

April 2022

# PERFORMANCE REPORT 2021

MASSACHUSETTS COLLEGE OF ART AND DESIGN



**MASSART**

MASSACHUSETTS COLLEGE  
OF ART AND DESIGN

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\*Cover photography by Kelly Davidson.



## **INTRODUCTION**

**Partnership Renewal Plan**

**Art College Peer Group**

**Reactivation of Campus**

**Reporting Periods**

# INTRODUCTION

## Partnership Renewal Plan

The underlying premise of the MassArt New Partnership Plan is that the college, as a specialized public institution, can and should be held to high standards of accountability and therefore should also be granted substantial freedom to determine how it achieves those outcomes. Legislation contained in Section 634 of the FY04 Massachusetts State Budget authorized the college to establish its own performance standards appropriate to the unique nature of its mission and mandates a report each year. This report provides quantitative and qualitative data on selected performance measures from the performance agreement included in the Partnership Plan renewal, approved in September 2016, and highlights notable MassArt events, accomplishments, and directions in the past year.

## Art College Peer Group

Peer institutions, approved by the BHE in March 2010, are listed below. This group includes colleges that are up to 50% larger or smaller than MassArt in enrollments, offer different configurations of programs and majors, and have varying financial resources; but when considered in the aggregate, average measures for the group provide valid benchmarks for MassArt on most performance indicators. These institutions are used for benchmarks for the key indicators included in the second section of this report.

- Art Center College of Design
- California College of the Arts
- California Institute of the Arts
- College for Creative Studies
- Columbus College of Art and Design
- Maryland Institute College of Art
- Ringling College of Art and Design
- Rhode Island School of Design
- School of the Art Institute of Chicago
- The University of the Arts

## Reporting Periods

- ENROLLMENT Final FY2021, preliminary FY2022
- ADMISSIONS Fall 2021, Fall 2020 AICAD
- FINANCIAL AID FY2021, Fall 2021
- RETENTION AND GRADUATION RATES FY2020, FY2021
- TUITION AND FEE REVENUE FY2021
- PEER FINANCIAL BENCHMARKS FY2020

Benchmarks use the most recent available peer data.

## Reactivation of Campus

President Grant joined the MassArt community in July 2021 and is honored to lead this unique and remarkable institution.

This academic year, the MassArt community has resumed our vibrant campus life, with a robust curriculum of in-person, hybrid and remote learning, and with rich and engaging programs that connect us with our community. We are committed to providing both an equitable learning experience and a safe environment for our students, faculty and staff, along with our partners and campus neighbors.

Nearly 150 years ago, MassArt was founded on the core belief that art and design have the power to transform our world. As MassArt's President, Dr. Grant is deeply committed to and energized by that belief. Together our university community will continue to honor that belief as we write the next chapter in this institution's storied history.

### *Campus Planning Group*

The college established a Campus Planning Group to collaboratively assist in the coordination and implementation of facilities projects and space needs to ensure that the campus was student-ready for the 2021-22 academic year. This team gathered student input and developed plans for a phased return to campus, which provided a measured adjustment period for our students who had not yet had a physical connection to the campus, or to their majors or programs.

The "Summer Start-Up Phase" began mid-August, and allowed time for staff and faculty to return to offices for normal in-person functions. To accommodate the return of faculty and students to campus, staff teleworking plans were adjusted, based on the forward facing nature of each area, and testing regimens were increased. Students moved into the residence halls, and both virtual and in-person orientation programs were held not only for first year students, but also for sophomores who had not previously experienced campus, juniors who had not physically experienced their majors, and graduate programs held online orientations. We intentionally focused on daily student engagement programming at the start of the academic year.

Phase One aligned with the start of classes in September, and increased access to support Student Development programming. Studio access was maintained throughout the pandemic for both undergraduate and graduate students in collaboration with studio managers, facilities, and Academic Affairs, even if students were in fully remote coursework. The Campus Planning Group implemented a new reservation system in fall 2021 for students to access specific on-campus spaces to study or work on remote coursework. The

# INTRODUCTION

## Reactivation of Campus (continued)

goal was to support student space needs in their adjustment to a new hybrid schedule, as well as student socialization needs in their changing college experience.

Phase Two began in mid-October and reintroduced internal campus community activity by adding scheduled on-campus programming. This included in-person meetings for faculty, staff, and student groups, in-person Visiting Artists and Visiting Lecturers, Artward Bound, and academic gallery programming. This phase also saw the return of Admissions tours, and celebrated the reopening of MAAM to the public.

Phase Three will ultimately return the campus to a new normal level of activity, with the increase of on-campus public events and a greater number of external visitors and guests to campus. Depending upon public health data and recommendations, Phase Three has been unfolding in the spring semester, as warmer weather brings a decline in cases.

## Hybrid Learning Moving Forward

In light of the many changes that the pandemic has propelled in terms of teaching, learning and advising modalities as well as issues related to quality of life, community building, and communication, MassArt established a special governance committee to assess and review teaching, learning, and advising practices. The Special Committee on Multi-Modal Learning, composed of staff, faculty, and student representatives, met during the summer of 2021 and made a series of charges to All University Council (AUC) that are currently working their way through governance. These recommendations include reviewing the current structure of registration and distribution of the first-year curriculum to ensure it meets students' needs for access and expectations of choice and agency, the establishment of a Shared Practices on Teaching and Learning governance committee to continue investigating and drafting guidelines on distance learning, as well as specific recommendations around remote learning and teaching. At the start of the academic year, AUC and the President approved the establishment of the Shared Practices on Teaching and Learning Committee, whose current focus is on 1) drafting a post-pandemic vision for distance learning, 2) reviewing curriculum delivery platforms and expectations, and 3) reviewing systems of grades and student assessment/college-wide critique models. This committee's work is timely as the college received general approval in March 2022 to offer distance education from NECHE, our regional accreditor, after our initial application was approved during the pandemic. We look forward to continuing to partner with faculty through governance to build on best practices in art and design for hybrid learning at MassArt.

## Fostering the Creative Economy

MassArt continues to innovate and collaborate to deliver value to the Creative Economy in Massachusetts as the Commonwealth's Art and Design school. We are highlighting work in entrepreneurship and new industry-standard fabrication equipment. The Andree LeBoeuf Foundation made a \$30,000 grant, to be shared equally between the Creative Incubator, led by Assistant Professor Sara Hartmann, and the MAAM Catalyst Fund. Over the last academic year, we launched the Creative Economy Business Incubator at MassArt, a new course to support student entrepreneurship with guidance from faculty, industry experts, and visiting entrepreneurs. Lastly and most generously, Foundation Board Member Charles Jobson's \$1M endowment for the Business Incubator will support a professorship for teaching and learning for this program.

MassArt was awarded funding from the highly competitive Massachusetts Skills Capital Grant Program for the purchase of equipment that has a direct impact on our students' ability to enter the workforce with training and experience using industry-standard equipment. In spring 2020, MCA submitted a proposal to the Massachusetts Skills Capital Grant Program to fund up to four interconnected academic space 'hubs', including: digital fabrication, virtual/augmented reality, CNC router shop, and metals fabrication. As a result, in June 2020 MassArt was awarded \$300,000 to partially fund new technologies aligned with these spaces. An impressive list of partners provided support letters for the proposal that added to a winning application. In spring of 2021, MCA submitted a second grant through the same process and was awarded an additional \$150,000 for further development of the original proposal. The College is in the process of building out the new educational spaces to house equipment in each of the 'hubs'.

## The State Equity Agenda, New Undergraduate Experience, and MassArt at 150

The Massachusetts Department of Higher Education and Board of Higher Education created a joint vision statement in 2018 focused on meeting the credential needs of the Commonwealth of Massachusetts economy as well as closing the opportunity gaps in higher education credential holders over the next decade. The issuing of this statement and the review and approval of the MassArt at 150 Strategic Plan (2018-2023) are not coincidental, and MassArt's work in justice and equity as core foundations to the student-centric initiatives across our campus is seen as greatly symbiotic with the state's current focus. The resulting MA Equity Agenda encompasses a broad framework of policy, fiscal, and cross-institution initiatives aimed at addressing known and yet-to-be surfaced systemic inequities, especially those facing students of self-reported Black or African American or Latino/a descent in Massachusetts.



