Springfield Technical Community College

Fact Book 2020–2021

STCC

introduction

INTRODUCTION

A Message from the President

This past year across public higher education in Massachusetts, we have seen so much consideration for the student experience, and at STCC, the outlook is no different. Our remarkable faculty and staff helped the college navigate a significant set of challenges framed by the ongoing pandemic, and this persistence ensures the college lives our mission of helping students transform their lives. We know the value of data and metrics are vital given the times, and the value STCC places on college access, framed by the uniqueness of our technical legacy, endures. Our data for example, shows the strengthening of our status as a federally-designated Hispanic Serving Institution, and the opportunities more globally we provide to a remarkable diverse student body that exceeds 50% for those identifying as Latino and Black/African American. Through our Return to Campus plan, a comprehensive set of essential measures has provided for the health and wellbeing of students and employees in our support of teaching and learning.

Candidly, STCC has contended with further enrollment declines, which continues to exacerbate a decade-long trend. But the availability of online course and program offerings remains substantial, and our beautiful and historic campus, which includes a remarkable array of labs, clinics, simulation technology, and unique learning environments, aids our engagement with students returning to their embrace of in-person learning.

This Fact Book is 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 look forward to navigating the process of strategic planning in 2021-22, with the goal, after a robust and inclusive process, of implementing a new and forward-looking Strategic Plan by early 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 54-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."

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 2020 Enrollment by Gender

1%

62%

38%
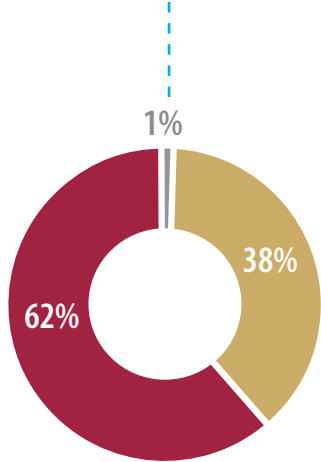
- Male
- Female
- Gender Unknown

Fall 2020 Enrollment by FT/PT Status

39%

61%
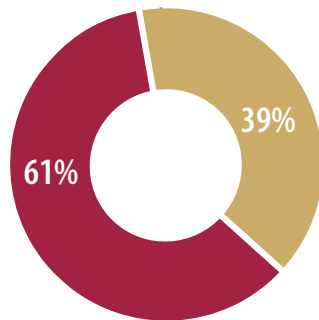
- Full-time
- Part-time

Fall 2020 Enrollment by Race/Ethnicity

44%

10%

14%

32%
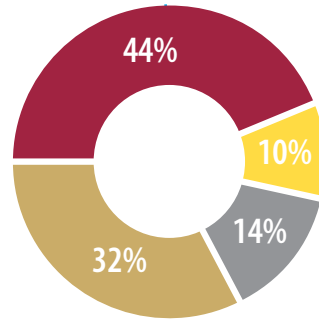
- Black
- Hispanic
- White
- Other

Enrollment Trend Full-Year 2010-2021

Longitudinal Total FY Enrollment

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

Legend: Headcount ▬ Percent Fall Headcount

Longitudinal Total FY Credits

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

Legend: Credits ▬ Percent Fall Credits

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

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

Enrollment Trend Fall 2010-2020

Consistent with the national trend in community college enrollment, STCC has experienced a decline in fall enrollment since its peak in 2012, with a slight uptick in 2019FA. Additionally, the COVID-19 pandemic put downward pressure on 2020FA registration, resulting in roughly a 14 percent decline in enrollment and roughly a 16 percent decline in total fall credits from the prior year. The ongoing nature of the COVID pandemic and its economic constraints will most likely have continued ramifications on college enrollment throughout 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

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
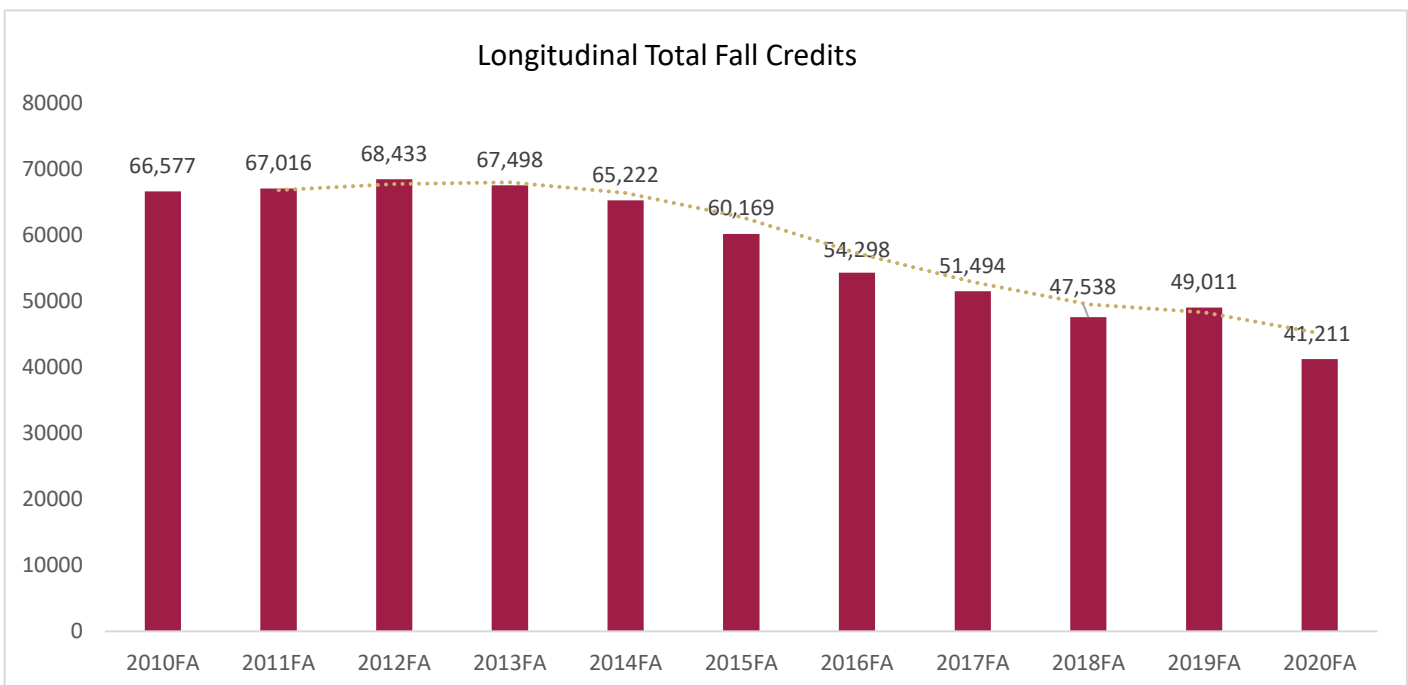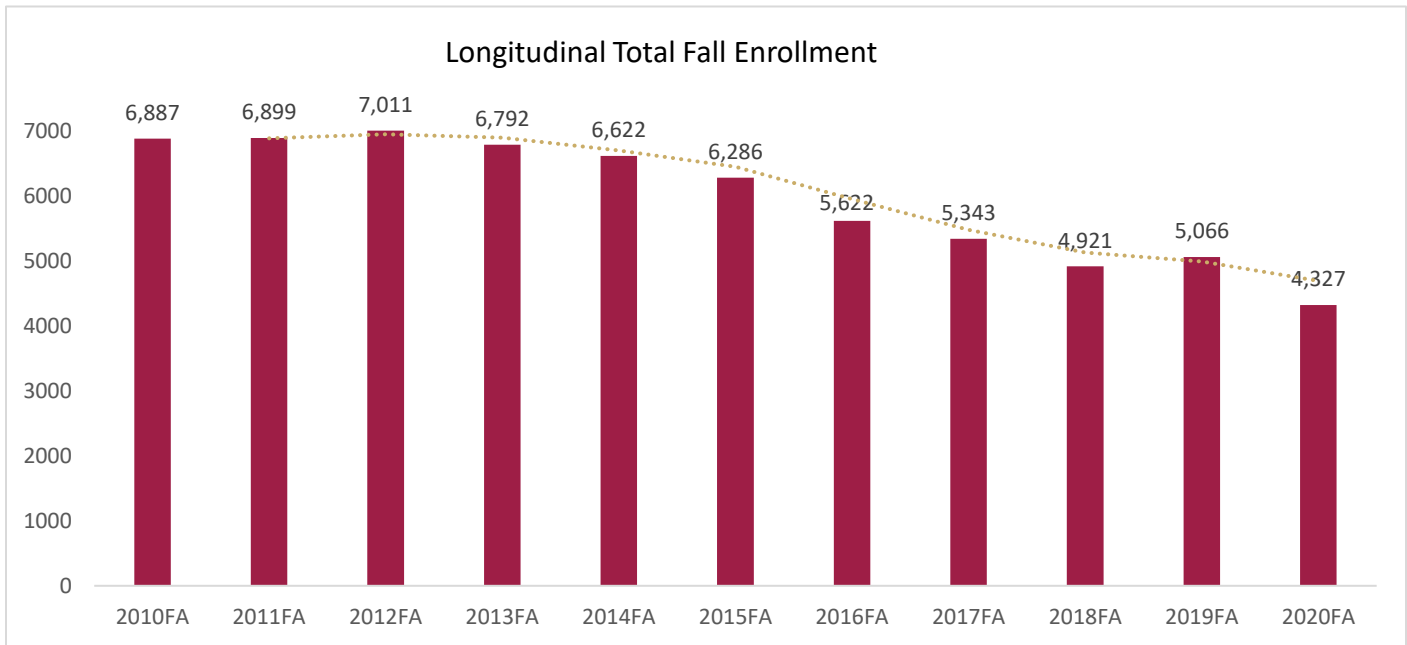
Fall Enrollment by Race and Ethnicity 2015-2020

Springfield Technical Community College continues its ongoing commitment to equity as the demographic make-up of the institution continues to diversify. Since 2015, STCC has been designated as a Hispanic Serving Institution (HSI). This designation requires that at least 25 percent of its students identify as Hispanic. Overall, students of color, including those who identified as other race, accounted for 53 percent of the College's enrollment 2020FA, with 30 percent of these students identifying as Hispanic, 14 percent as Black, and 9 percent as Asian/Asian-American, Native Hawaiian-Pacific Islander, or Students Two or More Races, a stark difference from prior years when students of color represented only 38 percent of the College's student body on average proportionally.

2015-2020 Fall Enrollment by Race/Ethnicity

	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA
White	49%	48%	42%	43%	42%	42%
Hispanic	28%	29%	29%	29%	30%	30%
Black	16%	16%	16%	15%	14%	14%
Other	7%	7%	8%	8%	8%	9%
Unknown	<1%	<1%	5%	5%	6%	5%

Legend: Unknown, Other, Black, Hispanic, White
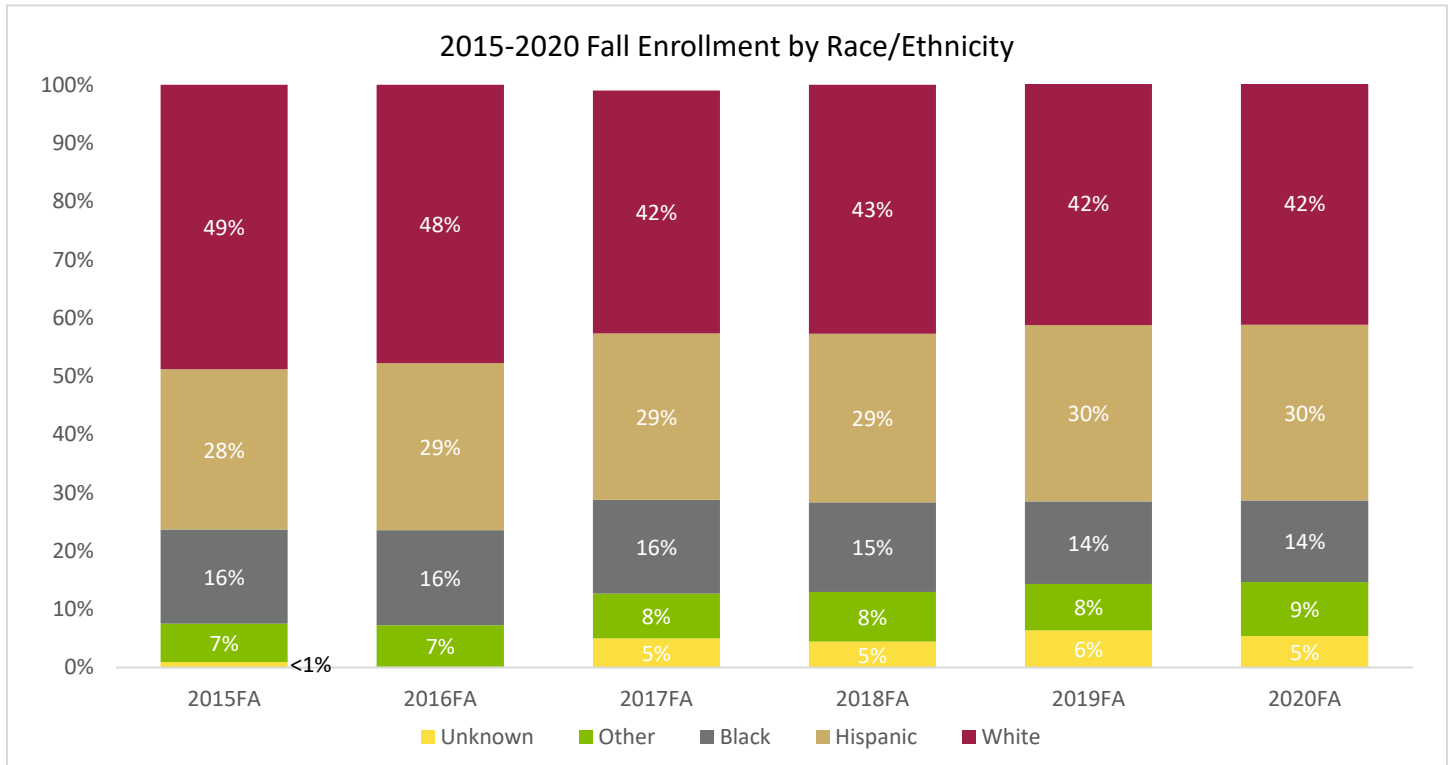
Enrollment by Race and Ethnicity

	2015FA		2016FA		2017FA		2018FA		2019FA		2020FA	
Black	1,013	16%	918	16%	861	16%	756	15%	718	14%	580	14%
Hispanic	1,730	28%	1,611	29%	1,525	29%	1,426	29%	1,533	30%	1,304	30%
White	3,069	49%	2,686	48%	2,226	42%	2,101	43%	2,088	42%	1,808	42%
Other	414	7%	401	7%	411	8%	418	8%	405	8%	401	9%
Unknown	60	<1%	6	<1%	320	5%	220	5%	322	6%	234	5%
Total	**6,286**	100%	**5,622**	100%	**5,343**	100%	**4,921**	100%	**5,066**	100%	**4,327**	100%
*Students of Color Total	**3,157**	50%	**2,930**	52%	**2,797**	52%	**2,600**	53%	**2,656**	52%	**2,285**	53%

* Students of color includes those who identified as other race.

Fall Enrollment by Gender 2015-2020

Overall, STCC consistently enrolls more female students than male students, with 61% of students identifying as female and 39% identifying as male in the fall of 2020. 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 59.5 percent of college students identified as female going into the 2020-2021 academic year. Students whose gender was not reported made up less than 1 percent of the student gender distribution in 2015-2020.

2015-2020 Fall Enrollment by Gender

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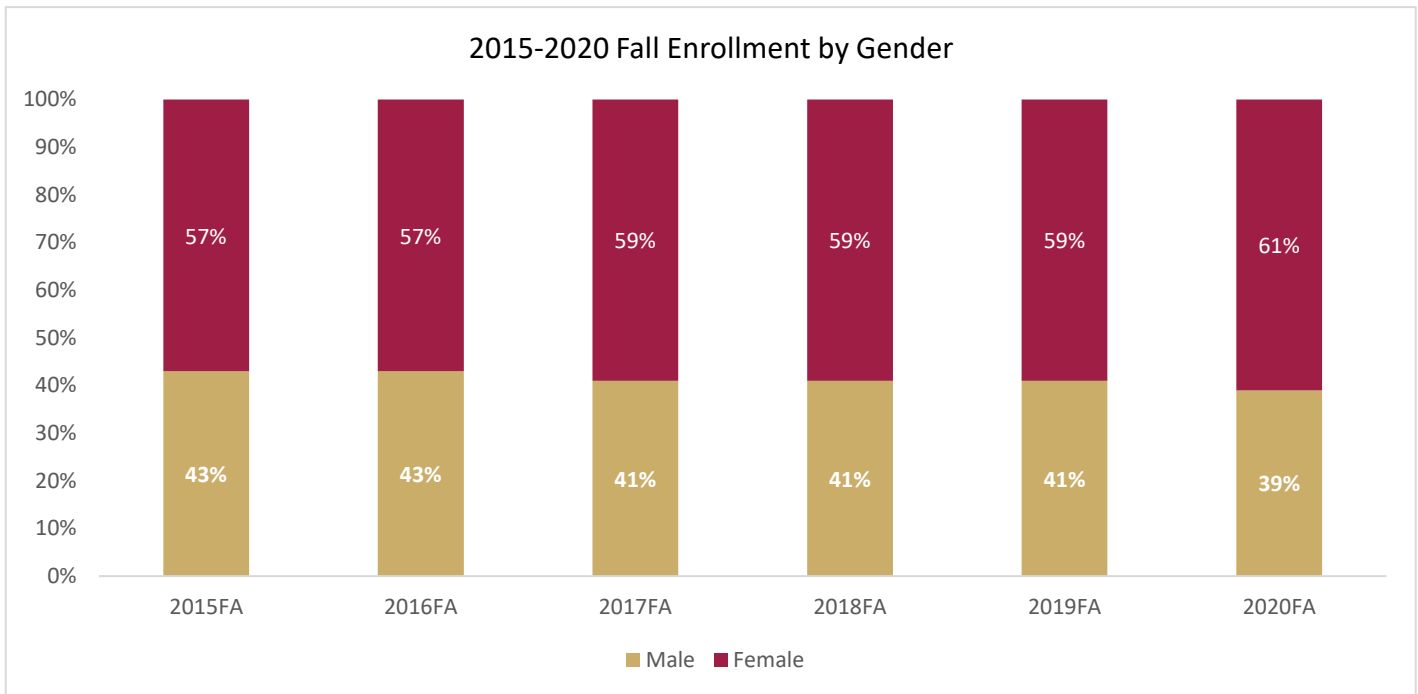
Enrollment by Gender												
	2015FA		2016FA		2017FA		2018FA		2019FA		2020FA	
Male	2,678	43%	2,390	43%	2,207	41%	2,034	41%	2,076	41%	1,656	39%
Female	3,608	57%	3,229	57%	3,128	59%	2,879	59%	2,980	59%	2,657	61%
Unknown	0	0%	3	<1%	8	<1%	8	<1%	10	<1%	14	<1%
Total	6,286	100%	5,622	100%	5,343	100%	4,921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

Fall Enrollment by Age 2015-2020

The Springfield Technical Community College student body includes students in all age brackets. Traditional students 19 to 24 years old account for approximately 60 percent of the total headcount. Alone, students 19 years old or younger have made up approximately one-fourth of the college's enrollment since 2015. Twenty-four percent of students were age 30 or older in 2020FA.

