

MCLA

MASSACHUSETTS COLLEGE
OF LIBERAL ARTS
in the Berkshires



Fifth Year Interim Report

New England Association of Schools and Colleges
Commission on Institutions of Higher Education

July 2018



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SECTION 1 | INTRODUCTION

Massachusetts College of Liberal Arts (MCLA) implemented a campus-wide and transparent process to prepare this interim accreditation report. The main authors of this report were Diane Scott, Assistant Professor of Arts Management, and Erin Milne, Director of Assessment. Initial planning began in June 2017 and continued with bi-weekly meetings of an Interim Report Steering Committee consisting of the authors; Cynthia Brown, Vice President of Academic Affairs; Monica Joslin, Dean of Academic Affairs; Adrienne Wootters, Associate Dean of Academic Affairs; and Jason Canales, Institutional Research Analyst.

Many members of the campus community were added to the process launched by a day-long orientation meeting in August 2017. These community members served on consultative teams and contributed the details that together make the story of the MCLA campus:

- Standard 2: Celia Norcross, Gina Puc, Denise Richardello, Jake Eberwein
- Standard 3: Graziana Ramsden, Jenn Craig, Liz Manns, Deb Foss
- Standard 4: Sumi Colligan, Anthony Daly, Emily Maher, Jake Eberwein
- Standard 5: Kayla Hollins, Spencer Moser, Melanie Mowinski, Heidi Riello, Katie Sutton, Barbara Emanuel, Cathy Holbrook
- Standard 6: Graziana Ramsden, Deb Foss, Frances Jones-Sneed, David Eve, Dale Fink, David Johnson, Catherine McKeen, Daniel Shustack
- Standard 7: Aldo Tortorelli, Laurie Brown, Ian Bergeron, Jeff Puleri, Gerol Petruzella, Dianne Manning, Molly Williams, Maureen Horak, Pamela Contakos, Anne Goodwin, Larry Behan
- Standard 9: Steve Pesola, Steven King, Francesca Olsen, Lisa Milanesi, Theresa O’Bryant, Jason Canales, Sharon Claffey

Additionally, department chairs and/or their designees and core domain leaders contributed to the writing of the *Reflective Essay on Educational Effectiveness*.

The report went through many iterations, with multiple opportunities for members of the campus to review, comment, and suggest improvements.

Process Event	Date
Orientation Meeting	August 23, 2017
Research Questions Addressed by Consultative Teams	September 29, 2017
Draft #1	November 1, 2017
Feedback from Key Stakeholders and Consultative Teams	November 17, 2017
Draft #2	January 10, 2018
Feedback from Key Stakeholders, President, Trustees, and Campus Community	January 19, 2018
Draft #3 sent to NEASC Support Staff for feedback	March 26, 2018
Draft #4 based on revisions suggested by NEASC Support Staff	May 21, 2018
Feedback from Campus	May 29, 2018
Final edit, design, publication	June 27, 2018
Submission to NEASC	July 2018

SECTION 2 | INSTITUTIONAL OVERVIEW

Since its inception as the Normal School in North Adams in 1894, MCLA has provided educational access and exceptional learning opportunities to generations of students and alumni. Over the years, MCLA has evolved to meet the needs of changing times. In 1932, the Normal School became the State Teachers College of North Adams, reflecting the increased importance of Education as an academic discipline. In 1960, the College changed its name to North Adams State College and expanded its focus to include professional degrees in Business Administration and Computer Science. In 1997, with eyes focused on the horizon of a new century, the College assumed a unique mission (among the state colleges) as the Massachusetts College of Liberal Arts, the public liberal arts college for the Commonwealth. In 2010 MCLA and the other eight state colleges became state universities.

Today, MCLA continues to innovate. It guides students as they develop critical thinking, communication, and leadership skills both in class and through a range of high-impact educational practices and experiences.

Though changing times present new challenges and opportunities, the essential mission of MCLA remains constant: a place that delivers a high-quality, affordable public liberal arts education in an environment that supports the development of intellectual and practical skills, promotes scholarship and inquiry, and challenges students to embody personal, social, and civic responsibility.

One of only 29 public liberal arts colleges in the nation, MCLA is a member of the Council of Public Liberal Arts Colleges (COPLAC) and is distinguished by its approach to integrating the liberal arts with professional studies and by a unique location that enriches students' overall educational experience. The College further distinguishes itself by its talented faculty and staff, several distinctive niche programs, the wide range of learning and leadership opportunities it offers, its integration of High-Impact Practices (HIPs), and the accomplishments of its alumni. MCLA was a Liberal Education and America's Promise (LEAP) campus before Massachusetts became a LEAP state. As a member of COPLAC, MCLA participates in a national consortium of visionary public institutions that work to advance and promote the mission and distinctive role of the liberal arts in public higher education.

The College offers 21 majors and more than 50 programs of study that lead to either a Bachelor of Arts (BA) or Bachelor of Science (BS) degree. MCLA's graduate program offerings include Post-Baccalaureate Educator Licensure, Master of Education (MEd), Master of Business Administration (MBA), a Leadership Academy, and Certificate of Advanced Graduate Study (CAGS).

In 2017, MCLA enrolled 1,407 undergraduate and 181 graduate students. Seventy-six percent of its students are residents of the Commonwealth of Massachusetts, with an additional 14 percent hailing from nearby New York state. In all, 20 states are represented in MCLA's student body.

MCLA is located in North Adams, in the northwestern corner of Massachusetts, and is a part of the much-renowned Berkshire County arts community. The College is close to the Vermont and New York state borders, and within a three-hour drive of both Boston and New York City. Students come from all over the globe, and the faculty and staff enjoy the benefits of living where nature and culture coexist.

SECTION 3 | RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

The NEASC accreditation letter dated April 8, 2014, identified two areas for special emphasis:

- *assuring appropriate technological resources and library information resources to support the College's academic programs and integrating information literacy instruction throughout the curriculum; and*
- *developing and implementing a multi-year financial plan, supported by a comprehensive and realistic enrollment management plan.*

Support & Integration of Information Literacy

The College has made significant progress in implementing and integrating information literacy and library information resources throughout the curriculum since the 2013 Comprehensive Self-Study. Freel Library and academic departments have collaborated to address and emphasize information literacy and the related skills of inquiry and critical thinking in the classroom, while upgrades to the infrastructure and resources available for research have been explored and implemented. Freel Library is assuring the continued development of information literacy on campus in its 2016-2019 Strategic Plan, with the addition of an *Engaged Teaching & Learning* goal. This additional goal includes objectives for strengthening “the educational role of the library in enhancing student success, undergraduate research, scholarship, information literacy, and life-long learning” to the existing goals of creating inviting learning spaces, relevant services and collections, sustainable improvement, and meaningful collaboration.

Internally, Freel Library has expanded its services, offerings, and resources. In 2014, the Library added a full-time Access Services Library Assistant position, increasing the total number of full-time library assistants from three to four. In Fall 2017 that position was redefined as the Access, Outreach, and Public Services Assistant to better focus on student and departmental outreach activities. Freel Library has invested in furniture and study space in the Language & Literature room, added 15 new laptops for student checkout, and was awarded a new MCLA Endowed Library Fund, which began disbursing funds in 2017.

Freel Library has also taken steps to ensure that its technology, professional collaborations, and collections are being expanded to meet student needs at a high level. In Summer of 2017, Freel Library became a founding member of Higher Education Libraries in Massachusetts (HELM), a new consortium that will offer a shared catalog, circulation system, resources, and an increased academic focus. HELM's work will be supported by Fenway Libraries Online (FLO), an established library consortium that offers cost-savings, technology support, and professional development opportunities. The HELM and FLO partnerships will allow Freel Library to introduce the EBSCO Discovery Service technology, which will provide students a more convenient, integrated way to search resources, and will go live with the Koha open-source integrated library system (ILS) in July 2018. Additionally, the library added Project MUSE, an important humanities and social sciences database, with funding from a Title III grant, and upgraded its Springshare (LibGuides) software to better integrate its resources with the Canvas learning management system (LMS).

Integrating information literacy across the curriculum has been a major initiative for the College since the 2013 Comprehensive Self-Study. In April 2014, Academic Affairs created a plan for an Information

Literacy Task Force (comprised of librarians, administration, faculty, and staff) to further the development of information literacy initiatives on campus. The Task Force gathered various definitions of and resources relating to information literacy, and worked with Digital Services Librarian Pamela Contakos to create an Information Literacy LibGuide to serve as a resource for faculty and students. The Task Force took an inventory of what departments were already doing in the area of information literacy and created a map based on the LEAP Essential Learning Outcomes (ELOs). In September 2015, the library began promoting an information literacy model based on academic disciplines and collaboration with faculty at a departmental level. To jumpstart this work, the Smith College information literacy model and library website were used as inspiration. Each department was asked to complete a template devised by librarians addressing the following questions:

- What skills do your majors need in order to conduct research in your discipline?
- In which classes will these skills be taught?
- How will you know students have mastered these skills?

Responses to this inventory are currently being housed on the Information Literacy LibGuide as well as the departmental assessment repository. In completing this inventory, librarians and faculty are better able to work together to plan for resources and support to match students' academic needs. As of January 2018, 10 of 14 departments have completed their Information Literacy plans.

In the 2014-15 year, Librarian Pamela Contakos and Professor of Political Science Ben Taylor piloted an "embedded librarian" program focused on information literacy assessment. This collaboration was successful, and the results were presented at the 2015 national Association of College Research Libraries (ACRL) conference as a model for information literacy in an embedded context, as well as on MCLA's campus as part of its 2016 TechFest professional development day. Contakos' and Taylor's collaboration was also part of the nationwide Assessment in Action Program sponsored by the American Library Association. Additional information literacy professional development events have been held on the topics of Open Educational Resources, using LibGuides for research, and Apps for Education.

In February 2016, MCLA's annual pedagogical Teaching Think Tank professional development colloquium was dedicated to topics of information literacy. During this event, Freel's librarians and the Director of Assessment jointly introduced faculty to the information literacy planning template, presented the ACRL Information Literacy Framework, and workshopped with faculty assessment and assignment designs addressing information literacy as part of the curriculum.

In addition to supporting faculty in implementing information literacy as a key part of curriculum, MCLA has made efforts to increase visibility and use of information literacy resources for students. Librarians have given interactive library orientations integrated with campus readings, and a plan of sequenced information literacy instruction was developed as a collaboration between Librarian Pamela Contakos and Assistant Professor of English/Communications Amber Engelson. Digital resources for students have been developed and expanded, including:

- information literacy tutorials with assessments fully integrated with the Canvas LMS;
- an online library frequently asked questions (FAQ) page that receives high traffic; and
- virtual research assistance provided via chat, Twitter, and integrated into research databases.

The library continues to provide ongoing services to students needing support with information literacy, including class visits, drop-in reference assistance, and appointments for in-depth research. The library monitors the effectiveness of its programming by keeping detailed statistics on student access as well as feedback received from faculty, staff, and students who use their services. Student access of library services was strong in FY 2017. Librarians taught 37 classes on bibliographic instruction that reached 893 students, answered over 925 reference questions, and engaged in 116 web and text chats. One student said of the personal research consultation, "Thank you so much for helping me find those sources! I couldn't have finished this without your help." Another student reported of the embedded librarian program, "It helped to have a more formally facilitated relationship with the librarian. I would say this collaboration between our class and the librarian was constructive, and I would recommend it in the future."

Going forward, MCLA will expand the use of these resources. Several of the piloted projects were promising, but they need to be adopted more widely and evaluated further to ensure they are effective forms of outreach. The usefulness of the embedded librarian program in 2015 was ambiguous based on results, but led to the goal of redesigning and re-trying the program in additional settings. Some initiatives had to be postponed or halted due to staffing issues (a key team member resigned), such as an acceptance into a competitive Massachusetts Library System (MLS) program dealing with informing faculty of information literacy options beyond one-time visits. The library has continued to refine its planning for a learning commons. The College has included three phases in its 2017-2018 Action Plan for Academic Affairs including 1) pre-design planning; 2) a vision, goals & assessment plan; and 3) space consultation. The College is pleased with the progress made on developing departmental information literacy plans, but needs to work toward 100 percent completion and supporting academic departments in making use of the documents in their planning. MCLA will continue to build information literacy into the curriculum by making it a conscious part of the ongoing redesign of its Core Curriculum.

Development of a Multi-Year Financial Plan and Enrollment Management Plan

Changes in the executive staff during the review period have delayed the College's progress in fully implementing a multi-year financial plan supported by a comprehensive and realistic enrollment management plan. Less than six months following the April 2014 notification of continued accreditation from the Commission on Institutions of Higher Education (CIHE), MCLA's President, Mary Grant, resigned her post to accept a position as Chancellor of the University of North Carolina at Asheville. In addition, Vice President of Administration and Finance, James Stakenas, retired after 15 years of service to the College in September 2015 and Marianne Drake, Chief Advancement Officer, retired after 12 years of service in December 2015. The two-year presidential search and transition process following Grant's resignation necessarily left the College's active strategic planning process on hold for much of 2015. The appointment of MCLA's 12th President, Dr. James F. Birge, in March 2016, was followed in September 2016 with the launch of a revised comprehensive strategic planning process. The appointment of Lawrence Behan as Vice President of Administration and Finance in October 2015 was also followed by significant revisions of the College's budgeting systems, procedures and data analytics.

As discussed in Standard 2 and in the Institutional Planning section of this report, the revised strategic planning process culminated in the creation and adoption of MCLA's 2017-2022 Strategic Plan. This plan carefully lays out multiple goals and related strategies relevant to this area of special emphasis.

Systematic and careful work has also commenced to strengthen the systems underlying the financial management and budgeting processes while better connecting them to data in the College's improved recruitment and enrollment systems.

A robust system must combine accurate data and projections from recruitment, retention, and finance. During the review period MCLA has made significant investments in systems in all three areas to better and more efficiently capitalize on the increasingly rich data environment. Budget Maestro, a cloud-based budgeting and forecasting software, has been implemented to more effectively budget, plan, forecast, and analyze financial data. Othot, a cloud-based recruitment analytics software, has been adopted to provide the ability to evaluate recruitment data, analyze multiple scenarios, and strategically guide recruitment activities toward achieving the diverse enrollment goals of the College. DegreeWorks, a comprehensive academic advising software, was implemented to improve student success, retention, and graduation rates. The implementation of the Argos enterprise resource planning (ERP) system allows the College to combine data across systems, providing considerably enhanced predictive capabilities.

These new tools provide the College methods to develop effective multi-year financial planning. The College's budget managers and executive staff now have the ability to model several draft budgets using predictive analytics based upon known cost and revenue drivers. When the budgeting and forecasting software is integrated with the ERP, MCLA will be able to develop several forecasts using different enrollment projections, and have the cost infrastructure aligned with those enrollment forecasts. These analytics will allow the College to operate at a more granular data level than in prior budget and enrollment cycles using more accurate financial, recruitment, and retention data robustly combined in multiple predictive scenarios.

With the recent adoption of the 2017-2022 Strategic Plan; the implementation of recruitment, retention, and financial tools; and the integrative power of the ERP in place, the College is now placed to begin the process of coordinating all parties to fully adopt a multi-year financial plan supported by a realistic enrollment management plan. In service of the multi-year financial plan, the College is piloting processes that synchronize individual action planning with the FY 2019 Budget. One-year action plans, as a part of the overall 2017-2022 Strategic Plan, were systematically coordinated through the administrative department heads in Fall 2017, with review and approval by the executive staff in Winter 2018 for direct inclusion in budgeting processes undertaken in March 2018.

The College has undertaken a number of initiatives in service of the realistic enrollment management plan. In Spring 2018 the position of Dean of Enrollment Management and Community Relations was developed and filled by Gina Puc, former Director of Admissions. In this role Puc will support the College by advancing the strategic direction and forward thinking priorities for admissions, financial aid, communications, marketing, and community relations. On Puc's recommendation a leadership team was developed in the Office of Admissions that will provide oversight for strategic and day-to-day operations of first-year and transfer recruitment. Kayla Hollins will assume the role of Associate Director of Freshman Admission. She will take on daily oversight and strategic planning for all aspects of first-year recruitment endeavors. Erinn Kennedy will assume the role of Associate Director of Transfer Admissions and will guide the transfer recruitment enterprise, working closely with community colleges and further developing articulation agreements. Jana Boyer will lead all operational and logistical aspects of the Office of Admissions as the Associate Director of Enrollment

Operations, with her work focusing on leveraging enrollment technologies to optimize MCLA's communications to prospective students.

Enrollment management plans are typically done on the heels of completing a strategic planning process. With the completion and initial implementation of the 2017-2022 Strategic Plan and the organizational changes noted above, the College is embarking on a three-stage process for the development and implementation of an enrollment management plan. Stage one was undertaken when the College engaged higher education communications and marketing firm Simpson Scarborough. Simpson Scarborough began work in Spring 2018 to execute extensive, in-depth market research with a mix of internal and external target audiences to inform an authentic, cohesive, and renewed marketing and communications plan. The outcome of this work will advance the College's reputation and awareness, recruitment efforts, fundraising, and strategic marketing goals. Simpson Scarborough's resulting comprehensive communications and marketing plan is scheduled to be delivered to the College in November 2018. Stage two will embark by sending a team of Center for Student Success and Engagement (CSSE), Admissions, and other relevant personnel to the American Association of Collegiate Registrars and Admissions (AACRAO) Strategic Enrollment Management Conference November 11-14, 2018, to learn the latest practices in strategic enrollment management (SEM) and launch work on the College's SEM Plan. Step three will be the marriage of recruitment, enrollment, and retention plans through the implementation of the SEM Plan launching in 2019-2020.

The Trustee's Enrollment Management Committee provides support and guidance on recruitment and retention best practices and tracks trends in those areas receiving input from the College's Enrollment Data Group, Retention Task Force and the New Student Transitions Group. This entire process, including the plans and implementations noted above, was overseen by the Board of Trustees (Trustees) through the Fiscal Affairs Committee with final approval coming from the full Board. Initial enrollment targets through 2022 are identified in the table below.

Academic Term	Freshmen Class	Transfer Class	DGCE New Students	Total Under-graduate	Total Graduate	Total Enrollment
2018F	289	118	24	1,347	172	1,519
2019F	300	125	25	1,400	185	1,585
2020F	310	130	35	1,450	205	1,655
2021F	325	135	50	1,500	225	1,725
2022F	345	140	60	1,550	250	1,800

The previously noted processes and action plans should give the College both the flexibility to improve procedures in future budget and enrollment cycles while providing a solid foundation for the College to fully implement an integrated successful multi-year financial planning and enrollment management plan that reflects the mission of the College and the goals set forth in the Strategic Plan by 2020-2021, in advance of the 2023 Comprehensive Self-Study.

SECTION 4 | STANDARDS NARRATIVE

Standard 1 - Mission and Purposes

MCLA continues to be guided by the mission and values adopted in 2013.

How Massachusetts College of Liberal Arts Continues to Meet the Standard

MCLA continues to be guided by the mission adopted by the Trustees in March 2013. This mission statement reflects the College's role as the Commonwealth's only public liberal arts college and as a campus of the Massachusetts State University System. In accordance with this statewide role, the mission statement reflects the goals and aspirations of the Massachusetts Board of Higher Education Vision Project, ensuring Massachusetts remains a leader among state systems of higher education in the areas of college participation and completion and the elimination of disparities among students from different ethnic, racial, gender and income groups.

As a part of the comprehensive strategic planning process undertaken in 2016, this mission statement was reviewed and reaffirmed by the strategic planning committee. The new Strategic Plan is closely aligned to this mission and reflects the interplay of the College's identified shared values that shape the commitment to students, faculty, staff and the community.

Mission Statement

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. The College promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

Values

- **Access:** *We believe a high quality liberal arts education should be available and affordable to all who aspire to it and are prepared for its challenges. MCLA is committed to providing this opportunity.*
- **Critical Thinking:** *Through MCLA's role as leader, convener, and partner, we cultivate critical thinking and analysis in our learning and teaching. We promote a spirit of informed and open-ended inquiry. Our community members demonstrate consideration, deliberation, and planning in addressing challenges and opportunities in our society.*
- **Discovery and Understanding:** *We understand intellectual disciplines and specific courses of study interact dynamically in academic and co-curricular experiences. We believe in strengthening student, faculty, and community interaction through engaging coursework, shared research, and service.*
- **Global Awareness:** *We know that a liberal arts education affords students an appreciation of the wider world, both as a subject of intellectual discovery and through engagement with our society. We work to create and sustain the breadth of curriculum, experiences, and opportunities that lead us all to understand our active roles as knowledgeable global citizens.*

- ***Inclusive Community:*** MCLA is committed to creating a campus climate and culture of mutual respect that represents and honors diversity in our society. We celebrate this diversity and affirm the dignity and worth of all people. We intentionally integrate topics of social, cultural, and physical diversity in the curricular, co-curricular, and work life of our community.
- ***Innovation, Experimentation, and Creativity:*** We promote creativity and inquiry, and the role of a liberal arts institution to provide students with the freedom and means to explore ideas and take intellectual and creative risks.
- ***Leadership:*** We believe that leadership is a shared responsibility, and encourage all members of the MCLA community to develop their affinity for leadership through formal coursework, professional development, co-curricular training, and practical application. We cultivate leadership opportunities and development programs to further these goals.
- ***Lifelong Learning:*** We empower learners to develop habits of learning that have integrity and engender respect for tradition. We deploy 21st century tools for learning in our academic and co-curricular programs that prepare students to be informed, engaged, and capable learners.
- ***Practicality and Application:*** We believe that the disciplines of arts, sciences, and professional studies empower individuals with broad knowledge and transferable skills, and a strong sense of values and ethics. In its programs and initiatives MCLA forges the connection among academic study, experiential learning, civic engagement, and future success.
- ***Stewardship:*** We manage our resources responsibly and sustainably, and offer a variety of educational, cultural, and recreational experiences for the campus and local communities. We provide unique resources for the greater Berkshire region. We encourage a spirit of service among students, faculty, staff, alumni, and trustees, and to serve as stewards of the future.

Standard 2 - Planning and Evaluation

While historically MCLA has regularly engaged in a systematic strategic planning process, with the arrival of a new President in 2016, the process has undergone some revision. In service to this process, MCLA continues to use data to inform its decision-making.

Significant Changes Since the Comprehensive Evaluation

Building on the work of previous strategic plans, “Moving Forward, Building on Excellence: 2013” and “A Vision of Excellence: 2004-2010,” in Spring 2016 MCLA undertook a rigorous process resulting in the development of its 2017-2022 Strategic Plan. Initiated by incoming President Birge, the process was led by an 18-person steering committee that represented all segments of the College community. Planning was informed not only by existing data but also by additional information sought out from a wide base of constituents. This information was gathered through the following methods: open forums; surveys of students, faculty, staff, and alumni; questionnaires for the Trustees and the Foundation Board of Directors; roundtable discussions with community members; and many campus meetings. In addition, the process consulted external data from the community ecosystem and larger educational trends

facing the commonwealth and the nation. The 2017-2022 Strategic Plan, approved by the Trustees in September 2017, was communicated to the campus and the broader community through open forums, publications, communications directly to the campus community from President Birge, and through the campus website. The plan was subsequently approved by the Department of Higher Education on October 31, 2017.

Plan implementation began in Fall 2017 for 2018-19 through a structured action planning method initiated through administrative and academic areas that tied directly into the annual FY 2019 budgeting process. During Fall 2017, department and division heads encouraged academic and administrative departments to submit action plans for the coming year aligning the plans with the eight strategic goals. There was active participation in the process resulting in numerous thoughtful action plans submitted from faculty and staff. During Spring 2018, division vice presidents reviewed the action plans and made decisions about priorities to roll out in 2018-19. On May 24, 2018 a campus-wide Strategic Planning Retreat was held to launch action plans and further discuss year-one priorities.

Retention is a top priority for MCLA as an indicator of the institution's strengths, in benefit to the students, and in increased return on admissions investments. In 2015, under the leadership of the Dean of Academic Affairs and the Vice President of Student Affairs, the institution completed its 2015-2020 Retention Plan, utilizing data generated by Institutional Research. Targeting year-to-year retention and four-year graduation rate increases, this plan outlines a variety of action items focused on the adoption of best practices in student success. Half way through this annually updated plan, many items outlined have been implemented cooperatively through Academic Affairs and Student Affairs and are financially supported by a \$2.2 million Title III grant awarded by the U.S. Department of Education (ED). These items include:

- an expansion of the First-Year Seminar Program that added additional seminar time focused on college success strategies to First-Year Experience courses and increased early intervention strategies;
- increased direction of students to High-Impact Practices (HIPs) including internships, service learning, undergraduate research, and study abroad/away;
- increased number of advisors using the Canvas LMS as the environment to manage their advising relationships;
- full support of the 30 by 3 program that provides encouragement and direct support to students to earn 30 credits by the start of their third semester at MCLA;
- the 2016 creation of a Writing Studio and the 2017 creation of a Math Drop-In Center to provide enhanced academic support;
- the 2017 acquisition and implementation of DegreeWorks, an academic planning and degree audit software; and
- the 2013 launch of seven-semester, cohort-based degree completion programs designed to support non-traditional students aspiring to complete a Bachelor's degree.

How Massachusetts College of Liberal Arts Continues to Meet the Standard

MCLA continues its ongoing systematic assessment processes at the institutional, program, and course levels to determine what and how students are learning. These processes are described in further detail in the *Reflective Essay on Educational Effectiveness* later in this document. The assessment processes include program review on a seven-year cycle focusing on effectiveness in carrying out mission and purpose, as well as the realization of educational objectives.

While the overall strategic planning process has been revised, functional planning in a variety of areas in support of the Strategic Plan has continued. In April 2015 the Master Plan was developed to prioritize major capital projects for future state bond funding; deferred maintenance; and short- and middle-term projects essential to campus operations and program development. The Master Plan was presented to and approved by the Trustees. An updated Master Plan is underway as part of the new overall Strategic Plan.

Beyond their Executive Committee, the Trustees are organized into a number of functional committees that engage in data analysis and planning. These committees include the Fiscal Affairs Committee, the Enrollment Management Committee, the Academic Affairs Committee, and the Student Affairs Committee.

Institutional Research continues to initiate, develop, and support effective processes and procedures for the collection, analysis, maintenance, and reporting of data to the campus community and beyond. It facilitates data-driven and evidence-based decision-making by widely reporting this data to relevant stakeholders and the broader community. Institutional Research also produces annual datasets and reports in support of mission-driven decision-making:

- the annual Factbook provides statistical data and summary information designed to answer the most frequently asked questions about MCLA;
- the annual Common Data Set is a collaborative effort among data providers in the higher education community with a combined goal to improve the quality and accuracy of information provided to all involved in a student's transition into higher education;
- the annual Data Highlights is a snapshot of current institutional activity at MCLA reporting on current enrollment, degrees awarded, fiscal profile, financial aid, staffing and retention, and graduation rates; and
- annual Enrollment and Retention Dashboards are prepared for and shared with academic program areas.

Standard 3 - Organization & Governance

Since the 2013 Comprehensive Self-Study, some internal structural organizational change has occurred at the executive level, in addition to the inauguration of MCLA's new President. Much of the organizational operations of the College remain constant and under the purview of the associated governing bodies and as outlined through collective bargaining agreements.

Significant Changes Since the Comprehensive Evaluation

In addition to the Spring 2017 Inauguration of MCLA's 12th President, Dr. James F. Birge, the College's executive level staff has incurred other changes since the 2013 comprehensive evaluation. As mentioned previously, the 2015 retirements of the Vice President of Administration and Finance and Chief Advancement Officers necessitated new appointments. Lawrence Behan was appointed as the new Vice President of Administration and Finance in October 2015, and Molly Williams was appointed as the Interim Vice President of Institutional Advancement in April 2017. Robert Ziomek was appointed to the role of Vice President of Institutional Advancement in June 2018.

Of particular note is the addition of an entirely new member to the executive staff. The College established and filled the position of Chief Diversity Officer (CDO). The CDO is a member of the Executive Committee and reports directly to the President. The development of a position description and the incumbent search for the CDO was led by the campus-wide Diversity, Equity and Inclusion Committee. Four candidates for the position were brought to campus in Fall 2017, with Christopher MacDonald-Dennis appointed to the position in February 2018.

In August 2017, Executive Vice President Denise Richardello announced her retirement effective at the end of the Spring 2018 semester, culminating more than 40 years of service to the College. Richardello's retirement initiated a restructuring of her responsibilities. Gina Puc, formerly the Director of Admissions, assumed the role of Dean of Enrollment Management and Community Relations in June 2018, reporting directly to the President. Richardello's other responsibilities were delegated to other executive oversight.

In December 2017, Vice President of Academic Affairs Cynthia Brown announced her resignation after eight years of service to the College. A search committee of seven faculty and staff from across the College oversaw the process in coordination with search consultancy firm TBC Consulting. After soliciting input from across the College this group crafted a position profile and selected finalists to visit campus, meet faculty, staff and students, and conduct interviews during the last two weeks of April 2018. This search resulted in the selection of Emily Williams to fill the post. Williams comes to MCLA from Ramapo College of New Jersey, a COPLAC institution, where she was Vice Provost for Curriculum and Assessment. Williams joined the MCLA campus in May 2018 to participate in its Strategic Planning Retreat and assumed her post on July 15, 2018.

Also in December 2017, Dean of Graduate and Continuing Education, Howard Jacob (Jake) Eberwein III, announced his resignation after five years of service to the College. A search was initiated in Spring 2018, and new Associate Dean Paul Petritis began his work on June 4, 2018.

The College has also reorganized some of executive staff's functional oversight responsibilities. As Human Resources serves a critical role in building employee relations, maintaining compliance in labor management, and advancing the recruitment and retention of College employees, it has moved from reporting to the Executive Vice President to reporting directly to the President. The Center for Student Success and Engagement has moved into the portfolio of the Dean of Academic Affairs from its previous placement under the Vice President of Academic Affairs.

How Massachusetts College of Liberal Arts Continues to Meet the Standard

As a campus of the Massachusetts State University System, MCLA continues to operate in accordance with state Board of Higher Education (BHE) policies with coordination through the Department of Higher Education (DHE).

By state statute, local authority for the College rests with the Trustees. The Trustees consist of eleven members, nine of whom are appointed by the Governor with guidance from the Public Education Nominating Council (PENC), one alumni member elected by the College Alumni Association, and one full-time undergraduate student, elected annually by the student body under the auspices of the MCLA Student Government Association (SGA). Appointed Trustees and the alumnus/a Trustee serve five-year terms, and may serve no more than two consecutive terms. The student member is elected for a one

year term and, if they continue to meet the requirements as a full-time student, may be elected again for an additional term.

The Trustees hold annual retreats at which issues of Trustee effectiveness and assessment are regularly part of the agenda. The most recent full-day retreat was in January 2018. A Board orientation is also offered when necessary. The last full Board orientation session was held in September 2016. The Board also holds three Board Development sessions each year in addition to the full Board and committee meetings, providing an opportunity for the ongoing professional development of the board. The Trustees are scheduled to perform a Trustee evaluation in the 2018-19 year.

Institutional organization and governance reflects a combination of local and statewide authority. The Trustees oversee the budget and set fees; the BHE sets tuition. The Trustees review and approve proposals for new degree programs; the BHE must approve all such proposals. The Trustees have statutory authority to confer degrees, to hire and promote all faculty and administrators, and to oversee College administration and budget. Actions and recommendations considered by the Trustees originate with one of the four standing committees of the Trustees: Academic Affairs, Executive, Fiscal Affairs, and Student Affairs. The Trustees may and do establish special committees such as Enrollment Management to serve from time to time. These committees meet regularly to review reports from College officials, discuss issues of concern in each of the areas, and prepare policy recommendations for consideration by the full Board of Trustees. Agendas and information about Trustees and Committee meetings, and approved meeting minutes, are posted on the College website and disseminated in accordance with the Commonwealth's Open Meeting Law.

The Trustees have authority and responsibility for hiring and evaluating the College President. The President oversees an administrative team (the Executive Staff) that includes direct reports and other senior leaders and key staff members. The Executive Staff includes the Executive Vice President, the Vice President of Academic Affairs, the Dean of Academic Affairs, the Vice President of Administration and Finance; the Vice President of Advancement and President of the MCLA Foundation, Inc.; the Vice President of Student Affairs; the Director of Communications and Marketing, the Executive Assistant to the President, and the newly added Chief Diversity Officer. The Cabinet meets at least bi-weekly, with additional meetings convened as needed. In addition, the President holds three day-long extended Cabinet planning meetings throughout the year to provide time for more in-depth planning. Individual Cabinet members meet with the President in regular staff meetings.

The governance structure of MCLA also includes the memberships of statewide collective bargaining units, each of which operates in accordance with labor contracts negotiated with the BHE. These include the Massachusetts State College Association (MSCA), which serves full-time and part-time day faculty in addition to part-time evening and graduate faculty through its Division of Graduate and Continuing Education (DGCE); the Association of Professional Administrators (APA), which services administrative staff; and the American Federation of State County and Municipal Employees (AFSCME), Council 93, Local 1067 of the AFL-CIO, which serves clerical, facilities, and public safety staff. The President, vice presidents, deans, and certain members of their support staffs are non-unit employees.

The Agreement between the BHE and the MSCA (MSCA Agreement) outlines the charge and faculty, administrator, and student memberships of the committees that delineate governance at the College. These include the All-College Committee and four subsidiary committees: Academic Policies, Curriculum, Graduate Education Council, and Student Affairs. In addition to these committees the

MSCA Agreement makes provision for the establishment of special committees and *ad hoc* committees.

Standard 4 - The Academic Program

During the review period, MCLA has worked systematically to add and revise programs and has undertaken a Core Curriculum redesign process to better fit the demands of the new learning economy, shortages in the Massachusetts workforce, and the expressed needs of incoming students. New and continuing programs are consistent with, and fulfill the mission of, the College. The programs were developed through an integrated and inclusive planning and evaluation process.

