

MASSART

MASSACHUSETTS COLLEGE
OF ART AND DESIGN

NECHE

ACCREDITATION

SELF-STUDY



MASSART

**MASSACHUSETTS COLLEGE
OF ART AND DESIGN**

Massachusetts College of Art and Design
Boston, Massachusetts

SELF-STUDY FOR REACCREDITATION

Prepared for New England Commission of Higher Education

Spring 2025

Institutional Characteristics Form

This form is to be completed and placed at the beginning of the self-study report:

Date November 1, 2024

1. Corporate name of institution: Massachusetts College of Art and Design
2. Date institution was chartered or authorized: November 1873
3. Date institution enrolled first students in degree programs: Estimated 1920
4. Date institution awarded first degrees: 1924 (Bachelor of Science in Education) 1950 (Bachelor of Fine Arts)
5. Type of control:

Public

☒ State

☐ City

☐ Other

(Specify) _____

Private

☐ Independent, not-for-profit

☐ Religious Group

(Name of Church) _____

☐ Proprietary

☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? New England Commission of Higher Education (NECHE); Bachelor's and Master's degrees

7. Level of postsecondary offering (check all that apply)

☐ Less than one year of work

☒ At least one but less than two years

☒ Diploma or certificate programs of at least two but less than four years

☐ Associate degree granting program of at least two years

☒ Four- or five-year baccalaureate degree granting program

☐ First professional degree

☒ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☐ A doctor of philosophy or equivalent degree

☐ Other doctoral programs

☒ Other (Specify) Post-Baccalaureate Certificate

8. Type of undergraduate programs (check all that apply)

☐ Occupational training at the crafts/clerical level (certificate or diploma)

☐ Occupational training at the technical or semi-professional level (degree)

☐ Two-year programs designed for full transfer to a baccalaureate degree

☐ Liberal arts and general

☐ Teacher preparatory

☒ Professional

☐ Other _____

9. Type of undergraduate programs (check all that apply)

☒ Semester ☐ Quarte ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 15.0 credit hours
- b) Graduate 12.0 credit hours
- c) Professional Not Applicable credit hours

11. Student population:

a) Degree-seeking students:

Fall 2023	Undergraduate	Graduate	Total
Full-time student headcount	1659	99	1758
Part-time student headcount	217	11	228
FTE	1689.6	113.8	1803.4

b) Number of students (headcount) in non-credit, short-term courses: 279 (as of Fall 2023)

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Architecture	National Architectural Accrediting Board	Estimated: 1997	2017	2024
Art Education	DSSE	1986 (earliest digital confirmation)	2017	2026
Teaching	DSSE	1986 (earliest digital confirmation)	2017	2026

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations	NOT APPLICABLE		
B. Out-of-state Locations			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” Do not include study abroad locations.

Name of program(s)	Location	Headcount
NOT APPLICABLE		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Communication Design	Certificate	100%	14

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
NOT APPLICABLE				

17. List by name and title the chief administrative officers of the institution (see completed table below).
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization: [see additional documents](#)
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) rganization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

Massachusetts College of Art and Design (MassArt) was established in 1873 as the Massachusetts Normal Art School to ensure that citizens of the Commonwealth had access to instruction in the fine arts and technical drawing. The founders understood the importance of the creative arts in promoting a vital and thriving economy, a mission that has resonance today. The school has continued to grow in programs and offerings. In 1925, the school became the Massachusetts School of Art, in 1960 the name was changed to the Massachusetts College of Art, and in 2010 became the Massachusetts College of Art and Design to better reflect the full breadth of programs and degree offerings.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Karen M. Keane	Chair	2023 (board member since 2016)
President/CEO	Dr. Mary K. Grant	President	2021
Executive Vice President	Dr. Brenda Molife	Vice President, Academic Affairs and Provost	2022
Chief Academic Officer	Dr. Brenda Molife	Vice President, Academic Affairs and Provost	2022
Deans of Schools and Colleges	Dr. Mariah Doren	Dean, Graduate Programs	2024
Chief Financial Officer	Robert Perry	Vice President, Administration and Finance	2014
Chief Student Services Officer	Dr. Maureen Keefe	Vice President, Student Development	2006
Planning	Robert Chambers	Vice President, Strategic Initiatives and Chief of Staff	2022 and 2021, respectively
Institutional Research	Dr. Junelyn Peeples	Assistant Vice President, Institutional Research and Strategic Effectiveness	2023
Assessment	Dr. Junelyn Peeples	Assistant Vice President, Institutional Research and Strategic Effectiveness	2023
Development	Emily Day	Vice President, Advancement	2024
Library	Caitlin Pereira	Chair	2023
Chief Information Officer	Patrick O'Conner	Chief Information Officer	2014
Continuing Education	Dr. Mariah Doren	Dean, Professional and Continuing Education	2024
Grants/Research	Sandy Saenbounmy	Director of Institutional Grants	2024
Admissions	Lauren Wilshusen	Dean of Admissions and Enrollment Management	2020
Registrar	Jonathan Rand	Registrar	2013
Financial Aid	Aurelio Ramirez	Director of Financial Aid	2007
Public Relations	Amanda Karr	Chief Marketing and Communications Officer	2024
Alumni Association	Darlene Gillan	Director of Alumni Relations	2013
Justice, Equity, Diversity, and Inclusion	Dr. Lyssa Palu-ay	Dean, Justice, Equity, and Transformation	2019
Human Resources	Carleen Thompson	Chief Human Resources Officer	2024
Student Development	Dr. Jamie Costello	Associate Vice President and Dean of Students	2014 and 2008, respectively
General Counsel	Theresa O'Bryant	General Counsel	2022
Academic Affairs	James Mason	Associate Provost	2022

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Items of Special Attention, Actions

Date of NEASC/NECHE Letter	Detailed Actions, Items of Special Attention or Concerns	NECHE Standards Cited in Letter	Self-Study Page Number
December 7, 2017	Strengthen programming by connecting its liberal arts curriculum to coursework in the majors	4.13; 4.14; 4.15	pp. 33-35
December 7, 2017	Addressing goals for diversity among faculty and staff	6.5	pp. 59-60 , 62-63
May 20, 2019	Continued success in implementing program review process	2.7; 4.6; 8.3; 8.5; 8.6; 8.8; 8.10	pp. 12 , 19 , 21-22 , 27-28 , 30-33 , 40 , 63 , 82-83
October 7, 2020	Update on the online Graphic Design Certificate Program with attention to: 1) updating the curriculum, 2) assessing the feasibility of enrollment projections and 3) ensuring information and technological resources are sufficient to support the program	4.49	pp. 44 , 57 , 61
April 30, 2021	Address the 3 matters specified for attention in the letter of October 7, 2020 regarding the Graphic Design Certificate Program. List from Oct 7, 2020 letter:	4.49; 5.20	pp. 44 , 57 , 61
April 5, 2023	Update on continued success in assessing the effectiveness of student support services for the Communication Design Certificate Program (formerly called the Graphic Design Certificate Program)	4.49; 5.20	pp. 44 , 57 , 61

Introduction

The Massachusetts College of Art and Design's (MassArt) decennial accreditation visit in March 2025 marks a significant milestone for the College, following years of collaboration and transformative initiatives. The self-study process occurred within the context of a deeply engaged campus community that worked together to refresh our Strategic Plan, reaffirm our principles of Justice, Equity, Diversity and Inclusion (JEDI), and align our goals with the Partnership Plan, which has served as a framework for reporting on our special mission status to the Massachusetts Board of Higher Education. The newly named Strategic Partnership Plan (hereafter referred to as the Strategic Plan)—approved by the MassArt Board of Trustees in June 2024 and by the Massachusetts Board of Higher Education in October 2024—articulates five high-level strategies to guide the College over the next five years, ensuring that we remain at the forefront of art and design education and continue our unique mission as the only independent public institution in the country.

The NECHE self-study serves as a comprehensive reflection on progress since the 2017 re-accreditation visit and will guide us into a future defined by creative leadership and innovation. This process unfolded during a time of dynamic change and renewal under the leadership of President Mary K. Grant. Alongside the refresh of the Strategic Plan, the College undertook a substantial rebranding effort, updated its website to enhance transparency and accessibility, and reaffirmed its mission to provide an accessible, affordable and exceptional education in art and design.

President Mary K. Grant and Provost Brenda Molife appointed a Steering Committee comprised of faculty, staff, and administrators and gathered input from stakeholders from across campus to prepare the self-study. The process was a testament to the College's collaborative and inclusive spirit. The committee engaged deeply with MassArt's governance structure and community, gathering feedback through established channels, including the President's Cabinet, the Board of Trustees, representatives from academic and student committees, and student organizations such as the Student Government Association.

Steering Committee Chair

Brenda Molife, Provost

Standard One: Mission and Purposes

Brenda Molife, Provost; Deborah Hirsch, Special Assistant to the Provost

Standard Two: Planning and Evaluation

Brenda Molife, Provost; Mariah Doren, Dean of Graduate, Professional and Continuing Education; Camellia Sousa, Associate Dean of Graduate, Professional and Continuing Education

Standard Three: Organization and Governance

Robert Chambers, Vice President for Strategic Engagement and Chief of Staff; Emily Foster Day, Vice President of Institutional Advancement

Standard Four: The Academic Program

James Mason, Associate Provost; Marc Holland, Department Chair and Professor, Studio Foundation; Matthew Hincman, Dean of Faculty

Standard Five: Students

Jamie Costello, Associate Vice President and Dean of Students; Lauren Wilshusen, Dean of Admissions and Enrollment Management

Standard Six: Teaching, Learning, and Scholarship

Lyssa Palu-ay, Dean, Office of Justice, Equity, and Transformation (JET); Judith Anderson, Professor, Industrial Design; Matthew Hincman, Dean of Faculty

Standard Seven: Institutional Resources

Robert Perry, Vice President of Administration and Finance Chief Financial Officer; Caitlin Pereira, Visual Resources Librarian, Library Chair

Standard Eight: Educational Effectiveness

Junelyn Peeples, Assistant Vice President of Institutional Research and Strategic Effectiveness and Accreditation Liaison Officer; Julie Barrett, Associate Dean, Office of Justice, Equity, and Transformation (JET); Deborah Hirsch, Special Assistant to the Provost

Standard Nine: Integrity, Transparency, and Public Disclosure

Theresa O'Bryant, General Counsel, President's Office; Susie Stockwell, Interim Executive Director of Public Relations and Marketing; Amanda Karr Director of Marketing and Communication

The Steering Committee partnered with colleagues across campus to gather and compile materials essential for the accreditation self-study. Once the draft was completed, the Chair shared it through MassArt's governance structure, ensuring input from key groups including the President's Cabinet, the President's Advisory Council, the Board of Trustees, the All-University Committee, Curriculum Committee, Academic Policy Committee, Student Affairs Committee, Graduate Council, and Department Chairs. Students were also invited to participate, with the Student Government Association and student leaders providing valuable feedback. This inclusive process resulted in a comprehensive document designed to advance MassArt's Strategic Plan and uphold its position as a leader in art and design education and the creative economy.

The self-study highlights a thorough evaluation of our strengths and opportunities for growth. As we've seen from our adaptive responses to challenges like the global pandemic and the transformative potential of artificial intelligence, the arts and design field continues to play an important role in fostering civic and strengthening community connections. This reflective self-study process will support MassArt's ability to navigate the future with purpose and vision.

On November 8, 2024, Team Chair Dr. Donald Tuski, President of the College for Creative Studies, visited the campus to immerse himself in the MassArt community. During his visit, Dr. Tuski met with President Grant, senior leadership, and Steering Committee members, and worked closely with the president to prepare for the full team visit scheduled for March 2025. Following months of collaborative work and refinement, the self-study was finalized in January 2025 and submitted through the NECHE portal in early February 2025. As part of the process, the college provided public notice electronically on its website and in print in local newspapers, adhering to NECHE guidelines.

MassArt Overview

Situated on Boston's vibrant Avenue of the Arts, alongside iconic institutions such as the Museum of Fine Arts, the Massachusetts College of Art and Design (MassArt) has been a beacon of creativity and innovation since its founding in 1873 as the Massachusetts Normal Art School. Established to ensure that citizens of the Commonwealth could access high-quality instruction in fine arts and technical drawing, MassArt's founders recognized the transformative power of creativity in building a thriving economy—a mission just as vital today. Over the decades, MassArt has expanded and evolved, reflecting its dynamic role in art and design education. From becoming the Massachusetts School of Art in 1925 to transitioning to the Massachusetts College of Art in 1960, and finally adopting its current name in 2010, the institution has consistently aligned its identity with an expanded breadth of programs and degrees.

As the only independent public college of art and design in the nation, MassArt is distinctive in its commitment to providing affordable, world class education to students from Massachusetts and beyond. Part of the State Universities of Massachusetts system, and overseen by the Massachusetts Department of Higher Education, MassArt offers an extensive range of programs, from graduate degrees and certificates to licensure pathways in fields like architecture and art education. Beyond preparing students for impactful careers in art and design, the College teaches graduates to apply their creativity, critical thinking, and problem-solving skills to tackle the pressing challenges of our evolving world.

MassArt's influence extends far beyond its campus. As a Carnegie Community Engagement Institution, MassArt belongs to a network dedicated to fostering educated, engaged citizens, strengthening democratic values, and addressing societal issues. Under the leadership of President Mary Grant, who chairs the Campus Compact National Board of Directors, MassArt has amplified its commitment to the public good. This is exemplified by the MassArt Art Museum (MAAM)—Boston's only free contemporary art museum and a non-collecting teaching museum. Serving as a bridge between the College, global artists and the public, MAAM opens eyes, expands minds and seeks to create opportunity through the transformative lens of contemporary art.

At its core, MassArt is a close-knit community of artists, designers, makers and educators. Renowned faculty are not only leaders in their fields, they are passionate mentors dedicated to helping students discover and develop their creative voices, agency and unique forms of expression. Guided by its identity as a “student-ready” institution, MassArt has placed student success at the heart of its revitalized Strategic Plan. We recognize that our students are always changing and developing, and the College continuously adapts to meet their evolving needs—whether by pivoting to online instruction during the global pandemic, or embracing hybrid learning as they returned to campus.

MassArt's self-study, conducted in alignment with its refreshed Strategic Plan affirms the College's dedication to enrolling and educating a diverse student body and making thoughtful contributions to the civic good. By evaluating our progress on meeting the NECHE Standards and addressing areas identified in the previous decennial review, MassArt has demonstrated a commitment to continuous improvement as well as readiness to build on a legacy of innovation and excellence as we chart a bold path forward.

Principal Self-Study Findings

- The 2023-2024 strategic planning process was a comprehensive, institution-wide process to review the 2017 Strategic Plan at its midpoint. The result brought together MassArt's Strategic Plan with its Partnership Plan to create a unified and powerful approach to planning and ongoing assessment

of progress at the College. The renewed Strategic Plan recognizes that the principles outlined in the [College's Values statement](#) are widely shared and understood across the campus. The campus developed five high-level strategies that put student success front and center and has established a mechanism and structure for monitoring progress and achievement of the identified goals.

- With a strong leadership team in place, the President and her team have instituted Board of Trustees development sessions prior to each full board meeting in addition to an annual board retreat. We are reinstating a mechanism for the board to evaluate itself and will use the results to identify any areas that need attention to enhance its functioning and productivity.
- MassArt has instituted a systematic process of ongoing program review for academic programs and departments. This includes an annual end-of-year report prepared by department chairs that is shared with Academic Affairs. The report asks departments to state their learning outcomes for students, review assessments of student learning, and report on any adjustments needed to pedagogy or curricula to foster student success. These reports are reviewed with the Provost to set the agenda for the coming year. Academic Affairs has established a five-year cycle for a deep review of programs that include an external perspective. The Office of Institutional Research and Strategic Effectiveness (IRSE) is working with each department to support efforts to assess student learning and achievement. Finally, a Center for Learning and Teaching was recently created to build community around teaching excellence, with an ongoing effort to support all faculty—full-time and part-time faculty—in meeting students' diverse learning needs through improvements in pedagogy and curriculum.
- MassArt has reaffirmed its commitment to centering student success, and to this end has established new structures (Student Success Committee), hired a Director of Student Success Initiatives, reviewed advising practices, and instituted new software to help identify students who may need additional support. The College has established a number of positive initiatives in its Compass program for first generation and underrepresented students which will be expanded to benefit all students. This work will be coordinated through a new Student Success Center that will centralize the many efforts already occurring in different divisions and departments and provide both in-person and online student engagement and support services. The Center will use data to inform efforts to improve success for identified cohorts based on retention and graduation rates.
- The College continues to address projects related to deferred maintenance on aging facilities—this work is done in partnership with Division of Capital Asset Management and Maintenance (DCAMM), which is the state agency responsible for most of the campus non-residential structures. With the Strategic Plan update complete, MassArt will undertake a master planning process early in 2025 to examine program growth and the resources needed to support continued progress. This will include continued assessment of the physical plant including a certified study of the Tower Building to address long-standing challenges. Additionally, MassArt has prioritized efforts to become a more sustainable campus by undertaking capital projects that reduce energy costs, working towards the goal of decarbonization, and replacing environmentally harmful materials with more sustainable products.
- MassArt has recently purchased and will implement new software to better serve the campus community and provide mechanisms for faculty and advisors to monitor and respond to students in a more timely manner. The conversion from Moodle to Canvas and implementation of CRM-Advise will require ongoing training and support for users.

- The IRSE office is working across campus to identify data needs and gaps to develop a data ecosystem that streamlines processes and presentation of data. This will provide stakeholders with the necessary data to make strategic decisions based on historical data and trends.
- MassArt recently completed a rebranding process and update of its website to provide greater transparency, and ease of access and information for current and prospective students, family and the public. In addition, the College has a new intranet called MassArt Connect which is designed as a central, accessible source for information for students, faculty, and staff. The College will continue to work across divisions and departments to ensure that the site is user friendly, with up-to-date and relevant information.

STANDARD ONE

Mission and Purpose

Mission and Purposes Description

For over [150 years](#), the Massachusetts College of Art and Design (MassArt)—originally established as the Massachusetts Normal Art School—has been dedicated to serving students from all backgrounds across the Commonwealth. From its inception, MassArt has prioritized accessibility, welcoming students who were the first in their families to attend college. The College’s founding mission was to ensure that art and design education was available to everyone, recognizing its vital role in building a strong nation, fostering a thriving economy, and empowering individuals to contribute meaningfully to their communities. Guided by a spirit of creativity and innovation, MassArt has remained steadfast in its commitment to advancing equity and opportunity. It has equipped generations of artists, designers and educators with the skills and knowledge to lead progress, both within the Commonwealth and beyond.

While its name and mission have evolved, MassArt’s dedication to perpetual innovation endures. As the nation’s first and only independent public college of art and design, the College continues to address contemporary challenges and champion the power of art and design. With a vibrant network of more than 22,000 alumni, along with its dedicated faculty and staff, MassArt is shaping industries, transforming communities, and inspiring future generations to imagine and create a better world.

MassArt’s [mission](#) states that the College is “...a public, independent institution that prepares artists, designers, and educators from diverse backgrounds to shape communities, economies, and cultures for the common good.” The establishment of MassArt in 1873 was a response to the challenges and opportunities of the times. It was, and is, a bold vision.

The [Mission and Values](#) is widely published and appears on the College website and intranet and in various relevant external and internal documents. The Board of Trustees affirmed the Mission and Values in the recently refreshed Strategic Plan. All parties involved in the Plan’s development reinforced the importance of tying the elements of the Strategic Plan to the College’s mission of providing an affordable and accessible education for all students at all levels and to providing cultural access and educational opportunities to Massachusetts citizens through its galleries and exhibitions, community programs for adults, as well as art and design experiences for children and families.

Throughout its history, MassArt has incorporated new technologies and expanded its areas of study to meet the needs of society. Today, the College’s curriculum prepares fine artists, designers, and art educators to lead and excel across a range of established and emerging industries, organizations, and sectors both regionally and nationally.

MassArt proudly serves as a cultural hub for the Commonwealth, offering accessible entry to the arts through its galleries, exhibitions and community programs. From inspiring lectures and professional workshops for adults, to engaging art and design experiences for school-age children and their families, MassArt enriches lives and fosters creativity for people of all ages.

The College’s library, one of the largest in New England, houses an impressive collection of 90,000 monographs. Through partnerships with over 500 libraries across Massachusetts, this unique resource is accessible to any resident of the Commonwealth, exemplifying MassArt’s commitment to cultural and educational accessibility.

MassArt is one of the nine state universities in Massachusetts, but it holds a unique designation as a “special purpose” institution. Nearly 20 years ago, the Commonwealth granted this status through Chapter 26 of the Acts of 2003, Sections 49, 50, 633, and 634, which authorized MassArt to develop a Partnership Plan approved by the Board of Higher Education (BHE). This legislation enabled the MassArt Board of Trustees to expand the College’s mission and profile, expanding its focus to a regional and national scale. It allowed MassArt to submit five-year plans to the BHE, embracing an entrepreneurial model to achieve higher levels of excellence. In 2005, the Legislature made permanent the provision in Section 633, which enabled MassArt to retain all tuition and fee revenue, further supporting the College’s innovative approach. This partnership has been renewed several times over the last 20 years ([2009](#), [2015](#)) allowing MassArt to operate with flexibility and autonomy in order to achieve its educational aspirations, and fulfill its mission, develop sources of revenue to be less dependent on state appropriations, and strengthen its role as a cultural and educational resource. The newly refreshed [Strategic Partnership Plan](#) (aka the Strategic Plan) incorporates the Partnership Plan with the Strategic Plan so that they are now a single, integrated plan.

The Strategic Plan aligns with the Commonwealth’s priorities and [Equity Agenda](#) focusing on student success, access, and affordability. The plan actualizes the College’s ambition to ensure that every student thrives at MassArt and is prepared to help shape the future of the Commonwealth, nation, and world. The Plan reflects the opportunity and necessity to adapt to meet the needs of students of all ages and life and economic circumstances with flexible scheduling, various learning modalities, and different pathways through degree and certificate programs. The content of the refreshed plan addresses:

1. Responding to the evolving needs of an ever-changing student body, including changes in how our students learn. We have observed how students have increased their engagement with technology, and more recently, how they managed and sustained their wellness as they navigated the aftermath of a global pandemic. As an art and design college with a curriculum grounded in experiential and embodied learning, we have adapted our teaching and learning approach to meet students’ changing needs. We embrace an innovation mindset as a continual and necessary process to help students use their artistic creativity to support their aspirations. Changing demographics regionally and nationally mean that institutions of higher education are shifting to serve more adult learners with an entrepreneurial interest. The refreshed Strategic Plan offers the important opportunity and necessity to meet the needs of all students.
2. Broadening the scope and the potential of technology to reach all students and carry out the core work of the College. Lessons learned during the pandemic enabled us to explore many new possibilities, including remote and hybrid modalities, and the integration of videos and other media into our in-person teaching. It challenged us to ask several strategic questions, such as: How can we, as a community of creatives and innovators make greater use of emerging technologies in our teaching and work? How might we serve a greater number of non-traditional students given our new-found flexibility? How should we go about preparing our students for a world in which Artificial Intelligence (AI) is expanding and evolving daily? How might technology make it possible for us to open new pathways for our alumni to play a greater role in our community? And finally, how can we deepen our presence and partnerships with local schools, and art and community-based organizations to create a stronger and more connected community?
3. Meeting students’ shifting expectations for interdisciplinary experiences and learning, and career readiness. Academic departments are grappling with questions about how to uphold a strong commitment to “depth of craft” while also responding to the increased demand for open access resources and expanding boundaries in their fields. Increasingly, college students are looking for

guidance as they explore career opportunities and the wide range of options for putting their degrees and talents to work. Many are considering the return on their investment and employment potential when choosing a course of study. MassArt recognizes and supports these needs by developing new courses, minors, certificates, and degree programs.

4. Operating within an accessibility and business model that offers an affordable, world-class art and design education. As a public institution, access and affordability are core to our identity and mission, and a source of pride and distinction. In recent years, it has become clear that public higher education must look to sources of funding outside of tuition to reduce the cost of attendance for students. MassArt is no exception. While all institutions of higher education are facing increasing costs, schools of art and design carry particularly high costs because of the specializations and equipment needed to offer excellence across a range of disciplines; the small class sizes required to teach many disciplines; and our location in one of America's most expensive cities. We will continue to focus on building our endowment, increasing external funding from grants, advocating for resources and support from the Commonwealth while exploring opportunities to collaborate through partnerships with the [Colleges of the Fenway and ProArts Consortium](#) on shared services that benefit our students and our community.
5. MassArt has a critical role as a public institution committed to making important contributions to the vibrancy and vitality of the Commonwealth's educational and cultural sectors and its diverse communities. Our faculty and staff use art and design to create opportunities to inspire and empower our graduates to engage in creative problem solving and action. We contribute to the innovation economy by providing a steady stream of creative professionals who power the tech startups, corporate entities, and cultural organizations that drive our region's economy. The design thinking that today's employers need and demand is core to our approach. MassArt students are steeped in a pedagogy where critical thinking, creative problem-solving, and an entrepreneurial mindset are embedded in their learning.

Mission and Purposes Appraisal

In 2023, at the midpoint of its ten-year Strategic Plan, MassArt embarked on a planning process to reflect on progress achieved and to refresh its Strategic Plan. The goal: to respond to the changing landscape for higher education and consider an array of new possibilities and opportunities that have arisen in the past several years. The effort offered the opportunity to create a unified and powerful approach to planning and ongoing assessment of progress at the College. The Plan is grounded in the College's history of forward-looking public education and service and sets a powerful trajectory for the institution over the next five years and beyond. The Plan honors our [Mission and Values](#), builds on the core principles of Justice, Equity, Diversity, and Inclusion (JEDI), and places Student Success at its core to ensure that MassArt will continue to be a dynamic force for creative problem solving and actionable solutions. The five priority areas—Advance Learning, Teaching, Creativity, and Exploration; Actualize Centering Student Success; Strengthen Access and Affordability; Align and Strengthen Our Systems for Effectiveness; and a Culture of Belonging, and Elevate MassArt's Influence and Impact in Arts, Culture and Society. These components act as both an inspiration and a compass to guide decision-making. A set of Foundational Factors including Financial Performance, Admissions and Enrollment, and Operations, Capital Planning, and Sustainability comprise the essential elements to carry out all aspects of the Plan.

[The Strategic Plan](#) supports a diverse community of students to create their pathway through MassArt and contribute to the common good. The midpoint check-in and renewal of the College's ten-year strategic plan reaffirmed the mission and purpose of the institution and recognized that the principles outlined in the

College's Values statement are widely shared and understood across the campus. Each academic department also has a mission statement that defines the learning outcomes that students will master as a result of engaging with the program's curriculum, and through departmental and institutional activities and events. Department Chairs are asked to reflect on how their department supports and reflects their particular mission and goals, as well as how they integrate and support the College's mission and strategic initiatives. MassArt's mission remains powerful and relevant to supporting students' success and to exploring the ways that a world-class education in art and design can inspire and empower graduates to make a significant contribution to society.

Projection

1. With the Strategic Planning process completed, we are moving into the next phase to implement the Plan's goals and high-level strategies to ensure that the College's Mission and Values continue to provide direction as MassArt moves forward. A key feature of this phase will be the development of clear and measurable outcomes to guide continued planning and allocation of resources.

STANDARD TWO

Planning and Evaluation

Planning and Evaluation Introduction - Description

Founded in 1873, MassArt offers a comprehensive array of undergraduate and graduate programs, continuing education courses, and youth programs. MassArt offers an exceptional art and design education, promoting diverse perspectives and ideas, and equipping students with the critical thinking and problem-solving skills necessary to make a meaningful impact in their careers and lives. These values guide strategic planning and evaluation efforts to ensure that the College fulfills its mission of shaping communities, economies, and cultures for the common good. MassArt's planning and evaluation processes are inclusive, involving multiple stakeholders from across the institution, and relying on data collection and analysis.

Long-range planning is guided by a [Strategic Plan](#) developed on a ten-year cycle, with a review and refresh every five years. Since 2004, the Strategic Plan has integrated the goals and objectives of the College's Partnership Plan that was initiated under special legislative authorization, granting MassArt operational flexibility to enhance educational quality, national standing, and economic impact while maintaining affordability and accessibility for talented students from all economic backgrounds. The Partnership Plan was proposed by MassArt to the Board of Higher Education (BHE), building on a successful framework established in 2004 and subsequently renewed in [2009](#) and [2015](#). The Partnership Plan is no longer a stand alone document; during the most recent refresh, adoption, and approval process, the Strategic Partnership Plan (aka the Strategic Plan) now serves as a foundational element for continued success enabling MassArt to expand its mission, profile, and orientation to a more regional and national focus, to achieve even higher levels of excellence and advance Massachusetts' creative economy and higher education system.

Planning and Evaluation Introduction - Appraisal

Planning and evaluation go hand in hand, and are critical to MassArt's ability to deliver on its mission and adhere to institutional values. This starts with a Strategic Plan that is actionable, tied to resources, and includes benchmarks and milestones to measure progress. The Office of Institutional Research and Strategic Effectiveness (IRSE), reporting to the Provost, collects, analyzes and shares data to support the strategic planning process and monitor achievement of its outcomes. Additionally, each division and department supports the institution's Strategic Plan by identifying initiatives and carrying out activities that move the work forward. This structured approach guides decision-making, allocation of resources, and ensures accountability to enable the College to achieve its strategic goals while putting students at the center and emphasizing Justice, Equity, Diversity, and Inclusion (JEDI) principles.

To advance ongoing planning and implementation, a grant from Fidelity Investments is supporting the development of a data ecosystem to facilitate better communication and application across departments. Continued work is necessary to ensure that data is leveraged to support decision-making at the department and institution-levels.

Planning Description

In 2023, President Grant initiated a midpoint refresh of MassArt's ten-year Strategic Plan, gathering input through cross-campus collaboration from Trustees, Foundation board members, faculty, staff, students, and alumni. This process aimed to reevaluate and adjust strategic priorities while maintaining alignment with MassArt's Mission and Values, particularly emphasizing Justice, Equity, Diversity, and Inclusion (JEDI). The need for a refresh was, in part, a result of the impact of the Covid-19 pandemic and the increased urgency

of issues of justice, equity, and inclusion. In June 2023 a [Strategic Planning Steering Committee](#), composed of faculty, staff, and students, was convened. President Grant and senior leadership, aided by a planning consultant, initiated a process to determine how the changed environment impacted the existing plan; examine how to build upon progress made; and to anticipate what challenges and opportunities the College may face over the next 3-5 years. The Steering Committee organized information gathering and input sessions, including the Extended Cabinet meetings, Board of Trustee discussions, faculty and staff town halls, student focus groups and online surveys. This structured approach, rooted in MassArt's Mission and Values and commitment to JEDI principles, guided the planning and decision-making around the development of strategic goals to continue MassArt's tradition of leadership in arts education and cultural enrichment.

Central to the development of strategic goals and initiatives was the determination to become an even more student-ready and student-centered college—with the understanding that the plan must tie to our mission of providing an affordable, accessible, and first-rate student experience for undergraduate, graduate, and certificate-seeking students. The plan places students at the center of decisions and actions at all levels.

The question of what it means to be a student-centered campus generated rigorous inquiry among committee members and with a wide variety of campus stakeholders into what MassArt does well, and where we can better align with our Mission and Values. It is worth noting that the institution's response to the pandemic highlighted the resilience of its Mission and Values, particularly the JEDI principles, which unified the community and guided strategic decisions. The strategic planning process included a thorough assessment of internal strengths and challenges, as well as external opportunities and constraints.

The result was a refreshed plan that:

- Builds on strengths and reflects the needs and aspirations of the MassArt community;
- Leverages and extends work already in progress;
- Responds to changes in the environment since the original plan was developed;
- Integrates the Partnership Plan and aligns with the Massachusetts Board of Higher Education's Equity Plan.

The Board of Trustees was engaged with the planning process from the beginning, meeting several times with MassArt's planning consultants at full Board and Committee meetings throughout 2023 and 2024. The Board voted unanimously to approve the revised Strategic Plan at its annual meeting in June 2024. The Plan was approved by the Massachusetts Board of Higher Education at its October 22, 2024 meeting.

To support the successful implementation of the identified high-level strategies, senior leadership developed corresponding goals for key operational areas of the College. Each area developed two- and five- year goals to align their work with elements of the plan. For example, in Academic Affairs, [planning and evaluation](#) are closely intertwined processes that aim to align departmental needs with institutional goals. The division utilizes a needs inventory that serves as a critical tool for departments to outline their current and future requirements, which then informs the budget request process from one fiscal year to the next. Academic Affairs identifies space, equipment and technology in addition to budgetary requests, giving departments agency for identifying resource needs in a prioritized manner that serves an ongoing dialogue. The [Chairs' End-of-Year \(EOY\) Reports](#) feed into [five-year program reviews](#) that inform academic planning and ensure that resources are adjusted as necessary to meet evolving trends.

The Student Development division undertakes planning and evaluation through a structured process that integrates planning, and annual reporting, all centered on student success. Every one to two years, single functional areas undergo [external reviews](#) to gain objective insights that inform how decisions are made

during divisional and executive leadership planning meetings. Each area submits annual reports detailing their alignment with strategic goals and future objectives. Budget requests, whether for operational needs or new positions, must tie directly to the Strategic Plan.

The Office of Justice, Equity and Transformation (JET) utilizes tools and resources from their Associate Dean and Executive Director of Project Management to assist in annual planning of its own initiatives, and to track collaborations with other departments and divisions across the College on shared initiatives that reinforce their mission and support student success.

Planning in Administration and Finance (A&F) follows the College's fiscal year, which runs from July 1 through June 30 and aligns to the state budget, the admissions cycle and academic calendars, and all state and federal standards, laws, and reporting requirements. Planning for the MassArt budget begins in [January/February](#) each year, prior to the July 1 start of the new fiscal year. A&F works with an Advisory Budget Group, departments, area Vice Presidents, and the President to create the final draft of the Budget which is presented to the Board of Trustees. Additionally, each year the College is audited by our independent auditors, who are on site for two visits each summer as the fiscal year ends; the audited financials (See Standard 7) are reviewed and approved by the Finance Committee of the Board of Trustees and advanced to the full Board for acceptance.

As part of overall institutional planning, each division carries out its own planning process in line with the budget cycle mentioned above. Department heads meet with their staff on a regular basis to set their organizational calendars, review their anticipated expenses, and evaluate the resources needed to achieve their goals and initiatives. For example, the Financial Aid office plans its calendar and tasks based on student financial needs prior to the start of school, application dates, federal student aid calendars such as FAFSA deadlines, disbursement, and reporting requirements. The offices of Academic Affairs, Administration and Finance, and Student Development collaborate to plan resource allocations, including personnel and operating budgets, based on available evaluation data, identified needs, and future projections.

Planning Appraisal

With the Strategic Plan finalized, the Administration and Finance team has been charged by the President to begin a process of developing an updated campus Master Plan (the last plan was updated in [2008](#)). The Master Plan will guide the strategic development and utilization of campus facilities and resources, ensuring that future growth aligns with the College's mission and vision. It will also foster an integrated approach to campus improvements, enhancing the overall educational environment and supporting sustainable, long-term planning.

The implementation of the Strategic Plan will require close integration across academic and administrative units. Overseeing this effort, the Vice President for Strategic Initiatives and Chief of Staff will coordinate the work of the senior leadership team in advancing and tracking progress towards two and five-year goals, utilizing benchmarks to gauge progress and continue momentum. Each Vice President/division will develop annual action plans that align with the high-level strategies, and define success metrics and methods to collect data to provide updates on progress. Annual campus-wide gatherings will facilitate collective assessment of achievements, identification of new opportunities, and adjustment or refinement of plans for greater impact. The campus will share outcomes with key stakeholders, including the MassArt Board of Trustees and the Massachusetts Board of Higher Education, to ensure accountability and transparency in achieving its strategic goals, with an emphasis on student success across diverse populations.

Planning for financial and other contingencies ensures the institution's resilience and capacity to navigate unforeseen challenges effectively. MassArt is committed to enhancing financial performance through sustainable fiscal practices, revenue diversification, and maintaining affordability and accessibility for students. Strategic investments in new programs and [sustainability initiatives](#), along with collaborations with partners like the Colleges of the Fenway and the ProArts Consortium, enable the College to optimize resources and reduce costs through shared services. Aligning budget processes with strategic priorities and regularly evaluating financial health and progress supports long-term stability and fulfillment of MassArt's mission. This proactive approach prepares MassArt to address current challenges and capitalize on opportunities for growth and sustainability.

Evaluation Description

MassArt's commitment to evaluation includes [comprehensive institutional assessments](#). Quantitative data from surveys such as the Integrated Postsecondary Education Data System ([IPEDS](#)) (also see NECHE dashboards - Undergraduate Students FTFT) and the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE), along with qualitative feedback from [EOY reports](#) for academic units, provide insights into MassArt's academic program quality, retention rates, graduation outcomes, and the efficacy of support services, and will inform ongoing planning for actualizing student success (See Standard 8).

The institution conducts departmental program reviews on a five-year cycle to assess the efficacy and relevance of academic offerings across all disciplines. EOY reports are an important tool for planning and annual evaluation within academic departments. The report template includes questions for reflection about how the department supports MassArt's mission and strategic priorities, how they incorporate JEDI principles in their curriculum, pedagogy, and hiring, and ultimately how these values are embedded within the department's culture. The format asks departments to document accomplishments and challenges, to reflect on progress and to identify areas for improvement. Each Department Chair meets with the Provost and members of her team to discuss the reports as well as their plans and initiatives for the upcoming academic year. The EOY reports, along with the department's annual inventory of needs ([example](#)), are critical tools for departments to outline current and future requirements as part of the budget request process. The reports, the annual inventory and meetings with the Provost are helpful in preparing for a department's five-year [Program Review](#), which includes an external perspective, as well as for the institution's accreditation efforts with a focus on curriculum integrity, faculty qualifications, and alignment with accrediting and college standards.

Additional evaluation activities are undertaken as needed. For example, in April 2022, MassArt's All University Committee (AUC) charged an ad-hoc committee to conduct a review of the impact of the restructuring of scheduling, curriculum, course loads and contact hours known as "Migration." The committee reviewed the [Migration Plan](#), identifying the issues it resolved and the new challenges it created since its inception in 2007. They gathered extensive documentation and stakeholder feedback to generate recommendations aimed at improving academic life at MassArt. Primary recommendations included: the possibility of creating new course types, adding additional open time blocks to the weekly schedule to facilitate meeting times, and conducting a comprehensive review of workload equity issues related to faculty instruction. The committee emphasized the importance of work equity among students and faculty. Additional recommendations focused on student success, flexibility in class delivery modes, improving academic advising, and addressing housing insecurity. The committee highlighted the need for curriculum audits, better-defined contact hours, and more collaborative teaching opportunities. These recommendations have been reviewed by Academic Affairs and are being prioritized according to pressing needs and available resources.

Results from regularized alumni placement [surveys](#) track how the curriculum supports graduates in their career trajectories.

Evaluation Appraisal

MassArt is committed to planning and evaluating processes to support its mission of creativity, innovation, and community impact. While we know that systematic planning and clarity of goals are critical to enable the College to operationalize our priorities, we recognize the importance of tracking progress through careful data collection and assessment practices. By assessing program quality and institutional effectiveness, we ensure that our educational offerings remain aligned with our Mission and Values.

Curricular, co-curricular, and administrative offices have identified their need for help with accessing, collecting, and analyzing data. This includes knowledge about what data is available and the ability to consume data meaningfully. The College is working to address these requests through system integration, enhanced data literacy, defined roles and responsibilities, and a robust data governance framework. The goal is to move towards a fully optimized, data-informed culture that supports student success through predictive analytics and streamlined processes. To support these efforts, the Office of Institutional Research and Strategic Effectiveness (IRSE) is developing a set of streamlined and accessible evaluation strategies.

Since the last accreditation review and site visit, MassArt has made significant progress in assessing academic program quality through reflective annual reports, periodic departmental reviews and external reviews of accrediting bodies. Every academic department is part of a five-year cycle of program review that provides them with the opportunity to reflect on its programs; review its internal methods for program improvement; review trends in enrollment, graduation, and resources; and outline plans for the upcoming years. Following the production of a written report, external reviewers are asked to review the report and carry out a campus visit to ascertain that the departmental mission and learning outcomes are appropriate for the field. The external reviewers also determine that there is a system in place to assess student learning, a way for the department to make decisions regarding program improvement, that the curriculum scope and sequence is appropriate for the field of study, that the program is adequately resourced, and that the curriculum is relevant to requirements of the field.

While these efforts ensure curriculum integrity and contribute to educational effectiveness, there is an opportunity to further expand evaluation efforts to encompass even broader institutional assessments through the monitoring and implementation of the Strategic Plan. The integration of stakeholder feedback and expanded systematic assessment efforts has strengthened MassArt's planning and evaluation practices, aligning them more closely with its mission of excellence in art and design education and community impact.

Projections

1. As we implement the priorities identified in the Strategic Plan, the IRSE will develop a set of streamlined and accessible evaluation tools and strategies to inform ongoing planning and evaluation to support the high-level strategies that comprise the Plan.
2. Academic Affairs will continue efforts to advance academic excellence and program quality through an integrated process of annual departmental reviews and goal setting that feeds into a five-year cycle of program reviews. These will inform how the institution integrates new technology (including AI) and interdisciplinary approaches, creates opportunities for faculty innovation in teaching and research, and ensures that academic offerings remain relevant and rigorous, preparing students for successful careers in art, design and education.

STANDARD THREE

Organization and Governance

Organization and Governance Introduction - Description

President Mary K. Grant and the Board of Trustees are responsible for the overall governance and policy decisions for the College, working in partnership and in response to Federal and State regulations as well as policy directives and higher education priorities as determined by the [Massachusetts Department of Higher Education](#). The Board of Trustees (BOT), as outlined in Massachusetts General Laws, is the legally constituted body responsible for the institution's quality and integrity (Massachusetts Board of Higher Education: The Massachusetts Department of Higher Education (DHE)). The BOT has statutory responsibility as specified under [Chapter 15A, Section 7](#) of the Massachusetts General Laws for defining the mission of the College within the Commonwealth's system of public higher education and coordinating its work. The role of the BOT is outlined in the bylaws of the Board.

MssArt also has a [Foundation Board](#), which works to support and advance the strategic priorities of the College through fundraising, advocacy, and oversight of private funds. The Foundation is required to provide the BOT a list of its members as well as an annual audit, which, by state statute, is incorporated into the annual state audit of the College. One member of the BOT is designated as a non-voting member on the Foundation Board.

MassArt employs and values a shared governance model, in which students, faculty, and staff have defined roles in the various organizational and governance bodies established across campus. As the institution's chief executive officer, President Grant is responsible for day-to-day operations, leadership, long-term strategy and planning, and is supported by the President's Cabinet and President's Advisory Council, a cohort of campus leaders whose expertise, dedication, and passion for MassArt's mission ensures that the College continues to flourish. From establishing the highest quality experience in our classrooms and throughout our community, to keeping the campus safe and our facilities and operations running smoothly, to pursuing new opportunities for growth and engagement throughout the Commonwealth, the President and her senior team ensure that the institution responds to day-to-day demands while actively building for the future. They do this in concert with several constituent groups, including the All University Committee (AUC), and committees stipulated in the faculty [Collective Bargaining Agreement \(MSCA\)](#), the professional employees union (APA), and the administrative assistants/public safety/facilities union (AFSCME). Governance roles and responsibilities are described in the Faculty and Student Handbooks.

Organization and Governance Introduction - Appraisal

Dr. Grant assumed leadership of MassArt in July 2021, at a time of enormous challenge as we were beginning to emerge from the throes of the pandemic and were doing so in the face of a significant shift in staffing across the institution. Throughout the pandemic, the BOT, senior administrators, faculty and staff had been laser focused on how to pivot to online learning and keeping students and members of the MassArt community safe, healthy, engaged, and learning in community. As a result of their attention and efforts, students continued to make progress toward their degrees and stayed in community with each other, albeit from a distance. As the severity of the pandemic abated, the Board and leadership pivoted again to offer hybrid learning options and, finally, plans to bring students, faculty and staff back to campus safely. Special attention was focused on addressing the impact of the pandemic on students who had spent their recent high school and/or college years learning at a distance and in isolation. Over the last two years, the College has returned to a "new normal" and leadership has been able to focus on organizational structures, planning, and policies to support institutional effectiveness. This was largely accomplished through campus-wide engagement in

revitalizing the College's ten-year Strategic Plan, which reaffirmed our mission and values. Indeed, one can observe that our ability to stay true to our mission and values is what successfully guided campus leadership through this very uncertain and volatile period of time.

Dr. Grant brought her proven track record as a higher education leader with more than three decades of experience to embark on a period of exciting transition and renewal of the leadership team. A key hire was Dr. Brenda Molife to serve as Provost and Vice President of Academic Affairs to lead the development of an academic structure, provide educational resources and support to our students, strengthen our commitment to justice, equity and transformation, and improve internal and external communication.

Governing Board Description

MassArt BOT members are appointed by the Governor of the Commonwealth of Massachusetts to a five-year term, and are eligible to be appointed for one additional five-year term. These limits are set by the Commonwealth. The one exception is the student trustee, who is elected by the student body to serve for a one-year term on the eleven-member board. The elected alumni representative is vetted through the Alumni Leadership Council and put forward by the Board of Trustees for review and final approval by the Governor. A state-wide system ensures that trustees operate independently and according to ethical standards, including not only conflicts of interest, but the appearance of conflicts of interest. The College's [Board of Trustees](#) is established, authorized, prescribed, and permitted by the laws of the Commonwealth of Massachusetts. The Board consists of two board-elected officers (Chair and Vice Chair), whose responsibilities are outlined in the [by-laws of the Board](#).

The composition and function of the BOT is clearly stated in Article 1, Section 1 of the by-laws: "The composition, functions, duties, powers and responsibilities of the BOT shall be as provided and authorized by the laws of the Commonwealth as in effect from time to time." The Board of Trustees is composed of individuals who are knowledgeable and engaged, who understand and are passionate about advancing MassArt's distinctive mission, and who take their fiduciary responsibilities seriously. The Board approves and reviews key institutional policies, monitors the College's financial position, and approves the College's Strategic Plan.

Standing Committees of the Board are: the Executive Committee; the Administration and Finance Committee; the Academic and Student Affairs Committee; and the Advancement Committee. Committees provide regular reviews and updates to the full board on matters of risk management, financial audits, compliance, internal controls and contingency management. The specific functions and responsibilities of each standing committee are clearly stated in Article 3 of the by-laws of the Board. Also stated in Article 3, Section 1 of the by-laws, "Other standing committees may be established only by formal modification of the by-laws." In Article 3, Section 2 of the by-laws, Special Committees are addressed, stating "The Board of Trustees may establish special committees from time to time to have such duties as it may determine, the members of which shall be appointed by the Chairperson of the Board of Trustees." The committees are the primary means for determining the full Board's agenda. Vice Presidents serve as staff liaisons for each committee. Any meeting that has a quorum of trustees is announced according to the Commonwealth's Open Meeting Law and is open to the public. Meeting agendas and minutes are posted online.

Members of the BOT bring a deep passion for art and design education, a depth of expertise across industries to their work of advancing the College's bold and expansive vision, and a commitment to the access mission of public higher education. They embody the diverse cross-section of excellence that defines MassArt—from seasoned executives in advertising and auction houses, to founders of creative and communications

consultancies, to higher education faculty and administrators, nonprofit strategists, journalists, and working artists. The trustees bring a diverse representation of professional, racial, gender, and cultural backgrounds to the Board. 60% of the board is female and 43% are BIPOC (Black, Indigenous, People of Color). Three of the trustees are MassArt graduates.

MassArt is compliant with DHE required guidelines and mandates. The BOT works independently from direct DHE oversight; however, because of the College's special status, MassArt is required to provide an annual report to the DHE detailing how we have met the requirements laid out in our Strategic Partnership Plan.

Although the State officially appoints trustees (besides the student trustee) the College President and Board of Trustees work hard to ensure that the Board's composition represents a diversity of backgrounds making recommendations to the Governor's Office for reappointments and vacancies as they arise. This information is reviewed by a nominating committee through the Director of Boards and Commissions in the Governor's office. A committee meets to review those nominations, and a background check is completed on each nominee seeking appointment. The Governor may appoint either a recommended member or may appoint a person of their own choosing. Within six months of their appointment, trustees must complete a state-mandated comprehensive training conducted by DHE that includes laws on conflicts of interest, open meetings, public records, fiduciary responsibilities and more. This training must be completed every four years.

The [Board of Directors of the Massachusetts College of Art and Design Foundation \(The MassArt Foundation\)](#) serves as the fundraising arm of the College and is governed by a set of [by-laws](#). They are a committed group of supporters who volunteer their time to advance the mission of MassArt by expanding philanthropic support for the College and overseeing the endowment.

MassArt benefits from the dedication, service, and support of alumni, community members, and friends who serve as Directors of The MassArt Foundation. The Vice President of Institutional Advancement and Executive Director of the MassArt Foundation, along with the President, work with the Foundation Board Chair and Treasurer to build upon a strong history of engagement and enhance the board's effectiveness by developing formal charters for each of the Foundation committees. This effort will align the Foundation's work more closely with the Strategic Plan.

Governing Board Appraisal

The BOT reviews the composition of its committees, engages in Board development sessions, reflects upon functioning at annual retreats, and through participation in activities and events as appropriate through its membership in the Association for Governing Boards of Universities and Colleges. With new leadership in place, emergence from the COVID-19 pandemic, and the opportunity to engage in work to support and advance the Strategic Plan, the Board will resume annual assessments of its operations. Additionally, President Grant, in partnership with board leadership, has reinstituted annual board retreats and has introduced board development sessions prior to each full board meeting.

The Executive Committee includes the Chair of the BOT, the Vice Chair, the Chairs of standing committees, the immediate past Chair of the BOT, and the President of the College, ex-officio. Among its various responsibilities, which are detailed in the by-laws, the Executive Committee reviews and considers all pertinent issues and proposals, and makes recommendations to the Board. The Executive Committee makes recommendations to the BOT for candidates' election as officers; develops a pool of potential candidates to

serve as Trustees; provides an orientation for all new Trustees; and reports to the BOT all actions taken or concurred on by said committee at the next regular meeting of the BOT, or as soon thereafter as possible.

The Department of Higher Education oversees an annual presidential performance process for all state universities. The Executive Committee of the BOT evaluates the President's performance at the end of an academic year. The appraisal is submitted to the Commissioner of the Department of Higher Education. During the pandemic, the annual performance of the State University Presidents were temporarily suspended to attend to pressing issues, but has resumed.

The Foundation Board currently has two committees: an Executive Committee and an Investment Committee. Over the Summer and Fall 2024, the Foundation Board worked to re-energize and formalize how these committees operate and to create additional committees. Board members currently adhere to a [Statement of Commitment and Responsibilities](#), which serves as a guide for their roles and expectations. In December 2024, the Foundation Board voted to add two Committees: a Committee on Directors to oversee Board governance and nominating, and a Committee on Strategic Initiatives and Fundraising to support the advancement of the College's strategic plan and ongoing fundraising efforts.

Internal Governance Description

The President works with the Vice Presidents to lead and manage the [departments](#) of the College and implement the priorities of the Strategic Plan. The President and members of the administration work with faculty, students, administrators, and staff through established structures and mechanisms that comprise a shared decision-making process. These include the All University Committee (AUC) and Standing Committees that include Curriculum, Academic Policies, and Student Affairs. Each of these committees consists of representatives from the faculty, students, and staff/administrators as stipulated in the [MSCA Collective Bargaining Agreement](#), which also describes the Graduate Education Council and Ad-hoc and Special Committees. Student members are elected annually by the Student Government Association ([SGA](#)); students also serve on the departmental curriculum communities.

