

REVERSE THE COURSE

*Changing Staffing and Funding
Policies at Massachusetts
Community Colleges*

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center for education
policy and practice

working for great public schools



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REVERSE THE COURSE

Changing Staffing and Funding Policies at Massachusetts Community Colleges

EXECUTIVE SUMMARY

A key measure of a community college's success is the extent to which its students complete the academic or certificate programs and earn the credentials that allow them to transfer to a four-year institution or acquire employment in their chosen field. This is the mission of Massachusetts' 15 community colleges, but all have low performance rates as measured by the number of students successfully earning a degree or certificate. Blaming students or faculties for low student completion rates is misguided. A review of data from a variety of public sources indicates that state legislation, regulations, tuition and fee structures, staffing practices and public funding policies have contributed significantly to the problem of poor student outcomes. Solutions must be embedded in changed public policies related to faculty staffing, public funding, tuition and fees, and faculty advising programs.

FINDINGS

1. Massachusetts' 15 public community colleges operate under an open-enrollment policy, which results in a highly diverse student population.
2. Across the 15 campuses, only 17 percent of students enrolled in an academic or certificate program successfully earn the credential within three years of enrollment.
3. Over two-thirds of students attending all two-year colleges in Massachusetts enroll in at least one remedial course in their first year. Of these students, only 53 percent complete the developmental course; 30 percent go on to enroll in credit-bearing courses, and only 10 percent graduate within three years of enrollment.
4. The Massachusetts Board of Higher Education has set annual full-time tuition at about \$750 per academic year for the past decade.
5. The board's decision to keep tuition costs low and flat over the past decade has contributed to an average 45 percent increase in fees across the system, to a range of \$3,300 to \$4,700.
6. Massachusetts General Laws allow campuses to retain all revenues generated from fees and tuition for courses taught by Division of Continuing Education faculty. Today, the overwhelming majority of courses on any campus are taught by DCE faculty.
 - Full-time state-funded faculty are state employees whose work includes teaching, participating in campus committees, advising students on course selection, conducting office hours, and other responsibilities as assigned by the college.
 - Part-time Division of Continuing Education faculty are college employees who have no employment obligations outside of teaching.
7. The over-reliance on DCE faculty has resulted in most of the non-instructional work required across the 15 campuses becoming the responsibility of 31 percent of the instructional workforce.
8. High-need students are not getting the advisory programs and academic support programs necessary for them to be successful as a result of over-reliance on DCE faculty who have no mandate to serve as advisors.
9. This practice of failing to expand the state-funded faculty in favor of DCE faculty contributes to the problem of low student outcomes.

This brief explores course staffing, tuition and fees, and student outcomes at each of the 15 campuses and throughout the system, and recommends actions to address these findings.

RECOMMENDATIONS

COMMUNITY COLLEGE STAFFING COMMISSION

Include on the broad-based commission representation from college students, faculty and administrators; legislative and administrative leaders; business leaders and MCCC representatives, as recommended in the Governor's budget, to examine and recommend to policymakers proposals to strengthen and improve our community colleges by increasing the percentage of full-time, state-funded faculty through:

1. Defining uniform, campus-by-campus measures of student outcomes for determining success.
2. Reinventing part-time faculty's instructional and non-instructional responsibilities, compensation and benefits.
3. Determining the optimal ratio between full-time and part-time faculty.
4. Identifying mechanisms for attracting, retaining and supporting a highly qualified faculty.
5. Articulating the specific types of student and faculty demographic data needed to make informed decisions both systemwide and campus by campus.

CAMPUS BY CAMPUS STUDENT SUPPORT PLANS

Require community college leaders to develop and submit to the Board of Higher Education a Student Support Plan focused on:

1. Articulating the specific support services needed for successful completion of degree and certificate programs.
2. Using demographic data to identify the academic supports needed by student subgroups, campus by campus..
3. Determining the specific support services needed for students with developmental and language acquisition disabilities.
4. Establishing the appropriate faculty and professional staff needed to provide specific support services.
5. Identifying the funding needed to provide academic support services and potential sources of funding.

COMMUNITY COLLEGE FUNDING REQUIREMENTS

Establish a Commission on the Funding Needs for Quality Public Higher Education to make recommendations to the Joint Committee on Higher Education, the secretary of education, and the Board of Higher Education, focused on:

1. Conducting a study of tuition and fees, as required by existing M.G.L. Chapter 15A, Section 9(i), which states that fees shall not exceed 25 percent of total student charges at community colleges.
2. Examining the current funding system to determine whether each campus is providing all students with a high quality education that meets their needs.
3. Defining a systemwide funding formula that provides equitable funding across the 15 community college campuses.
4. Eliminating disincentives created by the current funding system that have led to an over-reliance on part-time faculty and a lack of academic support services.

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Massachusetts Community Colleges

2010-11

**Tuition
\$733**

**Fees
\$3,805**

**Enrollment
138,688**

**Courses Taught by
SF faculty (Full-time)
9,856**

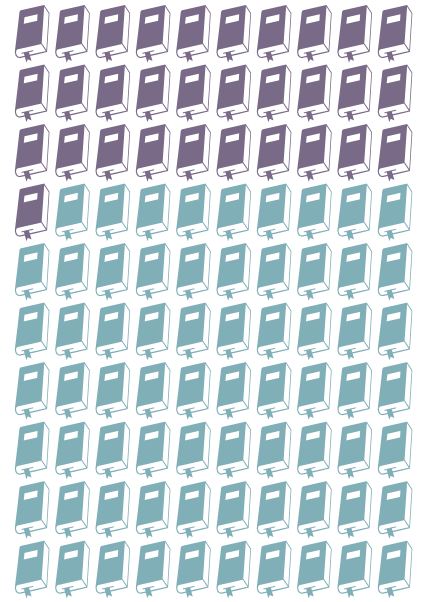
**Courses Taught by
DCE faculty (Part-time)
25,413**



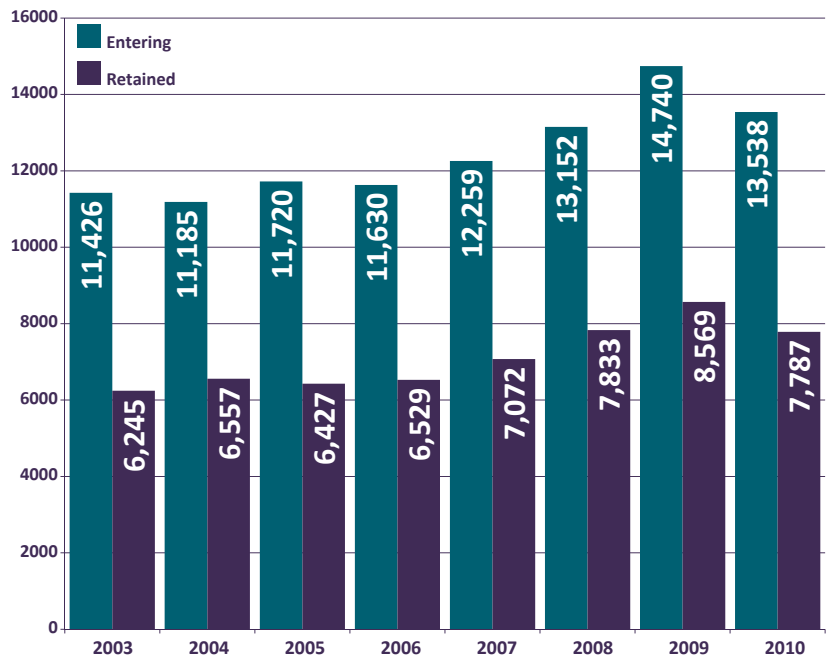
**17% of Students
Completing Academic
Program, 2004-2010**



**31% of Credit
Courses Taught by
SF faculty, 2005-2012**



**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**



The mission of Massachusetts' public community colleges is to provide academic programs for a wide array of students. This open-enrollment policy has resulted in a diverse student population: Students may be recent high school graduates or retirees. Students may attend school full-time or work part-time and attend school part-time. Students may be beginning their post-secondary education, acquiring job-related skills, or engaging in lifelong learning programs. Students may balance family or work responsibilities with schoolwork requirements. Students may be enrolled part time in remedial education courses, English as a second language courses, workforce training or personal enrichment courses. The multiple missions of the community colleges demand that campuses provide academic and personal support services to ensure that all students have the opportunity to achieve academic and career success.

Community colleges also provide students with an opportunity to complete their first two years of college and then transfer to the state university system or the University of Massachusetts system. Each campus participates in the MassTransfer program, which is an articulation agreement with state four-year institutions to facilitate transfer after completing an associate degree.

Massachusetts' public higher education system consists of the University of Massachusetts, state universities and colleges, and community colleges.

- The five campuses of the University of Massachusetts offer academic programs resulting in undergraduate and graduate degrees as well as certificate programs.
- The six state universities offer undergraduate and graduate degrees. The three specialized colleges offer undergraduate and graduate degrees in art and design, liberal arts, and maritime studies.
- The 15 community colleges offer academic programs leading to undergraduate associate degrees and certificates. All community colleges partner with local Workforce Development Boards to prepare students to enter the workforce through internships and job placement after graduation.

The role and effectiveness of community colleges have become state and national public policy issues. Low course completion and graduation rates raise concerns about the effectiveness of these two-year post-secondary schools. These low student outcomes may be the direct result of staffing patterns and negative incentives tied to the manner in which colleges raise and retain funds at the campus level. The increased reliance on adjunct, or part-time, faculty members to teach credit-bearing courses is a nationwide phenomenon. In Massachusetts, data reported to the Integrated Post-Secondary Education Data System (IPEDS) estimates that two-thirds of community college faculty members are considered part-time. This low percentage of full-time faculty negatively impacts students' access to the consistent advising and academic support needed by non traditional students. The result is low

MISSION OF THE COMMUNITY COLLEGES

The 15 Massachusetts Community Colleges offer open access to high quality, affordable academic programs, including associate degree and certificate programs. They are committed to excellence in teaching and learning and provide academic preparation for transfer to four-year institutions, career preparation for entry into high demand occupational fields, developmental coursework, and lifelong learning opportunities.

Community colleges have a special responsibility for workforce development and through partnerships with business and industry, provide job training, retraining, certification, and skills improvement. In addition, they assume primary responsibility, in the public system, for offering developmental courses, programs, and other educational services for individuals who seek to develop the skills needed to pursue college-level study or enter the workforce.

Rooted in their communities, the colleges serve as community leaders, identifying opportunities and solutions to community problems and contributing to the region's intellectual, cultural, and economic development. They collaborate with elementary and secondary education and work to ensure a smooth transition from secondary to post-secondary education. Through partnerships with baccalaureate institutions, they help to promote an efficient system of public higher education.

The community colleges offer an environment where the ideas and contributions of all students are respected. Academic and personal support services are provided to ensure that all students have an opportunity to achieve academic and career success. No eligible student shall be deprived of the opportunity for a community college education in Massachusetts because of an inability to pay tuition and fees.

student outcomes.

To be successful, most community college students require significant assistance through faculty advisory and academic support programs.

- **ADVISOR PROGRAMS** are key to success. Students are assigned to a specific faculty member whose responsibility is to provide guidance in the courses that are necessary for successful completion of the program. Success means earning an associate degree or certificate, whichever the academic program uses as the terminal credential.
- **ACADEMIC SUPPORT PROGRAMS** are also critical. Students come to community colleges with gaps in their K-12 preparation that must be addressed. For some, this means enrolling in developmental, or remedial, classes to close these gaps. For others, it means working with tutors in study centers to acquire the study skills and habits of mind leading to successful course completion.

Massachusetts' community colleges are not providing students with the advisory and academic support programs needed. As a result, student outcomes are poor across the system.

In Massachusetts, the manner in which the state provides funding for community colleges has created negative incentives, resulting in only one-third of the faculty available to perform 100 percent of the non-instructional work.

- Approximately 31 percent of the instructional workforce is full-time state-funded faculty whose workload includes teaching, participating on campus committees, advising students on course selection, providing academic support during scheduled office hours, and other responsibilities as assigned by the college.
- Approximately 69 percent are part-time Division of Continuing Education faculty who have no employment obligations outside of teaching and meeting with students by appointment.

The consistently low level of state funding appropriated to community colleges, the artificially low tuition rates set by the Board of Higher Education and the high fees established by each campus to make up for revenue gaps have resulted in over-reliance on part-time instructional faculty and a lack of meaningful advising and academic support programs.

This policy brief focuses on the connections among recent student outcome data, staffing pattern trends, workload responsibilities of part-time and full-time faculty, and school finance decisions to determine their impact on student persistence and success. The findings then inform the policy recommendations.



RESEARCH METHODS AND LIMITATIONS

Data from multiple state and federal sources covering academic years 2003-04 through 2010-11 form the basis for analysis in this brief. In addition, a review of the research on community college outcomes and staffing was conducted and informs this report's analysis and recommendations.

- The academic years included are limited by the data collected through the Massachusetts Department of Higher Education Information Systems (HEIRS) and the Massachusetts Department of Higher Education (DHE). HEIRS and DHE do not aggregate data on students not enrolled in either a degree or certificate program. Thus, the student outcomes measured are limited to those students who are enrolled in such programs.
- Baseline data to determine student enrollment and outcomes and community college staffing come from the Integrated Post-Secondary Data System (IPEDS) collected by the National Center for Education Statistics (NCES). There are some limitations on the IPEDS graduation rate data which include only full-time, first-time enrolled students completing their course of study within three years of matriculation. IPEDS excludes students not enrolled full time or who are not enrolled in a degree or certificate program. IPEDS data was supplemented by community college system and individual college specific information provided by the HEIRS and DHE.
- The paper focuses on full-time state-funded faculty and part-time Division of Continuing Education faculty. The work of community college professional staff may include similar committee and advising work done by full-time faculty. Professional staff are critical to student success, but due to a lack of consistent data across the 15 campuses, this paper does not address professional staff workloads.

