



2012 STRATEGIC PLAN UPDATE

MASSACHUSETTS STATE COLLEGE
BUILDING AUTHORITY

FEBRUARY 2013



1963 - 2013
ONE HALF CENTURY OF SERVICE TO
MASSACHUSETTS PUBLIC HIGHER EDUCATION

TABLE OF CONTENTS

SECTION 1: OVERVIEW

Acknowledgements
Introduction
Executive Summary
Chapter 1: System Overview
Chapter 2: Looking Forward
Chapter 3: State University Ten-Year Strategy
Chapter 4: Community College Overview

SECTION 2: CAMPUS PROFILES

Introduction
Bridgewater State University
Fitchburg State University
Framingham State University
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts
Massachusetts Maritime Academy
Salem State University
Westfield State University
Worcester State University

SECTION 3: APPENDIX

Methodology
Glossary of Terms
Housing Typologies
MSCBA Residence Hall Data
Students in On-Campus Housing Summary
Massachusetts Home Addresses
Massachusetts Demographics
Community College Location Draw
Minority Enrollment
List of Figures
Bibliography



SECTION 1: OVERVIEW

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There is no certainty if the factors that have produced increased enrollment in the last decade are a trend, or if they will be sustainable since recent state university enrollments have been affected only marginally by increased transfers, increased retention, and recruitment of minority first-time students.

While there is no evidence yet that the state university system is seeing enrollment increases in non-traditional first time student, all of the campus' enrollment managers exhibit sensitivity to this issue. Without exception, interviews at the state universities revealed a determined effort to expand on admissions/enrollment efforts; to retain students in greater numbers; to outreach to minorities and first time students who would traditionally not begin higher education at a four year institution; and to ease the process of transfers within the system.

Without exception, interviews at the state universities revealed a determined effort to expand on admissions / enrollment efforts.

FUTURE VISION OF HIGHER EDUCATION, 2022

The current pace of change is affecting higher education in as dramatic a way as it is every other sector of society. Predictions for higher education a decade from now suggest that the model of four years away from home will continue to have a place in higher education, but perhaps be a smaller piece than in the past. They suggest more mobility into and out of college with an increased expansion of long-distance learning and other technological changes supplementing face-to-face learning. They tell us that students will begin to seek out institutions at various times for additional knowledge or credentials as their careers change or they change to new ones and that representation in higher education will increase and the average age will trend higher. Pressure is being placed on state universities now to pay more attention to what is required for these different aged students and ethnic groups to succeed. The state universities will need to find ways to seek them out as students and ways to retain them once enrolled. This is particularly true of those state universities whose traditional draw is from geographic areas with high Hispanic immigrant population. As the fastest growing minority group in the US and Massachusetts, it is a group that until recently has had low rates of college attendance and retention.

FIVE TO TEN YEAR STRATEGY

Despite the current uncertainties we know that successful recruitment efforts on the part of the state universities will change the profile of the enrolled student to include more underrepresented minority and non-traditional first-time students.

Housing is still viewed as very important for student success for all enrolled students and interest is increasing for a residential experience. Reinforcement of each individual campus strategy is needed to reach out to the non-traditional first-time students to sustain or bolster their enrollments in the decade ahead and retention efforts are needed to keep them enrolled and ensure their success.

Specialized support and student activity spaces may be needed as a more diverse student body develops.

STRATEGIC DIRECTIONS: HOUSING AND AUXILIARY DEMAND

Considering conditions and uncertainties over the next decade, the MSCBA has created a plan to meet the housing and auxiliary demands of the nine campuses based on a financial model as measured with individual campus strategies allowing for variations in either the decline or expansion of housing requirements.

Housing is still viewed as very important for student success for all enrolled students.

The current plan for 2012-14 encompasses the following:

- Continuing progress on the planned capacity addition projects (Mass Maritime and Worcester State).
- Continuing planning efforts at those universities that have not yet met their housing goal (Salem State).
- Increasing new capacity efforts at those universities whose unique housing goals are integral to their overall success as residential campuses (Mass Maritime).
- Developing a complementary program of student activity projects that support developmental efforts of each university as requested.
- Continuing to renovate and adapt existing housing and student activity stock (MCLA, Bridgewater State, and Fitchburg State).

HOUSING CAPACITY ADDITION PROGRAM

	A	B	C	D	E	F	G	H	I
	Fall 11 Design Capacity	2011 FTUG	Fall 11 % Housed (2011 FTUG)	Campus Goal	Current / Projected Beds	Status of MSCBA Work	Proposed Occupancy	Resulting % Housed (2011 FTUG)	Resulting % Housed (2005 FTUG)
Bridgewater	2,780	7,921	35%	50%	500	construct	2013	41%	51%
Fitchburg	1,561	3,430	46%	50%	0			46%	53%
Framingham	1,884	3,621	52%	50%	250	study		52%	^ 62%
Mass Art	426	1,638	26%	40%	290	completed	2012	44%	^^ 52%
MCLA	1,027	1,452	71%	70%	27	completed	2012	73%	87%
Mass Maritime	1,063	1,230	86%	100%	200	design	2014	103%	^^^ 137%
Salem	1,919	5,913	32%	50%	360	study		39%	42%
Westfield	2,498	4,801	52%	67%	413	construct	2013	61%	71%
Worcester	1,171	3,901	30%	50%	433	design	2014	41%	49%
SYSTEM	14,329	33,907	42%					49%	58%
System*	11,813	29,587	40%					46%	54%

*excludes Mass Art, MCLA, Mass Maritime

^ Planning 250 Replacement beds for O'Connor

^^ 493 built, 203 rented to Mass. Pharmacy

^^^ Expected FTUG of 1400 in 2015

Sources: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011 and MSCBA Occupancy data, 2012.

STUDENT ACTIVITY PROJECTS

As campuses move to meet the changing demands of students, the physical setting that includes community spaces and places grow even more important. The Authority has provided parking, dining and other support facilities to support the community in the past. This trend will likely continue into the future. Projects that have been identified in each campus master plan that may require the Authority's involvement between 2012 and 2014 are listed in Chapter 3 of this report.

FACILITY CONSTRUCTION AND RENEWAL

The next decade of work for the Authority is divided into two timeframes: five and ten years. The five-year strategy is well established, with a moderate amount of renewal work based on the Facility Renewal Plan. Recommended projects are included for each campus in Section 2 of this report. In general, this five-year period of renewal is expected to constitute less than fifty percent (50%) of the total MSCBA expenditures since as many as 1,600 new beds are expected to come online by 2015. The following five-year period may change the balance of projects from new construction towards renewal, based on the age, typology and condition of the MSCBA existing portfolio.

The Authority has provided parking, dining and other support facilities to support the community in the past. This trend will likely continue into the future.

TABLE OF CONTENTS

- Acknowledgements
- Introduction
- Executive Summary
- Chapter 1: System Overview
- Chapter 2: Looking Forward
- Chapter 3: State University Ten-Year Strategy
- Chapter 4: Community College Overview

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INTRODUCTION

The Massachusetts State College Building Authority (Authority) prepares an update of its Strategic Plan every other year. This report is the MSCBA's strategic review of its ongoing programs and planning context for 2012. The format and content of this report has shifted from previous years. In the past, the strategic goal of the Authority has been to invest in its existing residential facilities to address deferred maintenance and changes in building codes and standards while achieving on-campus housing capacity for one half of the system-wide average of full time undergraduate enrollment as of Fall 2005. When the projects under construction (Massachusetts College of Art and Design, Massachusetts College of Liberal Arts, Bridgewater State University and Westfield State University) and design (Massachusetts Maritime Academy and Worcester State University) are complete, this goal will have been achieved. Going forward, the goal of the strategic planning process is to identify specific housing goals to support the sustained enrollment for each campus. During this interim period (2012-2014), it is useful to continue to compare projected demand for new capacity projects with the former goal to ensure that enrollments are sufficient to meet capacity over the duration of the bonds issued to fund these projects. Because of this change in focus, this report examines the campuses in more detail than in the past, providing the Authority with a better understanding of strategic plans and future needs and requirements of the nine state universities.

EXECUTIVE SUMMARY

This report is the Authority's strategic review of its ongoing programs and planning context in 2012 for the next two years. New trends in public higher education enrollment in Massachusetts will form the basis for the next biennial review. Ongoing monitoring of the Authority's housing production and pricing in relation to student enrollment and demand, as well as the larger context of student housing, is included here as background to housing and to other student activity projects.

The news about MSCBA housing for the academic year 2011/12 is very good. The MSCBA portfolio includes close to 15,000 beds in 44 residential complexes. This represents housing for forty two percent (42%) of the full time undergraduate student population. Total enrollment in the nine state universities continues to grow with more than 52,000 students now enrolled and sixty five percent (65%) of the undergraduate population enrolled as full time students. Since 2002 the Authority has added 3,800 new beds to the system yet many more full time students are seeking housing than there is capacity.

Since 2002 the Authority has added 3,800 new beds to the system, yet many more full time students are seeking housing than there is capacity.

The demand for on-campus housing continues to be high on all of the nine campuses of the Massachusetts state university system. Enrollments are stable or growing moderately. Residence halls are filled or oversubscribed. The Authority's rent levels are competitive and sufficient to meet its financial obligations. The condition of the existing inventory is very good since much of the existing housing stock has been renovated or built new in the last decade. New beds under construction and new beds under study will provide documented need and portfolio diversity key to success for these particular campuses.

While current enrollment is stable or growing, enrollment trends remain an area to monitor since the K-12 population is projected to decline. The MSCBA's pool of potential residents is drawn primarily from full time undergraduates at the state universities. Enrollments are affected by the quality, availability and price of higher education, as well as by the number of potential students. This number is in turn a combination of demographics, economics, workforce changes, social, immigration, and geographic trends.

Other factors and trends affecting enrollment are individual institutional actions to modify core admission demographics, to reach out to non-traditional first time students, to increase applications and transfers, and to increase on-line education. All of these influence enrollment and subsequently the need for on-campus housing. Lastly, planning must take into consideration the condition and configuration of its existing stock. Overall the condition of the system is very good, but there are a few residence halls that require a level of renovations that exceed routine renewal activities.

Specific issues addressed in the report are summarized below.

HOUSING

The demand for on-campus housing on the nine campuses remains high. All residence halls are filled or oversubscribed. The system occupancy for the academic year 2011/12 was one hundred and one percent (101%). This continues a trend of oversubscription despite the increase of 3,800 beds in the last decade.

Overall the condition of the system is very good, but there are a few older residence halls that require a level of renovations that exceed routine renewal activities.

RENTS

Although the Authority's rent levels have increased, they are sufficient to meet its financial obligations and remain competitive compared to the private and peer institutions that a potential Massachusetts state university student also considers. These rents also remain competitive with off-campus market rates.

CONDITION AND TYPOLOGY

The condition of the existing inventory is very good since much of the housing stock was renovated or constructed in the last decade. The diversity of the housing offerings has improved as new typologies have been introduced with each residential project. The amount of deferred maintenance continues to diminish. Since 2000, deferred maintenance has been reduced from \$61.1M to \$10.9M. This currently represents less than three percent (2.3%) of the current value of the MSCBA portfolio.

ENROLLMENT

Enrollments are stable or are growing modestly despite a statewide population decline. A significant contributor is the increased number of high school graduates who enroll in higher education, seek out public institutions, and live on campus. Over the last decade, enrollments have risen substantially within the Massachusetts public higher education system. The collective enrollment of the state universities grew by seventeen percent (17%), the University of Massachusetts system by twenty percent (20%), and the community college system by twenty five percent (25%). During this same period, the percentage of full-time undergraduate enrollment increased by over ten percent (10%) all of which has created an increasing on-campus housing need.

Projection of K-12 population decline in Massachusetts has been discussed for many years since forecasting the number of graduating high school seniors has traditionally been viewed as a reasonable prediction of demographics trends.

Despite the predicted decline in K-12 population by 2022, the impact of this decline on state university enrollments, as well as on MSCBA housing demands, should be minimal. Based on current enrollment trends, the decreased 12th grade enrollment predicted for 2022 could result in a reduction of about five percent (5%) in the state university FTUG enrollment. This would bring FTUG enrollment back to 2009 numbers. With the addition of beds projected for 2015, the total number of beds available within the system would be forty nine percent (49%), which is still short of the previous system-wide target of fifty percent (50%).

OTHER FACTORS THAT AFFECT PAST AND FUTURE ENROLLMENT

Other factors have contributed to stable and increased enrollment in the state university system, yet they are not easy to verify. Reasons for enrollment increases and decline are many, complex and varied. They include a continuing demand for a highly educated workforce, economic changes, population shifts, enrollment of non-traditional first-time students, the number of transfers, retention rates, graduation rates, on-line education, and institutional policies and practices. While many have had a positive effect on enrollment in Massachusetts, increased enrollment does not always result in increased full time enrollment. These factors need to be monitored in the decade ahead.

The diversity of the housing offerings has improved as new typologies have been introduced with each residential project.

Despite the predicted decline in K-12 population by 2022, the impact of this decline on State University enrollments, as well as on MSCBA housing demands, should be minimal.

ISSUES TO MONITOR

The Authority will continue to update its Strategic Plan on a biennial basis to ensure that demand is sufficient for future projects and to effectively manage occupancy of existing facilities.

Besides population demographics, issues to monitor in the next two years include: the potential for changes in higher education financing as a result of the national debate on funding and affordability; the further decline in K-12 projection numbers; and changes in immigration growth and trends. The different campuses should also seek to explore the potential for non-traditional student growth beyond the transfer option. This would include older students, returning veterans, and increased representation from minority first-time students and international student programs. An increase in enrollment from these areas could require programs for non-traditional students, family housing or other changes that could affect housing needs. Online education is also an area where changes are expected to come about quickly and where institutions need to be active to maintain their competitive edge. The Authority needs to better understand how this might affect future housing requirement and needs.

Online education is also an area where changes are expected to come about quickly. The Authority needs to better understand how this might affect future housing requirement and needs.

Lastly, in addition to following the debate on higher education at a national level, all of the stakeholders need to become more proactive concerning sustainability issues to reduce the long term cost and environmental impact of its facilities. Having achieved some level of success with its own projects, the MSCBA may be able to assist the universities to steward more sustainable maintenance and operations of their facilities



CHAPTER 1: SYSTEM OVERVIEW

The MSCBA portfolio currently has capacity for close to 15,000 students in 44 residential complexes at the nine state universities.

INTRODUCTION

This section looks at MSCBA housing during the academic year 2011-2012. It considers the amount and type of housing available to students in the system and how the system is operating in terms of occupancy, rents, and condition. The MSCBA portfolio currently has capacity for close to 15,000 students in 44 residential complexes at the nine state universities. This represents housing forty two percent (42%) of the full time undergraduate student population that continues to grow both in numbers and in proportion of full-time undergraduate students.

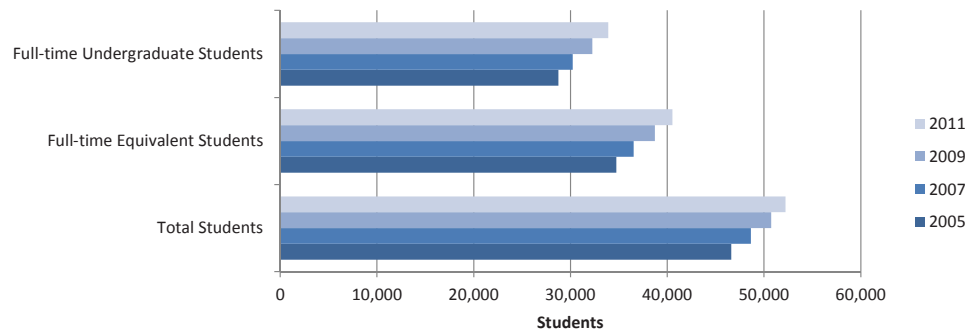
ENROLLMENT

The demand for on-campus housing is high on all of the campuses. Residence halls are filled or oversubscribed. The Authority’s rent levels remain competitive and sufficient to meet its financial obligations while providing affordable on-campus housing. Much of the existing housing stock has been renovated or built new in the last decade, resulting in a housing inventory whose conditions is good and whose typologies and offerings have expanded in terms of diversity. The 1,229 new beds recently competed or under construction and the 1,011 being studied or planned will meet documented capacity need for new capacity and provide portfolio diversity key to success for these particular campuses.

Enrollment in the state university system has increased, despite a decrease in K-12 population in the Commonwealth.

FIGURE 1

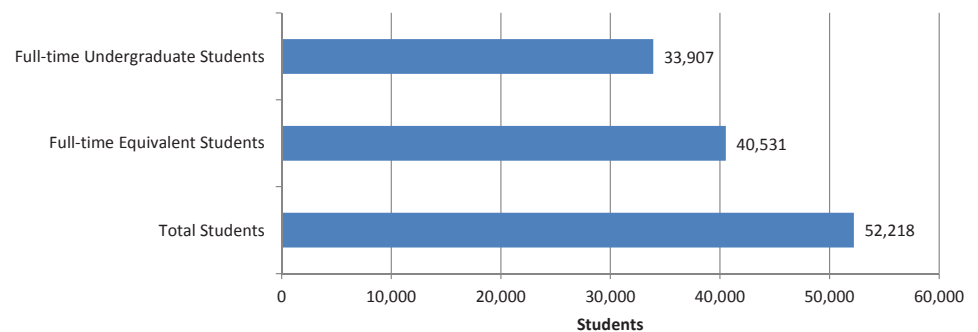
FALL 2011-12 STATE UNIVERSITY SYSTEM ENROLLMENT SUMMARY. Source: Massachusetts Department of Higher Education, 2011.



More than 52,000 students are now enrolled in the nine state universities.

FIGURE 2

FALL 2011-12 STATE UNIVERSITY SYSTEM UNDUPLICATED HEADCOUNT ENROLLMENT. Source: Massachusetts Department of Higher Education, 2011.

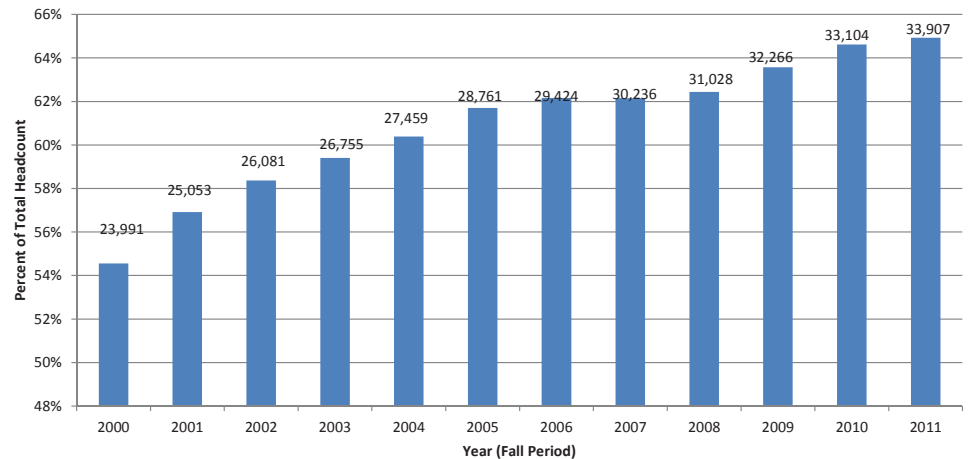


This steady increase despite the demographic decline in college-aged students in the Commonwealth is an important reference point in thinking about future housing and ancillary projects.

While enrollment has increased, the percentage of full-time undergraduate enrollment has also increased. The percentage of full-time undergraduates in 2000 was slightly more than fifty four percent (54%). In Fall of 2011 that percentage had risen to almost sixty five percent (65%), representing an approximate eleven percent (11%) increase over ten years.

FIGURE 3

FALL UNDUPLICATED UNDERGRADUATE HEADCOUNT.
Source: Massachusetts Department of Higher Education, 2010 and 2011.

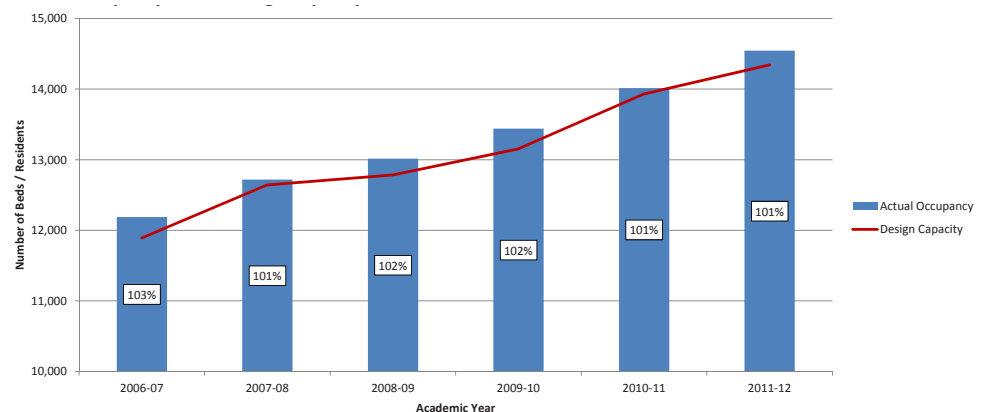


OCCUPANCY

Students continue to choose on-campus housing when available. Occupancy for Fall 2011 was very strong with system occupancy of one hundred and four percent (104%). While this number adjusts normally in the Spring semester, the annual average for this past year was one hundred and one percent (101%). The occupancy rate is still very high despite the new housing facilities that have been added to the system and overcrowding continues to be an issue for some of the campuses.

FIGURE 4

2011 SYSTEM ACTUAL OCCUPANCY VERSUS DESIGN CAPACITY. Source: MSCBA website, accessed March 2012.



There is clear evidence of continuing strong demand for the Authority's housing.

Although the Authority has added over 3,800 beds in the last decade, student demand for housing increased. The improved condition of the residential facilities of the Authority has resulted in improved desirability of on-campus housing. Occupancy increased from ninety seven percent (97%) of design capacity in fiscal 2001 to one hundred and one percent (101%) in 2011/12. There is clear evidence of continuing strong demand for the Authority's housing. Projects under construction now and those being planned will help to better match supply with demand.

The system-wide occupancy rate reflects different circumstances at the campuses. Specific conditions at some institutions call for higher or lower than average rates, resulting in some service gaps in the total pool of housing.

For example, Massachusetts Maritime Academy (Mass Maritime) requires its cadets to live on-campus as part of the academic program. Massachusetts College of Liberal Arts (MCLA) also has a strong residential focus, with a target of seventy percent (70%) or more of its students living on-campus. By contrast, the goal for on-campus housing for Massachusetts College of Art and Design (MassArt) is forty percent (40%). Some institutions, notably Salem State University (Salem State) and Worcester State University (Worcester State) continue to have strong enrollment growth and strong demand for housing, with a small starting base of available beds. Capacity additions at these institutions are making progress, but both are still below their housing targets.

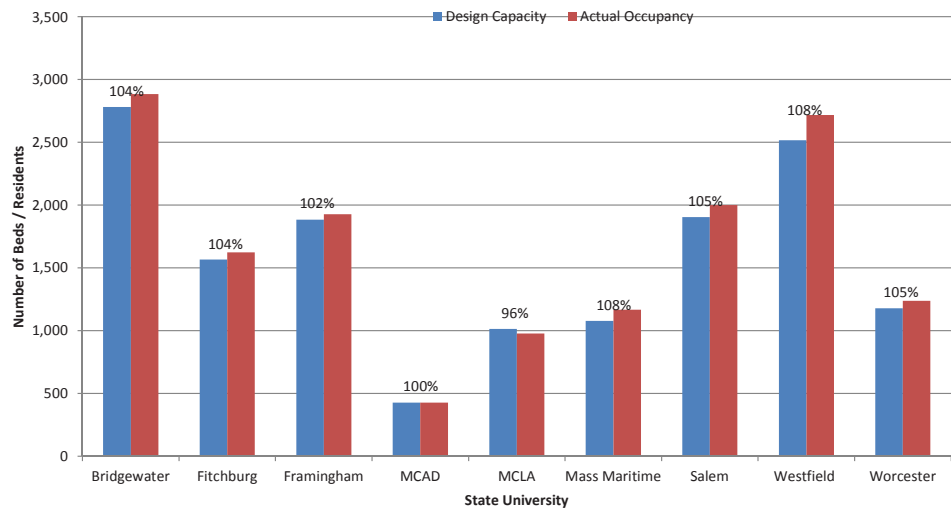
It is important to note that much of the Authority's increased housing capacity has been built within the last decade, suggesting that the 2020 decade will need a new cyclical program of capital renewal in addition to building additional capacity in areas where it is still needed.

The following figure summarizes the annualized system occupancy vs. design capacity by campus for Fall 2011. Housing on all but one of the campuses equaled or exceeded capacity, which resulted in overcrowding of the system.

The 2020 decade will need a new cyclical program of capital renewal as well as building additional capacity.

FIGURE 5

FALL 2011 ACTUAL OCCUPANCY VERSUS DESIGN CAPACITY BY CAMPUS. Source: MSCBA website, accessed March 2012.



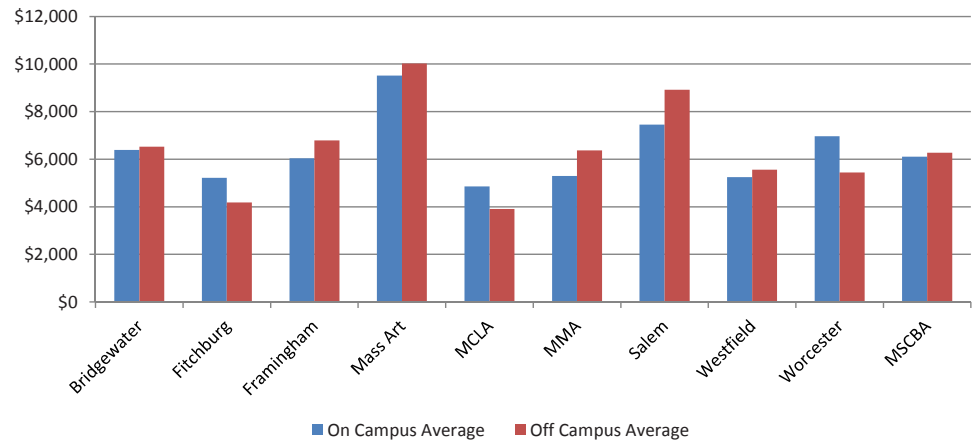
RENTS

The cost of housing to students is another key factor. Rents must be set at affordable levels to encourage students to live on-campus, and to generate a sufficient revenue for overall operations. The Authority's average academic year rent for 2011/12 was \$6,108 per bed for the nine-month academic year. Rents increased for all of the universities in the past year. The majority of room rates increased three to four percent (3-4%), with the exception of Worcester State and Framingham State University (Framingham State). The average MSCBA rent is lower in most cases than the average of other New England public institutions, regional private peers, and the cost of living off-campus.

Some of the campuses have viable off-campus housing alternatives such as Salem State and MassArt. Others such as Bridgewater State, Westfield State, and MCLA have far fewer off-campus options. These factors are significant in terms of meeting enrollment objectives as well as setting room rates. The Authority continues to need to pay special attention to meeting the housing needs of these specific campuses.

FIGURE 6

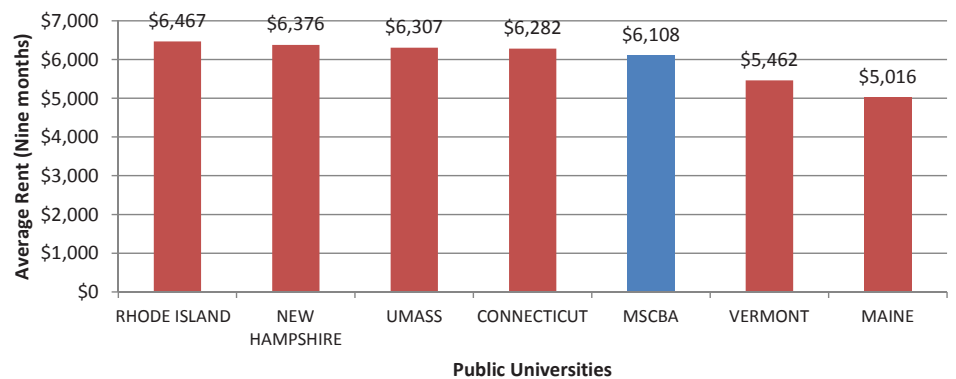
SYSTEM AVERAGE RENTS. Source: MSCBA Rent Certificate, 2012.



Current room rents are competitive with Rhode Island, New Hampshire, and Connecticut, but greater than rents in the Maine and Vermont public higher education system. The Authority needs to ensure that competitiveness continues in the future as students are making college choices in a difficult economic time. Reasonable rentals for attractive housing is needed to maintain the desirability of the Massachusetts state university choice.

FIGURE 7

PUBLIC HIGHER EDUCATION AVERAGE RENT COMPARISON. Source: University websites (accessed October 2011); MSCBA, 2011.



MSCBA room rates are competitive compared with the private and peer institutions that potential Massachusetts state university students might consider.

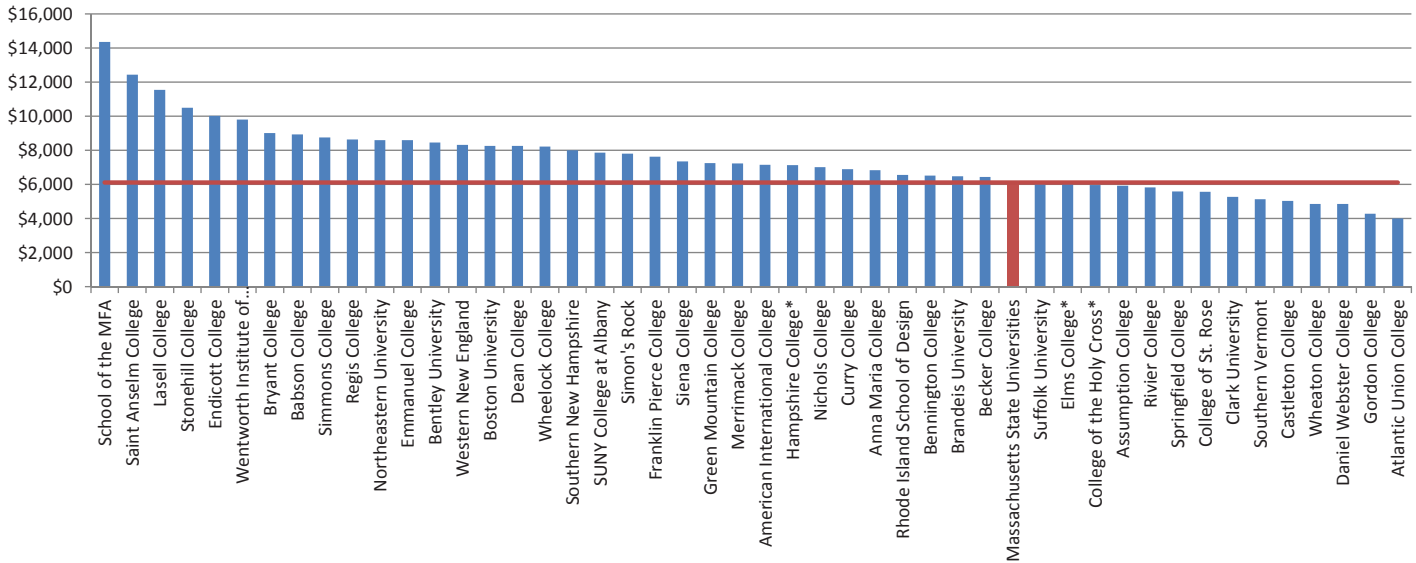
Despite the fact that MSCBA rents have increased in the last decade, room rates are still competitive compared with the private and peer institutions that potential Massachusetts state university students might consider.

The following graph illustrates the room rent at the private and peer institutions. MSCBA's rates are still near the low end of the scale.

FIGURE 8

MSCBA VERSUS REGIONAL PRIVATE COLLEGE & UNIVERSITY ROOM RENT.

Source: University websites (accessed October 2011); MSCBA, 2011.



HOUSING TYPOLOGIES

Cost is not the only factor that has an impact on student housing choices. There has been considerable discussion, as well as considerable investment by educational institutions at all levels in recent years, to make student housing more than a place to sleep. These efforts have fallen into several major categories:

- Increasing the amenities and a range of community and privacy to meet developmental needs and preferences of students.
- Enhancing program and social support for residents through residential life programs.
- Developing physical and programmatic living/learning programs, which enhance the collegiate experience.

Most institutions benefit from having a mixture of housing types on campus: the recent projects of the Authority have increased portfolio diversity.

Many undergraduate institutions have upgraded campus housing amenities to increase their market attractiveness to students. They view these upgrades as a competitive necessity to prevent losing students to other institutions. Basic diversity of housing types allows the state universities and the Authority to respond in a more nimble way to emerging student housing demands.

A range of housing configurations provides a diversity of community and privacy appropriate for varying levels of student development and preferences. Traditional aged (18-24) undergraduates classically transition during their college years from adolescence to adulthood, often reflected in growing independence in living situation. Traditional style residence halls with double rooms and shared baths provide group support during the early phases of this change. Upper division

This decade has seen the upgrading of campus housing amenities at many institutions as a means to increase their market attractiveness to students.

students typically seek more independence. Single rooms within traditional halls, suites and apartments can serve this need. Older students are more likely to want and to make good use of apartments or off-campus housing.

Different types of student housing provide opportunities for varied educational and developmental programs. Institutional housing typically offers some level of social support or supervision in addition to bed space. A strong recent trend has been to provide structured programs of academic and social support. These are sometimes focused towards first- or second-year students, or may be directed toward integrating academic activity in the residence hall through one of the many varieties of living/learning programs. These programs have been shown to help improve academic success, retention, and graduation rates.

Suites, in various configurations, provide housing between the high level of community found in traditional housing and the high level of privacy typical of apartments.

Lastly, a diversity of housing types will allow campus housing to remain attractive even as student preferences shift over time.

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TYOLOGY EXAMPLES

The system overall now has a moderate level of portfolio diversity. Future projects should enhance this range of opportunity. Individual campuses have quite different distributions of the various housing types, reflecting the periods in which housing was built as well as changing student needs and preferences over time. The Appendix contains a summary of major housing typologies in the MSCBA system and their identifying characteristics.

SYSTEM HOUSING PORTFOLIO DIVERSITY

Figure 9 summarizes the overall MSCBA system portfolio by type. Figure 10 summarizes the identifying characteristics of each campus. Projects being completed at Westfield State and Bridgewater State as well as those being studied for Framingham State and Worcester State, will enhance this range of opportunity.

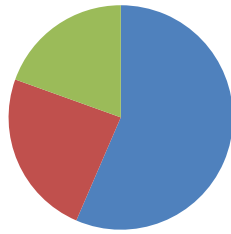
Students experience different housing needs during their time at the state universities. Recent housing studies at Salem State and Westfield State show that a majority of survey respondents believe that traditional residence halls are appropriate for first- and second-year students; suites (or rooms with a private bathroom) are appropriate for second- and third-year students; and apartments are most suitable for third- and fourth-year students.

Expanding the portfolio requires a balance between meeting the needs of intended occupants and diversifying the range of housing types at each particular campus.

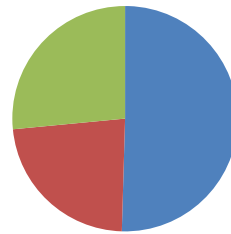
FIGURE 9

CURRENT AND PROPOSED SYSTEM PORTFOLIO BY TYPE. Sources: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA website documents, accessed March 2012 and MSCBA input.

Residence Hall Rooms By Room Type, 2011/2012 State Universities



Residence Hall Rooms By Room Type, Projected 2014/2015 State Universities

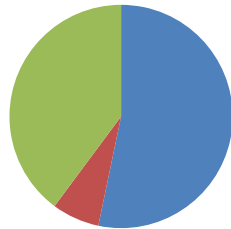


- Traditional
- Apartments
- Suites

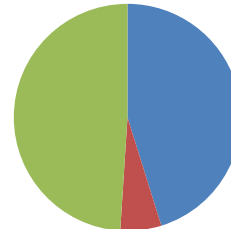
FIGURE 10

CURRENT AND PROPOSED SYSTEM PORTFOLIO BY TYPE. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011.

Residence Hall Rooms By Room Type, 2011/2012 Bridgewater State

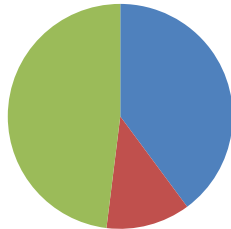


Residence Hall Rooms By Room Type, Projected 2014/2015 Bridgewater State

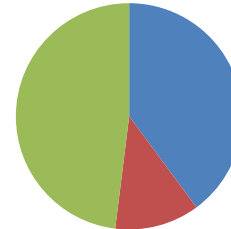


- Traditional
- Apartments
- Suites

Residence Hall Rooms By Room Type, 2011/2012 Fitchburg State

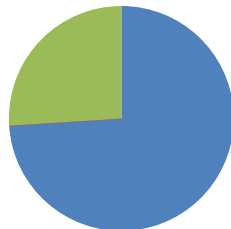


Residence Hall Rooms By Room Type, Projected 2014/2015 Fitchburg State

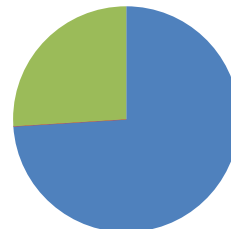


- Traditional
- Apartments
- Suites

Residence Hall Rooms By Room Type, 2011/2012 Framingham State

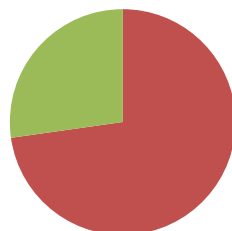


Residence Hall Rooms By Room Type, Projected 2014/2015 Framingham State

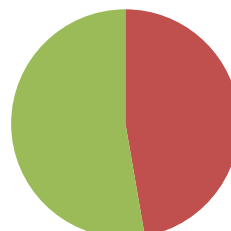


- Traditional
- Apartments
- Suites

Residence Hall Rooms By Room Type, 2011/2012 Mass. College of Art & Design

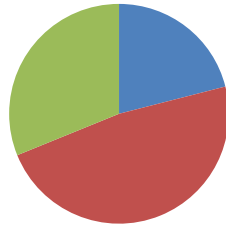


Residence Hall Rooms By Room Type, Projected 2014/2015 Mass. College of Art & Design

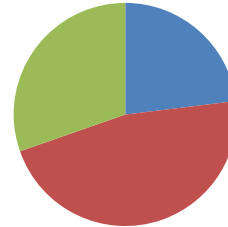


- Traditional
- Apartments
- Suites

Residence Hall Rooms By Room Type, 2011/2012
Mass. College of Liberal Arts

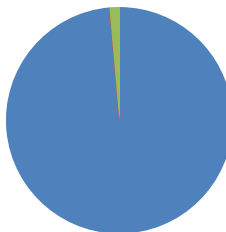


Residence Hall Rooms By Room Type, Projected 2014/2015
Mass. College of Liberal Arts

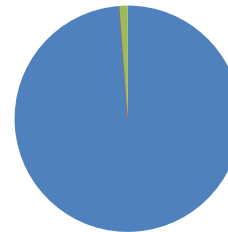


- Traditional
- Apartments
- Suites

Residence Hall Rooms By Room Type, 2011/2012
Mass. Maritime Academy

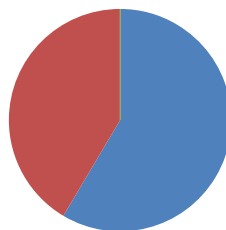


Residence Hall Rooms By Room Type, Projected 2014/2015
Mass. Maritime Academy

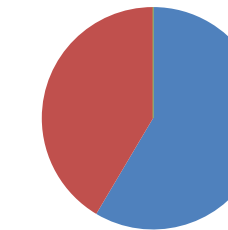


- Traditional
- Apartments
- Suites

Residence Hall Rooms By Room Type, 2011/2012
Salem State

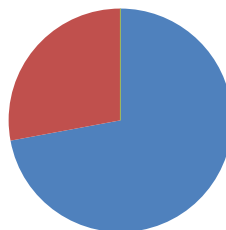


Residence Hall Rooms By Room Type, Projected 2014/2015
Salem State

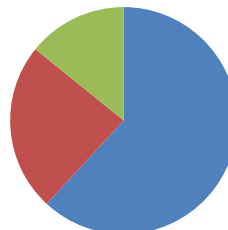


- Traditional
- Apartments
- Suites

Residence Hall Rooms By Room Type, 2011/2012
Westfield State

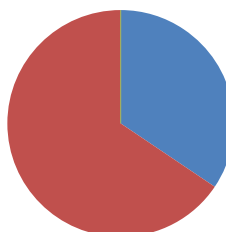


Residence Hall Rooms By Room Type, Projected 2014/2015
Westfield State

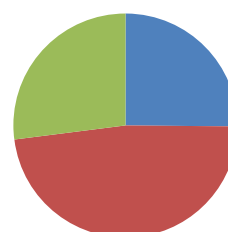


- Traditional
- Apartments
- Suites

Residence Hall Rooms By Room Type, 2011/2012
Worcester State



Residence Hall Rooms By Room Type, Projected 2014/2015
Worcester State



- Traditional
- Apartments
- Suites

SYSTEM HOUSING PORTFOLIO CONDITION

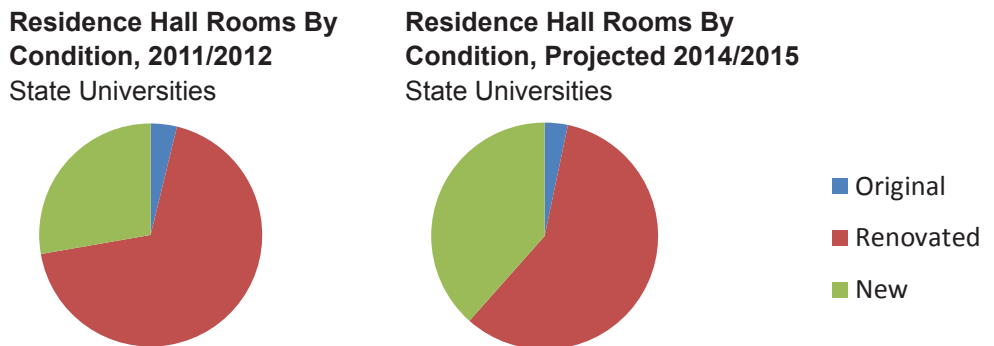
During the last decade, approximately 3,800 of the system bed count of almost 15,000 were constructed. During that same period of time, 10,000 beds within of MSCBA's housing portfolio have been renewed or upgraded in some manner. Currently two major residence halls under construction at Bridgewater State and Westfield State will add 913 new beds in Fall 2013, in addition to the 316 new beds just completed at MassArt and MCLA. Four more projects at other campuses are in study or in the planning phase that would generate an additional 1,011 beds, 633 of which are expected to be on line for Fall 2014 occupancy.

The system's bed count also differs from campus to campus in terms of housing type, space per bed, and date of original construction or major renovation. The Appendix includes an inventory of housing specifics for each campus as well as dates of construction and renovation.

Because the age of each campus' housing stock differs, as do the dates of partial or complete renovation, the MSCBA has developed a comprehensive facility renewal program to ensure that the recurring need for reinvestment occurs on a predictable schedule that is coordinated with the availability of funds necessary to implement this work. Typically, renewal projects include work that is performed on a regular cycle to maintain an existing building in its present configuration for its current use. The Facility Renewal Plan is revised annually to incorporate work completed in the previous year. The Authority's current approach is to deal with facility renewal along with adaptive renovations in a phased manner that is completed over a number of summers depending on the amount of work that is required to maintain occupancy during the academic year. Special attention is first paid to code changes and fire safety, followed by exterior envelope (roofs and windows) and then by mechanical, electrical, plumbing systems and lastly by interior finishes.

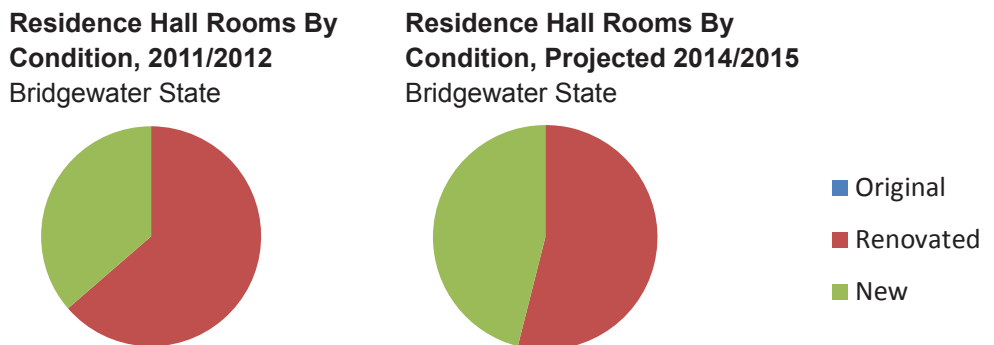
The MSCBA has developed a comprehensive facility renewal program to ensure that the recurring need for reinvestment occurs on a predictable schedule.

FIGURE 11
CURRENT AND PROPOSED MSCBA PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA website documents, accessed March 2012 and MSCBA input.

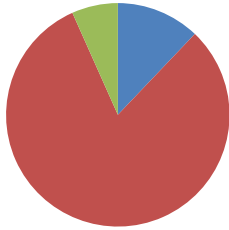


The individual campus profiles regarding age/condition and extent of renovation required are represented below in Figure 13.

FIGURE 12
CURRENT AND PROPOSED MSCBA PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011.



Residence Hall Rooms By Condition, 2011/2012
Fitchburg State

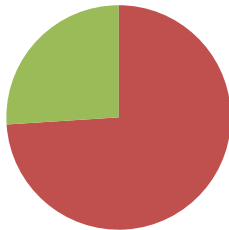


Residence Hall Rooms By Condition, Projected 2014/2015
Fitchburg State

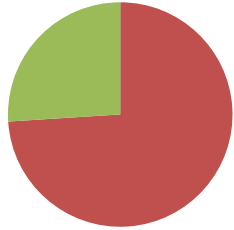


- Original
- Renovated
- New

Residence Hall Rooms By Condition, 2011/2012
Framingham State

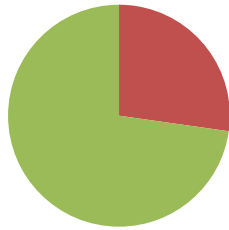


Residence Hall Rooms By Condition, Projected 2014/2015
Framingham State

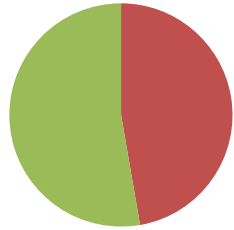


- Original
- Renovated
- New

Residence Hall Rooms By Condition, 2011/2012
Mass. College of Art & Design

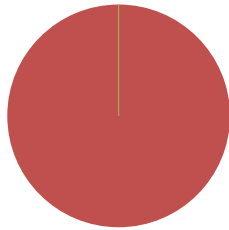


Residence Hall Rooms By Condition, Projected 2014/2015
Mass. College of Art & Design

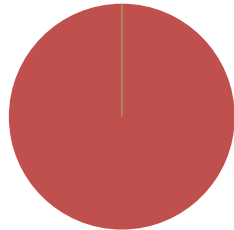


- Original
- Renovated
- New

Residence Hall Rooms By Condition, 2011/2012
Mass. College of Liberal Arts

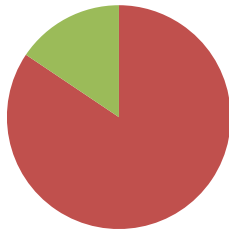


Residence Hall Rooms By Condition, Projected 2014/2015
Mass. College of Liberal Arts

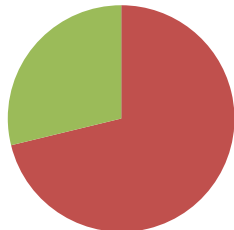


- Original
- Renovated
- New

Residence Hall Rooms By Condition, 2011/2012
Mass. Maritime Academy

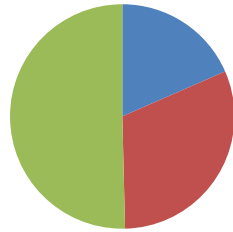


Residence Hall Rooms By Condition, Projected 2014/2015
Mass. Maritime Academy

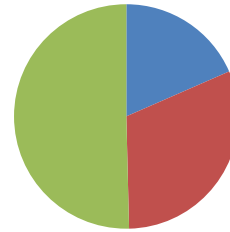


- Original
- Renovated
- New

Residence Hall Rooms By Condition, 2011/2012
Salem State

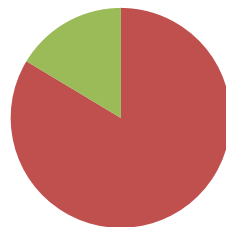


Residence Hall Rooms By Condition, Projected 2014/2015
Salem State

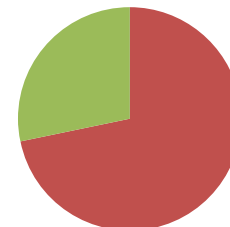


■ Original
■ Renovated
■ New

Residence Hall Rooms By Condition, 2011/2012
Westfield State

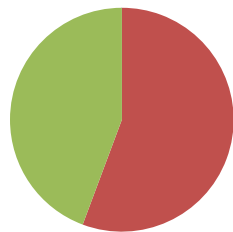


Residence Hall Rooms By Condition, Projected 2014/2015
Westfield State

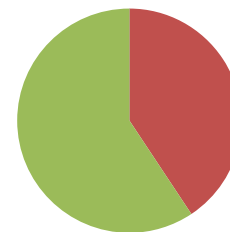


■ Original
■ Renovated
■ New

Residence Hall Rooms By Condition, 2011/2012
Worcester State



Residence Hall Rooms By Condition, Projected 2014/2015
Worcester State



■ Original
■ Renovated
■ New

SYSTEM RENEWAL

Many higher education institutions cosmetically upgrade their housing stock on an annual or semi-annual basis and engage in wholesale renovation and renewal on a 20 to 30 year cycle. The result of this approach is significant increased deferred maintenance, increased operating costs, and student inconvenience. In some cases, a facility must be taken offline for a semester or more in which to complete the upgrade. To maintain facility condition and full occupancy, the MSCBA has developed an interactive database that helps align scheduled renewal projects with available funds. Since the year 2000, deferred maintenance has been reduced from \$61.1M to \$10.9M resulting in a much-improved condition of MSCBA's housing stock.

Among the Authority's housing stock are two older residence halls that will require more robust renovation in the near future: Woodward Hall at Bridgewater State and Berkshire Towers at MCLA. This work may be phased and implemented by the end of this decade

ENERGY SUSTAINABILITY PERFORMANCE AND MEASURES

All of the state universities have signed on to the President's Climate Commitment, and are subject to Executive Order 484 that requires that all new construction meet

Since 2000, deferred maintenance has been reduced from \$61.1M to \$10.9M, resulting in a much-improved condition of MSCBA's housing stock.

the Massachusetts LEED Plus rating. The Authority employs sustainable design, construction, and operating principles in its new buildings and renovation projects designed to reduce the consumption of natural resources and energy in its facilities. Doing so reduces future rent increases necessitated by increased cost for water, sewer and energy. The Authority is well-positioned to take a leadership position in the development of building retrofits and the creation of greener operational programs.

NON-HOUSING FACILITIES AND PROGRAMS

The Authority continues to study the need for dining capacity to support its new housing projects. Studies are currently underway at Worcester State and Framingham State; dining capacity will be analyzed as well at Salem State in the next round of planning projects. The Authority has just completed a new parking structure at Bridgewater State and is studying a new parking facility at Framingham State.

Although the Authority has not delivered off-campus housing, they are involved with planning studies and may be involved as an active partner in the planning for off-campus housing as requested by the campuses.

In the past the Authority has acted to acquire properties for the state universities if they are seen to embrace the tenets of each institution's campus master plan, such as expanding their boundaries or serving as replacement locations for projects that are being planned on-campus.

The Authority's Housing Financial Aid program continues to be of interest and demand from the nine state universities. In Fiscal Year 2011, this program provided \$1.5M that was redistributed by the financial aid offices of the institutions to complement the financial aid package for residential students. In 2011, nearly ten percent (10%) of students received twenty percent (20%) of their housing costs through this program. The program will provide \$2M in housing financial aid in FY 13.

CONCLUSION

Since the last strategic plan update in 2010, the MSCBA finds itself in a very good position. Despite the concern about diminishing populations, enrollments have continued to rise along with full-time undergraduate enrollment (FTUG). In general these full-time students are MSCBA's clients. Occupancy has continued to be quite high and too high in a few cases. The desirability of the system's housing stock has increased with the continued reinvestment in its existing buildings and the increase in diversity of types offered with the system's newest facilities. Demand remains for new housing on some campuses, and there is also a need for renewal to some of the system's older buildings. In addition, the need continues for additional building system renewal, non-housing additions or renovations, and especially dining and parking to support new residential capacity. All in all, there is a great deal of work to be undertaken in the next decade.

The following chapters summarize how that work plan might emerge.

Although the Authority does not deliver off-campus housing, they are involved with planning studies and may be involved as an active partner in the planning for off-campus housing.

All in all, there is a great deal of work to be undertaken in the next decade.



CHAPTER 2: LOOKING FORWARD

INTRODUCTION

Major sources of demand for MSCBA efforts are residence halls and student activity projects. In this section, the changing dynamics of demand are reviewed as a background to the specific strategic plan recommendations. In addition to these sources of demand, the effect of current demographics on state university enrollments is examined.

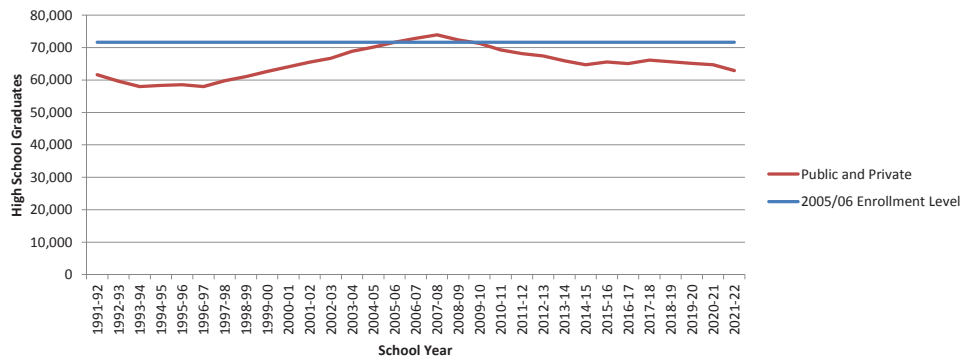
ENROLLMENT

Demographics exert a major influence on public higher education enrollment in Massachusetts. All of the state universities draw the vast majority of their enrollments from graduating high school seniors in the Commonwealth. This population varies over time according to demographic factors such as changes in birth rates, immigration, and economics. By 2007/8, many institutional and public policy makers faced uncertainty about how to plan and respond to shifts in enrollment based on the projected decline of high school graduating students and the impact of the great economic recession underway.

In 2008, the New England Board of Higher Education (NEBHE) published a Western Interstate Commission for Higher Education (WICHE) analysis of the enrollment trends in the New England region from 2000 to 2022. This report resulted in concern on the part of educators about future enrollment in the New England region because of the projected population decline. NEBHE’s projection for Massachusetts high school graduates based on WICHE information suggested a fifteen percent (15%) decline in high school graduates after 2008 in Massachusetts and in the overall New England region.

By 2007/8 many public policy makers faced uncertainty about how to plan and respond to shifts in enrollment based on the projected decline of high school graduating students.

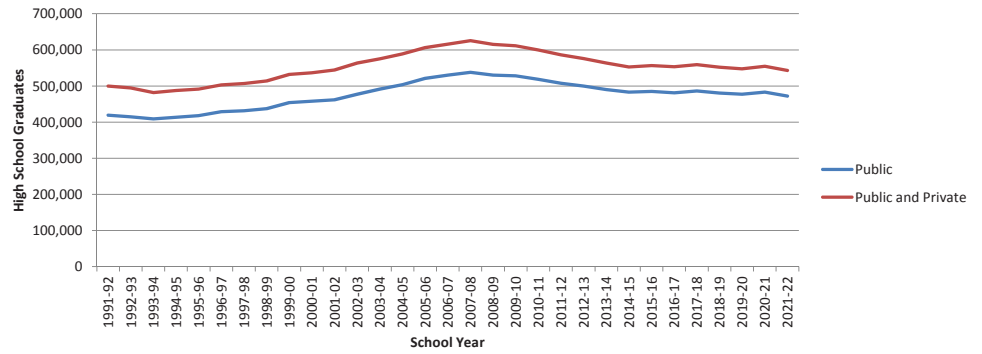
FIGURE 1
NEBHE / WICHE PROJECTIONS OF MASSACHUSETTS HIGH SCHOOL GRADUATES. Source: WICHE, 2008.



While WICHE predicted that the Northeast would experience high school graduate population decline, other regions, such as the southern, southwestern, and western regions of the United States, would increase. The resulting national projection of high school graduates was essentially flat for the period through 2022. Based on changes in the national age distribution and current grade school class sizes, WICHE predicted that the total number of high school graduates would remain essentially unchanged throughout the country despite a projected ten percent (10%) overall population increase in the country over the next decade.

FIGURE 2

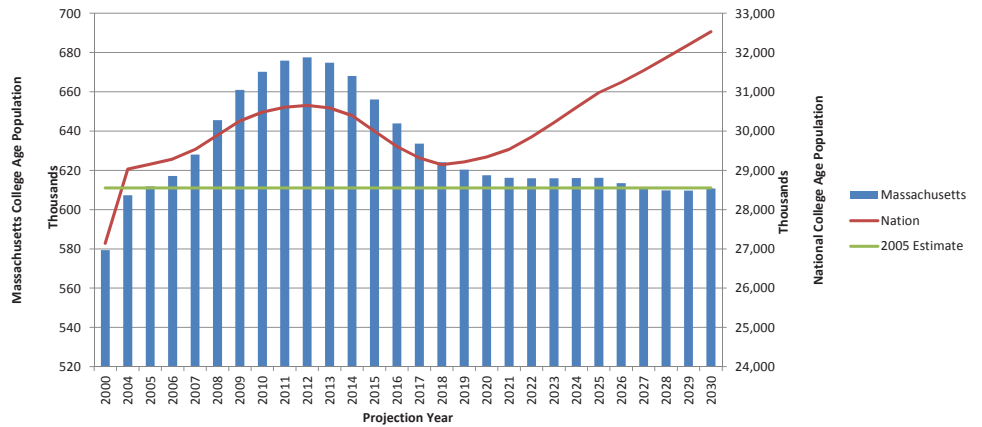
NEBHE / WICHE PROJECTIONS OF NATIONWIDE HIGH SCHOOL GRADUATES. Source: WICHE, 2008.



Recent projections of college aged population by the National Center for Higher Education Management Systems (NCHEMS) show a decade-long decline in Massachusetts college aged population after 2012, followed by a period of stable population for the following decade as shown in Figure 3.

FIGURE 3

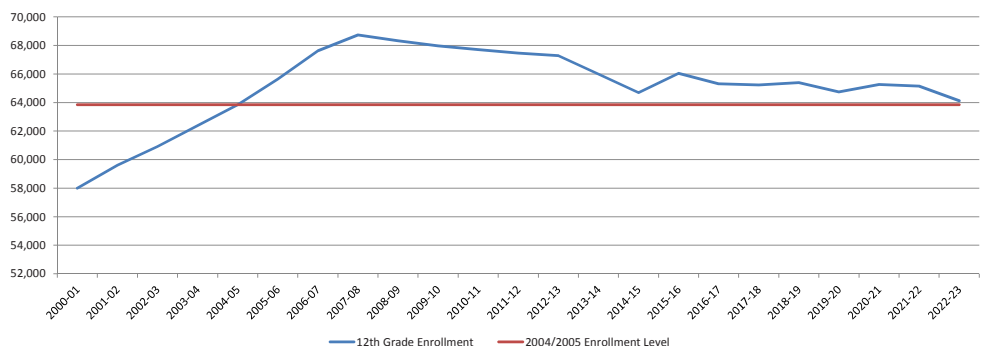
NCHEMS PROJECTIONS OF COLLEGE AGE POPULATION. Source: The National Center for Higher Education Management Systems (www.higheredinfo.org).



Projections of twelfth grade enrollment in Massachusetts public schools based on our analysis of K-12 Grade enrollment data published by the Massachusetts Department of Elementary and Secondary Education (DESE) yield a similar pattern with a peak in 2007/2008 followed by a decrease as shown in Figure 4. This projection of the number of students from which to draw enrollment in 2023 would equal that of 2005. This is a reason to continue to compare projected demand for new capacity projects with the former system goal based on fifty percent (50%) of FTUG 2005 undergraduate enrollment for the near future.

FIGURE 4

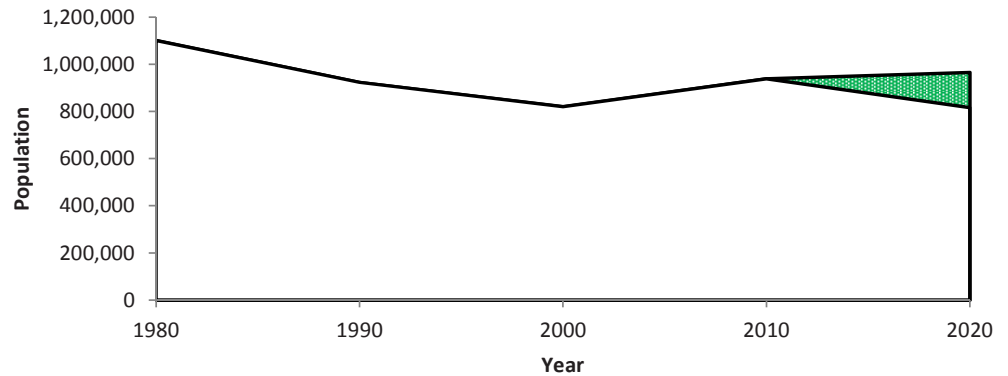
ACTUAL AND PROJECTED 12TH GRADE ENROLLMENT IN MASSACHUSETTS PUBLIC SCHOOLS. Source: Massachusetts Department of Elementary and Secondary Education historical data, 2011 and projections based on DESE most recent year data.



Available statewide forecasts of population by age cohorts indicate that the statewide population of 15 to 24 year olds is more likely to decrease from 2010 to 2020 than it is to increase. As shown in Figure 5, the 2010 Census estimate of 15 to 24 year olds in Massachusetts was 938,424. The most recently available public agency forecast of this population has a high forecast of about 965,000 and a low forecast of about 816,000.

FIGURE 5

ACTUAL AND PROJECTED AGE 15 TO 24 MA POPULATIONS. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.



Various parts of the country are subject to population shifts that affect enrollment. The Northeast, unlike the West, South, and Sunbelt states is becoming an area of diminishing population. While Massachusetts has fared well compared with other states in the northeast region, there is little potential for population growth in the next two decades.

In Massachusetts there is little potential for population growth in the next two decades.

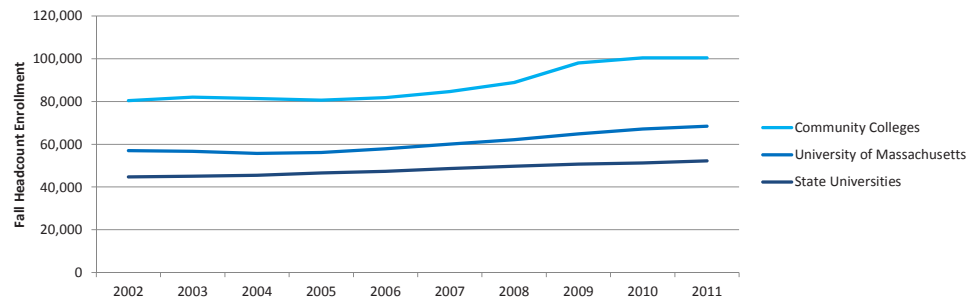
The Massachusetts state universities continue to demonstrate stable enrollments despite this demographic reality. Actual and projected population statistics for 15 to 24 year olds differ for various counties in the Commonwealth. Projections for each county have been included in the Appendix.

THE “GOOD NEWS”

In the past, near-term projections of graduating high school seniors were viewed as a reasonable predictor of university enrollment trends. The surprising good news across the region, and certainly in Massachusetts, is that despite a diminishing population, a larger percentage of high school graduates are expressing an interest in pursuing higher education; a larger percentage of those students are enrolling as full-time undergraduates and choosing public higher education system. This has resulted in a 7,000 overall student enrollment increase in the state university system in the last decade and a thirty percent (30%) increase in FTUG undergraduate enrollment to almost 34,000 students. The full-time undergraduate student segment is the most relevant for the MSCBA, because these are the students that are most likely to desire on-campus housing.

FIGURE 6

MA PUBLIC TOTAL FALL HEADCOUNT ENROLLMENT, 2002-2011. Source: Massachusetts Department of Higher Education, 2011.



REASONS FOR CHANGE IN ENROLLMENT

Many factors contributed to increased enrollment, yet it is difficult to quantify them precisely since factors that affect enrollment increases and declines are many, complex, and varied. They include a continuing demand for a highly educated workforce, economic changes, enrollment of non-traditional first-time students and transfers, retention and graduation rates, online education, and institutional policies and practices. While many of these have had a positive effect on enrollment in the state recently, increased enrollment does not always result in increased full-time enrollment. Furthermore, increased full-time enrollment does not always result in increased housing needs. In fact, some factors such as increased transfers; graduation rates and on-line learning could actually diminish housing needs in time. Each of these factors is considered and discussed below.

Increased full-time enrollment does not always result in increased housing needs.

