



Springfield Technical Community College

Fact Book 2019–2020



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# introduction



# INTRODUCTION

## A Message from the President

This has been a unique year in the history of STCC, and we have been challenged as never before. The COVID-19 public health pandemic has required new systems and novel approaches for college operations and instruction. Further, significant enrollment declines have exacerbated a long-standing trend, and STCC is smaller as an institution than at any time over the past twenty-five years. Our wonderful campus, including the beautifully renovated Rubenzahl Student Learning Commons (Building 19), stands quiet, and given sizable deferred maintenance across our facilities and IT infrastructure, considerable investment is necessary.

No matter the challenges in 2020, the college has not only persevered, we established significant practices that have supported faculty, staff, and students continuing our mission of transformation. Examples include investments in online delivery, enhanced financial support of students, and implementation of a robust on-campus testing system to keep the college safe and ensure access to community-based learning opportunities. We also launched the Anti-racism and Inclusion Alliance (AIA@STCC), the first of its kind at the college, and a body that will help to address equity gaps, confront systemic racism, and pull down barriers to success for our students of color in particular. STCC has also been preparing for institutional accreditation through the New England Commission of Higher Education, and throughout the year, we have been appraising our work and projecting our future.



This Fact Book is one effort at capturing who we are as an institution and is intended to inform our many stakeholders and community partners. With candor, we show our strengths and areas that need collective improvement. This reference is also helpful as we navigate the process of institutional accreditation, and in 2021, we turn our attention to the development of the next STCC Strategic Plan. Thank you for taking time to understand Springfield Technical Community College, an accessible, affordable, and unique institution of higher education.

John B. Cook, Ph.D., President Springfield Technical Community College

## STCC Board of Trustees 2019-2020

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Vice President of Human Resources  
MGM Springfield

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Senior Vice President,  
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Pleasant Street Auto Body & Repair

### **Eric D. Hagopian**

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Pilot Precision Products

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Student Trustee

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### **M. Victoria Crouse**

Vice President - Commercial  
Lending  
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Retired

## Standing Committees

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- Marikate Murren (Chair)
- Franklin D. Quigley, Jr. (Vice Chair)
- Jynai S. McDonald (Secretary)

### **Committee on Internal/External Relations**

- Franklin D. Quigley, Jr. '77 (Committee Chair)
- Yanira Aviles '20
- Steven Grande
- William Johnson
- Elizabeth A. Oleksak-Sposito

### **Committee on Ways & Means**

- MacArthur Starks, Jr. '88 (Committee Chair)
- Eric Hagopian
- Jynai S. McDonald
- Marikate Murren
- Jeffrey Sattler
- Maria Victoria Crouse

### **Audit Committee**

- MacArthur Starks, Jr. '88 (Committee Chair)

# General Information

## Brief History of STCC

Springfield Technical Community College (STCC) was founded in September 1967 with the mission of providing technical education to the Greater Springfield community. Its precursor, the Springfield Technical Institute (run by the city of Springfield), was envisioned by founder Edmond P. Garvey as a post-high school institute that would prepare graduates of Springfield's High School of Trade (now Roger L. Putnam Vocational High School) for gainful employment in technical professions. The College was sited at the Springfield Armory (the country's first federal armory), which was decommissioned in 1968 by the US Department of Defense under Secretary Robert McNamara. As former Massachusetts Secretary of Education Matthew Malone noted in his commencement address to the Class of 2014, the Springfield Armory was "a global symbol of American strength and ingenuity, of power and of effort, a place where steel and wood was forged into accurate perfection." How fitting, he said, that it would go on to house an institution that exemplifies the truth that a "21<sup>st</sup> century education must be *both college and career*" whose founders recognized a "bold vision" that "when you blend the best in industrial technical training with the best in the arts and sciences, you get a marketable, competent and highly skilled citizen, one who possesses strong core values, treats the world with respect, and understands the importance of being mission-driven."

STCC is one of 15 public community colleges in the Commonwealth of Massachusetts, and the only one with a distinctly technical focus. In its first year, the College offered 6 technology programs and 6 allied health programs, and in quick succession added transfer programs in engineering and sciences (in 1968) and liberal arts (in 1969). Throughout its 53-year history, the College has offered the community a portfolio of academic offerings that are largely technical in nature, with an expanding profile of healthcare programs (employing state-of-the-art patient simulation technology), as well as career-based programs in business, education, criminal justice, and human services; and a strong liberal arts foundation. Today STCC is most accurately described as a comprehensive community college. The philosophy statement noted in the [College's first printed catalog](#) continues to guide the College and inform its mission: "One of the primary responsibilities of a democracy is to provide for the education of the individual citizen to his maximum ability. Because the local community is the center of American life, the community must always have a direct concern for the self-realization of each of its citizens. The accomplishment of this objective is a major concern of the community college. Therefore, to maximize their chances of success, Springfield Technical Community College maintains an open door to all citizens of the community that it serves who indicate any likelihood of academic success at the college level. To further this overall opportunity for self-advancement, the College functions as a cultural center for the community and thus provides a source of enrichment for its citizens and a stimulus for raising their levels of aspiration and accomplishment." A primary objective of STCC, also noted in its first catalog, was –and continues to be– "to provide high-quality, low-cost education for high school graduates who wish to complete two years of College on a commuting basis."



## Mission Statement

Springfield Technical Community College supports students as they transform their lives.

## Vision

Springfield Technical Community College will be a dynamic, multi-cultural learning community where students grow in character, intellect and self-confidence.

## Core Values

- **Dedication:** We believe that with pride and determination among our faculty, staff, and students we can create a community of truly inspired individuals.
- **Integrity:** We are committed to fostering an environment that promotes truth and the development of individual character.
- **Respect:** We nurture mutual respect among faculty, staff, and students. With respect, we embrace differences to create an inclusive environment for all.
- **Community:** As a community within the community at large, we improve lives and strengthen the region through accessible and affordable higher education.
- **Student-Centered:** We encourage our students to be the best that they can be. We provide a diverse educational experience that promotes personal and professional growth.
- **Caring & Commitment:** As a community of dedicated faculty and staff who care about student success, we produce graduates who will contribute to the well-being of the region and to the Commonwealth.



## Accreditation

Springfield Technical Community College is accredited by the New England Commission of Higher Education (NECHE). (Prior to August 2018, the College was accredited by the New England Association of Schools and Colleges, Commission on Institutions of Higher Education.) Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer-review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

## Recognition

STCC enjoys unparalleled success across many of our academic programs. We're proud and honored that our community recognizes us for the hard work of our students, faculty, and staff.

Here are some of those accolades



2020

#16 Dental Hygiene in US - GradReports  
Top 10 Nursing Program in MA - Nursing Schools Almanac  
Best 2-Year College - Valley Advocate Best Of  
Best College or University - Masslive Reader Raves  
NCWA National & Northeast Conference  
Champions - Men's & Women's Wrestling



2019

Best 2-Year Colleges for Adult Learners - Washington Monthly  
Top 100 Associate Degree Producers in the US - Diverse Issues in Education  
#1 Medical Assisting Program in MA - MedicalAssistantAdvice.com  
Top 75 Nursing Programs in New England - Nursing Schools Almanac

## Social Media



<https://www.facebook.com/SpringfieldTechnicalCommunityCollege/>



<https://www.linkedin.com/school/springfield-technical-community-college/mycompany/>



[https://twitter.com/S\\_T\\_C\\_C](https://twitter.com/S_T_C_C)



<https://soundcloud.com/springfield-technical/>

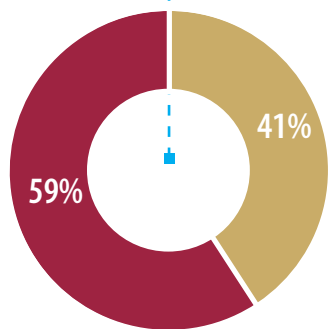


[https://www.youtube.com/user/SpringfieldTechCC?sub\\_confirmation=1](https://www.youtube.com/user/SpringfieldTechCC?sub_confirmation=1)

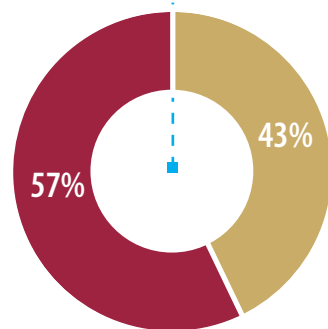


<https://www.instagram.com/stccpics/>

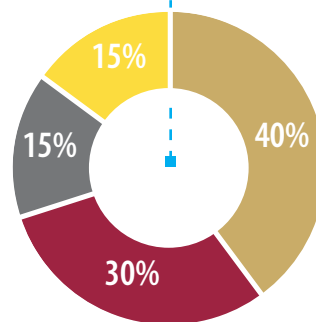
# students



Male  
Female



Full-time  
Part-time



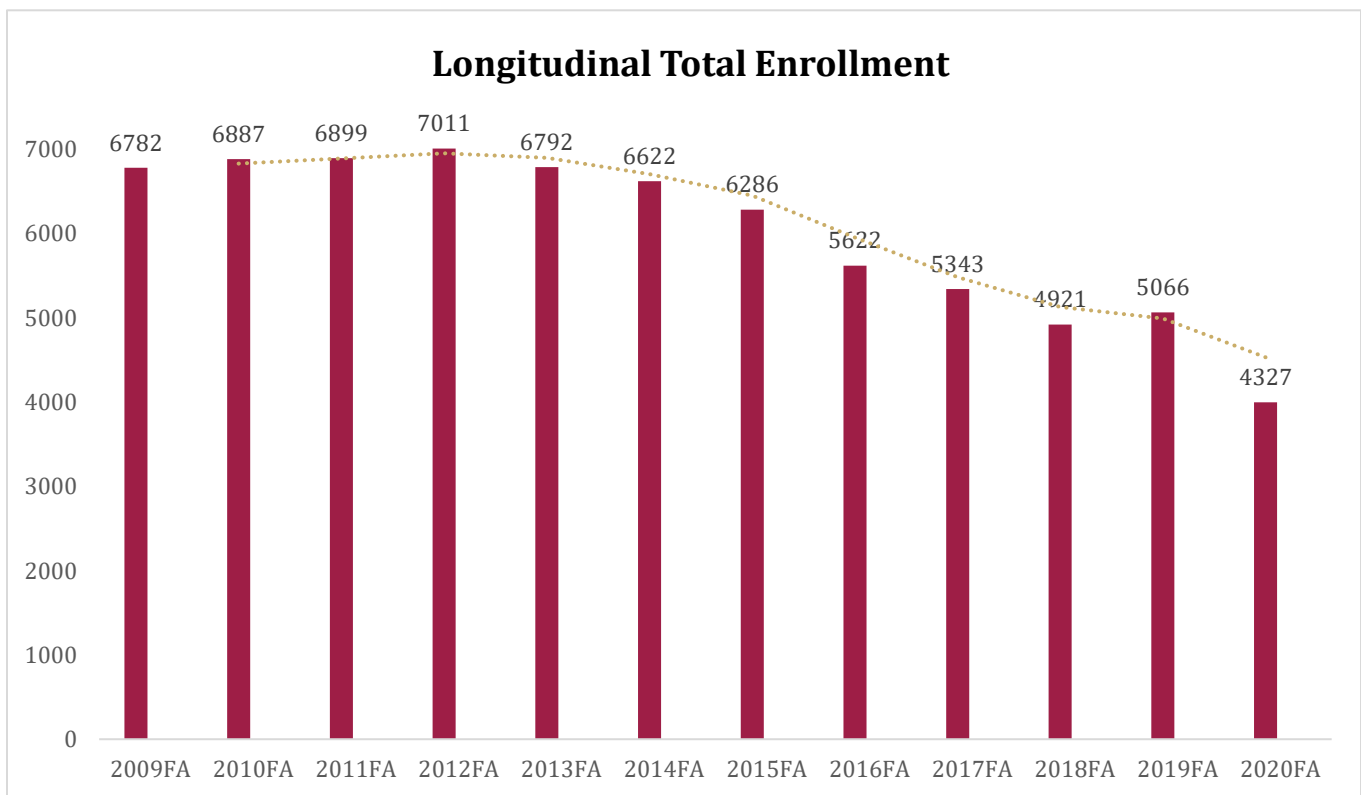
White  
Hispanic/Latinx  
African American/Black  
Other

# Chapter 1 - Student Profile

## Overall Enrollment

### Enrollment Trend 2009-2019

Like most community colleges, STCC has experienced a decline in enrollment since its peak in 2012, with an uptick in 2019FA. In anticipation of the new decade, it is expected that the number of high school graduates in Massachusetts and nationally will continue to decrease through 2024. The COVID-19 pandemic put additional downward pressure on enrollment in fall 2020, resulting in a 16% decline from the year before.

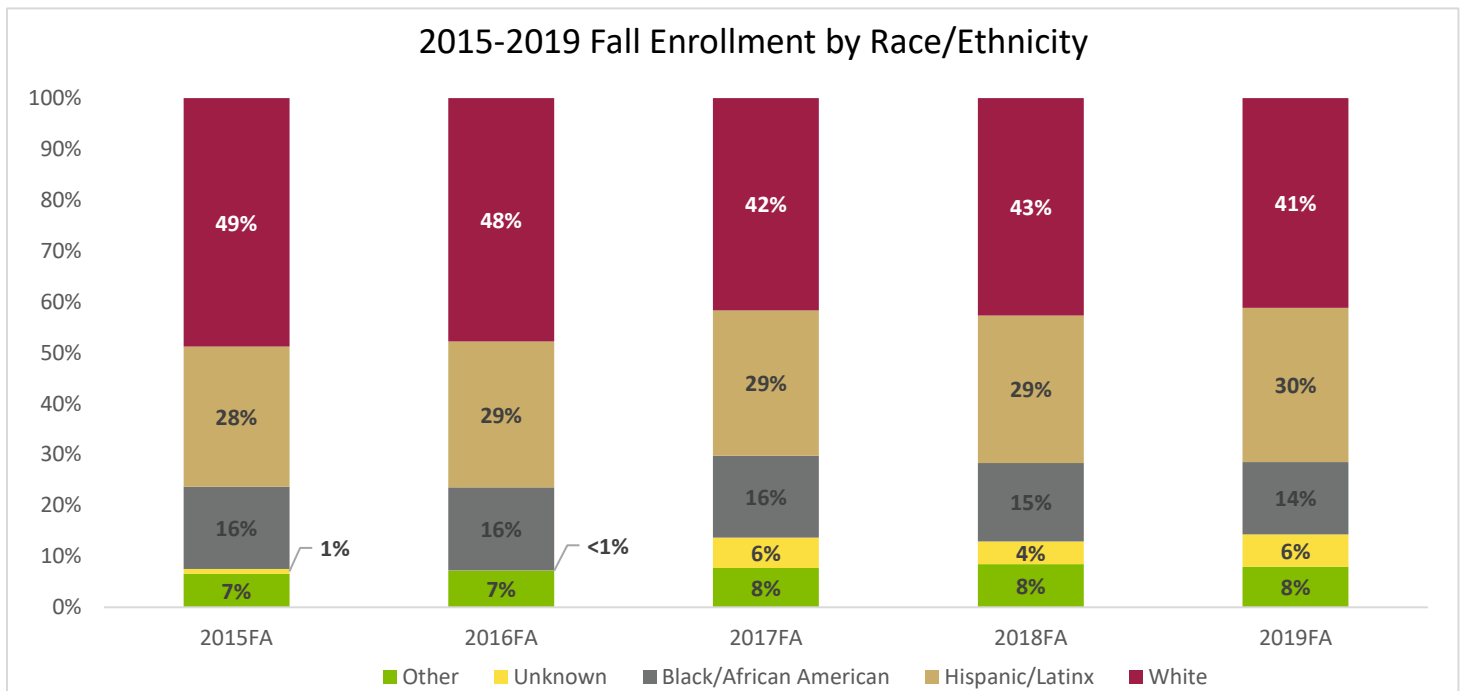




## Enrollment by Race and Ethnicity 2015-2019

Springfield Technical Community College continues its on-going commitment to diversity and equity as the demographic make-up of the institution continues to change. Since 2015, STCC has been designated as a Hispanic Serving Institution (HSI). This designation requires that 25 percent of its students identify as Hispanic/Latinx. In addition, Asian-American, Hispanic/Latinx, Black/African-American & Native American enrollment (ALANA) has represented over half of the student body since 2015, a stark difference from the beginning of the decade when ALANA students represented only 38 percent of the College's student body.

