which have far surpassed their financial commitment. The partners represent area banks, colleges, hospitals and insurance companies that are also in the process of implementing diversity programs for their employees. In addition, through partnering with local public school systems, the College has opened these events to middle and high school students and provides transportation for those students utilizing its fleet of shuttles.

ACCESS INDICATORS

Fall Enrollment

Over the last three years, fall headcount enrollment at Springfield Technical Community College has increased 11.7%, and fall FTE enrollment has increased 13.3%.

Fall 2009 Enrollment

Headcount	6,782
FTE	4,310.3

Annual Credit Enrollment

Over the last three years, annual headcount enrollment at Springfield Technical Community College has increased 5.1%, and annual FTE enrollment has increased 5.6%.

Annual 2008–2009 Credit Enrollment

Headcount	8,993
FTE	4,223.2

Minority Enrollment

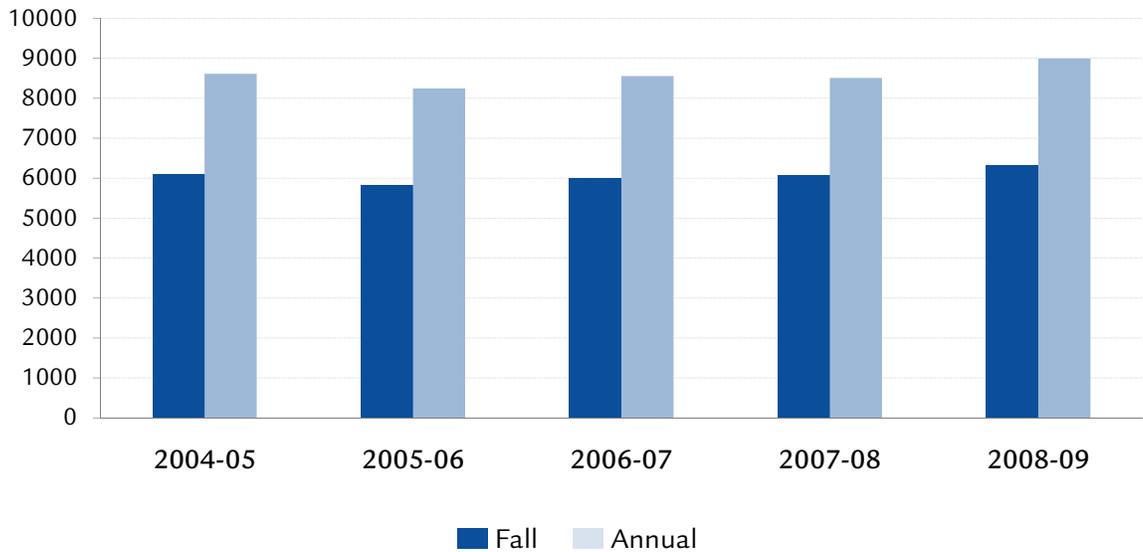
As of fall 2009, Springfield Technical Community College’s minority enrollment was greater than that of its primary draw cities and towns (24.0%) and the Pioneer Valley Region (16.4%).

Fall 2009 Minority Enrollment

40.4%

Trends in Access:

Fall Headcount Enrollment at Springfield Technical Community College



Trends in Affordability:

Tuition and Fees as a Percent of Median Family Income at Springfield Technical Community College and Regionally

	FY2005	FY2006	FY2007	FY2008	FY2009
Springfield Technical Community College Tuition and Fees	\$3,204	\$3,354	\$3,456	\$3,576	\$3,696
State Median Family Income	\$68,701	\$71,655	\$74,463	\$78,497	\$81,569
“X” as a Percent of State Median Family Income					
X = Springfield Technical Community College Tuition and Fees	4.7%	4.7%	4.6%	4.6%	4.5%
X = Massachusetts Community Colleges’ Average Tuition and Fees	4.9%	4.9%	4.9%	4.7%	4.7%
X = Northeast Average Tuition and Fees	4.8%	4.8%	4.9%	4.9%	4.9%

AFFORDABILITY INDICATOR

% of Median Family Income

The tuition and fees of Springfield Technical Community College, as a percent of median family income, is comparable to the Northeast regional average of 4.9%.

2008–2009 Tuition and Fees as a Percent of Median Family Income

4.5%

SUCCESS AND QUALITY INDICATORS

Fall Cohort First-Year Persistence

Springfield Technical Community College's first-year persistence rate has decreased 4.3 percentage points over the last three years but is below the segmental average of 59.6%.

**Fall 2008 Cohort
First-Year Persistence Rate**

Retained at original institution 52.7%

Retained at any institution 56.8%

Fall Cohort Five-Year Overall Success Rate

This is the second year of a new indicator that measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Future reports will include these outcomes over six years for this and successive cohorts. Please see the Technical Guide for further details regarding this indicator.

**Fall 2003 Cohort Five-Year
Overall Success Rate**

77.0%

**Fall 2003 Cohort Five-Year
Individual Success Rates**

Earned degree/certificate 44.5%

Transferred 13.1%

Earned 30 credits 18.4%

Still enrolled 0.9%

Note: No student is included in more than one of the four individual categories.

Fall-to-Spring Retention Rate

Fall-to-spring retention at Springfield Technical Community College has remained relatively stable over the last three years.

**2008–2009 Fall-to-Spring
Retention Rate**

91.3%

Course Completion

The course completion rate at Springfield Technical Community College is above the Board of Higher Education's target rate of 75%.

**FY2009 Credit Course
Completion Rate**

79.1%

Degrees and Certificates Conferred

The average number of degrees and certificates conferred by Springfield Technical Community College per year over the last three years is 864.

**Total Degrees and Certificates
Conferred in FY2009**

922

Nursing Exam Pass Rate

Springfield Technical Community College's nursing exam pass rate was above the Board of Higher Education's target pass rate of 85%.

**2008 Pass Rate on the National
Nursing Licensure Exam**

92%

Workforce Development

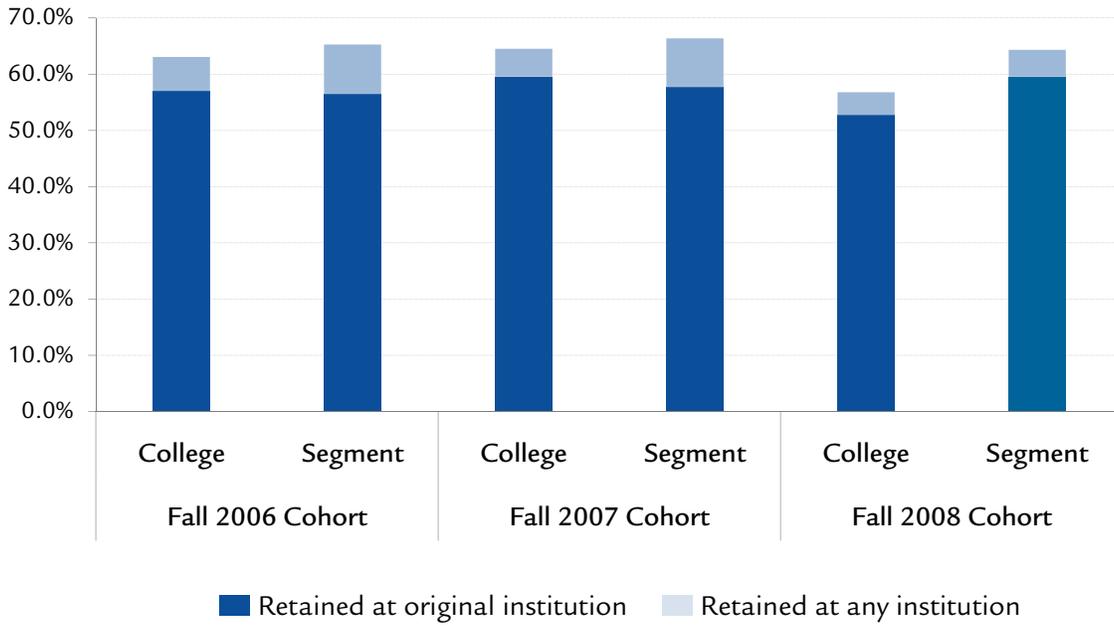
Average annual enrollment in workforce development courses per year over the last three years at Springfield Technical Community College is 3,023.

