

# 2004 Performance Measurement Report

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

*Massachusetts Board of Higher Education*



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

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*Produced by the Massachusetts Board of Higher Education*



**Board of Higher Education**  
COMMONWEALTH OF MASSACHUSETTS

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

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

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

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

Sincerely,

Stephen P. Tocco  
Chairman

Judith I. Gill  
Chancellor



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# Mission Statements

## BOARD OF HIGHER EDUCATION

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



## MASSACHUSETTS PUBLIC HIGHER EDUCATION SYSTEM

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

## MASSACHUSETTS STATE COLLEGES

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



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

Massachusetts state colleges are strategically located to facilitate access to baccalaureate and master's degree programs for Commonwealth residents who meet their high standards for admission. In recognition of their responsibilities to Massachusetts taxpayers to manage their resources efficiently and to maintain tuition and fees at a level as low as possible, each college has a distinctive academic focus based upon its established strengths and regional and state needs. Each college is a leader and resource for the community and contributes to the region's cultural, environmental, and economic development.

## MASSACHUSETTS COMMUNITY COLLEGES

The 15 Massachusetts Community Colleges offer open access to high-quality, affordable academic programs, including



associate degree and certificate programs.

They are committed to excellence in teaching and learning and provide academic

preparation for transfer to four-year institutions, career preparation for entry into high-demand occupational fields, developmental coursework, and lifelong learning opportunities.

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

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

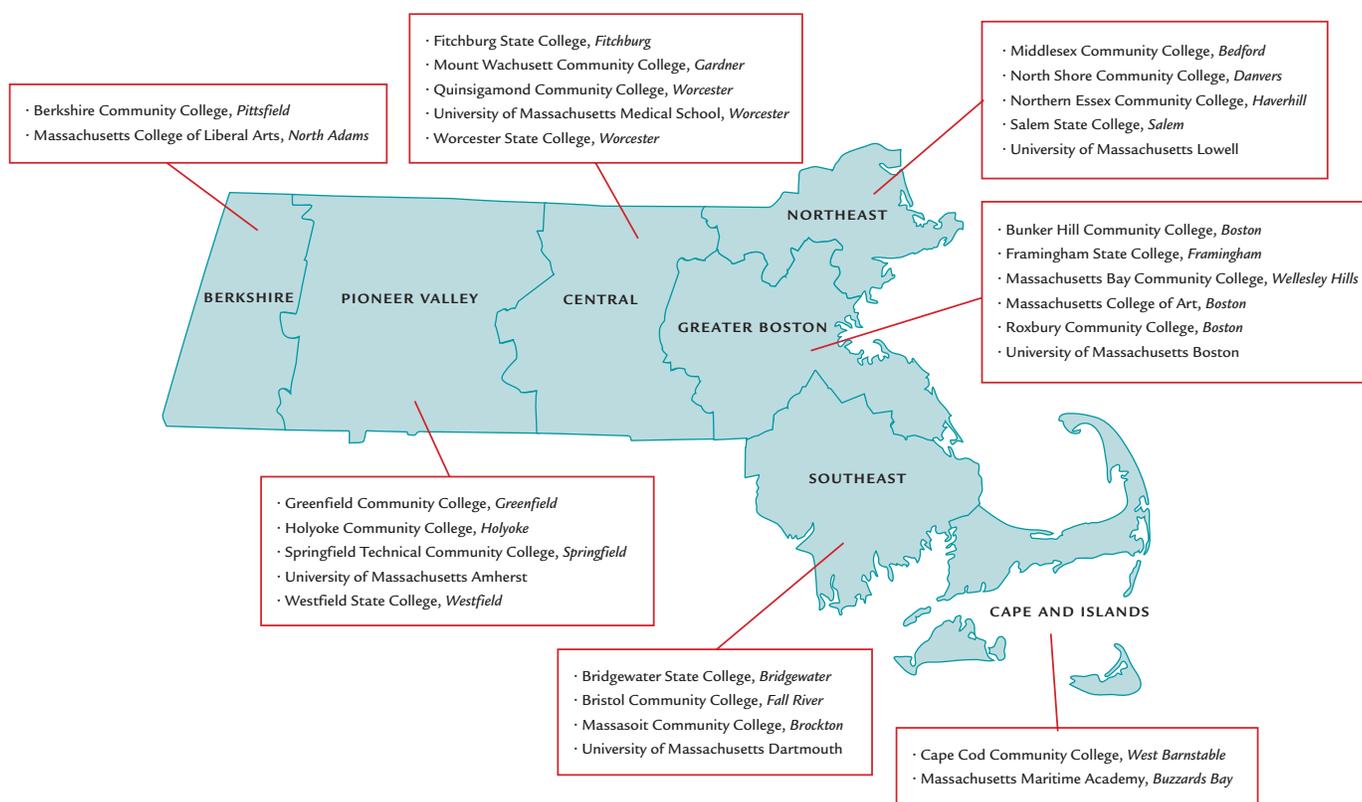
The community colleges offer an environment where the ideas and contributions of all students are respected. Academic and personal support services are provided to ensure that all students have an opportunity to achieve academic and career success. No eligible student shall be deprived of the opportunity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

# Massachusetts Regions

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

## STRATEGIC CAMPUS LOCATIONS

The map below indicates the location of each institution by geographic region.



REGIONAL INFORMATION

AREA	2000 Population (Census 2000)	1990–2000 Population Change (Census 2000)	Projected Population (MISER) 2000–2010	2000 Minority Population (age 18 and over) (Census 2000)	Percent of adults without college degree (Census 2000)	Class of 2000 H.S. Graduate College Participation Rate (Massachusetts DOE)	Poverty Rate (% of families) (Census 2000)	Top Three Industries*
Berkshire	134,953	- 3.2%	+ 5.9%	5.0%	67%	75%	6.5%	EHS, M, PSMA
Cape and Islands	956,311	+ 7.0%	+ 6.0%	10.8%	70%	74%	6.6%	EHS, PSMA, R
Central	695,995	+ 6.3%	+ 9.1%	11.8%	67%	75%	7.0%	EHS,M,R
Greater Boston	2,613,636	+ 4.6%	+ 1.1%	21.0%	51%	78%	6.1%	EHS, M, R
Northeast	1,006,097	+ 7.4%	+ 6.8%	14.5%	62%	77%	6.4%	EHS, M, PSMA
Pioneer Valley	695,368	+ 1.0%	+ 8.2%	16.3%	67%	76%	9.6%	EHS, M, R
Southeast	956,311	+ 7.0%	+ 6.0%	10.8%	70%	74%	6.6%	EHS, M, PSMA
Statewide	6,349,097	+ 5.5%	+ 5.4%	16.1%	60%	76%	6.7%	EHS, M, PSMA

\*Note: EHS = Education, Health, and Social Services  
M = Manufacturing  
PSMA = Professional Scientific, Administration, and Waste Management  
R = Retail

# Context for Public Higher Education in Massachusetts

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

## State Funding

### STATE HIGHER EDUCATION FUNDING TRENDS

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

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

### SHARE OF STATE APPROPRIATIONS

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

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

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

Figure 1. FY2001 vs. FY2004 State Funding for Massachusetts Public Higher Education

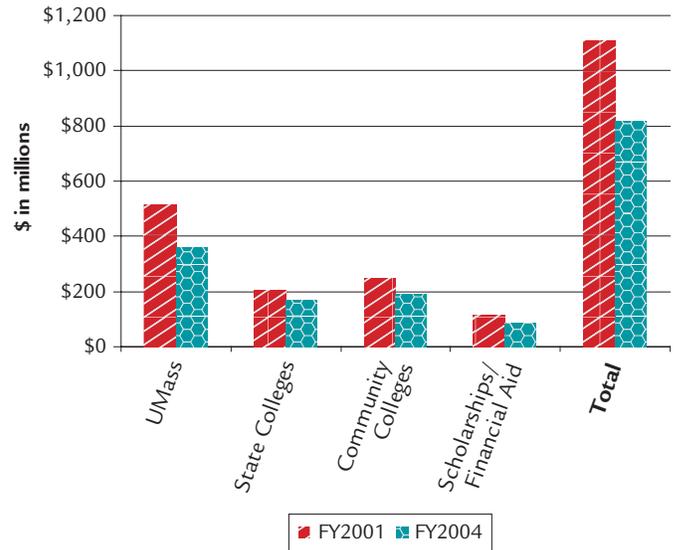
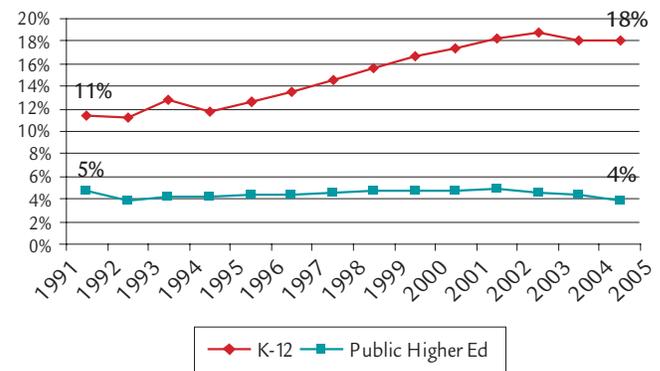


Figure 2. FY1991–FY2004 Percent of State Annual Budget Appropriations to Massachusetts Public Higher Education



Source: State Budgets 1991–2004; BHE Fiscal Office

Figure 3. Change in Public Higher Education Appropriations per FTE (in Constant Dollars)

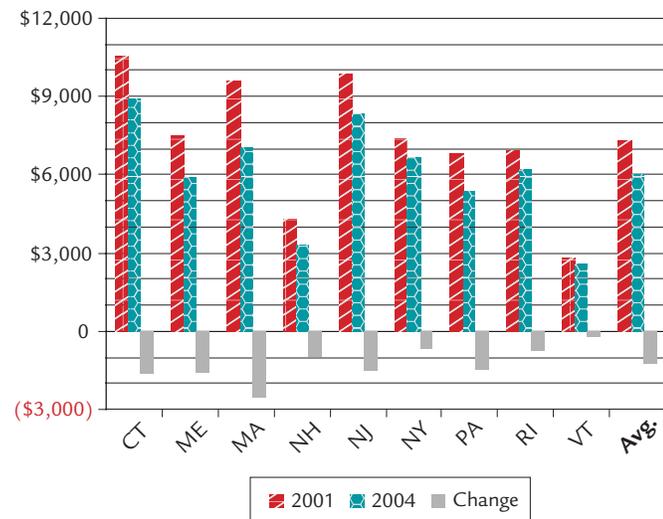


Figure 4. FY2001–FY2004 State Colleges' Sources of Revenue

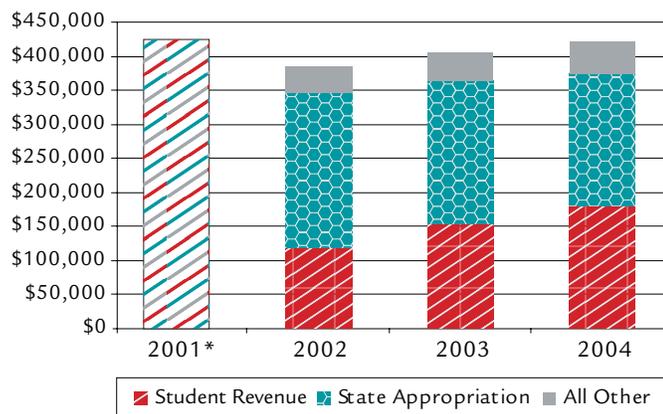
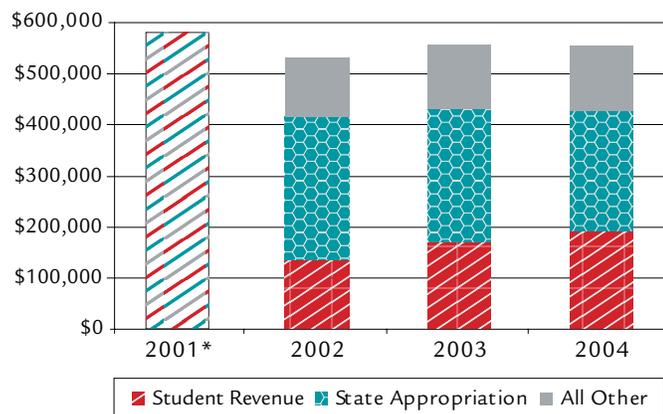


Figure 5. FY2001–FY2004 Community Colleges' Sources of Revenue



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

ways the state and community colleges have worked to provide quality education while maintaining access and affordability in a period of declining state appropriations.

#### NORTHEAST COMPARATIVE INDICATOR

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

#### REVENUE TRENDS

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

## Tuition and Fees

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

#### REMAINING AFFORDABLE

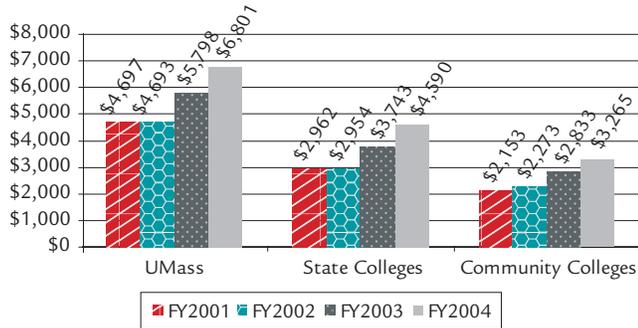
The percent of family income needed to pay for tuition and fees at public institutions in Massachusetts (Figure 7) grew from 5 percent in FY2001 to 7 percent in FY2004. These increases are consistent with or below the cost for families with students attending in-state public institutions in New England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

#### SUPPORT FOR FINANCIAL AID

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

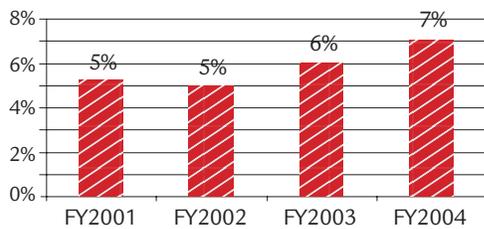
The Board has established performance indicators and targets that address the ability of students and families to meet higher education expenses. For the first time this year, a performance indicator was implemented that measured whether students received sufficient aid to meet their direct costs (mandatory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

Figure 6. FY2001–FY2004 Tuition and Fees



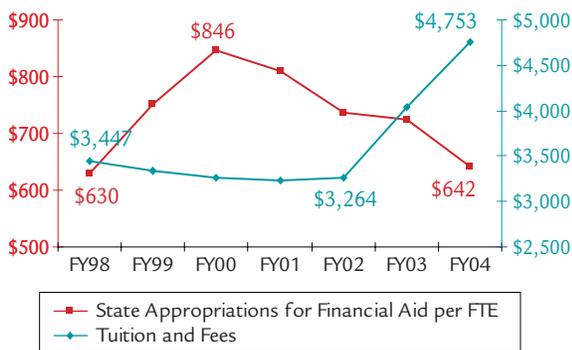
Sources: Tuition and Fee Survey; HEIRS II

Figure 7. Tuition and Fees as a Percent of Median Family Income



Sources: Tuition and Fee Survey; College Board; US Census American Community Survey

Figure 8. FY1998–FY2004 Average Tuition and Fees Compared to State Appropriations to Financial Aid per Full-Time Equivalent Enrollment



Sources: BHE OSFA; Tuition and Fee Survey

Figure 9. 2000–2025 Massachusetts Population Projections

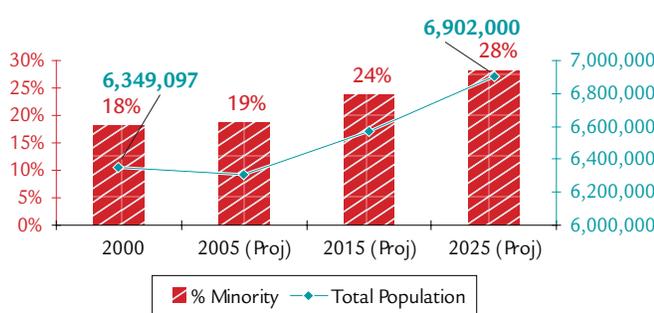
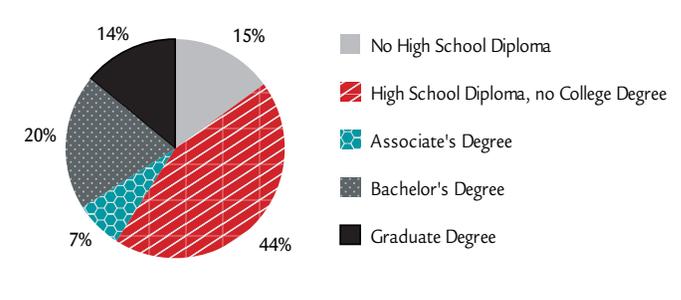


Figure 10. Educational Attainment: Population 25 Years Old and Over



## Demographics

### INCREASING MINORITY POPULATION

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

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

## Economic Development

### SUBSTANTIAL NEED FOR AN EDUCATED WORKFORCE IN MASSACHUSETTS

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

among those fields that are growing most rapidly and require a college degree. (Sources: *US Census 2000*; *Massachusetts Division of Unemployment Assistance*.)

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

## Additional Factors that Influence the Performance of Public Higher Education

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

Higher education researchers have demonstrated that participation in a wide range of campus activities is positively linked to student retention and graduation. In a time of limited state support for public higher education, our state and community colleges are committed to providing a quality educational experience that promotes student learning and

success, both in and out of the classroom. Student support services are key to student success. Mentoring, counseling and academic/financial advising are critical functions that help students progress to graduation. Dedicated, high-quality faculty and academic support personnel are also needed to ensure that students realize their academic goals. Modern, well-maintained campus facilities, updated technology, and quality classroom and library resources also help to attract and retain quality faculty and students. Additionally, our state and community colleges offer a wide range of learning opportunities outside of the classroom including cultural, fine arts and wellness programs that contribute to a comprehensive educational experience.

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

# About Performance Measurement

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

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

## HISTORY AND ROLE OF PERFORMANCE MEASUREMENT IN MASSACHUSETTS

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

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

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

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

On the following page is a grid of the indicators included in the performance measurement system and the fiscal years in which they will be implemented.

STATE AND COMMUNITY COLLEGES:  
APPROVED PERFORMANCE INDICATORS

		Applicable Year	State Colleges	Community Colleges
ACCESSIBILITY/ AFFORDABILITY	Annual headcount and FTE	FY03	x	x
	Fall headcount and FTE	FY03	x	x
	% minority enrollment vs. % minorities in region	FY04	x	x
	Tuition and fees as a % of state/regional income levels	FY04	x	x
	Revenue from change in student charges	FY05	x	x
	% eligible students received aid	FY04	x	x
STUDENT ACCESS AND SUCCESS	First-year retention rate	FY04	x	x
	Fall-to-spring retention rate	FY04		x
	Community college student success rate	FY06		x
	Six-year graduation rate	FY03	x	
	Annual credit course completion rate	FY03		x
	% of annual degrees/certificates awarded	FY03	x	x
	Pass rate on Massachusetts Tests for Educator Licensure	FY03	x	
Pass rate on Massachusetts Nursing Exam	FY04		x	
K-12 COLLABORATION	Narrative documenting work/outcomes with Pre-K-12	FY04	x	x
FUNDRAISING	Total private funds received	FY04	x	x
	Total \$ in endowment	FY04	x	
QUALIFIED STUDENTS AND QUALITY LEARNING	% of special admission students	FY03	x	
	# of admitted students with H.S. GPA < 2.0	FY03	x	
	% of enrolled students satisfied – quality of learning	FY05	x	x
	% of graduates satisfied – workforce preparation	FY05	x	x
	% of graduates satisfied – preparation graduate work	FY05	x	
% of transfer students satisfied – preparation four-year	FY05			x
COST-EFFECTIVE USE OF RESOURCES	% spent on capital adaptation and renewal	FY03	x	x
	% institutional support costs	FY03	x	x
	Cost per FTE by expenditure categories	FY05	x	x
	Independent financial audit	FY03	x	x
	Primary Reserve Ratio	FY05	x	x
	Return on net assets	FY05	x	x
	Net operating revenues	FY05	x	x
Viability ratio	FY05	x	x	
ECONOMIC AND WORKFORCE DEVELOPMENT NEEDS	% workforce placement/continuing education	FY03	x	x
	Enrollment non-credit workforce development	FY03		x
	# non-credit workforce development courses	FY03		x
QUALITY DATA REPORTING	Institution met all BHE reporting requirements	FY03	x	x
	Institution's reported data are consistent and reliable	FY03	x	x

# 2004 Performance Outcomes

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

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

## ACCESS

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

## AFFORDABILITY

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

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

## STUDENT SUCCESS

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

- The number of students who return for a second year. The most critical time in the progression toward degree attainment is the first year in college. In FY2004, state and

community colleges successfully increased the percentage of first-time, full-time students returning for their second year, with 75 percent of state college students and 57 percent of community college returning for their second year. These are the highest first-year retention rates achieved since retention data have been reported, exceeding the national averages.

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

## FISCAL EFFICIENCY

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

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

## FUNDRAISING

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

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

# State College Performance

QUESTIONS REGARDING STATE COLLEGE PERFORMANCE <i>and</i> RELATED INDICATORS	STATE COLLEGE ACHIEVEMENTS
<p><b>Are Massachusetts residents able to gain access to affordable higher education?</b></p> <p>INDICATORS Overall enrollment, minority enrollment, tuition and fees as a percent of income, percent eligible students receiving aid.</p>	<p>The state colleges had many achievements with regard to providing access to affordable education. All seven colleges were within range of their enrollment targets, and all were well above their targets for meeting student financial need through the distribution of financial aid.</p> <ul style="list-style-type: none"> <li>• All seven state colleges either met or were essentially even with their annual enrollment targets.</li> <li>• Five of the seven state colleges enrolled student populations reflective of the representation of minorities in the surrounding region.</li> <li>• Five of the seven state colleges met the target of staying within the segmental average for tuition and fees relative to state and regional income levels.</li> <li>• All seven state colleges met the target of distributing financial aid so that at least 85 percent of full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need.</li> </ul>
<p><b>Are our state college students succeeding academically and continuing to graduation? Are we providing quality learning opportunities for our students?</b></p> <p>INDICATORS Retention to the second year, graduating in six years, number of annual degrees/certificates, pass rates on MTEL.</p>	<p>State colleges continued to make strides in retaining students and remained comparable with national rates for graduation. Increasing numbers of state college students are taking and passing teacher licensure exams.</p> <ul style="list-style-type: none"> <li>• Six of the seven state colleges showed improvement in the percent of students who returned for their second year of education, and three of the state colleges reached or exceeded the target rate of 75 percent for this measure.</li> <li>• All seven state colleges met or exceeded their targets for degrees conferred.</li> <li>• All seven state colleges were above the target pass rate for the Massachusetts Tests for Educator Licensure (MTEL). Over 1,100 students passed the exam and qualified for licensure (a four-year high).</li> </ul>
<p><b>Are we admitting qualified students who are ready to learn and grow in a higher education environment?</b></p> <p>INDICATORS Percentage of special admission students, number of admitted students with GPA below minimum.</p>	<p>All seven state colleges remained in compliance with admission standards set by the Board of Higher Education. (Refer to the appendix for a description of these standards.)</p>

QUESTIONS REGARDING STATE COLLEGE PERFORMANCE <i>and</i> RELATED INDICATORS	STATE COLLEGE ACHIEVEMENTS
<p><b>How efficiently and effectively are we utilizing our resources?</b></p> <p>INDICATORS Revenues allocated to capital adaptation and renewal, percent of funds spent on institutional support costs, independent financial audits.</p>	<p>Through successful audits, investment in capital adaptation and renewal, and the targeting of expenditures to academic activities, the state colleges showed evidence of fiscal efficiency.</p> <ul style="list-style-type: none"> <li>• All seven state colleges spent at least the target amount for capital adaptation and renewal.</li> <li>• Five state colleges had institutional support costs less than or equal to the average of their peer institutions.</li> <li>• All seven state colleges had unqualified financial audits with no significant findings.</li> </ul>
<p><b>Do our graduates enter the workforce and/or continue their education?</b></p> <p>INDICATORS Workforce placement and/or continuing education of Massachusetts residents one year after graduation.</p>	<p>One year after graduation, 85 to 93 percent of state college graduates were either employed in Massachusetts or continuing their education.</p>
<p><b>Are our state colleges collaborating with others to reduce costs and maximize services?</b></p> <p>INDICATORS Number of community college students matriculated into four-year colleges through joint admissions and other articulation agreements.</p>	<p>State colleges continued to foster access to a four-year degree by promoting the transfer of community college students</p> <ul style="list-style-type: none"> <li>• For fall 2003, five of the state colleges remained level or increased the number of community college students who matriculated into their institutions. Over the past three years, the total number of community college transfer students increased from 1,365 students to 1,574 at the seven state colleges – an increase of 15 percent.</li> <li>• Over the past three years, the number of community college transfer students as a percentage of all transfer students matriculating into the seven state colleges increased from 49.6 percent to 53.1 percent. Last year, the state colleges accepted nearly all of the community college transfer applicants seeking to matriculate into state college programs.</li> </ul>
<p><b>Are public higher education institutions providing additional support through fundraising activities?</b></p> <p>INDICATORS Total private funds received (both by the institution and the Foundation), total dollars in endowment.</p>	<p>State colleges succeeded in generating additional revenue through investment and private fundraising.</p> <ul style="list-style-type: none"> <li>• Three campuses exceeded their fundraising targets while another two campuses met more than 85 percent of their goal.</li> <li>• All but one of seven state colleges exceeded endowment targets.</li> </ul>

# Massachusetts State Colleges

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

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

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

# Massachusetts State Colleges

## ENHANCING ACADEMIC PROGRAMS

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

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

## INCREASING GRADUATION RATES

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

## MAXIMIZING AFFORDABILITY

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

## FOSTERING COLLABORATION

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

## STRENGTHENING FUNDRAISING EFFORTS

The state colleges will raise the public profile of individual campus fundraising efforts to attract additional private support for the public mission of the colleges. To that end, the state colleges will work collaboratively with the Legislature and the Board of Higher Education to support the continuation of the Endowment Incentive Program and a return, at least, to the funding levels before the program was suspended several years ago. The program is another important element of financial stability for the campuses, which enables them to offer enhanced academic, research, study abroad and scholarship programs for students.