STUDENT ENROLLMENT

The open-enrollment policy at community colleges results in a diverse student population, from recent high school graduates who are seeking to complete their first two years of college and then transfer into the state university system, to those with distant and often unsuccessful past school experiences returning to learn the skills necessary for specific jobs.

To determine the success of each campus, the number of students enrolled is the starting point. In this analysis, *enrollment* includes students enrolled either part time or full time in credit-bearing courses.

Between 2002-2003 and 2011, statewide community college enrollment grew by 17 percent, from 118,198 to 138,961. As Figure 1 illustrates,

- Mass Bay was the only campus with declining enrollment during this period.
- Four campuses had relatively steady enrollment, changing little between 2003 and 2011: Berkshire, Cape Cod, Roxbury and Springfield Technical.
- Northern Essex had modest growth of 8 percent.
- Six campuses had moderate growth, showing a 10 to 20 percent enrollment increases from 2003 to 2011: Bristol, Greenfield, Holyoke, Massasoit, Middlesex and Quinsigamond.
- Two campuses had more than 20 percent growth in this period: Mt. Wachusett at 28 percent and North Shore at 25 percent.
- Bunker Hill had significant growth in annual enrollment during this period, at 54 percent.

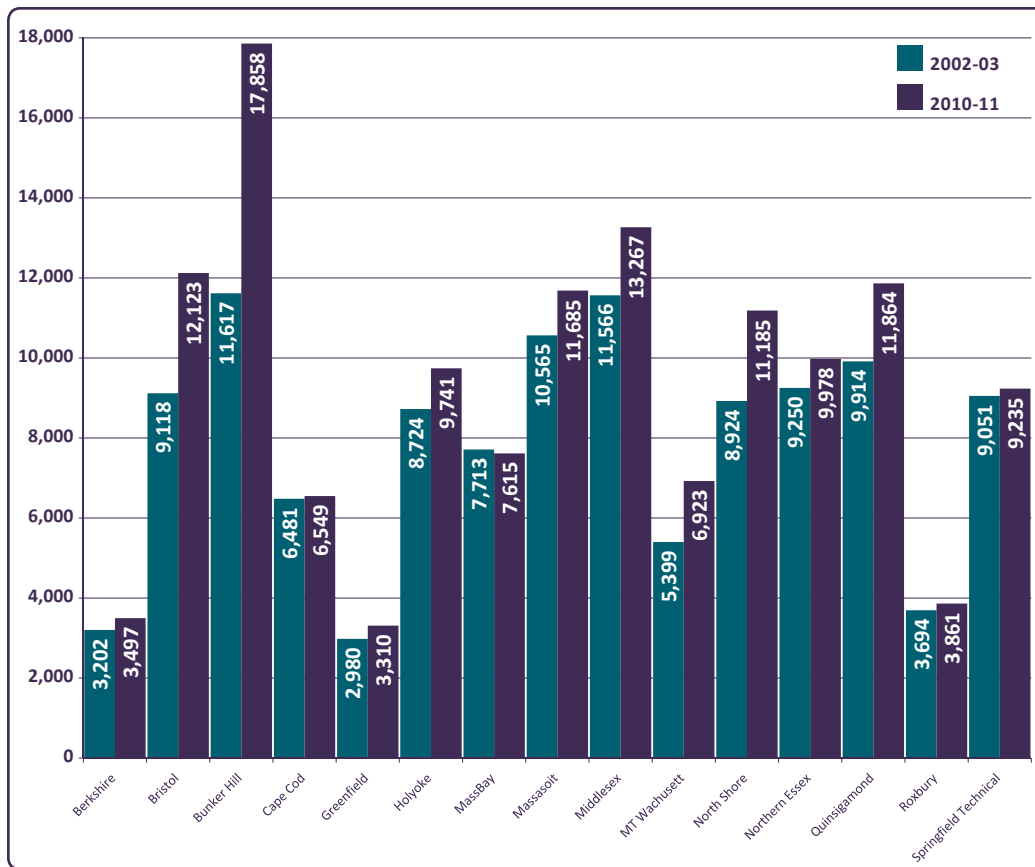


Figure 1: Annual Enrollment, 2002-03 and 2010-11, Campus by Campus

OPEN-ENROLLMENT POLICY

Allows admission to all students who hold a high school diploma or General Education Diploma. Admission is not dependent on high school grades, standardized test scores or admission exams.

FULL-TIME STUDENTS

A full-time student is a student who is enrolled in a minimum of 12 credit hours per semester or 24 credit hours per year.

Community colleges have multiple programs running simultaneously on each campus to meet the needs of the students and communities they serve. They provide a variety of course configurations for post-secondary and continuing education.

Institutions of higher learning that receive federal financial aid must comply with federal regulations regarding the classification of degree and certificate programs.¹ The federal regulations establish minimum standards for course length and level of difficulty.

In Massachusetts, community college courses include the following:

- ▶ **ADULT BASIC EDUCATION COURSES** are specially designed for adults who do not hold a high school diploma or GED. ABE courses provide basic academic instruction in reading, writing and mathematics in preparation for the ABE test, which allows successful students to continue post-secondary education leading to either a degree or a certificate.
- ▶ **CREDIT-BEARING COURSES** are college-level courses requiring successful completion of academic work above that of secondary education. This college credit may be applied toward a recognized associate degree or certificate program.
- ▶ **DEVELOPMENTAL EDUCATION COURSES** are remedial courses designed to prepare students for college-level work in credit-bearing courses. The academic work is similar to secondary education courses. While students may earn credits, they are not applicable toward degree or certificate programs.
- ▶ **ENGLISH AS A SECOND LANGUAGE COURSES** are generally considered college-level work and may be credit bearing. Students may be required to enroll in ESL courses based upon placement test scores or Test of English to Speakers of Other Languages (TESOL) scores. Additionally, international students may enroll in ESL courses to improve English language skills prior to beginning a graduate or professional degree.
- ▶ **LIFELONG LEARNING OR COMMUNITY ENRICHMENT COURSES** may be one day or semester-long and typically cover topics of personal interest such as cooking, gardening, language or art. These are generally non-graded courses that do not lead to either a degree or a certificate.
- ▶ **WORKFORCE DEVELOPMENT COURSES** offer career-specific training in the knowledge and skills of specific occupations. These are not credit-bearing courses, but prepare students for specialized skills or certificates in business, real estate, computer skills, workplace safety or health careers such as EMTs or lab technicians. After successful completion of a certificate program, students earn a credential indicating proficiency in a field such as automotive repair, medical assisting or machinery operation. Most certificate programs do not lead directly to the completion of an associate or bachelor's degree.

ASSOCIATE DEGREES

Associate degrees are granted after completion of 60 credit-bearing hours.

CERTIFICATE PROGRAMS

Certificate programs are occupational training programs centered on the knowledge and skills required for employment in fields such as advanced manufacturing, allied health careers or paraprofessional occupations. Certificate programs vary in length from six months to two years and may include credit-bearing courses.

¹ CFR Title 34 Education Part 668

The open-enrollment policy at community colleges requires that campuses determine the ability of incoming students to complete the academic program. Four-year, degree-granting institutions tend to use a combination of high school transcripts, scores on the SAT or ACT, recommendations from teachers and responses to essay questions as the basis for not only acceptance into the institution, but into specific programs.

However, community colleges do not require such entrance documentation. As a result, most use a student placement exam called *AccuPlacer* to determine whether the student has the foundational skills to enter credit-bearing courses. If not, the student must first successfully complete developmental courses to remediate the identified deficiencies.

According to the Massachusetts Department of Higher Education’s Vision Project report (2012), *Time to Lead*, “The need to take remedial courses, also known as developmental education, adds both time and cost to the quest for a degree or certificate, thus lowering chances of success.”

According to the Complete College America report, in all of Massachusetts’ two-year colleges, 67 percent of all students enrolled take at least one developmental course in their first year. Of those, 53 percent complete the developmental course and 30 percent move on to credit-bearing courses. Only 10 percent of those needing remediation complete an academic program within three years.

The data are further disaggregated by student subgroups in Figure 2. All developmental course students face challenges, but the odds of success are greater for some subgroups than others’.

- African-American and Latino students who enroll in developmental courses have a one-in-three chance of making it into credit-bearing courses.
- Forty percent of low-income students in developmental courses make it into credit-bearing courses.
- Less than 50 percent of recent high school students get into credit-bearing courses.

Older students appear to fare better. Forty-six percent have to enroll in developmental courses, but over 60 percent of those students complete the course. Only 30 percent go on to credit-bearing classes, however.

There is no disaggregated data for English language learners or students with disabilities.

ACCUPLACER

AccuPlacer is a College Board computer-based exam that measures academic skills in mathematics through pre-Calculus, reading, writing and English grammar. Prior to registering for courses at all 15 community colleges, students are required to take the AccuPlacer exam and complete additional campus-defined assessments. The results of these exams determine students’ eligibility to enroll in credit bearing courses in English and math, or the results mandate that the student is required to take remedial coursework as a prerequisite to credit-bearing courses.

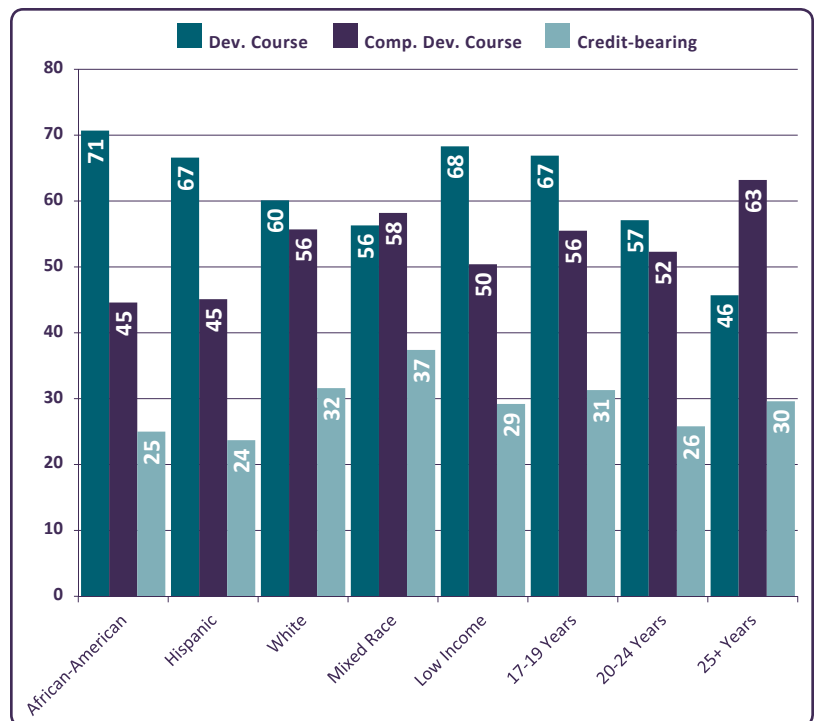


Figure 2: Percentage of Subgroup Enrollment and Completion Rates in Developmental Courses and Enrollment in Credit-Bearing Courses.

STUDENT OUTCOMES

The best measure of institutional academic success is the percentage of enrolled students who complete the degree programs offered. By this standard, Massachusetts' community colleges have low outcomes. In 2010, when the three-year graduation rate at public two-year colleges for first-time, full-time students was 28 percent, the three-year completion rate in Massachusetts was only 17 percent.²

As Figure 3 illustrates, for every 100 students who enroll full time in credit-bearing courses across the Massachusetts community college system on average from 2002 through 2011,

- 76 earn the credit toward a degree or certificate;
- 57 return for their second year at the same campus; and
- 17 complete the academic program, earning an associate degree.

Looking at each of these incremental measures provides insight into areas where the system breaks down in assisting students to be successful.

The first incremental measure is the degree to which full-time students complete credit-bearing courses. The campus-by-campus percentage of students enrolled in any community college credit-bearing course who earn credit averaged 76 percent across all campuses between 2002-2003 and 2010-2011. While student enrollment in credit-bearing courses increased 17 percent in the same time period, the average course completion rate remained constant.

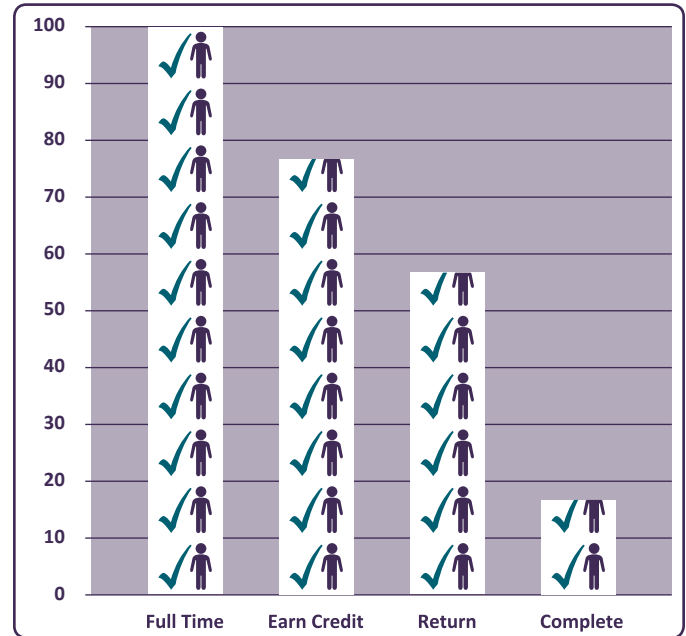


Figure 3: Percentage of Enrolled Students Who Complete the Degree Programs Offered

Annual Campus by Campus Course Completion Rate, from 2002-2003 to 2010-2011									
Campus	2003	2004	2005	2006	2007	2008	2009	2010	2011
Berkshire	77	77	77	77	76	75	76	75	74
Bristol	77	77	79	79	79	78	79	78	79
Bunker Hill	74	76	74	75	75	76	77	76	76
Cape Cod	75	75	78	74	74	74	75	75	75
Greenfield	85	72	82	82	81	81	80	80	79
Holyoke	76	77	77	75	76	77	77	75	76
Mass Bay	73	74	76	76	74	74	76	76	74
Massasoit	76	78	76	76	76	77	76	76	77
Middlesex	74	75	75	75	74	75	76	75	76
Mt. Wachusett	81	72	80	82	83	81	82	82	80
North Shore	75	74	74	73	73	72	75	75	76
Northern Essex	76	77	76	73	71	72	73	76	76
Quinsigamond	76	77	76	75	75	75	75	75	76
Roxbury	75	78	78	77	77	78	78	78	79
Springfield Technical	77	78	79	78	79	80	79	79	85
Community College Average	76	77	77	76	76	76	77	76	77

² Data from IPEDs reflects number of students enrolled full time in a degree or certificate program and excludes students enrolled part time or in non-credit-bearing courses. Transfer data are incomplete due to a lack of longitudinal data collected by the Commonwealth.