Prior to the start of an academic year, the Provost and the Vice President for Strategic Engagement and Chief of Staff seek nominations from the members of the President's Cabinet to serve on the various governance committees. From those nominations, the Provost and Vice President for Strategic Engagement and Chief of Staff recommend to the President administrators to serve on various governance committees for a period of one academic year.

Article VII of the [Collective Bargaining Agreement](#) between the Board of Higher Education and Massachusetts State College Association outlines the participation of faculty, librarians, students, and administrators in the decision-making processes at several state universities, including MassArt. The governance structure provides an effective means to foster thoughtful input and participation from representatives of all MassArt constituents and stakeholders. The governance committees as outlined in the MSCA Collective Bargaining Agreement are: All University Committee (AUC); Curriculum Committee; Academic Policies Committee; and Student Affairs Committee. The Graduate Education Council is established through the [Division of Graduate and Continuing Education Contract \(DGCE\)](#). The composition and the charges for each of the committees can be found in these contracts.

[The All-University Committee \(AUC\)](#), which ensures representation from all key campus stakeholders, is composed of eight bargaining unit representatives, three students, and three administrators; this committee plays an important role in shaping policies related to academic matters of common concern. Each member's

tenure on the committee spans the academic year to ensure continuity and accountability in decision-making processes. The committee elects officers to oversee operations, and ensure that all voices are heard and decisions are made democratically. This structure fosters a collaborative environment where diverse perspectives contribute to the enhancement of academic policies and university governance.

The AUC regulates the charges through the standing committees of the Curriculum Committee, Academic Policies Committee, and Student Affairs Committee. The AUC has the responsibility of coordinating all governance activities. Membership consists of eight faculty, three students, and three administrators. Their charge is “to take up or act upon any recommendation, report or other matter submitted to it by any standing or ad hoc committee, or to refer to a standing committee or ad hoc committee any matter that any member of the college community shall bring to AUC for consideration.” All recommendations from standing and ad hoc committees are returned to the AUC for further deliberation, and transmitted to the Provost and the President for final approval.

The Curriculum Committee makes recommendations and prepares reports concerning general coordination and improvements of the academic program; deletion/addition to or changes in the curriculum; changes for major requirements; and proposals for new programs.

The Academic Policies Committee prepares reports and recommendations concerning the academic calendar; academic standards; admission standards; selective retention policies; educational services that the College should render to the local community; and library services.

The Student Affairs Committee receives recommendations concerning the needs of the student population; student activities; student participation in cultural and social activities; and practices, policies, and trends in student life.

The Graduate Education Council prepares reports and recommendations concerning changing graduate course requirements; the addition of courses and the deletion of existing courses in the graduate program; and determining the criteria to be applied in designating members of the graduate faculty.

The Provost and Vice President for Academic Affairs reports to the President and oversees all undergraduate, graduate, professional and continuing education, the Morton R. Godine Library, the International Education Center, the Registrar’s Office, and the MassArt Art Museum (MAAM). Department Chairs provide oversight for day-to-day functions in the undergraduate departments, meeting regularly—both individually and as a group—with the Provost to foster ongoing communication about issues relevant to their job responsibilities. The Dean for Graduate and Professional and Continuing Education oversees graduate degree programs and course offerings across the departments, as well as certificate and non-credit professional development programs.

Department Chairs are elected by majority vote of the full-time faculty in their departments and are appointed by the President to serve three-year terms (Article VI, Section B of the Collective Bargaining Agreement). A department Chair may serve up to three consecutive three-year terms. Department Chairs evaluate faculty in their departments for reappointment, tenure, promotion, and post-tenure review; administer budgets; draft course schedules; and provide leadership for program development, program review, and accreditation initiatives. Responsibilities of the Chair are outlined in the Collective Bargaining Agreement, Article VI.

Primary responsibility for the content, quality and effectiveness of the curriculum resides with the faculty, and leadership is provided by the department Chairs. Chairs oversee the operation of departmental activities, development of curricular and resource requirements for the department, and facilitate the process of periodic academic program reviews. The MSCA Collective Bargaining Agreement outlines the governance structure as it pertains to academic decision-making, ensuring faculty have a central voice in securing the academic integrity of MassArt, in cooperation with representatives on governance committees, with final approval by the Provost and President.

The faculty/librarian members of governance committees are staffed through a process in which faculty/librarians nominate their representatives. The MSCA Chapter President, an elected position, receives the nominations and appoints members to the various governance bodies to ensure appropriate representation from the various departments, as well as faculty and librarian rank and position. Both the President and the Provost meet regularly with the executive committee of the MSCA.

The Provost meets weekly or bi-weekly with her direct reports, a core group of individuals who provide insight into academic and administrative operations and support systems in place for MassArt students. The Provost also meets with the Chairs of academic departments on a bi-weekly basis to foster a collaborative working relationship among the Chairs and with the Provost's office. At the end of the year, Chairs submit [End-of-Year \(EOY\) Reports](#), providing a strategic overview of the work that has been accomplished over the year, goals for the future, and any challenges faced during the academic year. A recently created template has helped to standardize the information collected, and will serve departments in preparing their departmental program reviews on a five-year cycle. Each Fall, the Provost and members of Academic Affairs staff meet with each chair individually to review their EOY Report, identify issues that require further discussion, and set goals and plans for the coming year.

The [Student Government Association \(SGA\)](#) is led by a student-elected executive board that includes the following positions: President, Vice-President, Treasurer, Secretary, Media Coordinator, and Student Trustee. The Student Trustee sits on the MassArt Board of Trustees as a voting member, and advocates for the needs of current students. Under the umbrella of the SGA, students have representation from each department who bring issues or concerns to the attention of the group, and help to organize and publicize events for each academic major. There are an additional 28 student groups that are part of SGA. All MassArt students are welcome to attend and participate in SGA Full Council meetings; the Director of Student Engagement serves as the advisor to SGA.

The governance structure provides a forum for all parts of the campus community and ensures the smooth and orderly functioning of the College. MassArt follows the governance structure as outlined by the Commonwealth of Massachusetts for the BOT and through the MSCA Collective Bargaining Agreement. Disputes related to governance are arbitrated in accordance with the contract, or through the Employment Relations Committee (ERC) jointly established by the contracting parties. Changes to the governance structure can only be proposed through contractual bargaining, which occurs every three years. In addition, the President and BOT can convene task forces and special committees to advance the work of the College as needed.

Internal Governance Appraisal

The role of Associate Provost for Administration / Dean of Faculty has recently been split into two roles in order to provide additional support and resources for faculty to carry out the academic mission and deliver effectively on the Strategic Plan. The Dean of Faculty, drawn from the MassArt faculty, serves as the point

person for the day-to-day concerns of the faculty and supports the Provost in developing and implementing academic policies and processes. The Dean of Faculty is appointed for a three-year renewable term.

The Provost meets with union officers on a monthly basis and the President meets directly with the union officers at least twice each semester. This offers an opportunity for collegial problem solving and discussions about any challenges that arise for faculty and students. The union officers have requested to expand the faculty who participate in these meetings to include their newly formed Union Council.

The Provost convenes a group of faculty and staff as needed to provide additional perspectives on issues, and provide advice and recommendations. One example of an ad-hoc committee was formed around the issues of course loads for faculty, credits for students, and how to function under a collective bargaining agreement for the nine campuses within the state system, but does not address the specific needs of any one campus. This ad-hoc committee—known as “the Migration Committee”—was convened to examine and recommend solutions for these and other related questions specific to MassArt. The committee presented a set of [recommendations](#) and questions that we are now working through. The Office of Institutional Research and Strategic Engagement is providing data to the committee to address some of the questions raised and to prioritize solutions.

Projections

1. A new onboarding questionnaire has been developed to provide information on the background and skill sets of each member of the Board of Trustees. This tool is used to identify BOT needs and to inform ongoing board development and recruitment. The Board will complete a self-assessment developed by the Board Secretary, in consultation with the President, Chief of Staff/VP for Strategic Engagement, Board Chair, and a trustee this Spring. The results will be discussed at the Board’s June 2025 retreat and will inform operational improvements for the 2025-26 year.
2. The Vice President of Institutional Advancement and Executive Director of the MassArt Foundation, along with the President, will work with members of the Foundation Board Executive Committee on Board engagement and development, including planning annual retreats and formalizing the process for recruiting and appointing Foundation Directors who will continue to advance this important work.
3. The Provost will work with the new Dean of Faculty to support Department Chairs to make meaningful assessments of student learning to inform and support ongoing curricular revisions.

STANDARD FOUR

Academic Program

Academic Program Introduction Description

MassArt has a student body of nearly 2,000, encompassing undergraduate, graduate, and certificate programs. There are 18 undergraduate major concentrations, including Animation, Architecture, Art Education, Ceramics, Communication Design, Fashion Design, Fibers, Film/Video, Glass, History of Art, Illustration, Industrial Design, Jewelry & Metalsmithing, Painting, Photography, Printmaking, Sculpture, and Studio for Interrelated Media (SIM), as well as eight (8) minors in Ceramics, Creative Writing, Fibers, Glass, Jewelry & Metalsmithing, Performing Arts, Sculpture, and Sustainability.

Additionally, there are 10 graduate programs, including Architecture, Art Education (MAT/MA), Design Innovation, Dynamic Media Institute, Film/Video, Fine Arts (Low Residency), Photography, and Studio Arts, along with three undergraduate credit bearing certificates in Communication Design, Fashion Design, and Furniture Design. Each certificate program's learning goals and requirements are detailed on the MassArt [website](#). The program's learning goals are required to be included in every course syllabus.

Major requirements at the undergraduate level constitute approximately 40 of the 120 credits required for degree completion. Students enroll in 6-9 credits per semester in their major concentration over the course of six semesters, from the sophomore through the senior year. Courses are sequenced over the six semesters to build upon the technical and critical thinking skills developed in prior semesters.

Each department and program area provides [End-of-Year \(EOY\) reports](#) to the Office of Academic Affairs, detailing goals and assessments for that year. These documents also support the departments in the five-year cycle of Program Reviews.

Academic Program Introduction Appraisal

The breadth of offerings provides both opportunities and challenges. Each program/major concentration is housed in its own department, with the exception of Ceramics, Fibers, Glass, Jewelry & Metalsmithing, and Sculpture, which are housed in Fine Arts 3D; and Painting and Printmaking, housed in Fine Arts 2D. While housing individual majors within their own departments has allowed for clarification and specificity of the areas, this approach has created redundancies. For instance, Animation, Film/Video, and the Studio for Interrelated Media (SIM) all use digital video, sound, and lighting equipment. This has led to some overlap in the equipment purchased and supported. It has also proven difficult for students and faculty in one area to have easy access to equipment located in another area.

With the emergence of Artificial Intelligence (AI), MassArt, like many colleges and universities, is seeing an increase in its use in teaching and learning. This new technology is shifting the ways in which content is created in many of our majors. Academic Affairs (AA) has drafted an institution-wide AI policy, and departments are developing their own policies to respond to the particular needs and circumstances of their areas. Each department must align their [AI policy](#) with the four overarching principles outlined in the AAAI policy. The policies are proposed to and reviewed by each departments' curriculum committee. They also share their proposals with AA in their End-of-Year Reports.

At a college of art and design, programs rely heavily on critiques and review processes to assess students' learning outcomes. Faculty bring the results of these assessments to departmental curricular committee meetings as a tool to analyze and refine their curriculum. Critiques, integral to studio courses, allow students

to present their work, receive feedback from peers and instructors, and develop critical assessment skills. End of semester reviews are an important tool in evaluating student progress at the sophomore, junior, and senior levels. This robust system of rigorous reviews not only provides individualized assessments and evaluations, it enables faculty and departments to review the quality and effectiveness of their curricula and instruction. For example, over the past two years, the Film/Video department analyzed its program strengths and weaknesses based on observations of student work. These observations resulted in making pedagogy more learner-centered, including improving students' competency in soft skills (such as communication), and preparing them for autonomous learning by taking a project from concept to exhibition. The department made three important shifts to address these needs: 1) implemented an annual Film/Video Department Sophomore and Junior Exhibition to serve as a scaffolded learning experience, to help students develop the full cycle of production from concept to installation, and to enable them to apply their skills in a professional context; 2) instituted Sophomore and Junior Level required production courses to support different learning styles, so students can revisit material as needed for better comprehension and retention; and 3) increased in-class collaboration and scheduled production days to facilitate students' ability to work together in structured, crew-based settings. Structured production time helps students develop crucial skills—such as communication, leadership, and conflict resolution—and manage group dynamics and deadlines, better preparing them to meet professional standards for project delivery.

To successfully implement curriculum enhancements like this, effective leadership and oversight are essential. This responsibility is undertaken by the Department Chairs, who play a pivotal role in guiding each department's progress and ensuring that all changes align with both MassArt's Strategic Plan and the department's mission. Department Chairs ensure that undergraduate programs meet discipline-specific standards. Chairs provide leadership within their departments, manage operations, and recommend curriculum development and resource needs.

Assuring Academic Quality Description

Massachusetts state universities operate under a shared governance model for academic oversight, ensuring faculty participation. This model relies on a committee structure composed of faculty, librarians, administrators, and students. Faculty and librarians are elected to committees by their peers; students are appointed by the Student Government Association, and administrators are appointed by the President.

Each academic department also has an Undergraduate Curriculum Committee with student representation and each department with each graduate program has representation on the Graduate Education Council (GEC). These committees review the long-term educational goals in relation to their academic curriculum and the College's objectives. The departmental curriculum committee and the GEC make recommendations regarding assessment and any changes to the curriculum, which are forwarded to the Department Chair or the Dean of Graduate, Professional and Continuing Education.

The All-University Committee (AUC) receives charges from the wider MassArt community and oversees the activities of all other standing governance committees. Proposals involving changes to undergraduate academic programs and policies are first reviewed by the AUC, and are sent to relevant standing committees for further consideration, before returning to the AUC for final approval and recommendation to the Provost and President. Standing committees include Curriculum, Academic Policy, and Student Affairs. The Graduate Council, led by the Dean of Graduate and Professional and Continuing Education, oversees the curricula and policies of graduate programs.

In 2021, MassArt joined many of its peers in the Association of Independent Colleges of Art and Design (AICAD) in withdrawing its membership from the National Association of Schools of Art and Design (NASAD). NASAD accreditation is no longer required for participation in National Portfolio Days nor is it required by the AICAD by-laws. MassArt's architecture program continues to be accredited by the National Architectural Accrediting Board (NAAB); and our Art Education program is reviewed periodically by the Massachusetts Department of Elementary and Secondary Education (DESE) as an approved teacher licensure program.

Periodic academic program review is a critical component of MassArt's commitment to continuous improvement. Departments complete a comprehensive self-study every five years, providing the opportunity to reflect on programs; review internal methods for program improvement; review trends in enrollment, graduation, and resources; and outline future plans. An external reviewer from the discipline is engaged to visit and assess the program on site.

Faculty periodically make changes and updates to their department's curriculum in response to student needs and industry requirements. For example, beginning in Fall 2019, the Fine Arts 3D (FA3D) Curriculum Committee, including student members, began work to identify and address areas of curriculum needing revision. This process was initiated in response to concerns arising from ongoing student feedback and their 2018-2019 Program Review. Through this process, three priorities were identified: 1) designing a process by which sophomores are oriented and integrated into the FA3D Department; 2) revising junior year requirements to better integrate hands-on experience and critical thinking in thematic cross disciplinary courses; and 3) better integrating departmental and College-wide JEDI principles, as well as sustainability, into the curriculum. In response, a Practice Strand was proposed consisting of three courses, taken in the Fall of the sophomore, junior, and senior years. These proposed changes were vetted through the entire governance process, and replaced existing courses without any additional credit requirements.

Another example of a departmental curriculum revision is within the History of Art, which has long offered the course Introduction to Western Art as a requirement for all students. Faculty worked through the governance process to change the class to reflect a more diverse and global perspective of the history of art. The revised course, Towards a Global History of Art, provides students with a global introduction to the history of art, diverse traditions and methodologies, and the vital role that artists, designers and educators play in preserving, learning from, and questioning the past and in shaping the future discourse. The evolution of this course reflects serious College-wide conversations about how to respond to the changing demographics, as well as the evolution of the discipline itself.

Chairs submit their EOY reports to Academic Affairs in early June, followed by a meeting with the Provost in the Fall semester. During this meeting, an assessment of the goals of each department is discussed. The Dean of Academic Administration and Planning is present to ensure that operational and space needs are noted, in preparation for the next fiscal year budget development process that begins in January. The Dean of Faculty is also present to discuss faculty issues that may be raised and to respond with a plan to address them in a timely way.

Any significant curricular and co-curricular changes at MassArt approved through the governance system must be reviewed by the relevant Vice President(s), the President, and finally the Board of Trustees. Additionally, substantive academic program changes require approval from the Massachusetts Board of Higher Education (BHE). Proposals to the BHE must demonstrate the institution's capacity, resources, quality, sustainability, and alignment with its mission to gain approval. NECHE approval is also required for substantive changes.

In addition to courses offered at MassArt, students are able to take courses or pursue a minor in [Performing Arts](#) or [Sustainability](#) through MassArt's partnership with [Colleges of the Fenway and ProArts Consortium](#).

Assuring Academic Quality Appraisal

MassArt employs end of semester student evaluations and review boards in the art and design programs. These evaluations often employ external reviewers who provide individualized feedback to students, and allow faculty to reflect on the effectiveness of their teaching methods. This feedback loop is critical for maintaining the relevance and quality of instruction. Because the work is specifically assessing authentic student artifacts in a qualitative manner, capturing and preserving that data can be challenging.

Regular program reviews are an essential component of the College's quality assurance process. These reviews involve a self-study by the department and assessments by external reviewers who are experts in the discipline. Such rigorous evaluations help departments maintain high standards and identify areas for improvement. The use of external reviewers adds an additional layer of objectivity, ensuring that the programs meet industry, academic, and accreditation standards. These are also supported by End-of-Year Reports submitted by Department Chairs to the Academic Affairs team with a follow up meeting to discuss strengths, challenges, and opportunities.

Undergraduate Degree Programs Description

MassArt's undergraduate degree programs consist of a BFA with an area (or areas) of concentration (the major). The major, along with the [Studio Foundation](#) (first-year studio program), [Humanities](#), and [Integrative Sciences and Biological Arts](#) departments provide students with a substantial and coherent introduction to broad areas of human knowledge, their theories, and methods of inquiry, plus in-depth mastery of at least one disciplinary area. Programs have online and print descriptions with appropriate rationales and identified learning outcomes, as well as clear program requirements.

BFA programs require a minimum of 120 credits, with the exception of the BFA in Art Education with teacher certification, which requires 132 credits (to satisfy Massachusetts' student teaching and content requirements). Credits are typically distributed as follows for a BFA: 15 credits in Studio Foundation; 42 credits in Humanities, Integrative Sciences and Biological Arts, and History of Art; 36 to 42 credits in the major; and 21 to 27 unrestricted credits in electives. Electives for Design, History of Art, and Art Education programs must be studio courses; electives for Fine Arts and Media Arts programs can be studio courses and up to nine (9) credits in Humanities, Integrative Science and Biological Arts, and [History of Art](#). Seniors in all major departments present a final project and/or thesis portfolio. These projects include public presentations through critiques and exhibitions. Summative Electives serve as capstone courses for the general education requirements.

The Studio Foundation Department provides the groundwork for professional practice and for initial discovery and identification of the roles of artists/designers/educators within a larger social and global context. Studio Foundation courses aim to prepare students for their chosen major, and enter their sophomore year with a broad base of skills that are fundamental to professional artists, designers, and educators. The Studio Foundation program teaches the principles and elements of drawing, two-dimensional design, three-dimensional design and four-dimensional design, with the end goal of preparing every student for success in any department and major.

The [Studio Foundation First-Year](#) curriculum (15 credits) includes opportunities for students to explore and experiment with a variety of creative media before declaring their major. First-year students are introduced to

methodologies to critique their own work and the work of others, and how to situate their studio practice in the historical, social, and cultural contexts of artmaking.

At MassArt, a minor is a course of study representing an optional, additional field for a degree-seeking student. A minor offers students a coherent program of study in a subject, but not as extensive as the major. A minor can be developed within a department, across departments, or across Colleges of the Fenway institutions, and requires 15-18 credits of designated coursework within an undergraduate student's 120-credit major degree requirements.

Appraisal (see combined Appraisal for Undergraduate Degree Programs, General Education, and Major or Concentration)

General Education Description

MassArt places a strong emphasis on foundational academic skills in the Humanities, Integrative Sciences and Biological Arts, and History of Art. Courses such as *Thinking, Making, Writing* and the *First Year Seminar* develop critical thinking, writing, and research skills, and provide students with the tools necessary for academic success and lifelong learning. Additionally, Summative Courses in the junior or senior year serve as capstone experiences, ensuring that students graduate with the critical skills needed for professional practice in art and design.

The General Education (Gen Ed) curriculum at MassArt is designed to ensure that students receive a well-rounded education. Courses encourage students to think critically about the world, question assumptions, and explore different ways of knowing. This holistic approach is essential for developing not only well-rounded artists, designers, and educators, but also informed and responsible citizens. The distribution of 48 credits across the Humanities, Integrative Sciences and Biological Arts, *First Year Seminar*, and *Introduction to the History of Art* expose students to a diverse range of subjects and methodologies. This interdisciplinary approach is essential in fostering critical thinking, creativity, and a deeper understanding of the interconnectedness of different fields of knowledge. By engaging with subjects ranging from literature and philosophy to biology and environmental science, students develop the analytical skills necessary to navigate complex issues in both their professional and personal lives.

Courses such as the *First Year Seminar* and *Towards a Global History of Art* are integral to MassArt's Gen Ed program which introduces students to college-level inquiry, critical thinking, and intellectual engagement. It also helps them transition into the rigorous academic environment of MassArt, while fostering a sense of curiosity and a habit of deep reading and analysis.

The *Towards a Global History of Art* course, with its global and multi-vocal perspective, provides students with an understanding of art history that goes beyond Western-centric narratives. This develops cultural awareness and an appreciation for diversity in artistic expression, and prepares them for a globalized world, making them more adaptable and culturally sensitive artists and designers.

In the sophomore through senior years, students complete a minimum of 30 credits from the General Education courses. Requirements include electives from the major domains of knowledge (math and science, social science, and humanities), along with the History of Art.

The [College-wide learning goals](#), along with the associated departmental and program-specific objectives, assure that expectations for student achievement, independent learning, information literacy, inquiry skills, and critical judgment are suitable for the subject matter and degree level, and align with best practices.

In academic year 2022-23, faculty within the Liberal Arts Department began discussions with the Provost and the MSCA regarding the future of the department and its need to grow and support all of the disciplines within the department equitably. As the department evolved, its curriculum and course offerings became increasingly diversified, and learning outcomes incorporated changes in general studies as they pertain to an art and design education. For example, the number of students seeking more course offerings that relate to science and the humanities has increased in recent years. Consequently, the Liberal Arts Department experienced rapid growth in terms of teaching faculty. These two factors made it difficult and impractical for one Department Chair to manage and oversee the varied offerings.

As a consequence, the College—with the support of the MSCA and the Provost and per the faculty contract (Article VII, section D.1.c*)—reorganized the existing comprehensive Liberal Arts Department to establish two new distinct departments, each with its own Department Chair: Humanities and Integrative Sciences and Biological Arts. The social sciences were distributed between the two newly formed departments.

The [Humanities Learning Outcomes](#) develop students' shared skills and dispositions, and offer a framework for teaching that synthesizes the range of expertise with respect and thoughtfulness. They reflect the evolving ethos of the new department to connect and communicate across differences of talents, thinking and practices, and foreground the department's commitment to civic learning and interdisciplinarity. Humanities faculty have made a commitment to intellectual and cultural diversity, educational equity, and inclusive teaching and learning in both curriculum design and intradepartmental culture. Each of the department's classes is an interdisciplinary and cross-cultural forum that taps into students' existing and emerging knowledge and perspectives, by inviting them to forge meaningful connections between the Humanities and their art, design, and education degrees.

The Department of [Integrative Sciences and Biological Arts \(ISBA\)](#) has developed a curriculum to support [learning outcomes](#) that provide context, insight, and fresh perspectives for students pursuing the arts. Faculty bring an interdisciplinary and hands-on focus to teaching, mentorship, and research, with a strong emphasis on integrating the natural and social sciences, critical thinking, and creativity into the curriculum. They do this through creative experimental, observational, and empirical methods, and both comparative and integrative approaches to scientific and artistic exploration in the curriculum.

Summative Electives are 400 level courses in the departments of Humanities and Integrative Sciences and Biological Arts, required for all students in their junior or senior year, and are considered a capstone course. Summative (SUM) Courses educate students to synthesize one or more Humanities disciplines and the learning that takes place in Major studio and design courses into an integrated whole through an interdisciplinary research project that is culturally responsive, and self-reflective.

The critical, research, collaborative, civic, and empathetic skills that Summative Courses engage students in are necessary learning for MassArt students close to graduation and about to enter the professional world as artists, designers, and educators. These skills support the production of contemporary art and design that is culturally responsive, well-researched, and self-reflective and educators who will teach the next generation. They prepare graduates to make sense of a changing world, orient themselves among disparate and often contradictory sources, and assess the accuracy and importance of events and discourses.

General Education Appraisal (see combined Appraisal for Undergraduate Degree Programs, General Education, and Major or Concentration)

The Major or Concentration Description

Students begin taking courses in their major during their second year. Building on the foundational knowledge and skill development from first-year courses, students' coursework in their major develops the specific knowledge and skills of a particular discipline, along with professional training. Faculty, who are all practicing artists and designers, align curricular content with the competencies and effective practice in the field. Each discipline offers a menu of elective courses that are open to students in the major, in a minor, and to other disciplines as well.

MassArt offers internships through the Career Development office. Internships provide students the opportunity to put what they learn in the classroom into practice in a professional environment, receive professional feedback, and explore potential career paths. Since 2019, more than 400 students have completed internships. Credit-bearing internships are related to the student's major and approved by a faculty advisor, who reviews learning objectives to ensure a connection to the curriculum and the student's professional career goals.

Major or Concentration Appraisal (see combined Appraisal for Undergraduate Degree Programs, General Education, and Major or Concentration)

Undergraduate Degree Programs, General Education, and Major or Concentration Appraisal

MassArt offers a single undergraduate degree—a BFA—with the same General Education requirements for all majors, and the same First Year studio experience. Once students have declared a major, they share a similar trajectory, with 36 to 42 credits ($\frac{1}{3}$ of the BFA credits required) in their major concentration. For that reason, the appraisal for these three areas are detailed together here.

Studio offerings in the First-Year aim to prepare all students, through exposure to 2D, 3D, and 4D design, for all majors. [With 18 distinct majors](#), this is a constant challenge. Over the past two decades, each major (except Fine Arts 2D and Fine Arts 3D) became its own department. With the specialized tools and software required for different fields, this has made moving between majors difficult. Students who seek to change their major often will need to “go back” to gain introductory skills required to be successful in their new major; this can lengthen the time it takes to graduate.

Technological and cultural shifts have also affected our offerings: Industrial Design finds itself at the crossroads of human-centered design across physical (product design) and digital (UX/UI design) domains. This shift requires close collaboration across the College: Fine Arts 3D on the one hand, and Communication Design on the other.

Similarly, as the workplace becomes more interdisciplinary, more students seek a second major or minor in addition to their major field of study. During the summer of 2024, the Provost convened an ad-hoc committee to study and advise on the development of minors and address the special considerations associated with disciplinary and interdisciplinary minors. The committee recognized that minors within a department can effectively utilize existing structures. However, developing and sustaining interdisciplinary minors outside of a single department can be challenging, due to limited resources, demand for elective courses and diffuse decision-making authority. In response, the committee has offered a set of recommendations to provide

interdisciplinary minors with the necessary administrative and academic structure. Those recommendations are currently being reviewed by Academic Affairs.

Certain majors have addressed the need for more interdisciplinarity within their concentration requirements. For example, in Fine Arts 3D, whose programs focus across the art, craft, and design arenas, faculty created a “Practice” strand of courses that form the backbone of the five discipline specific areas. The focus of the three courses (one for each cohort level in the Fall) connects the work students are doing at each level across varied processes and topics, culminating with a professional practice class in the senior year. Central to this is a shared understanding of the transferable skills of looking closely at an object or issue to fully understand it, and to strip away the bias often brought to the activity of looking and analyzing. The shift encourages students to think critically and connect knowledge across different fields.

Collaborations with other institutions such as the [Colleges of the Fenway \(COF\)](#) and the [ProArts Consortium](#) provide students with additional resources and learning opportunities. The COF also offers academic minors such as Sustainability and Performing Arts. This not only broadens the educational experience but also enables cross-disciplinary learning, which is useful in creative fields that require graduates to be nimble in drawing on skills and knowledge from different disciplines. These consortia offer cross-registration options with member institutions. The Registrar’s Office at each school manages the process, thus simplifying it for students.

Graduate Degree Programs Description

MassArt’s Graduate Programs in art, architecture, design, and art education balance deep disciplinary learning with interdisciplinarity, and foster inventive and entrepreneurial thinking and making. Graduate study at MassArt requires that students take courses at a level that is substantially and significantly beyond the educational requirements and accomplishments of a baccalaureate degree. The graduate programs at MassArt are small and provide students with individual studios, mentorship and a strong sense of community. Students have professional opportunities through assistantships and internships; thesis exhibitions in the fine arts are located off campus in the [SOWA gallery](#) district of Boston. Graduate study is a balance of studio-based experiences within their program, shared graduate level courses that focus on a contemporary critical dialogue in the field, graduate level electives, and the ability to take a limited number of undergraduate courses in specialized studio spaces. Every program includes a capstone course that requires a thesis with a written and/or visual component that includes a professional exhibition (for MFA students). Each thesis is reviewed by a committee with external critics from the field in a public presentation of the work and is archived in the campus library.

Graduate seminars provide both a historical and contemporary context for students’ hands-on creative work. The design-focused programs leverage Boston’s vibrant design community by connecting students with professionals during their final reviews. The involvement of local artists and professionals during final reviews positions MassArt as a design hub, where industry leaders are invited for a day of presentations and discussions on campus. Additionally, accomplished design professionals serve as thesis advisors, mentors and adjunct instructors for graduate students, offering multiple opportunities to network and develop connections.

Graduate Programs with and without Licensure

The departments of Art Education and Architecture prepare graduates for licensure and are accredited through the the Department of Elementary and Secondary Education (DESE) and the National Architectural Accrediting Board (NAAB).

The DESE accredited MA and MAT/AE and Teacher Preparation Program in Art Education prepares art educators to teach the next generation of leaders, thinkers, and innovators. MassArt offers three paths in art education; all programs qualify graduates for professional licensure after three years of teaching:

1. MAT (Master of Arts in Teaching) is a 36-credit program for those with strong studio backgrounds leading to an initial Massachusetts teaching license, typically completed in four (4) semesters
2. BFA in Art Education with expedited MA is designed for BFA students who can apply for expedited MA in their final semester. They complete 30 additional credits post-BFA, including student teaching for initial licensure.
3. Non-Art Education BFA to MAT is a 30-credit program leading to an initial teaching license for BFA majors who complete three prerequisite courses.

Art Education students complete a student teaching practicum. Prior to placement as a student teacher, students must pass the Massachusetts Tests for Educator Licensure (MTEL) exams and are evaluated by MassArt faculty and professional art educators to ensure they meet state professional standards. MAT/AE students create a teaching portfolio that includes their teaching philosophy, curriculum design, assessments, and reflective pieces.

The NAAB-accredited Master's degree in Architecture program prepares socially aware architecture professionals. There are two tracks within the program: Track I (2.5 years—102 credits) for students with non-architecture backgrounds, including pre-professional coursework; and Track II (1.5 years—60 credits) for students with prior architecture degrees, completing the professional coursework. The program explores current issues in architecture, from sustainable design to social equity, while students master specialized technical skills. To supplement their education at MassArt, students in the Architecture program are able to take courses through a long-standing partnership with MIT.

In addition to programs that are reviewed by outside accreditors, the College employs a comprehensive process to ensure that all of the programs meet quality standards. Planning for new programs and evaluating and revising existing ones is aligned with MassArt's Mission and Vision, as outlined in the [Strategic Plan](#). The Graduate Education Council (GED), composed of graduate program faculty, administrators, and one graduate student, reviews new program proposals and curricular changes. This review considers implications for staffing, facilities, marketing, and the overall budget as part of the approval process. Recommendations for new programs must then be approved by the Provost, President, Board of Trustees, and Massachusetts Board of Higher Education.

Professionally-oriented graduate programs—the M.Arch program and the MFA: Dynamic Media Institute and Master of Design: Design Innovation programs—feature faculty who are practicing professionals in their design fields. Faculty in MassArt's MFA programs exhibit their work nationally and internationally. Art Education faculty present at conferences, exhibit creative work, conduct research, oversee teaching practica, and publish regularly. Graduate program faculty also serve as reviewers and guest lecturers for other MassArt programs and departments.

The Dean of Graduate Studies approves graduate faculty hires, who must have either a terminal degree or exceptional professional experience that offers unique benefits to our students. When we hire undergraduate faculty who also teach graduate students, we ensure that their background and experience are appropriate for

advanced study. Our graduate programs provide students with access to a range of experienced faculty within and outside of their program.

Over the past decade, the College's leadership has worked diligently to increase the diversity of the faculty in graduate programs, and these efforts are ongoing. Across the 10 areas of graduate study, faculty integrate JEDI values into their teaching by using real-world design scenarios, tracking new developments in their professions, connecting students with practicing artists and designers through final reviews and lecture series, offering external exhibition opportunities, and assisting students with internships and employment leads.

MassArt offers graduate programs that include:

- Fine Arts Low Residency MFA, a 60-credit program earned in two academic years and three on-campus summer residencies.
- MFA: Dynamic Media Institute (DMI), a STEM-certified, 60-credit program that focuses on the future of communication design, from interactive systems through experience design.
- Master of Design: Design Innovation, a 60-credit program blending design and business thinking, preparing graduates to work as service designers, experience designers, design strategists, and innovation leaders.
- MFA in Studio Arts, a 60-credit program that offers Painting, Printmaking, or Sculpture concentrations. Students receive an individualized education to develop their artistic vision and voice. The program is structured around three core components: studio practice, professional development, and critical analysis. MFA students are evaluated by faculty to demonstrate that they have reached a professional standard in critical thinking through research and writing.
- MFA in Film/Video, a 60-credit program that helps students refine their practice as moving image artists through rigorous study, creative exploration, and critical discourse.
- MFA in Photography, a 60-credit program that advances critical expression through lens-based media. Students work within and beyond traditional photography, including bookmaking, contemporary criticism, and various disciplines at MassArt and neighboring universities.

Graduate students engage in robust critical dialogue. A Visiting Scholar lecture series brings in artists embedded in contemporary discourse across fields of art and design. Students engage in community based collaboration through the [Community Build](#) in the Architecture program and [Basecamp](#) in the Design Innovation degree. MassArt offers approximately 60 graduate assistantships/year for students to assist faculty in teaching undergraduates, and work in offices that provide student support and in maker spaces.

MassArt offers seven professional certificates designed for career advancement and creative exploration. Students in for-credit certificate programs (Communication Design [online], Fashion Design, and Furniture Design) build professional portfolios while networking with industry professionals and receiving career mentoring. These credit-bearing courses provide graduate credit through portfolio assessment. Short term, non-credit certificate programs (Digital Media, Studio Arts, and Visual Storytelling and Comic Arts) offer an accessible introduction to creative fields without the commitment of a full degree program and are ideal for beginners or career-changers exploring new directions.

The full list of programs and learning outcomes are listed on the MassArt [website](#).

Graduate Programs Appraisal

While the small size of the Graduate Programs offers benefits in relation to individual studios and individualized mentorship, it can be a challenge with small cohorts to represent an array of voices and viewpoints. To address this, we have consolidated in several places, including combining the MFA 2D and MFA 3D into a single MFA Studio Arts program with areas of concentration in Printmaking, Painting and Sculpture. We have also created a series of Graduate Seminar lecture courses shared across the MFA programs for students to come together around common themes.

A 2020-2021 review of the Low Residency MFA Fine Arts resulted in updates to the curriculum to address contemporary and more diverse issues in art through the core course sequence of Critical and Visual Language. There was also a shift from a winter residency requirement to a [virtual colloquium](#) based on students' desire to have the program require less time on campus. There were additional standards and expectations included in the thesis to bring the program in line with other MFAs at MassArt.

A 2022-2023 review of the Dynamic Media Institute (DMI) MFA suggested a need to improve onboarding of both faculty and students. DMI is testing a team-teaching model for all required courses. This “stereo” experience, in both the studio and seminar courses, creates a strong sense of community and allows for more experienced faculty and students to be in the same room with new people.

Additionally, a need to more clearly differentiate the Design Innovation degree from that of the Dynamic Media Institute (DMI) was identified, and led to the refinement of descriptive language on all promotion material for both programs. DMI is now described as “the intersection between design, technology, and art” and Design Innovation as a program that emphasizes strategy and systems thinking for businesses that use design.

Historically, assessment of Graduate Programs was folded into the undergraduate department review process or conducted on an as-needed basis. Moving forward, we have created a schedule for program reviews that aligns, but is distinct from, the undergraduate programs.

Transfer Credit Description

The Admissions Office collaborates closely with Department Chairs and Program Coordinators to ensure the academic quality and integrity of accepted transfer credits. Faculty review the applicant's level of accomplishment relative to what is expected of current MassArt students to determine if the applicant qualifies for advanced status in their chosen area. Studio credit is awarded based on evaluation of the student's portfolio, course descriptions, and college transcripts, as long as the student earned a grade of C or better in a 100-level or higher course. Portfolios are reviewed for skills gained in previous studio courses. A maximum of 39 studio art credits may be accepted, pending review.

Both Admissions and the Office of the Registrar follow the [transfer credit policy](#) when working with students to award elective credit. The information is readily available on both the Admissions website and the Academic Catalog. Department Chairs and Program Coordinators, in collaboration with Academic Advising and Admissions, assess prior learning for transfer students. The Registrar coordinates with faculty for the awarding and recording of credits.

MassArt works closely with the Massachusetts Department of Higher Education on transfer guidelines within the state system. Admissions, in collaboration with Academic Affairs, works to develop more articulation agreements. MassArt signed an articulation agreement with Greenfield Community College in August

2024 for students transferring into SIM and Photography programs. Additionally, we are in the process of updating articulation agreements with Bunker Hill Community College and Massasoit Community College. Information on these articulation agreements is provided to students through MassArt's Admissions Office and transfer coordinators at the community college. A maximum of six (6) graduate credits may be transferred into a graduate program from another accredited institution.

Transfer Credit Appraisal

While the awarding of transfer credits is delegated across different departments (major studio departments, General Education, Studio Foundation), this can create challenges to awarding full credit for previous experience to applicants and accepted students. For example, when students have not previously completed courses that align with current MassArt requirements or, within a certain major, if an applicant presents a portfolio for review seeking admission as a junior (3rd year), but does not have a full complement of drawing courses. These students may be directed to take first year courses in that major, which could make it difficult for them to accept admission to the College knowing that they may not be able to enter as a junior, despite having completed two or more years of college. The College is looking at possible solutions to this issue, including offering an intensive summer course(s) to prepare transfer students to enter as juniors and so complete their degrees on time. This past year, the Communication Design department created a free summer course to bring transfer students entering through an articulation agreement with Bunker Hill Community College up to speed with their required Communication Design skills. With this course, students were able to successfully enter into the junior year curriculum.

Integrity in the Award of Academic Credit Description

All MassArt degrees and academic honors adhere to the requirements in the Department of Higher Education 610 CMR (3)(c) 1 and (3). MassArt does not offer competency-based programs. The BFA programs require 120 credits, with the exception of the BFA in Art Education with teacher certification, which requires 132 credits (due to Massachusetts' student teaching and content requirements). MFA programs require 60 credits, while non-MFA master's programs require at least 30 credits. Course listings and descriptions are accessible within the online platform where students register for classes. Certificate programs vary in credit requirements (generally less than 30) and are created through established curriculum approval and governance processes. These programs are developed by the appropriate departmental Curriculum Committee. Following this, they proceed through the All University (AUC) and Curriculum Committee before being submitted to the Provost and President for final approval.

The Provost oversees all academic aspects of MassArt. The leadership structure combined with the dual governance model used by Massachusetts state universities through the Collective Bargaining Agreement ensures clear and authoritative administrative oversight of courses, faculty and student academic standing.

The Chair of each department directly oversees course content, the specification of required competencies, and the delivery of the instructional program, with input from Program Area Chairs (when appointed) and the departmental curriculum committee. Approximately one-third of students' undergraduate credits are awarded in their major concentration (36 to 42 credits). Faculty in each department determine the learning outcomes for the major. These outcomes are mapped against the required and elective courses offered, and are published with each syllabus.

The shared governance model is central to maintaining academic quality, ensuring that diverse voices—including faculty, librarians, students, and administrators—are involved in decision-making processes. This

model fosters collaboration across various levels of the institution, enabling a comprehensive review of academic programs and policies. The AUC plays a central role in this structure by receiving charges from the wider campus community and overseeing the activities of other governance committees. This review process ensures that academic proposals are thoroughly vetted and aligned with the College's strategic objectives before being implemented.

Descriptions of departmental and College-wide academic standing policies, including continuation, termination, and re-admission, are published online in the Catalog ([Academic Catalog/Academic Policies Section](#)). These policies align with our Mission and Values, and decisions are made by faculty and administrators in accordance with these guidelines.

Graduation requirements for each program are clearly outlined on the program's website. The Registrar ensures these requirements are consistently applied during the degree certification process. Faculty assessment and evaluation of student work, including review boards, assure that the degrees awarded represent students' achievement of learning outcomes.

The instructor of record for each course is responsible for assigning student grades and upholding academic integrity, with support from Department Chairs and Academic Affairs. The MassArt definition and policy on [plagiarism](#) is included in every syllabus and detailed in the College Catalog and Student Handbook. Cases of cheating or plagiarism are managed according to the Academic Misconduct Procedures outlined in the Academic Policies within the College Catalog. In the event that the Chair and faculty member determine that a violation has occurred, they may impose sanctions, including referring the student to the Provost and Vice President for Academic Affairs for further academic sanction. An academic sanction imposed or approved by the Provost is not subject to further review or appeal. If just cause is determined, in consultation with the Department Chair and the faculty member, the matter may also be referred to the Office of Student Development, to be dealt with as a disciplinary matter under the general provisions of our Community Standards.

Courses offered in concentrated time periods, online, and other low-residency models must ensure an equivalent amount of contact time and outside work, totaling approximately 45 hours per credit. These courses must demonstrate to the program faculty, Department Chair, governance committees, and administration that their learning goals, rigor, and expectations are consistent with those of traditional formats. This rigor is evidenced through projects and assignments that require reflection and analysis of the subject matter. Additionally, MassArt courses often require that students demonstrate critical thinking through making, as well as critical dialogue through presentations and critiques.

The only credit-bearing program with a significant portion of its credits offered off-campus is the MFA Low Residency program. This program undergoes the same course review and approval process as other MFA programs. The Graduate Education Council, a governance committee responsible for overseeing academic programming in graduate programs, reviews the curriculum. Faculty teaching in the Low Residency program are often the same as those in other MFA or BFA programs, and part-time faculty hired for the Low Residency program must meet the same qualifications as full-time faculty. MassArt retains responsibility for the academic quality of each course and regularly conducts evaluations to monitor and guide the development of the curriculum.

MassArt establishes 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 by the following:

- We send zoom links to the email the person used to register for the course. Links are only ever sent to registered students.
- Students in credit-bearing courses get a MassArt ID #, although they may not receive this before the start of the first class they take, but in the long run this is the more robust verification process as links would be sent to @massart.edu emails only. The timeliness of receipt is being addressed and could possibly be better resolved with our new course registration system (Modern Campus) to be implemented Fall 2025.
- 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.
- The institution protects the privacy of online students' information with the same safeguards it uses for all students.
- We have no extra charges related to verification of student identity.

All students, regardless of course format, have reasonable access to faculty members. Faculty must include their contact information and office hours on all syllabi. Online courses typically feature message boards or other virtual communication methods. At the end of the semester, students complete course evaluations, provide feedback to faculty and their Chairs on the course content, as well as accessibility and communication effectiveness of the faculty.

MassArt academic programs are characterized by a strong alignment between curriculum design and industry standards, a rigorous critique-based learning model, and a commitment to continuous improvement and innovation. These elements collectively create an educational environment that supports the development of skilled, versatile and thoughtful artists, designers and educators.

Integrity in the Award of Academic Credit Appraisal

Maintaining an environment that supports academic integrity is ensured through the policies and procedures of the [Community Standards](#), [Academic Policies](#), and the [Collective Bargaining Agreement](#)'s statement on Faculty Academic Responsibilities. Academic Affairs recently reviewed its policy on Academic Standing resulting in a revision so that students receive a notice that they may be placed on "Academic Suspension" if progress isn't made following being put on Academic Probation. This adds another layer of notification to students before they face Academic Dismissal, thus providing an additional opportunity to support the student. The revision aligns with ongoing efforts to center student success across institutional policies and procedures.

Assuring academic quality at Massachusetts state universities, particularly at MassArt, involves a multi-faceted approach that integrates shared governance, continuous evaluation, and strategic alignment with institutional goals. The academic programs at MassArt are robust and diverse, with a strong focus on art, craft, and design disciplines. The range of undergraduate and graduate offerings, alongside specialized certificate programs, reflects a commitment to comprehensive education in creative fields. With 18 undergraduate majors, students have a wide array of choices that cater to various artistic interests, from traditional design disciplines such as Communication Design and Fashion Design to Fine Art disciplines such as Painting and Sculpture to more niche areas such as Jewelry & Metalsmithing and Ceramics.

The breadth of offerings can be a challenge to students who have not been exposed to such a variety of artistic practices. Should students choose a major that they are not adequately prepared for, they can be set back by one or more semesters if they decide to move to a different major.

One of MassArt’s key strengths is its emphasis on critique and review processes. These are integral to the learning experience, particularly in the studio-based courses. The regular critiques and end-of-semester reviews allow students to engage deeply with their work, receive critical feedback, and refine their skills. This approach not only aids in the development of artistic practice, it also helps students build critical thinking and self-assessment skills. Faculty use end-of-semester reviews to reflect on students’ learning and academic achievement. Departments meet to determine if adjustments to curriculum or pedagogy are warranted and follow up through their curriculum committees to make changes as necessary. This adaptability is crucial for maintaining the relevance and quality of the programs.

Graduate and certificate programs further extend this variety. These programs are well-structured to support both advanced artistic practice and the development of professional skills necessary for success in contemporary art and design careers. MassArt’s online Graphic Design Certificate Program was renamed as the Communication Design Certificate to align with similar changes in the undergraduate department. With this change, faculty updated the curriculum in the following ways: 1) implemented a three-tiered certification structure to provide more flexibility for students, 2) introduced a more modular approach to enable students to complete their goals at different levels, and 3) reduced the program from 38 credits over three years to 33 credits over 27 months. Faculty were active partners in shaping these changes in consultation with the Dean of Graduate, Professional and Continuing Education, followed by review and approval from the Graduate Education Council and final approval by the Provost and President. This restructuring included modifying some courses (e.g. Graphic Design 1 and Information Design from a 3 credit course to a 2 credit course), and adding in more contemporary UX/UI design elements. These changes—the result of student feedback—were made with the goal of creating a more accessible and manageable program that is responsive to diverse student needs and professional goals. An example of a more recent approved change to the communication Design certificate is [here](#). Faculty and program leadership continue to assess student learning to shape ongoing program development.

Prior to program redesign, enrollments were relatively stable; after implementing the new online, three-tiered format in 2022, enrollments increased significantly (see table below). MassArt established a committee on Teaching and Learning to develop a vision for distance learning, review curriculum delivery platforms and develop guidelines for virtual content, course expectations, advising, and faculty resources. The result was a comprehensive professional development program focused on pedagogy including how to run studios remotely.

YEAR	TOTAL ENROLLMENTS	APPLICATIONS FALL/SUMMER	APPLICATIONS /SPRING
2021	26	9	6
2022	39	30	21
2023	58	21	11
2024	57	24	16

As part of the redesign, MassArt invested in the program’s technological and information infrastructure by ensuring that online students have full access to the campus’ advising and support services (See Standard 5), and acquired a LinkedIn Learning license to provide students access to instructional materials.

Projections

1. As students near graduation, departments will place greater emphasis on students being well-prepared for professional practice (e.g. financial literacy, entrepreneurial practices, etc.). Additionally, MassArt will work with its alumni network to create more opportunities for networking, and career development.
2. Academic Affairs will work with Department Chairs to create structures and make visible connections across general education, fine arts and design departments that support interdisciplinary study, transdisciplinary study, and provide oversight of required courses that currently span different departments.
3. Academic Affairs will lead an effort to examine general education courses across Studio Foundation Department, HART, ISBA, and Humanities departments. This will include freshman seminar courses and unrestricted electives.
4. Academic Affairs will work with Department Chairs and Admissions to reduce barriers for transfer students to enter at the advanced levels to enable timely degree completion.

STANDARD FIVE

Students

MassArt is committed to preparing artists, designers, and educators from all backgrounds for their future endeavors. We pursue a just, compassionate, and equitable learning environment. All students who have been accepted to MassArt meet a set of admission standards. Once enrolled, students are held accountable by the Academic Policies of the College, and rules and regulations set forth in the Community Standards. These policies, along with a variety of programs and services, are in place to serve student needs and maximize their success. MassArt enrolls students who represent diverse populations from disparate states and countries.

FULL-TIME EQUIVALENCY ENROLLMENT				
	2021	2022	2023	2024
Bachelors	1565	1586	1656	1696
Masters	105	106	112	114
Non-degree and Certificates	27	41	35	34
Total FTE	1707	1733	1803	1844

UNDERGRADUATE (BFA) STUDENT DEMOGRAPHICS & RESIDENCY				
	2021	2022	2023	2024
Female	73%	74%	75%	75%
Male	27%	26%	25%	25%
Diversity	285	31%	31%	3
International	5%	5%	4%	3%
Massachusetts	75%	73%	74%	74%
New England	11%	12%	11%	11%
Out of State	14%	15%	15%	15%

Admissions

The Admissions Office reviews applications holistically, considering all admission materials submitted for each applicant—background information, essay, portfolio, and recommendations. Admissions decisions are made based on a comprehensive review of the individual and their fit with the College. Prior to the application, students are offered individualized meetings to review portfolios. MassArt is aware that not every applicant has access to advanced art classes within their school, and therefore offers portfolio development courses and workshops during the school year and the summer through [youth and teen programs](#).

Information for undergraduate, graduate, transfer and certificate applicants can be found on the College [website](#). Admissions requirements and standards that describe the characteristics of students we seek to serve are readily available online; standards for undergraduate students in the [undergraduate admissions section](#), for [transfer students](#), for specific graduate programs within the [graduate admissions section](#), and the [certificate programs section](#).

In Fall 2024, Admissions implemented guidelines on the use of artificial intelligence (AI) in the admissions portfolio.

Applicants are required to provide a description for any work in their portfolio that has been supported or generated by AI. This policy is designed to ensure that the Admissions Committee can assess students’ artistic skills and ethical approach to technology in a comprehensive and holistic manner. The guidelines ask applicants to describe how AI was used to create their portfolio, for instance, how it helped the applicant come up with ideas, made their piece better, or anything else it did to help create their work; how AI was incorporated in the artwork; and an overview of the AI tools and technologies that were utilized during the creative process.

Admissions decisions place the greatest weight on the applicant’s academic record and the quality of the portfolio. SAT/ACT scores are not required or considered for admission. As can be seen in the table below, the academic profile of undergraduate students has remained consistent over a five-year period, despite a sharp increase in the number of students choosing not to submit standardized test scores since 2019.

