

2005 Performance Measurement Report

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

Access

Affordability

Quality

Efficiency

Massachusetts Board of Higher Education

2005 Performance Measurement Report

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

Produced by the Massachusetts Board of Higher Education



Massachusetts Board of Higher Education

One Ashburton Place, Room 1401
Boston, MA 02108-1696

TEL (617) 994-6950
FAX (617) 727-0955
WEB www.mass.edu

Stephen P. Tocco, *Chairman*
Judith I. Gill, *Chancellor*

February 2006

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 *2005 Performance Measurement Report* as a demonstration of our commitment to accountability for public higher education in Massachusetts. The report, now in its third year, 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 University of Massachusetts prepares a separate accountability report for its five campuses located in Amherst, Boston, Dartmouth, Lowell and Worcester. Because of their status as specialty institutions, Massachusetts College of Art and Massachusetts Maritime Academy also prepare separate reports.

Public Higher Education in Massachusetts

Overall, we are seeing growing evidence of the system's relevance to Massachusetts residents. In this state, where there are many educational options, more Massachusetts high school graduates are choosing public higher education. The percent of Massachusetts high school graduates who opted to stay here has increased from 63% in fall 1996 to 68% in fall 2004, an increase of 5,464 Massachusetts students. Last year, 280,000 Massachusetts residents attended our public colleges or University campuses, comprising 92% of undergraduate student enrollment and 72% of graduate student enrollment in the public system.

Most important to the future economic health of the Commonwealth, 85% of alumni of Massachusetts public higher education choose to live, work, raise families and pay taxes here in the Commonwealth. The Massachusetts economy relies on public higher education to prepare residents, especially the growing population of first-generation college students, for today's knowledge-based economy, and together we are making that a reality.

Strengthening the link between education and jobs

Earning a living is becoming increasingly tied to earning a degree. Recent survey results from the Department of Workforce Development indicate that for the first time in Massachusetts, employers requiring an associate's degree or higher have now surpassed those requiring a high school or vocational school education. Over the past two decades, all of the net job growth in the state has been in occupations that require a college degree.

Adjusting to changing demographics and ensuring access

There are significant demographic shifts taking place in the student body, and the Board is working with the campuses to meet the changing needs of our student population. Public higher education is an important point of entry for many first-generation and low-income college students. Helping students and their parents prepare for, enroll in, pay for, and complete a quality college education continues to be our highest priority. Coordinated planning is underway to ensure that our students are prepared for higher education and that the public system of higher education has the resources to ensure their success once enrolled.

Making higher education affordable

The need to restructure and expand financial aid support in the Commonwealth is critical if our goal of access to affordable higher education is to be achieved. With decreases in appropriations for public higher education over the last several years, institutions were compelled to raise fees in order to cover operating costs. There was also a significant drop in need-based financial aid. The burden of paying for higher education has shifted away from the Commonwealth and onto students and their families, with a growing percentage of family income required to pay for an education at our public campuses.

Supporting and ensuring student success

The community and state colleges are deeply committed to supporting all students in their pursuit of a college degree and a rewarding career. Community college retention and graduation rates have received considerable attention nationally and in Massachusetts and are the focus of a new task force that will begin its work in March 2006. The state colleges are committed to increasing their graduation rates and to significantly reducing gaps in retention and completion rates related to gender, income and race. Massachusetts aspires to rank within the top ten states nationally for public Master's I institutions by 2010.

Looking ahead

The critical link between high-quality, affordable public higher education and the future economic well-being of the Commonwealth is addressed in the legislation on Access and Excellence in Public Higher Education in the Commonwealth. The bill was recently reported out favorably by the Joint Committee on Public Higher Education. Following four years of funding shortfalls, the Legislature in FY2006 approved a 9% increase in appropriations for public higher education.

The Board has worked with the Governor's Office in unprecedented ways this year through the National Governor's Association's Honor States Grant, the U.S. Department of Education GEAR UP Grant and the John and Abigail Adams Scholarship. Through NGA funding, the Board is developing a PreK-16 database that will track students from K-12 through high school and provide valuable information on factors that predict success in higher education.

The Governor has included \$2 million in his budget for a new Dual Enrollment Program. His support is essential to all of these initiatives, and we appreciate his ongoing involvement.

Sincerely,



Stephen P. Tocco
Chairman



Judith I. Gill
Chancellor

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Executive Summary

The *2005 Performance Measurement Report* demonstrates the effectiveness of Massachusetts public colleges in meeting legislatively mandated accountability objectives. The Report, prepared annually by the Board of Higher Education and presented to the Governor and the Legislature, provides verifiable evidence of the success of the seven comprehensive state and 15 community colleges in fulfilling responsibilities to their students and to meeting the needs and expectations of the Commonwealth.*

This Report covers a broad array of indicators that deal with the core areas of college performance. These performance areas include access to higher education, college affordability, student success and the effective and efficient use of college resources. The indicators within each performance area are measured against a variety of benchmarks, including segmental, state, regional, national and longitudinal comparisons. Taken together, these indicators reflect the many ways in which the public colleges provide service to students and the wider community.

HIGHLIGHTS

All of the state and community colleges engage in multiple collaborative efforts with grades K-12, businesses, civic organizations and other institutions of higher education, both public and private. These collaborations promote many critically important Commonwealth objectives, including the development of a seamless system of education, improvement of the quality of the workforce and more efficient use of limited resources. Each campus report begins with a summary of exemplary collaborations.

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. Total enrollment and minority enrollment data provide two measures of success in performance.

Enrollments. Although overall state college and community college annual headcount enrollments have declined slightly over the past three years, from 188,486 to 183,086, a decrease of 2.9%, both segments increasingly reflect the growing diversity of the Commonwealth. Minority undergraduate student enrollment has grown steadily over the past four years, from a total of 19,935 in fall 2001 to 23,405 in fall 2004, at the state and community colleges. Community colleges now exceed the Commonwealth's minority representation by approximately ten percentage points.

Affordability

Access to public higher education is possible only if students can afford the cost of attendance. Performance in the area of affordability is currently measured in two ways: the cost of tuition and fees relative to regional income levels and the amount of financial need based on direct costs covered by financial aid. In this latter measure, financial aid is defined as consisting of all types of student financial assistance, including grants, waivers, work and loans.

Massachusetts is one of only a few states to incorporate financial aid data into its indicators of accountability, and thus there are few benchmarks across the country with which to compare performance. Through the work of the Task Force on Financial Aid, which will release recommendations in the spring 2006, the Board is committed to strengthening the measures of college affordability in the future.

* *The University of Massachusetts, Massachusetts Maritime Academy and Massachusetts College of Art, because of their special status, prepare their own performance measurement reports.*

Cost of Education. In general, the ability to pay for a post-secondary education has become more challenging for Massachusetts students and their families. As appropriations decreased over the past four years, campuses raised fees to cover the gap in operating costs. The cost to students has thus continued to rise and families are spending an increasingly larger percentage of their incomes to afford the cost of public higher education. The state colleges remain affordable when compared to their regional peers on this measure and are almost two percentage points below the regional average for state colleges (9.2%). Community colleges are approximately equal to the regional average of 4.7%.

Financial Aid. The target for campuses is to meet 100% of the financial need for at least 85% of their aid-eligible students. Financial need is determined for this measure by the total amount of direct costs, defined as tuition, fees, insurance, books and supplies, minus the expected family contribution. Direct costs do not include the costs of housing, board, and travel. State colleges, when viewed as a segment, met 100% of the direct cost financial need for 96% of their aid-eligible students, while community colleges met 100% of the direct cost financial need for 91% of their aid-eligible students.

Student Success

Gaining access to affordable higher education is beneficial only if students, once enrolled, are successful in reaching their goals. State and community colleges are committed to providing environments that foster student success. The Board has been instrumental in coordinating efforts to support these efforts.

Student Retention. First-year retention rates are considered a significant predictor of graduation and student success. Since 2001, first-year retention rates at the state colleges have increased 2.2 percentage points. The current retention rate is 75%, slightly above the national rate of 74% and but only one-half of a percentage point higher than the rate for fall 2002. The goal for the segment is to increase retention one percentage point per year. State colleges will need to focus even more attention and resources on first-year retention to ensure that overall graduation rates will continue to increase.

The first-year retention rate at community colleges fell more than one percentage point for the fall 2003, from 57% to 55.6%, after an increase of 1.2% in the prior year's cohort. The BHE has created a statewide task force to focus on improving student retention and completion at the community colleges.

Graduating Students. For the student cohort that first enrolled at the state colleges in 1998, the six-year graduation rate for the state college segment is 47.6%, 3.7% higher than the national average for public Master's Level I institutions. The graduation rate is 2.1 percentage points higher than that of the 1997 cohort and above the annual incremental goal set by the State College Graduation Rate Task Force. Two institutions, Bridgewater State College and Salem State College, increased their six-year graduation rates by more than five percentage points. The state colleges are on target to attain a segmental graduation rate of 50% or higher and to be in the top ten states nationally by 2010, the goal established by the Task Force in June 2005.

Nursing Pass Rates. Over the past four years, the number of community college students taking the nursing exam has increased by 32%, from 644 in 2001 to 853 in 2004. This increase is occurring at a time when the nursing shortage in the Commonwealth is becoming critical.

The community colleges, when viewed as a group, had a five percentage point decline in pass rates on the National Nursing Licensure Examination. The overall pass rate of 84% was only one percentage point below the segmental target of 85%. This decline, though of concern, must be seen within a larger context. It coincides with the implementation of a more rigorous passing standard for the nursing exam, when the average passing rate at all public and private institutions fell approximately two percentage points.

Cost-Effective Use of Resources

As public institutions, Massachusetts state and community colleges are required to be efficient and effective in their utilization of resources, including expenditures and private funds raised. The performance measurement system looks at a variety of fiscal indicators, including funds allocated toward preservation of capital assets, percentages of expenses directed towards institutional support costs, and private fundraising efforts.

Stewardship. Both the state and community colleges have consistently surpassed the BHE requirement of allocating a minimum of 5% of their operating revenue to capital adaptation and renewal. The state colleges allocated 8.4% to Capital Adaptation and Renewal, while the community colleges allocated 9% of its operating revenue.

Institutional Support Costs. The state and community colleges compare favorably to their national peers with regard to the percent of educational and general expenditures allocated to institutional support costs (15.3% for state colleges and 13.9% for community colleges), which is lower than peers. Fourteen of the fifteen of the community colleges and six of the seven state colleges spent a lower percent of educational and general expenditures on institutional support costs than their peers. This is an indication that public institutions are targeting resources more on improving instruction, academic support and student services as opposed to overhead and administrative expenses.

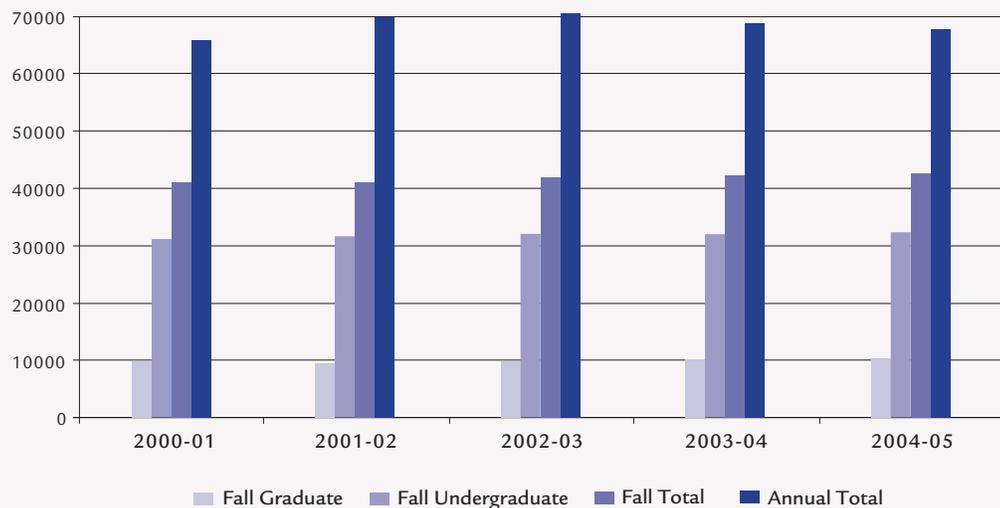
Fundraising. Community colleges, when viewed at the segmental level, raised \$10,606,470 in FY2005, an increase of more than \$2 million from FY2004 and the highest amount for the past three years. Five community colleges—Cape Cod, Mount Wachusett, Northern Essex, Quinsigamond, and Springfield Technical—each raised more than \$1 million. Private funds received by the state colleges declined when compared to FY2004, from \$6,796,868 to \$6,625,327, continuing a steady decline in funds received since 2002. MCLA, Salem State and Worcester State Colleges, however, increased the private funds raised. Three state colleges—Bridgewater, Salem and Worcester—each raised over \$1 million.

Segmental Assessment: State College Performance

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
<p>FALL ENROLLMENT</p> <p>Fall 2004 Headcount: 32,206 Undergrad. 10,243 Graduate</p> <p>Fall 2004 FTE: 26,819 Undergrad. 4,196 Graduate</p>	<p>Results:</p> <p>State College fall enrollment for FY2005 (42,449) was higher than the previous fall's enrollment of 42,038. All seven colleges were comparable to or above the targets for headcount enrollment. State College fall FTE enrollment for FY2005 (31,015) was slightly higher than the previous fall's enrollment of 30,324. All seven colleges were comparable to or above the targets for FTE enrollment.</p>
<p>ANNUAL ENROLLMENT</p> <p>FY2005 Headcount: 39,991 Undergrad. 27,252 Graduate</p> <p>FY2005 FTE: 28,231 Undergrad. 7,348 Graduate</p>	<p>Results:</p> <p>The State College segment FY2005 annual enrollment was consistent with the FY2004 level.</p>
<p>MINORITY ENROLLMENT</p> <p>Minority Enrollment Percentage in Fall 2004: 11%</p>	<p>Results:</p> <p>The State College minority representation compares well to the state's minority composition of 13%. Five of the seven colleges had minority representation that was comparable to or greater than that of their region.</p>
<p>CC TRANSFER STUDENTS</p> <p>Fall 2004 Community College Transfer Students: 1,614</p>	<p>Results:</p> <p>The State Colleges' total enrollment of community college transfer students in fall 2004 was slightly higher than previous fall's enrollment of 1,574 transfers. All seven colleges were comparable to or above the targets for community college student transfer enrollment.</p>

Fall and Annual Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
<p>DIRECT COST COVERAGE</p> <p>Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 96%</p> <p><i>Note: Direct costs include mandatory tuition and fees, books and supplies, and insurance.</i></p>	<p>Results:</p> <p><i>The State College segment exceeded the target for this measure by meeting 100% of the need for more than 85% of aid-eligible students. All seven colleges were above this target.</i></p> <p><i>Note: This measure takes into account all forms of aid, including loans.</i></p>
<p>% OF MEDIAN FAMILY INCOME</p> <p>Tuition and fees as a percent of median family income in FY2005: 7.3%</p>	<p>Results:</p> <p><i>The State College segment was well below the Northeast regional average of 9.2%. All colleges were at least one percentage point below the Northeast regional average.</i></p>

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>State college average tuition and fees</i>	\$3,678	\$4,515	\$5,027
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>State college average tuition and fees as % of state family median income</i>	5.5%	6.7%	7.3%
<i>Northeast average tuition and fees</i>			\$5,690
<i>Northeast median family income</i>			\$62,052
<i>Northeast average tuition and fees as % of state family median income</i>			9.2%

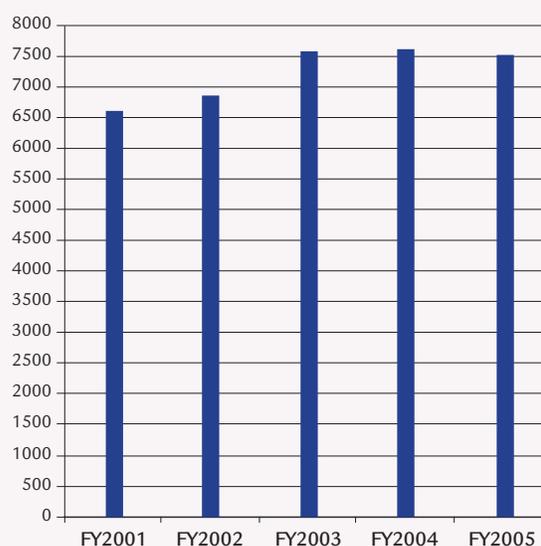
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<p>FIRST-YEAR RETENTION Fall 2003 Cohort First-Year Retention Rate: 75.0%</p>	<p>Results: The State College segmental retention rate compared well to the national rate of 74.3%. Six of the seven college had retention rate comparable to or higher than their peers. Six of the seven colleges had retention rates comparable to or higher than the national average.</p>
<p>SIX-YEAR GRADUATION RATE 1996–1998 Cohorts Six-Year Graduation Rate (3-year average): 45.6% 1998 Cohort Six-Year Graduation Rate: 47.6%</p>	<p>Results: The State College segmental 1998 Cohort Six-Year Graduation Rate is 2.1 percentage points higher than the six-year graduation rate for the 1997 cohort. This 2.1 point gain satisfied the state college goal of raising the graduation rate one point each year, and puts them on target to attain a graduation rate of 50% or higher within five years. Five of the seven colleges had three-year average graduation rates comparable to or higher than their peers.</p>
<p>DEGREES CONFERRED Total Degrees Conferred in FY2005: 7,570</p>	<p>Results: The State College segment conferred degrees comparable to the number of degrees conferred in FY2004 (7,664). All seven colleges conferred degrees at a level consistent with previous years.</p>
<p>MTEL PASS RATE 2004 Pass Rate for the Massachusetts Test for Educator Licensure: 94%</p>	<p>Results: The State College segmental pass rate was higher than the target of 80%. All seven colleges had pass rates above the target.</p>
<p>SPECIAL ADMISSION STUDENTS Percent of New Students who were Special Admits in Fall 2004: 7.5%</p>	<p>Results: The State College segment met the BHE requirement of less than 10 percent. Six of the seven colleges met this requirement.</p>

First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003
Segment Average	73.1%	72.8%	74.5%	75.0%
National Average				74.3%

Degrees Conferred



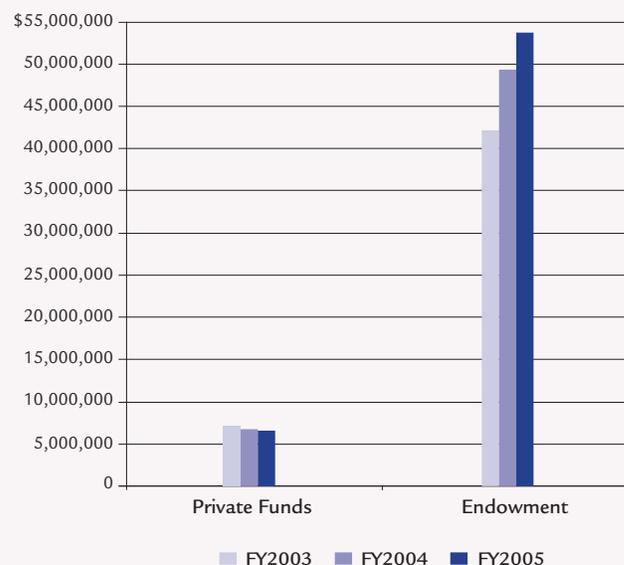
Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	Rolling Avg. 1996–98	One-Year Change
Segment Average	43.8%	45.5%	47.6%	45.6%	2.1
National Average	42.7%	43.7%	43.9%	43.5%	0.2

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT Findings of the FY2004 Independent Financial Audit: <i>The seven state college had unqualified audits with no significant findings</i>	Results: <i>All seven state college had unqualified audits with no significant findings.</i>
CAPITAL ADAPTATION & RENEWAL Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 8.4%	Results: <i>The State College segment satisfied the Board of Higher Education's requirement of allocating 5% or higher to capital adaptation and renewal. All seven colleges met this requirement.</i>
INSTITUTIONAL SUPPORT COSTS FY2004 Institutional Support Costs per headcount: \$1,191 FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 15.3%	Results: <i>The State College segment's cost per headcount compared well to FY03's average of \$1,147. Six of the seven colleges had lower costs per headcount than their peer groups. The State College segment's average percent of educational and general expenditures allocated to institutional support costs compared well to FY03's average of 15.5%. Six of the seven colleges spent a lower percent of educational and general expenditures on institutional support costs.</i>
FUNDRAISING Private Funds raised in FY2005: \$6,625,327 Matching Funds received in FY2005: \$1,322,718	Results: <i>Total private funds received were \$171,541 lower than the \$6,796,868 raised in FY2004. There is no target associated with matching funds.</i>
INSTITUTIONAL ENDOWMENT Combined Endowment: \$54,077,228	Results: <i>This was an increase from the FY2004 endowment of \$49,660,451.</i>

Fundraising and Endowment (FY2003–FY2005)



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

- BSC CityLab uses hands-on activities to strengthen pedagogy for pre- and in-service teachers and to improve outcomes and increase science enthusiasm among diverse students. In 2004–2005, BSC CityLab outreach programs reached over 1,700 students in grades 6–12 from 15 districts.
- The Teaching American History grant is a \$1.6 million, six-year grant that is a collaborative project of Bridgewater State College and five area school districts to develop instructional modules for the use of participating school districts. The goals for the 2004–2005 academic year were to increase participants' knowledge of the founding ideas of the Constitution and increase networking with involved districts. The project also helps participants remain current with changes in the Massachusetts Curriculum Frameworks and prepare for the impending addition of history to MCAS.
- Five summer content institutes were offered in 2005 in a variety of subjects to enable teachers at various grade levels to teach up-to-date content in the sciences and other disciplines. The institutes are developed and taught by BSC full-time faculty and are funded by the U.S. Department of Education. 255 teachers, who teach an estimated 7,650 students, participated in these programs.
- Arts for Youth is a comprehensive arts program that helps children explore a full range of performance and visual arts. In the 2004–2005 academic year, a total of 420 children who would not otherwise have had access to arts programs participated in the after-school arts courses.
- During the 2004–2005 academic year, 66 candidates completed the accelerated post-baccalaureate licensure program and were recommended by Bridgewater State College for licensure. The graduate-level program is geared toward career changers who have a bachelor's degree but need initial licensure.

Program of DISTINCTION

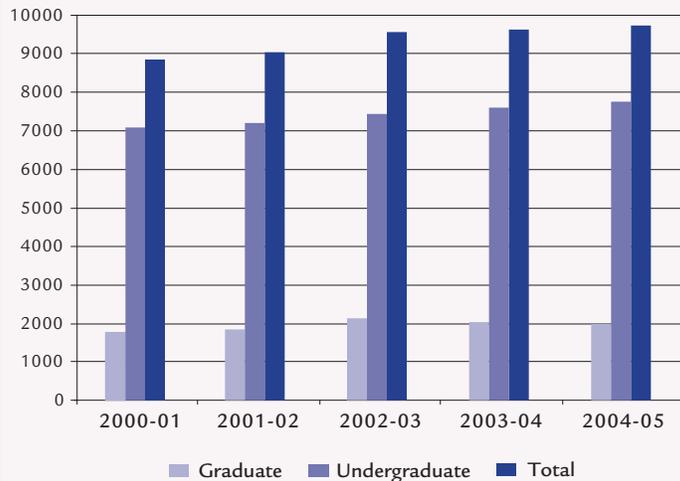
The Presidential Fellows Program was developed to allow selected faculty to concentrate on research for a year. As the first BSC Presidential Fellow, Dr. Elizabeth Englander established the Massachusetts Aggression Reduction Center (MARC), a statewide resource for free and low-cost services to K–12 schools to reduce childhood aggression. In 2004–2005, MARC hosted seven conferences with 700 participants. Fifty-two schools servicing approximately 25,000 students have implemented MARC anti-bullying programs. The Center is currently coauthoring Commonwealth legislation regarding civil rights and bullying in schools. Dr. Englander has been named to the Attorney General's Safe Schools Initiative Task Force to develop statewide policy requirements for K–12 schools on bullying.

- Bridgewater State College is the lead partner in the Southeast/Cape and Islands Regional PreK-16 STEM Network, a partnership created through the Board of Higher Education's STEM Pipeline Fund to improve science, technology, engineering, and math education. This summer, the Network produced an Invention Convention for 95 teachers and students and a four-week, residential program for 122 8th and 9th grade students.
- The Connect collaborative, comprising five public institutions of higher education in southeastern Massachusetts, established a group of writing faculty from each institution to facilitate credit transfer between institutions. The group compared writing sequences and developed an assessment rubric and is currently compiling a handbook for writing instructors on Connect campuses.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2004 Headcount:	7,753 Undergrad. 1,978 Graduate
Fall 2004 FTE:	6,503 Undergrad. 896 Graduate
<i>Results:</i> Above the self-established total fall enrollment target of 8,731. Above the self-established FTE enrollment target of 7,240.	
ANNUAL ENROLLMENT	
FY2005 Headcount:	9,177 Undergrad. 2,852 Graduate
FY2005 FTE:	6,717 Undergrad. 922 Graduate
<i>Results:</i> Consistent with annual enrollment levels in FY2004.	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2004:	10%
<i>Results:</i> Greater than institution's primary draw region's minority representation of 9%.	
CC TRANSFER STUDENTS	
Fall 2004 Community College Transfer Students:	364
<i>Results:</i> Above the self-established target of 335.	

Fall Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE	
Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005:	96.5%
<i>Results:</i> Met the target of 85% for need met by all aid.	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2005:	7.8%
<i>Results:</i> Comparable to the Northeast regional average of 9.2%.	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,735	\$4,390	\$5,326
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	5.6%	6.5%	7.8%
<i>Massachusetts state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%

* See Technical Guide (pages 43-44) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*

FIRST-YEAR RETENTION
 Fall 2003 Cohort First-Year Retention Rate: 77.8%

Results:
 Above the segmental rate of 75% and the national rate of 74.3%. Comparable to the retention rate of its peers.

SIX-YEAR GRADUATION RATE
 1996–1998 Cohorts Six-Year Graduation Rate (3-year average): 48.1%

Results:
 Above the segmental rate of 45.6% but below the institutional peer rate of 50.9%.

DEGREES CONFERRED
 Total Degrees Conferred in FY2005: 1,781

Results:
 Above the 1,542 degrees conferred in FY2004.

MTEL PASS RATE
 2004 Pass Rate for the Massachusetts Test for Educator Licensure: 89.9%

Results:
 Above the target pass rate of 80%.

SPECIAL ADMISSION STUDENTS
 Percent of New Students who were Special Admits in Fall 2004: 3%

Results:
 Meets the Board of Higher Education’s requirement of enrolling less than 10% special admissions students per year. (See Appendix.)

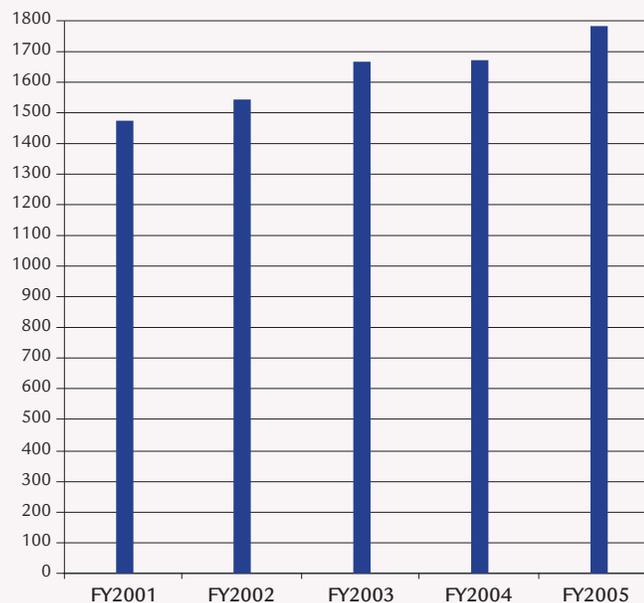
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003
Institution Rate	73.6%	73.6%	77.3%	77.8%
Peer Average Rate				78.0%
Segment Average Rate	73.1%	72.8%	74.5%	75.0%
National Average Rate				74.3%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	Rolling Avg. 1996–98
Institution Rate	47.0%	45.8%	51.4%	48.1%
Peer Average Rate	50.6%	50.6%	51.5%	50.9%
Segment Average Rate	43.8%	45.5%	47.6%	45.6%

Degrees Conferred

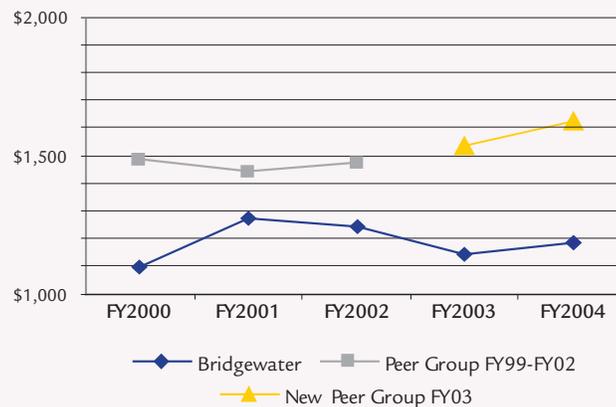


* See Technical Guide (pages 43–44) for indicator methodology and details.

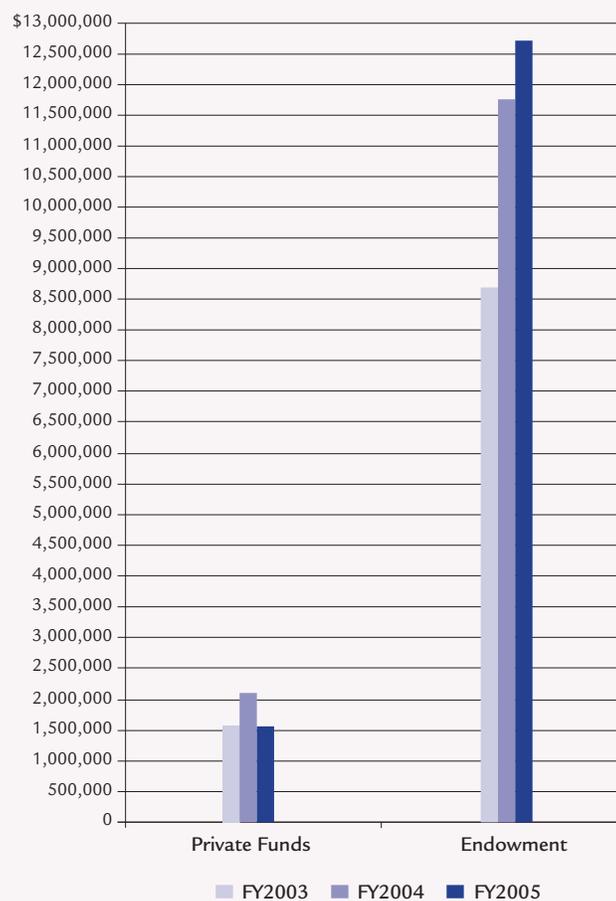
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	
Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i>	
<i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.	
CAPITAL ADAPTATION & RENEWAL	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 5.3%	
<i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.	
INSTITUTIONAL SUPPORT COSTS	
FY2004 Institutional Support Costs per headcount: \$1,187	
<i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$1,626).	
FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 15.1%	
<i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (17.2%).	
FUNDRAISING	
Private Funds raised in FY2005: \$1,562,344	
<i>Results:</i> Total private funds received were \$543,158 lower than the \$2,105,502 raised in FY2004.	
Matching Funds received in FY2005: \$226,837	
<i>Results:</i> No target associated with matching funds.	
INSTITUTIONAL ENDOWMENT	
Total FY2005 Institutional Endowment: \$12,721,136	
<i>Results:</i> An increase from the FY2004 endowment of \$11,176,632.	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



* See Technical Guide (pages 43–44) for indicator methodology and details.

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

- Funds from the Massachusetts Department of Education's federal Advanced Placement Initiative Program Grant were allocated to support workshop fees for 70 teachers in the 2005 summer AP Teacher Training Institutes. Funds will also be used to pilot a follow-up program for new AP teachers in math, science, and English during the 2005–2006 school year.
- The Twin Cities Education Alliance, a partnership between Leominster Public Schools, Fitchburg Public Schools, the Fitchburg Art Museum and Fitchburg State, is developing initiatives that build on community strengths to address regional needs. A priority has been the development of a plan to recruit and retain school district leaders.

- Fitchburg State is working with the Clinton, Fitchburg, and Leominster school districts to provide courses and training for teachers in sheltered English Immersion classrooms. Workshops will be at Fitchburg and district sites.

- Working with the North Middlesex Regional School District, the Merrimack Education Center and the Massachusetts Department of Education, the Professional Development Center at Fitchburg State College is offering preparation for area math teachers to learn the Singapore Math program.
- Fitchburg State is working with the Quabbin Regional school district to develop a district-based, professional licensure program for teachers in grades 5–12.
- The U.S. Department of Education has awarded Fitchburg State a four-year, \$800,000 grant to support special education teachers. Four large urban school districts in Massachusetts (Lowell, Worcester, Fitchburg, and Leominster) have developed a collaborative, field-based, special education teacher licensure program designed to alleviate the critical shortage of highly qualified teachers in special education by providing teacher training, support and retention services, and financial aid to 50 special education professionals.
- Fitchburg State is partnering with Lowell Public Schools to offer a field-based bachelor of science program to prepare paraprofessionals to become special education teachers. A field-based master of education program is also being developed to better prepare teachers to respond to the needs of their diverse student population.
- Fitchburg State provided consultant services to administrators in Winchendon Public Schools to advance the implementation of their district improvement plans.

