Springfield Technical Community College

Fact Book 2021-2022

STCC

introduction

INTRODUCTION

A Message from the President

On the cusp of celebrating our 55th anniversary, STCC today is far less of an experiment, and now much more of an essential enterprise. I dare say that our founders; Joseph Deliso Jr., former Springfield Mayor Charlie Ryan, State Representative Anthony Scibelli, as well as founding president Dr. Edmond Garvey, would be proud of our evolution. Proud to know that the college remains current with the economic and workforce needs of our region, and proud to know our access and affordability remains signature.

For STCC in 2022, it is less about reinventing ourselves, as it is reimagining our mission as a technical community college with vibrant transfer pathways integrate with furthering well-defined career considerations. Our efforts at STCC, which themselves remain a work in progress, are to ensure avenues to nursing and healthcare; avenues to careers in primary and secondary education; serving as a bridge using early college pathways; and working to address inequitable structures and systems in high-value sectors that include precision manufacturing, IT/Cybersecurity and specialty trades including work in the evolving energy sector. In short, our mission is ensuring higher education provides equitable economic opportunity; this is core at any community college.
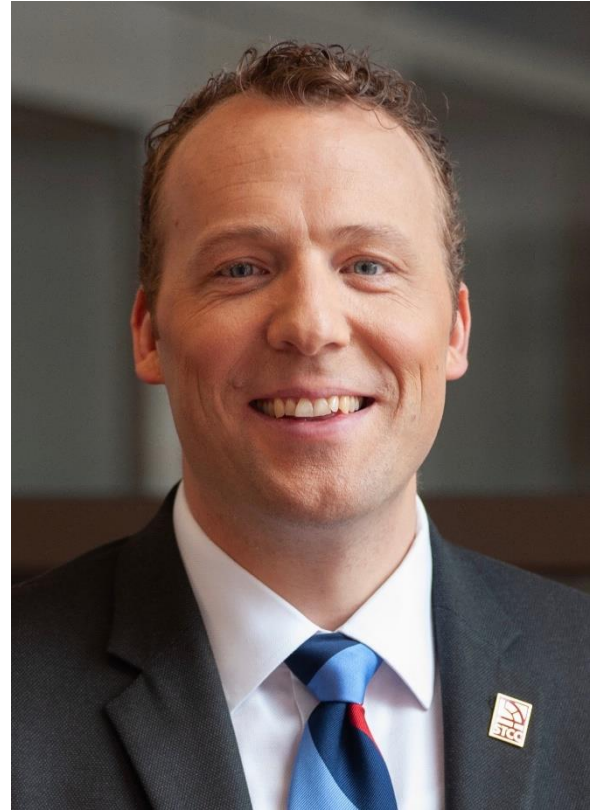
As part of our mission of student transformation, this Fact Book remains a key reference in our effort to capture who we are as an institution, and is intended to inform our many stakeholders and community partners. With humility, we continue to show our strengths, including the degree of access we provide first-generation students, students of color, and low-income families in particular. We also note areas that need collective improvement, including our equity work related to student retention and graduation, and for students in particular from traditionally marginalized or disenfranchised communities. This Fact Book is also helpful as we navigate the process of strategic planning, with the goal, after a robust and inclusive process, of implementing a new and forward-looking Strategic Plan in 2023.

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

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 "21st 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 55-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 more 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."

In the 21st Century, STCC continues to provide a high-quality low-cost education to its students who range from high school students to returning mature students seeking educational opportunities.

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 and 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.

Some of such accolades include

2021
Best Local College - Reader Raves
#4 Community College in United States - Academic Influence
#2 Online Business Program - Business Degree Central

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://soundcloud.com/springfield-technical/

https://www.youtube.com/user/SpringfieldTechCC?sub_confirmation=1

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

students

Fall 2021 Enrollment by Gender

1%
37%
62%
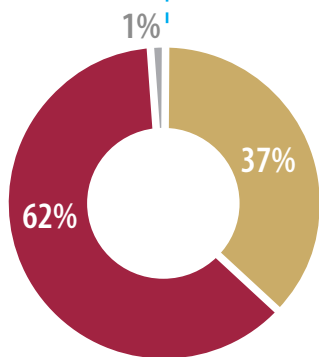
- Male
- Female
- Gender Unknown

Fall 2021 Enrollment by FT/PT Status

35%
65%
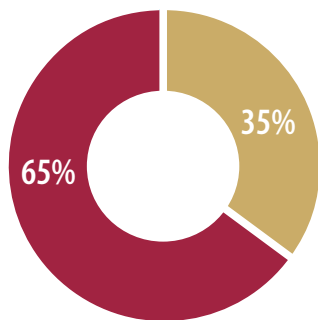
- Full-time
- Part-time

Fall 2021 Enrollment by Race/Ethnicity

10%
14%
34%
42%
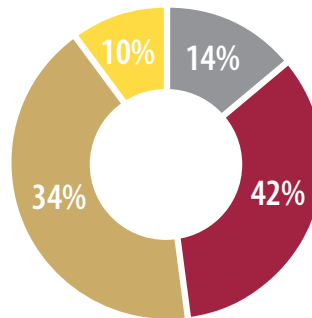
- Black
- Hispanic
- White
- Other

Enrollment Trend Full-Year 2010-2022

Longitudinal Total Full-Year Enrollment

Bar chart (Headcount) with line (Percent Fall Headcount):

Year	Headcount
2010	9,410
2011	9,235
2012	9,284
2013	9,478
2014	9,313
2015	8,787
2016	8,550
2017	7,713
2018	7,431
2019	6,800
2020	6,833
2021	5,743
2022	5,374

Longitudinal Total Full-Year Credits

Bar chart (Credits) with line (Percent Fall Headcount):

Year	Credits
2010	137,971
2011	129,344
2012	130,674
2013	142,391
2014	140,470
2015	133,417
2016	124,251
2017	111,952
2018	108,017
2019	98,472
2020	101,680
2021	83,462
2022	75,323

Full-Year Percent of Fall Enrollment and Credits													
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
*Percent Fall Headcount	63%	67%	71%	68%	66%	66%	58%	60%	58%	64%	54%	70%	77%
Percent Fall Credits	48%	52%	52%	47%	46%	45%	44%	46%	44%	50%	41%	44%	49%

* Percent of Fall Headcount & Credits represents fall enrollment and registered credits as a percentage of FY annual totals.

Enrollment Trend Fall 2010-2021

Consistent with national trends among community colleges, STCC has continued to experience a decline in fall enrollment since its peak in 2012, with a slight uptick in 2019FA. Research from the Department of Education (DHE) suggests that there will be an inevitable tail-off in higher education enrollment throughout the state, highlighting that enrollment at Massachusetts community colleges has dropped 32.6 percent over the last decade. Additionally, the COVID-19 pandemic may have continued to exert pressure on 2021FA enrollment by negatively impacting low-income and students of color, resulting in a 7 percent decline in enrollment and roughly an 11 percent decline in total fall credits from the prior year. The ongoing nature of the COVID pandemic and its monetary implications will most likely have continued ramifications on immediate college access in 2021-22.

Longitudinal Total Fall Enrollment

Year	Enrollment
2010FA	6,887
2011FA	6,899
2012FA	7,011
2013FA	6,792
2014FA	6,622
2015FA	6,286
2016FA	5,622
2017FA	5,343
2018FA	4,921
2019FA	5,066
2020FA	4,327
2021FA	4,020

Longitudinal Total Fall Credits

Year	Credits
2010FA	66,577
2011FA	67,016
2012FA	68,433
2013FA	67,498
2014FA	65,222
2015FA	60,169
2016FA	54,298
2017FA	51,494
2018FA	47,538
2019FA	49,011
2020FA	41,211
2021FA	36,950

Fall Enrollment by Race and Ethnicity 2015-2021

Springfield Technical Community College continues its ongoing commitment to equity and inclusion. Since 2015, STCC has been designated as a Hispanic Serving Institution (HSI). This designation requires that 25 percent of its students identify as Hispanic. Overall, students of color including those who identified as other race, accounted for 54 percent of the College's enrollment 2021FA, a recognizable difference from the past decade when this marginalized cohort represented on average approximately 37 percent of the College's student body proportionally.

2015-2021 Fall Enrollment by Race/Ethnicity
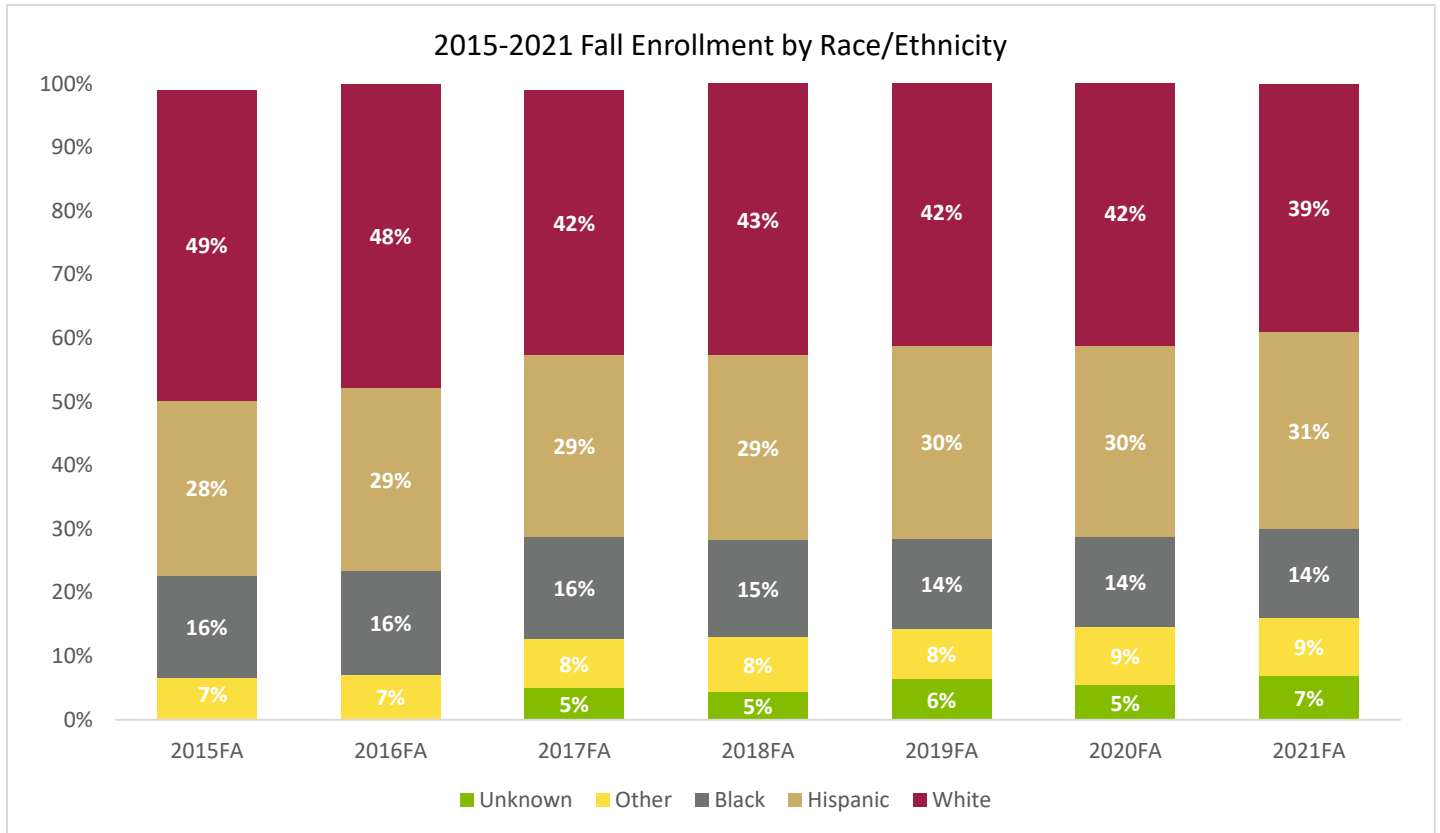
Enrollment by Race and Ethnicity														
	2015FA		**2016FA**		**2017FA**		**2018FA**		**2019FA**		**2020FA**		**2021FA**	
Black	1,013	16%	918	16%	861	16%	756	15%	718	14%	580	14%	549	14%
Hispanic	1.730	28%	1,611	29%	1,525	29%	1,426	29%	1,533	30%	1,305	30%	1,270	31%
White	3,069	49%	2,686	48%	2,226	42%	2,101	43%	2,088	42%	1,808	42%	1,564	39%
Other	414	7%	401	7%	411	8%	418	8%	405	8%	401	9%	368	9%
Unknown	60	<1%	6	<1%	320	5%	220	5%	322	6%	234	5%	269	7%
Total	**6,286**	100%	**5,622**	100%	**5,343**	100%	**4,921**	100%	**5,066**	100%	**4,327**	100%	**4,020**	100%
*Students of Color Total	**3,157**	50%	**2,930**	52%	**2,797**	52%	**2,600**	53%	**2,656**	52%	**2,285**	53%	**2,187**	54%

* Students of color includes those who identified as Asian, Hispanic, Black/African American, American Indian or Alaskan Native, Native Hawaiian-Pacific Islander, Students of Two or More Races, Non-resident Alien, or Other Race.

Fall Enrollment by Gender 2015-2021

During the 2021 fall term, 61 percent of students identified as female and 38 percent identified as male. The current ratio of male to female students marks the highest gender differential in fall enrollment over the last 15 years. However, this gender ratio is comparable to the US average where it is noted that 59.5 percent of college students identified as female going into the 2021-2022 academic year. Students whose gender was not reported comprised 1 percent of the student gender distribution in 2021.

2015-2021 Fall Enrollment by Gender
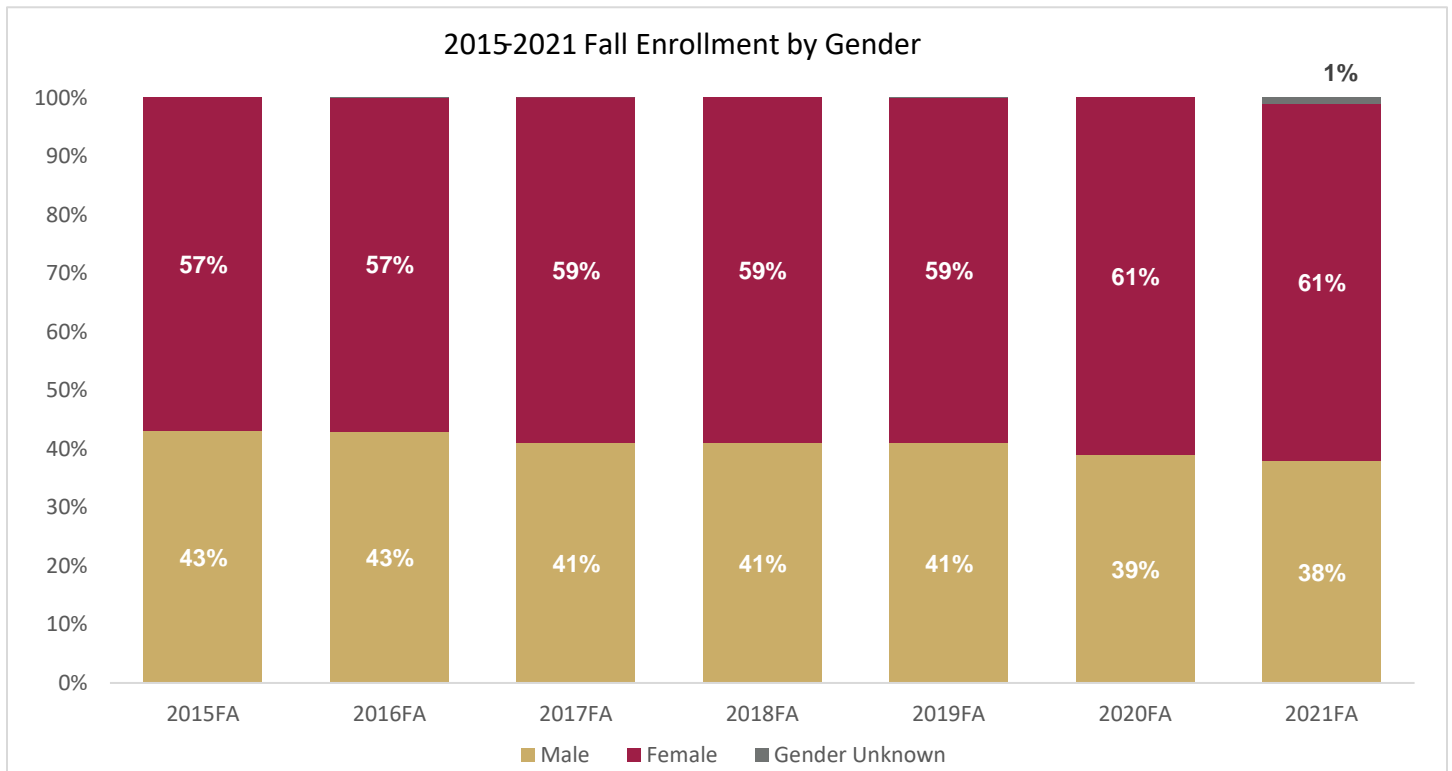
Enrollment by Gender													
	2015FA		**2016FA**		**2017FA**		**2018FA**		**2019FA**		**2020FA**		**2021FA**
Male	2,678	43%	2,390	43%	2,207	41%	2,034	41%	2,076	41%	1,656	39%	1,503	37%
Female	3,608	57%	3,229	57%	3,128	59%	2,879	59%	2,980	59%	2,657	61%	2,480	62%
Unknown	0	0%	3	<1%	8	<1%	8	<1%	10	<1%	14	<1%	37	1%
Total	**6,286**	100%	**5,622**	100%	**5,343**	100%	**4,921**	100%	**5,066**	100%	**4,327**	100%	**4,020**	100%

Fall Enrollment by Age 2015-2021

Students 19 years old or younger have made up approximately one-fourth of the college's fall enrollment the last six years. Students age 20 to 24 years old have accounted for over a third of fall enrollment, while non-traditional students (25 or older) accounted for approximately 40 percent of fall enrollment during the same timeframe.

