

COLLEGE OF OUR LADY OF THE ELMS



FACT BOOK 2025

ACADEMIC YEAR 2024-25

Office of Institutional Assessment & Research



FACT BOOK 2025

ACADEMIC YEAR 2024-2025

COLLEGE OF OUR LADY OF THE ELMS

291 SPRINGFIELD STREET
CHICOPEE, MASSACHUSETTS 01013
1-800-255-ELMS
WWW.ELMS.EDU

*Produced by
The Office of Institutional Assessment and Research
Karalee A. Yvon, M.B.A.*

Introduction

The Office of Institutional Assessment and Research strives to provide the highest quality data and analytics to administration, faculty, and staff, in order to assist in decision making that will aid the institution in better serving our students and the community.

Holding to this mission, the Office of Institutional Assessment and Research prepares a fact book each year to present institutional data related to academic programs, enrollment, personnel, outcomes, etc. It is our intent to provide often sought out information to make data more readily available to the Elms community.

We welcome your feedback on ways we can enhance or expand the usefulness and effectiveness of the Fact Book. Please forward questions or comments to Karalee Yvon at yvonk@elms.edu.

The Office of Institutional Assessment and Research also welcomes you to visit the OIAR page on the Elms College web site where you may submit your data requests and obtain additional information and resources related to institutional assessment and research. The web page is accessible at: <https://www.elms.edu/about-elms/administrative-offices/institutional-assessment-research/>

Data presented here come from a variety of sources. Information sources are stated (where applicable in each section) unless originating from the college's own internally calculated statistics. Sources include:

- IPEDS (Integrated Postsecondary Education Data System) data reported by the college. IPEDS data are available through the website of the National Center for Educational Statistics Data Center (<https://nces.ed.gov/ipeds/Home/UseTheData>). Categories in the IPEDS database include: enrollment statistics, institutional revenue and expenditures, completions, graduations, outcomes, tuition, and faculty-salary averages among other key indicators. This fact book will also utilize the IPEDS data feedback reports to provide comparisons against peer institutions (n=22). Peer institutions include: Albertus Magnus College (New Haven, CT), American International College (Springfield, MA), Anna Maria College (Paxton, MA), Bay Path University (Longmeadow, MA), Colby-Sawyer College (New London, NH), Eastern Nazarene College (Quincy, MA), Emmanuel College (Boston, MA), Endicott College (Beverly, MA), Fisher College (Boston, MA), Franklin Pierce University (Rindge, NH), Gordon College (Wenham, MA), Lasell University (Newton, MA), Mitchell College (New London, CT), Mount Aloysius College (Cresson, PA), New England College (Henniker, NH), Nichols College (Dudley, MA), Norwich University (Northfield, VT), Regis College (Weston, MA), Rivier University (Nashua, NH), Saint Joseph's College of Maine (Standish, ME), Springfield College (Springfield, MA), University of Saint Joseph (West Hartford, CT)
- NCAA student-athlete graduation rate and academic success rate data reported by the college. These reports provide insight as to the graduation rates of student-athletes versus non-athletes as well as the “academic success rate” (ASR) of student-athletes (how many student-athletes completed OR left the college academically and athletically eligible). NCAA provides a comparison of the institution's ASR compared with the federal rates for each sport.
- Ruffalo Noel-Levitz Higher Education consultants assist us in delivering a variety of surveys that help gather data primarily related to student satisfaction. (<https://www.noellevitz.com/>)
- BCSSE surveys (delivered through Indiana University) provide data feedback reports to compare the college against peer participating colleges in areas related to student engagement (<http://nsse.iub.edu/>)
- The First Destination Survey is administered by the Career Center through Handshake to gain information on post-graduation status of recent college graduates.

CONTENTS

Part I: General Information.....	1
1. Elms Mission.....	1
2. College History.....	1
3. Governance.....	2
4. Institutional Accreditation.....	4
5. College Survey Participation.....	7
Part II: Personnel.....	9
6. Personnel Demographics by Gender and Race/Ethnicity.....	9
7. Staff by Status and Primary Function.....	10
8. Instructional Staff and Student-to-Faculty Ratio.....	11
9. Class Sections by Instructional Staff.....	11
Part III: The Academic Program.....	13
10. Core Curriculum and Academic Assessment.....	13
11. Synopsis of Degree Programs.....	15
12. Course Departments by Division/School.....	16
13. Campus Locations.....	18
14. Annual Credit Hour Production by Term and Course Level.....	19
15. Credit Hour Production by Division/School.....	20
16. Credit Hours Taught by Division/School and Department.....	21
17. Headcount Enrollment by Division/School.....	22
Part IV: Students.....	28
18. 12-Month Enrollment and Full-Time Equivalent (FTE).....	28
19. 12-Month Enrollment by Degree Level and Gender.....	29
20. Fall Enrollment Summary by Student Level and FT/PT Status.....	30
21. Fall Enrollment by Degree Level, Gender, and Race/Ethnicity.....	31
22. Headcount Enrollment and FTE by Degree Level.....	34
23. Student Demographics and Other Characteristics.....	36
Part V: Admissions and Freshmen Profile.....	41
24. Trends in Admissions Activity.....	41
25. High School GPA of First-Time Undergraduates.....	43
26. Beginning College Survey of Student Engagement (BCSSE).....	44

Part VI: Outcomes.....	46
27. Retention and Persistence.....	46
28. Student Satisfaction Assessment (SSI/ASPS).....	48
29. Graduation Rates of Fall Cohorts.....	51
30. Graduation Rates of Full-Year Cohorts.....	53
31. Student-Athlete Graduation and Academic Success Rates.....	54
32. Degrees Awarded.....	55
33. Post-Graduation Status of Degree Recipients.....	57
Part VII: Finances and Financial Aid.....	58
34. Tuition and Fees.....	58
35. Cost of Attendance for First-Time, Full-Time Undergraduates.....	58
36. Financial Aid and Net Price for Undergraduates.....	59
37. Revenues, Expenses, Value of Endowments.....	61

PART 1: GENERAL INFORMATION

1. Elms Mission

The College of Our Lady of the Elms, a Catholic college, educates a diverse group of students in a supportive, vibrant learning community. Combining a liberal arts education with professional studies, Elms College empowers students to effect positive changes in the community and in the world.

Affirming the founding tradition of the Sisters of St. Joseph, Elms College challenges students to embrace change without compromising principle, to respond creatively to the demands of their chosen careers, and to advocate for people in need. Elms College is a community rooted in faith, educated in mind, compassionate in heart, and responsive to civic and social obligations.



2. College History

The Sisters of St. Joseph and the Diocese of Springfield co-founded the College of Our Lady of the Elms as an academy that evolved into a normal school between 1908 and 1910.

The College of Our Lady of the Elms became a baccalaureate-granting institution in 1928, with a specialization in education. Through the efforts of the Sisters of St. Joseph and the Springfield diocesan clergy, the curriculum was expanded through the 1940s and 1950s, and in 1953, an evening program was established.

To meet the needs of the surrounding community, Elms developed undergraduate programs in nursing, business management, and communication disorders during the 1960s and 1970s. In the late 1980s, Weekend College and a Master of Arts degree program in teaching were instituted.

Since then, Elms College has developed additional undergraduate and graduate programs of study, added new residence halls, opened the Maguire Center for Health, Fitness, and Athletics in 1994, admitted the first group of men as full-time students in 1998, opened the Lyons Center for Natural and Health Sciences (CNHS) in 2013, and opened the Center for Student Success in 2017. The Center for Equity in Urban Education was launched in 2019 to build a pipeline of diverse individuals who will serve as teachers and leaders in the urban school districts of Springfield, Holyoke, Chicopee and beyond. In 2020, the College launched the St. Augustine Center for Ethics, Religion and Culture (CERC), to provide opportunities for spiritual development and dialogue.

Today, Elms continues to grow its undergraduate and graduate programming. Over the past decade we have excelled academically, athletically, culturally and socially. Elms College is thriving without compromising our values or mission, and we will continue to do so with the help of bright, passionate students, committed faculty and staff, and a network of alumni and friends whose own histories are unquestionably tied with ours.

3. Governance

The role served by the college administration is that of stewardship. We are stewards of our students' futures and campus resources. The college's operations and major decisions are guided by the president and his administrative cabinet, comprised of senior college staff. The office of the president is in turn governed by the board of trustees, and in collaboration with the faculty, serves the crucial function of carrying out the college's vision and mission in a strategic manner.

Board of Trustees

Chairpersons

Paul M. Stelzer, Chair	Kathleen M. Kane, Vice Chair
------------------------	------------------------------

Trustees

Beth E. Anderson	Paul Marchese, MBA ChFC
Kathleen L. Bernardo	Lydia Martinez-Alvarez
Sr. Jean R. Bostley, SSJ, '70	Mark O'Connell
Pascale Desir	Sr. Catherine Ormond, SSJ
B. John Dill	Frank Robinson, PhD
Elizabeth G. Dineen '77	Martha R. Ross '87
Dennis Duquette	Pedro Sanchez, Jr.
Lawrence F. Eagan	Sr. Eleanor M. Spring, SSJ, '63
Mark M. Fulco	Cheryl Stanley, PhD
Lindsey M. Gamble	Sr. Betsy Sullivan, SSJ
Melissa R. Gillis '96	Eileen O'Leary Sullivan
Fawwaz Habbal, PhD	Richard K. Sullivan, Jr.
Kristin Ferriter Hagan, '96	Sr. Jane Thomas, SSJ, '72
Peter J. Harrington	Ashley Vanasse '11
Regina Noonan Hitchery, '71	Michael Vann
Carolyn Jacobs, MSW PhD	Lisa Wills '88

President Emeriti

Kathleen Keating, SSJ, PhD, '52	Mary Reap, IHM, PhD
---------------------------------	---------------------

Trustee Emeriti

Richard Bourgeois	Sr. Virginia Maitland, SSJ
Anthony Cignoli	Joseph Marois
Ellen Freyman	Linda K.C. Mansfield '77
Joan Kagan	David O'Brien, PhD
Francis Kirley	Sr. Maxyne Schneider, SSJ, PhD, '65
Cynthia A. Lyons	Kathy L. Tobin
Nancy MacPherson	

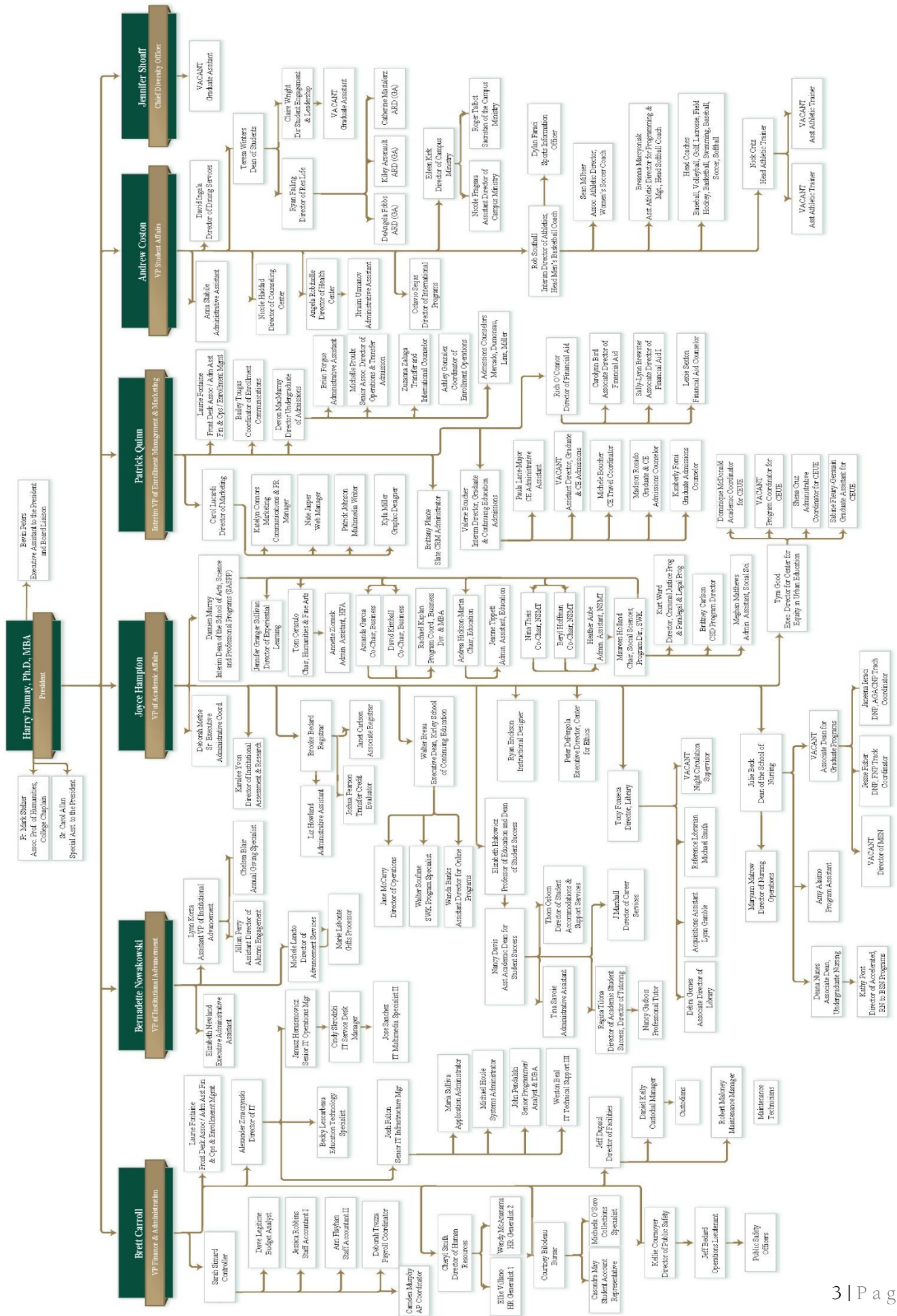
Faculty Representatives

William Gilbert, PhD, MSW, LCSW, AADC	Kathleen Pont, DNP, ANP-BC
---------------------------------------	----------------------------

Student Representatives

Jackalope Labbe, '25	Clement Kimani, '25
----------------------	---------------------

The chart to follow on the next page depicts the internal employee organizational structure of the college, beginning with the President, Cabinet, and subsequent departments.



* Adapted from HR organizational chart 3/28/2025

4. Institutional Accreditation

New England Commission of Higher Education (NECHE)

Elms College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, NEASC). Accreditation by NECHE indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Elms' initial accreditation was received in 1942. The last comprehensive evaluation visit was completed in 2023, which resulted in "continued accreditation".

Elms College adheres and complies to the following nine standards in order to maintain accreditation with NECHE: 1. Mission and Purposes, 2. Planning and Evaluation, 3. Organization and Governance, 4. The Academic Program, 5. Students, 6. Teaching, Learning, and Scholarship, 7. Institutional Resources, 8. Educational Effectiveness, 9. Integrity, Transparency, and Public Disclosure.

The following language from NECHE summarizes each of the Standards in more detail:

Standard 1: Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

Standard 2: Planning and Evaluation

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.

Standard 3: Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity. It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any other entity to be held accountable for meeting the Commission's Standards for Accreditation.

Standard 4: The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Standard 5: Students

Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

Standard 6: Teaching, Learning, and Scholarship

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

Standard 7: Institutional Resources

The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

Standard 8: Educational Effectiveness

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

Standard 9: Integrity, Transparency, and Public Disclosure

The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

**For more information related to accreditation and the aforementioned Standards, please visit the official NECHE web site: <https://www.neche.org/>*

Departmental/Other Accreditations

The social work program is accredited by the [Council on Social Work Education](#) (CSWE).

The baccalaureate degree in nursing, master's degree in nursing and doctor of nursing practice degree in adult gerontology acute care nurse practitioner and family nurse practitioner at Elms are accredited by the [Commission on Collegiate Nursing Education](#) (CCNE). The baccalaureate nursing degree program is fully approved by the Massachusetts Board of Registration in Nursing.

Elms College has received specialized accreditation for its business programs through the International [Accreditation Council for Business Education](#) (IACBE). The business programs in the following degrees are accredited by the IACBE: Master of Business Administration with concentrations in Accounting, Healthcare Leadership, and Management; Bachelor of Arts, with majors in Accounting, Management, Healthcare Management, Marketing, and Sport Management.

The Elms College education program is approved for initial and professional educator licensure preparation programs by the [Department of Elementary and Secondary Education](#) (DESE).

The college is also a member of the Council of Independent Colleges, the Association of Catholic Colleges and Universities, the Council for Higher Education Accreditation, and the Association of Governing Boards.

5. College Survey and Data Collection Participation

The Office of Institutional Assessment & Research reports out a variety of data to many external entities per state or federal regulations, to maintain web profiles for prospective students and their families, or for national studies in higher education. The following listing provides detail on participation in external data collection, surveys, or questionnaires, along with the purpose, and frequency of each.

Survey/Questionnaire Name	Purpose	Survey Schedule
AAUP Faculty Compensation Survey (American Association of University Professors)	Schools submitting data form the basis for the “Annual Report on the Economic Status of the Profession,” published in <i>Academe</i> and <i>The Chronicle of Higher Education</i> and used by U.S. News, <i>The Higher Education Price Index</i> and other outlets.	Annual – Spring
ACT IDQ (ACT)	Updates college profile through ACT score reports as well as on the student web site: http://www.actstudent.org	Annual – Spring
Annual Survey of Graduate and Professional Institutions (Peterson’s)	Updates college profile on: http://www.petersons.com/	Annual – Spring
Annual Survey of Undergrad. Financial Aid (Peterson’s)	Updates college profile on: http://www.petersons.com/	Annual – Spring
Annual Survey of Undergrad. Institutions (Peterson’s)	Updates college profile on: http://www.petersons.com/	Annual – Spring
BigFuture College Profile (College Board)	Updates college profile on: https://bigfuture.collegeboard.org	Annual – Spring
Common Data Set	Compiles common data questions utilized by other annual surveys	Annual
HEP Higher Education Directory	Contact information of college administrators is published in the Higher Education Directory and made available to those in and working with the higher education community	Annual
IPEDS Data Collection System	All Title IV participating higher education institutions must report a variety of data to the U.S. Department of Education throughout the academic year. Surveys include: Institutional Characteristics, Completions, 12-month Enrollment, Student Financial Aid, Cost I & II, Graduation Rates, 200% Grad Rates, Admissions Outcome Measures, Fall Enrollment, Finance, Human Resources, and Academic Libraries	Annual – Fall, Winter, Spring
NC-SARA Distance Education Enrollment Data Collection	State Authorizations Reciprocity Agreements (NC-SARA) requires participating institutions to report distance education enrollment and Out-of-State Learning Placements (OOSLP) annually.	Annual – Spring
NCAA Grad Rates Data Collection	All DII NCAA institutions must report overall student enrollment and graduation rates as well as student-athlete graduation and academic success rates (ASR)	Annual - Spring
NEBHE MA Guarantee Data Collection	Institutions participating in the New England Board of Higher Education (NEBHE) MA Guarantee Program must submit student transfer data (transfer credits, originating institution, GPA, etc.) as well as student outcomes for each student entering under the Guarantee	Annual - Spring

Survey/Questionnaire Name (cont.)	Purpose	Survey Schedule
SAT Validity Study (College Board)	Evaluate measures used in admission decisions to determine how well admission criteria and other predictors help in identifying “at-risk” students	Annual - Fall
UCAN (University & College Accountability Network)	Updates college profile on the UCAN web site located at: http://www.ucan-network.org/	Annual – Spring
US News Best Colleges	Updates data points that are used in the U.S. News Best Colleges ranking calculations. These rankings and college profiles are intended to assist prospective college students in identify the best college or university for them.	Annual – Spring
Wintergreen Survey (Wintergreen Orchard House)	Updates college profile on: http://www.collegexpress.com	Annual – Spring

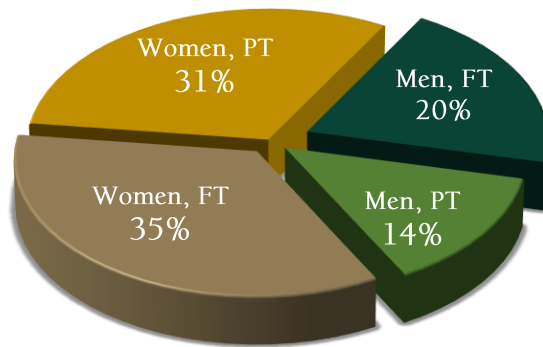
The Office of Intuitional Assessment & Research also administers internal surveys to gain a better understanding of the student population. The following displays the surveys that are regularly administered internally along with the purpose and frequency of each.

Survey Name	Purpose	Survey Schedule
Adult Priorities Survey (Noel-Levitz)	Assesses satisfaction/priorities of adult students enrolled in undergraduate or graduate programs	Annual - Spring
Beginning College Survey of Students (BCSSE)	Designed to be paired with NSSE to provide an in-depth understanding of first-year student engagement on campus	Annual – At new student orientation each year.
Student Satisfaction Inventory (Noel-Levitz)	Measures student satisfaction/priorities to learn how satisfied students are and what issues are important to them	Annual - Spring
First Destination Survey (Handshake)	Administered (by Career Services in conjunction with IAR) to new college graduates to gain information on employment and graduate school admissions	Annual – at graduation, and intermittent reminders up to 6 months following graduation for each class

PART II: PERSONNEL

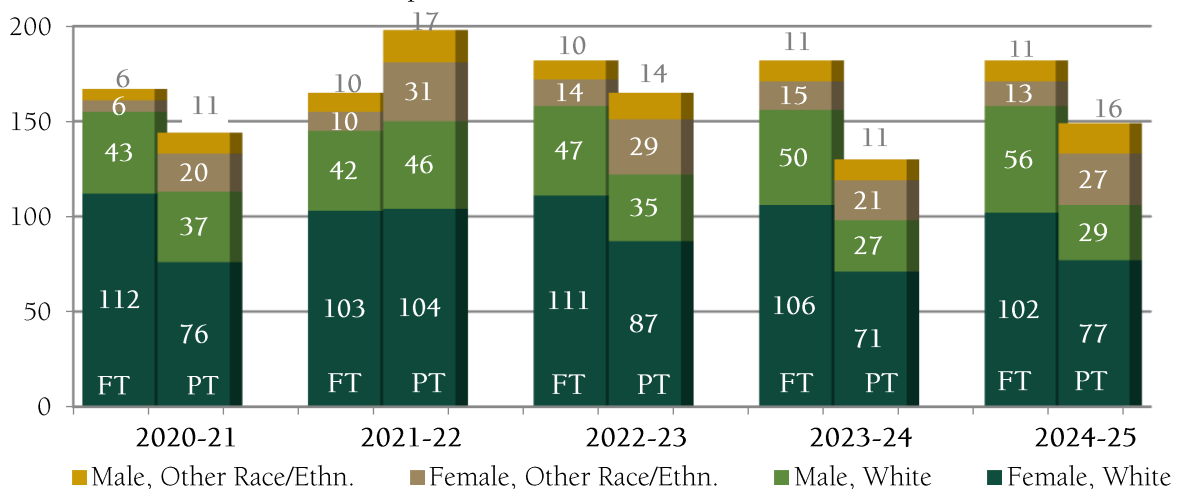
6. Personnel Demographics by Gender and Race/Ethnicity

Gender and Race/Ethnicity of Staff by Full-time Status
(IPEDS reported data for 2024-25)



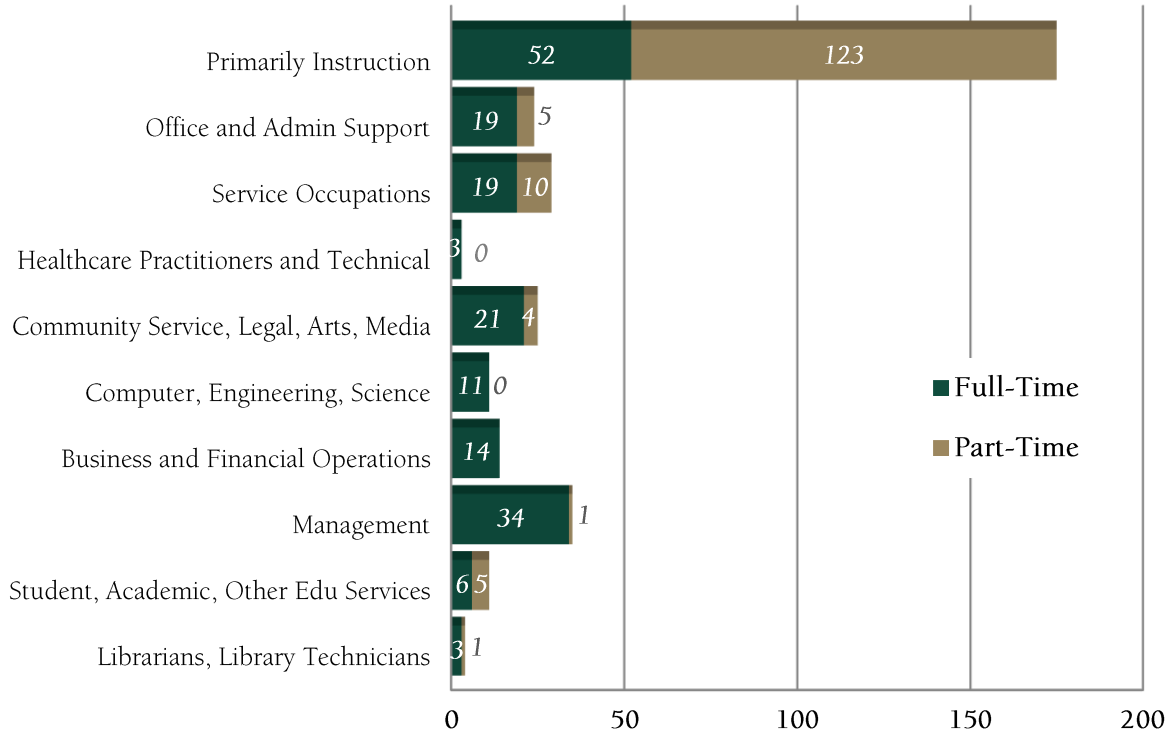
Race/Ethnicity	Full-Time			Part-Time (incl. adjunct)			Grand Total
	Men	Women	Total	Men	Women	Total	
Hispanic/Latino	5	7	12	3	6	9	21
American Indian/Alaskan	0	0	0	0	0	0	0
Asian/Pac Islander	1	0	1	2	0	2	3
Black/African American	3	4	7	6	8	14	21
White	56	102	158	29	77	106	264
Two or more races	1	2	3	1	0	1	4
Race/Ethnicity Unknown	1	0	1	4	13	17	18
Total	67	115	182	45	104	149	331