MassArt leadership and high-impact practice areas<sup>1</sup> provided key feedback for for the New Undergraduate Experience (NUE) under the MA Equity Agenda, and cited strategic actions already accomplished, underway, or planned that are aligned with this important state-level work. “Critical to the viability and sustainability of a statewide strategic plan for Massachusetts public higher education will be the integration of system goals at the campus level, specifically within institutional strategic plans. This means the Department will also need to examine its

existing policies and initiatives to determine how to better align and promote the statewide equity imperative.”<sup>2</sup> MassArt’s 2018-23 Strategic Plan, especially our five strategic priority areas, are already poised for alignment with this work as we approach our 150th anniversary as a college in 2023. We look forward to continuing to be part of state-wide discussions pertaining to equity and, as the Commonwealth’s premiere art and design institution, leading with creative and innovative solutions to today’s urgent challenges to make our community a more equitable and welcoming place for all.

1 High impact practices as researched by AAC&U are co-curricular experiences that improve retention and completion rates for students, examples include: career prep and internships, civic learning and community engagement, study abroad, student leadership and involvement on campus, mentoring programs, thesis and capstone projects, on-campus employment, and utilizing support services on campus like the Academic Resource Center.

2 Massachusetts Department of Higher Education Equity Agenda, accessed November 30, 2021 at <https://www.mass.edu/strategic/equity.asp>.



## **KEY INDICATORS**

**Academic Quality**

**Access and Affordability**

**Student Success and Engagement**

**Service to the Commonwealth and the Economy**

**Financial Health**



# ACADEMIC QUALITY

## ADMISSIONS STANDARDS

### First-time First-Year Students

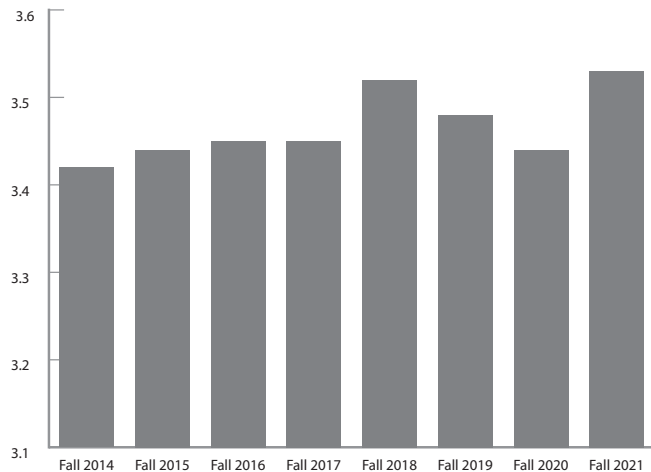
The admission process at MassArt is holistic and considers both academic achievements and artistic potential. For first-time first-year students, decisions place the greatest weight on high school GPA and the quality of the application portfolio. In Fall 2017, MassArt became part of the Test-Optional pilot and no longer considers standardized test scores in this decision process.

- 3.53 was the average weighted GPA
- 83% had GPA of 3.0 or higher
- 87% did not submit standardized test scores
- 2.28 was the lowest high school GPA reported

### Transfer Students

Providing access to transfer applicants, particularly those from community colleges, is an important priority in MassArt's enrollment plan. The transfer admissions process strives to both maintain high standards and minimize time to degree for transfer students. The average college GPA for entering transfer students was 3.35 in Fall 2021, 80% had a college GPA of 3.0 or above.

### Weighted High School GPA of Entering First-Year Students



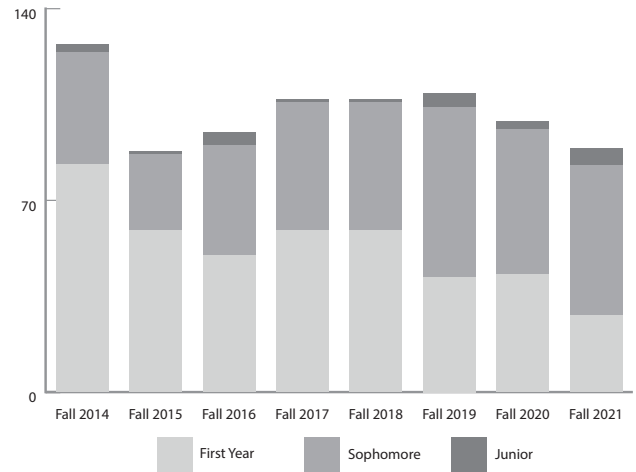
## ADMISSIONS SELECTIVITY

In Fall 2020, MassArt ranked 5th in our AICAD peer group for admission selectivity, accepting 70% of completed undergraduate applications. The most selective college in the group was Rhode Island School of Design, with a reporting acceptance rate of 27%. The least selective was the Maryland Institute College of Art, at 89%. The median acceptance rate was 70%. Fall 2021 data is not yet available for AICAD peers.

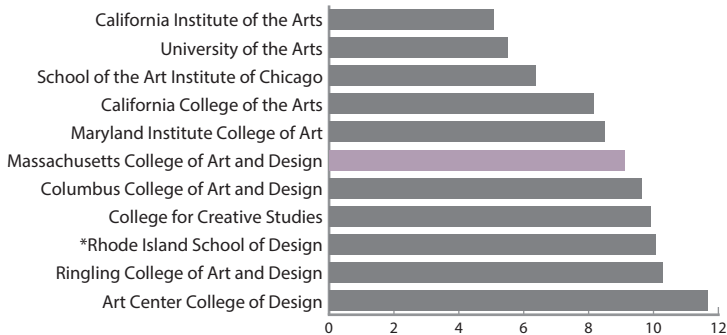
## FACULTY CREDENTIALS

The current MassArt student to faculty ratio (student FTE to faculty FTE) for the BFA program is 9.11, which is higher than the peer group average of 8.57. In Fall 2020, full-time faculty made up 61% of the faculty FTE for MassArt's BFA program, which is higher than the AICAD peer average of 56%. Ninety-four percent of MassArt full-time faculty hold advanced degrees. This is the highest in the peer group.

### Transfer Admission by Class Level

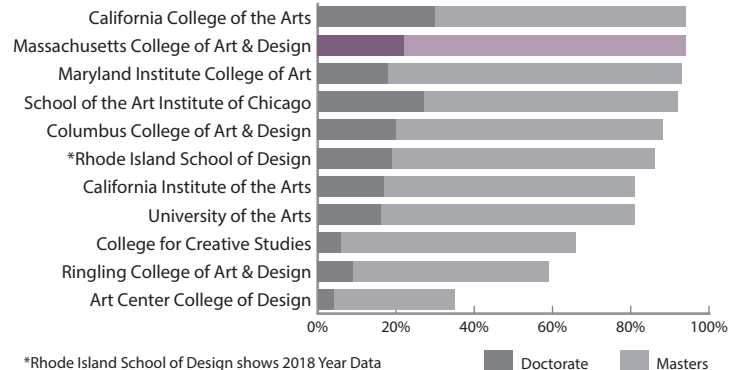


### Student to Faculty Ratio Compared to AICAD Peers



\*Rhode Island School of Design shows 2018 Year Data

### Percent of Faculty with Advanced Degrees



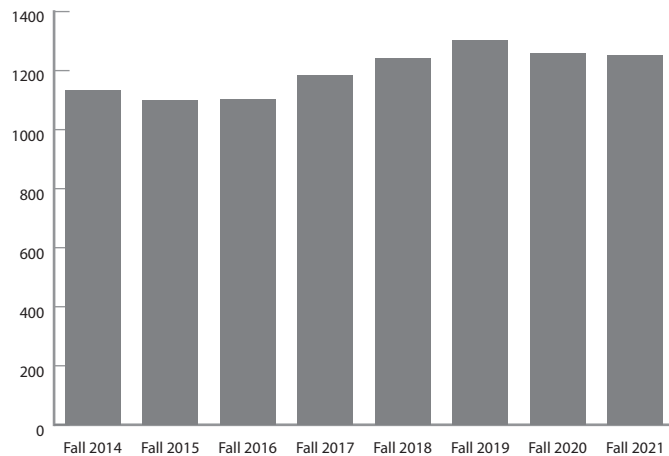
\*Rhode Island School of Design shows 2018 Year Data