The second incremental measure of student success is the fall-to-fall retention rate; that is, the percentage of first-year, full-time students who return at the beginning of their second year. According to the National Center for Higher Education Management Systems, Massachusetts ranked close to the national average in the 2008 to 2009 fall-to-fall retention rate of first-time freshmen in two-year public colleges. The national average was 51.4 percent, and Massachusetts ranked just ahead, with 54.7 percent or 10,904 of 19,933 students returning at the beginning of their second year. The highest performing state was South Dakota, with 69.6 percent of first-time freshmen returning in their second year. The state with the lowest rate was California, with 39.6 percent.

As Figure 4 illustrates, about 35 percent of Massachusetts community college students on average do not return for their second year. “Entering” is the number of first-time, full-time students enrolled with a minimum of 12 credits in the fall semester. “Retained at Campus” are those entering students from the previous year who return the following fall to the same community college. “Retained in State System” are those entering students from the previous year who enroll at the same or different public higher education institution. From 2003 to 2010, an average of 57 percent of entering students returned to the same campus the following year. From 2003 to 2010, an average of 8 percent of entering students transferred to another Massachusetts public higher education school.

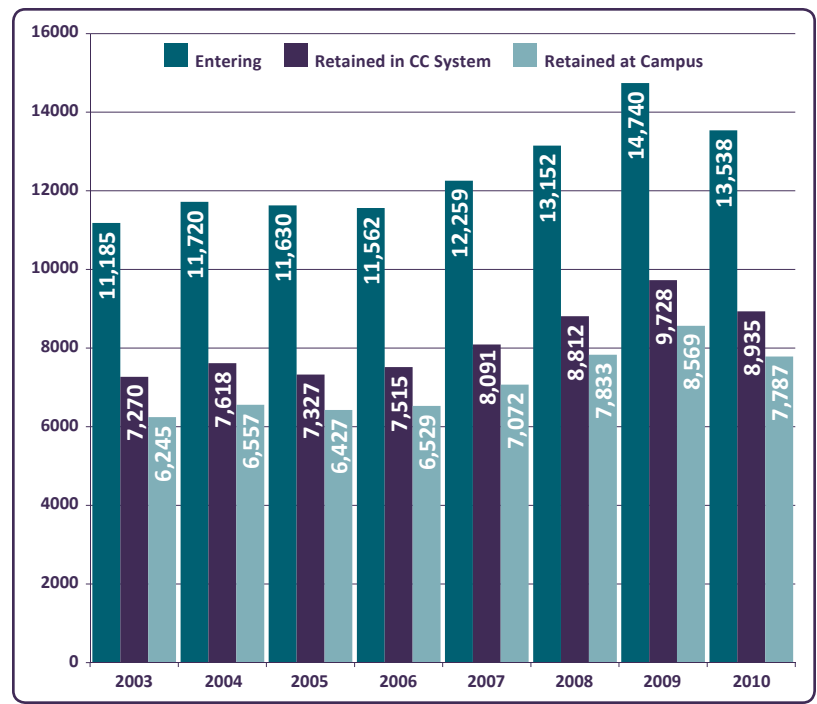


Figure 4: Retention Rate - Number of First-time, Full-time Students Retained at the Campus or in the State System

The final measure is the average three-year graduation rate of 17 percent across the 15 campuses between 2004 and 2010. Berkshire Community College had the highest average graduation rate, with 23 percent of students completing within three years. The lowest graduation rate was at Roxbury Community College, with an average of 7 percent of students graduating within three years.

Three-Year Graduation Rate: Percentage of Associate Degree Candidates Completing								
Campus	2004	2005	2006	2007	2008	2009	2010	Average
Berkshire	28	27	25	20	22	18	24	23
Greenfield	19	29	23	21	20	18	21	22
Holyoke	25	22	23	20	20	23	21	22
Springfield Tech	23	23	20	20	21	21	22	21
Bristol	22	27	22	20	18	14	19	20
Mt. Wachusett	18	19	20	18	15	18	17	18
Mass Bay	14	16	17	14	15	27	15	17
North Shore	16	16	17	17	19	17	17	17
All Campuses	17	18	18	17	15	16	16	17
Quinsigamond	16	16	15	26	11	16	15	16
Cape Cod	10	11	23	18	12	9	14	14
Middlesex	15	14	14	15	13	13	14	14
Northern Essex	16	14	16	14	14	13	13	14
Massasoit	14	12	15	15	12	12	12	13
Bunker Hill	6	13	12	11	10	13	11	11
Roxbury	6	5	8	9	6	9	6	7

For those students who either enroll immediately in these courses or those who enroll after successfully completing the required developmental courses, the average across the community college system is a 76 percent completion rate for credit-bearing courses. However, completion of credit-bearing courses is not always translating into completion of associate degree or certificate programs.

As Figure 5 illustrates, the program completion rate from 2004 through 2010 across the 15-campus system is 17 percent.

- Berkshire Community College has the highest, at 23 percent.
- Roxbury Community College has the lowest, at 7 percent.

The Vision Project report, *Time to Lead*, states that achievement gaps provide some insight into the subgroup performance that should be guiding campus advisory and academic support programs.

This includes three-year graduation gaps of:

- Ten percent between African-American and white students.
- Eight percent between Latinos and whites.

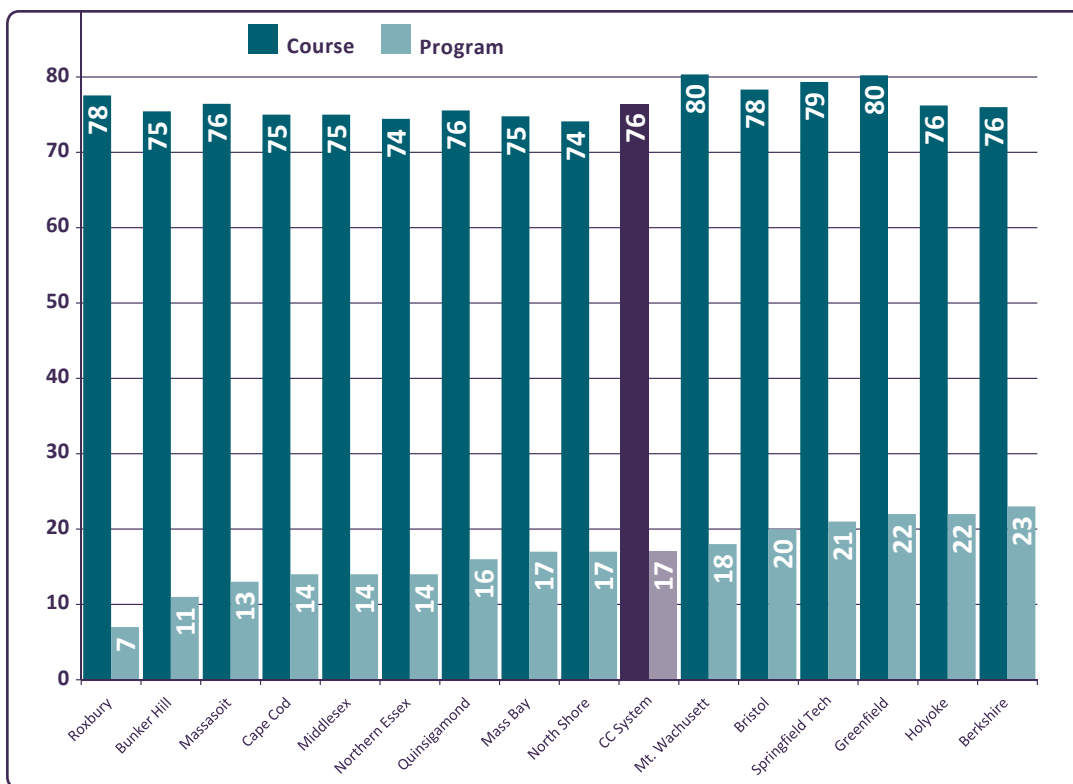


Figure 5: Campus by Campus Course Completion Rate and Associate Degree or Certificate Program Completion Rate, Averages 2004 through 2011.

The Vision Project reports similar gaps existing in community college pass rates on medical profession exams for African-American and Latino students compared with white students:

- Licensed Practical Nurse Exam: African-Americans underperform whites by 12 percentage points and Latinos underperform whites by 17 percentage points.
- Registered Nurse Exam: African-Americans underperform whites by 17 percentage points.
- Medical Assistant Exam: Latinos underperform whites by 30 percentage points.

These numbers suggest that community colleges are not providing the advisory and support programs necessary for these students to succeed.

For Massachusetts' community colleges, oversight and funding of programs happen at two levels that are defined in Massachusetts General Laws Chapter 15A. At the state level, the Board of Higher Education consists of 13 members appointed by the governor for five-year terms. The board is charged with overseeing the 29-campus system: 15 community colleges, six state universities, three specialized colleges, and five University of Massachusetts campuses. The board's duties under M.G.L. Ch. 15A, Sec. 9, are awarding of degrees, setting policy, reviewing institutional goals, approving salaries, and determining tuition at each campus.

There are no state regulations or guidelines governing the calculation of tuition and fees at any public institution of higher education in Massachusetts. The calculations of tuition and fees for institutions of higher education are outlined in the same law that outlines the Board of Higher Education's duties. It states: *The total mandated costs per student shall include the state appropriation, retained revenue, fringe benefits and ongoing maintenance.* The same section of the law also states that the board shall publish guidelines regarding the classification of student charges as tuition or fees. The enabling legislation states that guidelines were to be developed following a study of tuition and fees, but no such study ever occurred. The legislation states that fees, as defined by the never-developed guidelines, shall not exceed 25 percent of total student charges at community colleges.

Each Massachusetts community college has a governing Board of Trustees that includes 11 members, 10 appointed by the governor; each serves a five-year term. There is one elected student member to each board. The duties of the Board of Trustees are outlined in M.G.L., Ch. 15A, Sec. 21-22. The Board of Trustees is responsible for establishing policies for the appointment of personnel, staff services and the general business of the institution. Any fees charged to students, in addition to tuition, are set by the board. All fees charged are retained by the institution in a general fund. The board determines how such monies will be allocated.

Between 2004-2005 and 2010-2011, community college tuition was not raised at any campus. At eight campuses, annual tuition for a full-time student is \$720: Bristol, Bunker Hill, Cape Cod, Holyoke, Massasoit, Mass Bay, Middlesex and Quinsigamond. At four campuses the tuition is \$750: Mt. Wachusett, North Shore, Northern Essex, and Springfield Technical. At three campuses the tuition is \$780: Berkshire, Greenfield and Roxbury.

In the same time period, average fees have increased by 45 percent. The average fee across the system in 2004-2005 was \$2,680 and in 2010-2011 average fees had increased to \$3,885 per year.

GENERAL TUITION

GENERAL TUITION charged to all students for credit-bearing courses is budgeted by each campus and is approved by the Board of Higher Education. All tuition charged to in-state students at community colleges in Massachusetts is returned to the state's General Fund each year. All tuition charged to out-of-state students is retained by the campus.

FEES

Fees are charged to students to fund particular services at the campus where the student is enrolled. Educational fees are charged to pay part-time instructors who are employed at the campus and for incidentals such as equipment, materials or technology for particular courses. In Massachusetts, fees are set by the Board of Trustees at each campus and the income generated by the fees is retained by the campus.

REVOLVING ACCOUNT

A Revolving Account of funds is generated at each institution through fees that may be used by the Board of Trustees to supplement and support programs across the institution.

FUNDS TO COMMONWEALTH GENERAL FUND

Tuition:

In-state students at \$24/credit for courses taught by SF faculty

FUNDS RETAINED BY CAMPUS

Tuition:

*In-state students at \$24/credit for all courses taught by DCE faculty
Out-of-state students at \$230/credit for courses taught by SF or DCE faculty*

Fees:

All fees charged to all students

Annual Resident Fee Rates, Full-Time Student, Massachusetts Public Community Colleges, 2004-2011³

Community College	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	Percentage Increase 2004-2011
Berkshire	2,610	2,820	2,896	3,046	3,150	3,900	4,410	69%
Greenfield	2,867	3,202	3,318	3,708	3,858	4,038	4,578	60%
Northern Essex	2,220	2,400	2,310	2,580	2,760	3,120	3,480	57%
Massasoit	2,610	2,610	2,610	2,610	2,790	3,390	3,930	51%
Bristol	2,520	3,030	3,030	3,030	3,120	3,734	3,734	48%
North Shore	2,640	2,730	2,730	2,880	3,000	3,360	3,900	48%
Springfield Technical	2,454	2,604	2,706	2,826	2,946	3,186	3,636	48%
Mt. Wachusett	3,260	3,220	3,370	3,670	3,790	4,240	4,690	44%
Bunker Hill	2,280	2,350	2,280	2,460	2,760	3,060	3,210	41%
Middlesex	2,930	2,930	3,020	3,140	3,290	3,830	4,130	41%
Holyoke	2,378	2,468	2,558	2,708	2,838	3,078	3,330	40%
Quinsigamond	2,880	2,880	3,030	3,150	3,240	3,840	4,020	40%
Mass Bay	2,930	2,930	2,930	2,930	3,890	3,890	3,890	33%
Roxbury	2,680	2,680	2,680	2,880	2,970	3,210	3,530	32%
Cape Cod	2,940	2,940	2,940	3,226	3,360	3,600	3,810	30%

As the table above illustrates, the greatest increase was at Berkshire, where 2011 fees were 169 percent of 2005 fees. The smallest increase was at Cape Cod, where 2011 fees were 130 percent of 2005 fees.

