

MASSART

MASSACHUSETTS COLLEGE OF ART AND DESIGN

*621 Huntington Avenue
Boston, Massachusetts 02115*

Fifth-Year Interim Report

January 31, 2021

*Prepared for the Commission of Institutions of Higher Education
New England Commission of Higher Education*

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Introduction

The interim report process at MassArt occurred during and through a demanding time of the pandemic and, if that was not enough, a presidential turnover. Under the leadership of President Nelson (AY2017-20) and Provost and now Acting President Kym Pinder (AY2019-21), a team of dedicated administrators and faculty worked with the faculty, staff, and students to produce this interim report.

The dual governance structure and organization of MassArt lent itself to an integration of the report process rather than creating separate, additional committees. Instead, a steering group started working in 2019 within their areas of expertise and through the existing structure to ensure proper, thorough reflection on the standards and compilation of materials. The charges to the committees already build in assessment and responsibility to recommend changes to their particular areas of concern. However, the process certainly brought a depth and breadth to the process of reflection, evidence gathering, and honest accounting.

Due to this interweaving of purposes, the exact number of participating community members in the interim process is difficult to pin down. Many full-time faculty and administrators certainly took part. Many students serving on committees provided insights and recommendations, as did part time and visiting faculty.

Steering Committee Members:

Dan Serig, *Chair, VP for Academic Affairs, Interim Provost*

Susana Segat, *Chief of Staff, Office of the President*

Karalynn Gau, *Executive Director of Institutional Research, Effectiveness, and Planning*

Hui-Ling Chen, *Director of Reporting and Analytics*

Ernest Plowman, *Assoc. Dean for Academic Operations*

Lauren Wilshuesen, *Dean of Admissions*

Jack McDonald, *Director of Business Operations and Financial Reporting*

Jamie Costello, *AVP and Dean of Student Affairs*

Jonathan Rand, *Registrar*

Renee Harding, *Professor of Fashion Design*

Marika Preziuso, *Professor of Liberal Arts*

MassArt Overview

The Massachusetts College of Art and Design (MassArt) is a historic cultural institution located in the leading American cultural center of Boston, Massachusetts. Founded in 1873 as the Massachusetts Normal Art School, MassArt began in response to the Massachusetts Drawing Act of 1870, which mandated that drawing instruction be provided to men, women, and children across the Commonwealth. By 1873 Walter Smith was employed to lead the new school, which included instruction in the fine arts as well as technical drawing. In 21st-century terms, MassArt was founded to promote the creative economy. The school has grown in size and curriculum over the 147 years. In 1925 the school became the Massachusetts School of Art, in 1960 the name was changed to Massachusetts College of Art, and in 2010 was renamed Massachusetts College of Art and Design to accurately reflect the programs.

Importantly, MassArt was founded as and remains a public institution. MassArt is one of nine institutions that comprise the State Universities of Massachusetts, which is overseen by the Massachusetts Department of Higher Education. As a public institution, MassArt is focused on preparing students of diverse backgrounds, from Massachusetts and beyond, to participate in the creative economy and to contribute to the well-being of society. The mission to prepare students and to work for the public good is reflected in various ways: in MassArt curricula in art, design, and education, and in community engagement led by our Center for Art and Community Partnerships (CACP), Artward Bound (a college readiness program for 9-12 graders), and Looking to Learn (an art education program for grades 3-12 housed in MAAM (the new MassArt Art Museum)). The MassArt campus is located at the junction of the Fenway and Longwood Medical Area on Huntington Avenue, also known as the Avenue of the Arts. The school is near Boston cultural institutions like the Museum of Fine Arts, the Isabella Stewart Gardner Museum, Harvard Schools of Medicine, the New England Conservatory, Berklee College of Music, and Boston Conservatory at Berklee. The campus comprises a complex of buildings with one million square feet of space, including the iconic Tree House residence hall, opened in 2012, and the newly opened Design and Media Center (2016). MassArt offers nineteen different programs that lead to the Bachelor of Fine Arts degree, and graduate programs that lead to the Master of Fine Arts, Master of Arts, Master of Design Innovation, Master of Education, and Master of Architecture. We have post-baccalaureate programs in design, media arts, and teacher preparation, in addition to certificate and continuing education programs for all ages.

MassArt's faculty is composed of excellent classroom teachers who have distinguished themselves in their respective fields and includes many working artists, designers, architects, art historians and teachers. Our students come from across Massachusetts, from over 40 states, and over 30 countries. All applicants, undergraduate included, gain admission based on a portfolio review, in addition to typical admissions requirements. Although, MassArt joined the state pilot to make SAT/ACT scores optional. We hope to continue this policy as our retention and graduation rates continue to be consistently among the best among public institutions in Massachusetts.

Response to Areas Identified for Special Emphasis

NEASC informed MassArt in a letter dated December 7, 2017, that the commission be continued in accreditation following the commission's action on MassArt's 2017 Self-Study. In the letter, the commission alerted MassArt that the five-year interim report be submitted in Spring 2021 with emphasis on and success in:

1. Strengthening its programming by connecting its liberal arts curriculum to coursework in the majors;
2. Addressing its goals for diversity among faculty and staff.

Strengthening its programming by connecting its liberal arts curriculum to coursework in the major

The Liberal Arts Department (LA) continues to establish meaningful and deliberate connections with the studio majors through continuous reviewing and updating of our curriculum. Here are some of the ways in which the LA curriculum has achieved this goal in the last few years:

LALW100 Thinking, Making, Writing. Design of the common assignment shared by all writing sections and bridging the curriculum of Studio Foundation: Your Art Research Paper. Associate Professor Jeanette Eberhardy, Director of the First-Year Writing Program, articulates the learning goals of this assignment as follows: "This paper focuses on a single work of a student's art created and critiqued in a first-year Studio Foundation Art course. Students hone detailed observations skills in reading, writing, and art. Then through research, students develop their ideas and relate their work to the larger continuum of art."

Interdisciplinary Core Curriculum pilot test (Fall 2018) with one freshmen seminar and one art elective. Students were co-enrolled in LA Professor Jennie-Rebecca Falcetta's first-year seminar and Film/Video Professor Tammy Dudman's art elective. Both instructors shared readings and a number of assignments, de facto testing innovative cross-disciplinary teaching models and practices.

The "summative elective" (SUM) is the common upper-level capstone class in the Liberal Arts department. The Summative Elective represents the culmination of three to four years of integrating and synthesizing liberal arts and studio classes at MassArt. In these SUM classes, students select and undertake a semester-long interdisciplinary research project in which they forge intentional bridges among the knowledge in one or more studio classes/practice and the knowledge in one or more liberal arts classes.

The Liberal Arts Liaison Initiative (LALI), allows each Liberal Arts faculty to actively engage with the students, faculty, curriculum and extra-curricular activities in one major department to which they are designated. Each LA faculty meets with the students in their assigned major department, attends reviews and critiques, among

others. LA faculty also promote and attend extra-curricular sessions with students to promote the Liberal Arts classes and talk with them about how specific LA classes can tailor to their artistic practice, thematic interests, personal and academic sensibility.

An increasing number of Liberal Arts classes across the three areas (Literature, Writing & Film; Social Science and History; Life Sciences) culminate in campus showcasing of students interdisciplinary research and art and design projects that successfully demonstrate and document the integration of art and design practices and Liberal Arts learning. Below are two notable examples in the life sciences:

Professor Saúl Nava's Biology classes and Bio+Art field domestic and international travel courses: Desert Field BioArt in the American Southwest (travel course to AZ, NM, TX, and AZ), INDIA NOW: Tropical Ecology, Arts, and Culture (travel course to Bangalore and the Andaman Islands, India), and INDIA NOW: Natural History and Biological Art (travel course to Kerala, India). In both the campus classes and the travel courses, Professor Nava engages students in hands-on scientific observation, research, experimentation, biological inquiry, art+science integration, field collaboration, scientist workshops, public engagement, art making, and exhibition curating. Prof. Nava's life sciences classes culminate in student exhibition and Laboratory experiences for the MassArt community and the broader public (as in the case of students' participation and presentation at the Cambridge Science festival). It is important to note that while these field courses and lab courses have the full support of the Liberal Arts, they have not run since 2018 due to construction and the pandemic. Prof. Nava has engaged in conversations with College administration to ensure that these important and rich cross-disciplinary experiences for our students continue to be supported by the college.

Liberal Arts faculty are also an important presence of the Sustainability Science classes in the Colleges of the Fenway (COF) Sustainability Minor programming through classes, symposiums, lectures and social events. The COF is one of the consortia in which MassArt participates.

Also to note is the student exhibition *Querencia: Coming Home, Unlearning the Familiar*, in December 2019 (a second Querencia was meant to be in view May 2020, but was postponed due to the COVID lockdown). Querencia was curated by Marika Preziuso, Associate Professor of World Literature. The show featured the artwork by 33 first-year students and 22 junior and senior students, converging around reflections about home, belonging, identity and difference. The show was experimental in its thematic premise of showcasing the work of students from different levels (first-year and upper-level) and majors (from painting to performance, poetry to video installation), and in the production of the artwork, each of them responsive to specific readings and assignments completed during the semester.

The Creative Writing Minor (CMW), which was approved in October 2017, currently enrolls 49 students, with 11 graduates. The CWM offers a wide range of creative writing classes that integrate words and images, and that invite student artists to integrate their

studio knowledge with the word artistry in projects that intentionally straddle two and more media and genres (i.e., illustrated poetry, children's books, and playwriting).

The three-day Creative Writing Expo (2019) showcased the interdisciplinary projects by students in six classes in the Creative Writing Minor, among which were the Multigenre Workshop, Why Novels Now, Artist Statement, and Creating a Comic Book.

Since Spring 2020 the Liberal Arts department has designed and shared two surveys for the whole body of LA faculty - one in May and the other in July 2020. Each survey invited faculty to reflect on the state of their teaching, from pedagogic strategies, to cultural competency, from remote technology to specific examples of challenges and successes as we shifted to remote instruction at a time of COVID, and best practices to employ in the Fall semester.

The surveys intentionally focused on student-centered teaching (as both the underlying assumption and the aspiration of our LA teaching), and also specifically canvassed our faculty's access to, comfort with and knowledge of remote technology in their classes, asking them to reflect on best pedagogic practices and best teaching tools. This data is now more important than ever because the Liberal Arts classes have shifted to full remote and digital instruction this Fall.

Moving forward, LA Chairperson, Professor Jennie-Rebecca Falcetta and LA Program Coordinator, Associate Professor Marika Preziuso will work with Executive Director of Institutional Research, Effectiveness, and Planning Karalynn Gau to design a model to canvass students about their experience in "Literary Traditions", our foundational and required literature course that MassArt students take in their second year.

The data from this survey will be instrumental in orienting and informing the sustained conversations with Literary Traditions faculty that has begun in Fall 2020. The forthcoming review of Literary Traditions is centered around a number of critical and reflective questions, touching every aspect of this course: its very premise as a survey of the Western literary canon, and, in turn, the instructors' choices of readings, modes of instruction, assessment and assignments. Who our students are, how they identify themselves along racial, ethnic, gender, class, sexual lines as well as their spiritual beliefs and ideas about "canons", and even their chosen media and artistic traditions, will constitute important data for the review of this long-standing class that is ready to become more culturally adaptive and student responsive.

Addressing its goals for diversity among faculty and staff

TABLE 1. Changes in Faculty and Staff by Gender and Race/Ethnicity 2015-to-2018

Annual New Hires- All Faculty and Staff	2018	2015	% Change
Grand total	32	19	+68.4%
Grand total men	10	10	+0.0%
Grand total women	22	9	+144.4%
American Indian or Alaska Native total	0	0	-
Asian total	2	1	+100.0%
Black or African American total	9	5	+80.0%
Hispanic or Latino total	2	2	+0.0%
Native Hawaiian or Other Pacific Islander total	0	0	-
White total	15	9	+66.7%
Two or more races total	0	0	-
Race/ethnicity unknown total	4	2	+100.0%
Nonresident alien total	0	0	-
All Faculty	2018	2015	% Change
Grand total	114	109	+4.6%
Grand total men	54	54	+0.0%
Grand total women	60	55	+9.1%
American Indian or Alaska Native total	0	0	-
Asian total	7	3	+133.3%
Black or African American total	10	6	+66.7%
Hispanic or Latino total	3	2	+50.0%
Native Hawaiian or Other Pacific Islander total	0	0	-
White total	63	70	-10.0%
Two or more races total	0	0	-
Race/ethnicity unknown total	31	28	+10.7%
Nonresident alien total	0	0	-
All Staff	2018	2015	% Change
Grand total	589	547	+7.7%
Grand total men	285	278	+2.5%
Grand total women	304	269	+13.0%
American Indian or Alaska Native total	1	1	+0.0%
Asian total	27	15	+80.0%
Black or African American total	55	45	+22.2%
Hispanic or Latino total	33	32	+3.1%
Native Hawaiian or Other Pacific Islander total	0	0	-
White total	360	323	+11.5%
Two or more races total	0	0	-
Race/ethnicity unknown total	113	131	-13.7%
Nonresident alien total	0	0	-

Data extracted from the National Center for Educational Statistics
based on the most recent federally available data, November 13, 2020 prepared by Office of Institutional Research, Effectiveness, and Planning

Table 1 evidences the continuing diversification of the faculty and staff through the combined efforts of the area vice presidents, human resources and our professional search processes, and a commitment by the entire MassArt community. Notable developments include the use of rubrics in three faculty search vetting processes using criteria that weight experience in teaching diverse content and/or underserved populations. Two departments are also requiring an essay by applicants describing their commitment to diversity in content and pedagogy, including socio-economic, racial/ethnic, and religious background diversity. HR is promoting staff and faculty positions among a broad range of online outlets that reach a more diverse audience, and an HR advisor supports each position search committee in the search process to develop a more diverse set of candidates throughout the search process. These collaborations and efforts resulted in the 2019-2020 faculty hires with five African American faculty and two Latinx faculty.

One difficulty in tracking our progress is the growing percentage of staff and faculty who choose not to self-identify their gender and racial/ethnic backgrounds, instead responding as “Race/ethnicity unknown”.

Recruitment, Retention, and Employee Relations Committee information and strategies being employed

NEOGOV - As a direct result of COVID 19, HR has been able to now have free access to the NEOGOV Electronic Forms (E-forms) module. HR has been able to create offer letters, manage requests for leaves, create requests for campus visits, and handle personnel action forms. In the future, HR hopes to also be able to use the module to track performance reviews/self-evaluations as well. These new systems have allowed HR to continue to work more efficiently, effectively, and conveniently.

MassArt Hiring Guide – The Hiring Guide is fully implemented and being used. HR is working with Search Committees to provide additional training.

Supervisors Corner – This HR effort started with a performance management workshop to review job descriptions and how to conduct performance reviews in Fall 2019. HR also did a short, 30 minute workshop with the Administrative Council and found that they really needed one hour so people could stop and ask questions and also talk through various scenarios. This was followed by a performance review open house to provide people with an opportunity to ask questions about job descriptions, performance reviews, and any other additional topics. These and other workshops will continue.

Priority Areas for FY 2021

- Reorganization of HR to be led by an Executive Director (new position) in order

to provide a border scope of service and support, as well as being part of senior leadership.

- Continue to host management training sessions on various topics in collaboration with the Office of Justice, Equity and Transformation (JET)
- Continue to create a Supplier Diversity Plan – Office of Administration & Finance with JET.
- Continue to address issues of campus climate at MassArt – HR and JET
- Hiring Guide - Re-doing a new hiring guide and simplifying it with visuals. – HR
- Problem Solving – Focus on solving specific employee problems, both current and urgent, based on a specific timeline of need (e.g. MEPA). – HR
- Periodic Training - Offer periodic training that addresses what faculty and staff need to know and be trained to do (e.g., hiring, conducting an evaluation). – HR

Standards Narrative

Standard One

MASSART MISSION STATEMENT

Massachusetts College of Art and Design is a public, independent institution that prepares artists, designers, and educators from diverse backgrounds to shape communities, economies, and cultures for the common good.

Consistent with our mission and values, MassArt's campus-wide strategic planning process (AY2017-18) collectively crafted a shared vision that defines the work of the college in the years to come. We began our process in September 2017 with the intent to introduce and model a process of engaged dialogue and deep listening within our community. A variety of forums and events were designed toward this end, and these consistent conversations opened new ideas and perspectives across our divisions. Both the process and the actual plan took shape through the vital engagement of faculty, staff, students, alumni, retired faculty, boards, and community partners.

A steering group of twenty-two faculty, staff, and students (nine of whom are alumni) served as the hub for processing community input. They enlisted the facilitation expertise of Artistic Logistics, a consulting firm with over twenty years of experience working with arts and cultural institutions. Based on input received, the steering group commissioned several ad hoc working groups to craft proposals and recommend goals. From those proposals, the steering group drafted priorities, identified goals, and in September 2018, shared emerging themes with the full community for review and comment. MassArt's board of trustees then unanimously approved MassArt at 150, our 2018-2023 Strategic Plan at their November 27, 2018 meeting.

While the strategic plan moved through the Commonwealth's system for approval, aspects of the plan were already underway on our campus, including the implementation of a renewed information technology (IT) plan and a new five-year capital improvement plan. Internally, MassArt's board of trustees continued to receive semi-annual reports and implementation assessments on a regular basis. On campus, we filled two new positions, which have been identified as crucial to our progress (general counsel and director of IT enterprise operations).

A tactical team was charged with making initial implementation recommendations to the president's cabinet, including proposing actions needed to accomplish each goal. We track progress through an online platform that uses dashboards to provide updates to the public. An assessment team developed benchmarks and measurements and

assesses the implementation of our plan on a quarterly basis, and produces a formal annual report to share with the community and publish to our public website.

MassArt has proven itself an agile organization both pivoting to remote learning in spring 2020 and developing a hybrid/remote model for education in the fall. To continue to build on this foundation, Academic Affairs continues to offer ongoing faculty professional development throughout the 2020-21 academic year coordinated through the new Dean of Faculty. The Dean of Students office, and the Assessment and Care Team (ACT) continue to respond to student needs, like food and housing insecurity, as well as guiding students of concern as referred by faculty and staff. College strategic teams, like the Strategic Enrollment Management group, continue to engage students on leave of absence and new students who deferred to spring 2021 or fall 2021, as well as proactively communicate resources and support available to students and recent alumni. Institutional Research, Effectiveness, and Planning worked with the Cabinet on timing and refinements to another student pulse check survey in November and is connecting referral lists of students to various resources and supports across campus. Cabinet is reviewing the successes of summer 2020's Continuity Task Force and determining the next iteration of this model to engage the community and partner in the work for our transition from fall 2020 to spring 2021.

Mission driven innovation

In May 2020, MassArt and the City of Boston announced that they received a \$1.2 million award from the Surdna Foundation to support artists of color who live or work in Boston through the development of a new, three-year regranting program titled [Radical Imagination for Racial Justice \(RIRJ\)](#). MassArt, in partnership with the Mayor's Office of Arts and Culture, will distribute funds to artists seeking to advance racial justice through collaborative projects in their communities.