ACADEMIC PROFILE OF ENROLLED STUDENTS					
	2019	2020	2021	2022	2023
Average weighted high school GPA	3.48	3.44	3.53	3.58	3.56
% 3.0 or higher	84%	82%	83%	88%	86%
Lowest HS GPA recorded	2.55	2.23	2.28	2.5	2.00
Transfer aver-age college GPA	3.26	3.16	3.35	3.21	3.41
% 3.0 or higher	72%	68%	80%	66%	82%
% did not submit ACT/SAT	61%	64%	87%	94%	91%

In Fall 2023, MassArt ranked 6th in our AICAD peer group for admission selectivity, accepting 77% of completed first-time first-year undergraduate applications. The most selective college in the group was Rhode Island School of Design, with a reporting acceptance rate of 14%. The least selective was College for Creative Studies, at 93%. The median acceptance rate was 77%. Fall 2024 data is not yet available for AICAD peers.

MassArt works within the admissions standards put forth by the [Massachusetts Department of Higher Education](#). Admissions staff reviews and evaluates a student’s artistic skill and potential through the submitted portfolio. The portfolio must demonstrate basic competencies needed to be successful in MassArt’s Studio Foundation program, during which students will be introduced to techniques in observational drawing, visual language, 3D design and time-based work. Additionally, accomplishments, activities, and strength of writing are considered. Non-native speakers of English may be required to submit additional test scores—TOEFL, IELTS, or Duolingo—to demonstrate language proficiency.

Applicants for admission are not reviewed in comparison to one another, but rather within the context of their own experience; high school rigor, personal background, and access to art classes are factors considered

when assessing an applicant, particularly the portfolio. The Admissions Committee meets regularly to evaluate and select applicants for admission. The Committee aims to build a well-rounded and diverse student body, ensuring that each student is prepared to thrive.

Admissions practices are reviewed frequently and staff are re-trained annually. All submitted documents are considered when making admissions decisions, and MassArt follows [equal opportunity legislation](#).

Admitted undergraduate students who may benefit from additional portfolio development are invited to attend a two-week summer program called Pre-Semester. This program serves as an introduction to the Studio Foundation program. Students who complete Pre-semester earn three credits towards their MassArt degree. Students are identified as eligible for a support program called Academic Compass through an admissions review of portfolio, academic record, and recommendations. Additionally, selected students must be the first in their families to attend college, Massachusetts residents, and have demonstrated financial need. Students who are invited to participate in the Academic Compass program are connected with faculty and staff mentors, and offered advising and tutoring to support their transition to college.

During the summer of 2024, MassArt re-introduced Preview, a program for entering students seeking mental health support, which provides an opportunity for students to move into the residence halls early, meet other students, and learn about campus resources before the larger orientation session begins. Students are identified by the Admissions Office based on a review of application materials, and invited to apply to the program. Applications are reviewed for the program by staff members from Admissions, the Academic Resource Center and Counseling and Wellness.

MassArt’s ability to admit students who are a good fit for the College is evidenced by first-year to second-year retention rates and six-year graduation rates. Similar to many institutions, the COVID pandemic impacted admissions and retention; first-year retention rates declined in 2020, but have rebounded since. We believe programming and resources such as [PULSE](#), [Compass](#), and [The Shelf](#) contributed to the rebound, however, we are committed to improved data systems to better understand what has contributed to the rebound and to identify the needs of students who don’t persist.

RETENTION RATES					
	2019	2020	2021	2022	2023
First year retention rates	84%	73%	86%	84%	84%
6 year graduation rates	71%	74%	74%	66%	69%
Entering cohort	2013	2014	2015	2016	2017

While the majority of MassArt academic programs are offered at the undergraduate level, we do offer a select number of [graduate and post baccalaureate as well as non-degree certificate programs](#).

Admissions Appraisal

In alignment with the [DHE/BHE equity agenda](#) and [MassArt's Mission and Values](#), we have strengthened our admissions and enrollment strategy by reviewing and enhancing admissions criteria and policies – including becoming test optional in 2016, and implementing recruitment and retention strategies that support being a student-ready college. As indicated in the chart below, the impacts of COVID were evident in our Fall 2021 application numbers; 2022 and 2023 show not just a return but a surpassing of pre-pandemic numbers as we returned to campus and a full in-person recruitment cycle.

In 2022 and 2023, we saw a steady increase in both BIPOC and first-generation student applications to MassArt's undergraduate program. Transfer applications steadily increased as well from 2022 to 2023.

FIVE-YEAR APPLICANT DATA						
Applicant Type	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	% change '23 vs '22
Early Action	829	915	716	864	1212	40.28%
Regular Decision	2336	2235	2178	2427	2615	7.75%
Total First Time	3165	3150	2894	3291	3827	16.29%
Transfer	401	354	291	290	342	17.93%
Total UG	3566	3504	3185	3581	4169	16.42%
BIPOC	1271	1303	1166	1386	1665	20.13%
First Gen	1135	1120	947	1184	1470	24.16%
International	502	489	394	413	524	26.88%

Fall 2024 presented a number of new and distinct challenges, such as delays in the changes to FAFSA. MassArt was not immune from the impact of this significant delay and the particular challenges it presented to applicants who identified as BIPOC and/or first-generation students that may present a higher set of financial needs. In August, 2024 the Commonwealth of Massachusetts introduced a free community college initiative which drove significant increases in the community colleges potentially contributing to a decrease in first-time and transfer applicants to four-year institutions.

APPLICATION DATA: FALL 2023 VS FALL 2024			
Applicant Type	Fall 2023	Fall 2024	% change '23 vs '22
Early Action	1212	1198	-1.16%
Regular Decision	2615	2228	-14.80%
Total First Time	3827	3426	-10.48%
Transfer	342	301	-11.99%
Total UG	4169	3727	-10.60%
BIPOC	1665	1546	-7.15%
First Gen	1470	1208	-17.82%
International	524	469	-10.50%

The previous table depicts the decrease in applications from Fall 2023 to Fall 2024. Some of the contributing factors were planned for (i.e., demographic declines in the Northeast), while others, such as the delays in the release of the new FAFSA forms, necessitated a nimble and proactive response. In response, we increased our outreach to students regarding FAFSA completion, hosted virtual sessions for families and students and expanded email outreach. We extended financial aid and enrollment deadlines to ensure that students and their families had time to receive their financial aid information and make a decision for the Fall.

As the Admissions team plans for the next admissions cycle we are anticipating the Commonwealth's recent policy to offer tuition-free community college for Massachusetts state residents, and are working to reach students who might take advantage of this program to transfer to MassArt.

In response to this challenging environment, President Grant has established an Admissions Rapid Response Team (ARRT). The AART is made up of staff from key offices and have been charged to identify issues, remove any internal challenges, and develop and implement strategies to support the work of the Admissions office throughout the recruitment cycle. We have implemented several strategies including a new website, a revised suite of marketing materials, and virtual meeting options—to help us address the impact of demographic changes, especially in the Northeast. These included prioritizing transfer options and the ability of community college students to transfer in as juniors. To date, we have revised the articulation agreement with Greenfield Community College, and are in the process of developing new ones. We also piloted a summer course for Bunker Hill Community College students entering into our Communication Design major that enabled them to enter at the junior level and complete their AA and BFA in four years. We are exploring options for offering dual enrollment opportunities for students—especially those from the Boston Public Schools. We piloted a [dual enrollment](#) initiative with Revere's CityLab High School in fall 2024 and are exploring opportunities to expand with them and other schools and districts.

Additional efforts to make the enrollment process more transparent and accessible for applicants included: expanding our virtual offerings to include information sessions and portfolio reviews, which doubled the number of students we are able to meet with in a given year; creating a [dedicated web page](#) for high school counselors and teachers; and revising the criteria for merit-based scholarships so that students were reviewed equally, regardless of their ability to attend recruitment events.

Student Services and Co-Curricular Experiences Description

MassArt is committed to being a student-centered college that follows policies and practices to provide all students with the support they need to thrive. Moreover, our programs and services are grounded in justice, compassion, and equity using data such as retention rates to meet the needs of specific populations.

Outreach to accepted undergraduate students begins once they have submitted their deposit. New Student Orientation begins over the summer in an online format followed by an in-person, on-campus orientation scheduled a few days before the Fall semester. Students are assigned to an Orientation group led by a Primer (Orientation Leader). Primers, selected through a comprehensive leadership training process, make contact with their students over the summer and stay in touch with them online. They serve as a resource for incoming students during their transition to college. The Orientation program helps incoming students: 1) establish a connection with new and/or current students; 2) identify available academic and well-being resources; 3) become aware of MassArt's community standards and expectations, and associated rights and responsibilities; 4) understand the impact of identity, life experience, and biases, and how to navigate their academic and social-emotional experiences; 5) understand the importance of being involved and taking

responsibility for their own growth and development; and 6) establish connections to the neighboring community and the resources available throughout the city.

The online orientation content includes information about on- and off-campus housing, dining options, Counseling and Health Services, the Office of Justice, Equity, and Transformation (JET), Campus Safety, the Academic Resource Center (ARC), academic resources and business policies, community standards, study abroad opportunities, and how to get involved in campus activities. Supplemental orientations are offered for undergraduate transfer, international, and exchange students. An orientation is also held in January for students transferring in for the Spring semester.

All students and student organizations are required to read, acknowledge and abide by the [MassArt Community Standards](#). Community Standards are reviewed at least every three years in accordance with the University's governance procedures. Once reviewed, the Community Standards are approved by the Board of Trustees. The next review, during the 2024-2025 academic year, is scheduled to be approved by the Trustees at their June 2025 board meeting.

Advising for first-year students is overseen by the [Academic Resource Center \(ARC\)](#) and a First-Year Advising team. The ARC works with students and faculty to support instruction, enhance academic success, and retain a diverse student body. ARC staff include Academic Advisors, Success Coaches, Peer Academic Liaisons, and Writing Specialists who guide students to identify individual strengths, manage challenges, plan courses of study, and develop the communications skills necessary to express their artistic vision. The ARC offers a holistic advising approach to supplement the advising that students receive from faculty. All services offered through the ARC are available to MassArt students enrolled in a graduate, undergraduate, or certificate program.

The [ARC](#) comprises four program areas that work together to support the academic success of all MassArt students: Academic Advising, Student Accessibility Services, Success Coaching/Tutoring, and the Aspire Program. Academic Advising is staffed by three full-time professional Advisors along with five student Peer Advisors who work with students on major exploration and dual major planning. Student Accessibility Services, led by a full-time Assistant Director, along with a part-time Executive Functioning Coach, ensures that students are provided necessary accommodations and support to assist in their success at MassArt. Additional staff include a part-time Success Coach and six peer Writing Tutors. The Aspire program, a program funded through a grant from the Department of Higher Education, provides assistance to community members with intellectual disabilities and autism to take one class at MassArt each semester. A Coordinator of the program oversees a faculty member who does advising, designated staff and Peer Mentors.

Every student is assigned a faculty advisor when they matriculate. First year students, prior to declaring a major, are assigned a faculty advisor from the following departments: Studio Foundation, History of Art, Integrative Sciences and Biological Arts, and Humanities. Once students declare their major in the Spring semester of their first year, they are assigned a faculty advisor within their major, with whom they meet regularly prior to registering for classes. In addition, there are dedicated faculty advisors for first-generation students through the Compass Program.

MassArt Self-Service, also known as Student Planning, is a software program by Ellucian that allows students, faculty and staff to access financial and academic information. On the Student Self-Service page, students can view the academic course catalog, plan current and future course schedules, see final grades, monitor their progress toward graduation, and pay bills. Students exploring various majors, considering changing their major, or adding an additional major can use Self-Service to aid in their decision-making process.

Faculty use Self-Service to view class rosters, submit grades and academic warnings, and view their advisees' progress. Prior to registration, all students meet with their advisors to review their schedules. Once approved, the advisor will release the hold in Self-Service allowing the student to register for classes. Faculty advisors and students can also view financial holds related to any unpaid balances that may prevent students from registering.

The ARC offers writing tutors through The Writing Center. All college-related writing projects are eligible to be reviewed by a tutor, including general course assignments, research papers, artist statements, grant proposals, internship applications, and cover letters. Success Coaches work with students on a one-on-one basis on strategies such as time management, self-motivation, confidence building, and study skills necessary to complete assignments and projects successfully. Success Coaches also help students to develop their ability to advocate for themselves around academic matters.

Students enrolled in credit bearing certificate programs are fully integrated into MassArt with all the benefits that are afforded other matriculated students. This includes advising and access to the ARC, the library, counseling services, and programs offered by JET and the Office of Community Health and Well-Being.

[Artward Bound](#) is a four-year college access program that prepares 9th-12th grade Boston-area students, from historically underserved communities, with the artistic, academic, and life skills needed to thrive in college and beyond, this program is offered at no charge to the students. The Academic [Compass Program](#) continues this pathway for Artward Bound students who enroll at MassArt and other first-generation, low-income college students from Massachusetts offering mentoring, advising, tutoring, and support in navigating issues such as transitioning to college, as well as academic, creative, social, cultural and personal areas. Workshops, retreats, visiting artists and lectures foster a sense of community where student voices are heard and encouraged.

Twenty-nine percent of MassArt undergraduates are first-generation students. In 2024 MassArt joined the FirstGen Forward (formerly an initiative of the NASPA: Student Affairs Administrators in Higher Education). This network offers a national model for scaling up holistic first-generation student success efforts by engaging and empowering institutions to transform the first-generation student experience, advancing academic and co-curricular outcomes, and building more inclusive institutional structures. Participation in the network requires a commitment from the President and the sponsorship/leadership of a member of the President's Cabinet. The Associate Vice President and Dean of Students and the Dean of Justice, Equity and Transformation (JET) jointly oversee this initiative at MassArt. Through this program, MassArt established initiatives to acknowledge and celebrate our first-generation students and developed programs to increase their sense of belonging and persistence.

MassArt's [Career Development Office](#) offers resources, including a job/internship database of current opportunities that are art/design related, career counseling, assistance with resumes, cover letters, and interviewing skills. They also offer resources and presentations throughout the year. Through the Career Development office, students can identify credit-bearing internships connected to their major. These internships offer students the chance to put what they learn in the classroom into practice in a professional environment, receive professional feedback, and explore potential career paths. This helps them connect their academic experience to their professional career goals. An annual Creative Internship and Job Fair attracts 30-35 companies and is an opportunity for all current students and new graduates to meet recruiters from a variety of industries who are interested in creative talent.

In order to better prepare students for success post-graduation, a credit bearing liberal arts course, Financial Literacy & Careers, was introduced in 2016. In this course, students craft creative statements and conduct informational interviews with MassArt alumni. Career Development introduced a new course in Fall 2024 called Designing Your MassArt Journey, in which students learn and utilize design thinking tools to connect their values and interests with multiple career pathways. The framework for this course will inform the development of a new first-year seminar course.

The [Center for Art and Community Partnerships \(CACP\)](#) includes the following programs: [PartnershipWORKS](#)—a student employment program that places MassArt students in creative roles with mission-driven organizations; [sparc! the ArtMobile](#)—which brings people together through intergenerational art experiences created in collaboration with community partners; [Community Engaged Coursework](#) to address needs identified by community partners such as a public health initiative focused on early childhood development; and [Special Collaborations](#) between the MassArt community and the public to create and learn from one another.

MassArt is dedicated to the health and well-being of all students to facilitate their success through the work of the [Counseling Center](#), the [Department of Community Health and Well-Being](#), and the Assessment and Care Team (ACT). The Counseling Center supports students with counseling and other mental health resources through a variety of venues and formats, including one-on-one therapy (in- person and virtual), presentations, and training for groups (including department chairs and faculty). The Counseling Center is staffed by a Director, Assistant Director, Case Manager/Psychotherapist, Community Therapist, Administrative Assistant, and three to five masters and/or doctoral interns. To further meet the needs of our students outside of traditional business hours, in Fall 2022 the College began contracting with a service that provides mental health support 24/7, and a crisis line that may be used by students, staff, and faculty for emergencies. The Center offers free short-term psychotherapy for all students and additional services for students not in crisis; the fee is included in the cost of attending MassArt. In addition to psychotherapy services, the Center provides case management services for students who are accessing resources for significant mental health issues that may result in missing short or long periods of time during the academic year. Faculty and staff can also receive support for neurodivergent students.

Staffing and programs offered through the Counseling Center have grown over the last decade. During the 2023-2024 academic year, the Counseling Center saw 23.8% of the student population.

COUNSELING CENTER TREND DATA					
Academic Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
# of unique students seen	467	211	342	370	273
Total # of appointments	2885	1478	1167	1290	1070

The College offers additional support for students through the [Office of Community Health and Well-Being](#), which was established in 2023 to empower and educate community members to make positive and informed choices that enhance individual health and contribute to a vibrant campus culture. They offer a range of well-being events, from mental health fairs to sexual health awareness and education, and stress management workshops. Specific initiatives have included: vaccination clinics, Narcan education, and drug and alcohol

safety. PULSE, a community-driven health and well-being collective made up of current students, works to create spaces for dialogue about health and well-being.

Initiatives to enhance the health and well-being of students, staff, and faculty are developed through a social justice and equity lens to address and reduce disparities in access to resources for all MassArt community members. Through collaborations with the [Office of Justice, Equity, and Transformation \(JET\)](#), programs include perspectives from students who identify as BIPOC, along with students who are first in their family to attend college. An inclusive approach targets and addresses health issues identified in national surveys (i.e., the Healthy Minds Study), focus groups, and conversations with student leaders.

More than 40 faculty, staff and students have been trained in Mental Health First Aid (MHFA), an international training model to help faculty, staff and students understand how to support people struggling with mental health issues. Student leaders are trained in a public health framework that emphasizes health and well-being. Collaborations with the JET Office and Human Resources support ALAANA ALAANA (African, Latinx, Asian, Arab, and Native American)-identified faculty and staff and share resources, including the Commonwealth's Mass4YOU Employee Assistance Program.

The Assessment and Care Team (ACT) is a cross-departmental group of staff and faculty who work to assist in the rapid identification of students of concern. Students of concern are defined as those whose actions could potentially pose a threat to their own health and safety, or to the safety of the larger campus community, and students who are struggling academically or socially. The group meets weekly and whenever an emergency situation arises to discuss students who have been identified via an [online report](#), email, or phone call. A report about a student of concern may be submitted by faculty, staff, students, parents/guardians, or other community members. The ACT Team tracks cases, assigns tasks and communicates with involved parties.

The Department of Housing and Residence Life ensures that students have comfortable, welcoming spaces that promote independent and group learning, as well as rest, community building, and fun. Our [residential spaces](#) help students foster meaningful connections among peers, and introduce them to a diverse range of perspectives and ideas to enrich their college experience and development as creatives, makers, and artists. We house approximately 42% of our undergraduate population. Additionally, we partner with area schools to provide housing for our students according to availability and need for additional residence hall space. The office is staffed by an Assistant Dean/Director, Assistant Director, two Residence Hall Directors, a Housing Coordinator, and a minimum of 23 Resident Assistants (RAs) who are current MassArt students. Additional RAs are hired when the College leases additional housing in a non-MassArt facility. Resident Assistants collectively provide more than 150 programs throughout the year to support students' social and life-skill development and create a culture of belonging. All first time, first-year students are guaranteed housing as long as they meet published housing deadlines. If students live on campus during their entire first year, they are also guaranteed housing for the next year, provided they meet all deadlines.

Approximately 58% of MassArt students live off campus. The Office of Student Development coordinates resources and services to support this important part of our community. The MBTA semester pass program provides discounted monthly commuting passes. MassArt provides free shuttles to off-site parking lots, and students also have access to shuttles servicing the Longwood Medical area. Commuter students are given lockers for the academic year to store personal belongings and projects. They have the option to enroll in a commuter meal plan, and have access to a commuter cafe on campus. A studio workshop in the Artist's Residence is available for commuting students to work on projects outside of class.

We are aware that many of our students struggle financially in ways that may hinder their ability to thrive at MassArt. Determining financial awards is a [two-step process](#) that starts with admission applications for students who qualify for merit scholarships. Several factors are evaluated, including academic performance in the classroom, the art portfolio, written statements from the student, and references. Three tiers of merit scholarships are offered based on the student's state of residency because of set tuition for Massachusetts, New England, and all other states and countries. MassArt publishes information in print and [online](#) about the total cost of education and net price, and the availability of financial aid ([How Financial Aid Works - Massachusetts College of Art and Design \(MassArt\)](#)). The expected amount of student debt upon graduation and the institution's cohort default and loan repayment rates are published to help students and prospective students make informed decisions. In 2014, the average student loan debt was \$26,756. In 2023, the average student debt was \$20,966, a decrease of \$5,790 per borrower. This was accomplished through increases in both institutional aid and Massachusetts in state scholarship programs Mass Grants and Mass Grants Plus. Information can be viewed on the Massachusetts Department of [Higher Education's Data Center](#).

As part of the continued work and priority to support students, the College surveyed students to gather more detailed information regarding their basic needs. In response MassArt opened a food pantry called The Shelf, which is available to all students. [The Shelf](#) is stocked year-round with grab-and-go snacks, breakfasts and lunches, as well as staple pantry items for students to take home. Through a partnership with Dignity Matters, feminine hygiene products are also provided, at no cost to our students.

The College also established an emergency fund, the Mastodon Emergency Fund, to provide direct financial assistance to students who have sudden and unexpected financial needs. Initial support for the Mastodon Fund came from ARPA funds, but is now supported through donations to the College through the MassArt Foundation.

The Office of Student Engagement, staffed by the Director of Student Engagement and a Program Coordinator, offers a variety of co-curricular activities that enhance the academic experience of students. The office uses [CampusGroups](#), a web-based resource that provides a virtual space where students can find and join student organizations and learn about student government and events happening on campus. The MassArt Activities Council (MAC) provides activities that enhance learning and personal development. These activities are educational, diverse, entertaining, and designed to complement the college experience that serve the diverse interests of undergraduates, to support the development of leadership and interpersonal skills of its members, to collaborate and uplift student organizations with personnel and materials, and to increase student engagement on campus.

The [Office of Justice, Equity, and Transformation \(JET\)](#) works to achieve systemic equity in all areas of the educational institution. This work is so central that it is not only one of the high-level strategies identified in our Strategic Plan, it informs all of the strategies. The JET office and Student Development work closely together to advise various affinity groups on campus. JET Student Leaders provide outreach and support to their peers and provide critical feedback to help the College achieve its goals for equity and inclusion. JET offers comprehensive programming that includes faculty training, educational programs, community outreach, and student support. JET sponsors [Thriving Classrooms](#), a series of workshops aimed at building community and collaboration. The annual [Tyrone Adderley Lecture](#) brings artists from underrepresented groups to give an honorary lecture and to share their work and wisdom. The JET Pack (accessible with MassArt NetID and password) is a resource-based initiative to nurture, heal, and inspire through a series of robust learning opportunities for our community. JET support extends to, but is not limited to those who identify as ALAANA, BIPOC, DACA, LGBTQ, and/or international community members.

The [Student Government Association \(SGA\)](#), led by a student-elected executive board, includes the following positions: President, Vice-President, Treasurer, Secretary, Media Coordinator and Student Trustee. The Student Trustee is the elected student representative to the MassArt Board of Trustees, serving as a voting member and a voice for the needs and perspectives of the student body. Students sit on college governance committees to ensure that decisions recognize student needs. The Student Government Association President has a permanent seat on the All University Committee (AUC). Participation in shared governance is open to all students.

Under the umbrella of the SGA, students have representatives from each department who bring issues or concerns to the attention of the group, and help to organize and publicize events for each major. There are an additional 37 student groups that are part of SGA. All MassArt students are welcome to attend and participate in SGA Full Council meetings that take place every other Wednesday afternoon during the academic year. The budget for the SGA is derived from an annual student activity fee of \$60 per full time student and \$36 per part time student. The budget is allocated each semester by the students and voted on in Full Council. The Director of Student Engagement serves as the advisor to SGA.

MassArt students have many opportunities to become [student leaders](#). College leaders understand and acknowledge the significant impact student leaders have on campus and recognize student leaders through the Student Leader Awards every spring. Students apply for these sought after positions through the campus's hiring platform, participate in an interview and possibly a group process exercise. Hiring decisions are coordinated on the back end to ensure equitable access to leadership opportunities. All student leaders are required to attend a Student Leader Training, along with various additional trainings throughout the semester. Student leadership positions are paid positions at MassArt.

Parents and/or family members play a significant role in the success of students. In 2023 MassArt partnered with Campus ESP to develop a portal entitled the [Mastodon Family and Friends Network](#). This portal provides a vehicle to communicate important information with family members and guardians of current students and alumni on a timely basis. This portal can also be used to host virtual town meetings on topics of importance to families and friends.

Student Services and Co-Curricular Experiences Appraisal

Our revised Strategic Plan affirms our mission to provide a just, compassionate, and equitable learning environment for every student. We do this by fostering a culture of inclusive belonging through strong systems of advising, opportunities for engagement, and skill development. MassArt's framework for student success includes advising from faculty, professional staff, and peer mentors as well as wrap-around services. We identify student success as accessible to populations that have historically been underrepresented in art and design programs, persistence to degree completion in four years, post graduation employment that enables alumni to use their creativity and artistic skills, and graduating with less debt than average.

Since our last accreditation review, several departments within Student Development have undergone external reviews. Consulting teams consisted of a Massachusetts State University professional and an AICAD professional. Staff have implemented many of the recommendations and we are beginning to see results. For example, an [Internship Guide](#) is now included in the Faculty Handbook to guide faculty on how to connect prospective employers to Career Development. Several departments are participating in the Designing Your MassArt Journey pilot class and collaborate on events such as: New Student Orientation, Transfer Orientation, Student Resource Fair, Map Your Major, and Fresh Check.

The [Academic Resource Center \(ARC\)](#) partnered with the Registrar and IRSE offices to collect feedback from new students about the process of declaring a major. Results of the information gathered indicated that roughly 51% of the students who responded knew what major they would declare, while 49% were less certain. While many of the students who come to MassArt have a strong idea of what they will major in, the survey indicated that many students are interested in pursuing dual majors. Students also expressed a desire for access to major-specific classes and electives earlier, in order to help them make informed decisions about the selection of a major. Based on student responses, ARC redesigned the “Meet your Major” program for students to get information about different majors and programs sooner. The ARC also implemented several recommendations related to academic advising and student success. ARC and JET staff are piloting a new CRM Advise tool to streamline real-time student data and communication outreach, and to strengthen student success and retention. The ARC created the position of Program Director for Student Success Initiatives to oversee Success Coaches for every first year student.

Students enrolled in the Communication Design Certificate Program access advising through their Program Director. In addition, there is a professional advising mentor for the program who offers one-on-one career advising and supports students in developing their professional portfolio and job search. In addition, Professional and Continuing Education staff members provide registration and degree audit advising (see also Standard 4).

In 2023, the Department of Higher Education engaged the Deloitte consulting firm to work with the Massachusetts State Universities under the Department’s Racial Equity agenda. A MassArt team was identified to work on this project with representatives from Academic Affairs, faculty, Administration and Finance, Information Technology, Institutional Research, and Student Development. The team identified key priorities and the resources needed to move them forward. The top three priorities were: creating a data enhanced student success ecosystem; cultivating campus climate of belonging; and focusing on talent and professional development. To address these issues and opportunities, President Grant convened an interdivisional Centering Student Success Task Force to address advising, transfer pathways, connecting to the Commonwealth’s Equity Agenda and the creation of a robust student-ready framework. Additionally, a Program Director for Student Success Initiatives has been hired to implement a new program to support the work of First Year Advisors and aid in the success of all students.

Since the pandemic, students at colleges and universities across the country have struggled with mental health issues. While we have noted a similar trend among MassArt students, we have seen improvement over the last year. In Fall 2024, the offices of Mental Health & Counseling, Community Health & Well-Being, and IRSE administered the Healthy Minds Survey (HMS) to all students, faculty, and staff (see Standard 8). Staff are using the results of the survey to plan how to enhance services and outreach to better support students. Additionally, the Office of Community Health and Well-Being has led efforts to cultivate spiritual well-being through a community health worker/navigator approach to peer health education. In a current initiative focused on responses to grief, the team is partnering with Student Development and the JET Office to offer interactive workshops led by a mental health professional. In addition, the College recently added case management for residential students as a job responsibility of the Assistant Director of Residence Life.

Finally, during AY 24-25, the College is piloting new initiatives to reinforce the experience and support for first-generation students. Through participation as a Network Leader Institution in the FirstGen Forward Network, we are developing a customized approach to institutional transformation to advance student success for students who have been historically underrepresented in art and design higher education. Our efforts include a Holistic Learning Studio for first-year Compass students to support them in interdisciplinary making and critique; developing time management skills; offering self-care and self-advocacy strategies; and

building community. A newly hired Director of First Generation Pathways and PULSE Advocates will expand support for all first-generation college students even further.

Projections

1. Admissions will continue to respond to the demographic decline in traditional college-aged students by streamlining transfer and non-traditional pathways to enrollment and timely degree completion. These efforts include outreach to students outside of our traditional pipeline, and to young people in our Artward Bound and youth programs. The College will also increase the number of transfer students through new articulation agreements that enable applicants to graduate in four years, and will explore the feasibility of a program to enable community college students to cross register at MassArt.
2. MassArt will develop Early College dual enrollment initiatives for high school students, with an emphasis on supporting traditionally underrepresented students in the Commonwealth.
3. MassArt will establish a Student Success Center to enhance advising and opportunities for engagement across identified cohorts, based on gaps in retention and graduation rates. This effort will be informed by improved data systems developed in partnership with IRSE to better understand the needs of students who struggle and are at risk for dropping out.
4. The Office of Student Development, through the ARC, will continue to partner with Academic Affairs to provide advising training and development for faculty, staff and peer mentors including how to better serve neurodiverse learners at key points in their educational journey, with special emphasis on the sophomore year.

STANDARD SIX

Teaching, Learning and Scholarship

Faculty and Academic Staff - Description

MassArt’s faculty and librarians, both full-time and part-time, are skilled educators and world-renowned art and design professionals who actively work in their fields. They integrate their real-world experiences into their instruction and advising, enriching MassArt’s learning environment with practical knowledge and perspectives that prepare students for success after graduation.

While the 2024-2025 numbers have not been officially reported, this academic year MassArt has 118 full-time (tenured/tenure track) faculty, and six (6) full-time (tenured/tenure track) librarians (See Standard 7). Approximately 200 part-time faculty teach over the course of an academic year. Twenty-eight (28) studio managers support the curriculum through the management of facilities unique to art, craft, and design processes. MassArt’s faculty is composed of two specific cohorts: full-time (tenured or tenure track) and part-time (adjunct). Full-time faculty oversee the development, delivery, and assessment of the curriculum through the shared governance model. Part-time faculty primarily teach individual courses in support of the overall curriculum. The emphasis on faculty diversity and the integration of JEDI values reflects a commitment to creating an inclusive and representative academic environment.

Our data on the composition of faculty/librarians and staff as reported in the table below is based on the information submitted in the annual Human Resources IPEDS (Integrated Postsecondary Education Data System) Survey. Recently we created a [dashboard](#) that indicates that there is more work to be done to achieve our JEDI goals. We have seen increases in the number of Latinx and Asian faculty and staff, but the data indicates a decrease in the number of Black faculty. We do not have data from faculty and staff who do not self-identify at the time of hire. Since the pandemic, many long-time faculty members have retired, providing an opportunity to recruit and nurture a faculty cohort with the specific competencies to support a diverse student population.

MASSART FACULTY AND STAFF COMPOSITION										
	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Faculty	121	235	114	171	119	197	118	260	112	214
Staff	264	5	253	7	243	6	248	6	266	8
Total	385	240	367	178	362	203	366	266	378	222

The Collective Bargaining Agreement (CBA) requires that all faculty have a terminal degree, or equivalent professional and/or creative practice to teach at the College level. Graduate program faculty must hold a terminal degree or have exceptional professional experience that offers unique benefits to students. When we hire undergraduate program faculty who also teach graduate students, we ensure that their background and experience are appropriate for advanced study.

MassArt is an equal opportunity/affirmative action employer. Through our Human Resources Office, the [Faculty Search Committee Guide](#) provides best-practices to ensure equitable hiring processes for full and part-time faculty and librarians. Additionally, hiring processes are outlined in the CBA. Benefited new hires

receive an annual contract. Temporary hires receive an annual contract (renewable for up to three years), and tenure track faculty receive an annual contract until they are granted tenure.

Our [Strategic Plan](#) (2024-2029) centers Justice, Equity, Diversity and Inclusion (JEDI) principles at the core of our work. The Massachusetts Governor's Office reaffirmed its efforts to assure that "Massachusetts will always be open, welcoming, and inclusive of students of color and other students typically underrepresented in higher education." The Massachusetts Department of Higher Education's [Equity Agenda](#) also informs our work. These agendas and values underlie our Strategic Plan and guide our efforts to enhance teaching and learning, and to build equitable spaces across the College. In conducting faculty searches, committees are diligent in their approach to creating a diverse faculty pool, and employing best practices.

MassArt strengthens its commitment to faculty and librarians through its governance structure guided by the MSCA Collective Bargaining Agreement, which identifies roles and responsibilities of faculty, librarians and part-time instructors teaching in the undergraduate programs. Ranks of benefited faculty and librarians are assigned and guided by Article 20 in the agreement.

As part of the Massachusetts State University system, all MassArt employees are subject to state and federal laws and guidelines to ensure equitable and ethical practices. MassArt adheres to [The Equal Opportunity and Title IX Plan](#) that has been updated by the Massachusetts Board of Higher Education (2024). This plan affirms our commitment to creating a safe and equitable environment for all members of our community. The Plan also addresses the prohibition and prevention of discrimination, sex-based discrimination, and sex-based harassment. In addition to the collective bargaining agreement, the [Faculty Handbook](#) for full and part-time members provides language around faculty roles and expectations, and Human Resources provides a thorough list of [policies and procedures](#).

Once hired, the collective bargaining agreement describes salaries, benefits and workload expectations for all full-time faculty and part-time faculty. Part-time salaries are pro-rated commensurately. Faculty are offered multiple ways to develop and reinforce their teaching and professional practice. Article XIV of the [MSCA Collective Bargaining Agreement](#) defines ways faculty are supported for professional development and continuing scholarship. This article explains that a yearly allotment of funds for continuing scholarship is provided to faculty based on their FTE status. The [Office of Institutional Advancement](#) also disburses Faculty Fellowship funds to support faculty contributions to the field, industry, College or collaborative work. These funds help support innovation and development for full-time tenured, tenure track and part-time faculty/librarians. Over the last five years, disbursed funds have averaged around \$34,000 each year.

For faculty, including part-time faculty, who are not eligible for professional development funds through the MSCA Collective Bargaining Agreement, MassArt makes funding opportunities available through the [Office of Justice, Equity, and Transformation \(JET\)](#). JET grants support faculty professional development to advance or enhance their knowledge and experience with equity practices in the classroom. JET grants have also supported African American, Latinx, Asian, Arab, and Native American ([ALAANA](#)) faculty in their leadership and professional development goals. JET hosts an annual [Thriving Classroom](#) series on topics such as trauma-informed classrooms, interdisciplinary critiques, and student-ready college approaches that all full-time and part-time faculty/librarians can access through a digital library of resources. Some academic areas provide compensation for part-time faculty/librarians to attend planning meetings and retreats. Full-time and part-time faculty/librarians are also included in professional development opportunities through the [Colleges of the Fenway](#), the [Association of Independent Colleges of Art and Design](#) (AICAD), and the ProArts Consortium.

Faculty who teach in certificate programs (i.e. Communication Design Certificate Program) have access to the same professional development and academic resources, including access to technology to support their teaching, as all MassArt faculty. Additionally, faculty in this program participate in special training for teaching in an online environment and are observed by the Program Director who provides feedback and support in best practices in online learning.

Per the Collective Bargaining Agreement ([CBA](#)), full-time faculty schedule a minimum of three (3) office hours per week during the semester, and meet with assigned advisees twice per semester. The CBA requires that full-time faculty carry a 12-credit workload per semester that includes: preparation for teaching, studios and laboratories, providing a course syllabus to their department chair and students, advising students, holding office hours, and carrying out scholarship and service expected of faculty as vital members of their department. Faculty who teach studio-based courses typically teach three (3) classes each semester, with each class running four to five (4-5) hours long. Faculty who teach lecture/discussion based courses generally teach four, three hour-long courses. Faculty also must participate in department and committee meetings and business, including participating in search processes for recruiting and hiring new faculty. Faculty and staff participate in academic department reviews to reflect on departmental learning goals, curriculum and pedagogy, and assessments of student learning, in order to continuously improve student learning and success. In addition, attendance at College functions such as orientation, registration, Commencement and convocation is required.

MassArt's expectations and processes to ensure responsible actions by faculty members are described in the [Faculty Handbook](#). In addition, the CBA includes language regarding Academic Responsibility.

The CBA, Article VIII describes the evaluation and promotion process, workload scheduling, course assignments, office hours, participation in governance, and advising. Tenure and post-tenure review are outlined in Article IX and VII-C, respectively. In addition, [Massachusetts Department of Graduate and Continuing Education's contract](#) similarly identifies instructors, roles and responsibilities of faculty and instructors teaching in these programs. In accordance with the [Association of Professional Administrators' Collective Bargaining Agreement](#), all academic staff undergo performance evaluation by their supervisor. Advising and other support staff are reviewed by the [Academic Resource Center \(ARC\)](#) within the division of Student Development.

Department chairs evaluate full-time and part-time faculty through a comprehensive review of syllabi, classroom observations and student evaluations to determine areas of strength and growth. In addition, students complete evaluations for each course taught by an untenured faculty member (both full-time and part-time faculty). Results are considered in annual, promotion, tenure, and post-tenure evaluations.

MassArt is a "teaching" university, and places the highest emphasis on the faculty's role as educators. As a professional college, it is also of great importance that the faculty have up-to-date knowledge about the specific fields in which they teach. The CBA includes continuing scholarship as part of the criteria for evaluation of full-time faculty that includes: contributions to the content of the discipline, participation in or contributions to professional societies and organizations, research as demonstrated by published or unpublished work (or where applicable, artistic or other creative activities), and work toward a terminal degree or relevant graduate study. Sabbaticals are granted to faculty on a regular schedule defined by the CBA, and faculty are encouraged to use this time to support the deepening of their knowledge in their field of expertise.

In the Collective Bargaining Agreement, Article V describes the complementary concepts of academic freedom and academic responsibility as generally and traditionally accepted in institutions of higher education.

Advising for first-year students is overseen by the [Academic Resource Center \(ARC\)](#) and a First-Year Advising team. In addition, every student is assigned a faculty advisor within their major, with whom they meet regularly prior to registering for classes. The [Academic Compass Program](#) also provides faculty advisors for first-generation students. The Student Success Committee oversees and coordinates the collection of data and reports regarding advising, instruction and support, so that continuous feedback can serve efforts to continuously improve services for students and changing student needs.

Each year, Academic Affairs organizes a day of professional development for faculty and academic staff. Sessions address topics such as student mental health, sustainability, and governance, as well as opportunities to create art. In AY23/34, Academic Affairs also implemented an end-of-year professional development day where the division came together to discuss: “What is design vs. craft?” and its implications for how students navigate differing curricula at the College.

Faculty and Academic Staff - Appraisal

MassArt has maintained an impressive student/faculty ratio of 15:1 to ensure that students receive the attention, instruction and guidance to be able to meet the rigorous expectations of art, design and art education majors. MassArt, like other colleges and universities in the Boston area, is challenged to attract and hire faculty in a city with a high cost of living. This is especially difficult in hiring part-time faculty, who are paid at a lower salary level when first hired. Since the pandemic, we have tried to be more flexible (where possible) in offering remote or hybrid work arrangements, while acknowledging the importance of in-person learning and teaching to build community, a sense of belonging, and helping our students develop the skills and techniques necessary to master their craft.

Massart has worked diligently to increase the diversity of faculty, librarians, and academic staff members. The College understands that it is also critical to support staff once they are hired. Academic Affairs and JET have worked to support and build community among ALAANA faculty/staff. Academic Affairs has awarded a course release to ALAANA faculty to build and develop ALAANA faculty mentoring. Annual reports from departments capture and assess efforts from the previous year regarding their commitment to JEDI principles.

Recruitment, retention and support for diversity, equity and inclusion are achieved when a community understands why it is important, when structures are created to reduce bias, and when leaders understand how to hold others accountable to inclusive processes. This semester, we are implementing anti-bias training for all members of all search committees. The faculty search process has been updated and codified in a new [guide](#) that lays out processes and policies to support recruitment and retention of a diverse candidate pool. These policies are continually updated to align with best practices.

Departments allow space for course experimentation, development, and evolution. This enables programs to be responsive to new conceptual frameworks in relation to traditions within their discipline. Departmental curriculum committees oversee this work, and ensure continuity of course content across multiple sections, in-person, hybrid and remote where full-time and part-time faculty might be teaching.

Through the State University system bargaining process, a new online course appraisal tool was implemented in Fall 2024 and is managed through Academic Affairs and Technology. This tool will enable us to dive deeper into issues about content and delivery for a particular course or program, and gather nuanced student feedback about teaching effectiveness and curricular relevance.

Teaching and Learning - Description

MassArt assures the quality of the content and method of instruction through both formal and informal processes, including critique and review boards, annual reflection by departments on students' ability to meet learning goals, and regular periodic program reviews. The latter includes an external expert to examine course content, sequencing and assessment protocols.

As indicated in the revised Strategic Plan, strategies targeting student success are informed by a JEDI lens. This work has evolved and continues to evolve. In 2021, an Anti-Racist Dialogue Group composed of faculty and staff, in collaboration with the Student Government Association, brought proposals to the All-University Committee (AUC) to broaden course content and assessment beyond the Eurocentric canon. For example, a campus climate survey revealed that Black students found that the critique process was less helpful to their growth as artists than did their White peers. In Fall 2017, MassArt convened faculty for a workshop to reimagine critique. Faculty and students learned to assess work in a manner that minimizes bias by employing detailed visual descriptions that don't use analogy or interpretation. The process of just seeing the work validates the artist's role in creating the work; suggestions or interpretations are couched in what the reviewer is actually seeing (or not seeing). These conversations continue as faculty and students work to model best practices, and engage in open and transparent conversations about why and how critique is performed.

Instructional techniques and delivery systems are compatible with and serve to further the mission, and the learning goals of each department. MassArt prepares graduates to participate in the creative economy of artists, designers, and art educators. This is achieved through active, hands-on learning to prepare students to become creators of their own learning and facilitators of peer learning. Faculty, guest speakers, and visiting artists model these characteristics for students. The "Migration Committee" that was formed in AY 2022-2023 included in their examination of scheduling, curriculum, course loads and contact hours, an [investigation](#) of varying methods of curricular delivery. The outcome of these discussions are currently on hold until the conclusion of the current round of collective bargaining at the state level. The College will be launching a new Learning Management System (LMS) next year that will not only support existing courses and modalities, but also provide for new platforms and more flexible modalities to emerge.

MassArt has a long history of pedagogical experimentation. Faculty balance teaching modalities (lecture, studio, critique), as outlined by the CBA, in response to particular needs of certain majors and course requirements (in class and out of class work, specific studio processes associated with the major). For instance, some long studio classes (5 hours, meeting once per week) afford in-depth investigations that are difficult to accomplish in shorter time slots, and some studio courses meet twice per week for shorter periods (3 hours) to avoid fatigue and provide adequate opportunities for repetition in learning embodied practices. Team-taught and co-requisite courses are becoming increasingly popular. These courses are launched provisionally with department approval, and once they have successfully run twice, a final proposal is submitted through the shared governance system for final permanent approval. For example, Communication Design's sophomore level courses and Fine Arts 3D's sophomore Studio Practice class are team-taught. Students are exposed to the multiple voices of the varied faculty, and the faculty are able to learn and share their successes and challenges, enhancing teaching and learning for all. Faculty leaders of the Learning and Teaching Center (LTC) hope to highlight and share these kinds of innovative practices with a broader campus audience.

While MassArt is primarily a teaching institution, faculty undertake scholarly activities, including presentations at conferences, exhibitions, and art and design installations that support their continued growth as artists, designers and educators. The MassArt Research Ethics and Review Board, otherwise known as the IRB is responsible for overseeing all research done at the institution by faculty, students or staff that involves

human subjects. While we have little research that includes human subjects, the College's [IRB](#) is consistent with its mission and purposes.

Each major involves a variety of faculty and instructors to support students as they progress through their program. Even majors with fewer full-time faculty are able to use part-time instructors so that students are exposed to faculty with different expertise and experiences. Additionally, students are able to take elective courses outside of their major, where they are introduced to different approaches and teaching styles. Graduate program faculty also serve as reviewers and guest lecturers for other MassArt programs and departments.

With the 2017 Strategic Plan, MassArt began adopting principles of a “student-ready” college. In the 2024 Strategic Plan, student success remains at the center of our vision and initiatives for the future. Advising is part of the faculty workload expectations defined in the collective bargaining agreement Article XII.A.1.a. It is also a criterion for faculty evaluation. Faculty are assigned advisees and are required to hold office hours and expected to meet with their advisees twice a year; however because of the immersive nature of art and design work, faculty meet with students more often than what is contractually expected, and frequently advise students who are not officially assigned to them.

In the first year, students are assigned to faculty across the non-degree granting departments: [Studio Foundation](#) (the First Year program), [Humanities, Integrated Sciences and Biological Arts](#) (ISBA), and [History of Art](#). The primary focus of first-year advisors is to welcome students to the College, help them understand and navigate our curriculum, policies, and online platforms for registration. When students declare their major, they are assigned to an advisor in their major. The faculty advisor supports them in completing the required curriculum of their major, and in planning a career pathway.

Teaching and Learning - Appraisal

Departments allow space for course experimentation, development, and evolution. This enables programs to be responsive to new conceptual frameworks in relation to traditions within their discipline. Departmental curriculum committees oversee this work, and ensure continuity of course content across multiple sections, in-person, hybrid and remote where full-time and part-time faculty might be teaching.

Attention to teaching effectiveness also occurs through evaluation of faculty and librarians guided by the MSCA collective bargaining agreement, Article VIII. Tenure and post-tenure review are outlined in Article IX and VII-C, respectively. Department chairs evaluate full-time and part-time faculty by a review of syllabi, classroom observations and student evaluations to determine areas of strength and opportunities for growth. In addition, students complete evaluations for each course taught by an untenured faculty member (both full-time and part-time faculty). Results are included in annual, promotion, tenure, and post-tenure evaluations.

In Summer 2023, Provost Molife appointed three faculty members to develop a vision for a Learning and Teaching Center (LTC). After a year of open and focused listening sessions, faculty forums, conversations with department chairs, and community-wide programs, the faculty defined a set of [goals and a list of key initiatives](#) to shape the Center's programming. In AY 2024/2025, the LTC initiated programming. This exciting new vehicle to support our faculty will require robust coordination and collaboration with Academic Affairs to align with the Strategic Plan, while being flexible enough to address issues and topics as they arrive. The Dean of Faculty will provide primary support for LTC from Academic Affairs.

Photography and Communication Design have worked to foster a culture of belonging for ALAANA students, including ALAANA faculty and alumni mentors for their students. In addition, JET has supported faculty learning communities on transformative learning and teaching practices, and will work with the LTC to bolster and reinforce JEDI efforts in the classroom. Faculty have expressed an interest in continuing discussions about best practices around the critique process, and reducing bias in the critique process.

MassArt faculty and Department Chairs have expressed concern about how to meet the needs of students who need accommodations. The ARC and the Counseling Center provide resources and support to faculty, through a variety of modes of delivery such as in-person, hybrid and remote learning, to ensure equitable access to content of their courses. The new Learning and Teaching Center will offer professional development to faculty seeking to support student accommodations in their classrooms and incorporate Universal Design principles.

Faculty are assigned advisees and are required to hold office hours; because of the immersive nature of art and design work, faculty tend to meet with students more often and frequently advise students who are not officially assigned to them. The [external review of ARC](#) and the [Migration Report](#) encouraged the need for clarity in advising and for training of faculty specific to advising. Attention to advising practices is being undertaken to ensure equity among faculty and in the advising support students receive. This also coincides with the deployment of our new advising module, CRM Advise, which provides useful information about our students that advisors, faculty, and student support staff can access, and then deploy support interventions to students who are falling off track. The CRM Advise platform can share and archive communications to the students from multiple advisors to provide a holistic view of the student. We have tested this new tool within the ARC and Compass program, and are piloting it with a small faculty group in Spring 2025.

Projections

As we implement the Strategic Plan's recommendations, we will continue to create optimal conditions for student success by supporting faculty and staff as teaching artists and designers grounded in an orientation that centers justice, equity, diversity and inclusion to support teaching and learning.

1. While the College has made diversifying faculty a priority through recruitment and search processes, we face challenges to attract and retain ALAANA faculty and staff beyond our current levels. Academic Affairs will continue to support Chairs through the faculty recruitment and hiring process, and to mentor and retain minority faculty through the promotion and tenure process.
2. MassArt has made a number of commitments to advance the core functions of teaching and learning, including the newly established faculty-led Learning and Teaching Center (LTC). While Academic Affairs is supporting faculty involvement in the development of LTC's vision, strategy and programming, the next step will be to develop a plan for sustained investment to carry out and evaluate its efforts to support and improve learning and teaching.
3. The College has acquired tools to bolster our student success and retention efforts through CRM Advise, which is currently being piloted by ARC, JET staff, first year advisors, and a handful of faculty. Additionally, we will need to gather data on student success initiatives (such as the Pre-Semester Program, Academic Compass) and explore how the use of Universal Design improves instruction for all students, and collect data to help us understand how various efforts and interventions support their academic journeys.

STANDARD SEVEN

Information, Physical and Technological Resources

Human Resources Description

The MassArt Human Resources (HR) department oversees employee recruitment and hiring procedures, ensuring compliance with federal and state employment laws. The Office of Justice, Equity and Transformation (JET) works in collaboration with HR to support the College's diversity, equity and inclusion goals throughout the hiring process. The JET team also offers a rich array of programs and services to foster a supportive and safe environment for the College's diverse community, providing training on diversity, equity, inclusion and social justice issues, and sponsoring campus events highlighting diverse cultures and ethnic backgrounds.

HR staff conduct CORI (Criminal Offender Record Information) checks for employees, students, and volunteers working in positions that require such checks, and represent the College with appropriate state agencies. The Equal Opportunity and Title IX office investigates all claims of discrimination, as defined by federal and state laws, and partners with HR on training.

MassArt employs qualified faculty and staff to fulfill our mission to foster a diverse, equitable, and inclusive campus climate. All MassArt faculty and most staff are represented by the following [Collective Bargaining Agreements \(CBA\)](#), which outline terms and conditions of employment: the American Federation of State, County, and Municipal Employees (AFSCME); the Association of Professional Administrators (APA); the Massachusetts State College Association (MSCA); and the Division of Graduate and Continuing Education (DGCE). Part-time employees are non-benefited and are not represented by a CBA; the terms and conditions of their employment are the same as those established for unionized employees. Non-unit professional administrators and non-unit classified employees are not represented by a CBA; therefore, the terms and conditions of their employment are provided in the State Universities [Non-Unit Professional Personnel Policies](#) issued by the Board of Higher Education (BHE). Employees who are hired into bargaining unit positions are provided with their respective collective bargaining agreement, which provides details on the terms of their employment and the procedures for evaluation and promotion for their specific position. In addition, they are put into contact with the appropriate unit representative on campus.

All newly hired employees go through an onboarding process that includes attending an orientation session and receiving guidance which outlines detailed policies and procedures for working at the College. [Policies and procedures](#) are reviewed annually and updated as necessary to ensure a professional, inclusive and supportive work environment.