Program of DISTINCTION

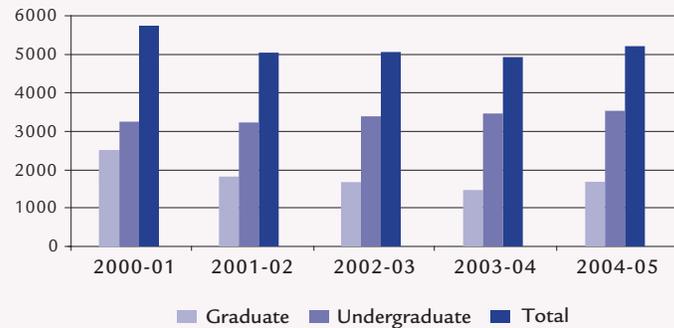
*Fitchburg State and Nypro, Inc., are expanding their existing partnership to offer **online plastics technology courses**. For over 20 years the College and Nypro, a leader in the production of plastics technology, have offered on-site, credit-bearing courses leading to a certificate in plastics technology award at Nypro's Clinton plant. By developing online versions of these courses, Nypro employees at 66 facilities in 18 countries can now avail themselves of this educational opportunity. These courses will be open to employees of other regional plastics firms as well.*

- Program articulation agreements initiated last year with Mount Wachusett Community College and North Shore Community College in special/early childhood education have provided a foundation for several new collaborative opportunities. Upon completion of their associate's degree, students may continue to take coursework at their home campuses leading to a bachelor of science in education. Students will be fully matriculated at Fitchburg State and may register for courses offered on-campus as well. Advisors from both the community college and Fitchburg State will be assigned to each student.
- The Teaching American History program is a partnership between Fitchburg State College, Mount Wachusett Community College, Fitchburg Public Schools and nine other public school districts. It is a three-year, grant-funded program for middle and high school teachers to enhance understanding of significant issues, episodes and turning points in United States history. The importance of this program is underscored by the fact that, in the near future, all Massachusetts high school students will be required to pass a state standards test in u.s. history.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2004 Headcount:	3,522 Undergrad. 1,679 Graduate
Fall 2004 FTE:	2,942 Undergrad. 680 Graduate
<i>Results:</i> Above the self-established total fall enrollment target of 5,100. Above the self-established FTE enrollment target of 3,550.	
ANNUAL ENROLLMENT	
FY2005 Headcount:	4,314 Undergrad. 6,930 Graduate
FY2005 FTE:	3,024 Undergrad. 1,646 Graduate
<i>Results:</i> Consistent with annual enrollment levels in FY2004.	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2004:	10%
<i>Results:</i> Greater than institution's primary draw region's minority representation of 9%.	
CC TRANSFER STUDENTS	
Fall 2004 Community College Transfer Students:	178
<i>Results:</i> Above the self-established target of 40.	

Fall Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE	
Percent of aid-eligible students who had their need (Direct Costs – Expected Family Contribution) covered by financial aid in FY2005:	96.7%
<i>Results:</i> Met the target of 85% for need met by all aid.	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2005:	6.7%
<i>Results:</i> Below the Northeast regional average of 9.2%.	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,688	\$4,186	\$4,588
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	5.5%	6.2%	6.7%
<i>Massachusetts state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%

* See Technical Guide (pages 43–44) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	76.8%
<i>Results:</i> Above the segmental rate of 75%, the national rate of 74.3%, and its peer rate of 70%.	
SIX-YEAR GRADUATION RATE	
1996–1998 Cohorts Six-Year Graduation Rate (3-year average):	46.3%
<i>Results:</i> Above the segmental rate of 45.6% and the institutional peer rate of 36.5%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	914
<i>Results:</i> Comparable to the 1,096 degrees conferred in FY2004.	
MTEL PASS RATE	
2004 Pass Rate for the Massachusetts Test for Educator Licensure:	100%
<i>Results:</i> Above the target pass rate of 80%.	
SPECIAL ADMISSION STUDENTS	
Percent of New Students who were Special Admits in Fall 2004:	13%
<i>Results:</i> Does not meet the Board of Higher Education’s requirement of enrolling less than 10% special admissions students per year. (See Appendix.)	

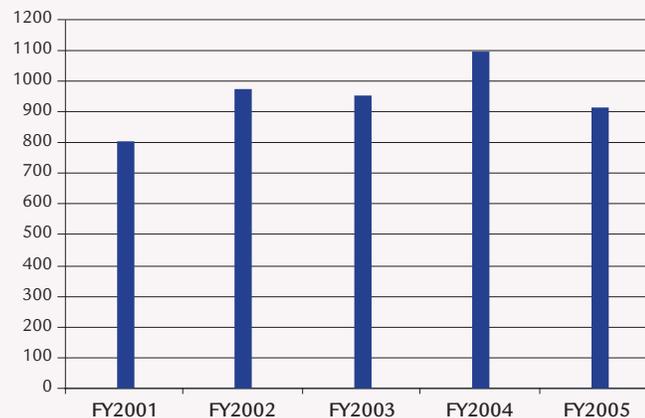
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003
Institution Rate	75.2%	71.1%	74.2%	76.8%
Peer Average Rate				70.0%
Segment Average Rate	73.1%	72.8%	74.5%	75.0%
National Average Rate				74.3%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	Rolling Avg. 1996–98
Institution Rate	44.0%	47.7%	47.1%	46.3%
Peer Average Rate	36.3%	38.1%	35.1%	36.5%
Segment Average Rate	43.8%	45.5%	47.6%	45.6%

Degrees Conferred

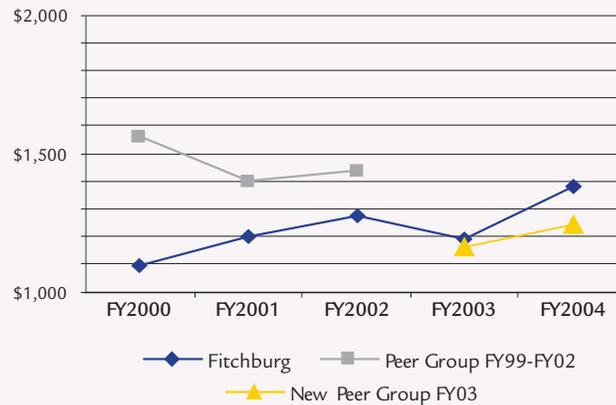


* See Technical Guide (pages 43–44) for indicator methodology and details.

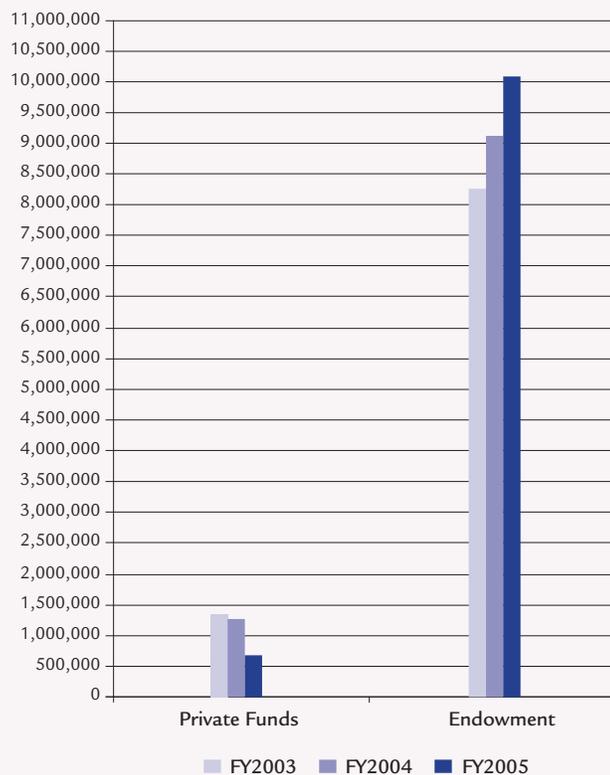
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	
Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's fiscal requirements.</i>	
CAPITAL ADAPTATION & RENEWAL	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 9.5%	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
INSTITUTIONAL SUPPORT COSTS	
FY2004 Institutional Support Costs per headcount: \$1,383	
<i>Results: Does not meet the target that the college's cost per headcount is lower than that of its peers (\$1,245).</i>	
FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 16.4%	
<i>Results: Does not meet the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (13%).</i>	
FUNDRAISING	
Private Funds raised in FY2005: \$679,986	
<i>Results: Total private funds received were \$590,037 lower than the \$1,270,023 raised in FY2004.</i>	
Matching Funds received in FY2005: \$223,150	
<i>Results: No target associated with matching funds.</i>	
INSTITUTIONAL ENDOWMENT	
Total FY2005 Institutional Endowment: \$10,099,053	
<i>Results: An increase from the FY2004 endowment of \$9,132,414.</i>	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



* See Technical Guide (pages 43–44) for indicator methodology and details.

Framingham State College

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

COLLABORATIONS

- Over 13,000 students and teachers in grades 5–8 participated in the Challenger program at the Christa Corrigan McAuliffe Center for Education and Teaching Excellence. The program, based on the Massachusetts frameworks in science, technology, engineering and mathematics (STEM), emphasizes application of STEM knowledge in solving real problems.
- The National Science Teachers Association and Exxon Mobil Corporation contracted with the McAuliffe Center to facilitate delivery of the Massachusetts science frameworks and national science standards into every science classroom in the Commonwealth.

Program of DISTINCTION

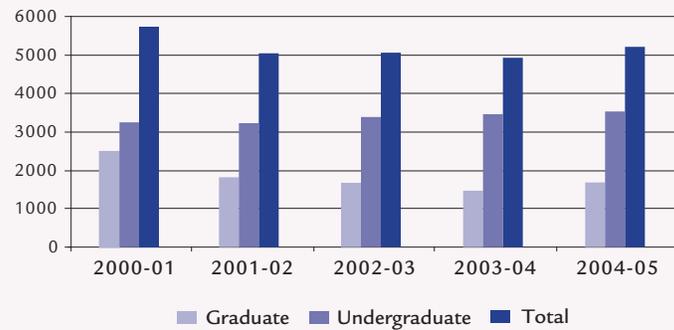
The John C. Stalker Institute of Food and Nutrition works with school communities to improve the nutrition environment for Massachusetts students. Programs, projects and workshops are offered throughout the Commonwealth for school food service directors and managers; health and physical education teachers; school nurses; and others. Program highlights for 2004–2005 include distributing to all schools a list of healthy school snacks that meet Massachusetts Food and Beverages Standards; hosting workshops in nutrition, culinary skills, management, and computer technology; and developing online courses for teachers and nurses in nutrition, food allergies, culture and food, and sports supplements.

- 2,200 Massachusetts school children and their teachers in grades 3–6 participated in Harmony in Education, a collaborative effort between fsc and Bose Corporation. Pre-service teachers at fsc are trained by Bose to teach the program, a hands-on approach to teaching and learning concepts of sound reproduction. Bose provides equipment and a teacher's guide; fsc provides classroom space and instructors.
- The College's Division of Graduate and Continuing Education collaborated with regional businesses, schools and education collaboratives to provide 123 graduate professional development programs for 2,031 teachers, courses for a district-based professional licensure in elementary education, and on-site master's programs to school teachers.
- The College's Admissions Office provided an Early Outreach Program in the local community. Designed to increase college awareness and inform children about the importance of attending college, this program targets minorities and children whose parents did not go to college. Eighty 5th graders from Framingham attended.
- Through funding from the u.s. and Massachusetts departments of education, the Center for Global Education at fsc served 54 K–12 teachers in three summer content institutes and a year-long course. The institutes focused on community service learning, teaching historic places, and the culture and physical geography of Africa.
- Framingham State College is the lead partner in the Greater Boston West Regional PreK-16 STEM Network, a partnership created through the Board of Higher Education's STEM Pipeline Fund to improve science, technology, engineering, and math education. Funded programs included a 3D CAD software and math workshops for 14 teachers and 104 students from nine high schools and the expansion of Future Scientist, Engineering/Robotics Clubs in four districts to 145 students.
- As a result of a grant from the Board of Higher Education's Public Higher Education Initiative on Nursing Education, Framingham State expanded its graduate certificate program in nursing education. The program is designed to prepare nurse educators for academic and practice settings. Partnerships were established with other institutions and health care facilities to provide classroom space and mentors. There are currently 25 nurse educator students enrolled at three sites.
- Framingham State College is a lead participant in Massachusetts Colleges Online (mco) with the highest number of developed courses provided through mco of all the state and community colleges. Recent programs include an articulation agreement for a 2+2 online liberal studies program between Mount Wachusett and fsc and offering an online course for victims of Hurricane Katrina through mco and the Sloan Semester Program.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2004 Headcount:	3,873 Undergrad. 2,142 Graduate
Fall 2004 FTE:	3,356 Undergrad. 851 Graduate
<i>Results:</i> Comparable to the self-established total fall enrollment target of 6,025 and to the self-established FTE enrollment target of 4,232.	
ANNUAL ENROLLMENT	
FY2005 Headcount:	4,872 Undergrad. 5,655 Graduate
FY2005 FTE:	3,540 Undergrad. 1,508 Graduate
<i>Results:</i> Consistent with annual enrollment levels in FY2004.	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2004:	11%
<i>Results:</i> Lower than institution's primary draw region's minority representation of 18%.	
CC TRANSFER STUDENTS	
Fall 2004 Community College Transfer Students:	144
<i>Results:</i> Close to the self-established target of 156.	

Fall Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE	
Percent of aid-eligible students who had their need (Direct Costs – Expected Family Contribution) covered by financial aid in FY2005:	96.7%
<i>Results:</i> Met the target of 85% for need met by all aid.	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2005:	6.8%
<i>Results:</i> Below the Northeast regional average of 9.2%.	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,334	\$4,324	\$4,654
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	5.0%	6.4%	6.8%
<i>Massachusetts state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%

* See Technical Guide (pages 43–44) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	71.8%
<i>Results:</i> Below the segmental rate of 75% but comparable to the national rate of 74.3% and its peer rate of 73.5%.	
SIX-YEAR GRADUATION RATE	
1996–1998 Cohorts Six-Year Graduation Rate (3-year average):	41.7%
<i>Results:</i> Below the segmental rate of 45.6% but above the institutional peer rate of 34.5%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	1,251
<i>Results:</i> Comparable to the 1,283 degrees conferred in FY2004.	
MTEL PASS RATE	
2004 Pass Rate for the Massachusetts Test for Educator Licensure:	99%
<i>Results:</i> Above the target pass rate of 80%.	
SPECIAL ADMISSION STUDENTS	
Percent of New Students who were Special Admits in Fall 2004:	7%
<i>Results:</i> Meets the Board of Higher Education's requirement of enrolling less than 10% special admissions students per year. (See Appendix.)	

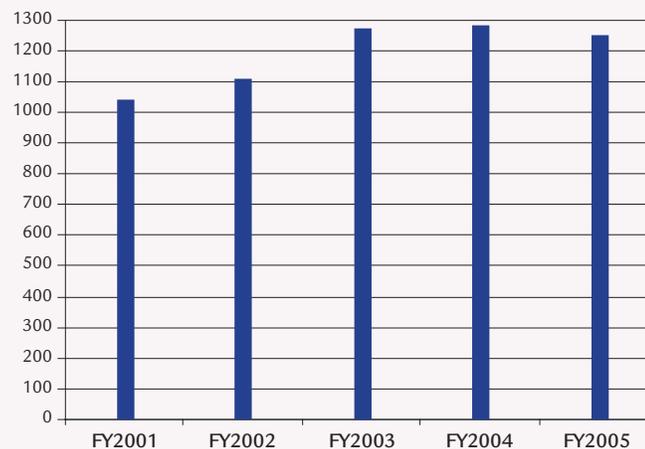
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003
Institution Rate	72.5%	68.2%	72.4%	71.8%
Peer Average Rate				73.5%
Segment Average Rate	73.1%	72.8%	74.5%	75.0%
National Average Rate				74.3%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	Rolling Avg. 1996–98
Institution Rate	38.7%	42.0%	44.4%	41.7%
Peer Average Rate	33.5%	35.4%	34.5%	34.5%
Segment Average Rate	43.8%	45.5%	47.6%	45.6%

Degrees Conferred

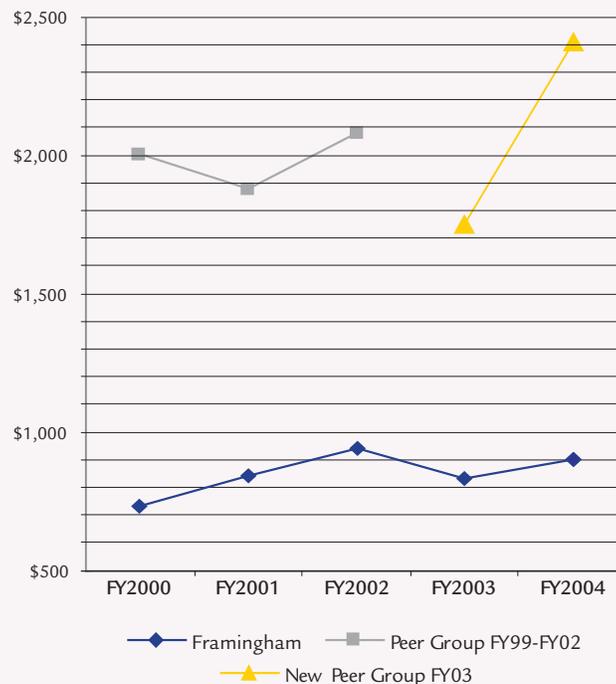


* See Technical Guide (pages 43–44) for indicator methodology and details.

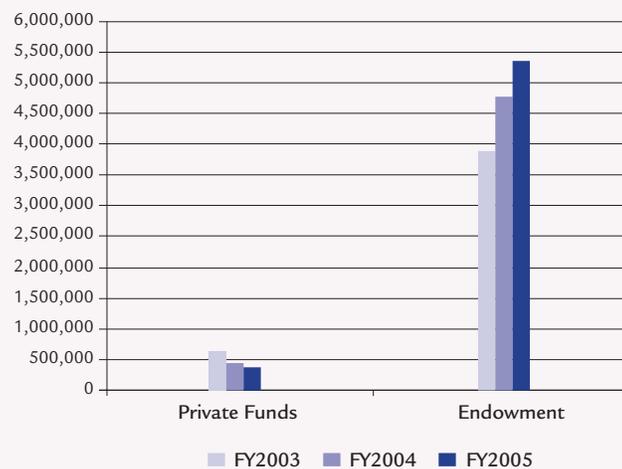
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	
Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i>	
<i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.	
CAPITAL ADAPTATION & RENEWAL	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 10.9%	
<i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.	
INSTITUTIONAL SUPPORT COSTS	
FY2004 Institutional Support Costs per headcount: \$903	
<i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$2,411).	
FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 14.2%	
<i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (24.6%).	
FUNDRAISING	
Private Funds raised in FY2005: \$375,961	
<i>Results:</i> Total private funds received were \$68,963 lower than the \$444,924 raised in FY2004.	
Matching Funds received in FY2005: \$223,056	
<i>Results:</i> No target associated with matching funds.	
INSTITUTIONAL ENDOWMENT	
Total FY2005 Institutional Endowment: \$5,361,300	
<i>Results:</i> An increase from the FY2004 endowment of \$4,779,552.	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003-FY2005)



* See Technical Guide (pages 43-44) for indicator methodology and details.

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 members of their communities and leaders in their chosen professions.

COLLABORATIONS

- The Berkshire Wireless Learning Initiative (BWL) will supply laptop computers to 2,100 students in Pittsfield and North Adams middle schools and will involve approximately 200 teachers. MCLA will work with all of the partners, including Apple Computer, to coordinate professional development for teachers. The focus of the BWL is to incorporate technology in instruction, thereby enhancing the teaching methods used in educating students.
- MCLA has engaged in an extensive collaboration with Berkshire County Schools, including a series of three workshops on integrating informational technology across K-12 curriculum. Twenty-eight teachers enrolled in the workshops, representing 18 schools. The workshop series was followed by a week-long, graduate-level institute that had an enrollment of ten.
- Science teachers at MCLA are working with Berkshire County schools to support science education through a grant, Strengthening Teaching and Learning in Middle School Science in Northern Berkshire Schools. MCLA was awarded this three-year grant from the Department of Education. MCLA faculty offer professional development in the form of a rigorous, content-based program of instruction for middle school science teachers.
- The Berkshire Compact for Higher Education, under the coordination of MCLA, was charged with assessing the higher education and lifelong learning needs of Berkshire County residents and employers and identifying new opportunities and strategies to better meet these needs. A broad representation of leaders from the business community, academic institutions, Legislature, as well as policy experts has participated in multiple meetings. The next step of the Compact is to develop a framework for action to advance the four identified areas of opportunity: raise aspirations, improve access, become a leader in the use of technology in education, and develop a new social contract between employers and employees.
- In collaboration with Berkshire Community College and the Berkshire Chamber of Commerce, MCLA will again sponsor a graduate course for teachers who wish to integrate regional history into their courses. History, business, and environmental experts will weave their content and perspectives through a series of mini lectures, hands-on activities, and guided field trips. The material learned in the Upper Housatonic Valley course is suitable for use in social studies, history, economics, science and English courses.

Program of DISTINCTION

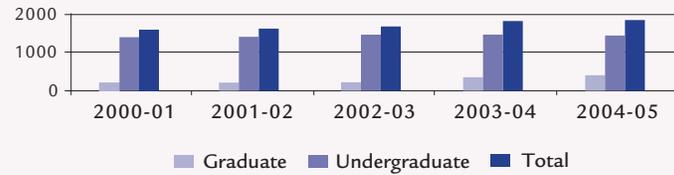
The Leadership in Education, Action and Development (LEAD) Academy is a four-day, non-credit leadership and community service program for incoming students. This is a new program offered by the Center for Service and Citizenship to enhance students’ experience, develop leadership skills, and increase college involvement. The pilot program for summer 2005 enrolled 20 students. The program will support increased student retention and greater involvement in college activities and service activities. The students will serve as models for other students and be prepared to take on leadership roles.

- MCLA is the lead partner in the Berkshire Regional PreK-16 Network, a partnership created through the Board of Higher Education’s STEM Pipeline Fund to improve science, technology, engineering, and math education. More than 50 participants came together at summits in fall 2004 and spring 2005 to discuss ways to address regional goals. MCLA developed a Website with resources for STEM teachers and students and held workshops for science teachers.
- Williams College was awarded the Howard Hughes Medical Institute grant for a period of four years. The focus of the grant is undergraduate research and will provide opportunities for faculty and students at different institutions to engage in research. The grant also funded research opportunities for two MCLA students who spent the summer doing research at Williams College. MCLA science faculty are exploring potential future collaborations in science.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2004 Headcount:	1,434 Undergrad. 403 Graduate
Fall 2004 FTE:	1,274 Undergrad. 207 Graduate
<i>Results:</i> Comparable to the self-established total fall enrollment target of 1,900 and to the self-established FTE enrollment target of 1,537.	
ANNUAL ENROLLMENT	
FY2005 Headcount:	1,760 Undergrad. 971 Graduate
FY2005 FTE:	1,312 Undergrad. 455 Graduate
<i>Results:</i> Consistent with annual enrollment levels in FY2004.	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2004:	8%
<i>Results:</i> Comparable to the institution's primary draw region's minority representation of 5%.	
CC TRANSFER STUDENTS	
Fall 2004 Community College Transfer Students:	86
<i>Results:</i> Close to the self-established target of 90.	

Fall Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE	
Percent of aid-eligible students who had their need (Direct Costs – Expected Family Contribution) covered by financial aid in FY2005:	91.1%
<i>Results:</i> Met the target of 85% for need met by all aid.	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2005:	7.9%
<i>Results:</i> Below the Northeast regional average of 9.2%.	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$4,197	\$5,397	\$5,417
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	6.3%	8.0%	7.9%
<i>Massachusetts state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%

* See Technical Guide (pages 43–44) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*

FIRST-YEAR RETENTION
 Fall 2003 Cohort First-Year Retention Rate: 73.6%

Results:
 Comparable to the segmental rate of 75% and above the public liberal arts college rate of 71.0%. Below its peer rate of 81.8%.

SIX-YEAR GRADUATION RATE
 1996–1998 Cohorts Six-Year Graduation Rate (3-year average): 45.8%

Results:
 Comparable to the segmental rate of 45.6% but below the institutional peer rate of 52%.

DEGREES CONFERRED
 Total Degrees Conferred in FY2005: 338

Results:
 Above the 300 degrees conferred in FY2004.

MTEL PASS RATE
 2004 Pass Rate for the Massachusetts Test for Educator Licensure: 98%

Results:
 Above the target pass rate of 80%.

SPECIAL ADMISSION STUDENTS
 Percent of New Students who were Special Admits in Fall 2004: 8%

Results:
 Meets the Board of Higher Education’s requirement of enrolling less than 10% special admissions students per year. (See Appendix.)

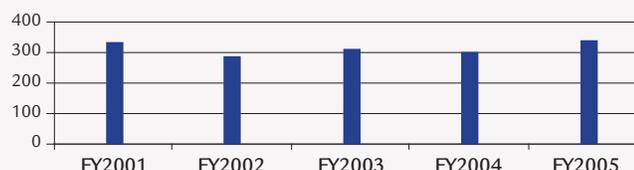
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003
Institution Rate	71.1%	68.2%	76.5%	73.6%
Peer Average Rate				81.8%
Segment Average Rate	73.1%	72.8%	74.5%	75.0%
Public Liberal Arts National Average Rate				71.0%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	Rolling Avg. 1996–98
Institution Rate	45.7%	46.7%	45.0%	45.8%
Peer Average Rate	52.8%	50.1%	53.2%	52.0%
Segment Average Rate	43.8%	45.5%	47.6%	45.6%

Degrees Conferred

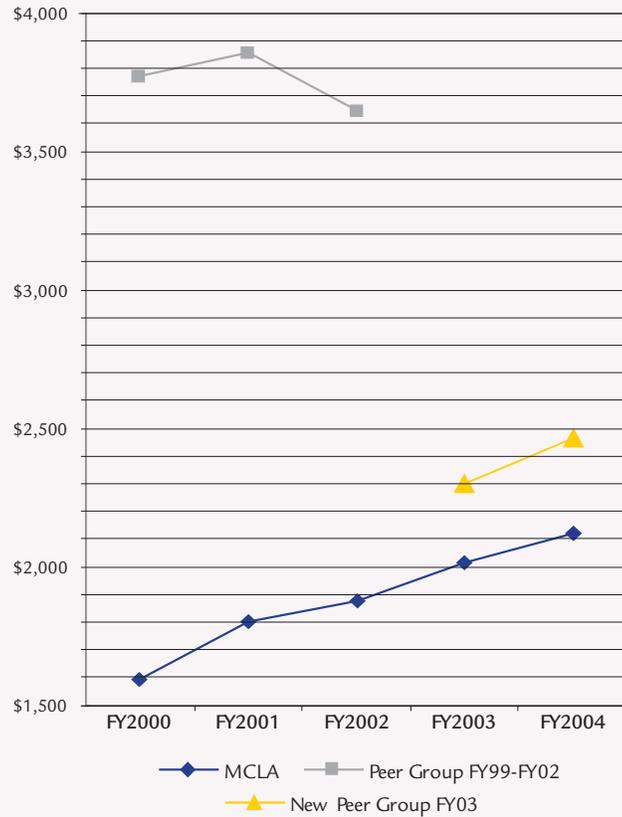


* See Technical Guide (pages 43–44) for indicator methodology and details.

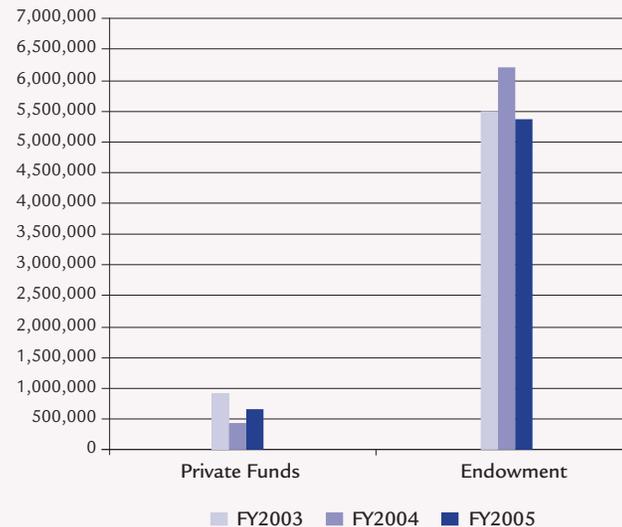
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	
Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i>	
<i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.	
CAPITAL ADAPTATION & RENEWAL	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 8.2%	
<i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.	
INSTITUTIONAL SUPPORT COSTS	
FY2004 Institutional Support Costs per headcount: \$2,274	
<i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$2,467).	
FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 18.6%	
<i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (19.7%).	
FUNDRAISING	
Private Funds raised in FY2005: \$659,577	
<i>Results:</i> Total private funds received were \$225,112 higher than the \$434,465 raised in FY2004.	
Matching Funds received in FY2005: \$217,233	
<i>Results:</i> No target associated with matching funds.	
INSTITUTIONAL ENDOWMENT	
Total FY2005 Institutional Endowment: \$5,378,360	
<i>Results:</i> A decrease from the FY2004 endowment of \$6,222,280.	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003-FY2005)



* See Technical Guide (pages 43-44) for indicator methodology and details.

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 that 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

- Project Salem is a partnership with Salem State College and the Salem, Lynn, and Haverhill Public Schools. This multi-year professional development program supports mathematics teachers in grades 4-8 in the Lynn and Salem public and parochial schools to ensure that all students in these grades have highly qualified mathematics teachers as defined by *No Child Left Behind*. Teachers are offered a choice of mathematics content courses and three education courses specifically designed to increase content knowledge in areas essential to implementing the Massachusetts Curriculum Frameworks.
- Project LEARN/21C is a federal grant established to enhance the technology preparedness of pre- and in-service teachers and college faculty. The project comprises a five-member Massachusetts consortium including Salem State College, Everett, Medford and Malden public schools, and the Tri-City Technology Education Collaborative. The primary objective is the creation of an effective curriculum/technology integration model for K-20 schools that involves teacher and faculty team development of interdisciplinary, Web- and project-based units that use the internet as the primary resource.
- Since 1995, Salem State College has been partnering with the Robert L. Ford Elementary and Middle School in Lynn. Support has come from public and private grants and is currently supported by the Verizon Foundation. This partnership brings the resources of the College to families and staff of the schools and offers College faculty and students a significant learning experience. This year's Verizon grant targets technology and includes an after-school computer club led by computer science faculty and students, evening technology classes for adults, and technology career information for 8th graders.
- Salem State is a partner in the Northeast Regional PreK-16 STEM Network, a partnership created through the Board of Higher Education's STEM Pipeline Fund to improve science, technology, engineering, and math education. The funded STEM Fellows program provided a variety of professional development resources, mentors, and advisors to eight district-based teams. Each STEM Fellow developed, with a mentor, an individualized plan that balanced prior knowledge with new content, enrichment strategies, and career information.

Program of DISTINCTION

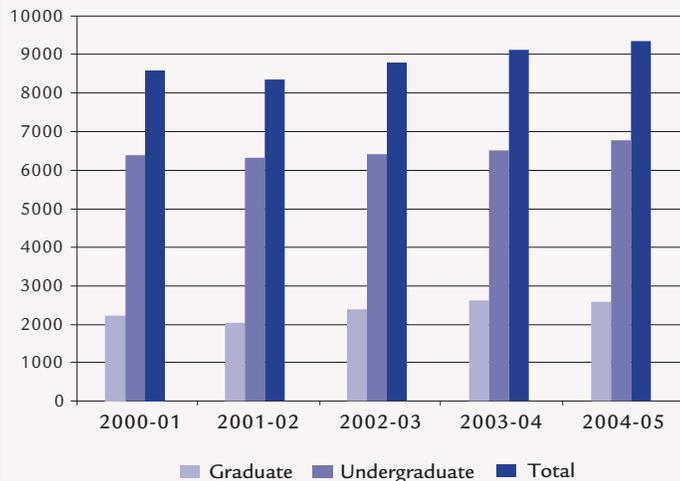
The Salem State College Assistance Corporation (SSAC) was created by the Massachusetts Legislature to assist in the acquisition of the 37.5-acre parcel in the heart of Salem being vacated by Sylvania. The SSAC leases land back to the College for Salem State's School of Business, Department of Music, the planned Performing Arts Center and 450-student residence hall. In the heart of Central Campus lies the Enterprise Center, a 53,000 square foot business incubator and growth center housing 28 businesses, of which 14 are start-ups. The purpose of the Enterprise Center at Salem State College is to help aspiring and growing entrepreneurs, whether students or business owners, be more effective at running their businesses. The Enterprise Center is self-sufficient, based on the rents paid by the tenants, and is recognized statewide as a model incubator program.

- The Multicultural Student Recruitment Initiative began three years ago to increase the enrollment of multicultural students at Salem State College. Thirty-one targeted high schools with large multicultural enrollments were identified for recruitment. In 2004-2005, 683 multicultural students applied for admission to Salem State College, an increase of 251 students from last year.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2004 Headcount:	6,771 Undergrad. 2,576 Graduate
Fall 2004 FTE:	5,406 Undergrad. 1,016 Graduate
<i>Results:</i> Above the self-established total fall enrollment target of 9,225. Above the self-established FTE enrollment target of 6,007.	
ANNUAL ENROLLMENT	
FY2005 Headcount:	8,723 Undergrad. 6,658 Graduate
FY2005 FTE:	5,887 Undergrad. 1,786 Graduate
<i>Results:</i> Consistent with annual enrollment levels in FY2004.	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2004:	14%
<i>Results:</i> Greater than institution's primary draw region's minority representation of 11%.	
CC TRANSFER STUDENTS	
Fall 2004 Community College Transfer Students:	386
<i>Results:</i> Above the self-established target of 298.	

Fall Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE	
Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005:	98.7%
<i>Results:</i> Met the target of 85% for need met by all aid.	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2005:	7.9%
<i>Results:</i> Below the Northeast regional average of 9.2%.	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,938	\$4,988	\$5,454
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	5.9%	7.4%	7.9%
<i>Massachusetts state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%

* See Technical Guide (pages 43-44) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*

FIRST-YEAR RETENTION
 Fall 2003 Cohort First-Year Retention Rate: 75.9%

Results:
 Above the segmental rate of 75% and the national rate of 74.3%. Comparable to the retention rate of its peers.

SIX-YEAR GRADUATION RATE
 1996–1998 Cohorts Six-Year Graduation Rate (3-year average): 37.8%

Results:
 Below the segmental rate of 45.6% but comparable to the institutional peer rate of 39.1%.

DEGREES CONFERRED
 Total Degrees Conferred in FY2005: 1,323

Results:
 Comparable to the 1,322 degrees conferred in FY2004.

MTEL PASS RATE
 2004 Pass Rate for the Massachusetts Test for Educator Licensure: 94%

Results:
 Above the target pass rate of 80%.

SPECIAL ADMISSION STUDENTS
 Percent of New Students who were Special Admits in Fall 2004: 12%

Results:
 Meets the Board of Higher Education’s requirement that Salem State enroll less than 15% special admissions students per year. Salem State received a waiver from the requirement that campuses enroll less than 10% special admissions students per year. (See Appendix for BHE admissions policies.)