# ACCESS AND AFFORDABILITY

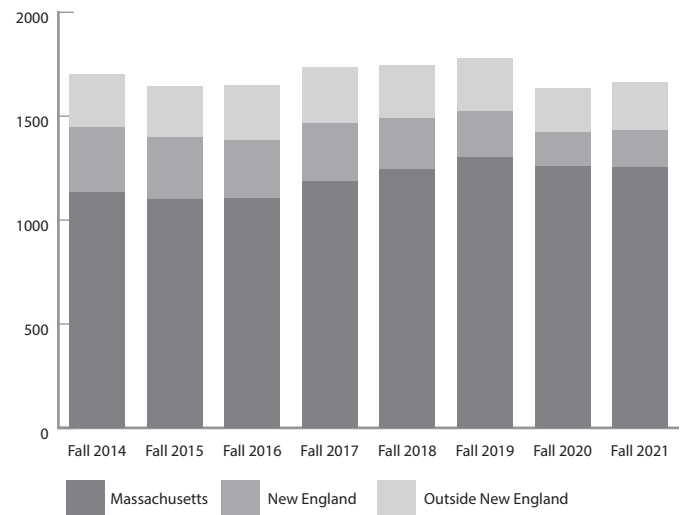
## ENROLLMENT IN THE BFA DEGREE PROGRAM

Academic Year	MASSACHUSETTS		NEW ENGLAND		OUTSIDE NEW ENGLAND		TOTAL	
	Fall	Annual	Fall	Annual	Fall	Annual	Fall	Annual
2014-2015	1,132	1,174	316	323	253	255	1,701	1,752
2015-2016	1,100	1,135	301	306	245	249	1,646	1,690
2016-2017	1,103	1,156	280	286	265	270	1,648	1,712
2017-2018	1,184	1,231	280	287	272	285	1,736	1,803
2018-2019	1,243	1,288	248	253	251	262	1,742	1,803
2019-2020	1,301	1,331	222	225	257	259	1,780	1,815
2020-2021	1,260	1,313	165	225	210	273	1,635	1,811
2021-2022	1,253	1,308	182	179	229	213	1,664	1,700

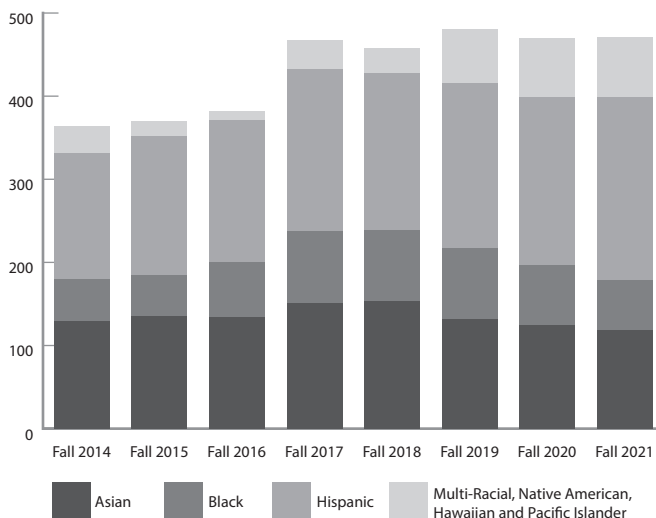
### Massachusetts Residents Enrolled



### Enrollment by Residency



### BFA BIPOC Student Enrollment



Enrollment of BIPOC students in the BFA program gained 3% from 31% in 2019 to 34% in 2020 and remained the same in 2021 after a decade of steady growth. MassArt has experienced the largest increase in Hispanic/Latinx enrollments, with enrollment of Asian students increasing at a somewhat lesser rate, and Black/African-American enrollment remaining largely stable. The lower number of students reporting themselves as 'Multiracial' results in part from a change in the way that this data is collected, with a two-question format that conforms to new federal guidelines. In Fall 2021, BIPOC students constituted 34% of the US citizens and legal permanent residents enrolled in the BFA program who reported their race and ethnicity.

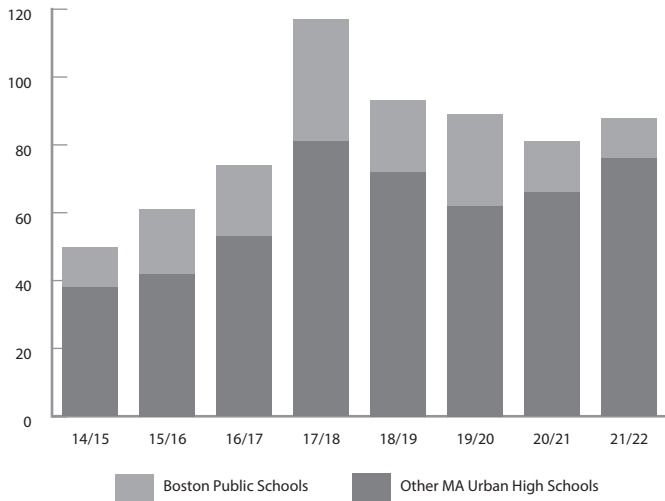
BIPOC includes Native American, African American, Latinx, Asian, Hawaiian, Pacific Islander and multi-racial students; international students and those who did not report ethnicity are excluded from graduation rate comparisons.

## URBAN AND COMMUNITY COLLEGE STUDENTS

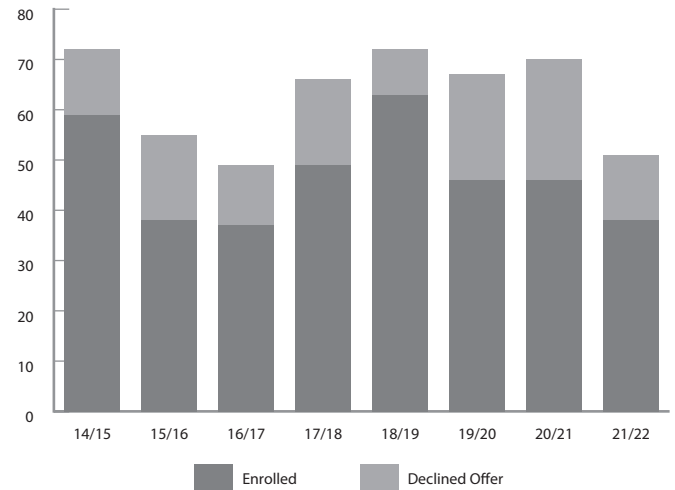
Providing access to students attending Massachusetts community colleges and urban high schools is an important value for MassArt and can present particular challenges. Many urban schools do not offer substantial curricula in the visual arts; urban students are frequently underprepared academically as well. A variety of recruitment strategies for urban students are in use at MassArt, including partnerships with high schools and community organizations.

MassArt has long-standing formal articulation agreements with Greenfield, Holyoke, and Massasoit Community Colleges. These agreements cover only a small number of our community college transfer applications; the majority of community college students enter MassArt through our general transfer admission process. The college continues to work with Roxbury Community College and Bunker Hill Community College to develop programs which align with MassArt curricula and will facilitate transfer to the college. In fall 2021, President Grant established a transfer working group to develop further pathways.