The award is part of a three-year artist regranting initiative through Surdna's Thriving Cultures program, which will support up to 260 projects by artists of color working with their communities around the country to imagine and practice racially just systems and structures.

The RIRJ program has been conceptualized and structured with an advisory group of Boston-area cultural community leaders, professionals, and youth; and supported by a "Street Team" of teens and young adults. The mission of RIRJ is to support projects that authentically reflect the interests, visions, and participation of communities of color in Boston.

Artists, creatives, or cultural organizers who identify as ALAANA+ (African, Latinx, Asian, Arab or Native American), who are at least 14 years of age and live or work in Boston were invited to apply. For the pilot year, the RIRJ program made 15 grants: 10 grants of \$1,000; two grants of \$25,000; and three grants of \$40,000. All submissions were reviewed by a community-based panel made up of self-identified ALAANA+

individuals.

"At the core of MassArt's mission is serving the Commonwealth as a leader for cultural inquiry and new ways of seeing, thinking, and doing," said Dr. Kymberly Pinder, MassArt Acting President. "This new program and partnership with the City of Boston centers the role of artists as catalysts in imagining - and creating - a racially just Boston. We are grateful to be on this journey with the Surdna Foundation in supporting artists of color and investing in our communities."

"This is a huge moment for the City of Boston as we work to achieve equity in all sectors across all of our neighborhoods and communities," said Mayor Walsh. "Boston artists have improved the city's culture and vibrancy firsthand, and I'm looking forward to seeing how they use their art to creatively imagine a better future for our city."

Among the 11 regranting partners, the MassArt and City of Boston collaboration is unique as a municipal-higher education collaboration, and as the only partnership with an emphasis on youth as both participants in the process and as potential grant recipients. The other regranting partners are national and regional in focus, and include several learning clusters of organizations focused on impacting prevailing inequities in arts grantmaking.

MassArt Art Museum (MAAM)

In February 2020, after extensive renovations, MAAM - Boston's newest, and only free, contemporary art museum - opened to the public. MAAM opened in the space formerly known as the Bakalar & Paine Galleries, and is now able to be open year-round. As a teaching museum, MAAM is a resource for educating students about contemporary art, partnering with faculty to support the curriculum, and preparing students for careers in the museum field. The museum is a vital resource to the community, offering a pathway to education in the arts and free, unique educational programming to Boston-area public schools and community groups. As a kunsthalle, or non-collecting museum, MAAM shows temporary exhibitions that bring fresh, diverse perspectives to Boston.

The opening was much anticipated, heralded as one of the Most Anticipated Museum Openings of 2020 by Smithsonian Magazine (#2 after the Grand Egyptian Museum, Giza), and the exhibitions were very well received. The grand opening festivities were attended by nearly 3,000 visitors including the Governor, the Ambassador of Portugal, members of the Portuguese American Legislative Caucus, state representatives, city councilors, the MassArt community, and the general public.

During the weeks the museum was open prior to the COVID-19 shutdown, the museum conducted tours for MassArt classes, faculty, and outside groups. The museum hosted two free public Drawing Together events in partnership with MassArt faculty. In addition, the newspaper USA Today ranked MAAM as the #5 best new attractions to visit in the US in 2020.

MassArt will continue to innovate to achieve its mission. RIRJ and MAAM will be reviewed in the coming years to determine success at meeting their goals. In addition, and as described further in this report, continuing our cycle of program reviews, assessing the implementation of new IT initiatives and infrastructure will help guide our accomplishments of the strategic plan.

Standard Two

Massachusetts College of Art and Design undertook a strategic planning process that spanned a full academic year (2017-18) and the following summer, including massive data collection and benchmarking efforts, community input, and feedback on an evolving document which became our 2018-2023 Strategic Plan. The process included over twenty forums and focus groups involving more than 300 stakeholders across the Board of Trustees, department chairs, students, arts and culture community leaders, alumni, retired faculty, college-wide sessions for faculty and staff, administrative council, the Foundation Board, and specific focus areas (student leaders, BIPOC students, college departments). The College reviewed student outcomes (longitudinal retention and degree completion, disaggregated by race/ethnicity, gender, and income/socio-economic status) compared to state and national peers, as well as trends in the arts and culture industries, alumni employment, and national projections for higher education. College leadership connected with the Board of Higher Education on progress for the planning process three times during 2017-18. In November of 2018, the BHE commended our inclusive process, our plan's core focus on justice and equity and its alignment with the state's equity agenda, and enthusiastically approved the College's 2018-23 Strategic plan, our updated mission, and guiding values.

The process by which college leadership and the Strategic Plan Steering committee crafted the 2018-23 plan modeled a new way of working at the institution by specifically engaging stakeholders in data-informed, consensus-building ideation and action-planning sessions. Cabinet has adopted a new framework for this structure, called 'ARCI' - accountable, responsible, consulted, and informed - outlining the accountable executive sponsor, responsible project lead, consulted groups, and informed groups for each action undertaken in college planning processes. This clarity and accountability structure has fueled an agile planning and execution practice that has greatly benefited the community, for both the first two years implementing the 2018-23 Strategic Plan as well as the College's response to short-term opportunities and threats, like COVID-19. To support the documentation and communication of this work, the College invested in an accountability management system (AMS) technology platform called AchieveIt. This platform contains not only the Strategic plan, but master plans, division plans, area plans, as well as ad hoc working group, and cross-functional team plans. With status dashboards, metric-tracking, timelines, reminders, assigned individuals, and automated communication summary functions, this platform has been a key tool in efficiently implementing and aligning plans across the college and streamlining actions supporting multiple strategies across plans and stated goals.

The College's 2018-23 Strategic plan sets the priorities for all other supporting plans including those for academics, enrollment, finance, facilities, technology, and advancement/fundraising. Each Cabinet member is accountable for several strategies within the Strategic plan. These strategies work towards attaining our stated goals, and are supported by annual actions. Annual actions are sourced through division plans, governance committees, and working groups, continuing our consultative and community-informed process for planning and execution. These annual actions are prioritized, resourced, and approved by Cabinet, annually refreshing and updating our strategy and action structure in the Strategic plan, effectively making this document a living, breathing and agile-evolving framework to achieve our stated goals in the ever-changing higher education landscape. A public dashboard with the College's Strategic plan progress, links to annual reports prepared by the Strategic Plan assessment team, and data focused on closing retention and completion opportunity gaps for students based on racial and income groups are clearly [published](#) for consumption by the community and the Commonwealth. This work has been supported through staffing in the President's Office and within the institutional research function.

Since the College's last ten-year accreditation self-study, the Office of Institutional Research has transitioned into the Office of Institutional Research, Effectiveness, and Planning. With the retirement of the former Associate Vice President for IR, the leadership function in the office was reframed as an Executive Director role, with expanded responsibilities in planning, effectiveness, and data governance. Shortly after transitioning the new Executive Director hire into MassArt, the former Associate Director of IR retired. The Associate Director role was reconfigured into a Director of Reporting and Analytics position in summer 2019, with a heavy focus on production of data consumables, such as dashboards, building a central data dictionary and suite of college strategic reports, and automating state and federal compliance reporting. Both of these role reconfigurations were undertaken as direct response to needs outlined MassArt's last self-study, including broader data use, increasing data resources, and improving data literacy through professional development of faculty and staff to inform expanded planning and effectiveness work across all areas of the College. The new Executive Director started in January 2018 and served as a member of the Strategic Plan Steering committee, chairs the ongoing Strategic Plan assessment team, and offers ongoing professional development and plan support in the College's accountability management system as part of the role's planning responsibilities.

The Office of Institutional Research, Effectiveness, and Planning in its reconfigured form has worked to expand data use and data literacy in planning and effectiveness efforts through two main strategies since new leadership was hired in 2018: (1) implementing research and planning technology tools and systems while supporting adoption through ongoing professional development and (2) expanding creation and use of available research resources, including college-wide surveys with online reports and interactive visual dashboards for data consumption.

As of the College's next ten-year accreditation report, we anticipate the following

projects will be well underway or completed in planning and evaluation:

- Use of the common dataset and a college-wide data dictionary for improved data literacy, strategic dashboards, and reduced external survey reporting burden
- Adoption of business intelligence for reporting with ongoing professional development for self-service report access for area effectiveness and operational analyses. Argos, a BI tool, is being implemented in December 2020 with our technology migration to a SQL SaaS ERP.
- The Commonwealth of Massachusetts Department of Higher Education will expand their use of centralized Tableau dashboards supporting student success and this effort along with state legislature requests for increased data and accountability will likely require an overhaul of state compliance reporting requirements.
- We will expand our College Tableau server use and number of users accessing these student success metrics to align with state efforts and increase data literacy and use on campus.
- Institutional Research, Effectiveness, and Planning will request licenses in Rapid Insight or another similar predictive analytics product to supplement Admissions work in this area as well as focus on anticipatory analytics for student pathway and degree completion.
- Addressing lack of previous plan accountability directly in the organization by continuing to strengthen the ARCI model and process transparency in planning, prioritization, and funding decisions for annual actions, inclusive engagement in planning across all areas of the college supported through technology, like AchieveIt
- We still will need data warehousing capabilities and a third FTE in IREP, technology or analyst focused in reporting and automation of compliance and to support integration of planning and reporting tools and state dashboarding

Standard Three

The Board of Trustees bases its work on its by-laws, which clearly delineate roles and responsibilities and include a table of organization. The system of governance involves all appropriate constituencies and incorporates regular communication among them. The president regularly confers with trustees and meets with vice presidents to align their responsibilities and priorities. Shared governance is achieved through the efforts of many constituent work groups, including the All University Committee (academic policies), committees mandated in the faculty Collective Bargaining Agreement (MSCA), committees mandated by the professional employees union (APA), and committees mandated by the administrative assistants/public safety/facilities union (AFSCME).

The primacy of the academic programs is always recognized as the guiding vision for the institution. With this in mind, the concept of shared governance between the administration of the school and the faculty provides a strong checks-and-balances oversight for decision-making, policy development, and oversight. The MSCA Collective

Bargaining Agreement clearly details governance responsibilities of the faculty and administration, the establishment and function of governance committees, and the authority of each element. The All University Committee (representing students, faculty, and staff) serves as a central body and clearinghouse for all governance committees to regulate topical issues and concerns across the institution. Governance roles and responsibilities are further described in the Faculty Handbook and Student Handbook.

While the majority of governance and policies decisions rest with the president and Board of Trustees (by-laws), there is a very clear delineation of participation through committee structures for students, staff, and faculty from across the institution.

Trustees complete a self-assessment every year. In the most recent Board self-assessment, the main themes were the difficult but ultimately successful presidential search (2016); the need to plan for long-term goals; and the desire of members to more deeply understand the student (undergraduate and graduate) experience. Also of note, more attention needs to be paid to orientation for new members. During AY20 the trustees attended diversity and EO training by the Office of Justice, Equity, and Transformation (JET), and the President has been updating the trustees by-weekly due to the rapid changes occurring during the pandemic.

The Department of Higher Education initiates a yearly presidential performance process for all state universities. The president provides the goals they will be judged by at the beginning of the school year and the Executive Committee of the Board of Trustees evaluates their success in meeting those goals at the end of the school year. The Executive Committee generally uses a 360° evaluation, which includes faculty and staff feedback.

In the next year, the President's Office will work to streamline governance assignments so that members may be selected for longer than one-year committee assignments with three-year terms. New members will go through introductory training that helps them understand the role of their assigned governance committee, ad hoc working groups, taskforce purposes, timeframes, as well as the expected deliverables.

Other continuing and upcoming initiatives include:

- The JET office will also continue to provide anti-racism workshops and resources across the MassArt community.
- Determining data sets for the JET, EO and Title IX offices that will drive professional development and subsequent strategic objectives.

Standard Four

Massachusetts College of Art and Design developed and began a formalized program review process in 2018-19 through the office of the Provost and Academic Affairs. As of

the writing of this interim report, nine departments have completed the review process and the remaining nine will complete a review prior to our next ten year accreditation cycle. This process is data-driven, managed through each department's curriculum committee of faculty and/or librarians, involves student input and feedback, incorporates written feedback from two external industry/art and design field experts, and results in updated program and course goal curricular maps to align graduates for industry success. Each department's curriculum committee examines five years of trend data at the beginning of the process: annual budget, student program and course enrollments and course success rates, retention and graduation trends, and alumni outcomes data (job placement, industries, and salary medians). Where available, labor market snapshot data including skills sought by employers, fields projected to have increasing positions locally, nationally and in key industry markets (e.g. LA and NYC for Film/Video, Bay Area for Animation), and competitive program requirements from other higher education institutions are also summarized and reviewed. There is at least one student on each department's curriculum committee and focus groups with department students and/or surveys to students are administered to collect further feedback addressing the key questions about curriculum and sequencing from the committee. After all departments have completed this review process by 2024, the college will undergo a review and refresh of our institutional learning goals to reflect updated curriculum goals across MassArt programs.

Prior to our last ten year accreditation report, the college responded to 2016 student demands for culturally responsive curriculum and social justice by creating an EO plan, and noted the importance of student involvement in both the plan's fulfillment and monitoring ongoing accountability. The office of Equity, Diversity, and Inclusion has transitioned under new Dean leadership and is now called the office of Justice, Equity, and Transformation (JET). Compliance and Title IX are now separate under a different Executive Director role reporting to the college's General Counsel. Justice and equity are the core of the college's 2018-23 strategic plan, and our student-ready campus plan set a model as part of the Commonwealth of Massachusetts' higher education statewide equity agenda to close outcome gaps between disaggregated student groups by race/ethnicity and socio-economic status. JET is complimented by a college governance committee, Justice, Equity, Diversity, and Inclusion (JEDI), composed of faculty, staff, and students who meet monthly and shape the ongoing initiatives college-wide in this area of crucial work. The JET office has facilitated a wide array of community supports and professional development since fall of 2018, including anti-racism dialogues, People's Institute trainings, cultural equity learning communities, dialogue facilitation training for student leaders, Thriving Classrooms workshops, Senior Thesis grants for BIPOC students, JET student leadership roles, and community JET packs. The Dean of JET also oversees the college's Compass program, serving first-generation, low-income, and BIPOC Massachusetts resident undergraduate students. Since 2018-19, the program has served over 165 students, with retention rates ranging between 83% and 92% for the first year by cohort, and graduation rates in 150% of time within a handful of percentage points of college-wide White student rates, at 71% compared to 74%, respectively.

Nearly half of the students in MassArt program of study have been positively impacted through the program review process to-date, given the eight academic programs completed so far (Fashion, Fine Arts 3D, Animation, Industrial Design, Illustration, Film/Video, Photography, Low Residency MFA) serve 930 students each fall semester and the library (our ninth area completing review) serves the entire student body of over 2,000 students. The Library Renewal Project cited in our ten year accreditation self-study was implemented, including new study spaces and furniture added in summer 2019. The program review process has also generated data and decisions for short and long-term curricular changes. For example, in the Animation department, student feedback from focus groups during the review process led to supplemental technical skill courses requested by students in the fall to be added in spring 2019. The department chair in Animation has also created a faculty-student assessment complimented by a student self-assessment survey on technical learning goals for the program to assess student progress in these skills over time. As more departments complete program review and outline which learning goals will be assessed by the department curriculum committee each academic year, MassArt looks for opportunities to formalize digital data collection within and across programs, possibly through the use of Learning Management System (LMS) data given our digital curriculum transitions in COVID-19 and beyond.

The college has proven agile in responding to multiple pandemics in 2020, including racial justice, economic, and COVID-19.

Student Supports in COVID-19 Impacted Spring 2020

The student pulse check survey sent in early April with reminders throughout the end of the semester resulted in a 46% response rate from our degree and certificate students, across graduate and undergraduate programs (861/1,857). Students who self-identified needs in this instrument were connected with a resource from the Academic Resource Center, Dean of Students Office, JET Office, or Compass to follow up and ensure the student received the support needed to continue successfully in the spring semester. A group of staff from these areas as well as Academic Affairs, Financial Aid, and Student Payments assembled as a Re-ACT team and met weekly through the end of the spring semester, and bi-weekly through the summer to continue to discuss immediate and emerging students needs.

Some highlights from the Student Pulse Check survey in spring 2020:

- Just over 11% (96/859) of student respondents identified as experiencing food insecurity
- More than 43% strongly or somewhat disagreed about having the supplies needed to complete their spring projects remotely
- The overwhelming majority of respondents noted being able to reach support systems at the college in a timely manner in the remote environment:
 - 87% agreed or strongly agreed they could reach a faculty member

- 85% agreed or strongly agreed they could reach an advisor
- 86% agreed or strongly agreed they could reach a studio manager
- 74% agreed or strongly agreed they could reach a counselor from the college's Counseling and Wellness Center

The survey instrument collected supply needs students were experiencing by course. These data were tabulated by discipline and shared with department chairs over the summer so that these needs could inform remote supply kit planning for the fall 2020 semester by major.

Aid and support disbursed to students through June 2020 as a result of the student pulse check survey and Re-ACT teamwork:

- 84% of all degree and certificate seeking students received some form of aid in spring 2020 after the COVID-19 pandemic impacted the academic experience. Students received this aid through the CARES Act, ReACT grants, SGA Supply funds, or the College's Compass Program. Total aid disbursed across these programs was \$595,116.00, with an average aid award per student of \$381.73.
- \$4,200 total was disbursed to address food insecurity (ReACT)
- \$15,500 total was disbursed to address housing insecurity, supplies, and other non-food/technology impacts to student success (ReACT)
- \$1,450 total was disbursed to address technology supply needs (ReACT)
- \$555,600 total was disbursed through the CARES Act for Title IV eligible students
- \$17,781 total was disbursed for student material and art supply needs through the Student Government Association. These funds were outstanding from the student fees account for programs, trips, and events cancelled in the spring due to COVID-19.
- \$584 total was disbursed through our Compass program in direct support of Compass student needs. These funds were raised by Institutional Advancement to support our low-income, first-generation and/or BIPOC students in Compass.

MassArt also implemented a rigorous COVID testing and tracing. In fall 2020, 75% of courses moved to completely remote and the other 25% moved to a hybrid format. The extremely complicated efforts were made to provide maximum opportunities for student learning given the public health restrictions and guidelines.

Faculty Assessment of Spring 2020 and Planning for Fall 2020

On June 2, after finals and final reviews were completed, Academic Affairs and Institutional Research, Effectiveness, and Planning crafted and sent a spring assessment and fall planning survey to all faculty. The survey was anonymous and several email reminders were issued throughout the month of June. The survey was closed on June 26 with a 56% response rate (181/322) overall, 69% response rate for individuals self-identifying as full-time faculty and 49% for adjunct faculty respondents. Results

from the survey informed fall 2020 planning efforts in Academic Affairs and the summer Continuity Task Force, and results of the survey were presented to department chairs in July.

