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*Cover photography by Jörg Meyer.
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INTRODUCTION

Partnership Renewal Plan

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

Art College Peer Group

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

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

Reporting Periods

- ENROLLMENT Final FY2020, preliminary FY2021
- ADMISSIONS Fall 2020, Fall 2019 AICAD
- FINANCIAL AID FY2020, Fall 2020
- RETENTION AND GRADUATION RATES FY2019, FY2020
- TUITION AND FEE REVENUE FY2020
- PEER FINANCIAL BENCHMARKS FY2019

Benchmarks use the most recent available peer data.

Pivoting During the COVID-19 Pandemic

Pre-pandemic, the FY20 budget included significant investments in the work of our Office of Justice Equity and Transformation, and the Technology Department. These priorities were considered critical to the success of the strategic plan, and both were well positioned when COVID-19 struck, and the concurrent racial justice movement took on a renewed urgency. Their previous prioritization unquestionably helped us adapt and pivot during the pandemic.

In March 2020, campus activities were suspended and spring break extended to transition to remote learning and operations due to the COVID-19 outbreak. Most students unexpectedly found themselves without the materials needed to complete their semester. A confidential survey of faculty was conducted where they expressed ongoing concern for the well-being of students. A student pulse-check survey was conducted and a team formed to respond to immediate and emerging student needs. After the pandemic impacted the academic experience, 84% of all degree and certificate seeking students received aid through June 2020, either through the federal CARES Act or institutional funding. Total aid disbursed in the spring of 2020 was $595,116, with an average aid award per student of $382. Disbursements addressed food insecurity, housing insecurity, supplies, and technology needed for student success.

Our technology department pivoted to remotely deliver the curriculum, and improved the delivery of online instruction through complimentary technology that provides equitable student access to resources. Some improvements were already included in the strategic plan, such as our new Bring Your Own Device (BYOD) policy, which ensures students can access financial aid to assist in the purchase of the technology needed to be successful in their year/major. Some improvements were unanticipated, such as the purchase of a site-wide license for Adobe Creative Cloud, which mitigates disparities in individual resources to afford a personal license. Technology is exploring additional ways to further equitable access by piloting a remote access solution for on-campus lab computers and software, as well as a virtual computing program where students could “fire up” a virtual workstation and stream applications to devices that otherwise would not meet system requirements.

Equitable student access to resources was at the heart of the creation of major-specific supply kits for remote learning. These studio kits were provided at no cost in fall 2020 and equipped students with the basic tools needed to be successful in their major. By leveling the equipment playing field for students, we can ensure barriers to access and affordability related to course outcome completion are drastically mitigated. These supply kits were funded with federal CARES act money, a third of the nearly $1 million in CARES act funding that the college spent to respond to student needs and fund critical health and safety updates in the COVID-19 crisis.
INTRODUCTION

Pivoting During the COVID-19 Pandemic (continued)

The voice of the students about the importance of studio space and campus access directly informed the prioritization of the campus as an academic resource, meaning that when possible, administrative areas became remote while maintaining appropriate levels of service. This strategy ensured safe student use of studios and access to tools, a theme that appeared prominently in the faculty and student pulse check surveys. New strategies for scheduling within the hybrid model were employed to achieve de-densification and safe physical distancing. This campus-as-a-resource model ensures all students have access to the campus for their creative work, even if their courses are remote. Remote majors are still able to access campus using a weekly studio scheduling system, and study spaces with wifi access can be reserved for students with internet connectivity issues at home. For fall 2020, 76% of course sections were offered remotely and 24% were hybrid, campus buildings were less than one-third the occupancy of fall 2019 when compared day-to-day in fall 2020.

Remote learning has broadened our academic environment and created greater access to educational opportunities through flexible modes of curriculum delivery. Our pre-college summer studio and youth programs, for example, enrolled 300 students from around the country and internationally in summer 2020. Faculty participated in professional development focused on adapting their courses for remote learning and designing studio courses for student success through multi-modal engagement. They created new, innovative approaches to their courses and students are able to engage with content, materials, and their academic community whether they live on campus or are remote.