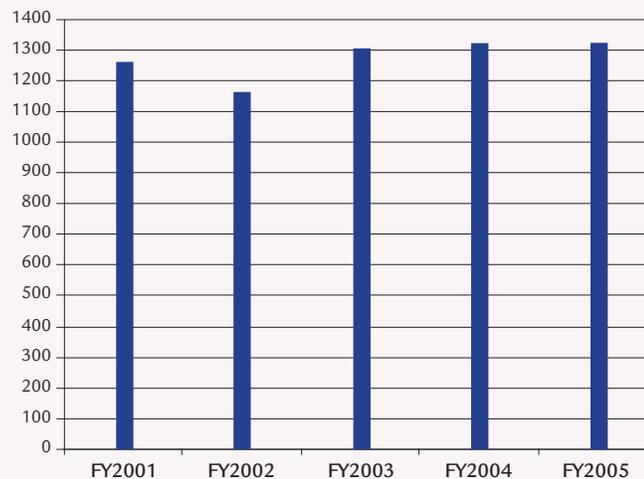
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003
Institution Rate	68.7%	71.9%	72.3%	75.9%
Peer Average Rate				75.3%
Segment Average Rate	73.1%	72.8%	74.5%	75.0%
National Average Rate				74.3%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	Rolling Avg. 1996–98
Institution Rate	34.1%	37.0%	42.4%	37.8%
Peer Average Rate	38.1%	39.0%	40.1%	39.1%
Segment Average Rate	43.8%	45.5%	47.6%	45.6%

Degrees Conferred

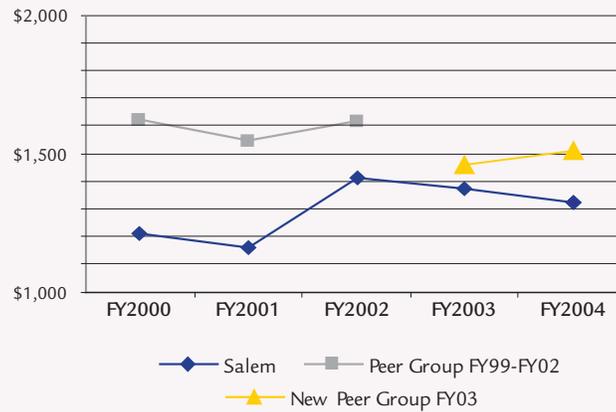


* See Technical Guide (pages 43–44) for indicator methodology and details.

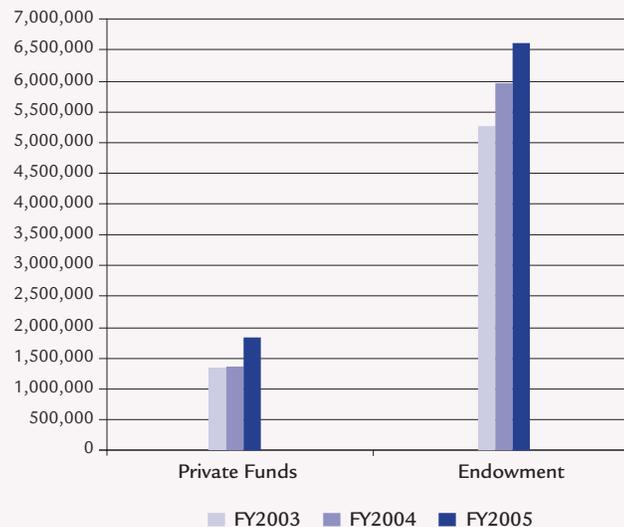
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	
Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i>	
<i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.	
CAPITAL ADAPTATION & RENEWAL	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 8.6%	
<i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.	
INSTITUTIONAL SUPPORT COSTS	
FY2004 Institutional Support Costs per headcount: \$1,325	
<i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$1,512).	
FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 17.2%	
<i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (17.5%).	
FUNDRAISING	
Private Funds raised in FY2005: \$1,837,108	
<i>Results:</i> Total private funds received were \$473,722 higher than the \$1,363,386 raised in FY2004.	
Matching Funds received in FY2005: \$224,801	
<i>Results:</i> No target associated with matching funds.	
INSTITUTIONAL ENDOWMENT	
Total FY2005 Institutional Endowment: \$6,627,375	
<i>Results:</i> An increase from the FY2004 endowment of \$5,974,691.	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



* See Technical Guide (pages 43–44) for indicator methodology and details.

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 Center for Teacher Education and Research began its second year working with K-12 teachers and schools in western Massachusetts. Its mission is to provide programming that supports quality professional development opportunities to new and veteran teachers, develops distance learning and online courses for teachers, and supports mentoring and induction programs within the context of increased student learning. The Center offered numerous programs over the past year including weeklong institutes, on-site workshops, off-site courses, online professional development workshops, and early college awareness programming.
- The Westfield State College (WSC) Teacher-in-Residence program is an integral component of the Westfield Professional Development School (WPDS). In 2004-2005, a fifth Teacher in Residence was hired to work with the five WPDS elementary schools. Five other faculty members from the education department serve as liaisons to the participating elementary schools. In addition to teaching graduate courses on site, each faculty member assists the schools in meeting needs identified by the local school's faculty and administration. In this way, the WPDS is able to respond to needs of the individual elementary schools.
- WSC, as a member of the Cooperating Colleges of Greater Springfield, joined with four other colleges and two community colleges to host a Career Fair. WSC college personnel and faculty worked collaboratively to sponsor this integrated event. Students, higher education institutions and employers were able to

provide information, seek answers to questions and consider future employment opportunities. Students were able to see direct links between higher education and employment. Professional development workshops were offered by private sector individuals. Over 500 students and 80 employers attended.

Program of DISTINCTION

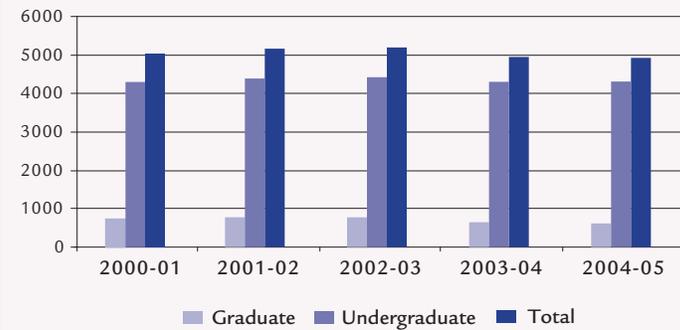
Passport to Adventure is a college-wide, out-of-classroom programming effort offered by the Department of Residential Life in cooperation with other campus organizations and academic departments. Students are rewarded for attendance at targeted, educationally focused programs. Upon completion of their "passport," students receive gift certificates, flex dollars and prizes. Campus departments are able to offer activities and speakers that they might not be able to provide under normal budgetary circumstances. The tracks of the Passport to Adventure program are: Alcohol and Substance Abuse Awareness and Education; Sexual Assault Awareness and Prevention; Diversity Awareness and Education; Community Involvement and Outreach; Hall Council, Commuter Council and CAB Programming; Leadership Development; and Personal Development that permits students to select programs that meet their needs or interests. Each program is selected to give students an opportunity to increase their knowledge and awareness, to create an environment for more interaction and collaboration within the WSC community, and to support the academic mission of the College. Over 1,627 students and 18 departments participated in the program last year.

- The mission for the Center for Instructional Technology (CIT) and Online Learning is to work with faculty, K-12 educators and staff to help them learn, manage, and integrate new and existing technologies into teaching and work. During 2004-2005, the CIT trained over 48 K-12 educators from 38 school systems to complete online series of professional development courses for credit.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2004 Headcount:	4,299 Undergrad. 615 Graduate
Fall 2004 FTE:	3,844 Undergrad. 247 Graduate
<i>Results:</i> Comparable to the self-established total fall enrollment target of 5,100 and to the self-established FTE enrollment target of 4,140.	
ANNUAL ENROLLMENT	
FY2005 Headcount:	4,834 Undergrad. 1,262 Graduate
FY2005 FTE:	3,924 Undergrad. 374 Graduate
<i>Results:</i> Consistent with annual enrollment levels in FY2004.	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2004:	8%
<i>Results:</i> Less than institution's primary draw region's minority representation of 13%.	
CC TRANSFER STUDENTS	
Fall 2004 Community College Transfer Students:	249
<i>Results:</i> Above the self-established target of 210.	

Fall Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE	
Percent of aid-eligible students who had their need (Direct Costs – Expected Family Contribution) covered by financial aid in FY2005:	99.2%
<i>Results:</i> Met the target of 85% for need met by all aid.	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2005:	7.1%
<i>Results:</i> Below the Northeast regional average of 9.2%.	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,755	\$4,558	\$4,857
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	5.6%	6.7%	7.1%
<i>Massachusetts state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%

* See Technical Guide (pages 43–44) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	74.6%
<i>Results:</i> Comparable to the segmental rate of 75% and the national peer rate of 74.3%.	
SIX-YEAR GRADUATION RATE	
1996-1998 Cohorts Six-Year Graduation Rate (3-year average):	55.1%
<i>Results:</i> Above the segmental rate of 45.6% and the institutional peer rate of 39.9%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	974
<i>Results:</i> Comparable to the 1,030 degrees conferred in FY2004.	
MTEL PASS RATE	
2004 Pass Rate for the Massachusetts Test for Educator Licensure:	91%
<i>Results:</i> Above the target pass rate of 80%.	
SPECIAL ADMISSION STUDENTS	
Percent of New Students who were Special Admits in Fall 2004:	5%
<i>Results:</i> Meets the Board of Higher Education's requirement of enrolling less than 10% special admissions students per year. (See Appendix.)	

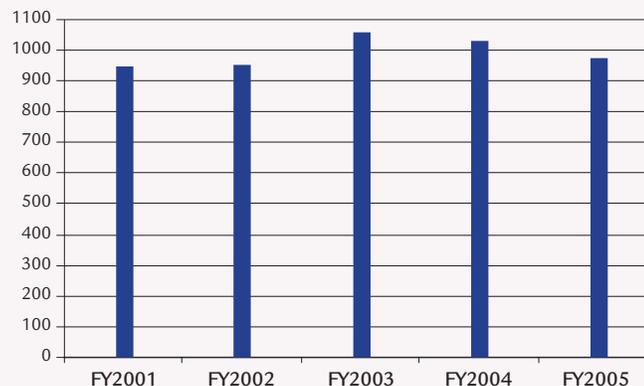
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003
Institution Rate	75.5%	77.2%	75.4%	74.6%
Peer Average Rate				70.3%
Segment Average Rate	73.1%	72.8%	74.5%	75.0%
National Average Rate				74.3%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	Rolling Avg. 1996-98
Institution Rate	56.4%	55.7%	53.1%	55.1%
Peer Average Rate	37.8%	40.7%	41.2%	39.9%
Segment Average Rate	43.8%	45.5%	47.6%	45.6%

Degrees Conferred

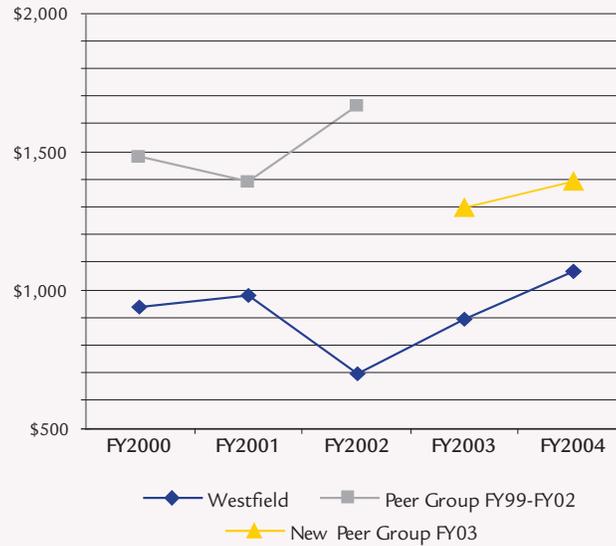


* See Technical Guide (pages 43-44) for indicator methodology and details.

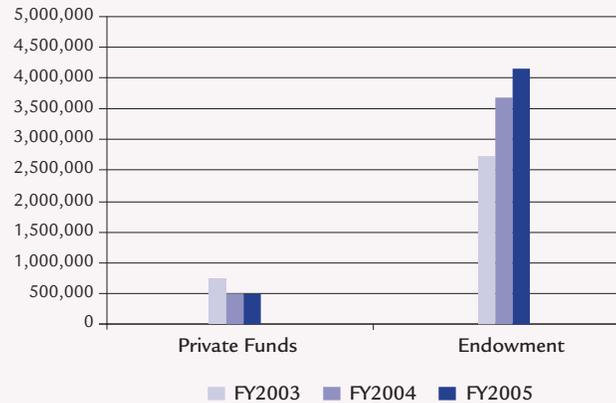
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	
Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i>	
<i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.	
CAPITAL ADAPTATION & RENEWAL	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 12.1%	
<i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.	
INSTITUTIONAL SUPPORT COSTS	
FY2004 Institutional Support Costs per headcount: \$1,069	
<i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$1,394).	
FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 13.3%	
<i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (15.4%).	
FUNDRAISING	
Private Funds raised in FY2005: \$496,029	
<i>Results:</i> Total private funds received were \$3,314 lower than the \$499,343 raised in FY2004.	
Matching Funds received in FY2005: \$210,887	
<i>Results:</i> No target associated with matching funds.	
INSTITUTIONAL ENDOWMENT	
Total FY2005 Institutional Endowment: \$4,159,412	
<i>Results:</i> An increase from the FY2004 endowment of \$3,689,204.	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003-FY2005)



* See Technical Guide (pages 43-44) for indicator methodology and details.

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

- Through the Center for Effective Instruction, Worcester State College works with 16 school districts to enhance the professional development of public school teachers.
- The Central Massachusetts Writing Project, funded by a grant from the National Writing Project, works with public school teachers from ten school districts to improve the teaching of writing. The project conducts seminars throughout the year as well as a week-long intensive Summer Writing Institute for the teachers in the program.
- Through its Latino Education Institute, a collaboration between Worcester State College and the Worcester Public Schools, the College delivered a number of programs designed to improve the academic achievement of Latino Students. These programs included the Latina Achievers in Search of Success program for 5th grade girls and their mothers, ISLA, the after-school academic program for middle school students, and a variety of programs offered through the Latino Family Resource Center.
- The College has a number of programs, offered in collaboration with various public schools, that focus on school-to-college preparedness for underrepresented groups and the transition to college. These include Upward Bound, the Admissions early Awareness Program, the Latino Education Institute School-to-College Program, and GEAR UP.
- An Articulation Summit was conducted for department chairs and transfer coordinators during the spring 2005 semester. The summit focused on courses in business, education, English, science, and history.
- Worcester State College and Quinsigamond Community College have certified their police officers to work on both campuses. This allows officers to work on either campus to cover special events that would otherwise require hiring City police officers at considerable expense.
- The four campuses in central Massachusetts developed a common language and data definitions for use by their institutional research offices. This will ensure that information released jointly or institutionally to regional media and other external entities will conform to standard data definitions and data sources.
- The four institutions in the Central Massachusetts Higher Education Alliance and Framingham State College and Massachusetts Bay Community College have run a joint faculty recruitment advertisement in *The Boston Globe*. This has enhanced recruiting and saved dollars used for recruitment advertising.

Program of **DISTINCTION**

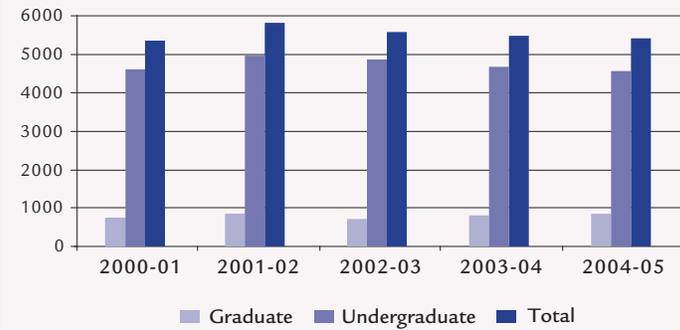
Worcester State College launched the living-learning community initiative in fall 2004 with four residential communities. These communities consisted of 22 freshman honors students, 22 freshman communication majors, 22 freshmen nursing majors, and 10 upper-level nursing students. The three freshmen living-learning communities shared three courses, were co-located in residence halls, and shared activities planned with their advisor. After assessing the program through surveys of advisors and students, several changes were made and implemented in fall 2005 for three freshmen living-learning communities—one each of honors students, nursing majors, and undeclared students. The program aims to enhance entering students' transition to college; encourage group identity development; and connect faculty, students, discipline, campus experience, and academics in a seamless fashion.

- Worcester State College has worked with various state agencies and other campuses to realize purchasing efficiencies through collaborations such as DCAM for common maintenance projects and software, MHEC for technology supplies and equipment, and the purchase of Help Desk software in collaboration with Quinsigamond Community College. The College also collaborates with QCC for a common snow removal contract and various training sessions.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2004 Headcount:	4,554 Undergrad. 850 Graduate
Fall 2004 FTE:	3,494 Undergrad. 300 Graduate
<i>Results:</i> Comparable to the self-established total fall enrollment target of 5,700 and to the self-established FTE enrollment target of 3,900.	
ANNUAL ENROLLMENT	
FY2005 Headcount:	6,311 Undergrad. 2,924 Graduate
FY2005 FTE:	3,827 Undergrad. 657 Graduate
<i>Results:</i> Consistent with annual enrollment levels in FY2004.	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2004:	13%
<i>Results:</i> Greater than institution's primary draw region's minority representation of 9%.	
CC TRANSFER STUDENTS	
Fall 2004 Community College Transfer Students:	207
<i>Results:</i> Close to the self-established target of 223.	

Fall Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE	
Percent of aid-eligible students who had their need (Direct Costs – Expected Family Contribution) covered by financial aid in FY2005:	96.3%
<i>Results:</i> Met the target of 85% for need met by all aid.	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2005:	6.7%
<i>Results:</i> Below the Northeast regional average of 9.2%.	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,273	\$4,123	\$4,579
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.9%	6.1%	6.7%
<i>Massachusetts state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%

* See Technical Guide (pages 43–44) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	70.6%
<i>Results:</i> Below the segmental rate of 75% and the national rate of 74.3%. Comparable to the retention rate of its peers.	
SIX-YEAR GRADUATION RATE	
1996–1998 Cohorts Six-Year Graduation Rate (3-year average):	39.8%
<i>Results:</i> Below the segmental rate of 45.6% but above the institutional peer rate of 33.4%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	989
<i>Results:</i> Comparable to the 963 degrees conferred in FY2004.	
MTEL PASS RATE	
2004 Pass Rate for the Massachusetts Test for Educator Licensure:	100%
<i>Results:</i> Above the target pass rate of 80%.	
SPECIAL ADMISSION STUDENTS	
Percent of New Students who were Special Admits in Fall 2004:	8%
<i>Results:</i> Meets the Board of Higher Education’s requirement of enrolling less than 10% special admissions students per year. (See Appendix.)	

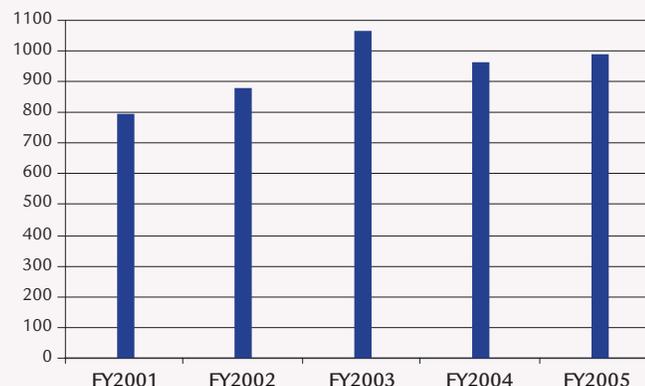
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003
Institution Rate	72.4%	73.9%	72.3%	70.6%
Peer Average Rate				70.8%
Segment Average Rate	73.1%	72.8%	74.5%	75.0%
National Average Rate				74.3%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	Rolling Avg. 1996–98
Institution Rate	35.6%	40.5%	43.2%	39.8%
Peer Average Rate	33.1%	33.5%	33.5%	33.4%
Segment Average Rate	43.8%	45.5%	47.6%	45.6%

Degrees Conferred

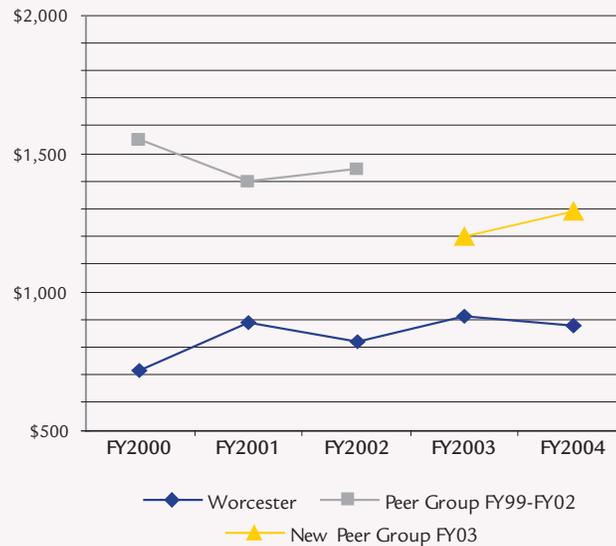


* See Technical Guide (pages 43–44) for indicator methodology and details.

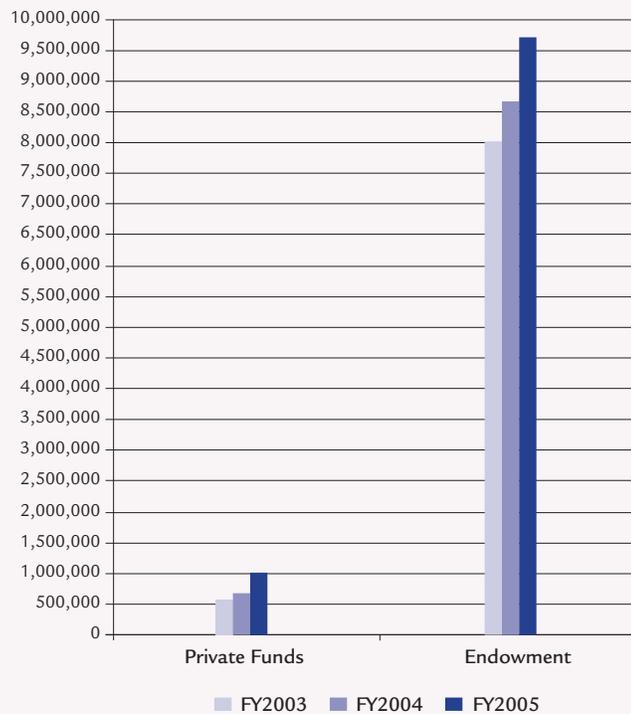
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	
Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i>	
<i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.	
CAPITAL ADAPTATION & RENEWAL	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 6.6%	
<i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.	
INSTITUTIONAL SUPPORT COSTS	
FY2004 Institutional Support Costs per headcount: \$880	
<i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$1,293).	
FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 12.6%	
<i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (14.9%).	
FUNDRAISING	
Private Funds raised in FY2005: \$1,014,322	
<i>Results:</i> Total private funds received were \$335,097 higher than the \$679,225 raised in FY2004.	
Matching Funds received in FY2005: \$223,591	
<i>Results:</i> No target associated with matching funds.	
INSTITUTIONAL ENDOWMENT	
Total FY2005 Institutional Endowment: \$9,728,592	
<i>Results:</i> An increase from the FY2004 endowment of \$8,685,678.	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



* See Technical Guide (pages 43–44) for indicator methodology and details.

Presidents' Report

The Council of Presidents, in consultation with the Board of Higher Education, developed five goals that were determined to be central to the missions of the institutions in each segment. These goals were first presented in the FY2004 Performance Measurement Report as a basis for what will be an ongoing component of segmental accountability. In the FY2005 report, these goals are presented along with updates regarding the progress made for each goal. Taken together, the Presidents' Reports and the full BHE Performance Measurement Report offer a comprehensive basis for demonstrating accountability to the residents of the Commonwealth.

The following Presidents' Report for the state colleges was submitted by Fred Clark, Executive Officer of the Council of Presidents for State Colleges.

STATE COLLEGE 2005 SEGMENTAL GOALS UPDATE

Goal I: Enhance 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 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 by the colleges 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.”

Update to Goal I:

The Massachusetts State Colleges, already state leaders in teacher preparation and advancement in the Commonwealth, have continued to expand education programming on and off campus. The State Colleges play key roles in the preK–16 STEM Networks, partnerships created by the Board of Higher Education's STEM Pipeline Fund to improve science, technology, engineering, and math education. The Colleges have developed unique outreach programming to increase enthusiasm among K–12 students in STEM subjects and to strengthen pedagogy for pre- and in-service teachers in STEM subjects as well in history, arts, and English immersion to name a few. Moreover, the State Colleges are leading discussions with regional school districts regarding the integration and utilization of technology in instruction. Additionally, the State Colleges are helping to lead planning, training and discussion for regional school districts for changes in Massachusetts Curriculum Frameworks—with particular recent attention to preparation for the addition of a history component to MCAS. Advances were also made by the State Colleges in accelerated post-baccalaureate licensure programs as well as district-based professional licensure and master's programs. Tens of thousands of K–12 students and thousands of K–12 teachers and administrators have participated in the numerous and diverse education programs sponsored by the State Colleges.

Finally, in written and oral legislative testimony over the past two calendar years, the Massachusetts State Colleges have called for the establishment and funding of regional Teacher Recruitment and Training Centers (TRACs) to be located on each of the seven State College campuses. In response, the Senate Task Force on Higher Education called for the creation and funding of such centers, and the Higher Education Committee of the General Court is considering draft legislation that also calls for the establishment and funding of TRACs as well.

Goal I: Enhance Academic Programs (continued)

“The State Colleges will expand technology in the classroom learning opportunities and implement the multi-campus wireless laptop initiative. Through enhanced accountability measures, the State Colleges will continue to enhance teaching and 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 Initiative in Nursing and Allied Health Education with particular focus on addressing the need for additional nursing education faculty.”

Update to Goal I (continued):

This past fall, five of the State Colleges—Bridgewater State College, Framingham State College, Massachusetts College of Liberal Arts, Salem State College and Worcester State College—implemented or continued pioneering initiatives to require all entering full-time freshmen to own a notebook computer. Each of the colleges also has invested in wireless networks that will maximize the potential of the laptops by allowing students to access the college network and the Internet from anyplace on campus at anytime of the day. We are the first public higher education system in the nation to implement such an initiative, and this past fall marks the second phase in the program's implementation. Fitchburg State College is scheduled to implement the initiative in the fall of 2006, and Westfield State College is scheduled to join in the fall of 2007. This program is a superb example of the kind of collaboration that is taking place among the colleges to enhance the educational experience of our students and to reduce their costs.

Throughout 2005, the State Colleges have worked actively and cooperatively with the Board of Higher Education to develop and implement the Public Higher Education Initiative in Nursing and Allied Health Education. The State Colleges competed for and utilized a substantial portion of the initial \$500,000 in grants awarded through the initiative in 2005. The State Colleges have also highlighted the nursing faculty compensation issue, capital funds for laboratory upgrade issue, and need for funding for expanded capacity for nursing students issue in numerous legislative forums throughout 2005.

Goal II: Increase Graduation Rates

“Although the Massachusetts State Colleges currently exceed the national graduation rate for similar institutions, the colleges have established as a goal the individual and segmental increase in campus graduation rates. Over the next year, as a segment and in consultation with the BHE, 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 BHE, will also devise begin to execute an implementation plan of identified and agreed upon best practices designed to increase the rate of state college students in achieving a bachelor's degree within a six year period.”

Update to Goal II:

The Massachusetts State Colleges have increased the segmental six year graduation rate from 45.5% last year (1997 cohort) to 47.6% (1998 cohort)—a year over year segmental increase in the six year graduation rate of 4.6%. On a related note, the State College segment has increased fall to fall retention rates from 74.5% (2002 cohort) to 75% (2003 cohort)—exceeding the national average of 74.3% (2003 cohort). Finally, the State Colleges participated in the BHE's Task Force on State College Graduation Rates and assisted in the development of the Task Force's recommendations. In December 2005, and at the request of the BHE, the State Colleges presented the Board with implementation costs of the Task Force Report. Although significant additional funding is required to fully implement, the State Colleges have begun to address many of the Task Force recommendations which are designed to increase the rate of state college students in achieving a bachelor's degree within a six year period.

In November 2005, the Massachusetts State Colleges presented the Board of Higher Education with a comprehensive description and analysis of best practices in the areas of retention and advising. Over the past year, the State Colleges formed and convened an ongoing Advising Task Force to collect, analyze and share best practices in the areas of retention and advising.

Goal III: Ensure 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, student charges have increased in recent years as a result of dramatic reductions in state funding during the recent economic downturn in Massachusetts. The colleges will continue to work over the next year to deliver a high quality education in the most efficient manner possible. The colleges will work closely with the BHE, the Governor, and the General Court to increase state appropriations for student financial aid and to close the budget gap identified through formula funding.”

Update to Goal III:

In FY05, average tuition and fees at our State Colleges equaled 7.3% of state median family income which is well below the Northeast average of 9.2%. Average tuition and fees at private four-year colleges in New England are more than \$27,000 per year, i.e., for less than the cost of attending a private college for one year, a student can earn a bachelor's degree at a Massachusetts State College. The average public four-year student charge in New England, moreover is \$7,277—nearly 35% higher than the State College average in Massachusetts. The cost of attending a State College also compares favorably to our state university system, which of course comprises more research-intensive institutions.

Goal IV: Foster 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, pre-K through 12 districts and individual schools, regional and state-wide 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.”

Update to Goal IV

In addition to the collaboration and partnerships with K-12 school districts throughout the Commonwealth as described above and within the individual 2005 performance reports for the State Colleges, the colleges have enhanced collaboration as a segment and with our sister segments through regional and statewide partnerships with higher education, business groups, policy organizations, state and municipal entities, and the media. Over the past year, the State Colleges have partnered with UMass and the Community Colleges through an unprecedented regional and statewide effort to increase understanding of the role of public higher education in the Commonwealth; to advocate for the resources needed carry out and expand that role; and, to explore and implement innovative partnerships that enhance the mission, efficiency and effectiveness of public higher education.

Finally, the State Colleges have worked closely with the Community Colleges to implement existing and new articulation agreements. Year over year, the State Colleges increased the number of matriculating community college transfer students, and the State College segment exceeded combined self-established community college student transfer student targets for 2005.

Goal V: Strengthen 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. Additionally, 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 reached during the program before it was suspended several years ago. The program is another important element of financial stability for the campuses which allows the campuses the ability to offer enhanced academic, research, study abroad and scholarship programs for our students.”

Update to Goal V:

The Massachusetts State Colleges continue to build and invest in advancement infrastructure and personnel to expand fundraising operations at each college campus. Utilization of highly professional staff and computerized database creation and analysis has led to the enhanced ability of each college advancement office to broaden the base of fundraising support for the college. Year over year, combined endowments for the seven colleges grew from \$49,660,451 to \$54,075,228.

In combination with the BHE, UMass, and the Community Colleges, the Massachusetts State Colleges advocated over the past year for the continuation and expansion of the Endowment Incentive Program. Currently, two bills are in conference that would include either \$8 million or \$13 million in funding for the Program for the current fiscal year.

Technical Guide: State College Reports

GENERAL NOTE

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

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
Fall Enrollment Headcount Fall Enrollment FTE	Technical Notes: Fall Headcount is used as a measure of student population at the traditional peak entry time. Fall Full-Time Equivalency (FTE) indicates the mix of full-time and part-time students at the institution's peak entry time.
Annual Enrollment Headcount Annual Enrollment FTE	Technical Notes: Annual Headcount reflects the population of students in all terms throughout the academic year. Annual Full-Time Equivalency (FTE) indicates the mix of full-time and part-time students who are enrolled at any point throughout the year.
Minority Enrollment	Technical Notes: Minority Headcount Enrollment is compared with the minority composition of the geographic region in which the institution resides. These regions were identified and labeled by the Massachusetts Department of Economic Development.
Community College Transfer Students	Technical Notes: We measure the number of students who enter our four-year institutions after having been previously enrolled at a Massachusetts community college, as an indication of collaboration between the two segments.

II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE Percent of aid-eligible students who had their need (Direct Costs – Expected Family Contribution) covered by financial aid	Technical Notes: The target for this measure is that at least 85% of eligible students receive aid to meet direct costs. Direct Costs = mandatory tuition and fees + insurance + books & supplies. (Further detail is provided about this indicator in the appendix.)
% OF MEDIAN FAMILY INCOME Tuition and fees as a percent of median family income	Technical Notes: This indicator measures full-time tuition and mandatory fees as a percentage of median family income, as sourced from the US Census Bureau American Community Survey 2004.

III. STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
First-Year Retention Rate	<i>Technical Notes:</i> This measure shows the number of first-time, full-time new freshmen who return to the same institution in the Fall following their first year.
Six-Year Graduation Rate	<i>Technical Notes:</i> The source for this indicator is the Graduation Rate Survey of the Integrated Postsecondary Education Data System (IPEDS). The entering cohort includes first-time, full-time, degree-seeking students. Graduation is limited to graduation from initial institution. Nationally, six years is the traditional time for measuring graduation rates at four-year institutions.
Degrees Conferred	<i>Technical Notes:</i> This measure includes all degrees and certificates that are conferred during the fiscal year.
Pass Rate for the Massachusetts Test for Educator Licensure (MTEL)	<i>Technical Notes:</i> Passing the MTEL exam is required for teacher certification. We measure pass rates on this exam for first-time test-takers, as an indication of academic quality and learning outcomes. The source for this indicator is the Massachusetts Department of Education.
Special Admission Students	<i>Technical Notes:</i> Special Admits are students who have been admitted to a Massachusetts state college, but have not met the minimum admissions standards approved by the Board of Higher Education. Each institution is required to limit special admits to 10% of the new student population. For specific details regarding state college admissions standards, please see the appendix.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

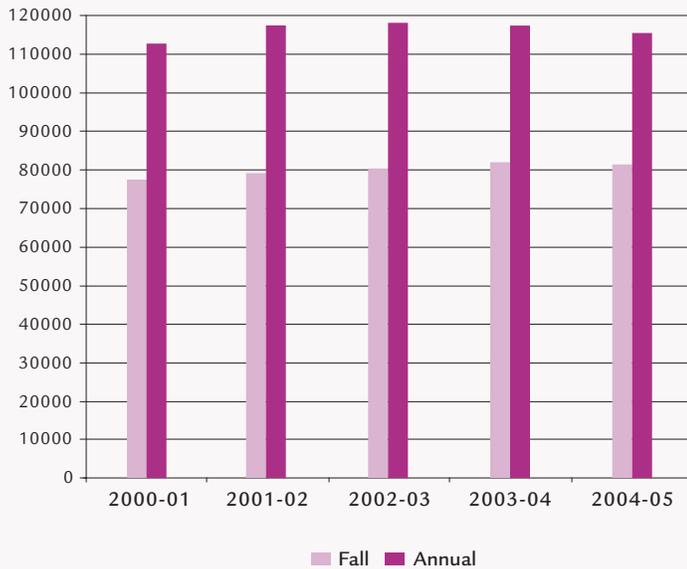
Effectiveness and Efficiency Indicators*	
Independent Financial Audit	<i>Technical Notes:</i> All Massachusetts state colleges are required to undergo an independent annual audit of their fiscal practices. A positive audit has an unqualified opinion and no material findings.
Operating Revenue allocated to Capital Adaptation and Renewal	<i>Technical Notes:</i> Percent of revenue utilized for capital projects, based on a rolling three-year average. At least 5% of operating revenue should be allocated for this purpose.
Institutional Support Costs per Headcount	<i>Technical Notes:</i> Institutional Support Costs include the day-to-day operational support expenses, with the exception of physical plant operations. The source for this indicator is the Finance Survey of the Integrated Postsecondary Education Data System (IPEDS).
Institutional Support Costs as a percent of Total Educational and General Expenditures	<i>Technical Notes:</i> See above.
Private Funds raised and Matching Funds received	<i>Technical Notes:</i> In times of shrinking budgets, public institutions of higher education are increasingly expected to seek additional external sources of funds. Matching funds were provided by the legislature in 2005.
Institutional Endowment	<i>Technical Notes:</i> See above.