**Admitted Applicants from Massachusetts Urban High Schools**

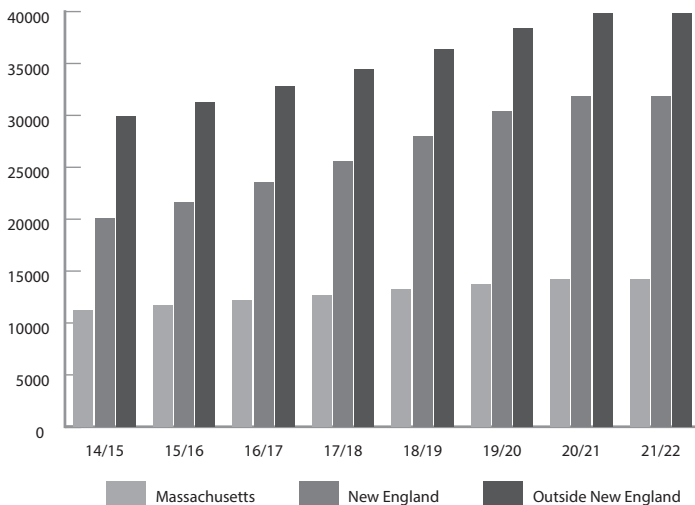


**Community College Transfer Students Admitted**

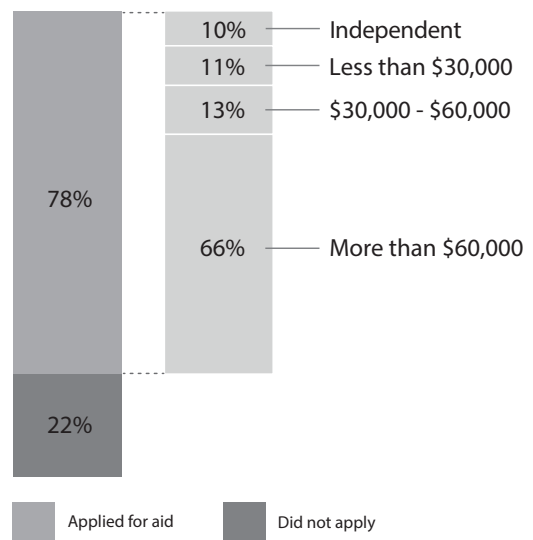


## TUITION AND FEE STRUCTURE AND FINANCIAL AID

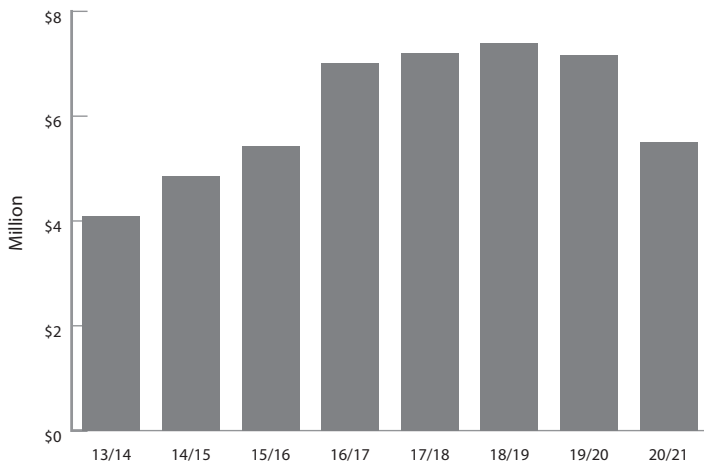
### Student Charges



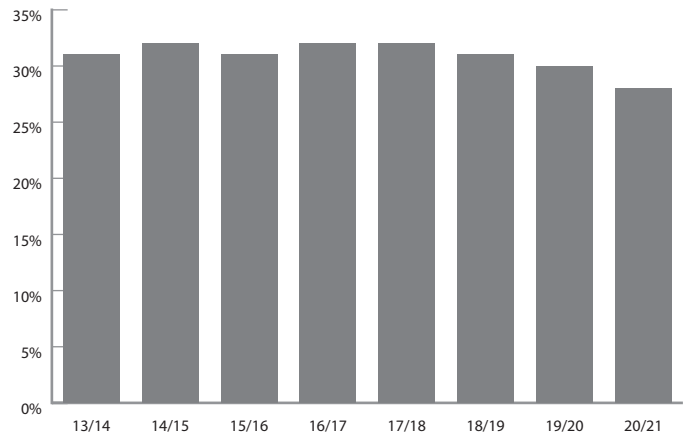
### Family Income of Dependent Undergraduate Students Applying for Federal Financial Aid, Fall 2021



### Total MassArt Funds Allocated to Undergraduate Financial Aid



### Percent of All Undergraduates with Pell Grants



### Grant Aid Awarded to Massachusetts Undergraduates

Academic Year	Outside Sources	College Funds	All Sources
2014-2015	\$2,534,487	\$ 958,089	\$3,492,576
2015-2016	\$2,451,043	\$ 1,363,374	\$3,814,417
2016-2017	\$2,515,307	\$1,928,611	\$4,443,918
2017-2018	\$2,724,989	\$2,179,999	\$4,904,988
2018-2019	\$2,327,756	\$2,188,079	\$4,515,835
2019-2020	\$3,695,119	\$2,714,928	\$6,410,047
2021-2022	\$4,067,291	\$2,469,651	\$6,536,942
\$ Increase	\$372,172	-\$245,277	\$126,895
% Increase	10%	27%	42%

### Financial Need of Massachusetts First-time First-Year Students

	Fall	2018	2019	2020	2021
Massachusetts First-time First-year Students	272	261	263	277	
% Pell eligible	32%	34%	35%	32%	
Average family income for Pell eligible	\$37,475	\$33,807	\$36,283	\$39,678	
Non-Pell eligible % with any need	33%	33%	36%	36%	
Average family income for Non-Pell eligible	\$113,537	\$111,030	\$163,898	\$117,143	
Total % of Massachusetts first-year students with any financial need	66%	67%	70%	69%	

## ENROLLMENT IN GRADUATE AND CERTIFICATE PROGRAMS

	Fall	2015	2016	2017	2018	2019	2020	2021
Master of Fine Arts	39	43	32	26	27	28	28	27
Master of Fine Arts, Dynamic Media	18	19	10	10	14	15	15	17
Master of Fine Arts Low Residency	14	19	26	30	29	17	17	16
Master of Design Innovation	--	6	14	14	12	10	10	11
Master of Architecture	23	28	29	25	20	18	18	19
Master of Arts in Teaching	14	17	16	19	19	27	27	23
Master Education in Art Education	--	--	--	--	7	--	--	7
Teacher Preparation Program	1	0	1	2	3	2	2	0
Post-baccalaureate certificates	3	8	4	7	9	7	7	9
*Total graduate programs	112	140	132	133	140	124	124	129
**Total UG Design certificates	89	74	77	86	66	62	62	59

\* Total Graduate and PB Enrollment

\*\* Total Undergraduate Certificate Enrollment (including Graphic Design, Fashion Design and Furniture Design )

MassArt graduate programs provide access to advanced professional degrees in design and fine arts. The market for graduate programs has become increasingly competitive over the past several years, and MassArt graduate enrollment has declined.

Certificate programs offered at the undergraduate and post-baccalaureate levels provide preparation and credentials for professional practice or further education in the visual arts.

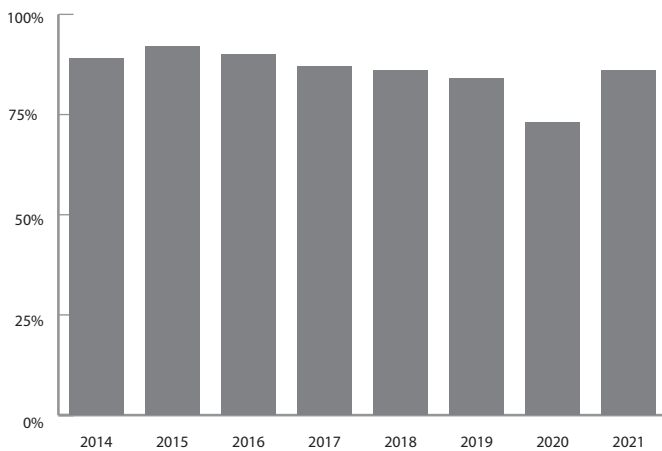
Fall 2022 graduate program applications are up over last fall. We expect to see growth in enrollment through renewed development of graduate and certificate programs as emphasized in our 2018-23 strategic plan, and under new leadership of our Associate Provost.