Human Resources Appraisal

The Human Resource Department experienced significant turnover during the period of interim leadership and as we have emerged from the Pandemic. Considerable time and resources have been invested in this critical department, in fact the most recent strategic plan update identifies this as an essential and strategic area to ensure the success of the plan. The newly established position of Chief Human Resources Officer is responsible for the overall strategic guidance and operations of the office, reports to the Vice President for Administration and Finance, serves as a member of the President's Cabinet, and meets regularly with the President and Chief of Staff. The new CHRO is an experienced HR professional who is working to build a team that can respond proactively to the complex nature of a pre-pandemic workforce. In support of these efforts a new position of Senior Human Resources Generalist has been established to assist employees with complex

issues such as talent management and professional development. The department is planning a series of anti-bias training for search committees and job postings will use language that aims to invite rather than exclude diverse applicants.

The College is continuing to strengthen orientation and on-boarding processes including providing new hires their onboarding materials earlier, using technology to facilitate onboarding and training, assigning every new employee a mentor, and providing a more comprehensive orientation process that introduces new employees to MassArt's culture and values.

MassArt has expanded capacity through participation in the [Colleges of the Fenway](#), a collaborative of five neighboring Boston-based colleges and universities in the Fenway area. These valuable partnerships enable the College to provide additional support to our students through shared residence halls, dining services, health center, bookstore, intramurals and clubs; technology infrastructure; and other cost reductions and savings initiatives. We currently share an Emergency Management position as well as several shared software contracts with the participating COF institutions. This collaborative enhances campus services for all our community members, resulting in more than \$2,000,000 in direct savings and/or cost avoidance each year.

In addition, MassArt is part of the [ProArts Consortium](#), an association of seven Boston-area colleges dedicated to the visual and performing arts. The ProArts Consortium provides unique opportunities for interdisciplinary collaboration, resource sharing, libraries, cross-registration, events and professional development for students and faculty across member institutions.

Financial Resources Description

As one of nine State Universities in Massachusetts, MassArt's state appropriations have increased over the last several years. However, despite these increases the state appropriation still does not cover all cost increases associated with salaries, technology, deferred maintenance of buildings, and general inflation. The following core principles guide financial planning and decision-making as outlined in the Strategic Plan:

- **Affordability:** Prioritize institutional aid with intentional consideration given to access and equity; keep fees and tuition affordable; leverage relationships with the Colleges of the Fenway and the ProArts Consortium, and explore initiatives that sustain services while reducing and/or maintaining expenses.
- **Sustainability:** The College will work to lessen the energy demand of the campus and replace inefficient systems to save on energy costs and reduce our carbon footprint.
- **New Academic Programs:** The development of new programs, degrees, and certificates will require sustained investment through new initiatives with the aim of affordability for students.

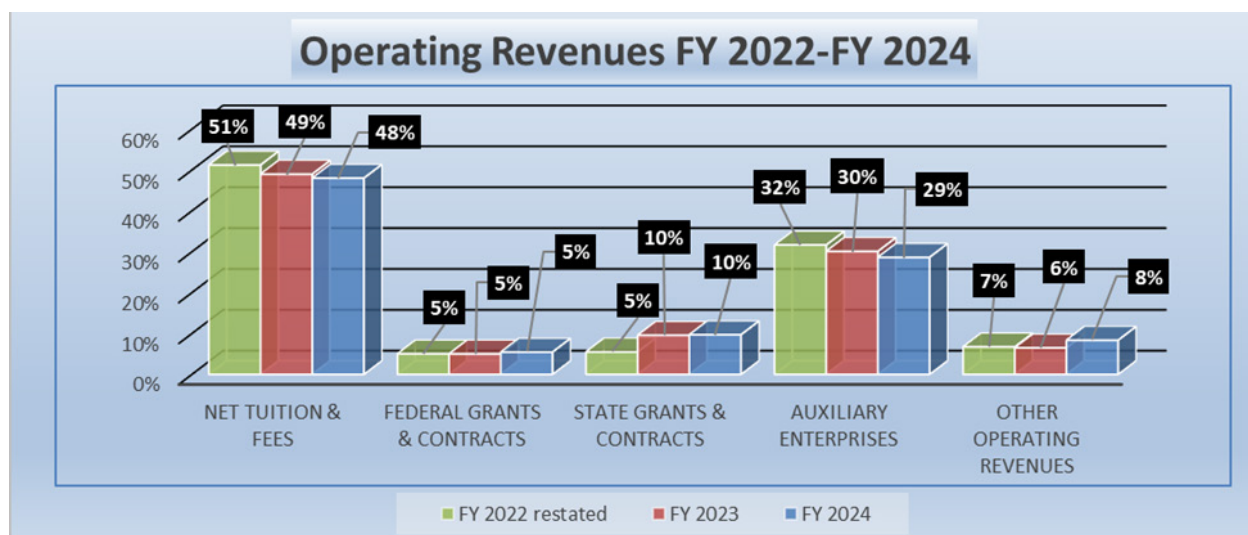
Like most colleges that rely on tuition and fees as part of the revenue picture, MassArt has been fortunate to maintain and gradually increase student FTEs in recent years, with almost 2% annual increases over the last four years for a total of 7.6%. The table below illustrates the Fall Enrollment from Fall 2020 through Fall 2023.

Fall Enrollment	2020	2021	2022	2023
Bachelors	1533	1565	1586	1656
Masters	102	105	106	112
Non-degree and certificates	40	37	41	35
Total FTE	1675	1707	1733	1803

MassArt utilizes its financial resources to support the institution's Strategic Plan. Details about these resources are available in the State's Annual Comprehensive Financial Report ([ACFR](#)), which includes the annual audited financial statements for the College by our auditing firm Withum. Reflected in the financial report is \$42.3 million in cash and equivalents. Both these amounts have grown by \$11.9 million since June 30, 2021 through careful cash and expense management. These resources help sustain future obligations or are available for unforeseen emergencies and unexpected short term revenue declines.

As depicted in the chart below, the College's revenue comes from several sources:

- Tuition and fees are the largest source of operating revenue, accounting for an average 49% of total operating resources between FY22 and FY24.
- The College's auxiliary enterprises, consisting of the residence halls and dining plans, account for on average 30% of operating revenue.
- Income from federal and state grants total 14.5% of operating income. This includes financial aid and other programs in support of students and College operations.
- The balance of 6.5% is classified as other operating revenues, derived from a variety of sources. In this category is \$2,388,820 in support from the MassArt Foundation, Inc. for direct program support through grants, scholarships and facilities projects. In FY23, funds from the Foundation helped to provide targeted support for students who were not eligible for CARES ACT funds, to help with emergencies.



The above chart shows a consistent revenue distribution over three (3) years, with the exception of State Grants and Contracts. A majority of those were for capital projects. We have increased our auxiliary revenue through both a new food service contract and interest on investments.

In addition to Commonwealth annual operating support, the College is the recipient of various state, federal and private grants, including:

- After School and Dual Enrollment support for Artward Bound through the Department of Elementary and Secondary Education ([DESE](#)) and the [Rappaport Foundation](#)
- [State University Internship Incentive](#)
- [Fidelity Foundation](#)
- [DHE Mental Health grant](#)
- [DHE Food Insecurity grant](#)

- [MAICEI grant](#)
- [Community Jameel](#) (documentary film project)
- City of Boston–[Boston Bridge Program](#)

In [January/February](#) each year, the College begins the annual budget process. The Budget team disseminates expense data and current expenditures to department heads and requests that they prepare a detailed budget proposal, noting immediate and long-term needs as well as how the initiatives/requests support the Strategic Plan. Departmental budget proposals are compiled into the overall divisional budgets and then into the complete All College budget and reviewed by the Vice President for Finance and each divisional Vice President. Recommendations are shared with the President who reviews, makes comments and then approves for submission to the Board of Trustees for formal approval. The final budget is shared with the President’s Cabinet and the community after final approval.

The Provost convenes a budget review group within the Academic Affairs Division to review the needs of the departments and to ensure resources are efficiently utilized to support academic instruction and necessary supports. The disbursement of resources such as operating budgets, space assignments, staffing supports, and equipment/technology are assessed through an ongoing and evolving set of strategic conversations with department heads and studio managers. Resource decisions are guided through a series of interconnected functions required of each department that include:

1. departmental/discipline based learning outcomes,
2. required annual departmental reports that provide a narrative of departmental activities,
3. one-on-one budget conversations, and
4. a [Needs Inventory](#) that gives departments agency for identifying resource needs in a prioritized manner, in a process that serves as an ongoing dialogue with Academic Affairs. Connecting these four closely-related components helps us make progress on academic needs, despite limited resources and competing demands.

The College supports annual funding for academic technology and equipment through the Technology Departmental Budget and an additional \$650,000 in direct appropriation to departments. These funds, dedicated to discretionary and contingency expenditures, are separate from annual departmental operating budgets, and address a wide range of needs—including small equipment purchases and replacement, computer and equipment refresh cycles, and major planned or unplanned equipment replacement. Funding through these lines is typically driven by known refresh cycles and Departmental Needs Inventories. Departments maintain strong connections with industry partners, who provide knowledge and expertise on equipment and trends to help inform equipment purchases.

In an effort to increase transparency in the budget process, a Budget Advisory Group, has been convened by the Vice President for Administration and Finance to assess financial progress and exchange financial planning and cost control ideas. The advisory group meets 2-3 times per semester and includes leadership from Administration and Finance as well as the budget managers from across the College, faculty members and a student from the Student Government Association (SGA).

The MassArt Board of Trustees oversees the financial condition of the institution. The Board exercises this authority through the Administration and Finance and Executive Committees, and through the President and the Office of the College’s Vice President for Administration and Finance/Chief Financial Officer. The A&F Committee is responsible for reviewing the operating and capital budgets of the College and recommending adoption by the Board. This Committee is also responsible for reviewing the College’s longer-term, multi-year

financial forecasts (FY2024-FY2029 Financial Plan), which are included in the [Strategic Plan](#), pg. 32. Given the importance of enrollment and tuition to the overall financial health of the institution, the Committee conducts regular reviews of these areas and provides formal tuition recommendations annually to the full Board for its consideration and approval. This Committee is charged with oversight of the capital structure of the College, including the terms and conditions of any debt assumed by College. In addition, the Board of Trustees reviews, with the audit firm, the College's financial audit for approval.

The College has an extensive system of [Fiscal Internal Controls](#) that ensure sound stewardship of funds. [Expenditure Guidelines](#) and [Purchasing Policies](#) are continually updated and maintained online, and employee administrative training is offered throughout the year. Expenditures are controlled by the budgets established at the beginning of the fiscal year or project period. Purchases of supplies, equipment, and services are encumbered to ensure that funds are set aside before a purchase order is issued to a vendor. The campus competitively bids all contracts for goods and services in accordance with State University purchasing regulations. The campus participates in group purchasing organizations such as the Massachusetts Higher Education Consortium (MHEC), Colleges of the Fenway and others to achieve significant volume discounts on common goods and services.

The Office of Institutional Advancement solicits funds for the MassArt Foundation for the sole benefit of the College from a wide range of sources, including: individuals, corporations, foundations, and government grants. Between FY2019 and FY2023, the Foundation raised an average of \$4.5 million annually to support student scholarships, awards, student services, faculty development, community programs, and academic departments. Within the \$4.5 million annual funds raised, approximately \$1.5 million are unrestricted funds used to support areas of greatest need, as determined by Administration and Finance in partnership with College leadership.

The Foundation revenue goals are approved each year by the Executive Committee of the MassArt Foundation Board of Directors, in partnership with the Executive Director of the MassArt Foundation and the President. Each Foundation director signs a [Statement of Commitment and Responsibilities](#) (See Standard 3) which outlines the Board's fiduciary responsibilities and code of ethics. Fundraising priorities are determined by the focus areas in the Strategic Plan and in partnership with the College's academic departments and program areas.

In FY2024, the College instituted a process by which grant opportunities are reviewed and approved by a Grants Council composed of staff representatives from Academic Affairs, the Business Office, Student Services, the President's Office, Institutional Advancement, the JET Office, and the Center for Art and Community Partnership. The grants process is outlined in detail in [this document](#).

The Office of Institutional Advancement and the MassArt Foundation operate under a strict code of conduct and system of controls as defined by the [Memorandum of Agreement](#) between the College and the Foundation, a detailed Gift Acceptance Policy that was voted on and approved by the College Board of Trustees in 2015, articulated controls for both revenue and expenses, and a records retention policy (See Standard 3).

In FY2024, the Foundation budgeted to raise \$3,750,000 with the following fundraising categories and goals:

- \$1,510,000 in unrestricted support, which will be solicited via direct mail and e-mail appeals, personal solicitation, and the annual MassArt Auction, which has grossed more than \$1M annually for the last decade.

- \$1,350,000 in temporarily restricted support for College programs, services, and scholarships. These funds are solicited via grants from foundations, corporations, government agencies, and individuals through special appeals like the annual MassHeart Day.
- \$200,000 in in-kind donations, which are in the form of supplies and materials for academic departments, or donations of goods or services for the MassArt Auction.
- \$690,000 in permanently restricted support, which can be matched \$.50 for every \$1.00 up to \$555,555 by the Commonwealth of Massachusetts State Endowment Incentive program.

The Foundation manages a portfolio of funds that are temporarily restricted (not endowed) to support College programs, awards, scholarships, academic areas, student services, and discretionary needs. The Foundation also manages a portfolio of permanently restricted endowed funds that support scholarships, academic and travel awards, academic departments, programs, and faculty development. Distribution of these funds is strictly based on the donor intent outlined in the gift agreements, and the selection process is managed by the Institutional Scholarships and Awards Committee. The Foundation's Director of Finance sits on each of these committees in collaboration with Academic Affairs and the Financial Aid Office.

Financial Resources Appraisal

While all institutions of higher education must address high costs related to facilities, materials, faculty and staff, support services, etc., schools of art and design have some unique requirements. These include specialized facilities, small hands-on focused classes and studios, a broad array of materials and supplies, dedicated studio space and significant safety measures for students working with various materials, processes, and equipment. MassArt must also navigate high costs for facilities development, maintenance, and housing and staff, among other areas. The College is committed to addressing these challenges while remaining focused on student-centered academic excellence that is affordable, equitable, inclusive, and accessible. Over the past year we have invested over \$2M into the facade of the Tower Building to ensure safety and continued access to our largest academic building.

The ability to increase financial resources and ensure a solid financial foundation is critical to our ability to continue to offer high quality academic programs. In the coming years, we will invest in new programs, degrees and certificates, and move forward on our overall sustainability goals. This will take collaboration across the College as we examine enrollment management strategies, academic programmatic mix, sources of non-state revenue, private philanthropy, and a continued commitment from the Commonwealth of Massachusetts to invest in this critically important mission.

New revenue sources identified through partnerships with service providers and institutions through programs such as MassArt New England's, and MassArt's residential agreements with New England Conservatory, MCPHS, and Wentworth Institute, are fully vetted and legally contracted with expenditures and revenues fully stated. These programs are presented to the BOT Administration and Finance Committee as part of the Annual Budget Proposal and reviewed with all revenues and expenditures; upon receiving the recommendation of that committee, they are presented to the full BOT for final approval within the Budget.

Information, Physical, and Technological Resources Description

MassArt's campus occupies 6.47 acres in three separate parcels on Huntington Avenue, the Avenue of the Arts corridor in Boston. A total of one million gross square feet, the campus contains classrooms, studios, specialized shops, three residence halls, the library, computer labs, the cafeteria, the MassArt Art Museum (MAAM) and the Academic Resource Center (ARC). The College's physical plant includes a historic

quadrangle of four buildings built in 1905 as the Boston Normal and Girls Latin Schools. The Kennedy and Tower buildings were added between 1965 and 1975 to what was at that time Boston State College. Today MassArt occupies 11 buildings, 8 of which are Commonwealth-owned major buildings located on both sides of Huntington Avenue and situated among the Colleges of the Fenway ([Campus/Area Map](#)). The MassArt x SoWa Gallery, located in leased space in the Boston South End SoWa district, exhibits and sells alumni and student work. In addition, MassArt partners with venues annually for seasonal programs such as Haystack and MassArt New England, managed by the College's Professional and Continuing Education staff. The [Public Safety](#) department provides staffing for all educational/administrative building security desks throughout campus and manages the electronic identification card system. The residence halls are managed by the College and supplements security through USI, a private company that provides staffing for entries and desks. MassArt Public Safety Department is responsible for the overall safety for the campus.

The College houses expansive and highly developed academic facilities to meet the needs of our 18 academic departments/disciplines in a variety of shop, studio, and classroom environments. We continue to build upon state-of-the-art technologies that coexist alongside traditional/analog equipment and methodologies. This marriage of new and old approaches provide our students with historical context, hands-on embodied learning, exposure to new digital applications, and understanding of the myriad pathways available for them to realize and build their creative voice and future practice. Academic functions are housed across seven distinct campus buildings that were built and renovated over time.

The Morton R. Godine Library supports the mission of the College by centering accessibility, affordability, diversity and transformation. The MassArt library collections hold over 90,000 monographs, 140 current print periodicals, and 4,000 DVDs and VHS tapes to support MassArt programs. The library also provides access to vast digital resources, including 250,000 ebooks and 23 academic databases. Through participation in the Commonwealth Catalog and MLS delivery system, MassArt students have access to the physical and digital collections of over 500 library collections across Massachusetts. The 11 full time library staff members carefully and thoughtfully select, manage, and disseminate these resources for the academic programs. The library aims to be as future thinking as possible when making selections and designing programming.

The library collaborates closely with all members of the MassArt community, while also cooperating with our neighbors. One of our most important memberships is the [Fenway Library Organization \(FLO\)](#). FLO consists of 10 academic libraries and one museum library with mutual borrowing privileges, most within walking distance of MassArt.

Since 2022, the College has invested heavily in digital fabrication “FABLABS” to provide students with cutting edge tools to use to create their work. The [FABLABS](#) are home to 3D printers, a wire bender, laser cutters, waterjet cutters, as well as Wacom tablet equipped PCs. These spaces are dedicated to amplifying the creative process, supporting problem solving, and developing empowerment through emerging technologies. The spaces are staffed with trained professionals and student workers who maintain the equipment and support the work of the students. In the first full semester of operation (Spring 2023), 40 classes were trained on use of the equipment, nearly 4,000 objects were printed, and there were 700 laser cutting sessions.

In February 2020, the College opened the [MassArt Art Museum \(MAAM\)](#), Boston's only free contemporary art museum. MAAM is a non-collecting museum, showing temporary exhibitions that feature the work of emerging to established artists to bring fresh and varied perspectives to Boston. As MassArt's teaching museum, MAAM is a resource for MassArt students and faculty, educating students about contemporary art, partnering with faculty to support the curriculum, and preparing students for careers in the museum field.

The College provides [Student Housing](#) to undergraduate and graduate students in three buildings that total 716 beds and approximately 200,000 gross square feet of space. Residence halls including the Artist's Residence, Smith Hall and the Treehouse and are owned by the Massachusetts State College Building Authority (MSCBA), a distinct, quasi-public entity established by the Massachusetts legislature to build facilities that are financed using student fees and charges.

All three MassArt residence halls are located on Huntington Avenue, directly across the street from MassArt's academic buildings. Every residence hall features 24/7 security and is staffed by live-in Residence Hall Directors and trained student Resident Assistants. Residence Life staff provide day-to-day support — acting as sources of social and emotional support, assisting students in emergency situations, and reporting building maintenance needs. They also lead programs and activities to help students connect with each other and share their unique perspectives and ideas.

In 2023, MassArt and the state's Division of Capital Asset Management and Maintenance (DCAMM) completed a Facilities Conditions Assessment report ([FCA](#)). The report highlighted all the building conditions and priority areas for maintenance. The Facilities department worked closely with DCAMM and A&F to develop a five-year deferred maintenance program that will address the most pressing areas of the campus. The funding is a combination of State and College resources totaling \$8.2M in repairs and maintenance. It will inform the development of a comprehensive 10 year Campus Master Plan aligned with our Strategic Plan. MassArt has been working with the Commonwealth's Division of Capital Asset Management and Maintenance ([DCAMM](#)) to complete a study on the Tower building. This study has been a culmination of several years of detailed assessments on the building's systems, envelope and accessibility. In January 2025, DCAMM will accept this document that identifies the building's required work to be done to ensure the building meets all health, safety and accessibility requirements.

The Environmental Health and Safety Office provides assistance, oversight, and technical consultation and guidance to the MassArt community. This assistance is provided for all occupational, general health, environmental, and safety issues, with the goal of ensuring a safe and healthy environment for employees, students, and the visiting public. In 2020, MassArt undertook the process of building a [Campus Climate Action Plan](#) that addresses several key areas, including Campus Operations, Engagement and Leadership and metrics and KPIs.

MassArt undertook a \$8M project from 2019-2021 called an Accelerated Energy Project with the Commonwealth's Division of Capital Assets Management and Maintenance (DCAMM). The Project included improved lighting controls, building management system and controls upgrades, steam heating improvements, make up air units and exhaust fans installations, real-time metering—demand response, general building code upgrades and more. In total, MassArt projects energy cost savings of \$400K annually (on average) based on utility rates, which is used to fund the debt service that funded these initiatives.

MassArt's Technology Department provides a range of [technology services](#) and resources for the MassArt community. The department provides assistance, education, consulting and support for students, faculty and staff regarding the use of computing hardware and software for administrative and academic computing. MassArt utilizes the Colleges of the Fenway Area Network (COFAN) with speeds of 10mbps (up and down). COFAN is the Internet Service Provider (ISP) for the five COF schools (MassArt, MCPHS, Simmons, Emmanuel, and Wentworth Institute of Technology).

The department is organized into five teams: Office of the CIO, Client Services, Academic Technology, Infrastructure, and Enterprise Applications. These teams are responsible for: 1) management and maintenance

of the College's network and computing infrastructure, enterprise applications and information systems, and databases; 2) coordination and provisioning of hardware, software and other technology-based services; 3) technology strategy, planning, and budgeting; 4) cybersecurity; and 5) [The Lab](#), which offers printing services, instructional technology spaces and training for students, faculty and staff to support electronic design (print and Web) and prepress, animation, digital illustration, photography, video and audio, interactive multimedia, 3D modeling and rendering, and animation, and 6) [Tech Central](#), which houses the Service Desk, and manages the checkout of computing, AV and other equipment to the community.

Technology staff work with campus stakeholders to identify technology needs and requirements, optimize existing services and resources to improve service delivery and access to resources, and mitigate challenges and obstacles to productivity. The department provides faculty with a laptop computer, which is refreshed on a five-year schedule. Adobe Creative Cloud and Microsoft Office are provided to all students, faculty and staff to use in computer labs, or on their personal computers. Other art and design applications and software allow students to digitally model and render 3D images, video and garments, and edit digital audio, video and photographic images. These software apply broadly to a range of disciplines, like the Autodesk suite, widely used in the design, architecture, and animation disciplines, to more focused applications, like CLO Virtual Fashion, used to create 3D garments and digital samples with 2D patterns, or Toon Boom's suite of tools that help animators ideate and produce 2D animations.

The collaboration tools used on campus are Google Workspace, a suite of applications from Google that includes Gmail, Drive, Docs, Classroom, Meet, and Chat, and Zoom for video conferencing, all of which support academic and instructional activities, and the College's business operations. An internal working group comprised of staff from Academic Affairs, the Technology Department, librarians and faculty members, recently completed a two-year discovery process to identify and implement a new LMS [Instructure's Canvas](#) to replace our current LMS Moodle. The Technology Department and Academic Affairs are beginning the planning process for this implementation in the Fall 2025 semester.

The primary enterprise application is [Ellucian Colleague](#), which serves as the Enterprise Resource Planning (ERP) and Student Information System (SIS) for the College. The College has also implemented, or is implementing, other Ellucian products and solutions, including:

- [Self-Service](#), a user-friendly interface that allows students to access information and perform a variety of transactions without the assistance of a staff member;
- [CRM Advise](#), a customer relationship management platform that provides administrators with tools for improved student engagement, retention and communication;
- [Insights](#), a reporting and data analysis tool that provides real-time access to data, analytics and metrics, and provides business and predictive intelligence capabilities; and
- [Workflow](#), a digital workflow and electronic forms solution.

In Fall 2024, MassArt's Technology and Marketing and Communications teams introduced [MassArt Connect](#), an internal communication platform for students, faculty and staff. In addition to providing a centralized virtual location for accessing relevant and timely information about what's happening at MassArt, curated by audience, the platform is intended to enhance the sense of community and belonging in the virtual realm.

Colleague and Ellucian applications are hosted in the cloud and delivered as software-as-a-service (SaaS), which improves reliability, redundancy, and security, assures that SIS/ERP functionality and data have high availability for users at any location, and ensures business continuity and disaster recovery if needed. Much of MassArt's enterprise computing infrastructure is hosted at Markley Associates' [Data Center](#) in Boston, a best-

in-class solutions provider that incorporates multiple tiers of physical security and redundant safety systems to ensure MassArt's infrastructure is hosted in a reliable and secure environment.

MassArt's Cybersecurity Program is managed by the Deputy Chief Information Officer (Deputy CIO), a new role created and filled in FY24 to oversee technology operations, and serve as the College's information security officer. MassArt utilizes the latest cutting-edge technology to monitor its infrastructure, endpoints, and network traffic to identify and address known and emerging threats and vulnerabilities.

Information, Physical, and Technological Resources Appraisal

Library staff make a concerted effort to collect and display works by and about artists and designers from previously underrepresented groups. The diversity principles of the College are embedded in all aspects of the library. Each year the library enhances the [Tyrone Maurice Adderley Lecture](#) program by purchasing books and creating research guides to support the program. Librarians embrace the principles of critical cataloging, which seeks to reduce harmful and biased language used in the standardized language of library systems.

Librarians offer instruction information literacy that is closely integrated into the curriculum, particularly the first year writing program. Classes using library materials and resources such as artists books, color theory objects, photo books, and academic databases provide a foundation for students to conduct research and find inspiration for their art. These classes are in high demand and are valued by the college community. In 2023-2024, 163 library classes were taught and 41 pop-up libraries were curated for classes across campus.

MassArt's physical resources directly support the academic mission of the institution. The Facilities and Campus Planning department provide qualified staff sufficient to support the academic, mixed-use buildings, and dining operations. The Tower Building is currently being studied by the state division of Capital Assets Management and Maintenance (DCAMM) and is the first step in addressing ongoing issues such as deferred maintenance, access and sustainability. The College plans to undertake a Campus Master Plan in 2025. The Plan will align the physical development of the campus with the institution's mission, vision, and long-term goals and ensure that facilities meet current and future needs, reduce redundancy, and support efficient operations. The Plan will provide the necessary roadmap for financial planning by prioritizing projects and identifying resources to upgrade infrastructure, incorporate sustainable and energy efficient practices, create an accessible and secure campus environment, and identify changes that will improve the overall quality of education and student experience.

Like other higher education institutions, MassArt was tested during and following the COVID-19 pandemic, which forced the community to teach, learn and work remotely or in a hybrid environment for 2+ years. While the impact on administrative operations, instruction and the delivery of the curriculum was immediate and obvious, it also changed our relationship with technology, and our expectations of what it can and should do. Users expect to be able to do more online, more quickly, using interfaces that are intuitive and easy to understand. In that regard, the pandemic was an extinction-level event in terms of manual paper processes and in-person transactions, and accelerated MassArt's and society's digital transformation.

Prior to the pandemic, the College had made the decision to migrate Colleague from on-campus servers to a cloud-hosted, SaaS version of the product. It was a prescient decision, as the pandemic forced students, faculty and staff to learn, teach, and work remotely. Prior to the migration, Colleague was only available on-campus, or using a VPN (Virtual Private Network). The SaaS model now allows Colleague to be accessed from any location. In addition to providing the benefits described above, the SaaS migration removed many customizations that were difficult to maintain and secure. The migration to the cloud created a reliable

platform and stable foundation, and enables us to implement more features and interfaces that support self-service operations for our community, and to continue that digital transformation.

As we move forward with digital transformation, we will work on expanding systems integration to facilitate the free-flow of data between systems. This will facilitate a more seamless user experience, allow data stored in siloed databases to be shared, and enhance the College's reporting, analytics and business intelligence capabilities, improving our ability to measure institutional performance and student outcomes.

Technology equity ensures that all students, regardless of their socioeconomic background, have access to the technological resources necessary for academic success. Access to powerful computing workstations and specialized art and design software is essential to provide students with more flexibility to pursue their degree and certificate requirements at a lower cost, reduce barriers to participation, and promote diversity and inclusivity. By offering flexible access to design tools, digital libraries, and collaboration platforms, the institution ensures that all students can engage fully in their creative and academic work, and ideally results in higher levels of student satisfaction, retention and overall success.

While student engagement in our digital fabrication "[FABLABS](#)" has skyrocketed, we know that we can improve in helping faculty become comfortable and proficient in the use of these new digital technologies. To this end, we have started piloting classes aimed at faculty and plan to offer summer "boot camp" training opportunities, as well as bring in visiting artists who incorporate the technologies into their practice, to help faculty understand applications for the technologies that can be introduced into their curriculum.

The College has implemented measures to further reduce cybersecurity attack surface and risk, and improve the College's information security posture. Our Cybersecurity Awareness Plan requires all staff and faculty to complete on-line cybersecurity training annually. We also routinely run [phishing security tests and simulations](#) to educate the community about the ever-evolving techniques of cybercriminals. The CIO works with the Executive Office of Education, the Department of Higher Education, and state universities and community colleges to share information, identify opportunities for shared services and reduce costs.

Projections

1. The Human Resource Department will continue its ongoing partnership with the office of Student Development and the JET Office, to offer programming to expand development of racial and cultural competence, including expanding orientation and onboarding efforts.
2. The College will keep fees and tuition down as we work to stabilize and incrementally increase enrollment; we will increase scholarships through fundraising and establish an endowed fund to support students with the highest level of need.
3. The Division of Administration and Finance will lead a campus collaboration of all stakeholders to initiate and complete a new Campus Master Plan that supports the priorities of the Strategic Plan and provides a basis for securing the necessary financial support to address the long-standing challenges posed by the Tower Building. In addition, the division will work with Colleges of the Fenway partners on initiatives that enhance purchasing power, advance shared housing and result in savings through shared resources.
4. The College will explore ways to save on fixed costs, such as energy, by continuing to invest in sustainable resources to reduce energy costs. The Office of Facilities will continue to explore ways to

reduce non-renewable energy sources across campus through strategic purchases. Capital projects will prioritize the reduction of energy costs, and work towards the goal of decarbonization and the use of more sustainable products through strategic purchases.

5. The transition from LMS platform Moodle to Canvas will take place over the next 18-24 months, and will include a pilot phase for faculty who are early adopters of technology, and then expand use of the LMS through incentives and training.
6. The Technology department will focus on integrating various systems to ensure that data flows securely, quickly and efficiently between systems. These integrations will reduce the number of data silos on campus, and remove redundant data entry tasks.

Financial Forms

Please see [Appendix C](#).

STANDARD EIGHT

Educational Effectiveness

Description

MassArt is committed to being a student-ready college that gives its students “unparalleled access to an exceptional art and design education,” as boldly stated in our mission. Ultimately, student success is more than academic achievement; it is about fostering a dynamic, inclusive environment where students acquire skills and knowledge and thrive as creative individuals.

We assess students on the skills and knowledge they gain in each course, and through review boards and exhibitions. In addition, we examine student learning outside the classroom through a variety of data, including matriculation yield rates (see Standard 5), retention and graduation rates, credit accumulation, and time progression to degree as evidence of students’ academic progress and achievement.

The entire MassArt community—the Board of Trustees, senior leadership, faculty and staff—understands that the key to achieving our institutional vision is to be able to compile the data points that document where we started, what benchmarks or indicators tell us where we are making or not making progress, and what outcome measures will demonstrate that we have achieved our goal to put student success at the center of our work. In addition to the NECHE Dashboard that provides summary outcomes of our students, faculty, and staff, we also rely heavily on internal census snapshot data and data we submit to the state Department of Education dashboards to track different populations’ outcomes. We gather data on undergraduate and graduate students, and examine achievement through a justice, equity, diversity, and inclusion lens.

The College has delineated the high level learning outcomes expected of all [undergraduate](#), [graduate](#), and [certificate](#) students. For example, students will understand the historical, contemporary and global contexts that inform their creative practice, as they develop the technical skills associated with their discipline. They learn to systematically analyze problems, synthesize findings and devise creative, sustainable solutions as part of their creative production. Finally, they will demonstrate the capability to learn collaboratively, evidence a sense of empathy and insight regarding client and community needs, and maintain a sense of curiosity and openness to exploration and new ideas. MassArt graduates learn to communicate clearly, to be critical thinkers and makers, to creatively innovate and to connect ideas within and across media and disciplines.

Each department develops a curriculum map (for example, see the curriculum map from [Communication Design](#) and [Fine Arts 3D](#)) that lays out the students’ pathway through required and elective courses as they develop and achieve the department’s learning outcomes. As a college of art and design, the critique process is at the core of our assessment process. Critiques often take place in a group setting through focused dialogue and conversation about the objects, portfolios and/or time-based media that students produce. While there are common elements to the critique process, different programs have developed their own structures and formats for carrying out critiques. Notably, at the conclusion of our last NEASC self-study, the Visiting Team saw this as a strength in our assessment of student learning.

One way that we carry out critiques is through the use of review boards. Assessment of learning, based on particular major requirements, is evaluated through review boards who examine and provide feedback to students about their work at the end of each semester. The critiques balance giving feedback (focused on fostering improvement) and evaluation (focused on judgement for a grade). However, in both instances, the practice of “close reading” allows a student to hear experienced artists and designers describe what they are seeing and experiencing from the work the student created. This practice gives agency to the student in

understanding how their work is received, and how they might refine or adapt the work. This prepares them for the time when they will analyze their work on their own, build a new community to help them reflect on their work, or react to and incorporate feedback from clients or patrons.

Each major determines the appropriate quantitative and/or qualitative approaches to evaluate its learning outcomes. Many departments have developed or refined rubrics to formalize and systematize the assessment of student learning. For example, Fine Arts 2D developed a rubric for assessing students in the major's required courses by expanding one of their course-level [rubrics](#). Communication Design has developed different [rubrics](#) to assess student learning as they progress in that major. Regardless, nearly all academic programs use review boards to give feedback to students about their work and to provide an external perspective to enable program faculty to determine if courses are enabling students to achieve the learning outcomes. This feedback loop is a source of information for faculty to reflect on for curriculum development and redesign. Specific examples of how different departments approach assessment of student learning outcomes are described below.

The [Architecture](#) program builds in a process of reflecting as a department on what they see in student work during end-of-year reviews. Students, faculty and external experts reflect not only on the student work, but on how the course is developing student knowledge and expertise as well. During the review board discussions, students share their experience in the course and how the course relates to other courses they have taken. Reviewers share feedback on where the course has succeeded in helping the student achieve the desired outcomes, and where the course could be improved. The Program Director and Chair share this information with faculty to inform how they might revise their course. The effectiveness of this practice to “close the loop” from assessment to curriculum revision was noted positively by the Visiting Team in the 2023 review by the National Architecture Accrediting Board.

The [Studio Foundation](#) program, part of MassArt's foundational curriculum, teaches students how to develop projects through each stage of the creative process: inception, design, construction, presentation, revision, and completion. Foundation faculty gather evidence that the learning outcomes are being achieved during studios as well as in public exhibitions and digital submissions of students' work. Department faculty meet to discuss how students demonstrated their learning, and make adjustments—as necessary—to adapt the curriculum and pedagogy to reinforce the development of stated learning outcomes. Faculty from other departments also participate in reviews of student work, with special attention to how they align with JEDI principles and the students' readiness to move into their major.

The [Illustration](#) department uses an interdisciplinary approach to assess students on a wide range of skills, including their ability to thrive in a rapidly changing creative economy. Departmental goals are cross referenced in their [curriculum map](#). Each student in the major, regardless of what course they take, is assessed using a common rubric that measures overall learning outcomes of the department. Each student's work is reviewed at the end of the semester through a Review Board. Students complete a self-evaluation about their progress, and a self-assessment of their visual competency, conceptual thinking, time management, etc. Students meet with their reviewers and receive a written summary critique as part of the review process. A Senior Portfolio Review includes participation from working professionals who bring an expert perspective for the student being reviewed, and also for department faculty, who use the feedback to strengthen their curriculum to respond to a fast changing professional job market. Faculty also submit an annual portfolio of their students' work, which includes the learning outcomes, assessment artifacts, and evaluation of what areas have been identified for improvement. These are discussed at faculty meetings where faculty collaborate to iterate and improve classes both technically and conceptually.

The [Film/Video](#) department assesses student learning through Review Boards for undergraduate students. The Review Boards provide critical feedback on the artifacts produced by the student in alignment with the program goals, and identify areas of growth. During these sessions, students reflect on their progress and set goals for the upcoming year or, for seniors, discuss career plans. Each Review Board involves faculty who are not currently teaching the students—ensuring a fresh perspective—who share feedback with the students’ faculty members. Evidence of students’ learning is compiled from all the reviews and used to assess any gaps in the curriculum or areas that need strengthening.

The [Communication Design \(CD\)](#) department uses both qualitative and quantitative methods to assess student learning. The department uses a [rubric](#) to assess student work, as well as a form that students complete as part of their self-evaluation, which is a critical component of reviewing student outcomes. Reviews are conducted each semester; in addition to feedback from professionals who are skilled in specific design areas, the department looks at the survey results from the Advanced Projects classes (mini courses that allow students to focus on an area of special interest as they begin to think about crafting their final portfolios). CD relies on regular departmental Curriculum Committee meetings and faculty retreats to review and discuss the information collected throughout the academic year to revise courses as necessary and develop new curricula that support student success.

The [Industrial Design \(ID\)](#) department uses multiple data collection methods to examine student learning and provide meaningful information about the efficacy of their curriculum. They evaluate students’ experience and learning outcomes using a portfolio review, capstone or final project, internships, and alumni feedback. A Portfolio Review is a more organized formal review where students present their work to faculty who gauge the practical application of learned skills and the depth of students’ understanding. The capstone or final projects require students to undertake comprehensive projects that represent the entirety of their learning. Faculty evaluate these projects for creativity, technical proficiency, and alignment with industry standards. ID also gathers feedback from employers about student interns’ performance, skills, and areas for improvement and from alumni about how well the program prepared them for their careers. The department integrates these assessment results into planning and curriculum development to ensure that courses remain current with industry trends and best practices. They use the feedback to determine resource allocation and where investments might be needed. For instance, if students highlight that certain software tools are vital but lacking, the department can prioritize their acquisition. The department also uses assessment data for faculty development.

As demonstrated by these examples, each program has established learning goals, and assess student learning using different tools and mechanisms including review boards, critiques, and assessment instruments such as rubrics or surveys. Results are used to enhance and/or improve curriculum, pedagogy and support for students. This is documented annually in the [Department Chair’s EOY Report](#), which asks Chairs to identify learning outcomes and reflect on how they might adjust their pedagogy to enhance student outcomes.

In addition to the assessment strategies employed by academic departments, MassArt also focuses on student outcomes based on experiential learning and timely progression to degree completion. The College monitors student outcomes through key performance metrics such as retention and graduation rates, as well as alumni experiences and their professional endeavors. Whenever possible, student success measures are disaggregated by background characteristics (e.g., gender, race/ethnicity, first-generation status) to inform decisions so that we may better understand how to support all of our students (see table on next page as an example).

RETENTION RATES FOR FIRST-TIME FULL-TIME FIRST-YEAR COHORTS					
Race/Ethnicity	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
U.S. Nonresident	90%	100%	92%	83%	82%
Hispanic/Latino	84%	78%	81%	80%	88%
American Indian or Alaska Native	50%	0%	0%	0%	0%
Asian	79%	91%	84%	81%	82%
Black or African American	77%	73%	86%	80%	92%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	100%	0%
White	69%	87%	83%	87%	90%
Two or More Races	75%	90%	86%	71%	88%
Race and Ethnicity Unknown	55%	75%	89%	89%	100%
Overall Rate	73%	86%	84%	84%	89%

[The Division of Student Development](#) pays close attention to students’ experiences inside and outside the classroom. Approximately every three years, MassArt administers surveys related to students’ experiential learning and campus experiences. In Spring 2024, the National Survey of Student Engagement ([NSSE](#)) survey was administered to gather data on students’ first year and cumulative college experiences. The Institutional Research and Strategic Effectiveness (IRSE) staff is currently examining the results in comparison to the 2020 survey results, in preparation for sharing them with campus stakeholders. While the analysis of the results is ongoing, survey results indicate that 80% of first-year and 82% of senior students rated their overall college experience as excellent or good. Roughly 86% in both groups reported they would definitely or probably attend MassArt again. These findings offer initial insight about how the students’ first-year and cumulative experience relate to MassArt’s perceived value. We will use these findings to help evaluate the extent to which we are a “[student-ready](#)” institution as we continue to work to enhance student success.

Co-curricular program assessment is focused on improving student services and programming. The [Academic Resource Center \(ARC\)](#) partnered with the Registrar and IRSE offices to collect feedback from new students about the process of declaring a major. Results of the information gathered indicated that roughly 51% of the students who responded knew what major they would declare, while 49% were less certain. While many of the students who come to MassArt have a strong idea of what they will major in, the survey indicated that many students are interested in pursuing dual majors. Students also expressed a desire for access to major-specific classes and electives earlier, in order to help them make informed decisions about the selection of a major. Based on student responses, ARC redesigned the “Meet your Major” program for students to get information about different majors and programs sooner. Additional efforts to improve student advising are being piloted this year by the Advising Subcommittee of the Centering Student Success Committee. An evaluation will be conducted to identify the impact of the Meet Your Major program, and to explore additional opportunities to expose students to majors and disciplines.

In Spring 2024, the Faculty Survey on Student Engagement ([FSSE](#)) was administered for the first time to faculty at the same time as the NSSE survey. Gaining the faculty perspective on student learning and engagement will provide additional information on learning and teaching, including attention to the quality of students' experiences. The survey results are being reviewed by Academic Affairs staff and faculty, who will propose recommendations to the Provost.

In Fall 2024, the offices of Mental Health & Counseling, Community Health & Well-Being, and IRSE administered the Healthy Minds Survey (HMS) to all students, faculty, and staff. Preliminary findings indicated that only 21% of MassArt students—like students on campuses across the nation—responded that they were “flourishing” in responses to questions about “feeling satisfied with life” and “living their fullest.” The survey asked students to reflect on the past four weeks about whether they felt emotional or mental difficulties hurt their academic performance. Staff are using the results of the survey to further enhance services and outreach to better support students.

The Office of IRSE supports departments and divisions in their assessment and evaluation efforts. Integral to this work is the ability to carry out research and analysis, environmental scanning, peer comparisons, benchmarking, trend analysis, and key performance indicators, in order to be able to guide institutional decision-making and actions. The Assistant Vice President of Institutional Research and Strategic Effectiveness (IRSE) serves as Accreditation Liaison Officer (ALO), overseeing the College's compliance efforts with accreditation standards. The ALO tracks data-relevant trends, licensure, program reviews, and reaffirmation requirements, which are reflected on the [Institutional Effectiveness](#) and/or program specific webpages.

As one of the nine state universities of Massachusetts, the IRSE coordinates with the [Department of Higher Education \(DHE\)](#) to update institutional data that tracks enrollment, retention, graduation rates, and strategic initiatives. Additionally, we work with peer groups based on similar and aspirational performance indicators. These include the [Association for Independent Colleges of Art and Design \(AICAD\)](#) and participating institutions of the [Integrated Postsecondary Data Systems \(IPEDS\)](#). We utilize the [DataLab](#) where data submitted to IPEDS can be retrieved for our peer institutions on admissions, student, and financial information. Regular monitoring enables administrators to make data-informed decisions.

Appraisal

MassArt is committed to continuous improvement, including how it tracks progress to guide decision-making. With the launch of the refreshed Strategic Plan, the College will integrate student learning outcomes with the goals of the Strategic Plan. We have started to build different dashboards of student progress that incorporate filters, such as living on or off campus, to ascertain if there are any differences. Additionally, we are working to streamline and integrate departmental efforts to assess student outcomes across the curricular and co-curricular areas.

Our assessment of student learning includes all modalities—online, hybrid and in-person classes.

Currently, student learning outcomes are developed, reviewed, and assessed at the academic program-level and within each area of Student Development. As part of an effort to develop a more holistic approach to assessing student learning outcomes, MassArt has convened committees, such as the Student Success Committee, to bring together representatives of different departments and divisions to work together to examine student outcomes and to use the results to guide decision-making. These efforts will continue to

develop as the campus moves forward with implementation of its Strategic Plan which has identified strategic initiatives that cut across different divisions.

Within Academic Affairs, faculty meet frequently to review curricula, pedagogy, and student success efforts and, when necessary, propose revisions to course and program requirements to their respective department curriculum committee and then to the campus-wide Curriculum Committee for approval. Student learning outcomes are formally reviewed by departments and Department Chairs at the end of the academic year through review boards and critiques. Each Department Chair reports on how they use the results of student assessment data in their annual EOY report. The results of these activities are discussed in a meeting between the Provost and each Chair. This allows the Provost to provide feedback and direction to the Chairs and discuss issues specific to curriculum or program requirements. In addition, periodic program reviews enable Chairs to effectively document and monitor progress and make adjustments as necessary.

At the course level, the evaluation of student learning is conducted through a robust system of critique and review. Each department has a method for assessing student learning outcomes (relying heavily on their review boards to capture a holistic representation of students' work) and document what they learn as a result. Faculty discuss observations of student work throughout the semester, and use departmental retreats to recalibrate curriculum based on what they have learned from review of students' work. The IRSE supports these efforts to evaluate student learning and to document what they learn in ways that can augment curriculum development and redesign. The newly created Learning and Teaching Center (LTC) is an important partner in this work, providing a forum for faculty to share their learnings and processes with each other. This agile, layered approach to curricular assessment supports a system that collects and shares outcomes that produce actionable results.

Because of its size and mission, MassArt has the capacity to observe student work closely, and adapt pedagogical approaches in a timely fashion. MassArt uses critique as a lens to programs' learning outcomes; this information is incorporated into the cycle of departmental and curricular review. Adjustments are made at both the course and program level to enhance student learning outcomes. We believe that this approach has made it possible to be responsive to student needs. This feedback cycle ensures that educational practices are grounded in real data and oriented to student needs. This iterative process is at the heart of what Professor Emerita of Art Education Lois Hetland and her colleagues called "[Studio Habits of Mind](#)" (Hogan, Hetland, Jaquith, & Winner, 2018).

Other divisions continue to improve how they use data to inform decisions. For example, the Office of [Admissions](#) shares information about applicants and acceptance rates in the annual [Vital Signs](#) publication and in the [Performance Report](#) that provides useful information about who our admitted students are and where they come from. They share this data on admitted students with senior leadership in the President's Cabinet and the President's Advisory Council so that faculty and staff from different divisions can use the information to support students once they have matriculated. While MassArt has an ongoing practice to monitor students from matriculation to degree completion, it will be essential that this process continuously refines the type of analyses and evaluations used to yield insights on the impact of our efforts to be a student-ready college.

MassArt tracks and reports on graduates' outcomes on the IRSE's institutional [data](#) site. The Graduate Outcomes tile provides the 2009-2017 Jobs and Career Reports and the 2019 Alumni Employment Outcomes. The SNAAP (Strategic National Arts Alumni Project) survey was administered in 2022 and results were released in late Fall 2023. The data collected offers information about graduates' experience at MassArt. Approximately 87% of undergraduate and 89% of graduate students who responded to the survey reported

that their experience in pursuing their degree was excellent or good. Thirty-eight percent (38%) from both groups reported that they were exposed to broad career options both within and outside of the arts and design environments; and 40% of undergraduates and 43% of graduate students engaged in experiential learning outside the classroom, such as an internship or fellowship.

The SNAAP 2022 survey provided useful information about career outcomes. For example, 57% and 65% of undergraduate and graduate alumni, respectively, obtained a full-time job in less than four months from graduating. Sixty-nine percent (69%) of undergraduate and 90% of graduate alumni stated that their career was related to their education and training. Furthermore, 67% and 74% of undergraduate and graduate alumni, respectively, work in an arts or design environment. While these findings offer insights about MassArt alumni, it will be important to administer the surveys on a regular basis to understand trends over time. IRSE is working with Alumni Relations to systematize data collection and streamline efforts to track the success of graduates in their chosen fields, and how they bring their creativity and expression to whatever career they pursue.

The IRSE provides institutional data for several regulatory reports to track key metrics over time and to use these standardized data indicators to make comparisons with other state universities and selected peer groups. For example, the data partnership with the Massachusetts Department of Higher Education yields useful information that is reported at the [Data Center](#), in addition to monitoring [Fall](#), [FTE](#) and [annual enrollment](#) trends. These dashboards provide comparative data that enable us to benchmark ourselves in relation to other institutions in the state. We also use this site to monitor the progress of the student body and guide goal setting to manage enrollment, success efforts, and resources. Currently, our dashboard shows that MassArt’s enrollment and FTE is rebounding from the 2020 decrease due to COVID. In 2020, our student headcount was 1,894; by 2023 it had increased to 1,986. While our enrollment for [2024](#) has remained stable (1,989), continuing students are returning at a higher rate and we see a rise in graduation rates. Female students continue to make up 75% of the population, 31% identify as BIPOC, and 29% are first-generation.

The Performance Measurement Reporting System ([PMRS](#)), also part of the DHE Data Center, provides [key insights](#) about the institution’s access, affordability, and performance outcomes in relation to state university peer institutions. For example, 89% of first-year MassArt students are on track with their credit accumulation and 90% are on time to complete their degree. Compared to 67% of first-year students enrolled at other MA state institutions have accumulated their credits on time and 62% are on track to complete their degree. These dashboards highlight important findings on student success such as first-year progress to timely credit accumulation and completion. MassArt shows more than three percentage points higher on each measure as compared to other MA state universities. As of 2024, our retention and graduation rates are comparable to our peer institutions. Internally, BIPOC students’ retention rate is 88% but their graduation rate is 61%, which is lower than the overall rate of their cohort. For the most recent data available, first-generation students have a 91% retention rate, which is higher compared to the overall rate (see table below) but we still need to track the graduation rates of this cohort to fully understand what may impede their progress. Monitoring these outcomes as part of our student success metrics provides information about overall performance, while disaggregating across different groups is also important to understand where equity gaps exist.

RETENTION RATES FOR FIRST-TIME FULL-TIME FIRST-YEAR COHORTS				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
First-Generation	80%	83%	78%	91%
Overall Cohort	86%	84%	84%	89%

While the [DHE's Performance Measure Reporting System \(PMRS\)](#) offers key insights about MassArt, the College is working to leverage DHE's goal to modernize and improve data analytics, monitor equity goals, and take a deeper dive into students' performance outcomes. In addition to the PMRS, the Data Center's [Student Success and Completion Dashboards](#) and IPEDS' NCES data reports provide information about student outcomes using trend and peer comparative data. Looking at multiple data metrics alongside peer comparison and internal analyses offers campus stakeholders a better understanding of students' educational outcomes. The IRSE is expanding the institution's analytical abilities by enhancing its data access, usage, and literacy through a Data Governance Committee, which has representatives from each division who are key data custodians. This committee will support stakeholders' ability to translate information to guide decision-making to support student success.

Our ability to access key performance metrics has been essential to track student performance. Trend data is available on student achievement such as retention, degree completion, and graduation rates on the IRSE and PMRS websites. College leadership supports a centralized approach on student success data collection, access, and analytics to enhance the community's ability to use results to guide decision-making. For example, to understand how first-generation and non-first-generation students may accumulate credits that impact their degree progression, IRSE provided a quick snapshot of that information (see table below). Comparatively, the figures between these two groups have fluctuated but are within range of one another. Monitoring this outcome is important to learning the impact of degree completion to ensure that students in both categories are successfully graduating on time.

