



# ***2007 Performance Measurement Report***

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

*Massachusetts Board of Higher Education*



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## Massachusetts Board of Higher Education

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Frederick W. Clark, Jr., *Chairman*  
Patricia F. Plummer, *Chancellor*

February 2008

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

The Board of Higher Education is pleased to present the *2007 Performance Measurement Report* as a demonstration of our commitment to accountability for public higher education in Massachusetts.

This fifth 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,

Handwritten signature of Patricia F. Plummer in cursive.

Patricia F. Plummer  
*Chancellor*

Handwritten signature of Frederick W. Clark, Jr. in cursive.

Frederick W. Clark, Jr.  
*Chairman*



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## *Executive Summary*

The **2007 Performance Measurement Report** represents the commitment on the part of Massachusetts public higher education institutions to provide broad-based accountability to the residents of the Commonwealth. This report also demonstrates the effectiveness of Massachusetts public colleges in meeting our legislatively mandated accountability objectives. Now in its fifth 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 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 objectives, including developing a seamless system of education, improving access to college for traditionally underserved populations, improving college readiness for all students and developing our current and future workforce, as well as using limited resources efficiently. Each campus report begins with a one-page summary of exemplary collaborative efforts. Following the collaborations section are three pages that present the 2007 performance indicators and the relevant benchmarks.

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, which is too often limited by inadequate high school preparation, poor alignment between secondary and higher education, lack of information on applying to college and inadequate financial aid. Through the generosity of a two-year, \$2 million grant from the National Governors Association, the Board of Higher Education has been collaborating with the Department of Education on a number of initiatives to address these barriers and help every student in the Commonwealth succeed in post-secondary education. Such initiatives include the development of a School-to-College database and reporting tool, a public awareness multi-media advertising campaign, a College and Career Web Portal, early assessment of college readiness in the 11th grade, and a recommended core curriculum that will better align high school graduation requirements with college entrance requirements.

Enrollment numbers, in particular fall enrollment and 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 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 improve 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, among other initiatives.

Fall enrollment numbers measure the number of students who enroll in the state and community colleges each fall. This number has been steadily increasing at the state colleges over the last three years, increasing by approximately 4 percent. The vast majority of this enrollment growth has been at the undergraduate level. Fall enrollment has remained relatively stable at the community colleges, increasing less than one percent. Annual enrollment at both state and community colleges has increased slightly over the last three years, increasing 2 percent at the community colleges and 1 percent at the state colleges.

Fall minority enrollment numbers for the state and community colleges combined increased 7 percent over the last three years. If this trend continues, 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 more than ten percentage points higher than the adult minority population in the Commonwealth.

#### *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 fall 2006 alone, 1,673 new transfer students at the state colleges were previously enrolled at a community college. This is an increase of 4 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. In April 2007, the Board of Higher Education formed the Commonwealth Transfer Advisory Group (CTAG) to assess current transfer barriers and make recommendations on improving the effectiveness of student transfer in Massachusetts. A final report is expected in June 2008.

## **II. AFFORDABILITY**

Broad access to post-secondary education is only possible when students can afford to attend college. For many students in Massachusetts, paying for college requires a combination of family contributions and some form of financial aid, such as student loans.

The Board of Higher Education Task Force on Student Financial Aid (October 2006) provided specific recommendations to help alleviate the financial burden faced by many Massachusetts students and their families. MASSGrant, the state's primary need-based financial aid program, was increased by \$533,696 from FY07 to FY08. In FY09, we requested \$43,964,769, an increase of about \$17.1M. This additional funding would support a significant increase in the average award amount for eligible students, and would be the first step towards building a path to expanding MASSGrant to meet the financial needs of students up to middle income.

#### *Financial Aid*

The Performance Measurement Task Force is currently working on the development of new indicators to provide an accurate assessment of unmet student financial need. We expect to include these new indicators in the 2008 report. In the meantime, one way we continue to measure affordability is by looking at the percentage of median income required to cover tuition and fees in Massachusetts.

#### *Tuition and Fees*

For state colleges, tuition and fees as a percent of median income was lower than the Northeast regional average of 9 percent for similar institutions. The community colleges were comparable to the regional average of 5 percent for similar institutions.

According to this measure, it may 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 public higher education in Massachusetts. This is due to a number of factors, including the high cost of living in the Commonwealth, as well as inadequate state appropriations for public higher education. The latter has forced most campuses to raise student fees in order to cover operating costs.

## **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 conferred and pass rates on national licensure exams. Given their unique mission and student population, community

colleges are also looking into additional student success measures. The Performance Measurement Task Force has been investigating new student success measures that have been implemented in other states, most notably Maryland, that include transfer to a 4-year institution as a successful outcome. The Board will be implementing a similar measure in the 2008 report.

### *State College Graduation Rates*

The 2005 State College Task Force on Retention and Graduation set a goal to increase the graduation rate from 46 percent to 50 percent of students by the year 2010. The state colleges are currently on track to attain this goal. A second annual status report from the BHE on how the state colleges are implementing Task Force recommendations is expected to be released in March 2008.

The six-year graduation rate for the 2000 cohort is 49 percent, over 3 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 48%. 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 (February 2007) recommended the development of a comprehensive set of success indicators and benchmarks that they believe best reflect the broad-based mission of community colleges and the unique population of students they serve. In FY2007 the BHE convened a subgroup of the Performance Measurement Task Force to develop a new measure of community college student success. The BHE will continue this work in FY2008 with the Massachusetts Community College Executive Office and expects to have the new indicator in place for the 2008 Performance Measurement Report.

### *First-Year Retention*

Researchers agree that the transition from the first to the second year of college is the most critical point in the progression to a degree. 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 Task Force on Retention and Graduation Rates in the State Colleges set as a goal 80 percent retention of first-year students by 2010. The state colleges had

been steadily moving toward this goal until this year when the retention rates declined by a little over two percentage points.

For the 2005 entering cohort, the state college first-year retention rate of 74 percent was same as the national average. However, the rate for the 2004 entering cohort was 76 percent, and for the 2003 entering cohort was 75 percent. This marks the first time since 2001 the state college retention rate has declined.

For the first time, the BHE is reporting two first-year fall rates for the community colleges. The first is the traditional rate of return to the same institution where the student started. The second looks at students who remain in higher education at either their original institution or any other. Because of the community colleges' unique transfer mission, it is important to track the enrollment of students in higher education after they leave their original institution as a measure of student success. By contracting with the National Student Clearinghouse, the BHE is able to identify how many students entering a community college in a given fall enroll at a different institution the following fall.

The rate at which the community college students are retained at their original institution rate has remained relatively stable over the last three years. For the cohort entering in fall 2005, the rate was 55 percent, which is less than a percentage point lower than for the cohort entering in fall 2003.

Approximately 8 percent of the 2005 entering cohort enrolled at an institution other than their original in fall 2006. Overall, 64 percent of the 2005 cohort was persisting in higher education in fall 2006.

### *Degrees and Certificates Conferred*

In FY2007, the state colleges conferred 8,453 degrees and certificates, an increase of 12 percent over the past three years. The community colleges conferred 10,238 degrees and certificates, a slight decline of less than 1 percent over the past three years.

In the future, the BHE will provide a separate, more detailed report on degrees and certificates. It will include indicators of 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 2006 Pass Rate for the Massachusetts Test for Educator Licensure remains high (98 percent) and well above the target rate of 80 percent. This rate is only provided for the state colleges. In 2006, 1,076 state college students passed the exam, the most since 2003.

The community college pass rate for students taking the nursing licensure exam was 2 percentage points above the Board of Higher Education's target pass rate of 85 percent. In 2006, 893 community college students passed the exam. Also, more students than ever participated in the nursing exam. Between 2004 and 2006, there has been a 20 percent increase in the number of students taking the exam.

Through its Nursing Initiative, the BHE is working to increase the numbers of qualified nurses in the Commonwealth, as well as the shortage of qualified nursing instructors. We are also facing a shortage of qualified K-12 teachers 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 broad spectrum of community college students, including those seeking a degree, as well as those with more short term educational goals (e.g. professional development courses). The community colleges have remained relatively stable on these two measures over the last three years.

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

As public institutions, Massachusetts' state and community colleges are required to be fiscally efficient and responsible. In FY2007, a subgroup of the Performance Measurement Task Force worked to develop a new "fiscal dashboard" for state and community colleges, which the Board approved in November 2007. The dashboard reports on efficiency and innovation (including fundraising), resource allocation, financial health, and fiscal compliance. Each dashboard is unique to the campus and most of the indicators cannot be meaningfully summed to the segmental level.

### *Compliance*

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

In FY2007, all of the state and community colleges had unqualified audits with no significant findings.

### *Private Funds Raised*

The ability of an institution to supplement revenue beyond state support and student charges is becoming increasingly important, and the most innovative campuses find ways to supplement state revenue with private funds. Both the state and community college presidents identify strengthened fundraising efforts as a key goal. In FY2006, the state colleges raised a total of \$9.6 million and the community colleges raised \$12.8 million.

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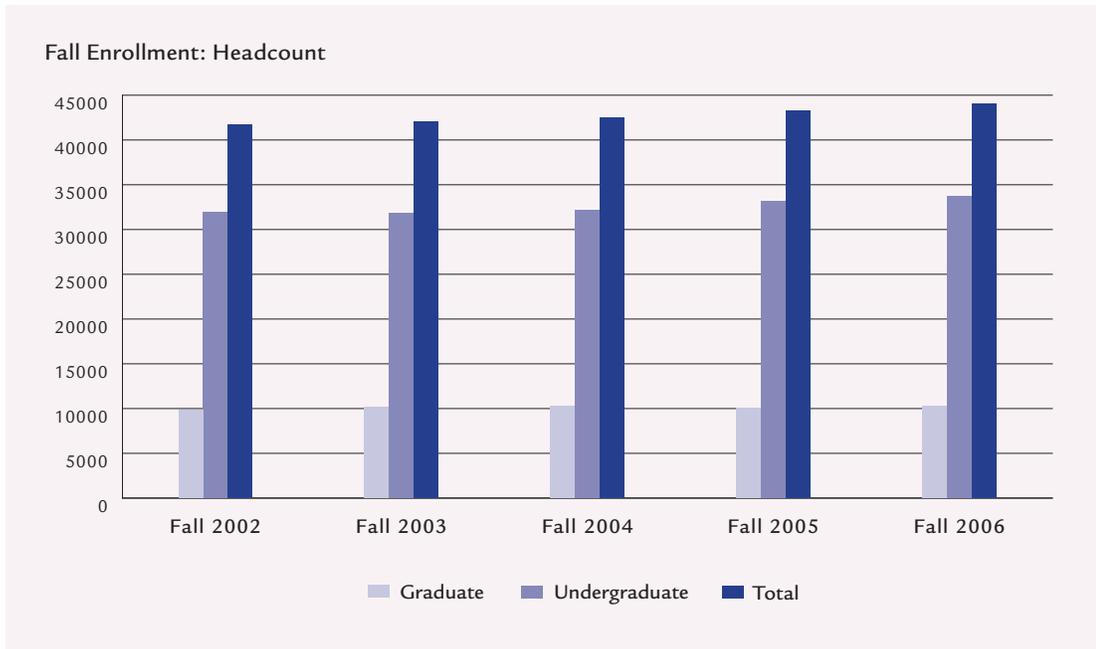


# Segmental Assessment: State College Performance

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 2006 Headcount:	33,723 Undergrad. 10,283 Graduate	<i>Results: Over the last three years, fall headcount enrollment has increased 3.7%. Three colleges had relatively flat growth, three colleges showed an increase, and one college declined.</i>
Fall 2006 FTE:	28,687 Undergrad. 4,193 Graduate	
<b>ANNUAL ENROLLMENT</b>		
FY2007 Headcount:	41,194 Undergrad. 26,784 Graduate	<i>Results: Over the last three years, annual headcount enrollment has remained relatively stable. Two colleges had relatively flat growth, three colleges showed an increase, and two colleges declined.</i>
FY2007 FTE:	29,863 Undergrad. 7,589 Graduate	
<b>MINORITY ENROLLMENT</b>		
Minority Enrollment Percentage in Fall 2006:	12.1%	<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 2006 Community College Transfer Students:	1,673	<i>Results: Over the last three years, the number of community college transfer students has increased 3.7%. Five colleges showed an increase, and two colleges 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 FY2007: 7.8%

*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	FY2006
<i>State college average tuition and fees</i>	\$3,678	\$4,515	\$5,027	\$5,377	\$5,789
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>State college average tuition and fees as % of state family median income</i>	5.5%	6.7%	7.3%	7.5%	7.8%
<i>Northeast average tuition and fees</i>			\$5,690	\$5,961	\$6,183
<i>Northeast median family income</i>			\$62,052	\$64,147	\$66,601
<i>Northeast average tuition and fees as % of state family median income</i>			9.2%	9.3%	9.3%

### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators		
<b>FIRST-YEAR RETENTION</b> Fall 2005 Cohort First-Year Retention Rate:		73.5%
		<i>Results: The State College segmental retention rate compared well to the national rate of 73.7%. Five of the seven colleges had retention rates comparable to or higher than their peers. Six of the seven colleges had retention rates comparable to or higher than the national average.</i>
<b>SIX-YEAR GRADUATION RATE</b> 1998-2000 Cohort Six-Year Graduation Rate (3-year average):		47.9%
2000 Cohort Six-Year Graduation Rate:		48.9%
		<i>Results: The State College segmental 2000 Cohort Six-Year Graduation Rate is 3.4 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. Six of the seven colleges had three-year average graduation rates comparable to or higher than their peers.</i>
<b>DEGREES CONFERRED</b> Total Degrees Conferred in FY2007:		8,453
		<i>Results: Average degrees conferred per year over the last three years: 8,039. All seven of the colleges conferred degrees at a level comparable to or above their three-year average.</i>
<b>MTEL PASS RATE</b> 2006 Pass Rate for the Massachusetts Test for Educator Licensure:		98.0%
Number of Passing Students:		1,076
		<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>
<b>SPECIAL ADMISSION STUDENTS</b> Percent of New Students who were Special Admits in Fall 2006:		8.6%
		<i>Results: The State College segment met the BHE requirement of less than 10 percent.</i>

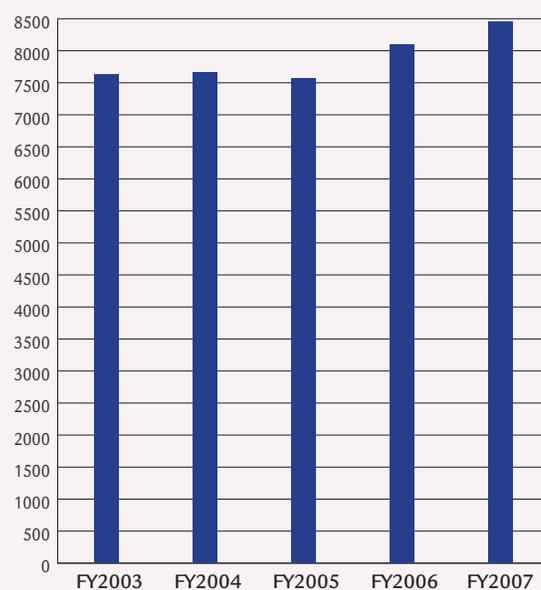
First-Year Persistence Rate (Fall-to-Fall)

Entering Cohort	2001	2002	2003	2004	2005
Segment Avg.	72.9%	74.6%	75.2%	76.2%	73.5%
National Avg.			74.3%	74.0%	73.7%

Six-Year Graduation Rate

Cohort	Entering 1996 Graduating by 2002	Entering 1997 Graduating by 2003	Entering 1998 Graduating by 2004	Entering 1999 Graduating by 2005	Entering 2000 Graduating by 2006	Rolling Avg. Entering 1998-00
Segment Avg.	43.8%	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred



## IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<b>Effectiveness and Efficiency Indicators</b>	
<b>FINANCIAL AUDIT</b> Findings of the FY2007 Independent Financial Audits: <i>All seven state colleges had unqualified audits with no material weaknesses.</i>	<i>Results: All seven state colleges satisfied the Board of Higher Education's requirement that all audits are unqualified with no significant findings.</i>
<b>FINANCIAL HEALTH</b> Indicator: Primary Reserve Ratios FY2007	<i>Results: Two of the seven state colleges had primary reserve ratios comparable to the advisable level of reserves.</i>
<b>FUNDRAISING</b> Private Funds raised in FY2007: \$9,597,325	<i>Results: The state colleges have increased the amount of private funds raised over the last five fiscal years.</i>

## 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 Massachusetts Aggression Reduction Center provides anti-bullying and anti-violence programs to schools. MARC served 300 school professionals and teachers through six MARC conferences and reached 38 schools and 15,000–20,000 students through its programs. MARC received an Edward Byrne Memorial Justice Assistance Grant for \$34,315 from the Massachusetts Executive Office of Public Safety.
- The Arts for Youth program helps children engage in performance and visual arts. Participants included 275 children in the Arts for Youth and Arts for Teens programs, 40 children in musical theater workshops, and 22 students in a performance troupe in nursing homes and other facilities.
- The Center for the Advancement of Science Exploration received a \$530,000 NIH grant to strengthen pedagogy and interest in science in grades 6 through 12. This year, CASE reached 2,140 students in 11 school districts through on-campus programs and a lending lab. 170 teachers have worked with CASE programs, and another 265 teachers have participated in 21 events, including the second annual DNA and Health Conference which drew 86 professionals.
- The Educator Resource and Enrichment Center held a Project Invention Convention technology competition involving 16 teams of 120 middle- and high-school students. EREC also sponsored Blue Ribbon Panels in biology, chemistry, and physics that developed curriculum guides aligned with MCAS; 23 master science teachers from 16 school districts participated. The Accelerated Post-Baccalaureate program produced 65 graduates, of which 31 were licensed to teach mathematics and science.
- The Transfer Student Services office strengthens and improves the transition between two- and four-year institutions. The office has developed 27 articulation agreements in 11 disciplines, linked the data to a new equivalency and articulation report, and facilitated six new scholarships for transfer students.
- The Institute for Regional Development sponsored an Economic Development Collaborative consisting of 23 practitioners and stakeholders to forge a regional alliance. The Institute contracted with eight municipal organizations to provide wage and benefit surveys, regional development assessments, and citizen satisfaction data, and sponsored eight technology and professional development training sessions for businesses, reaching over 175 people.

### Program of DISTINCTION

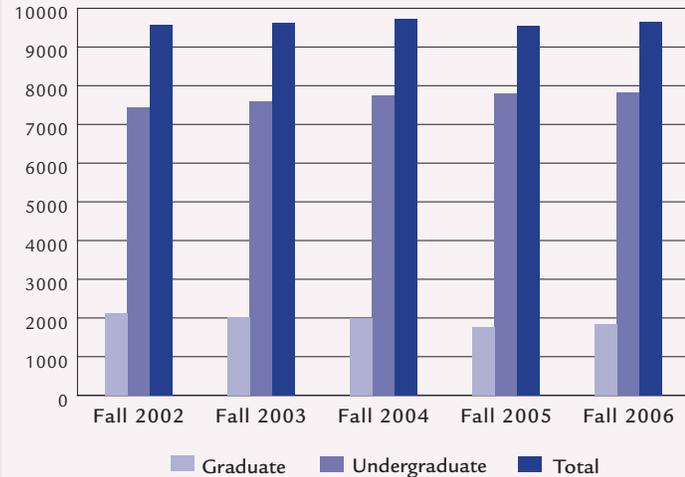
*Bridgewater initiated a Center for Sustainability in 2006 to foster the study and application of sustainable practices on campus and in the region. The Center sponsored film forums, travel grants, and Earth Day activities and inventoried sustainability initiatives in academic programs. The college completed construction of a LEED-certified 400-bed residence hall and a three-year comprehensive energy conservation project with a utility savings of \$1 million per year. Bridgewater participates in the President's Climate Commitment involving an inventory and reduction of greenhouse gases.*

- The Office of Career Services worked with employers to improve employment opportunities for students through a Job Shadow Program and Employer-in-Residence Program. The internship program involved 300 companies, resulting in 294 students completing internships at 172 sites.
- In collaboration with Boston College, the Teachers for a New Era project works to improve the induction and mentoring of new teachers. Fifty-four teachers participated in the New Teacher Academy; sixty cooperating teachers in partner schools were trained as mentors through the Supervision in Action course; and another eleven teachers participated in the in-service Beginning Teacher Seminar.
- The School of Business formed an Advisory Council to bring knowledge and insight to the school's academic programs, improve connections to the regional community, and enhance the school's visibility. Ten business and industry leaders have joined the council, including the President and CEO of Metro South Chamber of Commerce, the President and Executive Director of the Brockton 21st Century Corporation, and the cofounder and principal of WH Cornerstone Investments.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	7,825 Undergrad. 1,830 Graduate
Fall 2006 FTE:	6,673 Undergrad. 799 Graduate
<i>Results: Over the last three years, fall headcount enrollment and fall FTE enrollment have remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	9,192 Undergrad. 2,850 Graduate
FY2007 FTE:	6,785 Undergrad. 1,083 Graduate
<i>Results: Over the last three years, annual headcount enrollment has remained relatively stable, and annual FTE enrollment has increased 3.0%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	10.6%
<i>Results: Comparable to the Southeast Region's minority representation of 9.1%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2006 Community College Transfer Students:	374
<i>Results: Over the last three years, the number of community college transfer students has increased 2.7%.</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 FY2007:	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	FY2007
Tuition and fees	\$3,735	\$4,390	\$5,326	\$5,506	\$5,866
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	5.6%	6.5%	7.8%	7.7%	7.9%
Segment avg. tuition and fees as % of SMFI	5.5%	6.7%	7.3%	7.5%	7.8%
Northeast avg. tuition and fees as % of SMFI			9.2%	9.3%	9.3%

\* See Technical Guide (pages 41–42) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2005 Cohort First-Year Retention Rate:	75.0%
<i>Results: Comparable to the segmental rate of 73.5%, the national rate of 73.7%, and the peer retention rate of 76.6%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1998–2000 Cohort Six-Year Graduation Rate (3-year average):	50.0%
<i>Results: Above the segmental rate of 47.9% but comparable to the institutional peer rate of 51.9%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	1,911
<i>Results: Average degrees conferred per year over the last three years: 1,876.</i>	
<b>MTEL PASS RATE</b>	
2006 Pass Rate for the Massachusetts Test for Educator Licensure:	95%
Number of Passing Students:	344
<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 2006:	10.4%
<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>	

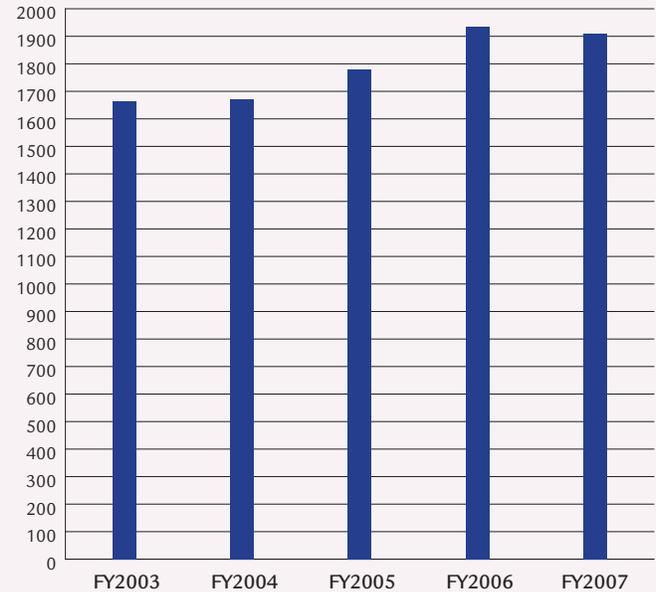
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2001	2002	2003	2004	2005
Institution Rate	73.6%	77.3%	77.8%	75.7%	75.0%
Peer Avg. Rate			78.1%	77.8%	76.6%
Segment Avg. Rate	72.9%	74.6%	75.2%	76.2%	73.5%
National Avg. Rate			74.3%	74.0%	73.7%

Six-Year Graduation Rate

Entering Cohort	1997	1998	1999	2000	Rolling Avg. 1998–00
Institution Rate	45.8%	51.4%	47.8%	50.6%	50.0%
Peer Avg. Rate	50.6%	51.5%	51.4%	52.7%	51.9%
Segment Avg. Rate	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred

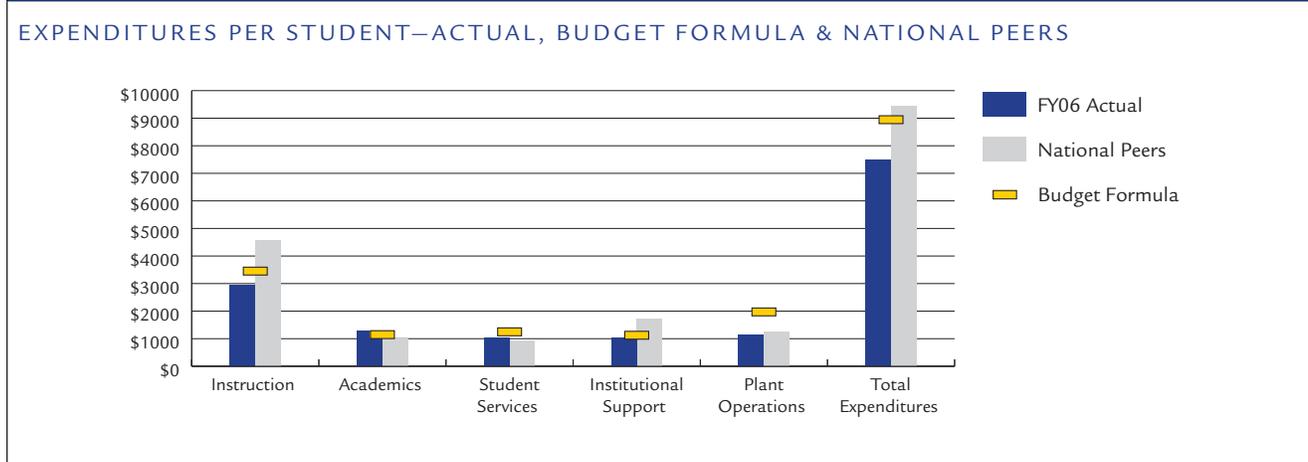


\* See Technical Guide (pages 41–42) for indicator methodology and details.

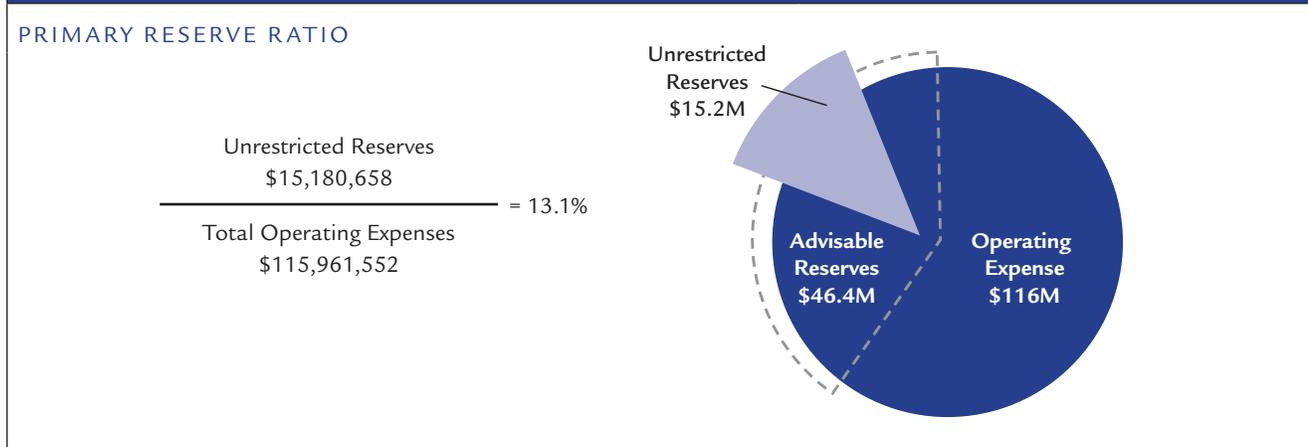
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Funded \$2.6M in library renovations with local funds.</p> <p>Initiated Energy and Water Conservation Project, improvements which will save over \$300,000 per year in energy costs.</p> <p>Raised \$1,217,310 through private fundraising.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 41–42) 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

- The Center for Professional Studies convened superintendents from 21 school districts monthly to share information and conduct professional development. Topics include: sharing evaluation instruments for administrators and teachers; Massachusetts General Laws – specific issues for educators; templates for exit interviews, evaluation of professional development, organizational charts; EQA audit helpful hints; data points – what data should be routinely gather during the year and in what time frame; Superintendents’ contracts; developing walk-through tools; and stress management for superintendents and other administrators.
- The College conducted mentor training for 24 mentor teachers from 11 school districts. These mentors were nominated by their principals as outstanding role models for new and beginning teachers. They reviewed the literature and research on effective mentoring practices and met weekly to discuss and apply strategies to situations in their schools. Mentors received stipends from the College or graduate credit. An informal support network was formed and mentors continue to meet this year at the College.
- The 3rd annual Spring Articulation Summit was held as part of the work of the Central Links consortium. The summit brought together over 100 faculty and administrators from over 12 disciplines to review course equivalencies and program articulations with the goal of continuing to update the transfer agreements between the colleges to increase the effectiveness of the student transfer system amongst the four institutions. This program has been very successful in building and enhancing relationships among administrators and faculty and has resulted in improved program articulation.
- Fitchburg State College has partnerships with three community colleges to offer bachelor completion programs for community college students. The programs are a B.S. in Special Education in collaboration with Middlesex Community College, a B.S. in Early Childhood Education in collaboration with Mount Wachusett Community College, and a B.S. in Early Childhood and Elementary Education in collaboration with Northern

Essex Community College. The College offers third- and fourth-year courses on the campuses of the community colleges. These programs provide an avenue for community college students with associate’s degrees to complete their bachelor’s degrees without leaving their home campus. Students seeking a bachelor’s degree may not be able to travel and commit to a full-time day program due to work and family commitments; by providing these completion programs at the community colleges near where they live and work the opportunity for students to realize their educational goals is increased.

### Program of DISTINCTION

*The Campus Police Department holds membership in and/or collaborates with the Municipal Police Chiefs from Central Massachusetts, the Massachusetts Association of College and University Directors Association, the Massachusetts Chief of Police Association, the Northeast Colleges and University Security Association, and the International Association of College Law Enforcement Association. City of Fitchburg Police and Campus Police departments share police logs, reports, daily crime bulletins, Sex Offender Registry and arrest information. Utilizing IMC software, information sharing opportunities exist with all police departments in the area, as well as UMass Lowell, Westfield State, and Quinsigamond Community College, with additional colleges to be added in the future. Our Campus Police Chief is in frequent communication with the police chiefs of the University of Massachusetts campuses and other state and community colleges. Through shared knowledge and mutual assistance our relationship with other public safety agencies has been strengthened leading to more productive use of personnel, time and equipment. These efficiencies have the cumulative effect of creating and maintaining a safer and more secure environment for the college community.*

- In collaboration with the City of Fitchburg, the Wallace Civic Center Trustees, the Board of Higher Education, and the Department of Capital Asset Management (DCAM), Fitchburg State entered into a 99-year lease of the Civic Center, located at the north end of campus. The Center contains two fully enclosed indoor skating arenas located in two separate buildings including the Gaetz Arena and the Carmelita Landry Arena. The Civic Center will be sub-leased for 25 years to a professional management team in order to maintain and upgrade the physical plant as well as deliver high quality services that meet public demands. In concert with the sub-lessee, the College will seek to restore the Civic Center to its place as a recreational destination for the City of Fitchburg and all of northern Worcester County.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	3,768 Undergrad. 1,740 Graduate
Fall 2006 FTE:	3,226 Undergrad. 678 Graduate
<i>Results: Over the last three years, fall headcount enrollment has increased 5.9%, and fall FTE enrollment has increased 7.8%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	4,511 Undergrad. 7,330 Graduate
FY2007 FTE:	3,297 Undergrad. 1,721 Graduate
<i>Results: Over the last three years, annual headcount enrollment has increased 5.6%, and annual FTE enrollment has increased 7.5%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	9.7%
<i>Results: Comparable to the Central Region's minority representation of 9.0%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2006 Community College Transfer Students:	204
<i>Results: Over the last three years, the number of community college transfer students has increased 14.6%.</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 FY2007:	7.4%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,688	\$4,186	\$4,588	\$5,002	\$5,542
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	5.5%	6.2%	6.7%	7.0%	7.4%
Segment avg. tuition and fees as % of SMFI	5.5%	6.7%	7.3%	7.5%	7.8%
Northeast avg. tuition and fees as % of SMFI			9.2%	9.3%	9.3%

\* See Technical Guide (pages 41–42) for indicator methodology and details.

**III: STUDENT SUCCESS AND ACADEMIC QUALITY**

<b>Success and Quality Indicators*</b>	
<b>FIRST-YEAR RETENTION</b>	
Fall 2005 Cohort First-Year Retention Rate:	74.6%
<i>Results: Comparable to the segmental rate of 73.5% and the national rate of 73.7%, and above the peer retention rate of 69.8% .</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1998–2000 Cohort Six-Year Graduation Rate (3-year average):	51.2%
<i>Results: Above the segmental rate of 47.9% and the institutional peer rate of 38.6%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	1,158
<i>Results: Average degrees conferred per year over the last three years: 1,058.</i>	
<b>MTEL PASS RATE</b>	
2006 Pass Rate for the Massachusetts Test for Educator Licensure:	100.0%
Number of Passing Students:	135
<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 2006:	8.6%
<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>	

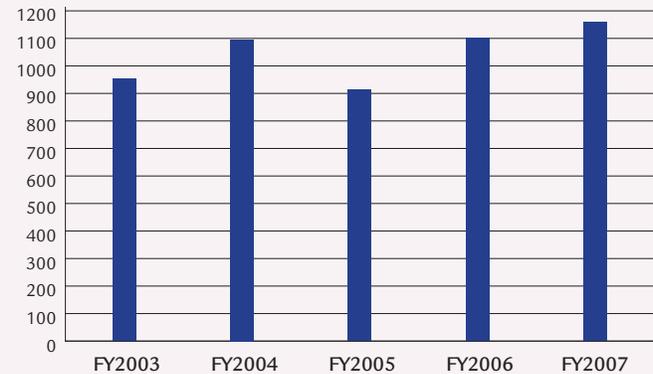
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2001	2002	2003	2004	2005
Institution Rate	71.1%	74.2%	76.8%	77.6%	74.6%
Peer Avg. Rate			70.4%	69.3%	69.8%
Segment Avg. Rate	72.9%	74.6%	75.2%	76.2%	73.5%
National Avg. Rate			74.3%	74.0%	73.7%

Six-Year Graduation Rate

Entering Cohort	1997	1998	1999	2000	Rolling Avg. 1998–00
Institution Rate	47.7%	47.1%	54.8%	51.6%	51.2%
Peer Avg. Rate	38.1%	35.1%	40.9%	39.9%	38.6%
Segment Avg. Rate	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred



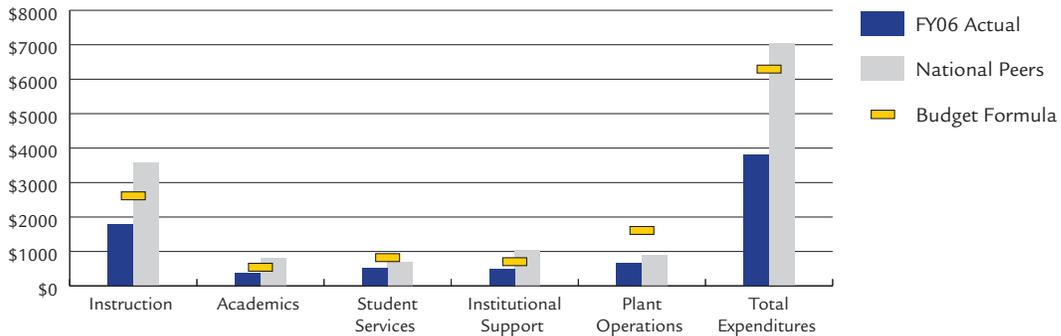
\* See Technical Guide (pages 41–42) for indicator methodology and details.