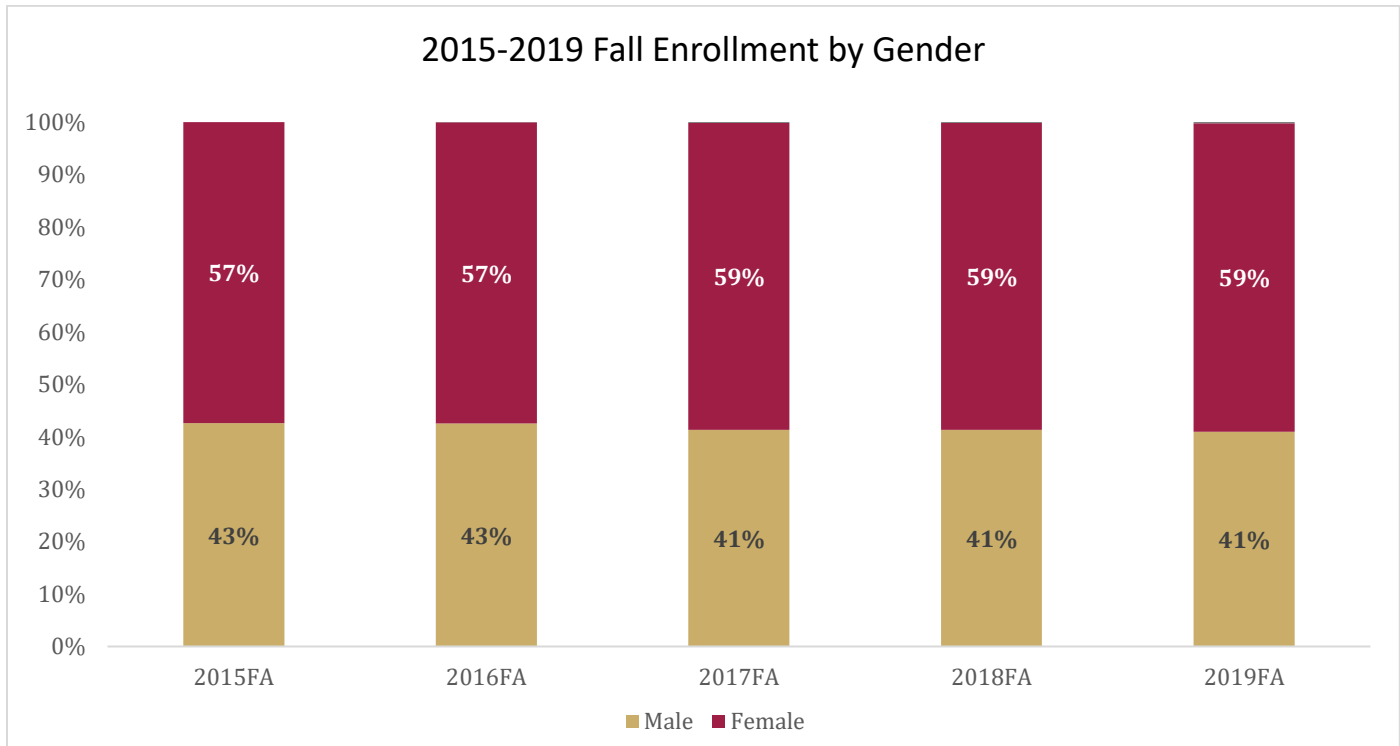
Overall, ALANA students accounted for 52 percent of the College's enrollment 2019FA, with 58 percent of ALANA students identifying as Hispanic/Latinx, 27 percent as Black/African American, and 15 percent as Asian, Pacific Islander, or Two or More Races.



<b>Enrollment by Race and Ethnicity</b>										
	<b>2015FA</b>		<b>2016FA</b>		<b>2017FA</b>		<b>2018FA</b>		<b>2019FA</b>	
Black/African American	1013	16%	918	16%	861	16%	756	15%	718	14%
Hispanic/Latinx	1730	28%	1611	29%	1525	29%	1426	29%	1533	30%
White	3069	49%	2686	48%	2226	42%	2101	43%	2088	41%
Other	414	7%	401	7%	411	8%	418	8%	405	8%
Unknown	60	>1%	6	>1%	320	5%	220	5%	322	7%
<b>Total</b>	<b>6286</b>	<b>100%</b>	<b>5622</b>	<b>100%</b>	<b>5343</b>	<b>100%</b>	<b>4921</b>	<b>100%</b>	<b>5066</b>	<b>100%</b>
<b>ALANA Total</b>	<b>3157</b>	<b>50%</b>	<b>2930</b>	<b>52%</b>	<b>2797</b>	<b>52%</b>	<b>2600</b>	<b>53%</b>	<b>2656</b>	<b>52%</b>

## Enrollment by Gender 2015-2019

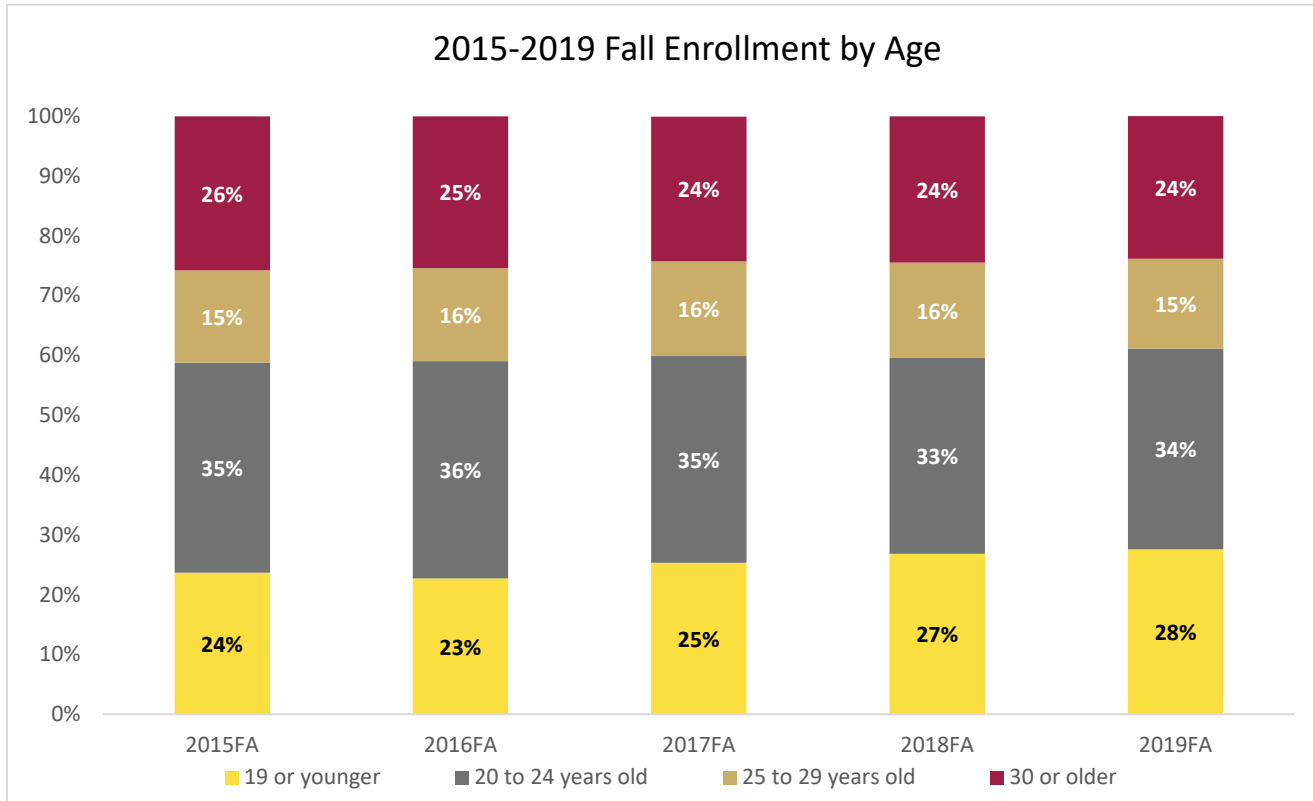
Overall, STCC consistently enrolls more female students than male students, with 59% of students identifying as female and 41% identifying as male in the fall of 2019. This gender ratio is comparable to the US average of 56 percent female students. Students whose gender was not reported made up less than 1 percent of the student gender distribution over each of the last 5 years; however, that number has been growing annually.



Enrollment by Gender										
	2015FA		2016FA		2017FA		2018FA		2019FA	
Male	2678	43%	2390	43%	2207	41%	2034	41%	2076	41%
Female	3608	57%	3229	57%	3128	59%	2879	59%	2980	59%
Gender Unknown	0	0%	3	<1%	8	<1%	8	<1%	10	<1%
<b>Total</b>	<b>6286</b>	<b>100%</b>	<b>5622</b>	<b>100%</b>	<b>5343</b>	<b>100%</b>	<b>4921</b>	<b>100%</b>	<b>5066</b>	<b>100%</b>

## Enrollment by Age 2015-2019

The Springfield Technical Community College student body includes students in all age brackets. Traditional students 19 to 24 years old comprise approximately 61 percent of the total headcount. Alone, students 19 years old or younger have made up one-fourth of the College's enrollment in the last 5 years, increasing 4 percent since 2015 fall. Students 25 to 67 make up the remaining 39 percent; 1 in 4 students are aged 30 or older.



Enrollment by Age										
	2015FA		2016FA		2017FA		2018FA		2019FA	
19 or younger	1488	24%	1278	23%	1352	25%	1319	27%	1397	28%
20 to 24 years old	2206	35%	2042	36%	1849	35%	1611	33%	1698	34%
25 to 29 years old	970	15%	875	16%	844	16%	785	16%	762	15%
30 or older	1619	26%	1424	25%	1294	24%	1203	24%	1209	23%
Age Unknown	3	<1%	3	<1%	4	<1%	3	<1%	0	0%
<b>Total</b>	<b>6286</b>	<b>100%</b>	<b>5622</b>	<b>100%</b>	<b>5343</b>	<b>100%</b>	<b>4921</b>	<b>100%</b>	<b>5066</b>	<b>100%</b>

## Fall 2019 Total Enrollment by Massachusetts City

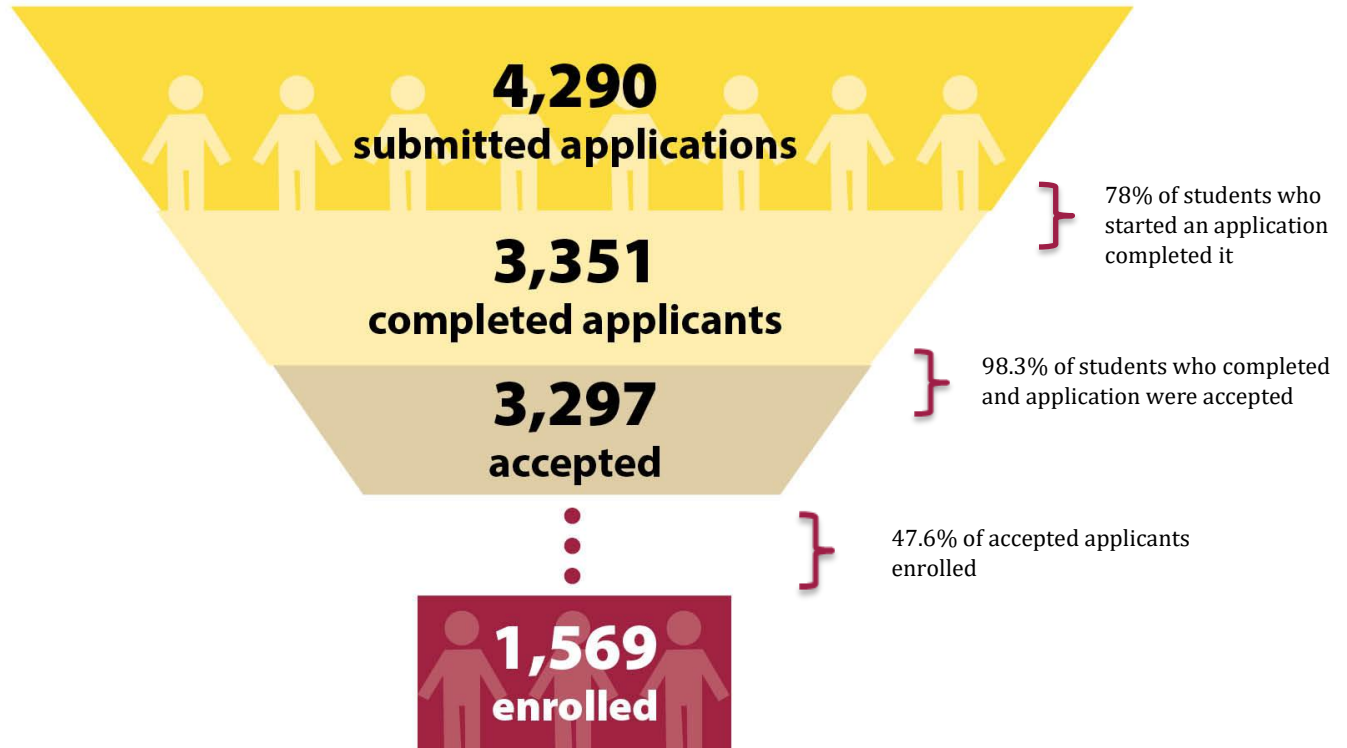
Eighty percent of students come from seven cities and towns in Greater Springfield, while forty-seven percent of students are from the city of Springfield itself. Proportionally, Springfield and neighboring towns such as Holyoke and Chicopee account for a high percentage of ALANA students at the College. Including Connecticut cities and towns along with other cities within the Commonwealth, ALANA students represented roughly 52 percent of total enrollment at STCC in fall 2019.

Fall 2019 Total Enrollment by Massachusetts City of Residence			
City	Student Count	Student Percent	Percent ALANA
Springfield	2,380	47%	80%
Chicopee	435	9%	29%
West Springfield	330	7%	0%
Agawam	269	5%	0%
Westfield	210	4%	0%
Ludlow	146	3%	0%
East Longmeadow	144	3%	0%
Holyoke	140	2%	66%
Connecticut Cities and Towns	142	3%	31%
All Other Cities	870	17%	22%
<b>Grand Total</b>	<b>5,066</b>	<b>100%</b>	<b>52%</b>



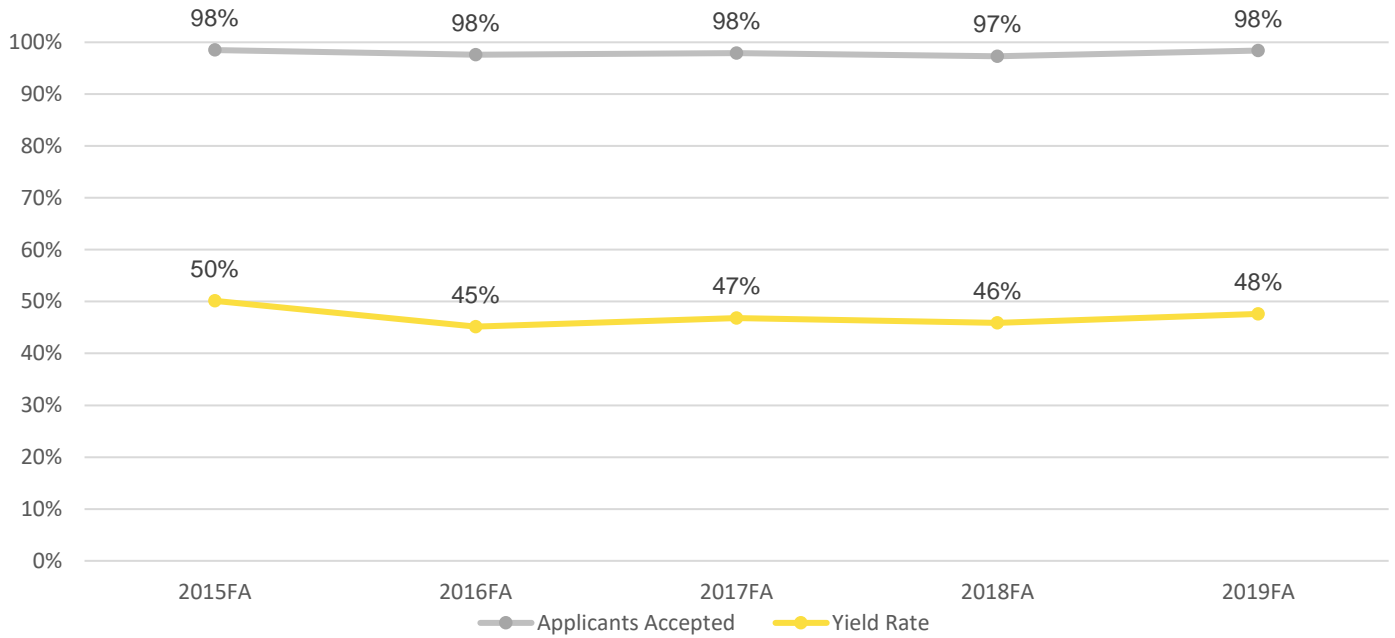
## Application and Admission Trends 2015-2019

The enrollment funnel for 2019 fall illustrates the application process from submitting applications to acceptance to enrollment.

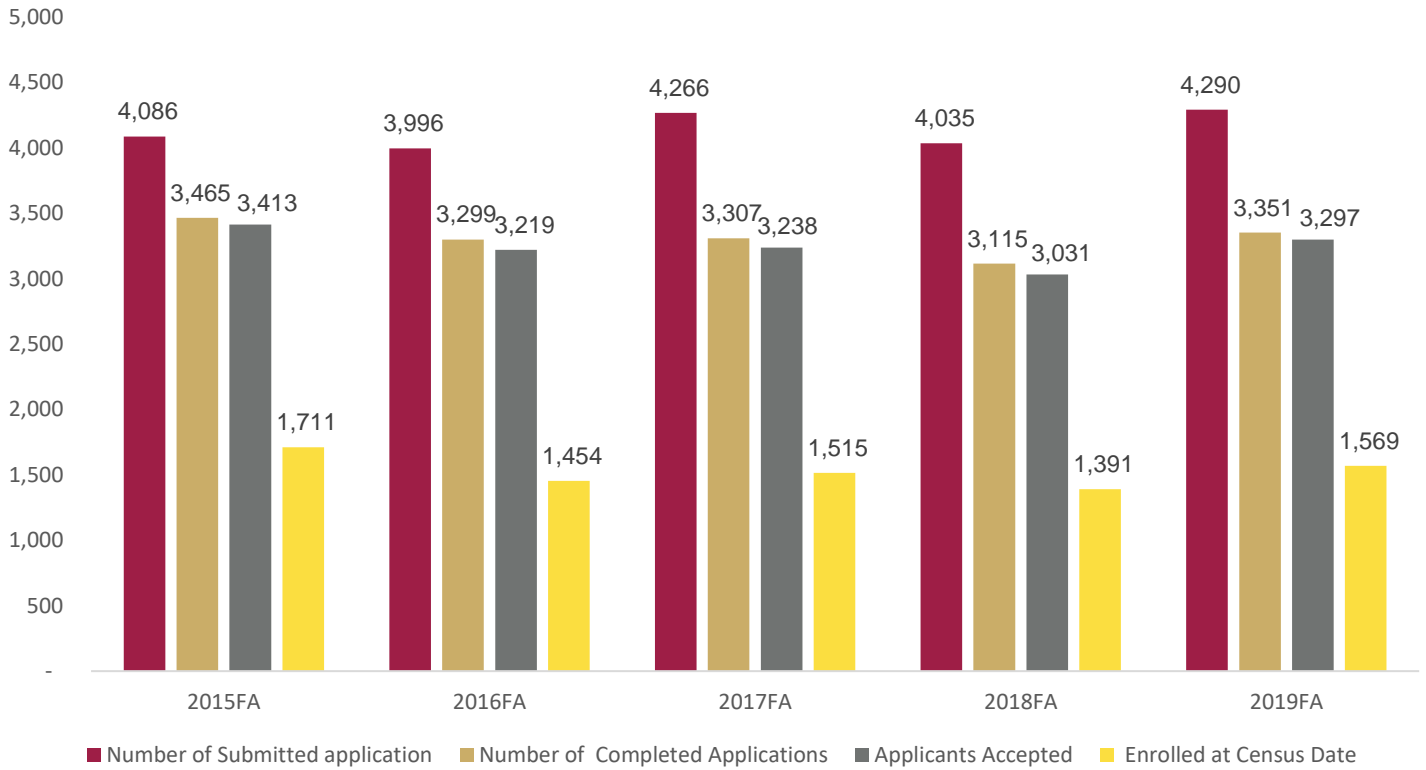


The College receives anywhere from 3,000-3,500 completed applications each fall. The majority of those applicants are accepted, if not to their first-choice program then to an alternative program. In 2019, the percentage of accepted applicants who in turn enrolled in the college fall semester (yield rate) increased slightly from the previous year (46% vs. 48%). Over the five years, fall yield rates have ranged from 45% to 50%.