**FY2009 Annual Enrollment in
Workforce Development Courses**

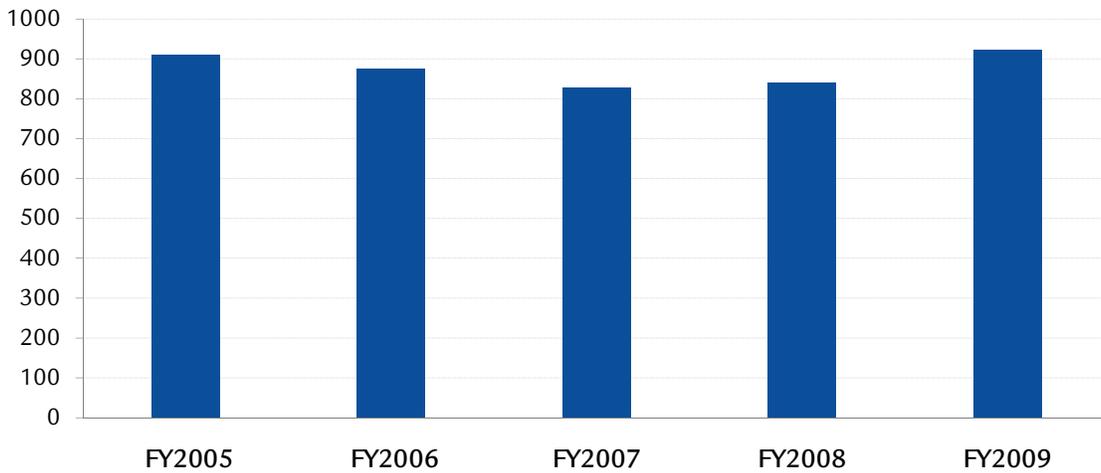
2,756

Trends in Student Success:

First-Year Persistence Rate (Fall-to-Fall) at Springfield Technical Community College



Degrees and Certificates Conferred by Springfield Technical Community College



IV. Effective and Efficient Use of Resources at Springfield Technical Community College

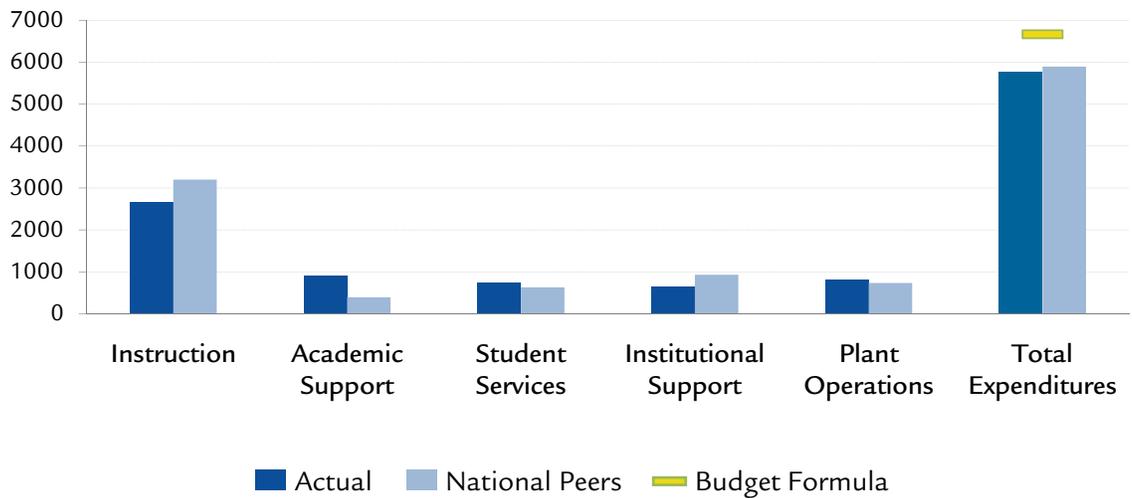
EFFECTIVENESS AND EFFICIENCY INDICATORS

Effective Projects and Initiatives

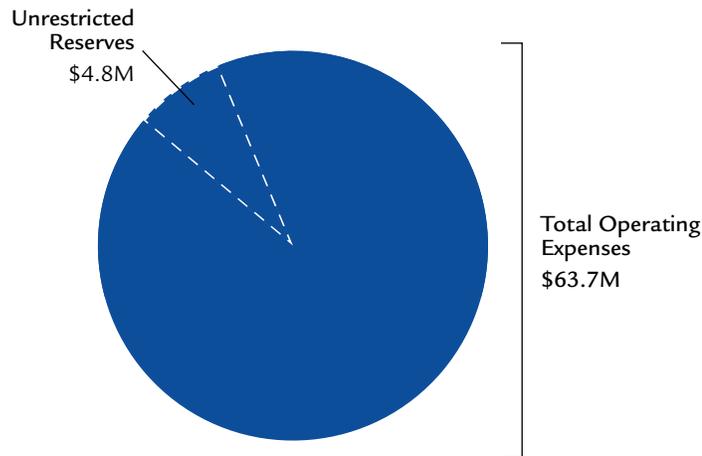
- Turned a deficit bookstore operation into a profit center for the College through outsourcing. New commission revenues of \$300,000 are used to close the budget gap for FY2010.
- Registrar’s Office and the Student Accounts Office now use email to communicate with students. During the past year, Registrar used email to tell students about their grades, and Student Accounts Office sent all bills via email. A substantial amount of postage costs were avoided in FY2010.
- Achieved savings in energy costs through green solutions. Installed photovoltaic lights in parking lots and purchased photovoltaic trash cans for campus. First photovoltaic array (funded by a grant) became operational this year. Electricity generated is used to partially power health programs building.

Resource Allocations

FY2008 Expenditures per Student—Actual, National Peers, and Budget Formula

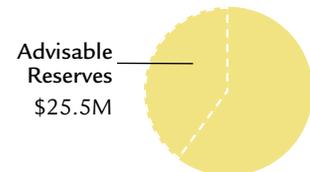


Primary Reserve Ratio



FY2009 Primary Reserve Ratio

Unrestricted Reserves (UR)	\$4,849,871
Total Operating Expenses (TOE)	\$63,670,216
Primary Reserve Ratio (UR/TOE)	7.6%



Audit Compliance

No material weaknesses based on annual external independent FY2005 to FY2009.

Technical Guide

2010 Performance Measurement Report

Massachusetts State Colleges

General Note:

Unless otherwise specified, The Massachusetts Board of Higher Education is the source of the institutional data and information presented in this report.