2015-2020 Fall Enrollment by Age
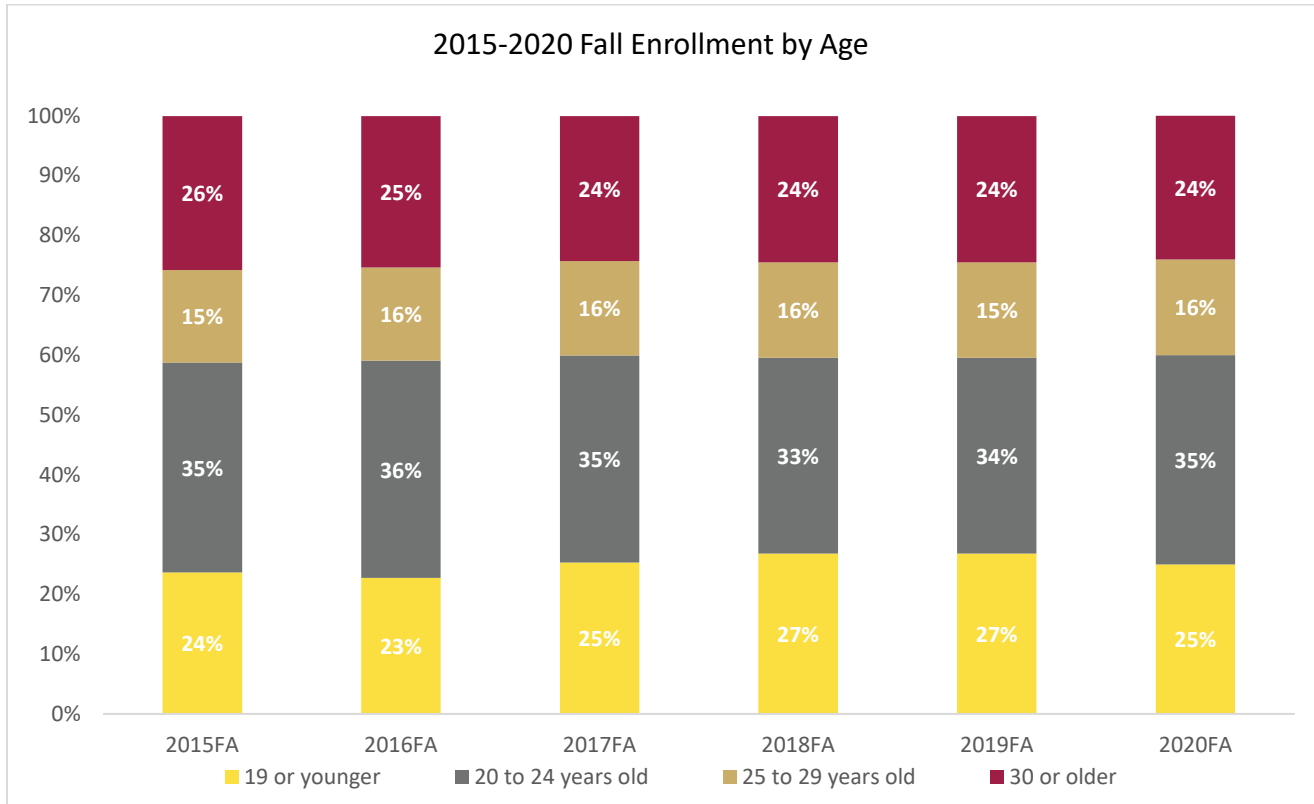
Enrollment by Age												
	2015FA		**2016FA**		**2017FA**		**2018FA**		**2019FA**		**2020FA**	
19 or younger	1,488	24%	1,278	23%	1,352	25%	1319	27%	1397	27%	1105	25%
20 to 24 years old	2,206	35%	2,042	36%	1,849	35%	1611	33%	1698	34%	1496	35%
25 to 29 years old	970	15%	875	16%	844	16%	785	16%	762	15%	679	16%
30 or older	1,619	26%	1,424	25%	1,294	24%	1,203	24%	1209	24%	1036	24%
Age Unknown	3	<1%	3	<1%	4	<1%	3%	<1%	0	0%	1	<1%
Total	**6286**	100%	**5622**	100%	**5343**	100%	**4921**	100%	**5066**	100%	**4327**	100%

Fall 2020 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 53 percent of total enrollment at STCC in fall 2020. *Percent Students of Color* represents the percentages of students within a singular city who are Asian, Hispanic, Black, and Native American. Decreases in the percentage of students from cities within STCC'S catchment area can be attributed to enrollment challenges presented by the COVID-19 pandemic during 2020.

Fall 2020 Total Enrollment by Massachusetts City/Town of Residence			
City/Town	Student Count	*Percent of Student Body	**Percent Students of Color
SPRINGFIELD	1899	43.9%	80%
CHICOPEE	382	8.8%	47%
WEST SPRINGFIELD	255	5.9%	36%
AGAWAM	211	4.9%	17%
WESTFIELD	206	4.8%	28%
LUDLOW	131	3.0%	16%
EAST LONGMEADOW	123	2.8%	28%
HOLYOKE	122	2.8%	75%
WILBRAHAM	98	2.3%	24%
Sub-Total	3427	79.2%	60%
Connecticut Cities and Towns	133	3.1%	31%
All Other Cities	767	17.7%	24%
Grand Total	4,327	100%	53%

*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 represents the percentages of students within a singular city who are Asian, Hispanic, Black/ African American, and/or Native American. The percentages are not taken from the grand total.

Application and Admission Trends

The enrollment funnel for 2020 fall illustrates that out of 3,906 applications, twenty-nine percent resulted in enrollment.
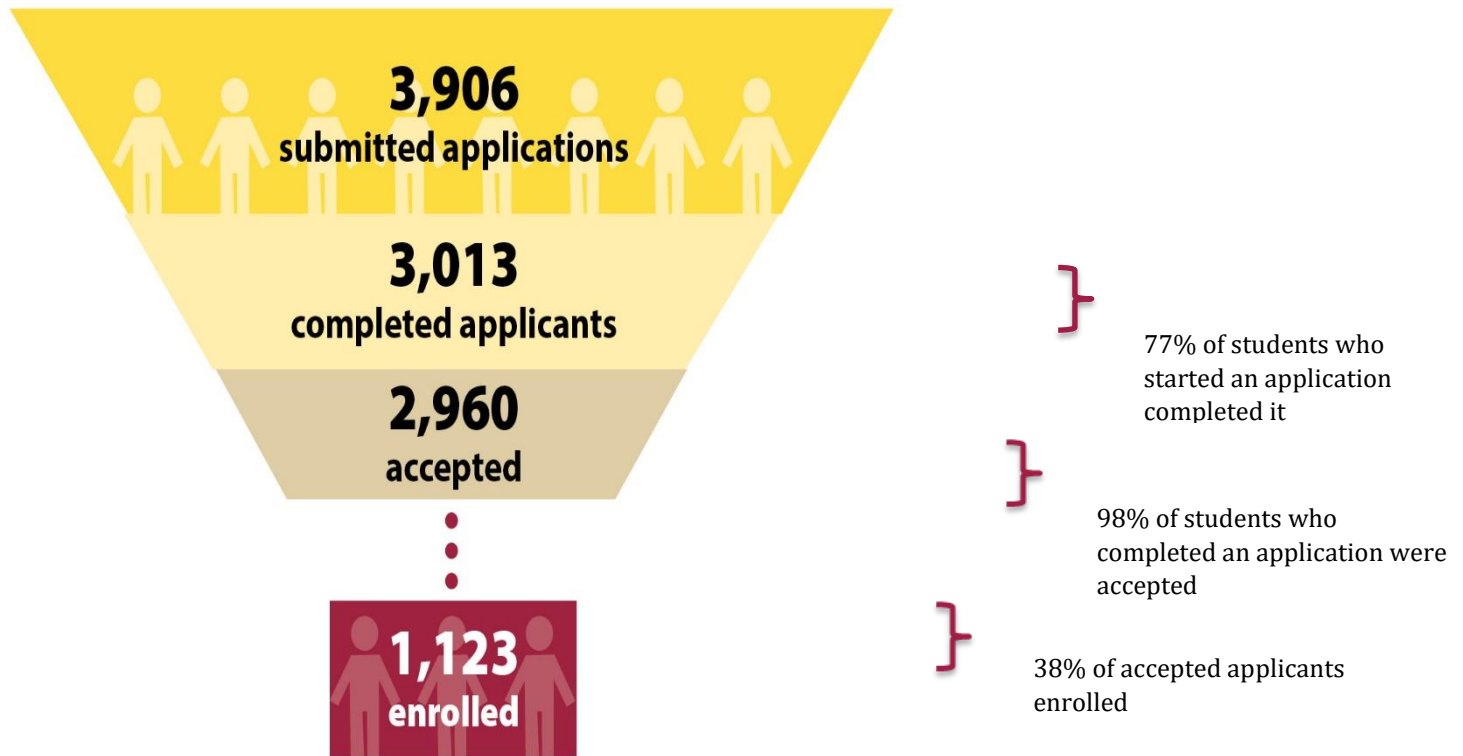
While the College received approximately 4,000 applications, it is important to note that roughly 3,000 applications were completed. The majority of those applicants were accepted, if not to their first-choice program then to an alternative program.

In 2020, the percentage of accepted applicants who in turn enrolled in the college fall semester (yield rate) decreased from the previous year 38% vs. 48%. Fall 2020 yield rates were impacted by COVID uncertainties.

2015-2020 Fall Acceptance & Yield Rates

	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA
Applicants Accepted	98%	98%	98%	97%	98%	98%
Yield Rate	50%	45%	47%	46%	48%	38%

Applied, Accepted, Enrolled 2015 - 2020 Fall

	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA
Submitted Applications	4,086	3,996	4,266	4,035	4,290	3,906
Completed Applications	3,465	3,299	3,307	3,115	3,351	3,013
Applicants Accepted	3,413	3,219	3,238	3,031	3,297	2,960
Enrolled at Census Date	1,711	1,454	1,515	1,391	1,569	1,123
Applicants Enrolled in a General Studies Program, at Census	734	569	578	457	550	365

Entering Students – First-Time, First-Year and Transfer - In Students

In 2020 fall, Springfield Technical Community College had 765 First-Time, First-Year Freshman (FTF) students and 311 Transfer-In students (TRN) out of 4,327 registered students that term. FTF represented approximately 18 percent of the College's fall enrollment, and TRN represented 7 percent.

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

Category	Value
First-time, First-Year Freshman (FTF)	765
Transfer (TRN)	311
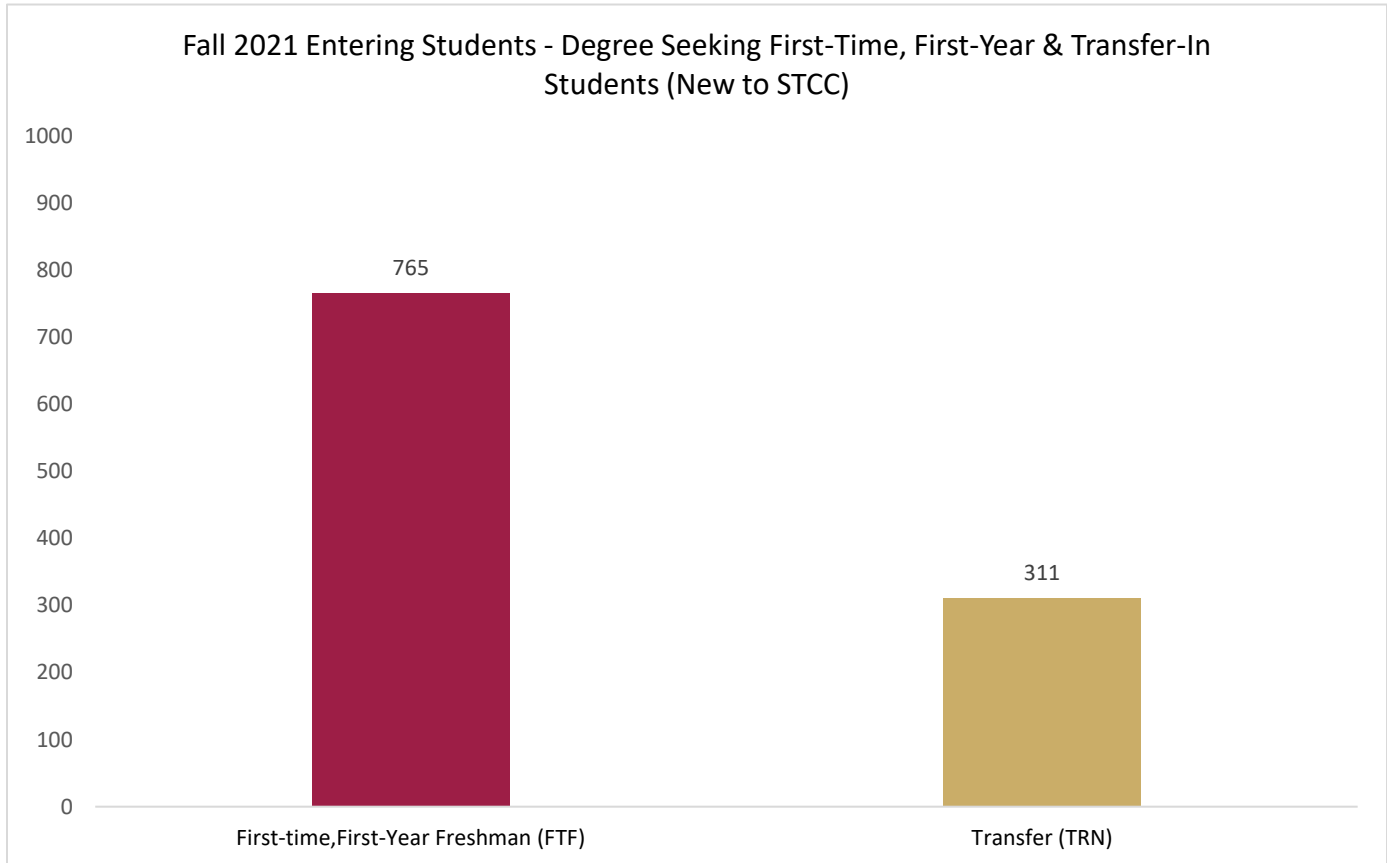
* Total breakdown for new and continuing students include 2,600 Continuing Students, 765 First-Time, First -Year, 311 Transfer-In, 320 Readmitted, 268 Non Degree-Seeking, and 63 Students Seeking a Degree at the same level and institution as classified by The Massachusetts Department of Higher Education.

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 this fall, distribution of male to female FTF is approximately 40/60 respectively; mimicking the gender distribution for total 2020FA 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 2010-2020 - First-Time, First-Year Students

The percentage of First-Time, First-Year students who identify as Hispanic increased by 8 percentage points, from 27 percent in 2010 to 35 percent in 2020. During the same time, the percentage of first-year students who identify as white decreased from 42 percent to 37 percent. The percentage of Black FTF enrolled during the fall semester decreased 3 percentage points from 2010FA.