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

Efficiency and Innovation*	Compliance*
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Pooled insurance policies with seven other state colleges, saving 60-75% in insurance premium costs.</p> <p>Changed phone service, Internet provider and phone switch maintenance provider, saving \$68,000.</p> <p>Realized an annual savings of \$62,000 on a server maintenance contract.</p> <p>Converted a boiler from fossil fuel to natural gas, resulting in decreased carbon emissions and increased cost savings.</p> <p>Partnered with Mt. Wachusett Community College to negotiate a shared Banner financial system support consultant.</p> <p>Initiated the Central Links Sovereign Bank Initiative, saving Fitchburg, Worcester, Mt. Wachusett and Quinsigamond approximately \$360,000 over three years.</p> <p>Raised \$1,643,874 through private fundraising, an increase of \$18,558 over FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

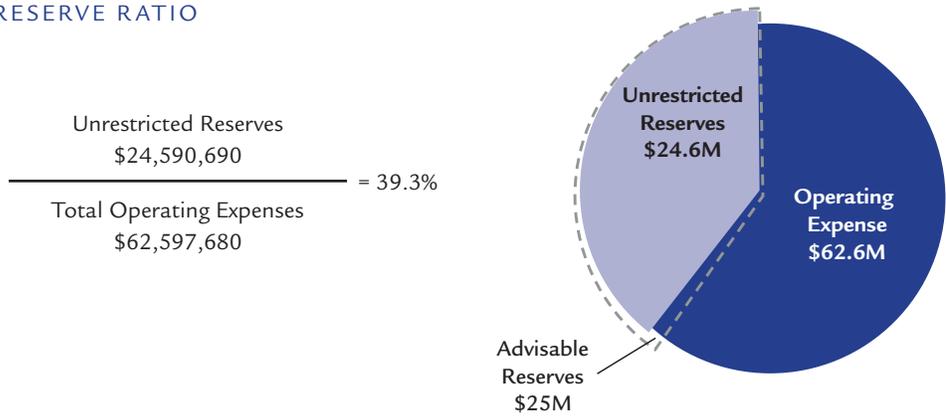
**Resource Allocation\***

**EXPENDITURES PER STUDENT—ACTUAL, BUDGET FORMULA & NATIONAL PEERS**



**Financial Health Indicator\***

**PRIMARY RESERVE RATIO**



\* See Technical Guide (pages 41–42) 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 continued to partner with the Metro South/West Regional Employment Board in the highly successful LIFT<sup>2</sup> (Leadership Initiative for Teaching and Technology) program, which advances middle and high school teachers' knowledge and understanding of science, technology/engineering and math. During AY2006-2007, 17 teachers participated in paid summer externships with major companies involved in technology, engineering, manufacturing and life-sciences. Teachers were from the following school systems: Newton, Dedham, Lowell, Bedford, Weston, Needham, Ashland, Lexington, Hopedale, and Littleton. Their industry experience was complemented by FSC graduate coursework, designed to help teachers apply their hands-on learning to the classroom. A series of four graduate professional development courses were offered throughout the year in a hybrid format (online and on-campus).
- Funded through the BHE Improving Teacher Quality Grant, FSC continued its collaboration with the Southbridge Public Schools and the Rutgers University Leadership in Discrete Mathematics Program to offer professional development workshops in Discrete Math for Southbridge elementary school teachers. The 2006 five-day summer institute, led by faculty from FSC, was followed by three workshops in November 2006, and January & March 2007. Nineteen educators attended the summer workshop, fifteen of whom were from the Southbridge Public Schools. Other participants were teachers from the Natick Public Schools, Shrewsbury Public Schools, and two private schools. Participants showed gains in content skills and expanded their pedagogical strategies for teaching math concepts. The enthusiastic response prompted Southbridge to request training for a second cohort of teachers in AY2007-08.
- The creation and use of professional or industry advisory boards has been increasingly common among FSC's professionally oriented programs. Our academic programs have been able to draw advisory board membership from among the region's largest and most prominent companies, including Genzyme, Bose, Staples, TJX, EMC, Raytheon, Verizon, and Computer Science Corporation, as well as area financial institutions

and major non-profits. Advisory boards are operating in the following programs: Business and Information Technology, Computer Science, MBA program, Dietetics, Fashion Design and Retailing, Nursing, John Stalker Institute for Food and Nutrition, and MetroWest Economic Research Center. Each advisory board meets with program faculty at least two times per year and provides input and advice on curriculum, required skill sets for graduates, internship and employment opportunities, and often assists department faculty in evaluating student products as part of outcome assessment efforts.

### Program of DISTINCTION

*Framingham State College prepares its students to be successful and productive members of our community. Putting this philosophy into action, three FSC professors decided to translate the message of *An Inconvenient Truth* into a campus-wide conversation about climate change. This year-long **Green Campus Initiative** culminated in April 2007, with multiple screenings of *An Inconvenient Truth* during a college "green week." The highlight of the week was a town meeting involving 1,200 students, faculty, and community members along with representatives from Al Gore's *The Climate Project*. Throughout the week, 49 professors from 15 departments integrated climate change into the curriculum through discussions and projects on global warming. The all-campus dialogue stimulated thought and prompted additional initiatives: The Active Sociologists student organization surveyed energy use on campus and created a light bulb exchange, the student newspaper wrote about global warming for three weeks running, the alumni magazine featured global warming as a cover, the *Boston Globe* and other media covered the project, and an entirely new organization, the *Green Team*, has launched events for the entire year.*

- Computer Science Faculty from Framingham State College (FSC) and MassBay Community College (MBCC) worked together to submit a successful proposal to CITI to fund a joint recruitment campaign for their new two-plus-two program in Computer Science (CS). With a goal to increase the number of CS majors by 5% by fall 2008, the campaign will disseminate information to high school students, teachers, administrators and parents about the two-plus-two program as well as the increasing number of job opportunities available for CS majors in the MetroWest region. A brochure has been designed and recruitment events have been planned for fall 2007 that will include CS faculty meetings with guidance counselors, high school teachers, and high school students and their parents.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	3,829 Undergrad. 2,032 Graduate
Fall 2006 FTE:	3,397 Undergrad. 772 Graduate
<i>Results: Over the last three years, fall headcount enrollment has declined 2.6%, and fall FTE enrollment has remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	5,005 Undergrad. 5,320 Graduate
FY2007 FTE:	3,620 Undergrad. 1,369 Graduate
<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 2006:	12.2%
<i>Results: Less than the Greater Boston Region's minority representation of 17.9%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2006 Community College Transfer Students:	139
<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 FY2007:	7.3%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,334	\$4,324	\$4,654	\$4,999	\$5,454
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	5.0%	6.4%	6.8%	7.0%	7.3%
Segment avg. tuition and fees as % of SMFI	5.5%	6.7%	7.3%	7.5%	7.8%
Northeast avg. tuition and fees as % of SMFI			9.2%	9.3%	9.3%

\* See Technical Guide (pages 41–42) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2005 Cohort First-Year Retention Rate:	72.0%
<i>Results: Comparable to the segmental rate of 73.5%, the national rate of 73.7%, and the peer retention rate of 73.8%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1998–2000 Cohort Six-Year Graduation Rate (3-year average):	45.5%
<i>Results: Below the segmental rate of 47.9% but above the institutional peer rate of 35.7%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	1,233
<i>Results: Average degrees conferred per year over the last three years: 1,230.</i>	
<b>MTEL PASS RATE</b>	
2006 Pass Rate for the Massachusetts Test for Educator Licensure:	98%
Number of Passing Students:	95
<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 2006:	6.2%
<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>	

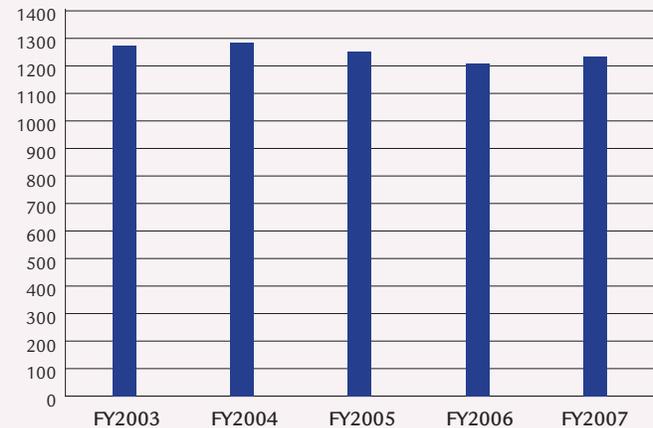
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2000	2001	2002	2003	2004
Institution Rate	68.3%	72.4%	71.8%	75.1%	72.0%
Peer Avg. Rate			73.3%	74.5%	73.8%
Segment Avg. Rate	72.9%	74.6%	75.2%	76.2%	73.5%
National Avg. Rate			74.3%	74.0%	73.7%

Six-Year Graduation Rate

Entering Cohort	1997	1998	1999	2000	Rolling Avg. 1998–00
Institution Rate	42.0%	44.4%	42.0%	50.2%	45.5%
Peer Avg. Rate	35.4%	34.5%	35.5%	37.2%	35.7%
Segment Avg. Rate	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred

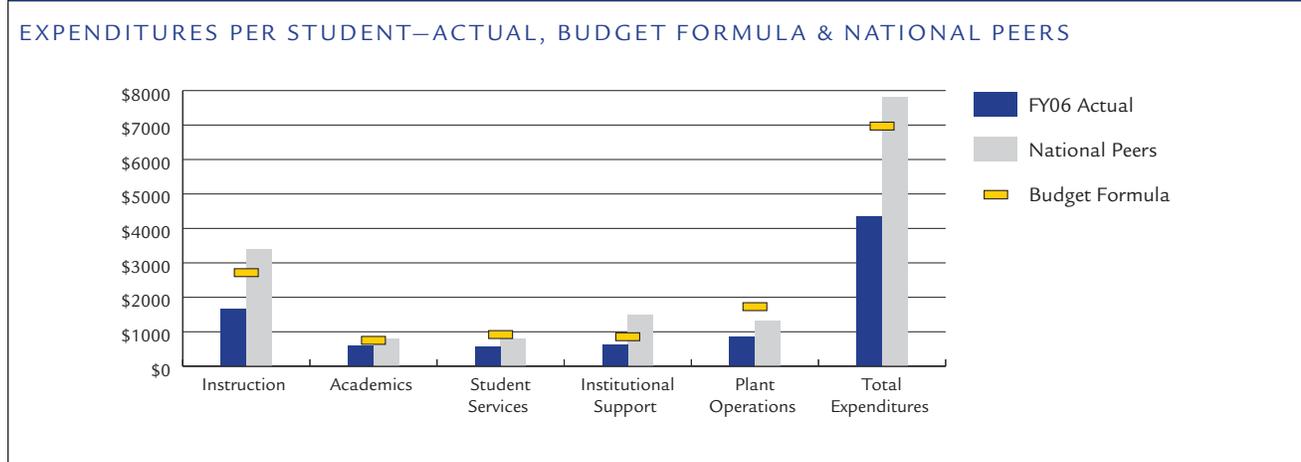


\* See Technical Guide (pages 41–42) for indicator methodology and details.

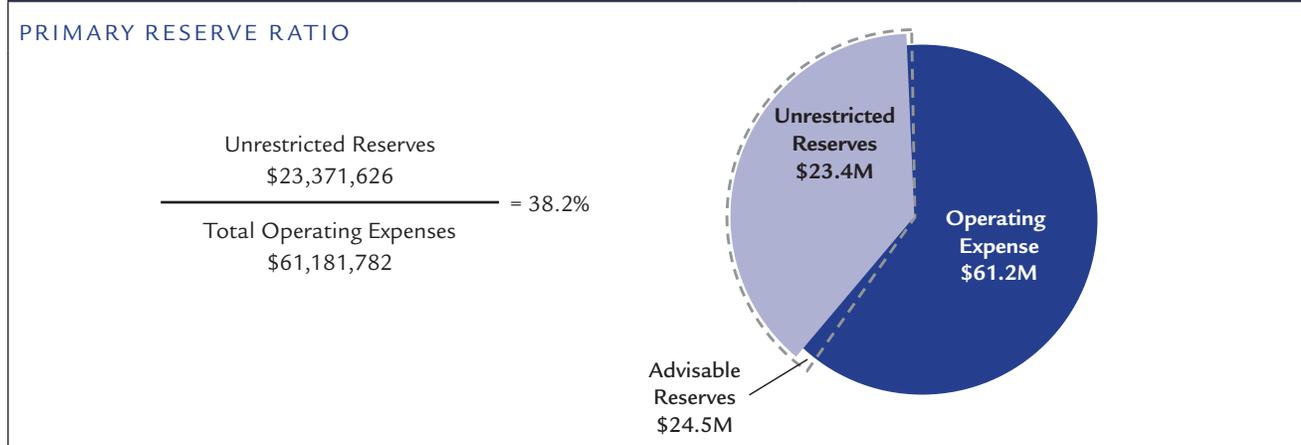
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Appointed Effectiveness and Efficiency sub-committee to implement recommendations in response to Framingham State College’s Space Utilization Study, including alternative time block scheduling.</p> <p>Formalized Climate Action Plan that will track greenhouse gas emissions and energy consumption, and define specific actions to reduce both.</p> <p>Raised \$873,457 through private fundraising, an increase of \$328,709 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 41–42) for indicator methodology and details.

## Massachusetts College of Liberal Arts

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

### COLLABORATIONS

- The College has been a host to the annual National Girls and Women in Sports Day since 1990. This program, done in partnership with elementary and middle schools across the county, began at MCLA with a basketball clinic. This further developed into a series of programs and leadership workshops with girls in grades three through eight. The young students participate in programs followed by basketball clinics on the MCLA campus. This year’s event was attended by 70 girls from all over Berkshire County. In concert with the basketball clinics and games our students go into the schools where they provide mentoring to the school children. This program is a wonderful way of exposing future students to the college experience.
- The STEM Pipeline Fund initiative continues to provide incentives for networking among Berkshire County science educators. MCLA, as the lead partner, has provided professional development opportunities for teachers, from STEM workshops to a STEM Fellows program. MCLA also hosts a range of activities for students such as Middle School and High School Science and Engineering Fairs, a robotics summer camp, the BOSE “In Harmony with Education” program and other STEM activities to engage students in science. These initiatives help to provide a solid foundation for more students entering the STEM fields. These initiatives have impacted more than 1,300 middle school students in Berkshire County.
- MCLA has a long history of offering service learning opportunities to our students. More than ten courses—impacting more than 200 students each semester—incorporate a service learning component. The success of the program stems from the multiple levels of collaboration: collaboration between Academic Affairs and Student Affairs (the College has established within Student Affairs a Center for Service and Citizenship, and the director of the Center works closely with the faculty coordinator for service learning). Secondly, the collaboration between students and the sites at which they do service, and thirdly collaboration with Drury High School in North Adams whose program is nationally recognized.
- The Berkshire Compact for Higher Education, now in its third year, is a county-wide initiative under the leadership of MCLA. Goals have been established; all residents of the County should have the opportunity and access to 16 years of education and training. The Compact recently completed a survey of 7,500 Berkshire County students (6th and 12th graders) to determine attitudinal barriers that could be used when developing strategies. Also, to expose students to higher education, the

### Program of DISTINCTION

*The Peer Advisor Network acts as a support unit for all first-year students. The 36 peer advisors are upperclassmen who have successfully experienced college life, and are willing to share their experiences, and support first-year students as they transition into life at MCLA. This peer support and mentoring works to ensure the success of our first-year students, fosters connections between these students and the College, and assists students in building a host of resources they can rely upon as they continue here at MCLA. Ultimately, the Peer Advisor Network serves as a resource in the retention of MCLA students.*

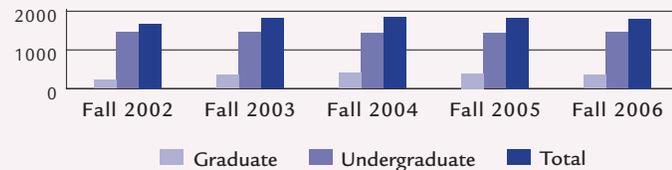
Compact and MCLA collaborated with Tufts University this year, in providing outreach activities through a fellow placed at the College and in one of our local high schools. In efforts to better connect employers with educational training and education services, the Compact and the Berkshire County Regional Employment Board completed a survey of employers regarding their workforce needs assessment. The Compact also collaborates with the Berkshire Immigration Forum and offered a seminar for businesses to engage the community in identifying language barriers and workforce needs.

- Twice a year, a multicultural, two-day program brings 20 high school seniors from urban areas to campus and focuses on a college experience at MCLA. These seniors stay with current MCLA students in the residence halls, attend classes, and experience the college in much the same way as our enrolled students. Affirmation of cultural identity and cultural sharing is an integral part of the student experience at MCLA. Our students are diverse—in ways that are apparent and ways that are harder to identify at first glance—but one thing they all have in common is the experience of MCLA. The multicultural overnight experience is made richer by each individual who chooses to become a part of our community.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	1,454 Undergrad. 351 Graduate
Fall 2006 FTE:	1,340 Undergrad. 204 Graduate
<i>Results: Over the last three years, total fall headcount enrollment has remained relatively stable, total fall FTE enrollment has increased 4.2%, and undergraduate FTE enrollment increased 5.1%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	1,712 Undergrad. 911 Graduate
FY2007 FTE:	1,357 Undergrad. 428 Graduate
<i>Results: Over the last three years, total annual headcount enrollment has declined 4.1%, total annual FTE enrollment has remained relatively stable, and undergraduate annual FTE enrollment increased 3.4%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	9.1%
<i>Results: Higher than the Berkshire Region's minority representation of 4.6%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2006 Community College Transfer Students:	89
<i>Results: Over the last three years, the number of community college transfer students has increased 3.5%.</i>	

Fall Enrollment: Headcount



## II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

Affordability Indicators*	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2007:	8.0%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$4,197	\$5,397	\$5,417	\$5,616	\$5,926
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	6.3%	8.0%	7.9%	7.8%	8.0%
Segment avg. tuition and fees as % of SMFI	5.5%	6.7%	7.3%	7.5%	7.8%
Northeast avg. tuition and fees as % of SMFI			9.2%	9.3%	9.3%

\* See Technical Guide (pages 41–42) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2005 Cohort First-Year Retention Rate:	71.0%
<i>Results: Below the segmental rate of 73.5% and the peer rate of 75.7%, but above the national rate of 70.0%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1998–2000 Cohort Six-Year Graduation Rate (3-year average):	47.9%
<i>Results: Comparable to the segmental rate of 47.9% but below the institutional peer rate of 54.5%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	331
<i>Results: Average degrees conferred per year over the last three years: 338.</i>	
<b>MTEL PASS RATE</b>	
2006 Pass Rate for the Massachusetts Test for Educator Licensure:	100%
Number of Passing Students:	44
<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 2006:	7.9%
<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>	

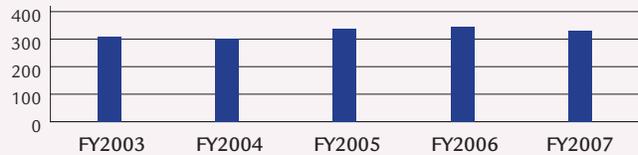
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2001	2002	2003	2004	2004
Institution Rate	68.2%	76.5%	73.6%	72.6%	71.0%
Peer Avg. Rate			82.1%	77.9%	75.7%
Segment Avg. Rate	72.9%	74.6%	75.2%	76.2%	73.5%
Public Liberal Arts National Avg. Rate			71.1%	70.3%	70.0%

Six-Year Graduation Rate

Entering Cohort	1997	1998	1999	2000	Rolling Avg. 1998–00
Institution Rate	46.7%	45.0%	47.3%	51.3%	47.9%
Peer Avg. Rate	50.1%	53.2%	53.8%	56.5%	54.5%
Segment Avg. Rate	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred

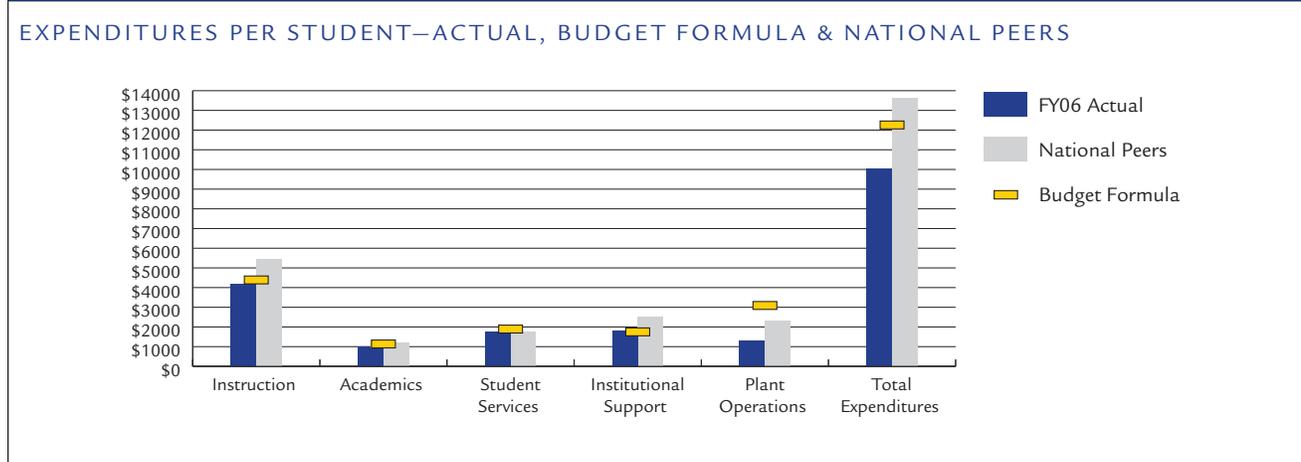


\* See Technical Guide (pages 41–42) for indicator methodology and details.

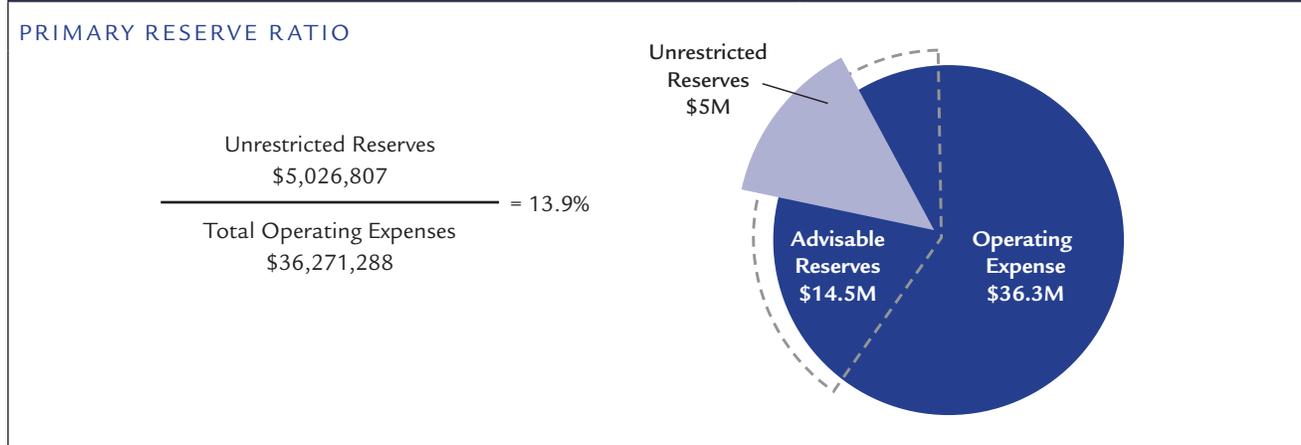
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Increased endowment by \$1,687,305 over FY06, to \$7,958,986.</p> <p>Increased grants and contracts revenue by \$225,000 as compared to FY06.</p> <p>Worked to add Berkshire Community College to the state college Follett Bookstore contract, increasing sales by over \$800,000 and increasing commission rates for all colleges.</p> <p>Worked with Center for Ecological Technology to map campus' carbon footprint and improve recycling efforts.</p> <p>Raised \$1,561,378 through private fundraising, an increase of \$1,037,963 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 41–42) 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

- Salem State College, in partnership with Lynn, Salem, Haverhill, Everett, Malden, Gloucester, Danvers, and Hamilton-Wenham Public Schools, has implemented a multi-year professional development plan for mathematics teachers in grades 5 to 8. This is to ensure that all students in these grades have a highly qualified mathematics teacher as defined by the No Child Left Behind Act of 2001. Participating teachers are middle school generalists, generalists in grades K through 8, teachers teaching out of field, paraprofessionals, and special education teachers. These individuals often have taken only one or two undergraduate mathematics courses which have focused more on pedagogy than mathematics. Over 130 teachers (of which approximately half were not highly qualified in mathematics) have taken courses offered through the grant. Concurrently, the Mathematics Department developed a three-year M.A.T. Middle School Mathematics program. Thirty-two participants have been accepted into this MAT program, and to date eight have received a degree.
- Salem State College's 15-year relationship with Lynn's K-8 Ford School grew from joint research on immigrant families to a campus-based after-school program, adult education programs, grant-writing, guest presentations, and professional development. This "full-service" urban school engages faculty and students from Education, Art, Computer Science, SFL, Social Work, and Nursing. Their principal sits on the School of Education's Advisory Committee. SSC has helped Ford graduates secure financial aid to attend the College and to obtain campus jobs.
- Salem State College serves as the lead institution on this project collaborating with Mass Bay Community College, Northern Essex Community College, North Shore Community College, and Roxbury Community College. Using the Salem State Information Technology Across the Curriculum (ITAS) minor as a model, the CITI grant recipients in 2006 created five new IT Across the Curriculum Certificate programs at the participating community colleges and developed a working database of IT courses that will transfer between the community colleges and Salem State College. The primary goal of 2006–07 was to

build on the success of the first year and to create collaborative opportunities for faculty, students, and regional industry leaders around ITAC. A second goal was to facilitate broader discussion between community colleges and regional private industries around partnering to create a more highly trained and employable workforce in the regions.

### Program of DISTINCTION

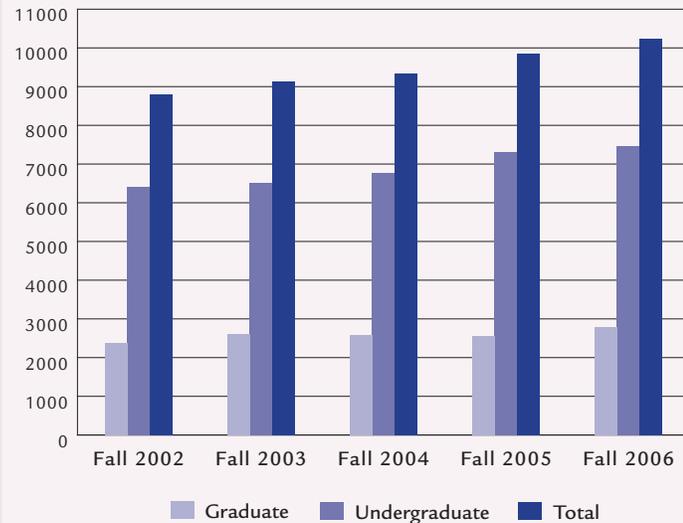
*The Northeastern Massachusetts Aquaculture Center (NEMAC) at Cat Cove is Salem State College's regional aquaculture research and education center established to promote fishing, especially aquaculture, efforts in the Commonwealth. The Center educates undergraduate students and introduces regional school teachers and students to fundamentals of aquaculture and estuarine ecology. Research is conducted in fish-breeding to offer fishermen alternatives to increasingly stressed Atlantic stocks. Highlights of the past year include: almost 4 million seed clams produced, for an 8-year total of 14 million; worked with the Division of Marine Fisheries in restoring shellfish populations within Boston Harbor as part of the cooperative Hub Line Project involving five towns: Hingham, Quincy, Weymouth, Hull and Winthrop; market value of the cultured clams is almost \$200,000 in 2007; total economic impact of approximately \$2,400,000; culturing large-mouth bass in collaboration with 5 state high schools to supplement cranberry bog agriculture; advising the Canadian government on soft-shell and mussel cultivation; and collaboration with Gloucester Conservation Board to demonstrate potential of mussel culture in coastal waters of Cape Ann.*

- Salem State College collaborates with UMass Lowell, Northern Essex Community College, the Northeast Workforce Investment Board, and other regional agencies on the management team of the Science, Technology, Engineering, and Mathematics (STEM) initiative funded by the Commonwealth of Massachusetts and administered by the Board of Higher Education. Currently, STEM fellows are drawn from middle school teachers from 15 districts: Andover, Beverly, Billerica, Chelmsford, Hamilton-Wenham Regional Schools, the Innovation Charter School, Lawrence, Lowell, Lynn, Lynnfield, Methuen, North Reading, Reading, Salem, and Tri-town Union. This represents nearly a doubling in services since the initial grant which ended in 2006. In addition to representation on the management team, SSC's Collaborative Project for Math, Science, and Interdisciplinary Education serves as a delivery agent for science content training for teachers.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	7,455 Undergrad. 2,775 Graduate
Fall 2006 FTE:	6,093 Undergrad. 1,132 Graduate
<i>Results: Over the last three years, fall headcount enrollment has increased 9.4%, and fall FTE enrollment has increased 12.5%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	9,250 Undergrad. 6,498 Graduate
FY2007 FTE:	6,528 Undergrad. 1,936 Graduate
<i>Results: Over the last three years, annual headcount enrollment has increased 2.6%, and annual FTE enrollment has increased 10.3%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	17.1%
<i>Results: Higher than the Northeast Region's minority representation of 11.0%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2006 Community College Transfer Students:	412
<i>Results: Over the last three years, the number of community college transfer students has increased 6.7%.</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 FY2007:	8.1%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,938	\$4,988	\$5,454	\$5,594	\$6,030
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	5.9%	7.4%	7.9%	7.8%	8.1%
Segment avg. tuition and fees as % of SMFI	5.5%	6.7%	7.3%	7.5%	7.8%
Northeast avg. tuition and fees as % of SMFI			9.2%	9.3%	9.3%

\* See Technical Guide (pages 41–42) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2005 Cohort First-Year Retention Rate:	70.9%
<i>Results: Below the segmental rate of 73.5%, the national rate of 73.7%, and the peer retention rate of 74.6%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1998–2000 Cohort Six-Year Graduation Rate (3-year average):	40.7%
<i>Results: Below the segmental rate of 47.9% but comparable to the institutional peer rate of 39.3%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	1,648
<i>Results: Average degrees conferred per year over the last three years: 1,470.</i>	
<b>MTEL PASS RATE</b>	
2006 Pass Rate for the Massachusetts Test for Educator Licensure:	99%
Number of Passing Students:	181
<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 2006:	9.1%
<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>	

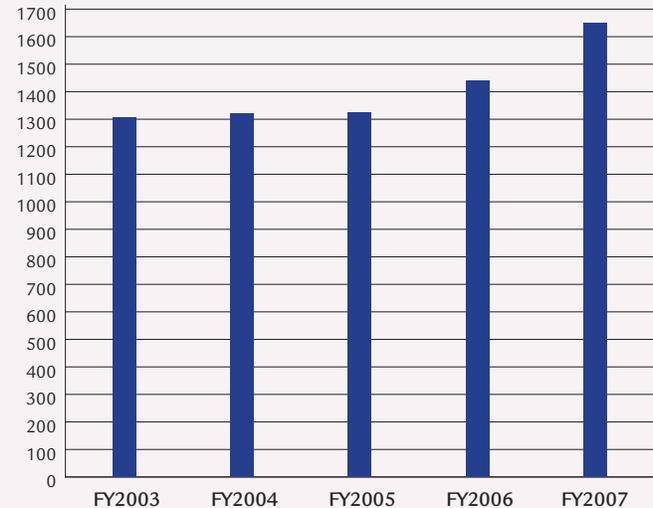
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2001	2002	2003	2004	2005
Institution Rate	72.0%	72.3%	76.3%	75.4%	70.9%
Peer Avg. Rate			75.3%	76.1%	74.6%
Segment Avg. Rate	72.9%	74.6%	75.2%	76.2%	73.5%
National Avg. Rate			74.3%	74.0%	73.7%

Six-Year Graduation Rate

Entering Cohort	1997	1998	1999	1999	Rolling Avg. 1998–00
Institution Rate	37.0%	42.4%	39.9%	39.8%	40.7%
Peer Avg. Rate	39.0%	40.1%	39.2%	38.5%	39.3%
Segment Avg. Rate	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred

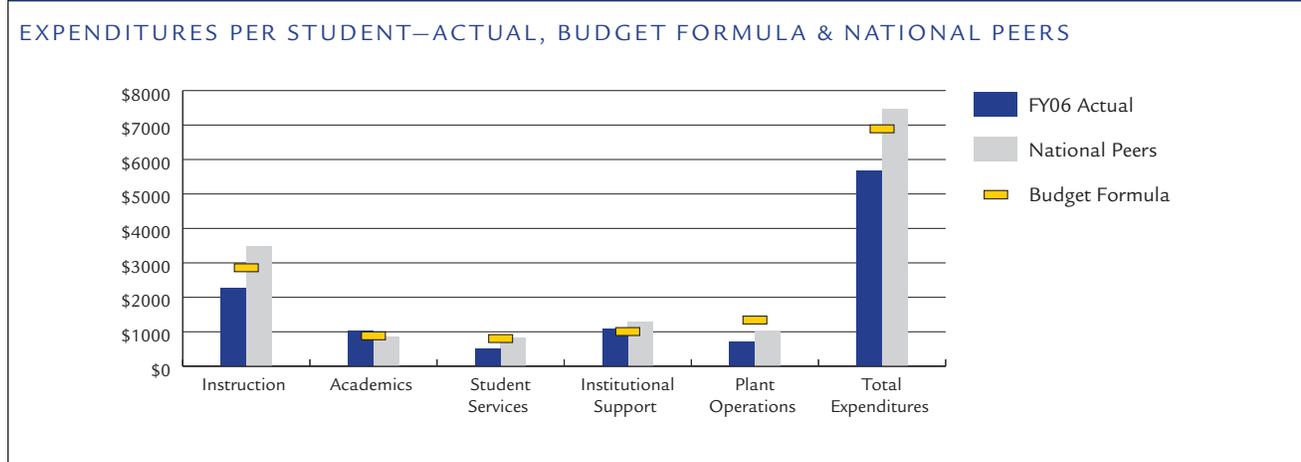


\* See Technical Guide (pages 41–42) for indicator methodology and details.

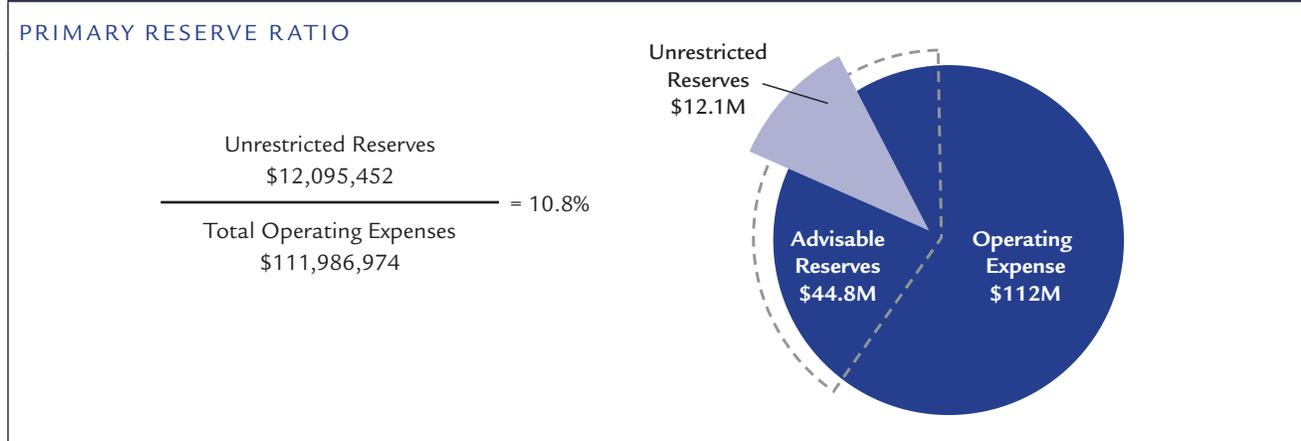
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Purchased Renewable Energy Certificates.</p> <p>Purchased two hybrid vehicles, which will have an annual cost savings of \$1,600 each. As gas prices climb, savings will increase, as well.</p> <p>Purchased a T-3 vehicle for the College’s Public Safety Office. The vehicle is an electric, three-wheel machine, that carries a standing officer. The vehicle costs only \$0.25 per day to operate, a significant savings over an automobile.</p> <p>Collaborated with other state colleges on purchasing policies and insurance, and with community colleges on a Follett Bookstore contract.</p> <p>Raised \$2,229,199 through private fundraising, a decrease of \$3,983,904 from FY06. The College received three extraordinary gifts in FY06, totaling \$5.5M.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 41–42) 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 Westfield Professional Development School Network (WPDS) is now in its eighth year. During 2006-07, the Network expanded assessment activities designed to gauge the impact of their work in the partner elementary schools. Projects included a year-long, on-site seminar supporting teachers' knowledge of multicultural perspectives. A school-wide study of cultures was shared across the grades through the production of grade level materials. The Homework Club is another continuing project involving 26 WSC teacher candidates who provided tutoring after school for 37 elementary children. Program evaluations indicate that the student participants benefited from this program. In a third school, a literacy collaboration involved 67 WSC teacher candidates who worked with 88 elementary students. Education students worked with ELL first graders and with first graders at risk for timely development of their literacy skills. Similar to 2005-06, student gains were evident in both reading and writing, and the teacher candidates made significant progress in their own abilities to assess elementary students' literacy skills.
- During AY 06-07 the Center for Teacher Education and Research (CENTER) provided the second year of professional development programming related to the Teaching American History grant awarded in October 2005. The CENTER provided eight full-day seminars with 375 total participants and an additional 27 afternoon workshops with 460 participants in aggregate. These workshops drew their participants from a pool of 62 history teachers from 11 school districts.
- Over the course of the 2006-2007 academic year, more than 600 WSC students spent time in the community engaging in internships, practica, and other field experiences. These students assisted and supported our schools, business and non-profit organizations through internships, practica, cooperative education, and community service programs. Working alongside seasoned professionals, students had the opportunity to apply classroom learning while gaining invaluable

practical experience related to their interests and fields of study. These experiences provided opportunities to network, establish valuable contacts, and explore career opportunities. Employers also benefited in many ways, by working with bright, enthusiastic students who bring fresh perspectives to their work.