Segmental Assessment: Community College Performance

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
<p>FALL ENROLLMENT</p> <p>Fall 2004 Headcount: 81,412</p> <p>Fall 2004 FTE: 48,894</p>	<p><i>Results:</i></p> <p>Community College fall enrollment for FY2005 was similar to the previous fall's enrollment of 81,996. All 15 colleges were comparable to or above the targets for enrollment. Community College fall FTE enrollment for FY2005 was similar to the previous fall's enrollment of 49,060. All 15 colleges were comparable to or above the targets for enrollment.</p>
<p>ANNUAL ENROLLMENT</p> <p>FY2005 Headcount: 115,552</p> <p>FY2005 FTE: 50,784</p>	<p><i>Results:</i></p> <p>The Community College segment FY2005 Annual enrollment was consistent with the FY2004 level.</p>
<p>MINORITY ENROLLMENT</p> <p>Minority Enrollment Percentage in Fall 2004: 27%</p>	<p><i>Results:</i></p> <p>The Community College minority representation is more than ten percentage points higher than the minority representation of the Commonwealth (16.1%). Twelve of the 15 colleges had minority representation that was comparable to or greater than that of their service communities.</p>

Fall and Annual Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
<p>DIRECT COST COVERAGE</p> <p>Percent of aid-eligible students who had their need (Direct Costs – Expected Family Contribution) covered by financial aid in FY2005: 91%</p> <p><i>Note: Direct costs include mandatory tuition and fees, books and supplies, and insurance.</i></p>	<p>Results:</p> <p><i>The Community College segment exceeded the target for this measure by meeting 100 % of the need for more than 85% of aid-eligible students. Twelve of 15 colleges were comparable to or above this target.</i></p> <p><i>Note: This measure takes into account all forms of aid, including loans.</i></p>
<p>% OF MEDIAN FAMILY INCOME</p> <p>Tuition and fees as a percent of median family income in FY2005: 4.9%</p>	<p>Results:</p> <p><i>The Community College segment was comparable to the Northeast regional average of 4.7%. All colleges were within one percentage point of the Northeast regional average.</i></p>

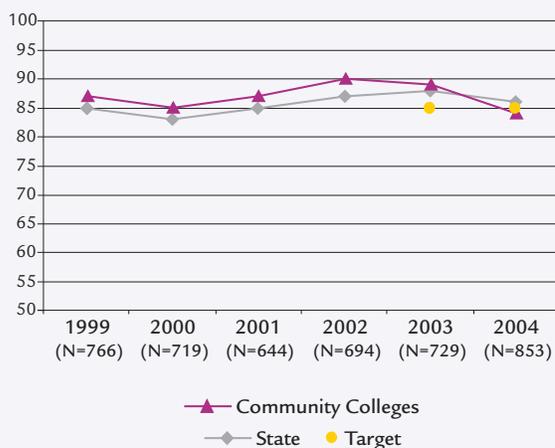
Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005
<i>Community college average tuition and fees</i>	\$2,833	\$3,265	\$3,380
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Community college average tuition and fees as % of state family median income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees</i>			\$2,971
<i>Northeast median family income</i>			\$62,052
<i>Northeast average tuition and fees as % of state family median income</i>			4.7%

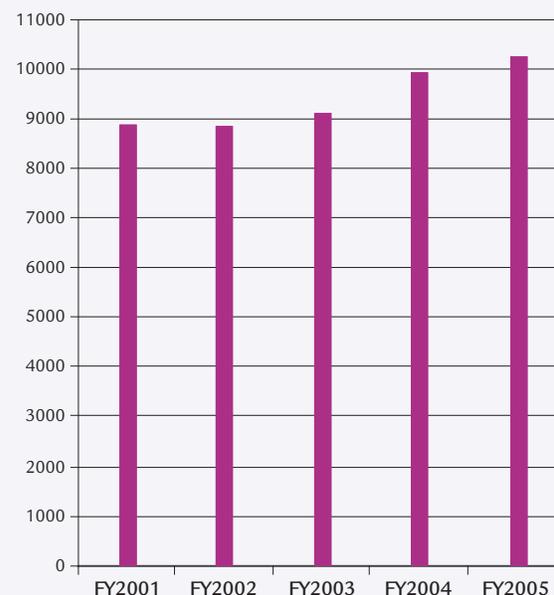
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<p>FIRST-YEAR RETENTION Fall 2003 Cohort First-Year Retention Rate: 55.6%</p>	<p>Results: The Community College segmental retention rate was comparable to the 2002 rate of 57%. Eleven of the 15 colleges had retention rates that were comparable to or above their previous year's retention rate.</p>
<p>FALL-TO-SPRING RETENTION 2004-2005 Fall-to-Spring Retention Rate: 91.0%</p>	<p>Results: The Community College segmental fall-to spring retention rate was comparable to the 2003/04 rate of 90.4%. All 15 colleges had rates that were comparable to or higher than their previous year's rate.</p>
<p>COURSE COMPLETION FY2005 Credit Course Completion Rate: 77%</p>	<p>Results: The Community College segmental completion rate was above the Board of Higher Education's target rate of 75%. All 15 colleges conferred degrees at a level consistent with previous years.</p>
<p>DEGREES CONFERRED Total Degrees Conferred in FY2005: 10,271</p>	<p>Results: The Community College segment conferred degrees at a level above the 9,951 degrees conferred in FY2004. All 15 colleges conferred degrees at a level comparable to or above the prior year's level.</p>
<p>NURSING EXAM PASS RATE 2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination: 84%</p>	<p>Results: The Community College segment's nursing licensure pass rate was comparable to the Board of Higher Education's target pass rate of 85%. Twelve of 15 colleges had pass rates comparable to or above 85%. (The standard for passing the nursing exam was raised in 2004.)</p>
<p>WORKFORCE DEVELOPMENT FY2005 Annual Enrollment in Workforce Development Courses: 70,139</p>	<p>Results: The Community College workforce development enrollment level was lower than in 2004 (79,180).</p>

Nursing Exam Pass Rate



Degrees Conferred



IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Fourteen of the 15 colleges had unqualified audits with no significant findings</i></p>	<p>Results:</p> <p><i>Overall, the Community College segment has had favorable independent financial audits. All but one of the colleges had unqualified audits with no significant findings.</i></p>
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 9.0%</p>	<p>Results:</p> <p><i>The Community College segment satisfied the Board of Higher Education's requirement of allocating 5% or higher to capital adaptation and renewal. Thirteen of the 15 colleges met this requirement.</i></p>
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$758</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 13.9%</p>	<p>Results:</p> <p><i>The Community College segment's cost per headcount compared well to FY03's average of \$767. Thirteen of the 15 colleges had lower costs per headcount than their peer groups. The Community College segment's average percent of educational and general expenditures allocated to institutional support costs compared well to FY03's average of 14.2%. Fourteen of the 15 colleges spent a lower percent of educational and general expenditures on institutional support costs.</i></p>
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$10,606,450</p> <p>Matching Funds received in FY2005: \$1,000,000</p>	<p>Results:</p> <p><i>Total private funds received were \$2,157,477 higher than the \$8,448,973 raised in FY2004. There is no target associated with matching funds.</i></p>

Berkshire Community College

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

COLLABORATIONS

- Initially developed under a three-year grant from the Fund for the Improvement of Postsecondary Education, Project Connect is a high school/college collaborative that addresses transitional needs of entering at-risk students. This year, Project Connect expanded its base of participating teachers by working with each Berkshire County public high school. Workshops on pedagogy and curriculum design were held for teachers at Pittsfield's St. Joseph's High School, resulting in the integration of components into the school's curriculum for pilot implementation this fall.
- BCC's Heads Up program is a collaborative curriculum development project that was expanded last year to include each of the region's 11 public school districts. Funded under the Massachusetts Equal Opportunity Program, the program assists teachers to develop a basic skills curriculum designed to better prepare students for academic challenges faced in the initial semester of college.
- Berkshire Community College is a partner in the Berkshire Regional PreK-16 STEM Network, a partnership created through the Board of Higher Education's STEM Pipeline Fund to improve science, technology, engineering, and math education. This summer, the Network piloted the "Got Math?" program to teach mathematics skills through hands-on activities led by members of the business community. Over 75 students from three elementary schools participated.
- BCC continued collaborations with area higher education institutions, such as finalizing articulation agreements and sharing athletic fields with Massachusetts College of Liberal Arts and strengthening distance learning capabilities with Greenfield Community College.
- BCC and MCLA are among the lead partners in the Upper Housatonic Valley Heritage Project, a broad-based collaborative that conducted workshops in 2004–2005 for area teachers to integrate regional history, environmental science, culture, and economics into classroom instruction.
- BCC is a collaborating partner in the Berkshire Compact, which was formed to assess and identify strategies to meet the higher education, workforce training, and lifelong learning needs of Berkshire County residents and employers.
- BCC formed a partnership with Berkshire Health Systems to explore funding options for the expansion of the SIMS technical training and clinical laboratory facility located at Berkshire Medical Center. Berkshire Health Systems provided funding for two associate degree in nursing adjunct faculty to support increased nursing enrollments at BCC.

Program of DISTINCTION

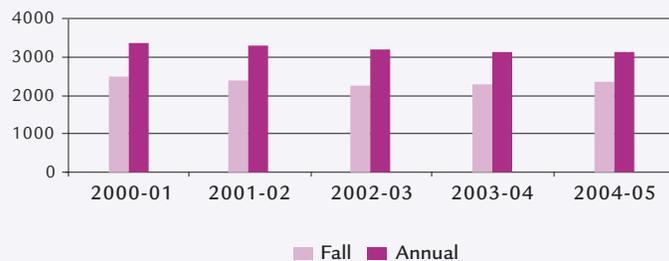
Berkshire Enterprises, the entrepreneurial program of Berkshire Community College's Division of Lifelong Learning and Workforce Development, was established to aid, encourage, train, nurture, and advise entrepreneurs in the development, start up, and management of their businesses. Since its inception, the program has trained over 1,200 workers, as well as secondary and post-secondary student populations, to develop viable business plans and has assisted graduates in the creation of over 850 new start-up companies in the region. In addition to providing courses leading to an Entrepreneurial Studies Certificate, the program offers incubator services, including the provision of office space, technical assistance, and management counseling.

- Initially designed as part of a five-year implementation grant from the Massachusetts Department of Education, Project Link was renewed as one of the Commonwealth's benchmark Adult Basic Education (ABE) programs. Last year, the project expanded outreach capability by enlisting assistance from the county's social service agencies, regional one-stop career center, and community-based ABE providers.
- BCC's Service Learning Program further developed connections with Berkshire County's environmental, social, and recreational service agencies to increase opportunities in community service projects for students and faculty.
- BCC's Office of Lifelong Learning and Workforce Development established a number of countywide projects, such as the Extended Care Career Ladder Initiative, Bay State Works Collaborative, and the Berkshire Non-Profit Alliance.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2004 Headcount:	2,364
Fall 2004 FTE:	1,378
<i>Results:</i> Above the self-established total fall enrollment target of 2,295. Above the self-established FTE enrollment target of 1,337.	
ANNUAL ENROLLMENT	
FY2005 Headcount:	3,127
FY2005 FTE:	1,398
<i>Results:</i> Consistent with annual enrollment levels in FY2004.	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2004:	10%
<i>Results:</i> Greater than institution's primary draw region's minority representation of 5%.	

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
DIRECT COST COVERAGE	
Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005:	89.9%
<i>Results:</i> Met the target of 85% for need met by all aid.	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2005:	4.9%
<i>Results:</i> Comparable to the Northeast regional average of 4.7%.	

Tuition and Fees as a Percent of Median Income

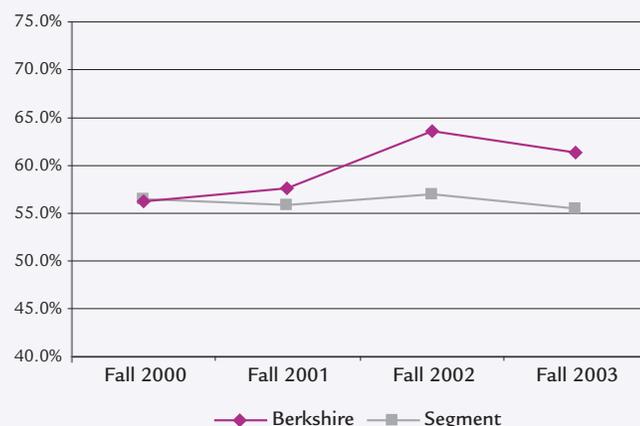
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,090	\$3,390	\$3,390
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.6%	5.0%	4.9%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

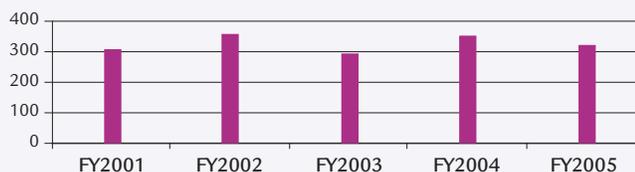
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	61.4%
<i>Results:</i> Comparable to the 2002 rate of 63.6%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	92.3%
<i>Results:</i> An increase from the 2003–04 rate of 89.7%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	77%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	321
<i>Results:</i> Comparable to the 349 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	75%
<i>Results:</i> Below the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	1,444
<i>Results:</i> Higher than the 2004 annual enrollment in workforce development courses.	

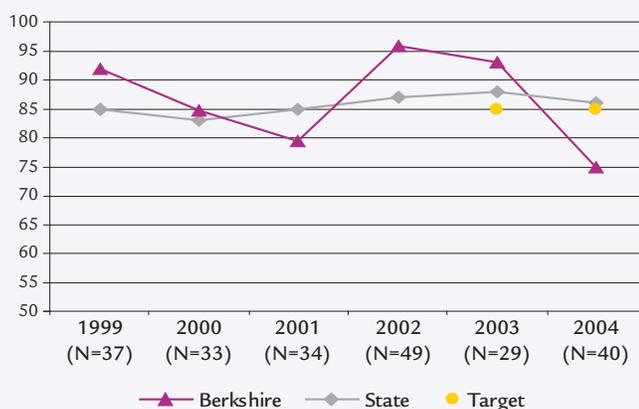
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

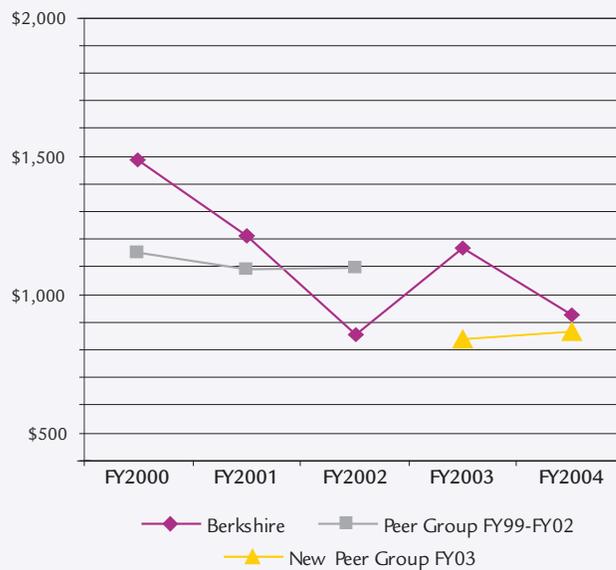


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 3.9%</p> <p><i>Results:</i> Does not satisfy the Board of Higher Education's requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$926</p> <p><i>Results:</i> Does not meet the target that the college's cost per headcount is lower than that of its peers (\$864).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 13.9%</p> <p><i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (15.4%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$223,859</p> <p><i>Results:</i> Total private funds received were \$180,843 higher than the \$43,016 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$18,868</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Bristol Community College

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

COLLABORATIONS

- The Connect Writing Project involves faculty from member institutions of the Connect collaborative in discussions about general education writing programs to strengthen transferability between community colleges and the four-year institutions. The project focuses on learning outcomes and evaluation strategies in the writing sequences required by each college. A rubric with agreed-upon writing outcomes and competencies has been produced for all two-semester, first-year writing courses at the participating colleges. The group is currently planning a Website and handbook for all faculty teaching first-year writing courses at Connect institutions.
- Other Connect activities in 2004–2005 included a joint banking services agreement with Banknorth and three other institutions, which has saved BCC more than \$20,000 in banking fees. The Connect institutions are currently discussing several aspects of transferability, including articulation, coordinated advising, and transcript management.
- The Women in Technology (WIT) Program has added Johnson & Johnson to its program, which also includes Texas Instruments, Rika Denshi, and Invensys Foxboro.
- Several follow-up activities to the Teaching American History grant were supported in 2004–2005. A second grant, History, Together, was received that assists school-based teams with aligning history curriculum with the Massachusetts state frameworks. The summer 2005 two-day workshop, Bridging History, Together, created an opportunity for area elementary school teachers to earn content area professional development points through a series of lectures and workshops. The Making American History Tangible grant with University of Massachusetts Dartmouth continued to offer courses towards a master's in teaching for area American history teachers.
- Bristol continued its efforts in the community through multiple collaborations with the Fall River and Taunton Public Schools and The Network at the Attleboro Center, remedial education through the MCAS Academy, career exploration programs through the Career Center, Upward Bound, HeadStart to College, paraprofessional programs, and a teen parenting outreach program.

Program of DISTINCTION

To better enable historically underserved populations in the service area, Bristol Community College launched a multifaceted effort to foster a strong campus environment of acceptance, inclusion, and understanding of diverse cultures. Through focused attention on faculty recruitment, minority population outreach, and academic programming, BCC aims to expand the diversity of Bristol Community College and foster an environment that encourages discussion and learning about diverse views. An early outcome is the recent improvement of minority representation among the faculty, staff, and students as well as increased participation in college activities among minority groups.

- Brown University has proposed a partnership with Bristol Community College to encourage exceptional community college students to pursue bachelor of science degrees in engineering and computer science. Support from the Jack Kent Cooke Foundation's Community College Transfer Initiative would enable curriculum development at both Brown and BCC as well as coordinated programs to recruit, motivate, and mentor students prior to enrollment at Brown.
- Higher education collaborations continued in 2004–2005 through development of eight new transfer articulation agreements with four-year institutions. Ten additional transfer articulation agreements are currently in the development stage.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 6,864
 Fall 2004 FTE: 4,094

Results:
 Above the self-established total fall enrollment target of 6,705. Above the self-established FTE enrollment target of 4,005.

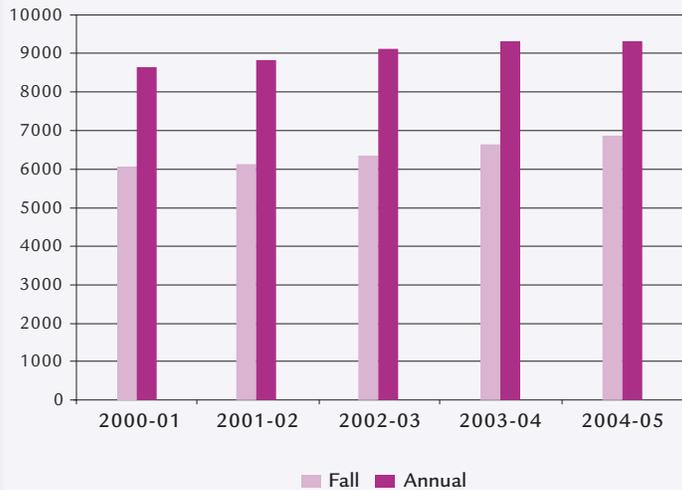
ANNUAL ENROLLMENT
 FY2005 Headcount: 9,318
 FY2005 FTE: 4,091

Results:
 Consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 12%

Results:
 Comparable to the institution's primary draw region's minority representation of 11%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 90.8%

Results:
 Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 4.7%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

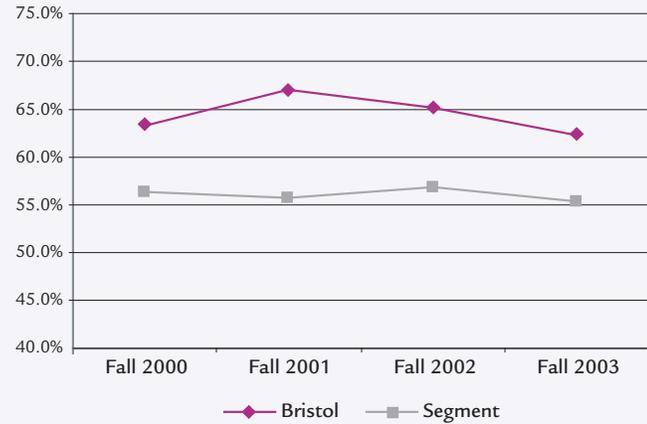
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$2,820	\$3,060	\$3,240
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.2%	4.5%	4.7%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

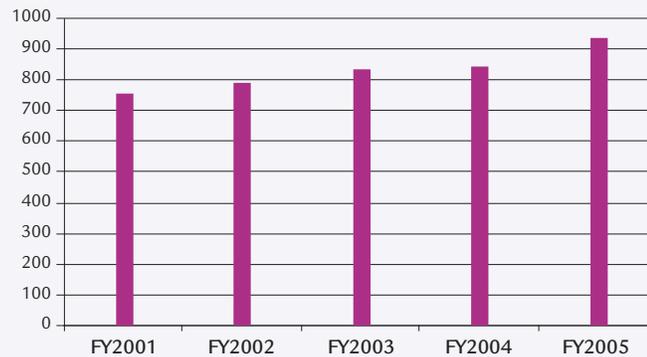
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	62.1%
<i>Results:</i> Comparable to the 2002 rate of 65%.	
FALL-TO-SPRING RETENTION	
2004-2005 Fall-to-Spring Retention Rate:	92%
<i>Results:</i> Comparable to the 2003-04 rate of 93.4%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	79%
<i>Results:</i> Above the Board of Higher Education's target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	936
<i>Results:</i> Higher than the 843 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	86.7%
<i>Results:</i> Above the Board of Higher Education's target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	9,931
<i>Results:</i> Consistent with the 2004 annual enrollment in workforce development courses.	

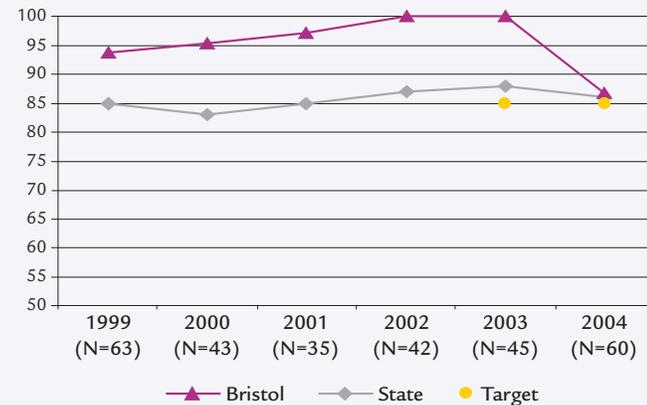
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)

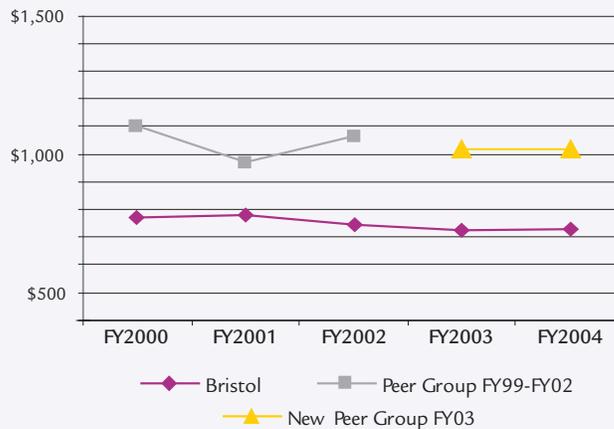


* See Technical Guide (pages 111-112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 6%</p> <p><i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$731</p> <p><i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$1,020).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 14.2%</p> <p><i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (18.6%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$636,225</p> <p><i>Results:</i> Total private funds received were \$104,123 lower than the \$740,348 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$88,676</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Bunker Hill Community College

Bunker Hill Community College (BHCC) supports open access to post-secondary education by providing a range of educational opportunities, including distance and self-directed learning and an honors program. The student body reflects the diversity of the urban community. An essential part of the College's mission is to encourage this diversity. The College is a model for successfully incorporating the strengths of many cultures, backgrounds, ages and learning styles into the life of the institution.

COLLABORATIONS

- BHCC received a three-year, \$204,000 grant through the ВНЕ's Improving Teaching Quality State Grant Program to lead summer institutes for Boston Public School math and science teachers. Through professional development activities, participants will build knowledge in cumulative and integrative aspects of math and science content and explore how math and science learning builds reasoning and problem-solving skills. The first institute was held during the summer of 2005 and involved 19 Boston Public School math teachers.
- In 2004–2005, Bunker Hill Community College's GEAR UP program provided assistance to Charlestown High School juniors and seniors with planning, preparing, and enrolling in institutions of higher education. Through GEAR UP, 550 students accessed after-school tutoring, received assistance to prepare for the PSAT/SAT, and participated in local and out-of-state college tours. In addition, GEAR UP also provided a dual enrollment program for eligible juniors and seniors.
- In 2004–2005, the Metro Boston Tech Prep Consortium provided college and career preparation activities to approximately 1,700 metro Boston high school students. These activities included the third annual Celebrating Girls in Math, Science, Engineering and Technology program for 65 students from Charlestown, Hyde Park, Jeremiah Burke, and Somerville High Schools and the Rindge School of Technical Arts. Speakers included women from civil engineering and information technology fields.
- The Law Enforcement Certificate Program is a collaboration among the Massachusetts Board of Higher Education's approved Criminal Justice Programs, including BHCC, and the Massachusetts Chiefs of Police Association. The department chairs of the individual criminal justice programs developed a statewide, competency-based curriculum consisting of nine courses

offered in a two-semester program leading to a Law Enforcement Certificate. Students who complete the certificate and pass an assessment test may be eligible for an alternate police academy experience that will emphasize non-academic and operational aspects of police training. All credits earned in the certificate program may be applied towards an associate's degree and ultimately a bachelor's degree.

Program of DISTINCTION

The Boston Welcome Back Center assists internationally educated nurses to become registered nurses in Massachusetts, free of charge. Many internationally educated nurses come to Massachusetts and have difficulty obtaining a license. Through an individualized case management service plan, the Welcome Back Center assists these nurses with the licensing process. As of January 2006, the Center has been contacted by more than 180 health care professionals educated in 33 different countries. The Welcome Back Center is a collaboration among four institutions with support from the Board of Higher Education's Nursing Initiative.

- In September 2005, Bunker Hill Community College and the University of Massachusetts College of Nursing and Health Sciences signed an articulation agreement that will provide a pathway for BHCC's nurses with associate's degrees to complete their bachelor's of nursing at UMass Boston. The College of Nursing and Health Sciences at UMass Boston agreed to accept for admission to its Online RN to BSN Program any graduate of Bunker Hill Community College's associate's degree in nursing program who meets GPA and grade requirements.
- A new partnership between Bunker Hill Community College and the City of Chelsea's Public Library was initiated so students who attend the BHCC's Chelsea Campus can have the same library resources as the main campus. Students are able to utilize the library's resources on a broader scale. Computers, including a quiet study area, have been designated for BHCC student use. With a valid and current BHCC student I.D., students have access to all of the services the Chelsea Public Library offers.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 7,821
 Fall 2004 FTE: 4,341

Results:
 Above the self-established total fall enrollment target of 7,400. Above the self-established FTE enrollment target of 4,160.

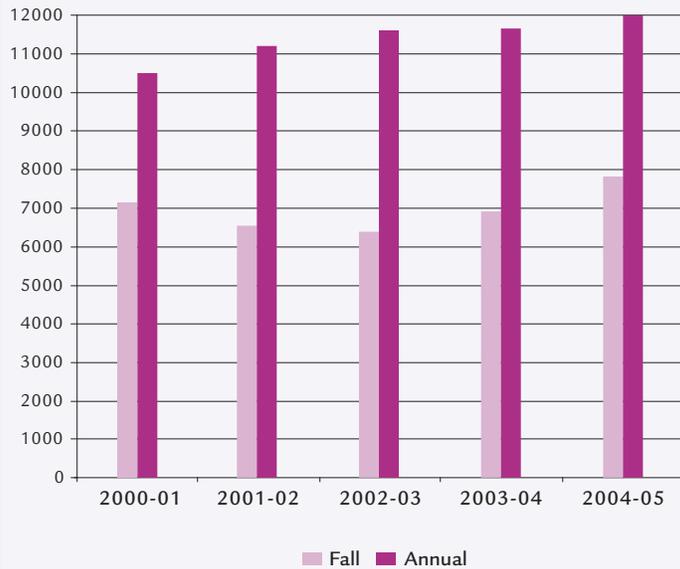
ANNUAL ENROLLMENT
 FY2005 Headcount: 12,007
 FY2005 FTE: 4,895

Results:
 Consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 60%

Results:
 Greater than institution's primary draw region's minority representation of 36%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 97.3%

Results:
 Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 4.4%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

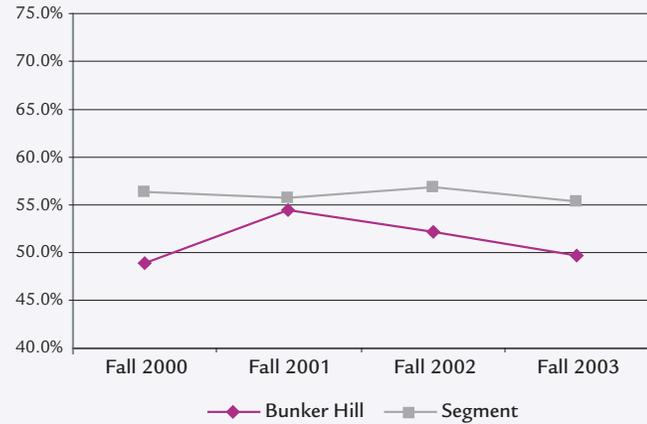
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$2,400	\$3,000	\$3,000
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	3.6%	4.4%	4.4%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

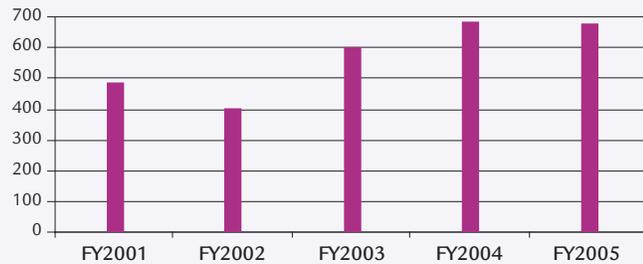
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	49.4%
<i>Results:</i> Comparable to the 2002 rate of 51.9%.	
FALL-TO-SPRING RETENTION	
2004-2005 Fall-to-Spring Retention Rate:	90.7%
<i>Results:</i> Comparable to the 2003 rate of 90.6%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	74%
<i>Results:</i> Comparable to the Board of Higher Education's target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	679
<i>Results:</i> Comparable to the 685 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	82.4%
<i>Results:</i> Comparable to the Board of Higher Education's target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	3,106
<i>Results:</i> Lower than the 2004 annual enrollment in workforce development courses.	

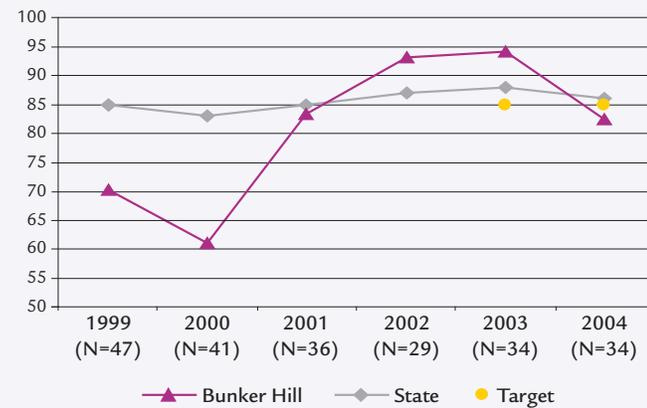
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)

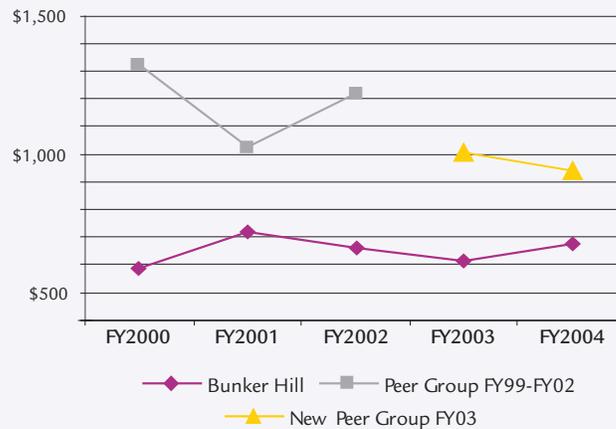


* See Technical Guide (pages 111-112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education’s fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 7.8%</p> <p><i>Results:</i> Satisfies the Board of Higher Education’s requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$678</p> <p><i>Results:</i> Meets the target that the college’s cost per headcount is lower than that of its peers (\$942).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 12.9%</p> <p><i>Results:</i> Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (17.5%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$209,049</p> <p><i>Results:</i> Total private funds received were \$29,435 higher than the \$179,614 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$4,838</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Cape Cod Community College

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

COLLABORATIONS

- Cape Cod Community College is participating in the five-campus Connect writing group. Since summer 2004, the group has met monthly to establish lines of communication among collaborating institutions and to act as an advocacy group around issues relating to the teaching of writing. Accomplishments include a comparison of the schools' first- and second-semester English Composition courses and the development of a rubric of learning outcomes for Freshman Composition. Goals for 2006 include creating a writing Website and handbook for instructors.
- CCCC's Environmental Technology Certificate Programs are a collaborative partnership among Cape Cod Community College, Massachusetts Maritime Academy, and the University of Massachusetts Dartmouth. The program provides post-secondary education for persons seeking to acquire skills and knowledge in five environmental fields. Students may travel to any of the three schools to complete the courses.
- CCCC has developed bachelor's and master's degree partnerships to allow Cape and Islands' residents to take courses locally. Five partner institutions offer six baccalaureate degree programs, and six partner institutions offer nine master's level programs, all at the cccc campus.
- During 2004–2005, Cape Cod, Greenfield, Mass Bay, Mount Wachusett, and Springfield Technical Community Colleges collaborated with Mass Colleges Online (mco) and the Massachusetts Community College Executive Office to plan a new hybrid nursing program. The program will provide didactic instruction online by mco and available to all collaborating schools. Clinical and laboratory instruction will be provided locally.
- Tech Prep is a U.S. Department of Education funded program that allows high school students to begin their post-secondary education while still in high school. Students take academic courses that prepare them for college as well as elective courses in a chosen career pathway. Tech Prep students who earn a grade of B- or better in select courses are eligible for credit at cccc. The

Cape Cod and Islands Tech Prep Consortium includes 16 area high schools and cccc. Approximately 600 11th and 12th graders are enrolled in Tech Prep programs at their local high schools. In fall 2004, 297 former Tech Prep students were enrolled at cccc.