Trends in Race/Ethnicity for Staff by Gender and Full-time/Part-time Status
(IPEDS reported data for AY 2020-21 to AY 2024-25)



7. Staff by Status and Primary Function

Staff by Employment Status and Function
(IPEDS reported data 2024-25)



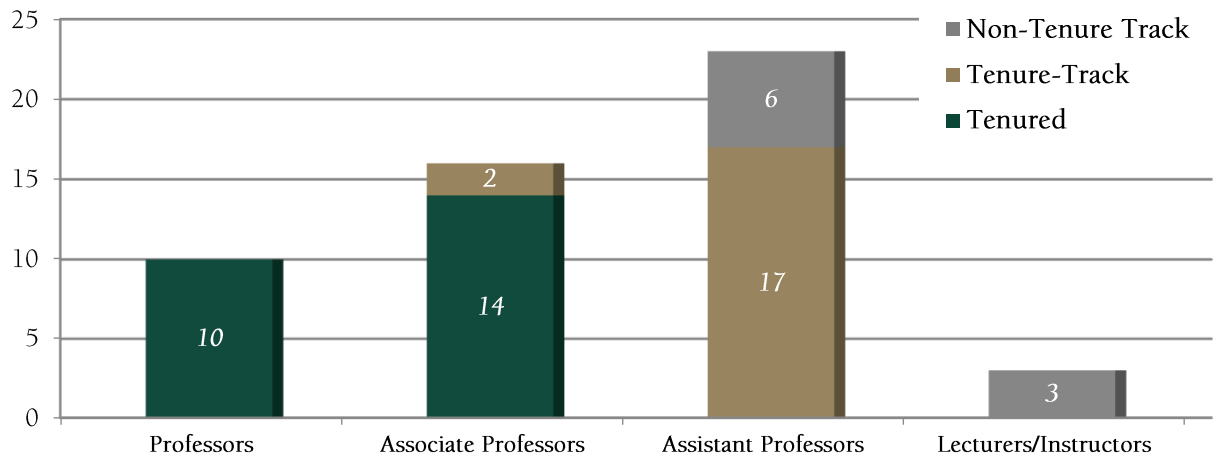
Comparison of Staff Employment by Status/Function Over Time

(IPEDS reported data from 2020-21 to 2024-25)

Occupational Category	2020-21			2021-22			2022-23			2023-24			2024-25		
	FT	PT	FTE	FT	PT	FTE	FT	PT	FTE	FT	PT	FTE	FT	PT	FTE
Librarians, Curators, Archivists	2	1	2	3	1	3	3	1	3	3	1	3	3	1	3
Student, Academic, Other Edu Services	14	3	15	8	13	12	6	6	8	7	6	9	6	5	8
Management	21	0	21	21	0	21	30	1	30	37	1	37	34	1	34
Business and Financial Operations	10	0	10	11	0	11	14	0	14	11	0	11	14	0	14
Computer, Engineering, Science	9	1	9	9	1	9	7	1	7	8	1	8	11	0	11
Community, Social Service, Legal, Arts, Media	30	0	30	29	10	32	22	3	23	21	3	22	21	4	22
Healthcare Practitioners and Technical	5	1	5	4	0	4	2	0	2	4	1	4	3	0	3
Service Occupations	3	14	8	6	14	11	17	10	20	18	10	21	19	10	22
Office and Admin Support	19	11	23	22	4	23	24	3	25	17	1	17	19	5	21
Primarily Instruction	54	113	92	52	155	104	57	140	104	56	106	91	52	123	93
Total	167	144	215	165	198	231	182	165	237	182	130	225	182	149	232
Grand Total	311			363			347			312			331		

8. Instructional Staff and Student-to-Faculty Ratio

Full-time Instructional Staff by Status
(IPEDS reported data Fall 2024)



Comparison of Full-time Instructional Staff by Tenure Status Over Time
(IPEDS reports data from Fall 2020 to Fall 2024)

	Fall 2020			Fall 2021			Fall 2022			Fall 2023			Fall 2024		
	T	T-T	NTT	T	T-T	NTT	T	T-T	NTT	T	T-T	NTT	T	T-T	NTT
Professor	8	0	0	7	0	0	9	0	0	9	0	0	10	0	0
Associate Prof	18	4	0	16	3	0	15	2	0	13	3	0	14	2	0
Assistant Prof	0	11	8	0	11	12	0	14	10	0	16	12	0	17	6
Lecturer/Instructor	0	0	5	0	0	3	0	0	7	0	0	3	0	0	3
Total	26	15	13	23	14	15	24	16	17	22	19	15	24	19	9
Grand Total	54			52			57			56			52		
Student-to-Faculty Ratio	12:1			11:1			10:1			11:1			11:1		

*T = Tenured T-T = Tenure-Track NTT = Non-Tenure Track

9. Class Sections by Instructional Staff

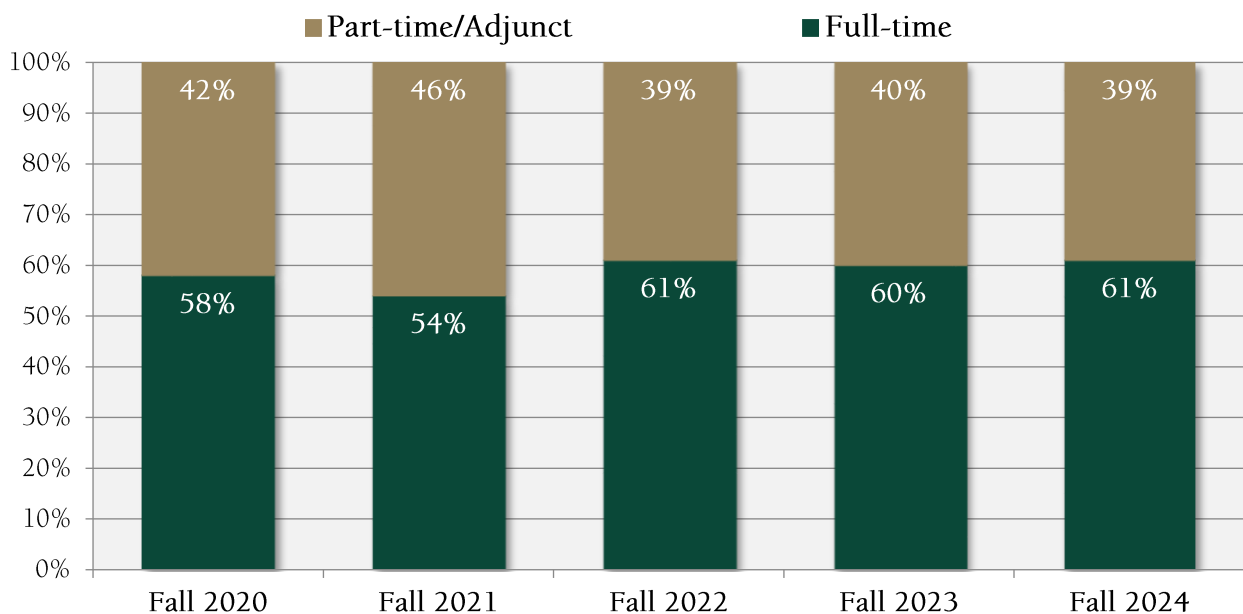
The following table and graph display the total unique course sections offered as of fall census day at the main campus and an indication of the percentage taught by full-time faculty versus part-time faculty. Independent studies, internships, and practica have been excluded; all site locations and online courses are included.

Course Sections Taught by Full-time or Pro-Rata/Adjunct Instructors

Fall 2020	Total Number of Sections	Taught by Full-time Faculty	Taught by Part-Time or Adjuncts
Undergraduate Sections	326	188 (58%)	138 (42%)
Graduate Sections	77	47 (61%)	30 (39%)
Total Sections	403	235 (58%)	168 (42%)

Fall 2021			
	Total Number of Sections	Taught by Full-time Faculty	Taught by Part-Time or Adjuncts
Undergraduate Sections	324	176 (54%)	148 (46%)
Graduate Sections	82	47 (57%)	35 (43%)
Total Sections	406	223 (55%)	183 (45%)
Fall 2022			
	Total Number of Sections	Taught by Full-time Faculty	Taught by Part-Time or Adjuncts
Undergraduate Sections	310	190 (61%)	120 (39%)
Graduate Sections	78	41 (53%)	37 (47%)
Total Sections	388	231 (60%)	157 (40%)
Fall 2023			
	Total Number of Sections	Taught by Full-time Faculty	Taught by Part-Time or Adjuncts
Undergraduate Sections	312	188 (60%)	124 (40%)
Graduate Sections	93	49 (53%)	44 (47%)
Total Sections	405	237 (59%)	168 (41%)
Fall 2024			
	Total Number of Sections	Taught by Full-time Faculty	Taught by Part-Time or Adjuncts
Undergraduate Sections	330	200 (61%)	130 (39%)
Graduate Sections	102	49 (48%)	53 (52%)
Total Sections	432	249 (58%)	183 (42%)

Distribution of Undergraduate Courses Taught by Full-Time versus Part-Time/Adjunct Faculty (Fall 2020 to Fall 2024)



PART III: THE ACADEMIC PROGRAM

10. Core Curriculum and Academic Assessment

The Elms College Liberal Arts Core Curriculum is comprised of seven outcomes that fall within three major component categories: spiritual and ethical development; global awareness and cultural understanding; critical thinking and communication.

The following table displays the current Elms College Core Assessment Model, including the courses approved to teach to each outcome and their modes of assessment.

ELMS COLLEGE CORE ASSESSMENT MODEL			<i>(Last Revision: 3/26/2025)</i>
SPIRITUAL AND ETHICAL DEVELOPMENT			
OUTCOME	COURSE(S)	ASSESSMENT	
1	Analyze ethical issues and propose solutions derived from moral and ethical reasoning.	All BMH, all ETH, all PHI courses	Ethical Leadership rubric for one assignment
2	Demonstrate religious literacy.	ANY REL	Religious literacy rubric for one assignment
GLOBAL AND CULTURAL UNDERSTANDING			
OUTCOME	COURSE(S)	ASSESSMENT	
3	Identify, analyze, and articulate concepts significant to global and multicultural perspectives. Demonstrate Cultural competence and cultural humility.	All HIS courses (except HIS 1604, 4100), ART 2103, 2105, ENG 1307, 2001, 2002, 2301, 3707, IDS 2203, MUS 2300, SOC 3106, SPA 2207, 4102, 4105, 4405, SSD 2108, 3004	Culture rubric for one assignment in each course
4	Explain the basic structure and processes of U.S. government on a local, state, and federal level. Illustrate ways in which citizens and organizations impact government to advance policies that include social justice.	CRJ 2600, CSD 3007, ECN 2101, EDU 1000, HIS 1604, REL 3005, SOC 1001, SSD 2002, 3004, SWK 3001	Civic knowledge rubric for one assignment
CRITICAL THINKING AND COMMUNICATION			
OUTCOME	COURSE(S)	ASSESSMENT	
5	Demonstrate critical thinking through written analysis.	Level 1: ENG 1001 (Rhetoric) Level 2: All Literature courses - all ENG courses (except: ENG1000, ENG1001, ENG 1805, ENG 3001), HUM 2105, BMH-3101, SPA 4105, 4405	Critical Thinking: Written Expression rubric for one assignment

CRITICAL THINKING AND COMMUNICATION (cont.)			
OUTCOME		COURSE(S)	ASSESSMENT
6	Demonstrate critical thinking through oral presentation.	ENG 1001 (Rhetoric)	Critical Thinking: Oral Expression rubric for one assignment
7	Demonstrate quantitative literacy.	MAT 1002, 1008, 1009, 1101, 1200, 1301, 1302, 1303, 1304, 1402, 1405, 1505	Critical thinking: Numeric Expression rubric for one assignment

The faculty assessment committee is charged with collecting and reporting data about the seven core curriculum student learning outcomes. The primary purpose of learning outcomes assessment at Elms College is to increase student success in major disciplines, as well as the liberal arts and sciences core, through a process that involves faculty from all academic areas and that promotes continuous improvements in teaching and learning.

Each semester, the courses designated as “core” courses will perform their respective assessments to gather data on students’ abilities within each outcome. These data are submitted to the assessment committee for analysis. At the end of each academic year, the assessment committee produces an annual report summarizing student performance and faculty participation in assessment efforts as well as making recommendations for the next academic year. The report is given to the faculty curriculum committee and Vice President of Academic Affairs for review and consideration of future curriculum changes.

The Academic Assessment Google Site serves as a hub for the learning outcomes assessment efforts. The site contains the data collection form, graphical visualizations of currently available data, and resources (such as an assessment handbook, PDF copies of the assessment rubrics, etc.). Elms faculty, administration, and staff may view the site at the following hyperlink: <https://sites.google.com/elms.edu/academic-assessment>. (Note: the web site is only accessible to those with a college issued email address. Viewers must log in with their @elms.edu credentials to gain access.) A link to The Core Curriculum Assessment Handbook may be accessed on the Academic Assessment site but can also be accessed [by clicking here](#).

11. Synopsis of Degree Programs

The following table contains a listing of the programs of study available to students in the academic year 2024-2025.

Undergraduate Programs			
Associates Programs			
Speech Language Pathology Assistant			
Pre-Bachelors Certificates			
Nursing Education		Speech Language Pathology Assistant	
Bachelors Programs by Division/School			
Business		Natural Sciences, Mathematics & Technology	
Accounting		Biology	
Entrepreneurship		Biotechnology	
Graphic Design		Chemistry	
Healthcare Management		Computer Information Tech & Security	
Management		Computer Science	
Marketing		Data Science and Artificial Intelligence	
Social Media		Life Sciences	
Sports Management		Mathematical Science	
Education		School of Nursing	
Early Care/Education		Nursing	
Early Childhood Education		Social Sciences	
Education/Moderate Disabilities		Communication Sciences and Disorders	
Education Studies		Criminal Justice	
Elementary Education		Psychology	
English as a Second Language		Social Work	
Secondary Education		Sociology	
Humanities and Fine Arts		Speech-Language Pathology Assistant	
English		Professional Studies	
English Writing			
History			
Humanities & Fine Arts			
Liberal Arts			
Religious Studies			
Minors of Study			
Accounting	Chemistry	Education Studies	Mathematical Sci.
Art/Fine Arts	Coaching	English	Music
Asian Studies (China)	Computer Information Tech.	Ethical Leadership	Paralegal Studies
Asian Studies (Japan)	Computer Science	Entrepreneurship	Philosophy
Bioethics	Criminal Justice	Graphic Design	Psychology
Bioethics & Med. Humanities	Cyber Security	History	Religious Studies
Biology	Data Analytics	Irish Studies	Sociology
Biotechnology	Data Science and AI	Legal Studies	Spanish
Business & Law	Digital Forensics	Management	Theatre Studies

Graduate Programs

Post-Bachelors Certificates

Financial Planning	Pre-Speech Pathology
Bioethics & Medical Humanities	Nursing Education
Global Health	Nursing & Health Services Management
Post-Baccalaureate Pre-Medical Studies	School Nursing

Masters Programs by Division/School

Business	Natural Sciences, Mathematics & Technology
Accounting and Financial Planning	Biomedical Sciences
Accounting	Biotechnology
Financial Planning	School of Nursing
Healthcare Innovation	Nursing
Healthcare Leadership	Nursing Business
Management	Nursing Dual Degree (MSN/MBA)
Education	Nursing Education
Teaching	Nursing & Health Services Management
Education	School Nursing
Humanities and Fine Arts	Social Sciences
Applied Theology	Applied Behavior Analysis
Bioethics & Medical Humanities	Autism Spectrum Disorders
	Social Work

Post-Masters Certificates

Adult-Ger. Acute Care Nurse Pract.	Education
Autism Spectrum Disorders	Family Nurse Practitioner

Doctoral Programs

School of Nursing
Adult-Gerontology Acute Care Nurse Practitioner
Family Nurse Practitioner
Health Systems Innovation & Leadership

12. Course Departments by Division/School

Division/School	Course Prefix	Department
Business		
	ACC	Accounting
	BUS	Business
	ECN	Economics
	ENT	Entrepreneurship
	FIN	Financial Planning
	GDS	Graphic Design
	HCL	Health care
	HTH	Health service
	PED	Physical education
	SPM	Sports marketing/management

Division/School	Course Prefix	Department
Education		
	EDU	Education
	ESL	English as a second language
Humanities & Fine Arts		
	ART	Art
	BMH	Biomedical Ethics and Humanities
	CHI	Chinese
	DAN	Dance
	ENG	English
	ETH	Ethics
	HIS	History
	IDS	Inter-disciplinary study
	IRI	Irish
	JPN	Japanese
	MUS	Music
	PHI	Philosophy
	REL	Religion
	SPA	Spanish
	THR	Theatre
Natural Sciences, Mathematics, and Technology		
	BIO	Biology
	BMS	Biomedical Sciences
	CHE	Chemistry
	CIT	Computer information technology/science
	MAT	Mathematics
	PHY	Physics
School of Nursing		
	NUR	Nursing
Social Sciences		
	ABA	Applied Behavior Analysis
	ASD	Autism spectrum disorders
	CRJ	Criminal justice
	CSD	Communication sciences and disorders
	LEG	Legal and paralegal studies
	PSY	Psychology
	SOC	Sociology
	SSD	Social science division
	SSN	Special topics
	SWK	Social work

13. Campus Locations

In addition to the main campus in Chicopee, MA, Elms College has off-campus locations to provide unique certificate and bachelor's degree completion programs. A selection of programs are also offered online. Locations/program offerings in the academic year 2024-2025 include:

Elms College – Main Campus
291 Springfield Street, Chicopee, MA 01013

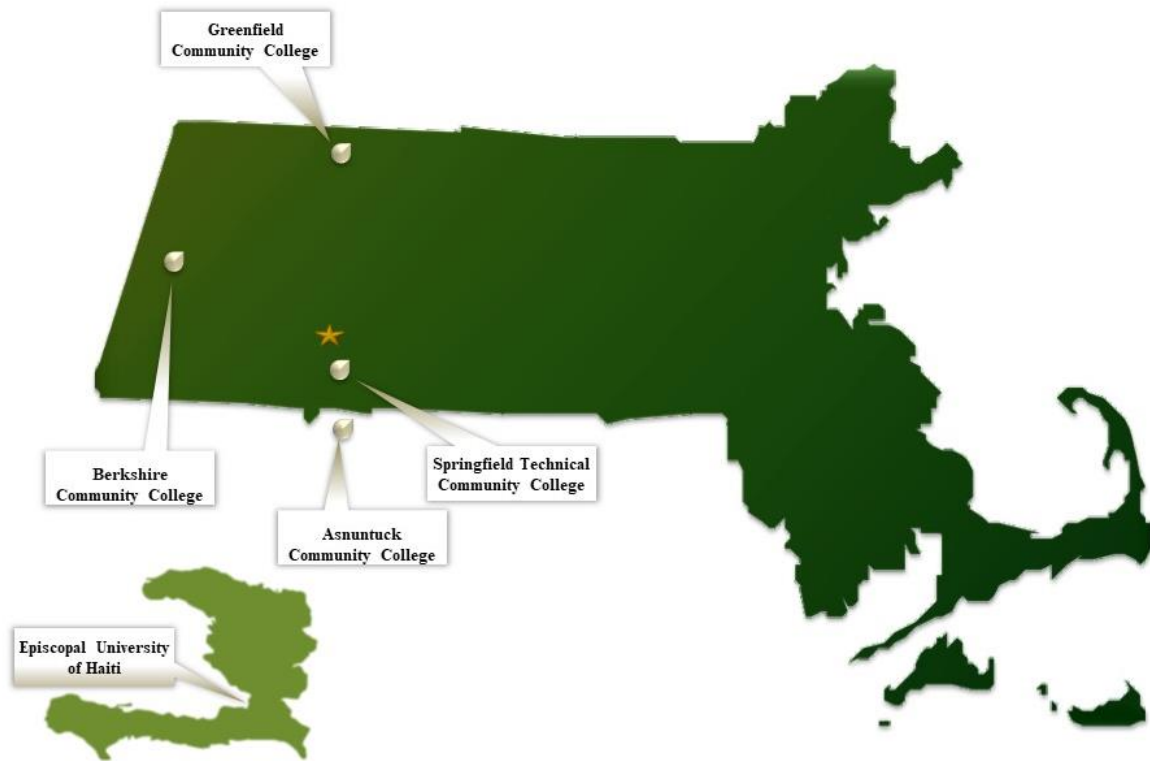
Asnuntuck Community College
170 Elm Street, Enfield, CT 06082
Degree Programs: Social Work BS

Berkshire Community College
1350 West St, Pittsfield, MA 01201
Degree Programs: Social Work BS

Greenfield Community College
One College Drive, Greenfield, MA 01301
Degree Programs: Social Work BS

Springfield Technical Community College
1 Armory Square #1, Springfield, MA 01105
Degree Programs: Social Work BS

Episcopal University of Haiti
Degree Programs: Nursing Education Cert.