CONTINUING DEMAND FOR A HIGHLY EDUCATED WORKFORCE

Advanced education is still viewed as important for the workplace of the future. There is a continuing national debate over the cost of a higher education degree. Its merit, however, meets far less debate. In his first joint address to Congress on February 24, 2009, President Obama set a goal that the United States should once again have the highest proportion of college graduates in the world by the year 2020. Translated into additional degree-holders, eight million more young adults would need to earn associate and bachelor degrees by 2020. This ambitious goal requires that higher education undertake far-reaching reforms to widen college access, improve college readiness, ensure quality, and accelerate college completion.¹

In spite of the debate about the high cost of an advanced degree and to a lesser extent the actual value of a four-year degree, many families continue to feel that an advanced degree will be worthwhile and will substantially increase the quality of life of the recipient. The director of Georgetown's Center on Education and the Workforce, Anthony Carnevale, states:

*"Over the course of a lifetime, a college degree is worth an extra \$1 million in earnings and as the baby boomers retire, demand for highly educated workers will only climb."*²

Massachusetts continues to be a state where education is highly valued.

Massachusetts continues to be a state where education is highly valued. The number of high school students in Massachusetts who graduated within four years rose in 2010/11 and the dropout rate dipped to its lowest level in two decades. Of

¹ http://www.whitehouse.gov/the_press_office/Remarks-of-President-Barack-Obama-Address-to-Joint-Session-of-Congress/

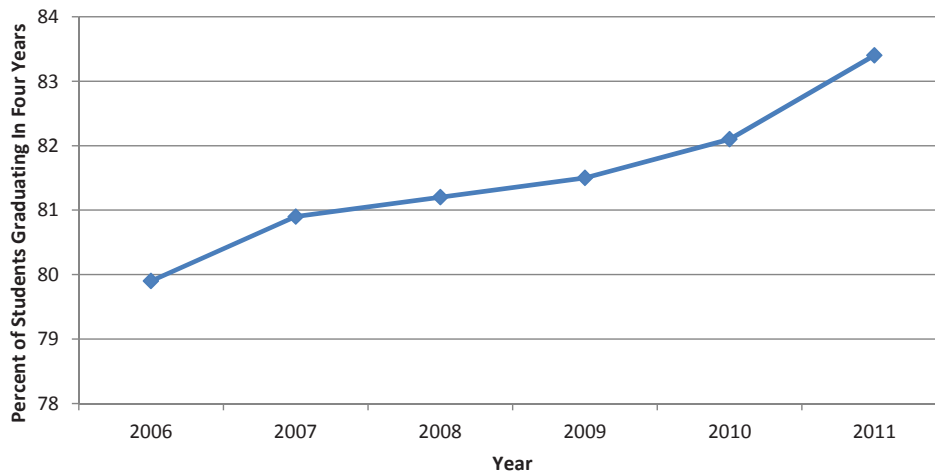
² Based on material from MA Dept. of Elementary and Secondary Education, Report, Feb 2012.

the more than 74,300 students in the Class of 2011, eighty three percent (83%) graduated in four years, which resulted in an overall increase of three and a half percent (3.5%) over the last five years.³

³ Based on material from MA Dept. of Elementary and Secondary Education, Report, Feb 2012.

FIGURE 7

MASSACHUSETTS PUBLIC HIGH SCHOOL GRADUATION RATES (FOUR YEAR GRADUATION RATE). Source: Massachusetts Department of Elementary and Secondary Education, 2012.



The Commonwealth also continues to have more students move directly into college immediately after high school. According to the Department of Elementary and Secondary Education release of information on March 17, 2010, the graduation rates for all school districts in the state showed the number of students who graduated increased slightly for the third year in a row.⁴

The number of students in Massachusetts that plan on attending college after finishing high school has increased over the past decade as well. Seventy five percent (75%) of high school graduates in 2002/03 planned to attend college of some sort. Twenty five percent (25%) planned to attend four-year public universities. By 2010/11, eighty one percent (81%) of graduates planned to attend college, and twenty eight percent (28%) planned to attend four-year public universities.⁵ The trends in these plans are reinforced by statistics on the number of students that directly go to college after completing high school. In 2004, sixty-eight percent (68%) of Massachusetts's high school students continued directly to college. In 2010, seventy-five percent (75%) continued directly to college.

The bottom line is that higher education is still desirable and sought after in many areas and different populations in the nation and in Massachusetts.

ECONOMIC CHANGE

Economic trends interact with enrollments in a very complex way. Coupled with the competitive advantages and disadvantages of different institutions, this can result in significant effects on enrollments. The great recession of 2007/08 has been a factor in enrollment in higher education and the continued economic downturn seems to have had a noticeable positive effect on enrollment in public colleges and universities. As shown previously in Figure 6 there has been a proportional increase in enrollment in public universities in Massachusetts between 2006 and 2011. As the country gradually works itself out of the recession, it will be interesting to note if this current trend towards lower priced options continues.

⁴ http://www.masslive.com/news/index.ssf/2010/03/massachusetts_high_school_g

⁵ Based on material from NSC Signature Report, National Postsecondary Enrollment Trends, July 2011.

There has been a proportional increase in enrollment in public universities in Massachusetts between 2006 and 2011.

The overall ability of family to commit their assets towards higher education has declined since 2007, yet enrollment in public institutions has increased. Massachusetts has been a strong draw for college students of all types for many years, a trend that is likely to continue. Massachusetts Board of Higher Education data show a particularly high increase in two-year public college enrollments. In 2009 and 2010, enrollment grew by twenty five percent (25%) within the community college system. This statistic mirrors what has happened nationally. Both the community college and state university systems have established active and increasingly effective retention programs to encourage students to complete their course of study in a timely way, and to encourage community college students to transition to four-year programs, most likely into public universities. The increase in two-year public college enrollments may well signify a future trend in public university enrollments.

INCREASED ENROLLMENT OF NON TRADITIONAL FIRST TIME STUDENTS

While the data suggest that Massachusetts state universities are not seeing much change in the profile of their traditional first time students, the national and regional forecast is that non-traditional first time students are becoming a more significant enrollment reality.⁶ If this trend begins in the state system, economic necessity and a somewhat older student profile will require accommodation on the part of the state universities for the non-traditional students in the years ahead. Structural changes may come from increased number of transfers, returning veterans, increased international students, or increased enrollment of first- and second-generation immigrants and on-line learners. This will be important to watch as all of these options have consequences for campus housing and those consequences may differ because of the geographic draw and outreach programs of the individual campuses. The housing stock should be revisited to ensure its continued suitability to meet the changing needs of students.

INCREASED TRANSFERS

Predictors of future higher education changes suggest that a great deal more transferring will take place in and out of higher education in the future, a factor that will likely increase enrollment in four-year institutions.⁷ The state universities have seen a twenty one percent (21%) increase in transfer applications and an eighteen percent (18%) increase in enrolled transfers in the last two years. Some schools have used these transfers to bolster their total enrollment; others have used them to balance applications. The schools whose application pool decreased slightly in the past year have done an admirable job of increasing their transfer population to offset any enrollment loss. Based on DHE's July 2011 Linear Trend Report, this has been done without a loss in quality of student whose average weighted Graduate Point Average (GPA) for first time enrolled students rose by half a percent (0.5%) to just over three percent (3.04%) between 2006 and 2010.

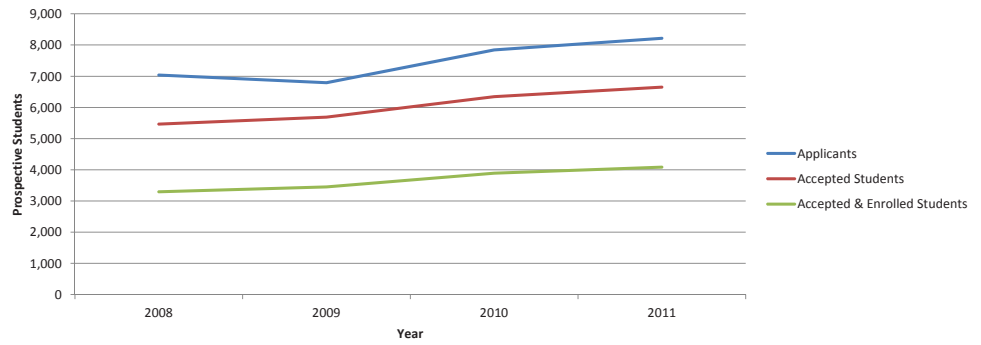
⁶ Based on material from NSC Signature Report, National Postsecondary Enrollment Trends, July 2011.

⁷ Based on material from the College Board, Transfers and the 4- Year Institution, July 2011.

While the data suggest that Massachusetts state universities are not seeing much change in the profile of their traditional first time students, the national and regional forecast is that non-traditional first time students are becoming a more significant enrollment reality.

FIGURE 8

MASSACHUSETTS STATE UNIVERSITIES TRANSFERS, 2008-2011. Source: DHE from Higher Education Information Resource System (HEIRS) data, 2012.

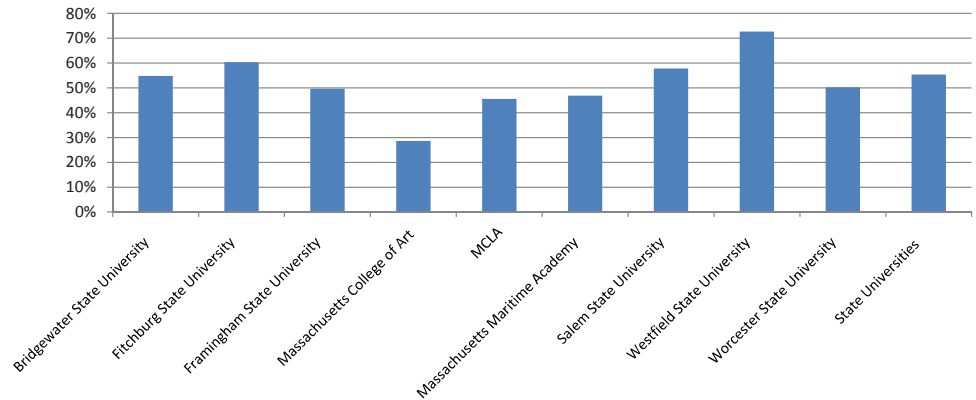


Community college transfers into the state system accounted for more than 50% of all transfers in the system in 2010.

Transfers into the state universities come from out-of-state, other state institutions and community colleges. Community college transfers into the state system accounted for more than fifty percent (50%) of all transfers in the system in 2010, making them a significant factor in enrollment strategies for the state universities. The breakdown of community college transfer by campus in 2010 is included in Figure 9. Regardless of the campus profiles, each institution has expressed a desire to increase and ease transfers in the future.

FIGURE 9

MASSACHUSETTS COMMUNITY COLLEGE TRANSFERS, 2010. Source: DHE Linear Trends 2010 based on HEIRS data.



Massachusetts offers two programs to help in-state students transfer more easily between the fifteen community colleges and the nine state universities.

Massachusetts offers two programs to help in-state students transfer more easily between the fifteen community colleges and the nine state universities.

The first is the Mass Transfer Program, which provides community college students enrolled in the program guaranteed admission and a tuition discount, based on completion of an associate degree and final GPA. In addition, the program provides any student in the Massachusetts public higher education system with the benefit of satisfying the general education, distribution, and core requirements at any other public higher education institution if they complete what is called a “Mass Transfer Block”.

The Massachusetts state universities and community colleges also participate in the Joint Admissions Program. Joint Admissions guarantees the admission of students from the community colleges upon completion of designated transfer associate degree programs and students with a cumulative GPA of 3.0 or higher are also eligible for tuition discount under the Tuition Advantage Program.

These programs are designed to ease the process of moving students first enrolled in a two-year program into a four-year one. Community college transfers

The question for the MSCBA is whether transfer students will require housing to the same degree as the state universities' traditional first-year students.

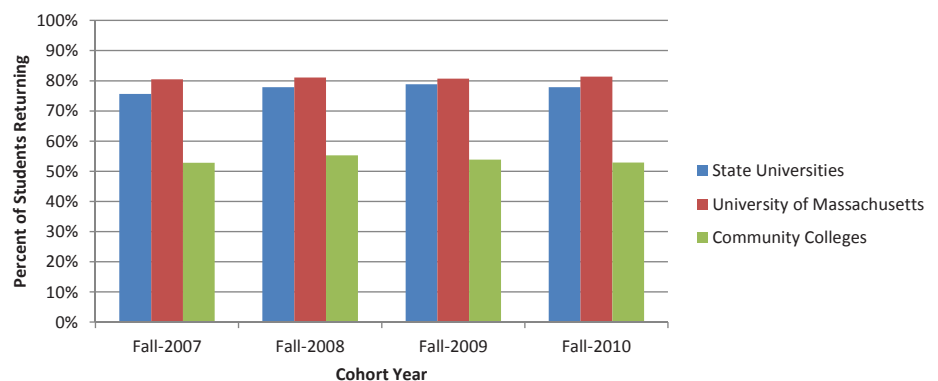
now account for ten percent (10%) of enrollment in the state universities and the percentage is growing. The improvement of retention and completion rates within the community college system, in turn, has the potential to increase enrollment at the state universities as more graduates choose to transition to four-year programs. The question for the MSCBA is whether these transfer students, particularly those from nearby communities, will require housing to the same degree as the state universities' traditional first-year students. The same question is true for any increase in the non-traditional first time student when and if it happens within the state university system. To date there is insufficient data to answer these questions but this should be analyzed in greater detail in the 2014 Strategic Plan.

INCREASE IN STUDENT RETENTION

Improving student retention is a goal for all of the state universities. Many use this as an argument for additional housing since studies show that student retention and persistence is significantly improved within a residential campus setting. The state universities all note that they have, or are developing, programs to achieve that end, and are showing a moderate level of success. Between 2005 and 2010 the state universities marginally increased their system retention rate of first-time students by four percent (4%). While retention rate increases have a positive impact on sustained enrollment, they may have varying degrees of impact on the system's housing demand. The universities guaranteeing housing for two or more semesters could see an increase in demand, but campuses with no housing requirements would most likely see little to no effect. This is another area to be analyzed in more detail in the 2014 Strategic Plan update.

FIGURE 10

MASSACHUSETTS FIRST YEAR RETENTION RATES (FALL-TO-FALL), FY4-10. Source: Massachusetts Department of Higher Education, 2011.



Immigration has been a major source of Massachusetts' enrollments for decades.

ETHNIC POPULATION CHANGES

Another factor that affects enrollment is the ethnic makeup of the Massachusetts school population, which can vary dramatically with world events. Immigration has been a major source of Massachusetts's enrollments for decades. A quick look at the current Massachusetts trends suggest that the number of minority students is beginning to increase in the state's four-year system, although not at the speed with which it is happening within the community colleges. In Massachusetts and in other areas with high populations of Hispanic immigration, community colleges have seen a significant increase in first-time Hispanic students and to a lesser extent other minority participation. Some of these students who might otherwise have gone directly into the workforce considered postsecondary education instead because of the current economic climate.⁸ Some students may have enrolled in community colleges as a means of saving money rather than starting into a four-year program.

⁸ Based on material from NSC Signature Report, *National Postsecondary Enrollment Trends*, July 2011.

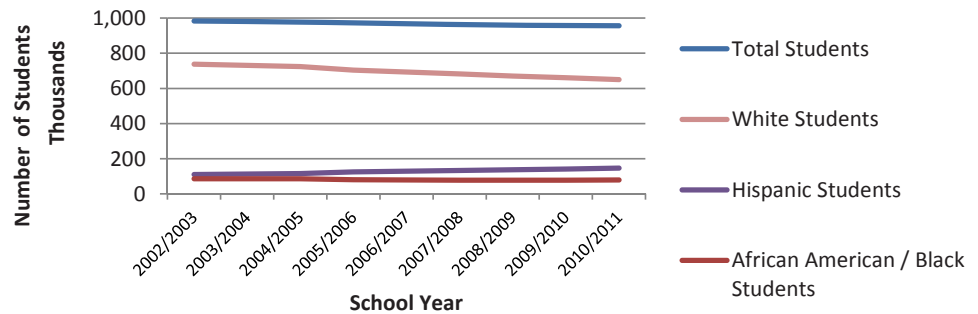
The sheer number of students enrolled in Massachusetts community colleges and its minority population cannot be ignored as potential transfers into the four-year state universities.

Strategies employed by community colleges are also credited with boosting enrollments by actively pursuing relationships with high schools and outreach to underrepresented populations. While the dramatic increase in community college enrollment in Massachusetts has leveled off in the past year, the sheer number of students enrolled in Massachusetts community colleges and its minority population cannot be ignored as potential transfers into the four-year state universities once an associate degree is received. Outreach to underrepresented minorities is also underway at the state universities. Each campus in the system is actively reaching out to under-represented minorities who might not otherwise be a traditional first time state university student.

The current K-12 race/ethnicity ratio has not changed significantly in the last decade, but the Hispanic population is the one area of population grown in Massachusetts. The number of African American students has remained essentially the same and the number of white students has diminished. These statistics support the need for the state universities to actively pursue underrepresented populations as first-time students to ensure enrollment stability.

FIGURE 11

MASSACHUSETTS K-12 ENROLLMENT BY RACE / ETHNICITY, 2002-11. Source: Massachusetts Department of Elementary and Secondary Education, 2012.



OTHER ENROLLMENT FACTORS

Educators single out other enrollment factors such as graduation rates and online learning offerings. The Authority should review both in more detail in the 2014 Strategic Plan update. While both are generally seen as enrollment enhancers, they can have both positive and negative effects on housing requirements.

INSTITUTIONAL POLICIES AND PRACTICES

Without exception, interviews at the state universities revealed a determined effort to expand admissions and enrollment efforts; to retain students in greater numbers; to outreach to minorities and first-time students who would traditionally not begin higher education at a four-year college; and to ease the process of transfers into the system. In effect, the state universities' admissions and enrollment strategies are designed to capitalize and build on all of the enrollment factors outlined above. Their aim is to use these strategies to sustain or to grow their enrollment in the next decade. Given the competitive higher education marketplace in Massachusetts, the campuses will have to commit to sustained and comprehensive effort in order to be successful.

ECONOMIC FORECAST

Indications for the near future suggest the outlook for US higher education remains mixed. The Higher Education Funding Council for New England (HEFCE) issued their 2010/11 Financial Results and 2011/12 Forecast on March 5, 2012. Excerpted conclusions from this report are provided below. With the projected reduction in

Given the competitive higher education marketplace in Massachusetts, the state universities will have to commit to sustained and comprehensive effort in order to be successful.

graduating high school students for the next decade, the state universities must continue to seek new ways to keep costs to a minimum and to respond to the emerging needs for students to enter the workplace of the future.⁹

“Overall, the financial results for the sector in 2010-11 are stronger than those reported for 2009-10 (and much stronger than indicated in the sector’s forecasts submitted to us in April 2011). The majority of the key sector financial indicators are the best on record, with the sector reporting strong surpluses, large cash balances and healthy reserve levels. These will help the sector manage the financial challenges arising from the transition to the new funding arrangements, which is already starting to impact in the current financial year.

The financial forecasts submitted for 2011-12 indicate that the sector will remain in sound financial health despite a reduction in income. While the overall position is reasonable, the impacts of public sector funding reductions are starting to have an impact. The sector has made good preparations for the changes by re-aligning costs as necessary.

Despite there being uncertainty about the future government policy for higher education, there is strong evidence that the sector is financially well prepared for the new funding system.

Despite there being uncertainty about the future government policy for higher education, in particular student number controls, there is strong evidence that the sector is financially well prepared for the new funding system. In addition to this the main risk identified by the sector was an unexpected reduction in student demand. This risk now looks unlikely to materialize in the short-term as the recent UCAS data indicate that student demand, for full-time undergraduate courses, is likely to exceed the number of places available in 2012-13.”¹⁰

⁹ <http://www.hefce.ac.uk/pubs/>

¹⁰ The Higher Education Funding Council for New England’s 2010/11 Financial Results and 2011/12 Forecasts.



CHAPTER 3:
STATE UNIVERSITY TEN-YEAR
STRATEGY

INTRODUCTION

Having reviewed the current status of the Authority's housing and the various forces that affect the demand for housing, the MSCBA must next evaluate its current and proposed programs for capacity addition and opportunities in student activity support projects.

As we look out to 2022, we know that the geographic and population draw will be somewhat diminished for the traditional first-time enrollment in Massachusetts but also that K-12 students will probably continue to vigorously seek higher education in some form at some time in their lives. The state universities are well positioned to meet these aspirations depending on enrollment management at each institution. There are other factors as well affecting higher education that offer a degree of uncertainty in predicting and "modeling" a future look at a decade from now.

VISION FOR THE YEAR 2022

The Chronicle Research Services report, "The College of the 2020: Student, June 2009," offers some observations that are worth consideration. In summary, the report notes that the traditional model of college is changing. While the traditional model of four years away from home will continue to have a place in higher education, it will probably be a smaller piece in the overall picture of how a college or university is configured.

Additionally, the report tells us that education institutions of the future will need to respond to student convenience. More mobility into and out of college will be required and schools that are successful will need to find significantly different ways of teaching. The lecture hall has always had a place in higher education, but it will likely be a smaller piece in the overall picture. The report suggests an expansion of distance learning and other technological changes will supplement and in some cases supplant face-to-face learning. The first-year student of 2022 is now in third grade. This student will be different than today's student and will have different needs and expectations.

Not only will the student of the future have different needs, he or she will look different, as minority representation in higher education increases and the average age trends higher. The report suggests expectations for higher education will shift in favor of students entering institutions at various times during their lifetime seeking additional knowledge or credentials as their careers change or they change to new ones. If the report is correct in its prediction, the profile of this new student will put pressure on colleges and universities now to pay more attention to what is required for different aged students and ethnic groups to succeed. Not only will these institutions need to find ways to seek them out as students but also they will need to find ways to retain them once enrolled.

This is particularly true of those state universities whose traditional draw is from geographic areas with high Hispanic immigrant population. As the fastest growing minority group in the U.S. and Massachusetts, it is a group that until recently has had low rates of college attendance and retention.

Administrators at state universities having a high percentage of Hispanic population within their geographic proximity express sensitivity to this issue and have stated they have or are developing programs to outreach to this particular population.¹

¹ Conversations held by siranniconsulting with state university administrators between February and July 2012

While the traditional model of four years away from home will continue to have a place in higher education, it will probably be a smaller piece in the overall picture of how a college or university is configured.

Expectations for higher education will shift in favor of students entering institutions at various times during their lifetime seeking additional knowledge or credentials as their careers change or they change to new ones.

STRATEGIC DIRECTION: OVERVIEW

The following points are worth summarizing in terms of strategic direction for the State universities and the MSCBA in the next decade:

The addition of beds projected for 2015 would bring the total number of beds available within the system closer to 49%, still short of the prior system-wide target of 50% based on 2005 FTUG undergraduate enrollment.

- Despite the predicted decline in Massachusetts K-12 population by 2022, the impact of this decline on state university enrollments, as well as on MSCBA housing demands should be minimal. Based on current enrollment trends, the decreased 12th grade enrollment predicted for 2022 could result in a reduction of about five percent (5%) in the state university FTUG enrollment. Without any other mitigating circumstances, this might bring FTUG enrollment back to 2009 numbers. The addition of beds projected for 2015 would bring the total number of beds available within the system closer to forty nine percent (49%) still short of the prior system-wide target of fifty percent (50%).
- If the state universities are successful in their recruitment efforts, the profile of enrolled students will change to include more underrepresented minority and non-traditional first time students.
- Housing continues to be viewed as very important for student success for enrolled students.
- Reinforcement of each individual school strategy is needed to reach out to the non-traditional first-time students to sustain or bolster their enrollments in the decade ahead and retention efforts are needed to keep them enrolled and ensure their success.
- Ancillary programs may be needed if a more diverse student body develops.

**STRATEGIC DIRECTION:
HOUSING AND AUXILIARY DEMAND IN 5 YEARS, 10 YEARS**

Considering existing conditions and anticipated uncertainties in the next decade, the MSCBA has moved forward with a plan that meets the housing and auxiliary demands of the nine campuses. This plan is based on a financial model as measured with an individual campus strategy that allows for variations in either the decline or expansion of housing requirements.

The basic actions of the 2012 plan include:

- Continuing progress on the planned capacity addition projects (Mass Maritime and Worcester State).
- Increasing capacity efforts at those universities that have not yet met their housing goal (Salem State and Worcester State).
- Increasing capacity efforts at those universities whose unique housing goals are integral to their overall success as residential campuses (Mass Maritime).
- Developing a complementary program of student activity projects that support developmental efforts of each university (Mass Maritime, Framingham State, Salem State, and Worcester State).
- Continuing to renovate and adapt existing housing and student activity stock (MCLA, Bridgewater State, and Fitchburg State).

In the case of unexpected increase demand, consideration should be given to:

- Short-term rentals and/or leases in peak areas rather than building new.
- Long-term institutional sponsored off-campus housing alternatives.

In the case of unexpected decline, consideration should be given to:

- Reducing the density of existing stock, such as de-tripling and adding singles.
- Accommodating graduate, family, veteran, faculty or staff housing needs.
- Temporarily reusing, repurposing or demolishing least desirable dorms.
- Using housing for short- or long-term rentals.
- Developing new program uses.
- Coupling housing needs with those of other geographically proximate higher education institutions, including community colleges.

The demographic trends summarized in Chapter 2 are the most significant factors that will impact future demand for student housing. Other factors are also at play that are enabling enrollments to grow, residential facilities to be oversubscribed, and student quality and student retention to increase. Recent demand studies at Salem and Westfield continue to suggest there is general satisfaction with the projects the MSCBA is currently undertaking or studying to support each school with their mission.

Given the current uncertainties, continuing to monitor development against the system goal of housing fifty percent (50%) on average of the total number of 2005 full time undergraduate student seems appropriate for those campuses whose residential goal is fifty percent (50%) of their FTUG population along with appropriate strategies for short term adjustments. In addition, planning should continue or commence for those institutions whose residential component requirement is a higher percentage of housing to meet their strategic goals. An aspect of this planning should include a discussion of financial sustainability if enrollments were to remain constant or were to drop.

Recent demand studies at Salem State and Westfield State suggests that there is general satisfaction with the projects the MSCBA is currently undertaking or studying.

FIGURE 1

HOUSING CAPACITY ADDITION PROGRAM. Source: 2011/12 MSCBA.

	A	B	C	D	E	F	G	H	I
	Fall 11 Design Capacity	2011 FTUG	Fall 11 % Housed (2011 FTUG)	Campus Goal	Current / Projected Beds	Status of MSCBA Work	Proposed Occupancy	Resulting % Housed (2011 FTUG)	Resulting % Housed (2005 FTUG)
Bridgewater	2,780	7,921	35%	50%	500	construct	2013	41%	51%
Fitchburg	1,561	3,430	46%	50%	0			46%	53%
Framingham	1,884	3,621	52%	50%	250	study		52%	62%
Mass Art	426	1,638	26%	40%	290	completed	2012	44%	52%
MCLA	1,027	1,452	71%	70%	27	completed	2012	73%	87%
Mass Maritime	1,063	1,230	86%	100%	200	design	2014	103%	137%
Salem	1,919	5,913	32%	50%	360	study		39%	42%
Westfield	2,498	4,801	52%	67%	413	construct	2013	61%	71%
Worcester	1,171	3,901	30%	50%	433	design	2014	41%	49%
SYSTEM	14,329	33,907	42%					49%	58%
System*	11,813	29,587	40%					46%	54%

*excludes Mass Art, MCLA, Mass Maritime

^ Planning 250 Replacement beds for O'Connor

^^ 493 built, 203 rented to Mass. Pharmacy

^^^ Expected FTUG of 1400 in 2015

Sources: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011 and MSCBA Occupancy data, 2012.

For the current plan, Figure 1 is presented. This chart provides a summary of the current program, and an indication of areas for further action.

The contents of this chart can be broken out as follows:

Column A: Fall 2011 Design Capacity

The number of beds available at each campus in Fall 2011.

Column B: 2011 FTUG

The number of full-time undergraduates enrolled on each campus.

Column C: Fall 2011 FTUG Percentage Housed

The percentage of full time undergraduates housed on campus in Fall 2011.

Column D: Campus Goal

Each institution's goal for the percentage of full-time undergraduates they wish to have living on-campus. Comparison to the previous column indicates how close current capacities are to achieving this goal.

Column E: Current and Projected Beds

Capacity additions currently underway at each school. Campus Profiles in Section 2 will provide more information about the context of the individual projects listed below:

- Bridgewater State: 500 new beds under construction.
- Framingham State: replacement beds being studied for the repurposing of O'Connor Hall (250 beds)
- MassArt: 493 new beds (290 beds for MassArt) recently completed and occupied.
- MCLA: 27 new beds recently completed and occupied.
- Mass Maritime: 200 new beds addition in design.
- Salem State: 360 new beds in study.
- Westfield State: 413 new beds under construction.
- Worcester State: 433 new beds in design.

Column F: Status

The current status of work being done by MSCBA.

Column G: Proposed Occupancy

The completion date currently planned by MSCBA.

Column H: Resulting Percentage Housed (2011 FTUG)

The percentage of housing goal achievable by new capacities using the planning target number of students based on Fall 2011 FTUG enrollment.

Column I: Fall 2011 Capacity (2005 FTUG)

The percentage of housing goal achievable by new capacities using the planning target number of students based on Fall 2005 FTUG enrollment.

Additional Notes on Figure 1:

- MassArt and the Mass Maritime offer specialty programs, with special housing circumstances. For example, Mass Maritime has a program requirement for one hundred percent (100%) of cadets to live on-campus that necessarily links enrollment to housing capacity. MassArt now has a high percentage of beds available for enrollment growth and is now renting almost a quarter of this housing stock to another institution for the near term.
- MCLA's academic program calls for a higher level of on-campus residency than other institutions as part of its scholastic model. Westfield State is also moving in this direction from a housing perspective.
- Non-traditional means of adding future beds are being looked at as well as housing options within neighboring communities. Multi-institutional projects, purchase-and-reuse, short and/or long-term rental are among other choices that could be considered.

STUDENT ACTIVITY PROJECTS

As colleges and universities move to meet the changing demands of today and the future student, the physical settings that include community spaces are of growing importance. These are the elements that hold the campus together. Long having recognized this, the Authority has provided parking, dining and other facilities to support the community in the past and will continue to do so in the future.

Since 2007, many projects identified in the campus master plans have been achieved. Many are still to be done. Listed below are some of the projects identified in each University's master plan that may require the Authority's involvement between 2012 and 2014.

Bridgewater State University

Student Center Access and Rehabilitation
Campus Landscape/Site Access Improvements

Fitchburg State University

Parking Facility associated with housing
Campus Center Renovation (underway)

Framingham State University

Expansion of Dining – McCarthy Campus Center
Parking associated with new housing

Massachusetts College of Art and Design

Student Center Rehabilitation
Athletic Facility Improvements

Massachusetts College of Liberal Arts

Student Center Renovation

Massachusetts Maritime Academy

Student Activity Space Facilities
Marine Dock Expansion

As colleges and universities move to meet the changing demands of today and the future student, the physical settings that include community spaces are of growing importance.

Salem State University

Parking Facility
 Performing Arts
 New Fitness Center (underway)
 Athletic Facilities

Westfield State University

Performing Arts
 Campus Center renovation (underway)

Worcester State University

Dining Hall
 Parking Facility (future)

INFRASTRUCTURE RENEWAL

The next decade of work for the Authority is divided into two timeframes: five years and ten years. The five-year strategy is already well established, with a moderate amount of renovation work based on the Facility Renewal Plan. Itemized lists are included for each campus in Section 2 of this report. In general, this five-year period of renewal is expected to constitute less than fifty percent (50%) of the total MSCBA expenditures since as many as 1,600 new beds could be online by 2015. The following five-year period may change the balance of projects from new construction towards renewal, based on the age, typology, and condition of the MSCBA existing portfolio. This may be the time when the Authority could undertake wholesale comprehensive renovation to Woodward Hall at Bridgewater and to Berkshire Towers at MCLA. Both structures require a robust adaptation and renewal.

ISSUES TO MONITOR

Future directions in higher education are in flux. The Authority should continue to update its Strategic Plan on a biennial basis to ensure that demand is sufficient for future projects, and to effectively manage occupancy of existing facilities. Issues of interest to the Authority and to the campuses themselves have been discussed in some detail in Chapter 2. Demographics need to be monitored on an ongoing basis. The administrators at the state universities interviewed for this report expressed great sensitivity to factors that can impact enrollment sustainability and in some cases limit growth in the coming decade. Other trends require focused attention as well, including the potential for changes in higher education financing as a result of the national debate; the further decline in K-12 projection numbers; and changes in immigration growth and trends. All require the attention of the MSCBA and the state universities in the years ahead. Each state university must also explore the potential for non-traditional student growth beyond the transfer option. These would include older students, returning veterans, increased representation from minority students and international student programs.

While the administrators interviewed articulated an interest in increasing opportunities for online learning, most acknowledged a desire to adapt their offerings. This is an area where changes are expected to come about quickly and where schools will need to keep their competitive edge. This is also an area that the Authority needs to better research in order to understand how it may impact future housing requirements.

Future directions in higher education are in flux.

The state universities also need to think more about what has been suggested will be an aging student marketplace, where 'retooling' will become more common, transfers in and out will be more prevalent, and where improved technological means of teaching will abound.

The MSCBA may need to become the driver in the area of sustainability.

Finally, stakeholders in higher education in Massachusetts need to become more proactive about sustainability, and to educate themselves on federal, state, and institutional policies. The MSCBA may need to become the driver in this area, not only in the design and delivery of sustainable new buildings, and the retrofit of old, but also in helping the state universities to steward more sustainable maintenance and operations.



CHAPTER 4: COMMUNITY COLLEGE OVERVIEW

“American community colleges are the nation’s overlooked asset. As the United States confronts the challenges of globalization, two-year institutions are indispensable to the American Future. They are the Ellis Island of American higher education, the crossroads at which K–12 education meets colleges and universities, and the institutions that give many students the tools to navigate the modern world.”¹

- The College Board

INTRODUCTION

The fifteen community colleges in Massachusetts are part of the Massachusetts higher education system along with the nine state universities and the five University of Massachusetts campuses.

Based on a change in legislation in 2011, the MSCBA can undertake revenue funded projects on the community college campuses to the extent that it can on the state university campuses, with the exception that the BHE must authorize the provision of housing facilities at the community colleges. This new authorization is driving the MSCBA to better understand the community colleges’ resources and requirements and ultimately to establish a project strategy as it does for the nine state universities. While more research is necessary before the MSCBA can prepare a detailed strategic plan for the community colleges, this chapter provides a brief overview, issues for consideration, and begins to chart a process to develop a five to ten year plan.

SYSTEM OVERVIEW: HISTORY AND MISSION

The community college system resulted from the recommendation of a 1958 State Commission on Audit of State Needs report. The intention was to address a need for more diversity and access to higher education in the Commonwealth. This recommendation was adopted by the legislature and served as the foundation for regions around the state where community colleges should be located.

Between 1960 and 1965, a newly-formed Board of Regional Community Colleges established nine of the fifteen community colleges, beginning with Berkshire Community College in 1960.

Between 1965 and 1975, three additional community colleges were created after a master plan was developed in 1965. This master plan accounted for demography, economic and social climate, and the role these institutions should play in effecting progress in the Commonwealth. Since 1975, three more community colleges have been added.

The fifteen community colleges are considered comprehensive regional community colleges. They offer an array of programs leading to certificates and associate degrees as well as a variety of vocational programs. They engage in adult basic and continuing education, and provide job training educational programs. They develop affiliations with high schools and industry and develop unique job training programs. They also play a role in the delivery of the first two years of college for some students who ultimately seek a four-year degree. The New England Association of Schools and Colleges accredit all Massachusetts community colleges. These colleges are open-admission institutions dedicated to serving an academically, economically, and culturally diverse population.

¹ AACC-2012 Fast Facts.

Based on a change in legislation in 2011, the MSCBA can undertake revenue funded projects on the community college campuses, with the exception that the BHE must authorize the provision of housing facilities at the community colleges.

Massachusetts community colleges are open-admission institutions dedicated to serving a diverse population.

Community colleges across the nation have become the fastest growing higher education sector.

THE ROLE OF COMMUNITY COLLEGES IN THE CURRENT EDUCATION MARKET

Community colleges across the nation have become the fastest growing higher education sector. According to a Higher Education Research & Development Institute (HERDI), community colleges across the country accounted for forty three percent (43%) of all undergraduates in colleges in the country. The HERDI report also reports that:

- The average age of community college students is 28 years.
- Forty percent (40%) of students are aged 22-39 years old and sixteen percent (16%) are aged 40 or above.
- Eighty percent (80%) of students are employed full- or part-time.
- Tuition and fees for community colleges average \$2,544 in the nation as opposed to \$7,020, the national average for four-year institutions.
- The 1,173 community colleges in the country serve 11.8M students.

Because of relatively inexpensive cost, availability and open enrollment, community colleges are a force that many believe can provide higher education to a wider cross section of the Americans not able to or apt to seek advanced education in a traditional four-year setting.²

THE COMMUNITY COLLEGES IN MASSACHUSETTS

The growth of the enrollment in the Massachusetts community college system echoes the national trend. Between 2007 and 2009 enrollment in the community college system increased by 20,000 students or twenty five percent (25%). In Fall 2011, over 100,000 students were enrolled in the Massachusetts community college system. While enrollment in the system leveled off in 2011, six of the community colleges experienced modest enrollment growth, seven remained the same and the remainder had only a small decrease in full time enrollment (FTE). Clearly these institutions are vital in the delivery of higher education in the Commonwealth.

Community colleges are vital in the delivery of higher education in the Commonwealth.

CHARACTERISTICS, TRENDS & CHALLENGES

The rapid growth in community college enrollment in the past five years is a combination of many of the same factors that influence enrollments in the state university system outlined in the previous chapter. Community colleges attract students from underserved groups in greater numbers than four-year colleges and universities, while the great recession of 2007/08 has put community colleges and their increased enrollment squarely in the forefront of educator's thoughts and concerns.

The factors affecting higher education enrollment include a continuing demand for a highly-educated workforce; economic changes; population shifts; non-traditional first-time student enrollment; transfers; retention and graduation rates; online education; and institutional policies and practices. Some of these factors have a more profound effect on community colleges than they have on state universities. For example, the demand for an educated workforce in Massachusetts heightens interest in community colleges because workforce development is one of the missions of the Massachusetts community college system.

² <http://herdi.org/community-college-market-2/interesting-facts-about-community-colleges/>

“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.”

- DHE 2012, Community College System website.

Economics is a particularly significant factor in community college enrollment. Based on Fall Resident Undergraduate State-Supported Rates, the DHE reports that the average Massachusetts community college system doubled in cost in the decade between 2001 and 2011, from \$2,170 to \$4,545. During this same period the tuition of Massachusetts state universities rose from \$4,704 to \$9,974. While this is approximately the same percentage increase, the difference in cost is great for families whose economic means are not sufficient to sustain FTUG enrollment costs on an annual basis.

Community college strongly appeals to the underserved population both in the Commonwealth and in the nation. While white students dominate community college enrollments as they do in four-year institutions, community colleges enroll greater proportions of African American, Hispanic, and first-generation students, as well as students from the lowest income level and single-parent families. Data for 2009 from BHE shows the system average minority enrollment was more than double, thirty two percent (32%) for the community colleges than for the state universities, fourteen percent (14%). These proportions are likely to increase as the population of students from underrepresented ethnic groups is expected to increase substantially in the coming decades. WICHE’s “Knocking at the Door” report issued in 2008, predicted a fifty one percent (51%) increase between 2005 and 2022 in Hispanic public high school graduates in the Northeast; a sixty five percent (65%) increase in Asian Pacific; an eighteen percent (18%) reduction in White; and an eight percent (8%) reduction in African American population. Data confirms that students from underserved groups, especially Hispanics and Native Americans, have traditionally enrolled in community colleges in greater numbers than in public four-year institutions, regardless of income level. For example, in Fall 2009 there was fifty one percent (51%) representation from the Hispanic population within the community college population.³

Information is beginning to emerge that suggests that a larger percentage of community college students in Massachusetts want to transfer into a four-year degree setting. Transferring has been, and continues to be, a popular goal for a large proportion of incoming community college students. American Association of Community Colleges (AACC) Surveys indicate that at least fifty percent (50%) and perhaps as many as eighty percent (80%) of all incoming community college students seek to transfer and earn a BA degree.⁴ BHE reports that there was an increase in 200 transfers of in-state community college students into the state university system between 2005 and 2009, more than an eight percent (8%) increase in four years. Up-to-date data should be available from BHE on this issue shortly.

³ Based on material from NCES (2009). IPEDS Fall Enrollment Survey [AACC analysis].

⁴ Based on material from AACC website.

Community college strongly appeals to the underserved population both in the Commonwealth and in the nation.

A larger percentage of community college students in Massachusetts want to transfer into a four-year degree setting.

How increasing enrollment impacts each campus' physical setting and physical plan is an important question for the Authority to study.

Other factors such as retention, graduation rates, online education and institutional policies and practices also impact enrollment at the community colleges in Massachusetts. Each of the state's community colleges seeks to increase performance in these areas. If the institutions are successful, increased enrollment may result. How increasing enrollment impacts each campus' physical setting and physical plant is an important question for the Authority. While the commitment is real on the part of the BHE to create a powerful community college system that successfully responds to the needs of the state's emerging educational demands and provides an environment that is viable to support this new system. What role the MSCBA will play in the development and delivery of this environment is not yet defined.

Despite the fact that enrollments at community colleges are burgeoning and that graduating seniors are choosing that educational model in record numbers, the state's community colleges face significant challenges. The National Commission on Community Colleges summarizes four key challenges⁵:

- Rising costs
- Changing the focus from student access to student success
- Mismatch between demands and resources
- Need to monitor outcomes

The Massachusetts state community college system has initiatives underway aim to make the system more successful in the delivery of needed services. These efforts include:

- \$2.5M Vision Project Performance Incentive Fund
- LEAP State Status
- Achieving the Dream
- Commonwealth Dual Enrollment Program (CDEP)
- Partnership for the Assessment of Readiness for College and Career (PARCC)
- In addition, as outlined in Chapter 2, Massachusetts offers two programs to help in-state students transfer more easily between the community college and the nine state universities: the Mass Transfer Program and the Joint Admissions Program. Both are designed to ease the process of moving students first enrolled in a two-year program into a four-year one.

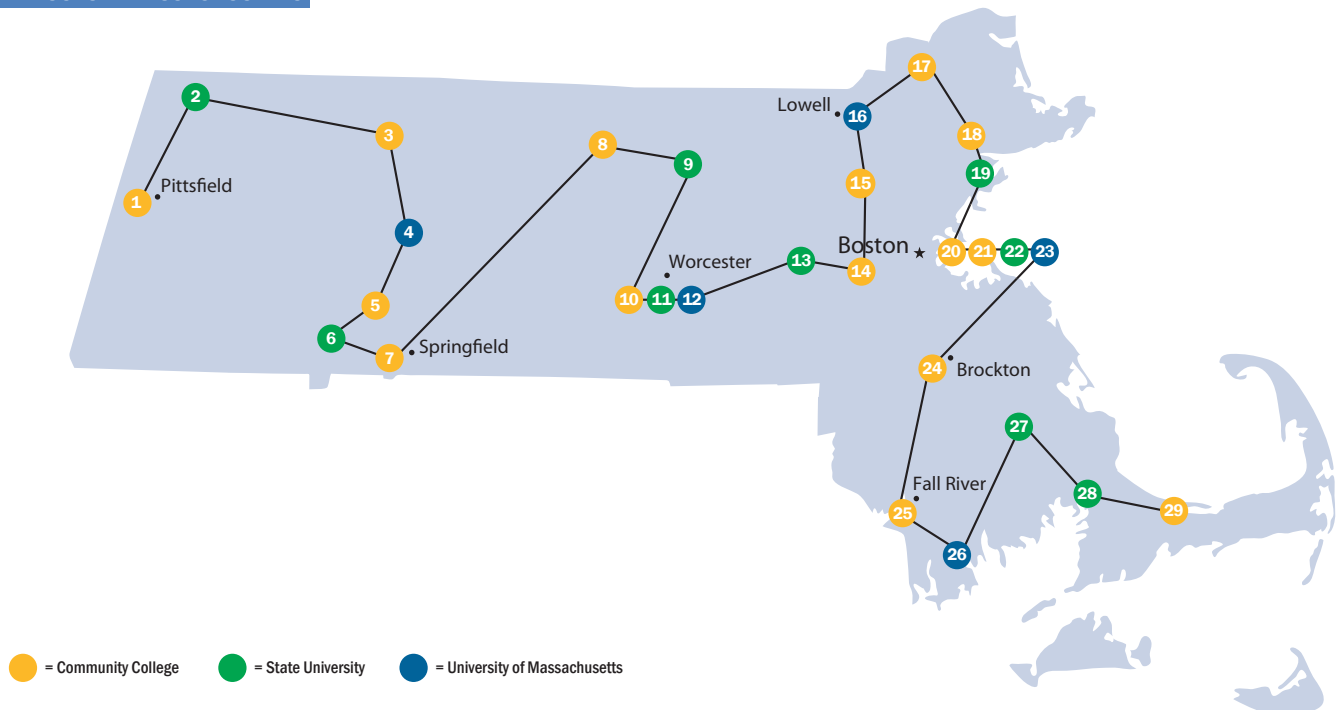
LOCATIONS & REGIONAL ADJACENCIES TO STATE UNIVERSITIES

The adjacencies of the fifteen community colleges in Massachusetts to the state universities and UMass campuses are extremely important. Because of their relatively close geographic proximity, opportunities abound for programmatic collaboration and resource sharing. Resources sharing might range from administrative support to shared use of physical assets, and would benefit from additional study. Many of the state universities have agreements already in place with neighboring community colleges, which are outlined in Section 2 of this report.

⁵ *Winning The Skills Race and Strengthening America's Middle Class: AN ACTION AGENDA FOR COMMUNITY COLLEGES. Report of the National Commission on Community Colleges, January 2008 (outreach.collegeboard.org/.../community-colleges/national-commission).*

Because of their close geographic proximity, opportunities abound for programmatic collaboration and resource sharing between Massachusetts' community colleges and state universities.

PUBLIC CAMPUSES IN MASSACHUSETTS



Recent changes in the legislation permit two types of projects to be funded through the MSCBA. The first is revenue-generating projects. The second is gap funding with a \$50M cap.

FIVE TO TEN YEAR STRATEGY

Recent changes in the legislation permit two types of projects to be funded through the MSCBA. The first is revenue-generating projects. These are projects that generate sufficient revenue to cover the debt service and associated cost of borrowing by the Authority. The second is gap funding with a \$50M cap which is designed to supplement an appropriate already authorized and one for which capital spending is already scheduled. These projects also require a Division of Capital Asset Management (DCAM) building study that summarizes a statement of need and cost estimate. Funding requirements include an identified revenue stream/fee for repayment of bond and reliance on key financial ratios for funding projects.

ECONOMIC FORECAST

Despite the fact that Community College enrollments have leveled in 2011/12, much is Moody's report of January 2010 still offers many valid and pertinent observations. This report suggests that for the near future, the outlook for the U.S. higher education community college market remains high.

Recent developments have highlighted the growing role of community colleges ("community college districts" or "CCDs") in today's higher education market. In early 2009, President Obama addressed a joint session of Congress, announcing a goal that "America will once again have the highest proportion of college graduates in the world"¹. He later identified community colleges, which specialize in two-year degrees and preparing students for four-year degrees, as ideal institutions to help meet this goal. Coupled with recent federal stimulus funding actions to assist community colleges, this policy goal represents an expanded federal commitment to community colleges. Some four-year public universities are also advocating a greater role for community colleges to both raise the percentage of students attending college and to help provide capacity to meet growing student demand that cannot be fully met by four-year institutions

Community college districts operate at a much lower cost per student.

An expanded role for lower-cost CCDs is driven in part by the sharp recent economic downturn in the U.S. and shortage of state funding for more expensive four-year universities. CCDs operate at a much lower cost per student because they rarely grant faculty tenure, do not operate research facilities and offer less robust student-life amenities such as extensive residence halls.

More than 150 CCDs have issued rated debt, both tax-backed and revenue-backed. The median rating is A1, and credit quality is largely stable despite weakened state and local tax bases. A mixture of state and local tax revenue, with student tuition and fees providing the remainder, provides payment of debt service. It appears inevitable that CCDs will require more capital and operating resources to accommodate surging enrollments, and that more CCDs will issue tax-backed debt as well as revenue bonds backed by student fees. The surging demand for community colleges will result in increased student fee revenue, helping to strengthen their credit position and provide protection against possible cuts in tax revenues or governmental appropriations.

- Summary Opinion: Colleges Face Challenge of Strong Growth; Expanding Student Enrollment Creates Need for Greater Capital and Operating Resources

EXPANDED ROLE FOR COMMUNITY COLLEGES

The rising importance of CCDs within the U.S. higher education industry emphasizes the unique characteristics of these institutions that translate into generally strong credit quality. Community colleges have evolved over the past decade to provide a diverse spectrum of academic and work force training programs while educating an increasingly broad range of students at relatively affordable tuition rates. Thus, Moody's Investors Service believes that most community colleges will emerge from the recent fiscal and economic downturn with their credit quality largely intact, based upon the ability of CCDs to effectively manage costs in the face of revenue reductions, additional programmatic support being provided by the federal government, and an increasing demand for service in response to the recession. Community colleges also maintain several fundamental credit characteristics that have historically led to strong credit quality and should provide a basis for continued credit strength. These fundamentals generally differentiate community colleges from four-year higher education institutions and many local government tax-backed issuers and include:

Community colleges maintain several fundamental credit characteristics that have historically led to strong credit quality and should provide a basis for continued credit strength.

- Growing enrollment bolstered by low tuition levels, increasingly diverse students, broader array of academic offerings, job training programs and the countercyclical nature of community college enrollment;
- Largely stable financial operations driven by government and student market-based revenue sources, a flexible expense base and the ability to raise tuition and fees on an annual basis (for most);
- Low debt burdens given the ability to issue both general obligation bonds and revenue bonds coupled with a usually conservative debt portfolio;
- For CCDs with taxing authority, large service areas leading to a diversified tax base. The sector also faces significant challenges;
- A severely tightening funding environment at the state level, especially for those receiving significant levels of direct state support for annual operations;
- Increasing operating expense pressure and possible need to raise tuition at a time of economic stress;

- Greater capital needs due to rapid enrollment growth, which will likely lead to growing leverage;
- Pressured local tax bases as the housing downturn has forced a decline in the assessed valuations of some districts.⁶

⁶ *Moody's Report on Finance: "Community Colleges Face Challenge of Strong Growth," January 2010, p 2-3.*



SECTION 2: CAMPUS PROFILES

2012 STRATEGIC PLAN UPDATE DRAFT

MASSACHUSETTS STATE COLLEGE
BUILDING AUTHORITY

TABLE OF CONTENTS

Introduction
Bridgewater State University
Fitchburg State University
Framingham State University
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts
Massachusetts Maritime Academy
Salem State University
Westfield State University
Worcester State University

INTRODUCTION

This report summarizes the strategic direction of each of the nine Massachusetts state universities, as informed by their academic agendas, enrollment patterns, and physical plants. The report also provides a summary of recent, current, and anticipated MSCBA projects or areas of work on each campus.

Each campus profile includes the following sections:

Fast Fact Summary:

A composite of fast facts including enrollment, housing and rent specific information.

Campus: Map:

A map showing the current locations and uses of campus buildings, and identifying MSCBA project locations (current and future).

Campus: Academic History:

A snapshot of the institution's history.

Campus: Physical Development:

An overview of the existing campus, including its development over time and current conditions.

Enrollment: Demand:

Information for the past ten years.

Enrollment: Geographic Student Characteristics:

Information concerning the geographic draw of the institution's students

Enrollment: Future Projections:

Information related to applications, yield, retention, transfer and minority students, and educational trends.

Housing: Strategic Positioning:

Statements provided by each institution.

Housing: Demand:

A snapshot of current demand.

Housing Portfolio:

Summary of campus housing by type and age, including details on capacity, occupancy rates, and latest comprehensive renewal.

Housing: Rental Context:

Summary of rental costs on- and off-campus, including comparison of those costs against rental costs at nearby private and public colleges and universities.

Housing: On-Campus Student Profile:

Summary of class years for on campus students.

MSCBA: Portfolio Overview:

A broad overview of the campus goals and pressures that may require new construction or renovation plus a description of established or proposed projects.

MSCBA: Project Portfolio:

Summary of recently completed, current, and anticipated projects.

BRIDGEWATER STATE UNIVERSITY



BRIDGEWATER

STATE UNIVERSITY

FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment: Overview

Total Enrollment	11,294
Total Undergraduate Enrollment	9,552
Total FTUG Enrollment	7,921

Enrollment: Geographics

From Immediate Geographic Area (County)	30%
From Massachusetts	95%
From Out-of-State	4%
From Abroad	1%
FTUG of Traditional Age (18-24)	93% (2009)

Enrollment: Academic Measures

Retention Rate	80% (2010)
Transfer Rate	41%
Minority Rate	14% (2010)
Graduation Rate (6 year)	54% (2003 cohort)

Housing

Occupancy	100%
Housing Design Capacity	2,781
Students Housed On-Campus (Fall)	2,884
Housing Target (50% FTUG)	3,960
Housing Design Capacity, Anticipated 2015	3,281 *
Housing Target, Anticipated 2015 (50% FTUG)	3,960 **

Rents

Average On-Campus Rent	\$6,393 / year
Average MSCBA System Rent	\$6,108 / year
Average Off-Campus Rent	\$6,529 / year
Average Public Peer Rent	\$6,841 / year
Average Regional Private Peer Rent	\$7,657 / year

* This number reflects any anticipated increase with housing projects now in design and construction.

** This number reflects any anticipated increase in enrollment projected for 2015.



Bridgewater State is the largest state university in Massachusetts, the state's third largest public institution, and the eighth largest college or university in the Commonwealth, public or private.

CAMPUS: ACADEMIC HISTORY

Founded as a teacher training institution in 1840, Bridgewater State university (Bridgewater State) today offers 35 graduate degree programs, 5 graduate certificate programs and 32 undergraduate academic programs with 90 concentrations. Bridgewater State has over 11,000 undergraduate and graduate students and is the largest state university in Massachusetts, the state's third largest public institution, and the eighth largest college or university in the Commonwealth, public or private. The university ranks third among Massachusetts public institutions in awarding the greatest number of degrees, with nearly 2,100 issued in 2011.

CAMPUS: PHYSICAL DEVELOPMENT

Bridgewater State is located at the heart of the suburban town of Bridgewater, MA, between Cape Cod, and Boston. It occupies over 270 acres of land, spread across two campuses split by a commuter rail running through: west campus is densely developed, and contains the bulk of buildings built prior to 1920; east campus is more dispersed, and is characterized by mid-century structures. East campus contains a number of building sites that will adequately accommodate growth for the next few decades. The commuter rail stop associated with the campus is Bridgewater on the MBTA Middleborough / Lakeville Line.

The campus is currently finishing construction on the largest capital project ever undertaken by a State University in Massachusetts.

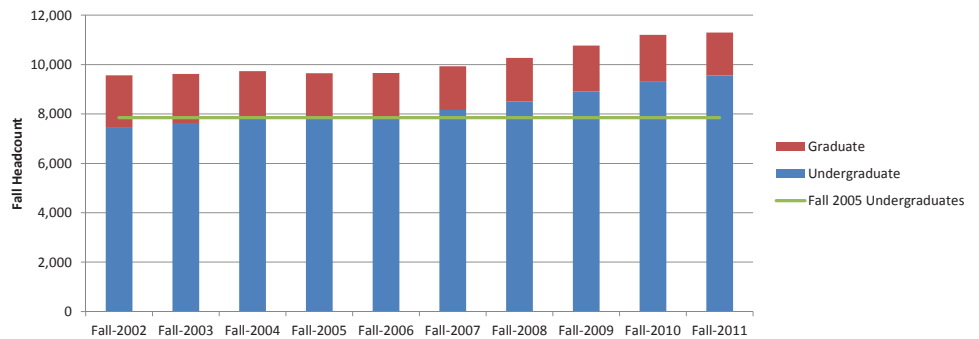
Bridgewater State grew considerably between 1960 and 1979, and again in the past two decades: since 1993 the campus footprint has expanded from 197 to 270 acres, and its building count from 28 to 38. By 2010 every dining facility and residence hall on campus had undergone major renovation, and Maxwell Library had been updated with a full, multi-year revitalization. The campus is currently finishing construction on a new Math and Science Center; at \$99M, it is the largest capital project ever undertaken by a state university in Massachusetts and the MSCBA has broken ground for a new \$61M residence hall.

ENROLLMENT: DEMAND

Bridgewater State’s undergraduate enrollment has grown at a consistent pace in the last decade while its graduate population has remained fairly consistent.

FIGURE 1A

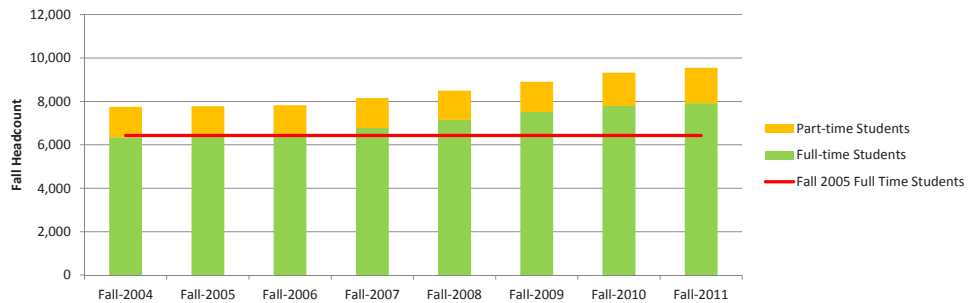
BRIDGEWATER STATE UNIVERSITY ENROLLMENT, 2002-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



The proportion of full-time undergraduate and part time enrollment has remained fairly constant during that period of time.

FIGURE 1B

BRIDGEWATER STATE UNIVERSITY UNDERGRADUATE ENROLLMENT, 2004-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Growth in enrollment highlights the need for additional on-campus housing options. Eighty percent (80%) of freshman students admitted for the Fall 2011 semester indicated that they desired on-campus housing, but Bridgewater State could not meet this demand (only 900 of 2,781 beds could be allocated for this use). In the same year, seventy percent (70%) of the 800 transfer students indicated they desired on-campus housing, but only 100 beds could be allocated. The new residence hall under construction will improve these statistics.

ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

Bridgewater State continues to draw most of its in-state students from towns and cities on the southern shore of Massachusetts; state enrollment locations between 2004 and 2011 show little change. Currently ninety five-percent (95%) of the student body hails from the Commonwealth, four percent (4%) comes from other states, and one percent (1%) is international.

FIGURE 1C

BRIDGEWATER STATE UNIVERSITY
 FULL TIME STUDENT RESIDENCY, FALL
 2011. Source: Massachusetts Department
 of Higher Education, 2012.

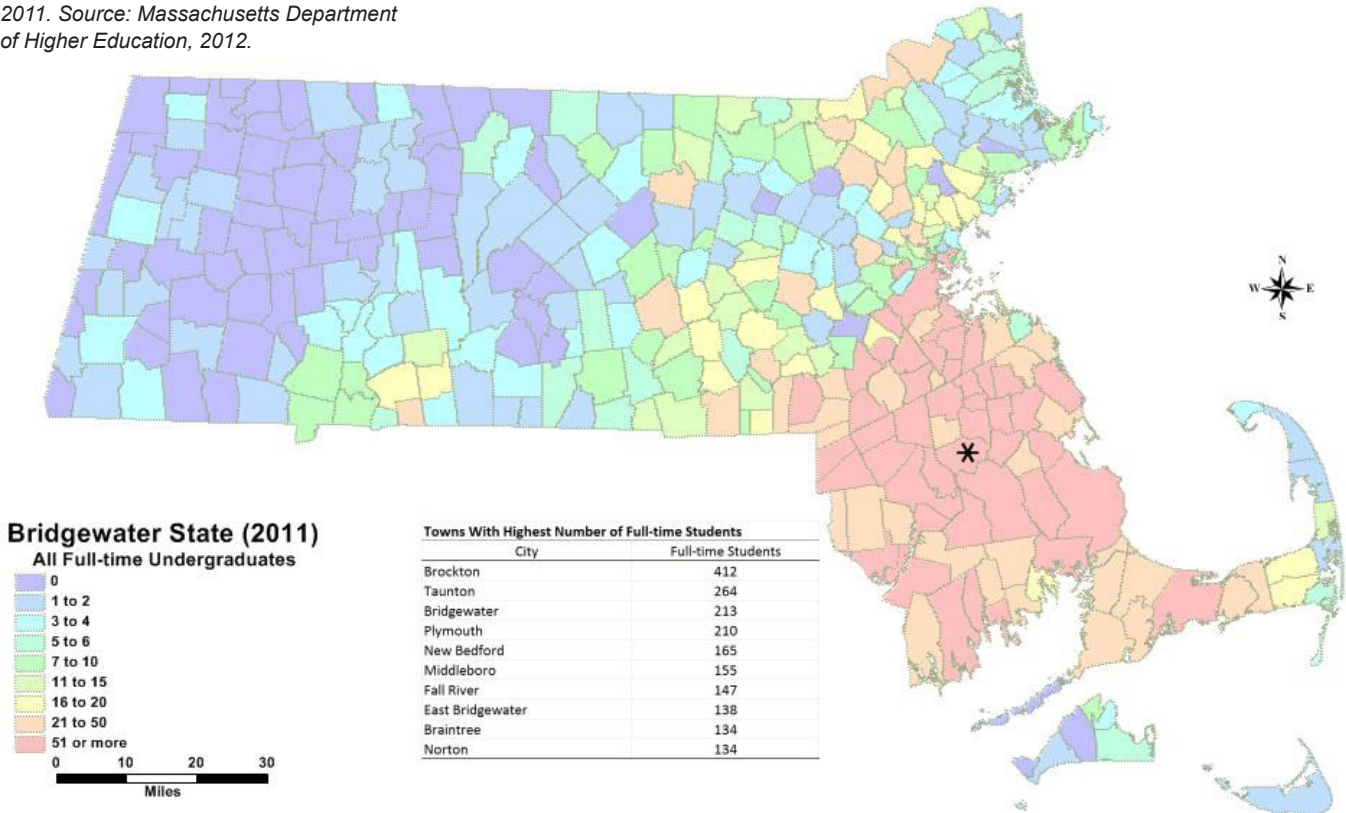
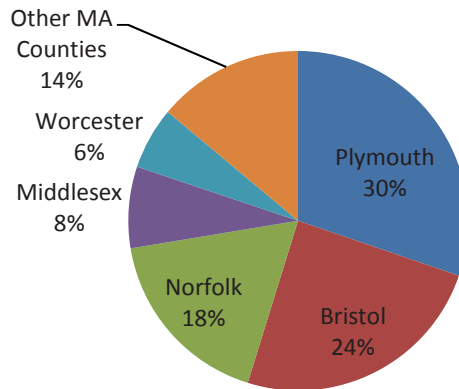


FIGURE 1D

BRIDGEWATER STATE UNIVERSITY
 COUNTIES OF RESIDENCE, 2011.
 Source: Massachusetts Department of
 Higher Education, 2012.



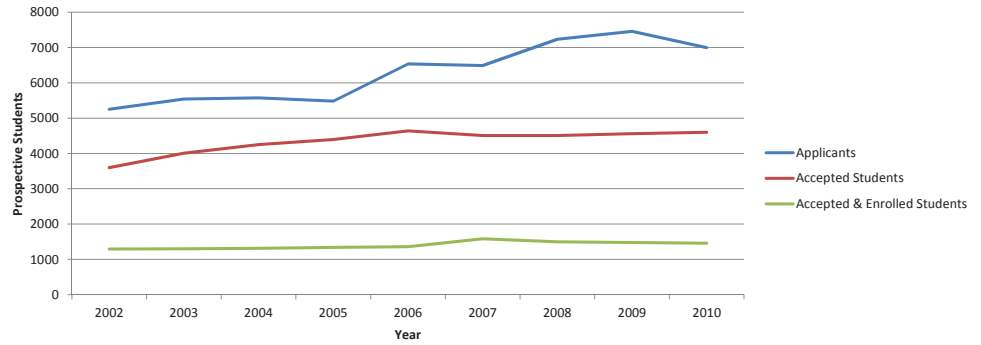
The percentage of students whose home addresses are within 25 miles of campus and who live on- or off-campus has not varied in the last seven years, nor has the median distance between home addresses and the campus for that pool of students. Graphs of this information are included in Appendix.

ENROLLMENT: FUTURE PROJECTIONS

Demand for a Bridgewater State education continues to rise. Since 2005, completed applications from first-time students have increased significantly, with only a small decline in 2010. More than 10,000 students applied for Fall 2011 acceptance compared to 8,700 just six years before. While undergraduate enrollments have grown significantly since 2006, graduate enrollment has remained steady over the same period.

FIGURE 1E

BRIDGEWATER STATE UNIVERSITY ADMISSIONS, 2002-2011. Source: DHE Linear Trends 2010 from HEIRS and University Factbook.



Traditional students (age 18-24) remain a constant component of Bridgewater State’s enrollment. In comparison, Bridgewater State has not drawn significant numbers of non-traditional students (age 25 and above). The university is currently developing enrollment strategies that aim to attract non-traditional students

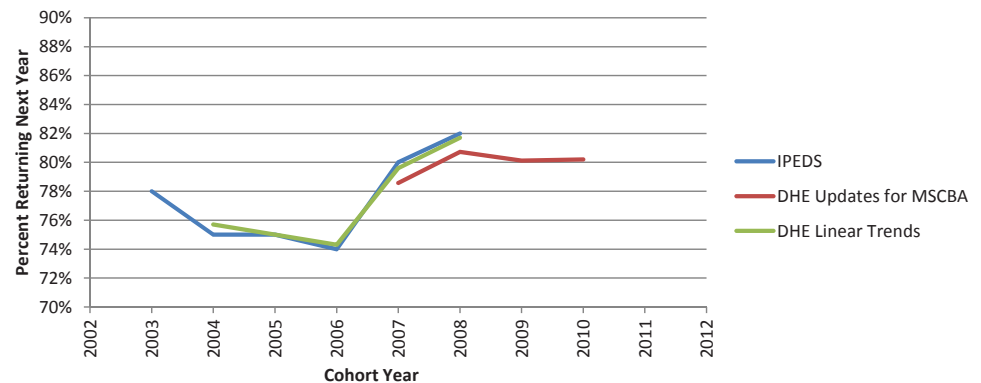
Bridgewater State has been successful in recent years in initiatives to increase diversity among its undergraduates. Fourteen percent (14%) of students were of known ethnicity in 2010, compared to ten percent (10%) of known ethnicity in the region from which the university draws the bulk of its enrollment. Nearly fifty percent (50%) of all Bridgewater State students represent the first generation of their families to attend college. Over fifty percent (50%) of Bridgewater State students also receive financial aid.