Figure 6 illustrates the growth in combined tuition and fees across the 15 campuses and the average for the community college system.

In 2010-11, the three highest fees were at the campuses with the lowest student enrollments (see Figure 1 for enrollment figures):

- Mt. Wachusett has the highest fees and fourth lowest enrollment, at 6,923.
- Greenfield has the second-highest fees and the lowest enrollment, at 3,310.
- Berkshire has the third-highest fees and the second-lowest enrollment, at 3,497.

In 2010-11, the lowest fees were at Bunker Hill, which has the highest enrollment in the system at 17,858. There seems to be less of a connection between student enrollment and the fees charged to students.

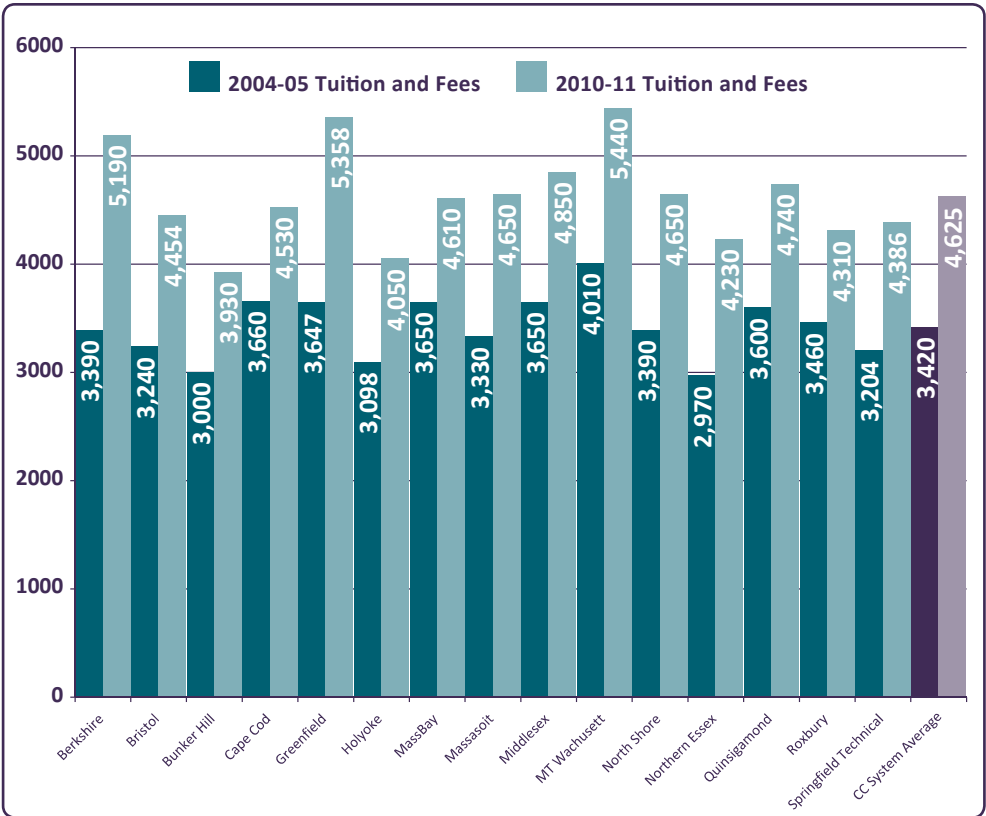


Figure 6: Increase in Combined Tuition and Fees, MA Community Colleges, Campus by Campus, 2004-2005 to 2010-2011

³ Annual, full-time tuition applies to those students carrying a full academic load for two semesters.

Massachusetts community college faculty are divided into two groups:

- State funded faculty (SF faculty) who are full-time college instructors with both instructional and non-instructional job duties; and
- Division of Continuing Education faculty (DCE faculty) who are part-time instructors with instructional duties only.

National trends indicate that as student enrollment increases, the number and percentage of full-time faculty decreases. Nationally, 67 percent of all community college faculties are part-time. The figures in Massachusetts are similar. Massachusetts DCE faculty represent 69 percent of the instructional workforce as reported in IPEDS for the 2011 school year.

M.G.L., Ch. 15A, Sec. 26 allows community colleges to conduct summer and evening session courses outside the normal day college hours at no cost to the Commonwealth through the Division of Continuing Education. The total tuition and fees charged for DCE courses are retained by the institution. Unlike tuition for SF faculty courses, the tuition is not returned to the Commonwealth's General Fund.

As a result of the increased reliance on DCE faculty, 67 percent of credit-bearing courses are taught by these instructors. While the enabling legislation drew a distinction between the types of courses that could be taught by SF and DCE faculty, currently there is no distinction. In 2011, 35,269 credit-bearing course sections were offered by the 15 community colleges and 23,918 of those sections were taught by DCE faculty.

The DCE faculty are employed under a separate contract from SF faculty and are governed by different hiring processes, workload requirements and evaluation procedures. Over time, community colleges have hired increasing numbers of DCE faculty to teach credit-bearing and day school courses. Currently, credit-bearing and ESL courses are taught by both SF faculty and DCE faculty. Multiple sections of the same course offered at the same time and on the same campus may have some sections taught by SF faculty and some by DCE faculty.

According to the Independent Auditors' Report on Faculty Workloads at Selected Massachusetts Public Institutions of Higher Education (2007), throughout the 1980s and 1990s, many campuses began offering DCE faculty courses during the day and often ran the same courses as SF faculty courses. Over the years, and without legislative approval, the definition of DCE courses has expanded to include courses offered during the regular school day as well as evenings, weekends, and summers. As a result, community colleges assigned more DCE faculty to teach credit-bearing courses rather than employ additional SF faculty and fund any benefits out of the college's general funds. The expansion of the DCE faculty-taught courses into the general daytime course offerings was never formally approved by the Board of Higher Education or the Legislature.

Since 2006, state appropriations supporting public higher education have decreased by 8.5 percent while student enrollment in credit courses has increased by 17% between 2003 and 2011. Contrary to the enabling statute, campuses began offering additional DCE courses during regular campus hours at the same time as state-funded courses and retaining the additional revenue at the campus level. Regular credit-bearing courses that are offered throughout the day and evening are designated as DCE or SF courses based upon the assignment of the instructor to the course. The tuition and fees for any course taught by an instructor employed under the DCE contract are then retained at the campus level. The Board of Higher Education has never approved or denied this action by any of the institutions. As a result, an incentive exists for the college to hire DCE instructors as this provides a separate and guaranteed revenue stream to the college. However, this practice creates a negative impact on establishing a faculty able to fulfill non-instructional responsibilities that positively impact student outcomes.

The benefit to the campuses is that DCE faculty-taught courses are an important source of revenue in times of declining state support. All of the DCE faculty are considered part-time employees; there is no option for full-time employment with benefits, workplace protections or career advancement as a DCE instructor. As a result, individual institutions have come to depend on the DCE revenue while expending less on the cost of instruction.

SF FACULTY

SF FACULTY are employed full-time by the community college and generally teach five course sections, hold regular office hours, advise assigned students, and participate in committee meetings and additional campus programming. SF faculty are funded through state appropriations, receive a salary and fringe benefits.

DCE FACULTY

DCE FACULTY teach one or more courses at single or multiple campuses per semester and have no additional campus duties. DCE faculty are funded through student fees, are paid on a per-course basis and receive no fringe benefits.

STATUTORY AUTHORITY

STATUTORY AUTHORITY: M.G.L. Ch. 15A, Sec. 26, reads: Each public institution of higher education may conduct summer sessions, provided such sessions are operated at no expense to the Commonwealth. Each public institution of higher education may conduct evening classes, provided such classes are operated at no expense to the Commonwealth.

CHANGES IN COURSES TAUGHT BY SF AND DCE FACULTY

From 2004-2005 to 2010-2011, 7,000 additional course sections were taught across the 15 campuses: 28,570 in 2004-2005 and 35,269 in 2010-2011. This is a 23 percent increase in course sections (see Figure 7).

- The actual number of courses taught by SF faculty over the seven-year period has increased by slightly more than 3 percent.
- The percentage of courses taught by SF faculty declined.
- In 2005, approximately 34 percent of all courses were taught by SF faculty; this dropped to 28 percent in 2011.
- During the same time period, the number of courses taught by DCE faculty:
 - Increased by almost 34 percent.
 - Of the 7,000 additional sections, 6,400 – or 91 percent – were taught by DCE faculty.
- The overall percentage of courses taught by DCE faculty grew from 66 to 72 percent.
- The 2010-2011 number and percentage of courses taught offers a one-year snapshot of this story. SF faculty teach a significantly lower percentage of courses than do DCE faculty. The range is from 20 percent to 40 percent of all courses taught by SF faculty (Figure 8).
- The highest percentage of SF faculty courses is at Springfield Technical, at 39 percent.
- The lowest percentage is at Mt. Wachusett, at 20 percent.
- Bunker Hill offered over 4,000 courses, the highest number of any campus, and approximately 75 percent were taught by DCE faculty.
- Greenfield offered the fewest courses at just over 1,000, with approximately 62 percent taught by DCE faculty.

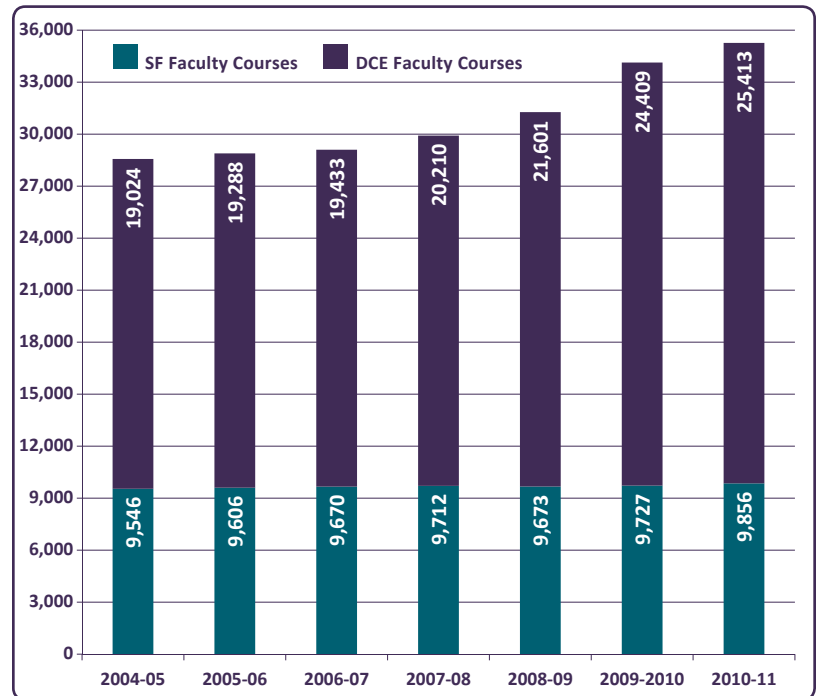


Figure 7: Increase in Course Sections Taught by SF faculty and DCE faculty 2004-05 through 2010-11

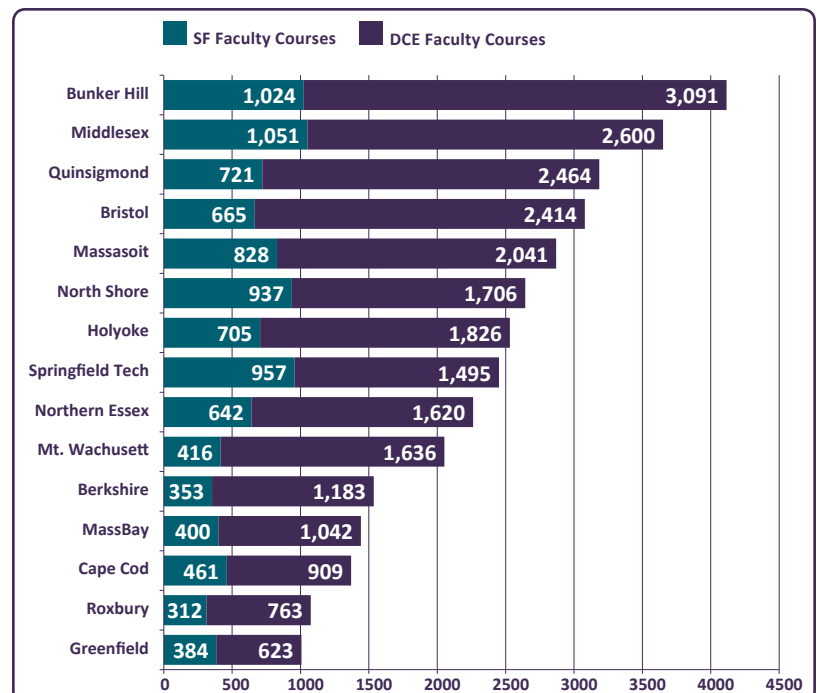


Figure 8: Number of Courses Taught by SF and DCE faculty, 2010-2011, Campus by Campus

INSTRUCTIONAL RESPONSIBILITIES AND COLLEGE DUTIES

SF faculty and DCE faculty have differentiated responsibilities. SF faculty are required to complete 29 to 35 hours of instructional work per week, which includes teaching, planning and preparation for courses, plus conducting office hours for a minimum of four hours on four days each week. Additional responsibilities include providing general student assistance, college services and professional development, as the chart below illustrates.

DCE faculty are contracted per credit hour and are obligated to be available to students by appointment. They attend not more than one faculty meeting per year.

SF faculty are evaluated annually for the first three years and then once every three years. Evaluations include feedback from student course evaluations, a review of course materials, classroom observations, student advising records, contributions to college services and a review of personnel files.