### 2015-2019 Fall Acceptance & Yield Rates

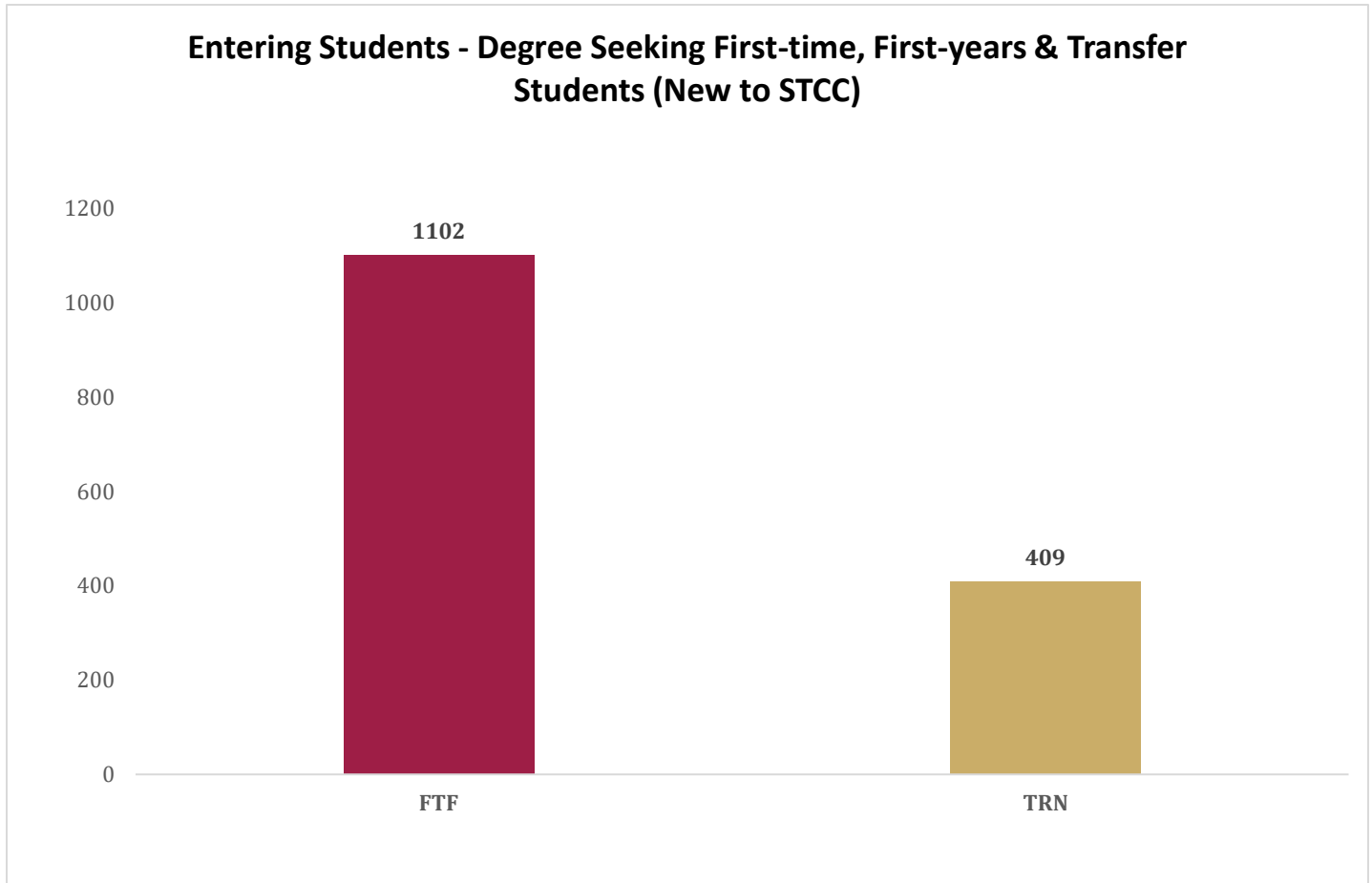


### Applied, Admitted, Enrolled



## Entering Students: Degree Seeking First-time, First-years and Degree-Seeking Transfer Students

Over the last 10 years, first-time first-year students (FTF) have represented approximately 20 percent of the College's fall enrollment, with transfer students (TRN) representing a range of 7-10 percent. In 2019 fall, there were 1,102 FTF students and 409 transfer students out of 5,066 registered students that term.

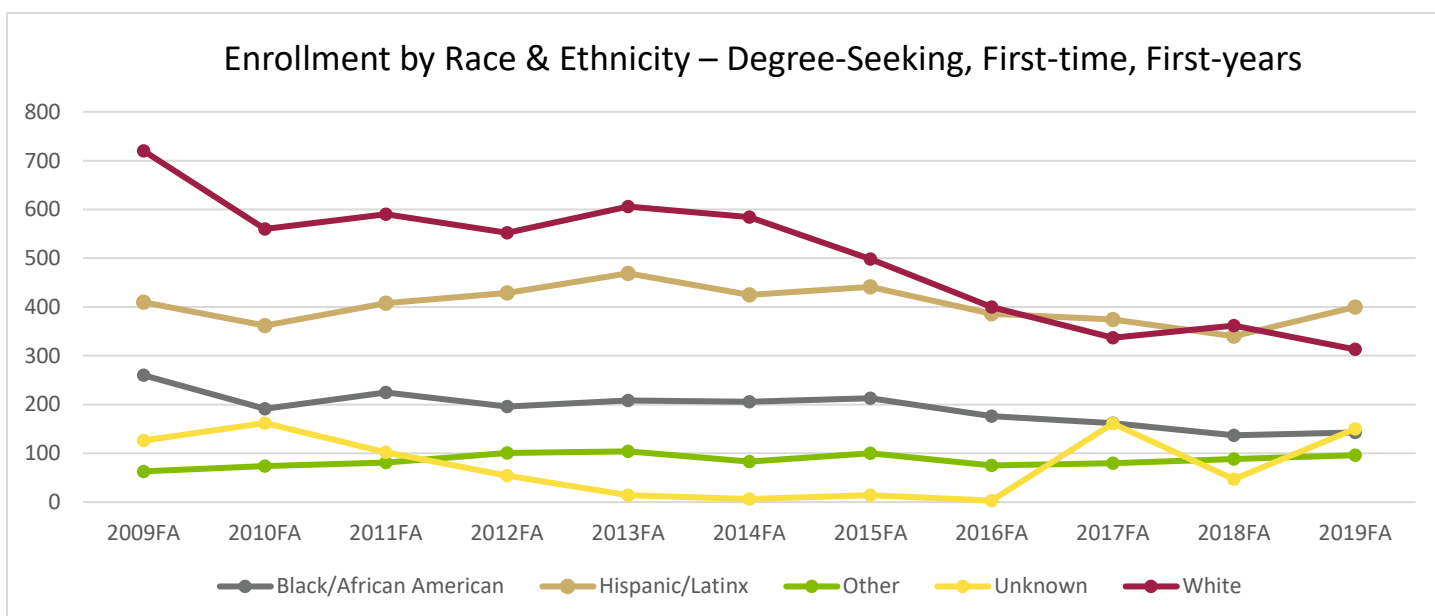


## Entering Students: Degree-Seeking, First-Time First-Year Students

Data for this section is presented for the degree-seeking first-time, first-year cohort only. Ten-year gender distributions for this cohort remained relatively steady with an approximately 50/50 ratio of females to males. For this reason, gender distribution data is not presented for this cohort (**Note:** Because this cohort looks at first-time first-years only, student headcounts will differ from total student enrollment in the previous section).

### Fall Enrollment by Race/Ethnicity 2009-2019 - Degree-Seeking, First-Time First-Year Students

The percentage of first-time, first-year students who identify as Hispanic/Latinx increased by 10 percentage points, from 26 percent in 2009 to 36 percent in 2019. During the same time, the percentage of first-year students who identify as white fell from 46 percent to 28 percent.

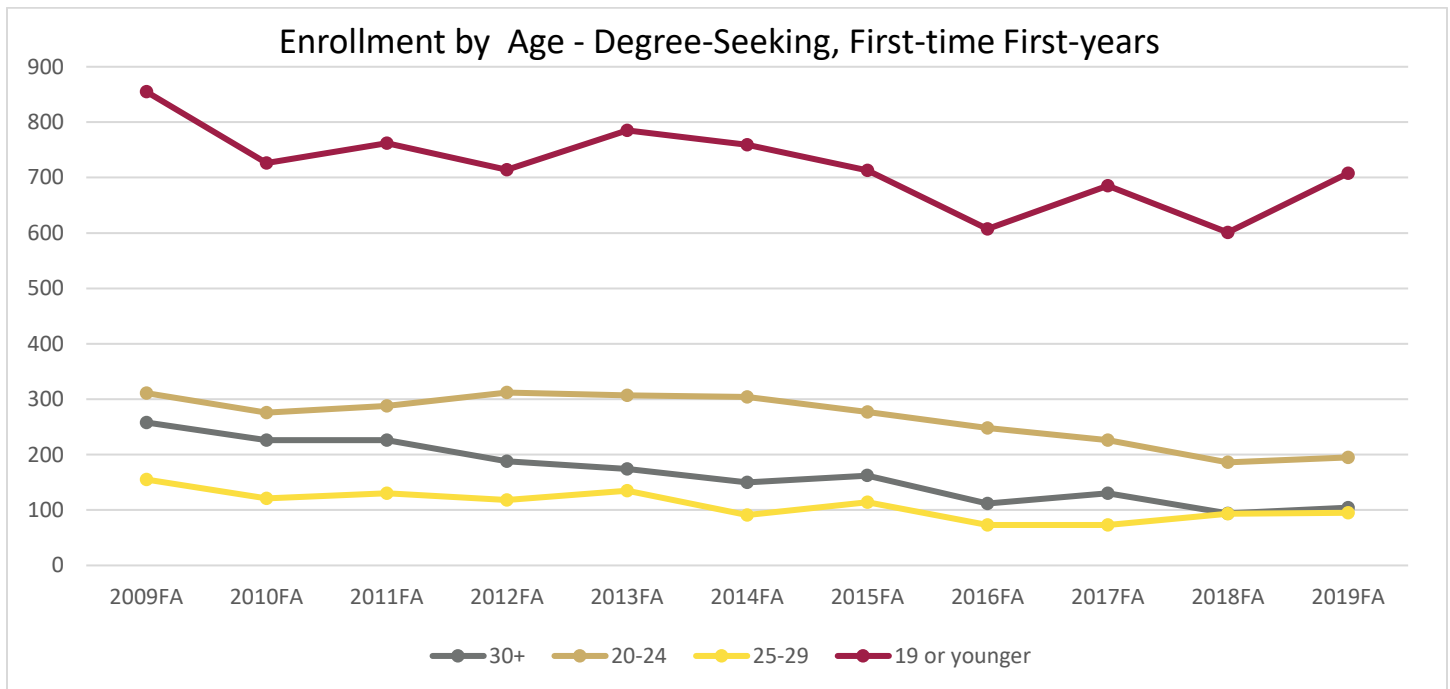


Enrollment by Race and Ethnicity – Degree-Seeking First-time First-years											
	Black/African American		Hispanic/Latinx		Other		Unknown		White		Row Total
2009FA	260	16%	410	26%	63	4%	126	8%	720	46%	<b>1579</b>
2010FA	191	14%	362	27%	74	5%	162	12%	560	42%	<b>1349</b>
2011FA	225	16%	408	29%	81	6%	102	7%	590	42%	<b>1406</b>
2012FA	196	15%	429	32%	101	8%	54	4%	552	41%	<b>1332</b>
2013FA	208	15%	469	33%	104	7%	14	1%	606	44%	<b>1401</b>
2014FA	206	16%	425	33%	83	6%	6	0%	584	45%	<b>1304</b>
2015FA	213	17%	441	35%	100	8%	14	1%	498	39%	<b>1266</b>
2016FA	176	17%	386	37%	75	7%	3	1%	400	38%	<b>1040</b>
2017FA	162	15%	374	34%	80	7%	161	14%	337	30%	<b>1114</b>
2018FA	137	14%	340	35%	88	9%	47	5%	362	37%	<b>974</b>
2019FA	143	13%	400	36%	96	9%	150	14%	313	28%	<b>1102</b>



## Fall Enrollment by Age 2009-2019 - Degree-Seeking, First-Time First-Year Students

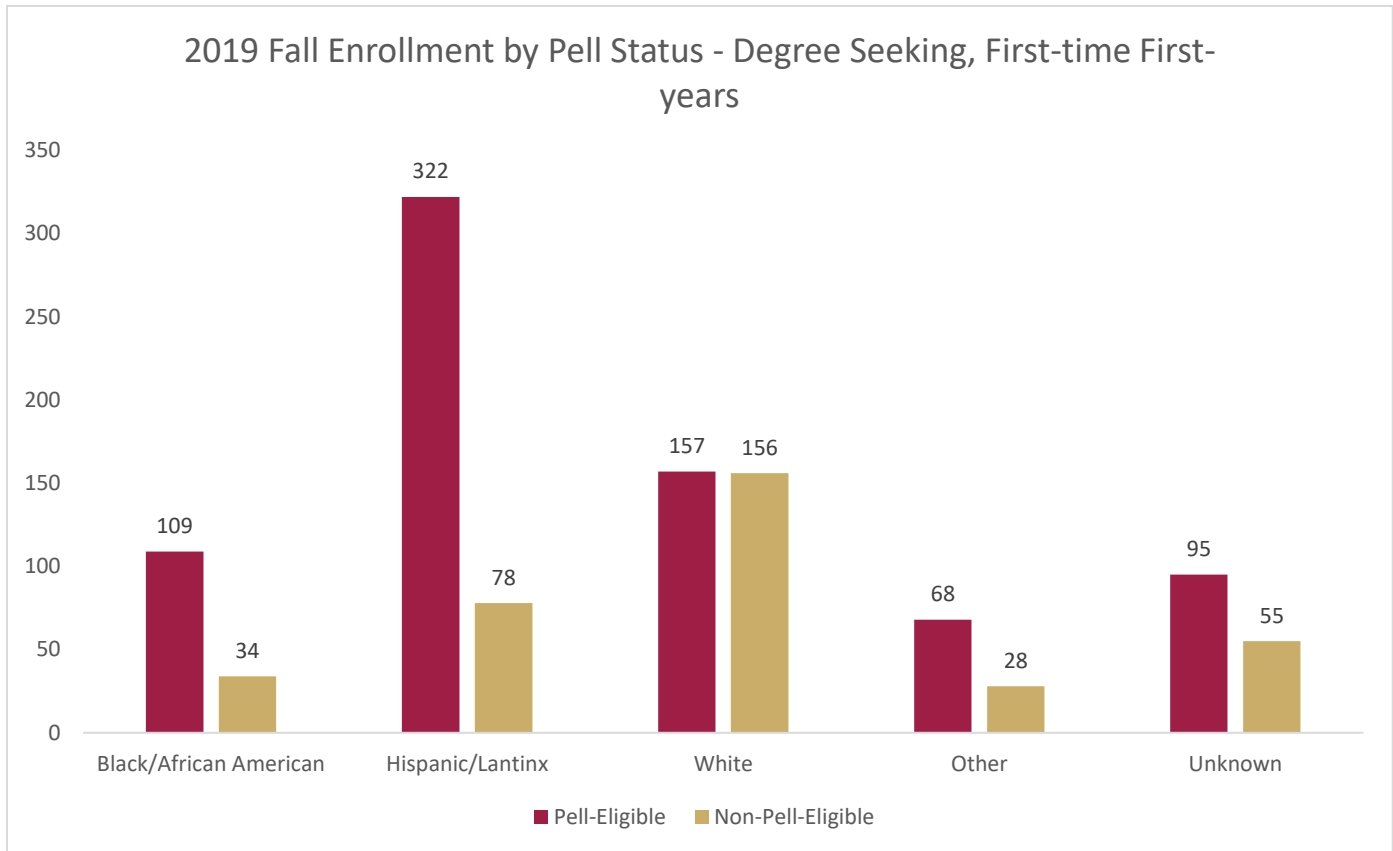
Students aged 19 years or younger made up the largest age group of first-time first-year students, with 64% of first-time first years in that age group in 2019 fall. This percentage is up 10 points, from 54 percent, in 2009. Noteworthy, almost 20 percent of first-time first-years in 2019 fall were non-traditional students 25 years of age or older.