Enrollment by Race & Ethnicity – First-Time, First-Year Students
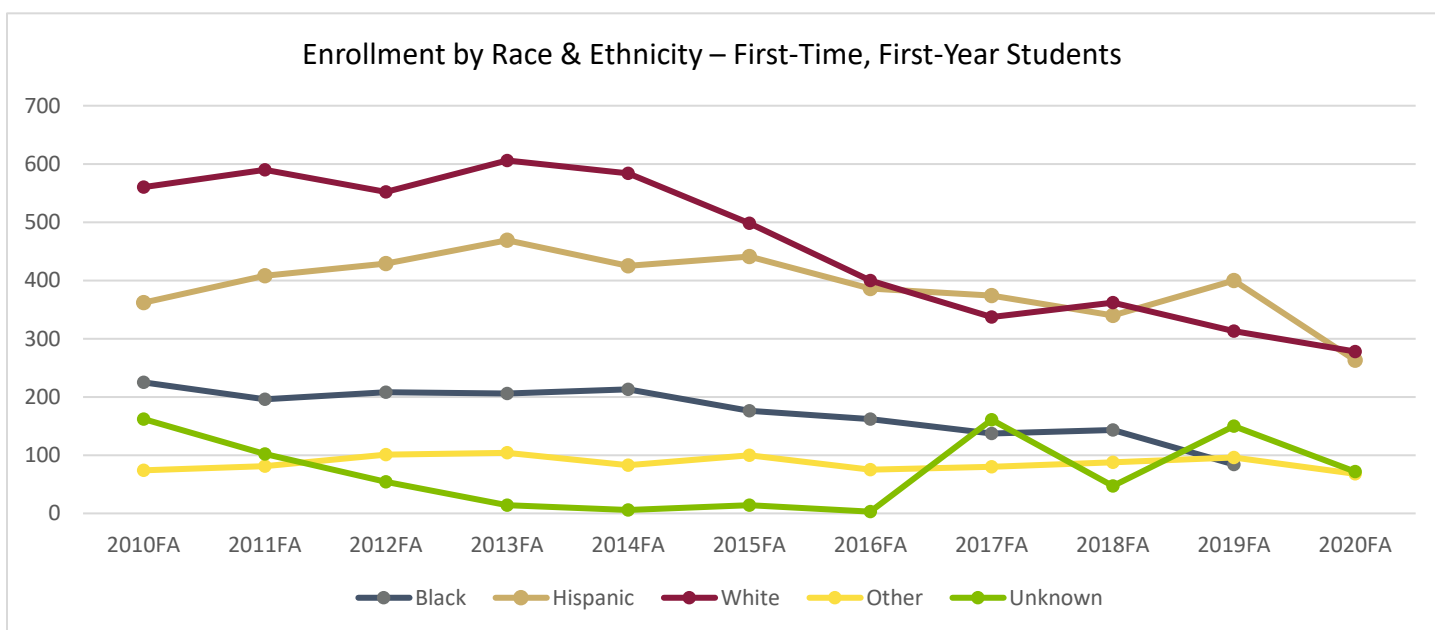
Enrollment by Race and Ethnicity – First-Time, First-Year Students											
	Row Total	Black		Hispanic		Other		Unknown		White	
2010FA	**1349**	191	14%	362	27%	74	5%	162	12%	560	42%
2011FA	**1406**	225	16%	408	29%	81	6%	102	7%	590	42%
2012FA	**1332**	196	15%	429	32%	101	8%	54	4%	552	41%
2013FA	**1401**	208	15%	469	33%	104	7%	14	1%	606	44%
2014FA	**1304**	206	16%	425	33%	83	6%	6	0%	584	45%
2015FA	**1266**	213	17%	441	35%	100	8%	14	1%	498	39%
2016FA	**1040**	176	17%	386	37%	75	7%	3	1%	400	38%
2017FA	**1114**	162	15%	374	34%	80	7%	161	14%	337	30%
2018FA	**974**	137	14%	340	35%	88	9%	47	5%	362	37%
2019FA	**1102**	143	13%	400	36%	96	9%	150	14%	313	28%
2020FA	**765**	84	11%	263	35%	68	8%	72	9%	278	37%

Fall Enrollment by Age 2010-2020 - First-Time, First-Year Students

Students aged 19 years or younger made up the largest age group of First-Time, First-Year students, representing 66 percent of FTF in 2020FA. This marks a 12 percentage point increase from 54 percent, in 2010. Noteworthy, 17 percent of FTF in 2020 were non-traditional students 25 years of age or older.
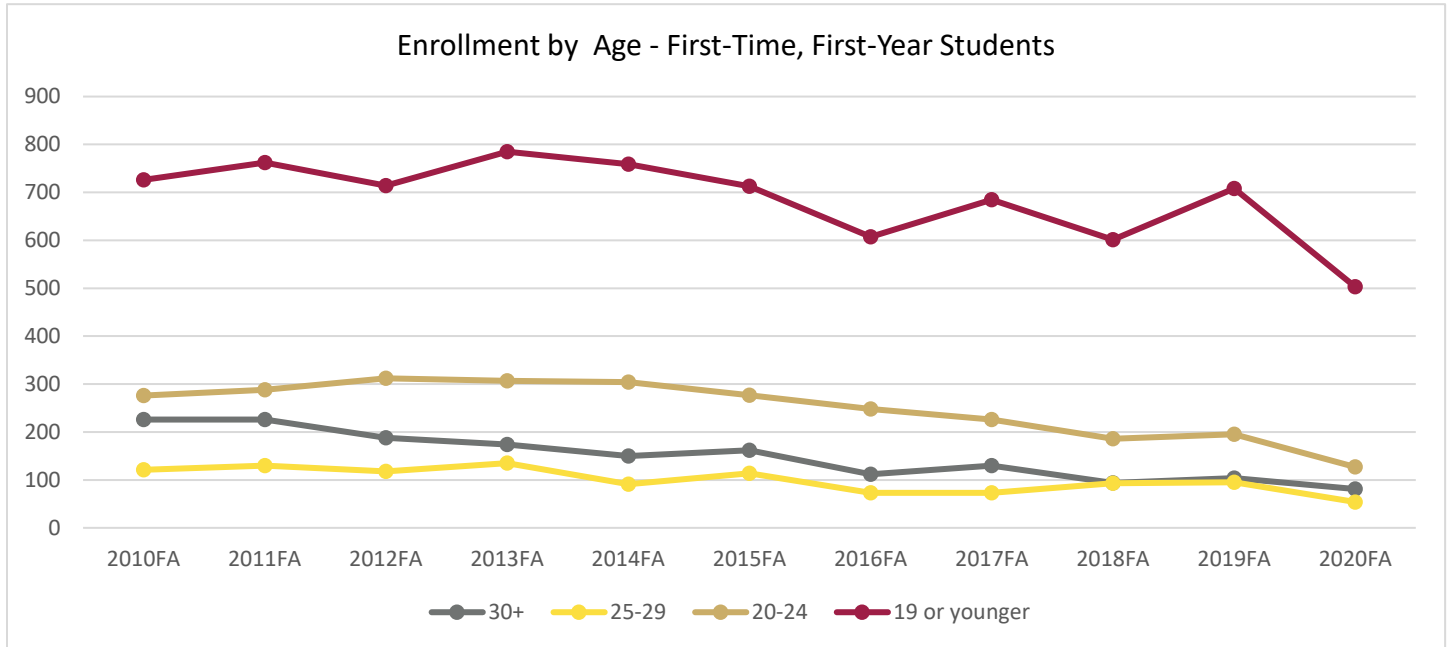
Enrollment by Age - First-Time, First-Year Students

	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%

Fall 2020 Enrollment by Pell Status – First-Time, First-Year Students

Fifty-eight 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 in economic need. In 2020, the Pell gap between students of color and white students was nearly 30 percentage-points on average. Hispanic students made up the largest race/ethnic group First-Time, First-Year students and had the highest rate of Pell-eligibility at 74 percent.

2020 Fall Enrollment by Pell Status - First-Time, First-Year Students
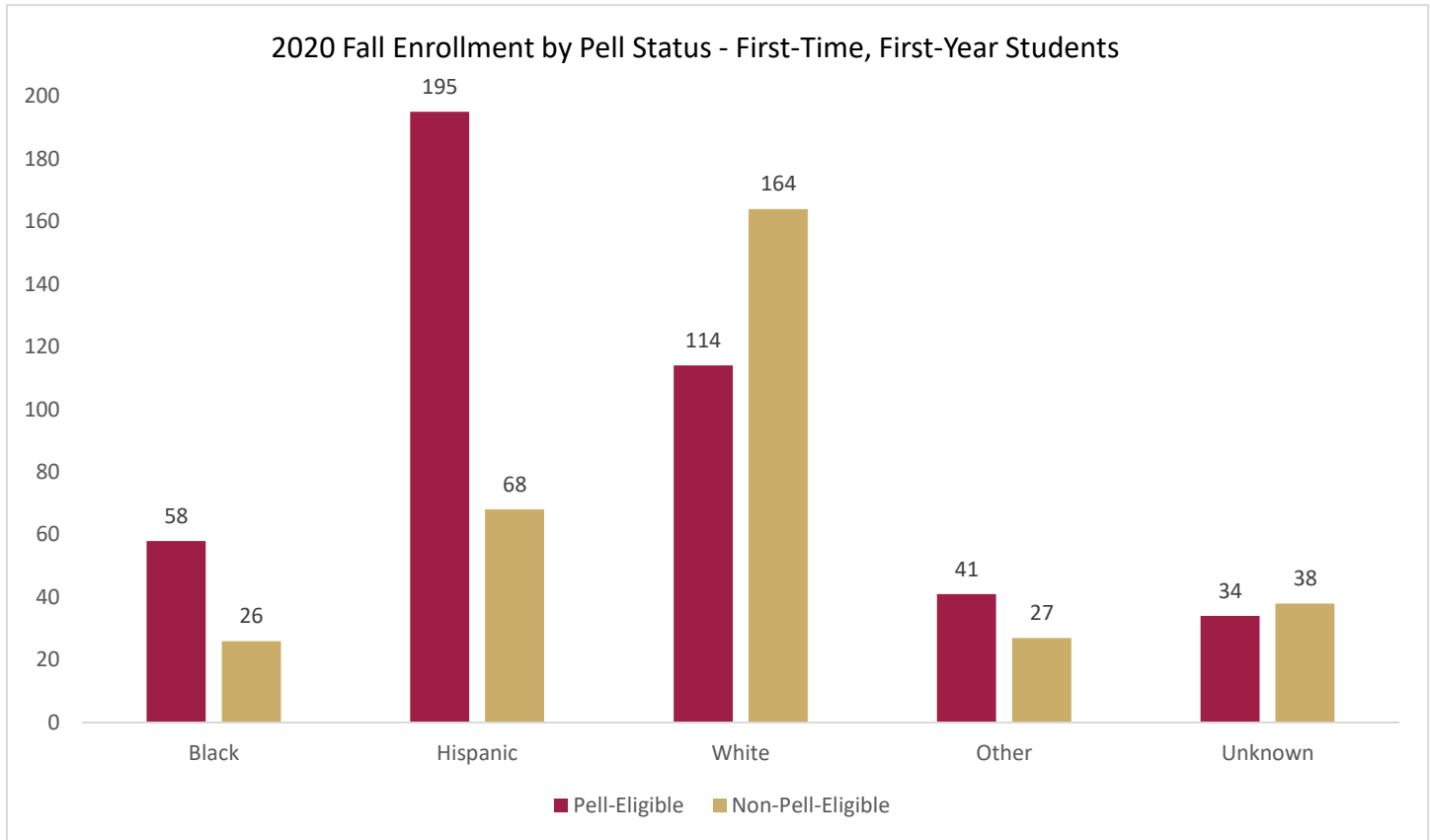
2020 Fall Enrollment by Pell Status - First-Time, First-Year Students			
	Pell Eligible	Total FTF Cohort	Percent Pell
Black	58	84	69%
Hispanic	195	263	74%
White	114	278	41%
Other	41	68	60%
Unknown	34	72	47%
Total	**442**	**765**	**58%**

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-In students aged 22-29 years old have made up roughly 40 percent of the total TRN cohort for the last 10 years. (**Note**: Because this cohort looks at Transfer-In students only, student headcounts will differ from total student enrollment in the previous section.)

Enrollment by Race/Ethnicity 2010-2020 – Transfer-In Students

Hispanic students have accounted for about 25 percent of Transfer-In students in the last three years, while

Enrollment by Race & Ethnicity - Transfer-In Students
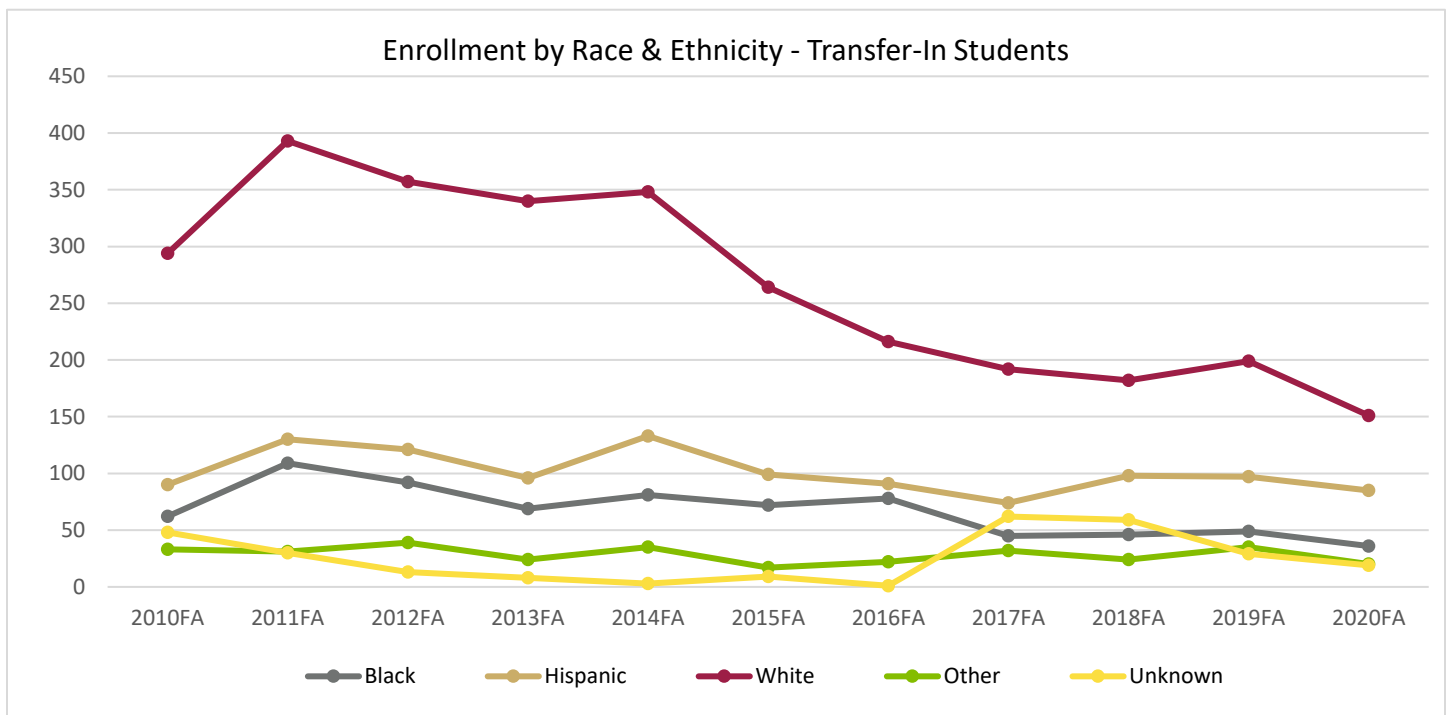
white students accounted for approximately half of total transfers during the same timeframe.

	Row Total	Black		Hispanic		Other		Unknown		White	
2010FA	**527**	62	12%	90	17%	33	6%	48	9%	294	56%
2011FA	**693**	109	16%	130	19%	31	4%	30	4%	393	57%
2012FA	**622**	92	15%	121	19%	39	6%	13	2%	357	58%
2013FA	**537**	69	13%	96	18%	24	4%	8	1%	340	64%
2014FA	**600**	81	14%	133	22%	35	6%	3	0%	348	58%
2015FA	**461**	72	16%	99	21%	17	4%	9	2%	264	57%
2016FA	**408**	78	19%	91	22%	22	5%	1	0%	216	54%
2017FA	**405**	45	11%	74	18%	32	8%	62	15%	192	48%
2018FA	**409**	46	11%	98	24%	24	6%	59	14%	182	45%
2019FA	**409**	49	12%	97	24%	35	9%	29	7%	199	48%
2020FA	**311**	36	12%	85	27%	20	6%	19	6%	151	49%

Enrollment by Race and Ethnicity –Transfer-In Students

Transfer-In by Prior Institution

Transfer-In – Top 10 Colleges Attended Prior to STCC – 2020 Fall	
HOLYOKE COMMUNITY COLLEGE	75
WESTFIELD STATE UNIVERSITY	20
WESTERN NEW ENGLAND UNIVERSITY	15
GREENFIELD COMMUNITY COLLEGE	8
UNIVERSITY OF MASSACHUSETTS - AMHERST	6
AMERICAN INTERNATIONAL COLLEGE	6
ASNUNTUCK COMMUNITY COLLEGE	5
ELMS COLLEGE	4
UNIVERSITY OF HARTFORD	4

* Transfer Data was acquired from the National Student Clearinghouse.

Fall 2020 Transfer-In Enrollment by Pell Status

Overall, transfer students are less likely to be eligible for Pell grants than their First-Time, First-Year counterparts. Nevertheless, 40 percent of Black and 58 percent of Hispanic Transfer-In students were Pell-eligible in 2020FA. On average, the Pell gap between students of color and white students is less apparent in transfers (around 17 percentage-points), when compared to entering first-time first-year students.

2020 Fall Enrollment by Pell Status – Transfer-In Students			
	Pell Eligible	**Total TRN Cohort**	**Percent Pell**
Black	14	36	40%
Hispanic	49	85	58%
White	50	151	33%
Other	8	20	40%
Unknown	8	19	42%
Total	**129**	**311**	**41%**

institutional outcomes

Success in Coursework

Persistence

Graduation

Employment

Transfer to 4-year
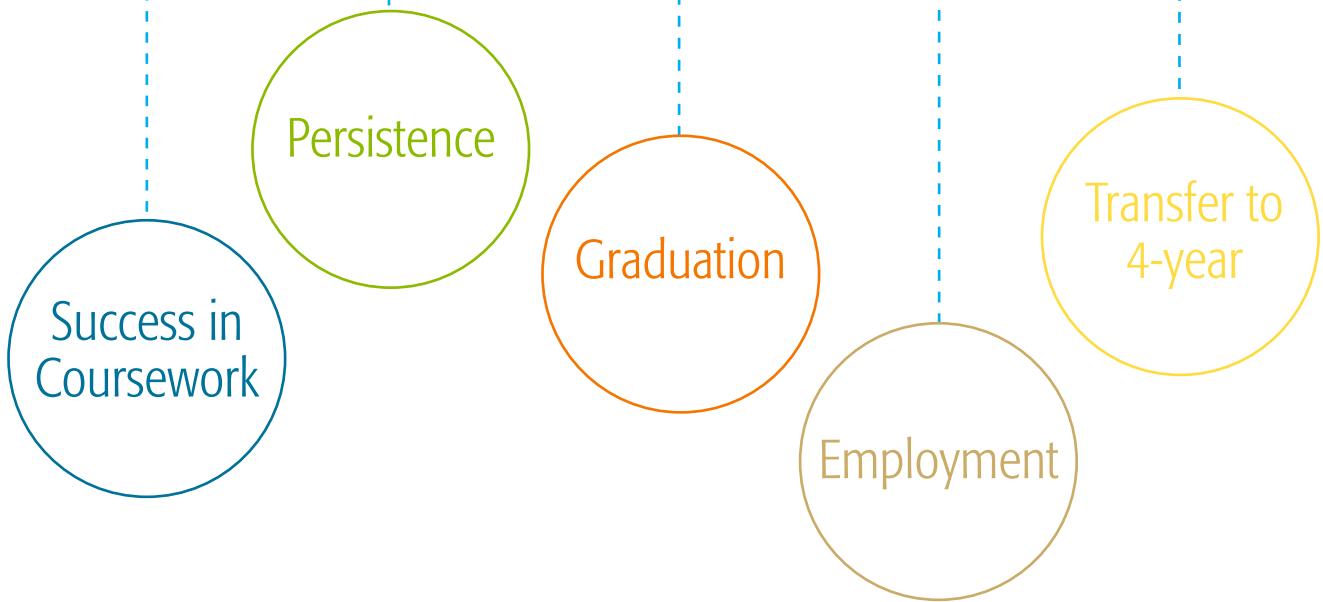
Chapter 2 – Student Success Outcomes

Course Outcomes by Demographics- Gateway Courses

Gateway courses are designed for students to progress through their chosen major while providing educational competencies that foster comprehension of the material needed to be successful in other programmatic requirements. 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 2020 fall, 67 percent had an average course outcome of C- or better (**Note**: students could take multiple gateway courses in a given semester). Success rates were highest in First-Year Experience (FYE-101), Human Anatomy & Physiology 1 (BIO-231), and Introductory Sociology courses (SOC-101).