Retention is a key component in overall enrollment, and Bridgewater State’s retention rate rose almost six percent (6%) between 2004 and 2010. Today, more than eighty percent (80%) of the university’s first time freshmen persist into their sophomore year. These numbers reflect Bridgewater State’s determined effort to use a variety of targeted programs and initiatives to promote retention, and to meet broader strategic goals relative to overall enrollment.

Today, more than 80% of the University’s first time freshmen persist into their sophomore year.

FIGURE 1F

BRIDGEWATER STATE UNIVERSITY FIRST YEAR RETENTION RATES, 2003-2010. Source: DHE Linear Trends 2010, DHE and IPEDS.

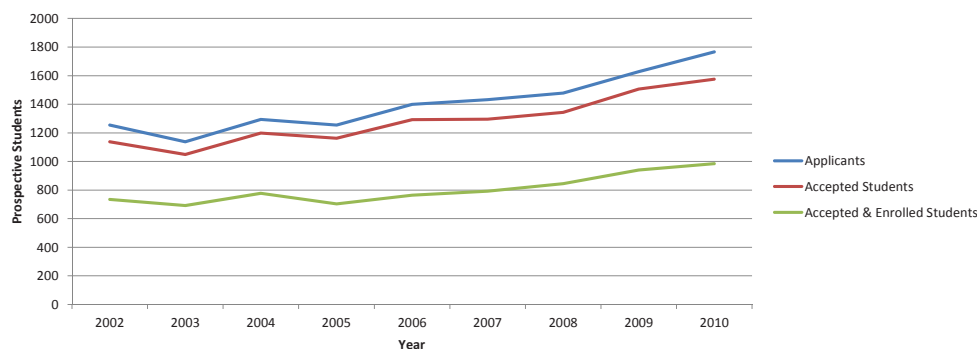


Thanks to its geographic proximity to several nearby community colleges, Bridgewater State regularly interfaces with those schools, drawing on a Joint Application Program, Tuition Advantage Program, and transfer office to ease the transfer process. The university also participates in the CONNECT President’s Transfer Program, which guarantees students admission providing they meet a series of specific criteria.

Transfer student numbers continue to rise. In 2010, fifty five percent (55%) of total transfer students (985) arrived at Bridgewater State from Massachusetts community colleges, and of that number thirty percent (30%) transferred through the Joint Admission Program. Transfer students will likely continue to constitute a large part of Bridgewater State's admissions and enrollment process in the coming years.

FIGURE 1G

**BRIDGEWATER STATE UNIVERSITY
TRANSFER ADMISSIONS, 2002-2010.**
Source: DHE Linear Trends 2010 from
HEIRS and University Factbook.



Bridgewater State is actively developing a program that aims to add 50 international students each year over the next five years. If successful, this program may help counteract base demographic declines.

International students make up approximately one percent (1%) of current enrollment, but Bridgewater State is actively developing a program that aims to add 50 international students each year over the next five years. If successful, this program may help counteract base demographic declines.

Online students are not a significant factor in current total enrollment. Bridgewater State's online programming focuses on providing access to existing undergraduate and graduate students; the university allows each student to take at least one online course per year. Expanded online offerings are anticipated in the future.

HOUSING: STRATEGIC POSITIONING

"The Office of Residence Life and Housing seeks to provide undergraduate housing that is safe, clean, comfortable and conducive to student learning. Departmental staff develops, promotes and assesses programs, services, and staff interactions that encourage student development with particular emphasis on individual responsibility within a community setting. Efforts are directed towards establishing a living-learning environment where there is an appreciation of diversity, a respect for individual rights and a commitment to sustainability. Delivery of services is provided with an understanding of and a dedication to quality with regard to efficiency, fairness and cost effectiveness.

The University has established a goal of housing 50% of its full-time undergraduates on campus.

The university has established a goal of housing fifty percent (50%) of its full-time undergraduates on campus. Demand for housing remains quite high despite the addition of just over 1000 new beds through the building of East and Crimson Halls and the additions to Pope and Scott Halls over the last 10 years. Because of growth in both the total undergraduate enrollment and the full-time enrollment in recent years, efforts to build new housing have not significantly increased the percentage of full-time undergraduates living on campus, which is currently at thirty seven percent (37%). The opening of Weygand Hall (with just over 500 beds) in the Fall of 2013 will improve that percentage somewhat, though FTUG enrollments have continued to climb.

Bridgewater State also wishes to establish housing designed for full-time graduate students in the medium term. The university currently houses a limited number of full-time graduate students, mostly from other countries, in space designed for undergraduates. The university aspires to increase both the quality of its graduate programs and the number of full-time graduate students on campus over the next five to ten years.

Finally, the quality of on-campus student housing has been a major theme in the partnership between the MSCBA and BSU over the past ten years. All BSU residence halls have had significant updates and renovations during that period. BSU is positioned to continue its emphasis on excellent maintenance, safety, and updating of the MSCBA’s capital investments in student housing well into the future.”

- Mission statement of the Bridgewater State university’s housing department.

If Bridgewater State’s undergraduate enrollment continues to increase, and if students continue to desire on-campus housing options, the Authority may need to study options for additional capacity as part of its next cycle of planning.

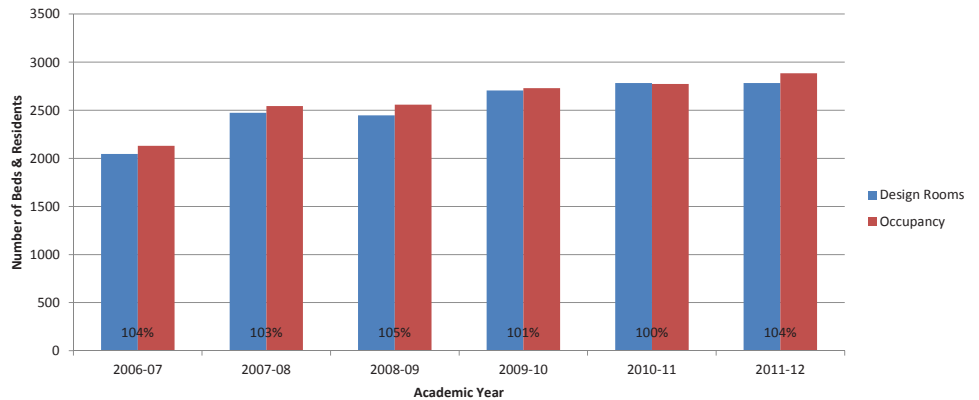
HOUSING: DEMAND

While the number of full-time students living on-campus has increased in the past several years, the current total of thirty five percent (35%) Falls short of the campus target of fifty percent (50%) of FTUGs. When the 500-bed residence hall under construction is brought online in 2013, the university will be able to accommodate close to 3,300 students on-campus. If Bridgewater State’s undergraduate enrollment continues to increase, and if students continue to desire on-campus housing options, the Authority may need to study options for additional capacity for Bridgewater State as part of its next cycle of planning.

On-campus housing occupancy in Fall 2011 was one hundred and four percent (104%). Occupancy has exceeded capacity for the last six years again indicating a strong demand for on campus housing.

FIGURE 1H

BRIDGEWATER STATE UNIVERSITY DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: MSCBA website, accessed March 2012.



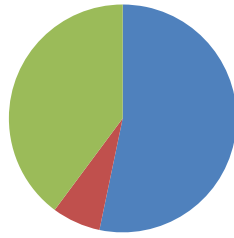
HOUSING: CAMPUS PORTFOLIO

Bridgewater State’s housing stock consists primarily of older, traditional dormitory residence halls, all of which have been comprehensively renewed since 2000. Recent construction has provided suite-style housing. When Weygand Hall is complete, nearly half of the university’s housing stock will be suite-style.

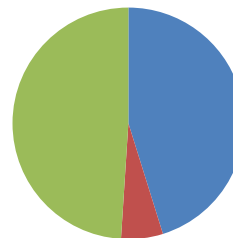
FIGURE 1I

BRIDGEWATER STATE UNIVERSITY HOUSING PORTFOLIO BY TYPE.
 Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Type, 2011/2012
 Bridgewater State



Residence Hall Rooms By Type, Projected 2014/2015
 Bridgewater State



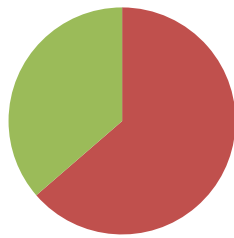
- Traditional
- Apartments
- Suites

Many of the seven residential complexes at Bridgewater State have been constructed within the last decade. Among the older buildings, only Woodward Hall requires additional upgrading in the next five years.

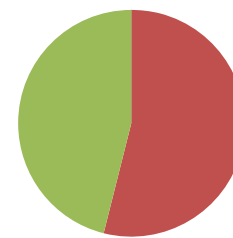
FIGURE 1J

BRIDGEWATER STATE UNIVERSITY HOUSING PORTFOLIO BY CONDITION.
 Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Condition, 2011/2012
 Bridgewater State



Residence Hall Rooms By Condition, Projected 2014/2015
 Bridgewater State



- Original
- Renovated
- New

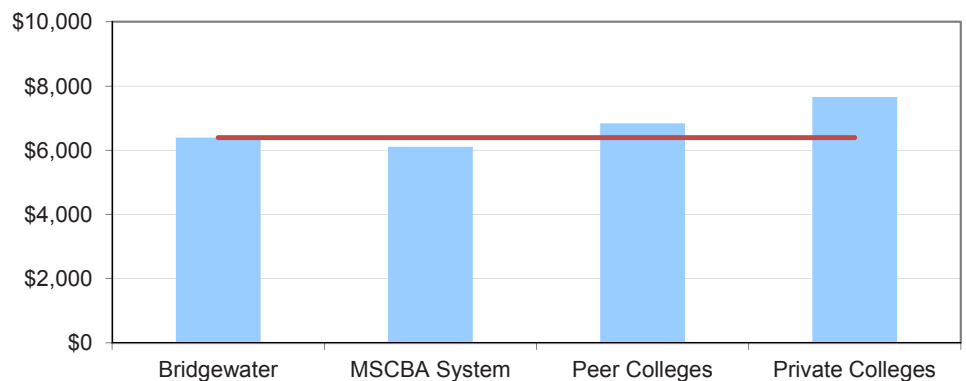
A complete listing of all Bridgewater State residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

HOUSING: RENTAL CONTEXT

The average cost of on-campus housing at Bridgewater State is \$6,393 per academic year. This figure is five percent (5%) greater than the average MSCBA rent, seven percent (7%) less than the University's peers, and nearly seventeen percent (17%) less than its regional private university peers.

FIGURE 1K

BRIDGEWATER STATE UNIVERSITY ANNUAL RENT COMPARISON, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



Off-campus housing does not provide a good blend of room types; one- and two-bedroom apartments are common, while three- and four-bedroom units are less so. The cost of off-campus housing is slightly higher than that of on-campus housing.

FIGURE 1L

BRIDGEWATER STATE UNIVERSITY
9 MONTH RENT COMPARISON. Source:
MSCBA Rent Certificates, 2012; University
websites, accessed 2011 and 2012.

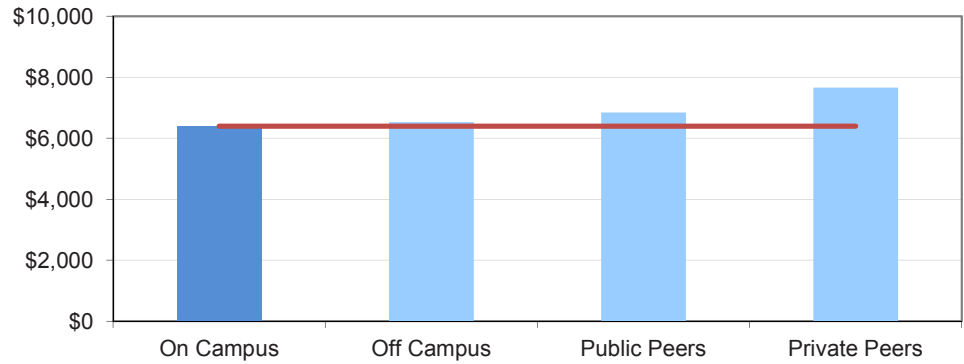
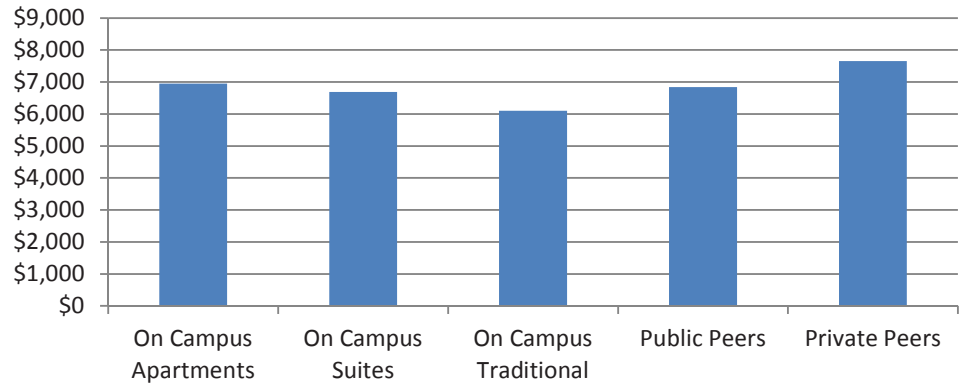


FIGURE 1M

BRIDGEWATER STATE UNIVERSITY
RENT BY HOUSING TYPE, 2011-2012.
Source: MSCBA Rent Certificates, 2012;
University websites, accessed 2011 and
2012.



Bridgewater State has no housing requirement or housing guarantee.

HOUSING: ON-CAMPUS STUDENT PROFILE

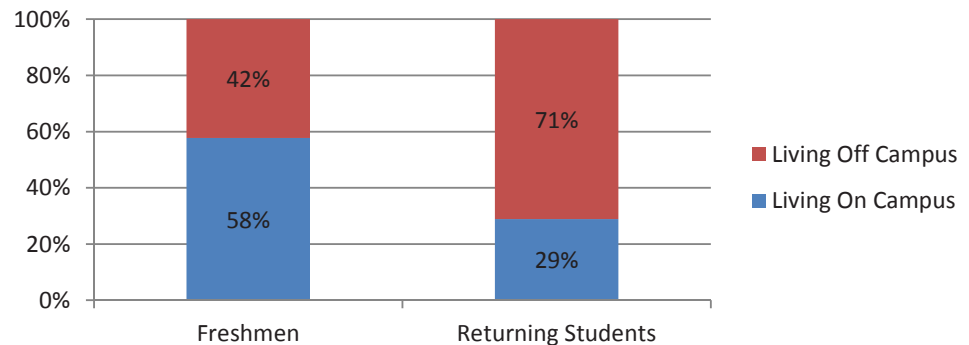
The percentage of full-time students in on-campus housing has increased over the past several years but continues to be below its housing target. Bridgewater State has no housing requirement or housing guarantee.

The relative percentages of freshman and returning students living on- and off-campus have changed very little since Fall 2008. The relative percentages of freshman and transfer students in on-campus housing is interesting to note, as it reveals a marked difference: fifty eight percent (58%) of freshman live on-campus, in contrast to only fourteen percent (14%) of incoming transfers. These numbers likely reflect the fact that demand for on-campus housing is simply too great to accommodate the preferences of all incoming students.

The profile of students in on-campus housing, broken out by class year, is shown in the following chart.

FIGURE 1N

BRIDGEWATER STATE UNIVERSITY
STUDENTS IN HOUSING BY CLASS
YEAR, Fall 2011. Source: Bridgewater
State, May 2012.



Four of Bridgewater State's five current strategic plan goals are of interest to the MSCBA.

MSCBA: PORTFOLIO CONTEXT

Bridgewater State updates its strategic plan yearly. Four of Bridgewater State's five current goals are of interest to the MSCBA, since progress in meeting those goals will impact enrollment and housing requirements. These goals include:

- Maximizing the intensity and diversity of teaching and learning between faculty, students, and members of the community.
- Expanding the university's fostering of the cultural, scientific, economic, and intellectual capacity of Southeastern Massachusetts.
- Increasing global and cultural awareness.
- Encouraging a diversity of perspectives on campus and in the region.

The MSCBA must also stay informed about the university's progress in a number of areas of focus, including:

- Improving teaching and learning environments, spaces and structures.
- Serving as a regional magnet of expertise, global culture, and economic development.
- Ensuring access for students who cannot afford educational alternatives.
- Promoting energy conservation and greener operations.
- Increasing levels of student access to international study and service opportunities.
- Developing and expanding residential learning communities.
- Strengthening and supporting online teaching and learning
- Improving residential options for international and other students with unique housing needs.
- Promoting international partnerships with non-English speaking countries and countries of rising geopolitical importance.
- Extending the scope and reach of campus operations to the socioeconomic centers of Greater Attleboro, Greater New Bedford and Cape Cod.

Progress in any and all of these areas will affect MSCBA's work-plan going forward.

MSCBA: PORTFOLIO OVERVIEW

Of prime importance to Bridgewater State is occupancy of the new residence hall currently underway. When completed this project will bring the university closer to meeting its housing goal. However, if enrollment continues to rise at its current rate additional residence hall needs clearly may become necessary. Special attention will need to be paid to the relationship between Bridgewater State's enrollment management and outreach efforts, and the housing styles and types provided in the future.

The recent completion of the East Campus parking garage, coupled with upgrades to the existing athletic facilities meet the university's near-term parking and athletic requirements. Dining needs may need to be re-examined to better accommodate current and future growth once Weygand Hall is completed.

If enrollment continues to rise at its current rate additional residence hall needs clearly may become necessary.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11 -13: Projects: Completed

Crimson Hall	Solar Power	N/A
Great Hill Apts	Life Safety, Energy and Modernization	5,750,000
Parking Structure	East Campus Structure	13,480,044
Shea Durgin Hall	Window Replacement	2,296,838
Swenson Field	Synthetic Turf and Facility Upgrade	5,396,533
Woodward Hall	Heating System and Floor Replacement	3,499,733

FY13 Projects: Underway

Miles DiNardo	Roof Replacement	1,271,000
New Residence	New Residence Hall (500 Beds)	62,000,000
Shea Durgin Hall	Renovations	2,054,000
University Park	Bidding	1,000,000

FY14 and beyond: Future Projects Anticipated

Crimson Hall	Carpet Replacement	50,000
East Hall	Roof trim, Carpet Rep. and Card Access	250,000
Miles/DiNardo	HVAC upgrades, Roof and Lighting	700,000
	Card Access and Bathroom Renovations	1,300,000
Rondileau Campus Center		
	Entrance and Access Improvements	9,000,000
Woodward Hall	Windows, Drainage and Waterproofing	3,000,000
	Interior Renovations	3,800,000
	Bathrooms and Card Access	600,000

 FITCHBURG STATE UNIVERSITY



**FITCHBURG STATE
UNIVERSITY**

FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment: Overview

Total Enrollment	6,891
Total Undergraduate Enrollment	4,172
Total FTUG Enrollment	3,430

Enrollment: Geographics

From Immediate Geographic Area (County)	42%
From Massachusetts	90%
From Out-of-State	>10%
From Abroad	>1%
FTUG of Traditional Age (18-24)	86%

Enrollment: Academic Measures

Retention Rate	73% (2010 cohort)
Transfer Rate	60% (2010)
Minority Rate	15%
Graduation Rate (6 year)	47% (2005 cohort)

Housing

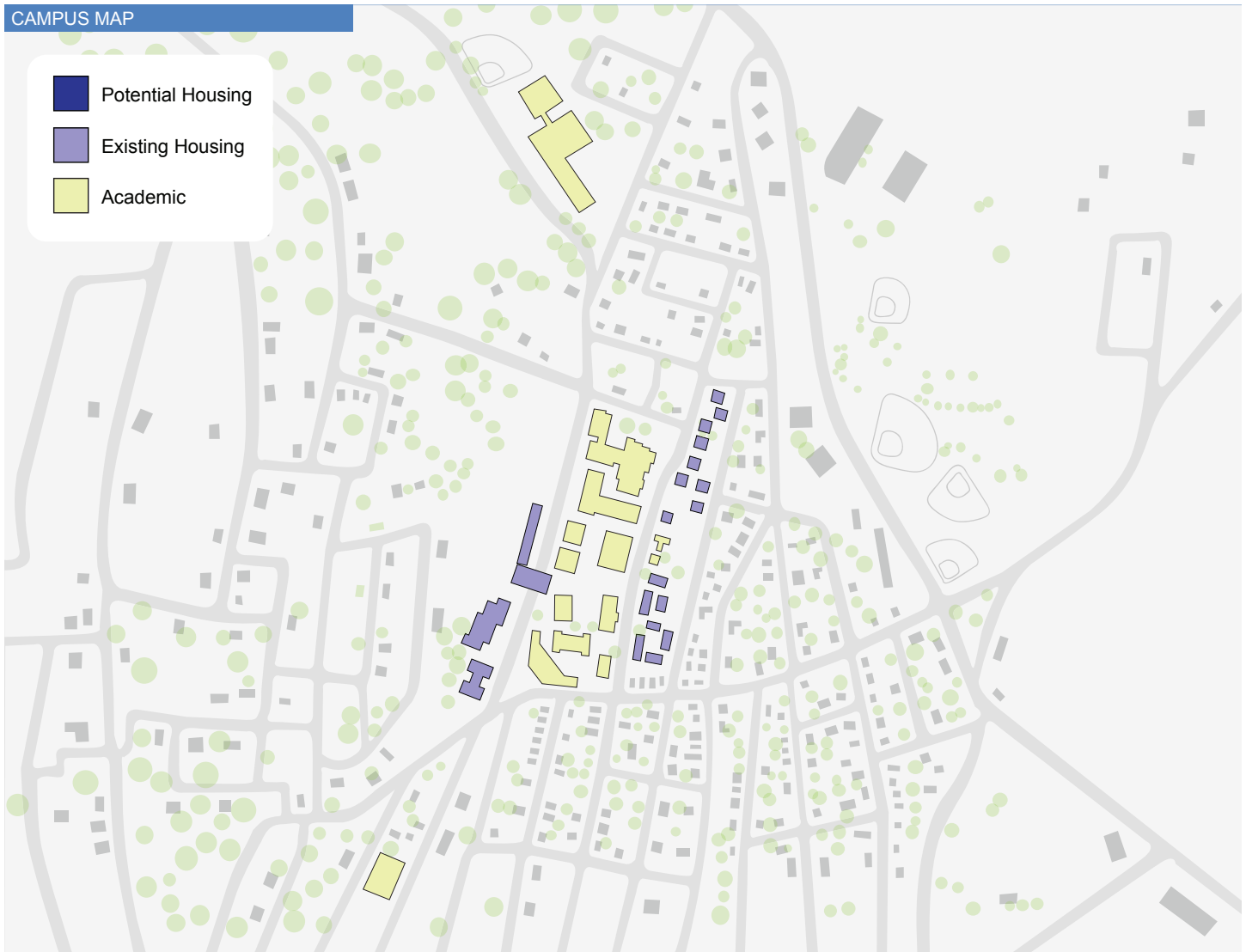
Occupancy	100%
Housing Design Capacity	1,561
Students Housed On-Campus (Fall)	1,623
Housing Target (50% FTUG)	1,715
Students Housed On-Campus, Anticipated 2015	1,561 *
Housing Target, Anticipated 2015 (50% FTUG)	1,715 **

Rents

Average On-Campus Rent	\$5,220 / year
Average MSCBA System Rent	\$6,108 / year
Average Off-Campus Rent	\$3,999 / year
Average Public Peer Rent	\$6,410 / year
Average Regional Private Peer Rent	\$7,219 / year

* This number reflects any anticipated increase with housing projects now in design and construction

** This number reflects any anticipated increase of enrollment by 2015



CAMPUS: ACADEMIC HISTORY

Fitchburg State University (Fitchburg State), located in North Central Massachusetts, was founded in 1894. Originally a teacher training institution, the university today offers 50 undergraduate programs and more than 30 pre-professional and graduate programs in 23 academic disciplines. These academic offerings emphasize career-oriented learning grounded firmly in the liberal arts. The University provides small class sizes, hands-on professional experience, and an accessible faculty dedicated to teaching. Additionally, Fitchburg State seeks to provide a secure, community environment where students can assume a wide range of leadership roles in student government, social affairs, and artistic endeavors.

The University provides small class sizes, hands-on professional experience, and an accessible faculty dedicated to teaching.

Fitchburg State supports both traditional and non-traditional students. Full-time and part-time enrollment opportunities exist for both undergraduates and graduates, and throughout the day and evening hours. The university's graduate and continuing education population includes professionals eager to expand their career opportunities with certificates and professional degrees, as well as traditional students looking to take a course or two while home for the summer.

The University plays a significant role in the city by providing leadership and support for the economic, environmental, social and cultural needs of North Central Massachusetts.

The university plays a significant role in the city by providing leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts. Fitchburg State is the largest non-municipal employer in Fitchburg. The university's continued health and prosperity is a key factor in its ability to continue to support the local community.

Fitchburg State's core values of Accessibility, Affordability, Community, Enrichment, and Excellence guide enrollment management policies as well as the campus' physical plant development.

CAMPUS: PHYSICAL DEVELOPMENT

Situated in downtown Fitchburg, a city of nearly 40,000 inhabitants and a former center of industry, the Fitchburg State campus is the most dense and urban of the Commonwealth's central region public universities. Bordered along three edges by residential neighborhoods, and by a principal city street along the fourth, the campus is formed by, and infused with, an urban grid. The university owns and manages the Weston Auditorium and Recreation Center that serve both students and the general community. In addition the university has a 99-year lease for the Civic Center and works with the City on the management of it.

The Fitchburg State campus is the most dense and urban of the Commonwealth's central region public universities.

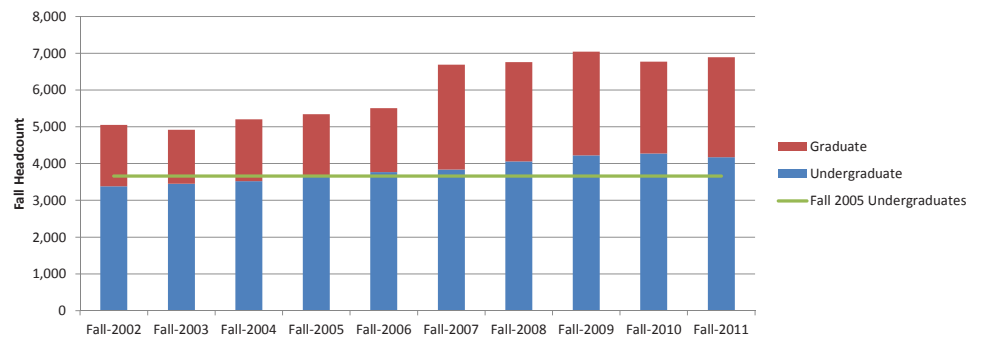
While the university owns a number of other land parcels, the primary campus runs in a north-south orientation along North Street. Parking and other ancillary functions are housed in small lots near the main campus, or integrated within the campus core. The campus has recently experienced an unprecedented amount of construction, with many of the projects outlined in the 2007 Master Plan having been completed, or currently reaching completion.

ENROLLMENT: DEMAND

Total enrollment at Fitchburg State increased during the last decade, and has plateaued at about 7,000 students for the past three years. The university has the highest proportional number of graduate students within the state university system.

FIGURE 2A

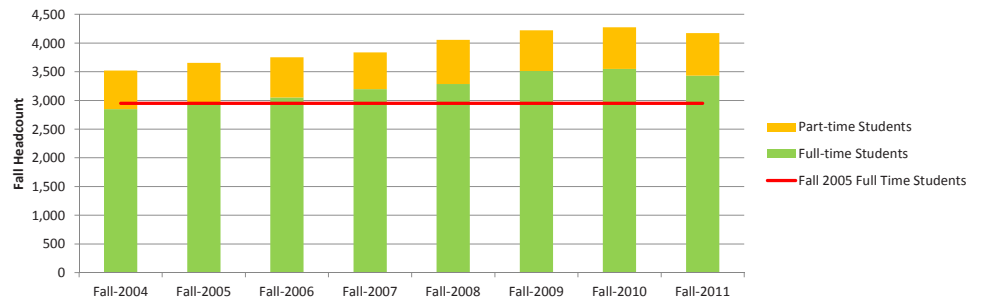
FITCHBURG STATE UNIVERSITY ENROLLMENT, 2002-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Fitchburg State's full time undergraduate enrollment has remained fairly constant for the past three years. During this period graduate enrollment slightly increased.

FIGURE 2B

FITCHBURG STATE UNIVERSITY UNDERGRADUATE ENROLLMENT, 2004-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Despite changing demographics and economic conditions, enrollment at Fitchburg State has increased at a steady rate since 2000. This shift came on the heels of a period of decreased enrollment in the late 1990s.

ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

Fitchburg State continues to draw most of its in-state students from surrounding towns and cities in north central Massachusetts, with little change evidenced in enrollment locations between 2007 and 2011. Ninety percent (90%) of the student body hails from the state, with nine percent (9%) coming from other states and less than one percent (1%) coming from other countries.

FIGURE 2C

FITCHBURG STATE UNIVERSITY FULL TIME STUDENT RESIDENCY, Fall 2011. Source: Massachusetts Department of Higher Education, 2012.

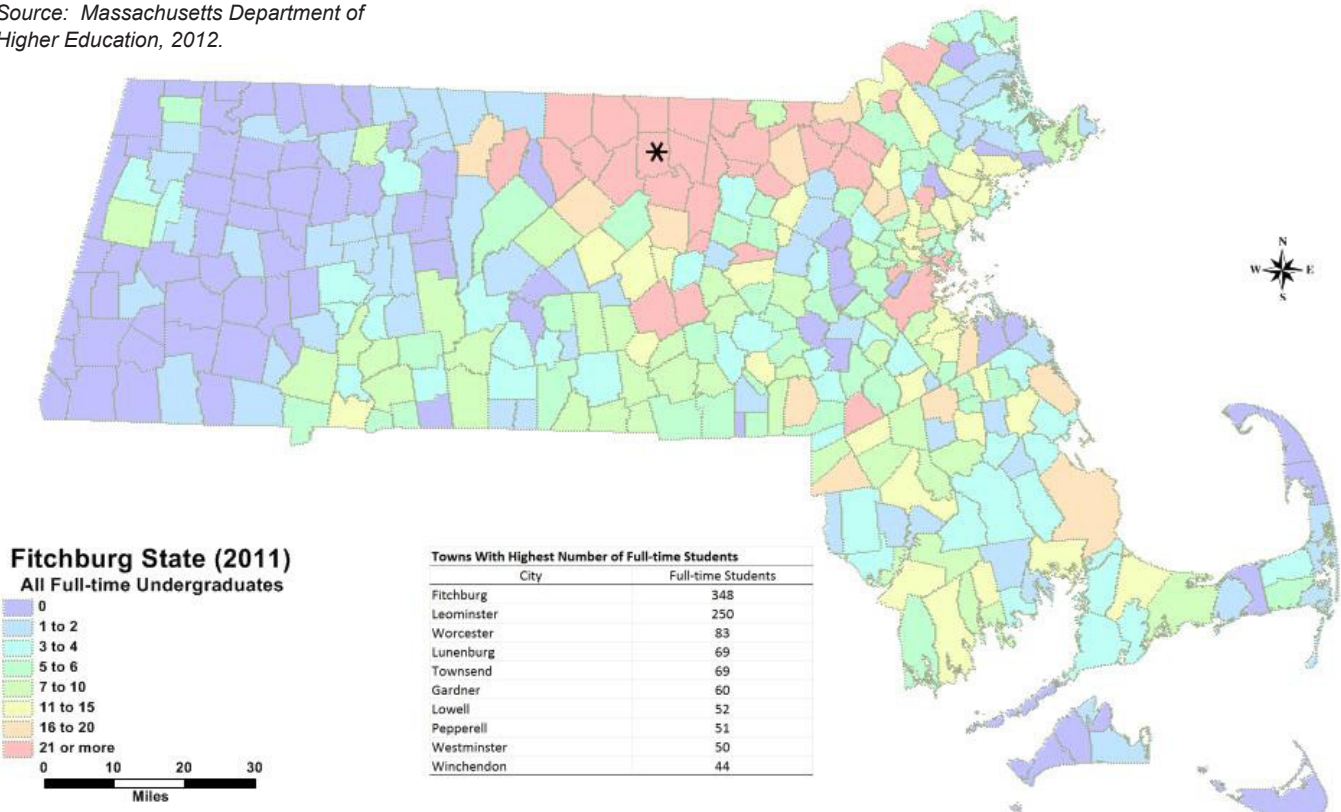
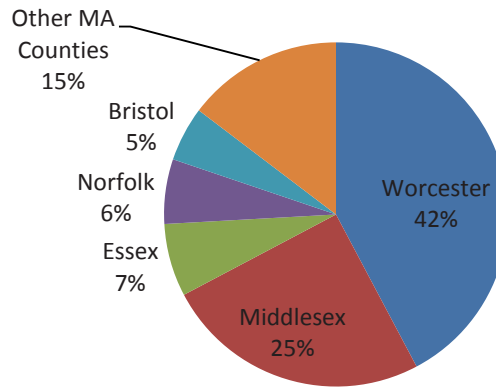


FIGURE 2D

FITCHBURG STATE UNIVERSITY
COUNTIES OF RESIDENCE, 2011.
Source: Massachusetts Department of
Higher Education, 2012.



The percentage of students whose home addresses are within 25 miles of campus and who live on- or off-campus has not varied in the last seven years, nor has the median distance between home addresses and the campus for that pool of students. Graphs of this information are included in Appendix.

ENROLLMENT: FUTURE PROJECTIONS

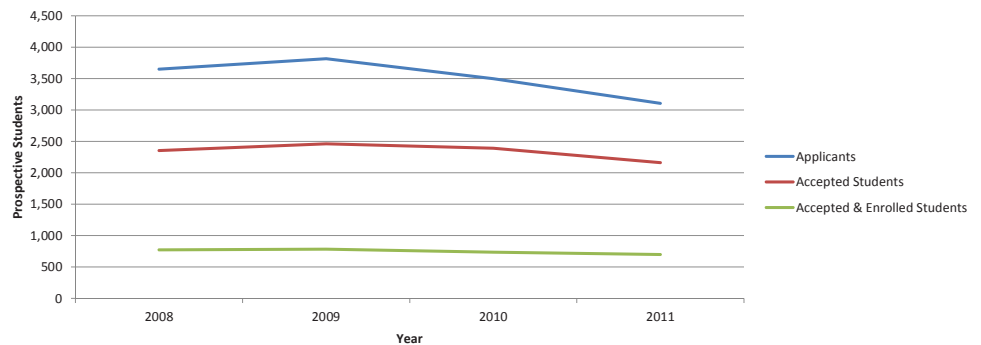
In the Fall of 2011, Fitchburg State’s total enrollment of 6,891 was composed of 4,172 undergraduates and 2,719 graduate students. With a current FTUG population of 3,430 students, the university has consciously decided to grow undergraduate enrollment very little in the next decade. Growth is projected as 200 to 400 additional FTUGs.

In the last two years completed applications from first-time students have decreased but accepted and enrolled student numbers have remained constant during this period.

The University has consciously decided to grow undergraduate enrollment very little in the next decade.

FIGURE 2E

FITCHBURG STATE UNIVERSITY
ADMISSIONS, 2008-2011. Source: DHE
Linear Trends 2010 from HEIRS.

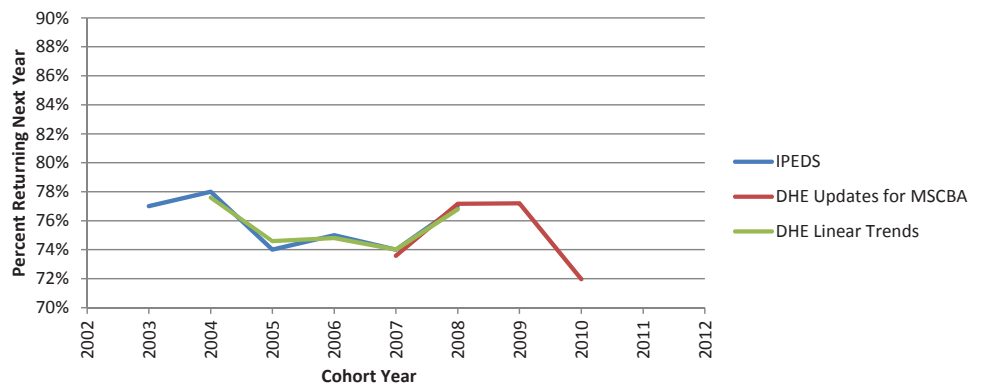


Fitchburg State’s 2009 to 2010 freshmen retention rate increased by about one percent (1%) over the previous year rate but they then experienced a five percent (5%) decline in 2010 to 2011. Exit surveys compiled by the Dean of Student’s office indicated an increase of students withdrawing due to financial issues.

Exit surveys compiled by the Dean of Student’s office indicated an increase of students withdrawing due to financial issues.

FIGURE 2F

FITCHBURG STATE UNIVERSITY FIRST YEAR RETENTION RATES, 2003-2010. Source: DHE Linear Trends 2010, DHE and IPEDS.

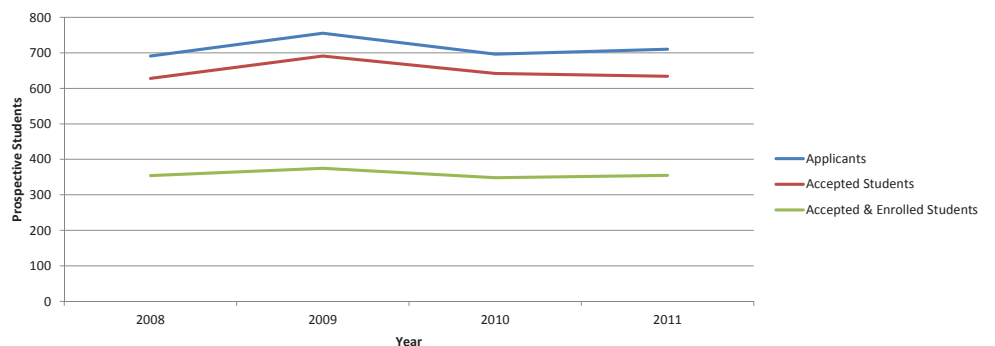


To date Fitchburg State has not drawn many non-traditional students (aged 25 and above). The university has had success, however, in increasing diversity among undergraduates. In 2010, fifteen percent (15%) of students were of known ethnicity, compared to ten percent (10%) of known ethnicity in the region from which the university draws the bulk of its enrollment. Despite this enrollment success, Fitchburg State aims to draw more students from neighboring Hispanic populations.

Fitchburg State is conscious of the need to continue its engagement with neighboring community colleges, specifically Mount Wachusett Community College in Gardner, MA. The university has had fairly consistent transfer numbers for the past four years. Traditionally, Fitchburg State's transfer rate is the second highest among the state universities, with more than sixty percent (60%) coming through the state system.

FIGURE 2G

FITCHBURG STATE UNIVERSITY TRANSFER ADMISSIONS, 2008-2011. Source: DHE Linear Trends 2010 from HEIRS.



Fitchburg State has been offering online courses for over a decade, with students able to work online toward selected degree and certificate programs in both business and nursing areas of study.

Residential life is an integral part of the college experience, providing students with opportunities to foster lifelong learning and civic responsibility.

HOUSING: STRATEGIC POSITIONING

“The mission of the university identifies that a Fitchburg State education extends beyond the classroom to include residential, professional and co-curricular opportunities. Residential life is an integral part of the college experience providing students with opportunities to foster lifelong learning and civic responsibility. Through residential programming, leadership and volunteer opportunities offered, residential life provides students full engagement and participation in the university community. This allows students to both develop and utilize skills and knowledge gained in the classroom in their individual student development.”

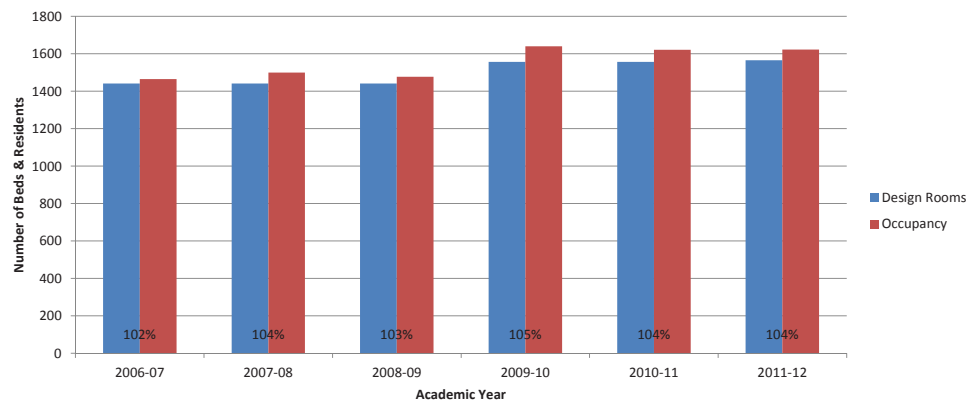
*Statement from Jay Bry, Vice President for Finance and Administration at Fitchburg State university
February 8, 2012*

HOUSING: DEMAND

The number of full-time students living in on-campus housing has increased over the past several years. Fitchburg State currently falls just short of its fifty percent (50%) goal, housing forty six percent (46%) of the university’s Fall 2011 FTUG population of 3,430. Although unable to accommodate as many students as is the goal, Fitchburg State’s on-campus residences continue to be overcrowded and oversubscribed. Demand for on-campus housing has exceeded design capacity since at least 2006. In Fall 2011 the university’s occupancy was one hundred and four percent (104%), despite the recent expansion of Mara Village and the added capacity of 100 beds.

FIGURE 2H

FITCHBURG STATE UNIVERSITY DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: MSCBA website, accessed March 2012.



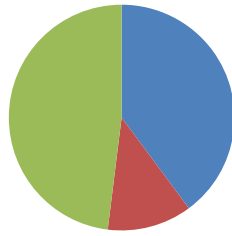
Demand for on-campus housing has exceeded design capacity since at least 2006.

Fitchburg State’s housing stock consists of six residential complexes, which until the last decade were older residence halls with traditional or apartment-style units. Most have been renewed since 2000. The expansion of Mara Village in 2009, and the conversion of 316 traditional units to suites in Aubuchon Hall now offer suite-style units and contribute to a better balance of housing types for this increasingly residential campus. Although the older buildings have been upgraded in the past decade, there is still work to be done to the University’s residential stock. Both Aubuchon Hall and the Townhouse Apartments require additional renovations and alternations within the next five years.

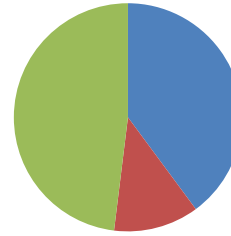
FIGURE 2I

FITCHBURG STATE UNIVERSITY HOUSING PORTFOLIO BY TYPE. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011.

Residence Hall Rooms By Type, 2011/2012
Fitchburg State



Residence Hall Rooms By Type, Projected 2014/2015
Fitchburg State

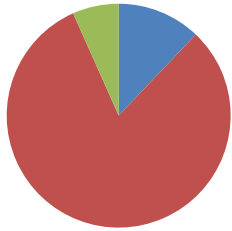


- Traditional
- Apartments
- Suites

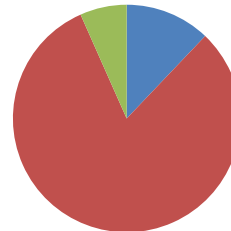
FIGURE 2J

FITCHBURG STATE UNIVERSITY HOUSING PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011.

Residence Hall Rooms By Condition, 2011/2012
Fitchburg State



Residence Hall Rooms By Condition, Projected 2014/2015
Fitchburg State



- Original
- Renovated
- New

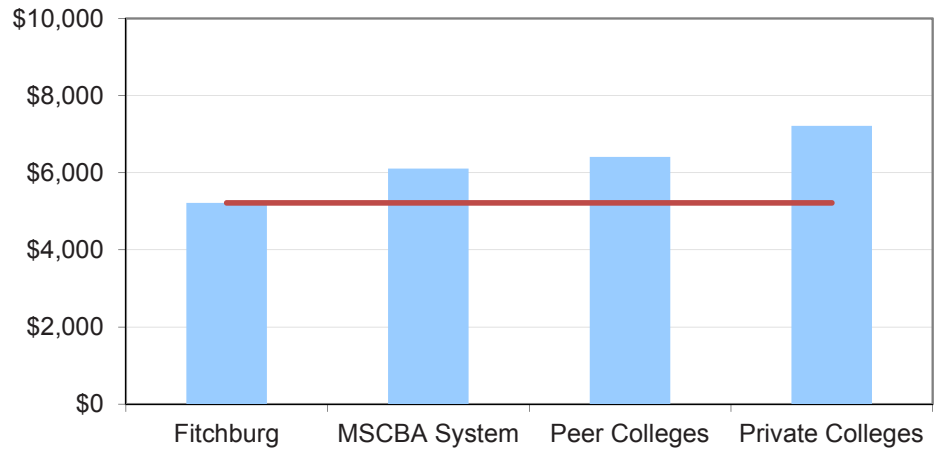
A complete listing of all Fitchburg State residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

HOUSING: RENTAL CONTEXT

The current cost of on-campus housing is \$5,220 per academic year. This cost is fifteen percent (15%) less than the MSCBA average rent, nineteen percent (19%) less than that of Fitchburg State’s peers, and almost twenty eight percent (28%) less than that of the university’s average regional private university peers.

FIGURE 2K

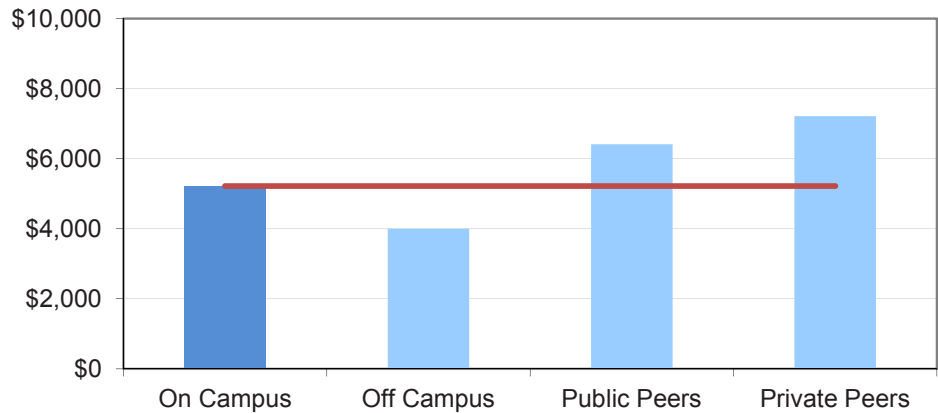
FITCHBURG STATE UNIVERSITY ANNUAL RENT COMPARISON, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



While Fitchburg State’s off-campus housing rents are considerably lower than on-campus rents, and off-campus housing is in fair supply, students do not view it as a desirable option

FIGURE 2L

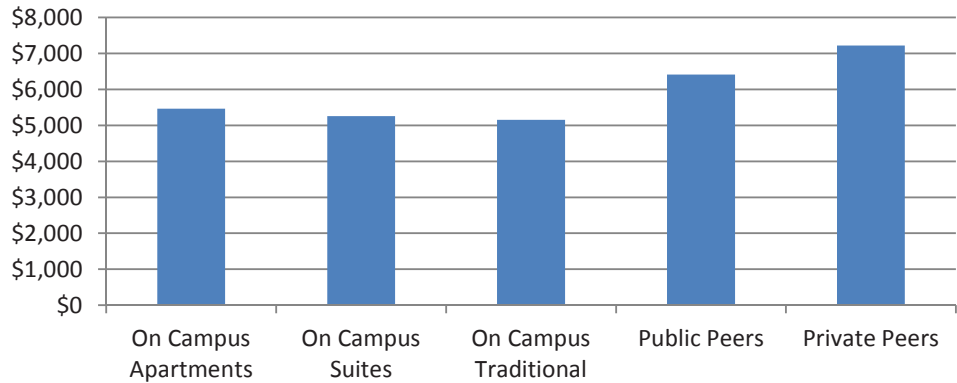
FITCHBURG STATE UNIVERSITY 9 MONTH RENT COMPARISON. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



Rents for all of Fitchburg State’s housing types are lower than the average rents for both its public and private peers.

FIGURE 2M

FITCHBURG STATE UNIVERSITY RENT BY HOUSING TYPE, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



Only the lack of beds is preventing the university from meeting its goal of housing 50% of FTUG population on-campus.

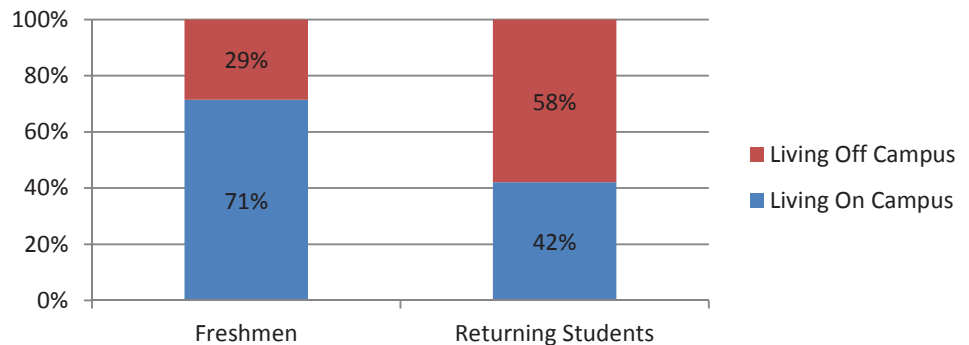
HOUSING: ON-CAMPUS STUDENT PROFILE

The percentage of Fitchburg State’s full-time students in on-campus housing has increased over the past several years, indicating that only the lack of beds is preventing the university from meeting its goal of housing fifty percent (50%) of FTUG population on-campus.

The profile of students in on-campus housing by class year, is shown in the following chart.

FIGURE 2N

FITCHBURG STATE UNIVERSITY STUDENTS IN HOUSING BY CLASS YEAR, Fall 2011. Source: Fitchburg State, May 2012.



The percentage of freshman and returning students living on- or off-campus has changed very little since 2008. Seventy one percent (71%) of Fitchburg State freshmen and twenty eight percent (28%) of first-time transfer students live on-campus.

MSCBA: PORTFOLIO OVERVIEW

Fitchburg State is committed to providing a quality experience for commuters and residential students without significantly expanding its on-campus housing inventory. Assuming minimal growth in enrollment for the next ten years, the university is looking for opportunities to accommodate additional housing need through renovations rather than new construction. Fitchburg State is open to exploring the opportunities identified in the latest Aubuchon Hall / Townhouse Apartments study, or to studying off-campus housing options in downtown Fitchburg.

At this time, Fitchburg State views its relationship with the MSCBA as focused on developing student activity functions to support residential and commuter student experience. Such projects include the additional phases of renovation to the Campus Center in Hammond Hall, and expansion to student and varsity athletic facilities. The university also seeks to explore options for collaboration with DCAM, and new funding opportunities through the MSCBA to support academic projects, including renovations associated with the library in Hammond Hall. Parking remains an issue, and the university would like to restudy various possibilities, including an aboveground parking structure. A final project currently being explored is the development of a mini Performing Arts Center.

The university seeks to explore options for collaboration with DCAM, and new funding opportunities through the MSCBA to support academic projects.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11-13: Completed Projects

Aubuchon Hall	Window Replacement/Commons Spaces	1,300,000
Cedar House	Bathroom and Commons Renovation	1,350,000
	Roof Replacement and Landscaping	363,963
Hammond Campus Center		
	New Entrance and Renovation	25,701,995
Mara Village	Bathroom and Commons Renovation	1,837,270

FY13: Ongoing Projects

Aubuchon Hall	Heating Replacement	6,222,097
Hammond Campus Center		
	Roof Replacement, Interior Renovations and HVAC upgrades	5,400,000

FY14 and beyond: Future Anticipated Projects

Aubuchon Hall	Bathrooms and 18 New Beds	4,000,000
Hammond Campus Center		
	Library Renovation	TBD
Townhouse Apartments	Windows, Fire Protection and Bathrooms	7,000,000
	38 New Beds	6,000,000
Residence Hall	Replacement Residence Hall	36,700,000

FRAMINGHAM STATE UNIVERSITY



Framingham
State University

FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment: Overview

Total Enrollment	6,415
Total Undergraduate Enrollment	4,321
Total FTUG students	3,621

Enrollment: Geographics

From Immediate Geographic Area (County)	35%
From Massachusetts	96%
From Out-of-State	>4%
From Abroad	>1%
FTUG of Traditional Age (18-24)	92%

Enrollment: Academic Measures

Retention Rate	74%
Transfer Rate	32%
Minority Rate	19%
Graduation Rate (6 year)	52% (2005 cohort)

Housing

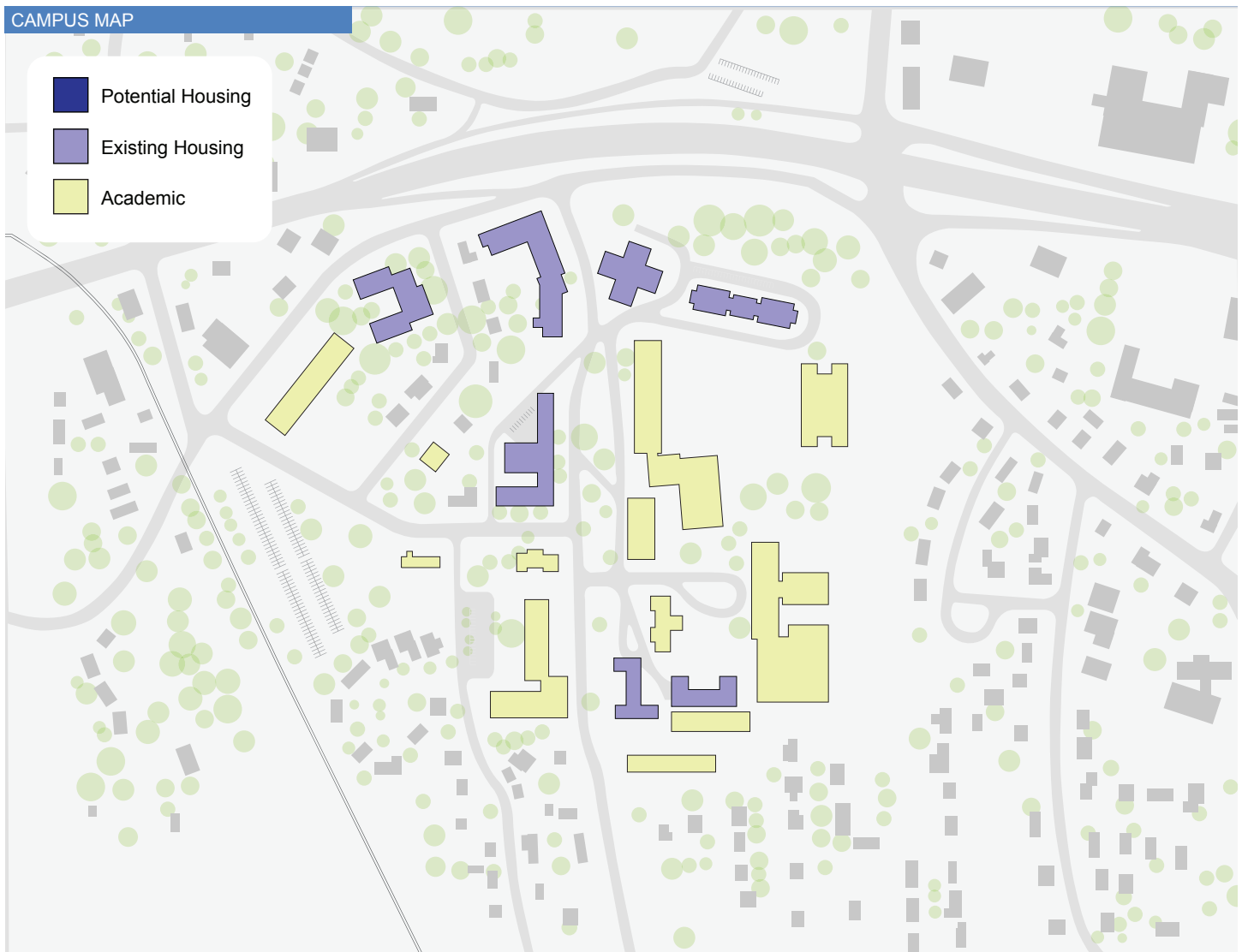
Occupancy	100%
Housing Design Capacity	1,884
Students Housed On-Campus (Fall)	1,927
Housing Target (50% FTUG)	1,810
Students Housed On-Campus, Anticipated 2015	1,884 *
Housing Target, Anticipated 2015 (50% FTUG)	1,960 **

Rents

Average On-Campus Rent	\$6,040 / year
Average MSCBA System Rent	\$6,108 / year
Average Off-Campus Rent	\$7,234 / year
Average Public Peer Rent	\$6,171 / year
Average Regional Private Peer Rent	\$8,905 / year

* This number reflects any anticipated increase with housing projects now in design and construction.

** This number reflects 2% anticipated increase in enrollment each year projected for 2015.



In recent years, the University has begun positioning itself as a leader in Science, Technology, Engineering, Mathematics (STEM) education.

CAMPUS: ACADEMIC HISTORY

Framingham State University (Framingham State) was founded in 1839 as the first public normal school in America. The university now offers a wide variety of programs in fields ranging from business to the sciences to fashion. In recent years, the university has begun positioning itself as a leader in STEM (Science, Technology, Engineering, Mathematics) education. Today the university offers 27 undergraduate majors and 25 graduate programs.

Framingham State has recently concluded an update to both its Master Plan and its Strategic Plan. The FY2013-FY2017 Strategic Plan is focused on three overarching goals: Expand Opportunity, Development Community, and Promote Student Success. This Strategic Plan was preceded by the development of a new Mission Statement (approved by the All University Committee, the Board of Trustees and the Massachusetts Board of Higher Education), an accompanying Vision Statement and a Statement of Core Values. These foundational statements informed and guided drafting of functional plans in nine areas {1) Academic Plan, 2) Assessment Plan, 3) Capital Plan, 4) Campaign Plan, 5) Climate Action Plan, 6) Diversity and Inclusion Plan, 7) Enrollment Plan, 8) Technology Plan, and 9) Financial Plan} that were the basis for development of the strategic “plan of plans”.

Framingham State signed the American College and University President’s Climate Committment five years ago, agreeing to a reduction in the university’s greenhouse gas emissions and energy consumption.

Framingham State signed the American College and University Presidents Climate Commitment five years ago, agreeing to a reduction in the university’s greenhouse gas emissions and energy consumption. To meet this challenge, in 2010, the university adopted a plan to convert its heating plant to natural gas, and to convert its central chilled water plan to electric chillers. This plan prompted the Princeton Review to name Framingham State a “Green College” in 2010 and 2011.

CAMPUS: PHYSICAL DEVELOPMENT

Framingham State is situated on a distinctive 50-acre hillside campus in the suburban town of Framingham, about 20 miles west of downtown Boston. The campus fabric mixes historic and contemporary buildings with collegial and naturalistic landscapes. Recent projects have sought to maintain the integrity of this fabric, and to respect the “small New England College” feeling of the campus.

North Hall, the university’s first stand-alone new building in three decades, serves as the heart of recent campus expansion. Standing on a prominent corner off State Street, the building gives the campus a new visual identity, and provides 410 new beds in a mix of four person suites and conjoined singles and doubles with semi-private baths. These new residential units are particularly welcome because they offer students a range of options previously in short supply.

The new construction of which North Hall is part of a larger capital plan that extends to 2015, and comprises more than \$165M of planned construction. Highlights include a \$64.4M science building project, as well as extensive renovations to the existing O’Connor Hall. More modest but still visible improvements include a new entrance on State Street, and the development of the green space between State Street and May Hall and the further renovation and expansion of the Framingham State College Center.

Unlike most of the other state universities, Framingham State’s graduate population is proportionally high.

ENROLLMENT: DEMAND

Total enrollment at Framingham State has remained fairly consistent at about 6,000 students in the last decade. In Fall 2011, the university’s undergraduate population of 4,321 brought total unduplicated undergraduate enrollment above 4,000 for the first time in a decade. Unlike most of the other state universities, Framingham State’s graduate population is proportionally high. The university has the third largest enrollment in the Massachusetts state university system.

FIGURE 3A

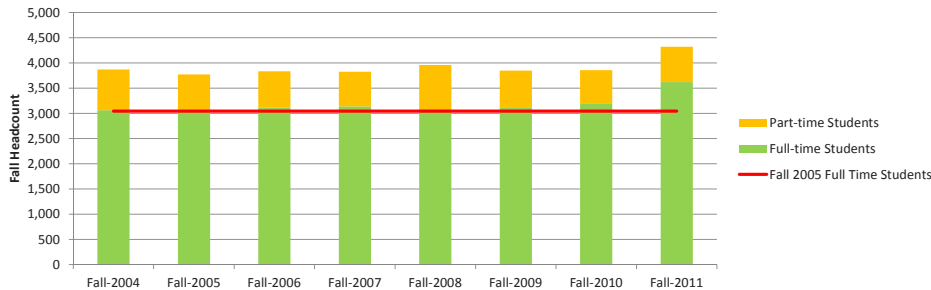
FRAMINGHAM STATE UNIVERSITY ENROLLMENT, 2002-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Last year’s growth in undergraduate enrollment resulted in full-time undergraduate enrollment rising to over 3,000 students.

FIGURE 3B

FRAMINGHAM STATE UNIVERSITY UNDERGRADUATE ENROLLMENT, 2004-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



The University is currently exploring future housing options both on- and off-campus.

If this growth continues, Framingham State will be unable to house as many undergraduate students as is their goal, despite the recent construction of North Hall. For this reason, the university is currently exploring future housing options both on- and off-campus, and in contiguous properties. The recently concluded Capital Master Plan has identified a preferred site for a proposed new residence hall and parking structure.

ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

Framingham State continues to draw a great number of its in-state students from surrounding towns and cities, as well as from the eastern portion of the state. There has been virtually no change in the geographic sources of in-state enrollment between 2004 and 2011.

Approximately ninety-six percent (96%) of the university’s enrollment is from Massachusetts. The remainder of its enrollment is drawn from 18 other states as well as a handful of other countries.

FIGURE 3C

FRAMINGHAM STATE UNIVERSITY FULL TIME STUDENT RESIDENCY, FALL 2011. Source: Massachusetts Department of Higher Education, 2012.

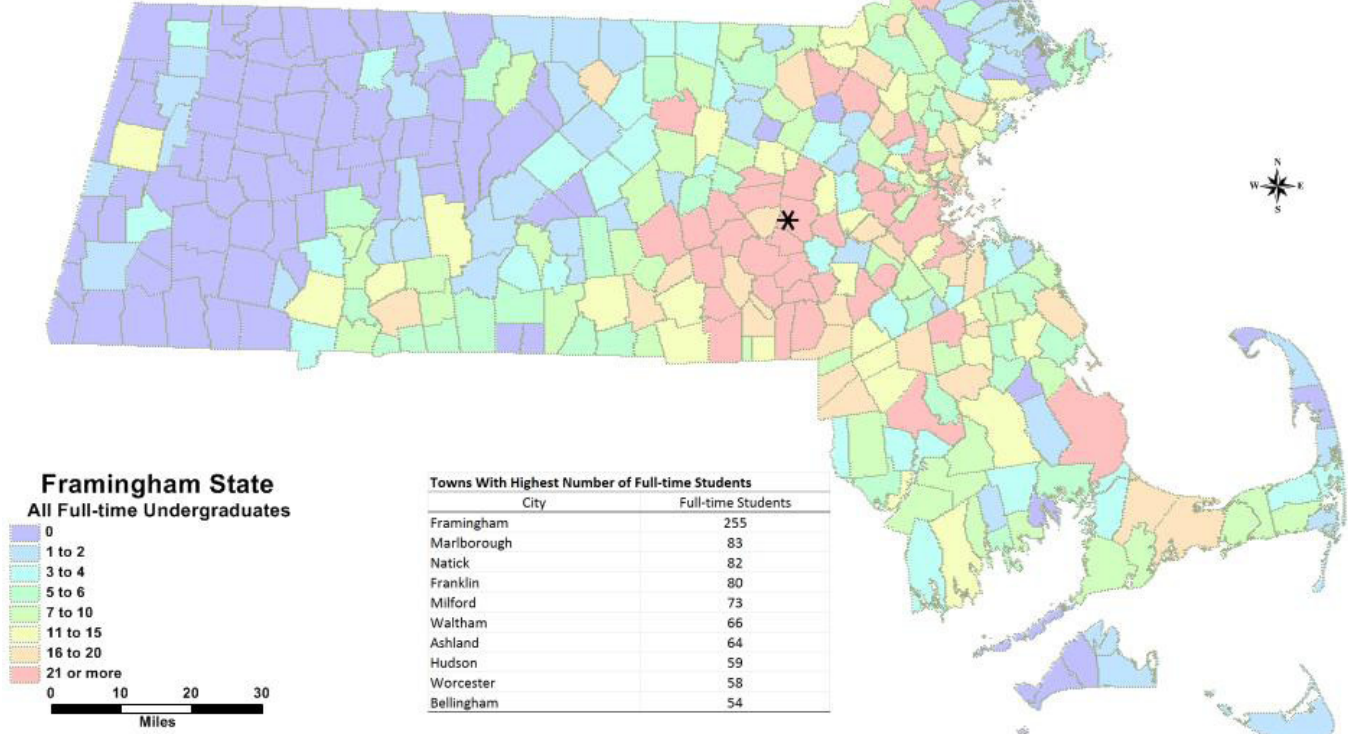
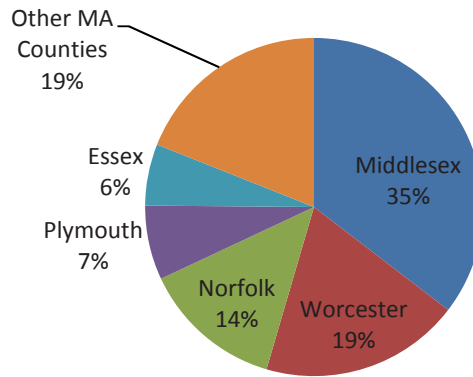


FIGURE 3D

FRAMINGHAM STATE UNIVERSITY
COUNTIES OF RESIDENCE, 2011.
Source: Massachusetts Department of
Higher Education, 2012.