Highlights from the assessment and planning survey included:

- A confirmation of top student needs/obstacles to spring semester success- access to a reliable internet connection, family illness/wellness concerns, personal wellness/illness concerns, late or incomplete assignments, course supplies/resource needs, and access to a digital device.
- About half of faculty respondents had one or more visiting artists or lecturers in spring of 2020; more than 70% planned to have at least one visiting artist or lecturer in the fall 2020 semester. Academic Affairs worked with department chairs to budget for these guests accordingly.
- Faculty confidence in using technology to support course learning goal attainment had increased since the initial technology pulse check survey in March. However, there was still opportunity to build more confidence in online instructional technology resource literacy/capacity in some departments as well as foster increased collaboration between Academic Affairs and individual faculty for a successful transition to hybrid/remote learning in the fall. These data directly influenced the live and recorded professional development sessions for faculty in July and August.
- Academic Affairs looked at advisee loads of full-time faculty respondents, overall and by department, as well as average minutes spent per advisor-student interaction on academic and career planning, fall 2020 course registration, and COVID-19 impacts on student educational experience. Using this data, Academic Affairs reached out to outliers in terms of advisee loads and extremes in average minutes by student topic to develop strategies to manage student-faculty expectations and anticipate advising times needed leading up to spring 2021 registration. The College calendar built in an additional week of advising time leading up to spring 2021 course registration opening as a result of the data collected and consequent conversations. As of late November 2020, 94% of undergraduates had re-enrolled for the spring 2021 semester as a result of this planning and support/outreach from faculty advisors.

The final aspects of the faculty survey focused on understanding of communications sent out to faculty as of the survey date about health and safety preparations for the fall, what faculty were most looking forward to about returning to campus, and outstanding comments. These survey areas helped the Continuity Task Force plan additional materials and updates to the community, and informed Cabinet's communications both in emails as well as live Virtual Town Halls for faculty, staff, and students throughout the summer.

Nine programs will complete the program review process before the college's next ten-year self-study: Liberal Arts, Studio Foundation, Fine Arts 2D, Art Education, History

of Art, Architecture, Communication Design, Studio for Interrelated Media, and Graduate Programs. After these reviews are completed, Academic Affairs will begin a coordinated dialogue between faculty, students, alumni, and industry experts to review and refresh our institutional learning goals. This review, along with the foundations for centralized digital data collection for systematic assessment of learning goals, will be in-progress by our next self-study. The college was recently awarded a Lumina grant through the state and foundation to strengthen student transitions from Studio Foundations into their selected major sophomore year, focused on mentoring and student support in particular. As of the next self-study, we anticipate seeing further closure of gaps in longitudinal retention and graduation rates by race/ethnicity and socio-economic status as a result of our work in the Lumina project. Civic Engagement outcomes through the Department of Higher Education in Massachusetts as well as evaluation of the summative elective in university-wide learning goals will be addressed through the Liberal Arts program review in 2020-21. Continued work supporting our EEO plan will include a partnership between the Dean of Justice, Equity, and Transformation and the Dean of Faculty in Academic Affairs offering culturally responsive curriculum professional development and curriculum workshops for faculty. We also will collect more comprehensive data about student engagement with Compass and Lumina mentoring programs to better evaluate student outcomes and expand successful pilot strategies to more students based on data.

Standard Five

The MassArt identity initiative “We are a student ready campus” helped further define what student services and co-curricular offerings should encompass to help our students succeed.

1. Created the Strategic Enrollment Committee: The charge of the Strategic Enrollment Management (SEM) Group is to develop and assess options regarding principles to guide admissions and retention efforts at MassArt, in line with the core mission and values of the College. The group will also develop recommendations to the Cabinet regarding structures to facilitate ongoing research, innovation, and areas of improvement in recruitment, retention, and student success.

This committee has two subgroups: Recruitment and Retention. The charge of the Retention Committee is to study and understand current retention efforts, through a holistic, interdisciplinary, quantitative and qualitative data driven lens. Then, determine which efforts merit additional support and what new initiatives should be considered. The focus is to create an integrated system that facilitates student success.

One of the notable projects of the Retention Committee was to understand what it means for students to thrive at MassArt. This was a two pronged project: The First Year Writing Project and Thriving Focus Groups project. These projects started to be able to characterize what thriving looks like at MassArt and how the environmental factors are necessary to encourage thriving. Further, the Retention committee sought to use data to

inform which student populations were most important for the group to both research and support. Data show that while our first year to sophomore retention rate is above average, our sophomore or junior rate fell off precipitously. This data, in combination with our thriving research, led us to develop the Student Journey/Experience Mapping Initiative. This initiative is a multi-year longitudinal project that examines the MassArt student experience from the Spring semester of first year through the end of the sophomore year.

2. Supporting student access to basic needs: We know that when students' basic needs such as access housing and food are not being met, they are at risk for stopping out or dropping out of higher education. Beginning in 2015, the Massachusetts Department of Higher Education (DHE) conducted informal, qualitative surveys of student affairs staff at the state's 28 public undergraduate institutions to gauge the extent of housing and food insecurity among students. In 2018, DHE partnered with the Wisconsin HOPE Lab (now the Hope Center for College, Community and Justice at Temple University) on a national quantitative survey of student experiences with housing and food insecurity. While over 70 U.S. institutions participated, Massachusetts was the first state to do so across an entire system of higher education. More than 8,300 students at 23 of the state's community colleges, state universities and UMass campuses responded to the survey. The resulting data indicated that Massachusetts students are affected by food and housing insecurity at the same levels as their national peers. Thirteen percent (13%) of community college students and ten percent (10%) of state university and UMass students reported that they were homeless (residing in a shelter, car, abandoned building or outside). Forty-nine percent (49%) of community college students and thirty-two percent (32%) of state university and UMass students said they had experienced housing insecurity in the past year (defined by the National Institute of Health as involving unaffordable housing, poor housing quality, crowding and/or frequent moves). The full results of the Massachusetts survey can be accessed [here](#)." (Presentation by Katy Abel, Associate Commissioner for External Affairs, Massachusetts Department of Higher Education, on November 19, 2019 at the NASPA I Regional Conference in Providence, Rhode Island).

During the Spring 2017 semester, MassArt administered a survey to students to gather information regarding food and housing insecurity (See Appendix I). The response rate was 13% (233 students completed the survey) and while this response rate does not afford the ability to generalize, it can inform our practices.

Key findings include:

- 53% worry at least frequently that they will not have enough money for food
- 46% skipped a meal at least frequently because they don't have enough money to buy food.
- 53% reduces the size of a meal at least frequently because they did not have enough money
- 47% at least frequently did not have enough food in the day and 43% were at

- least frequently hungry after a meal.
- 42% go to bed at least frequently hungry and 33% at least frequently go hungry because of lack of money

The MassArt Food Pantry opened in September of 2017. The food pantry is open to all students regardless of socioeconomic need. The pantry was started with \$1000 from internal budgets and now operates from financial donations from alumni and product donations from the MassArt community.

K House for College Scholars Program: MassArt was tapped by the DHE and Interagency Council on Housing and Homelessness to help create a unique option for Boston area college students experiencing homelessness. MassArt, Bunker Hill Community College, Roxbury Community College and UMASS/Boston partnered with a service provider, property manager and rental subsidy issuer to bring this idea to fruition. As a result of this partnership, the K House College Scholars Program was created. The goal of the K House College Scholars Program is to provide housing and supportive services to up to 11 homeless or at-risk college students, who are in academic and disciplinary good standing at the time of eligibility determination. K House opened in the Fall of 2019 and at the time of this writing is at full capacity.

3. In an effort to improve the retention of vulnerable students, the Academic Resource Center and Counseling and Wellness developed and implemented PREVIEW. This program brought 22 students who self-identified as having mental health challenges to campus prior to orientation for two days of resiliency training leading into fall 2019. When comparing this group to self-identified students who did not attend PREVIEW, there were fewer leaves of absence and withdrawals and greater use of resources, such as ARC and Counseling and Wellness. This program is now offered to all incoming first-year students as of fall 2020.

4. Career Readiness: Career Development partnered with ARC to work with an established team of four Peer Advisors to help support the needs of students. Peer Advisors were trained in resume and cover letter critiques for their peers. The availability and unique nature of peer advisors increased the requests for resume and cover letter critiques among students.

The Strategic Enrollment group will begin to assess newly implemented admissions and retention efforts at MassArt, especially given the accelerated changes in New England demographics and the impact of COVID on enrollment decisions. Cabinet will work with SEM to implement structures to facilitate ongoing research, innovation, and areas of improvement in recruitment, retention, and student success.

The Retention Committee will report on retention efforts to the Cabinet and determine which efforts merit additional support and what new initiatives should be considered. The committee will conclude and report on The First Year Writing Project and Thriving Focus Groups project. Identified environmental factors determined necessary to

encourage thriving will lead to implementing support or increasing support to increase students' opportunities and abilities to thrive at MassArt. The committee will also continue the Student Journey/Experience Mapping Initiative.

Standard Six

After the rush to teach remotely this past March MassArt dedicated time this summer to better prepare faculty for the upcoming fall semester. This professional development was divided into three areas of focus: pedagogy, studio arts, and technology.

Pedagogy and Studio Art

Each training consisted of three sessions, one per week, with each session lasting 90 minutes. Sessions were recorded and made available online for those who could not attend the live sessions. Faculty were provided stipends to attend the summer sessions. The first was a group of sessions focusing on Designing Online Learning for Student Engagement led by Laura Saunders, Associate Professor at Simmons University School of Library and Information Science. The second group of sessions focused on Studio Teaching and Learning in a Remote Environment led by Clara Lieu, critic in the Division of Experimental and Foundation Studies at RISD. Topics covered under studio arts were:

- Shifting Your Mindset to Teach Remotely
- Platforms, Communication, and Managing Content
- Technology & Equipment

Topics covered under pedagogy were:

- Designing for Engagement & Student Success
- Designing for Engagement: Student-to-Instructor & Student-to-Content Interaction
- Designing for Engagement: Student-to-Student Interaction & Student Success

The technology portion was covered through our IT department and delivered by Patrick O'Connor, Antony Flackett, and Margaret Young who covered the following topics:

- LinkedIn Learning
- Remote Learning: What did and didn't work this past spring
- How to use Break out rooms in Zoom
- Recording Demos & Teaching Tools and Tips in Zoom
- Teaching with Google Drive and Google Classroom
- Strategies for Archiving Student Work

There is no remote teaching certification per the Massachusetts State College Association collective agreement. However, MassArt is a member of the Colleges of the

Fenway consortium, and the annual Teaching and Learning conference this academic year will be in the spring and focus on faculty presentations of what they learned, what they will continue, and how they assessed student learning in the remote/hybrid environment.

MassArt will continue to support the primacy of faculty members' responsibility for advancing our academic purposes through teaching, learning, and scholarship including but not limited to the following ways:

1. Continuing to fund professional development and sabbaticals.
2. Hiring full-time faculty to achieve the Collective Bargaining Agreement stipulation that not more than twenty percent (20%) of the total number of three-credit courses assigned to departments with six or more full-time faculty shall be taught by part-time employees during an academic year.
3. Hiring well-qualified academic staff when and where appropriate to the mission.

The budgeting for these objectives takes place annually through the budget development process.

MassArt employs a rigorous and multifaceted appraisal of teaching effectiveness, ensuring the quality of instruction and support for student learning. The system largely results from being part of the state university system in collaboration with the Massachusetts State Teachers Association through the Collective Bargaining Agreement. The Collective Bargaining Agreement describes the categories and roles of faculty members whose home departments service the undergraduate population. The Department of Graduate and Continuing Education contract describes instructors categories and roles for their respective populations. Faculty members' and adjunct instructors' particular relationship with MassArt, its mission and policies, are further explained in the Faculty Handbook and Adjunct Faculty Handbook.

JET Faculty and Staff February Friday Sessions

In February 2020, the JET office, in partnership with Academic Affairs and the Counseling & Wellness Center, hosted a Thriving Classrooms workshop series for faculty and staff aimed at building community and collaboration between departments. Resources were provided to participants to help them navigate issues impacting students in the classroom, studios, and beyond where everyone can thrive. Each workshop had an attendance of about 25 people with 26 departments and offices represented.

Workshops Included:

- Upstander Training with True Story Theater - True Story Theater can help faculty and staff practice skills to act in greater solidarity with people who are targets of oppression and build a culture of courageous conversations.

- Trauma Informed Classrooms: Mental Health Awareness presented by CWC's Jennie Knott and Mohammad Zafar - Learn how to cultivate optimal spaces for creativity and growth: innovations in trauma informed care.
- Inclusive Facilitation for the Classroom presented by Dr. Liza Talusan - Learn how to facilitate dialogues rooted in diversity, equity, and inclusion while navigating the emotional experiences related to these topics.
- The JET office is currently working on a Thriving Classrooms workshop series for Youth Programs that will be scheduled to take place over the month of June.

Standard Seven

Human Resources

MassArt employs qualified personnel to fulfill its mission in support of our students. This number increases or decreases based on enrollment outcomes during each semester. Recently we had over 384 benefited employees and approximately 201 adjuncts on a yearly basis. Most employees are part of one of three separate collective bargaining units; The Massachusetts State College Association, American Professional Association, and AFSCME (2 units). About 35 employees are non-unit professionals. Our Human Resources office assists in the faculty search process, regular searches, professional development, and payroll and benefit coordination. The College has an extensive pool of adjuncts and professionals to meet the demands of the College if we need to add resources at any given time. The extensive search process includes a diverse search committee of multiple members that now uses a new tool called NeoGov to view submitted applicants and provide candidate ratings based on required qualifications to see what candidates are best to move onto first and second round interviews. NeoGov is linked to employee's Gmail applications to easily access. Each new hire receives a copy of the Employee Handbook during their orientation. The Policies & Procedures are listed on the Human Resources website for convenience and are reviewed yearly to update or add in order to provide an inclusive environment for all. Terms of employment are clear, and compensation is adequate until such time as a complete compensation study can be performed in order to remain competitive in the market. A major portion of our employees are under bargaining agreements. Six-month and/or annual evaluations, according to bargaining agreements, are conducted to provide constructive feedback and support high levels of employee effectiveness. Professional development programs have been designed to improve upon or add to the skill set of our employees. In addition, our consortium membership provides the opportunity for employees to participate in other professional development programs. Links to the collective bargaining agreements can be found on the MassArt website.

Financial Resources

MassArt is a financially stable institution with adequate financial resources to sustain the quality of its Art and Design educational programs. Across the 3 educational programs, bachelors, masters, and certificate, Fall enrollment FTE's have remained relatively flat from 2017 to 2019, but as you might expect with the COVID pandemic, we expect to see a decline in FTE for Fall 2020 of about 10%. In the Fall of 2019, MassArt enrolled 1690 undergraduates and 119 graduate FTE students. For fall of 2020, MassArt's enrolled 1533 undergraduates FTE and 102 graduate

students FTE. The college has made exhausting efforts to retain enrolled students through almost bi-weekly virtual town halls and faculty/staff reaching out to as many students as possible to generate that personal connection as well as make them feel safe with all the health protocols the college has now put into place. Also, a collaborative effort named the 'Continuity Task Force' that combined cabinet members and directors from all areas of the college was developed to work out unknown issues that may arise in the new COVID remote and hybrid learning environment over the summer.

We have good fiscal discipline through the annual operating and capital budgeting process, effective fundraising, and clear guidance from the Board of Trustees and a strategic vision and plan that has been developed and evolved over the past years. The college's endowment is at \$13 million as of the most recent audited financial statements. From FY17 to FY19, the college increased its net position by \$5M. The college has maintained ample reserves, with a fund balances of over \$19 million, in the last five years and with the new pandemic challenges faced in the coming years new policies are slowly being implemented to mitigate unnecessary spending where possible. For many operating departments the FY21 budget was cut by 25% to 30% with most of the reductions on discretionary spending such as travel, supplies, maintenance, and contract and student labor. These cuts also lead to greater management of budgets upfront. Meaning no processing of payment unless budgets funds are available. To appropriately manage this upfront policing MassArt's IT and Ellucian Colleague implemented a feature called Self-Service Budget to Actuals which allowed real-time financial updates of original budgets, actual spending and remaining budget. Without this new technological advanced tool, effective budget management would not have been possible.

Many of these changes are a product of the college's new Associate Vice President of Fiscal Affairs, who has undergone much more detailed scrutiny of budgetary spending at the most granular levels. Along the same "budgetary policing" lines there has been implementation of a new approval process for part-time employees, students and contractors. The prior process had little to no college-wide pre-emptive fiscal oversight (division-based) until hires were made and dollars were already spent. Now hiring of these part-time employees have to go through a centralized and extensive process that starts with a submission by the hiring manager through Google Forms, approval by a trust fund custodian (or employee that has budget responsibility for a particular department), approval by the area's Vice President, approval by Administration and Finance to confirm data submitted is accurate and budget funds are available, and then finally Human Resources processes the position so that employee can begin working and submitting hours.

Another important note is the short-term financial relief the college will receive in fiscal year 2021 and 2022 due to significant refinancing of building debt from the Massachusetts State College Building Authority (MSCBA). Payments in FY21 were cut nearly 75% and about 25% is expected in FY22, but like any refinancing, or in some ways deferred, of debt these payments will be higher than previous years by FY24 and beyond.

The short-term debt relief gives the college additional time to make higher level decisions in dealing with possible long-term revenue changes in enrollment and state appropriations caused by the pandemic. The \$19 million in fund balance will be sufficient to navigate the coming

years' higher educational enrollment challenges MassArt will face. The proportion of revenue between state appropriation, tuition, student fees has not been drastically altered with the exception of the biggest unknown being if the decline in housing revenue (due to student choice to live at home and reduced occupancy in residence halls) will be short-term or long-term mainly depending on the evolving CDC and local health regulations as a result of the hopefully subsiding pandemic environment.

Some of the above data is presented in a report the College produces each year on the prior year's performance and current fall enrollment. These "Vital Signs" reports include dashboard metrics for the College, such as the number of majors, tuition and fees, financial aid awarded, operational and institutional advancement, financial information, and retention rates. The linked fall 2017-2020 "Vital Signs" reports illustrate ongoing enrollment stability, Massachusetts resident tuition affordability, and educational quality metrics:

- [Vital Signs 2017](#)
- [Vital Signs 2018](#)
- [Vital Signs 2019](#)
- [Vital Signs 2020](#)

The University's multi-year financial planning process is directly related to MassArt's "Partnership Plan" with the Massachusetts Board of Higher Education (BHE). The University has established a strong reputation for fiscal discipline and its financial planning process balances current operations with investment for future needs. It also includes contingency planning for unforeseen emergencies. The Board of Trustees votes on the budget each spring. The operating budget is disaggregated in the budget document presented to the Board. The submitted budget for the next fiscal year is part of a package that includes a projection of the current fiscal year. In addition, housing, Graduate, and Continuing Education budgets are submitted for Trustee review and approval. Because state funding is such an integral component of the campus' financial budget and this revenue source is difficult to predict from one year to the next, multi-year projections can be challenging. For FY2021, the budget was even more difficult to predict given the variety of unknowns in the college's revenue from student enrollment, state appropriations, housing and other auxiliaries. The FY2021 budget was approved in mid-September because concrete revenue numbers in the previously mentioned areas were not available until then, and we wanted to make responsible projections based on the most accurate data possible. Making a prediction on these revenue figures in the spring was not possible and would have been financially dangerous in the pandemic environment.