Enrollment by Age – Degree-Seeking, First-time First-years									
	19 or younger		20-24		25-29		30+		Row Total
2009FA	855	54%	311	20%	155	10%	258	16%	<b>1579</b>
2010FA	726	54%	276	20%	121	9%	226	17%	<b>1349</b>
2011FA	762	54%	288	20%	130	10%	226	16%	<b>1406</b>
2012FA	714	54%	312	23%	118	9%	188	14%	<b>1332</b>
2013FA	785	56%	307	22%	135	10%	174	12%	<b>1401</b>
2014FA	759	58%	304	23%	91	7%	150	12%	<b>1304</b>
2015FA	713	56%	277	22%	114	9%	162	13%	<b>1266</b>
2016FA	607	58%	248	24%	73	7%	112	11%	<b>1040</b>
2017FA	685	61%	226	20%	73	7%	130	12%	<b>1114</b>
2018FA	601	61%	186	19%	93	10%	94	10%	<b>974</b>
2019FA	708	64%	195	18%	95	9%	104	9%	<b>1102</b>

## Fall 2019 Enrollment by Pell Status – Degree-seeking, First-time First-year Students

Sixty-eight percent of incoming first-time first-year students were eligible to receive Pell grants. Pell-eligibility is often used as a proxy for low-income status. In 2019, the gap between students of color and white students was nearly 30%. Hispanic/Latinx students made up the largest race/ethnic group of first-time first-years, and had the highest rate of Pell-eligibility at 80 percent.



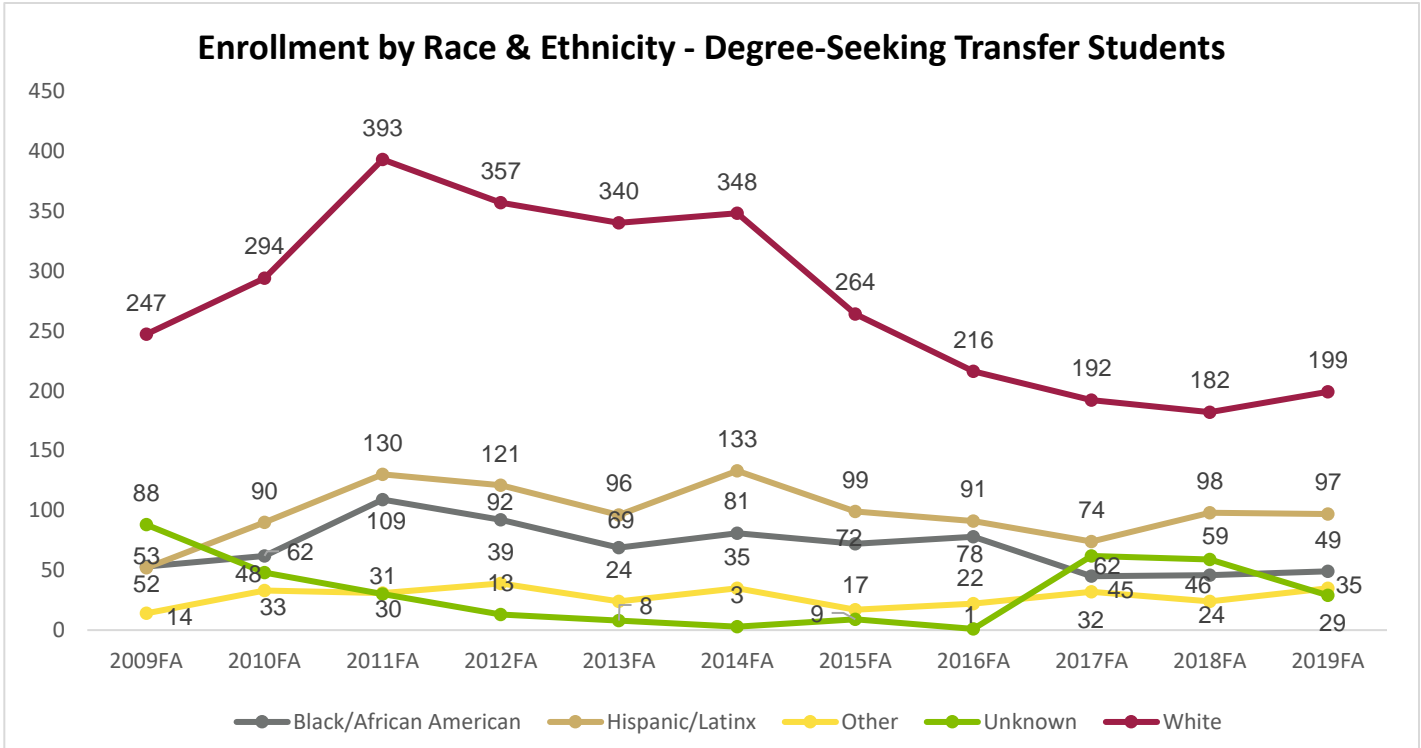
2019 Fall Enrollment by Pell Status - First-time First-Years			
	Pell Eligible		Row Total
Black/African American	109	76%	<b>143</b>
Hispanic/Latinx	322	80%	<b>400</b>
White	157	50%	<b>313</b>
Other	68	71%	<b>96</b>
Unknown	95	63%	<b>150</b>
<b>Total</b>	<b>751</b>	<b>68%</b>	<b>1102</b>

## Entering Students: Degree-Seeking Transfer Students

Data for this section is presented for the Degree-seeking Undergraduate Transfer cohort only. Ten-year gender distributions for this cohort remained relatively steady at 60 % females and 40% males. Transfer students aged 21-24 years old have made up roughly 40 percent of the total Transfer cohort for the last 6 years. (Note: Because this cohort looks at Transfer students only, student headcounts will differ from total student enrollment in the previous section.)

## Enrollment by Race/Ethnicity 2009-2019 – Degree-Seeking Transfer Students

Since 2015, 2,092 students have transferred into the College. Hispanic/Latinx students have accounted for almost 25 percent of transfer students in the last two years, while white students accounted for approximately half of the total transfer students in fall of 2019.



Enrollment by Race and Ethnicity – Degree-Seeking Transfer Students											
	Black or African American		Hispanic or Latinx		Other		Unknown		White		Row Total
2009FA	53	12%	52	11%	14	3%	88	19%	247	55%	<b>454</b>
2010FA	62	12%	90	17%	33	6%	48	9%	294	56%	<b>527</b>
2011FA	109	16%	130	19%	31	4%	30	4%	393	57%	<b>693</b>
2012FA	92	15%	121	19%	39	6%	13	2%	357	58%	<b>622</b>
2013FA	69	13%	96	18%	24	4%	8	1%	340	64%	<b>537</b>
2014FA	81	14%	133	22%	35	6%	3	0%	348	58%	<b>600</b>
2015FA	72	16%	99	21%	17	4%	9	2%	264	57%	<b>461</b>
2016FA	78	19%	91	22%	22	5%	1	0%	216	54%	<b>408</b>
2017FA	45	11%	74	18%	32	8%	62	15%	192	48%	<b>405</b>
2018FA	46	11%	98	24%	24	6%	59	14%	182	45%	<b>409</b>
2019FA	49	12%	97	24%	35	9%	29	7%	199	48%	<b>409</b>

## Transfer-In by Prior Institution

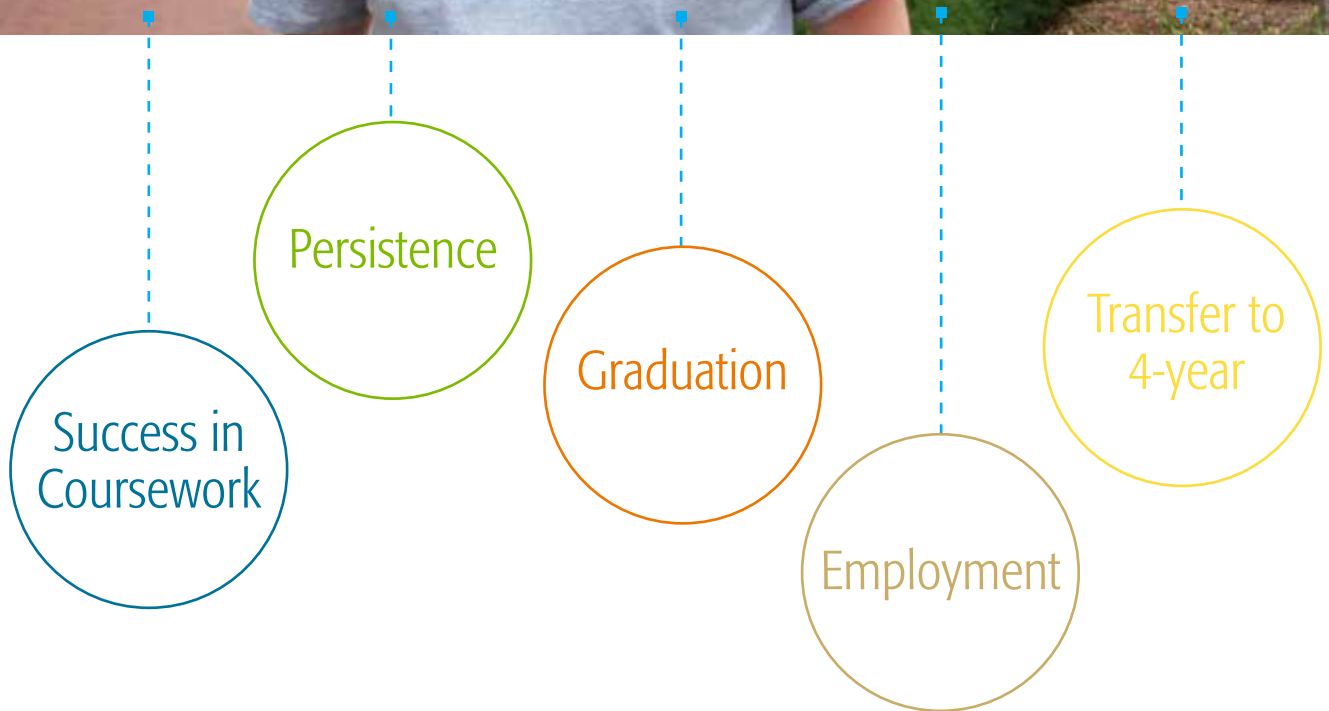
Transfers-in - Top 10 Colleges Attended Prior to STCC – 2019 Fall	
HOLYOKE COMMUNITY COLLEGE	102
WESTFIELD STATE UNIVERSITY	37
GREENFIELD COMMUNITY COLLEGE	18
UNIVERSITY OF MASSACHUSETTS - AMHERST	18
AMERICAN INTERNATIONAL COLLEGE	13
WESTERN NEW ENGLAND UNIVERSITY	17
ELMS COLLEGE	8
ASNUNTUCK COMMUNITY COLLEGE	8
CAPITAL COMMUNITY COLLEGE	7

## Fall 2019 Transfer Enrollment by Pell Status

Overall, transfer students are less likely to be eligible for Pell grants than their first-time freshman counterparts are. Even still, 60 percent or more of Black/African American or Hispanic/Latinx or White degree-seeking transfer students were Pell-eligible in 2019FA. The nearly 30 percentage point gap between students of color and White students seen above for entering first-time first-years nearly disappears among transfer students.

2019 Fall Enrollment by Pell Status – Degree-Seeking Transfer Students			
	Pell Eligible		Row Total
Black/African American	30	61%	49
Hispanic/Latinx	63	65%	97
White	21	60%	35
Other	11	38%	29
Unknown	63	32%	199
Total	188	46%	409

# institutional outcomes



## Chapter 2 – Student Success Outcomes

### Student Learning

#### Course Outcomes by Demographics- Gen Ed, Stats, and Gateway Courses

At STCC, gateway courses are designed for students to progress through their chosen major and are usually courses that provide educational competencies that lay the foundation for success in other course requirements for a chosen major. Gateway courses at STCC satisfy portions of general education requirements and/or fulfill portions of the MassTransfer block into four-year institutions. Among all Gateway Courses in 2019 fall, 76 percent of students received an average course outcome of C- or better (**Note:** students could take multiple gateway courses in a given semester). Noteworthy, most students demonstrated competency in introductory gateway Math and English courses. Seventy-three percent of students received a grade of C- or better among Statistics courses, while 77 percent of students earned a grade of C- or better across all English Comp 1 courses. Additionally, students also showed strong competency in introductory humanities, science, and foreign language courses.

2019FA Cohort: Gateway Courses										
2019FA Cohort	C- or better		<C-		Incomplete		Withdraw		Row Total	
	2198	76%	407	14%	42	2%	229	8%	2876	100%
Gateway Courses	C- or better		<C-		Incomplete		withdraw		Row Total	
MAT-115 (Statistics)	356	73%	88	18%	7	1%	40	8%	491	
ENG-101 (English Comp 1)	622	77%	110	14%	12	1%	66	8%	810	
PSY-101	470	77%	85	14%	7	1%	48	8%	610	
SOC-101	338	79%	63	15%	9	1%	20	5%	430	
BIO-101/BIO-101L	149	75%	24	11%	2	1%	25	13%	200	
CHM-101/CHM-101L	60	69%	15	17%	-	0%	12	14%	87	
ECN-101	82	75%	16	15%	2	1%	10	9%	110	
SPN-101	62	86%	4	6%	-	0%	6	8%	72	
PHL-101	59	89%	2	3%	3	5%	2	3%	66	
<b>Column Total</b>	<b>2198</b>	<b>76%</b>	<b>407</b>	<b>14%</b>	<b>42</b>	<b>2%</b>	<b>229</b>	<b>8%</b>	<b>2876</b>	<b>100%</b>

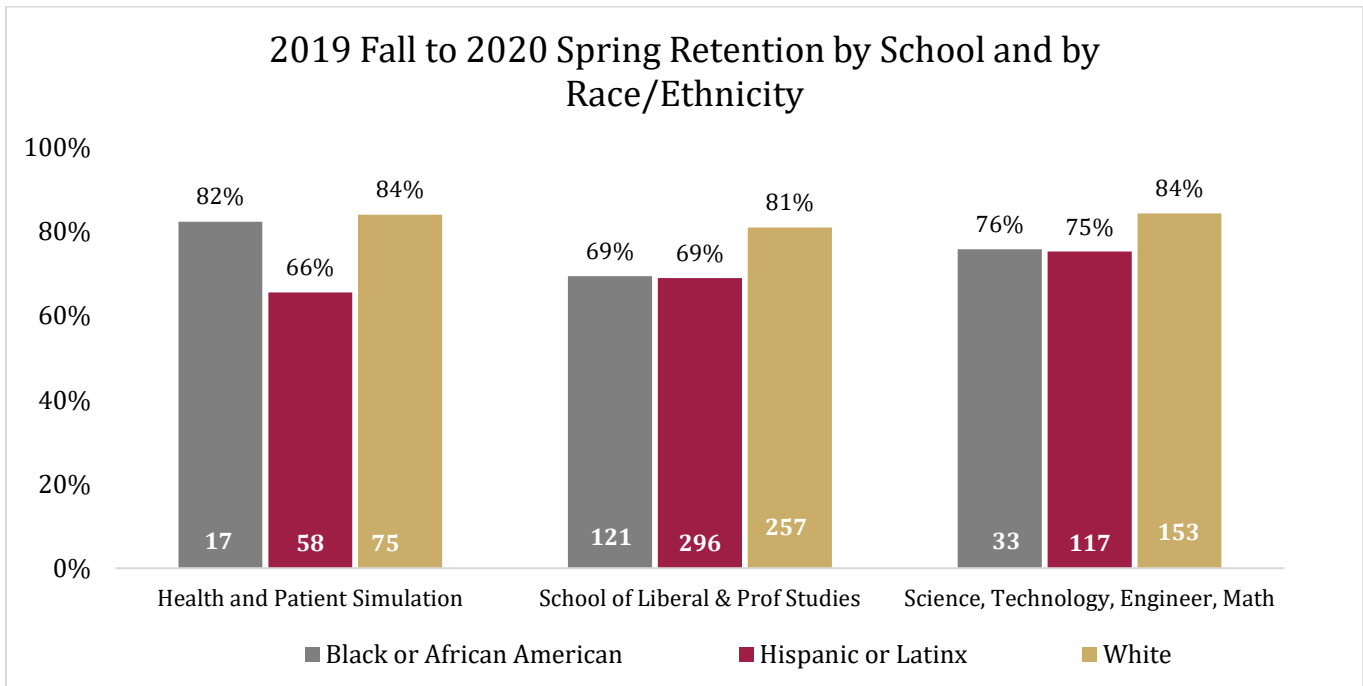
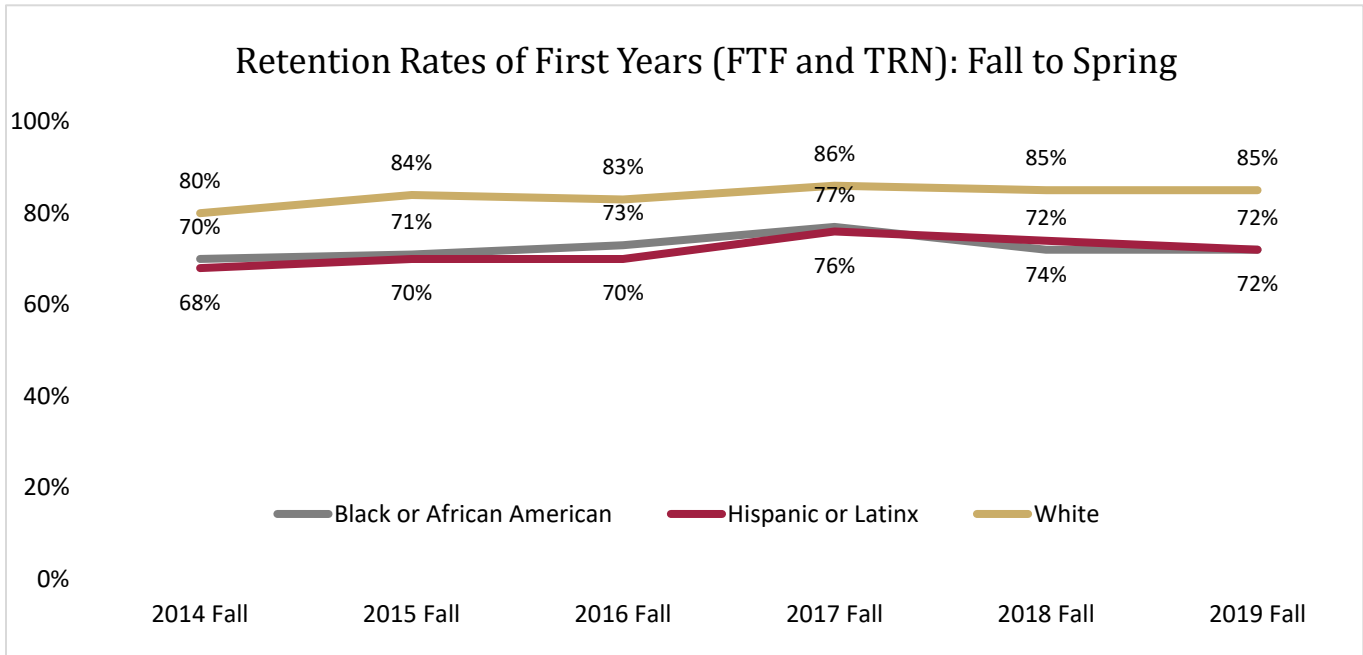
NOTE: DATA IS PRESENTED IN ROW PERCENTAGES.