# STUDENT SUCCESS AND ENGAGEMENT

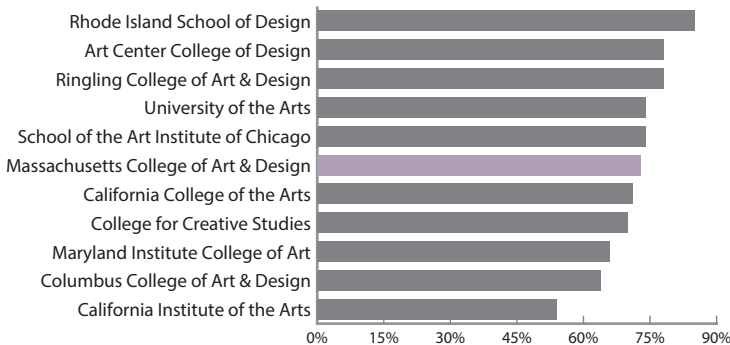
## RETENTION RATE FOR FIRST-TIME FIRST-YEAR

MassArt's first-year to sophomore retention rate for the 2020 entering cohort was 86%. For the most recent comparative data available, we are the sixth highest retention rate of our AICAD peers. The fall 2019-to-2020 rate also places MassArt within three percentage points of the average retention rate within Massachusetts state universities for the first fall semester in the COVID pandemic. The fall 2020-to-2021 rate returned to pre-pandemic levels, a reflection of student confidence in campus health and safety practices and more hybrid and in-person offerings. Maintaining a high first-year retention rate is a critical element in our commitment to increase both the six-year and four-year graduation rates.

**MassArt First-Year to Sophomore Retention Rate**



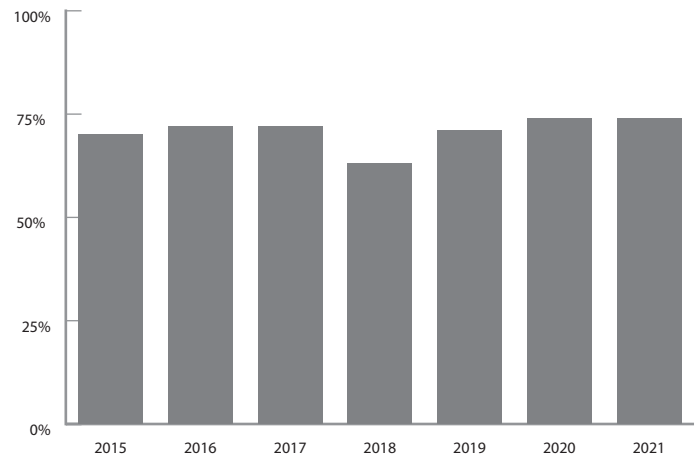
**Fall 2020 First-Year to Sophomore Retention Rates MassArt and AICAD Peers**



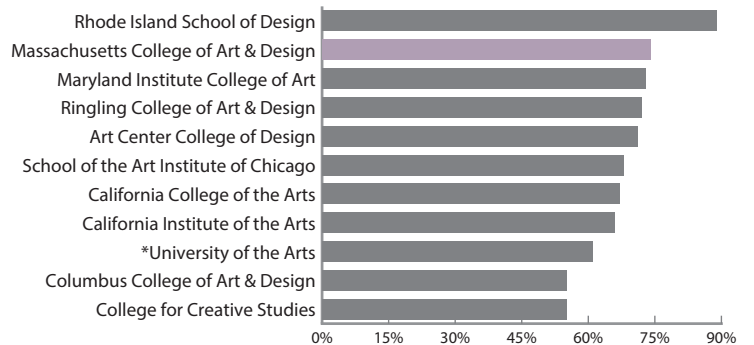
## SIX-YEAR GRADUATION RATES

MassArt's six-year graduation rate for the 2014 entering first-year cohort was 74% – the third highest of our AICAD peer group. Our six-year graduation rate was maintained at 74% for the 2015 entering cohort. MassArt's BFA six-year graduation rate consistently ranks above the median for our AICAD peer group and is in the top three of both the AICAD peer group and the Massachusetts state universities for this reporting cycle. The college affirms our commitment to maintain an average six-year rate above 70%, and to increase the number of students who complete their degrees in four years. The four-year graduation rate has increased in recent years, and is 59% for the 2015 cohort.

**MassArt First-time First-Year Graduation Rates**



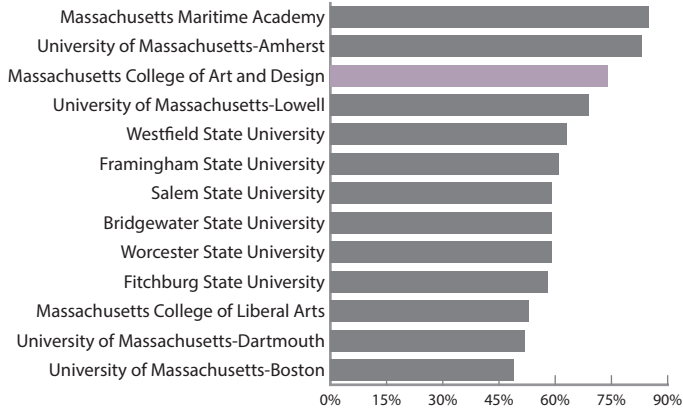
**Six-year Graduation Rates, Fall 2014 First-Year Cohort MassArt and AICAD Peers**



\*University of the Arts shows 2019 Year Data

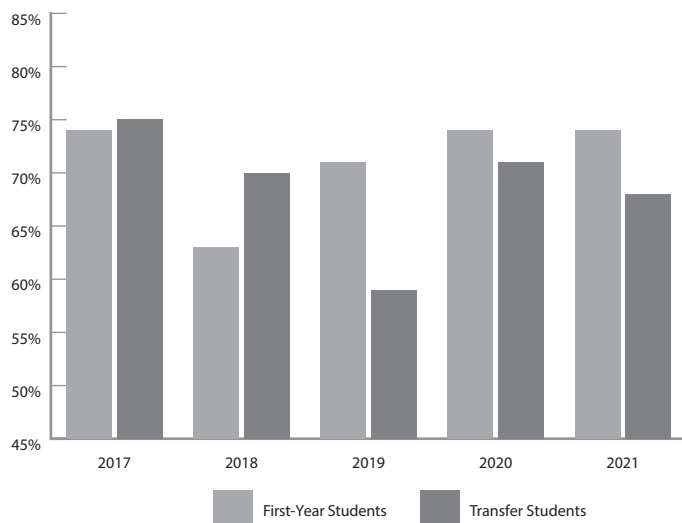
## GRADUATION RATE BENCHMARKS

### Six-year Graduation Rates, Fall 2015 First-Year Cohorts MassArt and Massachusetts Public Universities



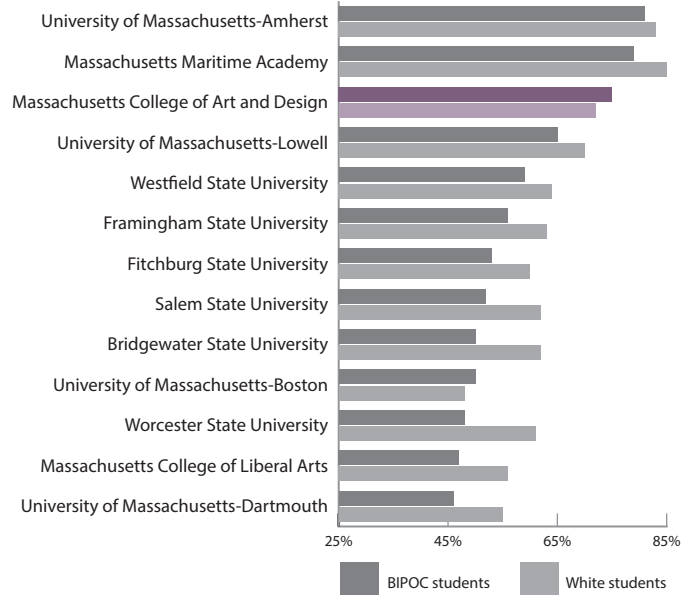
Three years ago, NCEC began to track graduation rates for students who enter their current institution with prior post-secondary enrollments. MassArt's performance agreement, contained in the 2016 renewed Partnership Plan, specifies measuring graduation rates for incoming transfer student cohorts, using first-year graduation rates as benchmarks. Both groups include only students who attended full-time in their first semester. Since the majority of MassArt transfers enter as first-year students, six years is defined as 150% of the normal time to degree completion and graduation was tracked over that period. Students who entered at the sophomore level generally completed in a shorter period. The chart below presents graduation rates for both first-year students and transfer cohorts over the past five years. Transfer students typically meet or exceed the first-time first-year six-year graduation rate, and have done so the last three of five cohorts.