The percentage of students whose home addresses are within 25 miles of campus and who live on- or off-campus has not varied in the last seven years, nor has the median distance between home addresses and the Framingham State campus for that pool of students. Graphs of this information are included in Appendix.

ENROLLMENT: FUTURE PROJECTIONS

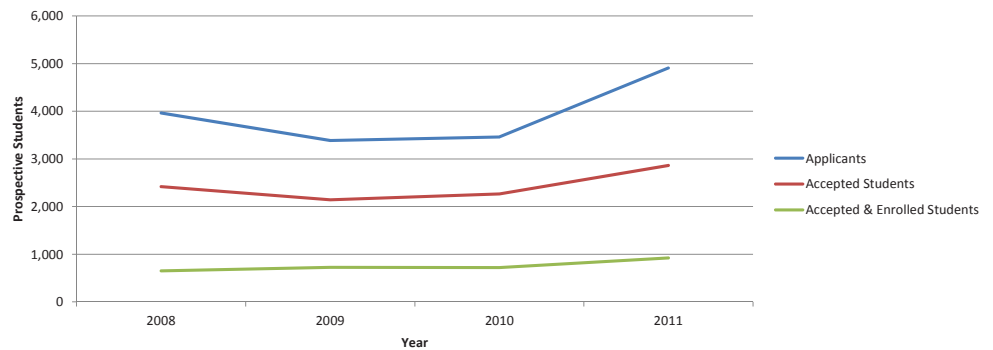
The Fall 2011 total enrollment of 6,415 was composed of 4,321 undergraduate students and 2,094 graduate students. The recent occupancy of North Hall has allowed Framingham State to meet the goal of providing on-campus housing to fifty percent (50%) of its FTUG population. In order to continue meeting this goal in the future, however, the university is looking at proposals to develop additional housing to replace the capacity that will be lost as O'Connor Hall is planned to be repurposed for a different function.

First time completed applications for enrollment at Framingham State increased significantly in the past year. This resulted in a modest increase in accepted and enrolled students.

The recent occupancy of North Hall has allowed Framingham State to meet the goal of providing on-campus housing to 50% of its FTUG population.

FIGURE 3E

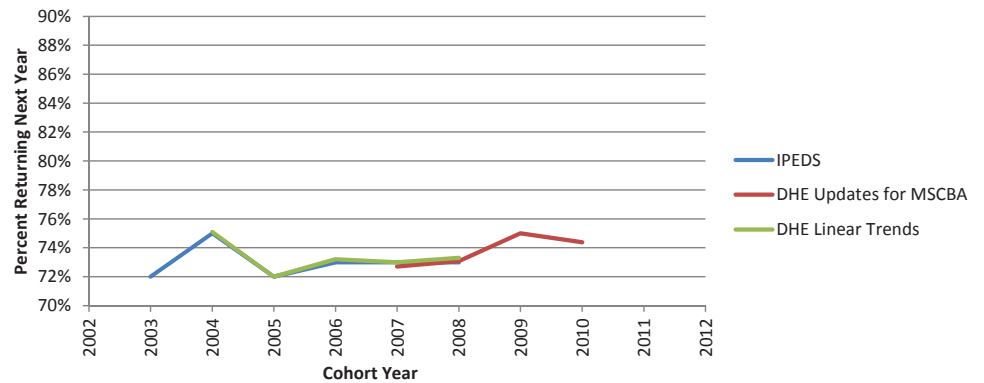
FRAMINGHAM STATE UNIVERSITY
ADMISSIONS, 2008-2011. Source: DHE
Linear Trends 2010 from HEIRS.



Framingham State’s applicant profile of traditionally aged students (18-24) has remained constant over time, as has the university’s retention rate, which has fluctuated between the seventy second (72%) and seventy fifth (75%) percentile in the past decade.

FIGURE 3F

FRAMINGHAM STATE UNIVERSITY
FIRST YEAR RETENTION RATES, 2003-
2010. Source: DHE Linear Trends 2010
from HEIRS.



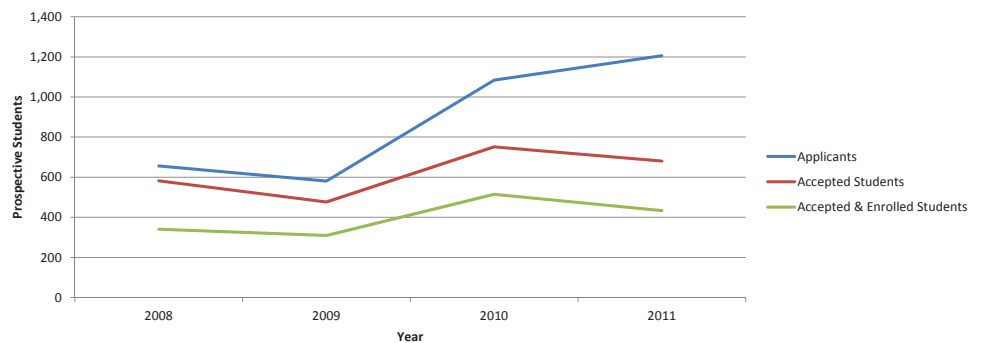
Framingham State's draw of minority students has increased steadily for the past five years. BHE's Linear Trends Report for 2010 reported that sixteen percent (16%) of the university's undergraduate students were of known ethnicity in that year, compared to twenty percent (20%) in the corresponding geographic region. In Fall 2011, Framingham State reported twenty two percent (22%) minority students in its admitted first year class. To further increase the diversity of the entire Framingham community, the university has developed significant recommendations as part of its Strategic Plan.

Like many of the state universities, Framingham State participates in MassTransfers and the Joint Admission agreement with the state community colleges; the university has experienced a large increase in transfer applications in the past four years, but has not yet increased their actual transfer rate as a result of these applications.

In 2010, 388 students transferred to Framingham State. Forty nine percent (49%) of those transfers came from a Massachusetts community college.

FIGURE 3G

FRAMINGHAM STATE UNIVERSITY
TRANSFER ADMISSIONS, 2008-2011.
Source: DHE Linear Trends 2010 from
HEIRS.



Framingham State offers online courses in over eighteen subject areas, and at both the Bachelor's and Master's Degree levels. Online Graduate Certificates through the Division of Graduate and Continuing Education (DGCE) are also available. For the Day Division student population, online courses are available through the division of Graduate and Continuing Education, and are utilized primarily to make up credits toward degree completion.

HOUSING: STRATEGIC POSITIONING

“The Mission of the Office of Residence Life is to create and maintain a caring and student learning focused residence hall community that supports academic pursuit and student success. Accordingly, the department values and promotes intellectual inquiry, responsible citizenship, safety, and diversity. The department is also committed to fostering a climate that is responsive to the developmental needs of resident students while honoring the traditions and heritage of Framingham State.”

Excerpt from the 2012/13 Guide to Residence Living, published by Framingham State university

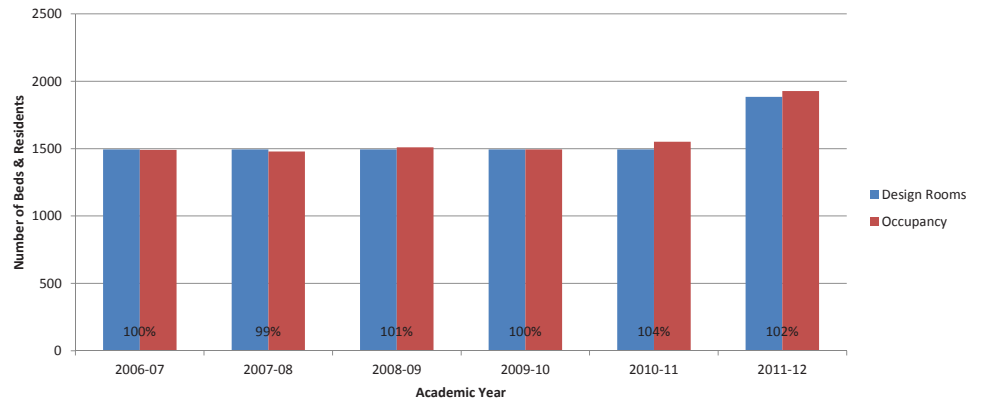
HOUSING: DEMAND

Framingham State currently houses fifty two percent (52%) of its 3,621 FTUG students in on-campus housing. Despite the 2011 occupancy of North Hall, on-campus housing occupancy in Fall 2011 continued to be overcrowded at one hundred and two percent (102%). This figure demonstrates steady growth in the percentage of full-time students wishing to live on-campus. Given the significant cost of off-campus housing options near the Framingham State campus, this growth is expected to persist.

*On-campus housing
Fall 2011 occupancy
continued to be
overcrowded at 102%.*

FIGURE 3H

FRAMINGHAM STATE UNIVERSITY DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: MSCBA website, accessed March 2012.



HOUSING: PORTFOLIO

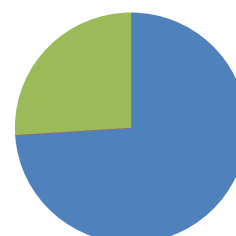
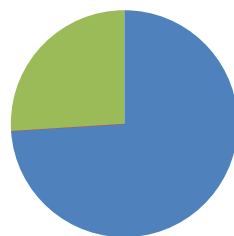
The majority of Framingham State’s housing takes the form of older, traditional residence halls, all of which have been renewed by the Authority since 2,000 and which continue to be serviceable. The suites provided in North Hall expand the range of on-campus housing types, further enhancing the appeal of on-campus living.

FIGURE 3I

FRAMINGHAM STATE UNIVERSITY HOUSING PORTFOLIO BY TYPE. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011.

Residence Hall Rooms By Type, 2011/2012 Framingham State

Residence Hall Rooms By Type, Projected 2014/2015 Framingham State



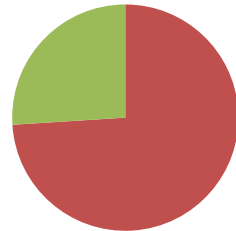
■ Traditional
■ Apartments
■ Suites

Repurposing O'Connor Hall for non-residential uses is a project of strong importance to the University and will most likely trigger the provision of replacement housing before 2015.

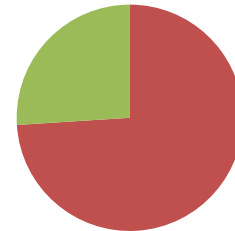
FIGURE 3J

FRAMINGHAM STATE UNIVERSITY HOUSING PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011.

Residence Hall Rooms By Condition, 2011/2012 Framingham State



Residence Hall Rooms By Condition, Projected 2014/2015 Framingham State



■ Original
■ Renovated
■ New

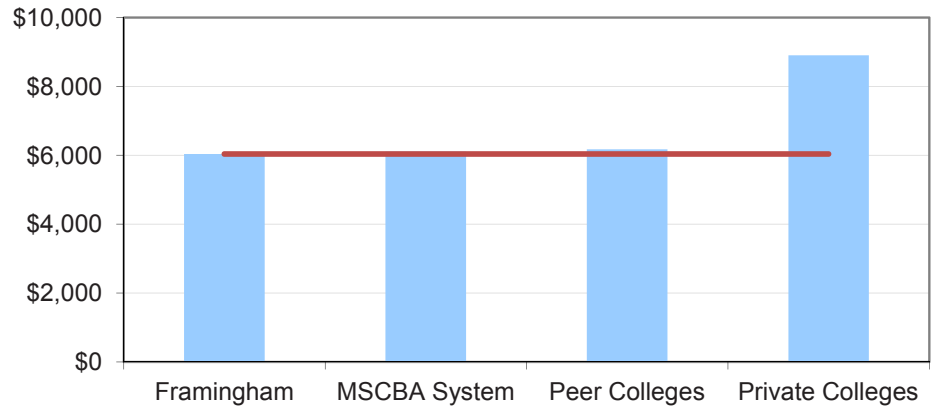
A complete listing of all Framingham State residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

HOUSING: RENTAL CONTEXT

The average cost of on-campus housing at Framingham State is \$6,040 per academic year, a cost which is equivalent to the MSCBA average rent; two percent (2%) less than that of the university's peers; and thirty two percent (32%) less than that of its regional private university peers.

FIGURE 3K

FRAMINGHAM STATE UNIVERSITY ANNUAL RENT COMPARISON, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.

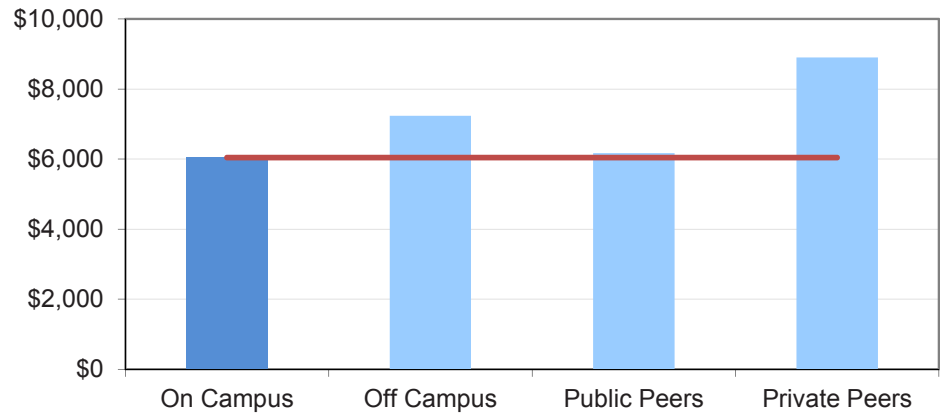


There is a good supply of off-campus housing in the neighborhoods surrounding Framingham State, consisting primarily of one-, two- and three-bedroom apartments. Rents for off-campus properties are higher than those of on-campus options; a factor that likely contributes to the high demand for, and overcrowding of, on-campus housing.

Rents for off-campus properties are higher than those of on-campus options, a factor that likely contributes to the high demand for, and overcrowding of, on-campus housing.

FIGURE 3L

FRAMINGHAM STATE UNIVERSITY
9 MONTH RENT COMPARISON. Source:
MSCBA Rent Certificates, 2012; University
websites, accessed 2011 and 2012.

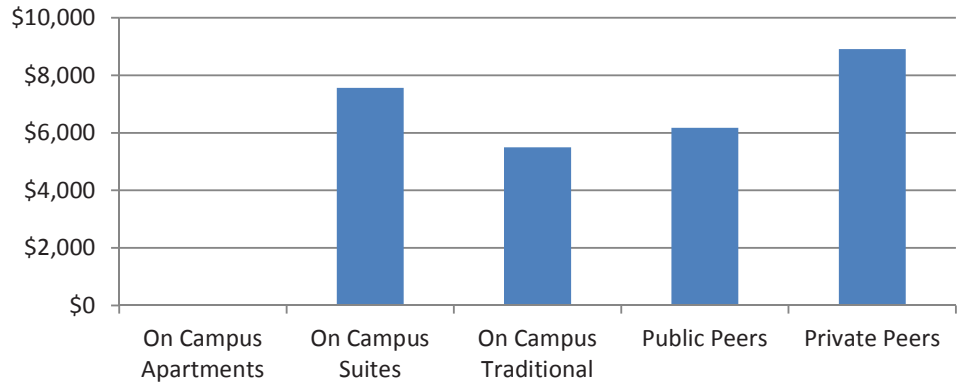


There is a sizeable difference in cost in Framingham State's on-campus housing options.

There is a sizable difference in cost in Framingham State's on-campus housing options, ranging from traditional rooms at the low end to suites at the high end.

FIGURE 3M

FRAMINGHAM STATE UNIVERSITY
RENT BY HOUSING TYPE, 2011-2012.
Source: MSCBA Rent Certificates, 2012;
University websites, accessed 2011 and
2012.



There is no housing requirement or guarantee at Framingham State.

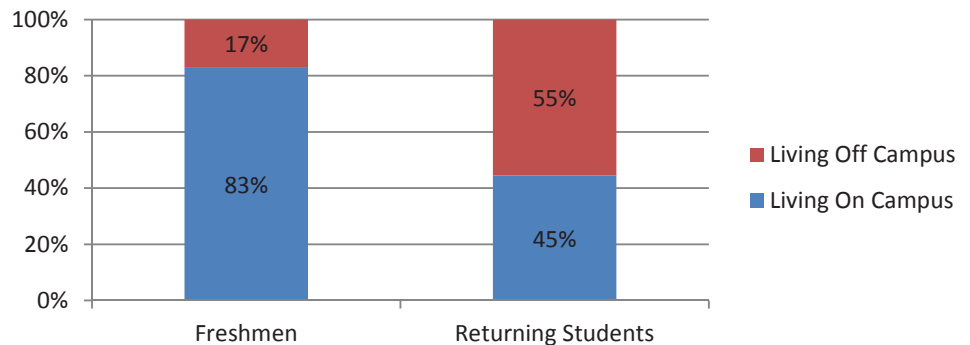
HOUSING: ON-CAMPUS STUDENT PROFILE

Nearly half of Framingham State's undergraduate population consists of commuter students, and there is no housing requirement or guarantee. Nevertheless, the university maintains a small New England town feeling, making on-campus housing highly desirable for those students who do not commute.

The profile of students in on-campus housing, broken out by class year, is shown in the following chart.

FIGURE 3N

FRAMINGHAM STATE UNIVERSITY
STUDENTS IN HOUSING BY CLASS
YEAR, FALL 2011. Source: Framingham
State, May 2012.



The percentage of freshman and returning students living on- or off-campus has changed very little since 2008. Eighty three percent (83%) of Framingham State freshmen and thirty three percent (33%) of first-time transfer students live on-campus.

MSCBA: PORTFOLIO OVERVIEW

With North Hall completed, the repurposing of O'Connor Hall is Framingham State's next residential priority. The recently concluded Capital Master Plan has identified a preferred location for a new residence hall. In addition, the Authority will need to be involved in developing plans for the disposition of Croker Hall; the provision of additional dining capacity; and the future expansion of parking, including identification of appropriate scope and location.

The repurposing of O'Connor Hall is Framingham State's next residential priority.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11-13: Completed Projects

McCarthy Center	Food Service and Dining Renovation	3,354,572
North Hall	New Residence Hall (400 Beds)	49,844,710

FY13: Ongoing Projects

McCarthy Dining	Expansion	3,700,000
O'Connor Hall	Renovation and Repositioning Planetarium	3,525,000

FY14 and Beyond: Future Anticipated Projects

Corrine Hall Towers	Switchgear, Fire Pump and Generator	1,000,000
Larned Hall	Electrical, Roof Repair and Envelope	500,000
	Switchgear and Fire Pump	700,000
Linsley Hall	Boiler Renewal, Fire Pump	250,000
O'Connor Hall	HVAC Project	2,900,000
Parking Structure	New Parking Facility (650-720 spaces)	18,000,000
Residence Hall	Replacement Residence Hall (250 Beds)	36,000,000



MASSACHUSETTS COLLEGE
OF ART AND DESIGN

MASSART
MASSACHUSETTS COLLEGE
OF ART AND DESIGN

FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment

Total Enrollment	2,426
Total Undergraduate Enrollment	1,675
Total FTUG Enrollment	1,638

Enrollment: Geographics

In immediate geographic area (county)	25%
From MA	69%
From out of state	29%
From abroad	2%
Traditional age (<25) (FTUG)	89%

Enrollment: Academic Measures

Retention rate	90%
Transfer rate	29%
Minority rate	19%
Graduation rate (6yr)	64% (2004 cohort)

Housing

Occupancy	100%
Housing Design Capacity	426
Students housed on campus (Fall)	425 *
Housing Target 2011/12 (45%)	716
Students housed on campus anticipated 2015	919 **
Housing Target anticipated 2015 (45%)	855 ***

Rents

Average on campus rent	\$9,519 / year
Average MSCBA system rent	\$6,108 / year
Average off campus rent	\$11,658 / year
Average public peer rent	\$8,674 / year
Average regional private peer rent	\$9,722 / year

* This number includes 60 beds previously used for MFA students

** This number includes 493 beds in new building (203 of which will be used for MA College of Pharmacy), 310 in Artist Residence and 116 in Smith Hall.

*** This number reflects 45% of anticipated 1900 FTE agreed to in Partnership Agreement.



MassArt is the only publicly supported professional college of the arts in the United States.

CAMPUS: ACADEMIC HISTORY

The Massachusetts College of Art and Design (MassArt) is the only publicly supported professional college of the arts in the United States. Established in 1873, it is ranked among the top art colleges in the country and recognized as one of the top global design schools. MassArt offers Bachelor of Fine Arts degrees in 22 concentrations, as well as Master of Fine Arts and Master of Science in Arts Education degrees. Certificates are available in fashion, graphic design, and industrial design. Admission to the graduate programs is highly selective, placing MassArt among the top three graduate art and design programs in the country.

CAMPUS: PHYSICAL DEVELOPMENT

Located along both sides of a three block, 6.5-acre stretch of Huntington Avenue, MassArt sits at the confluence of the Fenway and Mission Hill neighborhoods, and the Longwood Medical Area. MassArt's proximity to multiple neighborhoods gives it a distinctive institutional identity, and allows it to take advantage of relationships with several of the city's key institutions and organizations, including the Colleges of the Fenway Consortium; the ProArts Consortium; the Medical Academic and Scientific Community Organization (MASCO); the Avenue of the Arts, and the Emerald Necklace parks system.

MassArt occupies a collection of buildings acquired over the past two decades. The Campus Center underwent major renovations in 2009, including the introduction of a new, two-story glass façade facing Longwood Avenue. Six interlocking buildings with an enclosed courtyard at the center contain classroom and gallery space. Gallery space is critical to any art school, and MassArt provides nine galleries to show work by both students and established artists, and that can accommodate a variety of media. These galleries are always free and open to the public.

The campus includes two residence halls: Smith Hall which houses first year students, and the Artists' Residence which houses students of all ages, together with studio spaces and a spray room. This atypical mix of program reflects the fact that The Artists' Residence is the first publicly funded residence hall in the United States designated to house art students. Until recently two floors of the Artists' Residence were reserved for students from the School of the Museum of Fine Arts.

In June 2008, MassArt developed a master plan and corresponding \$140M capital campaign intended to transform the urban campus by building on the strengths of its academic programs and more fully integrating MassArt within the surrounding neighborhood. A dramatic new entryway to campus will give MassArt a far more visible presence in Boston, and four new buildings will provide space for academic and residential programs. The buildings include the renovated Campus Center; a 21-story residence hall recently completed for occupancy in Fall 2012; a consolidated center for design and new media; and renovations to the existing Bakalar and Paine Galleries.

Each of the new structures is designed and engineered to meet LEED Silver certification, in keeping with MassArt's commitment to green building, and to provide opportunities for interdisciplinary collaboration in and out of the classroom.

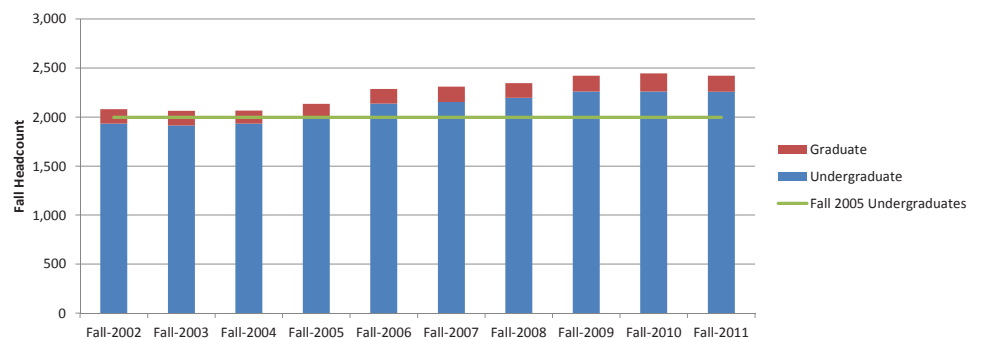
ENROLLMENT: DEMAND

MassArt's undergraduate enrollment has grown at a consistent pace throughout the past decade, but has seen more limited growth in its graduate population. Total enrollment for Fall 2011 was 2,426 students, with 1,769 Bachelor's candidates, 147 Master's candidates, and 510 continuing education scholars.

In June 2008, MassArt developed a master plan and corresponding \$140M capital campaign intended to transform the urban campus by more fully integrating MassArt within the surrounding neighborhood.

FIGURE 4A

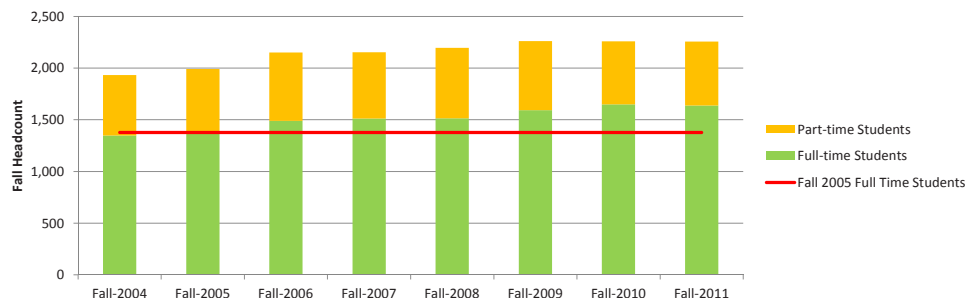
MASSACHUSETTS COLLEGE OF ART AND DESIGN ENROLLMENT, 2002-2012.
Source: Massachusetts Department of Higher Education, 2010 and 2011.



During this period, MassArt's enrollment has grown, and the percentage of full-time undergraduate enrollment has also increased.

FIGURE 4B

MASSACHUSETTS COLLEGE OF ART AND DESIGN UNDERGRADUATE ENROLLMENT, 2004-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



This growth, coupled with the master plan approved by the Board of Trustees in 2008 and the Strategic Plan approved in 2009, calls for new directions requiring significant campus development. The Partnership Plan, approved in December 2009, sets forth specific requirements and areas of development that aim to enable the institution to achieve even higher levels of academic and collegiate excellence. The residence hall just completed is a portion of the proposed improvements.

The current in-state draw remains largely from the Boston metro area.

ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

In Fall 2011, Mass Art drew sixty nine percent (69%) of its students from the state, twenty percent (20%) from New England, nine percent (9%) from the rest of the country, and approximately two percent (2%) from other countries. The current in-state draw remains largely from the Boston metro area as recorded by DHE data in 2011 is represented in Figure 4C below. Unfortunately, students often report their local address, where they are living after they have enrolled, as their ‘home’, so the numbers for Middlesex and Suffolk Counties may be significantly overstated.

FIGURE 4C

MASSACHUSETTS COLLEGE OF ART AND DESIGN FULL TIME STUDENT RESIDENCY, Fall 2011. Source: Massachusetts Department of Higher Education, 2010 and 2011.

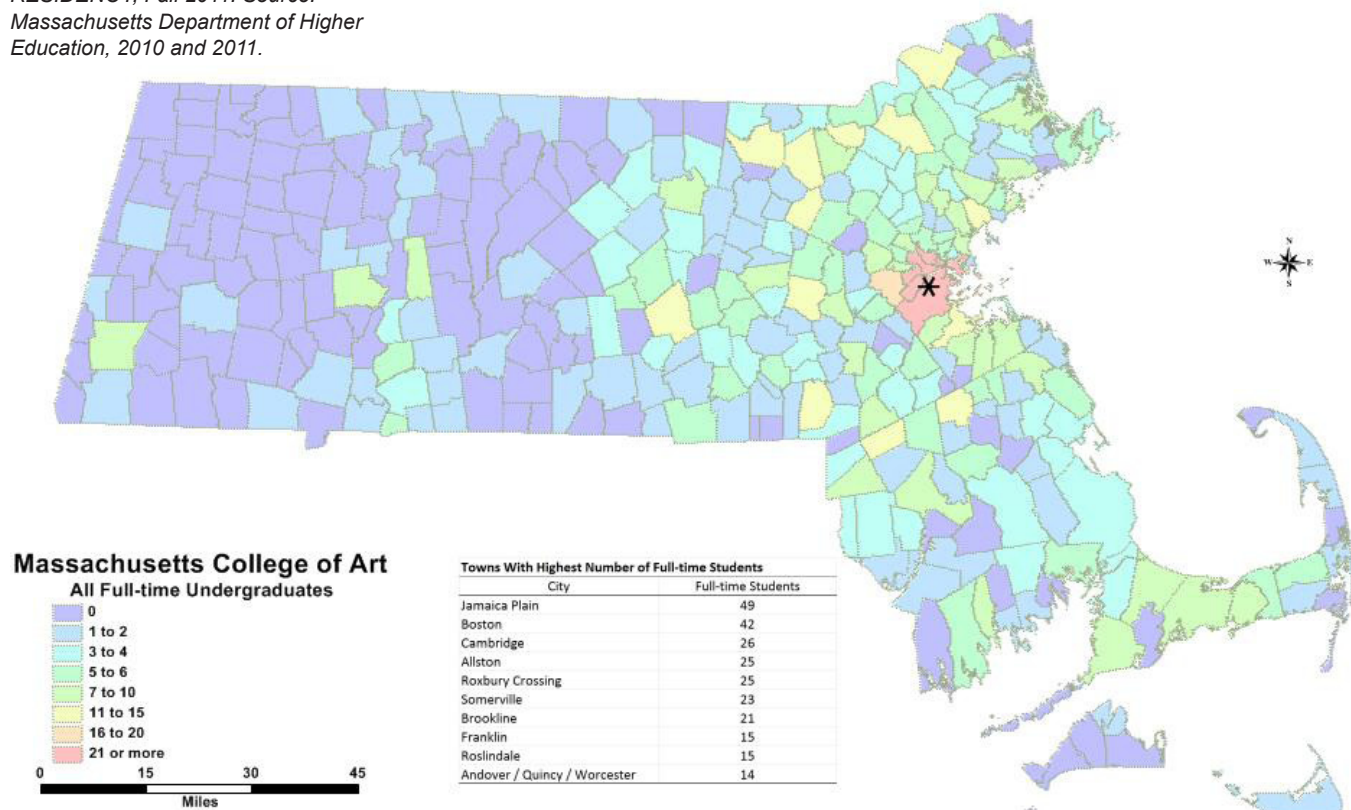
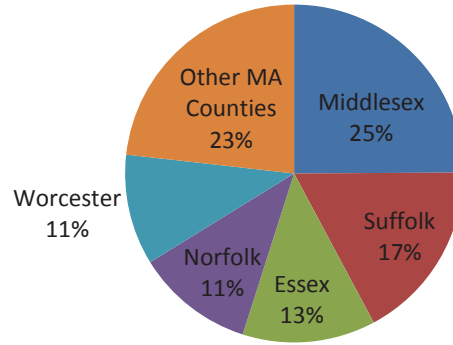


FIGURE 4D

MASSACHUSETTS COLLEGE OF ART AND DESIGN COUNTIES OF RESIDENCE, 2011. Source: Massachusetts Department of Higher Education, 2012.



The Partnership Plan allows for an enrollment increase of 300 to 1900 undergraduates by 2015, the largest projected growth within the state university system. If fully realized, this plan will slightly decrease the proportion of enrolled Massachusetts undergraduates, reducing the number to sixty five percent (65%) by 2015. The legislative mandate requires that this proportion remain above sixty percent (60%). This proposed shift in enrollment is designed to help MassArt reach its financial targets, since student related expenses for out-of-state and international students is substantially higher than for Massachusetts residents.

For students living on-campus, there has been no change in the distance between home addresses and campus. However, for students living off-campus, the distance between home addresses and campus has more than doubled since 2007. This shift may reflect the high cost of housing in the surrounding neighborhoods and the absence of available on-campus housing options. The overall percentage of students whose home address as recorded in DHE data is within a 25-mile radius of campus and who live on- or off-campus has changed slightly since 2004. Graphs of this information are included in Appendix.

MassArt offerings are unique within the state university system. As a result, the admissions process and student profile differ significantly from its state university peers.

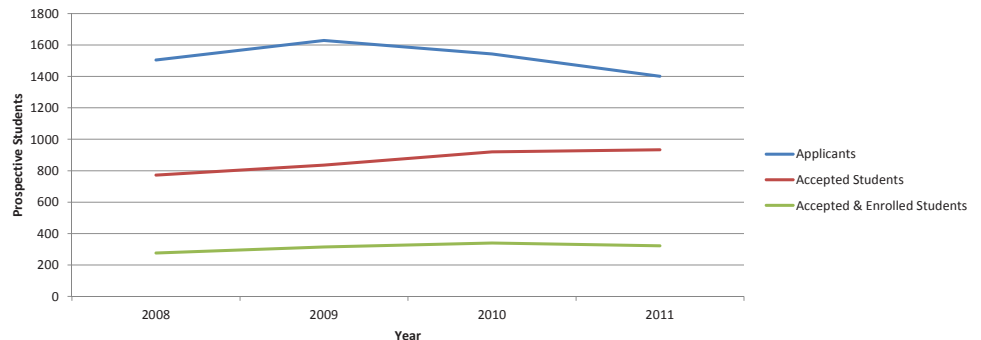
ENROLLMENT: FUTURE PROJECTIONS

MassArt offerings are unique within the state university system. As a result, the admissions process and student profile differ significantly from its state university peers. One differentiating factor is student weighted average GPA, which is the highest in the state university system.

While MassArt saw a twenty five percent (25%) decline in first time completed, decision-rendered applications for the past two years, the number of accepted and enrolled students has remained fairly constant. This number includes eighty nine percent (89%) of FTUG applicants who are traditionally aged (18-24).

FIGURE 4E

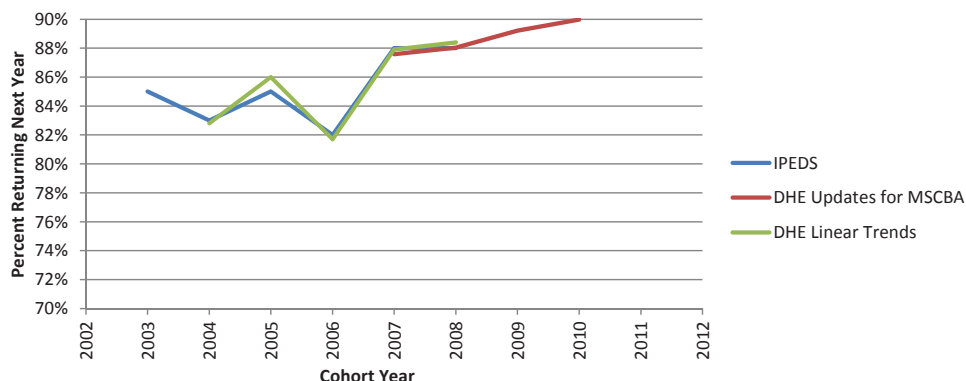
MASSACHUSETTS COLLEGE OF ART AND DESIGN ADMISSIONS, 2008-2011. Source: Massachusetts College of Art and Design figures, provided August 2012.



MassArt's six-year retention rate of ninety percent (90%) is along with Mass Maritime, the highest in the state university system. And the result of a determined effort in the past three years to maintain or even increase this number by implementing a variety of programs and initiatives.

FIGURE 4F

MASSACHUSETTS COLLEGE OF ART AND DESIGN FIRST YEAR RETENTION RATES, 2003-2011. Source: DHE Linear Trends 2010, DHE and IPEDS.



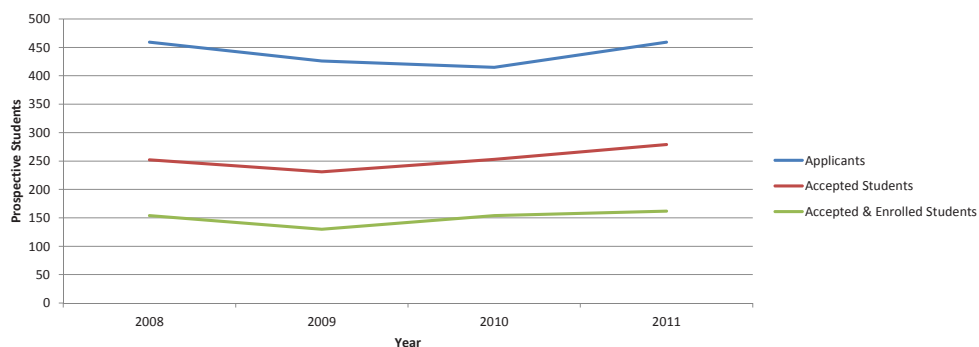
MassArt had in 2010 the lowest transfer rate (29%) in the state university system.

In Fall 2011, MassArt's declared minority population was nineteen percent (19%) of total enrollment, in line with the percentage of the campus' surrounding geographic minority population. Because of its unique academic offerings, in the past it has not been actively engaged with nearby community colleges, or participated in the Joint Admissions Program. As a result, in 2010 MassArt had the lowest transfer rate, twenty nine percent (29%), in the state university system.

MassArt's agreement plan is to increase their ethnic and racial minority student enrollment by an additional fifty students by Fall 2014. To meet this goal, MassArt intends to increase the number of students admitted from Massachusetts urban high schools, with a particular focus on Boston public schools. This effort will include outreach programs and dual enrollment.

FIGURE 4G

MASSACHUSETTS COLLEGE OF ART AND DESIGN TRANSFER ADMISSIONS, 2002-2011. Source: DHE Linear Trends 2010 from HEIRS.



MassArt currently offers little online programming but is studying the possibility of expanding their online offerings in the future.

HOUSING: STRATEGIC POSITIONING

In keeping with MassArt's institutional mission, MassArt's Housing and Residence Life Department focuses on providing a living environment that challenges and supports students in their development of self-understanding, community responsibility, and learning from shared experiences, all within a safe and respectful environment.

The Department is unique in having dual functions: Housing and Residence Life. Each serves students differently, and has an individual set of stated goals as well as several shared goals. These three categories of goals (individual and shared) are outlined below:

Shared Goals:

- To provide students with the opportunity to engage in a social and educational community while cultivating urban artistic interest.
- To provide and maintain a quality of life that is clean, functional and allows for sleep and study.
- To provide resources that assist students in living on-and off-campus transitions.
- To collaborate and engage with colleagues outside the department and the division.
- To promote safety, security, and the acceptance of difference.

Housing Goals:

- To provide access and opportunity for full-time MassArt students who desire on-campus living.
- To provide a clear understanding of departments housing process (application process, contractual responsibilities, contact information, policies and procedures).
- To provide students with off-campus housing resources.

Residence Life Goals:

- To provide students with staff availability and visibility.
- To offer both students and Para-professional students multiple resource development applicable to their on-campus and classroom experiences.
- To assist students with crisis intervention/management.
- To provide multiple levels of outreach (social, educational, emergency, support, and assistance).
- To provide an engaging atmosphere with opportunities for students to be involved both socially and educationally.
- To provide leadership development opportunities.
- To provide life-skill development opportunities.

Office of Housing and Residence Life or Office of Student Development. 2011/12

HOUSING: DEMAND

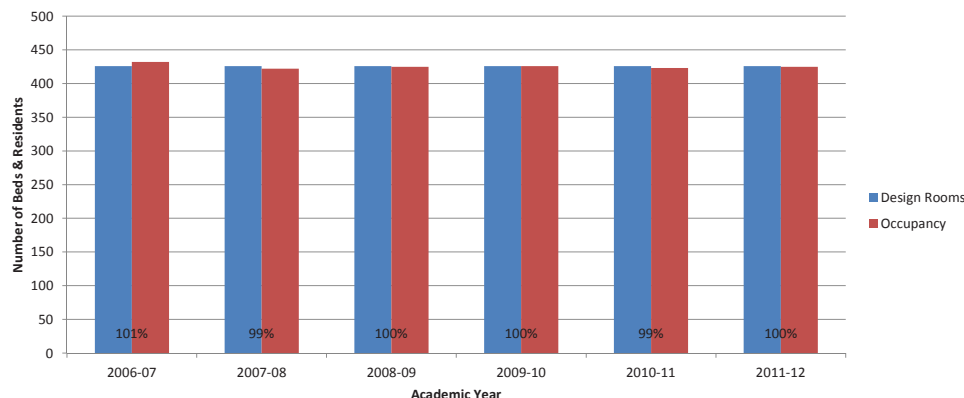
In Fall 2011, MassArt housed 425 students, or twenty six percent (26%) of an FTUG student population of 1,638. This number fell short of the goal outlined in the Partnering Agreement, which is to house a minimum of thirty percent (30%) of its student body, including all first- and second- year students. When the new residence hall is occupied, MassArt will gain an additional 493 beds. Of these beds, 203 will be under long-term lease agreement with another local higher education institution. Even so, the net gain of 290 beds will provide the campus with sixty eight percent (68%) more beds that will enable them to meet their goal of housing of forty percent (40%) of FTUG population on-campus as well as guaranteeing housing to all first- and second-year students. Although beds will not be guaranteed for out-of-state and international students, the additional capacity is expected to make MassArt more attractive to those student populations as well.

In Fall 2011, MassArt housed 425 students, or twenty six percent (26%) of an FTUG student population.

MassArt’s occupancy rate in Fall 2011 was one hundred percent (100%), as it has been for many years. MassArt has some ability to adjust this rate thanks to sublease agreements with another local higher education institution, and to the high number of off-campus housing options available in the surrounding urban density.

FIGURE 4H

DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: MSCBA website, accessed March 2012.



MassArt’s occupancy rate in Fall 2011 was 100%, as it has been for many years.

HOUSING: PORTFOLIO

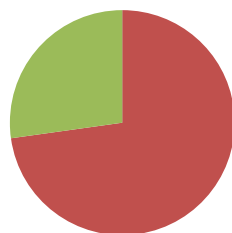
MassArt has two residence halls, now augmented with a third just completed. Smith Hall is the oldest of the group, while the Artists’ Residence is newer and provides apartment-style housing. The new residence hall provides suite-style housing, the student body’s preferred housing style.

Both Smith Hall and the Artists’ Residence are in good condition and require no substantial upgrades in the next five years.

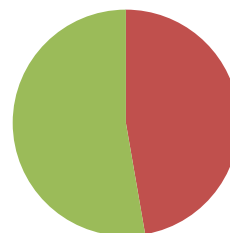
FIGURE 4I

MASSACHUSETTS COLLEGE OF ART AND DESIGN HOUSING PORTFOLIO BY TYPE. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Type, 2011/2012 MassArt



Residence Hall Rooms By Type, Projected 2014/2015 MassArt



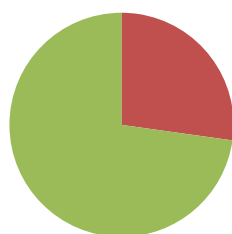
■ Traditional
■ Apartments
■ Suites

A complete listing of the residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

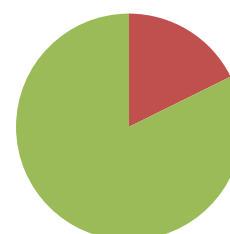
FIGURE 4J

MASSACHUSETTS COLLEGE OF ART AND DESIGN HOUSING PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Condition, 2011/2012 MassArt



Residence Hall Rooms By Condition, Projected 2014/2015 MassArt



■ Original
■ Renovated
■ New

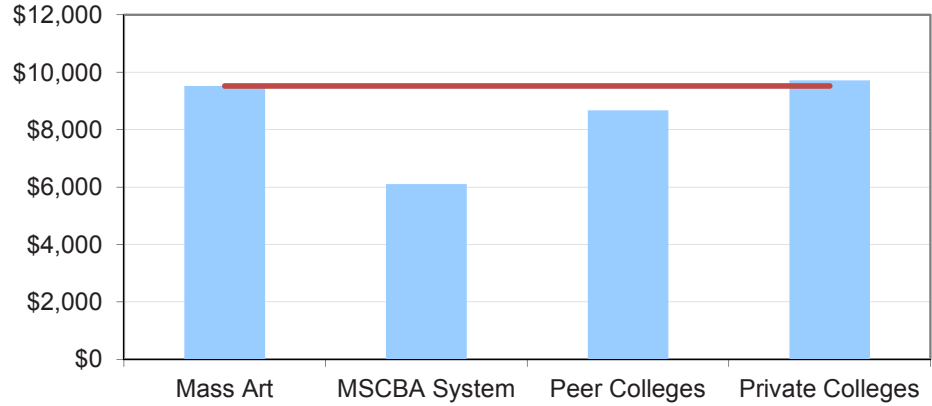
HOUSING: RENTAL CONTEXT

The average cost of on-campus housing is \$9,519 per year, sixty four percent (64%) greater the average MSCBA rent, nine percent (9%) higher than that of peers, and two percent (2%) less than that of private college peers. These rents are the highest in the state university system, largely due to location.

FIGURE 4K

MASSACHUSETTS COLLEGE OF ART AND DESIGN ANNUAL RENT COMPARISON, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.

The average cost of on-campus housing is the highest in the state university system, largely due to location.



Off-campus housing in the areas surrounding MassArt is plentiful and offers a good range of housing types, but its cost is consistently high. As a result, students who live off-campus appear to live increasingly far away from campus.

FIGURE 4L

MASSACHUSETTS COLLEGE OF ART AND DESIGN 9 MONTH RENT COMPARISON. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.

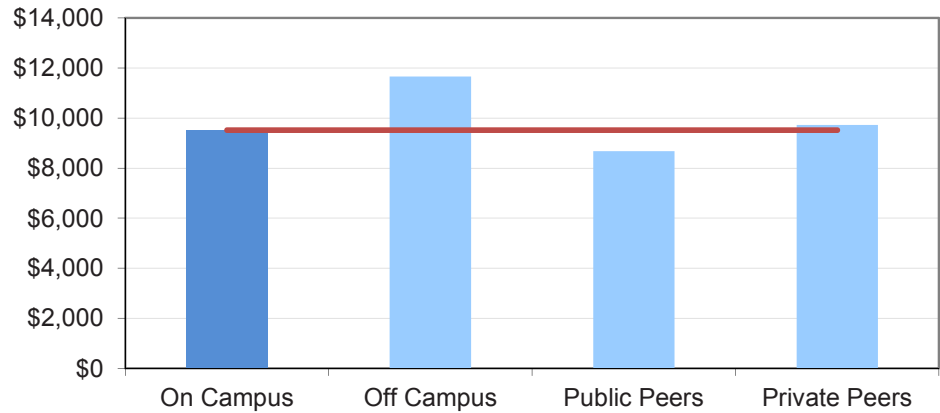
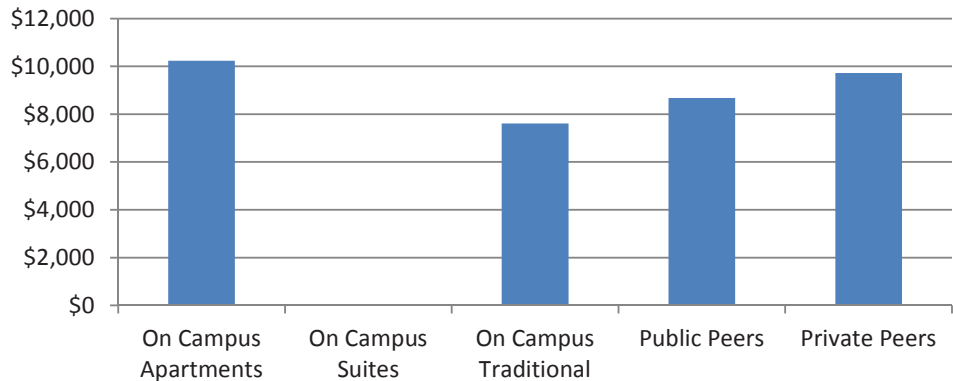


FIGURE 4M

MASSACHUSETTS COLLEGE OF ART AND DESIGN RENT BY HOUSING TYPE, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



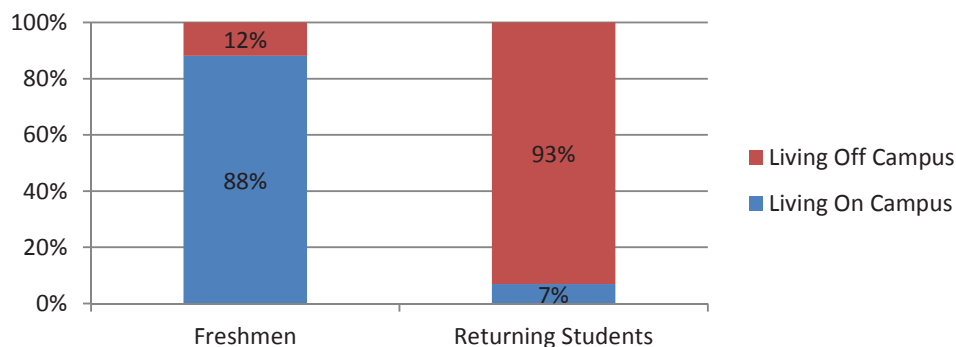
HOUSING: ON-CAMPUS STUDENT PROFILE

While the percentage of full-time students living on-campus has increased in the past several years, the number remains below the campus target of forty five percent (45%). MassArt has no housing requirement but does guarantee four years of housing to international students.

The current profile of students living in on-campus housing, broken down by class year, reveals first-year students occupy a high percentage of on-campus housing. This number is so high that currently on-campus housing effectively functions as housing exclusively for first-year students. Returning students typically move off-campus.

FIGURE 4N

MASSACHUSETTS COLLEGE OF ART AND DESIGN STUDENTS IN HOUSING BY CLASS YEAR, FALL 2011. Source: Massachusetts College of Art and Design, May 2012.



On-campus housing effectively functions as housing exclusively for first-year students.

The proportional percentage of first-year and returning students living on- and off-campus has changed little since the Fall of 2008. Eighty eight percent (88%) of freshman and thirty three percent (33%) of first-time transfer students live on-campus.

MSCBA: PORTFOLIO CONTEXT

MassArt's Strategic Plan encompasses many goals shared by the MSCBA. These include:

- Aligning resources with vision.
- Creating and implementing a comprehensive ten-year enrollment plan to address persistence and completion.
- Increasing regional, national and global recognition of MassArt's leadership.
- Fulfilling MassArt's vision for a campus master plan.

To realize these goals, three years ago a comprehensive set of action items was outlined. The action items of particular interest to the MSCBA are summarized below:

- Developing and adopting integrated enrollment strategies that achieve access, diversity, and tuition revenue stream.
- Providing services, financial aid, and other resources that address the needs of accepted students.
- Establishing enrollment targets that include strategies for responding to the changing demographics of potential students, for tracking internal and external trend data, and for implementing benchmarks to measuring progress.

- Increasing enrollment of students from the Boston public schools and other urban high schools in the Commonwealth.
- Implementing effective recruitment strategies to increase the enrollment of students of color, international students, and male students.
- Developing a five-year model for optimal undergraduate enrollments.
- Exploring making an inventory of areas of possible collaborations with Bunker Hill and Roxbury Community Colleges.
- Identifying area colleges to partner with in leasing beds in The Artists' Residence and the new residence hall to defray housing costs.
- Identifying one-time investments that complement long-term campus growth and health, for example environmental sustainability initiatives; facilities renovation and renewal projects; and student academic and support improvements.

MSCBA: PORTFOLIO OVERVIEW

With the new residence hall addressing the on-campus housing shortage MassArt has faced in past years, MassArt's attention will turn to the renovation of Bakalar and Paine Galleries. In addition, MassArt will want to work with the MSCBA to establish the Design Center as the their number one priority, and to secure the start of the design and construction phase.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11-13: Projects Completed

Kennedy Center	Dining, Student Affairs, and Renovation	8,666,764
Pain and Bakalar Gallery	Renovation Study	100,000
Smith Hall	Generator and Lobby Upgrades	1,016,000

FY13: Projects Underway

Campus Center	Servery Upgrade	2,845,470
Center for Design & Media	Tower Projects	3,600,000
Kennedy Hall	Sixth Floor Upgrades	1,300,000
Residence Hall	New Residence Hall (493 Beds)	63,065,000

FY14 and Beyond: Future Projects Anticipated

Pain and Bakalar Gallery	Renovation	15,000,000
Smith Hall	Lobby Upgrades	500,000

MassArt will want to work with the MSCBA to establish the Design Center as the their number one priority.

**MASSACHUSETTS COLLEGE
OF LIBERAL ARTS**

MCLA

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment: Overview

Total Enrollment	1,886
Total Undergraduate Enrollment	1,673
Total FTUG Enrollment	1,452

Enrollment: Geographics

From Immediate Geographic Area (County)	38%
From Massachusetts	77%
From Out-of-State	>19%
From Abroad	>5%
FTUG of Traditional Age (18-24)	91% (2009)

Enrollment: Academic Measures

Retention Rate	71% (2010)
Transfer Rate	10% (2010)
Minority Rate	15% (2010)
Graduation Rate (6 year)	58% (2004 cohort)

Housing

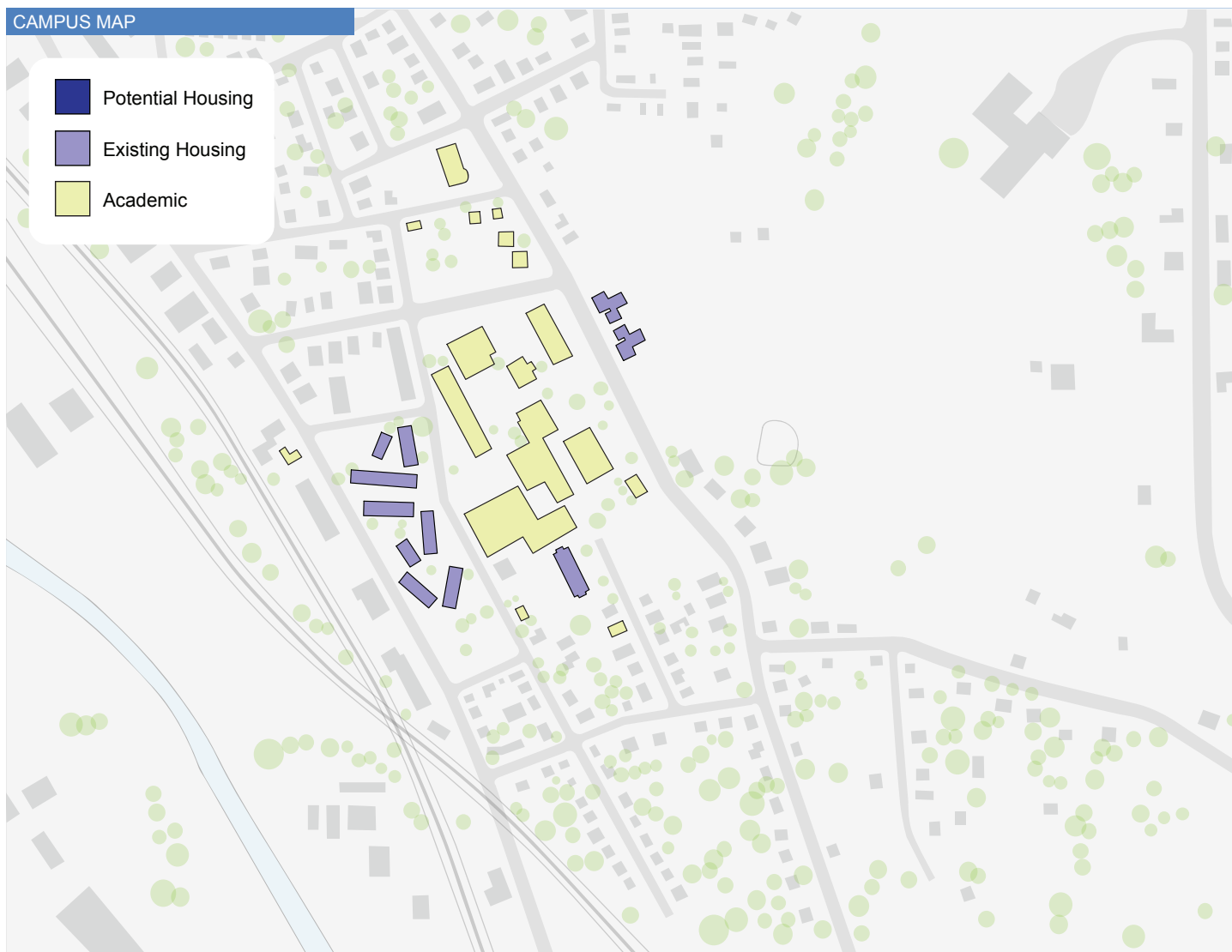
Occupancy	94%
Housing Design Capacity	1,027
Students Housed On-Campus (Fall 2011)	976
Students Housed On campus 2015 (Design Occupancy)	1,053 *
Housing Target (70% FTUG)	1,016
Housing Target, Anticipated 2015 (70% FTUG)	1,085 **

Rents

Average On-Campus Rent	\$4,859 / year
Average MSCBA System Rent	\$6,108 / year
Average Off-Campus Rent	\$3,856 / year
Average Public Peer Rent	\$5,737 / year
Average Regional Private Peer Rent	\$6,561 / year

* This number reflects anticipated increase with housing projects now in design and construction.

** This number reflects any anticipated increase in enrollment projected for 2015.



MCLA's outreach in the local community is an important aspect of its culture, with the campus providing a comprehensive and diverse array of resources to community members, as well as to students, faculty and staff.

CAMPUS: ACADEMIC HISTORY

Massachusetts College of Liberal Arts (MCLA) is a campus of the Massachusetts state university system and the Commonwealth's designated public liberal arts college. Founded in 1894, MCLA offers Bachelor of Arts and Bachelor of Science degrees in 19 academic disciplines and 37 areas of concentration, as well as Masters and Certificates of Advanced Graduate Study (CAGS) in Education. A Professional Master of Business Administration (PMBA) program established in 2010 further expands the range of graduate degrees options.

MCLA prides itself on providing a residential college experience, with small classes, individualized attention from faculty, undergraduate research, internship, study away, and community service opportunities. MCLA complements its academic offerings with equally compelling student life programs as part of its commitment to provide a rich living and learning community for students.

MCLA's outreach in the local community is an important aspect of its culture, with the campus providing a comprehensive and diverse array of resources to community members, as well as to students, faculty and staff. MCLA also values

its relationship with a network of nearby institutions and organizations. MCLA is the lead partner in the Berkshire Compact for Education and the Berkshire STEM Pipeline Network. MCLA maintains close ties and holds numerous articulation agreements with regional community colleges including Berkshire Community College (BCC) and Greenfield Community College, (GCC). Nationally, MCLA is a member of the Council of Public Liberal Arts Colleges (COPLAC).

CAMPUS: PHYSICAL DEVELOPMENT

MCLA is located in Berkshire County on a 26-acre campus in a residential area approximately half a mile from downtown North Adams, and is accessible to the recreational opportunities the natural beauty of Berkshire County provides. In addition to a distinctive landscape, Berkshire County offers a strong historic and cultural heritage that enriches the experience of MCLA students by providing a broad array of academic and student life programs.

An eclectic assortment of architectural styles and building types reflect the campus's growth over time, and include a former elementary school; a former synagogue; and the acquisition of several campus adjacent residences that have been adapted for college use. Careful landscaping at multiple scales helps to knit these architectural elements into a unified environment. An academic quad near the center of campus serves as the campus's spatial and social heart, while brick-lined paths, low walls with inlays, and decorative lighting and benches bring a cohesive aesthetic to the overall campus composition. Parking lots are located on the campus perimeter.

As the pressure for on-campus space has grown, MCLA has purchased properties adjacent to the campus. The area immediately north of the campus core is now largely under MCLA ownership. MCLA's athletic facilities are also separate from the campus core and sit on an 85-acre site about two and a half miles away from the main campus. The college also provides, and is committed to expanding, outdoor recreation opportunities on campus and within the local community.

MCLA participates in the American Colleges & Universities Presidents' Climate Commitment, a nationwide higher education initiative to address climate change. The campus Sustainability Committee champions efforts to reduce carbon emissions and to incorporate sustainability into the curriculum and into co-curricular and residence life activities. These efforts also manifest in the college's capital projects, including energy LEED certification planning for MCLA's Center for Science and Innovation, and energy efficient features in the Berkshire Towers addition.

A number of campus improvements have recently been made, or are currently under construction. Perhaps the most significant is the Center for Science and Innovation, which is scheduled to open in 2013. This state-of-the-art facility will provide 60,000 SF of new space and will serve as a central location for all science and science-related programs on campus. The design of the building aims to promote research and hands-on discovery as well as classroom learning.

Other recent improvements include:

- Renovation of Murdock Hall academic building, 2006
- Synthetic turf field installation at Zavattaro Athletic Complex, 2007

As the pressure for on-campus space has grown, MCLA has purchased properties adjacent to the campus.

- Campus wide energy efficiency projects (electrical upgrades, conversion to digital controls, replacement of all external AC chillers), 2009
- Parking lot upgrades, 2010-2011
- Renovation of the Centennial Room campus dining facility, 2011
- Campus Center gym floor replacement, 2011
- Campus Center fire protection system upgrade, 2011
- Renovation and expansion of Hoosac Hall residence area; 2 phases, 2011-2012
- Campus Center marketplace, bookstore, and convenience store renovation, 2012
- Campus Center gym bleacher replacement, 2012

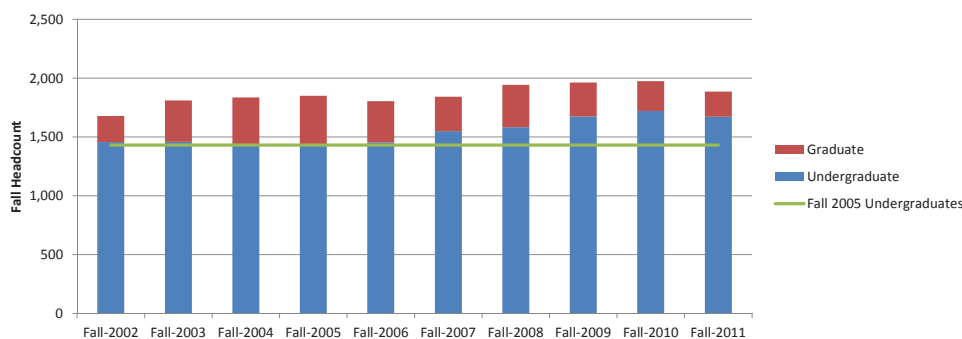
In addition to the renovation and expansion in Hoosac Hall, renovations have been made to the other two campus residence areas, Berkshire Towers and the Flagg Townhouse Apartments.

ENROLLMENT: DEMAND

MCLA's full-time undergraduate enrollment has increased in the past decade, and its graduate population has fluctuated slightly during the same period.

FIGURE 5A

MASSACHUSETTS COLLEGE OF LIBERAL ARTS ENROLLMENT, 2002-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.

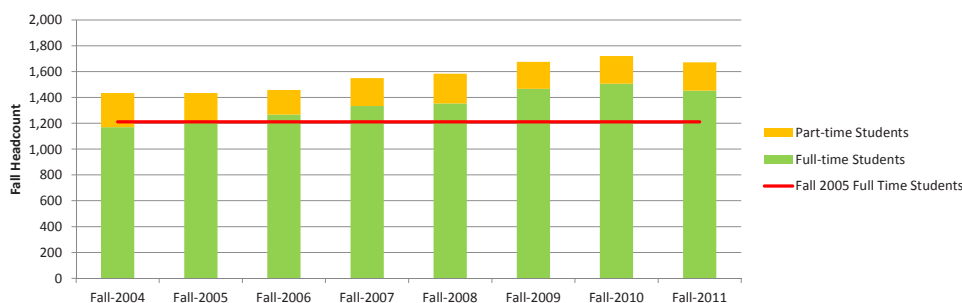


MCLA depends more heavily on housing than most of the other state universities.

In keeping with its liberal arts mission, MCLA is committed to the development of an enriched living and learning community. As a result, MCLA depends more heavily on housing than most of the other state universities. Accordingly, recent increases in full-time undergraduate enrollment support ongoing efforts to identify expanded residential options for students.

FIGURE 5B

MASSACHUSETTS COLLEGE OF LIBERAL ARTS UNDERGRADUATE ENROLLMENT, 2004-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Despite the fact that northwestern Massachusetts has experienced the greatest proportional population decline in the Commonwealth in the last decade, MCLA continues to see rising enrollment.

MCLA predominantly supports traditional aged students, with a mix of both residential and commuter students.

MCLA predominantly supports traditional aged (18-24) students, with a mix of both residential and commuter students.

ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

MCLA draws approximately thirty eight percent (38%) of its population from Berkshire County, or seventy seven percent (77%) from the Berkshire and other areas of the Commonwealth. Sixteen percent (16%) of enrolled students come from New York State, with which the MCLA has a tuition reduction program. MCLA also offers tuition reduction programs in other New England states as well. The population of international students comprises less than five percent (5%) of current enrollment, but is expected to grow, as the College develops and expands programs abroad.

FIGURE 5C

MASSACHUSETTS COLLEGE OF LIBERAL ARTS FULL TIME STUDENT RESIDENCY, FALL 2011. Source: Massachusetts Department of Higher Education, 2012.