CREDIT ACCUMULATION FOR FIRST-TIME FULL-TIME FIRST-YEAR COHORTS				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
First-Generation	92%	94%	93%	96%
Non-First-Generation	95%	92%	95%	97%

MassArt's commitment to improving student success includes processes to monitor progress and measure the impact of campus-wide efforts to improve student achievement. To this end, the institution will continue to develop and enhance its system of data collection and analysis to capture meaningful data and report outcomes in a standardized format. The College is at an important inflection point with a revitalized Strategic Plan, strong, experienced, and energetic leadership, and investments in systems that can support the standardization and systemization of data gathering and reporting to inform forward progress.

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Projections

1. College leadership will monitor progress and outcomes on each goal set forth in the Strategic Plan. Essential to this effort will be the work of IRSE to develop online dashboards and ways to consistently

share timely information regarding key metrics of student progress and achievement. This includes applying the College's JEDI principles as a lens in order to identify and address any equity gaps.

2. The IRSE will continue to support departments' ability to use data to inform decisions by streamlining and standardizing data collection (including stakeholder feedback), analysis, visualization, and evaluation of student success efforts.
3. Working in partnership with Alumni Relations and Institutional Advancement, IRSE will help gather information from alumni at different points of their careers to better understand how their experience at MassArt impacted their creative work, their livelihood and overall well-being and to help support the development of a more robust and engaged alumni network.

STANDARD NINE

Integrity, Transparency, and Public Disclosure

Integrity - Description

MassArt's institutional [values](#) center honesty, integrity, and mutual respect to guide how members of our community treat each other; they also undergird all College policies. [The Student Code of Conduct](#), the [MassArt Policy & Procedures](#) page, State Ethics ([including conflict of interest policies](#)), [Title IX Sexual Harassment Policy](#), [Plagiarism](#) and [Academic Misconduct Procedures and Responsible Use of Information Technology Policy](#) clearly spell out expectations for students, faculty and staff. These documents prescribe the rights of each constituent group and the procedures in place for members of the community to pursue any complaint, grievance, or inquiry. Faculty and staff, as employees of the Commonwealth of Massachusetts, complete a state-mandated conflict of interest law training program within 30 days of beginning employment, and every two years thereafter. In addition, every year all employees are provided with the summary of the conflict of interest law to refresh their awareness of the law. The Board of Trustees is also required to complete this training on the same cycle.

[Faculty](#) and [Student](#) handbooks are reviewed and revised as necessary each year to ensure that the publications present the most current and accurate policies governing the institution's and its members' actions. The [MSCA, APA, and AFSCME agreements](#) present clear guidelines for conflict resolution and grievance procedures (see [Standard 3](#)).

Additionally, the [faculty collective bargaining agreement](#) and our [Academic Misconduct Procedures](#) ensure that the values of academic honesty and fairness characterize how faculty and librarians interact with colleagues and members of the College community. The faculty collective bargaining agreement states: "Faculty members and librarians have the responsibility to their colleagues and the university community to preserve intellectual honesty in their teaching and their research. ...he/she should at all times be accurate, should exercise appropriate restraint, [and] should show respect for the opinions of others..." Students are expected to abide by the [plagiarism](#) policy outlined in the Academic Catalog in the creation of all work, as well as all policies in the MassArt Student Handbook and the College Academic Affairs, in partnership with the faculty, developed a [policy](#) on the use of artificial intelligence (AI) in the classroom.

MassArt ensures academic freedom for scholars in the [Collective Bargaining Agreement](#), which governs policy and practice for all Massachusetts state colleges and universities. ([Article V.A](#)) Academic freedom is assured through all processes and policies at the institution and is governed by the Massachusetts State College Association (MSCA) Agreement, the Faculty Handbook and the Student Handbook. Policies are in place to protect the intellectual property rights of individuals and to oversee the procedures around electronic file sharing.

The Office of Equal Opportunity and the Admissions department monitor our policies that protect against bias based on age, race, sex, disabilities, religion, sexual orientation, national origin, and any other classifications protected by applicable city, state, and/or federal laws or ordinances. Any form of abuse, harassment, or intimidation of another person, including sexual harassment, is a violation of the College's Community Standards and is subject to disciplinary action. MassArt's full-time Title IX compliance officer oversees investigations of alleged sexual harassment among students, faculty, and/or staff. We adhere to the [Massachusetts State Universities' Equal Opportunity, Nondiscrimination, and Title IX Plan](#) implemented by the Massachusetts Board of Higher Education for public state universities in 2024.

MassArt has comprehensive non-discrimination policies in place that are readily available to members of the MassArt community through both electronic and print communications. These policies are reviewed routinely, and the most recent updates incorporate the 2024 updates to national Title IX regulations. The Office of Justice, Equity and Transformation (JET) leads efforts to actualize these expectations to achieve systemic equity in all areas of our institution.

MassArt's policy regarding minors on campus mandates CORI background checks on adults interacting with minors for programs and events on and off campus. This policy is important to our work with secondary school students through our Artward Bound program, as well as our efforts to provide opportunities for high schoolers to take courses through dual enrollment.

MassArt is chartered by the Massachusetts Board of Higher Education (BHE) to offer undergraduate and graduate degree programs. New degree programs are reviewed by the Academic Policies subcommittee of the BHE and then presented to the BHE for approval.

MassArt complies with New England Commission of Higher Education (NECHE) standards and requirements through its 10-year NECHE reaccreditation process, five-year interim reports and the NECHE Annual Report. MassArt has improved the visibility of its various accrediting bodies listed on the [accreditation](#) page of the website.

Integrity Appraisal

MassArt subscribes to and advocates for high ethical standards in its policies and practices, and in its work with students, prospective students, faculty, staff, Trustees, external agencies and organizations, and the general public. The College has established clear policies, standards, procedures, and practices promoting the highest ethical standards and communicates high expectations for all members of the community to act ethically and with integrity. Faculty and staff feel a deep sense of responsibility to provide a positive example for our students by demonstrating how they can use their talent and skills for the greater good.

In 2024, the Massachusetts Board of Higher Education implemented a Title IX plan for public state universities. In addition to addressing recent regulatory changes, the College endeavored to produce a policy that is easily understood by the reader. While great progress has been made, the policy remains lengthy and will need additional work in the future to meet this goal.

Academic Affairs recently developed a set of overarching principles to guide the use of AI in the classroom. Policies regarding the use of AI should be included in the syllabus for each course. Departments are currently developing their own policies to augment the College-wide policy. These guidelines apply to the respective department's program and courses only, and are not to be applied outside of the department.

Transparency Description

President Grant's leadership is characterized by a commitment to transparency and breaking down barriers to communication. This is evidenced by a number of major new initiatives and internal efforts to enhance collaboration including: [a new website](#) with streamlined navigation, new branding, and an intranet/internal communications platform with a stronger infrastructure to provide a more efficient and effective vehicle to tell the MassArt story.

The new website provides an enhanced user experience for our external community and the content is curated with the goal of providing a transparent view of the MassArt experience. This process included a rebranding initiative to better showcase the College. The new brand is rich in visuals and anchored in authenticity, telling dynamic stories of community members from all backgrounds and perspectives.

MassArt's new intranet platform—[MassArt Connect](#)—is a powerful vehicle for internal communications, team building, and creating a shared sense of belonging among our internal community members. The platform provides a central hub of information for the internal community in support of their work, and greater efficiency in information sharing. It is a place where community members can access engaging content that will motivate them to return to the platform frequently for updates. Departments are encouraged to regularly post content in their “channels” on the MassArt Connect platform to inspire more frequent engagement and information sharing, and to reduce email overload and fatigue.

MassArt has policies and systems in place to ensure that events held on campus and carrying the MassArt name are compatible with its mission, and managed professionally and within the organizational structure. New events require a submission process that includes a review and approval process in advance of posting, to ensure alignment with the Mission and Values of the institution. The Marketing and Communications (MarCom) department reviews each event submitted to the events calendar before it is published to the [MassArt.edu website](#).

Key institutional documents, including handbooks, catalogs and admission materials that reflect MassArt and the MassArt experience are posted to the website; past documents remain publicly available on ISSUU which is linked from [massart.edu/request-information](#). The publishing and availability of an institutional policy library offers access to both the campus and external communities.

President Grant has established multiple initiatives to communicate with the campus community and to hear feedback from various community leaders. The President's monthly [newsletters](#) and divisional news are available on the MassArt website and [MassArt Connect](#). She regularly meets with leadership of the Collective Bargaining Units and meets with her Cabinet and President's Advisory Council on a bi-weekly basis. The President holds town hall sessions each semester, offering members of the campus the opportunity to receive information directly from campus leaders and to ask questions. During these town hall meetings, President Grant and members of the President's Cabinet provide updates to the campus on matters such as strategic planning, admissions and enrollment, facilities improvements and the budget. In addition, the President hosts “Pizza with the President” forums every semester to provide students an opportunity to ask questions of the Cabinet, SGA, and the President. She also hosts open office hours.

Transparency Appraisal

With the launch of the new website and the new internal communications platform, the MarCom department has been working with departments across the College to revise content and, in some cases, to develop new content for external audiences. Updating and frequently sharing information is critical to a transparent and inclusive culture at the College and to engage new audiences and users. MarCom has established a representative group of content contributors from across campus to maintain and update content on these two platforms.

MassArt is working to enhance accessibility by adopting Website Content Accessibility Guidelines (WCAG) 2.0 – Level AA and WAI-ARIA to help make the web content accessible to people with disabilities and more user

friendly for everyone. Color contrast and legibility are particularly important components of the new MassArt brand standards, to be applied to all forms of communication.

MassArt is committed to providing students, faculty, librarians and staff with clearly articulated and fair procedures for adjudicating disputes and resolving grievances. The Student Handbook contains detailed information on the policies and procedures that guide student life and student rights and responsibilities. The Code of Student Conduct is reviewed annually and explains resolution procedures for cases after an incident is reported.

The All University Committee (AUC) serves as a review board for institutional policies. All institutional policies relative to the shared governance format are vetted by this committee, and/or its various sub-committees, with recommendations going directly to the President for action.

Managing changes in Federal and state laws and regulations can be a challenge, given the pace of change nationally and in the Commonwealth. To address this, the General Counsel oversees a compliance working group consisting of a cross section of administrators to review compliance and regulatory matters, and to determine strategies to address them. Utilizing a team-based approach, we have an optimal process that fits with our small size. At least once annually an update on the efforts of the working group is provided to the Board of Trustees.

Public Disclosure Description

MassArt is deeply invested in its [public disclosure efforts](#), as evidenced by a comprehensive website redesign, including a reorganization and expansion of information regularly sought by prospective students and their families, the general public, and internal community members.

MassArt's [Academic Catalog](#) is available on the website and is a comprehensive and central repository for information related to academic integrity, standards, policies and procedures, academic programs, admissions, and a range of compliance policies. The Catalog is the official source that outlines the obligations and responsibilities of students and the institution.

Learning outcomes are [listed](#) for each academic program, and examples of student work are displayed on the department's webpage. Photos of studio spaces, facilities, and equipment, as well as a robust virtual tour of campus, give prospective students an authentic view of the experience they can expect at MassArt. The MarCom department has developed a new story bank that features personal stories about alumni, faculty, staff, and students, their experiences at the College, and their backgrounds and values. The goal is for any website visitor to be able to see themselves in these life stories and feel at home at MassArt.

The [MassArt Institutional Research & Strategic Effectiveness Office](#) presents data on its website landing page related to performance measurements, enrollment, retention and graduation rates performance outcomes, financial aid, finance, and other data trends in [annual performance reports](#). The [About MassArt](#) page provides a snapshot of data, such as the number of students and faculty on campus and tuition and fees. Annually the College produces a performance report and a Vital Signs report ([2024](#)), a concise repository of data about the composition of the MassArt student body and faculty, admissions, retention and graduation rates, and cost of attendance.

A separate [Cost and Aid](#) section of the website provides detailed information about tuition and fees, housing, meal plan and expected costs beyond institutional charges. The site provides detailed information on financial

aid, including a net price calculator, as well as a [Financial Aid Counseling section](#) with an admissions timeline and list of deadlines, along with other helpful links. Information on withdrawal and refunds is available as well. The completion of the Integrated [Postsecondary Education Data System \(IPEDS\)](#) surveys is mandated by 20 USC 1094, Section 487(a)(17) for all institutions that participate in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965. In concert with the National Center for Education Statistics, IPEDS collects college-level data to provide publicly accessible and standardized information about postsecondary institutions. These [data](#) can be used to conduct various research and analyses on higher education institutions. MassArt consistently participates in submitting institutional data to IPEDS and monitors peer comparison data to inform decision-making.

MassArt is committed to protecting student privacy. Its [Family Educational Rights and Privacy Act \(FERPA\) webpage](#) contains information on the definition of “education record,” students’ right to access their records, and an FAQ. As a general rule, student information is protected from disclosure, with the exception of directory information, including a student’s name, local address, telephone number, hometown, field of study, dates of attendance, degrees and awards received (including departmental and graduation honors), and participation in the officially recognized College activities. Students may elect to withhold directory information from disclosure and this information is available as well.

In compliance with Massachusetts Public Records Law, MassArt hosts a [Public Records web page](#). This page is linked on MassArt’s [Public Disclosure](#) page. Members of the public may request access to public records from MassArt and review: the definition of what a public record is, guidelines to follow to format and submit a Public Records Request (PRR), the process of filing, costs associated with disclosure, the link to the Massachusetts Public Records Law, and contact information for MassArt’s Public Information Officer. The web page links to the complete text of the Public Records Session Law, and to the web page for MassArt’s office of Institutional Research and Strategic Effectiveness to access recent annual reports, vital signs, and outcomes reports, which may immediately satisfy the requestor’s information need.

An independent auditing firm conducts an annual review of the institution’s financial state and presents a report to the Board of Trustees. This review includes all student financial aid activities as well as the overall financial health of the College. These reports are filed annually with the Office of the State Comptroller and are available to the public.

Public Disclosure Appraisal

MassArt is dedicated to sharing an authentic view of the College, the student experience, learning outcomes, and examples of what one can do with a MassArt education. While faculty are regularly in touch with graduates from their departments, the Alumni Relations Office, in partnership with the office of Institutional Research and Strategic Effectiveness, is working to consolidate information on alumni outcomes through an alumni survey to be distributed in late spring/early summer of 2025.

The [Academic Catalog](#) is available in digital form on the website and is reviewed and updated annually. Real-time academic program updates to the digital catalog can be found in the addenda section, ensuring availability of the most current information. Also available is an archive of catalogs from prior academic years.

As a public college, MassArt draws students from a wide variety of backgrounds with a large percentage of students who need financial aid in order to pursue a higher education. MassArt provides opportunities for students to [apply for a variety of scholarships and aid](#). In addition, the institution, through the Mastodon Fund, offers emergency relief for students who need it.

Recently, the Commonwealth of Massachusetts unveiled the MassEducate Program for any Massachusetts resident to attend community college for free. MassArt is working to develop additional website content for community college students to share the most recent articulation agreements with various colleges, how to transfer to MassArt, and about any prerequisite requirements for students seeking to enter a particular major.

Projections

1. As part of an ongoing coordinated effort to improve communication, MarCom will continue to work with each division and department to ensure that the new intranet platform is a vital tool to support enhanced communications and information sharing. MarCom and the Alumni Office will work in partnership to regularly and consistently gather, update and share information about the impact and accomplishments of alumni with the community and prospective students.
2. The website for the Professional and Continuing Education division will be redesigned to provide a more robust platform for course and workshop registration. This should be completed over the next academic year.

APPENDICES

Appendix A

Affirmation of Compliance with Federal Regulations Relating to Title IV

Appendix B

E-Series Forms on Student Achievement and Success

Appendix C

Financial Forms

Appendix D

Most Recent Audited Financial Statements

Appendix E

Auditor's Management Letter

Appendix F

List of Supporting Documents (provided electronically or in the workroom)

APPENDIX A

Affirmation of Compliance with Federal Regulations Relating to Title IV

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 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	Transfer Credit Guidelines (https://massart.edu/admissions/transfer-students/transfer-credit-guidelines/)
Print Publications	Upon request
Self-study/Fifth-year Report Page Reference	Self-study, page 40

- 2. 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 9.18.)

URL	Student Handbook (https://massart.edu/student-life/student-handbook/); Academic Calendar (https://academic-catalog.massart.edu/); and Report a Concern (https://massart.edu/student-life/campus-safety/report-a-concern/)
Print Publications	Upon request
Self-study/Fifth-year Report Page Reference	Self-study, pages 50-51, 87, 89

- 3. 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	<p>MassArt establishes 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 by the following:</p> <ul style="list-style-type: none"> • We send zoom links to the email the person used to register for the course. Links are only ever sent to registered students. • Students in credit-bearing courses get a MassArt ID #, although they may not receive this before the start of the first class they take, but in the long run this is the more robust verification process as links would be sent to @massart.edu emails only. The timeliness of receipt is being addressed and could possibly be better resolved with our new course registration system (Modern Campus) to be implemented Fall 2025.
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	<ul style="list-style-type: none"> • 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. • The institution protects the privacy of online students' information with the same safeguards it uses for all students. • We have no extra charges related to verification of student identity.
Self-study/Fifth-year Report Page Reference	Self-study, page 43

4. 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. (NECHE Policy 77.)

URL	(https://massart.edu/about/institutional-effectiveness/accreditation/)
Print Publications	Upon request
Self-study/Fifth-year Report Page Reference	Self-study, page 10

The undersigned affirms that Massachusetts College of Art and Design meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:



Date:

January 29, 2025

[View MassArt's Accreditation information on our website.](#)

APPENDIX B

E-Series Forms on Student Achievement and Success

Form: E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS		
Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
Undergraduate Programs		
Undergraduate Learning Goals	Undergraduate Curriculum - Massachusetts College of Art and Design (MassArt)	<p>The MassArt community aspires to prepare our graduates to achieve the following:</p> <p>Generate a personal focus and contribute an independent voice to the world</p> <p>Work effectively within the tenets of art, design, and scholarship</p> <p>Seek opportunities and be ready to work as professionals in architecture; art education; art history; design; fine arts; and related fields</p> <p>Skillfully use a variety of materials, processes, tools, media, and strategies to serve their intent, learning more as needed</p> <p>Communicate clearly, creatively, and critically across a range of forms and contexts</p> <p>Connect ideas effectively within and across media and disciplines</p> <p>Refer to the fullest range of historical and contemporary art and design sources from across cultures and time</p> <p>Engage in ongoing cycles of critical and creative thinking, investigation, making, reviewing, and revising to realize ideas and works</p> <p>Evaluate, question, and challenge conformist thinking and create new paradigms</p> <p>Apply a wide range of research methods and technologies in gathering and analyzing information(e.g., texts, objects, images, events, behaviors) for art, design, and scholarship</p> <p>Engage effectively in individual and/or collaborative approaches to work</p> <p>Interact proactively and constructively with diverse local, national, and global communities</p> <p>Seek and incorporate sustainable practices for professional work</p> <p>Advocate for architects, art educators, art historians, artists and designers as important contributors to society</p>
Animation	Animation BFA - Massachusetts College of Art and Design (MassArt)	<p>Technology & Workflow</p> <p>Students learn the production skills needed to become a professional animator, which include technical proficiency, organizational structures, and ongoing development of self-education, or learning how to learn.</p> <p>Creative Process</p> <p>Students develop a creative process that involves risk-taking, intuition, collaboration, originality and the art of revision as it applies to animation.</p> <p>Critique & Assessment</p> <p>Students engage in extensive critiques of various methods as an integral part of learning through engaged participation, reflection, and subsequent action.</p> <p>Research & Context</p> <p>Students situate their studio practice in the historical, social and cultural contexts within and surrounding animation.</p>

Form:	E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS	
Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
Architecture	Architecture BFA - Massachusetts College of Art and Design (MassArt)	<p>LEARNING THROUGH MAKING</p> <p>Demonstrate ability to work in local community contexts. Understand architecture through constant analysis, fabrication, and exploration of the material consequences of design. Demonstrate abilities to work collaboratively across disciplines. Take appropriate risks to explore possibilities. Understand the realities and limitations of modern practice, accounting for environmental consequences and factors in sustainability. Blend art, design, and applied science in the design of energy efficient built environments. Understand building details, and state-of-the-art digital tools support design, presentation and modeling.</p> <p>LEARNING AND STUDIO CULTURE</p> <p>Contribute to the department's inclusive culture by actively participating on committees, through mentoring, and reviews.</p> <p>LEARNING THROUGH CRITICAL THINKING AND PRESENTING</p> <p>Produce work that clearly exhibits the diverse canons of building design, so that each of these vocabularies inform building production, ideation, and performance. Demonstrate the use of ordering systems, diagramming, and research in urban and building precedents to develop upper-level solutions. Ground projects in parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors. Understand social equity broadly, including social justice, accessibility, and civic engagement as it relates to architectural design. Understand the relationship of culture, environment and the built world. Use quality investigative research, writing, and graphic analysis in the design process.</p>
Architecture (contd)	Architecture BFA - Massachusetts College of Art and Design (MassArt)	<p>LEARNING CURRENT BUILDING PRACTICE, TECHNICAL SKILL, AND KNOWLEDGE</p> <p>Assess user needs as well as site and building constraints in the pre-design process. Interpret current building codes and regulations and apply to projects. Make technically precise drawings that reflect the complexities of a design, using digital and analog techniques. Outline material specifications and construction of models illustrating and identifying project assembly, systems, and components appropriate for a building design. Understand and use principle structural systems, gravitational, seismic, and lateral forces along with basic physics and mathematical principles.</p> <p>LEARNING THROUGH RESEARCH AND INTEGRATED STUDIES</p> <p>Make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. Understand and conduct research in the following three areas: 1. Research in Building Science and as Scientific Inquiry—addressing materials, technical details, climate, and ideas in construction that support innovation in sustainability. 2. Research in the Humanities—including the social systems, historic and therapeutic nature of applied humanistic theories to design problems. 3. Research in the Artistic Realm—those practice-based issues that address qualitative, rather than quantitative, issues in design.</p> <p>LEARNING THROUGH PROFESSIONAL PRACTICE</p> <p>Understand the architect's responsibility in all projects regardless of locale. Understand the ethics of professional practice.</p>

Form: E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS		
Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
Art Education	Art Education BFA - Massachusetts College of Art and Design (MassArt)	<p>Students will develop expertise in studio practices, learning and teaching</p> <p>Students will develop the dispositions (skills, inclination, alertness) as artist-educators</p> <p>How areas of expertise and roles interact dynamically.</p> <p>How to keep students' development and well-being at the core of their educational practice.</p> <p>To see their identity and position as artist-educators as professionals and leaders.</p> <p>How to nurture their own development through reflective practice over time.</p> <p>How models and theories interact with and support practice.</p> <p>How to respond sensitively to every individual's universal, group and unique characteristics.</p> <p>How meaning and meaning-making are embodied and embedded in contexts (language, behavior, and culture).</p> <p>How to seek, nurture, and use intuitive, observed, experienced, and logical connections and associations to develop understanding.</p> <p>How to select and use art-making, teaching, and scholarly research methods to suit purpose, context, and audience.</p> <p>How quality thinking requires not only skills, but also attitudes that drive engagement and focus attention on opportunities in contexts.</p>
Ceramics	Ceramics, BFA - Massachusetts College of Art and Design (MassArt)	<p>Communication Skills (written & verbal)</p> <p>Studio Practice (material safety, craftsmanship, studio habits, personal research, design principles, community & collaboration)</p> <p>History of the Field (traditional, historical, contemporary)</p> <p>Connection of the field and art to the world and society</p> <p>Agency (risk-taking, personal vocabulary,)</p> <p>Analyze and "Read" works of art (able to read and analyze objects in the world, including their own art)</p> <p>Cultural Humility (not privileging and one culture or POV)</p>
Communication Design	Communication Design, BFA - Massachusetts College of Art and Design (MassArt)	<p>Practiced a wide variety of approaches to problem solving through design</p> <p>Demonstrated proficiency in developing concepts as well as in implementing visual language and graphic form</p> <p>Designed for a variety of media including print, time-based and interactive, and gained expertise in matching media to content</p> <p>Applied the fundamental concepts of visualizing complex information</p> <p>Gained experience in designing systems that allow users to logically and easily interact with data</p> <p>Demonstrated proficiency in typography for both print and screen environments</p> <p>Developed competent critical language for analyzing and evaluating their own design work and the work of others</p> <p>Learned how to research and evaluate user and audience needs</p> <p>Worked effectively in a team</p> <p>Acquainted themselves, through readings and presentations, with current trends and people in historical and contemporary design</p> <p>Mastered a wide range of technical and craft skills, and gained a realistic understanding of how to implement their knowledge in a professional design environment</p>

Form:	E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS	
Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
Fashion Design	Fashion Design, BFA - Massachusetts College of Art and Design (MassArt)	<p>CONCEPT AND MESSAGE</p> <p>Produce innovative and original designs Understand design elements: color, line, texture, silhouette Use research to inform design development Appreciation for historical reference</p> <p>PERSONAL DEVELOPMENT</p> <p>Understanding of the creative process Build collaborative skills Build verbal and written communication skills Time management Professionalism</p> <p>CRITICAL THINKING</p> <p>Recognize the influence of major cultural and aesthetic trends Evaluate work of self and others with a critical eye Understanding team and group partnering</p> <p>TECHNICAL COMPETENCY</p> <p>Development and understanding of clothing construction and craft Development and understanding of flat pattern drafting and draping techniques Work effectively with industry standard software (Illustrator, Photoshop, Gerber)</p> <p>INDUSTRY AWARENESS</p> <p>Understanding apparel manufacturing and production procedures Market understanding through category and customer Connecting through internships and project collaborations Social consciousness</p> <p>PRESENTATION</p> <p>Create professional and organized presentations that reflect individual style Effectively communicate two- and three-dimensional designs Produce accurate and detailed technical flat drawings by hand and computer Produce a body of work – apparel lines/collections and portfolio suitable for seeking professional opportunities</p>

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Fibers	Fibers BFA - Massachusetts College of Art and Design (MassArt)	<p>Develop skill and an understanding of the importance of craftsmanship</p> <p>Understand a wide range of approaches and methodologies to problem solving</p> <p>Develop good working habits & self discipline</p> <p>Develop cross disciplinary awareness</p> <p>Develop an understanding of conceptual, symbolic and metaphoric issues</p> <p>Develop an awareness of historical, contemporary, cross-cultural issues and artists working in their field</p> <p>Encourage their personal vision and imaginations to become a tangible reality</p> <p>Develop a working knowledge of design principles</p> <p>Develop a sense of being an artist using life and studio experience to support their ideas</p> <p>Cooperative classroom experience</p> <p>Foster collaboration among peers</p> <p>Establish relationships/ work with community</p> <p>Safety: tools, equipment, materials, processes</p> <p>To assume the responsibility of the development of their own professional career in whatever direction it may take</p> <p>Participate in critical dialogue with peers in their field</p> <p>Develop professional and vocational resources</p> <p>Sustainability</p>
Film/Video	Film/Video, BFA - Massachusetts College of Art and Design (MassArt)	<p>To articulate and realize a personal vision with the moving image</p> <p>To develop and engage in a personal thesis project.</p> <p>To be passionate about their work and have the technical and conceptual skills to reach that vision.</p> <p>To gain confidence in their own skills as media makers.</p> <p>To be creative risk takers and problem solvers, and to learn from failure.</p> <p>To understand the history of the moving image and its various styles and genres and incorporate a critical analysis of the moving image into their work.</p> <p>To know how to do research, how to source and build resources for their work.</p> <p>To develop openness to listen to the critique of peers and faculty and thoughtfully incorporate relevant feedback to their work.</p> <p>To develop awareness of current film, video, installation practices in the global culture.</p> <p>To develop a respect and appreciation for diversity across a broad spectrum: racial, social, political, economic, gender, and in a socially sensitive art practice.</p>

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Glass	Glass, BFA - Massachusetts College of Art and Design (MassArt)	Develop skill and an understanding of the importance of craftsmanship Understand a wide range of approaches and methodologies to problem solving Develop good working habits & self discipline Develop cross disciplinary awareness Develop an understanding of conceptual, symbolic and metaphoric issues Develop an awareness of historical, contemporary, cross-cultural issues and artists working in their field Encourage their personal vision and imaginations to become a tangible reality Develop a working knowledge of design principles Develop a sense of being an artist using life and studio experience to support their ideas Cooperative classroom experience Foster collaboration among peers Establish relationships/ work with community Safety: tools, equipment, materials, processes To assume the responsibility of the development of their own professional career in whatever direction it may take Participate in critical dialogue with peers in their field Develop professional and vocational resources Sustainability
History of Art	History of Art, BFA - Massachusetts College of Art and Design (MassArt)	Develop a knowledge base of a broad range of time periods and cultures to draw upon in professional practice Recognize widely studied works of art from specific times/places Identify common characteristics of works of art from specific times/places Identify major historical and cultural characteristics of specific times/places Describe materials and processes used to create works of art Develop a knowledge base of a broad range of time periods and cultures Locate a variety of research resources Describe and differentiate works of art using appropriate vocabulary Draw connections between different works of art and artists Infer relationships between society and art Situate works of art in historical context, including quotation of earlier art Organize information for oral and written presentation Recognize different types of texts used in art historical analysis Formulate, research, and argue a hypothesis Evaluate an art historical argument Articulate theoretical and critical perspectives on art Evaluate the content and effectiveness of textual and electronic sources Bring to bear various ideas, approaches, and facts on the analysis of art Recognize the impact of historical works of art on contemporary art

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Humanities	Humanities - Massachusetts College of Art and Design (MassArt)	<p>In Humanities, students grow the knowledge, tools, skills, and habits to engage in the community and imagine new possibilities through their creative practices. In our courses, students:</p> <p>Cultivate close observation, self-reflection, and empathic and critical inquiry to understand the world and their place in it. Attend to the exploration and expression of craft, methods, form, purpose, and audience. Communicate ideas with honesty, respect for other viewpoints, and a commitment to the common good. Engage in responsible, curiosity-driven research to broaden their perspective and deepen the meaning of their work. Contextualize what they learn and create across historical, cultural, and global frameworks. Make their best work through revision, experimentation, and community-oriented critiques. Forge connections across fields of knowledge and with peers from all majors. Reflect on their intellectual, creative, and emotional growth and its impact across the college and on the community.</p>
Illustration	Illustration, BFA - Massachusetts College of Art and Design (MassArt)	<p>TECHNOLOGY & WORKFLOW Students learn the production skills needed to become a professional animator, which include technical proficiency, organizational structures, and ongoing development of self-education, or learning how to learn.</p> <p>CREATIVE PROCESS Students develop a creative process that involves risk-taking, intuition, collaboration, originality and the art of revision as it applies to animation.</p> <p>CRITIQUE & ASSESSMENT Students engage in extensive critiques of various methods as an integral part of learning through engaged participation, reflection, and subsequent action.</p> <p>RESEARCH & CONTEXT Students situate their studio practice in the historical, social and cultural contexts within and surrounding animation.</p>

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Industrial Design	https://massart.edu/program/industrial-design/bfa/	<p>FOUNDATIONAL KNOWLEDGE The history of industrial design, including the influence of various works and ideas on the evolution of design study and practice over time and across cultures. User experience, human factors, applied ergonomics, contextual inquiry, user preference studies, and usability assessments. How the products and systems you design are developed, realized, and distributed; what makes them valuable; and how they're related to environmental and societal issues and responsible design. Professional design practices and processes, including ethical behaviors and intellectual property issues such as patents, trademarks, and copyrights. Basic business practices and their relationship to industrial design as well as the ability to investigate and reconcile needs related to entrepreneurship, marketing, engineering, manufacturing, servicing, and ecological and social responsibility in the process associated with specific design projects.</p> <p>KEY SKILLS Designing products and experiences that perform specific tasks and solve predetermined problems. Using technologies and tools associated with multi-dimensional design representation, development, dissemination, and application. Researching, defining, and communicating about problems, variables, and requirements in the design process; conceptualizing and evaluating alternatives; and testing and refining solutions, including the ability to synthesize user needs in terms of value, aesthetics, and safety. Communicating concepts and specifications in verbal, written, and multiple media at levels ranging from abstraction and sketches to detailed multi-dimensional, functional, and visual representations. Collaborating and working effectively in interdisciplinary or multidisciplinary teams.</p> <p>EXPERIENTIAL LEARNING Field research and experience Internships Collaborative programs with professional and industry groups International experiences</p>

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Integrative Sciences and Biological Arts	https://massart.edu/program/integrative-sciences-and-biological-arts/	<p>Taken as a whole, the Integrative Sciences and Biological Arts curriculum is designed to teach students to:</p> <ul style="list-style-type: none"> Think critically and creatively Speak and write clearly and effectively Communicate precisely, cogently, and effectively Know facts, terms, methods/technologies, and persons important to a science, art/design/craft, and discipline Understand the experimental, observational, and empirical basis for determining truth in the physical, social, and biological sciences Critically study and undertake comparative/integrative approaches to scientific and artistic exploration Study and develop inclusive community/civic/public engagement centered on science communication Understand the social, political, environmental, economic complexities of human societies Explain, defend, and critique opposing points of view Consider moral and ethical problems from a variety of perspectives Respect, understand, evaluate, and undertake inter- and cross-disciplinary research in a variety of fields Contextualize and integrate science in their creative lives and work
Jewelry & Metalsmithing	Jewelry & Metalsmithing, BFA - Massachusetts College of Art and Design (MassArt)	<ul style="list-style-type: none"> Develop skill and an understanding of the importance of craftsmanship Understand a wide range of approaches and methodologies to problem solving Develop good working habits & self discipline Develop cross disciplinary awareness Develop an understanding of conceptual, symbolic and metaphoric issues Develop an awareness of historical, contemporary, cross-cultural issues and artists working in their field Encourage their personal vision and imaginations to become a tangible reality Develop a working knowledge of design principles Develop a sense of being an artist using life and studio experience to support their ideas Cooperative classroom experience Foster collaboration among peers Establish relationships/ work with community Safety: tools, equipment, materials, processes To assume the responsibility of the development of their own professional career in whatever direction it may take Participate in critical dialogue with peers in their field Develop professional and vocational resources Sustainability

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Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
Painting	Painting, BFA - Massachusetts College of Art and Design (MassArt)	<p>Appreciating the role of play, exploration, and investigation in creative practice</p> <p>Understanding and valuing perceptual, formal, and conceptual approaches</p> <p>Understanding and valuing the interdependence of approaches</p> <p>Understanding and embracing materials and methods of drawing</p> <p>Understanding and embracing materials and methods of painting</p> <p>Developing facility in visual analysis and verbal communication about processes, approaches, and presentations</p> <p>Understanding and appreciating historical and contemporary practice and works</p> <p>Developing personal thematic focus</p> <p>Developing clarity of thought and representation</p> <p>Developing innovations in process, approach, and presentation</p> <p>Understanding and appreciating the roles of artists in society</p> <p>Understanding the processes and practices of an artist's professional development</p>
Photography	Photography, BFA - Massachusetts College of Art and Design (MassArt)	<p>Develop visual, conceptual, and aesthetic expertise</p> <p>Learn black & white analog film and paper techniques</p> <p>Know color theory and color perception</p> <p>Develop digital media competence</p> <p>Gain aptitude with medium and large format and digital cameras and accessories</p> <p>Understand photographic history</p> <p>Become familiar with contemporary practices in photography</p> <p>Gain an understanding of professional practices</p> <p>Develop an ability to conduct critical analysis and articulate meaning, content, and ideas</p> <p>Exercise the discipline of studio practice</p>
Printmaking	Printmaking, BFA - Massachusetts College of Art and Design (MassArt)	<p>Appreciating the role of play, exploration, and investigation in creative practice</p> <p>Understanding and valuing perceptual, formal, and conceptual approaches</p> <p>Understanding and valuing the interdependence of approaches</p> <p>Understanding and embracing materials and methods of drawing</p> <p>Understanding and embracing materials and methods of printmaking</p> <p>Develop technical proficiency in printmaking processes</p> <p>Use of digital and photographic technologies as both interfaces and tools for creation</p> <p>Developing facility in visual analysis and verbal communication about processes, approaches, and presentations</p> <p>Understanding and appreciating historical and contemporary practice and works</p> <p>Developing personal thematic focus</p> <p>Developing clarity of thought and representation</p> <p>Developing innovations in process, approach, and presentation</p> <p>Understanding and appreciating the roles of artists in society</p> <p>Understanding the processes and practices of an artist's professional development</p>

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Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
Sculpture	Sculpture, BFA - Massachusetts College of Art and Design (MassArt)	<p>Communication Skills (written & verbal)</p> <p>Studio Practice (material safety, craftsmanship, studio habits, personal research, design principles, community & collaboration)</p> <p>History of the Field (traditional, historical, contemporary)</p> <p>Connection of the field and art to the world and society Agency (risk-taking, personal vocabulary)</p> <p>Analyze and "Read" works of art (able to read and analyze objects in the world, including their own art)</p> <p>Cultural Humility (not privileging and one culture or POV)</p>
Studio for Interrelated Media (SIM)	Studio for Interrelated Media (SIM), BFA - Massachusetts College of Art and Design (MassArt)	<p>Exercise critical thinking through making and analyzing the work's role in contemporary contexts</p> <p>Acquire the ability to think conceptually across many disciplines</p> <p>Acquire the ability to collaborate</p> <p>Learn how to articulate artistic goals and concepts, and translate them into actualized projects</p> <p>Practice self-study in the skills or topics that the student requires to meet their project goals</p> <p>Acquire the ability to respond creatively when the parameters in a given project change</p> <p>Use descriptive critique techniques (learn how to ask and formulate questions that will help the artist move forward and how to verbalize one's perceptions)</p> <p>Practice speaking and presenting to the public, whether or not public speaking is an avenue of expression</p> <p>Acquire hands-on skills in audio/visual technology, curatorial practice, community building, and interdisciplinary practice</p> <p>Learn to connect one's artistic practice to a wide range of artistic mediums, ideas and practice</p> <p>Engage in the cross-pollination of ideas and views in a diverse community</p> <p>Mentor and be mentored among students from different cohorts</p> <p>Identify one's strongest interests and seek out opportunities for pursuing them</p> <p>Demonstrate a high level of self-motivation, educational agency, and self-imposed standards</p> <p>Participate in self-governance</p> <p>Engage in the process of deconstructing assumptions about educational systems and work towards making change</p> <p>Learn to use the experience of failure as an educative tool</p>
Studio Foundation Curriculum	Studio Foundation, First-Year - Massachusetts College of Art and Design (MassArt)	<p>The Studio Foundation curriculum is required of all first-year students before they select a major for their sophomore year. Students arrive at MassArt with varying levels of experience, as well as differing interests and backgrounds. Studio Foundation introduces every first-year student to a wide variety of techniques and media that cut across traditions and technologies; something is new for everyone.</p> <p>As a first-year student, you will learn to develop projects through all stages of the creative process, from inception, to design, then construction, presentation, revision, and completion. You will learn how to effectively and wisely critique your own work and the work of others, while learning to situate your studio practice in the historical, social and cultural contexts of artmaking.</p>
Minors		

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Creative Writing Minor	Creative Writing - Massachusetts College of Art and Design (MassArt)	<p>Write poems, stories, plays, graphic narratives, and more</p> <p>Distinguish yourself as artist/designer and creative writer</p> <p>Meet other students with literary aspirations</p> <p>Connect art or design with writing</p> <p>Interact with established writers</p> <p>Read, perform, and publish artist's own work</p> <p>Discover innovative ways of writing and communicating</p> <p>Listen to and learn from diverse writers</p> <p>Put into practice what you learn from literature</p> <p>Broaden your understanding of social issues through writing</p> <p>Explore the world of contemporary creative writing</p>
Ceramics Minor	Ceramics Minor - Massachusetts College of Art and Design (MassArt)	<p>Learning outcomes for the 3D minor, under the scope of the FA3D department mission, are as follows:</p> <p>Develop skill and understanding of working with materials and processes in 3D studio classes.</p> <p>Cross-disciplinary awareness, expanding to / from their primary area of study.</p> <p>Working knowledge of art, craft, and design principles.</p> <p>Introduction to contemporary topics, cross-cultural issues, and artists working in the field.</p> <p>Implement healthy working habits, self-discipline, and best practices.</p> <p>Cooperative classroom/studio experience, fostering collaboration among peers.</p>
Fibers Minor	Fibers Minor - Massachusetts College of Art and Design (MassArt)	<p>Learning outcomes for the 3D minor, under the scope of the FA3D department mission, are as follows:</p> <p>Develop skill and understanding of working with materials and processes in 3D studio classes.</p> <p>Cross-disciplinary awareness, expanding to / from their primary area of study.</p> <p>Working knowledge of art, craft, and design principles.</p> <p>Introduction to contemporary topics, cross-cultural issues, and artists working in the field.</p> <p>Implement healthy working habits, self-discipline, and best practices.</p> <p>Cooperative classroom/studio experience, fostering collaboration among peers.</p>
Glass Minor	Glass Minor - Massachusetts College of Art and Design (MassArt)	<p>Learning outcomes for the 3D minor, under the scope of the FA3D department mission, are as follows:</p> <p>Develop skill and understanding of working with materials and processes in 3D studio classes.</p> <p>Cross-disciplinary awareness, expanding to / from their primary area of study.</p> <p>Working knowledge of art, craft, and design principles.</p> <p>Introduction to contemporary topics, cross-cultural issues, and artists working in the field.</p> <p>Implement healthy working habits, self-discipline, and best practices.</p> <p>Cooperative classroom/studio experience, fostering collaboration among peers.</p>

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Jewelry & Metalsmithing Minor	Jewelry & Metalsmithing, Minor - Massachusetts College of Art and Design (MassArt)	<p>Learning outcomes for the 3D minor, under the scope of the FA3D department mission, are as follows:</p> <p>Develop skill and understanding of working with materials and processes in 3D studio classes.</p> <p>Cross-disciplinary awareness, expanding to / from their primary area of study.</p> <p>Working knowledge of art, craft, and design principles.</p> <p>Introduction to contemporary topics, cross-cultural issues, and artists working in the field.</p> <p>Implement healthy working habits, self-discipline, and best practices.</p> <p>Cooperative classroom/studio experience, fostering collaboration among peers.</p>
Performing Arts Minor	Performing Arts - Massachusetts College of Art and Design (MassArt)	TBD by Colleges of the Fenway
Sculpture Minor	Sculpture, Minor - Massachusetts College of Art and Design (MassArt)	<p>Learning outcomes for the 3D minor, under the scope of the FA3D department mission, are as follows:</p> <p>Develop skill and understanding of working with materials and processes in 3D studio classes.</p> <p>Cross-disciplinary awareness, expanding to / from their primary area of study.</p> <p>Working knowledge of art, craft, and design principles.</p> <p>Introduction to contemporary topics, cross-cultural issues, and artists working in the field.</p> <p>Implement healthy working habits, self-discipline, and best practices.</p> <p>Cooperative classroom/studio experience, fostering collaboration among peers.</p>
Sustainability Minor	Sustainability - Massachusetts College of Art and Design (MassArt)	<p>Learn about issues of sustainability across academic and studio disciplines.</p> <p>Understand the implications of sustainability for your practice as an artist or designer.</p> <p>Meet other students exploring sustainability practices.</p> <p>Focus connections between your Liberal Arts requirements and your studio practice.</p> <p>Interact with sustainability practitioners in a variety of fields, inside and outside of MassArt.</p> <p>Explore interdisciplinary collaboration and problem solving to develop innovative solutions to current sustainability issues.</p> <p>Draw upon the resources of the Colleges of the Fenway community through coursework with sustainability practitioners in different disciplines.</p> <p>Experience civic engagement through community service in an organization dedicated to sustainability practice.</p>
Graduate Programs		

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MA Architecture	Architecture M.Arch - Massachusetts College of Art and Design (MassArt)	<p>LEARNING THROUGH MAKING Demonstrate ability to work in local community contexts. Understand architecture through constant analysis, fabrication, and exploration of the material consequences of design. Demonstrate abilities to work collaboratively across disciplines. Take appropriate risks to explore possibilities. Understand the realities and limitations of modern practice, accounting for environmental consequences and factors in sustainability. Blend art, design, and applied science in the design of energy efficient built environments. Understand building details, and state-of-the-art digital tools support design, presentation and modeling.</p> <p>LEARNING AND STUDIO CULTURE Contribute to the department's inclusive culture by actively participating on committees, through mentoring, and reviews.</p> <p>LEARNING THROUGH CRITICAL THINKING AND PRESENTING Produce work that clearly exhibits the diverse canons of building design, so that each of these vocabularies inform building production, ideation, and performance. Demonstrate the use of ordering systems, diagramming, and research in urban and building precedents to develop upper-level solutions. Ground projects in parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors. Understand social equity broadly, including social justice, accessibility, and civic engagement as it relates to architectural design. Understand the relationship of culture, environment and the built world. Use quality investigative research, writing, and graphic analysis in the design process.</p>
MA Architecture (contd)	Architecture M.Arch - Massachusetts College of Art and Design (MassArt)	<p>LEARNING CURRENT BUILDING PRACTICE, TECHNICAL SKILL, AND KNOWLEDGE Assess user needs as well as site and building constraints in the pre-design process. Interpret current building codes and regulations and apply to projects. Make technically precise drawings that reflect the complexities of a design, using digital and analog techniques. Outline material specifications and construction of models illustrating and identifying project assembly, systems, and components appropriate for a building design. Understand and use principle structural systems, gravitational, seismic, and lateral forces along with basic physics and mathematical principles.</p> <p>LEARNING THROUGH RESEARCH AND INTEGRATED STUDIES Make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. Understand and conduct research in the following three areas: 1. Research in Building Science and as Scientific Inquiry—addressing materials, technical details, climate, and ideas in construction that support innovation in sustainability. 2. Research in the Humanities—including the social systems, historic and therapeutic nature of applied humanistic theories to design problems. 3. Research in the Artistic Realm—those practice-based issues that address qualitative, rather than quantitative, issues in design.</p> <p>LEARNING THROUGH PROFESSIONAL PRACTICE Understand the architect's responsibility in all projects regardless of locale. Understand the ethics of professional practice.</p>

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BFA-MA 4+1 (Art Education)	Art Education BFA/MA 4+1 - Massachusetts College of Art and Design (MassArt)	<p>Appreciate the role of art practice at the center of quality art teaching and art learning, and and reinvigorate and enhance studio practices as members of the field of practicing, contemporary artists</p> <p>Apply art learning and teaching skills and attitudes in curriculum development, instruction, and assessment</p> <p>Refine their studio practices as contemporary artists;</p> <p>Understand the critical contexts of art education through lenses of the contemporary, the historical, and social justice</p> <p>Understand and participate in presentation practices (professional practice) and out-of-classroom roles as educational leaders within and beyond their schools and districts</p>
BFA-MAT 4+1 (Art Education)	Art Education BFA/MAT 4+1 - Massachusetts College of Art and Design (MassArt)	<p>Gain understanding of the relationship between studio practice and teaching</p> <p>Apply pedagogical theory in curriculum development</p> <p>Gain experience in classroom leadership</p> <p>Complete required practicum towards initial licensure</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's own artwork, in one's teaching</p> <p>Understand teaching for diverse populations, and for diverse learning styles</p> <p>Gain understanding of aesthetics and contemporary art theory</p> <p>Rejuvenate studio practice</p> <p>Complete required coursework towards professional licensure</p> <p>Gain familiarity with contemporary media for art-making.</p>
MAT (Art Education/Teaching)	Art Education MAT - Massachusetts College of Art and Design (MassArt)	<p>Gain understanding of the relationship between studio practice and teaching</p> <p>Apply pedagogical theory in curriculum development</p> <p>Gain experience in classroom leadership</p> <p>Complete required practicum towards initial licensure</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's own artwork, in one's teaching</p> <p>Understand teaching for diverse populations, and for diverse learning styles</p> <p>Gain understanding of aesthetics and contemporary art theory</p> <p>Rejuvenate studio practice</p> <p>Complete required coursework towards professional licensure</p> <p>Gain familiarity with contemporary media for art-making</p>

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MDes Design Innovation	Design Innovation, MDes - Massachusetts College of Art and Design (MassArt)	<p>Design and develop experience design, service design and cross-disciplinary design projects</p> <p>Develop empathy and understanding relating to client/constituency needs and to the creation of solutions that resonate with them</p> <p>Ability to systematically deconstruct and analyze problems, synthesize findings, and come to creative solutions applicable to business and design</p> <p>Understand the role of design in culture and commerce</p> <p>Develop the contextual language of business and design, and gain business skills relative to the creative economy</p> <p>Gain communication skills relative to leadership, business, and multiple audiences</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's design practice and in the discipline of design</p> <p>Develop the aesthetic sensitivity, technical competence, awareness and analytical thought necessary to design solutions for social, economic, environmental and global challenges</p> <p>Team leadership and understanding of how to motivate interdisciplinary teams, and collaboration skills</p> <p>Ability to verbally and visually present work in a professional manner</p> <p>Hands-on graphic visualization, technical drawing, model making and prototype development</p>
MFA Dynamic Media Institute	Dynamic Media Institute, MFA Design - Massachusetts College of Art and Design (MassArt)	<p>Produce a comprehensive thesis project and thesis book relating to interactive communication design on a topic of personal interest</p> <p>Apply design thinking to, and conceive of new ways of designing for a wide range of human interaction, communication and multi-sensory experience</p> <p>Utilize a range of research techniques including text reviews, experimentation and prototyping</p> <p>Present technical information and data visually and dynamically, and translate non-visual experience into visual forms</p> <p>Experiment with sound, motion, gesture, narrative, mapping, in design applications</p> <p>Apply state-of-the-art technology to graphic and dynamic studio work</p> <p>Understand of the theoretical underpinnings of historical and contemporary communication design, achieving a solid intellectual and historical framework for thinking about the work one creates</p> <p>Develop skill in communicating with, and learning from, people across disciplines, learning the language of multiple disciplines, and synthesizing multiple points of view</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's design practice and in the discipline of design</p> <p>Develop presentation skills including public speaking, visual presentations, and writing</p> <p>Understand a range of professional pathways for careers in dynamic media, as leaders in the design field, educators, practitioners, and entrepreneurs</p>

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Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
MFA Studio Arts (Fine Arts 2D & 3D)	https://massart.edu/program/studio-arts/mfa/	<p>Create a 21st century studio practice based on personal vision to develop a body of work that is unique and reflects an authentic perspective</p> <p>Demonstrate technical and formal proficiency in chosen media, alongside openness to investigations in other disciplines</p> <p>Locate one's work within contemporary art, art history, and larger cultural contexts</p> <p>Strengthen visual analysis and verbal articulation skills as a foundation for critical dialogue and conceptual frameworks.</p> <p>Develop awareness of the diverse cultural, historical, and experiential dimensions in one's own artwork and in that of others, as tied to geography, time, and larger ideologies</p> <p>Demonstrate best practices in the studio, including well-being and safe use of tools, equipment, and materials</p> <p>Acquire professional skills for sustainable studio practices beyond the educational context, including the ability to present, write about, and discuss your work.</p>
MFA Film/Video	MFA Film/Video - Massachusetts College of Art and Design (MassArt)	<p>Develop a professional studio practice, with personal content and vision</p> <p>Advance technical knowledge and skill in film and/or video, and in other media as needed</p> <p>Expand the media in which time-based work can be produced</p> <p>Understand the work in relation to the anticipated audience</p> <p>Understand one's work in relation to contemporary art and art history</p> <p>Develop the ability to critique peers' work across disciplines</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's own artwork and in that of one's peers</p> <p>Develop presentation skills including public speaking, proposal writing, exhibition guidelines and artist's statement</p> <p>Exhibit one's work in a professional setting and in a professional manner. Students may also participate in other exhibitions and curatorial opportunities at the college or other venues</p> <p>Understand how to engage in professional organizations and events for career development</p> <p>Develop knowledge of major historical and cultural characteristics of specific times /places. Infer relationships between society and art</p> <p>Recognize various types of texts used in art historical analysis, and evaluate their content and effectiveness. Use various ideas, approaches and facts in the analysis of art. Formulate, research and argue a hypothesis. Articulate verbally and in writing, theoretical and critical perspectives on art</p> <p>Recognize the impact of historical works of art on contemporary art</p> <p>Draw connections between various artworks, artists and concepts</p> <p>Collaborate with artists in other disciplines</p>