2015-2021 Fall Enrollment by Age

	19 or younger	20 - 24	25 - 29	30+	Not Reported
2015FA	24%	35%	15%	26%	
2016FA	23%	36%	16%	25%	
2017FA	25%	35%	16%	24%	
2018FA	27%	33%	16%	24%	
2019FA	27%	34%	15%	24%	
2020FA	25%	35%	16%	24%	
2021FA	25%	34%	15%	25%	1%
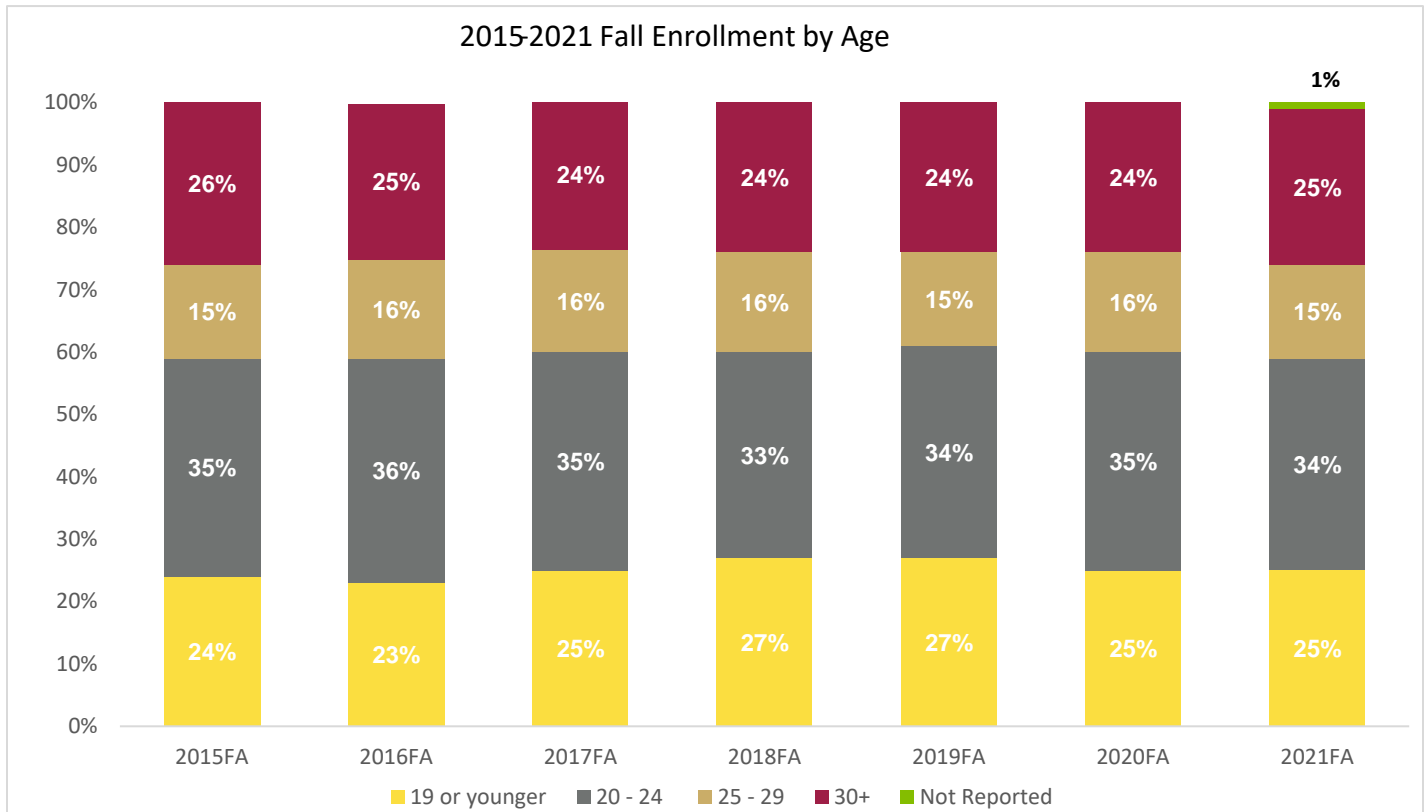
Enrollment by Age

	2015FA		2016FA		2017FA		2018FA		2019FA		2020FA		2021FA	
19 or younger	1,488	24%	1,278	23%	1,352	25%	1319	27%	1,397	27%	1,105	25%	1,004	25%
20 to 24 years old	2,206	35%	2,042	36%	1,849	35%	1,611	33%	1,698	34%	1,496	35%	1,382	34%
25 to 29 years old	970	15%	875	16%	844	16%	785	16%	762	15%	679	16%	593	15%
30 or older	1,619	26%	1,424	25%	1,294	24%	1,203	24%	1,209	24%	1,046	24%	1,024	25%
Age Unknown	3	<1%	3	<1%	4	<1%	3	<1%	0	0%	1	<1%	17	1%
Total	6,286	100%	5,622	100%	5,343	100%	4,921	100%	5,066	100%	4327	100%	4,020	100%

Fall 2021 Total Enrollment by City/Town

Seventy-nine percent of students come from nine cities and towns in the greater Springfield area, while approximately forty-four 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 students of color at the college. Including Connecticut cities and towns along with other cities within the Commonwealth, students of color represented 54 percent of total enrollment at STCC in 2021FA. Decreases in the percentage of students from cities within STCC'S catchment area may have been attributed to ongoing enrollment challenges presented by the COVID-19 pandemic during 2021.

Fall 2021 Total Enrollment by Massachusetts City/Town of Residence			
City/Town	Student Count	*Percent of Student Body	**Percent Students of Color
SPRINGFIELD	1,764	43.9%	79.9%
CHICOPEE	348	8.7%	51.1%
WEST SPRINGFIELD	232	5.8%	41.8%
WESTFIELD	186	4.6%	29.7%
AGAWAM	183	4.6%	26.2%
LUDLOW	129	3.2%	16.3%
HOLYOKE	117	2.9%	73.5%
EAST LONGMEADOW	112	2.8%	31.3%
WILBRAHAM	108	2.7%	25.9%
Sub Total	3,179	79.2%	61.6%
Connecticut Cities and Towns	116	2.9%	34.5%
All Other Cities	725	18.0%	26.2%
Grand Total	4,020	100%	54.4%

*Student percent includes one decimal place to avoid rounding error.
**Percent Students of Color Totals/Subtotals will not add up to 100%. Students of color includes those who identified as Asian, Hispanic, Black/African American, American Indian or Alaskan Native, Native Hawaiian-Pacific Islander, Students of Two or More Races, Non-resident Alien, or Other Race. The percentages are not taken from the grand total.

Application and Admission Trends

The enrollment funnel for 2021 fall illustrates that out of 4,696 completed applications, thirty-eight percent resulted in enrollment.

4,696
submitted applications

3,916
completed applicants

83% of students who started an application completed it

3,829
accepted

98% of students who completed an application were accepted

1,792
enrolled

47% of accepted applicants enrolled
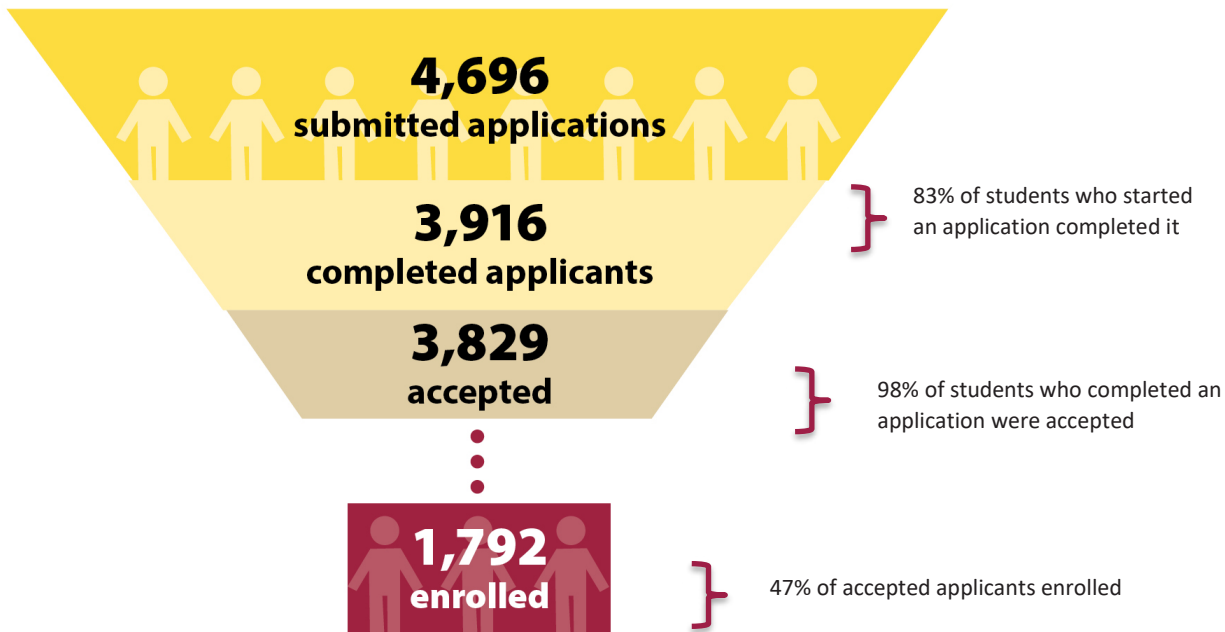
While the College received approximately 4,700 applications, it is important to note that roughly 3,900 applications are completed. The majority of these applicants are accepted, if not to their first-choice program then to an alternative program.

In 2021, the percentage of accepted applicants who in turn enrolled in the college fall semester (yield rate) increased from the previous year 38% vs. 47%.

2015-2021 Fall Acceptance & Yield Rates

Applicants Accepted — Yield Rate

Applied, Admitted, Enrolled, 2015-2021 Fall

Submitted at least one application   Completed Applications
Applicants Accepted   Enrolled at Census Date
Applicants Enrolled in a General Studies Program
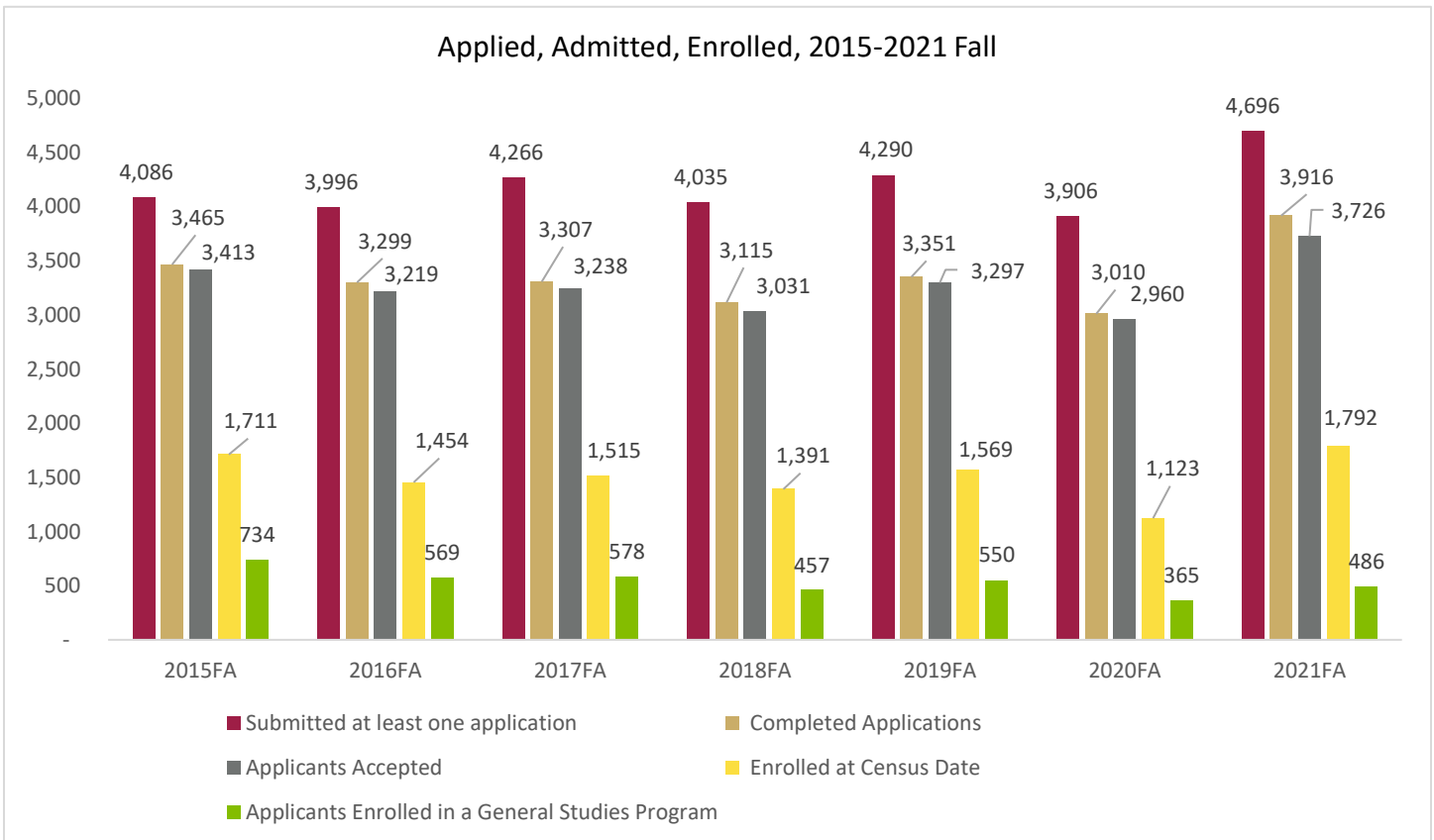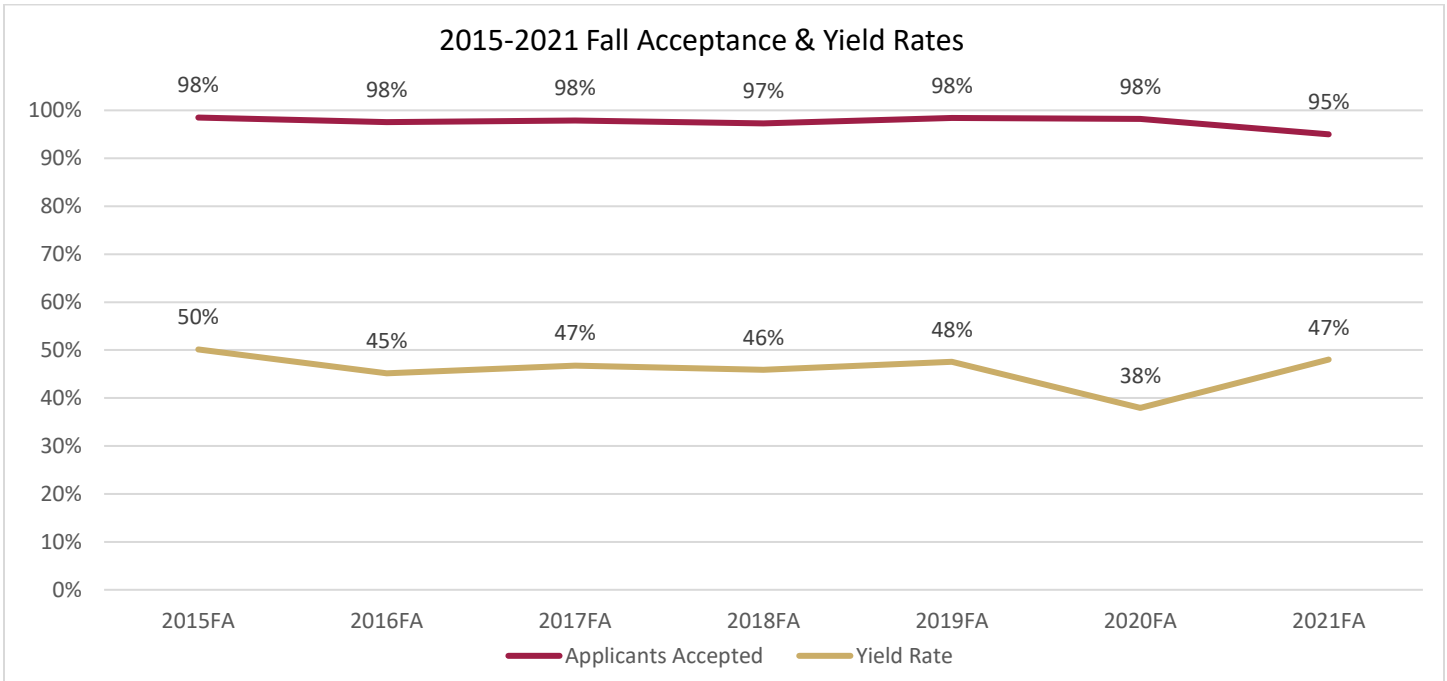
Entering Students Overview – First-Time, First-Year and Transfer-In Students

In 2021FA, Springfield Technical Community College had 809 First-time, First-Year Freshman (FTF) students and 334 Transfer-In students (TRN). FTF represented 20 percent of fall enrollment, a 2 percent increase from the prior year. TRN represented 8 percent of fall enrollment, a 1 percent increase.

Fall 2021 Entering Students - Degree Seeking First-Time, First-Year & Transfer-In Students (New to STCC)

Category	Count
First-time, First-Year (FTF)	809
Transfer (TRN)	334
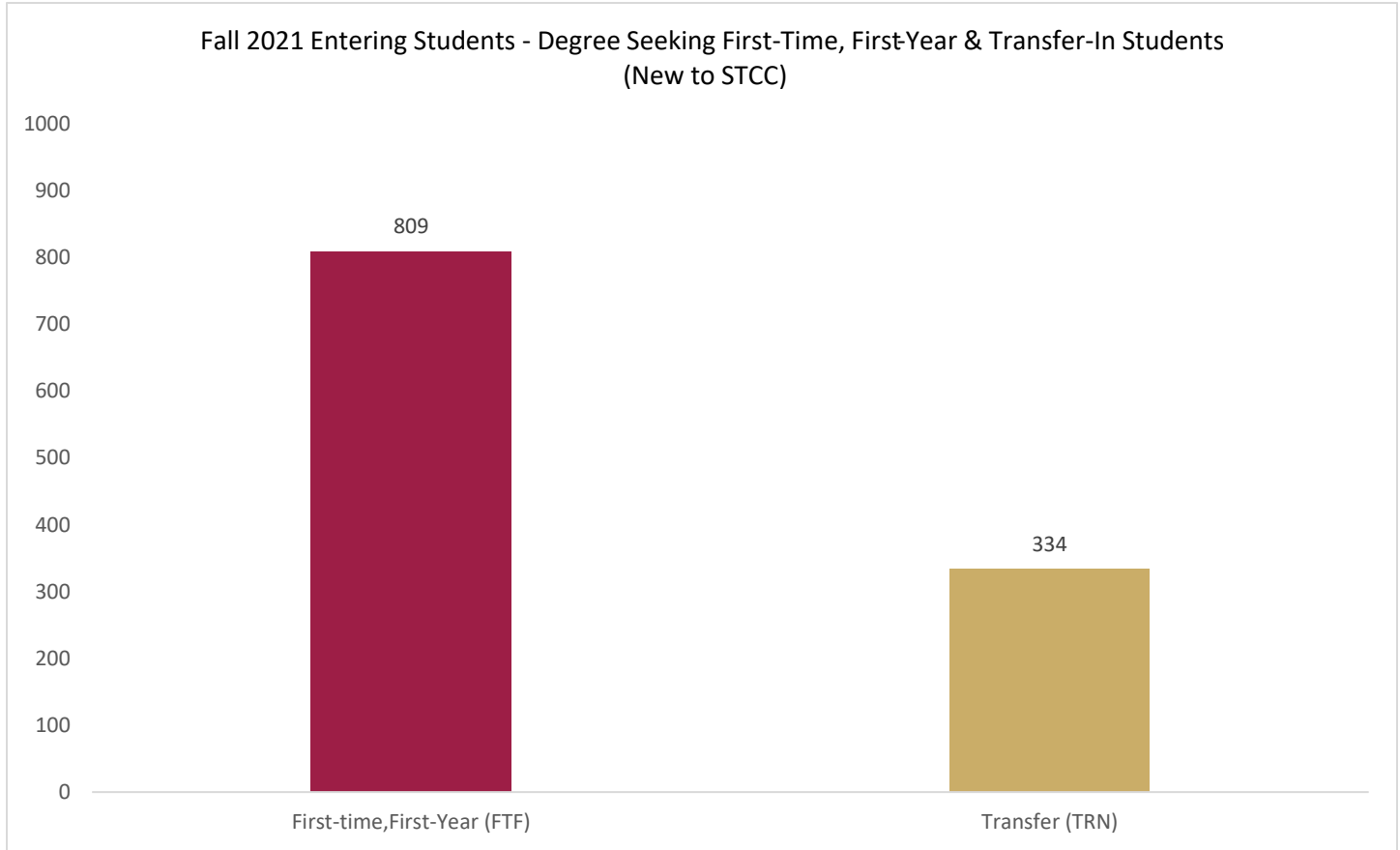
* Total breakdown for new and continuing students include 2,210 Continuing Students, 809 First-Time,First Year Freshman, 334 Transfer-In, 343 Readmitted, 270 Non Degree-Seeking, and 54 Students Seeking a Degree at the same level and institution as classified by The Massachusetts Department of Higher Education.