# Bridgewater State College

*Bridgewater State College, the comprehensive state college in southeastern Massachusetts, is committed to providing quality teaching and learning opportunities to the residents of Southeastern Massachusetts and the Commonwealth, and to using its intellectual, scientific, and technological resources to support and advance the economic and cultural life of the region and the state.*

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

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

### Performance Highlight

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

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

## Are Massachusetts high school graduates able to gain *access to affordable higher education* at Bridgewater State College?

### ACCESS

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

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

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

### MINORITY STUDENT ACCESS

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

### AFFORDABILITY

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

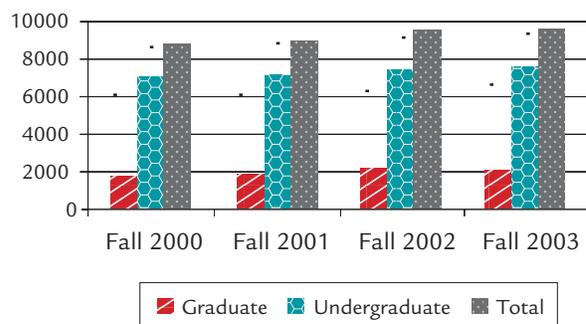
The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct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

### ACCESS AND AFFORDABILITY

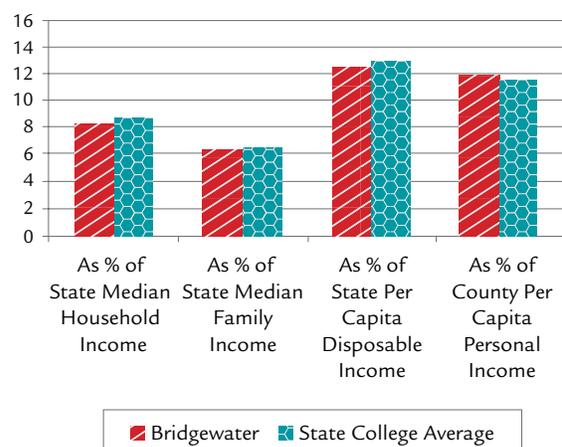
*Figure 1. Enrollment Indicators for Bridgewater*

		2002	2003	Target
UNDERGRADUATE	Fall Headcount	7434	7598	n/a
	Fall FTE	6104	6400	n/a
	Annual Headcount	9086	9019	9140
	Annual FTE	6376	6588	6380
GRADUATE	Fall Headcount	2127	2028	n/a
	Fall FTE	861	842	n/a
	Annual Headcount	3163	3444	3210
	Annual FTE	927	1040	920

*Figure 2. Fall Unduplicated Headcount*



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



## Are students at Bridgewater State College *succeeding academically and continuing to graduation?*

### RETENTION

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

### GRADUATION

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

### DEGREES CONFERRED

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

### MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

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

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

### ACADEMIC ADMISSIONS STANDARDS

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

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

### INSTITUTIONAL SPENDING

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

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

### ACADEMIC SUCCESS

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

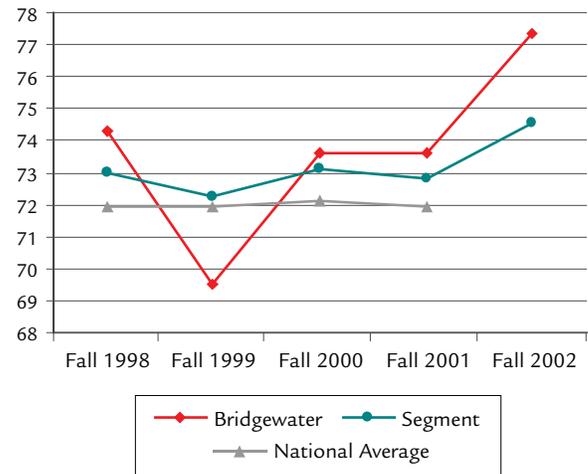


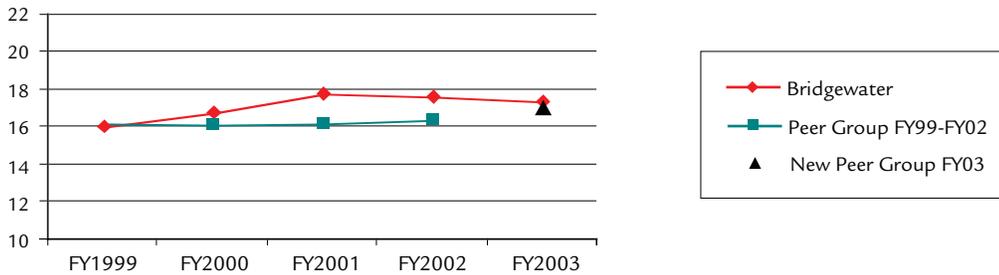
Figure 5. Six-Year Graduation Rate

	ENTERING COHORT			ROLLING AVG.
	1995	1996	1997	1995-97
Institution Rate	46.3%	47.0%	45.8%	46.3%
Peer Rate	49.3%	50.6%	50.6%	50.2%
Segment	41.0%	43.8%	45.5%	43.4%

Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

**FINANCIAL RESOURCES** (from previous page)

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



Are Bridgewater State College graduates *entering the workforce and/or continuing their education?*

POST-BACCALAUREATE EXPERIENCE

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

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

TRANSFER AND JOINT ADMISSIONS

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

Is Bridgewater State College *providing additional support through fundraising activities?*

FUNDRAISING

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

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

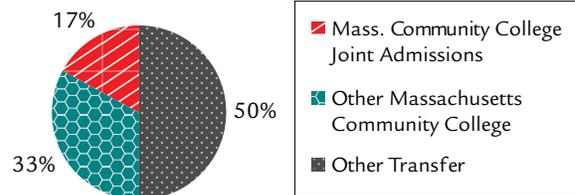
Is Bridgewater State College *providing the consistent and reliable data* needed for public accountability?

DATA REPORTING

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

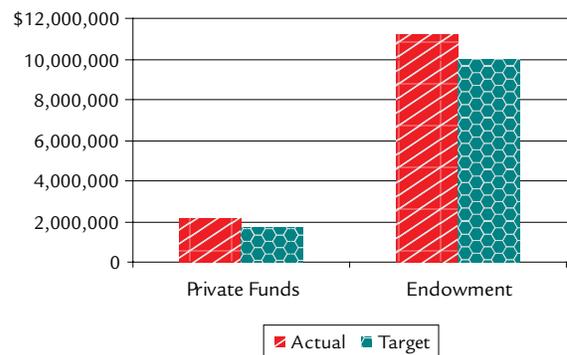
**TRANSFER STUDENTS**

Figure 7. Fall 2003 Transfer Students (N=691)



**FUNDRAISING**

Figure 8. Funds and Fundraising FY2004



# Fitchburg State College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

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

## Are Massachusetts high school graduates able to gain *access to affordable higher education* at Fitchburg State College?

### ACCESS

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

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

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

### MINORITY STUDENT ACCESS

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

### AFFORDABILITY

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

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

### ACCESS AND AFFORDABILITY

Figure 1. Enrollment Indicators for Fitchburg

		2002	2003	Target
UNDERGRADUATE	Fall Headcount	3379	3452	n/a
	Fall FTE	2607	2773	n/a
	Annual Headcount	4185	4257	4350
	Annual FTE	2701	2869	2850
GRADUATE	Fall Headcount	1670	1465	n/a
	Fall FTE	704	631	n/a
	Annual Headcount	8868	7025	8500
	Annual FTE	1947	1491	1850

Figure 2. Fall Unduplicated Headcount

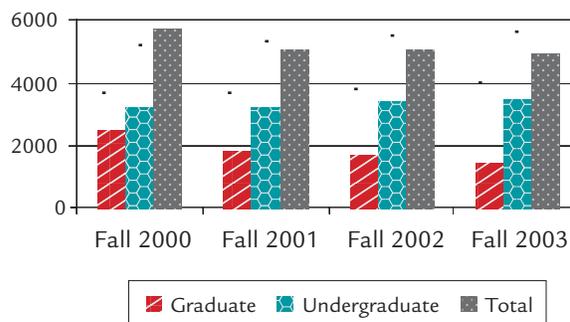
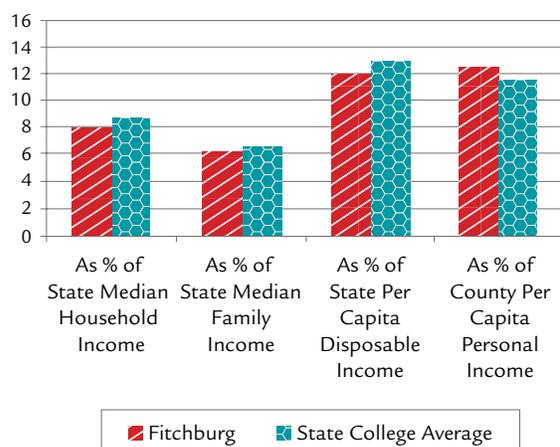


Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures



## Are students at Fitchburg State College *succeeding academically and continuing to graduation?*

### RETENTION

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

### GRADUATION

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

### DEGREES CONFERRED

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

### MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

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

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

### ACADEMIC ADMISSIONS STANDARDS

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

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

### INSTITUTIONAL SPENDING

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

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

### ACADEMIC SUCCESS

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

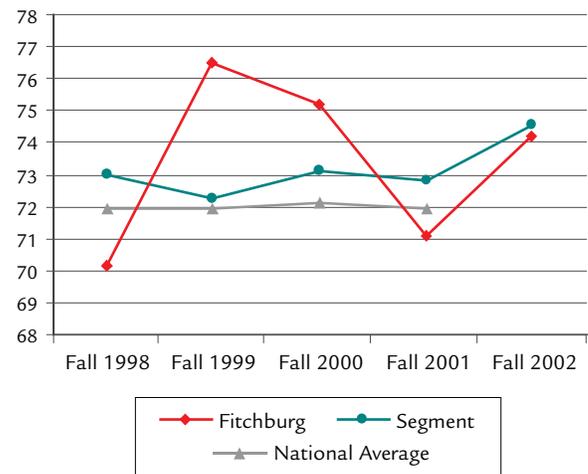


Figure 5. Six-Year Graduation Rate

	ENTERING COHORT			ROLLING AVG.
	1995	1996	1997	1995-97
Institution Rate	41.1%	44.0%	47.7%	44.3%
Peer Rate	37.9%	36.3%	38.1%	37.4%
Segment	41.0%	43.8%	45.5%	43.4%

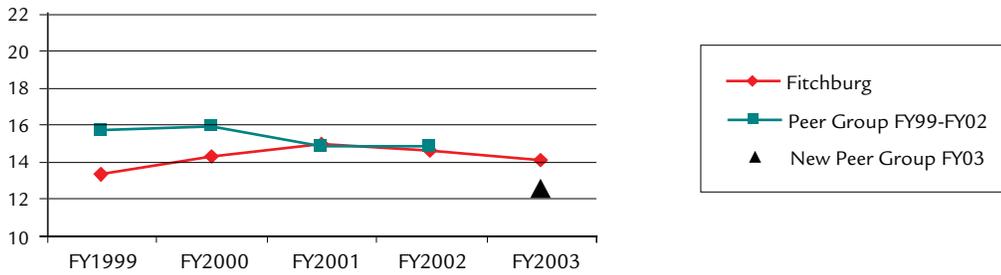
Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

### INSTITUTIONAL SUPPORT COSTS

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

**FINANCIAL RESOURCES** (from previous page)

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



Are Fitchburg State College graduates *entering the workforce and/or continuing their education?*

POST-BACCALAUREATE EXPERIENCE

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

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

TRANSFER AND JOINT ADMISSIONS

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

Is Fitchburg State College providing additional support through fundraising activities?

FUNDRAISING

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

The Fitchburg endowment was \$9,132,414 in 2004. This was \$652,414 above the institutional target of \$8,480,000.

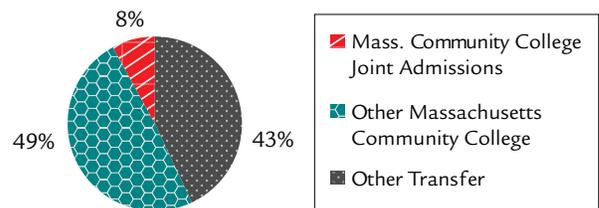
Is Fitchburg State College *providing the consistent and reliable data* needed for public accountability?

DATA REPORTING

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

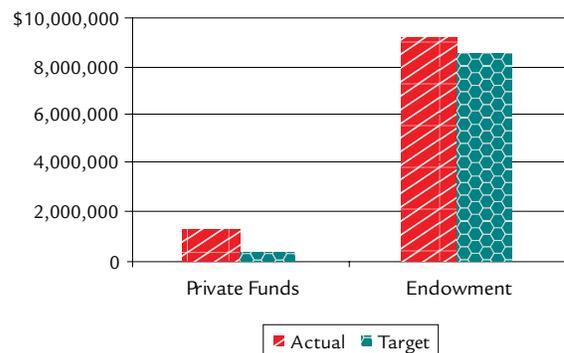
**TRANSFER STUDENTS**

Figure 7. Fall 2003 Transfer Students (N=357)



**FUNDRAISING**

Figure 8. Funds and Fundraising FY2004



# Framingham State College

*Framingham State College was founded by Horace Mann in 1839 as the first state-supported school in the United States for the training of teachers. The College integrates liberal arts and science programs with a variety of professional programs at the Baccalaureate and Master’s levels. Framingham is committed to offering programs infusing technology throughout the curriculum.*

## COLLABORATIONS

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

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

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

*Framingham exceeded all Massachusetts state colleges in maintaining low institutional support costs. These costs were also substantially lower than those of its peer comparison group (\$834 per headcount compared with \$1752 for the peer group).*

total population of 709,000, total employment of 375,000 and a total payroll of \$17 billion, representing approximately one-eighth of Massachusetts’ population, employment and payroll.

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

## Are Massachusetts high school graduates able to gain *access to affordable higher education* at Framingham State College?

### ACCESS

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

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

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

### MINORITY STUDENT ACCESS

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

### AFFORDABILITY

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

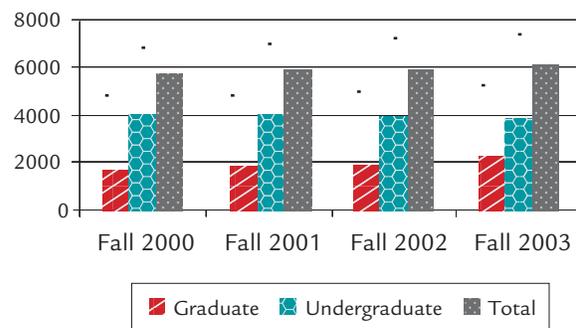
The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct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

### ACCESS AND AFFORDABILITY

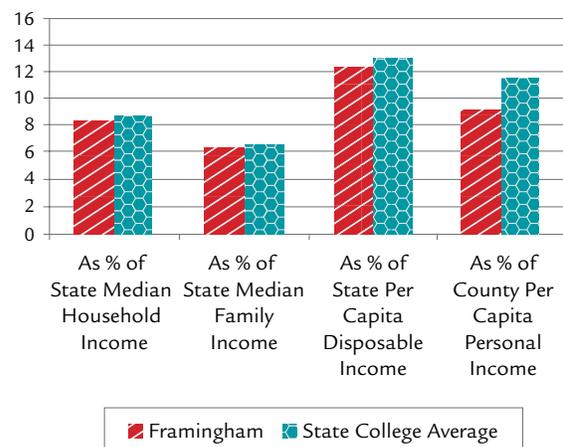
*Figure 1. Enrollment Indicators for Framingham*

		2002	2003	Target
UNDERGRADUATE	Fall Headcount	3978	3894	n/a
	Fall FTE	3391	3347	n/a
	Annual Headcount	5213	5027	5247
	Annual FTE	3589	3555	3529
GRADUATE	Fall Headcount	1906	2262	n/a
	Fall FTE	828	924	n/a
	Annual Headcount	5715	5800	5748
	Annual FTE	1749	1667	1690

*Figure 2. Fall Unduplicated Headcount*



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



## Are students at Framingham State College *succeeding academically and continuing to graduation?*

### RETENTION

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

### GRADUATION

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

### DEGREES CONFERRED

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

### MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

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

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

### ACADEMIC ADMISSIONS STANDARDS

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

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

### INSTITUTIONAL SPENDING

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

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

### ACADEMIC SUCCESS

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

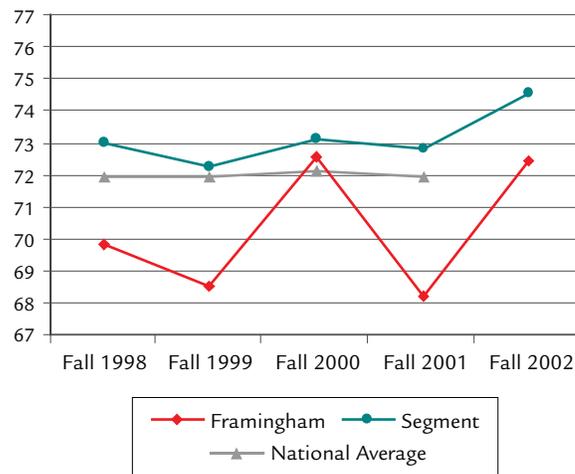


Figure 5. Six-Year Graduation Rate

	ENTERING COHORT			ROLLING AVG.
	1995	1996	1997	1995-97
Institution Rate	38.2%	38.7%	42.0%	39.6%
Peer Rate	32.3%	33.5%	35.4%	33.8%
Segment	41.0%	43.8%	45.5%	43.4%

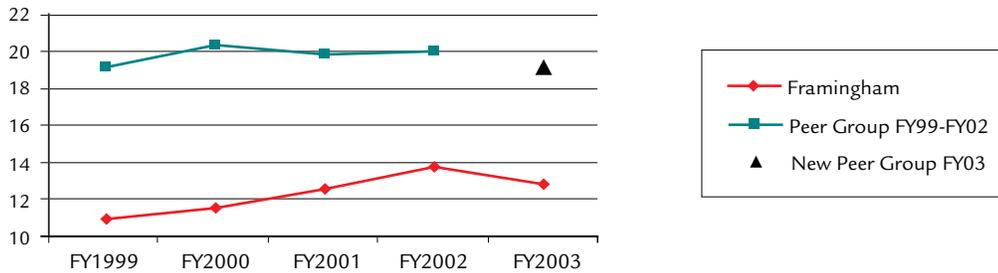
Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

### INSTITUTIONAL SUPPORT COSTS

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

## FINANCIAL RESOURCES *(from previous page)*

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



### Are Framingham State College graduates *entering the workforce and/or continuing their education?*

#### POST-BACCALAUREATE EXPERIENCE

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

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

#### TRANSFER AND JOINT ADMISSIONS

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

### Is Framingham State College providing additional support through fundraising activities?

#### FUNDRAISING

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

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

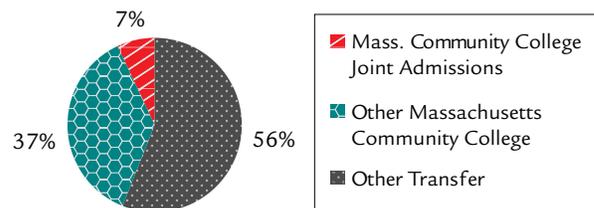
### Is Framingham State College *providing the consistent and reliable data* needed for public accountability?

#### DATA REPORTING

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

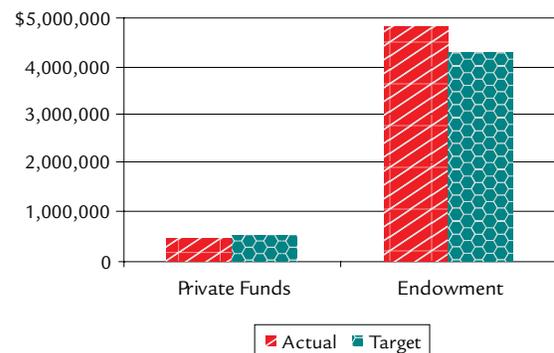
## TRANSFER STUDENTS

Figure 7. Fall 2003 Transfer Students (N=315)



## FUNDRAISING

Figure 8. Funds and Fundraising FY2004



# Massachusetts College of Liberal Arts

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

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

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

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

### ACCESS

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

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

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

### MINORITY STUDENT ACCESS

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

### AFFORDABILITY

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

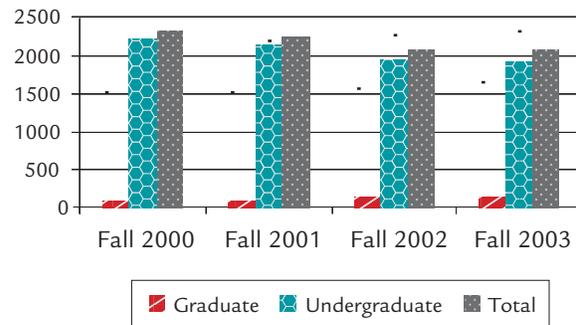
The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct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

### ACCESS AND AFFORDABILITY

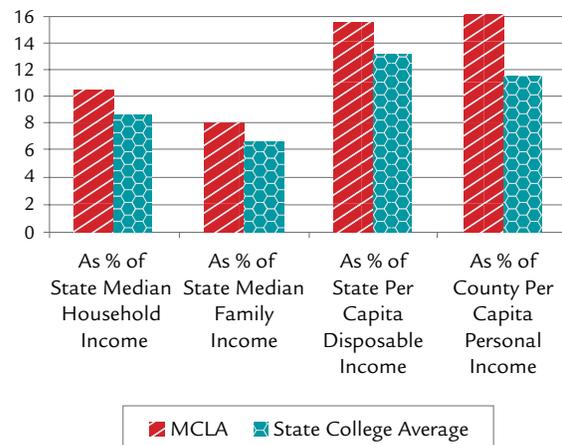
*Figure 1. Enrollment Indicators for MCLA*

		2002	2003	Target
UNDERGRADUATE	Fall Headcount	1457	1459	n/a
	Fall FTE	1273	1312	n/a
	Annual Headcount	1764	1780	1814
	Annual FTE	1319	1332	1355
GRADUATE	Fall Headcount	221	352	n/a
	Fall FTE	93	158	n/a
	Annual Headcount	802	890	927
	Annual FTE	319	382	367

*Figure 2. Fall Unduplicated Headcount*



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



## Are students at MCLA *succeeding academically and continuing to graduation?*

### RETENTION

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

### GRADUATION

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

### DEGREES CONFERRED

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

### MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

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

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

### ACADEMIC ADMISSIONS STANDARDS

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

### ACADEMIC SUCCESS

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

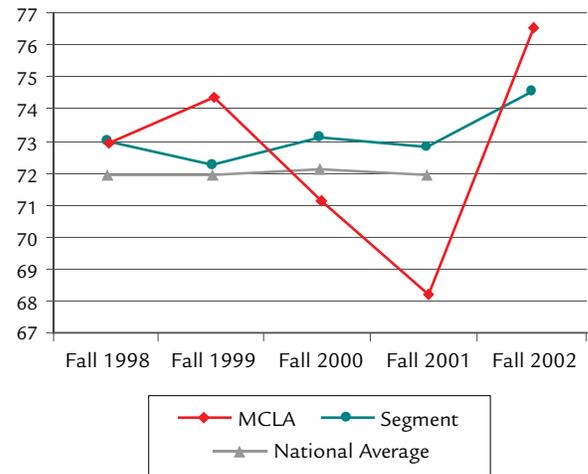


Figure 5. Six-Year Graduation Rate

	ENTERING COHORT			ROLLING AVG.
	1995	1996	1997	1995-97
Institution Rate	38.3%	45.7%	46.7%	43.6%
Peer Rate	55.8%	52.8%	50.1%	52.9%
Segment	41.0%	43.8%	45.5%	43.4%

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

### INSTITUTIONAL SPENDING

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

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

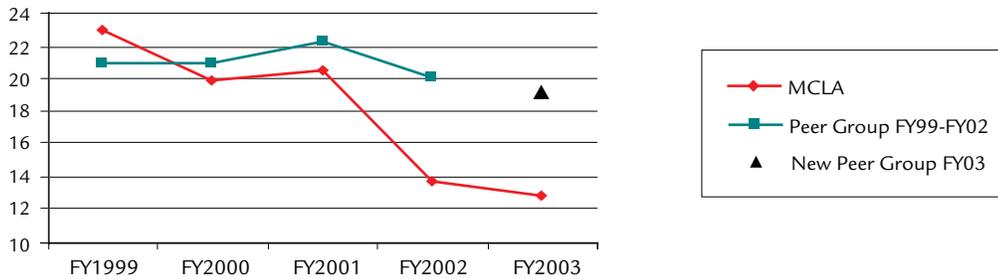
These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

### INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. MCLA spent \$2,488 per student on institutional support costs in FY2003, which was higher than their peer average of \$2,302, a FY2004 performance target. The total amount spent on institutional support costs was 21.8 percent of the total Educational and General expenditures, which was lower than the 21.9 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.

