

# *2006 Performance Measurement Report*

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

*Access*

*Affordability*

*Student Success*

*Fiscal Efficiency*

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*Massachusetts Board of Higher Education*



# ***2006 Performance Measurement Report***

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

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*Produced by the Massachusetts Board of Higher Education*





## Massachusetts Board of Higher Education

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Patricia F. Plummer, *Chancellor*

February 2007

His Excellency Deval Patrick, Members of the Great and General Court  
and the Citizens of the Commonwealth of Massachusetts:

The Board of Higher Education is pleased to present the *2006 Performance Measurement Report* as a demonstration of our commitment to accountability for public higher education in Massachusetts.

This fourth annual report includes a variety of performance indicators and goals established by the Board of Higher Education in collaboration with the state and community colleges. These indicators and goals address the primary strategic objectives for public higher education and focus on the progress made in four core areas: access to higher education, affordability, student success and fiscal responsibility.

As you know, accountability in higher education is an important national issue. We look forward to improving our performance measurement system here in Massachusetts to meet the growing expectations of public higher education, both locally and nationally.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Plummer".

Patricia F. Plummer  
*Chancellor*



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## Executive Summary

The *2006 Performance Measurement Report* demonstrates the effectiveness of Massachusetts public colleges<sup>1</sup> in meeting legislatively mandated accountability objectives. Now in its fourth year and prepared annually by the Board of Higher Education, the report provides the Governor, the Legislature and the public with evidence that the state and community colleges in Massachusetts are fulfilling their responsibility to provide accessible, affordable, quality higher education to the students and residents of the Commonwealth, and that they are doing so through the responsible use of resources and taxpayer dollars.

This report covers a broad array of indicators that measure performance within several core areas: access to higher education; college affordability; student success; and the effective and efficient use of resources. The indicators within each performance area are measured against a variety of benchmarks, including statewide, segmental<sup>2</sup> and institutional comparisons. The report also includes multi-year trend data in order to provide additional context beyond a one-year snapshot of college performance. Taken together, these indicators reflect the many ways in which the public colleges of Massachusetts provide service to students and the wider community.

### HIGHLIGHTS

All of the state and community colleges engage in multiple collaborative efforts with K-12 education, businesses, civic organizations and other institutions of higher education, both public and private. These collaborations promote many critically important Commonwealth objectives including the development of a seamless system of education, college readiness for all students, workforce development and efficient use of limited resources. Each campus report begins with a summary of exemplary collaborations, followed by segmental and institutional comparisons.

While year-to-year comparisons provide the foundation of this Performance Measurement Report, the following highlights are based on three-year trend data that provide a longer-term review of progress and performance.

#### I. ACCESS TO HIGHER EDUCATION

One of the most important roles of public colleges and universities is to provide opportunities for qualified individuals to gain access to higher education. According to the Commission on the Future of Higher Education<sup>3</sup>, access to American higher education is unduly limited by inadequate high school preparation, poor alignment between secondary and higher education, lack of information on applying to college and inadequate financial aid.

Enrollment numbers, in particular fall enrollment including minority enrollment, are often used to measure how well colleges are providing access to higher education. The rates at which students transfer from community colleges to state colleges can also provide an indication of seamless access to bachelor's degrees.

#### Fall and Minority Enrollment

Census Bureau projections suggest a slowdown, and ultimately a decline, in the number of traditional college-age students in Massachusetts. At the same time, the demand for a college educated workforce is expected to increase along with an expected increase in the number and percentage of minorities within the overall population. It is therefore imperative that Massachusetts bolsters student access to higher education by reducing financial barriers, expanding high-need majors, and building bridges with K-12 education to ensure adequate college readiness. The Board of Higher Education has many current and planned initiatives in these areas, including a college-readiness advertising campaign, plans for a Massachusetts web portal to simplify college applications and alignment between K-12 and public higher education, and the development of a database which will enable policy makers to track student progress from high school to college.

Fall enrollment numbers measure the number of students who enroll in the state and community colleges each fall. This number has remained relatively stable over the last three years, increasing by approximately 3 percent at the state colleges, and falling by less than 2 percent at the community colleges. Fall minority enrollment numbers for the state and community colleges combined increased 5 percent over the last three years, which indicates that the colleges are in a good position to prepare the future workforce in Massachusetts. State colleges' minority enrollment numbers mirror those of the overall minority population in the Commonwealth. The community colleges in particular do an exceptional job of enrolling a diverse student population, with minority student enrollment in the community colleges more than ten percentage points higher than the adult minority population in the Commonwealth.

<sup>1</sup> *The University of Massachusetts, along with special mission institutions Massachusetts Maritime Academy and Massachusetts College of Art, submit their own performance measurement reports.*

<sup>2</sup> "Segmental" refers to each group of colleges within public higher education, e.g. state college segment, community college segment.

<sup>3</sup> *Final Report of the Secretary's Commission on the Future of Higher Education, U.S. Department of Education, September 2006.*

### *Student Transfer Rates*

A large number of students transfer out of community colleges and into the state colleges or University system in Massachusetts, either after earning an associate degree or earlier in their community college program. In 2005 alone, 1,652 transfer students at the state colleges were previously enrolled at a community college. This is an increase of five percent over the last three years.

Increased transfer rates suggest a growing collaboration between the state and community colleges with regard to articulation agreements, student awareness programs and advising practices. The Board of Higher Education, through its *Task Force Report on Retention and Completion Rates at the Community Colleges* (February 2007), recommends creating a subcommittee of experts to review new ways of further strengthening transfer practices between community and state colleges.

## **II. AFFORDABILITY**

In addition to ensuring that students have the proper preparation and information needed to pursue higher education, access is only possible when students can afford the costs to attend college. For many students in Massachusetts, paying for college requires a combination of family contributions and student loans.

The Board of Higher Education's *Task Force Report on Student Financial Aid* (October 2006) provided specific recommendations to help alleviate the financial burden faced by many Massachusetts students and their families, including expanding the MASSGrant program to meet the financial needs of students up to middle income. In response, the BHE FY08 budget request recommended increasing the MASSGrant program by \$155 million, consistent with the recommendations of the Financial Aid Task Force.

### *Financial Aid*

New data collection and analysis resulting from the work of the Financial Aid Task Force will enable us to identify better ways of measuring affordability than previously possible. The Board of Higher Education is currently working with the campuses to develop new measures which will provide a more accurate assessment of unmet student financial need. For more detailed information on the work of the Task Force, please view the report at the Board of Higher Education's Web site ([www.mass.edu](http://www.mass.edu)). In the meantime, one way to measure affordability is by looking at the percentage of median income required to cover tuition and fees in Massachusetts.

### *Tuition and Fees*

The state colleges fell slightly below the Northeast regional average of 9.3 percent for similar institutions. The community

colleges were comparable to the regional average of 4.8 percent for similar institutions.

According to this measure, it may make it look as if college is affordable for Massachusetts students. However, high median incomes in the Commonwealth, as compared to other parts of the country, obscure the reality that students continue to have significant difficulty affording a public higher education here. This is due to a number of factors, including the high cost of living in the Commonwealth, and decreased state appropriations for public higher education which has forced most campuses to raise fees in order to cover operating costs, thereby passing such costs onto students.

## **III. STUDENT SUCCESS**

There are many ways to measure student success, with graduation rates being the most traditional measure. Other measures include first-year retention rates, fall-to-spring retention rates, course completion rates, number of degrees and certificates conferred and pass rates on national licensure exams. The community colleges are also looking into additional student success measures given their unique mission and student population.

### *State College Graduation Rates*

The 2005 State College Task Force on Retention and Graduation set a goal to increase the graduation rate from 45.5 percent to 50 percent of students by the year 2010. The state colleges are currently on track to attain this goal. A status report from the BHE on how the colleges are implementing Task Force recommendations is expected to be released in March 2007.

The six-year graduation rate for the 1999 cohort is 47.2 percent, 1.7 percentage points higher than the six-year graduation rate for the 1997 cohort. The three year average for the 1997, 1998, and 1999 cohorts is 46.8%. This compares favorably to peer institutions for the state colleges.

### *Community College Success Measures*

The Task Force on Retention and Completion Rates at the Community Colleges is recommending the development of a comprehensive set of success indicators and benchmarks that it believes best reflect the broad-based mission of community colleges and the unique population of students served by community colleges. In addition to retention rates, the Task Force recommends a variety of completion measures that will represent the many potential avenues for student success. The Board plans to reevaluate existing Board-approved measures of student success, based on the findings and recommendations of the Task Force.

### *First-Year Retention*

Researchers agree that the transition from the first year of college to the second year is the most critical point in

the progression to a degree. In fact, college students in Massachusetts and across the country who drop out prior to graduation are most likely to do so between the first and second year. The 2005 BHE State College Task Force on Retention and Graduation Rates set as a goal 80 percent retention of first-year students by 2010. The state colleges have been steadily moving toward this goal

For 2005, the state college first-year retention rate was 2.1 percentage points above the national rate of 74.0%, and has steadily increased over the past three years from 74.5% to 76.1%. The first-year retention rate for the community college segment has remained relatively stable over the last three years, decreasing slightly from 57.0% to 55.7%.

#### *Degrees and Certificates Conferred*

In FY 2006, the state colleges conferred 8,095 degrees and certificates, an increase of 5.6% over the past three years. The community colleges conferred 10,446 degrees and certificates, an increase of 5.2% over the past three years.

In future reports, the BHE plans to track degree production in STEM (science, technology, engineering and math) and other high-need fields. These areas are particularly important in preparing the Commonwealth's workforce, and significantly impact regional economic growth and employment.

#### *Pass Rates on National Licensure Exams*

The 2005 Pass Rate for the Massachusetts Test for Educator Licensure remains high (96%) and well above the target rate of 80%. This rate is only provided for the state colleges. In 2005, 916 state college students passed the exam. The Community College pass rate for students taking the nursing licensure exam was 1% above the Board of Higher Education's target pass rate of 85%. In 2005, 824 community college students passed the exam.

The BHE is engaged in a significant nursing initiative aimed at increasing the numbers of qualified nurses available for employment in the commonwealth. We are also facing a shortage of qualified K-12 teachers, especially in the subject areas of science and math. The BHE administers funds for Teacher Quality Initiatives which promote the professional development of K-12 educators in Massachusetts. In addition, programs through the BHE Stem Pipeline Fund provide professional development for teachers in math and science.

#### *Other Student Success Measures*

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

## **IV. FISCAL EFFICIENCY AND RESPONSIBILITY**

As public institutions, Massachusetts' state and community colleges are required to be fiscally efficient and responsible. The Performance Measurement system looks at a variety of fiscal indicators in order to capture this, including whether or not campuses are conducting annual external audits, as well as percentage of funds allocated toward preservation and renewal of capital assets, percentages of expenditures directed towards institutional support costs, and private fundraising efforts.

#### *Financial Audit*

Since 1998, each state and community college is required to contract with an external audit firm to prepare a comprehensive, annual, audited financial statement. An audit is deemed successful and unqualified when an external auditor can attest that the institution's financial statements present fairly, in all material respects, an entity's financial position, results of operations, and cash flows in conformity with Generally Accepted Accounting Principles (GAAP).

In FY 2006, all of the state colleges had unqualified audits with no significant findings. Fourteen of the 15 community colleges had unqualified audits with no significant findings, with one final audit report pending local Board of Trustee approval.

#### *Percent of Operating Revenue Allocated to Capital Adaptation and Renewal*

Capital adaptation and renewal encompasses expenditures required to keep facilities in reliable operating condition, and to meet the evolving physical needs of an institution. Such expenditures are over and above normal maintenance costs. The Board of Higher Education policy states that no less than 5 percent of operating revenue be spent on capital adaptation and renewal each year.

In 2006, the state colleges spent an average of 11% of operating revenue on capital adaptation and renewal; the community colleges spent slightly more than 7%.

#### *Institutional Support Costs*

Institutional support costs reflect expenditures on overhead functions, primarily administration and personnel support. Low institutional support costs indicate that an institution is targeting resources more on improving instruction, academic support and student services.

Over the past three years, state colleges' spending on institutional support costs per student increased by 18% (\$1,147 to \$1,358). However, as a percent of general expenditures, institutional support costs remained constant at approximately 16.0% during the same period. Community colleges spending per headcount increased by 7% (\$767 to \$821), with the percent of general expenditures allocated

to institutional support costs remaining constant at approximately 14.0%.

#### ***Private Funds Raised***

The ability of an institution to supplement revenue beyond state support and student charges is becoming increasingly important. Both the state and community college presidents identify strengthened fundraising efforts as a key goal. In FY 2006, the state colleges raised a total of \$13.5 million and the community colleges raised \$11.1 million.

#### ***Financial Ratios***

Financial ratio reporting allows for analysis of trends and the ability to assess an institution's progress toward meeting targets in four key areas: a) resource sufficiency and flexibility; b) debt management; c) asset performance; and d) operating results. This is the first year where the colleges have had an opportunity to assess progress against self-established targets.

For the majority of the state colleges, FY06 results exceeded target projections. In many cases, higher student charges and increasing state support led to improved ratios, as compared to target projections and prior year results. Several state colleges are also growing unrestricted reserves in anticipation of capital projects.

A majority of the community colleges also reported actual results in FY06 which exceeded target projections, although results in this segment were much more varied. The commitment of many community colleges to moderate student charges, along with significant fuel cost increases resulted in declining ratio performance relative to target projections and prior year results.

There is a wide variation in results among the colleges based on each institution's response to unique circumstances, including the status of campus capital projects, changes in student charges and use of debt.

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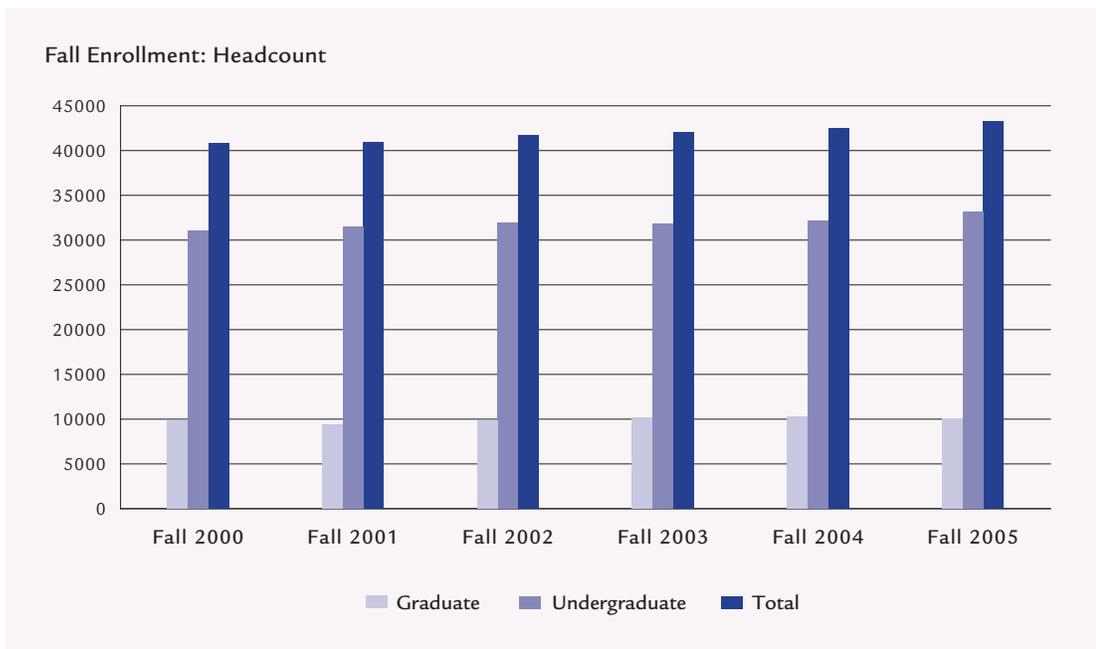


# Segmental Assessment: State College Performance

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

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*		
<b>FALL ENROLLMENT</b>		
Fall 2005 Headcount:	33,204 Undergrad. 10,057 Graduate	<i>Results: Over the last three years, fall headcount enrollment has increased 2.9%. Three colleges had relatively flat growth, three colleges showed an increase, and one college declined.</i>
Fall 2005 FTE:	27,917 Undergrad. 4,121 Graduate	
<b>ANNUAL ENROLLMENT</b>		
FY2006 Headcount:	41,182 Undergrad. 27,827 Graduate	<i>Results: Over the last three years, annual headcount enrollment has remained relatively stable. One college had relatively flat growth, five colleges showed an increase, and one college declined.</i>
FY2006 FTE:	29,312 Undergrad. 7,573 Graduate	
<b>MINORITY ENROLLMENT</b>		
Minority Enrollment Percentage in Fall 2005:	11.2%	<i>Results: The State College minority representation compares well to the Commonwealth's minority composition of 13.0% (based on adults 18 and over with a high school diploma). Five of the seven colleges had minority representation that was comparable to or greater than that of their region.</i>
<b>CC TRANSFER STUDENTS</b>		
Fall 2005 Community College Transfer Students:	1,652	<i>Results: Over the last three years, the number of community college transfer students has increased 5.0%. Three colleges had relatively flat growth, three colleges showed an increase, and one college declined.</i>



## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

### Affordability Indicators\*

#### % OF MEDIAN FAMILY INCOME

Tuition and fees as a percent of median family income in FY2006: 7.5%

*Results: The State College segment was well below to the Northeast regional average of 9.3%. All colleges were at least one percentage point below the Northeast regional average.*

#### Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
<i>State college average tuition and fees</i>	\$3,678	\$4,515	\$5,027	\$5,377
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>State college average tuition and fees as % of state family median income</i>	5.5%	6.7%	7.3%	7.5%
<i>Northeast average tuition and fees</i>			\$5,690	\$5,961
<i>Northeast median family income</i>			\$62,052	\$64,147
<i>Northeast average tuition and fees as % of state family median income</i>			9.2%	9.3%

### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*		
<b>FIRST-YEAR RETENTION</b>		<i>Results: The State College segmental retention rate compared well to the national rate of 74.0%. Five of the seven colleges had retention rate comparable to or higher than their peers. All seven colleges had retention rates comparable to or higher than the national average.</i>
Fall 2004 Cohort First-Year Retention Rate:	76.1%	
<b>SIX-YEAR GRADUATION RATE</b>		<i>Results: The State College segmental 1999 Cohort Six-Year Graduation Rate is 1.7 percentage points higher than the six-year graduation rate for the 1997 cohort. The state college goal is to raise the rate to 50% within five years, beginning with the 1997 cohort. Five of the seven colleges had three-year average graduation rates comparable to or higher than their peers.</i>
1997-1999 Cohort Six-Year Graduation Rate (3-year average):	46.8%	
1999 Cohort Six-Year Graduation Rate:	47.2%	
<b>DEGREES CONFERRED</b>		<i>Results: Average degrees conferred per year over the last three years: 7,776. All seven of the colleges conferred degrees at a level comparable to or above their three-year average.</i>
Total Degrees Conferred in FY2006:	8,095	
<b>MTEL PASS RATE</b>		<i>Results: The State College segmental pass rate was higher than the target of 80%. All seven colleges had pass rates above the target.</i>
2005 Pass Rate for the Massachusetts Test for Educator Licensure:	96.0%	
Number of Passing Students:	916	
<b>SPECIAL ADMISSION STUDENTS</b>		<i>Results: The State College segment met the BHE requirement of less than 10 percent.</i>
Percent of New Students who were Special Admits in Fall 2005:	8.4%	

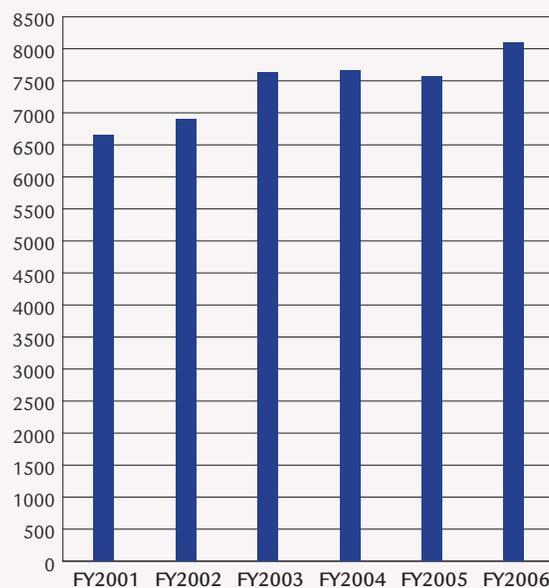
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Segment Avg.	73.1%	72.8%	74.5%	75.0%	76.1%
National Avg.				74.3%	74.0%

Six-Year Graduation Rate

Cohort	Entering 1995 Graduating by 2001	Entering 1996 Graduating by 2002	Entering 1997 Graduating by 2003	Entering 1998 Graduating by 2004	Entering 1999 Graduating by 2005	Rolling Avg. Entering 1997-99
Segment Avg.	41.0%	43.8%	45.5%	47.6%	47.2%	46.8%

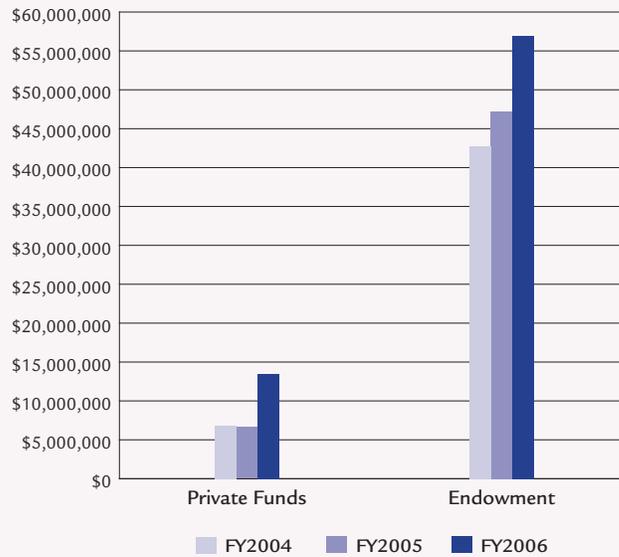
Degrees Conferred



**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

<b>Effectiveness and Efficiency Indicators*</b>	
<p><b>FINANCIAL AUDIT</b> Findings of the FY2005 and FY2006 Independent Financial Audits: <i>All seven state colleges had unqualified audits with no significant findings for both years.</i></p>	<p><i>Results: All seven state colleges satisfied the Board of Higher Education’s audit requirements for FY2005 and FY2006.</i></p>
<p><b>CAPITAL ADAPTATION &amp; RENEWAL</b> Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <b>9.6%</b></p>	<p><i>Results: 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></p>
<p><b>INSTITUTIONAL SUPPORT COSTS</b> FY2005 Institutional Support Costs per headcount: <b>\$1,358</b> FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: <b>16%</b></p>	<p><i>Results: The State College segment’s cost per headcount increased 18.4% from FY2003 to FY2005. However, six of the seven colleges met the goal of remaining lower than the cost per headcount for their peer groups.</i> <i>The State College segment’s average percent of educational and general expenditures allocated to institutional support costs compared well to FY03’s average of 15.6%. Five of the seven colleges spent a lower percent of educational and general expenditures on institutional support costs.</i></p>
<p><b>FUNDRAISING</b> Private Funds raised in FY2006: <b>\$13,459,624</b></p>	<p><i>Results: Total private funds received were \$6,662,756 higher than the \$6,796,868 raised in FY2004.</i></p>
<p><b>INSTITUTIONAL ENDOWMENT</b> Combined Foundation Endowments for FY2006: <b>\$56,914,696</b></p>	<p><i>Results: This was an increase of \$14,201,321 from the FY2004 endowment of \$42,713,375.</i></p>

**Fundraising and Endowment (FY2004–FY2006)**



## 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

- The Accelerated Post-Baccalaureate Licensure Program (APB) was implemented toward gearing career changers who have demonstrated their subject-matter competency through work experience and a passing score on the subject-matter portions of the Massachusetts Test of Educator Licensure. The APB is a rigorous, accelerated graduate-level program of study that leads to initial teacher licensure. The APB program recognizes the unique strengths of nontraditional licensure candidates who have bachelor's degrees and are seeking initial license in one of the following Teacher fields: Biology, Chemistry, Dance, Earth Science, English, Foreign Language (Spanish), History, Mathematics, Music, Physics, Theater, and Visual Arts. During the 2005–2006 academic year, 63 candidates completed the program and were recommended by BSC for licensure. Of these 63 candidates, 35 candidates were licensed to teach mathematics and science, and 28 candidates were licensed to teach in the arts and humanities.
- Arts for Youth and Arts for Teens: Arts for Youth (AFY) is a comprehensive arts program that helps children explore a full range of performance and visual arts. Arts for Youth offers 2 three-week sessions of arts programming each summer, in addition to after-school classes in the local school district, and Saturday fall and spring Musical Workshops offered at bsc. In all AFY programming, children take classes with others of the same age group in subjects such as video production, dance, drama, stop-motion animation, painting, music, creative computing, gymnastics, and other general sports. Classes are taught by professional artists/teachers, with assistance from interns who are primarily high school students with a background in the arts. BSC students from the Theatre, Music, and Visual Arts Departments are also given the opportunity to develop their teaching skills at AFY by assistant teaching and then lead teaching classes.
- New articulation agreements in Accounting, Art, Aviation Science, Communication, Computer Science, Criminal Justice, Elementary Education, Finance, General Management, Information Systems, and Theater were developed with

community colleges. Transfer materials have been updated and designed to better meet the needs of transfer students. Workshops with transfer students were held on the bsc campus to address issues and challenges. Changes have been made to accommodate the early joint admission students; bsc services approximately 60 students each semester. The number of incoming joint admission students at bsc increased from 82 in

### Program of DISTINCTION

*Two student-run publications of scholarly research and creative work that were launched in 2004, in part with start-up funds from the College's private foundation, flourished over the past year. **The Bridge**, the College's journal of creative writing and visual art, received the 2006 Gold Crown at Columbia Scholastic Press Association's Student Awards Convocation, an annual contest of nearly 1,500 publications nationwide. Only six journals were so honored, and the only other New England institution to receive the award was Harvard University. **The Undergraduate Review**, edited by a faculty board, publishes professional-quality student research reports of 12 to 15 scholarly projects, most of which were funded by the College's Adrian Tinsley Program for Undergraduate Research.*

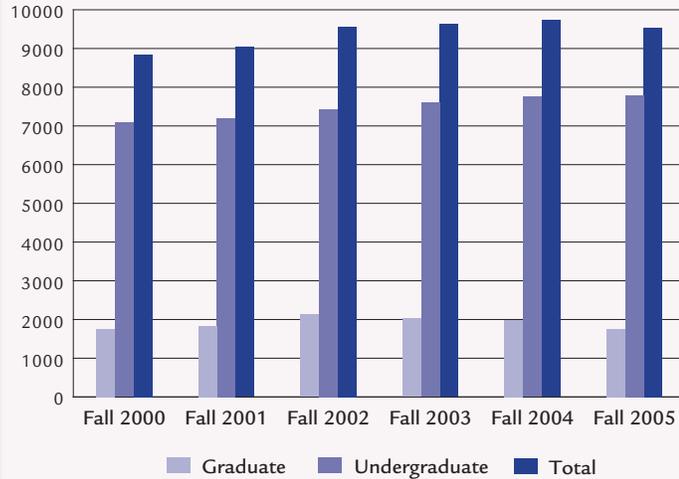
2002 to 128 in 2005. A new database for course equivalencies has been built and is accessible through a search engine. Collaboration between feeder and four-year institutions has improved.

- Teachers for a New Era began in 2005–2006, as bsc and Boston College began collaborating on a project for the induction and mentoring of new teachers by expanding and adapting the existing Teachers for a New Era (TNE) program at Boston College. This three-year project involves research to determine if an intensive “summer start,” coupled with mentoring, reduces attrition among new teachers. The project is exploring effective practices in supporting new teachers, using recent bsc graduates as participants, and is shaping the way that bsc supports beginning teachers. The bsc component of the project is supported by a grant of \$300,000 from the Carnegie Foundation over three years. Thirty-five cooperating teachers enrolled in the first Supervision in Action course, and 13 beginning teachers participated in the Summer Start program, all of whom have enrolled in the Beginning Teacher Seminars for the upcoming year.

**I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS**

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	7,783 Undergrad. 1,757 Graduate
Fall 2005 FTE:	6,606 Undergrad. 770 Graduate
<i>Results: Over the last three years, fall headcount enrollment and fall FTE enrollment have remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	9,088 Undergrad. 2,651 Graduate
FY2006 FTE:	6,759 Undergrad. 935 Graduate
<i>Results: Over the last three years, annual headcount enrollment has declined 5.7%, and annual FTE enrollment has remained relatively stable.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	9.6%
<i>Results: Comparable to the Southeast Region's minority representation of 9.8%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2005 Community College Transfer Students:	412
<i>Results: Over the last three years, the number of community college transfer students has increased 19%.</i>	

Fall Enrollment: Headcount



**II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES**

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	7.7%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
Tuition and fees	\$3,735	\$4,390	\$5,326	\$5,506
State median family income	\$66,922	\$67,527	\$68,701	\$71,655
Tuition and fees as % of state family median income	5.6%	6.5%	7.8%	7.7%
Mass. state college average tuition and fees as % of state median family income	5.5%	6.7%	7.3%	7.5%
Northeast average tuition and fees as % of state median family income			9.2%	9.3%

\* See Technical Guide (pages 45–46) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	75.6%
<i>Results: Comparable to the segmental rate of 76.1% and the national rate of 74.0%, but below the peer retention rate of 77.8%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1997-1999 Cohort Six-Year Graduation Rate (3-year average):	48.3%
<i>Results: Comparable to the segmental rate of 46.8% but below the institutional peer rate of 51.2%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	1,935
<i>Results: Average degrees conferred per year over the last three years: 1,795.</i>	
<b>MTEL PASS RATE</b>	
2005 Pass Rate for the Massachusetts Test for Educator Licensure:	93.8%
Number of Passing Students:	334
<i>Results: Above the target pass rate of 80%.</i>	
<b>SPECIAL ADMISSION STUDENTS</b>	
Percent of New Students who were Special Admits in Fall 2005:	9.8%
<i>Results: Meets the Board of Higher Education's requirement of enrolling less than 10% special admissions students per year. (See Appendix for BHE admissions policies.)</i>	

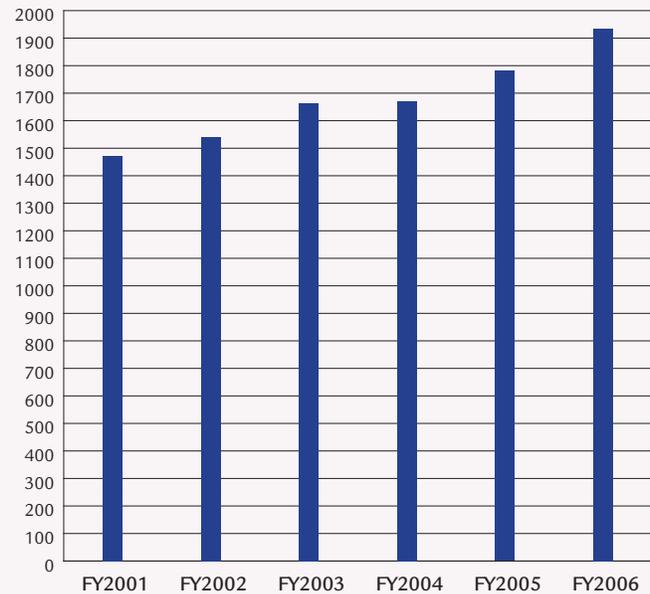
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Institution Rate	73.6%	73.6%	77.3%	77.8%	75.6%
Peer Avg. Rate				78.1%	77.8%
Segment Avg. Rate	73.1%	72.8%	74.5%	75.0%	76.1%
National Avg. Rate				74.3%	74.0%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	1999	Rolling Avg. 1997-99
Institution Rate	47.0%	45.8%	51.4%	47.8%	48.3%
Peer Avg. Rate	50.6%	50.6%	51.5%	51.4%	51.2%
Segment Avg. Rate	43.8%	45.5%	47.6%	47.2%	46.8%

Degrees Conferred



\* See Technical Guide (pages 45-46) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

**Effectiveness and Efficiency Indicators\***

**FINANCIAL AUDIT**

Findings of FY2006 Independent Financial Audit: *Cited for internal control issues related to work study documentation, timeliness in posting payroll data, and payment of payroll taxes.*

Findings of FY2005 Independent Financial Audit: *Cited for issues related to reconciling the general ledger to subsidiary systems.*

*The college has been working with the State Auditor to address related issues.*

*Results: Satisfies the Board of Higher Education's audit requirements.*

**CAPITAL ADAPTATION & RENEWAL**

Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): **5.9%**

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

**INSTITUTIONAL SUPPORT COSTS**

FY2005 Institutional Support Costs per headcount: **\$1,407**

*Results: Meets the target that the college's cost per headcount is lower than that of its peers (\$1,754).*

FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: **16.9%**

*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 (17.8%).*

**FUNDRAISING**

Private Funds raised in FY2006: **\$1,280,550**

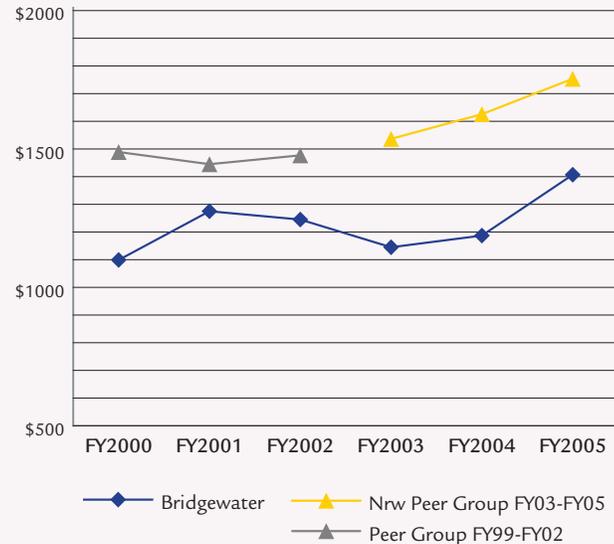
*Results: From 2004 to 2006, total private funds received ranged from \$1,280,550 to \$2,105,502.*

**INSTITUTIONAL ENDOWMENT**

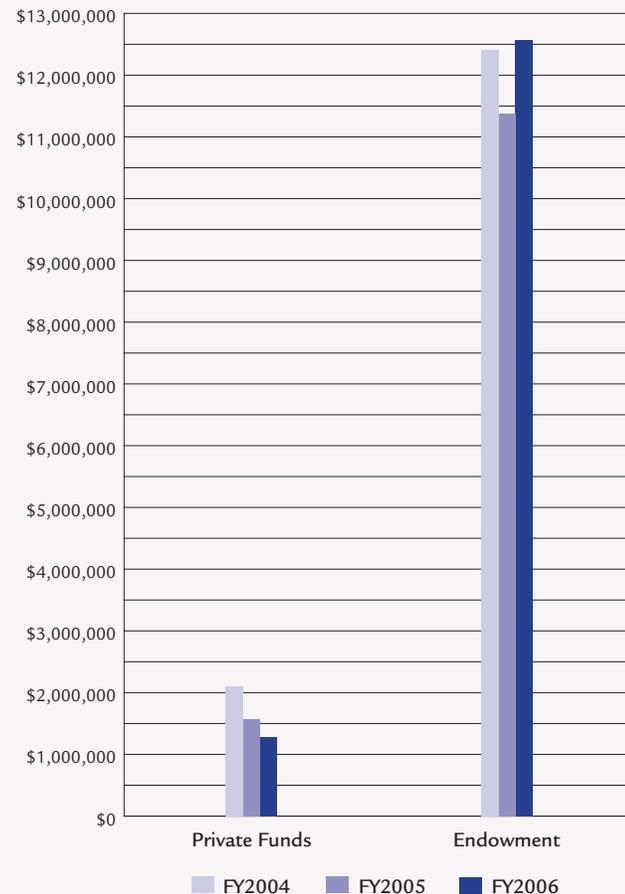
Total FY2006 Foundation Endowment: **\$12,576,446**

*Results: From 2004 to 2006, the value of the endowment ranged from \$11,380,216 to \$12,576,446.*

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



\* See Technical Guide (pages 45–46) 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

- Twin Cities Education Alliance (TCEA): Two years ago, Fitchburg State College convened a meeting with educators from the Fitchburg and Leominster Public School systems to examine ways in which their collective resources could better meet the needs of the youth in both cities. An outcome of this meeting was the TCEA, which has been meeting monthly to develop a vision for the future and obtain resources to support that vision. A focus of the group is to support school personnel in their examination of research-based practices and the development of collaborative teams to support the implementation of “best practices” in Fitchburg and Leominster High Schools. These teams are comprised of high school teachers, administrators and secondary education faculty from the College. This past summer the College funded a weeklong institute during which the teams developed collaborative skills, examined the research on teaching and learning and developed goals for the upcoming academic year. The teams will continue to meet bi-weekly in building-based teams and the group as a whole will reconvene monthly at the College. This year a major goal will be to obtain funds to support an expanded initiative in the schools.
- Upward Bound: Last year, this well established TRIO program benefited 81 students enrolled at Fitchburg, Leominster, and Montachusett Regional Technical High Schools. The program includes an intensive six-week summer academic program and 24 Saturday sessions during the academic year for high school students who are college bound. These sessions provide students additional test-taking skills, SAT preparation, assistance in the preparation of college applications and visits to a number of colleges in Massachusetts. The staff works closely with each student, their parents/guardians and the school systems to offer additional college preparatory activities. The program retention rate is 75 percent, and all 11 seniors from last year’s graduating high school classes began attending college in the fall.
- Mount Wachusett Institute: A partnership between Fitchburg State College and Mount Wachusett Community College, provides college housing opportunities for students who have

demonstrated the potential to be successful in a residential college environment but who do not meet the WNE admissions standards. Participants reside in FSC dorms and benefit from the entire array of the academic and student support services. Participants take all of their coursework at MWCC and are eligible to matriculate at FSC as early as their second semester, provided they attain a minimum 2.5 GPA and 12 earned credits. Students may remain enrolled in the Institute for a longer period if they wish. The Institute has operated successfully since fall 1999. The program enrolls 35–50 participants each year. This partnership is unique in Massachusetts public higher education,

### Program of DISTINCTION

**Pandemic Planning:** *The likelihood that widespread exposure to new disease will seriously affect the health of College personnel and impede the efficacy of College operations prompted a team of Fitchburg State administrators to develop response plans in the event of an influenza outbreak or other pandemic event. College officials convened a meeting of local, state, and federal authorities to participate in regional response planning activities. Representatives from FSC attended the Massachusetts Regional Conference on Pandemic Preparedness and later hosted an exercise with local health and safety officials to test emergency response capabilities. On campus, a preparedness and response plan was created to anticipate and address the impact pandemic influenza might have on College personnel and academic and administrative functions. The information learned and the strategies developed have been shared widely, both on campus and externally through the Central Links partnership.*

and the Institute is regarded very favorably by high school guidance counselors. It is likely that many of our participants would choose not to attend college at this time without such an opportunity.

- Alumni Transfer Mentoring Program: This program was implemented last year. Alumni of MWCC who are currently attending FSC are paired with MWCC students who have expressed an interest in transferring to FSC. Mentors receive orientation and training to prepare them to serve as resources to prospective students. The program assisted 10 students in its pilot year, but a significant increase in participation during the 2006–07 school year is anticipated.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	3,653 Undergrad. 1,687 Graduate
Fall 2005 FTE:	3,063 Undergrad. 690 Graduate
<i>Results: Over the last three years, fall headcount enrollment has increased 8.6%, and fall FTE enrollment has increased 10.2%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	4,526 Undergrad. 8,008 Graduate
FY2006 FTE:	3,205 Undergrad. 1,824 Graduate
<i>Results: Over the last three years, annual headcount enrollment has increased 11.3%, and annual FTE enrollment has increased 15.3%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	9.7%
<i>Results: Comparable to the Central Region's minority representation of 9.0%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2005 Community College Transfer Students:	234
<i>Results: Over the last three years, the number of community college transfer students has increased 15.8%.</i>	

Fall Enrollment: Headcount



## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	7.0%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,688	\$4,186	\$4,588	\$5,002
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	5.5%	6.2%	6.7%	7.0%
<i>Mass. state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%	7.5%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%	9.3%

\* See Technical Guide (pages 45–46) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	77.5%
<i>Results: Comparable to the segmental rate of 76.1%, and above the peer retention rate of 69.3% and the national rate of 74.0%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1997-1999 Cohort Six-Year Graduation Rate (3-year average):	49.9%
<i>Results: Above the segmental rate of 46.8% and the institutional peer rate of 38.0%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	1,101
<i>Results: Average degrees conferred per year over the last three years: 1,037.</i>	
<b>MTEL PASS RATE</b>	
2005 Pass Rate for the Massachusetts Test for Educator Licensure:	100.0%
Number of Passing Students:	72
<i>Results: Above the target pass rate of 80%.</i>	
<b>SPECIAL ADMISSION STUDENTS</b>	
Percent of New Students who were Special Admits in Fall 2005:	5%
<i>Results: Meets the Board of Higher Education's requirement of enrolling less than 10% special admissions students per year. (See Appendix for BHE admissions policies.)</i>	

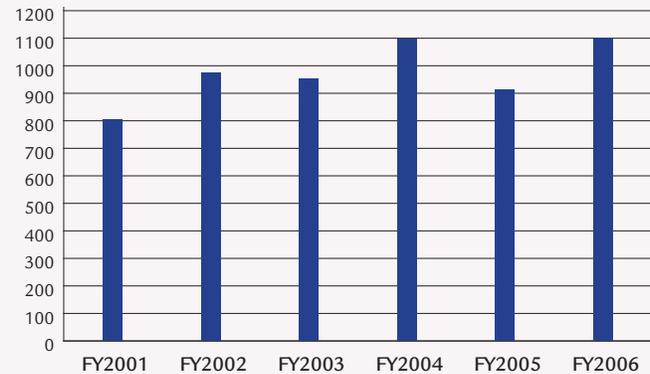
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Institution Rate	75.2%	71.1%	74.2%	76.8%	77.5%
Peer Avg. Rate				70.4%	69.3%
Segment Avg. Rate	73.1%	72.8%	74.5%	75.0%	76.1%
National Avg. Rate				74.3%	74.0%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	1999	Rolling Avg. 1997-99
Institution Rate	44.0%	47.7%	47.1%	54.8%	49.9%
Peer Avg. Rate	36.3%	38.1%	35.1%	40.9%	38.0%
Segment Avg. Rate	43.8%	45.5%	47.6%	47.2%	46.8%

Degrees Conferred

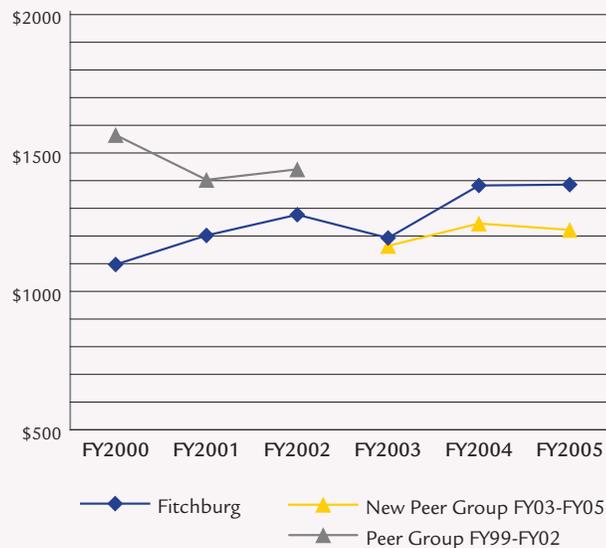


\* See Technical Guide (pages 45-46) for indicator methodology and details.