Entering Students – 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 until 2020FA. As of 2021, the fall distribution of male to female FTF is approximately 40/60 respectively; mimicking the gender distribution for total 2021FA enrollment overall. (**Note**: Because this cohort looks at First-Time, First-Year students only, student headcounts will differ from total student enrollment in the previous section).

Fall Enrollment by Race/Ethnicity 2010-2021 – First-Time, First-Year Students

The percentage of First-Time, First-Year students who identify as Hispanic increased by 9 percentage points, from 27 percent in 2010 to 36 percent in 2021. During the same timeframe, the percentage of FTF who identify as white decreased from 42 percent to 34 percent. The percentage of Black FTF enrolled increased 1 percent from the prior year.

Enrollment by Race & Ethnicity —First-Time, First-Year Students
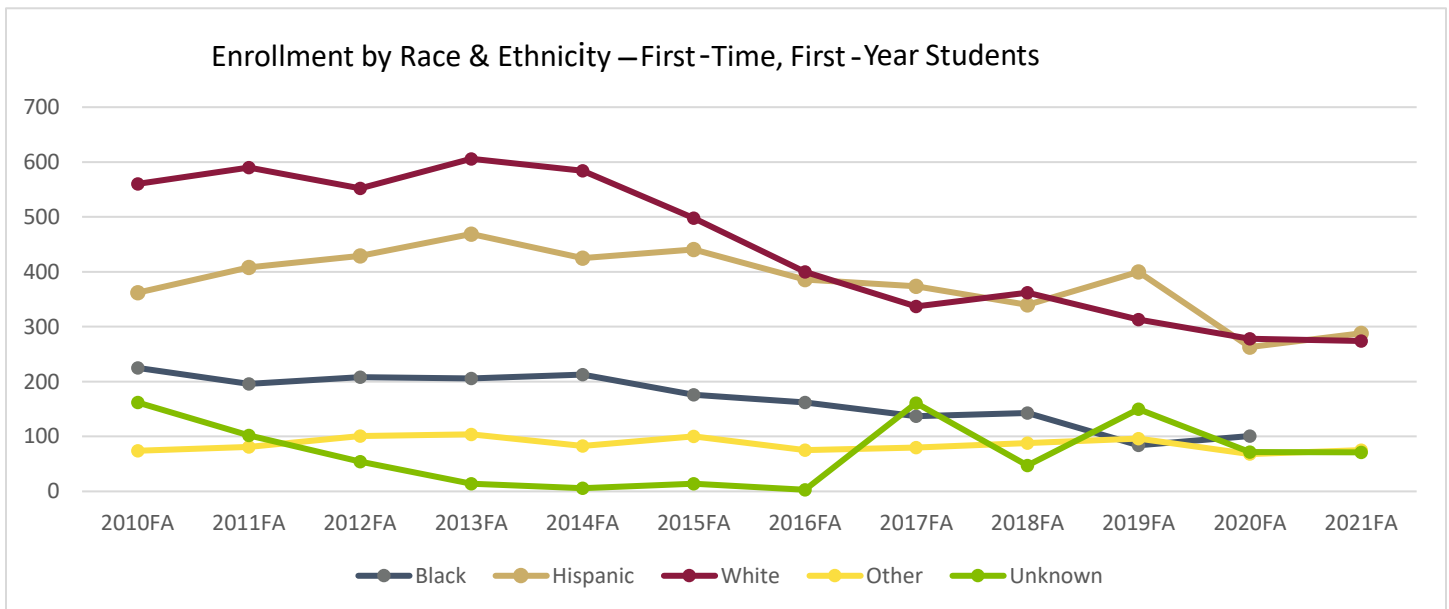
Enrollment by Race and Ethnicity –First-Time, First -Year Students											
	Row Total	**Black**		**Hispanic**		**White**		**Other**		**Unknown**	
2010FA	**1349**	191	14%	362	27%	560	42%	74	5%	162	12%
2011FA	**1406**	225	16%	408	29%	590	42%	81	6%	102	7%
2012FA	**1332**	196	15%	429	32%	552	41%	101	8%	54	4%
2013FA	**1401**	208	15%	469	33%	606	44%	104	7%	14	1%
2014FA	**1304**	206	16%	425	33%	584	45%	83	6%	6	<1%
2015FA	**1266**	213	17%	441	35%	498	39%	100	8%	14	1%
2016FA	**1040**	176	17%	386	37%	400	38%	75	7%	3	1%
2017FA	**1114**	162	15%	374	34%	337	30%	80	7%	161	14%
2018FA	**974**	137	14%	340	35%	362	37%	88	9%	47	5%
2019FA	**1102**	143	13%	400	36%	313	28%	96	9%	150	14%
2020FA	**765**	84	11%	263	35%	278	37%	68	8%	72	9%
2021FA	**809**	101	12%	288	36%	274	34%	75	9%	71	9%

Fall Enrollment by Age 2010-2021 – First-Time, First-Year Students

Students aged 19 years or younger made up the largest age group of First-Time, First-Year students, representing 63 percent FTF students in 2021FA. This marks a 9 percentage point increase from 54 percent, in 2010. Noteworthy, 15 percent of First-Time, First-Year students in 2021 were non-traditional students 25 years of age or older.
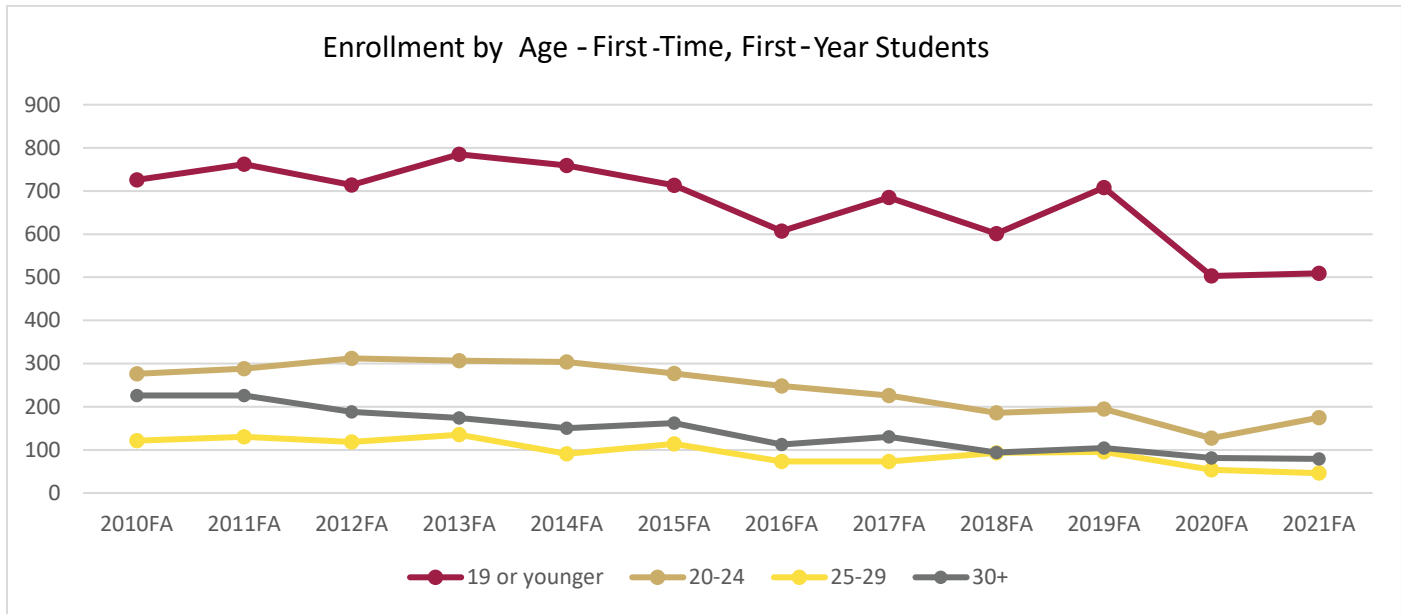
Enrollment by Age - First-Time, First-Year Students

	Row Total	19 or younger		20-24		25-29		30+	
2010FA	**1349**	726	54%	276	20%	121	9%	226	17%
2011FA	**1406**	762	54%	288	20%	130	10%	226	16%
2012FA	**1332**	714	54%	312	23%	118	9%	188	14%
2013FA	**1401**	785	56%	307	22%	135	10%	174	12%
2014FA	**1304**	759	58%	304	23%	91	7%	150	12%
2015FA	**1266**	713	56%	277	22%	114	9%	162	13%
2016FA	**1040**	607	58%	248	24%	73	7%	112	11%
2017FA	**1114**	685	61%	226	20%	73	7%	130	12%
2018FA	**974**	601	61%	186	19%	93	10%	94	10%
2019FA	**1102**	708	64%	195	18%	95	9%	104	9%
2020FA	**765**	503	66%	127	17%	54	7%	81	10%
2021FA	**809**	509	63%	175	22%	46	5%	79	10%

Fall 2021 Enrollment by Pell Status – First-Time, First-Year Students

Fifty-nine percent of incoming First-Time, First-Year students were eligible to receive Pell grants. Pell-eligibility is often used as a proxy to identify low-income status or those who demonstrate exceptional financial need to attend college. In 2021, the Pell gap between students of color (in aggregate) and white students was nearly 21 percent on average. Hispanic students made up the largest race/ethnic group of First-Time, First-Year students and had the highest rate of Pell-eligibility at 72 percent.

2021 Fall Enrollment by Pell Status - First-Time, First-Year Students
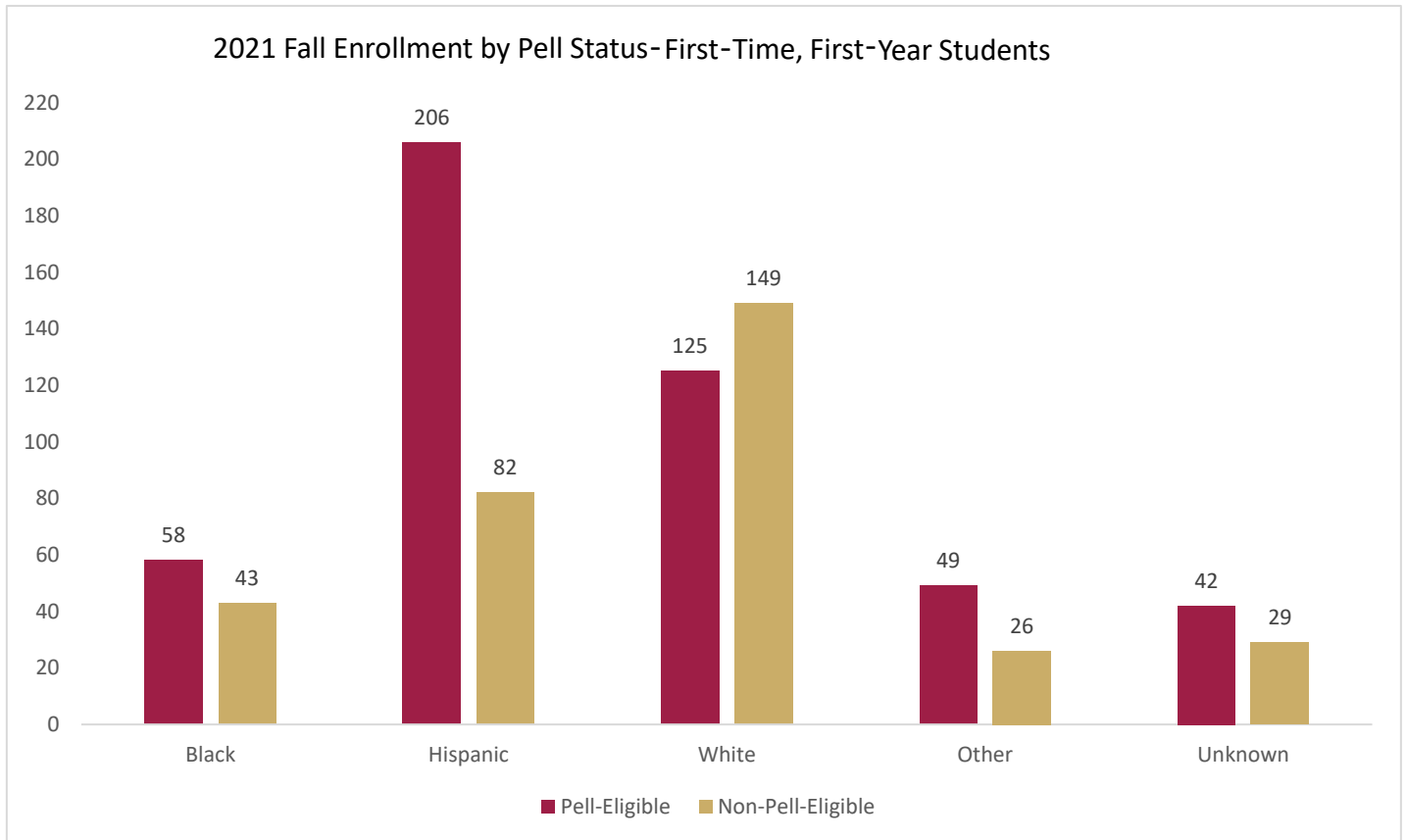
2021 Fall Enrollment by Pell Status – First-Time, First-Year Students			
	Pell Eligible	Total FTF Cohort	Percent Pell
Black	58	101	57%
Hispanic	206	288	72%
White	125	274	46%
Other	49	75	65%
Unknown	42	71	59%
Total	**480**	**809**	**59%**

Entering Students – Transfer-In Students

Data for this section is presented for the degree-seeking undergraduate Transfer-In cohort only. Ten-year gender distributions for this cohort remained relatively steady at approximately 60% females and 40% males. Transfer students aged 18-24 years old accounted for 60 percent of the total Transfer-In cohort for during 2021. (**Note**: Because this cohort looks at Transfer-In students only, student headcounts will differ from total student enrollment in the previous section.)

## Fall Enrollment by Race/Ethnicity 2010-2021 – Transfer-In Students

Hispanic students have accounted for about one-fourth of Transfer-In students in the last three years, while white students accounted for approximately half of total transfers during the same timeframe.

Enrollment by Race & Ethnicity – Transfer-In Students
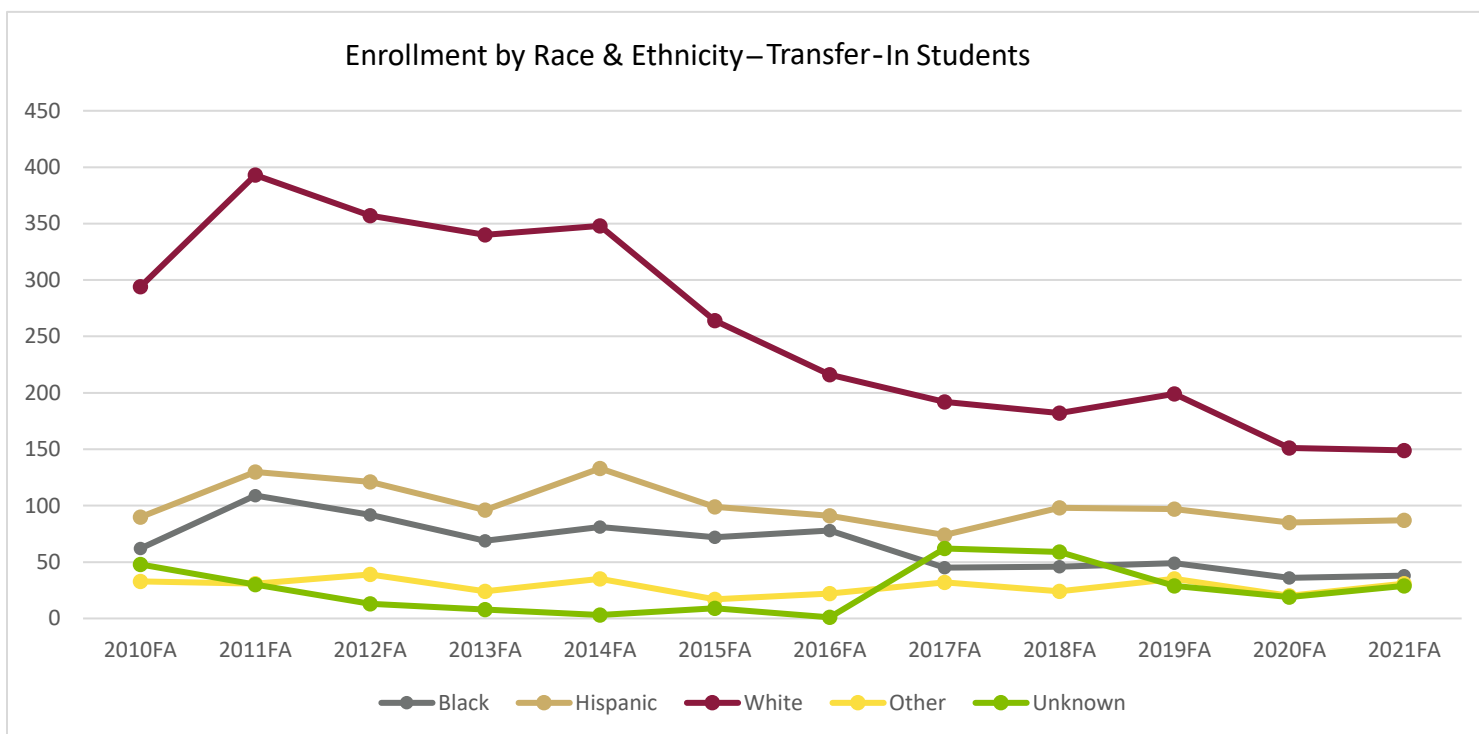
Enrollment by Race and Ethnicity – Transfer-In Students										
	Row Total	Black		Hispanic		White		Other		Unknown	
2010FA	**527**	62	12%	90	17%	294	56%	33	6%	48	9%
2011FA	**693**	109	16%	130	19%	393	57%	31	4%	30	4%
2012FA	**622**	92	15%	121	19%	357	58%	39	6%	13	2%
2013FA	**537**	69	13%	96	18%	340	64%	24	4%	8	1%
2014FA	**600**	81	14%	133	22%	348	58%	35	6%	3	<1%
2015FA	**461**	72	16%	99	21%	264	57%	17	4%	9	2%
2016FA	**408**	78	19%	91	22%	216	54%	22	5%	1	<1%
2017FA	**405**	45	11%	74	18%	192	48%	32	8%	62	15%
2018FA	**409**	46	11%	98	24%	182	45%	24	6%	59	14%
2019FA	**409**	49	12%	97	24%	199	48%	35	9%	29	7%
2020FA	**311**	36	12%	85	27%	151	49%	20	6%	19	6%
2021FA	**334**	38	11%	87	26%	149	45%	31	9%	29	9%

*Students of color includes those who identified as Asian, Hispanic Black/African American, American Indian or Alaskan Native, Native Hawaiian-Pacific Islander, Students of Two or More Races, Non-resident Alien, or Other Race.