- The WSC Counseling Center collaborates with the Carson Center for Mental Health to respond to students-at-risk. Clinicians from the College and the Carson Center work together to assess and respond to student needs. The Counseling Center Director meets with the Crisis Team Director

### Program of DISTINCTION

*The Center for Instructional Technology (CIT) at WSC helps faculty integrate technology and pedagogy. To enhance student learning and access to different pedagogies, the CIT created its Web Camp. Web Camp is a two-week intensive learning experience for faculty interested in teaching a fully online course. During the first week, faculty train as a group and individually with CIT staff who provide faculty with all the tools they need to mount an online course. In the second week, faculty participate online so they can experience online learning themselves. Web Camp participants commit to teaching their course online at least three times and are encouraged to provide this offering to day students who might not otherwise have a fully online learning experience. To date, 20 faculty have completed the Web Camp and have offered 27 new, fully online courses. But the impact of web camp goes beyond the online classes. In fact, the Web Camp experience provides our faculty with both the skills and confidence to integrate technology into more traditional classroom settings.*

to establish protocols and collaboration procedures. A yearly joint meeting involving all staff members who manage crises from WSC, the Carson Center, and Noble Hospital helps to enhance efforts for students in need and keep effective communication flowing between these agencies. Currently, four Counseling Center staff members are receiving professional development training in Dialectic Behavior Therapy from the Carson Center. The training provides staff members with 20 hours of continuing education credit and is of great value in working with clients who have difficulty regulating their emotions. By working with the Carson Center the College is able to share resources and save hundreds of dollars in training fees.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	4,766 Undergrad. 741 Graduate
Fall 2006 FTE:	4,341 Undergrad. 289 Graduate
<i>Results: Over the last three years, fall headcount enrollment has increased 12.1%, and fall FTE enrollment has increased 13.2%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	5,359 Undergrad. 1,183 Graduate
FY2007 FTE:	4,371 Undergrad. 385 Graduate
<i>Results: Over the last three years, annual headcount enrollment has increased 7.2%, and annual FTE enrollment has increased 10.7%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	8.3%
<i>Results: Less than the Pioneer Valley Region's minority representation of 13.2%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2006 Community College Transfer Students:	210
<i>Results: Over the last three years, the number of community college transfer students has decreased 15.7%.</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 FY2007:	8.0%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,755	\$4,558	\$4,857	\$5,658	\$5,950
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	5.6%	6.7%	7.1%	7.9%	8.0%
Segment avg. tuition and fees as % of SMFI	5.5%	6.7%	7.3%	7.5%	7.8%
Northeast avg. tuition and fees as % of SMFI			9.2%	9.3%	9.3%

\* See Technical Guide (pages 41–42) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2005 Cohort First-Year Retention Rate:	75.4%
<i>Results: Above the segmental rate of 73.5%, the national rate of 73.7%, and the peer retention rate of 70.3%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1998–2000 Cohort Six-Year Graduation Rate (3-year average):	54.0%
<i>Results: Above the segmental rate of 47.9% and the institutional peer rate of 41.9%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	1,095
<i>Results: Average degrees conferred per year over the last three years: 1,029.</i>	
<b>MTEL PASS RATE</b>	
2006 Pass Rate for the Massachusetts Test for Educator Licensure:	99%
Number of Passing Students:	180
<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 2006:	7.3%
<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>	

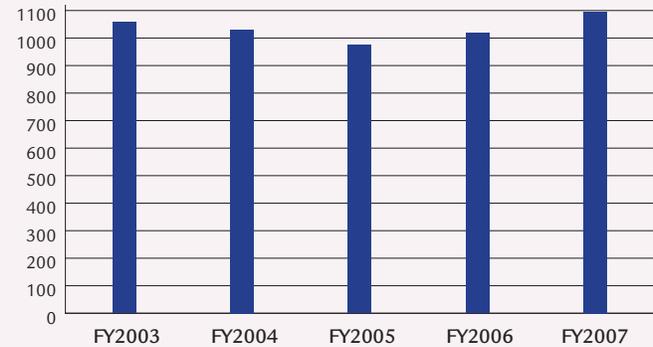
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2001	2002	2003	2004	2005
Institution Rate	77.2%	75.4%	74.6%	79.4%	75.4%
Peer Avg. Rate			70.5%	70.3%	70.3%
Segment Avg. Rate	72.9%	74.6%	75.2%	76.2%	73.5%
National Avg. Rate			74.3%	74.0%	73.7%

Six-Year Graduation Rate

Entering Cohort	1997	1998	1999	2000	Rolling Avg. 1998–00
Institution Rate	55.7%	53.1%	52.7%	56.2%	54.0%
Peer Avg. Rate	40.7%	41.2%	41.0%	43.6%	41.9%
Segment Avg. Rate	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred



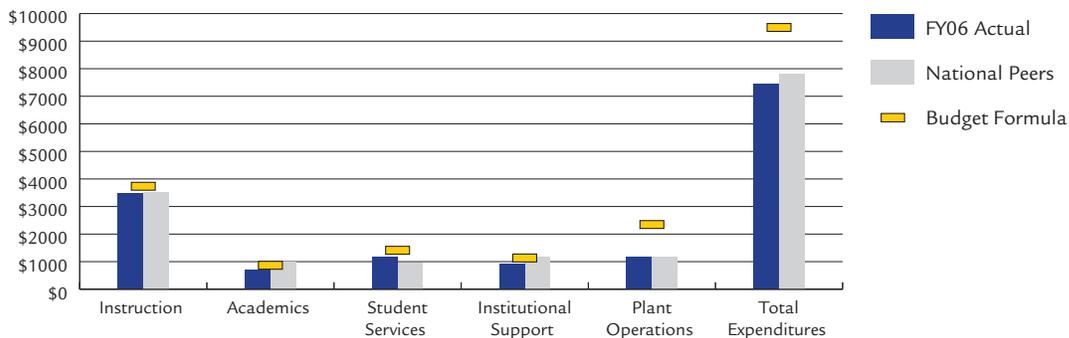
\* See Technical Guide (pages 41–42) for indicator methodology and details.

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

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Implemented a single stream recycling program, resulting in the recycling of 82 tons of paper, cardboard, glass and plastic containers. In addition, 40 tons of surplus furniture and equipment has been sent to a national clearinghouse for re-distribution.</p> <p>Partnered with Central Links institutions (Quinsigamond, Mt. Wachusett, Framingham, and Worcester) to pool deferred maintenance funds. Issued and awarded a joint RFP for concrete repairs on each campus, resulting in efficiency in procurement and economies of scale.</p> <p>Provided through the Foundation over \$847,000 in support to the College for its programs and students, the largest contribution since the establishment of the Foundation.</p> <p>Continued successful collaboration with Worcester Public Schools in area of Teacher Preparation through development of programs focusing on math preparation and forensic science.</p> <p>Raised \$1,130,710 through private fundraising, a decrease of \$279,222 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***

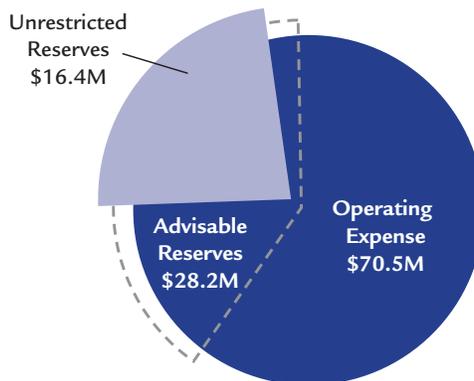
**EXPENDITURES PER STUDENT—ACTUAL, BUDGET FORMULA & NATIONAL PEERS**



**Financial Health Indicator \***

**PRIMARY RESERVE RATIO**

$$\frac{\text{Unrestricted Reserves } \$16,448,476}{\text{Total Operating Expenses } \$70,545,687} = 23.3\%$$



\* See Technical Guide (pages 41–42) 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

- The Worcester Pipeline Collaborative is a new joint effort between WSC, the Worcester Public Schools, Quinsigamond Community College, the University of Massachusetts Medical School and Abbott Labs. The Pipeline's mission is to increase the number of underrepresented group members in the health care professions by providing mentoring, tutoring, advising, internships and job shadowing opportunities in science. The effort is designed to guide students through the public schools to our colleges, and beyond to medical school, the biotechnology industry or other health and allied health professions.
- Popularized by television dramas, forensics involves a number of scientific principles that are used to solve crimes. Exploring forensics engages students in studying science. Many scientific topics central to forensics—genetics, cell biology, anatomy and physiology, chemistry and physics—are included in the Massachusetts curriculum frameworks. As a result, the workshop Forensics in the Classroom was developed to allow teachers from the Worcester Public Schools to spend five days doing forensics-based laboratory inquiry. Upon completion of the workshop, teachers used some of the experiences in their own classrooms to provide an alternative avenue to excite students about science.
- WSC and Massachusetts College of Pharmacy and Health Science (MCPHS) have a new affiliation agreement that admits students into an articulated program beginning with three years at WSC in biology, biotechnology, chemistry or natural science, and concluding with the three-year accelerated Doctor of Pharmacy (PharmD) program at MCPHS. Up to ten qualified WSC students are guaranteed admission to MCPHS annually. Upon completion of the first year at MCPHS, students will earn a bachelor's degree from WSC; the PharmD is granted after three years at MCPHS. This partnership helps to open career opportunities to WSC students and to address regional workforce demands.
- Worcester State College is an active member of Central Links, a consortium of the four central Massachusetts state colleges (Quinsigamond and Mount Wachusett Community Colleges, Fitchburg State College, and WSC). To ease mathematics transfer and better prepare students in this vital area, the Central Links Colleges, led by the WSC Mathematics Department, are collaboratively developing a common, rigorous, college-level math course that will reflect agreement about the content and structure of such a course. The course built on shared expertise and novel collaboration, will be a model for transferability, and offer common expectations to ease adjustment from one campus to another.

### Program of DISTINCTION

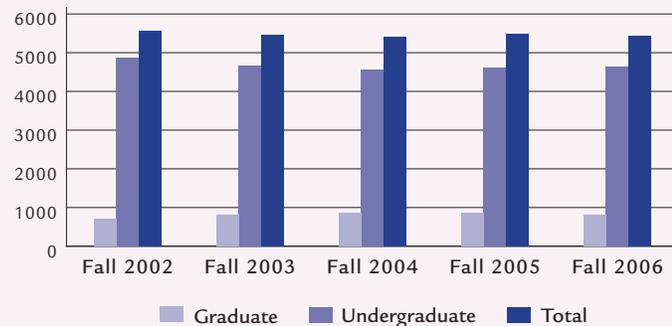
*Green chemistry promotes the reduction or elimination of hazardous substances in chemical processes and is an integral part of training students to solve problems that face the world today. WSC has systematically implemented green chemistry principles into its curriculum over the past five years. National and international green chemistry research collaboration has promoted the College's mission worldwide and has exposed students to new thinking about sustainability and global environmental issues. Local industry, the American Chemical Society, and other academic institutions have encouraged green chemistry. At WSC, this program involves all science majors, as well as some first year students, and saves the significant cost to transport and dispose of toxic and hazardous waste. Moreover, the elimination of toxic reagents and flammable solvents stored on site makes the campus a safer and more environmentally responsible environment.*

- The Intergenerational Urban Institute (IUI) at WSC channels the energies of college students of all ages in service to the community. As part of its hunger initiative, WSC's IUI hosted a series of fall 2007 public forums, Food For Thought, to highlight the underlying causes of hunger in our community and our world. In collaboration with Worcester County Food Bank, the Academy of Public Service at South High, Project Bread, Community Harvest, and sponsored in part by the Massachusetts Foundation for the Humanities, the series involved national and local experts in lively community dialogues about hunger, food policies and promising solutions. WSC students and faculty welcomed the opportunity to engage in these thought-provoking dialogues.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	4,626 Undergrad. 814 Graduate
Fall 2006 FTE:	3,618 Undergrad. 321 Graduate
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has increased 3.8%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	6,165 Undergrad. 2,692 Graduate
FY2007 FTE:	3,905 Undergrad. 668 Graduate
<i>Results: Over the last three years, annual headcount enrollment has declined 3.9%, and annual FTE enrollment has increased 2.0%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	13.7%
<i>Results: Above the Central Region's minority representation of 9.0%.</i>	
<b>CC TRANSFER STUDENTS</b>	
Fall 2006 Community College Transfer Students:	245
<i>Results: Over the last three years, the number of community college transfer students has increased 18.4%.</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 FY2007:	7.4%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,273	\$4,123	\$4,579	\$5,080	\$5,540
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	4.9%	6.1%	6.7%	7.1%	7.4%
Segment avg. tuition and fees as % of SMFI	5.5%	6.7%	7.3%	7.5%	7.8%
Northeast avg. tuition and fees as % of SMFI			9.2%	9.3%	9.3%

\* See Technical Guide (pages 41–42) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FIRST-YEAR RETENTION</b>	
Fall 2005 Cohort First-Year Retention Rate:	73.8%
<i>Results: Comparable to the segmental rate of 73.5% and the national rate of 73.7%, but above the peer retention rate of 70.9%.</i>	
<b>SIX-YEAR GRADUATION RATE</b>	
1998–2000 Cohort Six-Year Graduation Rate (3-year average):	41.2%
<i>Results: Below the segmental rate of 47.9% but above the institutional peer rate of 34.8%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	1,077
<i>Results: Average degrees conferred per year over the last three years: 1,038.</i>	
<b>MTEL PASS RATE</b>	
2006 Pass Rate for the Massachusetts Test for Educator Licensure:	99%
Number of Passing Students:	97
<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 2006:	8.8%
<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>	

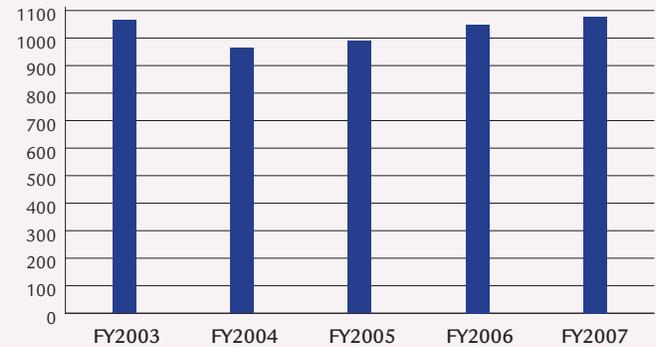
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2001	2002	2003	2004	2005
Institution Rate	73.9%	72.3%	70.6%	75.1%	73.8%
Peer Avg. Rate			71.0%	73.2%	70.9%
Segment Avg. Rate	72.9%	74.6%	75.2%	76.2%	73.5%
National Avg. Rate			74.3%	74.0%	73.7%

Six-Year Graduation Rate

Entering Cohort	1997	1998	1999	2000	Rolling Avg. 1998–00
Institution Rate	40.5%	43.2%	43.5%	36.9%	41.2%
Peer Avg. Rate	33.5%	33.5%	35.9%	34.9%	34.8%
Segment Avg. Rate	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred

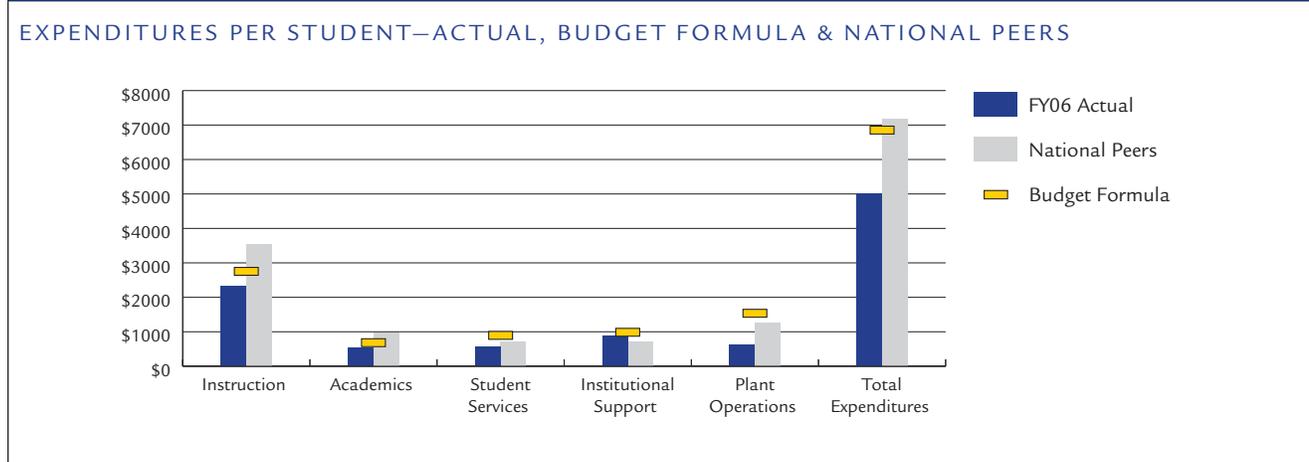


\* See Technical Guide (pages 41–42) for indicator methodology and details.

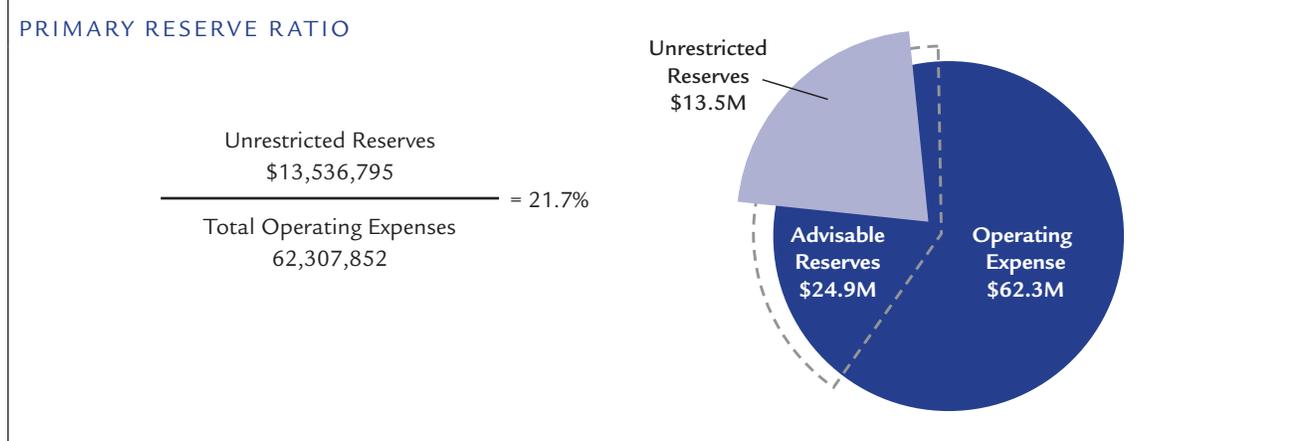
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Implemented a recycling program, resulting in the recycling of 82 tons of paper, cardboard, glass and plastic containers. In addition, 40 tons of surplus furniture and equipment has been sent to a national clearinghouse for re-use.</p> <p>Partnered with Central Links institutions (Quinsigamond, Mt. Wachusett, Fitchburg, and Worcester) to pool deferred maintenance funds. Issued and awarded a joint RFP for concrete repairs on each campus, resulting in efficiency in procurement and economies of scale.</p> <p>Provided through the Foundation over \$847,000 in support to the College for its programs and students, the largest contribution since the establishment of the Foundation.</p> <p>Raised \$1,130,710 through private fundraising.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 41–42) for indicator methodology and details.

# Technical Guide: State College Reports

## GENERAL NOTE

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

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators	
Fall Enrollment Headcount Fall Enrollment FTE	<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

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

### IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<b>Effectiveness and Efficiency Indicators</b>	
Efficiency and Innovation	<b>Technical Notes:</b> <i>Projects and initiatives that result in cost savings and regional collaborations that result in more efficient use of system resources. Examples must be based on quantifiable results, not aspirations.</i>
Resource Allocation	<b>Technical Notes:</b> <i>Utilizing IPEDS expenditure data, we measure the spending per student in each of five key expenditure areas. Spending for peer institutions is provided as a comparison. We also included estimated spending using budget formula requirements, which provides a measure of true fiscal need at the colleges.</i>
Compliance	<b>Technical Notes:</b> <i>All Massachusetts public colleges are required to undergo an independent annual audit of their fiscal practices. A positive audit has an unqualified opinion and no material weaknesses.</i>
Financial Health Indicator	<b>Technical Notes:</b> <i>The Fiscal Health Indicator provides a graphic depiction of the Primary Reserve Ratio, which measures Unrestricted Reserves vs. Total Operating Expenses. This ratio is a measure of how long an entity could continue operations using only reserves, if all other revenues stopped. KPMG has recommended a target ratio of 40%. The source for this indicator is FY07 Audited Financial Statements.</i>

# ***Community College Performance Measures***

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## **Individual Community College Reports**

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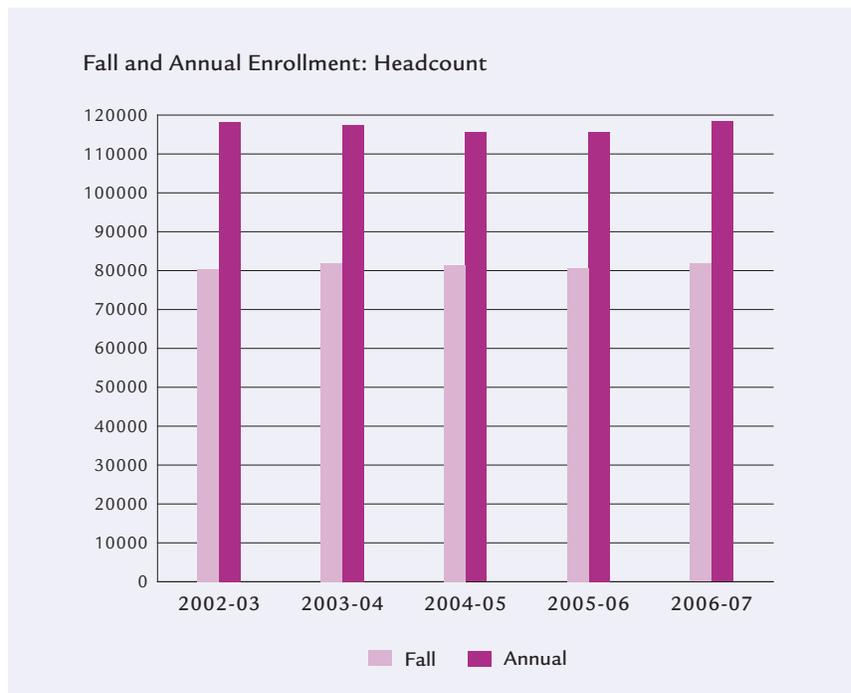


# Segmental Assessment: Community College Performance

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. Six colleges had relatively flat growth, five colleges showed an increase, and four colleges declined.</i></p> <p><i>Over the last three years, fall FTE enrollment has remained relatively stable. Three colleges had relatively flat growth, seven colleges showed an increase, and five colleges declined.</i></p>
Fall 2006 Headcount:	81,789	
Fall 2006 FTE:	49,347	
<b>ANNUAL ENROLLMENT</b>		<p><i>Results: Over the last three years, annual headcount enrollment has increased 2.4 percentage points. Four colleges had relatively flat growth, eight colleges showed an increase, and three colleges declined.</i></p> <p><i>Over the last three years, annual FTE enrollment has increased 2.7 percentage points. Four colleges had relatively flat growth, nine colleges showed an increase, and two colleges declined.</i></p>
FY2007 Headcount:	118,363	
FY2007 FTE:	52,165	
<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> <p><i>Note: The BHE and the campuses are working together to develop an enhanced minority enrollment benchmark that will better reflect each campuses service region.</i></p>
Minority Enrollment Percentage in Fall 2006:	28.0%	



## 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 FY2007: 4.7%

*Results: The Community College segment was comparable to the Northeast regional average of 4.9%. All colleges were within one percentage point of the Northeast regional average.*

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

	FY2003	FY2004	FY2005	FY2006	FY2007
<i>Community college average tuition and fees</i>	\$2,831	\$3,265	\$3,380	\$3,477	\$3,526
<i>State median family income</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>Community college average tuition and fees as % of state family median income</i>	4.2%	4.8%	4.9%	4.9%	4.7%
<i>Northeast average tuition and fees</i>			\$2,971	\$3,063	\$3,294
<i>Northeast median family income</i>			\$62,052	\$64,147	\$66,601
<i>Northeast average tuition and fees as % of state family median income</i>			4.8%	4.8%	4.9%

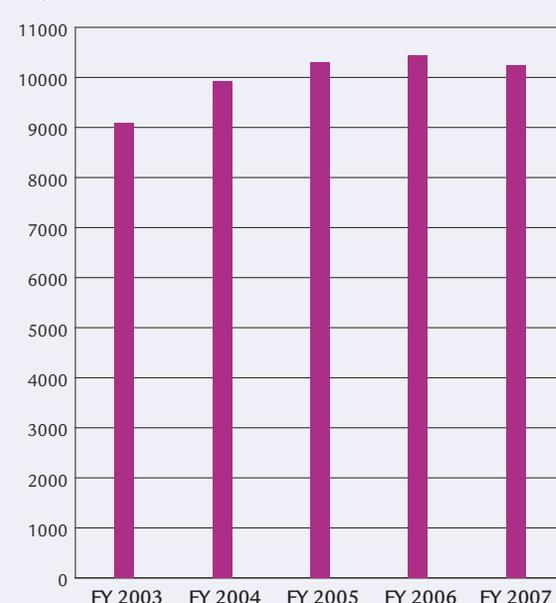
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators	
<p><b>FALL COHORT FIRST-YEAR PERSISTENCE</b></p> <p>Retained at original institution: 55.3%</p> <p>Continuing at any institution: 63.5%</p>	<p><i>Results: The Community College segmental retention rate has remained relatively stable over the last three years. Ten of the 15 colleges had relatively stable or increasing retention rates over the last three years.</i></p> <p><i>The BHE now reports the percent of community college students who enroll at any institution the fall after initial enrollment because transfer is a key aspect of the community college mission. Approximately 8% of the 2005 cohort enrolled at an institution other than their original in fall 2006.</i></p>
<p><b>FALL-TO-SPRING RETENTION</b></p> <p>2005-2006 Fall-to-Spring Retention Rate: 90.4%</p>	<p><i>Results: The Community College segmental fall-to spring retention rate has remained relatively stable over the last three years. Eleven of the 15 colleges had relatively stable retention rates over the last three years, and four colleges experienced declining retention rates.</i></p>
<p><b>COURSE COMPLETION</b></p> <p>FY2007 Credit Course Completion Rate: 75.8%</p>	<p><i>Results: The Community College segmental completion rate was above the Board of Higher Education's target rate of 75%. Thirteen of the 15 colleges had rates that were comparable to or higher than the target.</i></p>
<p><b>DEGREES CONFERRED</b></p> <p>Total Degrees Conferred in FY2007: 10,239</p>	<p><i>Results: Average degrees conferred per year over the last three years: 10,328. All 15 colleges conferred degrees at a level comparable to or above their three-year average.</i></p>
<p><b>NURSING EXAM PASS RATE</b></p> <p>2006 Pass Rate on the National Nursing Licensure Examination: 87.0%</p>	<p><i>Results: The Community College segment's nursing licensure pass rate was above the Board of Higher Education's target pass rate of 85%. Ten of 15 colleges had pass rates comparable to or above 85%.</i></p>
<p><b>WORKFORCE DEVELOPMENT</b></p> <p>FY2007 Annual Enrollment in Workforce Development Courses: 92,345</p>	<p><i>Results: Average annual enrollment in workforce development courses per year over the last three years: 82,333. Fourteen of the 15 colleges had an enrollment total comparable to or above their three-year average.</i></p>

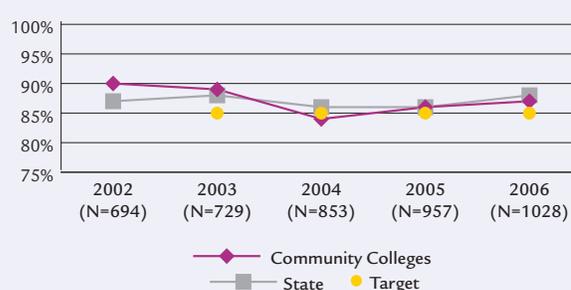
Fall-to-Fall First-Year Persistence Rate



Degrees Conferred



Nursing Exam Pass Rate



## IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

<b>Effectiveness and Efficiency Indicators</b>	
<p><b>FINANCIAL AUDIT</b>  FY2007 Independent Financial Audit: <i>All 15 community colleges had unqualified audits with no material weaknesses.</i></p>	<p><i>Results: All 15 community colleges satisfied the Board of Higher Education's requirement that all audits are unqualified with no significant findings.</i></p>
<p><b>FINANCIAL HEALTH</b>  Financial Health Indicator:  Primary Reserve Ratios FY2007</p>	<p><i>Results: None of the community colleges had primary reserve ratios comparable to the advisable level of reserves.</i></p>
<p><b>FUNDRAISING</b>  Private Funds raised  in FY2005: <span style="float: right;">\$12,837,166</span></p>	<p><i>Results: The community colleges have increased the amount of private funds raised over the last five fiscal years.</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

- BCC administered the Accuplacer Skills Assessment test in reading, writing and mathematics to the entire 11th grade class in each of Pittsfield's three high schools in an effort to help students assess their preparedness for college-level work. Offering Accuplacer to high school juniors enables students to focus more effectively on their academic strengths and weakness during the senior year. During the 2006-2007 academic year, 758 juniors received testing services coordinated through the college's Office of Assessment and Testing and the Berkshire Tech Prep Consortium. This project was presented at the regional College Board meeting as an innovative collaboration.
- BCC collaborated with Drury High School in North Adams to develop Positive Options a program designed to encourage students to both complete high school and enroll in college. The program targets teens at risk of dropping out of high school and allows them to attend BCC and receive credit toward high school graduation while at the same time earning college credit. Through participation in this "alternative high school" program, students may earn either a GED or diploma outside of the traditional classroom setting. The program pilot was designed for eight students with transportation to and from BCC provided by the North Adams School district.
- BCC collaborates with Williams College, Bard College at Simons Rock, MCLA, and the Berkshire Economic Development Corporation in the production of The Berkshire Business Outlook. Designed as a quarterly publication of business and education, the Outlook provides a listing of available employment opportunities as they emerge and highlights the postsecondary programs that offer the education and training they require.
- BCC is part of a collaborative project between Amherst College and four other Massachusetts community colleges that is funded by the Jack Kent Cooke Foundation. The project's goal is to identify and jointly implement ways to increase the number of community college students able to afford and transfer into Amherst's highly selective liberal arts program. In the initial year

of this initiative, one student from BCC was accepted into and elected to attend Amherst through the Foundation's scholarship program.

- In an effort to encourage middle school students to pursue an education in the sciences and technology, BCC collaborated with the Berkshire Applied Technology Council, the county's public school districts, and MCLA on the coordination of a county-wide school robotics challenge. This year 22 teams comprised of college faculty and students, business partners, and public school STEM teachers and their students participated in the competition. Conducted at Lenox High School, the robotics challenge was host to approximately 160 middle school students as participants and a total of over 700 other general attendees.

### Program of DISTINCTION

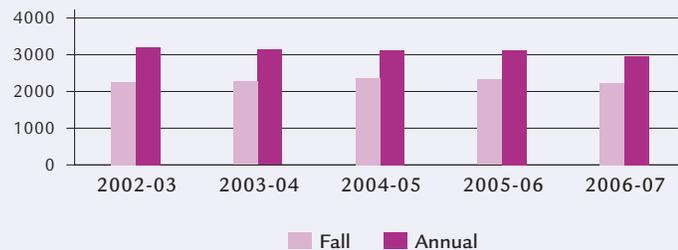
*For the past 13 years, BCC has been the home of the Berkshire Institute for Lifetime Learning (BILL). The membership-based group fosters lifelong learning opportunities for older adults in the Berkshire's including college-level classes, trips, special events, and a lecture and guest speaker series. Other postsecondary partners include Williams College, Bard College at Simon's Rock, and the Massachusetts College of Liberal Arts. Each college provides in-kind services such as faculty expertise and facilities use for BILL programs. In 2007, through the BCC Foundation, BILL was awarded a grant from the Bernard Osher Foundation of San Francisco to formally establish the Osher Lifelong Learning Institute (OLLI) at Berkshire Community College. The grant will build upon the traditions established by BILL and provide operational funding for the next two-year period followed by a substantial endowment gift to ensure the longevity of the organization and its programs. The implementation of new web-based marketing strategies together with innovative programming have served to increase the total number of OLLI memberships to over eight hundred. BCC's inclusion in the national network of Osher institutes will serve to strengthen its commitment and ability to provide quality educational opportunities for older adults in the Berkshires in the years ahead.*

- BCC and Berkshire Health Systems (BHS) collaborated for the purpose of expanding the instructional capacity of the college's Nursing Program and of increasing the region's pool of qualified registered nurses. By providing the resources required to support faculty reassigned time and additional adjunct salaries, BHS support has permitted the college to increase its present instructional capacity and add 16 students (eight first-year and eight second-year) to its total nursing roster.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	2,225
Fall 2006 FTE:	1,338
<i>Results: Over the last three years, fall headcount enrollment has decreased 5.9%, and fall FTE enrollment has decreased 2.9%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	2,961
FY2007 FTE:	1,317
<i>Results: Over the last three years, annual headcount enrollment has decreased 5.3%, and annual FTE enrollment has decreased 5.8%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	10.1%
<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 FY2007:	4.9%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

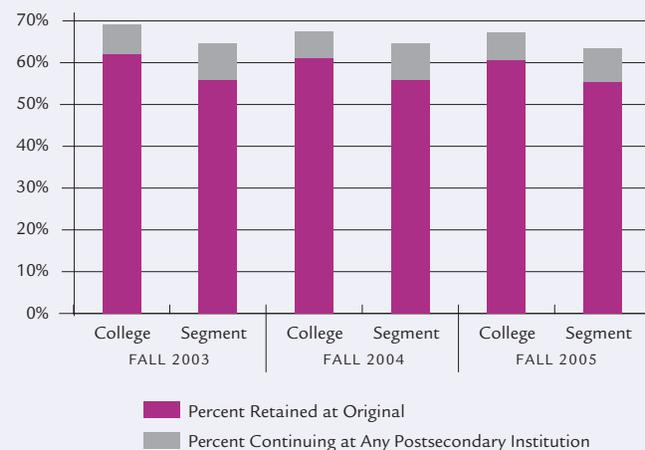
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,090	\$3,390	\$3,390	\$3,600	\$3,675
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	4.6%	5.0%	4.9%	5.0%	4.9%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

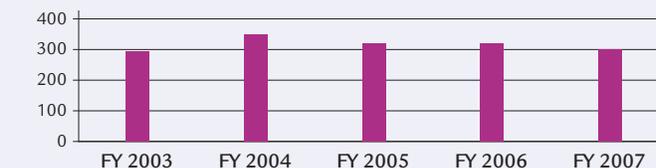
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	63.3%
Continuing at any institution:	69.0%
<i>Results: Persistence at original institution has remained relatively stable over the last three years and is above the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	87.4%
<i>Results: Fall-to-spring retention has declined 4.9% over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	76.3%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	300
<i>Results: Average degrees conferred per year over the last three years: 314.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 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>	
FY2007 Annual Enrollment in Workforce Development Courses:	1,284
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 1,450.</i>	

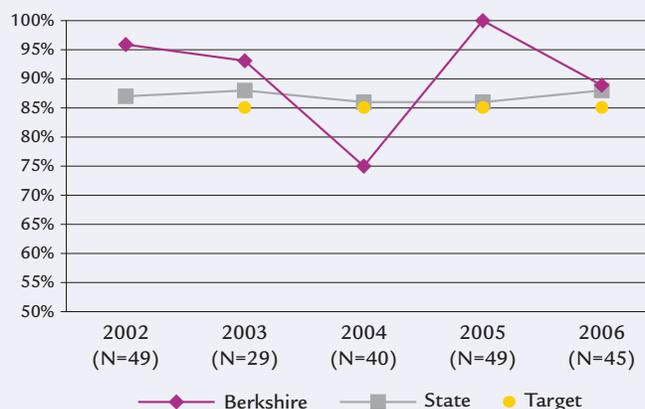
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

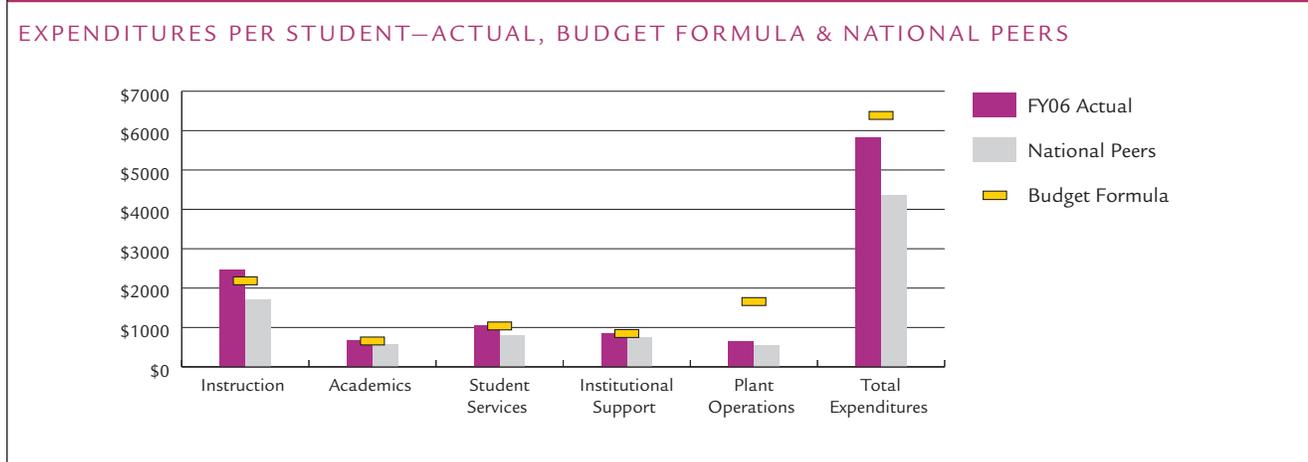


\* See Technical Guide (pages 109–110) for indicator methodology and details.