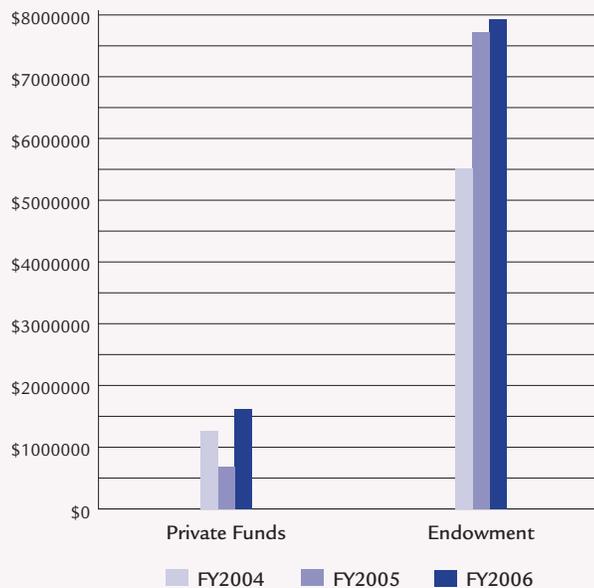
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <b>14.4%</b>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$1,386</b>
<i>Results: Does not meet the target that the college's cost per headcount is lower than that of its peers (\$1,222).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	<b>16.1%</b>
<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 (12.7%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$1,625,316</b>
<i>Results: From 2004 to 2006, total private funds received ranged from \$679,986 to \$1,625,316.</i>	
<b>INSTITUTIONAL ENDOWMENT</b>	
Total FY2006 Foundation Endowment:	<b>\$7,923,379</b>
<i>Results: From 2004 to 2006, the value of the endowment ranged from \$5,512,360 to \$7,923,379.</i>	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



\* See Technical Guide (pages 45–46) 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

- FSC's Education Department worked with 114 public schools in 62 cities and towns in the placement of 113 FSC student teachers (full-time practicum experience) and 385 students in field study placements that involved between three to six or more hours of participation in the school each week. Supervisors of the student teachers at the schools received course vouchers that can be used in lieu of tuition for Graduate and Continuing Education courses at FSC.
- FSC's Education Club is composed of nearly 50 prospective teachers who provide tutorial assistance and serve as e-mail correspondents (EPALS) for numerous students in the Framingham schools.
- Field study students served as instructors for the In Harmony with Education interdisciplinary instructional program sponsored by Bose Corporation. This program has been presented on campus for the past four years to thousands of middle grade students from public and private schools throughout the area. Moreover, it has served as a model for similar programs that Bose has instituted at other area colleges.
- FSC and Massachusetts Bay Community College (MBCC) faculty from the departments of Biology, Computer Science and Mathematics began discussions to align curricula to facilitate seamless transfer between the two colleges. This initiative is designed to encourage more students to pursue STEM majors at the baccalaureate level.
- In the second year of a three-year Improving Teacher Quality Grant from the VHE, faculty from FSC's Math and Education Departments worked with Rutgers University's Leadership Program in Discrete Mathematics to provide professional development in discrete math to elementary teachers at the Southbridge Public Schools in Massachusetts.
- FSC was selected to join 12 other institutions or groups of institutions for the National Research Project on the use of e-Portfolio in Higher Education. The project is designed to explore

the potential of e-Portfolio to enhance teaching and learning in higher education. Institutions in the cohort include university and college systems in Massachusetts and across the country.

- FSC continues to be actively involved in Massachusetts Colleges Online (MCO), a consortium of the Commonwealth's 15 community colleges and nine state colleges. In AY2005-06, FSC submitted a successful MCO grant proposal to participate in the e-tutoring initiative of the Connecticut Distance Learning Consortium, which is sponsoring a collaborative program to provide online tutoring services. Joining this consortium of 17 colleges and universities in Connecticut in AY2006-07 will be FSC and seven Massachusetts community colleges.

### Program of DISTINCTION

*Framingham State College established the Graduate Certificate Program in Nursing Education in 2003 to increase the number of nurses who are prepared as nurse educators in classroom, clinical and laboratory settings with the goal of making strides to alleviate the current nursing shortage. This innovative program marshaled broad collaboration within the higher education sector to address a significant societal need. Supported with grants from Massachusetts Board of Higher Education (\$19,985) and the Massachusetts Hospital Association (\$14,385) to expand and replicate the program, the certificate program was offered at Mount Wachusett and Roxbury Community Colleges and at the MetroWest Medical Center, during AY2005-06 to a total of 24 students. An equal number of faculty mentors were recruited from 15 public community colleges and seven private colleges. Articulation agreements with masters programs at Salem State College and the University of Massachusetts at Dartmouth and Worcester were established allowing Certificate recipients to transfer two of the three program courses towards the master's degree requirements at those institutions.*

- In collaboration with MCO and the Massachusetts Department of Public Health, FSC helped to design an online self-paced course for Massachusetts System for Advance Registration (MSAR) volunteers to earn about the different types of public health emergencies and disasters, roles and responsibilities of MSAR volunteers, and the organizational structure of an Incident Command System (ICS).

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	3,772 Undergrad. 2,102 Graduate
Fall 2005 FTE:	3,324 Undergrad. 825 Graduate
<i>Results: Over the last three years, fall headcount enrollment has declined 4.6%, and fall FTE enrollment has declined 2.9%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	4,882 Undergrad. 5,529 Graduate
FY2006 FTE:	3,523 Undergrad. 1,451 Graduate
<i>Results: Over the last three years, annual headcount enrollment has declined 3.9%, and annual FTE enrollment has declined 4.8%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	10.7%
<i>Results: Less than the Greater Boston Region's minority representation of 17.9%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2005 Community College Transfer Students:	135
<i>Results: Over the last three years, the number of community college transfer students has remained relatively stable.</i>	

Fall Enrollment: Headcount



## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	7.0%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,334	\$4,324	\$4,654	\$4,999
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	5.0%	6.4%	6.8%	7.0%
<i>Mass. state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%	7.5%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%	9.3%

\* See Technical Guide (pages 45–46) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	75.1%
<i>Results: Comparable to the segmental rate of 76.1%, the national rate of 74.0%, and the peer retention rate of 74.5%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1997-1999 Cohort Six-Year Graduation Rate (3-year average):	42.8%
<i>Results: Below the segmental rate of 46.8% but above the institutional peer rate of 35.2%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	1,207
<i>Results: Average degrees conferred per year over the last three years: 1,247.</i>	
<b>MTEL PASS RATE</b>	
2005 Pass Rate for the Massachusetts Test for Educator Licensure:	100.0%
Number of Passing Students:	102
<i>Results: Above the target pass rate of 80%.</i>	
<b>SPECIAL ADMISSION STUDENTS</b>	
Percent of New Students who were Special Admits in Fall 2005:	6%
<i>Results: Meets the Board of Higher Education's requirement of enrolling less than 10% special admissions students per year. (See Appendix for BHE admissions policies.)</i>	

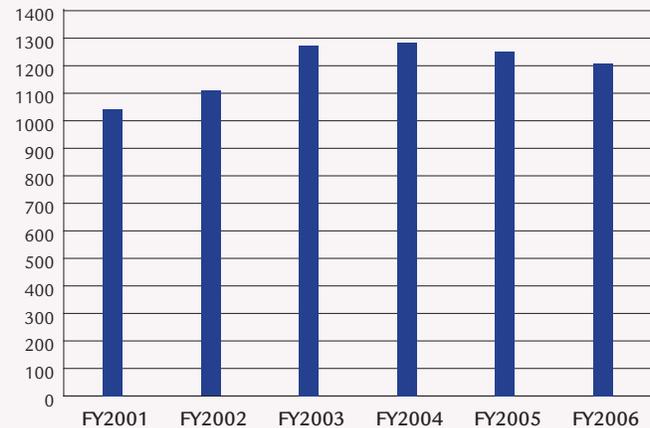
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Institution Rate	72.5%	68.2%	72.4%	71.8%	75.1%
Peer Avg. Rate				73.3%	74.5%
Segment Avg. Rate	73.1%	72.8%	74.5%	75.0%	76.1%
National Avg. Rate				74.3%	74.0%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	1999	Rolling Avg. 1997-99
Institution Rate	38.7%	42.0%	44.4%	42.0%	42.8%
Peer Avg. Rate	33.5%	35.4%	34.5%	35.5%	35.2%
Segment Avg. Rate	43.8%	45.5%	47.6%	47.2%	46.8%

Degrees Conferred

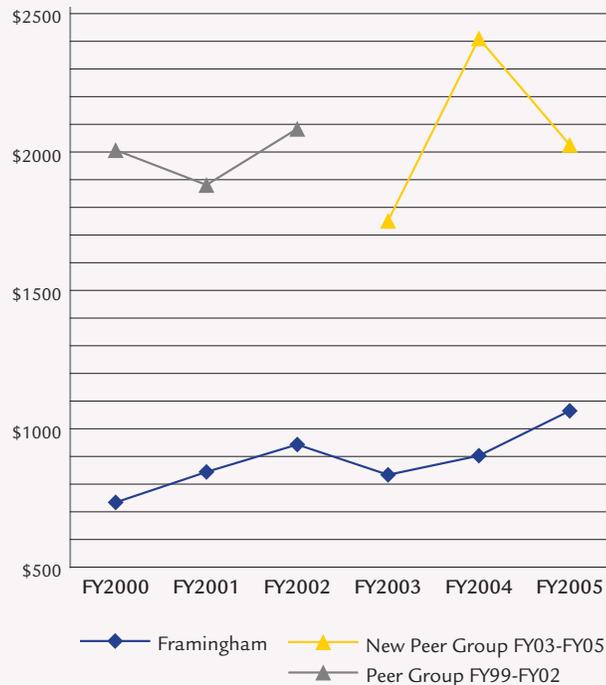


\* See Technical Guide (pages 45-46) for indicator methodology and details.

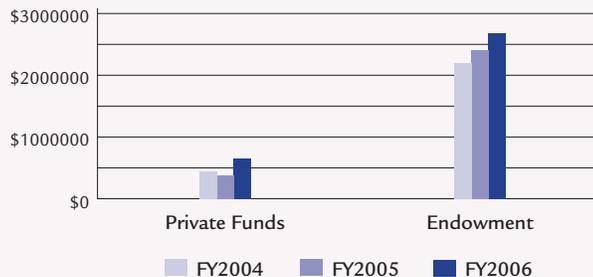
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings.</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <b>10.4%</b>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$1,065</b>
<i>Results: Meets the target that the college's cost per headcount is lower than that of its peers (\$2,026).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	<b>14.9%</b>
<i>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 (20.0%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$654,577</b>
<i>Results: From 2004 to 2006, total private funds received ranged from \$375,961 to \$654,577.</i>	
<b>INSTITUTIONAL ENDOWMENT</b>	
Total FY2006 Foundation Endowment:	<b>\$2,680,407</b>
<i>Results: From 2004 to 2006, the value of the endowment ranged from \$2,197,144 to \$2,680,407.</i>	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



\* See Technical Guide (pages 45–46) 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

- MCLA is in its third year of the very important Berkshire Wireless Learning Initiative (BWL). This program will supply laptop computers to 2,100 students in Pittsfield and North Adams middle schools and will involve approximately 200 teachers. MCLA continues to work with all of the partners to coordinate professional development for teachers. The focus of the BWL is to incorporate technology into instruction, thereby enhancing the teaching methods used in educating students. As part of this effort MCLA hosted a well attended and well received conference for educators across the county.
- MCLA hosted for the second time the Region I High School Science Fair and for the first time the Region I Middle School Science Fair. These fairs attracted a total of 118 students, conducting 81 projects, representing 11 schools. MCLA engaged leaders from the business community to serve as judges of student work. The success and importance of this program can be measured by the fact that Region I sent 40 high school students to the State Science Fair at MIT. Three students placed at the State Fair, were interviewed on public radio and will receive a patent for their project. MCLA’s work in science, math and technology—in partnership with the business community—resulted in MCLA being recognized by AIM with the 2006 Legacy of Leadership Award for the Berkshire region.
- MCLA once again hosted a Conference on Service Learning that illustrates a long and important collaboration with the North Adams Public Schools, whose service learning program has been recognized nationally. The Conference attracted over 100 students from all of the five North Adams Public Schools along with faculty, staff, and administrators. Faculty and students from MCLA and the North Adams Public schools collaborated on the planning as well as the presentations.
- MCLA has established a 3+2 engineering program with the University of Massachusetts Amherst College of Engineering (UMass CoE). This dual degree program will lead to a BA in Physics from MCLA and a BS in Engineering from UMass CoE.

Faculty members from the MCLA Physics Department and UMass CoE School have collaborated for more than a year creating an appropriate curriculum.

- MCLA and Greenfield Community College (GCC) have established an articulation agreement that allows GCC students to enroll in courses (offered by MCLA) at their home campus. The program will lead to a BA in Interdisciplinary Studies and a BS in Education.

### Program of DISTINCTION

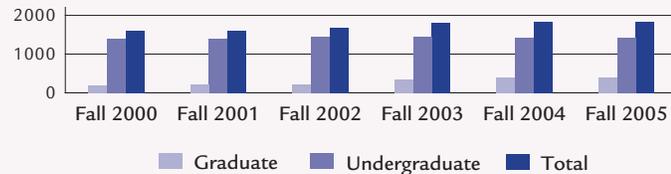
*The MCLA Gallery 51, an arts-performance gallery located in Downtown North Adams, was established in the summer of 2005. Since then, the Gallery has hosted a different art exhibit every month, as well as being a location for numerous college and community performances. MCLA, in collaboration with MASS MoCA and the city of North Adams, received a grant from the Massachusetts Cultural Council that supported an educational non-credit workshop series in arts management during fall 2006. Also related to Gallery 51 are the Berkshire Hills Internship Program, which connects Arts Management students to professional experiences in galleries, symphony halls, museums, theaters, and other types of arts venues; the Berkshire Cultural Resource Center, which provides the regional arts community with resources, access and marketing support and houses ArtSTART, a Web site developed to provide access and communication to the regional arts community.*

- MCLA has been involved since 2004 with the Northern Tier Renewable Energy Sector. MCLA, GCC and Mount Wachusett Community College have been a driving force behind developing the agenda for the larger sector meetings. The goal is to develop the Region as a leader in renewable energy education and training. The three colleges are collaborating on educational programs that will support renewable energy initiatives in the dozens of communities.
- MCLA continues to provide leadership for the Berkshire Compact for Higher Education. This project, which addresses the role of education in the economic development of Berkshire County, brought together over 50 county leaders in business, public service, PreK-16 education, and all of the political leadership of the county.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	1,435 Undergrad. 393 Graduate
Fall 2005 FTE:	1,301 Undergrad. 211 Graduate
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has increased 2.8%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	1,705 Undergrad. 1,022 Graduate
FY2006 FTE:	1,325 Undergrad. 464 Graduate
<i>Results: Over the last three years, annual headcount enrollment has increased 3.1%, and annual FTE enrollment has increased 4.4%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	7.5%
<i>Results: Higher than the Berkshire Region's minority representation of 4.6%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2005 Community College Transfer Students:	107
<i>Results: Over the last three years, the number of community college transfer students has increased 94.5%.</i>	

Fall Enrollment: Headcount



## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	7.8%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
Tuition and fees	\$4,197	\$5,397	\$5,417	\$5,616
State median family income	\$66,922	\$67,527	\$68,701	\$71,655
Tuition and fees as % of state family median income	6.3%	8.0%	7.9%	7.8%
Mass. state college average tuition and fees as % of state median family income	5.5%	6.7%	7.3%	7.5%
Northeast average tuition and fees as % of state median family income			9.2%	9.3%

\* See Technical Guide (pages 45–46) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	72.6%
<i>Results: Below the segmental rate of 76.1% and the peer rate of 77.9%, but above the public liberal arts college rate of 70.3%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1997-1999 Cohort Six-Year Graduation Rate (3-year average):	46.3%
<i>Results: Comparable to the segmental rate of 46.8% but below the institutional peer rate of 52.4%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	346
<i>Results: Average degrees conferred per year over the last three years: 328.</i>	
<b>MTEL PASS RATE</b>	
2005 Pass Rate for the Massachusetts Test for Educator Licensure:	97.8%
Number of Passing Students:	45
<i>Results: Above the target pass rate of 80%.</i>	
<b>SPECIAL ADMISSION STUDENTS</b>	
Percent of New Students who were Special Admits in Fall 2005:	9%
<i>Results: Meets the Board of Higher Education's requirement of enrolling less than 10% special admissions students per year.</i>	
<i>(See Appendix for BHE admissions policies.)</i>	

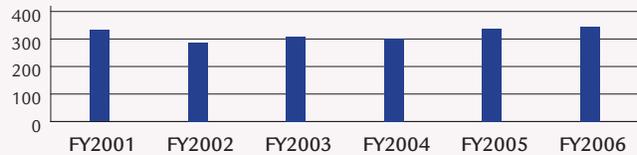
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Institution Rate	71.1%	68.2%	76.5%	73.6%	72.6%
Peer Avg. Rate				82.1%	77.9%
Segment Avg. Rate	73.1%	72.8%	74.5%	75.0%	76.1%
Public Liberal Arts National Avg. Rate				71.1%	70.3%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	1999	Rolling Avg. 1997-99
Institution Rate	45.7%	46.7%	45.0%	47.3%	46.3%
Peer Avg. Rate	52.8%	50.1%	53.2%	53.8%	52.4%
Segment Avg. Rate	43.8%	45.5%	47.6%	47.2%	46.8%

Degrees Conferred

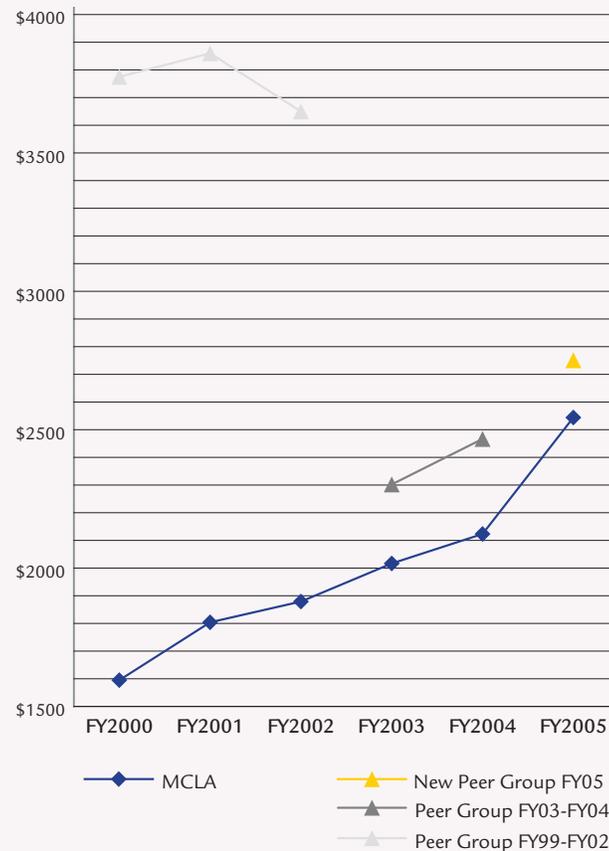


\* See Technical Guide (pages 45-46) for indicator methodology and details.

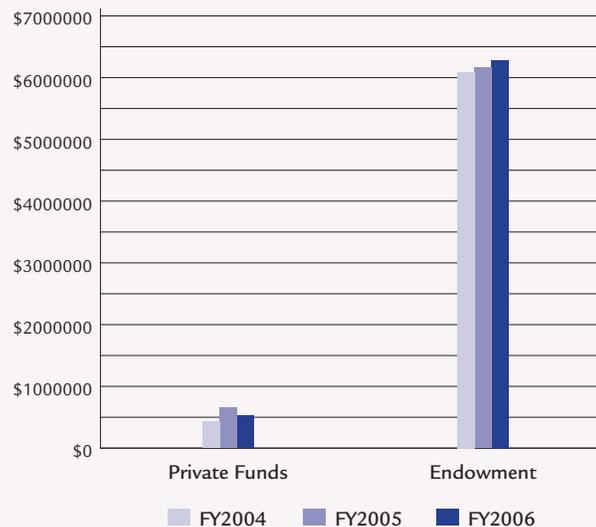
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings.</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <b>15.0%</b>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$2,544</b>
<i>Results: Meets the target that the college's cost per headcount is lower than that of its peers (\$2,751).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	<b>18.8%</b>
<i>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 (18.9%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$523,415</b>
<i>Results: From 2004 to 2006, total private funds received ranged from \$434,465 to \$659,577.</i>	
<b>INSTITUTIONAL ENDOWMENT</b>	
Total FY2006 Foundation Endowment:	<b>\$6,281,681</b>
<i>Results: From 2004 to 2006, the value of the endowment ranged from \$6,092,000 to \$6,281,681.</i>	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



\* See Technical Guide (pages 45–46) 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 Summit is a program for academically talented fifth graders in the Lynn Public Schools. Math faculty at the College and a selected Lynn teacher have collaborated for the past four years on a probability/statistics and tessellations units. The statistics unit was jointly developed with College faculty, providing the teacher with content reinforcement, as needed, including modeling each lesson. Since its onset, the units, based on assessment data, have demonstrated improvement. Each year approximately 60 students have enrolled in Project Summit, benefitting approximately 240 students over four years. This program enhances students' understanding of probability and statistics and helps them discover connections between probability and statistics through experimentation and discussion. It introduces students to Escher-like tessellations, leads them to develop their own tessellations, and it enhances the teacher's own understanding of probability, statistics and geometry.
- Project LEAD is designed to meet the need for more, better prepared and highly qualified teachers for limited English proficient students in the public schools of Chelsea, Lawrence, and Lynn in the Salem State College (SSC) service area. The course work was designed to enable teachers to develop special expertise in the teaching of reading to English Language Learners (ELL) and to qualify them to pursue licensure and master's degrees in either ELL, Reading or both. A \$65,000 annual grant for three years provided funding for a cohort of 20 teachers from the three cities to take SSC graduate courses. A supplementary grant of approximately \$19,000, awarded in the spring of 2006, provided two additional professional development workshops and classroom libraries for the participants. These grants and ensuing recruitment efforts resulted in 20 new applicants from Chelsea, Lynn and Lawrence to the College's M.Ed.: 15 in Reading and five in MAT in ESL; eighteen of the applicants were accepted and matriculated, and two are pending.
- SSC and the University of Massachusetts Boston, in recognition of the importance of a public higher education experience, have created an articulation agreement between the Master of Education in Higher Education in Student Affairs and the Doctorate of Education in Higher Education Administration.

### Program of DISTINCTION

*The Salem State College Office of Institutional Advancement was charged with providing private resources for the advancement of three of the College's priorities—the Center for the Arts Capital Campaign in which it would raise \$5 million in private gifts for the purpose of constructing a state-of-the-art center worthy of the nationally acclaimed Theater Arts Department at SSC; the School of Business in which it would raise private contributions of at least \$1 million for the support of the goal of AACSB accreditation; and raise private funds for the School of Nursing. In fall 2005 the College received a gift of \$2 million, the largest gift ever made to a Massachusetts state college, from Bernard and Sophie Gordan to name the proposed new Center for the Arts in their honor. Hundreds of other gifts were made to complete the Capital Campaign by June 30, 2006. On the heels of the most historic gift in the 150-year history of the College, Donna and Henry Bertolon made a larger gift, \$2.5 million, to name the School of Business in their honor. Then the third seven-figure gift in a two-month period was secured from General Electric former Chief Executive Officer, Jack Welch, who established a \$1 million endowed scholarship for the support of Salem residents who would be enrolling in the Bertolon School of Business. The Lynch Foundation accepted a proposal to provide significant funding for the School of Nursing by awarding the College a \$400,000 Challenge Grant, with the stipulation that the grant require the College to raise additional funding of at least \$300,000 in gifts from alumni and friends of the College. This goal was met in March 2006 when the \$300,000 was raised through a collaborative effort of faculty and staff.*

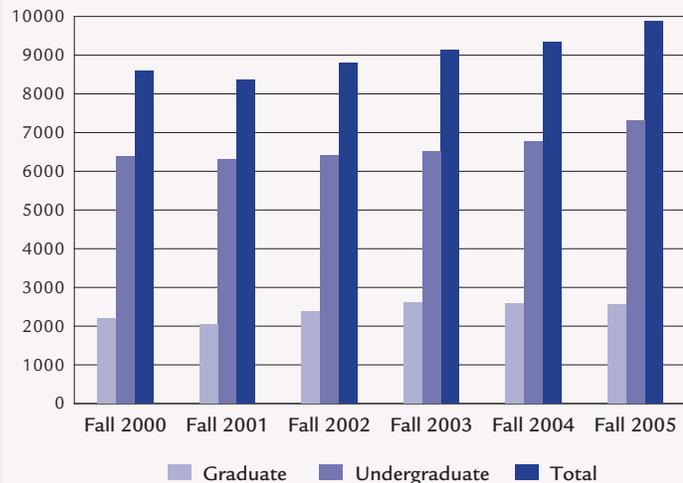
The two institutions recognize the importance of preparing diverse and underrepresented populations to work in leadership positions within higher education. Both programs are committed to the recruitment and retention of women and students of color.

- SSC received a \$50,000 Commonwealth Information Technology Initiative grant, "Northeast IT across the Curriculum Collaborative," used to create a collaborative among SSC, Massachusetts Bay, Middlesex, Northern Essex, North Shore, and Roxbury Community Colleges to create IT certificates at community colleges and to transfer credits to the SSC ITAS minor and college majors.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	7,296 Undergrad. 2,567 Graduate
Fall 2005 FTE:	5,794 Undergrad. 1,036 Graduate
<i>Results: Over the last three years, fall headcount enrollment has increased 8.1%, and fall FTE enrollment has increased 12.8%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	9,073 Undergrad. 6,934 Graduate
FY2006 FTE:	6,286 Undergrad. 1,909 Graduate
<i>Results: Over the last three years, annual headcount enrollment has remained relatively stable, and annual FTE enrollment has increased 11.7%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	15.2%
<i>Results: Higher than the Northeast Region's minority representation of 11.0%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2005 Community College Transfer Students:	334
<i>Results: Over the last three years, the number of community college transfer students has declined 14.8%.</i>	

Fall Enrollment: Headcount



## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	7.8%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,938	\$4,988	\$5,454	\$5,594
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	5.9%	7.4%	7.9%	7.8%
<i>Mass. state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%	7.5%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%	9.3%

\* See Technical Guide (pages 45–46) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	75.2%
<i>Results: Comparable to the segmental rate of 76.1%, the national rate of 74.0%, and the peer retention rate of 76.1%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1997-1999 Cohort Six-Year Graduation Rate (3-year average):	39.8%
<i>Results: Below the segmental rate of 46.8% but comparable to the institutional peer rate of 39.5%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	1,140
<i>Results: Average degrees conferred per year over the last three years: 1,362.</i>	
<b>MTEL PASS RATE</b>	
2005 Pass Rate for the Massachusetts Test for Educator Licensure:	94.0%
Number of Passing Students:	140
<i>Results: Above the target pass rate of 80%.</i>	
<b>SPECIAL ADMISSION STUDENTS</b>	
Percent of New Students who were Special Admits in Fall 2005:	12%
<i>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.)</i>	

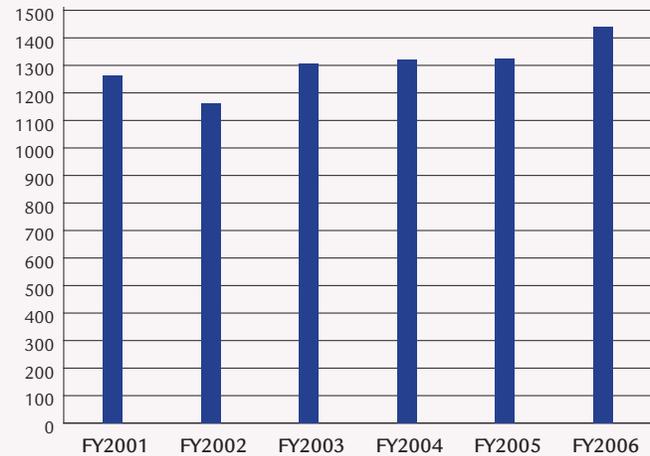
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Institution Rate	68.7%	71.9%	72.3%	75.9%	75.2%
Peer Avg. Rate				75.3%	76.1%
Segment Avg. Rate	73.1%	72.8%	74.5%	75.0%	76.1%
National Avg. Rate				74.3%	74.0%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	1999	Rolling Avg. 1997-99
Institution Rate	34.1%	37.0%	42.4%	39.9%	39.8%
Peer Avg. Rate	38.1%	39.0%	40.1%	39.2%	39.5%
Segment Avg. Rate	43.8%	45.5%	47.6%	47.2%	46.8%

Degrees Conferred

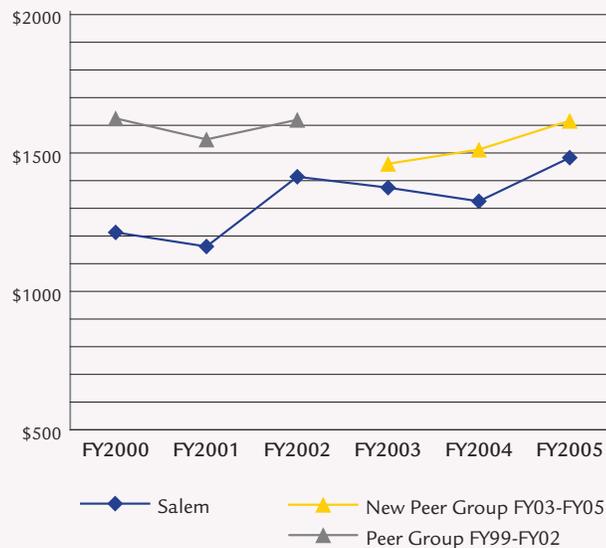


\* See Technical Guide (pages 45-46) for indicator methodology and details.

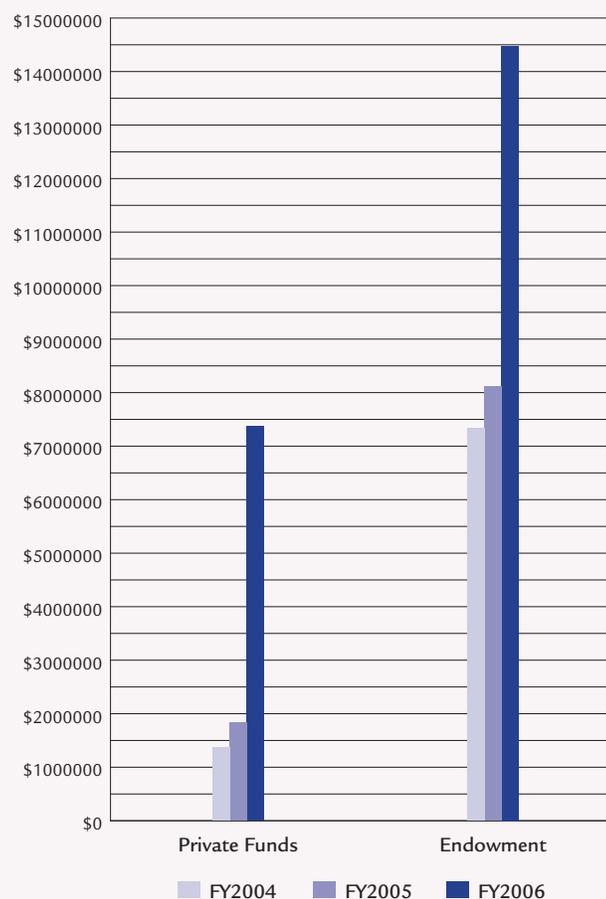
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings.</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <b>8.6%</b>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$1,483</b>
<i>Results: Meets the target that the college's cost per headcount is lower than that of its peers (\$1,616).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	<b>17.0%</b>
<i>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 (17.4%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$7,372,735</b>
<i>Results: From 2004 to 2006, total private funds received ranged from \$1,363,386 to \$7,372,735.</i>	
<b>INSTITUTIONAL ENDOWMENT</b>	
Total FY2006 Foundation Endowment:	<b>\$14,475,113</b>
<i>Results: From 2004 to 2006, the value of the endowment ranged from \$7,330,611 to \$14,475,113.</i>	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



\* See Technical Guide (pages 45–46) 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 (CENTER) began its third year working with PK-12 teachers and schools in western Massachusetts, its mission to provide programming that supports quality professional development opportunities to teachers, develop distance learning and on-line courses, and support mentoring and induction programs framed within the context of increased PK-12 student learning. The CENTER offered numerous programs/activities, including four-day institutes, offsite courses, onsite and online professional development workshops, early college awareness programming and day-long seminars. In 2005 the CENTER, in collaboration with local public school districts and the Pocumtuck Valley Memorial Association (PVMA), received a three-year Teaching American History Grant of \$999,650 from the U.S. Department of Education. During AY05-06, the CENTER and PVMA partnered with the Storrowton Museum and the Veteran's Education Project to offer seminars and workshops which provided over 4300 professional development hours for participants from 11 schools. With the Foundations for Excellent Schools, the CENTER sponsored early college awareness programs attended by over 500 middle school students.
- Collaboration with PK-12 partners remains a strong emphasis in our teacher education programs. The Westfield Professional Development School Network (WPDS) is now in its seventh year. In AY05-06 the WPDS network developed an improved assessment plan, which used both qualitative and quantitative methods, to help gauge the impact of their work in the partner elementary schools. Outcomes of the projects, involving faculty development, after-school tutoring, literacy collaboration, and a Year-Long Internship program, proved successful. During AY05-06, six wsc teacher candidates completed their last pre-practicum field experience and practicum in the same classroom under the guidance of both wsc faculty members and exemplary classroom teachers.
- In June 2006, Westfield State College joined Gateway Regional School District, Easthampton Public Schools, and Hampshire Regional School District in submitting a Technology

Enhancement Competitive Grant proposal to the Massachusetts Department of Education. The grant was awarded and will allow wsc to offer high-quality professional development that meets or exceeds the Massachusetts Teacher Technology Standards. The instruction will utilize a combination of online and on-site delivery so teachers from all three schools can participate in the same classes. This professional development effort will be incorporated into existing laptop initiatives in each of the participating districts.

### Program of DISTINCTION

*WSC Write is a campus-wide faculty development network designed to assist in the development of innovative pedagogical practices responsive to students' literacy needs, particularly in the area of academic/college-level writing. WSC Write services for faculty during the 2005-2006 academic year included a year-long professional development program for all composition instructors, a Handbook for New and Returning Composition Faculty, and writing-across-the curriculum workshops led or co-led by faculty from disciplines other than English. A roundtable was held in fall 2006 at which a panel of alumni discussed the role of writing in their particular professions and ways to develop and implement upper-level intensive writing courses and courses in discipline- or profession-specific writing. WSC Write received \$36,500 in funding from the College 13 (Innovate, Initiate, Inspire) Fund for the 2005-2006 academic year and the fall semester of the 2006-2007 academic year. WSC Write held four half-day workshops for composition faculty and three writing-across-the curriculum workshops in 2005-2006. In addition to the alumni panel scheduled for fall 2006, WSC Write plans to conduct at least one additional workshop for composition instructors and to offer either one writing-across the curriculum workshop or roundtable discussion.*

- The Teacher Preparation program at wsc works closely with the "local" community colleges to facilitate successful transition for community college graduates into four-year teacher preparation programs. The four local colleges are Berkshire Community College, Holyoke Community College, Greenfield Community College, and Springfield Technical Community College. Updates to the existing articulation agreements in teacher licensure programs with hcc and gcc are nearly complete as a result of consultations and meetings between wsc and these community college faculty and administrators. STCC and bcc agreements will be updated during 2006-2007.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	4,667 Undergrad. 678 Graduate
Fall 2005 FTE:	4,250 Undergrad. 270 Graduate
<i>Results: Over the last three years, fall headcount enrollment has increased 8.2%, and fall FTE enrollment has increased 10.5%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	5,230 Undergrad. 1,195 Graduate
FY2006 FTE:	4,268 Undergrad. 386 Graduate
<i>Results: Over the last three years, annual headcount enrollment has increased 4.7%, and annual FTE enrollment has increased 8.6%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	8.4%
<i>Results: Less than the Pioneer Valley Region's minority representation of 13.2%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2005 Community College Transfer Students:	228
<i>Results: Over the last three years, the number of community college transfer students has remained relatively stable.</i>	

Fall Enrollment: Headcount



## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	7.9%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,755	\$4,558	\$4,857	\$5,658
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	5.6%	6.7%	7.1%	7.9%
<i>Mass. state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%	7.5%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%	9.3%

\* See Technical Guide (pages 45–46) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	79.4%
<i>Results: Above the segmental rate of 76.1%, the national rate of 74.0%, and the peer retention rate of 70.3%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1997-1999 Cohort Six-Year Graduation Rate (3-year average):	53.8%
<i>Results: Above the segmental rate of 46.8% and the institutional peer rate of 41.0%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	1,018
<i>Results: Average degrees conferred per year over the last three years: 1,007.</i>	
<b>MTEL PASS RATE</b>	
2005 Pass Rate for the Massachusetts Test for Educator Licensure:	94.0%
Number of Passing Students:	142
<i>Results: Above the target pass rate of 80%.</i>	
<b>SPECIAL ADMISSION STUDENTS</b>	
Percent of New Students who were Special Admits in Fall 2005:	8%
<i>Results: Meets the Board of Higher Education's requirement of enrolling less than 10% special admissions students per year. (See Appendix for BHE admissions policies.)</i>	

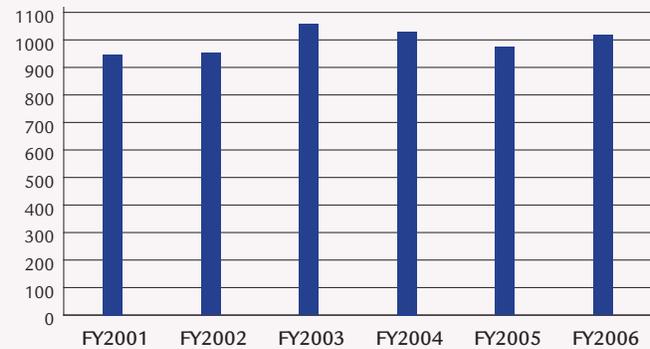
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Institution Rate	75.5%	77.2%	75.4%	74.6%	79.4%
Peer Avg. Rate				70.5%	70.3%
Segment Avg. Rate	73.1%	72.8%	74.5%	75.0%	76.1%
National Avg. Rate				74.3%	74.0%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	1999	Rolling Avg. 1997-99
Institution Rate	56.4%	55.7%	53.1%	52.7%	53.8%
Peer Avg. Rate	37.8%	40.7%	41.2%	41.0%	41.0%
Segment Avg. Rate	43.8%	45.5%	47.6%	47.2%	46.8%

Degrees Conferred

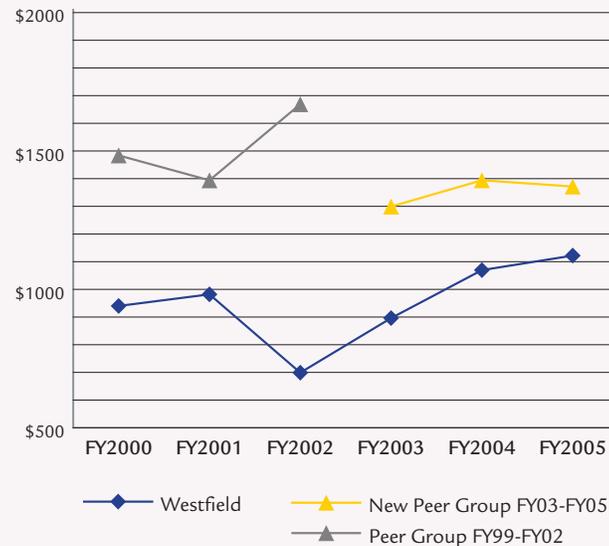


\* See Technical Guide (pages 45-46) for indicator methodology and details.

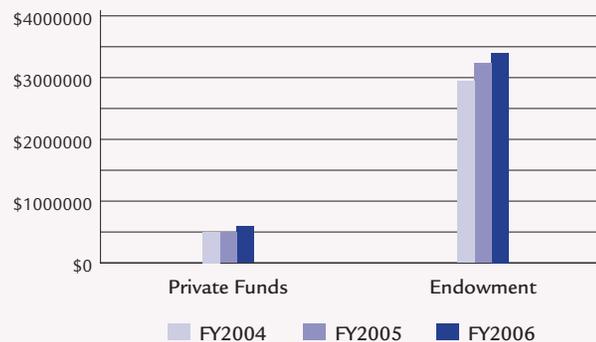
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings.</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average):	12.1%
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	\$1,122
<i>Results: Meets the target that the college's cost per headcount is lower than that of its peers (\$1,372).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	12.9%
<i>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 (14.6%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	\$593,099
<i>Results: From 2004 to 2006, total private funds received ranged from \$499,343 to \$593,099.</i>	
<b>INSTITUTIONAL ENDOWMENT</b>	
Total FY2006 Foundation Endowment:	\$3,398,451
<i>Results: From 2004 to 2006, the value of the endowment ranged from \$2,938,734 to \$3,398,451.</i>	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003–FY2005)



\* See Technical Guide (pages 45–46) 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

- Worcester State College has provided eight high school seniors from five Worcester Public School District high schools in Worcester a scholarship to enroll in a Mandarin Chinese Language course taught in the Continuing Education division. These students are also paired with Chinese international students (a Tandem program) to practice their newly acquired skills and at the same time help our international students practice their English skills in a social setting. WSC provides the space for these interactions to take place on campus.
- Through its Center for Effective Instruction, Worcester State College works with a number of school districts to enhance the professional development of public school teachers. These collaborations include school districts of Worcester, Blackstone Valley, Northboro, Northbridge, Palmer, Southbridge, West Boylston, Douglas, Dudley/Charlton, Millbury, Southboro, Brookfield, Sutton, Ware, Grafton, and Hopedale.
- The Central Massachusetts Writing Project (cmwp) at Worcester State College, funded by a grant from the National Writing Project, works with public school teachers from a number of school districts to improve the teaching of writing. The cmwp conducts seminars throughout the year as well as a week-long intensive Summer Writing Institute for the teachers in the program. The project has involved teachers from Worcester, Ashland, Fitchburg, Lunenburg, Millbury, Northbridge, Quabbin, Shrewsbury, West Boylston, and Winchendon.
- Through its Latino Education Institute, a collaboration between Worcester State College and the Worcester Public Schools, the College has delivered a number of programs designed to improve the academic achievement of Latino Students. These programs included the ISLA after school academic program for middle school students and a variety of programs offered to Latino parents through the Latino Family Resource Center.
- On April 14, 2006, Central Links conducted an “Articulation Summit” for department chairs and transfer coordinators from Worcester State and Fitchburg State Colleges and Quinsigamond and Mount Wachusett Community Colleges. The Summit focused on courses in the majority of disciplines that exist at both the community and four-year colleges. WSC is also working with three institutions to ensure that it is abiding by the articulation agreements that already exist.
- On June 1, 2006, Fitchburg State College hosted a Pandemic Planning Workshop for members of the administration and the presidents of the four institutions. Chief Rosemary Naughton (wsc) led the workshop and directed the breakout sessions related to the topic.