Transfer-In by Prior Institution

Transfer-In – Top 10 Colleges Attended Prior to STCC – 2021 Fall	
HOLYOKE COMMUNITY COLLEGE	109
WESTFIELD STATE UNIVERSITY	31
AMERICAN INTERNATIONAL COLLEGE	16
BAY PATH UNIVERSITY	15
UNIVERSITY OF MASSACHUSETTS - AMHERST	11
GREENFIELD COMMUNITY COLLEGE	9
UNIVERSITY OF MASSACHUSETTS - AMHERST	9
SPRINGFIELD COLLEGE	8
WESTERN NEW ENGLAND UNIVERSITY	7
GOODWIN UNIVERSITY	6

* Transfer Data was acquired from the National Student Clearinghouse.

Fall 2021 Transfer-In Enrollment by Pell Status

Overall, Transfer-In students are less likely to be eligible for Pell grants than their first-time freshman counterparts. Nevertheless, 63 percent of Black and 61 percent of Hispanic Transfer-In students were Pell-eligible in 2021FA. On average, the Pell gap between students of color and white students is far more apparent in transfers, when compared to entering First-Time, First-Year students.

2021 Fall Enrollment by Pell Status – Transfer-In Students			
	Pell Eligible	**Total TRN Cohort**	**Percent Pell**
Black	24	38	63%
Hispanic	53	87	61%
White	40	149	27%
Other	10	31	32%
Unknown	8	29	28%
Total	**135**	**334**	**40%**

institutional outcomes

Success in Coursework

Persistence

Graduation

Employment

Transfer to 4-year

Chapter 2 – Student Success Outcomes

Course Outcomes by Demographics- Gateway Courses

Gateway courses are designed to be the first series of credit-bearing courses students take in their program of study. Gateway courses at STCC also satisfy a majority of general education requirements and/or fulfill portions of the MassTransfer Gen Ed foundation into four-year institutions. Among all Gateway Courses in 2021 fall, 69 percent had an average course outcome of C- or better (**Note**: students could take multiple gateway courses in a given semester). Over 70 percent of student's demonstrated competency in Anatomy & Physiology 1 (BIO-231), Statistics (MAT-115), and Introductory Sociology courses (SOC-101).

Compared to the fall of 2020, there was a 5 percentage point increase in students who received a grade of C- or better among Introductory Statistics courses, and a 7 percentage point increase in students enrolled in Introductory Sociology classes. This decline may be attributable to changes in the placement process.

2021 Fall Gateway Courses										
2021FA Cohort	**Row Total**		**<C-**		**C- or better**		**Withdraw**		**Incomplete**	
BIO-101: Principles of Biology 1	137	100%	18	13%	95	70%	22	16%	2	1%
BIO-231: Anatomy and Physiology 1	221	100%	26	12%	177	80%	17	8%	1	<1%
ENG-101: English Composition 1	720	100%	151	21%	440	61%	92	13%	37	5%
ENG-102: English Composition 2	281	100%	51	18%	157	56%	70	25%	3	1%
FYE-101: First-Year Experience	444	100%	44	10%	325	73%	54	12%	21	5%
MAT-115: Statistics	290	100%	52	18%	208	72%	27	9%	3	1%
PSY-101:General Psychology	480	100%	70	14%	320	67%	82	17%	8	2%
SOC-101: Intro to Sociology	335	100%	39	12%	271	81%	24	7%	1	<1%
Column Total	**2908**	**100%**	**451**	**16%**	**1993**	**69%**	**388**	**13%**	**76**	**2%**

NOTE: DATA IS PRESENTED IN ROW PERCENTAGES.

Fall-To-Spring Persistence – First-Time, First-Year and Transfer-In Students

An early indicator of student success is persistence or the percentage of new students in a fall term who return in spring. Although equity gaps within some programs (namely allied health programs) has improved, 2021FA persistence disaggregated by school, shows equity gaps are still noticable for Black and Hispanic students students in the School of Health and Patient Simulation (SHPS), and within the School of Science, Technology, Engineering, and Math (STEM).

Persistence Rates of New First-Time, First-Year and Transfer-In Students: Fall to Spring

2021 Fall to 2022 Spring Retention by School and by Race/Ethnicity
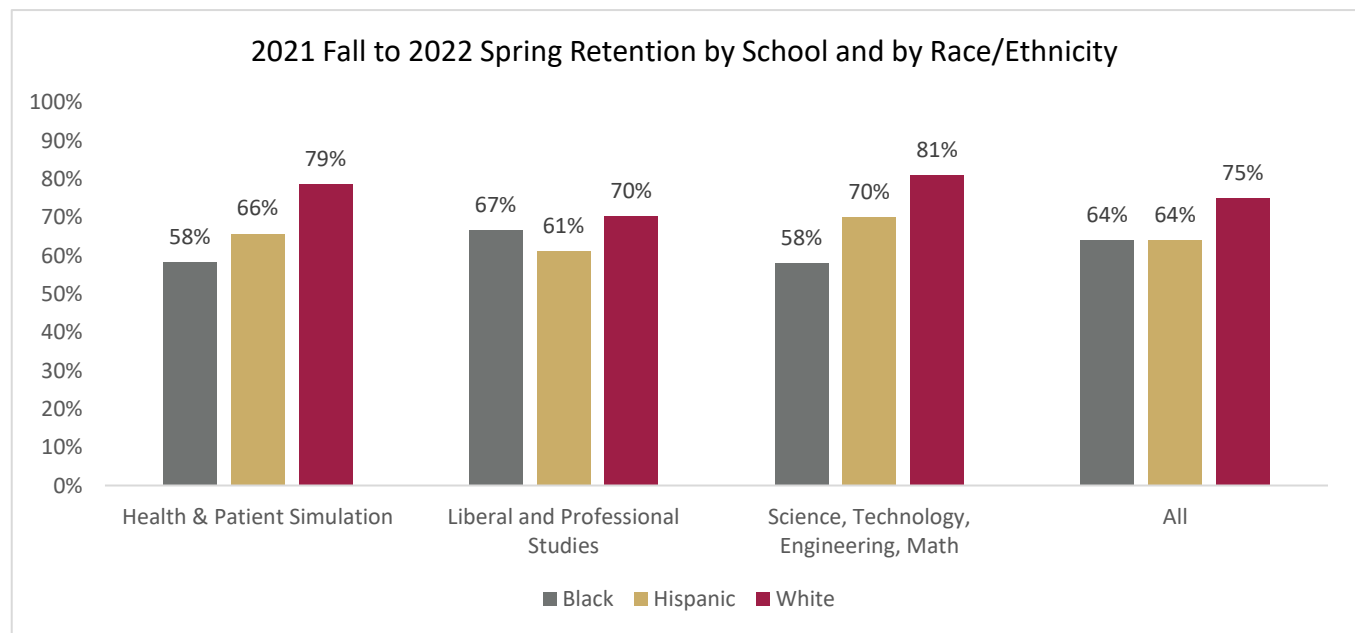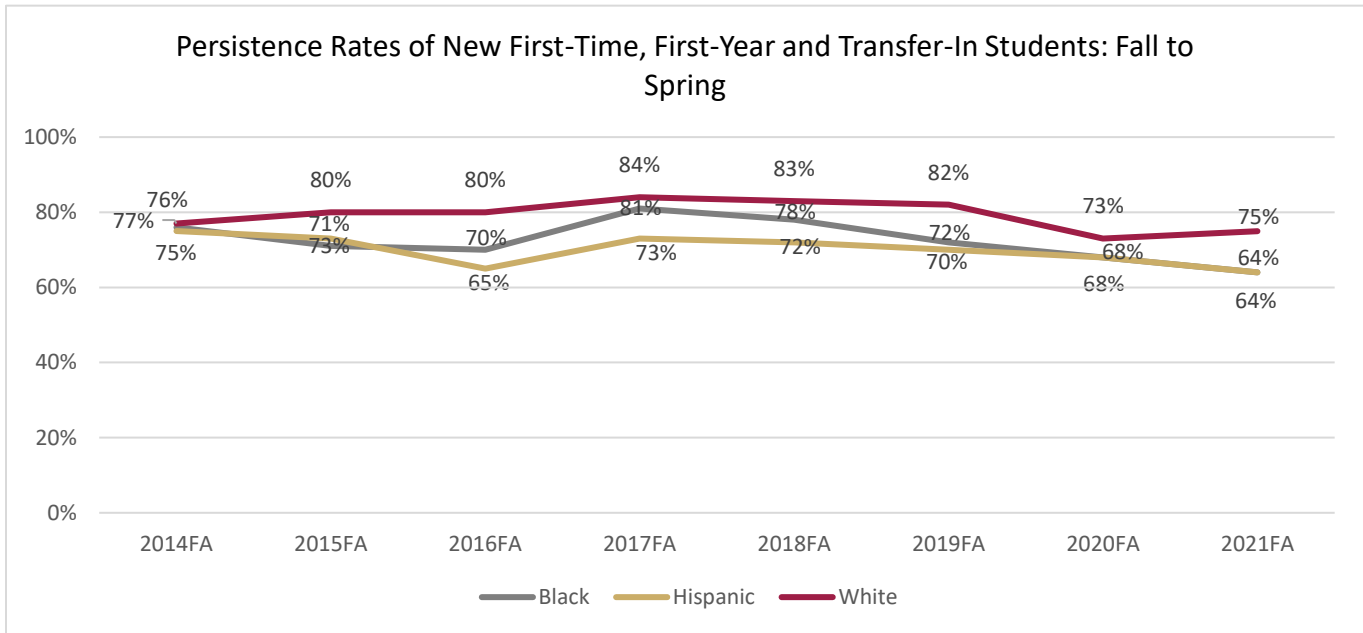
Fall-To-Fall Retention – First-Time, First-Year and Transfer-In Students

Like fall to spring persistence, fall to fall retention rates show similar equity gaps by race and ethnicity. Retention for Hispanic students decreased 3 percentage points from 2020FA, and retention for Black students experienced a 4 percentage point decrease during the same timeframe. Retention is calculated from an adjusted cohort that excludes graduates and student transfers to another institution. A higher number of FTF and TRN in the 2021FA cohort, and the slight decrease in fall-to-spring persistence, may account for the slight decrease in overall retention compared to last year.

Retention Rates of First-Time, First-Year and Transfer-In Students: Fall to Fall
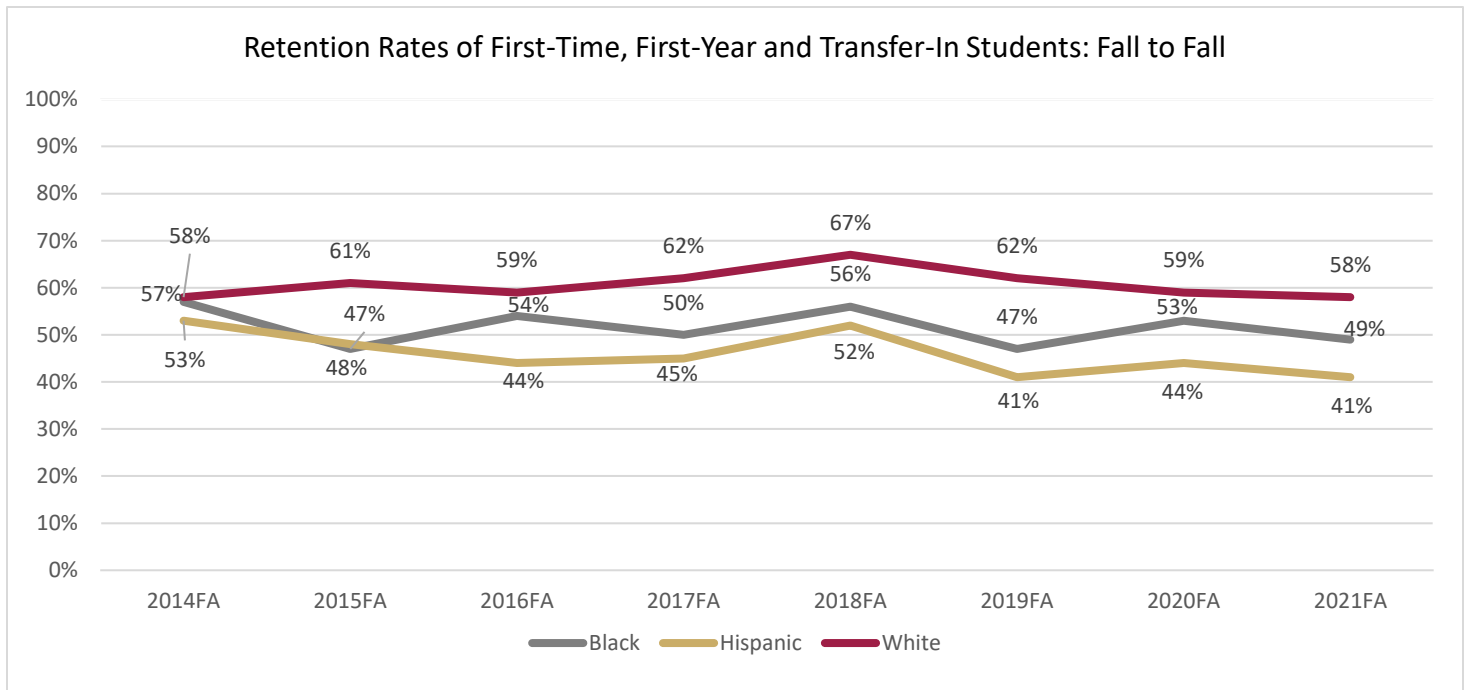
Fall to Fall Retention Rates by Race/Ethnicity–First-Time, First-Year and Transfer-In Students						
Cohort	# Students in cohort	adjusted cohort **	Black	Hispanic	White	All Students	Target for All Students
2014 Fall	1694	1655	57%	53%	58%	56%	--
2015 Fall	1542	1497	47%	48%	61%	54%	**56%**
2016 Fall	1273	1229	54%	44%	59%	54%	**57%**
2017 Fall	1403	1329	50%	45%	62%	54%	**58%**
2018 Fall	1262	1197	56%	52%	67%	60%	**59%**
2019 Fall	1434	1364	47%	41%	62%	51%	**60%**
2020 Fall	1076	1028	53%	44%	59%	55%	**60%**
2021 Fall	1143	1104	49%	41%	58%	51%	**56%**

**Adjusted cohort subtracts students who graduated or transferred to another institution prior to the next fall from that initial cohort.

Graduation Rates – First-Time, First-Year and Transfer-In Students

The STCC 2015-2020 Student Success Plan outlined a goal of a 25 percent graduation rate for all race groups by 2021 (2018 cohort). Hispanic and Black student graduation rates witnessed slight decreases in 2021, while graduation rates for white students grew by 6 percent. What we do know is course capacities and unforeseen shifts in instructional mode as a result of the COVID-19 pandemic (the transition from traditional learning to an online model), impacted student degree attainment namely in STEM and competitive health programs that required some curriculum to be completed in skilled facilities during the pandemic. These educational disruptions may have acted as further structural barriers which negatively affected graduation rates among students of color.

Percentage of Entering Cohort who Graduate within 3 Years
3-year Graduation Rate by Race and Ethnicity (1-year average)

2021 Target = 25%

Cohort	Black	Hispanic	White
2015 (2012 Cohort)	13%	11%	28%
2016 (2013 Cohort)	14%	12%	29%
2017 (2014 Cohort)	17%	12%	28%
2018 (2015 Cohort)	16%	16%	31%
2019 (2016 Cohort)	15%	15%	33%
2020 (2017 Cohort)	17%	15%	33%
2021 (2018 Cohort)	12%	14%	39%

Legend: Black, Hispanic, White, Target

Transfers to Four-Year Colleges

Notable, equity gaps were not significant among graduates transferring to 4-year institutions in 2021.