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Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
MFA Low Residency (Interdisciplinary Fine Arts)	MFA Low Residency program - Massachusetts College of Art and Design (MassArt)	<p>Develop a professional studio practice, with personal content and vision</p> <p>Advance technical knowledge and skill across media selected by the student</p> <p>Develop the ability to critique peers' work across disciplines</p> <p>Understand one's work in relation to contemporary art and art history</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's own artwork and in that of one's peers</p> <p>Develop presentations skills including public speaking and written artists' statement</p> <p>Exhibit one's work in a professional setting and in a professional manner</p> <p>Develop knowledge of major historical and cultural characteristics of specific times /places. Infer relationships between society and art</p> <p>Recognize various types of texts used in art historical analysis, and evaluate their content and effectiveness. Use various ideas, approaches and facts in the analysis of art. Formulate, research and argue a hypothesis. Articulate verbally and in writing, theoretical and critical perspectives on art</p> <p>Recognize the impact of historical works of art on contemporary art</p> <p>Draw connections between various artworks, artists and concepts, across a range of disciplines</p>
MFA Photography	MFA Photography - Massachusetts College of Art and Design (MassArt)	<p>Experiment with formal and conceptual invention as you develop a coherent body of work of depth and integrity on a personally chosen topic, which may or may not extend over the two year program.</p> <p>Refine technical expertise in photography and acquire new skills in other media.</p> <p>Bridge the visual language of photography with the written word and public speaking.</p> <p>Understand one's work in relation to contemporary art and art history by incorporating scholarly research, critical theory and analysis, and an awareness of historical and contemporary practices.</p> <p>Develop the ability to critique peers' work across disciplines to speak thoughtfully about the work of others.</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's own artwork, and in that of one's peers.</p> <p>Exhibit one's work in a professional manner in the thesis exhibition. Students may also participate in other exhibitions and curatorial opportunities at the college.</p> <p>Understand a range of professional pathways for careers in the arts.</p> <p>Collaborate with artists in other disciplines.</p>
Postbaccalaureate Programs		

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Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Student Learning Outcomes
Postbac Dynamic Media Institute	Dynamic Media Institute, Postbac Certificate - Massachusetts College of Art and Design (MassArt)	<p>Produce a comprehensive thesis project and thesis book relating to interactive communication design on a topic of personal interest</p> <p>Apply design thinking to, and conceive of new ways of designing for a wide range of human interaction, communication and multi-sensory experience</p> <p>Utilize a range of research techniques including text reviews, experimentation and prototyping</p> <p>Present technical information and data visually and dynamically, and translate non-visual experience into visual forms</p> <p>Experiment with sound, motion, gesture, narrative, mapping, in design applications</p> <p>Apply state-of-the-art technology to graphic and dynamic studio work</p> <p>Understand of the theoretical underpinnings of historical and contemporary communication design, achieving a solid intellectual and historical framework for thinking about the work one creates</p> <p>Develop skill in communicating with, and learning from, people across disciplines, learning the language of multiple disciplines, and synthesizing multiple points of view</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's design practice and in the discipline of design</p> <p>Develop presentation skills including public speaking, visual presentations, and writing</p> <p>Understand a range of professional pathways for careers in dynamic media, as leaders in the design field, educators, practitioners, and entrepreneurs</p>
Postbac Photography	Photography, Postbac Certificate - Massachusetts College of Art and Design (MassArt)	<p>Experiment with formal and conceptual invention as you develop a coherent body of work of depth and integrity on a personally chosen topic which may or may not extend over the two year program</p> <p>Refine technical expertise in photography and acquire new skills in other media</p> <p>Bridge the visual language of photography with the written word and public speaking</p> <p>Understand one's work in relation to contemporary art and art history by incorporating scholarly research, critical theory and analysis, and an awareness of historical and contemporary practices.</p> <p>Develop the ability to critique peers' work across disciplines to speak thoughtfully about the work of others</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's own artwork and in that of one's peers</p> <p>Exhibit one's work in a professional manner in the thesis exhibition. Students may also participate in other exhibitions and curatorial opportunities at the college.</p> <p>Understand a range of professional pathways for careers in the arts.</p> <p>Collaborate with artists in other disciplines</p>
Postbac Teacher Preparation Program (TPP)	Art Education TPP - Massachusetts College of Art and Design (MassArt)	<p>Gain understanding of the relationship between studio practice and teaching</p> <p>Apply pedagogical theory in curriculum development</p> <p>Gain experience in classroom leadership</p> <p>Complete required practicum towards initial licensure</p> <p>Develop awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's own artwork and in one's teaching</p> <p>Understand teaching for diverse populations, and for diverse learning styles</p>

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Undergraduate Programs					
Undergraduate Learning Goals	Undergraduate Curriculum - Massachusetts College of Art and Design (MassArt)	All undergraduates must fulfill their degree requirements by earning passing credits for general education and major required courses. Faculty of Record for each course oversees students' enrolled in their course receive a corresponding grade based on performance on course assignments. Each class-level based on major has varying end of term reviews/critiques and/or capstone/portfolio requirements that are assessed. Licensure exams are handled by the licensing agency but students are provided support to successfully pass exams accordingly. The Registrar's Office audits students' records to verify their degree completion criteria. The institution tracks and monitors retention, graduation rates, and degree awarded and reports these outcomes at the state and federal levels.	Departments review and discuss student learning outcomes throughout the academic year during their faculty meetings. Faculty assess student outcomes at their course level. The Registrar's Office verifies students have met all educational requirements of their degree at the institutional level. Any curriculum changes are submitted by the faculty and/or department and are overseen by the Curriculum Committee at the departmental level, then reviewed by the institutional Curriculum Committee.	Curricular content continues to be evaluated and evolves as faculty and curriculum committees discuss the results of learning and expected student outcomes.	See below
Animation	Animation BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://docs.google.com/document/d/1B7SWgSWccOq6eurV7iTkCdZdDUU0-1POqGIXtVfZJs/edit?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	Currently working on developing department technical standards and possibly move the assessments during the sophomore and junior reviews.	2018-2019
Architecture	Architecture BFA - Massachusetts College of Art and Design (MassArt)	NAAB accredited - standards are set Criteria: self-assessment and peer-to-peer review Photographs of or Drawings of design with the corresponding description of design and build materials Senior Thesis Review with a Jury + Faculty audience (Jury are external practicing architecture and design experts) Ongoing critique part of assignment and project reviews Uses multiple modes of learning: visual, tactile, kinesthetic Repetitious Review and Critique: Observe, Draw, Infer https://docs.google.com/document/d/1B7SWgSWccOq6eurV7iTkCdZdDUU0-1POqGIXtVfZJs/edit?usp=sharing	Cyclical curriculum review and development by faculty in the department The internal process to review the curriculum and practicum of this program enables a distinguishable ability for faculty to adapt its pedagogy and learning outcomes. The addition of a fabrication course requirement at the undergraduate and graduate levels incorporates a structural engineering component to students' foundational learning. The constant and iterative process of creating, building, and critiquing students' work by faculty and external experts enables innovative course developments to expand knowledge and skills.	The addition of a fabrication course requirement at the undergraduate and graduate levels incorporates a structural engineering component to students' foundational learning. This change was the result of review of the students' knowledge of structures.	2023-2024
Art Education	Art Education BFA - Massachusetts College of Art and Design (MassArt)	DESE accredited - standards are set through requirements for licensure. In order for students to advance in our program, they need to be assessed using "Gateway tasks"— benchmark assessments required by DESE for Education Preparation Programs. These talks are aligned with Massachusetts Tests for Educator Licensure (MTEL) Exit survey conducted annually Program has capstone course which includes the development of a teaching portfolio https://docs.google.com/document/d/1B7SWgSWccOq6eurV7iTkCdZdDUU0-1POqGIXtVfZJs/edit?usp=sharing	Cyclical curriculum review and development by faculty in the department. Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President	In 2022-23 students' progress through Gateway Tasks was reviewed. The outcome identified a need for enhanced staffing needs in our Pre-Practicum II course	DESE: full approval in March 2018
Ceramics	Ceramics BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://docs.google.com/document/d/1IZOeb490YmDabsnp_nQwXG7Wh1TkRDWQ/edit	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDabsnp_nQwXG7Wh1TkRDWQ/edit	2019-2020 (Fine Arts 3D)

[View the spreadsheet](#)

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Communication Design	Communication Design, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://docs.google.com/document/d/1B7SWgSWccQg6eurV7ItkCdZdDUUQ-1POqGIXtVZJs/edit?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/163k3IUOXNxaYCx7gKcqYvcA9i4-yEo1IMxSELbace48/edit?tab=t_0	2023-2024 (Postponed)
Fashion Design	Fashion Design, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://drive.google.com/file/d/1e57L7pTmwN3K8_Q9MrSSxkdhdh_7G-gy/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1e57L7pTmwN3K8_Q9MrSSxkdhdh_7G-gy/view?usp=sharing	2018-2019
Fibers	Fibers BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&oid=107959722752703382699&rtopf=true&sd=true	2019-2020 (Fine Arts 3D)
Film/Video	Film/Video, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://drive.google.com/file/d/1IPqP054XHbgClw5leEqBaQpiqPanH5WR/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1IPqP054XHbgClw5leEqBaQpiqPanH5WR/view?usp=sharing	2023-2024
Glass	Glass, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&oid=107959722752703382699&rtopf=true&sd=true	2019-2020 (Fine Arts 3D)
History of Art	History of Art, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://docs.google.com/document/d/1QAEzMrs1wk8dL6B6Z3VqXRuqZHMTfEm/edit?usp=sharing&oid=107959722752703382699&rtopf=true&sd=true	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1QAEzMrs1wk8dL6B6Z3VqXRuqZHMTfEm/edit?usp=sharing&oid=107959722752703382699&rtopf=true&sd=true	2022-2023 (Postponed)
Humanities	Humanities - Massachusetts College of Art and Design (MassArt)	Review Boards https://drive.google.com/file/d/1ToHelEKSSGsulcBjSl-F3BsmA007jv5p/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1ToHelEKSSGsulcBjSl-F3BsmA007jv5p/view?usp=sharing	2022-2023 (Postponed)
Illustration	Illustration, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://drive.google.com/file/d/1tpJq190QBCX70UsXZGuGsPR2KyLCXdLy/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1tpJq190QBCX70UsXZGuGsPR2KyLCXdLy/view?usp=sharing	2024-2025
Industrial Design	https://massart.edu/program/industrial-design/bfa/	Review Boards https://drive.google.com/file/d/1k8oK8XNg6krSO1tg63nkIIP0GaTTS_yJ/view?usp=drive_link	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1k8oK8XNg6krSO1tg63nkIIP0GaTTS_yJ/view?usp=drive_link	2018-20219
Integrative Sciences and Biological Arts	https://massart.edu/program/integrative-sciences-and-biological-arts/	Review Boards https://drive.google.com/file/d/1aUyNGooDNM8kQPgbvIAmSSM0KOi81mD/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1aUyNGooDNM8kQPgbvIAmSSM0KOi81mD/view?usp=sharing	New department in 2023-2024
Jewelry & Metalsmithing	Jewelry & Metalsmithing, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&oid=107959722752703382699&rtopf=true&sd=true	2019-2020 (Fine Arts 3D)
Painting	Painting, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://drive.google.com/file/d/1c73DdVFENUyyaa313yN7tgtR4d3ybG10/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1c73DdVFENUyyaa313yN7tgtR4d3ybG10/view?usp=sharing	2024-2025 (Fine Arts 2D)

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Photography	Photography, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://drive.google.com/file/d/12xOGzkxQuaHEx7Dxr6Xz01ZTK13HrV8H/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/12xOGzkxQuaHEx7Dxr6Xz01ZTK13HrV8H/view?usp=sharing	2022-2023
Printmaking	Printmaking, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://drive.google.com/file/d/1c73DdVFENUyyaa313yN7tgtR4d3ybG10/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1c73DdVFENUyyaa313yN7tgtR4d3ybG10/view?usp=sharing	2024-2025 (Fine Arts 2D)
Sculpture	Sculpture, BFA - Massachusetts College of Art and Design (MassArt)	Review Boards https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&ouid=107959722752703382699&rtopf=true&sd=true	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&ouid=107959722752703382699&rtopf=true&sd=true	2019-2020 (Fine Arts 3D)
Studio for Interrelated Media (SIM)	Studio for Interrelated Media (SIM), BFA - Massachusetts College of Art and Design (MassArt)	Review Boards self-evaluation faculty critique narrative of expectation met of outcomes at the JR and SR level criteria https://drive.google.com/file/d/1FIEEpgzGBNTS-HY82it96FjVstaW7ONx/view?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1FIEEpgzGBNTS-HY82it96FjVstaW7ONx/view?usp=sharing	2024-2025
Studio Foundation Curriculum	Studio Foundation, First-Year - Massachusetts College of Art and Design (MassArt)	Not required to participate in any review boards but are required to complete a Form Study Project where they demonstrate the ability to critically review the students' knowledge of their concept and use of form https://docs.google.com/document/d/1B7SWgSWccOq6eurV7iTkCdZdDUU0-1POqGIXtVfZJs/edit?usp=sharing	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1fQ1_UwakdrbDm2JA1dSBS5SbaclKgikd/view?usp=sharing	2022-2023 (Postponed)
Minors					
Creative Writing Minor	Creative Writing - Massachusetts College of Art and Design (MassArt)	Refer to Major	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://drive.google.com/file/d/1F7C0Bym7-5t5JpTUV9zGHWzDDegRWsdZ/view?usp=drive_link	2022-2023 (Postponed)
Ceramics Minor	Ceramics Minor - Massachusetts College of Art and Design (MassArt)	Refer to Major	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&ouid=107959722752703382699&rtopf=true&sd=true	2019-2020 (Fine Arts 3D)
Fibers Minor	Fibers Minor - Massachusetts College of Art and Design (MassArt)	Refer to Major	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&ouid=107959722752703382699&rtopf=true&sd=true	2019-2020 (Fine Arts 3D)
Glass Minor	Glass, Minor - Massachusetts College of Art and Design (MassArt)	Refer to Major	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&ouid=107959722752703382699&rtopf=true&sd=true	2019-2020 (Fine Arts 3D)
Jewelry & Metalsmithing Minor	Jewelry & Metalsmithing, Minor - Massachusetts College of Art and Design (MassArt)	Refer to Major	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDABsnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&ouid=107959722752703382699&rtopf=true&sd=true	2019-2020 (Fine Arts 3D)
Performing Arts Minor	Performing Arts - Massachusetts College of Art and Design (MassArt)	TBD	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	TBD	TBD

[View the spreadsheet](#)

Form: E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
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)
Sculpture Minor	Sculpture Minor - Massachusetts College of Art and Design (MassArt)	Refer to Major	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	https://docs.google.com/document/d/1IZOeb490YmDAbnnp_nQwXG7Wh1TkRDWQ/edit?usp=sharing&ouid=107959722752703382699&rtopof=true&sd=true	2019-2020 (Fine Arts 3D)
Sustainability Minor	Sustainability - Massachusetts College of Art and Design (MassArt)	TBD	Faculty review, discuss, and act on outcomes. As a group they determine what and how a process is refined and what curriculum outcomes need to be addressed. When appropriate curricular change is submitted to the Curriculum Committee for approval.	TBD	New program
Graduate Programs					
MA Architecture	Architecture M.Arch - Massachusetts College of Art and Design (MassArt)	<p>NAAB accredited - standards are set through requirements for licensure</p> <p>Studio courses are project based: assessment is a mix of 1:1 feedback from faculty while projects are in process and review, or juries where work is presented and critique is provided by peers. Faculty and end of semester reviews include guest critics from the field.</p> <p>Senior Thesis Review include an exhibition and presentation to a Jury + Faculty audience (Jury are external practicing architecture and design experts)</p> <p>https://docs.google.com/document/d/1B7SWgSWccOq6eurV7iTkCdZdDUU0-1POqGIXtVfZJs/edit?usp=sharing</p>	<p>Cyclical curriculum review and development by faculty in the department</p> <p>The iterative process of creating, building, and critiquing students' work by faculty and external experts enables innovative course developments that support expansion or adjustment of knowledge and skills within each course or cohort of students.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	The addition of a fabrication course requirement at the undergraduate and graduate levels incorporates a structural engineering component to students' foundational learning. This change was the result of review of the students' knowledge of structures.	2023-2024
BFA-MA 4+1 (Art Education)	Art Education BFA/MA 4+1 - Massachusetts College of Art and Design (MassArt)	<p>DESE accredited - standards are set through requirements for licensure.</p> <p>In order for students to advance in our program, they need to be assessed using "Gateway tasks"— benchmark assessments required by DESE for Education Preparation Programs. These talks are aligned with Massachusetts Tests for Educator Licensure (MTEL)</p> <p>Exit survey conducted annually</p> <p>Program has capstone course which includes the development of a teaching portfolio</p> <p>https://docs.google.com/document/d/1B7SWgSWccOq6eurV7iTkCdZdDUU0-1POqGIXtVfZJs/edit?usp=sharing</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	In 2022-23 students' progress through Gateway Tasks was reviewed. The outcome identified a need for enhanced staffing needs in our Pre-Practicum II course	DESE: full approval in March 2018
BFA-MAT 4+1 (Art Education)	Art Education BFA/MAT 4+1 - Massachusetts College of Art and Design (MassArt)	<p>DESE accredited - standards are set through requirements for licensure.</p> <p>In order for students to advance in our program, they need to be assessed using "Gateway tasks"— benchmark assessments required by DESE for Education Preparation Programs. These talks are aligned with Massachusetts Tests for Educator Licensure (MTEL)</p> <p>Exit survey conducted annually</p> <p>Program has capstone course which includes the development of a teaching portfolio</p> <p>https://docs.google.com/document/d/1B7SWgSWccOq6eurV7iTkCdZdDUU0-1POqGIXtVfZJs/edit?usp=sharing</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	In 2022-23 students' progress through Gateway Tasks was reviewed. The outcome identified a need for enhanced staffing needs in our Pre-Practicum II course	DESE: full approval in March 2018

Form: E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
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)
MAT (Art Education/Teaching)	Art Education MAT - Massachusetts College of Art and Design (MassArt)	<p>DESE accredited - standards are set through requirements for licensure.</p> <p>In order for students to advance in our program, they need to be assessed using "Gateway tasks"— benchmark assessments required by DESE for Education Preparation Programs. These talks are aligned with Massachusetts Tests for Educator Licensure (MTEL)</p> <p>Exit survey conducted annually</p> <p>Program has capstone course which includes the development of a teaching portfolio</p> <p>https://docs.google.com/document/d/1B7SWgSWccOq6eurV7ITkCdZdDUU0-1POqGIXtVfZJs/edit?usp=sharing</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	In 2022-23 students' progress through Gateway Tasks was reviewed. The outcome identified a need for enhanced staffing needs in our Pre-Practicum II course	DESE: full approval in March 2018
MDes Design Innovation	Design Innovation, MDes - Massachusetts College of Art and Design (MassArt)	<p>Students participate to the annual Global Service Jam where leadership and collaboration skills are assessed</p> <p>All students create and present a Thesis Book to a panel of peers, faculty and external professionals</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	In 2022/23 review "leadership" training courses were reviewed and shifts made to bolster learning, including a commitment to participate in Global Service Jam	2022/23
MFA Dynamic Media Institute	Dynamic Media Institute, MFA Design - Massachusetts College of Art and Design (MassArt)	<p>All students create and present a Thesis Book to a panel of peers, faculty and external professionals</p> <p>Fresh Media is DMI's annual exhibition, organized by students to showcase the diverse array of work created by the program's MFA candidates.</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	In 2023/24 several recommendations were made, one which has been implemented is the creation of dedicated space open for DMI students to work on projects together.	2023/24
MFA Studio Arts (Fine Arts 2D & 3D)	https://massart.edu/program/studio-arts/mfa/	<p>In the Fall of the second year students participate in "walkthroughs" as they prepare for their thesis work, this all day review includes students and faculty from across the fine arts programs (Studio Arts, Photography and Film/video) as well as guest critics</p> <p>All fine arts students develop a body of work and a written component for their thesis. There is a public presentation of this capstone work.</p> <p>Additionally, artwork is reviewed by a guest curator and exhibited in a group show at the SoWa Gallery and the Doran Gallery.</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	<p>A 2023/24 review of the program noted that cohort sizes are small and students benefited from cross-disciplinary dialogue. A decision was made to combine what was historically separate degrees in 2D and 3D studio art into one program- Studio Arts, with concentrations in specific studio disciplines and revised learning outcomes</p> <p>https://drive.google.com/file/d/1c73DdVFENUyyaa313yN7igtR4d3ybG10/view?usp=sharing</p>	2019/20
MFA Film/Video	MFA Film/Video - Massachusetts College of Art and Design (MassArt)	<p>In the Fall of the second year students participate in "walkthroughs" as they prepare for their thesis work, this all day review includes students and faculty from across the fine arts programs (Studio Arts, Photography and Film/video) as well as guest critics</p> <p>All fine arts students develop a body of work and a written component for their thesis. There is a public presentation of this capstone work.</p> <p>Additionally, artwork is reviewed by a guest curator and exhibited in a group show at the SoWa Gallery and the Doran Gallery.</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	Not Available	2023/24

Form: E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
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)
MFA Low Residency (Interdisciplinary Fine Arts)	MFA Low Residency program - Massachusetts College of Art and Design (MassArt)	<p>Studio courses are project based: assessment is a mix of 1:1 feedback from faculty while projects are in process and reviews where work is presented and critique is provided by peers and faculty, all with the goal of creating a cohesive body of work.</p> <p>For Low Residency students this happens at the end of their first summer term on campus, virtually at the midpoint of their program.</p> <p>There is a public presentation of capstone thesis work during the last summer of the program that includes exhibits in the Doran gallery and across other galley spaces on campus.</p> <p>Additionally Low Res students are assignment mentors during the intermediary terms that support and guide them through development of studio projects.</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	Program overhaul 2019/2020- decision to discontinue in person January residency, redistribution of credit counts enacted in 2022 - final four courses were changed to 3 credits to create an equal distribution of credits between studio and academic courses- this was done to better represent the workload for each course.	2019/20
MFA Photography	MFA Photography - Massachusetts College of Art and Design (MassArt)	<p>In the Fall of the second year students participate in "walkthroughs" as they prepare for their thesis work, this all day review includes students and faculty from across the fine arts programs (Studio Arts, Photography and Film/video) as well as guest critics</p> <p>All fine arts students develop a body of work and a written component for their thesis. There is a public presentation of this capstone work.</p> <p>Additionally, artwork is reviewed by a guest curator and exhibited in a group show at the SoWa Gallery and the Doran Gallery.</p>	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	Not Available	2022/23
Postbaccalaureate Programs					
Postbac Dynamic Media Institute	Dynamic Media Institute, Postbac Certificate - Massachusetts College of Art and Design (MassArt)	No current students in this program	Not Applicable	Not Applicable	Not Applicable
Postbac Photography	Photography, Postbac Certificate - Massachusetts College of Art and Design (MassArt)	Studio courses are project based: assessment is a mix of 1:1 feedback from faculty while projects are in process and reviews where work is presented and critique is provided by peers and faculty, all with the goal of creating a cohesive body of work.	<p>Cyclical curriculum review and development by faculty in the department.</p> <p>Proposed changes to curriculum or learning outcomes are presented for approval to the Graduate Council, the Provost and then the President</p>	Not Available	Not Available
Postbac Teacher Preparation Program (TPP)	Art Education TPP - Massachusetts College of Art and Design (MassArt)	No current students in this program	Not Applicable	Not Applicable	Not Applicable

Form:		OPTION E1 PART B			
Category	(6) Date and nature of next scheduled review.	(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.).
Undergraduate Programs					
Undergraduate Learning Goals	See below	See below where applicable	See below where applicable	See below where applicable	See below where applicable
Animation	2029-2030	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Architecture	Annual reporting due December of each year. 2031-32 is next reacciditation (schedule dictated by NAAB)	National Architectural Accrediting Board (https://www.naab.org/home)	Approved 1/1/2024	1/1/2024 NAAD report cited "not met" requirements on 2 Shared Values of the Discipline and Profession and SC6 Building Integration. The program will provide a "Plan to Correct" on or before 6/30/2024 and then will have two years to demonstrate compliance.	Licensure
Art Education	2029-2030	Massachusetts Department of Elementary and Secondary Education (https://www.doe.mass.edu/)	DESE: full approval in March 2018	Not Applicable	Initial Licensure achieved upon completion of accredited program. Students take Massachusetts Tests for Educator Licensure (MTEL)
Ceramics	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Communication Design	2026-2027	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Fashion Design	2029-2030	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Fibers	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Film/Video	2028-2029	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Glass	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
History of Art	2025-2026	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Humanities	2026-2027	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Illustration	TBD	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Industrial Design	2029-2030	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Form:					
OPTION E1 PART B					
Category	(6) Date and nature of next scheduled review.	(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.).
Integrative Sciences and Biological Arts	2026-2027	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Jewelry & Metalsmithing	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Painting	TBD	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Photography	2028-2029	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Printmaking	TBD	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Sculpture	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Studio for Interrelated Media (SIM)	TBD	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Studio Foundation Curriculum	2025-2026	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Minors					
Creative Writing Minor	2026-2027	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Ceramics Minor	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Fibers Minor	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Glass Minor	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Jewelry & Metalsmithing Minor	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Performing Arts Minor	TBD	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Sculpture Minor	2029-2030 (Fine Arts 3D)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Sustainability Minor	2027-2028	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Graduate Programs					
MA Architecture	Annual reporting due December of each year. 2031-32 is next reaccreditation (schedule dictated by NAAB)	National Architectural Accrediting Board (https://www.naab.org/home)	Approved 1/1/2024	1/1/2024 NAAD report cited "not met" requirements on 2 Shared Values of the Discipline and Profession and SC6 Building Integration. The program will provide a "Plan to Correct" on or before 6/30/2024 and then will have two years to demonstrate compliance.	Licensure

Form: OPTION E1 PART B					
Category	(6) Date and nature of next scheduled review.	(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.).
BFA-MA 4+1 (Art Education)	2029-2030	Massachusetts Department of Elementary and Secondary Education (https://www.doe.mass.edu/)	DESE: full approval in March 2018	Not Applicable	Initial Licensure achieved upon completion of accredited program. Students take Massachusetts Tests for Educator Licensure (MTEL)
BFA-MAT 4+1 (Art Education)	2029-2030	Massachusetts Department of Elementary and Secondary Education (https://www.doe.mass.edu/)	DESE: full approval in March 2018	Not Applicable	Initial Licensure achieved upon completion of accredited program. Students take Massachusetts Tests for Educator Licensure (MTEL)
MAT (Art Education/Teaching)	2029-2030	Massachusetts Department of Elementary and Secondary Education (https://www.doe.mass.edu/)	DESE: full approval in March 2018	Not Applicable	Initial Licensure achieved upon completion of accredited program. Students take Massachusetts Tests for Educator Licensure (MTEL)
MDes Design Innovation	2025-2026	Not Applicable	Not Applicable	Not Applicable	Not Applicable
MFA Dynamic Media Institute	2026-2027	Not Applicable	Not Applicable	Not Applicable	Not Applicable
MFA Studio Arts (Fine Arts 2D & 3D)	2024-2025	Not Applicable	Not Applicable	Not Applicable	Not Applicable
MFA Film/Video	2027-2028	Not Applicable	Not Applicable	Not Applicable	Not Applicable
MFA Low Residency (Interdisciplinary Fine Arts)	2029-2030	Not Applicable	Not Applicable	Not Applicable	Not Applicable
MFA Photography	2027-2028	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Postbaccalaureate Programs					
Postbac Dynamic Media Institute	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Postbac Photography	2027-2028	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Postbac Teacher Preparation Program (TPP)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

[View the spreadsheet](#)

APPENDIX C

Financial Forms

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

Fiscal Year ends - month & day: (/)		2 Years Prior (FY 2022)	1 Year Prior (FY 2023)	Most Recent Year	% Change 2 yrs-1 yr prior	% Change 1 y-most recent
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$33,318	\$38,540	\$45,376	15.7%	17.7%
?	Cash held by State Treasurer	\$935	\$735	\$336	-21.4%	-54.3%
?	Deposits held by State Treasurer	\$2,659	\$3,589	\$1,258	35.0%	-65.0%
?	Accounts Receivable, Net	\$790	\$421	\$643	-46.7%	52.8%
?	Contributions Receivable, Net	\$0	\$0	\$0	-	-
?	Inventory and Prepaid Expenses	\$25	\$25	\$29	-3.5%	16.3%
?	Long-Term Investments	\$0	\$0	\$0	-	-
?	Loans to Students	\$519	\$188	\$117	-63.8%	-37.6%
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$184,118	\$178,156	\$171,998	-3.2%	-3.5%
?	Other Assets	\$158	\$169	\$139	6.8%	-17.4%
	Total Assets	\$222,521	\$221,821	\$219,896	-0.3%	-0.9%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$2,296	\$2,326	\$3,208	1.3%	37.9%
?	Deferred revenue & refundable advances	\$2,197	\$906	\$1,025	-58.8%	13.2%
?	Due to state	\$0	\$0	\$0	-	-
?	Due to affiliates	\$10,670	\$11,561	\$11,951	8.3%	3.4%
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$33	\$35	\$36	3.7%	5.2%
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities	\$120,895	\$115,479	\$108,559	-4.5%	-6.0%
	Total Liabilities	\$136,092	\$130,306	\$124,780	-4.3%	-4.2%
NET ASSETS (in 000s)						
	Net Assets without donor restrictions					
	Institutional	\$83,138	\$87,715	\$88,126	5.5%	0.5%
?	Foundation	\$848	\$735	\$1,021	-13.3%	39.0%
	Total	\$83,986	\$88,450	\$89,148	5.3%	0.8%
	Net Assets with donor restrictions					
	Institutional	\$1,938	\$1,336	\$2,737	-31.1%	104.8%
?	Foundation	\$15,763	\$17,542	\$19,086	11.3%	8.8%
	Total	\$17,701	\$18,879	\$21,824	6.7%	15.6%
	Total Net Assets	\$101,687	\$107,329	\$110,971	5.5%	3.4%
	TOTAL LIABILITIES and NET ASSETS	\$237,779	\$237,635	\$235,751	-0.1%	-0.8%

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below

Standard 7: Institutional Resources (Statement of Debt)

FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year Budget (FY 2025)	Next Year Forward (FY 2026)
		Long-term Debt					
		Beginning balance	\$24,234	\$33,507	\$31,293	\$28,396	\$25,038
		Additions	\$0	\$0	\$460	\$0	\$0
	?	Reductions	(\$1,293)	(\$2,213)	(\$3,358)	(\$3,358)	(\$3,358)
		Ending balance	\$22,942	\$31,294	\$28,395	\$25,038	\$21,680
		Interest paid during fiscal year	\$5,079	\$5,126	\$5,431	\$5,509	\$5,136
		Current Portion	\$2,213	\$2,513	\$2,406	\$2,489	\$2,590
		Bond Rating (if applicable)	N/A	N/A	N/A	N/A	N/A
		Debt to Assets Ratio					
		Long-term Debt / Total Assets	0.54	0.59	0.49	0.49	0.49
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.							
Detail in MSCBA debt schedule and AEP schedule - AEP Term of loans through 2041 - interest rate 3.52% - 1 payment annually - MSCBA - Residence halls through FY 30 - Student Life projects through FY 38. No waivers or covenants applied							
Line(s) of Credit: List the institutions line(s) of credit and their uses.							
Not applicable							
Future borrowing plans (please describe).							

Standard 7: Institutional Resources
(Financial Aid)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year (FY 2025)	Next Year Forward (FY 2026)
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	\$4,897	\$5,064	\$5,194	\$5,320	\$5,320
	Federal, state and private grants	\$5,072	\$6,155	\$8,257	\$8,605	\$8,605
	Restricted funds	\$351	\$346	\$541	\$384	\$384
	Total	\$10,320	\$11,564	\$13,992	\$14,309	\$14,309
	% Discount of tuition and fees					
?	% Unrestricted discount					
	Net Tuition Revenue per FTE					
	Net Student Fees per FTE					
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Provide any explanatory notes related to the institution's financial aid in the box below.						

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

Fiscal Year ends - month& day: (/)		3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year (FY 2025)	Next Year Forward (FY 2026)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	\$35,946	\$38,265	\$40,729	\$42,105	\$42,105
?	Room and board					
?	Less: Financial aid	-\$12,449	-\$11,217	-\$13,092	-\$13,275	-\$13,275
	Net student fees	\$23,497	\$27,048	\$27,637	\$28,830	\$28,830
?	Government grants and contracts	\$4,804	\$8,017	\$8,692	\$8,888	\$8,888
?	Private gifts, grants and contracts	\$0	\$0	\$0	\$0	\$0
?	Other auxiliary enterprises	\$14,513	\$16,615	\$16,482	\$17,258	\$17,258
	Endowment income used in operations		\$0	\$0	\$0	\$0
?	Other revenue (specify):	\$3,076	\$3,567	\$4,797	\$3,961	\$3,961
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$45,890	\$55,247	\$57,608	\$58,937	\$58,937
	OPERATING EXPENSES (in 000s)					
?	Instruction	\$26,183	\$27,113	\$29,940	\$25,622	\$25,622
?	Research	\$0	\$0	\$0	\$0	\$0
?	Public Service	\$715	\$1,137	\$1,414	\$1,298	\$1,298
?	Academic Support	\$7,519	\$8,854	\$8,995	\$9,576	\$9,576
?	Student Services	\$6,668	\$7,074	\$8,077	\$7,068	\$7,068
?	Institutional Support	\$12,910	\$13,573	\$16,369	\$13,575	\$13,575
	Fundraising and alumni relations	\$0	\$0	\$0	\$0	\$0
?	Operation, maintenance of plant (if not allocated)	\$7,961	\$8,722	\$9,553	\$9,274	\$9,274
?	Scholarships and fellowships (cash refunded by public institution)	\$1,195	\$593	\$1,034	\$1,034	\$1,034
?	Auxiliary enterprises	\$7,781	\$8,719	\$9,498	\$8,563	\$8,563
?	Depreciation (if not allocated)	\$7,776	\$7,843	\$7,886	\$8,065	\$8,065
?	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Total operating expenditures	\$78,708	\$83,628	\$92,766	\$84,075	\$84,075
	Change in net assets from operations	-\$32,818	-\$28,381	-\$35,158	-\$25,138	-\$25,138
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	\$33,868	\$34,857	\$39,677	\$42,047	\$42,047
?	Investment return	\$25	\$1,244	\$2,445	\$3,784	\$3,784
?	Interest expense (public institutions)	-\$5,080	-\$5,126	-\$5,431	-\$5,509	-\$5,136
	Gifts, bequests and contributions not used in operations	\$0	\$0	\$0	\$0	\$0
?	Other (specify): CARES Funds	\$4,965	\$740	\$0	\$0	\$0
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$33,779	\$31,715	\$36,691	\$40,322	\$40,695
	Income before other revenues, expenses, gains, or losses	\$961	\$3,334	\$1,533	\$15,184	\$15,557
?	Capital appropriations (public institutions)	\$1,392	\$644	\$278	\$3,370	\$3,370
?	Other (specify):					
	ASSETS	\$2,353	\$3,979	\$1,811	\$18,554	\$18,927

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year (FY 2025)	Next Year Forward (FY 2026)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$30,453	\$36,247	\$42,370	\$46,877	\$50,068
Cash Flow from Operating Activities	(\$15,566)	(\$10,219)	(\$13,019)	(\$16,149)	(\$16,149)
Cash Flow from Investing Activities	\$26	\$1,244	\$2,445	\$3,774	\$3,774
Cash Flow from Financing Activities	\$21,335	\$15,098	\$15,081	\$15,566	\$15,566
Cash and Cash Equivalents end of year	\$36,248	\$42,370	\$46,877	\$50,068	\$53,259
LIQUIDITY RATIOS					
Current Assets	\$38,403	\$43,670	\$47,899	\$47,899	\$47,899
Current Liabilities	\$15,197	\$14,827	\$16,221	\$16,221	\$16,221
Current Ratio	2.53	2.95	2.95	2.95	2.95
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)	270.67	234.24	295.35	295.35	295.35
PHYSICAL RESOURCES					
Deferred Maintenance					
Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)					
No					
Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)					
No					
Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
No					
Please describe the institution's plans for managing its deferred maintenance.					
Please enter any additional explanatory notes related to the institution's liquidity in the box below.					

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

Fiscal Year ends - month& day: (/)		3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year (FY 2025)	Next Year Forward (FY 2026)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$35,946	\$38,265	\$40,729	\$42,105	\$42,105
?	Room and board					
?	Less: Financial aid	-\$12,449	-\$11,217	-\$13,092	-\$13,275	-\$13,275
	Net student fees	\$23,497	\$27,048	\$27,637	\$28,830	\$28,830
?	Government grants and contracts	\$4,804	\$8,017	\$8,692	\$8,888	\$8,888
?	Private gifts, grants and contracts	\$0	\$0	\$0	\$0	\$0
?	Other auxiliary enterprises	\$14,513	\$16,615	\$16,482	\$17,258	\$17,258
	Endowment income used in operations		\$0	\$0	\$0	\$0
?	Other revenue (specify):	\$3,076	\$3,567	\$4,797	\$3,961	\$3,961
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$45,890	\$55,247	\$57,608	\$58,937	\$58,937
OPERATING EXPENSES (in 000s)						
?	Instruction	\$26,183	\$27,113	\$29,940	\$25,622	\$25,622
?	Research	\$0	\$0	\$0	\$0	\$0
?	Public Service	\$715	\$1,137	\$1,414	\$1,298	\$1,298
?	Academic Support	\$7,519	\$8,854	\$8,995	\$9,576	\$9,576
?	Student Services	\$6,668	\$7,074	\$8,077	\$7,068	\$7,068
?	Institutional Support	\$12,910	\$13,573	\$16,369	\$13,575	\$13,575
	Fundraising and alumni relations	\$0	\$0	\$0	\$0	\$0
?	Operation, maintenance of plant (if not allocated)	\$7,961	\$8,722	\$9,553	\$9,274	\$9,274
?	Scholarships and fellowships (cash refunded by public institution)	\$1,195	\$593	\$1,034	\$1,034	\$1,034
?	Auxiliary enterprises	\$7,781	\$8,719	\$9,498	\$8,563	\$8,563
?	Depreciation (if not allocated)	\$7,776	\$7,843	\$7,886	\$8,065	\$8,065
?	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Total operating expenditures	\$78,708	\$83,628	\$92,766	\$84,075	\$84,075
	Change in net assets from operations	-\$32,818	-\$28,381	-\$35,158	-\$25,138	-\$25,138
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$33,868	\$34,857	\$39,677	\$42,047	\$42,047
?	Investment return	\$25	\$1,244	\$2,445	\$3,784	\$3,784
?	Interest expense (public institutions)	-\$5,080	-\$5,126	-\$5,431	-\$5,509	-\$5,136
	Gifts, bequests and contributions not used in operations	\$0	\$0	\$0	\$0	\$0
?	Other (specify): CARES Funds	\$4,965	\$740	\$0	\$0	\$0
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$33,779	\$31,715	\$36,691	\$40,322	\$40,695
	Income before other revenues, expenses, gains, or losses	\$961	\$3,334	\$1,533	\$15,184	\$15,557
?	Capital appropriations (public institutions)	\$1,392	\$644	\$278	\$3,370	\$3,370
?	Other (specify):					
	ASSETS	\$2,353	\$3,979	\$1,811	\$18,554	\$18,927

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below

Standard 7: Institutional Resources (Statement of Debt)

FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year Budget (FY 2025)	Next Year Forward (FY 2026)
		Long-term Debt					
		Beginning balance	\$24,234	\$33,507	\$31,293	\$28,396	\$25,038
		Additions	\$0	\$0	\$460	\$0	\$0
	?	Reductions	(\$1,293)	(\$2,213)	(\$3,358)	(\$3,358)	(\$3,358)
		Ending balance	\$22,942	\$31,294	\$28,395	\$25,038	\$21,680
		Interest paid during fiscal year	\$5,079	\$5,126	\$5,431	\$5,509	\$5,136
		Current Portion	\$2,213	\$2,513	\$2,406	\$2,489	\$2,590
		Bond Rating (if applicable)	N/A	N/A	N/A	N/A	N/A
		Debt to Assets Ratio					
		Long-term Debt / Total Assets	0.54	0.59	0.49	0.49	0.49
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.							
Detail in MSCBA debt schedule and AEP schedule - AEP Term of loans through 2041 - interest rate 3.52% - 1 payment annually - MSCBA - Residence halls through FY 30 - Student Life projects through FY 38. No waivers or covenants applied							
Line(s) of Credit: List the institutions line(s) of credit and their uses.							
Not applicable							
Future borrowing plans (please describe).							

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year (FY 2025)	Next Year Forward (FY 2026)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$30,453	\$36,247	\$42,370	\$46,877	\$50,068
Cash Flow from Operating Activities	(\$15,566)	(\$10,219)	(\$13,019)	(\$16,149)	(\$16,149)
Cash Flow from Investing Activities	\$26	\$1,244	\$2,445	\$3,774	\$3,774
Cash Flow from Financing Activities	\$21,335	\$15,098	\$15,081	\$15,566	\$15,566
Cash and Cash Equivalents end of year	\$36,248	\$42,370	\$46,877	\$50,068	\$53,259
LIQUIDITY RATIOS					
Current Assets	\$38,403	\$43,670	\$47,899	\$47,899	\$47,899
Current Liabilities	\$15,197	\$14,827	\$16,221	\$16,221	\$16,221
Current Ratio	2.53	2.95	2.95	2.95	2.95
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)	270.67	234.24	295.35	295.35	295.35
PHYSICAL RESOURCES					
Deferred Maintenance					
Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)					
No					
Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)					
No					
Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
No					
Please describe the institution's plans for managing its deferred maintenance.					
Please enter any additional explanatory notes related to the institution's liquidity in the box below.					

Standard 7: Institutional Resources
(Financial Aid)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2022)	2 Years Prior (FY2023)	Most Recently Completed Year (FY 2024)	Current Year (FY 2025)	Next Year Forward (FY 2026)
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	\$4,897	\$5,064	\$5,194	\$5,320	\$5,320
	Federal, state and private grants	\$5,072	\$6,155	\$8,257	\$8,605	\$8,605
	Restricted funds	\$351	\$346	\$541	\$384	\$384
	Total	\$10,320	\$11,564	\$13,992	\$14,309	\$14,309
	% Discount of tuition and fees					
?	% Unrestricted discount					
	Net Tuition Revenue per FTE					
	Net Student Fees per FTE					
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Provide any explanatory notes related to the institution's financial aid in the box below.						

APPENDIX D

Most Recent Audited Financial Statements

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(An agency of the Commonwealth of Massachusetts)
Financial Statements and
Management's Discussion and Analysis
June 30, 2024 and 2023

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
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June 30, 2024 and 2023

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Massachusetts College of Art and Design:

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component unit of Massachusetts College of Art and Design (An agency of the Commonwealth of Massachusetts) (the "College") as of and for the years ended June 30, 2024 and 2023, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component unit of the College as of June 30, 2024 and 2023, and the respective changes in financial position and, where applicable, its cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for 12 months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the other required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the GASB, 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 GAAS and *Government Auditing Standards*, 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.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the College's financial statements as a whole. The Schedule of Net Position - Residence Hall Trust Fund Report and the Schedule of Revenues, Expenses, and Changes in Net Position - Residence Hall Trust Fund Report are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2024, 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 solely 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 the effectiveness of the College's 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.

Withum Smith & Brown, PC

October 29, 2024

**Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
June 30, 2024 and 2023**

This document is intended to provide an overview of the financial position and activities of Massachusetts College of Art and Design (the "College") for the year ended June 30, 2024. This discussion and analysis have been prepared by management and should be read in conjunction with the enclosed financial statements and footnotes. Responsibility for the fairness and completeness of this narrative rests with the College.

Massachusetts College of Art and Design is a member of the Commonwealth's Public Higher Education System. The College serves over 2100 students, offering baccalaureate, graduate degrees and certificate programs as well as continuing education programs and campus housing. The institution, in its 151st year, is the only publicly funded, freestanding college of art and design in the United States. The college offers 18 programs leading to a Bachelor of Fine Arts, Master programs in 9 disciplines as well as non-credit programs. The College employs approximately 389 employees of which 121 full-time faculty and 268 staff. Our urban campus is located on the Avenue of the Arts (Huntington Avenue) in Boston, Massachusetts.

The College reports its financial activity as a business type activity under the Governmental Accounting Standards Board ("GASB"). The College is a department of the Commonwealth of Massachusetts. The results of the institution's operations, its net position and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financials.

Highlights of College Operations include:

- Enrollment remains steady and is growing consistent with our Strategic Partnership plan.
- 100% occupancy in Residence Halls.
- Revenue increase of \$2.3 million reflects stabilized enrollment and a full return to on-campus operations and activities along with increased program support through grants.
- Expense increases of \$9.1 million including filling critical positions, supporting facilities and introduction of new technologies.
- A change in net position of \$1.8 million signifies continued strong fiscal management and controls.
- Capital Projects- Kennedy Roof and Starbucks were completed; investments were made in updated academic spaces - along with ongoing planning for the study phase of the Tower Project continuing into FY 25.
- 3rd Year of full operations for the Mass Art SOWA gallery.
- Strategic initiatives including MASS ART brand refresh, updated website and internal communications platform launched.
- Strategic plan was updated building on MassArt's strengths, reaffirming our mission, leveraging and extending work already in progress on key initiatives. The plans respond to the changes in the environment since the plans were developed and aligns the Strategic Partnership Plan and BHE racial equity plan.

The Massachusetts College of Art and Design Foundation, Inc., which is a legally separate 501(c) (3) corporation, provides financial support to the College's programs and activities. The Foundation's relationship with the College is highlighted in Massachusetts General Laws Chapter 15a Section 37. In accordance with GASB, Statement No. 39, the College reports Foundation financial activity in a separate column in our report.

The Massachusetts College of Art and Design financial statements are designed to provide readers with a broad overview of the College's finances as a whole including all sources of funds and related activity.

**Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
June 30, 2024 and 2023**

USING THE FINANCIAL STATEMENTS

The Massachusetts College of Art and Design's financial statements are comprised of two parts: (1) the financial statements and (2) the notes to the financial statements. These financial statements are presented on a consolidated basis to focus on the College as a whole. These financial statements are prepared in accordance with Government Accounting Standards Board principles. The financial statements include the Statement of Net Position; the Statement of Revenues and Expenses; the Statement of Changes in Net Position and the Statement of Cash Flows. This year's statements reflect the implementation of GASB 87 and GASB 96 that requires accounting for leases and SBITA obligations. The notes to the financials provide additional information that is essential to a full understanding of the data provided in the separately attached financial statements.

Assets and liabilities are presented in current (short-term) and non-current (long-term) activity. Revenue and expenses are categorized as operating and non-operating; most significant is that the annual state appropriation is presented as non-operating revenue. A brief description of the components of the financial statements is as follows:

The *Statement of Net Position* presents the financial position of the College, showing information on all of the College's assets and liabilities, with the difference reported as *net position*. The difference between these amounts - net position- is one indicator of the current financial condition of the University, while the change in net position is an indicator of whether the overall financial condition has improved during the year. Assets and liabilities are measured using current values, except capital assets, which are stated at historical cost less a depreciation allowance.

The *Statement of Revenues and Expenses* and the *Statement of Changes in Net Position* present the change in net position for the fiscal year, showing both the gross and net costs of the College's activities supported by state and other revenues.

The *Statement of Cash Flows* presents cash inflows and outflows as operating, capital and non-capital financing and investing activity.

FINANCIAL ANALYSIS OF THE COLLEGE AS A WHOLE

- In FY2024, the College was funded by both operating revenue (local tuition and fees, state, federal and private grants, auxiliary enterprises and other operating revenue), and non-operating revenue (state appropriations).
- The College received an FY2024 state appropriation (non-operating revenue) of \$25,862,582 including \$681,129 in formula funds.
- Overall non-operating revenue in FY2024 increased by approximately \$4.97 million to \$36.7 million from FY2023 total of \$31.7 million. This is directly attributable to an increase in investment income of \$1.2 million and an increase in interest expense.
- The College's operating expenses for FY2024 totaled \$92,769,634, an increase from the prior year of approximately \$9.1 million or 11%. The increase is across every category of expense including payroll, plant, teaching and operational supplies and auxiliary services and reflects full on campus operations as well as the impact of inflation across all spending categories.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
June 30, 2024 and 2023

FINANCIAL HIGHLIGHTS

	FY24	FY23	FY22 restated
Operating revenues (tuition and fees)	\$57,610,772	\$55,247,537	\$45,890,830
Operating Expenses	\$92,769,634	\$83,631,395	\$78,708,984
Net operating Loss	(\$35,158,892)	(\$28,383,858)	(\$32,818,154)
Non-Operating Revenues (state appropriation)	\$36,692,589	\$31,715,489	\$33,779,662
Change in net Position before Capital	\$1,533,697	\$3,331,631	\$961,508
Total Capital Improvements	\$278,173	\$644,166	\$1,391,927
Change in net Position	\$1,811,870	\$3,975,797	\$2,353,435

- Change in Net Position for FY 2024 is \$1.5 million before capital improvements and due in part to an increase in overall expenses with a full return to campus and increase in non-operating revenue combined with an increase in state appropriation and investment income as compared to FY2023 and FY 2022.

STATEMENT OF NET POSITION

The College's assets total \$222,359,512 of which non-current assets represents 78.2%, and \$47,899,793 or 21.8% represents current assets. It is important to note the primary assets of the College are non-current and represent the value of fixed plant and equipment. Additional information on the College's capital assets can be found in Note 7 of this report. The ongoing presentation under GASB 87, which eliminated the distinction between operating and capital leases, has resulted in some material changes to the presentation of assets and liabilities on the statement of net position. Most of the lease obligations will be reflected as liabilities and assets on the statement of financial position. Lease payments will now have a portion that reduces the lease liability and a portion that flows through the statement of activities as an interest expense. A corresponding lease asset will be recorded and amortized over the lease term or the useful life of the underlying asset whichever is shorter. Additional information on the College's long term debt activity can be found in Note 9 of this report.

For the college this is primarily due to the treatment of the debt associated with the residence halls built and financed through the Massachusetts State College Building Authority.

In FY 23, the college implemented GASB 96 which establishes a uniform accounting and financial reporting for SBITA's (contracts that convey control of the right, for a period of time, to use another party's IT software, alone or in combination with tangible assets). This standard aims at improving the comparability of governmental financial statements and consistency of information about SBITA's.

The College's liabilities total \$124,799,976 of which 87% represent long-term (non-current) obligations related to accrued employee compensation, debt service costs and the accounting for the net pension liability and the OPEB liability. Current liabilities totaling \$16,221,203 represent 13% of the total and consist of accounts payable, deferred revenue and the current portion of long-term obligations.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
June 30, 2024 and 2023

The College also has deferred outflows of resources of \$2,461,590 and deferred inflows of resources of \$6,715,790 at year-end. These account for other changes in the net pension and OPEB valuations, gains and losses related to debt refinancing and the treatment of concession contract revenues over the life of the contract.