### Program of DISTINCTION

*The WSC math initiative was launched in 2003 to decrease the numbers of first-time students failing to place in a college-level math course and to determine the best strategies for math remediation for students who were unable to reach a passing score on the math Accuplacer, to decrease “math phobia” and the instance of students putting off the required math course until senior year and thus decreasing their chances of successful completion of the course, as well as the timely completion of their degree. After several years of strategies that decreased the failure rate from 56 to 36 percent on the Math Accuplacer exam, it was determined that critical changes would be necessary to further decrease the percentage of those students who failed, and a detailed remediation plan was launched. The plan included individualized simulation exams and review sessions, and the Math Department continued to work with students, providing one-on-one tutoring. Due to the mandatory pre-placement simulation program, including review sessions, WSC has been able to decrease the failure rate to less than 24 percent in fall 2006.*

- During March 2006, Mount Wachusett Community College hosted a two-day Assessment Workshop for administrators and faculty from the four colleges. The workshop was led by Dr. James Nichols, author of A Practitioner’s Guide for Institutional Effectiveness and Student Outcomes Assessment Implementation. As several requests were made to bring Dr. Nichols back for a more individual campus assessment workshop, the College is in the process of working on his return visit.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	4,598 Undergrad. 873 Graduate
Fall 2005 FTE:	3,579 Undergrad. 320 Graduate
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has increased 2.9%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	6,668 Undergrad. 2,488 Graduate
FY2006 FTE:	3,947 Undergrad. 604 Graduate
<i>Results: Over the last three years, annual headcount enrollment has remained relatively stable, and annual FTE enrollment has increased 2.9%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	13.1%
<i>Results: Above the Central Region's minority representation of 9.5%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2005 Community College Transfer Students:	202
<i>Results: Over the last three years, the number of community college transfer students has remained relatively stable.</i>	

Fall Enrollment: Headcount



## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	7.1%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,273	\$4,123	\$4,579	\$5,080
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.9%	6.1%	6.7%	7.1%
<i>Mass. state college average tuition and fees as % of state median family income</i>	5.5%	6.7%	7.3%	7.5%
<i>Northeast average tuition and fees as % of state median family income</i>			9.2%	9.3%

\* See Technical Guide (pages 45–46) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	75.1%
<i>Results: Comparable to the segmental rate of 76.1%, the national rate of 74.0%, and the peer retention rate of 73.2%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1997-1999 Cohort Six-Year Graduation Rate (3-year average):	42.2%
<i>Results: Below the segmental rate of 46.8% but above the institutional peer rate of 34.3%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	1,048
<i>Results: Average degrees conferred per year over the last three years: 1,000.</i>	
<b>MTEL PASS RATE</b>	
2005 Pass Rate for the Massachusetts Test for Educator Licensure:	100.0%
Number of Passing Students:	81
<i>Results: Above the target pass rate of 80%.</i>	
<b>SPECIAL ADMISSION STUDENTS</b>	
Percent of New Students who were Special Admits in Fall 2005:	5%
<i>Results: Meets the Board of Higher Education's requirement of enrolling less than 10% special admissions students per year. (See Appendix for BHE admissions policies.)</i>	

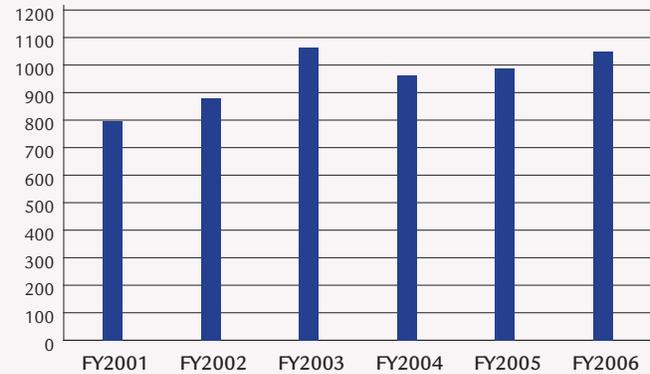
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Institution Rate	72.4%	73.9%	72.3%	70.6%	75.1%
Peer Avg. Rate				71.0%	73.2%
Segment Avg. Rate	73.1%	72.8%	74.5%	75.0%	76.1%
National Avg. Rate				74.3%	74.0%

Six-Year Graduation Rate

Entering Cohort	1996	1997	1998	1999	Rolling Avg. 1997-99
Institution Rate	35.6%	40.5%	43.2%	43.5%	42.4%
Peer Avg. Rate	33.1%	33.5%	33.5%	35.9%	34.3%
Segment Avg. Rate	43.8%	45.5%	47.6%	47.2%	46.8%

Degrees Conferred

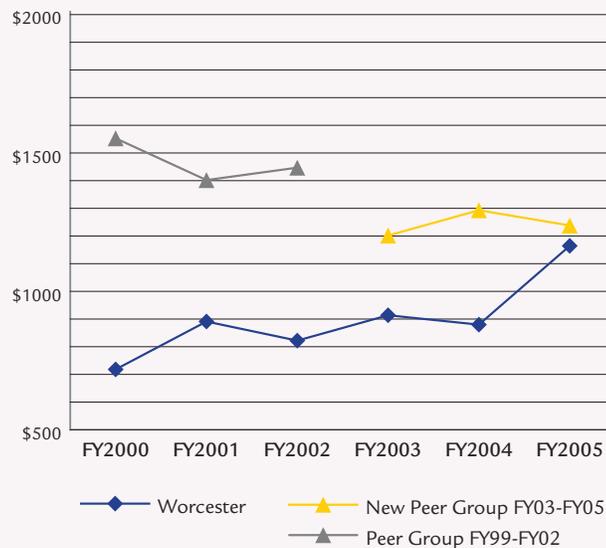


\* See Technical Guide (pages 45-46) for indicator methodology and details.

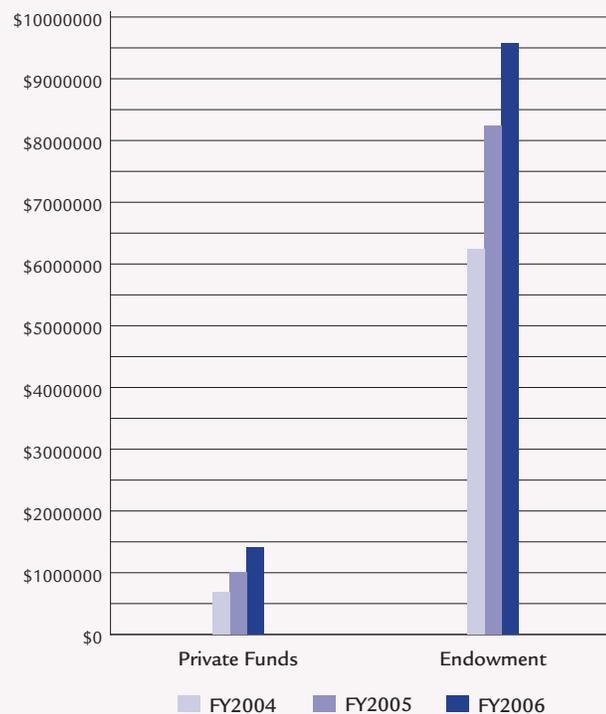
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings.</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average):	7.5%
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	\$1,164
<i>Results: Meets the target that the college's cost per headcount is lower than that of its peers (\$1,238).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	14.8%
<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 (13.3%), but it was within two percentage points.</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	\$1,409,932
<i>Results: From 2004 to 2006, total private funds received ranged from \$679,225 to \$1,409,932.</i>	
<b>INSTITUTIONAL ENDOWMENT</b>	
Total FY2006 Foundation Endowment:	\$9,579,219
<i>Results: From 2004 to 2006, the value of the endowment ranged from \$6,235,447 to \$9,579,219.</i>	

Institutional Support Costs per Headcount



Fundraising and Endowment (FY2003-FY2005)



\* See Technical Guide (pages 45-46) 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 FY2006 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 Ken Lemanski, Executive Officer of the Council of Presidents for the State Colleges.*

### STATE COLLEGE 2006 SEGMENTAL GOALS UPDATE

#### **Goal I: Enhance Academic Programs**

*"With a continuing severe teacher shortage expected 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. 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 Network, partnerships created by the Board of Higher Education's STEM Pipeline Fund to improve science, technology, engineering, and math education. The Colleges continue to develop 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 and will work to address increased requirements in math. 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.

#### **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.*

*The State Colleges will continue to enhance teaching, learning, and professional development programs and find new ways to use existing technology to support these efforts. 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):**

Six of the State Colleges—Bridgewater State College, Framingham State College, Fitchburg State College, Massachusetts College of Liberal Arts, Salem State College and Worcester State College—implemented or continued forward 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. Westfield State College is scheduled to join in the fall of 2007. Several of the colleges have begun to supplement the laptop initiative with "podcasting."

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. The State Colleges are also in the process of reviewing their undergraduate and graduate business programs. The review is meant to determine the quality of the programs and to assess the ability of those programs to meet state workforce needs and standards in the globally competitive 21st century environment, while taking into consideration regional needs and opportunities that may influence program growth and development. The State Colleges are in the first phase of their review. A task force has been established under the direction of President Ashley of Worcester State College, and a report to the BHE will be forthcoming in June 2007.

The Bertolon School of Business at Salem State College has been accepted for candidacy by The Association to Advance Collegiate Schools of Business (AACSB), the most prestigious business accrediting organization.

Throughout 2006, 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 utilized continued BHE grants awarded through the initiative in 2006. 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 2006. Innovative programming to increase the number of nurses and allied health professionals in the workforce has also been initiated.

### **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. The colleges, in consultation with the BHE, will continue to identify and implement best practices designed to increase the rate of state college students achieving a bachelor’s degree within a six-year period.”*

#### **Update to Goal II:**

The Massachusetts State Colleges segmental rolling average 1997–1998 six-year graduation rate is 46.8%, as compared to our average peers’ six-year graduation rate of 42.8%. On a related note, the State College segment fall 2004 first-year retention rate is 76.1%—exceeding the national average of 74.0% (2004 cohort). As noted in last year’s segmental report, the State Colleges participated in the BHE’s State College Six-Year Graduation Rate Task Force and assisted in the development of the Task Force’s recommendations. Although significant additional funding is required to fully implement a more aggressive effort (\$19M estimate from the Task Force Report), 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.

Over the past year, the State Colleges Advising Task Force continued 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 postsecondary 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:**

Average tuition and fees at Massachusetts State Colleges are \$5,377 per year. In FY06, average tuition and fees at our State Colleges equaled 7.5% of state median family income which is well below the Northeast average of 9.3%.

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 charges in New England, moreover is \$7,830—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 includes 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 2006 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. This year-to-year increase in the number of transfer students from the Community Colleges into the State Colleges is 15.2%. Transfer policies are under review again this year by the State Colleges.

### **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. Private funds raised by the State Colleges in 2006 totaled \$13,459,624. The total segmental foundation endowment for 2006 is \$56,914,696.

In combination with the VNE, UMass, and the Community Colleges, the Massachusetts State Colleges advocated over the past year for the continuation and expansion of the Endowment Incentive Program. The Endowment Incentive Program continues to be an important tool for leveraging private donation.



# 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

<b>Access Indicators</b>	
Fall Enrollment Headcount Fall Enrollment FTE	<p><b>Technical Notes:</b> 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.</p>
Annual Enrollment Headcount Annual Enrollment FTE	<p><b>Technical Notes:</b> 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.</p>
Minority Enrollment	<p><b>Technical Notes:</b> 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.</p>
Community College Transfer Students	<p><b>Technical Notes:</b> 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.</p>

## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

<b>Affordability Indicators</b>	
Tuition and fees as a percent of median family income	<p><b>Technical Notes:</b> 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 2005.</p>

### III. STUDENT SUCCESS AND ACADEMIC QUALITY

<b>Success and Quality Indicators</b>	
First-Year Retention Rate	<b>Technical Notes:</b> 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	<b>Technical Notes:</b> The source for this indicator is the Graduation Rate Survey of the Integrated Postsecondary Education Data System (IPEDS). The entering cohort includes first-time, full-time, degree-seeking students. Nationally, six years is the traditional time for measuring graduation rates at four-year institutions.
Degrees Conferred	<b>Technical Notes:</b> This measure includes all degrees and certificates that are conferred during the fiscal year.
Pass Rate for the Massachusetts Test for Educator Licensure (MTEL)	<b>Technical Notes:</b> 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	<b>Technical Notes:</b> 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

<b>Effectiveness and Efficiency Indicators</b>	
Independent Financial Audit	<b>Technical Notes:</b> 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	<b>Technical Notes:</b> 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 Institutional Support Costs as a percent of Total Educational and General Expenditures	<b>Technical Notes:</b> 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).
Private Funds raised Institutional Endowment	<b>Technical Notes:</b> In times of shrinking budgets, public institutions of higher education are increasingly expected to seek additional external sources of funds.

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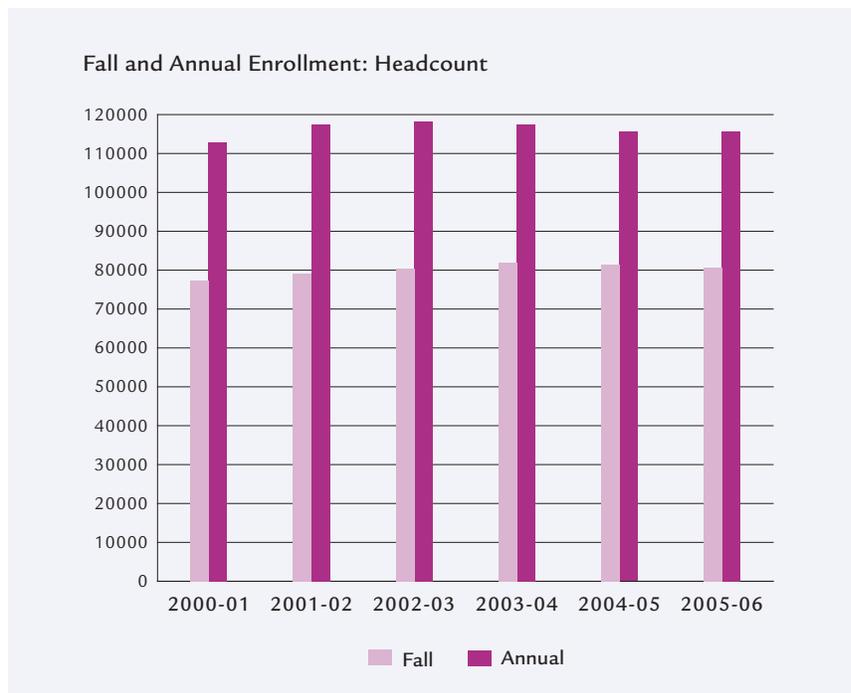


# Segmental Assessment: Community College Performance

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

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*		
<b>FALL ENROLLMENT</b>		<p><i>Results: Over the last three years, fall headcount enrollment has remained relatively stable. Five colleges had relatively flat growth, three colleges showed an increase, and seven colleges declined.</i></p> <p><i>Over the last three years, fall FTE enrollment has remained relatively stable. Four colleges had relatively flat growth, four colleges showed an increase, and seven colleges declined.</i></p>
Fall 2005 Headcount:	80,588	
Fall 2005 FTE:	48,555	
<b>ANNUAL ENROLLMENT</b>		<p><i>Results: Over the last three years, annual headcount enrollment has remained relatively stable. Two colleges had relatively flat growth, four colleges showed an increase, and nine colleges declined.</i></p> <p><i>Over the last three years, annual FTE enrollment has remained relatively stable. Three colleges had relatively flat growth, five colleges showed an increase, and seven colleges declined.</i></p>
FY2006 Headcount:	115,688	
FY2006 FTE:	50,813	
<b>MINORITY ENROLLMENT</b>		<p><i>Results: The community college minority representation is more than 10 percentage points higher than the Commonwealth's minority composition of 16.1% (based on adults 18 and over). Twelve of the 15 colleges had minority representation that was comparable to or greater than that of their communities.</i></p>
Minority Enrollment Percentage in Fall 2005:	27.1%	



## II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

### Affordability Indicators\*

#### % OF MEDIAN FAMILY INCOME

Tuition and fees as a percent of median family income in FY2005: 4.9%

*Results: The Community College segment was comparable to the Northeast regional average of 4.8%. All colleges were within one percentage point of the Northeast regional average.*

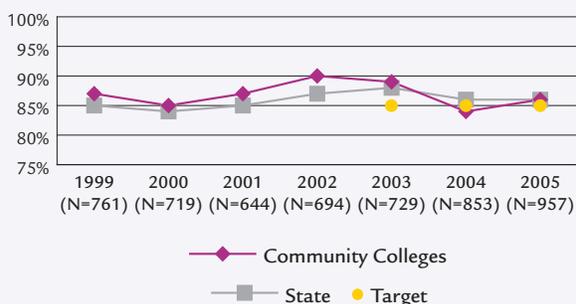
#### Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006
<i>Community college average tuition and fees</i>	\$2,831	\$3,265	\$3,380	\$3,477
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Community college average tuition and fees as % of state family median income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees</i>			\$2,971	\$3,063
<i>Northeast median family income</i>			\$62,052	\$64,147
<i>Northeast average tuition and fees as % of state family median income</i>			4.8%	4.8%

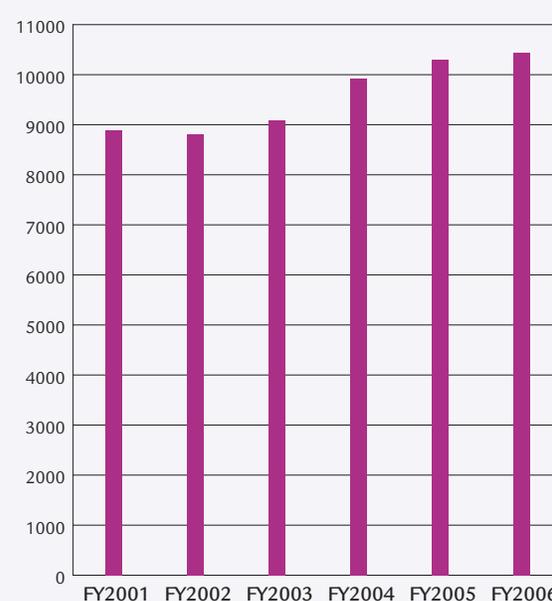
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*		
<b>FIRST-YEAR RETENTION</b> Fall 2004 Cohort First-Year Retention Rate:	55.7%	<i>Results: The Community College segmental retention rate has remained relatively stable over the last three years. Seven of the 15 colleges had relatively stable or increasing retention rates over the last three years.</i>
<b>FALL-TO-SPRING RETENTION</b> 2005-2006 Fall-to-Spring Retention Rate:	90.8%	<i>Results: The Community College segmental fall-to spring retention rate has remained relatively stable over the last three years. Twelve of the 15 colleges had relatively stable retention rates over the last three years, one college experienced declining retention rates, and two colleges experienced increasing retention rates.</i>
<b>COURSE COMPLETION</b> FY2006 Credit Course Completion Rate:	76%	<i>Results: The Community College segmental completion rate was above the Board of Higher Education's target rate of 75%. Fourteen of the 15 colleges had rates that were comparable to or higher than the target.</i>
<b>DEGREES CONFERRED</b> Total Degrees Conferred in FY2006:	10,446	<i>Results: Average degrees conferred per year over the last three years: 10,224. All 15 colleges conferred degrees at a level comparable to or above their three-year average.</i>
<b>NURSING EXAM PASS RATE</b> 2005 Pass Rate on the National Nursing Licensure Examination:	86%	<i>Results: The Community College segment's nursing licensure pass rate was comparable to the Board of Higher Education's target pass rate of 85%. Eleven of 15 colleges had pass rates comparable to or above 85%.</i>
<b>WORKFORCE DEVELOPMENT</b> FY2006 Annual Enrollment in Workforce Development Courses:	84,516	<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 77,945. Twelve of the 15 colleges had an enrollment total comparable to or above their three-year average.</i>

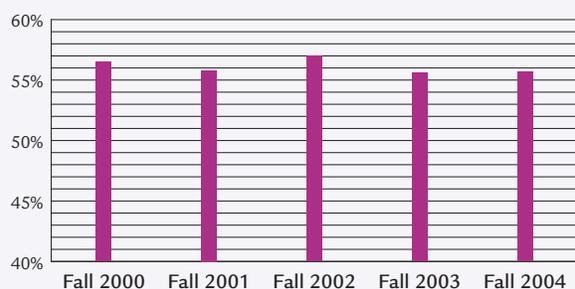
Nursing Exam Pass Rate



Degrees Conferred



Fall-to-Fall First-Year Retention Rate



## IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<b>Effectiveness and Efficiency Indicators*</b>	
<p><b>FINANCIAL AUDIT</b></p> <p>Findings of the FY2006 Independent Financial Audit: <i>Fifteen community colleges had unqualified audits with no significant findings (with one audit report still pending).</i></p> <p>Findings of the FY2005 Independent Financial Audit: <i>All 15 community colleges had unqualified audits with no significant findings.</i></p>	<p><i>Results: All 15 community colleges satisfied the Board of Higher Education's audit requirements for FY2005.</i></p>
<p><b>CAPITAL ADAPTATION &amp; RENEWAL</b></p> <p>Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average):</p> <p style="text-align: right;">8.6%</p>	<p><i>Results: 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><b>INSTITUTIONAL SUPPORT COSTS</b></p> <p>FY2005 Institutional Support Costs per headcount: \$821</p> <p>FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: 14.1%</p>	<p><i>Results: The Community College segment's cost per headcount increased 6.9% from FY2003 to FY2005. However, 12 of the 15 colleges met the goal of remaining lower than the costs per headcount for their peer groups.</i></p> <p><i>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%. Thirteen of the 15 colleges spent a lower percent of educational and general expenditures on institutional support costs.</i></p>
<p><b>FUNDRAISING</b></p> <p>Private Funds raised in FY2005: \$11,081,087</p>	<p><i>Results: Total private funds received were \$2,632,114 higher than the \$8,448,973 raised in FY2004.</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

- Got Math?, an applied mathematics program for elementary students, was offered as part of BCC's contribution to the STEM Network of Pipeline programs. The program is a collaborative effort between BCC, Massachusetts College of Liberal Arts (MCLA), the public schools, and area cultural organizations.
- BCC improved access to its academic programs by establishing a North County site developed in collaboration with the Mount Greylock Regional High School in Williamstown, Massachusetts.
- College Connections, a high school/college transition program, was developed with Berkshire County's public high schools by working with twelve teachers and 120 students to strengthen BCC faculty relationships with area high school teachers to better prepare students for success in college.
- BCC provided Service Learning options for its students in each of Pittsfield's five elementary schools, working with nine elementary school classroom teachers, who served as mentors in the development and implementation of after-school programs based upon an academic area. This collaboration involved 40 BCC students and over 100 elementary school students. Twelve of the BCC Service Learning students participated in America Reads, which serves over 320 elementary schools nationally. Next year the BCC Servicing Learning Coordinator will extend activities into the middle and secondary school grades.
- BCC renewed its certification as a Regional CISCO Training Academy through 2008, this year allowing BCC to provide 13 teachers from county high schools the curriculum training needed for them to offer industry-standard instruction in their schools. Each school that offers CISCO courses now has articulation agreements with BCC postsecondary CISCO curriculum.
- BCC joined with MCLA, the Pittsfield Adult Learning Center, Berkshire Works, the Pittsfield Public School District and the Berkshire Regional Employment Board to provide job-related skills training to incumbent workers and unemployed individuals in a program funded by Bay State Works.
- BCC and MCLA revised articulation agreements in 17 academic programs of which 69 transfer students have taken advantage of these programs since the revision process was completed. BCC faculty developed a course in Children's Literature that will facilitate the development of a transfer agreement with MCLA for Early Childhood Education or Elementary Education.
- BCC is part of a collaborative project between Amherst College and four other Massachusetts community colleges. Funded for

### Program of DISTINCTION

*BCC's Project Link has become one of the state's benchmark Adult Basic Education college transition programs, the overall goal of which is to provide transition services and academic support for eligible ABE students for the purpose of increasing their ability to access, succeed, and persist in higher education. An important factor contributing to the project's success has been the quality of its collaboration with the College's academic and student development offices and its extensive outreach to community-based ABE providers and service agencies located throughout Berkshire County. In a coordinated effort, collaborating partners conduct annual countywide needs assessments, a review of curriculum, and an evaluation of student performance. Over 230 students have enrolled in Project Link since its inception in FY2000. Collaboration has been strengthened between BCC and the region's ABE service providers, literacy projects, social service agencies, and other educational organizations. An average of 87 percent of the students who complete Project Link each year enter one of BCC's regular college-level programs.*

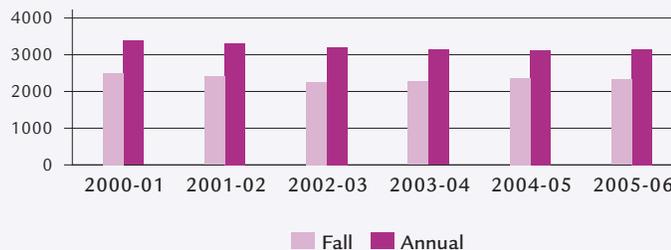
the next three years by the Jack Kent Cooke Foundation, the project will bring faculty and administrative personnel together from participating colleges to develop strategies for increasing the number of community college students that transfer into Amherst's highly selective liberal arts program.

- BCC continues its collaboration with Greenfield Community College in a Cooperative Title III project designed to expand the distance learning capabilities at each institution and the number of online course offerings, culminating with an on-line degree in Liberal Arts, as well as Liberal Arts concentrations in Early Childhood and Elementary Education. Last year, 26 different courses were offered through distance learning technology, nearly triple the number from the previous academic year.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	2,328
Fall 2005 FTE:	1,348
<i>Results: Over the last three years, fall headcount enrollment has increased 2.5%, and fall FTE enrollment has remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	3,115
FY2006 FTE:	1,365
<i>Results: Over the last three years, annual headcount enrollment and annual FTE enrollment have remained relatively stable.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	9.8%
<i>Results: Greater than institution's primary draw region's minority representation of 5.1%.</i>	

Fall and Annual Headcount Enrollment



## II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

Affordability Indicators*	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	5%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

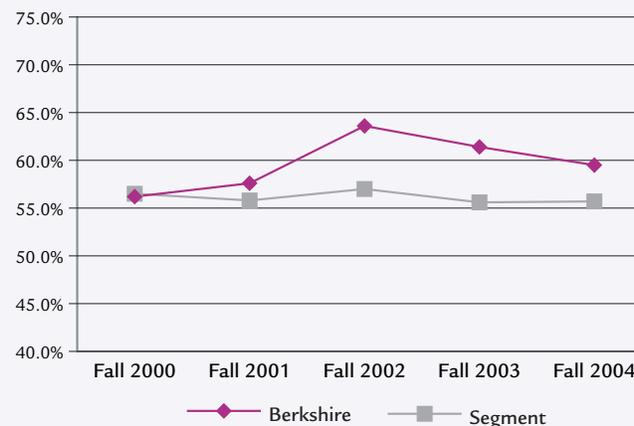
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,090	\$3,390	\$3,390	\$3,600
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.6%	5.0%	4.9%	5.0%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

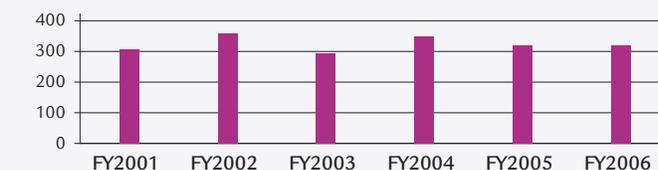
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	59.5%
<i>Results: Fall-to-fall retention has declined 4.1 percentage points over the last three years but is above the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	90.9%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	76.8%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	320
<i>Results: Average degrees conferred per year over the last three years: 330.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	100%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	1,622
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 1,454.</i>	

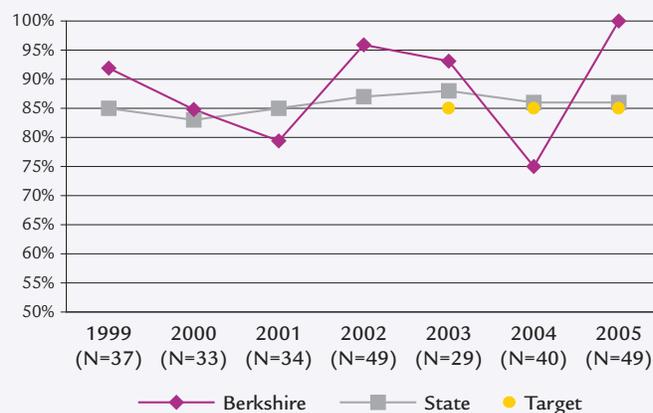
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

**Effectiveness and Efficiency Indicators\***

**FINANCIAL AUDIT**

Findings of the FY2005 and FY2006 Independent Financial Audits:

*Unqualified audits with no significant findings*

*Results: Satisfies the Board of Higher Education's audit requirements.*

**CAPITAL ADAPTATION & RENEWAL**

Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): **3.6%**

*Results: Does not satisfy the Board of Higher Education's requirement of 5% or higher. However, Berkshire Community College received a BHE waiver on this requirement for FY2006.*

**INSTITUTIONAL SUPPORT COSTS**

FY2005 Institutional Support Costs per headcount: **\$1,082**

*Results: Does not meet the target of being lower than the cost per headcount of its peers (\$1,030). However, it is within 5% of the peer average.*

FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: **15.9%**

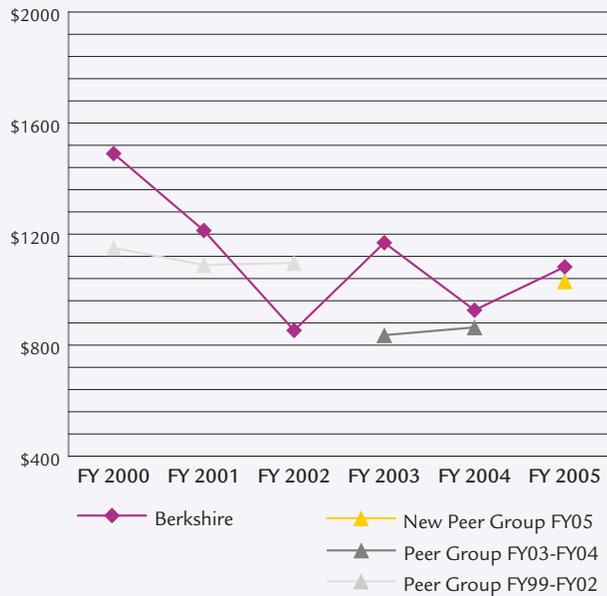
*Results: Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (16.4%).*

**FUNDRAISING**

Private Funds raised in FY2006: **\$213,305**

*Results: From 2004 to 2006, total private funds received ranged from a low of \$43,016 in FY2004 to a high of \$223,859 in FY2005.*

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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 Tech Prep Program executed an articulation agreement for the first community college-based Registered Pre-Apprenticeship Program. By combining on-the-job training with practical classroom application and theory, the program will produce a pool of highly trained high school graduates who will receive up to 12 credits in electronic engineering technology upon matriculation at Bristol Community College. In addition to potential savings for the students of more than \$1,600, the program eliminates duplication of instruction, creates a pipeline for a highly skilled workforce, and prepares workers for the competitive global economy. Partners included Bristol-Plymouth Regional Technical School and the Division of Apprenticeship Training.
- The Medical Assisting Program hosted Career Exploration Days for Tech Prep students from New Bedford High School, Greater New Bedford Regional Voc Tech High School, and Durfee High School in March and April. Medical Assisting students developed and presented a skills topic to high school visitors as a service-learning project.
- Tech Prep hosted Clinical Lab Science Career Days in November and in March for Tech Prep High School students from Old Colony Regional Vocational Technical High School, Bristol Plymouth Regional Vocational Technical High School, and Somerset High School. Small groups of high school students spent 20 minutes at each of five workstations that simulated the major lab departments in a modern hospital laboratory.
- Bristol faculty and staff serve on accreditation teams in various disciplines. In 2006–2007 Coordinator of Medical Assisting Lisa Wright served as an American Association of Medical Assistants CRB/CAAHEP site surveyor. She visited the Medical Assisting Program at Pittsburgh Technical Institute in Oakdale, Pennsylvania, and served on the Massachusetts Board of Higher Education Visiting Team in April. The visiting team evaluated

the request for initial degree-granting authority in Clinical Lab Science and Medical Assisting by Medical Professional Institute, located just outside of Boston. Faculty and staff also serve on collaborative advisory boards.

- Human Services Coordinator Kevin Garganta is serving on the Advisory Board of the Social Work Department at Bridgewater State College. Based on the continuing collaboration between

### Program of DISTINCTION

*As part of a strategic initiative to increase the marketability and employability of its graduates, in 2003 the College dedicated **additional resources for career services** offered to students. Space was allocated to establish a comprehensive career center, and two full-time professional staff positions were funded. While existing resources were enhanced and new services were created by expanding services online, the College significantly increased students' use of the services and imbedded career services into the student experience. A number of online services were made available, including educational and career planning software, an online resource for advice and career information, and a career online job database. Working with area employers and the municipal Job Centers, the staff began building a database of job vacancies, spanning a wide range of career opportunities and directly tied to the academic training the students were receiving at the College. By expanding outreach into classrooms and student clubs, the staff enhanced visibility of the services and brought students in earlier to start their career development. Usage of the Career Center services increased to more than 5,000 during 2005–2006, more than 2,500 students accessed the job database, and more than 360 employers collaborated with the College in listings, job fairs, and other outreach events. In 2005–2006, a total of 216 students obtained relevant employment as a result of utilizing the services of the Career Center.*

BCC's Human Services Program and Bridgewater's Bachelor of Social Work (BSW) major, Kevin was also recently interviewed by the accreditation site visiting team evaluating Bridgewater's social work programs.

- A Transfer Articulation for the Elementary Education Program with Bridgewater State College was approved and signed this year.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	6,873
Fall 2005 FTE:	4,136
<i>Results: Over the last three years, fall headcount enrollment has increased 3.5%, and fall FTE enrollment has increased 4.3%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	9,362
FY2006 FTE:	4,051
<i>Results: Over the last three years, annual headcount enrollment and annual FTE enrollment have remained relatively stable.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	12.6%
<i>Results: Greater than institution's primary draw region's minority representation of 10.5%.</i>	

Fall and Annual Headcount Enrollment



## II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	5.2%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

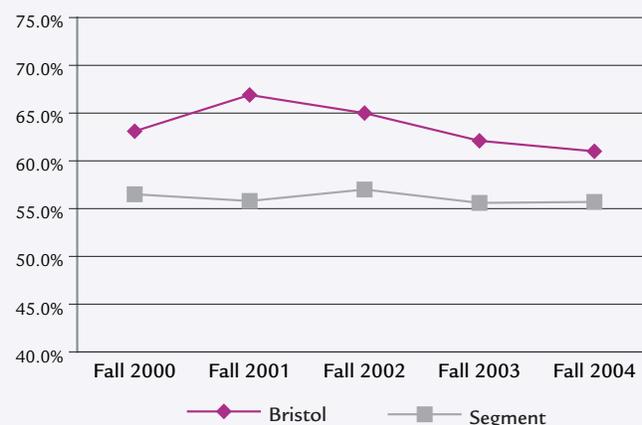
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$2,820	\$3,060	\$3,240	\$3,750
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.2%	4.5%	4.7%	5.2%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

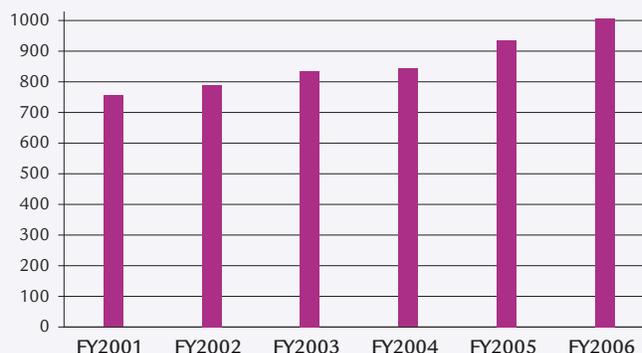
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	61.0%
<i>Results: Fall-to-fall retention has declined 4.0 percentage points over the last three years but is above the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	93.4%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	78.8%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	1,007
<i>Results: Average degrees conferred per year over the last three years: 929.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	88.0%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	12,155
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 10,534.</i>	

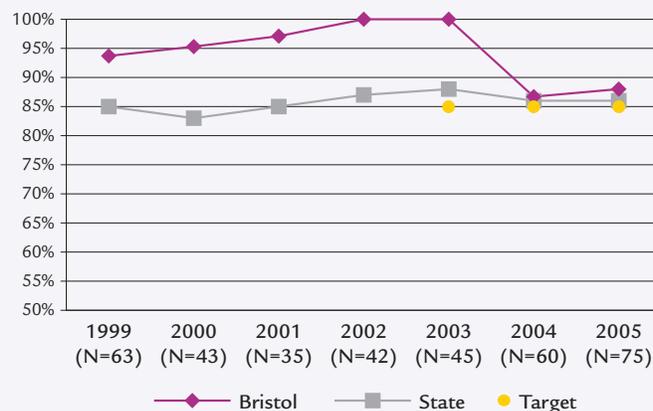
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

**Effectiveness and Efficiency Indicators\***

**FINANCIAL AUDIT**

Findings of the FY2005 and FY2006 Independent Financial Audits:

*Unqualified audits with no significant findings*

*Results: Satisfies the Board of Higher Education's audit requirements.*

**CAPITAL ADAPTATION & RENEWAL**

Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): **6.6%**

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

**INSTITUTIONAL SUPPORT COSTS**

FY2005 Institutional Support Costs per headcount: **\$737**

*Results: Meets the target of being lower than the cost per headcount of its peers (\$1,041).*

FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: **14.0%**

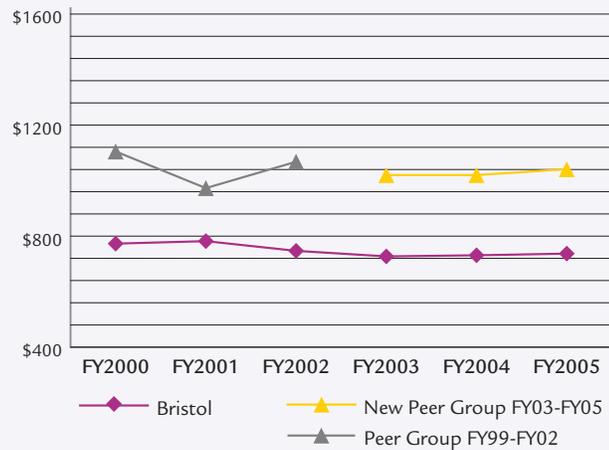
*Results: Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (18.7%).*

**FUNDRAISING**

Private Funds raised in FY2006: **\$1,494,282**

*Results: From 2004 to 2006, total private funds received ranged from a low of \$636,225 in FY2005 to a high of \$1,494,282 in FY2006.*

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- In collaboration with Boston Area Technical Education Connections (BATEC), Bunker Hill Community College offered college courses at two area high schools, Charlestown and Madison Park High Schools, in the spring 2006 semester. This after-school program provides opportunities for high school seniors to earn college credit in IT-related courses. Faculty and administrators worked collaboratively to design and implement the curriculum, and College instructors visited the schools of 19 participating high school students and taught college-level courses at no cost to the students. The BATEC grant, funded by NSF and BHCC, covered the cost of this program.
- With partnership and state GEAR UP funding, BHCC offered juniors and seniors at Charlestown and East Boston High Schools the opportunity to enroll in a BHCC course. The high schools and College staff worked together to identify students and guide them through the enrollment process. Seven Charlestown High School students took courses in the fall 2005 and spring 2006 semesters, and five East Boston High School students took a course in the spring 2006 semester, enrolling in both developmental and credit-bearing courses—including Computer Forensics, Development Reading, Principles of Management, Chemistry, and Biology. The average student GPA was above 3.2. As a result of the success of these programs, BHCC is implementing an institutionalized Dual Enrollment Program in the 2006–2007. The program will permit 40 high schools students from the Noonan Business Academy and East Boston High School to take a BHCC course in the 2006–2007. BHCC will hire a part-time Dual Enrollment liaison to coordinate and implement all aspects of the Program to ensure communications between the College and the high schools.
- BHCC provides a fast-track from high school to a nursing degree program for 50 students from five Boston high schools. These high schools, which have a high percentage of students of color, offer healthcare pathways to enable students to meet the increasing demands of healthcare institutions in metropolitan Boston. The project consists of several integrated educational and personal development components, including dual enrollment in a pre-nursing course at BHCC, mentoring opportunities with both practicing nurses and current nursing students who parallel the diversity of the participants, and participation in customized workshop, which provides an

overview of the core courses in BHCC's Nursing Program. All participants of Students Taking Action for Nursing Diversity (STAND) who successfully complete the pre-requisites and meet the qualifications will be admitted into the BHCC Nursing Program.

- The Welcome Back Center helps internationally educated nurses to become licensed to practice in Massachusetts. The Center is a consortium of Bunker Hill, Massachusetts Bay, and Roxbury Community Colleges, the University of Massachusetts

### Program of DISTINCTION

*BHCC's commitment to Service Learning and Civic Engagement has been renewed in FY2006 under the leadership of Professor Ted Carlson, who worked with 40 faculty members and led more than a dozen projects involving more than 100 students. In each of these projects, students volunteered time to use their classroom knowledge and skills to serve their communities. Projects included working on Katrina Hurricane Relief, working at health fairs, helping people complete their federal and state tax returns, and working with incarcerated youth in enrichment programs.*

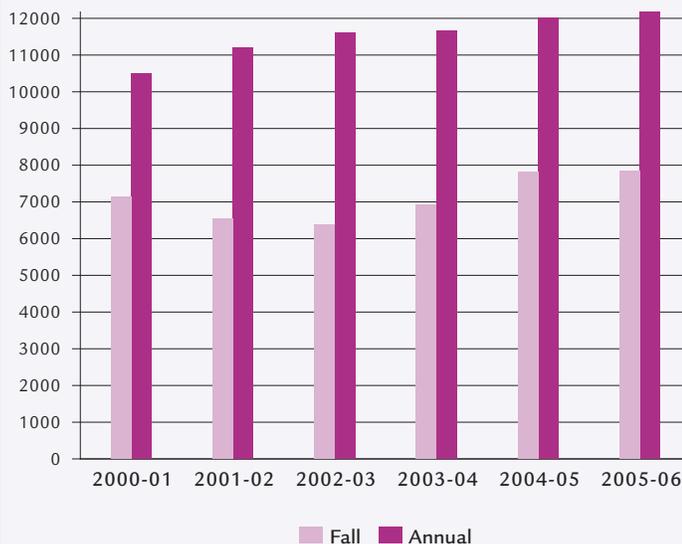
Boston and the Massachusetts Board of Higher Education. As of October 2006, the Center has served 360 participants from around the world, and 23 have passed the nursing licensure exam. For FY2006, the Welcome Back Center received "Honorable Mention" for Best Practices in Global Education from the American Council on International Intercultural Education.