Percentage of Associates Degree Graduates who Transferred to a 4-year Within One Year of Graduation

Year	Black	Hispanic	White
2016	32%	33%	30%
2017	40%	25%	35%
2018	41%	34%	28%
2019	28%	35%	28%
2020	32%	34%	30%
2021	31%	25%	25%

■ Black ■ Hispanic ■ White
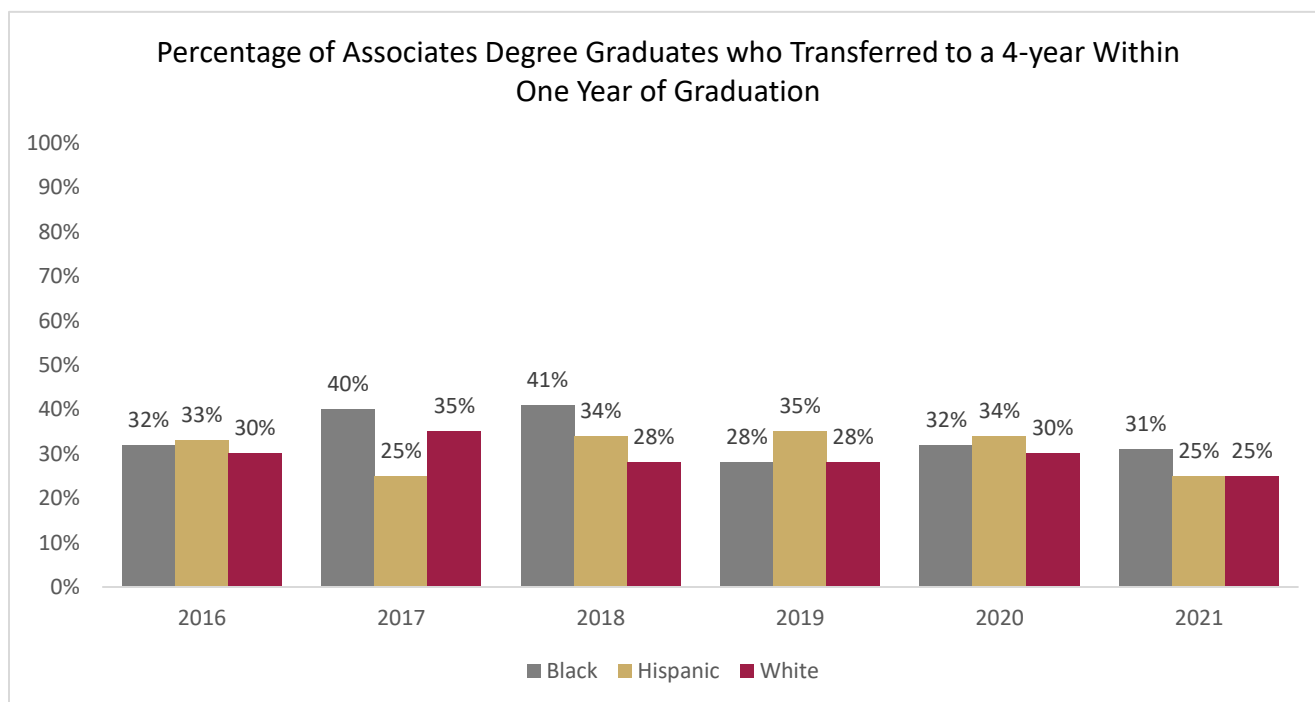
Top 4-year Transfer Institutions – Full-Year 2021 Graduates

College or University	# 2021 STCC Grads Attending within One Year of Graduation
WESTFIELD STATE UNIVERSITY	78
UNIVERSITY OF MASSACHUSETTS AT AMHERST	71
ELMS COLLEGE	41
WESTERN NEW ENGLAND UNIVERSITY	24
BAY PATH UNIVERSITY	13
SPRINGFIELD COLLEGE	11
HOLYOKE COMMUNITY COLLEGE	6
SOUTHERN NEW HAMPSHIRE UNIVERSITY	5
UNIVERISTY OF MASSACHUSETTS AT LOWELL	4
AMERICAN INTERNATIONAL COLLEGE	4
ALL OTHER COLLEGES	60

* Transfer Data was acquired from the National Student Clearinghouse.

programs
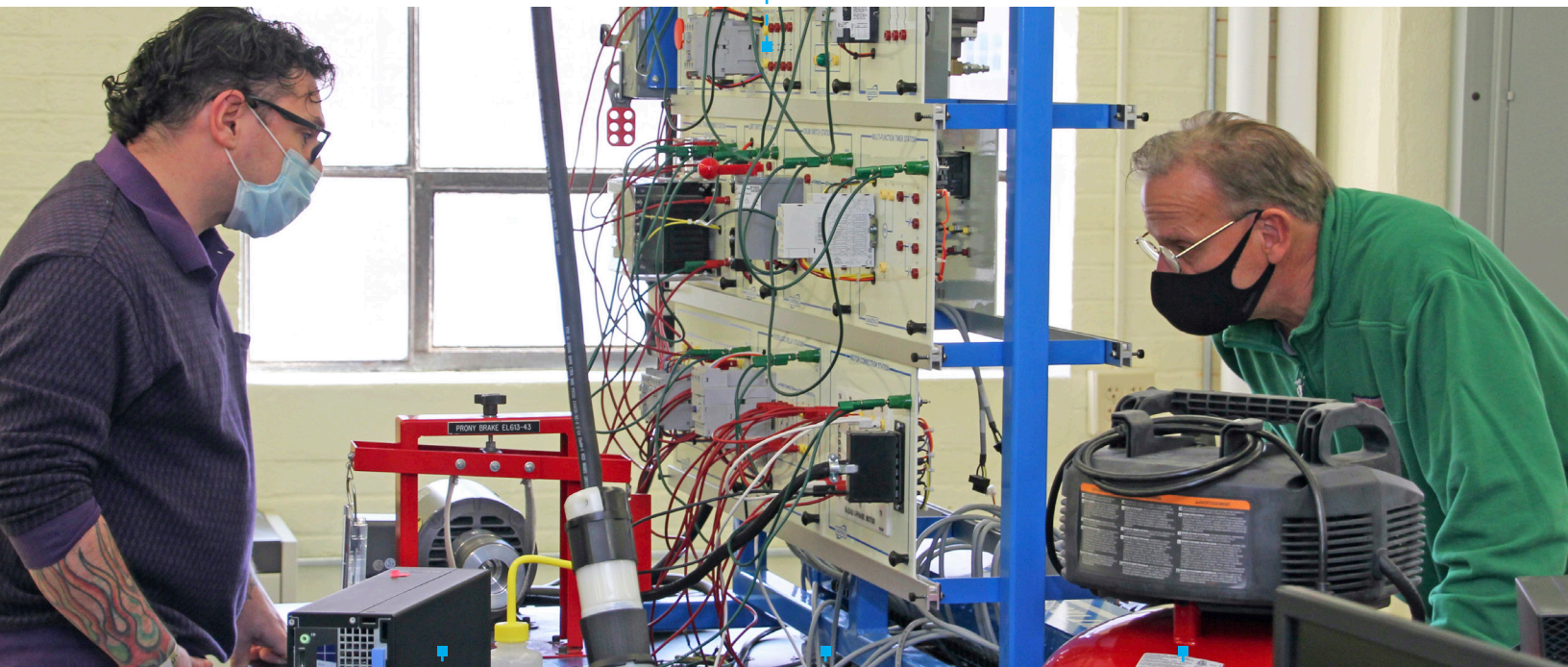
19
Health & Patient
Simulation

29
Liberal &
Professional
Studies

53
Science,
Technology,
Engineering &
Mathematics

Schools & Programs

Springfield Technical Community College consists of three schools. The School of Liberal and Professional Studies (LAPS) accounted for approximately half of the total enrollment in 2021FA. The School of Science, Technology, Engineering, and Math (STEM) represented 24 percent of fall enrollment, while the School of Health and Patient Simulation (SHPS) accounted for 18 percent. Nine percent of students were Non-Matriculated, Early College, or Gateway to College, and Dual-Enrolled students. Of note, enrollment in a SHPS program increased 3 percent from 2019FA.

Enrollment by School 2021 Fall

LAPS, n=1977 (49%)

STEM, n = 938 (24%)

SHPS, n = 737(18%)

UNDC, n = 368 (9%)

LAPS   STEM   HLTH   Undeclared
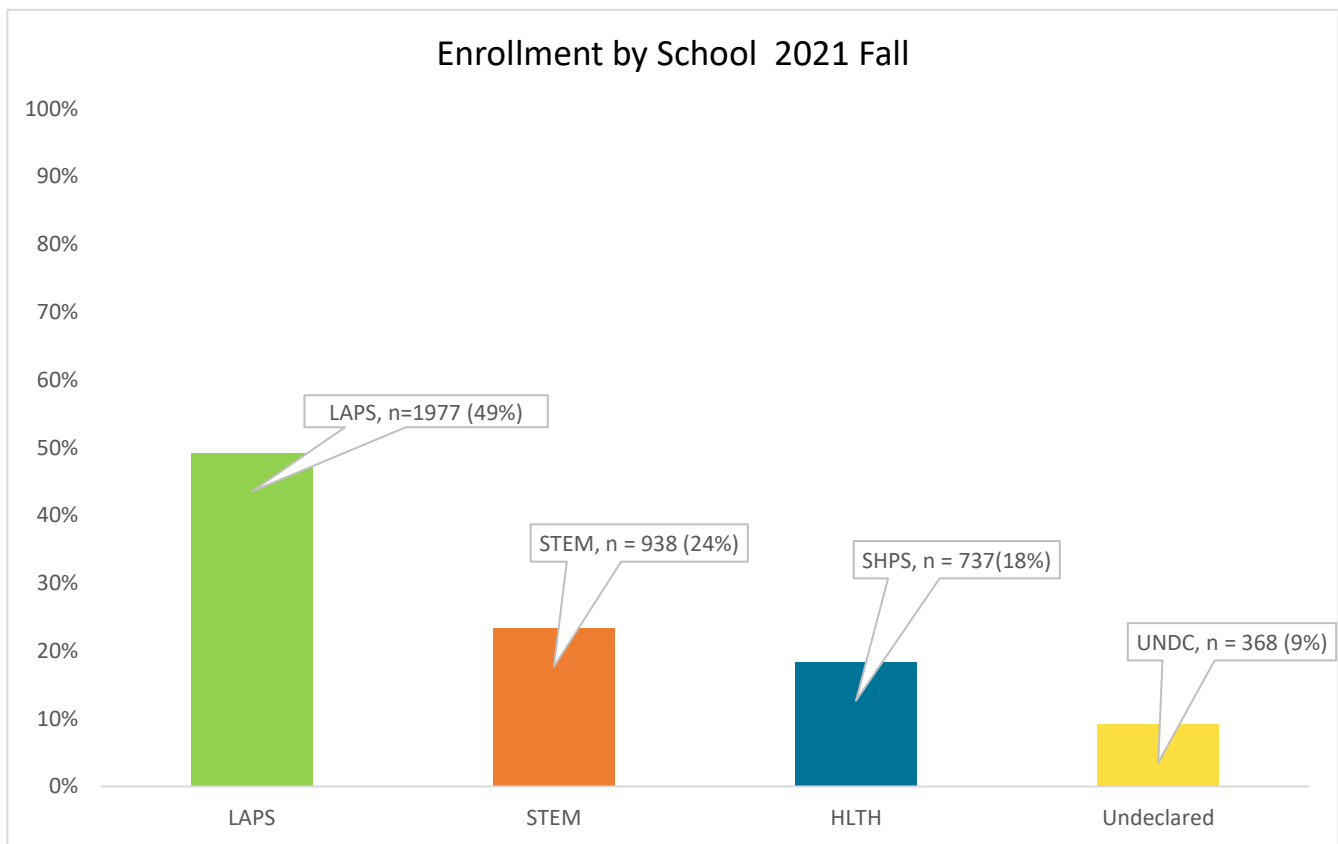
Fall 2021 Program Enrollment by School and Department

*Total 2021 Fall Enrollment All Schools					
Associate		Certificate		Grand Total	
3,766		254		**4020**	**100%**
School of Liberal Arts and Professional Studies LAPS					
Associate		Certificate		Total	% of Grand Total
				1977	**49%**
General Studies	958		-	958	24%
Business -All Options	324		-	324	8%
Criminal Justice/Criminal Justice Transfer	199	Criminal Justice	8	207	5%
Human Services/ Social Work Transfer	95	Alcohol and Drug Counseling	0	95	2%
Early Childhood Education/Early Childhood Education Transfer	30	Early Childhood Education	60	90	2%
Applied Psychology	104		-	104	3%
Pre-Health	28		-	28	1%
Art	35		-	35	1%
Pre-Eng/Sci Transfer	25		-	25	1%
Elementary Ed Transfer	23		-	23	1%
Secondary Ed Transfer	19		-	19	<1%
Medical Office Admin	2			2	<1%
Office Admin Assist Professional	22	Medical Office Admin	21	43	1%
Management	3		-	3	<1%
Accounting	1		-	1	<1%
Professional Office Admin	1		-	1	<1%
Liberal Arts Transfer	1		-	1	<1%
	-	Clerical Office Asst	9	9	<1%
Urban Studies	2		-	2	<1%
Entrepreneur	3		-	3	<1%
Marketing	0		-	0	<1%
Social Sciences Transfer	3			3	<1%
English Communication and Professional Writing Transfer	1			1	<1%
School of Science, Technology, Engineering, and Math STEM					
Associate		Certificate		Total	% of Grand Total
				938	**23%**
Cybersecurity	120	Cybersecurity	8	130	3%
		Help Desk Associate	2		
Mechanical Engr Tech	96	CNC Opps	18	117	3%
		CAD/CAM	3		
Engineering Transfer	75		-	75	2%
Biology Transfer	63		-	63	2%
Computer Science Transfer	58		-	58	2%
Architecture & Building Tech	60	Architecture Design	7	67	2%
Energy Sys Tech/HVAC	17	Energy Sys Tech/HVAC	32	49	1%
Elec Engr Tech	63	Elec Robotics Engr Tech	3	66	1%
Comp Systems Engr Tech	56	Comp Systems Engr Tch	4	61	1%
		Internet of Things	1		
Building Construction Mgmt	23	Building Construction Mgmt	8	31	1%
Programmer	25	Programmer	1	26	1%

Associate		Certificate		Total	% of Grand Total
Graphic Design	33	Dig Publishing	3	36	1%
Optics and Photonics	18	Optics and Photonics	4	22	1%
Dig Photo	13	Dig Photo	4	22	1%
		Social Media Strategy and Design	5		
Communication Digital Media Transfer	19	Digital Media/Multimedia	1	20	<1%
Interactive Media/Animation Design Tech	17		-	17	<1%
Digital Media Production Technology	14	TV Production Tech	1	15	<1%
Biomedical Equipment Tech	6		-	6	<1%
Biotechnology Transfer	7	Biotechnology	1	1	<1%
Chemistry Transfer	4		-	4	<1%
Civil Eng Tech	9	Civil Eng Tech	0	9	<1%
Dig Audio Broadcasting	6		-	6	<1%
Landscape Design Mgmt Tech	9	Landscape Design Mgmt Tech	3	12	<1%
Landscape Design Mgmt Tech Transfer	1			1	<1%
Math Transfer	5		-	5	<1%
Automotive Tech	3		-	3	<1%
Civil Construc Mgmt	2	Civil Construc Mgmt	0	2	<1%
Elec Sys Engr	1		-	1	<1%
Building Automation	1			1	<1%
Web & Ad Design	2		-	2	<1%
Biomedical Manufacturing Technology	2		-	2	<1%
Physics Transfer	1		-	1	<1%
School of Health and Patient Simulation SHPS					
Associate		Certificate		Total	% of Grand Total
				737	**18%**
Nursing	175		-	175	4%
Health Science	173		-	173	4%
Fire Sci Tech	40	Fire Sci Tech	9	49	1%
Surgical Tech	37		-	37	1%
Medical Coding & Billing Spclst	54	Medical Coding & Billing Spclst	21	75	2%
Dental Hygiene	40			40	1%
		Dental Assistant	0	0	-
Radiologic Technology	34		-	34	1%
Respiratory Care	33		-	33	1%
Physical Therapist Asst	28		-	28	1%
Diagnostic Medical Sonography	17	Diagnostic Computed Tomography	0	17	<1%
Occupational Therapy Asst	26		-	26	1%
Medical Lab Technician	23		-	23	1%
Medical Assistant	2	Medical Assistant	17	19	<1%
Health Info Tech	8			8	<1%
Undeclared Major UNDC					
Associate		Certificate		Total	% of Grand Total
				368	**9%**
Undeclared Non-Dual Enrolled	273			299	7%
**Undeclared Dual Enrolled	133			69	2%

*In 2020 enrollment for the Automotive Technology, Biomedical Engineering & Technology, Dental Assisting, Civil Engineering Technology, and Landscape & Design program(s) was suspended (Dental Assisting, Civil Engineering Technology, and Landscape & Design program(s) were subsequently reinstated). Additionally the Entrepreneurship, Marketing, Accounting, and Web Advertising & Design program(s) were discontinued.

** Dual-enrolled Undeclared Metric students also includes high school students in the Gateway to College, Early College, and College Now. CDEP. Program and division percentages are those taken from the total n=4,020.

Full-Year 2022 Degrees and Certificates Conferred by Program

Degrees & Certificates Conferred Fiscal Year 2022 (July 1, 2021 June 30, 2022)				
Associate		Certificate		Grand Total	

Associate		Certificate		Grand Total	
720		132		852	100%

School of Liberal Arts and Professional Studies LAPS					
Associate		Certificate		Total	% of Grand Total
				348	41%
General Studies	112			112	13%
Business - All Options	59			59	7%
Criminal Justice/ Criminal Justice Transfer	45	Criminal Justice	1	46	5%
Early Childhood Education/ Early Childhood Education Transfer	16	Child Development Assoc	31	47	6%
Human Services/ Social Work Transfer	18			18	2%
Art	12			12	1%
Applied Psychology	10			10	1%
Medical Office Admin	0	Medical Office Admin	8	8	1%
Pre-Health	8			8	1%
Elementary Ed Transfer	7			7	1%
		Clerical Office Asst	6	6	1%
Office Administrative Assistant Professional	6			6	1%
Accounting	2			2	<1%
Secondary Ed Transfer	2			2	<1%
Entrepreneur	1			1	<1%
Management	1			1	<1%
Pre-Eng/Sci Transfer	1			1	<1%
Professional Office Admin	1			1	<1%
Urban Studies	1			1	<1%
Liberal Arts Transfer	0			0	0%
Marketing	0			0	0%

School of Science, Technology, Engineering, and Math STEM					
Associate		Certificate		Total	% of Grand Total
				235	28%
Comp & IT Security	30	Computer & IT Security	3	33	4%
Mechanical Engr Tech	24			24	3%
Energy Sys Tech/HVAC	6	Energy Sys Tech/HVAC	17	23	3%
Architecture and Building Tech	9	Architecture Design	5	14	2%
Biology Transfer	13			13	2%

Associate		Certificate		Total	%
Comp Systems Engr Tech	12	Comp Systems Engr Tch	1	13	2%
Elec Engr Tech	11	Elec Robotics Engr Tech	2	13	2%
Computer Science Transfer	12			12	1%
Engineering Transfer	11			11	1%
Programmer	10	Programmer	1	11	1%
Optics and Photonics	6	Optics and Photonics	4	10	1%
Building Construction Mgmt	5	Building Construction Mgmt	4	9	1%
		CNC Opps	8	8	1%
TV Production Tech	5	TV Production Tech	1	6	1%
Communication Digital Media Transfer	5			5	1%
		CAD/CAM	4	4	<1%
Graphic Design	4			4	<1%
Dig Audio Broadcasting	3			3	<1%
Dig Photo	1	Dig Photo	2	3	<1%
		Microcomputer Specialist	3	3	<1%
Interactive Media/Animation Design Tech	3	Interactive Media/Animation Design Tech		3	<1%
Landscape Design Mgmt Tech	3	Landscape Design Mgmt Tech		3	<1%
Automotive Tech	2	Automotive Tech		2	<1%
Biomedical Equipment Tech	2			2	<1%
Civil Eng Tech	1			1	<1%
		Digital Media Multimedia	1	1	<1%
Elec Sys Engr	1	Elec Sys Engr		1	<1%
Civil Construc Mgmt		Civil Construc Mgmt	1	1	<1%
		Dig Publishing		0	0%
Biotechnology Transfer				0	0%
Building Automation				0	0%
Chemistry Transfer				0	0%

School of Health and Patient Simulation SHPS					
Associate		Certificate		Total	% of Grand Total
				266	31%
Nursing	66			66	8%
Occupational Therapy Asst	23			23	3%
Physical Therapist Asst	23			23	3%
Dental Hygiene	20			20	2%
Fire Sci Tech	15	Fire Sci Tech	3	18	2%
Medical Coding & Billing Spclst	10	Medical Coding & Billing Spclst	8	18	2%
Health Science	15			15	2%
Radiologic Technology	15			15	2%
Surgical Tech	15			15	2%
Medical Assistant		Medical Assistant	14	14	2%
Medical Lab Technician	13			13	2%
Respiratory Care	13			13	2%
Diagnostic Medical Sonography	9			9	<1%
		Diagnostic Computed Tomography	4	4	<1%
Health Info Tech	2			2	<1%
		Dental Asst		0	0%

Workforce Alignment – SHPS

Overview of Student Enrollment – Select SHPS Programs

As the nation continues to recover from the COVID-19 pandemic, STCC has continued to make strides in offering judicious alignment between the college and the workforce needs of Western Massachusetts by offering a diverse range of healthcare programs. Many of these programs feature clinical placements and internship opportunities offered through affiliation and programmatic field work. Completion of most programs will lead to statewide certification or licensure, while other programs prepare students with a grounded foundation when transferring to four-year institutions.