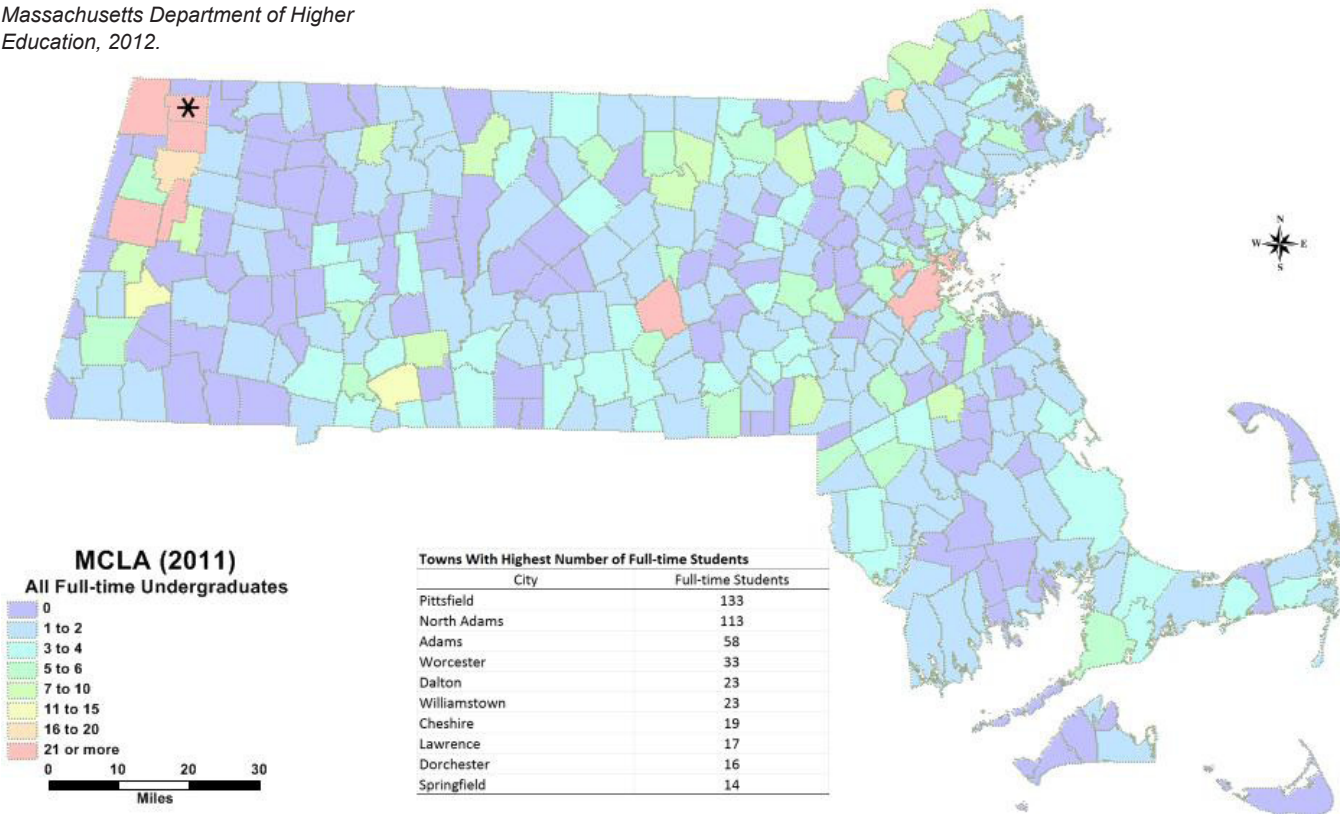
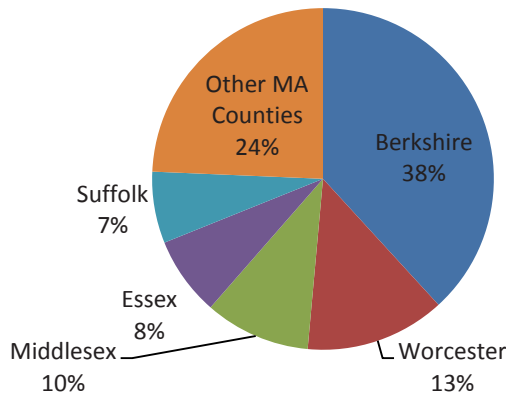


FIGURE 5D

MASSACHUSETTS COLLEGE OF LIBERAL ARTS COUNTIES OF RESIDENCE, 2011. Source: Massachusetts Department of Higher Education, 2012.



The percentage of students whose home addresses are within 25 miles of campus and who live on- or off-campus has not changed much in the last seven years, although there has been an increase in distance between home addresses and campus for students living off-campus in the same time period. The on-campus residency requirement limits how far away a student can live on campus for first three years. Graphs of this information are included in the Appendix.

ENROLLMENT: FUTURE PROJECTIONS

MCLA's total Fall 2011 enrollment of 1,886 comprised 1,673 undergraduates and 213 graduate students. The college has set an enrollment goal of 2,000 students. This number will allow the college to continue providing a rich living and learning community. In the process of building enrollment, MCLA anticipates that current housing capacity will support our growth projections for the next five years.

Applications to MCLA rose significantly in 2009 and have since remained constant. Accepted and enrolled student rates have also remained constant.

MCLA recently hired an assistant dean of enrollment to support and build upon application and enrollment growth stemming from intentional recruitment strategies aligned with the college's strategic plan. In addition, MCLA recently joined the Common Application, another intentional strategy to make the application process more convenient for prospective students.

To date, MCLA's student profile has primarily included traditional aged (18-24) students. The percentage of minority students has risen from nine percent (9%) in 2006 to fifteen percent (15%) in 2010 because of their strong and model recruiting efforts. This number is three times greater than the same figure in geographic region within the campus resides, yet the College aspires to draw an even greater percentage of the local Hispanic population. MCLA is the lead partner in the Berkshire Regional Pre K-16 Network, and also sponsors continuing education classes in Pittsfield. MCLA seeks a strengthened relationship with neighboring community colleges, particularly Berkshire Community College.

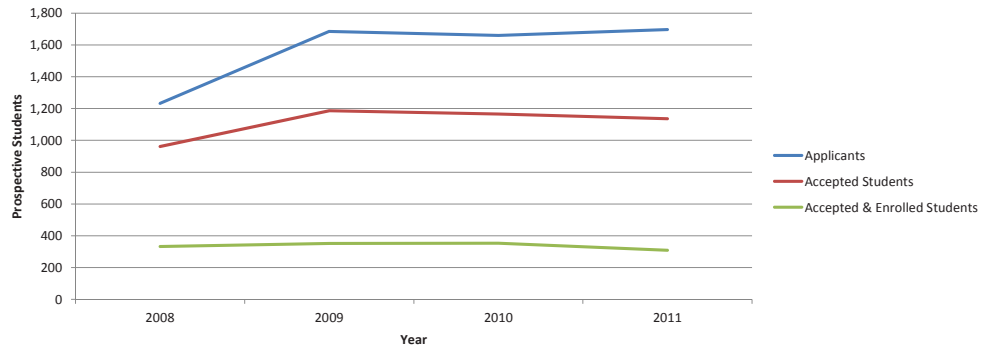
MCLA participates in the Liberal Education and America's Promise (LEAP) initiative through the Association of American Colleges and Universities (AAC&U). Emphasis on LEAP goals, particularly their alignment with liberal arts learning and high impact experiences that promote the development of skills such as critical thinking, communication, and integrative learning, helps to reinforce MCLA's role as the Commonwealth's public liberal arts college. The institution knows that such high impact experiences have tremendous value and have seen positive results from a number of signature programs at MCLA. These include establishing a Center for Student Success and Engagement (CSSE); investing in staff to build MCLA's culture of assessment; developing an Undergraduate Research Center to build faculty capacity to support and advance undergraduate research; and providing an array of internship, study away, and community service opportunities. All of these efforts are seen as powerful student success tools.

In the process of building enrollment, MCLA anticipates that current housing capacity will support our growth projections for the next five years.

MCLA seeks a strengthened relationship with neighboring community colleges, particularly Berkshire Community College.

FIGURE 5E

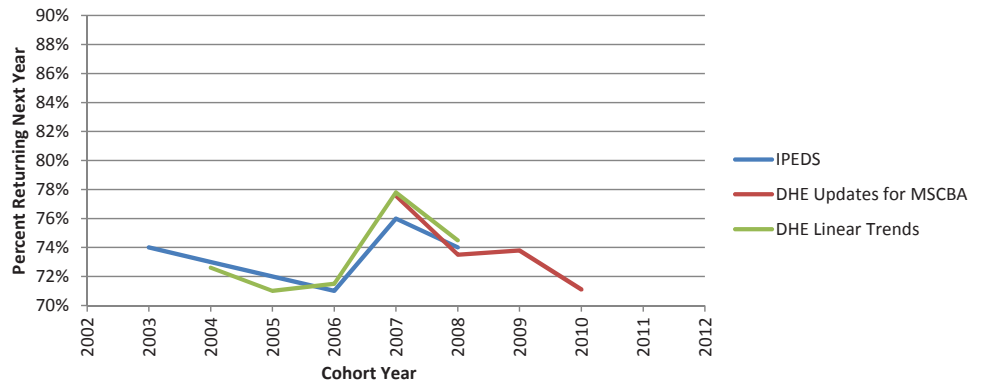
MASSACHUSETTS COLLEGE OF LIBERAL ARTS ADMISSIONS, 2008-2011. Source: DHE Linear Trends 2010 from HEIRS.



MCLA's retention rate has fluctuated in the past five years, rising from seventy one percent (71%) in 2005 to seventy eight percent (78%) in 2008. By 2010 the rate had dropped back to seventy one percent (71%), according to DHE's update report. It is important to recognize the role that MCLA's size plays in variations within their retention rate; changes of just a few individuals typically show dramatic percentage swings.

FIGURE 5F

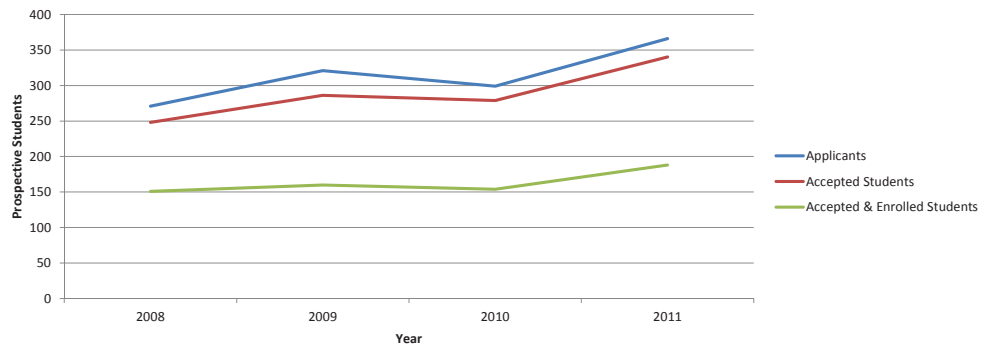
MASSACHUSETTS COLLEGE OF LIBERAL ARTS FIRST YEAR RETENTION RATES, 2003-2010. Source: DHE Linear Trends 2010, DHE and IPEDS.



Currently, MCLA maintains articulation and transfer agreements with twelve institutions, including all of the regional community colleges. These agreements help provide seamless transfer opportunities to students who come to MCLA having completed part of their college education at another institution. MCLA continues to build and expand on these agreements.

FIGURE 5G

MASSACHUSETTS COLLEGE OF LIBERAL ARTS TRANSFER ADMISSIONS, 2008-2011. Source: DHE Linear Trends 2010 from HEIRS.



MCLA currently offers online courses in support of non-traditional learning opportunities, and to help enrolled students finish their degrees.

HOUSING: STRATEGIC POSITIONING

The residential character of MCLA is a signature characteristic of the College's commitment to provide a rich living and learning community for students.

The residential character of MCLA is a signature characteristic of the College's commitment to provide a rich living and learning community for students. Residential Programs & Services (RPS) at MCLA strives to provide students with a safe and supportive residential environment where they can establish lasting friendships, develop positive self-esteem and learn in an atmosphere, which fosters a sense of community, personal growth, academic success, creativity, civic responsibility, and an appreciation for diversity.

Mission Statement for Residential Program & Services

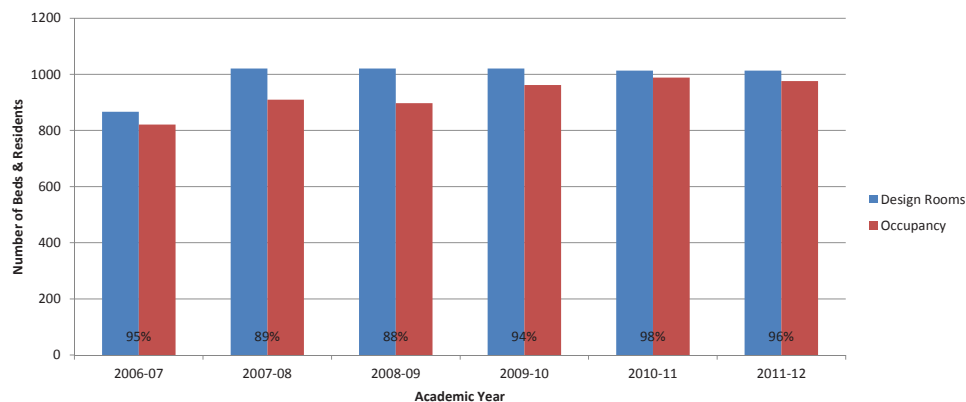
HOUSING: DEMAND

In Fall 2011, MCLA housed 976 FTUG students on-campus. This number represents seventy one percent (71%) of the FTUG enrollment of 1,452 students. Once 26 new beds come on line for the Fall of 2012 through renovations to Hoosac Hall, this capacity will rise to 1,053. On-campus housing availability will remain consistent with the current housing target of approximately seventy percent (70%).

Also in Fall 2011, MCLA's occupancy rate was ninety six percent (96%). This figure is consistent with their average occupancy for the past six years and with the college's enrollment and recruitment strategy. This also is consistent with the capacity the college will add through the Hoosac Hall renovation and keeps MCLA well positioned to support future enrollment growth.

FIGURE 5H

MASSACHUSETTS COLLEGE OF LIBERAL ARTS DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: MSCBA website, accessed March 2012.



HOUSING: PORTFOLIO

MCLA has three residence areas. Apartments make up about half of MCLA's housing stock. Suites make up about thirty percent (30%) and traditional housing units about the other twenty percent (20%). The beds currently under construction in Hoosac Hall will shift this balance slightly, adding greater capacity in traditional housing.

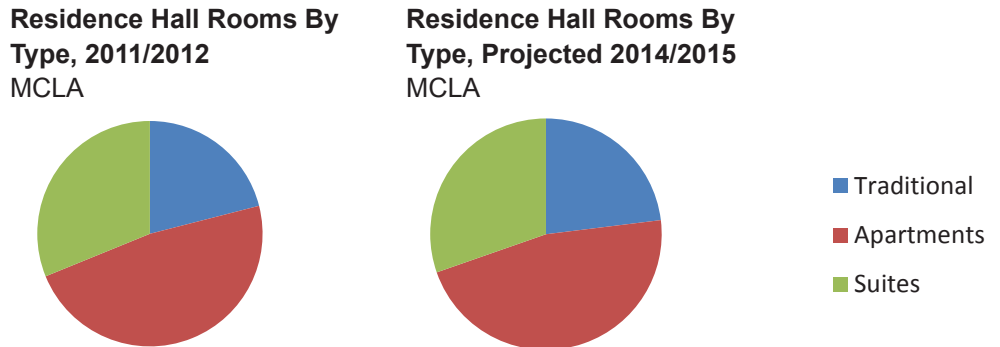
Berkshire Towers is a suite-style, twin-towered residence area that houses returning students, transfers and freshmen. Each suite has three to five bedrooms, a bathroom and a lounge. There are eight double rooms and four single rooms on each floor.

Hoosac Hall is a traditional-style residence area that houses the majority of freshmen on campus. Each of the seven student floors has eighteen double rooms, two single rooms, three bathrooms and two lounges.

The Flagg Townhouse Apartment Complex consists of 92 garden-style apartments that provide housing for transfer and returning students. Each apartment houses five to seven students and has a full kitchen, a living/dining area and private bathroom facilities. Room types include singles, doubles and triples.

FIGURE 5I

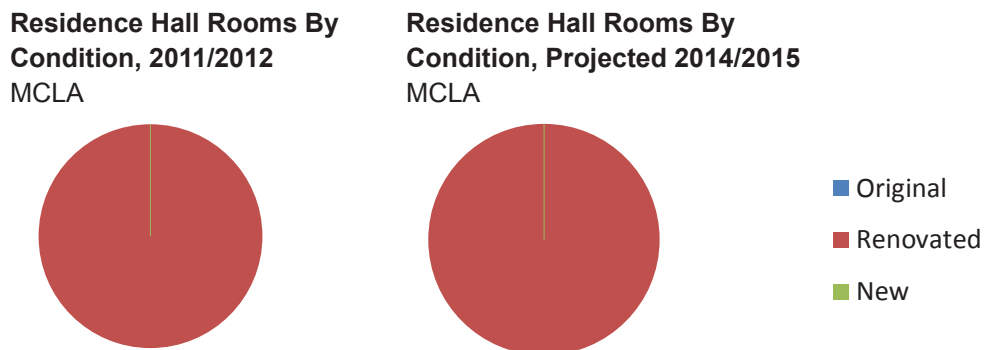
MASSACHUSETTS COLLEGE OF LIBERAL ARTS HOUSING PORTFOLIO BY TYPE. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.



MCLA has made significant progress in renewing its housing portfolio. All residence halls have been renovated, to varying degrees, in the past five years. Further work, consisting of renovation and restoration, is needed in all three residence areas.

FIGURE 5J

MASSACHUSETTS COLLEGE OF LIBERAL ARTS HOUSING PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.



All of MCLA's residence halls have been renovated, to varying degrees, in the past five years.

A complete listing of all MCLA residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

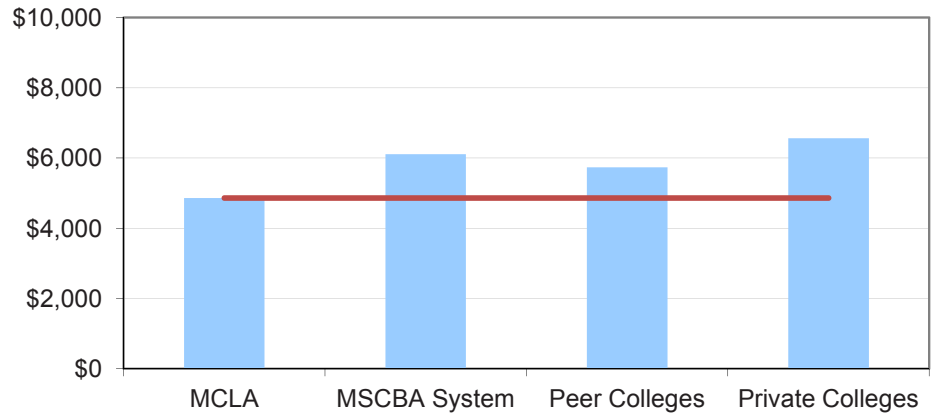
HOUSING: RENTAL CONTEXT

The average cost of on-campus housing at MCLA is \$4,895 per year. This figure is twenty percent (20%) less than the MSCBA average rent, fifteen percent (15%) less than that of its public peers, and twenty six percent (26%) less than that of its regional private college peers. This reflects the effective and efficient management of MCLA's residential portfolio, strategic planning, and an intentional focus on projects aligned with the campus' housing needs.

FIGURE 5K

MASSACHUSETTS COLLEGE OF LIBERAL ARTS ANNUAL RENT COMPARISON, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.

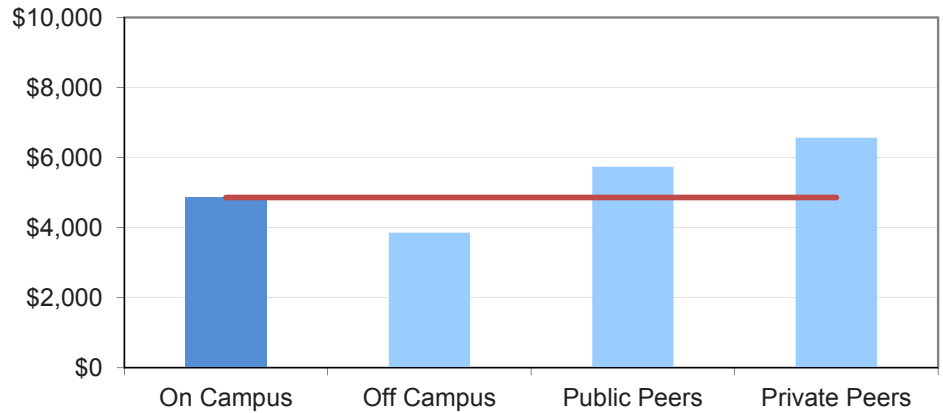
MCLA financial aid recipients have lower expected family contributions than comparable students within the state university segment.



While MCLA's on-campus housing is competitively priced relative to its peers, off-campus housing options are both less expensive and varied in quality, with many three-bedroom and slightly fewer one- and two-bedroom units available. Further, need-based income data show that on average, MCLA financial aid recipients have lower expected family contributions than comparable students within the state university segment.

FIGURE 5L

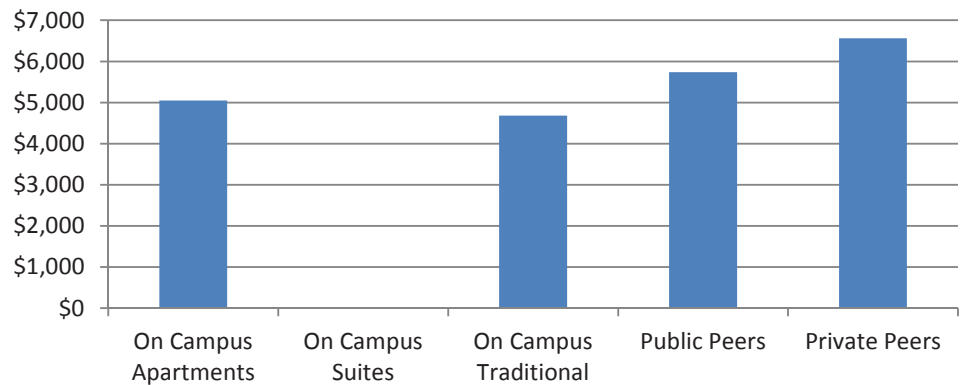
MASSACHUSETTS COLLEGE OF LIBERAL ARTS 9 MONTHS RENT COMPARISON. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



MCLA's apartments cost slightly more, on average, than its traditional housing but less than on campus housing at its public and private peers.

FIGURE 5M

MASSACHUSETTS COLLEGE OF LIBERAL ARTS RENT BY HOUSING TYPE, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



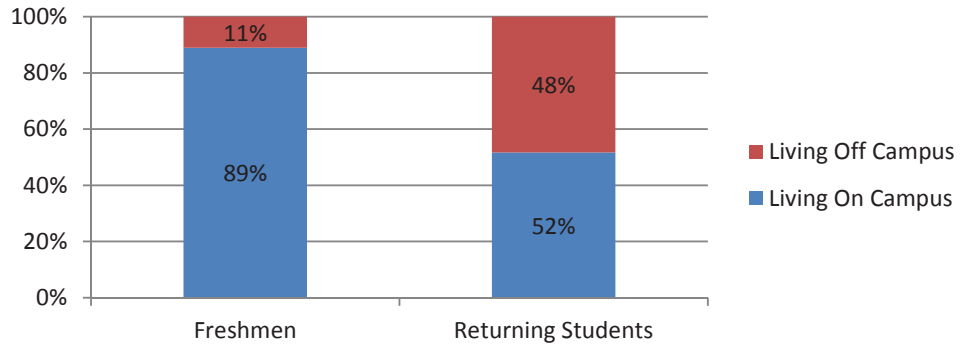
HOUSING: ON-CAMPUS STUDENT PROFILE

The percentage of full time students in on-campus housing has increased over the past several years and is currently at seventy one percent (71%). MCLA has a three-year residency requirement. There is no significant change in the percentages of freshman and upper classmen housed on campus for the past four years.

The profile of students living in on-campus housing by class year is as follows.

FIGURE 5N

MASSACHUSETTS COLLEGE OF LIBERAL ARTS STUDENTS IN HOUSING BY CLASS YEAR, FALL 2011. Source: Estimates based on Common Data Set submission, 2011.



MSCBA: PORTFOLIO CONTEXT

Since 2004, MCLA has been engaged in a strategic planning process that guides progress. Every campus division develops, implements, and measures progress on action plans aligned with the institution’s strategic goals. In 2011, the MCLA launched a revised and updated plan focused on the following goals:

- Excellence in Teaching and Learning
- Supportive and Inclusive Community
- Responsive and Intentional Stewardship
- Public Purpose and Engagement

MSCBA: PORTFOLIO OVERVIEW

At this time, MCLA sees its continued relationship with the MSCBA as focused on both renovation and renewal of its current housing as well as on future housing opportunities triggered by the goal of reaching an undergraduate enrollment of 1,800 students, with a full time undergraduate population of 1,600. There is an interest in exploring creative ways of adding beds to current residence areas (like the recent Hoosac Hall project) and studying options for downtown multi-use development that could incorporate housing units.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11-13: Projects Completed

Amsler Campus Center	Gym Floor Replacement	785,000
Ashland Street	Property Acquisition	738,897
	Acquisition and Renovations	1,733,000
Berkshire Towers	Switchgear and Transformer Replacement	718,588
Flagg Townhouses	Fire Alarm and Window Replacement	2,323,902

MCLA sees its continued relationship with the MSCBA as focused on both renovation and renewal of its current housing as well as on future housing opportunities triggered by the goal of reaching an undergraduate enrollment of 1,800 students.

FY13: Projects Underway

Hoosac Hall	Entry, Bathroom Upgrade, New Beds	6,976,000
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FY14 and Beyond: Future Projects Anticipated

Berkshire Towers	Bedroom & Suite Furniture Replacement	650,000
	Windows, Bathrooms and Corridors	3,800,000
	Electrical Upgrades	TBD
	Window Replacement	2,105,000
Flagg Townhouses	Building Ventilation	TBD
	Apartment Ventilation	700,000
	Community Building Upgrade	250,000
	Sprinklers and Heat and Hot Water	
Hoosac Hall	Blocks E,F,G&H	2,880,000
	Blocks A,B,C&D	2,125,000
	Residential Floor / Corridor Finish Upgrades	430,000

MASSACHUSETTS MARITIME ACADEMY



FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment: Overview

Total Enrollment	1,368
Total Undergraduate Enrollment (FTE)	1,278
Total FTUG Enrollment	1,230

Enrollment: Geographics

From Immediate Geographic Area (County)	24%
From Massachusetts	76%
From Out-of-State	>24%
From Abroad	>1%
FTUG of Traditional Age (18-24)	98% (2009)

Enrollment: Academic Measures

Retention Rate	90%
Transfer Rate	30% (2010)
Minority Rate	7% (2010)
Graduation Rate (6 year)	70% (2004 cohort)

Housing

Occupancy	106%
Housing Design Capacity	1,063
Students Housed On-Campus (Fall)	1,168
Housing Target (100% FTUG)	1,230
Students Housed On-Campus, Anticipated 2015	1,263 *
Housing Target, Anticipated 2015 (100% FTUG)	1,400 **

Rents

Average On-Campus Rent	\$5,300 / year
Average MSCBA System Rent	\$6,108 / year
Average Off-Campus Rent	\$5,714 / year
Average Public Peer Rent	\$5,321 / year
Average Regional Private Peer Rent	\$7,877 / year

* This number reflects anticipated increase with housing projects now in design and construction.

** This number reflects anticipated increase in enrollment agreed to in partnership agreement.



The Massachusetts Maritime Academy is the oldest continuously operating maritime academy in the United States.

CAMPUS: ACADEMIC HISTORY

The Massachusetts Maritime Academy (Academy) was founded in 1891 and is the oldest continuously operating maritime academy in the United States with 1,368 enrolled undergraduates. The Academy's undergraduate academic programs feature seven distinct majors and emphasize a blend of the liberal arts and sciences with technical and professional studies.

Graduates of the Academy's two oldest programs, Marine Transportation and Marine Engineering, earn twofold credentials: a fully accredited Bachelor of Science degree and a professional license as Third Mate or Third Assistant Engineer, both unlimited as to waters or vessel size. In addition to the undergraduate programs, the Academy offers 2 Master of Science degrees in Facilities Management, and Emergency Management.

The Academy has a mission unique within the region, since no other institution in the Commonwealth offers pre-professional programs in maritime studies. The campus and culture are similarly unique, reflecting the Academy's regimental organizational structure. Existing structures are designed to simulate ships in

keeping with the mariner theme. Tied to the dock is the 540 foot long training vessel, “T.S. Kennedy” is actively used for instruction, and effectively functions as a floating classroom for 600 students during the annual semester at sea.

CAMPUS: PHYSICAL DEVELOPMENT

The campus occupies 48 acres on a peninsula located on the banks of the Cape Cod Canal in the village of Buzzards Bay, Massachusetts. The topographically flat campus features a tight cluster of academic structures surrounded by large expanses of open space dedicated to regimented resident life and athletics. Residential structures run along the north edge of campus, while administrative buildings and the T.S. Kennedy occupy the south edge and run parallel to the adjacent canal.

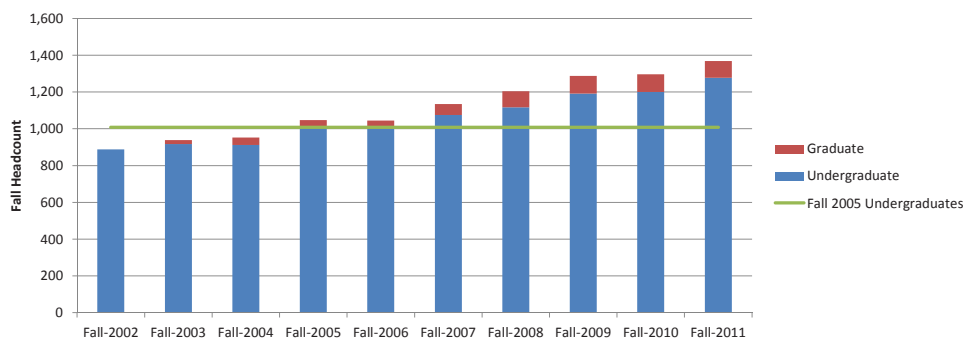
Twenty percent (20%) of campus land, about nine acres running along the north and western edges, is designated wetlands. In addition, the entire campus is in a FEMA Special Flood Hazard Area (SFHA).

ENROLLMENT: DEMAND

The Academy’s undergraduate enrollment is established under the Massachusetts Maritime Academy Partnership Plan with the Commonwealth. Enrollment has grown at a consistent rate in the past decade, increasing by about fifty percent (50%) since 2002. Though small, the Academy’s graduate population has also grown since 2003. The Academy seeks to increase its total undergraduate student population to 1,400 by 2016, nearly realizing that goal in Fall 2011 with an incoming freshman population of 364 students.

FIGURE 6A

MASSACHUSETTS MARITIME
ACADEMY ENROLLMENT, 2002-2012.
Source: Massachusetts Department of
Higher Education, 2010 and 2011.

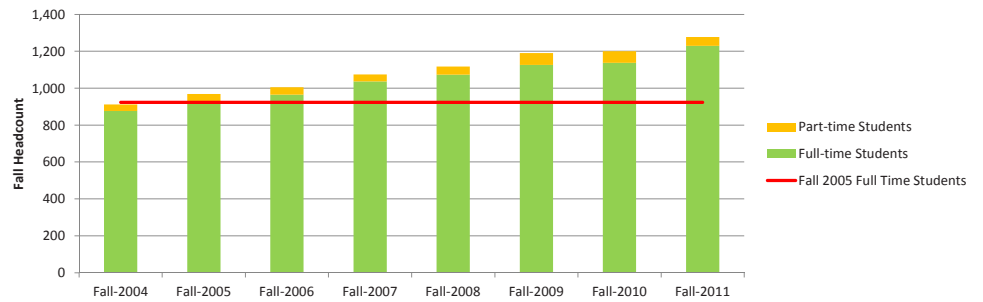


Mass Maritime occupies a singular position among the state universities in two ways: the Academy requires all undergraduate students to live on-campus, and to sustain full-time enrollment for the duration of their time on campus. Part-time academic programs are not offered to undergraduate students. These requirements necessitate a proportionally greater quantity of housing than any other state university. For this reason, the MSCBA has engaged in multiple projects in the past decade to meet the Academy’s housing needs. Housing will remain a challenge as the Academy increases its enrollment beyond the projected 2016 numbers.

The Academy requires all undergraduate students to live on-campus, and to sustain full-time enrollment for the duration of their time on campus.

FIGURE 6B

MASSACHUSETTS MARITIME ACADEMY UNDERGRADUATE ENROLLMENT, 2004-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Thanks to the specialized nature of its programs, the Academy draws students from all over New England, as well as from around the globe.

ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

The Academy primarily draws in-state students from the south shore of Boston, Cape Cod, and the Islands. Thanks to the specialized nature of its programs, the Academy widely reaches outside the state as well, drawing students from all over New England, as well as from around the globe. New York is rarely a source of students, since it is home to both SUNY Maritime Academy and the United States Merchant Marine Academy. Approximately sixty five percent (65%) of the Academy's enrollment comes from the northeast.

FIGURE 6C

MASSACHUSETTS MARITIME ACADEMY FULL TIME STUDENT RESIDENCY, FALL 2011. Source: Massachusetts Department of Higher Education, 2012.

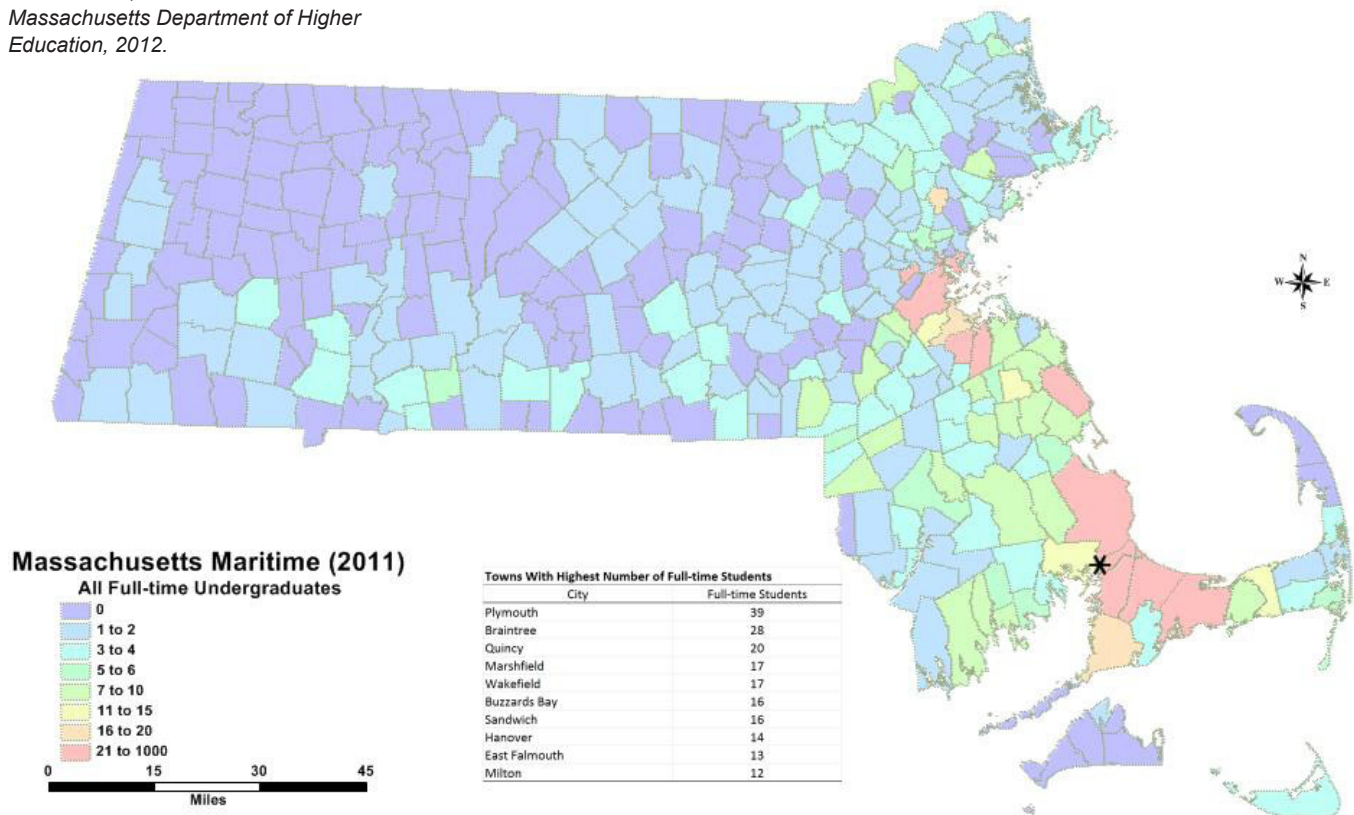
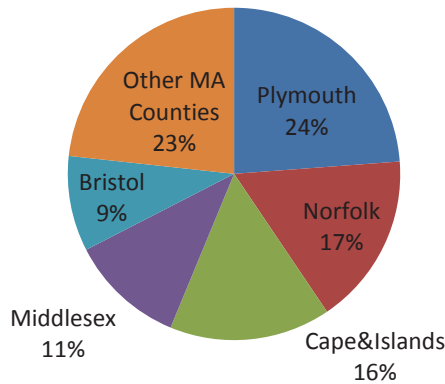


FIGURE 6D

MASSACHUSETTS MARITIME ACADEMY COUNTIES OF RESIDENCE, 2011. Source: Massachusetts Department of Higher Education, 2012.



The Academy allows non-traditional age (25 and above) students to live off-campus and commute for certain programs, but this population represents less than one percent (1%) of the Academy’s enrollment. The distance between home addresses and campus for those few students has not varied in the past seven years. Graphs of this information are included in Appendix.

ENROLLMENT: FUTURE PROJECTIONS

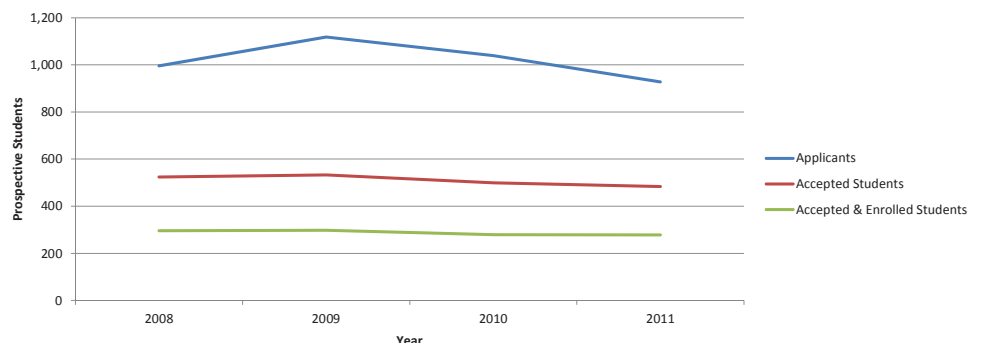
The Academy’s goal to increase its total undergraduate student population to 1,400 by 2016 was almost realized in Fall 2011 with an incoming freshman population of 364 students. The plan is to slowly grow each entering class by about 40 undergraduates and 50 graduates; to double or even triple the number of students engaged in the campus’ seven non-traditional areas of study; and to introduce a graduate program in supply chain management by fall 2014.

In addition to growing enrollment, the Academy is working to increase the competitiveness of its undergraduate applicants.

In addition to growing enrollment, the Academy is working to increase the competitiveness of its undergraduate applicants by expanding the applicant pool and using a wait-list of high-achieving students to issue early acceptances on a rolling, first-come, first-serve basis. Between 2003 and 2008, The Academy gradually raised its admissions standards from the state college standard to the University of Massachusetts standard. Since 2006, the overall number of applications and deposits has increased, and the class of 2014 was admitted with an average combined mathematics and verbal SAT score of 1059 and grade point average of 3.0 and indications in May of 2012 suggested that completed and enrolled first time applications will be up by ten percent (10%) over those in 2011/12.

FIGURE 6E

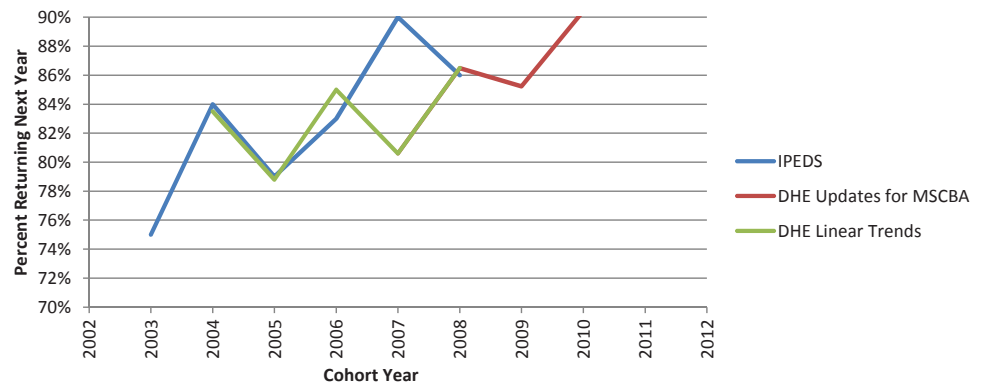
MASSACHUSETTS MARITIME ACADEMY ADMISSIONS, 2002-2011. Source: DHE Linear Trends 2010 from HEIRS and Academy data.



The Academy's retention rate is ninety percent (90%). This extremely high number can be attributed to three factors: self-selection on the part of students; student investment in the campus and its programs both before and upon matriculating; and the regimented lifestyle. Additional factors assisting retention is the Academy's dedication to tutoring and mentoring programs.

FIGURE 6F

MASSACHUSETTS MARITIME ACADEMY FIRST YEAR RETENTION RATES, 2003-2010. Source: DHE Linear Trends 2010, DHE and IPEDS.

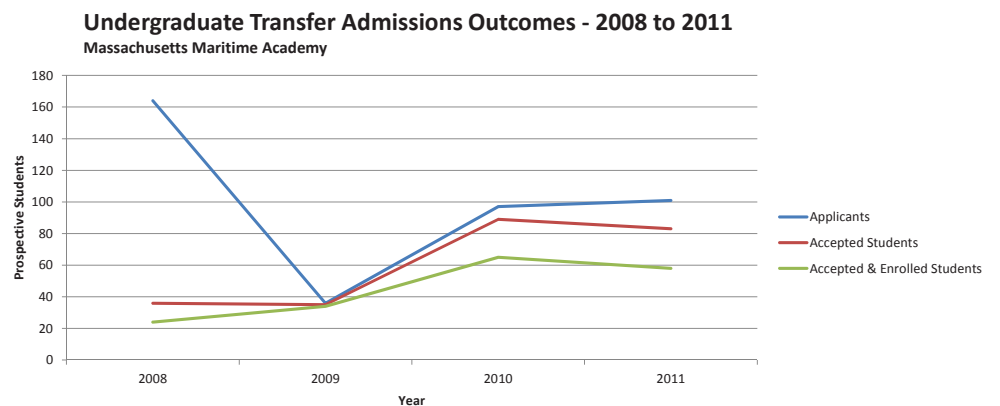


The Academy draws few international students because of limitations to USCG license requirements. However, recent exchange programs with Shanghai Maritime University, Panama, and Dalian 2 + 2 program will increase current numbers.

The number of transfer students, about thirty percent (30%), is lower than that of any other state universities except MassArt. Some transfers come from state schools and some from community colleges.

FIGURE 6G

MASSACHUSETTS MARITIME ACADEMY TRANSFER ADMISSIONS, 2008-2011. Source: DHE Linear Trends 2010 from HEIRS.



The Academy has experienced little change in ethnicity, age or gender patterns among its students, despite targeted outreach efforts and heavy investments in minority recruiting. In 2010 the percentage of students of known ethnicity was seven percent (7%), which is equal to the minority percentage of its geographic region, but half the fourteen percent (14%) average of the state university system.

To date, the Academy has offered little in the way of online learning, but that will change once the Masters in Supply Chain Management currently being developed is established with an online presence.

HOUSING: STRATEGIC POSITIONING

“The dormitories are a mission-critical function for the professional development of the students and are even necessary for us to achieve the educational objectives at Mass Maritime. The regimental/cadet system that we use to teach leadership, teamwork, discipline, attention to detail and personal accountability (all extremely important factors in the maritime world) simply could not function without the residence hall system currently in place at the academy. Even the team approach to problem solving currently used in most academic classes depends upon the ability of groups of students getting together in groups to study and work through problem sets together – something that would be extremely difficult without residence halls that serve over ninety five percent (95%) of the student population.”

*Statement from Rear Admiral Richard Gurnon, President of Massachusetts Maritime Academy
October 28, 2011*

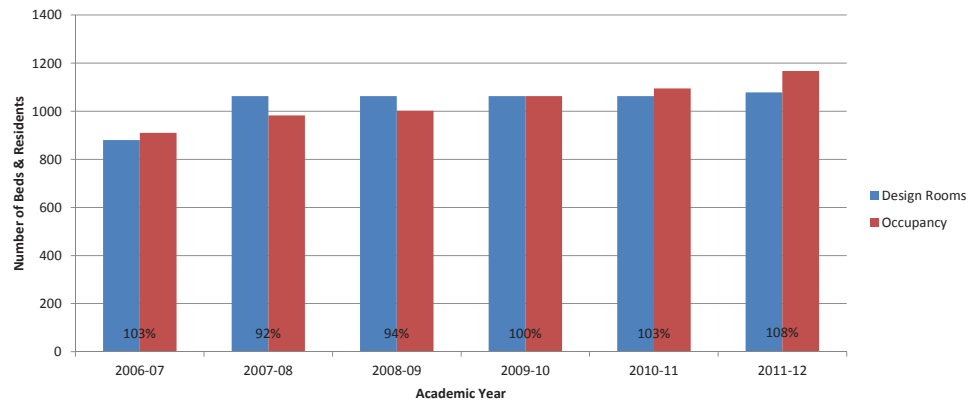
HOUSING: DEMAND

On-campus housing at the Academy remains much in demand. In fall 2011, 1,167 of the Academy’s 1,230 FTUG cadets lived on-campus. At eighty six percent (86%), this number fell short of the Academy’s 100% goal, and reflected a housing shortage rather than a lack of students interested in living on-campus. Indeed, all the Academy’s students want and need on-campus housing, with the exception of a handful of non-traditional students who are permitted to live off-campus.

Also in Fall 2011, the Academy’s occupancy was one hundred and eight percent (108%), up eight percent (8%) from Fall 2009 occupancy.

In Fall 2011, the Academy’s occupancy was one hundred and 108%.

FIGURE 6H
MASSACHUSETTS MARITIME ACADEMY DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: MSCBA website, accessed 2012.



HOUSING PORTFOLIO

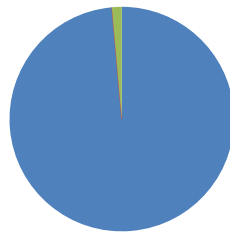
The Academy houses nearly all of its undergraduate students in traditional housing. The 2011 purchase of Beachmoor has added a limited number of suites to the Academy’s residential mix. Further housing is provided for “rate cadets” onboard the T.S. Kennedy. All of the traditional residence halls have been built or renewed since 2006.

All of the traditional residence halls have been built or renewed since 2006.

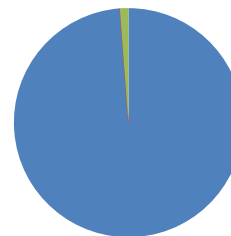
FIGURE 6I

MASSACHUSETTS MARITIME ACADEMY HOUSING PORTFOLIO BY TYPE. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Type, 2011/2012 Academy



Residence Hall Rooms By Type, Projected 2014/2015 Academy



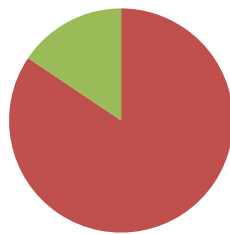
- Traditional
- Apartments
- Suites

A complete listing of all the Academy's residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

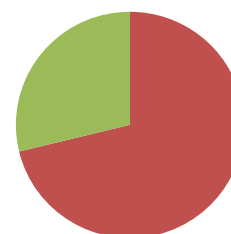
FIGURE 6J

MASSACHUSETTS MARITIME ACADEMY HOUSING PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Condition, 2011/2012 Academy



Residence Hall Rooms By Condition, Projected 2014/2015 Academy



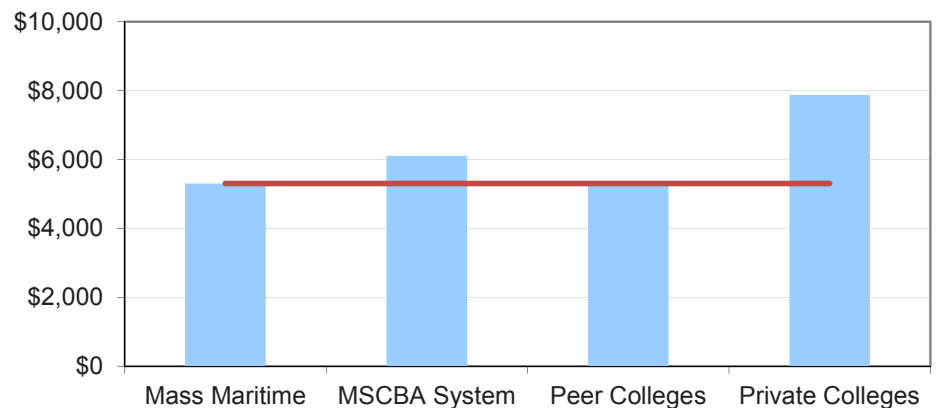
- Original
- Renovated
- New

HOUSING: RENTAL CONTEXT

The average cost of on-campus housing at the Academy is \$5,300 per year, thirteen percent (13%) less than that of the average MSCBA system rent, roughly equal to that of the Academy's peers, and thirty three percent (33%) less than the average rent of its regional private peers.

FIGURE 6K

MASSACHUSETTS MARITIME ACADEMY ANNUAL RENT COMPARISON, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



Off-campus housing is in fair supply, with a mix of one-, two- and three-bedroom units available. Because the Academy requires all students to live on-campus, the off-campus market provides no critical insight into the Academy's rental context.

FIGURE 6L

MASSACHUSETTS MARITIME ACADEMY 9 MONTH RENT COMPARISON. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.

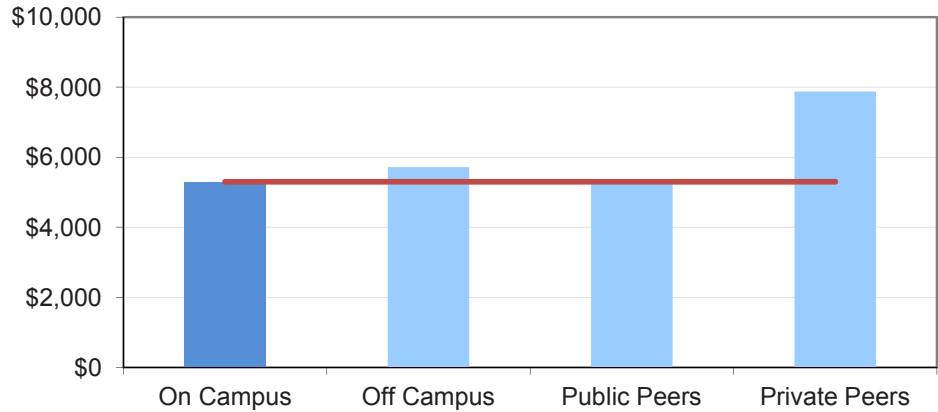
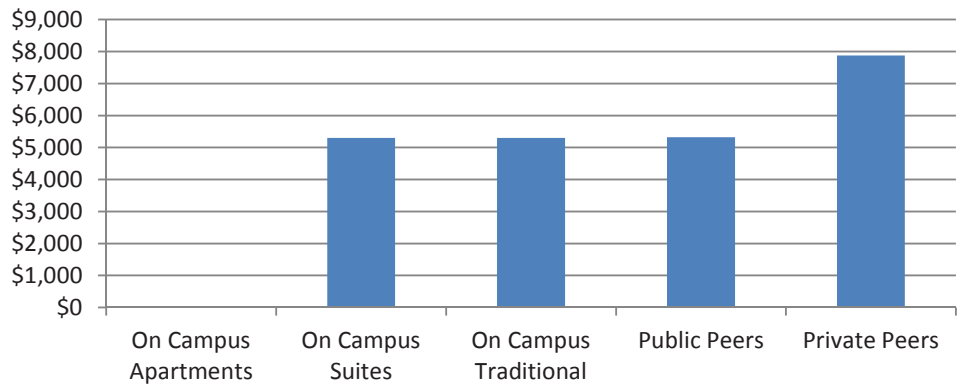


FIGURE 6M

MASSACHUSETTS MARITIME ACADEMY RENT BY HOUSING TYPE, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



The Academy's policy to house all students on-campus has resulted in having the highest percentage of on-campus residency in the state university system.

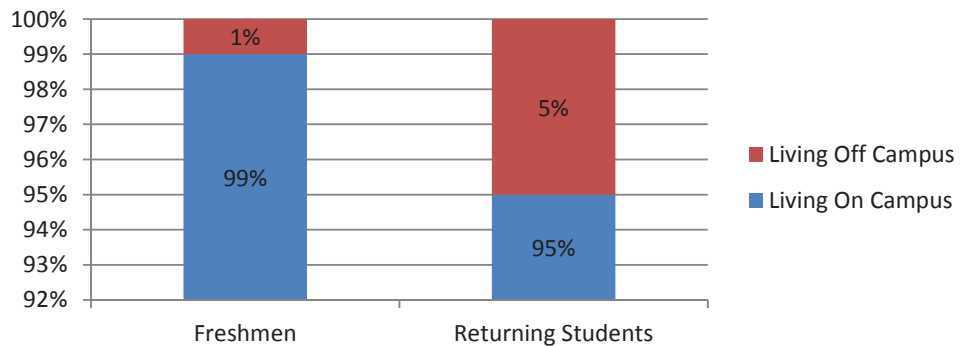
HOUSING: ON-CAMPUS STUDENT PROFILE

The Academy's policy to house all students on-campus has resulted in having the highest percentage of on-campus residency in the state university system. More than ninety nine percent (99%) of the Academy's students live on campus. Because of overcrowding, approximately one percent (1%) of students live off-campus.

The profile of students living in on-campus housing by class year is as follows.

FIGURE 6N

MASSACHUSETTS MARITIME ACADEMY STUDENTS IN HOUSING BY CLASS YEAR, FALL 2011. Source: Estimates based on discussions with MMA staff, 2012.



The primary challenge in planning for the Academy's future is the limited amount of land available for future development.

MSCBA: PORTFOLIO CONTEXT

The primary challenge in planning for the Academy's future is the limited amount of land available for future development. Parking and athletics consume a large portion of land, and cannot be reduced without losing functionality. To capture the space they currently occupy, one or both functions would have to move off-site entirely.

To meet the Academy's current enrollment target, the MSCBA must begin immediately to plan for an increase of 200 beds.

MSCBA: PORTFOLIO OVERVIEW

The most pressing construction need at the Academy remains housing. Alone among the state universities, the Academy is entirely dependent on housing to accommodate increases in enrollment. To meet the enrollment target, the MSCBA must begin immediately to plan for an increase of 200 beds. The Academy hopes to have those beds functional by 2014 to decrease overcrowding and address current demands.

To support new housing capacity, the MSCBA must consider a calibrated expansion to the Academy's dining facilities. The Authority may also be involved in a program shift that would move office activities currently on the concourse floor of cadet housing to another campus location, freeing up that space for potential housing-related uses.

Additional on-campus parking is an issue of debate. Some on campus believe it to be a necessity, while others believe that rental spaces available on sites close to campus provide an adequate solution for the present time.

Finally, the MSCBA may want to consider efficiencies or revenue enhancements that may be made possible by bundling the various energy sources the Academy has committed to employing on-campus.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11-13: Projects Completed

Beechmoor	Property Acquisition and New Housing	1,708,658
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FY13: Projects Underway

Companies 1-6	New Capacity Housing Study	205,000
Company 5	Bathrooms and New Beds (28 beds)	2,000,000

FY14 and Beyond: Future Projects Anticipated

Companies 1-6	New Capacity and Renovation (230 Beds)	26,000,000
	Roofing and Transformer Replacement	700,000
	Waste Water Treatment Plant	1,000,000

SALEM STATE UNIVERSITY



FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment: Overview

Total Enrollment	9,646
Total Undergraduate Enrollment	7,704
Total FTUG Enrollment	5,913

Enrollment: Geographics

From Immediate Geographic Area (County)	53%
From Massachusetts	94%
From Out-of-State	2%
From Abroad	4%
FTUG of Traditional Age (18-24)	87%

Enrollment: Academic Measures

Retention rate	73% (2010)
Transfer students	46%
Minority rate	24%
Graduation rate (6 year)	42% (2005 cohort)

Housing

Occupancy	102%
Housing Design Capacity	1,919
Students Housed On-Campus (Fall)	2,001
Housing Target (50% FTUG)	3,000
Students Housed On-Campus, Anticipated 2015	2,001 *
Housing Target, Anticipated 2015 (50% FTUG)	3,000 **

Rents

Average On-Campus Rent	\$7,450 / year
Average MSCBA System Rent	\$6,108 / year
Average Off-Campus Rent	\$7,450 / year
Average Public Peer Rent	\$7,724 / year
Average Regional Private Peer Rent	\$7,724 / year

* This number reflects any anticipated increase with housing projects now in design and construction.

** This number reflects any anticipated increase in enrollment projected for 2015.



CAMPUS: ACADEMIC HISTORY

Established in 1854 as a normal school, Salem State university now grants Bachelor of Arts and Bachelor of Science degrees in 18 disciplines, as well as Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Business Administration, Bachelor of Science in Nursing, and Bachelor of Social Work degrees. At a graduate level, the University grants Master of Arts in Teaching, Master of Social Work, Master of Nursing, Master of Business Administration, Master of Education, Master of Arts, and Master of Occupational Therapy and Master of Science degrees. Continuing Education courses are also available for credit or non-credit.

As the second largest employer in the City of Salem, and one of five top employers on the North Shore, Salem State generated more than \$562M of spending in Massachusetts in 2010.

With 10,000 students drawn from 27 states and 57 foreign countries, the university is committed to providing high-quality, student-centered education, and to serving as a resource that advances the region's cultural, social and economic development. The university engages in substantial community outreach, partnering with organizations such as the recently developed Center for Economic Development and Sustainability to provide resources, research opportunities, and data relevant to the economic development and sustainability of the North Shore region.

As the second largest employer in the City of Salem, and one of five top employers on the North Shore, Salem State generated more than \$562M of spending in Massachusetts in 2010. Of that figure, more than \$296M was spent in Essex County, and more than \$104M was spent in the City of Salem.

Current institutional goals for Salem State, understood to be key to the university's future success, include:

- Support and improve student success, retention and graduation rates.
- Strengthen existing academic programs and develop new ones.
- Expand the graduate program.
- Develop and implement doctoral programs.
- Broaden student opportunities for faculty-led research, internships, and experiential learning.
- Integrate global perspectives into academic and campus activities.
- Recruit and retain faculty and administrators who mirror the changing demographics of the student body.
- Expand student life programs and services to improve students' collegiate experience.
- Steer the university toward becoming a more significantly residential campus.

CAMPUS: PHYSICAL DEVELOPMENT

Salem State is located in the city of Salem, fifteen miles north of Boston. Five different campuses, encompassing 115 acres and 33 buildings, house the various functions of the university. The North Campus is located about a mile and a half south of downtown Salem, and is surrounded by but not fully connected to four other campus sites. An additional maritime campus is located two and a half miles north of the main campus.

A comprehensive master plan study completed in 2007 identified connection between the numerous campuses as the primary design challenge of any future development at Salem State. The distance between campuses and scattered distribution of academic programs calls for a rethinking of how best to use the campus' existing physical infrastructure.

Following the guidelines of the 2007 master plan, several buildings have since been retrofitted for reuse. A new library and learning commons is under construction, as is a new fitness and recreation center. Both are expected to open in Fall 2013. Despite this construction, there remains a need to modernize buildings on the north campus. For example, the university's Campus Center requires replacement or extensive renovations and upgrades. The current structure is the oldest campus center in the State university system and was constructed at a time when the campus population was much smaller and its demands much different. Now, as part of a vibrant and growing campus, the university's Campus Center must be able to respond to the program and service demands of the 21st century student and complement those learning experiences received in the classroom.

ENROLLMENT: DEMAND

Salem State's undergraduate enrollment has remained fairly constant at about 8,000 students for the past five years, following an increase of nearly 1,000 students between 2004 and 2009. In the past year, the University's graduate population has grown minimally.

A comprehensive master plan study completed in 2007 identified connection between the numerous campuses as the primary design challenge of any future development at Salem State.

FIGURE 7A

SALEM UNIVERSITY ENROLLMENT, 2002-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.

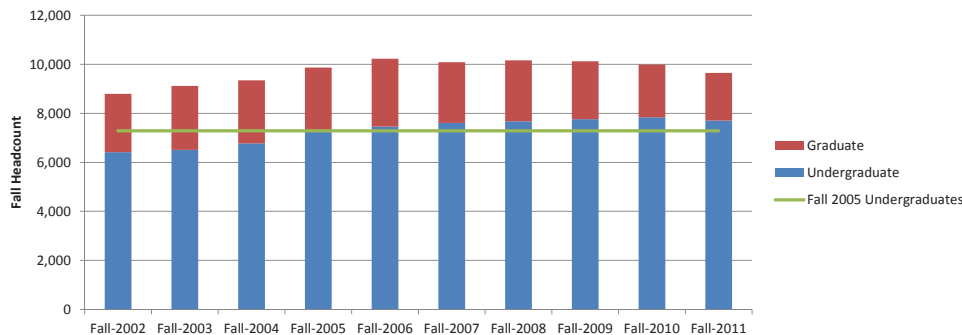
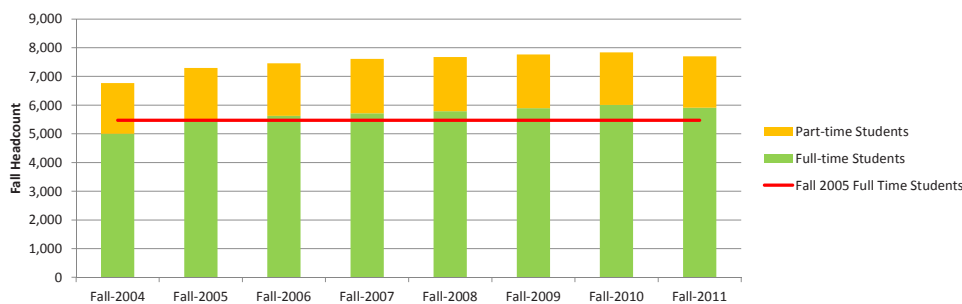


FIGURE 7B

SALEM STATE UNIVERSITY UNDERGRADUATE ENROLLMENT, 2002-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Salem State has developed a strategic enrollment management system to balance enrollment goals and institutional resources.

ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

Salem State continues to draw most of its in-state students from towns and cities in northeastern Massachusetts. One exception and viewed as a one time phenomenon this past year, was an increase of students coming from the south shore town of Quincy, MA.

Ninety four percent (94%) of the university’s undergraduate population comes from Massachusetts, with two percent (2%) from other states and about four (4%) percent of the undergraduate population from abroad.

Salem State actively cultivates academic partnerships with colleges and universities throughout the world. The university’s 1+2+1 dual degree program, with over 30 Chinese universities, began in 2008; since then they have welcomed 82 students and 33 scholars through this program and have had 31 students complete the program. With increased outreach to countries such as Brazil, Japan and the Middle East the percentage of international students is expected to grow in the future.

With increased outreach to countries such as Brazil, Japan and the Middle East the percentage of international students is expected to grow in the future.

FIGURE 7C

SALEM STATE UNIVERSITY FULL TIME STUDENT RESIDENCY, FALL 2011.

Source: Massachusetts Department of Higher Education, 2012.

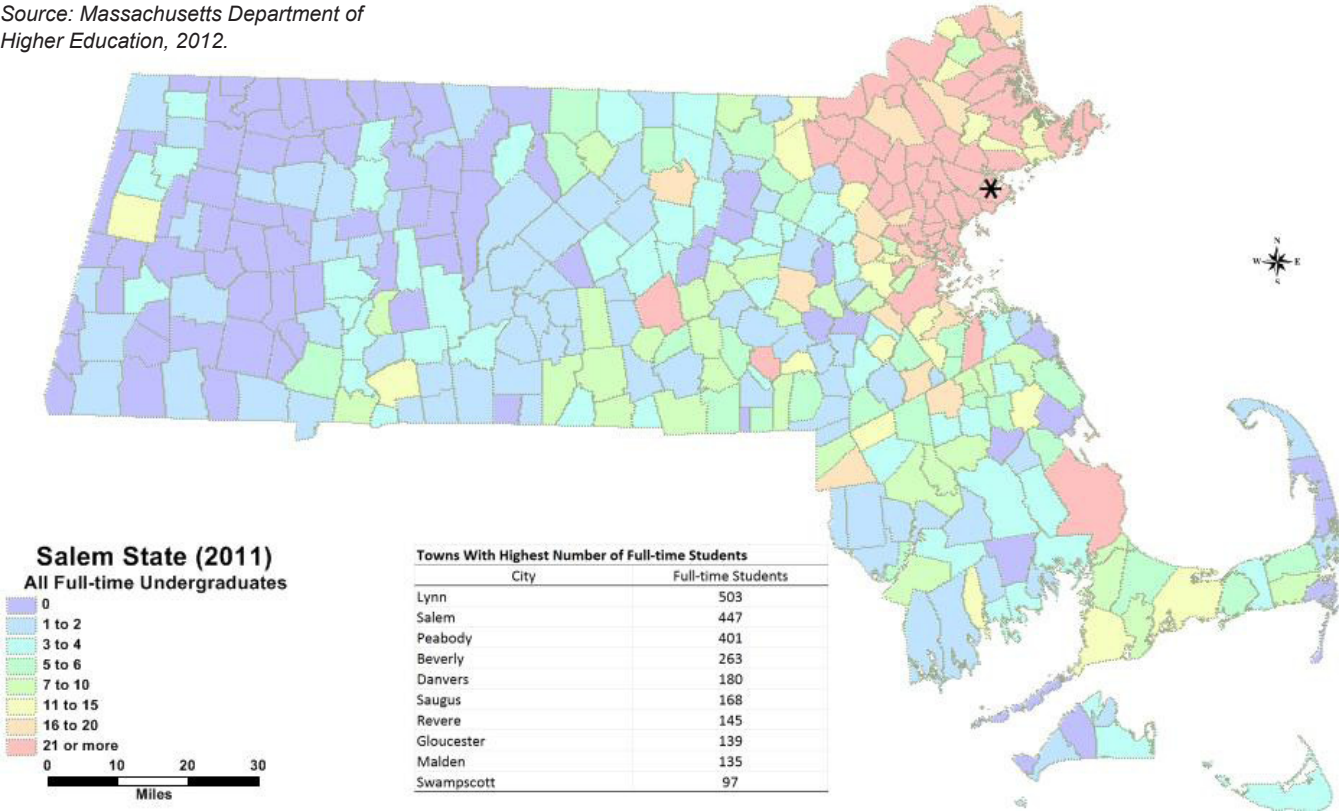
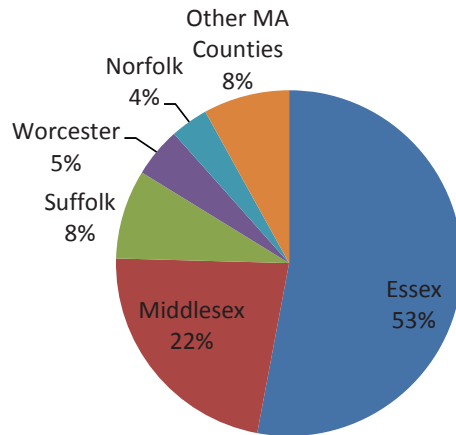


FIGURE 7D

SALEM STATE UNIVERSITY COUNTIES OF RESIDENCE, 2011.