## FINANCIAL RESOURCES *(from previous page)*

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



Are Massachusetts College of Liberal Arts graduates *entering the workforce and/or continuing their education*?

### POST-BACCALAUREATE EXPERIENCE

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

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

### TRANSFER AND JOINT ADMISSIONS

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

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

### FUNDRAISING

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

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

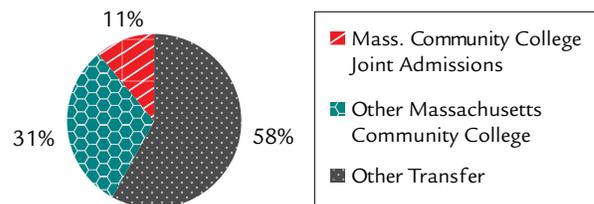
Is Massachusetts College of Liberal Arts *providing the consistent and reliable data* needed for public accountability?

### DATA REPORTING

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

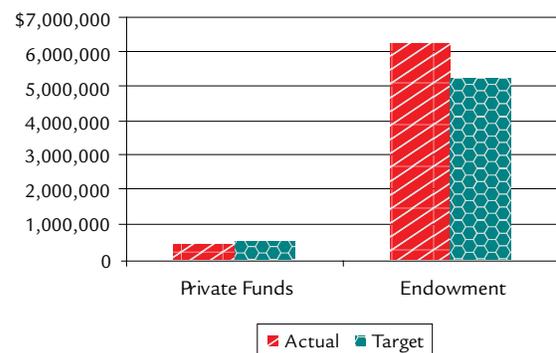
## TRANSFER STUDENTS

Figure 7. Fall 2003 Transfer Students (N=136)



## FUNDRAISING

Figure 8. Funds and Fundraising FY2004



# Salem State College

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

## COLLABORATIONS

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

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

Salem State College, in partnership with the City of Salem, the Salem National Park System and Salem's local museums, received a large grant from the U.S. Department of Education for teaching American history. Salem State faculty presented seminar workshops to teachers, impacting over 800 public school students as a result. In addition, Salem State received funding through the Improving Teacher Quality grants with a

partnership including the University of Massachusetts Lowell and the public school districts of Lawrence and Lynn to deliver three different science education institutes.

## PROGRAM OF DISTINCTION

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

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

### Performance Highlight

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

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

## Are Massachusetts high school graduates able to gain *access to affordable higher education* at Salem State College?

### ACCESS

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

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

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

### MINORITY STUDENT ACCESS

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

### AFFORDABILITY

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

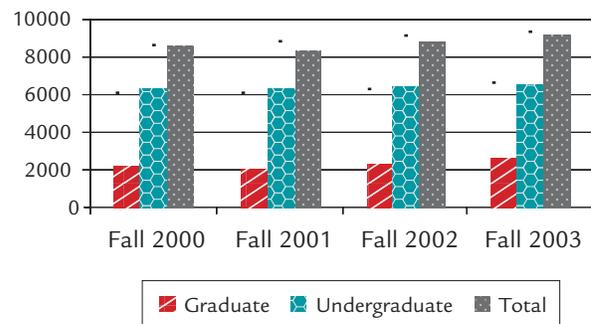
The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct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

### ACCESS AND AFFORDABILITY

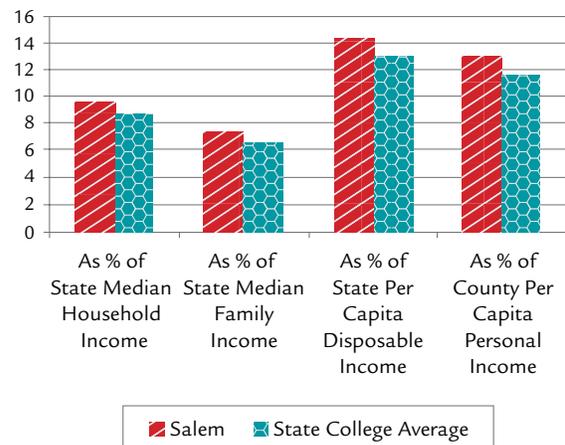
*Figure 1. Enrollment Indicators for Salem*

		2002	2003	Target
UNDERGRADUATE	Fall Headcount	6410	6508	n/a
	Fall FTE	4956	5055	n/a
	Annual Headcount	8682	8679	8790
	Annual FTE	5433	5567	5486
GRADUATE	Fall Headcount	2380	2612	n/a
	Fall FTE	888	1002	n/a
	Annual Headcount	6694	7014	6800
	Annual FTE	1683	1773	1700

*Figure 2. Fall Unduplicated Headcount*



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



## Are students at Salem State College *succeeding academically and continuing to graduation?*

### RETENTION

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

### GRADUATION

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

### DEGREES CONFERRED

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

### MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

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

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

### ACADEMIC ADMISSIONS STANDARDS

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

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

### INSTITUTIONAL SPENDING

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

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

### ACADEMIC SUCCESS

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

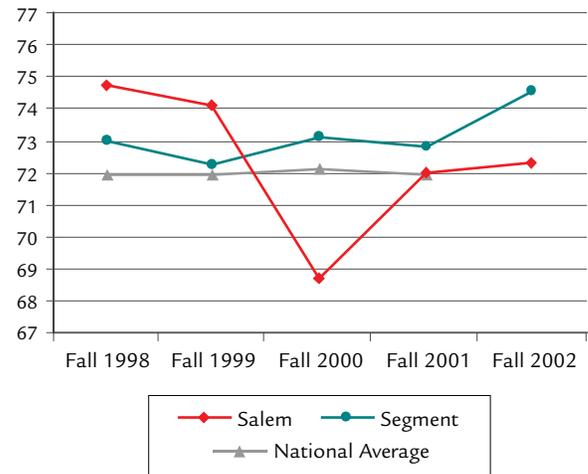


Figure 5. Six-Year Graduation Rate

	ENTERING COHORT			ROLLING AVG.
	1995	1996	1997	1995-97
Institution Rate	31.3%	34.1%	37.0%	34.1%
Peer Rate	36.5%	38.1%	39.0%	37.8%
Segment	41.0%	43.8%	45.5%	43.4%

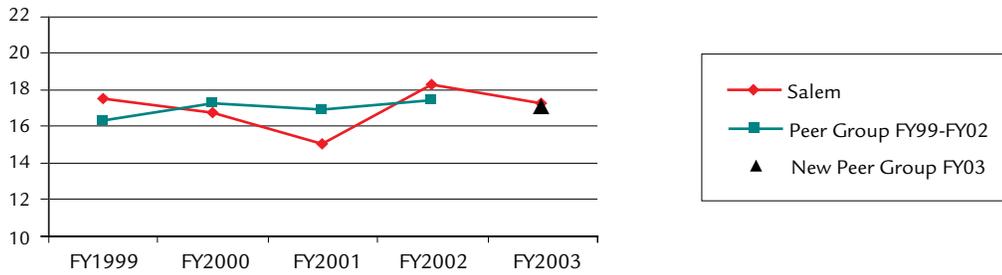
Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

### INSTITUTIONAL SUPPORT COSTS

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

**FINANCIAL RESOURCES** (from previous page)

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



Are Salem State College graduates *entering the workforce and/or continuing their education?*

POST-BACCALAUREATE EXPERIENCE

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

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

TRANSFER AND JOINT ADMISSIONS

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

Is Salem State College providing additional support through fundraising activities?

FUNDRAISING

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

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

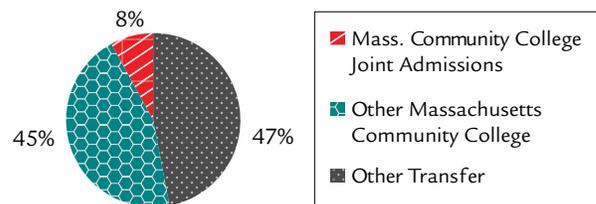
Is Salem State College *providing the consistent and reliable data* needed for public accountability?

DATA REPORTING

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

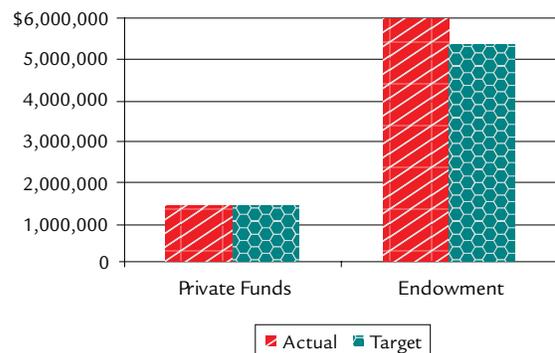
**TRANSFER STUDENTS**

Figure 7. Fall 2003 Transfer Students (N=739)



**FUNDRAISING**

Figure 8. Funds and Fundraising FY2004



# Westfield State College

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

## COLLABORATIONS

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

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

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

Westfield State College continues to emphasize its teacher education programs and develop the Westfield Professional Development School Network. The Center for Teacher

Education and Research was established in spring 2004 with a mission of improving student achievement by providing professional opportunities. Through participation in the Foundation for Excellent Schools Program, Westfield also created a mentoring program with Westfield High School for at-risk high school students.

## PROGRAM OF DISTINCTION

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

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

### Performance Highlight

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

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

## Are Massachusetts high school graduates able to gain *access to affordable higher education* at Westfield State College?

### ACCESS

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

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

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

### MINORITY STUDENT ACCESS

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

### AFFORDABILITY

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

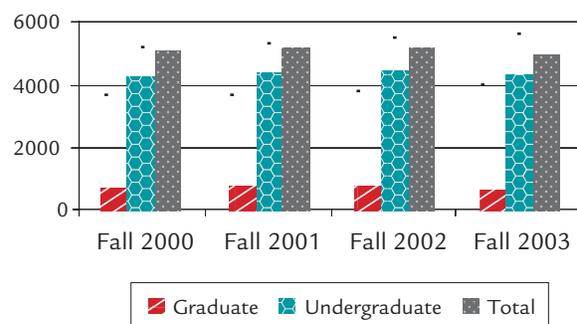
The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct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

### ACCESS AND AFFORDABILITY

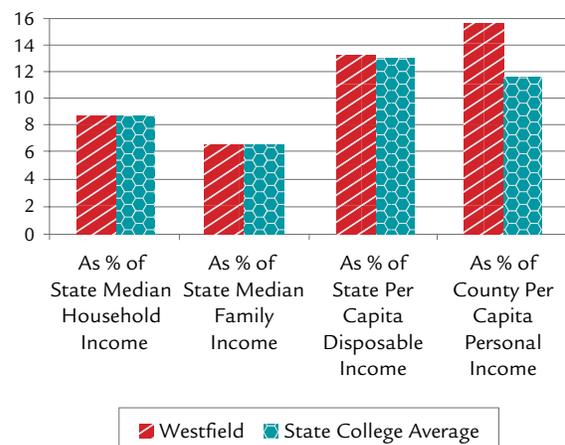
*Figure 1. Enrollment Indicators for Westfield*

		2002	2003	Target
UNDERGRADUATE	Fall Headcount	4412	4292	n/a
	Fall FTE	3902	3830	n/a
	Annual Headcount	4968	4885	4800
	Annual FTE	3929	3925	3745
GRADUATE	Fall Headcount	773	646	n/a
	Fall FTE	284	261	n/a
	Annual Headcount	1340	1249	1200
	Annual FTE	388	360	275

*Figure 2. Fall Unduplicated Headcount*



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



## Are students at Westfield State College *succeeding academically and continuing to graduation?*

### RETENTION

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

### GRADUATION

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

### DEGREES CONFERRED

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

### MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

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

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

### ACADEMIC ADMISSIONS STANDARDS

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

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

### INSTITUTIONAL SPENDING

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

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

### ACADEMIC SUCCESS

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

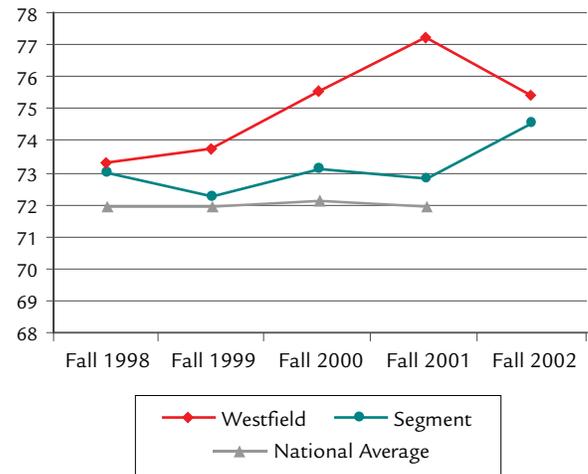


Figure 5. Six-Year Graduation Rate

	ENTERING COHORT			ROLLING AVG.
	1995	1996	1997	1995-97
Institution Rate	53.3%	56.4%	55.7%	55.1%
Peer Rate	34.0%	37.8%	40.7%	37.5%
Segment	41.0%	43.8%	45.5%	43.4%

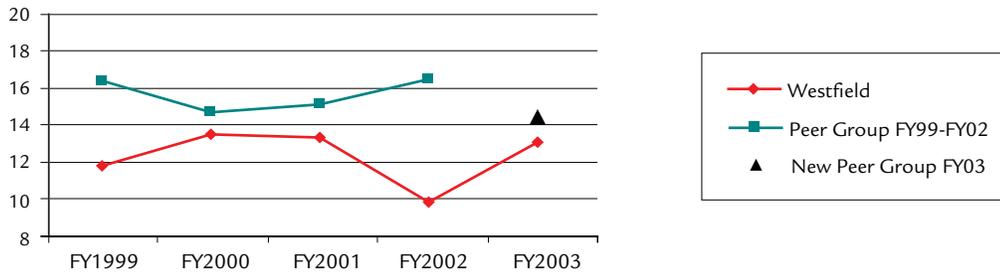
Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

### INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Westfield spent \$896 per student on institutional support costs in FY2003, which was lower than its peer average of \$1,299, a FY2004 performance target. The total amount spent on institutional support costs was 13.1 percent of the total Educational and General expenditures, which was lower than the 14.4 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.

**FINANCIAL RESOURCES** (from previous page)

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



Are Westfield State College graduates *entering the workforce and/or continuing their education?*

POST-BACCALAUREATE EXPERIENCE

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

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

TRANSFER AND JOINT ADMISSIONS

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

Is Westfield State College providing additional support through fundraising activities?

FUNDRAISING

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

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

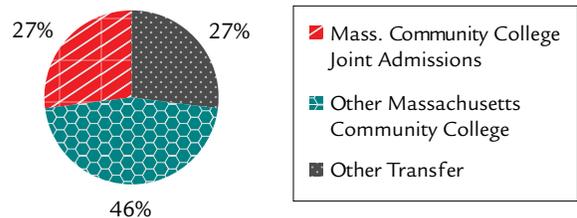
Is Westfield State College *providing the consistent and reliable data* needed for public accountability?

DATA REPORTING

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

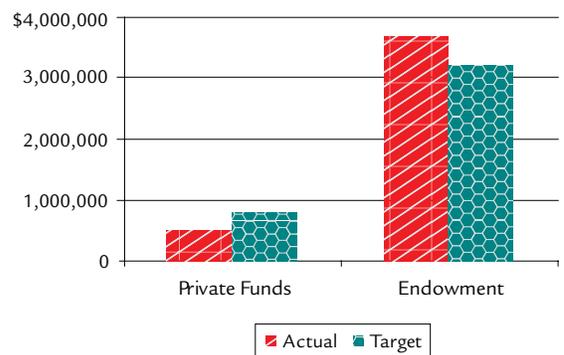
**TRANSFER STUDENTS**

Figure 7. Fall 2003 Transfer Students (N=330)



**FUNDRAISING**

Figure 8. Funds and Fundraising FY2004



# Worcester State College

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

## COLLABORATIONS

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

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

The Worcester State College Latino Education Institute initiated a partnership with the 11<sup>th</sup> grade Latino students attending Worcester Public Schools. The Institute provides a variety of programs and activities to support interest in and progress toward college attendance, including career and financial aid workshops, college tours and application

assistance. In addition, a Leadership Academy for public school personnel interested in obtaining certification in school administration was conducted in collaboration with several Blackstone Valley school districts.

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

The program's projected outcomes include all WSC freshman, and eventually all students, having equal access to state-of-the-art computing resources and universal access to enable faculty to implement technology-based learning resources in teaching and learning.

## Are Massachusetts high school graduates able to gain *access to affordable higher education* at Worcester State College?

### ACCESS

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

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

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

### MINORITY STUDENT ACCESS

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

### AFFORDABILITY

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

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

### ACCESS AND AFFORDABILITY

Figure 1. Enrollment Indicators for Worcester

		2002	2003	Target
UNDERGRADUATE	Fall Headcount	4856	4665	n/a
	Fall FTE	3570	3501	n/a
	Annual Headcount	6766	6400	6800
	Annual FTE	3884	3800	3900
GRADUATE	Fall Headcount	712	805	n/a
	Fall FTE	276	287	n/a
	Annual Headcount	2571	2735	2600
	Annual FTE	635	624	650

Figure 2. Fall Unduplicated Headcount

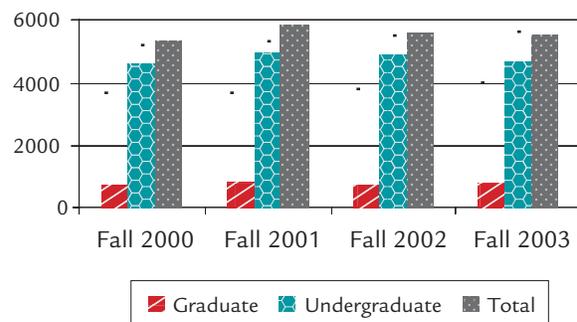
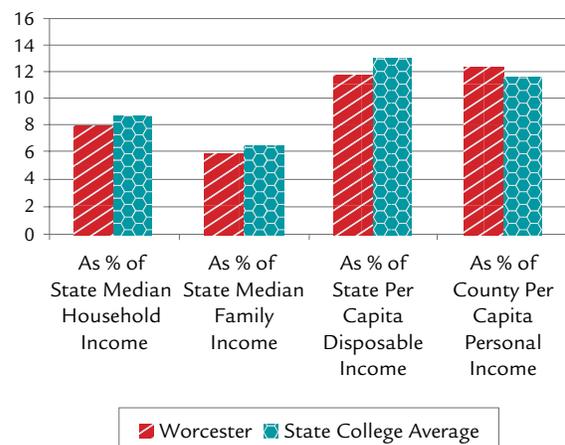


Figure 3. FY2004 Tuition and Fees as a Percent of Key Income Measures



## Are students at Worcester State College *succeeding academically and continuing to graduation?*

### RETENTION

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

### GRADUATION

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

### DEGREES CONFERRED

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

### MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE

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

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

### ACADEMIC ADMISSIONS STANDARDS

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

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

### INSTITUTIONAL SPENDING

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

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

### ACADEMIC SUCCESS

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

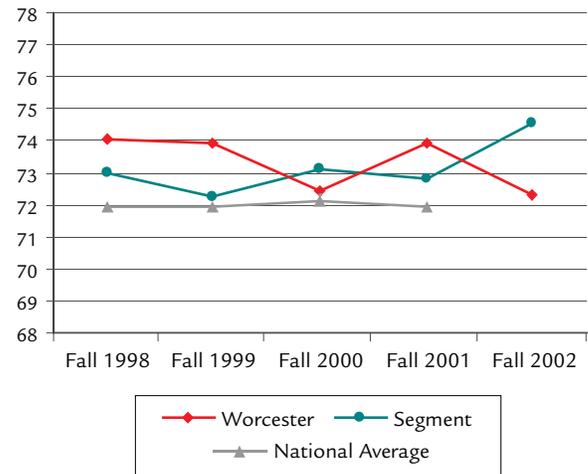


Figure 5. Six-Year Graduation Rate

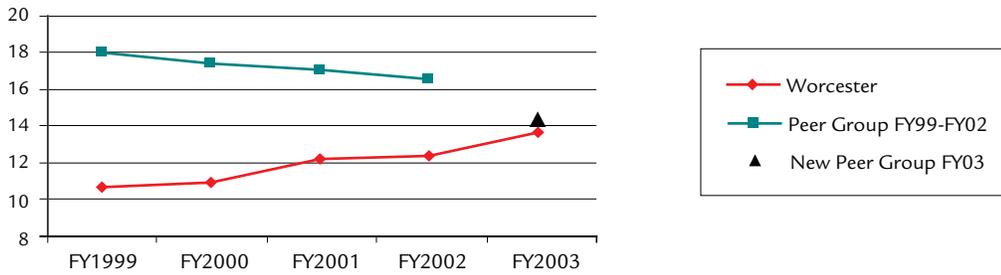
	ENTERING COHORT			ROLLING AVG.
	1995	1996	1997	1995-97
Institution Rate	35.3%	35.6%	40.5%	37.1%
Peer Rate	34.2%	33.1%	33.5%	33.6%
Segment	41.0%	43.8%	45.5%	43.4%

Commonwealth of Massachusetts. These policies address special admissions, minimum grade point average, college preparation courses and other criteria. Please see the appendix for further information on academic admission standards.

### INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Worcester spent \$914 per headcount on institutional support costs in FY2003, which was lower than their peer average of \$1,202, a FY2004 performance target. The total amount spent on institutional support costs was 13.7 percent of the total Educational and General expenditures, which was lower than the 14.1 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



Are Worcester State College graduates *entering the workforce and/or continuing their education?*

POST-BACCALAUREATE EXPERIENCE

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

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

TRANSFER AND JOINT ADMISSIONS

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

Is Worcester State College providing additional support through fundraising activities?

FUNDRAISING

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

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

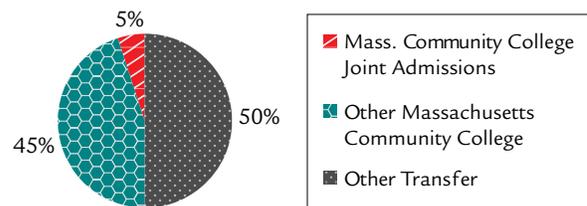
Is Worcester State College *providing the consistent and reliable data* needed for public accountability?