Goal I: Access

Indicators	Technical Notes
<ul style="list-style-type: none"> • Fall Enrollment Headcount • Fall Enrollment FTE 	<ul style="list-style-type: none"> • Fall Headcount is used as a measure of student population at the traditional peak entry time. • Fall Full-Time Equivalency (FTE) indicates the mix of full-time and part-time students at the institution's peak entry time.
<ul style="list-style-type: none"> • Annual Enrollment Headcount • Annual Enrollment FTE 	<ul style="list-style-type: none"> • Annual Headcount reflects the population of students in all terms throughout the academic year. • Annual Full-Time Equivalency (FTE) indicates the mix of full-time and part-time students who are enrolled at any point throughout the year.
<ul style="list-style-type: none"> • Minority Enrollment 	<ul style="list-style-type: none"> • Minority Headcount Enrollment is compared with the minority composition of the geographic region in which the institution resides. These regions were identified and labeled by the Massachusetts Department of Economic Development.
<ul style="list-style-type: none"> • Community College Transfer Students 	<ul style="list-style-type: none"> • We measure the number of students who enter our four-year institutions after having been previously enrolled at a Massachusetts community college, as an indication of collaboration between the two segments.

Goal II: Affordability

Indicators	Technical Notes
<ul style="list-style-type: none"> • Tuition and Fees as a Percent of Median Family Income 	<ul style="list-style-type: none"> • This indicator measures full-time tuition and mandatory fees as a percentage of median family income, as sourced from the US Census Bureau American Community Survey 2008.

Goal III: Student Success and Academic Quality

Indicators	Technical Notes
<ul style="list-style-type: none"> • First-Year Retention Rate 	<ul style="list-style-type: none"> • This measure shows the number of first-time, full-time new freshmen who return to the same institution in the Fall following their first year.
<ul style="list-style-type: none"> • Six-Year Graduation Rate 	<ul style="list-style-type: none"> • The source for this indicator is the Graduation Rate Survey of the Integrated Postsecondary Education Data System (IPEDS). The entering cohort includes first-time, full-time, degree-seeking students. Nationally, six years is the traditional time for measuring graduation rates at four-year institutions.
<ul style="list-style-type: none"> • Degrees Conferred 	<ul style="list-style-type: none"> • This measure includes all degrees and certificates that are conferred during the fiscal year.
<ul style="list-style-type: none"> • Pass Rate for the Massachusetts Test for Educator Licensure (MTEL) 	<ul style="list-style-type: none"> • Passing the MTEL exam is required for teacher certification. We measure pass rates on this exam for first-time test-takers, as an indication of academic quality and learning outcomes. The source for this indicator is the Massachusetts Department of Education.
<ul style="list-style-type: none"> • Special Admissions Students 	<ul style="list-style-type: none"> • Special Admits are students who have been admitted to a Massachusetts state college, but have not met the minimum admissions standards approved by the Board of Higher Education. Each institution is required to limit special admits to 10% of the new student population. For specific details regarding state college admissions standards, please see the appendix.

Goal IV: Effective and Efficient Use of Resources

Indicators	Technical Notes
<ul style="list-style-type: none"> • Efficiency and Innovation 	<ul style="list-style-type: none"> • Projects and initiatives that result in cost savings and regional collaborations that result in more efficient use of system resources. Examples must be based on quantifiable results, not aspirations.
<ul style="list-style-type: none"> • Resource Allocation 	<ul style="list-style-type: none"> • Utilizing IPEDS expenditure data, we measure the spending per student in each of five key expenditure areas. Spending for peer institutions is provided as a comparison. We also included total estimated spending using budget formula requirements.
<ul style="list-style-type: none"> • Compliance 	<ul style="list-style-type: none"> • All Massachusetts public colleges are required to undergo an independent annual audit of their fiscal practices. A positive audit has an unqualified opinion and no material weaknesses.
<ul style="list-style-type: none"> • Financial Health Indicator 	<ul style="list-style-type: none"> • The Fiscal Health Indicator provides a graphic depiction of the Primary Reserve Ratio, which measures Unrestricted Reserves vs. Total Operating Expenses. This ratio is a measure of how long an entity could continue operations using only reserves, if all other revenues stopped. KPMG has recommended a target ratio of 40%. The source for this indicator is FY09 Audited Financial Statements.

Technical Guide

2010 Performance Measurement Report

Massachusetts Community Colleges

General Note:

Unless otherwise specified, The Massachusetts Board of Higher Education is the source of the institutional data and information presented in this report.

Goal I: Access

Indicators	Technical Notes
<ul style="list-style-type: none"> • Fall Enrollment Headcount • Fall Enrollment FTE 	<ul style="list-style-type: none"> • Fall Headcount is used as a measure of student population at the traditional peak entry time. • Fall Full-Time Equivalency (FTE) indicates the mix of full-time and part-time students at the institution's peak entry time.
<ul style="list-style-type: none"> • Annual Enrollment Headcount • Annual Enrollment FTE 	<ul style="list-style-type: none"> • Annual Headcount reflects the population of students in all terms throughout the academic year. • Annual Full-Time Equivalency (FTE) indicates the mix of full-time and part-time students who are enrolled at any point throughout the year.
<ul style="list-style-type: none"> • Minority Enrollment 	<ul style="list-style-type: none"> • Minority Headcount Enrollment is compared with the minority composition of the institutions service region. These areas are defined by the cities and towns where the first 80 percent of an institution's student population resides. The minority composition of the college is also compared with the minority composition of the geographic region in which the institution resides. These regions were identified and labeled by the Massachusetts Department of Economic Development.

Goal II: Affordability

Indicators	Technical Notes
<ul style="list-style-type: none"> • Tuition and Fees as a Percent of Median Family Income 	<ul style="list-style-type: none"> • This indicator measures full-time tuition and mandatory fees as a percentage of median family income, as sourced from the US Census Bureau American Community Survey 2008.

Goal III: Student Success and Academic Quality

Indicators	Technical Notes
<ul style="list-style-type: none"> • First-Year Persistence Rates 	<ul style="list-style-type: none"> • This measure shows the percent of first-time, full-time new freshmen who return to the same institution in the fall following their first year. It also shows the percent of first-time, full-time new freshmen who return to any postsecondary institution in the fall following their first year. This includes students enrolling at private or public institutions in Massachusetts and students enrolling in out-of-state institutions.

Indicators	Technical Notes
<ul style="list-style-type: none"> Community College Student Success Indicator: Fall 2003 Cohort Four-Year Success Rate 	<ul style="list-style-type: none"> This indicator measures students who have earned a degree/certificate, transferred to another institution, earned 30 or more credits, or are still enrolled after five years. Although a five-year rate is currently presented, the intent is to track this outcome measure over 4, 5, and 6 years for this and successive cohorts. Cohort: New students who entered community college in fall 2003 and who attempted at least 18 credits within two years of initial enrollment and did not enroll in ESL.
<ul style="list-style-type: none"> Fall-to-Spring Retention Rate 	<ul style="list-style-type: none"> This measure shows the percent of first-time and transfer degree-seeking students enrolled in a fall term (not enrolled in any ESL coursework) who earn nine or more credits by the end of the fall term and reenroll in credit courses the subsequent spring semester.
<ul style="list-style-type: none"> Credit Course Completion Rate 	<ul style="list-style-type: none"> The percent of students enrolled in credit courses that attempted to earn credit and successfully completed the course and earned the credit(s).
<ul style="list-style-type: none"> Degrees Conferred 	<ul style="list-style-type: none"> This measure includes all degrees and certificates that are conferred during the fiscal year.
<ul style="list-style-type: none"> Pass Rate for the National Nursing Licensure Examination 	<ul style="list-style-type: none"> Passing the National Council Licensure Exam (NCLEX) is required to become a registered nurse. We measure pass rates on this exam for first-time test-takers, as an indication of academic quality and learning outcomes (the inclusion of repeat test takers would increase the annual pass rate). The source for this indicator is the Massachusetts Board of Registration in Nursing. National Council of State Boards of Nursing.
<ul style="list-style-type: none"> Enrollment in Workforce Development Courses 	<ul style="list-style-type: none"> The provision of non-credit workforce development instruction is one way community colleges serve an important economic development role in their community.