DCE faculty receive a comprehensive written evaluation, which considers student course evaluations. Classroom observations are conducted at least once, but there is a provision for the frequency of evaluations in the DCE contract.

DCE faculty are unable to provide a wide array of academic support; they are often not provided with office space, computer access, instructional resources or telephones. DCE faculty are not required to advise or meet with students outside of class time, unless by prearrangement. National research shows similar working conditions elsewhere for part-time faculty who do not get the same professional support through evaluation and participation in professional development as their full-time colleagues (Benjamin, 2002).

MCCC CONTRACT

The MCCC CONTRACT defines the job requirements such as teaching load, preparation time, departmental and college committee responsibilities, and advising duties; compensation and benefits for SF faculty.

DCE CONTRACT

The DIVISION OF CONTINUING EDUCATION CONTRACT defines job requirements and compensation of DCE faculty. There are no non-instructional job requirements and there are no benefits for DCE faculty.

Instructional Responsibilities, Duties and Evaluation of SF and DCE faculty	
SF FACULTY per MCCC Contract	DCE FACULTY per DCE Contract
WORKLOAD	WORKLOAD
<ul style="list-style-type: none"> ➤ 29-35 hours per week of instructional duties (including teaching, assessment and preparation) ➤ 7-11 hours per week of basic college service, including: <ul style="list-style-type: none"> ▪ Serving on committees ▪ Preparing grant proposals ▪ Serving as department chair ▪ Professional development ▪ Four hours per week of student advising 	<p>Instructional duties per course include:</p> <ul style="list-style-type: none"> ▪ Instruction ▪ Preparation ▪ Assessment <p>Obligation to be available to students by appointment.</p>
EVALUATION	EVALUATION
<p>Includes:</p> <ul style="list-style-type: none"> ▪ Student evaluations ▪ Course materials ▪ Classroom observations ▪ Student advisement and college services ▪ Personnel file review ▪ Summary evaluation <p>Frequency: Annual evaluation until tenure, then once every three years Must have “satisfactory” evaluation to be eligible for base salary increases</p>	<p>Includes:</p> <ul style="list-style-type: none"> ➤ Student course evaluations <ul style="list-style-type: none"> ▪ Course materials ▪ Classroom observations ▪ Written evaluations <p>Reappointment rights are granted after three years and five courses are taught</p>

Increased dependence on part-time instructors in community college systems across the nation has resulted in research investigating the impact of staffing patterns on student outcomes. Studies of California community colleges report that increased exposure to part-time faculty results in decreased rates of transfer to four-year institutions (Eagan & Jaeger, 2011). Additionally, students enrolled in more courses taught by part-time faculty are less likely to complete a degree or certificate program (Jacoby, 2006; Eagan & Jaeger, 2009). For example, business students' standardized test performance was lower for those taught by part-time faculty compared to those taught by full-time faculty (Gerlizh & Sollosy, 2001). Research also shows that the increase in exposure to part-time faculty in course instruction negatively affects graduation rates and rates of transfer to four-year institutions (Jaeger & Eagan, 2011).

The high percentage of DCE faculty has a negative impact on the successful completion of associate degree and certificate programs. The decreasing number of SF faculty has caused a deficit in the ability of campuses to provide consistent student support services. Community colleges traditionally serve students with a wide range of academic skills. Colleges provide preparation for four-year colleges and universities, career-specific training, English as a second language instruction for first-time college students and those applying to graduate school, and instruction to those seeking to take one or two courses to advance their careers.

An analysis of high-performing developmental education programs at colleges in Florida found that a predominance of full-time instructional faculty, proactive support programs, the regular use of data, and formal and informal academic advising contributed to higher rates of student success. Chipola College, which has been commended in several studies for including mandatory academic advising for students, reported a 49 percent graduation rate in 2011 (AJose, Bhatt, & Kaur, 2011, Center for Community College Student Engagement, 2012).

Low student outcomes at colleges with high numbers of part-time faculty may be caused by an inability to provide advisory and academic program services. The only audit of the developmental education programs at Massachusetts community colleges found that the community colleges were unable to maintain the faculty advising provision of the MCCC collective bargaining agreement because only full-time faculty are available for student advising. For example, at Northern Essex Community College, only 45 percent of students reported being in touch with an advisor during their first semester (Sperling, 2009).

In addition, Sperling found that none of the colleges has determined how to maintain an official advisor-advisee relationship throughout a student's tenure at the institution unless the student is part of a special cohort that is designed to provide for a more sustained relationship.

Increased access to proactive academic advising programs can assist in guiding students into degree or certificate programs. Ensuring students enroll in the correct sequence of courses for a particular program will lead to higher rates of completion in degree or certificate programs. A study of over 20,000 community college students found that the earlier a student entered into a declared program of study, the better the student outcomes were. Data from the report found that 50 percent of students who entered into a program of study within the first year earned a certificate or a degree or transferred into a four-year institution within five years. The rate dropped to 37 percent for students who entered a program of study after the second year (Jenkins & Cho, 2012).

The audit found that the majority of developmental education courses – as well as credit-bearing courses – are taught by DCE faculty who have no contractual obligation to serve as advisors. The DCE faculty are not part of the campus community or a consistent, coherent academic advising system. Sperling found that a higher percentage of SF faculty are needed to provide this essential student service.

In addition, the Massachusetts Department of Higher Education Task Force on Retention and Completion at the Community Colleges (2007) recommended increased availability for student advising by increasing the overall percentage of SF faculty to 60 to 75 percent within seven years.

Nationally, studies have shown that part-time faculty spend the majority of their time teaching and have fewer interactions with students outside the classroom. Part-time faculty tend not to have offices or work space at any single campus and are less integrated into campus culture. In addition, in general they have lower student numbers than their full-time counterparts (Jaeger & Eagan 2009, Umbach 2008).

ACADEMIC ADVISING

ACADEMIC ADVISING includes an educational plan that takes into account the student's abilities, interests and values to set goals for his or her academic career.

ACADEMIC SUPPORT SERVICES

ACADEMIC SUPPORT SERVICES include academic tutoring, mental health counseling, social services and health care services.

In a 2011 survey of 71,000 community college students across the nation, 46 percent reported never meeting with an academic advisor by the end of the first semester. The availability of access to academic advising was the largest barrier to students meeting with an advisor. The availability of advising is limited by the job descriptions of part-time faculty. Only 7 percent of part-time faculty reported academic advising as part of their jobs versus 55 percent of full-time faculty. Contrary to the trend, campuses that had mandatory academic advising programs for students saw increases in student retention and graduation rates (Center for Community College Student Engagement, 2012). In Massachusetts, 100 percent of the public community college instructional faculty are required to perform academic advising as part of their collective bargaining agreement. Cornerstones of Completion (Couturier, 2012) recommends strong advising, orientation and student success courses to help students navigate college and career goals early in their education careers.

Students enrolling in community colleges need more support in navigating and managing both the academic work and demands of completing a course of study. There is assistance and advising provided by faculty at community colleges in Massachusetts, but only full-time faculty members have responsibility for serving as advisors and holding office hours. Most campuses supplement full-time faculty advisers with an advising center or additional support during course registration periods. Services provided by advising centers are neither consistent nor tailored to a student's academic goals.

The National Academic Advising Association and the Council for Advancement of Standards in Higher Education recommend that all students have a program of academic advising. A survey of Roxbury Community College students found that 75 percent of part-time students and 83 percent of full-time students sought help from a faculty member, while only 18 percent of part-time students and 25 percent of full-time students sought help from a formal academic advisor. The conclusion is that students want and are seeking assistance, but not in the formal academic advising system. Sixty-four percent of students reported that academic advising was very important (Carter, 2009). Two-thirds of Chief Academic Advisors in Massachusetts community colleges report that students in developmental education courses are "seldom" or "never" assigned academic advisors (Sperling, 2009)

Massachusetts' public community colleges have also recognized the need for investing in academic advising programs.

As an example, Massachusetts Bay Community College defines an academic advisor as a faculty member who helps students to:

- Develop academic plans;
- Pre-register and/or register for courses;
- Plan courses of study to meet departmental or institutional requirements;
- Evaluate transfer credits and transcripts using available campus technologies;
- Identify resources to prepare for career examinations;
- Change academic majors;
- Utilize MassTransfer or other credit transfer programs;
- Enroll in courses at other institutions;
- Prepare for graduation; and
- Take advantage of appropriate campus resources.

To meet student needs, Massachusetts community colleges have been experimenting with hybrid advisory services that are available both online and face to face. For this model to work, advisors must be available at different times of the day and week to be accessible to students who have non-traditional schedules. Advisors must be available for extra hours during mid-term and final exam periods as well as during peak registration periods. In addition, advisors must have first-hand knowledge of the requirements for the degree or certificate program in order to properly advise students whose only source of information will be the college personnel with whom they interact.

If program and certificate completion measures the academic success of community colleges, then all students must be encouraged to pursue and complete degrees guided by individual advising, mentoring and other forms of support. To accomplish this goal, campuses must provide regular, consistent and accurate advising addressing specific academic and financial requirements for degree or certificate completion. Academic advising must focus on those groups of students who are most at risk for non-completion: these include developmental education students, low-income, first-generation students caring for families, and adult students not entering directly from high school.

Academic advisement should also include programs such as student learning communities, early intervention activities and college success seminars. Establishing such programs for high-need students should be a goal and will require more full-time SF faculty and more resources.

RECOMMENDATIONS

COMMUNITY COLLEGE STAFFING COMMISSION

Include on the broad-based commission representation from college students, faculty and administrators; legislative and administrative leaders; business leaders and MCCC representatives, as recommended in the Governor's budget, to examine and recommend to policymakers proposals to strengthen and improve our community colleges by increasing the percentage of full-time, state-funded faculty through:

1. Defining uniform campus by campus measures of student outcomes for determining success.
2. Reinventing part-time faculty instructional and non-instructional responsibilities, compensation and benefits.
3. Determining the optimal ratio between full-time and part-time faculty.
4. Identifying mechanisms for attracting, retaining and supporting a highly qualified faculty.
5. Articulating the specific types of student and faculty demographic data needed to make informed decisions both systemwide and campus by campus.

A higher percentage of full-time faculty will create the stability necessary for better student outcomes. The overall staffing goal must focus on building an academic community designed to attract and retain stable, high quality faculty who teach, participate fully in campus duties and serve as advisors to students. Community college students deserve dedicated advisors who will be assigned to them throughout the course of their academic career. The current range of 60 to 75 percent part-time faculty across all campuses has resulted in the inability of community colleges to provide the stability or the support that students require to earn a degree or certificate.

CAMPUS BY CAMPUS STUDENT SUPPORT PLANS

Require community college leaders to develop and submit to the Board of Higher Education a student support plan focused on:

1. Articulating the specific support services needed for successful completion of degree and certificate programs.
2. Using demographic data to identify the academic supports needed by student subgroups, campus by campus.
3. Determining the specific support services needed for students with developmental and language acquisition disabilities.
4. Establishing the appropriate faculty and professional staff needed to provide specific support services.
5. Identifying the funding needed to provide academic support services and potential sources of funding.

Given the low student outcomes across the community college system, it is clear that students are not receiving the academic support required to be successful. Students are paying tuition and fees with the expectation of being successful; thus, funding should be expended on providing them with the support services needed. In developing the required student support plan, campuses must conduct a comprehensive analysis of both student needs and the investment in staff required to meet them.

COMMUNITY COLLEGE FUNDING REQUIREMENTS

Establish the Commission on the Funding Needs for Quality Public Higher Education to make recommendations to the Joint Committee on Higher Education, the secretary of education, and the Board of Higher Education focused on:

1. Conducting a study of tuition and fees, as required by existing M.G.L. Chapter 15A, Section 9(i), which states that fees shall not exceed 25 percent of total student charges at community colleges.
2. Examining the current funding system to determine whether each campus is providing all students with a high quality education that meets their needs.
3. Defining a systemwide funding formula that provides equitable funding across the 15 community college campuses.
4. Eliminating disincentives created by the current funding system that have led to an over-reliance on part-time faculty and a lack of academic support services.

The community college funding structure incentivizes college leaders to hire DCE faculty instead of SF faculty. The state appropriation covers the cost of salary and benefits for a fixed number of SF faculty at each campus. For each additional SF faculty that the college employs, the cost equals the faculty member's salary plus a 33 percent differential for fringe benefits; this funding must come from the campus general fund. The state appropriation for public higher education has declined by almost 9 percent over the past six years. As a result, institutions employ instructors for credit-bearing courses under DCE contracts; this faculty is paid on a per-course basis with no fringe benefits.