School of Health & Patient Simulation - 2021 Fall Enrollment Select Programs

Program	Enrollment
Nursing	175
Health Science	173
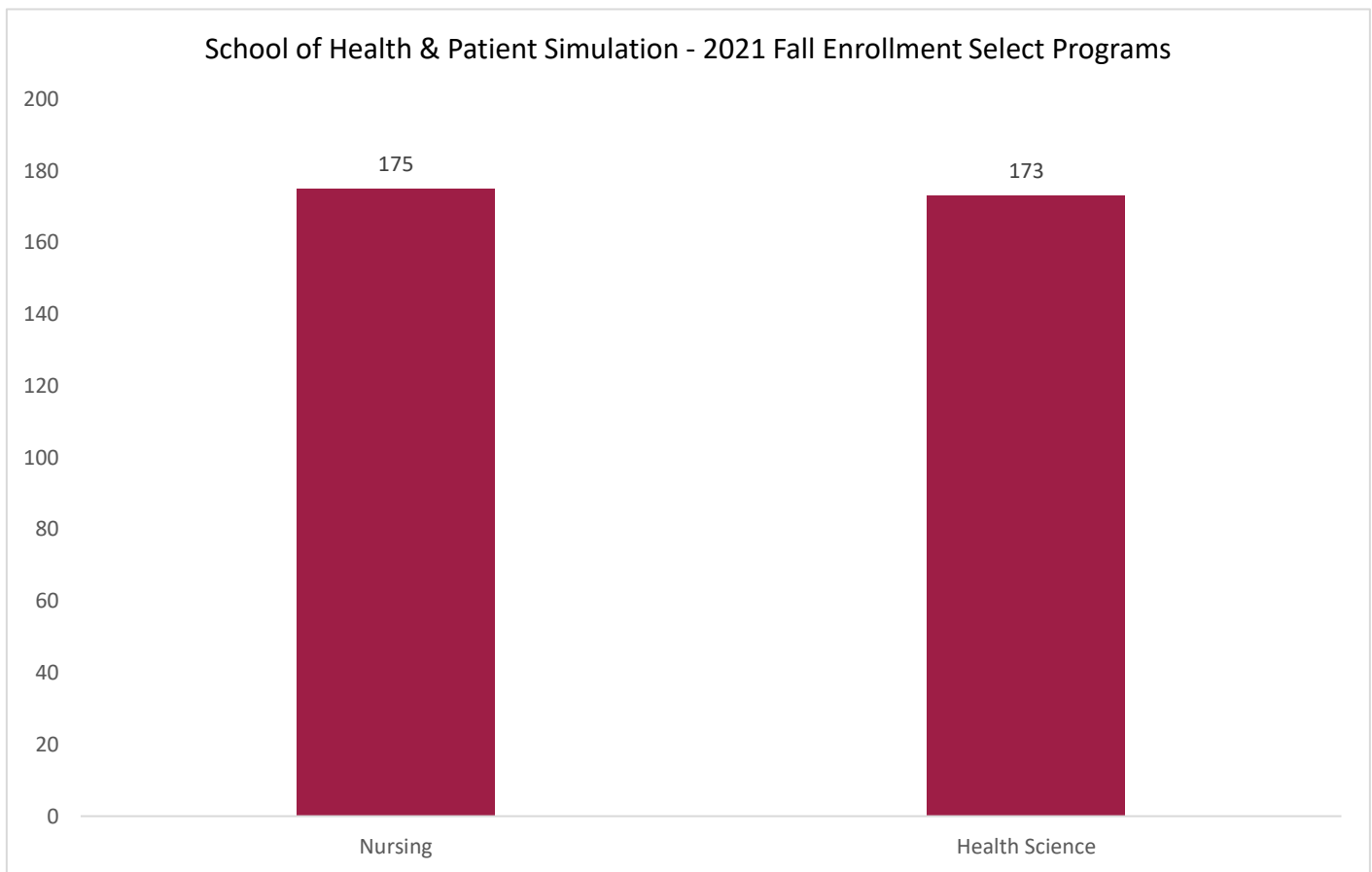
Snapshot of Enrollment – Select SHPS Programs by Race/Ethnicity & Gender

Student success in high demand healthcare programs has been monitored with attention to compliance, equity, and the growing need for skilled health personnel within Massachusetts. Enrollment in high demand and transferrable health programs such as Nursing and Health Science have witnessed a growing number of students of color compared to five years ago. Equity continues to be highly visible in the Health Science program, with 57 percent of students enrolled being people of color. As of 2021FA, most SHPS programs are predominately female.

2021FA Enrollment of Select SHPS Programs by Race & Ethnicity

Nursing: Black 25, Hispanic 29, White 102, Other 14, Unknown 5

Health Science: Black 19, Hispanic 64, White 63, Other 16, Unknown 11

Legend: Black, Hispanic, White, Other, Unknown

2021FA Enrollment of Select SHPS Programs by Gender

Nursing: Male 20%, Female 80%

Health Science: Male 16%, Female 84%

Legend: Male, Female
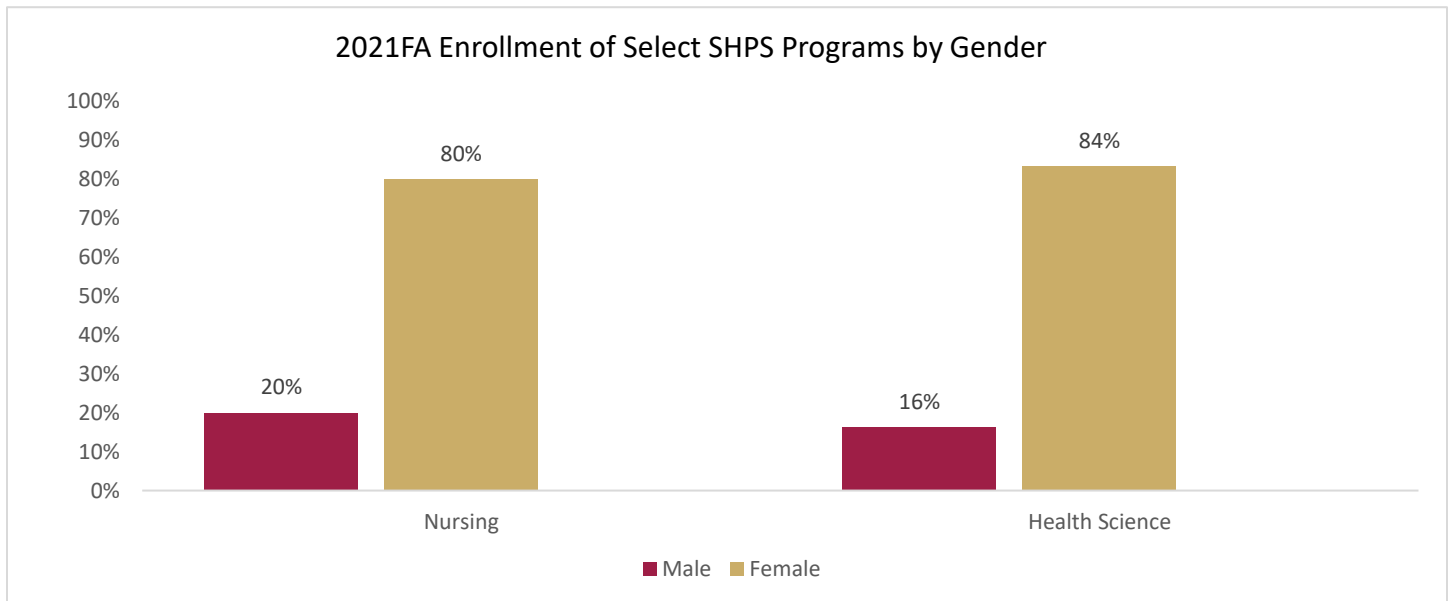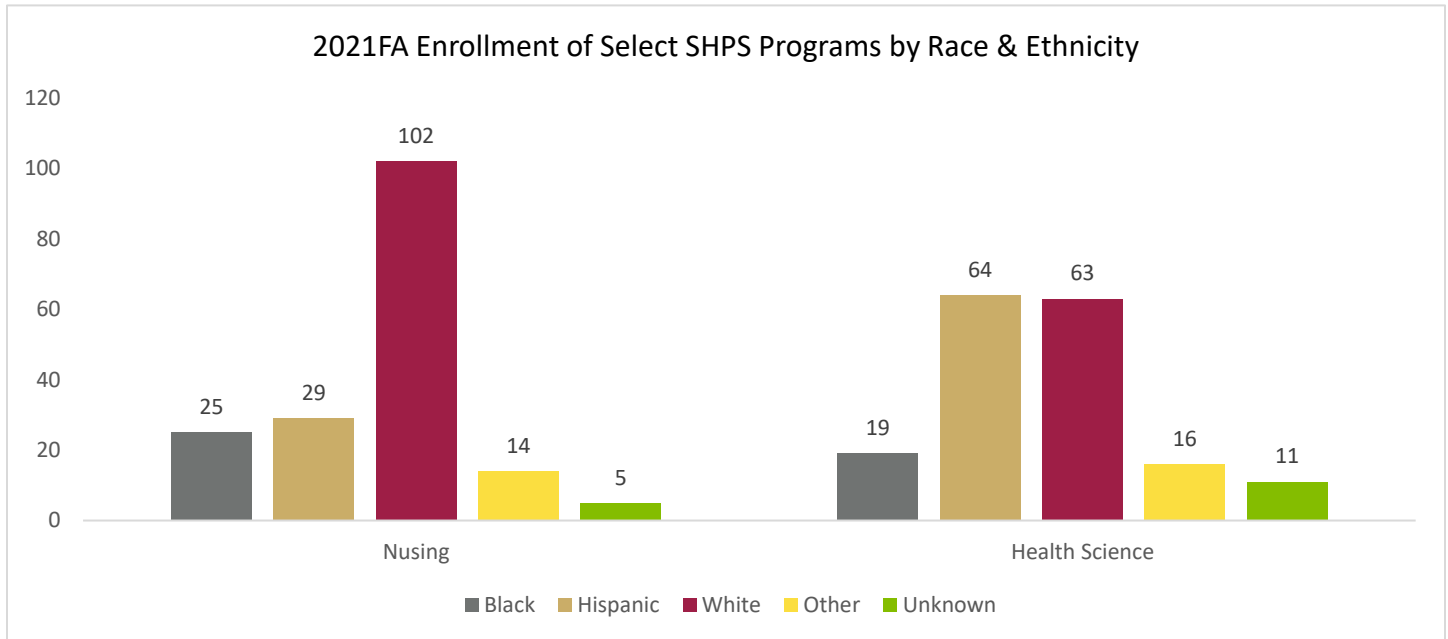
Snapshot of Course Outcomes in Select SHPS Programs by Race and Ethnicity

Overall course outcomes for select SHPS programs show a high level of academic achievement. Across all races, over 80 percent of Nursing students received an average course outcome of C- or better. However, course achievement gaps still persist between race cohorts enrolled in the Health Science program, where outcomes varied from 66-90 percent.

2021FA Key SHPS Programs by Student Course Outcome

	Nursing					Health Science				
	Black	Hispanic	White	Other	Unknown	Black	Hispanic	White	Other	Unknown
Withdrawal	6%	16%	5%	12%	10%	1%	16%	15%	9%	6%
<C-			1%			9%	18%	11%	7%	13%
C- or better	94%	84%	94%	88%	90%	90%	66%	74%	84%	81%

Legend: ■ C- or better ■ <C- ■ Withdrawal
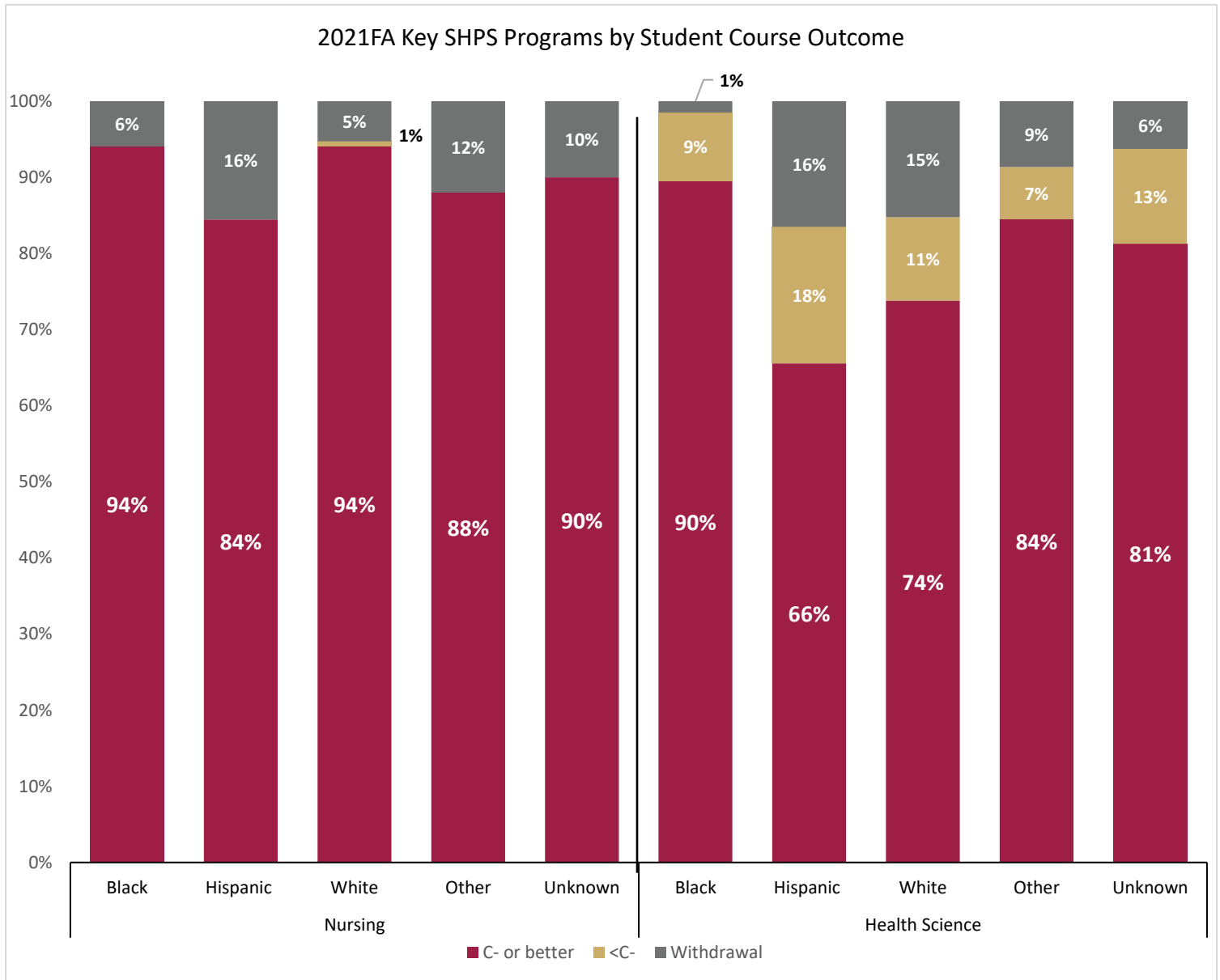
Workforce Alignment – STEM

Overview of Student Enrollment – Select STEM Programs

The number of computer-based STEM occupations are projected to grow 49 percent by 2029, including Cybersecurity Specialists, Programmers, and Technical Engineers. As technology continues to emerge as the predominant agent of communication, business functioning, and workforce growth, the lack of skilled workers continues to challenge the U.S. STEM labor force. STCC has taken efforts to meet such challenges, by offering a diverse 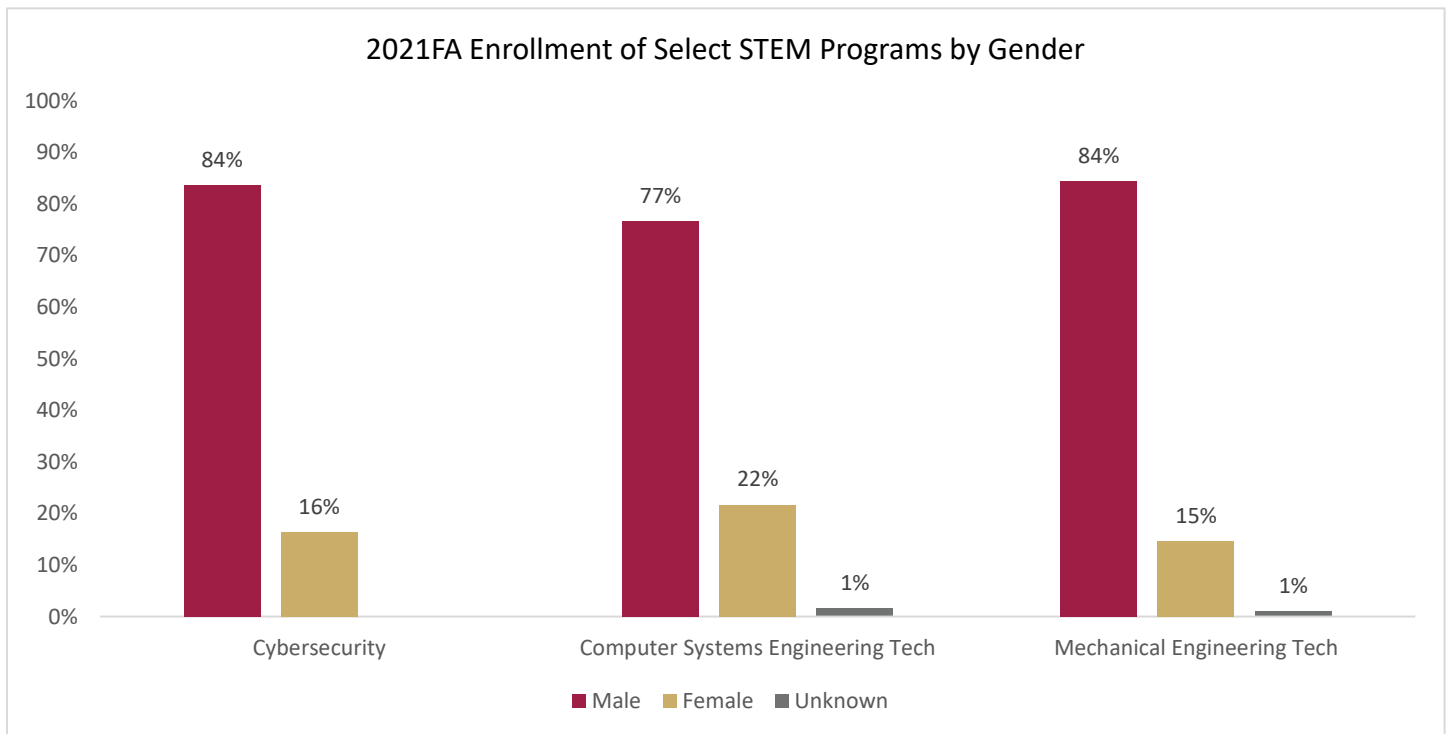application of STEM programs in response to the vocalized demand of regional employers. In 2021 STCC's commitment to serving the STEM needs of Western Massachusetts were recognized, and resulted in the college receiving $7.35 million in grants funds from the U.S. Department of Education in order to boost student outcomes of Latin and low-income students pursuing STEM focused degrees.