DATA REPORTING

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

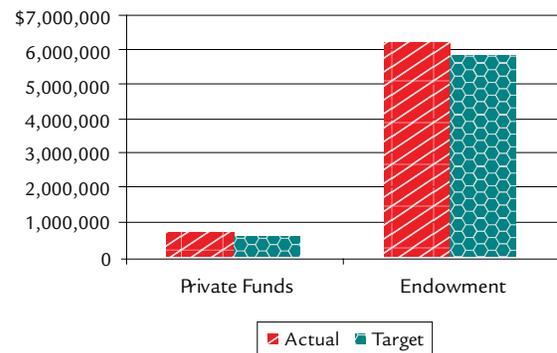
TRANSFER STUDENTS

Figure 7. Fall 2003 Transfer Students (N=396)



FUNDRAISING

Figure 8. Funds and Fundraising FY2004



# Community College Performance

<p>QUESTIONS REGARDING COMMUNITY COLLEGE PERFORMANCE <i>and</i> RELATED INDICATORS</p>	<p>COMMUNITY COLLEGE ACHIEVEMENTS</p>
<p><b>Are Massachusetts residents able to gain access to affordable higher education?</b></p> <p>INDICATORS</p> <p>Overall enrollment, minority enrollment, tuition and fees as a percent of income, percent eligible students receiving aid.</p>	<p>The 15 community colleges have successfully met enrollment targets resulting in a record number of Massachusetts residents accessing public higher education. This was bolstered by increasing the affordability of college through substantial distributions of student financial assistance. The following segmental results demonstrate the achievements of the community colleges:</p> <ul style="list-style-type: none"> <li>• All of the community colleges enrolled student populations reflective of the representation of minorities in their draw region.</li> <li>• Fourteen of the community colleges met the target of staying within the segmental average for tuition and fees relative to state and regional income levels.</li> <li>• All 15 of the community colleges met the target of distributing financial aid so that at least 85 percent of full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need.</li> </ul>
<p><b>Are our community college students succeeding academically? Do the community colleges provide quality learning opportunities for our students?</b></p> <p>INDICATORS</p> <p>Course completion rates, retention to the spring semester and to the second year, number of annual degrees/certificates, pass rates on nursing exam.</p>	<p>Retention and completion measures provide segmental evidence that the community colleges foster student success. Massachusetts community college students are likely to complete course requirements and return to public campuses in subsequent semesters. Segmental results show that:</p> <ul style="list-style-type: none"> <li>• All 15 community colleges met the target for course completion.</li> <li>• Fall-to-fall retention for the community college segment has been consistently above the national average.</li> <li>• Over 90 percent of first-time, degree-seeking students who enrolled in the fall semester returned the following spring.</li> <li>• All 15 community colleges met or exceeded their targets for degrees conferred.</li> <li>• Twelve community colleges met the pass rate target for the Massachusetts Nursing Exam.</li> </ul> <p>Of the three remaining, a slim margin of 2 percent kept them from attaining the target.</p>
<p><b>How efficiently and effectively are we utilizing our resources?</b></p> <p>INDICATORS</p> <p>Revenues allocated to capital adaptation and renewal, percent of funds spent on institutional support costs, independent financial audits.</p>	<p>Community colleges continue to provide safe and upgraded campus facilities by dedicating a percentage of operating revenues to capital renewal and adaptation.</p> <ul style="list-style-type: none"> <li>• On average, the colleges have allocated 7.4 percent of their operating revenue towards capital renewal and adaptation.</li> <li>• Thirteen campuses had institutional support costs less than or equal to the average of their peer institutions.</li> <li>• All campuses had independent audits. Fourteen of the community colleges had no significant findings.</li> </ul>

<p>QUESTIONS REGARDING COMMUNITY COLLEGE PERFORMANCE <i>and</i> RELATED INDICATORS</p>	<p>COMMUNITY COLLEGE ACHIEVEMENTS</p>
<p><b>Are our community colleges contributing to workforce development? Do our graduates enter the workforce and/or continue their education?</b></p> <p>INDICATORS Workforce development (WFD) courses offered and enrollment, workforce placement and/or continuing education for Massachusetts residents one year after graduation.</p>	<p>The community colleges serve as a vital component of the Commonwealth’s workforce development system.</p> <ul style="list-style-type: none"> <li>• Fourteen of the campuses met their target enrollments for workforce development courses. Enrollments in these courses were at an eight-year high.</li> <li>• Eleven community colleges achieved their targets for workforce development courses offered.</li> <li>• One year after graduation, 87 to 95 percent of state college graduates were either employed in Massachusetts or continuing their education.</li> </ul>
<p><b>Are our community colleges providing additional support through fundraising activities?</b></p> <p>INDICATORS Total private funds received (both the institution and the Foundation).</p>	<p>All community colleges are engaged in private fundraising. Thirteen of the colleges met or exceeded their targets.</p>

# Massachusetts Community Colleges

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

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

and health faculty shortages were obstacles. The community colleges continue to emphasize workforce development courses as a valued service to the residents and businesses in the Commonwealth.

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

# Massachusetts Community Colleges

## EXPANDING WORKFORCE DEVELOPMENT

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

## MAXIMIZING AFFORDABILITY

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

## ENHANCING STUDENT ACCESS

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

## STRENGTHENING FUNDRAISING EFFORTS

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

## EXPANDING COLLABORATIONS

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

# Berkshire Community College

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

## COLLABORATIONS

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

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

and student performance.

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

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

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

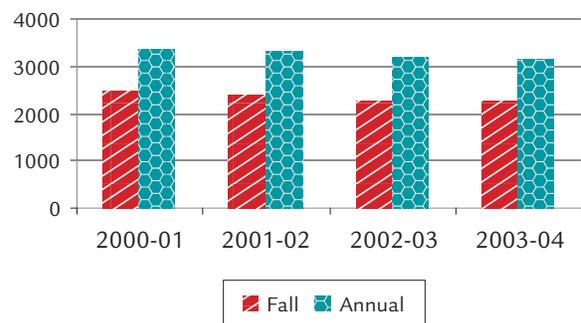
can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Berkshire fully met the need of 96 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

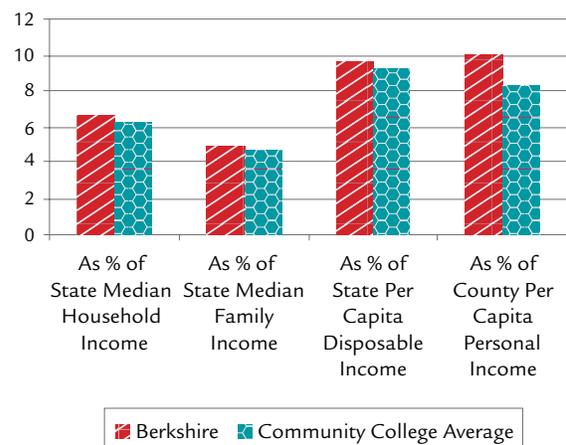
*Figure 1. Enrollment Indicators for Berkshire*

	2001	2002	2003	Target
<i>Fall Headcount</i>	2401	2254	2272	n/a
<i>Fall FTE</i>	1347	1314	1324	n/a
<i>Annual Headcount</i>	3310	3202	3139	3234
<i>Annual FTE</i>	1398	1366	1372	1380

*Figure 2. Headcount Enrollment*



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



## Are students at Berkshire Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

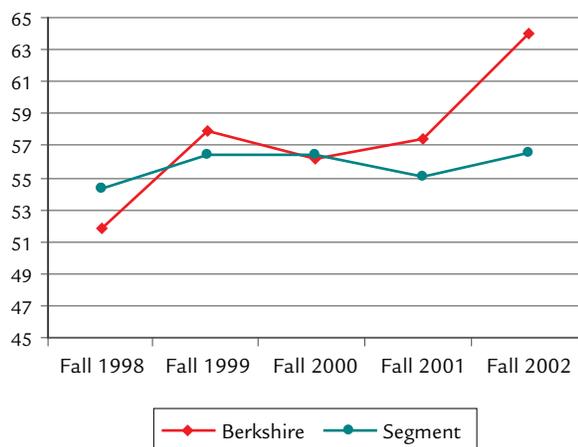
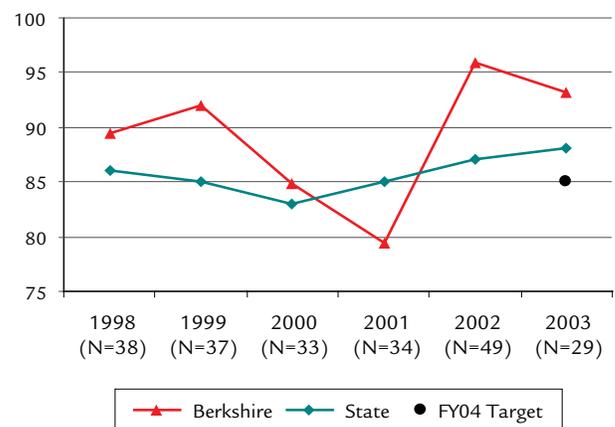


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

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

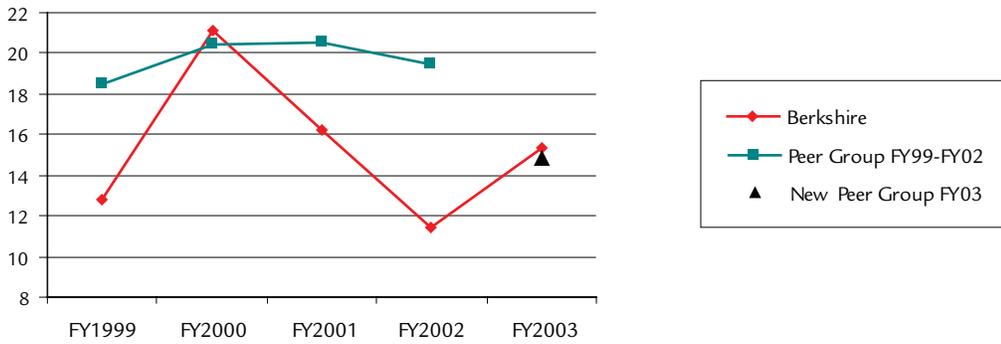
Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Berkshire allocated 5.2 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

### INSTITUTIONAL SUPPORT COSTS

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

**FINANCIAL RESOURCES** (from previous page)

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



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

**WORKFORCE DEVELOPMENT COURSES**

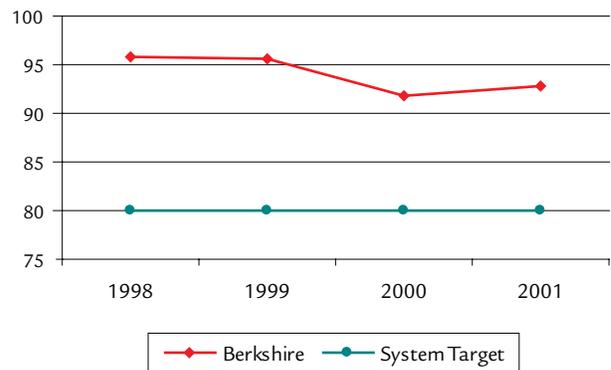
In FY2004, Berkshire offered 270 not-for-credit workforce development and job skills training courses, an increase of 28 courses from FY2003 and 23 courses higher than their target of 247 courses. Enrollment in these courses was 1,297, slightly higher than Berkshire’s target of 1,263.

**WORKFORCE PLACEMENT/CONTINUING ED.**

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

**WORKFORCE NEEDS**

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

**PRIVATE FUNDS**

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

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

**DATA REPORTING**

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

# Bristol Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

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

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Bristol Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

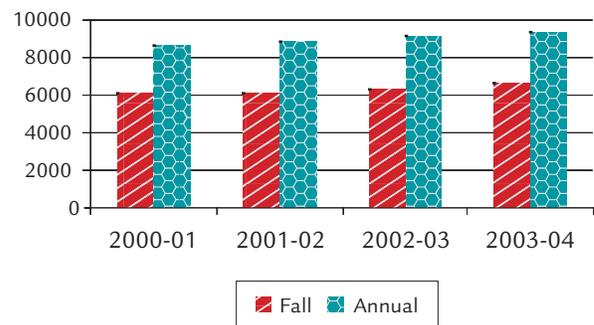
can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Bristol fully met the need of 97 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

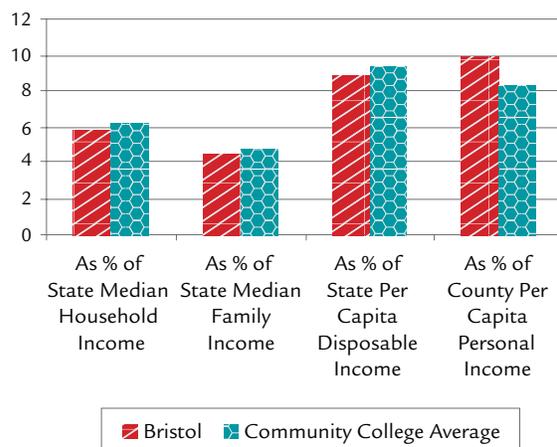
*Figure 1. Enrollment Indicators for Bristol*

	2001	2002	2003	Target
<i>Fall Headcount</i>	6124	6346	6639	n/a
<i>Fall FTE</i>	3424	3697	3965	n/a
<i>Annual Headcount</i>	8826	9118	9317	9300
<i>Annual FTE</i>	3708	3952	4062	4071

*Figure 2. Headcount Enrollment*



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



# Are students at Bristol Community College *succeeding academically and continuing to graduation?*

## COURSE COMPLETION

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

## PERSISTENCE

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

## DEGREES CONFERRED

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

## NURSING EXAM

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

### ACADEMIC SUCCESS

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

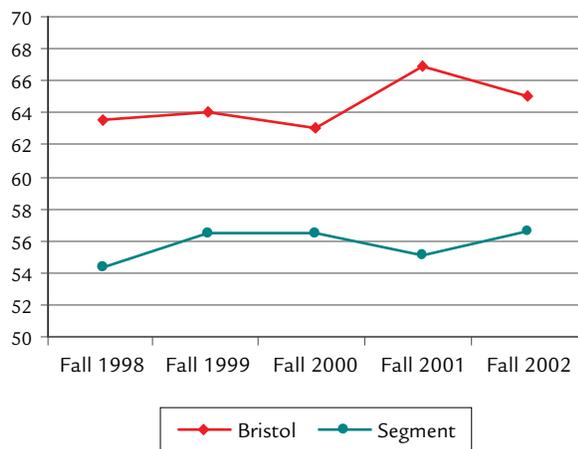
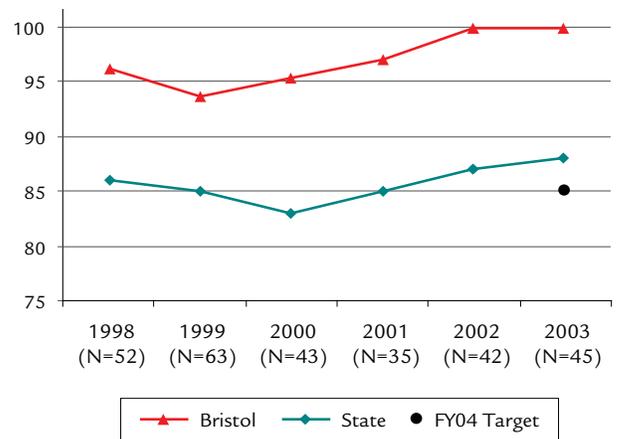


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

## INSTITUTIONAL SPENDING

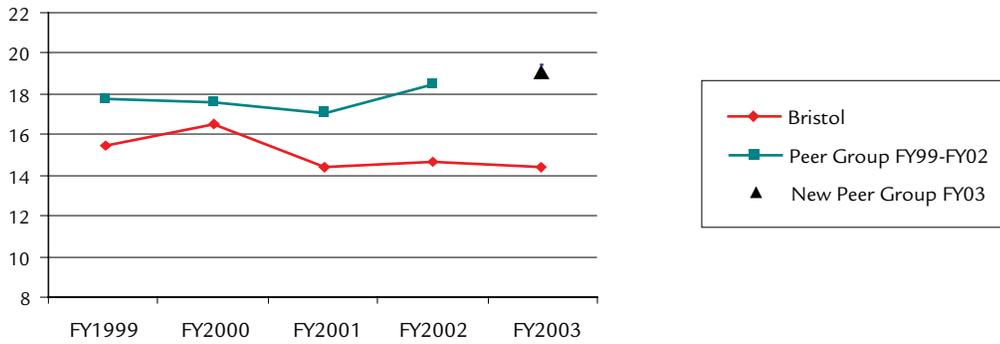
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Bristol Community College had an unqualified financial audit with no significant findings for FY2003.

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

## INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Bristol spent \$727 per headcount on institutional support costs in FY2003, which was lower than their peer average of \$1,020, a FY2004 performance target. The total amount spent on institutional support costs was 14.5 percent of the total Educational and General expenditures, which was lower than the 19.2 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Bristol Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

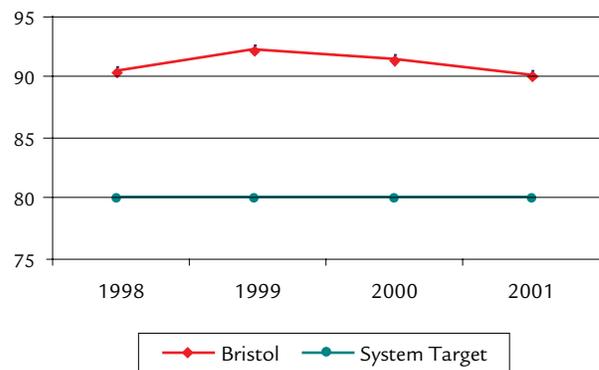
In FY2004, Bristol offered 659 not-for-credit workforce development and job skills training courses, an increase of 91 courses from FY2003 and 85 courses higher than their target of 574 courses. Enrollment in these courses was 9,517, higher than Bristol’s target of 8,277.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



## Is Bristol Community College *providing additional support through fundraising activities?*

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Bunker Hill Community College

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

## COLLABORATIONS

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

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

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

In collaboration with the Suffolk County Sheriff’s Department, Community Resources for Justice, the Ella J. Baker House, and The Work Place, Bunker Hill Community College operates an Offender Re-entry Program (ORP). Delivered to offenders in the Suffolk County House of Corrections, where first priority is given to Boston Re-entry Initiative

offenders, the ORP includes courses in writing and literature, computer workshops, and Job Skills classes and aggressive case management. The results of the program are significant and enduring. A formal review of the program by the Harvard Kennedy School of Government showed the following:

- 28.75 percent of ORP graduates were re-arrested within an eight-month period, compared to a rate of 41.38 percent for a comparison group.
- 90 percent of ORP graduates contact case managers for assistance after returning to the community.

### Performance Highlight

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

## PROGRAM OF DISTINCTION

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

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

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

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Bunker Hill Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

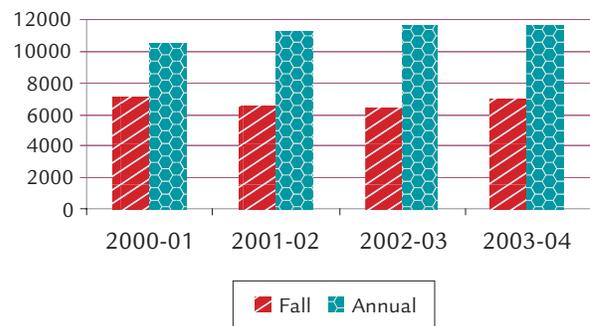
can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Bunker Hill fully met the need of 95 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

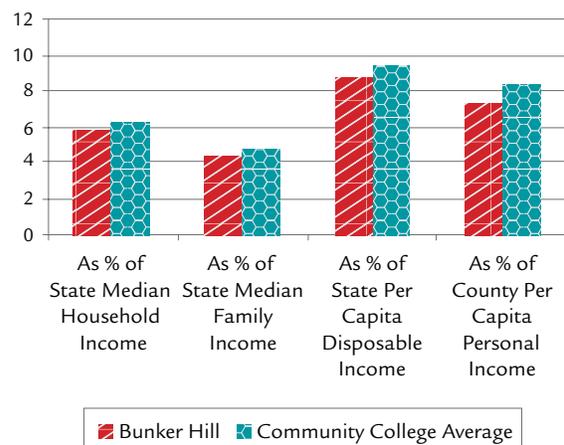
*Figure 1. Enrollment Indicators for Bunker Hill*

	2001	2002	2003	Target
<i>Fall Headcount</i>	6914	7211	7397	n/a
<i>Fall FTE</i>	3872	4079	4149	n/a
<i>Annual Headcount</i>	11210	11617	11664	11620
<i>Annual FTE</i>	4489	4709	4729	4110

*Figure 2. Headcount Enrollment*



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



## Are students at Bunker Hill Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

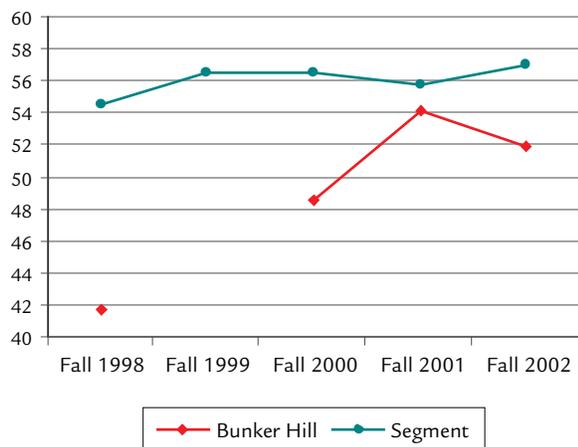
The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Bunker Hill awarded 685 degrees and certificates in FY2004. This met its institutional target of 602.

### NURSING EXAM

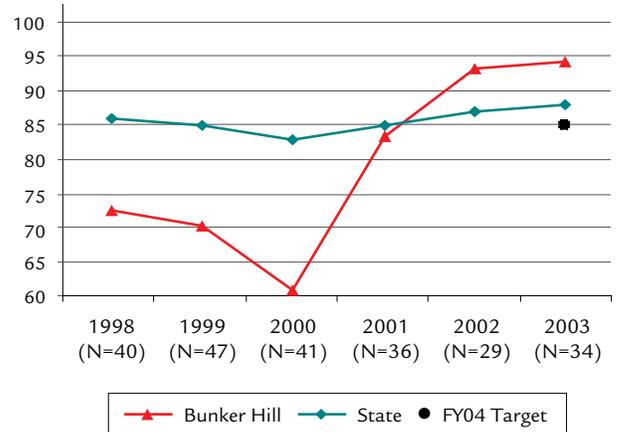
Another measure of student success is performance on standardized licensure exams. Ninety-four percent of Bunker Hill students taking the registered nurse exam (*Figure 5*) in 2003 passed on their first attempt (the most recent year with complete data). This was a slight increase from the prior year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

## ACADEMIC SUCCESS

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



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



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

### INSTITUTIONAL SPENDING

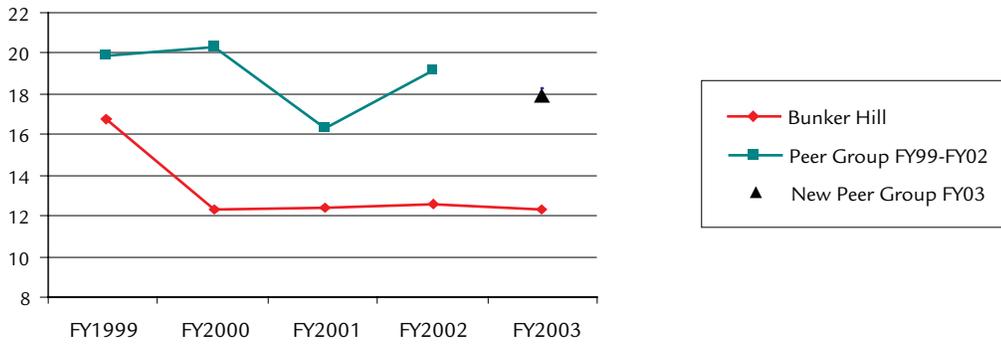
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Bunker Hill Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

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

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Bunker Hill Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

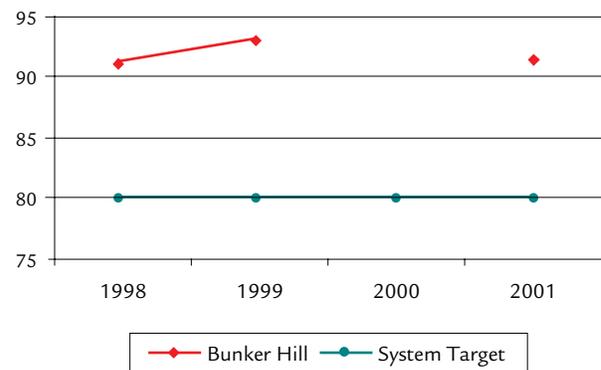
In FY2004, Bunker Hill offered 277 not-for-credit workforce development and job skills training courses, an increase of 63 courses from FY2003 and 62 courses higher than their target of 215 courses. Enrollment in these courses was 4,039, higher than Bunker Hill's target of 3,710.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Cape Cod Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

The Office of Extended Studies coordinates and supports nine graduate degree and eight baccalaureate degree programs offered in partnership with eight colleges. Among the outcomes for these programs are completions of 113 baccalaureate and 302 graduate degrees; 36 CCCC graduates from the Class of 2002 are currently enrolled in baccalaureate degree completion programs on the West Barnstable campus; baccalaureate programs’ annual enrollment has increased from 59 in FY1998 to 880 in FY2004; and graduate programs’ annual enrollment has increased from 185 to 865. Since its inception in 1998, the

### Performance Highlight

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

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

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

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Cape Cod Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

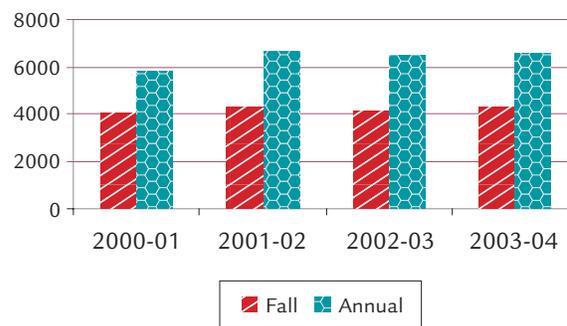
can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Cape Cod fully met the need of 89 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

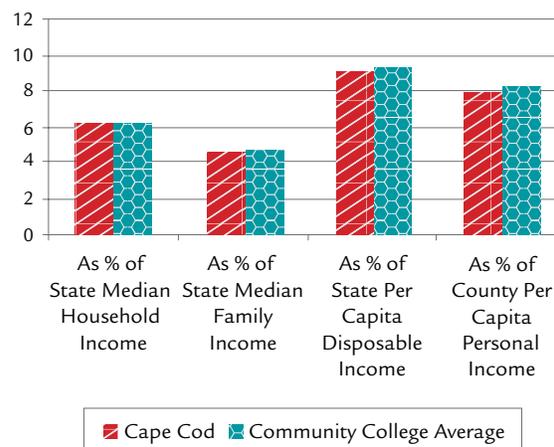
*Figure 1. Enrollment Indicators for Cape Cod*

	2001	2002	2003	Target
<i>Fall Headcount</i>	4294	4119	4287	n/a
<i>Fall FTE</i>	2274	2169	2331	n/a
<i>Annual Headcount</i>	6629	6481	6578	6481
<i>Annual FTE</i>	2313	2328	2419	2328

*Figure 2. Headcount Enrollment*



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



## Are students at Cape Cod Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Cape Cod awarded 425 degrees and certificates in FY2004. This met its institutional target of 384.