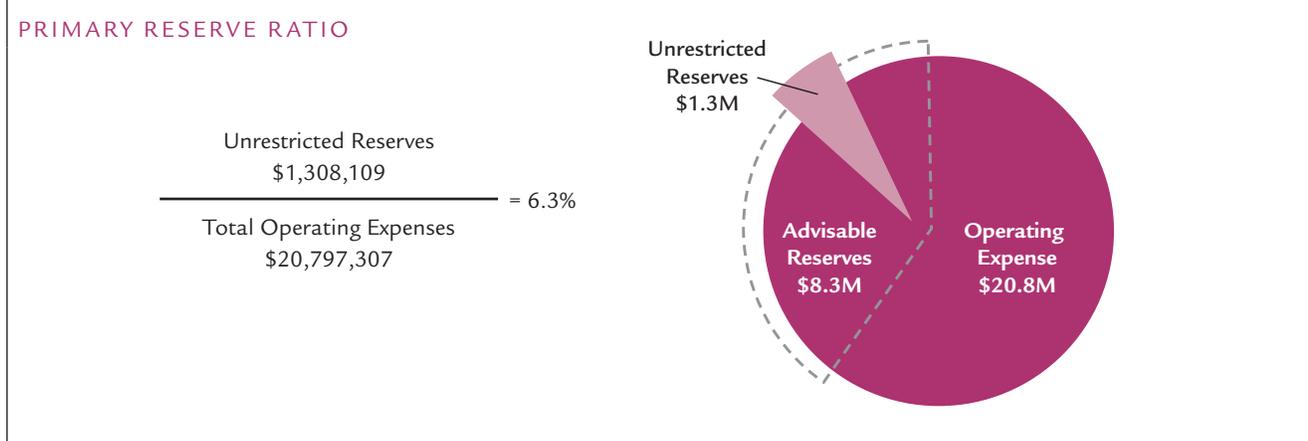
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation*	Compliance*
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Secured an Osher Lifelong Learning Institution grant of \$200,000 over two years with an endowment contribution of \$1M in year three.</p> <p>Secured Title III “Strengthening Institutions” grant of \$1.9M over five years, enabling college to strengthen its developmental education program; link developmental education to general education college courses; provide professional development on new teaching, support and advising strategies; and develop a Center for Teaching, Learning and Technology.</p> <p>Raised \$505,737 through private fundraising, an increase of \$292,432 over FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation\***



**Financial Health Indicator\***



*The college has expended reserves over the last two years to update technology (new phone system \$341,000) and maintain expense levels consistent with national peers and budget formula.*

\* See Technical Guide (pages 109–110) 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

- PK-12 collaborations expanded STEM opportunities at BCC, such as Tech Prep career days for 100 students and a pre-apprenticeship articulation for 42 Bristol-Plymouth students (the first in the state and a model program). NSF and CITI grants funded interactive computer lab visits by 750 Fall River middle school students, high school programming and web development contests, free CIS courses for high school students and faculty, a CIS Tech Fair for 89 high school juniors, and access to industry summits, regional resources and best practices.
- The Academic Center for Entrepreneurship provides guidance to students and business entrepreneurs and creates an alliance between education and a healthy economy. More than 100 attended the First Entrepreneurship Expo. ACE also provided instruction to high school teachers, offered non-credit courses to Kids College and Upward Bound, and brought students from New Bedford High School to campus.
- Bristol Community College received a competitive 3-year grant from the Substance Abuse and Mental Health Services Administration to address alcohol and drug use among students and the greater Fall River community and resulted in a workforce development grant to create training and education opportunities for SSTAR front-line employees. This innovative program was profiled on WCVB's Chronicle. Within the larger community, this program built a strong partnership between BCC and Stanley Street Treatment and Resources, a community health agency in Fall River.
- BCC's commitment to service is changing the world and gaining recognition. Last year, more than 1,400 students engaged in service projects, providing 65,560 hours of unpaid service to the surrounding community. Collaborations with CONNECT partners and Bentley College make SERVE, LEARN, LEAD a reality at BCC. BCC was one of 62 colleges nationwide awarded the "Community Engagement" Classification by the Carnegie Foundation and was named a member of the President's Higher Education Community Service Honor Roll.
- BCC's *LusoCentro* is an academic center for Portuguese culture. It offers a Portuguese/English Interpreting Certificate (PECI) program that certifies students to be interpreters. In addition, the *LusoCentro* maintains the *Lusofonia* Collection, and it co-sponsors conferences, concerts, and book launchings with Portuguese-American organizations in the area. Its annual Portuguese Language Day hosts more than 800 high school students. Because of these and other initiatives, the President of Portugal visited BCC in June 2007 and donated additional volumes to the collection.

### Program of DISTINCTION

*In June 2005, Bristol Community College, the Fall River Career Center, and the Division of Career Services implemented a **workforce development, trade-approved, remedial program**. This program, aligned with Trade Act requirements for dislocated workers, makes it possible for students to receive benefit allowances throughout their enrollment at BCC. It offers literacy services ranging from ESOL to GED preparation, as well as courses in remedial skills upgrading, job readiness, and basic computing. Of primary importance is the program's 20-hour schedule. Originally designed to provide literacy services to displaced employees from Quaker Fabric Corporation, it has expanded to meet the escalating needs of the community. One hundred thirty-three students from 22 manufacturing companies participate. Overall, the Dislocated Workers' Program has provided training to 258 displaced workers. Thirty-nine students have participated in the GED Preparation program and nineteen students received their GED. Twenty-one students have transitioned to various skills training programs and fifty-seven students have re-entered the workforce. In addition, 48 ESOL students and 45 ABE students have increased either their Student Performance Level (SPL) or Grade Level Equivalent (GLE) by one or two skill levels.*

- The College provides community-based programming to effectively reach out to those whose first language is not English. In New Bedford, free adult basic education classes, including a Spanish GED program, plus transition programs to bridge students into college programs, not only strengthen literacy but build self-esteem, cultural awareness, and enthusiasm for college. In addition, the Pathway to Career project reaches into the growing Mayan/Hispanic communities. Funded by the private Robert F. Stoico/FIRSTFED Charitable Trust, it serves 100 students and provides free literacy, GED, and ESOL courses plus citizenship development. In Fall River, a customized ESOL program works with parents to improve their English reading and writing so they can help their children with schoolwork.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	6,927
Fall 2006 FTE:	4,176
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has increased 2.0%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	9,680
FY2007 FTE:	4,186
<i>Results: Over the last three years, annual headcount enrollment has increased 3.9%, and annual FTE enrollment has increased 2.3%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	12.9%
<i>Results: Greater than institution's primary draw region's minority representation of 10.4%.</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 FY2007:	5.0%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

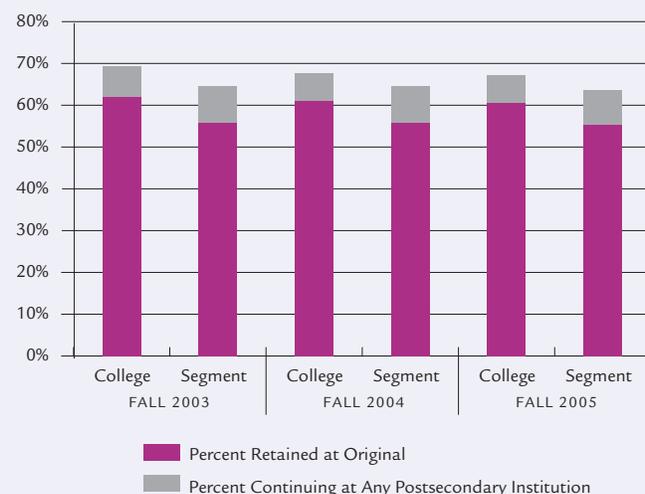
	FY2003	FY2004	FY2005	FY2006	FY2007
<i>Tuition and fees</i>	\$2,820	\$3,060	\$3,240	\$3,750	\$3,750
<i>State median family income (SMFI)</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>Tuition and fees as % of SMFI</i>	4.2%	4.5%	4.7%	5.2%	5.0%
<i>Segment avg. tuition and fees as % of SMFI</i>	4.2%	4.8%	4.9%	4.9%	4.7%
<i>Northeast avg. tuition and fees as % of SMFI</i>			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

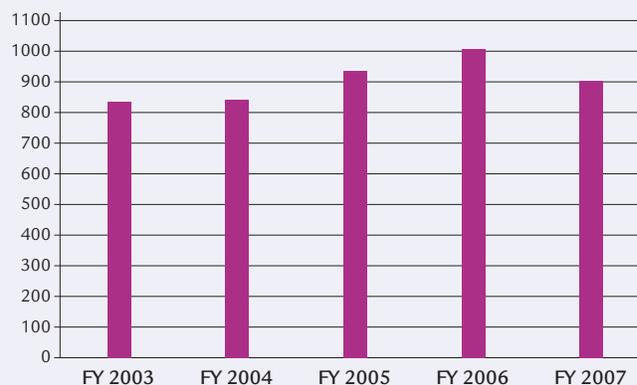
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	60.6%
Continuing at any institution:	67.1%
<i>Results: Persistence at original institution has remained relatively stable over the last three years and is above the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 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>	
FY2007 Credit Course Completion Rate:	79.3%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	903
<i>Results: Average degrees conferred per year over the last three years: 949.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	90.8%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	13,051
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 11,712.</i>	

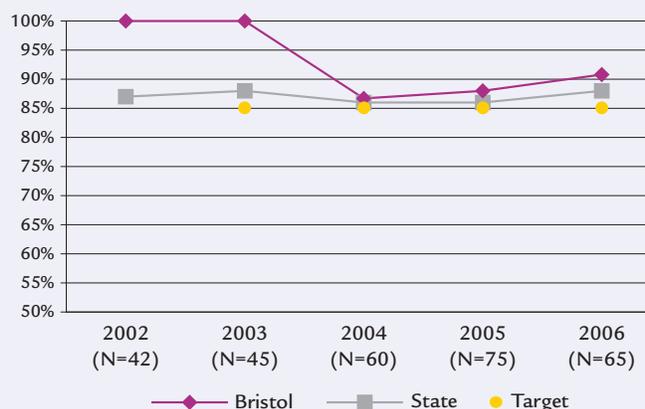
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

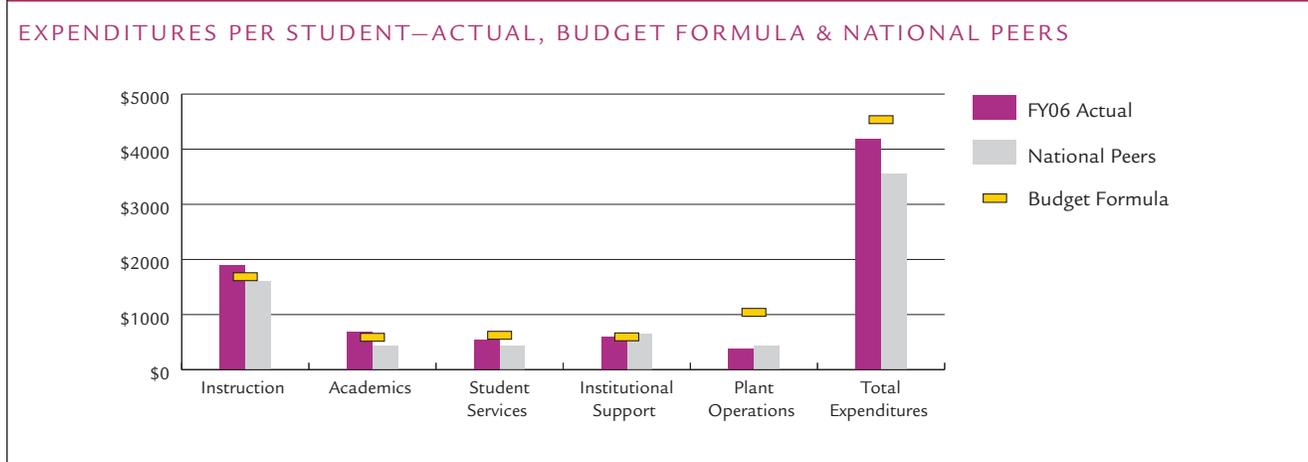


\* See Technical Guide (pages 109–110) for indicator methodology and details.

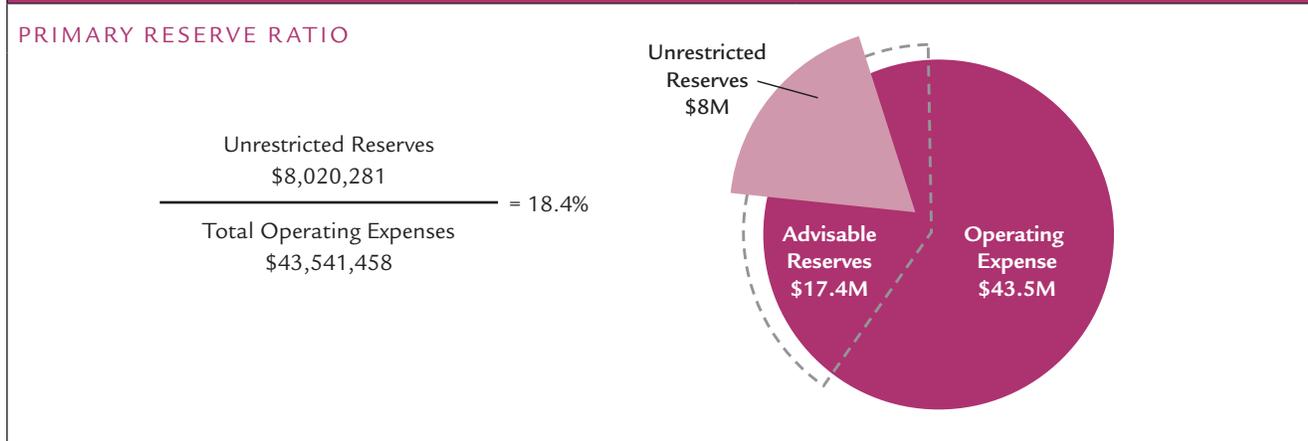
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Better scheduling of course offerings and increasing class size yielded an adjunct faculty cost savings of over \$250,000.</p> <p>Entered into a cost-sharing agreement with the local bus company to offer inexpensive and effective bus transportation for students. This agreement improved student access to campus, and serves as a model for the reduction of emissions and traffic on a commuter campus.</p> <p>Entered a joint contract for audit services with CONNECT institutions (a collaborative of Southeastern Massachusetts public institutions) resulting in cost-savings and efficiencies.</p> <p>Received a \$1.5M CORE Grant, providing community service campus outreach programming, including interventions, substance abuse counseling, advocacy, referrals and community education. Services are confidential and free.</p> <p>Raised \$1,189,610 through private fundraising.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 109–110) for indicator methodology and details.

## Bunker Hill Community College

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

### COLLABORATIONS

- BHCC's Dual Enrollment Program offers East Boston High School and Noonan Business Academy juniors and seniors the opportunity to enroll in a college course. A Dual Enrollment Coordinator provides students with advice on procedures for testing, enrollment and college expectations. The coordinator also provides academic and non-academic support for students at the two high schools and the College. In the spring 2007 semester, 22 students took a total of 25 classes. In the fall 2007 semester, 14 students are enrolled in 15 classes.
- BHCC's Pathways to Success collaborates with Public High Schools in the Boston area. The program provides intensive MCAS preparation for students from the 2003-2007 classes who failed the MCAS retest. The instruction is tailored to individual needs for MCAS mathematics and English curricula. The program also supports students interested in attending an institution of higher education. Pathways operates three terms each academic year, each lasting six to eight weeks. Approximately 30 students attend each term.
- The Massachusetts Educational Opportunity Program (MEOP) is an intensive college preparation program held after school on the College's Charlestown Campus. MEOP collaborates with Boston Public Schools and serves 15 students each academic year. Students engage in a student-centered curriculum with hands-on coursework in a variety of subject areas including: career exploration, college preparation, essay writing, library research, public speaking, cultural awareness, team building activities, and community service. Also, field trips to local colleges and museums supplement classroom activities.
- BHCC's Offender Re-entry Program (ORP) at the Suffolk County House of Correction prepares offenders for successful transition into the community. The Program incorporates a two-stage approach to reentry that involves intensive, multi-disciplinary academic instruction at the House of Correction, followed by comprehensive and individualized assistance for offenders when they return to the community. Eighteen students are enrolled in each eight-week session.
- The new A.S. in Biological Sciences provides students with two options: to transfer into a four-year biology program or to prepare for entry-level positions in the biotechnology industry. One hundred and seventeen students have officially declared their intention to obtain a degree in the new biology programs. BHCC faculty revised science curriculum and also finalized articulation agreements with Biology Departments of the UMass system. BHCC students participated in NSF and NIH grant-funded undergraduate research opportunities. During the summer of 2007, 14 students received paid research internships with UMass Boston's Biology department.

### Program of DISTINCTION

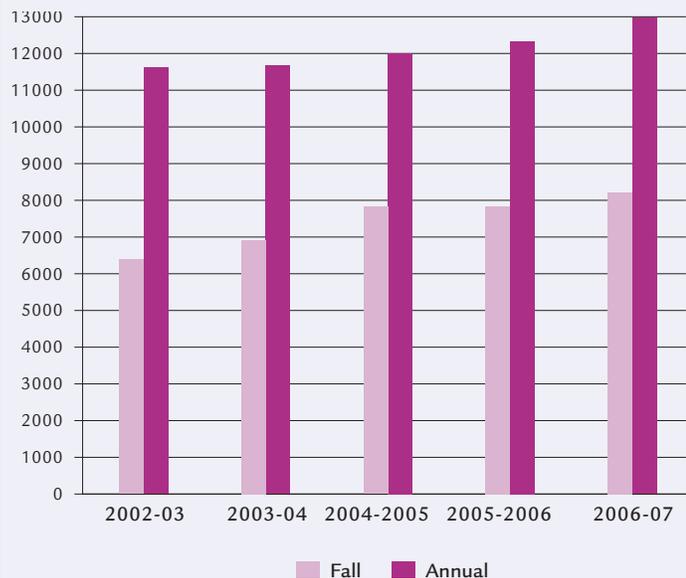
*The International Center, established in 1999 on the Charlestown Campus of BHCC, coordinates international education activities and addresses the College's Global Learning goals. The key functions of the Center include: increasing the awareness of faculty and students of the international elements of teaching and learning; sustaining the growth of our international student population, which now stands at 644 students from 104 countries; carrying out international student orientations programs; and creating innovative study abroad programs which, this year, included 22 students who traveled and studied in 11 countries ranging from China to Costa Rica. Student expenses were paid by the College. In addition, the Center manages the faculty and staff exchange program with The Netherlands.*

- The East Boston Neighborhood Health Center (EBNHC) and BHCC formed a partnership during FY2007 to provide training and pathways to college programs for EBNHC frontline employees and residents of East Boston and neighboring communities. Beginning with the spring 2007 semester credit courses have been held at the East Boston Education and Training Institute (ETI). To date, there have been 80 enrollments at the ETI facility and another 100 enrollments are projected for the spring 2008 semester. Plans to develop work-based career ladders for EBNHC employees were also completed in FY2007. Jewish Vocational Services and World Education collaborated with EBNHC and BHCC in planning a "workplace learning campus" for EBNHC's 300 frontline workers. The Boston Foundation is funding the three-year proposal to develop and implement work-based training to advance employees to careers as Senior Medical Assistants, Certified Nursing Assistants and Advanced Medical Interpreters.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	8,212
Fall 2006 FTE:	4,488
<i>Results: Over the last three years, fall headcount enrollment has increased 5.0%, and fall FTE enrollment has increased 3.4%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	12,966
FY2007 FTE:	5,203
<i>Results: Over the last three years, annual headcount enrollment has increased 8.0%, and annual FTE enrollment has increased 6.3%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	59.8%
<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 FY2007:	4.0%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

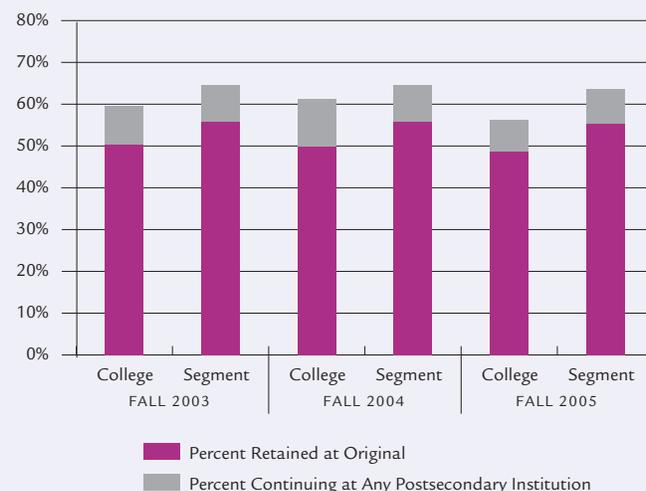
	FY2003	FY2004	FY2005	FY2006	FY2007
<i>Tuition and fees</i>	\$2,400	\$3,000	\$3,000	\$3,000	\$3,000
<i>State median family income (SMFI)</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>Tuition and fees as % of SMFI</i>	3.6%	4.4%	4.4%	4.2%	4.0%
<i>Segment avg. tuition and fees as % of SMFI</i>	4.2%	4.8%	4.9%	4.9%	4.7%
<i>Northeast avg. tuition and fees as % of SMFI</i>			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

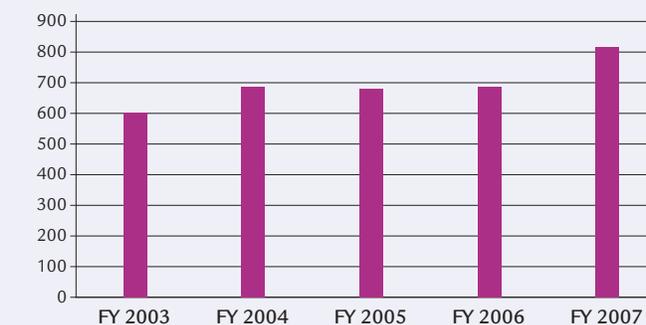
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	48.6%
Continuing at any institution:	56.2%
<i>Results: Persistence at original institution has remained relatively stable over the last three years but is below the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 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>	
FY2007 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 FY2007:	816
<i>Results: Average degrees conferred per year over the last three years: 727.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	70.0%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	3,062
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 3,127.</i>	

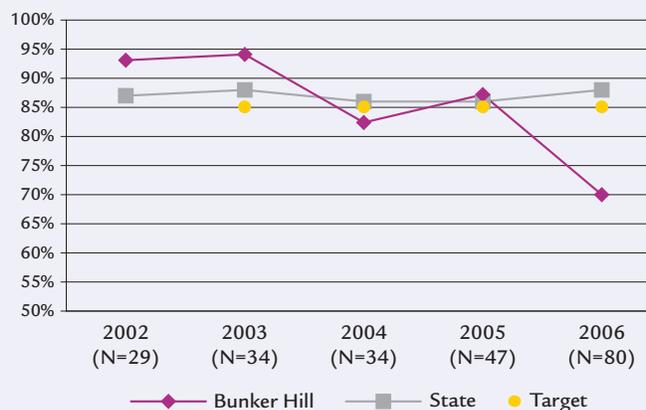
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

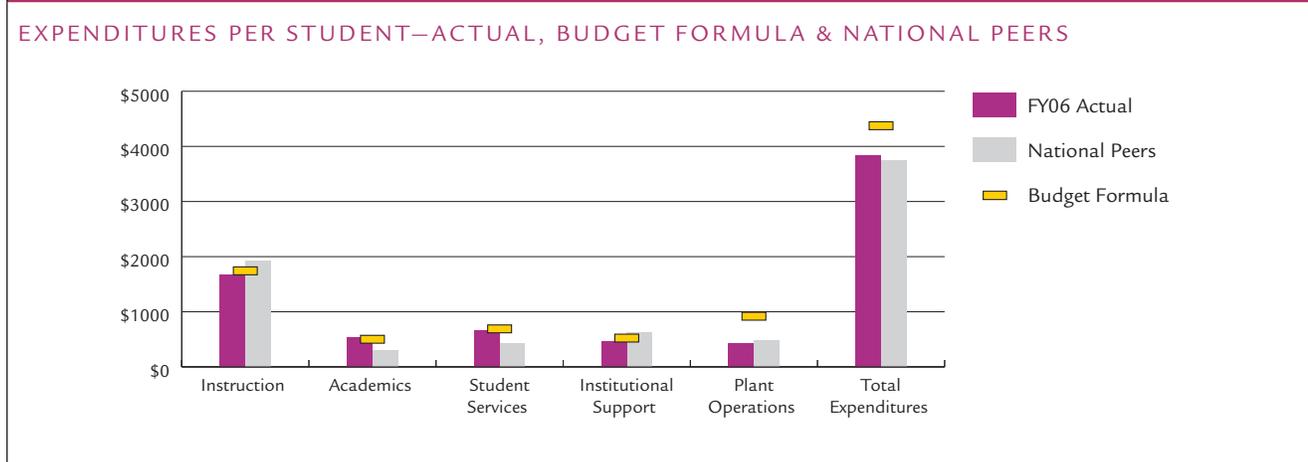


\* See Technical Guide (pages 109–110) for indicator methodology and details.

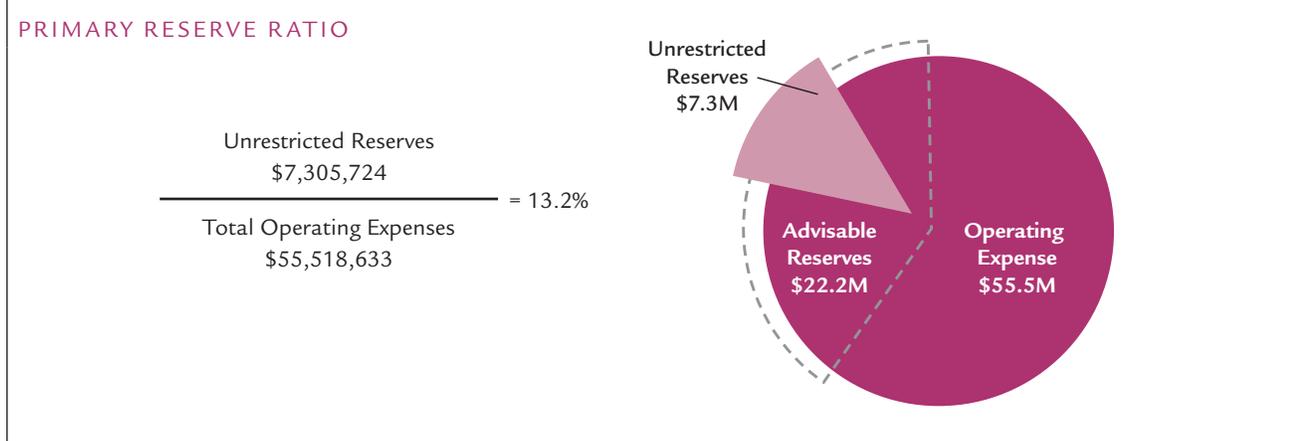
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>The College increased its net assets from \$15.2M in FY06 to \$17.8M in FY07, reflecting an overall increase in student enrollments and improvements in operational efficiencies.</p> <p>Experienced an increase of \$500,000 in investment income in FY07 over FY06, reflecting aggressive and successful cash management.</p> <p>Installed technologically advanced Voice-Over-Internet-Protocol phone system, creating operational efficiencies.</p> <p>College partnered with Higher One, and implemented a system to achieve efficiencies in student refund management.</p> <p>Raised \$410,915 through private fundraising.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007 2006 2005 2004 2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



*Unrestricted reserves increased in FY07 because operating revenues increased by 9%, while operating expenses increased by only 5.0%. In FY07, the college increased its investment in capital assets by \$1.5M by utilizing operating revenues and unrestricted reserves.*

\* See Technical Guide (pages 109–110) 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

- College Connect brings the entire College intake process into Falmouth High School, including information on college and financing college for all Grade 12 students and their parents, assistance with completing college applications and financial aid forms, basic skills testing, advisement, and registration. Some 270 Falmouth seniors have been served, with the goal of increased college going rates, decreased drop-out rates, and in particular, increases in Cape Cod Community College's "yield" from Falmouth High School, particularly among first-generation college students and others at risk of not pursuing post-secondary education. The program is a pilot during 2007-08, is relatively low-cost to implement, and has garnered donor support to extend the initiative to fourth or five other high schools on the Cape in 2008-09. The College plans to install the program in every Cape and Islands high school within four to five years.
- Open Cape is a partnership created by Cape Cod Community College and the Cape Cod Technology Council for increased bandwidth and communications capability to serve education, business, healthcare, and government with redundant wireless networks providing expanded communications capability and also business continuity during natural disasters or other emergencies. Additional partners include all 15 towns on the Cape, all K-12 districts, county government, healthcare providers, the Cape Cod Chamber of Commerce, scientific institutions in Woods Hole, and UMass Dartmouth. The Open Cape partnership is chaired by the College's CIO and has attracted \$275,000 in grants and \$90,000 investment from CCCC, UMass Dartmouth, and Woods Hole Oceanographic Institute, funds that have already built the telecommunications links from CCCC to WHOI to UMD. With this seed money and "proof of concept," Open Cape now seeks \$5M to complete the project, via federal earmarks or grants.
- ACCESS (Adult Collaborative of Cape Cod for Educational Support and Services), is a partnership among K-12 school districts, the College, Literacy Council and Wampanoag Council for Adult Basic Education (ABE), General Equivalency Diploma (GED) classes and testing, and English for Speakers of Other Languages (TESOL) classes. Funded by the Massachusetts Department of Education, classes are free to participants. Daytime classes are in the College's downtown Hyannis Center, and night classes in K-12 buildings throughout the region. Additional grant funding from Nellie Mae Foundation and others supports transition programs designed to insure that

### Program of DISTINCTION

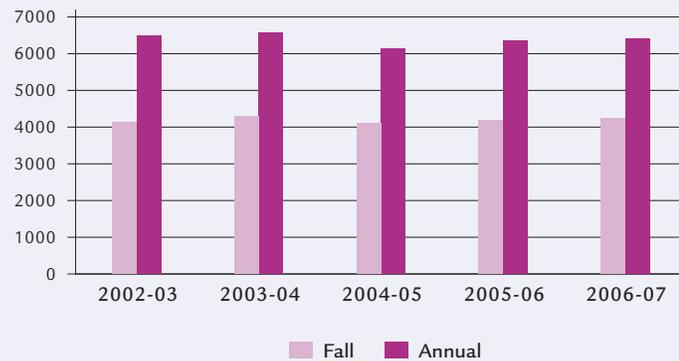
*Cape Cod Community College has a highly developed set of programs for older adults, reflecting the demographics of our region – double the national average (25% vs. 13%) of adults over age 60. The Academy for Lifelong Learning (ALL) is self-supporting and now serves over 800 older adults each semester in courses across a wide range of topics which meet for 13 weeks, two hours a week, with courses largely facilitated by ALL members or college faculty and staff. Computers for Seniors (CFS) is also self-supporting and provides technology training for older adults. The Senior Corps of Retired Executives (SCORE) provides business counseling for starting or expanding businesses, to seniors and others at no cost, with funding from the federal Small Business Development Center. In addition to ALL, CFS, and SCORE, the College also has gerontology curriculum and gerontology topics integrated in healthcare and other programs. Plans are under way to seek major funding for creating the "Encore Institute" to house these programs, support their growth and development, and identify new ways to serve the higher education needs of older adults.*

students move from ABE, GED and TESOL courses into College degree or certificate programs. ACCESS is governed by a board with representation from all partners, has been operating since 1995, and in the past ten years, has served approximately 500 students per year, enabling them to increase their earning capacity, productivity and economic security, as well as their contributions to the local and state tax revenues.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	4,252
Fall 2006 FTE:	2,333
<i>Results: Over the last three years, fall headcount enrollment has increased 3.5%, and fall FTE enrollment has increased 4.7%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	6,413
FY2007 FTE:	2,511
<i>Results: Over the last three years, annual headcount enrollment has increased 4.5%, and annual FTE enrollment has increased 8.2%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	12.7%
<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 FY2007:	4.8%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

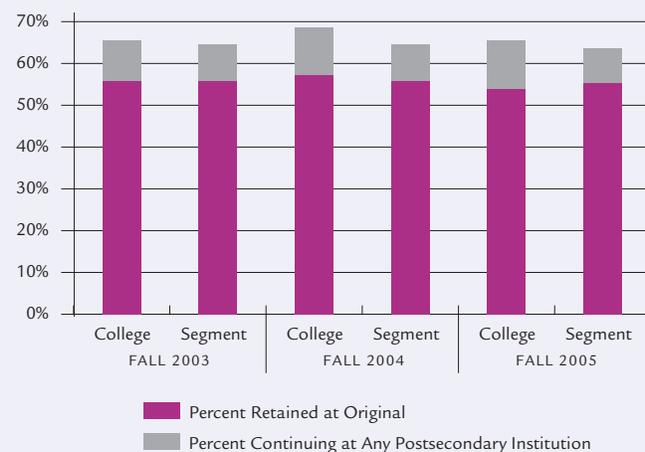
	FY2003	FY2004	FY2005	FY2006	FY2007
<i>Tuition and fees</i>	\$3,180	\$3,180	\$3,660	\$3,660	\$3,600
<i>State median family income (SMFI)</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>Tuition and fees as % of SMFI</i>	4.8%	4.7%	5.3%	5.1%	4.8%
<i>Segment avg. tuition and fees as % of SMFI</i>	4.2%	4.8%	4.9%	4.9%	4.7%
<i>Northeast avg. tuition and fees as % of SMFI</i>			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	53.9%
Continuing at any institution:	65.5%
<i>Results: Persistence at original institution has declined 2.0% over the last three years but is comparable to the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	90.0%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	74.3%
<i>Results: Comparable to the Board of Higher Education's target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	431
<i>Results: Average degrees conferred per year over the last three years: 450.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	93.4%
<i>Results: Above the Board of Higher Education's target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	2,215
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 2,134.</i>	

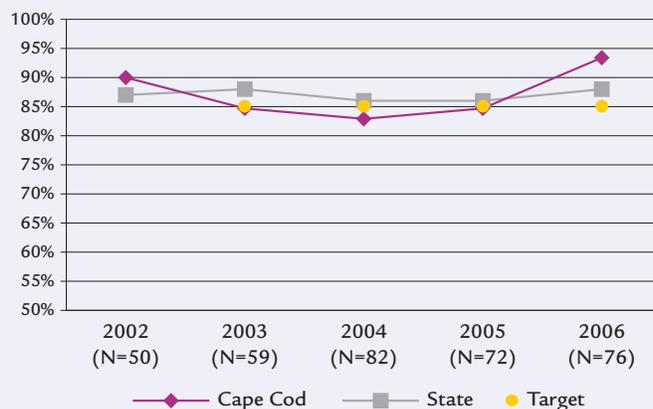
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)



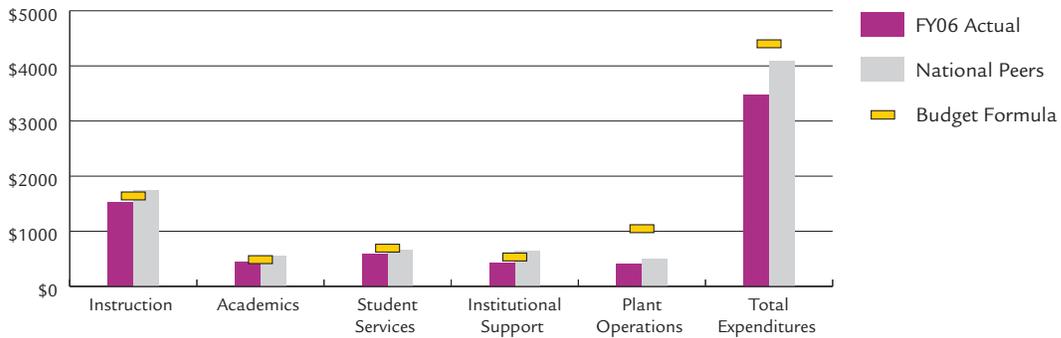
\* See Technical Guide (pages 109–110) for indicator methodology and details.

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

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Partnered with two colleges in the region in a shared professional services contract for audit services, saving \$42,000 over three years.</p> <p>Implemented a print quota system on network printers that reduced printing volume by approximately 70%, and reduced the percentage of color printing from 10% to less than 3%, saving \$60,000 per year.</p> <p>Opened the Commonwealth’s first LEED (Leadership in Energy and Environmental Design) certified “green” building, which uses 15–18% less electricity and utilizes 60% less water than a conventional building.</p> <p>Initiated a major grass-roots effort with other higher education, regional and local entities for the OpenCape project, which will provide a telecommunications network to serve the entire Cape region. The project has letters of support from 100% of the towns and school districts in the region.</p> <p>Raised \$1,589,516 through private fundraising, an increase of \$241,345 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***

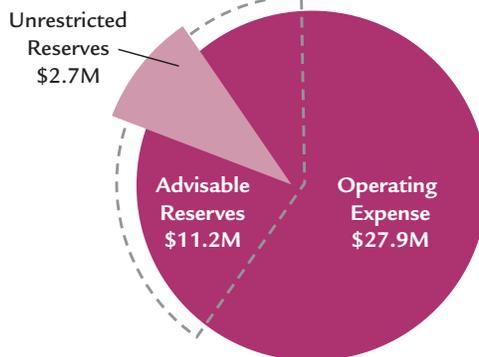
**EXPENDITURES PER STUDENT—ACTUAL, BUDGET FORMULA & NATIONAL PEERS**



**Financial Health Indicator\***

**PRIMARY RESERVE RATIO**

$$\frac{\text{Unrestricted Reserves } \$2,686,773}{\text{Total Operating Expenses } \$27,947,641} = 9.6\%$$



\* See Technical Guide (pages 109–110) 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

- GCC launched an Educational Transitions Program with Greenfield High School to assist and provide options for at-risk students who want to complete their high school education but are underachieving significantly and are experiencing difficulty with the traditional high school setting. Modeled after a successful, ten-year GCC partnership with Amherst Regional High School, the programs support 23 full- and part-time students to earn a diploma and succeed in college. The programs are a positive effort toward decreasing the drop-out rate at these secondary schools.
- The GCC Emergency Medical Services Program created “Bridges to College” for high school seniors in the Health Assisting Program at Franklin County Technical High School. Students receive an EMT-Basic course taught jointly by high school teachers and GCC professors; the curriculum meets the Massachusetts Curriculum Frameworks for vocational programs. Students, predominantly women, obtain an experience in a health occupation field that is designated by the Massachusetts Department of Education as non-traditional for women. Upon successful completion of the course, students are eligible for the state EMT-Basic exam and obtain a credential for immediate employment as well as a transitional college experience.
- GCC and the University of Massachusetts Amherst received a National Science Foundation grant for a STEM RAYS partnership to provide K-12 teachers and students opportunities to engage in authentic science research alongside GCC and UMass faculty. The goals of the afterschool program include increasing interest and achievement in science. The STEM RAYS collaborative includes the Franklin Hampshire Regional Employment Board providing career education in the sciences to the participants and the US Fish and Wildlife Service providing input on some research themes.
- The Jack Kent Cooke Foundation is opening the door for community college students to access private colleges via transfer. GCC, along with other community colleges, are partnering with Amherst College to offer exceptional academic

and scholarship options to high-achieving students with limited financial resources. This program exposes community college students to the possibilities of attending Amherst College through Transfer Information days, advising and visits to the private college. Traditional- and non-traditional-aged transfer applications are now welcome from talented community college students. Those accepted are supported with scholarships.