- The MCAS Academy at Cape Cod Community College addresses the growing need for remedial academic options for at-risk youth who have yet to meet the competency determination for their high school diploma. A \$25,000 grant from the Massachusetts Department of Education funded the Academy's efforts to support Massachusetts Comprehensive Assessment System remediation at local high schools. The grant targets students from the classes of 2003, 2004, 2005 and 2006 who had not yet obtained their high school diploma.

Program of DISTINCTION

*Together, Cape Cod Community College's **Environmental Technology Programs and Green Campus Initiative** address the region's needs for responsible and responsive institutions, a technically-skilled environmental workforce, and an informed citizenry. CCCC also emphasizes these needs through collaborations with other higher education institutions, workforce development programs, and academic offerings, as well as through grant proposals and funded programs.*

- CCCC is collaborating with two technical high schools, Upper Cape Cod Regional Technical School and Cape Cod Regional Technical School, and with nearby four-year institutions, the Massachusetts Maritime Academy and the University of Massachusetts Dartmouth, to establish a broad-based renewable energy education and training program for southeastern Massachusetts.
- CCCC collaborates with Nantucket Community Schools and Wareham High School to deliver credit and non-credit courses at their facilities.
- In FY2005, cccc conducted the Cape Cod College Bound Project with support from a \$25,000 Massachusetts Educational Opportunity Program Grant from the Board of Higher Education. The project's goal is to help eligible students prepare for college at an earlier age. College Bound serves 30 educationally and economically disadvantaged middle school students each year.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT

Fall 2004 Headcount: 4,107

Fall 2004 FTE: 2,227

Results:

Comparable to the self-established fall enrollment target of 4,191. Comparable to the self-established FTE enrollment target of 2,240.

ANNUAL ENROLLMENT

FY2005 Headcount: 6,134

FY2005 FTE: 2,321

Results:

FY2005 Annual enrollment levels are consistent with annual enrollment levels in FY2004.

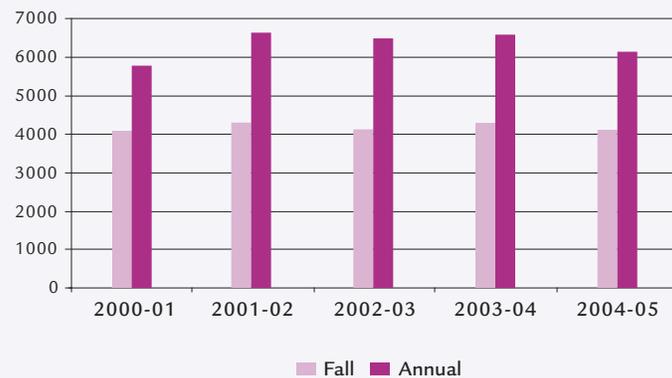
MINORITY ENROLLMENT

Minority Enrollment Percentage in Fall 2004: 11%

Results:

Greater than institution's primary draw region's minority representation of 6%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE

Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 94.0%

Results:

Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME

Tuition and fees as a percent of median family income in FY2005: 5.3%

Results:

Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

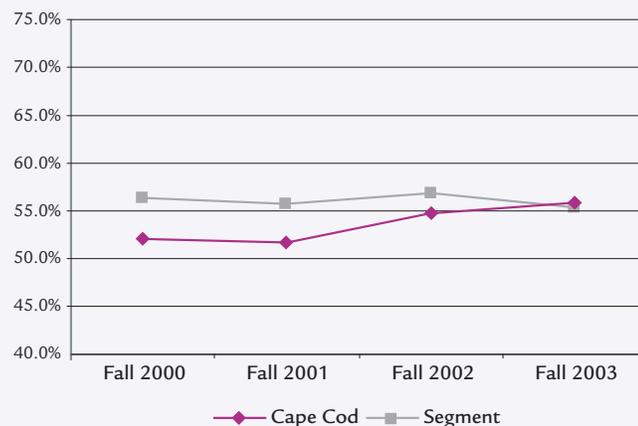
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,180	\$3,180	\$3,660
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.8%	4.7%	5.3%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

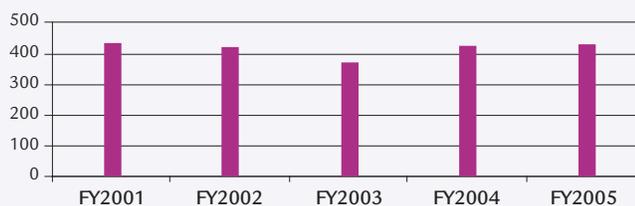
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	55.6%
<i>Results:</i> Comparable to the 2002 rate of 54.5%.	
FALL-TO-SPRING RETENTION	
2004-2005 Fall-to-Spring Retention Rate:	88.5%
<i>Results:</i> Comparable to the 2003 rate of 90.4%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	78%
<i>Results:</i> Above the Board of Higher Education's target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	430
<i>Results:</i> Comparable to the 425 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	82.9%
<i>Results:</i> Comparable to the Board of Higher Education's target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	1,898
<i>Results:</i> Consistent with the 2004 annual enrollment in workforce development courses.	

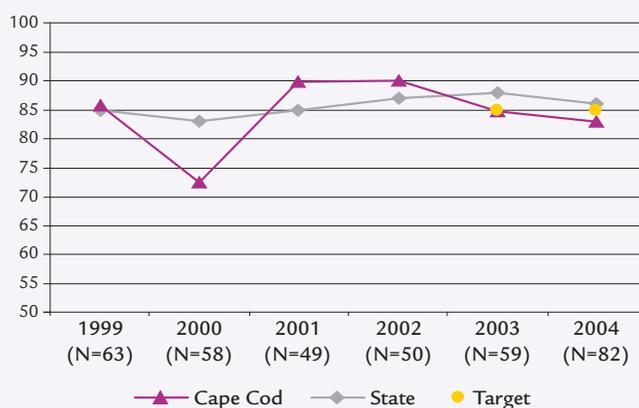
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)

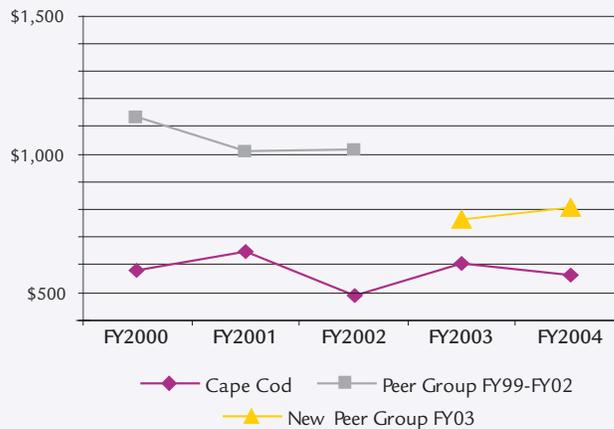


* See Technical Guide (pages 111-112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education’s fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 5.8%</p> <p><i>Results:</i> Satisfies the Board of Higher Education’s requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$565</p> <p><i>Results:</i> Meets the target that the college’s cost per headcount is lower than that of its peers (\$809).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 11.5%</p> <p><i>Results:</i> Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (14.9%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$1,237,857</p> <p><i>Results:</i> Total private funds received were \$320,326 higher than the \$917,531 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$89,006</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Greenfield Community College

Serving an academically, economically, and culturally diverse student population, Greenfield Community College (GCC) 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

- Greenfield Community College is a partner in the Pioneer Valley Regional PreK–16 Network, a partnership created through the Board of Higher Education’s STEM Pipeline Fund to improve science, technology, engineering, and math education. Greenfield Community College developed and operated the Summer Science Enrichment Program for students entering 7th, 8th, and 9th grades. GCC professors led students in a series of fun, science-related, full-day activities intended to make math and science exciting for young people and prepare them for careers in science, technology, engineering, or mathematics.
- Through the Deepening Mathematics Instruction for the 21st Century program, funded by a BHE Improving Teacher Quality grant, Greenfield Community College provides sustained professional development activities for K–7 mathematics teachers. GCC faculty, area math consultants, and school district staff collaborated in project design and now offer one-credit, mini courses to teachers based on the Massachusetts Mathematics Frameworks. Participants engage in new content and pedagogy in their classrooms.
- Greenfield Community College co-taught two summer digital imaging workshops for K–12 teachers at gcc and Elms College. The workshops, sponsored by the Pioneer Valley Regional PreK–16 STEM Network, focused on using digital imagery technology, incorporating technology into curricula to enhance instruction and improve learning.
- The state and community colleges of western Massachusetts established the New Perspectives Fellowship program to encourage community members to explore careers in higher education with an emphasis on diversity.
- Greenfield Community College and Massachusetts College of Liberal Arts established an academic collaboration to provide the opportunity for gcc graduates to complete courses toward the bachelor of arts degree through various course delivery systems. The degree program meets the Massachusetts Department of Education requirements for teacher licensure in elementary education. The program provides gcc students with maximum credit transferability to MCLA with admission, registration, and academic advising services on the gcc campus.

Program of DISTINCTION

Greenfield Community College’s College Connection gives incoming first-year students an intensive two-week summer course as an introduction to life as a college student. Working in a learning community with peers, faculty, and student affairs staff, students participate in multi-disciplinary activities focusing on themes from a work of literature. They explore several college disciplines and different learning styles and assess methods of note taking, studying, reading, and exam taking. In addition to academic pursuits, students learn about opportunities in support services, the library, student life, and health services. Students receive continuity in academic advisement from their first summer through their first two semesters at gcc.

- Greenfield Community College and Springfield Technical Community College joined in an innovative collaboration to increase access to paramedic education in the Pioneer Valley by establishing the GCC Satellite Paramedic Program at stcc. Utilizing the state-of-the-art patient simulation facility at stcc, gcc expanded enrollment in its accredited Paramedic Certificate program. GCC paramedic students receive their skills lab education component at stcc and maintain local connections for other classes and clinical placements.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators***FALL ENROLLMENT**

Fall 2004 Headcount: 2,353

Fall 2004 FTE: 1,445

Results:

Above the self-established total fall enrollment target of 2,318. Above the self-established FTE enrollment target of 1,400.

ANNUAL ENROLLMENT

FY2005 Headcount: 3,028

FY2005 FTE: 1,427

Results:

FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

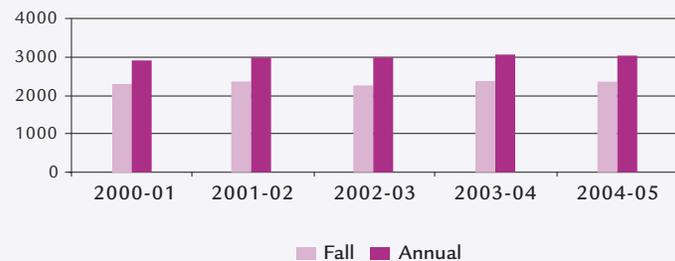
MINORITY ENROLLMENT

Minority Enrollment Percentage
in Fall 2004: 9%

Results:

Comparable to the institution's primary draw region's minority representation of 10%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators***DIRECT COST COVERAGE**

Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 93.2%

Results:

Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME

Tuition and fees as a percent of median family income in FY2005: 5.3%

Results:

Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

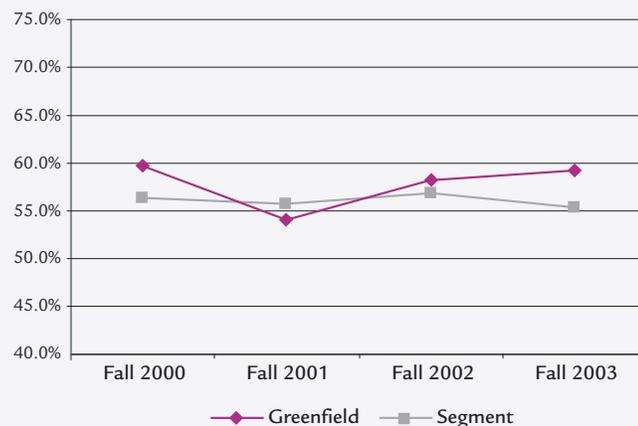
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,017	\$3,317	\$3,647
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.5%	4.9%	5.3%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

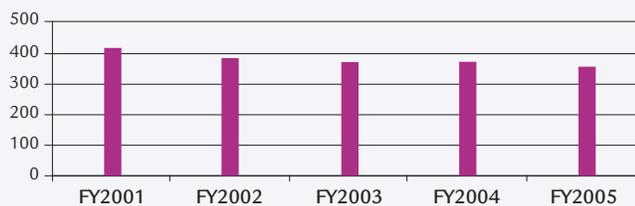
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	59%
<i>Results:</i> Comparable to the 2002 rate of 58%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	91%
<i>Results:</i> An increase from the 2003–04 rate of 90.3%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	82%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	355
<i>Results:</i> Comparable to the 371 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	90.9%
<i>Results:</i> Above the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	1,580
<i>Results:</i> Consistent with the 2004 annual enrollment in workforce development courses.	

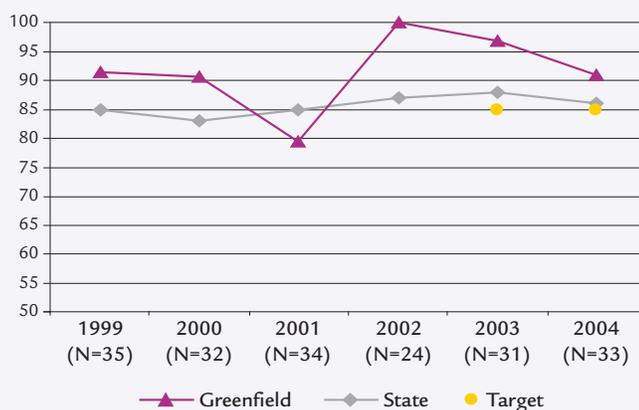
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

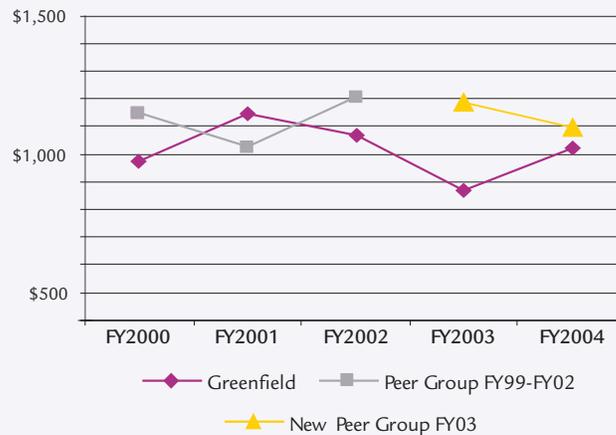


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p>	
<p><i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 6%</p>	
<p><i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$1,024</p>	
<p><i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$1,098).</p>	
<p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 15.3%</p>	
<p><i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (15.9%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$506,785</p>	
<p><i>Results:</i> Total private funds received were \$279,507 higher than the \$227,278 raised in FY2004.</p>	
<p>Matching Funds received in FY2005: \$84,743</p>	
<p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Holyoke Community College

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

COLLABORATIONS

- Holyoke Community College participated in the fall 2004 College Day, with 50 faculty and staff providing workshops throughout the day and 70 additional faculty and staff providing assistance. The College Day was attended by 1,152 high school students from 38 high schools in the region.
- For the first in a series of activities with the HCC/Holyoke Public High Schools Collaborative, 26 junior and senior high school students attended Chemistry, Physics, Anatomy, Environmental Science and Math in Music classes at HCC. The Collaborative is made up of faculty and support staff and focuses on planning and facilitating activities to support achievement of Latino students in the areas of math and science.
- HCC continued its participation in other community outreach programs, including the annual Holyoke Loves Learning Education Fair, Upward Bound, the Skills, Training and Enrichment Program (STEP), and MCAS support.
- HCC and STCC created a joint Business Advisory Board with representation from regional industry clusters. The Business Advisory Board will meet a minimum of three times per year to advise the colleges in the areas of program development and workforce development training needs.
- HCC is a member of an eight-college advisory committee, coordinated by STCC, that shares resources and technical expertise for teaching students with disabilities. The committee received funding from the Massachusetts Department of Education to introduce Universal Instructional Design to the eight member campuses.
- HCC and the Regional Employment Board formed a broad-based partnership with career centers, secondary and post-secondary schools, the Massachusetts Rehabilitation Commission, the Independent Living Center, the Massachusetts Commission for the Blind, and

other regional organizations to develop a State Alignment Grant proposal. HCC's funds from grants enabled 22 HCC students with disabilities to attend the summer 2005 Transition to College program; complete developmental level classes in math, English, and career exploration; to develop college study skills; and to be prepared to enter credit-bearing academic courses at HCC for fall 2005.

- Other higher education collaborations included a joint faculty recruitment fair with the other public institutions in the Pioneer Valley, a shared contract for food services with STCC, and a series of professional development workshops for faculty of HCC and three other public institutions in western Massachusetts.

Program of DISTINCTION

*Holyoke Community College and the Holyoke-Chicopee-Springfield (HCS) Head Start Program have developed a **Head Start-Higher Education Hispanic/Latino Service Institution Partnership** to increase the number of Head Start teaching staff with associate's degrees in early childhood education while preparing them to work effectively with Hispanic/Latino young children and their families. Data from the HCS Head Start show that 53 percent (83 out of 156) of the total Head Start teaching staff have less than an associate's degree. In 2004–2005, 55 students enrolled in courses, of which 43 were retained.*

- The Early College High School (ECHS) at Holyoke Community College is an alternative high school enrichment program for students from the City of Springfield located at Holyoke Community College. The program is designed to transition students to post-secondary education and to provide career exploration and MCAS support to enable students to graduate on time with their peers. Forty-six juniors and seniors attended ECHS. Nineteen of the 23 seniors graduated; of these, 11 planned to go to college.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 6,298
 Fall 2004 FTE: 4,059

Results:
 Comparable to the self-established total fall enrollment target of 6,468. Comparable to the self-established FTE enrollment target of 4,139.

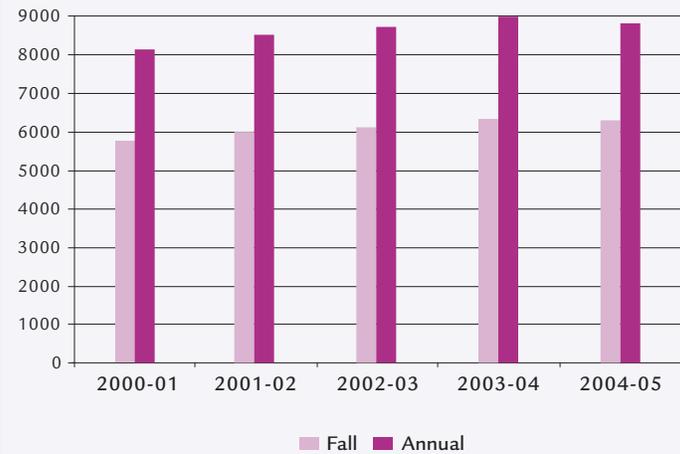
ANNUAL ENROLLMENT
 FY2005 Headcount: 8,818
 FY2005 FTE: 4,192

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 23%

Results:
 Comparable to the institution's primary draw region's minority representation of 22%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 95.9%

Results:
 Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 4.5%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

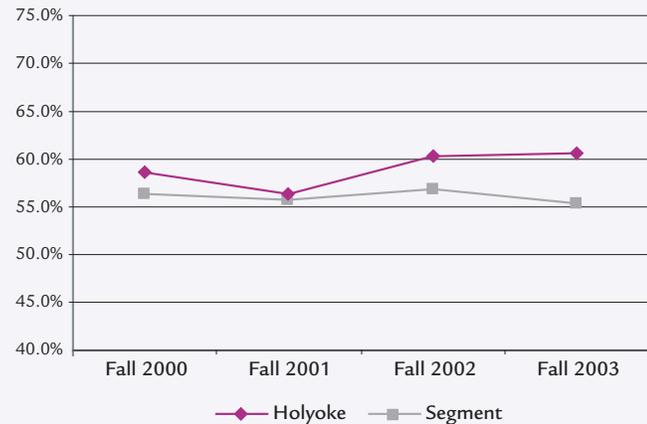
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$2,796	\$3,096	\$3,098
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.2%	4.6%	4.5%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

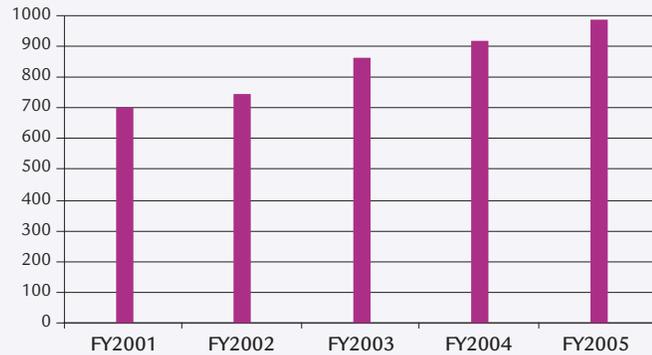
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	60.4%
<i>Results:</i> Comparable to the 2002 rate of 60.1%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	91.7%
<i>Results:</i> Comparable to the 2003–04 rate of 92.6%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	77%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	987
<i>Results:</i> Comparable to the 918 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	82.2%
<i>Results:</i> Comparable to the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	2,792
<i>Results:</i> Lower than the 2004 annual enrollment in workforce development courses.	

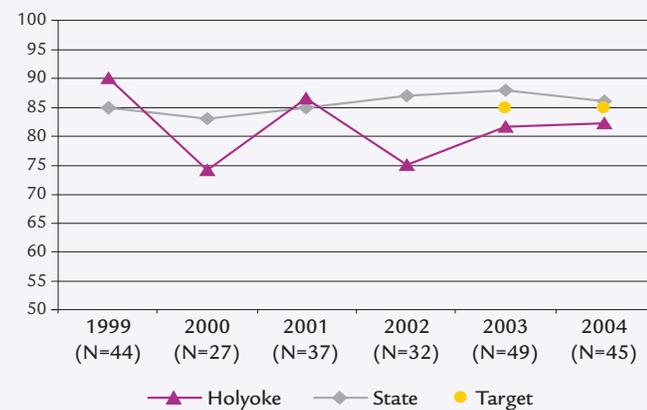
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

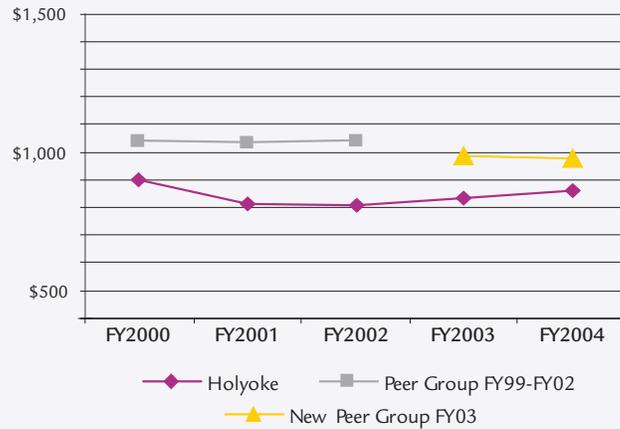


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education’s fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 6.1%</p> <p><i>Results:</i> Satisfies the Board of Higher Education’s requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$863</p> <p><i>Results:</i> Meets the target that the college’s cost per headcount is lower than that of its peers (\$979).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 16.8%</p> <p><i>Results:</i> Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (18.4%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$980,220</p> <p><i>Results:</i> Total private funds received were \$612,444 lower than the \$1,592,664 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$118,310</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Massachusetts Bay Community College

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

- MassBay's radiologic technology joint program continues to share students and facilities with Mount Wachusett Community College.
- The Health Professions Education Collaboration offers a hybrid nursing program at Mount Wachusett, Cape Cod, Greenfield, and MassBay Community Colleges.
- MassBay partnered with Bunker Hill and Roxbury Community Colleges and the University of Massachusetts Boston in the Welcome Back initiative, a special project to assist international nurses in obtaining licensure to work in the region's health care system.
- The Patient Simulation Project is a collaboration among Springfield Technical Community College, Mount Wachusett Community College and MassBay to serve as regional training centers for patient simulation education.
- The Health Sciences Education Network promotes collaboration and diversity of curricula and resources for continuous education and training of health care professionals.
- The Nurse Mentor Project with Framingham State College provides faculty mentors and practicum experiences for graduate students in the Nurse Education Certificate.
- Project REASON, a collaboration with Mount Wachusett and Cape Cod Community Colleges, provides a network focused on nursing retention strategies.
- Partners in Career Workforce Development is a collaborative led by Partners Health Care to provide upward mobility for health care employees. Other institutions involved include Roxbury Community College, Bunker Hill Community College, MGH Institute of Health Professions, and the University of Massachusetts Boston.
- MassBay coordinated discussions with the Massachusetts Biotechnology Council, BioTeach, Commonwealth Corporation, Springfield Technical Community College and Middlesex Community College around ways community colleges can work with industry to meet

biotechnology workforce needs. The effort resulted in a proposal to the National Science Foundation's Advanced Technology Education Program to fund development of a statewide curriculum in biotechnology and the expanding fields of biomanufacturing and bioinformatics.

- MassBay worked with Middlesex Community College, Northeastern University, Savannah Technical College, the University of Massachusetts Boston and Georgia Institute of Technology to develop a proposal to support education in radio frequency identification.
- MassBay is a partner in the Greater Boston West Regional PreK-16 STEM Network, a partnership created through the Board of Higher Education's STEM Pipeline Fund to improve science, technology, engineering, and math education. Funded programs included hands-on training in computer-aided design to teach physics and math concepts to local high school students.

Program of DISTINCTION

*MassBay worked with Caritas Norwood Hospital to create the **first hybrid associate degree nursing program** in the state. Incumbent workers from Caritas Norwood Hospital completed nursing degrees by taking online courses and attending traditional clinical rotations in this accelerated 18-month program. This program has become the model for the development of other hybrid nursing and allied health programs. Sixteen students graduated from the program and passed certification exams.*

- MassBay continues to collaborate with Keefe Technical High School to offer an emergency medical technician program for high school students. The program was recently expanded to Assabet Valley Regional Technical High School.
- MassBay partnered with Framingham High School to expand services at the High School's wellness center by providing a training site for MassBay's Fitness Certificate.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 5,132
 Fall 2004 FTE: 3,287

Results:
 Comparable to the self-established total fall enrollment target of 5,144 and to the self-established FTE enrollment target of 3,341.

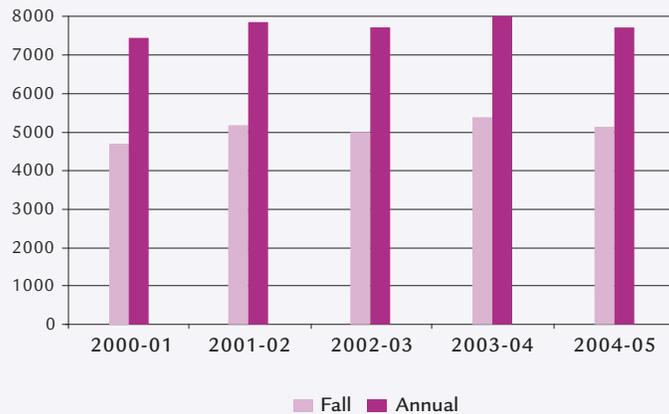
ANNUAL ENROLLMENT
 FY2005 Headcount: 7,710
 FY2005 FTE: 3,483

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 22%

Results:
 Less than institution's primary draw region's minority representation of 27%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 78.8%

Results:
 Did not meet the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 5.3%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

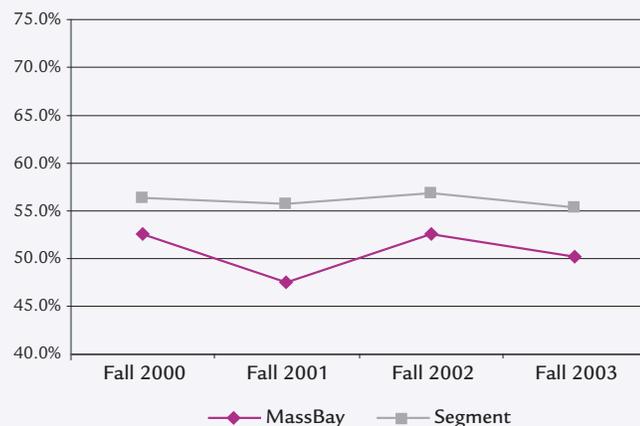
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$2,870	\$3,170	\$3,650
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.3%	4.7%	5.3%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

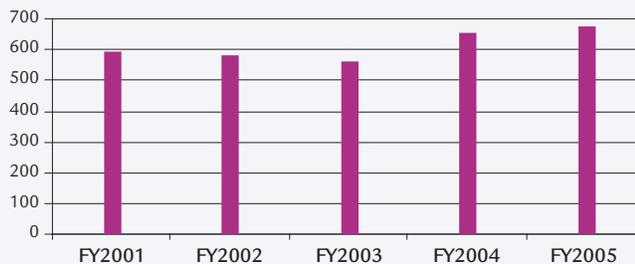
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	49.9%
<i>Results:</i> Comparable to the 2002 rate of 52.3%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	88.9%
<i>Results:</i> Comparable to the 2003–04 rate of 89.3%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	76%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	676
<i>Results:</i> Comparable to the 655 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	85.2%
<i>Results:</i> Comparable to the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	2,219
<i>Results:</i> Consistent with the 2004 annual enrollment in workforce development courses.	

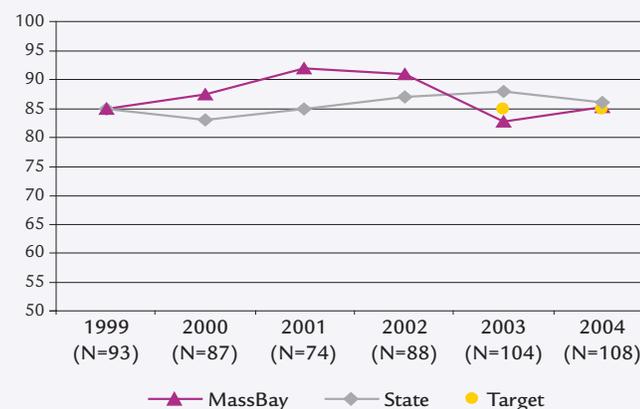
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

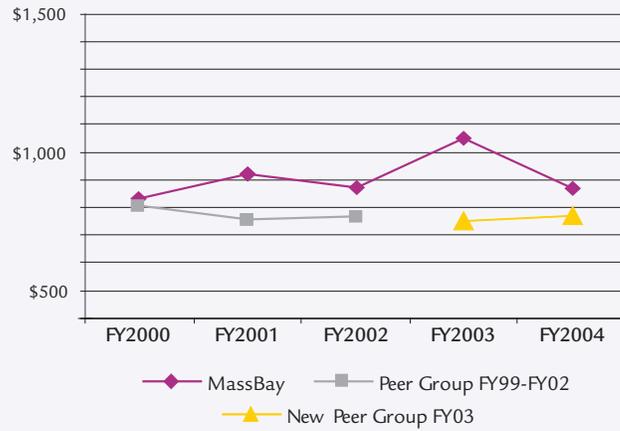


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education’s fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 11.6%</p> <p><i>Results:</i> Satisfies the Board of Higher Education’s requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$871</p> <p><i>Results:</i> Does not meet the target that the college’s cost per headcount is lower than that of its peers (\$772).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 17.1%</p> <p><i>Results:</i> Does not meet the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (15.5%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$179,352</p> <p><i>Results:</i> Total private funds received were \$119,483 higher than the \$59,869 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$25,375</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Massasoit Community College

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

COLLABORATIONS

- This is the second year for Connect, the recently formed higher education consortium in southeastern Massachusetts to enhance academic programs, streamline student transfer, foster regional economic development, promote shared learning and cultural activities, and improve the quality of the region's workforce. In 2004–2005, the consortium produced a comprehensive report entitled, *A Vision for Public Higher Education in Southeastern Massachusetts*. Other outcomes for the consortium included numerous cost-savings measures in joint banking services, facilities, master planning, and leadership training, continuation of transfer articulation, and the continuation of the successful speaker series in honor of Black History Month.
- For two years Massasoit has been involved in a Ford Foundation grant for the New England Center for Inclusive Teaching (NECIT) under the direction of the University of Massachusetts Boston. Other institutions in NECIT include Rhode Island College, Lesley College, Middlesex Community College, the University of New Hampshire, and the University of Massachusetts Dartmouth. In 2004–2005 activities revolved around several components: a semester-long seminar on the topics of inclusive teaching, diversity, and multi-lingual education; several larger conferences held at neighboring colleges throughout the year; a short video made at Massasoit that included interviews and thoughts about inclusive teaching experiences from each of the College's participants; and an end-of-grant conference.
- The Brockton Family Literacy project was a joint venture in the summer of 2005, co-sponsored by Massasoit Community College, Bridgewater State College, and the Brockton Self Help/Head Start Program. The objectives of the project were to provide literacy and English language training to parents and children of foreign-born residents while familiarizing them with local school systems. Four adults and nine children from the countries of Mexico, Colombia, Cape Verde, and Haiti participated in the pilot project held at the Brockton Campus Children's Center.

Program of DISTINCTION

This year, Massasoit Community College and other Connect colleges were involved in a project to formulate common outcomes for courses in freshman English. During the academic year, faculty representatives developed a rubric of outcomes and standards, and in the course of their discussions a short-form matrix was designed to demonstrate how students will move through the many processes of writing, such as inventing, composing, revising, and editing. In April, three Massasoit faculty were among the presenters of this work at the Second Annual Assessment Conference at Southern Maine Community College. The writing project culminated in a joint conference at the end of the academic year where results were disseminated, and English faculty critiqued the writing outcomes and rubrics.