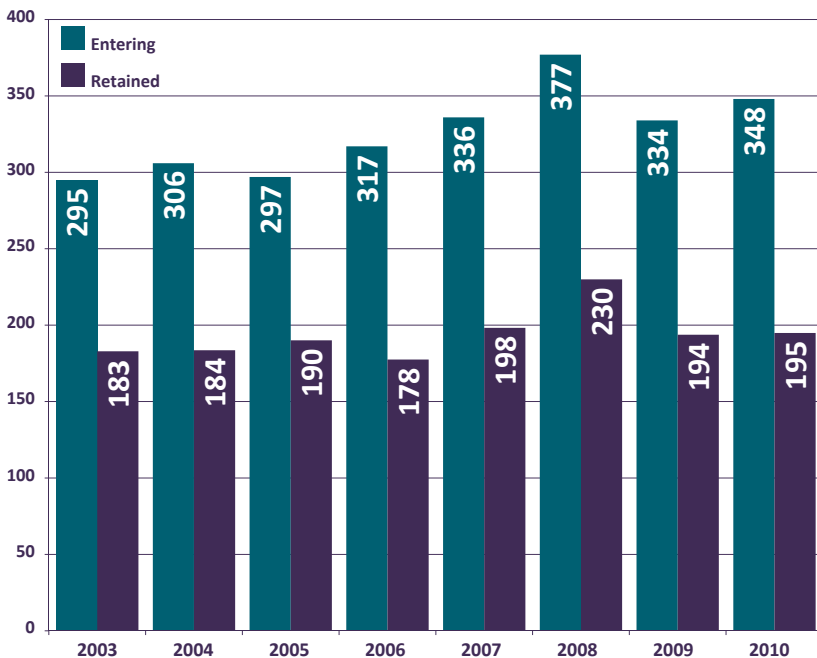
23% of Students
Completing Academic
Program, 2004-2010



26% of Credit
Courses Taught by
SF faculty, 2005-2012



Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010



2010-11

Tuition
\$780

Fees
\$4,410

Enrollment
3,497

Courses Taught by
SF faculty (Full-time)
353

Courses Taught by
DCE faculty (Part-time)
1,183



2010-11

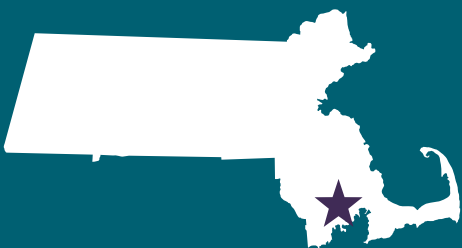
Tuition
\$720

Fees
\$3,734

Enrollment
12,123

Courses Taught by SF faculty (Full-time)
665

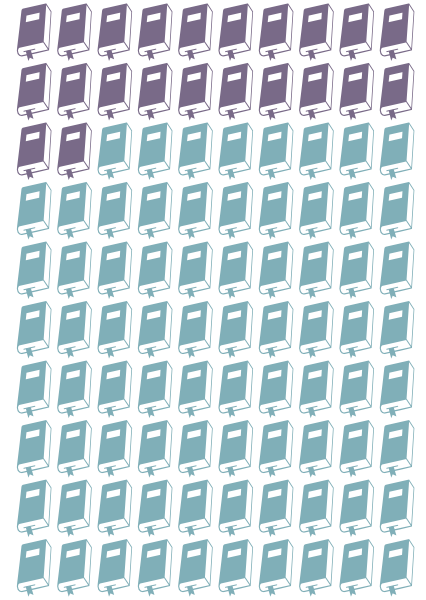
Courses Taught by DCE faculty (Part-time)
2,414



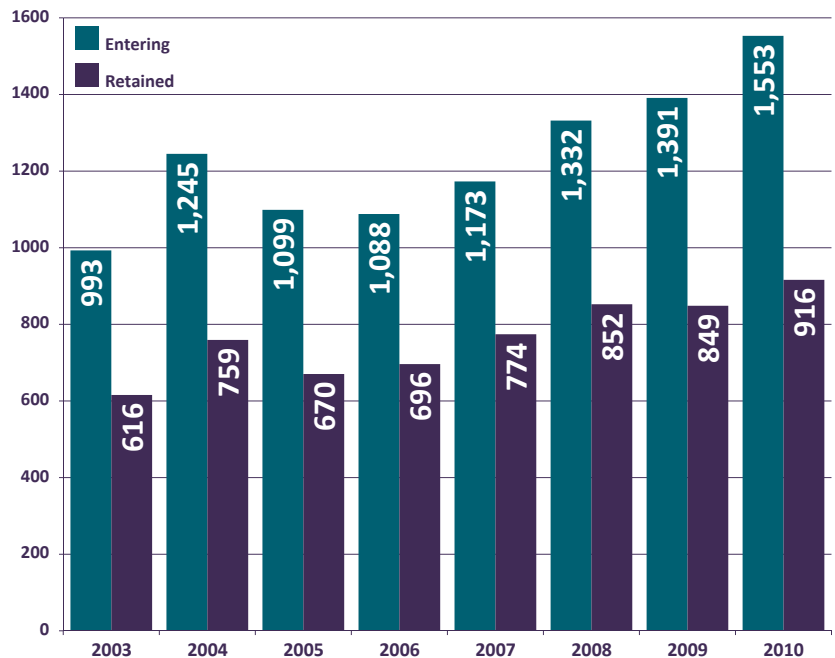
20% of Students
Completing Academic
Program, 2004-2010



22% of Credit
Courses Taught by
SF faculty, 2005-2012



Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010



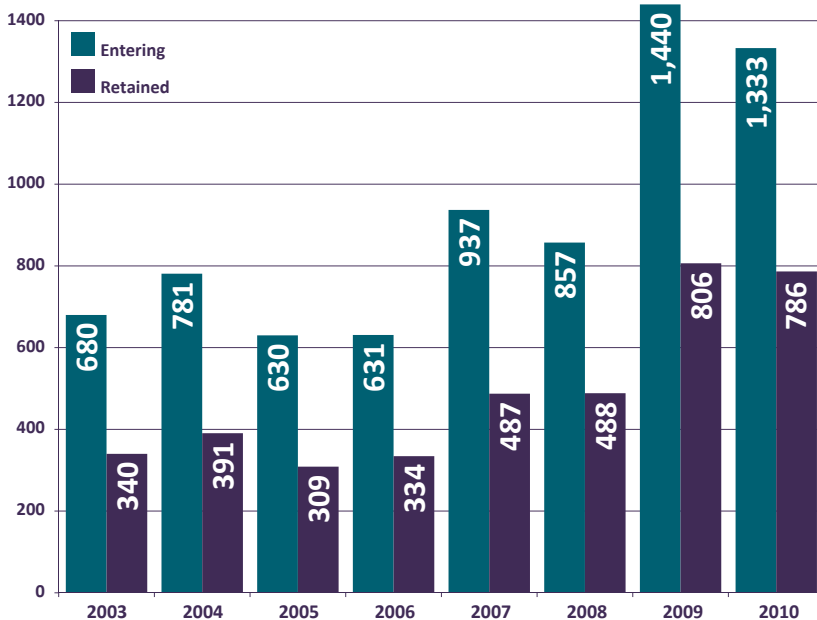
**11% of Students
Completing Academic
Program, 2004-2010**



**29% of Credit
Courses Taught by
SF faculty, 2005-2012**



**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**



2010-11

**Tuition
\$720**

**Fees
\$3,210**

**Enrollment
17,858**

**Courses Taught by
SF faculty (Full-time)
1,024**

**Courses Taught by
DCE faculty (Part-time)
3,091**



Cape Cod Community College

2010-11

Tuition
\$720

Fees
\$3,810

Enrollment
6,594

**Courses Taught by
SF faculty (Full-time)**
461

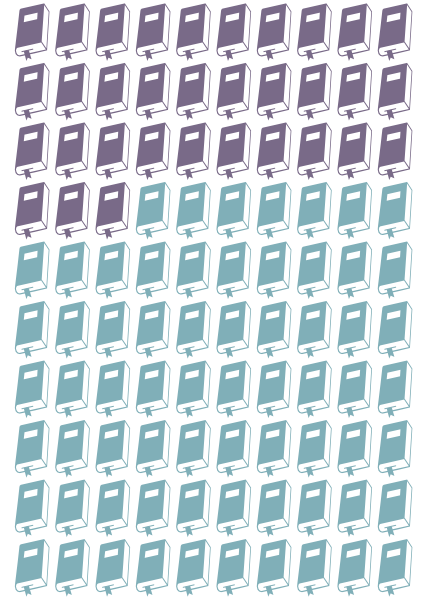
**Courses Taught by
DCE faculty (Part-time)**
909



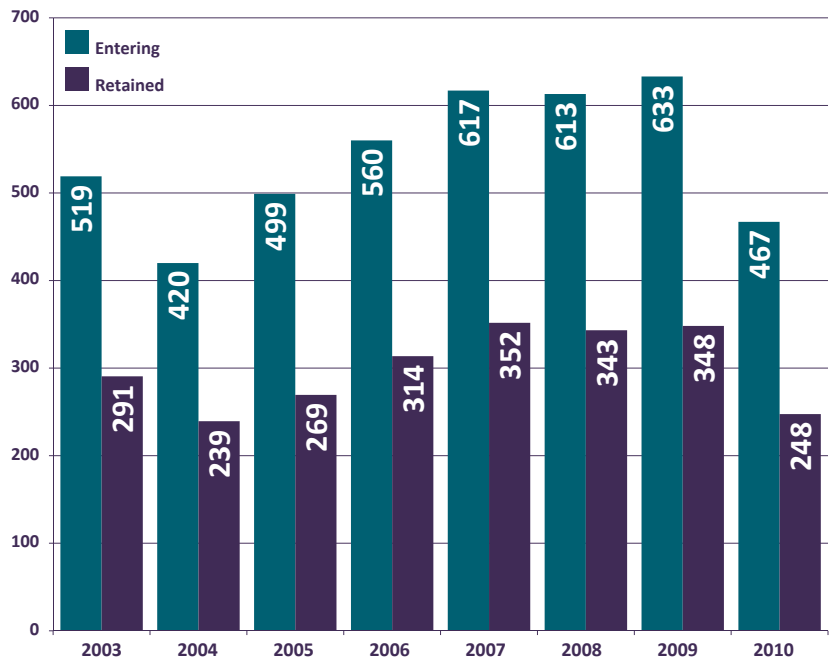
**14% of Students
Completing Academic
Program, 2004-2010**



**33% of Credit
Courses Taught by
SF faculty, 2005-2012**



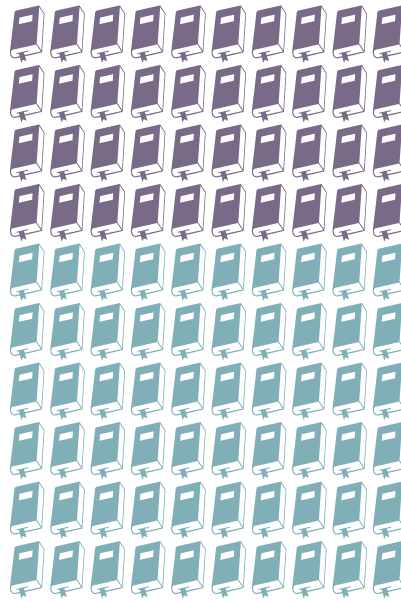
**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**



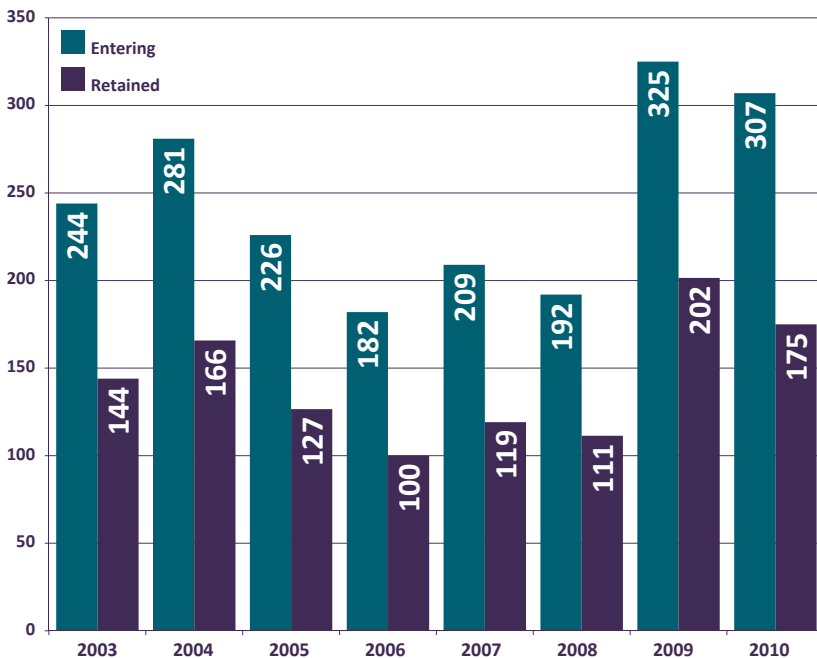
**22% of Students
Completing Academic
Program, 2004-2010**



**40% of Credit
Courses Taught by
SF faculty, 2005-2012**



**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**



2010-11

**Tuition
\$780**

**Fees
\$4,578**

**Enrollment
3,310**

**Courses Taught by
SF faculty (Full-time)
384**

**Courses Taught by
DCE faculty (Part-time)
623**



Holyoke Community College

2010-11

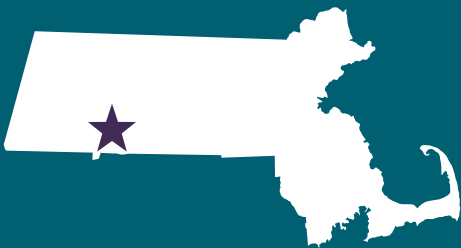
Tuition
\$720

Fees
\$3,330

Enrollment
9,741

Courses Taught by SF faculty (Full-time)
705

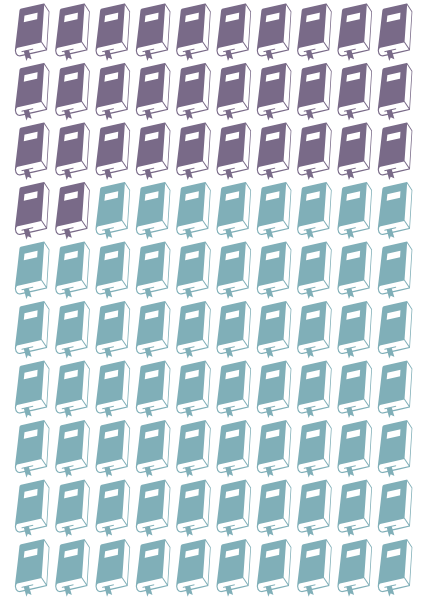
Courses Taught by DCE faculty (Part-time)
1,826