### NURSING EXAM

Another measure of student success is performance on standardized licensure exams. Eighty-five percent of Cape Cod students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was a decline from the prior year (90 percent), but it met the system-wide target of 85 percent.

## ACADEMIC SUCCESS

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

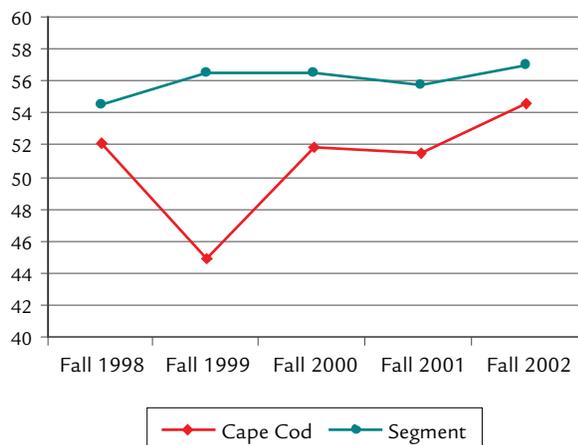
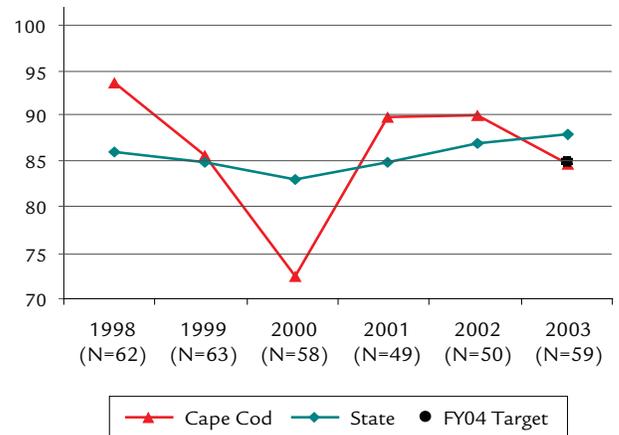


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

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

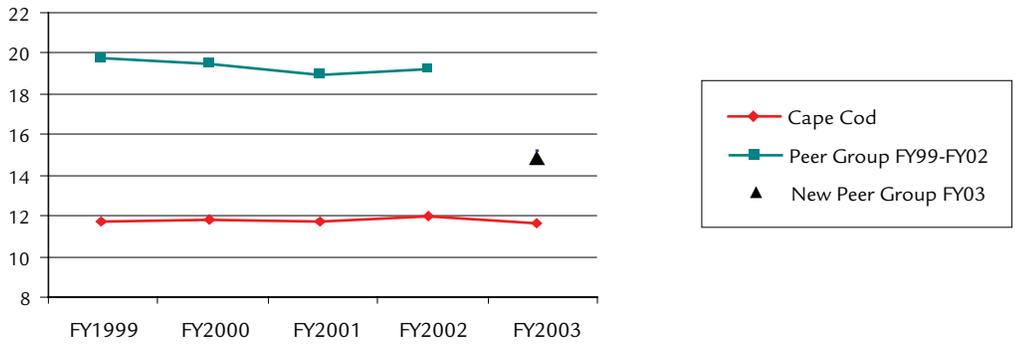
Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Cape Cod allocated 6.1 percent for this purpose (based on a three-year rolling average). This was above the system-wide target of a minimum of 5 percent.

### INSTITUTIONAL SUPPORT COSTS

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

**FINANCIAL RESOURCES** (from previous page)

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



Is Cape Cod Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

**WORKFORCE DEVELOPMENT COURSES**

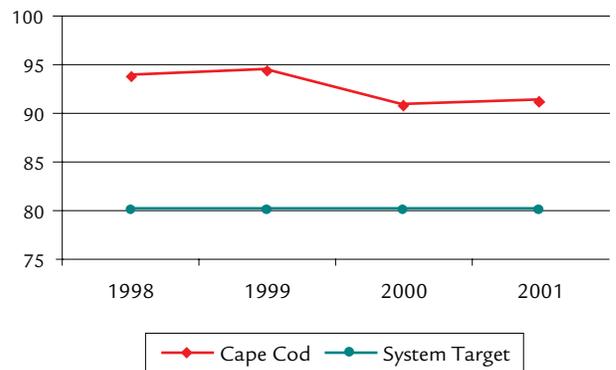
In FY2004, Cape Cod offered 134 not-for-credit workforce development and job skills training courses, a decrease of 5 courses from FY2003 and 13 courses higher than their target of 121 courses. Enrollment in these courses was 1,831, higher than Cape Cod’s target of 1,730.

**WORKFORCE PLACEMENT/CONTINUING ED.**

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

**WORKFORCE NEEDS**

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

**PRIVATE FUNDS**

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

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

**DATA REPORTING**

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

# Greenfield Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

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

### Performance Highlight

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

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

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

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether

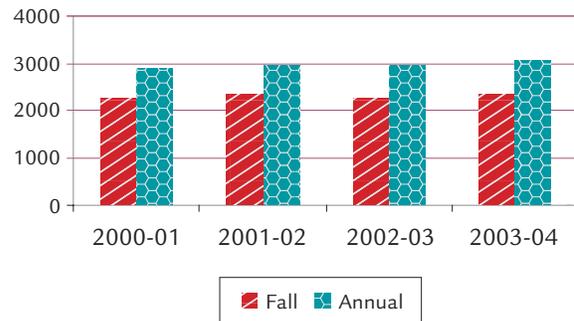
full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Greenfield fully met the need of 93 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

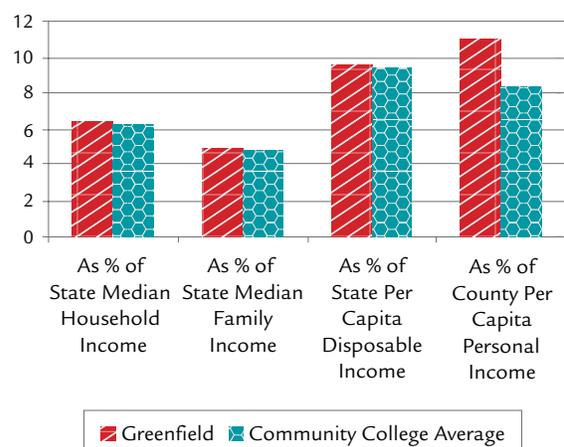
*Figure 1. Enrollment Indicators for Greenfield*

	2001	2002	2003	Target
<i>Fall Headcount</i>	2355	2254	2368	n/a
<i>Fall FTE</i>	1401	1383	1437	n/a
<i>Annual Headcount</i>	2976	2980	3056	2988
<i>Annual FTE</i>	1436	1400	1415	1423

*Figure 2. Headcount Enrollment*



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



## Are students at Greenfield Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

Another measure of student success is performance on standardized licensure exams. Almost 97 percent of Greenfield students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was a decline from the prior year (100 percent), but it met the system-wide target of 85 percent.

## ACADEMIC SUCCESS

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

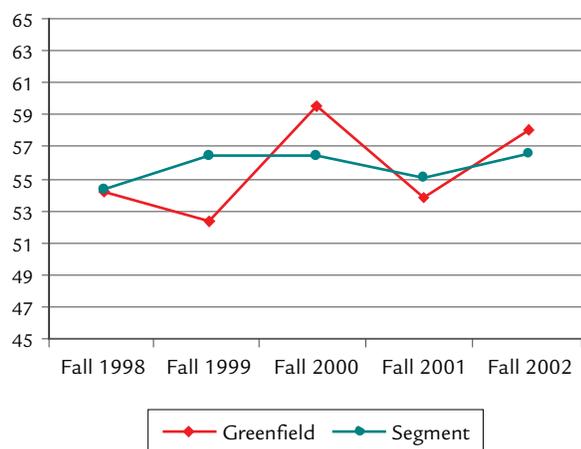
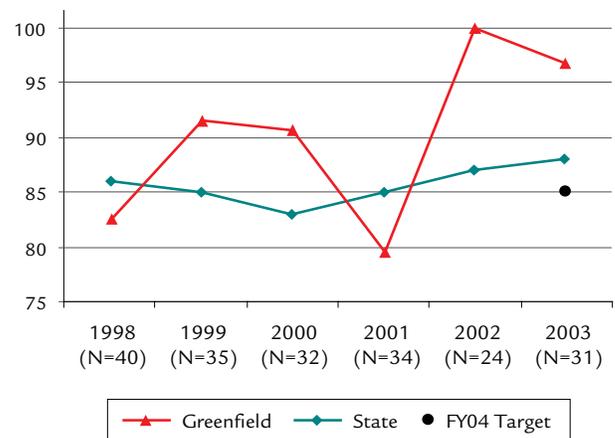


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

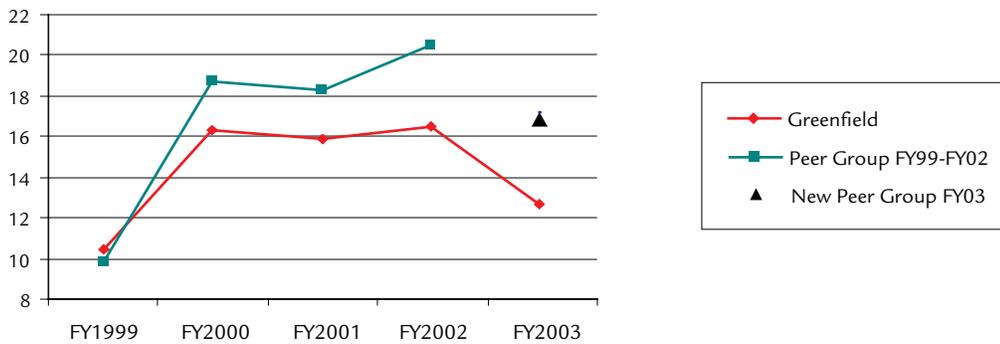
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Greenfield Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

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

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Greenfield Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

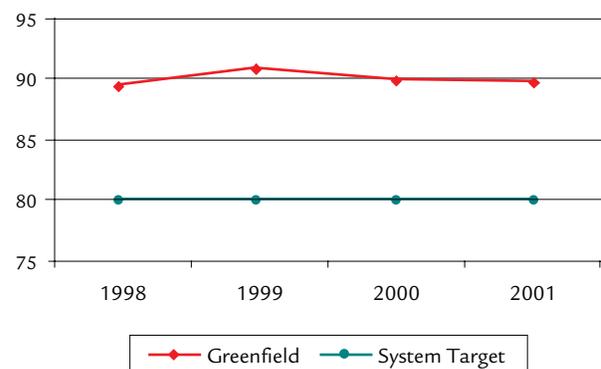
In FY2004, Greenfield offered 290 not-for-credit workforce development and job skills training courses, an increase of 76 courses from FY2003 and 131 courses higher than their target of 159 courses. Enrollment in these courses was 1,533, higher than Greenfield’s target of 1,244.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



## Is Greenfield Community College *providing additional support through fundraising activities?*

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Holyoke Community College

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

## COLLABORATIONS

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

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

work sessions for middle school students; and summer content and pedagogy institutes and academic year seminars for teachers.

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

## Performance Highlight

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

## PROGRAM OF DISTINCTION

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

This model expands the HCC learning community model to a sizable cohort of entering students, encompassing all of their courses. Current outcomes include higher course completion and grade distribution rates—particularly in biology, psychology and English courses—as well as a positive impact of “community” on student learning.

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Holyoke Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Holyoke fully met the need of 92 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

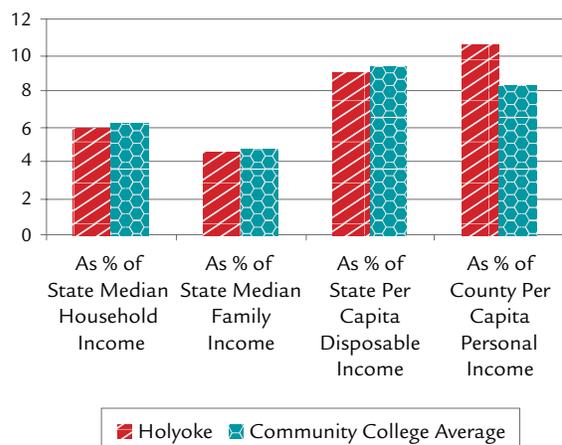
*Figure 1. Enrollment Indicators for Holyoke*

	2001	2002	2003	Target
<i>Fall Headcount</i>	5998	6117	6335	n/a
<i>Fall FTE</i>	3655	3856	4051	n/a
<i>Annual Headcount</i>	8520	8724	8990	8907
<i>Annual FTE</i>	3809	4049	4225	4097

*Figure 2. Headcount Enrollment*



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



## Are students at Holyoke Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

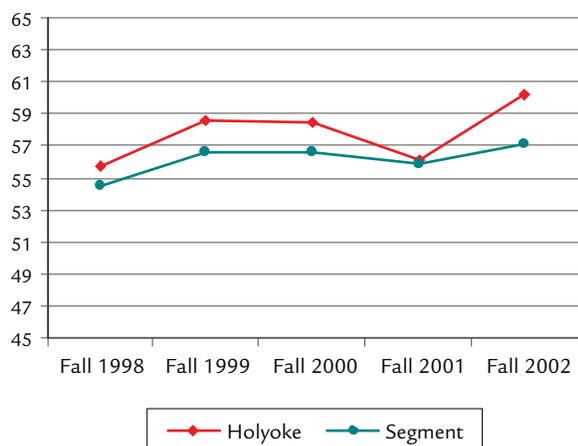
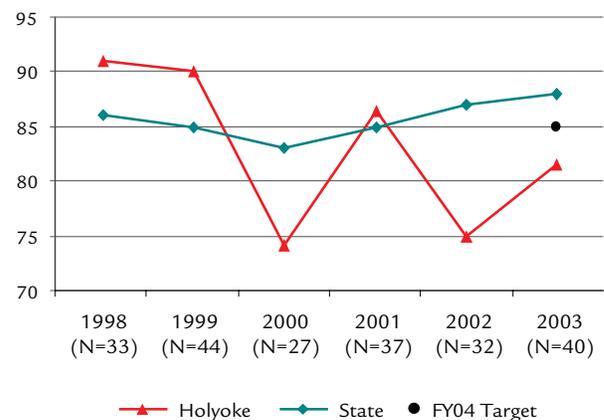


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

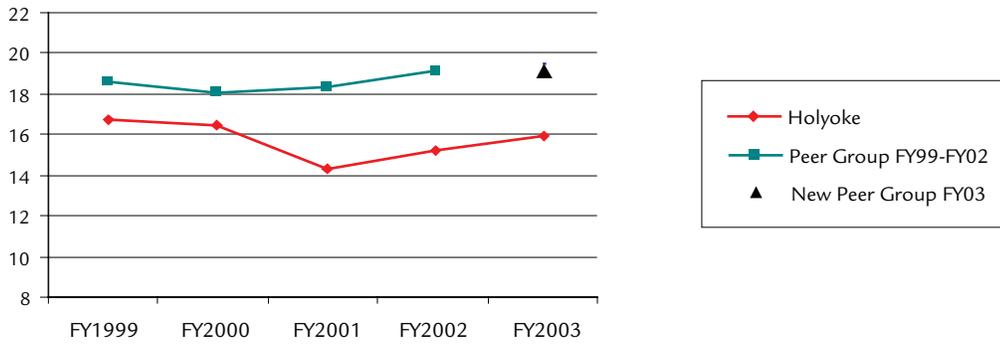
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Holyoke Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

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

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Holyoke Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

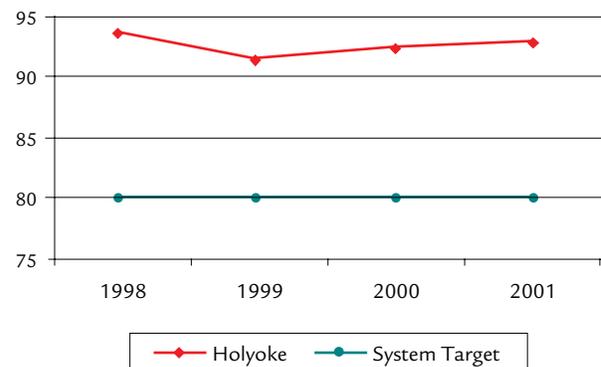
In FY2004, Holyoke offered 336 not-for-credit workforce development and job skills training courses, a decrease of 77 courses from FY2003 and 124 courses lower than their target of 460 courses. Enrollment in these courses was 3,827, higher than Holyoke’s target of 3,352.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Massachusetts Bay Community College

*Massachusetts Bay Community College provides quality career programs for immediate employment and programs paralleling the first two years of a bachelor degree. Mass. Bay offers a diverse course selection in the Liberal Arts, Science and Engineering, Computers, and Health Sciences programs of study. Mass. Bay aims to prepare students to transfer to four-year institutions, enter the job market in high-demand fields, retrain for new job opportunities, and make exciting lifelong learning selections.*

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

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

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

The current and expected outcomes of this program include cost savings and maximized usage of facilities, hands-on experience in clinical practice and in entrepreneurial processes, remediation of clinical site shortages, uniting theory and practical of academic programs on campus, and providing community outreach (the clinical sites foster health and wellness education and practice among participating community members).

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Mass. Bay Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Mass. Bay fully met the need of 95 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

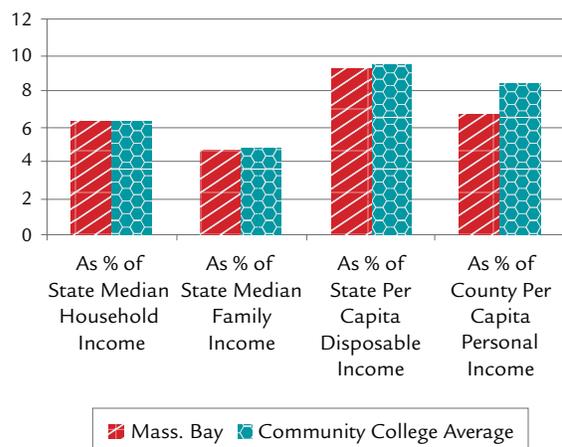
*Figure 1. Enrollment Indicators for Mass. Bay*

	2001	2002	2003	Target
<i>Fall Headcount</i>	5173	4994	5380	n/a
<i>Fall FTE</i>	3461	3341	3482	n/a
<i>Annual Headcount</i>	7850	7713	8002	7944
<i>Annual FTE</i>	3685	3615	3587	3615

*Figure 2. Headcount Enrollment*



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



## Are students at Massachusetts Bay Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Mass. Bay awarded 655 degrees and certificates in FY2004. This met its institutional target of 563.

### NURSING EXAM

Another measure of student success is performance on standardized licensure exams. Almost 83 percent of Mass. Bay students taking the registered nurse exam (*Figure 5*) in 2003 passed on their first attempt (the most recent year with complete data). This was a decrease from the prior year (90.9 percent), and it did not meet the system-wide target of 85 percent.

## ACADEMIC SUCCESS

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

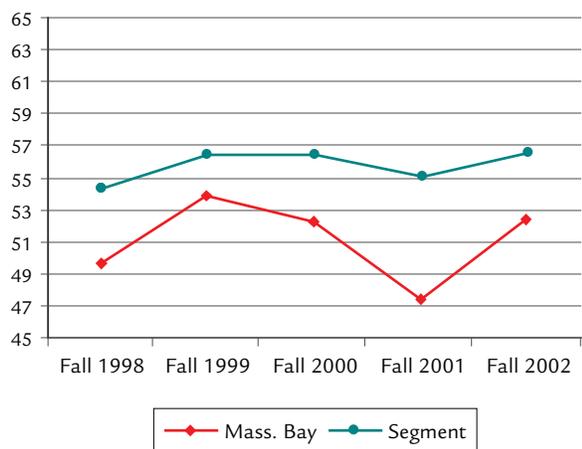
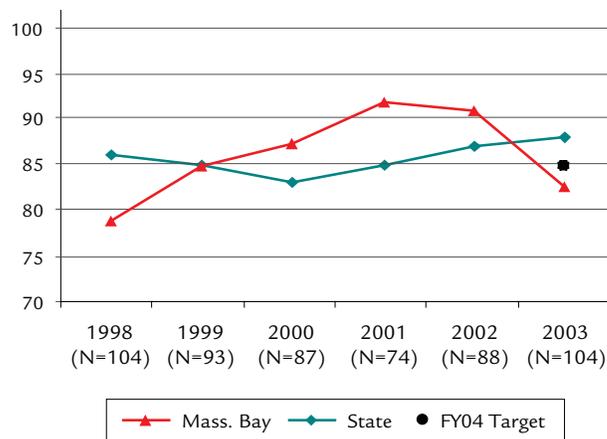


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



## Is Massachusetts Bay Community College *utilizing its financial resources effectively and efficiently?*

### INSTITUTIONAL SPENDING

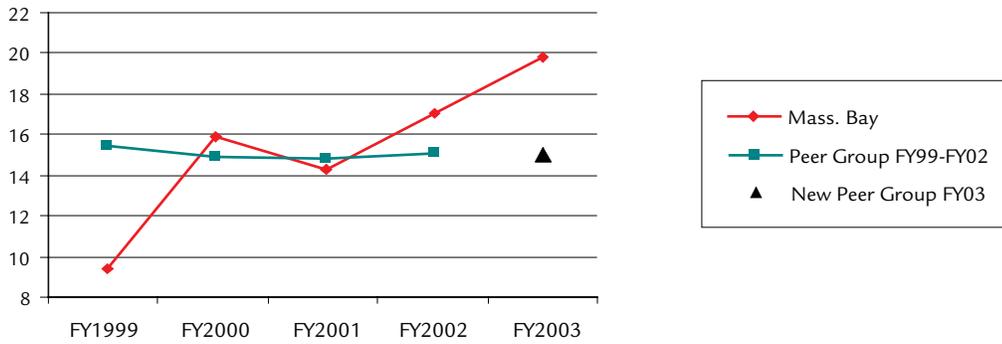
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Mass. Bay Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Mass. Bay spent \$1,052 per headcount on institutional support costs in FY2003, which was higher than their peer average of \$753, a FY2004 performance target. The total amount spent on institutional support costs was 19.8 percent of the total Educational and General expenditures, which was higher than the 15 percent peer average, also a FY2004 performance target. As reflected in *Figure 6* (next page), institutions chose new peer groups for FY2003.

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Massachusetts Bay Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

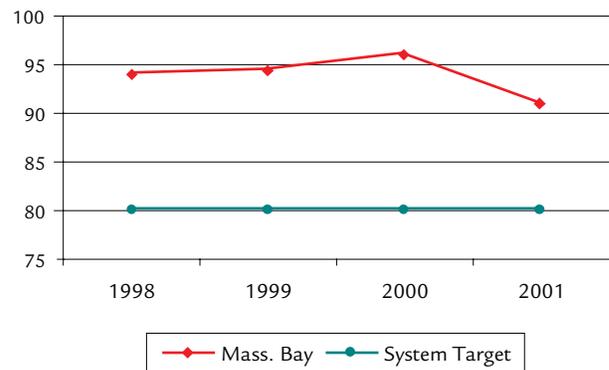
In FY2004, Mass. Bay offered 179 not-for-credit workforce development and job skills training courses, a decrease of 144 courses from FY2003 and 155 courses lower than their target of 334 courses. Enrollment in these courses was 2,241, higher than Mass. Bay's target of 1,975.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



## Is Massachusetts Bay Community College *providing additional support through fundraising activities?*

### PRIVATE FUNDS

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

## Is Massachusetts Bay Community College *providing the consistent and reliable data* needed for public accountability?

### DATA REPORTING

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

# Massasoit Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

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

The arrival of the MAM at Massasoit has improved teaching and learning opportunities for students and faculty and provided inspiration for the new Museum Studies certificate program. Outstanding research work by Art History students was recently acknowledged by the MAM with Certificates of Recognition. Their work has been the impetus for a grant proposal to design and produce a collections catalogue. MAM events have increased public awareness of the College's Canton Campus.