Significant Changes Since the Comprehensive Evaluation

In service to the workforce alignment goals of the Commonwealth and in response to student demand, MCLA has actively developed and implemented a number of new majors, minors and concentrations. Development of these programs reflects careful alignment with MCLA's strategic planning process, active participation by faculty through departmental curriculum committees, and college-wide governance through All-College and College Curriculum Committees. MCLA has added the following new majors and revised and renamed another major.

- Health care provides a large and growing number of jobs in the state and nationwide. To support the workforce pipeline, MCLA began offering a **BS in Health Sciences** in Fall 2017 to provide students education in the structure and function of the body as well as evidence-based practice, with coursework in Biology, Chemistry, Statistics, and Psychology.
- With employment of health educators and community health workers projected to grow 13 percent from 2014-2024, faster than the average for all occupations, MCLA launched a **BS in Community Health Education** Fall 2017. This interdisciplinary major provides a foundation in principles of community health, an understanding of the biological basis of disease, social and psychological aspects of health and disease, distribution and determinants of health and disease, and practical strategies for implementing health promotion programs. Students completing the BS in Community Health Education are eligible to take the Certified Health Education Specialist exam.
- The BA in Fine and Performing Arts was reconfigured to eliminate the **Art and Arts Management Concentrations**. The degree was then redesigned to specifically address the needs of the remaining **Music** and **Theatre Concentrations**. A name change to a **BA in Performing Arts** was approved by the DHE and introduced in Fall 2017.

The College launched new concentrations in Biology, Math, Engineering, and Art.

- A number of concentrations were designed for the BS in Health Sciences to meet well-documented employment needs:
 - Physician Assistant, Physical Therapist, and Occupational Therapist are among the fastest-growing occupations in Massachusetts. The **Pre-Physician Assistant, Pre-Physical Therapy, and Pre-Occupational Therapy Concentrations** include the

standard prerequisite courses for their respective graduate programs to help meet this demand for qualified health science professionals.

- An estimated 51,200 jobs in medical technology are expected to be added nation-wide between 2014 and 2024. In the **Medical Technology Concentration** students complete three years of MCLA coursework and a clinical year at Berkshire Medical Center's Medical Technology program. Students sit for the certification exam and can graduate as Massachusetts-certified medical technologists.
- Concentrations were also added to the BS in Biology:
 - The **Biotechnology Concentration** (Fall 2016) provides a solid background in both biology and chemistry, placing an emphasis on laboratory coursework and preparing students for a variety of careers in biotechnology.
 - The **Pre-Veterinary Concentration** (Fall 2017) aligns the prerequisite courses for graduate veterinary programs including coursework in animal behavior and animal physiology with animal care internships on- and off-campus.
 - The **Pre-Medical Professions Concentration** (Fall 2017) serves students interested in medicine, dentistry and pharmacy graduate study.
- In an effort to clarify the rigid and confusing set of courses required to obtain math licensure, the **Middle School Math Education** and **Secondary School Math Education Concentrations** were launched in Fall 2016.
- In response to the expressed need of local companies for employees with electrical engineering skills, the **Electrical Engineering Concentration** was launched in Spring 2018.
- To more effectively address the needs of students seeking digital design skills, the BA in Art was reconfigured to include a set of foundation courses and two distinct concentrations: **Studio Art** and **Design** (Fall 2017).

The College has also developed several new minors.

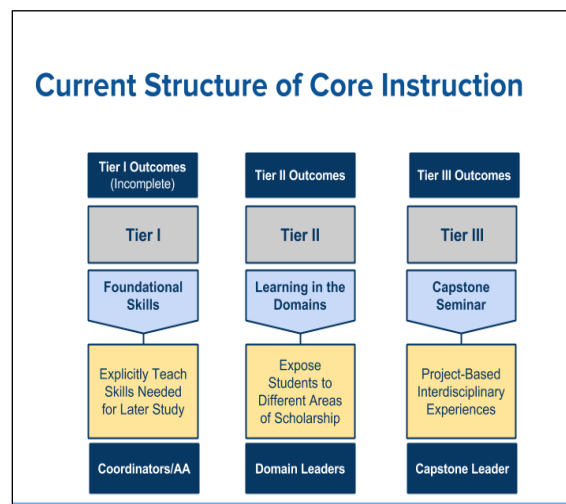
- Now housed in the Environmental Studies Department, the Geography minor was retired and replaced with the **Earth Science Minor** (Fall 2016), providing a more attractive and relevant opportunity for additional study for Environmental Studies majors and others.
- In response to student demand, the **Public History Minor** was launched in Spring 2017. This minor draws on the strengths of the History and Arts Management programs to provide students with the background to pursue a career in the field or further graduate education.
- The Women's Studies minor was revised to the **Women, Gender and Sexuality Studies Minor** (Fall 2017) to reflect intellectual developments that integrate attention to each of these key areas for robust engagement with issues in the field and to mirror contemporary practices at peer institutions.
- Leveraging the unique opportunity to build upon the proximity to and positive relationships the College has with MASS MoCA, Jacobs Pillow Dance Festival, and Williams College, the **Dance Minor** (Fall 2017) provides deep creative learning experiences that build on the tradition of sustained support for the field of dance in the Berkshires.
- The changing technology-based landscape has created an increased demand noted by admissions for programming in digital design skills. The **Design Minor** (Fall 2017) leverages the new Digital Design Lab in the renovated Bowman Hall and addresses this need.
- Advances in digital music production technique in addition to the completions of the new Audio Recording and Audio Production Labs led to the Fall 2017 launch of the **Music Production Minor**.

- In response to the Design Thinking and innovation work pursued under the Feigenbaum Leads initiative, the **Entrepreneurship Minor** was approved in Fall 2017 and launched in Spring 2018.

Beyond the addition of new academic programs, the College has systematically worked to reduce minors and concentrations that are no longer effectively meeting its goals and student needs. Appropriate arrangements for completion for students enrolled in these programs were made at the time of deletion.

- The **Canadian Studies Minor** and the **Public and Local History Minor** were deleted in Fall 2014.
- The **Pre-Professional Concentration** and the **Allied Health Concentration** were deleted from the BS in Biology in Fall 2017.
- With a BA in Arts Management and a BA in Art available, the **Arts Management and Art Concentrations** lacked student demand and were deleted from the BA in Fine & Performing Arts in Fall 2017, allowing for the reconfiguration of the BA in Fine & Performing Arts to a BA in Performing Arts.

In 2003, the College rolled out its current Core Curriculum. Over the past 14 years, the structure and functionality of the Core has changed to reflect the needs of the students as well as MCLA's fiscal realities. In its current form, the Core comprises three tiers of instruction. Tier I courses are foundational, and include math, writing/rhetoric, and modern language courses. Tier II courses are content-area courses in four domains: Creative Arts, Human Heritage, Self and Society, and Science and Technology. Students must take two courses from each of four domains. Each domain has a set of learning outcomes and a three- or four-year rotating schedule of assessment of its outcomes. The Tier III course is a capstone to the Core Curriculum. The intention of Tier III courses is that they should be project-based, group-based, interdisciplinary experiences for students that deal with issues relevant to today's complex world.



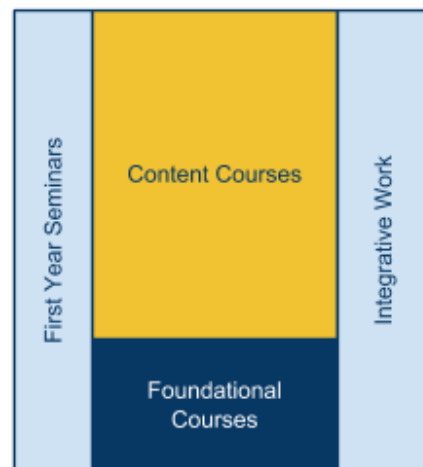
In a process launched in Spring 2016, a large cross disciplinary group of MCLA faculty and staff began working on envisioning big-picture ideas for the redesign of the College's Core Curriculum. This group identified the goal of making the Core a more central, coherent, and unified aspect of students' experiences. To that end, a five-person team attended the Association of American Colleges and Universities' (AAC&U) Institute on General Education & Assessment in Summer 2016 to more clearly identify the current strengths and challenges of MCLA's Core Curriculum, and to devise an action plan for development and implementation. This resulted in the following goals:

- more clearly identifying and communicating the Mission of the Core Curriculum at MCLA to all campus stakeholders;
- devising a set of unified Core Student Learning Outcomes (SLOs) that incorporate the LEAP Essential Learning Outcomes (ELOs);
- mapping the occurrence of HIPs in the Core, along with providing the resources and professional development needed to support these practices;

- establishing a governance system created and administered by faculty, with the assistance of the Director of Assessment, that assures regular and meaningful incorporation of SLOs throughout the Core; and
- planning for the above within guidelines that ensure practical and financial sustainability.

In Fall 2016 a group of faculty, staff, students, and administration participated in a Redesigning the Core Retreat, where these action items were explored through the use of Design Thinking processes. The result of this process was an envisioning of the core that focuses on foundational courses as the underlying basis for content courses, both of which are supported by First-Year Seminars and coursework focused on Integrative Learning. To systematically prepare students for culminating integrative work, a series of scaffolded integrative practices would occur across all Core offerings. Three related working groups were established: Foundational and First-Year Experience, Content, and Integrative.

Each of the working teams made active progress toward their stated aims in 2016-17. A subset of the Foundational and First-Year Experience Working Team attended the Science Education for New Civic Engagements and Responsibilities (SENCER) Conference and developed a preliminary list of Quantitative Learning SLOs to work into the revised Foundational curriculum. With a new team leader, the First-Year Experience was reimagined as a Freshman Seminar that allows faculty to offer a course related to their interests, away from the previous strategy of shared assignments and toward a shared best-practices methodology. In Fall 2017 the proposed Freshman Seminar model was piloted by five faculty members concluding in a model First-Year Experience Symposium.



The Integrative Working Team developed SLOs and envisioned a series of faculty professional development experiences to introduce and reinforce current Integrative Learning initiatives, so that integrative experiences would be intentionally built throughout the core. This team also developed a pilot program for faculty across all disciplines to create model integrative seminars during professional development workshops with a goal of piloting these courses in Spring 2019. All three working groups were to complete SLOs, course inventories, planning for the inclusion of Integrative Learning, and the development of goals and mission statements, all with a focus on aligning with institutional initiatives including MCLA’s mission, values, and the new Strategic Plan, along with the LEAP ELOs.

In 2017-18 the entire Core Task Force was designated to create a comprehensive core governance structure, finish the Core mission statement, reconcile the work from each working group, and develop models to pilot new courses. The intent was to complete these tasks and generate proposals by Summer 2018 so curriculum could proceed through the governance process in 2018-19. The Core Redesign Committee had scheduled large group meetings during the College’s common time on the first and third Tuesdays of every month in 2017-18. However, the implementation of Work to Rule resulting from the lack of an approved MSCA contract has delayed the intended timeline, pushing everything forward one year.

How Massachusetts College of Liberal Arts Continues to Meet the Standard

MCLA continues to assure academic quality in line with its mission and with an emphasis on the goals and ELOs of the AAC&U LEAP initiative and through its membership and alignment with COPLAC. Undergraduate students complete 120 credits in order to graduate. To ensure that their studies are broad as well as deep, all students complete courses that fulfill Core Curriculum requirements as well as a required capstone course totaling 40 credits. Each department publishes the goals, requirements, and course descriptions for its majors, concentrations, and minors both in the College catalog and on each department's Web page. MCLA continues to ensure the integrity of academic credit at the College. The College adopted its current policy consistent with the U.S. Department of Education definition of a credit hour in Fall 2012. The policy can be found at <http://www.mcla.edu/Academics/registrar/policies/index>.

Additionally, the College offers graduate programming including the CAGS, the MEd and the MBA. Admissions requirements for MCLA's graduate Education programs are a Bachelor's degree from an accredited college or university with a minimum GPA of 3.0 and professional and/or teaching experience. Admission requirements for the MBA include a Bachelor's degree from an accredited institution, at least five years of relevant business or professional experience, and an appropriate GMAT or GRE score. All full-time faculty members of the Education department contribute to teaching in the graduate program. Of the eight faculty members of the Business Administration department, six teach in the MBA program. Adjunct faculty teach additional courses. All faculty teaching in both programs have appropriate terminal degrees or are professionally qualified to teach at the graduate level.

The MSCA Agreement outlines the process for making program changes, adding new courses, and making course modifications. Departments requesting new course approval or course modifications must submit a rationale for each request, course objectives, teaching methods and activities, basis for student evaluation, a bibliography, and a sample syllabus. Courses proposed in the Core Curriculum must also demonstrate how they address the learning outcomes of a particular domain. Non-standard courses such as internships, travel courses, and independent study are subject to approval, either through governance or by application to the Dean of Academic Affairs' office. The College maintains a comprehensive policy for transfer of credit and participates in a Transfer Compact for those who have graduated from a Massachusetts community college. Upon admission and analysis of transferred credits, students receive an explanation of their transfer credit analysis. Transfer policies can be found at <http://www.mcla.edu/Admissions/Prospective-Students/transfer-student/index>.

Standard 5 - Students

Since the 2013 Comprehensive Self-Study, MCLA has implemented and continued a number of new initiatives consistent with its mission to enroll students broadly representative of the population it serves and to ensure the success of these students by providing needed resources.

Significant Changes Since the Comprehensive Evaluation

Established in 2009 as a result of MCLA's strategic planning process, the Center for Student Success and Engagement (CSSE) is the main campus hub for general advising, academic support, career

development, study abroad/away, and resources for students with disabilities and learning differences. CSSE has a full-time director, nine full-time staff, and one part-time staff member. It provides specialized advising for undeclared students as well as general advising. CSSE has undergone a number of recent improvements.

Housed under CSSE are the Supplemental Instruction (SI) program and the Tutor Exchange Network (TEN). SI is a model where academic support is targeted to historically challenging courses. Sessions run at regularly scheduled times in conjunction with the targeted course. MCLA offers SI sections supportive of a range of STEM, social sciences, and humanities courses. MCLA's SI Supervisor was trained at the International Center for Supplemental Instruction and the current program is run in accordance with the Center's standards. Eligible students who attended SI sessions demonstrated a lower drop/fail/withdraw rate than students who did not attend SI in both the 2017 and 2018 school years. Additionally, student participants in SI sessions earned course grades an average of .58 grade points higher in Spring 2017 and .38 grade points higher in Fall 2017 than their non-attending peers. SI results for Spring 2018 are noted in the table below.

Course Result Spring 2018	SI participants (n=52)	Non-participants (n=138)	Differential
D Grades	6%	17%	-11%
F Grades	0%	9%	-9%
Course Withdrawals	2%	5%	-3%
Combined DFW Rate	8%	31%	-23%

The TEN program offers by-arrangement tutorials to students in most subjects taught at the College. The College currently retains 32 TEN peer tutors. Peer tutors require faculty recommendation and relevant subject matter expertise for hire. To prepare and train peer tutors, CSSE currently offers six in-person workshops over the academic year and a suite of TutorLingo online resources specifically geared for peer tutors. In the 2016-17 academic year, 167 students were placed in CSSE tutorials. Of these, 76.7 percent received a grade of "C" or higher. CSSE has also implemented the systematized use of both the Canvas LMS and the Degree Works advising software as a way to monitor and support undeclared students.

MCLA has systematically increased opportunities for students to learn outside the classroom. Focused on the needs of the non-traditional student and as a part of its work with the Berkshire Compact, MCLA has:

- signed an articulation agreement with Berkshire Community College for students completing an AS in Computer Information Systems at BCC and a BS in Computer Science at MCLA as a part of the Berkshire STEM Pipeline Network (2015);
- expanded its Degree Completion program with cohort-style learning opportunities that provide adult learners the opportunity to complete several degree options in just over two years with year-round classes offered in Pittsfield as well as on the main campus in North Adams, with enrollment increasing from 17 in 2013 to 98 in 2017;
- created a three-year Business Administration degree program that allows highly-motivated students to complete a general Business Administration degree in three years by attending full-time across six regular semesters plus two summer semesters;
- increased the number of online courses from 27 in 2014 to 43 in 2018; and

- served 291 students in the Greylock Teach Fellows program, a privately funded dual enrollment program run cooperatively with Pittsfield Public Schools and Greylock Federal Credit Union.

These changes have resulted in a 10 percent increase in the number of part-time students from 188 in Fall 2016 to 206 in Fall 2017, and a 22 percent increase in the number of December graduates from 73 in December 2016 to 89 in December 2017.

MCLA has dramatically increased the amount of and participation in experiential learning including:

- the 2016 implementation of the Feigenbaum Leads initiative, promoting the creation of new curricular and co-curricular programming centered on innovation, entrepreneurship, community development, and leadership;
- the systematic integration of Design Thinking and community engagement into courses across the disciplines and in the Core to engage students in community-based problem solving;
- the 2017 launch of the Innovation and Entrepreneurship Challenge, a competition that matches entrepreneurial students with resources and networking opportunities to help them bring their ideas to fruition;
- the 2013 launch of the STEM Academy, a five-day program that introduces incoming freshmen to careers in and assists them on their way to earning degrees in STEM areas;
- the 2015 creation of the Community Engagement Coordinator position developed to support students integrate the achievement of personal goals through service to the broader community; and
- an increase in student service leadership positions including community service coordinators, peer advisors, STEM Leaders, Writing Associates, and Math Drop-In Center tutors.

How Massachusetts College of Liberal Arts Continues to Meet the Standard

MCLA continues to excel at support of all students from admission to graduation including underserved populations, PELL recipients, transfer students, and diverse populations. In Spring 2016 the Department of Education recognized MCLA as one of 13 institutions nationally that graduates students from low-income families at the same rate as students from high-income families. In Fall 2016 the ED recognized MCLA as one of 26 four-year public and private colleges with low costs and high salaries for graduates. In continuance of this work, MCLA was awarded a \$2.177 million Title III “Strengthening Institutions Program” grant from the ED in 2016 to further increase retention and graduation rates of low-income families and students of color over the next five years. MCLA’s student body continues to increase its diversity with an increase from 19.6 percent in 2013 to 23 percent minority students in 2017.

Beyond the new initiatives implemented during the review period, CSSE continues to align student support programs through collaboration among admissions, Student Affairs, counseling services, FYE, peer advisors, and faculty to strengthen their ability to identify and offer support. Up-to-date information about course registration and transfer policies are made available on the College’s website. MCLA informs students of important deadlines for advising and registration by email. CSSE advising staff communicate advising and registration information to first-year students through the College’s First-Year Experience program. CSSE advisors maintain Canvas advising pages targeted to their undeclared advisees and collaborate with faculty to provide open houses for undeclared students each semester.

An average of 10 percent of MCLA's undergraduate student population has disclosed a disability and many of these students require reasonable accommodations including but not limited to test accommodations, note taking assistance, assistive technology, priority access registration, access to course materials in alternate formats, and ongoing support from CSSE staff. CSSE's Disability Resources program makes a variety of assistive technology resources available to students with ADA accommodations. These resources include text-to-speech and speech-to-text software, recorded course texts, handheld digital/audio recorders, and a peer note-taking program. In addition, Disability Resources proctored exams including extended time, a distraction-free environment, and audio-delivered exams for students with ADA accommodations.

In addition to the new high-impact and community-based experiences implemented in the review period, MCLA continues to successfully offer many student leadership opportunities including:

- continued participation in MCLA's annual Student Leadership Conference, an event for emerging student leaders from MCLA and other area college to gain leadership skills;
- LEAD Academy, a five-day program held each August to prepare 30-34 incoming students to excel at MCLA and to distinguish themselves as leaders on the campus and through community service; and
- Gallery 51, a college-run art gallery in downtown North Adams that provides students with hands-on experience in the day-to-day operations of a gallery.

Standard 6 - Teaching, Learning & Scholarship

Since the 2013 Comprehensive Self-Study, MCLA has increased the number of faculty, increased professional development support for faculty, developed a more vibrant faculty center, approved a proposal for the creation of a Center for Teaching & Learning under the Strategic Plan initiative, and achieved gains in faculty scholarship. MCLA faculty continues to actively advise their students in a rigorous evaluation environment. The College continues to follow clearly delineated procedures for recruitment and appointment of tenure-track and temporary faculty.

Significant Changes Since the Comprehensive Evaluation

There has been a slight increase in full-time faculty and faculty librarians from 87 in 2013-14 to 89 in 2017-18. MCLA continues to hire faculty who have a passion for teaching in a liberal arts environment and who are invested in student success measures such as persistence and on-time degree completion. Faculty lines have been dedicated to meeting the needs of growing majors such as English/Communications, Biology, and Fine & Performing Arts along with serving the new Health Science and Community Health Education majors.

To support teaching and learning through a well-qualified faculty, the College has systematically increased support for professional development. Between FY13 and FY 17 the College provided an average of \$118,000 annually for professional development including direct payments to faculty of \$78,000 in contractually mandated professional development funds and \$40,000 for conference and seminar travel support. Representatives from the Faculty Association worked with the administration to put in place a revised process for faculty to obtain funds to attend and/or present at professional

conferences and workshops. In the 2017-2018 academic year a pool of \$30,000 was designated to support faculty travel and scholarship by providing travel awards up to \$800 per applicant. The review board for these application-based awards is the MSCA contractual Committee on Professional Development and Retraining. In FY 2017 Academic Affairs was funding faculty incentive awards at a rate of \$13,500 annually. In FY 2018 this amount was increased by \$1,500 with the specific intent to support part-time faculty research and professional initiatives. There were increases in the MSCA contractually awarded professional development funds from an annual per faculty member amount of \$733 in FY14 to \$844 in FY 18.

In addition to the above, increased professional development funding has also been provided through the Title III grant. The gains in support for professional development increase the engagement of faculty with their professional organizations, their disciplines, and college initiatives, benefiting the students in what and how they are learning. Beyond monetary increases, there have been notable increases in and access to on-campus professional development including workshops focused on fostering inclusion in teaching, advising, and research and service; quantitative assignments using project-based learning; information literacy; Writing Across the Curriculum; academic technology; and Safe Zone training to create safe environments for LGBTQIA+ members of the MCLA community.

The review period has seen an appreciable increase in the number of publications, conference presentations, invited addresses and creative projects by faculty, all measures of effectiveness of the increased support for teaching and faculty development. Its utility is also demonstrated by the increase in student professional presentations mentored by faculty. This gain is especially notable in the growth of the annual Undergraduate Research Conference, with a 90.8 percent increase in student presenters from 130 in 2013 to 248 in 2017.

The spirit of academic sharing on campus is demonstrated by an increasingly vibrant and active Faculty Center. The breadth and depth of both formal and informal programs supported by the Faculty Center has created an intellectually rich exchange of ideas across disciplines. Enhanced by its new facilities in the recently renovated Bowman Hall, the Faculty Center has hosted numerous programs, events, and working groups:

- faculty Brown Bag Lectures, during which six MCLA faculty annually present on their interests and research in a variety of scholarly and pedagogical topics to campus and community;
- a variety of active working groups are fostered out of the Faculty Center including Writing Across the Curriculum, Quantitative Understanding Across the Curriculum, Faculty Forums, and the Academic Technology Advisory Group; and
- the Teaching First partnership with Berkshire Community College hosted on third Fridays at alternating campuses provides a venue for faculty and staff from both campuses to connect and a forum to discuss issues relative to technology, teaching, and learning.

Going forward, the College will establish a new Center for Teaching and Learning on campus. Developed from a proposal during the strategic planning initiative, the Center will seek to unify and strengthen professional development initiatives on campus under a single auspice with the aim of supporting all faculty and staff who deliver instructional programming. A Design Thinking Retreat was held in late May 2018 during which faculty, academic support staff, Student Affairs staff, and administration discussed current initiatives supporting instructional practice and how to increase their reach and efficacy throughout campus. The Center for Teaching and Learning will begin preliminary operations during the Fall 2018 semester, spearheaded by the newly created position of Faculty

Development Fellow held by Assistant Professor of Psychology Ruby Vega, along with Director of Assessment Erin Milne and Associate Director of Academic Technology Gerol Petruzella. The Center and will host initiatives across Academic Affairs, Student Affairs, and in cooperation with the office of the Chief Diversity Officer.

How Massachusetts College of Liberal Arts Continues to Meet the Standard

The College recruits and appoints faculty as outlined in the MSCA and DGCE Agreements. Academic staff are appointed in line with the APA Agreement. These processes are incorporated into the affirmative action plan and the department chairs handbook. Academic Affairs and Human Resources assist faculty in posting and recruiting for positions including regular faculty search trainings. Posted job descriptions clearly delineate qualifications for new appointments. MCLA is an equal opportunity, affirmative action employer with a longstanding commitment to increasing the diversity of all of its employees. Recruitment efforts include intentional strategies to ensure that search pools are as diverse as possible. Each new faculty and academic staff member receives a letter from Human Resources that identifies the terms and conditions for employment, starting salary, and stipulates that the position is governed by a collective bargaining agreement. Faculty salary and benefits are governed by the Agreements and are sufficient to allow the recruitment of appropriately qualified faculty.

The MSCA and DGCE Agreements define both academic freedom and academic responsibilities available to and expected from faculty members regardless of rank or term appointment. A central component of each faculty member's role is to meet with and get to know their assigned advisees and be available to those students to answer questions, discuss issues, and plan for the future. MCLA provides additional support for the advising process through CSSE and through advising tools in Banner, Canvas, and the newly implemented Degree Works. Teaching workloads are also determined by the MSCA Agreements with some faculty members receiving course releases for alternative assignments as departmental chairs or program coordinators.

MCLA follows the requirements of the Agreement that provide for a rigorous examination of teaching, advising, scholarship, and professional activities. Faculty engage in self-reflection based on submitted materials (syllabi; student evaluations; evidence of advising, scholarship and service; and classroom observations) that are reviewed by department peers and chairs, college-wide committees (tenure and promotion), the Vice President of Academic Affairs, and the President. The administration exercises its right for the Vice President of Academic Affairs to conduct classroom observations of tenure-track faculty. Faculty evaluations, as dictated by the collective bargaining agreement, allow for faculty to identify strengths and challenges in a supportive process while maintaining rigor in a multistep evaluation process ensuring fairness and transparency, as evidenced by the very few instances of grievances filed by faculty undergoing an evaluation for reappointment, tenure, promotion, or post-tenure review.

Standard 7 - Institutional Resources

The past five years have seen the fruition of planning performed during the previous review period, resulting in major additions and improvements to MCLA's physical, informational, technological, and financial resources.

Significant Changes Since the Comprehensive Evaluation

Physical Resources

Notable changes in the physical infrastructure supporting students at MCLA have been implemented during the review period. Representing a \$35.7million investment by the State's Division of Capital Asset Management and Maintenance (DCAMM), the Feigenbaum Center for Science and Innovation (FCSI) was opened in September 2013. The LEED Gold Certified, 65,000 sq. ft. FCSI features state-of-the-art classrooms, laboratories, research and presentation spaces, a greenhouse, a photovoltaic solar array, a rooftop classroom and outdoor instruction areas. The FCSI facility puts into action MCLA's increased focus on preparing students to enter the research pipeline and the science, technology, engineering and math (STEM) workforce. Representing a \$17 million investment by DCAMM, Bowman Hall was completely renovated and reopened in September 2015. After an extensive two-year renovation that achieved LEED certification, Bowman Hall now includes state-of-the-art technology, four art studios, software labs for computer science, and a makerspace to support the College's Arts Management, Computer Science, Mathematics, and Visual Arts programs. In addition to the new and renovated buildings, an additional \$2 million was invested between 2013 and 2015 in new furniture, fixtures, and educational and information technology for Bowman Hall and the FCSI including touch screen projection, wall-to-wall wifi, Gigabit Ethernet, VoIP phones, smart lighting, smart card door locking, and state-of-the-art computing.

In 2017 MCLA opened a Design Lab in downtown North Adams to serve as a curricular and co-curricular space for innovation and a multi-purpose venue for the College and the larger community. Outfitted with five separate workstations, each equipped with interactive short-throw projectors and ample whiteboard space, the Design Lab is uniquely suited for collaborative problem-solving. Using a combination of bond funding from the Massachusetts State College Building Authority and local funding sources, MCLA also opened a 11,000 square foot Facilities Building in April 2014. MCLA is also laying the groundwork for capital improvements into the future. A case statement is currently being prepared for a \$250,000 renovation of its Venable Theatre.

Informational and Technological Resources

Beyond physical capital improvements, MCLA has undergone systematic improvement of its technological infrastructure and digital-based support to the College. In September 2013, a \$628,000 investment was made in a new campus-wide phone system. Between 2014-2016, \$750,000 has been invested in MCLA's Network Infrastructure, preparing the campus for an explosion in usage. In 2013-14 1,000 devices were used on the network daily to conduct class, study and collaborate. By 2017 that number had increased to more than 5,000 devices. In 2017, MCLA invested in Argos, a dynamic reporting tool that allows staff and administration at MCLA to access institutional data more easily and readily. Also in 2017, the College centralized the purchase of end user computing systems within the Information Technology department, allowing the institution to harness all of its buying power and meet its mission to constantly improve the technology used every day.

Notably, the College has systematically increased its acquisition and adoption of digital-based tools to support instruction and advising during the review period. This includes the campus-wide use of Office 365 and the 2017-18 launch of the Degree Works advising software. Expanded faculty use of the Canvas learning management system demonstrates the increased use of technological support for students. In

Spring 2014 61 percent of full-time, tenure-track day faculty teaching undergraduate courses had published all of their undergraduate courses to Canvas. By Spring 2017 that number had increased to 81 percent. Integrity of online instructional tools is maintained, as Canvas is Single Sign-On (SSO) enabled, requiring students' identities to be authenticated prior to accessing any online course or program content.

Faculty have also increased their use of technology tools for advising. Seven advisors representing six academic departments used the Canvas LMS to communicate with advisees in Fall 2013. By Fall 2017 that number had increased dramatically to 53 advisors representing all academic departments. With grant funding from the Davis Educational Foundation, the Center for Academic Technology launched a pilot of AspirEDU's Dropout Detective predictive analytics software in Fall 2014, which provides advisors with a daily updated view of advisees' risk factors based on Canvas activity and streamlines communications among advising staff. Analysis of data against other known risk indicators indicates promise that Dropout Detective is a reliable early-term metric to prompt timely support for at-risk students to improve success and persistence.

Financial Resources

MCLA preserves and enhances its available resources with the College's mission at the center of its fiscal planning. President Birge has made the commitment in the College's budgeting process to fund completely all items required to deliver Core content in all areas of academic and student life. This philosophy was developed with a campus Budget Advisory Group comprised of faculty, staff, and students. Within that budgeting philosophy and execution are the tenets of ensuring adequate reserves to address emergencies and unforeseen circumstances if they should occur during that budget year.

Thanks to these practices, College is more than financially stable. MCLA's balance sheet is strong and the College has the ability to leverage that strength by virtue of its low debt service. MCLA's debt service as a percentage of total operating budget is currently 1.8 percent. A 2017 survey of Chief Business Officers across campuses nationwide done by *Inside Higher Ed* shows an average debt service of 4.3 percent of total operating budget. This survey includes both public and private institutions.¹ MCLA is well-positioned to leverage its balance sheet for targeted investments that are aligned with its mission and Strategic Plan.

The College has just embarked on a multi-year financial planning exercise that is aligned with its approved 2017-2022 Strategic Plan. With the onboarding of a new Vice President of Institutional Advancement, as well as a new Vice President of Academic Affairs, the College is ready to explore external funding sources to augment recurring revenues that are aligned with its five-year enrollment plan.

The Office of Institutional Advancement completed its first comprehensive capital campaign, *Sowing Seeds for Success: The MCLA Campaign for the Future*, on June 20, 2015. This campaign successfully raised \$30.57 million, well exceeding its original goal of \$22.5 million. The funds raised included \$13.8 million in cash gifts, as well as pledges, gifts in kind, bequests, and state and federal grants. More than \$5 million was received from the Feigenbaum Foundation to create the Feigenbaum Innovation Fund to support STEM and entrepreneurial education. This gift established the College's largest endowment to

¹ Jaschik, Scott and Lederman, Doug, *The 2017 Inside Higher Ed Survey of College and University Business Officers*, July 2017.

date, and will support these initiatives in perpetuity. In 2017 the Institutional Advancement Office began a process of staff reorganization and expansion with an eye to aligning its work closely with the College's new strategic plan. Aggressive goals will result in the areas of alumni engagement, unrestricted giving, and endowment growth.

The MCLA Foundation has remained stable during the review period, receiving nearly 2,000 gifts per year, and is meeting goals to grow the College's endowment and to offer annual support to the College, especially in the area of scholarships. Total assets of the Foundation increased from \$12.8 million in 2012 to \$17.9 million in 2016. Funds contributed from the Foundation to the College for scholarship increased from \$220,000 in 2012 to \$364,000 in 2016. Under careful management, the College's endowment increased from \$8.2 million in 2012 to \$10.2 million in 2016. As of June 2017, the endowment stands at \$11.5 million.

MCLA's focus on financial stability and conservative budgeting has shown results since the 2013 Comprehensive Self-Study. From June 2012 to June 2017, MCLA's Net Assets more than doubled, growing by \$41 million from \$33 million to \$74 million. During this period Net Capital Assets grew by \$44 million from \$25 million to \$69 million. Net Unrestricted Assets decreased during this time by \$3 million from \$8 million to \$5 million due to the planned investments in Capital Assets.

How Massachusetts College of Liberal Arts Continues to Meet the Standard

Carrying on the trends identified in the 2013 Self Study, the past five years have been a decade of continued growth for MCLA. The institution continues to employ a sufficient number of qualified personnel. These numbers have increased during the review period for all categories, guided by the College's mission and strategic plans. Total full-time employees of the institution have increased by 7 percent between 2013-14 and 2016-17 from 286 to 306, while part-time employees have remained at a constant 120 during the same time frame. Terms of employment and compensation for the major categories of employment are directed by the collective bargaining agreements covering each segment. Human resource policies are consistently applied and periodically reviewed by the Human Resources department, which makes said policies readily available via the College website.