### First-time First-Year vs. Transfer Student Graduation Rates Entering Cohorts 2011 to 2015



## SIX-YEAR GRADUATION RATE FOR BIPOC STUDENTS

### Graduation Rate Gaps, Fall 2015 First-Year Cohorts MassArt and Massachusetts Public Universities



BIPOC includes Native American, African American, Latinx, Asian, Hawaiian, Pacific Islander and multi-racial students; international students and those who did not report ethnicity are excluded from graduation rate comparisons.

One of MassArt's performance goals is to achieve graduation rates which minimize observed differences associated with race and ethnicity. For the entering first-time full-time cohort of Fall 2014, the graduation rate for BIPOC students (75%) was one percentage point higher than the overall cohort rate (74%) and three percentage points higher than that of white non-Hispanic/Latinx students (72%).

MassArt's BIPOC student graduation rate (75%) ranked third among Massachusetts public universities for 2014 entering first-year cohorts, trailing the University Of Massachusetts Amherst and Massachusetts Maritime Academy. MassArt's 2014 BIPOC graduation rate exceeds the overall cohort rate for all students at eleven of the other Massachusetts public universities, with the exception of University of Massachusetts, Amherst and Massachusetts Maritime Academy.

Because entering cohorts of BIPOC students are relatively small at MassArt and fluctuate in both size and composition from year to year, single year cohort rates vary significantly and can be unrepresentative. A three-year aggregated cohort rate is a more reliable measure of success for this group of students. The aggregated six year graduation rate of BIPOC students (73%) exceeds that of white students (71%) for the MassArt entering cohorts of 2013 to 2015. There was no difference in the six year graduation rate for the prior three-year aggregated cohorts (2012-2014).

# SERVICE TO THE COMMONWEALTH AND THE ECONOMY

## DEGREES AND CERTIFICATES AWARDED ANNUALLY

### Degrees and Certificates Awarded

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	Average
Design Certificates	19	25	17	18	20	13	16	18
Bachelor of Fine Arts (BFA)	364	350	353	372	329	350	399	360
Post-Baccalaureate Certificates	5	5	5	1	8	3	4	4
Master of Fine Arts (MFA)	44	34	38	23	30	20	34	32
Master of Architecture (MArch)	11	9	6	10	11	4	8	8
Master of Arts in Teaching (MAT)	9	5	7	10	9	6	22	10
Master of Design: Design Innovation (MDES)	--	--	--	4	8	6	2	5

Design certificates include Graphic Design, Fashion Design, Furniture Design, and Industrial Design. Post-baccalaureate certificates include Teacher Preparation, Dynamic Media, Photography, and Fine Arts.

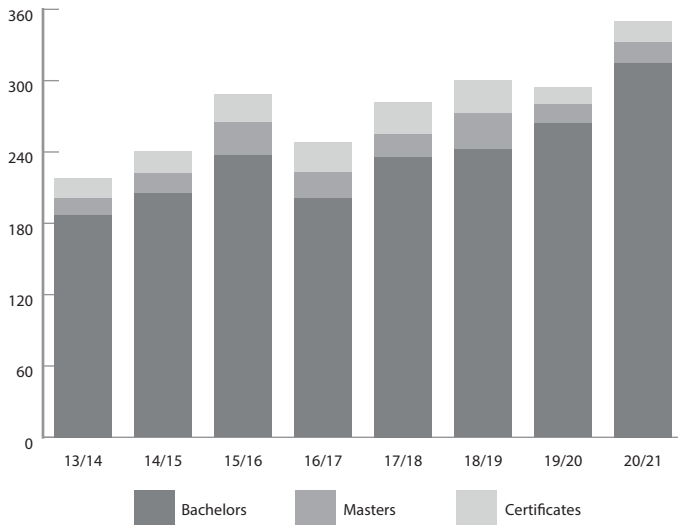
## BFA DEGREES

### BFA Degrees Awarded by Major Program

Major	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2021/2022	Average
Animation	22	36	37	46	45	39	45	39
Architectural Design	12	16	16	14	14	13	10	14
Art Education	20	13	20	29	14	18	20	19
Art History	20	23	10	6	11	13	8	13
Ceramics	3	6	10	7	7	7	9	7
Fashion Design	33	16	30	28	18	28	43	28
Fibers	7	15	9	10	11	3	9	9
Film/Video	23	13	16	14	13	19	18	17
Glass	5	4	4	5	3	4	5	4
Communication Design	47	43	40	46	39	41	55	44
Illustration	35	54	56	65	62	64	74	59
Industrial Design	36	28	24	28	19	21	22	25
Jewelry/Metalsmithing	4	10	10	6	6	4	6	7
Painting	36	27	18	26	26	36	27	28
Photography	21	23	29	22	22	23	26	24
Printmaking	17	6	4	6	11	10	9	9
Sculpture	22	23	14	16	10	8	12	15
Studio for Interrelated Media	20	13	28	21	10	16	22	19
Art and Design, Open	5	--	--	1	0	0	0	1
<b>Total</b>	<b>388</b>	<b>369</b>	<b>375</b>	<b>396</b>	<b>341</b>	<b>367</b>	<b>420</b>	<b>373</b>

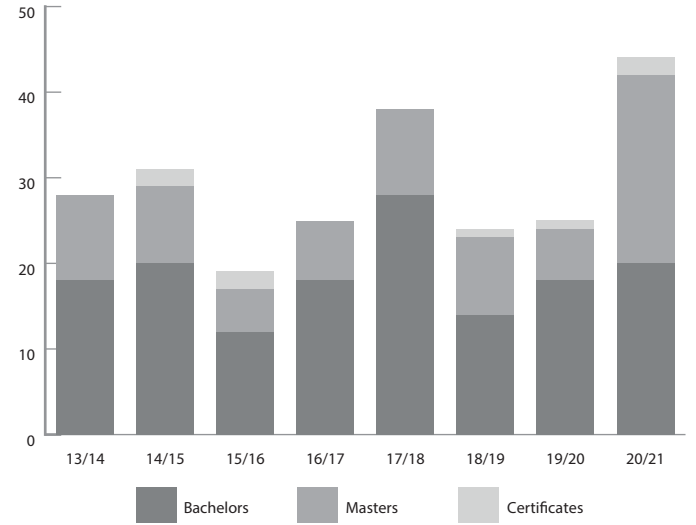
These are duplicated counts; double majors are included in this table in both majors. The unduplicated BFA graduate count for 2020/2021 is 399.

### Degrees Awarded Annually in Design and Media Majors



Graduates of MassArt's programs in design and media serve the labor market needs of the Commonwealth's creative economy. In the academic year 2020/2021, 69% of all degrees and certificates awarded were in design and new media majors.

### Degrees Awarded Annually in Teacher Preparation Programs

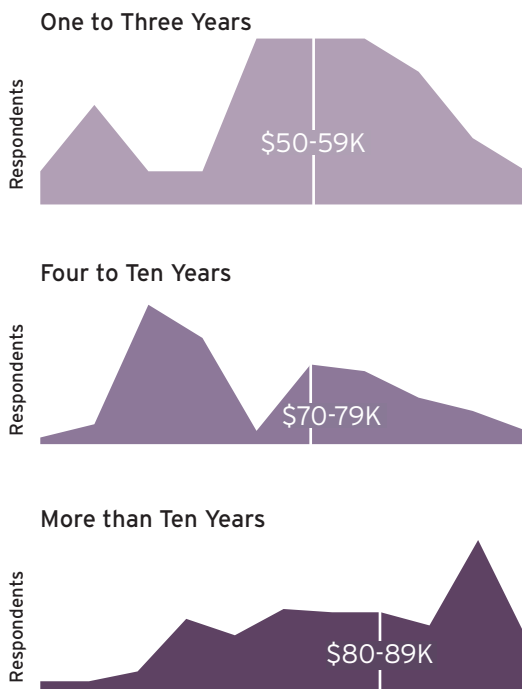


The number of Art Education degrees awarded by MassArt increased from 25 to 44 in 2020/2021. Of these degrees, 66% were awarded to Massachusetts residents. All licensure track graduates passed the MTEL test.