Elms Online

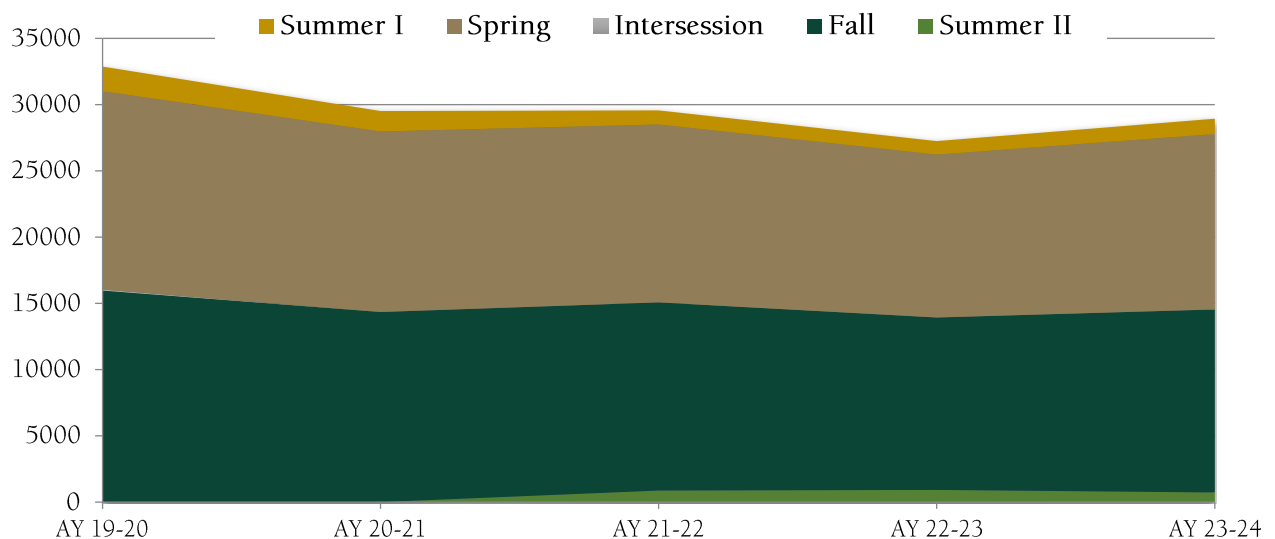
Degree Programs: Computer Info. Tech. & Security BA, Computer Science BA, Healthcare Management BA, Management and Marketing BA, Psychology BA, RN-BSN, SLPA (Cert., AA, BA), Nursing & Health Services Mgt. Grad. Cert., Nursing Education Grad. Cert., School Nursing Grad. Cert., Masters of Science in Nursing

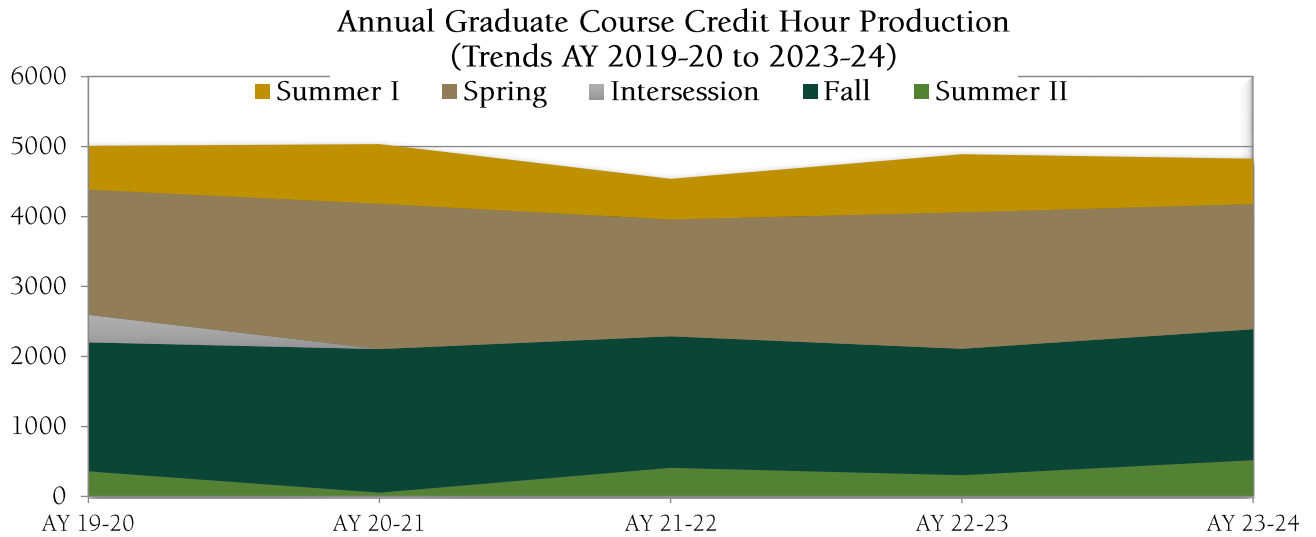
14. Annual Credit Hour Production by Term and Course Level

Credit hour production in this section is calculated on the basis of all course sections offered and the total number of credits generated by those sections during the term identified. Data is provided for academic year 2019-20 through 2023-24. (Note: summer I terms include courses starting prior to July 1st or the academic year while summer II terms include courses starting on or after July 1st of the academic year; beginning in AY 2020-21 the “intersession” term was rolled into “spring”.)

Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24
Undergraduate	32,871	29,508	29,570	27,253	28,944
Summer II	-	-	865	915	723
Fall	15,978	14,358	14,212	13,016	13,817
Intersession	66	-	-	-	-
Spring	14,974	13,620	13,432	12,297	13,246
Summer I	1,853	1,530	1,061	1,025	1,158
Graduate	5,010	5,035	4,539	4,890	4,827
Summer II	357	54	408	305	519
Fall	1,845	2,052	1,879	1,805	1,871
Intersession	393	-	-	-	-
Spring	1,790	2,076	1,670	1,948	1,786
Summer I	625	853	582	832	651
Annual Credit Hr Production	37,881	34,543	34,109	32,143	33,771

Annual Undergraduate Course Credit Hour Production
(Trends AY 2019-20 to 2023-24)





15. Credit Hour Production by Division/School (Annual)

Credit hour production in this section is based on total credits generated by each course division as of the end of the academic year. Course departments are determined by course prefix. Credit hours are broken out by main campus undergraduate courses, off-campus/online undergraduate courses, and graduate courses.

	2019-20	2020-21	2021-22	2022-23	2023-24
Business	4,975	4,365	4,208	3,932	4,688
Main Campus Undergraduate Course	3,085	2,472	2,069	2,375	3,290
Off-Campus /Online Undergrad Courses	945	945	1,305	852	597
Graduate Courses	945	948	834	705	801
Education	2,134	2,324	2,061	1,924	1,906
Main Campus Undergraduate Course	885	1,122	888	853	871
Off-Campus /Online Undergrad Courses	234	84	72	63	27
Graduate Courses	1,015	1,118	1,101	1,008	1,008
Humanities & Fine Art	6,881	5,497	6,179	5,863	6,493
Main Campus Undergraduate Course	5,527	3,934	4,922	3,621	4,759
Off-Campus /Online Undergrad Courses	1,066	1,353	1,125	1,957	1,563
Graduate Courses	288	210	132	285	171
Natural Sci., Mathematics, and Tech.	7,186	5,734	5,415	5,495	5,968
Main Campus Undergraduate Course	5,614	4,146	4,363	3,817	4,581
Off-Campus /Online Undergrad Courses	921	885	720	1,024	964
Graduate Courses	651	703	332	654	423
School of Nursing	7,513	7,886	8,333	8,221	8,283
Main Campus Undergraduate Course	4,857	4,863	5,445	4,894	4,775
Off-Campus /Online Undergrad Courses	836	1,283	1,022	1,281	1,289
Graduate Courses	1,820	1,740	1,866	2,046	2,219
Social Sciences	9,192	8,737	7,913	6,708	6,433
Main Campus Undergraduate Course	5,385	3,673	3,717	2,675	2,762
Off-Campus /Online Undergrad Courses	3,516	4,748	3,922	3,841	3,466
Graduate Courses	291	316	274	192	205
Grand Totals by Year	37,881	34,543	34,109	32,143	33,771
Main Campus Undergraduate Course	25,353	20,210	21,404	18,235	21,038
Off-Campus /Online Undergrad Courses	7,518	9,298	8,166	9,018	7,906
Graduate Courses	5,010	5,035	4,539	4,890	4,827

16. Credit Hours Taught by Division/School and Department (AY2024)

The following table details the total course sections and total credit hours generated by course division and course department for the most recently completed academic year (AY2024). (All course sections are included for every degree level).

Undergraduate Course Department by Division/School	# Course Sections	Total Hours	% of Total Credit Hours
Business	128	4,688	14%
Accounting	11	249	1%
Business	81	3,135	9%
Economics	4	297	1%
Entrepreneurship	5	198	1%
Health service	9	150	0%
Physical Education	18	659	2%
Education	119	1,906	6%
Education	119	1,906	6%
Humanities & Fine Arts	120	6,493	19%
English	19	1,284	4%
Fine Arts	19	726	2%
Foreign Languages	10	594	2%
History	17	810	2%
Liberal Arts	21	1,093	3%
Philosophy	15	888	3%
Religious Studies	19	1,098	3%
Natural Sci., Mathematics, and Technology	188	5,968	18%
Computer Information Technology	30	1,410	4%
Mathematics	19	885	3%
Natural Sciences	139	3,673	11%
School of Nursing	180	8,283	25%
Nursing	180	8,283	25%
Social Sciences	152	6,433	19%
Criminal Justice	11	422	1%
Communication Sciences and Disorders	55	2,062	6%
Legal and Paralegal Studies	5	114	0%
Psychology	35	1,057	3%
Sociology	10	561	2%
Social Work	36	2,217	7%
Grand Totals	887	33,771	100%

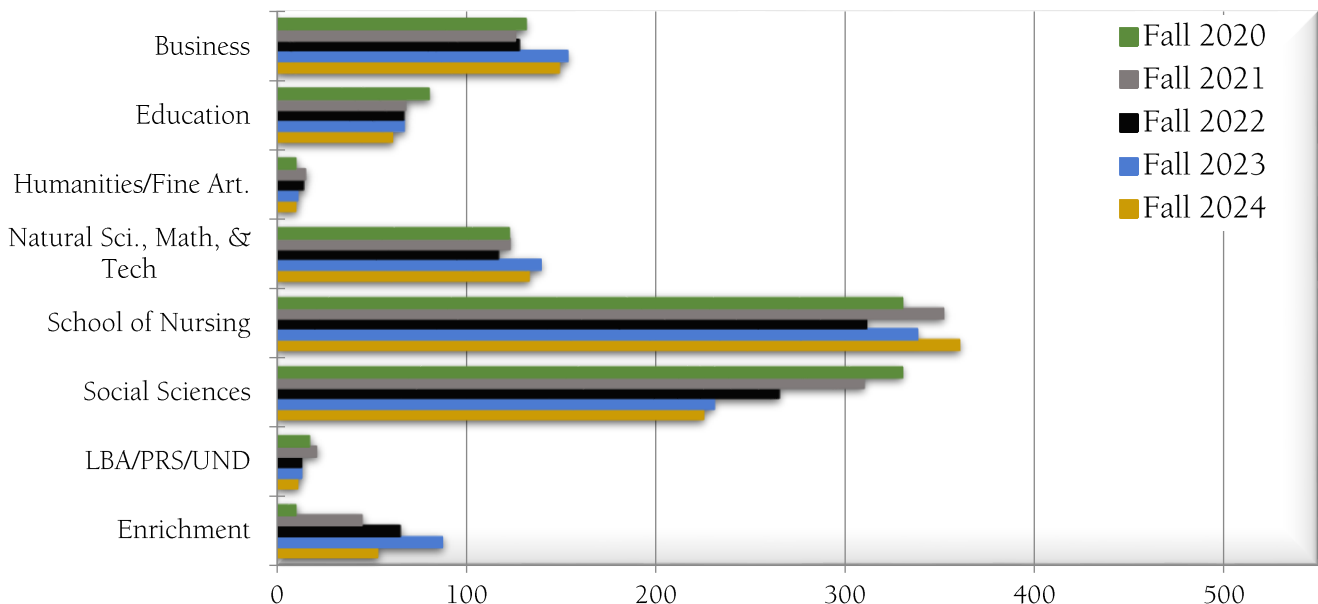
17. Headcount Enrollment by Division/School (Fall Term)

The tables to follow summarize unduplicated headcount enrollments by division/school. First, primary major enrollment is shown at both the undergraduate and graduate level sorted by program division/school. (Note: Data is presented based on the major students held on the corresponding census day and degree level as reported to IPEDS. All majors are bachelor's degree programs unless otherwise noted. Post-baccalaureate pre-medical students are shown as graduates as this is how they were submitted for IPEDS reporting.) Second major enrollments at the undergraduate level are shown next, followed by undergraduate minor enrollments.

Primary Major Enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Undergraduate Programs (Total)	1030	1060	980	1038	1002
Non-Degree (Enrichment)	10	45	65	87	53
Liberal Arts - BA	4	1	3	2	2
Professional Studies - BA	1	0	2	0	1
Undeclared - BA	12	20	8	11	8
Business	131	126	128	153	149
Accounting - BA	29	31	27	19	17
Entrepreneurship - BA	5	6	10	14	7
Graphic Design - BA	10	14	11	11	14
Healthcare Management - BA	17	19	18	16	13
Management - BA	25	16	24	28	24
Management/Marketing - BA	9	6	1	2	6
Marketing - BA	5	10	9	16	18
Social Media - BA	5	7	5	2	4
Sport Management - BA	26	17	23	45	46
Education	80	68	67	67	61
Early Care and Education - BA	5	4	3	0	0
Early Childhood Education - BA	15	12	14	14	16
Education Moderate Disabilities - BA	9	5	2	7	5
Education Studies - BA	12	21	20	18	20
Elementary Education - BA	21	15	11	12	10
English Language Learners - BA	0	0	0	0	0
English as a Second Language - BA	6	6	5	2	1
Secondary Education - BA	12	5	12	14	9
Humanities and Fine Arts	10	15	14	11	10
Arts/Fine Arts - BA	0	0	0	0	0
English - BA	2	5	3	4	4
English - Writing - BA	0	4	3	3	2
History - BA	6	4	7	4	4
Religious Studies - BA	2	2	1	0	0
Spanish	0	0	0	0	0

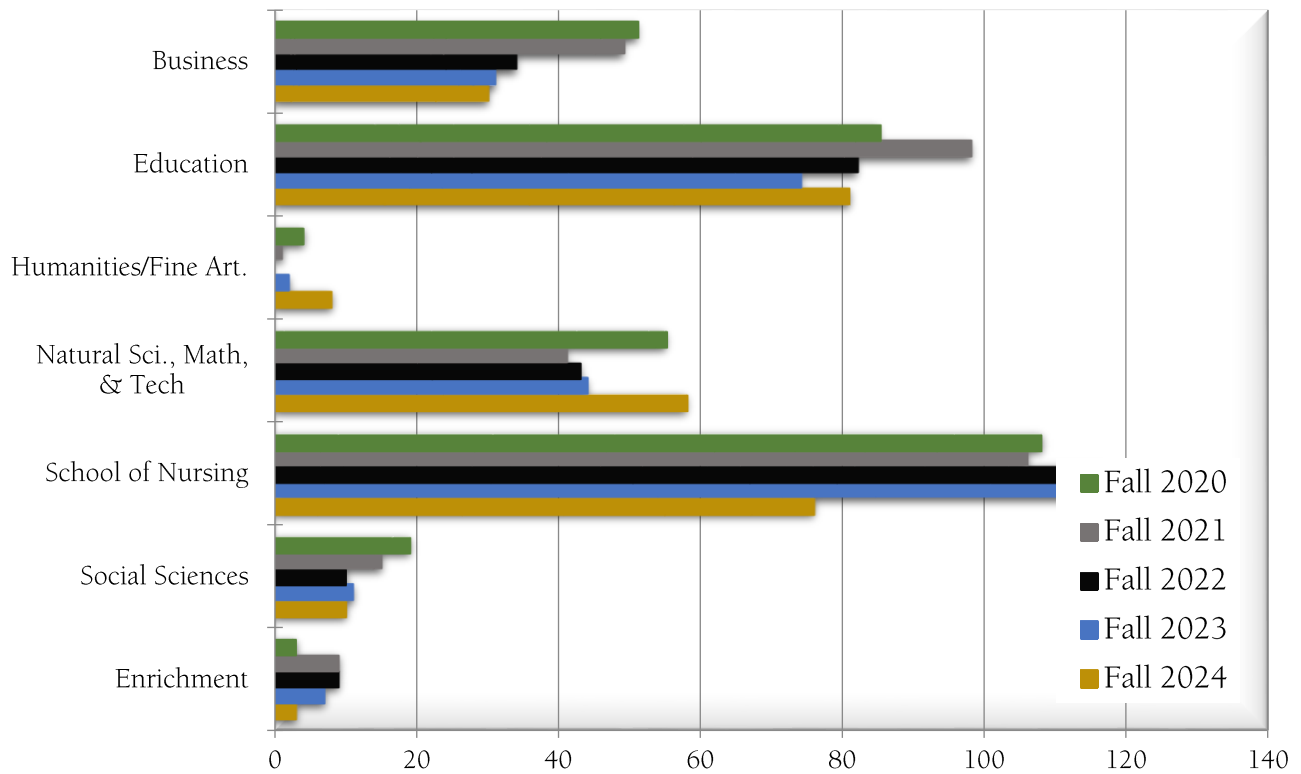
Primary Major Enrollment (cont.)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Natural Sci., Math, & Tech.	122	123	117	139	133
Biology - BS	68	63	58	58	57
Biotechnology -BS	0	0	0	5	3
Chemistry - BS	1	3	3	7	8
Computer Info. Tech. & Security - BA	30	28	27	32	29
Computer Science - BS	16	24	27	31	22
Data Sci. & Artificial Intelligence - BS	0	0	0	0	2
Life Sciences - BA	0	0	0	3	9
Mathematical Science - BS	7	5	2	3	3
School of Nursing	330	352	311	338	360
Nursing Education Certificate - PRB	22	14	11	10	0
Accelerated Nursing - BSN	42	50	38	33	36
Nursing - BSN	215	249	226	241	235
RN to BS Nursing - BSN	51	39	36	54	89
Social Sciences	330	310	265	230	225
Communication Sci. & Disorders - BA	31	29	24	21	18
Criminal Justice - BA	45	42	35	31	32
Psychology - BA	49	60	51	38	41
Social Work - BS	143	117	91	76	80
Sociology - BA	2	2	2	1	2
Speech Lang. Pathology Certificate - PRB	17	18	7	9	7
Speech Lang. Pathology - AA	8	10	8	4	4
Speech Lang. Pathology - BA	35	32	47	50	41

Undergraduate Headcount Enrollment by Major Division/School and Year
(Fall 2020 to Fall 2024)



Primary Major Enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Graduate Programs (Total)	325	319	295	294	266
Non-Degree (Enrichment)	3	9	9	7	3
Dual Degree (MSN/MBA)	0	2	4	1	0
Business	51	49	34	31	30
Financial Planning Certificate - GCT	1	1	1	2	4
Accounting - MBA	7	7	6	5	2
Financial Planning - MBA	6	6	3	1	5
Health Care Innovation - MBA	2	0	0	0	0
Healthcare Leadership - MBA	13	6	3	5	4
Lean Entrepreneurship - MBA	2	0	0	0	0
Management - MBA	13	22	19	15	12
Accounting & Financial Planning - MS	7	7	2	3	3
Education	85	98	82	74	81
Education - CAG	3	10	7	4	2
Teaching - MAT	32	37	29	50	49
Education - MED	50	51	46	20	30
Humanities and Fine Arts	4	1	0	2	8
Applied Theology - MAAT	4	1	0	0	0
Bioethics & Medical Humanities - MA	0	0	0	2	8
Natural Sci., Math, & Tech.	55	41	43	44	58
PostBacc PreMed Studies Certificate - POB	30	29	21	29	23
Biomedical Science - MS	25	12	22	14	24
Biotechnology - MS	0	0	0	1	11
School of Nursing	108	104	113	124	76
Adult Gerontology Acute Care Cert. - GCT	1	0	1	12	4
Family Nurse Practitioner Certificate - GCT	0	0	0	0	1
Global Health Graduate Cert- GCT	0	1	0	0	0
Nursing Education - GCT	2	9	17	25	3
School Nurse - GCT	0	2	0	2	0
Nursing Business - MSN	3	0	0	0	0
Nursing Education - MSN	14	11	16	10	16
Nursing & Health Serv. Management - MSN	5	3	5	10	9
School Nursing - MSN	27	28	28	33	22
Adult Gerontology Acute Care - DNP	21	14	8	6	8
Family Nurse Practitioner - DNP	27	21	25	23	11
Health Sys. Innovation & Leadership - DNP	8	15	13	3	2
Social Sciences	19	15	10	11	10
PostBacc Pre-Speech Pathology Cert. - POB	0	0	0	2	4
Autism Spectrum Disorders - CAG	1	0	0	0	0
Applied Behavior Analysis - MS	17	15	10	8	6
Autism Spectrum - MS	1	0	0	0	0
Social Work - MSW	0	0	0	1	0

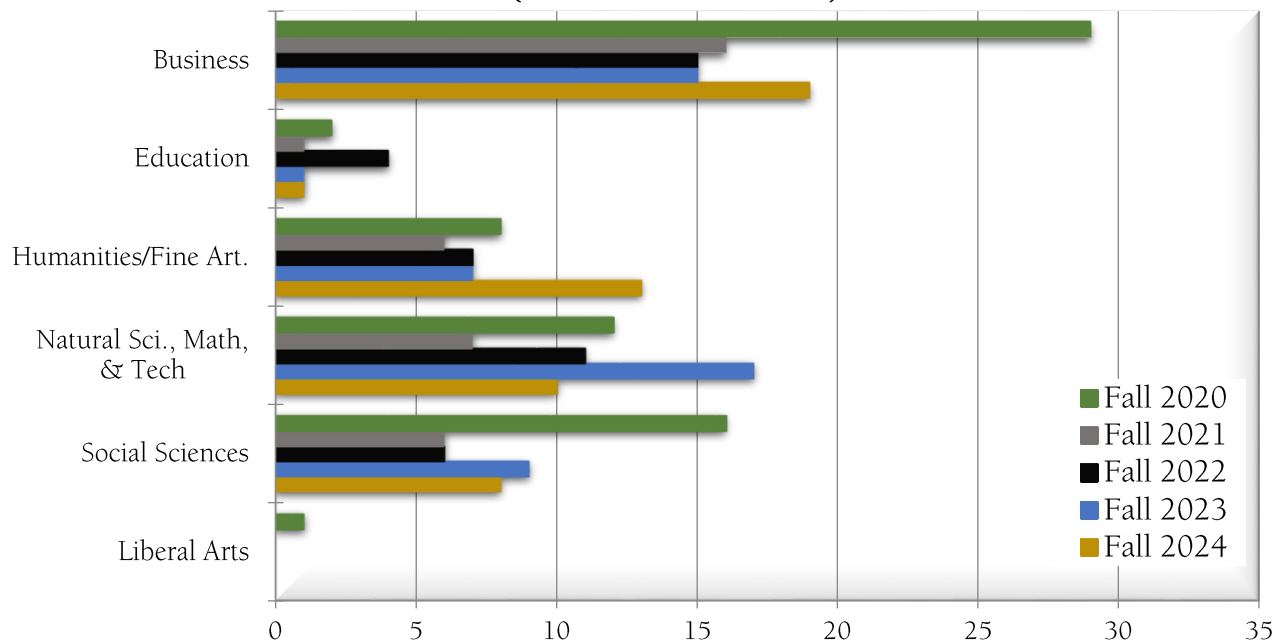
Graduate Headcount Enrollment by Major Division/School and Year
(Fall 2020 to Fall 2024)



Second Major Enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Undergraduate Programs (Total)	68	36	43	49	51
Liberal Arts	1	0	0	0	0
Business	29	16	15	15	19
Accounting	6	5	1	4	9
Entrepreneurship	1	0	0	0	0
Graphic Design	3	1	1	0	3
Health Care Management	1	0	0	0	0
Management	4	1	3	3	2
Management/Marketing	0	0	0	0	0
Marketing	9	6	7	5	4
Social Media	1	1	0	0	0
Sport Management	4	2	3	3	1
Education	2	1	4	1	1
Early Childhood Education	0	0	0	0	0
Education Studies	1	0	2	0	0
Secondary Education	1	1	2	1	1

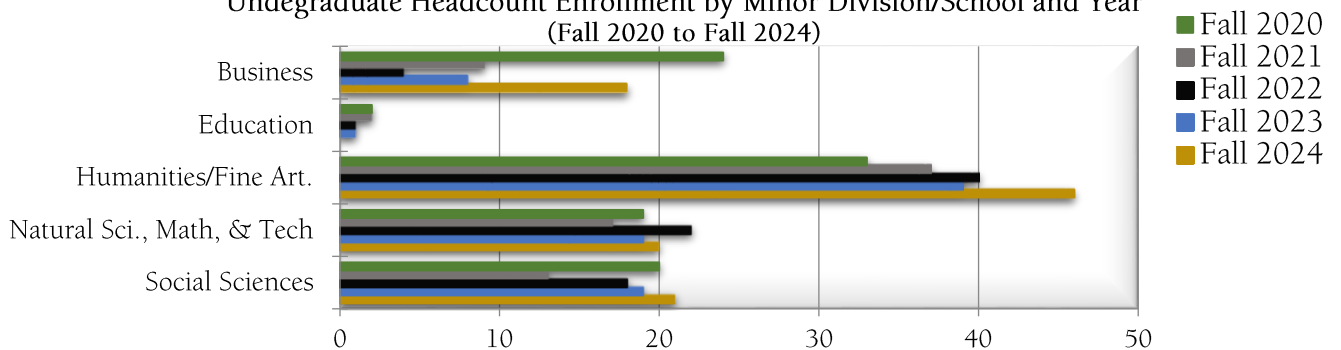
Second Major Enrollment (cont.)	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Humanities and Fine Arts	8	6	7	7	13
Art/Fine Arts	0	0	0	0	0
English	3	0	1	2	6
History	4	4	4	5	7
Religious Studies	1	2	2	0	0
Spanish	0	0	0	0	0
Natural Sci., Math, & Tech.	12	7	11	17	10
Biology	1	1	0	0	0
Biotechnology	0	0	0	1	0
Chemistry	3	1	1	0	0
Computer Information Tech & Security	3	1	1	8	4
Computer Science	2	2	5	4	2
Data Science & Artificial Intelligence	0	0	0	0	1
Mathematical Science	3	2	4	4	3
Natural Science	0	0	0	0	0
Social Sciences	16	6	6	9	8
Criminal Justice	4	1	1	5	3
Psychology	6	4	3	3	4
Speech Language Pathology	1	0	0	0	0
Social Work	3	0	0	0	0
Sociology	2	1	2	1	1

Undegraduate Headcount Enrollment
by Second Major Division/School and Year
(Fall 2020 to Fall 2024)