Source: Massachusetts Department of Higher Education, 2012.



While enrollments have remained level over the past several years, Salem State anticipated a 14% increase in freshman students in Fall 2012.

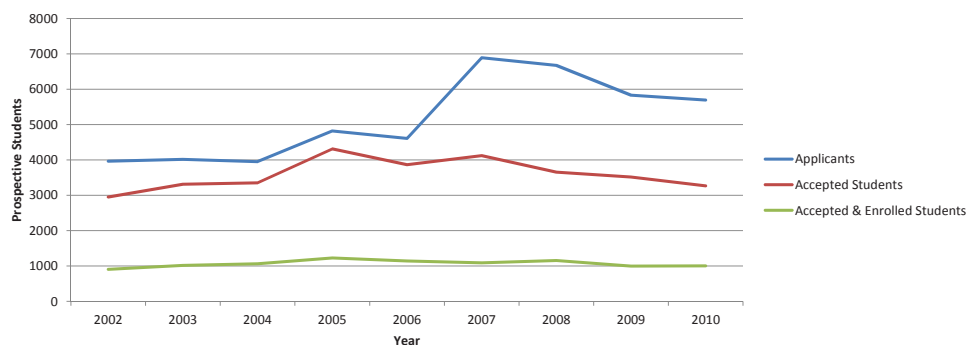
The percentage of students whose home addresses are within 25 miles of campus and who live on- or off-campus has not varied in the last seven years, nor has the median distance between home addresses and the campus for that pool of students. Graphs of this information are included in Appendix.

ENROLLMENT: FUTURE PROJECTIONS

While enrollments have remained level over the past several years, Salem State anticipated a fourteen percent (14%) increase in freshman students in Fall 2012. Salem State’s Strategic Enrollment plan calls for continued slow growth of its undergraduate population and aims for more significant increases in its graduate population.

FIGURE 7E

SALEM STATE UNIVERSITY
ADMISSIONS, 2008-2011. Source: DHE
Linear Trends 2010 from HEIRS and
University Factbook.



Traditional aged (18-24) students continue to constitute the majority of Salem State's undergraduate enrollment.

Thirty five (35%) percent of Salem State students represent the first generation of their families to attend college.

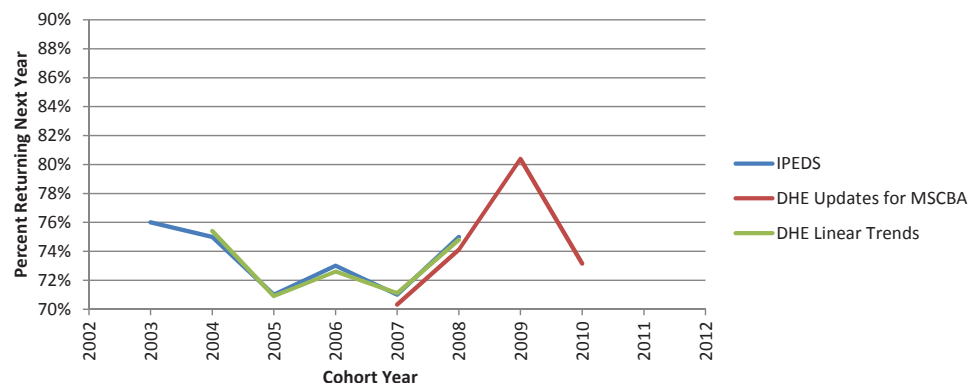
Salem State's self-reported representation of minority students is twenty four (24%) percent, a figure almost double that of the twelve and a half percent (12.5%) average of the university's minority population in the region where it draws most of its students.

Thirty five (35%) percent of Salem State students represent the first generation of their families to attend college. Sixty nine (69%) percent of all enrolled students receive financial aid. Thirty seven (37%) percent are Pell Grant recipients.

In 2011, nearly seventy five percent (75%) of Salem State's first time, first year students persisted into their second year.

FIGURE 7F

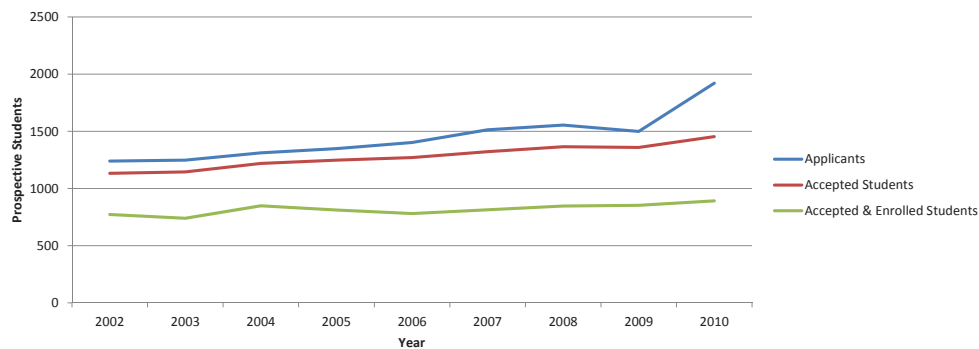
SALEM STATE UNIVERSITY FIRST
YEAR RETENTION RATES, 2003-2010.
Source: DHE Linear Trends 2010, DHE
and IPEDS.



Salem State's transfer share is high and rising. In 2011, approximately 2,000 students applied as transfers, with forty six percent (46%) of that number accepted and enrolled. Of this group, fifty seven percent (57%) of the applicants came from community colleges in Massachusetts.

FIGURE 7G

SALEM STATE UNIVERSITY TRANSFER ADMISSIONS, 2002-2010. Source: DHE Linear Trends 2010 from HEIRS and University Factbook.



Managed by the School of Continuing and Professional Studies, Salem State's online programming encompasses for-credit and non-credit courses and programs designed to help students earn degrees and certifications; to achieve professional goals; and to pursue intellectual and recreational interests. Although comprehensive, these distance-learning efforts have not yet affected campus life in any significant manner.

HOUSING: STRATEGIC POSITIONING

"In 2008, Salem State university set a goal to achieve housing for fifty percent (50%) of full time undergraduate students. An ambitious goal, this would approximately double our housing capacity. With the addition of Marsh Hall, we are now housing one third of our students.

It is well documented that residential students persist to graduation at a higher rate, and in a shorter period of time, than commuting students.

It is well documented that residential students persist to graduation at a higher rate, and in a shorter period of time, than commuting students. Further, the residential experience provides enhanced learning outside of the classroom that allows students to achieve a strong academic education coupled with the important social and personal development that cultivates active citizens and contributors to our society. In addition to our goals for the percentage of students living on campus, Salem State has set goals for completion and student success. A more balanced blend of residential and commuting students is essential to our achievement of these goals.

Salem State university has a rich history of collaboration between Residence Life and Academic Affairs that support student success. Four faculty members live in the residence halls as participants in our "Faculty in Residence" initiative. This program, which is unique among the state universities in Massachusetts, is designed to create teachable moments outside the classroom as faculty interact daily with students to promote and encourage student intellectual and social development as well as to provide assistance to students seeking academic support and guidance. The Residence Life Program also provides support to certain cohorts of students. For example, our Honors Program and our Community Service initiative have a residential component. Academic peer mentors reside with and provide academic support to our first-year and sophomore students. With the support of a Performance Incentive Grant for the Massachusetts Department of Higher Education, we are piloting two living-learning communities for first-year students majoring in Education and Psychology as part of an initiative to enhance their academic success rates.

A portion of our new efforts as a state university is expanding our full-time offerings at the graduate level: and we have identified the need for faculty housing. With continued focus on our fifty percent (50%) goal for undergraduates, we also will seek support from MSCBA to develop housing for these groups as well.”

*Statement from Patricia Meservey, Salem State university President
November 11, 2011*

HOUSING: DEMAND

In Fall 2011, Salem State university housed 2,001 undergraduate students on-campus in three residence halls and two residential complexes. Approximately 5,725 undergraduate students commuted to campus full-time.

Although the university added a 525 bed residence hall less than two years ago, the number of full-time students seeking on-campus housing exceeds existing capacity. In Fall 2011, Salem State was able to house only thirty two percent (32%) of its FTUG population, far below its fifty percent (50%) target. Together with Worcester State, Salem State is one of only two state universities falling far short of their stated housing target. The university’s housing target is a conscious one that is viewed as one that serves two vibrant communities of learners encompassing an equal amount of commuters and residential students.

Since increasing FTUG enrollment by ten percent (10%) or 545 students since 2005, Salem State has not been able to keep up with the demand for on-campus housing. Compounding the problem are the university’s expanded recruiting efforts in other parts of the country and internationally. Beginning in 2012, first-year international students will be required to live on-campus for one year, further increasing housing demand.

A recent study shows that there is sufficient demand for undergraduate housing for the university to consider developing a new residence hall of approximately 400 beds.

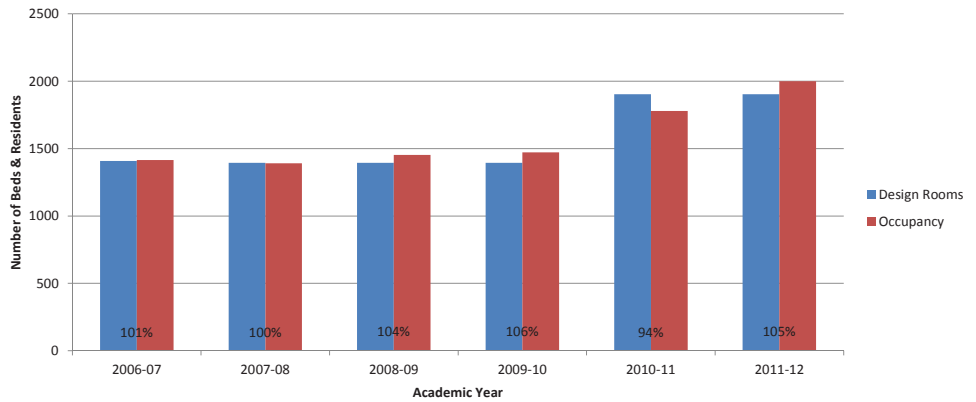
In Fall 2011 occupancy was at one hundred and five percent (105%), reflecting a degree of overcrowding that has characterized the university’s on-campus housing options for the past decade. The drop evident in 2010/11 reflects the implementation of a rigorous academic status policy that focused on academic progress toward the degree in addition to cumulative grade point averages. This policy significantly increased academic dismissals following the Fall 2010 semester. While the policy remains, students have been more successful in their academic progress negating the previous impact on occupancy rates.

In Fall 2011, Salem State was able to house only 32% of its FTUG population, far below its 50% target.

A recent study shows that there is sufficient demand for undergraduate housing for the University to consider developing a new residence hall of approximately 400 beds.

FIGURE 7H

SALEM STATE UNIVERSITY DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: MSCBA website, accessed March 2012.



The prevalence of traditional-style housing renders Salem State’s housing portfolio different from that of many of the other state universities, where a mix of housing types is more common.

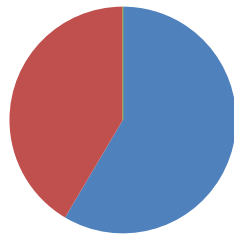
HOUSING: PORTFOLIO

Salem State’s housing portfolio consists mainly of traditional residence halls and apartments in single and double configurations. The prevalence of traditional-style housing renders Salem State’s housing portfolio different from that of many of the other state universities, where a mix of housing types is more common. The university’s next residence hall is slated to be suite-style.

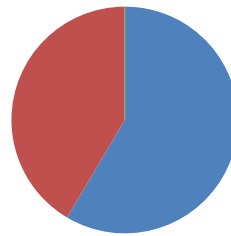
FIGURE 7I

SALEM STATE UNIVERSITY HOUSING PORTFOLIO BY TYPE. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011.

Residence Hall Rooms By Type, 2011/2012 Salem State



Residence Hall Rooms By Type, Projected 2014/2015 Salem State



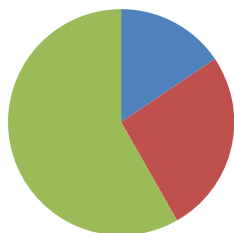
- Traditional
- Apartments
- Suites

All of the university’s residence halls have been renovated since 2000, and two have been built new: Atlantic Hall in 2004, and Marsh Hall in 2010. Although the Bates Complex has been upgraded in the past decade, the building is now twenty two years old, which suggests that building-wide system upgrades will be required in the next five or ten years.

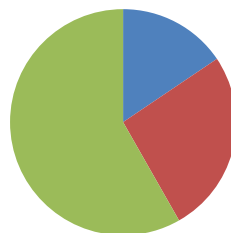
FIGURE 7J

SALEM STATE UNIVERSITY HOUSING PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011.

Residence Hall Rooms By Condition, 2011/2012 Salem State



Residence Hall Rooms By Condition, Projected 2014/2015 Salem State



- Original
- Renovated
- New

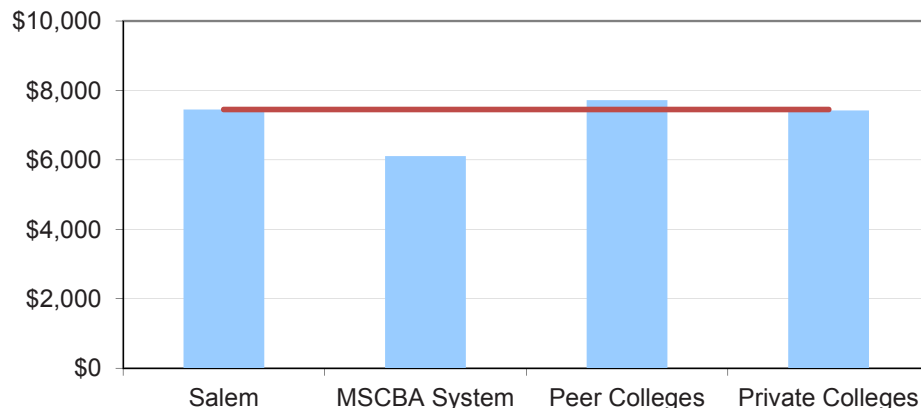
A complete listing of all Salem State residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

HOUSING: RENTAL CONTEXT

The average cost of on-campus housing at Salem State is \$7,450 per year. This cost is twenty-two percent (22%) greater than the MSCBA average rent, four percent (4%) less than that of its public peers, and equal to that of its regional private peers. It should also be noted that Salem State subsidizes a portion of the rent for Marsh Hall to minimize the cost differential to second year students.

FIGURE 7K

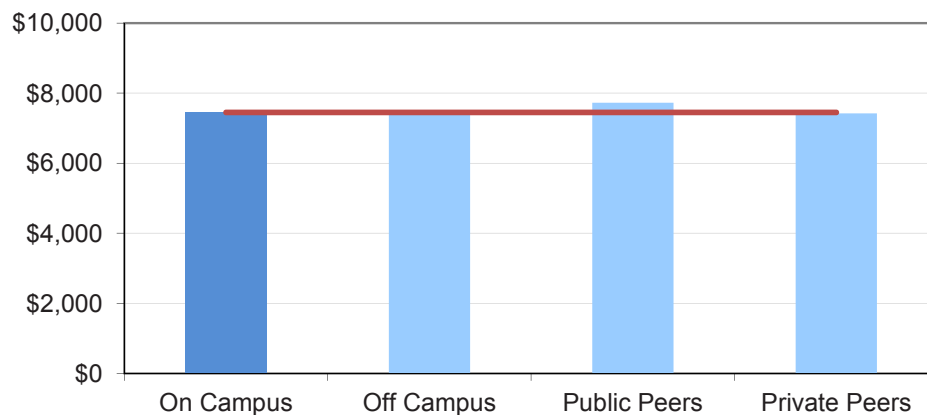
SALEM STATE UNIVERSITY ANNUAL RENT COMPARISON, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



On-campus housing is slightly less expensive, on average, than off-campus options. While there are many rental options in the neighborhoods surrounding the Salem State campus, there are no student-oriented apartment complexes, and many nearby apartment complexes report low vacancy rates (a median of three percent(3%)). As a result, most students who live off-campus rent apartments in private homes or converted houses. These units include a high number of one- and two-bedroom units, with fewer three- and four-bedroom units available.

FIGURE 7L

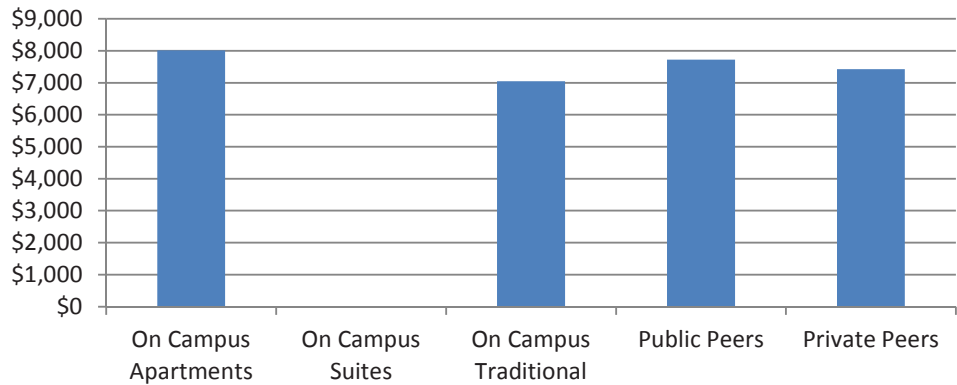
SALEM STATE UNIVERSITY 9 MONTH RENT COMPARISON. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



Salem State's apartments cost slightly more, on average, than housing for the university's public and private peers.

FIGURE 7M

SALEM STATE UNIVERSITY RENT BY HOUSING TYPE, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



Although the University has no housing requirement for first year students to live on-campus, the University aims to guarantee housing for three years.

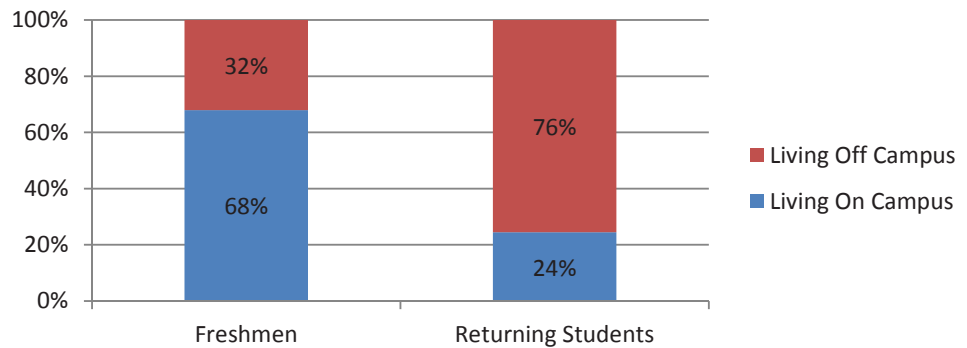
HOUSING: ON-CAMPUS STUDENT PROFILE

The percentage of full-time students in on-campus housing at Salem State has increased over the past several years. Although the university has no housing requirement for first year students to live on-campus, it aims to guarantee housing for three years.

The profile of students living in on-campus housing by class year is as follows.

FIGURE 7N

SALEM STATE UNIVERSITY STUDENTS IN HOUSING BY CLASS YEAR, FALL 2011. Source: Salem State, May 2012.



The percentage of first-year and returning students living on campus has changed significantly with the addition of 525 beds in Marsh Hall. Sixty eight percent (68%) of Salem State freshmen and twenty six percent (26%) of transfer students live on-campus.

MSCBA: PORTFOLIO OVERVIEW

Housing continues to be Salem State’s greatest priority in working with the MSCBA. In addition to meeting its target of housing fifty percent (50%) of FTUG students and guaranteeing three years of housing, the university is committed to a Faculty-in-Residence program; plans to establish two living/learning community pilots with funding from a Massachusetts Incentive Performance Grant; to increase current numbers of residential students while decreasing current numbers of commuter students; and to provide a residential campus experience that offers enhanced learning outside the classroom. Each of these goals hinges on having more available on-campus housing options.

A study completed in October 2011 concluded that if current waiting list conditions for on-campus housing persist, Salem State could meet demand by providing an additional 402 beds. An update to the campus’ master plan has been started to identify potential sites for this new housing project.

Housing continues to be Salem State’s greatest priority in working with the MSCBA.

Although not currently a priority, on-campus graduate student housing may emerge as a priority in the coming years as the University's graduate program offerings grow.

Of high priority and as cited above, the Campus Center requires either replacement or extensive renovations.

Although not currently a priority, on-campus graduate student housing may emerge as a priority in the coming years as the university's graduate program offerings grow.

Finally, parking is an area that requires collaborative exploration by the university and the MSCBA.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11-13: Projects Completed

Bates Apartments	Fire Safety Upgrade, Phase II	2,471,537
	Boiler Replacement and Finishes	1,763,632
Marsh Hall	New Residence Hall (525 Beds)	54,929,058
Peabody/Bowditch Halls	Life Safety and Security Upgrades	979,154

FY13: Projects Underway

O'Keefe Center	Fitness & Recreation Center	15,000,000
Peabody Hall	Lighting and Hot Water Upgrades	700,000

FY14 and Beyond: Future Projects Anticipated

Atlantic Hall	Carpet Replacements	85,000
Bates Complex	Bathroom, Kitchen and Security Upgrades	3,000,000
Bowdich Hall	Lighting and Hot Water Upgrades	500,000
Parking Structure	New Parking Structure	12,000,000
Residence hall	New Residence Hall (360 Beds)	50,000,000

WESTFIELD STATE UNIVERSITY

Westfield
STATE UNIVERSITY

==== *Founded 1838*

FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment: Overview

Total Enrollment	6,092
Total Undergraduate Enrollment	5,397
Total FTUG Enrollment	4,801

Enrollment: Geographics

From Immediate Geographic Area (County)	33%
From Massachusetts	93%
From Out-of-State	6%
From Abroad	1%
FTUG of Traditional Age (18-24)	88%

Enrollment: Academic Measures

Retention Rate	80%
Transfer Rate	31%
Minority Rate	18%
Graduation Rate (6 year)	58% (2004 cohort)

Housing

Occupancy	106%
Design Capacity	2,498
Students Housed On-Campus (Fall)	2,717
Housing Target (67% FTUG)	3,000
Students Housed On-Campus, Anticipated 2015	2,911 *
Housing Target anticipated 2015 (67% FTUG)	3,217 **

Rents

Average on campus rent	\$5,249 / year
Average MSCBA system rent	\$6,108 / year
Average off campus rent	\$4,796 / year
Average public peer rent	\$6,696 / year
Average regional private peer rent	\$6,981 / year

* This number reflects any anticipated increase with housing projects now in design and construction.

** This number reflects any anticipated increase of enrollment by 2015.



CAMPUS: ACADEMIC HISTORY

Westfield State university (Westfield State) is a comprehensive, coeducational, four-year public university in Western Massachusetts. Founded in 1838 by noted educator and social reformer Horace Mann, the school was the first public co-educational college in America that accepted students without consideration of race, gender or class background. The university grants Bachelor of Arts and Bachelor of Science degrees in twenty six majors; Bachelors of Science in Education, Nursing and Social Work degrees in five areas; and Master of Art, Master of Science, Master of Public Administration, and Master of Education degrees. Certificates of advanced graduate study are also available.

Today, Westfield State is a multi-faceted university with an enrollment mix of undergraduates and graduates; traditional (18-24) and non-traditional (above 25) aged students; and full- and part-time students. The university ranks first among Massachusetts state university peers according to criteria published in the 2011 edition of “Best Colleges”, published by U.S. News & World Report.

In recent years, Westfield State has worked to increase its focus on the greater Westfield community by implementing community service projects; establishing a town-gown initiative with the City of Westfield; and structuring collaborations with city government offices, local businesses, and local non-profit groups.

In 2011, Westfield State ranked first among Massachusetts state university peers according to U.S. News & World Report.

Set among several neighborhoods of suburban Westfield, Westfield State occupies 256 acres divided across four contiguous campuses.

CAMPUS: PHYSICAL DEVELOPMENT

Set among several neighborhoods of suburban Westfield, Westfield State occupies 256 acres divided across four contiguous campuses: Main, East, South and North. The entire 256-acre parcel is known collectively as the Western Avenue campus.

Main Campus is known for its large, centralized green, ringed by key campus buildings and providing space for intramural sports and recreational activity. Surrounding buildings include nine residential halls, five academic buildings, one dining hall, an interfaith center, the campus center, the campus library and a power plant.

East Campus comprises athletic facilities (housed in the Woodward Center), and administrative and academic space (housed in the Horace Mann Center). Across from East Campus sits Stanley Park, which offers wireless Internet access and is regularly used by students.

South Campus contains student parking, while North campus contains undeveloped wetlands, trees, and vegetation.

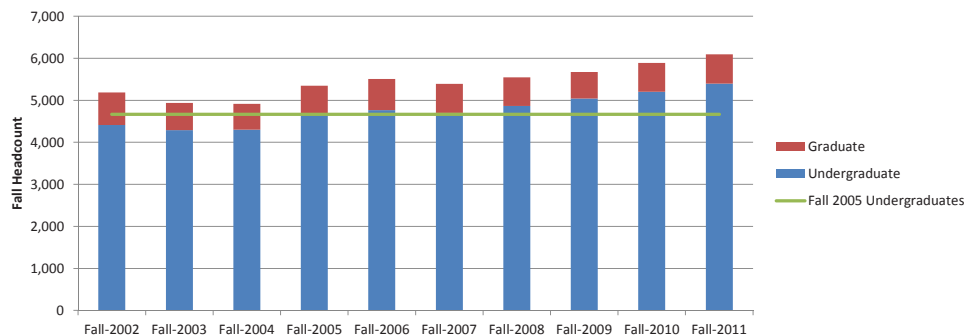
In addition to the Western Avenue campus, Westfield State has a newly developed physical presence in downtown Westfield. Lansdowne Place houses upperclassmen, and the Westfield State University Downtown Art Gallery has provided space for a variety of art exhibitions since it's opening in Fall 2008. Downtown Westfield is about a five-minute drive from Main Campus.

ENROLLMENT: DEMAND

Westfield State has experienced a gradual rise in total enrollment over the past decade. This growth has been primarily within the undergraduate population; the university's graduate population has remained fairly constant.

FIGURE 8A

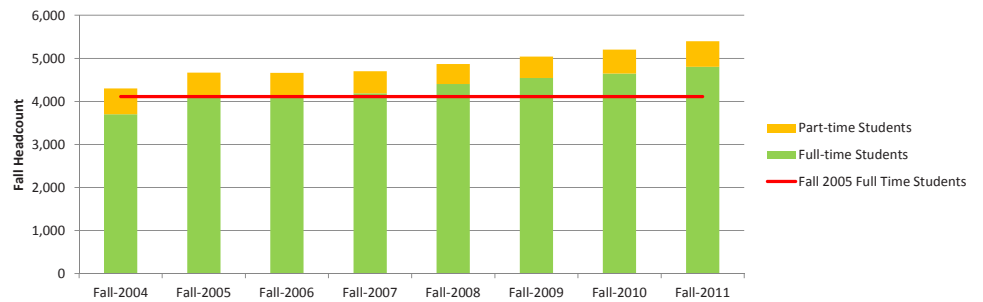
WESTFIELD STATE UNIVERSITY ENROLLMENT, 2002-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



The FTUG enrollment at Westfield State has increased by 1,100 students since 2004.

FIGURE 8B

WESTFIELD STATE UNIVERSITY UNDERGRADUATE ENROLLMENT, 2004-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Although international students don't constitute a significant proportion of total enrollment, the university views international recruitment as a source of future enrollment.

This growth has occurred despite changing demographics and economic conditions in the area geographic area surrounding Westfield, which during the same period has experienced a decline in its K-12 population, as shown in Appendix.

ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

Westfield State draws ninety three percent (93%) of its student body from the Commonwealth, six percent (6%) from other states, and about one percent (1%) from twenty five other countries. In-state students come primarily from the towns and cities surrounding Westfield, with additions from the Berkshires, Central Massachusetts, and the north and south shores of Boston. Although international students don't constitute a significant proportion of total enrollment, the university views international recruitment as a source of future enrollment.

FIGURE 8C

WESTFIELD STATE UNIVERSITY FULL TIME STUDENT RESIDENCY, FALL 2011. Source: Massachusetts Department of Higher Education, 2012.

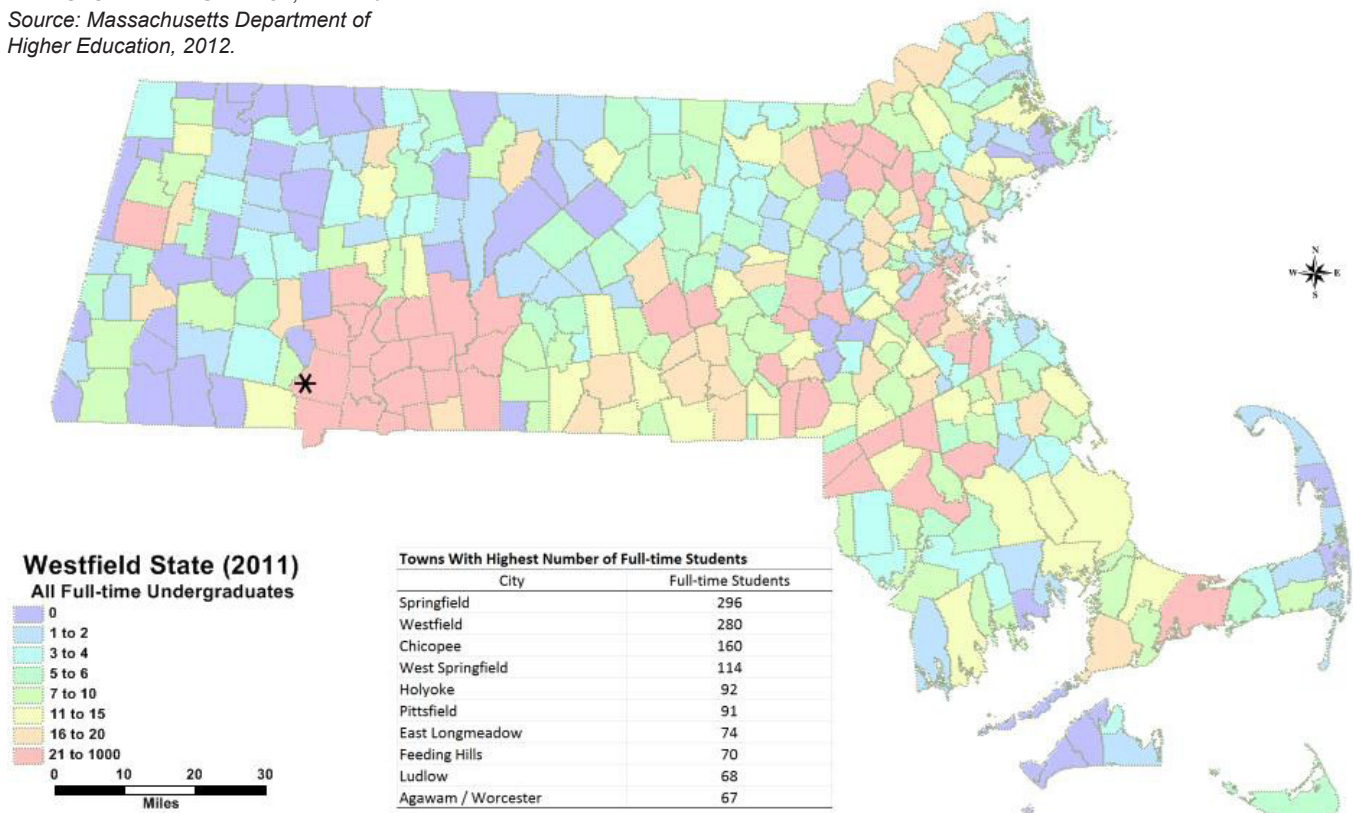
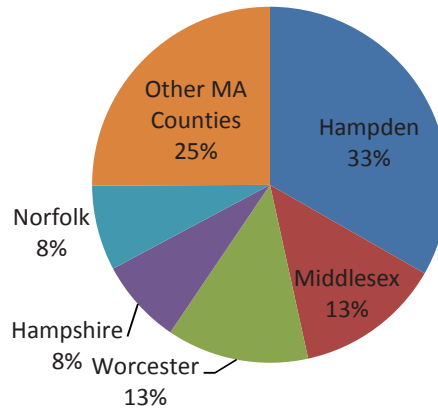


FIGURE 8D

WESTFIELD STATE UNIVERSITY
COUNTIES OF RESIDENCE, 2011.
Source: Massachusetts Department of
Higher Education, 2012.



The percentage of students whose home addresses are within 25 miles of campus and who live on- or off-campus has not varied in the last seven years, nor has the median distance between home addresses and the for that pool of students. Graphs of this information are included in Appendix.

ENROLLMENT: FUTURE PROJECTIONS

In Fall 2011, Westfield State’s total enrollment of 6,092 comprised 5,397 undergraduate students and 695 graduate students.

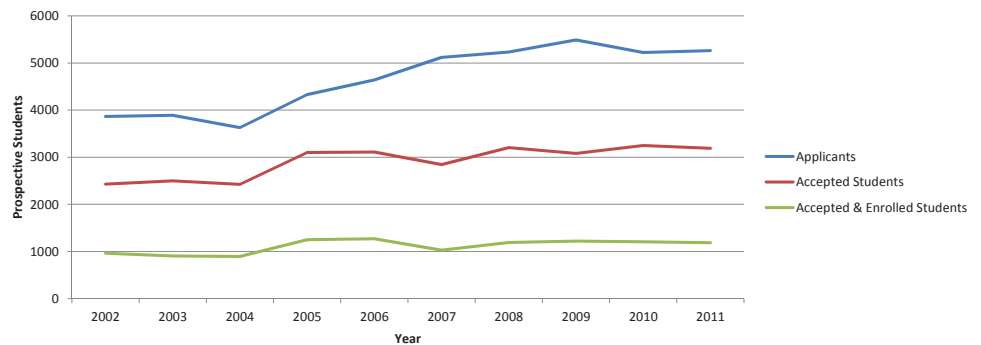
Completed applications from first-time students have risen by about twenty five percent (25%) since 2004, and have leveled off at over 5,000 applications yearly. Westfield State has maintained approximately the same number of accepted and enrolled students since 2005 as well as the same retention rate during this same time period.

The applicant profile of traditionally aged students (18-24) remains constant. Westfield State does not currently draw many non-traditional aged students (above 25).

Westfield State does not currently draw many non-traditional aged students.

FIGURE 8E

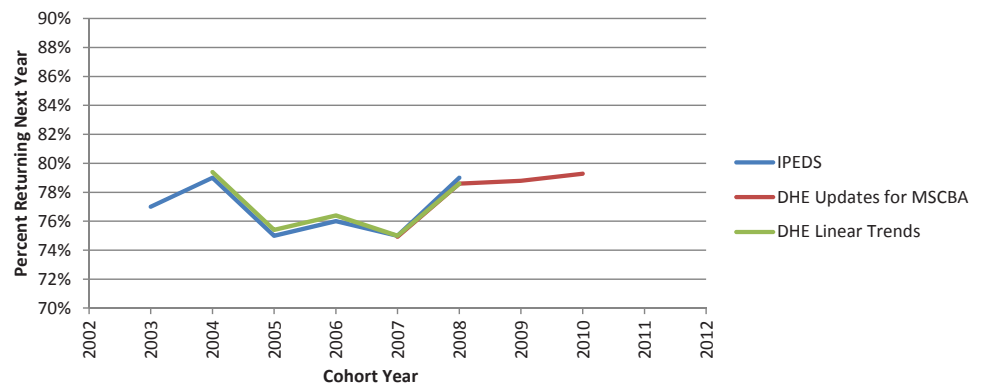
WESTFIELD STATE UNIVERSITY
ADMISSIONS, 2002-2011. Source: DHE
Linear Trends 2010 from HEIRS and
University Data.



In 2011, Westfield State’s retention rate for 2010 was reported at eighty percent (80%), having remained fairly constant since 2008.

FIGURE 8F

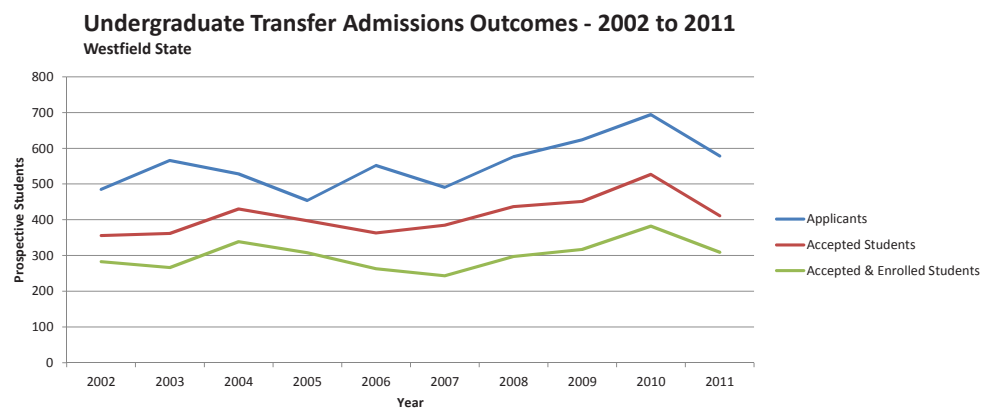
WESTFIELD STATE UNIVERSITY FIRST YEAR RETENTION RATES, 2003-2011.
Source: DHE Linear Trends 2010, DHE and IPEDS.



Because of Westfield State's proximity to a number of area community colleges, particularly Holyoke and Springfield Tech, the university participates in both the full Mass Transfer Program and the Mass Transfer Tuition Waiver Program.

FIGURE 8G

WESTFIELD STATE UNIVERSITY TRANSFER ADMISSIONS, 2002-2011.
Source: DHE Linear Trends 2010 from HEIRS and University Data.



The university is actively focused on recruitment processes that will diversify both the student body and the faculty. The Urban Education Program functions as Westfield State's primary recruiter of high school students from diverse educational, linguistic, ethnic and cultural backgrounds. Currently, eighteen percent (18%) of the university's student population is persons of color. Ninety one percent (91%) of Westfield State students receive some form of financial assistance. In addition to other financial aid options, the university participates in the New England Regional Program for tuition adjustment for students from adjacent states.

In 2008, Westfield State began to aggressively implement distance-learning options.

In 2008, Westfield State began to aggressively implement distance-learning options. In January of this year, the university offered online Bachelor degree completion programs in business, liberal studies, history, and sociology.

HOUSING: STRATEGIC POSITIONING

"Students spend, on average, about ten percent (10%) of their time at college in the classroom; so, how they utilize the other ninety percent (90%) of their time makes a huge difference in what they will gain from their time on campus. For most Westfield students, a significant part of that ninety percent (90%) will be spent in the residence halls. Our Residential Life Program is intentional about providing residential environments conducive to sleep and study and offering programs and opportunities that impact and engage students, such as:

- *Hundreds of section, hall, and campus-wide programs each year;*
- *Our yearly Alternative Spring Break Programs, which have sent dozens of students and faculty/staff chaperones across the country to build homes with Habitat for Humanity;*
- *The Owl Advantage Program, which offers students incentives for attending a variety of campus educational, cultural and recreational events; and*
- *The Co-curricular Record service, which provides a record of student's leadership activities outside the classroom to complement their academic transcripts.*

Expectations are placed on our in-hall Residential Life staff members to promote faculty involvement in the residence halls each semester through programs that must satisfy identified student learning outcomes.

Significant interactions with academic programs include (but are not limited to):

- *Participation in the "Foundations of Excellence in the First Year" study, working with the Gardner Institute. This program is now in our initial implementation stages. We are also implementing a new "Westfield 360" system for identifying and responding to at-risk students;*
- *New Student Orientation: Residential Life coordinates this major campus program, which includes significant participation and feedback from Academic Affairs on scheduling, sessions, and testing requirements for incoming students;*
- *Special living units in our residence halls related to academic programs including the Movement Science, Sports and Leisure Studies section in Lammers Hall; and the Honors section in Lammers Hall;*
- *Work with International Student Services regarding housing needs for incoming international and exchange students;*
- *Work with the Disability Student Services offices regarding housing placements for program students;*
- *GPA requirements for student staff and student leaders; and*
- *Faculty assistance with staff training activities."*

Statement from Jerry Hayes, Vice President, Administration and Finance, at Westfield State university

November 10, 2011

HOUSING: DEMAND

The university currently houses approximately 2,717 FTUG students, and once the new residence hall currently under construction is completed, the university should be able to meet its goal of housing two thirds of their FTUG enrollment.

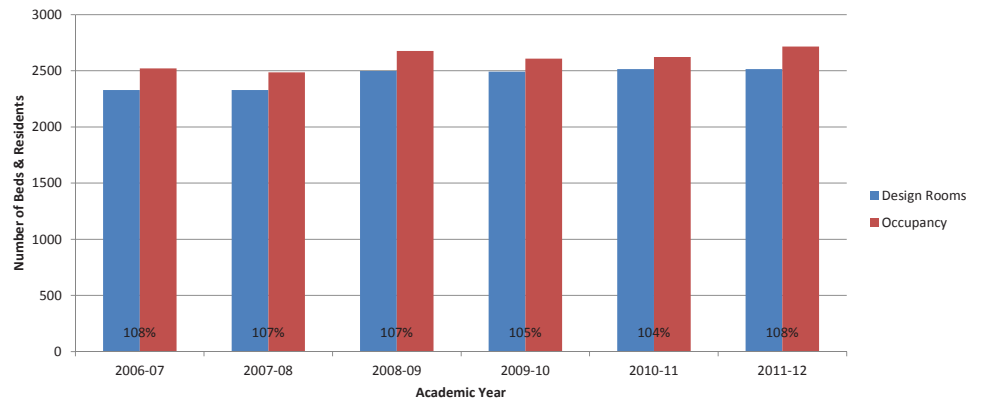
The percentage of full-time students in on-campus housing has increased significantly over the past several years. This past Fall, Westfield State had only the capacity to housed fifty-two percent (52%) of its Fall 2011 FTUG population of 4,801 students. This number Falls short of the university's target of 67% of its FTUGs. Having increased capacity in 2005 with the addition of a 409-bed residence hall, the university is hoping to have an additional 413 beds available for occupancy by Fall 2013. Such an addition would enable Westfield State to bring the total number of residents in university housing to 2,911, and meet their on-campus housing target.

Once the new residence hall currently under construction is completed, the University should be able to meet its goal of housing two thirds of their FTUG enrollment.

In Fall 2011, The university's occupancy rate was one hundred and eight percent (108%). This figure reflects the oversubscription and overcrowding that has typified on-campus housing at Westfield State in recent years. Overcrowding has become such a problem that the university has housed fifty or more students at a local motel during Fall semester for the past four years.

FIGURE 8H

WESTFIELD STATE UNIVERSITY DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: MSCBA website, accessed March 2012.



Overcrowding has become such a problem that the University has housed fifty or more students at a local motel during Fall semester for four of the past four years.

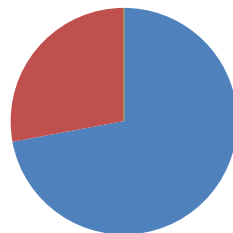
HOUSING: PORTFOLIO

Westfield State's on-campus housing options include a mix of traditional residence halls and apartments. All have been renovated since 2000. A new residence hall named University Hall, is currently under construction, and will provide suite-style housing to expand the range of housing types available.

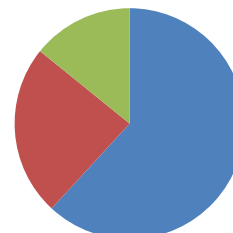
FIGURE 8I

WESTFIELD STATE UNIVERSITY HOUSING PORTFOLIO BY TYPE. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Type, 2011/2012
Westfield State



Residence Hall Rooms By Type, Projected 2014/2015
Westfield State



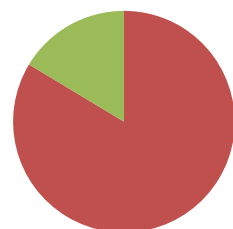
- Traditional
- Apartments
- Suites

Despite the upgrades that have been done in the last decade, additional infrastructure and renewal work, particularly in the Apartments, Davis Hall and Dickinson Hall, will be needed in the next five years.

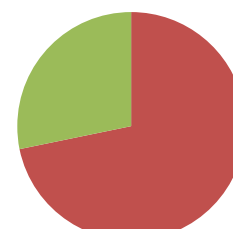
FIGURE 8J

WESTFIELD STATE UNIVERSITY HOUSING PORTFOLIO BY CONDITION. Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Condition, 2011/2012
Westfield State



Residence Hall Rooms By Condition, Projected 2014/2015
Westfield State



- Original
- Renovated
- New

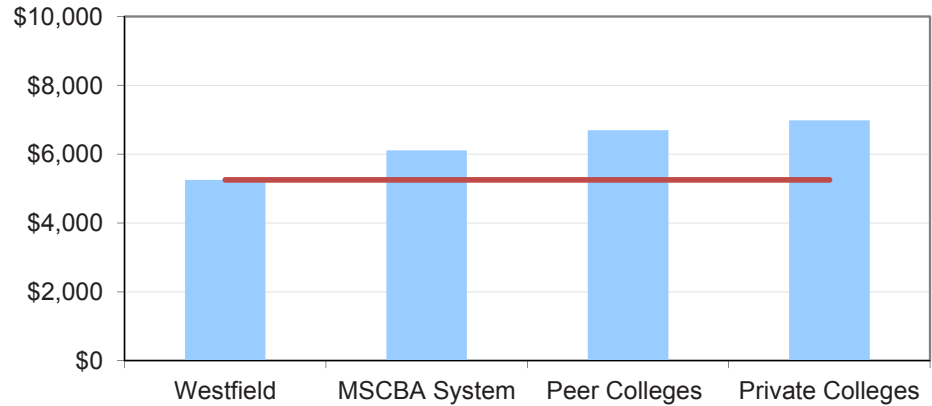
A complete listing of all Westfield State residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

HOUSING: RENTAL CONTEXT

The average cost of on-campus housing at Westfield State is \$5,249 per year. This figure is fourteen percent (14%) less than the MSCBA average rent, twenty two percent (22%) less than that of its public peers, and twenty five percent (25%) less than that of its average regional private university peers.

FIGURE 8K

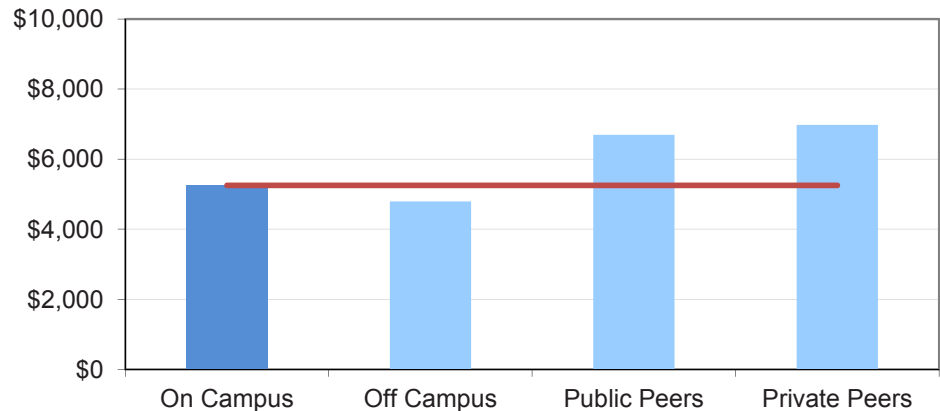
WESTFIELD STATE UNIVERSITY ANNUAL RENT COMPARISON, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



On-campus rents are about ten percent (10%) higher than off-campus rents in the area surrounding Westfield State. However, there is limited availability of off-campus units, a factor that contributes to the high demand for on-campus housing.

FIGURE 8L

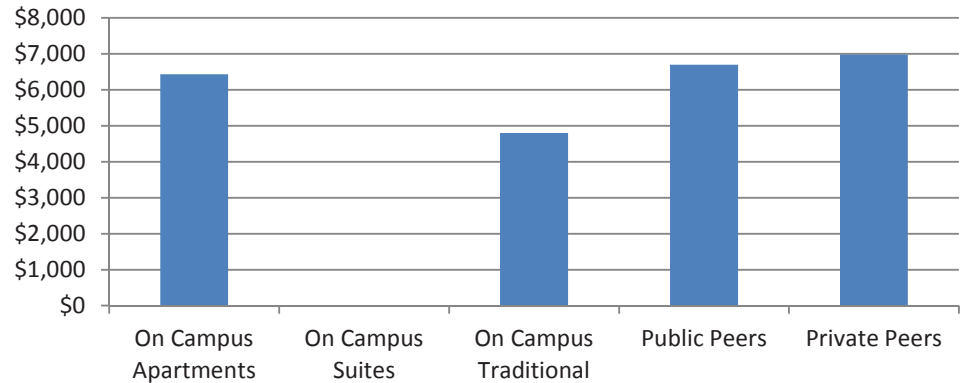
WESTFIELD STATE UNIVERSITY 9 MONTH RENT COMPARISON. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



There is a significant difference in the cost of traditional vs. suite housing on campus but the cost is less than the average corresponding costs for the university's public and private peers.

FIGURE 8M

WESTFIELD STATE UNIVERSITY RENT BY HOUSING TYPE, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



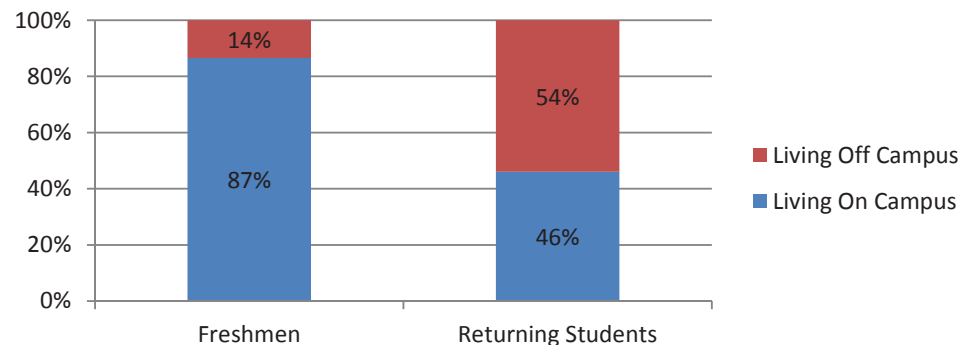
HOUSING: ON-CAMPUS STUDENT PROFILE

The percentage of full-time students in on-campus housing has increased in recent years, but the percentage of first-years and upper classmen living on-campus has not changed in the past four years. Westfield State currently has no housing requirement. Currently eighty seven percent (87%) of freshman at Westfield State and fifty percent (50%) of first time transfer students live on campus.

The profile of students living in on-campus housing by class year is as follows.

FIGURE 8N

WESTFIELD STATE UNIVERSITY STUDENTS IN HOUSING BY CLASS YEAR, FALL 2011. Source: Estimates based on Common Data Set submission, 2011.



Westfield State has recently completed a Strategic Plan.

The completion of University Hall in 2013 should satisfy Westfield State's near-term housing needs.

MSCBA: PORTFOLIO CONTEXT

Westfield State has recently completed its Strategic Plan, which continues to emphasize programs aimed at fostering student success; expanding the university's recognition outside the Commonwealth; increasing the university's diversity; and revitalizing and developing its physical facilities.

MSCBA: PORTFOLIO OVERVIEW

The Westfield State campus has recently experienced an increase in campus construction. In October 2010, the university announced a \$100M growth plan for facilities and services on the Western Avenue campus, including a new residence hall, a classroom building, an addition to the dining hall, and additional parking.

The completion of University Hall in 2013 should satisfy Westfield State's near-term housing needs. Long-term, Westfield State sees continued housing expansion as key to its success. Any future housing projects may need to provide housing for graduate and non-traditional students as well as for undergraduates.

Dining needs have been met by the recent dining hall addition.

Parking remains a campus issue, and Westfield State may wish to have a parking demand study prepared.

A final project of particular interest to the MSCBA is the renovation and reuse of the Juniper Point School, which will be returned to the university in 2013/14. One current proposal would move Performing Arts activities to this facility from their current location in the campus center.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11-13: Completed Projects

Dining	Expansion	5,927,500
Lammers	Window Replacement	2,000,000
Scanlon Hall	Access Improvement and Bath Renovation	5,075,334

FY13: Ongoing projects

Apartments	Renovation, and Window Replacement	3,350,000
Ely Campus Center	Wellness Center and Renovation	15,100,000
University Hall	New Residence Hall (410 Beds)	50,000,000

FY14 and Beyond: Future Anticipated projects

Apartments	Bathroom Ventilation	4,500,000
	Exterior Work and Commons Upgrade	2,000,000
Courtney	Bathroom Exhaust	100,000
Davis/Dickenson	Reconfiguration and Renovation	16,000,000

WORCESTER STATE UNIVERSITY



FAST FACTS SUMMARY

(2011/12 data unless otherwise noted)

Enrollment: Overview

Total Enrollment	6,204
Total Undergraduate Enrollment	5,277
Total FTUG Enrollment	3,901

Enrollment: Geographics

From Immediate Geographic Area (County)	73%
From Massachusetts	96%
From Out-of-State	3%
From Abroad	1%
FTUG of Traditional Age (18-24)	92% (2009)

Enrollment: Academic Measures

Retention Rate	80% (2010)
Transfer Rate	41%
Minority Rate	18%
Graduation Rate (6 year)	47% (2004 cohort)

Housing

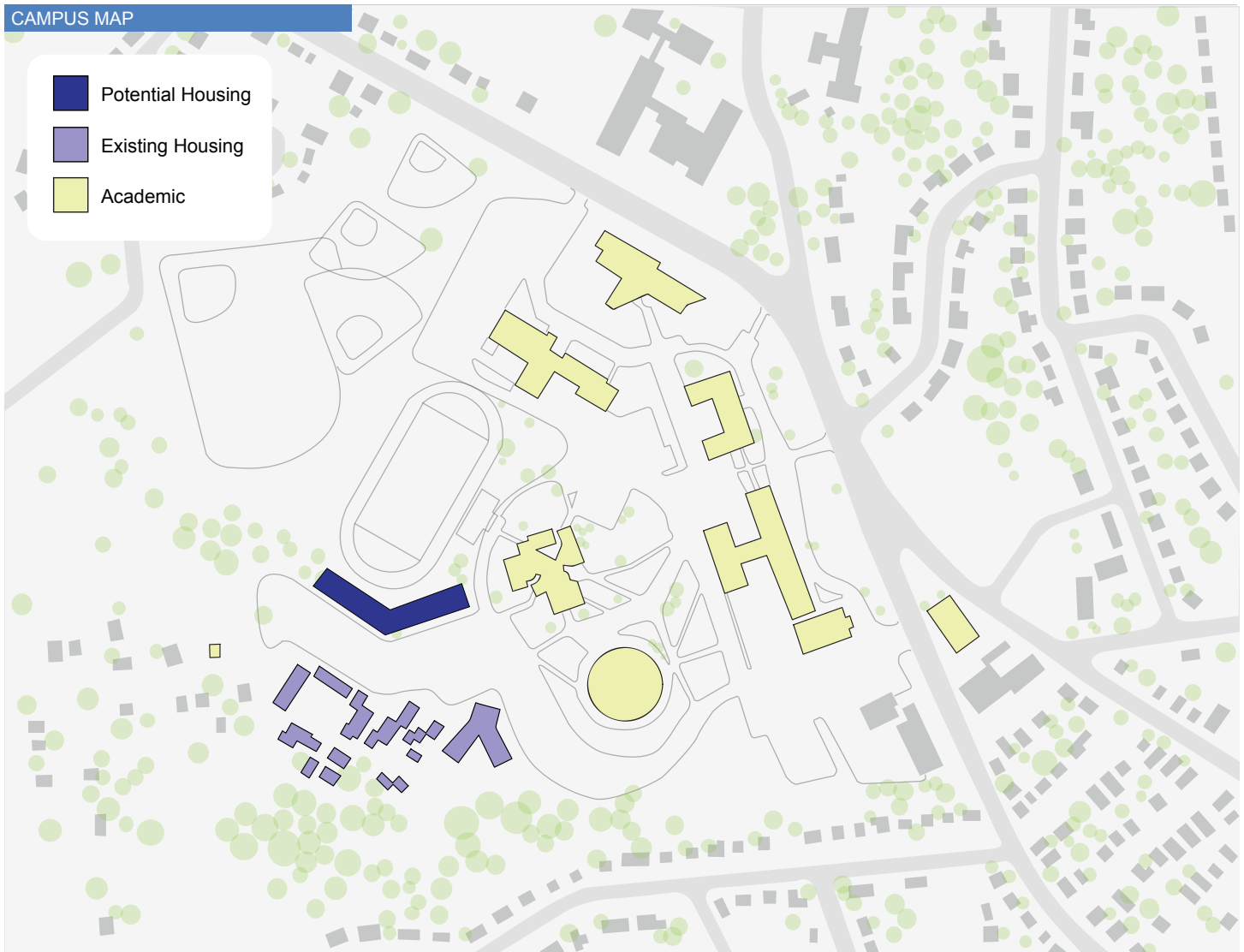
Occupancy	102%
Design Capacity	1,171
Students Housed On-Campus (Fall)	1,236
Housing Target (50% FTUG)	1,950
Students Housed On-Campus, Anticipated 2015	1,604 *
Housing Target anticipated 2020 (50% FTUG)	1,950 **

Rents

Average On-Campus Rent	\$6,963 / year
Average MSCBA System Rent	\$6,108 / year
Average Off-Campus Rent	\$5,480 / year
Average Public Peer Rent	\$6,576 / year
Average Regional Private Peer Rent	\$6,976 / year

* This number reflects any anticipated increase with housing projects now in design and construction.

**This number reflects projected enrollment by 2020.



CAMPUS: ACADEMIC HISTORY

Established in 1874, Worcester State university (Worcester State) is a four-year liberal arts university with a traditional emphasis on education, business, and biotechnology. In 1968 the institution became part of the Worcester Consortium, which grants students from Worcester State and eight other colleges in and around Worcester full access to the classes and facilities of each participating school. In 2007 The Princeton Review designated Worcester one of “America’s Best Value Colleges,” and a “Best Northeastern College” for the years 2004 to 2010. Worcester State is the only state university in the Commonwealth to be named a “Best Northeastern College” seven years in a row.

Worcester State is the only state university in the Commonwealth to be named a “Best Northeastern College” seven years in a row.

Worcester State grants Bachelor of Arts and Bachelor of Science degrees in 24 disciplines, as well as a Bachelor of Science in Education. At the graduate level, the university grants Master of Science degrees in 7 disciplines, Master of Education degrees in 10 disciplines, a Master of Occupational Therapy, and a Certificate of Graduate Studies in psychology.

The Worcester State campus is a compact 57 acres nestled in the West Side neighborhood of the City of Worcester. As a result, any future planning and growth at Worcester State will need to focus on density and compactness.

CAMPUS: PHYSICAL DEVELOPMENT

The Worcester State campus is a compact 57 acres nestled in the West Side neighborhood of the City of Worcester. The surrounding area has a largely suburban character, with single-family houses interspersed by larger community buildings such as Temple Emanuel, May Street School, and Chandler Street School. Although Worcester State maintains a friendly relationship with its residential and institutional neighbors, the campus is hemmed in on all sides by houses, public playgrounds and other community functions. As a result, any future planning and growth at Worcester State will need to focus on density and compactness.

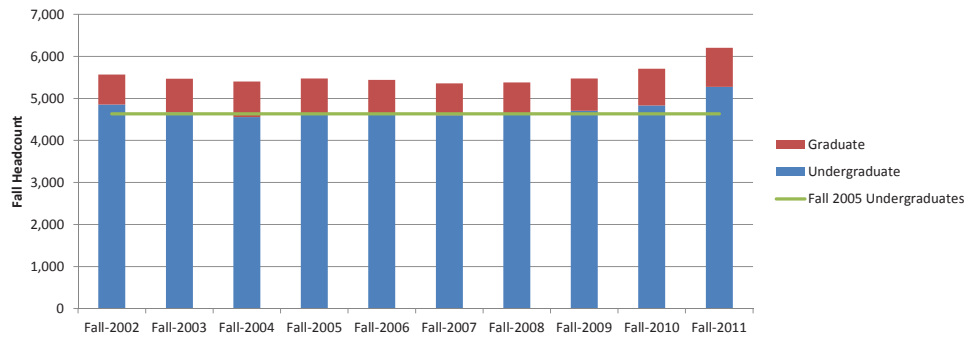
A principal regional roadway connects Worcester State to the city’s urban core, and to communities north and west of the city. Two neighborhood arterials connect the campus to other West Side neighborhoods.

ENROLLMENT: DEMAND

Worcester State’s undergraduate enrollment has increased in the past three years, after having been relatively constant for the previous five. This time period has also seen moderate growth in graduate enrollment. The Fall 2011 total enrollment of over 6,000 students was an all-time high for the campus.

FIGURE 9A

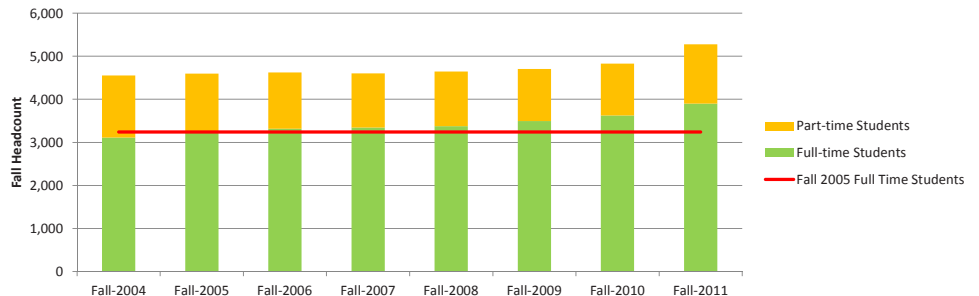
WORCESTER STATE UNIVERSITY ENROLLMENT, 2002-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



Since 2004, Worcester State’s full-time undergraduate enrollment has increased by 800 students, or nearly twenty percent (20%). This growth has precipitated a need for a significant increase in the quantity of on-campus housing.

FIGURE 9B

WORCESTER STATE UNIVERSITY UNDERGRADUATE ENROLLMENT, 2004-2012. Source: Massachusetts Department of Higher Education, 2010 and 2011.



ENROLLMENT: GEOGRAPHIC STUDENT CHARACTERISTICS

Worcester State draws ninety six percent (96%) of its student body from the Commonwealth, with more than seventy one percent (71%) of that number coming from the Worcester metro area. Three percent (3%) of students come from other areas in Massachusetts, and one percent (1%) from other countries.

FIGURE 9C

WORCESTER STATE UNIVERSITY FULL TIME STUDENT RESIDENCY, FALL 2011.
 Source: Massachusetts Department of Higher Education, 2012.