# College Completion: Persistence and Graduation

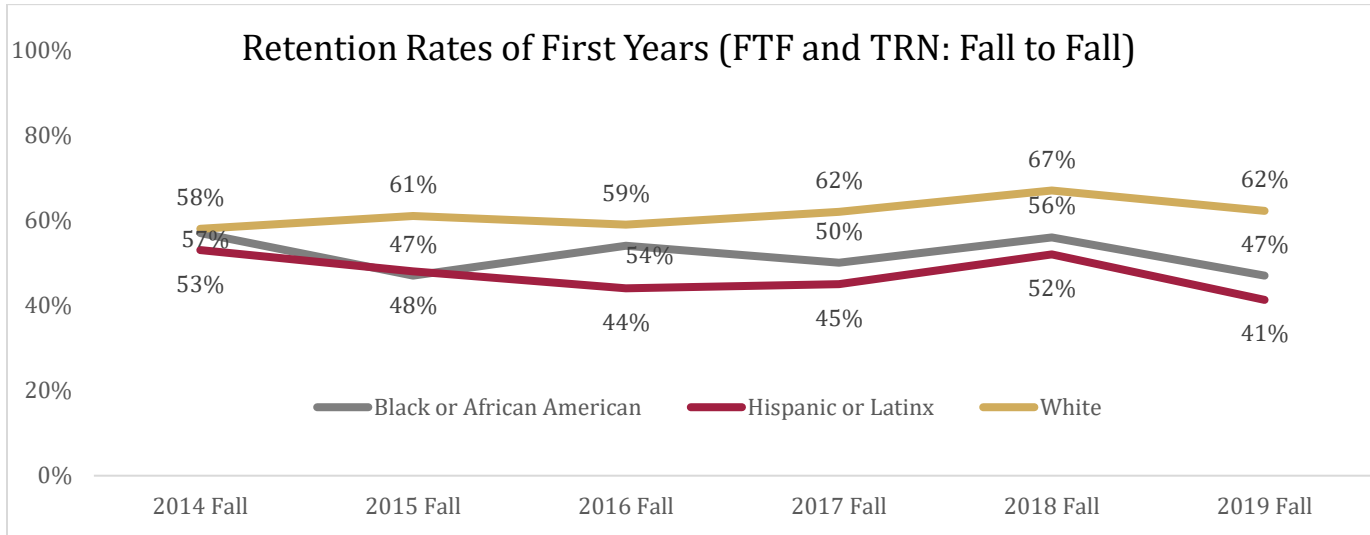
## Fall-To-Spring Retention – First-time First-years and Transfers

One measure of persistence that can be seen early is the percentage of new students in a fall term who return in spring. STCC has seen an equity gap by race and ethnicity in these rates for the last several years. A closer look at 2019 fall disaggregated by school shows the gaps persist even if at different levels, except for that of Black students in the School of Health and Patient Simulation.



## Fall-To-Fall Retention – First-time First-years and Transfers

Fall to fall retention rates show similar equity gaps by race and ethnicity as in fall to spring retention rates. While there was upward movement in retention rates between 2015 and 2018, the effects of Covid-19 were seen with the drop in the number of returning 2019 students in fall of 2020

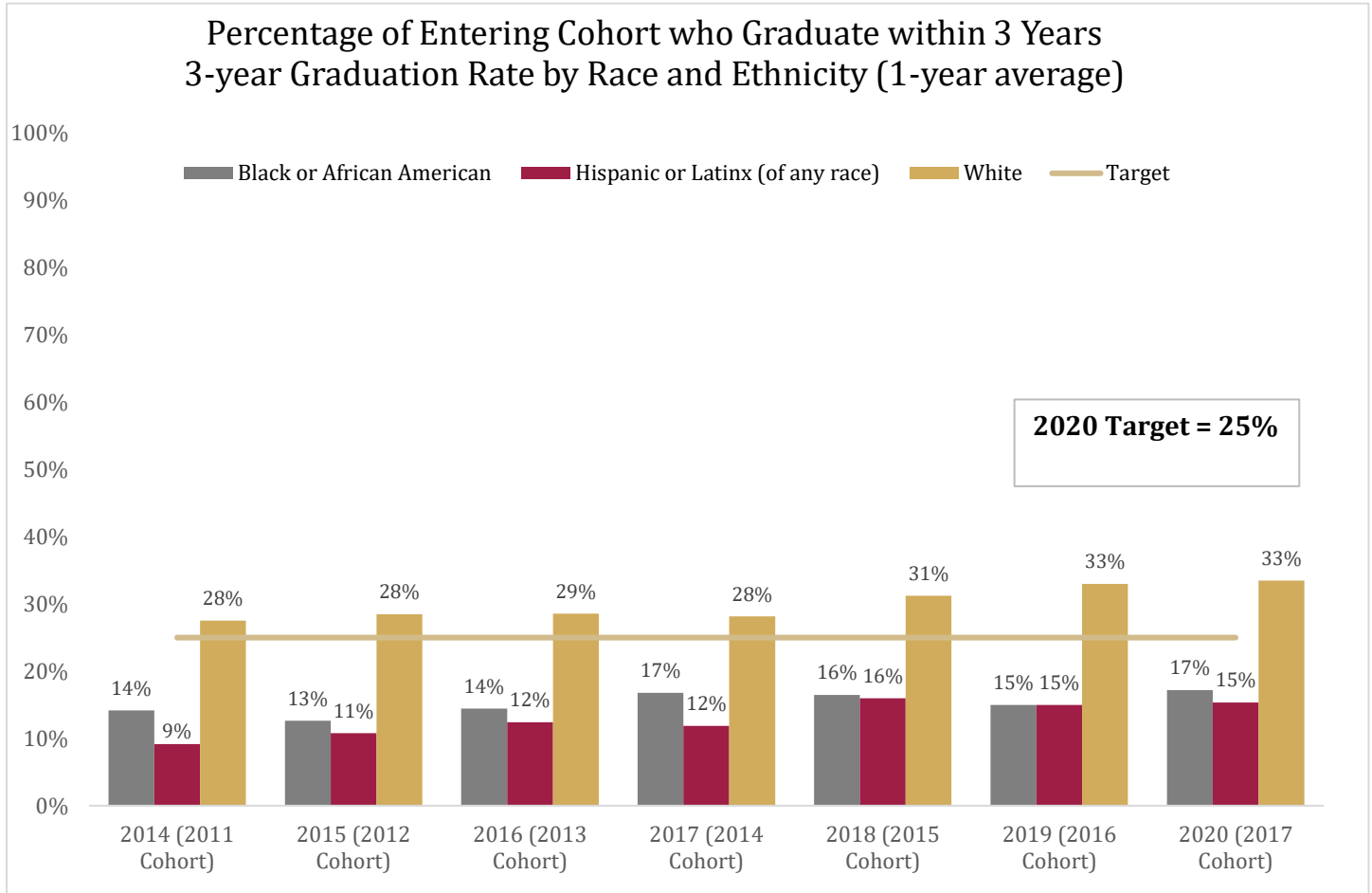


Fall to Fall Retention Rates by Race/Ethnicity (FTF and TRN)							
Cohort	# Students in cohort	adjusted cohort **	Black /African American	Hispanic /Latinx	White	All Students	Target for All Students
2014 Fall	1694	1655	57%	53%	58%	56%	--
2015 Fall	1542	1497	47%	48%	61%	54%	<b>56%</b>
2016 Fall	1273	1229	54%	44%	59%	54%	<b>57%</b>
2017 Fall	1403	1329	50%	45%	62%	54%	<b>58%</b>
2018 Fall	1262	1197	56%	52%	67%	60%	<b>59%</b>
2019 Fall	1434	1364	47%	41%	62%	51%	<b>60%</b>

\*\* ADJUSTED COHORT SUBTRACTS STUDENTS WHO GRADUATED PRIOR TO THE NEXT FALL FROM THE INITIAL COHORT

## Graduation Rates – First-time First-years and Transfers

The STCC Student Success Plan laid out a target of a 25% graduation rate for all race groups by 2020 (2017 cohort). There was progress for all groups, notably in the Hispanic/Latinx rates, which grew from 9% in 2014 to 15% in 2020.

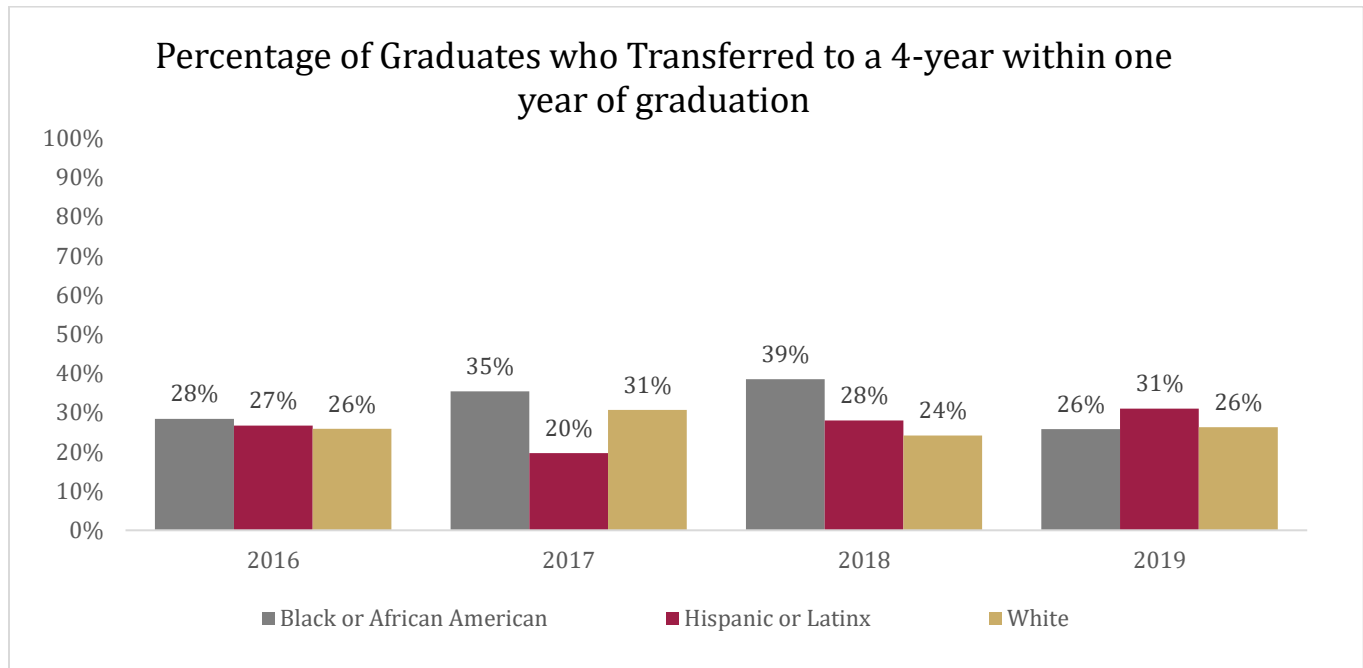


## FY2020 Degrees and Certificates Conferred by Program

Degrees Conferred - Fiscal Year 2020 (July 1, 2019 - June 30, 2020)					
Associate		Certificate		Grand Total	
778		125		903	100%
School Of Arts and Professional Studies - LAPS					
Associate		Certificate		Total	% of Grand Total
				<b>401</b>	<b>44%</b>
General Studies	152			152	17%
Business Transfer	45			45	5%
Pre-Health	40			40	4%
Criminal Justice	33	Criminal Justice	1	34	4%
Criminal Justice Transfer	18			18	2%
Early Child Ed	3	Child Development Associate Plus	13	16	2%
Human Services/ Social Work Transfer	11		0	11	1%
Medical Office Admin	4	Medical Office Admin	7	11	1%
Business	10			10	1%
Accounting	9			9	1%
Liberal Arts Transfer	7			7	1%
Secondary Ed Transfer	7			7	1%
Art	6			6	1%
Early Childhood Education Transfer	6			6	1%
Management	6			6	1%
		Clerical Office Asst	6	6	1%
Elementary Ed Transfer	4			4	<1%
Pre-Eng/Sci Transfer	3			3	<1%
Entrepreneur	2			2	<1%
Marketing	2			2	<1%
Professional Office Admin	2			2	<1%
Applied Psychology	1			1	<1%
Uni W/O Walls	1			1	<1%
		Customer Service Essentials	1	1	<1%
		Microsoft Office Cert	1	1	<1%
School of Science Technology Engineering and MATH -STEM					
Associate		Certificate		Total	% of Grand total
				<b>249</b>	<b>28%</b>
Energy Sys Tech/HVAC	8	Energy Sys Tech/HVAC	22	30	3%
Mechanical Engr Tech	28			28	3%
Comp & IT Security AS	27	Comp & IT Security	1	28	3%
Engineering Transfer	15			15	2%
Automotive Tech	7	Automotive Tech	13	20	2%
Elec Engr Tech	13	Elec Robotics Engr Tech	1	14	2%
Comp Systems Engr Tech AS	10	Comp Systems Engr Tech	3	13	1%
Building Construction Mgmt	10	Building Construction Mgmt	2	12	1%
Architecture and Building Tech	11	Architecture	-	11	1%
Computer Science Transfer	11			11	1%
Biology Transfer	10			10	1%
Dig Photo	6	Dig Photo	4	10	1%
Graphic Design	7			7	1%
		CNC Opps	7	7	1%

Landscape Design Mgmt Tech	6	Landscape Design Mgmt Tech	-	6	1%
Interactive Media/Animation Design Tech	4	Interactive Media/Animation Design Tech	-	4	<1%
Civil Eng Tech AS	3	Civil Eng Tech	1	4	<1%
TV Production Tech	3	TV Production Tech		3	<1%
Optics and Photonics	2	Optics and Photonics	1	3	<1%
Communication Digital Media Transfer AS	2			2	<1%
		CAD/CAM Cert	2	2	<1%
Microcomputer Specialist	-	Microcomputer Specialist	2	2	<1%
Biomedical Equipment Tech	1			1	<1%
Civil Construc Mgmt	1	Civil Construc Mgmt	-	1	<1%
Elec Sys Engr	1	Elec Sys Engr	-	1	<1%
Math Transfer	1				<1%
Physics Transfer	1				<1%
Programmer	1	Programmer	-	1	<1%
Website Programmer	1			1	<1%
<b>School of Health and Patient Simulation -SHPS</b>					
Associate		Certificate		<b>Total</b>	<b>% of Grand total</b>
				<b>253</b>	<b>28%</b>
Nursing	84			84	9%
Fire Sci Tech	23	Fire Sci Tech	5	28	4%
Medical Coding & Billing Spclst	11	Medical Coding & Billing Spclst	12	23	3%
Medical Assistant	5	Medical Assistant	17	22	2%
Dental Hygiene	18	Dental Assistant	3	21	2%
Radiologic Technology	14			14	2%
Medical Lab Technician	13			13	1%
Respiratory Care	13			13	1%
Surgical Tech	13			13	1%
Diagnostic Medical Sonography	9			9	1%
Health Info Tech	8			8	1%
Health Science	4			4	<1%
Physical Therapist Asst	1			1	<1%