The College closed FY2024 in a positive financial position and has sufficient current assets to cover current liabilities, a current ratio of (2.9). The current assets are \$47,899,793 and the current liabilities are \$16,221,202.

STATEMENT OF REVENUES AND EXPENSES AND OF CHANGES IN NET POSITION			
	<u>FY2024</u>	<u>FY2023</u>	<u>FY2022 restated</u>
Current Assets	\$ 47,899,793	\$ 43,670,674	\$ 38,403,389
Non-Current Assets	\$ 171,998,129	\$ 178,155,924	\$ 184,117,632
Total Assets	\$ 219,897,922	\$ 221,826,598	\$ 222,521,021
Deferred Outflows of Resources	\$ 2,461,590	\$ 3,314,453	\$ 3,381,921
Total Assets & Deferred Outflows of Resources	\$ 222,359,512	\$ 225,141,051	\$ 225,902,942
Current Liabilities	\$ 16,221,202	\$ 14,827,578	\$ 15,197,090
Non-Current Liabilities	\$ 108,558,774	\$ 115,478,924	\$ 120,895,114
Total Liabilities	\$ 124,779,976	\$ 130,306,502	\$ 136,092,204
Deferred Inflows of Resources	\$ 6,715,790	\$ 5,782,673	\$ 4,734,659
Total Liabilities & Deferred Inflows of Resources	\$ 131,495,766	\$ 136,089,175	\$ 140,826,863
Total Net Position	\$ 90,863,746	\$ 89,051,876	\$ 85,076,079

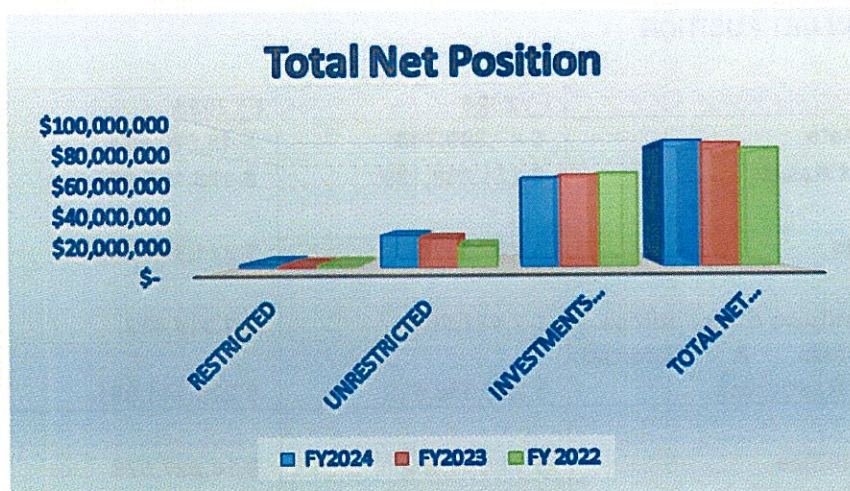
The difference between total assets and deferred outflows of resources, less total liabilities and deferred inflows of resources (net position) is \$90,863,746. The net position is detailed as follows:

	<u>FY2024</u>	<u>FY2023</u>	<u>FY2022 restated</u>
Restricted	\$ 2,737,472	\$ 1,336,498	\$ 1,938,352
Unrestricted	\$ 23,670,828	\$ 21,317,674	\$ 15,437,064
Investments in Capital Assets, Net	\$ 64,455,446	\$ 66,397,704	\$ 67,700,663
Total Net Position	\$ 90,863,746	\$ 89,051,876	\$ 85,076,079

**Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
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STATEMENT OF NET POSITION cont.

The College has positive balances in all net position categories at the end of FY 2022, FY2023 and FY2024. In FY 2024, Capital assets, representing land, buildings, construction in progress, equipment and educational resource materials, account for 71% of the College's total net position with restricted funds totaling 3.0% and unrestricted funds totaling 26%. Restricted funds are for specialized program activities and financial aid loan programs, which are subject to external restrictions on use. Although the land and buildings are included within the College's financial statements, they are allocated from the State which holds title to those assets.



The College, at year-end, has a local unrestricted fund balance of \$37,537,659. We also have unfunded liabilities with the Commonwealth of Massachusetts Unrestricted Fund Balance totaling (\$13,866,831). The Commonwealth Unrestricted Fund Balance includes liabilities for employee's accumulated sick and vacation leave, net pension activity and OPEB. (see note 20).

Note 20 of the Financial Statements, Title to Various Assets and Liabilities, explains the unrestricted fund balance in more detail.

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STATEMENT OF REVENUES AND EXPENSES AND STATEMENT OF CHANGES IN NET POSITION

The statement of revenues and expenses and statement of changes in net position presents the College's results of operations. A summary of the FY2024-FY2022 operating and non-operating revenue, expenses and net position is as follows:

		FY 2024	FY 2023	FY 2022 restated
I.	NET POSITION, BEGINNING OF YEAR	\$ 89,051,876	\$ 85,076,079	\$ 82,722,644
II.	OPERATING REVENUE			
	TUITION, FEES, & OTHER REVENUE	\$ 57,610,742	\$ 55,247,537	\$ 45,890,830
III.	OPERATIONAL EXPENSES	<u>\$ 92,769,634</u>	<u>\$ 83,631,395</u>	<u>\$ 78,708,984</u>
IV.	OPERATING LOSS (II-III)	\$ (35,158,892)	\$ (28,383,858)	\$ (32,818,154)
V.	NON-OPERATING:			
	COMMONWEALTH APPROPRIATIONS	\$ 39,677,928	\$ 34,857,751	\$ 33,868,481
	INVESTMENT INCOME	\$ 2,445,740	\$ 1,244,048	\$ 25,679
	CARES ACT	\$ 0	\$ 740,493	\$ 4,965,492
	& INTEREST EXPENSE	<u>\$ (5,431,079)</u>	<u>\$ (5,126,803)</u>	<u>\$ (5,079,990)</u>
	TOTAL NON-OPERATING ACTIVITY	<u>\$ 36,692,589</u>	<u>\$ 31,715,489</u>	<u>\$ 33,779,662</u>
VI.	NET INCOME /LOSS BEFORE CAPITAL IMPROVEMENTS (IV+V)	\$ 1,533,697	\$ 3,331,631	\$ 961,508
VII	CAPITAL IMPROVEMENTS TO BUILDINGS	<u>\$ 278,173</u>	<u>\$ 644,166</u>	<u>\$ 1,391,927</u>
VIII.	CHANGE IN NET POSITION (VI+VII)	<u>\$ 1,811,870</u>	<u>\$ 3,975,797</u>	<u>\$ 2,353,435</u>
IX.	NET POSITION, END OF YEAR (I+VIII)	\$ 90,863,746	\$ 89,051,876	\$ 85,076,079

Massachusetts College of Art and Design
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STATEMENT OF REVENUES AND EXPENSES AND STATEMENT OF CHANGES IN NET POSITION -
Continued

The College develops its budgets based on local revenue and the Commonwealth's appropriation. The Commonwealth's appropriation is a critical component of the College's funding structure. In FY2024, non-operating revenue sources decreased to 40% of the total annual income compared to a FY2023 level of 46%. The FY2022 share was 43%.

Non-operating revenue (Expenses)	FY2024	FY2023	FY2022 restated
Commonwealth Appropriation	\$ 39,677,928	\$ 34,857,751	\$ 33,868,481
Federal Grants	\$ 0	\$ 740,493	\$ 4,965,492
Investment income	\$ 2,445,740	\$ 1,244,048	\$ 25,679
Interest Expense	\$ (5,431,079)	\$ (5,126,803)	\$ (5,079,990)
Total Non-Operating Revenue	\$ 36,692,589	\$ 31,715,489	\$ 33,779,662

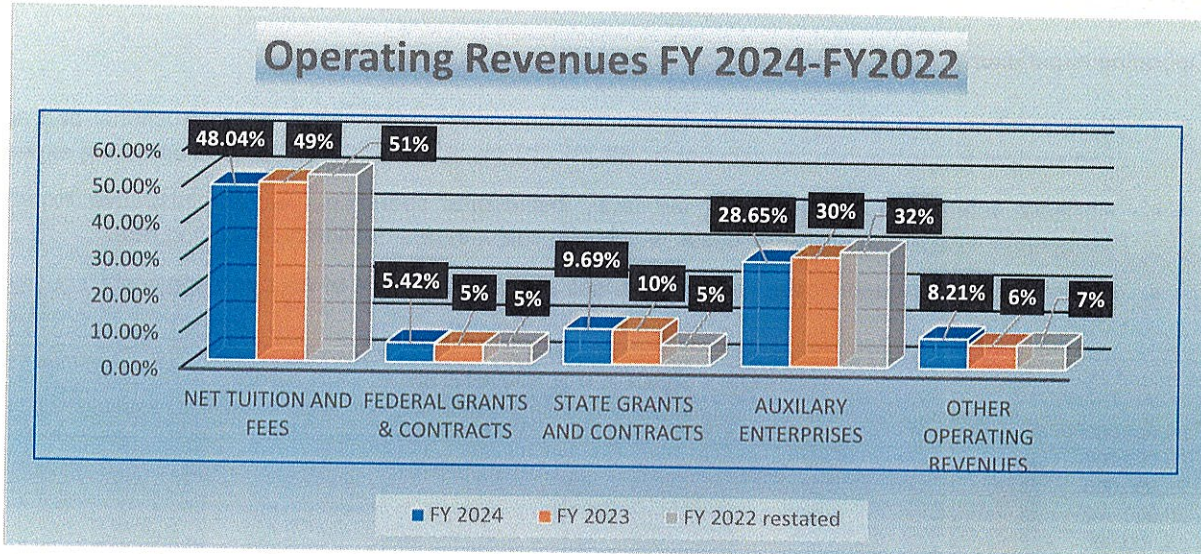
As of June 30, 2024, the College realized an operating loss of \$35.1 million due primarily to the nature of the Massachusetts public higher education funding system. This is offset by the Commonwealth's FY2024 appropriation and fringe support to the College. It acts as a subsidy and is considered non-operating income, which assists in making up the accounting operating loss not covered by tuition, fees and other operating revenue.

Tuition and Fees include charges for undergraduate, graduate and continuing education students. The College combines tuition and fees into a consolidated student charge. These revenues are considered operating income.

Net Tuition and Fees Revenue	FY2024	FY2023	FY2022 restated
Undergraduate Day Program Student Charges	\$ 36,000,779	\$ 33,769,797	\$ 31,489,322
Graduate and Program of Continuing Education Tuition and Fees	<u>\$ 4,729,208</u>	<u>\$ 4,495,448</u>	<u>\$ 4,457,650</u>
Total Tuition and Fee Revenue	\$ 40,729,987	\$ 38,265,245	\$ 35,946,972
Less: Scholarships	<u>\$ (13,092,604)</u>	<u>\$ (11,217,848)</u>	<u>\$ (12,449,752)</u>
Net Tuition and Fees Revenue	\$ 27,637,383	\$ 27,047,397	\$ 23,497,220

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Operating revenues are displayed below:



- Tuition and fees are the largest source of operating revenue, accounting for 48% of total operating resources.
- The College's auxiliary enterprises, consisting of the residence halls and dormitory dining, account for 28.6% of operating revenue.
- Income from federal and state grants total 15.1% of operating income
- 8.3% is classified as other operating revenues, derived from a variety of sources. In this category is \$2,388,820 in support from the Massachusetts College of Art and Design Foundation, Inc. utilized for direct program support through grants, scholarships and facilities projects. In FY2024, funds from the foundation coupled with Emergency fund grants from the state helped to provide targeted support for students, to help with emergencies.

In addition to Commonwealth annual operating support, the college is the recipient of various state, federal and private grants. Below is a highlight of some of the grants:

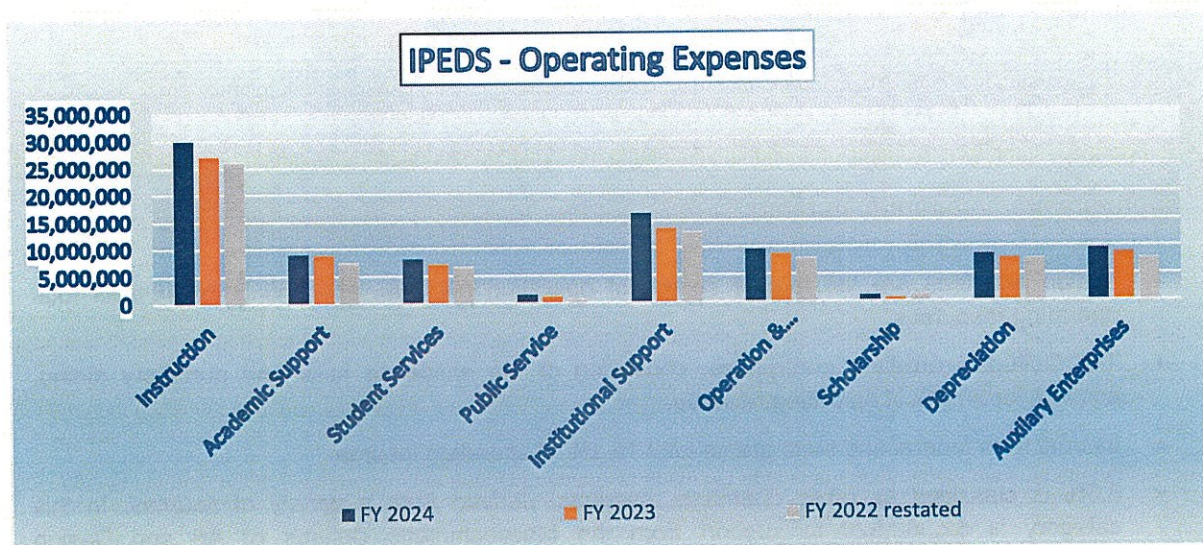
- After School and dual enrollment support for Artward Bound (DESE and Rappaport and Cummings Foundation)
- Commonwealth Endowment Incentive
- DHE Mental Health grant and Food Insecurity grant
- MAICEI grant
- City of Boston - Boston Bridge Program and UnMonument Program
- Board of Library Commissioners - Youth Arts Workshop Program

Massachusetts College of Art and Design
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STATEMENT OF REVENUES AND EXPENSES AND STATEMENT OF CHANGES IN NET POSITION - Continued

Operating expenditures totaled \$ 93,377,995

- Consistent with the College's efforts to maintain competitive advantage, our instructional and academic and student support expenses account for 50.7% (32.3%, 9.7% and 8.7%) of total operating expenses.
- Auxiliary enterprises are 10.2% of the total, institutional spending (i.e., administrative expenditures) account for 17.6% of operational costs, which is in line with peer institution spending rates.
- Plant (10.3%) and depreciation (8.5%) expenses account for 18.8% of the operating costs.



Cash Position

Revenues for the College are recorded when earned and expenses are incurred when a liability is incurred (accrual basis). The statements included here reflect the degree to which the direct expenses of a given function are offset by program revenues. The cash at the end of FY 2024 was \$46,877,575 which reflects an increase of \$4.5 million over FY 2023 and \$ 10.6 million over FY 2022.

<u>STATEMENT OF CASH FLOWS</u>			
	<u>FY2024</u>	<u>FY2023</u>	<u>FY 2022</u>
Cash, Beginning of Year	\$ 42,370,757	\$36,247,628	\$30,453,493
Cash, End of Year	\$ 46,877,575	\$42,370,757	\$36,247,628

**Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
June 30, 2024 and 2023**

Capital Expenses

In FY2024 and FY2023, capital funding of \$278,173 and \$644,166 supported key investments in campus-wide projects. Studies were also performed to review the Kennedy Building loading dock, South building link and the tower generator. The Kennedy roof project was completed in the summer of 24. For FY 2024-2028 the college has developed a plan to address critical repairs with DCAMM including the emergency repairs to Tower Building soffit, studies to install classroom air conditioning across the campus along with various ADA, safety system, roof and repair projects. Funding provided by the state will have a matching component.

SUMMARY ANALYSIS AND COMMENT

The Board of Trustees of the College approves the operating budget and reviews financial reports on a quarterly basis. Management advises the Board of Trustees of any significant variances or material changes in the budget as necessary. At year-end, an audit is conducted on all components of the financial operations of the college, and these financial statements are produced.

As part of the updates to our Enterprise Resource Planning (ERP) system, which is cloud based, the college has been able to fully utilize many self-service functions in areas of financial management, financial aid, and registration. The college will roll out additional functionality including CRM Advise which is designed to help advisors and faculty track students' academic performance, identify at-risk students, and connect them with support services. Other functionality includes an ongoing internal payment plan to provide students and families with a more flexible option to pay for college. Coming in FY 25 are electronic refunds for students and end to end electronic payment and Purchase order processes for day-to-day operational expenses.

Management continues to strive to maintain and increase the quality of our academic programs and enhance supports for our students. In addition, the College will continue its commitment to efficient and transparent operations. In FY2024, internal business processes were updated to enhance efficiencies and include industry best practices including ACH payments for vendors. FY 25 will introduce electronic payment vouchers, requisitions and purchase orders. Administration and Finance working with business partners across the college updated its internal control documents to comply with an updated internal control certification process mandated by the State Comptroller. This work is in addition to ongoing risk assessment and compliance review conducted by the College's General Counsel.

Student scholarships are a critical component to student success and to recruiting and enrolling qualified students. The activity in the General Scholarship Account has risen from \$5.4 million in FY2024 to \$5.6 million in FY2025. State Support for the Mass Grant and Mass Grant Plus programs is growing and able to meet more unmet needs for Massachusetts Residents.

The entering class for FY 24 was 542 students - an increase of 9%. The Admissions team continues to evaluate and adjust their approach to achieving enrollment goals. The College will continue to assess its institutional financial aid levels and growth as part of an overall assessment of our enrollment management strategies during FY2025 and beyond.

The College continues to study the most cost effective and efficient strategy to refurbish the Tower Building at Mass Art. The building has well documented significant deferred maintenance needs that must be addressed. These issues include obsolete air handling systems, water leakage from a poorly designed façade, accessibility and building infrastructure. The State has committed in FY2024 to fund a pre-certified study to advance the project to certification and funding.

**Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
June 30, 2024 and 2023**

The major goals of this project are to address the following:

- Outdated infrastructure
- Underperforming building envelope
- Inflexible Teaching and Learning Spaces
- Inaccessible and ADA non-compliant
- Disconnected Street Level

The Tower Building at Mass Art contains 64% of all instructional spaces on campus. The 318,300 GSF building houses our four largest and in demand majors. These issues when addressed will ensure the college will continue to recruit and retain the region's best designers, educators, innovators, and artists. Preliminary work evaluating prior studies and surveying spaces within the building have resulted in approval of funds for a full building conditions assessment and updated pricing for the renovation of the Tower Building. This is the first step in securing legislative approval and authorization needed to complete the project estimated at \$300 million.

In FY24 the college expended \$1,102 million to fund the roof for the Kennedy Building that was completed in August of 2024. Other projects totaling \$311K included repairs to the Tower soffit, repairs to the Collins ramp, a study for the classroom ac project and ADA repairs.

The college continues to strengthen its financial position and fund balance allowing the college to reinvest in our faculty and staff, academic programs, and campus infrastructure to enhance the learning and student experience. We have begun strategic exploration of our community engagement initiatives to determine ways to better support, promote and determine the impact of these important college programs.

Other Highlights for FY 24 include the hiring of a Vice President for Institutional Advancement, a Chief Human Resource Officer, an Assistant Vice President for Marketing, an Assistant Vice President of Fiscal Affairs, and other key positions. The College has seen growth in hiring during the last quarter of FY24, including 40 new faculty and staff, we have planned for the annualized cost of these expenses in FY25. The college is engaged in enrollment and financial planning including monitoring current and trending national economic factors such as inflation, utilities and financial markets and national trends in demographics for potential future impacts on revenue and expenses.

We will continue our efforts to increase support for entrepreneurial coursework and partnerships. We will be working on Centering Student Success and creating a Center for Teaching and Learning. An interdisciplinary task force of faculty and staff to focus on advising, transfer pathways, developing a student-ready framework and integrating strategies to the State's Equity Agenda. The college is also preparing for our NECHE Self Study and campus visit which will take place in Spring 2025. These efforts along with planning for financial and economic trends are critical to move the institution forward.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Statements of Net Position
June 30, 2024 and 2023

	Primary Government		Component Unit	
	2024	2023	2024	2023
	College	College	Foundation	Foundation
Assets and Deferred Outflows of Resources				
Current assets				
Cash and equivalents	\$ 45,376,283	\$ 38,540,212	\$ 3,254,232	\$ 4,273,056
Deposits held by State Treasurer	1,257,738	3,588,867	-	-
Cash held by MSCBA - debt service reserve	335,652	734,530	-	-
Accounts receivable, net	643,419	421,130	-	-
Contributions receivable	-	-	16,713	88,781
Loans receivable	117,113	187,696	-	-
Other receivables	1,572	4,985	-	-
Prepaid expenses	28,543	24,506	-	-
Investments	-	-	17,036,999	14,178,251
Other assets	139,473	168,748	-	-
Due from Massachusetts College of Art and Design	-	-	1,709	3,540
Total current assets	<u>47,899,793</u>	<u>43,670,674</u>	<u>20,309,653</u>	<u>18,543,628</u>
Noncurrent assets				
Restricted cash and equivalents	207,146	207,035	-	-
Restricted deposits held by State Treasurer	36,408	34,643	-	-
Capital assets, net	<u>171,754,575</u>	<u>177,914,246</u>	<u>-</u>	<u>-</u>
Total noncurrent assets	<u>171,998,129</u>	<u>178,155,924</u>	<u>-</u>	<u>-</u>
Total assets	<u>219,897,922</u>	<u>221,826,598</u>	<u>20,309,653</u>	<u>18,543,628</u>
Deferred outflows of resources				
Loss on refunding of bonds and leases	1,235,257	1,894,123	-	-
Other post-employment benefit related	769,320	990,323	-	-
Pension related	<u>457,013</u>	<u>430,007</u>	<u>-</u>	<u>-</u>
Total deferred outflows of resources	<u>2,461,590</u>	<u>3,314,453</u>	<u>-</u>	<u>-</u>
Total assets and deferred outflows of resources	<u>\$ 222,359,512</u>	<u>\$ 225,141,051</u>	<u>\$ 20,309,653</u>	<u>\$ 18,543,628</u>

The Notes to Financial Statements are an integral part of these statements.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Statements of Net Position
June 30, 2024 and 2023

	Primary Government		Component Unit	
	2024 College	2023 College	2024 Foundation	2023 Foundation
Liabilities, Deferred Inflows of Resources, and Net Position				
Current liabilities				
Accounts payable and accrued expenses	3,208,451	2,326,427.0	\$ 191,156	\$ 254,698
Accrued salaries and wages	2,000,875	1,893,959	-	-
Current portion accrued compensated absences and benefits	3,740,274	3,548,733	-	-
Annuity payable	-	-	10,688	11,178
Current portion of lease liability	3,592,892	3,465,839	-	-
Current portion of SBITA liability	246,498	173,130	-	-
Current portion bonds payable	2,406,777	2,513,938	-	-
Unearned revenues and deposits	1,025,435	905,552	-	-
Total current liabilities	16,221,202	14,827,578	201,844	265,876
Noncurrent liabilities				
Accrued compensated absences and benefits, net of current portion	2,877,569	2,651,976	-	-
Lease liability, net of current portion	75,085,812	78,878,970	-	-
SBITA liability	364,386	333,330	-	-
Bonds payable, net of current portion	25,989,439	28,779,988	-	-
Net other post-employment benefit liability	2,186,129	2,694,000	-	-
Net pension liability	2,055,439	2,140,660	-	-
Total noncurrent liabilities	108,558,774	115,478,924	-	-
Total liabilities	124,779,976	130,306,502	201,844	265,876
Deferred inflows of resources				
Public-private partnership	3,450,309	3,743,210	-	-
Gain on Refunding of bonds and leases	1,184,234	-	-	-
Other post-employment benefit related	1,867,303	1,918,291	-	-
Pension related	213,944	121,172	-	-
Total deferred inflows of resources	6,715,790	5,782,673	-	-
Net position				
Net investment in capital assets	64,455,446	66,397,704	-	-
Restricted				
Nonexpendable	59,789	58,806	9,651,236	9,219,002
Expendable	2,677,683	1,277,692	9,435,244	8,323,468
Unrestricted	23,670,828	21,317,674	1,021,329	735,282
Total net position	90,863,746	89,051,876	20,107,809	18,277,752
Total liabilities, deferred inflows of resources and net position	\$ 222,359,512	\$ 225,141,051	\$ 20,309,653	\$ 18,543,628

The Notes to Financial Statements are an integral part of these statements.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Statements of Revenues and Expenses
Years Ended June 30, 2024 and 2023

	Primary Government		Component Unit	
	2024	2023	2024	2023
	College	College	Foundation	Foundation
Operating revenues				
Tuition and fees	\$ 40,729,987	\$ 38,265,245	\$ -	\$ -
Less: Scholarships and fellowships	(13,092,604)	(11,217,848)	-	-
Net tuition and fees	27,637,383	27,047,397	-	-
Gifts and contributions	-	-	2,150,063	2,680,106
Federal grants and contracts	3,117,838	2,748,399	-	-
State grants and contracts	5,575,735	5,269,182	-	-
Auxiliary enterprises	16,482,408	16,615,238	-	-
In-kind revenue	-	-	738,939	357,294
Other operating revenues	4,797,378	3,567,321	1,272,133	1,270,553
Total operating revenues	57,610,742	55,247,537	4,161,135	4,307,953
Operating expenses				
Educational and general				
Instruction	29,940,915	27,113,952	-	-
Gifts and contributions	-	-	2,903,442	2,388,820
Public service	1,414,493	1,137,328	-	-
Academic support	8,995,015	8,854,120	-	-
Student services	8,077,902	7,074,492	-	-
Fundraising	-	-	991,598	1,007,836
Institutional support	16,369,644	13,573,256	278,119	210,610
Operation and maintenance of plant	9,553,179	8,722,453	-	-
Scholarships and fellowships	1,034,147	593,091	-	-
Depreciation and amortization	7,886,228	7,843,298	-	-
Auxiliary enterprises	9,498,111	8,719,405	-	-
Total operating expenses	92,769,634	83,631,395	4,173,159	3,607,266
Net operating (loss) revenue	(35,158,892)	(28,383,858)	(12,024)	700,687
Nonoperating revenues (expenses)				
Commonwealth operating appropriations, net	39,677,928	34,857,751	-	-
Federal grants	-	740,493	-	-
Investment income	2,445,740	1,244,048	1,842,081	965,247
Interest expense	(5,431,079)	(5,126,803)	-	-
Total nonoperating revenues (expenses)	36,692,589	31,715,489	1,842,081	965,247
Changes in net position before capital improvements	1,533,697	3,331,631	1,830,057	1,665,934
Commonwealth capital appropriations	278,173	644,166	-	-
Change in net position	\$ 1,811,870	\$ 3,975,797	\$ 1,830,057	\$ 1,665,934

The Notes to Financial Statements are an integral part of these statements.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Statements of Changes in Net Position
Years Ended June 30, 2024 and 2023

	College				
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance, June 30, 2022, restated	\$ 67,700,663	\$ 58,728	\$ 1,879,624	\$ 15,437,064	\$ 85,076,079
Change in net position for 2023	<u>(1,302,959)</u>	<u>78</u>	<u>(601,932)</u>	<u>5,880,610</u>	<u>3,975,797</u>
Balance, June 30, 2023	66,397,704	58,806	1,277,692	21,317,674	89,051,876
Change in net position for 2024	<u>(1,942,258)</u>	<u>983</u>	<u>1,399,991</u>	<u>2,353,154</u>	<u>1,811,870</u>
Balance, June 30, 2024	<u>\$ 64,455,446</u>	<u>\$ 59,789</u>	<u>\$ 2,677,683</u>	<u>\$ 23,670,828</u>	<u>\$ 90,863,746</u>

	Foundation				
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance, June 30, 2022	\$ -	\$ 7,910,682	\$ 7,852,195	\$ 848,941	\$ 16,611,818
Change in net position for 2023	<u>-</u>	<u>1,308,320</u>	<u>471,273</u>	<u>(113,659)</u>	<u>1,665,934</u>
Balance, June 30, 2023	-	9,219,002	8,323,468	735,282	18,277,752
Change in net position for 2024	<u>-</u>	<u>432,234</u>	<u>1,111,776</u>	<u>286,047</u>	<u>1,830,057</u>
Balance, June 30, 2024	<u>\$ -</u>	<u>\$ 9,651,236</u>	<u>\$ 9,435,244</u>	<u>\$ 1,021,329</u>	<u>\$ 20,107,809</u>

The Notes to Financial Statements are an integral part of these statements.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Statements of Cash Flows
Years Ended June 30, 2024 and 2023

	Primary Government	
	2024	2023
	College	College
Operating activities		
Tuition and fees	\$ 27,538,391	\$ 26,119,454
Grants and contracts	8,693,573	8,017,581
Payments to employees	(34,446,240)	(32,635,139)
Payments to suppliers and vendors	(25,130,355)	(22,454,228)
Collections on loans	70,583	330,947
Scholarships and fellowships	(1,034,147)	(593,091)
Auxiliary enterprises expenses	(9,498,111)	(8,719,405)
Auxiliary enterprises revenues	16,482,408	16,615,238
Other operating revenues	4,304,477	3,099,420
Net cash used in operating activities	<u>(13,019,421)</u>	<u>(10,219,223)</u>
Noncapital financing activities		
Federal grants	-	740,493
Commonwealth appropriations	25,862,582	23,163,073
Net cash provided by noncapital financing activities	<u>25,862,582</u>	<u>23,903,566</u>
Capital financing activities		
Purchases of capital assets	(1,135,213)	(925,838)
Commission advance from public-private partnership	200,000	2,039,261
Principal paid on lease and SBITA liabilities	(3,597,464)	(3,129,410)
Principal paid on bonds payable	(1,681,007)	(2,003,052)
Cash held by MSCBA - debt service reserve	150,000	200,001
Interest paid on bonds payable	(4,718,399)	(4,986,224)
Net cash used in capital financing activities	<u>(10,782,083)</u>	<u>(8,805,262)</u>
Investing activity		
Dividends and interest income	<u>2,445,740</u>	<u>1,244,048</u>
Net change in cash and equivalents	4,506,818	6,123,129
Cash and equivalents		
Beginning of year	<u>42,370,757</u>	<u>36,247,628</u>
End of year	<u>\$ 46,877,575</u>	<u>\$ 42,370,757</u>

The Notes to Financial Statements are an integral part of these statements.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Statements of Cash Flows
Years Ended June 30, 2024 and 2023

	Primary Government	
	2024	2023
	College	College
Reconciliation of net operating loss to net cash used in operating activities		
Net operating loss	\$ (35,158,892)	\$ (28,383,858)
Adjustments to reconcile net operating loss to net cash used in operating activities		
Depreciation and amortization	7,886,229	7,843,298
Fringe benefits provided by State appropriations	13,815,346	11,694,678
Deferred inflows and outflows of resources	(492,901)	(467,901)
Changes in assets and liabilities		
Accounts and loans receivables	(151,706)	699,750
Prepaid expenses	(4,037)	884
Other receivables	3,414	(4,985)
Other assets	29,275	(10,731)
Accounts payable and accrued expenses	767,229	(148,672)
Accrued salaries and wages	106,916	(91,632)
Accrued compensated absences and benefits	417,134	202,750
Unearned revenues and deposits	119,883	(1,291,761)
Net other post-employment benefit liability	(337,856)	(231,503)
Net pension activity	(19,455)	(29,540)
Net cash used in operating activities	<u>\$ (13,019,421)</u>	<u>\$ (10,219,223)</u>
Summary of restricted cash and equivalents and cash and equivalents, end of year		
Cash and equivalents	\$ 45,376,283	\$ 38,540,212
Deposits held by State Treasurer	1,257,738	3,588,867
Restricted cash and equivalents	207,146	207,035
Restricted deposits held by State Treasurer	<u>36,408</u>	<u>34,643</u>
Cash and equivalents, end of year	<u>\$ 46,877,575</u>	<u>\$ 42,370,757</u>

The Notes to Financial Statements are an integral part of these statements.

Massachusetts College of Art and Design
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Statements of Cash Flows
Years Ended June 30, 2024 and 2023

	Primary Government	
	2024 College	2023 College
Noncash transactions		
Fringe benefits provided by Commonwealth appropriations	\$ 13,815,346	\$ 11,694,678
Capital improvements provided by Commonwealth capital appropriations	\$ 278,173	\$ 644,166
Change in Bonds Payable due to 2024A Refunding	\$ (925,393)	\$ -
Deferred inflow from gain on bond refunding related to bonds payable	\$ 925,393	\$ -
Amortization of deferred inflow from gain on bond refunding	\$ (123,670)	\$ -
Change in Leases due to 2024A Refunding	\$ (277,388)	\$ -
Deferred inflow from gain on bond refunding related to lease modifications	\$ 277,388	\$ -
Addition of SBITA asset	\$ (313,171)	\$ (340,661)
SBITA lease liability	\$ 313,171	\$ 340,661
Deferred inflows of resources - public-private partnership	\$ 492,901	\$ 467,901
Deferred inflows of resources - service concession agreement - building imp	\$ -	\$ -
Deferred outflow loss on 2020A bond refunding	\$ 763,989	\$ 172,193
Lease liability	\$ -	\$ -
Amortization of bond premium	\$ 42,432	\$ 210,067

The Notes to Financial Statements are an integral part of these statements.

Massachusetts College of Art and Design
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Notes to Financial Statements
June 30, 2024 and 2023

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Massachusetts College of Art and Design (the "College") is a comprehensive college supported by the Commonwealth of Massachusetts (the "Commonwealth" or "State") that offers a quality education leading to a bachelor's degree in the arts and master's degrees in fine arts and design and art education. The College's campus is located in Boston, Massachusetts, and provides instruction and training in a variety of visual arts. The College also offers, through the Division of Continuing Education, credit and noncredit courses, as well as a variety of summer workshop programs. The College is accredited by the New England Commission of Higher Education and the National Association of Schools of Art and Design.

COVID-19

In response to the COVID-19 pandemic, the federal government provided to the College Higher Education Emergency Relief Funds ("HEERF") and funds for the Strengthening Institution Program ("SIP") under the Coronavirus Aid, Relief, and Economic Security Act, Coronavirus Response and Relief Supplemental Appropriations Act ("CRRSAA"), and American Rescue Plan Act ("ARPA"). The HEERF consisted of the student aid award and the institutional award. Each act requires a minimum amount to be spent on student aid.

The student aid award is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional award and the SIP can be used to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. Unless an extension is approved by the Department of Education, the student aid award and the institutional award must be spent by May 2022, while the SIP funding must be spent by August 2022. In April 2022, the Department of Education extended all HEERF fund deadlines to June 2023.

The College has been awarded the following HEERF as of June 30, 2024:

	<u>Student Aid Award</u>	<u>Institutional Award</u>	<u>Total</u>
CRRSAA	\$ 755,133	\$ 1,677,331	\$ 2,432,464
ARPA	<u>2,152,866</u>	<u>2,152,866</u>	<u>4,305,732</u>
	<u>\$ 2,907,999</u>	<u>\$ 3,830,197</u>	<u>\$ 6,738,196</u>

The College has recognized the following as nonoperating federal grants for the years ended June 30, 2024 and 2023:

	<u>For the Year Ended June 30, 2024</u>			<u>For the Year Ended June 30, 2023</u>		
	<u>Student Aid Award</u>	<u>Institutional Award</u>	<u>Total</u>	<u>Student Aid Award</u>	<u>Institutional Award</u>	<u>Total</u>
CRRSAA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ARPA	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>740,493</u>	<u>740,493</u>
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 740,493</u>	<u>\$ 740,493</u>

As of June 30, 2024, the College had \$1,199 of unspent ARPA funds. All CRRSAA funds awarded have been spent at June 30, 2023.

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Notes to Financial Statements
June 30, 2024 and 2023

Basis of Presentation

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("GAAP") as prescribed by the Governmental Accounting Standards Board ("GASB") using the economic resources measurement focus and the accrual basis of accounting. The GASB is responsible for establishing GAAP for state and local governments through its pronouncements.

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 accompanying statements of revenues and expenses and changes in net position demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenues.

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 and basic financial statements including the College's discretely presented component unit, Massachusetts College of Art and Design Foundation, Inc. (the "Foundation"). The College presents statements of net position, revenues and expenses, changes in net position, and cash flows on a College-wide basis with separate totals for the component unit.

The College's policies for defining operating activities in the statements of revenues and expenses and statements of changes in net position are those that generally result from exchange transactions, such as payments received for services and payments made for the purchase of goods and services and certain grants and contracts. Certain other transactions are reported as nonoperating activities in accordance with GASB Statement No. 35. These nonoperating activities include the College's operating and capital appropriations from the Commonwealth, net investment income, gifts, and interest expense.

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, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are included in this component of net position.

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

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

Unrestricted: Net position that is not subject to externally imposed stipulations or categorized as net investment in capital assets. Unrestricted net assets may be designated for specific purposes by action of management or the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

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

Trust Funds

In accordance with the requirements of the State, 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.

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.

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 statements of revenues and expenses as nonoperating revenues (expenses).

Allowance for Doubtful Accounts

Accounts 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 conditions.

Inventories

Inventories consisting of books, publications, and supplies are stated at the lower of cost or market and are included within other assets on the statements of net position. Cost is determined using the first-in, first-out method.

Capital Assets

Real estate assets, including improvements, are generally stated at cost at date of acquisition. Furnishings, equipment, and collection items 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. Interest costs on debt related to capital assets were capitalized during the construction period for projects before July 1, 2021. Beginning on July 1, 2021, interest on debt costs on debt related to capital assets were expensed during the construction period. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years. Leased and subscription-based information technology arrangement assets are amortized over the shorter of the lease/subscription term or useful life of the underlying asset.

The College does not have collections of historical treasures, works of art, or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

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's 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.

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Post-employment Benefits Other Than Pensions

For purposes of measuring the College's net other post-employment benefit(s) ("OPEB") liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT"), and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Fringe Benefits

The College participates in the State's retirement plan and programs for fringe benefits and others, including health insurance, unemployment, and workers' compensation. Health insurance and pension costs are billed through a fringe benefit rate charged to the College.

Workers' Compensation

The Commonwealth provides workers' compensation coverage to its employers on a self-insured basis. The Commonwealth requires the College to record its portion of the workers' compensation in its records. Workers' compensation costs are actuarially determined based on the College's actual experience.

Compensated Absences

Employees with 10 or more years of service are entitled to carry forward 20% of unused sick time. Upon retirement, the employees are entitled to receive payment for their unused balance.

Unearned Revenues and Deposits

Unearned revenues represent unearned income related to certain summer courses and federal grants and programs that transcend the fiscal year. Deposits are advance payments received from students who will be attending the College in the next academic year and are recognized ratably as revenue upon the students' matriculation. Federal grant revenue is recognized as conditions of the grant are met.

Student Tuition and Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts paid directly to the students are generally reflected as operating expenses.

Tax Status

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

Use of Estimates

The preparation of financial statements in conformity with GAAP 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.

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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 determining the value of donated assets and accounts receivable, incremental borrowing rate for lease liability and estimating depreciation, amortization, net pension, and OPEB liability assumptions, and the recoverability of long-lived assets.

Upcoming Governmental Accounting Pronouncements

GASB Statement No. 101, *Compensated Absences*, is effective for reporting periods beginning after December 15, 2023. The objective of this statement is to update the recognition and measurement for compensated absences.

GASB Statement No. 102, *Certain Risk Disclosures* is effective for reporting periods beginning after June 15, 2024. The objective of this statement is to update the required disclosures for risks that could negatively impact state and local governments.

GASB Statement No. 103, *Financial Reporting Model Improvements* is effective for reporting periods beginning after June 15, 2025. The objective of this statement is to improve the financial reporting model to enhance decision making by the organization and assessing a government's accountability.

Management has not completed its review of the requirements of these standards and their applicability.

Implementation of Newly Effective Accounting Standard

As of July 1, 2022, the College implemented GASB Statement No. 100, *Accounting Changes and Error Corrections*, an amendment of GASB 62. The objective of this statement is to provide consistency for changes in accounting principles, accounting estimates, and the reporting entity and corrections of errors. The adoption of this statement did not have a material impact to the financial statements.

2. CASH AND EQUIVALENTS

Custodial credit risk is 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 balances in excess of amounts insured by the Federal Deposit Insurance Corporation ("FDIC"). The College does not have a formal deposit policy for custodial credit risk.

The Treasurer of the Commonwealth oversees the financial management of the Massachusetts Municipal Depository Trust ("MMDT"), an external investment pool for cities, towns, and other State and local agencies within the Commonwealth. MMDT operates as a Rule 2a-7-like pool and is valued by MMDT's management on amortized cost where the net asset value is \$1 per share. At June 30, 2024 and 2023, the College has \$24,416,702 and \$23,100,196, respectively, invested with MMDT; these amounts are included in cash and equivalents. MMDT is an instrumentality of the Treasurer of the Commonwealth and therefore is not covered by FDIC insurance and its political subdivisions. It is designed as a legal means to temporarily invest available cash in safe, liquid, and high yield investment vehicles by offering participation in a diversified portfolio of high-quality money market instruments. Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are:

- a) uncollateralized,
- b) collateralized with securities held by the pledging financial institution, or
- c) collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor government's name.

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Of the bank balances of \$22,990,759 and \$17,716,900 at June 30, 2024 and 2023, \$509,517 and \$520,074 were covered by federal depository insurance and collateralization agreements covered \$6,847,461 and 7,291,142, respectively. The insured balances reflect guarantees from the FDIC in effect during June 30, 2024 and 2023. Uninsured bank balances (not including MMDT) were \$15,633,781 and \$9,905,684 at June 30, 2024 and 2023, respectively.

Deposits Held by State Treasurer

Accounts payable and accrued salaries to be funded from College funds totaled approximately \$1,258,000 and \$3,589,000 at June 30, 2024 and 2023, respectively. The College has recorded an equivalent dollar amount of deposits held by the State Treasurer for the benefit of the College, which was subsequently used for these liabilities.

Cash Held by MSCBA - Debt Service Reserve

Cash held by MSCBA represents funds held by the Massachusetts State College Building Authority ("MSCBA") for specific construction projects.

3. INVESTMENTS

Foundation

Investments of the Foundation are stated at fair market value and classified as Level 1 investments and consist of the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Equity mutual funds	\$ 12,457,430	\$ 10,210,839
Fixed income mutual funds	2,464,642	2,498,976
Hedge Funds	<u>2,114,927</u>	<u>1,468,436</u>
	<u>\$ 17,036,999</u>	<u>\$ 14,178,251</u>

4. ACCOUNTS RECEIVABLE

Accounts receivable of the College comprise the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Student accounts receivable	\$ 793,519	\$ 572,155
Less: Allowance for doubtful accounts	<u>150,100</u>	<u>151,025</u>
	<u>\$ 643,419</u>	<u>\$ 421,130</u>

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5. CONTRIBUTIONS RECEIVABLE

Foundation

Unconditional promises to give due in more than one year are reflected at the present value of estimated future cash flows using a discount rate of approximately 5%. Contributions receivable of the Foundation comprise the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Due within one year	\$ 13,270	\$ 86,769
Due within one to five years	<u>5,000</u>	<u>10,000</u>
Gross contributions receivable	18,270	96,769
Unamortized discount and allowance	<u>(1,557)</u>	<u>(7,988)</u>
Total contributions receivable	<u>\$ 16,713</u>	<u>\$ 88,781</u>

6. LOANS RECEIVABLE

The College participates in the Federal Perkins Loan Program (the loans of which are referred to as "Perkins Loans"). 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 due to the U.S. Government upon the termination of the College's participation in the program. The Joslin Loans receivable represent monies provided to students as a form of financial aid. Students are required to pay 5% interest on these loans. Management has reviewed loans receivable as of June 30, 2024 and 2023, and considers the balance to be fully collectible, and accordingly, no allowance for doubtful accounts is required.

Loans receivable comprise the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Perkins Loans receivable	\$ 45,604	\$ 116,187
Joslin Loans receivable	<u>71,509</u>	<u>71,509</u>
	<u>\$ 117,113</u>	<u>\$ 187,696</u>

The Federal Perkins Loan Program Extension Act of 2015 (the "Extension Act"), enacted on December 18, 2015, extended the Federal Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017. The College is reviewing the ongoing updates to the Federal Perkins Loan Program and is working with families affected by the Extension Act for the 2023-2024 academic year.

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Notes to Financial Statements
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7. CAPITAL ASSETS

Capital asset activity for the College for the year ended June 30, 2024, is as follows:

	Estimated Lives (In Years)	(Restated) Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Nondepreciable						
Land		\$ 5,677	\$ -	\$ -	\$ -	\$ 5,677
Construction in progress		3,142,989	1,461,899	(76,218)	(1,431,895)	3,096,775
Total nondepreciable		3,148,666	1,461,899	(76,218)	(1,431,895)	3,102,452
Depreciable						
Buildings, including improvements	40	190,339,169	27,705	-	1,431,895	191,798,769
Leased buildings	40	86,810,418	-	-	-	86,810,418
Furnishings and equipment	3-10	2,133,202	-	(31,992)	-	2,101,210
Software arrangements	3	691,851	313,171	(43,316)	-	961,706
Leased equipment	5	146,022	-	(146,022)	-	-
Educational resource materials	5	2,057,529	-	-	-	2,057,529
Total depreciable		282,178,191	340,876	(221,330)	1,431,895	283,729,632
Less: Accumulated depreciation						
Buildings, including improvements		89,429,834	3,206,306	-	-	92,636,140
Leased buildings		13,375,524	4,451,870	-	-	17,827,394
Furnishings and equipment		2,219,460	-	(31,992)	-	2,187,468
Software arrangements		192,354	219,940	(43,316)	-	368,978
Leased equipment		137,910	8,112	(146,022)	-	-
Educational resource materials		2,057,529	-	-	-	2,057,529
Total accumulated depreciation		107,412,611	7,886,228	(221,330)	-	115,077,509
Capital assets, net		\$ 177,914,246	\$ (6,083,453)	\$ (76,218)	\$ -	\$ 171,754,575

Capital asset activity for the College for the year ended June 30, 2023, is as follows:

	Estimated Lives (In Years)	(Restated) Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Nondepreciable						
Land		\$ 5,677	\$ -	\$ -	\$ -	\$ 5,677
Construction in progress		2,018,506	1,244,943	-	(120,460)	3,142,989
Total nondepreciable		2,024,183	1,244,943	-	(120,460)	3,148,666
Depreciable						
Buildings, including improvements	40	189,893,648	325,061	-	120,460	190,339,169
Leased buildings	40	86,810,418	-	-	-	86,810,418
Furnishings and equipment	3-10	2,161,301	-	(28,099)	-	2,133,202
Software arrangements	3	351,190	340,661	-	-	691,851
Leased equipment	5	146,022	-	-	-	146,022
Educational resource materials	5	2,057,529	-	-	-	2,057,529
Total depreciable		281,420,108	665,722	(28,099)	120,460	282,178,191
Less: Accumulated depreciation						
Buildings, including improvements		86,203,705	3,226,129	-	-	89,429,834
Leased buildings		8,917,016	4,458,508	-	-	13,375,524
Furnishings and equipment		2,247,559	-	(28,099)	-	2,219,460
Software arrangements		82,367	109,987	-	-	192,354
Leased equipment		89,236	48,674	-	-	137,910
Educational resource materials		2,057,529	-	-	-	2,057,529
Total accumulated depreciation		99,597,412	7,843,298	(28,099)	-	107,412,611
Capital assets, net		\$ 183,846,879	\$ (5,932,633)	\$ -	\$ -	\$ 177,914,246

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8. LONG-TERM LIABILITIES

Activity in long-term liabilities for the College for the year ended June 30, 2024, consists of the following:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Bonds payable	\$ 31,293,926	\$ 460,964	\$ 3,358,674	\$ 28,396,216	\$ 2,406,777
SBITAs liability	506,460	313,171	208,747	610,884	246,498
Lease payable	82,344,809	-	3,666,105	78,678,704	3,592,892
Compensated absences	5,249,398	295,724	-	5,545,122	3,606,906
Workers' compensation	951,311	121,410	-	1,072,721	133,368
Other post-employment benefit liability	2,694,000	-	507,871	2,186,129	-
Net pension liability	2,140,660	-	85,221	2,055,439	-
	<u>\$ 125,180,564</u>	<u>\$ 1,191,269</u>	<u>\$ 7,826,618</u>	<u>\$ 118,545,215</u>	<u>\$ 9,986,441</u>

Activity in long-term liabilities for the College for the year ended June 30, 2023, consists of the following:

	<u>(Restated) Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Bonds payable	\$ 33,507,045	\$ -	\$ 2,213,119	\$ 31,293,926	\$ 2,513,938
SBITAs liability	273,592	340,661	107,793	506,460	173,130
Lease payable	85,366,426	-	3,021,617	82,344,809	3,465,839
Compensated absences	5,031,345	218,053	-	5,249,398	3,434,051
Workers' compensation	966,614	-	15,303	951,311	114,682
Other post-employment benefit liability	2,846,439	-	152,439	2,694,000	-
Net pension liability	1,621,193	519,467	-	2,140,660	-
	<u>\$ 129,612,654</u>	<u>\$ 1,078,181</u>	<u>\$ 5,510,271</u>	<u>\$ 125,180,564</u>	<u>\$ 9,701,640</u>

The College entered into a financing agreement with Division of Capital Asset Management and Maintenance for a water retrofit and energy efficiency project. The payment terms are over 15 years with an annual interest rate of 3.52%, and annual debt service payments of \$410,547 began in June 2022. The maximum funds to be repaid are \$5,824,321. At June 30, 2024 and 2023, the debt outstanding was \$5,185,769 and \$5,406,024, respectively.

On February 1, 2024, the College's MSCBA Series 2003B, 2016A, 2012A, 2019C, 2014A, 2014B, and 2020A bonds were partially refunded as part of the MSCBA's Refunding Revenue Bonds Series 2024A. The purpose of the issuance was to provide budgetary relief to the College. The refunding resulted in an economic benefit of approximately \$926,000 and a deferred gain of approximately \$925,000. The first principal payment was due on May 1, 2024, and the final payment is due on May 1, 2034, with an interest rate of 5%. At June 30, 2024 and 2023, the debt outstanding was \$17,031,815 and \$19,384,270, respectively.

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On July 1, 2020, the College's MSCBA Series 2003B, 2016A, 2012A, 2019C, 2014A, 2014B, and 2017C bonds were partially refunded as part of the MSCBA's Refunding Revenue Bonds Series 2020A. The purpose of the issuance was to provide budgetary relief for fiscal years 2021 and 2022 to the College. The refunding resulted in an economic loss of approximately \$2,335,000 and a deferred loss of approximately \$2,411,000. The first principal payment was due on May 1, 2022, and the final payment is due on May 1, 2038, with an interest rate that ranges from 1.044% to 5.50%. At June 30, 2024 and 2023, the debt outstanding was \$6,178,632 and \$6,503,632, respectively.