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Massasoit Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Massasoit fully met the need of 96 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

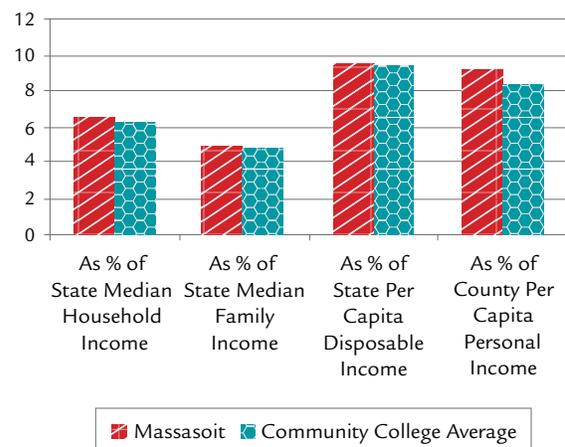
*Figure 1. Enrollment Indicators for Massasoit*

	2001	2002	2003	Target
<i>Fall Headcount</i>	6985	7003	6808	n/a
<i>Fall FTE</i>	4059	4164	4057	n/a
<i>Annual Headcount</i>	10,243	10,565	9820	10,565
<i>Annual FTE</i>	4285	4415	4102	4415

*Figure 2. Headcount Enrollment*



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



## Are students at Massasoit Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

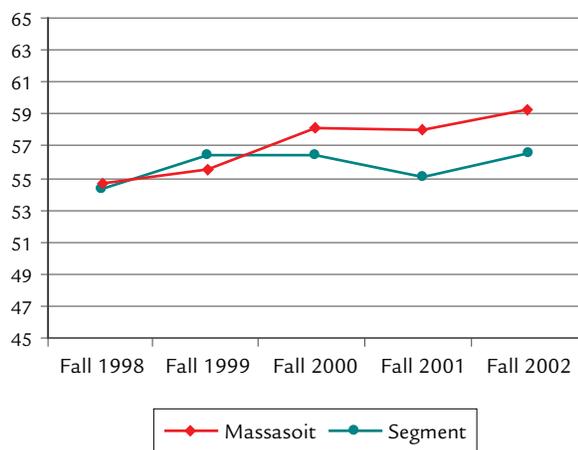
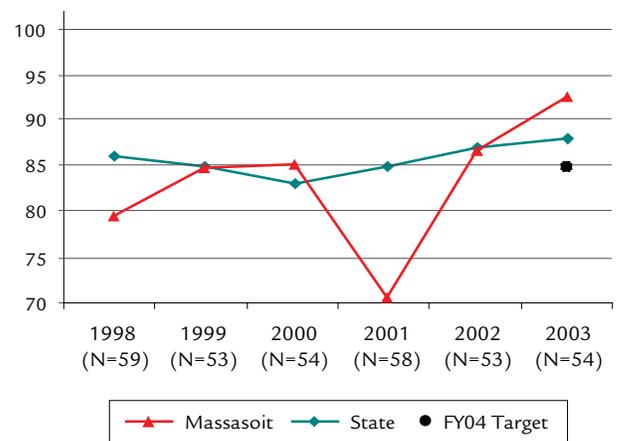


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

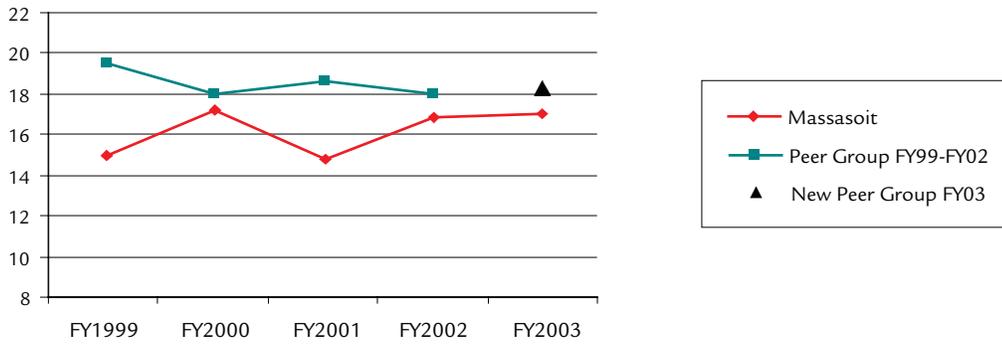
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Massasoit Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

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

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Massasoit Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

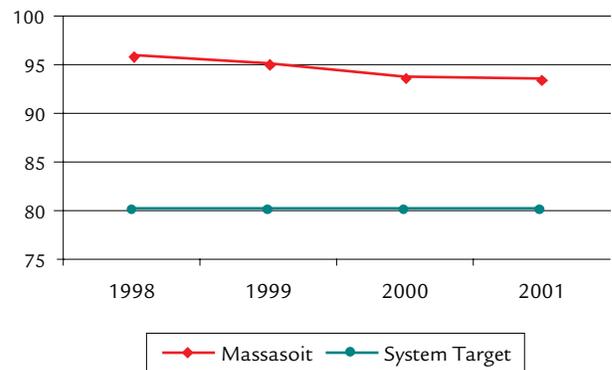
In FY2004, Massasoit offered 249 not-for-credit workforce development and job skills training courses, an increase of three courses from FY2003 and one course lower than their target of 250 courses. Enrollment in these courses was 2,901, lower than Massasoit's target of 3,000.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



## Is Massasoit Community College *providing additional support through fundraising activities?*

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Middlesex Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

The following is one of three notable Best Practice programs submitted by the institution. In 2003, Middlesex Community College was one of only 13 colleges nationally, and the only community college, selected by the Carnegie Foundation for the Advancement of Teaching to be a Cluster Leader for its Scholarship of Teaching and Learning Project. In this role, Middlesex leads COPPER: Communities of Practice Pooling Educational Resources, a cluster of colleges, including Holyoke, Northern Essex, Valencia, and Iowa Western Community Colleges, Salem and Fitchburg State Colleges and Pine Manor

### Performance Highlight

*Middlesex is by far the largest community college provider of workforce development training in the Commonwealth. They offered 2,018 not-for-credit courses with an enrollment of 22,611 students.*

College. COPPER is a cross-disciplinary community of practice that provides a valuable opportunity for faculty from a diverse group of institutions to engage in pedagogical study and practice-based research with a goal of improving the quality of student learning.

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

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

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Middlesex Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

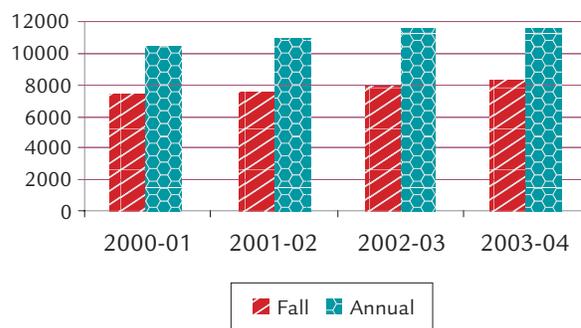
can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Middlesex fully met the need of 92 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

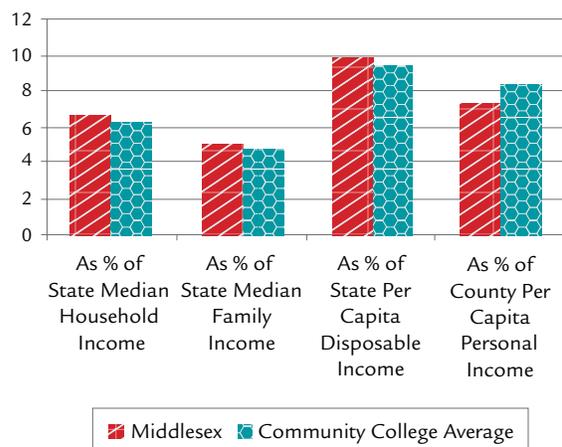
*Figure 1. Enrollment Indicators for Middlesex*

	2001	2002	2003	Target
<i>Fall Headcount</i>	7568	7979	8366	n/a
<i>Fall FTE</i>	4395	4787	4941	n/a
<i>Annual Headcount</i>	11,014	11,566	11,563	12,100
<i>Annual FTE</i>	4681	5023	5001	5125

*Figure 2. Headcount Enrollment*



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



## Are students at Middlesex Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

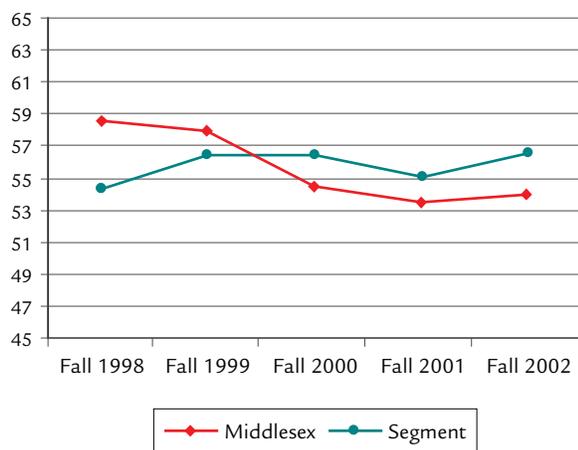
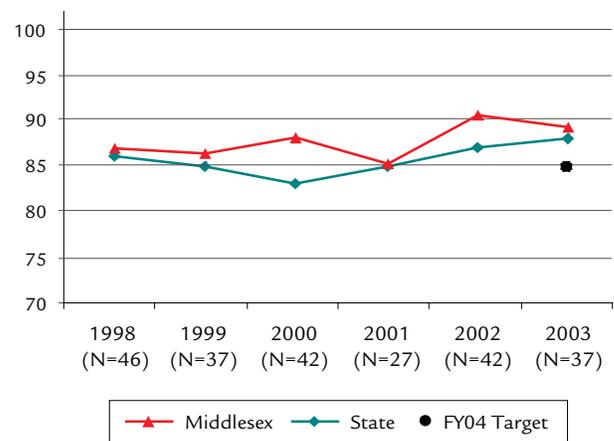


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

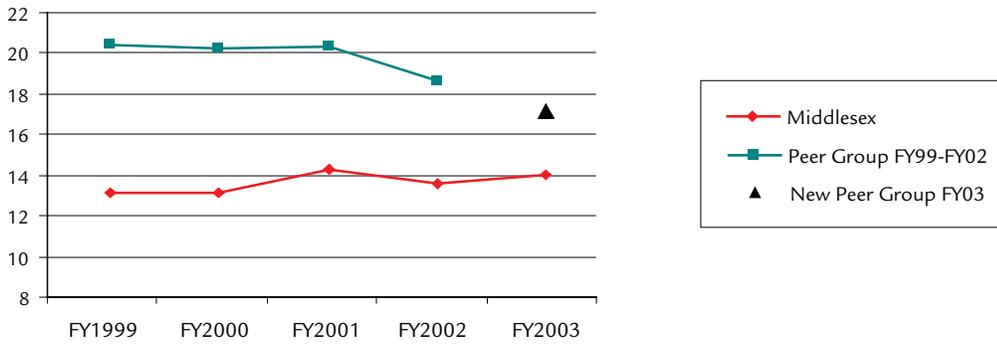
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Middlesex Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

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

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Middlesex Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

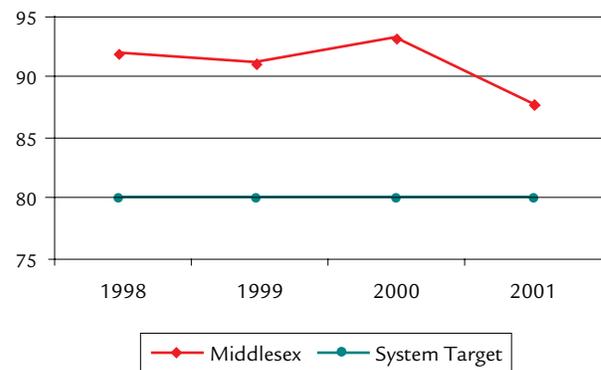
In FY2004, Middlesex offered 2,018 not-for-credit workforce development and job skills training courses, a decrease of 261 courses from FY2003 but 105 courses higher than their target of 1,913 courses. Enrollment in these courses was 22,611, higher than Middlesex’s target of 17,339.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



## Is Middlesex Community College *providing additional support through fundraising activities?*

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Mount Wachusett Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

The following is one of three notable Best Practice programs submitted by the institution. The MWCC Testing Services Office (TSO) has provided placement and career testing for MWCC students as well as CLEP and DANTES exams. As of fall 2004, the TSO added a new service, proctoring examinations for students who take distance learning courses at other colleges and universities. This is not an unusual service to offer, and the MWCC TSO is one of a several locations in Massachusetts that provides test administration services. The TSO is, however, the only location in all of New England that is registered with the

### Performance Highlight

*In FY2004, Mount Wachusett raised \$802,715 in private funds, which is substantially more than it raised the prior two fiscal years and well above the target for fundraising.*

National Consortium of Test Centers. It also is the only site that provides testing for students enrolled in the University of London distance education program. Currently, 1,000 students from New England participate in the University's programs and require proctoring services from MWCC.

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

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

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Mt. Wachusett Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether

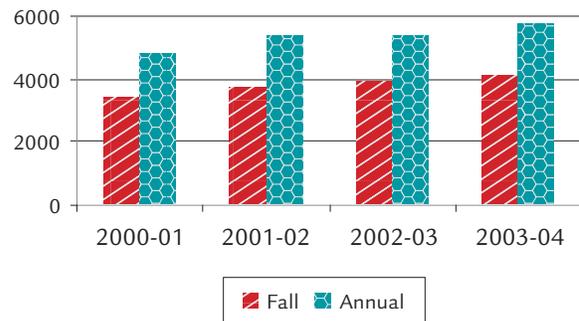
full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Mount Wachusett fully met the need of 93 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

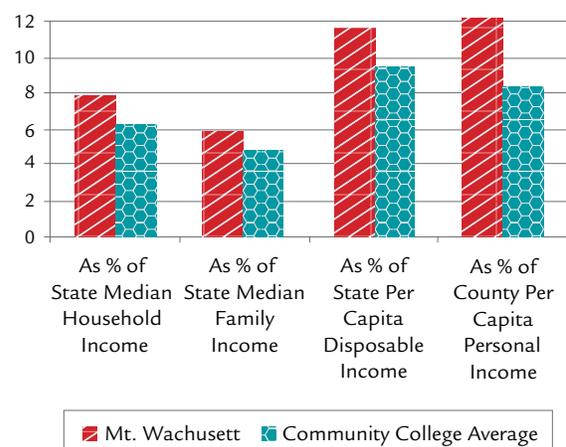
*Figure 1. Enrollment Indicators for Mount Wachusett*

	2001	2002	2003	Target
<i>Fall Headcount</i>	3711	3946	4118	n/a
<i>Fall FTE</i>	2189	2420	2457	n/a
<i>Annual Headcount</i>	5347	5399	5774	5453
<i>Annual FTE</i>	2273	2341	2411	2364

*Figure 2. Headcount Enrollment*



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



## Are students at Mount Wachusett Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

The number of degrees awarded by an institution of higher education may be utilized as an output measure of student persistence. Mount Wachusett awarded 548 degrees and certificates in FY2004. This met its institutional target of 498.

### NURSING EXAM

Another measure of student success is performance on standardized licensure exams. Slightly more than 89 percent of Mount Wachusett students taking the registered nurse exam (Figure 5) in 2003 passed on their first attempt (the most recent year with complete data). This was a decline from the prior year (98.1 percent), but it met the system-wide target of 85 percent.

## ACADEMIC SUCCESS

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

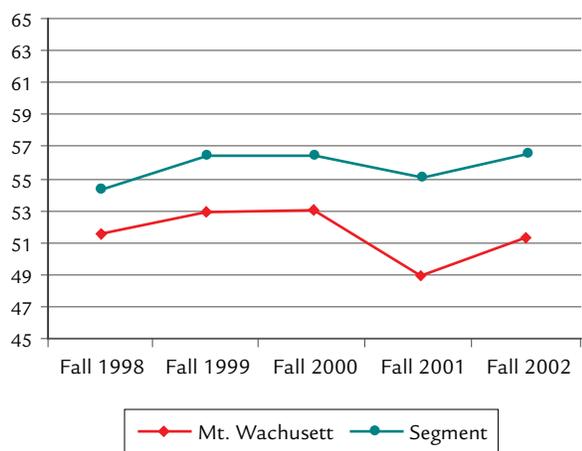
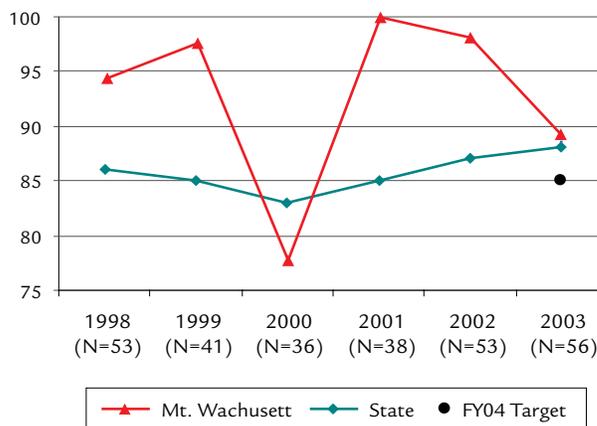


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

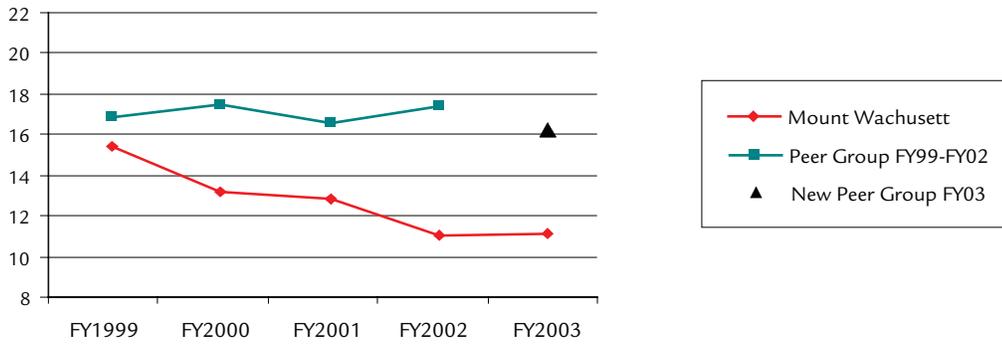
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Mount Wachusett Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

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

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Mount Wachusett Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

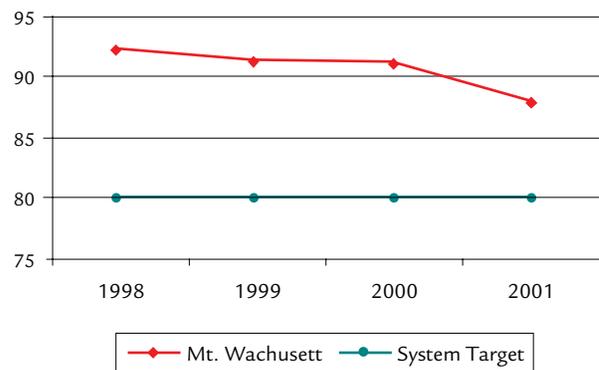
In FY2004, Mount Wachusett offered 224 not-for-credit workforce development and job skills training courses, a decrease of 37 courses from FY2003 and 51 courses lower than their target of 275 courses. Enrollment in these courses was 3,480, higher than Mount Wachusett's target of 3,275.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# North Shore Community College

*North Shore Community College blends tradition and innovation, liberal arts and career preparation, intellectual development and cultural growth, creating a community of learners where all are welcome and each is challenged. North Shore offers life-long education responsive to evolving technology, a global economy, and the shifting roles faced by individuals and institutions.*

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

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

This is a new approach that is not yet being used widely in public institutions in Massachusetts. NSCC staff will be presenting *Online Recruitment: Rolling Out the Web Carpet for Prospective Students* at the November 2004 League for Innovation Conference on Information Technology.

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at North Shore Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

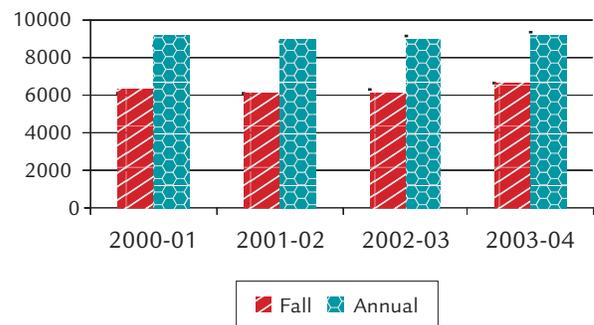
can be found in the appendix. The indicator assesses whether full time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. North Shore fully met the need of 93 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

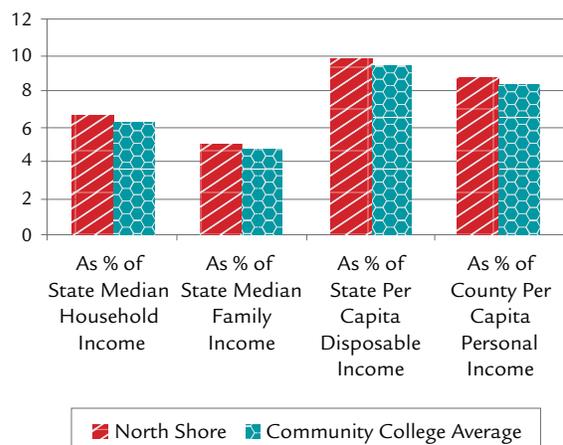
*Figure 1. Enrollment Indicators for North Shore*

	2001	2002	2003	Target
<i>Fall Headcount</i>	6100	6106	6612	n/a
<i>Fall FTE</i>	3692	3716	3966	n/a
<i>Annual Headcount</i>	8944	8924	9171	9192
<i>Annual FTE</i>	3886	3906	4054	3980

*Figure 2. Headcount Enrollment*



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



## Are students at North Shore Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

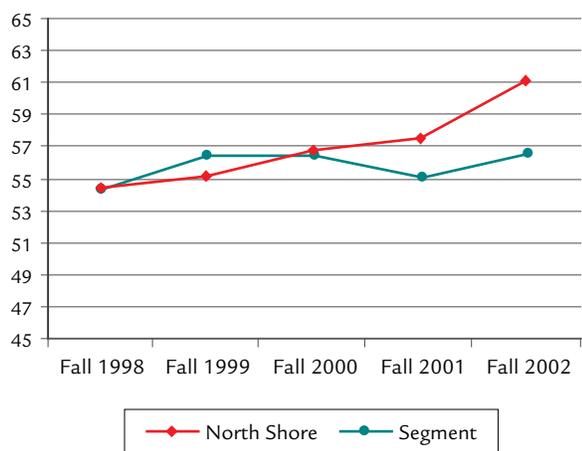
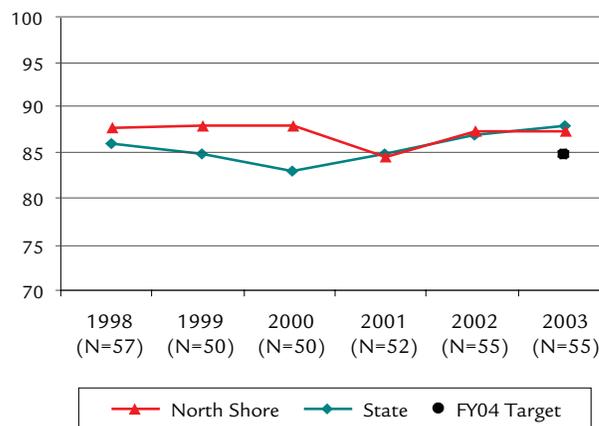


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

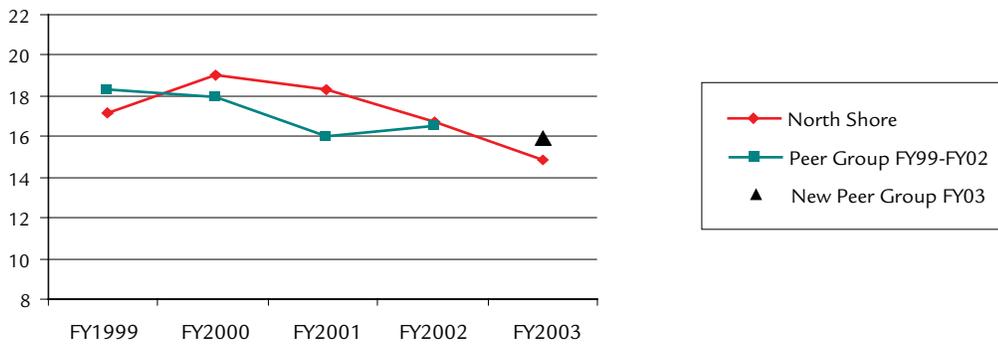
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. North Shore Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. North Shore spent \$871 per headcount on institutional support costs in FY2003, which was higher than their peer average of \$837, a FY2004 performance target. The total amount spent on institutional support costs was 14.8 percent of the total Educational and General expenditures, which was lower than the 15.9 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is North Shore Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

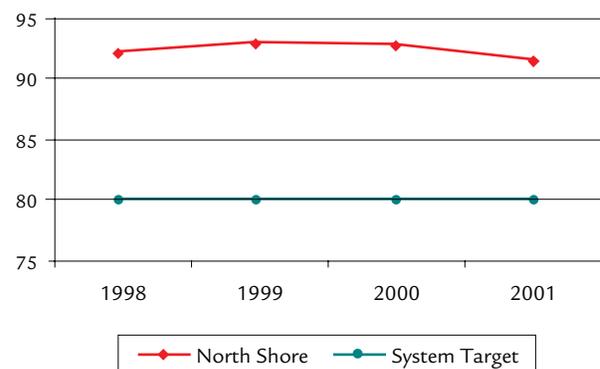
In FY2004, North Shore offered 707 not-for-credit workforce development and job skills training courses, an increase of 4 courses from FY2003 and 4 courses higher than their target of 703 courses. Enrollment in these courses was 4,643, lower than North Shore’s target of 4,763.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Northern Essex Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

### Performance Highlight

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

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

PACE reports that over the past five-year grant cycle, project participants have consistently surpassed the project's stated objectives, with an average retention rate of 70.5 percent and an average graduation/ transfer of 48 percent. PACE students have also exceeded grade performance objectives with an average GPA of 2.9.