Goal IV: Effective and Efficient Use of Resources

Indicators	Technical Notes
<ul style="list-style-type: none"> Efficiency and Innovation 	<ul style="list-style-type: none"> Projects and initiatives that result in cost savings and regional collaborations that result in more efficient use of system resources. Examples must be based on quantifiable results, not aspirations.
<ul style="list-style-type: none"> Resource Allocation 	<ul style="list-style-type: none"> Utilizing IPEDS expenditure data, we measure the spending per student in each of five key expenditure areas. Spending for peer institutions is provided as a comparison. We also included total estimated spending using budget formula requirements.
<ul style="list-style-type: none"> Compliance 	<ul style="list-style-type: none"> All Massachusetts public colleges are required to undergo an independent annual audit of their fiscal practices. A positive audit has an unqualified opinion and no material weaknesses.
<ul style="list-style-type: none"> Financial Health Indicator 	<ul style="list-style-type: none"> The Fiscal Health Indicator provides a graphic depiction of the Primary Reserve Ratio, which measures Unrestricted Reserves vs. Total Operating Expenses. This ratio is a measure of how long an entity could continue operations using only reserves, if all other revenues stopped. KPMG has recommended a target ratio of 40%. The source for this indicator is FY09 Audited Financial Statements.

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 3.05 in fall 2009.

State College Admissions Standards – Then and Now

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

Performance Measurement Comparison Groups

Regional Comparisons: Community Colleges are compared to all public community college and all State Colleges are compared to all Public Masters I Colleges and Universities in the defined regions.

Northeast Peer Group: All public colleges of the same Carnegie Classification in the Northeast Region of the United States. The following states are included: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia.

National Peer Group: All public colleges of the same Carnegie Classification in the United States.

Community College's 80% Draw Region: The cities and towns that account for the 80% of a school's enrollment.

Peer Groups: In 2004 each college went through a lengthy process to select national comparison groups made up of similar institutions.

Performance Measurement Peer Groups

Berkshire Community College: Alpena Community College, MI; Bay De Noc Community College, MI; Cumberland County Community College, NJ; Greenfield Community College, MA; Mineral Area College, MO; Northwestern Connecticut Community College, CT; Quinebaug Valley Community College, CT; Sauk Valley Community College, IL; Southwestern Michigan Community College, MI

Bristol Community College: Atlantic Cape Community College, NJ; Finger Lakes Community College, NY; Hutchinson Community College, KS; Lake Land College, IL; Manchester Community College, CT; North Shore Community College, MA; Northwestern Michigan College, MI; Tunxis Community College, CT

Bunker Hill Community College: Baltimore City Community College, MD; Cincinnati State Technical And Community College, OH; Community College Of Denver, CO; Howard Community College, MD; Kansas City Kansas Community College, KS; Penn Valley Community College, MO; Saint Louis Community College-Forest Park, MO; Tacoma Community College, WA;

Cape Cod Community College: Bossier Parish Community College, LA; College Of Eastern Utah, UT; Greenfield Community College, MA; Ivy Tech State College-Southwest, IN; Lake-Sumter Community College, FL; Mount Wachusett Community College, MA; Naugatuck Valley Community College, CT; Tunxis Community College, CT; Wenatchee Valley College, WA; Western Nevada Community College, NV

Greenfield Community College: Berkshire Community College, MA; Big Bend Community College, WA; Chipola Junior College, FL; Hibbing Community College-A Tech And Community College, MN; Iowa Lakes Community College, IA; Northwest College, WY; Northwestern Connecticut Community College, CT; Quinebaug Valley Community College, CT

Holyoke Community College: Black Hawk College, IL; Kansas City Kansas Community College, KS; Manchester Community College, CT; Massasoit Community College, MA; Mercer County Community College, NJ; Northern Essex Community College, MA; Orange County Community College, NY; Raritan Valley Community College, NJ; Seattle Community College-North Campus, WA

Mass Bay Community College: Beville State Community College, AL; Bunker Hill Community College, MA; Middlesex Community College, NJ; North Shore Community College, MA; Pasco-Hernando Community College, FL; Pueblo Community College, CO; Walla Walla Community College, WA; Yakima Valley Community College, WA

Massasoit Community College: Black Hawk College, IL; Broome Community College, NY; Cincinnati State Tech & Community College, OH; CUNY Bronx Community College, NY; Dutchess Community College, NY; Harrisburg Area Community College, PA; Holyoke Community College, MA; Red Rocks Community College, CO; Seattle Community College—North Campus, WA

Middlesex Community College: Baltimore City Community College, MD; County College Of Morris, NJ; Erie Community College, NY; Essex County College, NJ; Kansas City Kansas Community College, KS; Niagara County Community College, NY; Rockland Community College, NY; Westmoreland County Community College, PA
Mt. Wachusett Community College: Berkshire Community College, MA; College of Eastern Utah, UT; Edison State Community College, OH; Greenfield Community College, MA; Middlesex Community College, CT; St. Clair County Community College, MI; Three Rivers Community College, CT; Tunxis Community College, CT

North Shore Community College: Central Florida Community College, FL; Delaware Technical and Community College- Stanton-Wilmington, DE; Essex County Community College, NJ; Gateway Community College, CT; Gloucester County College, NJ; Howard Community College, MD; Mott Community College, MI; Northern Essex Community College, MA

Northern Essex Community College: Atlantic Community College, NJ; Elgin Community College, IL; Jackson Community College, MI; Lorain County Community College, OH; Mercer County Community College, NJ; Northampton County Area Community College, PA; Onondaga Community College, NY; Parkland College, IL

Quinsigamond Community College: Bristol Community College, MA; Delaware Technical and Community College- Stanton-Wilmington, DE; Gateway Community College, CT; Ivy Tech State College-Central Indiana, IN; Ivy Tech State College-Northwest, IN; John C. Calhoun State Community College, AL; North Shore Community College, MA; Northern Essex Community College, MA; Thomas Nelson Community College, VA

Roxbury Community College: Atlanta Metropolitan College, GA; Baltimore Community College, MD; Capital Community College, CT; CUNY Hostos Community College, NY; Housatonic Community College, CT; Hudson County Community College, NJ; Lawson State Community College, AL; Passaic County Community College, NJ

Springfield Technical Community College: Baltimore City Community College, MD; Broome Community College, NY; Central Florida Community College, FL; Cincinnati State Community College, OH; Erie Community College, NY; Milwaukee Area Technical College, WI; Naugatuck Valley Community Technical College, CT; Texas State Technical College, TX

Bridgewater: Bloomsburg University, PA; California State University-Bakersfield, CA; Central Connecticut State University, CT; Kean University, NJ; Kutztown University, PA; Radford University, VA; Rhode Island College, RI; Shippensburg University, PA; SUNY College at Cortland, NY; William Patterson University, NJ