MCLA continues a long history of unqualified, clean audits from an external auditor, as well as the Office of the State Auditor for the Commonwealth of Massachusetts, demonstrating the College's focus and adherence to sound fiscal policies, risk assessments, and internal control procedures.

The President and Board of Trustees continue to review financial data quarterly and analyze variance trends to the approved budget. Updated forecasts are prepared monthly by the Vice President of Administration and Finance based on changes in operating conditions on campus that may affect financial metrics. MCLA has remained very nimble in its response to capitalize on opportunities or adjust operating parameters to ensure adherence to sound fiscal management throughout the academic and fiscal year.

Standard 9 - Integrity, Transparency, and Public Disclosure

MCLA continues to advocate for and apply high ethical standards and transparency in its interactions with internal and external stakeholders. Since the 2013 Self Study it has adopted a new state Equal Opportunity Plan and implemented numerous diversity related issues, revised and updated its website, and created an Institutional Animal Care and Use Committee to further strengthen these efforts.

Significant Changes Since the Comprehensive Evaluation

A new Equal Opportunity, Diversity, and Affirmative Action Plan (EO Plan) was developed for the schools in the Massachusetts State University System in 2014. It was approved by the Massachusetts Board of Higher Education in December 2014 and implemented at MCLA in 2015. The purpose of the adopted EO Plan is to maintain and promote a policy of non-discrimination on the basis of race, color, religion, national origin, age, disability, gender, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status. The EO Plan serves the purpose of informing the State Universities' prohibition on all forms of discrimination, directs their efforts to prevent such behavior, and charges them to responsibly recognize and, when possible, resolve the effects of past societal discrimination. The College adopted and applied this plan with resulting processes in adjudicating complaints and grievances, hiring, and employment.

MCLA is committed to creating a campus climate and culture of mutual respect reflecting and honoring our multicultural society. Valuing diversity, continually striving for equity, and seeking inclusion are integral parts of MCLA's mission. MCLA developed and administered a campus climate survey in 2016-17 in response to a noted increase in student dissatisfaction with issues related to diversity and inclusion on campus. The survey reflected discomfort on campus among the LGBTQIA+ community and among students of color. MCLA has responded with a number of initiatives. A Chief Diversity Officer position was approved in 2017 and filled in 2018. In addition to this new executive leadership position a number of supporting initiatives were continued and undertaken including:

- the creation of an Identity and Gender Equality (IGE) Resource Center;
- regular offerings of Safe Zone Trainings, a program created by the Out Alliance to develop, enhance and maintain campus communities and workplaces that are culturally competent and inclusive for LGBTQIA+ individuals (completed by 100 community members in 2015-16, 74 community members in 2016-17, and 37 community members in 2017-18);
- the offering of a Global Film series co-sponsored by the English/Communications Department, the History Department, and the Multicultural Education Center;
- the 2016 launch of CommUNITY Education socials, events intended to educate and bring awareness to social issues, taboo topics, and injustices that impact members of the MCLA community;
- new hires in Public Safety and Counseling Services to address increased volume of service requests;
- reconvening the Diversity, Equity, and Inclusion (DEI) Task Force in 2017 as a coalition of faculty, staff, and students working to promote equitable practices and outcomes at MCLA;
- training on inclusive practices and implicit bias for all chairs of search committees; and
- annual training on Title IX and the Violence Against Women Act reporting procedures and requirements for Responsible Employees and Title IX Investigators

In addition to these initiatives, MCLA recognizes that many students, faculty and staff prefer to use names and/or pronouns other than their legal ones to identify themselves, and should be able to do so where possible. For this reason, work was completed during Summer 2017 to expand the Preferred Name request form launched in 2015 to include preferred pronouns and make it easier to complete and submit this form by simply logging into the College's Self-Service Banner. Students' preferred first name and/or pronouns are used in place of legal name and/or pronouns on class rosters, advisee listings, electronic directories, and housing rosters. This process also allows for a change of name on

students' physical college IDs and allows for students to select whether they would like their preferred names and/or pronouns to be used in external communications such as the Dean's List, nominations for honor societies, and college publicity.

With the 2014 adoption of Percussion, a new content management system for the College's website, significant improvements in functionality and information access have been gained for internal and external stakeholders. The website has easily searchable and accessible information for prospective and current students and employees. It readily provides information on program excellence, learning outcomes, and achievements of graduates and faculty. While functionality and information access have been improved, ADA accessibility issues with the website remain that are continuing to be addressed. An external vendor recently completed an accessibility audit of the website, providing results and detailed recommendations. The College is working to address compliance issues by systematically working on issues and specific pages as prioritized by the ADA. At the time of this writing, significant red flags have been addressed and the *Admissions* and *About MCLA* sections of the website were fully ADA-compliant. It is estimated that all pages will be in compliance within the year.

In addition to the www.mcla.edu website, the College has significantly increased and improved its communications with internal and external stakeholders through social media platforms with the addition of a Social Media Specialist in 2015. Using the SharePoint teamwork collaboration software, a common repository of all academic policy information was established for ready access by internal communities in Summer 2014. The SharePoint site includes shared documentation for Governance and *ad hoc* committees, approved courses and policies, and campus-wide bulletins. SharePoint also houses shared spaces for departments, groups, and student clubs and organizations. Policies and programs are regularly updated in this portal, upon final approval with the President's signature. In Fall 2016 the *My MCLA* portal was revised and streamlined to provide campus constituents with a one-stop place to access Banner, Canvas, e-mail, and Sharepoint.

With the completion of the FCSI and the ensuing use of animal research, the College developed its Institutional Animal Care and Use Committee. This committee developed and oversees the application process and approval of requests for campus animal research.

How Massachusetts College of Liberal Arts Continues to Meet the Standard

Supported by the website revisions noted above, MCLA continues a policy of public transparency and disclosure regularly producing a wide variety of information and making it publicly available via the Website and in print materials.

- As required by federal law, MCLA produces and makes available by October 1st of each year the **Annual CLERY Report** containing campus safety, security, and fire procedures as well as statistics related to criminal offenses and fires reported to the police and college officials for the last three consecutive years. This report is distributed through the campus bulletin system and posted on the Public Safety page of the campus website.
- Institutional Research annually produces a **Factbook** that provides statistical data and summary information designed to answer the most frequently asked questions about MCLA. This, along with current the **Common Data Set**, **Data Highlights**, **MCLA College Navigator Profile**, and **Student Achievement Measure** is posted to the Institutional Research page on the College website.

- Academic Affairs updates the **Undergraduate Academic Program Catalog** each academic year. The Catalog is posted on the website and distributed in printed format.
- Every year since FY 2011 Administration and Finance publishes **Audited Financial Statements** of both MCLA and the MCLA Foundation on the College website.
- Admissions publishes an annual **Admissions Viewbook**, which is posted to the *Admissions* page of the College website and distributed in printed format.
- Student Affairs publishes the **Student Handbook** providing students with information on many facets of college life such as policies and procedures, community resources, organizations, and services. The Handbook is posted on the *Student Life Resources* page of the College website.

Maintaining the confidentiality of students' personal information is of the utmost importance and is federally mandated by The Family Educational Rights and Privacy Act (FERPA). The College continues a program of regular FERPA training for faculty and staff and continues to work toward the goal of all faculty completing online FERPA training every other year. Every College employee, full-time and part-time, paid and unpaid, completes the online training program posted on the Massachusetts State Ethics Commission's website.

SECTION 5 | REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS

What Students Gain as a Result of Their Education

MCLA is unique among the Massachusetts State University system in its designation as the public liberal arts college of the Commonwealth. To this end, it is a crucial part of MCLA's mission to provide students with a high-quality liberal arts education. MCLA is currently going through the process of revising the Core Curriculum, the set of courses taken by all undergraduate students exposing them to these classical concepts.

Description

MCLA seeks to infuse the skills, abilities, and knowledge sets associated with a liberal arts education across the experiences of all of its students. Historically, MCLA's best tool for ensuring this integration has been its adoption of the LEAP Essential Learning Outcomes (ELOs). Developed by the Association of American Colleges and Universities (AAC&U), the LEAP ELOs are meant to be guidelines for skills and practices that are essential parts of a modern liberal education.

The LEAP ELOs have become an essential part of the framework for learning at MCLA. All academic departments created program maps, demonstrating how their course offerings and program outcomes align with the LEAP ELOs. Having all program-level and general education learning outcomes mapped to the LEAP ELOs helps to ensure that students receive an experience consistent with a quality liberal arts education.

Additionally, the campus has made use of the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics, developed by the AAC&U to align with the LEAP ELOs. The College often uses the VALUE rubrics as the basis for assessment tools in both program and general education assessment initiatives. In addition, the VALUE rubrics are promoted campus-wide as a resource to measure student learning in the outcomes at the course and assignment level. The rubrics have been imported into the Canvas LMS so they may be easily incorporated by all faculty into any assignment.

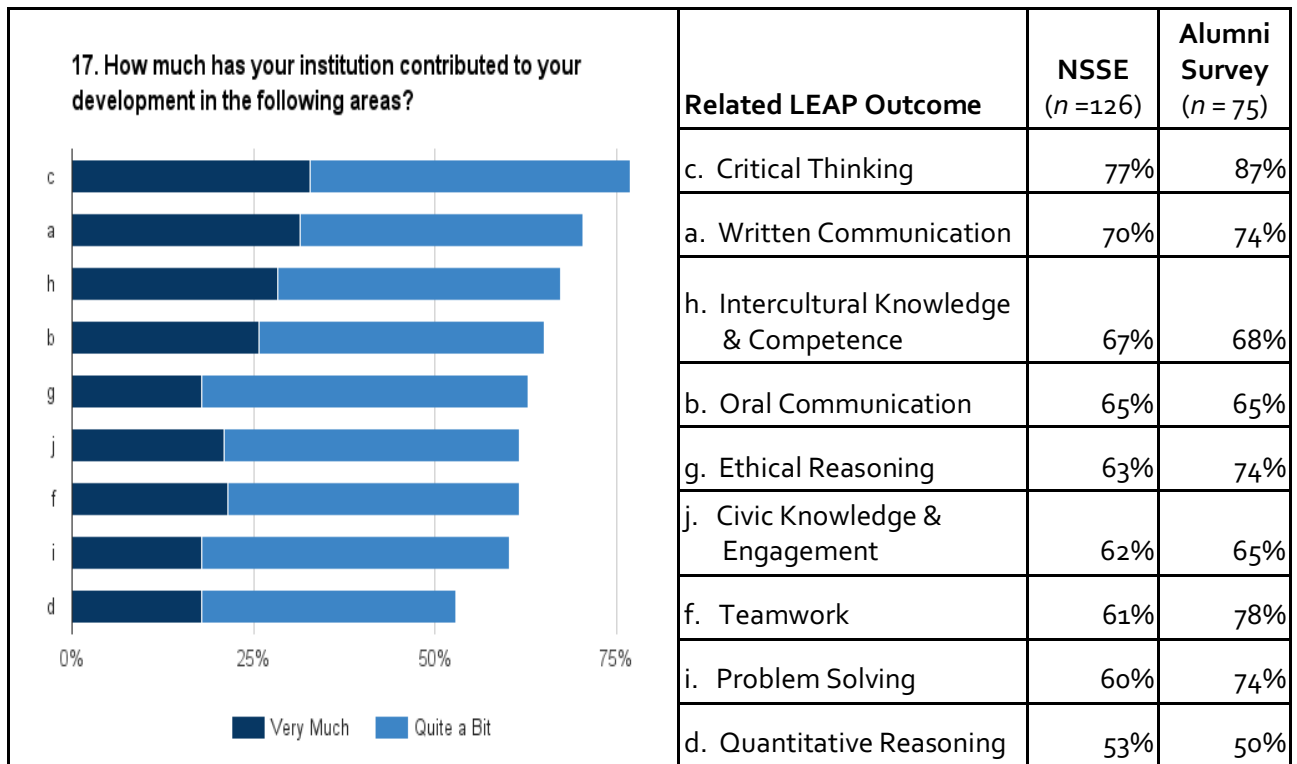
In addition to its commitment to the liberal arts, MCLA provides students with the professional skills they will need to succeed in their chosen fields. MCLA's Education major and licensure programs are reviewed by the Massachusetts Department of Elementary & Secondary Education (DESE) to ensure they are meeting standards as DESE-approved educator preparation programs. Likewise, the Athletic Training major is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). The Business Administration program has formed a committee to prepare for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), with a goal of submitting their application for initial accreditation in January 2019.

Findings & Analysis

Most of MCLA's direct assessment of the LEAP ELOs is currently done through program assessment, as well as assessment in the Core Curriculum. Each of MCLA's majors completed a curriculum map in 2013 to demonstrate the link between their departmental SLOs and the LEAP ELOs. When conducting departmental assessment, many of the departments use the AAC&U VALUE rubrics as a starting point for their own scoring guides, ensuring alignment with the ELOs.

MCLA’s indirect assessment of the LEAP ELOs uses items from the National Survey of Student Engagement (NSSE) and periodic alumni surveys, both of which were last administered in 2015. Both items indicate that a majority of MCLA students and alumni agree “very much” or “quite a bit” that MCLA contributed to their development in achieving the LEAP ELOs. As the table below demonstrates, there is a high degree of alignment between alumni responses and NSSE items related to the LEAP ELOs in terms of their perceived areas of relative strength and weakness.

Student Development on LEAP ELOs, from NSSE and the Alumni Survey

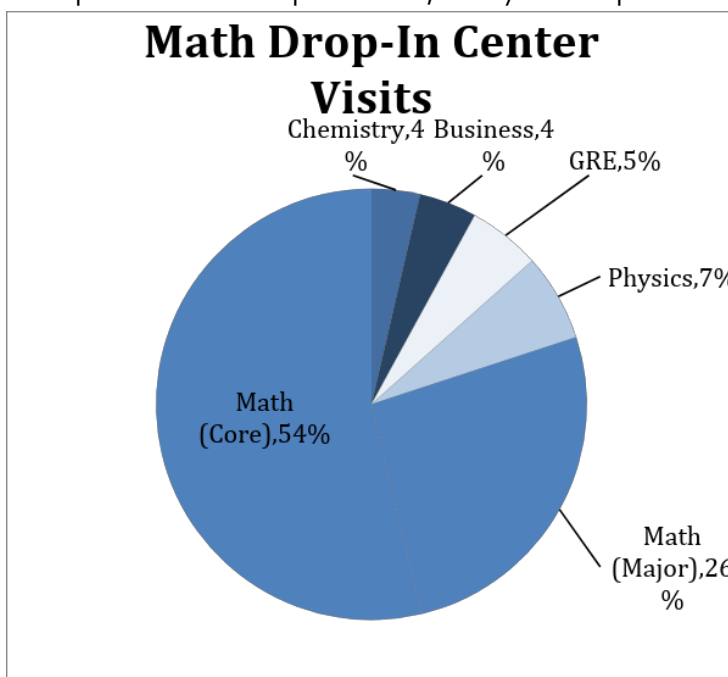


While a majority of students agree that MCLA has contributed to their development in Problem Solving and Quantitative Reasoning, they have consistently ranked these among the areas where they feel less confident in their abilities. Problem Solving and Quantitative Reasoning have also shown to be areas of relative weakness in departmental and core assessment. In response, MCLA has convened a Quantitative Understanding Across the Curriculum (QUAC) group comprising faculty and staff across the disciplines and modeled after the Writing Across the Curriculum (WAC) initiative founded in 2016. This group has worked to provide professional development and other resources for faculty teaching in many subject areas, as well as designing and producing support measures to help students succeed.

In Summer 2017, a diverse group of faculty participated in a workshop on *Integrating Quantitative Reasoning into Project-Based Learning Assignments*. Participants taught in the areas of Mathematics, Nutrition, Business, Environmental Science, Philosophy, Arts Management, and Communications. All participants workshopped existing assignments over the course of three days. At the end of the workshop, participants shared their assignments to a Canvas LMS portal designed as an assignment bank to inspire additional faculty wishing to integrate quantitative reasoning and understanding into their curriculum.

QUAC has also begun to implement direct interventions with students in need of support for their quantitative skills. In Fall 2016, the group hosted a Saturday “Math Bootcamp” for students in introductory-level science courses who had been identified by instructors via a pre-test as needing basic math skills support. Results from the end of the semester had a very small sample size, but, nonetheless, indicated that the intervention was promising. Students who participated in the bootcamp scored an average of 15 percentage points higher on their first CHEM 150 exam when compared to students in the class who had scored similarly on the pre-test but did not participate in the bootcamp (69.8 percent vs. 54.9 percent). Eighty-eight percent of the boot camp participants responded that they would recommend the session to a friend.

Additionally, in Fall 2017, QUAC organized and opened a Math Drop-In Center, run by trained peer tutors. Students are encouraged to drop in for assistance on quantitatively-based assignments. During its first semester, the Math Drop-In Center provided services for 272 student visits, with each visit lasting an average of an hour and 27 minutes. The majority of visits to the Drop-In Center (53.3 percent) were for help with a Core Curriculum math class, demonstrating that the center was adequately targeting students with majors from across the curriculum. Upon the completion of the first full year of the Math Drop-In Center, its staff plans analyze results based on students’ grades in core math courses in addition to collecting student survey responses about the Center’s services.



Appraisal & Projection

Overall, MCLA has been responsive to meeting the needs of its students in their attainment of a liberal arts education. The College will continue to strengthen its commitment to the liberal arts by addressing the following needs.

MCLA is currently in the middle of its first major revision of the Core Curriculum since it was adopted in 2003. While the current program and requirements are largely in line with MCLA’s goals and mission, the Core can be strengthened in its offerings, oversight, and cohesion to further enhance students’ liberal arts education. The revised Core Curriculum will become a true cornerstone in students’ MCLA experience, distinguished by the purposeful introduction of Integrative Learning throughout all aspects of the Core Curriculum. Integrative Learning will help students to better access and make connections among the other LEAP ELOs.

MCLA can continue to systematize and strengthen the assessment of student learning at the institutional level, with particular attention to students’ overall gains as a result of their MCLA education. Currently, good work in assessing SLOs is being done in individual programs that maps to

the institution's goals, but much of it is being done in specific contexts without an established framework to share resources, conversations, and student data across departments.

To this end, part of the Core Curriculum revision is to adopt Core SLOs, which will inform curriculum, instruction, and assessment across all Core offerings. This will provide a framework and structure to look at student work across departmental silos, and to have broader conversations about students' overall experience at MCLA. The College community is also exploring the idea of adopting institutional MCLA SLOs, which would be based largely on the LEAP ELOs but would more clearly reflect MCLA's own unique mission and goals.

Assessment of Student Learning

Description

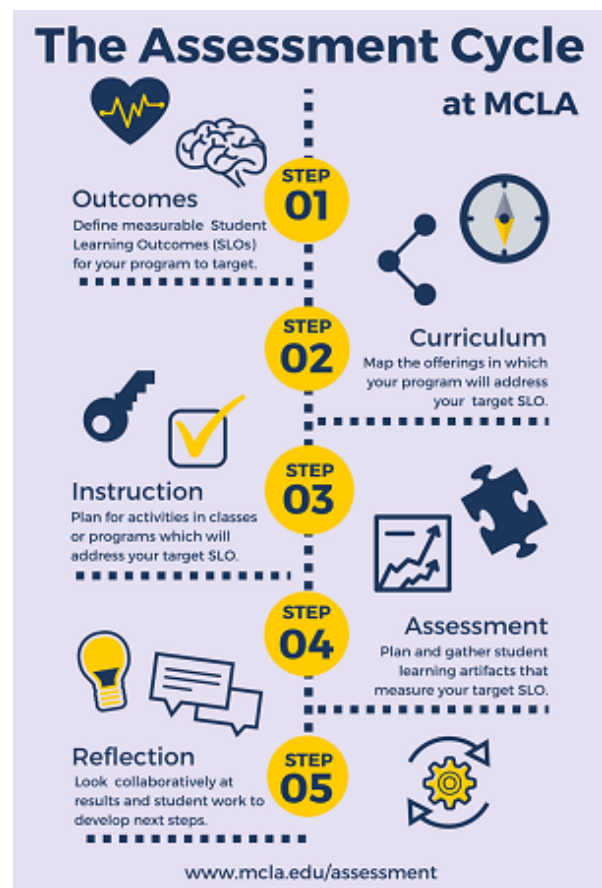
MCLA's processes for systematically assessing student learning are continuing to grow and strengthen. The College strives to implement sound and useful assessment processes according to the first four components of the Transparency Framework advocated for by the National Institute for Learning Outcomes Assessment (NILOA), as follows:

Student Learning Outcomes Statements

As an institution, MCLA has adopted the LEAP ELOs, which have guided the creation of SLO statements at the program level. All academic programs, Core Curriculum domains, and several Student Affairs departments have established learning outcomes statements which state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire during their course of study. Faculty are encouraged to include these SLO statements on their syllabi along with more specific course-level SLOs.

Assessment Plans

Most of MCLA's current assessment work is done at the program level. Each semester, each program completes a full assessment cycle around one of its SLOs. While the process varies by department, most programs use anchor assignments or commonly adopted rubrics to look at authentic student artifacts from courses they have mapped to the specific learning outcome. Faculty gather their data on and observations from this work and discuss their findings at departmental meetings.



During the meeting, faculty reflect upon patterns and findings and discuss any changes which need to be made to their curriculum, instruction, or outcomes.

In addition, some programs administer locally-developed assessments or external measures to monitor students' progress toward their learning outcomes. The History, Political Science, and Public Policy Department (HIST/PPSP) first initiated its ePortfolio program in the 2010-11 school year and has continued to grow the program. Currently, all HIST/PPSP majors enter the program with the understanding that they will be collecting and reflecting upon major artifacts from across their course of study that demonstrate their growth and achievement in the department's learning outcomes. During their senior year, they take a 1-credit Portfolio Seminar class, in which they assemble and write reflections of their best work. HIST/PPSP faculty then review the students' portfolios to discuss observations, strengths, and weaknesses, and use their observations to revise their major offerings. Similarly, the Computer Science Department gives all its students a Junior Qualifying Exam, and Education majors are expected to take and pass the MTEL exam for teacher licensure.

Programs are assessed more holistically during the process of program review, undertaken every seven years by departments. During the Program Review process, departments conduct a thorough, internal self-study and are visited by a team of 2 external reviewers. Based on their findings, reflective processes, and feedback, departments may revise their SLOs, assessment practices, curriculum, offerings, or instructional practices. Program Reviews are evaluated and accepted by the Academic Affairs department.

Assessment Resources

MCLA aims to promote a resource model of assessment of student learning. The 2015 appointment of a Director of Assessment has deepened the assessment process with active progress being made toward a campus-based model of assessment building on the work individual departments already do. The Director of Assessment serves as a resource to all student-facing faculty and staff, to help them define their goals for their curriculum and their SLOs as well as exploring ways to develop and strengthen assignments which measure students' progress. The Director of Assessment provides regular workshops in assignment design, assessment practices, and strategies for using technology to simplify the assessment cycle, and consults with departments and individuals.

The Director of Assessment also develops and maintains online assessment resources. In Fall 2017, academic programs were provided with Assessment Repositories created on Microsoft SharePoint. This tool allows departments to easily access all their assessment documents in one secure location, including their program's SLOs, Mission Statements, Program Goals, Curriculum Maps, Semester Assessment Reports, and Program Review self-studies. Additional online assessment resources can be found at MCLA's Assessment Website, including literature and guides about the assessment process; resources on assignment design and assessment creation from national organizations such as the Degree Qualification Profile, NILOA, and AAC&U; resources for implementing course and program assessment using the Canvas LMS; and the program review guide, last revised in Fall 2017.

Assessment resources are also created and shared through faculty professional development initiatives. Both the Writing Across the Curriculum and Quantitative Understanding Across the Curriculum groups provide opportunities for faculty across disciplines to receive consultation and development opportunities for best assessment and assignment design practices within their respective concentrations. Additional workshops on assessment practices are given by faculty and staff at yearly

Teaching Think Tank and TechFest colloquia. Faculty are working toward the creation of an assignment bank in Canvas Commons, with assignments meeting certain learning criteria being tagged for use as models.

Current Assessment Activities

MCLA hosts a robust schedule of assessment and student learning activities and related initiatives. In addition to the professional development and consultation opportunities mentioned above, MCLA participates in state-wide, regional, and national initiatives related to the assessment of student learning. MCLA faculty and staff have active memberships and participation in A Massachusetts Culture of Assessment (AMCOA), the Massachusetts Task Force on Statewide Assessment, the New England Educational Assessment Network (NEean), the Association for Assessment of Learning in Higher Education (AALHE), the Lumina Foundation's Tuning Project, the Mass Transfer Pathways Student Learning Outcome Initiative, the Association for Institutional Research (AIR), and Science Education for New Civic Engagements and Responsibilities (SENCER). Members bring the information and practices they learn from participating in these activities back to campus to share with their colleagues.

MCLA also employs a variety of technology tools to help with the assessment of student learning and outcomes, with a growing focus on the Canvas LMS. MCLA encourages the use of the Canvas Outcomes module, and staff have presented on the Canvas Outcomes feature at national and local conferences. Canvas also serves as a place to share resources and assignments for assessment activities. Drop-Out Detective, a third-party add-on to Canvas, is used to help flag, and subsequently intervene with, students who are at risk of not persisting or making progress toward graduation. The campus has recently obtained the Argos reporting software, which will be integrated with Canvas, Banner, and internal assessment databases to make it easier to create and share visualizations related to student learning and success.

Findings & Analysis

The final two components of the NILOA Transparency Framework demonstrate the findings and impact from MCLA's Assessment of Student Learning.

Evidence of Student Learning

Most of MCLA's processes for collecting direct evidence of student learning are previously described in the Assessment Plans section. Evidence collection is mostly conducted at a departmental level, with departmental plans having been informed by the institutional emphasis on the LEAP ELOs. Academic majors, Core Curriculum Domains, and Student Affairs programs conduct regular review of student work during semesterly assessment focused on specific outcomes, periodic program review, and internal assessments such as portfolio review, anchor assignments, qualifying exams, and performance tasks.

In addition to the direct assessment of student learning, MCLA conducts indirect measures of student learning through a variety of survey administrations. The College administers the National Survey of Student Engagement (NSSE) on a 3-year cycle, with the most recent administration taking place in 2015. MCLA supplements the NSSE data with internally-developed measures, including a survey of all First-Year Experience students, alumni and graduation surveys, and a campus climate survey first developed and administered in 2016-17.

Use of Student Learning Evidence

MCLA uses the results from looking at evidence of student learning to make changes and reinforce successful practices at the institutional, program, and course levels. The largest initiative is the current redesign of the Core Curriculum. Evidence of student learning from NSSE, alumni surveys, and review of student artifacts pointed to two major areas needing change or reinforcement: Quantitative Reasoning and Integrative Learning. Integrative Learning has become the cornerstone of the Core redesign process, with collaborating groups of faculty and staff working to weave integrative skills throughout all three levels of the Core Curriculum. Additionally, Quantitative Reasoning is being strengthened through the creation of SLOs at Tier I of the Core and the formation of the Quantitative Understanding Across the Curriculum faculty development group.

In addition to global changes made as a result of student learning evidence, there are many examples of individual departments using data to improve curricula and programming. The Psychology and Environmental Studies departments both recently adopted changes to the structure of their methods courses based on student learning evidence.

In Psychology, the department responded to lower-than-expected quality in student work around their Student Learning Outcome, "Demonstrate competence in using a statistical package to analyze data and to present those results in APA manuscript style." Following these results, Psychology faculty came together to determine shared anchor assignments for the sequence of Research Methods Courses. A critical part of this plan was to build in multiple components to each student project, as it was determined through the analysis of student work that students would benefit from opportunities to revise and receive feedback. This change has met with great success: students have achieved a higher level of success on this learning outcome, and have spoken with Psychology faculty expressing their gratitude for having the large assignment broken down into several small steps and two intermediate drafts.

Likewise, Environmental Studies responded to evidence of student learning that indicated the need for higher curricular emphasis on Geographic Information Systems (GIS) technology. After looking at evidence of student learning around the Student Learning Outcome, "Use particular technologies necessary for modern professionals in the sciences, social sciences, and humanities," the Environmental Studies faculty expanded their ENVS 325 & ENVS 425 course sequence from 3-credit to 4-credit courses with a lab component, allowing students to gain experience in using GIS technology in project-based scenarios.

There has been a broader trend among several majors and programs to create capstone experiences through which student work may be evaluated holistically. Since 2013, History and Political Science majors take a 1-credit ePortfolio Seminar course during which students curate and reflect upon their progress toward SLOs in their majors; English/Communications follows a similar model. This format has allowed faculty to make judgments about students' overall progress in the major. History students reflect upon their experiences in the major as part of their ePortfolio, and during the 2017-18 school year students repeatedly cited the program as having positively impacted their writing and research skills, as well as having an explicit awareness of how their coursework is connected. One student in particular stated, "[My most recent paper] seemed different from other papers that focus on just one aspect of history, and not necessarily their connection with other areas. My work on this project connected with material from my Historiography class because the sources I looked at were from a variety of time periods, methods of writing, and views on the Mongols. The information I learned in

Historiography helped me to be able to analyze the sources I was using and pick the best sources for my paper.”

English/Communications has responded to the evidence gained from student portfolio work and the administration of surveys to its students regarding their perceived alignment of their coursework with the department’s SLOs. English/Communications faculty convened student focus groups to respond to concern that SLOs around Communications were not addressed as robustly as those in Literature. Following these findings, the department proposed a new standalone major in Communications, approved by the College in Spring 2018 and expected to be approved by the BHE in Fall 2018.

Chemistry has just begun the transformation of their senior seminar course into a career-oriented seminar during which students will create *curriculum vitae* and cover letters, and answer questions about their accomplishments and knowledge in a mock interview setting. This new format began in the Spring 2018 semester.

Appraisal & Projection

MCLA’s practices for Assessment of Student learning are strong in respect to departmental, programmatic, and domain-level assessment practices. The College strives for excellence by continuing to systematize and broaden the scope of assessment as campus-wide initiatives. As a guide for growth in this area, MCLA uses NILOA’s evaluation criteria for its Excellent in Assessment designation, with a particular focus on the following areas:

- groups and individuals engaged in assessment activities;
- campus-level assessment plan, resources, and assessment activities;
- broader use of evidence of student learning into decision-making processes; and
- more systematic and regular processes for reflection, growth, and improvement practices regarding assessment and data use.

The Assessment Advisory Group (AAG), a body comprising faculty and administrators, has in the recent past functioned to review assessment procedures to determine their effectiveness and makes recommendations for changes to the President. In addition, it examined the data generated to determine the extent to which College goals are being achieved. The AAG is currently on hiatus, and will be re-convened as a part of the revised Core Curriculum oversight structure. It will be a more effective use of the group’s resources to look at student artifacts on an institutional-level to determine the progress students are making and recommend interventions at the level of the Core Curriculum to address areas of relative strength and weakness across disciplines.

In keeping its departmental assessment processes strong while developing a more cohesive and purposeful plan for campus-wide assessment, MCLA will be able to create a much broader conversation around student learning and achievement on campus. Expanding the discussion across disciplines and divisions will allow MCLA to make more informed decisions, provide resources for faculty and staff development more effectively, and grow students’ achievement and success after graduation.

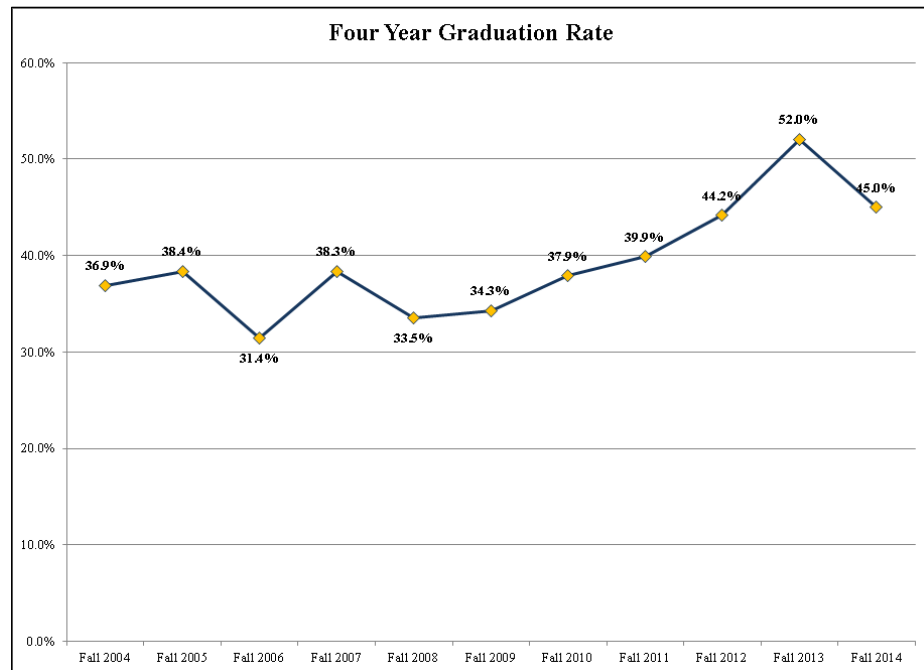
Measures of Student Success

Description, Findings, and Analysis

Retention and Graduation Rates

Retention and graduation rates have been a point of emphasis for the College. MCLA's Integrated

Postsecondary Education Data System (IPEDS) data on retention indicate that the College is holding fairly steady in its long-term overall retention, with the current FY 2017 rate showing that 72.6 percent of first-time, full-time freshmen stay enrolled at MCLA for their sophomore year. MCLA also consistently retains its Pell-eligible students at a similar rate (74 percent in FY 2017) to the general population



of students, earning commendation from the US Department of Education in 2016, when MCLA was named one of 13 institutions nationwide to demonstrate a high degree of socioeconomic equity in its outcomes. A small but persistent achievement gap exists between the general student population and students of color at MCLA, who persisted at a rate of 72 percent in FY 2017.