School of Science, Technology, Engineering, & Math - 2021 Fall Enrollment Select Programs

Program	Enrollment
Cybersecurity	128
Computer Systems Engineering Tech	60
Mechanical Engineering Tech	96
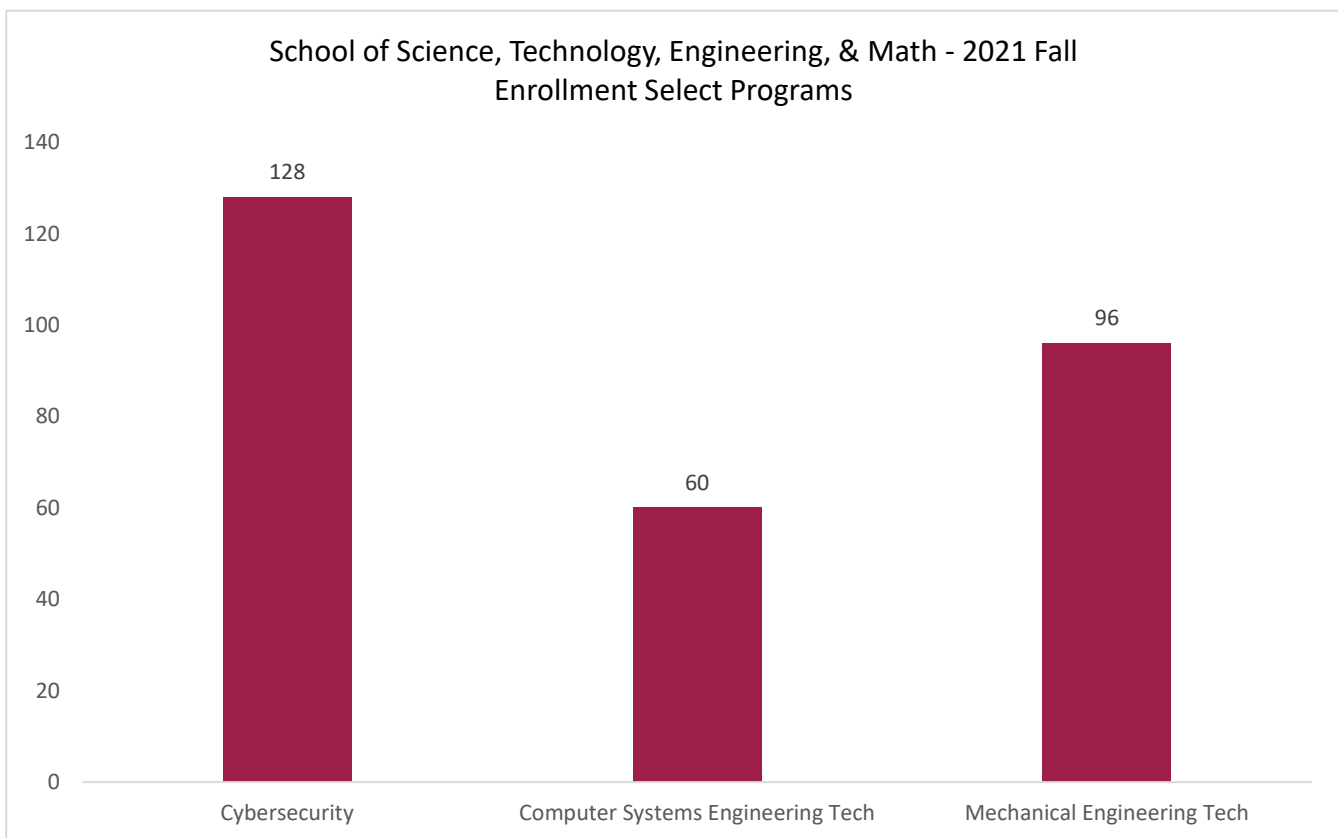
Snapshot of Enrollment – Select STEM Programs by Race/Ethnicity & Gender

Across the select STEM programs, students of color represented 43-57 percent of total enrollment in 2021FA. Black and Hispanic students accounted for 36 percent and 43 percent of fall enrollment across the Cybersecurity and Computer Systems Engineering programs respectively. Additionally, 15 percent of enrollment in the Cybersecurity program were students of color who identified as "Other Race or Two or more Races".

2021FA Enrollment of Select STEM Programs by Race & Ethnicity

	Black	Hispanic	White	Other	Unknown
Cybersecurity	14	32	54	19	9
Computer Systems Engineering Tech	14	12	22	8	4
Mechanical Engineering Tech	11	25	48	6	6

2021FA Enrollment of Select STEM Programs by Gender

	Male	Female	Unknown
Cybersecurity	84%	16%	
Computer Systems Engineering Tech	77%	22%	1%
Mechanical Engineering Tech	84%	15%	1%
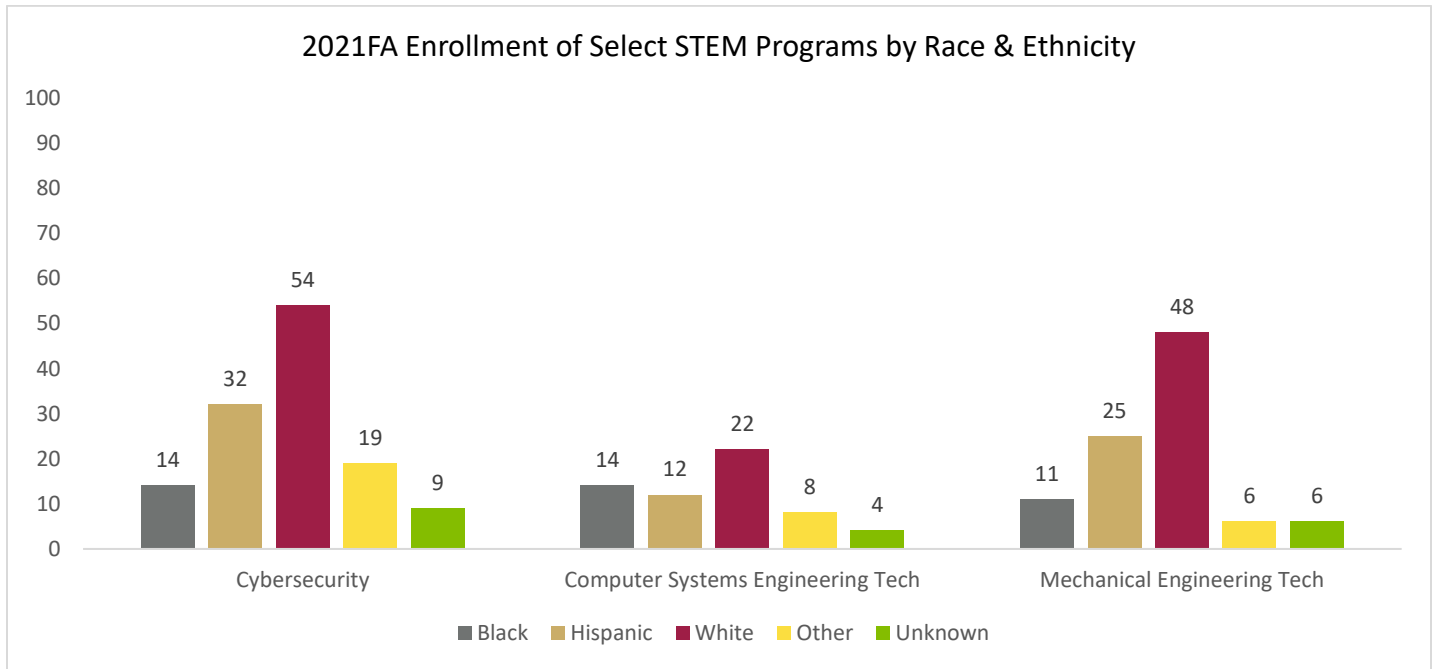
Snapshot of Course Outcomes in Select STEM Programs by Race and Ethnicity

Course outcomes for select STEM programs are variable but show moderately high levels of academic achievement.

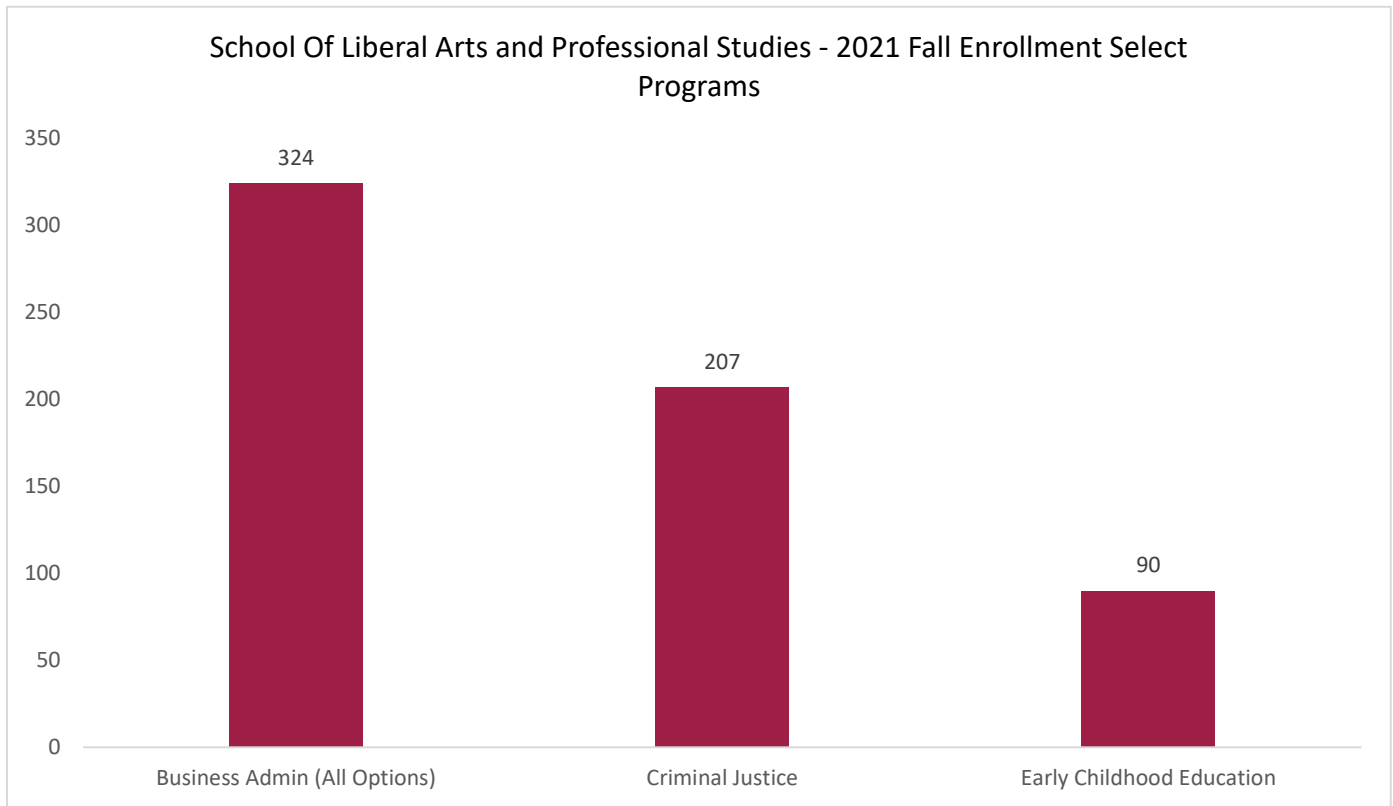Approximately 8 in 10 Hispanic students enrolled in a Cybersecurity or Mechanical Engineering Technology program had an average course outcome of C- or better.

2021FA Key STEM Programs by Student Course Outcomes
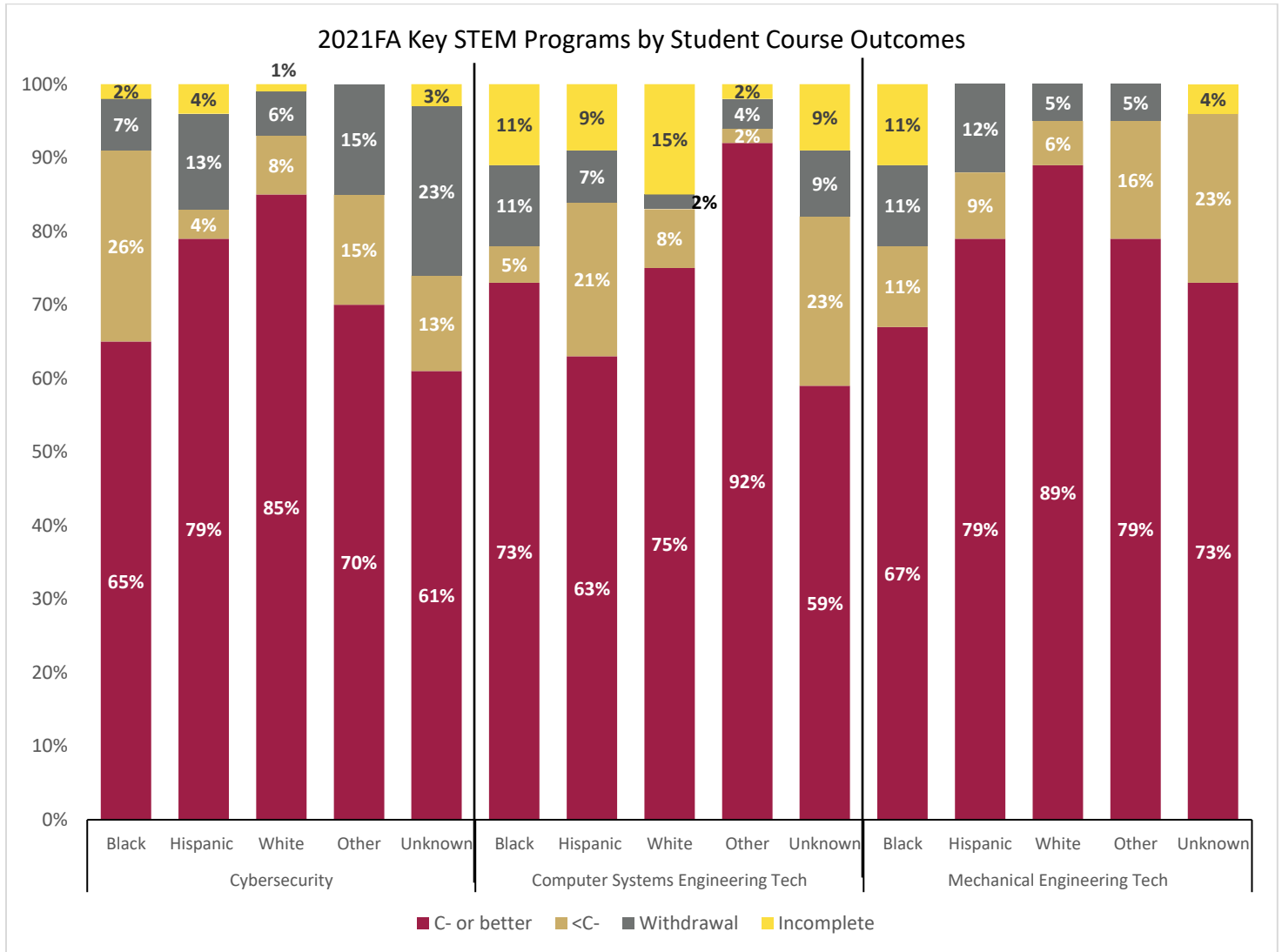
Overview of Student Enrollment – Select LAPS Programs

The School of Liberal and Professional Studies houses a manifold of program offerings including Business, Teacher Education, and Criminal Justice Studies. These programs are designed to foster career-relevant skills needed for entry-level job seekers or students wishing to transfer to four-year colleges. Many of these programs feature several course modalities including online, hybrid, or in-person learning, allowing the ability for traditional and non-traditional learners to complete their coursework on a flexible schedule.