- The Massachusetts Division of Career Services (DCS) has partnered with BHCC and the Massachusetts Colleges Online (MCO) to develop an e-learning pilot program to help low-income single mothers improve their employment skills and increase their earning potential. The project delivers online courses offered by MCO partner colleges to DCS clients who are underemployed and need to improve their skills in order to get higher-paying jobs. Nine DCS students took credit courses at Bunker Hill Community College in the spring 2006 semester. Six students continued with on-line courses during the fall 2006 semester.
- To smooth the transfer of students in our Education Program to four-year institutions without losing credit, BHCC worked with Salem and Bridgewater State Colleges and the University of Massachusetts Boston to align with each college or University's undergraduate programs. BHCC students who wish to pursue a career in elementary education will now have the opportunity to transfer to public four-year institutions as full juniors in most cases.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	7,837
Fall 2005 FTE:	4,306
<i>Results: Over the last three years, fall headcount enrollment has increased 5.9%, and fall FTE enrollment has increased 3.8%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	12,340
FY2006 FTE:	4,993
<i>Results: Over the last three years, annual headcount enrollment has increased 5.4%, and annual FTE enrollment has increased 5.6%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	59.9%
<i>Results: Greater than institution's primary draw region's minority representation of 35.8%.</i>	

Fall and Annual Headcount Enrollment



## II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	4.2%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

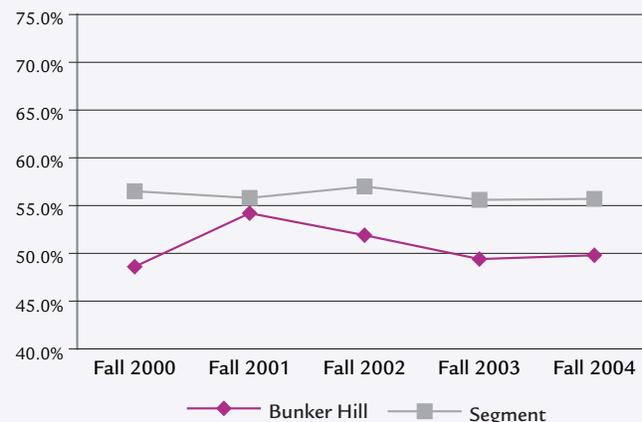
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$2,400	\$3,000	\$3,000	\$3,000
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	3.6%	4.4%	4.4%	4.2%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

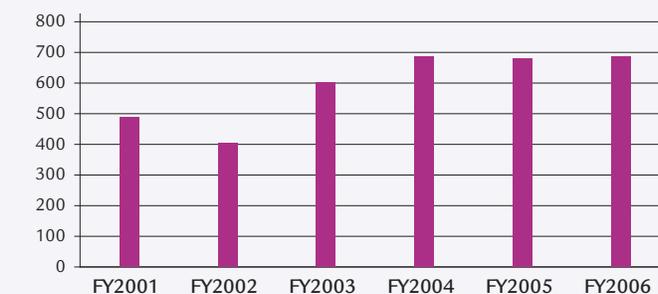
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	49.8%
<i>Results: Fall-to-fall retention has declined 2.1 percentage points over the last three years and is below the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	90.8%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	75.2%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	686
<i>Results: Average degrees conferred per year over the last three years: 683.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	87.2%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	3,349
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 3,498.</i>	

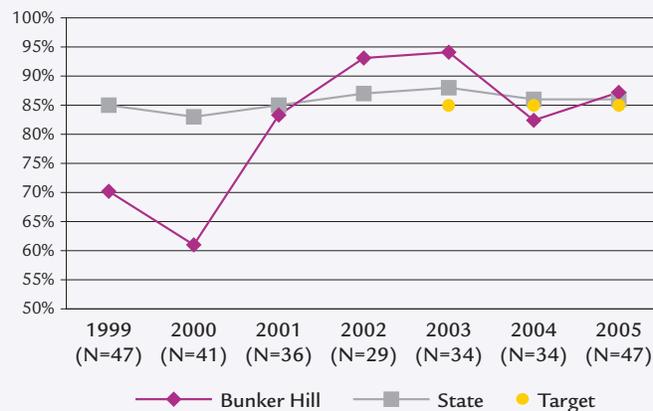
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

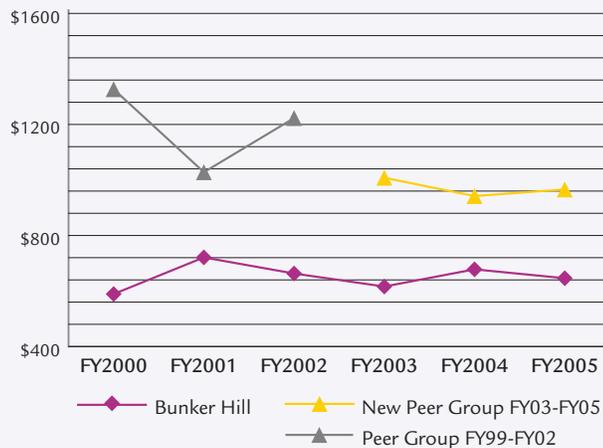


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <span style="float: right;">8.4%</span>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$646</b>
<i>Results: Meets the target of being lower than the cost per headcount of its peers (\$966).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: <span style="float: right;">12.1%</span>	
<i>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 (17.4%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$263,250</b>
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$179,614 in FY2004 to a high of \$263,270 in FY2005.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- Tech Prep, a U.S. Department of Education-funded program, is designed to connect the last two years of high school to the first two years of college. In high school students take academic courses that prepare them for college coursework and elective courses in a chosen “career pathway.” The Cape Cod and Islands Tech Prep Consortium includes 13 area high schools and CCCC. Approximately 600 eleventh and twelfth graders are enrolled in Tech Prep programs at their local high schools. In fall 2005, 348 former Tech Prep students were enrolled at CCCC, up from 297 in fall 2004. Of those, 121 (up from 93 in fall 2004) registered as first-time freshmen and are eligible to apply the 323 credits (up from 205 in fall 2004) they earned in high school toward their CCCC degree.
- The MCAS Academy at CCCC addressed 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 \$65,000 grant from the Massachusetts Department of Education (DOE) funded the Academy’s FY2006 efforts to support Massachusetts Comprehensive Assessment System (MCAS) remediation at local high schools through a CCCC-led collaboration whose partners included the Cape and Islands Workforce Investment Board, the Job Training and Employment Corporation, the Adult Collaborative of Cape Cod for Education and Support Services (ACCESS) and Bridges Associates, Inc. The MCAS Academy offered academic year and summer remediation in math and English Language Arts to eligible students from sixteen area high schools. While the MCAS Academy at CCCC was funded to work with 67 students in FY2006, outreach and recruitment efforts identified over 100 students who still need to obtain their competency diploma.
- CCCC’s Environmental Technology Certificate Programs are a collaborative partnership among CCCC, 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: Coastal Zone Management,

Environmental Site Assessment, Geographical Information Systems, Wastewater Management, and Water Supply. Students may travel to each of the three schools in order to complete all the courses in any certificate program. Since 2000, CCCC has graduated 30 students in the AS environmental degree program and 83 students have received certificates. In addition, 76 sites on Cape Cod and Southeastern Massachusetts have hosted interns for the environmental program, and 337 students have completed internships. In 2005-2006, 21 CCCC students completed internships, five graduated with AS degrees, and four students received certificates.

- CCCC has developed Bachelors Degree Partnerships for the residents of the Cape and Islands so that they do not have to travel two hours or more roundtrip to baccalaureate programs. Four partner institutions offer five baccalaureate

### Program of DISTINCTION

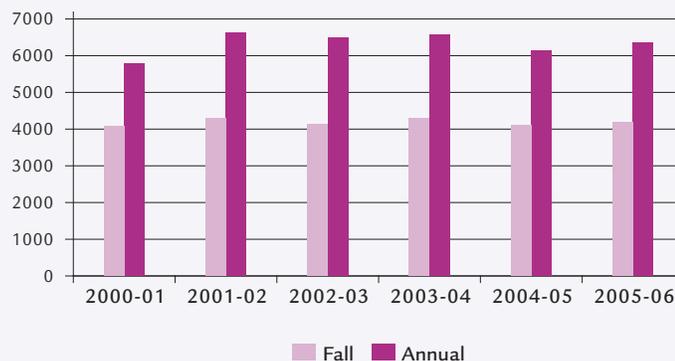
*Cape Cod is home to a Super-Fund site, six sole-source aquifers serving 230,000 year round residents and a vital resort industry that draws millions to the area each year. To sustain its communities in the future, the Cape needs responsible and responsive institutions, a technically-skilled environmental workforce, and an informed citizenry. Together, CCCC’s **Environmental Technology Programs and Green Campus Initiative** address all three of these needs. With Massachusetts Maritime Academy and the University of Massachusetts Dartmouth, the College leads a consortium that jointly offers five ET certificates to prepare technicians for the region’s environmental workforce. CCCC also offers an Associate in Science Degree in ET, preparing graduates for the workforce and for transfer to four-year environmental programs. Through grant funding from the National Science Foundation, two new Renewable Energy (RE) courses, Introduction to Solar Energy and Commercial Energy Audits, were developed and offered during FY2006, further expanding CCCC’s environmental education and training activities. CCCC has developed a comprehensive Environmental Management System (EMS) for its West Barnstable campus that has saved money and reduced pollution and regularly presents or hosts events that promote an environmentally-informed citizenry. Results of its initiative have produced a 50 percent drop in campus water usage and \$182,000 in annual utility savings.*

degree programs at the CCCC campus in West Barnstable, including the University of Massachusetts Boston’s Nursing-Online Education Program, the University of Massachusetts Dartmouth’s Arts/Humanities/Social Sciences, Lesley University’s Human Development/Early Childhood Education, and Suffolk University’s Business Administration, with multiple majors and Communication/Journalism. Combined undergraduate course enrollments for FY2006 totaled 737.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	4,175
Fall 2005 FTE:	2,272
<i>Results: Over the last three years, fall headcount enrollment has declined 2.6%, and fall FTE enrollment has increased 2.6%</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	6,350
FY2006 FTE:	2,458
<i>Results: Over the last three years, annual headcount enrollment has declined 3.5%, and annual FTE enrollment have remained relatively stable.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	12.4%
<i>Results: Greater than institution's primary draw region's minority representation of 5.8%.</i>	

Fall and Annual Headcount Enrollment



## II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	5.1%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

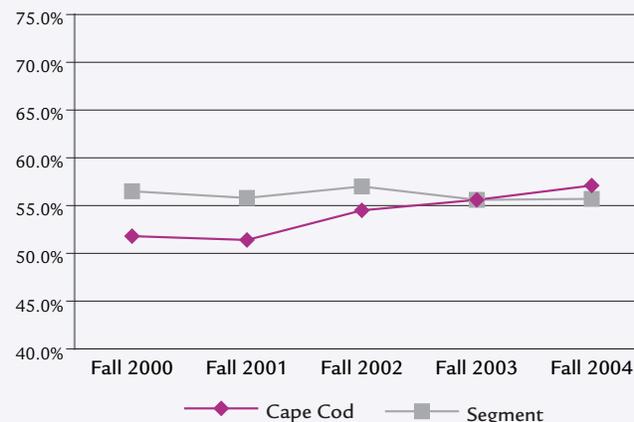
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,180	\$3,180	\$3,660	\$3,660
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.9%	4.7%	5.3%	5.1%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

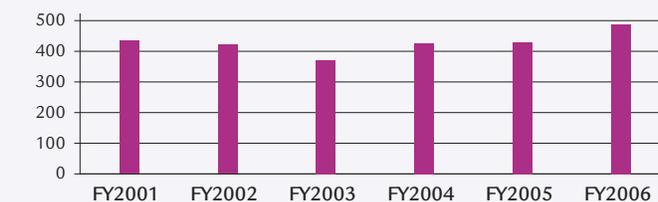
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	57.1%
<i>Results: Fall-to-fall retention has increased 2.6 percentage points over the last three years and is above the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005-2006 Fall-to-Spring Retention Rate:	90.3%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	73.8%
<i>Results: Comparable to the Board of Higher Education's target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	488
<i>Results: Average degrees conferred per year over the last three years: 448.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	84.7%
<i>Results: Comparable to the Board of Higher Education's target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	2,290
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 2,006.</i>	

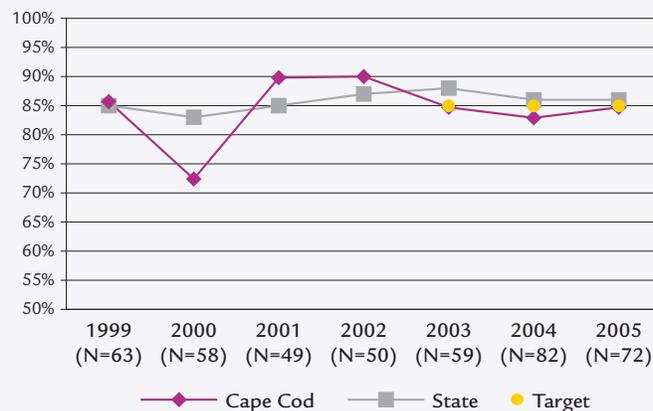
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)

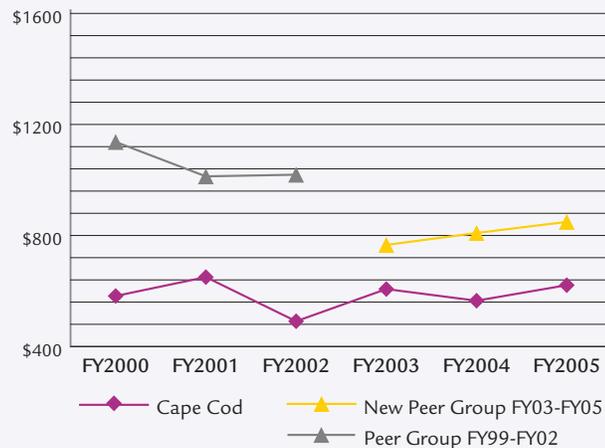


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <span style="float: right;">6.4%</span>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$621</b>
<i>Results: Meets the target of being lower than the cost per headcount of its peers (\$849).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: <span style="float: right;">12.2%</span>	
<i>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 (14.8%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006: <b>\$1,348,171</b>	
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$917,531 in FY2004 to a high of \$1,348,171 in FY2006.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- Through a grant to Greenfield Community College (GCC) awarded by the Massachusetts Board of Higher Education Teacher Quality Enhancement Program, the mathematics professional development course, Patterns, Relations, and Algebra, was held for teachers, Title One staff, and classroom aids in grades 3–8. The course addresses one of the five strands in the Massachusetts Frameworks for Mathematics, and participants completing it leave with grade-specific lessons that foster algebraic thinking through hands-on activities. The course has been offered multiple times and was included in the Franklin County Summer Institute; nineteen participants enrolled and successfully completed the course and earned 22 professional development points.
- In collaboration with area high schools, GCC teaches Understanding College Culture on the GCC campus to connect and ease the transition of currently enrolled high school students to community college. The credit course provides an introduction to both academic and social college life for students considering or planning to enroll in college. Students visit college classes, interview professors and students, acquaint themselves with the services provided by Student Affairs, and use the study of literature to reflect on their own learning styles, expectations, and goals.
- Planning and articulation discussions were held for a fall 2007 launch of an academic collaboration between GCC and American International College to provide community college students with maximum transferable credits and to improve the transfer process to an American International College (AIC) bachelor's degree program in Business Administration or Criminal Justice. The program will enhance transferability by having AIC on-site services at GCC for admissions, academic advising and registration and to strengthen connections among AIC and GCC faculty with professional development opportunities for teaching and learning.
- Following several collaborative discussions, GCC now offers two programs of continuing study for students who are

intent on reaching their educational goal of obtaining a BFA degree through the Massachusetts College of Art. Two 300- and 400-level MassArt Drawing, Painting and Photography course electives are taught each semester at the GCC campus in western Massachusetts and meet during the day or evening. The course, Studio for Interrelated Media (SIM), will be offered soon. This unique collaboration increases access to bachelor degree programs in art and enhances transfer in western Massachusetts for community college students.

- The CNA/Home Health Aid Holistic Education Program at GCC offers a unique collaboration with Tripp Memorial Healthcare Collaborative, a non-profit organization committed to

### Program of DISTINCTION

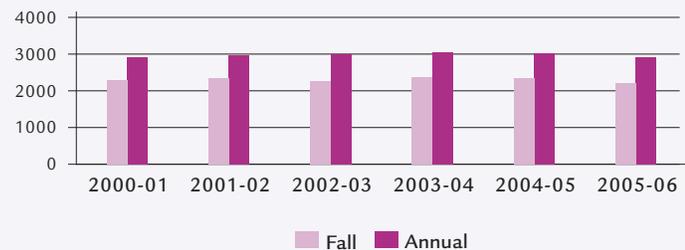
*GCC created the community discussion series, **Creative Conversations**, with collaboration between Community Education and the Humanities Departments. The series brings together diverse groups of three prominent local artists and a moderator for each discussion and interactive dialogue with the audience from a mix of mediums and genres (film, music, visual arts, poetry, fiction, dance, theater). The artists explore a range of humanities-based topics that bridge the academic and pragmatic issues of life as a working artist. The audience benefits from the collaborative richness of interdisciplinary discourse on the importance of arts in the community, witnesses how the panelists infuse the arts into the daily working life, examines the balance between earning an income and creating art, and breaks down the barriers that develop between artists in different creative sectors when they leave the security of academia. Designed to draw in local artists, craftspeople, members of the creative economy, and students, the program fosters ongoing communication and connection between Greenfield Community College and the community of artists in a way that expands the continuity of academic discourse and inquiry beyond the borders of the classroom and validates the richness of knowledge drawn from life experience.*

groundbreaking, superior caregiver education that will produce a new generation of quality caregivers for the elderly. The training takes advantage of a plethora of nurses and others in the field of health and elder care and provides a distinctively holistic approach to the work of the CNA/HHA. Participants spend a total of 96 hours of classroom and pre-clinical training at GCC and a clinical practicum at a local long-term care facility (Buckley Nursing Home). Four training sessions per year are offered with spring and fall training held in the late afternoons and evenings and daytime training offered in January and July to meet the varied life scheduling needs of students.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	2,217
Fall 2005 FTE:	1,360
<i>Results: Over the last three years, fall headcount enrollment has declined 6.4%, and fall FTE enrollment has declined 5.4%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	2,900
FY2006 FTE:	1,358
<i>Results: Over the last three years, annual headcount enrollment has declined 5.1%, and annual FTE enrollment has declined 4.1%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	8.9%
<i>Results: Comparable to the institution's primary draw region's minority representation of 10.0%.</i>	

Fall and Annual Headcount Enrollment



## II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	5.6%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

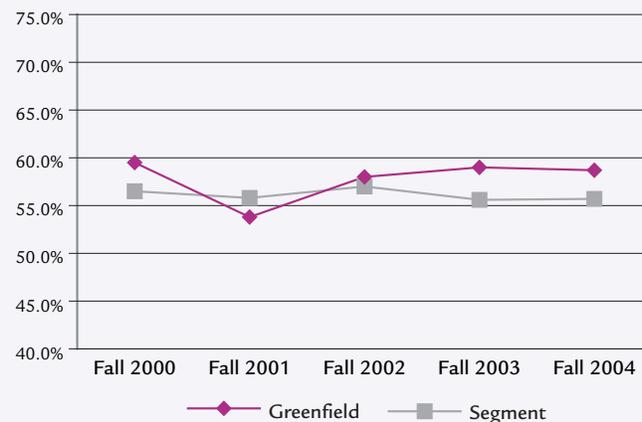
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,017	\$3,317	\$3,647	\$3,982
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.5%	4.9%	5.3%	5.6%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

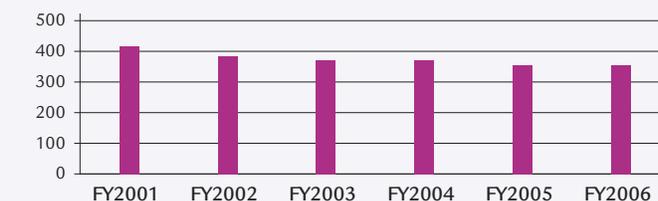
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	58.7%
<i>Results: Fall-to-fall retention has remained relatively stable over the last three years and is above the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	89.4%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	82.4%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	355
<i>Results: Average degrees conferred per year over the last three years: 360.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	88.9%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	1,537
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 1,550.</i>	

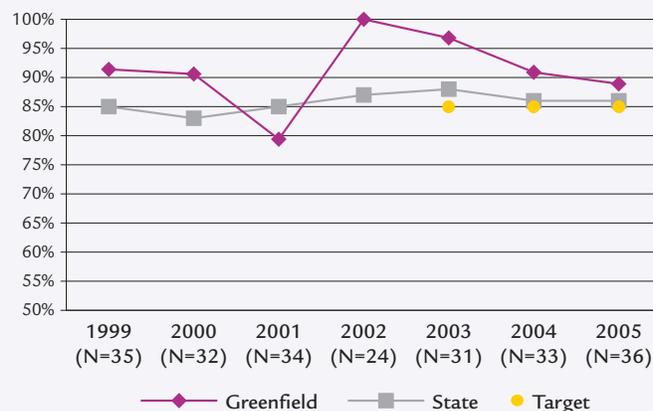
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

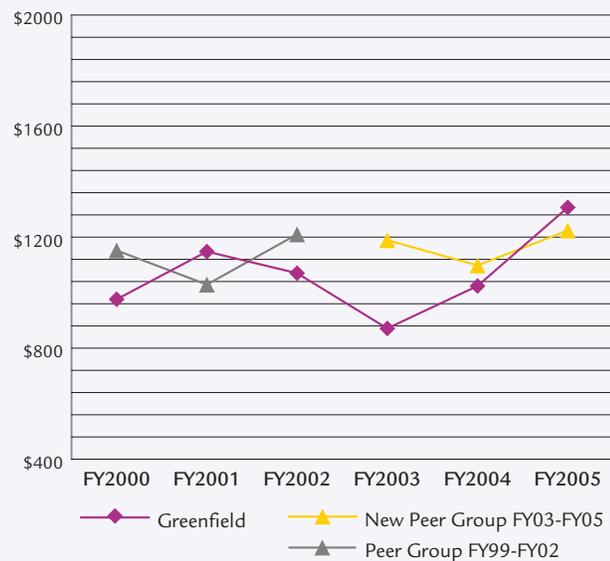


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <span style="float: right;">3.8%</span>	
<i>Results: Does not satisfy the Board of Higher Education's requirement of 5% or higher. However, Greenfield Community College received a BHE waiver on this requirement for FY2004 and FY2006.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$1,307</b>
<i>Results: Does not meet the target of being lower than the cost per headcount of its peers (\$1.224).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	<b>17.8%</b>
<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 (16.7%), but was within two percentage points.</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$620,219</b>
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$227,278 in FY2004 to a high of \$620,219 in FY2006.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- Early College High School is an alternative high school program that operates in partnership with Springfield Public Schools, Commonwealth Corporation, and Holyoke Community College. ECHS provides a rigorous, performance-based high school curriculum within the culture and experiences of Holyoke Community College's campus. ECHS is established under the premise that providing students direct access to a college community while in high school greatly increases their pursuit of postsecondary education and chance for success once they enter college. ECHS is part of Diploma Plus (DP), a national network of performance-based alternative schools with formal pathways to college and careers. DP targets students who are at risk of not completing high school and transitioning to postsecondary education. DP is one of the few alternative high school models supported by the Bill and Melinda Gates Foundation; ECHS has been awarded a grant from the Gates Foundation, through Commonwealth Corporation, to help implement this model. This award recognizes that ECHS and Holyoke Community College are at the leading edge in providing innovative and quality options for at-risk youth.
- A program of the Holyoke School System, GEAR UP joined with Holyoke Community College to run a virtual high school at HCC during the summer for seven students. The program is funded by the United States Department of Education with services provided to ten Massachusetts middle schools through the Massachusetts Board of Higher Education in partnership with local and community agencies. Other planning efforts for the virtual high school and for dual enrollment programs are now underway.
- One hundred and three students from Hampden and Hampshire Counties enrolled in Massachusetts Department of Education MCAS grant-funded programs. Twenty-two students participated in summer 2005 classes, and 81 students participated during the 2005–2006 school year. Of those 103 students, 15 students (14.6 percent) passed the MCAS, eight students (7.8 percent) passed the Ability to Benefit (ATB) test, and 17 students (1.7 percent) have enrolled at HCC. It is not known if any of the other students are attending stcc or gcc. Six students completed paid internships.
- HCC sent Financial Aid staff to stcc for an all-day event entitled, "College Goal Sunday." The event is a statewide initiative that encourages families to come to a host college site to receive individual help completing the FAFSA form and answering other related questions.
- HCC and stcc created a joint Business Advisory Board with representation of regional industry clusters. The Business Advisory Board meets a minimum of three times per year to advise the colleges in the areas of program development and workforce development training needs.
- HCC, Amherst and Mount Holyoke Colleges jointly submitted funding proposals to the Jack Kent Cooke Foundation to support the development of model programs intended

### Program of DISTINCTION

*The Good Talk about Good Teaching (Good Talk) professional development initiative at HCC is a year-long, cross-disciplinary learning community for first-year-faculty that promotes student success by enhancing faculty growth. The initiative orients new faculty to policies and practices of the College, introduces new faculty to professional development in terms of the philosophy of education and pedagogy through resources available on and off campus; provides support for the new faculty from peers, senior faculty, individual mentors, deans, professional staff, and others; and encourages the new faculty to form a cohort for ongoing support. The Good Talk about Good Teaching Faculty Learning Community improves teaching and learning at Holyoke Community College, supports and retains new faculty, and promotes the professional growth of the faculty. A key goal of the Good Talk initiative is to build a community of committed practitioners whose research and reflection can foster the evolution and advancement of the group and each individual, and—in the long run—the College itself.*

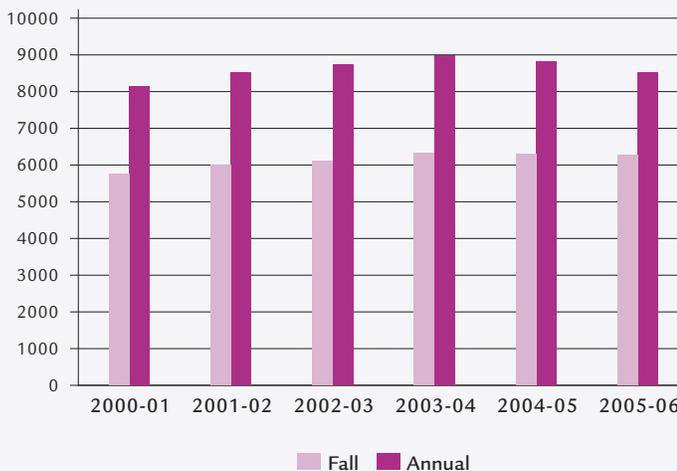
to increase access to high-quality four-year schools for academically talented low- to moderate-income community college students. Through this partnership, HCC was awarded \$300,000 to provide academic counseling, mentoring and learning community courses for promising students to prepare them to transfer to these selective schools. The program will strengthen already existing partnerships. Implementation will begin in fall 2006.

- HCC and the University of Massachusetts Amherst Eisenberg School of Management have a memorandum of understanding to have two of HCC's corporate learning classrooms in the new Kittredge Center serve as a site for the Eisenberg School of Management's MBA evening program. In exchange, three HCC employees are eligible for fee waivers to enroll in the program.

**I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS**

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	6,265
Fall 2005 FTE:	3,997
<i>Results: Over the last three years, fall headcount and fall FTE enrollment have remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	8,527
FY2006 FTE:	4,055
<i>Results: Over the last three years, annual headcount enrollment has declined 5.2%, and annual FTE enrollment has declined 4.0%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	23.2%
<i>Results: Greater than institution's primary draw region's minority representation of 21.8%.</i>	

Fall and Annual Headcount Enrollment



**II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES**

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	4.4%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

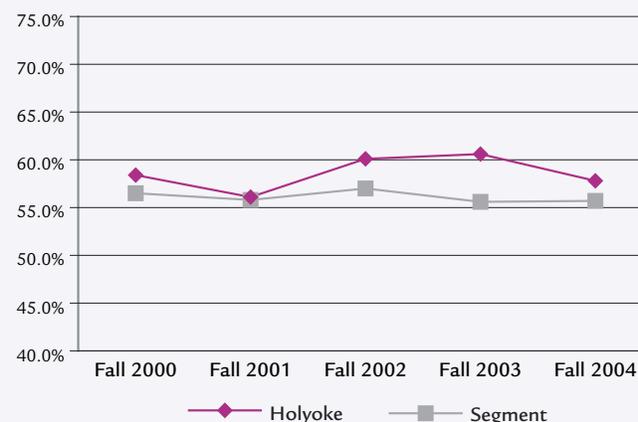
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$2,796	\$3,096	\$3,098	\$3,188
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.2%	4.6%	4.5%	4.4%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

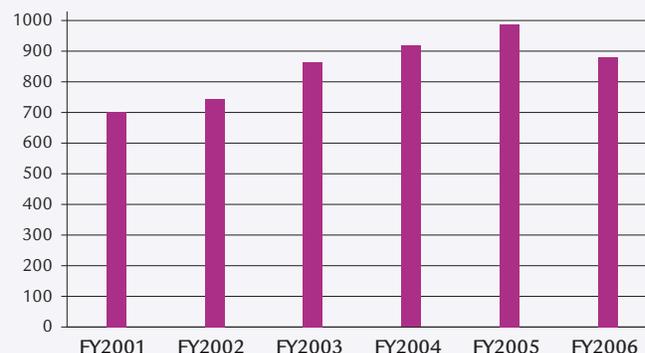
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	57.8%
<i>Results: Fall-to-fall retention has declined 2.3 percentage points over the last three years but is above the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	91.5%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	75.2%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	881
<i>Results: Average degrees conferred per year over the last three years: 929.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	95.7%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	5,520
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 4,046.</i>	

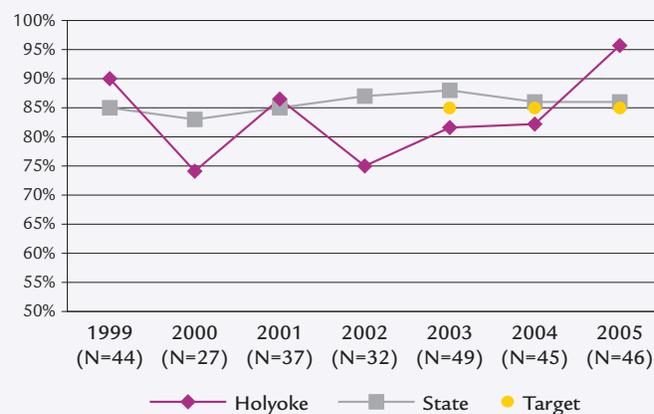
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

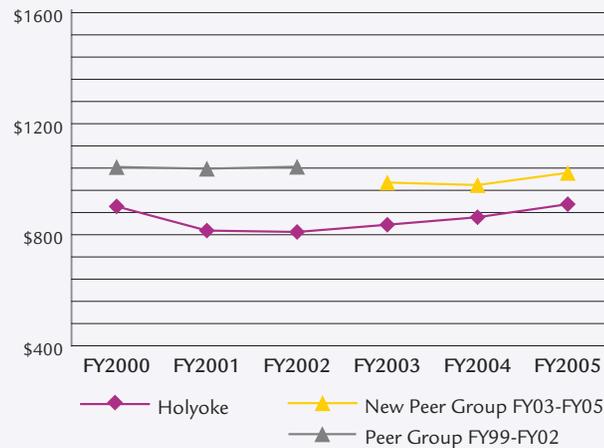


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average):	<b>6.6%</b>
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$910</b>
<i>Results: Meets the target of being lower than the cost per headcount of its peers (\$1,023).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	<b>16.8%</b>
<i>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 (18.5%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$1,006,672</b>
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$980,220 in FY2005 to a high of \$1,592,664 in FY2004.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- In summer 2006, MassBay successfully implemented the MCAS remediation project with the REB. The project was designed to provide MCAS preparation along with health-related activities and an introduction to college. MassBay conducted an MCAS Program Support / Academic Support Partnering Program in conjunction with the MetroSouthWest Regional Employment Board's (MSWREB's) "Successful Futures for Youth" program from July 5 to July 28, 2006. Funded by the Department of Education through the MSWREB, the program partnered MassBay with Framingham High School, Keefe Technical School (Southern Middlesex Regional Vocational Technical School district), the Framingham High School Thayer Campus and the MSWREB. The program provided academic support and college and career awareness to 25 students from the high school classes of 2003–2007. The College continues to work with the MSWREB to develop curriculum for a program to be offered during the summer of 2007.
- The U.S. Department of Agriculture funded a project with Norfolk Agricultural High School, Mass. General Hospital and the New England Wildlife Museum. Vet-tech high school students attend an Introduction to Lab Science summer course at MassBay and are then placed in internships in animal research labs or the museum. MassBay provides the academic core and a positive first experience with higher education.
- In summer 2006, two Learning Specialists received funding from the Tech Prep Consortium to develop a BlackBoard-based Accuplacer Test Prep course for high school students enrolled in Tech Prep programs. The modules are designed to give Tech Prep High Schools' students a preview of the Accuplacer Placement test (Reading Comprehension, Sentence Skills, and Mathematics); they include practice tests, review of skills, and test-taking strategies. In October 2005, the Learning Specialists trained the high school Tech Prep Coordinators. Two high schools began using the Blackboard site. In January 2006, MassBay hosted a group of students from Waltham High School to take the Accuplacer placement test as a pre-test before using the BlackBoard Test Prep modules.
- The Commonwealth Information Technology Initiative (CITI) Grant *IT Across the Curriculum: Northeast ITAC Collaborative* includes Salem State College, MassBay Community College, Northern Essex Community College, North Shore Community College, and Middlesex Community College. MassBay Community College developed an "ITAC Concentration" of courses that align with the General Studies, Associate in Science and Associate in Arts Programs. Students may then transfer to Salem State using their ITAC Concentration towards the IT minor for Liberal Arts Students at Salem State.

### Program of DISTINCTION

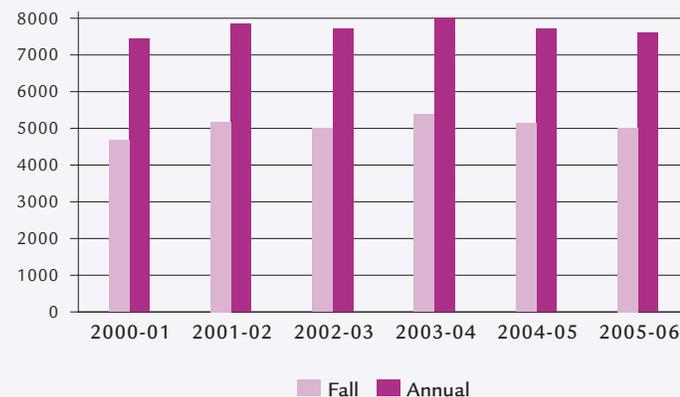
*In fall 2005, the President established a Strategic Enrollment Management and Retention Committee at MassBay Community College. This group meets regularly to review and assess all college services and determined that there was a need for mentoring. A Student Mentoring Pilot Program was established during the 2005-06 that would target students at risk, defined as first-timers who had a GPA below 2.0. The goal for the pilot was to connect 10–15 mature, trained mentors with students who were at academic risk, to create an assessment structure that ensures continual feedback from mentors throughout the pilot process, and to increase collaboration between Academic and Student Affairs to further enhance our campus-wide commitment to student success. The project reflects MassBay's strategic priorities to improve retention and increase college-wide collaborative projects. Thirteen mentor/mentee relationships were created and sustained during spring semester 2006. Favorable review by program participants and the finding that students who were mentored showed modest improvements in their GPAs as compared to similar students who did not have a mentor-mentee relationship resulted in expansion of the program for AY2006–07.*

- The CITI grant *New Business Information Technology Certificate* was developed at MassBay Community College. Students who complete the BIT certificate may transfer those earned credits toward a four-year degree at Framingham State College.
- The BOSE in Harmony Project was initiated as part of the STEM collaborations begun during the FY04–05 grant with Framingham State College as the lead partner. The BOSE corporation selected the Early Childhood Education Program for its *In Harmony with Education Program*. This program is designed to make essential connections among music, science and math. This is a collaborative with MassBay's Business, Engineering, Science and Technology Institute and Framingham State College's Early Childhood Program.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	5,015
Fall 2005 FTE:	3,182
<i>Results: Over the last three years, fall headcount enrollment has declined 6.8%, and fall FTE enrollment has declined 8.6%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	7,606
FY2006 FTE:	3,422
<i>Results: Over the last three years, annual headcount enrollment has declined 4.9%, and annual FTE enrollment has declined 4.6%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	24.0%
<i>Results: Less than institution's primary draw region's minority representation of 27.3%.</i>	

Fall and Annual Headcount Enrollment



## II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	5.1%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

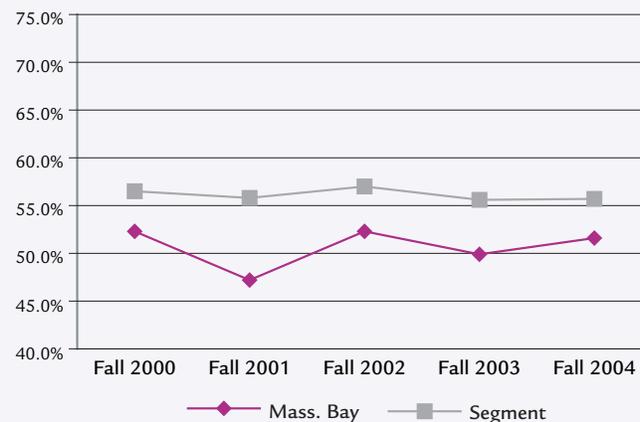
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$2,870	\$3,170	\$3,650	\$3,650
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.3%	4.7%	5.3%	5.1%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

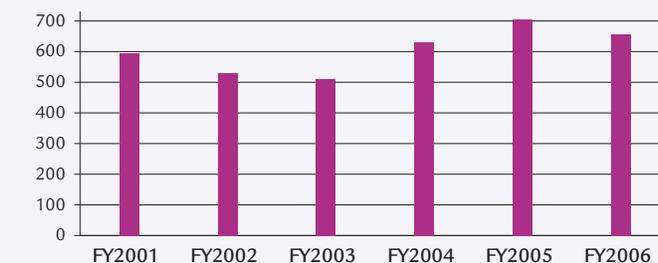
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	51.6%
<i>Results: Fall-to-fall retention has remained relatively stable over the last three years and is below the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	90.3%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	75.5%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	656
<i>Results: Average degrees conferred per year over the last three years: 663.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	86.9%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	1,532
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 1,997.</i>	

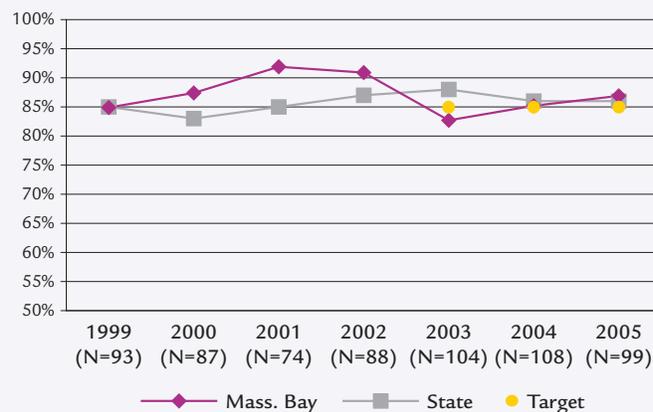
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

**Effectiveness and Efficiency Indicators\***

**FINANCIAL AUDIT**

Findings of the FY2005 Independent Financial Audit:  
*Unqualified audits with no significant findings*

Findings of the FY2006 Independent Financial Audit:  
*Unqualified audits with no significant findings. An internal control recommendation cited strengthening reconciliation processes.*

*Results: Satisfies the Board of Higher Education's audit 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**

FY2005 Institutional Support Costs per headcount: **\$982**

*Results: Does not meet the target of being lower than the cost per headcount of its peers (\$729).*

FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: **17.6%**

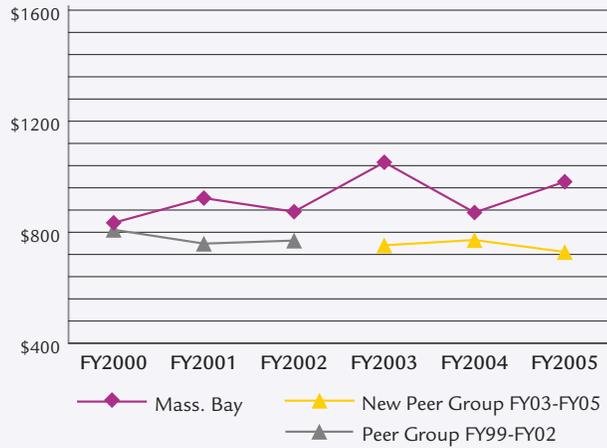
*Results: Does not meet the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (14.3%).*

**FUNDRAISING**

Private Funds raised in FY2006: **\$30,125**

*Results: From 2004 to 2006, total private funds received ranged from a low of \$30,125 in FY2006 to a high of \$179,352 in FY2005.*

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- Massasoit has been involved this year in establishing programs in order to promote better collaboration with a number of area school systems. Achievements for FY2006 year include the Gateway to College Program with the Brockton and Boston Public Schools and the Brockton Private Industry Council; a collaboration to provide credit courses for such area service providers as Community Care for Kids, Self-Help/Head Start, Home Health and Child Care, and the Massachusetts State Lottery; and the offering of courses at Weymouth High School and Whitman-Hanson Regional High School in order to satisfy demand and to increase enrollment. In FY2006, Massasoit recorded a total of 34 agreements, articulations, and Tech Prep agreements with area high schools and regional vocational and technical schools.
- This year the Connect Consortium made great strides in continuing and expanding efforts begun in previous years, including the Cross-Campus Writing Project, now in its second year, which deals with teaching English Composition; the Connect Math Project, which is analyzing learning outcomes and re-aligning mathematics general education requirements; transfer initiatives to facilitate transfer among the various schools; a cost-savings joint bidding protocol among the five area colleges; development of a matrix of information literacy core competencies, and continuation of the successful Collaborative Leadership Development Program.
- Collaborative efforts in the academic arena—some of which were undertaken solely under the leadership of Massasoit, some under the auspices of Connect, and some with the Educational Alliance—include formal signed articulation agreements with Mount Ida College in Funeral Services, the University of Massachusetts Boston in Nursing (RN to BSN), Bridgewater State College in Criminal Justice and Theatre Arts, and the University of Wisconsin in Nursing; a formal signed baccalaureate degree completion program in Business with Eastern Nazarene College; work on an Elementary Education degree completion program with Eastern Nazarene College (awaiting Department of Education approval); work on articulation agreements with Bridgewater State College in Business and Visual Arts; work on

The Family Literacy Project between MCC and Bridgewater State College; collaboration with the Department of Mental Health and MCCEO to provide Department of Mental Retardation employees with the necessary remediation and pre-requisite courses for the RN program; a grant-funded partnership with the Brockton Area Workforce Investment Board to offer the

### Program of DISTINCTION

*Two years ago, the College met with an area employer in charge of a company that packages prescriptions for long-term care facilities. The employer expressed frustration about filling the need for Certified Pharmacy Technicians, so much so that he had considered starting his own training program. Massasoit worked closely with the employer to develop a curriculum and apply for Massachusetts State Pharmacy Board approval. Upon such approval, a Registered Pharmacist was recruited to teach the course, and the required clinical on-the-job hours were provided to students by the employer and several other pharmacies. During the first year of the program, 18 Pharmacy Technician students completed the program. Eighty-three percent of the students then completed the state registration process and are now working as Pharmacy Technicians. Another three students have taken and passed the national certification exam, a credential that allows for a higher hourly rate and eligibility to work as a Certified Pharmacy Technician in any state. The College successfully met the employer's workforce needs quickly, while creating a program that requires a relatively short training period in exchange for a good-paying entry-level position with several career ladder possibilities.*

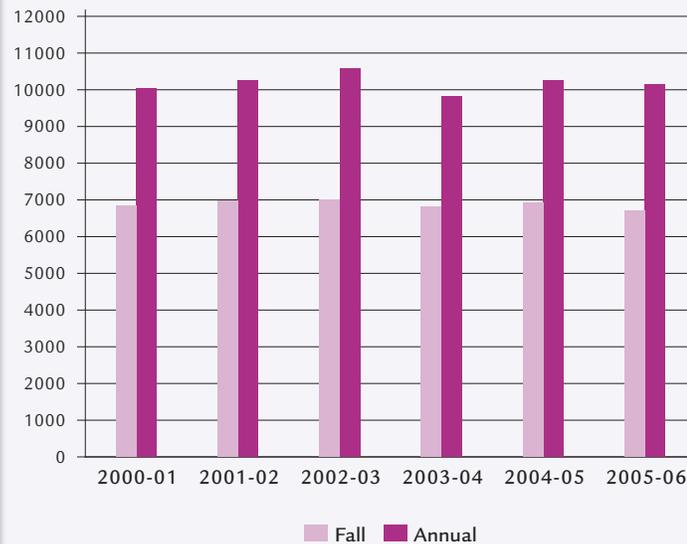
Evening Nurse Education Program, which had its first graduates in the spring and was approved institutionally for fall 2006; and a proposed collaboration with Nichols College to offer an MBA online degree at the Canton Campus.