## Transfer to Four-year Colleges



## Top 4-year Transfer Institutions – FY 2019 Graduates

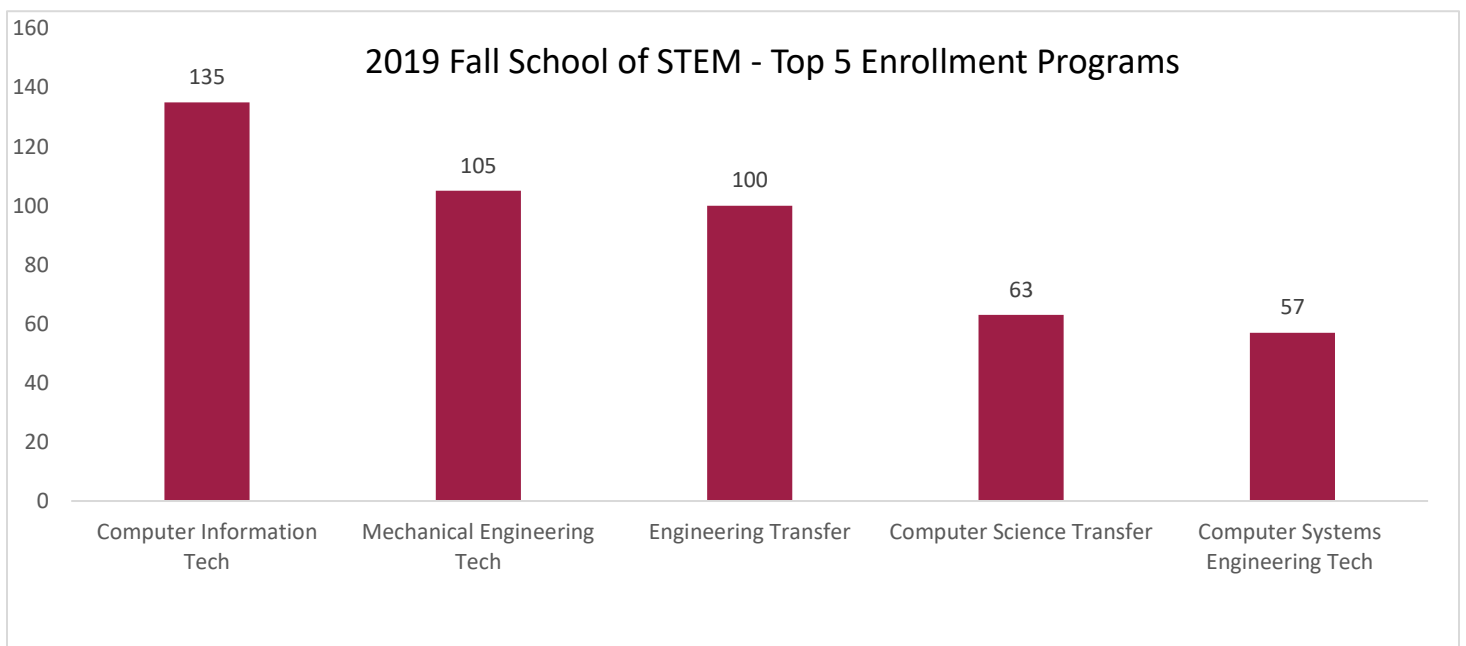
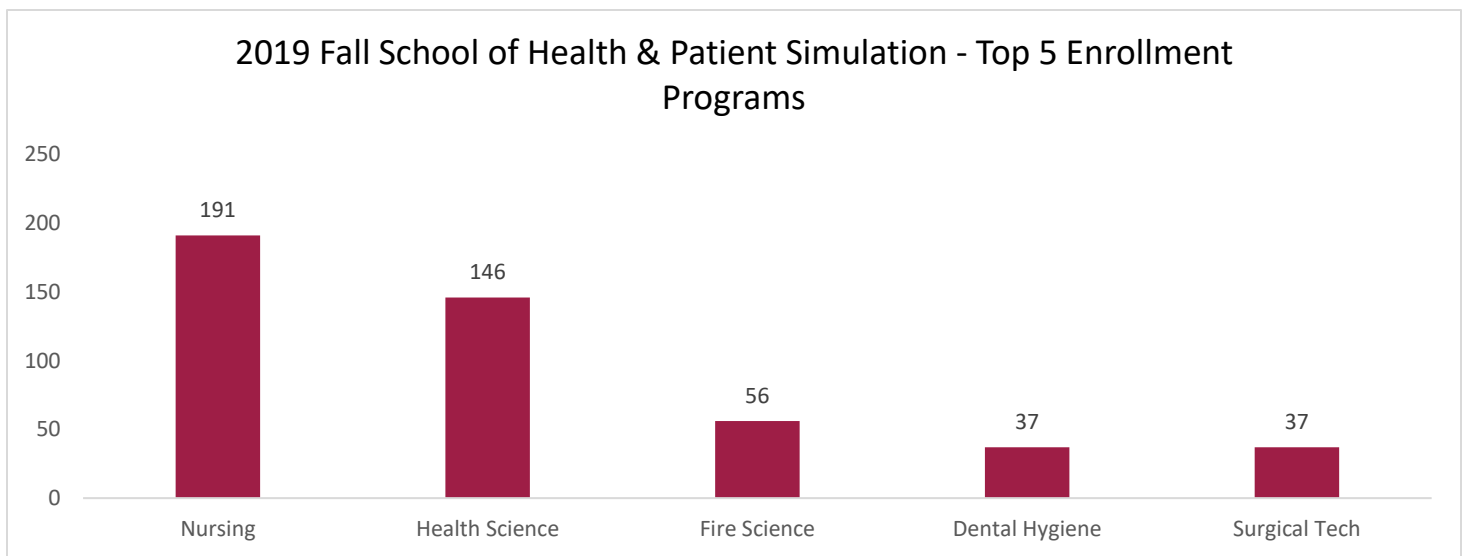
College or University	# 2019 STCC Grads Attending with One Year of Graduation
WESTFIELD STATE UNIVERSITY	57
UNIVERSITY OF MASSACHUSETTS AT AMHERST	50
ELMS COLLEGE	32
BAY PATH UNIVERSITY	13
AMERICAN INTERNATIONAL COLLEGE	12
SOUTHERN NEW HAMPSHIRE UNIVERSITY	12
WESTERN NEW ENGLAND UNIVERSITY	11
SPRINGFIELD COLLEGE	10



## Workforce Alignment- STEM and Health Programs

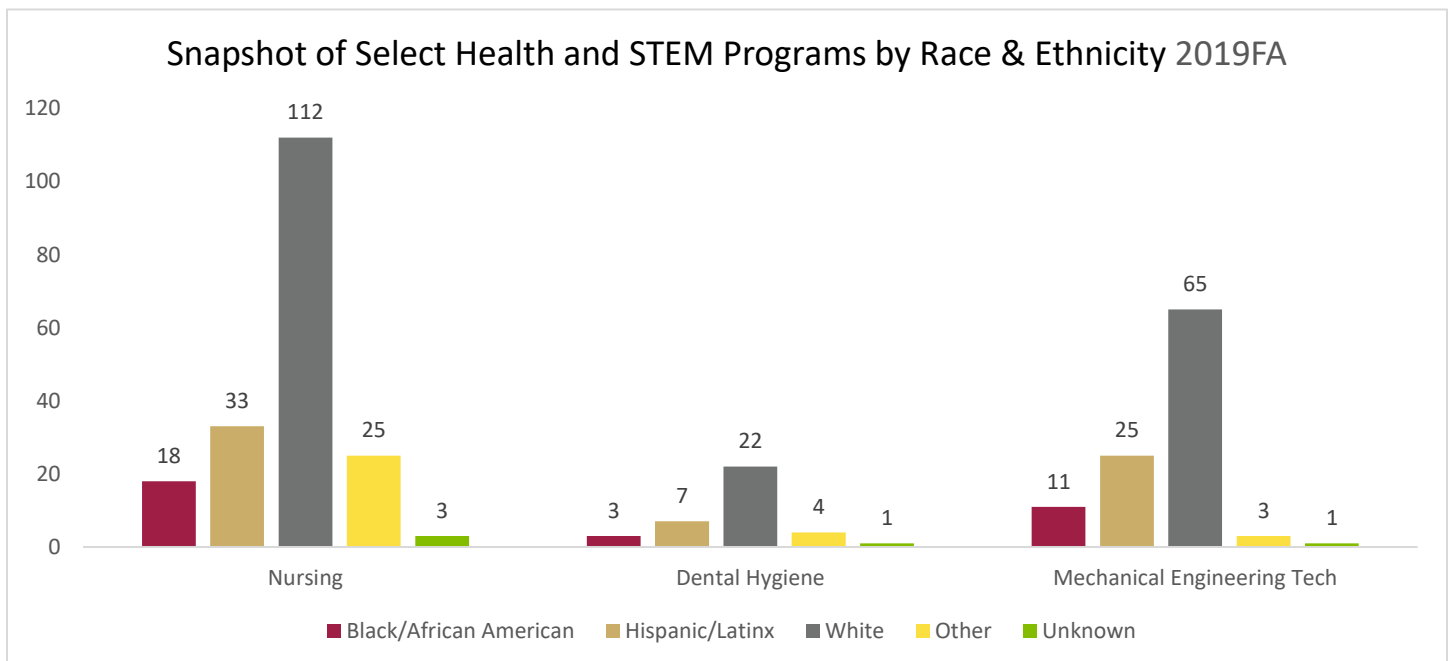
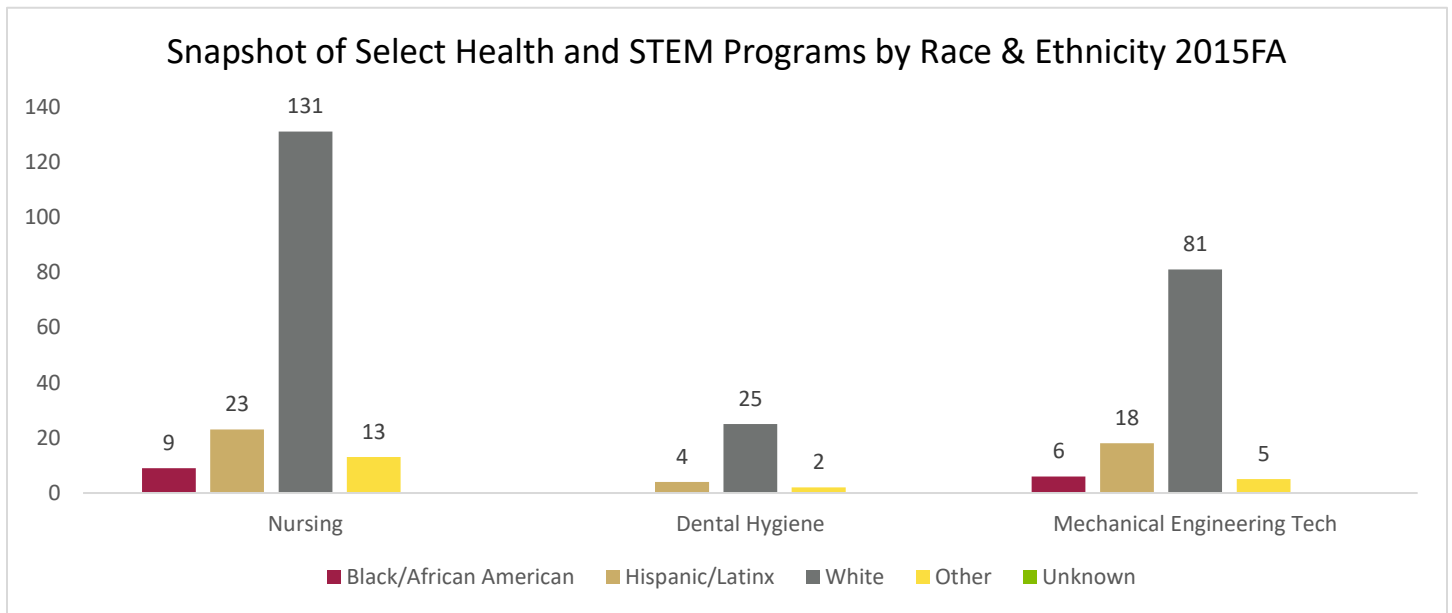
### Snapshot of Student Enrollment Demographics - Top 10 Programs- Health and STEM Programs

In response to constrained economic growth and a shortage of skilled workers to fill the “Labor Gap”, Massachusetts’ implemented the Workforce Innovation and Opportunity Act (WIOA), resulting in a statewide regional planning process and the creation of the Pioneer Valley Labor Market Blueprint. STCC’s commitment to addressing the regional workforce needs reinforced the College’s focus on student enrollment, retention, and graduation within Health and STEM programs. Many of these programs feature clinical placements and internship opportunities offered through workforce development services. Completion of most programs will lead to statewide certification or licensure, while other programs prepare students with a technical foundation when transferring to four-year institutions.



## Snapshot of Health and STEM Programs by Race & Ethnicity

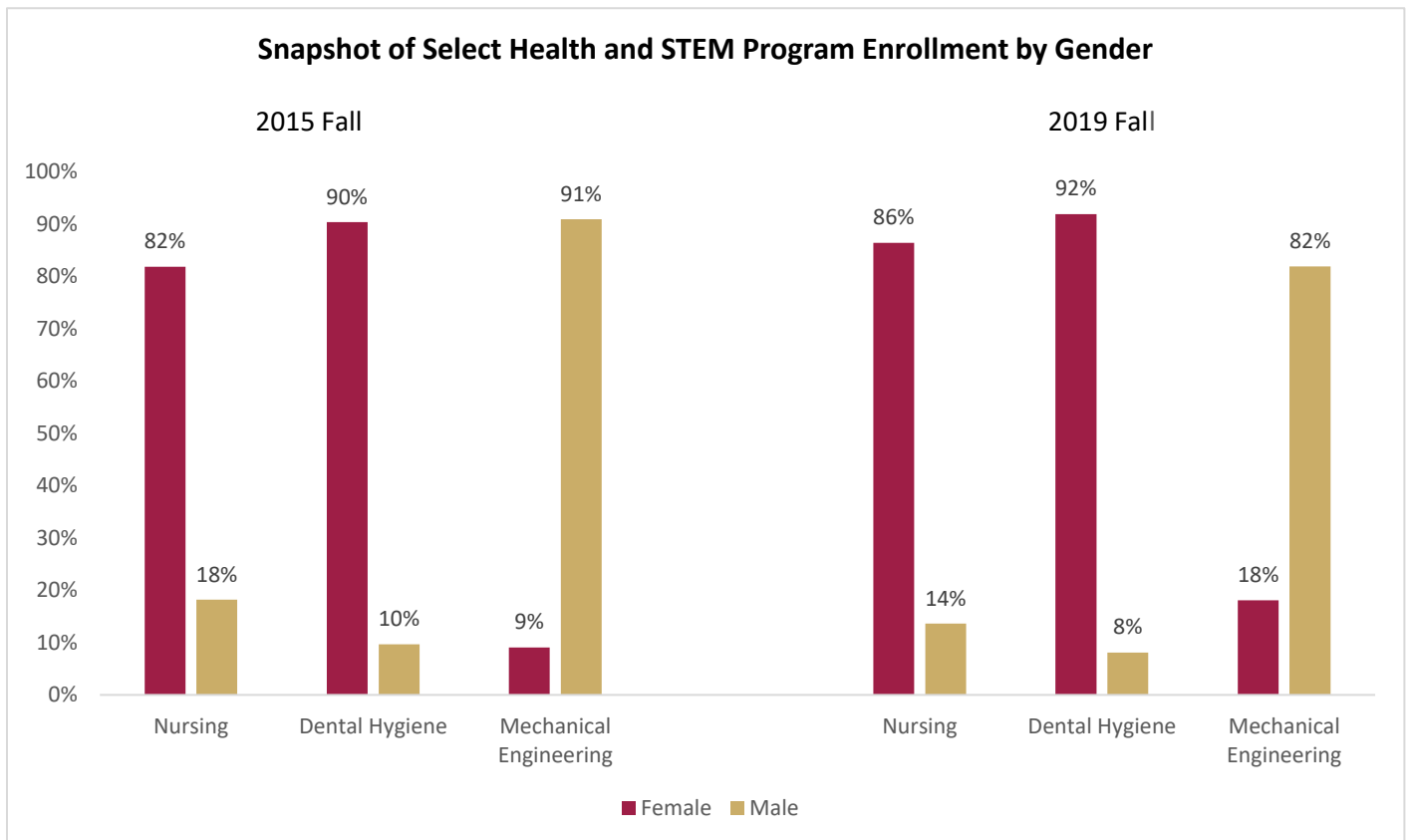
In line with the Pioneer Valley Regional Planning Team Labor Market Blueprint 2018-2022, and STCC's 2015-2020 Student Success Plan, student success in high demand Healthcare and STEM programs has been monitored with attention to the economic needs of Western Massachusetts but also through a lens of equity. High demand fields such as Nursing, Dental Hygiene, and Mechanical Engineering have seen significant increases in Overall ALANA (African, Latino, Asian, and Native American) enrollment since 2015.



## Snapshot of Enrollment in Health and STEM Fields by Gender

Although improvements in racial equity have been observed in most Health and STEM programs, gender equity remains a challenge. Enrollment is significantly skewed toward female students within high-demand Health programs, while STEM programs like Mechanical Engineering are made up predominantly of male students. However, female enrollment in the Mechanical Engineering program did increase by 8 percent between 2015 and 2019.