Compared to the fall of 2019, there has been a decline in the percentage of students who received a grade of C- or better among Introductory English and Statistics courses, while the percentage of students who withdrew from these courses increased respectively. This decline may be attributable to changes in the placement process due to the ongoing COVID 19 pandemic.

2020 Fall Gateway Courses								
2020FA Cohort	**Row Total**		**<C-**		**C- or better**		**Withdraw**	
BIO-101: Principles of Biology 1	161	100%	27	17%	111	69%	23	14%
BIO-231: Anatomy and Physiology 1	254	100%	24	9%	202	80%	28	11%
ENG-101: English Composition 1	750	100%	175	23%	457	61%	117	16%
ENG-102: English Composition 2	342	100%	44	13%	210	61%	88	26%
FYE-101: First-Year Experience	293	100%	44	15%	210	72%	39	13%
MAT-115: Statistics	391	100%	95	24%	262	67%	34	9%
PSY-101:General Psychology	480	100%	91	19%	315	66%	74	15%
SOC-101: Intro to Sociology	383	100%	66	17%	285	75%	32	8%
Column Total	**3054**	100%	**566**	19%	**2052**	67%	**435**	14%

NOTE: DATA IS PRESENTED IN ROW PERCENTAGES.

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

One measure of student retention that can be seen early is fall to spring persistence, or the percentage of new students in a fall term who return in spring. A closer look at 2020 fall persistence further disaggregated by school, shows the persistence gaps among different race cohorts are still noticable for Black students in the School of Health and Patient Simulation (SHPS), and Hispanic students within the School of Science, Technology, Engineering, and Math (STEM).

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

2020 Fall to 2021 Spring Persistence by School and by Race/Ethnicity
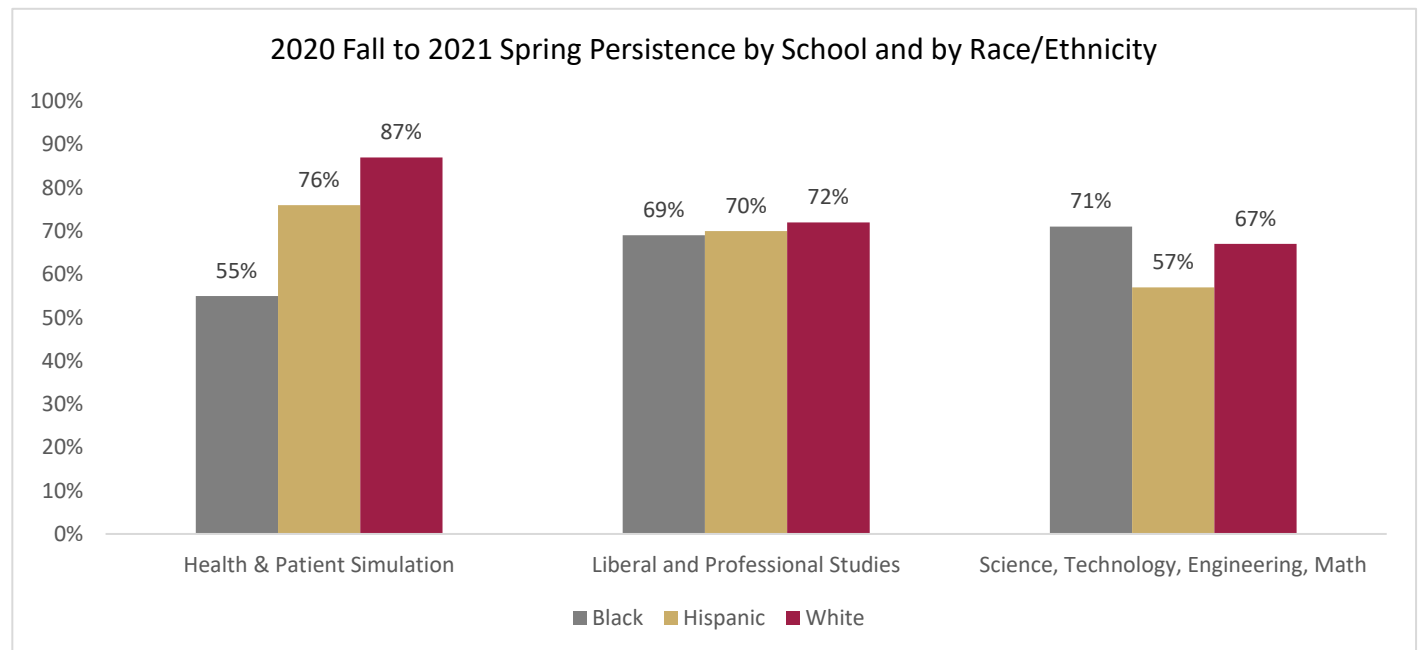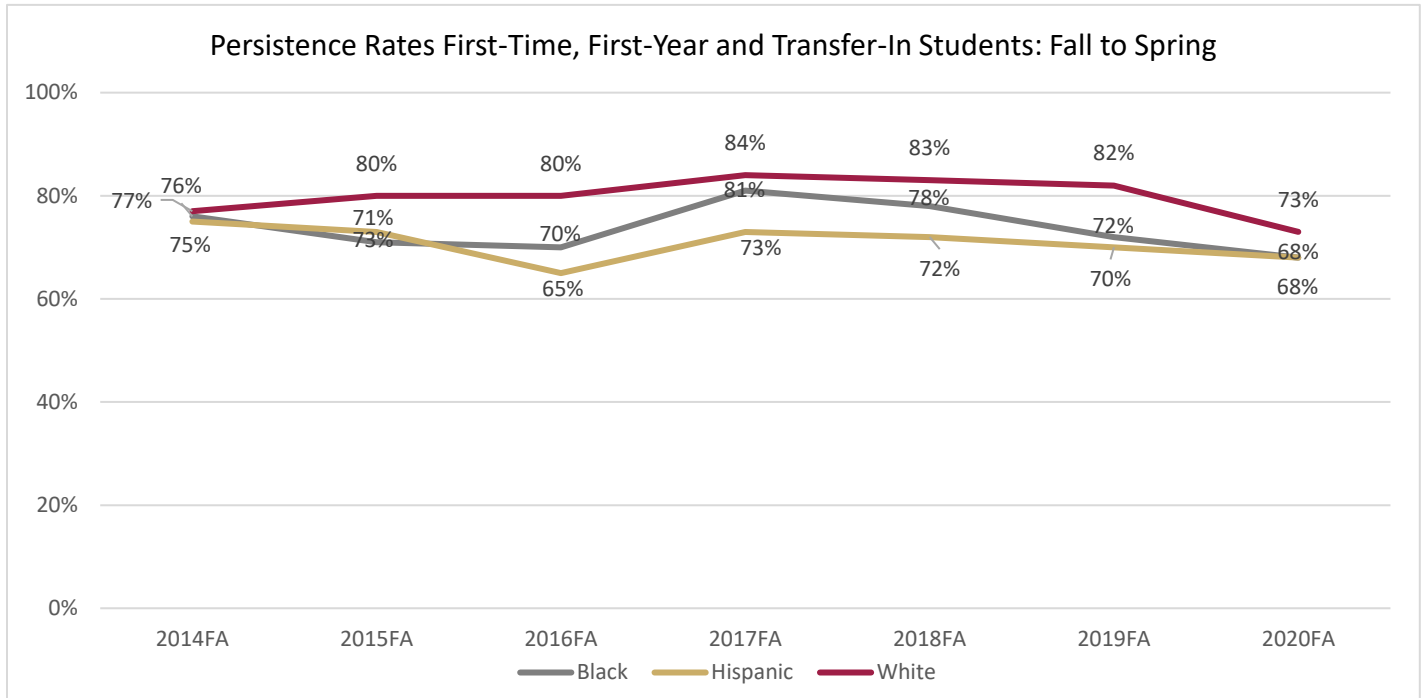
Fall-to-Fall Retention – First-Time, First-Year and Transfer-In Students

Fall to fall retention rates show similar equity gaps by race and ethnicity as in fall-to spring persistence rates. There was a steady rise in retention for Hispanic and white students 2016-2018. Additionally, retention of Black students increased to 56 percent during 2018. Retention for all students dipped in 2019, but for Black and Hispanic students' retention gradually begin to rise in 2020.

Retention Rates of First-Time, First-Year and Transfer-In Students: Fall to Fall
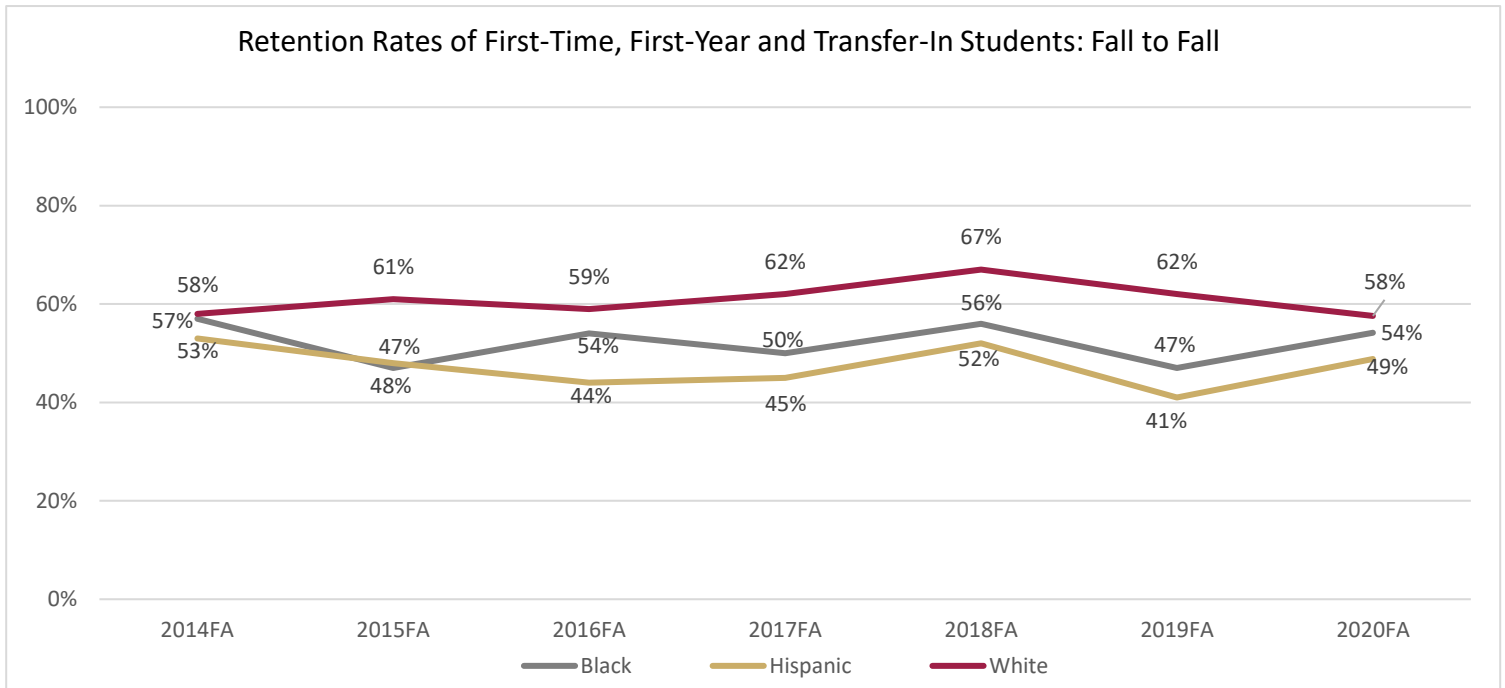
Fall to Fall Retention Rates by Race/Ethnicity – First-Time, First-Year and Transfer-In Students						
Cohort	# Students in cohort	adjusted cohort **	Black	Hispanic	White	All Students	Target for All Students
2014 Fall	1694	1655	57%	53%	58%	56%	--
2015 Fall	1542	1497	47%	48%	61%	54%	**56%**
2016 Fall	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%**

**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 had a target of a 25% graduation rate for all race groups by 2020 (2017 cohort). There was improvement for all groups, notably in the Hispanic rates, which grew from 9% in 2014 to 15% in 2020.

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

2020 Target = 25%

Year (Cohort)	Black	Hispanic	White
2014 (2011 Cohort)	14%	9%	28%
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%

Legend: Black, Hispanic, White, Target

Transfer to Four-year Colleges

Student equity gaps were not distinct among graduates transferring to 4-year institutions in 2020.

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

Legend: ■ Black ■ Hispanic ■ White

Data values by year:
- 2016: Black 32%, Hispanic 33%, White 30%
- 2017: Black 40%, Hispanic 25%, White 35%
- 2018: Black 41%, Hispanic 34%, White 28%
- 2019: Black 28%, Hispanic 35%, White 28%
- 2020: Black 32%, Hispanic 34%, White 30%
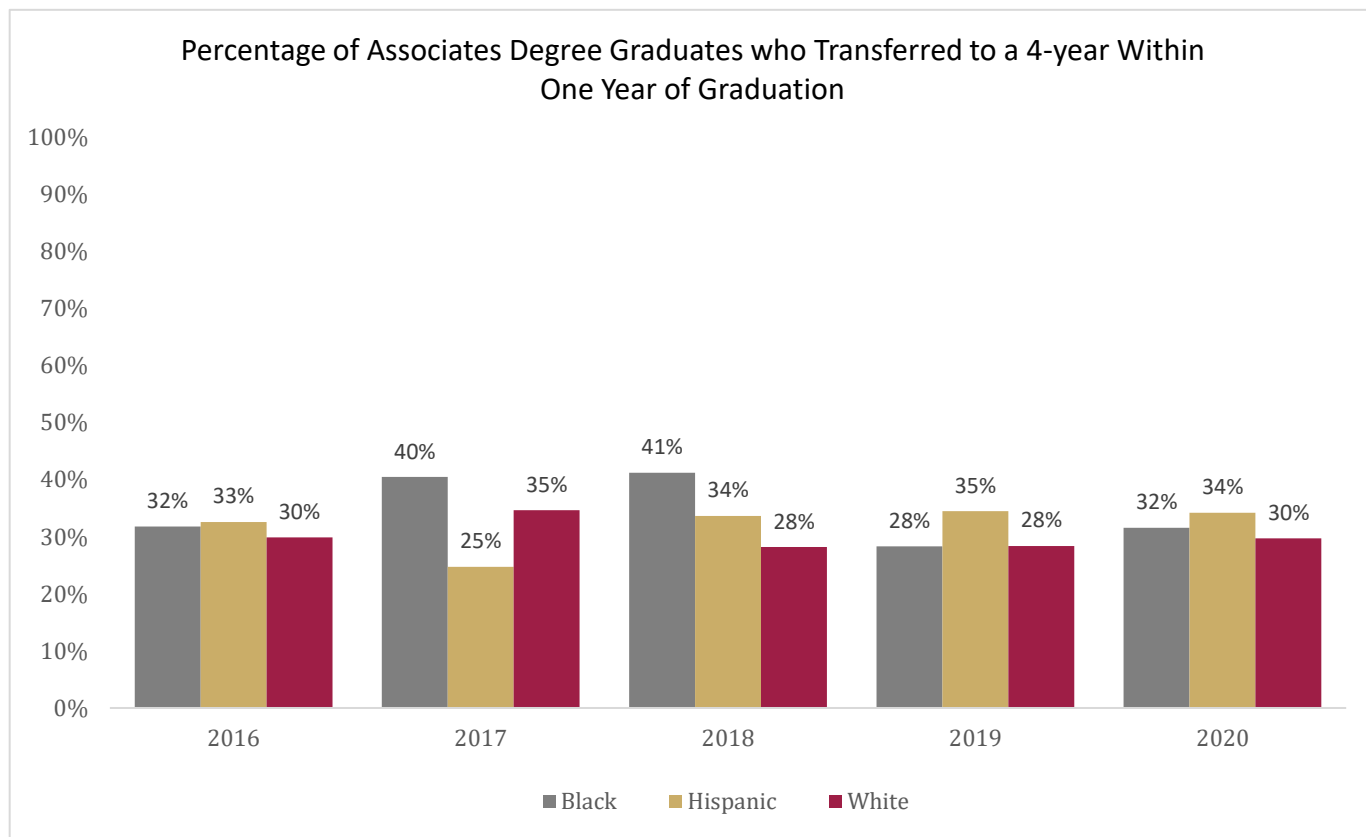
Top 4-year Transfer Institutions – Full-Year 2020 Graduates

College or University	# 2020 STCC Grads Attending within One Year of Graduation
WESTFIELD STATE UNIVERSITY	75
UNIVERSITY OF MASSACHUSETTS AT AMHERST	64
ELMS COLLEGE	41
WESTERN NEW ENGLAND UNIVERSITY	17
AMERICAN INTERNATIONAL COLLEGE	15
SOUTHERN NEW HAMPSHIRE UNIVERSITY	9
BAY PATH UNIVERSITY	7
UNIVERSITY OF MASSACHUSETTS LOWELL	5

* Transfer Data was acquired from the National Student Clearinghouse.