School Of Liberal Arts and Professional Studies - 2021 Fall Enrollment Select Programs

Program	Enrollment
Business Admin (All Options)	324
Criminal Justice	207
Early Childhood Education	90

Snapshot of Enrollment – Select LAPS Programs by Race/Ethnicity & Gender

Select LAPS programs show strong racial and ethnic diversity. Students of color represented 55 percent of total Business program enrollment. Hispanic students represented approximately 55 percent of total enrollment across the Criminal Justice programs, and 48 percent of enrollment across Early Childhood Education programs res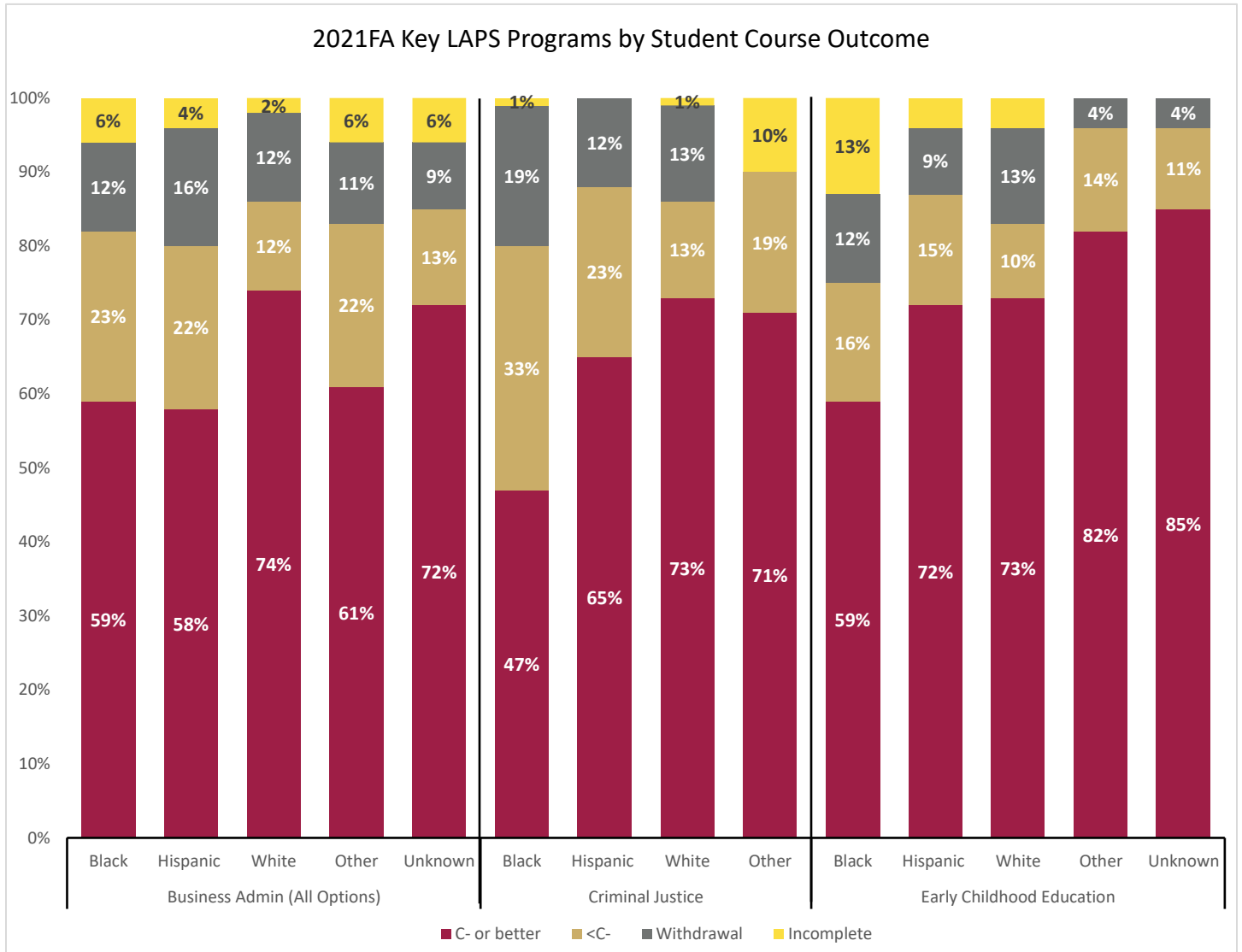pectively. Students enrolled in Early Childhood Education were predominately female, while the Business and Criminal Justice programs showcase a more balanced gender distribution. Similar to last year, more than third of Criminal Justice students are Hispanic females.

2021FA Enrollment of Select LAPS Programs by Race & Ethnicity

Business Admin (All Options): Black 51, Hispanic 89, White 119, Other 39, Unknown 26

Criminal Justice: Black 24, Hispanic 113, White 52, Other 10, Unknown 8

Early Childhood Education: Black 11, Hispanic 43, White 30, Other 3, Unknown 3

Legend: Black, Hispanic, White, Other, Unknown

2021FA Enrollment of Select LAPS Programs by Gender

Business Admin (All Options): Male 46%, Female 54%

Criminal Justice: Male 42%, Female 58%

Early Childhood Education: Male 2%, Female 98%

Legend: Male, Female

Snapshot of Course Outcomes in Select LAPS Programs by Race and Ethnicity

Among Hispanic students, those enrolled in Early Childhood Education programs show the most favorable course outcomes with 72 percent of students receiving an average of C- or better.

2021FA Key LAPS Programs by Student Course Outcome

	Black	Hispanic	White	Other	Unknown
Business Admin (All Options)					
Incomplete	6%	4%	2%	6%	6%
Withdrawal	12%	16%	12%	11%	9%
<C-	23%	22%	12%	22%	13%
C- or better	59%	58%	74%	61%	72%
Criminal Justice					
Incomplete			1%	10%	
Withdrawal	19%	12%	13%		
<C-	33%	23%	13%	19%	
C- or better	47%	65%	73%	71%	
Early Childhood Education					
Incomplete	13%			4%	4%
Withdrawal	12%	9%	13%	14%	11%
<C-	16%	15%	10%		
C- or better	59%	72%	73%	82%	85%

Legend: ■ C- or better ■ <C- ■ Withdrawal ■ Incomplete

institutional resources
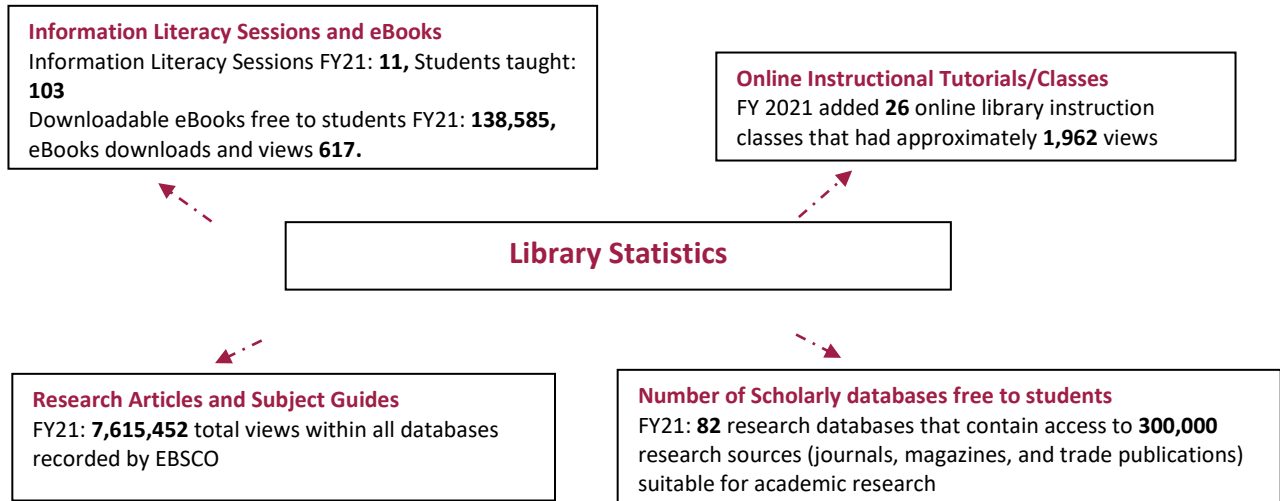
Chapter 4 – Personnel, Library Information & Facilities

All Employees

During 2021 STCC employed 573 workers (62% Full-time, 38% Part-time).

All Employees by Occupational Category (2021 2022)			
Position	**FT**	**PT**	**Total**
Instructional Staff	123	185	308
Librarian Services	7	2	9
Management Occupations, Student, Academic Affairs, and other Education Service Occupations	60	0	60
Business and Financial Operations	18	0	18
Computer, Engineering, and Science	10	1	11
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	5	7	12
Healthcare Practitioners and Technical	8	7	15
Service Occupations	42	3	45
Office and Administrative Support	79	12	91
Construction, Maintenance, Production, & Transportation	4	0	4
Total	356	217	573

*Data was gathered from IPEDS Spring reporting cycle 2021-2022

Library Information

Information Literacy Sessions and eBooks Information Literacy Sessions FY21: **11,** Students taught: **103** Downloadable eBooks free to students FY21: **138,585,** eBooks downloads and views **617.**	**Online Instructional Tutorials/Classes** FY 2021 added **26** online library instruction classes that had approximately **1,962** views

Library Statistics

Research Articles and Subject Guides FY21: **7,615,452** total views within all databases recorded by EBSCO	**Number of Scholarly databases free to students** FY21: **82** research databases that contain access to **300,000** research sources (journals, magazines, and trade publications) suitable for academic research

Library Holdings, Circulation, & Lending

Library Patrons, Electronic Holdings, and Physical Holdings for FY2021

Library Holdings	
	FY 2021
STCC Material/Patrons	1,293
DOCLINE	36
Check-Outs	1,293
Renewals	657
Chromebooks	409
Hotspots	250

Loans for FY2021: Lending of scholarly material and equipment to STCC Patrons.

Circulation by Type			
Equipment	**Reserves**	**Textbook**	**Total**
1,089	93	103	1,285

STCC Patrons			
HELM Staff	**Faculty/Staff**	**Student**	**Total**
11	2,322	15,125	17,459

STCC Patrons			
HELM Staff	**Faculty/Staff**	**Student**	**Total**
N/A	167	4,244	4,411

Physical Plant Facilities

Campus Master Plan Progress

STCC has made significant progress in 2021-22 to advance the priorities laid out in the Campus Master Plan, including the objectives to relocate the programs in Building 20 and to co-locate affiliated programs for more effective use of space.

The college submitted a Major Project Capital request for funding to relocate the School of Health and Patient Simulation (SHPS) out of Building 20 into Building 13 and the Tech Park and received the maximum award of $30M to substantially fund the $41.5M project.

Also in support of the Master Plan, the College constructed a new CNA classroom and simulation lab in Building 27 where both credit and non-credit CNA programs will benefit from state-of-the-art facilities to support student learning. And Facilities has substantially completed renovation of space in Building 17 for co-located Robotics and Electronics program(s) that will also move out of B20.

Continued Deferred Maintenance
The College continued to make progress on deferred maintenance identified in the campus wide envelope study, with completion of the Building 32 roof replacement. Additional deferred maintenance work included replacement of air handlers in Building 2 and upgrading the parking lot behind Building 27, completing the larger parking lot upgrade project.

DCAMM/STCC Critical Infrastructure Project
Working in conjunction with DCAMM, STCC began a project to remediate contamination on the green at a cost of $2M. The project will be funded entirely by DCAMM after STCC successfully negotiated with DCAMM to absorb the project into a larger DCAMM-funded Higher Education Critical Infrastructure Project to replace water mains on campus.

Environmental Initiatives
STCC continued its efforts to reduce emissions and the environmental impact of public institutions of higher education as outlined in Leading by Example Executive Order 594. In Building 17, the College began a project to replace air handlers and upgrade controls and the mechanical room, which will improve energy efficiency in that building.

Distribution of Buildings' Gross Square Footage

Campus Building Data		
Building Name	**Year Built**	**Gross Square Feet**
Building 5/6	1880	11,700
Building 7	1833	2,800
Building 8	1836	4,100
Building 9	1836	4,100
Building 10	1836	5,700
Building 11	1807/1863	14,600
Building 12	1880	3,300
Building 13	1973	56,500
Building 14	1830	27,500
Building 15	1836	31,900
Building 16	1817	74,000
Building 17	1974	197,600
Building 19	1863 (Renovations completed in 2018)	101,200
Building 20	1941/1972	187,300
Building 20	1987	178,000

Data from "STCC Facilities: Campus Buildings Data" provided by DCAMM. Source 15 July 1991 Deferred Maintenance Report by Chrissman & Solomon Architects.

Information Technology

Wireless and Campus Network Upgrades

During the past 18-24 months, computer chip shortages and supply chain backlogs have resulted in the deferred replacement of several key Infrastructure projects. A full replacement of the wireless network equipment, including two primary controllers and 375 wireless access points, resumed in November after a yearlong delay in equipment deliveries. The project is expected to be completed in spring 2023.

Cybersecurity

The IT division completed several key projects to strengthen the security posture of the institution. Information Security Awareness training is now an annual requirement for all STCC employees and the first annual program was completed in October 2021. A new endpoint detection and response (EDR) platform was implemented on all endpoints across campus to manage cyber threats. The tool monitors, quarantines, and remediates incidents to protect devices from security threats. Multi-factor authentication (MFA) was launched to several areas and will include all STCC employees by May 2023. DNA filtering is now used to better secure the environment against phishing and other threats.

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 greater cohort of skilled 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 provide 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.

2021 – 2022
Foundation Board Officers and Directors

Officers

President
Jennifer Brown
Senior Manager of Professional Sales
Masis Professional Group

Vice President
Dr. Jacqueline Johnson
Chief Operations Officer
Caring Health Center

Treasurer
Phil B. Goncalves
Senior Vice President
Westfield Bank

Secretary
Dr. John B. Cook
President
STCC

Administration

Executive Director
Dr. Shai Butler
Vice President of Advancement & External Affairs
STCC

Director
Kelly A. Galanis
Director of Operations & Donor Relations
STCC

Administrative Assistant
Eunice Guidry
Administrative Assistant
STCC

Corporators

Michelle Abdow
President
Market Mentors

John Furman '82
Managing Director
VHB Engineering

Brendan Greeley
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R.J. Greeley Company

Ronald Grodsky
Owner
Harry Grodsky & Co., Inc.

Al Kasper
President/CEO
Savage Sports Corp.

Ben Markens
President
The Markens Group

Steven Mitus
Partner
Balise Motor Sales

Michael Oleksak
Executive Vice President
PeoplesBank

Foundation Balance Sheet

STCC FOUNDATION BALANCE SHEET	
12/12/2022(unaudited)	
ASSETS	
CURRENT ASSETS	55,920.82
CASH	200.00
ACCOUNTS RECEIVABLE	10,249.88
PREPAID EXPENSES	5,050.16
INKIND REVENUE	(5,000.00)
TOTAL CURRENT ASSETS	$66,420.86
TOTAL PROPERTY AND EQUIPMENT	$497,951.37
TOTAL INVESTMENT AND OTHER ASSETS	$5,242,861.27
TOTAL ASSETS	$5,807,233.50
LIABILITIES AND CAPITAL	
TOTAL CURRENT LIABILITIES	3,500.00
TOTAL LONG TERM LIABILITES	
TOTAL LIABILITIES	3,500.00
TOTAL CAPITAL	5,803,733.50
TOTAL LIABILITIES AND CAPITAL	5,807,233.50

Chapter 6 – Financial Information

Longitudinal Tuition and Fees

	FY-2016	FY-2017	FY-2018	FY-2019	FY-2020	FY-2021	FY-2022	1-yr change
*Tuition and Mandatory Fees at Springfield Technical Community College (Based on Fall Resident Undergraduate State Supported Rates)								
Tuition	$750	$750	$750	$750	$750	$750	$750	0%
Fees	$4,686	$4,986	$5,316	$5,556	$5,856	$6,096	$6,096	0%
Page created 10/2/2021								
Source: Massachusetts Department of Higher Education								
*FY Tuition and fees are displayed presumes a student is taking 30 credits a year								

Financial Aid Awards

*Financial Aid Academic Year 2020 2021	
Total number of undergraduates - financial aid cohort	4,327
Number of undergraduate students awarded federal state local institutional or other sources of grant aid	3,493
Percent of undergraduate students awarded federal state local institutional or other sources of grant aid (Not including loans)	81%
Average amount of federal state local institutional or other sources of grant aid awarded to undergraduate students	$3,991
Number of undergraduate students awarded Pell grants	2,021
Percent of undergraduate students awarded Pell grants	47%
Total amount of Pell grant aid awarded to undergraduate students	$7,463,008
Average amount Pell grant aid awarded to undergraduate students	$3,693
Number of undergraduate students awarded federal student loans	784
Percent of undergraduate students awarded federal student loans	18%
Total amount of federal student loans awarded to undergraduate students	$2,888,940
Average amount of federal student loans awarded to undergraduate students	3,685
Total amount of federal state local institutional or other sources of grant aid awarded to undergraduate students	$6,318,642

*Data was gathered from IPEDS Winter reporting cycle 2021-2022

Revenues and Expenditures

	Primary Government		Component Units	
	2021 Combined	2021 Combined	2022 Combined	2021 Combined
Operating Revenues:				
Tuition and fees	$ 18,798,468	$ 20,664,660	$ -	$ -
Less: scholarships and fellowships	(8,963,697)	(10,093,839)	-	-
Net tuition and fees	9,834,771	10,570,821	-	-
Federal, state, local, and private grants and contracts	14,294,155	16,021,559	-	-
Auxiliary enterprises	754,318	563,138	932,105	4,374,575
Lease revenue	-	-	2,348,360	-
Lease interest revenue	-	-	1,490,198	-
Other sources	526,003	473,290	31,362	31,362
Contributions	-	-	235,034	403,245
Total Operating Revenues	25,409,247	27,628,808	5,037,059	4,809,182
Operating Expenses:				
Instruction	20,611,829	21,014,464	-	-
Academic support	8,253,973	9,271,591	-	-
Student services	11,548,452	11,635,036	-	-
Scholarships and fellowships	9,907,141	4,927,652	-	-
Auxiliary enterprises	1,573,139	1,758,830	3,820,223	3,577,247
Operation and maintenance of plant	8,816,292	9,823,966	-	-
Institutional support	6,974,932	6,328,404	493,491	630,586
Depreciation and amortization	8,033,304	7,541,301	697,707	663,422
Total Operating Expenses	75,719,062	72,301,244	5,011,421	4,871,255
Net Operating Income (Loss)	(50,309,815)	(44,672,436)	25,638	(62,073)
Non-Operating Revenues (Expenses):				
State appropriations - unrestricted	38,471,694	36,963,598	195,864	221,470
Federal grants	14,072,804	10,428,861	-	-
Investment income (loss)	(2,901,713)	3,270,149	(525,406)	898,663
Interest expense	(149,464)	(94,460)	(212,651)	(248,083)
Total Non-Operating Revenues (Expenses)	49,493,321	50,568,148	(542,193)	872,050
Net Increase (Decrease) in Net Position				
Before Capital Appropriations	(816,494)	5,895,712 (170,711)	(516,555)	809,977
Capital Appropriations	2,485,048	3,872,261	-	-
Net Increase (Decrease) in Net Position	$ 1,668,554	$ 9,767,973	$ (516,555)	$ 809,977