Faculty and staff were reminded to lead with compassion during the pandemic. Academic departments were temporarily granted discretion to change their grading system, and the 2020 academic calendar was adjusted to create additional advising time and for health and safety measures. MassArt’s three-week virtual Pre-Semester program was offered to all incoming students in August of 2020. The 216 students who participated in this free orientation program earned 3 course credits, and we have no doubt that the removal of this financial barrier is impacting retention and completion rates. The Academic Resource Center created several online orientation materials and guides to remote learning to prepare students for hybrid/remote coursework, and Counseling and Wellness now provides free multilingual 24/7 remote mental health and wellbeing support with My SSP.

MassArt’s response to the pandemic demonstrates the community’s immense creativity, resilience, and agility to pivot the semester in-progress and continue providing a high quality art and design education. Efforts are guided by our commitment to achieve systemic equity throughout our institution.
KEY INDICATORS

Academic Quality
Access and Affordability
Student Success and Engagement
Service to the Commonwealth and the Economy
Financial Health
ADMISSIONS STANDARDS

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

3.44 was the average weighted GPA
82% had GPA of 3.0 or higher
64% did not submit standardized test scores
2.23 was the lowest high school GPA reported

Transfer Students
Providing access to transfer applicants, particularly those from community colleges, is an important priority in MassArt’s enrollment plan. The transfer admissions process strives to both maintain high standards and minimize time to degree for transfer students. The average college GPA for entering transfer students was 3.16 in Fall 2020; 68% had a college GPA of 3.0 or above.

ADMISSIONS SELECTIVITY

In Fall 2019, MassArt ranked sixth of our AICAD peer group for admission selectivity, accepting 58% of completed undergraduate applications. The most selective college in the group was California Institute of the Arts, with a reporting acceptance rate of 25%. The least selective was the Columbus College of Art and Design, at 93%. The median acceptance rate was 64%. Fall 2020 data is not yet available for AICAD peers.

FACULTY CREDENTIALS

The current MassArt student to faculty ratio (student FTE to faculty FTE) for the BFA program is 9.36:1, which is less than the peer group average of 9.50. In Fall 2019, full-time faculty made up 60% of the faculty FTE for MassArt’s BFA program, which exceeds our AICAD peer average of 63%. Ninety percent of MassArt full-time faculty hold advanced degrees. This is the fourth-highest percentage in the peer group.
ENROLLMENT IN THE BFA DEGREE PROGRAM

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<th>Outside New England</th>
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<td>Fall</td>
<td>Annual</td>
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<td>1,233</td>
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<tr>
<td>2017-2018</td>
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<td>1,231</td>
<td>280</td>
<td>287</td>
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<tr>
<td>2018-2019</td>
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<td>1,288</td>
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<td>2020-2021</td>
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<td>1,313</td>
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<td>225</td>
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</table>

Massachusetts Residents Enrolled

Enrollment of BIPOC students in the BFA program increased three percentage points from 31% in 2019 to 34% in 2020 after a decade of steady growth, even in years such as 2014 and 2015 when total BFA enrollment declined. MassArt has experienced the largest increase in Hispanic/Latinx enrollments, with enrollment of Asian students increasing at a somewhat less dramatic rate, and Black/African-American enrollment remaining largely stable. The lower number of students reporting themselves as 'Multiracial' results in part from a change in the way that this data is collected, with a two-question format that conforms to new federal guidelines. In Fall 2020, BIPOC students constituted 34% of the US citizens and legal permanent residents enrolled in the BFA program who reported their race and ethnicity.

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

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

MassArt has long-standing formal articulation agreements with Greenfield, Holyoke, and Massasoit Community Colleges. These agreements cover only a small number of our community college transfer applications; the majority of community college students enter MassArt through our general transfer admission process. The college continues to work with Roxbury Community College and Bunker Hill Community College to develop programs which align with MassArt curricula and will facilitate transfer to the college. In Fall 2020, 46% of incoming transfer students had attended a Massachusetts community college.

Admitted Applicants from Massachusetts Urban High Schools

Community College Transfer Students Admitted

TUITION AND FEE STRUCTURE AND FINANCIAL AID

Student Charges

Family Income of Dependent Undergraduate Students Applying for Federal Financial Aid, Fall 2020

Applied for aid Did not apply
Financial Need of Massachusetts First-time First-Year Students