programs
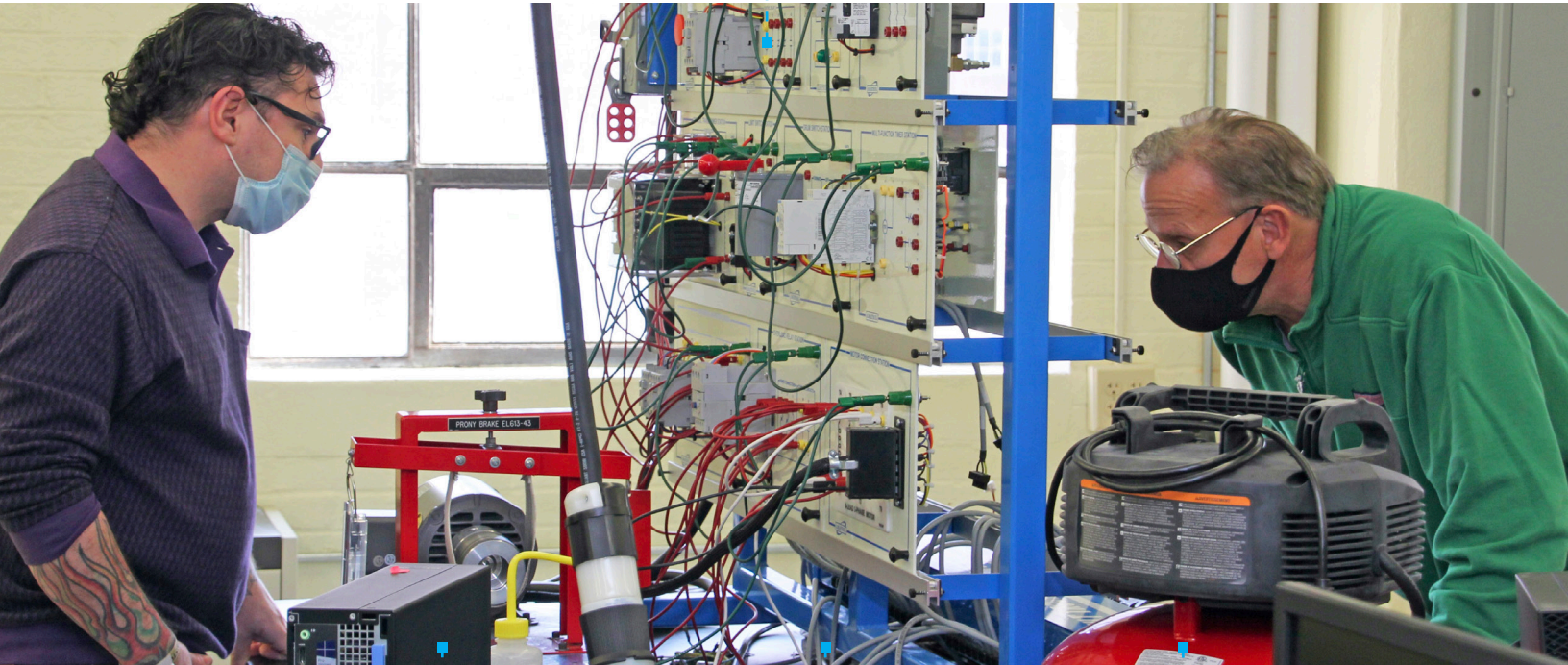
19 Health & Patient Simulation

26 Liberal & Professional Studies

53 Science, Technology, Engineering & Mathematics

Chapter 3 - Academic Programs

Schools & Programs

Springfield Technical Community College consists of three schools. The School of Liberal and Professional Studies (LAPS) accounted for half of the total enrollment in the fall of 2020. 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 17 percent. Enrollment in a STEM or SHPS program slightly increased 1-2 percent from 2019FA. Nine percent of students were Non-Matriculated, Early College, or Gateway to College, and Dual-Enrolled students.

Enrollment by School - 2020 Fall

LAPS, n=2,186 (50%)
STEM, n=1035 (24%)
SHPS, n=737 (17%)
UNDC, n=369 (9%)
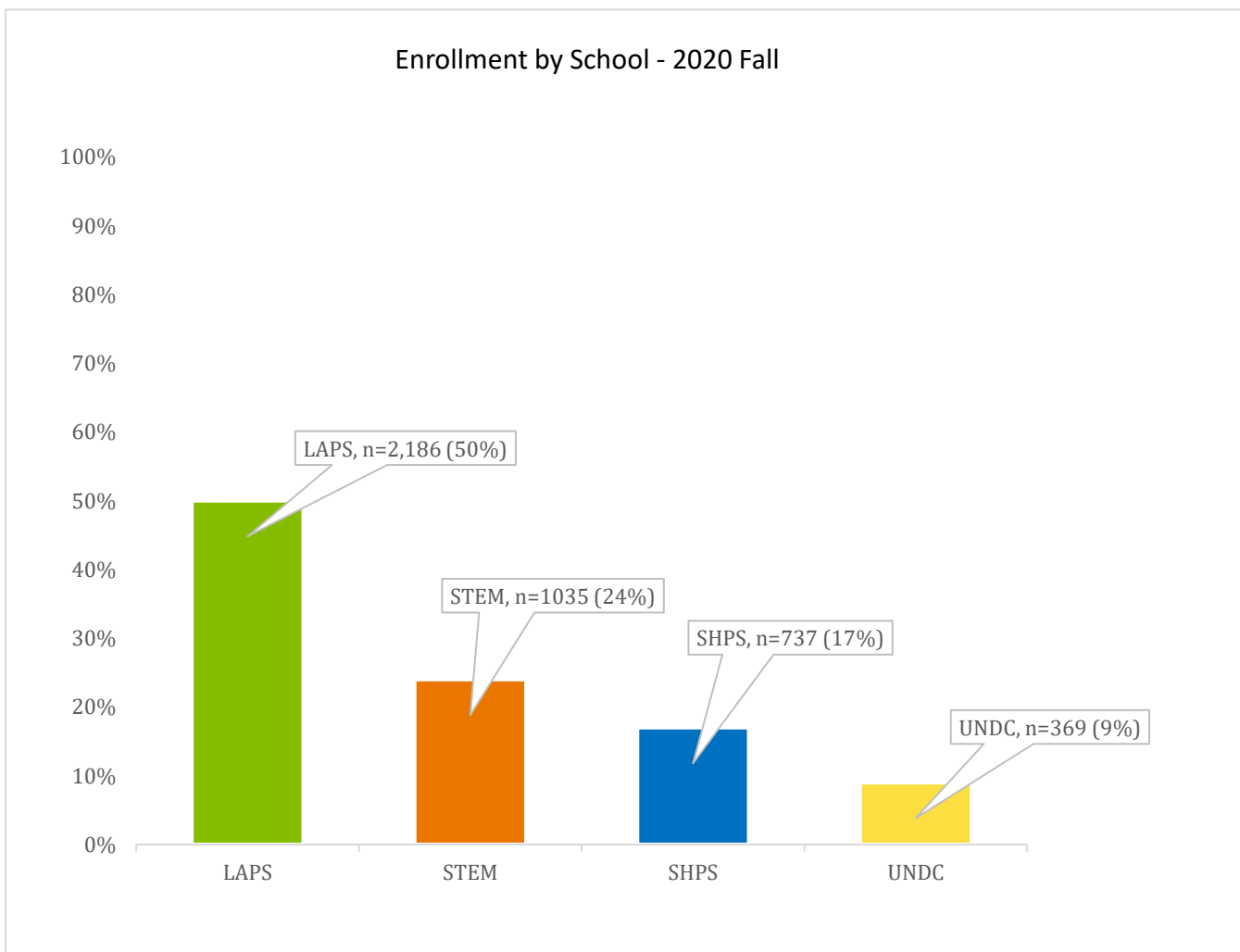
Fall 2020 Program Enrollment by School and Department

*Total 2020 Fall Enrollment-All Schools			
Associate	Certificate	Grand Total	
4,063	264	**4327**	**100%**
School of Liberal Arts and Professional Studies - LAPS			
Associate	Certificate	Total	% of Grand Total
		2149	**50%**
General Studies	1030		-	1030	24%
Business -All Options	296		-	296	6%
Criminal Justice/Criminal Justice Transfer	208	Criminal Justice	3	211	5%
Human Services/ Social Work Transfer	122		-	122	3%
Early Childhood Education/Early Childhood Education Transfer	42	Child Development Associate Plus	66	108	3%
Applied Psychology	88		-	88	2%
Pre-Health	79		-	79	2%
Art	40		-	40	1%
Pre-Eng/Sci Transfer	32		-	32	1%
Elementary Ed Transfer	27		-	27	1%
Secondary Ed Transfer	25		-	25	1%
Medical Office Admin	10	Medical Office Admin	17	27	1%
Office Admin Assist Professional	21		-	21	<1%
Management	9		-	9	<1%
Accounting	8		-	8	<1%
Professional Office Admin	7		-	7	<1%
Liberal Arts Transfer	6		-	6	<1%
	-	Clerical Office Asst	5	5	<1%
Urban Studies	4		-	4	<1%
Entrepreneur	2		-	2	<1%
Marketing	2		-	2	<1%
School of Science, Technology, Engineering, and Math - STEM			
Associate	Certificate	Total	% of Grand Total
		1035	**24%**
Comp & IT Security	134	Comp & IT Security	8	142	3%
Mechanical Engr Tech	101		-	101	2%
Engineering Transfer	90		-	90	2%
Biology Transfer	79		-	79	2%
Computer Science Transfer	66		-	66	2%
Architecture & Building Tech	59	Architecture Design	7	66	2%
Energy Sys Tech/HVAC	26	Energy Sys Tech/HVAC	38	64	1%
Elec Engr Tech	59	Elec Robotics Engr Tech	3	62	1%
Comp Systems Engr Tech	47	Comp Systems Engr Tch	2	49	1%
Building Construction Mgmt	34	Building Construction Mgmt	4	38	1%
Programmer	31	Programmer	6	37	1%
Graphic Design	35		-	35	1%
Optics and Photonics	19	Optics and Photonics	6	25	1%
Dig Photo	17	Dig Photo	6	23	1%
	-	CNC Opps	21	21	<1%

Associate		Certificate		Total	% of Grand Total
Communication Digital Media Transfer	20	Digital Media/Multimedia	1	21	<1%
Interactive Media/Animation Design Tech	20		-	20	<1%
TV Production Tech	13	TV Production Tech	1	14	<1%
Biomedical Equipment Tech	7		-	7	<1%
Biotechnology Transfer	7	Biotechnology	-	7	<1%
Chemistry Transfer	7		-	7	<1%
Civil Eng Tech	7	Civil Eng Tech	0	7	<1%
Dig Audio Broadcasting	7		-	7	<1%
Landscape Design Mgmt Tech	6	Landscape Design Mgmt Tech	2	8	<1%
Math Transfer	6		-	6	<1%
Automotive Tech	4		-	4	<1%
		Social Media Strategy and Design	4	4	<1%
Civil Construc Mgmt	3	Civil Construc Mgmt	1	4	<1%
Elec Sys Engr	3		-	3	<1%
-		CAD/CAM	3	3	<1%
Building Automation	3			3	<1%
		Dig Publishing	3	3	<1%
Mechanical Engineering Technology Transfer	2			2	<1%
		Microcomputer Specialist	2	2	<1%
Web & Ad Design	2		-	2	<1%
		Internet of Things	1	1	<1%
Biomedical Engineering Technology	1		-	1	<1%
Pre Med/Dent/Vet Transfer	1		-	1	<1%

School of Health and Patient Simulation - SHPS					
Associate		Certificate		Total	% of Grand Total
				737	**17%**
Nursing	187		-	187	4%
Health Science	146		-	146	3%
Fire Sci Tech	42	Fire Sci Tech	3	45	1%
Surgical Tech	42		-	42	1%
Medical Coding & Billing Spclst	40	Medical Coding & Billing Spclst	22	62	1%
Dental Hygiene	40	Dental Assistant	2	42	1%
Radiologic Technology	34		-	34	1%
Respiratory Care	34		-	34	1%
Physical Therapist Asst	32		-	32	1%
Diagnostic Medical Sonography	18	Diagnostic Computed Tomography	11	29	1%
Occupational Therapy Asst	26		-	26	1%
Medical Lab Technician	25		-	25	1%
Medical Assistant	5	Medical Assistant	16	21	<1%
Health Info Tech	12			12	<1%

Undeclared Major -UNDC					
Associate		Certificate		Total	% of Grand Total
				406	**9%**
Undeclared Non-Dual Enrolled	273			273	6%
**Undeclared Dual Enrolled	133			133	3%

*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.

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. Program and division percentages are those taken from the total n=4,327.

Full-Year 2021 Degrees and Certificates Conferred by Program

Degrees & Certificates Conferred - Fiscal Year 2021 (July 1, 2020 - June 30, 2021)					
Associate		Certificate		Grand Total	
780		169		949	100%
School of Liberal Arts and Professional Studies - LAPS					
Associate		Certificate		Total	% of Grand Total
				406	43%
General Studies	151			151	16%
Business –All Options	66			66	7%
Early Childhood Education/Early Childhood Education Transfer	15	Child Development Associate Plus	41	56	6%
Criminal Justice/Criminal Justice Transfer	48	Criminal Justice	1	49	5%
Human Services/ Social Work Transfer	13			13	1%
Pre-Health	13			13	1%
Medical Office Admin	3	Medical Office Admin	9	12	1%
Liberal Arts Transfer AA	5			5	1%
Applied Psychology	5			5	1%
Early Child Ed AS	4			4	<1%
Professional Office Admin AS	4			4	<1%
Art AA	4			4	<1%
Secondary Ed Transfer AA	4			4	<1%
Accounting AS	4			4	<1%
Management AS	3			3	<1%
Office Administrative Assistant Professional	3			3	<1%
Pre-Eng/Sci Transfer AA	3			3	<1%
Elementary Ed Transfer	3			3	<1%
		Clerical Office Asst	2	2	<1%
Urban Studies					
Entrepreneur	1			1	<1%
Marketing	1			1	<1%
School of Science, Technology, Engineering, and Math - STEM					
Associate		Certificate		Total	% of Grand total
				259	27%
Energy Sys Tech/HVAC	4	Energy Sys Tech/HVAC	26	30	3%
Comp & IT Security AS	28	Comp & IT Security		28	3%
Mechanical Engr Tech	26			26	3%
Engineering Transfer	22			22	2%
Biology Transfer	15			15	2%

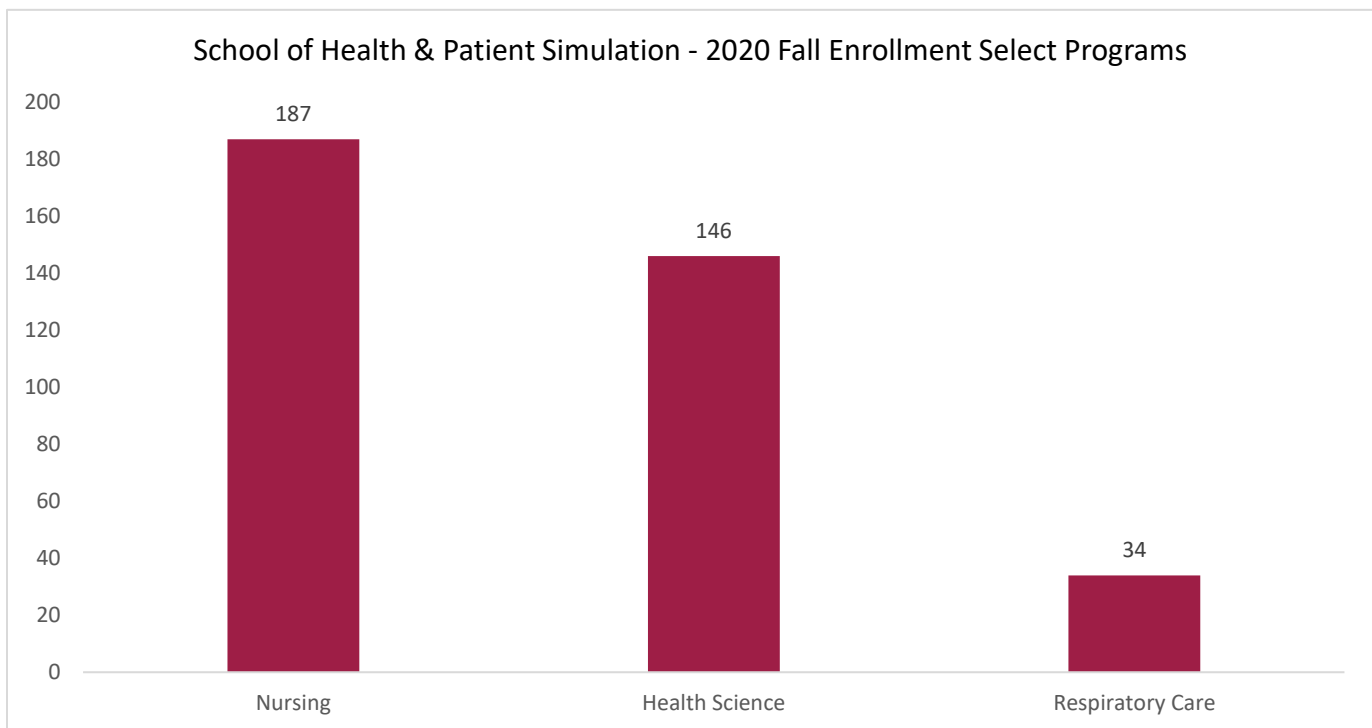| Associate		Certificate		Total	% of Grand total
Computer Science Transfer AS	13			13	1%
Comp Systems Engr Tech	11	Comp Systems Engr Tech	2	13	1%
Elec Engr Tech	10	Elec Robotics Engr Tech	3	13	1%
Building Construction Mgmt	10	Building Construction Mgmt	3	13	1%
Graphic Design	10			10	1%
		CNC Opps	9	9	1%
Optics and Photonics	7	Optics and Photonics	1	8	1%
Interactive Media/Animation Design Tech	7	Interactive Media/Animation Design Tech		7	1%
Architecture and Building Tech	7	Architecture Design	2	9	1%
Programmer	5	Programmer	4	9	1%
Communication Digital Media Transfer	6			6	1%
Dig Photo	3	Dig Photo	2	5	1%
Biomedical Equipment Tech	4			4	<1%
		Microcomputer Specialist	3	3	<1%
		Dig Publishing Cert	3	3	<1%
Biotechnology Transfer	2			2	<1%
		CAD/CAM Cert	2	2	<1%
TV Production Tech	2	TV Production Tech		2	<1%
Dig Audio Broadcasting	2			2	<1%
Landscape Design Mgmt Tech		Landscape Design Mgmt Tech	1	1	<1%
Automotive Tech	1	Automotive Tech		1	<1%
Elec Sys Engr	1	Elec Sys Engr		1	<1%
Building Automation	1			1	<1%
Chemistry Transfer AS	1			1	<1%
School of Health and Patient Simulation - SHPS					
Associate		**Certificate**		**Total**	**% of Grand total**
				284	**30%**
Nursing	72			72	8%
Dental Hygiene	19			19	2%
		Cosmetology Cert	18	18	2%
Health Science	17			17	2%
Respiratory Care	16			16	2%
Surgical Tech	16			16	2%
Medical Coding & Billing Spclst	11	Medical Coding & Billing Spclst	9	20	2%
Medical Assistant	4	Medical Assistant	15	19	2%
Fire Sci Tech	13	Fire Sci Tech	2	15	2%
Radiologic Technology	14			14	1%
Physical Therapist Asst	14			14	1%
Diagnostic Medical Sonography	9			9	1%
Medical Lab Technician	9			9	1%
Occupational Therapy Asst	9			9	1%
		Dental Asst	7	7	1%
Health Info Tech	6			6	1%
		Diagnostic Computed Tomography	4	4	<1%