- Massasoit recently entered into a creative affiliation agreement with Eastern Nazarene College in Quincy that has opened a valuable avenue for Massasoit students who have received an associate degree in Business Administration and who wish to obtain a baccalaureate degree in Business Administration. Eastern Nazarene has agreed to teach the upper-level courses directly on the Brockton campus, thereby easing the transition and entry to a four-year degree program. The program has been successful in its first year. Presently, the program is currently running two active cohorts with a total of 32 students. There is also a provision to expand the agreement in 2007 to the Elementary Education program, and because Elementary Education is a day program at Eastern Nazarene, students in that program will receive a 25 percent tuition discount as well.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	6,706
Fall 2005 FTE:	4,083
<i>Results: Over the last three years, fall headcount enrollment and fall FTE enrollment have remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	10,148
FY2006 FTE:	4,320
<i>Results: Over the last three years, annual headcount enrollment has increased 3.3%, and annual FTE enrollment has increased 5.3%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	21.9%
<i>Results: Less than institution's primary draw region's minority representation of 27.8%.</i>	

Fall and Annual Headcount Enrollment



## II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	4.6%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

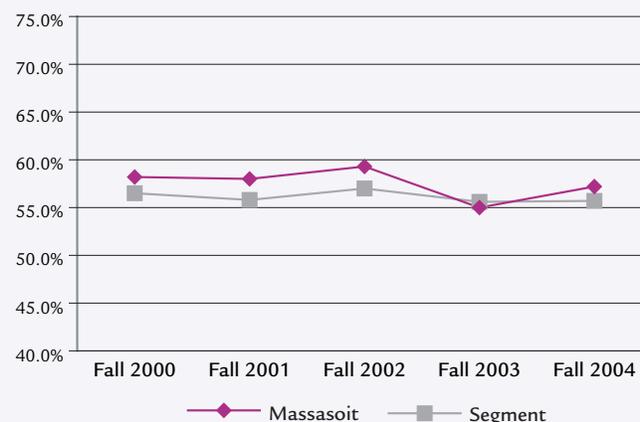
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$2,640	\$3,330	\$3,330	\$3,300
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	3.9%	4.9%	4.8%	4.6%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

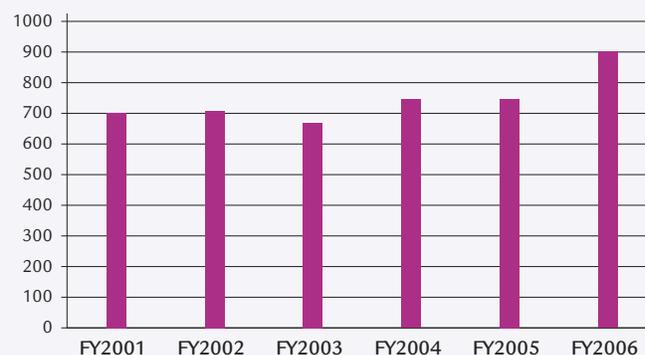
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	57.2%
<i>Results: Fall-to-fall retention has declined 2.1 percentage points over the last three years but is above the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	92.5%
<i>Results: Fall-to-spring retention has increased 2.6 percentage points over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	76.4%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	901
<i>Results: Average degrees conferred per year over the last three years: 798.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	100%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	3,874
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 3,493.</i>	

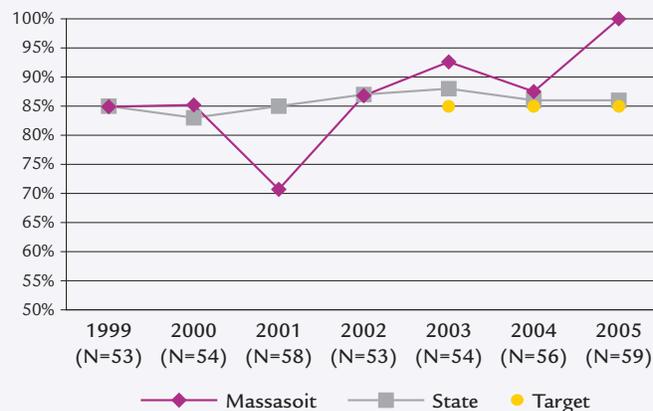
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

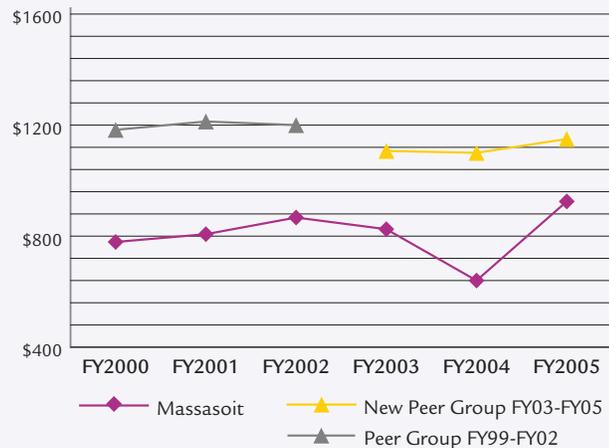


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average):	5.0%
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	\$925
<i>Results: Meets the target of being lower than the cost per headcount of its peers (\$1,150).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	17.4%
<i>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 (18.2%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	\$59,824
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$59,824 in FY2006 to a high of \$102,690 in FY2005.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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 2005–06 the College was instrumental in securing funding and administering grant programs of more than \$2.7 million in resources and support services to 1,630 high school, 334 middle school, and 250 elementary school students in the Lowell Public School system. These programs included Latino Connections, which addressed the significant needs of 50 at-risk Latino Lowell High School students through a case management program; GEAR UP Massachusetts, which provided academic support, tutoring, college awareness, after-school programs, parents outreach, professional development to five teachers, and MCAS preparation to 250 high school and 54 middle school students, 59 of whom passed the MCAS exams; and GEAR UP MCC/UMass Lowell, which provided college and career awareness, MCAS preparation, tutoring, mentoring and parent outreach to 705 middle school students; the Heath Careers Opportunity Program, which served 97 minority students interested in health care professions; the Massachusetts Educational Opportunity program, which provided academic support and career awareness activities to 30 low-income/first-generation college students; Educational Talent Search, which worked with 725 potential first-generation college students to foster academic success, high school completion and college enrollment (225 of the juniors and seniors passed the MCAS exam); Upward Bound, which prepared 50 potential first-generation college students to complete high school and continue their education, 25 of whom passed the MCAS exams; the Student Conflict Resolutions Experts program, which in 2005–06 taught 400 Lowell High School students to resolve conflicts peacefully; the MCAS Pathways Transition Program, which targets students who have completed all or most of their high school credits but still need to pass one or both sections of the MCAS. (In 2005–06, 69 students passed the MCAS and earned a high school diploma.)
- In 2003, Middlesex Community College was one of only 13 colleges nationally and the only community college selected by the Carnegie Foundation for the Advancement of Teaching to

be a Cluster Leader for its Scholarship of Teaching and Learning Project. During the third consecutive year in this role, Middlesex led Communities of Practice Pooling Educational Resources (COPPER), a cluster of eight colleges which collaborated to create an evolving, interdisciplinary community of practice to further the scholarship of teaching and learning. MCC also continues to host the COPPER blog on its Web site, where cluster members and the general public can keep track of COPPER activities, communicate with one another, and participate in an on-going focused discussion. In June 2006 the COPPER Cluster and the

### Program of DISTINCTION

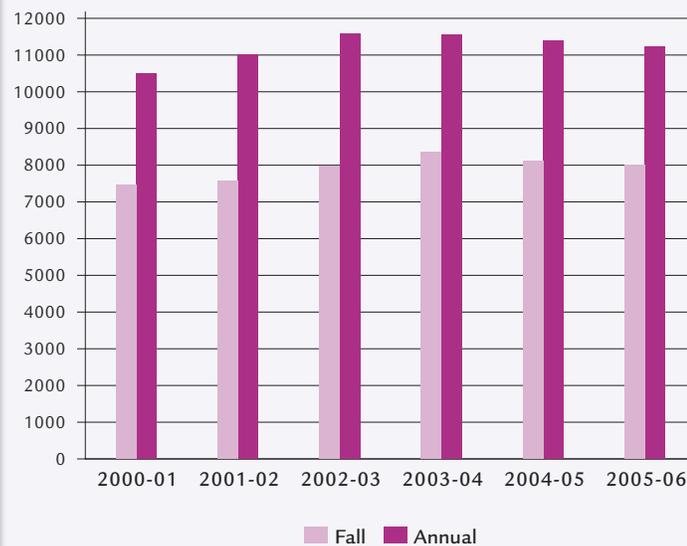
*The Lowell Civic Collaborative (TLC) project, a groundbreaking three-year partnership between Middlesex Community College (MCC) and Lowell National Historic Park, has evolved into an enduring relationship that supports the ongoing commitment of both organizations to civic engagement and promotes other partnerships between National Parks and community colleges. A guidebook for 18 projects between community colleges and National Parks that was jointly supported by MCC and the National Park Service was published and distributed nationally to community colleges and all the National Parks. Students' awareness and participation in democratic institutions and processes were facilitated by increasing communication about civic engagement with faculty, staff, student and community populations; by organizing civic dialogs between community groups; and by offering a broad range of new civic initiatives and volunteer activities embedded into college classes. The project was initiated to help college students gain an understanding of civic engagement and participate in a diverse range of initiatives that encourage citizenship and service, train a minimum of 30 faculty on strategies for embedding civic engagement knowledge and skills into a minimum of 30 Liberal Arts and Science courses, provide faculty and students with knowledge and skills related to effective civic engagement that meet locally defined community needs, and involve a minimum of 525 participants from the College and community in Civic Dialogues. As a result of the project, more than 1,400 students were directly impacted by the activities of TLC.*

New England Faculty Development Consortium held their first joint program on the Scholarship of Teaching and Learning, attended by 192 people. This conference combined the MCC Carnegie Summer Institute with the NEFDC Spring Roundup to create a synergy that was energizing for the many participants. In 2006 mcc was one of only 12 colleges nationally and the only community college selected by the Carnegie Foundation for the Advancement of Teaching to be a Cluster Leader for 2006–2009.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	8,008
Fall 2005 FTE:	4,800
<i>Results: Over the last three years, fall headcount enrollment has decreased 4.3%, and fall FTE enrollment has decreased 2.9%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	11,221
FY2006 FTE:	4,899
<i>Results: Over the last three years, annual headcount enrollment has decreased 3.0%, and annual FTE enrollment has decreased 2.0%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	24.8%
<i>Results: Greater than institution's primary draw region's minority representation of 17.3%.</i>	

Fall and Annual Headcount Enrollment



## II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	5.1%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

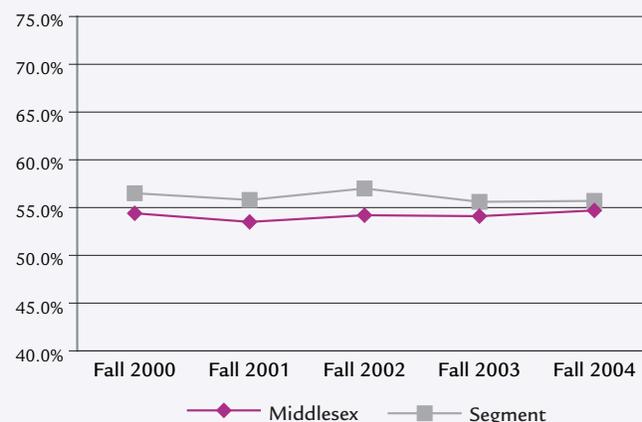
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,020	\$3,380	\$3,650	\$3,650
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.5%	5.0%	5.3%	5.1%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

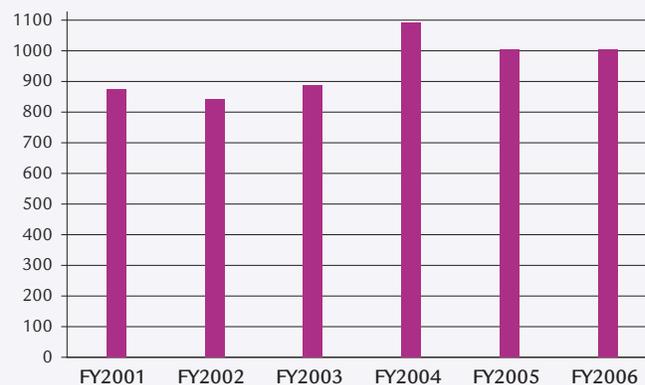
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	54.7%
<i>Results: Fall-to-fall retention has remained relatively stable over the last three years and is comparable the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005-2006 Fall-to-Spring Retention Rate:	90.6%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	74.5%
<i>Results: Comparable to the Board of Higher Education's target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	1,004
<i>Results: Average degrees conferred per year over the last three years: 1,033.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	83.0%
<i>Results: Below the Board of Higher Education's target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	17,495
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 19,390.</i>	

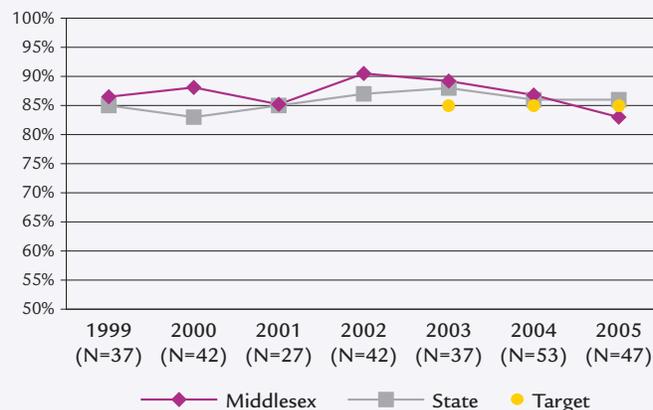
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)

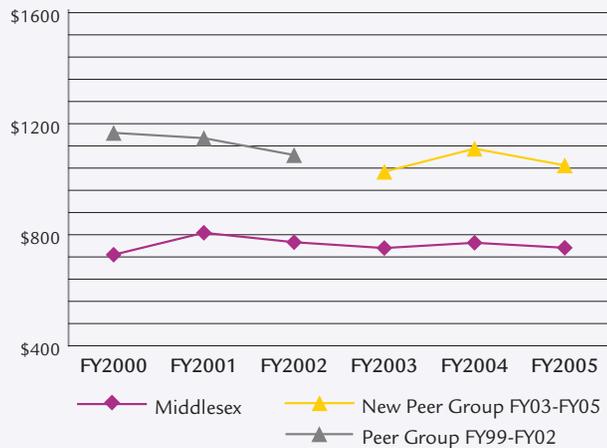


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <span style="float: right;">15.2%</span>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$753</b>
<i>Results: Meets the target of being lower than the cost per headcount of its peers (\$1,050).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: <span style="float: right;">13.2%</span>	
<i>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 (17.6%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$676,343</b>
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$369,621 in FY2004 to a high of \$676,343 in FY2006.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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 MWCC Educational Talent Search Program encourages and assists students from Fitchburg, Leominster, Gardner, and Winchendon school districts, who are traditionally under-represented in post-secondary education, in preparation for, entry to, and completion of post-secondary education. Six hundred students were served in grades 6–12, at least two-thirds of whom were income-eligible and potential first-generation college students. Eighty-one percent entered post-secondary education; 96 percent of middle and high school students serviced were promoted to the next grade level. One hundred percent of graduating seniors passed the MCAS exam. Of the new participants (2005–2006), 54 percent were minority.
- Project Excel supports students in grades 6–8 who are traditionally underrepresented in postsecondary education with the intent of encouraging and preparing middle students for eventual entry into higher education. Sixty students were served from local area middle schools. One hundred percent were promoted to next grade level, 95 percent increased their GPA (up from 65 percent prior year), and 82 percent of parents were actively involved in the program. Innovative programming included Kids 2 College, Parents Night Out, a community service component added for all students.
- The Gateway to College Dropout Recovery Program (awarded \$300,000 over three years by Gates Foundation, Carnegie Corporation, Ford Foundation, and Kellogg Foundation) is designed to provide high school dropouts with a chance to earn their diploma and associate degree simultaneously. Forty dropouts enrolled for the fall 2006 semester.
- The presidents of Mount Wachusett Community College, Fitchburg State College, Worcester State College, and Quinsigamond Community College have worked to create an active and effective public higher education collaborative, the Central Massachusetts Consortium of Public Colleges' Central Links. Achievements in 2005–2006 included development and delivery of a comprehensive Economic Impact Study, documenting the impact of the four colleges on the economic health and well being of Central Massachusetts communities; collaborative pandemic planning and jointly sponsored/

attended trainings, including sharing of ideas and a model plan developed by Fitchburg State College; an academic articulation summit that was held at Fitchburg State College on April 14, 2006, for academic leaders and faculty from the four colleges; a two-day workshop, co-sponsored by the four colleges, held at Mount Wachusett Community College regarding implementation of a systemic approach to institutional effectiveness measurement and student learning outcomes assessment. Institutional Effectiveness Associate, James O. Nichols, trained academic department heads and faculty on

### Program of DISTINCTION

*Mount Wachusett Community College is the public higher education leader in promoting renewable energy options, both on campus and throughout the community. The College has received national and state recognition in awards, grant revenues and featured stories/articles in local and national press for its aggressive pursuit of lower-cost energy alternatives to decrease College dependence on foreign fuels through exploitation of new energy technologies and resources. MWCC has reduced carbon dioxide emissions by 22.73 percent in four years and energy expenses by \$1,730,343. The College reduced its electrical consumption by more than 38.42 percent and its water consumption by over 52.52 percent. This was accomplished by converting an electrically heated campus to a biomass hydronic district heating system. This renewable energy effort has had substantial effect the local economy, drastically reducing GHG emissions, contributing to the elimination of woody biomass from the waste stream, lessening institutional dependence on foreign oil, addressing the nation's energy and homeland security policies, demonstrating the use of a sustainable and locally available feedstock, and providing unique educational opportunities for the MWCC student population.*

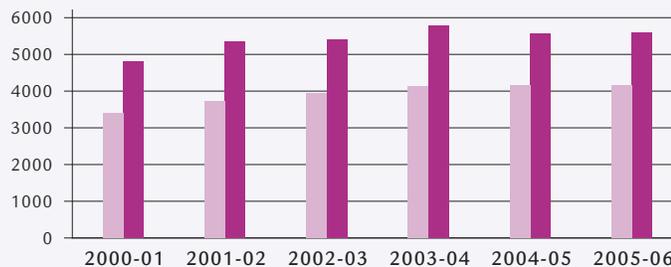
instituting an effective model for institutional effectiveness and student learning outcomes assessment across the four campuses.

- Mount Wachusett, Middlesex, and North Shore Community Colleges co-sponsored and shared the cost for an all-day SCT Banner 7.0 workshop/training held at Mount Wachusett to prepare Banner public colleges for upgrading to the SCT Banner 7.0 Workshop system. This opportunity was offered to all Banner colleges in the public higher education sector in recognition that good planning, methodical hands-on testing, adequate training, and upfront understanding of product capabilities and limitations are essential to the success of any major campus ERP system upgrade. Functional and technical staff from Middlesex and North Shore Community Colleges, and Bridgewater State and Fitchburg State Colleges participated in this event.

**I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS**

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	4,170
Fall 2005 FTE:	2,586
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has increased 5.3%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	5,587
FY2006 FTE:	2,498
<i>Results: Over the last three years, annual headcount enrollment has decreased 3.2%, and annual FTE enrollment has increased 3.6%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	16.5%
<i>Results: Greater than institution's primary draw region's minority representation of 10.7%.</i>	

Fall and Annual Headcount Enrollment



**II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES**

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	5.5%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

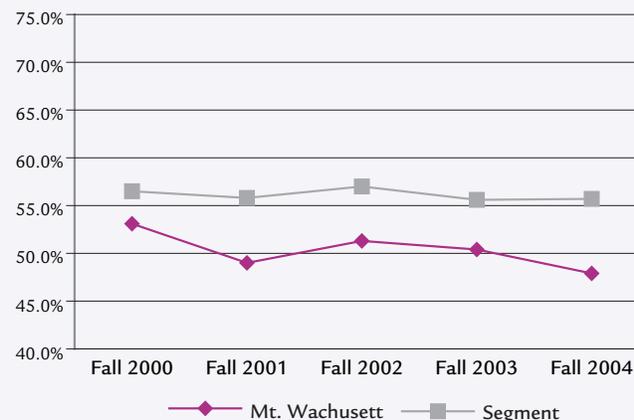
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,410	\$4,010	\$4,010	\$3,970
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	5.1%	5.9%	5.8%	5.5%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

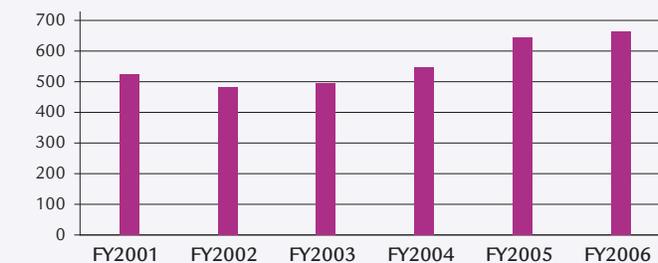
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	47.9%
<i>Results: Fall-to-fall retention has declined 3.4 percentage points over the last three years and is below the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	86.3%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	82.0%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	665
<i>Results: Average degrees conferred per year over the last three years: 619.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	85.4%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	5,574
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 4,393.</i>	

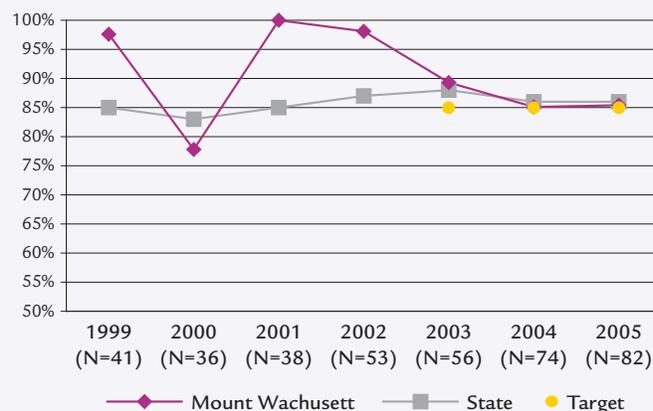
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

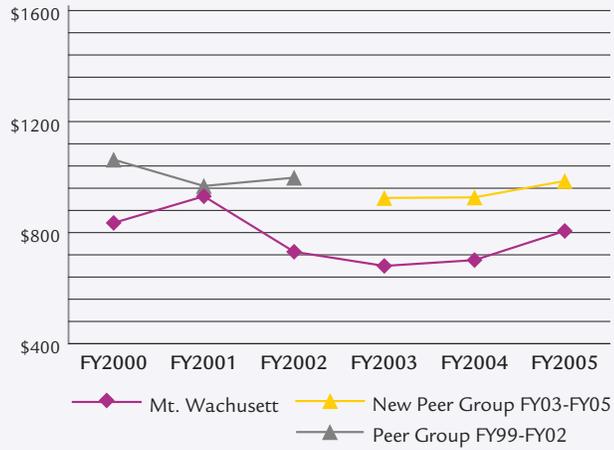


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <span style="float: right;">11.1%</span>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$806</b>
<i>Results: Meets the target of being lower than the cost per headcount of its peers (\$986).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: <span style="float: right;">11.7%</span>	
<i>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 (16.4%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006: <b>\$1,659,005</b>	
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$802,715 in FY2004 to a high of \$1,663,464 in FY2005.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- In 2004, North Shore Community College began a partnership with North Shore Community Mediation, Inc. (NSCM). Through the development of peer mediation programs for middle and high school students, participants receive training in Conflict, Mediation Stages and Processes, and Practice Role Plays. Students completing the program are certified as Peer Mediators and receive on-going support from Annual Peer Mediation Forums that are held at NSCC's Danvers campus each year. In January 2006, working with the College, NSCM provided a full-day training workshop about bullying, harassment, and conflict resolution to over 150 middle and high school students from 15 area schools. Students were trained in peer mediation techniques and introduced to NSCC as a community resource and potential "college of choice." This program provided NSCC resources to meet community needs, deliver on NSCC's mission as an "agent of social change;" resolution/peer mediation workshops for area youth, enhanced relationships with area middle and high schools, students and staff, and built NSCC's image as an educational institution and venue of learning.
- NSCC, using funding from its Public Policy Institute, lead the formation of EdLink, a partnership of the five public higher education institutions located in Northeastern Massachusetts. The presidents of North Shore Community College, Middlesex Community College, Northern Essex Community College, UMass Lowell, and Salem State College jointly signed a formal partnership agreement pledging to combine their unique strengths to shape the Northeast region. With more than 40,000 students and over 5,000 employees, the five institutions represent a unique and significant resource to the region's economy. The planning phase for this exciting new collaboration revealed a broad range of links between the institutions, from programs and resources the colleges already share, with a long history of degree and technical program collaborations, to activities with area school systems, and connections to regional employers and community based organizations. EdLink, located at NSCC, employs a part-time Director and is poised to begin to implement a full agenda of activities. Collaborative efforts will focus on sustaining and

strengthening economic development initiatives, enhancing pathways to student success through academic programs, and partnerships within the community.

- Shortly after Hurricane Katrina, a group of 19 NSCC faculty, staff, and students formed an action committee to devise ways to help victims of the storm. NSCC was partnered with Jones County Junior College (JCJC), which sustained some of the heaviest damages in the area but had not yet received

### Program of DISTINCTION

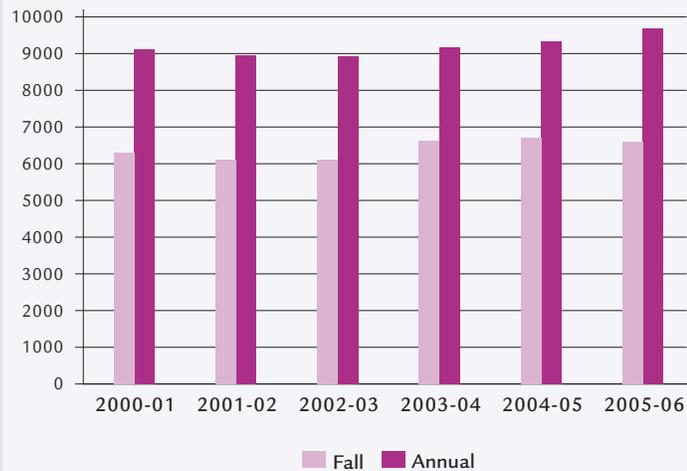
*In FY2005–06, North Shore Community College formally launched its **Public Policy Institute (PPI)**. Designed to serve as an education, research and policy advocacy center, the PPI received a Legislative appropriation. A mission and vision for the Institute were developed working with the College's Community Engagement Team. Under the auspices of the PPI, community programming was funded, including NSCC/Lynn Violence Prevention Task Force and Project YES (after-school youth-at-risk gang prevention model). This year the PPI hosted four seminars, and forums were focused on current state-wide issues of interest. A primary focus of PPI activity was the research and publication of PPI "white papers," of which three were released in FY06. College initiatives included a PPI Fellowship Program, supporting student fellowships in a series of seminars providing hands-on experience in civic action and Entrepreneurship classes for parents at the Lynn area Ford School. PPI was established to gain credibility as a public policy forum and to develop community programming, to enhance the image of the College as a leader in regional social and economic development and "a responsible agent of social change," to provide educational programs that inform public opinion through open discourse, and to facilitate a grassroots approach to programs through community partnerships.*

offers of support from outside the region. The Committee met weekly during the fall semester and into the spring and decided that aid from NSCC would be both "financial and connective." The two colleges set up a partnership through which emails, photos, and newspapers were exchanged. NSCC students were put in touch with JCJC students and encouraged to become pen pals "with the focus on building a connection." Events hosted by the Committee at NSCC included a "Hurricane Relief Kick-Off Party" with events that raised nearly \$5,000, and an on-campus raffle planned, marketed, and managed by students raised more than \$1,300. NSCC participated in the "Sloan Semester," a community college collaborative that made online courses available free to students who would have otherwise missed a semester because their home colleges were closed. NSCC provided faculty, online course orientations, handled support calls, and donated books/materials to enrolled students.

**I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS**

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	6,604
Fall 2005 FTE:	4,040
<i>Results: Over the last three years, fall headcount enrollment and fall FTE enrollment have remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	9,683
FY2006 FTE:	4,277
<i>Results: Over the last three years, annual headcount enrollment has increased 5.6%, and annual FTE enrollment has increased 5.5%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	24.9%
<i>Results: Less than institution's primary draw region's minority representation of 30.3%.</i>	

Fall and Annual Headcount Enrollment



**II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES**

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	4.9%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

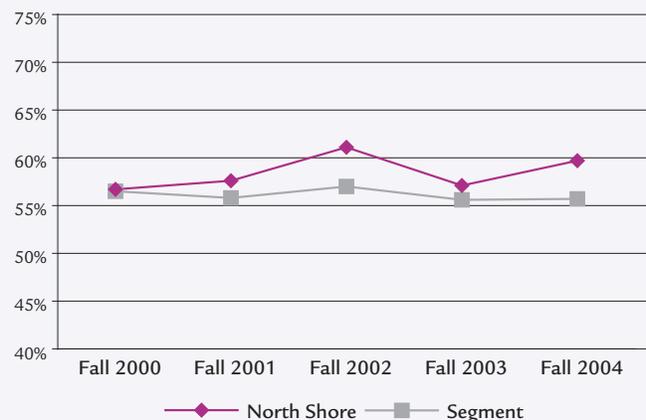
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$3,090	\$3,390	\$3,390	\$3,480
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.6%	5.0%	4.9%	4.9%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	59.7%
<i>Results: Fall-to-fall retention has remained relatively stable over the last three years and is above the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	91.4%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	72.9%
<i>Results: Below the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	839
<i>Results: Average degrees conferred per year over the last three years: 780.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	88.7%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	5,277
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 5,039.</i>	

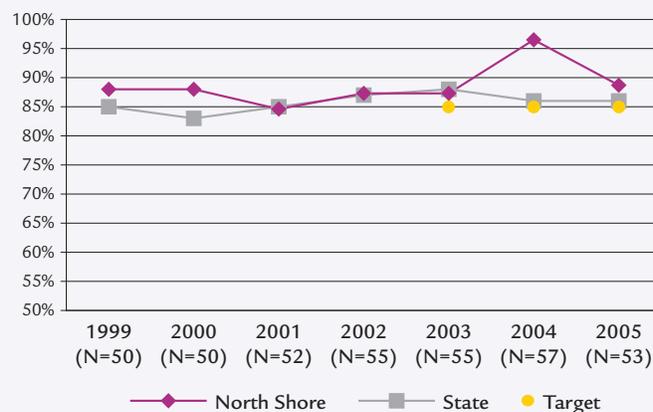
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

**Effectiveness and Efficiency Indicators\***

**FINANCIAL AUDIT**

Findings of the FY2005 and FY2006 Independent Financial Audits:

*Unqualified audits with no significant findings*

*Results: Satisfies the Board of Higher Education's audit requirements.*

**CAPITAL ADAPTATION & RENEWAL**

Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): **5.8%**

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

**INSTITUTIONAL SUPPORT COSTS**

FY2005 Institutional Support Costs per headcount: **\$803**

*Results: Meets the target of being lower than the cost per headcount of its peers (\$948).*

FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: **13.8%**

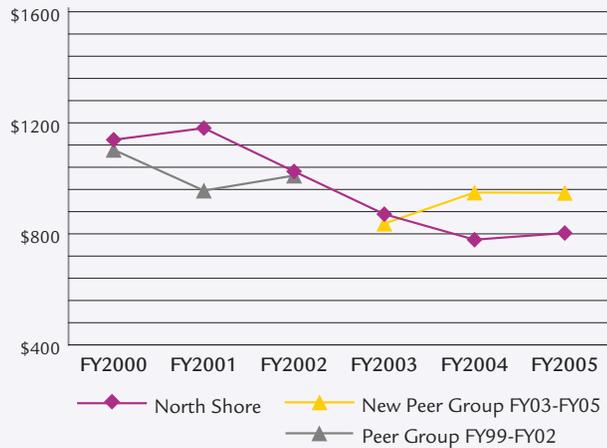
*Results: Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (16.7%).*

**FUNDRAISING**

Private Funds raised in FY2006: **\$573,668**

*Results: From 2004 to 2006, total private funds received ranged from a low of \$514,228 in FY2004 to a high of \$591,201 in FY2005.*

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- Developed through the collaboration of the North Shore Technology Council, Amesbury High School, and NECC faculty and administrators, Introduction to Entrepreneurship is delivered at both Newburyport and Amesbury High Schools. As part of this collaborative work, the local high school staffs have been identifying students with an interest in starting their own business and/or becoming more knowledgeable about how a small business is started and managed. Students are enrolled in the course through the college registration process and receive college credit upon successful completion. The students analyze case studies of local businesses and offer the results in a PowerPoint presentation to the class. The results are communicated to the local businesses as part of the agreement to use them in the course of study. Through their collaboration with Newburyport High School, the course is being expanded to include an internship with local businesses.
- For the third year in a row, NECC has formed a unique collaboration for the upcoming school year with Notre Dame High School (NDHS) in Lawrence through their Corporate Internship Program (CIP) to provide students with real-world job experiences while also allowing them to earn a large portion of the cost of their education; acquire excellent work experience and marketable job skills; develop valuable professional relationships that may lead to summer jobs, college references, and other job referrals; learn to take responsibility; gain confidence and self-respect; and set high expectations for college and careers.
- The National Coalition Building Institute (NCBI) is an international non-profit leadership organization founded in 1984 that is dedicated to reducing prejudice and welcoming diversity. Both NCBI affiliates, NECC and North Shore Community College (NSCC), began working with NCBI International in 2005 to explore the possibility of providing an opportunity for other Massachusetts community colleges to learn more about NCBI to consider how they might collaborate in NECC's work on diversity. Presidents David Hartleb and Wayne Burton brought this idea to a Presidents' Council meeting, where there was considerable interest among the presidents. In January 2006, NECC and NSCC invited other Massachusetts' community colleges to send teams

to NECC to experience a one-day NCBI training session. A total of nine colleges were present with their teams, and NECC and NSCC facilitators assisted national trainers with the workshops. Most of the colleges that completed the training are beginning their NCBI work.

- EdLink is a partnership of the five public higher education institutions, located in Northeastern Massachusetts—Middlesex, Northern Essex, and North Shore Community Colleges, Salem State College and the University of Massachusetts Lowell. The leaders of these institutions have

### Program of DISTINCTION

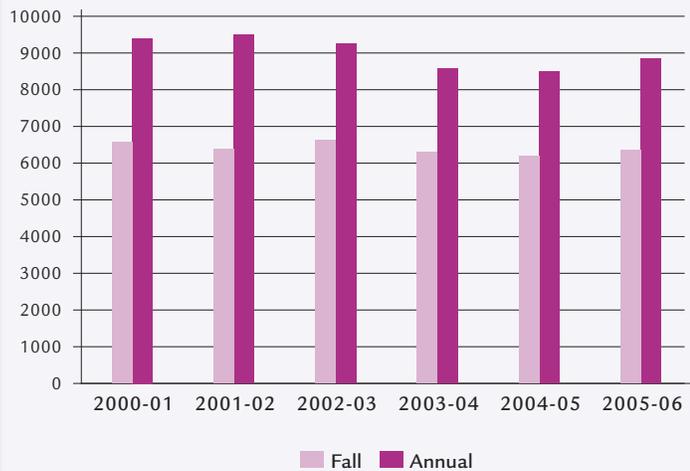
*Healthcare Works is an educational program in which employers, workforce investment boards, and community colleges work together to prepare incumbent employees in the healthcare agencies to enroll in nursing and allied health programs of study. Northern Essex was a partner with the Greater Lawrence Family Health Center, Lawrence General, Merrimack Valley, and Whittier Rehabilitation Hospitals, providing access to college preparatory courses for 33 employees. Education maps were created that showed both the employee-learner and their employer how the individual would achieve his/her educational goals. NECC committed seats in the highly competitive nursing and radiologic technology programs to ensure that when the employee-learner met the admissions criteria for the program, he/she would be admitted. Eight employee-learners were accepted to the nursing and allied health program in the fall 2006 semester; six enrolled in the associate's degree in nursing program, one enrolled in the practical nursing program, and one enrolled in the radiologic technology program. Approximately 20 employee-learners continue their educational journey by completing developmental and prerequisite courses in preparation for enrolling in their programs of choice in September 2007 and September 2008.*

pledged to combine their unique strengths to help shape a vibrant Northeast region and Commonwealth. Enrolling more than 40,000 students—90 percent of whom are Massachusetts residents—and employing more the 5,000 people, the Colleges and University represent a significant resource and contributor to the region's economy. The institutions share a common commitment and bond as public higher education institutions in the Commonwealth. Inherent in the public mission is a responsibility to the vitality and success of the region and its residents. EdLink institutions also share a long history of strong degree and technical training programs and activities with area school systems, organizations, and employers.

**I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS**

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	6,362
Fall 2005 FTE:	3,707
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has increased 2.9%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	8,839
FY2006 FTE:	3,832
<i>Results: Over the last three years, annual headcount enrollment has increased 3.0%, and annual FTE enrollment has increased 3.2%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	27.1%
<i>Results: Greater than institution's primary draw region's minority representation of 21.7%.</i>	

Fall and Annual Headcount Enrollment



**II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES**

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	4.4%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

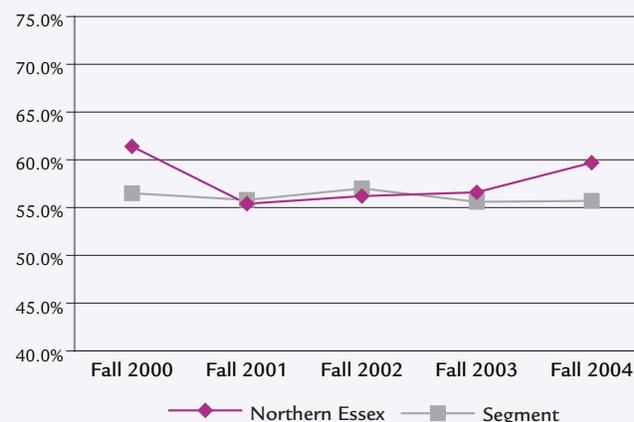
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$2,670	\$2,970	\$2,970	\$3,150
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.0%	4.4%	4.3%	4.4%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	59.7%
<i>Results: Fall-to-fall retention has declined 3.5 percentage points over the last three years and is above the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	91.9%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	73.2%
<i>Results: Comparable to the Board of Higher Education's target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	826
<i>Results: Average degrees conferred per year over the last three years: 810.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	75.9%
<i>Results: Below the Board of Higher Education's target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	16,759
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 13,833.</i>	

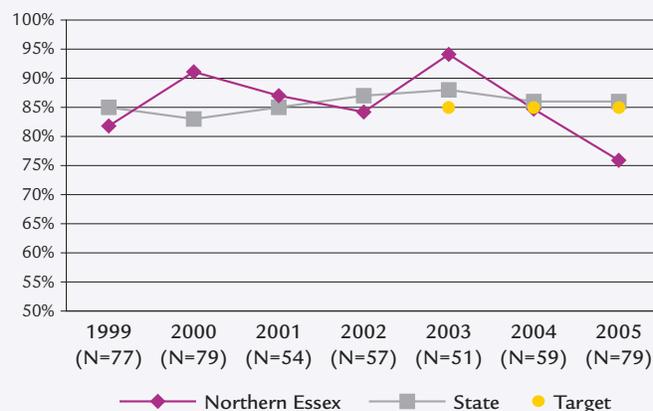
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)

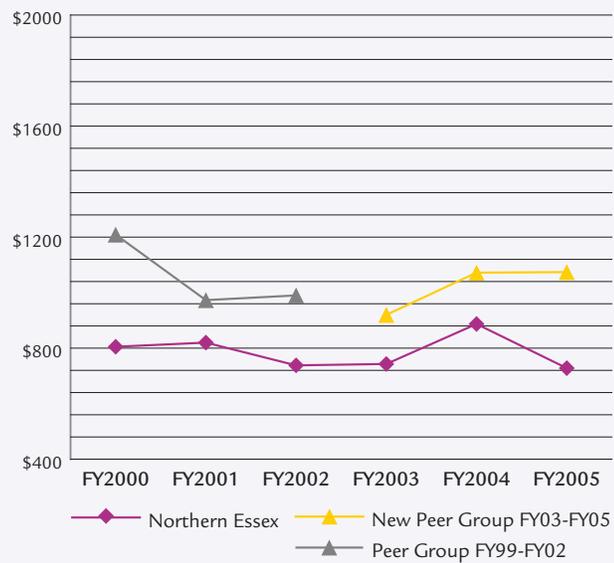


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <b>13.8%</b>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount:	<b>\$728</b>
<i>Results: Meets the target of being lower than the cost per headcount of its peers (\$1,074).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures:	<b>12.5%</b>
<i>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 (19.5%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006:	<b>\$851,850</b>
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$851,850 in FY2006 to a high of \$1,188,868 in FY2004.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- The Worcester Pipeline Collaborative (WPC) encourages minority and/or disadvantaged students to succeed in the health care and science professions where they are traditionally underrepresented. Partners include K–12 educators, QCC, and local health care and science industries. QCC has been a partner since WPC's inception ten years ago. To continue to strengthen the partnership, QCC guaranteed ten placements to students in the WPC, directly into QCC healthcare programs. QCC is working collaboratively with WPC high school members to identify students that meet the admission criteria and have the desire to work in the healthcare industry. The programs identified for placement in our high-demand health programs include Nursing, Radiologic Technology, Dental Hygiene, Dental Assisting, Surgical Technology, Respiratory Care, and Medical Assisting.
- QCC's Women in Technology Program introduces high school-age women to technology via hands-on curriculum, exposes participants to local college programs and subsequent careers in technology fields, and provides participants an opportunity to take part in college-placement testing. The basic design of the hands-on curriculum is to select a featured technology for each group of participants that builds upon previous coursework in personal digital assistants (PDAs), visit the high school and present a lesson on the featured technology (including the math and science that make it work), provide the participants with an inexpensive example of that technology that they can later take home to continue their use of and learning on the device, bring the young women to QCC and utilize the device, and take them to a business that utilizes the technology to facilitate their business needs. To accomplish the hands-on curriculum, the young women meet several times from September through January.
- On April 14, 2006, QCC participated in the second annual Transfer Articulation Summit, held at Fitchburg State College for approximately 50 faculty and administrators from QCC, Mount Wachusett Community College, and Worcester and Fitchburg State Colleges. Sponsored by the Central Massachusetts Public Higher Education Alliance (CMPHEA),

now known as Central Links, the overall goal of this summit was to facilitate better communications and articulations among these institutions to provide smoother transitions for transferring students. Another goal has been for the Academic departments from the various colleges to work together on curriculum revisions that better reflect a consistency throughout curriculums and programs to facilitate seamless transfer for students. Due to its success, plans are in place for QCC to host the next Transfer Articulation Summit Meeting this spring.