Minor Enrollment	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Undergraduate Programs (Total)	98	78	85	86	105
Business	24	9	4	8	18
Accounting	3	0	0	0	0
Coaching	19	6	3	4	14
Entrepreneurship	1	0	0	0	0
Graphic Design	1	1	0	2	2
Management	0	2	0	1	0
Marketing	0	0	1	1	2
Education	2	2	1	1	0
Education Studies	2	2	1	1	0
Humanities and Fine Arts	33	37	40	39	46
Art	3	3	0	6	8
Asian Studies	2	2	2	1	1
Bioethics & Med. Humanities	9	15	21	17	22
English	0	1	2	3	3
Ethical Leadership	0	0	1	1	1
History	0	1	0	0	0
Irish Studies	1	1	1	0	0
Music	6	2	1	0	0
Philosophy	1	1	1	0	0
Religious Studies	1	1	0	1	1
Spanish	10	10	11	10	10
Theatre Studies	0	0	0	0	0
Natural Sci., Math, & Tech.	19	17	22	19	20
Bioethics	8	2	0	0	0
Biology	1	3	5	3	1
Biotechnology	0	0	1	0	0
Chemistry	3	1	0	4	3
Computer Information Tech	0	0	0	0	0
Computer Science	2	4	3	1	1
Cyber Security	4	4	8	4	6
Data Analytics	0	1	3	5	8
Digital Forensics	0	0	0	0	0
Mathematical Science	1	2	2	2	1
Social Sciences	20	13	18	19	21
Criminal Justice	0	1	2	3	1
Legal Studies	3	0	0	0	5
Psychology	17	10	15	13	0
Sociology	0	2	1	3	14

Undergraduate Headcount Enrollment by Minor Division/School and Year (Fall 2020 to Fall 2024)



PART IV: STUDENTS

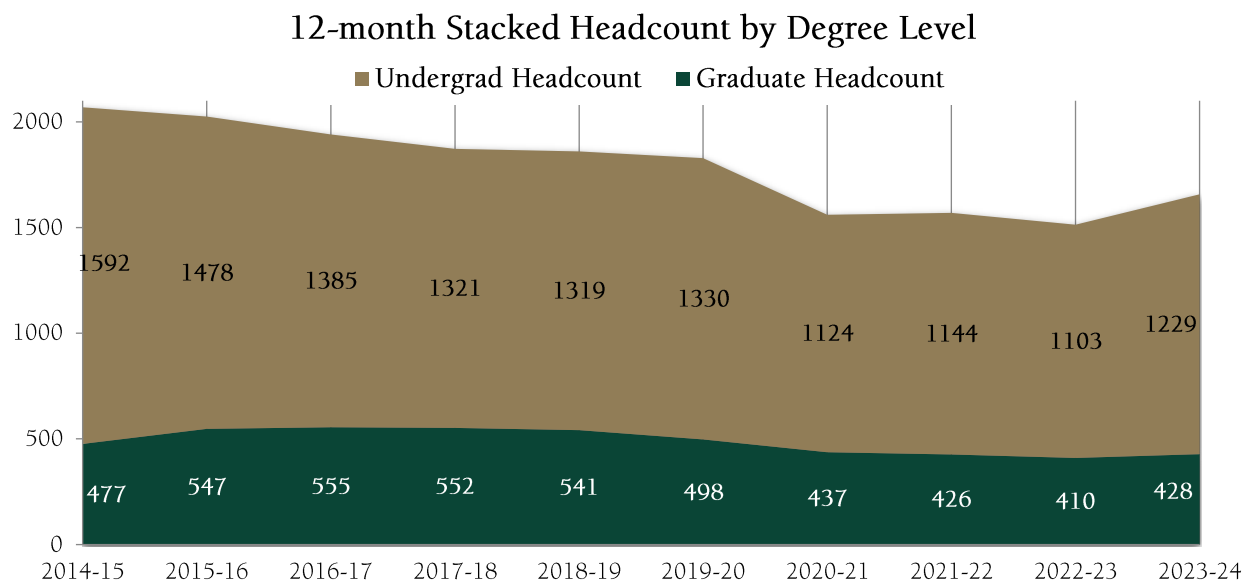
18. 12-Month Enrollment and Full-Time Equivalent (FTE)

12-month (July 1 to June 30 of the following year) enrollment and student contact hour information are collected by IPEDS to calculate the 12-month unduplicated headcount and full-time equivalent (FTE) for the reporting period. The “Annual Unduplicated” headcount tallies each student only once for the year (this would include students who were enrolled for any term throughout the year counted only once; i.e. a student enrolled during spring and fall would be counted just once in the unduplicated count.)

There are multiple methods for calculating FTE. Here, full-time equivalent (FTE) is calculated by taking the credit/contact hours generated during the reporting period and dividing by the number of credits a full-time student (at a specific degree level) would be expected to take annually. For full-time undergraduates, the 12-month credit hour expectation is 30 credits; full-time graduates have the credit hour expectation of 24; for full-time students at the doctor level (grouped with graduates in the graphic), the credit hour expectation is 26. Ten years of trend data are provided through academic year 2023-24.

Academic Year	12-month Unduplicated Headcount	Undergrad Unduplicated Headcount	Grad Unduplicated Headcount	12-month FTE	Undergrad FTE	Grad FTE	Doctor FTE
2014-15	2,069	1,592	477	1,486	1,254	197	35
2015-16	2,025	1,478	547	1,467	1,185	227	55
2016-17	1,940	1,385	555	1,391	1,106	209	76
2017-18	1,873	1,321	552	1,385	1,089	240	56
2018-19	1,860	1,319	541	1,369	1,070	248	51
2019-20	1,828	1,330	498	1,353	1,059	239	55
2020-21	1,561	1,124	437	1,197	952	197	48
2021-22	1,570	1,144	426	1,174	963	168	43
2022-23	1,513	1,103	410	1,107	902	163	42
2023-24	1,657	1,229	428	1,162	968	169	25

*AY 2017-18 reflects values that were updated in the IPEDS Prior Year Revision system during the 2019-20 collection

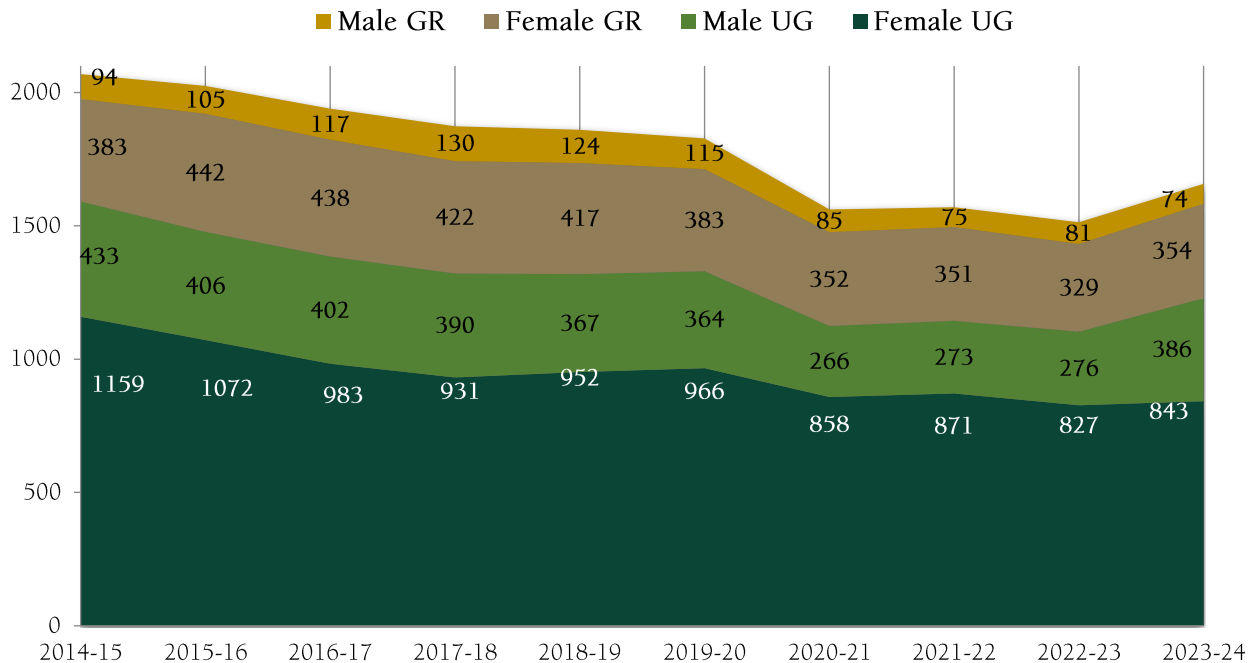


19. 12-Month Enrollment by Degree Level and Gender

The following table and graph display the annual unduplicated enrollment for the past 10 years broken out by gender and degree level. (UG = Undergraduate Student, GR = Graduate Student; UG and GR Totals are unduplicated headcounts)

Academic Year	Male UG	Female UG	Total UG	Male GR	Female GR	Total GR	Total Unduplicated
2014-15	433	1,159	1,592	94	383	477	2,069
2015-16	406	1,072	1,478	105	442	547	2,025
2016-17	402	983	1,385	117	438	555	1,940
2017-18	390	931	1,321	130	422	552	1,873
2018-19	367	952	1,319	124	417	541	1,860
2019-20	364	966	1,330	115	383	498	1,828
2020-21	266	858	1,124	85	352	437	1,561
2021-22	273	871	1,144	75	351	426	1,570
2022-23	276	827	1,103	81	329	410	1,513
2023-24	386	843	1,229	74	354	428	1,657

12-Month Stacked Headcount by Degree Level and Gender



20. Fall Enrollment Summary by Student Level and FT/PT Status

The following is IPEDS reported enrollment data, showing fall student enrollment by student level and full-time/part-time status. As defined by IPEDS, degree/certificate seeking students are “enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award”; a first-time student is “a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level”; transfer-ins are students “entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level”; continuing students are “students beyond their first-year and are also not transfer-ins.”

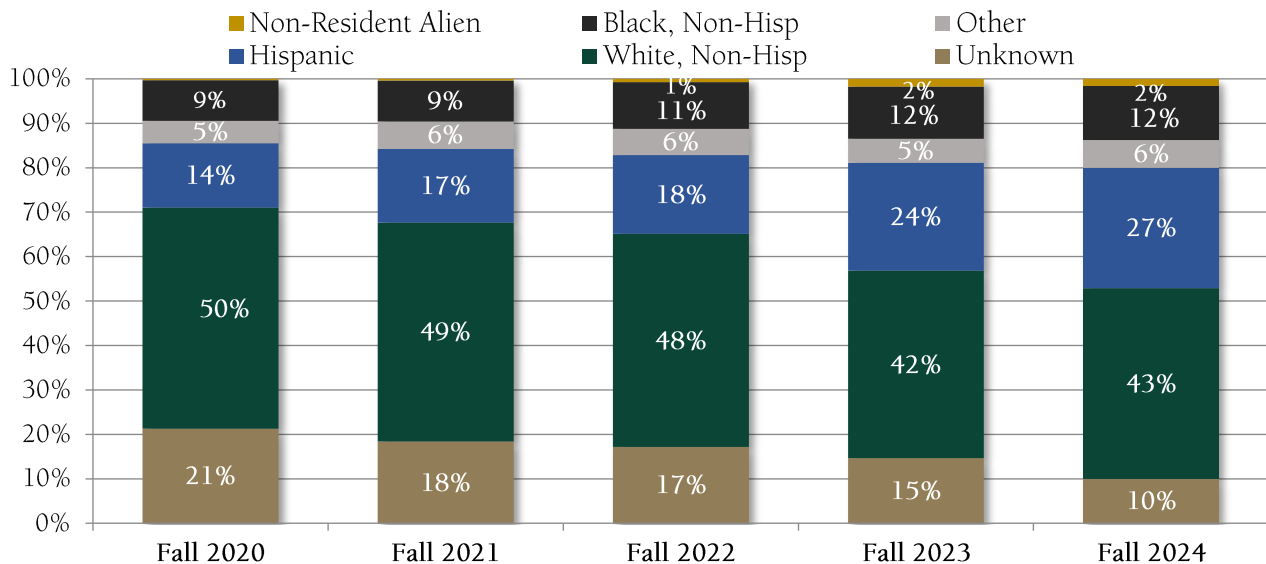
ALL STUDENTS	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total	1,355	1,379	1,275	1,332	1,268
Undergraduate	1,030	1,060	980	1,038	1,002
Degree/certificate seeking	1,020	1,015	915	951	949
First-time	124	184	145	196	118
Transfer-ins	196	192	166	195	181
Continuing	700	639	604	560	650
Non-degree/certificate seeking	10	45	65	87	53
Graduate	325	319	295	294	266
FULL-TIME STUDENTS	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total	987	985	889	945	972
Undergraduate	881	885	797	859	863
Degree/certificate seeking	880	885	797	858	862
First-time	121	183	144	196	118
Transfer-ins	144	152	125	170	162
Continuing	615	550	528	492	582
Non-degree/certificate seeking	1	-	-	1	1
Graduate	106	100	92	86	109
PART-TIME STUDENTS	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Total	368	394	386	387	296
Undergraduate	149	175	183	179	139
Degree/certificate seeking	140	130	118	93	87
First-time	3	1	1	-	-
Transfer-ins	52	40	41	25	19
Continuing	85	89	76	68	68
Non-degree/certificate seeking	9	45	65	86	52
Graduate	219	219	203	208	157

21. Fall Enrollment by Degree Level, Gender, and Race/Ethnicity

Undergraduate Enrollment:

MEN	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Non-Resident Alien	-	1	3	9	9
Hispanic	37	45	44	68	70
American Indian	-	-	-	2	1
Asian/Pac Islander	8	8	6	7	6
Black, Non-Hispanic	29	28	34	42	35
Hawaiian, Pac. Islander	-	-	-	-	-
White, Non-Hispanic	106	117	119	123	110
Two or more races	4	4	7	8	12
Unknown	54	48	39	40	35
Total	238	251	252	299	278
WOMEN	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Non-Resident Alien	3	3	4	9	7
Hispanic	112	131	130	184	201
American Indian	4	3	2	-	-
Asian/Pac Islander	16	25	23	17	16
Black, Non-Hispanic	65	70	69	80	87
Hawaiian, Pac. Islander	-	1	-	2	2
White, Non-Hispanic	407	405	351	315	320
Two or more races	20	24	20	20	26
Unknown	165	147	129	112	65
Total	792	809	728	739	724
GRAND TOTAL	1,030	1,060	980	1,038	1,002

Diversity Distribution of Undergraduate Students
(Fall 2020 to Fall 2024)

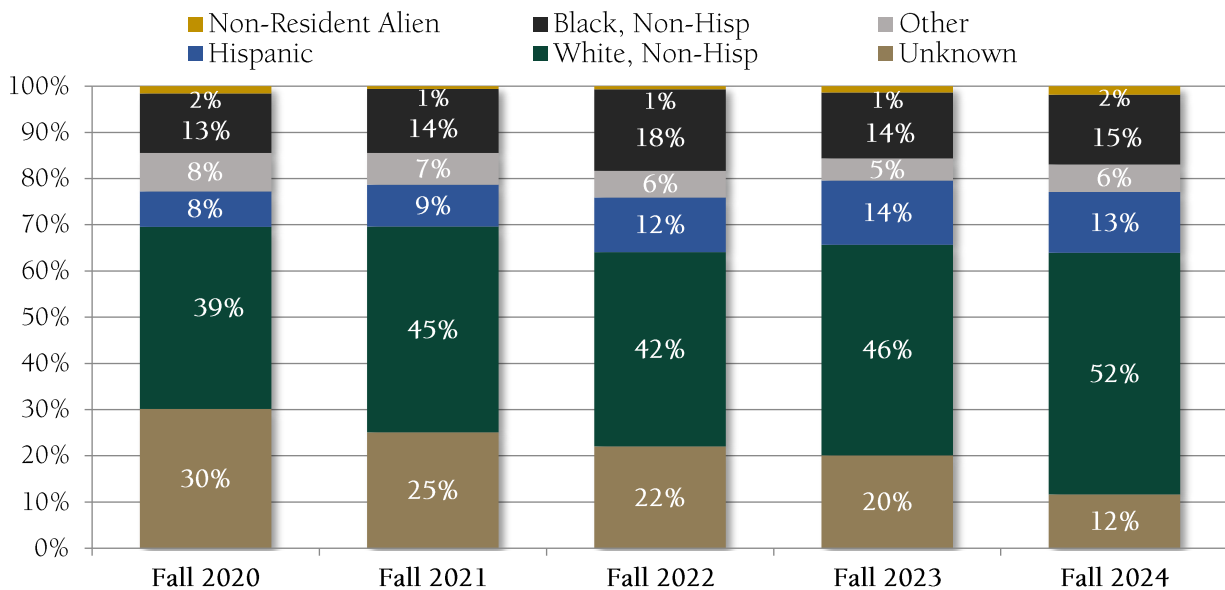


Graduate Enrollment:

MEN	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Non-Resident Alien	1	1	1	2	2
Hispanic	8	8	10	11	10
American Indian	-	-	-	-	-
Asian/Pac Islander	10	6	4	6	3
Black, Non-Hispanic	9	11	15	8	7
Hawaiian, Pac. Islander	-	-	-	-	-
White, Non-Hispanic	21	25	21	20	25
Two or more races	2	2	-	1	1
Unknown	13	14	13	8	8
Total	64	67	64	56	56

WOMEN	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Non-Resident Alien	4	1	1	2	3
Hispanic	17	21	25	30	25
American Indian	1	1	-	1	-
Asian/Pac Islander	9	3	7	4	5
Black, Non-Hispanic	33	33	37	34	33
Hawaiian, Pac. Islander	-	-	-	-	-
White, Non-Hispanic	107	117	103	114	114
Two or more races	5	10	6	2	7
Unknown	85	66	52	51	23
Total	261	252	231	238	210
GRAND TOTAL	325	319	295	294	266

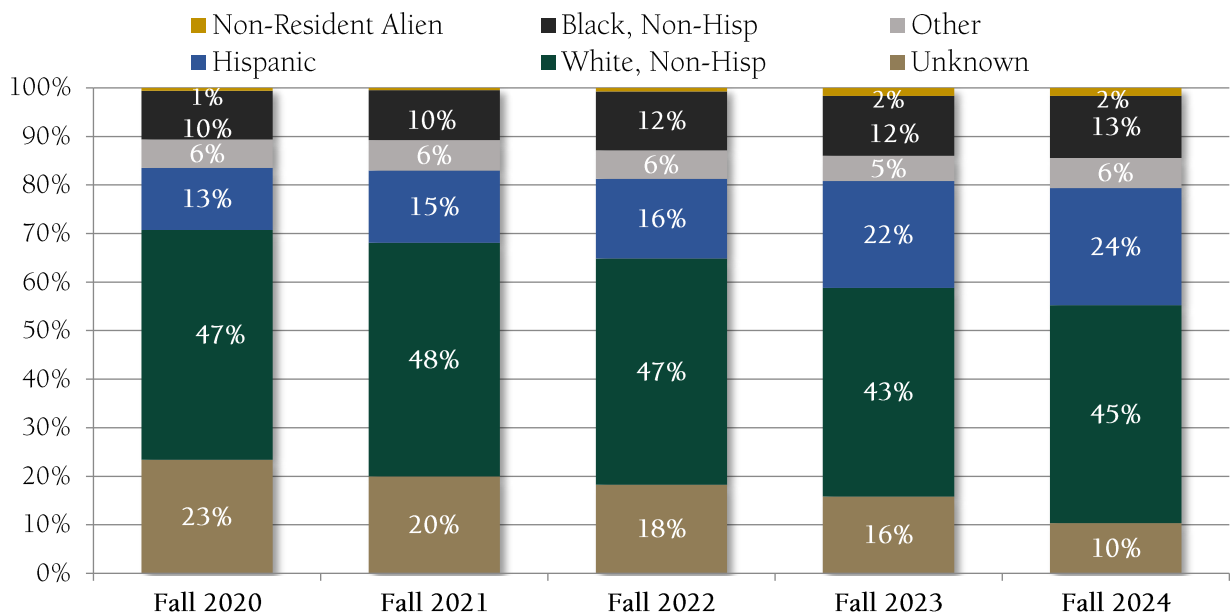
**Diversity Distribution of Graduate Students
(Fall 2020 to Fall 2024)**



Total Student Enrollment:

MEN	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Non-Resident Alien	1	2	4	11	11
Hispanic	45	53	54	79	80
American Indian	-	-	-	2	1
Asian/Pac Islander	18	14	10	13	9
Black, Non-Hispanic	38	39	49	50	42
Hawaiian, Pac. Islander	-	-	-	-	-
White, Non-Hispanic	127	142	140	143	135
Two or more races	6	6	7	9	13
Unknown	67	62	52	48	43
Total	302	318	316	355	334
WOMEN	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Non-Resident Alien	7	4	5	11	10
Hispanic	129	152	155	214	226
American Indian	5	4	2	1	-
Asian/Pac Islander	25	28	30	21	21
Black, Non-Hispanic	98	103	106	114	120
Hawaiian, Pac. Islander	-	1	-	2	2
White, Non-Hispanic	514	522	454	429	434
Two or more races	25	34	26	22	33
Unknown	250	213	181	163	88
Total	1,053	1,061	959	977	934
GRAND TOTAL	1,355	1,379	1,275	1,332	1,268

**Diversity Distribution of All Students
(Fall 2020 to Fall 2024)**



22. Headcount Enrollment and FTE by Degree Level

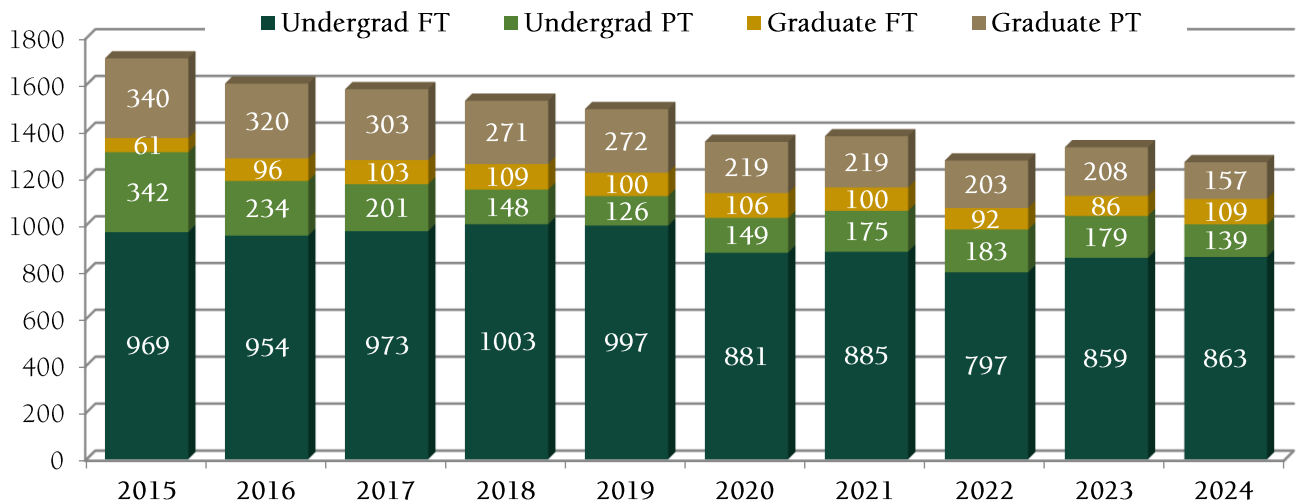
Fall Semester:

Full-time undergraduate students are defined as carrying 12 or more credits during the semester. Part-time undergraduates are defined as carrying 11 or less credits during the semester. Full-time graduate students are defined as carrying 9 or more credits during the semester. Part-time graduates are defined as carrying 8 or less credits during the semester. Undergraduate and graduate enrollment status in this section is as of the official fall census reporting date.

Full-time equivalent (FTE) may be calculated in many different ways. Here, FTE is calculated with the “1/3 method”, which is the number of full time students plus one-third of the part time students for each degree level.