### Program of DISTINCTION

*In partnership with the construction sector and 30 local agencies, Greenfield Community College instituted the **Sustainable Practices in Construction (SPC)** project with a \$372,000 grant from the Massachusetts Workforce Competitiveness Trust Fund. The workforce development grant teamed GCC with businesses to fund local business employees to take renewable energy courses. Resources from the SPC grant support the **Renewable Energy Workforce Education (RENEWED)** program at GCC and provides comprehensive sustainable energy education for the region. A future certificate and an associate’s degree program focusing on this technology are planned.*

- Collaborating with the Franklin County House of Corrections education staff, GCC created the College-Corrections Connection which provides skills-building educational opportunities for inmates. Six-week courses in English and math were developed and designed to accommodate students with differing educational backgrounds and skills levels, and provide each individual inmate with a foundation for future learning. Students can receive college credit for successful completion of each course which can be applied toward a certificate or associate’s degree from GCC.
- GCC, in partnership with all the public and private higher education nursing programs in western Massachusetts, key area health care providers (hospitals, long-term care) and regional employment boards, created the largest healthcare provider-nursing education partnership in the county. With support from the Robert Wood Johnson Foundation key players collaborate to identify and implement sustainable solutions to the nursing shortage. One program provides ten scholarships to assist nurses to attain graduate degrees with the aim of entering the field of nursing education. One of the ten scholarship recipients now teaches at GCC as a clinical adjunct faculty member.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	2,208
Fall 2006 FTE:	1,328
<i>Results: Over the last three years, fall headcount enrollment has decreased 6.2%, and fall FTE enrollment has decreased 8.1%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	2,916
FY2007 FTE:	1,326
<i>Results: Over the last three years, annual headcount enrollment has decreased 3.7%, and annual FTE enrollment has decreased 7.1%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	9.0%
<i>Results: Comparable to the institution's primary draw region's minority representation of 10.4%.</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 FY2007:	5.5%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

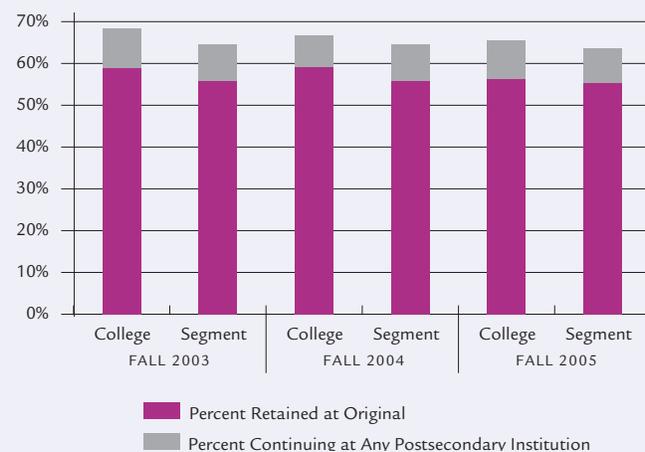
	FY2003	FY2004	FY2005	FY2006	FY2007
<i>Tuition and fees</i>	\$3,017	\$3,317	\$3,647	\$3,982	\$4,098
<i>State median family income (SMFI)</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>Tuition and fees as % of SMFI</i>	4.5%	4.9%	5.3%	5.6%	5.5%
<i>Segment avg. tuition and fees as % of SMFI</i>	4.2%	4.8%	4.9%	4.9%	4.7%
<i>Northeast avg. tuition and fees as % of SMFI</i>			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

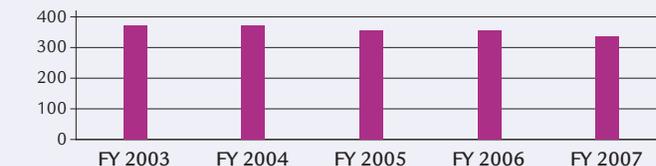
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	56.2%
Continuing at any institution:	65.5%
<i>Results: Persistence at original institution has declined 2.8% over the last three years but is comparable to the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	92.0%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	81.3%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	336
<i>Results: Average degrees conferred per year over the last three years: 349.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	97.3%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	1,821
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 1,646.</i>	

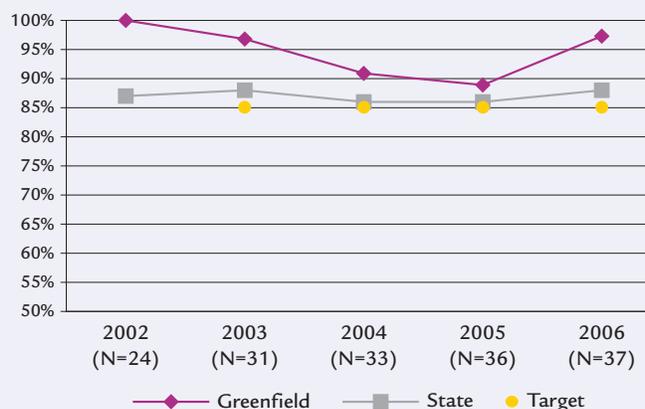
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

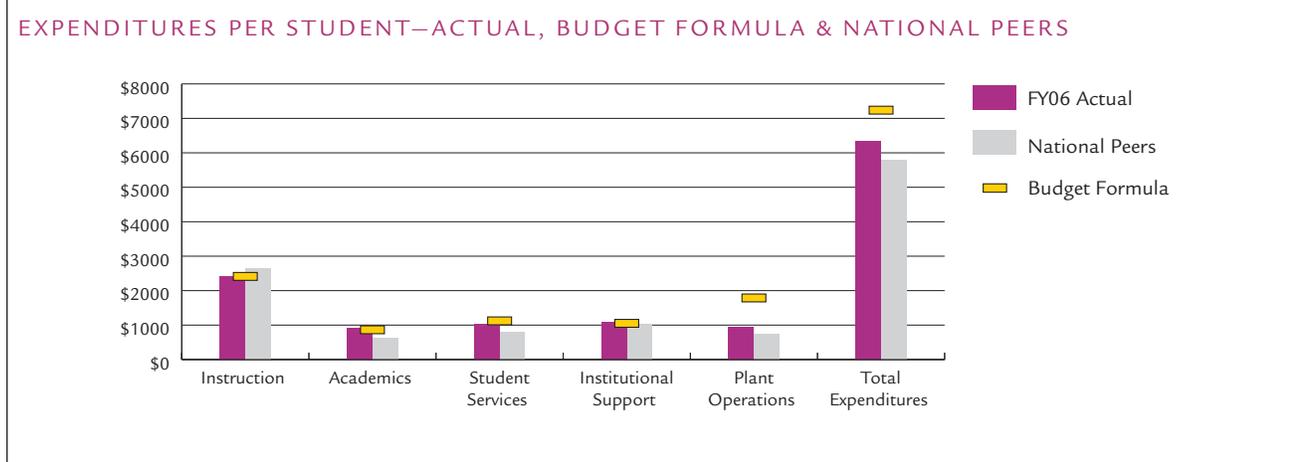


\* See Technical Guide (pages 109–110) for indicator methodology and details.

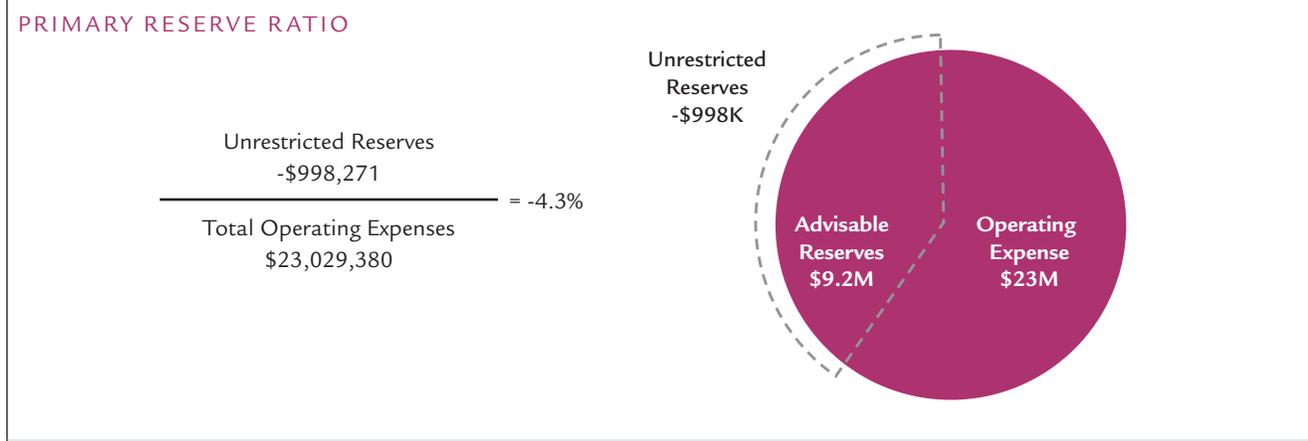
IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Converted South Wing of Main Building from electric to natural gas fired water heat, resulting in utility cost savings of \$98,101.</p> <p>Purchased with grant funds and installed a 2KW photovoltaic unit to generate electricity to the East building, resulting in an offset of 0.3% to electric power consumed during nine months of operation.</p> <p>Received an anonymous gift of \$200,000 per year for five years to provide scholarships and support for college access and for the Nursing Program.</p> <p>Received donated services, valued at \$19,000, from Wentworth Institute of Technology, for the design of a passive solar zero-net energy greenhouse. Subsequently received an anonymous gift of \$100,000 for the construction of the greenhouse.</p> <p>Raised \$1,149,128 through private fundraising, an increase of \$528,909 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



*The college continues to take measures to improve its Primary Reserve Ratio. FY07 reflects a positive trend compared to prior years.*

\* See Technical Guide (pages 109–110) 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

- HCC's Tech Prep Consortium, in partnership with Springfield Technical Community College, provides academic and career pathways to 6,000 sophomores, juniors, and seniors at 23 regional high schools and to 500 college students at the two community colleges. Program components include providing college credits for articulated courses taken in high school, early college placement testing during the junior year, and career planning. Also, students from vocational-technical high schools who enter an apprenticeship program can gain credit for prior learning and workplace experience as a result of a pilot agreement between the Tech Prep Consortium high schools and the Massachusetts Department of Labor and Workforce Development's Division of Apprenticeship Training.
- The goal of HCC's ¡Avanza! Program is to increase access to higher education for Holyoke public high school students through a coordinated secondary-to-postsecondary support system. HCC staff representing admissions, educational planning, ESL, financial aid and academic support, work together with high school guidance counselors to help families navigate the college application process. Once enrolled at HCC, students receive ongoing academic and personal support through the Office of Multicultural Academic Services. The ¡Avanza! Program currently serves 104 students.
- HCC's Pathways Program, funded by the Jack Kent Foundation, is devoted to helping all promising students, especially under-represented students, succeed at HCC and transfer to selective liberal arts colleges. The program provides academic advising, personal support, and assistance with the transfer process. It offers students a five-week math transition seminar taught by Mount Holyoke faculty with successive and related learning community courses taught by HCC faculty. In FY07 the Pathways Program served 150 students. Seventeen students were accepted to Mount Holyoke College, 14 to Smith College, 2 to Amherst College and 1 to Hampshire College. The HCC Foundation recently received a significant bequest designated to assisting HCC students who transfer to Mount Holyoke College.
- The Crime Scene Academy is a collaboration among HCC's Criminal Justice Program, the Northwest District Attorney's

Office and the Massachusetts State Police Training Academy. Developed for investigators from local law enforcement and child protective services, this two-day program provides hands-on, intensive training for investigating suspected abuse or neglect of children. Participants process crime scenes, identify and collect evidence, and develop interviewing strategies. HCC students provide technical support, role-play as victims and witnesses, and serve as clerks and assistants assigned to investigative teams. Students complete a required one-credit course designed for this experience in advance of the Academy. In FY07 the Crime Scene Academy served 22 students and 35 professionals. The Academy is funded by a grant from the National Children's Alliance and a donation from the Massachusetts Department of Social Services.

### Program of DISTINCTION

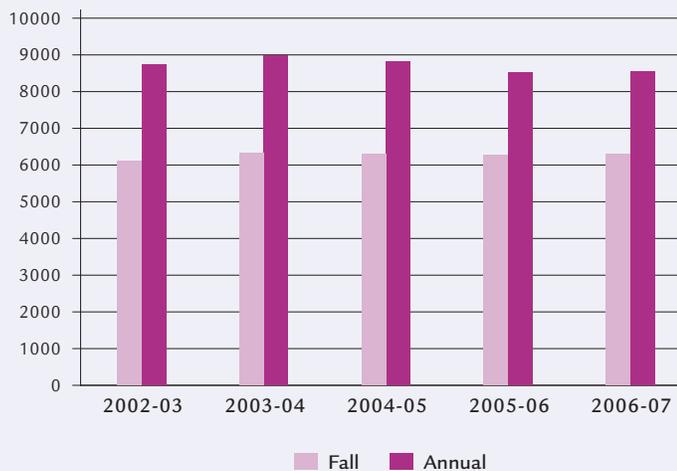
*Recognizing the significant role of adjunct faculty, HCC piloted an in-depth "brick-and-click" professional development program called the **Teaching Academy for Adjunct Faculty**. The goals of the Teaching Academy were to integrate part-time instructors into the HCC professional community and provide opportunities for them to develop innovative practices that facilitate teaching and learning. The first cohort of 15 adjuncts met in a seminar facilitated by senior faculty and also worked independently with electronic modules from the League for Innovation's Getting Results resource. Follow-up workshops focused on specific areas of common interest such as writing across the curriculum. Outcomes of the Teaching Academy included revised syllabi, peer classroom visits, implementation of student-centered and active learning practices, and the development of assessment activities. The Teaching Academy for Adjunct Faculty, already acknowledged as a model for the state, has been institutionalized as part of HCC's comprehensive professional development program.*

- Engaging Latino Communities for Education (ENLACE) Program is a partnership that brings together HCC, the City of Holyoke, Holyoke Public Schools, community organizations, private foundations and other institutions of higher learning to maximize resources and strengthen educational pathways for Latino students. ENLACE programs focus on early childhood education, middle-to-high school transition, after school and summer activities, college preparation, service learning and professional development opportunities for faculty and staff. In FY07, 58 faculty and staff from HCC, the Holyoke Public Schools and community-based organizations participated in ENLACE programs that served 220 parents, 228 middle and high school students, and 103 college students. ENLACE is funded by the Kellogg Foundation.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	6,297
Fall 2006 FTE:	4,176
<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>	
FY2007 Headcount:	8,552
FY2007 FTE:	4,252
<i>Results: Over the last three years, annual headcount enrollment has decreased 3.0%, and annual FTE enrollment has remained relatively stable.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	22.9%
<i>Results: Comparable to the institution's primary draw region's minority representation of 21.4%.</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 FY2007:	4.4%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

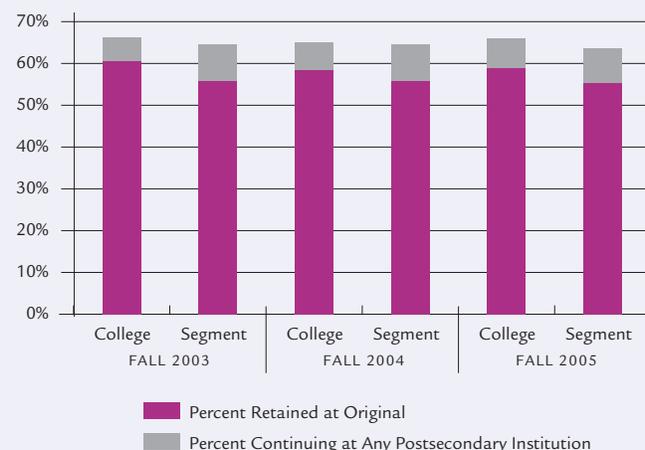
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$2,796	\$3,096	\$3,098	\$3,188	\$3,278
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	4.2%	4.6%	4.5%	4.4%	4.4%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

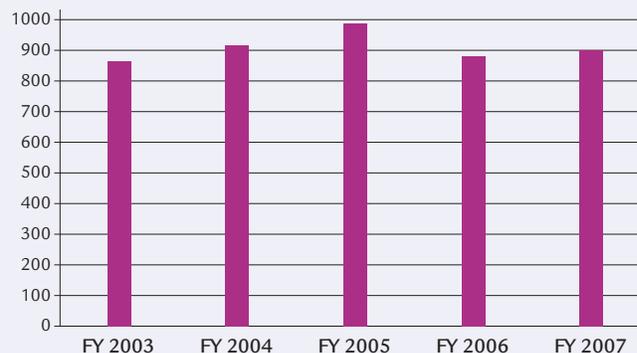
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	58.9%
Continuing at any institution:	65.9%
<i>Results: Persistence at original institution has remained relatively stable over the last three years and is above the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	92.6%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	76.1%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	901
<i>Results: Average degrees conferred per year over the last three years: 923.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	79.5%
<i>Results: Below the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	6,761
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 5,024.</i>	

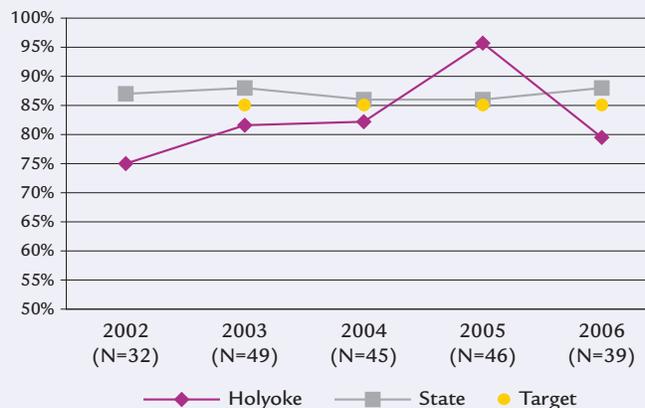
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



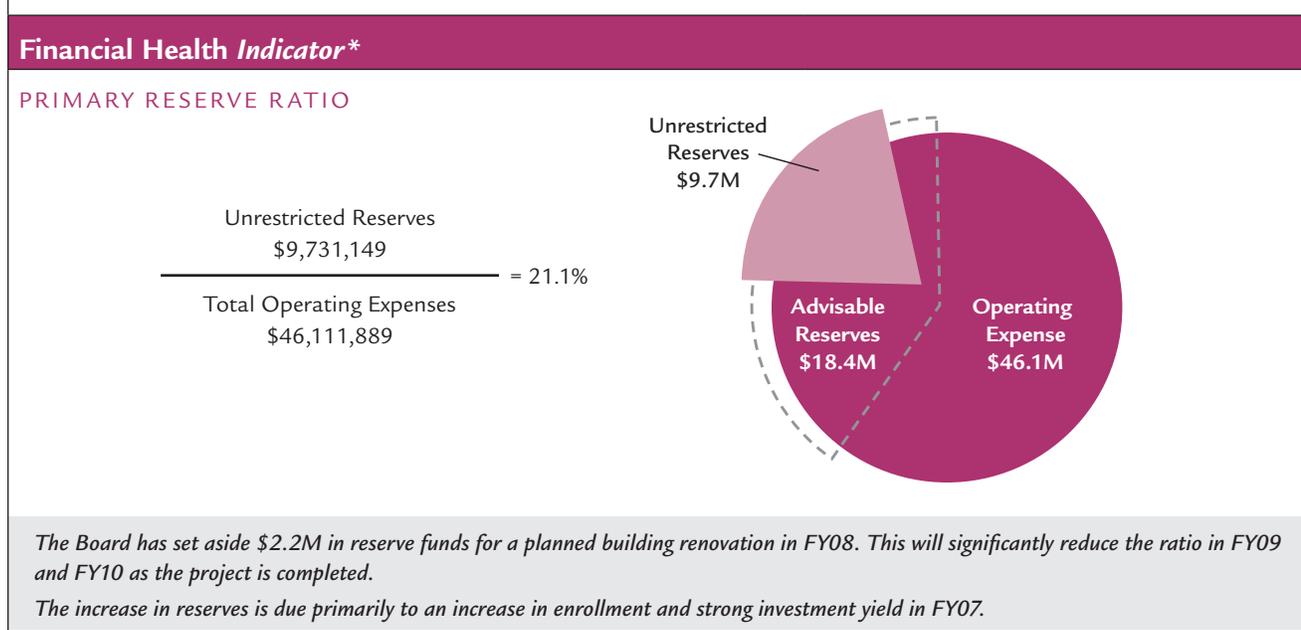
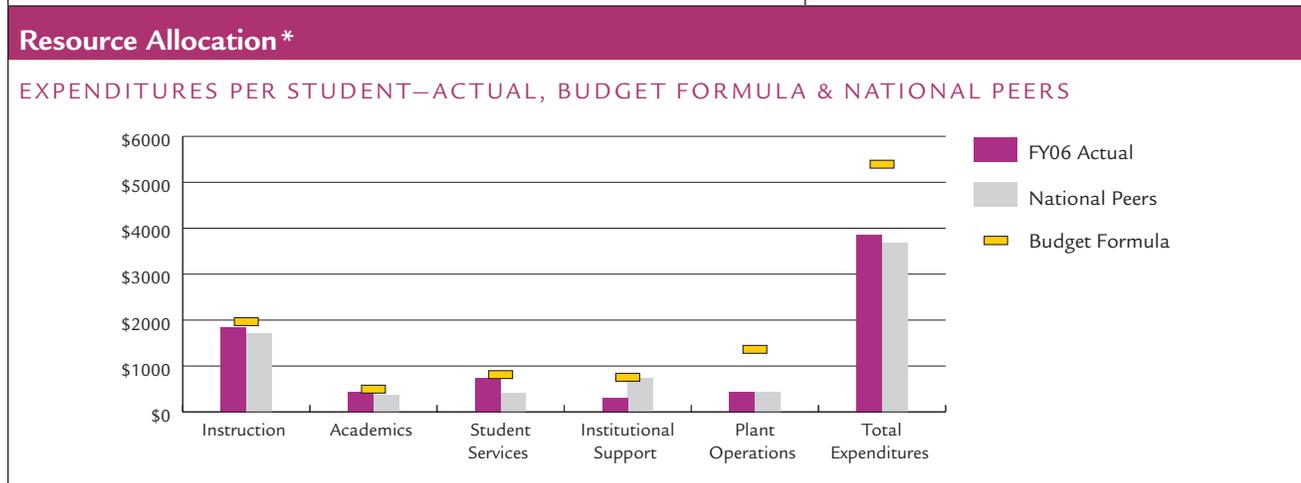
Nursing Exam Pass Rate (Associate’s Level)



\* See Technical Guide (pages 109–110) for indicator methodology and details.

IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Shared the cost of a Director of Engineering Services with Springfield Technical Community College.</p> <p>Joined with the City of Holyoke, the Pioneer Valley Transit Authority and the Juntos Collaborative to secure \$1.3M in federal and state funds to develop an adult basic education center in downtown Holyoke.</p> <p>Collaborated with Holyoke Public School System and a coalition of community groups to obtain over \$210,000 in grant funding to promote college readiness preparation for Holyoke middle and high school students under the ENLACE/AVANZA program.</p> <p>Obtained nearly \$200,000 in federal support to design and construct a new One-Stop Enrollment Center.</p> <p>Raised \$1,088,188 through private fundraising, an increase of \$81,516 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>



\* See Technical Guide (pages 109–110) for indicator methodology and details.

## Massachusetts Bay Community College

Massachusetts Bay Community College (MassBay) provides quality career programs for immediate employment and programs paralleling the first two years of a bachelor's degree. MassBay offers a diverse course selection in liberal arts, science and engineering, computers, and health sciences. MassBay aims to prepare students to transfer to four-year institutions, enter the job market in high-demand fields, retrain for new job opportunities, and make exciting lifelong learning selections.

### COLLABORATIONS

- MassBay, the Newton Public Schools and the Ashland Public Schools collaborated on an Inclusive Concurrent Enrollment Partnership Program for Students with Disabilities. The 2006–2007 program was a great success and a positive experience for the students concurrently enrolled. In response to the Program, this past spring MBCC acquired additional adaptive technology and expanded student access to the technology by making it available at more locations on both the Wellesley Hills and Framingham campuses. Workshops were held to train faculty and learning specialists to more effectively use these tools and integrate them into their curriculum. In addition, Academic Achievement Specialists worked closely with each student to support their experience and meet their individual needs. Each student successfully completed his/her course. The program has been recognized nationally and statewide as a model. Activities are planned to continue with students from the Newton Public Schools in the 2007–2008 academic year.
- MassBay is an active member of the Boston Public Schools (BPS) Office of College & Career Connections (OC3) partnership. Representatives from high schools, two- and four-year higher educational institutions, businesses and community groups have formed a series of action-oriented committees to improve programming and partnerships in support of BPS students. The committees are exploring dual enrollment, curriculum consistency, academic support models for high school to college transition, as well as industry and community-based relationships.
- MassBay is part of the newly developed Step Up collaboration with Northeastern University, Middlesex Community College and Northern Essex Community College. The goal of the project is to increase the number of graduates in science, technology, engineering and mathematics (STEM). Faculty from the partner institutions attend seminars, share innovative pedagogical models, and create and expand articulation agreements.

MassBay students and faculty have the opportunity to utilize Northeastern University's research facilities. A transfer bridge program is also an anticipated outgrowth of this collaborative.

- MassBay is currently working with five Boston/MetroWest area hospitals to provide a surgical technology certificate program for incumbent workers. The hospitals involved include: New England Baptist Hospital, Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Children's Hospital, and Newton Wellesley Hospital. The program is offered in a hybrid model. Lecture is delivered online; labs are offered at

### Program of DISTINCTION

*The One Book Project connects classroom learning to a series of co-curricular activities: speakers, panel discussions, and film series. Faculty members in all areas of the College incorporate a single text into their courses on a voluntary basis. This past year over 1,000 students, faculty, staff, and community members took part in activities related to the One Book Project that promotes the idea that learning is not just something for the classroom. Activities to promote the Program include One Book kick-off events and informational meetings for students, faculty, and staff to discuss the book. The book is distributed to full-time and adjunct faculty, staff, and administrators. Several copies are placed on reserve in the college libraries for student use and ten local libraries receive copies of the book. Community book clubs are encouraged to participate in the activities. Enrollment on the One Book Project online site, which offers resources on the book, the author, and the topic, is also offered. The site also includes a discussion-board that focuses on questions about the book or arising from the various activities. Almost 200 students, faculty, and staff have registered for the site. Lectures and writing classes, featuring the book's author, have also been sponsored at MassBay. Student reaction to speakers has been strong and overwhelmingly positive. The idea of linking curriculum in disparate disciplines through a focus on a single text has helped our students to see the connections among various branches of knowledge and has encouraged them to discover themselves as scholars in the business of creating new knowledge and as members of a wider community.*

MassBay's Framingham campus; and the students' clinical experiences are offered at each participating hospital. Students continue to work while in school. Upon completion of the certificate, they are able to meet the increasing need for surgical technicians in the hospitals' operating rooms. Thirty percent of students with a surgical technology certificate return to school to pursue a nursing or radiologic technology career.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	5,040
Fall 2006 FTE:	3,126
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has decreased 4.9%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	7,732
FY2007 FTE:	3,422
<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 2006:	24.8%
<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 FY2007:	4.9%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

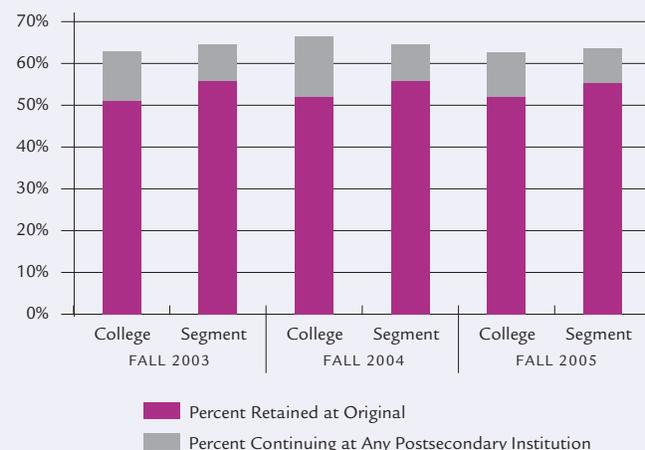
	FY2003	FY2004	FY2005	FY2006	FY2007
<i>Tuition and fees</i>	\$2,870	\$3,170	\$3,650	\$3,650	\$3,650
<i>State median family income (SMFI)</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>Tuition and fees as % of SMFI</i>	4.3%	4.7%	5.3%	5.1%	4.9%
<i>Segment avg. tuition and fees as % of SMFI</i>	4.2%	4.8%	4.9%	4.9%	4.7%
<i>Northeast avg. tuition and fees as % of SMFI</i>			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

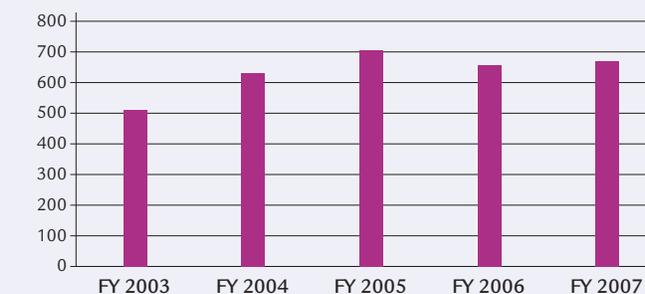
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	52.1%
Continuing at any institution:	62.8%
<i>Results: Persistence at original institution has remained relatively stable over the last three years but is below the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	89.3%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 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 FY2007:	671
<i>Results: Average degrees conferred per year over the last three years: 677.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	82.8%
<i>Results: Below the Board of Higher Education's target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	2,501
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 2,084.</i>	

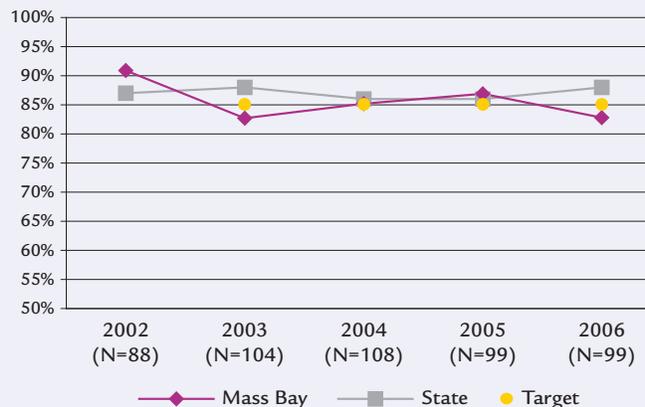
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)



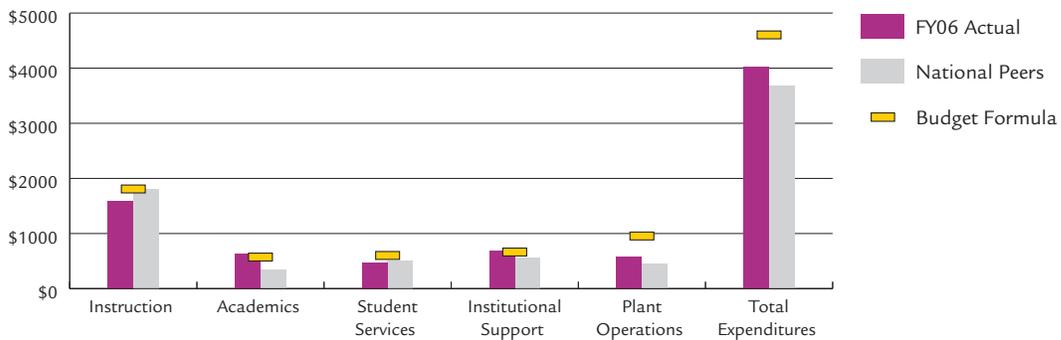
\* See Technical Guide (pages 109–110) for indicator methodology and details.

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

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Invested \$950,000 in PeopleSoft Financial and Student Enterprise systems to obtain maximum efficiency from the technology.</p> <p>Increased utilization of Massachusetts Higher Education Consortium pricing, resulting in \$214,000 in cost-savings.</p> <p>Increased investment income by \$106,208 over FY06, due to strong cash management, billing, and collection efforts.</p> <p>Entered into new cleaning services contract, resulting in three-year savings of \$67,800 and improved service levels.</p> <p>Upgraded seven analog copiers to multi-functional digital machines, resulting in three-year savings of \$14,000. Additional savings are being realized through the elimination of redundant equipment (fax machines, printers, scanners, etc.).</p> <p>Raised \$127,525 through private fundraising, an increase of \$97,750 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***

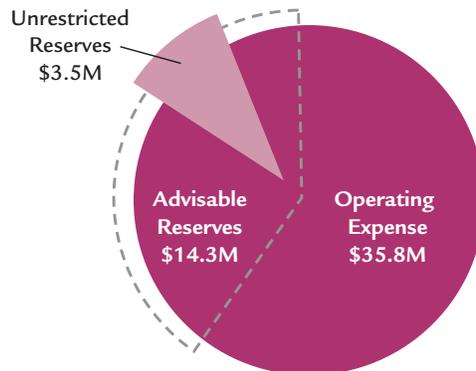
**EXPENDITURES PER STUDENT—ACTUAL, BUDGET FORMULA & NATIONAL PEERS**



**Financial Health Indicator \***

**PRIMARY RESERVE RATIO**

$$\frac{\text{Unrestricted Reserves } \$3,493,199}{\text{Total Operating Expenses } \$35,765,131} = 9.8\%$$



\* See Technical Guide (pages 109–110) 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

- The EXCEL Youth Initiative Program is a grant-funded, collaborative effort between Massasoit Community College, Brockton High School, and Martins & Associates Real Estate in Brockton. It focuses on exploring career options, developing life and career skills necessary to be successful in work, and providing access to postsecondary education. The EXCEL program targets low-income, non-traditional students who are in their junior year at Brockton High School. EXCEL enhances education relative to career development and job training and provides opportunities to develop meaningful relationships through mentoring, field trips, job shadowing, and leadership training.
- The Massachusetts Educational Opportunity Program (MEOP) is an educational after-school program for at-risk, disadvantaged students from Brockton High School. MEOP is supported by a grant from the Ronald E. McNair Reserve Program, administered by the Board of Higher Education. It provides students with academic support, career exploration, educational and recreational activities, and cultural enrichment opportunities. The program is intended to increase students' access to and success in post-secondary education. Thirty-two students in grades 9 through 12 participated in the program during 2007. All eleven of the grade 12 participants were accepted to post-secondary institutions and registered as full-time students for the fall of 2007.
- Massasoit and Eastern Nazarene College have entered into a collaborative agreement to meet the demand for highly qualified educators and to serve the educational development of those in the South Shore area. The 2+2 agreement with Eastern Nazarene College allows students to earn an associate's degree after completing their first two years of teacher preparation at Massasoit. The bachelor's degree will be granted after completion of the final components of the Initial Licensure program offered by Eastern Nazarene College at Massasoit's Brockton Campus. Students will then be recommended for Initial Licensure as an Elementary Teacher (grades 1-6) or Early Childhood Teacher (grades PreK-2) in the Commonwealth of Massachusetts.
- Massasoit collaborates with Stonehill College and two area high schools in A Public-Private Partnership to Increase

Enrollment, Retention, and Diversity in Chemistry, Biology, and Biochemistry. The project is sponsored by a Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP) grant from the National Science Foundation. It provides Massasoit students with opportunities for research, faculty mentoring, and an increased awareness of career options in the sciences. New curriculum modules are being developed for both institutions to increase enrollment and retention in the sciences. Five Massasoit students participated in a research project this past summer with Massasoit and Stonehill faculty on the Stonehill campus, and the two institutions plan to share resources with area high schools.

### Program of DISTINCTION

Massasoit belongs to **CONNECT**, a consortium of public two- and four-year higher education institutions in the Southeastern Massachusetts. Over the past year members of the **CONNECT** Biology group met on a number of occasions to discuss issues and best practices common to the biology courses of the five institutions. Meetings addressed the following topics: introductory course materials, transferability issues, ensuring enrollment at the community colleges, laboratory and equipment needs, core lab requirements, inquiry-based laboratory assignments, two-hour vs. three-hour labs, and emphasis on scientific writing. Finally the group discussed the laboratory experience in *Biology of Organisms* (second-semester introductory course) including course topics, lab activities, and strategies for improving enrollment in the course.