MassArt Administration and Finance has made a stronger push to be more educational and transparent about the above mentioned information to faculty and staff across campus. Prior to FY21 most high level reporting of college finances and budgeting was reported up in summary to vice presidents, the president and the board of trustees. Faculty and staff, for the most part, only knew their department budget and spending amounts. This year, Administration and Finance set-up multiple "Budget Workshops" to explain how MassArt's budgets were developed, including state funding and external impacts, reviewing historical financial figures and audited financial statement information to keep the community aware of the total financial picture of which their department budget is a part. These workshops also presented an opportunity to

discuss the many grant opportunities the College is currently awarded or competing for funding as part of external application processes.

In March 2020 MassArt received funding of \$300K from the Massachusetts Skills Capital Grant to partially outfit four interrelated technology/equipment 'hubs' at the college. The project entails building critical infrastructure and either replacing aging equipment or purchasing vital but missing equipment for technical training, educational need, cross-departmental use, collaborations, and expanded external partnerships. The college has the space and staffing capacity to develop these hubs, but limited departmental budgets do not allow for such a large-scale expansion effort deemed necessary to give students and faculty the resources to be competitive in today's regional labor market. This funding allows the college to quickly ramp up its offerings to students in a fiscally responsible way in a much shorter window than we could ever accomplish given current state funding and operational maintenance, and allows the time and planning for redirection of existing equipment budgets for sustaining these resources longer-term. With dedicated grant funding in place, this ambitious scale-up of resources can be accomplished well ahead of any plans we had previously in place.

The funding received will help MassArt in establishing four centralized collaboration and innovation hubs of equipment and resources, most of which does not currently exist at the college:

- Digital Fabrication Hub
- 3D printers
- 3D scanners
- Robotics
- Vinyl Printers
- Laser Cutters
- Sonobond Sonic Sewing Machine
- Bemis Bonding Machine
- Digital Design & Fabrication Hybrid Computer Lab (PC/Apple)
- XR Hub (Virtual Reality, Augmented Reality)
- Projectors
- VR Headsets
- Hololens
- Cameras
- CNC Studio
- CNC Milling Machine
- Large and small format CNC routers
- Handheld CNC routers
- Vacuum Routers
- Advanced Technologies Metals Fabrication Studio
- CNC Plasma Cutter
- H-Frame Press
- Vertical Machining Centers

With the focus of the grant funding on workforce skills development, we were successful in arguing the proposed equipment spans a wide range of target industries, including but not limited to: Biotechnology, Environmental Science, Robotics and Animation, Programming and Web Development, Engineering Technology, Information Services and Networking, as well as the broader umbrella of the Creative Economy. These hubs will benefit students enrolled at MassArt across all 19 undergraduate majors, graduate degrees, certificates, and continuing education programs. Training on the equipment includes short training sessions, multi-week introductory courses, and

semester-long classes, designed to orient students to the equipment or provide in-depth training as part of a career pathway from their major. Future programs focused around the new technology will be developed as workforce needs dictate. Meeting funding criteria aside, the direct impact exposure to new technologies for untold art and design applications cannot be overstated. We provide a world class education to our students, we have facilities that are the envy of many of our Association of Independent Colleges of Art and Design (AICAD) peers, but we have fallen behind in the arena of new technologies that have become commonplace in the studios and facilities that our students work in after graduating, mainly due to rapid evolution and cost of these technologies. These new resources will give our graduates an edge in their art/design practices and/or into new areas and industries of the workforce after graduation.

The current state workforce grant funding cycle is still underway, and yet the College has already been encouraged to submit a second proposal for the next cycle to build upon our work in developing these technology and equipment hubs supporting the Creative Economy. We are excited about the exposure, opportunities and learning this new initiative gives our students as they begin their art and design careers. We look forward to continuing to build out the hubs for ongoing student success in the future.

Standard Nine

MassArt is approaching its 150th anniversary as a public institution in the Commonwealth of Massachusetts and is chartered by the MA Board of Higher Education to offer both undergraduate and graduate degree programs. All new programs are reviewed and vetted by the BHE through its Academic Policies subcommittee and then presented to the full Board for approval. Our Partnership Plan further governs the operation of the institution within the Commonwealth.

MassArt expects and manages for honesty and integrity in its academic, research and service programs, administrative operations, responsibilities to students, and interactions with prospective students. These expectations are evidenced in our Mission, Values, and Priorities, as well as the handbooks for Employees, Faculty, and Students.

Some specific examples of our view on institutional integrity are:

- The reaffirmation of our commitment to diversity and inclusion across the campus
- The college's strategic planning process is structured to provide the broadly inclusive participation across all MassArt community constituencies, including students, faculty, staff, administration, Board of Trustees, and alumni. The resulting document remains the shared planning framework for accreditation and all strategic and budgetary initiatives.
- The Academic Affairs Office and the Provost work closely with the departmental and college-wide Curriculum committees to ensure the integrity of each class

and the overall curriculum.

- Student advising is highly personalized and takes two forms: academic /studio advising, ensuring that the student is on track to meet their goals; and financial aid advising, helping students and, if appropriate, their families create an achievable financial plan.
- Resources, including facilities, equipment, technology and personnel are aligned to support the needs of the academic enterprise.
- MassArt undergoes an annual independent external financial audit.
- MassArt adheres to non-discriminatory policies for hiring and student recruiting
- MassArt is a founding member of the National Association of Schools of Art and Design (NASAD), which requires periodic reporting and a full reaccreditation review every ten years.

NASAD reporting and review includes reflection on all policies, including those related to integrity and academic policy, and provides an important and objective review of the specific competencies expected from students in professional art and design programs. As noted earlier in this report, we have recently reaffirmed our commitment to the principles of inclusion, diversity and access and we will direct all initiatives moving forward toward this goal.

We will seek to improve procedures for hiring and recruiting staff and faculty.

MassArt employment opportunities are posted on a broad selection of career sights to recruit a diverse population of candidates. All positions are posted on HireCulture.org, Governmentjobs.com, New England Higher Education Recruitment Consortium (NEHERC), Higherjobs.com and Indeed.com. Thereafter, the search committees determine based on the position additional ways to advertise. HR also assists with recommendations to equivalent diverse professional associations.

In 2019, MassArt implemented a new employment management system, NEOGOV, which is the nation's largest provider of cloud-based talent management software for higher education. NEOGOV has streamlined the application, hiring, and onboarding processes.

We will expand our student recruiting efforts in underserved areas.

In fall 2017, MassArt began test-optional admissions. SAT/ACT scores are no longer a factor in admissions decisions or the awarding of merit scholarships. Roughly 88% of applicants choose not to submit standardized test scores.

For 2021, MassArt is applying to partner with Strive for College and their I'm First! initiative, focused on mentoring first generation students through the college search process. This partnership would showcase MassArt in the I'm First! Guide to Colleges (distributed to 6,000 high schools and college access programs), website, and interactive platform. There is also potential for MassArt faculty, staff, and/or alumni to

become mentors to students navigating the process.

We will work more closely with the Boston Public Schools to support college bound students.

Since launching in 2011, MassArt has worked to expand the Artward Bound Program, a free four-year college access program for students from Boston Public Schools. 100% of Artward Bound participants graduate from high school and approximately 6-7 Artward Bound students enroll at MassArt each year. Artward Bound students are also eligible for dual enrollment.

MassArt's Compass Program, which offers mentoring and advising to first-generation and low-income students, has expanded and currently serves over 100 students. Approximately 19% of Compass students came to MassArt from a Boston Public School.

In March 2018, MassArt served as the host site for the BPS High School Arts Festival, during which over 100 high school students came to our campus for workshops in dance, drama, music, and visual arts.

The Admissions Team continues to expand its recruitment and support of students from BPS, attending college fairs and visiting art classes and college counseling offices throughout the city.

We will begin a more regular review of publications (print and electronic) to ensure the most accurate information about the college is readily available and used consistently across the college.

Web content is reviewed and updated frequently. Admissions print materials (Undergrad and Graduate viewbooks and brochures) are reviewed, updated, and reprinted each year; digital versions of print materials are also available on the MassArt website. Admissions and Marketing and Communications work closely together to update web and print materials.

Integrity, transparency, and public disclosure moving forward.

As the situation quickly evolved in the light of the COVID-19 pandemic, MassArt's Marketing and Communications team worked to update web content frequently, especially as it related to the spring 2020 remote transition and fall 2020 planning. MassArt's Return to Learning & Making offers robust content regarding resources, housing, hybrid learning, and health and safety.

In Fall 2020, Admissions created additional and clearer web content for prospective transfer applicants as well as high school art teachers/college counselors. Web content specifically for parents of prospective students and current students is being developed for 2021/2022.

Reflective Essay on Educational Effectiveness

Standard Eight

Each student level at MassArt (undergraduate, graduate, certificate, continuing education, youth programs, co-curricular) uses data, evidence, and information as described below to determine educational effectiveness.

What students gain as a result of their education

The mission, values, and priorities of MassArt guide our educational endeavors. University-wide undergraduate learning goals were developed from these statements in concert with departmental and program learning goals. These reflect the level and range of our degrees and certificates, as well as expectations from the fields and disciplines. Graduate programs develop their own program-specific learning goals, as do certificate and other programs.

In 2018 MassArt started a more formalized process of academic department reviews on a cyclical basis every five years. In the first two years, eight departments underwent review. Departments work with the Office of Institutional Research, Effectiveness, and Planning (IREP) to review a standard data set and then to create processes and survey instruments to focus data collection on department-specific issues and questions.

The Student Success E Series: Inventory of Educational Effectiveness Indicators links to the clear public statements about what students are expected to gain from an education at MassArt. They reflect our mission and range of degrees and certificates offered. Each program maintains verifiable learning goals stating expectations for achievement, demonstration, knowledge, and understanding. Courses and sections are expected to include program learning goals in syllabi and establish course-level learning outcomes. The course and program learning outcomes and goals inform the University-wide learning goals that broadly, but verifiably, describe the MassArt graduate.

Systematic assessment of student learning is a top priority of MassArt's academic and institutional leadership. The continued focus on student learning and assessment involves close collaboration between faculty and administration through dual governance and bi-weekly meetings of Chairs with the Provost. MassArt created a Dean of Academic Programming in 2012, which has since become a Vice President for Academic Affairs, who works with faculty on curriculum and systems of assessment. Presently, the VP serves as Interim Provost, and an Interim Dean of Faculty who came from the faculty in summer 2020, facilitates these continuing collaborations.

Assessment of student learning

MassArt employs a wide-range of methods and instruments to measure and understand the experiences and learning outcomes of students. From critiques and reviews to

scored essays and research papers, students experience a variety of course-specific assessments. Semester studio reviews often involve outside, professional participation. First year students take a timed and scored essay evaluation that assesses their proficiency with learning outcomes for collegiate level writing. Students at MassArt receive highly individualized and frequent feedback as a cultural component of art and design education, some examples of which are included below regarding additional work in our Animation department.

The Animation department underwent program review in the 2018-19 academic year. The department curriculum committee sought student feedback through surveys and focus groups and this information resulted in both short and long-term planning and changes to curriculum in the department. One example as a result of fall 2018 focus groups with students, were new short supplemental workshops on top technology skills students wanted more time to practice in spring 2019. The department continues to integrate more opportunities for continual technology skill improvements and formalized assessment data collection for these practices in the following academic years. In spring of 2020, the Animation department developed a student self-assessment instrument and faculty assessment instrument of technology skills in the department and compared the resulting data averages across sophomore, junior, and senior classes.

- Student self-reported skill proficiency in animation technology improved from **sophomore year to senior year** across most skills assessed in the student instrument:
 - Increase from 79% to 89% proficient in file label convention protocol
 - 88% to 94% in file dimension/quality protocols
 - 92% to 100% in codec Apple requirements
 - 77% to 100% for the playback frame rate
 - 58% to 87% for progressive scan requirements
 - 58% to 89% for playback sound level requirements
 - 73% to 78% for compositing competence
 - 80% to 90% using software to fullest advantage in rendering animation art completed products
- In addition to the above self-assessment areas, the department gathered student comfort with common animation software products taught in the department as well as additional tools students were applying outside of course-taught software as a follow up to the short-term supplemental workshops started in spring 2019 as a result of student major focus groups in fall 2018. These self-reports were used to strengthen in-class time spent on less confident software packages most commonly used by students as well as provide time for peer-to-peer sharing on alternative tools and applications in animation creation.
- Faculty assessment of student technology skills focused on **sophomore and junior levels** in spring 2020. Findings from these data averages included the following growth and improvement opportunities:
 - 77% to 75% proficient in file label convention protocol (skill review

- opportunity)
 - 89% to 97% in file dimension/quality protocols
 - 76% to 89% in codec Apple requirements
 - 90% to 92% for the playback frame rate
 - 89% to 97% for progressive scan requirements
 - 79% to 90% for playback sound level requirements
 - 67% to 78% for compositing competence
 - 78% to 95% using software to fullest advantage in rendering animation art completed products
- Discussion between individual junior and sophomore majors and faculty members as a result of the student's semester review and as well as comparing and contrasting feedback from the student self-assessment and faculty assessment (where both were available ahead) allowed for individualized feedback and focus for the upcoming academic year in the student's educational goals and artistic portfolio. The main focus for faculty and senior discussions were on summer internships, industry interest/connections, supplemental tutorials to close any outstanding proficiency gaps, and planning post-graduation next steps.
- In the 2020-21 academic year, the department continues to focus on findings from the technology assessment to review individual course outcomes and mapping within the broader curriculum to appropriately scaffold assignments and skills to ensure proficiency. The focus of this year's assessment instruments and reflection within the curriculum committee will be on research context and intent in the created animation product.

At an institutional level, we use multiple external instruments to measure and assess student learning. The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons. We use nationally respected surveys that have established and credible validity. These national measures are triangulated with local assessments using comparative criterion-related validity.

Student Development crafted co-curricular learning goals that are aligned to both our internal co curricular programming and the commonwealth Vision Project for building a Massachusetts culture of assessment. A matrix was also created that identifies specific co-curricular programs and the learning goals they address. Programming gets assessed by participants at specific events. Student Development produces an annual report that summarizes results and findings, which are then used to modify, create, or terminate programs.

MassArt needs a more robust and more universally used Learning Management System (LMS). This finding is based on student and faculty survey data as well as through the department reviews already concluded. We need a common LMS with student digital portfolios that can link to a back-end assessment system as well as students' websites,

social media, and professional networking accounts. Through the acquisition and use of a new LMS and by working closely with department curriculum committees on the implementation of a digital portfolio system directly connected with assessment of the course, program, and institutional learning goals, MassArt will be able to systematically collect data at the individual-student level about student goal progress over time and infuse this information into curriculum planning processes at the department and institutional levels.

Additionally, MassArt is collaborating with our consortium, Colleges of the Fenway (COF), to assess best practices and common learning gains gathered across lab and studio/maker environments during the COVID-19 pandemic pivot to remote and hybrid courses. The COF is using a Fidelity grant project (\$200k) to assess pedagogical best practices.

We have identified two areas of focus for this project: an assessment of the impact of different course delivery modalities (remote, hybrid, face-to-face) on learning outcomes; and a comprehensive assessment of how the use of virtual tools for teaching and learning have impacted the experiences and learning outcomes. We want to identify the pedagogical best practices for teaching and learning through a comprehensive assessment of how the use of virtual tools for online & remote teaching and learning have enhanced experiences and learning outcomes in remote, hybrid and face-to-face classroom environments. Ultimately our goal is to increase knowledge and expertise of faculty members. Objectives the project include:

- An inventory and analysis of learning tools and platforms by institution, modalities, discipline and courses being employed across the COF.
- Document lessons learned from virtual and hybrid teaching and learning during spring, summer and fall 2020.
- Identify best practices within common courses taught across the institutions; students in specific academic programs and courses, including but not limited to science labs, large lectures, studio arts, first-year writing, and synchronous dual delivery.
- Document the impact of course delivery method in relation to virtual tools and student achievement.
- Document the impact of tools employed on learning outcomes.

The goal is to increase knowledge and expertise of faculty members on pedagogical best practices for teaching and learning through a comprehensive assessment of how the use of learning management systems and additional tools have enhanced experiences and outcomes in remote, hybrid and face-to face-classroom environments. Additional outcomes include:

Faculty Development

- Based on study findings, build capacity of faculty members to effectively employ

learning management tools to improve student outcomes

- Improve accessibility of content through developing a shared virtual resource site open to all COF faculty and staff to access tools, training, resources, and ideas to support teaching and learning

Virtual Resource Center

- Gather resources, videos, presentations, recorded trainings, and tools from all COF members to share with the wider community, documenting them in a virtual resource center accessible to all COF faculty and staff. The center will also include downloadable templates, policy language, netiquette guidelines, laptop recommendations, resources for setting up accessible and inclusive classrooms and programs, and academic toolkits to help faculty with planning, teaching, etc.

Measures of student success

MassArt conducts annual evaluations of graduation and retention rates and surveys on student experiences that allow us to benchmark against other Association of Independent Colleges of Art and Design (AICAD) . Likewise, Institutional Research and Student Development survey students periodically to inform academic, co-curricular, and career preparation programming. Student Development also surveys students after orientations to assess understanding of MassArt resources, supports, guidelines, and policies.

MassArt publishes an annual Performance Report that includes measures of student success and levels of achievement. The selection of measurements relate directly to the mission. These fall under the key indicator areas of Academic Quality, Access and Affordability, Student Success and Engagement, and Service to the Commonwealth and the Economy/Financial Health. Specific measurements include rates of progression, retention, transfer, graduation, and employment, among others.

As part of the community input and data gathering informing the planning process leading up to the creation of the 2018-23 Strategic Plan, Institutional Research, Effectiveness, and Planning (IREP) analyzed the five most recent graduating cohorts of Bachelor of Fine Arts students to view longitudinal retention and graduation outcomes by gender, race/ethnicity and socio-economic status (SES) as determined by the awarding of Pell grants. These data were summarized, visualized, and shared with the Strategic Plan Steering Committee of faculty, staff, student, and alumni representatives from across the college. These analyses followed five cohorts over six years, and brought to light several trends through data which informed high-level and granular interventions in the five-year strategic plan, examples of which are included with each paragraph below.