STCC Workforce Mission

In response to inhibited 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. This blueprint was subsequently updated during 2020. STCC's commitment to addressing the regional workforce needs reinforced the college's focus on student enrollment, retention, and graduation within Health, STEM, and Human Services programs.
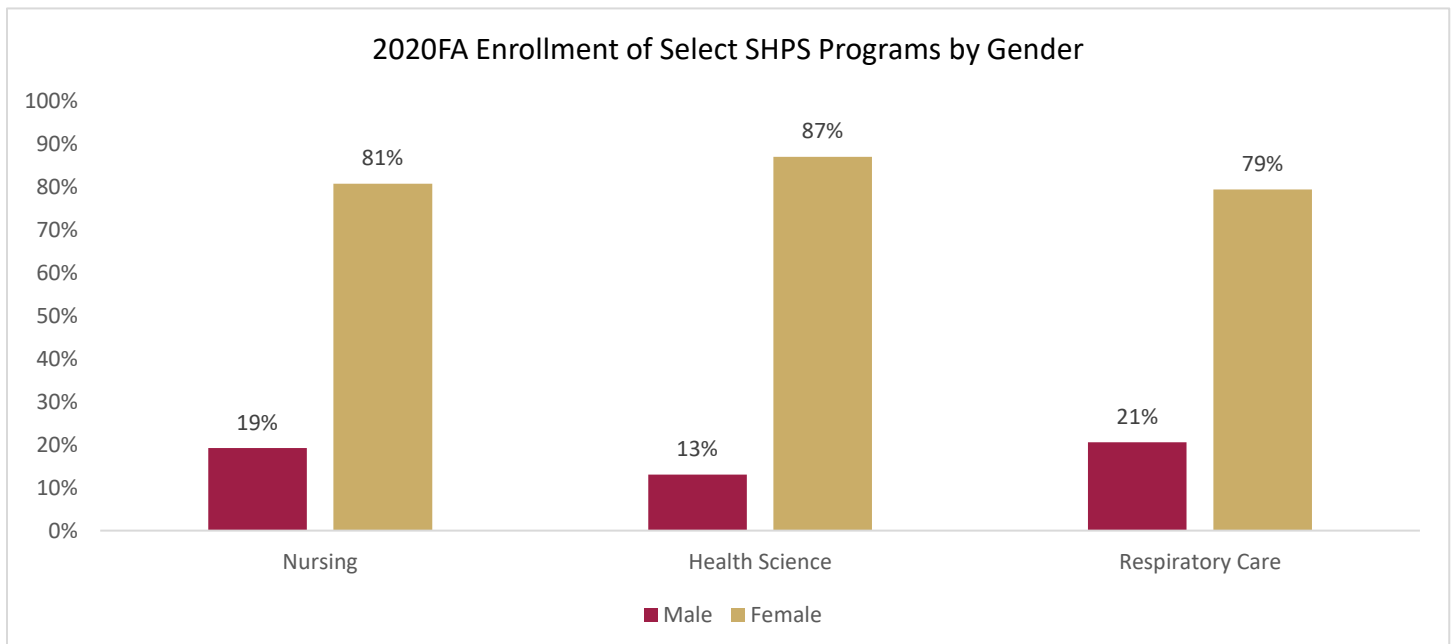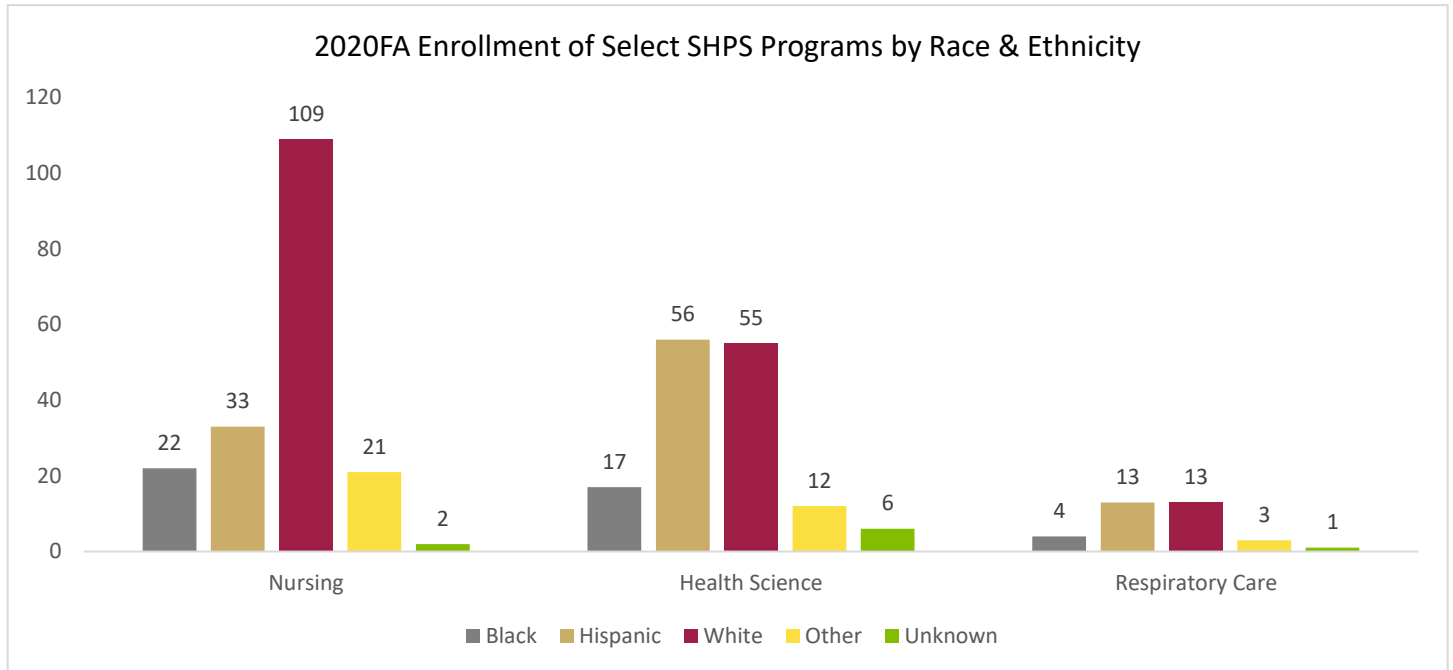
Workforce Alignment - SHPS

Overview Student Enrollment – Select SHPS Programs

In 2020, the COVID-19 pandemic highlighted the limitations and growing constraints on our nation's healthcare system, including a shortage of healthcare personnel throughout the Bay State; the Western Massachusetts Regional Workforce Skills Planning Initiative highlighted a substantial need for Direct-Care workers (RN's, Pulmonary & Respiratory Therapists). STCC has taken steps to offer strategic alignment between the college and regional/state needs by offering a diverse range of healthcare programs, many of which feature clinical placements and internship opportunities offered through programmatic and/or 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.

School of Health & Patient Simulation - 2020 Fall Enrollment Select Programs

Program	Enrollment
Nursing	187
Health Science	146
Respiratory Care	34

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

In line with the Pioneer Valley Labor Market Blueprint 2018-2022, and STCC's 2015-2020 Student Success Plan, student success in high demand Healthcare programs has been monitored with attention to the economic needs of Western Massachusetts but also through a lens of equity. Enrollment in high demand and transferrable health programs such as Nursing and Health Science have realized an increasing number of students of color compared to five years ago. Most notably, equity is highly visible in the Health Science program, which has increased enrollment across all race groups more than 100% since its inception in 2018. However, select health programs still lack gender diversity. As of 2020FA, most health programs are predominately female.

2020FA Enrollment of Select SHPS Programs by Race & Ethnicity

2020FA Enrollment of Select SHPS Programs by Gender

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

Overall course outcomes for select health programs show a high level of academic achievement. As with a majority of Health and Patient Simulation programs, over 90 percent of nursing students received an average course outcome of C- or better.
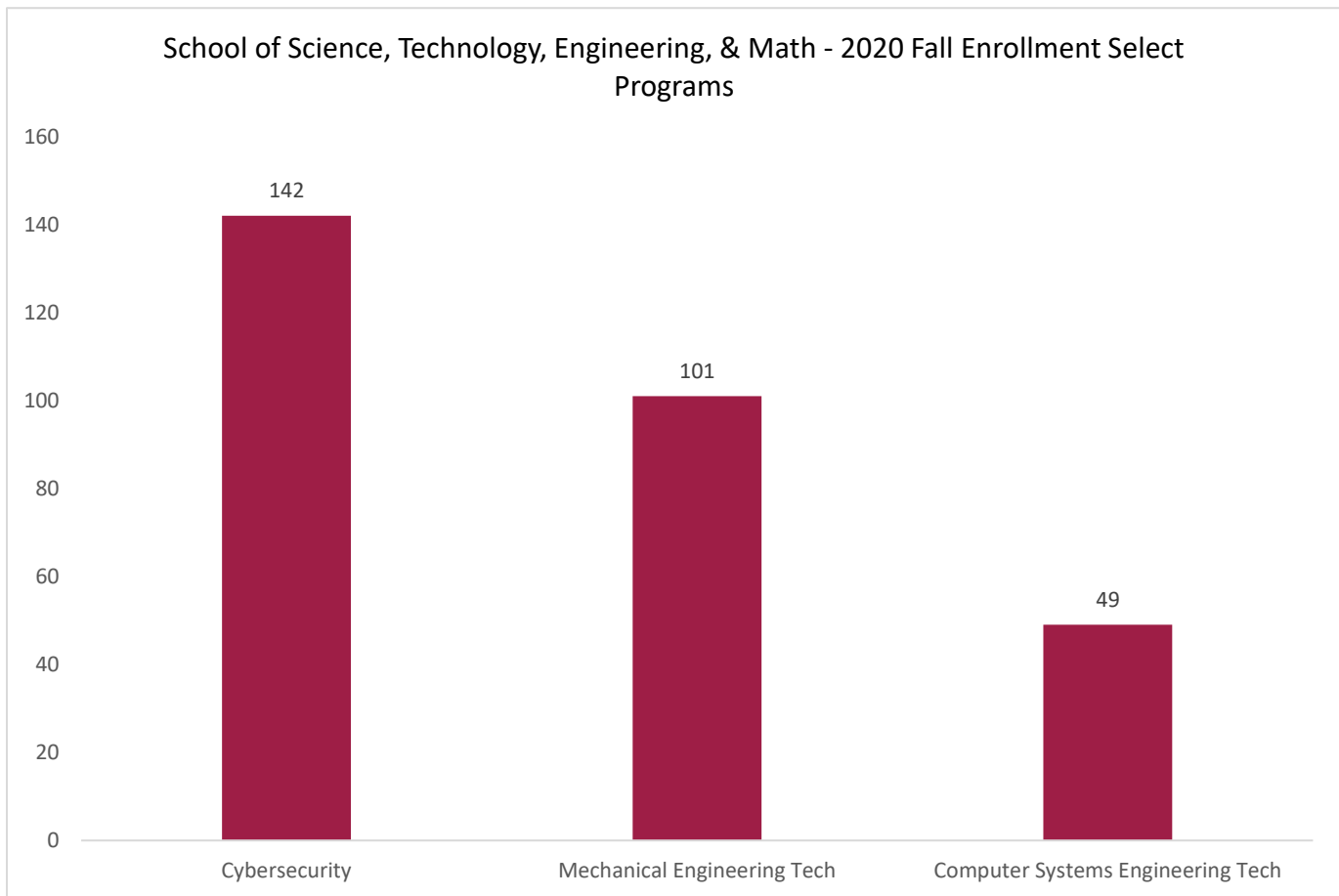
Across race groups, approximately 70 percent or more of Respiratory Care students averaged a C- or better in their coursework during the 2020 fall. However, course achievement gaps exist between race cohorts enrolled in the Health Science program, where course outcomes varied from 50-85%.

2020FA Key SHPS Programs by Student Course Outcome
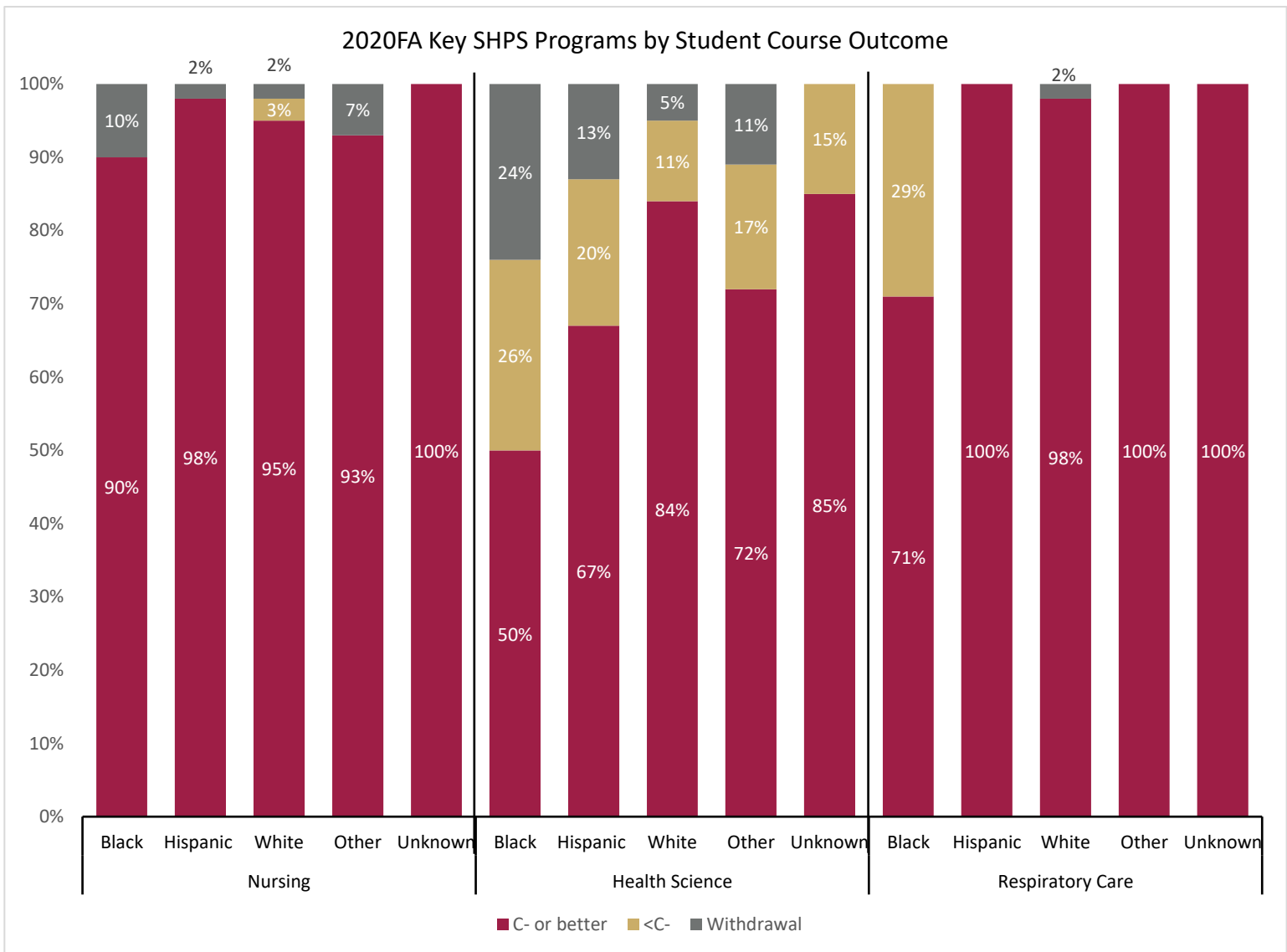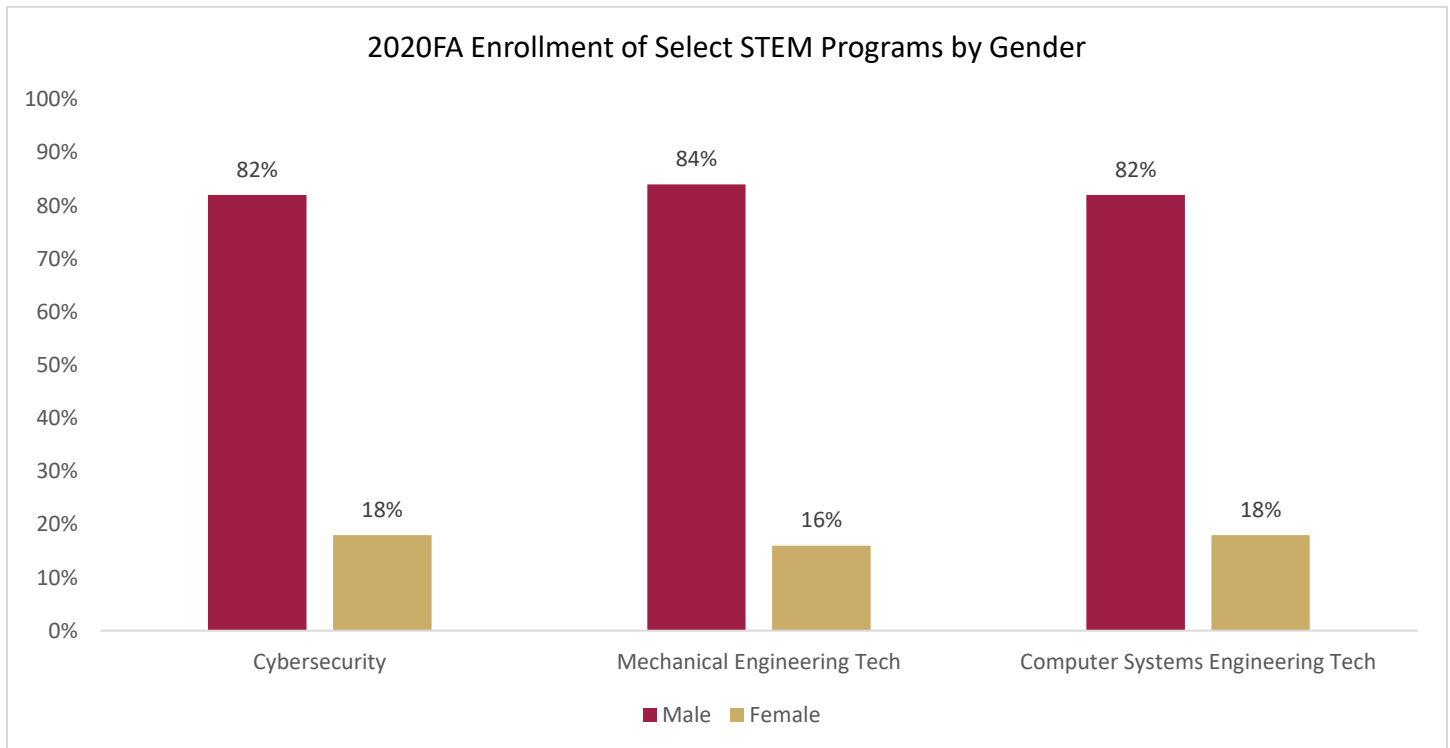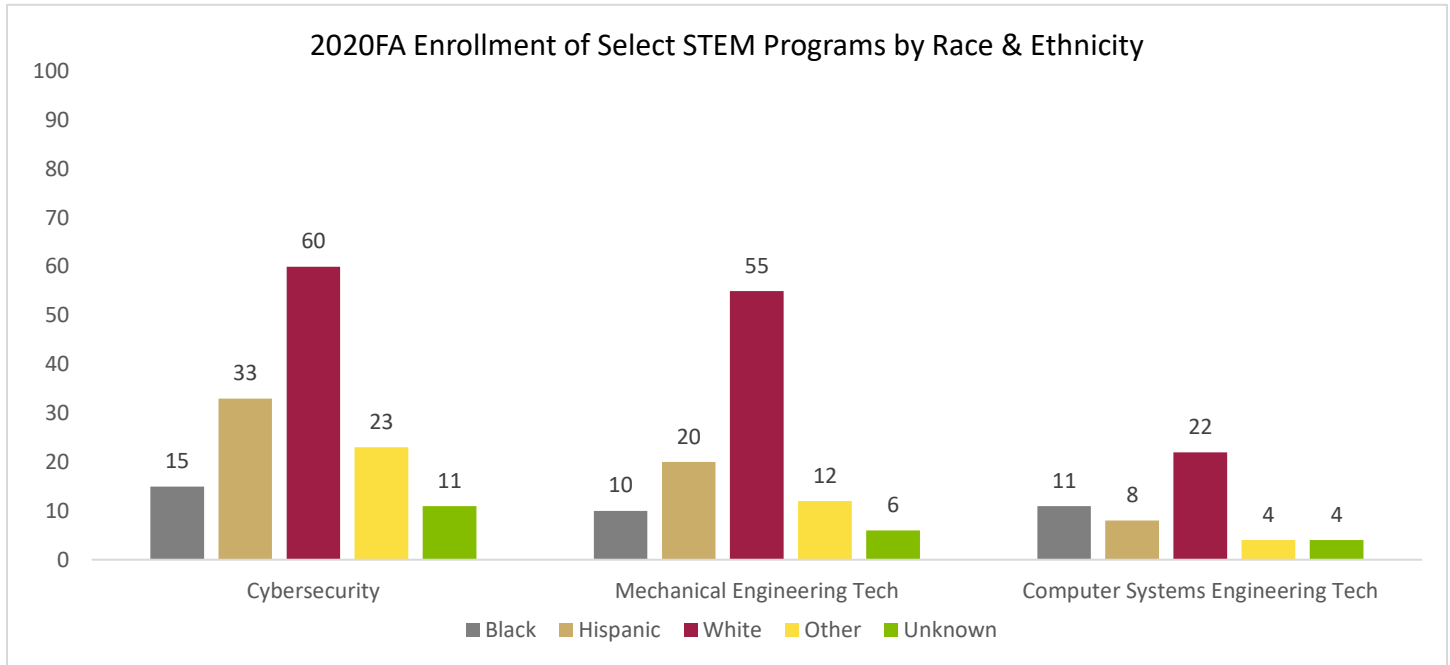
Workforce Alignment - STEM