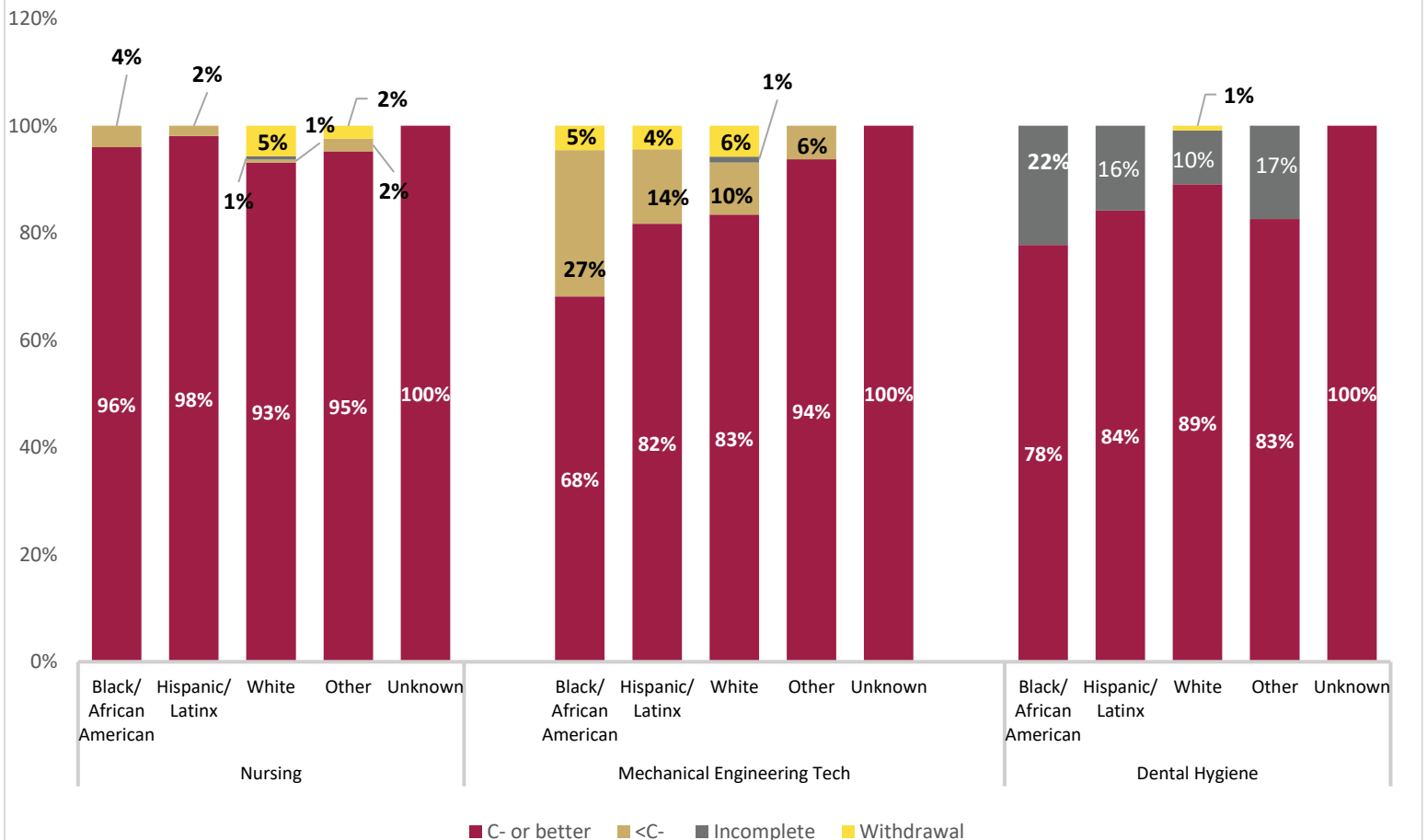
Select Health and STEM Programs 2015 and 2019 Fall			
<b>2015 Fall Enrollment</b>	<b>Nursing</b>	<b>Dental Hygiene</b>	<b>Mechanical Engineering Tech</b>
Female	144	28	10
Male	32	3	100
Total	176	31	110
<b>2019 Fall Enrollment</b>	<b>Nursing</b>	<b>Dental Hygiene</b>	<b>Mechanical Engineering Tech</b>
Female	165	34	19
Male	26	3	86
Total	191	37	105



## Snapshot of Course Outcomes in Health and STEM by Race and Ethnicity

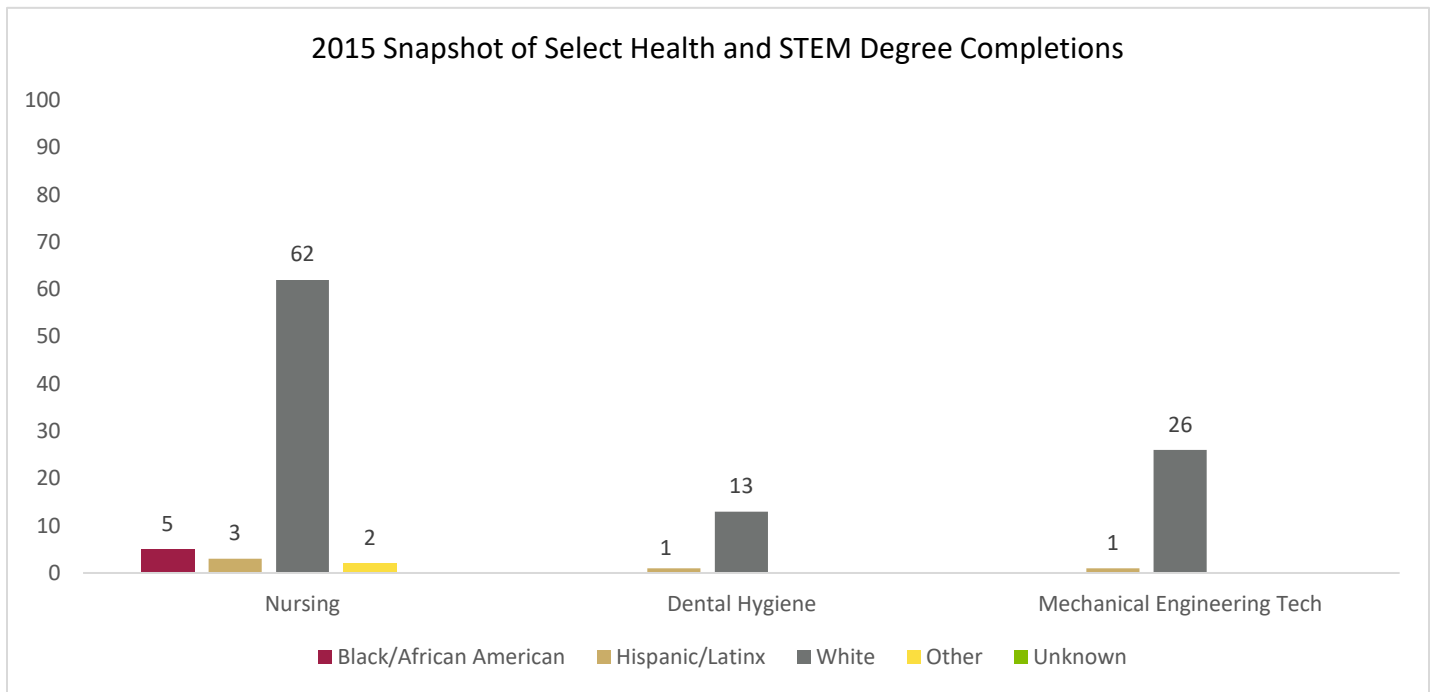
Course outcomes for the Nursing, Dental Hygiene, and Mechanical Engineering program(s) show a high level of achievement. As with most Health and Patient Simulation programs, over 90 percent of nursing students received an average course outcome of C- or better. Further, across race groups, approximately 70 percent or more of Dental Hygiene and Mechanical Engineering students averaged a C- or better in their coursework in 2019 fall. However, gaps existed between such groups in Mechanical Engineering and Dental Hygiene. Among the three programs, Dental Hygiene students had the highest percentage of incomplete coursework, ranging from 10-22% across fall semesters.

Snapshot of Select Health and STEM Programs by Student Course Outcomes  
2019FA



## Snapshot of the Labor Market Blueprint – 2015 vs. 2019 Health and STEM Degree Completions by Demographics

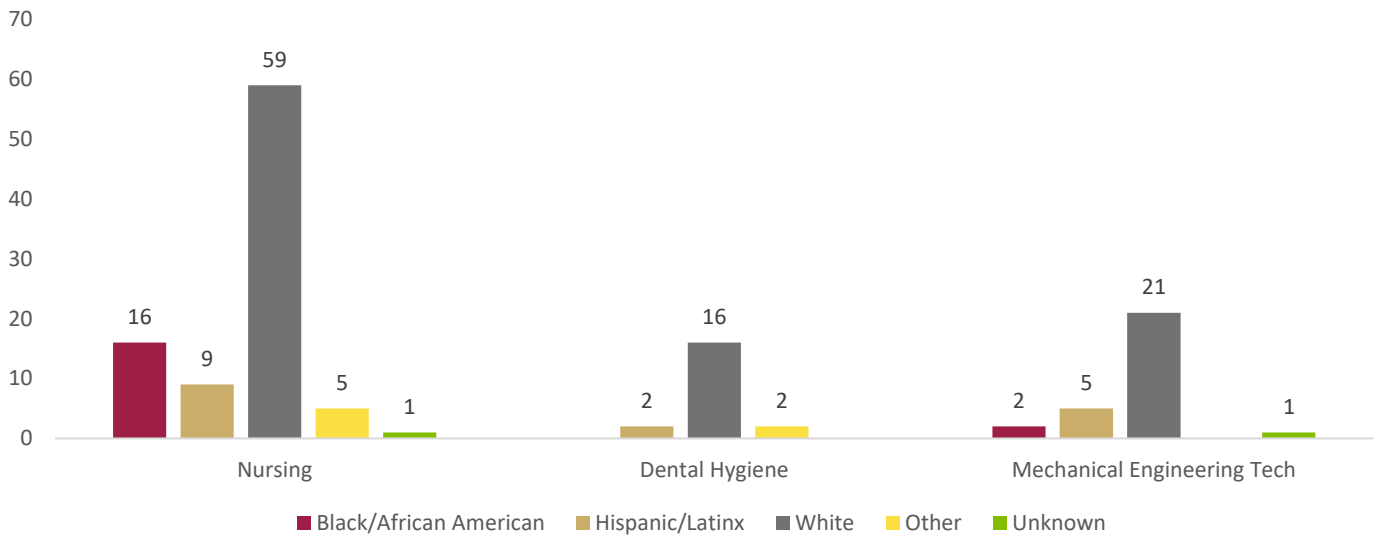
In addition to significant increases in enrollment for students of color, there has also been a significant increase in students of color graduating with associate degrees in Nursing and Mechanical Engineering. The number of degrees conferred to students of color in Nursing and Mechanical Engineering degrees more than doubled from 2015 to 2019.



Similar to overall enrollment, improvements in racial equity and degree completion have been observed in most Health and STEM programs. However, for these same programs, gender equity and degree completion is still limited. Degree completion is significantly skewed toward female students within high-demand Health programs, while degree completions in STEM programs like Mechanical Engineering are comprised of mostly male students. However, there was also a slight 3 percent increase in Mechanical Engineering degrees conferred to females in 2019, compared to 2015.

<b>Select Health and STEM Degree Completions 2015 and 2019</b>			
<b>2015 Degrees Completed</b>	<b>Nursing</b>	<b>Dental Hygiene</b>	<b>Mechanical Engineering Tech</b>
Female	59	14	2
Male	13	0	25
Total	72	14	27
<b>2019 Degrees Completed</b>	<b>Nursing</b>	<b>Dental Hygiene</b>	<b>Mechanical Engineering Tech</b>
Female	79	20	3
Male	11	0	26
Total	90	20	29

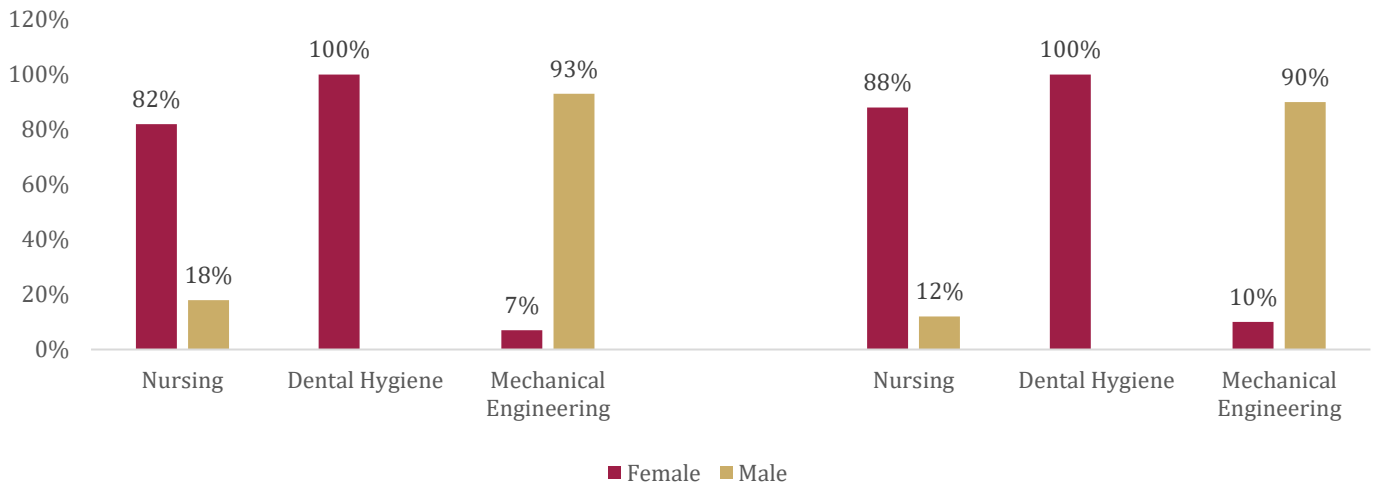
2019 Snapshot of Select Health and STEM Degree Completions



Snapshot of Select Health and STEM Degree Completions by Gender

2015

2019





# programs



**21**  
Health & Patient  
Simulation

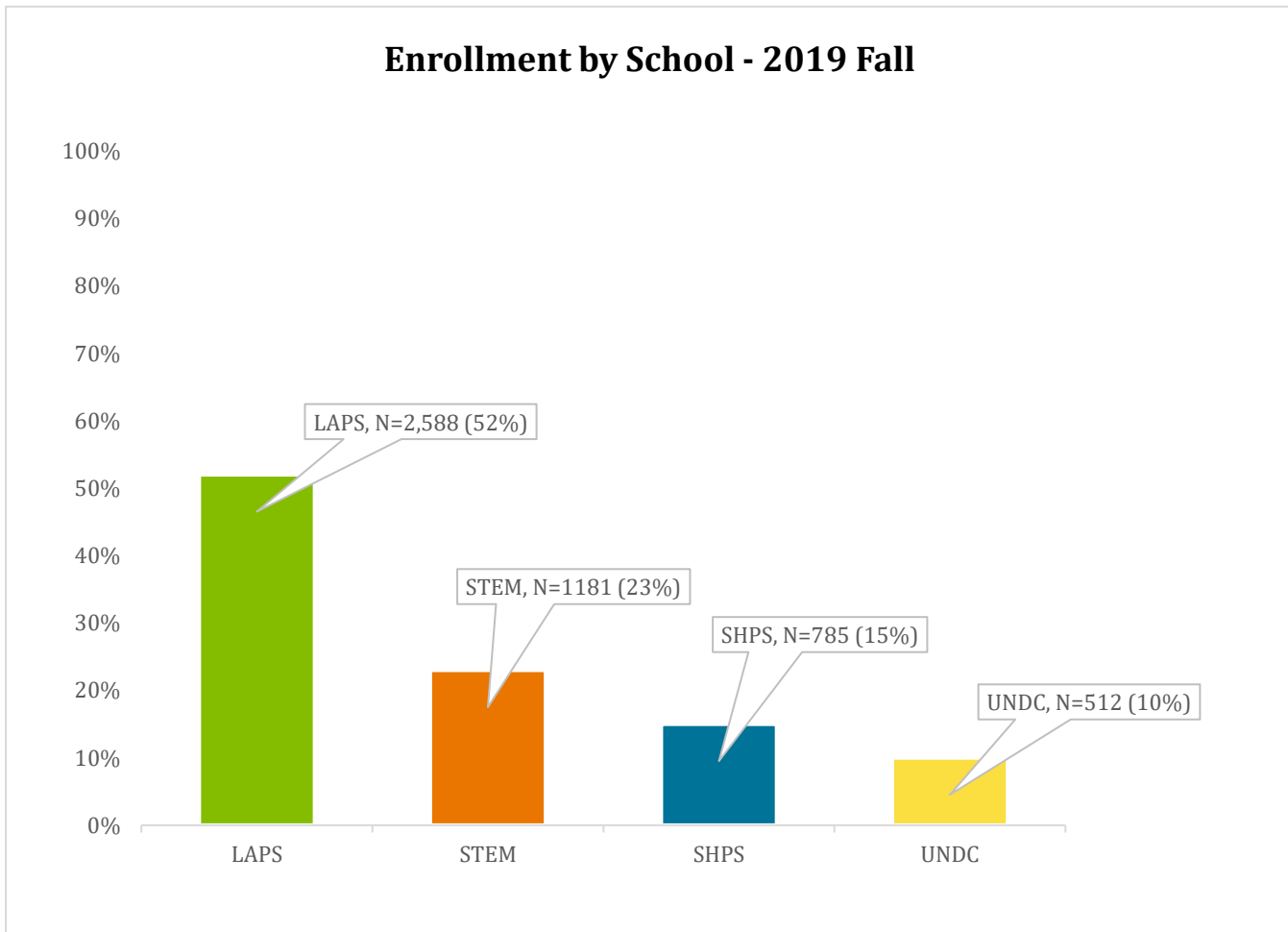
**17**  
Liberal &  
Professional  
Studies

**52**  
Science,  
Technology,  
Engineering &  
Mathematics

# Chapter 3 - Academic Programs and Initiatives

## Schools & Programs

Springfield Technical Community College consists of three schools. The School of Liberal and Professional Studies accounted for little over half of the total enrollment in fall of 2019. The School of Science, Technology, and Engineering (STEM) represented 23 percent of fall enrollment, while degree-seeking students within the School of Health and Patient Simulation accounted for 15 percent. Approximately 10 percent of students were undeclared.