Maturities of bond principal and interest subsequent to June 30, 2024, are as follows:

<u>Fiscal Years Ending June 30</u>	<u>Principal</u>	<u>Interest</u>
2025	\$ 2,406,777	\$ 936,264
2026	2,489,361	848,966
2027	2,590,254	757,455
2028	2,679,737	666,441
2029	2,769,481	577,959
2030 - 2034	10,992,160	1,705,851
2035 - 2039	3,688,748	503,898
2040-2041	779,698	41,404
	<u>\$ 28,396,216</u>	<u>\$ 6,038,238</u>

9. LEASES

A summary of the College's leases at June 30, 2024, is as follows:

<u>Description</u>	<u>Rate Type</u>	<u>Interest Rate</u>	<u>Lease Liability 6/30/2024</u>
MSCBA - Residence hall	Implicit Rate	5.54%	\$ 20,192,536
MSCBA - Treehouse	Implicit Rate	4.23%	57,894,124
MSCBA - 2006 renewal	Implicit Rate	4.00%	172,775
MSCBA - 20 renewal	Implicit Rate	3.58%	212,965
MSCBA - System debt	Implicit Rate	30.70%	206,304
MSCBA total			<u>\$ 78,678,704</u>

There are no renewal options included in the above lease agreements. The amortization of the right-of-use asset was amortized on a straight-line basis over the lease term for each lease. At June 30, 2024 and 2023, the remaining unamortized right-of-use asset related to lease obligations was \$73,443,006 and \$68,983,024, respectively.

Massachusetts State College Building Authority

The land on which the residence hall resides is leased by the Massachusetts State College Building Authority ("MSCBA") from the Commonwealth. MSCBA has issued bonds to construct and refurbish the College's residence halls. The residence halls and the associated liability are reflected on the financial statements of MSCBA. MSCBA leases the residence halls to the College.

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According to an agreement between the Commonwealth and the College, the College is responsible for reimbursing MSCBA for debt service payments of the bonds that MSCBA has issued for the residence halls and operating costs for the residence halls incurred by MSCBA.

The lease terms are completed when the final bond payment is made. Final payment for all bonds is scheduled for May 2040. If MSCBA refunds the bonds, any cost savings are passed through to the College. For the year ended June 30, 2024, \$21 million of the bonds were refunded. The difference in the lease liability due to the refunding was recognized as deferred inflow of resources.

Payments to MSCBA are due in semiannual installments that coincide with the fall and spring academic semesters. For the years ended June 30, 2024 and 2023, debt service payments related to leases paid by the College were \$7,197,304 and \$6,911,301, respectively, and insurance and other payments were \$397,968 and \$529,895, respectively.

Lease interest expense for the years ended June 30, 2024 and 2023, was \$3,826,434 and \$3,945,231, respectively.

Equipment Leases

In July 2020, the College entered into a three-year lease agreement for equipment. Payments of \$50,163 are due annually. There are no options to renew the lease or purchase the leased equipment. The College did not make payments for the lease other than the monthly payments for the years ended June 30, 2024 and 2023. The lease was fully paid off in fiscal year 2023.

Annual requirements to amortize the lease liability and related interest subsequent to June 30, 2024, are as follows:

<u>Years Ended June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 3,592,892	\$ 3,659,881	\$ 7,252,773
2026	3,768,298	3,487,641	7,255,939
2027	3,943,939	3,303,228	7,247,167
2028	4,149,935	3,107,750	7,257,685
2029	4,354,265	2,887,782	7,242,047
2030 - 2034	25,104,839	11,211,313	36,316,152
2035 - 2039	29,055,150	5,052,750	34,107,900
2040	4,709,386	183,819	4,893,205
	<u>\$ 78,678,704</u>	<u>\$ 32,894,164</u>	<u>\$ 111,572,868</u>

NOTE 9A - SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS

The College has entered into subscription-based information technology arrangements ("SBITAs") for various software products which were initiated in fiscal years ended ranging from June 30, 2022 to 2024. These agreements have expiration dates ranging from April 2026 to August 2028 and have annual payments ranging from \$15,750 to \$120,000. IBR's of 1%, 3.36%, 3.42% and 3.83% were used to discount all SBITA arrangement payments to recognize the intangible right to use this asset and the associated SBITA liability for all SBITA. There were no payments made for additional services not included in the annual SBITA payments. The College has no options to renew these agreements and there is no option to purchase the software products.

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At June 30, 2024 and 2023, total SBITA right of use assets were \$961,700 and \$691,900, respectively. At June 30, 2024 and 2023, total SBITA accumulated amortization was approximately \$369,000 and \$192,400, respectively.

A summary of the College's SBITAs is as followed at June 30, 2024 and 2023:

<u>Description</u>	<u>Expiration Date</u>	<u>Payment Terms</u>	<u>Payment Amount</u>	<u>Interest Rate</u>	<u>2024 SBITA Liability</u>	<u>2023 SBITA Liability</u>
Ellucian - CRM Advise	6/30/2026	60 months	\$4,955 - \$5,577	1.00%	\$ 130,525	191,969
LinkedIn	7/31/2023	25 months	\$1,750	1.00%	-	1,749
Rapid7	4/25/2026	37 months	\$10,000	3.83%	202,804	312,742
Ellucian - Insights	6/30/2027	48 months	\$1,250 - \$1,447	3.36%	47,117	-
Team Dynamix	8/31/2028	60 months	\$2,412 - \$3,589	3.36%	153,306	-
Pantheon	6/30/2027	37 months	\$2,221 - \$2,258	3.42%	77,132	-
					<u>\$ 610,884</u>	<u>\$ 506,460</u>

Annual requirements to amortize the SBITA liability and related interest subsequent to June 30, 2023, are as follows:

<u>Years Ended June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 246,498	\$ 95,914	\$ 342,412
2026	232,521	72,525	305,046
2027	82,865	51,153	134,018
2028	41,851	30,622	72,473
2029	7,149	9,635	16,784
	<u>\$ 610,884</u>	<u>\$ 259,849</u>	<u>\$ 870,733</u>

10. PENSIONS

Defined Benefit Plan Description

Certain employees of the University 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 stand-alone financial statements. Additional information regarding the plan is contained in the Commonwealth's financial statements, which is available online from the Office of State Comptroller's website.

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Benefit Provisions

SERS provides retirement, disability, survivor, and death benefits to members and their beneficiaries. Massachusetts General Laws establish 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, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after 10 years of creditable service. A superannuation retirement allowance may be received upon the completion of 20 years of service or upon reaching the age of 55 with 10 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, are not eligible for retirement until they have reached age 60.

Contributions

The SERS's funding policies have been established by Chapter 32 of the Massachusetts General Laws. 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>Percent 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
1979 to present	An additional 2% of regular compensation in excess of \$30,000

For employees covered by SERS but not paid from State appropriations, the College is required to contribute at an actuarially determined rate. The rate was 16.69%, 16.70%, and 16.11% of annual covered payroll for the fiscal years ended June 30, 2024, 2023, and 2022, respectively. The College contributed \$231,148, \$206,906, and \$216,605 for the fiscal years ended June 30, 2024, 2023, and 2022, respectively, equal to 100% of the required contributions for the years.

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

At June 30, 2024 and 2023, the College reported a liability of \$2,055,439 and \$2,140,660, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2024, the reporting date, was measured as of June 30, 2023, 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, 2023, rolled forward to June 30, 2023. The net pension liability as of June 30, 2023, the reporting date, was measured as of June 30, 2022, 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, 2022, rolled forward to June 30, 2022.

The College's proportion of the net pension liability was based on its share of the Commonwealth's collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2024 and 2023. The College's proportionate share was based on actual employer contributions to SERS for fiscal years 2024 and 2023 relative to total contributions of all participating employers for the fiscal years. At June 30, 2024 and 2023, the College's proportion was 0.014% and 0.015%, respectively.

For the years ended June 30, 2024 and 2023, the College recognized pension expense of \$211,693 and \$177,366, respectively.

The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Deferred outflows of resources related to pensions		
Contributions subsequent to the measurement date	\$ 231,148	\$ 206,906
Differences between expected and actual experience	73,015	53,250
Differences between projected and actual investment earnings on pension plan investments	55,318	-
Changes in proportion from the Commonwealth	17	146
Changes in plan actuarial assumptions	34,545	58,936
Changes in proportion due to internal allocation	62,970	110,769
Total deferred outflows related to pensions	<u>\$ 457,013</u>	<u>\$ 430,007</u>
Deferred inflows of resources related to pensions		
Differences between expected and actual experience	\$ 50,790	\$ 83,551
Differences between projected and actual investment earnings on pension plan investments	-	11,412
Changes in proportion from the Commonwealth	15,703	5,790
Changes in proportion due to internal allocation	147,451	20,419
Total deferred inflows related to pensions	<u>\$ 213,944</u>	<u>\$ 121,172</u>

The College's contributions of \$231,148 and \$206,906 made during fiscal years ending June 30, 2024 and 2023, respectively, subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the succeeding years.

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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 for years ending June 30:

2025	\$ 572
2026	(5,953)
2027	14,680
2028	<u>2,622</u>
	<u>\$ 11,921</u>

Actuarial Assumptions

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

	<u>2024</u>	<u>2023</u>
Measurement date	June 30, 2023	June 30, 2022
Inflation	2.50%	2.50%
Salary increases	4.00% to 9.00%	4.50% to 9.00%
Investment rate of return	7.00%	7.00%
Interest rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2023 and 2022, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2021 and set forward one year for females
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2021 and set forward one year for females
- Disability - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2021, set forward one year.

The 2024 pension liability for the June 30, 2023, measurement date was determined by an actuarial valuation as of January 1, 2022, rolled forward to June 30, 2023. The 2023 pension liability for the June 30, 2022, measurement date was determined by an actuarial valuation as of January 1, 2022, and rolled forward to June 30, 2022.

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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, 2024 and 2023, are summarized in the following table:

Asset Class	2024		2023	
	Target Allocation	Long-term Expected Real Rate of Return	Target Allocation	Long-term Expected Real Rate of Return
Global equity	38.0%	4.90%	38.0%	4.20%
Core fixed income	15.0%	1.90%	15.0%	0.50%
Portfolio completion strategies	10.0%	3.80%	10.0%	2.70%
Private equity	16.0%	7.40%	15.0%	7.30%
Real estate	10.0%	3.00%	10.0%	3.30%
Value added fixed income	8.0%	5.10%	8.0%	3.70%
Timber/natural resources	4.0%	4.30%	4.0%	3.90%
	<u>101%</u>		<u>100%</u>	

Discount Rate

The discount rate used to measure the total pension liability was 7.00% at June 30, 2024 and 2023. 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 that 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 pension plan's fiduciary 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 at June 30, 2024 and 2023:

2024			2023		
1.00% Decrease (6.00%)	Current Discount Rate (7.00%)	1.00% Increase (8.00%)	1.00% Decrease (6.00%)	Current Discount Rate (7.00%)	1.00% Increase (8.00%)
\$ 2,824,924	\$ 2,055,439	\$ 1,404,253	\$ 2,952,457	\$ 2,140,660	\$ 1,453,761

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11. OTHER POST-EMPLOYMENT BENEFITS

Plan Description

As An agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single-employer defined benefit OPEB plan - the SRBT. Benefits are managed by the Group Insurance Commission ("GIC"), and investments are managed by the Pension Reserves Investment Management Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such healthcare and other nonpension benefits, current and future, have been paid or deceased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with Trustees, which consists of seven members (or their designee), including the Secretary of Administration and Finance, the Executive Director of the GIC, the Executive Director of Public Employee Retirement Administration Commission, the State Treasurer, the Comptroller, one person appointed by the Governor, and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue a stand-alone audited financial statement but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain healthcare 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 healthcare / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions

Employer and employee contribution rates are set by Massachusetts General Laws. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2024 and 2023, and as of the valuation date (January 1, 2023 and 2022), participants contributed 10% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 7.65% and 7.65% of annual covered payroll for the fiscal years ended June 30, 2024 and 2023, respectively. The College contributed \$108,434 and \$90,168 for the fiscal years ended June 30, 2024 and 2023, respectively, equal to 100% of the required contribution for both years.

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OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2024 and 2023, the College reported a liability of \$2,186,129 and \$2,694,000, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2023 and 2022, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2023 and 2022, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2023 and 2022. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2023 and 2022 relative to total contributions of all participating employers for the fiscal years. At June 30, 2024 and 2023, the College's proportion was 0.015% and 0.020%, respectively.

For the years ended June 30, 2024 and 2023, the College recognized OPEB income of \$218,435 and \$109,242, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Deferred outflows of resources related to OPEB		
Contributions subsequent to the measurement date	\$ 108,434	\$ 90,168
Differences between expected and actual experience	88,916	49,592
Changes in OPEB plan actuarial assumptions	96,038	198,422
Changes in proportion from the Commonwealth	200	1,238
Net differences between projected and actual earnings on OPEB plan investments	7,144	4,095
Changes in proportion due to internal allocation	<u>468,588</u>	<u>646,808</u>
Total deferred outflows related to OPEB	<u>\$ 769,320</u>	<u>\$ 990,323</u>
Deferred inflows of resources related to OPEB		
Changes in proportion due to internal allocation	\$ 1,036,946	\$ 483,950
Differences between expected and actual experience	245,557	446,021
Changes in proportion from the Commonwealth	20,919	13,304
Changes in OPEB plan actuarial assumptions	<u>563,881</u>	<u>975,016</u>
Total deferred inflows related to OPEB	<u>\$ 1,867,303</u>	<u>\$ 1,918,291</u>

Contributions

The College's contributions of \$108,434 and \$90,168 made during fiscal years ended June 30, 2024 and 2023, respectively, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

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Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows for years ending June 30:

2025	\$ (339,622)
2026	(327,763)
2027	(313,911)
2028	(191,028)
2029	<u>(34,093)</u>
	<u>\$ (1,206,417)</u>

Actuarial Assumptions

The total OPEB liability for 2024 and 2023 using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified is as follows:

Measurement date	June 30, 2023	June 30, 2022
Inflation	2.50%	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS.	Rates vary by years of service and group classification, consistent with SERS.
Investment rate of return	7.00%, net of OPEB plan investment expense, including inflation.	7.00%, net of OPEB plan investment expense, including inflation.
Health care cost trend rates	Developed based on the most recent published GAO-Getzen trend rate model, version 2023_1f. Medicare and non-Medicare benefits range from 5.79% to 7.50%.	Developed based on the most recent published GAO-Getzen trend rate model, version 2022_f4. Medicare and non-Medicare benefits range from 5.00% to 7.60%.

The mortality rate was in accordance with RP-2014 Blue Collar Mortality Table projected with scale MP-2021 from the central year, with females set forward one year.

The participation rates are actuarially assumed as follows:

- 100% of all retirees who currently have healthcare coverage are assumed to elect coverage at retirement.
- Retirees who currently elect to waive their coverage are assumed to remain uncovered in the future.
- 35% of employees currently opting out of active employee health coverage are assumed to elect to enroll in retiree coverage.
- 85% of current and future vested terminated participants will elect healthcare benefits at age 55 or current age if later.
- 100% of spouses are assumed to elect to continue coverage after the retiree's death.

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- Actives, upon retirement, take coverage and are assumed to have the following coverage:

	2024		2023	
	Retirement Age		Retirement Age	
	Under 65	Age 65+	Under 65	Age 65+
Indemnity	27.0%	96.0%	28.0%	96.0%
POS/PPO	63.0%	0.0%	60.0%	0.0%
HMO	10.0%	4.0%	12.0%	4.0%

The actuarial assumptions used in the January 1, 2023 and 2022, valuations were based on the results of an actuarial experience study for the periods ranging from July 1, 2021 and 2020 through December 31, 2022 and 2021, depending upon the criteria being evaluated.

The long-term expected rate of return on OPEB 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.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2024 and 2023, is the same as discussed in the pension footnote.

Discount Rate

The discount rate used to measure the total OPEB liability for 2024 and 2023 was 4.34% and 4.30%, respectively. These rates were based on a blend of the Bond Buyer Index Rate (3.65% and 3.54%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date," when projected benefits are not covered by projected assets, is 2043 and 2041 for the fiscal years 2024 and 2023, respectively. Therefore, the long-term expected rate of return on OPEB plan investments is 7.00% per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB 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 discount rate at June 30, 2024 and 2023:

2024			2023		
1.00% Decrease (3.34%)	Current Discount Rate (4.34%)	1.00% Increase (5.34%)	1.00% Decrease (3.30%)	Current Discount Rate (4.30%)	1.00% Increase (5.30%)
\$ 2,554,281	\$ 2,186,132	\$ 1,884,045	\$ 3,142,842	\$ 2,694,000	\$ 2,325,309

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Sensitivity of the College's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are one percentage point lower or one percentage point higher than the current healthcare cost trend rates at June 30:

2024			2023		
1.00% Decrease	Current Healthcare Cost Trend Rate	1.00% Increase	1.00% Decrease (B)	Current Healthcare Cost Trend Rate (A)	1.00% Increase (C)
\$ 1,831,813	\$ 2,186,132	\$ 2,634,324	\$ 2,258,343	\$ 2,694,000	\$ 3,245,489

(A) Current healthcare cost trend rate, as disclosed in the actuarial assumptions.

(B) One percentage decrease in current healthcare cost trend rate, as disclosed in the actuarial assumptions.

(C) One percentage increase in current healthcare cost trend rate, as disclosed in the actuarial assumptions.

12. OTHER 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 for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission

The Commonwealth's 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 number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi independent State agency governed by a seventeen-member body 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 years ended June 30, 2024 and 2023, 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 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 pretax healthcare spending account and dependent care assistance program (for active employees only).

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Other Retirement Plans

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 payout.

13. DEFERRED INFLOWS OF RESOURCES

Campus Dining Facilities Agreement

The College has entered into a joint public-private partnership for dining and related services with Sodexo Operations, LLC ("Sodexo"), Wentworth Institution of Technology, Inc., and Massachusetts College of Pharmacy and Health Sciences. In exchange for this agreement, Sodexo has provided the College with funds to augment the cost of improvements to the College's dining and kitchen facilities. The College's share of the funds received in fiscal year 2023 and 2022 was \$200,000 and \$2,039,261, respectively, which is amortized into revenue ratably over the life of the agreement through June 2031. In the event of termination, as provided for by either party in the agreement, repayment of the unamortized portion would be required. For the years ended June 30, 2024 and 2023, approximately \$493,000 and \$468,000 were recognized as revenue, respectively.

14. 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. These funds comprise the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Restricted - nonexpendable, categorized by allowable income usage		
Scholarships	\$ 54,881	\$ 53,898
Loans	<u>4,908</u>	<u>4,908</u>
	<u>\$ 59,789</u>	<u>\$ 58,806</u>
Restricted - expendable		
Program activities	\$ 2,468,470	\$ 987,728
Loans	<u>209,213</u>	<u>289,964</u>
	<u>\$ 2,677,683</u>	<u>\$ 1,277,692</u>

The Foundation's restricted - nonexpendable net position consists of endowment funds to be held in perpetuity, whose income is mainly used for various scholarships and program support.

15. 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 College's financial position.

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The College is periodically involved in legal actions arising in the ordinary course of business. Costs for all known claims not covered by insurance, if any, are recognized in the financial statements. Although the ultimate outcome of actions cannot be determined, management's opinion is that the College has adequate legal defense with respect to each of these actions and that the amount of any additional liability would not have a material impact on the financial statements.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). The 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 2.00%. The College accepts as payment of tuition, the amount determined by the Program without regard to standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of the Program cannot be determined as it is contingent on future tuition increases and the number of Program participants who attend the College.

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, and workers' compensation. 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.

16. OPERATING EXPENSES

The College's operating expenses, on a natural classification basis, are comprised of the following for the years ended at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Compensation and benefits	\$ 53,954,090	\$ 48,621,763
Supplies and services	29,895,169	26,573,243
Depreciation	7,886,228	7,843,298
Scholarships and fellowships	<u>1,034,147</u>	<u>593,091</u>
	<u>\$ 92,769,634</u>	<u>\$ 83,631,395</u>

17. RELATED PARTY TRANSACTIONS

The Foundation is a separate tax-exempt corporation organized for the purpose of fundraising through private donations for the ultimate benefit of the College. The College received contributions from the Foundation totaling approximately \$2,158,000 and \$2,103,000, which are included within other operating revenues, for the years ended June 30, 2024 and 2023, respectively.

18. PASS-THROUGH STUDENT FEDERAL LOANS

The College distributed \$21,609,094 and \$10,457,570 for student loans through the United States Department of Education federal direct lending program for the years ended June 30, 2024 and 2023, respectively. These distributions and related funding sources are not included as revenues and expenses or as cash receipts and cash disbursements in the accompanying financial statements.

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19. MASSACHUSETTS MANAGEMENT ACCOUNTING AND REPORTING SYSTEM

Section 15C of Chapter 15A of the Massachusetts General Laws requires State colleges and universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the State'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's State appropriations are comprised of the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Direct unrestricted appropriations	\$ 25,862,582	\$ 23,163,073
Fringe benefits for benefited employees on the State payroll	<u>13,815,346</u>	<u>11,694,678</u>
Total unrestricted appropriations	39,677,928	34,857,751
Capital appropriations	<u>278,173</u>	<u>644,166</u>
Total appropriations	<u>\$ 39,956,101</u>	<u>\$ 35,501,917</u>

In 2004, the College entered into an agreement with the State that allows the College to retain all tuition and fees received by the College. As such, the College is not required to remit day school tuition back to the State.

A reconciliation of revenue between the College and MMARS as of June 30, 2024 and 2023, is as follows (unaudited):

	<u>2024</u>	<u>2023</u>
Revenue per MMARS	\$ 94,709,375	\$ 91,183,870
Revenue per College	<u>94,709,375</u>	<u>91,183,870</u>
Difference	<u>\$ -</u>	<u>\$ -</u>

A reconciliation of expenditures between the College and MMARS as of June 30, 2024 and 2023, is as follows (unaudited):

	<u>2024</u>	<u>2023</u>
Expenditures per MMARS	\$ 90,321,143	\$ 84,166,059
Expenditures per College	<u>90,321,143</u>	<u>84,166,059</u>
Difference	<u>\$ -</u>	<u>\$ -</u>

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20. TITLE TO VARIOUS ASSETS AND LIABILITIES

The College is an agency of the Commonwealth. Therefore, in accordance with GASB Statement No. 39, the College will ultimately be included in the State's financial statements. For financial reporting purposes, all capital assets used in the operation of the College will be recorded as investment in plant. In addition to the treatment of capital assets, the College's proportionate share of various other asset and liability accounts has been recorded on the College's financial statements in order for them to be in accordance with GAAP. The cumulative effect of these asset and liability accounts is reflected in the unrestricted net position balance. Included in the unrestricted net position balance are the State's portions of inventories, accrued salaries and wages, compensated absences, and workers' compensation. The College's policy is not to record these assets and liabilities on its internal financial statements.

Massachusetts College of Art and Design's preliminary unrestricted net position at June 30, 2024				\$ 41,130,645
	<u>Local</u>	<u>State</u>	<u>Total</u>	
Reconciling items				
Inventories	\$ 139,473	\$ -	\$ 139,473	
Deferred outflows of resources	-	1,226,333	1,226,333	
Deferred inflows of resources	(3,450,309)	(2,081,247)	(5,531,556)	
Accrued interest	-	(433,781)	(433,781)	
Accrued salaries and wages	-	(2,000,875)	(2,000,875)	
Accrued compensated absences and benefits	(282,150)	(6,335,693)	(6,617,843)	
Other post-employment benefit liability	-	(2,186,129)	(2,186,129)	
Net pension liability	-	(2,055,439)	(2,055,439)	
Total				<u>(17,459,817)</u>
Massachusetts College of Art and Design's audited unrestricted net position at June 30, 2024				\$ 23,670,828
Distribution of unrestricted net position				
Local funds				\$ 37,537,659
State funds				<u>(13,866,831)</u>
				<u>\$ 23,670,828</u>
Massachusetts College of Art and Design's preliminary unrestricted net position at June 30, 2023				\$ 38,759,583
	<u>Local</u>	<u>State</u>	<u>Total</u>	
Reconciling items				
Inventories	\$ 168,748	\$ -	\$ 168,748	
Deferred outflows of resources	-	1,420,330	1,420,330	
Deferred inflows of resources	(3,743,210)	(2,039,463)	(5,782,673)	
Accrued interest	-	(318,986)	(318,986)	
Accrued salaries and wages	-	(1,893,959)	(1,893,959)	
Accrued compensated absences and benefits	(273,997)	(5,926,712)	(6,200,709)	
Other post-employment benefit liability	-	(2,694,000)	(2,694,000)	
Net pension liability	-	(2,140,660)	(2,140,660)	
Total				<u>(17,441,909)</u>
Massachusetts College of Art and Design's audited unrestricted net position at June 30, 2023				\$ 21,317,674
Distribution of unrestricted net position				
Local funds				\$ 34,911,124
State funds				<u>(13,593,450)</u>
				<u>\$ 21,317,674</u>

REQUIRED SUPPLEMENTARY INFORMATION

**Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Massachusetts State Employees' Retirement System
Schedules of Proportionate Share of the Net Pension Liability (Unaudited)**

Year ended	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	January 1, 2023	January 1, 2022	January 1, 2021	January 1, 2019	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Proportion of the collective net pension liability	0.014%	0.015%	0.014%	0.015%	0.014%	0.015%	0.014%	0.015%	0.021%	0.170%
Proportionate share of the collective net pension liability	\$ 2,055,439	\$ 2,140,660	\$ 1,621,193	\$ 2,624,944	\$ 2,016,666	\$ 1,844,997	\$ 1,819,832	\$ 2,103,656	\$ 2,430,633	\$ 1,181,800
College's covered payroll	\$ 1,238,958	\$ 1,344,538	\$ 1,260,509	\$ 1,174,204	\$ 1,137,883	\$ 1,082,572	\$ 1,114,968	\$ 1,159,256	\$ 1,286,662	\$ 1,180,782
College's proportionate share of the net pension liability as a percentage of its covered payroll	165.90%	159.21%	128.61%	223.55%	177.23%	170.43%	163.22%	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the plan's total pension liability	70.71%	71.05%	77.54%	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

The Notes to Required Supplementary Information are an integral part of these statements.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Massachusetts State Employees' Retirement System
Schedules of Contributions - Pensions (Unaudited)
Years Ended June 30

	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 231,148	\$ 206,906	\$ 216,605	\$ 184,791	\$ 165,328	\$ 137,212	\$ 127,527	\$ 110,939	\$ 109,550	\$ 133,684
Contributions in relation to the statutorily required contribution	<u>(231,148)</u>	<u>(206,906)</u>	<u>(216,605)</u>	<u>(184,791)</u>	<u>(165,328)</u>	<u>(137,212)</u>	<u>(127,527)</u>	<u>(110,939)</u>	<u>(109,550)</u>	<u>(133,684)</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,384,949	\$ 1,238,958	\$ 1,344,538	\$ 1,260,509	\$ 1,174,204	\$ 1,137,883	\$ 1,082,572	\$ 1,114,968	\$ 1,159,256	\$ 1,286,662
Contribution as a percentage of covered payroll	16.69%	16.70%	16.11%	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%	10.39%

Notes

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

The Notes to Required Supplementary Information are an integral part of these statements.

Massachusetts College of Art and Design
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Massachusetts State Retirees' Benefit Trust
Schedules of Proportionate Share of Net OPEB Liability (Unaudited)

Year ended	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	January 1, 2023	January 1, 2022	January 1, 2021	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.015%	0.020%	0.018%	0.016%	0.021%	0.022%	0.020%
Proportionate share of the collective net OPEB liability	\$ 2,186,132	\$ 2,694,000	\$ 2,846,439	\$ 3,377,693	\$ 3,801,775	\$ 4,037,200	\$ 4,003,270
College's covered payroll	\$ 1,238,958	\$ 1,344,538	\$ 1,260,509	\$ 1,174,204	\$ 1,137,883	\$ 1,082,572	\$ 1,114,968
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	176.45%	200.37%	225.82%	287.66%	334.11%	372.93%	359.05%
Plan fiduciary net position as a percentage of the total OPEB liability	13.80%	13.00%	10.70%	6.40%	6.96%	6.01%	4.80%

Notes

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

The Notes to Required Supplementary Information are an integral part of these statements.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Massachusetts State Retirees' Benefit Trust
Schedules of Contributions - OPEB (Unaudited)
Years Ended June 30

	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 108,434	\$ 90,168	\$ 102,868	\$ 97,036	\$ 85,644	\$ 100,067	\$ 96,553
Contributions in relation to the statutorily required contribution	<u>(108,434)</u>	<u>(90,168)</u>	<u>(102,868)</u>	<u>(97,036)</u>	<u>(85,644)</u>	<u>(100,067)</u>	<u>(96,553)</u>
Contribution (excess) deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,384,949	\$ 1,238,958	\$ 1,344,538	\$ 1,260,509	\$ 1,174,204	\$ 1,137,883	\$ 1,082,572
Contribution as a percentage of covered payroll	7.83%	7.28%	7.65%	7.70%	7.29%	8.79%	8.92%

Notes

Employers participating in the State Retirees' Benefit Trust are required by Massachusetts 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, 2017 and is intended to provide data for the most recent ten years.

The Notes to Required Supplementary Information are an integral part of these statements.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Notes to Required Supplementary Information (Unaudited)
June 30, 2024 and 2023

1. CHANGE IN PLAN ACTUARIAL AND ASSUMPTIONS - PENSION

Measurement date - June 30, 2023

The mortality rates were changed as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2021, set forward 1 year for females.
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2021, set forward 1 year for females.
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement Date - June 30, 2021

The investment rate of return changed from 7.15% to 7.00%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rates were changes as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020, set forward one year for females.
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020, set forward one year for females.
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward one year.

Measurement Date - June 30, 2020

The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement Date - June 30, 2019

The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement Date - June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members - the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Notes to Required Supplementary Information (Unaudited)
June 30, 2024 and 2023

Measurement Date - June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement -changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 and set forward one year for females.
- Post-retirement -changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 and set forward one year for females.
- Disability - did not change.

Measurement Date - June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0%, depending on group and length of service, to a range of 4.0% to 9.0%, depending on group and length of service. Chapter 176 of the Acts of 2011 created a onetime election for eligible members of the Optional Retirement Plan ("ORP") to transfer into the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately \$400 million as of June 30, 2016.

Measurement Date - June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%.

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement - changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct).
- Post-retirement - changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct).
- Disability - changed from RP-2000 table projected five years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct).

2. CHANGE IN PLAN ASSUMPTIONS - OPEB

Fiscal year June 30, 2024

Assumptions:

Change in per Capita Claims Costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in Medical Trend Rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2023_1f. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

**Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Notes to Required Supplementary Information (Unaudited)
June 30, 2024 and 2023**

Change in Discount Rate

The discount rate was increased to 4.34% based upon a blend of the Bond Buyer Index Rate (3.65%) as of the measurement date as required by GASB Statement No. 74.

Fiscal year June 30, 2023

Assumptions:

Change in per Capita Claims Costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in Medical Trend Rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2022_f4. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Discount Rate

The discount rate was increased to 4.00% (based upon a blend of the Bond Buyer Index rate (3.54%) as of the measurement date as required by GASB Statement No. 74.

Fiscal year June 30, 2022

Assumptions:

Change in per Capita Claims Costs

Per capita claims costs were updated to reflect lower-than-expected FY22 rates, driven primarily by an increase in expected Pharmacy Benefits Manager rebates.

Change in Medical Trend Rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 2021_b. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Investments Rate

The investment rate of return decreased from 7.15% to 7.00%.

Change in Mortality Rates

The mortality projection scale was updated from MP-2016 to MP-2020.

Change in Discount Rate

The discount rate was decreased to 2.77% based upon a blend of the Bond Buyer Index Rate (2.16%) as of the measurement date as required by GASB Statement No. 74.

Fiscal year June 30, 2021

Assumptions:

Change in per Capita Claims Costs

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in Medical Trend Rates

The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920_b and the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

**Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Notes to Required Supplementary Information (Unaudited)
June 30, 2024 and 2023**

Change in Investment Rate

The investment rate of return decreased from 7.25% to 7.15%.

Change in Salary Scale

The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

Change in Discount Rate

The discount rate was decreased to 2.28% based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement No. 74.

Fiscal year June 30, 2020

Assumptions:

Change in Inflation

The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions

Salary decreased from 4.5% to 4.0%.

Change in Investment Rate

The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs

The original healthcare trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

Change in Discount Rate

The discount rate was decreased to 3.63% based upon a blend of the Bond Buyer Index Rate (3.51%) as of the measurement date as required by GASB Statement No. 74.

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which affects the high-cost excise tax.

Actuarial Valuation:

Disabled members - would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year.

Change in Discount Rate

The discount rate was increased to 3.92% based upon a blend of the Bond Buyer Index Rate (3.87%) as of the measurement date as required by GASB Statement No. 74.

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% based upon a blend of the Bond Buyer Index Rate (3.58%) as of the measurement date as required by GASB Statement No. 74. The June 30, 2016, discount rate was calculated to be 2.80%.

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 AUDITOR'S REPORT

To the Board of Trustees of
Massachusetts College of Art and Design:

We have audited, in accordance with the 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 Art and Design (An agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statement of net position as of June 30, 2024 and 2023, and the related statements of revenues and expenses, changes in net position, and cash flows for the year then ended and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated October 29, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audits of the financial statements, we considered the College's internal control over financial reporting ("internal control") as a basis for designing 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 or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's 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 of financial statements. 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.

WithumSmith+Brown, PC

October 29, 2024

SUPPLEMENTARY INFORMATION

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Schedules of Net Position - Residence Hall Trust Fund Report (Unaudited)
June 30, 2024 and 2023

	<u>2024</u>	<u>2023</u>
Assets		
Cash and equivalents	\$ 1,107,433	\$ 2,402,422
Total Residence Hall Trust Fund assets	<u>\$ 1,107,433</u>	<u>\$ 2,402,422</u>
Liabilities and Net Position		
Liabilities		
Compensated absences	\$ 49,445	\$ 45,923
Workers' compensation	<u>9,565</u>	<u>8,322</u>
Total Residence Hall Trust Fund liabilities	<u>59,010</u>	<u>54,245</u>
Net position (deficit)		
Residence Hall Trust Fund net (deficit) position - Smith Hall	(2,951,003)	(2,379,404)
Residence Hall Trust Fund net position - Artist Residence	3,018,923	2,151,465
Residence Hall Trust Fund net position - Treehouse	<u>980,503</u>	<u>2,576,116</u>
Total net position	<u>1,048,423</u>	<u>2,348,177</u>
Total Residence Hall Trust Fund liabilities and net position	<u>\$ 1,107,433</u>	<u>\$ 2,402,422</u>

See Independent Auditor's Report.

Massachusetts College of Art and Design
(An agency of the Commonwealth of Massachusetts)
Schedules of Revenues, Expenses, and Changes in Net Position - Residence Hall Trust
Fund Report (Unaudited)
Years Ended June 30, 2024 and 2023

	<u>2024</u>	<u>2023</u>
Revenues		
Student rents	\$ 9,106,787	\$ 9,229,178
Contract rents	3,374,603	3,592,400
Other	856,609	940,467
Total revenues	<u>13,337,999</u>	<u>13,762,045</u>
Expenses		
Loans and special payments	7,595,272	7,329,916
Operational services	6,514,242	5,610,593
Regular employee compensation	302,423	278,837
Information technology	6,582	3,296
Pension and insurance related	138,886	105,971
Administrative	46,673	16,141
Regular employee related	3,243	5,392
Special employee compensation	19,535	9,668
Facility operational	1,712	4,420
Total expenses	<u>14,628,568</u>	<u>13,364,234</u>
Revenues over (expenses)	<u>(1,290,569)</u>	<u>397,811</u>
Nonoperating revenues (expenses) and transfers		
Transfers	(9,185)	22,117
Total nonoperating revenues (expenses) and transfers	<u>(9,185)</u>	<u>22,117</u>
Total increase in net position	(1,299,754)	419,928
Net position		
Beginning of year	<u>2,348,177</u>	<u>1,928,249</u>
End of year	<u>\$ 1,048,423</u>	<u>\$ 2,348,177</u>

See Independent Auditor's Report.

APPENDIX E

Auditor's Management Letter

MASSART

621 Huntington Avenue, Boston, MA 02115
(617) 879-7000

@massartboston
massart.edu

October 29, 2024

WithumSmith+Brown, P.C.
25 Braintree Hill Office Park
Suite 102
Braintree, MA 02184

This representation letter is provided in connection with your audits of the financial statements of Massachusetts College of Art and Design (an agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statements of net position as of June 30, 2024 and 2023 and the statement of revenues and expenses, changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of October 29, 2024, the following representations made to you during your audit.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated June 4, 2024, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP and for preparation of the supplementary information in accordance with the applicable criteria, and for lease preparation services.
2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP and include all properly classified funds and other financial information of the primary government and all component units required by generally accepted accounting principles to be included in the financial reporting entity.

3. We acknowledge our responsibility for 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.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
6. Related party relationships and transactions, including revenues, expenditures/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
7. Adjustments or disclosures have been made for all events, including instances of noncompliance, subsequent to the date of the financial statements that would require adjustment to or disclosure in the financial statements.
8. The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole for each opinion unit. A list of the adjusting entries is attached to the representation letter.
9. The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
10. Guarantees, whether written or oral, under which the College is contingently liable, if any, have been properly recorded or disclosed.

Information Provided

11. We have provided you with:
 - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - b. Additional information that you have requested from us for the purpose of the audit.
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - d. Minutes of the meetings of Board of Trustees or summaries of actions of recent meetings for which minutes have not yet been prepared.
12. All material transactions have been recorded in the accounting records and are reflected in the financial statements.
13. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
14. We have no knowledge of any fraud or suspected fraud that affects the entity and involves—

- a. Management,
 - b. Employees who have significant roles in internal control, or
 - c. Others where the fraud could have a material effect on the financial statements.
15. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity's financial statements communicated by employees, former employees, regulators, or others.
 16. We have no knowledge of instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or waste or abuse, whose effects should be considered when preparing financial statements.
 17. We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
 18. We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions, including any side agreements.

Government-specific

19. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
20. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
21. We have identified to you any investigations or legal proceedings that have been initiated with respect to the period under audit.
22. We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.
23. The College has no plans or intentions that may materially affect the carrying value or classification of assets, deferred outflows of resources, liabilities, deferred inflows of resources, and fund balance or net position.
24. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts, and legal and contractual provisions for reporting specific activities in separate funds.
25. We have appropriately disclosed all information for conduit debt obligations in accordance with GASB No. 91.
26. We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance.

27. We have identified and disclosed to you all instances, which have occurred or are likely to have occurred, of noncompliance with provisions of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
28. There are no violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
29. As part of your audit, you assisted with preparation of the financial statements and related notes. We acknowledge our responsibility as it relates to those non-audit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes.
30. The College has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
31. The College has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
32. The financial statements include all component units, appropriately present majority equity interests in legally separate organizations and joint ventures with an equity interest, and properly disclose all other joint ventures and other related organizations.
33. The financial statements include all fiduciary activities required by GASBS No. 84.
34. All funds that meet the quantitative criteria in GASBS Nos. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.
35. Components of net position (net investment in capital assets; restricted; and unrestricted) and classifications of fund balance (nonspendable, restricted, committed, assigned, and unassigned) are properly classified and, if applicable, approved.
36. Investments, derivative investments are properly valued, and land and other real estate held by endowments are properly valued.
37. Provisions for uncollectible receivables have been properly identified and recorded.
38. Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.
39. Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
40. Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.

41. Special and extraordinary items are appropriately classified and reported.
42. Deposits and investment securities and derivative instruments are properly classified as to risk and are properly disclosed.
43. Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated or amortized.
44. The College meets the GASB-established requirements for accounting for eligible infrastructure assets using the modified approach.
45. We have appropriately disclosed the College's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available and have determined that net position is properly recognized under the policy.
46. We are following our established accounting policy regarding which resources (that is, restricted, committed, assigned, or unassigned) are considered to be spent first for expenditures for which more than one resource classification is available. That policy determines the fund balance classifications for financial reporting purposes.
47. We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.
48. With respect to the Management's Discussion and Analysis (MD&A), Schedule of Proportionate Share of the Net Pension Liability, Schedule of Contributions, Schedule of Proportionate Share of the Net OPEB Liability, Schedule of Contributions – OPEB and Notes to Required Supplementary Information ("RSI")
 - a. We acknowledge our responsibility for presenting the RSI in accordance with accounting principles generally accepted in the United States of America, and we believe the RSI, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America. The methods of measurement and presentation of the RSI have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
 - b. If the is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the supplementary information no later than the date we issue the supplementary information and the auditor's report thereon.
49. In regard to the nonattest services, which include the financial statement preparation and lease preparation services performed by you, we have:
 - a. Assumed all management responsibilities.
 - b. Overseen the services by designating an individual who possesses suitable skill, knowledge, and/or experience.

- c. Evaluated the adequacy and results of the services performed.
 - d. Accepted responsibility for the results of the services.
50. We have provided you the information for key variables for leases and SBITA's (e.g. discount rate) calculations.
51. We have identified and provided you with all SBITA and lease agreements subject to GASB 87 and- GASB 96
52. We have received and reviewed the lease reports and are in agreement with them.
53. With respect to federal award programs:
- a. We are responsible for understanding and complying with and have complied with, the requirements of Title 2 *U.S. Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), including requirements relating to preparation of the schedule of expenditures of federal awards.
 - b. We acknowledge our responsibility for preparing and presenting the schedule of expenditures of federal awards (SEFA) and related disclosures in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period and we have disclosed to you any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
 - c. If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.
 - d. We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and have included in the SEFA, expenditures made during the audit period for all awards provided by federal agencies in the form of federal awards, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
 - e. We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.

f. We are responsible for establishing, designing, implementing, and maintaining, and have established, designed, implemented, and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.

g. We have made available to you all federal awards (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.

h. We have received no requests from a federal agency to audit one or more specific programs as a major program.

i. We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the *OMB Compliance Supplement* (including its Addendum), relating to federal awards and [have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards OR confirm that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards].

j. We have disclosed any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.

k. We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.

l. Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E) [and OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*, if applicable].

m. We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.

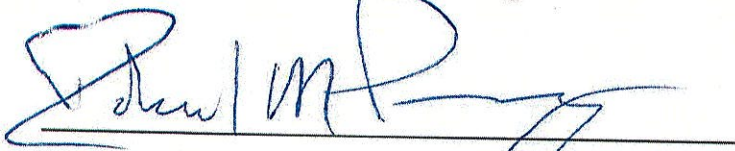
- n. We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- o. We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- p. There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- q. No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance, subsequent to the period covered by the auditor's report.
- r. Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
- s. The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- t. We have charged costs to federal awards in accordance with applicable cost principles.
- x. We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- y. We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
- z. We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.
- aa. We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.

Other Representations

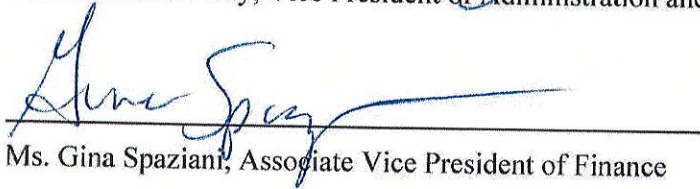
54. The College has complied with all tax and debt limits. There are no covenants in noncompliance related to the debt.
55. We are not aware of any obligations and costs related to existing pollution remediation under GASB 49, *Accounting and Financial Reporting for Pollution Remediation Obligations*.
56. We are not aware of any intangible assets that should be capitalized under GASB 51, *Accounting and Financial Reporting for Intangible Assets*.
57. We have reviewed all contracts with vendors for the purpose of complying with GASB 94 *Accounting and Financial Reporting for Service Concession Arrangements*. We have advised you of all contracts that meet these requirements and have reported them appropriately in the financial statements.
58. We are reviewing new GASB Pronouncements for the next fiscal year and the ramifications they will have on our financial statements.

Very truly yours,

Massachusetts College of Art and Design



Mr. Robert M. Perry, Vice President of Administration and Finance



Ms. Gina Spaziani, Associate Vice President of Finance

APPENDIX F

List of Supporting Documents
(provided electronically or in the workroom)

Appendix E: List of Supporting Workroom Documents

Standard One: Mission and Purpose

[About MassArt](#)

[Mission and Values](#)

[2009 Partnership Plan](#)

[2015 Partnership Plan](#)

[MassArt Strategic Plan and Appendices BHE Final 2018-2023](#)

[MassArt Strategic Partnership Plan 2024](#)

[DHE Equity Agenda](#)

Standard Two: Planning and Organization

Planning Introduction

[MassArt Strategic Partnership Plan 2024](#)

[2009 Partnership Plan](#)

[2015 Partnership Plan](#)

Planning

[MassArt Strategic Plan and Appendices BHE Final 2018-2023](#)

[Charge to Strategic Planning Steering Group](#)

[Strategic Planning Committee Meeting Minutes](#)

[MassArt Strategic Partnership Plan 2024](#)

[Academic Affairs Strategic Plan](#)

[Documents about Splitting Liberal Arts into Two Departments](#)

[Dept Chairs EOY Reports and Outcomes](#)

[Graduate Council and Minutes](#)

[Partnership Plans](#)

[FY25 Budget Memo](#)

[Campus Master Plan 2008](#)

[2020 Climate Action and Sustainability Plan](#)

[DHE Equity Agenda](#)

[Massachusetts State Universities' Equal Opportunity, Nondiscrimination, and](#)

[Title IX Plan](#)

[Data Governance Committee](#)

[Program Review Cycle Graphic](#)

Evaluation

[Performance Reports for DHE](#)

[IPEDS.MA HEIRS](#)

[NAAB Report and results](#)

[NASAD Report and results](#)

[Art Ed DESE Report and results](#)

[Migration Report](#)

[Dept Chairs EOY Reports and Outcomes](#)

[Needs Inventory Example \(Animation\)](#)
[Program Review Cycle Graphic](#)
[Consultant Report on Centering Student Success and Engagement](#)
[Placement Studies of graduates](#)
[Deloitte Data Maturity Assessment](#)
[Student Development Division External Reviews](#)
[Final NECHE Interim Report](#)

Standard Three: Organization and Governance

Introduction

[Massachusetts Department of Higher Education](#)
[Chapter 15A, Section 7](#) Mass. General Laws concerning the Board of Trustees
[BOT By-laws](#)
[MassArt Foundation Board](#)

Governing Board

[Board of Trustees](#)
[BOT By-laws](#)
[Foundation Board By-laws](#)
[Foundation Board Document folder](#)

Internal Governance

[Collective Bargaining Agreements](#)
[AFSCME](#)
[APA](#)
[MSCA](#)
[GRADUATE AND CONTINUING EDUCATION](#)
[SGA Constitution and By-laws](#)
[Migration Report](#)
[All University Committee on CONNECT](#)
[End-of-Year \(EOY\) reports](#)
[Student Government Association](#)

Standard Four: The Academic Program

Introduction

[Undergraduate Programs](#)
[End-of-Year \(EOY\) reports](#)
[AI policy](#)

Assuring Academic Quality

[Performing Arts](#), [Sustainability](#), [Colleges of the Fenway and ProArts Consortium](#).

Undergraduate Degree Program

[Foundation First-Year](#)

[Humanities](#)
[ISBA](#)
[History of Art](#)

General Education

[College-wide learning goals](#)
[Humanities Learning Outcomes](#)
[Integrative Sciences and Biological Arts learning outcomes](#)
[Colleges of the Fenway](#)

Graduate Degree Programs

[SOWA gallery](#)
[Strategic Plan](#)
[Community Build](#)
[Basecamp](#)
[Graduate Programs](#)
[Virtual Colloquium](#)

Transfer Credit

[Transfer credit policy](#)

Integrity in the Award of Academic Credit

[Community Standards](#)
[Academic Catalog/Academic Policies Section](#)
[MSCA Collective Bargaining Agreement](#)
[Policy on plagiarism](#)

Standard Five: Students

Admissions

[Youth and Teen programs](#)
[MassArt Website](#)
[Undergraduate Admissions](#)
[Transfer Admissions](#)
[Graduate Admissions](#)
[Certificate Programs](#)
[Massachusetts Board of Higher Education](#)
[Equal Opportunity & Title IX](#)
[PULSE Student Leaders](#)
[Academic Compass Program](#)
[The Shelf - Mass Art's Food Pantry](#)
[Graduate and Post-baccalaureate Programs](#)
[BHE Equity Agenda](#)
[MassArt's Mission and Values](#)
[CityLab Dual Enrollment MOU](#)
[Information for High School Counselors and Teachers](#)

Student Services and Co-curricular

[MassArt Community Standards](#)

[Academic Resource Center \(ARC\)](#)

[Artward Bound](#)

[Academic Compass Program](#)

[Center for Art and Community Partnerships \(CACP\)](#)

[PartnershipWORKS](#)

[sparc! The ArtMobile](#)

[Community Engaged Coursework](#)

[Special Collaborations with the Community](#)

[Office of Community Health and Well-Being](#)

[Care Report](#)

[On Campus Housing](#)

[Types of Financial Aid](#)

[Cost of Education & Net Price](#)

[How Financial Aid Works - Massachusetts College of Art and Design](#)

[Higher Education Data Center](#)

[The Shelf - Mass Art's Food Pantry](#)

[CampusGroups](#)

[Office of Justice, Equity, and Transformation \(JET\)](#)

[Thriving Classrooms](#)

[Tyrone Adderley Lecture](#)

[Student Government Association \(SGA\)](#)

[Student Leadership Opportunities](#)

[Mastodon Family and Friends Network](#)

[Internship Guide](#)

[Academic Resource Center \(ARC\)](#)

Standard Six: Teaching, Learning and Scholarship

Faculty and Academic Staff

[Faculty Demographics Dashboard](#)

[Faculty Search Committee Guide](#)

[MassArt Strategic Partnership Plan 2024](#)

[DHE Equity Agenda](#)

[MSCA CBA Collective Bargaining Agreement](#)

[Equal Opportunity & Title IX](#)

[Faculty Handbook](#)

[Human Resources Policies and Procedures](#)

[Office of Institutional Advancement](#)

[JET Office](#)

[Colleges of the Fenway](#)

[Association of Independent Colleges of Art & Design \(AICAD\)](#)

[Department of Graduate and Continuing Education Collective Bargaining Agreement](#)

[APA Contract](#) (2020-24) a new contract has been ratified, but isn't available
[Academic Resource Center](#)
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Teaching and Learning

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[MassArt Strategic Plan and Appendices BHE Final 2018-2023](#)
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[Studio Foundation Department](#)
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[LTC Report](#)
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[Non-Unit Professional Personnel Policies](#)
[Human Resources Policies and Procedures](#)
<https://www.colleges-fenway.org/>
[ProArts Consortium](#)

Financial Resources

Annual Comprehensive Financial Report: [ACFR](#)
Department of Elementary and Secondary Education: [DESE](#)
[Rappaport Foundation](#)
[Commonwealth Internship Incentive](#)
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[DHE Mental Health grant](#)
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[Example Budget Memo](#)
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FY25 Proposed Grant Process: [this document](#)
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[Student Housing](#)

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[Division of Capital Asset Management and Maintenance \(DCAMM\)](#)

[Campus Climate Action Plan](#)

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- [Self-Service](#)
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[MassArt Connect](#)

Markley Associates Data Center: [Data Center](#)

[Phishing security tests and simulations](#)

NECHE Forms:

- Balance Sheet: [NECHE-2025-Finance-Forms - Balance Sheet 1-21-25.pdf](#)
- Income Statement: [NECHE-2025-Finance-Forms - Income Statement.pdf](#)
- Debt: [NECHE-2025-Finance-Forms - Debt 1-21-25.pdf](#)
- Liquidity: [NECHE-2025-Finance-Forms - Liquidity 1-21-25.pdf](#)
- Financial Aid: [NECHE-2025-Finance-Forms - Financial Aid 1-21-25.pdf](#)

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[NECHE Data Dashboards](#)

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[Communication Design Review Rubrics](#)

[Architecture Program](#)

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[Illustration Program](#)

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[Division of Student Development](#)

[National Survey on Student Engagement](#) (NSSE)
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[DataLab](#): National Center for Education Statistics Use the Data
[DHE Data Center](#)
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[Studio Habits of Mind](#) (Hogan, Hetland, Jaquith, & Winner, 2018)
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Cover artwork:
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