- Massasoit Community College worked collaboratively with the Brockton Area Workforce Investment Board and other partners to submit a proposal for an evening LPN-to-RN Program, which was successfully funded in 2004–2005. Since January 2004, Massasoit has overseen the grant by enrolling a cohort of 24 evening students who are scheduled to complete their associate's degree in nursing education in June 2006. The grant-funded project is the first step toward formalizing an evening program in this area of critical community and regional need.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 6,908
 Fall 2004 FTE: 4,143

Results:
 Comparable to the self-established total fall enrollment target of 7,050. Comparable to the self-established FTE enrollment target of 4,200.

ANNUAL ENROLLMENT
 FY2005 Headcount: 10,239
 FY2005 FTE: 4,360

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 23%

Results:
 Less than institution's primary draw region's minority representation of 27%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 82.2%

Results:
 Comparable to the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 4.8%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

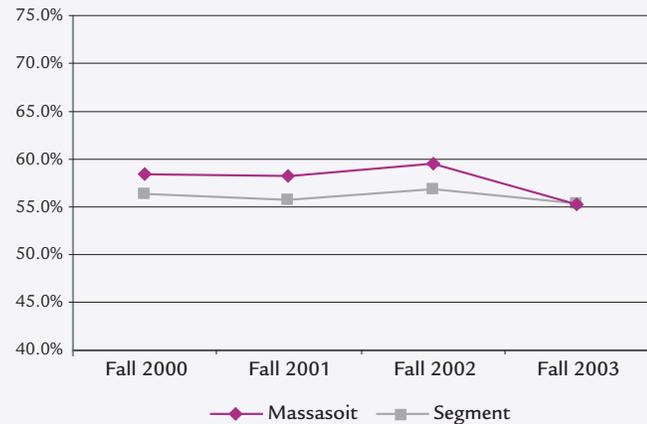
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$2,640	\$3,330	\$3,330
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	3.9%	4.9%	4.8%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	55%
<i>Results:</i> A decrease from the 2002 rate of 59.3%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	91.9%
<i>Results:</i> Comparable to the 2003–04 rate of 89.9%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	76%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	747
<i>Results:</i> Comparable to the 746 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	87.5%
<i>Results:</i> Above the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	3,705
<i>Results:</i> Higher than the 2004 annual enrollment in workforce development courses.	

First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

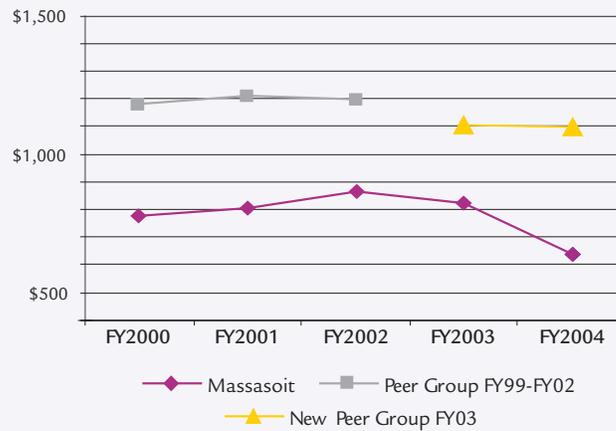


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	
Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i>	
<p><i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.</p>	
CAPITAL ADAPTATION & RENEWAL	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 5.2%	
<p><i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.</p>	
INSTITUTIONAL SUPPORT COSTS	
FY2004 Institutional Support Costs per headcount: \$640	
<p><i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$1,100).</p>	
FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 12.6%	
<p><i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (18.1%).</p>	
FUNDRAISING	
Private Funds raised in FY2005: \$102,690	
<p><i>Results:</i> Total private funds received were \$15,032 higher than the \$87,658 raised in FY2004.</p>	
Matching Funds received in FY2005: \$6,000	
<p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Middlesex Community College

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

COLLABORATIONS

- In 2004–2005 Middlesex Community College secured funding for and administered eight grant programs for a total of \$2.5 million in resources serving 2,534 high school, 1,718 middle school and 250 elementary school students in the Lowell Public Schools. Programs included Student Connections, GEAR UP, the Health Careers Opportunity Program, the Massachusetts Educational Opportunity Program, Educational Talent Search, and Upward Bound.
- The Middlesex Community College Educational Talent Search program and GEAR UP created an elective math course to increase the number of students who complete Algebra I by the end of the 9th grade and to provide MCAS preparation support. They also implemented a vertical teaming initiative, which helped fully integrate the math support into Lowell High School's math department. This effort led to the creation of Step Up To High School Math, a transition program for incoming high school students.
- MCC is the only community college approved to operate a charter school by the Massachusetts Department of Education. In 2005, the Lowell Middlesex Academy Charter School enrolled 100 high-risk students who had dropped out of an area high school and awarded 25 high school diplomas. MCC also operates BRIDGE, a middle school for behaviorally disruptive students. In 2005, BRIDGE enrolled 55 middle school students from the Lowell Public School system; 80 percent of these students earned promotions to the next grade level.
- MCC continues other community outreach programs, such as Pathways to Success and Out of School Youth grants. A technology-enhanced math course for elementary school teachers was designed and delivered to 16 teachers in the Billerica Public Schools, and 241 students enrolled MCC courses offered at Woburn High School.
- Middlesex Community College continued its work as the leader of COPPER: Communities of Practice Pooling Educational Resources, a cluster of eight colleges that collaborate to create an interdisciplinary community. Middlesex was selected to present *How Communities Create Value* at the American Association for Higher Education meeting and was one of ten finalists chosen to receive a Bellwether award for its work with the Carnegie Foundation.

Program of DISTINCTION

The academic program review process has transformed the way curriculum and programmatic changes occur at Middlesex Community College. To date, a total of 67 academic program reviews have been completed, conducted by faculty and administrators in a systematic manner. Information and data are gathered, analyzed and used to make recommendations to sustain program quality and to continue program development. Middlesex is currently in the second round of the review cycle for most of its programs. Recommendations that have been supported in past years include additional equipment for labs and classrooms, new faculty positions, curricular modifications, and work-based learning experiences.

- Through a new partnership, students may matriculate in a three-year Fitchburg State College special education degree program offered at MCC; 20 students are currently enrolled. Middlesex continued its College Career Ladder program with Fitchburg State for a fifth year of providing paraprofessionals in the Lowell Public Schools with professional development and teacher licensure courses leading to the completion of a baccalaureate degree at Fitchburg State College.
- MCC, Salem State, and the City of Lowell worked collaboratively to design and offer IDEAL, a training program for preschool teachers and childcare providers in the Lowell area funded by the Department of Education.
- In 2004–2005, MCC faculty and staff worked with the other partners in the Boston Area Technology Education Consortium (BATEC) to identify local priorities among the national IT skill standards. Funds from BATEC were used to integrate employability skills into eight MCC courses.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 8,122
 Fall 2004 FTE: 4,796

Results:
 Comparable to the self-established total fall enrollment target of 8,475. Comparable to the self-established FTE enrollment target of 5,000.

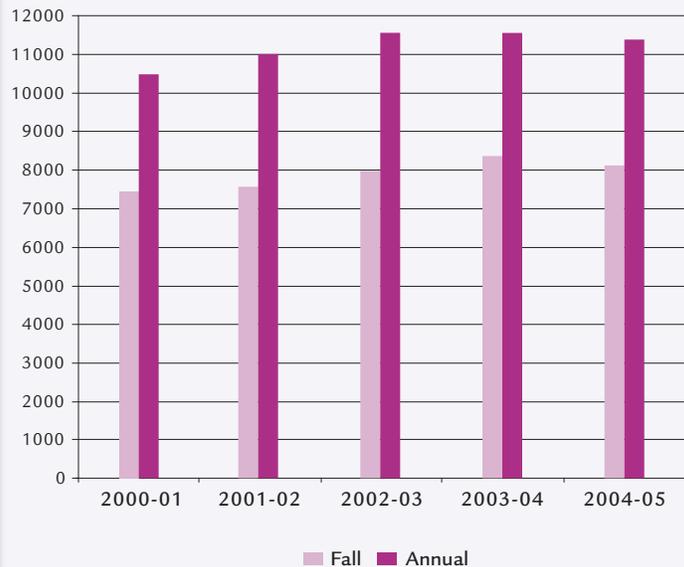
ANNUAL ENROLLMENT
 FY2005 Headcount: 11,390
 FY2005 FTE: 4,928

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 24%

Results:
 Greater than institution's primary draw region's minority representation of 17%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 92.2%

Results:
 Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 5.3%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

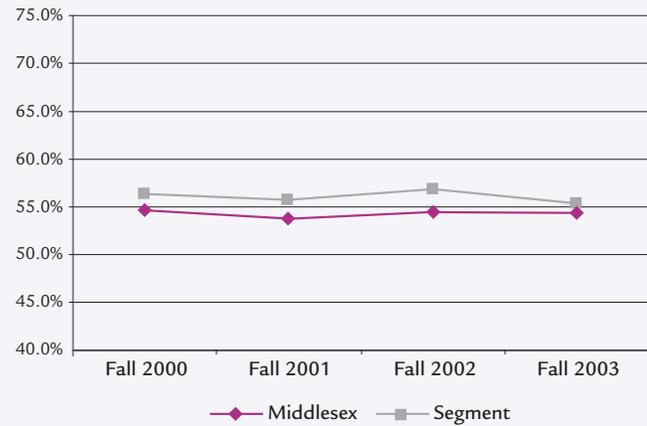
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,020	\$3,380	\$3,650
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.5%	5.0%	5.3%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

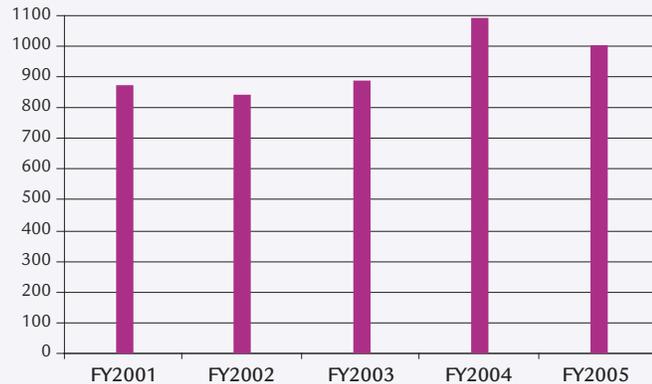
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	54.1%
<i>Results:</i>	Comparable to the 2002 rate of 54.2%.
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	91.7%
<i>Results:</i>	Comparable to the 2003–04 rate of 89.8%.
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	75%
<i>Results:</i>	Comparable to the Board of Higher Education’s target rate of 75%.
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	1,003
<i>Results:</i>	Comparable to the 1,092 degrees conferred in FY2004.
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	86.8%
<i>Results:</i>	Above the Board of Higher Education’s target pass rate of 85%.
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	18,065
<i>Results:</i>	Lower than the 2004 annual enrollment in workforce development courses.

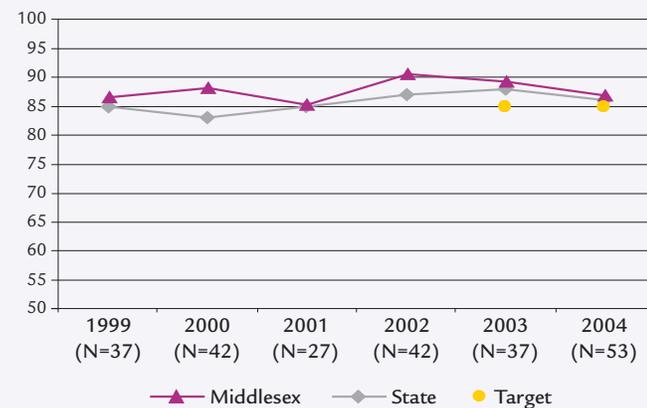
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

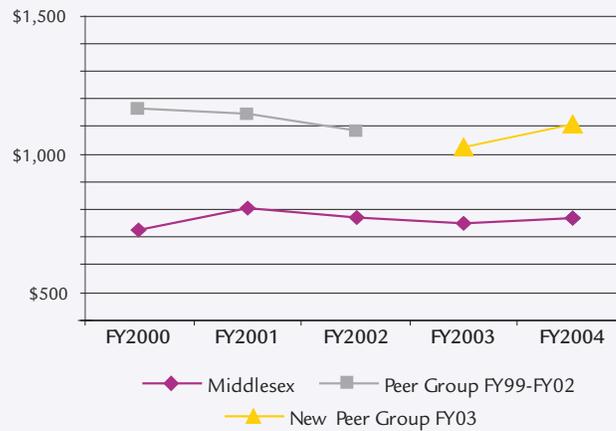


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education’s fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 17.4%</p> <p><i>Results:</i> Satisfies the Board of Higher Education’s requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$771</p> <p><i>Results:</i> Meets the target that the college’s cost per headcount is lower than that of its peers (\$1,110).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 14.6%</p> <p><i>Results:</i> Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (18.5%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$501,577</p> <p><i>Results:</i> Total private funds received were \$131,956 higher than the \$369,621 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$73,432</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Mount Wachusett Community College

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

COLLABORATIONS

- The GEAR UP collaboration with Fitchburg Public Schools culminated with the class of 2005 graduation. Of the graduating class, 92 students enrolled at mwcc. Other outcomes indicate a decrease of 10 percent in the “stop out” rate, and an increase of 56 percent in post-secondary aspirations since 2000.
- Educational Talent Search provides targeted academic support to 600 low-income, potential first-generation college students in grades 6-12 in the districts of Leominster, Clinton, Gardner, Fitchburg and Winchendon schools. In 2005, 80 percent of graduates entered post-secondary education, and 96 percent of middle and high school students were promoted to the next grade level.
- The College Access and Preparation Program continued its work in the community through several programs. E-Mentoring is an email-based, college prep program that matched 20 at-risk, 10th-12th graders with mwcc faculty and staff mentors for six months. The Citizenship Academy provided five college courses, tuition free, to 38 qualifying juniors and seniors. The Junior Symposium offered mwcc workshops on the college admissions process to over 150 high school juniors. The Massachusetts Service Alliance Program collaborated with the Workforce Investment Board to foster civic engagement and youth philanthropy. Two leadership conferences on effective communication were held and attended by over 170 high school students. The MWCC Cyber Camp, a one-week summer program for middle school students, used hands-on curriculum to teach academic and technology skills.
- Other CAPP programs included a writing competition, MCAS Pathways, a high school career fair, and a high school internship program for Fitchburg High School seniors.
- Additional community outreach programs in 2005 included Sophomore Career Days for 320 local high school students to explore careers and programs at mwcc, and Decision Days to provide intensive on-site registration and advising to 12 local high schools during the spring.
- The Central Mass Public Higher Education Alliance held its first annual Articulation Summit in April 2005 at Quinsigamond Community College. Approximately 50 faculty and administrators attended in seven disciplines: business administration, early childhood education, elementary education, English, history and mathematics. Discussions of course numbering, curriculum common advising, transfer and coursework mobility were held. A second summit, planned for April 2006, will have six additional programs represented.
- MWCC added three new articulation agreements in early childhood education, elementary education, and criminal justice.
- Through collaborative grants from the Board of Higher Education's Public Higher Education Initiative in Nursing and Allied Health Education, mwcc offered three one-day workshops with Cape Cod and Massachusetts Bay Community Colleges to discuss best practices in the retention of nursing students. A statewide collaboration with three regional centers was also developed to offer training in the use of sims technology.

Program of DISTINCTION

As the next phase of the learning outcomes process, Mount Wachusett Community College faculty have committed to preparing a capstone course for degree programs. In spring 2005, the Business Administration Department implemented the first capstone course, and ten students enrolled. MWCC capstone courses ensure that graduating students synthesize the learning that has occurred over several semesters and apply that learning to real-world situations. The business program capstone course has student-centered objectives, such as understanding the scope of strategic management leadership decision making, and formulating and defending alternative strategies.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 4,165
 Fall 2004 FTE: 2,506

Results:
 Above the self-established total fall enrollment target of 4,118. Above the self-established FTE enrollment target of 2,456.

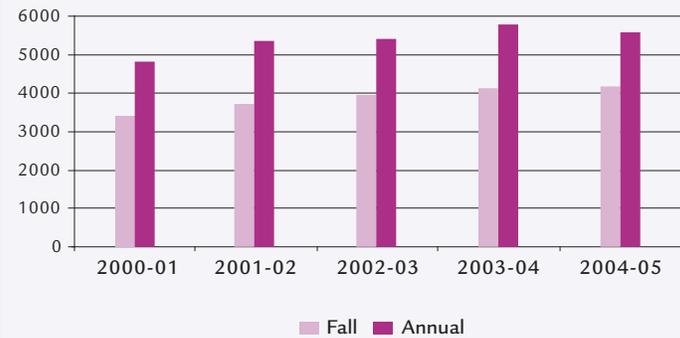
ANNUAL ENROLLMENT
 FY2005 Headcount: 5,570
 FY2005 FTE: 2,402

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 16%

Results:
 Greater than institution's primary draw region's minority representation of 11%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 85%

Results:
 Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 5.8%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

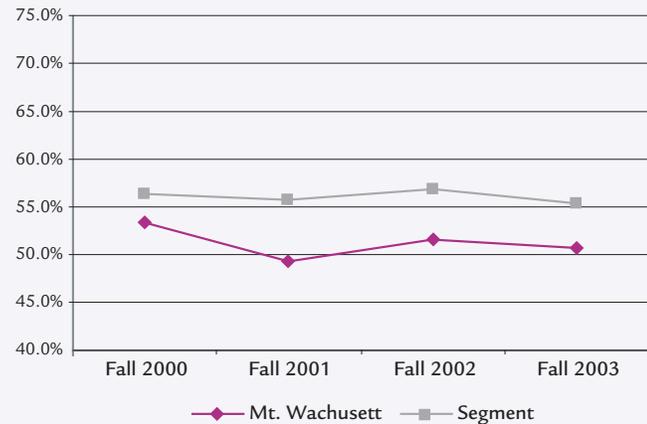
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,410	\$4,010	\$4,010
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	5.1%	5.9%	5.8%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

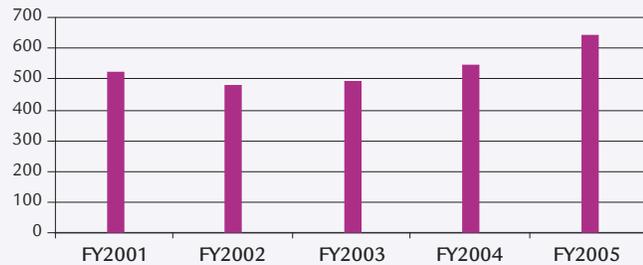
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	50.4%
<i>Results:</i> Comparable to the 2002 rate of 51.3%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	88.1%
<i>Results:</i> Comparable to the 2003–04 rate of 85.7%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	80%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	644
<i>Results:</i> More than the 547 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	85.1%
<i>Results:</i> Comparable to the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	4,125
<i>Results:</i> Higher than the 2004 annual enrollment in workforce development courses.	

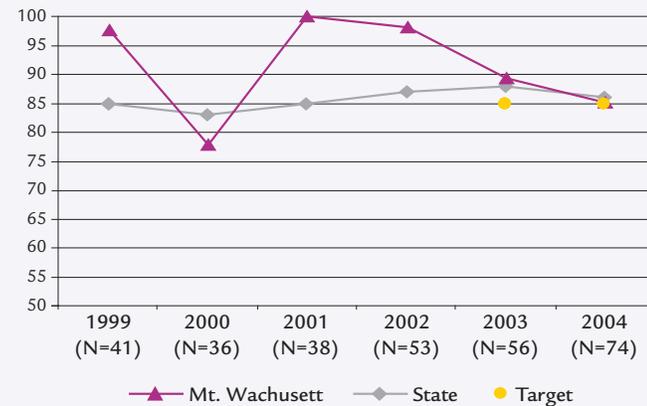
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

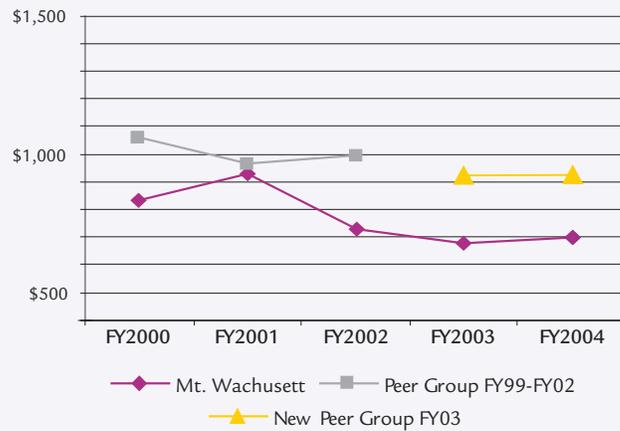


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education’s fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 11.9%</p> <p><i>Results:</i> Satisfies the Board of Higher Education’s requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$701</p> <p><i>Results:</i> Meets the target that the college’s cost per headcount is lower than that of its peers (\$927).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 11.4%</p> <p><i>Results:</i> Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (16.7%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$1,663,464</p> <p><i>Results:</i> Total private funds received were \$860,749 higher than the \$802,715 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$76,103</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

North Shore Community College

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

COLLABORATIONS

- Growing numbers of students and paraprofessionals have taken advantage of North Shore Community College's Elementary Education Transfer Option of the Liberal Arts Degree, 18-credit ParaEducator Certificate, and the Elementary Education Degree. Each prepares students for careers in teaching and working with elementary school children in public school settings; the transfer option provides a path into four-year teacher preparation degrees. In fall 2005 there were 39 students who had matriculated into the certificate and transfer programs. Curricula were developed collaboratively with Lynn, Salem, and Gloucester Public Schools to address the needs of regional school districts for teacher preparation and paraprofessional "highly qualified" requirements set by No Child Left Behind.
- The College and Lynn Public Schools partnered on an Improving Teacher Quality grant, Creating Pathways for Paraprofessionals in Lynn. Through Creating Pathways, coordinated developmental and liberal arts college courses leading to the Elementary Education Transfer Option Degree that were offered to Lynn paraprofessionals, who also received tutoring and career advising. Creating Pathways also piloted "teaching circles," which provided opportunities for paraprofessionals and classroom teachers to participate in facilitated discussions about the role of the paraprofessional in the classroom.
- Jobs in Aerospace Manufacturing is a workforce development project designed to address the need for entry-level workers in the aerospace manufacturing/metal-working trade. Targeted skill positions include machinists, computer technicians, tool and die makers, and quality controllers. Partners include the North Shore Workforce Investment Board, North Shore Community College, Lynn Vocational Technical Institute, North Shore Technical High School, and businesses.
- On April 28, 2005, NSCC hosted the First Annual Community Anti-Violence Forum at the College's Lynn campus. The initiative was designed and developed by the College's Student Civic Engagement Anti-Violence Club. The event was a collaboration with NSCC, the City of Lynn, Lynn Public Schools, Lynn Police Department, Gordon College, and over 20 Lynn and North Shore community-based organizations. The event was attended by 42 community/school-based organizations and over 350 people.

Program of DISTINCTION

North Shore Community College has supported the purchase and installation of digital imaging and storage software and equipment for document management to ensure timely updates to student records and access to documentation. Goals included decreased complaints for lost documents, increased access to records from multiple campus locations, improved efficiency for student financial services and enrollment services, reduced copier costs, and decreased need for storage space. This pilot project was partially grant funded, but the College anticipates this project will pay for itself within five years.

- North Shore Community College collaborated with Massachusetts Campus Compact, the University of Massachusetts Amherst, Providence College, Mount Wachusett Community College, and Middlesex Community College to define, develop, and publish a policy paper addressing the relationship between workforce development and service learning/civic engagement. With funding from NSCC's Public Policy Institute, the partnership established research parameters and recruited two faculty members to complete the paper. Initial presentations were made at conferences in spring 2005. The final paper, *Connecting Workforce Development and Civic Engagement: Higher Education as Public Good and Private Gain*, was released in summer 2005.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 6,690
 Fall 2004 FTE: 4,049

Results:
 Comparable to the self-established total fall enrollment target of 6,650. Comparable to the self-established FTE enrollment target of 4,005.

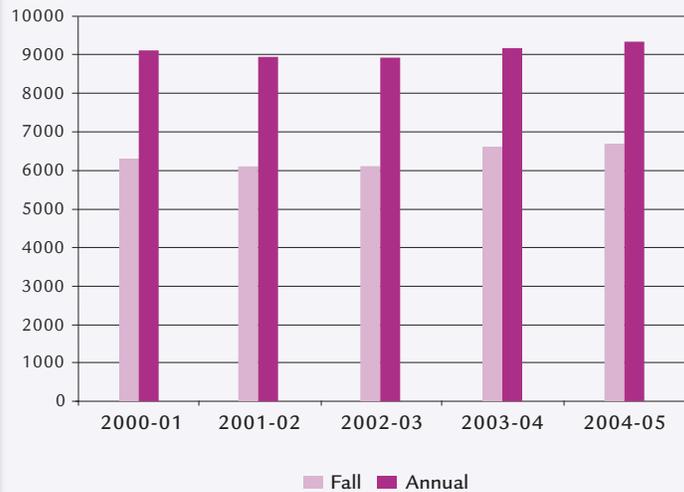
ANNUAL ENROLLMENT
 FY2005 Headcount: 9,338
 FY2005 FTE: 4,151

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 23%

Results:
 Less than institution's primary draw region's minority representation of 31%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 96.5%

Results:
 Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 4.9%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

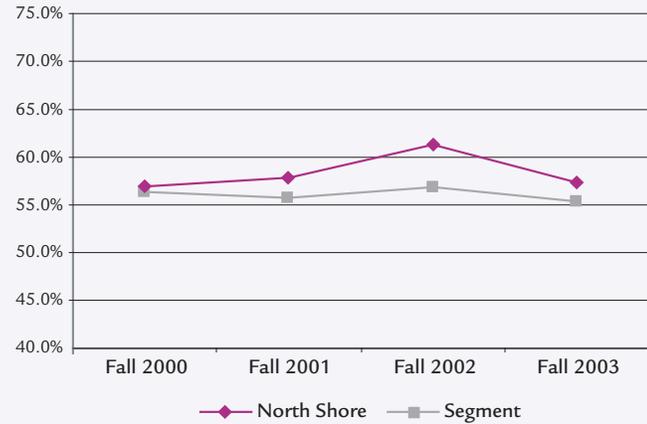
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$3,090	\$3,390	\$3,390
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.6%	5.0%	4.9%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

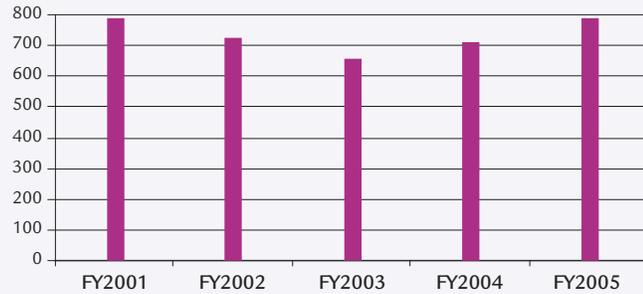
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	57.1%
<i>Results:</i> A decrease from the 2002 rate of 61.1%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	89.9%
<i>Results:</i> Comparable to the 2003–04 rate of 90.4%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	74%
<i>Results:</i> Comparable to the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	789
<i>Results:</i> More than the 711 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	96.5%
<i>Results:</i> Above the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	5,197
<i>Results:</i> Higher than the 2004 annual enrollment in workforce development courses.	

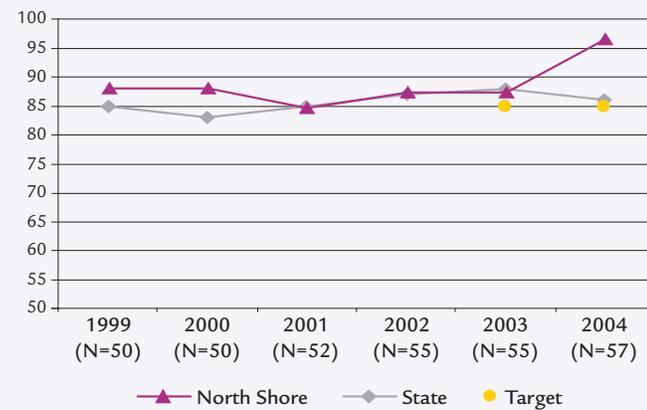
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

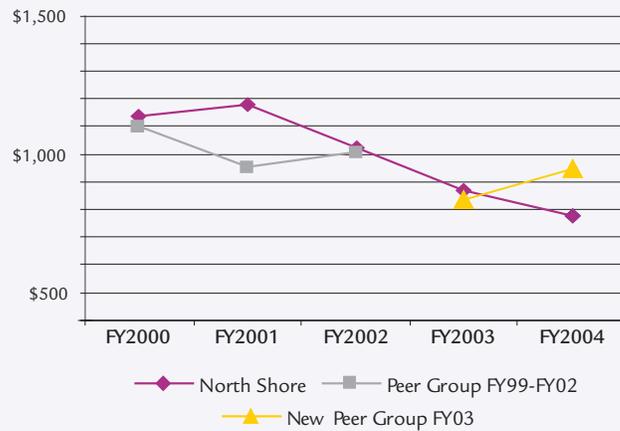


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education’s fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 7%</p> <p><i>Results:</i> Satisfies the Board of Higher Education’s requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$779</p> <p><i>Results:</i> Meets the target that the college’s cost per headcount is lower than that of its peers (\$949).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 14.2%</p> <p><i>Results:</i> Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (17.4%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$591,201</p> <p><i>Results:</i> Total private funds received were \$76,973 higher than the \$514,228 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$79,918</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Northern Essex Community College

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

COLLABORATIONS

- In 2003, Northern Essex Community College was welcomed into the Carnegie Project for the Scholarship of Teaching and Learning (soTL). NECC works collaboratively with the seven other partner colleges in COPPER (Communities of Practice: Pooling Educational Resources) to provide an evolving, interdisciplinary community of practice dedicated to soTL. At NECC, eight faculty members worked together for three semesters to study and research student learning and assessment.
- Northern Essex Community College's Center for Instructional Technology and Distance Learning (CIT) collaborates extensively with the Mass Colleges Online Consortium (MCO). CIT staff provided support and technical assistance for the annual MCO conference, including management of the conference Website and registration, development and printing of brochures, and presentation delivery. This conference has helped shape the future of distance learning in Massachusetts by sharing best practices.
- Beginning in fall 2005, Fitchburg State College initiated bachelor's degree completion programs at NECC. The bachelor's degree completion programs in early childhood education and elementary education provide an affordable and accessible opportunity for residents to complete a bachelor's degree. The Fitchburg programs are currently offered in the evening at the Haverhill campus and focus upon the needs of working students.
- In 2003, Gallaudet University Regional Center at Northern Essex Community College and the Lawrence Public Schools began a collaborative effort to address literacy rates of deaf and hard of hearing children in the community. Based on a program developed at Gallaudet University, Shared Reading Saturdays offer monthly meetings for families with deaf and hard of hearing children to teach strategies for effective book sharing.

Twelve families, comprising 19 adults and 17 children, participated in the first 18 months of this program. Evaluation results indicate participating families are reading more with their children, and the children are exhibiting greater interest in books.

- Northern Essex Community College—in collaboration with Methuen, Lawrence, Andover, North Andover, and Haverhill, the Massachusetts Department of Education, the Greater Lawrence Community Action Council, and the Community Partnership Councils—offers an associate's degree in early childhood education to childcare providers. The early childhood program was strengthened in math, science, and writing to increase the effectiveness of graduates and to facilitate transfer to bachelor's degree programs. Over 110 students were enrolled in the program in 2004–2005.

Program of DISTINCTION

The Entrepreneurial Training Program, administered through the Massachusetts Division of Career Services, provides entrepreneurial training for dislocated workers in Massachusetts. It assists individuals with the planning and creation of businesses as well as the development of employment opportunities. The program is 20 weeks in length, consisting of classroom training, independent study, and one-on-one consultations. Sessions are held at local career centers and NECC. Since the inception of this program in 2002, NECC has graduated nearly 130 students.

- For the past 12 years, the McNair-funded Massachusetts Educational Opportunity Program (MEOP) at NECC has provided college preparation services to Lawrence High School students at the College's Lawrence campus. Services include leadership development, academic tutoring, and social/ cultural events. Outcomes for 2004–2005 show that 98 percent of MEOP students completed the one-year program. All MEOP participants remained in high school, and 100 percent of MEOP high school seniors were successfully enrolled in college following graduation.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 6,194
 Fall 2004 FTE: 3,604

Results:
 Comparable to the self-established total fall enrollment target of 6,300. Comparable to the self-established FTE enrollment target of 3,600.

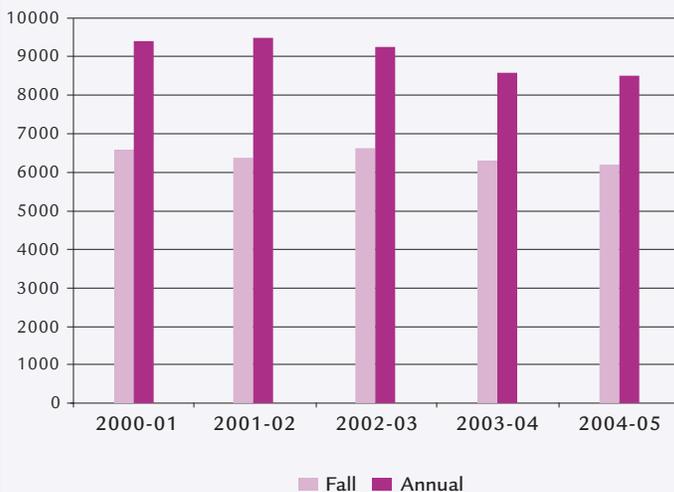
ANNUAL ENROLLMENT
 FY2005 Headcount: 8,503
 FY2005 FTE: 3,699

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 30%

Results:
 Greater than institution's primary draw region's minority representation of 22%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 97.6%

Results:
 Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 4.3%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

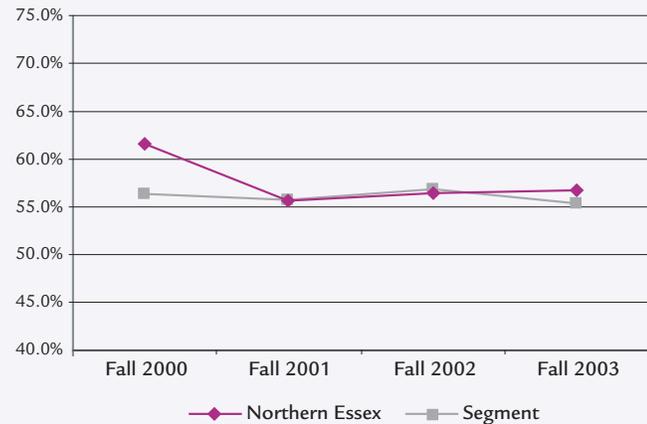
	FY2003	FY2004	FY2005
Tuition and fees	\$2,670	\$2,970	\$2,970
State median family income	\$66,922	\$67,527	\$68,701
Tuition and fees as % of state family median income	4.0%	4.4%	4.3%
Massachusetts community college average tuition and fees as % of state median family income	4.2%	4.8%	4.9%
Northeast average tuition and fees as % of state median family income			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

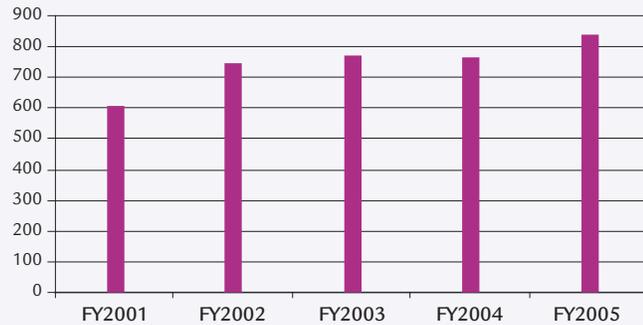
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	56.5%
<i>Results:</i> Comparable to the 2002 rate of 56.2%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	94.1%
<i>Results:</i> An increase from the 2003–04 rate of 90.7%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	76%
<i>Results:</i> Comparable to the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	839
<i>Results:</i> More than the 765 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	84.7%
<i>Results:</i> Comparable to the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	10,666
<i>Results:</i> Lower than the 2004 annual enrollment in workforce development courses.	