**Note:** Undeclared students (UNDC) includes Dual-Enrolled. Percentages are those taken from the grand total n=5066

## Current Program Offerings by Division and Department

Total 2019 Fall Enrollment-All Schools					
Associate		Certificate		Grand Total	
4785		281		5066	100%
School Of Arts and Professional Studies - LAPS					
Associate		Certificate		Total	% of Grand Total
				<b>2589</b>	<b>52%</b>
General Studies	1137			1137	22%
Pre-Health	249			249	5%
Business Transfer	196			196	4%
Criminal Justice	166	Criminal Justice	8	174	3%
Human Services/ Social Work Transfer	127			127	3%
Criminal Justice Transfer	103			103	2%
Business	81		-	81	2%
Applied Psychology	71		-	71	1%
Early Childhood Education Transfer	61		-	61	1%
Pre-Eng/Sci Transfer	56		-	56	1%
Early Child Ed	45	Child Development Associate Plus	1	46	1%
Art	39			39	1%
Elementary Ed Transfer	28			28	1%
Secondary Ed Transfer	28			28	1%
Management	28		-	28	1%
Accounting	27		-	27	1%
Liberal Arts Transfer	27		-	27	1%
Medical Office Admin	15	Medical Office Admin	14	29	1%
Business Transfer - Online Option	14		-	14	<1%
Office Administrative Assistant Professional	14		-	14	<1%
Professional Office Admin	13		-	13	<1%
Business - Online Option	12		-	12	<1%
Entrepreneur	10		-	10	<1%
		Clerical Office Asst	8	8	<1%
Marketing	6			6	<1%
Urban Studies	3			3	<1%
University Without Walls	1			1	<1%
		Microsoft Office	1	1	<1%
School of Science Technology Engineering and MATH -STEM					
Associate		Certificate		Total	% of Grand Total
				<b>1181</b>	<b>23%</b>
Comp & IT Security	135	Comp & IT Security	5	140	3%
Mechanical Engr Tech	105		-	105	2%
Engineering Transfer	100		-	100	2%
Energy Sys Tech/HVAC	32	Energy Sys Tech/HVAC	45	77	2%

Biology Transfer	68		-	68	1%
Computer Science Transfer	63		-	63	1%
Comp Systems Engr Tech	57	Comp Systems Engr Tech	3	60	1%
Elec Engr Tech	54	Elec Robotics Engr Tech	1	55	1%
Architecture and Building Tech	51	Architecture	2	53	1%
Graphic Design	50			50	1%
Programmer	37	Programmer	7	44	1%
Building Construction Mgmt	32	Building Construction Mgmt	5	37	1%
Dig Photo	27	Dig Photo	5	32	1%
		CNC Opps	29	29	1%
Automotive Tech	7	Automotive Tech	22	29	1%
TV Production Tech	24	TV Production Tech	3	27	1%
Communication Digital Media Transfer	24			24	<1%
Interactive Media/Animation Design Tech	20	Digital Media/Multimedia	2	22	<1%
Optics and Photonics	17	Optics and Photonics	2	19	<1%
Landscape Design Mgmt Tech	13	Landscape Design Mgmt Tech	5	18	<1%
Civil Eng Tech	16	Civil Eng Tech	1	17	<1%
Dig Audio Broadcasting	14			14	<1%
Mechanical Engineering Technology Transfer	14			14	<1%
Biomedical Equipment Tech	13			13	<1%
Biotechnology Transfer	12	Biotechnology	-	12	<1%
Elec Sys Engr	10	Elec Sys Engr	2	12	<1%
Chemistry Transfer	9			9	<1%
		CAD/CAM	8	8	<1%
Pre Med/Dent/Vet Transfer	6			6	<1%
Physics Transfer	5			5	<1%
Math Transfer	5			5	<1%
Civil Construction Mgmt	3	Civil Construction Mgmt	1	4	<1%
		Dig Publishing	3	3	<1%
Microcomputer Specialist	-	Microcomputer Specialist	3	3	<1%
Web & Ad Design	3			3	<1%
Biomedical Manufacturing Technology	1			1	<1%
<b>School of Health and Patient Simulation - SHPS</b>					
Associate		Certificate		Total	% of Grand Total
				<b>785</b>	<b>15%</b>
Nursing	191			191	4%
Health Science	146			146	3%
Fire Sci Tech	56	Fire Sci Tech	5	61	1%
Medical Coding & Billing Spclst	38	Medical Coding & Billing Spclst	23	61	1%
Dental Hygiene	37	Dental Assistant	15	52	1%
Surgical Tech	37			37	1%
Radiologic Technology	34			34	1%
		Cosmetology	33	33	1%

Physical Therapist Asst	32			32	1%
Respiratory Care	32			32	1%
Medical Lab Technician	24			24	<1%
Occupational Therapy Asst	22			22	<1%
Diagnostic Medical Sonography	20			20	<1%
Health Info Tech	16			16	<1%
Medical Assistant	5	Medical Assistant	19	24	<1%
<b>Undeclared Major -UNDC</b>					
Associate		Certificate		Total	% of Grand Total
				<b>511</b>	<b>10%</b>
Undeclared Non-Dual Enrolled	336			k	7%
Undeclared Dual Enrolled	175			175	3%

**Note:** Dual-enrolled Undeclared Metric also includes high school students in the Gateway to College and University without Walls programs. Program and division percentages are those taken from the total n=5,066.

# institutional resources



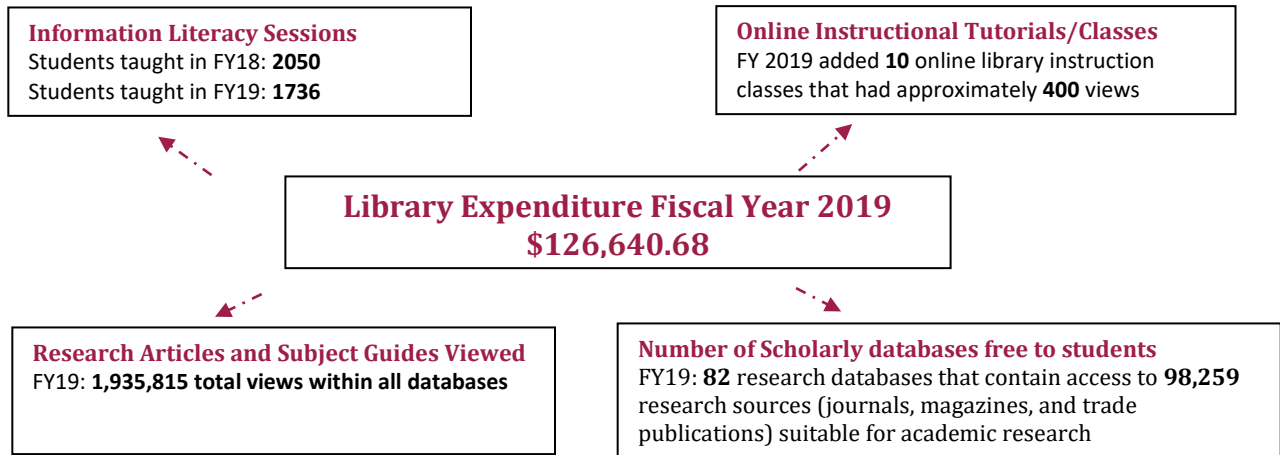
## Chapter 4 - Personnel, Library Information & Facilities

### All Employees

During 2019 STCC employed 828 workers (48% Full-time, 52% Part-time). Currently, employee data is limited to the fiscal year 2019. As STCC transitions in the 2020 fall semester, a more comprehensive employee portfolio will be gathered based on self-reporting guidelines.

All Employees by Occupational Category (FY 2019)			
Position	FT	PT	Total
Instructional Staff	137	275	412
Librarian Services	6	3	9
Student and Academic Affairs	24	55	79
Management Occupations	54	2	56
Business and Financial Operations	20	3	23
Computer, Engineering, and Science	18	5	23
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	16	12	28
Healthcare Practitioners and Technical	2	0	2
Service Occupations	41	4	45
Office and Administrative Support	66	32	98
Construction, Maintenance, Production, & Transportation	14	39	53
<b>Total</b>	<b>398</b>	<b>430</b>	<b>828</b>

## Library Information



## Library Holdings, Circulation, & Lending

Library Holdings for FY2018 & 2019: Number of print book titles, electronic books titles, Media (DVDs, Videos, Music, and Microforms), Print & Electronic Serials Subscriptions (Newspapers, Magazines, and Journals)

Library Holdings	
	FY 2018 & 2019
Book	19,147
DVD & Audio	245
Non-circulating	253
Periodical (journals)	2,268
Reference	40
Reserves	665
<b>Total</b>	<b>22,618</b>

Students Loans for FY2018 & 2019: Lending of scholarly material to enrolled students. Inter-Library Loans for FY2018 & 2019: Lending (Items provided to other libraries) Borrowing (Items received from other libraries).

Library Circulation & Lending		
	FY 2018	FY 2019
Student Loans STCC Material	6,745	8,996
Reserve collection	1,072	1,269
Chrome & Hotspot	504	1,182
<b>Total</b>	<b>8,321</b>	<b>11,447</b>
Inter-Library Loans & Lending		
Lending	2,002	2,689
Borrowing	1,250	1,169
<b>Total</b>	<b>3,252</b>	<b>3,858</b>



## Physical Plant Facilities



### Distribution of Buildings' Gross Square Footage

<b>Building Data and Deferred Maintenance (DM) Needs Over the Next 10 Years</b>			
<b>Building Name</b>	<b>Year Built</b>	<b>Gross Square Feet</b>	<b>10 year DM Needs \$Million</b>
Building 5/6	1880	11,700	
Building 7	1833	2,800	\$0.80
Building 8	1836	4,100	\$0.80
Building 9	1836	4,100	\$0.90
Building 10	1836	5,700	
Building 11	1807/1863	14,600	\$0.40
Building 12	1880	3,300	\$1.80
Building 13	1973	56,500	\$14.20
Building 14	1830	27,500	\$6.90
Building 15	1836	31,900	\$13.20
Building 16	1817	74,000	\$38.20
Building 17	1974	197,600	\$41.90
Building 19	1863	101,200	
Building 20	1941/1972	187,300	\$68.40
Building 20	1987	178,000	\$28.50

Data from "STCC Facilities: Campus Buildings Data" provided by DCAMM. Source 15 July 1991 Deferred Maintenance Report by Chrissman & Solomon Architects. Deferred Maintenance Data © 2017 Sightlines, LLC. All Rights Reserved.

## Chapter 5 – STCC Foundation

Based on the principles of trust and integrity, the STCC Foundation is a separate, non-profit, 501(c) 3 tax-exempt corporation whose purpose is to support the mission of the College and serve as a catalyst for workforce and economic development. The STCC Foundation, Inc. is designated to accept tax-deductible gifts and bequests of cash, real estate, equipment, securities, life insurance, and other property. All gifts are used to enhance the high quality of education offered at STCC. The Foundation is comprised of community leaders from the region served by STCC. These individuals generously give of their time, talents, and resources.

Donor support provides vital resources to enable STCC to respond to the rapidly changing needs of our students and ensure a high performing, globally competitive workforce for the region. For employers, a better-trained stream of graduates will lead to lower costs, higher employee retention, greater productivity, and better economic competitiveness.

### Mission Statement

The mission of the Springfield Technical Community College Foundation (a 501-(c)-3 non-profit organization) is to help Springfield Technical Community College meet its goals and commitment to providing superior educational opportunities to the community. The Foundation will accomplish its mission through fundraising, promoting the College as a community resource and by securing and managing private resources, planned gifts, and donations to support special projects.

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2019 – 2020

### Foundation Board Officers and Directors

#### Officers

##### **President**

David A. Parke  
Partner  
Bulkley, Richardson and Gelinas, LLP

##### **Vice President**

Jennifer Brown  
Vice President, Business Development  
United Personnel

##### **Treasurer**

Phil B. Goncalves  
Senior Vice President/SR Lender  
Country Bank for Savings

##### **Secretary**

Dr. John B. Cook  
President  
STCC

#### Administration

##### **Executive Director**

Denise M. Hurst  
Vice President of Advancement & External  
Affairs  
STCC

##### **Director**

Kelly A. Galanis  
Director of Operations & Donor Relations  
STCC

##### **Administrative Assistant**

Eunice Guidry  
Administrative Assistant to Foundation  
STCC

## Foundation Board

**Eugene J. Cassidy**  
President and CEO  
Eastern State Exposition

**Shaun M. Dwyer**  
First Vice President of Commercial Lending  
Peoples Bank

**Ellen W. Freyman**  
Partner  
Shatz, Schwartz, and Fentin, P.C.

**Dr. Kevin T. Hinchey, MD, FACP**  
Chief Education Officer  
UMASS Medical School - Baystate Health

**Jacqueline Johnson**  
Chief Operations Officer  
Caring Health Center

**Hanan Khan '20**  
Student Representative  
SGA Student Body President  
STCC

**Pia Kumar**  
Chief Strategy Officer and Co-Owner  
Universal Plastics

**Beth C. McGinnis-Cavanaugh '98**  
Professor of Physics and Engineering

**Dorothy Ostrowski '06**  
Owner/President  
Adams & Ruxton Construction Co.

**Scott Pasquale**  
First Vice President  
Berkshire Bank

**Jeff Poindexter '89**  
Partner  
Bulkley, Richardson and Gelinas, LLP

**Franklin D. Quigley, Jr. '77**  
President  
F.D. Quigley & Associates

**Elizabeth Ryan '17**  
Manufacturing Engineer  
Savage Arms, Inc.

**Michelle Salamone**  
Director of Banquets, Catering & Conference  
Services  
MGM Resorts International

**Brian P. Tuohey**  
President  
Collins Pipe and Supply Co., Inc.

**Matthew Zick**  
President  
Bay State Plumbing & Heating Supply, Inc.

## Foundation Corporators

**Michelle Abdow**  
President  
Market Mentors

**Al Kasper**  
President/CEO  
Savage Sports Corp.

**John Furman '82**  
Managing Director  
VHB Engineering

**Steven Mitus**  
Partner,  
Balise Motor Sales

**Ronald Grodsky**  
Owner (Retired)  
Harry Grodsky & Co., Inc.

**Michael Suzor**  
Executive Assistant to the President (Retired)  
STCC

## Foundation Balance Sheet

STCC FOUNDATION BALANCE SHEET	
June 30,2020 (audited)	
<b>ASSETS</b>	
CURRENT ASSETS	
CASH	\$167,295
ACCOUNTS RECEIVABLE	\$14,700
PREPAID EXPENSES	\$405
TOTAL CURRENT ASSETS	\$182,400
TOTAL PROPERTY AND EQUIPMENT	\$980,747
TOTAL INVESTMENT AND OTHER ASSETS	\$4,442,158
TOTAL ASSETS	\$5,605,305
<b>LIABILITIES AND CAPITAL</b>	
TOTAL CURRENT LIABILITIES	\$1,213
TOTAL LONG TERM LIABILITES	\$2,976
TOTAL LIABILITIES	\$4,189
TOTAL CAPITAL	\$5,601,116
TOTAL LIABILITIES AND CAPITAL	\$5,605,305

## Chapter 6 - Financial Information

### Longitudinal 2015-2019 Tuition and Fees

Tuition and Mandatory Fees at Springfield Technical Community College (Based on Fall Resident Undergraduate State-Supported Rates)							
	FY-2016	FY-2017	FY-2018	FY-2019	FY-2020	FY-2021	1-yr change
<b>Tuition</b>	\$750	\$750	\$750	\$750	\$750	\$750	0%
<b>Fees</b>	\$4,686	\$4,986	\$5,316	\$5,556	\$5,856	\$6,096	4%
Page created 10/2/2020							
Source: Massachusetts Department of Higher Education							

### Financial Aid Awards

Financial Aid - Academic Year 2018-2019	
Total number of undergraduates - financial aid cohort	4,921
Number of undergraduate students awarded federal state local institutional or other sources of grant aid	2,979
Percent of undergraduate students awarded federal state local institutional or other sources of grant aid	61%
Average amount of federal state local institutional or other sources of grant aid awarded to undergraduate students	\$2,788
Number of undergraduate students awarded Pell grants	2,480
Percent of undergraduate students awarded Pell grants	50%
Total amount of Pell grant aid awarded to undergraduate students	\$5,778,596
Average amount Pell grant aid awarded to undergraduate students	\$2,330
Number of undergraduate students awarded federal student loans	789
Percent of undergraduate students awarded federal student loans	16%
Total amount of federal student loans awarded to undergraduate students	\$1,641,554
Average amount of federal student loans awarded to undergraduate students	\$2,081
Total amount of federal state local institutional or other sources of grant aid awarded to undergraduate students	\$8,305,907

## Revenues and Expenditures

	Primary Government		Component Units	
	2020 College	(Restated) 2019 College	2020 Combined	2019 Combined
<b>Operating Revenues:</b>				
Tuition and fees	\$ 23,700,690	\$ 22,166,283	\$ -	\$ -
Less: scholarships and fellowships	(13,235,378)	(11,573,372)	-	-
Net tuition and fees	10,465,312	10,592,911	-	-
Federal, state, local, and private grants and contracts	20,336,066	17,795,839	-	-
Auxiliary enterprises	899,272	919,044	5,215,815	4,947,406
Other sources	868,732	1,482,422	31,362	76,763
Contributions	-	-	285,851	251,349
<b>Total Operating Revenues</b>	<b>32,569,382</b>	<b>30,790,216</b>	<b>5,533,028</b>	<b>5,275,518</b>
<b>Operating Expenses:</b>				
Instruction	22,201,880	23,673,913	-	-
Academic support	9,326,739	8,109,962	-	-
Student services	10,944,293	11,008,869	-	-
Scholarships and fellowships	3,796,061	4,128,777	-	-
Auxiliary enterprises	1,449,331	1,420,854	4,246,849	4,427,892
Operation and maintenance of plant	7,740,970	9,785,458	-	-
Institutional support	7,269,070	6,538,465	880,458	1,389,556
Depreciation	7,432,580	7,767,601	626,915	580,300
<b>Total Operating Expenses</b>	<b>70,160,924</b>	<b>72,433,899</b>	<b>5,754,222</b>	<b>6,397,748</b>
<b>Net Operating Loss</b>	<b>(37,591,542)</b>	<b>(41,643,683)</b>	<b>(221,194)</b>	<b>(1,122,230)</b>
<b>Non-Operating Revenues (Expenses):</b>				
State appropriations - unrestricted	36,322,359	35,063,522	1,499,053	83,613
Federal grants	991,093	-	-	-
Investment income	207,263	544,722	67,511	153,024
Interest expense	(99,884)	(105,093)	(277,305)	(278,919)
Grant revenue	-	-	30,000	-
<b>Total Non-Operating Revenues (Expenses)</b>	<b>37,420,831</b>	<b>35,503,151</b>	<b>1,319,259</b>	<b>(42,282)</b>
<b>Net Decrease in Net Position Before Capital Appropriations</b>	<b>(170,711)</b>	<b>(6,140,532)</b>	<b>1,098,065</b>	<b>(1,164,512)</b>
Capital Appropriations	6,882,833	12,370,228	-	-
<b>Net Increase (Decrease) in Net Position</b>	<b>\$ 6,712,122</b>	<b>\$ 6,229,696</b>	<b>\$ 1,098,065</b>	<b>\$ (1,164,512)</b>