IPEDS data further indicates that 52 percent of first-time, full-time students in the FY 2017 cohort graduate with their Bachelor's degree within six years of enrolling at MCLA. Again, there are small gaps in achievement of graduation between the general population of MCLA students and those who are Pell-eligible (45 percent) and students of color (49 percent).

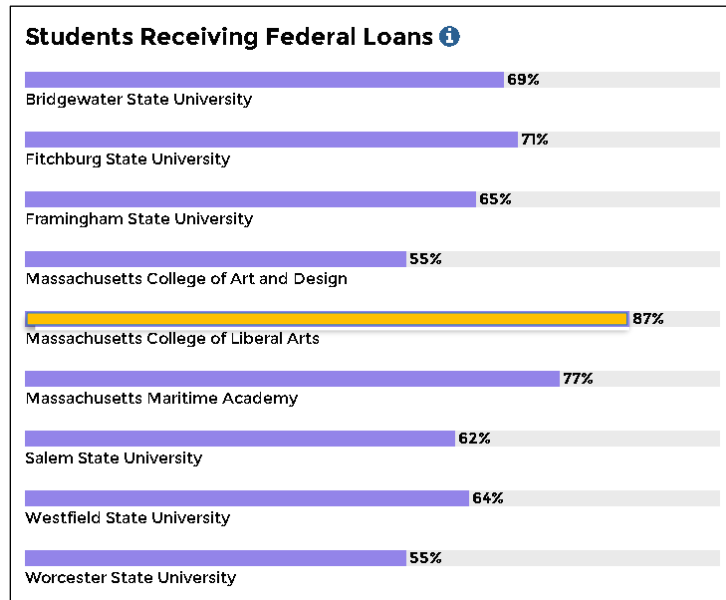
MCLA has experienced recent success in improving the four-year graduation rates following a focused effort to improve efficiency in student credit hours with the *30 by 3* initiative, encouraging students to complete 30 credit hours before the start of their third semester, along with the development of *MCLA in 4* roadmaps showing sample eight-semester course sequences in each major. After years of relatively stagnant rates, MCLA has had steady gains in its four-year graduation rate from 33.5 percent beginning with the cohort of first-time, full-time freshmen beginning in Fall 2008, to 45 percent for the most recent cohort for which the College has data, which began in Fall 2014. MCLA hopes to continue this rate of success as it works toward growing its overall enrollment.

Alumni Success

MCLA measures the success of its alumni through exit surveys at graduation, periodic surveys of alumni, and data on graduate school enrollment provided by the National Student Clearinghouse Database. In the most recent administration of the comprehensive survey of alumni in 2015, 93 percent of responding graduates reported that they were either employed or enrolled in graduate school one year post-graduation.

Many departments also keep track of their graduates' placements through anecdotal data. The College's 2016-17 President's Report highlighted the success of MCLA's graduates in entering the journalism pipeline for local media conglomerate, New England Newspapers, Incorporated (NENI). The report highlights MCLA's "many graduates [who] transition from MCLA's *Beacon* to employment at one of NENI's *Berkshire Eagle*, *Bennington Banner*, *Brattleboro Reformer*, and *Manchester Journal* publications, including making up the entire design hub team at NENI's headquarters." Likewise, many graduates of STEM programs have found employment at General Dynamics, and arts management students have found employment at cultural institutions across the country.

MCLA also gathers data around alumni's financial success after graduation as reported on the College ScoreCard, accessed in Spring 2018. MCLA's students come from backgrounds of high financial need when compared to the other Massachusetts State University schools with 87 percent of students taking out federal loans to finance their education. Given this high rate of eligibility, students graduate with a median debt of \$24,659. Students are able to pay back their loans at a higher-than-average rate (63 percent, compared with 47 percent nationally), and earn a median salary after graduation of \$34,900, on-par with the national median salary of \$34,300.



Licensure Passage Rates

The Education department collects licensure pass rates on the MTEL, the Massachusetts test for teacher licensure. MCLA has enjoyed a 100 percent pass rate for all of its students who have completed the teacher preparation programs in each of the years from 2013-2016 (the last year for which data is available through the Department of Elementary and Secondary Education), with a total of 83 students completing the program and passing the MTEL exams.

Student Undergraduate Experience

In the most recent administration of the NSSE survey in 2015, a very high majority (89 percent) of MCLA's seniors rated their entire educational experience as either "good" or "excellent," with only 1

student (0.9 percent) rating their experience as “poor.” MCLA’s seniors rated their experience of Effective Teaching Strategies as significantly higher than their peers from other COPLAC institutions. These items indicated that faculty at MCLA used strategies such as clearly explaining course goals or requirements, teaching course sessions in an organized way, using examples or illustrations to explain difficult points, providing feedback on a draft or work in progress, and providing prompt and detailed feedback on tests or completed assignments “very much” or “quite a bit” in their classes at such a high rate that their responses were in the top 10 percent of all NSSE respondents. Further, 60 percent of seniors reported participating in a service learning component in “most” or “some” of their classes. Going forward, MCLA hopes to build upon these results through further strengthening and emphasizing the importance of effective teaching as part of the liberal arts experience.

Appraisal & Projection

MCLA has been able to achieve success across a wide variety of student measures. The College’s success in graduating and retaining its students from historically disadvantaged backgrounds at similar rates to the student body as a whole is a hallmark of its mission to provide quality, affordable public education. To continue the College’s work in this area and to close the remaining gaps in achievement, MCLA was awarded a Title III grant from the US Department of Education to address goals specifically around retention and graduation rates for its student body at large as well as Pell-eligible students and students of color. Through the programs and resources associated with this grant, MCLA hopes to build upon our current successes and lead the way in creating a truly equitable model for public institutions of higher education.

One area in which MCLA would like to gather additional data is in the area of job placement. There is not currently a centralized measure for graduates’ success in the job market, and employment data from the College ScoreCard suggests that alumni’s financial prospects after graduation could be an area for growth. To better address the needs of current students and alumni, CSSE implemented a series of changes to its Career Services Office. It changed its name to Career Development Office to reflect its new focus and hired a full-time Career Development Specialist in April 2017 and a part-time Internship Coordinator in November 2017. The College offers a range of resources to students in their preparation for careers and graduate study after graduation. The Career Development Office assists students in identifying and pursuing internships and practica, resume and cover letter preparation, job search strategies, online branding, mock interviews, professional networking, personal statement preparation, and navigating the graduate school application process. In 2017, MCLA developed and implemented a comprehensive model for student career readiness that complements a student’s four-year college trajectory. As part of this career readiness model, the College provides MCLA students and alumni access to a new central career-development digital platform launched in Spring 2018. Branded as the “Career Trail,” this platform allows users to host online professional profiles, connect with career opportunities, and virtually network with employers, organizations, other MCLA students and alums.

Levels of Student Achievement

As a part of its central commitment to an excellent public liberal arts education, MCLA continually strives to provide its students with a variety of High-Impact Practices (HIPs), which are defined by George Kuh in his 2008 AAC&U publication *High-Impact Practices: What They Are, Who Has Access to them, and Why they Matter* as "teaching and learning practices [that] have been widely tested and have shown to be beneficial for college students from many backgrounds." The practices themselves can vary widely from campus to campus, depending on institutional mission and values, but are commonly activities that have a high level of student engagement and integrative learning practices. MCLA has implemented many HIPs on campus in which students can strengthen and demonstrate their achievement as liberal arts scholars who will be well-prepared to enter the workforce or further study upon graduation.

Description, Findings, and Analysis

Common Learning Experiences

Common Learning Experiences are a strong theme in students' experience at MCLA. Students begin their experience at the College by taking First-Year Experience courses in their first semester. In these courses, students attend one class with a cohort of their first-year peers, taught by faculty who receive a stipend to focus a part of their course on essential skills for success during college. To supplement the academic course, first-year students currently attend a weekly FYE seminar with the same cohort of classmates. These seminars are taught by staff Facilitators and supported by two Peer Advisors, upperclassmen who provide mentorship and support to incoming students. Students continue through their common learning experiences as they progress through the Core Curriculum.

MCLA has recently instituted the practice of Living & Learning Communities (LLC), in which students with similar interests live together and participate in shared programming opportunities. The first LLC, established in Fall 2016, was geared toward students participating in the Honors Program, a longstanding cohort of highly motivated students to enrich their academic studies with challenging interdisciplinary courses, independent research, and intensive intellectual engagement with their peers. Fall 2017 added an additional LLC for students majoring in the STEM fields. A total of 67 students participated in an LLC in Fall 2017, with 33 living in the Honors LLC floor and 34 living on the STEM LLC floor. As the program gains longevity, the College will examine retention, graduation, and other achievement data for participating students to ensure the LLC program's effectiveness.

In the Continuing Education division, MCLA has instituted a cohort model for its Bachelor of Arts in Interdisciplinary Studies sequence of courses meant to support Early Childhood Educators with work experience and Associate's Degrees. Incoming students for this program complete seven semesters of courses with the same group of classmates, completing one course at a time in 7-week cycles. This cohort program has been highly successful in both retaining and graduating students. The first cohort beginning in Fall 2014 retained to their second year of study at a rate of 94.7 percent, and the same percentage has already graduated. Strong retention continued for the second cohort beginning in Fall 2015 (88.9 percent) and the third beginning in Fall 2016 (92.6 percent).

Institutional & Departmental Capstone Experiences

MCLA promotes students' attainment of a quality liberal arts education through participation in COPLAC. The College's membership in COPLAC allows the community to connect with students and faculty with a shared commitment to the liberal arts across the country. Students have presented annually in regional and national Undergraduate Research Conferences, in which a total of 51 MCLA students have shared their capstone-level work in the form of oral presentations, poster presentations, creative writing presentations, live performances, and visual art exhibitions since 2014. An additional 36 students have presented at the National Conference for Undergraduate Research (NCUR) in the same time frame. Going forward, MCLA is transitioning from participation in the NCUR to discipline-specific conferences, with accepted presentations for the current school year at English and Natural History conferences as well as the Commonwealth URC. These students represent only a small portion of the research being done on campus; in 2018, 248 students presented at MCLA's Undergraduate Research Conference, an increase of 90.8 percent since 2013, and in the 2015 administration of the NSSE survey, 46 percent of seniors reported that they had done or planned to do research projects with faculty members.

Additionally, all students at MCLA complete a capstone experience at the culmination of their coursework in the Core Curriculum. Tier III of the Core at MCLA requires students to complete a Capstone Senior Seminar course. In these courses, students are asked to evaluate information from multiple sources, apply academic learning to the context of contemporary local and global communities, investigate and analyze complex problems and draw supported conclusions, effectively communicate ideas, and work collaboratively with their peers.

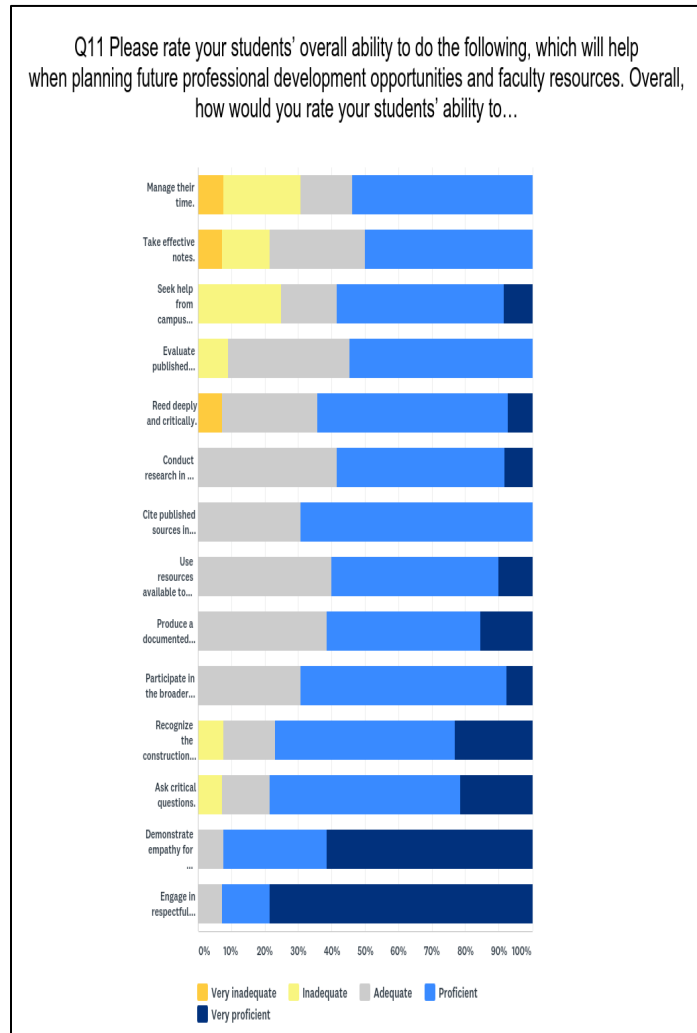
To complement institutional capstone experiences, many academic and co-curricular programs offer students opportunities to complete courses or projects integrating and applying what they have learned in their disciplinary offerings. MCLA encourages its students to complete Internship or and Practicum courses in their chosen fields of study. Indeed, 45.5 percent of the Class of 2017 completed at least one such course during their time at MCLA. MCLA has sponsored internships in more than 200 area business and organizations with notable strengths in the disciplines of sociology, psychology, and arts management. Additionally, 22.0 percent of the Class of 2017 participated in Travel or Study Away Courses, including an annual international service trip, many disciplinary-based travel courses, and study abroad opportunities in over 30 countries.

Findings & Analysis

MCLA has been conducting thorough direct and indirect assessments of its FYE program for several years as it works to determine the best format for this shared learning experience. Each year, FYE faculty collect student assignments to examine progress on one of the FYE SLOs, and faculty also track overall student achievement on all FYE SLOs as well as a set of skills expected to be necessary for students' academic success in college. Overall, these results have been very promising: in the Fall 2017 semester, 74.7 percent of FYE student work was scored as proficient or higher, with 97 percent scoring "adequate" or higher. For study skills, FYE students have the most success engaging in respectful

dialogue (92.86 per cent proficient), demonstrating acceptance of diverse perspectives (92.31 percent), and asking critical questions (78.57 percent). Results from this direct assessment of FYE courses have led to a robust and well-attended series of targeted professional development workshops for FYE faculty led by the FYE coordinator.

FYE students also fill out surveys based on their experiences in their FYE courses and seminar, which are used to adjust the format and content of MCLA's offerings. Their responses have determined the content and sequence of the content offered in FYE seminar, and have indicated that the program has been highly successful in building student relationships. Eighty-seven percent of FYE students agree that they have at least one person on campus they can go to for help with questions or concerns, and the majority of students indicate that the FYE seminar has improved their relationships with their seminar facilitators (59.6 percent), peer advisors (57.5 percent), faculty (59.9 percent), and fellow students (56.5 percent).



The assessment process for FYE led to the Fall 2017 pilot program in using the First-Year Seminar (FSEM) model as students' common learning experience during their first year. Working with the FYE coordinator, a team of five faculty members met throughout the semester to design and implement courses with the FYE learning outcomes more thoroughly included in the academic portion of the FYE experience. This pilot met with much success, and the College will be exploring ways to move toward a more formal adoption of the FSEM model.

In addition to the high participation rates in internships, practica, travel, and study away courses discussed above, MCLA students report a high level of participation in High-Impact Experiences on the NSSE survey. Reports of student engagement in HIPs at MCLA compare favorably with reported engagement at COPLAC institutions and the NSSE cohort as a whole.

NSSE HIP Indicator (done/plan to do)	MCLA	COPLAC
Learning Community	34%	32%
Research with a Faculty Member	46%	43%
Internship or Field Experience	68%	74%
Culminating Senior Experience	96%	79%

MCLA seniors also report high levels of engagement with the skills and activities associated with *Higher-Order Learning* and *Reflective & Integrative Thinking* in their coursework. These factors are the most recent iteration of NSSE's former *Deep/Integrative Learning Scale*, which George Kuh suggests in his 2008 *Peer Review* article, "Why Integration and Engagement are Essential to Effective Educational Practice in the Twenty-first Century," are the key components to making High-Impact Practices so effective.

NSSE Higher-Order Learning Indicator ("very much" or "quite a bit")	MCLA	COPLAC
Applying facts, theories, or methods to practical problems or new situations	77%	80%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82%	79%
Evaluating a point of view, decision, or information source	79%	74%
Forming a new idea or understanding from various pieces of information	82%	74%

NSSE Reflective & Integrative Learning Indicator ("very often" or "often")	MCLA	COPLAC
Combined ideas from different courses when completing assignments	75%	75%
Connected your learning to societal problems or issues	70%	68%
Included diverse perspectives in course discussions or assignments	63%	59%
Examined the strengths and weaknesses of your own views on a topic or issue	77%	68%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76%	74%
Learned something that changed the way you understand an issue or concept	70%	72%
Connected ideas from your courses to your prior experiences and knowledge	83%	86%

Appraisal & Projection

Overall, MCLA has made great strides in expanding its offerings of HIPs to students, as well as supporting the professional development of faculty and staff in their implementation. There is a high level of engagement in high-impact practices and their associated components by MCLA students when compared to their peers in COPLAC institutions.

Moving forward, MCLA will continue to strengthen its HIP offerings. The College will continue to revise and refine its FYE program and plans to expand its Living & Learning Community initiative, and will continue to cultivate and grow participation in capstone experiences such as internships, research, and travel courses.

The College recognizes the need to map and track the occurrence of HIPs as part of individual students' experiences, as well as its mechanisms for directly assessing their impact on student learning. The Core Curriculum revision is a possible mechanism for this development, with the creation of MCLA Core SLOs and a more intentional emphasis on Integrative Learning throughout Core offerings.

SECTION 6 | INSTITUTIONAL PLANS

As discussed in Standard 2, under the guidance of MCLA's new President the College undertook a revised comprehensive strategic planning process in 2016 culminating in its 2017-2022 Strategic Plan "Think Differently: Learning and Teaching for a Changing World." This plan systematically identifies the significant issues facing the College and the initiatives it will focus on in advance of the 2023 Comprehensive Self-Study.

Significant Issues

Through the extensive research undertaken, the strategic planning committee identified and explored issues of significance to the College, including the greater Berkshire County ecosystem, the conditions driving enrollment decisions for today's students, the challenges and opportunities relative to student success and retention, and the forces that affect revenue generation.

MCLA's home, Berkshire County, is an area with abounding opportunities and challenges. Currently there are an average of 1700-1900 job openings in the county and approximately half of these jobs require a degree. Thirty-eight percent of MCLA graduates live in Berkshire County, making MCLA an integral component of the county's workforce development pipeline. Berkshire County is facing a potentially significant decrease in population. Starting in the 1970's the county began losing population and by 2010 had lost more than 18,000 people. According to the Berkshire Regional Planning Commission, this decline could increase 37 percent by 2030, creating declines in school enrollment and a labor force reduction of 25 percent.²

The rapidly changing college recruitment landscape will also have significant impacts on the future strategies employed by the College. Several conditions drive the enrollment decisions of future students. While MCLA's tuition discounting is at 13-15 percent, 25 percent of institutions are employing tuition discounts of over 50 percent. Today's high school seniors apply to more colleges, with 36 percent of high school seniors applying to seven or more institutions, leaving the College more and earlier applications, a smaller yield of enrolling students, and increased recruiting expenses.³ The majority of students stay close to home, choosing a college within a 100-mile radius. The decreasing population of Berkshire County, combined with students' desire to remain within a short geographic radius, creates additional downward pressure on the College's enrollment.

MCLA students demonstrate an increased financial need, with the characteristic of "cost of attendance" rated as very important relative to other colleges considered by students admitted in Fall 2017.⁴ Forty-five percent of all MCLA undergraduates receive a Pell grant, the highest rate among Massachusetts four-year public universities and among the highest rates of peer COPLAC institutions. Thirty percent of MCLA's financial aid recipients are from families earning less than \$30,000 annually. Student success and retention is also a challenge with high percentages of MCLA students facing one or more non-returning student risk factors, including high financial need, undeclared major status, a high school GPA below 3.0, or ALANA status. In addition, although it is a public institution, MCLA is tuition-

² Dixon, Julia, *Berkshire Initiative for Growth Report*, August 2017

³ NACA *State of College Admissions*, 2015

⁴ Fall 2017 Admitted Student Questionnaire Results

dependent. Massachusetts' state support covers only 32 percent of the College's total operating costs, while tuition and fees must cover most of the remaining 68 percent.

Initiatives

As MCLA plans for the future and prepares to make strategic changes where necessary to address these significant issues, the College remains firm in its commitment to:

- ensuring its education is accessible to all and challenging for all;
- promoting excellence and quality across the board;
- building its education program on the foundation of the liberal arts and sciences;
- being a diverse and inclusive community;
- being a place where no one is a stranger and no one falls through the cracks;
- connecting with its external community and serving as a cultural, intellectual, and economic resource; and
- responding to regional and Commonwealth needs in creative, value-adding ways.

At the culmination of its five-year plan, MCLA envisions a 2021 where the College will be a nationally known, top-choice destination for those seeking an affordable liberal arts education of the highest quality and will be ranked the #1 public liberal arts college in the nation.

The 2017-2021 Strategic Plan lays out eight specific goals each with multiple supporting strategies towards the 2021 future it envisions.

1. Respond to student and community needs in ways that enhance MCLA's distinctiveness, its role as a pioneering educational leader, and its value as an engine of regional growth.
 - a. Fortify the integration of a liberal arts foundation with career preparation.
 - b. Nurture innovative faculty scholarship and continue to apply emerging pedagogies.
 - c. Leverage the unique cultural, natural, and economic resources of MCLA's location to offer distinctive programs.
 - d. Expand Living & Learning Communities and more effectively integrate academic, co-curricular, and extra-curricular programming.
 - e. Provide more diverse and flexible program delivery options to meet the needs of non-traditional, non-residential students.
 - f. Develop more transfer pathways from community colleges and increase dual enrollment programming that provides pre-/early-college experiences.
2. Enhance student persistence, completion, and preparation for post-college success.
 - a. Take a more intentional and integrated approach to promoting student self-awareness, understanding of cognitive processes, and self-regulated learning.
 - b. Continue to build a culture of high-quality, inclusive teaching and learning grounded in evidence-based practices.
 - c. Place renewed emphasis on advising as fundamental to student success and retention.
 - d. Ensure that all students can access resources, support systems, and tools that facilitate adjustment to college life and promote social and intellectual development throughout their college experience.

- e. Strengthen and deepen alumni networks and local connections that expand post-graduation transition pathways for all students.
 - f. Meet a higher percentage of student financial need so that cost of attendance is not a barrier to completion.
3. Strengthen and demonstrate our commitment to diversity, equity, and inclusion.
- a. Work creatively and in collaboration with the community to expand access to an MCLA education by underserved populations and students whose academic preparation and socioeconomic status disadvantage them.
 - b. Promote a pluralistic student experience and a campus culture that embraces diversity, cultural awareness and sensitivity, and social responsibility.
 - c. Ensure students of diverse backgrounds see themselves reflected in the faculty, administration and staff on campus and in the College's leaders.
 - d. Provide faculty, staff, and administrators with continuing education training on issues relating to diversity, inclusive pedagogies and programs, creating respectful classroom and office spaces, and managing difficult conversations.
 - e. Create, coordinate, and maintain transparent policies and processes that model inclusion and equity.
4. Attract and retain great talent and promote a campus climate that is collegial, collaborative, and creative.
- a. Foster a supportive campus culture and climate aligned with MCLA's core values
 - b. Expand professional development opportunities and emphasize lifelong learning for faculty and staff.
 - c. Align workloads and role-related expectations of faculty and staff at MCLA with the resources and time necessary to meet those expectations effectively and efficiently.
 - d. Expand opportunities for teamwork and collaboration among members of the campus community and across departments and divisions.
 - e. Encourage, facilitate, and reward innovative thinking and entrepreneurial solutions throughout the College.
5. Improve internal communications and enhance our external reputation.
- a. Develop and implement strategies to improve the flow of information on campus.
 - b. Ensure all members of the campus community can easily access up-to-date, accurate information related to policies, procedures, programs, and other matters affecting how students, faculty, and staff function on campus.
 - c. Increase informal interaction and community-building among faculty, staff, students, administration, and alumni.
 - d. Continue efforts to promote public awareness of and appreciation for the value of a liberal arts education and MCLA's status as a top-tier public liberal arts education.
 - e. Fortify MCLA's unique "brand" and aggressively showcase the College's distinctive strengths and competitive advantages, including its size and location.
6. Improve facilities and technology infrastructure in support of our mission.
- a. Leverage opportunities to bring Campus Master Plan priorities to fruition.
 - b. Renovate or improve College space on- and off-campus as required to enhance the experience of teaching, learning, living, working, engaging in research or creative pursuits, and socializing.
 - c. Continue to promote environmental responsibility and sustainability as a core institutional value.

- d. Assure that the campus is safe, secure, and conveniently connected to North Adams and the region.
 - e. Continue to enhance library resources and advance the vision of a learning commons model.
 - f. Strengthen our technology infrastructure to support the evolving demands of instructional, classroom, and communication needs.
7. Promote enhanced organizational effectiveness.
- a. Promote active, collaborative, and effective governance at all levels.
 - b. Promote greater transparency in decision-making, and ensure faculty and staff feel they have a voice in setting strategic direction and priorities.
 - c. Align human and physical resources with program development, student enrollment and success patterns, and other changing needs.
 - d. Promote innovative practices such as Design Thinking across campus to address issues and solve problems.
 - e. Foster a campus culture that promotes active citizenship, data-driven assessment, and shared accountability.
 - f. Eliminate redundancies and streamline processes.
8. Diversify revenues and build a more sustainable financial model.
- a. Advocate at the state and federal level for positive changes in government funding of higher education, student loan programs, and grants.
 - b. Pursue opportunities to reduce costs through sharing of resources, conservative budgeting, and careful fiscal management.
 - c. Develop a multi-year enrollment plan targeting growth opportunities that can maximize revenues without overextending.
 - d. Enhance graduate and continuing education offerings and entrepreneurial programs to increase non-state revenue to the College.
 - e. Create a culture of stewardship and philanthropy that inspires students, faculty, staff, and alumni to give back and help strengthen the College.

SECTION 7 | APPENDICES

Appendix A: Affirmation of Compliance



Commission on Institutions of Higher Education

New England Association of Schools and Colleges

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

Affirmation of Compliance with Federal Regulations Relating to Title IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.mcla.edu/Academics/registrar/policies/index
Print Publications	2017-18 Catalog, Page 13
Self-Study/Interim Report Page Reference	Page 20

2. Credit Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer

of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://www.mcla.edu/Admissions/Prospective-Students/transfer-student/index
Print Publications	2017-18 Catalog, Page 8
Self-study/Interim Report Page Reference	Page 20

3. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://www.mcla.edu/Student_Life/resources/studenthandbook/collegestudentconductsystem/index
Print Publications	2017-18 College Handbook
Self-study/Interim Report Page Reference	Page 31

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

	Canvas, by being Single Sign-On (SSO) enabled, authenticates students to the College's identity service prior to accessing any online course or program content.
Self-study/Interim Report Page Reference	Page 27

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Massachusetts College of Liberal Arts (MCLA) (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: James Bize

Date: 6/26/18

Appendix B: Most Recent Audited Financial Statement

Appendix C: The Auditor's Management Letter

Please find the Most Recent Audited Financial Statement and the Auditor's Management Letter on the following pages.

**MASSACHUSETTS COLLEGE OF
LIBERAL ARTS**

(an agency of the Commonwealth of Massachusetts)

**FINANCIAL STATEMENTS AND
MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

**Financial Statements and
Management's Discussion and Analysis**

June 30, 2017 and 2016

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Massachusetts College of Liberal Arts
North Adams, Massachusetts

Report on Financial Statements

We have audited the accompanying financial statements of Massachusetts College of Liberal Arts (an agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statements of net position as of June 30, 2017 and 2016, and the related statements of revenues, expenses and changes in net position and cash flows for the years then ended. We have also audited the financial statements of Massachusetts College of Liberal Arts Foundation, Inc. (the "Foundation") as of June 30, 2017 and 2016, and the related statements of revenues, expenses, and changes in net position and cash flows for the years then ended. These financial statements are the responsibility of the Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.

Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of Massachusetts College of Liberal Arts as of June 30, 2017 and 2016, and the respective changes in net position and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 4-13, the schedule of the College's proportionate share of the net pension liability on page 47, the schedule of the College's contributions on page 48 and the notes to the required supplementary information on page 49 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplemental Schedules

Our audits were conducted for the purpose of forming an opinion on the College's basic financial statements. The supplemental schedules listed in the accompanying table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audits of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued our report dated October 19, 2017, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the College's internal control over financial reporting and compliance.

O'Connor and Duen, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

October 19, 2017

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

The following discussion and analysis provides management's view of the financial position of the College as of June 30, 2017, and the results of operations for the year then ended. This analysis should be read in conjunction with the College's financial statements and notes which are also presented in this document.

Massachusetts College of Liberal Arts is a public institution of higher education serving approximately 1,700 graduate and undergraduate students, with 116 Full Time Equivalent faculty and 226 staff members. The College offers 19 programs leading to Bachelor of Arts, Bachelor of Science, Master of Business Administration, and Master of Education degrees as well as non-credit programs.

Massachusetts College of Liberal Arts Foundation, Inc. is a non-profit corporation organized under Massachusetts General Laws, Chapter 180. The Corporation is operated exclusively for charitable, scientific and education purposes to benefit Massachusetts College of Liberal Arts. These purposes include holding and administering properties, providing financial aid, and promoting and supporting the educational activities of the College.

Financial Highlights

- At June 30, 2017, the College's assets and deferred outflows of resources of \$91,352,177 exceeded its liabilities and deferred inflows of resources of \$17,562,734 by \$73,789,443. The resulting net position is summarized into the following categories:

• Invested in capital assets, net of related debt	\$ 68,786,278
• Restricted, non-expendable	32,872
• Restricted - expendable	14,499
• Unrestricted	4,955,794
• Total net position	\$ 73,789,443

- The College received a general state Appropriation for Fiscal Year 2017 of \$16,157,704. An additional appropriation of \$75,000 was received to support the work of the Berkshire Cultural Resource Center (BCRC.) An additional state appropriation was received through the Board of Higher Education as a State University Incentive Grant in the amount of \$161,449. The total amount of these appropriations was \$16,394,153 less tuition remitted to the state of \$206,821 plus fringe benefits of \$5,657,999.

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- The College's total net position decreased by \$277,987. This is primarily due to additional depreciation expense on the new buildings and improvements that were added in the past few years
- The College's Trustees may use the unrestricted net position to meet the College's ongoing obligations to its stakeholders. Additionally, the restricted, expendable net position may also be expended, but only for the purposes for which the donor or grantor intended.

Overview of the Financial Statements

The Massachusetts College of Liberal Arts financial statements comprise two primary components: 1) the financial statements and 2) the notes to the financial statements. Additionally, the financial statements focus on the College as a whole, rather than upon individual funds or activities.

The Financial Statements: The financial statements are designed to provide readers with a broad overview of the Massachusetts College of Liberal Arts finances and are comprised of three basic statements.

The *Statements of Net Position* presents information on all of the College's assets and liabilities, with the difference between the two reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Massachusetts College of Liberal Arts is improving or deteriorating.

The *Statements of Revenues, Expenses and Changes in Net Position* presents information showing how the College's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. the payment for accrued compensated absences, or the receipt of amounts due from students and others for services rendered).

The *Statements of Cash Flows* is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services.) The Government Accounting Standards Board (GASB) Statements 34 and 35 require this method to be used.

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Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

The financial statements can be found on pages 14 through 17 of this report.

The Massachusetts College of Liberal Arts reports its activity as a business – type activity using the full accrual measurement focus and basis of accounting. The College is an agency of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net position and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government – wide financial statements.

Notes to the financial statements: The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding both the accounting policies and procedures the College has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 18 through 46 of this report.

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(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

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Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the College's financial position. In the case of Massachusetts College of Liberal Arts, assets exceeded liabilities by \$73,789,443 at the close of the most recent fiscal year.

Massachusetts College of Liberal Arts Net Position

	June 30, 2017	June 30, 2016	June 30, 2015
Current assets	\$ 16,092,568	\$ 16,317,433	\$ 14,383,148
Non-current assets	<u>74,085,640</u>	<u>74,426,482</u>	<u>70,532,751</u>
Total assets	<u>\$ 90,178,208</u>	<u>\$ 90,743,915</u>	<u>\$ 84,915,899</u>
Deferred outflows of resources	<u>\$ 1,173,969</u>	<u>\$ 875,129</u>	<u>\$ 238,315</u>
Current liabilities	6,198,072	5,811,178	5,479,614
Non-current liabilities	<u>10,648,873</u>	<u>11,176,044</u>	<u>8,047,664</u>
Total liabilities	<u>\$ 16,846,945</u>	<u>\$ 16,987,222</u>	<u>\$ 13,527,278</u>
Deferred inflows of resources	<u>\$ 715,789</u>	<u>\$ 564,392</u>	<u>\$ 1,892,290</u>
Net Position:			
Invested in capital assets, net of related debt	\$ 68,786,278	\$ 69,045,708	\$ 65,615,264
Restricted, non-expendable	32,872	30,730	32,576
Restricted, expendable	14,499	22,014	5,766
Unrestricted	<u>4,955,794</u>	<u>4,968,978</u>	<u>4,081,039</u>
Total net assets	<u>\$ 73,789,443</u>	<u>\$ 74,067,430</u>	<u>\$ 69,734,645</u>

By far the largest portion of the Massachusetts College of Liberal Arts net position is its investment in capital assets (e.g. land, buildings, machinery, and equipment), less any related debt, including capital leases, used to acquire those assets that is still outstanding. The College uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the debt noted above, which is reflected in the College's financial

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statement, the Commonwealth of Massachusetts regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings by the Commonwealth are not reflected in these financial statements.