TERM	Undergraduate				Graduate				All Students	
	FT	PT	Total	FTE	FT	PT	Total	FTE	Total	FTE
Fall 2015	969	342	1,311	1,083	61	340	401	174	1,712	1,257
Fall 2016	954	234	1,188	1,032	96	320	416	203	1,604	1,235
Fall 2017	973	201	1,174	1,040	103	303	406	204	1,580	1,244
Fall 2018	1,003	148	1,151	1,052	109	271	380	199	1,531	1,252
Fall 2019	997	126	1,123	1,039	100	272	372	191	1,495	1,230
Fall 2020	881	149	1,030	931	106	219	325	179	1,355	1,110
Fall 2021	885	175	1,060	943	100	219	319	173	1,379	1,116
Fall 2022	797	183	980	858	92	203	295	160	1,275	1,018
Fall 2023	859	179	1,038	919	86	208	294	155	1,332	1,074
Fall 2024	863	139	1,002	909	109	157	266	161	1,268	1,071

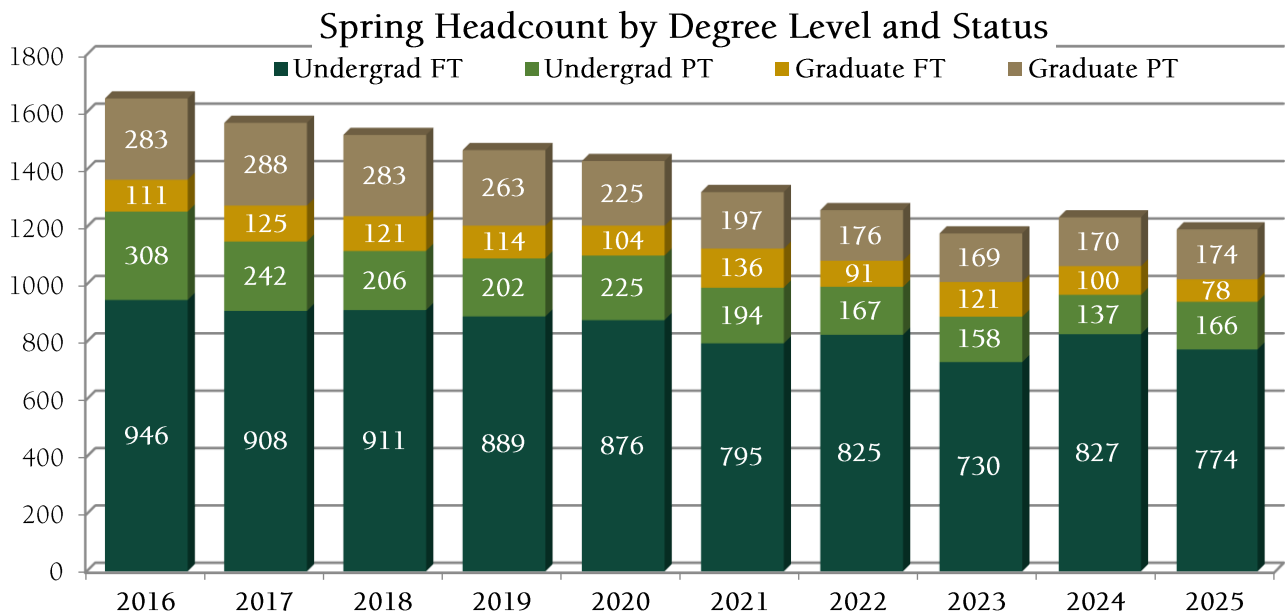
Fall Headcount by Degree Level and Status



Spring Semester:

Spring semester data are shown as of spring census day and includes the number of students enrolled in spring term classes plus those students enrolled in intersession courses actively running as of the census date. The same FTE “1/3 methodology” is used here for the FTE calculations.

TERM	Undergraduate				Graduate				All Students	
	FT	PT	Total	FTE	FT	PT	Total	FTE	Total	FTE
Spring 2016	946	308	1,254	1,049	111	283	394	205	1,648	1,254
Spring 2017	908	242	1,150	989	125	288	413	221	1,563	1,210
Spring 2018	911	206	1,117	980	121	283	404	215	1,521	1,195
Spring 2019	889	202	1,091	956	114	263	377	202	1,468	1,158
Spring 2020	876	225	1,101	951	104	225	329	179	1,430	1,130
Spring 2021	795	194	989	860	136	197	333	202	1,322	1,061
Spring 2022	825	167	992	881	91	176	267	150	1,259	1,030
Spring 2023	730	158	888	783	121	169	290	177	1,178	960
Spring 2024	827	137	964	873	100	170	270	157	1,234	1,029
Spring 2025	774	166	940	829	78	174	252	136	1,192	965



23. Student Demographics and Other Characteristics

Characteristics of all Undergraduates:

The following summarizes undergraduate characteristics and demographic trends over five years. Data is as of the fall census date each academic year. “Undergraduates” here include all students reported to IPEDS at the undergraduate level enrolled for credit at all site locations on the census day. First-generation data is determined by FAFSA information indicating parents’ highest level of education.

All Undergraduates	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Total Undergraduates	1,030		1,060		980		1,038		1,002	
Full-time (≥12 credits)	881	86%	885	84%	797	81%	859	83%	863	86%
Part-time (<12 credits)	149	15%	175	17%	183	19%	179	17%	139	14%
Gender	2020		2021		2022		2023		2024	
Male	238	23%	251	24%	252	26%	299	29%	278	28%
Female	792	77%	809	76%	728	74%	739	71%	724	72%
Student Age	2020		2021		2022		2023		2024	
Average Student Age	25		25		25		24		25	
24 and under	700	70%	724	71%	697	72%	773	74%	714	71%
25 and over	304	30%	294	29%	277	28%	265	26%	288	29%
Race/Ethnicity	2020		2021		2022		2023		2024	
Non-Resident Alien	3	<1%	4	<1%	7	1%	18	2%	16	2%
Hispanic	149	15%	176	17%	174	18%	252	24%	271	27%
American Indian	4	<1%	3	<1%	2	<1%	2	<1%	1	<1%
Asian/Pac Islander	24	2%	33	3%	29	3%	24	2%	22	2%
Black, Non-Hispanic	94	9%	98	9%	103	10%	122	12%	122	12%
Hawaiian, Pac. Islander	0	0%	1	<1%	0	0%	2	<1%	2	<1%
White, Non-Hispanic	513	50%	522	49%	470	48%	438	42%	430	43%
Two or more races	24	2%	28	3%	27	3%	28	3%	38	4%
Unknown	219	21%	195	18%	168	17%	152	15%	100	10%
First-Generation Status	2020		2021		2022		2023		2024	
First-Generation Student	360	35%	351	33%	314	32%	330	32%	441	44%
Not First-Generation	536	52%	559	53%	505	52%	515	50%	418	42%
First-Generation Status Unknown	134	13%	150	14%	161	16%	193	19%	143	14%
PELL Grant Recipients	2020		2021		2022		2023		2024	
PELL Recipient	433	42%	454	43%	373	38%	420	41%	422	42%
Not PELL Recipient	597	58%	606	57%	607	62%	618	60%	580	58%
Home State	2020		2021		2022		2023		2024	
Massachusetts	739	72%	768	73%	739	75%	798	77%	787	79%
Connecticut	154	15%	173	16%	131	13%	111	11%	105	11%
New York	11	1%	14	1%	14	1%	20	2%	18	2%
Rhode Island	6	1%	6	1%	6	1%	6	<1%	6	<1%
New Hampshire	11	1%	7	1%	4	<1%	3	<1%	4	<1%
Vermont	10	1%	6	1%	5	1%	2	<1%	3	<1%
Other	99	10%	86	8%	81	8%	98	9%	79	8%

All Undergraduates (cont.)	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Total Undergraduates	1,030		1,060		980		1,038		1,002	
Athletics	2020		2021		2022		2023		2024	
Total Athletes (Unduplicated)	194	19%	213	20%	193	20%	195	19%	201	20%
Baseball (as % of Total Athletes)	29	15%	30	14%	31	16%	26	13%	29	14%
Men's Basketball (as % of Total Athletes)	14	7%	15	7%	31	16%	18	9%	15	7%
Women's Basketball (as % of Total Athletes)	15	8%	14	7%	14	7%	10	5%	17	8%
Cross-Country (as % of Total Athletes)	13	7%	11	5%	6	3%	4	2%	7	3%
Field Hockey (as % of Total Athletes)	14	7%	16	8%	10	5%	12	6%	16	8%
Golf (as % of Total Athletes)	4	2%	4	2%	8	4%	5	3%	6	3%
Men's Lacrosse (as % of Total Athletes)	-	-	-	-	-	-	17	9%	22	11%
Women's Lacrosse (as % of Total Athletes)	13	7%	18	8%	15	8%	12	6%	7	3%
Men's Soccer (as % of Total Athletes)	20	10%	27	13%	19	10%	32	16%	22	11%
Women's Soccer (as % of Total Athletes)	26	13%	30	14%	29	15%	29	15%	24	12%
Softball (as % of Total Athletes)	16	8%	27	13%	11	6%	16	8%	16	8%
Swimming (as % of Total Athletes)	14	7%	6	3%	4	2%	9	5%	11	5%
Track and Field (as % of Total Athletes)	4	2%	1	<1%	0	0%	0	0%	0	0%
Men's Volleyball (as % of Total Athletes)	11	6%	9	4%	10	5%	8	4%	9	4%
Women's Volleyball (as % of Total Athletes)	14	7%	11	5%	11	6%	12	6%	13	6%
Campus Residence*	2020		2021		2022		2023		2024	
Total Residents	193	19%	235	22%	202	21%	225	22%	195	19%
Male (as % of Total Residents)	64	33%	75	32%	73	36%	97	43%	80	41%
Female (as % of Total Residents)	129	67%	160	68%	129	34%	128	57%	115	59%
First Years (as % of Total Residents)	49	25%	87	37%	66	33%	94	42%	44	23%
Athletes (as % of Total Residents)	109	57%	126	54%	111	55%	113	50%	104	53%
Campus Distribution	2020		2021		2022		2023		2024	
Main (Elms)	726	71%	786	74%	750	77%	832	80%	775	77%
Off-Site or Online Programs	304	30%	274	26%	230	23%	206	20%	227	23%
Asnuntuck Community College	15	2%	17	2%	8	1%	12	1%	14	1%
Berkshires (BMC; BCC)	25	2%	11	1%	12	1%	6	<1%	-	-
Episcopal University of Haiti	22	2%	14	1%	11	1%	10	1%	0	0%
Greenfield Community College	28	3%	14	1%	3	<1%	-	-	-	-
Holyoke Community College	33	3%	32	3%	23	2%	-	-	-	-
Mt. Wachusett Community College	17	2%	7	1%	2	<1%	-	-	-	-
Online Programs	89	9%	114	11%	129	13%	146	14%	177	18%
Quinsigamond Community College	14	1%	12	1%	-	-	-	-	-	-
Springfield Tech. Community College	61	6%	53	5%	42	4%	32	3%	36	4%
Enrollment by Program Division/School	2020		2021		2022		2023		2024	
Business	131	13%	126	12%	128	13%	153	15%	149	15%
Education	80	8%	68	6%	67	7%	67	6%	61	6%
Humanities & Fine Arts	10	1%	15	1%	14	1%	11	1%	10	1%
Natural Sci., Mathematics, & Technology	122	12%	123	12%	117	12%	139	13%	133	13%
School of Nursing	330	32%	352	33%	311	32%	338	33%	360	36%
Social Sciences	330	32%	310	29%	265	27%	230	22%	225	22%
Undeclared, Prof. Studies, Liberal Arts	17	2%	21	2%	13	1%	13	1%	11	1%
Non-Degree	10	1%	45	4%	65	7%	87	8%	53	5%

*Resident totals for Fall 2020 were significantly affected by the COVID-19 pandemic.

**Post-bacc. certificate students shown as graduate level.

Characteristics of First-Time Full-Time Bachelor’s Seeking Undergraduates:

First-time full-time bachelor’s degree-seeking undergraduates are students entering the institution for the first time who are enrolled in a bachelor’s degree program; they have no prior attendance at any other institution. These students make up a “cohort” as they enter each fall term. First-generation data is determined by FAFSA information indicating parents’ highest level of education.

First Time Full-Time Undergraduate Cohort	Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort		Fall 2024 Cohort	
Total in the Cohort	121		181		143		196		118	
Gender	2020		2021		2022		2023		2024	
Male	30	25%	53	29%	45	32%	78	40%	27	23%
Female	91	75%	128	71%	98	68%	118	60%	91	77%
Campus Residence*	2020		2021		2022		2023		2024	
Resident	49	41%	87	48%	66	46%	94	48%	44	37%
Commuter	72	60%	94	52%	77	54%	102	52%	74	63%
Athlete Status	2020		2021		2022		2023		2024	
Athlete	41	34%	78	43%	49	34%	61	31%	37	31%
Non-Athlete	80	66%	103	57%	94	66%	135	69%	81	69%
Home State	2020		2021		2022		2023		2024	
Massachusetts	95	79%	128	71%	103	72%	140	71%	93	79%
Connecticut	19	16%	34	19%	21	15%	25	13%	17	14%
New York	1	1%	7	4%	1	1%	7	4%	1	1%
Rhode Island	1	1%	2	1%	3	2%	2	1%	0	0%
New Hampshire	1	1%	0	0%	0	0%	0	0%	0	0%
Vermont	0	0%	0	0%	2	1%	1	<1%	0	0%
Other	4	3%	10	6%	13	9%	21	11%	7	6%
Race/Ethnicity	2020		2021		2022		2023		2024	
Non-Resident Alien	0	0%	3	2%	4	3%	5	3%	1	1%
Hispanic	26	21%	40	22%	43	30%	78	40%	42	36%
American Indian	0	0%	0	0%	0	0%	1	1%	0	0%
Asian/Pac Islander	4	3%	3	2%	3	2%	2	1%	1	1%
Black, Non-Hispanic	12	10%	16	9%	15	10%	26	13%	16	14%
Hawaiian, Pac. Islander	0	0%	0	0%	0	0%	1	1%	0	0%
White, Non-Hispanic	71	59%	106	59%	66	46%	70	36%	49	42%
Two or more races	5	4%	8	4%	5	3%	6	3%	7	6%
Unknown	3	2%	5	3%	7	5%	7	4%	2	2%
SAT Scores	2020		2021		2022		2023		2024	
Total With SAT Scores Available	71	59%	17	9%	9	6%	7	4%	-	-
Ev. Based Reading/Writing: 600 to 800	16	23%	4	24%	4	44%	4	57%	-	-
Ev. Based Reading/Writing: 400 to 599	53	75%	12	71%	5	56%	3	43%	-	-
Ev. Based Reading/Writing: Less than 400	2	3%	1	6%	0	0%	0	0%	-	-

*Resident totals for Fall 2020 were significantly affected by the COVID-19 pandemic.

**College converted to SAT optional beginning with the Fall 2020 admissions period; if a cohort contributed less than five SAT submissions SAT score data is omitted.

First Time Full-Time Undergraduate Cohort (cont.)	Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort		Fall 2023 Cohort		Fall 2024 Cohort	
Total in the Cohort	121		181		143		196		118	
SAT Scores (cont.)	2020		2021		2022		2023		2024	
Mathematics: 600 to 800	13	18%	3	18%	3	33%	4	57%	-	-
Mathematics: 400 to 599	56	79%	13	76%	6	67%	3	43%	-	-
Mathematics: Less than 400	2	3%	1	6%	0	0%	0	0%	-	-
High School GPA	2020		2021		2022		2023		2024	
Total Submitting High School GPA	118	98%	181	100%	143	100%	196	100%	118	100%
Greater than 3.49	54	46%	88	49%	62	43%	89	45%	53	45%
3.0 to 3.49	38	32%	57	31%	46	32%	53	27%	40	34%
2.5 to 2.99	19	16%	27	15%	25	17%	40	20%	20	17%
2.0 to 2.49	6	5%	9	5%	10	7%	14	7%	5	4%
Less than 2.0	1	1%	0	0%	0	0%	0	0%	0	0%
First Generation Status	2020		2021		2022		2023		2024	
First Generation	44	36%	62	34%	43	30%	59	30%	53	45%
Not First Generation	68	56%	108	60%	81	57%	117	60%	52	44%
Unknown	9	7%	11	6%	19	13%	20	10%	13	11%
PELL Grant Recipients	2020		2021		2022		2023		2024	
PELL Recipient	64	53%	79	44%	75	52%	107	55%	61	52%
Not PELL Recipient	57	47%	102	56%	68	48%	89	45%	57	48%
Enrollment by Program Division/School	2020		2021		2022		2023		2024	
Business	20	17%	27	15%	32	22%	57	29%	21	18%
Education	13	11%	14	8%	11	8%	11	6%	7	6%
Humanities & Fine Arts	1	1%	2	1%	3	2%	4	2%	1	1%
Natural Sci., Mathematics, & Technology	21	17%	26	14%	21	15%	31	16%	21	18%
School of Nursing	37	31%	66	36%	44	31%	56	29%	48	41%
Social Sciences	20	17%	30	17%	26	18%	28	14%	15	13%
Undeclared or Liberal Arts	9	7%	16	9%	6	4%	9	5%	5	4%

Characteristics of all Graduate Students:

“Graduates” here include all students reported to IPEDS at the graduate level enrolled for credit at all site locations on the census day. Note that post-baccalaureate pre-medical students are reported as graduate level students. Other graduate level programs include those pursuing master’s degrees, post-master’s certificates, doctoral degrees, or non-degree students taking courses at the graduate level.

All Graduates	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Total Graduates	325		319		295		294		266	
Full-time (>=9 credits)	106	33%	100	31%	92	31%	86	29%	109	41%
Part-time (<9 credits)	219	67%	219	69%	203	69%	208	71%	157	59%
Gender	2020		2021		2022		2023		2024	
Male	64	20%	67	21%	64	22%	56	19%	56	21%
Female	261	80%	252	79%	231	78%	238	81%	210	79%
Student Age	2020		2021		2022		2023		2024	
Average Student Age	34		35		35		35		35	
29 and under	145	45%	128	40%	118	40%	119	40%	121	45%
30 and over	173	53%	174	55%	174	59%	175	60%	145	55%
Race/Ethnicity	2020		2021		2022		2023		2024	
Non-Resident Alien	5	2%	2	1%	2	1%	4	1%	5	2%
Hispanic	25	8%	29	9%	35	12%	41	14%	35	13%
American Indian	1	<1%	1	<1%	0	0%	1	<1%	0	0%
Asian/Pac Islander	19	6%	9	3%	11	4%	10	3%	8	3%
Black, Non-Hispanic	42	13%	44	14%	52	18%	42	14%	10	15%
Hawaiian, Pac. Islander	0	0%	0	0%	0	0%	0	0%	0	0%
White, Non-Hispanic	128	39%	142	45%	124	42%	134	46%	139	52%
Two or more races	7	2%	12	4%	6	2%	3	1%	8	3%
Unknown	98	30%	80	25%	65	22%	59	20%	31	12%
Home State	2020		2021		2022		2023		2024	
Massachusetts	251	77%	223	70%	192	65%	186	63%	183	69%
Connecticut	29	9%	41	13%	40	14%	38	13%	34	13%
Other	45	14%	55	17%	62	21%	70	24%	49	18%
Enrollment by Program Division/School	2020		2021		2022		2023		2024	
Business	51	16%	49	15%	34	12%	31	11%	30	11%
Education	85	26%	98	31%	82	28%	74	25%	81	31%
Humanities & Fine Arts	4	1%	1	<1%	0	0%	2	1%	8	3%
Natural Sci., Mathematics, & Technology	55	17%	41	13%	43	15%	44	15%	58	22%
School of Nursing	108	33%	106	33%	117	40%	125	43%	76	29%
Social Sciences	19	6%	15	5%	10	3%	11	4%	10	4%
Non-Degree	3	1%	9	3%	9	3%	7	2%	3	1%

**Post-baccalaureate certificate students submitted to IPEDS as graduates*

PART V: ADMISSIONS AND FRESHMEN PROFILE

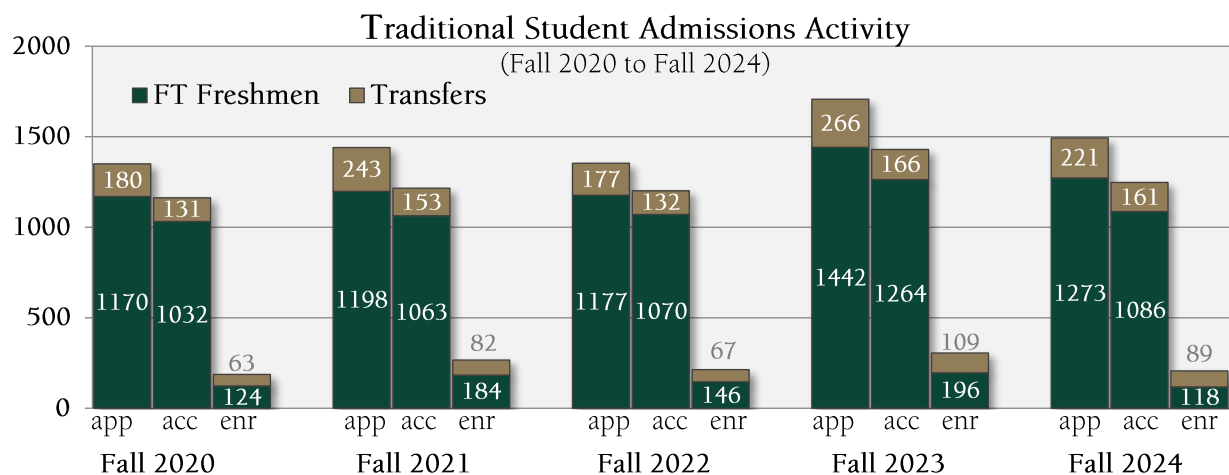
24. Trends in Admissions Activity

“Submitted Applications” is the (gross) total of applications submitted. “Completed Applications” is the (gross) total of applications ready for review with all credentials submitted. “Admissions” is the (gross) total of students offered admission. “Total Enrolled” is the (net) total enrolled as of the fall census date each year. “Percent Admitted” is equal to total admissions divided by total completed applications. “Percent Admitted to Enrolled” (also called “yield”) is the net enrolled divided by total students offered admission.

Traditional Undergraduate Admissions Activity:

The following displays the trend in traditional undergraduate admissions activity from Fall 2020 through Fall 2024. “Traditional” undergraduates here include first time degree/certificate seeking full- and part-time freshmen as well as full-time transfers. First-Time Freshmen data reflect IPEDS reported values for the corresponding time period. Traditional transfers include transfer students enrolled in programs at the main campus (including the accelerated nursing program); activity is calculated using fall census data.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Submitted Applications					
First-Time Freshmen	1,479	1,565	1,549	1,911	1,977
Transfers (full time)	348	468	357	510	423
Completed Applications					
First-Time Freshmen	1,170	1,198	1,177	1,442	1,273
Transfers (full time)	180	243	177	266	221
Admissions					
First-Time Freshmen	1,032	1,063	1,070	1,264	1,086
Transfers (full time)	131	153	132	166	161
Percent Admitted					
First-Time Freshmen	88%	89%	91%	88%	85%
Transfers (full time)	73%	63%	75%	62%	73%
Total Enrolled					
First-Time Freshmen	124	184	146	196	118
Transfers (full time)	63	82	67	109	89
Percent Admitted to Enrolled					
First-Time Freshmen	12%	17%	14%	16%	11%
Transfers (full time)	48%	54%	51%	66%	55%



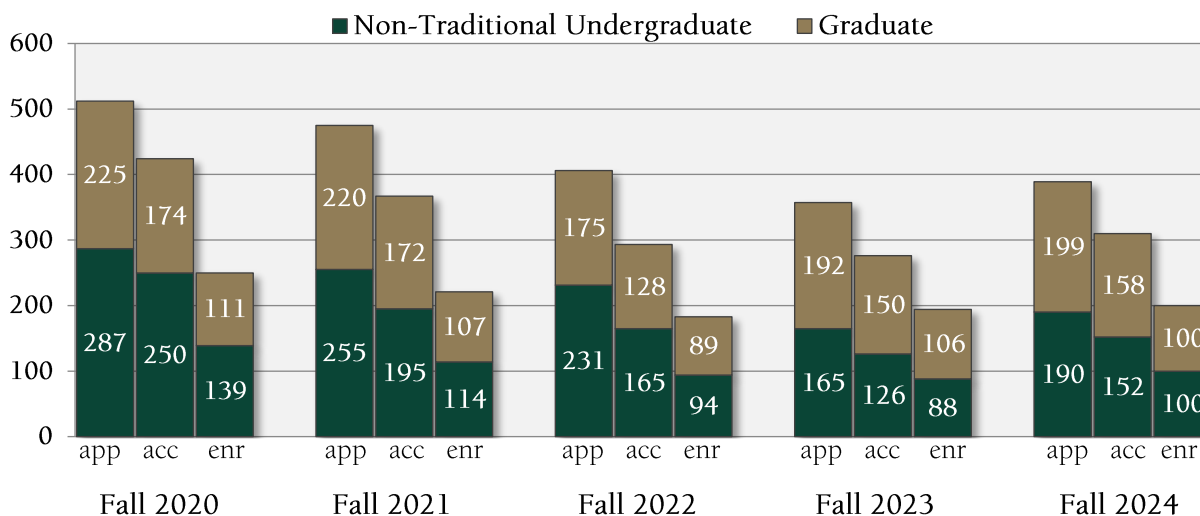
Non-Traditional Undergraduate and Graduate Student Admissions Activity:

The following displays the trend in non-traditional undergraduate and graduate student admissions activity from Fall 2020 through Fall 2024. Non-traditional Undergraduates include not-first-time part-time and degree-completion undergraduates. Graduate level includes any student in a program above the undergraduate level (i.e. post-baccalaureate certificates, graduate certificates, master's, doctorate). Since these programs do not follow the same traditional enrollment semester schedule, admission activity is calculated using the end of fall term totals (rather than census totals) as some admitted students will enroll in a fall session commencing after the census date.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Submitted Applications					
Non-traditional Undergraduates	402	374	353	271	282
Graduates	345	363	324	355	411
Completed Applications					
Non-traditional Undergraduates	287	255	231	165	190
Graduates	225	220	175	192	199
Admissions					
Non-traditional Undergraduates	250	195	165	126	152
Graduates	174	172	128	150	158
Percent Admitted					
Non-traditional Undergraduates	87%	76%	71%	76%	80%
Graduates	77%	78%	73%	78%	79%
Total Enrolled					
Non-traditional Undergraduates	139	114	94	88	100
Graduates	111	107	89	106	100
Percent Admitted to Enrolled					
Non-traditional Undergraduates	56%	58%	57%	70%	66%
Graduates	64%	62%	70%	71%	63%

Note: Post-baccalaureate certificate students have been included here as "Graduates" for all fall admissions terms.