### Program of DISTINCTION

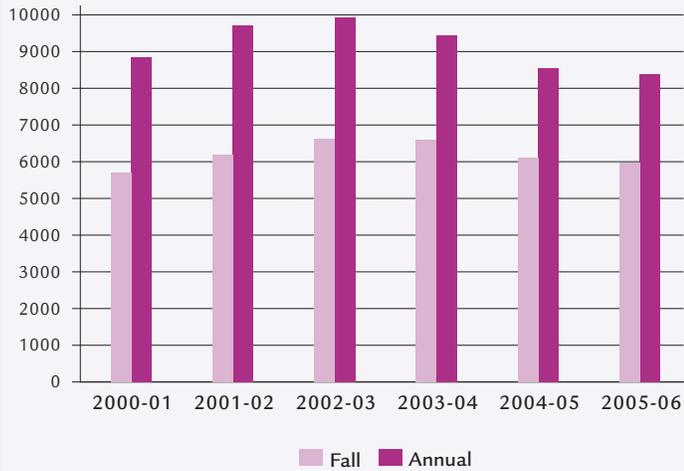
*The goal of the Intercare Alliance of Central Massachusetts/University of Massachusetts Memorial Health Care (UMMHC) initiative is to assist in alleviating the critical shortage of Licensed Practical Nurses through an educational career ladder. The Intercare Alliance is a group of ten long-term care facilities located in Central Massachusetts that have combined to assist each other with exploring CNA and Licensed personnel staffing issues needs and the UMMHC, a major health care facility in Worcester. There have been over 60 graduates from this program since its inception in 2002, and the majority of graduates continue to work within their sponsoring facilities. There are 32 students enrolled in the QCC Practical Nursing Class of 2007, comprised of students from both the Intercare Alliance and UMMHC. Accomplishments of the Program are assisting in alleviating a nursing shortage by providing an internal and local solution to the national problem and collaborating to identify workforce needs.*

- Through funding from the Boston Advanced Technological Education Connections (BATEC), led by University of Massachusetts Boston, QCC continued its efforts to develop and refine its information technology (IT) curricula and to attract and advance a diverse population of technology students. This past year, QCC developed stronger connections with community technology centers and other community-based organizations to support the enrollment of adults and non-traditional students. In the coming year, QCC will actively engage community-based organization (CBO) clients and staff members through its "QCC Out in the Community" project, a technology outreach program that will target 25 CBOs. The project includes the development and delivery of IT career information sessions with CBO participants; curriculum tracks that provide brief glimpses into the many IT career fields; a Web site to provide a platform for contact with participants, QCC marketing information on activities, and an educational platform.

**I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS**

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	5,969
Fall 2005 FTE:	3,623
<i>Results: Over the last three years, fall headcount enrollment has declined 9.5%, and fall FTE enrollment has declined 7.2%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	8,385
FY2006 FTE:	3,849
<i>Results: Over the last three years, annual headcount enrollment has declined 11.1%, and annual FTE enrollment has declined 8.7%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	22.8%
<i>Results: Greater than institution's primary draw region's minority representation of 13.9%.</i>	

Fall and Annual Headcount Enrollment



**II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES**

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	5.0%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

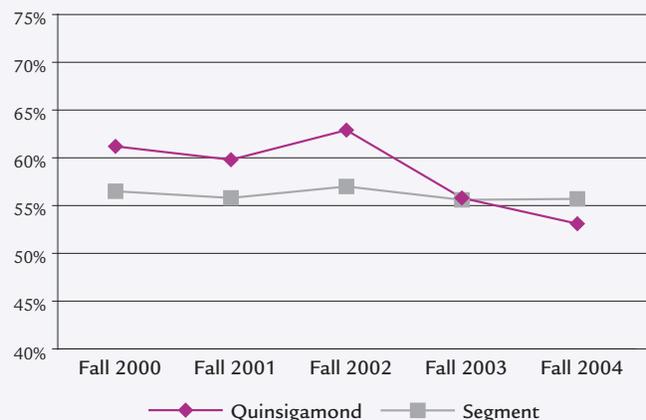
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$2,730	\$3,600	\$3,600	\$3,600
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.1%	5.3%	5.2%	5.0%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

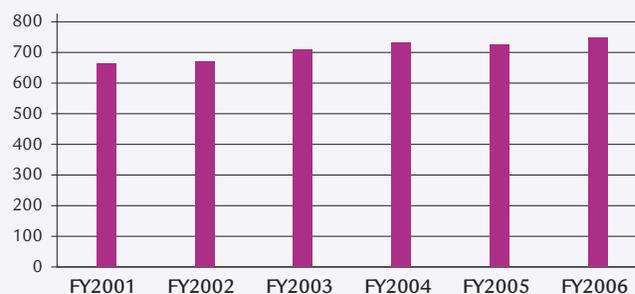
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	53.1%
<i>Results: Fall-to-fall retention has declined 9.8 percentage points over the last three years and is below the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	89.3%
<i>Results: Fall-to-spring retention has declined 3 percentage points over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	75.1%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	747
<i>Results: Average degrees conferred per year over the last three years: 734.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	84.1%
<i>Results: Comparable to the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	2,909
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 2,510.</i>	

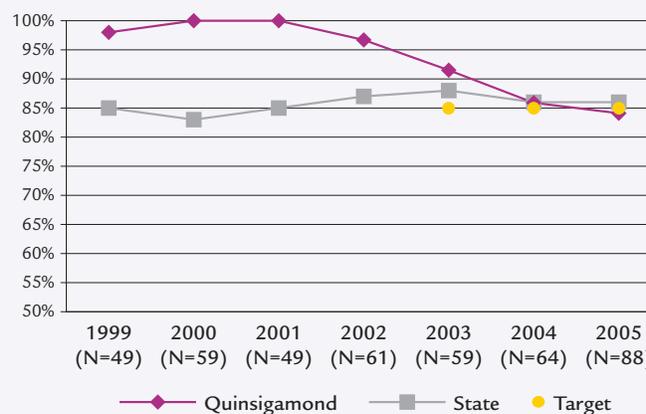
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

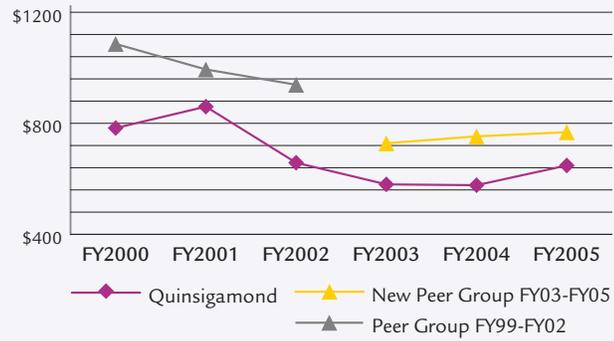


\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Effectiveness and Efficiency Indicators*	
<b>FINANCIAL AUDIT</b>	
Findings of the FY2005 and FY2006 Independent Financial Audits: <i>Unqualified audits with no significant findings</i>	
<i>Results: Satisfies the Board of Higher Education's audit requirements.</i>	
<b>CAPITAL ADAPTATION &amp; RENEWAL</b>	
Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): <b>5.0%</b>	
<i>Results: Satisfies the Board of Higher Education's requirement of 5% or higher.</i>	
<b>INSTITUTIONAL SUPPORT COSTS</b>	
FY2005 Institutional Support Costs per headcount: <b>\$648</b>	
<i>Results: Meets the target of being lower than the cost per headcount of its peers (\$768).</i>	
FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: <b>11.9%</b>	
<i>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 (16.4%).</i>	
<b>FUNDRAISING</b>	
Private Funds raised in FY2006: <b>\$1,180,889</b>	
<i>Results: From 2004 to 2006, total private funds received ranged from a low of \$896,480 in FY2004 to a high of \$1,438,791 in FY2005.</i>	

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- Boston's English High School and RCC have been collaborating on a STEM pipeline for high school students. RCC faculty teach courses at the high school, and RCC administrators and faculty work in conjunction with the headmaster, guidance counselors, and teachers to examine curriculum content and to discover best pedagogical practices. Another key component of the project is the provision of mentoring, college readiness skills and internship opportunities to students in the program.
- During the academic year, RCC hosts The Greater Boston Youth Symphony Orchestra's Intensive String Program three afternoons a week. The program provides 8–11 year olds with string lessons and serves as a stepping-stone for auditions and admission into larger orchestras in the Greater Boston Area.
- Boston Ballet continues its Taking Steps program at RCC, which targets middle school girls. This program includes college library privileges for the girls participating in the program. It also includes trips to cultural events.
- RCC offers a four-week Summer Arts Intensive program that targets an age range between eight and 18 and offers theater, dance and a mandatory writing component. Students receive an RCC certificate of completion through the Division of Continuing Education and have a final performance at the RCC Mainstage.
- RCC is providing two classrooms and use of the Early Childhood Education Center to the Boston Plan for Excellence in Public Schools' Teacher Training Residency Program. Seventy new teachers in the Boston Public Schools are at the College all day, every Friday, from September 8, 2006, through June 15, 2007.
- Roxbury Community College, Bunker Hill Community College, and the Boston Public Schools will be working with University of Massachusetts Boston as part of its Boston Science Partnership. Science faculty from all schools will meet regularly to discuss course content and pedagogy, focusing on differentiated instruction and assessment practices. As part of this effort, community college faculty will participate in a number of professional development workshops offered by the partnership at University of Massachusetts Boston.

### Program of DISTINCTION

*The New Learning Community project enrolled academically disadvantaged students who began their community college studies in fall 2005 and spring 2006. Following orientation and assessment, students placing into both Developmental Reading and Writing II and Basic Mathematics were asked to enroll in the learning community. This meant that they would take their developmental coursework, as well as RCC's College Survival Seminar as a group. Classroom-based tutors were assigned to the identified English and mathematics classes and were available outside of class for group sessions and to assist students in using PLATO, a computerized learning system that reinforced basic skills. The College Survival Seminar course provided support and a forum for activities to enhance students' engagement in college life and connections with tutors, instructors, and each other. The twenty students who enrolled during the first semester passed Developmental Reading and Writing and the College Survival Seminar at higher rates than students not in the learning community.*

faculty-led research teams at MIT's Center for Materials Science and Engineering. For ten weeks they work on cutting-edge research, developing their technical skills and understanding of career options in research.

- RCC is working with the City of Boston as part of a consortium to address the demand for trained allied health workers. The higher education members of this consortium are RCC, Bunker Hill Community College and Franklin Institute. Our immediate partners in this work are the Jamaica Plain NDC, the Allied Health Research and training Institute, TERC, and the Fenway Park CDC.

**I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS**

**Access Indicators\***

**FALL ENROLLMENT**

Fall 2005 Headcount: 2,236  
 Fall 2005 FTE: 1,375

*Results: Over the last three years, fall headcount enrollment has declined 5.5%, and fall FTE enrollment has declined 6.1%.*

**ANNUAL ENROLLMENT**

FY2006 Headcount: 3,379  
 FY2006 FTE: 1,514

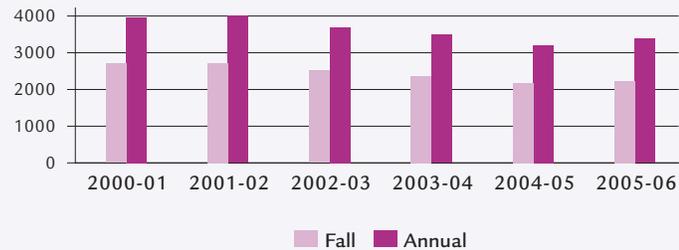
*Results: Over the last three years, annual headcount enrollment has declined 3.2%, and annual FTE enrollment has declined 2.4%.*

**MINORITY ENROLLMENT**

Minority Enrollment Percentage in Fall 2005: 92.7%

*Results: Greater than institution's primary draw region's minority representation of 44.6%.*

Fall and Annual Headcount Enrollment



**II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES**

**Affordability Indicators\***

**% OF MEDIAN FAMILY INCOME**

Tuition and fees as a percent of median family income in FY2006: 4.8%

*Results: Comparable to the Northeast regional average of 4.8%.*

Tuition and Fees as a Percent of Median Income

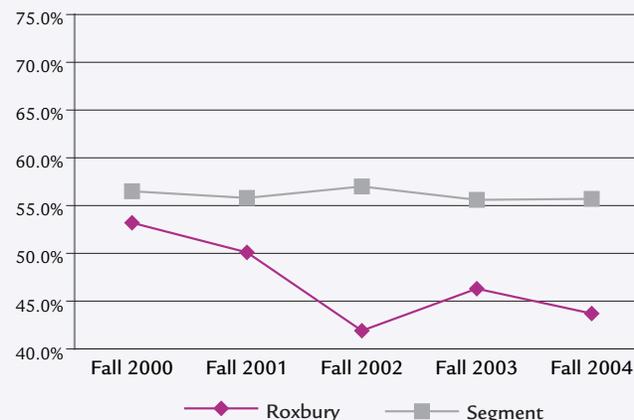
	FY2003	FY2004	FY2005	FY2006
Tuition and fees	\$2,450	\$3,250	\$3,460	\$3,460
State median family income	\$66,922	\$67,527	\$68,701	\$71,655
Tuition and fees as % of state family median income	3.7%	4.8%	5.0%	4.8%
Mass. community college avg. tuition and fees as % of state median family income	4.2%	4.8%	4.9%	4.9%
Northeast average tuition and fees as % of state median family income			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

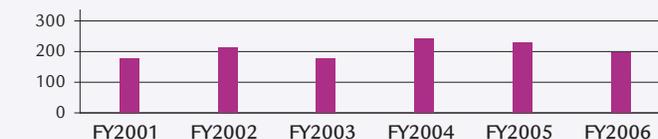
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	43.7%
<i>Results: Fall-to-fall retention has remained relatively stable over the last three years and is below the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	85.1%
<i>Results: Fall-to-spring retention has increased 3.3 percentage points over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	76.8%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	196
<i>Results: Average degrees conferred per year over the last three years: 223.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	73.8%
<i>Results: Below the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	1,254
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 1,206.</i>	

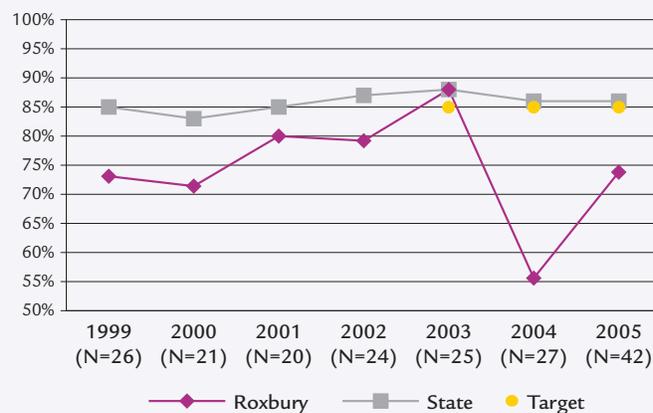
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

**Effectiveness and Efficiency Indicators\***

**FINANCIAL AUDIT**

Findings of the FY2006 Independent Financial Audit:  
*Cited for a non-material internal control issue resulting from not posting payroll in a timely manner.*

Findings of the FY2005 Independent Financial Audit:  
*Cited for several non-material issues related to internal control and timeliness of financial reporting.*

*Results: Satisfies the Board of Higher Education's audit requirements for FY2005 and FY2006.*

**CAPITAL ADAPTATION & RENEWAL**

Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): **4.3%**

*Results: Comparable to the Board of Higher Education's requirement of 5% or higher. Note: Roxbury Community College received a BHE waiver on this requirement for FY2006.*

**INSTITUTIONAL SUPPORT COSTS**

FY2005 Institutional Support Costs per headcount: **\$1,230**

*Results: Meets the target of being lower than the cost per headcount of its peers (\$1,429).*

FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: **14.3%**

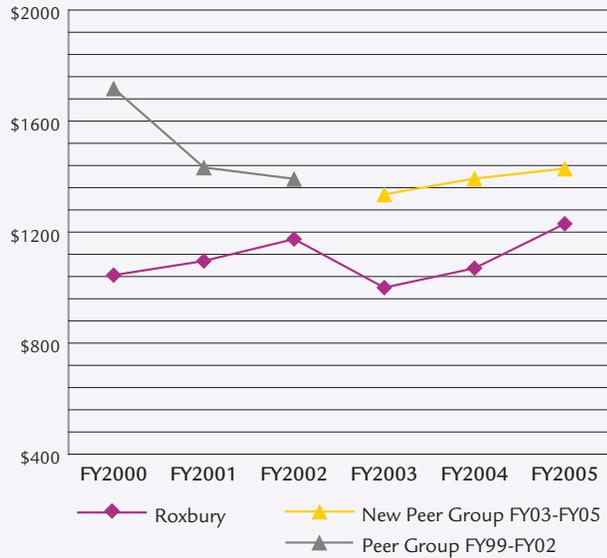
*Results: Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (20.9%).*

**FUNDRAISING**

Private Funds raised in FY2006: **\$216,843**

*Results: From 2004 to 2006, total private funds received ranged from a low of \$61,354 in FY2004 to a high of \$223,859 in FY2006.*

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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

- In consultation with faculty and administration at Putnam Vocational High School in Springfield, the Biology Department at Springfield Technical Community College has developed, and agreed to teach, biology courses for Putnam students interested in pursuing Certified Nurse Assistant certification at the post-secondary level. This will be a year-long introductory course taught in STCC laboratories by STCC faculty. The students from Putnam will be from the same cohort of students who have been introduced to the simulation lab at STCC's School of Health under a grant from Baystate Health Systems.
- Springfield Technical Community College was one of two community colleges assigned to train Massachusetts high school faculty in ways to incorporate biotechnology into high school curricula. This training took place over the summer of 2006, with eighteen area high school teachers participating. The goal of the BioTeach program was to train high school teachers in ways to introduce the emerging field of biotechnology to students at the secondary level.
- During the 2005-06 academic year, Springfield Technical Community College developed and co-signed joint admission agreements with American International College, Western New England College, Bay Path College, Our Lady of the Elms College and Springfield College. These joint admissions agreements supplement existing articulation agreements between STCC and these institutions. More importantly, these agreements provide opportunities for STCC students to be involved in the academic and social life of the four-year institution, while attending STCC. These agreements also provide substantial financial incentives for highly qualified transfer students from STCC to these four year-institutions.
- In an effort to respond to concerns of the dental community in Western Massachusetts, Greenfield Community College and Springfield Technical Community College have agreed to share a grant from the Massachusetts Dental Society. This grant will fund a study to assess the present and future need for dental

technicians and dental assistants in the region. Results of this study will become the basis for a response by the community colleges.

- The Engineering Technologies programs at Springfield Technical Community College and Western New England College are presently collaborating on a joint grant proposal to the National Science Foundation to study and develop a seamless articulation between the Associate of Science in Engineering

### Program of DISTINCTION

*In an effort to assess the level of computer literacy for all students at STCC, the Information Technologies Department developed a **placement test for keyboarding skills** to be given to incoming students. Results of this test will determine whether or not students will need to take a remedial module in basic computer skills. This test was piloted during the summer of 2006, and preliminary results suggest that 70 percent of test takers tested remedial in basic keyboarding skills. Presently, the validity of the test is under review, and once its validity is established, a policy requiring this as one of the battery of placement tests for all incoming students will be drafted for consideration.*

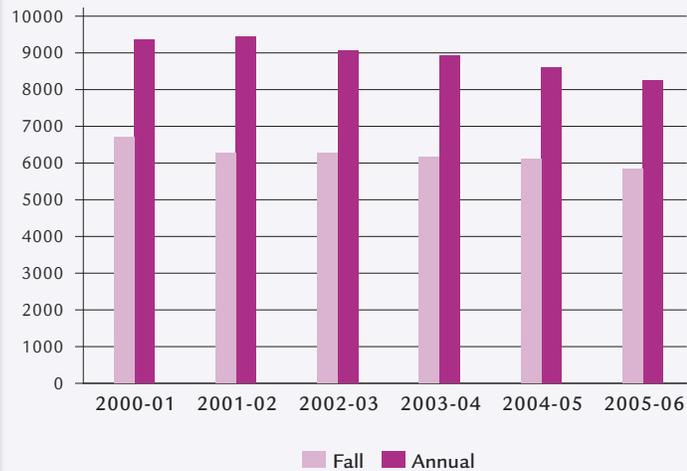
Technology at STCC and the Bachelor of Science in Engineering Technology at WNEC.

- For Springfield residents, the nearest public clinic is in Westfield, Massachusetts, and the transportation required to access dental care at Western Massachusetts Hospital for them presents a major obstacle for consistent and ongoing care. STCC, in conjunction with the Western Massachusetts Hospital Dental Clinic has embarked on plans to create a fully operational Dental Clinic on the STCC campus in order to reach the estimated 60,000 people in the Greater Springfield area lacking access to consistent professional dental care. This facility would extend the reach of Western Massachusetts Hospital's Dental Clinic delivery of care directly into Springfield. This collaboration would enhance the two existing dental programs (Dental Hygiene and Dental Assisting) at the College by bringing together dentists and dental technicians, faculty and students, as well as the demographic variety of patients required by accreditation standards, to broaden and enhance the laboratory and clinical portion of STCC's dental technician programs.

**I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS**

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2005 Headcount:	5,823
Fall 2005 FTE:	3,742
<i>Results: Over the last three years, fall headcount enrollment has declined 5.4%, and fall FTE enrollment has declined 4.9%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2006 Headcount:	8,246
FY2006 FTE:	3,922
<i>Results: Over the last three years, annual headcount enrollment has declined 7.5%, and annual FTE enrollment has declined 4.7%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2005:	34.7%
<i>Results: Greater than institution's primary draw region's minority representation of 23.9%.</i>	

Fall and Annual Headcount Enrollment



**II: AFFORDABILITY OF MASSACHUSETTS COMMUNITY COLLEGES**

<b>Affordability Indicators*</b>	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2006:	4.7%
<i>Results: Comparable to the Northeast regional average of 4.8%.</i>	

Tuition and Fees as a Percent of Median Income

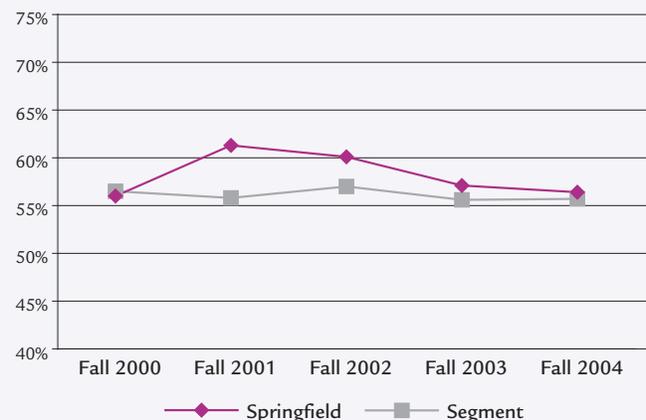
	FY2003	FY2004	FY2005	FY2006
<i>Tuition and fees</i>	\$2,734	\$3,144	\$3,204	\$3,354
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655
<i>Tuition and fees as % of state family median income</i>	4.1%	4.7%	4.7%	4.7%
<i>Mass. community college avg. tuition and fees as % of state median family income</i>	4.2%	4.8%	4.9%	4.9%
<i>Northeast average tuition and fees as % of state median family income</i>			4.8%	4.8%

\* See Technical Guide (pages 115–116) for indicator methodology and details.

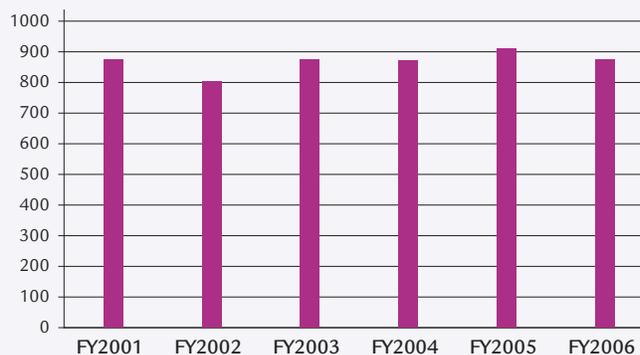
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2004 Cohort First-Year Retention Rate:	56.4%
<i>Results: Fall-to-fall retention has declined 3.7 percentage points over the last three years and is comparable to the segmental average of 55.7%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2005–2006 Fall-to-Spring Retention Rate:	91.4%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2006 Credit Course Completion Rate:	78.4%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2006:	875
<i>Results: Average degrees conferred per year over the last three years: 885.</i>	
<b>NURSING EXAM PASS RATE</b>	
2005 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	78.3%
<i>Results: Below the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2006 Annual Enrollment in Workforce Development Courses:	3,369
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 3,914.</i>	

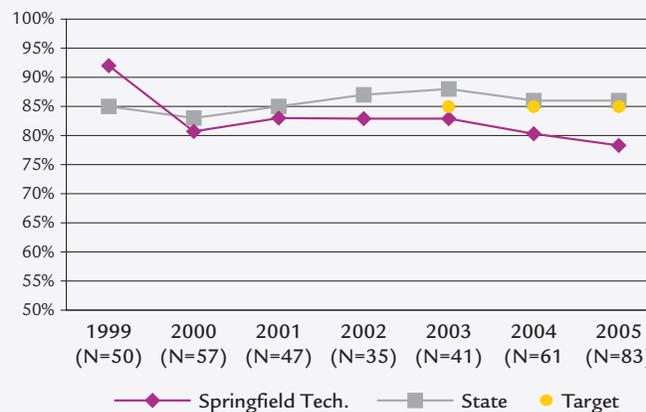
First-Year Retention Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



\* See Technical Guide (pages 115–116) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

**Effectiveness and Efficiency Indicators\***

**FINANCIAL AUDIT**

Findings of the FY2005 Independent Financial Audit:  
*Unqualified audit with no significant findings*

Findings of the FY2006 Independent Financial Audit:  
*Final financial statement not available.*

*Results: Satisfies the Board of Higher Education's audit requirements for FY2005.*

**CAPITAL ADAPTATION & RENEWAL**

Percent of Operating Revenue allocated to Capital Adaptation and Renewal (3-year rolling average): **16.4%**

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

**INSTITUTIONAL SUPPORT COSTS**

FY2005 Institutional Support Costs per headcount: **\$879**

*Results: Meets the target of being lower than the cost per headcount of its peers (\$991).*

FY2005 Institutional Support Costs as a percent of Total Educational and General Expenditures: **12.8%**

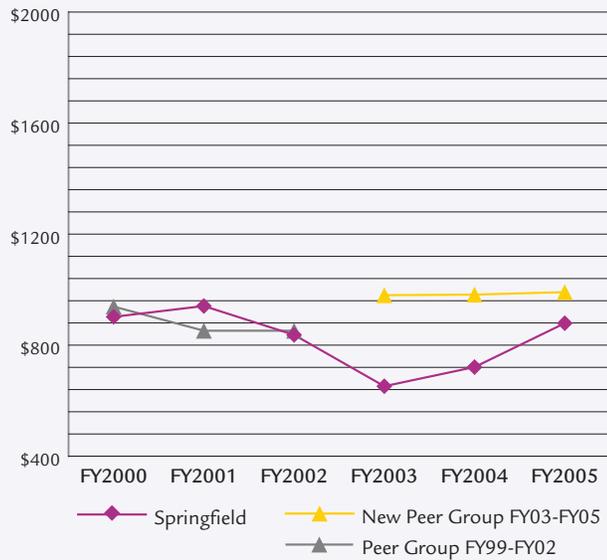
*Results: Meets the target that the college's percent of educational and general expenditures allocated to institutional support costs is lower than that of its peers (13.7%).*

**FUNDRAISING**

Private Funds raised in FY2006: **\$886,621**

*Results: From 2004 to 2006, total private funds received ranged from a low of \$767,729 in FY2004 to a high of \$1,035,650 in FY2006.*

Institutional Support Costs per Headcount



\* See Technical Guide (pages 115–116) 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 FY2006 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 2006 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 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 continue their focus on addressing the critical shortage in the Allied Health and nursing professions. A consortium of three Community Colleges (Bunker Hill Community College, Massachusetts Bay Community College, Roxbury Community College), UMass Boston and the Board of Higher Education successfully launched an initiative to license internationally educated nurses in Massachusetts. The initiative received a "Best Practice" Award from the American Council on International Intercultural Education. The Community Colleges participated in a comprehensive recruitment effort with the other segments of public higher education lead by the Massachusetts Biotechnology Council. This attracted a nationally recognized biotech company to locate a component of its expanding business in Massachusetts. The Community Colleges will be responsible for offering the biotechnology-manufacturing technician training to accommodate the company's training needs.

#### **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 reauthorized state-supported Matching Endowment Incentive Program, which was funded by the legislature at a higher level for Community Colleges, provided a strong tool for campus fundraising. This past year, campuses raised record funds that supported academic scholarships and student success.

The Community Colleges have assembled an advocacy network of over 1000 individuals that include alumni, business leaders, trustees and friends who can be mobilized through electronic messaging to support campus funding efforts locally and throughout their respective regions.

#### **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:**

A fundamental practice of the Community Colleges is the way in which collaborations, with other public and private institutions of higher education, non-profits, and the K-12 system benefit the students and communities they serve as well as foster best

practices in resource allocation and deployment. This past year, Community Colleges have collaborated with area high schools, learning specialists and the Tech Prep Consortium in designing a college placement test preview program. This program prepares high school students enrolled in Tech Prep in test taking strategies and skills development.

The Community Colleges continue to focus on regional partnerships with local school districts, businesses and other institutions of public higher education, which provide an enhanced delivery system of programs and services that meet the needs of the communities they serve. "Edlink" is the newest of these regional collaborations formed with and between three Community Colleges (Middlesex Community College, North Shore Community College and Northern Essex Community College) and two other public four-year institutions of higher education in northeastern Massachusetts.

#### **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 Community Colleges have consistently alerted legislators to the financial needs of our institutions and the students they serve. Although the FY '07 state appropriation was up slightly (approx 4%) for Community Colleges and state financial aid funds rose by close to 6%, the colleges were able to meet the challenge of balancing ever increasing operating costs with the

goal of controlling student charges. The commitment by the Community Colleges to maintain a modest fee schedule was evident by the segment average increase of only 3%. Campuses continue to supplement financial aid awards for the neediest students using institutional resources. The Community Colleges have successfully pursued federal, state, and private grant monies to support new and existing degree and certificate programs with a focus on covering costs for students who attend.

#### **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:**

The Community Colleges continue to work with our high school partners in developing strategies that improve access to post-secondary education. The Community Colleges have also designed comprehensive models for adult students to transfer into post-secondary education. As a result the Community Colleges have received national recognition for their transition programs from adult to post secondary education. Some of the strategies that are implemented are often supported by public or private grant or foundation money that encourages unique pathways and reduces barriers. The Community Colleges have made a practice of bringing together their faculty, staff, and students to help identify ways in which to strengthen student success and increase retention.

## 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	<p><b>Technical Notes:</b> 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.</p>
Annual Enrollment Headcount Annual Enrollment FTE	<p><b>Technical Notes:</b> 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.</p>
Minority Enrollment	<p><b>Technical Notes:</b> Minority Headcount Enrollment is compared with the minority composition of the institution's service region. These areas are defined by the cities and towns where the first 80 percent of an institution's student population resides.</p>

### II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

Affordability Indicators	
Tuition and fees as a percent of median family income	<p><b>Technical Notes:</b> 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 2005.</p>

### III. STUDENT SUCCESS AND ACADEMIC QUALITY

<b>Success and Quality Indicators</b>	
First-Year Retention Rate	<b>Technical Notes:</b> 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	<b>Technical Notes:</b> 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.
Credit Course Completion Rate	<b>Technical Notes:</b> 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	<b>Technical Notes:</b> This measure includes all degrees and certificates that are conferred during the fiscal year.
Pass Rate for the National Nursing Licensure Examination	<b>Technical Notes:</b> 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	<b>Technical Notes:</b> 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

<b>Effectiveness and Efficiency Indicators</b>	
Independent Financial Audit	<b>Technical Notes:</b> 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	<b>Technical Notes:</b> 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 Institutional Support Costs as a percent of Total Educational and General Expenditures	<b>Technical Notes:</b> 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).
Private Funds raised	<b>Technical Notes:</b> In times of shrinking budgets, public institutions of higher education are increasingly expected to seek additional external sources of funds.

## 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 2.95 in fall 2005.

### 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 First-Time Student Profile

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
GPA	2.82	2.87	2.89	2.91	2.92	2.92	2.95
SAT	983	993	1001	1006	1005	1003	1010
Special Admission	8.9%	10.7%	10.3%	8.3%	8.4%	7.5%	8.4%

Source: HEIRS II

Note: Averages exclude Massachusetts Maritime Academy and Massachusetts College of Art

### Performance Measurement Comparison Groups

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

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

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

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

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

**Performance Measurement Peer Groups**

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

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

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

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

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

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

Mass Bay Community College: 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

Mt. Wachusett Community College: Berkshire Community College, MA; College of Eastern Utah, UT; Edison State Community College, OH; Greenfield Community College, MA; Middlesex Community College, CT; St. Clair County Community College, MI; Three Rivers Community College, CT; Tunxis Community College, CT

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

Northern Essex Community College: Atlantic Community College, NJ; Elgin Community College, IL; Jackson Community College, MI; Lorain County Community College, OH; Mercer County Community College, NJ; Northampton County Area Community College, PA; Onondaga Community College, NY; Parkland College, IL

Quinsigamond Community College: Bristol Community College, MA; Delaware Technical and Community College-Stanton-Wilmington, DE; Gateway Community College, CT; Ivy Tech State College-Central Indiana, IN; Ivy Tech State College-Northwest, IN; John C. Calhoun State Community College, AL; North Shore Community College, MA; Northern Essex Community College, MA; Thomas Nelson Community College, VA

**Performance Measurement Peer Groups (con't)**

Roxbury Community College: Atlanta Metropolitan College, GA; Baltimore Community College, MD; Capital Community College, CT; CUNY Hostos Community College, NY; Housatonic Community College, CT; Hudson County Community College, NJ; Lawson State Community College, AL; Passaic County Community College, NJ

Springfield Technical Community College: Baltimore City Community College, MD; Broome Community College, NY; Central Florida Community College, FL; Cincinnati State Community College, OH; Erie Community College, NY; Milwaukee Area Technical College, WI; Naugatuck Valley Community Technical College, CT; Texas State Technical College; TX

Bridgewater: Bloomsburg University, PA; California State University-Bakersfield, CA; Central Connecticut State University, CT; Kean University, NJ; Kutztown University, PA; Radford University, VA; Rhode Island College, RI; Shippensburg University, PA; SUNY College at Cortland, NY; William Patterson University, NJ

Fitchburg State College: Albany State University, GA; Auburn University-Montgomery, AL; Chicago State University, IL; Fort Hays State University, KS; Georgia College and State University, GA; Saginaw Valley State University, MI; University of Michigan-Flint, MI; University Of Tennessee-Chattanooga, TN; Western Carolina University, NC

Framingham State College: California State University - San Marcos, CA; East Stroudsburg University of Pennsylvania, PA; Fitchburg State College, MA; New Jersey City University, NJ; Northeastern Illinois University, IL; Southern University at New Orleans, LA; State University of New York - Potsdam, NY; Western Connecticut State University, CT

Massachusetts College of Liberal Arts: Elizabeth City State University, NC; Merrimack College, MA; St Mary's College of Maryland, MD; SUNY College at Old Westbury, NY; University of Minnesota-Morris, MN; University of North Carolina at Asheville, NC; University of Virginia's College at Wise, VA

Salem State College: California State University-Bakersfield, CA; California State University-Dominguez Hills, CA; California University of Pennsylvania, PA; Central Connecticut State University, CT; Kean University, NJ; Kennesaw State University, GA; New Jersey City University, NJ; Rhode Island College, RI; Southern Connecticut State University, CT

Westfield State College: Augusta State University, GA; California State University-San Marcos, CA; Eastern Connecticut State University, CT; Francis Marion University, SC; Frostburg State University, MD; Southern Oregon University, OR; Southern Utah University, UT; SUNY College at Fredonia, NY; University of Wisconsin-Green Bay, WI; University of Wisconsin-Parkside, WI

Worcester State College: Armstrong Atlantic University, GA; California State University- Dominguez Hills, CA; Georgia College and State University, GA; Midwestern State University, TX; Rhode Island College, RI; University of Michigan-Flint, MI; University of Southern Maine, ME; Western Connecticut State University, CT

**Annual Headcount**

<b>Institution</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>	<b>FY2003</b>	<b>FY2004</b>	<b>FY2005</b>	<b>FY2006</b>
Berkshire	3,475	3,378	3,310	3,202	3,139	3,127	3,115
Bristol	8,680	8,643	8,826	9,118	9,317	9,318	9,362
Bunker Hill	10,601	10,507	11,210	11,617	11,664	12,007	12,340
Cape Cod	5,441	5,772	6,629	6,481	6,578	6,134	6,350
Greenfield	2,974	2,903	2,976	2,980	3,056	3,028	2,900
Holyoke	7,835	8,139	8,520	8,724	8,990	8,818	8,527
Massachusetts Bay	7,119	7,440	7,850	7,713	8,002	7,710	7,606
Massasoit	9,566	10,037	10,243	10,565	9,820	10,239	10,148
Middlesex	9,983	10,488	11,014	11,566	11,563	11,390	11,221
Mount Wachusett	4,803	4,809	5,347	5,399	5,774	5,570	5,587
North Shore	8,930	9,112	8,944	8,924	9,171	9,338	9,683
Northern Essex	9,444	9,401	9,486	9,250	8,579	8,503	8,839
Quinsigamond	8,258	8,848	9,722	9,914	9,429	8,558	8,385
Roxbury	3,306	3,969	4,005	3,694	3,489	3,200	3,379
Springfield Technical	8,826	9,360	9,445	9,051	8,914	8,612	8,246
<b>Community College Total</b>	<b>109,241</b>	<b>112,806</b>	<b>117,527</b>	<b>118,198</b>	<b>117,485</b>	<b>115,552</b>	<b>115,688</b>
Bridgewater	11,553	11,679	12,002	12,354	12,520	12,062	11,809
Fitchburg	12,104	13,341	13,649	13,107	11,302	11,272	12,578
Framingham	9,700	10,934	10,829	11,038	10,932	10,629	10,511
MCLA	2,236	2,380	2,559	2,576	2,678	2,742	2,761
Salem	12,271	12,284	15,159	15,475	15,770	15,422	16,053
Westfield	6,135	6,149	6,412	6,328	6,147	6,112	6,435
Worcester	8,291	8,899	8,932	9,410	9,205	9,295	9,261
<b>State College Total</b>	<b>62,290</b>	<b>65,666</b>	<b>69,542</b>	<b>70,288</b>	<b>68,554</b>	<b>67,534</b>	<b>69,408</b>

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

**Annual FTE**

<b>Institution</b>	<b>FY2000</b>	<b>FY2001</b>	<b>FY2002</b>	<b>FY2003</b>	<b>FY2004</b>	<b>FY2005</b>	<b>FY2006</b>
Berkshire	1,413	1,466	1,398	1,366	1,372	1,398	1,365
Bristol	3,458	3,515	3,708	3,952	4,062	4,091	4,051
Bunker Hill	4,148	4,083	4,489	4,709	4,729	4,895	4,993
Cape Cod	2,116	2,275	2,313	2,328	2,419	2,321	2,458
Greenfield	1,417	1,383	1,436	1,400	1,415	1,427	1,358
Holyoke	3,450	3,499	3,809	4,049	4,225	4,192	4,055
Massachusetts Bay	3,151	3,246	3,685	3,615	3,587	3,483	3,422
Massasoit	3,999	4,130	4,285	4,415	4,102	4,360	4,320
Middlesex	4,126	4,289	4,681	5,023	5,001	4,928	4,899
Mount Wachusett	1,952	1,952	2,273	2,341	2,411	2,402	2,498
North Shore	3,737	3,837	3,886	3,906	4,054	4,151	4,277
Northern Essex	3,437	3,488	3,699	3,816	3,713	3,699	3,832
Quinsigamond	3,486	3,665	4,015	4,321	4,217	3,939	3,849
Roxbury	1,727	1,892	1,844	1,720	1,552	1,435	1,514
Springfield Technical	3,910	4,037	3,961	4,106	4,114	4,063	3,922
<b>Community College Total</b>	<b>45,527</b>	<b>46,756</b>	<b>49,483</b>	<b>51,067</b>	<b>50,972</b>	<b>50,784</b>	<b>50,813</b>
Bridgewater	6,578	6,542	6,762	7,303	7,628	7,640	7,694
Fitchburg	4,234	4,552	4,448	4,648	4,360	4,670	5,029
Framingham	5,089	4,933	4,931	5,338	5,222	5,048	4,974
MCLA	1,408	1,453	1,539	1,638	1,714	1,767	1,788
Salem	6,587	6,347	6,863	7,116	7,340	7,673	8,195
Westfield	3,997	4,031	4,236	4,317	4,285	4,298	4,654
Worcester*	3,963	4,254	4,411	4,519	4,424	4,484	4,551
<b>State College Total</b>	<b>31,856</b>	<b>32,112</b>	<b>33,191</b>	<b>34,879</b>	<b>34,973</b>	<b>35,579</b>	<b>36,885</b>

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 2002		Fall 2003		Fall 2004		Fall 2005	
	%	%	#	% Minority	#	% Minority	#	% Minority	#	% Minority
Bridgewater	9.1%	13.0%	570	8.7%	639	9.3%	675	9.6%	704	9.8%
Fitchburg	9.0%	13.0%	306	10.2%	299	9.4%	312	9.5%	336	9.7%
Framingham	17.9%	13.0%	385	10.9%	370	10.4%	376	10.5%	375	10.7%
MCLA	4.6%	13.0%	115	8.0%	106	7.4%	111	7.8%	106	7.5%
Salem	11.0%	13.0%	563	10.0%	688	11.8%	844	13.5%	1,035	15.2%
Westfield	13.2%	13.0%	289	7.2%	302	7.6%	326	8.0%	374	8.4%
Worcester	9.0%	13.0%	613	13.9%	591	13.7%	523	12.7%	551	13.1%
<b>State Colleges</b>	<b>N/A</b>	<b>13.0%</b>	<b>2,841</b>	<b>9.9%</b>	<b>2,995</b>	<b>10.3%</b>	<b>3,167</b>	<b>10.6%</b>	<b>3,481</b>	<b>11.2%</b>

Source: HEIRS Student File; US Census

\*Notes: Enrollment data not included for unknown or non-resident alien students. Region minority population is based on all individuals 18 and over with a high school diploma or higher 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 (See Appendix C for regional descriptions and maps). (Mass. DED is now Mass. Department of Business and Technology).