The net position decreased by \$277,986 during the current fiscal year. This decrease is largely due to the increase in depreciation expense on the new buildings and improvements completed in the last few years. Net Investment in Capital assets decreased by \$259,430. The depreciation expense on its entire amount of capital assets was \$4,114,145 for the year ended June 30, 2017.

Massachusetts College of Liberal Arts Changes in Net Position

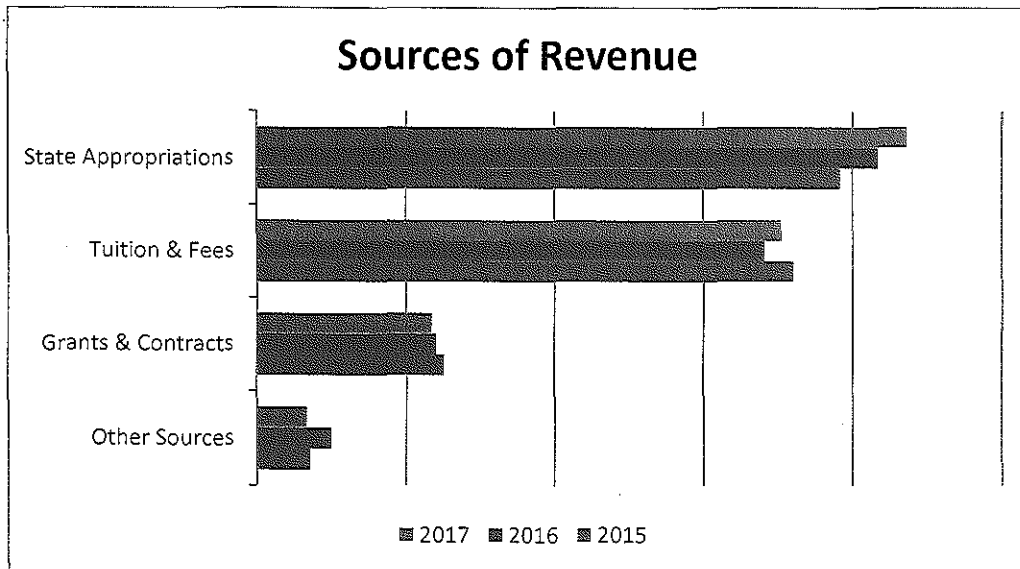
	For the Fiscal Year Ended June 30, 2017	For the Fiscal Year Ended June 30, 2016	For the Fiscal Year Ended June 30, 2015
Operating Revenues:			
Net tuition and fees	\$ 17,649,389	\$ 17,040,028	\$ 18,043,442
Grants and contracts	5,883,254	6,015,580	6,295,058
Other sources	1,665,224	2,501,130	1,784,676
Total operating revenues	\$ 25,197,867	\$ 25,556,738	\$ 26,123,176
Total operating expenses	\$ 50,514,322	\$ 47,806,271	\$ 46,562,345
Net operating loss	(25,316,455)	(22,249,533)	(20,439,169)
Non-operating revenues (expenses):			
State appropriation	21,845,331	20,848,988	19,623,252
Capital appropriations	3,242,570	5,788,542	13,917,583
Investment Income	97,864	90,792	89,791
Interest Expense	(147,297)	(146,004)	(128,062)
Loss on disposal of capital assets	-	-	(319,937)
Increase (decrease) in net position	(277,987)	4,332,785	12,743,458
Net position – beginning of year	\$ 74,067,430	\$ 69,734,645	\$ 56,991,187
Net position – end of year	\$ 73,789,443	\$ 74,067,430	\$ 69,734,645

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Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016



Highlights of operating revenue activity for the year include:

- Student Fee revenue and Tuition revenue increased due to a small increase in enrollment. Campus Support Fee rates were increased slightly from the previous year.
- Student Activity Fee revenue decreased slightly from the previous year due to more waivers.
- Residence and dining fees increased due to a slight decrease in resident student enrollment and a small rate increase.
- Grants and contracts decreased because the College received less grants.
- Other sources of revenue decreased due to a decrease in support from the Foundation, reflective of a large donation in the previous year for the athletic lights.

Undergraduate tuition and fees received by Massachusetts College of Liberal Arts include the following:

	June 30, 2017	June 30, 2016	Change
Tuition	2,192,258	2,064,359	127,899
Student Fees:			
Campus Support Fee	9,943,668	9,937,157	6,511
Student Activity Fee	366,525	374,244	(7,719)

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Major grants and contracts received by Massachusetts College of Liberal Arts for the year included the following:

- Improving Teacher Quality Grant in the amount of \$323,564 from the Mass Department of Higher Education to strengthen the project, Berkshire Early Learning Lab
- Title III The Persistence to Graduation: A Best Practices Program in the amount of \$443,364 to increase persistence and four year graduation rates of MCLA students.
- Adult Basic Ed Grant from Mass. Department of Education in the amount of \$231,254 for GED and community literacy programs
- National Science Foundation Teaching to Learn Grant in the amount of \$209,662 to improve undergraduate science education through engagement in K-7 science
- National Science Foundation S-STEM Pathways Program in the amount of \$166,528 to provide scholarships to students majoring in STEM programs

Expenses

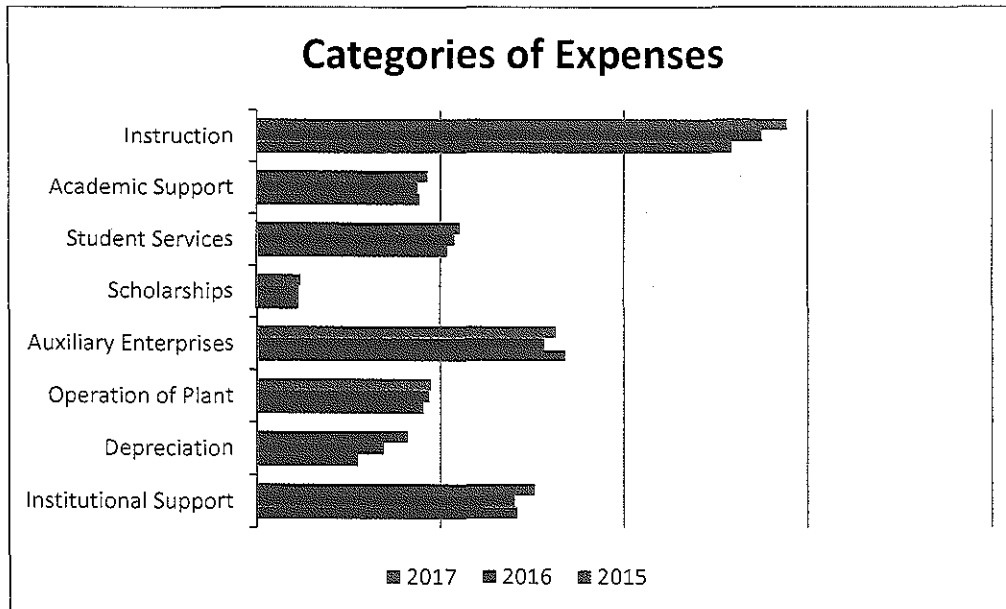
Instruction, Academic Support, Student Services, Operation and Maintenance of Plant, and Institutional Support all had an increase in expenses due to contractual increases in salaries and fringe benefits. Auxiliary operations enterprises include the operation of the food service and residence hall operations. The revenue generated from these operations for the fiscal year was \$7,976,381, an increase of 2.1% or \$166,222 from the previous fiscal year due to slightly higher rates. Depreciation is higher due to a full year's depreciation on the Bowman Hall renovation.

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Non-operating revenues and expenses

The College received a general state appropriation of \$16,157,704, and an additional unrestricted appropriation of \$161,449 based on formula funding. An additional appropriation of \$75,000 was received to support the College's work with the Berkshire Cultural Resource Center. In addition, state payroll fringe benefits in the amount of \$5,657,999 were received, less tuition remitted to the state of \$206,821, for a total appropriation of \$21,845,331. Interest income increased due to slightly higher rates received on our certificates of deposit. Interest expense increased slightly due to the payment of note interest on the borrowings used to purchase computer lab equipment. Capital appropriations were received for the addition work to finish the Feigenbaum Center for Science and Innovation and renovations on Bowman Hall, the Water Infiltration project for Venable Hall, and continued work on the Energy Performance project.

Loss from Operations

Due to the nature of public higher education accounting rules, institutions incur a loss from operations. The Legislature approves appropriations to the College which are not considered operating revenues. Legislation directs The Commonwealth's Department of Higher Education to approve and set tuition. Legislation also provides for The College Board of Trustees to set fees. The College Board of Trustees approves budgets to mitigate losses after Commonwealth appropriations by balancing educational and operational needs with fee revenue.

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June 30, 2017 and 2016

Capital Assets and Debts of the College

Capital Assets: The College's investment in capital assets as of June 30, 2017 amounts to \$73,348,227 net of accumulated depreciation. This investment in capital assets includes, land, buildings, (including improvements,) leasehold improvements, furnishings and equipment, (including the cost of capital leases).

Capital projects, furnishings, and equipment additions increased assets this year. Major projects included:

- Feigenbaum Center for Science & Innovation \$2,013,164
- Energy Performance Project (CIP) \$1,048,517
- Public Safety Building Renovation \$187,826
- Bowman Mac Lab \$130,068
- Athletic Complex Lights \$104,045
- Bowman Hall Renovations \$87,510
- Venable Hall Water Infiltration Project \$85,127
- Softball Field Renovation \$59,578
- Campus Center Pool Area Renovation (CIP) \$37,738

All capital asset purchases are included in the College's capital spending plan submitted to the Board of Higher Education and the Commonwealth's fiscal affairs division. Additional information about the Massachusetts College of Liberal Arts capital assets can be found in note 8 on page 28 of this report.

Long-term liabilities: The College carries long-term liabilities in the form of accruals for compensated absences and workers compensation \$3,476,345, bonds with the Mass State College Building Authority \$3,527,158 for the purchase and construction of the Ashland St. Facilities Building, Campus Center Gym floor, Campus Center & Shipping/Receiving drainage project, the Athletic Complex tennis courts, and various other projects, and notes payable \$1,705,570 for the construction of the Ashland Street Facilities Building and furniture and equipment for Bowman Hall. The accrual for compensated absences and workers compensation consists of the current and long-term portion of sick and vacation pay relating to employees on the College's payroll. Capital lease obligations amounts to \$145,362 net of related interest as of June 30, 2017.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

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Management's Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

Economic Factors and Next Year's Tuition and Student Fee Rates

In FY2017 base appropriations were level funded from FY2016 (including FY2016 formula funding) and partial collective bargaining increase. In FY2018 our base appropriation was level funded from FY2017. There are no additional amounts for formula funding or collective bargaining increases from FY2017. The College increased its fees to help mitigate the shortfall.

Campus based financial aid has also been increased to remain competitive amongst peer institutions. Public colleges continue to serve unemployed or underemployed workers seeking to update or upgrade their skills for reentry to the labor force. The College cannot predict the extent to which enrollment may vary in this current environment. The College has seen a slight decrease in enrollment for FY2018. In FY2018 two new majors, Health Education and Health Sciences were added. Together with the new capital improvements of the last several years, including the new Feigenbaum Center for Science and Innovation and the complete renovation of Bowman Hall, enrollment is expected to increase, despite decreases in high school graduation populations. It is expected that tuition and fees will also continue to grow in order to provide a stable academic experience unless the legislature continues to support additional state appropriations.

Requests for Information

This financial report is designed to provide a general overview of the College's finances for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Chief Fiscal Officer, Massachusetts College of Liberal Arts, 375 Church St., North Adams, Massachusetts, 01247.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

Statements of Net Position

June 30, 2017 and 2016

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	Primary Government		Component Unit	
	2017 <u>College</u>	2016 <u>College</u>	2017 <u>Foundation</u>	2016 <u>Foundation</u>
Current Assets:				
Cash and equivalents	\$ 13,460,032	\$ 13,132,105	\$ 1,401,417	\$ 1,814,317
Deposits held by State Treasurer	1,050,236	923,826	-	-
Cash held by State Treasurer	332,824	320,312	-	-
Deposits held by MSCBA	816,141	1,220,000	-	-
Restricted cash and equivalents	75,299	114,325	-	-
Accounts receivable, net	171,699	80,741	-	-
Due from Foundation	56,901	447,391	-	-
Unconditional promises to give	-	-	626,548	698,253
Other assets	<u>129,436</u>	<u>78,733</u>	<u>24,431</u>	<u>30,041</u>
Total Current Assets	<u>16,092,568</u>	<u>16,317,433</u>	<u>2,052,396</u>	<u>2,542,611</u>
Non-Current Assets:				
Investments	-	-	11,522,374	10,249,075
Unconditional promises to give, net of current portion	-	-	2,935,450	3,185,753
Loans receivable, net	704,569	683,492	-	-
Debt service reserve	32,844	32,844	-	-
Investment in capital assets, net	<u>73,348,227</u>	<u>73,710,146</u>	<u>1,880,059</u>	<u>1,920,727</u>
Total Non-Current Assets	<u>74,085,640</u>	<u>74,426,482</u>	<u>16,337,883</u>	<u>15,355,555</u>
Deferred Outflows of Resources:				
Pension related, net	<u>1,173,969</u>	<u>875,129</u>	-	-
Total Assets	<u>\$ 91,352,177</u>	<u>\$ 91,619,044</u>	<u>\$ 18,390,279</u>	<u>\$ 17,898,166</u>

Liabilities, Deferred Inflows of Resources and Net Position

	<u>Primary Government</u>		<u>Component Unit</u>	
	<u>2017 College</u>	<u>2016 College</u>	<u>2017 Foundation</u>	<u>2016 Foundation</u>
Current Liabilities:				
Accounts payable and accrued liabilities	\$ 476,273	\$ 555,806	\$ 7,631	\$ 4,125
Accrued payroll	1,594,550	1,457,165	-	-
Compensated absences	2,172,549	2,087,917	-	-
Workers' compensation	50,130	42,872	-	-
Students' deposits and unearned revenue	1,225,391	1,059,347	-	-
Due to College	-	-	56,901	447,391
Current portion of notes payable	350,529	308,784	65,531	52,442
Current portion of charitable gift annuity liability	-	-	2,250	2,250
Current portion of bond payable	194,661	169,780	-	-
Current portion of capital lease obligations	<u>133,989</u>	<u>129,507</u>	<u>-</u>	<u>-</u>
Total Current Liabilities	<u>6,198,072</u>	<u>5,811,178</u>	<u>132,313</u>	<u>506,208</u>
Non-Current Liabilities:				
Compensated absences	1,026,832	1,092,304	-	-
Workers' compensation	226,834	160,315	-	-
Notes payable	1,355,041	1,594,589	782,165	854,549
Charitable gift annuity liability, net of current portion	-	-	31,324	33,574
Bond payable	3,332,497	3,536,417	-	-
Net pension liability	3,930,927	3,871,254	-	-
Capital lease obligations	11,373	145,361	-	-
Perkins grant refundable	<u>765,369</u>	<u>775,804</u>	<u>-</u>	<u>-</u>
Total Non-Current Liabilities	<u>10,648,873</u>	<u>11,176,044</u>	<u>813,489</u>	<u>888,123</u>
Total Liabilities	<u>16,846,945</u>	<u>16,987,222</u>	<u>945,802</u>	<u>1,394,331</u>
Deferred Inflows of Resources:				
Service concession revenue applicable to future years	55,555	188,889	-	-
Pension related, net	<u>660,234</u>	<u>375,503</u>	<u>-</u>	<u>-</u>
Total Deferred Inflows of Resources	<u>715,789</u>	<u>564,392</u>	<u>-</u>	<u>-</u>
Net Position:				
Net investment in capital assets	68,786,278	69,045,708	1,032,363	1,013,736
Restricted:				
Nonexpendable	32,872	30,730	12,655,939	12,057,591
Expendable	14,499	22,014	2,734,501	2,609,945
Unrestricted	<u>4,955,794</u>	<u>4,968,978</u>	<u>1,021,674</u>	<u>822,563</u>
Total Net Position	<u>73,789,443</u>	<u>74,067,430</u>	<u>17,444,477</u>	<u>16,503,835</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 91,352,177</u>	<u>\$ 91,619,044</u>	<u>\$ 18,390,279</u>	<u>\$ 17,898,166</u>

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30,

	Primary Government		Component Unit	
	2017 <u>College</u>	2016 <u>College</u>	2017 <u>Foundation</u>	2016 <u>Foundation</u>
Operating Revenues:				
Tuition and fees	\$ 14,931,915	\$ 14,506,480	\$ -	\$ -
Residence and dining fees	7,976,381	7,810,159	-	-
Less: Scholarship allowances	<u>(5,258,907)</u>	<u>(5,276,611)</u>	-	-
Net student fees	17,649,389	17,040,028	-	-
Gifts and contributions	-	-	1,090,306	1,088,665
Grants and contracts	5,883,254	6,015,580	-	-
Other sources	<u>1,665,224</u>	<u>2,501,130</u>	<u>207,604</u>	<u>212,438</u>
Total Operating Revenues	<u>25,197,867</u>	<u>25,556,738</u>	<u>1,297,910</u>	<u>1,301,103</u>
Operating Expenses:				
Instruction	14,453,762	13,811,137	-	-
Academic support	4,672,544	4,386,384	-	-
Student services	5,553,973	5,408,759	-	-
Scholarships and fellowships	1,215,892	1,149,936	394,618	363,547
Public service	13,838	12,354	-	-
Auxiliary enterprises	8,155,588	7,828,103	-	-
Operation and maintenance of plant	4,745,421	4,707,589	63,498	83,160
Depreciation	4,114,145	3,456,765	73,798	83,465
Fundraising	-	-	130,684	135,629
Management and general	-	-	169,566	246,353
Gifts and contributions	-	-	968,860	1,380,773
Institutional support	<u>7,589,159</u>	<u>7,045,244</u>	-	-
Total Operating Expenses	<u>50,514,322</u>	<u>47,806,271</u>	<u>1,801,024</u>	<u>2,292,927</u>
Net Operating Loss	<u>(25,316,455)</u>	<u>(22,249,533)</u>	<u>(503,114)</u>	<u>(991,824)</u>
Non-Operating Revenues (Expenses):				
State appropriations, net - unrestricted	21,770,331	20,773,988	-	-
State appropriations - restricted	75,000	75,000	-	-
Net investment income	97,864	90,792	1,443,756	22,339
Interest expense	<u>(147,297)</u>	<u>(146,004)</u>	-	-
Net Non-Operating Revenues	<u>21,795,898</u>	<u>20,793,776</u>	<u>1,443,756</u>	<u>22,339</u>
Net Increase (Decrease) Before Other Revenues	<u>(3,520,557)</u>	<u>(1,455,757)</u>	<u>940,642</u>	<u>(969,485)</u>
Capital appropriations	93,380	548,955	-	-
Capital appropriations - DCAM	<u>3,149,190</u>	<u>5,239,587</u>	-	-
Net Increase (Decrease) in Net Position	<u>(277,987)</u>	4,332,785	940,642	(969,485)
Net Position:				
Beginning of Year	<u>74,067,430</u>	<u>69,734,645</u>	<u>16,503,835</u>	<u>17,473,320</u>
End of Year	<u>\$ 73,789,443</u>	<u>\$ 74,067,430</u>	<u>\$ 17,444,477</u>	<u>\$ 16,503,835</u>

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	<u>2017</u> <u>College</u>	<u>2016</u> <u>College</u>
Cash Flows from Operating Activities:		
Tuition, residence, dining, and other student fees	\$ 17,727,811	\$ 17,217,286
Grants and contracts	5,866,258	6,228,900
Payments to suppliers	(14,059,138)	(13,895,842)
Payments to employees	(25,321,496)	(24,456,128)
Payments to students	(1,215,892)	(1,149,936)
Loans issued to students	(193,660)	(61,991)
Collections on loans issued to students	166,591	139,198
Other sources	<u>1,931,597</u>	<u>1,741,134</u>
Net Cash Applied to Operating Activities	<u>(15,097,929)</u>	<u>(14,237,379)</u>
Cash Flows from Non-Capital Financing Activities:		
Tuition remitted to the State	(206,821)	(251,409)
State appropriations	<u>16,394,153</u>	<u>16,233,085</u>
Net Cash Provided by Non-Capital Financing Activities	<u>16,187,332</u>	<u>15,981,676</u>
Cash Flows from Capital Financing Activities:		
Capital appropriations	93,380	548,955
Purchases of capital assets	(603,036)	(2,198,493)
Principal paid on bonds, notes and capital leases	(613,100)	(455,619)
Proceeds from notes payable	137,000	1,000,000
Proceeds from bond payable	-	1,238,081
Interest paid on bonds, notes and capital leases	<u>(177,547)</u>	<u>(157,595)</u>
Net Cash Applied to Capital Financing Activities	<u>(1,163,303)</u>	<u>(24,671)</u>
Cash Flows from Investing Activity:		
Interest income	<u>97,864</u>	<u>90,792</u>
Net Increase in Cash and Equivalents	23,964	1,810,418
Cash and Equivalents, Beginning of the Year	<u>15,710,568</u>	<u>13,900,150</u>
Cash and Equivalents, End of the Year	\$ <u>15,734,532</u>	\$ <u>15,710,568</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	<u>2017</u> <u>College</u>	<u>2016</u> <u>College</u>
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	\$ (25,316,455)	\$ (22,249,533)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	4,114,145	3,456,765
Amortization of service concession agreement	(133,334)	(466,667)
Net pension activity	45,566	113,897
Fringe benefits provided by State appropriations	5,657,999	4,867,312
Changes in assets and liabilities:		
Accounts receivable, net	(90,958)	163,658
Other current assets	(50,703)	(3,308)
Loans receivable	(21,077)	87,584
Due from Foundation	390,490	(284,217)
Accounts payable and accrued liabilities	(79,533)	(104,309)
Accrued employee compensation and benefits	230,323	(25,993)
Student deposits and unearned revenues	166,043	226,884
Grants refundable	<u>(10,435)</u>	<u>(19,452)</u>
Net Cash Applied to Operating Activities	<u>\$ (15,097,929)</u>	<u>\$ (14,237,379)</u>
Reconciliation of Cash and Equivalents to the Statement of Net Assets:		
Cash and equivalents	\$ 13,460,032	\$ 13,132,105
Deposits held by State Treasurer	1,050,236	923,826
Cash held by State Treasurer	332,824	320,312
Deposits held by MSCBA	816,141	1,220,000
Restricted cash and equivalents	<u>75,299</u>	<u>114,325</u>
Cash and Equivalents	<u>\$ 15,734,532</u>	<u>\$ 15,710,568</u>
Non-Cash Transactions:		
Fringe benefits provided by the State appropriations	<u>\$ 5,657,999</u>	<u>\$ 4,867,312</u>
Capital improvements provided by capital appropriations	<u>\$ 3,149,190</u>	<u>\$ 5,239,587</u>

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2017 and 2016

Note 1 - **Summary of Significant Accounting Policies**

Organization

Massachusetts College of Liberal Arts (the "College") was founded in 1894 and is located in North Adams, Massachusetts. It is one of nine state colleges and universities within the Massachusetts Public Higher Education System. Approximately 1,700 graduate and undergraduate students are enrolled including evening students and special program students. The College also offers, through the Division of Continuing Education, credit and non-credit courses as well as community service programs. The College is accredited by the New England Association of Schools and Colleges.

Basis of Presentation and Accounting

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board ("GASB"). Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

The College has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general purpose governments consist of management's discussion and analysis, basic financial statements including the College's discretely presented component unit, the Foundation, and required supplementary information. The College presents statements of net position, revenues, expenses and changes in net position, and cash flows on a combined College-wide basis.

The Massachusetts College of Liberal Arts Foundation, Inc. (the "Foundation"), a component unit of the College, renders financial assistance and support to the educational programs and development of the College. The Foundation is legally separate from the College, and the College is not financially accountable for the Foundation. The Foundation has been included because of the nature and significance of its relationship with the College. Complete financial statements can be obtained from the Foundation's administrative offices in North Adams, Massachusetts.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation and Accounting - continued

The College's policy for defining operating activities in the statements of revenues, expenses and changes in net position are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35, *Basic Financial Statements and Managements' Discussion and Analysis for Public Colleges and Universities*. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles ("GAAP"). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations).

Net Position

Resources are classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation, and outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions such that the College must maintain in perpetuity.

Restricted - expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

Cash and Equivalents

The College has defined cash and equivalents to include cash on hand, demand deposits, and cash and deposits held by state agencies on behalf of the College.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 1 - **Summary of Significant Accounting Policies - Continued**

Trust Funds

In accordance with the requirements of the Commonwealth of Massachusetts, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Allowance for Doubtful Accounts

Accounts and pledges receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on loans receivable are determined on the basis of loss experience, known and inherent risks in the loan portfolio, the estimated value of underlying collateral and current economic condition.

Investments

Investments in marketable securities are stated at fair value.

Dividends, interest, and net gains or losses on investments of endowments and similar funds are reported in the Statement of Revenues, Expenses, and Changes in Net Position. Any net earnings not expended are included in net position categories as follows:

- A) as increases in restricted – nonexpendable net position if the terms of the gift require that they be added to the principal of a permanent endowment fund;
- B) as increases in temporarily restricted – expendable net position if the terms of the gift or the College's interpretation of relevant state law impose restrictions on the current use of the income or net gains. The College has relied upon the Attorney General's interpretation of state law that unappropriated endowment gains should generally be classified as restricted - expendable; and
- C) as increases in unrestricted net position in all other cases.

The College is currently authorized by its Board of Trustees and the statutes of the Commonwealth of Massachusetts to invest in certificates of deposit.

Deposits Held by MSCBA

Deposits held represent funds held by the Massachusetts State College Building Authority for specific projects.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 1 - **Summary of Significant Accounting Policies - Continued**

Deposits Held by State Treasurer

Deposits held represent funds accessible by the College held by the Commonwealth of Massachusetts (the "Commonwealth") for payments on payroll.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of more than \$50,000 are capitalized. Library materials are generally expensed. Internal costs on debt related to capital assets are capitalized during the construction period. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. Buildings are depreciated over useful lives of 40 years; building and land improvements for 20 years; and equipment and furnishings range from 3 to 10 years.

The College has a collection of art displayed in the Feigenbaum Center for Science and Innovation. The College's policies regarding the display and management of the collection meet the guidelines of GASB 34, exempting it from capitalization.

Tax Status

The College is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Fringe Benefits

The College participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension, and worker's compensation benefits. Health insurance, unemployment, and pension costs are billed through a fringe benefit rate charged to the College. Worker's compensation costs are assessed separately based on the College's actual experience.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 1 - **Summary of Significant Accounting Policies - Continued**

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2017 and 2016. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2017 and 2016. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Student Fees

Student tuition, dining, residence, and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain scholarships are paid directly to, or refunded to, the students and are generally reflected as expenses.

Students' Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are unearned and are recorded as revenues as earned. Funds received in advance from various grants and contracts are unearned.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, and determining the net pension liability.

Reclassification

Certain amounts in the 2016 financial statements have been reclassified to conform to the 2017 presentation.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements

GASB Statement 75 – *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* is effective for periods beginning after June 15, 2017. This Statement replaces Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pension Plans* and Statement 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*. The objective of Statement 75 is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (“OPEB”). It also requires additional information by state and local governmental employers about financial support for OPEB that is provided by other entities. The Statement establishes standards for recognizing and measuring liabilities, deferred outflows and inflows of resources, and expense/expenditures. GASB 75 also identifies the assumptions and methods that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value and attribute that present value to periods of employee service for defined benefit OPEB. As discussed in Note 17, management is anticipating a restatement of balances during the upcoming fiscal year to include the effect of this Statement.

GASB Statement 83 – *Certain Asset Retirement Obligations* (“AROs”) is effective for periods beginning after June 15, 2018. An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs and requires that recognition occur when the liability is both incurred and reasonably estimable. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be combined and shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not yet evaluated the effects of the implementation of this Statement.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements - continued

GASB Statement 85 – *Omnibus 2017* is effective for periods beginning after June 15, 2017. The objective of this Statement is to address practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics including issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits (pensions and other postemployment benefits). Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 86 – *Certain Debt Extinguishment Issues* is effective for reporting periods beginning after June 15, 2017. The primary objective of this Statement is to improve consistency in accounting and financial reporting for in-substance defeasance of debt by providing guidance for transactions in which cash and other monetary assets acquired with only existing resources—resources other than the proceeds of refunding debt—are placed in an irrevocable trust for the sole purpose of extinguishing debt. This Statement also improves accounting and financial reporting for prepaid insurance on debt that is extinguished and disclosures in the financial statements for debt that is defeased in substance. Management has not completed its review of the requirements of this standard.

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management is in the process of evaluating this standard and has not yet determined its impact on the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 2 - **Cash and Equivalents**

Custodial credit risk is risk associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the College would not be able to recover its deposits that are in the possession of the outside parties. The College's policy is to mitigate as much custodial credit risk associated with its cash assets as possible. The College deposits funds with a banking institution that obtained specific depository insurance to mitigate the College's credit risk associated with funds deposited in excess of federally insured levels.

Deposits in the bank in excess of the insured amount are uninsured and uncollateralized. At June 30, 2017 and 2016, the carrying amount of the College's deposits were \$13,535,331 and \$13,246,430, respectively, none of which was exposed to custodial credit risk as uninsured and uncollateralized.

Note 3 - **Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled \$332,824 and \$320,312 at June 30, 2017 and 2016, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 4 - **Investments - Foundation**

The Foundation investments consist of mutual funds and other equity investments. In order to minimize excessive risk in geographical, industry and market sectors, the Board of Directors meets quarterly with its investment advisors and reviews the portfolio for such concentrations and other matters.

Foundation investments, which are carried at fair value, as of June 30, are as follows:

	<u>2017</u>	<u>2016</u>
Money market funds	\$ 44,699	\$ 19,834
Equities	3,119,715	2,903,301
Certificates of deposit	1,002,769	462,239
Mutual funds	<u>7,355,191</u>	<u>6,863,701</u>
Total	<u>\$ 11,522,374</u>	<u>\$ 10,249,075</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 4 - **Investments – Foundation - Continued**

The following schedule summarizes the Foundation's investment income and its classification in the statements of revenues, expenses, and changes in net position for the years ended June 30:

	<u>2017</u>	<u>2016</u>
Investment income	\$ 216,259	\$ 196,141
Unrealized gain (loss)	753,431	(244,308)
Realized gains	<u>474,066</u>	<u>70,506</u>
Total Investment Return	<u>\$ 1,443,756</u>	<u>\$ 22,339</u>

Investment fees totaled \$53,577 and \$49,966 for the years ended June 30, 2017 and 2016, respectively, and are recorded as management and general expense.

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. Please refer to the financial statements of the Foundation for more information.

Note 5 - **Accounts Receivable**

The accounts receivable balance comprised of the following at June 30:

	<u>2017</u>	<u>2016</u>
Student accounts receivable	\$ 218,998	\$ 214,691
Grants receivable	114,748	47,161
Other receivables	<u>2,829</u>	<u>2,586</u>
	<u>336,575</u>	264,438
Less: allowance for doubtful accounts	<u>164,876</u>	<u>183,697</u>
	<u>\$ 171,699</u>	<u>\$ 80,741</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 6 - **Unconditional Promises to Give - Foundation**

Unconditional promises to give due in more than one year are reflected at the present value of estimated cash flows using a discount rate of 5% and consist of the following at June 30:

	<u>2017</u>	<u>2016</u>
Receivable in less than one year	\$ 654,531	\$ 727,828
Receivable in one to five years	3,890,714	4,351,607
Less: discount to net present value	<u>983,247</u>	<u>1,195,429</u>
Present value of unconditional promises to give	3,561,998	3,884,006
Current unconditional promises to give	<u>626,548</u>	<u>698,253</u>
Unconditional promises to give, net of current portion	<u>\$ 2,935,450</u>	<u>\$ 3,185,753</u>

Note 7 - **Loans Receivable**

The College participates in the Federal Perkins Loan Program. This program is funded through a combination of federal and College resources. The portion of this program that has been funded with federal funds is ultimately refundable back to the United States Government upon the termination of the College's participation in the program.