Just in terms of cohort composition between the earlier and later cohorts, BIPOC (Black, Indigenous, and Persons of Color) student representation grew 40% and Pell grant

recipient students grew 15% over five years of incoming BFA cohorts. This growth in racial/ethnic diversity and socio-economic (SES) diversity of our undergraduate student incoming cohorts further emphasized the need for Justice and Equity work at the core of our strategic plan, increasing diversity of faculty and staff to reflect changes in our student body, providing increased supports for housing and food insecure students, articulating technology device and supply requirements for financial aid package refinement, ensuring we are a student-ready campus, and providing increased mentoring for BIPOC, low SES, and first-generation students. One example of a strategic initiative achieved since the plan implementation related to this dimension of data-informed work has been offering pre-semester and PREVIEW to all incoming students, free of charge. Pre-semester is a summer drawing intensive program for students with lower rankings on their portfolios who may need these additional skills to succeed in their first year. This program previously had a cost of \$1,000 per student, but is now offered free. PREVIEW supports incoming students with mental health or neuro-diverse needs in developing additional skills to succeed in a college academic environment. Piloted in summer 2019 with 22 students, this program was also offered free to all incoming students in summer/fall 2020.

Our out-of-state and New England tuition classified students also grew proportionately within each cohort over the five cohorts studied, by 32% and 47% respectively. The institution also noted during the planning process that high school graduates in New England were anticipated to drop severely by 2023 as projected by census data trends analyzed by WICHE. Both sets of data pointed to a need to continue to recruit increasing numbers of out-of-state students to meet our incoming BFA enrollment targets as well as partner with area community colleges to increase recruitment of more non-traditional transfer students, and increase high school pathways to art and design over the next five to ten years. Diversifying our student pipelines into the BFA program as well as ensuring institutional grant aid to meet increased out-of-state student tuition costs to maintain a low student loan debt at graduation (median is currently \$26,700) are dual strategies that arose from these data and are reflected in our enrollment, academic, financial, and fundraising plans supporting the 2018-23 strategic plan. We have since established a PreK-16 pathways governance committee, become a designated College Dual Enrollment Program (CDEP) in Artward Bound through the Department of Higher Education, hired a transfer recruitment counselor in Admissions, continue to focus on fundraising for institutional grants and scholarships, and apply strategic use of enrollment and recruitment funds and travel decisions (now digital events in COVID) on out-of-state regions with high likelihood prospective students based on enrollment predictive analytics.

There was an 11 percentage point gap for six-year graduation outcomes between BIPOC and white students aggregated over the five graduating cohorts studied for the plan. Closing the completion gap is the main focus of our core work in Justice and Equity in the 2018-23 strategic plan, including faculty and staff professional development, focused BIPOC student mentoring, and affinity group community meetings, among other events and offerings in the JET office. We expect to see racial/ethnic gaps in

retention and completion rates narrow or be eliminated altogether by the conclusion of our 2018-23 strategic plan and these metrics are tracked in a public website:

<https://massart.edu/our-progress>

Looking at five most recent graduating cohorts from entry at MassArt over six years and comparing all, BIPOC, and White students, opportunity gaps in retention fall-to-fall appear by the fall of Junior year (four percentage-point range). Also, nearly one-third of BIPOC students in the past five cohorts were still enrolled by their fifth fall, compared to almost one-fifth of white peers (12 percentage-point difference in fifth fall enrollment). We saw that retention between BIPOC and white students was the same across most cohorts for fall-to-fall first-year to Sophomore year. However, students were not retaining as a result of their Sophomore experience, and this is the period where gaps in retention began to form between BIPOC and white students. If students progressed to Junior year, they were more likely to complete their BFA credential in six-years.

This discovery led to the creation of the Retention Committee within the new Strategic Enrollment Management team structure, and a study on the Sophomore experience to better understand the factors contributing to student attrition. Participant recruitment for rising Sophomores began in spring 2020, but with the COVID-19 pandemic, the study has been paused and replaced with more immediate student pulse check surveys and campus team interventions to support students seeking assistance with food insecurity, supply needs, mental health needs, and other college connections to persist toward attaining their educational goals during the pandemic. MassArt anticipates resuming the Sophomore Experience Mapping Project, including student surveys and focus groups for Sophomores as well as collecting data from academic departments about Sophomore communications and event timelines, as early as 2021-22 and in our educational environment post-pandemic.

These longitudinal cohort data analyzed for the Strategic Plan demonstrating student attrition in Sophomore year also informed the application for the Lumina Grant mentoring project, focused on BIPOC Sophomore students in three of our largest BFA programs: Communication Design, Illustration, and Photography. This grant will focus on connections for students with faculty mentors in each program over the spring of their Sophomore year and creating a more culturally responsive curriculum in these programs. Data collected from this pilot will inform future scale in best-practices for this model. As part of the new formalized Department Review process every five years, department curriculum committees are reviewing curriculum and learning goal sequencing, as well as fall and spring semester course offerings, to ensure timely four-year degree completion, and indirectly addressing the gaps seen between BIPOC and white students and reducing the need for a fifth or sixth year to complete their four-year program.

In spring 2019, Institutional Research, Effectiveness, and Planning partnered with Alumni relations and academic departments undergoing department program review, to issue an alumni survey to classes of 1950 through 2018. This survey had an 11%

response rate, and results were summarized and [published](#) to MassArt's public-facing website for consumption by current and prospective students as well as the larger Commonwealth. Internal data collected from this survey for the 2018-19 Department Review programs seeking additional data from alumni were tabulated and shared with those department curriculum committees. Most questions from Department Reviews were related to alumni reflections on their curricular experiences or recommendations for new industry practices, technologies, and skills. The institution learned the following about our alumni respondent population, and provided the same information disaggregated by alumni meta-major in the public-facing report (Design, Media, Fine Arts 2D, Fine Arts 3D, Art Education, and History of Art):

- 81% of alumni (across class years currently employed as of the time of the survey) shared that their employment was related to their field of study at MassArt
- 61% of employed alumni were working for an employer and 39% were self-employed as of the time of the survey. These data reflect the unique nature of an art and design education and post-graduate applications of the knowledge, skills, and abilities gained as a result of this education. The large proportion of self-employed alumni in this survey demonstrates a need to continue to reinforce the importance of entrepreneurial training for students and supporting online and other individual marketing skills. Rarely are self-employed figures included in typical state and federal unemployment insurance and labor data figures, and the ongoing impact of COVID-19 on the self-employed arts and culture industry workers is an ongoing advocacy project for AICAD institutions and other MassArt educational and industry partners.
- Median income for respondents increased by years-since-graduation, with alumni one-to-three years out making \$50-59,000 annually, four-to-ten years out making \$70-79,000 annually, and alumni ten or more years out making \$80-89,000 median salary. These data bust a common myth portrayed about arts and design alumni, e.g. "the poor working artist." These data are valuable to departments as they compare their alumni response medians to this college-wide trend as well as available labor market data shared as part of department reviews to prepare their students for industry skills and entry-level positions, as well as bringing back alumni to share their industry experience and foster connections between current students and professionals in pathways aligning with their educational goals.
- 58% of alumni respondents were located in Massachusetts and 70% in all of New England, demonstrating one example fulfilling the college's mission to educate Massachusetts citizens in art and design, pointing back to the Massachusetts Drawing Act of 1870, particularly as a majority of alumni remain in Massachusetts after completing their program(s) at MassArt

The college also surveys each class of graduates six months to one year after completing their program and includes these [summary results](#) in another alumni outcomes document published on the public website for MassArt.

In September 2020 Massachusetts College of Art and Design was awarded \$100,000 in funding from the Lumina Foundation's Equity Institution grant to dismantle systemic barriers to student success and degree attainment, particularly for Black and Latinx students. MassArt is one of six public community colleges and universities to receive funding as a subgrant through the Massachusetts Department of Higher Education, which received \$1.2 million in funding from Lumina. MassArt is working in partnership with the Commonwealth and community partners in support of the equity vision adopted by the Massachusetts Board of Higher Education (BHE) in December 2018.

"Massachusetts has been a leader in offering access to higher education since MassArt was founded in 1873 as the country's first freestanding public college of art and design," said Dr. Kymberly Pinder, Acting President of MassArt. "We are grateful to the Department of Higher Education for its commitment to equity, particularly during this critical time, and we are honored to receive funding from the Lumina Foundation. We look forward to working with our state colleagues to remove the obstacles our students currently face, to enable them to reach their full potential and claim the bright futures they deserve."

The Lumina Foundation grant funds will support MassArt's Artward Bound program (a free four-year college access program for 9-12th graders) and Compass program (mentoring program for first-generation undergraduate students), and will fund new programs and initiatives at the College through its Office of Justice, Equity and Transformation (JET).

Faculty and Staff Professional Development. In 2020 the JET office delivered a series of workshops called Thriving Classrooms to 60 MassArt faculty and staff members. The goal is for all faculty and staff to participate in these workshops, which address issues of supporting first generation students, inclusive facilitation and pedagogy, undoing racism, decolonizing design, trauma informed classrooms and active bystander training. Also, in response to the rise in anti-Asian discrimination amid the COVID-19 public health crisis, the department will also expand its community outreach initiatives and support for Asian American and Pacific Islander (AAPI) members.

Rising Sophomore Program. This new program will support students of color when they enter their majors in their sophomore year -- a time when completion rates of learners of color often drop. Program coordinators will facilitate online workshops, peer mentoring and collaborations between different support offices to give students a strong foundation in their majors. The program begins this fall with a cohort from a small group of majors, with the goal of all academic areas participating by 2025.

Artward Bound/Compass Counseling and Wellness Community Liaison. This new position liaises with staff from both programs to explore ways to alleviate the traumatic impact of prior oppressive learning experiences. This staff member will address disruptions of the COVID-19 pandemic to students of color and support them so they are not further marginalized.

Artward Bound/Compass Curriculum Liaison. This existing staff position will be further developed to fully align the curriculum and continuity between the Artward Bound and Compass programs. This person will support the transition of six Artward Bound alumni enrolling as MassArt students in the Compass program this fall.

In 2018 MassArt launched its current five year strategic plan, which identifies the College's responsibility to become a "student ready campus" as a way of closing the completion gap and recruiting more students from underserved populations. MassArt's graduation rate at 73% is higher than the national average, yet racial and gender disparities remain with a 26% discrepancy between white women and Latinx men and a 20% discrepancy between Black students and all other students.

"Upholding MassArt's public mission through accessible pathways to art and design education in the Artward Bound and Compass programs takes on an even greater significance in the midst of our global health pandemic and the current civil rights movement," said Dr. Lyssa Palu-ay, Dean of the Office of Justice, Equity and Transformation at MassArt.

Both Artward Bound and Compass serve a majority of learners of color. One hundred percent of Artward Bound students graduate from high school, 97% enroll in a college and 20 Artward Bound graduates are currently enrolled at MassArt. MassArt has improved the progression of learners of color by expanding the Compass program from one to four years of support, yet the current COVID-19 public health crisis has made students more vulnerable.

Entrepreneurship incubator. In addition, MassArt is responding to the need and desire to provide an entrepreneurship incubator with a pilot program during the 2021 academic year. The incubator accepted a cohort of 10 student teams (1-3) students each. This assumes that many teams will be solo ventures. Participation is for credit and includes one fall and one spring course. Each team will be assigned 2-3 volunteer mentors and will receive a small seed funding stipend. All participants will have access to a list of subject experts for individual consultations. The incubator will culminate in a demo day - potentially with some additional funding awarded to select teams.

The lack of financial resources and technical know-how required to launch a new creative venture stop many would-be creative entrepreneurs from pursuing their entrepreneurial ambitions. Our entrepreneurs are largely focused on building artisan/design oriented consumer product businesses, unique brick and mortar businesses, or boutique design and creative service firms. These businesses are often in mature industries with limited growth forecasts, and require founders to balance creative and economic priorities. As such, they hold low appeal for investors, limiting our entrepreneurs' access to this type of capital.

Alternately, a second avenue for funding small businesses and startups is through friends and family. At MassArt, 91% of BFA students receive financial aid, and 31% are

Pell Grant recipients, compared to an average of 24% in our peer set of art schools. The average family income for Pell-eligible students at MassArt in fall 2017 was \$32,970. For those artists and designers without access to transgenerational wealth, the inability to raise funds represents lost opportunities and creative capital.

MassArt will reduce entry barriers in the following ways:

- Basic business knowledge: Incubator core curriculum will train participants in business planning and management
- Access to capital: The incubator will culminate in a business plan competition in which student teams compete for funding. Teams made up of LMI students may also apply for a seed funding grant at the beginning of the program.
- Material resources and business supplies: The incubator will reduce or eliminate common start-up and overhead costs by investing a shared pool of common creative business supplies. Participants will be able to borrow craft and trade show displays and POS systems, print price tags and display materials, and purchase common materials like shopping bags and shipping materials at bulk prices in low quantities.

Many creative entrepreneurs face significant risk as they invest in transitioning from a solo-practice to a scalable business. Outsourcing the production of goods that had previously been hand-made or adding employees to a creative team can pose significant financial, operational, and branding challenges. MassArt will reduce risk for participants in the following ways:

Mentorship: Each participating team will be matched with two mentors; one near-peer creative entrepreneur mentor and one enterprise mentor from a larger organization in a related industry. Teams will meet with their mentors on a monthly basis.

- Legal support: Teams will have access to pro bono legal support.
- Expert pool: Teams will be able to contact members of a diverse expert pool for one-off advising sessions on specific business issues.
- Supply chain support: Teams will have access to incubator memberships to manufacturing assistance platforms like Maker's Row and Nineteenth Amendment. The incubator will also facilitate connections to a vetted network of New England based manufacturers.

Creative entrepreneurs frequently struggle to reach a large enough audience to build a profitable customer base. With relatively high prices to sell work at fairs and trade shows and average ecommerce conversion rates between 1% and 2%, the cost of customer acquisition often exceeds the expectations and budgets of new creative ventures. Without an adequate customer base, these businesses have little capital to invest in growth. MassArt will help participants grow their audience reach in the following ways:

- PR support: Spring semester coursework will include a PR module with guest lectures and workshops from top Boston area publicists
- Investor connections: Incubator coursework will include guest lectures and Q&A sessions with angel investors.
- Crowdfunding support: Incubator coursework will include crowdfunding strategies. Participants will be encouraged to launch crowdfunding campaigns to coincide with the spring award ceremony and will have the opportunity to promote their campaigns at this event.
- Retail connections: Participants will have access to retail buyers through the expert pool who can offer guidance and critique on wholesale promotions and product offerings.
- Sales and visibility opportunities: the incubator will facilitate regular and ongoing opportunities for sales events showcasing participant products and artwork. This may include, but is not limited to, a regular incubator booth at SOWA open market, pop-up shops in vacant storefronts, and pop-up events at supporting retail partners.

Satisfactory levels of student achievement on mission-appropriate student outcomes

IREP produces a variety of quantitative reports for compliance, annual performance, and ad hoc and departmental requests. Likewise, other quantitative instruments are used to understand civic participation, further education, success of recent graduates, and satisfaction with their MassArt education. The results and findings from these sources inform decision-making from the Board of Trustees to the departmental level.

The MassArt Performance Reports, as well as other quantitative measures, inform curricular, programmatic, and resource allocation efforts to improve learning and results for students. Faculty in departments analyze and use trends from semester reviews, final projects, and tests to inform the quality, pace, and sequence of curricula.

Departments, using their learning goals, use face-validity - the expertise of faculty to make sure what is being assessed in courses and reviews relate to the learning goals. Likewise, outside professionals from the disciplines offer feedback on assessments and students provide feedback through the curriculum committees. These constitute a form of construct validity. Formative validity takes place as faculty consider the ways in which assessment instruments and methods take place and recognize areas that need improvement to better reflect the learning and/or expectations (for examples, see Student Success E Series).

As previously described, MassArt implemented a system of formalized cyclical program evaluation in 2018. Much assessment work (including the development of program-specific learning goals and university-wide learning goals) has led to this development. Each department currently integrates the findings of its assessment processes and measures of student success into ongoing evaluation activities. Resource allocation is also now more closely aligned with the cyclical program evaluation. Each

academic department keeps an updated, shared sheet documenting departmental 'needs inventory' that brings together separate operational, facilities, staffing, and equipment needs in one dashboard that is continually updated. The needs inventories are also included in the departmental reviews as they reflect updated priorities based on the review process and curriculum committee findings.

MassArt prepares students from diverse backgrounds to participate in the creative economy as artists, designers, and educators, and to engage in the well-being of their society as evidenced by the Standard Four and Standard Eight Data First Forms and the recent survey of alumni employment. We renewed our focus in the 2018-23 Strategic Plan after determining a shared sense of what that preparation should look like and understanding how students experience it. One strategic goal is to become a 'student-ready' campus.

The MassArt Annual Performance Reports succinctly yet thoroughly detail some of the quantitative measures used to determine educational effectiveness. These include measures of academic quality as well as measures that address core aspects of the MassArt mission such as service to the commonwealth and community. Please refer to the most recent Annual Performance Report that describes our appraisal of the quantitative data in its relation to educational effectiveness.

MassArt's own evaluation of its success through reviews and the strategic plan looks to make further progress in the achievement of educational effectiveness.

Institutional Plans

As we considered who we are and where we want to go, we developed a ten-year horizon to articulate our aspirations for the future of MassArt. This horizon defines a destination that is consistent with our mission and guided by our values.

MassArt Horizon

Drawing on our legacy and proven strengths, by 2028 MassArt will:

- Be rooted in just and equitable practices for the good of everyone in our community.
- Be recognized as a leading cultural institution with an international reputation for excellence.
- Be a national resource for learning and teaching methods and practices.
- Serve the Commonwealth as a leader for cultural inquiry and new ways of seeing, thinking, and doing.
- Be an exemplary organization in which makers, educators, scholars, and entrepreneurs thrive.
- Develop a significant focus on research, innovation, and creative practices.
- Sustain the MassArt mission through effective use of a growing array of resources.

This horizon is framed by two important statements, one regarding our reputation and one regarding a fundamental institutional value.

The first statement, that MassArt will be recognized as a leading cultural institution with an international reputation for excellence, notes our aspiration to be more widely acknowledged as the cultural institution that we already are, to ensure that we assume the leadership that is our responsibility as a public institution in Massachusetts, and to be known and known broadly for excellence. That is, we should be known as a learning community that cares about the right things, with high expectations and consistent accomplishments. And we should be well known beyond our Commonwealth. Given our faculty and alumni engagement in the creative fields and our major campus upgrades, including a new museum, we are well positioned to build on our national and international reputation.

The final framing statement marks the insistence that all we do and all we aspire to be must be fundamentally rooted in justice and equity for all and must be committed to the common good. By “practices” we mean not only the ways we teach or the curricula that we offer, but also the ways we conduct ourselves everyday and how we engage with our neighbors and the world around us. The first three horizon statements indicate the scope of influence MassArt will have locally, nationally, and internationally, as both a cultural and educational institution. As we expand our presence, we will serve the local community more fully by championing diverse viewpoints in art, design, and art

education. For example, we have a strong basis from which to become a national leader in pedagogy and practices for educators, not only in art and design, but across varied disciplines. We also have a reach into international spheres that will be broadened to draw talented students and faculty to our campus, and, as we are able, to aid like-minded institutions around the world to serve their constituencies for the common good.