- Massasoit's Jobs in Boating project is funded by a grant from the Workforce Competitiveness Trust Fund. This project is intended to meet the workforce needs of the region's marine trades employers while also increasing employment opportunities for area residents. Massasoit and its partners—the Massachusetts Marine Trades Association, the Massachusetts Marine Trades Educational Trust, MY TURN, Bristol Community College, and nine marine trades employers—will work together to expand marine technician training and education in the Southeast Region of Massachusetts; increase public awareness of careers in the marine trades industry; recruit youth, older workers, and others for marine trades workforce training and employment opportunities; and develop marine technician curriculum to incorporate advanced electronics, instrumentation, and other advanced training to provide career ladders to both new and incumbent workers. Over the next three years, the project will train more than 200 participants for careers in the marine trades industry.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	6,975
Fall 2006 FTE:	4,266
<i>Results: Over the last three years, fall headcount enrollment has remained relatively stable, and fall FTE enrollment has increased 3.0%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	10,248
FY2007 FTE:	4,466
<i>Results: Over the last three years, annual headcount enrollment has remained relatively stable, and annual FTE enrollment has increased 2.4%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	24.5%
<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

Affordability Indicators*	
<b>% OF MEDIAN FAMILY INCOME</b>	
Tuition and fees as a percent of median family income in FY2007:	4.4%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

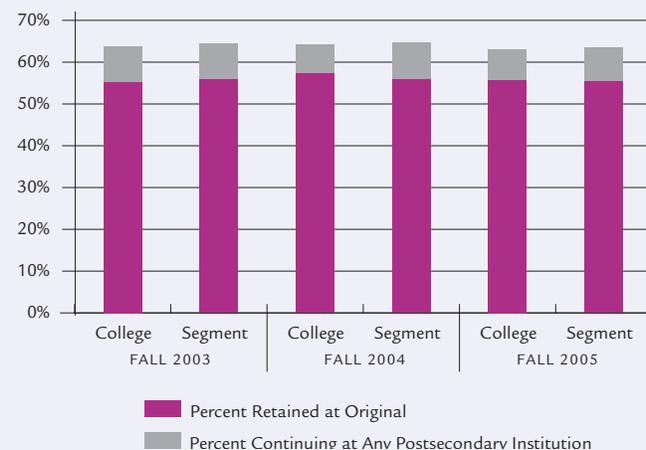
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$2,640	\$3,330	\$3,330	\$3,300	\$3,300
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	3.9%	4.9%	4.8%	4.6%	4.4%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

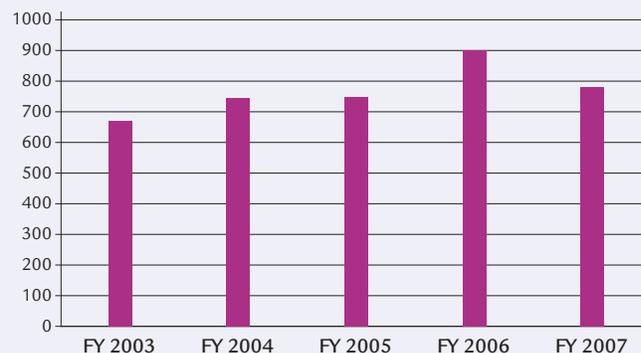
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	55.7%
Continuing at any institution:	63.1%
<i>Results: Persistence at original institution has remained relatively stable over the last three years and is comparable to the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	91.1%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	75.6%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	781
<i>Results: Average degrees conferred per year over the last three years: 810.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	89.0%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	4,160
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 3,913.</i>	

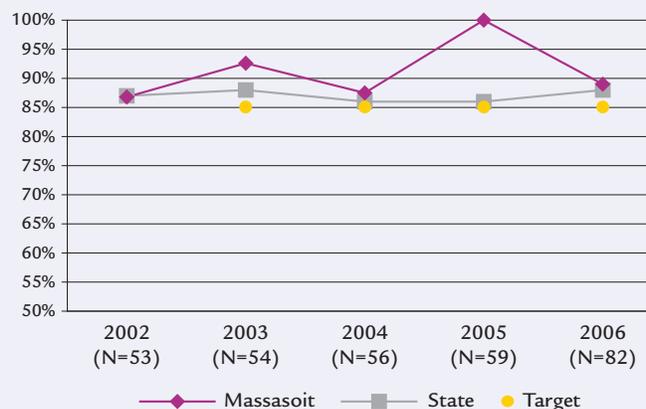
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

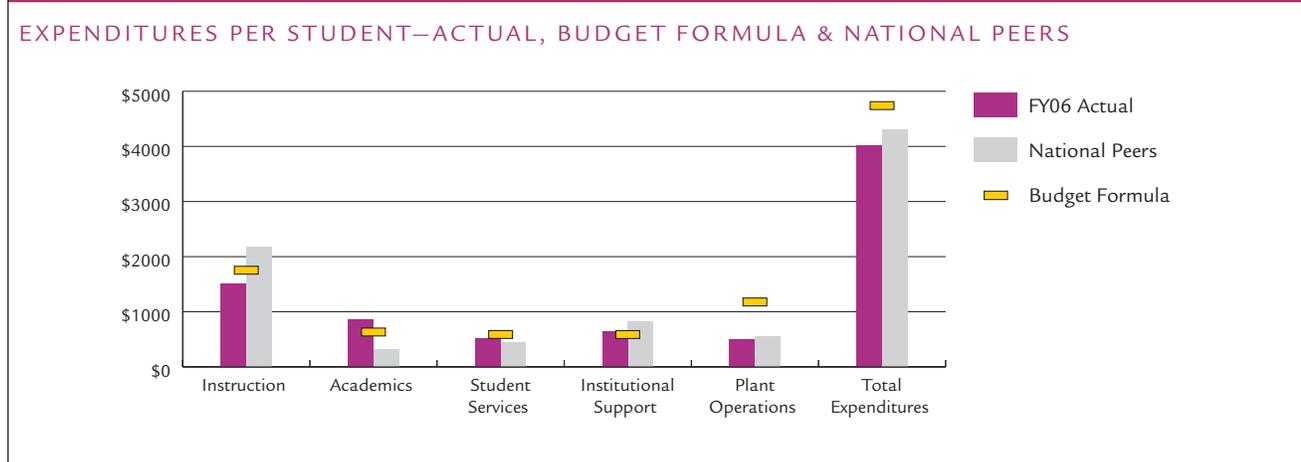


\* See Technical Guide (pages 109–110) for indicator methodology and details.

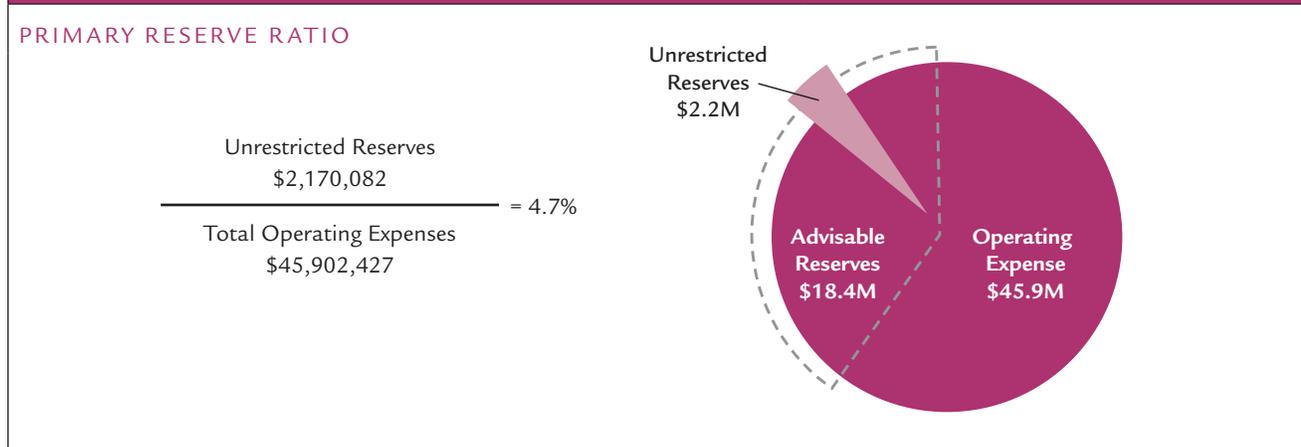
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Implemented energy savings projects resulting in savings of \$25,000.</p> <p>Raised \$70,000 in private funds for a language lab.</p> <p>Received a Gateway to College Grant for \$300,000 over three years.</p> <p>Replaced analog copiers with digital copiers to promote efficiencies and cost savings.</p> <p>Partnered with Brockton Public Schools and Brockton Police Department for a grant, resulting in cost savings of \$50,000.</p> <p>Raised \$134,588 through private fundraising, an increase of \$74,764 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 109–110) 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

- The Vertical Math Teaming Initiative provides a vehicle for articulation and collaboration among Middlesex Community College, the University of Massachusetts at Lowell, the Lowell High School math department, and the Lowell middle schools' math departments. It creates a smoother transition for incoming ninth graders, increases the number of students entering higher level math classes in college, and ensures consistent math content delivery. Teachers come together six times each year to coordinate math instruction at all levels and better meet the needs of students from the middle schools through college. One hundred thirty one ninth graders attended Step Up to High School Math, which consisted of a series of math refresher exercises and activities that parents were encouraged to attend with their child; and six high school seniors attended Fast Track, which addressed basic math deficiencies and prepared them for the Computer Placement Test so that fewer students would place into developmental courses.
- MCC and UML began the Lowell Connections program in 1998, focusing on preparing students who have applied to UML but have not yet met entrance requirements to successfully transfer and be effective in the University environment. Students take most of their classes at MCC and have the option of living in a University residence hall, participating in student activities and athletic programs and using library and technology resources at both campuses. In 2006-07, MCC served the largest Connections class ever: 259 students, 192 new and 67 returning, 66 students transferred to UML from the Connections program. MCC and UML are partnering for intramural hockey, basketball, and soccer, and 84 students participated in the 2006-2007 inaugural year. Additionally, MCC students, faculty and staff have been invited to join the UML Recreation Center. In total, 605 MCC students transferred to UML in 2006-2007, more than transferred to any other college or University.
- MCC, in collaboration with Quinsigamond Community College and North Shore Community College, received a \$1.9 million grant from the U.S. Department of Labor to develop new certificate and associate degree programs in Energy Utility Technology (EUT). The programs will help meet the utility

industry's anticipated shortage of employees who perform maintenance and construction on power lines and substations. Energy utility employers project an urgent, long-term need for trained, multi-skilled energy technicians to replace an aging workforce. The colleges are working with National Grid to establish the programs at all three schools. MCC has received \$5,000 from National Grid to be used for scholarships for students enrolled in the new Energy Utility Technology certificate program. Eighteen students registered for the first offering.

### Program of DISTINCTION

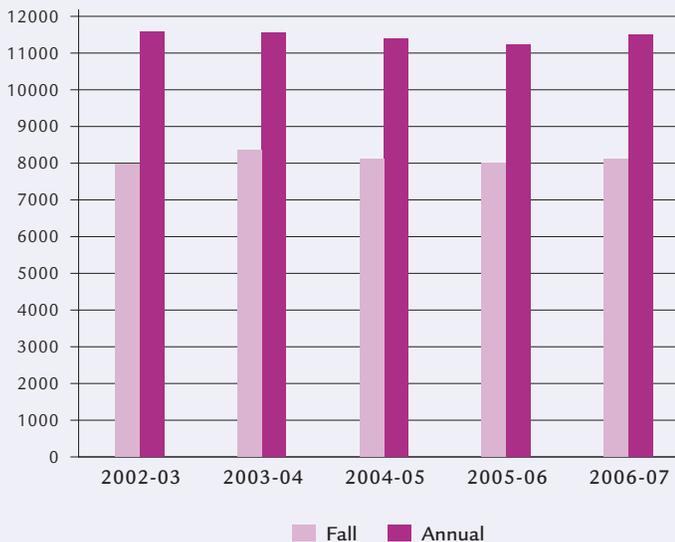
*Managed by Middlesex Community College, **The Career Place** is a one-stop career center in Woburn that is celebrating its tenth anniversary in 2007. Despite the fact that there are more than five times as many centers as there were when it originated, **The Career Place** maintains a leadership position among Massachusetts career centers. Helping local residents access jobs, acquire marketable skills, and advance their careers, **The Career Place** also works with companies to help solve their workforce needs and maintain their competitive edge in the regional economy. **The Career Place** reached the following benchmarks for 2006-2007 and for the decade: served 75,000 job seekers in the ten-year history, 10,577 in fiscal 2007 alone; job seekers who found employment averaged \$21 per hour, matching the highest in the state; pumped \$42 million into the local economy in fiscal 2007; earned \$100,000 annually to complement public dollars; is the only center in the state offering high-stakes testing; and job seekers who found employment earned \$12 in wages for every \$1 of state funding received.*

- MCC is partnering with the Northeastern Massachusetts Law Enforcement Council, a consortium of 47 police departments and two County Sheriff's Departments, to offer free computer training to law enforcement personnel throughout the state. Through funding provided by the United States Department of Justice, Office of Community Oriented Police Services (COPS), MCC has secured approximately \$750,000 to create a technology lab on its Lowell campus. To date, more than three dozen different courses have been offered to law enforcement agencies. The training is split into three components—crime analysis, basic computer skills, and cyber crime. Police officers and support personnel have received training in basic skills such as Word, Excel, Access, PowerPoint and the Internet and specialized training in crime mapping, Internet predators, investigations involving MySpace, and facial recognition programs. More than 400 officers from more than 30 different agencies have attended the trainings, which began in 2006 and will continue for several years.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	8,109
Fall 2006 FTE:	4,876
<i>Results: Over the last three years, fall headcount enrollment and fall FTE enrollment have remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	11,484
FY2007 FTE:	5,049
<i>Results: Over the last three years, annual headcount enrollment has remained relatively stable, and annual FTE enrollment has increased 2.4%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	26.3%
<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 FY2007:	5.0%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

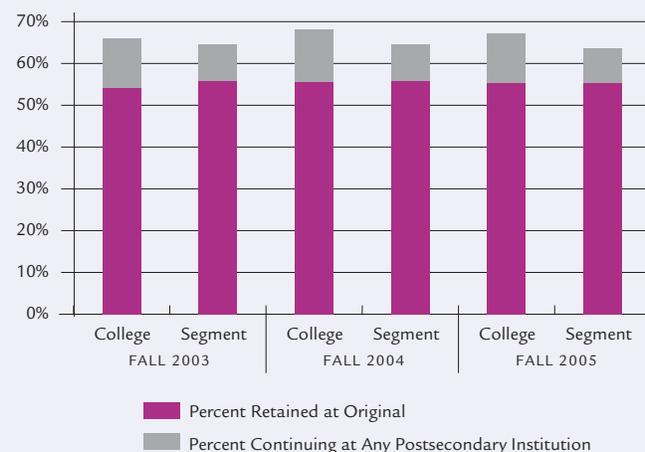
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,020	\$3,380	\$3,650	\$3,650	\$3,740
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	4.5%	5.0%	5.3%	5.1%	5.0%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

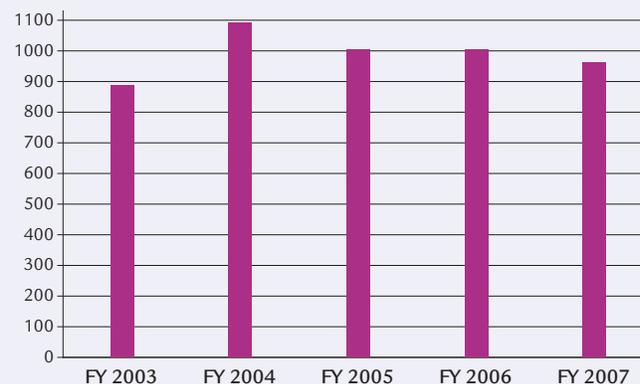
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	55.3%
Continuing at any institution:	67.1%
<i>Results: Persistence at original institution has remained relatively stable over the last three years and is comparable to the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	89.5%
<i>Results: Fall-to-spring retention has declined 2.2% over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	74.1%
<i>Results: Comparable to the Board of Higher Education's target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	962
<i>Results: Average degrees conferred per year over the last three years: 990.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	82.8%
<i>Results: Below the Board of Higher Education's target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	18,944
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 18,168.</i>	

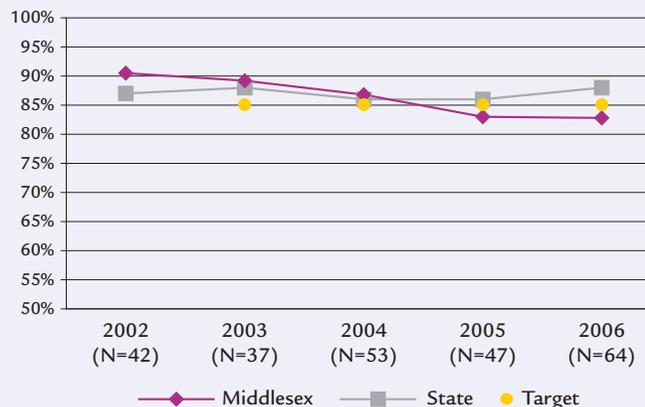
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)

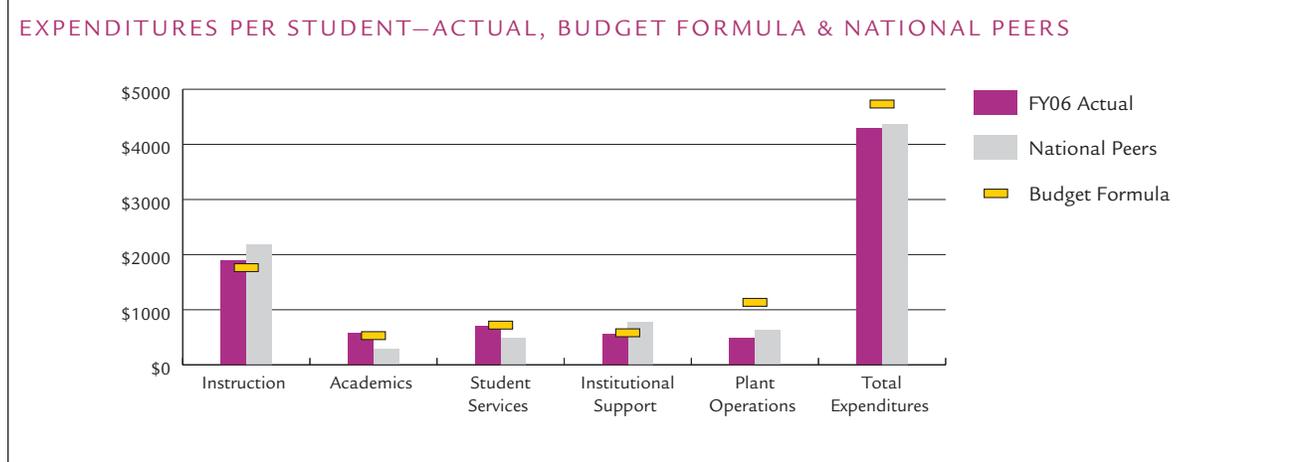


\* See Technical Guide (pages 109–110) for indicator methodology and details.

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

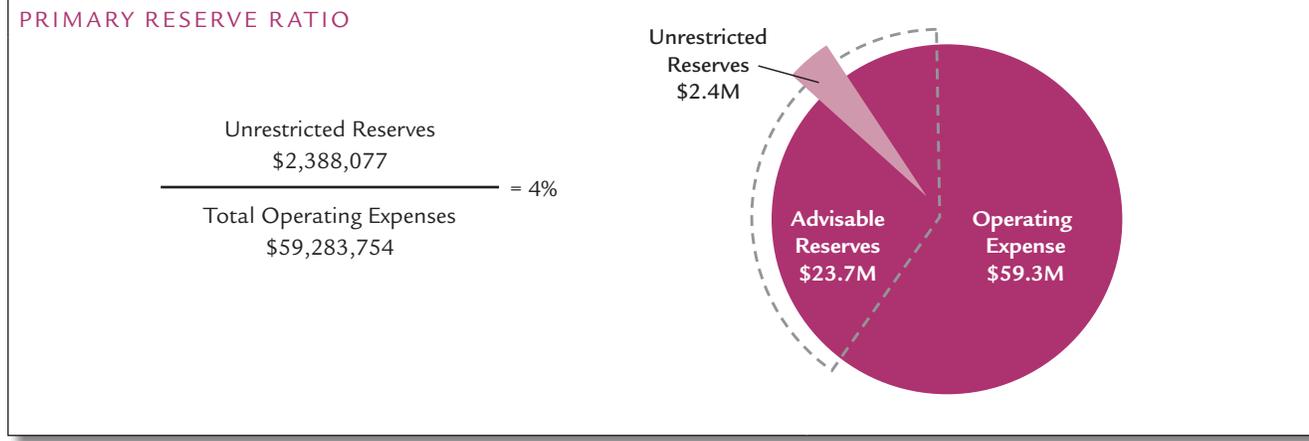
Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Implemented Banner Financial system to maximize efficiency of financial transactions, and hosted a system-wide Banner-user conference.</p> <p>Redesigned campus portal to enhance student services. This program is a partnership with CAMPUS EAI (a consulting organization that provides IT services aimed at improving e-business solutions), and is funded with a 5-year, \$1,033,000 grant.</p> <p>Signed the Climate Commitment to reduce the campus' carbon footprint and overall energy consumption.</p> <p>Updated the College's Energy Management System, replaced lamps, and updated equipment, resulting in an overall utility cost reduction of 8% annually.</p> <p>Raised \$1,073,735 through private fundraising, an increase of \$397,392 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



*The college continued its success in securing significant grant and contract funding in FY06, which enabled the college to expend an additional \$2.2M in Instruction and Student Support over and above peer averages.*

**Financial Health Indicator \***



\* See Technical Guide (pages 109–110) 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

- In 2007, the College created a significant public/private partnership with Heywood Hospital, UMass Lowell, and Nypro Industries in the design of a regional program that provides an educational PK-16 pipeline for traditionally under-represented populations to enter into Science, Technology, Engineering and Math (STEM) fields. The MWCC led partnership was awarded a federal Upward Bound Math and Science Program grant to support its efforts. This UBMS award is one of only three conferred in Massachusetts and the only one awarded to a community college led program—testament to the strength of the collaboration between the partners and the quality and feasibility of the program design and approach. This program provides eligible students with innovative math and science experiences and intensive academic and college preparatory support. It culminates in an engaging summer residential experience at Franklin Pierce University. The first cohort of 50 students was recruited from grade 9 at Gardner, Athol and Murdock High Schools in the fall 2007.
- MWCC was awarded \$300,000 over three years by the Gates Foundation, Carnegie Corporation, Ford Foundation, and Kellogg Foundation to replicate a high school drop-out intervention program model developed by Portland Community College in Oregon. MWCC's Gateway to College program provides high school dropouts with a chance to earn their diploma and associate's degree and/or certificate simultaneously. A total of 114 students, who dropped out of Massachusetts high schools, are currently enrolled in the Gateway program. Three students have already earned their diplomas, along with an average of 28 college credits. Gateway student retention is over 80% from the initial foundation semester to the comprehensive campus semester, and the average student GPA is 2.59. Over 300 students are projected to be enrolled by the fall 2009 semester.
- Community Scholars, with its focus on regional graduating high school seniors, substantively enhances the College's commitment to community building and civic engagement. Designed to create a pipeline of trained young professionals to work for the myriad nonprofits in the region, Community Scholars focuses on drawing more high school graduates into nonprofit work. This program provides the following incentives: free tuition and fees opportunity to learn and earn

an associate's degree from Mount Wachusett Community College with a specialized programming track in nonprofit work; guaranteed employment/internships at a competitive wage of \$10/hour for up to 1,000 hours of community service over a two-year period at a community organization while pursuing degree; \$1,000 Education Award toward a bachelor's degree at any four-year college; and leadership training and development through a summer bridge program. Partnering with the College to afford community scholar internship opportunities were the following nonprofit partners: MOC

### Program of DISTINCTION

*Mount Wachusett Community College was recognized by the College Board at its 2007 Annual Conference for its innovative efforts to build and sustain **data support systems and infrastructure** that support institutional transformation to a culture of evidence, where robust and comprehensive data analysis drives institutional planning and quality improvement. For the last four years, the Mount has been actively engaged in creating a data mart infrastructure and reporting intelligence capacity that decentralizes access to data/information across the College community for use in planning, student tracking and intervention, and assessment of institutional effectiveness. The College has constructed a multilayered Oracle infrastructure that supports transactional and frozen data analytics through the use of the Oracle BI Discoverer Plus reporting tool. The system is fully operational and accessible to over 60 trained end users.*

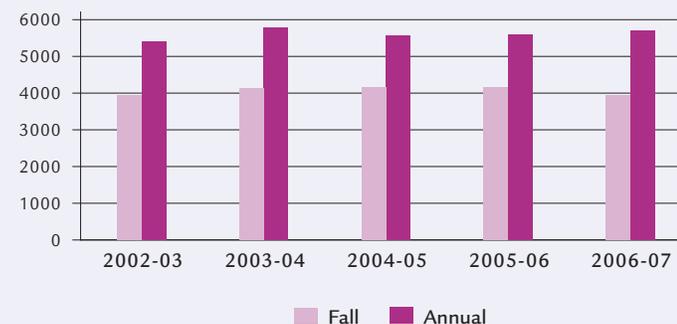
Head Start, Institute for Nonprofit Development, Cleghorn Neighborhood Center, North Central Charter Essential School, YES, Inc., The Village School, Trustees of Reservations, House of Peace and Education, Greater Gardner Chamber of Commerce, North Central Massachusetts Chamber of Commerce, MOC Pro-Health, CHC Family Health Center and Dental Program.

- Summer UP offered 150 middle and high school youth employment opportunities during a seven week program this past summer. Participating youth supervised recreational programs for children in high-risk neighborhoods in Fitchburg, Gardner, Leominster, and Winchendon. In partnership with local law enforcement, MWCC's GEAR UP program, and local community and educational institutions, Summer Up offered a chance for over 370 elementary students from these low-income neighborhoods to take part in safe recreational programs while providing students a free, healthy meal. Seventy-one percent of the middle and high school students reported a decrease in risk-taking behaviors this summer due to the program, and fifty-four percent reported feeling like they made an impact in their community.

## I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	3,937
Fall 2006 FTE:	2,399
<i>Results: Over the last three years, fall headcount enrollment has decreased 5.5%, and fall FTE enrollment has decreased 4.3%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	5,710
FY2007 FTE:	2,522
<i>Results: Over the last three years, annual headcount enrollment has increased 2.5%, and annual FTE enrollment has increased 5.0%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	17.5%
<i>Results: Comparable to the institution's primary draw region's minority representation of 17.3%.</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 FY2007:	5.5%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

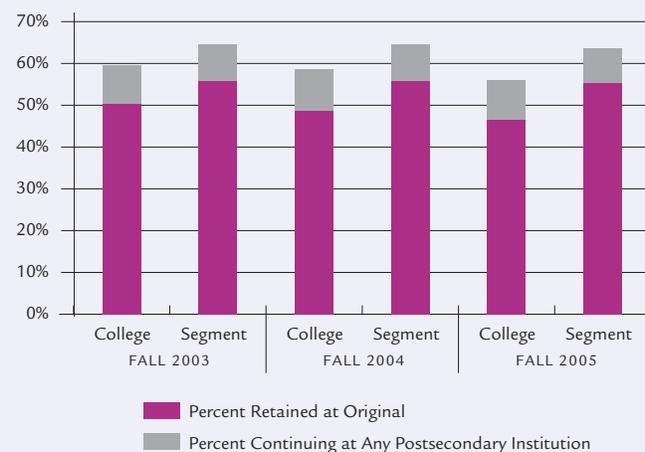
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,410	\$4,010	\$4,010	\$3,970	\$4,120
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	5.1%	5.9%	5.8%	5.5%	5.5%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

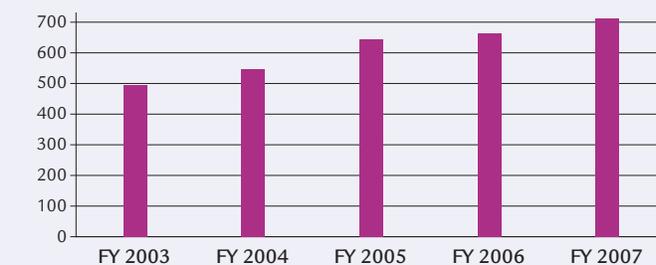
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	46.5%
Continuing at any institution:	55.9%
<i>Results: Persistence at original institution has declined 3.9% over the last three years and is below the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	86.1%
<i>Results: Fall-to-spring retention has declined 2.0% over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	83.1%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	713
<i>Results: Average degrees conferred per year over the last three years: 674.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	94.6%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	6,270
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 5,323.</i>	

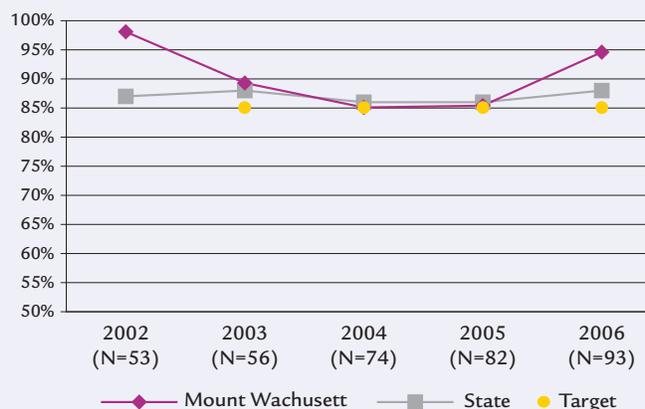
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



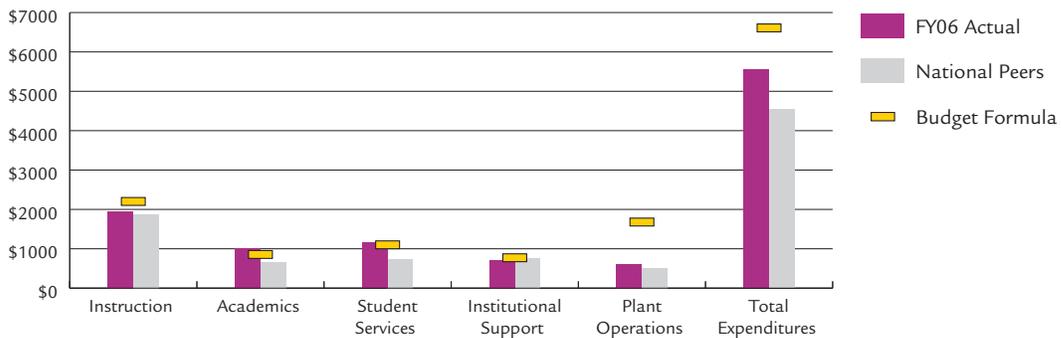
\* See Technical Guide (pages 109–110) for indicator methodology and details.

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

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Collaborated with Fitchburg State College, Quinsigamond Community College, and Worcester State College to execute a join contract for \$400,000 to fund a “house doctor” architectural services and a contract for joint banking services, saving \$24,000.</p> <p>Undertook significant investment in infrastructure repairs and restoration.</p> <p>Raised \$889,357 through private fundraising.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***

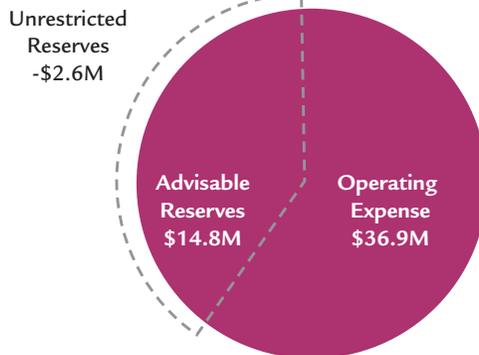
**EXPENDITURES PER STUDENT—ACTUAL, BUDGET FORMULA & NATIONAL PEERS**



**Financial Health Indicator \***

**PRIMARY RESERVE RATIO**

$$\frac{\text{Unrestricted Reserves } -\$2,562,754}{\text{Total Operating Expenses } \$36,896,912} = -6.9\%$$



\* See Technical Guide (pages 109–110) 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

- NSCC collaborated with Danversbank and Danvers High School to host Reality Check, a financial literacy program for high school students developed by the FDIC and Consumer Credit Counseling Service. The day-long Credit for Life fair was an interactive event featuring workshops on income, credit card debt, financial aid, and other topics (including housing, transportation, and insurance). A fun workshop is also included tempting students to buy cell phones, vacations, and other luxury items. More than 300 Danvers High School students attended, and each developed a financial profile and budget. Danversbank provided 50+ volunteers to work with NSCC staff to implement the event.
- NSCC has collaborated with the Ford School in Lynn through the NASA Explorer School initiative. The program promotes and supports the incorporation of NASA content into science, technology, and mathematics curriculum in classroom grades 4 through 9 at the Ford School. In February, NSCC hosted a NASA/Ford School event, Reduced Gravity Postflight, in the Lynn campus gym. Teachers from the Ford School traveled to the Johnson Space Center for training. On February 9, over 400 Ford School students participated in a video-conferenced workshop with them at the Johnson Space Center, including pre- and post-programming with NSCC staff and interactive Q&A with astronauts through the NASA Digital Learning Network.
- NSCC and Wheelabrator Saugus, J.V.: A Waste Management Company have been collaborating since 2003 to provide educational opportunities at Bear Creek Wildlife Sanctuary. The Sanctuary, which is adjacent to the Wheelabrator waste to energy plant, has been transformed from a landfill to a near pristine salt marsh habitat for birds and other wildlife. During the academic year, Professor Peter Young from North Shore's Environmental Technology Department conducts tours of the Sanctuary for the general public, schools, and special groups such as the Audubon Society, youth groups, Essex County Green Belt Association, and NSCC's President's Committee on Environmental Concerns. Using the Sanctuary as a working laboratory, Professor Young also develops curriculum and materials, supervises directed studies, and holds classes on site. The partnership between the College and Wheelabrator

has opened this sustainable wildlife habitat, a valuable educational resource, to students and the community.

- On April 26–27, 2007, NSCC collaborated with EdLink institutions (Middlesex CC, Northern Essex CC, Salem State College, UMass Lowell), and UMASS Lowell's Committee on Industrial Theory and Assessment (CITA) to host an international conference: "Community-University Partnerships—How Do We Achieve the Promise?" The two-day conference at the Wannalancit Mill in Lowell drew more than 200 presenters from 10 nations and focused on opportunities and challenges for productive partnership models in education, health care, and business development. EdLink hosted a reception "Celebrating New Partnerships" for northeast regional community, business and legislative leaders, launching the EdLink consortium and introducing a joint economic impact statement for the five colleges. EdLink CEOs participated in a panel discussion concentrating on the role of public higher education in urban revitalization moderated by Lt. Governor Timothy Murray.

### Program of DISTINCTION

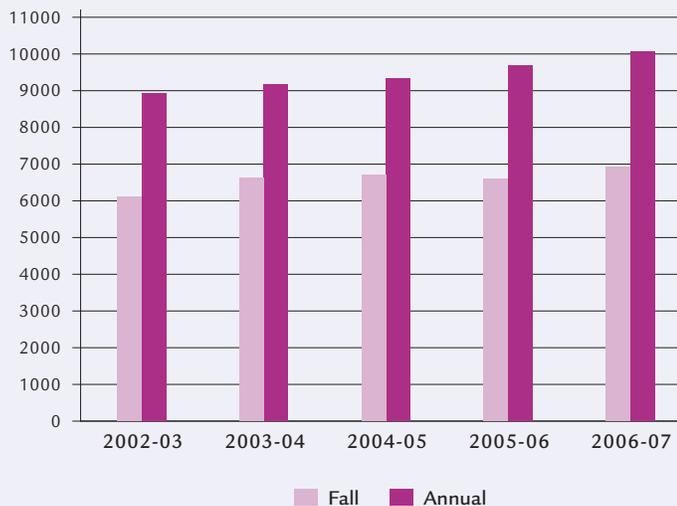
*NSCC is one of 19 institutions nationwide, and the only Massachusetts college, to be designated a Learning College in the **Breaking Through Initiative** funded by the Mott and GlaxoSmithKline Foundations through Jobs for the Future. The Initiative seeks to help low-skilled adults gain the skills and credentials that are gateways to family-supporting careers. NSCC's demonstration project is a Child Development Associate/ESL pilot targeting incumbent workers in home-based childcare. The model uses abbreviated ESL testing, prep sessions and study groups, a Spanish-speaking achievement coach, bilingual content-based workshops infused with ESL, accelerated courses, and developmental web-based math workshops. Replicable in other career pathways, the model utilizes four Initiative strategies: integration of cross-component structures and services, acceleration, direct labor market payoff, and comprehensive supports.*

- In December, NSCC worked with Special Olympics Massachusetts to host their annual Jolly Jaunt. The College's Developmental Disabilities Program, Project Access, and the Special Events Office collaborated to assist the Special Olympics organization in raising funds for sports programs, as well as providing uniforms, equipment and traveling opportunities to athletes. The day-long event was attended by more than 300 people at the Danvers campus. Staffed by NSCC and the Parrot Head Club of Eastern Mass, the event included a 5K Fun Run, awards, a visit from Santa, and a "Friends Asking Friends" post-run holiday party.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	6,910
Fall 2006 FTE:	4,218
<i>Results: Over the last three years, fall headcount enrollment has increased 3.3%, and fall FTE enrollment has increased 4.2%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	10,059
FY2007 FTE:	4,480
<i>Results: Over the last three years, annual headcount enrollment has increased 7.7%, and annual FTE enrollment has increased 7.9%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	25.0%
<i>Results: Less than institution's primary draw region's minority representation of 30.4%.</i>	
<i>Note: The BHE and the campuses are working together to develop an enhanced minority enrollment benchmark that will better reflect each campus' service region.</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 FY2007:	4.7%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

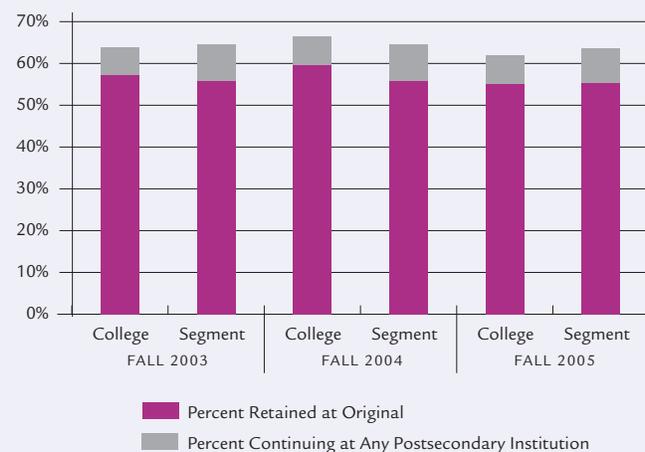
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,090	\$3,390	\$3,390	\$3,480	\$3,480
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	4.6%	5.0%	4.9%	4.9%	4.7%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

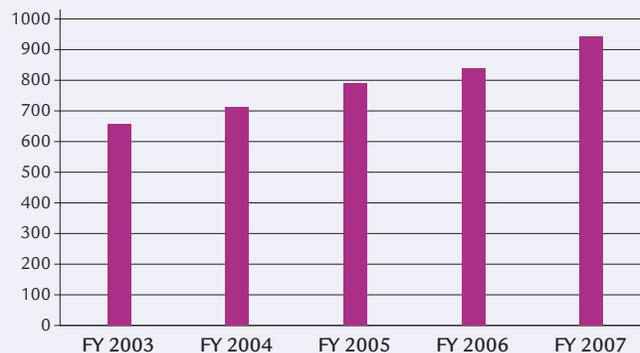
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	55.1%
Continuing at any institution:	61.9%
<i>Results: Persistence at original institution has declined 2.1% over the last three years but is comparable to the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	91.2%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 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 FY2007:	941
<i>Results: Average degrees conferred per year over the last three years: 856.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	85.2%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	5,434
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 5,303.</i>	

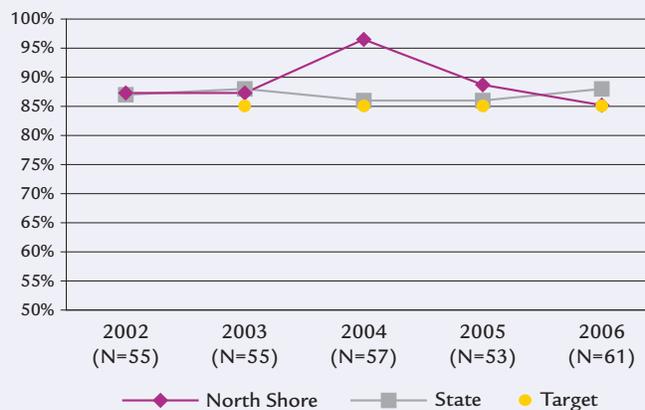
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

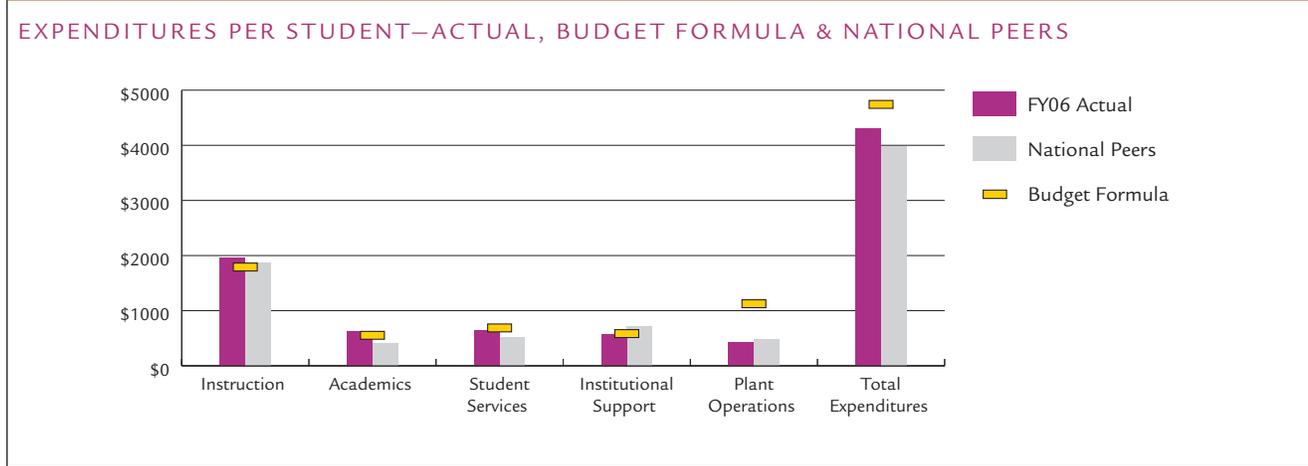


\* See Technical Guide (pages 109–110) for indicator methodology and details.