Loans receivable consist of the following at June 30:

	<u>2017</u>	<u>2016</u>
Perkins loans	\$ 1,033,176	\$ 1,092,891
Allowance for doubtful accounts	<u>(328,607)</u>	<u>(409,399)</u>
	<u>\$ 704,569</u>	<u>\$ 683,492</u>

The Federal Perkins Loan Program Extension Act of 2015 (the "Extension Act"), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017. Students that received a fall semester Perkins loan disbursement before October 1, 2017 can receive a spring semester Perkins loan disbursement. The College is currently evaluating alternative methods of financial aid for students affected by the Extension Act for the 2018-19 academic year.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 8 - **Capital Assets**

Capital assets consist of the following at June 30, 2017:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Reclassification</u>	<u>Ending Balance</u>
Capital assets, not depreciated					
Land	\$ 619,442	\$ -	\$ -	\$ -	\$ 619,442
Construction in progress	<u>3,075,131</u>	<u>1,084,908</u>	<u>-</u>	<u>(393,701)</u>	<u>3,766,338</u>
Total, not depreciated	3,694,573	1,084,908	-	(393,701)	4,994,955
Capital assets, depreciated:					
Buildings, including building and land improvements	94,398,983	2,537,250	-	393,701	97,329,934
Furnishing and equipment (including cost of capital leases)	<u>7,434,444</u>	<u>130,068</u>	<u>-</u>	<u>-</u>	<u>7,564,512</u>
Total capital assets	<u>105,528,000</u>	<u>3,752,226</u>	<u>-</u>	<u>-</u>	<u>109,280,226</u>
Less: accumulated depreciation:					
Buildings, including improvements	27,131,564	3,170,912	-	-	30,302,476
Furnishing and equipment	<u>4,686,290</u>	<u>943,233</u>	<u>-</u>	<u>-</u>	<u>5,629,523</u>
Total accumulated depreciation	<u>31,817,854</u>	<u>4,114,145</u>	<u>-</u>	<u>-</u>	<u>35,931,999</u>
Capital assets, net	<u>\$ 73,710,146</u>	<u>\$ (361,919)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 73,348,227</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 8 - **Capital Assets – Continued**

Capital assets consist of the following at June 30, 2016:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Reclassification</u>	<u>Ending Balance</u>
Capital assets, not depreciated					
Land	\$ 406,967	\$ 212,475	\$ -	\$ -	\$ 619,442
Construction in progress	<u>15,031,675</u>	<u>2,535,041</u>	<u>-</u>	<u>(14,491,585)</u>	<u>3,075,131</u>
Total, not depreciated	15,438,642	2,747,516	-	(14,491,585)	3,694,573
Capital assets, depreciated:					
Buildings, including building and land improvements	76,758,712	3,227,509	-	14,412,762	94,398,983
Furnishing and equipment (including cost of capital leases)	<u>5,892,566</u>	<u>1,463,055</u>	<u>-</u>	<u>78,823</u>	<u>7,434,444</u>
Total capital assets	<u>98,089,920</u>	<u>7,438,080</u>	<u>-</u>	<u>-</u>	<u>105,528,000</u>
Less: accumulated depreciation:					
Buildings, including improvements	24,424,240	2,707,324		-	27,131,564
Furnishing and equipment	<u>3,936,849</u>	<u>749,441</u>	<u>-</u>	<u>-</u>	<u>4,686,290</u>
Total accumulated depreciation	<u>28,361,089</u>	<u>3,456,765</u>	<u>-</u>	<u>-</u>	<u>31,817,854</u>
Capital assets, net	<u>\$ 69,728,831</u>	<u>\$ 3,981,315</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 73,710,146</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 9 - **Deferred Inflows of Resources**

The College entered into a service concession arrangement with an outside party that manages the College's food service operations. In connection with the construction of additional facilities for the College, the vendor invested \$2,000,000 in September 2011 and \$400,000 in May 2012. The investment is being amortized into revenue ratably over the life of the arrangement through August 2016 and April 2017, respectively. The agreement shall renew automatically thereafter for successive one-year periods unless terminated earlier in accordance with the agreement. Either party may terminate this agreement at any time, without cause, by providing sixty days written notice. In the event of termination, the unamortized portion is to be returned. The agreement also requires revenue sharing, which amounted to approximately \$98,000 and \$100,000 during the years ended June 30, 2017 and 2016, respectively, as well as funding for scholarships. Recognition of these monies in annual revenue for the years ended June 30, 2017 and 2016 was \$133,334 and 467,667, respectively.

Note 10 - **Long-Term Liabilities**

Long-term liabilities at June 30, 2017, consist of:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Leases and notes payable:					
Notes payable	\$ 1,903,373	\$ 137,000	\$ (334,803)	\$1,705,570	\$ 350,529
Bond payable	3,444,114	-	(148,791)	3,295,323	171,858
Bond premium	262,082	-	(30,247)	231,835	22,803
Lease obligations	<u>274,868</u>	<u>-</u>	<u>(129,506)</u>	<u>145,362</u>	<u>133,989</u>
Total leases and notes payable	\$ <u>5,884,437</u>	\$ <u>137,000</u>	\$ <u>(643,347)</u>	\$ <u>5,378,090</u>	\$ <u>679,179</u>
Other long-term liabilities:					
Compensated absences	\$ 3,180,221	\$ 326,235	\$ (307,075)	\$ 3,199,381	\$ 2,172,549
Workers' compensation	203,187	73,777	-	276,964	50,130
Net pension liability	3,871,254	59,673	-	3,930,927	-
Perkins grant refundable	<u>775,804</u>	<u>-</u>	<u>(10,435)</u>	<u>765,369</u>	<u>-</u>
Total other long-term liabilities	\$ <u>8,030,466</u>	\$ <u>459,685</u>	\$ <u>(317,510)</u>	\$ <u>8,172,641</u>	\$ <u>2,222,679</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 10 - **Long-Term Liabilities – Continued**

Long-term liabilities at June 30, 2016, consist of:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Leases and notes payable:					
Notes payable	\$ 1,062,373	\$ 1,000,000	\$ (159,000)	\$1,903,373	\$ 308,784
Bond payable	2,517,080	1,055,000	(127,965)	3,444,115	150,088
Bond premium	90,592	183,081	(11,591)	262,082	19,692
Lease obligations	<u>443,522</u>	<u>-</u>	<u>(168,654)</u>	<u>274,868</u>	<u>129,507</u>
Total leases and notes payable	<u>\$ 4,113,567</u>	<u>\$ 2,238,081</u>	<u>\$ (467,210)</u>	<u>\$ 5,884,438</u>	<u>\$ 608,071</u>
Other long-term liabilities:					
Compensated absences	\$ 3,307,252	\$ 319,514	\$ (446,545)	\$ 3,180,221	\$ 2,087,917
Workers' compensation	224,030	-	(20,843)	203,187	42,872
Net pension liability	2,259,312	1,611,942	-	3,871,254	-
Perkins grant refundable	<u>795,256</u>	<u>-</u>	<u>(19,452)</u>	<u>775,804</u>	<u>-</u>
Total other long-term liabilities	<u>\$ 6,585,850</u>	<u>\$ 1,931,456</u>	<u>\$ (486,840)</u>	<u>\$ 8,030,466</u>	<u>\$ 2,130,789</u>

Operating Leases

The College leases certain equipment under various operating leases. Rent expense for operating leases was \$9,709 for the year ended June 30, 2016. The College's operating lease agreements expired during 2016.

Capital Leases

The College leases a turf field and certain equipment under various capital leases. The following is a summary of capital assets held under capital lease as of June 30, 2017:

Furniture and equipment	\$ 628,380
Less: accumulated depreciation	<u>439,798</u>
	<u>\$ 188,582</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 10 - **Long-Term Liabilities - Continued**

Capital Leases - Continued

The following schedule summarizes future minimum payments under capital leases subsequent to June 30, 2017:

Years Ending <u>June 30,</u>	
2018	136,862
2019	<u>11,404</u>
	148,266
Less: Interest	<u>2,904</u>
	<u>\$ 145,362</u>

Bonds Payable

The College has project revenue bonds outstanding (series 2006A, 2009B, 2009C, 2015A) issued through Massachusetts State College Building Authority. Principal is payable annually and interest is payable semiannually at a predetermined rate, which varies between 2% and 5.6%.

Maturities of the bond payable subsequent to June 30, 2017 are as follows:

<u>Years Ending June 30.</u>	<u>Principal</u>	<u>Interest</u>
2018	\$ 194,661	\$ 103,968
2019	200,770	98,842
2020	202,021	92,966
2021	208,409	87,130
2022	210,067	80,893
2023-2027	1,163,821	311,024
2028-2032	1,036,510	137,261
2033-2036	<u>310,899</u>	<u>27,350</u>
	<u>\$ 3,527,158</u>	<u>\$ 939,434</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 10 - **Long-Term Liabilities - Continued**

Notes Payable

The College has notes payable outstanding for the purpose of financing capital assets. The payables are due in monthly installments ranging from \$11,930 to \$17,983, with interest set at 2.0% above the bank's certificate deposit rate, currently 2.49%, adjusted annually. The notes are collateralized by first priority security interest in the College's deposits held by the bank.

Maturities of the notes payable subsequent to June 30, 2017 are as follows:

<u>Years Ending June 30.</u>	<u>Principal</u>	<u>Interest</u>
2018	\$ 350,529	\$ 37,990
2019	358,817	29,702
2020	367,759	20,760
2021	279,106	11,986
2022	129,255	7,419
2023-2024	<u>220,104</u>	<u>4,897</u>
	<u>\$ 1,705,570</u>	<u>\$ 112,754</u>

Note 11 - **Long-Term Debt - Foundation**

At June 30, long-term debt consists of the following:

	<u>2017</u>	<u>2016</u>
Mortgage note payable to MountainOne Bank, payable in monthly installments of \$4,117 including interest at 4.04% through March 2029. Secured by real property.	\$ 461,505	\$ 491,601
Mortgage note payable to Greylock Federal Credit Union, payable in monthly installments of \$4,087 including interest at 6.5% through December 2028. Secured by real property.	<u>386,191</u>	<u>415,390</u>
	847,696	906,991
Less: Current portion of long-term debt	<u>65,531</u>	<u>52,442</u>
Total long-term debt, net of current portion	<u>\$ 782,165</u>	<u>\$ 854,549</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 11 - Long-Term Debt - Foundation - Continued

Future principal payments subsequent to June 30, 2017 are as follows:

<u>Years Ending June 30.</u>	<u>Principal</u>	<u>Interest</u>
2018	\$ 65,531	\$ 32,929
2019	68,253	30,208
2020	71,005	27,455
2021	73,954	24,506
2022	76,982	21,479
2023-2027	408,485	48,736
2028-2029	<u>83,486</u>	<u>3,130</u>
	<u>\$ 847,696</u>	<u>\$ 188,443</u>

Note 12 - Restricted Net Position

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. Restricted-nonexpendable funds consist of endowment funds, the incomes from which are available for academic programs. Restricted expendable funds are available for academic programs.

The Foundation's restricted - nonexpendable and expendable net position consist of investments that are mainly used for various scholarships and program support including the College's library and two endowed lectures.

Note 13 - Related Party Transactions

The Foundation has purchased services and made investments, all at prevailing rates, with entities controlled by a former member of its Board of Directors.

A former member of the Board of Trustees of the College, whose term expired during 2014, is a member of the Board of Trustees of MountainOne Financial, MHC, and TrueNorth Financial Services, a division of MountainOne, which handles the investments of the Foundation. In addition, a Foundation Director is an employee of the financial services company that manages the Foundation's investments and has issued a mortgage note to the Foundation. During the years ended June 30, 2017 and 2016, approximately \$73,000 and \$71,000, respectively, was paid to the financial services company for these services.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 13 - **Related Party Transactions - Continued**

Another member of the Board of Trustees of the College was the Executive Vice President of the Adams Community Bank, until her retirement in February 2017, which holds deposits for the College in the form of a certificate of deposit and a money market account totaling \$2,080,588 and \$2,064,698 at June 30, 2017 and 2016, respectively.

Note 14 - **Contingencies**

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the College. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of this program cannot be determined, as it is contingent on future tuition increases and the Program participants who attend the College.

Note 15 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are comprised of the following at June 30:

	<u>2017</u>	<u>2016</u>
Compensation and benefits	\$ 31,257,824	\$ 29,411,344
Supplies and services	13,926,461	13,788,226
Depreciation	4,114,145	3,456,765
Scholarships and fellowships	<u>1,215,892</u>	<u>1,149,936</u>
	\$ <u>50,514,322</u>	\$ <u>47,806,271</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 16 - **Pensions**

Defined Benefit Plan Description

The College makes contributions for employees paid by state appropriations through a benefit charge assessed by the Commonwealth. Such pension expense amounted to \$2,138,467 and \$1,960,578 for the years ended June 30, 2017 and 2016, respectively. Employees, who contribute a percentage of their regular compensation, fund the annuity portion of the retirement System. Annual covered payroll was approximately 86% and 84% of total related payroll for fiscal years end 2017 and 2016, respectively.

Certain employees of the College participate in a cost-sharing multiple-employer defined benefit pension plan – the Massachusetts State Employees’ Retirement System – administered by the Massachusetts State Board of Retirement (the “Board”), which is a public employee retirement system (“PERS”). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers’ payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees’ Retirement System does not issue a stand-alone financial statement.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (“MGL”) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member’s highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member’s age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 16 - **Pensions - Continued**

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percentage of Compensation</u>
Prior to 1975	5% of regular compensation
1975-1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The College is required to contribute at an actuarially determined rate; the rate was 9.95% and 9.45% of annual covered payroll for the fiscal years ended June 30, 2017 and 2016, respectively. The College contributed \$280,607 and \$204,707 for the fiscal years ended June 30, 2017 and 2016, respectively equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2017 and 2016, the College reported a liability of \$3,930,927 and \$3,871,254, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2017, the reporting date, was measured as of June 30, 2016, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2016 rolled forward to June 30, 2016. The net pension liability as of June 30, 2016, the reporting date, was measured as of June 30, 2015, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2015 rolled forward to June 30, 2015.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 16 - **Pensions- Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources - continued

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2016 and 2015, respectively. The College's proportionate share was based on actual employer contributions to the SERS for fiscal years 2016 and 2015 relative to total contributions of all participating employers for the fiscal years. At June 30, 2016 and 2015, the College's proportion was 0.029% and 0.034%, respectively.

For the years ended June 30, 2017 and 2016, the College recognized a pension expense of \$329,116 and \$323,134, respectively. At June 30, the College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>2017</u>	<u>2016</u>
<u>Deferred Outflows of Resources</u>		
Contributions subsequent to the measurement date	\$ 280,607	\$ 204,707
Difference between expected experience	186,709	-
Difference between projected and actual investment earnings on pension plan investments	263,876	-
Changes in proportion from the Commonwealth of Massachusetts	6,863	-
Change in plan investment assumptions	<u>435,914</u>	<u>670,422</u>
Total	<u>\$ 1,173,969</u>	<u>\$ 875,129</u>
<u>Deferred Inflows of Resources</u>		
Net difference between projected and actual earnings on pension plan investments	\$ -	\$ 34,722
Change in proportion from the Commonwealth of Massachusetts	-	2,972
Change in proportion due to internal allocation	<u>660,234</u>	<u>337,809</u>
Total	<u>\$ 660,234</u>	<u>\$ 375,503</u>

Contributions of \$280,607 and \$204,707 made during the fiscal years ending 2017 and 2016, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability for the years ended June 30, 2018 and 2017.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 16 - **Pensions- Continued**

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources – continued

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending <u>June 30,</u>	
2018	\$ 32,551
2019	32,551
2020	138,508
2021	10,215
2022	<u>19,303</u>
Total	\$ <u>233,128</u>

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Measurement date	June 30, 2016	June 30, 2015
Inflation	3.00%	3.00%
Salary increases	4.00% to 9.00%	3.50% to 9.00%
Investment rate of return	7.50%	7.50%
Investment rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2016 and 2015, mortality rates were based on:

- Pre-retirement - reflects RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement - reflects RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability - the mortality rate is assumed to be in accordance with the RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 16 - **Pensions- Continued**

Actuarial Assumptions – Contributions

The actuarial assumptions used in the January 1, 2016 valuation rolled forward to June 30, 2016 and the calculation of the total pension liability at June 30, 2016 were consistent with the results of actuarial experience study performed as of January 1, 2016.

Investment assets of SERS are with the Pension Reserves Investment Trust (“PRIT”) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund’s target asset allocation as of June 30, are summarized in the following table:

Asset Class	2016		2015	
	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	40%	6.90%	40%	6.90%
Core Fixed Income	13%	1.60%	13%	2.40%
Hedge Funds	9%	4.00%	9%	5.80%
Private Equity	10%	8.70%	10%	8.50%
Real Estate	10%	4.60%	10%	6.50%
Portfolio Completion Strategies	4%	3.60%	4%	5.50%
Value Added Fixed Income	10%	4.80%	10%	5.80%
Timber/Natural Resources	4%	5.40%	4%	6.60%
	100%		100%	

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 16 - **Pensions- Continued**

Discount Rate

The discount rate used to measure the total pension liability was 7.5% at June 30, 2016 and 2015. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate.

June 30, 2017		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
(6.50%)	(7.50%)	(8.50%)
\$ 5,122,607	\$ 3,930,927	\$ 2,920,932
June 30, 2016		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
(6.50%)	(7.50%)	(8.50%)
\$ 5,262,305	\$ 3,871,254	\$ 2,671,454

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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 17 - **Fringe Benefits Provided by State**

Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance and pension costs (described in the subsequent paragraph) for active employees and retirees are paid through a fringe benefit rate charged to the College by the Commonwealth, and currently the liability is borne by the Commonwealth, as are any effects on net position and the results of current year operations, due to the adoption of GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions*. As discussed previously, GASB 75 - *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, replaces GASB 45 and will require a restatement of balances at July 1, 2017.

The Commonwealth is statutorily responsible for the pension benefit of the College's employees who participate in the Massachusetts State Employees' Retirement System (the "Retirement System"). The Retirement System, a single employer-defined benefit public employee retirement system, is administered by the state.

In addition to providing pension benefits, under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities, and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care benefit costs, which is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

New Accounting Guidance Effective for Fiscal 2018

As discussed in Note 1, GASB 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* is effective for fiscal 2018 and is applicable for employees participating in a cost-sharing multiple employer plan such as the State Retirement Benefits Trust Fund. The College will be required to restate beginning net position as of July 1, 2017 to recognize the employer's proportionate share of the plan's net other postemployment benefit ("OPEB") obligation. OPEB expense reported in the College's financial statements will reflect the change in the net OPEB liability for the fiscal year.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 17 - **Fringe Benefits Provided by State- Continued**

Group Insurance Commission

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors.

The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small amount of municipalities as an agent multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC administers a plan included within the State Retirement Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution rates.

The GIC is a quasi-independent state agency governed by an eleven member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2017, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain of its health plans.

In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pre-tax health care spending account and dependent care assistance program (for active employees only).

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 17 - **Fringe Benefits Provided by State- Continued**

Insurance

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, workers' compensation and health insurance. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to \$100,000 per occurrence, in most circumstances.

Other Employee Benefits

The employees of the College can elect to participate in two defined-contribution plans offered and administered by the Massachusetts Department of Higher Education - an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these Plans and no obligation for any future pay-outs.

Note 18 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth colleges and universities to report activity of campus based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS") on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements.

Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

The College received restricted state appropriations of \$75,000 in fiscal years ended June 30, 2017 and 2016 designated to support the work of the Berkshire Cultural Resource Center.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
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Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 18 - Massachusetts Management Accounting and Reporting System - Continued

The College's state appropriation comprises the following at June 30:

	<u>2017</u>	<u>2016</u>
Direct unrestricted appropriations	\$ 16,319,153	\$ 16,158,085
Add: Fringe benefits for benefited employees on the state payroll	5,657,999	4,867,312
Less: Day school tuition remitted to the state and included in tuition and fee revenue	<u>(206,821)</u>	<u>(251,409)</u>
Total unrestricted appropriations	<u>21,770,331</u>	<u>20,773,988</u>
Restricted appropriations	<u>75,000</u>	<u>75,000</u>
Capital appropriations:		
Direct	93,380	548,955
Department of Capital Asset Management Allocation	<u>3,149,190</u>	<u>5,239,587</u>
Total Capital Appropriations	<u>3,242,570</u>	<u>5,788,542</u>
Total appropriations	<u>\$ 25,087,901</u>	<u>\$ 26,637,530</u>

A reconciliation of revenues between the College and MMARS as of August 31, is as follows (unaudited):

	<u>2017</u>	<u>2016</u>
Revenue per MMARS	\$ <u>14,585,566</u>	\$ <u>14,170,256</u>
Revenue per College	\$ <u>14,585,566</u>	\$ <u>14,170,256</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2017 and 2016

Note 19 - **Pass - Through Grants**

The College distributed \$8,786,542 and \$8,936,115 in 2017 and 2016, respectively, for student loans through the U.S. Department of Education Direct Student Loan Program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

Note 20 - **Massachusetts State College Building Authority**

The Massachusetts State College Building Authority (the "MSCBA") was created pursuant to Chapter 703 of the Act of 1963 of the Commonwealth as a public instrumentality for the general purpose of providing dormitories, for use by students of the state universities of the Commonwealth.

The College is charged a semi-annual revenue assessment that is based on a certified occupancy report, the current rent schedule and the design capacity for each of the residence halls. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations. These obligations may include the costs of periodic renovations and improvements to the residence halls. The Commonwealth guarantees these obligations. All facilities and obligations of MSCBA are included in the financial statements of MSCBA.

Dormitory trust fund schedules included in the supplemental information include revenues and expenses, which are included in residence and dining fees revenue and auxiliary enterprises expenses.

Required Supplementary Information

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
 (an agency of the Commonwealth of Massachusetts)

Schedule of the Proportionate Share of the Net Pension Liability (Unaudited)

Valuation date	January 1, 2016	January 1, 2015	January 1, 2014
Measurement date	June 30, 2016	June 30, 2015	June 30, 2014
Proportion of the collective net pension liability	0.029%	0.034%	0.030%
Proportionate share of the collective net pension liability	\$ 3,930,927	\$ 3,871,254	\$ 2,259,312
Covered-employee payroll	\$ 2,166,212	\$ 2,049,258	\$ 2,257,364
Proportionate share of the net pension liability as a percentage of its covered-employee payroll	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	63.48%	67.87%	76.32%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplemental information.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
 (an agency of the Commonwealth of Massachusetts)

Schedule of the Contributions (Unaudited)

For the Year Ended June 30,

	2017	2016	2015
Contractually required contribution	\$ 280,607	\$ 204,707	\$ 212,918
Contributions in relation to the contractually required contribution	<u>280,607</u>	<u>204,707</u>	<u>212,918</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered employee payroll	\$ 2,820,171	\$ 2,166,212	\$ 2,049,258
Contribution as a percentage of covered-employee payroll	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplemental information.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information (Unaudited)

For the Year Ended June 30, 2017

Note 1 - **Change in Assumptions**

Changes in assumptions about the discount rate range from 8.0% to 7.50%, using different scales within mortality tables, and other inputs resulted in additional plan wide pension expense of \$2.33 billion dollars to be charged to income over an amortization period of 5.5 years beginning with the fiscal year ended June 30, 2016. Previously, changes in assumptions about future economic or demographic factors and inputs resulted in additional plan wide pension expense of \$102 million dollars to be charged to income over an amortization period of 5.5 years beginning with the fiscal year ended June 30, 2015. The unamortized portion of the change is reported as a deferred outflow of resources in the statements of net position. The College's proportionate share of the net pension liability and the results of changes in assumptions is 0.029%, 0.034% and 0.030%, respectively, as shown on the Schedules of Proportionate Share of Net Pension Liability, and represents the relationship of contributions made by the College to total contributions by all participating State Agencies.

The College's portion of these amounts is as follows:

	<u>2017</u>	<u>2016</u>	<u>2015</u>
Changes in assumptions	\$ 812,507	\$ 812,507	\$ 31,041
Recognized in current year pension expense	<u>(376,593)</u>	<u>(142,085)</u>	<u>(5,644)</u>
Changes in assumptions, net	\$ <u>435,914</u>	\$ <u>670,422</u>	\$ <u>25,397</u>

Supplemental Information

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Schedules of Net Position - Dormitory Trust Fund Report (Unaudited)

June 30,

Assets

	<u>2017</u>	<u>2016</u>
Assets:		
Cash and equivalents	\$ 1,259,761	\$ 1,493,993
Accounts receivable, net	6,733	4,510
Other current assets	<u>-</u>	<u>1,621</u>
Total Dormitory Trust Fund Assets	<u>\$ 1,266,494</u>	<u>\$ 1,500,124</u>

Liabilities and Net Position

Liabilities:		
Accounts payable	\$ 33,284	\$ 7,690
Accrued payroll	36,073	20,538
Compensated absences	192,816	225,651
Unearned revenue	<u>85,950</u>	<u>120,215</u>
Total Dormitory Trust Fund Liabilities	348,123	374,094
Net Position	<u>918,371</u>	<u>1,126,030</u>
Total Dormitory Trust Fund Liabilities and Net Position	<u>\$ 1,266,494</u>	<u>\$ 1,500,124</u>

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Schedules of Revenues, Expenses, and Changes in Net Position - Dormitory Trust Fund Report (Unaudited)

For the Years Ended June 30,

	<u>2017</u>	<u>2016</u>
Revenues:		
Student fees	\$ 4,839,571	\$ 4,645,888
Repair income	10,753	12,183
Commissions	27,111	33,048
Rentals	140,793	119,622
Other	<u>10,241</u>	<u>142,948</u>
Total Revenues	<u>5,028,469</u>	<u>4,953,689</u>
Expenses:		
Regular employee compensation	717,801	811,065
Regular employee related	5,211	5,949
Student employee compensation	346,678	341,376
Pension and insurance related	258,343	255,812
Administrative	18,873	22,948
Facility operational	50,651	51,130
Energy cost	531,782	530,675
Consultant services	3,000	-
Operational services	278,771	263,499
Equipment purchases	6,274	77,803
Equipment leases	534	943
Educational assistance	147,400	132,400
Loans and special payments	<u>2,870,810</u>	<u>2,290,816</u>
Total Expenses	<u>5,236,128</u>	<u>4,784,416</u>
Net Increase (Decrease) in Net Position	(207,659)	169,273
Net Position, Beginning of Year	<u>1,126,030</u>	<u>956,757</u>
Net Position, End of Year	<u>\$ 918,371</u>	<u>\$ 1,126,030</u>

**Independent Auditors' Report on Internal Control
Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial
Statements Performed in Accordance with
*Government Auditing Standards***



Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees of
Massachusetts College of Liberal Arts
North Adams Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of Massachusetts College of Liberal Arts (the "College"), which comprise the statements of net position as of June 30, 2017 and 2016, and the related statements of revenues, expenses and changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise Massachusetts College of Liberal Arts' basic financial statements and have issued our report thereon dated October 19, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Massachusetts College of Liberal Arts' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Massachusetts College of Liberal Arts' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connell and Drew, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

October 19, 2017

Appendix D: Interim Report Forms

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

Financial Results for Year Ending:		Annual Audit	
		Certified: Yes/No	Qualified/Unqualified
Most Recent Year	06/30	Yes	Unqualified
1 Year Prior	2015	Yes	Unqualified
2 Years Prior	2014	Yes	Unqualified
	2013	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2016
Next Year	2017

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	http://www.mcla.edu/About_MCLA/mission/index	2013

Mission Statement

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth’s public liberal arts college and a campus of the Massachusetts state university system. The College promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

Standard 2: Planning and Evaluation

PLANNING

	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2004	2004-2010	http://www.mcla.edu/About_MCLA/mision/strategic-plan/strategicplan2004-2010/index
Current Strategic Plan	2013	2013-2016	http://www.mcla.edu/About_MCLA/mision/strategic-plan/strategicplan2004-2010/index
Next Strategic Plan	2016	2017-2022	http://www.mcla.edu/About_MCLA/mision/strategic-plan/index

	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Master plan			
Academic plan			
Financial plan			
Technology plan			
Enrollment plan			
Development plan			

Plans for major units (e.g., departments, library)*

Titile III Grant			http://www.mcla.edu/Academics/academicaffairs/title-iii/index
Retention Plan			
QUAC Report			http://www.mcla.edu/Academics/academicaffairs/quac/index
Writing across the core			

EVALUATION

	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	Every seven years
Program review schedule (e.g., every 5 years)	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/programreview/schedule/index

*Insert additional rows, as appropriate.

Standard 3: Organization and Governance

(Board and Internal Governance)

Please attach to this form:

1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity

Massachusetts State University System

Website location of documentation of relationship

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section5>

Governing Board

By-laws

Website location

Board members' names and affiliations

http://www.mcla.edu/About_MCLA/President/Board/index

Please enter any explanatory notes in the box below

--

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
<div style="background-color: red; color: white; padding: 2px; text-align: center;">?</div> Main campus	North Adams, MA	1/1/1894	2,273	2,236	2,249
<div style="background-color: red; color: white; padding: 2px; text-align: center;">?</div> Other principal campuses					
<div style="background-color: red; color: white; padding: 2px; text-align: center;">?</div> Branch campuses (US)					
<div style="background-color: red; color: white; padding: 2px; text-align: center;">?</div> Other instructional locations (US)					
<div style="background-color: red; color: white; padding: 2px; text-align: center;">?</div> Branch campuses (overseas)					
<div style="background-color: red; color: white; padding: 2px; text-align: center;">?</div> Other instructional locations (overseas)					

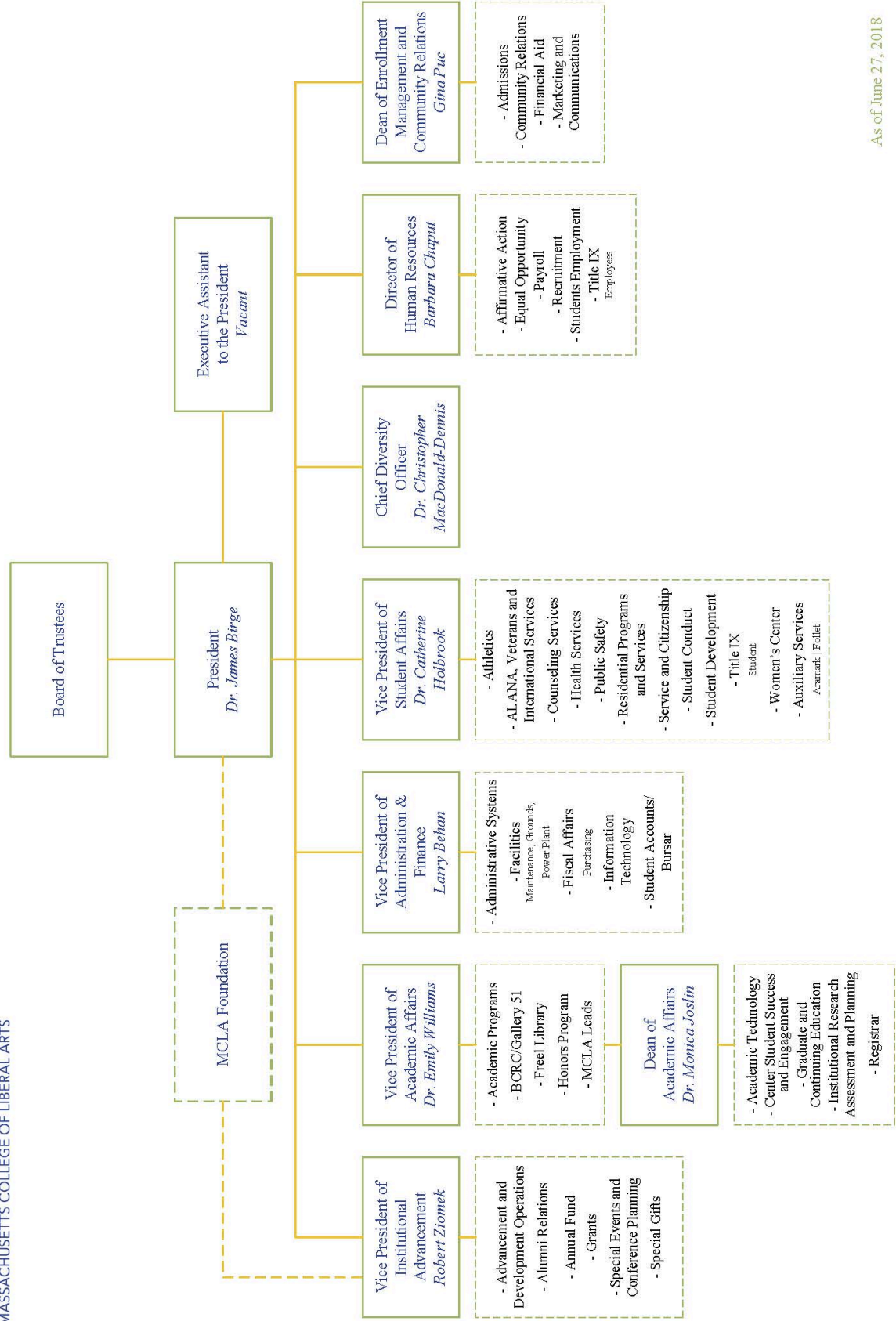
Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2)	1 year prior (FY 2)	Current year (FY 2)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
<div style="background-color: red; color: white; padding: 2px; text-align: center;">?</div> Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