The following three horizon statements are more distinctively internal in focus. At MassArt, we are marked by success in many ways, but we know we can be better than we are. We believe our organization – its structures and systems – must develop so that those who learn, work, and live here can thrive. We will sharpen our focus on research and innovation – in scholarship, technology, practice, and pedagogy – to equip our students to lead and succeed in their professional disciplines. And we recognize that our community will benefit greatly from richer resources to sustain and improve our facilities, support the work of staff and faculty, and fund programs and scholarships.

This horizon describes where we hope to be by 2028. This is where we are headed. Our strategic plan, to be implemented from 2018-2023, maps deliberate progress toward this horizon. To chart our path forward to this horizon, we identified five priorities in the strategic plan (2018-2023).

Environment for a creative campus

MassArt will develop effective, responsive, sustainable systems and infrastructure to provide a learning, working, and living environment where creativity flourishes. This focuses on dedicating our time and our space to our mission. Our facilities, our calendar and schedules, and our use of technology should align with our learning aims and our values in order to best serve our students and community members. This will require significant improvements to our facilities, especially the Tower building, and to our technology infrastructure.

Quality workplace and effective organization

MassArt will operate with clear communication, easy collaboration, and effective systems in an equitable and vibrant culture to implement strategic priorities and carry out our mission. This focuses on the people who make MassArt the college it is and how we work together. In one sense, this priority is about getting our work done, and getting our work done well, but it is much more than that. We must be effective, but we also want to experience purpose and joy in our work. The quality of our workplace is defined by our community members participating in our evolution, being supported in their professional goals, and collaborating (that is, working together, co-laboring) toward the common good that is at the core of our mission.

Transformative learning and teaching

MassArt will reflect on curricula and teaching practices, retaining what we do best and improving what we must do better, becoming a student ready campus, providing lifelong learning opportunities, and investing in research and innovation to serve our students and other artists, designers, and educators. This focuses on MassArt's enduring legacy of educational excellence, marked by rigor and self-expression; we will build on that legacy to ensure that we are positioned to carry it on well into the 21st century. We are committed to the success of every student, so they may thrive and create meaningful work throughout their lives. Toward that end, we must anticipate what and how our students should learn to be prepared for their future. We will renew our focus on research and innovation to enhance how we teach both studio and non-studio courses of study. We will identify ways for learners of all ages to meet their educational goals, by examining the journeys of pre-kindergarten through grade twelve (PK-12), community college, undergraduate, graduate, adult, and non-traditional students. We will partner with educators throughout the Commonwealth and develop relationships with institutions that share our commitment to accessible and excellent art and design education.

Reputation and resources

MassArt will steward and develop more robust and enduring resources to support the college's programs and the demand for MassArt's leadership in art, design, and education. This focuses on how we are known by the communities and world around us, how we draw on resources that sustain our college, and how we steward the resources entrusted to us in service to our mission. The thousands of MassArt alums, joined by those who learn and work at MassArt, shape the communities where we live. We contribute to the various economies – creative, innovative, financial, and otherwise – that fuel the culture of broader societies. To carry on this tradition, we must keep a MassArt education affordable. Strategic development of resources is, therefore, a critical component of MassArt's strategic plan. Because art and design have the power to transform the world for the common good, keeping learning opportunities accessible to as many people as possible is vital not only to our five- and ten-year aims, but to our mission as a public college.

Justice, equity, diversity, and inclusion (JEDI)

MassArt will foster equitable and authentic participation by sharpening the skills, tools, and will to practice justice at the forefront of our decision making, support systems, and educational and inter-relational practices. JEDI focuses on values fundamental to the MassArt community. We prepare artists, designers, and educators from diverse backgrounds in a learning environment that at its best, is just, compassionate, and equitable. We display mutual respect and work for the common good, in service to the people of the Commonwealth and beyond, to significantly transform our world. We acknowledge that our campus reflects our society and is not the just and equitable environment we envision. We have been and will continue to be honest about our shortcomings and failures in order to become more like the campus every student and

employee deserves.

In the plans developed by working groups in each of the priority areas described above, a few themes emerged – four in particular – that are both central to our identity at MassArt and formative for the work across our campus over the next five years. We are calling them “Identity Initiatives” because they state “who we are” in relation to “what we’ll do.”

We are a student ready campus

At a time where much emphasis is placed on “college ready students,” we are determined to be a “student ready campus.” Students bear much of the burden to be “college ready.” We are, likewise, recognizing our responsibility to be “student ready.” In shifting the paradigm, we are examining our resources and reshaping our practices to be sure we are prepared to serve every student who enrolls at MassArt. ZIP code and genetic code should be no indicator of how much a student will achieve at MassArt. We will boost completion rates and close completion gaps, all while attracting and graduating more students from underserved populations. Throughout the campus we are unequivocal in our intent to assess our programs and use of resources by how well they serve our students and prepare them for success.

We are a college that collaborates

An African proverb states, “If you want to go fast, go alone. If you want to go far, go together.” Collaboration takes time, it takes space, and it requires energy. Because we want to go farther together, our community insists that collaboration matters – among departments, among disciplines, among communities both within and beyond MassArt, and with our partners in education and industry. In a world where universities and institutions tend to be siloed, MassArt collaborates, both internally and externally. None of this emphasis diminishes the value of the solitary artist or designer working in their studio. This is not an either/or proposition, but a both/and proposition that will strengthen the preparation of students for success.

We are an institution that invests in people

We put people first. Too often institutions become focused on the institution itself and not on the people the institution is supposed to serve. As a public institution, founded and supported by the people of the Commonwealth of Massachusetts, MassArt exists to open doors of opportunity for the citizens of our state as well as for those from around our nation and world. We are, therefore, restating our commitment to people. We invest in the health, safety, wellness, support, and development of people; and we do so with the wisdom and determination to do this justly and equitably.

We are creating our future

Often the future is thrust upon an institution. Forces beyond the institution may dictate what the institution does and what it becomes. However such forces may bear on MassArt, we are claiming responsibility for our future. The strategic planning process has defined how we want to invest our energy, our time, and our money, as well as how we want to invest in the people who make MassArt successful, now and in the future. As we prepare to celebrate 150 years of MassArt accomplishments, we look to the future, stewarding and developing robust and enduring resources to support the college's infrastructure, programs, and increasing demand for MassArt's leadership in art, design, and education.

The following sample Actions to be accomplished by our next ten year NECHE accreditation under each of these priorities as framed through our initiatives are planned as follows:

Environment for a creative campus

- Implementation of Colleague Student Information System/Enterprise Resource Planning modules, including ongoing training for faculty and staff, post-cloud migration (HR, workflow, grants, and retention)
- Implement space management enterprise software to better understand functions and utilize space across campus (EMS enterprise purchase, implementation and training based on Ayer St. Gross study)
- Creation of modernized maker spaces with sustainable funding and partnerships for continually updating these technologies and tools
- Pilot and implement virtual desktop infrastructure to allow delivery of virtual workstations for academic computing, including virtual lab computers and academic application streaming. Eventual expansion to administrative computing.

Quality workplace and effective organization

- Implement digital human resource management systems and associated training for electronic workflows and electronic forms, faculty tenure tracking, positions management, ongoing staff and faculty professional development requirements (EDI, Title IX, Conflict of Interest, FERPA), onboarding and exit interview systems and practices
- Use of business intelligence and data-driven practices to inform ongoing planning and decision making, making data and reports accessible to faculty and staff regardless of technical ability (Argos, Tableau, and Ellucian Analytics implementation and training)
- Expand use of the ARCI organizational module for planning and decision-making across campus, consulting with stakeholders especially students, faculty, and staff (consultation and communication between campus leadership, Board of Trustees, and the community)
- Conduct Administrative Area reviews and begin five-year cycles, parallel to Academic Program Reviews

- Provide a portal for faculty, staff, and students through Ellucian Experience

Transformative learning and teaching

- Manage and support mentoring and connection initiatives between faculty and students for student program persistence and completion in four years (like the Lumina grant pilot)
- Expand the pathways into MassArt for traditional and non-traditional students (pre-K through 16 pathways, college-dual enrollment expansion, MACEI, and partnerships with area community colleges)
- Implement a modernized LMS system with portfolio-based assessment, driven from the faculty at the department curriculum committee level, connecting students, alumni, employers, and industry partners furthering our high quality educational environment
- Provide personalized community connections and engagement in campus events, both online and in-person, through *Presence*, a student friendly mobile application

Reputation and resources

- Secure funding for Tower project from state and private resources, including necessary and urgent health and safety renovations, upgrades to academic facilities and maker spaces, and improved space utilization
- Continue fundraising to reduce median student loan debt at graduation, increase institutional scholarships, especially for in-state and low-income students, and other needs identified in the strategic plan through core advancement programs and expanded grant opportunities
- Expansion of our international reputation around the MassArt Art Museum (MAAM), our alumni and faculty accomplishments in their respective disciplines and fields, and opportunities such as the Radical Imagination for Racial Justice (RIRJ) regranting program

Justice, equity, diversity, and inclusion (JEDI)

- Continue professional development in retooling critique and creating culturally responsive curriculum pathways across academic areas
- Close retention and completion gaps between BIPOC and white students through studies and actions taken in the SEM Retention Committee, such as the Sophomore Experience Mapping project, the collection of student exit survey data, and the incorporation of these findings into ongoing staff and faculty professional development.
- Fund student studio kits and supplies to create equity across majors, and remove financial barriers to choice of major and completion of programs (as piloted through CARES Act funding in COVID-19)

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* 4.38, 4.39 and 9.19.)

URL	https://massart.edu/transfer-credit-guidelines
Print Publications	https://massart.edu/sites/default/files/MassArtHandbook2020.pdf
Self-study/Fifth-year Report Page Reference	p. 32

- 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 9.19.)

URL	https://massart.edu/student-handbook
Print Publications	https://massart.edu/sites/default/files/MassArtHandbook2020.pdf
Self-study/Fifth-year Report Page Reference	p. 16 and p. 30

- 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	NA
Self-study/Fifth-year Report Page Reference	

- 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	NA
Print Publications	
Self-study Page Reference	

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

Chief Executive Officer: _____

Date: 1/27/2021

March 2016
June 2020

**MASSACHUSETTS COLLEGE
OF ART AND DESIGN**
(an agency of the Commonwealth of Massachusetts)

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

JUNE 30, 2020

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

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

June 30, 2020 and 2019

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Massachusetts College of Art and Design
Boston, Massachusetts

Report on Financial Statements

We have audited the accompanying financial statements of the business-type activities and the discretely presented major component unit of Massachusetts College of Art and Design (an agency of the State of Massachusetts (the "College")), as of and for the years ending June 30, 2020 and 2019, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Massachusetts College of Art and Design and its discretely presented component unit as of June 30, 2020 and 2019, and the respective changes in net position and cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matters

As discussed in Note 2 to the financial statements, the College restated prior balances with regards to the College's Other Post-Employment Benefits liability and the related deferred inflows and outflows. Our opinion is not modified with respect to this matter.

Required Supplementary Information

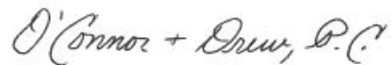
Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplemental Information

Our audits were conducted for the purpose of forming an opinion on the financial statements that collectively comprise the College's financial statements as a whole. The Schedule of Net Position – Dormitory Trust Fund Report and the Schedule of Revenues, Expenses, and Changes in Net Position – Dormitory 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 audits 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 13, 2020 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.

A handwritten signature in cursive script that reads "O'Connor + Drew, P.C.".

**Certified Public Accountants
Braintree, Massachusetts**

October 13, 2020

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2020

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, 2020. This discussion and analysis has 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 2,300 students, offering baccalaureate, graduate degrees and certificate programs as well as continuing education programs and campus housing. The institution is the only publicly funded, freestanding college of art and design in the United States. The College employs approximately 380 full-time faculty and staff. Our urban campus is located on the Avenue of the Arts (Huntington Avenue) in Boston, Massachusetts.

In FY2004, the College embarked on a *New Partnership with the Commonwealth* (Partnership Plan), which allows the College to retain tuition and strategically grow enrollment. In FY2008, the College received confirmation from the Legislative Branch and Executive Branch that the partnership is no longer considered a pilot, and that the status articulated in FY2004 is permanent. In accordance with this legislation, the College operates under a five-year financial and academic plan approved by the Massachusetts Board of Higher Education and the Massachusetts College of Art and Design Board of Trustees. The current plan was renewed in FY2015 and operates through 2020. In FY2020, the college completed its five year strategic plan with a ten year outlook. This new strategic plan will help guide the College in both programmatic and budgeting for the next five years.

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 Governmental Accounting Standards Board, Statement 39, the College reports Foundation financial activity in a separate column in our report.

FINANCIAL HIGHLIGHTS

- In FY2020, the College was funded by both operating revenue (local tuition and fees), and non-operating revenue (state appropriations). The College is restating FY2019 due to a change in the Commonwealth's valuation of OPEB.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis - Continued

June 30, 2020

FINANCIAL HIGHLIGHTS – Continued

- In FY2020, the College experienced a decrease in operating revenue to \$49,650,898 of approximately \$4.9 million. Tuition & Fee revenue increased by approximately a net amount of \$2.2 million. Auxiliary enterprises decreased by approximately \$1.9 million and the other operating revenues experienced decreases of approximately \$5.6 million. The changes in student charges were offset by reduction in one-time foundation support for the MAAM project and reductions in auxiliary services largely attributable to the campus shutdown in March.
- In non-operating revenue for FY2020, the College received an allocation of state support of \$20,412,621 including support for collective bargaining increases in the amount of \$502,998, \$188,858 in formula funds and \$55,178 to offset the costs of the new PFMLA payroll tax.
- In FY'20 CARES Act funds in the amount of \$564,400 were distributed through non-operating revenue as direct support to students as the college went to remote instruction due to the COVID 19 pandemic. In addition in FY20, the college received from the MSCBA a distribution of interest earnings of \$378,611. Overall non-operating revenue in FY2020 increased by approximately \$1.8 million from FY2019 total of \$28,882,982 to FY2020 total of \$30,710,417.
- The College's operating expenses for FY2020 totaled \$79,618,666, an increase from the prior year of approximately \$1.8 million.
- In FY2020, the College experienced a net gain of \$742,649 before Capital Improvements. Capital Improvements additions from the Commonwealth were \$819,392 for the fiscal year. The largest change from FY19 was a non-recurring approximately \$7.2 million which was the appropriation for the Gallery (MAAM) and the South building renovation.
- The College's total assets and deferred outflows of resources exceeded total liabilities and deferred inflows of resources at the close of FY2020, leaving a net position of \$82,219,966, an increase of approximately \$1.6 million from the FY2019 position.
- On the FY2020 financial statements, the College had a net decrease in Investment in Plant of approximately \$1.7 million to \$100,873,398. This is in large part a direct result of a reduction in cash held by the MSCBA for college projects. In FY2020, the College had capitalized activity of approximately \$945,969 million along with \$2.6 million in depreciation expense.
- In FY2018, the College implemented a new accounting standard, GASB 75, to report OPEB, Post-Employment Benefits Other than Pensions. The valuation of this liability and costs is an

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis - Continued

June 30, 2020

FINANCIAL HIGHLIGHTS – Continued

allocation from the Commonwealth. The assessment of this liability and other related items are listed on the College's Statement of Net Position and flow through the statements each year. The Commonwealth recently informed the College that it was restating the FY2019 calculation and as such the FY2019 financials have been updated to incorporate the most recent valuation. For FY2020, Non-current Liability for the OPEB is valued at \$3,801,775. This revised valuation for FY2019 was \$4,037,200. This valuation for FY2018 was \$4,003,270.

- Beginning with the FY2015 financial statements, the College implemented an accounting standard to report the net pension liability for its non-state supported employees. The valuation of this liability is an allocation from the Commonwealth of Massachusetts. This liability and other related items are listed on the Statement of Net Position. For FY2020, this pension liability portion for the College was valued at \$2,016,666. The FY2019 valuation was \$1,844,997. The FY2018 liability valuation amount was \$1,819,832 and the FY2017 valuation was \$2,103,656.

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.

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*. 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.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis - Continued

June 30, 2020

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 FY2020, the College recorded a decrease of \$1,586,874 in total assets, a decrease of \$3,053,779 in total liabilities, along with accounting changes to deferred inflows and outflows of resources, resulting in an overall change to the net position of \$1,562,041.

The College's assets total \$123,503,684 of which non-current represents 82%, and 18% 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.

The College's liabilities total \$40,804,432 of which 78% represents long-term (non-current) obligations related to accrued employee compensation, debt service costs and the accounting for the net pension liability and the new OPEB liability. Current liabilities consist of accounts payable, deferred revenue and the current portion of long-term obligations.

The College also has deferred outflows of resources of \$907,282 and deferred inflows of resources of \$1,386,568 at year-end. These account for other changes in the net pension and OPEB valuations plus revenue applicable to future years for service concessions.

The College closed FY2020 in a positive financial position and has sufficient current assets to cover current liabilities, a current ratio of (2.53:1). The current assets are \$22,461,117 and the current liabilities are \$8,887,031.

	<u>FY2020</u>	<u>FY2019</u>	<u>FY2018</u>
Current Assets	<u>\$22,461,117</u>	\$22,271,663	\$20,203,948
Non-Current Assets	<u>101,042,567</u>	<u>102,818,895</u>	<u>93,364,286</u>
Total Assets	123,503,684	125,090,558	113,568,234
Total Deferred Outflows of Resources	<u>907,282</u>	<u>970,416</u>	<u>816,473</u>
Total Assets & Deferred Outflows of Resources	<u>124,410,966</u>	<u>126,060,974</u>	<u>114,384,707</u>
Current Liabilities	8,887,031	10,116,361	9,717,713
Non-Current Liabilities	<u>31,917,401</u>	<u>33,741,850</u>	<u>35,202,099</u>
Total Liabilities	40,804,432	43,858,211	44,919,812

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis - Continued

June 30, 2020

Total Deferred Inflows of Resources	<u>1,386,568</u>	<u>1,544,838</u>	<u>2,174,100</u>
Total Liabilities & Deferred Inflows of Resources	<u>42,191,000</u>	<u>45,403,049</u>	<u>47,123,912</u>
Total Net Position	<u>\$ 82,219,966</u>	<u>\$ 80,657,925</u>	<u>\$67,290,795</u>

NET POSITION

The difference between total assets and deferred outflows of resources, less total liabilities and deferred inflows of resources (net position) is \$82,219,966. The net position is detailed as follows:

	<u>FY2020</u>	<u>FY2019</u>	<u>FY2018</u>
Restricted	<u>\$ 986,211</u>	\$1,092,888	\$1,447,868
Unrestricted	<u>6,242,948</u>	4,543,360	1,614,404
Investments in Capital Assets, Net	<u>74,990,807</u>	<u>75,021,677</u>	<u>64,228,523</u>
Total Net Position	<u>\$82,219,966</u>	<u>\$ 80,657,495</u>	<u>\$ 67,290,795</u>

The College has positive balances in all three net position categories at the end of FY2018, FY2019 and FY2020. Capital assets, representing land, buildings, construction in progress, equipment and educational resource materials, account for 92% of the College's total net position. Restricted funds are for specialized program activities and financial aid loan programs, which are subject to external restrictions on use.