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Northern Essex Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

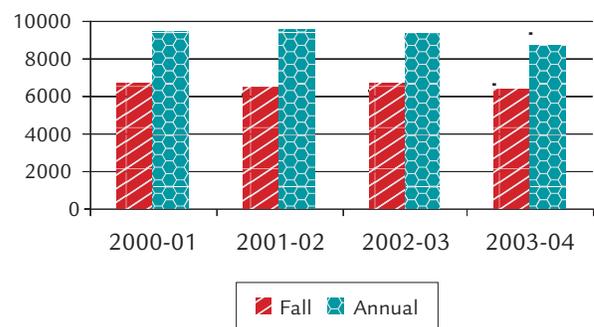
can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Northern Essex fully met the need of 96 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

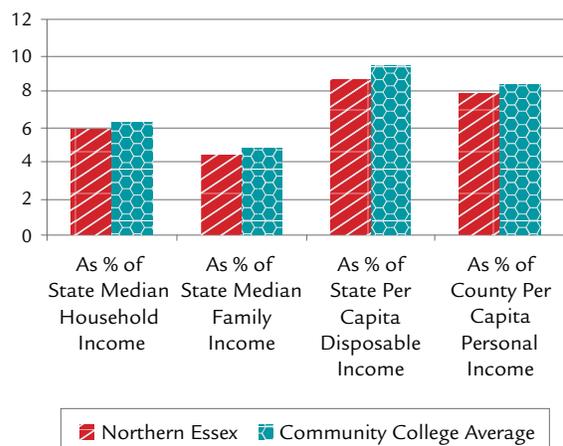
*Figure 1. Enrollment Indicators for Northern Essex*

	2001	2002	2003	Target
<i>Fall Headcount</i>	6372	6621	6300	n/a
<i>Fall FTE</i>	3362	3583	3602	n/a
<i>Annual Headcount</i>	9486	9250	8579	9200
<i>Annual FTE</i>	3699	3816	3713	3750

*Figure 2. Headcount Enrollment*



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



## Are students at Northern Essex Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

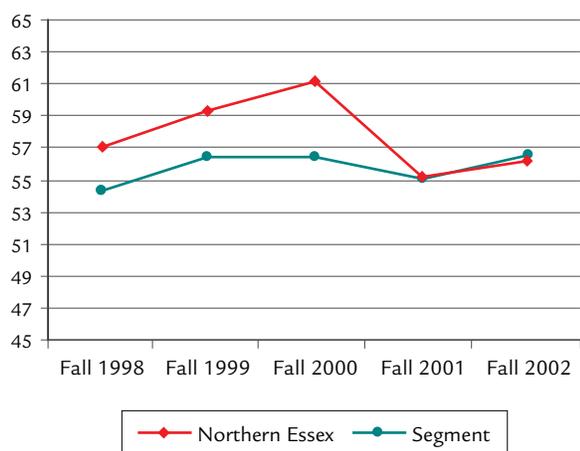
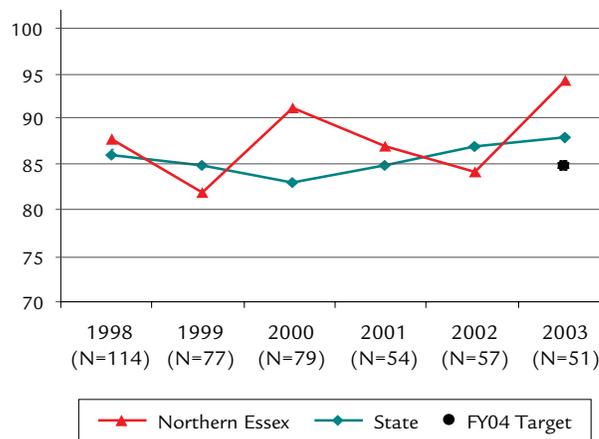


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

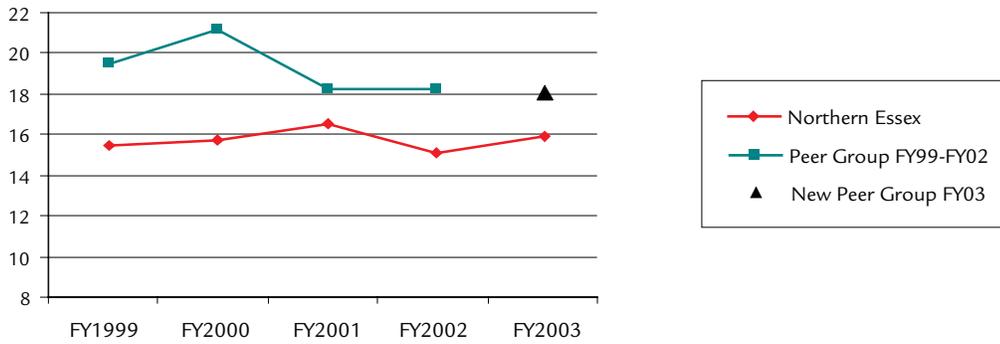
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Northern Essex Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

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

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Northern Essex Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

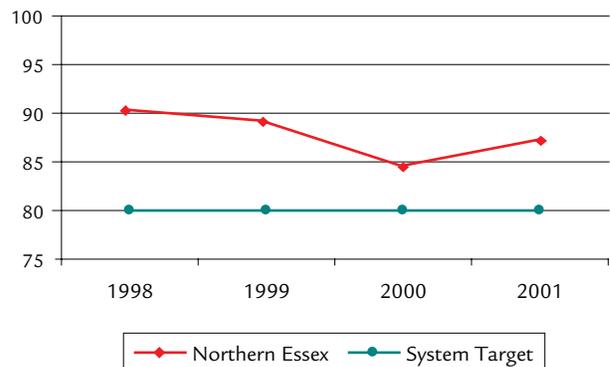
In FY2004, Northern Essex offered 1,067 not-for-credit workforce development and job skills training courses, an increase of 86 courses from FY2003 and 451 courses higher than their target of 616 courses. Enrollment in these courses was 14,074, higher than Northern Essex’s target of 4,027.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Quinsigamond Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

The following is one of three notable Best Practice programs submitted by the institution. The Intercare Alliance of Central Massachusetts is comprised of ten long-term care facilities located in Worcester and Holden which joined together to assist each other with staffing needs. In the 2002 spring semester, the Alliance approached the College about the possibility of starting a proprietary program in Practical Nursing Education. The Alliance proposed to populate the class with currently employed Certified Nurses Aides (CNA's) from each of the facilities in the Alliance. The goal was to alleviate the critical shortage of Licensed Practical Nurses through an educational career ladder for in-house personnel. Participants had the entire program paid for by the Alliance in exchange for a two-year

### Performance Highlight

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

work commitment following licensure. Of the original 48 CNA's who applied to the program, 24 were selected by the Alliance based on their work performance history and outcomes on the entry-level math and English assessment tests.

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

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

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Quinsigamond Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

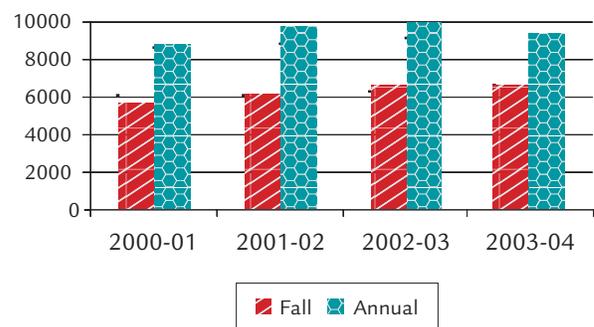
can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Quinsigamond fully met the need of 99 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

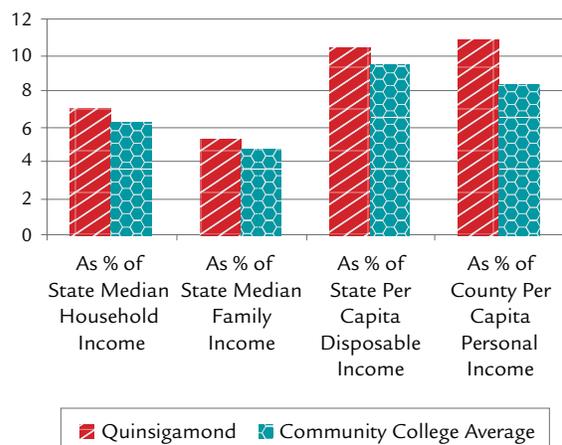
*Figure 1. Enrollment Indicators for Quinsigamond*

	2001	2002	2003	Target
<i>Fall Headcount</i>	6183	6621	6592	n/a
<i>Fall FTE</i>	3566	3875	3902	n/a
<i>Annual Headcount</i>	9722	9914	9429	9900
<i>Annual FTE</i>	4015	4321	4217	4300

*Figure 2. Headcount Enrollment*



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



## Are students at Quinsigamond Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

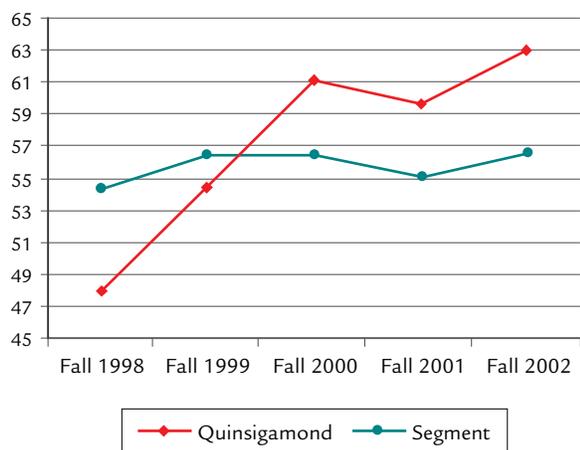
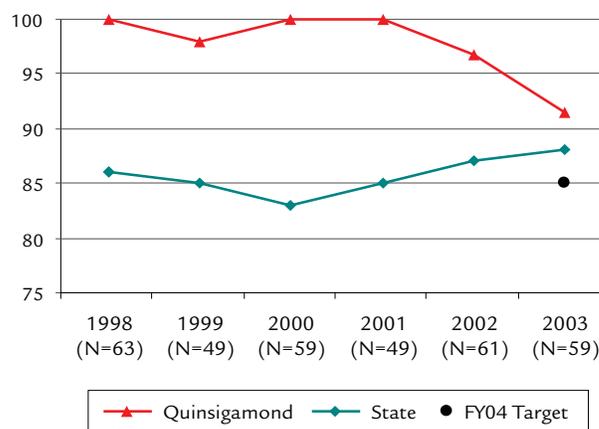


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

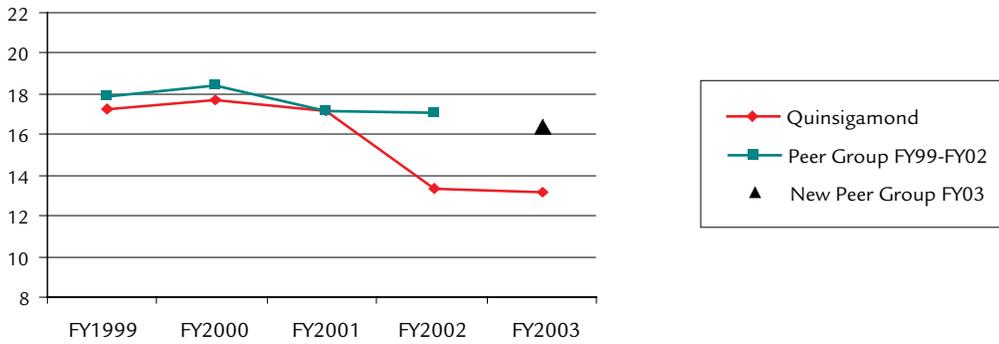
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Quinsigamond Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Quinsigamond spent \$580 per headcount on institutional support costs in FY2003, which was lower than their peer average of \$728, a FY2004 performance target. The total amount spent on institutional support costs was 13.1 percent of the total Educational and General expenditures, which was lower than the 16.3 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Quinsigamond Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

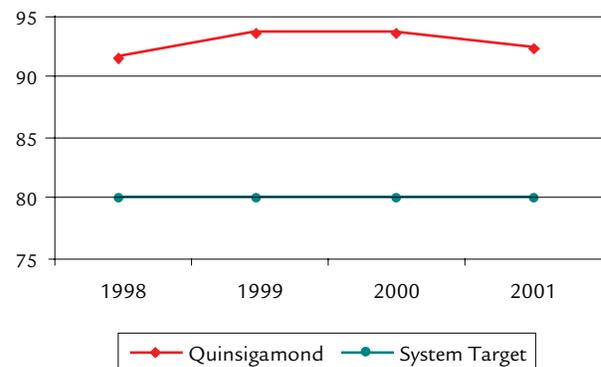
In FY2004, Quinsigamond offered 382 not-for-credit workforce development and job skills training courses, 117 courses lower than their target of 499 courses. Enrollment in these courses was 1,723, lower than Quinsigamond's target of 2,132.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Roxbury Community College

*Roxbury Community College 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 a 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.*

## COLLABORATIONS

Information technology curriculum development and articulation agreements between two- and four-year institutions highlight the common collaborative efforts of the public colleges in the Boston region. All three community colleges in the region are involved in 100% MATH, a program funded by the U.S. Department of Education’s FIPSE, to improve mathematics curricula, as well as the teaching and learning of developmental mathematics. With Bunker Hill Community College, Middlesex Community College, and University of Massachusetts Boston, Roxbury is refocusing its IT education, developing course content based on industry needs, and expanding professional development for faculty through The Boston Area Advanced Technological Education Connections (BATEC) partnership, funded by the National Science Foundation. It has also entered into new articulation agreements with the Franklin Institute of Technology in Automotive Technology and Industrial Technology.

Roxbury Community College is a partner in the Greater Boston East Regional PreK-16 Network created through the Pipeline Fund to improve science, technology, engineering, and math (STEM) education and increase career interest in STEM fields. Other Network partners include Bunker Hill Community College, University of Massachusetts Boston, local school districts, private colleges, businesses and community organizations. The Network received funding for three projects, including a waterfront learning program for students and teachers, a math and engineering program for minority female elementary and middle school students, and a preparatory calculus course for underserved urban high school students.

Roxbury Community College continues to develop Tech Prep career pathways in information technology courses, including networking, CIS and Web design. RCC took steps

towards creating an Oracle Internet Academy, including offering two Oracle Internet courses during the spring of 2004, continuing to discuss articulation agreements, and certifying two “Novice Oracle Internet” Academy Instructors.

## PROGRAM OF DISTINCTION

The following is one of three notable Best Practice programs submitted by the institution. The Summer Academic Enrichment Program is a collaborative program with Northeastern University. The enrichment program provides essential skills that help RCC students complete their second year at RCC as well as help them when they transfer to Northeastern. Each year, four students who complete the summer program and the associate degree will be eligible for a \$10,000 scholarship toward a bachelor degree at Northeastern University. To be eligible for the program, students must have a GPA of 3.0 and must have completed at least 12 credit hours at RCC. The faculty is comprised of both RCC and NU faculty.

### Performance Highlight

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

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

If students decide not to attend the University after completing their work, they still will have received an intensive enrichment program that they would not otherwise have had the opportunity to experience. Further, the program is an opportunity for RCC and NU faculty to collaborate and mentor students.

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Roxbury Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology

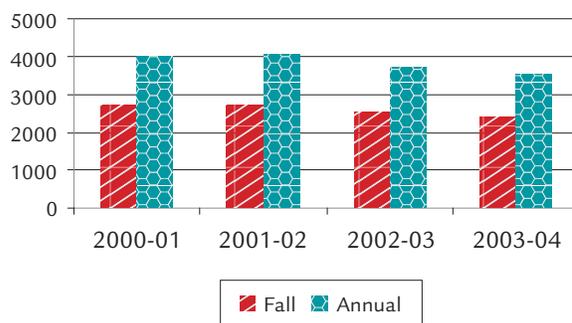
can be found in the appendix. The indicator assesses whether full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Roxbury fully met the need of 93 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

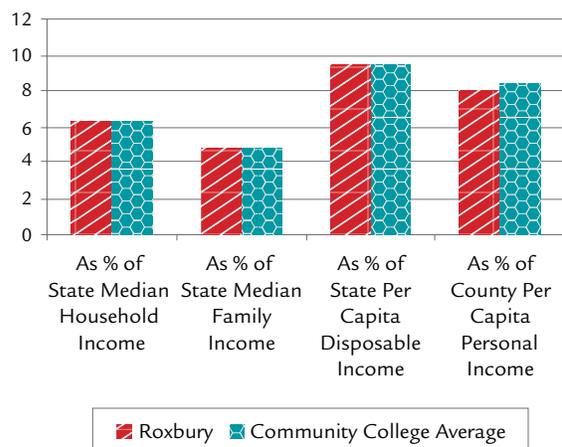
*Figure 1. Enrollment Indicators for Roxbury*

	2001	2002	2003	Target
<i>Fall Headcount</i>	2712	2515	2365	n/a
<i>Fall FTE</i>	1756	1663	1464	n/a
<i>Annual Headcount</i>	4005	3694	3489	3500
<i>Annual FTE</i>	1844	1720	1552	1550

*Figure 2. Headcount Enrollment*



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



## Are students at Roxbury Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

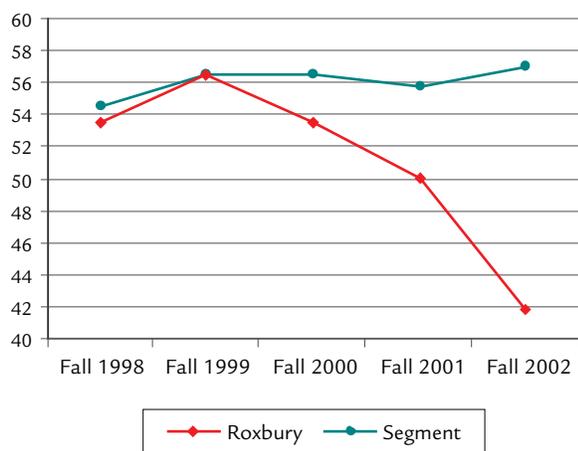
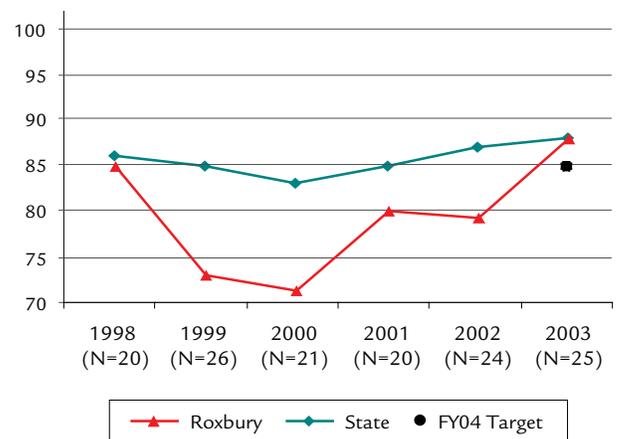


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



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

### INSTITUTIONAL SPENDING

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

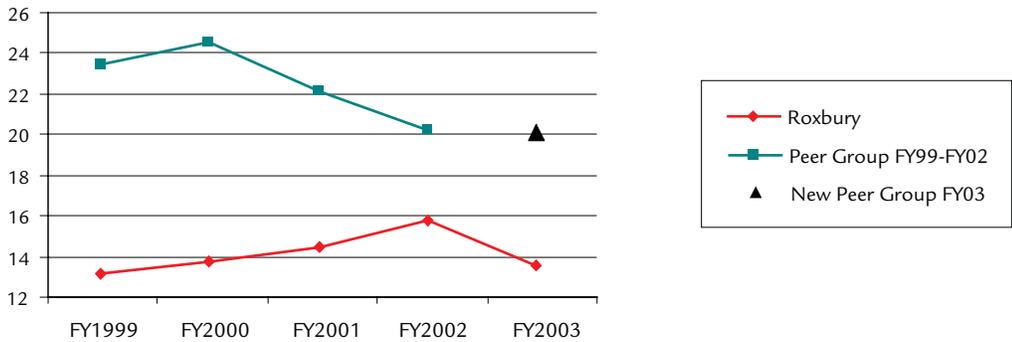
Another measure related to institutional spending is the percent of operating revenues allocated to capital adaptation and renewal. Roxbury allocated 3.9 percent for this purpose (based on a three-year rolling average). This was below the system-wide target of a minimum of 5 percent.

### INSTITUTIONAL SUPPORT COSTS

A common proxy measure for fiscal efficiency is level of spending on institutional support costs. Roxbury spent \$1,000 per headcount on institutional support costs in FY2003, which was lower than their peer average of \$1,336, a FY2004 performance target. The total amount spent on institutional support costs was 13.5 percent of the total Educational and General expenditures, which was lower than the 20.1 percent peer average, also a FY2004 performance target. As reflected in Figure 6 (next page), institutions chose new peer groups for FY2003.

**FINANCIAL RESOURCES** (from previous page)

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



**Is Roxbury Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?**

**WORKFORCE DEVELOPMENT COURSES**

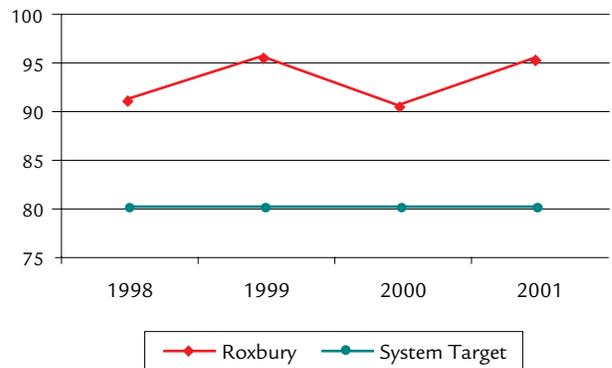
In FY2004, Roxbury offered 69 not-for-credit workforce development and job skills training courses, an increase of 24 courses from FY2003 and 2 courses higher than their target of 47 courses. Enrollment in these courses was 1,384, lower than Roxbury’s target of 1,400.

**WORKFORCE PLACEMENT/CONTINUING ED.**

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

**WORKFORCE NEEDS**

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

**PRIVATE FUNDS**

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

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

**DATA REPORTING**

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

# Springfield Technical Community College

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

## COLLABORATIONS

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

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

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

## PROGRAM OF DISTINCTION

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

To date, 10,000 students have participated in the entrepreneurship programs at the Entrepreneurial Institute at all K-14 educational levels since it was created in November

### Performance Highlight

*Springfield is in the top third of the segment in fall-to-fall and fall-to-spring retention, as well as degrees awarded and annual course completion rate. All are important measures of academic quality and indicate that Springfield is fostering the academic success of its students.*

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

# Are Massachusetts high school graduates able to gain *access to affordable higher education* at Springfield Tech. Community College?

## ACCESS

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

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

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

## MINORITY STUDENT ACCESS

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

## AFFORDABILITY

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

The second indicator of affordability is based on data provided by the campuses for the first time this year and involves a complex methodology. Details on this methodology can be found in the appendix. The indicator assesses whether

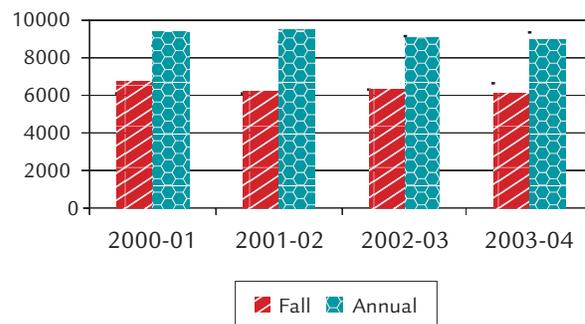
full-time, in-state students with financial need (as defined by direct costs minus expected family contribution) were awarded aid to fully meet their need. Springfield Technical fully met the need of 94 percent of these students, which is above the target of 85 percent.