<table>
<thead>
<tr>
<th>Fall</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
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</thead>
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<tr>
<td>Massachusetts First-time First-year Students</td>
<td>282</td>
<td>272</td>
<td>261</td>
<td>263</td>
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<tr>
<td>% Pell eligible</td>
<td>41%</td>
<td>32%</td>
<td>34%</td>
<td>35%</td>
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<tr>
<td>Average family income for Pell eligible</td>
<td>$32,970</td>
<td>$37,475</td>
<td>$33,807</td>
<td>$36,283</td>
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<tr>
<td>Non-Pell eligible % with any need</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>36%</td>
</tr>
<tr>
<td>Average family income for Non-Pell eligible</td>
<td>$115,544</td>
<td>$113,537</td>
<td>$111,030</td>
<td>$163,898</td>
</tr>
<tr>
<td>Total % of Massachusetts first-year students with any financial need</td>
<td>74%</td>
<td>66%</td>
<td>67%</td>
<td>70%</td>
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ENROLLMENT IN GRADUATE AND CERTIFICATE PROGRAMS

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<td>32</td>
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<td>Master of Design Innovation</td>
<td>--</td>
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<td>6</td>
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<td>Master of Arts in Teaching</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>16</td>
<td>19</td>
<td>19</td>
<td>27</td>
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<tr>
<td>Master Education in Art Education</td>
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<td>Total graduate programs</td>
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<td>132</td>
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<tr>
<td>Design certificates</td>
<td>82</td>
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<td>74</td>
<td>77</td>
<td>86</td>
<td>66</td>
<td>62</td>
</tr>
</tbody>
</table>

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

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

Fall 2021 graduate program applications are up over last fall. We expect to see growth in enrollment through renewed development of graduate and certificate programs as emphasized in our 2018-23 strategic plan.
MassArt First-year to sophomore retention rate for the 2019 entering cohort was 73%. Due to the pandemic, 60 students from the cohort of 2019 took a leave of absence in fall 2020. For the most recent comparative data available, we have the fifth highest retention rate of our AICAD peers. The fall 2018-to-2019 rate also places MassArt among the top three Massachusetts state universities for fall-to-fall retention with the University of Massachusetts Amherst (91%) and Massachusetts Maritime Academy (87%). Maintaining a high first-year retention rate is a critical element in our commitment to increase both the six-year and four-year graduation rates.

MassArt’s six-year graduation rate for the 2013 entering first-year cohort was 71%—the third highest of our AICAD peer group. Our six-year graduation rate increased to 74% for the 2014 entering cohort. Aside from an anomaly in 2012, the six-year graduation rate has remained over 70% for first-year students entering MassArt since our partnership plan with MA renewed in 2016. The rate consistently ranks above the median for our AICAD peer group and in the top three of the Massachusetts state universities. The college affirms our commitment to maintain an average six-year rate above 70%, and to increase the number of students who complete their degrees in four years. The four-year graduation rate has increased in recent years, and is 60% for the 2014 cohort.

* Fall 2020 retention data not yet available. This value is for the previous cohort.
One of MassArt’s performance goals is to achieve graduation rates which minimize observed differences associated with race and ethnicity. For the entering first-time full-time cohort of Fall 2013, the graduation rate for BIPOC students (68%) was one percentage point lower than that of white non-Hispanic/Latinx students (69%).

MassArt’s BIPOC student graduation rate (68%) ranked second among Massachusetts public universities for 2013 entering first-year cohorts, trailing the University Of Massachusetts Amherst. MassArt’s 2013 BIPOC graduation rate ties with the rate for white students at University of Massachusetts, Lowell, and exceeds the rate for white students for all the other Massachusetts public universities, with the exceptions of University of Massachusetts, Amherst and Massachusetts Maritime Academy.

Because entering cohorts of BIPOC students are relatively small at MassArt and fluctuate in both size and composition from year to year, single year cohort rates vary significantly and can be unrepresentative. A three-year aggregated cohort rate is a more reliable measure of success for this group of students. There is no gap between the aggregated six year graduation rate of BIPOC students (68%) and that of white students (68%) for the MassArt entering cohorts of 2012 to 2014. There was an 11 percentage difference in the six year graduation rate for the prior three-year aggregated cohort (2011-2013).
**DEGREES AND CERTIFICATES AWARDED ANNUALLY**

**Degrees and Certificates Awarded**

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**BFA DEGREES**

**BFA Degrees Awarded by Major Program**

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<td>Studio for Interrelated Media</td>
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<td>Art and Design, Open</td>
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<td>369</td>
<td>375</td>
<td>396</td>
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</table>

These are duplicated counts; double majors are included in this table in both majors. The unduplicated BFA graduate count for 2019/2020 is 350.
Graduates of MassArt's programs in design and media serve the labor market needs of the Commonwealth's creative economy. In academic year 2019/2020, 70% of all degrees and certificates awarded were in design and new media majors.