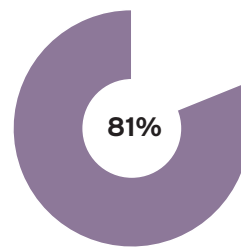
## GRADUATE EMPLOYMENT

### Summary of BFA Responses to the Spring 2019 Alumni Survey - 1200 responses

#### Median Annual Salary Range by Years Since Graduation

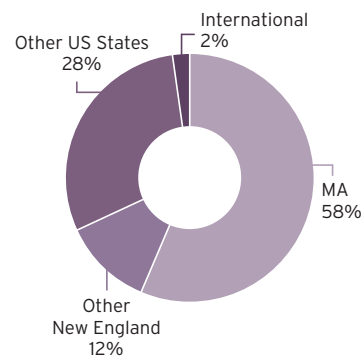


#### Employment Relation to Major



Eighty-one percent reported that their current employment is related to their major.

#### Location of Alumni Respondents



Fifty-eight percent of MassArt Alumni live in Massachusetts and 70% live in all of New England.



# FINANCIAL HEALTH

## STATE OPERATING SUPPORT

The major underlying premises of MassArt's New Partnership Plan were that by gaining authority to set and retain tuition, accepting an equivalent reduction in the state maintenance appropriation, and actively managing enrollment, the college can maintain financial health at a cost savings to the Commonwealth. Achieving this end requires commitments from both parties to the agreement. MassArt must achieve the enrollment and tuition revenue targets set out in the plan's business model, and operating appropriations from the Commonwealth must be consistent with the model's projections.

From the start of the partnership until FY2013, MassArt achieved enrollments within 2% or less of its annual goals (exceeding them in some years), kept student charges affordable for Massachusetts residents, and steadily increased institutional resources allocated to student financial aid. In FY2014, BFA enrollment began to trend downward; this decline continued through FY2015 and FY2016. Enrollment stabilized through FY2019 where fall 2019 saw an entering class of 491 students. Despite COVID19 impacts on student decisions to enroll in college in fall 2020, 430 students were part of the entering class, a 12% decline from the prior fall. Fall 2021 new BFA students increased back to 476. Application volume for fall 2022, and students projected to return from leave-of-absence, suggest upward trends in enrollment for the upcoming academic year 2022-23 compared to 2021-22.

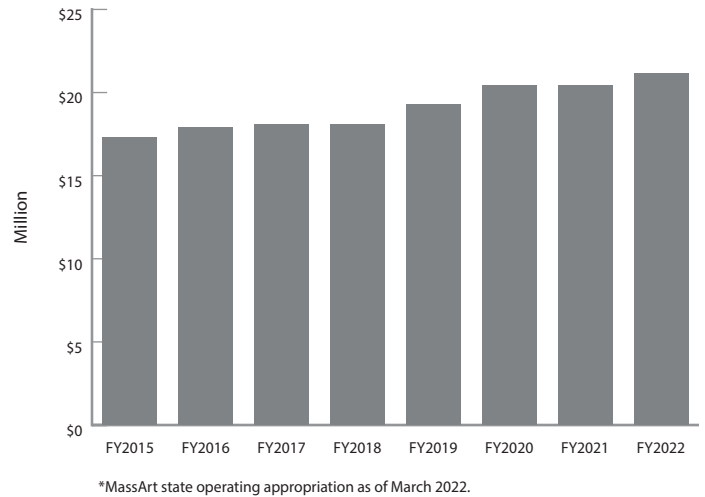
In FY2014 the legislature recognized the acute funding situation of the state universities. MassArt received an additional \$1 million in state funding, allowing the college to freeze student charges for Massachusetts residents at the FY2013 level. In FY2015, the appropriation did not increase enough to hold charges for a second year; tuition and fees for MA students increased 8%. Charges increased by 4% in FY2017, 4% in FY2018, 3.8% in FY2019, and were not increased for FY20 nor FY21.

## UNDERGRADUATE TUITION AND FEES

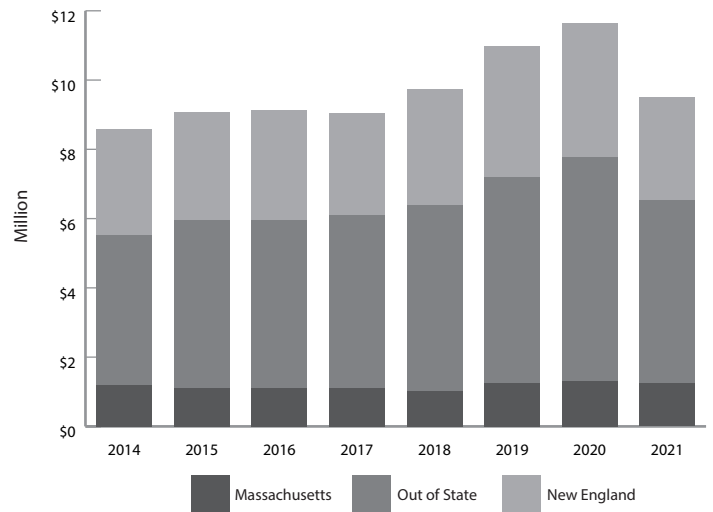
The combination of increases in tuition and fees as well as enrollment growth in the BFA program has resulted in a significant increase in net revenue from undergraduate student charges. The chart at right shows the growth in retained tuition by student residency status since the start of the partnership agreement.

As specified in our performance agreement, the tuition FTE is defined as the full-time student headcount plus 60% of the part-time headcount, which reflects MassArt's allocation of student charges.

## State Operating Appropriation FY2015 to FY2022



## Retained Undergraduate Tuition FY2014 to FY2021



Each year Massachusetts students receive over \$100,000 in tuition waivers as financial aid or through categorical programs. The impact of waivers on net tuition revenue is not reflected in the chart above.

## Undergraduate Tuition and Fee Revenue FY2021

	FTE	Tuition and Fees	Revenue
Massachusetts	1207	\$14,200	\$17,144,795
Out of State	199	\$39,800	\$7,916,395
New England	159	\$31,800	\$5,063,680
<b>Total</b>	<b>1566</b>		<b>\$30,124,870</b>

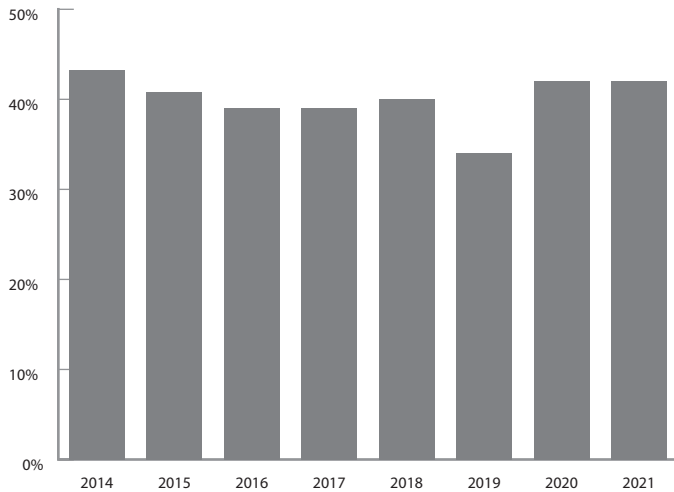
# FINANCIAL HEALTH

## TUITION DEPENDENCY

Core revenues include tuition and fees; federal, state and local appropriations; government grants and contracts; investment income; gifts; and other operating and non-operating sources. Tuition and fees in these charts include revenue from all programs.