Non-traditional and Graduate Student Admissions Activity
(Fall 2020 to Fall 2024)



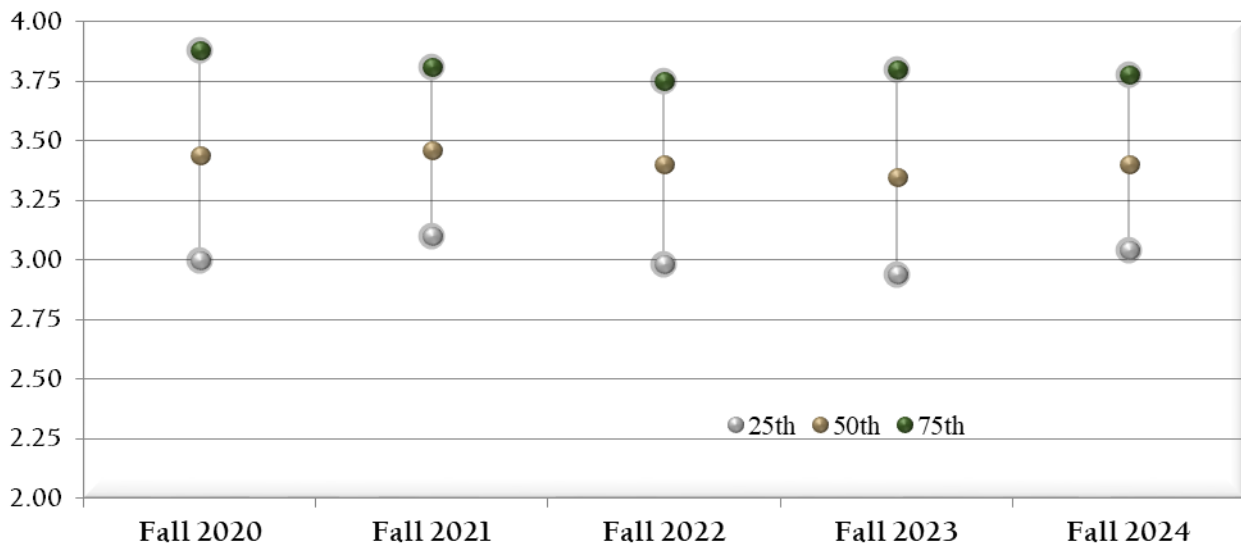
25. High School GPA of First-Time Undergraduates

The following displays the trend among high school GPA for newly enrolled first-time degree/certificate-seeking undergraduate. GPA is reported for both full-time and part-time newly enrolled first-time degree/certificate-seeking undergraduates:

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort
Total enrolled (full and part-time)	124	184	146	196	118
Number and Percent Reporting GPA	120 (99.2%)	181 (98.4%)	144 (98.6%)	196 (100%)	118 (100%)
Average high school GPA of those submitting	3.37	3.42	3.35	3.40	3.37
Percent who had GPA of 4.0	16%	15%	11%	11%	9%
Percent who had GPA between 3.75 and 3.99	16%	13%	14%	17%	20%
Percent who had GPA between 3.50 and 3.74	13%	21%	18%	18%	17%
Percent who had GPA between 3.25 and 3.49	17%	20%	15%	17%	17%
Percent who had GPA between 3.00 and 3.24	15%	11%	17%	10%	17%
Percent who had GPA between 2.50 and 2.99	17%	15%	18%	20%	17%
Percent who had GPA between 2.0 and 2.49	5%	5%	7%	7%	4%
Percent who had GPA between 1.0 and 1.99	1%	0%	0%	0%	0%
Percent who had GPA below 1.0	1%	0%	0%	0%	0%

High School GPA Trends of First-Time Undergraduates (Fall 2020 to Fall 2024)

(Visualization of 25, 50, 75th percentile distribution for first-time students)



26. Beginning College Survey of Student Engagement (BCSSE)

Elms College participates annually in the Beginning College Survey of Student Engagement. The survey prompts entering college students to reflect on their high school experiences and expectations for their first year of college. The following language and data summary are taken from the BCSSE web site and BCSSE 2024 Institutional Report:

BCSSE collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year. BCSSE administration usually takes place prior to the start of fall classes and is designed to be paired with a NSSE administration at the end of the first college year, providing an in-depth understanding of first-year student engagement on your campus. BCSSE, specifically, focuses on assessing (1) the time and effort entering, first-year students devoted to educationally purposeful activities in high school and expect to devote to during their first year of college, and (2) what these entering first-year students expect their institutions to provide them regarding opportunities and emphasis.

Among the class of 2028, there were 86 BCSSE survey participants. The following lists highlight responses to select survey questions, categorized by scale item.

Student Background Information (High School)

92%	of students previously attended public high school.
5%	attended a private, religiously-affiliated high school.
32%	responded that most of their high school grades were either a “B” or “B+”.
61%	said most of their high school grades were “A-” or higher.
63%	of students had taken at least one advanced placement course in high school.
78%	worked for pay (at least 1-5 hours a week) during their last year of high school.
95%	expect to work for pay (at least 1-5 hours a week) on- or off-campus in the coming year.

Quantitative Reasoning (High School)

58%	said they “often” or “very often” reached conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)
30%	said they “often” or “very often” used numerical information to examine real-world problems/issues (unemployment, climate change, public health, etc.)
33%	said they “often” or “very often” evaluated what others have concluded from numerical information.

Learning Strategies (High School)

60%	said they “often” or “very often” reviewed their notes after class.
-----	---

Collaborative Learning (Expectations)

53%	expect to ask another student to help them understand course material “often” or “very often”.
56%	Expect to explain course material to one or more students “often” or “very often”
73%	expect to work with other students on course projects/assignment “often” or “very often”

Student-Faculty Interaction (Expectations)

74% expect to talk about career plans with a faculty member “often” or “very” often.

Discussions with Diverse Others (Expectations)

76% expect to have discussions with people of a race/ethnicity other than their own “often” or “very” often.

79% expect to have discussions with people from a different economic background “often” or “very” often.

78% expect to have discussions with people of different religious beliefs “often” or “very” often.

Academic Perseverance (Expectations)

54% are “very certain” that they will ask instructors for help when struggling with a course assignment.

Academic Difficulty (Expectations)

85% expect it to be “moderately” or “very” difficult to pay college expenses.

64% expect it to be “moderately” or “very” difficult to make new friends.

55% expect it to be “moderately” or “very” difficult to interact with faculty.

Academic Preparation (Perceived)

50% feel that they are “very prepared” to write clearly and effectively.

45% feel that they are “very prepared” to speak clearly and effectively.

55% feel that they are “very prepared” to think critically and analytically.

34% feel that they are “very prepared” to analyze numerical and statistical information.

53% feel that they are “very prepared” to learn effectively on their own.

Campus Environment (Importance)

76% feel it is “very important” for the institution to provide support to help students succeed academically.

53% feel it is “very important” for the institution to provide support to help manage non-academic responsibilities (work, family, etc.)

65% feel it is “very important” for the institution to provide opportunities to be involved socially.

64% feel it is “very important” for the institution to provide opportunities to attend campus activities and events.

60% feel it is “very important” for the institution to provide learning support services (tutoring services, writing center, etc.)

Other Student Information (College)

61% are using support from parents or relatives to pay for education expenses.

52% are using loans to pay for education expenses.

98% are using grants or scholarships to pay for education expenses.

67% are using employment on or off campus to pay for education expenses

56% are using personal savings or other sources to pay for education expenses.

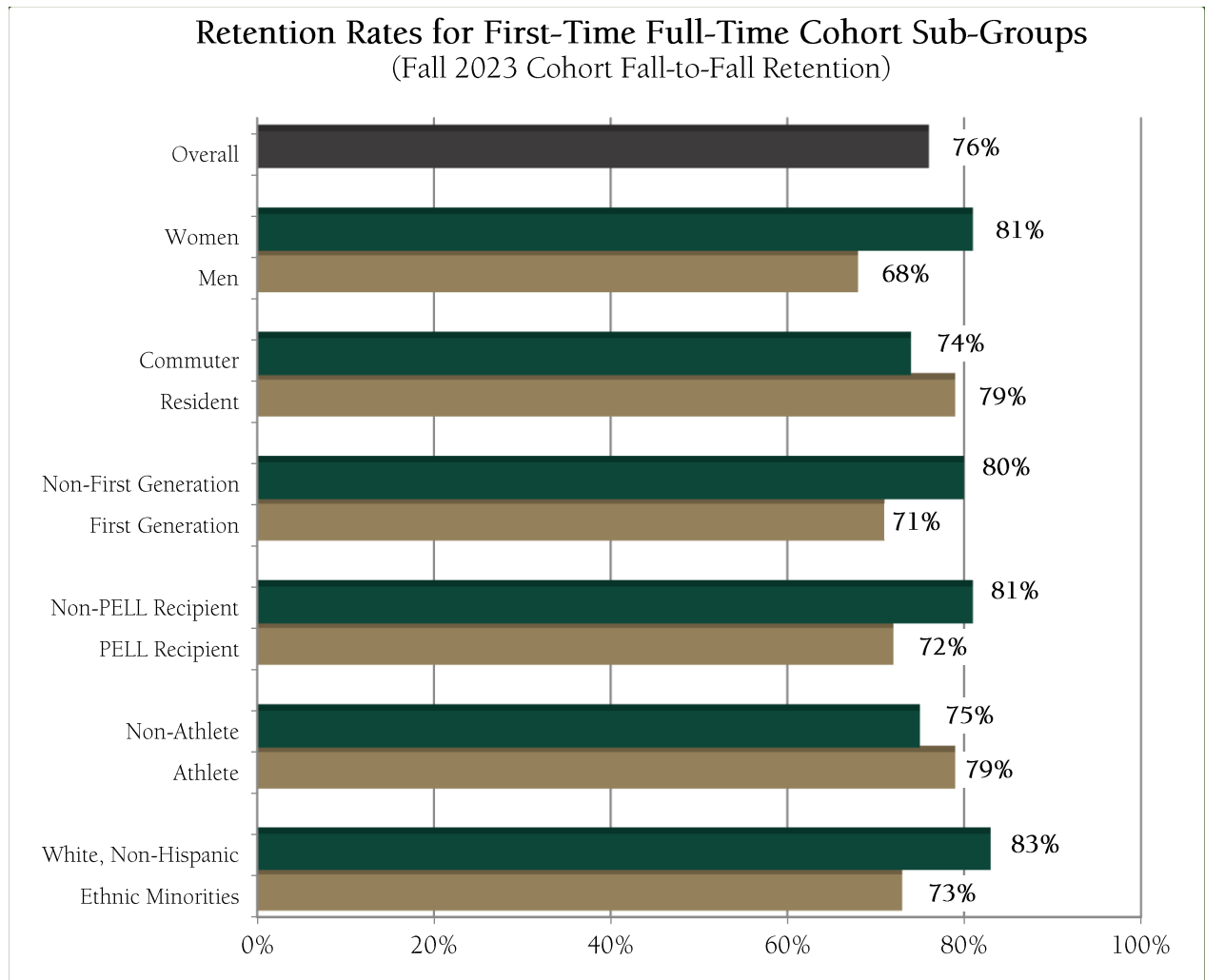
64% of students indicated Elms College was their first choice.

23% of students indicated Elms college was their second choice.

PART VI: OUTCOMES

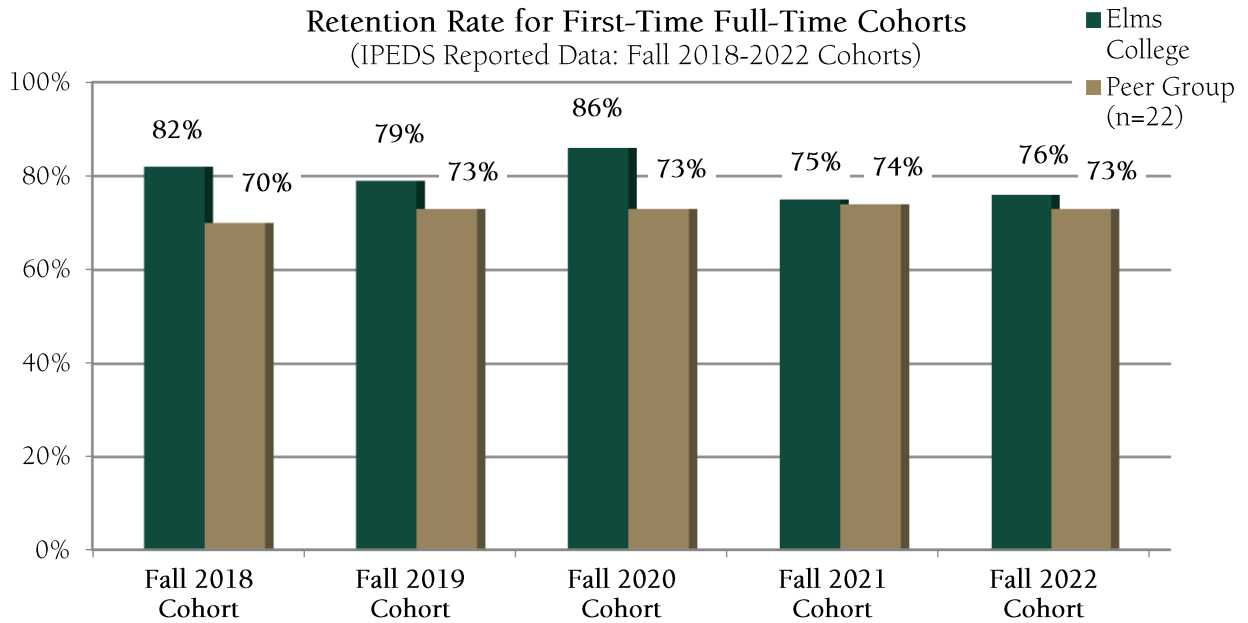
27. Retention and Persistence

The following summarizes retention/persistence rates of first-time, full-time bachelor’s degree-seeking undergraduates as submitted to IPEDS. As defined by IPEDS, “retention rates measure the percentage of first-time students who are seeking bachelor’s degrees who return to the institution to continue their studies the following fall.” The graphic below displays the Fall 2023 cohort retention to Fall 2024 by select subgroups.



Trend of Elms’ Full-Time Bachelor’s Cohort Fall-to-Fall Retention Against IPEDS Peer Group Median

The college has identified and grouped 22 institutions with similar enrollment, geographic, and demographic characteristics to serve as a peer comparison group. The following displays the trend of Elms’ full-time cohort retention rate compared with the median of the peer group. (Note: Most recent comparison data is available up to the Fall 2022 cohort as peer comparisons are not yet available for the Fall 2023 cohort.)



Semester-to-Semester Retention Rates for Full-Time Bachelor’s Degree-Seeking Cohorts

Internally, retention is also tracked from semester to semester. The following graphic shows the semester-to-semester retention trends of first-time full-time bachelor’s cohorts from Fall 2018 through Fall 2024. Retention is determined as of the respective census date each semester.

Cohort	Num. Cohort (Retention %)	2nd Semester	3rd Semester	4th Semester	5th Semester	6th Semester	7th Semester	8th Semester
Fall 2018	141 (100%)	134 (95%)	116 (82%)	108 (77%)	102 (72%)	101 (72%)	97 (69%)	96 (68%)
Fall 2019	178 (100%)	164 (92%)	141 (79%)	131 (74%)	120 (67%)	121 (68%)	117 (66%)	115 (65%)
Fall 2020	121 (100%)	112 (93%)	104 (86%)	97 (80%)	87 (72%)	87 (72%)	86 (71%)	85 (70%)
Fall 2021	181 (100%)	165 (91%)	135 (75%)	127 (70%)	114 (63%)	109 (60%)	110 (61%)	109 (60%)
Fall 2022	143 (100%)	130 (91%)	109 (76%)	103 (72%)	98 (69%)	93 (65%)		
Fall 2023	196 (100%)	186 (95%)	149 (76%)	127 (65%)				
Fall 2024	118 (100%)	104 (88%)						
Average Retention Rate		92%	79%	72%	68%	67%	66%	65%

28. Student Satisfaction Assessment (SSI/ASPS)

Annually, the college participates in the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI; for degree-seeking undergraduates under 25 years of age) and Adult Student Priority Survey (ASPS; for degree-seeking undergraduate or graduate students 25 years and older). Both surveys focus on the same outcome: measuring students' expectations and satisfaction on a range of topics related to the institution. The survey results provide insight into the institution's strengths and challenges. Strengths are items with high importance and high satisfaction. Challenges are items rated with high importance but lower satisfaction, resulting in a performance gap.

The following displays the top ten institutional strengths and challenges that were identified in the most recent survey administration (for academic year 2023-24). The total number of participants were 89 (15% yield) and 119 (21% yield) for the SSI and ASPS, respectively. (Results from the SSI and ASPS are shown separately as the student characteristics/programs are quite different.)

Student Satisfaction Inventory (SSI)

Strengths

- Major requirements are clear and reasonable.
- I am able to register for classes I need with few conflicts.
- I am able to experience intellectual growth here.
- The campus is safe and secure for all students.
- Nearly all of the faculty are knowledgeable in their field.
- My academic advisor is knowledgeable about requirements in my major.
- Computers and/or Wi-Fi are adequate and accessible.
- Tutoring services are readily available.
- The staff in the health services area are competent.
- Males and females have equal opportunities to participate in intercollegiate athletics.

Challenges

- Faculty are fair and unbiased in their treatment of individual students.
- Tuition paid is a worthwhile investment.
- It is an enjoyable experience to be a student on this campus.
- Financial aid counselors are helpful.
- Residence hall regulations are reasonable.
- Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- Faculty provide timely feedback about student progress in a course.
- This institution shows concern for students as individuals.
- Adequate financial aid is available for most students.

Adult Student Priorities Survey (ASPS)

Strengths

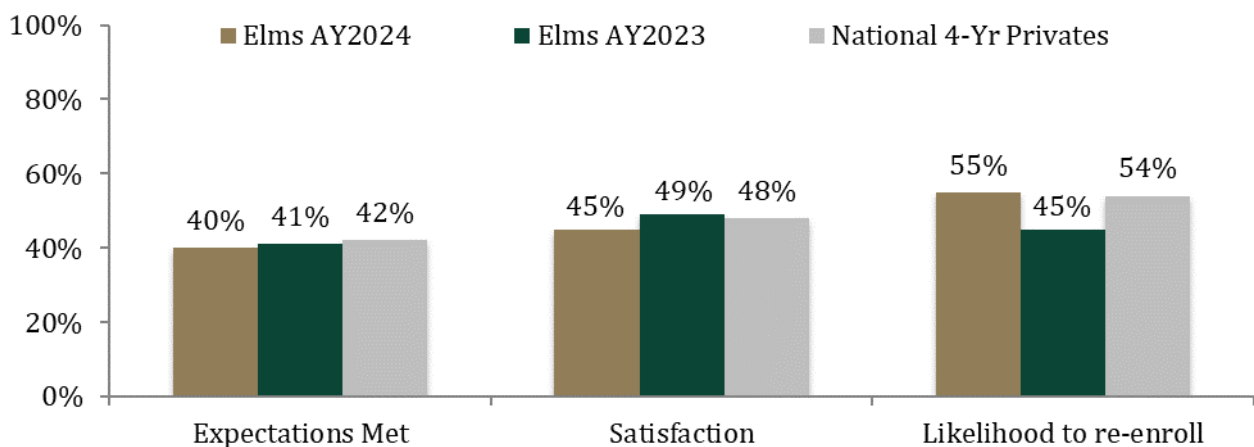
- I am able to easily register for classes online.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all faculty are knowledgeable in their field.
- Classroom locations are safe and secure for all students.
- There is a commitment to academic excellence at this institution.
- Major requirements are clear and reasonable.
- I am able to complete most of my enrollment tasks in one location.
- My academic advisor is concerned about my success as an individual.
- When students enroll at this institution, they develop a plan to complete their degree.
- My academic advisor is accessible by telephone and e-mail.

Challenges

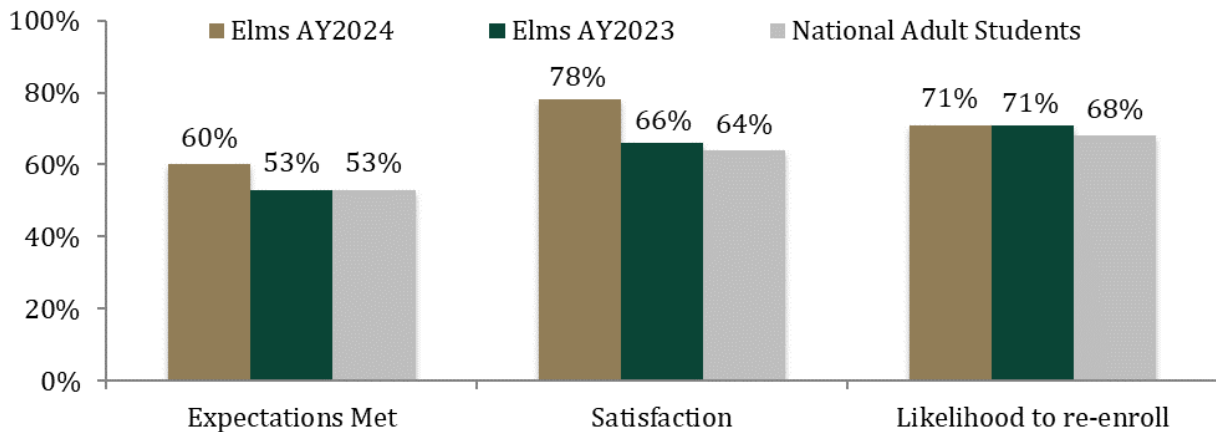
- The content of the courses within my major is valuable.
- This institution responds quickly to my requests for information.
- This institution offers a variety of payment plans for adult students.
- I seldom get the "run-around" when seeking information at this institution.

The SSI and ASPS provide a summary segment in which students are asked three all-encompassing questions: So far, how has your college experience met your expectations? Rate your overall satisfaction with your experience here thus far. All in all, if you had to do it over, would you enroll here again? The charts to follow display the 2024 academic year results for Elms against the 2023 Elms results and the national comparison group. The “expectations met” section shows the percentage of students reporting “better than expected” to “much better than expected.” “Satisfaction” shows the percentage of students “satisfied” or “very satisfied.” “Likelihood to re-enroll” represents the percentage of students reporting “probably yes” or “definitely yes.”

Student Satisfaction Inventory:



Adult Student Priorities Survey:



Core Outcomes Assessment

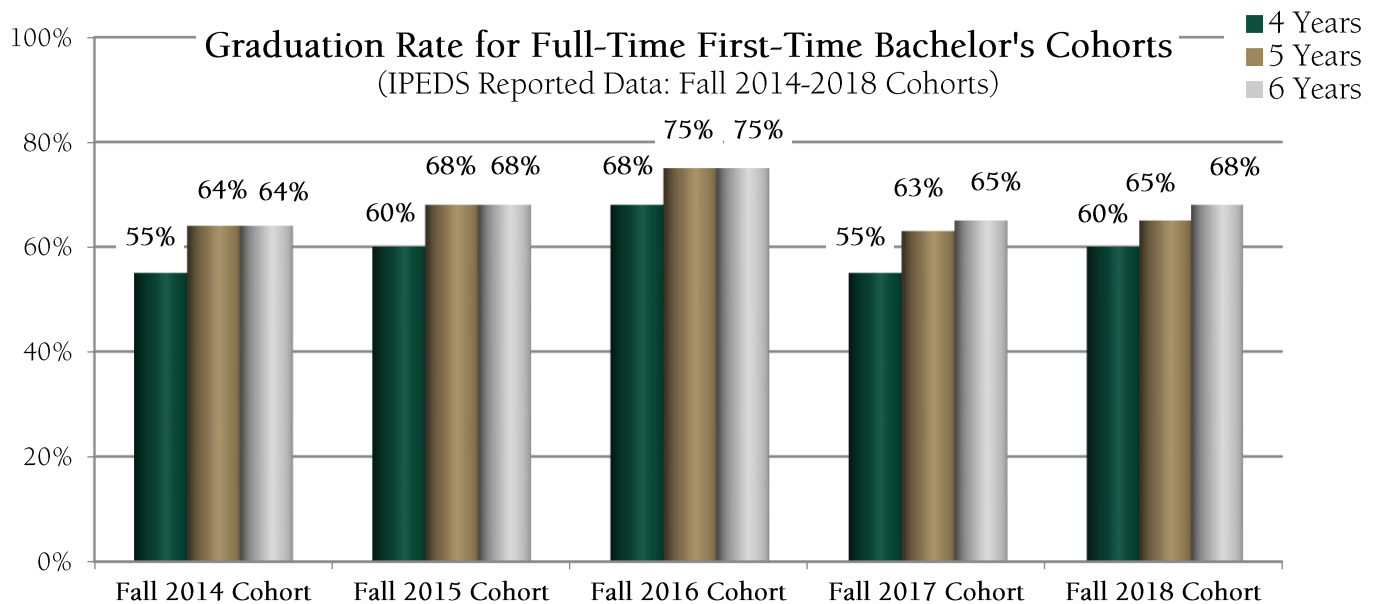
The college has added additional questions to the SSI and ASPS that would allow students to reflect on their level of importance and satisfaction associated with the core curriculum learning outcomes. The survey presents a statement related to each outcome and asks students to rate their level of importance and satisfaction with each. The tables below summarize the results (for undergraduate students only) while also showing the gap between importance and satisfaction levels. Cells highlighted in green represent outcomes that had gaps below average while cells highlighted in red represent outcomes that had gaps above average. Academic year 2024 results for all Elms undergraduate respondents (n=144) are displayed as well as a specific look at senior respondents (n=59).