Fitchburg State College: Albany State University, GA; Auburn University-Montgomery, AL; Chicago State University, IL; Fort Hays State University, KS; Georgia College and State University, GA; Saginaw Valley State University, MI; University of Michigan-Flint, MI; University Of Tennessee-Chattanooga, TN; Western Carolina University, NC

Framingham State College: California State University - San Marcos, CA; East Stroudsburg University of Pennsylvania, PA; Fitchburg State College, MA; New Jersey City University, NJ; Northeastern Illinois University, IL; Southern University at New Orleans, LA; State University of New York – Potsdam, NY; Western Connecticut State University, CT

Massachusetts College of Liberal Arts: Elizabeth City State University, NC; Merrimack College, MA; St Mary's College of Maryland, MD; SUNY College at Old Westbury, NY; University of Minnesota-Morris, MN; University of North Carolina at Asheville, NC; University of Virginia's College at Wise, VA

Salem State College: California State University-Bakersfield, CA; California State University-Dominguez Hills, CA; California University of Pennsylvania, PA; Central Connecticut State University, CT; Kean University, NJ; Kennesaw State University, GA; New Jersey City University, NJ; Rhode Island College, RI; Southern Connecticut State University, CT

Westfield State College: Augusta State University, GA; California State University-San Marcos, CA; Eastern Connecticut State University, CT; Francis Marion University, SC; Frostburg State University, MD; Southern Oregon University, OR; Southern Utah University, UT; SUNY College at Fredonia, NY; University of Wisconsin-Green Bay, WI; University of Wisconsin-Parkside, WI

Worcester State College: Armstrong Atlantic University, GA; California State University- Dominguez Hills, CA; Georgia College and State University, GA; Midwestern State University, TX; Rhode Island College, RI; University of Michigan-Flint, MI; University of Southern Maine, ME; Western Connecticut State University, CT

Annual Headcount

Institution	FY2005	FY2006	FY2007	FY2008	FY2009
Berkshire	3,127	3,115	2,961	3,000	3,103
Bristol	9,318	9,362	9,680	10,449	11,437
Bunker Hill	12,007	12,340	12,966	13,627	14,448
Cape Cod	6,134	6,350	6,413	6,527	6,562
Greenfield	3,028	2,900	2,916	2,918	3,164
Holyoke	8,818	8,527	8,552	8,758	9,041
Massachusetts Bay	7,710	7,606	7,732	7,754	7,924
Massasoit	10,239	10,148	10,248	10,614	10,844
Middlesex	11,389	11,221	11,484	11,456	12,095
Mount Wachusett	5,570	5,587	5,710	5,882	6,282
North Shore	9,338	9,683	10,059	10,242	10,451
Northern Essex	8,503	8,839	8,848	8,831	9,586
Quinsigamond	8,558	8,385	8,796	9,455	10,167
Roxbury	3,200	3,379	3,443	3,488	3,747
Springfield Technical	8,612	8,246	8,555	8,506	8,993
Community College Total	115,551	115,688	118,363	121,507	127,844
Bridgewater	12,062	11,809	12,042	12,305	12,588
Fitchburg	11,272	12,578	11,906	11,756	12,140
Framingham	10,629	10,511	10,459	10,599	10,670
MCLA	2,742	2,761	2,630	2,582	2,488
Salem	15,422	16,053	15,823	15,826	15,830
Westfield	6,112	6,435	6,555	6,422	6,560
Worcester	9,295	9,261	8,930	9,222	9,343
State Colleges Total	67,534	69,408	68,345	68,712	69,619

Source: HEIRS Annual Student File

Annual FTE

Institution	FY2005	FY2006	FY2007	FY2008	FY2009
Berkshire	1,398.1	1,365.0	1,316.6	1,363.8	1,443.6
Bristol	4,090.9	4,051.3	4,185.7	4,554.6	5,026.7
Bunker Hill	4,895.4	4,992.9	5,202.6	5,538.2	6,075.0
Cape Cod	2,321.3	2,458.0	2,510.5	2,553.5	2,669.7
Greenfield	1,427.0	1,357.7	1,326.3	1,343.7	1,385.0
Holyoke	4,192.4	4,055.1	4,252.2	4,473.7	4,666.8
Massachusetts Bay	3,483.2	3,422.2	3,421.9	3,353.8	3,386.9
Massasoit	4,360.3	4,319.9	4,465.8	4,504.3	4,817.0
Middlesex	4,927.9	4,899.1	5,048.5	5,024.6	5,383.1
Mount Wachusett	2,401.7	2,498.2	2,521.5	2,609.9	2,819.7
North Shore	4,150.6	4,277.0	4,479.5	4,609.2	4,763.5
Northern Essex	3,698.7	3,832.2	3,921.8	3,838.6	4,323.2
Quinsigamond	3,938.9	3,848.8	3,996.3	4,446.3	4,894.0
Roxbury	1,435.3	1,513.9	1,518.2	1,512.5	1,612.9
Springfield Technical	4,062.8	3,921.8	3,997.5	3,978.4	4,223.2
Community College Total	50,784.4	50,813.1	52,165.0	53,705.2	57,490.2
Bridgewater	7,639.6	7,694.0	7,867.3	8,231.2	8,604.0
Fitchburg	4,670.0	5,029.0	5,018.4	5,159.4	5,304.8
Framingham	5,047.7	4,973.6	4,988.9	5,062.7	5,155.9
MCLA	1,767.1	1,788.2	1,785.0	1,709.0	1,702.5
Salem	7,672.5	8,195.2	8,463.8	8,492.4	8,563.7
Westfield	4,297.9	4,654.2	4,756.2	4,791.4	5,043.7
Worcester	4,484.1	4,550.9	4,573.0	4,596.9	4,723.4
State Colleges Total	35,578.8	36,885.1	37,452.5	38,043.1	39,097.9

Source: HEIRS Annual Student File

Percent of Total Undergraduate Enrollment Comprised of Minorities

Institution	DED Region	State	Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	%	%	#	% Minority	#	% Minority	#	% Minority	#	% Minority
Bridgewater	9.7%	14.1%	768	10.6%	857	11.3%	886	11.1%	1,017	12.1%
Fitchburg	10.3%	14.1%	347	9.7%	365	10.1%	387	10.1%	418	10.4%
Framingham	21.1%	14.1%	435	12.2%	446	12.5%	466	12.6%	463	12.9%
MCLA	4.7%	14.1%	131	9.1%	140	9.3%	155	10.3%	199	12.5%
Salem	12.6%	14.1%	1,188	17.1%	1,289	18.0%	1,409	19.5%	1,488	20.4%
Westfield	14.9%	14.1%	378	8.3%	406	9.0%	426	9.1%	497	10.2%
Worcester	10.3%	14.1%	577	13.7%	613	14.3%	692	16.0%	743	16.8%
State Colleges	N/A	14.1%	3,824	12.1%	4,116	12.8%	4,421	13.3	4,825	14.1%

Source: HEIRS Student File; US Census

*Notes: Enrollment data not included for unknown or non-resident alien students. Region minority population is based on all individuals 18 and over with only a high school 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 (Mass. DED is now Mass. Department of Business and Technology).