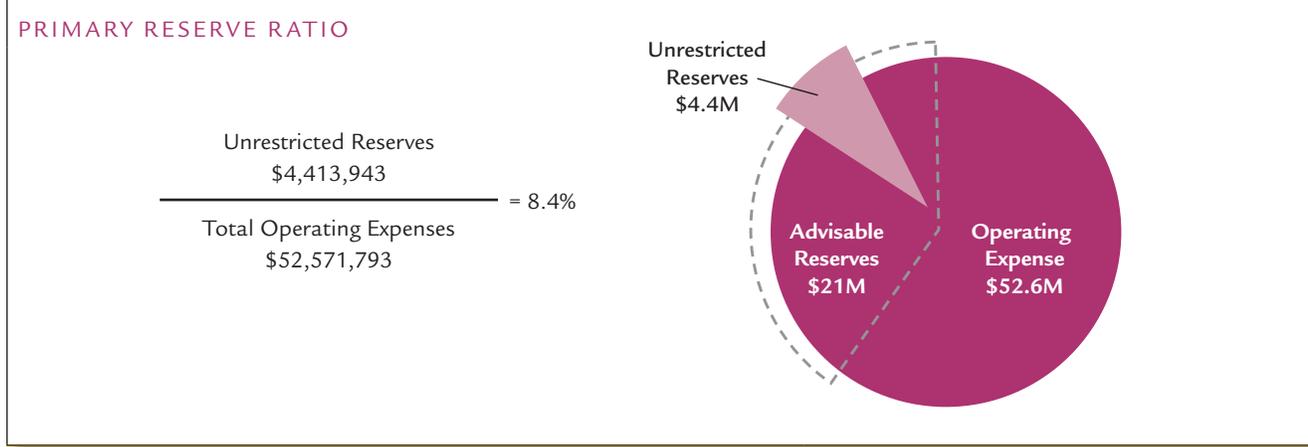
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Won the first SunGard HE Chamberlain Award for Institutional performance for innovative online e-recruitment system, which has resulted in tangible results in recruiting efforts. The Award provided \$10,000 in scholarship funding for students.</p> <p>Renewed partnership contract for third year with Mass Colleges Online, taking on responsibility for hosting and maintenance services. This change will save MCO nearly \$20,000 per year, and streamline the ability of NSCC staff to perform development and operations on the MCO system.</p> <p>Expanded Digital Imaging Project throughout college administration, resulting in significant time, space and paper savings, and improved customer service with immediate access to relevant information.</p> <p>Raised \$385,532 through private fundraising.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 109–110) 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

- With nearly \$30,000 in grant funds provided by the Massachusetts Department of Education, Northern Essex Community College is providing a Professional Development Institute on Alternative Energy Engineering for school teachers in several communities throughout the northeastern Massachusetts region. Teachers are gaining an in-depth understanding of the subject matter of Alternative Energy Engineering as well as pedagogical strategies to enable them to provide assessment, instruction, and reinforcement appropriate for all students in their classrooms, including English language learners.
- As part of a five-year grant funded to Northeastern University by the National Science Foundation, Northern Essex is participating in STEP-UP (Science, Technology, Engineering, and Mathematics Talent Expansion Program), an innovative project focusing on the development of a sustainable STEM (Science, Technology, Engineering, Mathematics) model that ultimately increases the number of students receiving degrees in STEM disciplines, with a special emphasis on engineering science. Its goal is to provide a seamless transition between two- and four-year institutions, increase and support the STEM student population at all partner institutions, and increase graduation rates in STEM programs. The partnership provides a model for other universities to partner with their local community colleges to improve the quality of teaching, share effective mentoring and support strategies, and improve the rigor and alignment of courses, which lead to an increase in the number of students successfully entering the STEM pipeline.
- This fall Northern Essex Community college was one of four Massachusetts community colleges which launched an associate degree in Criminal Justice fully online, thanks to an innovative partnership facilitated by Massachusetts Colleges Online (MCO), a consortium of the state and community colleges. The four community colleges—Bunker Hill (Boston/Chelsea), Middlesex (Lowell/Bedford), Northern Essex

(Haverhill/Lawrence), and Quinsigamond (Worcester)—are now sharing courses in the criminal justice curriculum, a cost-effective approach that will increase access to education opportunities in a high-growth field.

- This partnership allows these community colleges to launch an online degree much more quickly and cost efficiently. The associate degree in criminal justice prepares students for careers in fields such as security, law enforcement, and corrections or for transfer to a bachelor's degree program. While required

### Program of DISTINCTION

*Northern Essex collaborated with local veteran's agents to offer a highly successful **Veterans' Educational Stand Down** in August. The event was designed to help soldiers and veterans, especially those who had recently returned from conflicts in Iraq and Afghanistan, navigate the educational system and access the resources and services that are available to them. Set up as an information fair with speakers, the event attracted 24 veterans as well as many individuals who provide services for veterans. The college also received extensive coverage in the local press, including feature stories in the Boston Globe and the New England Journal of Higher Education. Building on the success of this event, the college is planning additional initiatives, including regularly scheduled office hours for local veteran's agents on campus, faculty and staff workshops focusing on issues that may be more prevalent with veterans, and expanded outreach to veterans.*

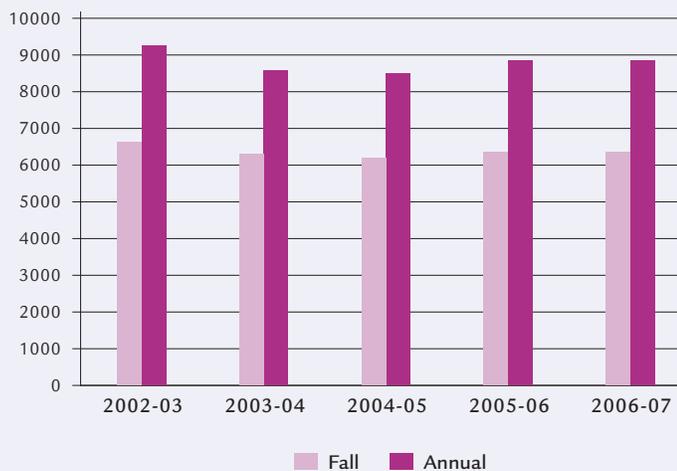
courses vary from college to college, the courses now available online will include criminal law, criminal investigation, corrections, race and ethnicity, critical incident response, and juvenile justice.

- ATLAS (Advancing Technological Literacy And Skills) is a three-year grant funded to the Museum of Science by the National Science Foundation. Its primary goal is to strengthen the education of future elementary teachers in the fields of technology, engineering, and science with the ultimate goal of developing this fluency in their students. In addition to Northern Essex Community College, the project is partnering with a number of schools and colleges, as well as industry groups. Together, we are working to build awareness among educators at all levels about the importance of technological literacy.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	6,361
Fall 2006 FTE:	3,760
<i>Results: Over the last three years, fall headcount enrollment has increased 2.7%, and fall FTE enrollment has increased 4.3%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	8,848
FY2007 FTE:	3,922
<i>Results: Over the last three years, annual headcount enrollment has increased 4.1%, and annual FTE enrollment has increased 6.0%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	28.1%
<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 FY2007:	4.2%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

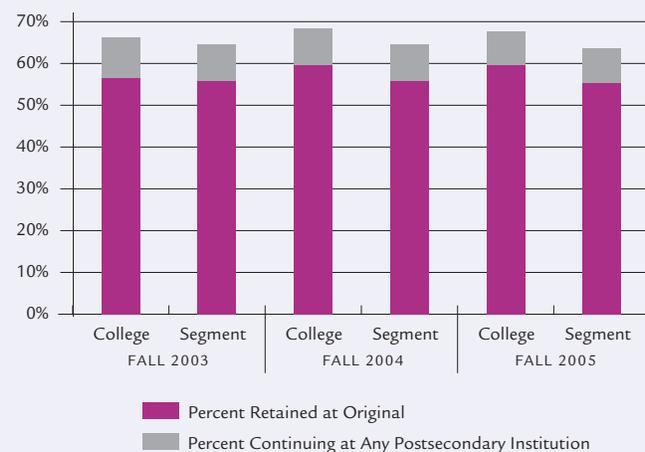
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$2,670	\$2,970	\$2,970	\$3,150	\$3,150
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	4.0%	4.4%	4.3%	4.4%	4.2%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

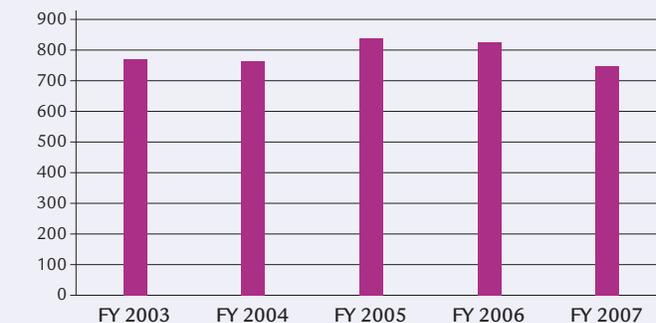
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	59.5%
Continuing at any institution:	67.6%
<i>Results: Persistence at original institution has increased 2.9% over the last three years and is above the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	91.7%
<i>Results: Fall-to-spring retention has declined 2.4% over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	71.4%
<i>Results: Below the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	748
<i>Results: Average degrees conferred per year over the last three years: 804.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	92.6%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	15,241
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 14,222.</i>	

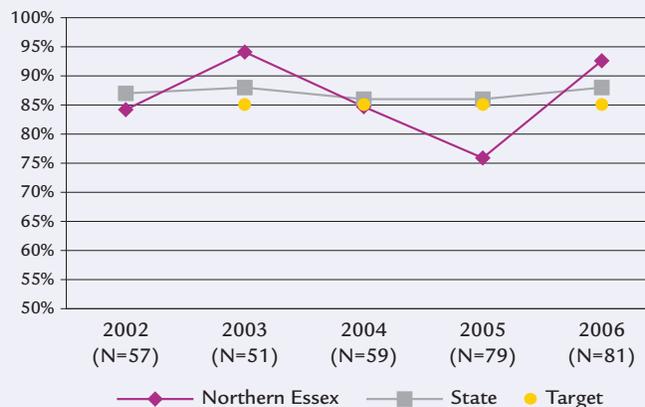
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)

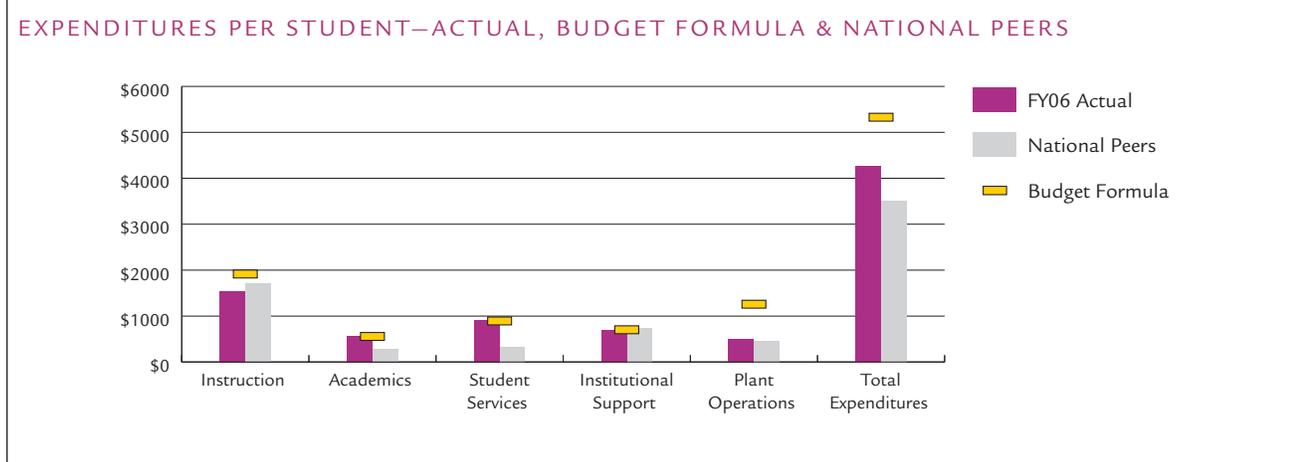


\* See Technical Guide (pages 109–110) for indicator methodology and details.

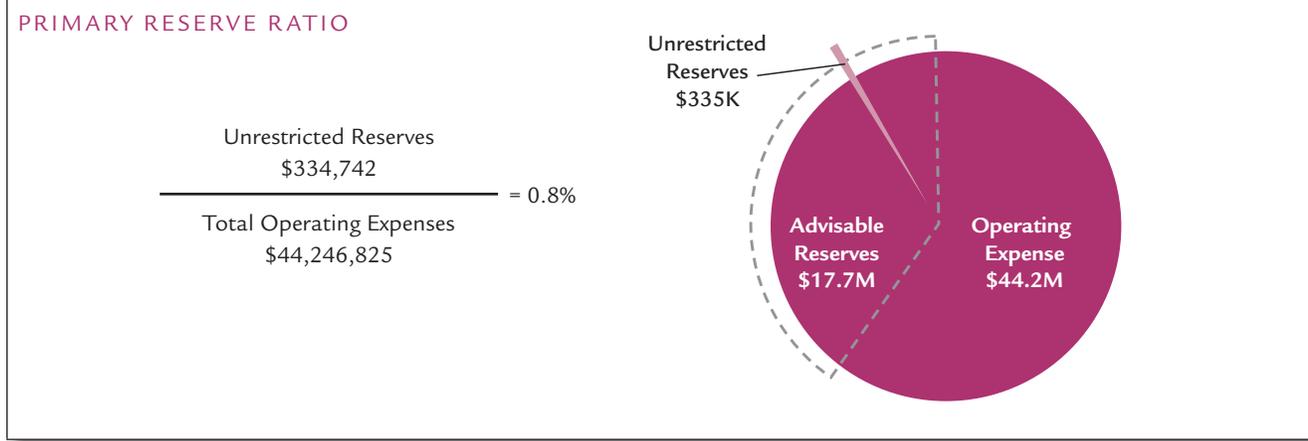
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Implemented electronic accounts payable system for vendor payments, resulting in savings in postage and paper.</p> <p>Changed light timer at Haverhill campus by one hour, saving 268,000 KWH.</p> <p>Collaborated with other Massachusetts Banner financial system Community Colleges to share cost savings best practices.</p> <p>Replaced heat pumps at Lawrence campus, resulting in efficiencies in cooling and heating.</p> <p>Transferred Bursar staff from Administrative Services to Enrollment Services Division and cross-trained employees to operate a “One-Stop Enrollment Center,” resulting in personnel cost-savings.</p> <p>Raised \$1,859,870 through private fundraising, an increase of \$1,008,020 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 109–110) 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

- KidSeal provides dental cleaning, sealants, fluoride treatment and dental health education services for Worcester Public Schools' children at risk. Last year, more than 600 second graders children from 11 schools were transported by bus to the college where community volunteers and QCC dental hygiene students provided cleanings, dental education, fluoride treatments, and sealants. Additionally, as part of KidSeal, once a week the dental hygiene students administer and supervise the administration of a fluoride varnish program to 11 Worcester Public Schools students in grades one through six.
- Boston University included QCC as part of its Community Scholar Academic Scholarship program in 2007. As a result, five QCC graduates have been awarded scholarships to study at Boston University in bachelor degree completion programs. The partnership includes identified pathways for QCC students to be accepted at BUMET. This public/private collaboration has also resulted in faculty-to-faculty meetings where best practices in online and adult education have been shared and discussed.
- QCC hosted the Nineteenth Annual International Conference on Technology in Collegiate Mathematics in Boston, Massachusetts, from February 15-18, 2007, and was privileged to welcome over 850 presenters and attendees from Portugal, United Kingdom, Turkey, Japan, Colombia, and Canada as well as from all over the United States. QCC is proud of this effort and the national and international recognition it has received from hosting this conference.
- On May 22, 2007, QCC sponsored a conference entitled "Conversations About Teaching Biology." Fifty biology/life science faculty members from Massachusetts community colleges attended presentations on the use of technology in

the classroom, online learning, favorite laboratory activities, and active learning strategies for non-science majors. The conference was a collaboration among biology faculty members from Quinsigamond, Massasoit and Mt. Wachusett Community Colleges. Plans are underway to make the conference an annual event.

### Program of DISTINCTION

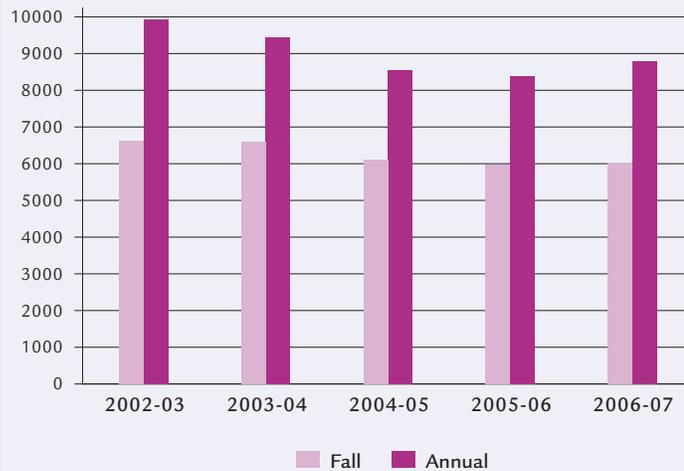
*In collaboration with National Grid (NG), a leading energy delivery and transmission organization, QCC, Middlesex Community College, and North Shore Community College received \$1.8 million from the President's Community-Based Job Training Grants initiative to develop career-focused certificate programs in **Energy Utility Technology (EUT)**. The program will prepare people to fill critical entry-level line worker, meter worker, and substation maintenance worker positions. NG is one of the ten largest utilities in the U.S. and has the largest electricity transmission and distribution networks in New England/New York. Key project goals include developing the colleges' capacity to offer EUT training and providing the energy utility industry with the capacity to fill critical entry-level and junior engineering positions with trained staff. The first nine months of the three-year project focused on designing curricula; outfitting specialized labs, providing professional development to faculty; and initiating a variety of student recruitment activities, including special outreach programs to expose prospective students to career and training opportunities. The award was received in January 2007; by fall 2007 there were 60 students enrolled (20 per college) in the EUT certificate programs.*

- Through Massachusetts Colleges Online, QCC has joined four Massachusetts community colleges to offer an associate degree in Criminal Justice fully online. The four community colleges—Bunker Hill (Boston/Chelsea), Middlesex (Lowell/Bedford), Northern Essex (Haverhill/Lawrence), and Quinsigamond (Worcester)—are now sharing courses in the criminal justice curriculum, a cost-effective approach that will increase access to education opportunities in a high-growth field. The associate degree in criminal justice prepares students for careers in fields such as security, law enforcement, and corrections or for transfer to a bachelor's degree program.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	6,015
Fall 2006 FTE:	3,698
<i>Results: Over the last three years, fall headcount enrollment and fall FTE enrollment have remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	8,796
FY2007 FTE:	3,966
<i>Results: Over the last three years, annual headcount enrollment has increased 2.8%, and annual FTE enrollment has remained relatively stable.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	24.3%
<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 FY2007:	5.0%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

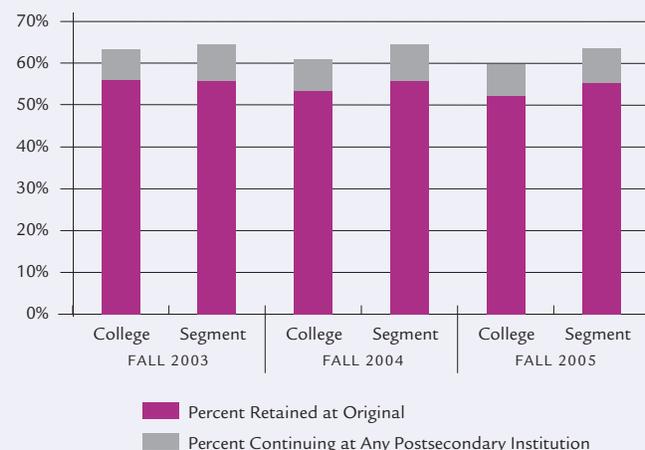
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$2,730	\$3,600	\$3,600	\$3,600	\$3,750
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	4.1%	5.3%	5.2%	5.0%	5.0%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

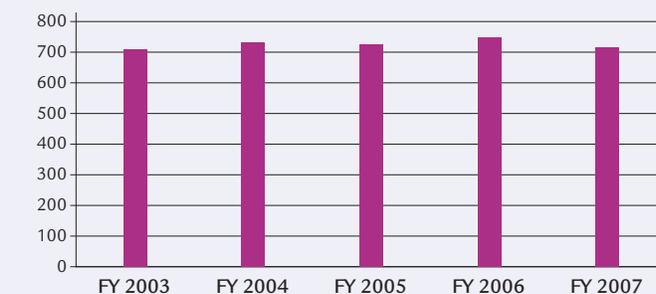
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	52.3%
Continuing at any institution:	59.7%
<i>Results: Persistence at original institution has declined 3.8% over the last three years and is below the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 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>	
FY2007 Credit Course Completion Rate:	74.9%
<i>Results: Comparable to the Board of Higher Education's target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	714
<i>Results: Average degrees conferred per year over the last three years: 729.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	91.6%
<i>Results: Above the Board of Higher Education's target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	6,741
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 4,183.</i>	

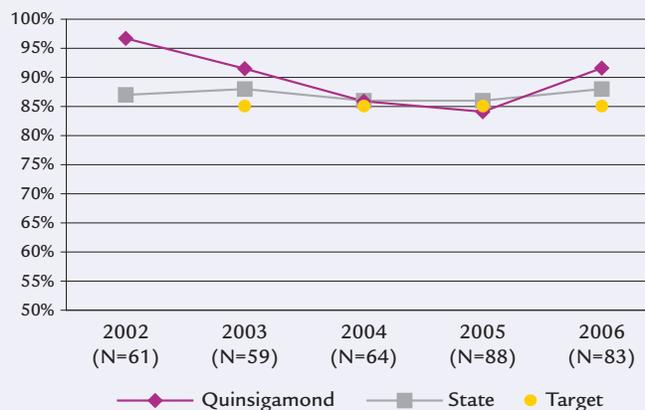
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate's Level)

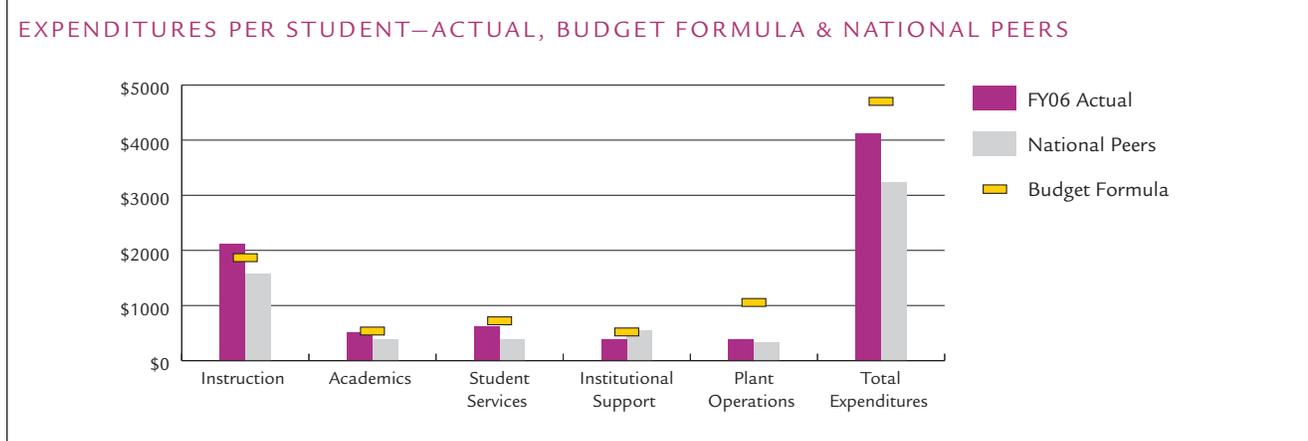


\* See Technical Guide (pages 109–110) for indicator methodology and details.

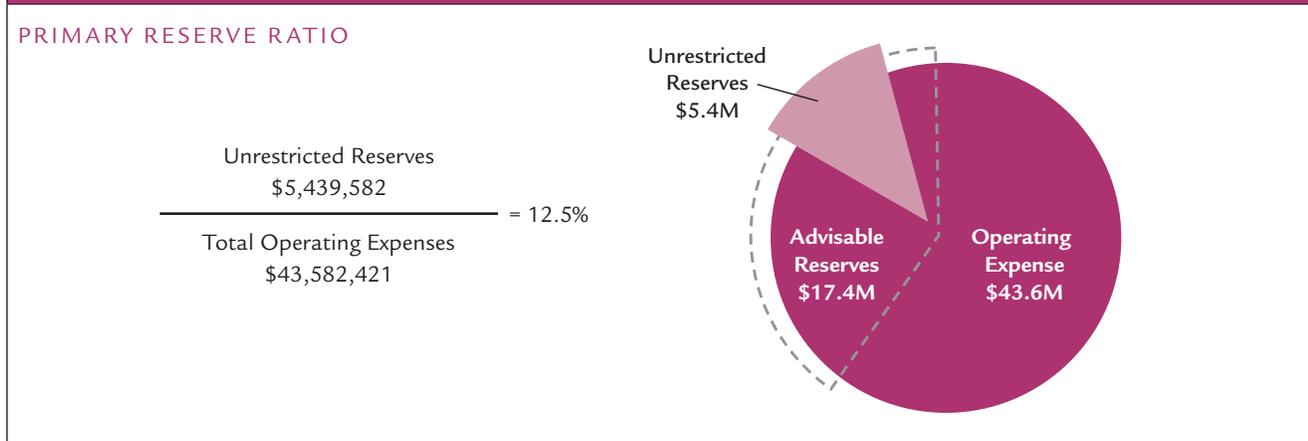
**IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES**

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Invested in an energy and water conservation system, resulting in annual cost savings of \$166,000.</p> <p>Implemented recycling initiatives, resulting in the recycling of 11,845 pounds of electronic waste, 59 cases of textbooks, and 60 tons of paper, glass and cans. This resulted in annual savings of \$25,000.</p> <p>Entered into agreement with energy management company to provide surplus energy capacity to meet local area demand in times of need, adding \$14,000 in annual revenue.</p> <p>Secured \$139,000 gift from Microsoft, Inc. and a \$244,000 gift from the Daniels Foundation, both for an advanced robotics program targeting high school students underrepresented in technical fields.</p> <p>Implemented online processes and technology resulting in 50% increase in online payments, 30% increase in online grade submissions, and 100% online insurance waiver compliance.</p> <p>Raised \$1,198,102 through private fundraising, an increase of \$17,213 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***



**Financial Health Indicator \***



\* See Technical Guide (pages 109–110) 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

- The Math and Science Advancement: Pathways to College and Employment program provides a series of math, science and English classes to prepare participants to enter post-secondary programs and high demand occupations in the health care industry including nursing, medical assistant, surgical technology, radiology, respiratory therapists, and lab technician. The program was created through a partnership between RCC, Wentworth Institute, and Technical Education Research Centers (TERC).
- The Boston Science Partnership is a \$12.5-million National Science Foundation-funded collaboration between UMass Boston, the Boston Public Schools, Northeastern University, RCC, and Bunker Hill Community College. The project is designed to raise science achievement in grades 6 through 12 and among students in higher education institutions. The primary focus is to increase student achievement in science and to study how and why we are effective. The project focuses on improving teacher quality and the quality of science teaching to more effectively offer challenging science courses and curriculum to all students. One of the intended outcomes of the work of the Partnership is that more BPS students will enter degree programs and major in STEM at four-year universities.
- The University of Massachusetts Boston, UMass Dartmouth, UMass Lowell, and Wentworth Institute of Technology and their community college colleagues Bunker Hill, Roxbury, Bristol, and Middlesex have formed the Urban Massachusetts Alliance for Minority Participation (UMLSAMP). They have come together to attract and retain underrepresented students in science, technology, engineering and mathematics fields (STEM), knowing that they need the synergy of working collectively and collaboratively to make significant increases in STEM degree production in Massachusetts.
- The Greater Boston Welcome Back Center, a collaboration of RCC, Bunker Hill Community College, Massachusetts Bay Community College, and UMass Boston, is a broad-

based collaborative effort designed to assist unemployed or underemployed nurses who earn their credentials outside the U.S. to obtain state licensure and re-enter the nursing workforce. The Center offers community-based outreach and customized educational and support services to enable internationally trained nurses to meet state licensing standards.

- The Boston Area Advanced Technology Education Connections (BATEC), a partnership among RCC, Bunker Hill Community College, Middlesex Community College, and UMass Boston, is designed to meet the strong demand for skilled information technology workers, both within the region and nationwide. Through the establishment of an ATE Regional Center in

### Program of DISTINCTION

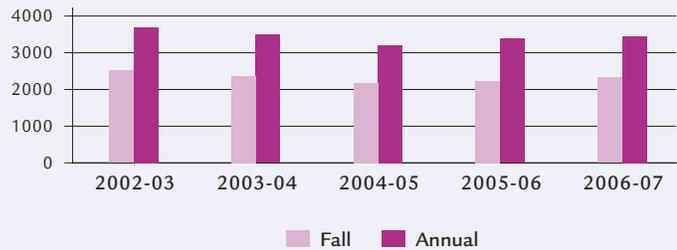
*The Access and Retention in Skilled Employment Project (ARISE), funded by Jane's Trust, provides participants with career exploration assistance, individual and group career counseling, academic advising and mentoring, two certificate degree program options, field experience, and job placement assistance. The primary goal of the program is to educate, train, mentor, and counsel nontraditional, underrepresented Boston residents for employment and further education in a specific sector of the high-growth health care industry for which appropriate training resources have not yet been created. A secondary goal of ARISE is to improve access and equity in health care by increasing the representation of skilled health service professionals who understand the languages, cultures, communication styles, and values of populations that have experienced disparities in healthcare access and outcomes. Students will require no longer than two years to obtain a certificate in the 25-credit Medical Office Specialist program or in the 31-credit Medical Office Administration Specialist program. These college credits create a clear pathway to a variety of professions, including those currently in demand in the healthcare industry in greater Boston. Roxbury Community College ARISE partners include the Boston Medical Center, Action for Boston Community Development, Boston Public Schools, Greater Roslindale Medical and Dental Health Center, Mattapan Community Health Center, and Whittier Health Center.*

Boston, BATEC will build on the IT education reform efforts of the partners. The goals of the partnership are to refocus IT education to align course content with industry needs; expand regional professional development opportunities for IT educators; and expand the capacity in the region to attract students from diverse backgrounds to IT training and help them gain employment in IT positions.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	2,239
Fall 2006 FTE:	1,391
<i>Results: Over the last three years, fall headcount enrollment has increased 6.8%, and fall FTE enrollment has remained relatively stable.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	3,443
FY2007 FTE:	1,518
<i>Results: Over the last three years, annual headcount enrollment has increased 7.6%, and annual FTE enrollment has increased 5.8%.</i>	
<b>MINORITY ENROLLMENT</b>	
Minority Enrollment Percentage in Fall 2006:	93.1%
<i>Results: Greater than institution's primary draw region's minority representation of 42.7%.</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 FY2007:	4.6%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

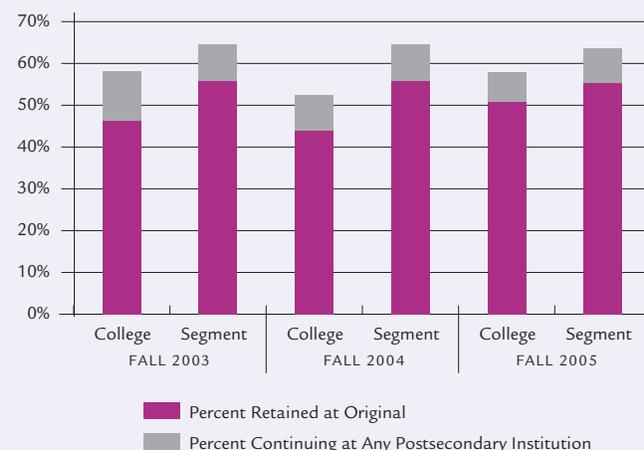
	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$2,450	\$3,250	\$3,460	\$3,460	\$3,460
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	3.7%	4.8%	5.0%	4.8%	4.6%
Segment avg. tuition and fees as % of SMFI	4.2%	4.8%	4.9%	4.9%	4.7%
Northeast avg. tuition and fees as % of SMFI			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

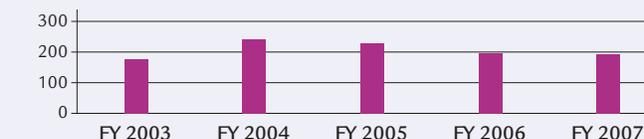
III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	50.8%
Continuing at any institution:	57.8%
<i>Results: Persistence at original institution has increased 4.5% over the last three years but is below the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	83.3%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	76.7%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	194
<i>Results: Average degrees conferred per year over the last three years: 206.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	68.2%
<i>Results: Below the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	1,278
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 1,171.</i>	

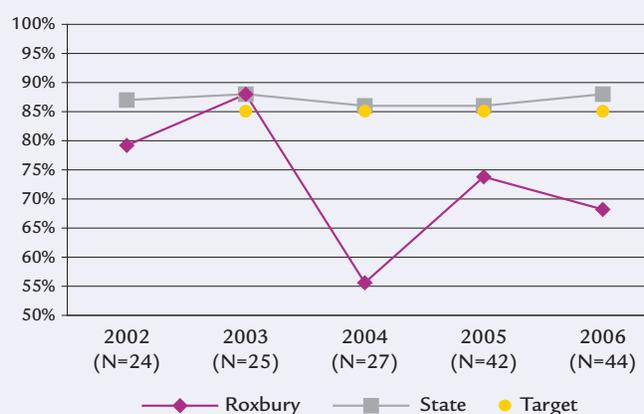
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



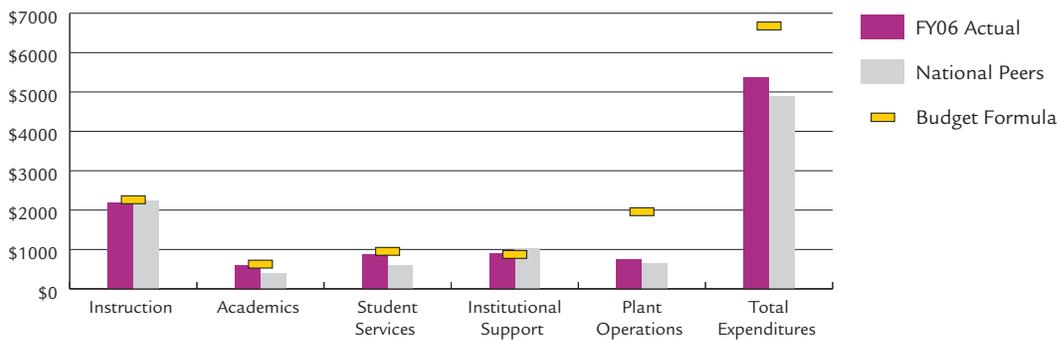
\* See Technical Guide (pages 109–110) for indicator methodology and details.

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

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Reduced the unrestricted fund deficit by \$757,812 in FY07, the largest annual improvement in unrestricted funds in College history.</p> <p>Dramatically reduced energy costs through conservation and cost-saving measures. Costs dropped from \$801,000 in FY05 to \$338,000 in FY02, a total reduction of \$463,000 or nearly 58% over the two-year period.</p> <p>Raised \$393,868 through private fundraising, an increase of \$177,027 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007 2006 2005</p>

**Resource Allocation \***

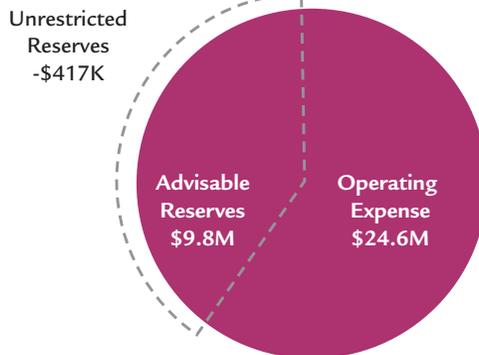
**EXPENDITURES PER STUDENT—ACTUAL, BUDGET FORMULA & NATIONAL PEERS**



**Financial Health Indicator \***

**PRIMARY RESERVE RATIO**

$$\frac{\text{Unrestricted Reserves } -\$417,386}{\text{Total Operating Expenses } \$24,563,462} = -1.7\%$$



\* See Technical Guide (pages 109–110) for indicator methodology and details.