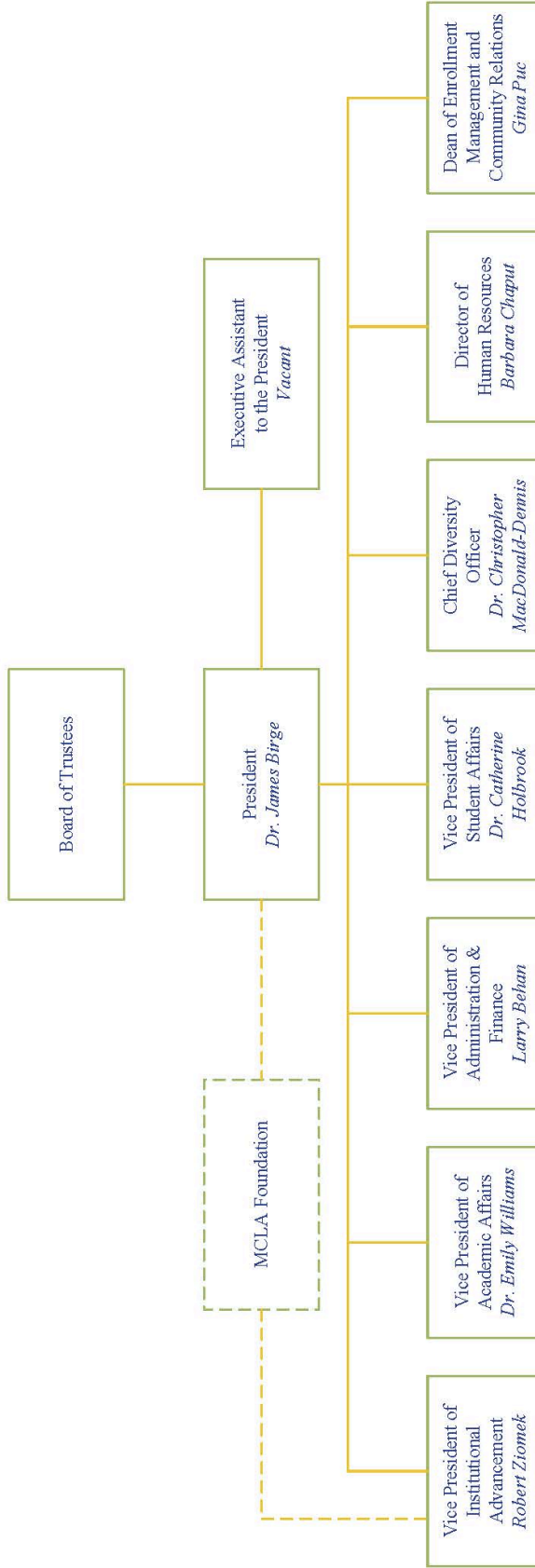
Executive Staff Organizational Chart





MASSACHUSETTS COLLEGE OF LIBERAL ARTS

President Direct Reports Organizational Chart

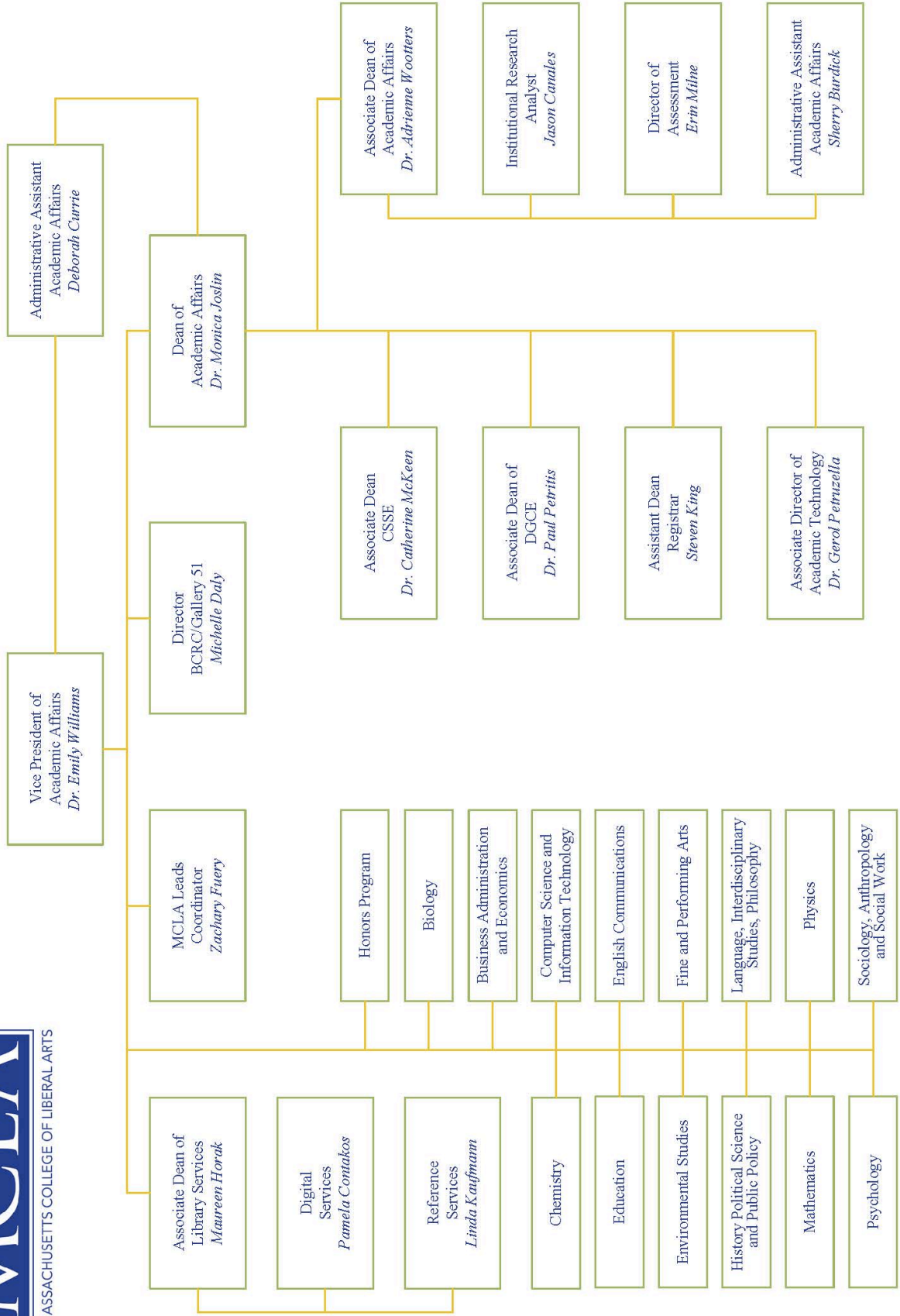


As of June 27, 2018



MASSACHUSETTS COLLEGE OF LIBERAL ARTS

Academic Affairs Organizational Chart

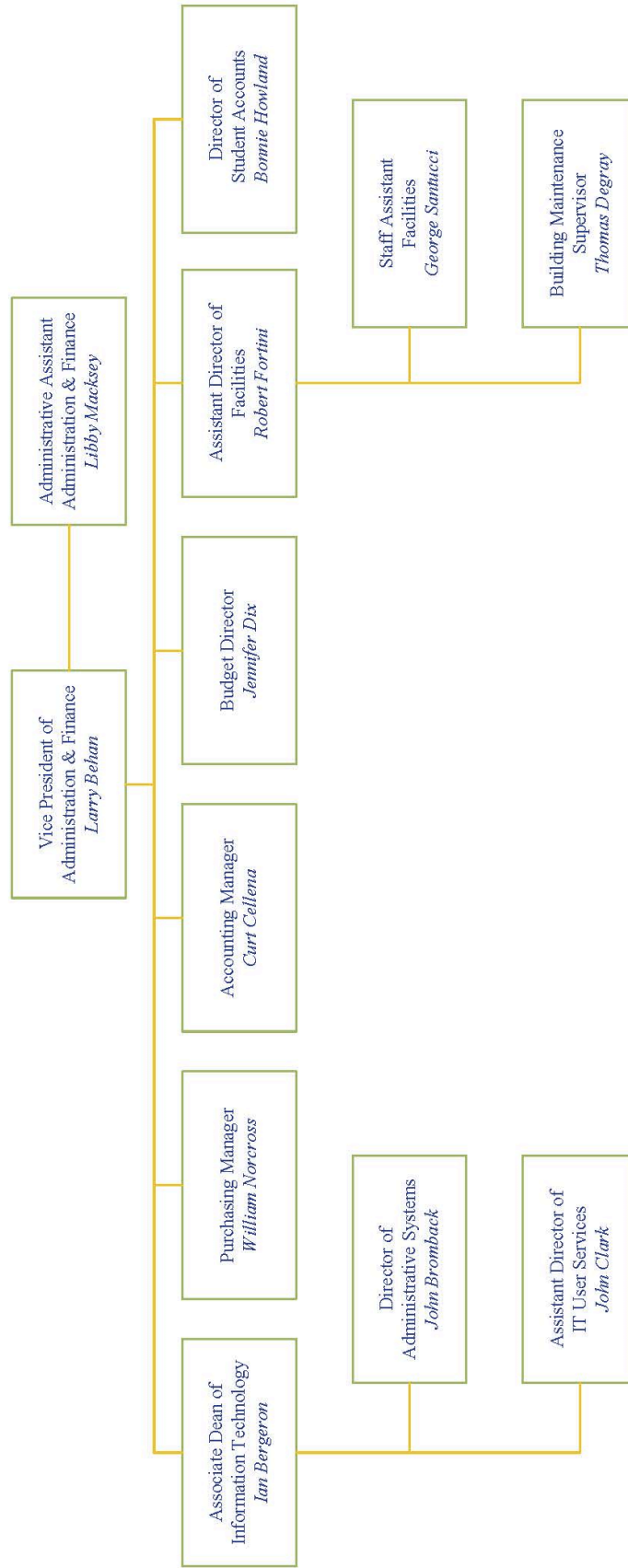


As of June 27, 2018



MASSACHUSETTS COLLEGE OF LIBERAL ARTS

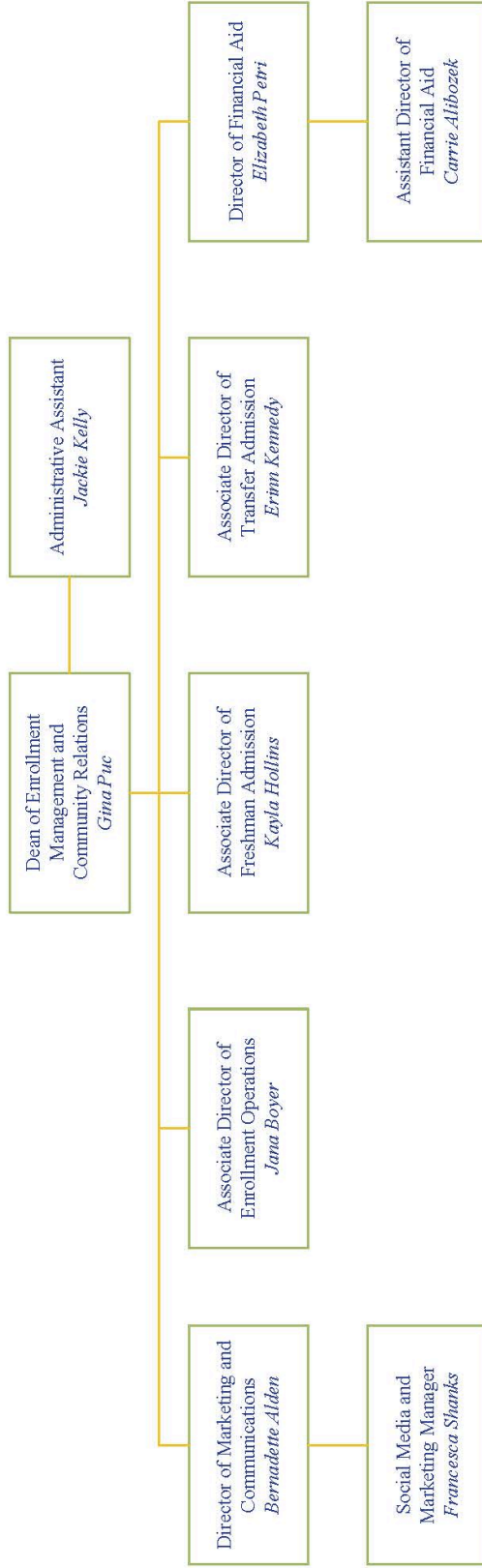
Administration and Finance Organizational Chart



As of June 27, 2018

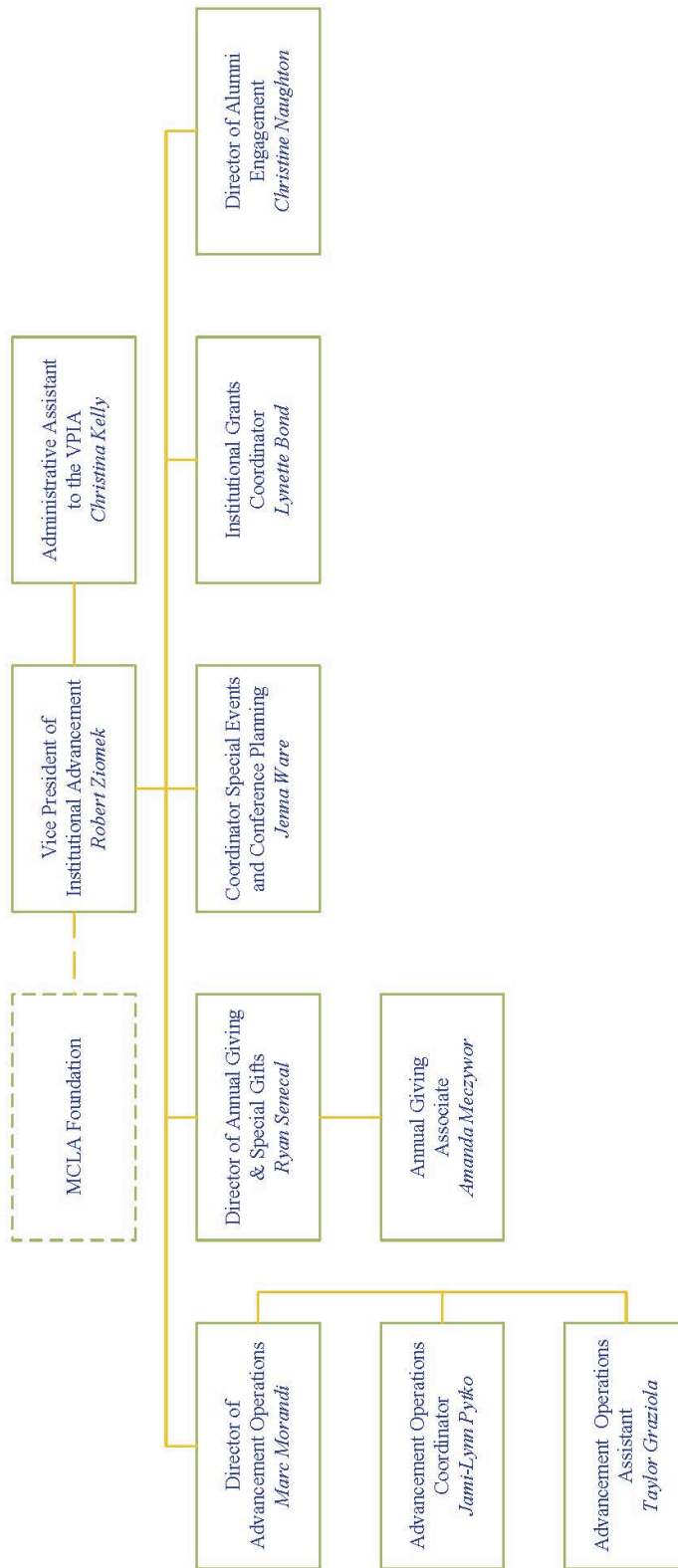


Enrollment Management and Community Relations Organizational Chart





Institutional Advancement Organizational Chart

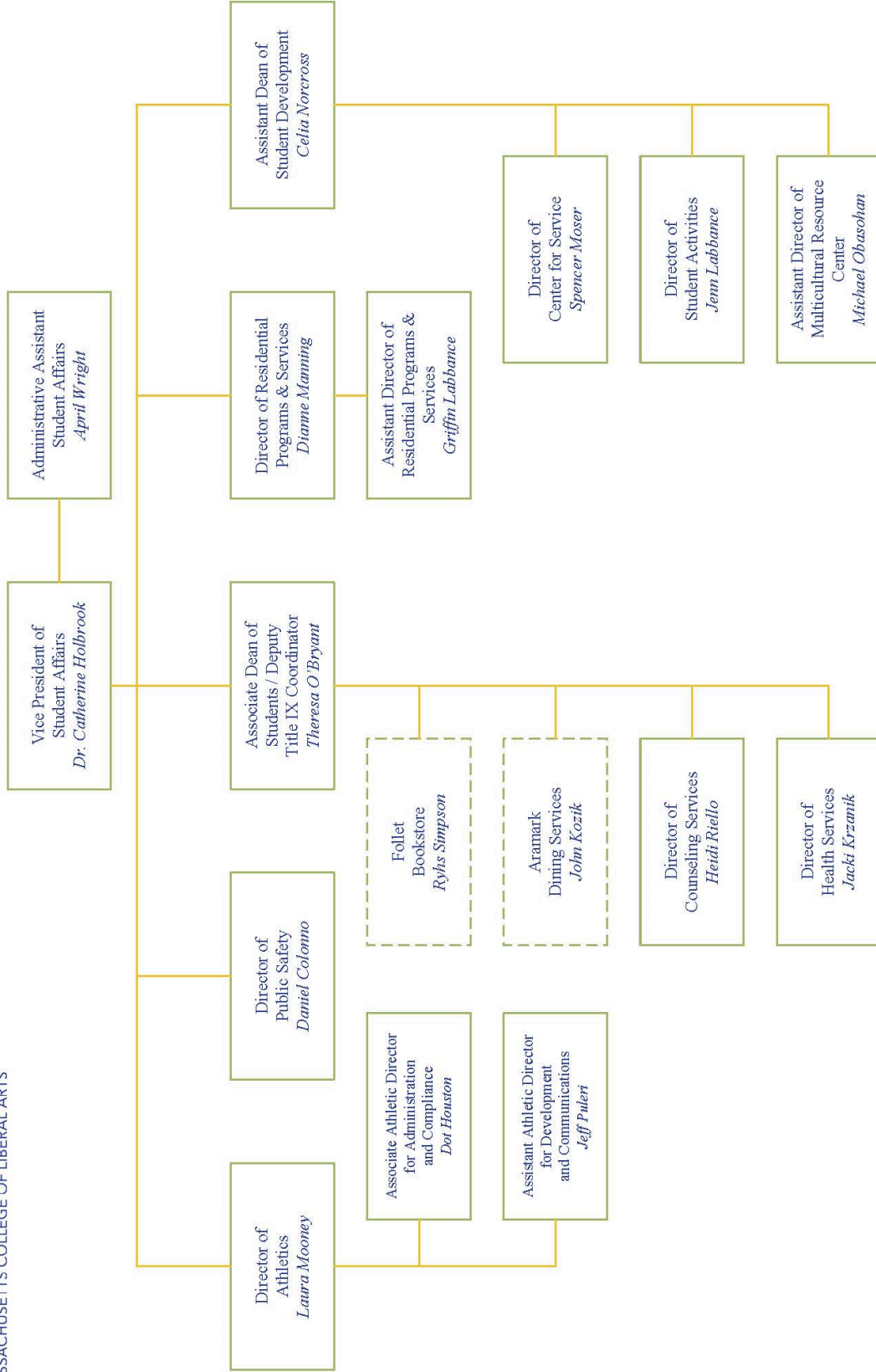


As of June 26, 2018



MASSACHUSETTS COLLEGE OF LIBERAL ARTS

Student Affairs Organizational Chart



As of June 27, 2018

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associat e's	Bachelo r's	Maste r's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking
Main Campus FT		1,201	17					1,218
Main Campus PT		163	94					257
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	1,364	111	0	0	0	0	1,475
Total FTE		1,296.10	56.10					1,352.20
Enter FTE definition:		Total Register ed credits divided by 15	Total Registered credits divided by 12					

Degrees Awarded, Most Recent Year		351	38					389
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Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non- Matriculated Students	Visiting Students	Total Non- degree- Seeking	Total degree- seeking (from previous page)	Grand total
Main Campus FT		1		1	1,218	1,219
Main Campus PT		112		112	257	369
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	113	0	113	1,475	1,588
Total FTE		49.10		49	1,352.20	1,401.30
Enter FTE definition:						
Certificates Awarded, Most Recent Year						

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Certificate					
Associate					
Baccalaureate	1562	1457	1444	1406	1,347
Art	29	26	26	34	31
Arts Management	45	55	56	56	55
Athletic Training	36	20	27	23	22
Biology	142	127	104	88	70
Business Administration	210	223	209	188	170
Chemistry	17	15	17	12	11
Community Health					5
Computer Science	59	67	53	74	65
Education	189	149	166	172	160
English Communications	237	199	215	221	210
Environmental Studies	36	35	47	48	40
Fine and Performing Arts	70	56	63	57	52
Health Sciences				26	41
History	73	57	58	51	49
Interdisciplinary Studies	136	147	163	165	170
Mathematics	27	26	19	25	16
Philosophy	26	12	11	9	10
Physics	22	17	12	22	25
Political Science and Public Policy	32	21	28	31	29
Psychology	172	171	159	137	130
Sociology	123	115	104	79	68
Undeclared	92	93	88	76	65
Non-Matriculated	45	34	36	43	39
Total Undergraduate	1,562	1,457	1,444	1,406	1,347

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Master's	112	98	108	112	102
Education	82	70	71	78	69
Business Administration	30	28	37	34	33
Doctorate					
First Professional					
Other	79	62	77	64	63
Leadership Program	79	62	77	64	63
Non-Matriculated	12	24	15	5	7
Total Graduate	203	184	200	181	172

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
Undergraduate	22,003	20,479	20,291	19,611	18,960
Art	306	309	306	423	400
Art Management	342	435	402	502	460
Athletic Training	162	121	105	97	90
Biology	1,369	1,180	1055	1406	1,350
Business Administration	2,256	2,395	2436	2214	2,150
Chemistry	577	487	463	425	430
Computer Science	605	634	647	704	690
Core	2,262	1,854	1482	1125	1,050
Education	555	407	503	316	310
English	3,576	3,076	3360	3277	3,250
Environmental Studies	459	398	343	527	450
Fine and Performing Arts	956	786	957	891	880
History	894	1,116	927	952	930
Honors	159	141	128	115	110
Interdisciplinary Studies	547	556	690	648	630
Mathematics	1,230	984	1008	1008	1,000
Modern Language	411	390	378	336	310
Philosophy	372	372	477	423	420
Physical Education	342	307	405	250	230
Physics	382	320	266	276	260
Political Science	303	362	405	393	400
Psychology	1,581	1,728	1591	1697	1,600
Skills	138	48	87	39	40
Sociology	2,005	1,860	1738	1446	1,400
Study Aboard and Exchange	214	213	132	121	120
Graduate	1,114	938	1,159	1,126	1,090
Education	937	767	931	919	890
Business Administration	177	171	228	207	200
Total	23,117	21,417	21,450	20,737	20,050

Standard 4: The Academic Program (Information Literacy sessions)

Main campus

Sessions embedded in a class					
Free-standing sessions					

Branch/other locations

Sessions embedded in a class					
Free-standing sessions					
Online sessions					

URL of Information Literacy Reports

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Please enter any explanatory notes in the box below

Students may be included in more than one major					

Standard 5: Students
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Goal (specify year) (FY 2019)
Freshmen - Undergraduate					
Completed Applications	2,066	2,091	2,013	1,946	1,973
Applications Accepted	1,493	1,535	1,552	1,494	1,466
Applicants Enrolled	352	270	327	289	289
% Accepted of Applied	72.3%	73.4%	77.1%	76.8%	74.3%
% Enrolled of Accepted	23.6%	17.6%	21.1%	19.3%	19.7%
Percent Change Year over Year					
Completed Applications	na	1.2%	-3.7%	-3.3%	1.4%
Applications Accepted	na	2.8%	1.1%	-3.7%	-1.9%
Applicants Enrolled	na	-23.3%	21.1%	-11.6%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
SAT Combo Avg	978.9	1012.9	1020.1		
High School GPA	3.032	3.100	3.150	3.170	3.190
Transfers - Undergraduate					
Completed Applications	302	266	239	275	290
Applications Accepted	289	242	222	263	275
Applications Enrolled	164	144	130	134	142
% Accepted of Applied	95.7%	91.0%	92.9%	95.6%	94.8%
% Enrolled of Accepted	56.7%	59.5%	58.6%	51.0%	51.6%
Master's Degree					
Completed Applications	40	25	123	109	100
Applications Accepted	40	25	122	109	100
Applications Enrolled	31	20	114	104	95
% Accepted of Applied	100.0%	100.0%	99.2%	100.0%	100.0%
% Enrolled of Accepted	77.5%	80.0%	93.4%	95.4%	95.0%
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)



Credit-Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
UNDERGRADUATE					
First Year Full-Time Headcount	459	420	411	382	370
Part-Time Headcount	13	6	10	26	15
Total Headcount	472	426	421	408	385
Total FTE	459.8	416.9	417.3	397.2	379.1
Second Year Full-Time Headcount	288	286	307	302	268
Part-Time Headcount	14	18	18	8	17
Total Headcount	302	304	325	310	285
Total FTE	301.4	299.8	322.4	315.3	284.4
Third Year Full-Time Headcount	339	281	296	273	260
Part-Time Headcount	44	70	59	54	66
Total Headcount	383	351	355	327	326
Total FTE	370.3	317.7	326.7	305.5	306.4
Fourth Year Full-Time Headcount	280	286	242	244	233
Part-Time Headcount	80	56	65	75	79
Total Headcount	360	342	307	319	312
Total FTE	315.0	314.3	268.2	278.1	278.1
Unclassified Full-Time Headcount	12	7			
Part-Time Headcount	33	27	36	43	39
Total Headcount	45	34	36	43	39
Total FTE	20.3	15.0	8.5	10.7	9.4
Total Undergraduate Students					
Full-Time Headcount	1,378	1,280	1,256	1,201	1,131
Part-Time Headcount	184	177	188	206	216
Total Headcount	1,562	1,457	1,444	1,407	1,347
Total FTE	1,466.8	1,363.7	1,343.1	1,306.8	1,257.4
% Change FTE Undergraduate	na	-7.0%	-1.5%	-2.7%	-3.8%
GRADUATE					
Full-Time Headcount	13	14	14	18	14
Part-Time Headcount	190	170	186	163	158
Total Headcount	203	184	200	181	172
Total FTE	96.6	86.0	97.6	94.6	86.9
% Change FTE Graduate	na	-11.0%	13.5%	-3.1%	-8.2%
GRAND TOTAL					
Grand Total Headcount	1,765	1,641	1,644	1,588	1,519
Grand Total FTE	1,563.4	1,449.7	1,440.7	1,401.4	1,344.3
% Change Grand Total FTE	na	-7.3%	-0.6%	-2.7%	-4.1%

Please enter any explanatory notes in the box below

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

<http://mcla.edu/Admissions/index>

? Three-year Cohort Default Rate

(FY 2011)	(FY 2012)	(FY 2013)
5.80%	4.80%	6.70%

? Three-year Loan repayment rate
 (from College Scorecard)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

? **Student Financial Aid**

Total Federal Aid	\$12,668,000	\$12,916,000	\$12,388,000	\$12,275,000	
Grants	\$3,026,000	\$3,143,000	\$3,056,000	\$2,939,000	
Loans	\$9,261,000	\$9,447,000	\$8,991,000	\$8,982,000	
Work Study	\$381,000	\$326,000	\$341,000	\$354,000	
Total State Aid	\$1,150,000	\$1,179,000	\$1,233,000	\$1,185,000	
Total Institutional Aid	\$2,156,000	\$1,820,000	\$2,091,000	\$2,242,000	
Grants	\$2,156,000	\$1,820,000	\$2,091,000	\$2,242,000	
Loans	n/a	n/a	n/a	n/a	
Total Private Aid	\$1,927,000	\$2,150,000	\$2,402,000	\$2,213,000	
Grants	\$516,000	\$538,000	\$615,000	\$646,000	
Loans	\$1,411,000	\$1,612,000	\$1,787,000	\$1,567,000	

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	86%	85%	81%	81%	
Graduates	37%	70%	47%	80%	
First professional students					

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$30,496	\$28,817	\$27,648	\$29,306	
Graduates	\$28,564	\$23,556	\$28,883	\$26,117	
First professional students					

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students					
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language
English (reading, writing, communication skills)
Math
Other

9%	13%	6%	8%	

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)
----------------------------	----------------------------	---------------------------	---------------------------

? Number of Faculty by category

Full-time	87	88	90	87
Part-time	80	84	78	79
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	167	172	168	166

Percentage of Courses taught by full-time faculty

--	--	--	--	--

? Number of Faculty by rank, if applicable

Professor	40	39	38	38
Associate	20	23	22	25
Assistant	23	23	27	22
Instructor	4	3	3	2
Other; specify below:				
Part Time no rank	80	84	78	79
Total	167	172	168	166

? Number of Academic Staff by category

Librarians	2	2	2	2
Advisors				
Instructional Designers				
Other; specify below:				

Total

2

2

2

2

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
FT	PT	FT	PT	FT	PT	FT	PT

? Number of Faculty Appointed

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

						2	
6		5		5		8	
						1	
	80		84		78		79
6	80	5	84	5	78	11	79

? Number of Faculty in Tenured Positions

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

40		39		38		37	
18		22		22		24	
1		2		1			
59	0	63	0	61	0	61	0

? Number of Faculty Departing

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

				2		1	
1				1		4	
						1	
1	0	0	0	3	0	6	0

? Number of Faculty Retiring

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

4		2		2		3	
						1	
				1			
						1	
4	0	2	0	3	0	5	0

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years			2 Years			1 Year			Current Year		
	Prior		Total	Prior		Total	Prior		Total	Current Year		Total
	(FY 2014)			(FY 2015)			(FY 2016)			(FY 2017)		
	FT	PT		FT	PT		FT	PT		FT	PT	
Instructional Staff	87	80	167	88	84	172	90	78	168	87	79	166
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	2	2	4	2		2	2		2	2		2
Library Technicians	3	4	7	4	3	7	4	3	7	3	3	6
Archivists, Curators, Museum staff	2	2	4	2	2	4	2	2	4	1	3	4
Student and Academic Affairs	20	7	27	24	16	40	31	14	45	39	10	49
Management Occupations	38		38	36		36	32		32	25		25
Business and Financial Operations	14		14	15		15	14		14	18		18
Computer, Engineering and Science	9	1	10	10	2	12	11	1	12	12	1	13
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	13	11	24	11	6	17	10	8	18	10	13	23
Healthcare Practitioners and Technical	3	5	8	4	7	11	5	3	8	5	3	8
Service Occupations	41	5	46	39	4	43	44	3	47	45		45
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	41	2	43	39	4	43	36	5	41	40	6	46
Natural Resources, Construction, Maintenance	13	1	14	13		13	13		13	13	1	14
Production, Transportation, Material Moving			0			0			0			0

Total	286	120	406	287	128	415	294	117	411	300	119	419
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Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of
Net Assets)

Fiscal Year ends - month & day: (06/30)		2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year	Percent Change 2 yrs-1 yr prior most recent 1 yr-	
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$14,760,000	\$14,946,000	\$14,861,000	1.3%	-0.6%
?	Cash held by State Treasurer	\$376,000	\$320,000	\$333,000	-14.9%	4.1%
?	Deposits held by State Treasurer	\$793,000	\$924,000	\$1,050,000	16.5%	13.6%
?	Accounts Receivable, Net	\$375,000	\$528,000	\$229,000	40.8%	-56.6%
?	Contributions Receivable, Net	\$4,077,000	\$3,884,000	\$3,562,000	-4.7%	-8.3%
?	Inventory and Prepaid Expenses				-	-
?	Long-Term Investments	\$10,283,000	\$10,249,000	\$11,522,000	-0.3%	12.4%
?	Loans to Students	\$771,000	\$683,000	\$705,000	-11.4%	3.2%
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$71,891,000	\$75,631,000	\$75,228,000	5.2%	-0.5%
?	Other Assets	\$434,000	\$2,350,000	\$2,251,000	441.5%	-4.2%
	Total Assets	\$103,760,000	\$109,515,000	\$109,741,000	5.5%	0.2%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$4,373,000	\$4,144,000	\$4,294,000	-5.2%	3.6%
?	Deferred revenue & refundable advances	\$832,000	\$1,059,000	\$1,225,000	27.3%	15.7%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	\$33,000	\$31,000	\$33,000	-6.1%	6.5%
?	Long-term investments	\$7,055,000	\$10,465,000	\$10,081,000	48.3%	-3.7%
?	Refundable government advances	\$795,000	\$776,000	\$765,000	-2.4%	-1.4%
?	Other long-term liabilities	\$3,465,000	\$1,961,000	\$1,981,000	-43.4%	1.0%
	Total Liabilities	\$16,553,000	\$18,436,000	\$18,379,000	11.4%	-0.3%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$4,081,000	\$4,969,000	\$4,956,000	21.8%	-0.3%
?	Foundation	\$1,373,000	\$1,168,000	\$1,182,000	-14.9%	1.2%
	Total	\$5,454,000	\$6,137,000	\$6,138,000	12.5%	0.0%
	Temporarily restricted net assets					

	Institutional	\$6,000	\$22,000	\$15,000	266.7%	-31.8%
?	Foundation	\$3,112,000	\$2,610,000	\$2,735,000	-16.1%	4.8%
	Total	\$3,118,000	\$2,632,000	\$2,750,000	-15.6%	4.5%
	Permanently restricted net assets					
	Institutional	\$65,648,000	\$69,046,000	\$68,786,000	5.2%	-0.4%
?	Foundation	\$12,987,000	\$13,264,000	\$13,688,000	2.1%	3.2%
	Total	\$78,635,000	\$82,310,000	\$82,474,000	4.7%	0.2%
	Total Net Assets	\$87,207,000	\$91,079,000	\$91,362,000	4.4%	0.3%
	TOTAL LIABILITIES and NET ASSETS	\$103,760,000	\$109,515,000	\$109,741,000	5.5%	0.2%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (06/30)		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$14,187,000	\$14,915,000	\$14,506,000	\$14,932,000	
?	Room and board	\$7,937,000	\$8,195,000	\$7,810,000	\$7,976,000	
?	Less: Financial aid	-\$5,251,000	-\$5,067,000	-\$5,277,000	-\$5,259,000	
	Net student fees	\$16,873,000	\$18,043,000	\$17,039,000	\$17,649,000	\$0
?	Government grants and contracts					
?	Private gifts, grants and contracts	\$5,832,000	\$6,295,000	\$6,016,000	\$5,883,000	
?	Other auxiliary enterprises	\$2,880,000	\$1,785,000	\$2,501,000	\$1,665,000	
	Endowment income used in operations					
?	Other revenue (specify): Gifts and Contributions	\$5,888,000	\$941,000	\$1,089,000	\$1,090,000	
	Other revenue (specify): Other Sources	\$230,000	\$218,000	\$212,000	\$208,000	
	Net assets released from restrictions					
	Total Operating Revenues	\$31,703,000	\$27,282,000	\$26,857,000	\$26,495,000	\$0
OPERATING EXPENSES (in 000s)						
?	Instruction	\$12,375,000	\$12,959,000	\$13,811,000	\$14,454,000	
?	Research					
?	Public Service	\$15,000	\$15,000	\$12,000	\$14,000	
?	Academic Support	\$4,417,000	\$4,439,000	\$4,386,000	\$4,673,000	
?	Student Services	\$5,080,000	\$5,200,000	\$5,409,000	\$5,554,000	
?	Institutional Support	\$7,737,000	\$7,106,000	\$7,045,000	\$7,589,000	
	Fundraising and alumni relations	\$1,971,000	\$1,350,000	\$1,763,000	\$1,270,000	
?	Operation, maintenance of plant (if not allocated)	\$4,409,000	\$4,621,000	\$4,791,000	\$4,809,000	
?	Scholarships and fellowships (cash refunded by public institution)	\$1,254,000	\$1,504,000	\$1,514,000	\$1,611,000	
?	Auxiliary enterprises	\$8,054,000	\$8,404,000	\$7,828,000	\$8,156,000	
?	Depreciation (if not allocated)	\$2,129,000	\$2,826,000	\$3,540,000	\$4,188,000	
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$47,441,000	\$48,424,000	\$50,099,000	\$52,318,000	\$0

	Change in net assets from operations	- \$15,738,000	-\$21,142,000	- \$23,242,000	- \$25,823,000	\$0
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$18,643,000	\$19,623,000	\$20,849,000	\$21,845,000	
?	Investment return	\$1,313,000	\$222,000	\$113,000	\$1,542,000	
?	Interest expense (public institutions)	-\$106,000	-\$128,000	-\$146,000	-\$147,000	
	Gifts, bequests and contributions not used in operations					
?	Other (specify): Loss on disposition of assets		-\$320,000			
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$19,850,000	\$19,397,000	\$20,816,000	\$23,240,000	\$0
	Income before other revenues, expenses, gains, or losses	\$4,112,000	-\$1,745,000	- \$2,426,000	- \$2,583,000	\$0
?	Capital appropriations (public institutions)	\$9,126,000	\$13,917,000	\$5,789,000	\$3,242,000	
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$13,238,000	\$12,172,000	\$3,363,000	\$659,000	\$0

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
	Debt					
	Beginning balance	\$3,237,000	\$4,575,000	\$4,115,000	\$5,886,000	
	Additions	\$1,757,000	\$72,000	\$2,238,000	\$137,000	
	? Reductions	(\$419,000)	(\$532,000)	(\$467,000)	(\$643,000)	
	Ending balance	\$4,575,000	\$4,115,000	\$5,886,000	\$5,380,000	\$0
	Interest paid during fiscal year					
	Current Portion	\$532,000	\$419,000	\$608,000	\$679,000	
	Bond Rating					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

FY 2018 audited numbers were unavailable at the time of submission. The College will provide updated numbers in October 2018.