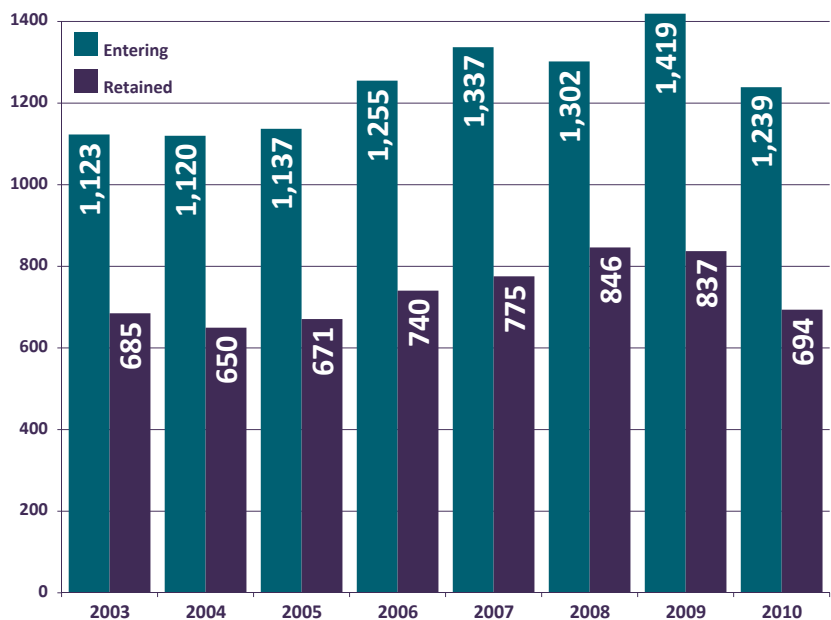
22% of Students
Completing Academic
Program, 2004-2010



32% of Credit
Courses Taught by
SF faculty, 2005-2012



Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010

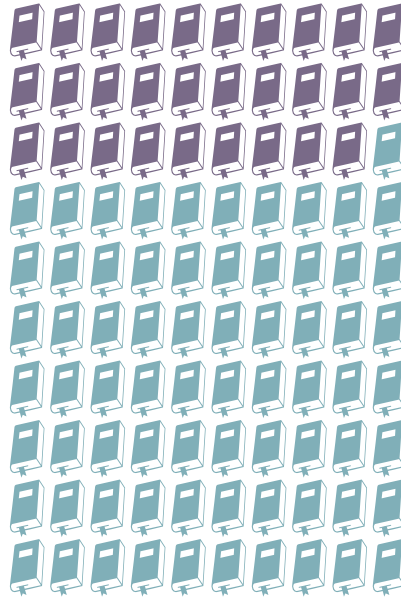


Massachusetts Bay Community College

17% of Students
Completing Academic
Program, 2004-2010



29% of Credit
Courses Taught by
SF faculty, 2005-2012



2010-11

Tuition
\$720

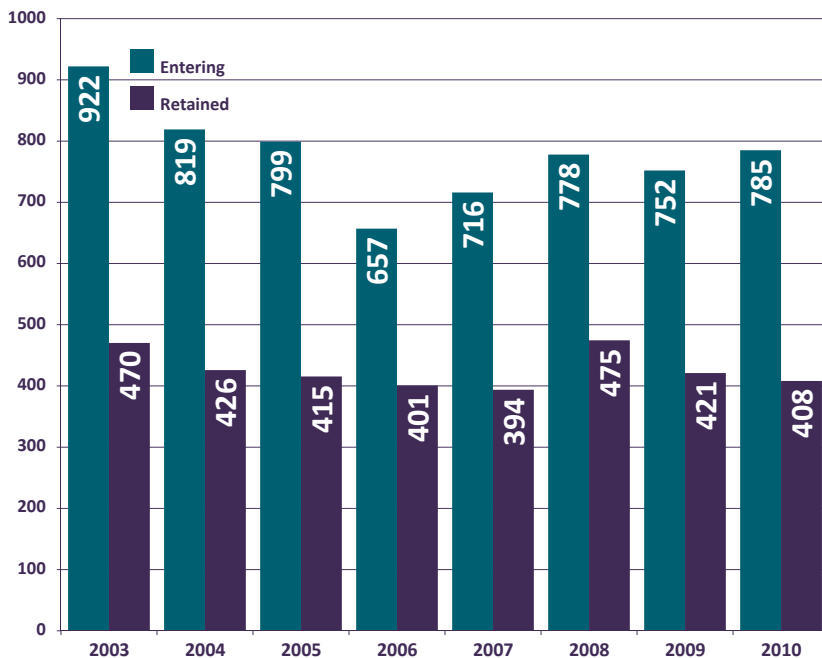
Fees
\$3,890

Enrollment
7,612

Courses Taught by
SF faculty (Full-time)
400

Courses Taught by
DCE faculty (Part-time)
1,042

Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010



Massasoit Community College

2010-11

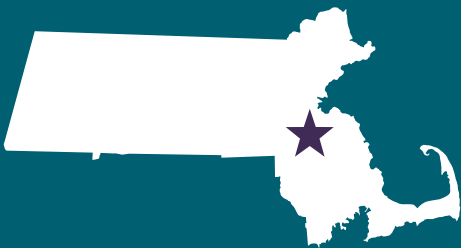
Tuition
\$720

Fees
\$3,930

Enrollment
11,685

**Courses Taught by
SF faculty (Full-time)**
828

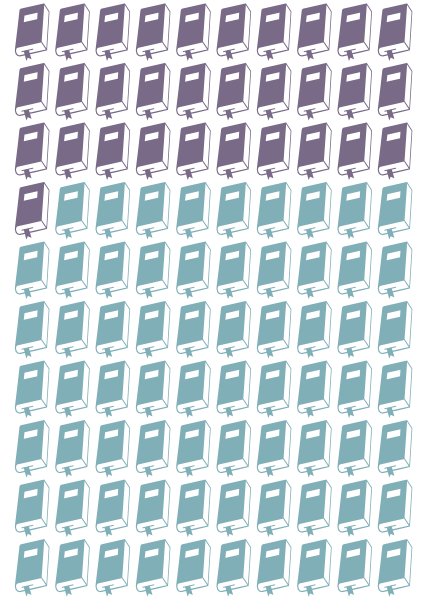
**Courses Taught by
DCE faculty (Part-time)**
2,041



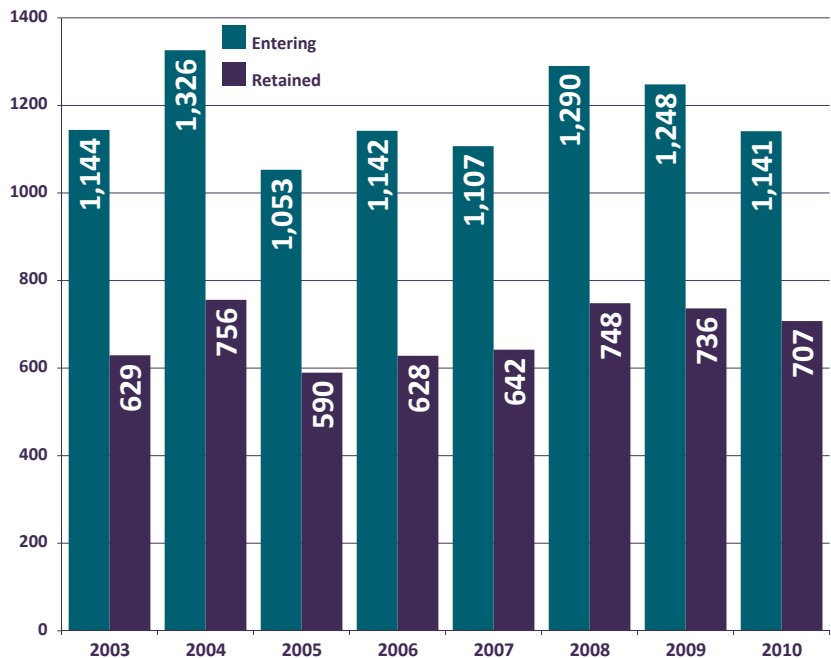
**13% of Students
Completing Academic
Program, 2004-2010**



**31% of Credit
Courses Taught by
SF faculty, 2005-2012**



**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**



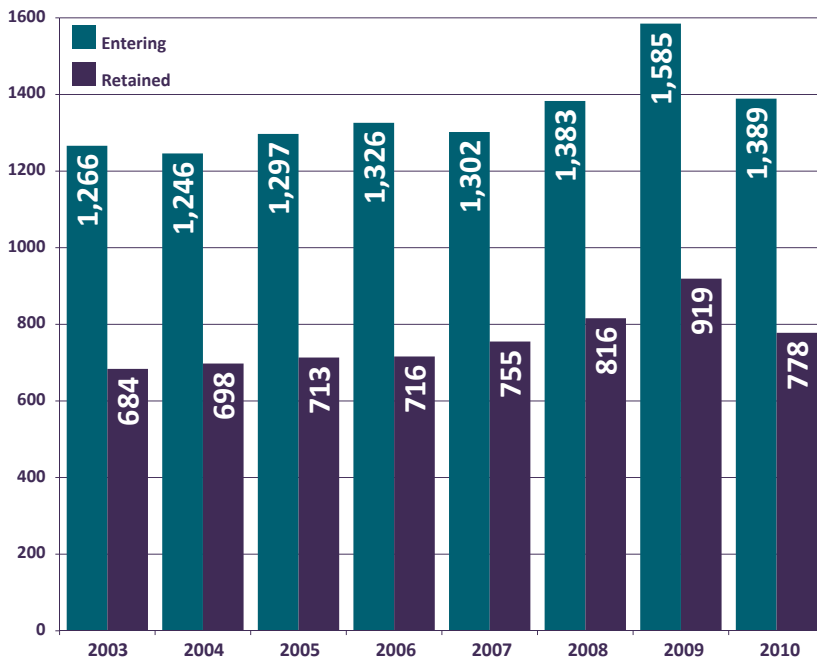
**14% of Students
Completing Academic
Program, 2004-2010**



**31% of Credit
Courses Taught by
SF faculty, 2005-2012**



**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**



2010-11

**Tuition
\$720**

**Fees
\$4,130**

**Enrollment
13,267**

**Courses Taught by
SF faculty (Full-time)
1,051**

**Courses Taught by
DCE faculty (Part-time)
2,600**



Mt. Wachusett Community College

2010-11

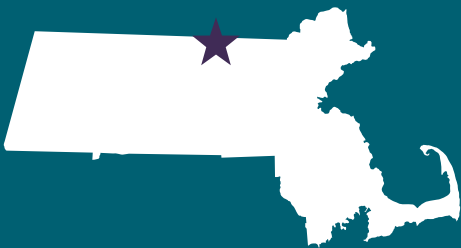
Tuition
\$750

Fees
\$4,690

Enrollment
6,923

Courses Taught by SF faculty (Full-time)
416

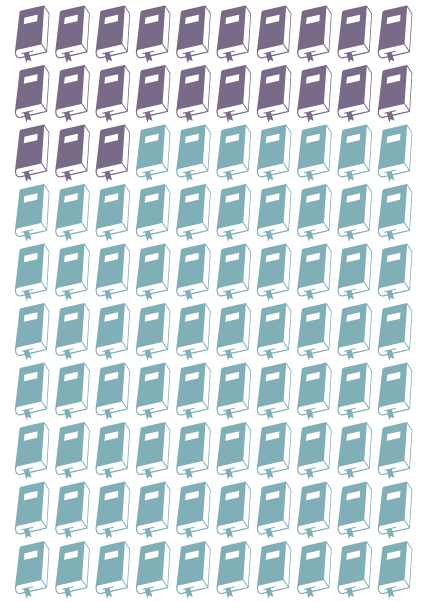
Courses Taught by DCE faculty (Part-time)
1,636



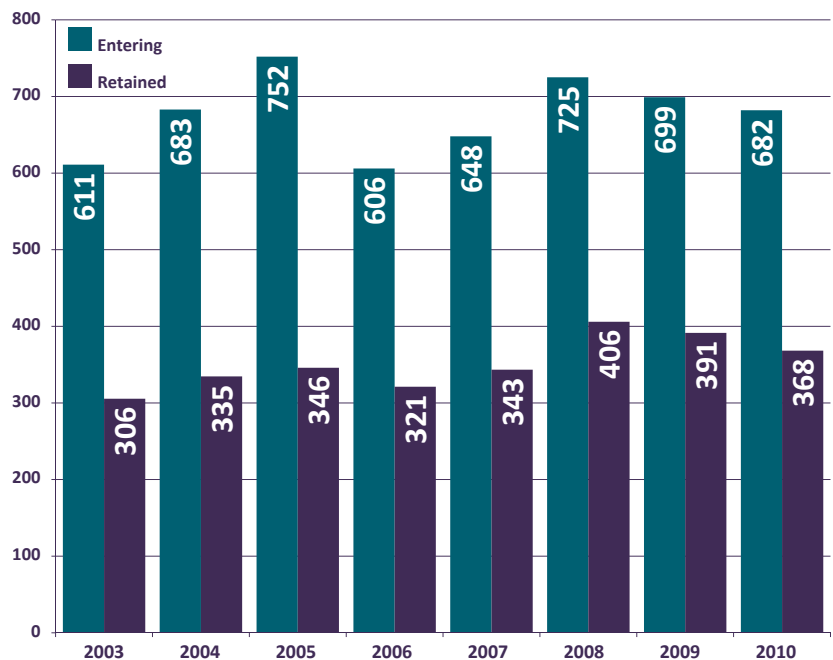
18% of Students
Completing Academic
Program, 2004-2010



23% of Credit
Courses Taught by
SF faculty, 2005-2012



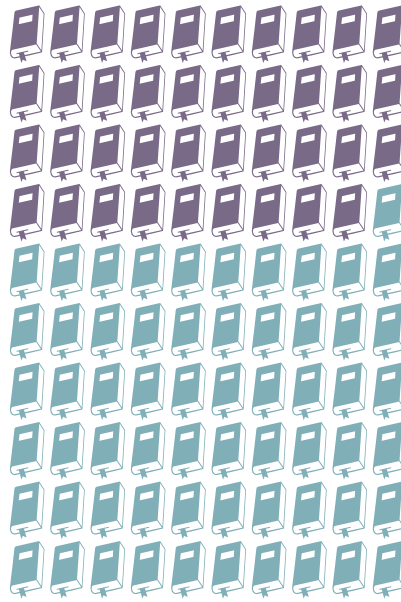
Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010