Student Learning Outcomes	IMPORTANCE		SATISFACTION		GAP	
	All UG	Seniors	All UG	Seniors	All UG	Seniors
Elms has improved my ability to apply the traditions, values, and social teachings that inform the college Catholic identity.	5.98	5.84	5.85	5.88	0.13	-0.04
Elms has improved my ability to analyze ethical issues and propose solutions derived from moral/ethical reasoning.	6.30	6.17	5.93	6.15	0.37	0.02
Elms has improved my ability to demonstrate religious literacy.	5.66	5.57	5.53	5.61	0.13	-0.04
Elms has improved my ability to identify/analyze/articulate global & multicultural concepts and demonstrate cultural humility	6.19	6.13	5.91	5.94	0.28	0.19
Elms has improved my listening comprehension and ability to speak, read, and write a 2nd language to a novice high level.	6.19	6.14	5.63	5.60	0.56	0.54
Elms has improved my ability to explain the structure of U.S. gov. and illustrate ways citizens/orgs advance social justice.	6.02	5.89	5.49	5.39	0.53	0.50
Elms has improved my ability to demonstrate critical thinking through written analysis.	6.35	6.22	6.18	6.25	0.17	-0.03
Elms has improved my ability to demonstrate critical thinking through oral presentation.	6.31	6.20	6.10	6.15	0.21	0.05
Elms has improved my ability to demonstrate quantitative literacy.	6.42	6.48	6.23	6.36	0.19	0.12

29. Graduation Rates of Fall Cohorts

The following provides IPEDS reported graduation rates (within 150% of normal completion time) for full-time first-time bachelor's degree-seeking cohorts (from Fall 2014 through 2018).

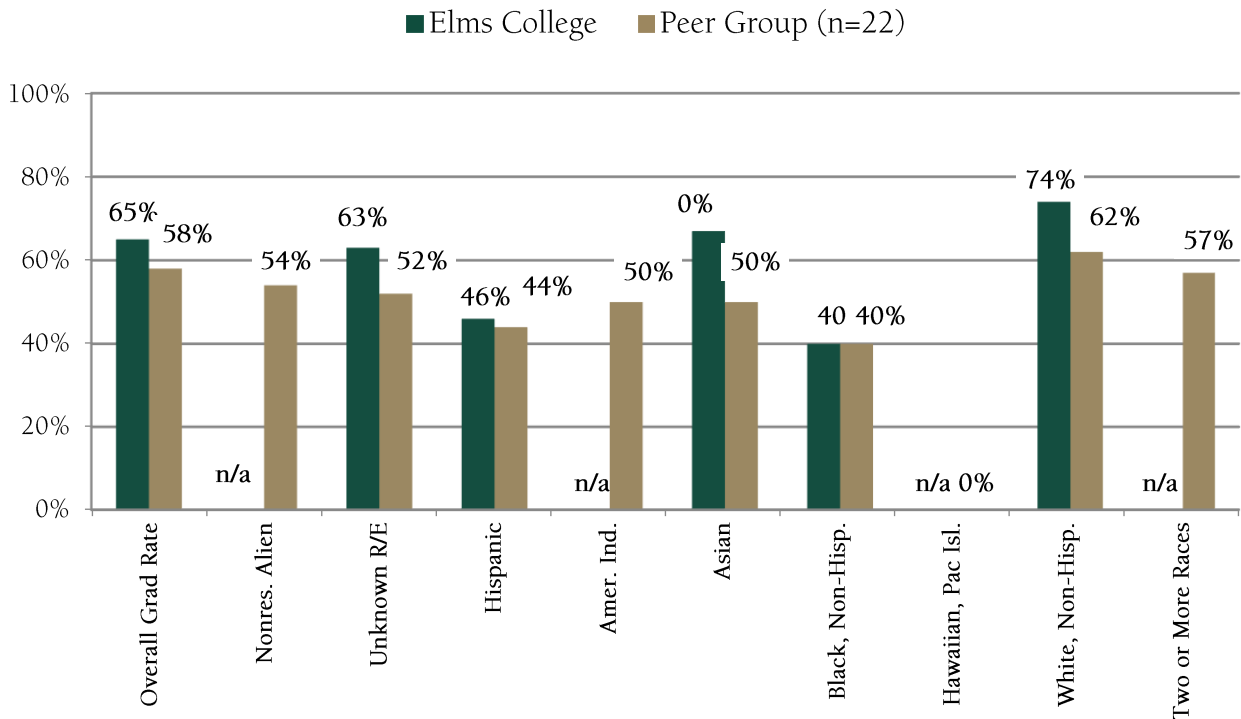
	Base Year Number	Completers in 4-years	4yr Graduation Rate	Completers in 5-years	5yr Graduation Rate	Completers in 6-years	6yr Graduation Rate
Fall 2014 Cohort	187	102	55%	119	64%	120	64%
Men	52	22	42%	29	56%	30	58%
Women	135	80	59%	90	67%	90	67%
Fall 2015 Cohort	182	110	60%	123	68%	124	68%
Men	50	30	60%	33	66%	33	66%
Women	132	80	61%	90	68%	91	69%
Fall 2016 Cohort	163	111	68%	122	75%	122	75%
Men	46	29	63%	32	70%	32	70%
Women	117	82	70%	90	77%	90	77%
Fall 2017 Cohort	173	95	55%	109	63%	112	65%
Men	54	28	52%	30	56%	31	57%
Women	119	67	56%	79	66%	81	68%
Fall 2018 Cohort	141	85	60%	92	65%	96	68%
Men	38	15	39%	21	55%	22	58%
Women	103	70	68%	71	69%	74	72%
5-Cohort Average	846	503	59%	565	67%	574	68%
Men	240	124	52%	145	60%	148	62%
Women	606	379	63%	420	69%	426	70%



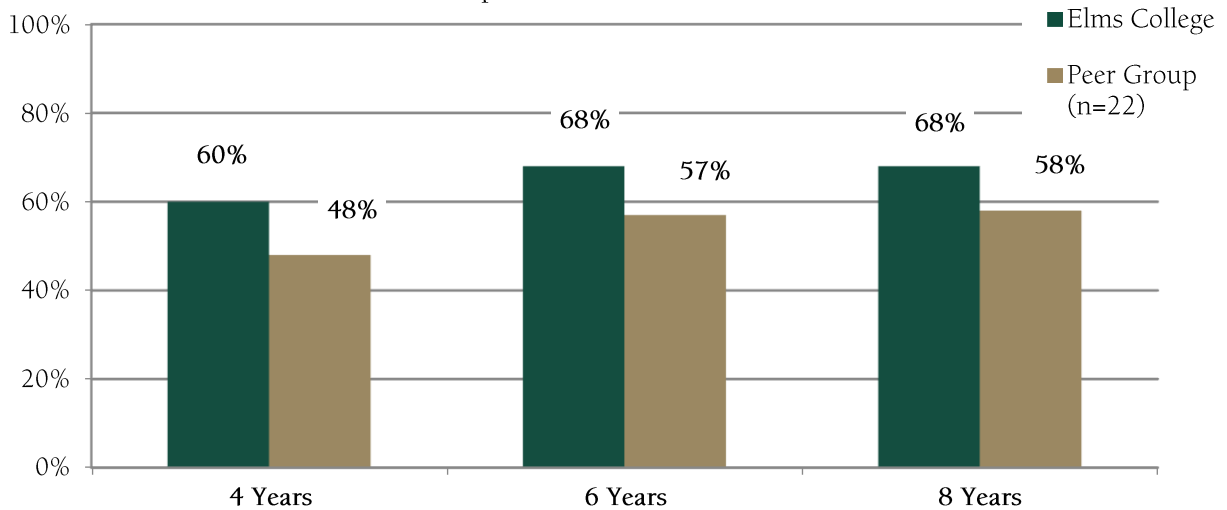
Elms' Graduation Rates Against IPEDS Peer Group Median

The following displays Elms' graduation rates against the median of the IPEDS peer group (n=22). (Note: Most recent comparison data is as of the Fall 2017 for completion data within 150% normal time and Fall 2015 cohort for completion data within 200% of normal time.)

Overall Graduation Rate (Within 150% of Normal Time) for Full-Time First-Time Bachelor's Cohort
(IPEDS Reported Data: Fall 2017 Cohort; Subgroups by Gender and Race/Ethnicity)



Bachelor's Degree Graduation Rate (Within 200% of Normal Time) for Full-Time First-Time Cohort
(IPEDS Reported Data: Fall 2015 Cohort)



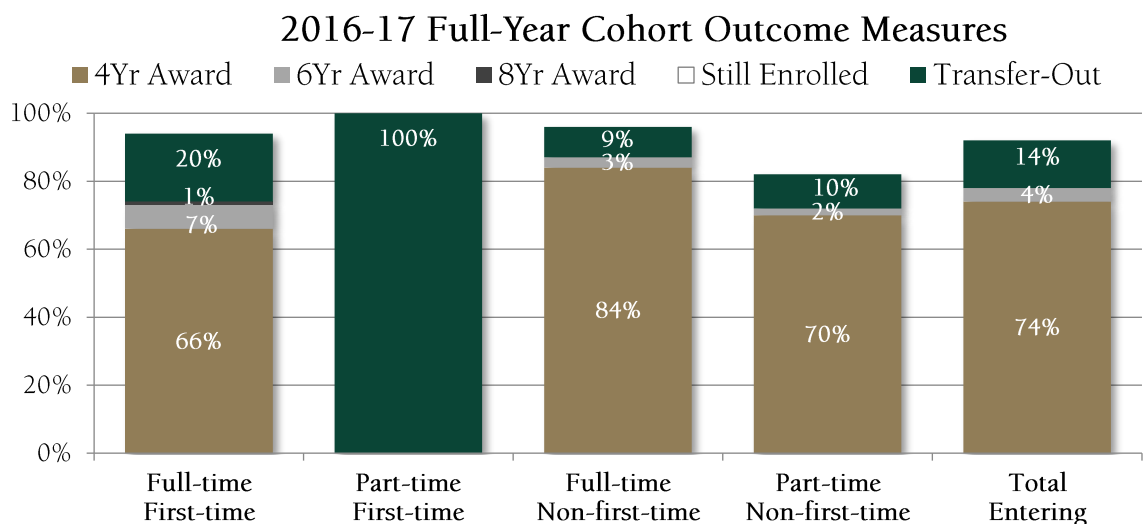
30. Graduation Rates of Full-Year Cohorts

During the annual IPEDS data collection, institutions are required to report outcome measures on full-year cohorts (covering all students newly enrolled during the period of July 1 and June 30th of the academic year). As stated by IPEDS:

“The OM component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts and eight undergraduate subcohorts at three status points: four-years, six-years, and eight-years after entry. The four cohorts of degree/certificate-seeking undergraduates are: first-time full-time entering (FTFT), first-time part-time entering (FTPT), non-first-time full-time entering (NFTFT), and non-first-time part-time entering (NFTPT). For each cohort, two subcohort groups have been added to the OM component - Pell Grant recipients and Non-Pell Grant recipients - resulting in eight new undergraduate subcohorts.”

The following table and graphic display outcomes data for the 2016-17 full year cohort.

2016-17 Cohort	Base Yr Number	4-yr Award Rate	6-yr Award Rate	8-yr Award Rate	Still Enrolled After 8 Yrs	No award; enrolled at another institution
Full-time First-time	167	66%	73%	74%	0%	20%
Pell FTFT	84	58%	62%	63%	0%	27%
Non Pell FTFT	83	75%	84%	84%	0%	13%
Part-time First-time	1	0%	0%	0%	0%	100%
Pell PTFT	1	0%	0%	0%	0%	100%
Non Pell PTFT	0	n/a	n/a	n/a	n/a	n/a
Full-time Non-first-time	153	84%	87%	87%	0%	9%
Pell FTNFT	89	81%	83%	83%	0%	11%
Non Pell FTNFT	64	88%	92%	92%	0%	6%
Part-time Non-first-time	88	70%	72%	72%	0%	10%
Pell PTNFT	35	71%	74%	74%	0%	9%
Non Pell PTNFT	53	70%	70%	70%	0%	11%
Total Entering	409	74%	78%	78%	0%	14%
Pell	209	70%	73%	73%	0%	18%
Non Pell	200	78%	83%	83%	0%	11%



31. Student-Athlete Graduation and Academic Success Rates

Each year the NCAA requires participating institutions to submit data on the overall student body enrollment and graduation rates as well as student-athlete graduation rates and academic success rates. Graduation rates are based on completion within 150% of normal time. The academic success rate (ASR) shows how many student-athletes completed or left the institution academically and athletically eligible.

The table below displays a comparison of the graduation rates of all first-time full-time cohort students versus student-athletes for the four most recently reported cohorts as well as the graduation rate average of these cohorts.

	2015-16 Cohort		2016-17 Cohort		2017-18 Cohort		2018-19 Cohort		4-Cohort Average
	Cohort Total	Percent Completing	Cohort Total	Percent Completing	Cohort Total	Percent Completing	Cohort Total	Percent Completing	Percent Completing
All Students	182	68%	163	75%	173	65%	141	68%	69%
Male	50	66%	46	70%	54	57%	38	58%	63%
Female	132	69%	117	77%	119	68%	103	72%	71%
Student Athletes	80	71%	91	75%	86	69%	70	69%	71%
Male	32	63%	47	62%	41	56%	29	62%	60%
Female	48	77%	44	89%	45	80%	41	73%	80%

The following table displays the graduation rate and academic success rate (ASR) for the most recently reported cohort (2018-19) compared to the average of the four most recently reported cohorts for each participating sport.

Men's Sports	2018-19 Cohort Grad Rate	4-Cohort Average Grad Rate	2018-19 Cohort ASR	4-Cohort Average ASR
Baseball	75%*	61%	82%*	79%
Basketball	45%	42%	75%	67%
CC/Track	50%*	75%	100%*	100%
Golf	n/a	86%	0%*	86%
Soccer	75%	69%	100%	86%
Swimming	67%*	92%	100%*	100%
Volleyball	100%*	33%	100%*	80%
Women's Sports	2018-19 Cohort Grad Rate	4-Cohort Average Grad Rate	2018-19 Cohort ASR	4-Cohort Average ASR
Basketball	100%*	84%	100%*	100%
CC/Track	100%*	71%	100%*	91%
Field Hockey	100%	96%	100%	100%
Lacrosse	100%*	92%	100%*	100%
Soccer	25%*	68%	100%*	100%
Softball	50%*	68%	83%*	89%
Swimming	70%	83%	90%	95%
Volleyball	78%	83%	100%	91%

*Based on small cohorts of less than 5 students

32. Degrees Awarded

The following displays degrees awarded by gender and degree level as reported to IPEDS for academic years 2014-15 to 2023-24 (completion totals by first major).

	Total Degrees or Certificates	Awards, Cert., Diplomas (9 to 60 cred. hrs)	Associate's	Bachelor's	Post-Bachelor's Certificate	Master's	Post-Master's Certificate	Doctor's
AY 2014-15	545	5	22	392	17	97	12	0
Men	108	0	1	75	8	21	3	0
Women	437	5	21	317	9	76	9	0
AY 2015-16	523	5	15	379	28	89	7	0
Men	103	1	0	69	13	20	0	0
Women	420	4	15	310	15	69	7	0
AY 2016-17	576	1	7	395	39	95	9	30
Men	126	0	0	95	9	19	1	2
Women	450	1	7	300	30	76	8	28
AY 2017-18	517	1	14	323	37	113	7	22
Men	111	0	0	66	14	28	1	2
Women	406	1	14	257	23	85	6	20
AY 2018-19	583	0	17	384	45	113	4	20
Men	132	0	0	85	13	32	0	2
Women	451	0	17	299	32	81	4	18
AY 2019-20	511	3	0	321	41	123	7	16
Men	118	0	0	67	21	28	0	2
Women	393	3	0	254	20	95	7	14
AY 2020-21	444	2	3	317	25	93	0	4
Men	111	0	0	75	8	28	0	0
Women	333	2	3	242	17	65	0	4
AY 2021-22	482	41	6	283	34	86	5	27
Men	81	3	1	52	9	13	0	3
Women	401	38	5	231	25	73	5	24
AY 2022-23	423	4	2	297	15	85	3	17
Men	102	0	0	79	4	16	0	3
Women	321	4	2	218	11	69	3	14
AY 2023-24	453	16	3	262	44	93	16	19
Men	96	0	1	57	13	23	1	1
Women	357	16	2	205	31	70	15	18

The table below shows degrees awarded by level and CIP description between July 1, 2023 and June 30, 2024, as reported to IPEDS:

CIP Description	Degree Level	1st Major	2nd Major
Nursing Education	Certificate (9 to 29 cred. hrs)	14	
Speech-Language Pathology/Pathologist	Certificate (30 to 60 cred. hrs)	2	
Speech-Language Pathology/Pathologist	Associate's degree	3	
Accounting	Bachelor's degree	7	
Biology/Biological Sciences, General	Bachelor's degree	14	
Biotechnology	Bachelor's degree	1	3
Business Administration and Management, General	Bachelor's degree	5	2
Chemistry, General	Bachelor's degree	2	
Communication Disorders Sciences and Services, Other	Bachelor's degree	9	
Computer and Info Systems Security/Auditing/Info Assurance	Bachelor's degree	12	7
Computer Graphics	Bachelor's degree	3	
Computer Science	Bachelor's degree	12	4
Criminal Justice/Law Enforcement Administration	Bachelor's degree	8	
Early Childhood Education and Teaching	Bachelor's degree	1	
Education, General	Bachelor's degree	14	
Elementary Education and Teaching	Bachelor's degree	2	
Entrepreneurship/Entrepreneurial Studies	Bachelor's degree	2	
History, General	Bachelor's degree	1	1
Marketing, Other	Bachelor's degree	1	4
Mathematics, General	Bachelor's degree	1	2
Medical/Health Management and Clinical Assistant/Specialist	Bachelor's degree	7	
Multi-/Interdisciplinary Studies, General	Bachelor's degree	2	
Psychology, General	Bachelor's degree	8	
Registered Nursing/Registered Nurse	Bachelor's degree	99	
Social Work	Bachelor's degree	30	
Sociology, General	Bachelor's degree		1
Special Education and Teaching, General	Bachelor's degree	1	
Speech-Language Pathology/Pathologist	Bachelor's degree	17	
Sport and Fitness Administration/Management	Bachelor's degree	2	1
Writing, General	Bachelor's degree	1	
Nursing Education	Postbacc. Certificates	21	
Nursing Science	Postbacc. Certificates	3	
Pre-Medicine/Pre-Medical Studies	Postbacc. Certificates	20	
Biomedical Sciences, General	Master's degree	14	
Business, Management, Marketing, Related Support Services, Other	Master's degree	14	2
Communication Disorders Sciences and Services, Other	Master's degree	4	
Financial Planning and Services	Master's degree	4	
Nursing Education	Master's degree	10	
Nursing Science	Master's degree	23	
Religious Education	Master's degree	1	
Special Education and Teaching, General	Master's degree	23	
Education, Other	Post-Master's Certificates	4	
Nursing Practice	Post-Master's Certificates	12	
Nursing Practice	Doctor's degree-prof. pract.	19	
Total Awarded		453	27

33. Post-Graduation Status of Degree Recipients

Following commencement each year, the Career Center distributes the First Destination Survey to gain knowledge of recent degree recipients' post-graduation status. Graduates are asked to identify their employment status (whether they are working full-time or part-time, continuing education, seeking continuing education, or unemployed/still seeking employment). Data presented includes both graduate entered responses and administratively entered responses. "Knowledge rate" refers to the overall response rate as a combination of graduate entered responses and admin-entered responses.

Overall outcomes for all students over the past three years are shown as well as a breakdown by degree level (bachelor's only, master's only, and doctor's only).

All Students (Bachelor's, Master's, Doctor's Combined)	Class 2022	Class 2023	Class 2024
Employed or Continuing Education	95%	94%	91%
Employed Full-Time	83%	74%	65%
Employed Part-Time	6%	5%	9%
Continuing Education	6%	15%	17%
Seeking Continuing Education	0%	0%	1%
Still Seeking Employment/Unemployed	3%	6%	6%
<i>Knowledge Rate</i>	<i>70%</i>	<i>71%</i>	<i>75%</i>
Bachelor's Only	Class 2022	Class 2023	Class 2024
Employed or Continuing Education	95%	93%	91%
Employed Full-Time	82%	68%	60%
Employed Part-Time	6%	6%	10%
Continuing Education	7%	19%	20%
Seeking Continuing Education	0%	0%	1%
Still Seeking Employment/Unemployed	3%	7%	6%
<i>Knowledge Rate</i>	<i>71%</i>	<i>69%</i>	<i>76%</i>
Master's Only	Class 2022	Class 2023	Class 2024
Employed or Continuing Education	98%	98%	90%
Employed Full-Time	90%	92%	80%
Employed Part-Time	5%	2%	3%
Continuing Education	2%	4%	7%
Seeking Continuing Education	0%	0%	0%
Still Seeking Employment/Unemployed	2%	2%	10%
<i>Knowledge Rate</i>	<i>61%</i>	<i>76%</i>	<i>61%</i>
Doctor's Only	Class 2022	Class 2023	Class 2024
Employed or Continuing Education	91%	100%	100%
Employed Full-Time	91%	100%	100%
Employed Part-Time	0%	0%	0%
Continuing Education	0%	0%	0%
Seeking Continuing Education	0%	0%	0%
Still Seeking Employment/Unemployed	9%	0%	0%
<i>Knowledge Rate</i>	<i>85%</i>	<i>90%</i>	<i>100%</i>

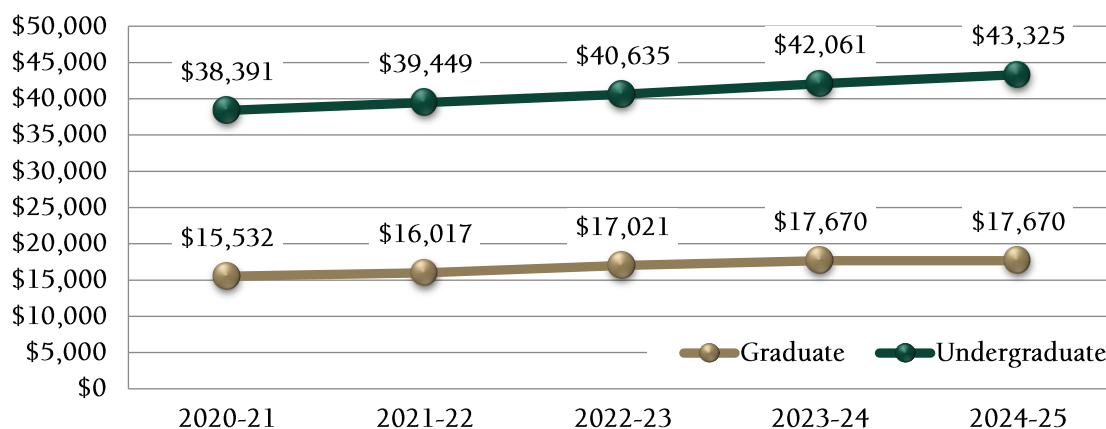
PART VII: FINANCES AND FINANCIAL AID

34. Tuition and Fees

The following displays tuition and fee trends (as reported to IPEDS) for full-time undergraduate (carrying 12 or more credits) and full-time graduate (carrying 9 or more credits) students:

Academic Year	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate	\$38,391	\$39,449	\$40,635	\$42,061	\$43,325
Graduate	\$15,532	\$16,017	\$17,021	\$17,670	\$17,670

**Tuition and Fee Trends for Full-time Undergraduates
and Full-Time Graduates**
(Academic Year 2020-21 to 2024-25)



35. Cost of Attendance for First-Time Full-Time Undergraduates

Academic Year	2020-21	2021-22	2022-23	2023-24	2024-25
Published tuition and fees	\$38,391	\$39,449	\$40,635	\$42,061	\$43,325
Books and supplies	\$1,150	\$1,500	\$1,500	\$1,500	\$1,400
On-campus food and housing	\$14,010	\$14,395	\$14,830	\$15,150	\$15,605
On-campus other expenses	\$2,416	\$2,416	\$2,416	\$2,366	\$2,461
Off-campus (not with family) food and housing	\$9,814	\$9,814	\$9,814	\$11,098	\$11,431
Off-campus (not with family) other expenses	\$2,916	\$2,916	\$3,195	\$2,766	\$3,361
Off-campus (with family) other expenses	\$2,916	\$2,916	\$3,195	\$2,766	\$3,361
Total Cost	2020-21	2021-22	2022-23	2023-24	2024-25
On-campus	\$55,967	\$57,760	\$59,381	\$61,077	\$62,791
Off-campus (not with family)	\$52,271	\$53,679	\$55,144	\$57,425	\$59,517
Off-campus (with family)	\$42,457	\$43,865	\$45,330	\$46,327	\$48,086