Institution	80% Draw Communities	Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	%	#	% Minority						
Berkshire	5.1%	176	8.3%	209	9.7%	218	9.7%	215	9.8%
Bristol	10.5%	622	10.5%	660	10.8%	724	11.6%	782	12.6%
Bunker Hill	35.8%	3,626	58.7%	3,866	58.5%	4,420	59.9%	4,341	59.9%
Cape Cod	5.8%	260	7.1%	319	8.5%	411	11.3%	461	12.4%
Greenfield	10.0%	159	8.2%	197	9.2%	196	9.1%	181	8.9%
Holyoke	21.8%	1,155	20.1%	1,321	21.8%	1,373	22.8%	1,405	23.2%
Mass Bay	27.3%	1,239	27.3%	1,215	24.3%	1,071	22.1%	1,144	24.0%
Massasoit	27.8%	1,316	22.7%	1,372	23.3%	1,467	23.4%	1,340	21.9%
Middlesex	17.3%	1,840	23.8%	1,916	23.9%	1,904	24.2%	1,946	24.8%
Mount Wachusett	10.7%	392	11.9%	567	16.3%	585	15.9%	635	16.5%
North Shore	30.3%	1,306	22.5%	1,490	23.8%	1,437	22.7%	1,542	24.9%
Northern Essex	21.7%	1,783	28.8%	1,699	28.5%	1,712	29.5%	1,592	27.1%
Quinsigamond	13.9%	1,443	24.2%	1,506	24.9%	1,378	24.1%	1,283	22.8%
Roxbury	44.6%	1,583	89.3%	1,489	89.5%	1,486	92.3%	1,529	92.7%
STCC	23.9%	1,735	29.4%	1,810	30.6%	1,856	32.6%	1,863	34.7%
<b>Community Colleges</b>	<b>16.1%*</b>	<b>18,635</b>	<b>25.7%</b>	<b>19,636</b>	<b>26.2%</b>	<b>20,238</b>	<b>26.8%</b>	<b>20,259</b>	<b>27.1%</b>

Source: HEIRS Student File; US Census

Note: Enrollment data not included for unknown or non-resident alien students. Minority population is based on all individuals 18 and over that reported a race or ethnicity other than "White, Non-Hispanic" for the 2000 Census. Institutional 80% draw communities are listed in Appendix C.

\*80% draw value for the community college total is the percent minority in the 18 and older population in Massachusetts.

**Community College Fall-to-Fall Persistence of First-Time, Full-Time, Degree-Seeking Students**

<b>Institution</b>	<b>Enrollment Status</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Fall 2004 Cohort</b>
Berkshire	Students*	297	309	308	295	306
	# Returning to Same Institution	167	178	196	181	182
	% Returning to Same Institution	56.2%	57.6%	63.6%	61.4%	59.5%
Bristol	Students*	829	883	857	993	1245
	# Returning to Same Institution	523	591	557	616	759
	% Returning to Same Institution	63.1%	66.9%	65.0%	62.0%	61.0%
Bunker Hill	Students*	786	821	722	680	781
	# Returning to Same Institution	382	445	375	342	389
	% Returning to Same Institution	48.6%	54.2%	51.9%	50.3%	49.8%
Cape Cod	Students*	465	442	369	519	420
	# Returning to Same Institution	241	227	201	288	240
	% Returning to Same Institution	51.8%	51.4%	54.5%	55.5%	57.1%
Greenfield	Students*	274	266	262	244	281
	# Returning to Same Institution	163	143	152	144	165
	% Returning to Same Institution	59.5%	53.8%	58.0%	59.0%	58.7%
Holyoke	Students*	983	1,000	1,140	1,123	1,120
	# Returning to Same Institution	574	561	685	680	647
	% Returning to Same Institution	58.4%	56.1%	60.1%	60.6%	57.8%
Massachusetts Bay	Students*	784	999	864	923	819
	# Returning to Same Institution	410	472	452	461	423
	% Returning to Same Institution	52.3%	47.2%	52.3%	49.9%	51.6%
Massasoit	Students*	1,044	1,087	1,157	1,144	1,326
	# Returning to Same Institution	608	630	686	629	759
	% Returning to Same Institution	58.2%	58.0%	59.3%	55.0%	57.2%
Middlesex	Students*	1,179	1,212	1,454	1,266	1,246
	# Returning to Same Institution	641	649	788	685	681
	% Returning to Same Institution	54.4%	53.5%	54.2%	54.1%	54.7%
Mount Wachusett***	Students*	569	786	1,187	611	683
	# Returning to Same Institution	302	385	609	308	327
	% Returning to Same Institution	53.1%	49.0%	51.3%	50.4%	47.9%
North Shore	Students*	826	693	771	818	939
	# Returning to Same Institution	468	399	471	467	561
	% Returning to Same Institution	56.7%	57.6%	61.1%	57.1%	59.7%
Northern Essex	Students*	910	644	692	622	626
	# Returning to Same Institution	559	357	389	352	374
	% Returning to Same Institution	61.4%	55.4%	56.2%	56.6%	59.7%
Quinsigamond	Students*	652	881	895	857	813
	# Returning to Same Institution	399	527	563	479	432
	% Returning to Same Institution	61.2%	59.8%	62.9%	55.9%	53.1%
Roxbury	Students*	417	465	382	300	332
	# Returning to Same Institution	222	233	160	139	145
	% Returning to Same Institution	53.2%	50.1%	41.9%	46.3%	43.7%
Springfield Technical	Students*	1,100	1,086	812	791	783
	# Returning to Same Institution	616	666	488	452	442
	% Returning to Same Institution	56.0%	61.3%	60.1%	57.1%	56.4%
<b>Community Colleges</b>	Students*	11,115	11,574	11,872	11,186	11,720
	# Returning to Same Institution	6,275	6,463	6,772	6,223	6,526
	% Returning to Same Institution	56.5%	55.8%	57.0%	55.6%	55.7%

Source: HEIRS II

\* 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.

\*\*\* 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**

<b>Institution</b>	<b>Enrollment Status</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Fall 2004 Cohort</b>
Bridgewater	Students*	1,242	1,138	1,272	1,285	1,274
	# Returning to Same Institution	914	838	983	1,000	963
	% Returning to Same Institution	73.6%	73.6%	77.3%	77.8%	75.6%
Fitchburg	Students*	448	405	497	586	715
	# Returning to Same Institution	337	288	369	450	554
	% Returning to Same Institution	75.2%	71.1%	74.2%	76.8%	77.5%
Framingham	Students*	589	647	721	620	642
	# Returning to Same Institution	427	441	522	445	482
	% Returning to Same Institution	72.5%	68.2%	72.4%	71.8%	75.1%
Mass College of Liberal Arts	Students*	225	267	234	246	263
	# Returning to Same Institution	160	182	179	181	191
	% Returning to Same Institution	71.1%	68.2%	76.5%	73.6%	72.6%
Salem	Students*	585	825	837	994	1022
	# Returning to Same Institution	402	593	605	754	769
	% Returning to Same Institution	68.7%	71.9%	72.3%	75.9%	75.2%
Westfield	Students*	885	969	919	854	855
	# Returning to Same Institution	668	748	693	637	679
	% Returning to Same Institution	75.5%	77.2%	75.4%	74.6%	79.4%
Worcester	Students*	482	564	509	623	626
	# Returning to Same Institution	349	417	368	440	470
	% Returning to Same Institution	72.4%	73.9%	72.3%	70.6%	75.1%
<b>State Colleges</b>	Students*	4,456	4,815	4,989	5,208	5,397
	# Returning to Same Institution	3,257	3,507	3,719	3,907	4,108
	% Returning to Same Institution	73.1%	72.8%	74.5%	75.0%	76.1%

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.

## 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	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%
	2005	878	412	46.9%	125	30.3%
Fitchburg	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%
	2005	392	234	59.7%	29	12.4%
Framingham	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%
	2005	317	135	42.6%	18	13.3%
MCLA	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%
	2005	176	107	60.8%	30	28.0%
Salem	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%
	2005	618	334	54.0%	77	23.1%
Westfield	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%
	2005	324	228	70.4%	93	40.8%
Worcester	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%
	2005	490	202	41.2%	32	15.8%
State Colleges	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%
	2005	3,195	1,652	51.7%	404	24.5%

Source: HEIRS

**Annual Credit Course Completion Rate**

<b>Institution</b>	<b>Annual FY 2003</b>	<b>Annual FY 2004</b>	<b>Annual FY 2005</b>	<b>Annual FY 2006</b>
Berkshire	77.4%	77.4%	77.1%	76.8%
Bristol	76.8%	77.2%	78.9%	78.8%
Bunker Hill	74.0%	75.7%	74.3%	75.2%
Cape Cod	75.3%	74.5%	77.7%	73.8%
Greenfield	85.1%	81.6%	81.7%	82.4%
Holyoke	76.2%	77.0%	76.6%	75.2%
Mass Bay	73.5%	74.4%	76.2%	75.5%
Massasoit	75.8%	78.2%	76.0%	76.4%
Middlesex	74.4%	74.8%	74.7%	74.5%
Mount Wachusett	80.8%	81.2%	80.3%	82.0%
North Shore	74.6%	73.6%	74.1%	72.9%
Northern Essex	75.7%	77.4%	75.6%	73.2%
Quinsigamond	75.9%	76.6%	76.0%	75.1%
Roxbury	75.2%	78.6%	77.9%	76.8%
Springfield Technical	77.1%	78.5%	78.5%	78.4%
<b>Segment Average</b>	<b>76.0%</b>	<b>76.7%</b>	<b>76.5%</b>	<b>76.0%</b>

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**

<b>Institution</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>
Berkshire	1,024	1,059	1,211	1,063	1,297	1,444	1,622
Bristol	8,091	9,712	7,960	8,195	9,517	9,931	12,155
Bunker Hill	2,111	3,974	3,075	3,701	4,039	3,106	3,349
Cape Cod	1,535	1,871	1,676	1,837	1,831	1,898	2,290
Greenfield	1,307	1,229	1,098	1,460	1,533	1,580	1,537
Holyoke	1,302	2,205	3,101	3,923	3,827	2,792	5,520
Mass Bay*	3,168	1,957	1,070	1,881	2,241	2,219	1,532
Massasoit	3,644	3,693	3,387	2,864	2,901	3,705	3,874
Middlesex*	7,865	11,234	15,958	24,588	22,611	18,065	17,495
Mount Wachusett*	3,321	2,854	1,651	3,261	3,480	4,125	5,574
North Shore	6,291	5,134	3,882	4,763	4,643	5,197	5,277
Northern Essex	8,191	9,716	3,967	5,219	14,074	10,666	16,759
Quinsigamond*	1,119	2,496	2,382	330	1,723	2,899	2,909
Roxbury*	706	706	982	180	1,384	981	1,254
Springfield Technical	5,794	5,872	5,657	3,153	4,079	4,294	3,369
<b>Community Colleges</b>	<b>55,469</b>	<b>63,712</b>	<b>57,057</b>	<b>66,418</b>	<b>77,625</b>	<b>70,139</b>	<b>84,516</b>

Source: 1997-2003 Campus Data provided by the Community College Executive Office; 2004 - 2006 data from HEIRS,

based on Non-Credit course enrollment data coded as Workforce Development or CEU/PDP;

2004 data for Cape Cod, Mass Bay, Quinsigamond and Roxbury was self-reported;

2005 - 2006 data for Quinsigamond was self-reported;

FY 2003 Data for Mt. Wachusett, Middlesex and Quinsigamond are from HEIRS

### Capital Adaptation and Renewal

Institution	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Three-year Rolling Average FY 2002 to FY 2004	Three-year Rolling Average FY 2003 to FY 2005	Three-year Rolling Average FY 2004 to FY 2006
Berkshire	5.5%	5.6%	4.4%	1.8%	4.6%	5.2%	3.9%	3.6%
Bristol*	4.7%	5.3%	5.3%	7.3%	7.0%	5.1%	6.0%	6.6%
Bunker Hill*	5.6%	6.2%	5.9%	11.0%	7.9%	5.9%	7.8%	8.4%
Cape Cod	6.1%	6.9%	5.2%	5.3%	8.5%	6.1%	5.8%	6.4%
Greenfield*	1.7%	13.6%	1.4%	3.3%	6.3%	5.5%	6.0%	3.8%
Holyoke*	2.8%	5.4%	5.6%	7.3%	6.8%	4.6%	6.1%	6.6%
Mass Bay*	8.0%	17.3%	14.4%	3.2%	4.9%	13.4%	11.6%	7.5%
Massasoit*	2.8%	5.3%	5.2%	5.2%	4.8%	4.0%	5.0%	5.0%
Middlesex*	5.9%	8.8%	35.6%	6.5%	5.1%	18.0%	17.4%	15.2%
Mount Wachusett	5.4%	13.5%	16.0%	6.8%	10.6%	11.7%	11.9%	11.1%
North Shore	5.7%	9.7%	5.3%	6.0%	6.0%	6.9%	7.0%	5.8%
Northern Essex	5.8%	5.2%	5.2%	33.7%	5.2%	5.4%	14.0%	13.8%
Quinsigamond	9.6%	11.3%	5.2%	6.5%	3.4%	8.5%	7.5%	5.0%
Roxbury	4.6%	5.7%	1.9%	4.7%	6.0%	3.9%	4.2%	4.3%
Springfield Technical*	5.5%	4.5%	11.2%	20.8%	16.8%	7.0%	12.2%	16.4%
<b>Community College Total</b>	<b>5.4%</b>	<b>8.0%</b>	<b>9.6%</b>	<b>9.2%</b>	<b>7.1%</b>	<b>7.8%</b>	<b>9.0%</b>	<b>8.6%</b>
Bridgewater	6.5%	5.4%	4.5%	5.9%	7.0%	5.4%	5.3%	5.9%
Fitchburg	4.0%	7.5%	9.3%	11.4%	21.6%	7.0%	9.5%	14.4%
Framingham	8.4%	14.3%	7.3%	11.3%	12.3%	9.9%	10.9%	10.4%
MCLA	5.2%	7.7%	4.7%	11.5%	27.0%	5.7%	8.2%	15.0%
Salem	5.1%	5.9%	6.7%	12.9%	6.4%	5.9%	8.6%	8.6%
Westfield	5.1%	10.3%	14.4%	11.6%	10.7%	10.1%	12.1%	12.1%
Worcester**	3.3%	5.4%	7.9%	6.4%	8.0%	5.6%	6.6%	7.5%
<b>State College Total</b>	<b>5.4%</b>	<b>7.6%</b>	<b>7.6%</b>	<b>9.8%</b>	<b>11.1%</b>	<b>6.9%</b>	<b>8.4%</b>	<b>9.6%</b>

Source: Institutional Budget Worksheets

"The sources of funding for A&R expenditures include: GAA bonds, state appropriations, local funds, HEFA bonds, TELP financing, and grant revenue".

\*Notes:

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

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

Mass Bay and Springfield received waivers for FY2003.

Berkshire, Greenfield and Roxbury received a waiver in FY2006.

\*\* Worcester received a waiver for FY 2002.

Board Policy for Capital Adaptation and Renewal	Three-year rolling average percentage spent on capital adaptation and renewal can be no less than:				
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
	5.0%	5.0%	5.0%	5.0%	5.0%

# ***State & Community College Financial Ratios***

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## **State & Community College Financial Ratios**

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## State & Community College Financial Ratios

The Board of Higher Education and the state and community colleges have adopted four financial ratios which report progress toward strategic objectives: primary reserve, viability, return on net assets, and net operating revenue. Although the ratios were reported last year, this is the first year where progress can be compared to self-identified targets.

Financial ratios presented here are based on specific goals, objectives and policies developed by each college, and are not intended to gauge financial performance as compared to other institutions. Rather, they measure an individual college's trends and progress over time based on the specific goals of the college. In addition, no one ratio should be used alone, but rather they should be viewed in total to present a comprehensive picture of fiscal health.

The report for each college includes actual results from the past three years, current year targets, and a narrative for each ratio describing expected activity which justifies the target for the current year. In addition, the report includes a section in which the colleges explain variations in meeting prior year targets.

### PRIMARY RESERVE

#### *What is this?*

Primary Reserve =  $\frac{\text{Unrestricted \& Expendable Net Assets}}{\text{Total Operating Expenses}}$

#### *What does it tell us?*

This ratio provides a snapshot of an institution's financial strength and flexibility by indicating how long a college can operate using expendable reserves without relying on additional new assets generated by operations.

#### *What to look for:*

- Trend analysis indicates whether an institution has increased its net worth in proportion to the rate of growth in its operating size.
- A negative ratio or a decreasing trend over time indicates a weakening financial condition.
- A ratio below 10% indicates an institution lacks flexibility and may lack sufficient resources for strategic initiatives.

### VIABILITY

#### *What is this?*

Viability =  $\frac{\text{Unrestricted/Expendable Net Assets}}{\text{Long Term Debt}}$

#### *What does it tell us?*

This ratio measures an institution's management of resources, including debt, and the availability of expendable net assets (cash and other liquid assets) to pay off long term debt.

#### *What to look for:*

- A ratio of 1.0 or greater indicates an institution has sufficient expendable net assets to satisfy debt requirements. Public institutions with a ratio lower than 1.0 can operate effectively because state support is not reflected in unrestricted/expendable net assets.
- This ratio is not relevant if the institution does not have any long term debt.

## RETURN ON NET ASSETS

### *What is this?*

Return on Net Assets =  $\frac{\text{Change in Net Assets}}{\text{Net Assets - Beginning of Year}}$

### *What does it tell us?*

This ratio measures asset performance and management. By measuring total economic return, this ratio indicates whether an institution's resources are growing, and if the institution is better off financially than in previous years.

### *What to look for:*

- It is important to assess this ratio as a linear trend—an increasing trend indicates an increase in net assets and an increased likelihood that the institution is able to set aside financial resources to strengthen its future financial flexibility.
- Single year events, like a substantial gift or extreme investment performance, can cause significant year-to-year volatility.

## NET OPERATING REVENUE

### *What is this?*

Net Operating Revenue =  $\frac{[\text{Operating Income (Loss)} + \text{Non-Operating Revenue}]}{\text{Adjusted Total Income}}$

### *What does it tell us?*

This ratio measures operating results. It indicates whether total operating activities resulted in a surplus or deficit, and answers the question, "Did the institution live within its means during a fiscal year?"

### *What to look for:*

- A positive ratio indicates that an institution experienced an operating surplus.
- A small deficit in any given year may be relatively unimportant. A continuing pattern of deficits is indicative of financial problems; large deficits can quickly sap an institution's financial strength to the point where major adjustments to programs are warranted.
- Assessing this ratio as a trend is the appropriate way to analyze this measure

# Bridgewater State College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 13.7%	Target: 10.2%
<p><i>Results: The college exceeded its FY06 target for the ratio, a result of higher than expected revenues and effective cost control efforts. BSC continues to increase expendable net assets strategically in anticipation of upcoming capital projects.</i></p>	
<b>VIABILITY</b>	
Actual: 1.3	Target: 1.0
<p><i>Results: The college saw a very small increase in the ratio, from 1.2 to 1.3, which was less than originally projected. A healthy increase in expendable net assets was offset by a commensurate increase in debt incurred by the college for classroom renovations, technology upgrades and construction.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 14.0%	Target: 4.9%
<p><i>Results: The college surpassed its FY06 target for the ration, reflecting both a strong revenue picture and the completion of several construction and renovation projects that were capitalized as assets during the year.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: 5.0%	Target: 2.2%
<p><i>Results: BSC exceeded its FY06 target for the ratio. Higher operating expenses as a result of increasing energy and labor costs were countered by revenues from all sources were solid and the fiscal year closed with a small surplus. The surplus strengthens financial reserves for capital projects, strategic initiatives, and stabilization of student charges.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	3.0%	10.1%	13.7%	15.0%
<i>Viability</i>	0.3	1.2	1.3	0.7
<i>Return on net assets</i>	8.9%	22.1%	14.0%	10.0%
<i>Net operating revenue</i>	2.9%	8.0%	5.0%	4.0%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The College expects both expendable net assets and operating expenses to increase moderately through FY07. The college's strategic decision build financial reserves in anticipation of upcoming major capital projects should result in a gradual upward trend of the ratio.

### VIABILITY

The College projects a decrease of the Viability Ratio for FY07. Long-term debt will increase by \$11.4 million as the college and the Division of Capital Asset Management (DCAM) undertake a comprehensive energy conservation project and other construction. Debt payments for the energy project will be funded entirely through energy cost savings, which will approach \$1 million annually. The projected increase in unrestricted net assets for the year.

### RETURN ON NET ASSETS

The College expects steady to lower ratio for FY07. Net assets will increase somewhat as a result of solid enrollments and the completion of several capital projects. Any increase will be reduced, however, by growing outlays for capital projects and payroll, and by "9C" emergency cuts to appropriations, which totaled over \$1 million at BSC.

### NET OPERATING REVENUE

The College anticipates positive but smaller ratio, resulting from expenditure increases in payroll, fringe benefits, energy and debt service.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	2,671	9,621	14,337	16,300
<i>Total Operating Expense</i>	88,107	95,276	104,750	109,000

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	2,671	9,621	14,337	16,300
<i>Long-Term Debt</i>	8,117	8,246	11,063	22,663

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	3,151	8,515	6,606	5,000
<i>Total Assets: Begin Year</i>	35,408	38,558	47,073	53,778

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	2,676	8,292	5,534	4,500
<i>Adjusted Total Income</i>	91,073	103,784	110,597	113,000

# Fitchburg State College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 40.5%	Target: 34.9%
<i>Results: Above the target due to two large projects not completed at June 30, 2006.</i>	
<b>VIABILITY</b>	
Actual: 1.6	Target: 1.3
<i>Results: Above target due to major construction projects not complete at June 30, 2006.</i>	
<b>RETURN ON NET ASSETS</b>	
Actual: 13.6%	Target: 11.8%
<i>Results: Higher than target. The change in net assets was higher than expected due to additional capital appropriations and increased investment income.</i>	
<b>NET OPERATING REVENUE</b>	
Actual: 6.5%	Target: 6.2%
<i>Results: Slightly higher than target due to fee increases.</i>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	27.9%	34.8%	40.5%	32.2%
<i>Viability</i>	1.4	1.3	1.6	1.4
<i>Return on net assets</i>	8.5%	11.4%	13.6%	11.9%
<i>Net operating revenue</i>	5.2%	6.2%	6.5%	5.1%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The increase in the Ratio is a result of construction projects not completed as of June 30, 2006 (and therefore classified as expendable net assets). The two major projects not completed at June 30, 2006, were the renovations to Holmes Dining Hall and renovations to the Elliot Athletic Fields. Had these two projects been completed, the Ratio would have been consistent with the target. These projects will be completed in FY07 and although there are other projects scheduled, they are not of the magnitude of the above mentioned projects. As such, the ratio should decrease in FY07.

### VIABILITY

The Ratio was also affected by construction projects not completed at June 30, 2006. As construction projects are completed in FY07, the expendable net assets will decrease resulting in a decrease in the Ratio. However, the ratio is expected to remain consistent with trends existing prior to the construction projects and will remain above the 1:1 benchmark.

### RETURN ON NET ASSETS

The Ratio is higher than expected due to additional capital appropriations received in FY06. The increase is also related to an increase in investment income due to higher interest rates. We expect this ratio to decrease in FY07 but remain within the range of 11%.

### NET OPERATING REVENUE

The ratio is slightly higher than what was projected. In FY05 and FY06 there were significant fee increases resulting in ratios above 6%. Although we are projecting an increase in total revenue for FY07, we are also projecting increased operating expenses. We expect net operating revenues to decrease resulting in a decrease in the Ratio. However, we are still projecting a surplus and expect the ratio to remain in the 5% range.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	13,400	18,224	23,337	20,000
<i>Total Operating Expense</i>	48,037	52,328	57,555	62,075

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	13,400	18,224	23,337	20,000
<i>Long-Term Debt</i>	9,694	13,686	14,861	13,761

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	2,750	3,976	5,295	5,265
<i>Total Assets: Begin Year</i>	32,272	35,022	38,999	44,294

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	2,631	3,448	3,976	3,344
<i>Adjusted Total Income</i>	50,668	55,776	61,532	65,420

# Framingham State College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 39.6%	Target: 37.0%
<p><i>Results: The ratio actual performance of 39.6% exceeded its FY06 target of 37.0%. This slightly better than projected performance was predominantly due to a greater than projected increase in net assets resulting from greater than budgeted state capital appropriation support and investment activity.</i></p>	
<b>VIABILITY</b>	
Actual: 1.2	Target: 0.9
<p><i>Results: The ratio actual performance of 1.18 exceeded its FY06 projected target of 0.9 predominantly due to the projected ratio being based on an assumed TELP borrowing in late FY06 to fund the College's ERP installation; this debt issuance was delayed (and reduced) until FY07 to correspond with updated ERP implementation cash outflow needs.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 10.1%	Target: 2.5%
<p><i>Results: The ratio actual performance of 10.1% exceeded its F006 projected target of 2.5% due predominantly to accounting of larger than anticipated state capital support, earnings on investments, and net operating revenue.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: 4.8%	Target: 1.8%
<p><i>Results: The ratio actual performance of 4.8% exceeded its FY06 projected target of 1.8% due predominantly to accounting of larger than anticipated investment income and auxiliary enterprises revenue.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	39.7%	42.6%	39.6%	38.4%
<i>Viability</i>	2.1	1.3	1.2	1.2
<i>Return on net assets</i>	7.2%	4.5%	10.1%	13.5%
<i>Net operating revenue</i>	4.4%	3.3%	4.8%	4.1%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The FY07 target of 38.4% is based on a projected unrestricted and expendable net assets ending balance increase of 2.4% (numerator of \$21.78M) and a projected increase in expenditures of 5.6% over FY06 spending (denominator of \$53.67M). Net asset increase reflects a budgeted cushion of just under 1% while projected expenses increases correspond closely to anticipated revenue increases from state appropriations, student charges, and auxiliary enterprises.

### VIABILITY

The FY07 target of 1.18 is based on a projected unrestricted and expendable net assets ending balance increase of 2.4% (numerator of \$21.78M) and a projected increase in long term debt of 2.0% over FY06 spending (denominator of \$18.42M). Projected long term debt expenses are based on known prior debt issuance schedules and anticipated TELP borrowing payments. (Note: the FY05 and FY06 increases in long term debt are associated with borrowing for renovation of the College Center and other student service related projects.)

### RETURN ON NET ASSETS

The FY07 target of 13.5% is based on a projected increase in net assets of \$6.0M (numerator) . Total Assets – Beginning (denominator) is actual of \$44.4M. The projected change in net assets is predominantly due to an anticipated increase in restricted capital assets of \$5.5M (corresponding to state investment in the Dwight Hall renovation project) and \$0.5M in unrestricted net assets (budgeted financial cushion).

### NET OPERATING REVENUE

The FY07 Net Operating Revenue target of 4.1% is based on projected adjusted operating revenue decrease of 10.4% (numerator of \$2.5M) and a projected increase in adjusted total income of 5.2% over FY06 income (denominator of \$60.75M). The change in projected adjusted operating revenue reflects the full implementation of a new policy whereby fund raising income is directed to the College's Foundation as opposed to deposit as unrestricted college-accounted funds. The change in adjusted total income is based on anticipated revenue from state appropriations and student charges.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	18,113	21,361	21,278	21,778
<i>Total Operating Expense</i>	45,597	50,200	53,671	56,671

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	18,113	21,361	21,278	21,778
<i>Long-Term Debt</i>	8,540	16,375	18,047	18,420

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	2,597	1,723	4,075	6,000
<i>Total Assets: Begin Year</i>	36,012	38,609	40,331	44,406

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	2,095	1,721	2,789	2,500
<i>Adjusted Total Income</i>	47,693	52,138	57,740	60,746

# Massachusetts College of Art: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 6.5%	Target: 6.1%
<p><i>Results: The College slightly exceeded its FY06 target for the Ratio. This was due to an increase in the Expendable Net Asset amount, both in the restricted net assets and unrestricted net asset balances.</i></p>	
<b>VIABILITY</b>	
Actual: 0.8	Target: 0.7
<p><i>Results: The College met and slightly exceeded its FY06 target for the Ratio. The College achieved a higher than projected Expendable Net Asset amount.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 16.4%	Target: 0.0%
<p><i>Results: The College greatly exceeded its target on the ratio. This was due to the significant addition in the Capital Improvement to Buildings line of \$3.7m. This state sponsored activity was not included in the College's target for FY06.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (1.6)%	Target: 0.0%
<p><i>Results: The College did not achieve its target on the ratio. The College had an increase in its total revenue and had a very good financial year. However it was not able to fully absorb the non-cash depreciation expense which left the College in a net loss position for the year; resulting in a small negative ratio.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	7.4%	6.1%	6.5%	6.3%
<i>Viability</i>	0.6	0.6	0.8	1.0
<i>Return on net assets</i>	12.0%	(3.5)%	16.4%	0.0%
<i>Net operating revenue</i>	0.3%	(2.9)%	(1.6)%	0.0%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The College continues to work to balance demands for investment in plant & equipment, fund vibrant academic programs, and a strong desire to strengthen our Net Assets. The College, as part of its five-year “New Partnership with the Commonwealth” plan, has strategically invested in equipment and furnishings to support yearly increases in enrollment. Our Board of Trustees approved an operating budget for FY07, which reflected the continuing need to support academic programs, hire additional faculty, and provide further support to academic studios and student needs. The College also plans to utilize campus funds in the early phase of our Design & Media Center. We anticipate our Expendable Net Assets to remain constant for FY07. We forecast to complete the year with the Ratio in the 6.0% - 6.5% range. However, we recognize the possibility that in future construction or renovation programs we may require the commitment of Net Assets as in the recently completed Pozen Center/North Hall.

### VIABILITY

The College continued to pay down long-term debt in FY06 as in the prior years. We plan to lower our overall debt in FY07. It is our intention to continue to utilize current operating funds to purchase equipment when needed, rather than borrow additional funds. We anticipate that the Ratio for FY07 may reach 1.0, a significant accomplishment for the College.

### RETURN ON NET ASSETS

The College’s primary assets are non-current and represent the value of fixed plant and equipment. Our Net Assets are mostly in the Invested in Capital Asset line. In FY06, the College had a large infusion in this line due to the completion of state managed campus construction and renovation projects. The College anticipates an overall financial break-even for FY07; thereby a Net Asset Return of 0%.

### NET OPERATING REVENUE

In FY06, the college experienced an increase in total tuition and fees collected. However, operating expenses exceeded the growth in tuition revenue. The College also benefited from higher non-operating revenue. College expenditures were carefully planned, as previously noted, to allow for completion of capital projects on campus and to hire new faculty to support a growing enrollment. The College had a significant non-cash depreciation expense that effectively resulted in a net financial statement loss for FY06 and places the ratio into a negative. We anticipate the same situation for FY07.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	2,442	2,226	2,660	2,660
<i>Total Operating Expense</i>	32,978	36,422	40,691	42,000

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	2,442	2,226	2,660	2,660
<i>Long-Term Debt</i>	4,319	3,811	3,277	2,711

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	2,073	(685)	3,065	0
<i>Total Assets: Begin Year</i>	17,296	19,369	18,684	21,750

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	107	(1,032)	(657)	0
<i>Adjusted Total Income</i>	33,085	35,390	40,034	42,000

# Massachusetts College of Liberal Arts: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 11.1%	Target: 9.4%
<i>Results: The College projected the continuation of a positive trend for this ratio with a solid budgeting approach to campus operations.</i>	
<b>VIABILITY</b>	
Actual: 3.9	Target: 1.6
<i>Results: The college's expectation of increased debt to purchase equipment and furniture to complete Murdock Hall was moved into FY07. This ratio trend remains positive.</i>	
<b>RETURN ON NET ASSETS</b>	
Actual: 61.0%	Target: 38.8%
<i>Results: Higher than the target due to the completion of Murdock Hall. The amount paid in FY06 for the Murdock Project was significantly more than anticipated consequently raising the level of college assets.</i>	
<b>NET OPERATING REVENUE</b>	
Actual: 4.3%	Target: 5.9%
<i>Results: The increased share of the faculty contract absent state reimbursement plus increased utility expenses resulted in a lower outcome for this ratio.</i>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	2.5%	8.8%	11.1%	12.4%
<i>Viability</i>	0.47	2.3	3.9	2.1
<i>Return on net assets</i>	25.4%	39.7%	61.0%	14.8%
<i>Net operating revenue</i>	4.8%	6.9%	4.3%	2.9%

Note: All targets are self-established by the college.

**Ratio Targets**

**PRIMARY RESERVE**

The college projects a slight increase in the ratio. Management of campus resources through a strong budgeting process will continue to show a positive trend.

Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	686	2,646	3,718	4,199
<i>Total Operating Expense</i>	26,986	29,934	33,347	34,000

**VIABILITY**

The ratio remains positive yet is projected to decrease. An increase in college debt anticipated for FY06 did not happen until FY07.

Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	686	2,646	3,699	4,199
<i>Long-Term Debt</i>	1,460	1,157	951	2,034

**RETURN ON NET ASSETS**

Assets continue to accumulate but at a lesser rate now with the completion of Murdock Hall. Although remaining positive the increase will be significantly less in FY07 than it was in FY06.

Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	1,525	2,948	6,390	2,500
<i>Total Assets: Begin Year</i>	6,006	7,532	10,479	16,870

**NET OPERATING REVENUE**

The ratio will decline slightly yet remain stable due to a consistent budgeting process.

Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	1,365	2,225	1,514	1,000
<i>Adjusted Total Income</i>	28,438	32,226	34,861	35,000

# Massachusetts Maritime Academy: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 26.2%	Target: 21.9%
<p><i>Results: Conservative spending plus start of the athletic field project and the installation of artificial turf delayed to FY07, allowed the College to increase the reserve more than originally budgeted.</i></p>	
<b>VIABILITY</b>	
Actual: 3.4	Target: 2.6
<p><i>Results: The College was able to pay down its debt in anticipation of future borrowing to fund the athletic field project.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 20.9%	Target: 2.3%
<p><i>Results: In FY06 major capital additions totaled over \$3.2 million; some of those projects were not included in the calculation of the ratio as the College had not identified funding sources at the time of budget preparation. The Wind turbine project at a cost of over \$1.3 million, renovation projects in the kitchen, the natatorium, transformers and simulator upgrades accounted for a higher than budgeted ratio.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: 7.4%	Target: 0.6%
<p><i>Results: In FY06 the increase in the state appropriation and conservative spending resulted in a significant operating surplus, despite a lower initial target for this ratio. Utility costs were lower than anticipated, positive adjustment to the employee payroll liabilities and deferral of the athletic field project to FY07 were the primary reason the surplus surpassed the target. This surplus allowed the College to establish a recapitalization reserve which will be used for simulators upgrades and replacement of the artificial turf.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	21.8%	23.2%	26.2%	25.8%
<i>Viability</i>	1.9	2.4	3.4	1.7
<i>Return on net assets</i>	77.5%	6.4%	20.9%	7.5%
<i>Net operating revenue</i>	7.1%	0.6%	7.4%	0.9%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

This ratio is expected to remain consistent with prior periods. The College continues to plan for future capital improvements, and to set up a reserve for simulator upgrades and recapitalization of the athletic field. The College has substantial reserve and is planning to use FY07 revenue for a number of initiatives to fulfill its mission and increase its enrollment.

### VIABILITY

This ratio will decline slightly in FY07 yet the overall trend will remain positive. Long-term debt is projected to increase by \$2.8 million to reflect TELP financing of the athletic field and installation of artificial turf.

### RETURN ON NET ASSETS

This ratio is affected by the schedule of completion of major capital projects and their financing. The athletic field and installation of artificial turf will be financed through a \$2.8 million TELP with Bank of America, the College expect this project to be completed by spring 2007.

### NET OPERATING REVENUE

This ratio will be lower in FY07 as the Academy is relying on reserves established in previous fiscal years and doesn't plan on a significant operating surplus this fiscal year. The College will increase its operating budgetary expenses to fulfill new initiatives to increase enrollment and address deferred maintenance issues, and staying within our Special Mission Status fee structure.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	5,241	6,283	7,776	8,650
<i>Total Operating Expense</i>	24,070	27,073	29,668	33,500

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	5,241	6,283	7,776	8,650
<i>Long-Term Debt</i>	2,760	2,640	2,291	4,971

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	8,166	1,189	4,157	1,795
<i>Total Assets: Begin Year</i>	10,542	18,706	19,897	24,054

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	1,858	165	2,390	295
<i>Adjusted Total Income</i>	25,944	27,299	32,167	33,965

# Salem State College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 11.7%	Target: 14.0%
<i>Results: Below the target of 14.0% due to unexpectedly large absorption of salary increases.</i>	
<b>VIABILITY</b>	
Actual: 1.2	Target: 2.1
<i>Results: Below the target of 2.1 due to the drop in Unrestricted/Expendable Net Assets explained above and a significant growth in borrowing and a significant growth in borrowing with incursion of debt service for athletic fields.</i>	
<b>RETURN ON NET ASSETS</b>	
Actual: 5.4%	Target: 6.5%
<i>Results: Below the target of 6.5% due to the unexpectedly large share of salary increases borne locally.</i>	
<b>NET OPERATING REVENUE</b>	
Actual: 2.5%	Target: 2.9%
<i>Results: The increased share of the faculty contract absent state reimbursement plus increased utility expenses resulted in a lower outcome for this ratio.</i>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	16.6%	14.5%	11.7%	11.0%
<i>Viability</i>	2.6	1.8	1.2	1.3
<i>Return on net assets</i>	12.9%	10.0%	5.4%	4.5%
<i>Net operating revenue</i>	5.5%	4.9%	2.5%	2.0%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

Net assets will remain relatively flat due to absorption of 9C cuts and additional contractual obligations. Total operating expense should increase approximately 7% due to inflationary and other approved increases.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	12,868	12,996	12,158	12,200
<i>Total Operating Expense</i>	77,644	89,494	103,554	110,800

### VIABILITY

Change in long-term debt is due to paying down of existing debt issues. No new debt is planned at this time for FY07.

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	12,868	12,996	12,158	12,200
<i>Long-Term Debt</i>	5,045	7,140	9,975	9,385

### RETURN ON NET ASSETS

Our return should improve over FY06 but absorption of 9C cuts and other contractual obligations will prevent the return from improving to the FY05 level.

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	5,967	5,212	3,073	2,700
<i>Total Assets: Begin Year</i>	46,102	52,069	57,282	60,355

### NET OPERATING REVENUE

FY07 expenses must address instructional needs resulting from enrollment increases in both FY06 and FY07 as well as trying to maintain programs at minimum levels in spite of 9C cuts. This will absorb almost all operating revenues in FY07.

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	4,487	4,584	2,683	2,200
<i>Adjusted Total Income</i>	82,327	94,275	106,423	110,900

# Westfield State College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 17.2%	Target: 8.8%
<i>Results: Expendable Net Assets and Total Expenses increased beyond the targeted amounts.</i>	
<b>VIABILITY</b>	
Actual: 1.7	Target: 0.7
<i>Results: Expendable Net Assets continued to increase beyond the targeted amounts.</i>	
<b>RETURN ON NET ASSETS</b>	
Actual: 18.8%	Target: 2.1%
<i>Results: The Change in Total Net Assets increased beyond the targeted amounts.</i>	
<b>NET OPERATING REVENUE</b>	
Actual: 7.0%	Target: 0.9%
<i>Results: Operating income far exceeded the targeted amounts.</i>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	16.3%	14.0%	17.2%	16.9%
<i>Viability</i>	1.1	1.0	1.7	2.0
<i>Return on net assets</i>	47.3%	2.2%	18.8%	16.1%
<i>Net operating revenue</i>	1.6%	0.7%	7.0%	6.9%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The ratio increased from 14.0% in FY05 to 17.2% in FY06. Much of this increase was attributable to the increase in net assets due to the acquisition of capital projects such as the synthetic field replacement. The College's total expenses were also increased mainly due to retroactive salary and wage increases from a prior year combined with collective bargaining pay increases during FY06. The FY07 Ratio is targeted at 16.9%. This slight decrease will be primary due to a decline in net assets and only a modest increase in total expenditures.

### VIABILITY

The Ratio increased from 1.0 in FY05 to 1.7 in FY06. This increase was mainly due to an increase in expendable net assets and a decline in long term debt. The FY07 ratio is targeted at 2.0. A modest decrease in expendable net assets offset by a reduction in long term debt will be the reason for this increase.

### RETURN ON NET ASSETS

The ratio increased from 2.2% in FY05 to 18.8% in FY06. This increase was mainly due to a significant increase in the change in total net assets largely due to the increase in revenue favorably offsetting the increase in expense. The acquisition of capital assets was also a factor of this increase. The FY07 ratio is targeted at 16.1%. A modest increase in the change in net assets and the total net assets at the beginning of the year will create this decrease.

### NET OPERATING REVENUE

The ratio increased from 0.7% in FY 2005 to 7.0% in fiscal year 2006. This increase was due to a favorable difference between operating and non-operating revenue to that of operating expenses. The FY07 the ratio is targeted at 6.9%. The growth in operating and non-operating is projected to increase at a much slower rate in FY07 along with most operating budgets level funded.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	8,672	8,063	11,138	11,000
<i>Total Operating Expense</i>	53,212	57,690	64,749	65,000

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	8,671	8,063	11,138	11,000
<i>Long-Term Debt</i>	7,711	7,778	6,493	5,600

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	9,831	6,587	5,869	6,000
<i>Total Assets: Begin Year</i>	20,808	30,631	31,290	37,159

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	8,705	3,857	4,873	4,500
<i>Adjusted Total Income</i>	54,171	58,250	69,794	65,000

# Worcester State College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 19.0%	Target: 17.8%
<p><i>Results: Unrestricted/Expendable net assets did grow as expected with expenditures being slightly less than anticipated due to close budget oversight and a successful focus on utility conservation.</i></p>	
<b>VIABILITY</b>	
Actual: 0.8	Target: 0.7
<p><i>Results: Results are better than anticipated due to Unrestricted/Expendable net assets increasing at a rate greater than anticipated.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 4.7%	Target: 3.8%
<p><i>Results: Results are as expected. The ratio is consistent with FY04 and reflects the final state capital outlays for the Sullivan Academic Center renovation.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: 2.2%	Target: 1.9%
<p><i>Results: Results are slightly better than expected mainly due to investment income being earned at a rate greater than predicted. In addition, energy conservation during the year reduced expected utility overruns.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	19.3%	18.5%	19.0%	18.0%
<i>Viability</i>	0.6	0.7	0.8	0.8
<i>Return on net assets</i>	4.1%	12.7%	4.7%	2.7%
<i>Net operating revenue</i>	1.7%	2.9%	2.2%	0.2%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

Primary Reserve is expected to decrease slightly during the current year. Expenditures are expected to exceed budget due to 9C cuts in November 2006.