Overview of Student Enrollment – Select STEM Programs

According to Education Week, jobs within STEM industries are expected to grow to nearly 9 million by 2022. Regional workforce initiatives have pinpointed a need for information security professionals, and back-end technology experts - including communication and logistical support personnel. As the only technical community college in all of Massachusetts, STCC has taken efforts to increase STEM-related competencies across the educational and professional space in a growing technological economy. STCC offers a diverse application of STEM programs ranging from computer science to electrical and mechanical engineering technologies. The college's program catalog also aligns with Pioneer Valley's need for skilled machinists by offering programs in CAD/CAM and CNC operations.

School of Science, Technology, Engineering, & Math - 2020 Fall Enrollment Select Programs

Program	Enrollment
Cybersecurity	142
Mechanical Engineering Tech	101
Computer Systems Engineering Tech	49

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

Across the select STEM programs, students of color represented 40-50 percent of total enrollment in 2020FA. Black and Hispanic students accounted for over 30 percent of fall enrollment across the Computer Information Technology and Computer Systems Engineering programs respectively. Additionally, 16 percent of enrollment in the Computer Information Technology program were students of color who identified as "Other Race or Two or more Races". In contrast to most health programs, select STEM programs are predominantly male.

2020FA Enrollment of Select STEM Programs by Race & Ethnicity

	Black	Hispanic	White	Other	Unknown
Cybersecurity	15	33	60	23	11
Mechanical Engineering Tech	10	20	55	12	6
Computer Systems Engineering Tech	11	8	22	4	4

2020FA Enrollment of Select STEM Programs by Gender

	Male	Female
Cybersecurity	82%	18%
Mechanical Engineering Tech	84%	16%
Computer Systems Engineering Tech	82%	18%

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. Particularly, over 75 percent of Black students enrolled in the Mechanical Engineering Technology and Computer Systems Engineering Technology programs received an average course outcome of C- or better.
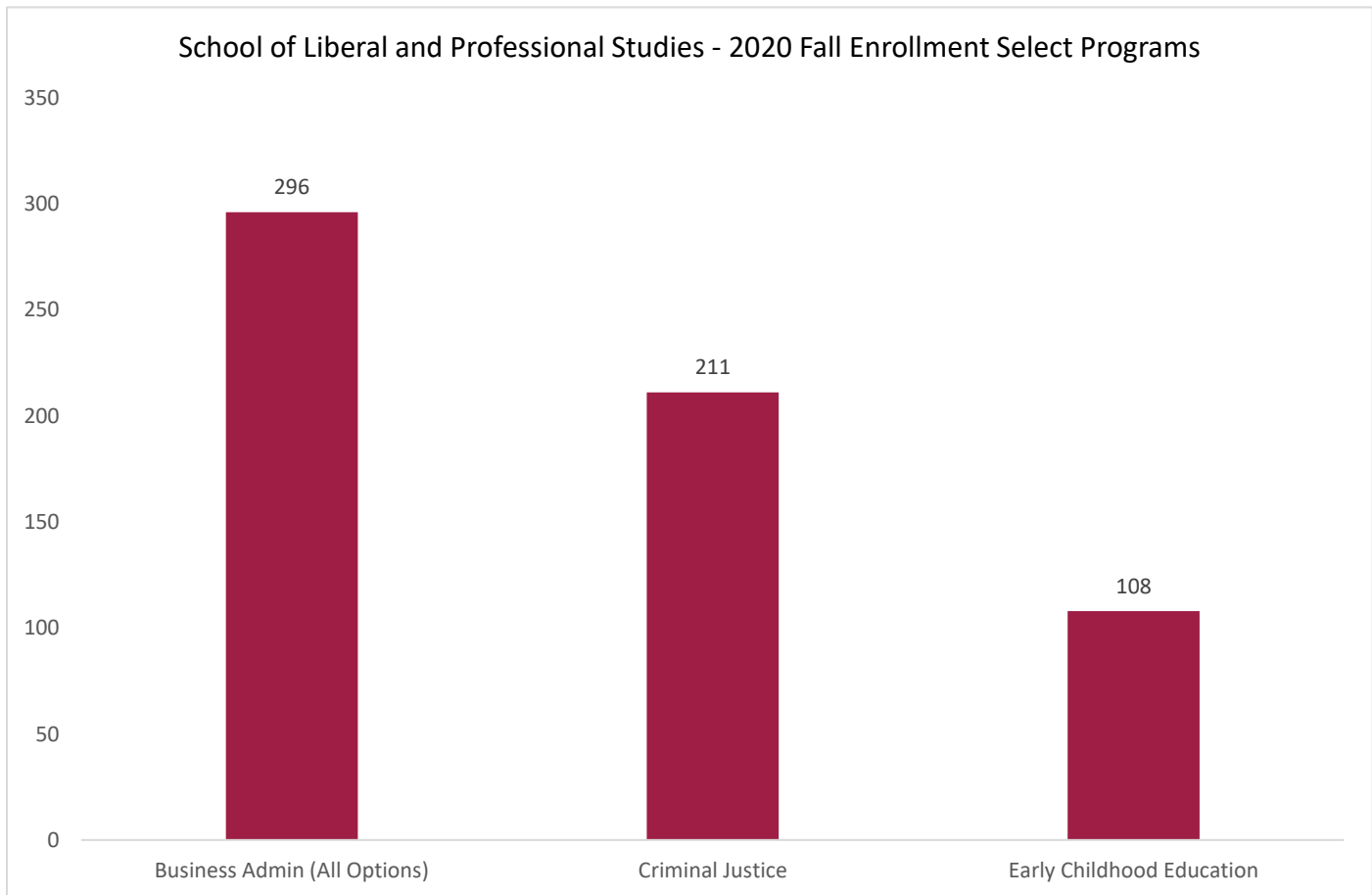
Similarly, approximately 7 in 10 Hispanic students enrolled in a Computer Information Technology or Computer Systems Engineering Technology program also had an average course outcome of C- or better. However, course outcomes are less favorable for Hispanic students enrolled in the Mechanical Engineering Technology program when compared to other race cohorts.
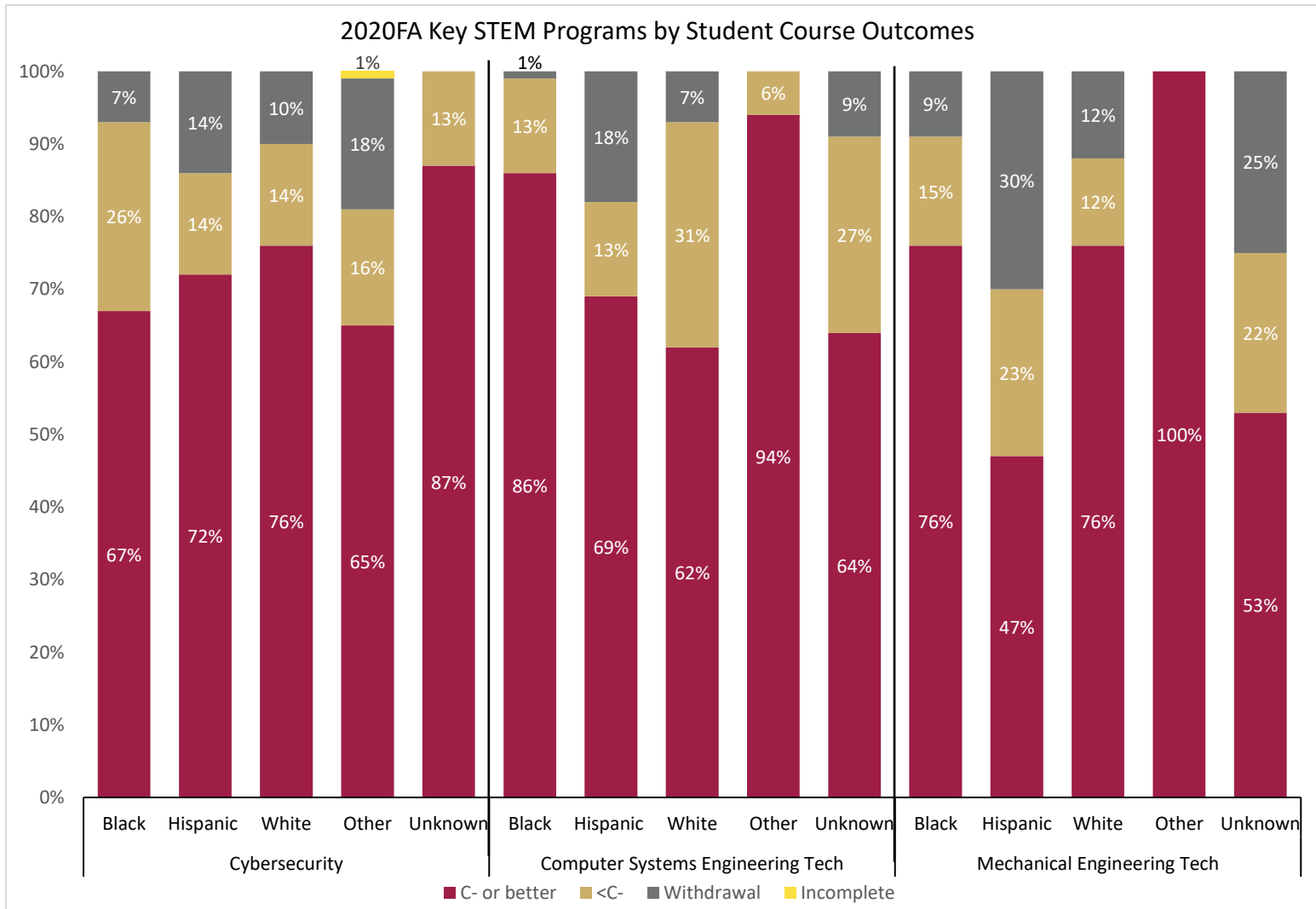
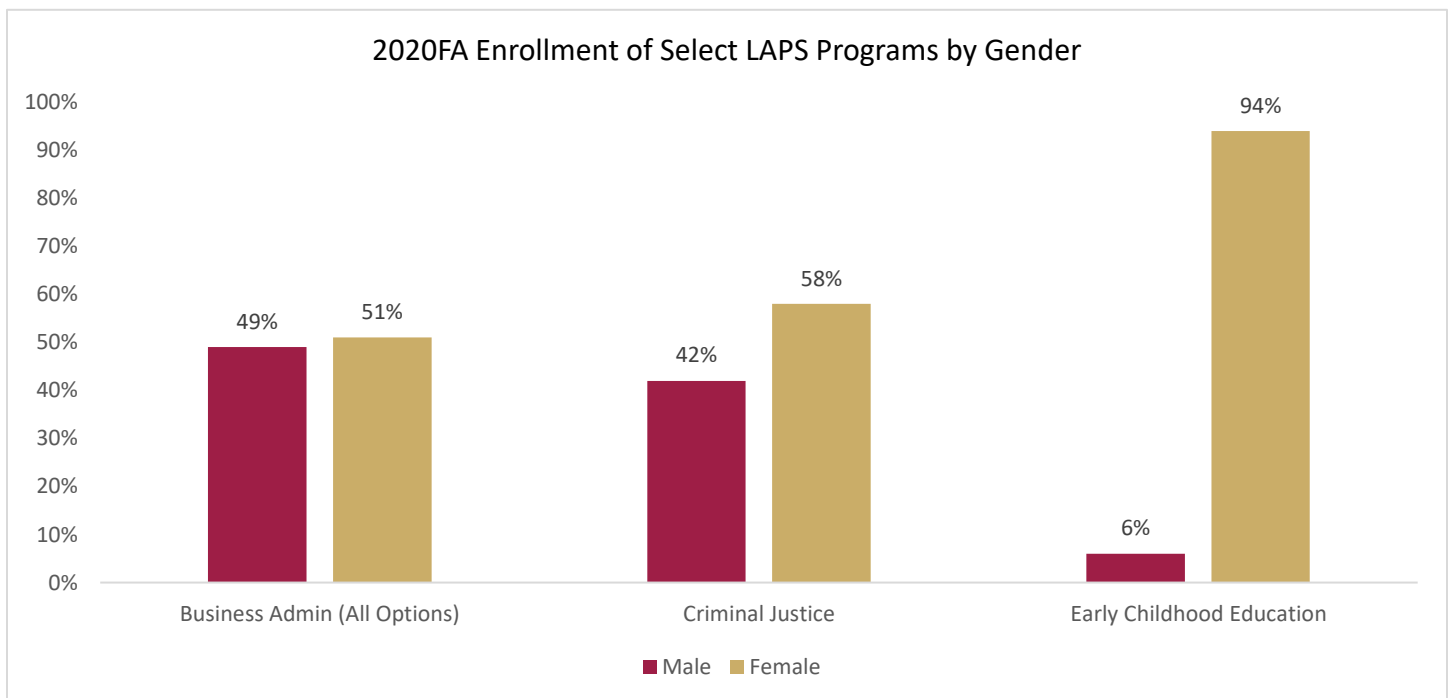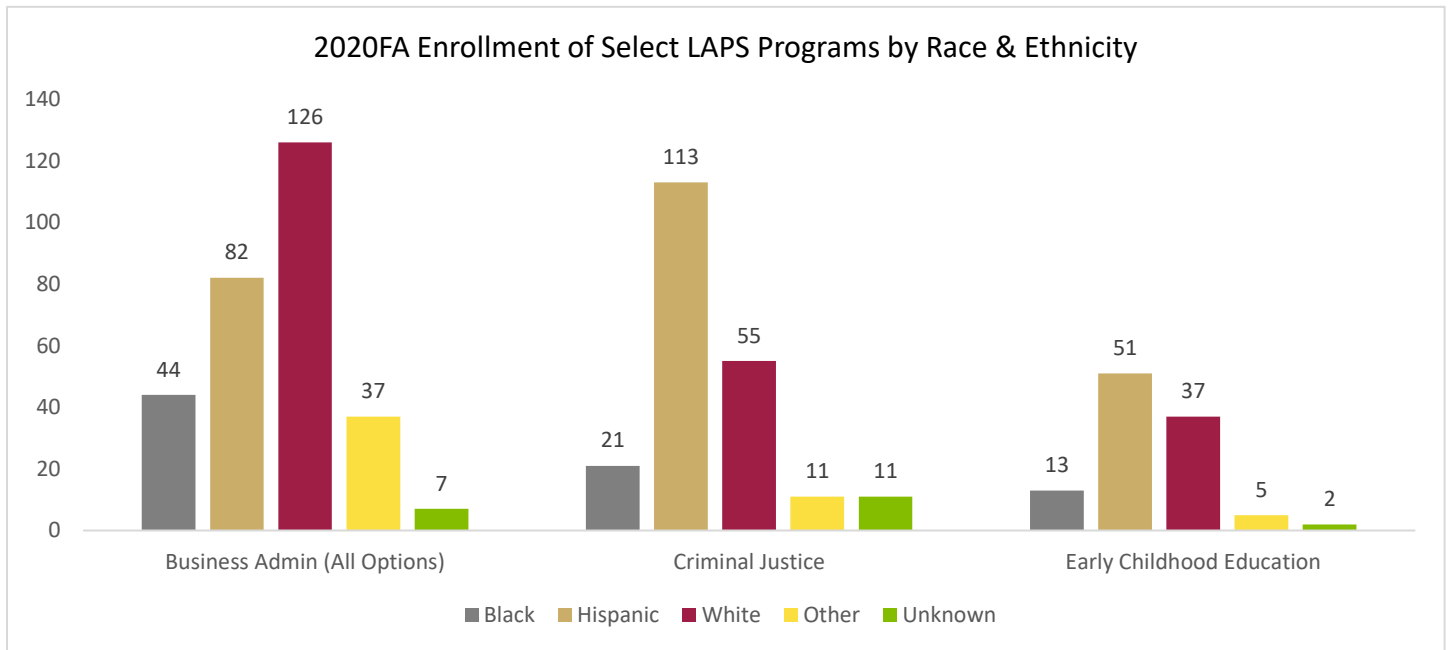2020FA Key STEM Programs by Student Course Outcomes

Overview of Student Enrollment– Select LAPS Programs

The School of Liberal and Professional Studies includes robust program offerings aimed at Cross-Industry Occupations, Teacher Education & Vocational Studies, and Human & Social Services. Identified as emerging occupations that are numerically important due to economic or political change, key programs at the associate and certificate level include Business with embedded coursework in accounting and financial operations, Criminal Justice, and Early Childhood Education. While most programs are designed to be transferable to four-year colleges, some provide credentials that can be immediately exercised in entry-level occupations.