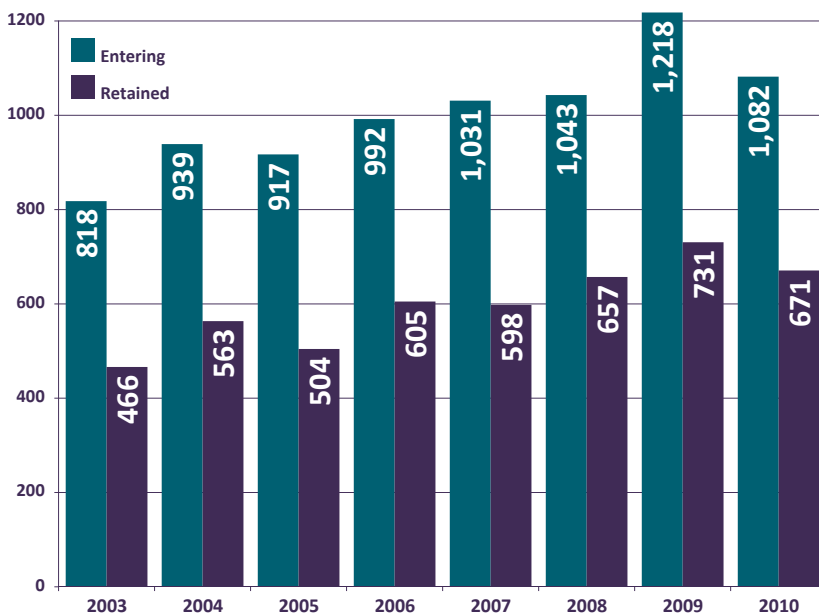
17% of Students
Completing Academic
Program, 2004-2010



39% of Credit
Courses Taught by
SF faculty, 2005-2012



Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010



2010-11

Tuition
\$750

Fees
\$3,900

Enrollment
11,187

Courses Taught by
SF faculty (Full-time)
937

Courses Taught by
DCE faculty (Part-time)
1,706



Northern Essex Community College

2010-11

Tuition
\$750

Fees
\$3,480

Enrollment
9,978

Courses Taught by SF faculty (Full-time)
642

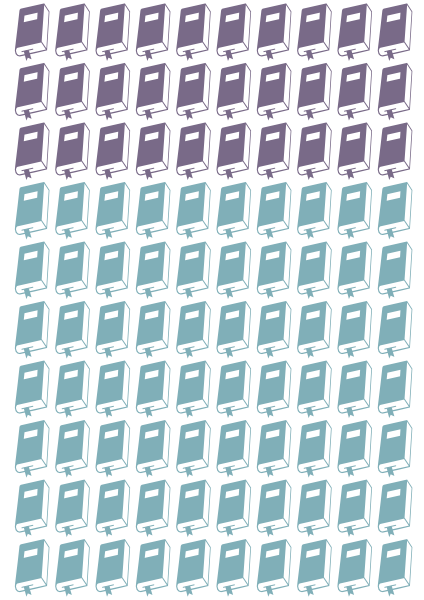
Courses Taught by DCE faculty (Part-time)
1,620



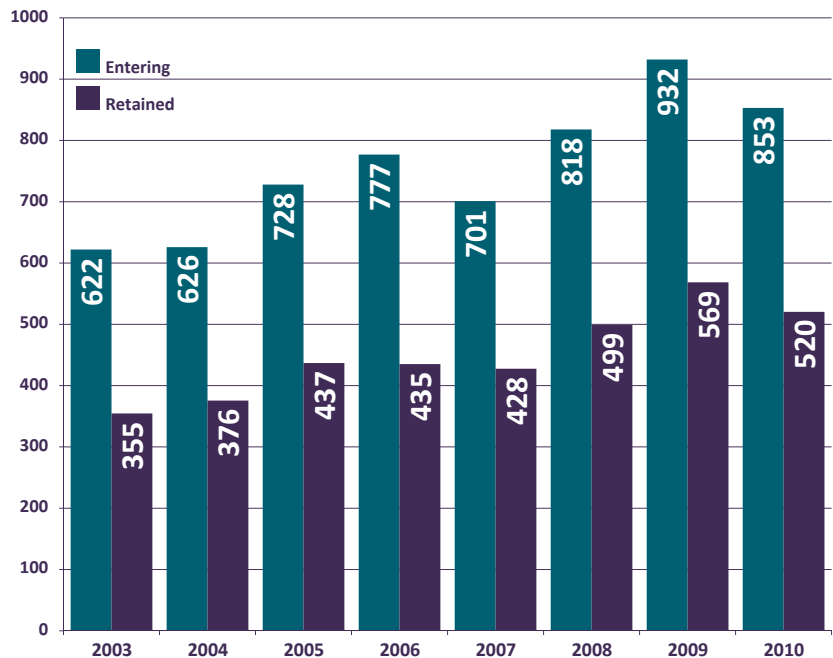
14% of Students
Completing Academic
Program, 2004-2010



30% of Credit
Courses Taught by
SF faculty, 2005-2012



Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010



**16% of Students
Completing Academic
Program, 2004-2010**



**25% of Credit
Courses Taught by
SF faculty, 2005-2012**



2010-11

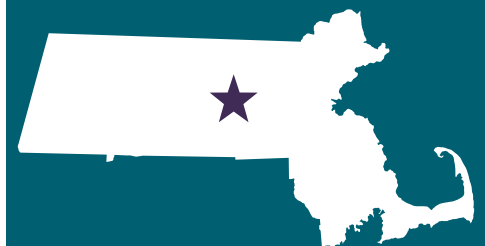
**Tuition
\$720**

**Fees
\$4,020**

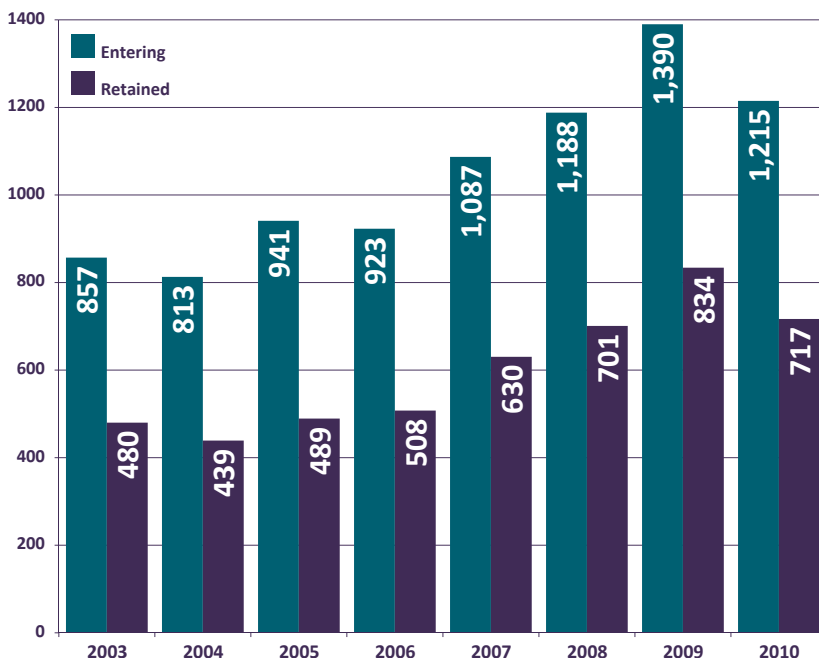
**Enrollment
11,864**

**Courses Taught by
SF faculty (Full-time)
721**

**Courses Taught by
DCE faculty (Part-time)
2,464**



**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**



Roxbury Community College

2010-11

Tuition
\$780

Fees
\$3,530

Enrollment
3,861

**Courses Taught by
SF faculty (Full-time)**
312

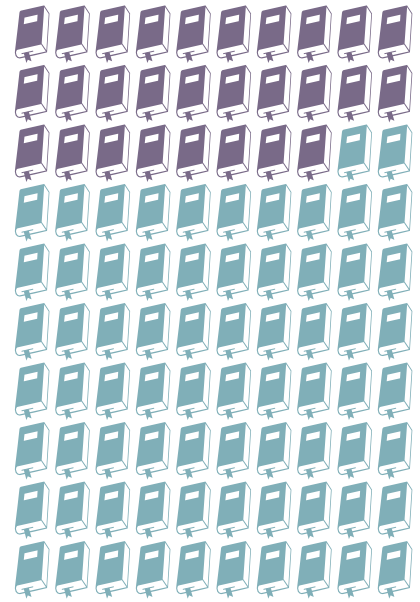
**Courses Taught by
DCE faculty (Part-time)**
763



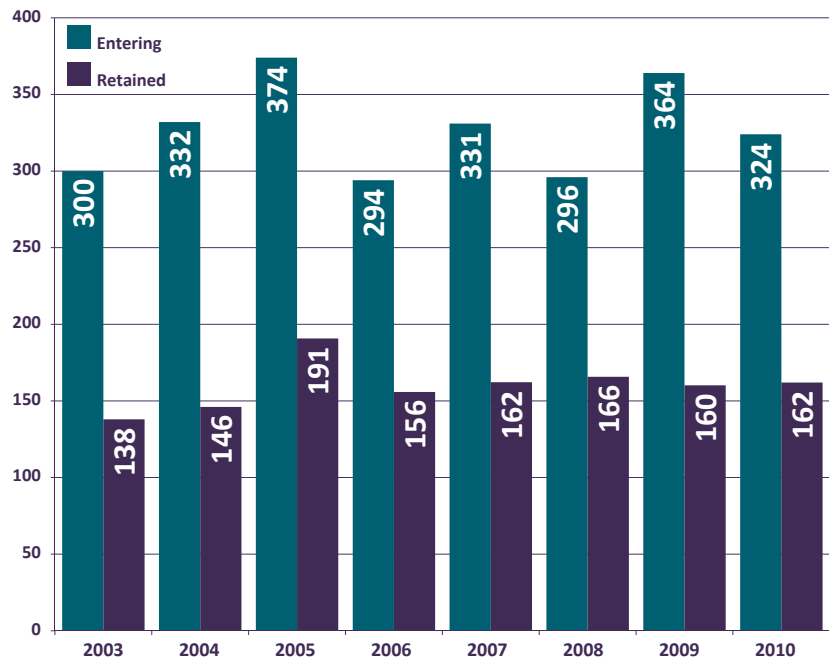
**7% of Students
Completing Academic
Program, 2004-2010**



**28% of Credit
Courses Taught by
SF faculty, 2005-2012**



**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**

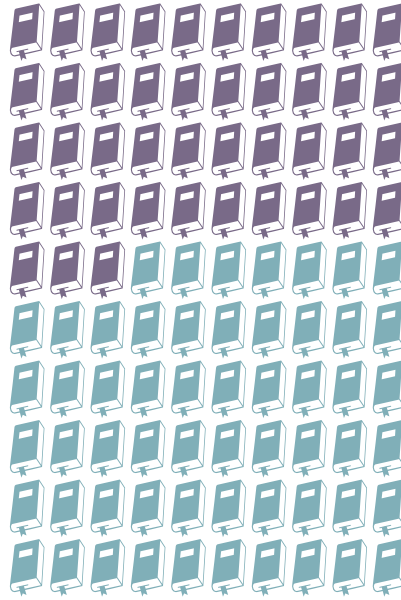


Springfield Tech Community College

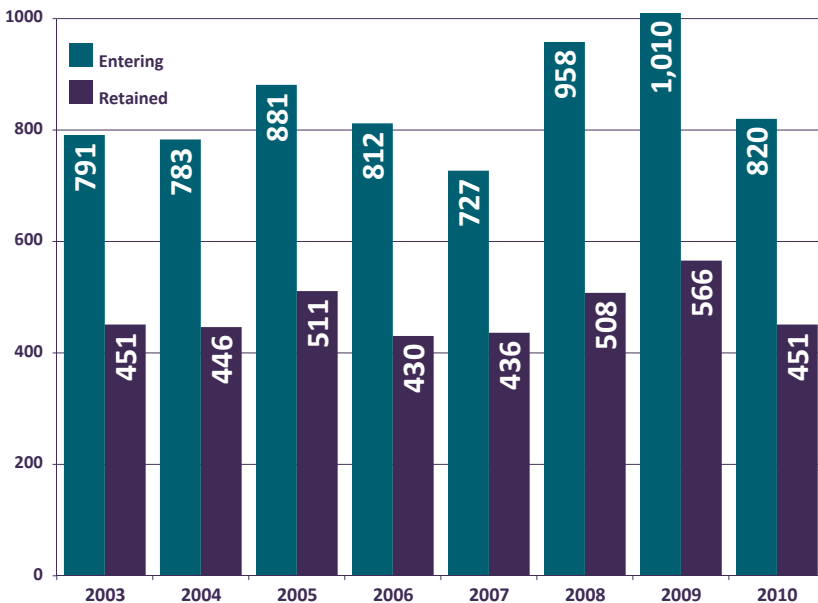
**21% of Students
Completing Academic
Program, 2004-2010**



**43% of Credit
Courses Taught by
SF faculty, 2005-2012**



**Number of First-Time, Full-Time Degree or Certificate Program
Students Enrolled and Retained in Year 2, 2003-2010**



2010-11

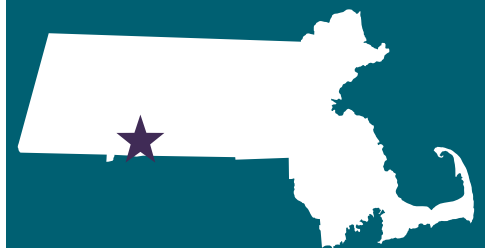
**Tuition
\$750**

**Fees
\$3,636**

**Enrollment
9,235**

**Courses Taught by
SF faculty (Full-time)
957**

**Courses Taught by
DCE faculty (Part-time)
1,495**



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