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
NET ASSETS					
Net assets beginning of year	\$53,379,000	\$60,466,000	\$69,735,000	\$74,067,000	
Total increase/decrease in net assets	\$7,087,000	\$9,269,000	\$4,332,000	(\$278,000)	
Net assets end of year	\$60,466,000	\$69,735,000	\$74,067,000	\$73,789,000	\$0
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$1,966,000	\$1,555,000	\$1,832,000	\$1,963,000	
Federal, state and private grants	\$4,623,000	\$4,797,000	\$4,829,000	\$4,695,000	
Restricted funds	\$191,000	\$265,000	\$259,000	\$279,000	
Total	\$6,780,000	\$6,617,000	\$6,920,000	\$6,937,000	\$0
% Discount of tuition and fees	15.2%	12.2%	14.4%	15.0%	
? % Unrestricted discount	13.8%	10.4%	12.6%	13.1%	
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:					

Please enter any explanatory notes in the box below

FY 2018 audited numbers were unavailable at the time of submission. The College will provide updated numbers in October 2018.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2014)	(FY2015)	(FY 2016)	(FY 2017)	(FY 2018)
IPEDS <u>Retention</u> Data						
Associate degree students						
Bachelors degree students						
		79%	78%	74%	79%	73%
IPEDS <u>Graduation</u> Data (150% of time)						
Associate degree students						
Bachelors degree students						
		57%	52%	52%	53%	54%
IPEDS <u>Outcomes Measures</u> Data						
First-time, full time students						
Awarded a degree within six years						
Awarded a degree within eight years						
Not awarded within eight years but still enrolled						
				57%	52%	52%
				57%	53%	53%
				0%	1%	0%
First-time, part-time students						
Awarded a degree within six years						
Awarded a degree within eight years						
Not awarded within eight years but still enrolled						
				11%	14%	0%
				22%	29%	25%
				0%	0%	0%
Non-first-time, full-time students						
Awarded a degree within six years						
Awarded a degree within eight years						
Not awarded within eight years but still enrolled						
				60%	67%	64%
				62%	70%	64%
				1%	0%	1%
Non-first-time, part-time students						
Awarded a degree within six years						
Awarded a degree within eight years						
Not awarded within eight years but still enrolled						
				59%	52%	54%
				64%	52%	54%
				0%	4%	5%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1	Pell	72%	74%	75%	74%	68%
2	ALANA	79%	78%	73%	72%	73%
3	STEM (with PSYC)	73%	78%	75%	71%	73%
4						
5						
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
1	Pell	53%	47%	54%	45%	49%
2	ALANA	58%	36%	59%	49%	55%
3	STEM (with PSYC)	40%	46%	49%	57%	55%
4						
5						
Definition and Methodology Explanations						
1						
2						

**Note: complete this form for each distinct student body identified by the institution
(See Standard 8.1)**

**Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)**

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	52%	37%		
Not graduated, still enrolled at original institution	1%	6%		
Degree from a different institution	14%	20%		
Transferred to a different institution	9%	18%		
Not graduated, never transferred, no longer enrolled	24%	19%		
First-time, Part-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
Non-first-time, Full-time Students				
Degree from original institution	64%	63%		
Not graduated, still enrolled at original institution	0%	1%		
Degree from a different institution	11%	9%		
Transferred to a different institution	5%	7%		
Not graduated, never transferred, no longer enrolled	20%	20%		
Non-first-time, Part-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2013)	(FY2014)	(FY 2015)	(FY 2016)	(FY 2017)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
2					

3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					
4					

Definition and Methodology Explanations

1	
2	

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)

? State Licensure Examination Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Massachusetts Tests for Educator Licensure (MTEL)	24	24	19	19	25	25	15	15
2									
3									
4									
5									

? National Licensure Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? Job Placement Rates										
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
1					
2					

? Completion Rates					
1					
2					

3					
4					
5					

? Placement Rates

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

**Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY2015)	(FY 2016)	(FY 2017)	(FY 2018)
? MBA Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	80%	74%	100%	100%	100%
Graduation rates @ 150% time		92%	84%	74%	80%
Average time to degree		2 Years	2 Years	2 Years	2 Years
Other measures, specify:					
? Education Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	77%	68%	63%	50%	75%
Graduation rates @ 150% time	68%	50%	69%	54%	50%
Average time to degree	2 Years	2 Years	2 Years	2 Years	2 Years
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					

Course completion rates

Retention rates

Graduation rates

Other measures, specify:

Definition and Methodology Explanations

1	
2	
3	
4	
5	

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		http://www.mcla.edu/Academics/registrar/academicpolicies/index#1A	Academic Affairs
Intellectual property rights			
Conflict of interest		http://www.mcla.edu/e-handbook/conflictinterest/	Human Resources
Privacy rights			
Fairness for students		http://mcla.edu/Student_Life/resources/helpdirectoryforstudents/index	Student Life
Fairness for faculty		http://www.mcla.edu/Assets/uploads/images/files/Academic-Affairs/Faculty/MSCA%20Contract%202014-2017.pdf	
Fairness for staff			
Academic freedom		http://www.mcla.edu/Assets/uploads/images/files/Academic-Affairs/Faculty/MSCA%20Contract%202014-2017.pdf	
Research			
Title IX		http://mcla.edu/About_MCLA/admin/campus-connection/Title-IX/index	Human Resources and Students Life
Other; specify			

Non-discrimination policies

Recruitment and admissions		http://www.mcla.edu/Student_Life/resources/studenthandbook/yourresponsibilities/7discrimination/index	Student Life
Employment		http://www.mcla.edu/e-handbook/affirmativeaction/	Human Resources
Evaluation			
Faculty		http://www.mcla.edu/Assets/uploads/images/files/Academic-Affairs/Faculty/MSCA%20Contract%202014-2017.pdf	
Staff			

Disciplinary action			
Advancement			
Other; specify			

Resolution of grievances

Students			
Faculty			
Staff			
Other; specify			

?	Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	http://mcla.edu/Assets/uploads/Catalog-2016/2016-2017-undergraduate_catalog.pdf
	http://mcla.edu/Assets/MCLA-Files/Academics/Graduate/MED-Files/Graduate%20Education%20Catalog%202016.pdf
Obligations and responsibilities of students and the institution	
Information on admission and attendance	http://mcla.edu/Admissions/index
Institutional mission and objectives	http://mcla.edu/About_MCLA/mission/index
Expected educational outcomes	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://mcla.edu/About_MCLA/mission/history/index
Requirements, procedures and policies re: admissions	http://mcla.edu/Admissions/Prospective-Students/first-year-student/index
Requirements, procedures and policies re: transfer credit	http://mcla.edu/Admissions/Prospective-Students/transfer-student/index
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	http://mcla.edu/Admissions/financialaid/bursar/index
Rules and regulations for student conduct	http://mcla.edu/Student_Life/resources/studenthandbook/index
Procedures for student appeals and complaints	http://www.mcla.edu/Academics/registrar/academicpolicies/index#1H
Other information re: attending or withdrawing from the institution	http://mcla.edu/Academics/registrar/academicpolicies/index#1P
Academic programs	http://mcla.edu/Academics/undergraduate/index
	http://mcla.edu/Academics/graduate/index
Courses currently offered	http://www.mcla.edu/Assets/MCLA-Files/Catalog/MCLA%202017-2018%20Undergraduate%20Academic%20Catalog.pdf?MCLA+2017-2018+Undergraduate+Catalog
Other available educational opportunities	
Other academic policies and procedures	http://mcla.edu/Academics/registrar/academicpolicies/index
Requirements for degrees and other forms of academic recognition	http://mcla.edu/Academics/registrar/graduationpolicies/index
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	
	http://www.mcla.edu/Academics/undergraduate/art/pr of/index
	http://www.mcla.edu/Academics/undergraduate/arts-management/Faculty/index
	http://www.mcla.edu/Academics/undergraduate/biologynew/faculty/index

	http://www.mcla.edu/Academics/undergraduate/businessadministration/faculty/index
	http://www.mcla.edu/Academics/undergraduate/chemistry/faculty/index
	http://www.mcla.edu/Academics/undergraduate/computerscience/faculty/index
	http://www.mcla.edu/Academics/undergraduate/education/faculty/index
	http://www.mcla.edu/Academics/undergraduate/englishcommunications/faculty/index
	http://www.mcla.edu/Academics/undergraduate/environmentalstudies/faculty/index
	http://www.mcla.edu/Academics/undergraduate/historypoliticalscience/faculty/index
	http://www.mcla.edu/Academics/undergraduate/interdisciplinarystudies/faculty/index
	http://www.mcla.edu/Academics/undergraduate/mathematics/faculty/index
	http://www.mcla.edu/Academics/undergraduate/philosophy/faculty/index
	http://www.mcla.edu/Academics/undergraduate/physics/faculty/index
	http://www.mcla.edu/Academics/undergraduate/psychology/faculty/index
	http://www.mcla.edu/Academics/undergraduate/sociologyanthropologysocialwork/faculty/index
Names and positions of administrative officers	http://mcla.edu/About_MCLA/President/Senior-Staff/index
Names, principal affiliations of governing board members	http://mcla.edu/About_MCLA/President/Board/index
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	http://mcla.edu/Assets/MCLA-Files/Academics/IRAP/MCLA%202015-16%20Factbook.pdf
Description of the campus setting	http://mcla.edu/Admissions/visiting_mcla/index
Availability of academic and other support services	
Range of co-curricular and non-academic opportunities available to students	http://mcla.edu/Student_Life/clubsandorganizations/index
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	
Total cost of education and net price, including availability of financial aid and typical length of study	

Expected amount of student debt upon graduation and loan payment rates	
Statement about accreditation	http://mcla.edu/About_MCLA/mission/neasc/index

Appendix E: Making Assessment More Explicit (e-Series) Forms

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
MCLA	LEAP Essential Learning Outcomes: http://www.mcla.edu/Academics/academicaffairs/assessment/atmcla/leapan/mcla/index	All Core and Program outcomes are mapped to the LEAP ELOs and student artifacts are reviewed each semester in those contexts; NSSE Survey of Student Engagement; Alumni Surveys	Core Domain and Program faculty review data mapped to specific LEAP Outcomes each semester. The Director of Assessment reviews this and other data for patterns campus-wide.	Greater emphasis institution-wide on Quantitative Reasoning, through the founding of the Quantitative Understanding Across the Curriculum faculty group and the creation of the Math Drop-In Center for students needing additional support	
For general education if an undergraduate institution:					
First-Year Experience	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/coassessment/studentlearningoutcomes/index	Faculty review of student artifacts by outcome, faculty survey, student survey	Individual faculty score artifacts. FYE director compiles and analyzes the results, then reports findings back to FYE faculty.	Beginning the transition from an FYE-designated course to a Freshman Seminar model.	MCLA's Core Curriculum is currently undergoing a complete review and redesign.
Tier I: Critical Reading, Thinking, Writing	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/coassessment/studentlearningoutcomes/index	Faculty review of student artifacts by outcome.	Individual faculty score artifacts. Writing director compiles and analyzes the results, then reports findings back to writing faculty.	Increased emphasis on the backward design model of curriculum planning, with workshops for ENGL150 faculty provided as a professional development initiative.	

Tier I: Quantitative Reasoning	Outcomes and assessment procedures are being developed as part of the Core Curriculum Redesign	Establishment of Quantitative Understanding Across the Curriculum (QUAC) group of faculty across quantitative areas to develop Tier I Quantitative Reasoning student learning outcomes (currently being put through governance), a mechanism for assessing student progress, and supporting quantitatively-based initiatives across campus.		
Tier I: Language Arts	Outcomes and assessment procedures are being developed as part of the Core Curriculum Redesign			
Tier II: Creative Arts	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/co reassessment/studentlearnin goutcomes/index	Semesterly scoring and review of student artifacts.	Creative Arts faculty meet each semester to discuss student results on assessments. In addition to looking broadly at all work for patterns, the CA faculty do a "deep dive" on one assignment from that term, looking at alignment with the intended outcome as well as the student work the assignment produced.	Group assignment showcases have led to an increased degree of collegiality and sharing of practice for the Creative Arts team. In addition to sharing and adopting best practices across the group, Creative Arts faculty have begun planning for common assignments or experiences grounded in thematic arts opportunities on campus and in the broader community.
Tier II: Human Heritage	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/co reassessment/studentlearnin goutcomes/index	Semesterly scoring and review of student artifacts.	Human Heritage faculty meet once a semester to review artifacts and assignments, as well as to discuss priorities for upcoming semesters.	Human Heritage has made an effort to be more intentional about the integration of Writing into curricular offerings. Faculty did a workshop with Writing Across the Curriculum coordinator to discuss different ways to incorporate the practice of writing into HH classes, as well as talking about assignment design for written projects and their effectiveness in improving students' written and analytical abilities
Tier II: Self & Society	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/co reassessment/studentlearnin goutcomes/index	Semesterly scoring and review of student artifacts.	Self & Society faculty meet once a semester to review artifacts and assignments, as well as to discuss priorities for upcoming semesters.	Self & Society revised their Student Learning Outcomes following the first full cycle of assessment. The new outcomes are meant to be more simplified and transparent to student learners, and have a greater emphasis on the interconnectedness of societal structures.

Tier II: Science & Technology	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/coassessment/studentlearningoutcomes/index	Semesterly scoring and review of student artifacts against a common rubric	Science & Technology faculty meet once a semester to review artifacts and assignments, as well as to discuss priorities for upcoming semesters.	Science & Technology faculty have shared and disseminated best-practices in each of the outcomes. An area of student struggle was identified in the creation and interpretation of graphs, so faculty have strengthened emphasis on explicitly teaching these skills and have shared successful curriculum strategies and materials for doing so. Created a course in Special Topics in Science & Technology to better respond to student needs and address outcomes.
Tier III: Capstone Experience	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/coassessment/studentlearningoutcomes/index	Semesterly scoring and review of student artifacts. Rubrics guide the discussion, often the VALUE Rubric on Integrative Learning.	Capstone faculty meet once a semester to review artifacts and assignments, as well as to discuss priorities for upcoming semesters.	The Capstone domain has shifted to a more qualitative style of artifact review, which has led to greater collaboration and sharing of practices among Capstone faculty. Faculty are discussing the possibility of shifting to an ePortfolio method of assessment to ensure true interdisciplinarity of student work as part of the Core redesign process.
List each degree program:				
1. Art	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Semesterly assessment reports, anchor assignments for each learning outcome	All full-time Art faculty members complete semesterly assessment reports each semester so that all four outcomes are covered each academic year. The full-time Art faculty then meet at the end of each semester to review the assessment report, discuss the results, and discuss any changes to be made as a result.	The degree was completely revised. A foundation set of courses were identified and then a Design and a Studio concentration were added. AMGT 130 Introduction to Arts Management was added to the degree to better address the 4th learning objective.

<p>2. Arts Management</p>	<p>http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index</p>	<p>Semesterly assessment reports, anchor assignments for each learning outcome</p>	<p>All full-time AMGT faculty members complete semesterly assessment reports each semester so that all four outcomes are covered each academic year. The full-time AMGT faculty then meet at the end of each semester to review the assessment report, discuss the results, and discuss any changes to be made as a result.</p>	<p>Significant changes have been made to the major as a result of the assessment process and to better align program with the undergraduate outcomes outlined by the Association of Arts Administration Educators. A number of new classes have been added, the degree requirements have been revised and the entire program is mapped against the AAAE undergraduate outcomes to make sure all areas are being addressed throughout the requirements of the program.</p>	<p>Fine & Performing Arts program review in 2007. AMGT will have a standalone review in 2018-19.</p>
<p>3. Athletic Training</p>	<p>http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index</p>	<p>We do senior exit surveys and alumni surveys to assess graduates. We use various methods to evaluate the students as they progress through the program. As an example we use module assignments to assess the students' competency and clinical proficiency in their clinical experience. They are evaluated at mid-semester and end-of the semester in their clinical experience to assess their communication, professionalism and ethical behavior. I can provide all the plan, tools and map if needed.</p>	<p>The clinical education coordinator and the program director collect and interpret the data. We compare this to the benchmarks that are set for the students, preceptors and program. We discuss strategies to improve every semester, and implement these if it is logical.</p>	<p>There are a few things: 1. We have implemented a practice BOC exam starting the junior year. So in the students' last four semesters they will take a practice BOC exam and have to pass with at least a 70% in order to proceed into their clinical experience. 2. We have implanted the use of standardized patients in lab exams, to assist in student's communication and confidence in completing an injury evaluation. 3. We have increased the amount and type of "general medicine" (non-orthopedic injury) exposure that the students have. This includes clinical</p>	<p>2016-17</p>

				experience at the emergency department, Williams college health center and surgical observations.	
4. Biology	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Assessment reports after each semester; based on the outcome assessed data might be obtained from exam questions/grades, laboratory observations, laboratory assignments and other course assignments.	Instructors of appropriate upper-level courses create assessment reports for their students, the department chair collates the results into a single report, which is distributed to departmental faculty. The results are discussed at a subsequent department meeting and the report updated to reflect content of the discussion	Specific assignments, strategies and resources have been modified as part of the assessment discussions. In response to concerns about student skills in library research, data presentation and writing lab reports. the department created a free online resource, the Handbook for Writing Lab Reports in Biology, as a set of resources, standards and examples applied across the biology curriculum	
5. Business Administration	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Approved competency tests, semester projects, successful completion of all coursework, self-reflection activities, alumni assessment of curriculum	Respective faculty members evaluate and grade students' performance by providing feedback to students in class, through individual and group critiques, or in exams. The assessment committee reviews student work for selected outcomes semesterly.	Added international business and international economics courses to the International Business concentration; added marketing research course to the Marketing concentration; Added Financial Reporting I as a prerequisite for Auditing and added Auditing as a required course to the Accounting concentration;	Currently seeking ACBSP Accreditation

				added the Leadership course as a requirement for the Management concentration; changed BADM 210 to BADM 110 and made it a prerequisite for ECON 216 and BADM 224; added a minor in Entrepreneurship	
6. Chemistry	http://mcia.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	We have changed our assessment starting this semester (Spring 2018). Our Chemistry Seminar course has been “re-vamped” and now functions as a career preparation course. Therefore, we will review materials such as CV, cover letters, and answers to mock interview questions to determine if students have met outcomes.	This will be our first semester implementing our new assessment, but Dr. Dehner teaches the course and will therefore be the primary interpreter of evidence. Dr. Harris will also be involved in the mock interviews and interpretation of student answers. The questions will involve students explaining a chemical concept, calculating how to make a particular solution or buffer, and troubleshooting using a particular instrument. We will then meet with our third faculty member to discuss the results and putative changes.	None yet, but a possible change could be having students calculate and make their own solutions for the advanced labs (if they were not meeting this outcome).	2014-15
7. Community Health Education	http://mcia.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Assessment reports after each semester; based on the outcome assessed data might be obtained from exam questions/grades, laboratory observations, laboratory assignments and	Instructors of appropriate upper-level courses will create assessment reports for their students, the department chair will collate the results into a single report, which will be distributed to departmental	N/A - New major as of 2017	N/A - New major as of 2017

		other course assignments.	faculty. The results will be discussed at a subsequent department meeting and the report updated to reflect content of the discussion.		
8. Computer Science	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Junior Qualification Course	All faculty review data from the Junior Qualification Course at the end of each spring semester.	Results from the Junior Qualifying Exam are used to modify and strengthen curricular offerings. One example of this was the decision to add a unit to Introduction to Computer Science (CSCI101) that covers signed integer binary representations so students would be exposed to the concept earlier in their Computer Science coursework.	In progress
9. Education	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Success in filed placements and student teaching, e-portfolio, MTEL scores, feedback from local teachers, capstone seminar	Full-time faculty, part-time instructors and local educators consistently provide evidence, ideas, etc. about our program. We use this evidence and info as a basis for weekly department meetings. We also have an advisory committee that consists of local educators and alums, and this committee's focus is on (1) building partnerships with the community and (2) improving our program.	We have changed syllabi, disposition statements, student teaching format, and MTEL prep	2012

<p>10. English/ Communications</p>	<p>http://mcla.edu/Academics/academicaaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index</p>	<p>Qualitative Student Portfolio and qualitative Survey Monkey data using the E/C Outcomes rubric.</p>	<p>Each semester E/C Senior Seminar instructors present the department with the student assessment essays from their classes. The department discusses all findings, approves the report, and submits to the administration.</p>	<p>In the distant past, portfolio assessment results were used to create new concentrations in Film and PR/Corporate Communications and to produce more offerings across various concentrations and the CORE. More recently, at student request, advanced courses in Creative Writing are now being offered with additional courses in the works. Perhaps the most striking effect of department's assessment results was the Spring 2017 approval of a new major in Communications, which has been approved by the College. As part of the department's assessment plan, a number of student focus groups were conducted to elicit student opinion about creating the new major. The new major addresses concerns from a number of students over the past few assessment periods and including this past semester essays about the lack of required communication type classes compared to literature classes.</p>	<p>2015</p>
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11. Environmental Studies	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Anchor assignments for learning outcomes	All full-time faculty members in the ENVI department meet to review the assessment report each semester. We read the report, discuss the results and their interpretation, and discuss whether there are appropriate changes to be made to the curriculum and/or assessment process.	Our course sequence on Geographic Information Systems (ENVI 325 and 425) have been changed from 3-credit to 4-credit courses (with a lab) to better prepare our students to use this technology.	2009-10, in progress
12. Health Sciences	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Assessment reports after each semester; based on the outcome assessed data might be obtained from exam questions/grades, laboratory observations, laboratory assignments and other course assignments.	Instructors of appropriate upper-level courses will create assessment reports for their students, the department chair will collate the results into a single report, which will be distributed to departmental faculty. The results will be discussed at a subsequent department meeting and the report updated to reflect content of the discussion.	N/A - New major as of 2017	N/A - New major as of 2017
13. History	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	A fully armed and operational ePortfolio program.	Faculty review graduating seniors' ePortfolios as part of the annual year-end retreat in May. Reflections in each upper-level course are graded by instructors on an ongoing basis.	Two examples come to mind. One, revamping the way HIST approaches teaching historical theory and methods. Based on seeing consistent shortcomings in research and citations, a new course was designed, replacing two courses that were from an earlier technological era. Two, discussions in the retreat identified a need for more student awareness of the process as a whole; this was	in progress, most recent 2011

				addressed with the addition of a reflection on the HIST 450 course (2017) and a longer assignment in which students will reflect on their ePortfolio as a whole (2018)	
14. Interdisciplinary Studies	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Semesterly assessment reports, department-wide rubrics, senior seminar projects	Individual faculty members evaluate and report on student work, and the program coordinator synthesizes overall insights at the program faculty meeting	Ongoing discussion of how to bridge the gap between interdisciplinary, holistic learning outcomes and the structure of assessment, changes to syllabi and courses to include explicit assignments, selection of course material, and targeted teaching activities	2010
15. Mathematics	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	We have assessed #2 by giving first-day quizzes testing prerequisite knowledge. We collected examples of student proofs from exams to examine #3, and student projects for #4. Outcome #1 is such a part of every one of our classes, that every professor has countless weekly opportunities to observe student progress.	When we have examples of student work, the whole department gathers to evaluate the materials, to discuss best practices, and to share/motivate new ideas. Learning outcome #1 is evaluated informally throughout the semester at department meetings when professors share stories of surprising successes and failures for everyone to consider and learn from. Additional perspective is provided by the	The prerequisite quizzes sent a lot of feedback to the calculus professors to put even more emphasis on basic calculus concepts and skills, and helped us identify the most important skills (most likely to appear as future prerequisites). The student proofs and projects were impressive, and increased our confidence in our two-course Proof sequence and our applied offerings. The Math Drop-In Center came about in response to concerns that arose	2014

			Quantitative Reasoning Across the Curriculum (QUAC) group, which meets monthly to discuss challenges and strategies.	during these sessions. New approaches, explanations, and problems are routinely shared and developed in our weekly meetings, and even at other times during the week.	
16. Performing Arts	http://mcja.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Semesterly assessment reports, anchor assignments for each learning outcome	All full-time PA faculty members complete semesterly assessment reports each semester so that all four outcomes are covered each academic year. The full-time PA faculty then meet at the end of each semester to review the assessment report, discuss the results, and discuss any changes to be made as a result.	The degree was completely revised removing AMGT and ART concentrations. The remaining foundation courses were revised based on the needs of performing arts majors. All concentration courses have been revisited in the past three years and completely revised to better meet contemporary practice in the music and theatre fields.	Fine & Performing Arts program review in 2007. Performing Arts will have a standalone review in 2018-19.
17. Philosophy	http://mcja.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	Semesterly assessment reports, department-wide rubrics, Philosophy mini-conference presentations, Thesis XII publications	All full-time Philosophy faculty review assessment reports and student work. Promising coursework often leads to participation in the mini-conference with at least one faculty mentor.	Increase in efforts to clarify individual elements of critical reasoning, implemented the practices of providing sample essays for students to consult, student group work, and peer editing, improved & augmented program-wide handouts and information including the Philosophy Toolkit and Style Checklist,	2015-16

				refocused curricular efforts on areas of weaker student performance	
18. Physics	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	The degree evaluation form is used – this ensures that students have taken the proper courses. Students who plan to attend graduate school take the physics GRE, and this provides some data. Our capstone course, Advanced Physics Lab I and II also provide data on whether our students have achieved the outcomes. Ultimately, the student outcome after MCLA also provides us with information – what jobs they receive and which graduate schools they are admitted to.	As a department, we discuss outcomes and how our students are doing throughout the year. We do not have a formal process. We are also in regular contact with many of our graduates. We talk about the aspects of their education that help them the most in their current positions. We also ask them which topics they wish they had seen while at MCLA.	We changed our BA degree to require our capstone courses, Advanced Physics I and II. We added a course called Computational Physics to provide the students with more programming and computational experience. We introduced new courses, Intro to Optics and Intro to Solid State.	2013-14
19. Political Science & Public Policy	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	All students maintain an ePortfolio during their upper-level courses. They submit reflections on their work and link to class assignments. A 1-credit seminar looks at the cumulative process.	Department faculty annually gather to look at our students' ePortfolios to assess individual and macro trends and adjust our approaches, if necessary. The department head takes the lead on this as the instructor of the 1-credit ePortfolio course.	We created the 1-credit ePortfolio seminar to systematize the process and link it more intentionally with post-college professional goals and opportunities.	2015

20. Psychology	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	The chair examines each student's degree evaluation to determine that the required courses are taken (e.g., the required stats/methods courses that use SPSS). Additionally, rubrics are used for grading papers (e.g., PSYC 290 and 291).	Students meet with advisors (especially if given midterm warnings). Additionally, the chair gets a notice and needs to give approval for students that are hoping to graduate that semester. The chair examines the courses the student has taken and the GPA for the major before signing off that they have achieved the stated outcomes for the degree. Finally, the professor in 290/291 provides feedback to students regarding their writing (e.g., using drafts of assignments before final project is due).	PSYC 291 is consistent regardless of instructor. Research proposal was adjusted to prevent procrastination by making draft portions due throughout the entire semester.	In progress
21. Sociology, Anthropology & Social Work	http://mcla.edu/Academics/academicaffairs/assessment/intheprogram/academicprograms/studentlearningoutcomes/index	1) Completion of required coursework, 2) tracking of graduate program acceptance, 3) tracking of post-graduate employment	Faculty members who teach courses relevant to each semester's outcome submit student work to an Assessment Committee comprised of 4 rotating faculty members. Work is evaluated against a common rubric and the committee submits a written report of results and implications.	The most notable change has been the addition of a statistics requirement for SASW majors to improve student quantitative literacy and improve alignment with outcomes 1 and 3. Additionally, several changes have been made in timing of planned activities such as field trips and required coursework within the major and the minor.	2017
22. Master of Business Administration	http://www.mcla.edu/Assets/MCLA-Files/Academics/Graduate/PDF-Files/PMBA_learning_outcomes.pdf	Approved competency tests, semester projects, successful completion of all coursework, self-reflection activities, alumni assessment of curriculum	Respective faculty members evaluate and grade students' performance by providing feedback to students in class, through individual and group critiques, or in exams. The assessment committee reviews	Rebranded the program from a PMBA (Professional MBA) to an MBA degree. Development of the cohort model of instruction.	

			student work for selected outcomes semesterly.		
23. Master of Education	MA Professional Standards for Teachers: http://www.doe.mass.edu/edrep/advisories/TeachersGuidelines.pdf	Success in filed placements and student teaching, e-portfolio, MTEL scores, feedback from local teachers, capstone seminar	Full-time faculty, part-time instructors and local educators consistently provide evidence, ideas, etc. about our program. We use this evidence and info as a basis for weekly department meetings. We also have an advisory committee that consists of local educators and alums, and this committee's focus is on (1) building partnerships with the community and (2) improving our program.	We have changed syllabi, disposition statements, student teaching format, and MTEL prep	2012
24. Certificate of Advanced Graduate Studies	MA Professional Standards for Teachers: http://www.doe.mass.edu/edrep/advisories/TeachersGuidelines.pdf	Internship data, on-going discussions with faculty and on-site supervisors, and course-based projects. Also, student success on the MA-PAL state assessment for Admin Licensure	Full and part-time faculty, and on-site supervisors who meet with MCLA faculty multiple times each semester. We use this evidence and info garnered from conversations with the supervisors, on-going evaluation tools, and the e-portfolio as a basis for determining if and how these post masters students can continue in our program.	We have changed syllabi, disposition statements, internship requirements, and e-portfolio requirements.	2012

E-Series Forms: Making Assessment More Explicit

Option E1: Part b. Inventory of Specialized and Program Accreditation

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Commission on Accreditation of Athletic Training Education (CAATE) - Athletic Training Professional Bachelor's Program	April 2018 - 10 years Continuing Accreditation granted	The program must demonstrate proficiency in 105 benchmarks according to the 2012 CAATE Professional Standards, which fall under the categories of Sponsorship, Outcomes, Personnel, Program Delivery, Health & Safety, Financial Resources, Operational Policies & Fair Practices, Program Description & Requirements, and Student Records. Full standards are available at https://caate.net/wp-content/uploads/2018/02/2012-Professional-Standards_.pdf	Number of graduates, number taking the BOC exam, number passing the BOC exam on the first attempt, number passing the BOC exam on any attempt.	2027-28 - Formal review

<p>Massachusetts Department of Elementary and Secondary Education (DESE) - AMAzing Teacher Preparation Program (Initial licensure, multiple baccalaureate and post-baccalaureate programs)</p>	<p>2012 - Approved</p>	<p>Program must provide evidence of meeting the following Program Approval Standards: Continuous Improvement, Collaboration and Program Impact, Capacity, Subject Matter Knowledge, Professional Standards for Teachers, Professional Standards for Administrative Leadership, and Educator Effectiveness. Full guidelines are available at http://www.doe.mass.edu/edprep/ProgramApproval.pdf</p>	<p>(a)Sponsoring Organization General Information (b)Candidate Data (c)Faculty and Staff Data (d)District Partnerships and Collaborations (e)Annual Goals and Attainment (f)List of Approved Programs and Program of Study (g)Admission Requirements for Approved Programs (h)Manner of Exit from the Approved Program and Persistence Rates (i)MTEL Pass Rates: Single assessment and aggregate pass rates on licensing tests or assessments as required by 603 CMR 7.00. Summary pass rates on licensing tests or assessments as required by 603 CMR 7.00 at the point of: enrollment, completion of all coursework but the practicum/practicum equivalent, and program completion. (j)State Administered Survey Data from: Candidates enrolled in an approved program. Candidates who have completed all coursework, but the practicum/practicum equivalent. Program completers District personnel (k)Aggregate Employment Data of Program Completers employed in the Commonwealth of Massachusetts (l)Aggregate Evaluation Ratings of Program Completers</p>	<p>2019 - Formal review</p>
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