School of Liberal and Professional Studies - 2020 Fall Enrollment Select Programs

| Program	Enrollment
Business Admin (All Options)	296
Criminal Justice	211
Early Childhood Education	108

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

Racial/Ethnic diversity is distinctly apparent among select LAPS programs. Students of color represented 55 percent of total Business program enrollment. Hispanic students represented over 53 percent of total enrollment across the Criminal Justice programs, and 47 percent of enrollment across Early Childhood Education programs respectively. Students enrolled in Early Childhood Education were predominately female, while the Business and Criminal Justice programs showcase a more balanced gender distribution. Noteworthy, more than third of Criminal Justice students are Hispanic females.

2020FA Enrollment of Select LAPS Programs by Race & Ethnicity

Program	Black	Hispanic	White	Other	Unknown
Business Admin (All Options)	44	82	126	37	7
Criminal Justice	21	113	55	11	11
Early Childhood Education	13	51	37	5	2

2020FA Enrollment of Select LAPS Programs by Gender

Program	Male	Female
Business Admin (All Options)	49%	51%
Criminal Justice	42%	58%
Early Childhood Education	6%	94%

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 76 percent of students receiving an average of C- or better. Across all programs, Black students achieved a C- or better in around 70 percent of their courses.

2020FA Select LAPS Programs by Student Course Outcomes
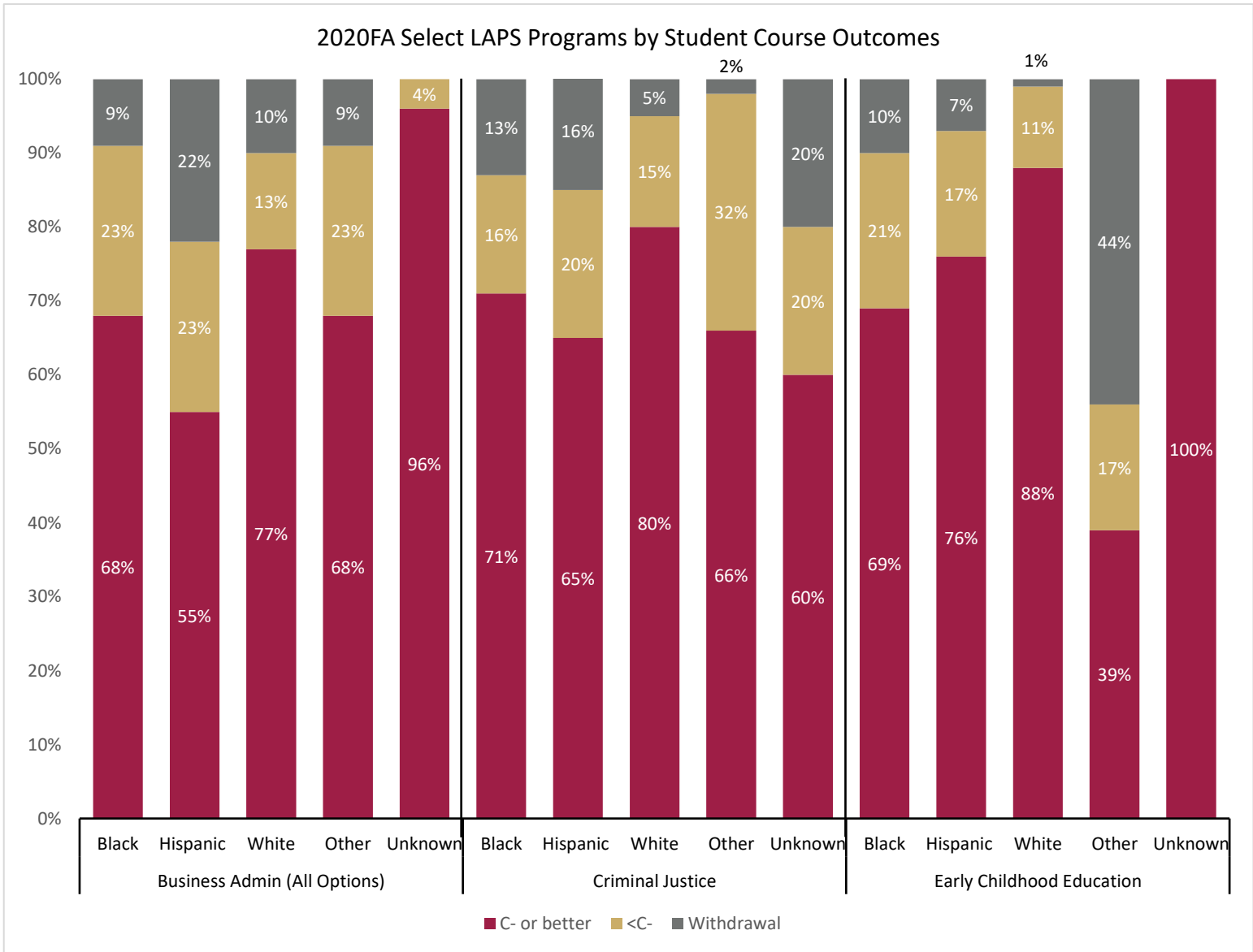
institutional resources

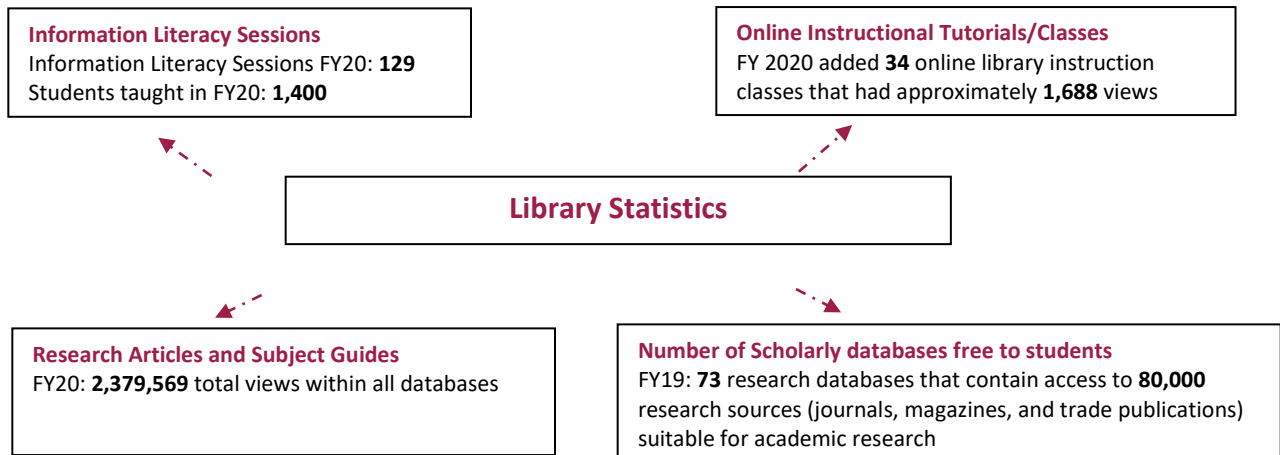# Chapter 4 - Personnel, Library Information & Facilities

All Employees

During 2021 STCC employed 774 workers (52% Full-time, 48% Part-time). Currently, employee data is limited to the fiscal year 2021.

All Employees by Occupational Category (2020- 2021)			
Position	FT	PT	Total
Instructional Staff	130	275	405
Librarian Services	6	3	9
Student and Academic Affairs	38	40	78
Management Occupations	49	0	49
Business and Financial Operations	20	1	21
Computer, Engineering, and Science	19	3	22
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	10	19	29
Healthcare Practitioners and Technical	2	0	2
Service Occupations	29	10	39
Office and Administrative Support	66	17	83
Construction, Maintenance, Production, & Transportation	37	1	38
Total	406	369	774

*Data is gathered from IPEDS Spring reporting cycle 2020-2021

Library Information

Information Literacy Sessions
Information Literacy Sessions FY20: **129**
Students taught in FY20: **1,400**

Online Instructional Tutorials/Classes
FY 2020 added **34** online library instruction classes that had approximately **1,688** views

Library Statistics

Research Articles and Subject Guides
FY20: **2,379,569** total views within all databases

Number of Scholarly databases free to students
FY19: **73** research databases that contain access to **80,000** research sources (journals, magazines, and trade publications) suitable for academic research

Library Holdings for FY2020: Number of print book titles, electronic books titles, Media (DVDs, Videos, Music, and Microforms), Print & Electronic Serials Subscriptions (Periodicals - Newspapers, Magazines, and Journals), reserves, Chromebooks/hotspots.

Library Holdings	
	FY 2020
Book	20,038
DVD & Audio	313
Non-circulating	246
Periodical (journals)	2,233
Reference	107
Reserves	568
Chromebooks	350
Hotspots	247
Total	**24,102**

Students Loans for FY2020: Lending of scholarly material to enrolled students.

Library Circulation & Lending	
	FY 2020
STCC Material/Patrons	6,356
HELM	N/A
COMCAT	N/A
OCLC	297
DOCLINE	28
Total	**6,681**

Physical Plant Facilities

The COVID-19 Pandemic

The past year presented tremendous challenges for the essential workers on the Facilities team. Keeping the college facilities up and running and safe during the pandemic became the focus of everyone's role. The maintainers carried the biggest burden of maintaining the strict cleaning and sanitizing protocols throughout the year.

Campus-wide Envelope Study

Facilities completed a key certified study that identified all the exterior envelope and roof deficiencies needed on thirteen campus buildings. $11 million in total need was identified and in FY21, Facilities began to 'chip away' at that large portfolio of work. Building 32 underwent a roof replacement and repairs to the exterior of Building 2 were completed. Six other buildings received much needed roof and gutter repairs. Those projects totaled approximately $743,000.

Fire Escape Removal and Repair

Fire escape removal and repair was conducted on Buildings 14,16, and 27 bringing them up to modern building code and saving their historic building exteriors from further damage. Those projects totaled approximately $405,000.

Environmental Initiatives

STCC continued its efforts to reduce emissions and environmental impact of public institutions of higher education as outlined in Leading by Example Executive Order 594. The College added two EV charging stations on campus and they are available to students, staff, and faculty with electric cars.

STCC also participated in an Eversource LED lighting initiative called Good, Better, Best. The college is anticipated to save 480,749 KWH a year or $67,300 from the completion of this project. The college also received a $242,047 incentive to cover the cost of all of the LED Lights and only needed to cover the cost of the labor to install them.

DCAMM/STCC Infrastructure Project Working in conjunction with DCAMM, STCC completed an electrical infrastructure project. The state-funded initiative replaced a number of antiquated electrical components and helped bring reliability and stability to the campus electrical systems. Replacements included the main 13.8 KV switchgear, several main electrical substations, and electrical panels.

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. Deferred Maintenance Data © 2017 Sightlines, LLC. All Rights Reserved.

Upgrade from Web Advisor to ARIES

A major student information system upgrade was completed in during FY 2021 that retired Web Advisor and fully replaced the outdated system with new functionality and a modernized interface named ARIES (Advising, Registration, Interactive Education System). The project includes new functionality for student planning, registration, advising, financial aid, online bill payments, interactive course catalog searches, instant enrollment, and many other features available through an online, self-service portal. In addition to these student facing features, the college also migrated retention alerts, budgets and purchasing to the platform.

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.

2020 – 2021
Foundation Board Officers and Directors

Officers

President
Jennifer Brown
Senior Business Development Manager
United Personnel

Vice President
Jacqueline Johnson
Chief Operations Officer
Caring Health Center

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 LICSW
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
President
R.J. Greeley Company

Ronald Grodsky
Owner (Retired)
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
Peoples Bank

Ric Serrenho '80
Freelance Filmmaker
Ric Serrenho Productions

Michael Suzor
Executive Assistant to the President (Retired)
STCC

STCC FOUNDATION BALANCE SHEET	
09-20-21 (unaudited)	
ASSETS	
CURRENT ASSETS	72,102.02
CASH	200.00
ACCOUNTS RECEIVABLE	10,249.98
PREPAID EXPENSES	810.00
CORPORATE FEES	214.06
TOTAL CURRENT ASSETS	$83,576.06
TOTAL PROPERTY AND EQUIPMENT	$497,951.37
TOTAL INVESTMENT AND OTHER ASSETS	$5,780,478.85
TOTAL ASSETS	$6,362,006.28
LIABILITIES AND CAPITAL	
TOTAL CURRENT LIABILITIES	5,667.58
TOTAL LONG TERM LIABILITES	5,000.00
TOTAL LIABILITIES	$10,667.58
TOTAL CAPITAL	$6,351,338.70
TOTAL LIABILITIES AND CAPITAL	$6,362,006.28

Chapter 6 - Financial Information

Longitudinal 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
Tuition	$750	$750	$750	$750	$750	$750	0%
Fees	$4,686	$4,986	$5,316	$5,556	$5,856	$6,096	4%
Page created 10/2/2020							
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 2019-2020	
Total number of undergraduates - financial aid cohort	5,066
Number of undergraduate students awarded federal state local institutional or other sources of grant aid	3,499
Percent of undergraduate students awarded federal state local institutional or other sources of grant aid	69%
Average amount of federal state local institutional or other sources of grant aid awarded to undergraduate students	$4,619
Number of undergraduate students awarded Pell grants	2,635
Percent of undergraduate students awarded Pell grants	52%
Total amount of Pell grant aid awarded to undergraduate students	$10,486,903
Average amount Pell grant aid awarded to undergraduate students	$3,980
Number of undergraduate students awarded federal student loans	903
Percent of undergraduate students awarded federal student loans	18%
Total amount of federal student loans awarded to undergraduate students	$3,431,876
Average amount of federal student loans awarded to undergraduate students	$3,801
Total amount of federal state local institutional or other sources of grant aid awarded to undergraduate students	$8,091,094

*Data is gathered from IPEDS Winter reporting cycle 2020-2021

Revenues and Expenditures

	Primary Government		Component Units	
	2021 College	**(Restated) 2020 College**	**2021 Combined**	**2020 Combined**
Operating Revenues:				
Tuition and fees	$ 20,664,660	$ 23,700,690	$ -	$ -
Less: scholarships and fellowships	(10,093,839)	(13,235,378)	-	-
Net tuition and fees	10,570,821	10,465,312	-	-
Federal, state, local, and private grants and contracts	16,021,559	20,336,066	-	-
Auxiliary enterprises	563,138	899,272	4,374,575	5,215,815
Other sources	473,290	868,732	31,362	31,362
Contributions	-	-	403,245	285,851
Total Operating Revenues	27,628,808	32,569,382	4,809,182	5,533,028
Operating Expenses:				
Instruction	21,014,464	22,201,880	-	-
Academic support	9,271,591	9,326,739	-	-
Student services	11,635,036	10,944,293	-	-
Scholarships and fellowships	4,927,652	3,796,061	-	-
Auxiliary enterprises	1,758,830	1,449,331	3,577,247	4,246,849
Operation and maintenance of plant	9,823,966	7,740,970	-	-
Institutional support	6,328,404	7,269,070	630,586	880,458
Depreciation	7,541,301	7,432,580	663,422	626,915
Total Operating Expenses	72,301,244	70,160,924	4,871,255	5,754,222
Net Operating Loss	(44,672,436)	(37,591,542)	(62,073)	(221,194)
Non-Operating Revenues (Expenses):				
State appropriations - unrestricted	36,963,598	36,322,359	221,470	1,499,053
Federal grants	10,428,861	991,093	-	-
Investment income	3,270,149	207,263	898,663	67,511
Interest expense	(94,460)	(99,884)	(248,083)	(277,305)
Grant revenue		-	-	30,000
Total Non-Operating Revenues (Expenses)	50,568,148	37,420,831	872,050	1,319,259
Net Increase (Decrease) in Net Position Before Capital Appropriations	5,895,712	(170,711)	809,977	1,098,065
Capital Appropriations	3,872,261	6,882,833	-	-
Net Increase in Net Position	$ 9,767,973	$ 6,712,122	$ 809,977	$ 1,098,065