The College, at year-end, has a local unrestricted fund balance of \$18,794,284. We also have unfunded liabilities with the Commonwealth of Massachusetts Unrestricted Fund Balance totaling (\$12,551,336). The Commonwealth Unrestricted Fund Balance includes liabilities for employee's accumulated sick and vacation leave, net pension activity and OPEB.

College's Unrestricted Fund Balance	\$ 18,794,284
Commonwealth of Massachusetts Unrestricted Fund Balance	<u>(12,551,336)</u>
Total Unrestricted Funds	<u>\$ 6,242,948</u>

Note 21 of the Financial Statements, *Title to Various Assets and Liabilities*, explains the unrestricted fund balance in more detail.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis - Continued

June 30, 2020

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 FY2020 operating and non-operating revenue, expenses and net position is as follows:

I.	NET POSITION, BEGINNING OF YEAR	\$ 80,657,925
II.	OPERATING REVENUE	
	TUITION, FEES, & OTHER REVENUE	49,650,898
III.	OPERATIONAL EXPENSES	<u>79,618,666</u>
IV.	OPERATING LOSS (II-III)	(29,967,768)
V.	NON-OPERATING:	
	COMMONWEALTH APPROPRIATIONS	30,614,576
	MSCBA Other Revenue	378,611
	INVESTMENT INCOME	255,922
	CARES ACT	564,400
	& INTEREST EXPENSE	<u>(1,103,092)</u>
	TOTAL NON-OPERATING ACTIVITY	<u>30,710,417</u>
VI.	NET INCOME /LOSS BEFORE CAPITAL IMPROVEMENTS (IV+V)	742,649
VII	CAPITAL IMPROVEMENTS TO BUILDINGS	<u>819,392</u>
VIII.	CHANGE IN NET POSITION (VI+VII)	<u>\$1,562,041</u>
IX.	NET POSITION, END OF YEAR (I+VIII)	\$ <u>82,219,966</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN

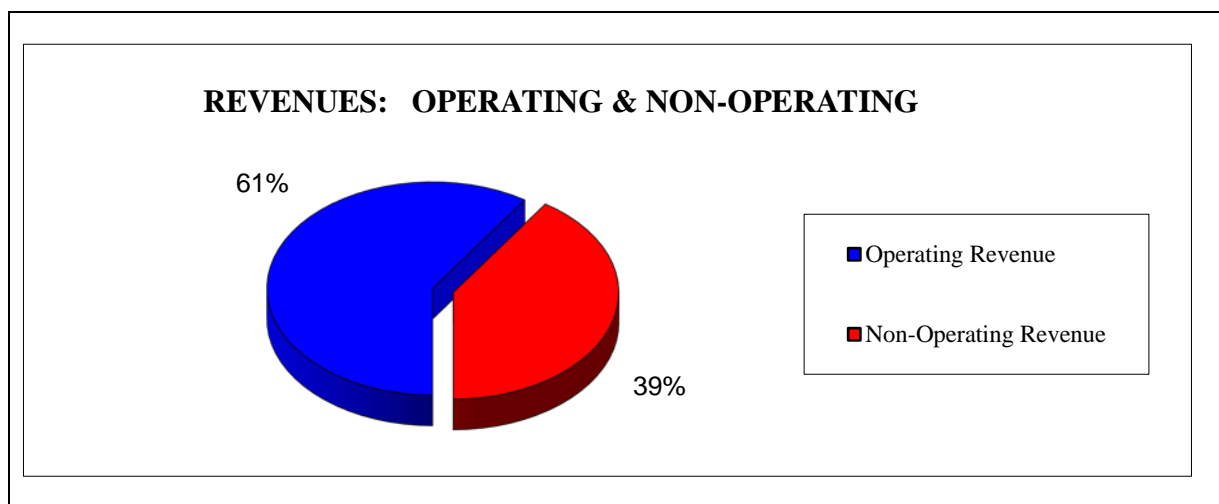
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Management's Discussion and Analysis - Continued

June 30, 2020

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

As of June 30, 2020, the College realized an operating loss of \$29,967,768 (IV) due primarily to the nature of the Massachusetts public higher education funding system. The Commonwealth's FY2020 appropriation and fringe support to the College, considered non-operating income, assists in making up the operating loss not covered by tuition, fees and other operating revenue. In FY'20 CARES Act funds in the amount of \$564,400 were distributed as direct support to students as the college went to remote instruction due to the COVID 19 pandemic. In addition, the Commonwealth's FY2020 funding for Capital Improvements to Buildings of \$819,932 increases the net position of the College.



FY2020	Operating	Non- Operating	Total
Revenues	\$49,650,898	\$31,813,479	\$81,464,377
<u>Expenses</u>	<u>\$79,618,666</u>	<u>\$1,103,092</u>	<u>\$80,821,758</u>
Net	(\$29,967,768)	\$30,710,417	\$742,649

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 FY2020, non-operating revenue sources were at 39% of the total annual income compared to a FY2019 level of 41%. The FY2018 was 35% and FY2017 and FY2016 level was at 36%.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

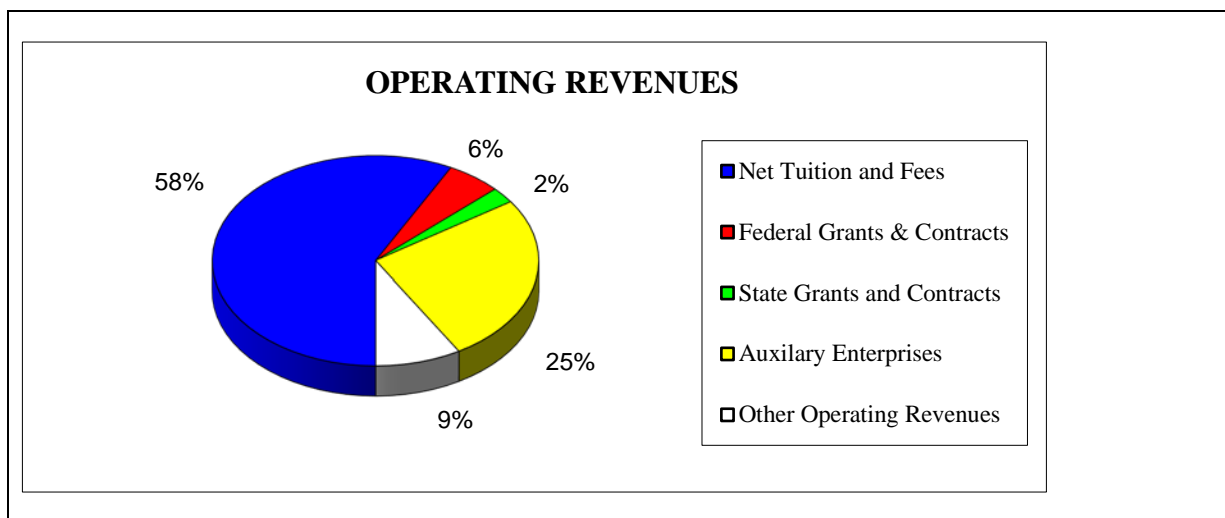
Management's Discussion and Analysis - Continued

June 30, 2020

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

The College combines tuition and fees into a consolidated student charge. These revenues are considered operating income.

	<u>FY2020</u>	<u>FY2019</u>	<u>FY2018</u>
Undergraduate Day Program Student Charges	\$34,035,229	\$32,288,466	\$31,574,738
Graduate and Program of Continuing Education Tuition and Fees	<u>5,376,344</u>	<u>5,212,491</u>	<u>5,381,820</u>
Total Tuition and Fee Revenue	\$39,411,574	<u>\$37,500,957</u>	<u>\$36,956,558</u>
Less: Scholarships	<u>(\$10,574,690)</u>	<u>(10,906,294)</u>	<u>(11,219,086)</u>
Net Tuition and Fees Revenue	<u>\$28,836,884</u>	<u>\$26,594,663</u>	<u>\$23,737,472</u>



Tuition and fees are the largest source of operating revenue, accounting for 58% of total operating resources. The College's auxiliary enterprises, consisting of the residence halls and dormitory dining, accounts for 25% of operating revenue. Income from federal and state grants total 6% of operating income and another 9% classified as other operating revenues, derived from a variety of

MASSACHUSETTS COLLEGE OF ART AND DESIGN

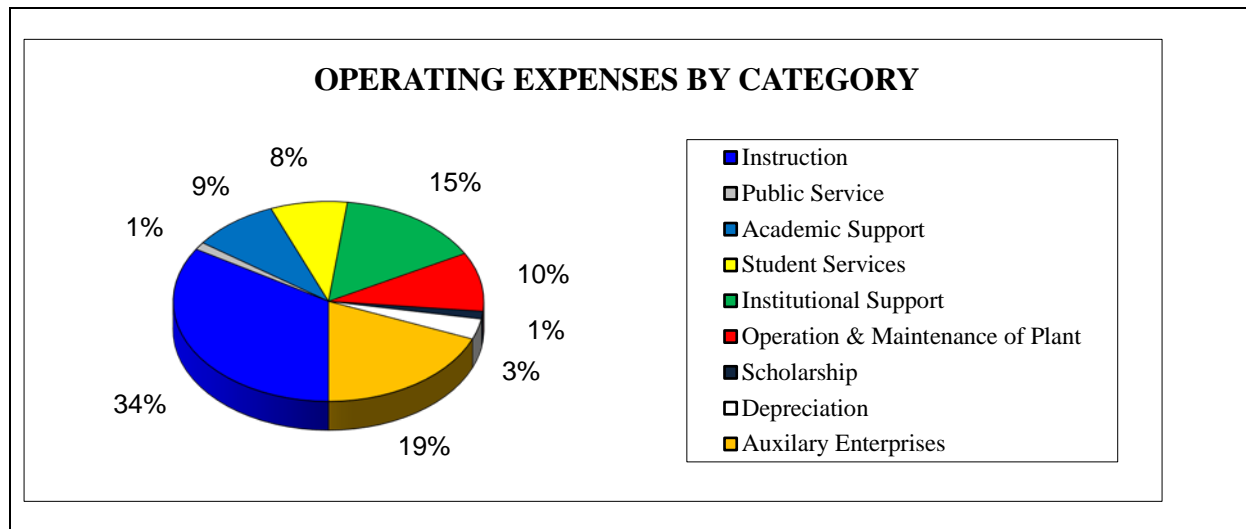
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Management's Discussion and Analysis - Continued

June 30, 2020

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

miscellaneous sources. Included in this category is \$2,170,635 in support from the Massachusetts College of Art and Design Foundation, Inc. utilized for direct program support through grants, scholarships and facilities projects.



Operating expenditures totaled \$79,618,666. Consistent with the College's efforts to maintain competitive advantage, our instructional and academic support expenses account for 43% (34% & 9%) of total operating expenses. Auxiliary enterprises are 19% of total operating expenses, institutional (i.e. administrative expenditures) account for 15% of operational costs, which is below peer institution spending rates. Plant (9%) and depreciation (3%) expenses account for 13% of the operating costs. Student Services are at 8% of operating expenditures.

In FY2020, capital funding of \$819,392 supported key investments in campus-wide energy and security systems. In FY2019, in addition to the direct Capital Appropriation of \$7.2 million, the Commonwealth of Massachusetts, through Division of Capital Asset Management and Maintenance (DCAMM), had Capital Improvements to Buildings of the College in the amount of \$555,848. In FY2018, Capital Improvements were \$279,547. In FY2017, the College had Capital Improvements from the Commonwealth in the amount of \$4,196,537. \$16,964,430 was the FY2016 Improvement amount.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis - Continued

June 30, 2020

STATEMENT OF CASH FLOWS

	<u>FY2020</u>	<u>FY2019</u>	<u>FY2018</u>
Cash, Beginning of Year	\$21,020,128	\$ 18,661,806	\$ 17,816,048
Cash, End of Year	\$21,000,670	\$ 21,020,128	\$ 18,661,806

The College's cash and cash equivalents decreased by \$19,458 in FY2020.

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 adjustments or concerns in the budget as necessary.

During fiscal year 2020, weekly reports were disseminated to all employees who have responsibility and involvement in any aspect of the financial activity of the College. These reports allowed managers to review and monitor their budgets and specifically highlighted areas where budgets were being overspent. The reports were distributed through email and also uploaded onto the college's "WIKI" Budget Office page. In fiscal year 2021 the college is transitioning this reporting from weekly spreadsheet reporting to an intuitive self-service portal that allows budget custodians to review their budgets and spending in real time.

The College has entered into FY2020; the final year of our five-year financial plan (approved by the Board of Trustees, Massachusetts Board of Higher Education and the Secretary of Education.) The plan helps guide decisions during the budget process. Management has developed this five-year Financial Plan as part of our Partnership Plan with the Massachusetts Board of Higher Education and the Secretary of Education. In FY2020, the college completed its five year strategic plan with a ten year outlook. This new strategic plan will help guide the College in both programmatic and budgeting for the next five years.

In June 2020, Kymberly Pinder became Acting President of MassArt after President David Nelson resigned to become President of Catawba College in North Carolina. President Pinder assembled working groups (HUBS) to address the many areas of the college and community affected by COVID 19. These areas were; Academic/curricular, Financial, facilities, Student Engagement and Support, Employees, Residential Life, Communication, and Support and Documentation. These

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis - Continued

June 30, 2020

SUMMARY ANALYSIS AND COMMENT – Continued

Groups met periodically and reported out to the Cabinet on a weekly basis to help inform leadership of the issues and challenges related to operating in a remote/hybrid environment that need to be addressed for the upcoming semester challenges.

In July, the Massachusetts State College Building Authority (MSCBA), has refinanced a series of Bonds to provide relief to the colleges who will be expecting significant decreases in housing revenue due to the pandemic. This refinancing will allow MassArt to defer payments in the Fall and process interest only payments in the Spring. This short term expense reduction will allow the college to make feasible single occupancy in the dorms in accordance with Public health guidance.

Management continues to strive to maintain and increase the quality of our academic programs for our students. In addition, the College will continue its commitment to efficient and transparent operations through continuous improvement and transparency. In FY2021, the colleges will update student facing systems incorporating self service capability across registration, financial aid and payment processes. Internal business processes will also be updated to enhance efficiencies and include industry best practices. Administration and Finance will continue to coordinate the college wide risk assessments and incorporate the results into the budget process. We will continue to share with the Board of Trustees on an annual basis the results of these assessments. The FY2021 Budget will be a close coordination between the Academic Departments, Student Development and Administration and Finance.

Student scholarships are another critical component to student success and attracting the most qualified students in the region. The activity in the General Scholarship Account over the years has risen from \$800 thousand in FY2008 to \$8.0 million in FY2020. Additional student support was provided through the CARES ACT for FY2020. The College adjusted its awarding to make more money available to the need-based aid and Massachusetts resident categories. The Fall semester for the 2020/2021 incoming class will be smaller than last year due to decreasing numbers of available students in Massachusetts and the Northeast as a whole, increasing competition with our peer schools. The Admissions team will continue to evaluate and adjust their approach to achieve its enrollment goals for the coming year. The College will continue to assess its institutional financial aid levels and growth as part of an overall assessment of our recruitment strategies during FY2021 and beyond.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Management's Discussion and Analysis - Continued

June 30, 2020

SUMMARY ANALYSIS AND COMMENT – Continued

During FY2019 and continuing in FY2020, the College along with DCAMM, has been studying a strategy to refurbish the Tower Building at MassArt. The building has significant deferred maintenance needs that unaddressed will impact the long term viability of the academic program and the college. Our goal is to determine the most feasible way to address these concerns and the long term financial implications on any plan to address these issue. In addition, Mass Art is in the process of implementing a \$12 million Accelerated Energy Program (AEP) that will reduce energy use through replacement of lighting controls and equipment with energy systems.

In June 2020, \$975,000 was awarded to perform 2 studies and 3 repair projects: The studies include the reconfiguration of the Loading Dock and Kennedy Roof. Repair funds are being made available to repair and replace windows in the North, South, Collins and Tower Buildings. This work will provide more functioning windows and therefore more fresh air on campus. The Tower building generator is being updated and a beam will be repaired.