Institution	80% Draw	DED Region	Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	%	%	#	% Minority						
Berkshire	4.9%	4.9%	215	10.1%	231	10.8%	280	12.9%	365	14.6%
Bristol	10.2%	10.8%	796	12.9%	876	13.3%	1,027	14.3%	1,200	15.5%
Bunker Hill	34.6%	21.1%	4,402	59.8%	4,527	57.9%	4,969	59.0%	5,070	63.2%
Cape Cod	5.9%	6.4%	473	12.7%	495	12.6%	517	13.0%	546	13.0%
Greenfield	10.2%	16.4%	186	9.0%	197	9.4%	208	9.5%	283	11.4%
Holyoke	21.7%	16.4%	1,407	22.9%	1,494	23.8%	1,628	25.4%	1,977	27.1%
Mass Bay	27.2%	21.1%	1,182	24.8%	1,336	28.3%	1,450	30.4%	1,720	33.3%
Massasoit	27.6%	10.8%	1,582	24.5%	1,546	24.0%	2,036	29.3%	2,276	30.6%
Middlesex	17.4%	14.6%	2,111	26.3%	2,138	26.8%	2,369	28.5%	2,769	29.7%
Mount Wachusett	17.4%	11.9%	629	17.5%	715	19.0%	816	20.5%	1,019	22.8%
North Shore	29.7%	14.6%	1,609	25.0%	1,788	27.1%	1,890	28.7%	2,121	27.8%
Northern Essex	21.2%	14.6%	1,647	28.1%	1,756	29.5%	2,019	31.6%	2,353	34.3%
Quinsigamond	14.1%	11.9%	1,383	24.3%	1,662	26.2%	1,852	26.9%	2,147	26.8%
Roxbury	42.1%	21.1%	1,685	93.1%	1,775	93.0%	1,834	93.1%	1,996	91.9%
STCC	24.0%	16.4%	1,836	34.0%	1,938	36.1%	2,283	39.5%	2,475	40.4%
Community Colleges	20.5%		21,143	28.0%	22,474	28.9%	25,178	30.7%	28,317	31.7%

Source: HEIRS Student File; US Census

Note: Enrollment data not included for unknown or non-resident alien students. 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. *80% draw value for the community college total is the percent minority in the 18 and older population in Massachusetts. DED Regions are based of the Massachusetts Department of Economic Development's regional breakdown of the Commonwealth (Mass. DED is now Mass. Department of Business and Technology).

Community College Fall-to-Fall Persistence of First-Time, Full-Time, Degree-Seeking Students

Institution	Enrollment Status	Fall 2005 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort
Berkshire	Starting Cohort	306	297	317	336	377
	% Returning to Same Institution	59.5%	63.3%	55.5%	59.2%	60.7%
	% Returning to Any Institution	67.3%	69.0%	66.9%	65.8%	65.5%
Bristol	Starting Cohort	1,245	1,099	1,088	1,173	1,332
	% Returning to Same Institution	61.0%	60.6%	63.6%	65.6%	64.1%
	% Returning to Any Institution	67.5%	67.1%	69.8%	72.5%	66.3%
Bunker Hill	Starting Cohort	781	630	631	937	857
	% Returning to Same Institution	49.8%	48.6%	52.9%	51.9%	56.8%
	% Returning to Any Institution	61.1%	56.2%	62.6%	63.1%	63.1%
Cape Cod	Starting Cohort	420	499	560	617	613
	% Returning to Same Institution	57.1%	53.9%	55.7%	56.7%	56.0%
	% Returning to Any Institution	68.6%	65.5%	67.5%	66.0%	60.0%
Greenfield	Starting Cohort	281	226	182	209	192
	% Returning to Same Institution	59.1%	56.2%	54.9%	56.5%	58.3%
	% Returning to Any Institution	66.6%	65.5%	66.5%	65.6%	63.0%
Holyoke	Starting Cohort	1,120	1,137	1,255	1,337	1,302
	% Returning to Same Institution	58.3%	58.9%	59.4%	57.8%	64.1%
	% Returning to Any Institution	65.0%	65.9%	65.3%	63.4%	68.4%
Massachusetts Bay	Starting Cohort	819	799	657	716	778
	% Returning to Same Institution	52.0%	52.1%	51.1%	55.4%	60.5%
	% Returning to Any Institution	66.3%	62.8%	65.0%	67.9%	66.6%
Massasoit	Starting Cohort	1,326	1,053	1,142	1,107	1,290
	% Returning to Same Institution	57.3%	55.7%	54.9%	58.3%	58.6%
	% Returning to Any Institution	64.2%	63.1%	64.4%	66.8%	64.2%
Middlesex	Starting Cohort	1,246	1,297	1,326	1,302	1,383
	% Returning to Same Institution	55.5%	55.3%	54.4%	57.7%	58.9%
	% Returning to Any Institution	68.2%	67.1%	65.0%	69.9%	66.7%
Mount Wachusett*	Starting Cohort	683	752	606	648	725
	% Returning to Same Institution	48.6%	46.5%	52.6%	52.5%	56.0%
	% Returning to Any Institution	58.6%	55.9%	64.2%	64.4%	63.7%
North Shore	Starting Cohort	939	917	992	1,031	1,043
	% Returning to Same Institution	59.7%	55.1%	61.1%	58.4%	63.4%
	% Returning to Any Institution	66.5%	61.9%	67.9%	66.2%	66.1%
Northern Essex	Starting Cohort	626	728	777	701	818
	% Returning to Same Institution	59.7%	59.5%	56.1%	60.5%	60.9%
	% Returning to Any Institution	68.4%	67.6%	64.9%	70.2%	64.3%
Quinsigamond	Starting Cohort	813	941	923	1,087	1,188
	% Returning to Same Institution	53.4%	52.3%	54.6%	58.0%	58.5%
	% Returning to Any Institution	61.0%	59.7%	62.3%	64.4%	62.0%
Roxbury	Starting Cohort	332	374	294	331	296
	% Returning to Same Institution	44.0%	50.8%	53.4%	46.5%	56.1%
	% Returning to Any Institution	52.4%	57.8%	62.6%	56.5%	62.8%
Springfield Technical	Starting Cohort	783	881	812	727	958
	% Returning to Same Institution	56.6%	58.0%	57.0%	59.6%	52.7%
	% Returning to Any Institution	61.8%	64.3%	63.1%	64.5%	56.8%
Community Colleges	Starting Cohort	11,720	11,630	11,562	12,259	13,152
	% Returning to Same Institution	55.9%	55.3%	56.5%	57.7%	59.6%
	% Returning to Any Institution	64.6%	63.5%	65.3%	66.4%	64.3%

Source: HEIRS

Note: Starting 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; Cohort is adjusted to eliminate students from initial cohort who graduated prior to next fall term (if any) and would not be expected to return; %Returning to same institution is derived from matching Student SSN and Student ID in the following fall term HEIRS II and dividing the number returning by the starting cohort. % returning to any institution is determined by finding students enrolled in the next fall at other MA Public Institutions using HEIRS data or elsewhere using NSC data.

* Mount Wachusett's 2002 cohort count is overstated due to program extract logic errors for that year.

Fall-to-Fall Retention of First-Time, Full-Time, Degree-Seeking Students

Institution	Enrollment Status	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort
Bridgewater	Starting Cohort	1,285	1,274	1,314	1,321	1,550
	% Returning to Same Institution	77.8%	75.7%	75.0%	74.3%	79.6%
Fitchburg	Starting Cohort	586	715	599	729	669
	% Returning to Same Institution	77.0%	77.6%	74.6%	74.8%	74.0%
Framingham	Starting Cohort	620	642	667	713	636
	% Returning to Same Institution	71.8%	75.1%	72.0%	73.2%	73.0%
Mass College of Liberal Arts	Starting Cohort	246	263	272	302	334
	% Returning to Same Institution	73.6%	72.6%	71.0%	71.5%	77.8%
Salem	Starting Cohort	994	1022	1208	1129	1,064
	% Returning to Same Institution	76.3%	75.4%	70.9%	72.6%	71.1%
Westfield	Starting Cohort	854	855	1182	1163	952
	% Returning to Same Institution	74.6%	79.4%	75.4%	76.4%	75.0%
Worcester	Starting Cohort	623	626	641	668	678
	% Returning to Same Institution	71.1%	75.1%	73.8%	76.0%	75.7%
State Colleges	Students*	5,208	5,397	5,883	6,025	5,913
	% Returning to Same Institution	75.2%	76.2%	73.5%	74.4%	75.4%

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.