36. Financial Aid and Net Price for Undergraduates

The following provides undergraduate Student Financial Aid trends for all undergraduates and full-time first-time entering students (as reported to IPEDS):

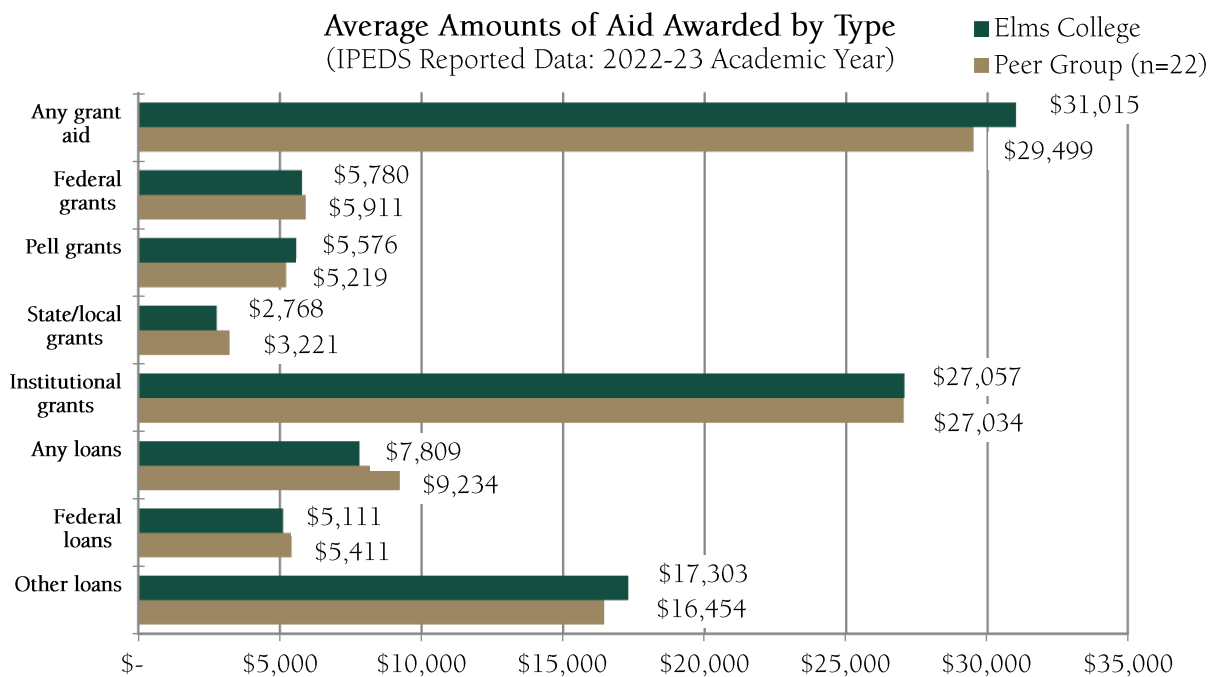
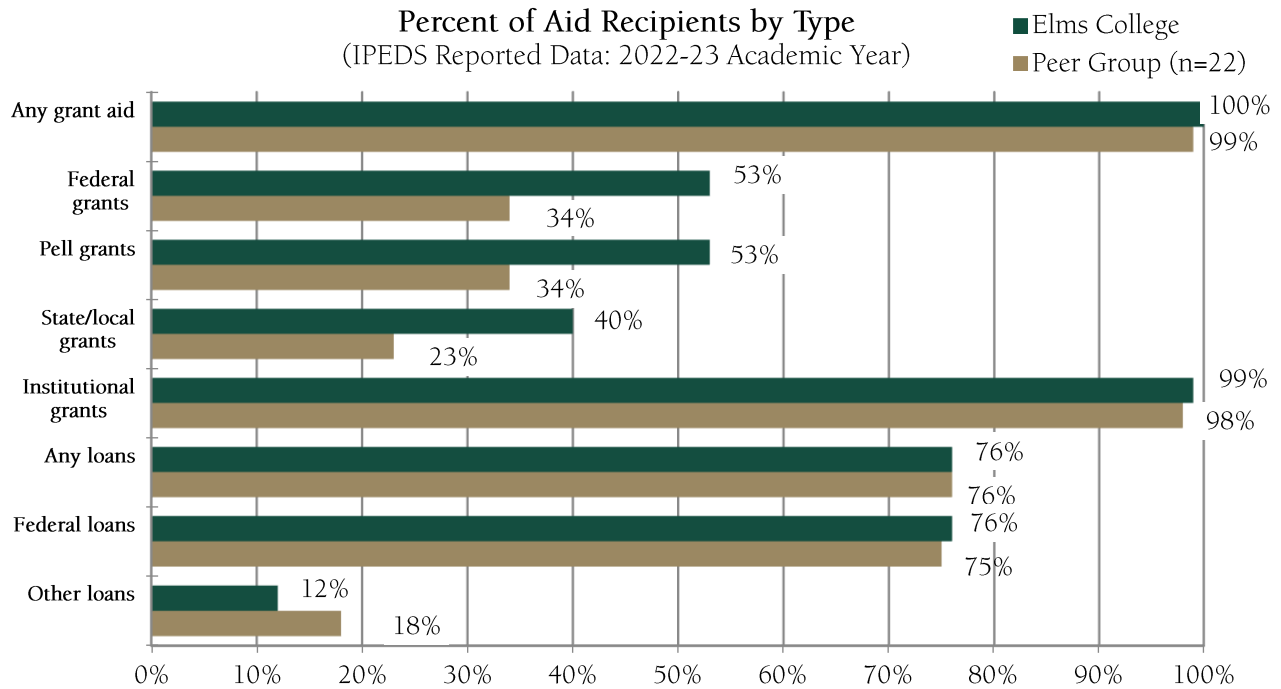
Average Amount of Aid Awarded by Type	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24
All Undergraduate Students					
Any grant or scholarship aid	\$18,368	\$17,076	\$19,598	\$25,121	\$25,471
<i>% receiving aid</i>	87%	93%	82%	84%	85%
Pell Grants	\$4,949	\$4,988	\$4,771	\$5,290	\$5,714
<i>% receiving aid</i>	44%	44%	45%	42%	45%
Federal Student Loans	\$8,391	\$7,592	\$7,131	\$10,432	\$10,582
<i>% receiving aid</i>	84%	76%	77%	71%	71%
Full-time, first-time, degree/certificate-seeking undergraduates					
Any student financial aid	2019-20	2020-21	2021-22	2022-23	2023-24
<i>% receiving aid</i>	100%	99%	98%	100%	100%
Grants or scholarship aid	\$24,171	\$26,680	\$27,109	\$31,015	\$33,794
<i>% receiving aid</i>	100%	99%	98%	100%	100%
Federal Grants	\$5,755	\$5,733	\$5,551	\$5,780	\$6,171
<i>% receiving aid</i>	39%	52%	44%	53%	55%
Pell grants	\$5,030	\$4,946	\$5,354	\$5,576	\$5,912
<i>% receiving aid</i>	39%	52%	44%	53%	55%
Other federal grants	\$1,220	\$787	\$2,286	\$912	\$1,474
<i>% receiving aid</i>	23%	52%	4%	12%	10%
State or local grants and scholarships	\$2,640	\$1,557	\$2,966	\$2,768	\$3,578
<i>% receiving aid</i>	28%	48%	32%	40%	41%
Institutional grants and scholarships	\$21,199	\$22,917	\$23,887	\$27,057	\$28,934
<i>% receiving aid</i>	100%	99%	97%	99%	100%
Student loan aid	\$8,552	\$10,552	\$7,844	\$7,809	\$7,475
<i>% receiving aid</i>	84%	76%	59%	76%	66%
Federal student loans	\$5,833	\$7,283	\$5,031	\$5,111	\$5,158
<i>% receiving aid</i>	84%	76%	59%	76%	66%
Other student loans	\$14,466	\$15,829	\$12,659	\$17,303	\$15,852
<i>% receiving aid</i>	16%	16%	13%	12%	10%

Below, shows the average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students (who were awarded Title IV aid) by income level:

Income	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24
\$0 - \$30,000	\$21,532	\$15,615	\$18,726	\$18,824	\$8,099
\$30,001 - \$48,000	\$21,731	\$19,404	\$19,086	\$18,265	\$22,645
\$48,001 - \$75,000	\$22,491	\$22,543	\$21,444	\$18,376	\$17,539
\$75,001 - \$110,000	\$27,782	\$22,116	\$23,180	\$26,565	\$21,243
\$110,001 and more	\$30,697	\$32,904	\$26,031	\$27,882	\$25,491

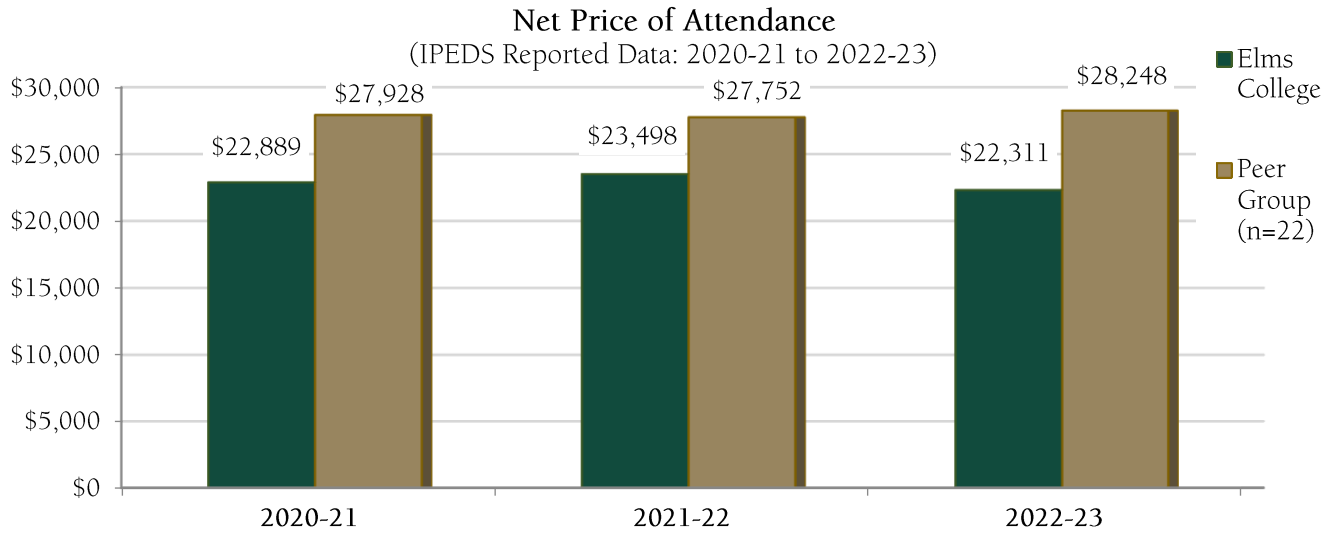
Elms' Grant and Scholarship Aid Recipients Against IPEDS Peer Group Median

The following displays the trend of the percentage of Elms' full-time, first-time degree/certificate-seeking undergraduates that received grant or scholarship aid and average amount by type of aid against the median of the IPEDS peer group (n=22). (Note: Most recent comparison data is provided as of academic year 2022-23.)



Elms' Net Price of Attendance Against IPEDS Peer Group Median

The following displays the trend of Elms' net price of attendance for full-time, first-time degree/certificate-seeking undergraduates compared with the median of the IPEDS peer group (n=22). (Note: Most recent comparison data is available through the academic year 2022-23.)



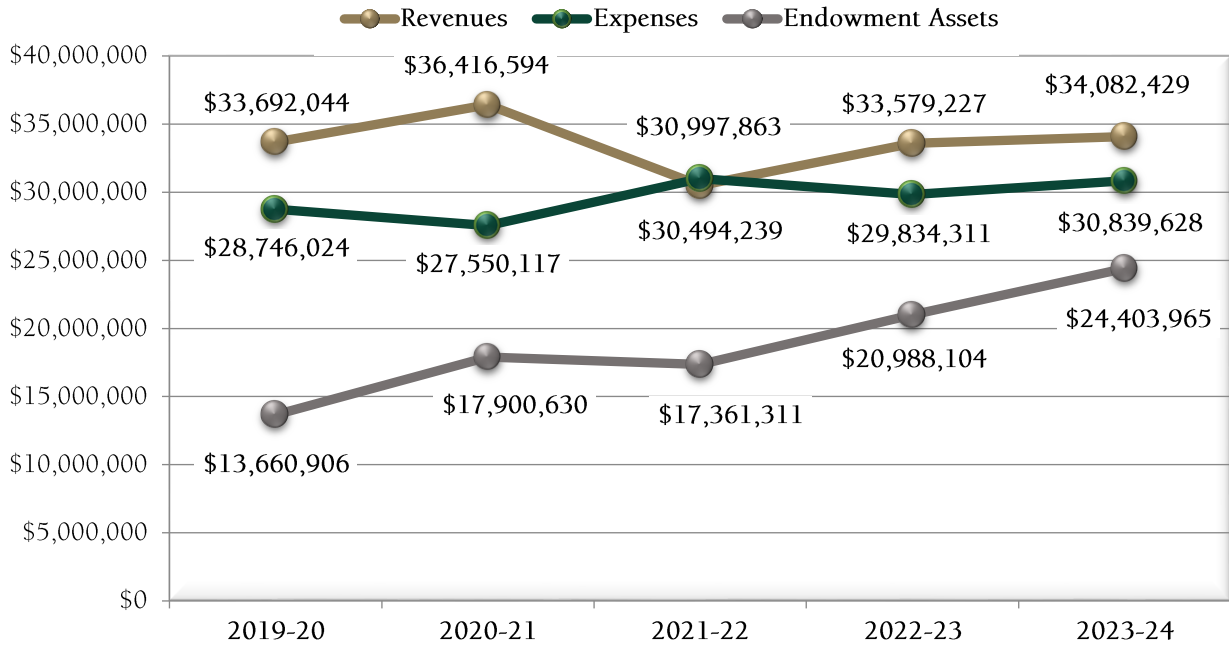
37. Revenues, Expenses, Value of Endowments

The following shows trends in total revenues, expenses, and endowment assets as reported to IPEDS:

	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24
REVENUES					
Tuition and fees, net of allowances	\$22,884,640	\$21,400,051	\$21,433,473	\$19,987,130	\$20,213,614
Government grants and contracts	\$988,612	\$1,178,682	\$2,102,835	\$3,046,202	\$1,325,845
Private gifts, grants and contracts	\$2,161,847	\$3,834,599	\$3,016,723	\$4,530,710	\$5,081,723
Investment income	\$159,488	\$4,058,416	-\$2,853,990	\$2,460,456	\$3,425,566
Other core revenues	\$3,528,570	\$3,210,065	\$3,313,783	\$289,325	\$346,318
Total core revenues	\$29,723,157	\$33,681,813	\$27,012,824	\$30,313,823	\$34,082,429
Total Revenues	\$33,692,044	\$36,416,594	\$30,494,239	\$33,579,227	\$34,082,429
EXPENSES					
Instruction	\$10,548,542	\$9,216,440	\$10,851,363	\$10,934,507	\$11,551,256
Academic support	\$1,378,764	\$1,345,877	\$725,975	\$761,737	\$762,659
Institutional support	\$5,141,519	\$5,796,212	\$11,248,701	\$11,102,428	\$11,629,929
Student services	\$3,907,055	\$3,633,519	\$5,127,606	\$5,650,144	\$5,592,833
Other core expenses	\$6,952,025	\$6,549,975	\$1,674,982	\$163,617	\$0
Total core expenses	\$27,567,905	\$26,542,023	\$29,628,627	\$28,612,433	\$29,539,677
Total Expenses	\$28,746,024	\$27,550,117	\$30,997,863	\$29,834,311	\$30,839,628
ENDOWMENT ASSETS					
Value of endowments (end of fiscal year)	\$13,660,906	\$17,900,630	\$17,361,311	\$20,988,104	\$24,403,965

*FY 2019-20 and 2021-22 reflect values that were updated the following reporting year in the IPEDS Prior Year Revision System.

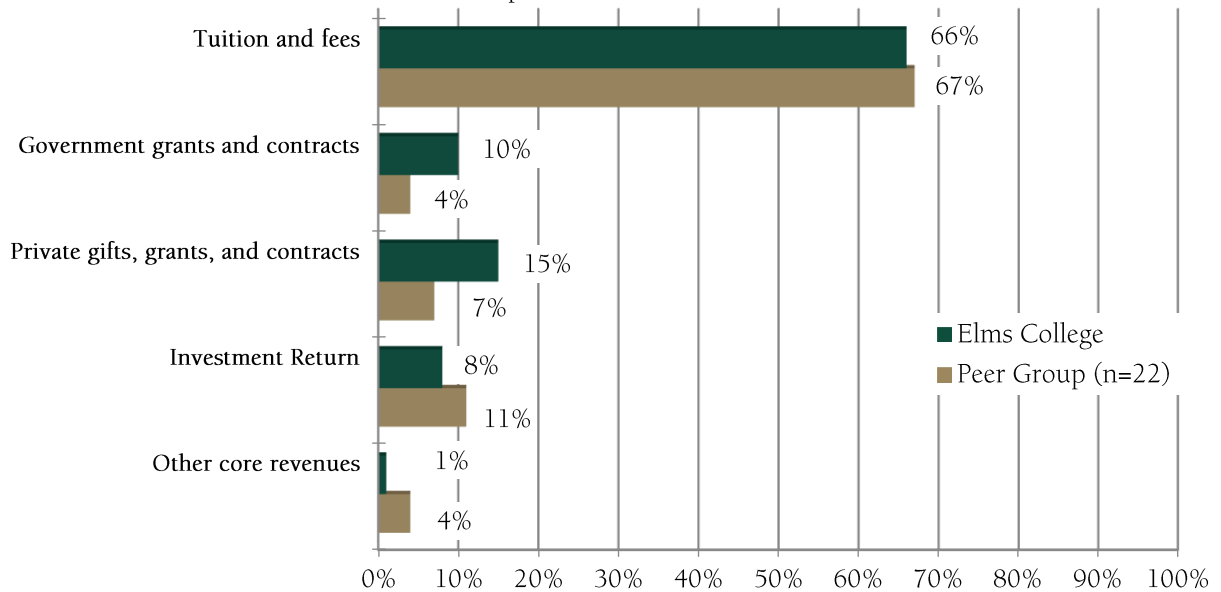
Trend in Revenues, Expenses, and Endowment Assets (Fiscal Year 2019-20 to 2023-24)



Elms' Distribution of Core Revenues by Source Against IPEDS Peer Group Median

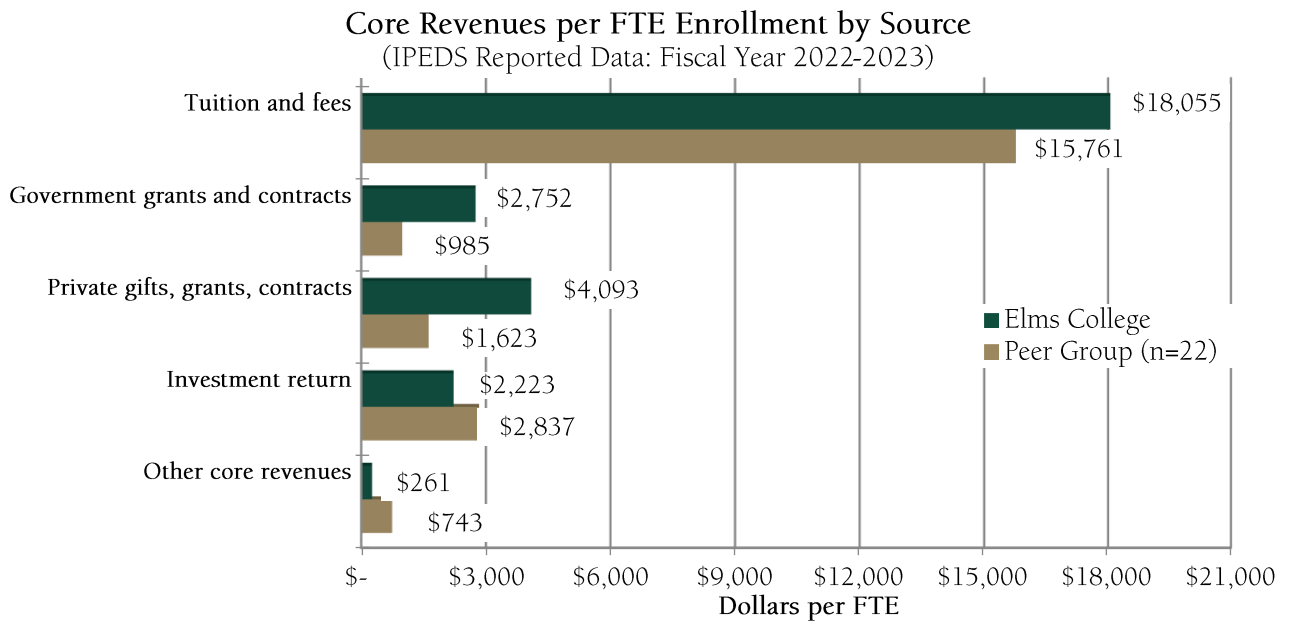
The following displays the distribution of Elms' core revenues (as a percentage) by source against the median of the IPEDS peer group (n=22). (Note: Most recent comparison data is provided as of fiscal year 2022-23)

Percent Distribution of Core Revenues by Source (IPEDS Reported Data: Fiscal Year 2022-2023)



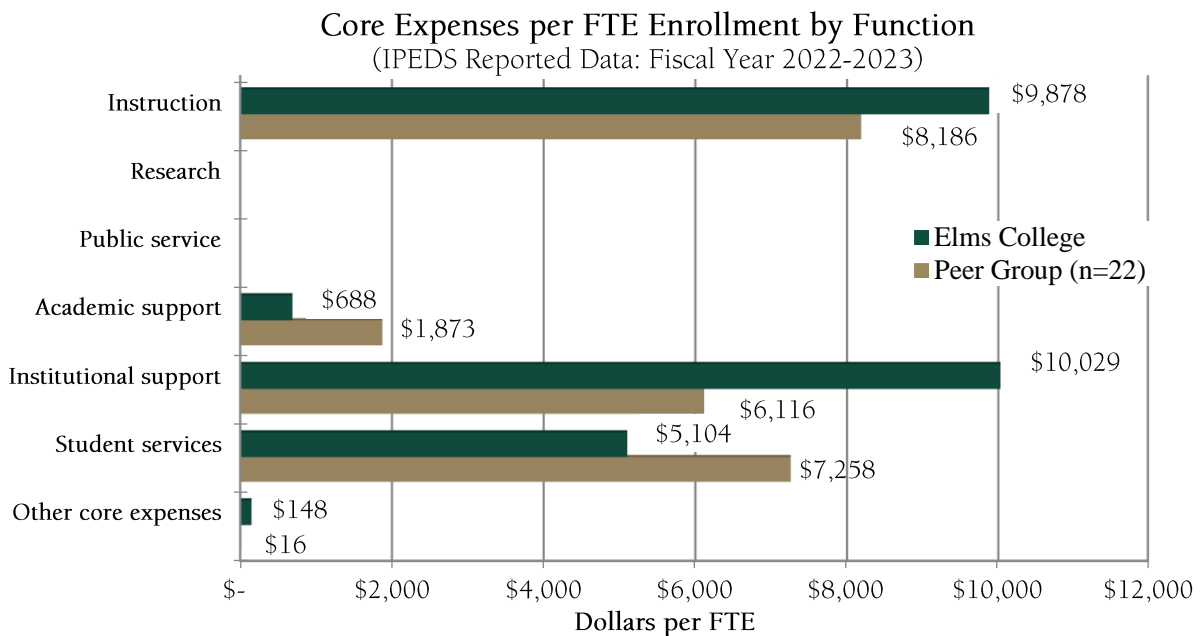
Elms' Core Revenues per FTE Enrollment by Function Against IPEDS Peer Group Median

The following displays the distribution of Elms' core revenues per FTE enrollment by function against the median of the IPEDS peer group (n=22). (Note: Most recent comparison data is provided as of fiscal year 2022-23.)



Elms' Core Expenses per FTE Enrollment by Function Against IPEDS Peer Group Median

The following displays the distribution of Elms' core expenses per FTE enrollment by function against the median of the IPEDS peer group (n=22). (Note: Most recent comparison data is provided as of fiscal year 2022-23.)





291 SPRINGFIELD STREET
CHICOPEE, MASSACHUSETTS, 01013-2839
WWW.ELMS.EDU

*Elms College, a Catholic, liberal arts college founded by the Sisters of St.
Joseph of Springfield, Massachusetts.*