# Springfield Technical Community College

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

## COLLABORATIONS

- STCC planned, developed, and hosted a Summer Academy for Science Teachers in the greater Springfield school systems. Under a grant, 20 teachers participated in the week-long series of workshops centered around innovative ways to teach the ecology strand of the Massachusetts science curriculum frameworks.
- The School of Health & Patient Simulation and World is Our Classroom, a Springfield initiative which reaches out to K-12 students and parents, are collaborating on a special project to bring K-12 students to SIMS Medical Center—A Virtual Hospital. Students will develop enhanced science skills through a patient case based approach that incorporates both theory and practice. This is a unique collaboration in that it is the first time that K-12 students will have access to high-fidelity computer supported full-size human simulators as well as college faculty acting as mentors. The purpose is to enhance science skills and make K-12 students more aware of the wide range of health careers in need of future qualified employees.
- STCC, Greenfield Community College, and Holyoke Community College collaborated jointly with the Western Massachusetts Dental Society to conduct a study on regional workforce needs for Dental Hygienists and Dental Assistants. This study was funded by a grant from the Dental Society and will provide the basis for decisions concerning the expansion of STCC's dental technician programs to meet the needs in Western Massachusetts.
- Holyoke Community College and STCC have collaborated on reforming the Perkins Tech Prep Program for the Pioneer Valley of Western Massachusetts. This collaboration has resulted in greater efficiencies by centralizing staff reporting, budgeting, and outcomes reporting through one office at HCC. This collaboration also expands the reach of the consortium, increases potential programmatic articulation, and eliminates duplication of efforts for both the colleges and the vocational-technical secondary schools.
- STCC has joined with the Regional Employment Board of Hampden County and the Western Massachusetts branch of the National Tool and Machining Association in Project Renew. This effort is aimed at increasing the workforce for precision manufacturing for the Pioneer Valley region. This collaboration has garnered grant monies to assist in recruitment and financial aid for students and has also developed new curricular opportunities for students to gain first hand experience in manufacturing.

## Program of DISTINCTION

*STCC instituted a seminar program for new faculty recently hired at the college. Planning and implementation is provided by the STCC Professional Development Center, and its Coordinator, Linda Meccouri. This weekly seminar introduces new faculty to colleagues, new teaching methodologies, and general information about the campus and the college. The seminar also provides a confidential forum for faculty to share issues and ideas as they adjust to teaching in the community college.*

- Under a grant from Pioneer Valley STEMNET, STCC offered a two-week course to 13 middle school teachers called, "Engineering: Making It Better." Course goals were: 1) update and reinforce teacher backgrounds in technology and engineering; 2) present a variety of conceptual and laboratory experiences; 3) develop an appreciation for the importance of data gathering, measurement and analysis in keeping with DOE Curriculum Frameworks for grades 6 through 8. Follow up sessions were held to allow participants to share best practices and future plans for classroom implementation.
- The Entrepreneurial Institute's Young Entrepreneurial Scholars (YES!) program partners with over 20 high schools throughout the region to teach entrepreneurship. More than 1,000 students participate each year. YES! supports teachers through training, materials, and sharing best practices. A yearly calendar of events is available to the YES! students, including wholesale buying trips to New York City, entrepreneurial conferences, and campus visits. YES! culminates in a business plan competition each year at STCC.

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

<b>Access Indicators*</b>	
<b>FALL ENROLLMENT</b>	
Fall 2006 Headcount:	5,992
Fall 2006 FTE:	3,774
<i>Results: Over the last three years, fall headcount enrollment has decreased 2.0%, and fall FTE enrollment has decreased 2.9%.</i>	
<b>ANNUAL ENROLLMENT</b>	
FY2007 Headcount:	8,555
FY2007 FTE:	3,998
<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 2006:	34.0%
<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 FY2007:	4.5%
<i>Results: Comparable to the Northeast regional average of 4.9%.</i>	

Tuition and Fees as a Percent of Median Income

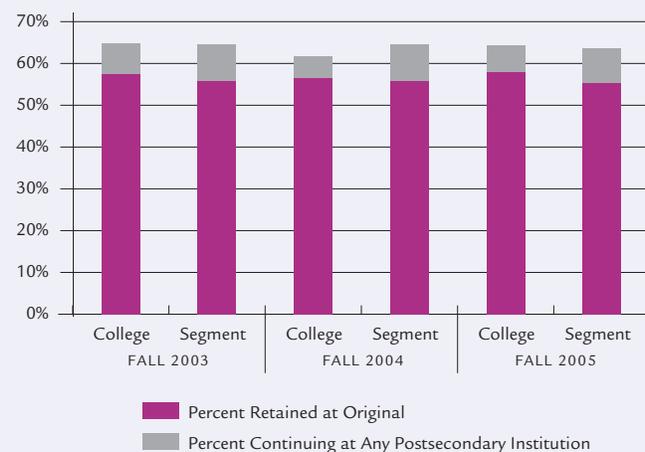
	FY2003	FY2004	FY2005	FY2006	FY2007
<i>Tuition and fees</i>	\$2,734	\$3,144	\$3,204	\$3,354	\$3,354
<i>State median family income (SMFI)</i>	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
<i>Tuition and fees as % of SMFI</i>	4.1%	4.7%	4.7%	4.7%	4.5%
<i>Segment avg. tuition and fees as % of SMFI</i>	4.2%	4.8%	4.9%	4.9%	4.7%
<i>Northeast avg. tuition and fees as % of SMFI</i>			4.8%	4.8%	4.9%

\* See Technical Guide (pages 109–110) for indicator methodology and details.

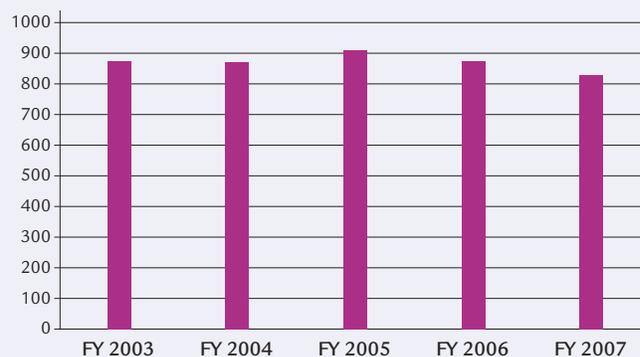
### III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
<b>FALL COHORT FIRST-YEAR PERSISTENCE</b>	
Retained at original institution:	58.0%
Continuing at any institution:	64.3%
<i>Results: Persistence at original institution has remained relatively stable over the last three years and is above the segmental average of 55.3%.</i>	
<b>FALL-TO-SPRING RETENTION</b>	
2006–2007 Fall-to-Spring Retention Rate:	92.7%
<i>Results: Fall-to-spring retention has remained relatively stable over the last three years.</i>	
<b>COURSE COMPLETION</b>	
FY2007 Credit Course Completion Rate:	79.3%
<i>Results: Above the Board of Higher Education’s target rate of 75%.</i>	
<b>DEGREES CONFERRED</b>	
Total Degrees Conferred in FY2007:	828
<i>Results: Average degrees conferred per year over the last three years: 871.</i>	
<b>NURSING EXAM PASS RATE</b>	
2006 Pass Rate for First-Time Test-Takers on the National Nursing Licensure Examination:	89.9%
<i>Results: Above the Board of Higher Education’s target pass rate of 85%.</i>	
<b>WORKFORCE DEVELOPMENT</b>	
FY2007 Annual Enrollment in Workforce Development Courses:	3,582
<i>Results: Average annual enrollment in workforce development courses per year over the last three years: 3,748.</i>	

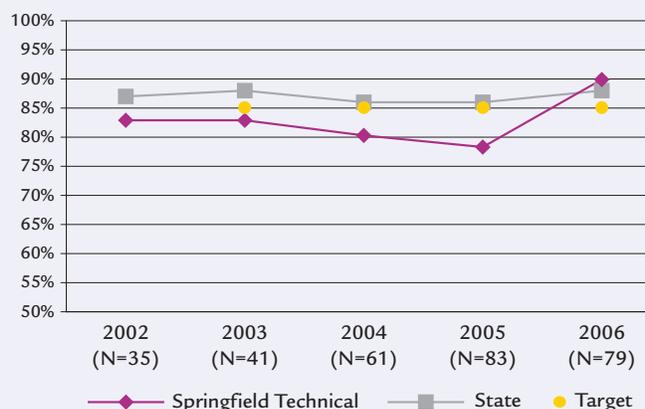
First-Year Persistence Rate (Fall-to-Fall)



Degrees Conferred



Nursing Exam Pass Rate (Associate’s Level)



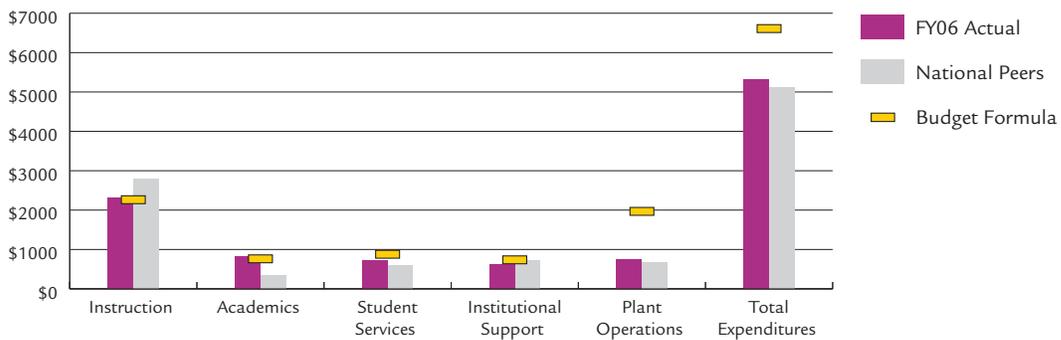
\* See Technical Guide (pages 109–110) for indicator methodology and details.

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

Efficiency and Innovation *	Compliance *
<p><b>EFFECTIVE PROJECTS AND INITIATIVES</b></p> <p>Negotiated a new utilities contract, resulting in significant cost savings.</p> <p>Utilized vendors listed by the Massachusetts Higher Education Consortium, saving \$507,000 in vendor payment costs.</p> <p>Collaborated with Holyoke Community College bookstore to streamline operations.</p> <p>Hosted a Datatel Users Conference (NERDUG) in July 2007, bringing in 200 participants. Datatel is an information management consulting firm that focuses on assisting higher education institutions in improving and streamlining business practices.</p> <p>Raised \$933,100 through private fundraising, an increase of \$46,479 from FY06.</p>	<p><b>ANNUAL INDEPENDENT AUDIT</b></p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

**Resource Allocation \***

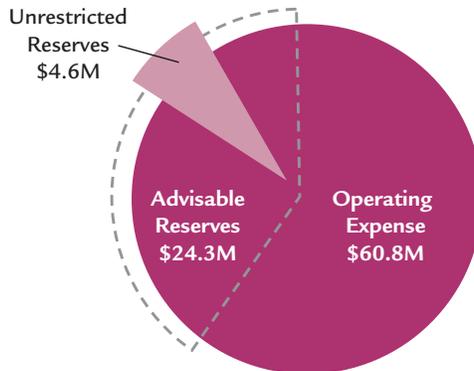
**EXPENDITURES PER STUDENT—ACTUAL, BUDGET FORMULA & NATIONAL PEERS**



**Financial Health Indicator \***

**PRIMARY RESERVE RATIO**

$$\frac{\text{Unrestricted Reserves } \$4,596,112}{\text{Total Operating Expenses } \$60,823,286} = 7.6\%$$



\* See Technical Guide (pages 109–110) for indicator methodology and details.

# 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

<b>Access Indicators</b>	
Fall Enrollment Headcount Fall Enrollment FTE	<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.
Annual Enrollment Headcount Annual Enrollment FTE	<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.
Minority Enrollment	<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.

## II: AFFORDABILITY OF MASSACHUSETTS STATE AND COMMUNITY COLLEGES

<b>Affordability Indicators</b>	
Tuition and fees as a percent of median family income	<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.

### III. STUDENT SUCCESS AND ACADEMIC QUALITY

<b>Success and Quality Indicators</b>	
First-Year Persistence Rates	<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. It also shows the percent of first-time, full-time new freshmen who return to any postsecondary institution in the fall following their first year. This includes students enrolling at private or public institutions in Massachusetts and students enrolling in out-of-state institutions.
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 National Council Licensure Exam (NCLEX) is required to become a registered nurse. We measure pass rates on this exam for first-time test-takers, as an indication of academic quality and learning outcomes (the inclusion of repeat test takers would increase the annual pass rate). The source for this indicator is the Massachusetts Board of Registration in Nursing, National Council of State Boards of Nursing.
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>	
Efficiency and Innovation	<b>Technical Notes:</b> Projects and initiatives that result in cost savings and regional collaborations that result in more efficient use of system resources. Examples must be based on quantifiable results, not aspirations.
Resource Allocation	<b>Technical Notes:</b> Utilizing IPEDS expenditure data, we measure the spending per student in each of five key expenditure areas. Spending for peer institutions is provided as a comparison. We also included estimated spending using budget formula requirements, which provides a measure of true fiscal need at the colleges.
Compliance	<b>Technical Notes:</b> All Massachusetts public colleges are required to undergo an independent annual audit of their fiscal practices. A positive audit has an unqualified opinion and no material weaknesses.
Financial Health Indicator	<b>Technical Notes:</b> The Fiscal Health Indicator provides a graphic depiction of the Primary Reserve Ratio, which measures Unrestricted Reserves vs. Total Operating Expenses. This ratio is a measure of how long an entity could continue operations using only reserves, if all other revenues stopped. KPMG has recommended a target ratio of 40%. The source for this indicator is FY07 Audited Financial Statements.

## Appendix

### Admission Standards

In 1995, the Board of Higher Education adopted new minimum admissions standards for the state colleges. The new standards were set to reinforce the Board's commitment to excellence, access, and success and to complement the Massachusetts Education Reform competency standards. The new standards were phased in over a four-year period, beginning with the students admitted into the freshman class in fall 1997.

### State College Admissions Standards – Then and Now

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

### Performance Measurement Comparison Groups

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

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

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

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

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

### Performance Measurement Peer Groups

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

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

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

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

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

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

Mass Bay Community College: 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

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

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

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

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

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

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

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

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

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

### **Annual Headcount**

Institution	FY2003	FY2004	FY2005	FY2006	FY2007
Berkshire	3,202	3,139	3,127	3,115	2,961
Bristol	9,118	9,317	9,318	9,362	9,680
Bunker Hill	11,617	11,664	12,007	12,340	12,966
Cape Cod	6,481	6,578	6,134	6,350	6,413
Greenfield	2,980	3,056	3,028	2,900	2,916
Holyoke	8,724	8,990	8,818	8,527	8,552
Massachusetts Bay	7,713	8,002	7,710	7,606	7,732
Massasoit	10,565	9,820	10,239	10,148	10,248
Middlesex	11,566	11,563	11,390	11,221	11,484
Mount Wachusett	5,399	5,774	5,570	5,587	5,710
North Shore	8,924	9,171	9,338	9,683	10,059
Northern Essex	9,250	8,579	8,503	8,839	8,848
Quinsigamond	9,914	9,429	8,558	8,385	8,796
Roxbury	3,694	3,489	3,200	3,379	3,443
Springfield Technical	9,051	8,914	8,612	8,246	8,555
<b>Community College Total</b>	<b>118,198</b>	<b>117,485</b>	<b>115,552</b>	<b>115,688</b>	<b>118,363</b>
Bridgewater	12,354	12,520	12,062	11,809	12,042
Fitchburg	13,107	11,302	11,272	12,578	11,906
Framingham	11,038	10,932	10,629	10,511	10,459
MCLA	2,576	2,678	2,742	2,761	2,630
Salem	15,475	15,770	15,422	16,053	15,823
Westfield	6,328	6,147	6,112	6,435	6,555
Worcester	9,410	9,205	9,295	9,261	8,930
<b>State Colleges Total</b>	<b>70,288</b>	<b>68,554</b>	<b>67,534</b>	<b>69,408</b>	<b>68,345</b>

Source: HEIRS Annual Student File

**Annual FTE**

Institution	FY2003	FY2004	FY2005	FY2006	FY2007
Berkshire	1,366	1,372	1,398	1,365	1,317
Bristol	3,952	4,062	4,091	4,051	4,186
Bunker Hill	4,709	4,729	4,895	4,993	5,203
Cape Cod	2,328	2,419	2,321	2,458	2,511
Greenfield	1,400	1,415	1,427	1,358	1,326
Holyoke	4,049	4,225	4,192	4,055	4,252
Massachusetts Bay	3,615	3,587	3,483	3,422	3,422
Massasoit	4,415	4,102	4,360	4,320	4,466
Middlesex	5,023	5,001	4,928	4,899	5,049
Mount Wachusett	2,341	2,411	2,402	2,498	2,522
North Shore	3,906	4,054	4,151	4,277	4,480
Northern Essex	3,816	3,713	3,699	3,832	3,922
Quinsigamond	4,321	4,217	3,939	3,849	3,996
Roxbury	1,720	1,552	1,435	1,514	1,518
Springfield Technical	4,106	4,114	4,063	3,922	3,998
<b>Community College Total</b>	<b>51,067</b>	<b>50,972</b>	<b>50,784</b>	<b>50,813</b>	<b>52,165</b>
Bridgewater	7,303	7,628	7,640	7,694	7,867
Fitchburg	4,648	4,360	4,670	5,029	5,018
Framingham	5,338	5,222	5,048	4,974	4,989
MCLA	1,638	1,714	1,767	1,788	1,785
Salem	7,116	7,340	7,673	8,195	8,464
Westfield	4,317	4,285	4,298	4,654	4,756
Worcester	4,519	4,424	4,484	4,551	4,573
<b>State Colleges Total</b>	<b>34,879</b>	<b>34,973</b>	<b>35,579</b>	<b>36,885</b>	<b>37,453</b>

Source: HEIRS Annual Student File

**Percent of Total Undergraduate Enrollment Comprised of Minorities**

Institution	DED Region	State	Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	%	%	#	% Minority						
Bridgewater	9.1%	13.0%	639	9.3%	675	9.6%	704	9.8%	768	10.6%
Fitchburg	9.0%	13.0%	299	9.4%	312	9.5%	336	9.7%	347	9.7%
Framingham	17.9%	13.0%	370	10.4%	376	10.5%	375	10.7%	435	12.2%
MCLA	4.6%	13.0%	106	7.4%	111	7.8%	106	7.5%	131	9.1%
Salem	11.0%	13.0%	688	11.8%	844	13.5%	1,035	15.2%	1,188	17.1%
Westfield	13.2%	13.0%	302	7.6%	326	8.0%	374	8.4%	378	8.3%
Worcester	9.0%	13.0%	591	13.7%	523	12.7%	551	13.1%	577	13.7%
State Colleges	N/A	13.0%	2,995	10.3%	3,167	10.6%	3,481	11.2%	3,824	12.1%

Source: HEIRS Student File; US Census

\*Notes: Enrollment data not included for unknown or non-resident alien students. Region minority population is based on all individuals 18 and over with 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 (Mass. DED is now Mass. Department of Business and Technology).

**Percent of Total Undergraduate Enrollment Comprised of Minorities**

Institution	80% Draw Communities	Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	%	#	% Minority						
Berkshire	5.1%	209	9.7%	218	9.7%	215	9.8%	215	10.1%
Bristol	10.5%	660	10.8%	724	11.6%	782	12.6%	796	12.9%
Bunker Hill	35.8%	3,866	58.5%	4,420	59.9%	4,341	59.9%	4,402	59.8%
Cape Cod	5.8%	319	8.5%	411	11.3%	461	12.4%	473	12.7%
Greenfield	10.0%	197	9.2%	196	9.1%	181	8.9%	186	9.0%
Holyoke	21.8%	1,321	21.8%	1,373	22.8%	1,405	23.2%	1,407	22.9%
Mass Bay	27.3%	1,215	24.3%	1,071	22.1%	1,144	24.0%	1,182	24.8%
Massasoit	27.8%	1,372	23.3%	1,467	23.4%	1,340	21.9%	1,582	24.5%
Middlesex	17.3%	1,916	23.9%	1,904	24.2%	1,946	24.8%	2,111	26.3%
Mount Wachusett	10.7%	567	16.3%	585	15.9%	635	16.5%	629	17.5%
North Shore	30.3%	1,490	23.8%	1,437	22.7%	1,542	24.9%	1,609	25.0%
Northern Essex	21.7%	1,699	28.5%	1,712	29.5%	1,592	27.1%	1,647	28.1%
Quinsigamond	13.9%	1,506	24.9%	1,378	24.1%	1,283	22.8%	1,383	24.3%
Roxbury	44.6%	1,489	89.5%	1,486	92.3%	1,529	92.7%	1,685	93.1%
STCC	23.9%	1,810	30.6%	1,856	32.6%	1,863	34.7%	1,836	34.0%
<b>Community Colleges</b>	<b>16.1%*</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>	<b>21,143</b>	<b>28.0%</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. \*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**

Institution	Enrollment Status	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort
Berkshire	Starting Cohort	309	308	295	306	297
	% Returning to Same Institution	57.6%	63.6%	61.4%	59.5%	63.3%
	% Returning to Any Institution	63.4%	70.5%	71.5%	67.3%	69.0%
Bristol	Starting Cohort	883	857	993	1,245	1,099
	% Returning to Same Institution	66.9%	65.0%	62.0%	61.0%	60.6%
	% Returning to Any Institution	73.7%	71.0%	69.2%	67.5%	67.1%
Bunker Hill	Starting Cohort	821	722	680	781	630
	% Returning to Same Institution	54.1%	52.5%	50.4%	49.8%	48.6%
	% Returning to Any Institution	62.1%	61.5%	59.6%	61.1%	56.2%
Cape Cod	Starting Cohort	442	369	519	420	499
	% Returning to Same Institution	51.4%	54.5%	55.9%	57.1%	53.9%
	% Returning to Any Institution	62.7%	63.7%	65.5%	68.6%	65.5%
Greenfield	Starting Cohort	266	262	244	281	226
	% Returning to Same Institution	53.8%	58.0%	59.0%	59.1%	56.2%
	% Returning to Any Institution	65.8%	71.0%	68.4%	66.6%	65.5%
Holyoke	Starting Cohort	1,000	1,140	1,123	1,120	1,137
	% Returning to Same Institution	56.1%	60.3%	60.6%	58.3%	58.9%
	% Returning to Any Institution	63.2%	66.9%	66.3%	65.0%	65.9%
Massachusetts Bay	Starting Cohort	999	864	923	819	799
	% Returning to Same Institution	47.2%	52.8%	51.1%	52.0%	52.1%
	% Returning to Any Institution	59.2%	63.9%	62.9%	66.3%	62.8%
Massasoit	Starting Cohort	1,087	1,157	1,144	1,326	1,053
	% Returning to Same Institution	58.0%	59.3%	55.2%	57.3%	55.7%
	% Returning to Any Institution	63.9%	65.9%	63.8%	64.2%	63.1%
Middlesex	Starting Cohort	1,212	1,454	1,266	1,246	1,297
	% Returning to Same Institution	53.5%	54.2%	54.1%	55.5%	55.3%
	% Returning to Any Institution	64.4%	65.8%	65.9%	68.2%	67.1%
Mount Wachusett*	Starting Cohort	786	1,187	611	683	752
	% Returning to Same Institution	49.0%	52.0%	50.4%	48.6%	46.5%
	% Returning to Any Institution	64.1%	64.2%	59.6%	58.6%	55.9%
North Shore	Starting Cohort	693	771	818	939	917
	% Returning to Same Institution	57.6%	61.2%	57.2%	59.7%	55.1%
	% Returning to Any Institution	63.4%	67.6%	63.9%	66.5%	61.9%
Northern Essex	Starting Cohort	644	692	622	626	728
	% Returning to Same Institution	55.4%	56.4%	56.6%	59.7%	59.5%
	% Returning to Any Institution	63.0%	65.3%	66.2%	68.4%	67.6%
Quinsigamond	Starting Cohort	881	895	857	813	941
	% Returning to Same Institution	59.9%	63.1%	56.1%	53.4%	52.3%
	% Returning to Any Institution	67.8%	68.6%	63.4%	61.0%	59.7%
Roxbury	Starting Cohort	465	382	300	332	374
	% Returning to Same Institution	50.1%	42.1%	46.3%	44.0%	50.8%
	% Returning to Any Institution	57.4%	54.2%	58.0%	52.4%	57.8%
Springfield Technical	Starting Cohort	1,086	812	791	783	881
	% Returning to Same Institution	61.3%	60.2%	57.4%	56.6%	58.0%
	% Returning to Any Institution	67.8%	65.3%	64.7%	61.8%	64.3%
<b>Community Colleges</b>	Starting Cohort	11,574	11,872	11,186	11,720	11,630
	% Returning to Same Institution	55.8%	57.4%	55.8%	55.9%	55.3%
	% Returning to Any Institution	64.4%	65.8%	64.6%	64.6%	63.5%

Source: HEIRS II

Note: Starting Cohort Identification: HEIRS II Fall Term Credit Student Unit Record File. Data Elements: Student Type at Current Registration = New; New Student Type= Degree-Seeking First-time freshman; Full-Time = Enrolled 12+ credits; Cohort is adjusted to eliminate students from initial cohort who graduated prior to next fall term (if any) and would not be expected to return; %Returning to same institution is derived from matching Student SSN and Student ID in the following fall term HEIRS II and dividing the number returning by the starting cohort. % returning to any institution is determined by finding students enrolled in the next fall at other MA Public Institutions using HEIRS data or elsewhere using NSC data.

\* Mount Wachusett's 2002 cohort count is overstated due to program extract logic errors for that year.

**Fall-to-Fall Retention of First-Time, Full-Time, Degree-Seeking Students**

Institution	Enrollment Status	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort
Bridgewater	Starting Cohort	1,138	1,272	1,285	1,274	1,314
	% Returning to Same Institution	73.6%	77.3%	77.8%	75.7%	75.0%
Fitchburg	Starting Cohort	405	497	586	715	599
	% Returning to Same Institution	71.1%	74.2%	77.0%	77.6%	74.6%
Framingham	Starting Cohort	647	721	620	642	667
	% Returning to Same Institution	68.3%	72.4%	71.8%	75.1%	72.0%
Mass College of Liberal Arts	Starting Cohort	267	234	246	263	272
	% Returning to Same Institution	68.2%	76.5%	73.6%	72.6%	71.0%
Salem	Starting Cohort	825	837	994	1022	1208
	% Returning to Same Institution	72.0%	72.3%	76.3%	75.4%	70.9%
Westfield	Starting Cohort	969	919	854	855	1182
	% Returning to Same Institution	77.2%	75.4%	74.6%	79.4%	75.4%
Worcester	Starting Cohort	564	509	623	626	641
	% Returning to Same Institution	73.9%	72.7%	71.1%	75.1%	73.8%
<b>State Colleges</b>	Students*	4,815	4,989	5,208	5,397	5,883
	% Returning to Same Institution	72.9%	74.6%	75.2%	76.2%	73.5%

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

**Annual Credit Course Completion Rate**

Institution	Annual FY 2003	Annual FY 2004	Annual FY 2005	Annual FY 2006	Annual FY 2007
Berkshire	77.4%	77.4%	77.1%	76.8%	76.3%
Bristol	76.8%	77.2%	78.9%	78.8%	79.3%
Bunker Hill	74.0%	75.7%	74.3%	75.2%	75.5%
Cape Cod	75.3%	74.5%	77.7%	73.8%	74.3%
Greenfield	85.1%	81.6%	81.7%	82.4%	81.3%
Holyoke	76.2%	77.0%	76.6%	75.2%	76.1%
Mass Bay	73.5%	74.4%	76.2%	75.5%	73.8%
Massasoit	75.8%	78.2%	76.0%	76.4%	75.6%
Middlesex	74.4%	74.8%	74.7%	74.5%	74.1%
Mt. Wachusett	80.8%	81.2%	80.3%	82.0%	83.1%
North Shore	74.6%	73.6%	74.1%	72.9%	72.9%
Northern Essex	75.7%	77.4%	75.6%	73.2%	71.4%
Quinsigamond	75.9%	76.6%	76.0%	75.1%	74.9%
Roxbury	75.2%	78.6%	77.9%	76.8%	76.7%
Springfield Technical	77.1%	78.5%	78.5%	78.4%	79.3%
<b>Segment Average</b>	<b>76.0%</b>	<b>76.7%</b>	<b>76.5%</b>	<b>76.0%</b>	<b>75.8%</b>

Source: HEIRS Annual Course and Course Enrollment Files

**Transfer Students Matriculated into Four-Year Colleges**

Institution	Fall	Transfer Students	Mass Community College Transfers	% of Transfers from a Massachusetts Community College	Community College Transfers who Transferred through the Joint Admission Program	% of Community College Transfers who Transferred in through the Joint Admission Program
Bridgewater	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%
	2006	763	374	49.0%	117	31.3%
Fitchburg	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	18.5%
	2006	343	204	59.5%	31	15.2%
Framingham	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%
	2006	334	139	41.6%	28	20.1%
MCLA	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%
	2006	149	89	59.7%	31	34.8%
Salem	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%
	2006	780	412	52.8%	65	15.8%
Westfield	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%
	2006	290	210	72.4%	95	45.2%
Worcester	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%
	2006	472	245	51.9%	33	13.5%
State Colleges	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%
	2006	3,131	1,673	53.4%	400	23.9%

Source: HEIRS

**Annual Enrollment in Not-for-Credit Workforce Development Courses**

<b>Institution</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>
Berkshire	1,063	1,297	1,444	1,622	1,284
Bristol	8,195	9,517	9,931	12,155	13,051
Bunker Hill	3,701	4,039	3,106	3,349	3,062
Cape Cod	1,837	1,831	1,898	2,290	2,215
Greenfield	1,460	1,533	1,580	1,537	1,821
Holyoke	3,923	3,827	2,792	5,520	6,761
Mass Bay*	1,881	2,241	2,219	1,532	2,501
Massasoit	2,864	2,901	3,705	3,874	4,160
Middlesex*	24,588	22,611	18,065	17,495	18,944
Mt. Wachusett*	3,261	3,480	4,125	5,574	6,270
North Shore	4,763	4,643	5,197	5,277	5,434
Northern Essex	5,219	14,074	10,666	16,759	15,241
Quinsigamond*	330	1,723	2,899	2,909	6,741
Roxbury*	180	1,384	981	1254	1278
Springfield Technical	3,153	4,079	4,294	3,369	3,582
<b>Community Colleges</b>	<b>66,418</b>	<b>77,625</b>	<b>70,139</b>	<b>84,516</b>	<b>92,345</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;

**Community College Total Private Funds Received (Institution and Foundation)**

	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>
Berkshire	\$55,814	\$43,016	\$223,859	\$213,305	\$505,737
Bristol	\$754,550	\$740,348	\$636,225	\$1,494,282	\$1,189,610
Bunker Hill	\$173,805	\$179,614	\$209,049	\$263,270	\$410,915
Cape Cod	\$3,232,072	\$917,531	\$1,237,857	\$1,348,171	\$1,589,516
Greenfield	\$217,221	\$227,278	\$506,785	\$620,219	\$1,149,128
Holyoke	\$806,818	\$1,592,664	\$980,220	\$1,006,672	\$1,088,188
Mass Bay	\$426,928	\$59,869	\$179,352	\$30,125	\$35,920
Massasoit	\$79,638	\$87,658	\$102,690	\$59,824	\$134,588
Middlesex	\$171,327	\$369,621	\$501,577	\$676,343	\$1,073,735
Mt. Wachusett	\$182,061	\$802,715	\$1,663,464	\$1,659,005	\$889,357
North Shore	\$400,145	\$514,228	\$591,201	\$573,668	\$385,532
Northern Essex	\$1,225,290	\$1,188,868	\$1,101,550	\$851,850	\$1,859,870
Quinsigamond	\$632,759	\$896,480	\$1,438,791	\$1,180,889	\$1,198,102
Roxbury	\$282,540	\$61,354	\$198,200	\$216,843	\$393,868
Springfield Technical	\$847,648	\$767,729	\$1,035,650	\$886,621	\$933,100
<b>Total</b>	<b>\$9,488,616</b>	<b>\$8,448,973</b>	<b>\$10,606,470</b>	<b>\$11,081,087</b>	<b>\$12,837,166</b>

Source: Institutional Budget Worksheets

**State College Total Private Funds Received (Institution and Foundation)**

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Bridgewater	\$1,624,257	\$1,573,110	\$2,105,502	\$1,562,344	\$1,280,550	\$1,217,310
Fitchburg	\$470,474	\$1,343,659	\$1,270,023	\$679,986	\$1,625,316	\$1,643,874
Framingham	\$338,195	\$639,295	\$444,924	\$375,961	\$654,577	\$873,457
Mass College of Liberal Arts	\$723,495	\$907,681	\$434,465	\$659,577	\$523,415	\$1,561,378
Salem	\$2,797,847	\$1,342,835	\$1,363,386	\$1,837,108	\$7,372,735	\$2,380,640
Westfield	\$566,369	\$742,903	\$499,343	\$496,029	\$593,099	\$589,680
Worcester	\$1,302,701	\$567,628	\$679,225	\$1,014,322	\$1,409,932	\$1,130,710
<b>Total</b>	<b>\$7,823,338</b>	<b>\$7,117,111</b>	<b>\$6,796,868</b>	<b>\$6,625,327</b>	<b>\$13,459,624</b>	<b>\$9,597,325</b>

Source: Institutional Budget Worksheets

**Primary Reserve Ratio**

Institution	FY2005			FY2006			FY2007		
	Ratio	Unrestricted & Expendable Net Assets	Total Operating Expenses	Ratio	Unrestricted & Expendable Net Assets	Total Operating Expenses	Ratio	Unrestricted & Expendable Net Assets	Total Operating Expenses
Bridgewater	10.1%	\$9,620,824	\$95,491,435	13.6%	\$14,336,585	\$105,063,104	13.1%	\$15,180,658	\$115,961,552
Fitchburg	34.8%	\$18,224,560	\$52,328,367	40.5%	\$23,337,223	\$57,555,432	39.3%	\$24,590,690	\$62,597,680
Framingham	48.3%	\$24,361,275	\$50,416,525	39.4%	\$21,278,322	\$53,942,062	38.2%	\$23,371,626	\$61,181,782
Mass College of Liberal Arts	8.8%	\$2,645,536	\$30,066,980	11.1%	\$3,717,955	\$33,401,714	13.9%	\$5,026,807	\$36,271,288
Salem	14.5%	\$12,996,233	\$89,636,985	11.7%	\$12,158,121	\$103,739,845	10.8%	\$12,095,452	\$111,986,974
Westfield	0.8%	\$436,322	\$57,864,277	17.2%	\$11,138,117	\$64,920,315	23.3%	\$16,448,476	\$70,545,687
Worcester	18.5%	\$9,521,849	\$51,496,575	18.9%	\$10,856,237	\$57,293,416	21.7%	\$13,536,795	\$62,307,852
Berkshire	12.3%	\$2,275,712	\$18,549,843	9.7%	\$1,977,739	\$20,403,350	6.3%	\$1,308,109	\$20,797,307
Bristol	12.4%	\$4,838,975	\$38,894,678	13.8%	\$5,747,074	\$41,558,301	18.4%	\$8,020,218	\$43,541,458
Bunker Hill	16.2%	\$7,566,173	\$46,796,468	10.7%	\$5,662,359	\$52,768,145	13.2%	\$7,305,724	\$55,518,633
Cape Cod	17.2%	\$4,206,048	\$24,511,367	7.9%	\$2,060,623	\$25,962,185	9.6%	\$2,686,773	\$27,947,641
Greenfield	-2.2%	(\$447,490)	\$20,294,614	-5.6%	(\$1,244,419)	\$22,129,509	-4.3%	(\$998,217)	\$23,029,380
Holyoke	21.6%	\$8,790,241	\$40,602,026	17.4%	\$7,587,130	\$43,571,704	21.1%	\$9,731,149	\$46,111,889
Mass Bay	7.0%	\$2,205,430	\$31,391,708	8.2%	\$2,747,008	\$33,326,052	9.8%	\$3,493,199	\$35,765,131
Massasoit	3.6%	\$1,493,957	\$41,310,642	3.4%	\$1,524,689	\$45,279,583	4.7%	\$2,170,082	\$45,902,427
Middlesex	4.1%	\$2,116,714	\$51,104,639	2.6%	\$1,463,378	\$55,684,138	4.0%	\$2,388,077	\$59,283,754
Mt. Wachusett	-0.7%	(\$215,495)	\$31,136,217	-5.1%	(\$1,769,624)	\$35,037,330	-6.9%	(\$2,562,754)	\$36,896,912
North Shore	9.3%	\$4,272,066	\$45,823,866	8.8%	\$4,365,705	\$49,422,613	8.4%	\$4,413,943	\$52,571,793
Northern Essex	0.3%	\$124,989	\$39,189,254	1.8%	\$751,257	\$41,817,662	0.8%	\$334,742	\$44,246,825
Quinsigamond	5.0%	\$1,802,128	\$36,221,878	5.3%	\$2,104,684	\$39,708,092	12.5%	\$5,439,582	\$43,582,421
Roxbury	-6.5%	(\$1,433,026)	\$22,212,383	-5.1%	(\$1,175,198)	\$23,098,531	-1.7%	(\$417,386)	\$24,563,462
Springfield Technical	8.8%	\$4,943,664	\$55,903,974	5.9%	\$3,448,548	\$58,406,045	7.6%	\$4,596,112	\$60,823,286

Source: Audited Financial Statements

\*The Primary Reserve ratio = Unrestricted and Expendable Net Assets/ Total Operating Expenditures. This ratio provides a snapshot of an institution's financial strength, resource sufficiency and flexibility. The ratio indicates how long the college could operate using expendable reserves without relying on additional new assets generated by operations. A ratio below 10% indicates an institution lacks flexibility and may lack sufficient resources for strategic initiatives; a ratio of 40% is recommended for public higher education institutions.