Annual Credit Course Completion Rate

Institution	Annual FY 2005	Annual FY 2006	Annual FY 2007	Annual FY 2008	Annual FY 2009
Berkshire	77.1%	76.8%	76.3%	75.2%	75.6%
Bristol	78.9%	78.8%	79.3%	78.4%	78.5%
Bunker Hill	74.3%	75.2%	75.5%	76.2%	76.6%
Cape Cod	77.7%	73.8%	74.3%	74.1%	74.7%
Greenfield	81.7%	82.4%	81.3%	81.0%	80.4%
Holyoke	76.6%	75.2%	76.1%	77.3%	77.0%
Mass Bay	76.2%	75.5%	73.8%	74.4%	76.5%
Massasoit	76.0%	76.4%	75.6%	76.9%	76.1%
Middlesex	74.7%	74.5%	74.1%	74.7%	76.1%
Mt. Wachusett	80.3%	82.0%	83.1%	81.1%	81.9%
North Shore	74.1%	72.9%	72.9%	71.9%	74.8%
Northern Essex	75.6%	73.2%	71.4%	72.3%	73.3%
Quinsigamond	76.0%	75.1%	74.9%	74.8%	75.3%
Roxbury	77.9%	76.8%	76.7%	78.1%	77.8%
Springfield Technical	78.5%	78.4%	79.3%	80.1%	79.1%
Segment Average	76.5%	76.0%	75.8%	76.1%	76.7%

Source: HEIRS Annual Course and Course Enrollment Files

RN NCLEX (Nursing Exam) Pass Rates for First-Time Test Takers

	First-time Test Takers	2004*	2005	2006	2007	2008
Berkshire	# examined pass rate	40 75%	49 100%	45 89%	51 86%	48 81%
Bristol	# examined pass rate	60 87%	75 88%	65 91%	58 97%	32 91%
Bunker Hill	# examined pass rate	34 82%	47 87%	80 70%	120 62%	100 84%
Cape Cod	# examined pass rate	82 83%	72 85%	76 93%	57 86%	112 88%
Greenfield	# examined pass rate	33 91%	36 89%	37 97%	40 93%	34 94%
Holyoke	# examined pass rate	45 82%	46 96%	39 79%	45 89%	42 90%
Mass Bay	# examined pass rate	108 85%	99 87%	99 83%	123 86%	114 82%
Massasoit	# examined pass rate	56 88%	59 100%	82 89%	58 93%	89 76%
Middlesex	# examined pass rate	53 87%	47 83%	64 83%	76 83%	77 83%
Mt. Wachusett	# examined pass rate	74 85%	82 85%	93 95%	93 81%	99 93%
North Shore	# examined pass rate	57 96%	53 89%	61 85%	64 88%	54 96%
Northern Essex	# examined pass rate	59 85%	79 76%	81 93%	78 91%	72 86%
Quinsigamond	# examined pass rate	64 86%	88 84%	83 92%	79 78%	90 96%
Roxbury	# examined pass rate	27 56%	42 74%	44 68%	51 67%	37 84%
Springfield Technical	# examined pass rate	61 80%	83 78%	79 90%	84 92%	84 92%
Community College Total	# examined pass rate	853 84%	957 86%	1,028 87%	1,077 83%	1,084 87%

Source: Massachusetts Board of Registration in Nursing, National Council of State Boards of Nursing

Note: Passing the National Council Licensure Exam (NCLEX) is required to become a registered nurse. The BHE measures pass rates on this exam for first-time test-takers as an indication of academic quality and learning outcomes (the inclusion of repeat test takers would increase the annual pass rate).

*A higher passing standard was instituted in 2004 for this exam. As a result, the average pass rates for Massachusetts community colleges fell slightly from 2003.

Transfer Students Matriculated into Four-Year Colleges

Institution	Fall	Transfer Students	Mass Community College Transfers	Percent of Transfers from a Massachusetts Community College	Community College Transfers who Transferred through the Joint Admission Program	Percent of Community College Transfers who Transferred in through the Joint Admission Program
Bridgewater	2005	878	412	46.9%	125	30.3%
	2006	763	374	49.0%	117	31.3%
	2007	790	409	51.8%	151	36.9%
	2008	847	412	48.6%	137	33.3%
	2009	943	491	52.1%	146	29.7%
Fitchburg	2005	392	234	59.7%	29	12.4%
	2006	343	204	59.5%	31	15.2%
	2007	359	233	64.9%	56	24.0%
	2008	354	184	52.0%	32	17.4%
	2009	375	208	55.5%	39	18.8%
Framingham	2005	317	135	42.6%	18	13.3%
	2006	334	139	41.6%	28	20.1%
	2007	420	196	46.7%	28	14.3%
	2008	340	166	48.8%	31	18.7%
	2009	310	127	41.0%	36	28.3%
MCLA	2005	176	107	60.8%	30	28.0%
	2006	149	89	59.7%	31	34.8%
	2007	151	90	59.6%	28	31.1%
	2008	151	83	55.0%	0	0.0%
	2009	160	85	53.1%	0	0.0%
Salem	2005	618	334	54.0%	77	23.1%
	2006	780	412	52.8%	65	15.8%
	2007	814	446	54.8%	69	15.5%
	2008	846	473	55.9%	68	14.4%
	2009	844	457	54.1%	58	12.7%
Westfield	2005	324	228	70.4%	92	40.4%
	2006	290	210	72.4%	95	45.2%
	2007	252	177	70.2%	89	50.3%
	2008	317	203	64.0%	91	44.8%
	2009	348	249	71.6%	109	43.8%
Worcester	2005	490	202	41.2%	32	15.8%
	2006	472	245	51.9%	33	13.5%
	2007	509	256	50.3%	43	16.8%
	2008	437	225	51.5%	19	8.4%
	2009	508	245	48.2%	39	15.9%
State Colleges	2005	3,195	1,652	51.7%	403	24.4%
	2006	3,131	1,673	53.4%	400	23.9%
	2007	3,295	1,807	54.8%	464	25.7%
	2008	3,292	1,746	53.0%	378	21.6%
	2009	3,488	1,862	53.4%	427	22.9%

Source: HEIRS

Annual Enrollment in Not-for-Credit Workforce Development Courses

Institution	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Berkshire	1,444	1,622	1,284	1,802	2,032
Bristol	9,931	12,155	13,051	13,384	14,277
Bunker Hill	3,106	3,349	3,062	3,900	2,525
Cape Cod	1,898	2,290	2,215	2,265	1,985
Greenfield	1,580	1,537	1,821	1,916	1,830
Holyoke	2,792	5,520	6,761	7,082	4,440
Mass Bay*	2,219	1,532	2,501	980	375
Massasoit	3,705	3,874	4,160	4,666	3,753
Middlesex*	18,065	17,495	18,944	17,766	18,953
Mt. Wachusett*	4,125	5,574	6,270	12,579	12,633
North Shore	5,197	5,277	5,434	5,242	5,112
Northern Essex	10,666	16,759	15,241	5,291	5,432
Quinsigamond*	2,899	2,909	6,741	5,731	5,245
Roxbury*	981	1254	1278	1348	1,435
Springfield Technical	4,294	3,369	3,582	2,731	2,756
Community Colleges	70,139	84,516	92,345	86,683	82,783