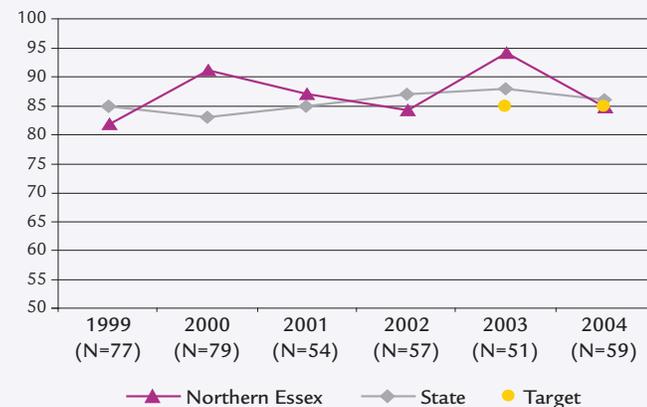
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

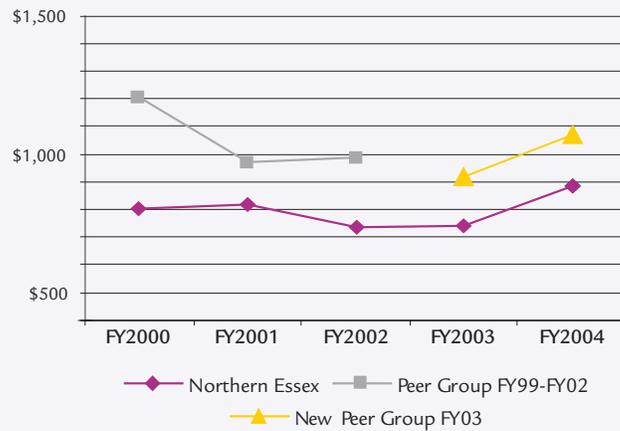


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education's fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 14%</p> <p><i>Results:</i> Satisfies the Board of Higher Education's requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$887</p> <p><i>Results:</i> Meets the target that the college's cost per headcount is lower than that of its peers (\$1,072).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 16.2%</p> <p><i>Results:</i> Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (19.2%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$1,101,550</p> <p><i>Results:</i> Total private funds received were \$87,318 lower than the \$1,188,868 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$99,077</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Quinsigamond Community College

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

COLLABORATIONS

- For the past two summers, Quinsigamond Community College and the Worcester Public Schools have developed and supported the Summer Technology Academy, a summer, technical education transition program targeting high school students underrepresented in technical fields. The project is designed to engage a diverse group of high school juniors in activities that develop the ability to pursue a technical higher education. QCC served over 20 students each summer with an attendance rate of approximately 95 percent each year.
- QCC developed partnerships with several Worcester middle and high schools for FIRST LEGO League robotics teams, which introduce students to real-world applications of math, science and technology. Activities for fall 2005 include several robotics competitions sponsored by the Board of Higher Education's STEM Pipeline Fund, EMC, Intel, QCC, and YMCA.
- QCC's Women in Technology initiative is designed to address the growing concern that few young women are pursuing careers in fields of high technology, manufacturing, and engineering. The program connects high school women with adult mentors to demystify technology and develop an interest in pursuing a technical college program and career. Activities in 2005 focused on radio and technology and Global Positioning Systems.
- Power UP! is an National Science Foundation-funded initiative with community colleges, select high schools, industry, the Museum of Science and the Massachusetts Tech Prep Network to develop course material, professional development workshops and articulated programs in the fields of power and energy technologies. A QCC faculty member serves as a co-principal investigator to Power UP.
- The Worcester Pipeline Collaborate encourages and educates minority and/or disadvantaged students for success in health care and science professions where they are traditionally underrepresented. Quinsigamond is a partner in the Worcester Pipeline Collaborative (administered by UMass Medical School), which aims to increase the numbers of North Quadrant students

going on to health/science careers through mentoring, internships and access to information; QCC Radiological Technology students volunteered to present their program to Health/Science Academy students at Worcester East Middle and North High Schools.

- QCC is a member of the Central Massachusetts Public Higher Education Alliance (CMPHEA) with Mount Wachusett Community College, Fitchburg State College, and Worcester State College. In spring 2005 a Transfer Summit was designed and sponsored by the CMPHEA and hosted by QCC. Over 50 faculty and staff members attended to improve transfer pathways between community colleges and four-year institutions. Faculty and staff met in teams from seven subject areas. The summit resulted in increased course transferability and the development of a second conference in 2005–2006 with additional disciplines.

Program of DISTINCTION

The Honors Program at Quinsigamond Community College continues to motivate academically talented students to develop and nurture a sense of citizenry and community responsibility. There are currently 104 students in more than ten degree programs enrolled in the Honors Program at QCC. Students graduating from the Honors Program have been accepted to some of the finest baccalaureate degree programs in the country.

- QCC was one of six community colleges to help plan and run the first annual Perkins Post-secondary Conference entitled, *In Quest of Best Practices*. The conference, held at Mount Wachusett Community College, offered a variety of workshops designed to support post-secondary Perkins directors and administrators, professional staff, and career and technical educators providing Perkins programs. The event was attended by approximately 140 people.
- The Boston Area Advanced Technological Education Connections (BATEC), a National Science Foundation Regional Center for information technology (IT), is transforming education to develop IT professionals for the 21st century. Through its role as an adaptation site, QCC has actively participated in curriculum development, professional development activities, and conference presentations.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 6,100
 Fall 2004 FTE: 3,708

Results:
 Comparable to the self-established total fall enrollment target of 6,600. Comparable to the self-established FTE enrollment target of 3,900.

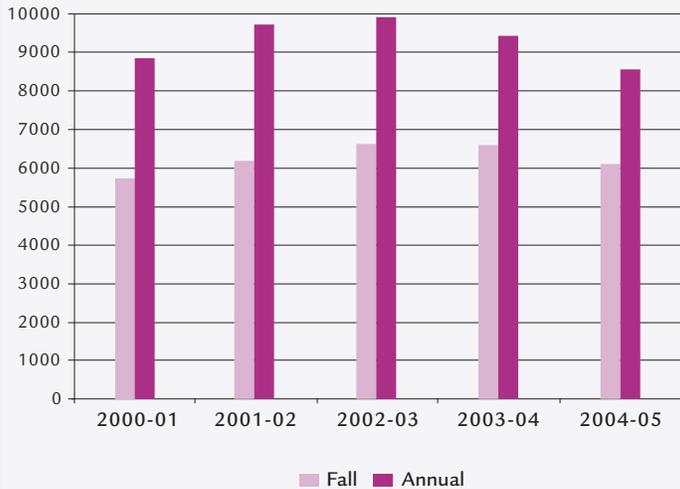
ANNUAL ENROLLMENT
 FY2005 Headcount: 8,558
 FY2005 FTE: 3,939

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 24%

Results:
 Greater than institution's primary draw region's minority representation of 14%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 90.8%

Results:
 Met the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 5.2%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

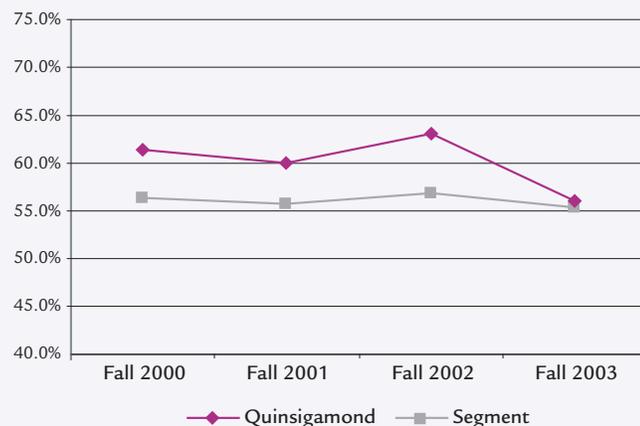
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$2,730	\$3,600	\$3,600
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.1%	5.3%	5.2%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

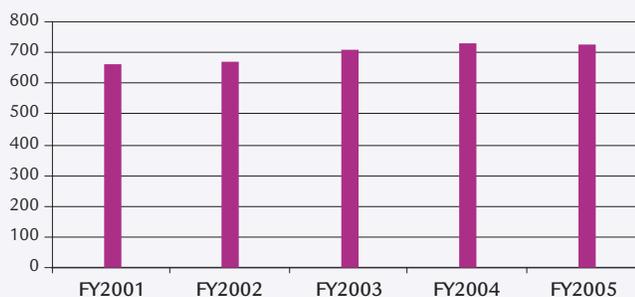
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	55.8%
<i>Results:</i> A decrease from the 2002 rate of 62.9%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	91.8%
<i>Results:</i> Comparable to the 2003–04 rate of 92.3%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	76%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	726
<i>Results:</i> Comparable to the 730 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	85.9%
<i>Results:</i> Above the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	136
<i>Results:</i> Lower than the 2004 annual enrollment in workforce development courses.	

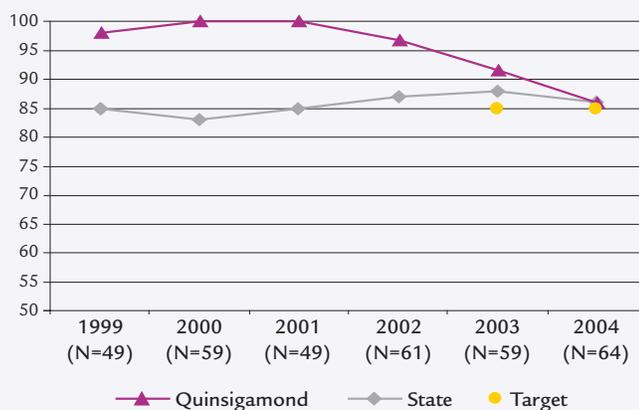
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*

FINANCIAL AUDIT

Findings of the FY2004 Independent Financial Audit: *Unqualified audit with no significant findings*

Results:
Satisfies the Board of Higher Education’s fiscal requirements.

CAPITAL ADAPTATION & RENEWAL

Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 7.5%

Results:
Satisfies the Board of Higher Education’s requirement of 5% or higher.

INSTITUTIONAL SUPPORT COSTS

FY2004 Institutional Support Costs per headcount: \$577

Results:
Meets the target that the college’s cost per headcount is lower than that of its peers (\$753).

FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 12.2%

Results:
Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (16.7%).

FUNDRAISING

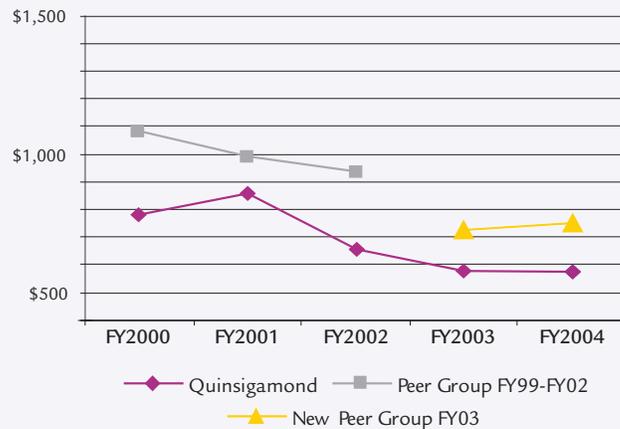
Private Funds raised in FY2005: \$1,438,791

Results:
Total private funds received were \$542,311 higher than the \$896,480 raised in FY2004.

Matching Funds received in FY2005: \$87,595

Results:
No target associated with matching funds.

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Roxbury Community College

Roxbury Community College (RCC) is a comprehensive, urban, student-centered, open-access community college providing higher learning opportunities for all who may benefit. The primary mission of the College is to serve the needs of 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

- Roxbury Community College is providing on-site courses to employees of Boston Medical Center interested in achieving eligibility for the Radiological Technology Program at RCC. Students enrolled for the fall 2005 semester in pre-college level English and math, and a 100-level Math course. This ongoing collaboration has resulted in over 30 students taking courses.
- Roxbury Community College is in partnership in the Online RN to BSN Degree Completion Program with the University of Massachusetts Boston. This innovative program will allow graduates of Roxbury Community College's nursing program to complete the bachelor of science degree while working full-time.
- Twelve students who, through the Accuplacer, tested into developmental math and English during summer 2005, agreed to be a part of a pilot learning community. In the fall 2005 semester, these students enrolled as a cohort in English 099, Math 099, and College Survival Skills. Three instructors planned the curriculum content and taught the course. Preliminary results indicate that students are pleased with this model. Final results will be available in January 2006.
- The Boston Welcome Back Center provides assistance to internationally trained nurses to become licensed in the Boston area. Bunker Hill Community College hosts the Boston center with satellite offices at Massachusetts Bay Community College, Roxbury Community College, and the University of Massachusetts Boston. The centers provide outreach, evaluation, career path counseling and specialty courses. The program received funding through the Board of Higher Education's Public Higher Education Initiative in Nursing and Allied Health Education.

Program of DISTINCTION

The English High School/Roxbury Community College collaboration is designed to create a pipeline to the science, technology, engineering and mathematics program for high school students. The goals of the initiative are to provide role models for low-income, minority students who would be first-generation college attendees; to provide college readiness skills, such as literacy and appropriate oral expression; to partner with industry to develop opportunities for student internships; to provide RCC courses taught by RCC faculty on-site at the high school; and to work in conjunction with the headmaster, guidance counselors, and teachers to examine curriculum content and discover best pedagogical practices. To date, over 60 students have benefited from this collaboration.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 2,180
 Fall 2004 FTE: 1,369

Results:
 Comparable to the self-established total fall enrollment target of 2,483. Comparable to the self-established FTE enrollment target of 1,537.

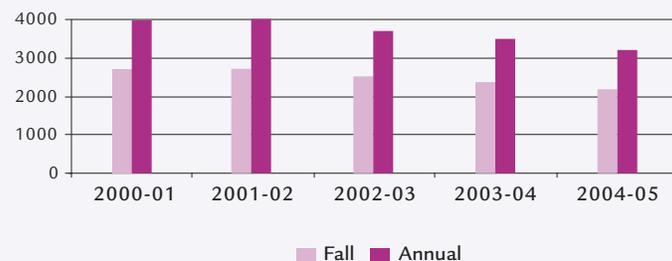
ANNUAL ENROLLMENT
 FY2005 Headcount: 3,200
 FY2005 FTE: 1,435

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 92%

Results:
 Greater than institution's primary draw region's minority representation of 45%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: 77.2%

Results:
 Did not meet the target of 85% for need met by all aid.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 5.0%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

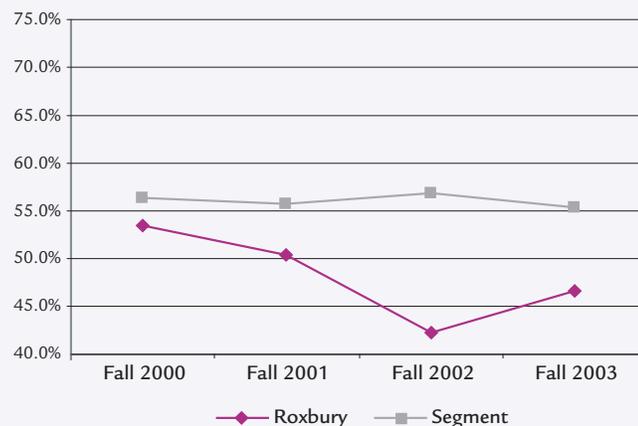
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$2,450	\$3,250	\$3,460
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	3.7%	4.8%	5.0%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

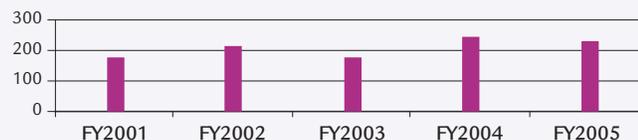
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	46.3%
<i>Results:</i> An increase from the 2002 rate of 41.9%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	84.9%
<i>Results:</i> An increase from the 2003–04 rate of 81.8%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	78%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	229
<i>Results:</i> Comparable to the 243 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	55.6%
<i>Results:</i> Below the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	981
<i>Results:</i> Lower than the 2004 annual enrollment in workforce development courses.	

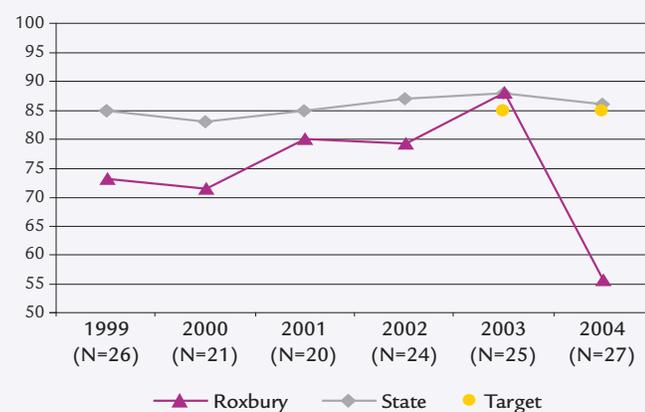
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

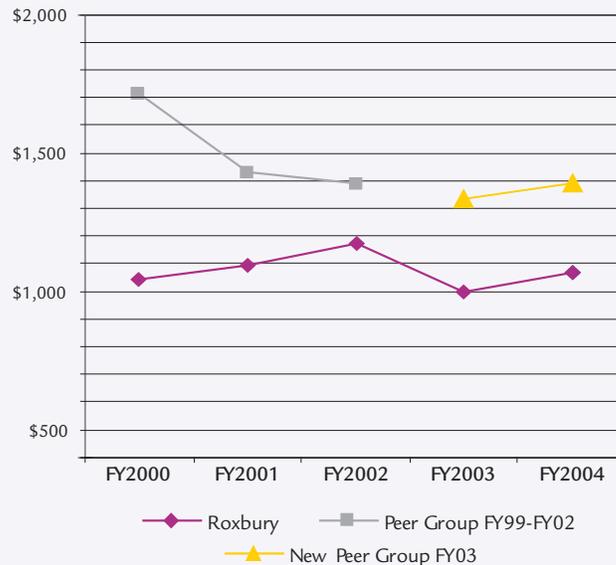


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
FINANCIAL AUDIT	Findings of the FY2004 Independent Financial Audit: <i>Cited for several reported issues related to internal control and financial reporting.</i>
<i>Results:</i>	<i>Does not satisfy the Board of Higher Education’s fiscal requirements. The college has committed to a multi-year plan to address the findings and has made progress toward resolution.</i>
CAPITAL ADAPTATION & RENEWAL	Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 4.2%
<i>Results:</i>	<i>Does not satisfy the Board of Higher Education’s requirement of 5% or higher.</i>
INSTITUTIONAL SUPPORT COSTS	FY2004 Institutional Support Costs per headcount: \$1,070
<i>Results:</i>	<i>Meets the target that the college’s cost per headcount is lower than that of its peers (\$1,393).</i>
	FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 13.8%
<i>Results:</i>	<i>Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (21.4%).</i>
FUNDRAISING	Private Funds raised in FY2005: \$198,200
<i>Results:</i>	<i>Total private funds received were \$136,846 higher than the \$61,354 raised in FY2004.</i>
	Matching Funds received in FY2005: \$56,727
<i>Results:</i>	<i>No target associated with matching funds.</i>

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Springfield Technical Community College

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

COLLABORATIONS

- STCC planned, developed and hosted a Summer Academy for Science Teachers in the greater Springfield school systems. Under a grant, 20 teachers participated in the week-long series of workshops centered around innovative ways to teach the ecology strand of the Massachusetts science curriculum frameworks.
- Faculty in the biology department are working with science faculty in the Springfield Public Schools to develop a curriculum module in ecology, which utilizes the facilities of the Springfield Water Treatment Facility. This initiative is partially funded by a grant from MassMutual Insurance Company.
- In collaboration with Baystate Medical Center and Putnam High School, STCC's Division of Health will provide simulated training for students of Putnam who are pursuing the Certified Nursing Assistant status. Baystate will reimburse STCC for use of the SMS Simulated Medical Center. This will provide hands-on experience for the students and a forum for exploration of allied health careers for Putnam students.
- STCC and Greenfield Community College have formalized an agreement for GCC to teach an off-site program for training paramedics at STCC. The goal of this collaboration is to make training available in the greater Springfield area and avoid duplication of efforts in the Pioneer Valley region.
- STCC's Division of Engineering Technologies has partnered with the University of Massachusetts on a multi-year National Science Foundation grant for hierarchical manufacturing. This partnership calls for research and development at the University to be implemented and applied at the community college level.
- Western New England College, Bay Path College and American International College have signed joint admissions agreements with STCC based on the Commonwealth Joint Admissions Program. Under these agreements, students intending to transfer from STCC can receive advising from the accepting institution while progressing through STCC, and may qualify for significant financial incentives upon transfer.

Program of DISTINCTION

Springfield Technical Community College, in conjunction with the Clements Group, developed a process for initiating academic programs for industry clusters in the Pioneer Valley. The main clusters identified were hospitals and healthcare, financial services, dentists and dental clinics, small manufacturers (fewer than 100 employees), and large manufacturers (more than 100 employees). The principal employers and organizations in these clusters were invited to STCC to discuss workforce needs and projected trends for each industry. Several discussions were held during the spring and summer of 2005, during which major trends and issues for each industry cluster were assessed. Industry surveys were developed and circulated, and survey response data and feedback were shared with the companies as well as Academic Deans, Department Chairs, and staff of the Center for Business and Technology in order to discuss possible responses and solutions STCC could provide. College and the Center for Business Technology representatives are now planning to meet individual employers to share the College's plans and determine compatible delivery of necessary workforce training.

- Under a grant from the Board of Higher Education's Public Higher Education Initiative in Nursing and Allied Health Education, STCC has taken the lead in providing training and information to all Massachusetts community colleges on setting up and incorporating simulation into the curricula of allied health and nursing programs.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*

FALL ENROLLMENT
 Fall 2004 Headcount: 6,114
 Fall 2004 FTE: 3,888

Results:
 Comparable to the self-established total fall enrollment target of 6,200. Comparable to the self-established FTE enrollment target of 3,950.

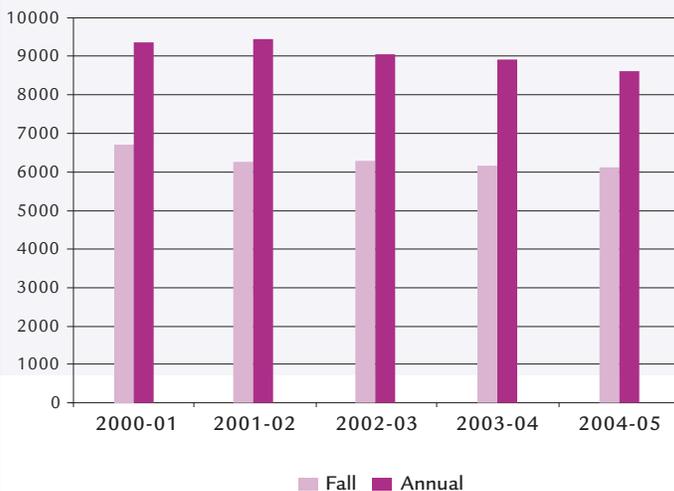
ANNUAL ENROLLMENT
 FY2005 Headcount: 8,612
 FY2005 FTE: 4,063

Results:
 FY2005 annual enrollment levels are consistent with annual enrollment levels in FY2004.

MINORITY ENROLLMENT
 Minority Enrollment Percentage in Fall 2004: 33%

Results:
 Greater than institution's primary draw region's minority representation of 23%.

Fall and Annual Headcount Enrollment



II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*

DIRECT COST COVERAGE
 Percent of aid-eligible students who had their need (Direct Costs - Expected Family Contribution) covered by financial aid in FY2005: *Unavailable*

Results:
 Difficulties with Springfield's data preclude measurement at this time.

% OF MEDIAN FAMILY INCOME
 Tuition and fees as a percent of median family income in FY2005: 4.7%

Results:
 Comparable to the Northeast regional average of 4.7%.

Tuition and Fees as a Percent of Median Income

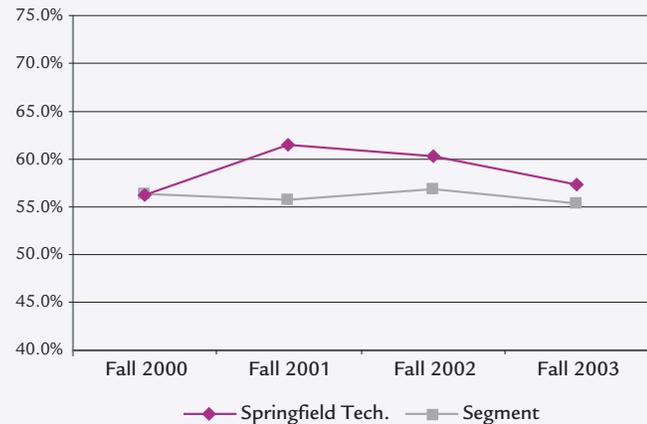
	FY2003	FY2004	FY2005
<i>Tuition and fees</i>	\$2,734	\$3,144	\$3,204
<i>State median family income</i>	\$66,922	\$67,527	\$68,701
<i>Tuition and fees as % of state family median income</i>	4.1%	4.7%	4.7%
<i>Massachusetts community college average tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.7%

* See Technical Guide (pages 111–112) for indicator methodology and details.

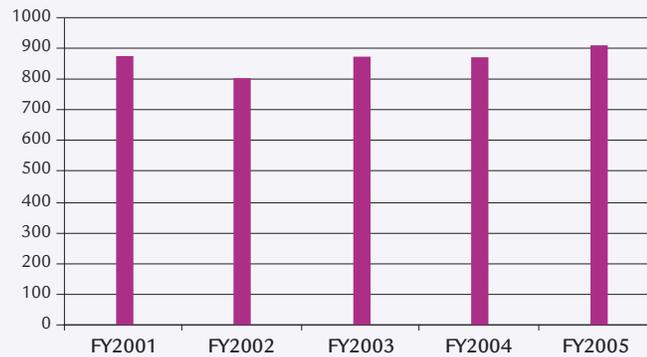
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2003 Cohort First-Year Retention Rate:	57.1%
<i>Results:</i> Comparable to the 2002 rate of 60.1%.	
FALL-TO-SPRING RETENTION	
2004–2005 Fall-to-Spring Retention Rate:	92%
<i>Results:</i> Comparable to the 2003–04 rate of 90.8%.	
COURSE COMPLETION	
FY2005 Credit Course Completion Rate:	78%
<i>Results:</i> Above the Board of Higher Education’s target rate of 75%.	
DEGREES CONFERRED	
Total Degrees Conferred in FY2005:	910
<i>Results:</i> Comparable to the 871 degrees conferred in FY2004.	
NURSING EXAM PASS RATE	
2004 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	80.3%
<i>Results:</i> Below the Board of Higher Education’s target pass rate of 85%.	
WORKFORCE DEVELOPMENT	
FY2005 Annual Enrollment in Workforce Development Courses:	4,294
<i>Results:</i> Consistent the 2004 annual enrollment in workforce development courses.	

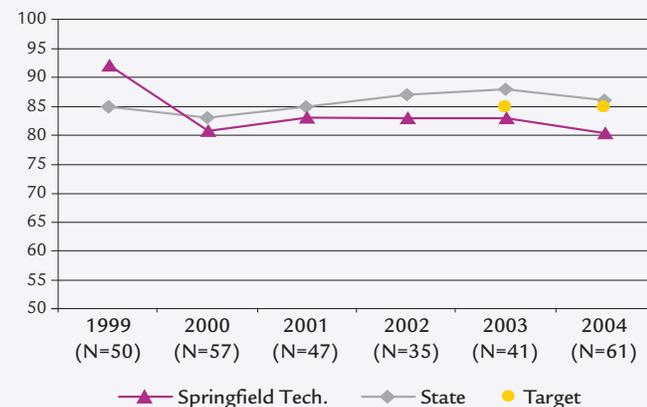
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

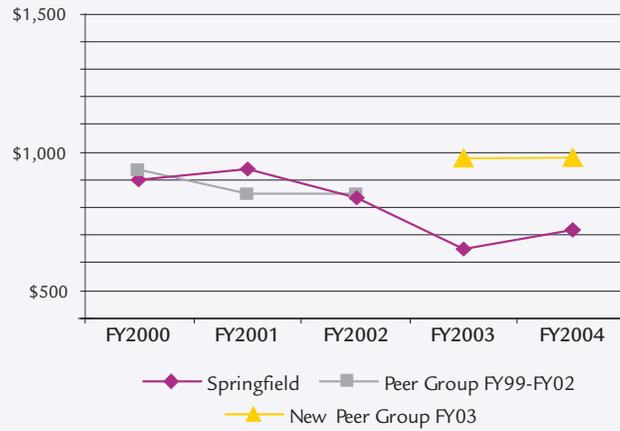


* See Technical Guide (pages 111–112) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<p>Effectiveness and Efficiency Indicators*</p>	
<p>FINANCIAL AUDIT</p> <p>Findings of the FY2004 Independent Financial Audit: <i>Unqualified audit with no significant findings</i></p> <p><i>Results:</i> Satisfies the Board of Higher Education’s fiscal requirements.</p>	
<p>CAPITAL ADAPTATION & RENEWAL</p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): 12.2%</p> <p><i>Results:</i> Satisfies the Board of Higher Education’s requirement of 5% or higher.</p>	
<p>INSTITUTIONAL SUPPORT COSTS</p> <p>FY2004 Institutional Support Costs per headcount: \$721</p> <p><i>Results:</i> Meets the target that the college’s cost per headcount is lower than that of its peers (\$982).</p> <p>FY2004 Institutional Support Costs as a percent of Total Educational and General Expenditures: 11.7%</p> <p><i>Results:</i> Meets the target that the college’s percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (13.7%).</p>	
<p>FUNDRAISING</p> <p>Private Funds raised in FY2005: \$1,035,650</p> <p><i>Results:</i> Total private funds received were \$267,921 higher than the \$767,729 raised in FY2004.</p> <p>Matching Funds received in FY2005: \$91,333</p> <p><i>Results:</i> No target associated with matching funds.</p>	

Institutional Support Costs per Headcount



* See Technical Guide (pages 111–112) for indicator methodology and details.

Presidents' Report

The Massachusetts Community Colleges Executive Office, in consultation with the Board of Higher Education, developed five goals that were determined to be central to the missions of the institutions in each segment. These goals were first presented in the FY2004 Performance Measurement Report as a basis for what will be an ongoing component of segmental accountability. In the FY2005 report, these goals are presented along with updates regarding the progress made for each goal. Taken together, the Presidents' Reports and the full BHE Performance Measurement Report offer a comprehensive basis for demonstrating accountability to the residents of the Commonwealth.

The following Presidents' Report for the community colleges was submitted by Janice Motta, Executive Officer of the Massachusetts Community Colleges.

COMMUNITY COLLEGE 2005 SEGMENTAL GOALS UPDATE

Goal I: 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, 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."

Update to Goal I:

The Community Colleges formed a collaborative in an effort to address the critical shortage in the Allied Health and Nursing professions. The Health Professions Educational Collaborative (HPEC), comprised of healthcare deans from Community Colleges located in four regions of the state developed a model for a distance education program. Through this Associates Degree Nursing Program, students participate in online lectures via the lead campus and will attend lab and clinical sessions through their home campus. During its first round, this program will increase the capacity for nursing education by more than 30 slots. The collaborative hopes that the combination of online didactic instruction and off-cycle clinical rotations will allow other campuses to increase capacity via this model in the future.

Goal II: 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."

Update to Goal II:

The Community Colleges, in partnership with BHE, State Colleges, and the University, have successfully advocated for the reauthorization of the Matching Endowment Incentive Program funded by the state legislature. Campuses can and have received significant fundraising advantages with such an incentive program in place. In addition, the campuses have joined together to form an alumni affairs collaborative whose mission is to share best practices to identify and cull prospective alumni donors from each institution. Campuses have placed an emphasis on alumni development noting the valuable role alumni play in successful fundraising.

Goal III: Expanding Collaborations

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

Update to Goal III:

This year the emphasis has been on regional collaboration. All of the Community College campuses have partnered with other public higher education institutions in their region in order to share resources, develop new initiatives or enhance operating efficiencies. The Community Colleges continue to recognize their responsibility to work with other organizations to meet the needs of the communities they serve. Throughout the state, Community Colleges have implemented a theme of civic engagement across the curriculum. Campuses now host the first of its kind centers focusing on civic engagement initiatives.

Goal IV: Maintaining 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.”

Update to Goal IV:

The 15 community colleges, with new financial support in the FY2006 state appropriation, have been able to stabilize fees so as to lessen the financial burden of students. The fee increases have been reduced from 21% in 2004 to 3.7% in 2006. The colleges have successfully worked to develop efficiencies regionally and strengthen fundraising efforts in order to offer new learning options, maintain access and affordability for all those who wish to enter public higher education.

Goal V: 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.”

Update to Goal V:

This year the focus has been on identifying strategies to increase student success. A variety of approaches were analyzed by campus representatives, and a systemwide model was developed. This model will allow each campus to identify where emphasis needs to be placed to enhance student success. It will also afford the system the opportunity to work with national experts in the field of student success. Campuses also participated in a variety of initiatives focusing on student success including the Community College Student Success Project facilitated by Lumina and UMass Boston and the National Benchmarking Project.