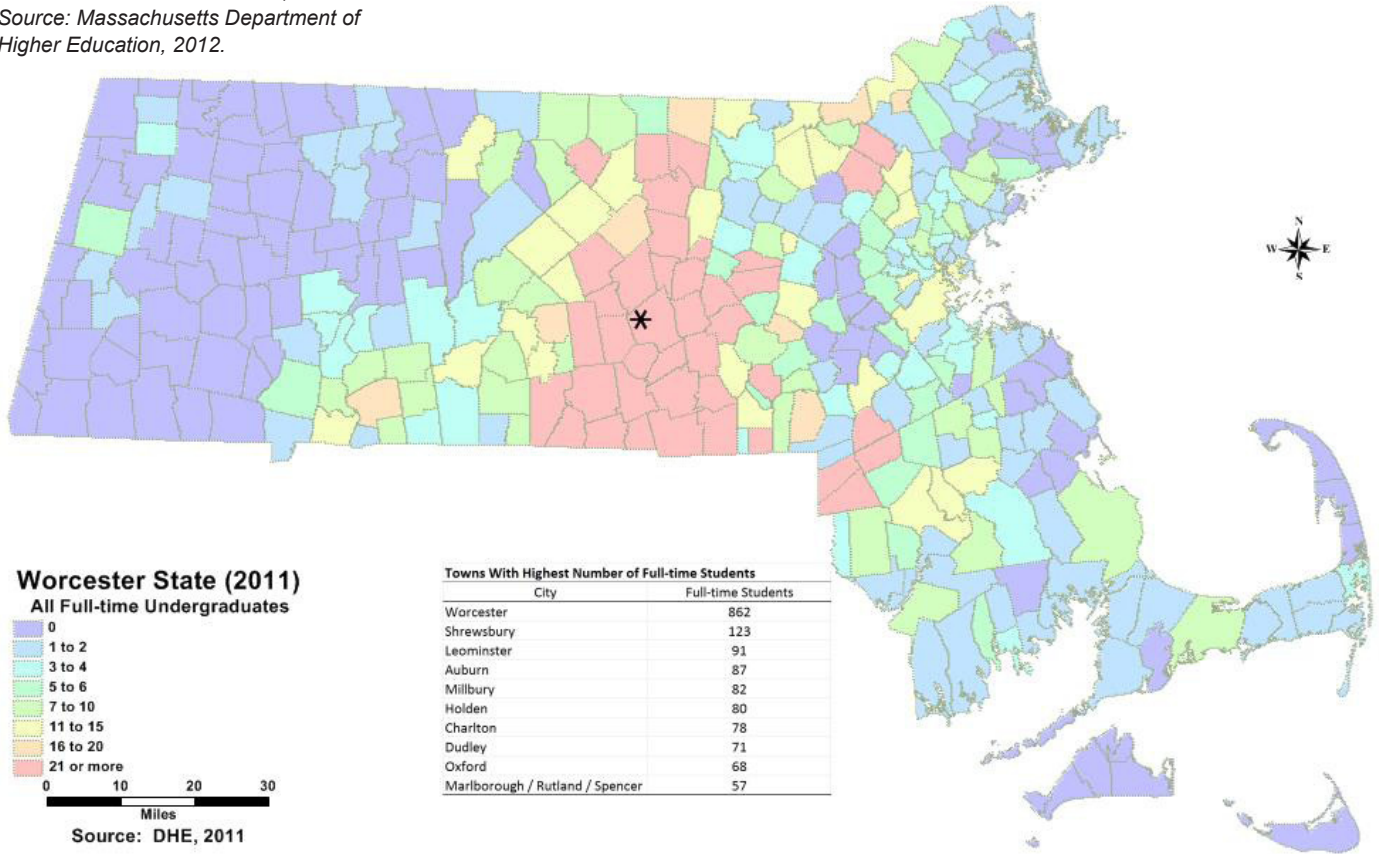
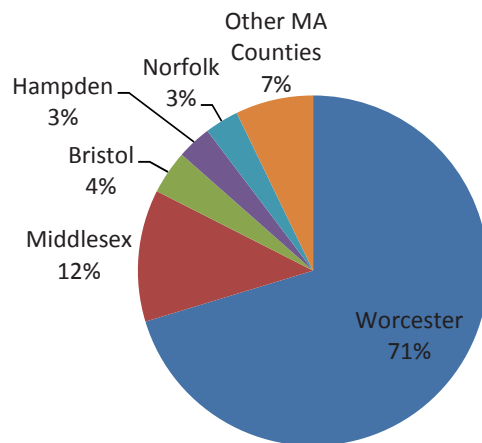


FIGURE 9D

WORCESTER STATE UNIVERSITY COUNTIES OF RESIDENCE, 2011.
 Source: Massachusetts Department of Higher Education, 2012.



Since 2004, Worcester State’s full-time undergraduate enrollment has increased by 20%. This growth has precipitated a need for a significant increase in the quantity of on-campus housing.

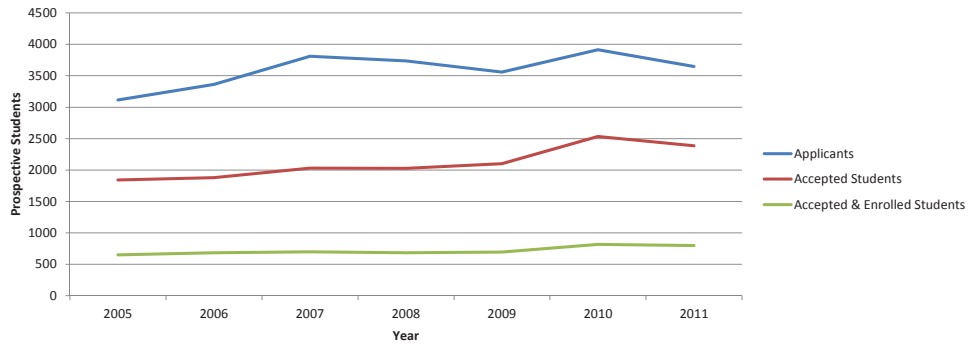
The percentage of students’ whose home addresses are within 25 miles of campus and who live on or off campus has not varied greatly in the last seven years nor has the median distance between home addresses and campus for those living on or off campus.

ENROLLMENT: FUTURE PROJECTIONS

Applications to Worcester State remain around 3,500 annually. In Fall 2011, 3,649 students applied, and 796 were accepted and enrolled.

FIGURE 9E

WORCESTER STATE UNIVERSITY
ADMISSIONS, 2005-2011. Source: DHE
Linear Trends 2010 from HEIRS and
University Factbook.



In 2010, Worcester State had a retention rate of eighty percent (80%) for first-year students, but a substantially lower forty seven percent (47%) six year graduation rate.

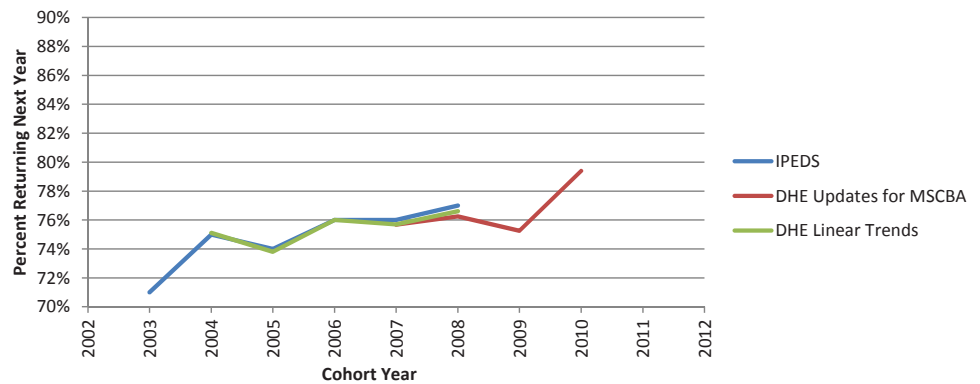
As for many of the state universities, improving retention is a major goal for the university, and was one of the focuses of the university’s recent strategic plan. This past Fall, Worcester State launched “Succeed in Four,” a campaign and enrollment management initiative that is designed to increase awareness among students of the value of completing their degrees in four years. The campaign also increases faculty and staff support for student advising and enrollment strategies. Another proposal put forth by Worcester State, “The Most Important Person on Campus: Data-Driven Collaborative Approaches to Improve Advising, Retention, and College Completion of At-Risk Students,” was recently awarded a DHE Vision Grant.

In addition to implementing academic and administrative programs, Worcester State aims to tackle the issue of retention through the construction of new housing. National data indicates that residential students are retained at a higher rate than non-residential students.

In addition to implementing academic and administrative programs, Worcester State aims to tackle the issue of retention through the construction of new housing.

FIGURE 9F

WORCESTER STATE UNIVERSITY
FIRST YEAR RETENTION RATES, 2003-
2010. Source: DHE Linear Trends 2010,
DHE and IPEDS.



In 2010, eighteen percent (18%) of the Worcester State student population self-identified as minority, with seven percent (7%) of that number identifying as Hispanic. These numbers compare against the ten percent (10%) minority population of the campus’ surrounding region.

Traditionally aged students (18-24) make up the bulk of undergraduate enrollment, a pattern that Worcester State does not see changing significantly in terms of full- and part-time enrollment. However, the university’s Strategic Plan dictates further

outreach and enrollment policy changes to respond to changing economic and demographic indicators.

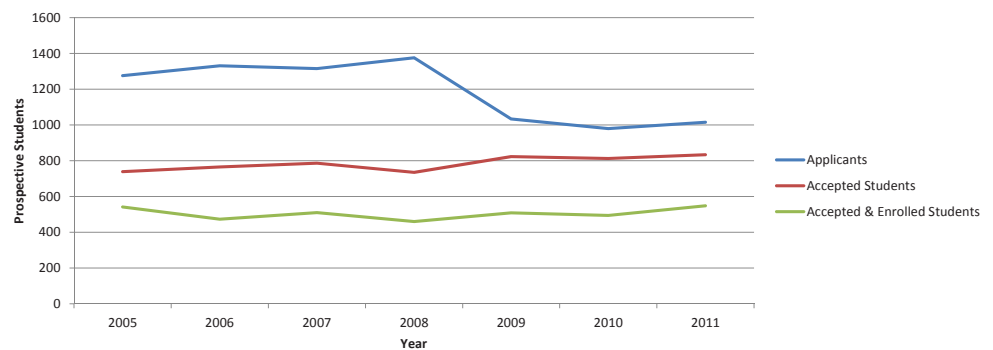
Worcester State has committed in its strategic plan to developing an online environment for collaboration and document sharing which may affect future enrollment.

Worcester State has committed in its strategic plan to developing an online environment for collaboration and document sharing which may affect future enrollment, currently they use online offerings, managed through the continuing education program, primarily to facilitate coursework completion.

While the total number of completed transfer applications decreased in 2011 to 1,016, Worcester State's number of enrolled transfer students has not changed since 2009. Roughly thirty percent (30%) of the 500 yearly transfers come from neighboring Quinsigamond Community College, with an additional eighteen percent (18%) from other state community colleges. Massachusetts residence that meets certain qualifications is eligible for that program and for the Tuition Reduction Program. Worcester State's participation in the Worcester Consortium provides additional exposure to potential transfer students.

FIGURE 9G

WORCESTER STATE UNIVERSITY
TRANSFER ADMISSIONS, 2005-2011.
Source: DHE Linear Trends 2010 from
HEIRS and University Factbook.



HOUSING: STRATEGIC POSITIONING

“Worcester State is committed to providing the best academic experience for our students so that they can achieve and be successful. Like many institutions, improving retention is a major goal for Worcester State, and was articulated in our recently completed strategic plan. Worcester State’s retention from first to second year is aspirational—more than eighty percent (80%), but our six-year graduation rate is hovering in the mid forty percent (40%) range. The university has mapped out a strategy to address retention. In Fall 2012 Worcester State launched “Succeed in Four,” a campaign and enrolment management initiative that is designed to increase awareness among students of the value of completing their degree in four years and also increases faculty and staff support for student advising and enrollment strategies. Worcester State was also awarded a DHE Vision grant for its proposal. “The Most Important Person on Campus: Data-Driven Collaborative Approaches to Improve Advising, Retention and College Completion of At-Risk Students.”

National data indicates that residential students are retained at a higher rate.

To build on our retention efforts, national data indicates that residential students are retained at a higher rate and it follows that providing more on-campus housing for our students will help improve the retention of Worcester State students. Since 2006 the waitlist numbers have ranged from 300 to approximately 500 students who desire on-campus housing. These numbers are a combination of first year students, returning residents and commuter students. Our vision is to dedicate a new residential hall opening in 2014 with 300 to 320

beds targeted for second year students. The additional beds would allow the university to guarantee housing for a minimum two years (ideally three) and support the newly established institutional yield and retention plans.

In the long term, Worcester State struggles with a small geographic foot print, and we intend to construct more on campus housing over the next decade and to pursue university sponsored off-site housing.”

*Excerpt from Worcester State university Strategic Housing Plan
January 4, 2012*

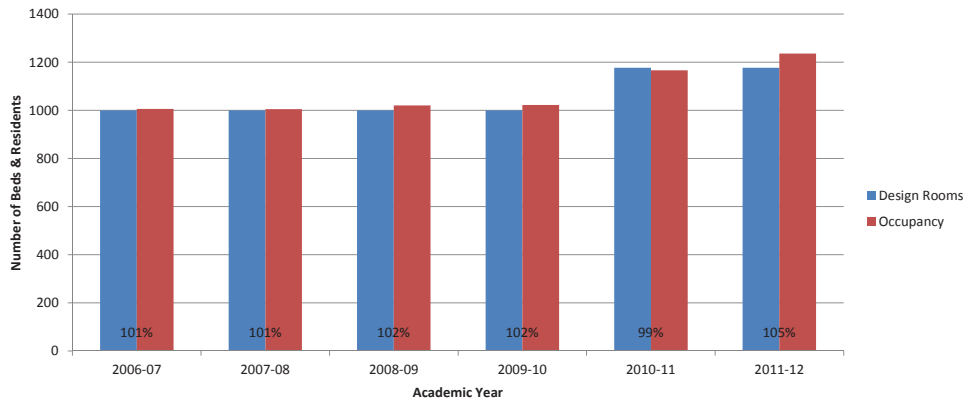
HOUSING: DEMAND

The percentage of full-time students living on-campus has increased in the past several years, and as of Fall 2011 was at thirty percent (30%) of an FTUG population of 3,901 students. This figure falls significantly below Worcester State’s fifty percent (50%) target. The anticipated occupancy of a new residence hall in 2014, will bring the figure up to forty one percent (41%), which is closer to, but still short of, the University’s housing goal.

In Fall 2011, occupancy was at one hundred and five percent (105%). A recently completed market study suggests that 433 additional beds would be the midpoint target for the new residence hall.

The anticipated occupancy of a new residence hall in 2014, will bring the figure up to 41%, which is closer to, but still short of, the university’s housing goal.

FIGURE 9H
WORCESTER STATE UNIVERSITY DESIGN CAPACITY VERSUS ACTUAL OCCUPANCY. Source: DHE Linear Trends 2010, DHE and IPEDS.



HOUSING: PORTFOLIO

Worcester State’s housing stock consists of older traditional housing, including Dowden Hall which was expanded by 167 beds in 2010, and newer apartment style housing in Wasylean Hall, which provided 300 additional beds when completed in 2004. To add greater diversity to the housing portfolio, the next housing project will be designed as semi-suites.

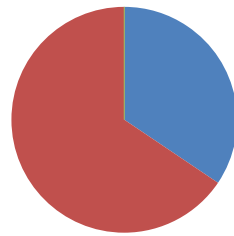
The university’s older housing has been upgraded, but will require further updates in the next five years.

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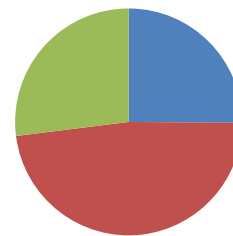
FIGURE 9I

WORCESTER STATE UNIVERSITY HOUSING PORTFOLIO BY TYPE.
 Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Type, 2011/2012
 Worcester State



Residence Hall Rooms By Type, Projected 2014/2015
 Worcester State

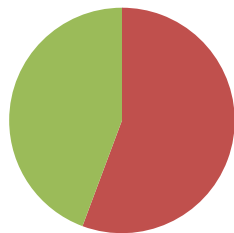


- Traditional
- Apartments
- Suites

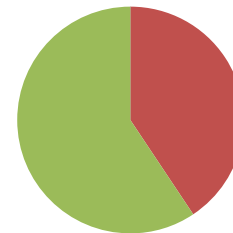
FIGURE 9J

WORCESTER STATE UNIVERSITY HOUSING PORTFOLIO BY CONDITION.
 Source: MSCBA Facility Replacement Cost Spreadsheet, 12/22/2011. Projections based on MSCBA project summaries, 2012.

Residence Hall Rooms By Condition, 2011/2012
 Worcester State



Residence Hall Rooms By Condition, Projected 2014/2015
 Worcester State



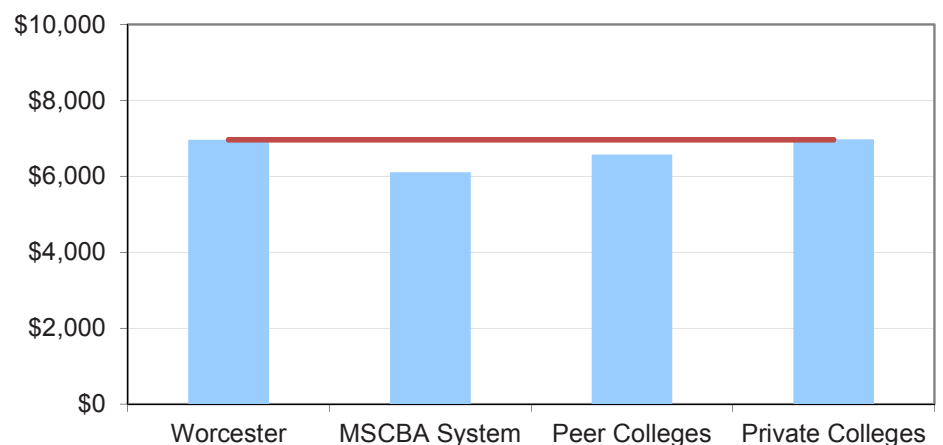
- Original
- Renovated
- New

HOUSING: RENTAL CONTEXT

The average cost of on-campus housing at Worcester State is \$6,963 per year. This figure is fourteen percent (14%) greater than the MSCBA average rent, six percent (6%) greater than that of peer public universities, and equal to that of its regional private peers.

FIGURE 9K

WORCESTER STATE UNIVERSITY ANNUAL RENT COMPARISON. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



Off-campus housing is available but supply is limited and Worcester State students do not perceive it as desirable.

Off-campus housing is available in a good cross-section of types, but supply is limited and Worcester State students do not perceive it as desirable despite its lower cost.

FIGURE 9L

WORCESTER STATE UNIVERSITY 9 MONTH RENT COMPARISON. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.

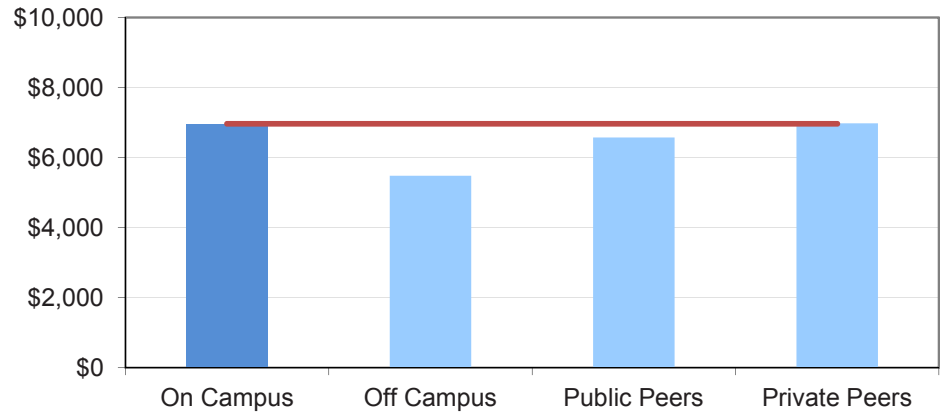
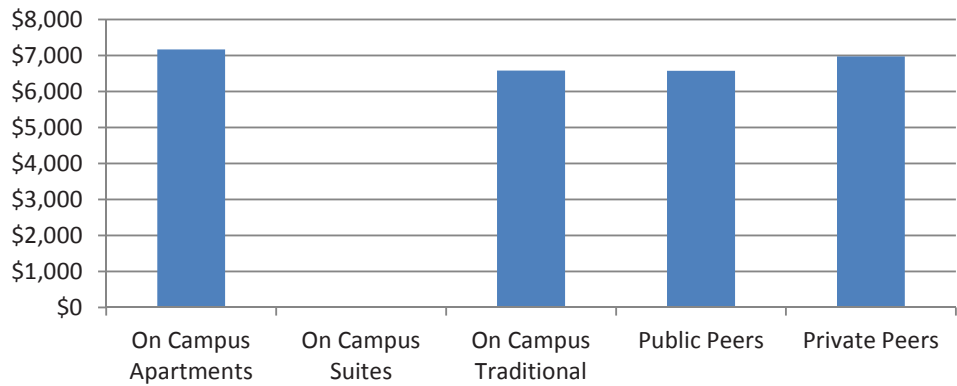


FIGURE 9M

WORCESTER STATE UNIVERSITY RENT BY HOUSING TYPE, 2011-2012. Source: MSCBA Rent Certificates, 2012; University websites, accessed 2011 and 2012.



A complete listing of all Worcester State residence halls, including information on construction and renovation dates, square footage, and room style(s) is included in the Appendix.

HOUSING: ON-CAMPUS STUDENT PROFILE

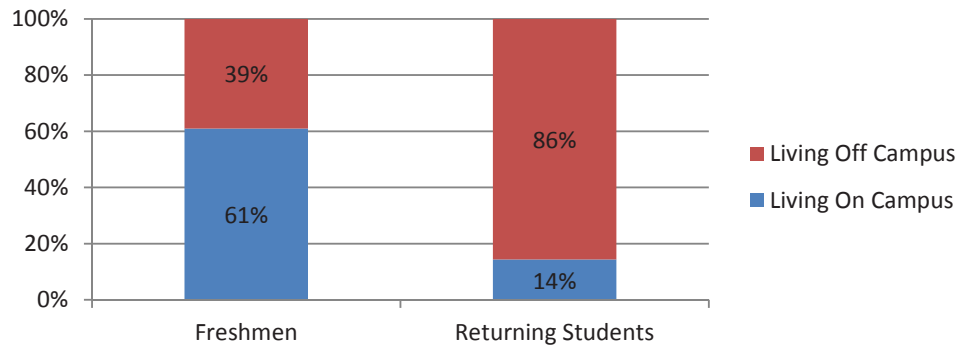
The percentage of full-time students housed on-campus has increased in the past several years. Worcester State does not currently have a housing requirement, but the campus would like to guarantee housing for at least two years. Since 2006, waitlist numbers for housing have ranged from 300 to 500 students per year, and have included a mix of first-year students, returning residents, and commuters. Currently sixty one percent (61%) of Worcester State freshman and thirty percent (30%) first time transfers students live on campus.

The profile of students living in on-campus housing by class year is as follows.

Worcester State does not currently have a housing requirement, but the campus would like to guarantee housing for at least two years.

FIGURE 9N

WORCESTER STATE UNIVERSITY STUDENTS IN HOUSING BY CLASS YEAR, FALL 2011. Source: Estimates based on Common Data Set submission, 2011.



MSCBA: PORTFOLIO CONTEXT

Worcester State's strategic priorities include retention, academic advancement, cost and fiscal effectiveness, physical infrastructure improvements, and improved communication efforts.

These objectives are all of interest to MSCBA since enrollment and housing requirements will shift as the university makes progress in meeting these goals. The MSCBA must stay apprised of process in a number of areas of focus that include, but are not limited to:

- Developing online environment for collaboration and document sharing.
- Developing opportunities to enable course delivery via multiple modalities.
- Developing predictive tools to help inform enrollment management and retention.
- Expanding promotion and support of research, scholarship and experiential learning.
- Supporting and promoting undergraduate, graduate, continuing education enrollment management.
- Developing a holistic program to prepare and encouraging students to participate in experiential education.
- Developing a plan for the expansion of the athletic/recreation program for the Health & Wellness Center.
- Beginning a comprehensive enrollment management process.
- Expanding technology resources and support for classroom instructions and faculty needs.

MSCBA: PORTFOLIO OVERVIEW

The new residence hall planned for 2014 occupancy and targeted at second-year students will substantially reduce Worcester State's shortage of on-campus housing. In addition to providing new beds, the project will include a 575 seat dining facility, kitchen facilities, and a 1,600 SF health service and counseling center. This new housing and its corresponding support functions will allow the university to guarantee housing for a minimum of two years, and will support newly-established institutional yield and retention plans.

Worcester State may well need additional housing over the next decade, accommodated within the campus' small geographic footprint, or located off-site.

Despite the plans for a new residence hall, Worcester State may well need additional housing over the next decade, accommodated within the campus' small geographic footprint, or located off-site. Working with the MSCBA, the university has just completed a housing demand study which provided both parties with a greater understanding of the factors Worcester State students look for in on- and off-campus housing.

In addition to addressing housing needs, Worcester State aims to address parking by constructing an above-grade structure with 750 parking spaces. The structure is currently slated for the North lot.

Finally, the MSCBA will need to be involved in the development of a new athletic building being planned by DCAM.

MSCBA: PROJECT PROFILE

The following projects represent a brief summary of recently completed projects, those currently underway and those anticipated to be completed in the next few years.

FY11-13: Projects Completed

Chandler Village	Heating Loop Replacement	4,404,557
Dowden Hall	Expansion (172 beds)	1,951,612
	Life Safety and Modernization	19,484,897
Wasylean Hall	Solar Power	N/A

FY 13 Projects Underway

Housing	New Capacity Study	200,000
Residence Halls	HVAC Improvement and Floor Finishes	820,000

FY14 and Beyond: Future Projects Anticipated

Chandler Village	Window replacement	2,000,000
	Site Improvements	113,900
Health Sciences	New Athletic Center	15,000,000
New Residence Hall	New Hall & Dining (400 Beds)	50,000,000
Wasylean Hall	Carpet replacement, Site Improvements	343,378



SECTION 3: APPENDIX

2012 STRATEGIC PLAN UPDATE

MASSACHUSETTS STATE COLLEGE
BUILDING AUTHORITY

TABLE OF CONTENTS

- Methodology
- Glossary of Terms
- Housing Typologies
- MSCBA Residence Hall Data
- Students in On-Campus Housing Summary
- Massachusetts Home Addresses
- Massachusetts Demographics
- Community College Location Draw
- Minority Enrollment
- List of Figures
- Bibliography

METHODOLOGY

Data for this strategic review were assembled from several sources, including the state universities, state Department of Education sources, higher education statistical organizations, and MSCBA's own files.

State campus enrollment figures for the past several years were provided by the Massachusetts Department of Higher Education (DHE). DHE reported full-time and part-time headcounts and full-time equivalents. DHE also provided admissions and student retention data for recent years, extracted from their HEIRS data system. The admissions statistics were augmented by information provided directly from some of the state universities. The state universities and state university common data sets provided information on the distribution of students by class year.

MSCBA provided information on state university rooms, occupancy levels, room conditions, and rents. Peer comparison university rent information was obtained from those universities' websites. Peer institutions were chosen based on commonality with the state universities' academic programs and their geographic locations. U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS) peer university definitions were also used to help define peer universities.

Off-campus rent estimates were developed from online apartment listings on websites, including Craigslist and MyApartmentMap.com websites. Craigslist estimates were developed for October 2011 and May 2012 listings. MyApartmentMap.com provided six month rental averages. Rental listings were adjusted to account for the exclusion and inclusion of heat and electricity. Average rents were then applied to a nine-month rental period, in order to provide an accurate comparison with MSCBA rents.

Information on K through 12 enrollment changes over time and projections of future enrollment were assembled from data provided by the Massachusetts Department of Education Department of Elementary and Secondary Education (DESE); and from the National Center for Higher Education Management Systems (NCHEMS), Western Interstate Center for Higher Education (WICHE), and the New England Board of Higher Education (NEBHE). Additional population estimates and projections were obtained from the U.S. Census Bureau and the University of Massachusetts Donahue Center.

All other information has been drawn from MSCBA, BHE and state university websites unless otherwise noted within the text. For some universities, university staff reviewed the different data summaries and provided corrections.

GLOSSARY OF TERMS

Corridor:

Traditional residence hall design with bedrooms located along long corridors. Typically each corridor will include one communal bathroom, a single lounge, and kitchen.

FTE (Full Time Equivalency):

A formulated number of students equal to the amount of full time students enrolled. This number combines the number of part time students based on credit hours to formulate the comparable number of full time students.

FTUG (Full Time Undergraduates):

The total number of undergraduate students taking 15 credit hours per week.

State University:

In July 2010, Governor Deval Patrick signed legislation that renamed six of the Massachusetts state colleges as Massachusetts state universities. These campuses include: Bridgewater, Fitchburg, Framingham, Salem, Westfield, and Worcester. MassArt, MCLA, and Mass Maritime retain their current names.

Suite:

A residence hall configuration with the bedrooms clustered around common living areas. This style typically allots more living space per student and more semi-private living areas.

Semi Suite:

Two or three bedrooms with a shared bath and usually a small shared common space.

Townhouse:

Residence halls configured into apartment style dwellings. Each townhouse typically has its own entrance from the outside, a kitchen, living area, one bathroom, and bedrooms. This housing configuration is most common among upperclassmen.

Unduplicated Headcount:

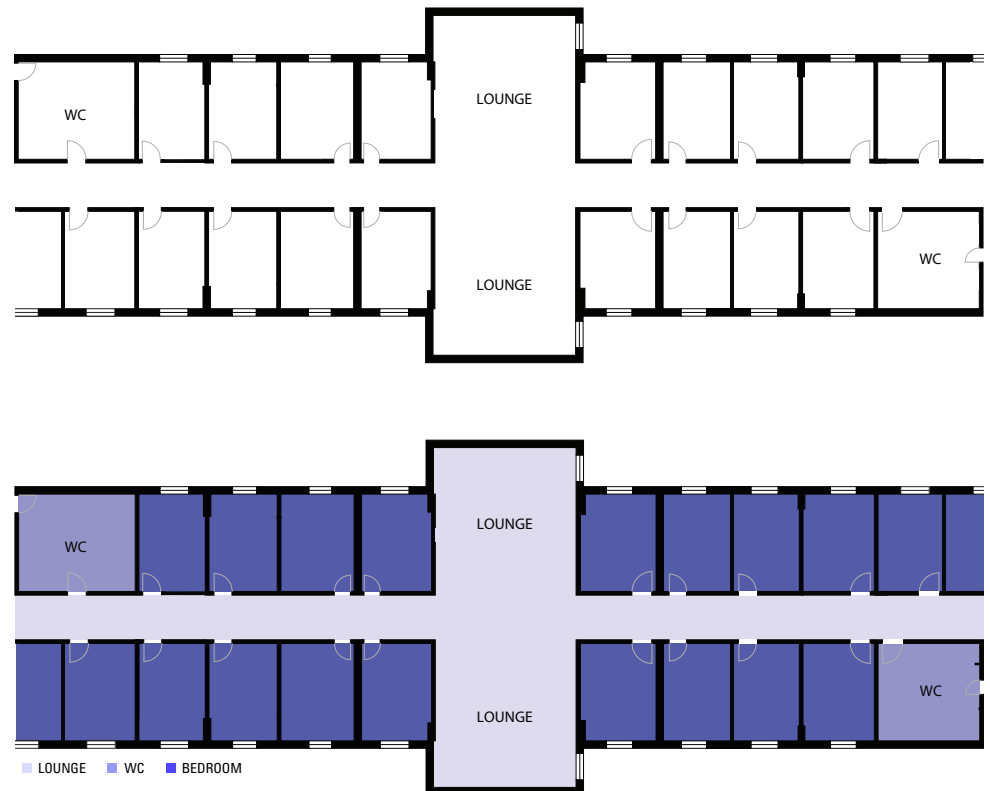
The total number of graduate and undergraduate students enrolled in the Massachusetts state university system, regardless of the number of credit hours a student is enrolled in.

HOUSING TYPOLOGIES

The following provides a brief summary of the major housing typologies in the MSCBA system, and some of the identifying characteristics of each. The system overall now has a moderate level of portfolio diversity and future projects will continue to enhance the range of opportunity. The individual state universities have quite different distributions of the various housing types.

TRADITIONAL DOUBLE LOADED CORRIDOR

FIGURES 1 & 2



Characteristics

- Bedrooms (doubles, triples, quads, some singles) are located on both sides of a single corridor.
- Lounges are distributed among the bedrooms on each floor, with at least one large study lounge per floor.
- Bathrooms are single-sex and shared with many showers and toilets per bathroom: generally one per floor.

Pedagogical Values

- Provides the 'classic' college experience.
- Highly efficient use of space; low construction cost per square foot.
- Shared facilities foster meeting new people and forming social groups.
- Considered ideal for freshmen; encourages students to engage with others many times during the day.

SUITES

FIGURES 3 & 4

*Characteristics*

- Bedrooms (singles, doubles) are arranged in a cluster, usually 4-6 rooms per suite.
- Each suite has a living room that is shared according to the residents' wishes: there are also more public lounges per floor or on the ground floor of the residence hall.
- Each suite has 1-2 bathrooms, depending on the size of the suite.
- Allows for more flexibility in the floor plan.

Pedagogical Values

- Can foster more intimate, immediate community.
- Transitional step to greater independence for older students.
- Provides added privacy that is increasingly valued as students remain in housing.

SEMI-SUITES

FIGURES 5 & 6



Characteristics

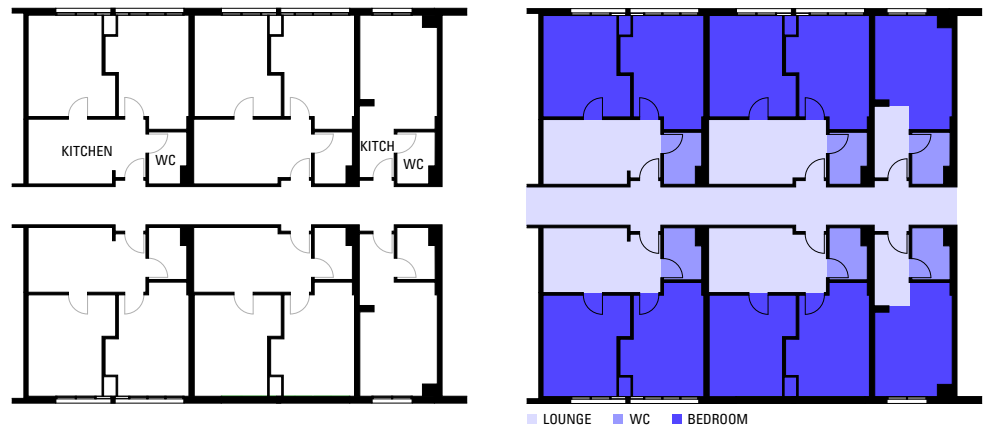
- Bedrooms (singles, doubles) are arranged in cluster, usually 2-3 rooms per suite.
- Suites have a small common space interior to the units; there are public lounges per floor or on the ground floor of the residence hall.
- Each suite has 1-2 bathrooms, depending on the size of the suite.
- Allows for more flexibility in floor plan.

Pedagogical Values

- Can foster more intimate, immediate community.
- More cost efficient than suite style housing.
- Transitional step to greater independence for older students.

APARTMENTS

FIGURES 7 & 8

*Characteristics*

- Bedrooms (singles, doubles), share common space: essentially a small apartment (2-4 rooms per apartment), able to be used as a fully independent living situation.
- Each apartment has a living room, which may be shared space with the kitchen; there can also be more public lounges elsewhere in the building.
- Each apartment has a bathroom and a kitchen.

Pedagogical Values

- For older students- juniors, seniors, graduate students to gain experience with independent living.
- Increased privacy.
- Can be the final step in transition to fully independent off-campus living.

MSCBA RESIDENCE HALL DATA

The following table provides information about each state university's portfolio of residence halls. Year of construction or renovated is noted as well as square footage and typology of each residence hall.

BRIDGEWATER STATE UNIVERSITY

East Hall	2002	New	83,000	Suites
Great Hill Apartments	1978/ 2010	Renovated	61,350	Apartments
Miles-Dinardo Halls	1989/2008	Renovated	94,550	Suites
Pope Hall	1960/2008	Renovated	39,900	Traditional
Pope Hall Addition	2009	New	35,500	Traditional
Scott Hall	1960/2008	Renovated	36,000	Traditional
Scott Hall Addition	2009	New	31,750	Traditional
Shea-Durbin Hall	1967/ 2010	Renovated	140,400	Traditional
Woodward Hall	2009	New	56,600	Traditional
Weygand Hall	2013	Programmed	130,000	Suites
CAMPUS TOTAL			709,050 sq. ft.	

FITCHBURG STATE UNIVERSITY

Aubuchon Hall	1967/2010	Renovated	100,000	Suites
Herlihy Hall	1958/2002	Renovated	37,760	Traditional
Mara Village	1989/2008	Renovated	82,000	Suites
Mara Village, Bldg 8	2009	New	38,000	Suites
Russell Towers	1971/2005	Renovated	102,700	Traditional
Townhouse Apartments	1978	Original	47,680	Apartments
14 Cedar Street	Demolished	Inactive	N/A	N/A
22 Cedar Street	1900	Renovated	N/A	Apartments
30 Cedar Street	1900/2010	Renovated	13,348	Traditional
CAMPUS TOTAL			421,488 sq. ft.	

FRAMINGHAM STATE UNIVERSITY

Corinne Towers	1973/2006	Renovated	110,000	Traditional
Foster Hall	1978	Inactive	6,000	Apartments
Horace Mann Hall	1920/2008	Renovated	22,500	Traditional
Larned Hall	1968/2008	Renovated	85,200	Traditional
Linsley Hall	1972/2002	Renovated	22,250	Suites
North Hall	2011	New	129,000	Semi-Suites
O'Connor Hall	1961/2009	Renovated	50,000	Suites
Peirce Hall	1917/2008	Renovated	22,200	Traditional
O'Connor Replacement	2015	Programmed	50,000	Traditional
CAMPUS TOTAL			497,150 sq. ft.	

MASSACHUSETTS COLLEGE OF ART AND DESIGN

Artists' Residence	2002	New	120,000	Apartments
Smith Hall	1920/1989/2009	Renovated	32,000	Traditional
New Residence Hall	2012	New	147,000	Semi-Suites
CAMPUS TOTAL			299,000 sq. ft.	

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

Berkshire Towers	1972/2008	Renovated	73,000	Traditional
Flagg Townhouses	1976/2010	Renovated	110,000	Apartments
Hoosac Hall	1967/2012	Renovated	64,500	Semi-Suites
<i>CAMPUS TOTAL</i>			<i>247,500 sq. ft.</i>	

MASSACHUSETTS MARITIME ACADEMY

Beachmoor Hotel	1900/2011	Renovated	7,819	Semi-Suites
Company 1	1971/2007	Renovated	28,800	Traditional
Company 2	1971/2007	Renovated	28,800	Traditional
Company 1&2	2007 Add'n	New	33,120	Traditional
Company 3	1973/2007	Renovated	28,800	Traditional
Company 4	1973/2007	Renovated	28,800	Traditional
Company 5	1976/2007	Renovated	32,800	Traditional
Company 6	1976/2007	Renovated	32,800	Traditional
Company 3&4 Add'n	2014	Programmed	33,120	Traditional
<i>CAMPUS TOTAL</i>			<i>254,859 sq. ft.</i>	

SALEM STATE UNIVERSITY

Atlantic Hall	2004	New	141,980	Apartments
Bates Complex	1990/2010	Renovated	107,700	Apartments
Bowditch Hall	1965/2005	Renovated	59,500	Traditional
Marsh Hall	2010	New	162,637	Traditional
Peabody Hall	1965/2005	Renovated	68,000	Traditional
<i>CAMPUS TOTAL</i>			<i>539,817 sq. ft.</i>	

WESTFIELD STATE UNIVERSITY

Conlon, Seymor & Welch	1976/2001	Renovated	78,000	Apartments
Courtney Hall	1989/2009	Renovated	105,463	Traditional
Davis Hall	1966/2008	Renovated	73,700	Traditional
Dickinson Hall	1966/2007	Renovated	73,700	Traditional
Lammers Hall	1972/2003	Renovated	72,700	Traditional
New Residence Hall	2005	New	125,096	Traditional
Scanlon Hall	1954/2010	Renovated	79,200	Traditional
University Hall	2013	Programmed	125,000	Semi-Suites
<i>CAMPUS TOTAL</i>			<i>732,859 sq. ft.</i>	

WORCESTER STATE UNIVERSITY

Chandler Village	1973/2004	Renovated	110,000	Apartments
Dowden Hall	1989/2010	Renovated	57,000	Apartments
Dowden Hall Addition	2010	New	41,640	Traditional
Wasylean Hall	2004	New	109,600	Apartments
New Residence Hall	2014	Programmed	100,000	Semi Suites
<i>CAMPUS TOTAL</i>			<i>418,240 sq. ft.</i>	

STUDENTS IN ON-CAMPUS HOUSING SUMMARY

The following tables chart the distribution by class year of students in on-campus housing, from data provided by the state universities. The tables show that the general distribution at each campus persists from year to year, with little fluctuation despite an increasing number of students in on campus housing. Graphs for Mass Maritime have not been included since their policy is to house all cadets on campus. Graphs for MCLA, Westfield State and Worcester State have not been provided since these institutions were not able to provide relevant historical information. The source in each case is based on information provided by the state universities in May 2012 and DHE Common Data Sets.

FIGURE 9

SYSTEM WIDE HISTORY OF FRESHMAN LIVING ON CAMPUS, 2008-2011.

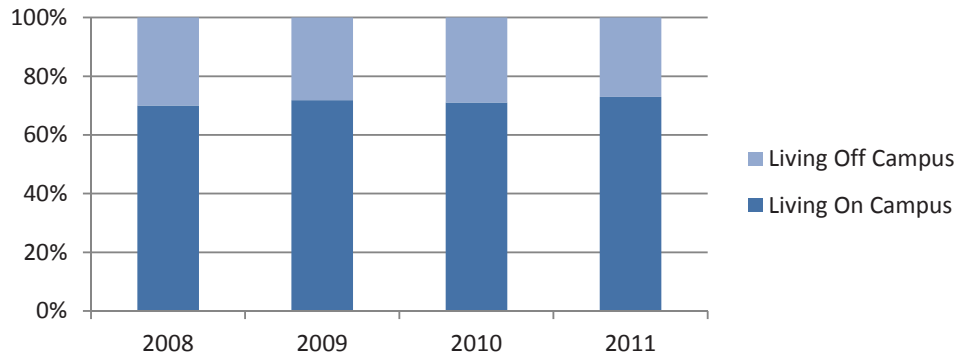


FIGURE 10

SYSTEM WIDE CLASS YEAR HISTORY LIVING ON CAMPUS, 2008-2011.

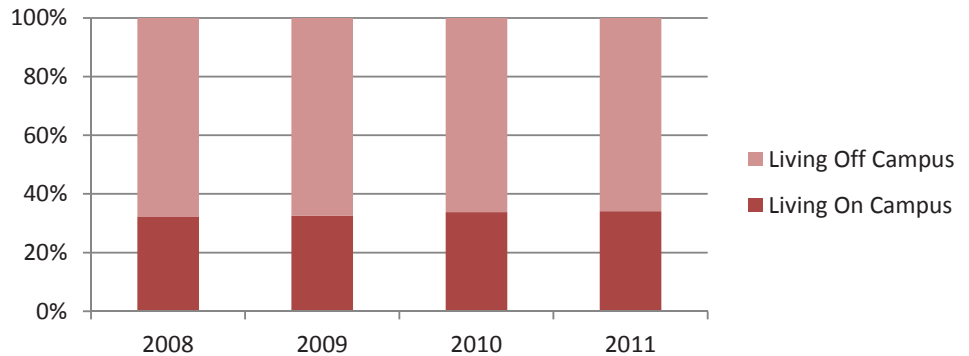


FIGURE 11A

BRIDGEWATER STATE UNIVERSITY HISTORY OF FRESHMAN LIVING ON CAMPUS 2008-2011.

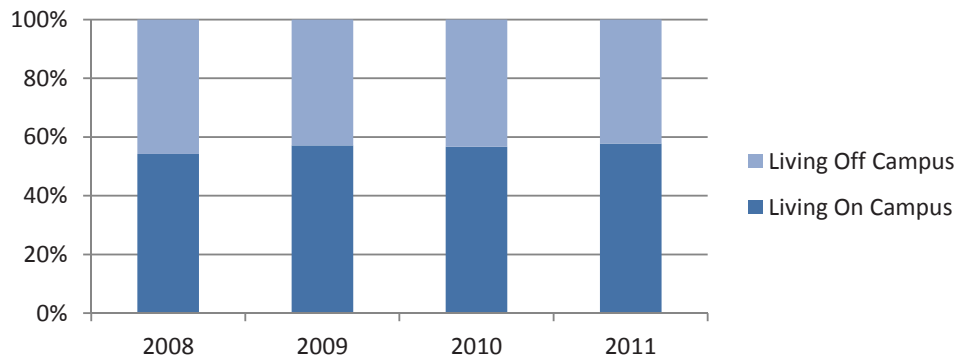


FIGURE 11B

BRIDGEWATER STATE UNIVERSITY
CLASS YEAR HISTORY LIVING ON
CAMPUS, 2008-2011.

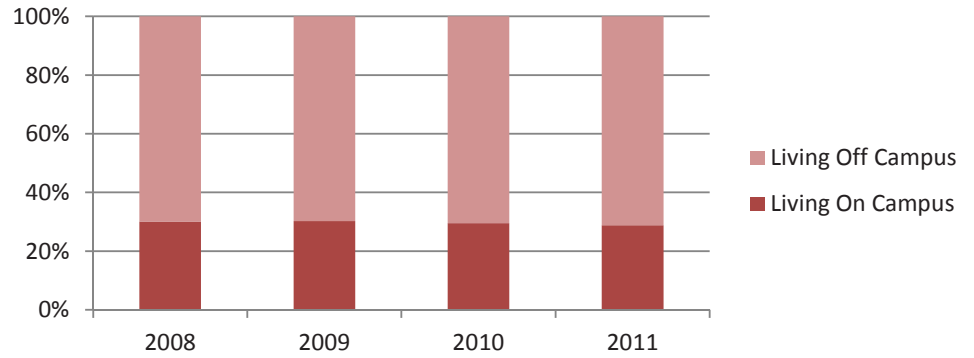


FIGURE 12A

FITCHBURG STATE UNIVERSITY
HISTORY OF FRESHMAN LIVING ON
CAMPUS 2008-2011.

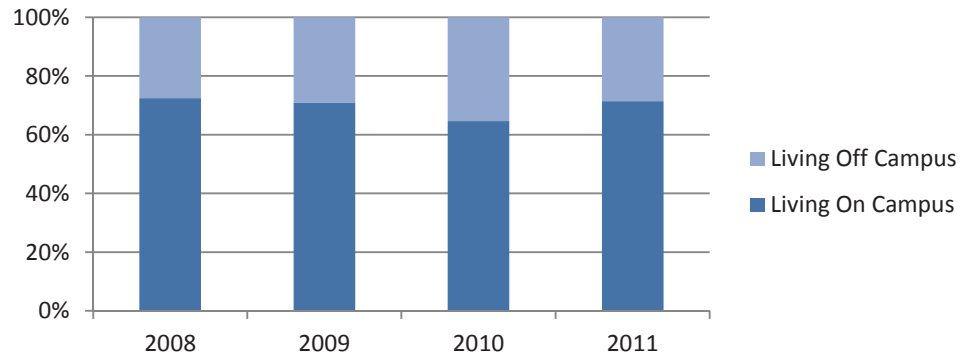


FIGURE 12B

FITCHBURG STATE UNIVERSITY
CLASS YEAR HISTORY LIVING ON
CAMPUS, 2008-2011.

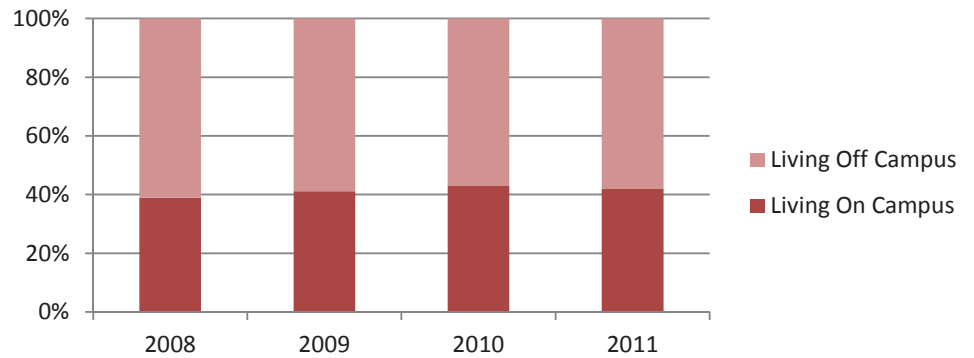
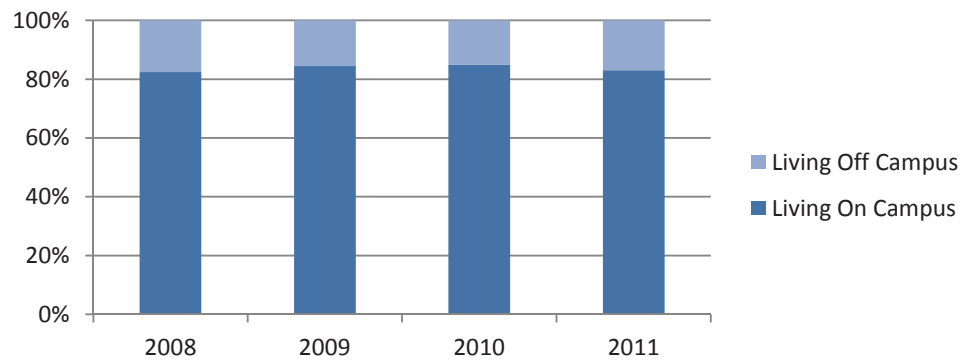


FIGURE 13A

FRAMINGHAM STATE UNIVERSITY
HISTORY OF FRESHMAN LIVING ON
CAMPUS 2008-2011.



SECTION 3 / STUDENTS IN ON-CAMPUS HOUSING SUMMARY

FIGURE 13B

*FRAMINGHAM STATE UNIVERSITY
CLASS YEAR HISTORY LIVING ON
CAMPUS, 2008-2011.*

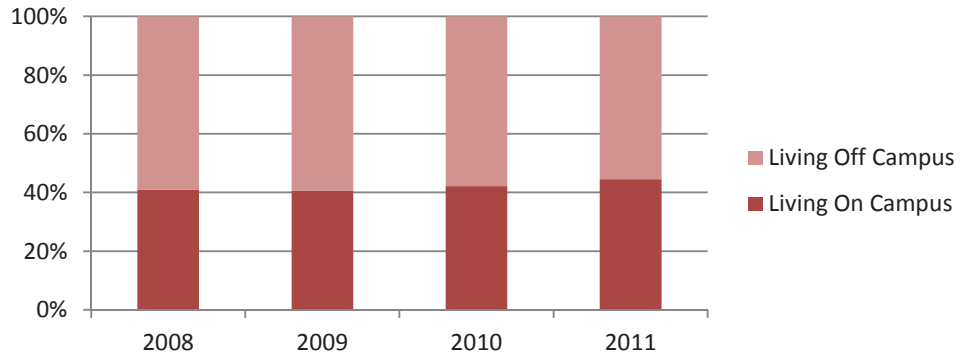


FIGURE 14A

*MASSACHUSETTS COLLEGE OF ART
AND DESIGN HISTORY OF FRESHMAN
LIVING ON CAMPUS 2008-2011.*

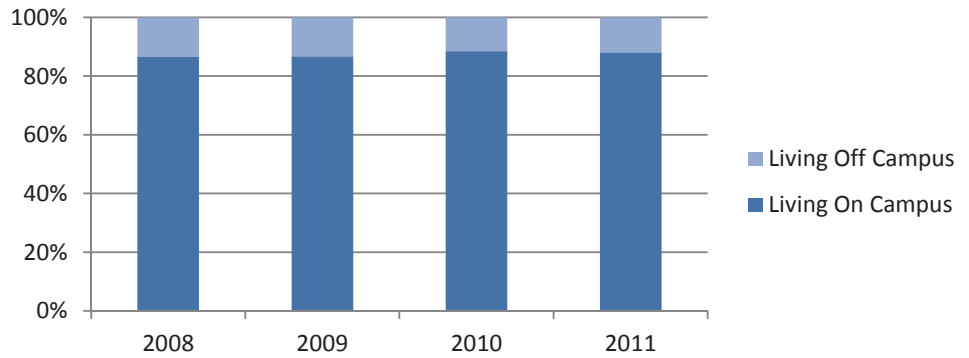


FIGURE 14B

*MASSACHUSETTS COLLEGE OF ART
AND DESIGN CLASS YEAR HISTORY
LIVING ON CAMPUS, 2008-2011.*

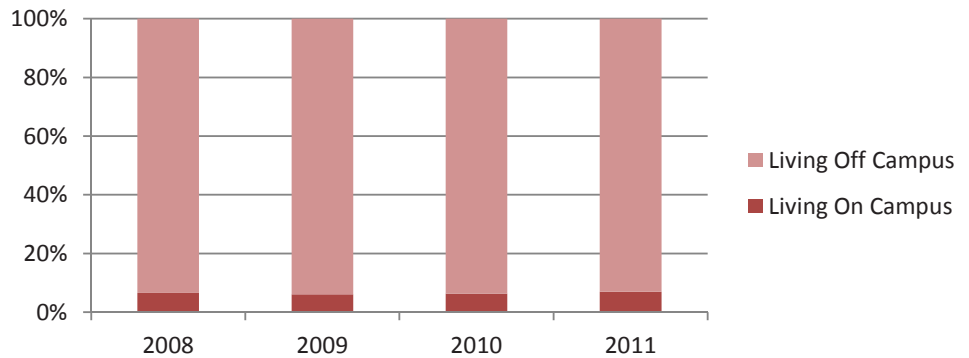


FIGURE 15A

*SALEM STATE UNIVERSITY
HISTORY OF FRESHMAN LIVING ON
CAMPUS 2008-2011.*

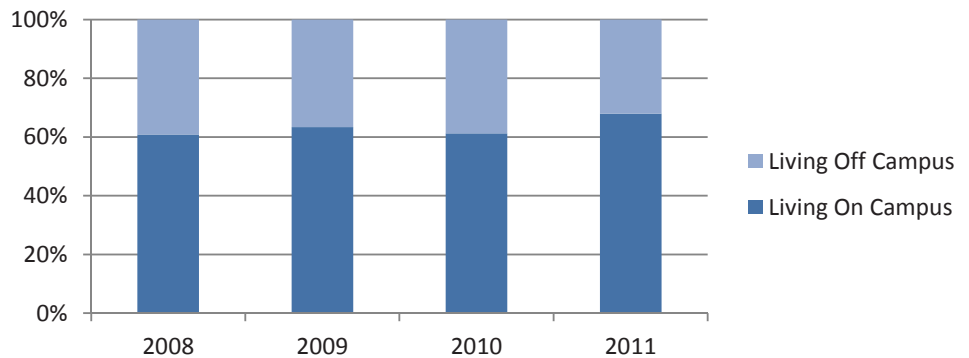
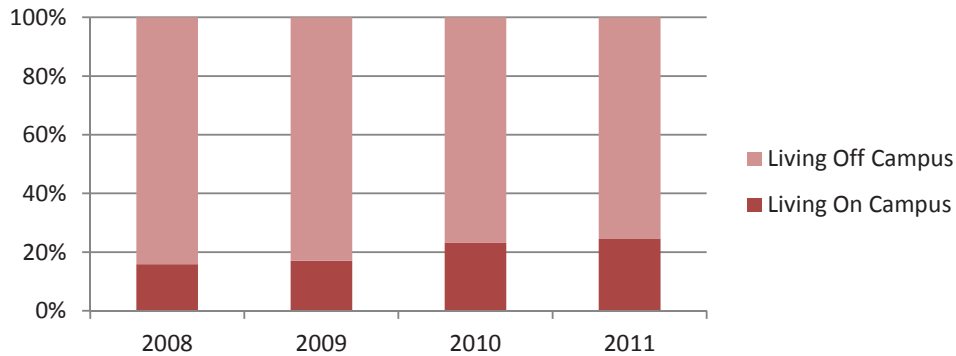


FIGURE 15B

SALEM STATE UNIVERSITY
CLASS YEAR HISTORY LIVING ON
CAMPUS, 2008-2011.



MASSACHUSETTS HOME ADDRESSES

The following graphs summarize the median distance between Massachusetts resident student home addresses and the percentage of Massachusetts residents living within 25 miles of the university. The data provided on the county and cities of residence for full-time undergraduates is from DHE (2011) and HEIRS. Often it does not reflect a student’s permanent address, but instead is based on the address that they have reported as their current ‘home’ address in each institutions’ system. Some students report their local address—where they are living after they have enrolled. Despite this inaccuracy, MSCBA has tracked these distances for relative value to determine if for some reason, students are commuting farther distances to their campus from home or perhaps living on campus to experience the traditional college experience even though their home address is close enough to the campus to commute. In general there have been little changes in either regard since 2008 for most of the campuses.

FIGURE 16A

*BRIDGEWATER STATE UNIVERSITY
MEDIAN DISTANCE BETWEEN MA
RESIDENT STUDENTS’ HOMES AND
UNIVERSITY.*



FIGURE 16B

*BRIDGEWATER STATE UNIVERSITY
PERCENT OF MA RESIDENT
STUDENTS LIVING WITHIN 25 MILES.*

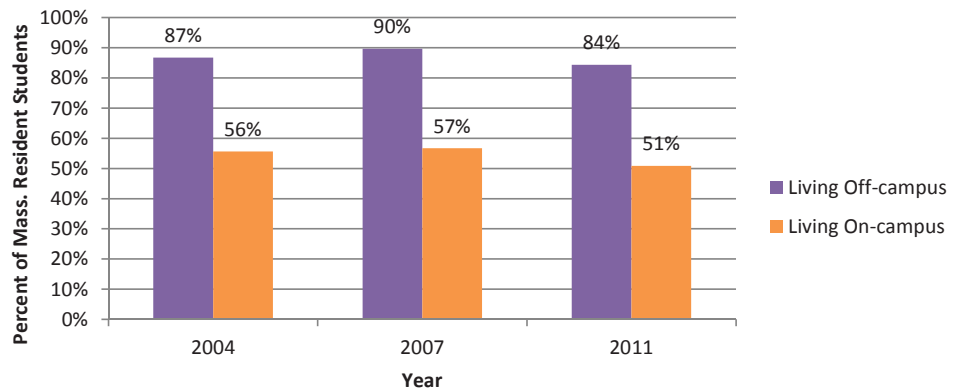


FIGURE 17A

*FITCHBURG STATE UNIVERSITY
MEDIAN DISTANCE BETWEEN MA
RESIDENT STUDENTS’ HOMES AND
UNIVERSITY.*

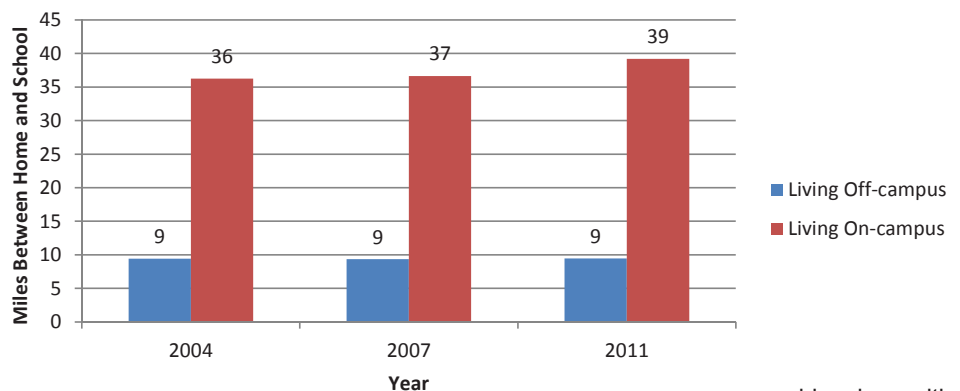


FIGURE 17B

*FITCHBURG STATE UNIVERSITY
PERCENT OF MA RESIDENT
STUDENTS LIVING WITHIN 25-MILES
UNIVERSITY.*

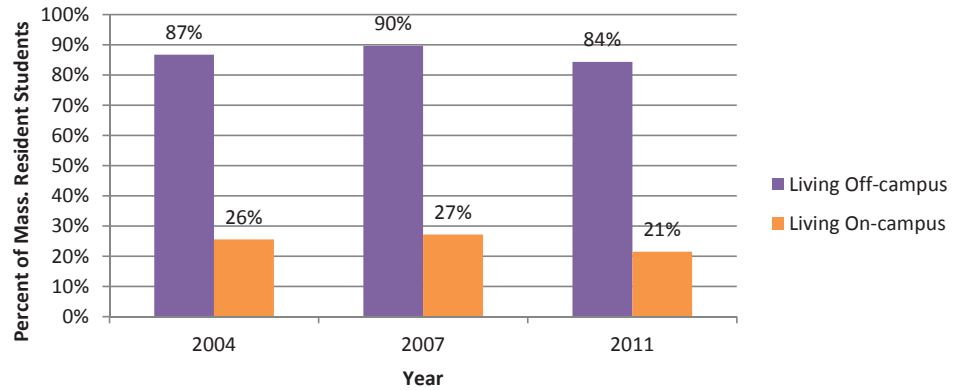


FIGURE 18A

*FRAMINGHAM STATE UNIVERSITY
MEDIAN DISTANCE BETWEEN MA
RESIDENT STUDENTS' HOMES AND
UNIVERSITY.*

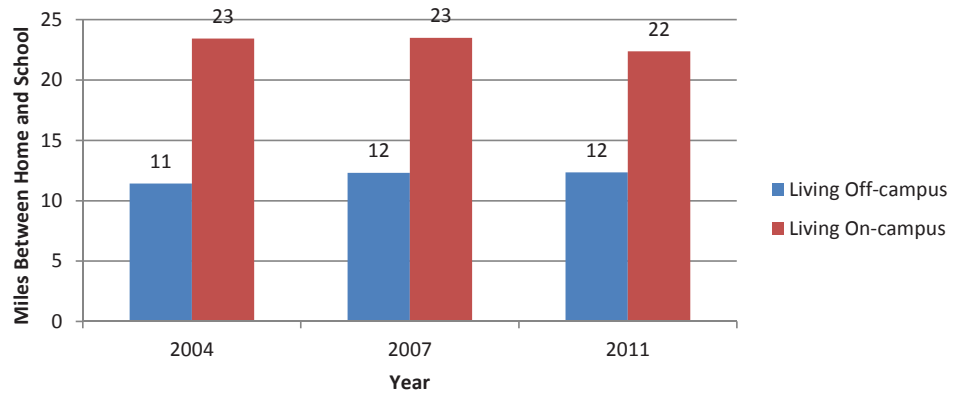


FIGURE 18B

*FRAMINGHAM STATE UNIVERSITY
PERCENT OF MA RESIDENT
STUDENTS LIVING WITHIN 25 MILES.*

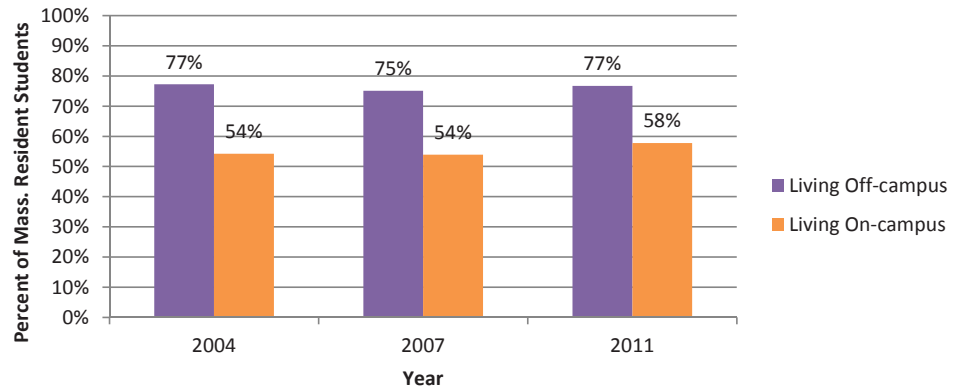
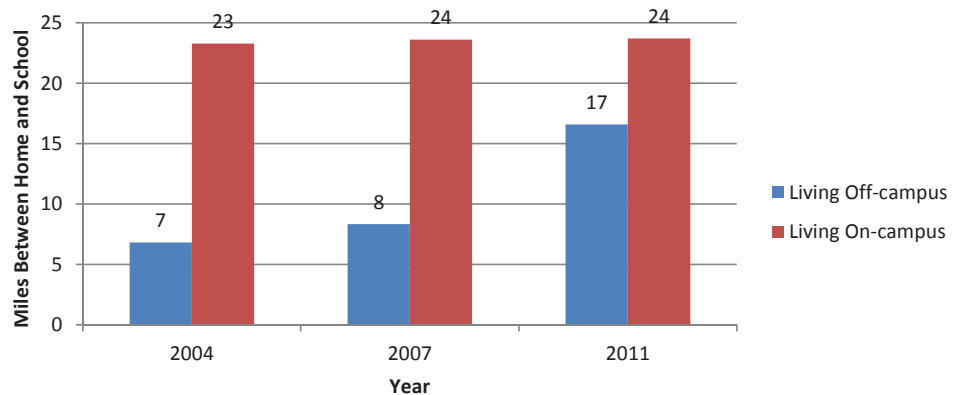


FIGURE 19A

*MASSACHUSETTS COLLEGE OF ART
AND DESIGN MEDIAN DISTANCE
BETWEEN MA RESIDENT STUDENTS'
HOMES AND UNIVERSITY.*



SECTION 3 / MASSACHUSETTS HOME ADDRESSES

FIGURE 19B

MASSACHUSETTS COLLEGE OF ART AND DESIGN PERCENT OF MA RESIDENT STUDENTS LIVING WITHIN 25 MILES.

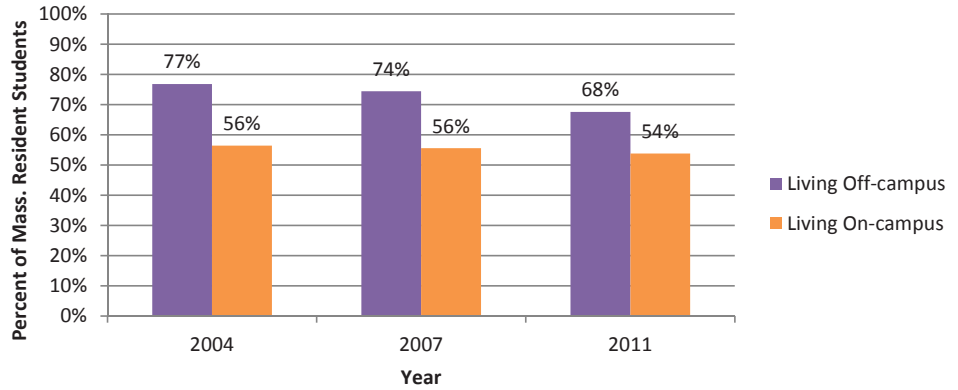


FIGURE 20A

MASSACHUSETTS COLLEGE OF LIBERAL ARTS MEDIAN DISTANCE BETWEEN MA RESIDENT STUDENTS' HOMES AND UNIVERSITY.