**GRADUATE EMPLOYMENT**

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

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

- **One to Three Years**: 81% reported that their current employment is related to their major.
- **Four to Ten Years**: $70-79K
- **More than Ten Years**: $80-89K

**Employment Relation to Major**

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

**Location of Alumni Respondents**

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

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

From the start of the partnership until FY2013, MassArt achieved enrollments within 2% or less of its annual goals (exceeding them in some years), kept student charges affordable for Massachusetts residents, and steadily increased institutional resources allocated to student financial aid. In FY2014, BFA enrollment began to trend downward; this decline continued through FY2015 and FY2016. Enrollment stabilized through FY2017 and FY2018, and fall 2019 saw an entering class of 491 students. Despite COVID19 impacts on student decisions to enroll in college in fall 2020, 430 students were part of the entering class, a 12% decline from the prior fall. Application volume for fall 2021, and students projected to return from leave-of-absence, suggest upward trends in enrollment for the upcoming academic year 2021-22 compared to 2020-21. Much of the mitigation efforts in enrollment losses have been made by moving new student opportunities online and creating other avenues for virtual engagement, as well as supporting current student needs through our retention committee.

In FY2014 the legislature recognized the acute funding situation of the state universities. MassArt received an additional $1 million in state funding, allowing the college to freeze student charges for Massachusetts residents at the FY2013 level. In FY2015, the appropriation did not increase enough to hold charges for a second year; tuition and fees for MA students increased 8%. Charges increased by 4.5% in FY2016, 4% in FY2017, 4% in FY2018, 3.8% in FY2019, and were not increased for FY20.

UNDERGRADUATE TUITION AND FEES

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

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

<table>
<thead>
<tr>
<th>State Operating Appropriation FY2014 to FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Million</td>
</tr>
<tr>
<td>$0</td>
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*MassArt state operating appropriation as of March 2021.

<table>
<thead>
<tr>
<th>Retained Undergraduate Tuition FY2013 to FY2020</th>
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<tbody>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Million</td>
</tr>
<tr>
<td>$0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Undergraduate Tuition and Fee Revenue FY2020</th>
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</thead>
<tbody>
<tr>
<td>FTE</td>
</tr>
<tr>
<td>Massachusetts</td>
</tr>
<tr>
<td>Out of State</td>
</tr>
<tr>
<td>New England</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
**FINANCIAL HEALTH**

### TUITION DEPENDENCY

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

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

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

![Tuition and Fees Chart]

#### AICAD Peers Tuition and Fees as a % of Core Revenues, FY2019

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

### ENDOWMENT

Since FY2003, the value of MassArt’s endowment has increased 510%, from $2.9 million in June 2003 to $17.7 million in June 2019. MassArt’s total endowment is the second smallest of our art and design peer group.

At the beginning of FY2019, the average endowment per full-time equivalent (FTE) student of our peers was $55,132 compared to $9,470 for MassArt. Endowment per FTE at MassArt increased 11% between FY2018 and FY2019, but this is still well below the average value at AICAD peer institutions.

#### MassArt Endowment and Related Investments

![Endowment Chart]

#### Endowment per FTE, Massart and AICAD Peers, FY2019

- Rhode Island School of Design
- California Institute of the Arts
- School of the Art Institute of Chicago
- College for Creative Studies
- Maryland Institute College of Art
- Art Center College of Design
- Ringling College of Art and Design
- The University of the Arts
- California College of the Arts
- Columbus College of Art and Design
- Massachusetts College of Art and Design
Peer financial benchmarks use data from the National Center for Education Statistics (NCES) Peer Comparison system for the FY2019 IPEDS Finance Survey. Total core expenditures (E&G) per FTE at MassArt were $42,112 which is approximately $293 dollars less than the peer median expenditures of $42,405 in FY2019.

Core expenditures include: instruction, academic support, research, public service, student services, institutional support, operations and maintenance, and scholarships and fellowships.

MassArt’s peer FTE expenditures for institutional support are third lowest in the peer group, at $6,400. This category includes most administrative costs. Both Art Center College of Design and Rhode Island School of Design tend to be outliers in institutional support costs per FTE. This figure is the second lowest of our peer group if the Art Center is excluded, and is nearly 62% less than the institutional support cost per FTE for RISD.