Technical Guide: Community College Reports

GENERAL NOTE

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

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
Fall Enrollment Headcount Fall Enrollment FTE	<i>Technical Notes:</i> Fall Headcount is used as a measure of student population at the traditional peak entry time. Fall Full-Time Equivalency (FTE) indicates the mix of full-time and part-time students at the institution's peak entry time.
Annual Enrollment Headcount Annual Enrollment FTE	<i>Technical Notes:</i> Annual Headcount reflects the population of students in all terms throughout the academic year. Annual Full-Time Equivalency (FTE) indicates the mix of full-time and part-time students who are enrolled at any point throughout the year.
Minority Enrollment	<i>Technical Notes:</i> Minority Headcount Enrollment is compared with the minority composition of the institution's service region. These regions are defined by the cities and towns where the first 80 percent of an institution's student population resides.

II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators*	
Percent of aid-eligible students who had their need (Direct Costs – Expected Family Contribution) covered by financial aid	<i>Technical Notes:</i> The target for this measure is that at least 85% of eligible students receive aid to meet direct costs. Direct Costs = mandatory tuition and fees + insurance + books & supplies. (Further detail is provided about this indicator in the appendix.)
Tuition and fees as a percent of median family income	<i>Technical Notes:</i> This indicator measures full-time tuition and mandatory fees as a percentage of median family income, as sourced from the US Census Bureau American Community Survey 2004.

III. STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
First-Year Retention Rate	<i>Technical Notes:</i> This measure shows the percent of first-time, full-time new freshmen who return to the same institution in the fall following their first year.
Fall-to-Spring Retention Rate	<i>Technical Notes:</i> This measure shows the percent of first-time and transfer degree-seeking students enrolled in a fall term (not enrolled in any ESL coursework) who earn nine or more credits by the end of the fall term and re-enroll in credit courses the subsequent spring semester.

III. STUDENT SUCCESS AND ACADEMIC QUALITY (CONTINUED)

Success and Quality Indicators* (continued)	
Credit Course Completion Rate	<i>Technical Notes:</i> This measure shows the percent of students enrolled in credit courses that attempted to earn credit and successfully completed the course(s) and earned the credit(s).
Degrees Conferred	<i>Technical Notes:</i> This measure includes all degrees and certificates that are conferred during the fiscal year.
Pass Rate for the National Nursing Licensure Examination	<i>Technical Notes:</i> Passing the the National Council Licensure Exam (NCLEX) is required to become a registered nurse. We measure pass rates on this exam for first-time test-takers, as an indication of academic quality and learning outcomes. (The inclusion of repeat test takers would increase the annual pass rate.) A higher passing standard was instituted in 2004 for this exam. As a result, the average pass rates for Massachusetts community colleges fell slightly from 2003. The source for this indicator is the Massachusetts Board of Registration in Nursing, National Council of State Boards of Nursing.
Enrollment in Workforce Development Courses	<i>Technical Notes:</i> The provision of non-credit workforce development instruction is one way community colleges serve an important economic development role in their community.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency	
Independent Financial Audit	<i>Technical Notes:</i> All Massachusetts community colleges are required to undergo an independent annual audit of their fiscal practices. A positive audit has an unqualified opinion and no material findings.
Operating Revenue allocated to Capital Adaptation and Renewal	<i>Technical Notes:</i> Percent of revenue utilized for capital projects, based on a rolling three-year average. At least 5% of operating revenue should be allocated for this purpose.
Institutional Support Costs per Headcount	<i>Technical Notes:</i> Institutional Support Costs include the day-to-day operational support expenses, with the exception of physical plant operations. The source for this indicator is the Finance Survey of the Integrated Postsecondary Education Data System (IPEDS).
Institutional Support Costs as a percent of Total Educational and General Expenditures	<i>Technical Notes:</i> See above.
Private Funds raised and Matching Funds received	<i>Technical Notes:</i> In times of shrinking budgets, public institutions of higher education are increasingly expected to seek additional external sources of funds. Matching funds were provided by the legislature in 2005.

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	Fall 2004
GPA	2.74	2.78	2.84	2.89	2.90	2.91	2.93	2.93
SAT	971	979	991	999	1007	1011	1011	1010
Special Admission			8.9%	10.7%	10.3%	8.3%	8.4%	7.5%

FINANCIAL AID INFORMATION

Indicator	At least 85% of <i>eligible students</i> receive aid to meet <i>direct costs</i>
Eligible Students	<ul style="list-style-type: none"> MA Residents Completed application (according to institutionally-set deadline) Meets institutional academic program requirements and financial aid eligibility requirements for Title IV and State need-based aid
Direct Cost	<ul style="list-style-type: none"> Mandatory tuition and fees Insurance Books and supplies
Aid	<ul style="list-style-type: none"> Sum of all state, federal, institutional and outside aid Includes scholarships, loans, grants
Expected Family Contribution (EFC)	<ul style="list-style-type: none"> Amount the student and his/her family is expected to pay for college Provided to the BHE in the institution's financial aid data file

PERFORMANCE MEASUREMENT COMPARISON GROUPS

- Regional Comparisons** Community Colleges are compared to all public community college and all State Colleges are compared to all Public Masters I Colleges and Universities in the defined regions.
- Northeast Peer Group** All public colleges of the same Carnegie Classification in the Northeast Region of the United States. The following states are included: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia.
- National Peer Group** All public colleges of the same Carnegie Classification in the United States.
- Community College's 80% Draw Region Peer Groups** The cities and towns that account for 80% of a school's enrollment.
- In 2004 each college went through an intensive process to select national comparison groups made up of similar institutions.

PERFORMANCE MEASUREMENT PEER GROUPS

Berkshire Community College	Alpena Community College, MI; Bay De Noc Community College, MI; Colorado Northwestern Community College, CO; Cumberland County Community College, NJ; Greenfield Community College, MA; Mineral Area College, MO; Northwestern Connecticut Community College, CT; Quinebaug Valley Community College, CT; Sauk Valley Community College, IL; Southwestern Michigan Community College, MI
Bristol Community College	Atlantic Cape Community College, NJ; Finger Lakes Community College, NY; Hutchinson Community College, KS; Lake Land College, IL; Manchester Community College, CT; North Shore Community College, MA; Northwestern Michigan College, MI; Tunxis Community College, CT
Bunker Hill Community College	Baltimore City Community College, MD; Cincinnati State Technical And Community College, OH; Community College Of Denver, CO; Howard Community College, MD; Kansas City Kansas Community College, KS; Penn Valley Community College, MO; Saint Louis Community College-Forest Park, MO; Tacoma Community College, WA
Cape Cod Community College	Bossier Parish Community College, LA; College Of Eastern Utah, UT; Greenfield Community College, MA; Ivy Tech State College-Southwest, IN; Lake-Sumter Community College, FL; Mount Wachusett Community College, MA; Naugatuck Valley Community College, CT; Tunxis Community College, CT; Wenatchee Valley College, WA; Western Nevada Community College, NV
Greenfield Community College	Berkshire Community College, MA; Big Bend Community College, WA; Chipola Junior College, FL; Hibbing Community College-A Tech And Community College, MN; Iowa Lakes Community College, IA; Northwest College, WY; Northwestern Connecticut Community College, CT; Quinebaug Valley Community College, CT
Holyoke Community College	Black Hawk College, IL; Kansas City Kansas Community College, KS; Manchester Community College, CT; Massasoit Community College, MA; Mercer County Community College, NJ; Northern Essex Community College, MA; Orange County Community College, NY; Raritan Valley Community College, NJ; Seattle Community College-North Campus, WA
MassBay Community College	Bevill State Community College, AL; Bunker Hill Community College, MA; Middlesex Community College, NJ; North Shore Community College, MA; Pasco-Hernando Community College, FL; Pueblo Community College, CO; Walla Walla Community College, WA; Yakima Valley Community College, WA
Massasoit Community College	Black Hawk College, IL; Broome Community College, NY; Cincinnati State Tech & Community College, OH; CUNY Bronx Community College, NY; Dutchess Community College, NY; Harrisburg Area Community College, PA; Holyoke Community College, MA; Red Rocks Community College, CO; Seattle Community College—North Campus, WA
Middlesex Community College	Baltimore City Community College, MD; County College Of Morris, NJ; Erie Community College, NY; Essex County College, NJ; Kansas City Kansas Community College, KS; Niagara County Community College, NY; Rockland Community College, NY; Westmoreland County Community College, PA
Mount Wachusett Community College	Berkshire Community College, MA; College of Eastern Utah, UT; Edison State Community College, OH; Greenfield Community College, MA; Middlesex Community College, CT; St. Clair County Community College, MI; Three Rivers Community College, CT; Tunxis Community College, CT
North Shore Community College	Central Florida Community College, FL; Delaware Technical and Community College- Stanton-Wilmington, DE; Essex County Community College, NJ; Gateway Community College, CT; Gloucester County College, NJ; Howard Community College, MD; Mott Community College, MI; Northern Essex Community College, MA
Northern Essex Community College	Atlantic Community College, NJ; Elgin Community College, IL; Jackson Community College, MI; Lorain County Community College, OH; Mercer County Community College, NJ; Northampton County Area Community College, PA; Onondaga Community College, NY; Parkland College, IL
Quinsigamond Community College	Bristol Community College, MA; Delaware Technical and Community College- Stanton-Wilmington, DE; Gateway Community College, CT; Ivy Tech State College-Central Indiana, IN; Ivy Tech State College-Northwest, IN; John C. Calhoun State Community College, AL; North Shore Community College, MA; Northern Essex Community College, MA; Thomas Nelson Community College, VA
Roxbury Community College	Atlanta Metropolitan College, GA; Baltimore Community College, MD; Capital Community College, CT; CUNY Hostos Community College, NY; Housatonic Community College, CT; Hudson County Community College, NJ; Lawson State Community College, AL; Passaic County Community College, NJ
Springfield Technical Community College	Baltimore City Community College, MD; Broome Community College, NY; Central Florida Community College, FL; Cincinnati State Community College, OH; Erie Community College, NY; Milwaukee Area Technical College, WI; Naugatuck Valley Community Technical College, CT; Texas State Technical College; TX

PERFORMANCE MEASUREMENT PEER GROUPS (CONTINUED)

- Bridgewater State College** Bloomsburg University, PA; California State University-Bakersfield, CA; Central Connecticut State University, CT; Kean University, NJ; Kutztown University, PA; Radford University, VA; Rhode Island College, RI; Shippensburg University, PA; SUNY College at Cortland, NY; William Patterson University, NJ
- Fitchburg State College** Albany State University, GA; Auburn University-Montgomery, AL; Chicago State University, IL; Fort Hays State University, KS; Georgia College and State University, GA; Saginaw Valley State University, MI; University of Michigan-Flint, MI; University Of Tennessee-Chattanooga, TN; Western Carolina University, NC
- Framingham State College** California State University - San Marcos, CA; East Stroudsburg University of Pennsylvania, PA; Fitchburg State College, MA; New Jersey City University, NJ; Northeastern Illinois University, IL; Southern University at New Orleans, LA; State University of New York – Potsdam, NY; Western Connecticut State University, CT
- Massachusetts College of Liberal Arts** Elizabeth City State University, NC; Merrimack College, MA; Ramapo College of New Jersey, NJ; St Mary’s College of Maryland, MD; SUNY College at Old Westbury, NY; University of Minnesota-Morris, MN; University of North Carolina at Asheville, NC; University of Virginia’s College at Wise, VA
- Salem State College** California State University-Bakersfield, CA; California State University-Dominguez Hills, CA; California University of Pennsylvania, PA; Central Connecticut State University, CT; Kean University, NJ; Kennesaw State University, GA; New Jersey City University, NJ; Rhode Island College, RI; Southern Connecticut State University, CT
- Westfield State College** Augusta State University, GA; California State University-San Marcos, CA; Eastern Connecticut State University, CT; Francis Marion University, SC; Frostburg State University, MD; Southern Oregon University, OR; Southern Utah University, UT; SUNY College at Fredonia, NY; University of Wisconsin-Green Bay, WI; University of Wisconsin-Parkside, WI
- Worcester State College** Armstrong Atlantic University, GA; California State University- Dominguez Hills, CA; Georgia College and State University, GA; Midwestern State University, TX; Rhode Island College, RI; University of Michigan-Flint, MI; University of Southern Maine, ME; Western Connecticut State University, CT

ANNUAL HEADCOUNT

Institution	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
Berkshire	3,238	3,449	3,475	3,378	3,310	3,202	3,139	3,127
Bristol	7,440	8,004	8,680	8,643	8,826	9,118	9,317	9,318
Bunker Hill	10,222	10,531	10,601	10,507	11,210	11,617	11,664	12,007
Cape Cod	5,607	5,451	5,441	5,772	6,629	6,481	6,578	6,134
Greenfield	2,802	2,922	2,974	2,903	2,976	2,980	3,056	3,028
Holyoke	6,809	7,634	7,835	8,139	8,520	8,724	8,990	8,818
Massachusetts Bay	6,913	7,115	7,119	7,440	7,850	7,713	8,002	7,710
Massasoit	8,778	9,782	9,566	10,037	10,243	10,565	9,820	10,239
Middlesex	8,892	9,730	9,983	10,488	11,014	11,566	11,563	11,390
Mount Wachusett	4,139	4,359	4,803	4,809	5,347	5,399	5,774	5,570
North Shore	7,851	8,336	8,930	9,112	8,944	8,924	9,171	9,338
Northern Essex	8,223	8,487	9,444	9,401	9,486	9,250	8,579	8,503
Quinsigamond	7,239	7,713	8,258	8,848	9,722	9,914	9,429	8,558
Roxbury	3,530	4,392	3,306	3,969	4,005	3,694	3,489	3,200
Springfield Technical	8,938	9,032	8,826	9,360	9,445	9,051	8,914	8,612
Community College Total	100,621	106,937	109,241	112,806	117,527	118,198	117,485	115,552
Bridgewater	11,667	11,945	11,553	11,679	12,002	12,354	12,520	12,062
Fitchburg	11,820	11,899	12,104	13,341	13,649	13,107	11,302	11,272
Framingham	7,488	9,211	9,700	10,934	10,829	11,038	10,932	10,629
MCLA	2,347	2,335	2,236	2,380	2,559	2,576	2,678	2,742
Salem	13,780	15,518	12,271	12,284	15,159	15,475	15,770	15,422
Westfield	6,110	6,083	6,135	6,149	6,412	6,328	6,147	6,112
Worcester	8,722	8,411	8,291	8,899	8,932	9,410	9,205	9,295
State College Total	61,934	65,402	62,290	65,666	69,542	70,288	68,554	67,534

Source: (Pre-FY03): IPEDS Enrollment Survey Source: (FY03 and later): HEIRS Annual Student File

ANNUAL FTE

Institution	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
Berkshire	1,413	1,466	1,398	1,366	1,372	1,398
Bristol	3,458	3,515	3,708	3,952	4,062	4,091
Bunker Hill	4,148	4,083	4,489	4,709	4,729	4,895
Cape Cod	2,116	2,275	2,313	2,328	2,419	2,321
Greenfield	1,417	1,383	1,436	1,400	1,415	1,427
Holyoke	3,450	3,499	3,809	4,049	4,225	4,192
Massachusetts Bay	3,151	3,246	3,685	3,615	3,587	3,483
Massasoit	3,999	4,130	4,285	4,415	4,102	4,360
Middlesex	4,126	4,289	4,681	5,023	5,001	4,928
Mount Wachusett	1,952	1,952	2,273	2,341	2,411	2,402
North Shore	3,737	3,837	3,886	3,906	4,054	4,151
Northern Essex	3,437	3,488	3,699	3,816	3,713	3,699
Quinsigamond	3,486	3,665	4,015	4,321	4,217	3,939
Roxbury	1,727	1,892	1,844	1,720	1,552	1,435
Springfield Technical	3,910	4,037	3,961	4,106	4,114	4,063
Community College Total	45,527	46,756	49,483	51,067	50,972	50,784
Bridgewater	6,578	6,542	6,762	7,303	7,628	7,640
Fitchburg	4,234	4,552	4,448	4,648	4,360	4,670
Framingham	5,089	4,933	4,931	5,338	5,222	5,048
MCLA	1,408	1,453	1,539	1,638	1,714	1,767
Salem	6,587	6,347	6,863	7,116	7,340	7,673
Westfield	3,997	4,031	4,236	4,317	4,285	4,298
Worcester*	3,963	4,254	4,411	4,519	4,424	4,484
State College Total	31,856	32,112	33,191	34,879	34,973	35,579

Source: (Pre-FY03): IPEDS Enrollment Survey Source: (FY03 and later): HEIRS Annual Student File

* Worcester State self-reported FY2002 Annual FTE data

PERCENT OF TOTAL UNDERGRADUATE ENROLLMENT COMPRISED OF MINORITIES

Institution	DED Region	State	Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	Percent	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bridgewater	9%	13%	472	8%	570	9%	639	9%	675	10%
Fitchburg	9%	13%	263	10%	306	10%	299	9%	312	10%
Framingham	18%	13%	384	12%	385	11%	370	10%	376	11%
MCLA	5%	13%	114	8%	115	8%	106	7%	111	8%
Salem	11%	13%	523	10%	563	10%	688	12%	844	14%
Westfield	13%	13%	285	7%	289	7%	302	8%	326	8%
Worcester	9%	13%	579	13%	613	14%	591	14%	523	13%
State Colleges	N/A	13%	2,620	10%	2,841	10%	2,995	10%	3,167	11%

Source: HEIRS Student File; US Census

Notes: Enrollment data not included for unknown or non-resident alien students. Region minority population is based on all individuals 18 and over that reported a race or ethnicity other than "White, Non-Hispanic" for the 2000 Census. Regions are based of the Massachusetts Department of Economic Development's regional breakdown of the Commonwealth. (Mass. DED is now Mass. Department of Business and Technology.

PERCENT OF TOTAL UNDERGRADUATE ENROLLMENT COMPRISED OF MINORITIES

Institution	80% Draw Communities	Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Berkshire	5%	155	7%	176	8%	209	10%	218	10%
Bristol	11%	533	9%	622	10%	660	11%	724	12%
Bunker Hill	36%	3,631	59%	3,626	59%	3,866	59%	4,420	60%
Cape Cod	6%	240	6%	260	7%	319	9%	411	11%
Greenfield	10%	167	9%	159	8%	197	9%	196	9%
Holyoke	22%	1,049	19%	1,155	20%	1,321	22%	1,373	23%
MassBay	27%	1,297	29%	1,239	27%	1,215	24%	1,071	22%
Massasoit	28%	1,116	21%	1,316	23%	1,372	23%	1,467	23%
Middlesex	17%	1,579	22%	1,840	24%	1,916	24%	1,904	24%
Mount Wachusett	11%	457	14%	392	12%	567	16%	585	16%
North Shore	31%	1,252	21%	1,306	23%	1,490	24%	1,437	23%
Northern Essex	22%	1,674	28%	1,783	29%	1,699	28%	1,712	30%
Quinsigamond	14%	1,296	23%	1,443	24%	1,506	25%	1,378	24%
Roxbury	45%	1,731	87%	1,583	89%	1,489	89%	1,486	92%
STCC	23%	1,138	26%	1,735	29%	1,810	31%	1,856	33%
Community Colleges	16%	17,315	25%	18,635	26%	19,636	26%	20,238	27%

Source: HEIRS Student File; US Census

Notes: Enrollment data not included for unknown or non-resident alien students. Minority population is based on all individuals 18 and over that reported a race or ethnicity other than "White, Non-Hispanic" for the 2000 Census.

COMMUNITY COLLEGE FALL-TO-FALL PERSISTENCE OF FIRST-TIME, FULL-TIME, DEGREE-SEEKING STUDENTS

Institution	Enrollment Status	Fall 1998 Cohort	Fall 1999 Cohort**	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort
Berkshire	Students*	331	318	297	309	308	295
	# Returning to Same Institution	171	184	167	178	196	181
	% Returning to Same Institution	51.7%	57.9%	56.2%	57.6%	63.6%	61.4%
Bristol	Students*	840	792	829	883	857	996
	# Returning to Same Institution	535	509	523	591	557	619
	% Returning to Same Institution	63.7%	64.3%	63.1%	66.9%	65.0%	62.1%
Bunker Hill	Students*	721	N/A	786	821	722	694
	# Returning to Same Institution	301	N/A	382	445	375	343
	% Returning to Same Institution	41.7%	N/A	48.6%	54.2%	51.9%	49.4%
Cape Cod	Students*	428	470	465	442	369	520
	# Returning to Same Institution	223	211	241	227	201	289
	% Returning to Same Institution	52.1%	44.9%	51.8%	51.4%	54.5%	55.6%
Greenfield	Students*	295	304	274	266	262	244
	# Returning to Same Institution	160	160	163	143	152	144
	% Returning to Same Institution	54.2%	52.6%	59.5%	53.8%	58.0%	59.0%
Holyoke	Students*	998	975	983	1,000	1,140	1,128
	# Returning to Same Institution	556	570	574	561	685	681
	% Returning to Same Institution	55.7%	58.5%	58.4%	56.1%	60.1%	60.4%
Massachusetts Bay	Students*	768	783	784	999	864	923
	# Returning to Same Institution	381	421	410	472	452	461
	% Returning to Same Institution	49.6%	53.8%	52.3%	47.2%	52.3%	49.9%
Massasoit	Students*	1,086	1,103	1,044	1,087	1,157	1,144
	# Returning to Same Institution	594	612	608	630	686	629
	% Returning to Same Institution	54.7%	55.5%	58.2%	58.0%	59.3%	55.0%
Middlesex	Students*	1,164	1,124	1,179	1,212	1,454	1,266
	# Returning to Same Institution	694	651	641	649	788	685
	% Returning to Same Institution	59.6%	57.9%	54.4%	53.5%	54.2%	54.1%
Mount Wachusett***	Students*	750	694	569	786	1,187	611
	# Returning to Same Institution	387	368	302	385	609	308
	% Returning to Same Institution	51.6%	53.0%	53.1%	49.0%	51.3%	50.4%
North Shore	Students*	639	800	826	693	771	818
	# Returning to Same Institution	348	442	468	399	471	467
	% Returning to Same Institution	54.5%	55.3%	56.7%	57.6%	61.1%	57.1%
Northern Essex	Students*	931	790	910	644	692	623
	# Returning to Same Institution	530	469	559	357	389	352
	% Returning to Same Institution	56.9%	59.4%	61.4%	55.4%	56.2%	56.5%
Quinsigamond	Students*	880	645	652	881	895	858
	# Returning to Same Institution	429	356	399	527	563	479
	% Returning to Same Institution	48.8%	55.2%	61.2%	59.8%	62.9%	55.8%
Roxbury	Students*	388	375	417	465	382	300
	# Returning to Same Institution	208	212	223	233	160	139
	% Returning to Same Institution	53.6%	56.5%	53.5%	50.1%	41.9%	46.3%
Springfield Technical	Students*	994	986	1,100	1,086	812	791
	# Returning to Same Institution	589	570	616	666	488	452
	% Returning to Same Institution	59.3%	57.8%	56.0%	61.3%	60.1%	57.1%
Community Colleges	Students*	11,213	10,159	11,115	11,574	11,872	11,211
	# Returning to Same Institution	6,106	5,735	6,276	6,463	6,772	6,229
	% Returning to Same Institution	54.5%	56.5%	56.5%	55.8%	57.0%	55.6%

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.

FALL-TO-FALL RETENTION OF FIRST-TIME, FULL-TIME, DEGREE-SEEKING STUDENTS

Institution	Enrollment Status	Fall 1998 Cohort	Fall 1999 Cohort	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort
Bridgewater	Students*	1,127	1,075	1,242	1,138	1,272	1,285
	# Returning to Same Institution	837	747	914	838	983	1,000
	% Returning to Same Institution	74.3%	69.5%	73.6%	73.6%	77.3%	77.8%
Fitchburg	Students*	497	344	448	405	497	586
	# Returning to Same Institution	349	263	337	288	369	450
	% Returning to Same Institution	70.2%	76.5%	75.2%	71.1%	74.2%	76.8%
Framingham	Students*	573	540	589	647	721	620
	# Returning to Same Institution	400	370	427	441	522	445
	% Returning to Same Institution	69.8%	68.5%	72.5%	68.2%	72.4%	71.8%
MCLA	Students*	210	218	225	267	234	246
	# Returning to Same Institution	153	162	160	182	179	181
	% Returning to Same Institution	72.9%	74.3%	71.1%	68.2%	76.5%	73.6%
Salem	Students*	746	486	585	825	837	994
	# Returning to Same Institution	557	360	402	594	605	754
	% Returning to Same Institution	74.7%	74.1%	68.7%	72.0%	72.3%	75.9%
Westfield	Students*	836	899	885	969	919	854
	# Returning to Same Institution	613	663	668	748	693	637
	% Returning to Same Institution	73.3%	73.7%	75.5%	77.2%	75.4%	74.6%
Worcester	Students*	508	448	482	564	509	623
	# Returning to Same Institution	376	331	349	417	368	440
	% Returning to Same Institution	74.0%	73.9%	72.4%	73.9%	72.3%	70.6%
State Colleges	Students*	4497	4010	4456	4815	4989	5,208
	# Returning to Same Institution	3285	2896	3257	3507	3719	3,907
	% Returning to Same Institution	73.0%	72.2%	73.1%	72.8%	74.5%	75.0%

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

ANNUAL CREDIT COURSE COMPLETION RATE

Institution	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Annual FY2003	Annual FY2004	Annual FY2005
Berkshire	76%	79%	77%	77%	77%	77%	77%	77%
Bristol	77%	76%	78%	79%	79%	77%	77%	79%
Bunker Hill	81%	69%	70%	76%	72%	74%	76%	74%
Cape Cod	79%	80%	78%	80%	81%	75%	74%	78%
Greenfield	78%	79%	76%	76%	79%	85%	82%	82%
Holyoke	75%	77%	73%	74%	76%	76%	77%	77%
MassBay	69%	70%	70%	73%	72%	73%	74%	76%
Massasoit	75%	76%	76%	74%	77%	76%	78%	76%
Middlesex	74%	76%	76%	75%	74%	74%	75%	75%
Mount Wachusett	78%	78%	79%	79%	81%	81%	81%	80%
North Shore	73%	76%	75%	75%	75%	75%	74%	74%
Northern Essex	83%	80%	75%	75%	76%	76%	77%	76%
Quinsigamond	80%	74%	74%	74%	75%	76%	77%	76%
Roxbury	71%	76%	57%	81%	74%	75%	79%	78%
Springfield Technical	80%	77%	79%	76%	77%	77%	78%	78%
Community College Average	77%	76%	74%	76%	76%	76%	77%	77%

Source: (Pre-FY03): Campus Data provided by the Community College Executive Office

Source: (FY03 and later): HEIRS Annual Course and Course Enrollment Files

TRANSFER STUDENTS MATRICULATED INTO FOUR-YEAR COLLEGES

Institution	Fall	Transfer Students	Mass Community College Transfers	Percent of Transfers from a Massachusetts Community College	Community College Transfers who Transferred through the Joint Admission Program	Percent of Community College Transfers who Transferred in through the Joint Admission Program
Bridgewater	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%
	2004	810	364	44.9%	102	28.0%
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%
	2004	295	178	60.3%	33	18.5%
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%
	2004	320	144	45.0%	22	15.3%
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%
	2004	158	86	54.4%	25	29.1%
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%
	2004	748	386	51.6%	47	12.2%
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%
	2004	368	249	67.7%	86	34.5%
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%
	2004	445	207	46.5%	29	14.0%
State Colleges	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%
	2004	3,144	1,614	51.3%	344	21.3%

Source: HEIRS

ANNUAL CREDIT COURSE COMPLETION RATE

Institution	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Annual FY2003	Annual FY2004	Annual FY2005
Berkshire	76%	79%	77%	77%	77%	77%	77%	77%
Bristol	77%	76%	78%	79%	79%	77%	77%	79%
Bunker Hill	81%	69%	70%	76%	72%	74%	76%	74%
Cape Cod	79%	80%	78%	80%	81%	75%	74%	78%
Greenfield	78%	79%	76%	76%	79%	85%	82%	82%
Holyoke	75%	77%	73%	74%	76%	76%	77%	77%
MassBay	69%	70%	70%	73%	72%	73%	74%	76%
Massasoit	75%	76%	76%	74%	77%	76%	78%	76%
Middlesex	74%	76%	76%	75%	74%	74%	75%	75%
Mount Wachusett	78%	78%	79%	79%	81%	81%	81%	80%
North Shore	73%	76%	75%	75%	75%	75%	74%	74%
Northern Essex	83%	80%	75%	75%	76%	76%	77%	76%
Quinsigamond	80%	74%	74%	74%	75%	76%	77%	76%
Roxbury	71%	76%	57%	81%	74%	75%	79%	78%
Springfield Technical	80%	77%	79%	76%	77%	77%	78%	78%
Community College Average	77%	76%	74%	76%	76%	76%	77%	77%

Source: (Pre-FY03): Campus Data provided by the Community College Executive Office
 Source: (FY03 and later): HEIRS Annual Course and Course Enrollment Files

ANNUAL ENROLLMENT IN NOT-FOR-CREDIT WORKFORCE DEVELOPMENT COURSES

Institution	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
Berkshire	1,024	1,059	1,211	1,063	1,297	1,444
Bristol	8,091	9,712	7,960	8,195	9,517	9,931
Bunker Hill	2,111	3,974	3,075	3,701	4,039	3,106
Cape Cod	1,535	1,871	1,676	1,837	1,831	1,898
Greenfield	1,307	1,229	1,098	1,460	1,533	1,580
Holyoke	1,302	2,205	3,101	3,923	3,827	2,792
MassBay	3,168	1,957	1,070	1,881	2,241	2,219
Massasoit	3,644	3,693	3,387	2,864	2,901	3,705
Middlesex*	7,865	11,234	15,958	24,588	22,611	18,065
Mount Wachusett*	3,321	2,854	1,651	3,261	3,480	4,125
North Shore	6,291	5,134	3,882	4,763	4,643	5,197
Northern Essex	8,191	9,716	3,967	5,219	14,074	10,666
Quinsigamond*	1,119	2,496	2,382	330	168	136
Roxbury	706	706	982	180	1,384	981
Springfield Technical	5,794	5,872	5,657	3,153	4,079	4,294
Community Colleges	55,469	63,712	57,057	66,418	77,625	70,139

Source: 1997-2003 Campus Data provided by the Community College Executive Office;
 2004 data from HEIRS, based on Non-Credit course enrollment data coded as Workforce Development or CEU/PDP;
 2004 data for Cape Cod, MassBay, Quinsigamond and Roxbury was self-reported;
 2005 data from HEIRS, based on Non-Credit course data coded as Workforce Development or CEU/PDP
 *FY2003 Data for Mount Wachusett, Middlesex and Quinsigamond are from HEIRS

SIX-YEAR GRADUATION RATE (FIRST-TIME FULL-TIME BACCALAUREATE DEGREE-SEEKING FRESHMEN COHORT)

Institution	2002 (1996 Cohort)	2003 (1997 Cohort)	2004 (1998 Cohort)	3-Yr Avg (2002-2004)
Bridgewater	47.0%	45.8%	51.4%	48.1%
Fitchburg	44.0%	47.7%	47.1%	46.3%
Framingham	38.7%	42.0%	44.4%	41.7%
MCLA	45.7%	46.7%	45.0%	45.8%
Salem	34.1%	37.0%	42.4%	37.8%
Westfield	56.4%	55.7%	53.1%	55.1%
Worcester	35.6%	40.5%	43.2%	39.8%
State College Total	43.8%	45.5%	47.6%	45.6%

Source: IPEDS Graduation Rate Survey

CAPITAL ADAPTATION AND RENEWAL

Institution	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	3-Year Rolling Average FY2002-FY2004	3-Year Rolling Average FY2003-FY2005
Berkshire	5.7%	7.8%	5.5%	5.6%	4.4%	1.8%	5.2%	3.9%
Bristol*	4.9%	5.3%	4.7%	5.3%	5.3%	7.3%	5.1%	6.0%
Bunker Hill*	6.4%	5.4%	5.6%	6.2%	5.9%	11.0%	5.9%	7.8%
Cape Cod	5.1%	5.0%	6.1%	6.9%	5.2%	5.3%	6.1%	5.8%
Greenfield*	3.7%	1.5%	1.7%	13.6%	1.4%	3.3%	5.5%	6.0%
Holyoke*	4.7%	5.6%	2.8%	5.4%	5.6%	7.3%	4.6%	6.1%
MassBay*	4.6%	5.6%	8.0%	17.3%	14.4%	3.2%	13.4%	11.6%
Massasoit*	4.7%	4.4%	2.8%	5.3%	5.2%	5.2%	4.4%	5.2%
Middlesex*	4.9%	5.0%	5.9%	8.8%	35.6%	6.5%	18.0%	17.4%
Mount Wachusett	7.9%	7.3%	5.4%	13.5%	16.0%	6.8%	11.7%	11.9%
North Shore	5.2%	7.0%	5.7%	9.7%	5.3%	6.0%	6.9%	7.0%
Northern Essex	5.3%	6.7%	5.8%	5.2%	5.2%	33.7%	5.4%	14.0%
Quinsigamond	7.2%	5.5%	9.6%	11.3%	5.2%	6.5%	8.5%	7.5%
Roxbury	3.3%	5.2%	4.6%	5.7%	1.9%	4.7%	3.9%	4.2%
Springfield Technical*	6.2%	5.2%	5.5%	4.5%	11.2%	20.8%	7.0%	12.2%
Bridgewater	8.3%	11.1%	6.5%	5.4%	4.5%	5.9%	5.4%	5.3%
Fitchburg	5.3%	5.8%	4.0%	7.5%	9.3%	11.4%	7.0%	9.5%
Framingham	9.7%	12.5%	8.4%	14.3%	7.3%	11.3%	9.9%	10.9%
MCLA	8.0%	6.0%	5.2%	7.7%	4.7%	11.5%	5.7%	8.2%
Salem	8.2%	5.0%	5.1%	5.9%	6.7%	12.9%	5.9%	8.6%
Westfield	5.8%	10.6%	5.1%	10.3%	14.4%	11.6%	10.1%	12.1%
Worcester*	4.6%	6.6%	3.3%	5.4%	7.9%	6.4%	5.6%	6.6%

Source: Institutional Budget Worksheets

*Notes: Bunker Hill spent below policy in FY1999 due to delay of projects that extended into FY2000.

Greenfield received waivers from FY2000 to FY2004 due to campus-wide renovation.

Bristol, Holyoke, Massasoit and Middlesex received waivers for FY2002.

MassBay and Springfield received waivers for FY2003.

* Worcester received a waiver for FY2002.

Board Policy for Capital Adaptation and Renewal	Three-year rolling average percentage spent on capital adaptation and renewal can be no less than:							
	FY1998	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
	3.0%	4.0%	4.5%	5.0%	5.0%	5.0%	5.0%	5.0%