Source: Data from HEIRS, based on Non-Credit course enrollment data coded as Workforce Development or CEU/PDP; 2004 data for Cape Cod, Mass Bay, Quinsigamond and Roxbury was self-reported; 2005 - 2006 data for Quinsigamond was self-reported;

Community College Total Private Funds Received (Institution and Foundation)

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Berkshire	\$223,859	\$213,305	\$505,737	\$925,755	\$677,540
Bristol	\$636,225	\$1,494,282	\$1,189,610	\$1,456,161	\$898,220
Bunker Hill	\$209,049	\$263,270	\$410,915	\$451,363	\$476,288
Cape Cod	\$1,237,857	\$1,348,171	\$1,589,516	\$1,245,244	\$1,386,124
Greenfield	\$506,785	\$620,219	\$1,149,128	\$971,185	\$1,149,128
Holyoke	\$908,220	\$1,006,672	\$1,088,188	\$837,457	\$767,731
Mass Bay	\$179,352	\$30,125	\$35,920	\$412,911	\$638,864
Massasoit	\$102,690	\$59,824	\$134,588	\$239,832	\$235,553
Middlesex	\$501,577	\$676,343	\$1,078,167	\$692,698	\$920,313
Mt. Wachusett	\$1,663,464	\$1,659,005	\$889,357	\$668,698	\$1,572,487
North Shore	\$591,201	\$573,668	\$385,532	\$441,520	\$433,010
Northern Essex	\$1,101,550	\$851,850	\$1,859,870	\$741,413	\$850,269
Quinsigamond	\$1,438,791	\$1,180,889	\$1,198,102	\$732,815	\$2,093,300
Roxbury	\$198,200	\$216,843	\$482,138	\$411,316	\$511,912
Springfield Technical	\$1,035,650	\$886,621	\$933,100	\$2,168,556	\$667,819
Total	\$10,534,470	\$11,081,087	\$12,929,868	\$12,397,151	\$13,278,558

Source: Institutional Budget Worksheets

State College Total Private Funds Received (Institution and Foundation)

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Bridgewater	\$1,562,344	\$1,280,550	\$1,217,310	\$1,758,479	\$1,840,812
Fitchburg	\$679,986	\$1,625,316	\$1,643,874	\$1,593,722	\$523,264
Framingham	\$375,961	\$544,748	\$873,457	\$701,610	\$1,329,462
Mass College of Liberal Arts	\$659,577	\$523,415	\$1,561,378	\$1,604,679	\$1,075,737
Salem	\$1,837,108	\$7,372,735	\$2,380,640	\$2,191,111	\$3,479,233
Westfield	\$496,029	\$593,099	\$589,680	\$875,029	\$680,586
Worcester	\$1,014,322	\$1,409,932	\$1,130,710	\$1,247,298	\$848,910
Total	\$6,625,327	\$13,349,795	\$9,397,049	\$9,971,928	\$9,778,004

Source: Institutional Budget Worksheets

Primary Reserve Ratio

Institution	FY2007			FY2008			FY2009		
	Ratio	Unrestricted & Expendable Net Assets	Total Operating Expenses	Ratio	Unrestricted & Expendable Net Assets	Total Operating Expenses	Ratio	Unrestricted & Expendable Net Assets	Total Operating Expenses
Bridgewater	13.2	15,180,658	115,131,031	7.8	10,520,935	134,206,734	7.8	9,976,305	127,146,646
Fitchburg	39.6	24,590,690	62,049,415	32.3	21,765,206	67,425,180	24.5	16,270,498	66,322,275
Framingham	38.7	23,371,626	60,461,408	25.5	17,229,013	67,671,845	28.6	17,829,869	62,251,559
Mass College of Liberal Arts	13.9	5,034,512	36,206,119	15.3	5,920,547	38,693,917	18.6	7,012,592	37,719,341
Salem	10.8	12,095,452	111,691,111	11.1	13,550,882	121,905,784	8.9	10,570,223	118,619,670
Westfield	23.4	16,448,476	70,320,393	23.3	17,810,227	76,310,514	12.0	10,202,319	84,833,861
Worcester	30.1	18,743,947	62,307,852	30.6	20,251,987	66,160,704	36.9	22,672,205	61,383,809
Berkshire	6.3	1,308,109.0	20,792,684.0	5.5	1,238,964.0	22,528,852.0	4.1	900,491.0	21,981,430.0
Bristol	18.4	8,020,218.0	43,541,458.0	16.8	8,578,615.0	51,001,592.0	15.2	7,692,157.0	50,728,468.0
Bunker Hill	11.7	6,507,439.0	55,701,121.0	8.4	5,276,303.0	62,636,295.0	9.2	5,604,300.0	61,025,246.0
Cape Cod	9.6	2,686,773.0	27,922,195.0	7.1	2,155,115.0	30,540,255.0	8.0	2,347,329.0	29,310,779.0
Greenfield	-4.3	-998,217.0	23,029,380.0	-3.8	-928,583.0	24,706,036.0	-5.6	-1,374,253.0	24,585,351.0
Holyoke	21.2	9,731,149.0	45,904,889.0	13.4	7,113,188.0	53,204,838.0	10.3	5,378,308.0	51,983,459.0
Mass Bay	9.8	3,493,199.0	35,600,438.0	6.0	2,221,409.0	36,819,834.0	9.4	3,520,999.0	37,599,099.0
Massasoit	4.7	2,170,082.0	45,810,309.0	3.2	1,590,406.0	50,077,761.0	2.7	1,322,225.0	48,806,294.0
Middlesex	4.1	2,388,077.0	58,916,126.0	3.4	2,109,521.0	62,104,470.0	5.7	3,345,246.0	59,137,670.0
Mt. Wachusett	-7.0	-2,562,754.0	36,778,383.0	-7.8	-3,118,151.0	39,965,463.0	-7.4	-2,897,865.0	39,152,261.0
North Shore	8.5	4,413,943.0	51,904,686.0	7.3	4,108,390.0	56,588,813.0	5.5	3,018,837.0	54,828,412.0
Northern Essex	0.8	334,742.0	44,246,825.0	-0.6	-242,441.0	43,118,048.0	-0.4	-160,993.0	44,454,914.0
Quinsigamond	12.5	5,439,582.0	43,582,421.0	12.3	5,951,278.0	48,570,545.0	14.6	7,344,919.0	50,255,216.0
Roxbury	-1.7	-417,386.0	24,558,728.0	-0.8	-217,453.0	26,239,795.0	-0.5	-131,151.0	26,021,825.0
Springfield Technical	7.6	4,596,112.0	60,547,844.0	7.3	4,810,529.0	65,758,860.0	7.6	4,849,871.0	63,670,216.0

Source: Audited Financial Statements

*The Primary Reserve ratio = Unrestricted and Expendable Net Assets/ Total Operating Expenditures. This ratio provides a snapshot of an institution's financial strength, resource sufficiency and flexibility. The ratio indicates how long the college could operate using expendable reserves without relying on additional new assets generated by operations. A ratio below 10% indicates an institution lacks flexibility and may lack sufficient resources for strategic initiatives; a ratio of 40% is recommended for public higher education institutions.