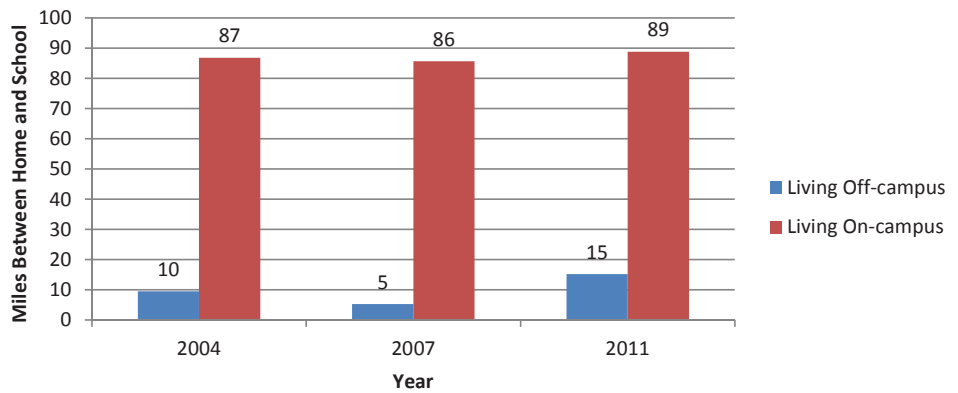


FIGURE 20B

MASSACHUSETTS COLLEGE OF LIBERAL ARTS PERCENT OF MA RESIDENT STUDENTS LIVING WITHIN 25 MILES.

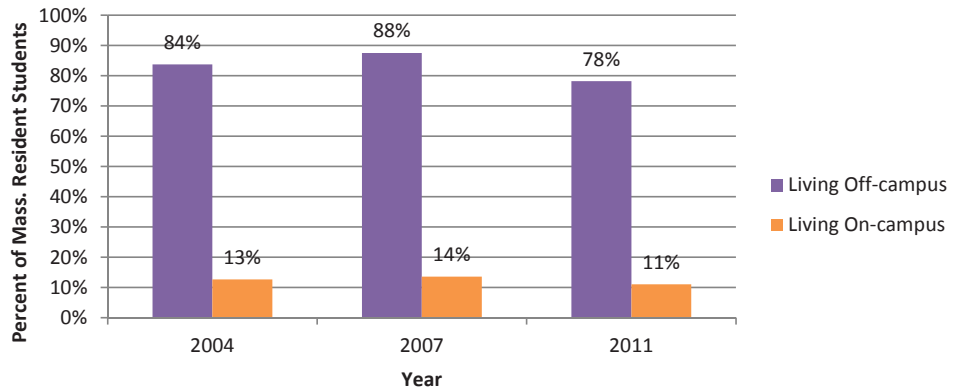


FIGURE 21A

MASSACHUSETTS MARITIME ACADEMY MEDIAN DISTANCE BETWEEN MA RESIDENT STUDENTS' HOMES AND UNIVERSITY.

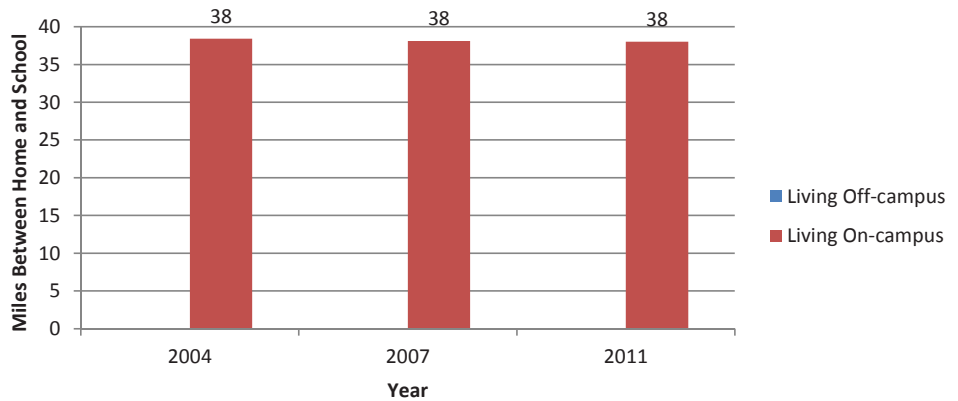


FIGURE 21B

MASSACHUSETTS MARITIME ACADEMY PERCENT OF MA RESIDENT STUDENTS LIVING WITHIN 25 MILES.

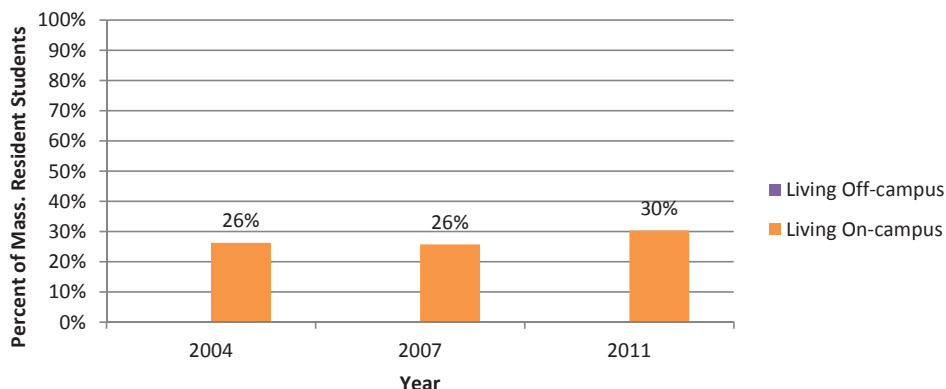


FIGURE 22A

SALEM STATE UNIVERSITY MEDIAN DISTANCE BETWEEN MA RESIDENT STUDENTS' HOMES AND UNIVERSITY.

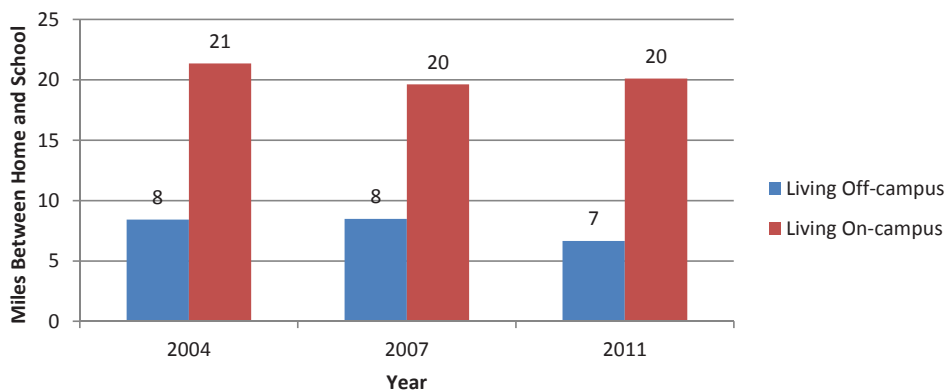


FIGURE 22B

SALEM STATE UNIVERSITY PERCENT OF MA RESIDENT STUDENTS LIVING WITHIN 25 MILES.

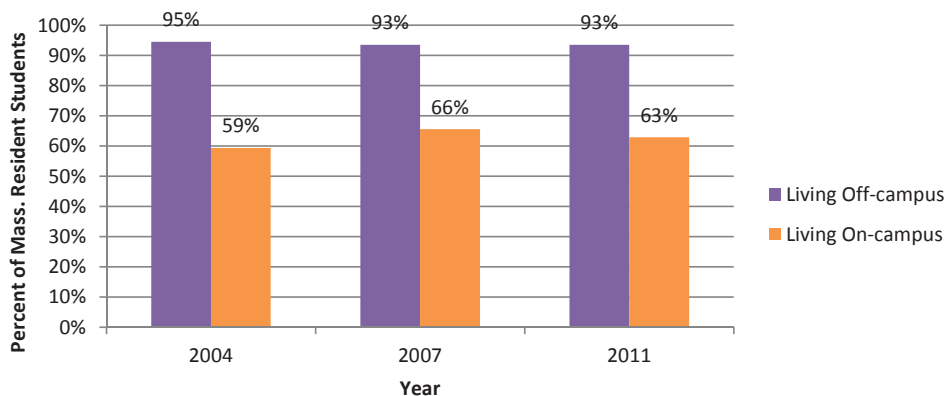
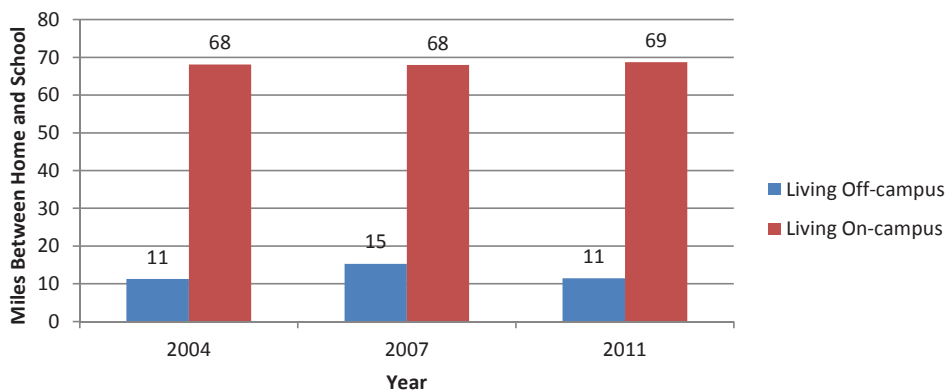


FIGURE 23A

WESTFIELD STATE UNIVERSITY MEDIAN DISTANCE BETWEEN MA RESIDENT STUDENTS' HOMES AND UNIVERSITY.



SECTION 3 / MASSACHUSETTS HOME ADDRESSES

FIGURE 23B

*WESTFIELD STATE UNIVERSITY
PERCENT OF MA RESIDENT
STUDENTS LIVING WITHIN 25 MILES.*

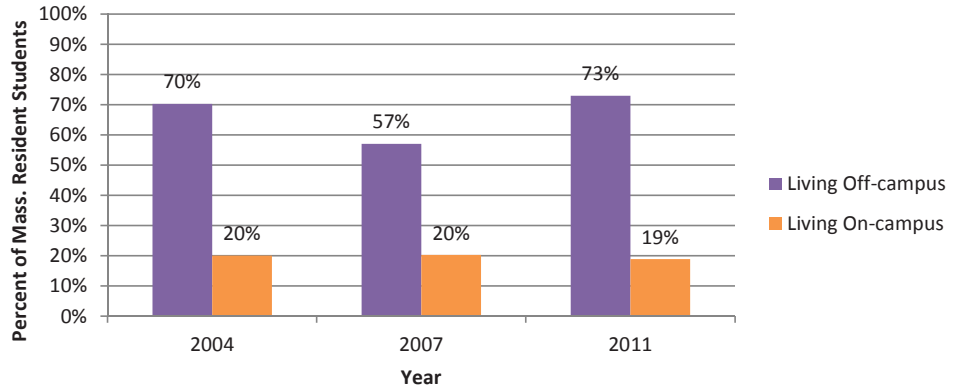


FIGURE 24A

*WORCESTER STATE UNIVERSITY
MEDIAN DISTANCE BETWEEN MA
RESIDENT STUDENTS' HOMES AND
UNIVERSITY.*

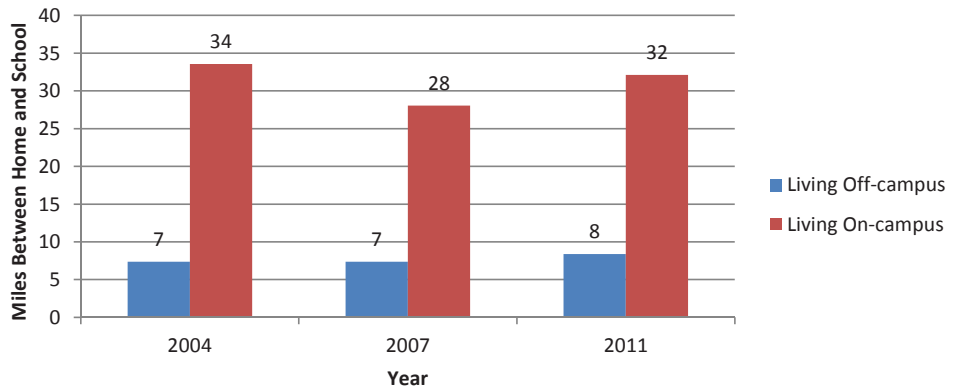
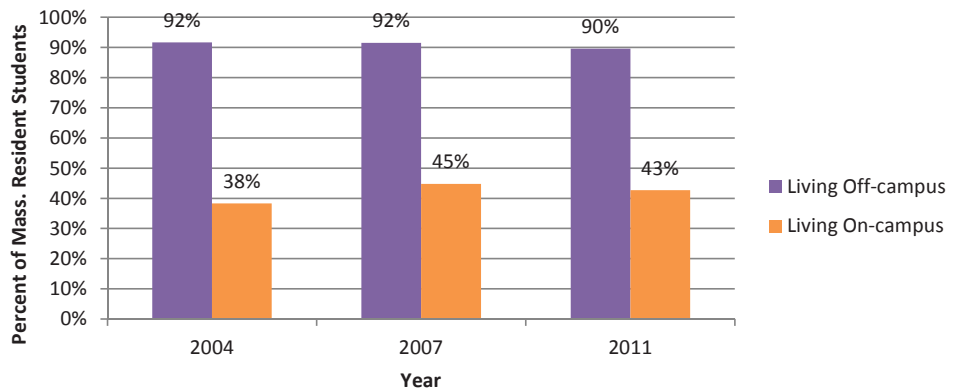


FIGURE 24B

*WORCESTER STATE UNIVERSITY
PERCENT OF MA RESIDENT
STUDENTS LIVING WITHIN 25 MILES.*



MASSACHUSETTS DEMOGRAPHICS

The United States Census Bureau and University of Massachusetts Donahue Center’s Massachusetts Institute for Social and Economic Research, 2003 has provided state-wide forecasts of population by age cohorts indicate that the statewide population of 15 to 24 year olds is more likely to decrease from 2010 to 2020 than it is to increase. The most recently available public agency forecast of this population has a high forecast of about 965,000 and a low forecast of about 816,000. Actual and projected population statistics for 15 to 24 year olds differ for various counties in the Commonwealth. The following graphs summarized proposed high and low in this population forecasted by county based on this source unless otherwise notes.

FIGURE 25

MASSACHUSETTS STUDENTS BY COUNTY. Source: Massachusetts Department of Higher Education, 2012.

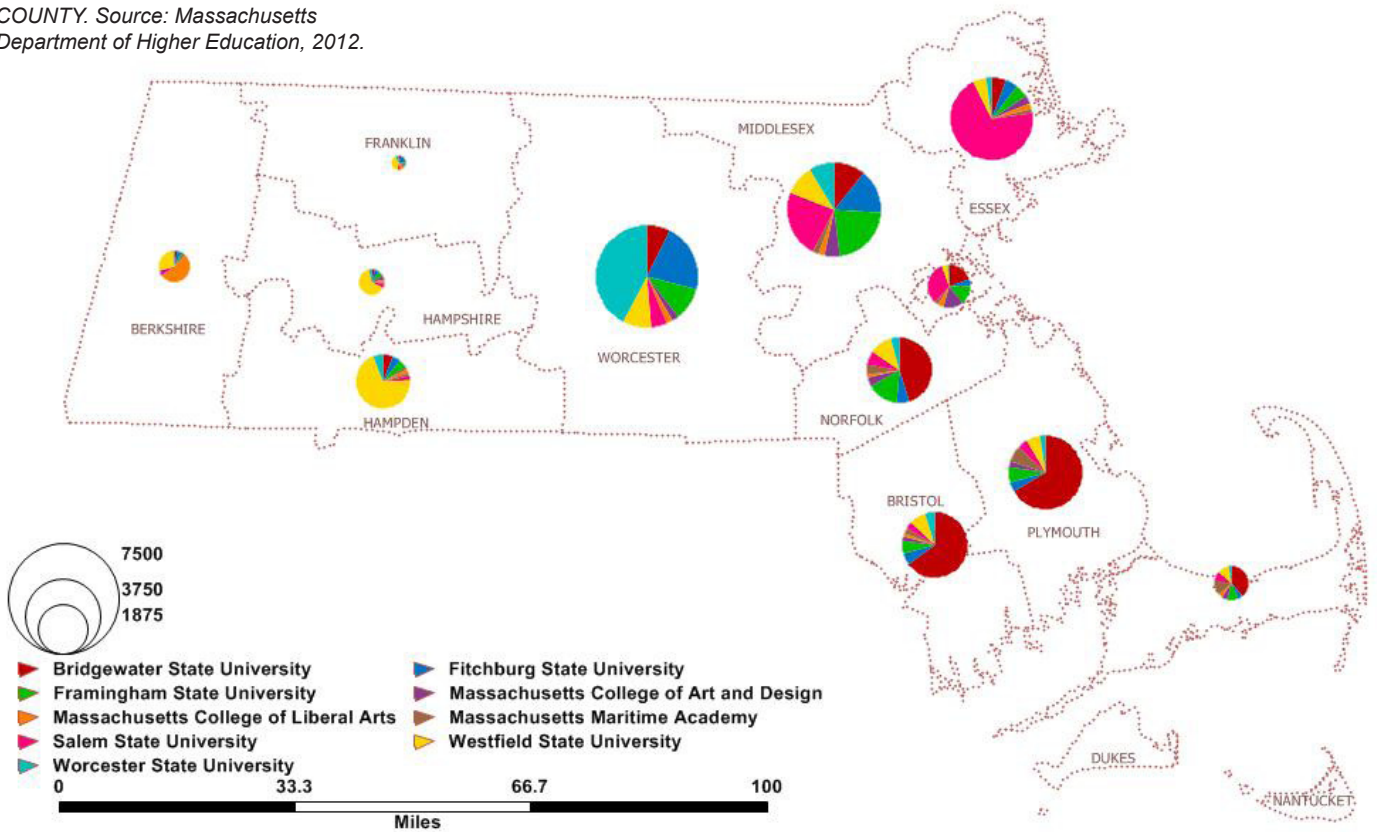


FIGURE 26

MASSACHUSETTS NUMBER OF RESIDENCE BY COUNTY. Source: Massachusetts Department of Higher Education, 2012.

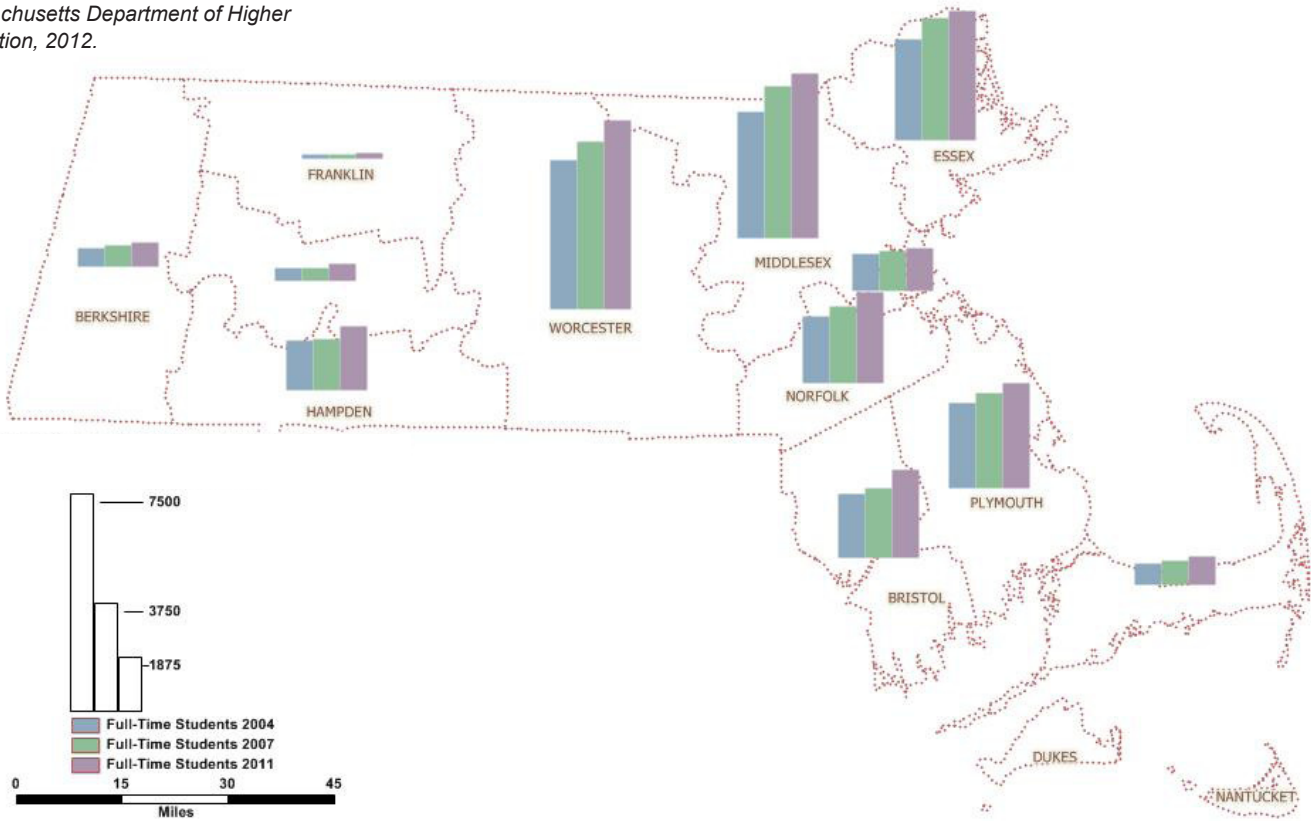


FIGURE 27

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

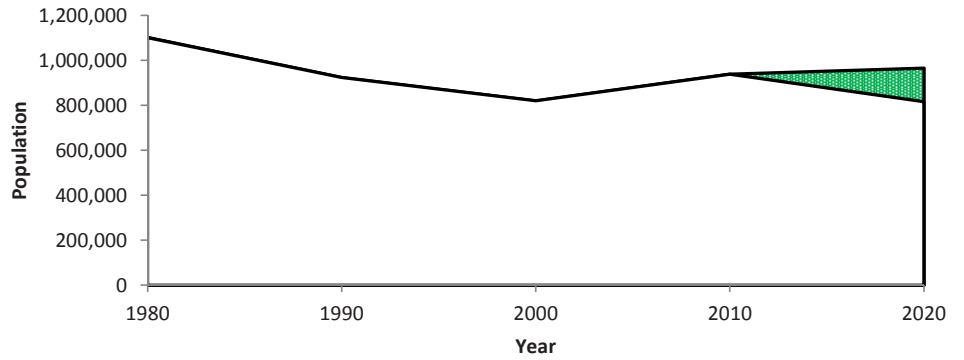


FIGURE 28

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: BERKSHIRE COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

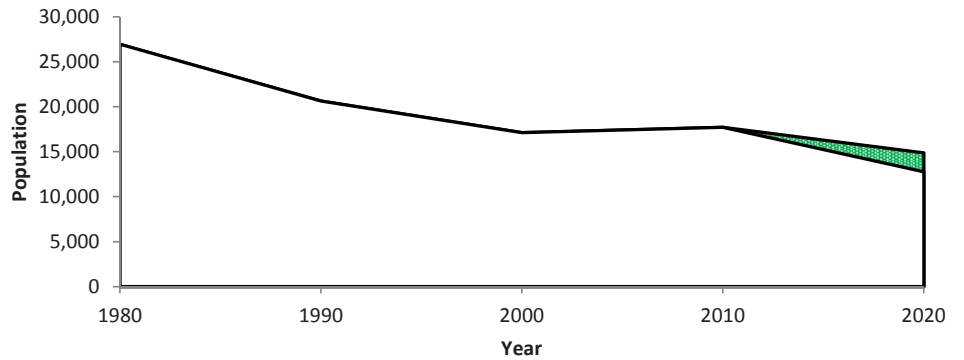


FIGURE 29

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: BRISTOL COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

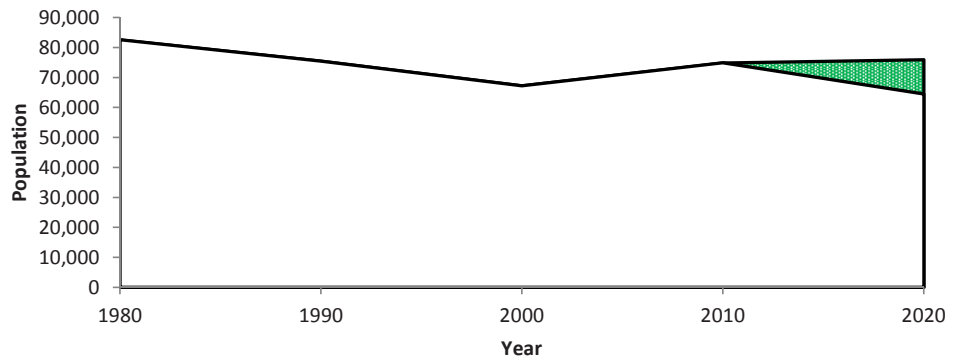
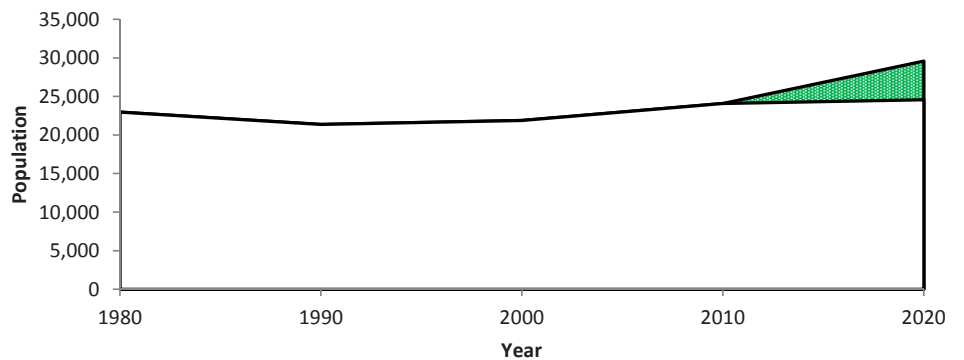


FIGURE 30

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: CAPE AND ISLANDS. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.



SECTION 3 / MASSACHUSETTS DEMOGRAPHICS

FIGURE 31

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: ESSEX COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

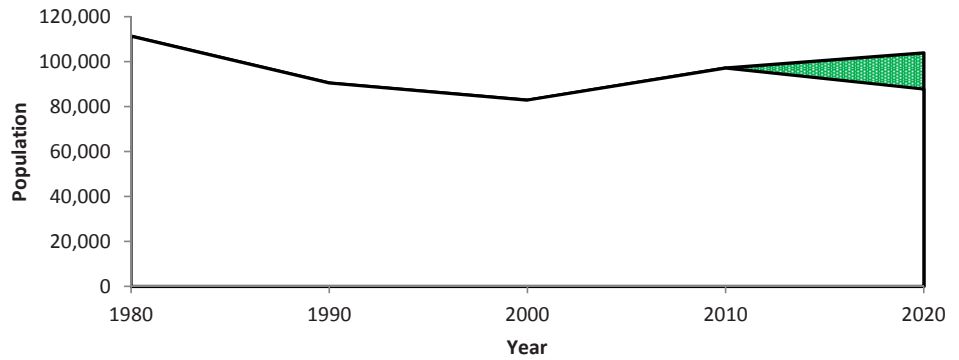


FIGURE 32

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: FRANKLIN COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

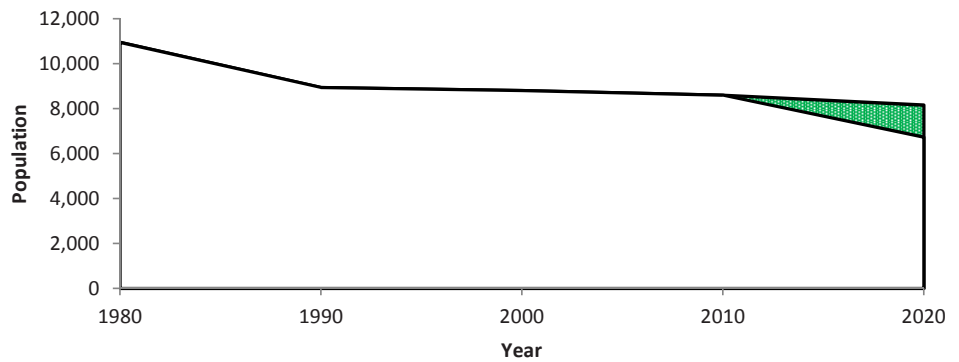


FIGURE 33

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: HAMPDEN COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

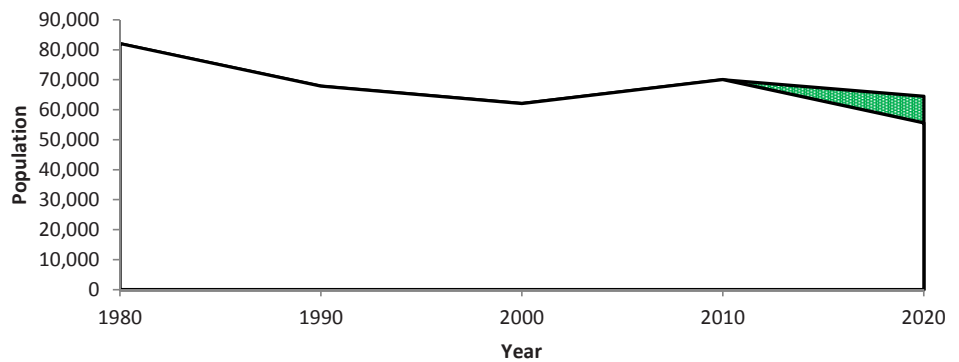


FIGURE 34

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: HAMPSHIRE COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

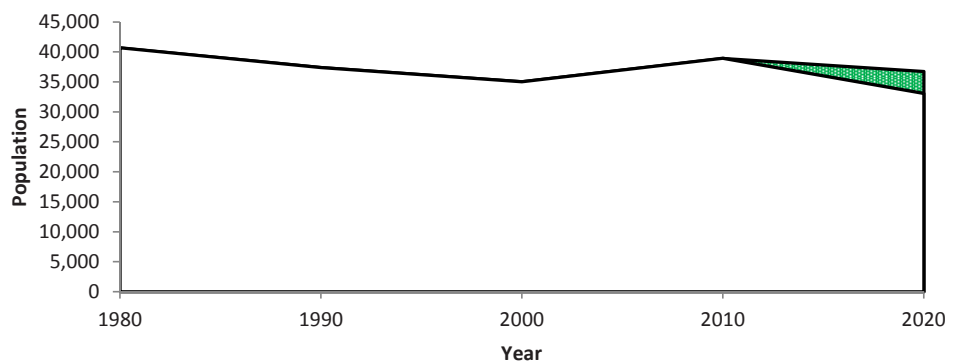


FIGURE 35

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: MIDDLESEX COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

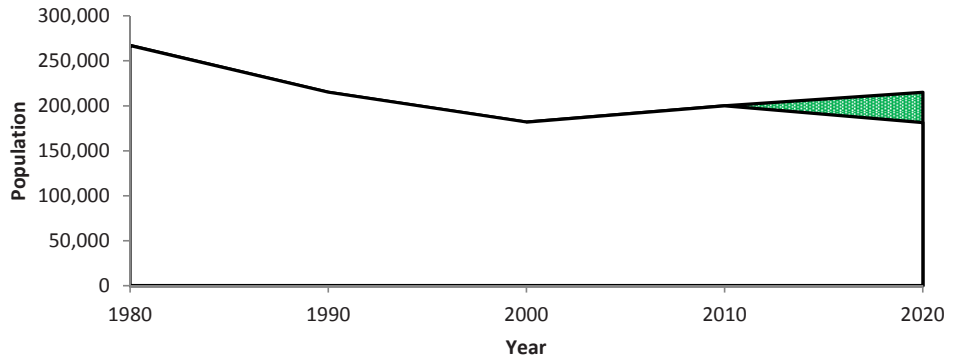


FIGURE 36

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: NORFOLK COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

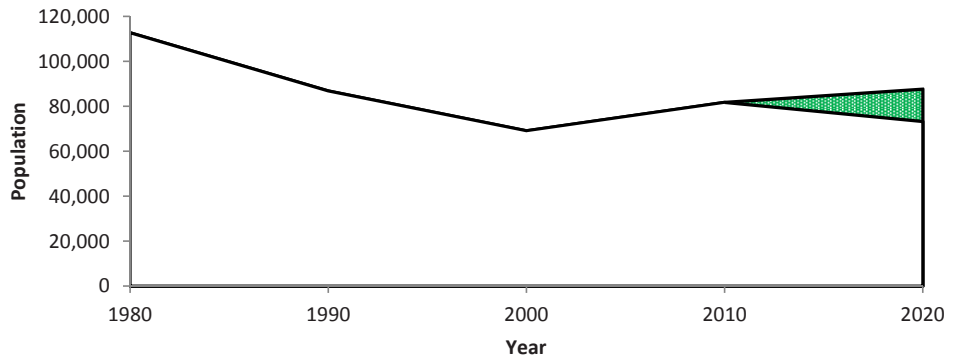


FIGURE 37

HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: PLYMOUTH COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.

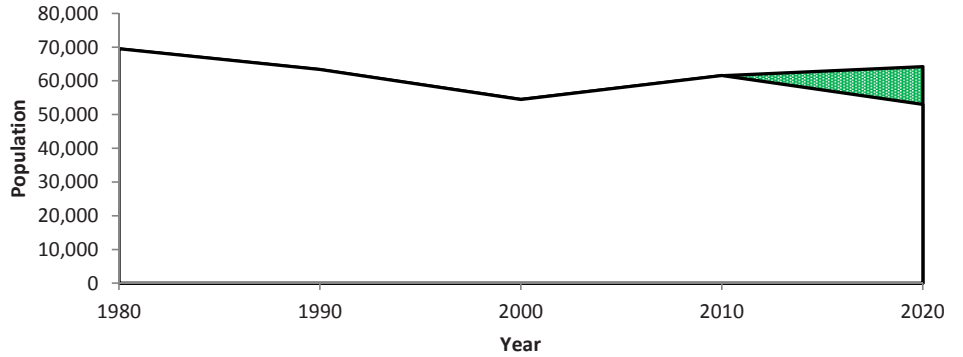
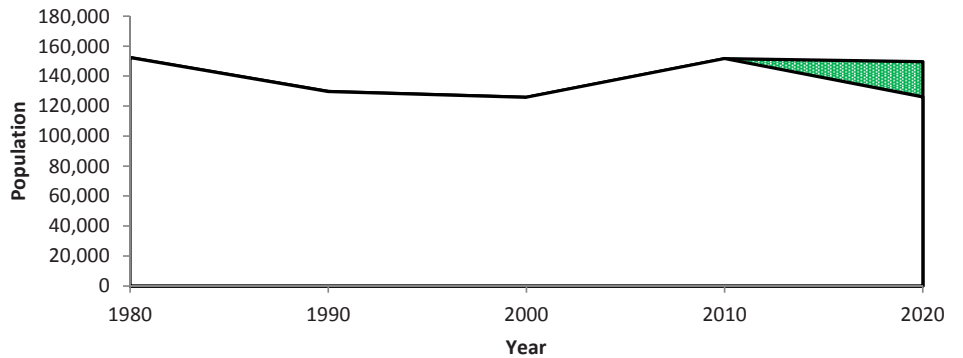


FIGURE 38

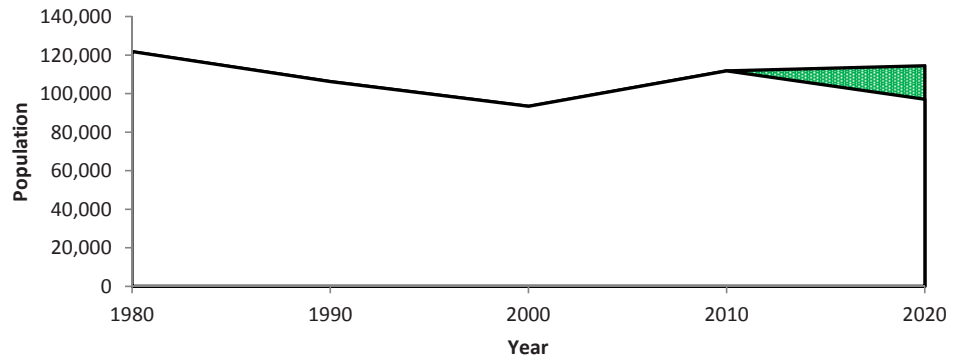
HIGH AND LOW TOTAL MA K-12 POPULATION PROJECTION: SUFFOLK COUNTY. Source: United States Census Bureau and University of Massachusetts Donahue Center's Massachusetts Institute for Social and Economic Research, 2003.



SECTION 3 / MASSACHUSETTS DEMOGRAPHICS

FIGURE 39

HIGH AND LOW TOTAL MA K-12
POPULATION PROJECTION:
WORCESTER COUNTY. Source: United
States Census Bureau and University
of Massachusetts Donahue Center's
Massachusetts Institute for Social and
Economic Research, 2003.



COMMUNITY COLLEGE LOCATION DRAW

The cities and towns from which Massachusetts community colleges draw their students are outlined below as represented on BHE community college website. Towns and cities are listed alphabetically, not in order of representation.

BERKSHIRE COMMUNITY COLLEGE

Adams
Cheshire
Dalton
Great Barrington
Lee
Lenox
North Adams
Pittsfield

BRISTOL COMMUNITY COLLEGE

Acushnet
Attleboro
Dartmouth
Fairhaven
Fall River
Freetown
New Bedford
North Attleboro
Somerset
Swansea
Taunton
Westport

BUNKER HILL COMMUNITY COLLEGE

Boston
Brookline
Cambridge
Chelsea
Everett
Malden
Medford
Melrose
Quincy
Revere
Somerville

CAPE COD COMMUNITY COLLEGE

Barnstable
Bourne
Brewster

Dennis
Falmouth
Harwich
Mashpee
Plymouth
Sandwich
Yarmouth

GREENFIELD COMMUNITY COLLEGE

Amherst
Ashfield
Bernardston
Charlemont
Colrain
Conway
Deerfield
Easthampton
Erving
Greenfield
Leverett
Montague
Northampton
Northfield
Shelburne
Sunderland
Williamsburg

HOLYOKE COMMUNITY COLLEGE

Agawam
Amherst
Belchertown
Chicopee
Easthampton
Holyoke
Ludlow
Northampton
Palmer
South Hadley
Springfield
West Springfield
Westfield

**MASSACHUSETTS BAY
COMMUNITY COLLEGE**

Ashland
Bellingham
Belmont
Boston
Brookline
Cambridge
Dedham
Framingham
Franklin
Holliston
Hopkinton
Hudson
Marlborough
Medfield
Medway
Milford
Millis
Natick
Needham
Newton
Norwood
Sudbury
Walpole
Waltham
Watertown
Wayland
Wellesley
Worcester

**MASSASOIT
COMMUNITY COLLEGE**

Abington
Boston
Braintree
Bridgewater
Brockton
Canton
East Bridgewater
Easton
Hanover
Hanson
Holbrook
Mansfield
Marshfield
Middleboro
Norwood
Pembroke
Plymouth
Quincy

Randolph
Raynham
Rockland
Stoughton
Taunton
Weymouth
Whitman

**MIDDLESEX
COMMUNITY COLLEGE**

Acton
Arlington
Bedford
Billerica
Burlington
Chelmsford
Dracut
Lawrence
Lexington
Lowell
Medford
Methuen
Pepperell
Reading
Stoneham
Tewksbury
Tyngsboro
Waltham
Westford
Wilmington
Woburn

**MOUNT WACHUSETTES
COMMUNITY COLLEGE**

Ashburnham
Athol
Ayer
Barre
Fitchburg
Gardner
Hubbardston
Leominster
Lunenburg
Orange
Shirley
Templeton
Townsend
Westminster
Winchendon
Worcester

**NORTH SHORE
COMMUNITY COLLEGE**

Beverly
Boston
Danvers
Everett
Gloucester
Ipswich
Lynn
Lynnfield
Malden
Marblehead
Melrose
Middleton
Peabody
Revere
Salem
Saugus
Swampscott
Wakefield
Winthrop

Spencer
Sutton
Webster

**ROXBURY
COMMUNITY COLLEGE**

Boston
Brockton
Cambridge

**SPRINGFIELD TECHNICAL
COMMUNITY COLLEGE**

Agawam
Chicopee
East Longmeadow
Holyoke
Ludlow
Springfield
West Springfield
Westfield
Wilbraham

**NORTHERN ESSEX
COMMUNITY COLLEGE**

Amesbury
Andover
Haverhill
Lawrence
Methuen
Newburyport
North Andover
Salisbury

**QUINSIGAMOND
COMMUNITY COLLEGE**

Auburn
Charlton
Clinton
Dudley
Grafton
Holden
Hudson
Leicester
Leominster
Marlborough
Millbury
Northborough
Northbridge
Oxford
Shrewsbury
Southbridge

MINORITY ENROLLMENT

The following section provides individual graphs for each of the state universities based on 2010 DHE data. All show an increasing trend in minority enrollment.

FIGURE 40

*BRIDGEWATER STATE UNIVERSITY
PERCENT OF STUDENTS OF KNOWN
RACE/ETHNICITY WITH RACE/
ETHNICITY.*

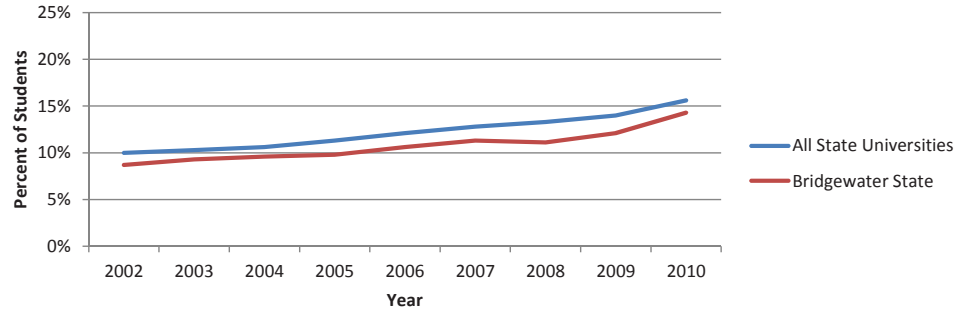


FIGURE 41

*FITCHBURG STATE UNIVERSITY
PERCENT OF STUDENTS OF KNOWN
RACE/ETHNICITY WITH RACE/
ETHNICITY.*

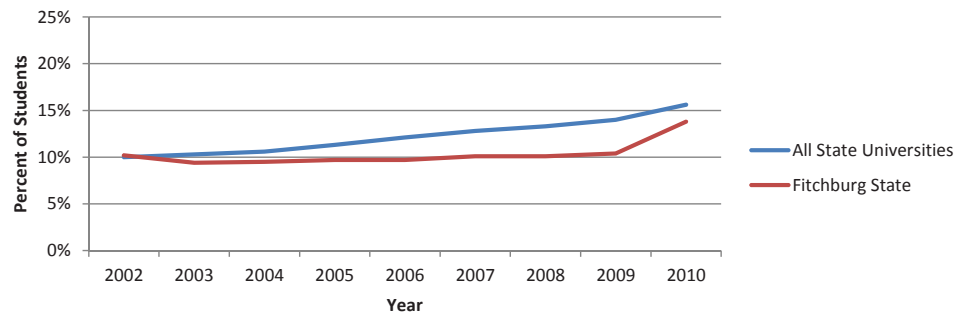


FIGURE 42

*FRAMINGHAM STATE UNIVERSITY
PERCENT OF STUDENTS OF KNOWN
RACE/ETHNICITY WITH RACE/
ETHNICITY.*

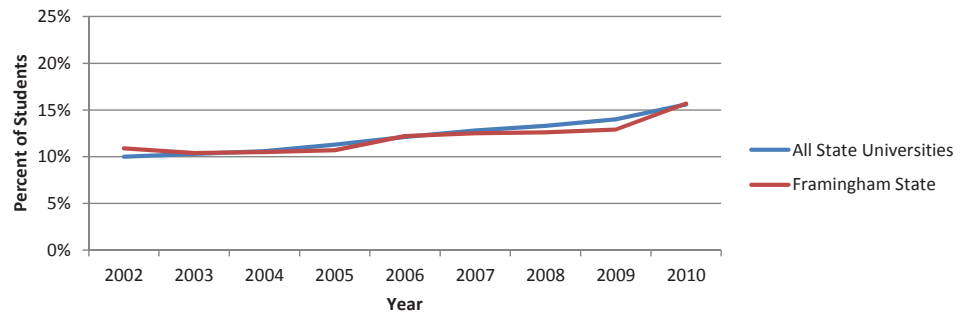


FIGURE 43

*MASSACHUSETTS COLLEGE OF ART
AND DESIGN PERCENT OF STUDENTS
OF KNOWN RACE/ETHNICITY WITH
RACE/ETHNICITY.*

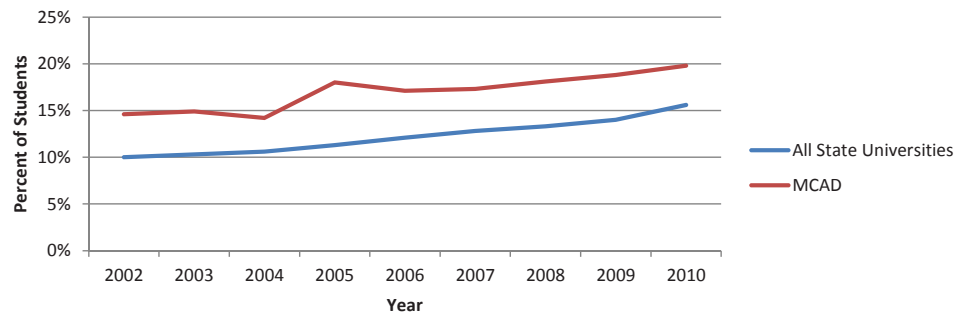


FIGURE 44

MASSACHUSETTS COLLEGE OF LIBERAL ARTS PERCENT OF STUDENTS OF KNOWN RACE/ETHNICITY WITH RACE/ETHNICITY.

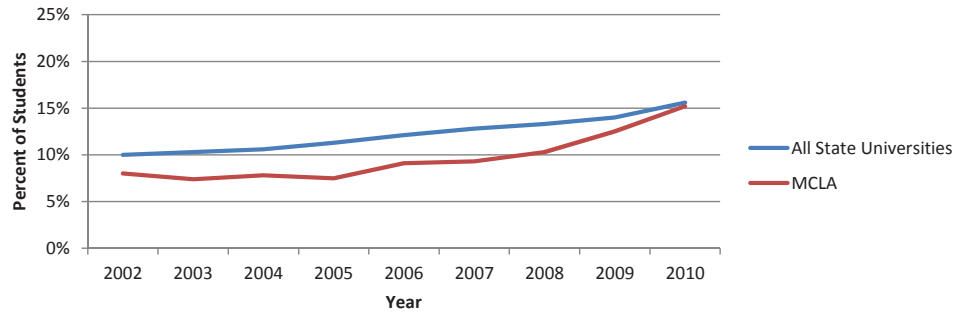


FIGURE 45

MASSACHUSETTS MARITIME ACADEMY PERCENT OF STUDENTS OF KNOWN RACE/ETHNICITY WITH RACE/ETHNICITY.

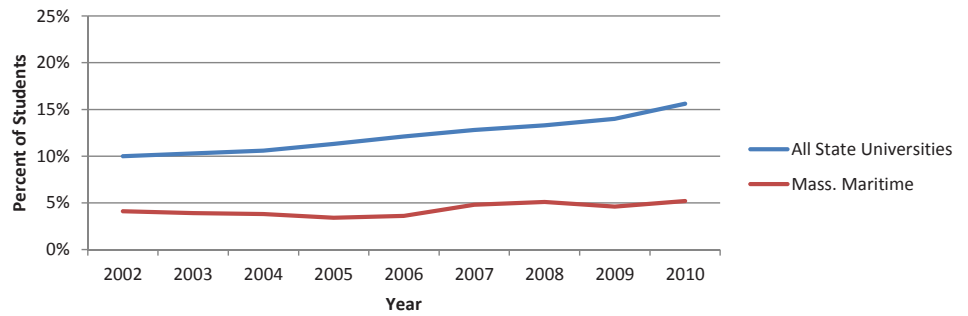


FIGURE 46

SALEM STATE UNIVERSITY PERCENT OF STUDENTS OF KNOWN RACE/ETHNICITY WITH RACE/ETHNICITY.

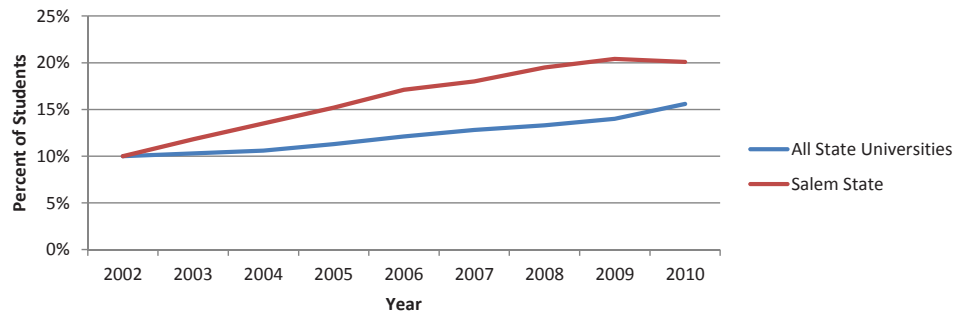


FIGURE 47

WESTFIELD STATE UNIVERSITY PERCENT OF STUDENTS OF KNOWN RACE/ETHNICITY WITH RACE/ETHNICITY.

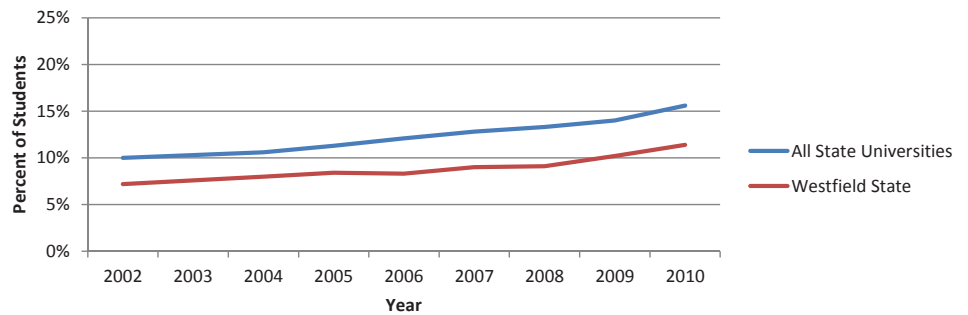
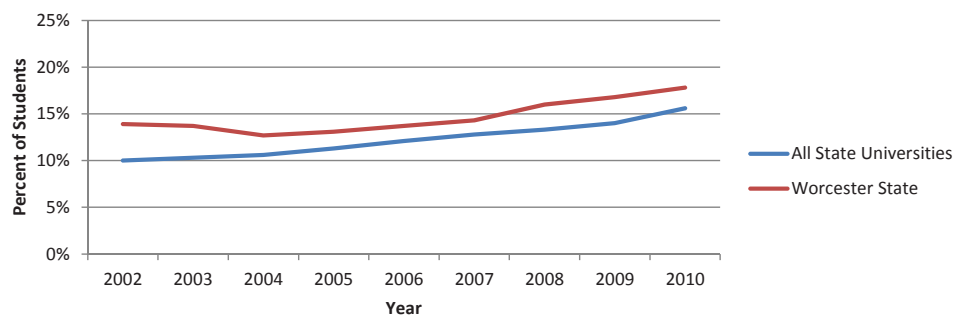


FIGURE 48

WORCESTER STATE UNIVERSITY PERCENT OF STUDENTS OF KNOWN RACE/ETHNICITY WITH RACE/ETHNICITY.



LIST OF FIGURES

SECTION 1: OVERVIEW CHAPTER 1: SYSTEM OVERVIEW

Enrollment

- FIGURE 1 Fall 2011-12 State University System Enrollment Summary
FIGURE 2 Fall 2011-12 State University System Unduplicated Headcount
FIGURE 3 State University Full Time Undergraduates as a Percent of Total Headcount

Occupancy

- FIGURE 4 State University Full Time Unduplicated Headcount
FIGURE 5 Fall 2011 Actual Occupancy versus Design Capacity by Campus

Rents

- FIGURE 6 System Average Rents
FIGURE 7 Public Higher Education Average Rent Comparison
FIGURE 8 MSCBA v. Regional Private College & University Room Rent

Housing Typologies

- FIGURE 9 Current and Proposed System Portfolio by Type
FIGURE 10 Current and Proposed MSCBA Portfolio by Type

System Housing Portfolio Condition

- FIGURE 11 Current and Proposed MSCBA Portfolio by Condition
FIGURE 12 Current and Proposed MSCBA Portfolio by Condition

SECTION 1: OVERVIEW CHAPTER 2: LOOKING FORWARD

Enrollment

- FIGURE 1 NEBHE / WICHE Projections of Massachusetts High School Graduates
FIGURE 2 NEBHE / WICHE Projections of Nationwide High School Graduates
FIGURE 3 NCHEMS Projections of College Age Population
FIGURE 4 Actual and Projected 12th Grade Enrollment in Massachusetts Public Schools
FIGURE 5 Actual and Projected Age 15 to 24 Massachusetts Populations
FIGURE 6 Massachusetts Public Total Fall Headcount Enrollment, 2002-2011

Continuing Demand for a Highly Educated Workforce

- FIGURE 7 Massachusetts Public High School Graduation Rates (Four Year Graduation Rate)

Increased Transfers

- FIGURE 8 Massachusetts State Universities Transfers 2008 to 2011
FIGURE 9 Massachusetts Community College Transfers 2010

Student Retention

- FIGURE 10 Massachusetts First Year Retention Rates (Fall-to-Fall) FY04-10

Ethnic Population Shifts

FIGURE 11 Massachusetts K-12 Enrollment by Race/Ethnicity, 2002-2011

SECTION 1: OVERVIEW**CHAPTER 3: STATE COLLEGE AND UNIVERSITY TEN-YEAR STRATEGY**

FIGURE 1 MA Total Fall Headcount Enrollment, 2002-2011

SECTION 2: CAMPUS PROFILES*Bridgewater State University*

FIGURE 1A Enrollment, 2002- 2012
 FIGURE 1B Undergraduate Enrollment 2004-2012
 FIGURE 1C Full Time Student Residency- Fall 2011
 FIGURE 1D Counties of Residence-2011
 FIGURE 1E Admissions, 2002-2011
 FIGURE 1F First Year Retention Rates 2003-2010
 FIGURE 1G Transfer Admissions 2002-2010
 FIGURE 1H Design Capacity v. Actual Occupancy
 FIGURE 1I Housing Portfolio by Type
 FIGURE 1J Housing Portfolio by Condition
 FIGURE 1K Annual Rent Comparison, FY 2011-2012
 FIGURE 1L Nine-Month Rent Comparison
 FIGURE 1M Rent by Housing Type
 FIGURE 1N Students in Housing by Class Year

Fitchburg State University

FIGURE 2A Enrollment, 2002- 2012
 FIGURE 2B Undergraduate Enrollment 2004-2012
 FIGURE 2C University Full Time Student Residency- Fall 2011
 FIGURE 2D Counties of Residence-2011
 FIGURE 2E Admissions, 2002-2011
 FIGURE 2F First Year Retention Rates 2003-2010
 FIGURE 2G Transfer Admissions 2002-2010
 FIGURE 2H Design Capacity v. Actual Occupancy
 FIGURE 2I Fitchburg State University Housing Portfolio by Type
 FIGURE 2J Fitchburg State University Housing Portfolio by Condition
 FIGURE 2K Annual Rent Comparison, FY 2011-2012
 FIGURE 2L Nine-Month Rent Comparison
 FIGURE 2M Rent by Housing Type
 FIGURE 2N Students in Housing by Class Year

Framingham State University

FIGURE 3A Enrollment, 2002- 2012
 FIGURE 3B Undergraduate Enrollment 2004-2012
 FIGURE 3C Full Time Student Residency- Fall 2011
 FIGURE 3D Counties of Residence-2011
 FIGURE 3E Admissions, 2002-2011
 FIGURE 3F First Year Retention Rates 2003-2010
 FIGURE 3G Transfer Admissions 2002-2010
 FIGURE 3H Design Capacity v. Actual Occupancy

FIGURE 3I	Housing Portfolio by Type
FIGURE 3J	Housing Portfolio by Condition
FIGURE 3K	Annual Rent Comparison, FY 2011-2012
FIGURE 3L	Nine-Month Rent Comparison
FIGURE 3M	Rent by Housing Type
FIGURE 3N	Students in Housing by Class Year

Massachusetts College of Art and Design

FIGURE 4A	Enrollment, 2002- 2012
FIGURE 4B	Undergraduate Enrollment 2004-2012
FIGURE 4C	Full Time Student Residency- Fall 2011
FIGURE 4D	Counties of Residence-2011
FIGURE 4E	Admissions, 2002-2011
FIGURE 4F	First Year Retention Rates 2003-2010
FIGURE 4G	Transfer Admissions 2002-2010
FIGURE 4H	Design Capacity v. Actual Occupancy
FIGURE 4I	Housing Portfolio by Type
FIGURE 4J	Housing Portfolio by Condition
FIGURE 4K	Annual Rent Comparison, FY 2011-2012
FIGURE 4L	Nine-Month Rent Comparison
FIGURE 4M	Rent by Housing Type
FIGURE 4N	Students in Housing by Class Year

Massachusetts College of Liberal Arts

FIGURE 5A	Enrollment, 2002- 2012
FIGURE 5B	Undergraduate Enrollment 2004-2012
FIGURE 5C	Full Time Student Residency- Fall 2011
FIGURE 5D	Counties of Residence-2011
FIGURE 5E	Admissions, 2002-2011
FIGURE 5F	First Year Retention Rates 2003-2010
FIGURE 5G	Transfer Admissions 2002-2010
FIGURE 5H	Design Capacity v. Actual Occupancy
FIGURE 5I	Housing Portfolio by Type
FIGURE 5J	Housing Portfolio by Condition
FIGURE 5K	Annual Rent Comparison, FY 2011-2012
FIGURE 5L	Nine-Month Rent Comparison
FIGURE 5M	Rent by Housing Type
FIGURE 5N	Students in Housing by Class Year

Massachusetts Maritime Academy

FIGURE 6A	Enrollment, 2002- 2012
FIGURE 6B	Undergraduate Enrollment 2004-2012
FIGURE 6C	Full Time Student Residency- Fall 2011
FIGURE 6D	Counties of Residence-2011
FIGURE 6E	Admissions, 2002-2011
FIGURE 6F	First Year Retention Rates 2003-2010
FIGURE 6G	Transfer Admissions 2002-2010
FIGURE 6H	Design Capacity v. Actual Occupancy
FIGURE 6I	Housing Portfolio by Type
FIGURE 6J	Housing Portfolio by Condition
FIGURE 6K	Annual Rent Comparison, FY 2011-2012

FIGURE 6L	Nine-Month Rent Comparison
FIGURE 6M	Rent by Housing Type
FIGURE 6N	Students in Housing by Class Year

Salem State University

FIGURE 7A	Enrollment, 2002- 2012
FIGURE 7B	Undergraduate Enrollment 2004-2012
FIGURE 7C	Full Time Student Residency- Fall 2011
FIGURE 7D	Counties of Residence-2011
FIGURE 7E	Admissions, 2002-2011
FIGURE 7F	First Year Retention Rates 2003-2010
FIGURE 7G	Transfer Admissions 2002-2010
FIGURE 7H	Design Capacity v. Actual Occupancy
FIGURE 7I	Housing Portfolio by Type
FIGURE 7J	Housing Portfolio by Condition
FIGURE 7K	Annual Rent Comparison, FY 2011-2012
FIGURE 7L	Nine-Month Rent Comparison
FIGURE 7M	Rent by Housing Type
FIGURE 7N	Students in Housing by Class Year

Westfield State University

FIGURE 8A	Enrollment, 2002- 2012
FIGURE 8B	Undergraduate Enrollment 2004-2012
FIGURE 8C	Full Time Student Residency- Fall 2011
FIGURE 8D	Counties of Residence-2011
FIGURE 8E	Admissions, 2002-2011
FIGURE 8F	First Year Retention Rates 2003-2010
FIGURE 8G	Transfer Admissions 2002-2010
FIGURE 8H	Design Capacity v. Actual Occupancy
FIGURE 8I	Housing Portfolio by Type
FIGURE 8J	Housing Portfolio by Condition
FIGURE 8K	Annual Rent Comparison, FY 2011-2012
FIGURE 8L	Nine-Month Rent Comparison
FIGURE 8M	Rent by Housing Type
FIGURE 8N	Students in Housing by Class Year

Worcester State University

FIGURE 9A	Enrollment, 2002- 2012
FIGURE 9B	Undergraduate Enrollment 2004-2012
FIGURE 9C	Full Time Student Residency- Fall 2011
FIGURE 9D	Counties of Residence-2011
FIGURE 9E	Admissions, 2002-2011
FIGURE 9F	First Year Retention Rates 2003-2010
FIGURE 9G	Transfer Admissions 2002-2010
FIGURE 9H	Design Capacity v. Actual Occupancy
FIGURE 9I	Housing Portfolio by Type
FIGURE 9J	Housing Portfolio by Condition
FIGURE 9K	Annual Rent Comparison, FY 2011-2012
FIGURE 9L	Nine-Month Rent Comparison
FIGURE 9M	Rent by Housing Type
FIGURE 9N	Students in Housing by Class Year

SECTION 3: APPENDIX

Housing Typologies

- FIGURE 1 Traditional (Double Loaded) Corridor Example
- FIGURE 2 Traditional (Double Loaded Corridor) Example
- FIGURE 3 Suite Example
- FIGURE 4 Suite Example
- FIGURE 5 Semi Suite Example
- FIGURE 6 Semi-Suite Example
- FIGURE 7 Apartment Example
- FIGURE 8 Apartment Example

Students in On-Campus Housing Summary

- FIGURE 9 System Wide History of Freshman Living on Campus, 2008-2011
- FIGURE 10 System Wide Class Year History Living on Campus, 2008-2011

Bridgewater State University

- FIGURE 11A History of Freshman Living on Campus 2008-2011
- FIGURE 11B Class Year History Living on Campus, 2008-2011

Fitchburg State University

- FIGURE 12A History of Freshman Living on Campus 2008-2011
- FIGURE 12B Class Year History Living on Campus, 2008-2011

Framingham State University

- FIGURE 13A History of Freshman Living on Campus 2008-2011
- FIGURE 13B Class Year History Living on Campus, 2008-2011

Massachusetts College of Art and Design

- FIGURE 14A History of Freshman Living on Campus 2008-2011
- FIGURE 14B Class Year History Living on Campus, 2008-2011

Salem State University

- FIGURE 15A History of Freshman Living on Campus 2008-2011
- FIGURE 15B Class Year History Living on Campus, 2008-2011

Massachusetts Home Addresses

Bridgewater State University

- FIGURE 16A Median Distance Between MA Resident Students' Home Addresses and University
- FIGURE 16B Percent of MA Resident Students Living Within 25 Miles

Fitchburg State University

- FIGURE 17A Median Distance Between MA Resident Students' Home Addresses and University
- FIGURE 17B Percent of MA Resident Students Living Within 25 Miles University

Framingham State University

- FIGURE 18A Median Distance Between MA Resident Students' Home Addresses and University

FIGURE 18B Percent of MA Resident Students Living Within 25 Miles

Massachusetts College of Art and Design

FIGURE 19A Median Distance Between MA Resident Students' Home Addresses and University

FIGURE 19B Percent of MA Resident Students Living Within 25 Miles

Massachusetts College of Liberal Arts

FIGURE 20A Median Distance Between MA Resident Students' Home Addresses and University

FIGURE 20B Percent of MA Resident Students Living Within 25 Miles

Massachusetts Maritime Academy

FIGURE 21A Median Distance Between MA Resident Students' Home Addresses and University

FIGURE 21B Percent of MA Resident Students Living Within 25 Miles

Salem State University

FIGURE 22A Median Distance Between MA Resident Students' Home Addresses and University

FIGURE 22B Percent of MA Resident Students Living Within 25 Miles

Westfield State University

FIGURE 23A Median Distance Between MA Resident Students' Home Addresses and University

FIGURE 23B Percent of MA Resident Students Living Within 25 Miles

Worcester State University

FIGURE 24A Median Distance Between MA Resident Students' Home Addresses and University

FIGURE 24B Percent of MA Resident Students Living Within 25 Miles

Massachusetts Demographics

FIGURE 25 Massachusetts Students by County

FIGURE 26 Massachusetts Number of Students by County

FIGURE 27 High & Low Total MA K-12 Population Projection

FIGURE 28 High & Low Total MA K-12 Population Projection: Berkshire County

FIGURE 29 High & Low Total MA K-12 Population Projection: Bristol County

FIGURE 30 High & Low Total MA K-12 Population Projection: Cape and Islands

FIGURE 31 High & Low Total MA K-12 Population Projection: Essex County

FIGURE 32 High & Low Total MA K-12 Population Projection: Franklin County

FIGURE 33 High & Low Total MA K-12 Population Projection: Hampden County

FIGURE 34 High & Low Total MA K-12 Population Projection: Hampshire County

FIGURE 35 High & Low Total MA K-12 Population Projection: Middlesex County

FIGURE 36 High & Low Total MA K-12 Population Projection: Norfolk County

FIGURE 37 High & Low Total MA K-12 Population Projection: Plymouth County

FIGURE 38 High & Low Total MA K-12 Population Projection: Suffolk County

FIGURE 39 High & Low Total MA K-12 Population Projection: Worcester County

Minority Enrollment

Bridgewater State University

FIGURE 40 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

Fitchburg State University

FIGURE 41 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

Framingham State University

FIGURE 42 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

Massachusetts College of Art and Design

FIGURE 43 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

Massachusetts College of Liberal Arts

FIGURE 44 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

Massachusetts Maritime Academy

FIGURE 45 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

Salem State University

FIGURE 46 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

Westfield State University

FIGURE 47 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

Worcester State University

FIGURE 48 Percent of Students of Known Race/Ethnicity With Race/Ethnicity

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