## ACCESS AND AFFORDABILITY

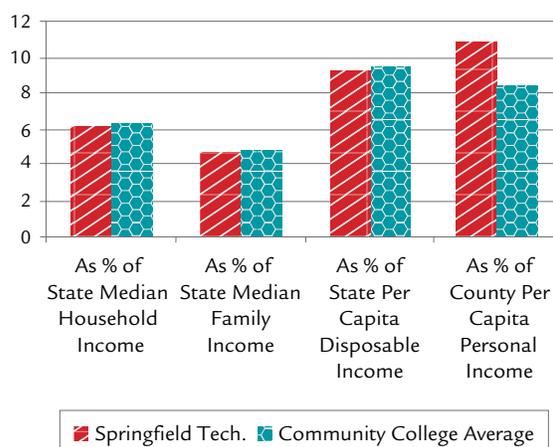
*Figure 1. Enrollment Indicators for Springfield*

	2001	2002	2003	Target
<i>Fall Headcount</i>	6257	6282	6157	n/a
<i>Fall FTE</i>	3810	3889	3933	n/a
<i>Annual Headcount</i>	9445	9051	8914	9100
<i>Annual FTE</i>	3961	4106	4114	4135

*Figure 2. Headcount Enrollment*



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



## Are students at Springfield Technical Community College *succeeding academically and continuing to graduation?*

### COURSE COMPLETION

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

### PERSISTENCE

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

### DEGREES CONFERRED

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

### NURSING EXAM

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

## ACADEMIC SUCCESS

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

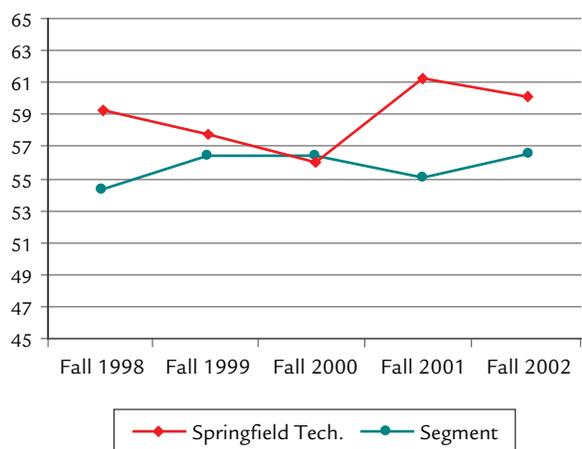
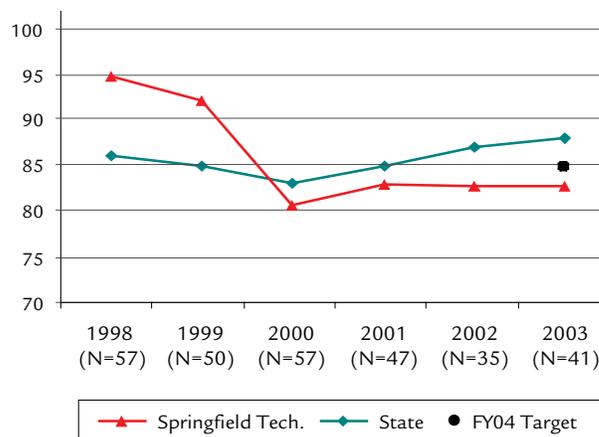


Figure 5. RN Nursing Exam Pass Rate (Associate's Level)



## Is Springfield Technical Community College *utilizing its financial resources effectively and efficiently?*

### INSTITUTIONAL SPENDING

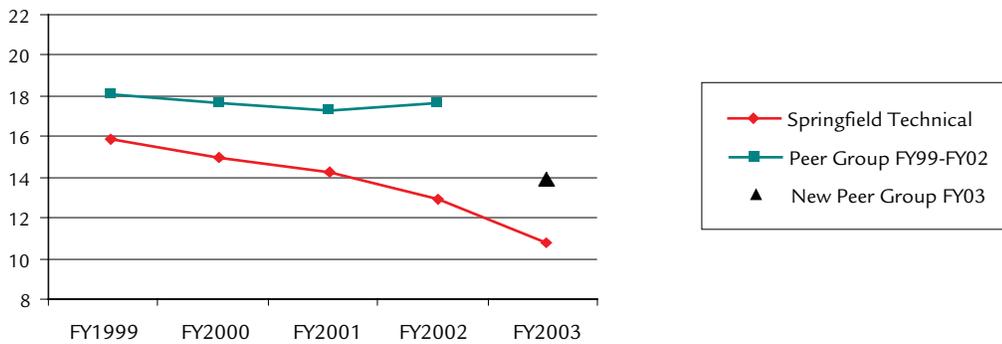
Each year Massachusetts community colleges undergo an independent audit of their fiscal practices. Springfield Technical Community College had an unqualified financial audit with no significant findings for FY2003.

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

### INSTITUTIONAL SUPPORT COSTS

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

Figure 6. Institutional Support Costs as Percent of Total Educational and General Expenditures



## Is Springfield Technical Community College *contributing to the economic and workforce needs* of the region and the Commonwealth?

### WORKFORCE DEVELOPMENT COURSES

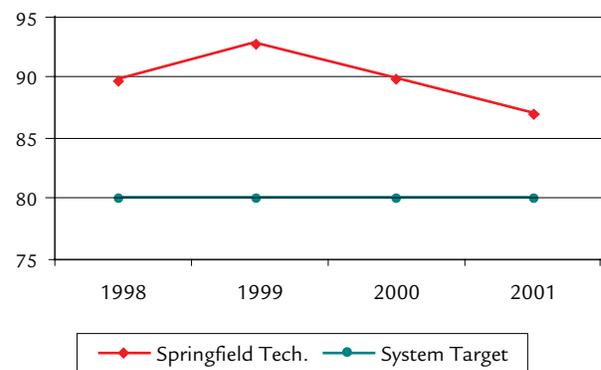
In FY2004, Springfield Technical offered 499 not-for-credit workforce development and job skills training courses, an increase of 118 courses from FY2003 and 114 courses higher than their target of 385 courses. Enrollment in these courses was 4,079, higher than Springfield Technical’s target of 3,185.

### WORKFORCE PLACEMENT/CONTINUING ED.

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

### WORKFORCE NEEDS

Figure 7. Percent of Graduates Working and/or Continuing Education One Year After Graduation (Mass. Residents only)



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

### PRIVATE FUNDS

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

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

### DATA REPORTING

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

# Appendix

## Admission Standards

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

### State College Admissions Standards – Then and Now

	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.

### State College Undergraduate Student Admissions Profile, Source: HEIRS II

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
GPA	2.73	2.78	2.84	2.87	2.90	2.91	2.93
SAT	971	980	991	999	1007	1011	1011
Special Admission	11.1%	11.8%	9.0%	10.2%	10.0%	8.1%	8.05%

### Financial Aid Information

<b>Indicator:</b>	At least 85% of <i>eligible students</i> receive aid to meet <i>direct costs</i>
<b>Eligible Students</b>	<ul style="list-style-type: none"> <li>MA Residents</li> <li>Completed Application (according to institutionally-set deadline)</li> <li>Meets institutional academic program requirements and financial aid eligibility requirements for Title IV and State need-based aid</li> </ul>
<b>Direct Cost</b>	<ul style="list-style-type: none"> <li>Mandatory tuition and fees</li> <li>Insurance</li> <li>Books &amp; Supplies</li> </ul>
<b>Aid</b>	<ul style="list-style-type: none"> <li>Sum of all state, federal, institutional and outside aid</li> <li>Includes scholarships, loans, grants</li> </ul>
<b>Expected Family Contribution (EFC)</b>	<ul style="list-style-type: none"> <li>Amount the student and his/her family is expected to pay for college</li> <li>Provided to the BHE in the institution's financial aid data file</li> </ul>

**Undergraduate Headcount, Minority Headcount, and Minority Undergraduate Representation**

Institution	Fall 2000			Fall 2001			Fall 2002			Fall 2003		
	Total	Minority	%	Total	Minority	%*	Total	Minority	%*	Total	Minority	%*
Berkshire	2,494	141	6%	2,401	155	7%	2,254	176	8%	2,272	209	10%
Bristol	6,067	454	8%	6,124	533	9%	6,346	622	10%	6,639	660	11%
Bunker Hill	6,386	2,992	59%	6,914	3,631	59%	7,211	3,626	59%	7,397	3,866	59%
Cape Cod	4,063	213	6%	4,294	240	6%	4,119	260	7%	4,287	319	9%
Greenfield	2,277	144	8%	2,355	167	9%	2,254	159	8%	2,368	197	9%
Holyoke	5,754	864	18%	5,998	1,049	19%	6,117	1,155	20%	6,335	1,321	22%
Mass Bay	4,676	1,144	28%	5,173	1,297	29%	4,994	1,239	27%	5,380	1,215	24%
Massasoit	6,842	1,092	20%	6,985	1,116	21%	7,003	1,316	23%	6,808	1,372	23%
Middlesex	7,451	1,392	20%	7,568	1,579	22%	7,979	1,840	24%	8,366	1,916	24%
Mt Wachusett	3,397	396	13%	3,711	457	14%	3,946	392	12%	4,118	567	16%
North Shore	6,285	1,217	20%	6,100	1,252	21%	6,106	1,306	23%	6,612	1,490	24%
Northern Essex	6,580	1,643	27%	6,372	1,674	28%	6,621	1,783	29%	6,300	1,699	28%
Quinsigamond	5,713	1,067	21%	6,183	1,296	23%	6,621	1,443	24%	6,592	1,506	25%
Roxbury	2,699	1,628	91%	2,712	1,731	87%	2,515	1,583	89%	2,365	1,489	89%
Springfield Tech	6,694	1,273	25%	6,257	1,138	26%	6,282	1,735	29%	6,157	1,810	31%
Bridgewater	7,080	450	7%	7,199	472	8%	7,434	570	9%	7,598	639	9%
Fitchburg	3,240	274	10%	3,219	263	10%	3,219	306	10%	3,452	299	9%
Framingham	4,042	392	11%	4,043	384	12%	4,043	385	11%	3,894	370	10%
MCLA	1,392	115	8%	1,402	114	8%	1,402	115	8%	1,459	106	7%
Salem	6,384	603	12%	6,318	523	10%	6,318	563	10%	6,508	688	12%
Westfield	4,288	260	7%	4,378	285	7%	4,379	289	7%	4,292	302	8%
Worcester	4,600	553	13%	4,954	579	13%	4,954	613	14%	4,665	591	14%

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

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

Institution	80% Draw Communities	DED Region	State
Bridgewater	17%	9%	13%
Fitchburg	20%	9%	13%
Framingham	18%	18%	13%
MCLA	18%	5%	13%
Salem	22%	11%	13%
Westfield	16%	13%	13%
Worcester	11%	9%	13%

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

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

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

Notes: State minority population is based on all individuals 18 and over with a high school diploma or the equivalent.

**Tuition and Fees as Percent of State Median Household Income**

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

Source: BHE Tuition and Fee Survey; US Census Bureau Money Income in the United States Report (2-year average medians)

Note: Median Household Income lags tuition and fees by one fiscal year. Annual Tuition and Fees derived from fall rates

**Fall-to-Fall Retention of First-Time, Full-Time, Degree-Seeking Students**

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

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.

**Community College Fall-to-Fall Persistence of First-Time, Full-Time, Degree-Seeking Students**

<b>Institution</b>	<b>Enrollment Status</b>	<b>Fall 1998 Cohort</b>	<b>Fall 1999 Cohort</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>
Berkshire	Students*	331	318	297	309	308
	# Returning to Same Institution	171	184	167	178	196
	% Returning to Same Institution	51.7%	57.9%	56.2%	57.6%	63.6%
Bristol	Students*	840	792	829	883	857
	# Returning to Same Institution	535	509	523	591	557
	% Returning to Same Institution	63.7%	64.3%	63.1%	66.9%	65.0%
Bunker Hill	Students*	721	N/A	786	821	722
	# Returning to Same Institution	301	N/A	382	445	375
	% Returning to Same Institution	41.7%	N/A	48.6%	54.2%	51.9%
Cape Cod	Students*	428	470	465	442	369
	# Returning to Same Institution	223	211	241	227	201
	% Returning to Same Institution	52.1%	44.9%	51.8%	51.4%	54.5%
Greenfield	Students*	295	304	274	266	262
	# Returning to Same Institution	160	160	163	143	152
	% Returning to Same Institution	54.2%	52.6%	59.5%	53.8%	58.0%
Holyoke	Students*	998	975	983	1,000	1,140
	# Returning to Same Institution	556	570	574	561	685
	% Returning to Same Institution	55.7%	58.5%	58.4%	56.1%	60.1%
Massachusetts Bay	Students*	768	783	784	999	864
	# Returning to Same Institution	381	421	410	472	452
	% Returning to Same Institution	49.6%	53.8%	52.3%	47.2%	52.3%
Massasoit	Students*	1,086	1,103	1,044	1,087	1,157
	# Returning to Same Institution	594	612	608	630	686
	% Returning to Same Institution	54.7%	55.5%	58.2%	58.0%	59.3%
Middlesex	Students*	1,164	1,124	1,179	1,212	1,454
	# Returning to Same Institution	694	651	641	649	788
	% Returning to Same Institution	59.6%	57.9%	54.4%	53.5%	54.2%
Mount Wachusett***	Students*	750	694	569	786	1,187
	# Returning to Same Institution	387	368	302	385	609
	% Returning to Same Institution	51.6%	53.0%	53.1%	49.0%	51.3%
North Shore	Students*	639	800	826	693	771
	# Returning to Same Institution	348	442	468	399	471
	% Returning to Same Institution	54.5%	55.3%	56.7%	57.6%	61.1%
Northern Essex	Students*	931	790	910	644	692
	# Returning to Same Institution	530	469	559	357	389
	% Returning to Same Institution	56.9%	59.4%	61.4%	55.4%	56.2%
Quinsigamond	Students*	880	645	652	881	895
	# Returning to Same Institution	429	356	399	527	563
	% Returning to Same Institution	48.8%	55.2%	61.2%	59.8%	62.9%
Roxbury	Students*	388	375	417	465	382
	# Returning to Same Institution	208	212	223	233	160
	% Returning to Same Institution	53.6%	56.5%	53.5%	50.1%	41.9%
Springfield Technical	Students*	994	986	1,100	1,086	812
	# Returning to Same Institution	589	570	616	666	488
	% Returning to Same Institution	59.3%	57.8%	56.0%	61.3%	60.1%
<b>Community Colleges</b>	Students*	11,213	10,159	11,115	11,574	11,872
	# Returning to Same Institution	6,106	5,735	6,276	6,463	6,772
	% Returning to Same Institution	54.5%	56.5%	56.5%	55.8%	57.0%

Source: HEIRS II; American College Testing

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

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

\*\*\* Mount Wachusett's 2002 cohort count is overstated due to program extract logic errors for that year.

**Six-Year Graduation Rate (First-Time, Full-time Baccalaureate Degree-Seeking Freshmen Cohort)**

Institution	2000 (1994 Cohort)			2001 (1995 Cohort)			2002 (1996 Cohort)			2003 (1997 Cohort)		
	Cohort	Grads	Rate									
Bridgewater	1048	482	46.0%	1087	503	46.3%	1155	543	47.0%	1147	525	45.8%
Fitchburg	739	311	42.1%	574	236	41.1%	436	192	44.0%	488	233	47.7%
Framingham	463	183	39.5%	600	229	38.2%	644	249	38.7%	590	248	42.0%
MCLA	208	72	34.6%	290	111	38.3%	311	142	45.7%	274	128	46.7%
Salem	907	291	32.1%	982	307	31.3%	748	255	34.1%	718	266	37.0%
Westfield	826	395	47.8%	715	381	53.3%	755	426	56.4%	851	474	55.7%
Worcester	487	146	30.0%	433	153	35.3%	407	145	35.6%	425	172	40.5%
Segment	4678	1880	40.2%	4681	1920	41.0%	4456	1952	43.8%	4493	2046	45.5%

Source: IPEDS Graduation Rate Survey

**Degrees and Certificates Conferred**

Institution	1998	1999	2000	2001	2002	2003	2004
Bridgewater	1,486	1,518	1,508	1,473	1,542	1,665	1,670
Fitchburg State College	928	984	960	804	975	953	1,096
Framingham State College*	810	1,027	983	1,041	1,109	1,273	1,283
Massachusetts College of Art	255	277	256	296	252	344	353
Massachusetts College of Liberal Arts	297	344	372	332	286	310	300
Massachusetts Maritime Academy	120	134	136	130	136	160	155
Salem State College	1,360	1,231	1,325	1,264	1,163	1,306	1,322
Westfield State College	987	919	994	947	952	1,060	1,030
Worcester State College	760	700	797	796	885	1,065	963
<b>State Colleges</b>	<b>6,628</b>	<b>6,723</b>	<b>6,939</b>	<b>6,657</b>	<b>6,912</b>	<b>7,632</b>	<b>7,664</b>
Berkshire Community College	310	303	320	305	357	292	349
Bristol Community College	687	755	657	755	790	834	843
Bunker Hill Community College	515	470	509	488	403	602	685
Cape Cod Community College	465	449	395	439	421	371	425
Greenfield Community College	359	372	405	416	383	370	371
Holyoke Community College	664	677	719	702	746	863	918
Mass Bay Community College	564	564	657	616	590	563	655
Massasoit Community College**	750	680	730	701	708	669	746
Middlesex Community College	833	762	775	873	842	888	1,092
Mt. Wachusett Community College	516	540	490	524	481	494	548
North Shore Community College	739	669	790	789	725	657	711
Northern Essex Community College	683	680	689	609	746	771	765
Quinsigamond Community College	678	619	654	662	670	710	730
Roxbury Community College	179	144	131	176	214	177	243
Springfield Technical Community College	852	920	875	878	803	873	871
<b>Community Colleges</b>	<b>8,794</b>	<b>8,604</b>	<b>8,868</b>	<b>9,122</b>	<b>8,879</b>	<b>9,134</b>	<b>9,952</b>

Source: IPEDS 1990-1994; HEIRS 1995-2002

Note: Includes all degrees and certificates.

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

\*\* Massasoit began tracking completers of short-term certificates (fewer than 30 credits) in FY04. Certificates reported prior to FY04 include only those who earned a board-certified award (30 or more credits).

**Transfer Students Matriculated into Four-Year Colleges**

<b>Institution</b>	<b>Fall</b>	<b>Transfer Students</b>	<b>Mass Community College Transfers</b>	<b>Percent of Transfers from a Massachusetts Community College</b>	<b>Community College Transfers who Transferred through the Joint Admission Program</b>	<b>Percent of Community College Transfers who Transferred in through the Joint Admission Program</b>
Bridgewater	2000	640	333	52.0%	0	0.0%
	2001	660	314	47.6%	0	0.0%
	2002	735	330	44.9%	81	24.5%
	2003	691	346	50.1%	115	33.2%
Fitchburg	2000	259	124	47.9%	24	19.4%
	2001	325	199	61.2%	23	11.6%
	2002	365	221	60.5%	39	17.6%
	2003	357	202	56.6%	29	14.4%
Framingham	2000	363	133	36.6%	26	19.5%
	2001	340	139	40.9%	23	16.5%
	2002	322	143	44.4%	32	22.4%
	2003	315	139	44.1%	21	15.1%
MCLA	2000	157	77	49.0%	12	15.6%
	2001	138	81	58.7%	23	28.4%
	2002	119	73	61.3%	16	21.9%
	2003	136	55	40.4%	15	27.3%
Salem	2000	440	237	53.9%	69	29.1%
	2001	639	295	46.2%	56	19.0%
	2002	636	294	46.2%	58	19.7%
	2003	739	392	53.0%	59	15.1%
Westfield	2000	249	123	49.4%	36	29.3%
	2001	251	169	67.3%	58	34.3%
	2002	253	183	72.3%	78	42.6%
	2003	330	240	72.7%	90	37.5%
Worcester	2000	368	189	51.4%	39	20.6%
	2001	398	168	42.2%	36	21.4%
	2002	604	298	49.3%	5	1.7%
	2003	396	200	50.5%	21	10.5%
<b>State Colleges</b>	2000	2,476	1,216	49.1%	206	16.9%
	2001	2,751	1,365	49.6%	219	16.0%
	2002	3,034	1,542	50.8%	309	20.0%
	2003	2,964	1,574	53.1%	350	22.2%

Source: HEIRS II

**Annual Number of Not-for-Credit Workforce Development/Job Skills Training Courses and Enrollment in these Courses**

Institution	FY2001		FY2002		FY2003		FY2004	
	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment
Berkshire	160	1,059	151	1,211	242	1,063	270	1,297
Bristol	629	9,712	728	7,960	568	8,195	659	9,517
Bunker Hill	215	3,974	249	3,075	214	3,701	277	4,039
Cape Cod	137	1,871	110	1,676	139	1,837	134	1,831
Greenfield	167	1,229	149	1,098	214	1,460	290	1,533
Holyoke	227	2,205	448	3,101	413	3,923	336	3,827
Mass Bay	362	1,957	333	1,070	323	1,881	179	2,241
Massasoit	325	3,693	341	3,387	246	2,864	249	2,901
Middlesex	932	11,234	2,004	15,958	2,279	24,588	2,018	22,611
Mt. Wachusett	363	2,854	216	1,651	261	3,261	224	3,480
North Shore	623	5,134	520	3,882	703	4,763	707	4,643
Northern Essex	1,049	9,716	1,279	3,967	981	5,219	1,067	14,074
Quinsigamond*	140	2,496	427	2,382	32	330	16	168
Roxbury	17	706	23	982	45	180	69	1,384
Springfield Technical	578	5,872	420	5,657	381	3,153	499	4,079
Total	5,924	63,712	7,398	57,057	7,041	66,418	6,994	77,625

Source: 1997-2003 Campus Data provided by the Community College Executive Office, 2004 data from HEIRS, based on Non-Credit course data coded as Workforce Development or CEU/PDP. Note: There will often be wide fluctuations from year to year, depending on the availability of specific job training programs and corporate contracts.

\*FY2003 Data for Mt. Wachusett, Middlesex and Quinsigamond are from HEIRS II

\*\*The FY2002 data are incomplete for MBCC but the College is unable to reconstruct the correct numbers with verifiable records.

**Private Funds Received**

Institution	FY2002	FY2003	FY2004
Berkshire	\$122,830	\$55,814	\$43,016
Bristol	\$698,982	\$754,550	\$740,348
Bunker Hill	\$90,255	\$173,805	\$179,614
Cape Cod	\$2,056,023	\$3,232,072	\$917,531
Greenfield	\$170,553	\$217,221	\$227,278
Holyoke	\$481,889	\$806,818	\$1,592,664
Mass Bay	\$299,315	\$426,928	\$59,869
Massasoit	\$78,495	\$79,638	\$87,658
Middlesex	\$481,926	\$171,327	\$369,621
Mt. Wachusett*	\$15,680	\$182,061	\$802,715
North Shore	\$613,001	\$400,145	\$514,228
Northern Essex**	\$386,604	\$1,225,290	\$1,188,868
Quinsigamond	\$1,572,590	\$632,759	\$896,480
Roxbury***	NA	\$282,540	\$61,354
Springfield Technical	\$1,413,077	\$847,648	\$767,729
<b>Community Colleges</b>	<b>\$8,481,220</b>	<b>\$9,488,616</b>	<b>\$8,448,973</b>
Bridgewater	\$1,624,257	\$1,573,110	\$2,105,502
Fitchburg	\$470,474	\$1,343,659	\$1,270,023
Framingham	\$338,195	\$639,295	\$444,924
Mass College of Liberal Arts	\$723,495	\$907,681	\$434,465
Salem	\$2,797,847	\$1,342,835	\$1,363,386
Westfield	\$566,369	\$742,903	\$499,343
Worcester	\$1,302,701	\$567,628	\$679,225
<b>State Colleges</b>	<b>\$7,823,338</b>	<b>\$7,117,111</b>	<b>\$6,796,868</b>

Source: Institutional Budget Worksheets. Note: From FY1997 to FY2001 the Board collected information on donations eligible for matching funds under the Endowment Incentive Program. These eligible donations represent a subset of Total Private Funds Received. Therefore, there is no comparable trend information for this new indicator.

\*Mount Wachusett only reported restricted funds when it submitted budget worksheets. The correct amount of total private funds received is \$149,419.

\*\*For FY2002, Northern Essex only reported numbers listed in its annual gift campaign when submitted budget worksheets. The correct amount of total private funds received is \$998,657.

\*\*\*Roxbury's data not available for this year.