### VIABILITY

Viability is expected to remain the same. The slight increase in unrestricted/expendable net assets is offset by the reduction in debt as we continue making annual principal payments.

### RETURN ON NET ASSETS

Return on Net Asset is expected to decrease at a moderate rate. Spending on capital assets will experience a lull as we await construction on the Administration Building. In addition, net operating income is expected to be minimal due to planned transfers from reserves and the decision to fund a significant portion of 9C reductions from accumulated reserves.

### NET OPERATING REVENUE

Net Operating Revenue for FY07 is expected to be significantly lower than recent years. The November 9C cuts eliminated the reserve to fund over \$500,000 in retro-active pay that was processed in August and September 2006. Since the pay was earned in FY02 the college has decided to allow the expenditure to fall to Unrestricted/Expendable net assets instead of reducing the current year operating budget.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	8,693	9,522	10,856	10,978
<i>Total Operating Expense</i>	45,096	51,493	57,293	61,050

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	8,693	9,522	10,856	10,978
<i>Long-Term Debt</i>	14,000	14,000	13,720	13,430

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	1,829	5,932	2,488	1,472
<i>Total Assets: Begin Year</i>	44,922	46,751	52,683	55,171

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	766	1,542	1,317	122
<i>Adjusted Total Income</i>	45,862	53,035	58,610	61,172

# Berkshire Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 9.7%	Target: 12.6%
<p><i>Results: The ratio was less than projected due to an unexpected increase in retro collective bargaining expense. The ratio does indicate that the College has maintained reserves to meet unexpected expenses and reductions in revenues.</i></p>	
<b>VIABILITY</b>	
Actual: 21.0	Target: 18.8
<p><i>Results: The ratio indicates a stronger position by 2.2 times as long term debt was not increased as originally projected. The College has been able to limit debt in its overall financial plan.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: (0.1)%	Target: (3.2)%
<p><i>Results: The ratio, while a negative shows a stronger position than projected by 3.1 percent. The College recognized capital assets through DCAM funded deferred maintenance projects.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (2.2)%	Target: (0.9)%
<p><i>Results: The ratio decreased by 1.2 percent as the College experienced increases in utility and other operating expenses.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	11.3%	12.3%	9.7%	3.7%
<i>Viability</i>	19.5	31.1	21.0	13.9
<i>Return on net assets</i>	4.6%	2.5%	(0.1)%	3.1%
<i>Net operating revenue</i>	1.1%	(0.5)%	(2.2)%	(6.3)%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

As a result of the decrease in State funding the College is projecting a decrease in unrestricted net assets to meet increasing costs. In particular, the increase in collective bargaining costs not funded by the State as in previous years has required a reduction in unrestricted net assets. In addition, the College has budgeted unrestricted net assets to address deferred maintenance issues.

### VIABILITY

The College has been able to maintain debt at minimal levels. However, as discussed above decreasing unrestricted net assets has a negative impact on this ratio.

### RETURN ON NET ASSETS

The College continues to experience a decrease in revenues while experiencing increases in operating expenses (utilities and collective bargaining agreements). The change in net assets is improved by recently funded delegated deferred maintenance projects for FY07 in the amount of 1.4 million.

### NET OPERATING REVENUE

As discussed above the College continues to experience decreases in revenues and increases in operating expenses.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	1,985	2,276	1,978	753
<i>Total Operating Expense</i>	17,631	18,550	20,399	20,525

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	1,985	2,276	1,978	753
<i>Long-Term Debt</i>	102	73	94	55

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	243	137	(5)	176
<i>Total Assets: Begin Year</i>	5,282	5,525	5,662	5,657

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	192	(84)	(435)	(1,225)
<i>Adjusted Total Income</i>	17,823	18,466	19,969	19,400

# Bristol Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 13.8%	Target: 12.5%
<p><i>Results: The College did better than originally projected in this category. In FY04 and FY05, due to the decline in State Appropriation as well as the increase in mandated contractual obligations, BCC had consecutive decreases in net assets of over \$600,000. As a result of these losses and with the anticipation of increased expenses in FY06 due primarily to a further increase in mandated contractual obligations, BCC increased revenues in FY06. The increase in private contracts, increase in investment income, and not filling all budgeted full-time positions, helped BCC to come in higher than the target primary reserve ratio of 12.5%.</i></p>	
<b>VIABILITY</b>	
Actual: N/A	Target: N/A
<p><i>Results: The College currently has no debt.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 6.0%	Target: 1.7%
<p><i>Results: The College came in higher than projected in this ratio for several reasons. A slight enrollment decrease was budgeted and the College finished the year with a slight increase in enrollment. Both private contracts and investment income came in much higher than projected. The College also received more than projected in workforce development funding which further increased revenue. The mild winter kept utility costs down. Several budgeted full-time positions were also postponed in FY06 which helped keep expenses down more than projected.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: 1.3%	Target: 0.7%
<p><i>Results: For the same reasons mentioned above, the College had better than expected revenues in FY06. This increase in revenue along with the vacancy of several budgeted full-time staff helped keep expenses down. This increase in our net operating revenue helped offset the previous two years of deficits.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	11.9%	12.4%	13.8%	14.1%
<i>Viability</i>	N/A	N/A	N/A	N/A
<i>Return on net assets</i>	(3.7)%	(3.5)%	6.0%	2.6%
<i>Net operating revenue</i>	(1.8)%	(1.6)%	1.3%	0.3%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The College is once again planning a net gain in FY07. The increase is attributed to several factors including the increasing DCE section class sizes which will save adjunct costs. Although not yet final, an expected increase in the state's appropriation will support this target. Finally, the continuing increase in our private contracts due to our displaced workers program will also help to increase revenues for FY07. This ratio is an important one for the College and one that should, over time, steadily increase at a conservative pace.

### VIABILITY

As in previous years, the College does not anticipate any debt in FY07. With the approval of a debt policy by the College's Board of Trustees the College has positioned itself to utilize debt as part of a Capital Master Plan. It is not expected that the College will acquire any debt in FY07.

### RETURN ON NET ASSETS

This ratio is important to the College because, over time, a conservative, steady gain indicate that our resources are growing and that we are able to set aside financial resources to strengthen future flexibility. We expect a 2.6% for FY07. The FY06 ratio of 6.0% was somewhat unique because of the College's desire to stop the previous trend of negative ratios we had experienced in FY04 and FY05. BCC also came in with better than expected enrollment figures for FY06. We anticipate the 2.6% FY07 ratio occurring primarily due to the continued effort to contain expenses through hiring deferments, class size policy's which will reduce adjunct expenses, and increased revenues due to private contracts and investment income.

### NET OPERATING REVENUE

This is an important ratio to the College because it answers the question "Did the College live within its means during the fiscal year?" By increasing revenues and limiting expenses to a moderate increase in FY06, the College was able to reverse a two year negative ratio that had occurred in FY04 and FY05 (due to the large reduction in state appropriations BCC had experienced in FY04 and FY05). We anticipate a conservative positive ratio once again in FY07. This positive ratio will once again be achieved through a careful containment of expenses and an expected increase in revenues due to an increase in state appropriations, private contract revenue, and investment income. We are also expecting enrollment to remain, at the least, level with FY06's enrollment. Any increase in enrollment could cause this ratio to be slightly higher than projected.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	4,454	4,839	5,747	6,197
<i>Total Operating Expense</i>	37,553	38,925	41,558	43,936

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	4,454	4,839	5,747	6,197
<i>Long-Term Debt</i>	0.0	0.0	0.0	0.0

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	(666)	(600)	989	450
<i>Total Assets: Begin Year</i>	17,841	17,174	16,574	17,563

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	(666)	(600)	568	125
<i>Adjusted Total Income</i>	36,887	38,325	42,127	43,240

# Bunker Hill Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 10.7%	Target: 8.2%
<i>Results: The actual results in FY06 were 2.5% better than projected, reflecting operational efficiencies.</i>	
<b>VIABILITY</b>	
Actual: 10.9	Target: 8.0
<i>Results: The actual results in FY06 were 2.9% better than projected because Mass HEFA loan did not materialize.</i>	
<b>RETURN ON NET ASSETS</b>	
Actual: (3.5)%	Target: (11.1)%
<i>Results: The actual results in FY06 were 7.6% better than projected because of an increase in FTE (student revenue).</i>	
<b>NET OPERATING REVENUE</b>	
Actual: (1.9)%	Target: (3.5)%
<i>Results: The actual results in FY06 were 1.6% better than projected due to an increase in grant revenue.</i>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	20.1%	16.1%	10.7%	5.9%
<i>Viability</i>	7.8	9.3	10.9	0.4
<i>Return on net assets</i>	11.6%	6.2%	(3.5)%	(5.2)%
<i>Net operating revenue</i>	3.4%	0.3%	(1.9)%	(1.4)%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The primary reserve ratio has been projected to decline by 4.8% (or from 10.7% in FY06 to 5.9% in FY07) primarily because the Board of Trustees has approved the utilization of a substantial part of the College's unrestricted net assets of \$5,622,402, as at July 01, 2006, towards:

- a) Investments in capital assets and
- b) Operational expenditure for technology upgrade, instructional equipment, academic programs and plant fund expenses.

Notwithstanding the projected decline in the primary reserve ratio by 4.8% in FY07, the College would still have the capacity to function for 22 days, using its expendable reserves, without relying on additional net assets generated by operations.

### VIABILITY

The College has projected a substantial increase in its debt obligations, from a Mass HEFA bond issue, towards the construction of the Health and Wellness Center in FY07. Therefore, the viability ratio is projected to decrease from 10.9 in FY06 to 0.4 in FY07.

### RETURN ON NET ASSETS

The projected decline in the returns on net assets, from (3.5)% in FY06 to (5.2)% in FY07 is reflective of the college's strategy of maintaining a low student fee structure while, at the same time, enhancing academic excellence, improvements in students' support services, and operational efficiencies. This decline is also caused because the projected operating loss of \$26,888,307 is not expected to be fully covered by state appropriation of \$25,695,111 and by other net non-operating revenues of \$404,651.

### NET OPERATING REVENUE

The College projected a moderate improvement in its net operating revenue ratio from (1.9)% in FY06 to -1.4% in FY07 because revenue, from all sources is expected to increase, consistent with the trends in growth of the college. Further, student fee has been increased by \$6.00/credit, effective Spring 2007.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	8,710	7,526	5,622	3,272
<i>Total Operating Expense</i>	43,294	46,847	52,746	55,395

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	8,710	7,526	5,622	3,272
<i>Long-Term Debt</i>	1,110	809	516	8,752

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	1,531	906	(548)	(789)
<i>Total Assets: Begin Year</i>	13,172	14,703	15,609	15,061

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	1,522	142	(975)	(789)
<i>Adjusted Total Income</i>	44,860	47,022	51,794	55,052

# Cape Cod Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 7.9%	Target: 7.3%
<i>Results: This ratio is on target with our projection made last year.</i>	
<b>VIABILITY</b>	
Actual: 1.4	Target: 1.3
<i>Results: This ratio is on target with our projection made last year.</i>	
<b>RETURN ON NET ASSETS</b>	
Actual: 14.9%	Target: 11.1%
<i>Results: This ratio did better than projected as a result of non-operating revenues coming in higher than expected (specifically investment income and contributions made by our educational foundation).</i>	
<b>NET OPERATING REVENUE</b>	
Actual: 2.4%	Target: (1.9)%
<i>Results: For the same reasons mentioned above, the College had better than expected non-operating revenues during FY06. The College had projected a loss and expected to have to use unrestricted net assets to cover operating expenses. We did have to use some unrestricted net assets in order to cover operating expenses but not to the degree we had anticipated.</i>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	15.7%	17.2%	7.9%	6.2%
<i>Viability</i>	2.2	2.5	1.4	1.3
<i>Return on net assets</i>	38.9%	83.5%	14.9%	6.1%
<i>Net operating revenue</i>	7.9%	1.7%	2.4%	(1.6)%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

This ratio has fluctuated as a result of the College being required to include approximately \$2 million of expendable net assets which were restricted for the construction of our new technology building. These funds were not available to the College to pay normal operating expenses thus this ratio was overstated in FY04 & 05. These funds were expended for construction in FY06 which resulted in the large decline (as projected) in our ratio. In FY07 we expect our unrestricted net assets to decline slightly in order to cover operating expenses. The College chose not to increase student fees in order to cover operating costs therefore we expect this ratio to decline in FY07.

### VIABILITY

As stated in the primary ratio above, in FY04 & 05 the College was required to include net assets restricted for construction costs in this ratio. These funds were not available for the College to use to pay down existing debt therefore this ratio was overstated in FY04 & 05. The College has not incurred any new debt since FY04 and does not plan to in FY07 therefore we expect the ratio to remain constant as our existing debt is paid off at a consistent rate.

### RETURN ON NET ASSETS

As a result of restricted donations and capital appropriations for our new technology building (the majority being recognized in FY05) this ratio has been quite favorable and has enabled our net assets to grow over the past few years. We expect this ratio to decline in FY07 as a result of the building project being completed.

### NET OPERATING REVENUE

Over the past few years the College experienced significant increases in net assets which adequately covered operating expenses. During FY07 we do not anticipate that revenues will cover operating expenses sufficiently and thus the College expects to incur a loss which will result in a negative net operating revenue ratio.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	3,687	4,206	2,061	1,675
<i>Total Operating Expense</i>	23,477	24,463	25,925	26,962

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	3,687	4,206	2,061	1,675
<i>Long-Term Debt</i>	1,699	1,660	1,450	1,266

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	1,793	5,343	1,753	828
<i>Total Assets: Begin Year</i>	4,607	6,400	11,743	13,496

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	1,793	419	637	(427)
<i>Adjusted Total Income</i>	22,671	24,930	26,599	26,570

# Greenfield Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: (5.6)%	Target: (6.7)%
<p><i>Results: The ratio declined less in FY06 than projected. The smaller decline was a result of greater increases to operating and non operating revenues than anticipated in FY06. The College has a plan in place to reverse this negative ratio trend beginning in FY08.</i></p>	
<b>VIABILITY</b>	
Actual: N/A	Target: N/A
<p><i>Results: The ratio is undefined in FY2006 as projected since the college had no long term debt outstanding at the end of fiscal year 2006.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 15.6%	Target: (11.7)%
<p><i>Results: There was a substantial increase in the ratio over the projected ratio for FY06 as a result of the major capital improvements completed in FY06 by the Division of Capital Asset Management. Capital appropriations in the amount of 3 million dollars funded those improvements and increased net assets in FY06.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (5.9)%	Target: (6.7)%
<p><i>Results: The ratio declined as projected but in a lesser degree due to increases in total income greater than projected. The long range plan is to eliminate this negative ratio assumes Commonwealth appropriations will continue to increase and operating expenses will be maintained at current levels.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	(0.1)%	(2.2)%	(5.6)%	(6.3)%
<i>Viability</i>	(0.1)	(6.9)	N/A	N/A
<i>Return on net assets</i>	(13.7)%	45.0%	15.6%	7.6%
<i>Net operating revenue</i>	(6.3)%	(3.6)%	(5.9)%	(2.4)%

Note: All targets are self-established by the college.

**Ratio Targets**

**PRIMARY RESERVE**

The College’s primary reserve ratio will continue to decline in FY07 although the rate of decline will be less than prior years. The college continues to follow a plan that projects a reversal of this trend in FY08. Operational expenditures continue to increase to meet the goals and mission of the College while Commonwealth appropriations continue to be unpredictable forcing the College to increase fee levels.

**VIABILITY**

The College currently has no long term debt and does not anticipate incurring long term debt in FY07. The viability ratio will remain undefined.

**RETURN ON NET ASSETS**

In FY06 the completion of substantial capital improvements to the south wing of the main building increased net assets by \$3 million creating a positive return on net assets. In FY07 the asbestos abatement project will continue as refurbishment of the core of the main building begins. The net asset projection for FY07 is based on anticipated capital costs of \$2.0 million.

**NET OPERATING REVENUE**

The College will continue to experience a negative net operating revenue ratio in FY07 as a result of a projected operating loss. The College’s plan to return to a positive net operating revenue ratio assumes that the Commonwealth appropriations will continue to increase based on the Board of Higher Education’s funding formula. The College continues to hold operating expenses within certain levels to maintain the quality of education and services its students are accustomed to.

**Primary Reserve: Underlying Variables (\$000)**

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	(11)	(447)	(1,244)	(1,444)
<i>Total Operating Expense</i>	19,198	20,294	22,129	23,074

**Viability: Underlying Variables (\$000)**

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	(11)	(447)	(1,244)	(1,444)
<i>Long-Term Debt</i>	145	65	0	0

**Return on Net Assets: Underlying Variables (\$000)**

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	(1,137)	3,520	(1,766)	1,000
<i>Total Assets: Begin Year</i>	8,968	7,830	11,351	13,117

**Net Operating Revenue: Underlying Variables (\$000)**

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	(1,137)	(711)	(1,242)	(543)
<i>Adjusted Total Income</i>	18,061	19,583	20,887	22,874

# Holyoke Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 17.4%	Target: 22.3%
<p><i>Results: The ratio was lower than the projection because of the capitalization of unrestricted/ expendable net assets for the Kittredge Center building. This was not projected to be done until FY07.</i></p>	
<b>VIABILITY</b>	
Actual: 1.4	Target: 1.7
<p><i>Results: The decrease in unrestricted/ expendable net assets affected the ratio.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 14.1%	Target: 19.1%
<p><i>Results: The College did not receive all of the capital funds we projected for the Kittredge Center building.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: 5.8%	Target: 6.1%
<p><i>Results: The College accurately projected operating revenue as a percent of total income.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	18.6%	21.6%	17.4%	15.0%
<i>Viability</i>	1.2	1.5	1.4	1.3
<i>Return on net assets</i>	3.1%	33.0%	14.1%	0.6%
<i>Net operating revenue</i>	1.6%	3.0%	5.8%	(0.2)%

Note: All targets are self-established by the college.

**Ratio Targets**

**PRIMARY RESERVE**

The Kittredge Center building was substantially completed in March 2006 which triggered the capitalization of funds held in unrestricted/expendable net assets. Additional capital projects under way in FY07 and FY08 will continue to decrease the ratio.

**VIABILITY**

The long-term debt continues to decrease. With the continued investment in capital assets from the College's reserve, the unrestricted/expendable net assets total will continue to decrease also. Therefore, this ratio will decrease slightly for the next two years; however, the College's management and Board of Trustees will continuously evaluate the cost and benefit of incurring additional debt.

**RETURN ON NET ASSETS**

The College did not receive all of the projected capital monies in FY06 which decreased the ratio. The College is also beginning the depreciation of the new Kittredge Center which will decrease this ratio starting in FY07. The College will receive some capital appropriations in FY07 and has projected the known amount in the totals. Timing of the projects and when we can capitalize the funds is always an issue for this projection. This ratio will continue to decrease and be negative within two years notwithstanding any capital funds that will be received.

**NET OPERATING REVENUE**

The depreciation of the Kittredge Center will affect this ratio for the foreseeable future. The College has committed to using a small portion of its reserves for FY07 also. Generally, the College has a balanced budget; therefore, this ratio will generally be near zero.

Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	7,389	8,790	7,587	6,600
<i>Total Operating Expense</i>	39,630	40,602	43,572	43,900

Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	7,389	8,790	7,587	6,600
<i>Long-Term Debt</i>	6,000	5,700	5,400	5,100

Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	624	6,931	3,934	200
<i>Total Assets: Begin Year</i>	20,355	20,979	27,910	31,844

Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	624	1,273	2,680	700
<i>Adjusted Total Income</i>	40,254	41,875	46,252	46,550

# Massasoit Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 3.4%	Target: 1.5%
<p><i>Results: The college did slightly better than expected due to cost controls, deferral of spending and revenue being more than anticipated due to higher enrollment – with no increase in fees or tuition charges.</i></p>	
<b>VIABILITY</b>	
Actual: 0.4	Target: 0.2
<p><i>Results: At the end of fiscal year 2006, the combined expendable restricted assets and unrestricted net assets amounted to \$1.524 million. This was an increase of \$30,732 over the prior year. Total Non-Current Liabilities decreased by \$522,000 chiefly due to payment of capital lease obligations and paying off accrued payroll. The increase in the indicator is moving in the right direction with the paying down of non-current liabilities and improvement in expendable assets.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 7.6%	Target: 3.1%
<p><i>Results: The actual versus target indicator is a reflection of improving trend in revenue and close monitoring of expenses that enable the college to increase its net assets more than planned for then when the target was calculated. The state appropriation was \$2.2 million more than the prior year.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (1.3)%	Target: (3.2)%
<p><i>Results: The college's fiscal year 2006 net operating revenue was a \$597,053 deficit and this amount is before the \$1,293,431 capital appropriation income received for replacing two roofs. The college did better than the original target because of improved revenue without an increase in fees and tuition. As stated previously, spending was controlled or deferred.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	3.6%	3.6%	3.4%	1.8%
<i>Viability</i>	0.4	0.4	0.4	0.3
<i>Return on net assets</i>	2.1%	(2.7)%	7.6%	0.0%
<i>Net operating revenue</i>	0.1%	(1.1)%	(1.3)%	0.0%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The College is forecasting a breakeven in its FY07 operations. With no increase in net assets because of this breakeven, and the debt service due in FY07 for \$685,000 still needs to be paid—the reserves decrease. The funding will come about by a reduction in the College's primary reserves. The college's reserve decline weakens its financial strength. It is not generating a surplus to pay off its long-term debt.

### VIABILITY

The long term debt is reduced by pay downing \$685,000 and the primary reserve is reduced by the same amount. The college has sufficient assets to pay down its debt due in 2007.

### RETURN ON NET ASSETS

The College is planning on a breakeven operating result and it still must pay down its borrowings by \$685,000. Therefore, the assets it had at the beginning of the year will decrease during FY07 in the same amount as the long-debt service pay down. The College is not producing any surplus during its 2007 planned year and therefore there is no return on the investment employed.

### NET OPERATING REVENUE

For projected FY07, the net operating revenue percentage indicator is zero. Income received is the same amount as the expenses paid during FY07.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	1,413	1,494	1,524	954
<i>Total Operating Expense</i>	38,887	41,156	45,158	47,032

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	1,413	1,473	1,524	925
<i>Long-Term Debt</i>	0	2,791	2,136	1,451

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	196	(251)	696	0
<i>Total Assets: Begin Year</i>	9,226	9,422	9,171	9,868

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	196	(251)	696	0
<i>Adjusted Total Income</i>	39,082	40,904	45,854	44,560

# Massachusetts Bay Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 8.3%	Target: 7.0%
<p><i>Results: The College anticipated that unrestricted net assets would remain strong. Actual results exceeded the target due primarily to capital funding which was not expended by year-end.</i></p>	
<b>VIABILITY</b>	
Actual: 0.7	Target: 0.4
<p><i>Results: The FY2006 target anticipated additional debt associated with a new HVAC system for the Framingham campus. This capital project and its associated debt will be completed in FY2007.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 5.2%	Target: 4.5%
<p><i>Results: The College achieved higher than the target due to conservative operational spending and the roll over of capital funds at year-end.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: 0.5%	Target: 0.3%
<p><i>Results: The College achieved higher than the target due to conservative operational spending.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	4.2%	7.1%	8.3%	7.0%
<i>Viability</i>	0.3	0.5	0.7	0.6
<i>Return on net assets</i>	25.7%	1.1%	5.2%	1.1%
<i>Net operating revenue</i>	(0.6)%	0.3%	0.5%	0.5%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

FY06 results included unexpended capital funds. Unrestricted/expendable net assets are forecasted in FY07 to return to FY05 levels. Operating expenses will not exceed the budget approved by the College Board of Trustees.

### VIABILITY

The College anticipates that this ratio will decrease due to additional debt associated with an energy savings project including a new HVAC system at the Framingham campus.

### RETURN ON NET ASSETS

The College expects a nominal change in net assets, similar to FY05.

### NET OPERATING REVENUE

The College expects adjusted total income to be comparable to FY06 levels.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	1,271	2,205	2,747	2,400
<i>Total Operating Expense</i>	30,494	31,170	33,125	34,500

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	1,271	2,205	2,747	2,400
<i>Long-Term Debt</i>	4,861	4,254	3,807	4,200

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	1,811	93	461	100
<i>Total Assets: Begin Year</i>	7,050	8,862	8,955	9,417

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	(188)	93	177	175
<i>Adjusted Total Income</i>	32,305	31,264	33,496	33,500

# Middlesex Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 2.6%	Target: 4.4%
<p><i>Results: In FY06, the College was required to make cash expenditures for unfunded collective bargaining (full time and part time faculty) and fuel costs that soared beyond projections. In addition, primarily due to collective bargaining, non-cash expenditures for accrued faculty payroll and compensated absences increased substantially thereby increasing operating expenses and decreasing expendable net assets.</i></p>	
<b>VIABILITY</b>	
Actual: 0.2	Target: 0.3
<p><i>Results: The College paid down a portion of its debt resulting in a decline in expendable net asset as compared to projection.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: (7.9)%	Target: (4.5)%
<p><i>Results: The College was required to absorb cash and non-cash expenditures. Consequently, this adversely affected the return on net assets.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (5.1)%	Target: (4.2)%
<p><i>Results: In FY06, the College was required to make cash expenditures for unfunded collective bargaining (full time and part time faculty) and fuel costs that soared beyond projections. In addition, primarily due to collective bargaining, non-cash expenditures for accrued faculty payroll and compensated absences increased substantially thereby increasing operating expenses.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	4.1%	4.1%	2.6%	1.4%
<i>Viability</i>	0.2	0.3	0.2	0.1
<i>Return on net assets</i>	16.8%	(5.0)%	(7.9)%	(10.0)%
<i>Net operating revenue</i>	(6.5)%	(4.5)%	(5.1)%	(6.3)%

Note: All targets are self-established by the college.

**Ratio Targets**

**PRIMARY RESERVE**

For FY07, the College projects this ratio will decline due to additional unfunded collective bargaining costs, inflation and 9C cuts.

Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	2,037	2,117	1,463	813
<i>Total Operating Expense</i>	49,102	51,119	55,699	56,349

**VIABILITY**

The College projects this ratio will decline due to additional unfunded collective bargaining costs, inflation and 9C cuts that will again result in a decrease in expendable net assets.

Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	2,037	2,117	1,463	813
<i>Long-Term Debt</i>	9,095	8,228	7,656	7,303

**RETURN ON NET ASSETS**

This ratio will decline due to additional unfunded collective bargaining costs, inflation and 9C cuts.

Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	5,183	(1,803)	(2,696)	(3,347)
<i>Total Assets: Begin Year</i>	30,766	35,949	34,147	33,497

**NET OPERATING REVENUE**

The College projects this ratio to decline due to additional unfunded collective bargaining costs, inflation and 9C cuts.

Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	(2,953)	(2,190)	(2,696)	(3,346)
<i>Adjusted Total Income</i>	45,651	48,483	52,597	52,560

# Mount Wachusett Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: (5.0)%	Target: (1.8)%
<p><i>Results: The College missed its FY06 target of (1.8) as actual expenditures exceeded budgetary expectations. Most notably due to expansion into new programs such as the Dental Hygiene degree and increased investments in IT expenditures geared towards developing the systems necessary to create a metrics driven institution.</i></p>	
<b>VIABILITY</b>	
Actual: (0.9)	Target: 0.3
<p><i>Results: The College's debt decreased more than expected in FY06 due to a change in the bond reserve requirement which resulted in a decrease of \$87,000 of the College's debt being liquidated in FY06. The College's expendable net assets, however, decreased due to the same factors indicated in the primary reserve ratio.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 0.9%	Target: 28.4%
<p><i>Results: Although missing the targeted return of 28.4%, the College did move from a negative ratio to a positive. Again the same factors involving expenditures came into play with this ratio.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (4.3)%	Target: (2.7)%
<p><i>Results: Although the College's total revenue increased significantly from FY05 to FY06, a significant portion of that increase was a result of increases in grant activities. Since grants increase the total income of the College (the numerator of the equation) but have no effect on the net operating revenues (the denominator). Increases in grant activity, while beneficial to the College, serve to dilute the net operating revenue ratio.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	2.7%	0.7%	(5.1)%	(1.7)%
<i>Viability</i>	0.3	(0.1)	(0.9)	(0.3)
<i>Return on net assets</i>	46.7%	(12.8)%	0.9%	3.6%
<i>Net operating revenue</i>	0.5%	(3.3)%	(4.3)%	(0.8)%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The College is planning for FY07 expenditures to be level with FY06, however, because of increases in the State appropriation, expendable net assets are expected to increase.

### VIABILITY

The College plans to make its regularly scheduled debt payments, however, debt is expected to increase due to the issuance of a TELP loan in FY07. The net result will be a \$30,000 increase in the College's debt.

### RETURN ON NET ASSETS

The College is expecting an increase in net assets for FY07 as a result of increased revenues from new programs and a general increase in the State Appropriation.

### NET OPERATING REVENUE

Although revenues are expected to increase in FY07, the increases are insufficient to bridge the funding gap that the College is currently experiencing, resulting in negative net operating revenues.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	746	(215)	(1,770)	(601)
<i>Total Operating Expense</i>	27,969	31,136	35,037	35,037

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	746	(215)	(1,770)	(601)
<i>Long-Term Debt</i>	2,657	2,357	2,016	2,047

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	2,179	(878)	51	219
<i>Total Assets: Begin Year</i>	4,676	6,855	5,977	6,028

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	149	(1,007)	(1,451)	(282)
<i>Adjusted Total Income</i>	28,119	30,130	33,587	34,755

# North Shore Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 0.1%	Target: 0.1%
<i>Results: The college experienced slight improvement in Unrestricted Net Assets as a result of improved operating results.</i>	
<b>VIABILITY</b>	
Actual: 0.3	Target: 0.3
<i>Results: The college experienced slight improvement in Unrestricted Net Assets as a result of improved operating results and continued decline in long-term debt.</i>	
<b>RETURN ON NET ASSETS</b>	
Actual: (1.5)%	Target: (2.9)%
<i>Results: The college experienced slight improvement in Unrestricted Net Assets as a result of improved operating results contributing to improvement in Return on Net Assets.</i>	
<b>NET OPERATING REVENUE</b>	
Actual: (1.2)%	Target: (2.3)%
<i>Results: Revenues were slightly higher than projected revenues. Expenses slightly lower than projected expenses.</i>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	0.1%	0.1%	0.1%	0.1%
<i>Viability</i>	0.2	0.3	0.3	0.3
<i>Return on net assets</i>	55.8%	0.1%	(1.5)%	(2.9)%
<i>Net operating revenue</i>	(0.7)%	(0.9)%	(1.2)%	(3.6)%

Note: All targets are self-established by the college.

### Ratio Targets

#### PRIMARY RESERVE

Is projected to remain constant with FY06. Operating expense increase mainly related to contractual salary increases and related exp.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	3,503	4,272	4,366	4,457
<i>Total Operating Expense</i>	43,378	45,824	49,423	52,258

#### VIABILITY

Continues to improve due to ongoing decline in long-term debt.

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	3,503	4,272	4,366	4,457
<i>Long-Term Debt</i>	14,829	14,118	13,464	13,075

#### RETURN ON NET ASSETS

Decrease in Net Assets due to depreciation exceeding new capital asset additions.

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	13,248	54	(573)	(1,059)
<i>Total Assets: Begin Year</i>	23,741	36,989	37,042	36,469

#### NET OPERATING REVENUE

The ratio is projected to decrease by (2.4)%, from (1.2) to (3.6)% in FY07. The Operating loss is projected to exceed the Net non-operating revenues indicating that the state appropriations and other non-operating revenues are not sufficient to cover expenses. The operating expenses include depreciation and amortization which comprise 5.1% of operating expenses.

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	(322)	(427)	(573)	(1,809)
<i>Adjusted Total Income</i>	43,057	45,397	48,849	50,449

# Northern Essex Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 1.8%	Target: 2.5%
<i>Results: On target with projection.</i>	
<b>VIABILITY</b>	
Actual: N/A	Target: N/A
<b>RETURN ON NET ASSETS</b>	
Actual: 25.0%	Target: 13.9%
<i>Results: Increase of 11% from projections largely due to unanticipated increase in State Appropriation, of which \$833,320 was provided for increases in collective bargaining. Additionally, please note that \$741,154 of increased revenue can be attributed to Federal and State grants secured, not previously anticipated.</i>	
<b>NET OPERATING REVENUE</b>	
Actual: 0.9%	Target: (7.0)%
<i>Results: Increase of 8% from projections largely due to unanticipated increase in State Appropriation, of which \$833,320 was provided for increases in collective bargaining. Additionally, please note that \$741,154 of increased revenue can be attributed to Federal and State grants secured, not previously anticipated.</i>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	13.8%	0.3%	1.8%	3.0%
<i>Viability</i>	N/A	N/A	N/A	N/A
<i>Return on net assets</i>	0.9%	6.6%	25.0%	6.0%
<i>Net operating revenue</i>	0.4%	(5.0)%	0.9%	2.2%

Note: All targets are self-established by the college.

**Ratio Targets****PRIMARY RESERVE**

With the completion of New Building Construction in FY06, the College projects a slight upward trend in cash reserves.

**Primary Reserve: Underlying Variables (\$000)**

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	5,199	125	751	1,300
<i>Total Operating Expense</i>	37,633	39,189	41,818	43,455

**VIABILITY**

The College continues to have no debt.

**Viability: Underlying Variables (\$000)**

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	5,195	125	751	1,300
<i>Long-Term Debt</i>	0.0	0.0	0.0	0.0

**RETURN ON NET ASSETS**

With the completion of New Building Construction in FY06, the College anticipates an improving trend to strengthen future financial stability.

**Return on Net Assets: Underlying Variables (\$000)**

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	144	1,004	4,050	1,208
<i>Total Assets: Begin Year</i>	15,077	15,220	16,225	20,275

**NET OPERATING REVENUE**

With the completion of New Building Construction in FY06, the College projects a slight upward trend in cash reserves.

**Net Operating Revenue: Underlying Variables (\$000)**

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	144	(1,879)	396	958
<i>Adjusted Total Income</i>	37,777	37,311	42,214	44,413

# Quinsigamond Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 5.3%	Target: 4.2%
<p><i>Results: The increase in primary reserve was 1.1% higher than target for FY06. This was mainly due to the increase in depreciation (first full year on our new Library Building) and the delay in completion of capital projects. Higher than target due to a larger increase in Unrestricted Net Assets due to small increase in Operating Revenue and Supplemental Appropriations increases in FY06.</i></p>	
<b>VIABILITY</b>	
Actual: 0.5	Target: 0.3
<p><i>Results: Higher than target due to a larger increase in Unrestricted Net Assets due to small increase in Operating Revenue and Supplemental State Appropriations increases in FY06.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: (0.1)%	Target: 1.9%
<p><i>Results: Below the target due to the timing of capital projects. Work schedules were delayed and projects will be completed in FY07.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (0.6)%	Target: 0.4%
<p><i>Results: Below the target due to the significant increase salaries and retro salary due to MCC contract implementation. This directly influences the operating expenses of the College. Also, Enrollment for fiscal year 2006 was slightly down from projections.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	(0.1)%	5.0%	5.3%	6.9%
<i>Viability</i>	(0.1)	0.4	0.5	0.5
<i>Return on net assets</i>	61.8%	146.8%	(0.1)%	4.7%
<i>Net operating revenue</i>	4.1%	3.0%	(0.6)%	(0.5)%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The target for FY07 is projected at 6.8%. Once again the projection is showing a small increase in the positive directions. This is mainly due to the increase in Educational fees implemented in the Fall of 2006 to support the operating expenses of the college.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	(25)	1,802	2,105	2,852
<i>Total Operating Expense</i>	35,997	36,222	39,467	41,513

### VIABILITY

The ratio was affected by construction projects not completed at June 30, 2006. Since debt will be recognized in the FY07. The projected ratio will move slightly in positive direction taking into consideration the projects scheduled to be completed by June 30, 2007.

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	(25)	1,802	2,105	2,852
<i>Long-Term Debt</i>	3,672	4,147	4,090	5,056

### RETURN ON NET ASSETS

The ratio was below the target due to the timing of capital projects. Work schedules were delayed and projects will be completed in FY07. The projection also includes an increase in capital appropriation already received for FY07. These two factors will lead to higher Change in Net Assets for FY07.

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	3,011	11,575	(3)	906
<i>Total Assets: Begin Year</i>	4,873	7,884	19,460	19,458

### NET OPERATING REVENUE

The ratio is slightly lower than projected due to a decrease in enrollment for FY06. In FY07, an increase in educational fees has been implemented as Fall 2006. Although, we are expecting an increase in Operating Revenue, we are also expecting an increase in Operating expenses. Therefore, the projected target for FY07 is relative the same as the actual for FY06.

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	1,536	1,117	(250)	(194)
<i>Adjusted Total Income</i>	37,533	37,339	39,458	41,075

# Roxbury Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 5.1%	Target: (5.0)%
<p><i>Results: The College missed its target by only a very small fraction, and it would have exceeded its target if the full reimbursement for MCCC raises had been timely made. (Note: The State Legislature approved a reimbursement of \$141,000 in late September 2006, but since the College had closed its books for 2006, these revenues will not be recognized until FY07.)</i></p>	
<b>VIABILITY</b>	
Actual: (6.4)	Target: (5.2)
<p><i>Results: While the unadjusted viability ratio appeared to worsen since 2005, when the unadjusted ratio was (5.2), in actual fact, the numerator improved by \$281,717, while the denominator improved by \$91,393. The apparent worsening is caused by the peculiarities of negative numbers, which fail to reflect accurately the underlying improvements of the College in both its unrestricted net assets and its long-term debt.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: (2.7)%	Target: (2.4)%
<p><i>Results: The College had expected only a 0.1% improvement in this ratio in FY06 (after much larger improvements in each of the previous three years). Instead the ratio decreased by 0.1%. However, the College would have met and then exceeded its target by 0.1% if the full reimbursement for MCCC raises had been timely made. (See the Note above regarding the subsequent legislative approval of an additional \$141,000 for MCCC raises in 2006.)</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (5.1)%	Target: (5.1)%
<p><i>Results: The College met its target exactly for its net operating revenue ratio.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	(9.1)%	(6.6)%	(5.1)%	(3.4)%
<i>Viability</i>	(5.7)	(5.3)	(6.4)	(7.8)
<i>Return on net assets</i>	(3.3)%	(2.6)%	(2.7)%	(2.4)%
<i>Net operating revenue</i>	(5.8)%	(4.3)%	(5.1)%	(4.4)%

Note: All targets are self-established by the college.

## Ratio Targets

### PRIMARY RESERVE

The College expects to continue improvement in its unrestricted net assets (for the fifth year in a row), as it continues to pay off past liabilities. Operating expenses are expected to increase, primarily due to union raises and additional fringe benefit costs.

### VIABILITY

The College continues to reduce its long-term debt. (Note that the current portion of long-term debt is excluded here.) Both the numerator and denominator of this ratio have been improving substantially, but the negative numbers make it appear otherwise.

### RETURN ON NET ASSETS

Depreciation continues to reduce the Net Assets of the College, though at a reduced rate. (Excluding depreciation, the net assets of the College have been increasing each year.) The College is planning some substantial capital improvements, but for now it is assumed that they will not be completed in FY07. However, large capital improvements, if made, would greatly improve this ratio.

### NET OPERATING REVENUE

Both the numerator and the denominator of this ratio are expected to improve in FY07, primarily because of additional state-appropriated funds. The possibility of additional grant revenues may cause the College to exceed its target here.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	(2,016)	(1,444)	(1,175)	(815)
<i>Total Operating Expense</i>	22,403	22,204	23,092	23,936

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	(2,016)	(1,444)	(1,175)	(815)
<i>Long-Term Debt</i>	358	276	184	104

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	(1,183)	(916)	(900)	(801)
<i>Total Assets: Begin Year</i>	35,851	34,668	33,752	32,851

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	(1,225)	(916)	(1,125)	(1,019)
<i>Adjusted Total Income</i>	21,177	21,296	21,974	22,917

# Springfield Technical Community College: Financial Ratios

## FY2006 ACTUAL RESULTS COMPARED TO TARGET

Ratio Indicators	
<b>PRIMARY RESERVE</b>	
Actual: 5.3%	Target: 8.0%
<p><i>Results: Expendable net assets decreased year over year due to capital spending. Going forward management anticipates using the reserves only for emergency situations. Currently the 9c reductions may play a role in whether the reserve is tapped again in FY2007.</i></p>	
<b>VIABILITY</b>	
Actual: 0.9	Target: 1.0
<p><i>Results: Net expendable assets decreased from target due to capital spending. Long term debt also increased to fund needed classroom equipment.</i></p>	
<b>RETURN ON NET ASSETS</b>	
Actual: 12.0%	Target: 4.2%
<p><i>Results: This is driven by \$3.9 million in capital appropriations for FY2006.</i></p>	
<b>NET OPERATING REVENUE</b>	
Actual: (3.1)%	Target: (0.4)%
<p><i>Results: This is a result of a greater than anticipated net operating loss due to spending on capital adaptation and renewal and a loss of fee revenue due to an unanticipated decline in enrollment.</i></p>	

### Financial Ratio Trends

	FY2004	FY2005	FY2006	Target for FY2007
<i>Primary reserve</i>	12.0%	8.2%	5.3%	5.6%
<i>Viability</i>	1.3	1.0	0.9	1.3
<i>Return on net assets</i>	(5.6)%	22.4%	12.0%	2.9%
<i>Net operating revenue</i>	(2.1)%	(3.4)%	(3.1)%	(1.9)%

Note: All targets are self-established by the college.

### Ratio Targets

#### PRIMARY RESERVE

Ratio should stay relatively stable from FY06 to FY07.

#### VIABILITY

Ratio is expected to increase in FY07. Long term debt should decrease and unrestricted net assets should increase modestly.

#### RETURN ON NET ASSETS

The Ratio should decrease in FY07. In FY05 and FY06 this ratio has been driven by significant capital appropriations from DCAM. The College is slated to receive capital monies again in FY07, but will be offset by depreciation.

#### NET OPERATING REVENUE

The ratio for FY07 while still a negative amount should improve slightly. Operating loss should be less than prior years. Depreciation and 9c reductions are factors driving the ratio.

#### Primary Reserve: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	5,925	4,277	2,894	3,042
<i>Total Operating Expense</i>	49,555	51,901	54,277	54,355

#### Viability: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Unrestricted / Expendable Net Assets</i>	5,925	4,277	2,894	3,042
<i>Long-Term Debt</i>	4,704	4,194	3,099	2,304

#### Return on Net Assets: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Change in Net Assets</i>	(935)	3,526	2,370	616
<i>Total Assets: Begin Year</i>	16,637	15,702	19,228	21,535

#### Net Operating Revenue: Underlying Variables (\$000)

	FY2004	FY2005	FY2006	Target for FY2007
<i>Adjusted Operating Revenue</i>	(1,031)	(1,714)	(1,637)	(1,057)
<i>Adjusted Total Income</i>	48,354	50,342	52,640	53,297