The percentage of total core revenues derived from tuition and fees suggests the degree to which an institution's operations depend on annual student charge revenue. The state operating appropriation makes MassArt less dependent on student charges than our AICAD peers, and has allowed the college to remain affordable for Massachusetts residents. As state appropriations decline, the college's tuition dependency will begin to approach that of some of our private AICAD peers.

**MassArt Tuition and Fees as a % of Core Revenues**

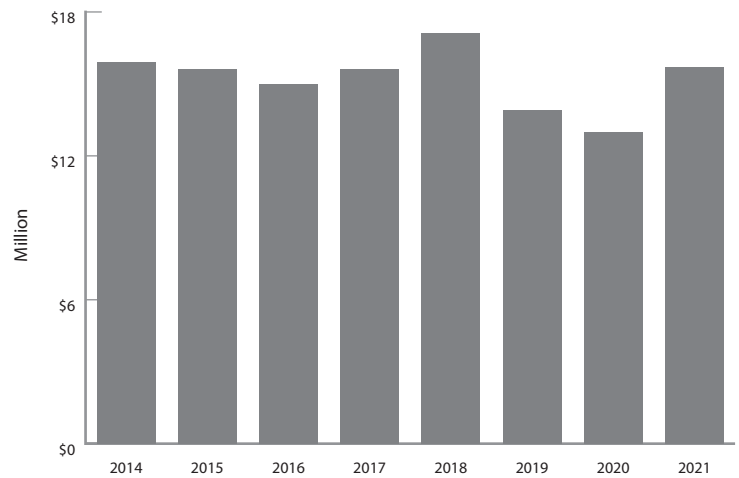


## ENDOWMENT

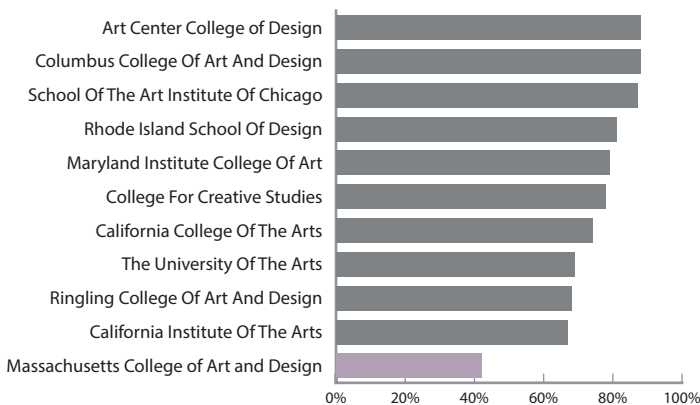
The endowment was reported at \$15.7 million in June 2020 after a brief two year period of decline. MassArt's total endowment is the second smallest of our art and design peer group.

At the beginning of FY2020, the average endowment per full-time equivalent (FTE) student of our peers was \$70,708 compared to \$8,932 for MassArt. Endowment per FTE at MassArt decreased 6% between FY2019 and FY2020 and this is still well below the average value at AICAD peer institutions.

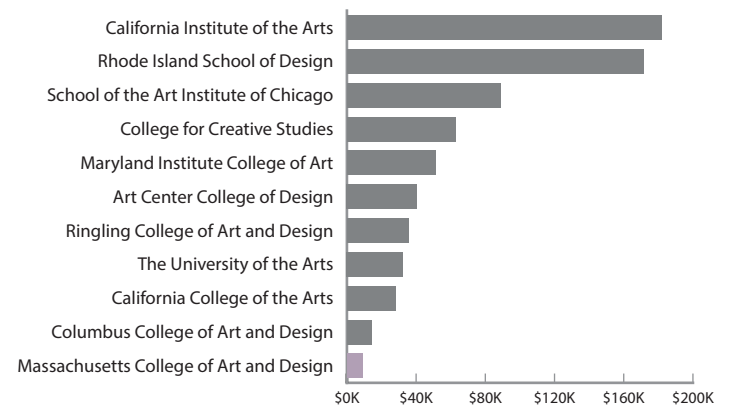
**MassArt Endowment and Related Investments**



**AICAD Peers Tuition and Fees as a % of Core Revenues, FY2020**



**Endowment per FTE, Massart and AICAD Peers, FY2020**

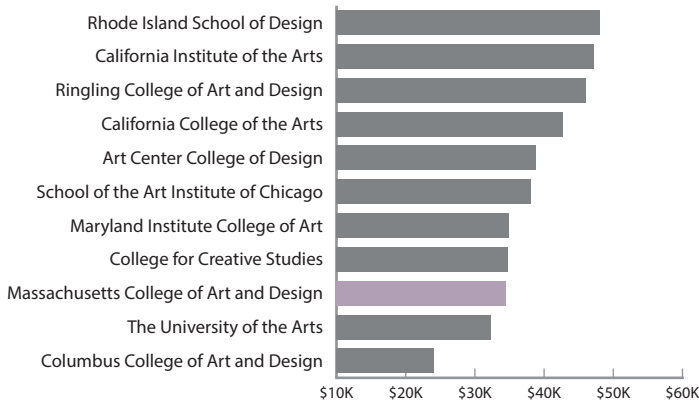


## PEER EXPENDITURE BENCHMARKS

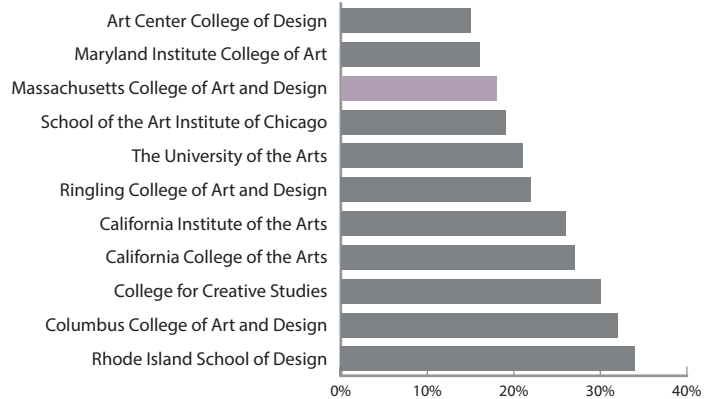
Peer financial benchmarks use data from the National Center for Education Statistics (NCES) Peer Comparison system for the FY2020 IPEDS Finance Survey. Total core expenditures (E&G) per FTE at MassArt were \$34,509 which is approximately \$3,944 dollars less than the peer median expenditures of \$38,453 in FY2020. Core expenditures include: instruction, academic support, research, public service, student services, institutional support, operations and maintenance, and scholarships and fellowships.

MassArt's peer FTE expenditures for institutional support are third lowest in the peer group, at \$6,323. This category includes most administrative costs. Both Art Center College of Design and Rhode Island School of Design tend to be outliers in institutional support costs per FTE. This figure is the second lowest of our peer group if the Art Center is excluded, and is nearly 62% less than the institutional support cost per FTE for RISD.

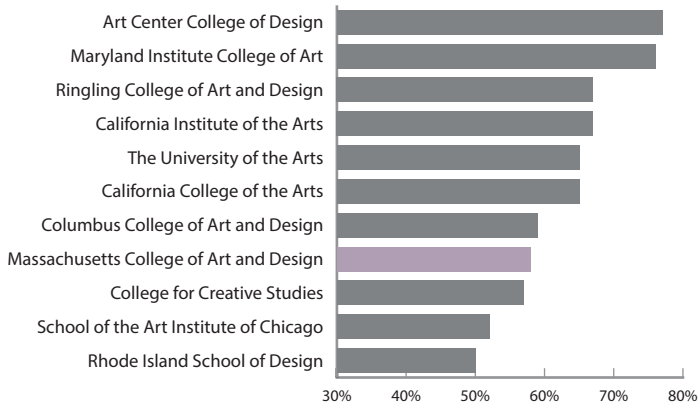
### Core Expenditures per FTE, FY2020



### Institutional Support to Total Core Expenses Ratio, FY2020



### Instruction and Academic Support to Core Expenses Ratio, FY2020



### Institutional Support Costs per FTE, FY2020