FY2020 was a year of unprecedented challenges that are expected to continue through FY2021. The College leadership team, faculty and staff have taken extraordinary measures to ensure the health and safety of the entire college community. Everyone is working, teaching and engaging in collaborating in new and cost effective ways. The steps we take this year and into FY2021 to stabilize the financial ramifications of the pandemic will serve us well in the years to come.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	Primary Government (Restated)		Component Unit	
	2020 College	2019 College	2020 Foundation	2019 Foundation
Current Assets:				
Cash and equivalents	\$ 20,401,216	\$ 19,037,445	\$ 7,549,276	\$ 1,660,016
Deposits held by State Treasurer	430,285	604,768	-	-
Cash held by MSCBA	-	1,100,000	-	-
Accounts receivable, net	603,433	651,227	-	-
Contributions receivable	-	-	587,746	525,728
Loans receivable	619,536	641,191	-	-
Other receivables	256,082	111,402	-	-
Prepaid expenses	-	-	39	-
Investments	-	-	7,514,987	12,244,483
Inventories	150,565	125,630	-	-
Total Current Assets	22,461,117	22,271,663	15,652,048	14,430,227
Non-Current Assets:				
Restricted cash and equivalents	135,785	244,515	-	-
Restricted deposits held by State Treasurer	33,384	33,400	-	-
Long-term contributions receivable, net	-	-	50,163	28,738
Investment in plant, net	100,873,398	102,540,980	-	-
Total Non-Current Assets	101,042,567	102,818,895	50,163	28,738
Total Assets	123,503,684	125,090,558	15,702,211	14,458,965
Deferred Outflows of Resources:				
Other post-employment benefit ("OPEB") related, net	477,896	445,246	-	-
Pension related, net	429,386	525,170	-	-
Total Deferred Outflows of Resources	907,282	970,416	-	-
Total Assets and Deferred Outflows of Resources	\$ 124,410,966	\$ 126,060,974	\$ 15,702,211	\$ 14,458,965

See accompanying notes to the financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	Primary Government (Restated)		Component Unit	
	2020 College	2019 College	2020 Foundation	2019 Foundation
Current Liabilities:				
Accounts payable and accrued expenses	\$ 1,332,540	\$ 1,302,109	\$ 19,449	\$ 13,891
Accrued salaries and wages	1,825,465	1,855,055	-	-
Current portion accrued compensated absences and benefits	2,966,963	2,958,437	-	-
Annuity payable	-	-	12,676	9,833
Current portion lease payable	24,533	22,913	-	-
Current portion bonds payable	1,624,558	1,578,036	-	-
Unearned revenues and deposits	<u>1,112,972</u>	<u>2,399,811</u>	<u>-</u>	<u>-</u>
Total Current Liabilities	<u>8,887,031</u>	<u>10,116,361</u>	<u>32,125</u>	<u>23,724</u>
Non-Current Liabilities:				
Accrued compensated absences and benefits, net of current portion	1,865,460	1,941,299	-	-
Lease payable, net of current portion	-	24,533	-	-
Bonds payable, net of current portion	24,233,500	25,893,821	-	-
Net other post-employment benefit ("OPEB") liability	3,801,775	4,037,200	-	-
Net pension liability	<u>2,016,666</u>	<u>1,844,997</u>	<u>-</u>	<u>-</u>
Total Non-Current Liabilities	<u>31,917,401</u>	<u>33,741,850</u>	<u>-</u>	<u>-</u>
Total Liabilities	<u>40,804,432</u>	<u>43,858,211</u>	<u>32,125</u>	<u>23,724</u>
Deferred Inflows of Resources:				
Service concession revenue applicable to future years	354,485	729,632	-	-
Other post-employment benefit related, net	737,240	355,589	-	-
Pension related, net	<u>294,843</u>	<u>459,617</u>	<u>-</u>	<u>-</u>
Total Deferred Inflows of Resources	<u>1,386,568</u>	<u>1,544,838</u>	<u>-</u>	<u>-</u>
Net Position:				
Net investment in capital assets	74,990,807	75,021,677	-	-
Restricted:				
Nonexpendable	58,622	58,622	5,974,954	5,312,968
Expendable	927,589	1,034,266	9,006,283	8,616,066
Unrestricted	<u>6,242,948</u>	<u>4,543,360</u>	<u>688,849</u>	<u>506,207</u>
Total Net Position	<u>82,219,966</u>	<u>80,657,925</u>	<u>15,670,086</u>	<u>14,435,241</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 124,410,966</u>	<u>\$ 126,060,974</u>	<u>\$ 15,702,211</u>	<u>\$ 14,458,965</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Statements of Revenues and Expenses

For the Years Ended June 30,

	Primary Government		Component Unit	
		(Restated)		
	2020 College	2019 College	2020 Foundation	2019 Foundation
Operating Revenues:				
Tuition and fees	\$ 39,411,574	\$ 37,500,957	\$ -	\$ -
Less: scholarships and fellowships	(10,574,690)	(10,906,294)	-	-
Net tuition and fees	28,836,884	26,594,663	-	-
Gifts and contributions	-	-	3,253,958	2,372,250
Federal grants and contracts	2,726,099	2,702,754	-	-
State grants and contracts	1,224,732	880,852	-	-
Auxiliary enterprises	12,600,274	14,551,817	-	-
In-kind revenue	-	-	672,428	90,970
Other operating revenues	4,262,909	9,840,946	1,101,300	1,533,357
Total Operating Revenues	49,650,898	54,571,032	5,027,686	3,996,577
Operating Expenses:				
Educational and general:				
Instruction	26,807,141	25,877,741	-	-
Gifts and contributions	-	-	3,339,663	7,004,327
Public service	972,374	864,019	-	-
Academic support	7,164,322	6,918,459	-	-
Student services	6,381,082	6,560,021	-	-
Fundraising	-	-	684,288	898,308
Institutional support	12,038,715	11,995,246	242,648	249,395
Operation and maintenance of plant	7,597,775	7,787,901	-	-
Scholarships and fellowships	994,960	481,246	-	-
Depreciation	2,645,203	2,339,489	-	-
Auxiliary enterprises	15,017,094	14,969,414	-	-
Total Operating Expenses	79,618,666	77,793,536	4,266,599	8,152,030
Net Operating (Loss) Revenue	(29,967,768)	(23,222,504)	761,087	(4,155,453)
Non-Operating Revenues (Expenses):				
Commonwealth operating appropriations, net	30,614,576	29,797,353	-	-
Other revenue - MSCBA	378,611	-	-	-
CARES Act funds	564,400	-	-	-
Investment income	255,922	348,292	473,758	885,073
Interest expense	(1,103,092)	(1,262,663)	-	-
Total Non-Operating Revenues (Expenses)	30,710,417	28,882,982	473,758	885,073
Changes in Net Position Before Capital Improvements	742,649	5,660,478	1,234,845	(3,270,380)
Commonwealth capital appropriations	8,970	7,150,804	-	-
Capital Improvements, DCAM	810,422	555,848	-	-
Total Capital Improvements	819,392	7,706,652	-	-
Changes in Net Position	\$ 1,562,041	\$ 13,367,130	\$ 1,234,845	\$ (3,270,380)

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Statements of Changes in Net Position

For the Years Ended June 30,

	<u>College</u>				
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance, June 30, 2018	\$ 64,228,523	\$ 58,622	\$ 1,389,246	\$ 1,614,404	\$ 67,290,795
Change in net position for 2019	11,893,154	-	(354,980)	1,966,526	13,504,700
Balance at June 30, 2019, as previously reported	76,121,677	58,622	1,034,266	3,580,930	80,795,495
Reclassification of asset restrictions - See Note 2	(1,100,000)			1,100,000	-
Prior period adjustment - See Note 2	-	-	-	(137,570)	(137,570)
Balance at June 30, 2019, as restated	75,021,677	58,622	1,034,266	4,543,360	80,657,925
Change in net position for 2020	(30,870)	-	(106,677)	1,699,588	1,562,041
Balance, June 30, 2020	\$ 74,990,807	\$ 58,622	\$ 927,589	\$ 6,242,948	\$ 82,219,966

	<u>Foundation</u>				
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance, June 30, 2018	\$ -	\$ 5,336,400	\$ 11,790,684	\$ 578,537	\$ 17,705,621
Change in net position for 2019	-	(23,432)	(3,174,618)	(72,330)	(3,270,380)
Balance, June 30, 2019	-	5,312,968	8,616,066	506,207	14,435,241
Change in net position for 2020	-	661,986	390,217	182,642	1,234,845
Balance, June 30, 2020	\$ -	\$ 5,974,954	\$ 9,006,283	\$ 688,849	\$ 15,670,086

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows
For the Years Ended June 30,

	2020 <u>College</u>	Primary Government (Restated) 2019 <u>College</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 27,453,159	\$ 26,809,052
Grants and contracts	3,950,831	3,583,606
Payments to employees	(31,003,612)	(27,664,557)
Payments to suppliers and vendors	(19,622,915)	(22,592,132)
Collections on loans	21,655	76,645
Scholarships and fellowships	(994,960)	(481,246)
Auxiliary enterprises expenses	(15,017,094)	(14,969,414)
Auxiliary enterprises revenues	12,600,274	14,551,817
Other operating revenues	<u>3,887,762</u>	<u>9,465,799</u>
Net Cash Applied to Operating Activities	<u>(18,724,900)</u>	<u>(11,220,430)</u>
Cash Flows from Non-Capital Financing Activities:		
Other revenue - MSCBA	378,611	-
CARES Act funds	564,400	-
Commonwealth appropriations	<u>20,412,621</u>	<u>19,954,983</u>
Net Cash Provided by Non-Capital Financing Activities	<u>21,355,632</u>	<u>19,954,983</u>
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	(158,229)	(3,978,604)
Principal paid on capital lease payable	(22,913)	(21,401)
Principal paid on bonds payable	(1,613,799)	(1,425,986)
Interest paid on bonds payable	<u>(1,111,171)</u>	<u>(1,298,532)</u>
Net Cash Applied to Capital Financing Activities	<u>(2,906,112)</u>	<u>(6,724,523)</u>
Cash Flows from Investing Activity:		
Dividends and interest income	<u>255,922</u>	<u>348,292</u>
Net (Decrease) Increase in Cash and Equivalents	(19,458)	2,358,322
Cash and Equivalents, Beginning of Year	<u>21,020,128</u>	<u>18,661,806</u>
Cash and Equivalents, End of Year	<u>\$ 21,000,670</u>	<u>\$ 21,020,128</u>
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	\$ (29,967,768)	\$ (23,222,504)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	2,645,203	2,339,489
Fringe benefits provided by State appropriations	10,201,955	9,842,370
Deferred inflows and outflows of resources	(375,147)	(375,147)
Bad debts	(3,363)	(64,447)
Changes in assets and liabilities:		
Accounts and loans receivable	72,812	286,616
Other receivable	(144,680)	(84,311)
Prepaid expenses	-	10,535
Inventories	(24,935)	33,372
Accounts payable and accrued expenses	38,510	(67,125)
Accrued salaries and wages	(29,590)	83,931
Accrued compensated absences and benefits	(67,313)	192,578
Unearned revenues and deposits	(1,286,839)	153,176
Net other post-employment benefit liability	113,576	(401,926)
Net pension activity	<u>102,679</u>	<u>52,963</u>
Net Cash Applied to Operating Activities	<u>\$ (18,724,900)</u>	<u>\$ (11,220,430)</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	Primary Government	(Restated)
	2020	2019
	<u>College</u>	<u>College</u>
Summary of Restricted Cash and Equivalents and Cash and Equivalents, End of Year:		
Cash and equivalents	\$ 20,401,216	\$ 19,037,445
Deposits held by State Treasurer	430,285	604,768
Cash held by MSCBA	-	1,100,000
Restricted cash and equivalents	135,785	244,515
Restricted deposits held by State Treasurer	<u>33,384</u>	<u>33,400</u>
Cash and Equivalents, End of Year	<u>\$ 21,000,670</u>	<u>\$ 21,020,128</u>
Non-Cash Transactions:		
Fringe benefits provided by Commonwealth appropriations	<u>\$ 10,201,955</u>	<u>\$ 9,842,370</u>
Capital improvements provided by Commonwealth capital appropriations	<u>\$ 8,970</u>	<u>\$ 7,150,804</u>
Capital improvements provided by DCAM	<u>\$ 810,422</u>	<u>\$ 555,848</u>
Deferred inflows of resources - service concession revenue	<u>\$ 375,147</u>	<u>\$ 375,147</u>

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements

June 30, 2020 and 2019

Note 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”) 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.

Operations

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus (COVID-19) as a pandemic. On March 23, 2020, the College transitioned students to a distance learning environment for the completion of the 2020 spring semester, and the 2020 summer semester was taught online. The College refunded a total of \$2,917,589 before June 30, 2020 to students for a pro-rata share of the housing and meals fees charged for the period from when the College transitioned students to a distance learning environment to the completion of the 2020 spring semester.

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) became law. As part of the law, the CARES Act created the Higher Education Emergency Relief Fund (HEERF). The College was awarded \$1,510,265 of which 50% (or half) is required to be distributed to students affected by the COVID-19 crisis as emergency grants and the other half is eligible for the College to cover costs associated with changes in operations due to the COVID-19 crisis. According to the terms of HEERF, an institution can only spend costs associated with changes in operations due to the COVID-19 crisis up to the amount provided to students as emergency grants.

As of June 30, 2020, the College expended \$564,400 for emergency grants to students and \$0 for institutional costs from the HEERF funds. In conjunction with CARES Act regulations, the College must spend these funds by September 30, 2022.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2020 and 2019

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

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board ("GASB").

The Massachusetts College of Art and Design Foundation, Inc. (the "Foundation"), a component unit of the College, was organized to render financial assistance and support to the educational programs and development of the College. The Foundation is legally separate from the College, and the College is not financially accountable for the Foundation. The Foundation has been included within these financial statements because of the nature and significance of its relationship with the College. The complete financial statements can be obtained from the Foundation's administrative offices in Boston, Massachusetts.

Revenues are recorded when earned and expenses when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The College's policy for defining operating activities in the statement of revenues and expenses are those that generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts (the "Commonwealth"), net investment income and interest expense.

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

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - Summary of Significant Accounting Policies - Continued

Net Position

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

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

Restricted - non-expendable: Net position, subject to externally imposed conditions that the College must maintain in perpetuity.

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

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

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

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.

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.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - Summary of Significant Accounting Policies - Continued

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 non-operating revenues (expenses).

Inventories

Inventories consisting of books, publications and supplies are stated at the lower of cost or market. Cost is determined using the first-in, first-out method.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at fair market value at the date of donation. 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. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. The College's capitalization threshold is \$50,000 with a useful live of greater than one year for capital assets.

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' 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.

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.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - Summary of Significant Accounting Policies - Continued

Post-employment Benefits Other Than Pensions ("OPEB")

For purposes of measuring the College's net 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.

Compensated Absences

Employees with ten 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 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.

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 of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - Summary of Significant Accounting Policies - Continued

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require.

As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of determining the value of donated assets and accounts receivable, and estimating depreciation, amortization, net pension and OPEB liability assumptions and the recoverability of long-lived assets.

Adoption of New Governmental Accounting Pronouncements

The College adopted GASB Statement 84 – *Fiduciary Activities*. The objective of this Statement is to establish the criteria for identifying and reporting fiduciary activities. The implementation of this Statement did not have a material effect on the financial statements.

New Governmental Accounting Pronouncements

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2021. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this standard. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2020. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this Standard and its applicability.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - Summary of Significant Accounting Policies - Continued

New Governmental Accounting Pronouncements - continued

GASB Statement 90 – *Majority Equity Interests, an amendment of GASB Statements 14 and 61* is effective for reporting period beginning after December 15, 2019. The objective of this Statement is to improve the consistency of reporting a government's majority equity interest in a legally separate organization. A majority equity interest should be recognized using the equity method if the government's holding of the equity interest represents an investment. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 91 – *Conduit Debt Obligations* is effective for reporting periods beginning after December 15, 2021. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligors, not to recognize the liability unless it is more likely than not that the government issuer will service the debt. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 92 – *Omnibus 2020* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 94 – *Public-Private and Public-Private Partnerships and Availability Payment Arrangements* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 96 – *Subscription-Based Information Technology Arrangements (SBITA)* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right of use asset and a corresponding liability would be recognized for SBITAs. Management has not completed its review of the requirements of this standard and its applicability.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Reclassification

Certain amounts in the 2019 financial statements have been reclassified to conform to the 2020 presentation.

Note 2 - Prior Period Adjustment and Reclassification

Management of the College was notified of an error in the calculation of OPEB for the year ended June 30, 2019. The error did not have an effect on the calculation of OPEB as of June 30, 2018. There was also a reclassification of net position for a portion of the funds for a construction project with the MSCBA during fiscal year 2019 that were previously applied to construction in progress.

The table below presents the effects of the adjustments made to the previously issued financial statements and the reclassification of the net position.

	As Previously Reported at June 30, 2019	Correction of an Error	<u>Reclassification</u>	As Restated at June 30, 2019
Statements of Net Position:				
Deferred outflows of resources related to OPEB	\$ 441,379	\$ 3,867		\$ 445,246
Deferred inflows of resources related to OPEB	1,010,682	(655,093)		355,589
Net OPEB liability	3,240,670	796,530		4,037,200
Unrestricted net position	3,580,930	(137,570)	1,100,000	4,543,360
Net investment in capital assets	76,121,677		(1,100,000)	75,021,677
Statements of Revenues and Expenses:				
Operating expenses	\$ 77,655,966	137,570		\$ 77,793,536

Note 3 - 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.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 3 - Cash and Equivalents - Continued

The Treasurer of the Commonwealth of Massachusetts 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, 2020 and 2019, the College has \$12,314,212 and \$12,099,922, respectively, invested with MMDT; and 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 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.

Of the bank balances of \$8,692,147 and \$7,604,383 at June 30, 2020 and 2019, \$276,587 and \$395,094 was covered by federal depository insurance; collateralization agreements covered \$8,415,560 and \$7,209,289, respectively. The insured balances reflect guarantees from the FDIC in effect during June 30, 2020 and 2019. All bank balances (not including MMDT) were either insured or collateralized at June 30, 2020 and 2019.

Cash Held by State Treasurer

Accounts payable and accrued salaries to be funded from State-appropriated funds totaled approximately \$430,000 and \$605,000 at June 30, 2020 and 2019, respectively. The College has recorded an equivalent dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently used for these liabilities.

Cash Held by MSCBA

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

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 4 - 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,:

	<u>2020</u>	<u>2019</u>
Equity mutual funds	\$ 4,483,672	\$ 9,150,978
Fixed income mutual funds	<u>3,031,315</u>	<u>3,093,505</u>
	<u>\$ 7,514,987</u>	<u>\$ 12,244,483</u>

Note 5 - Accounts Receivable

Accounts receivable comprise the following at June 30,:

	<u>2020</u>	<u>2019</u>
Student accounts receivable	783,598	\$ 828,029
Less: allowance for doubtful accounts	<u>180,165</u>	<u>176,802</u>
	<u>\$ 603,433</u>	<u>\$ 651,227</u>

Note 6 - 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 2%.

Contributions receivable of the Foundation comprise the following at June 30,:

	<u>2020</u>	<u>2019</u>
Due within one year	\$ 587,746	\$ 525,728
Due within one to five years	<u>73,000</u>	<u>123,748</u>
Gross contributions receivable	660,746	649,476
Unamortized discount and allowance	<u>(22,837)</u>	<u>(95,010)</u>
Total Contributions Receivable	<u>\$ 637,909</u>	<u>\$ 554,466</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 7 - Loans Receivable

The College participates in the Federal Perkins Loan Program. This program is funded through a combination of federal and College resources. The portion of this program that has been funded with federal funds is ultimately due to the United States Government upon the termination of the College's participation in the program. The Joslin Loan receivable represents 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, 2020 and 2019 and considers the balance to be fully collectible and, accordingly, no allowance for doubtful accounts is required. Loans receivable are comprised of the following at June 30,:

	<u>2020</u>	<u>2019</u>
Perkins loans receivable	\$ 548,027	\$ 569,732
Joslin loans receivable	<u>71,509</u>	<u>71,459</u>
	<u>\$ 619,536</u>	<u>\$ 641,191</u>

The Federal Perkins Loan Program Extension Act of 2015 (the "Extension Act"), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017. Students that received a fall semester Perkins loan disbursement before October 1, 2017 can receive a spring semester Perkins loan disbursement. The College is currently evaluating alternative methods of financial aid for students affected by the Extension Act for the 2019-20 academic year.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 8 - Capital Assets

Capital assets activity for the year ended June 30, 2020 is as follows:

	Estimated Lives (In Years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Non-depreciable:						
Land		\$ 5,677	\$ -	\$ -	\$ -	\$ 5,677
Construction in progress		<u>24,963,282</u>	<u>833,814</u>	<u>-</u>	<u>(24,313,288)</u>	<u>1,483,808</u>
Total non-depreciable		<u>24,968,959</u>	<u>833,814</u>	<u>-</u>	<u>(24,313,288)</u>	<u>1,489,485</u>
Depreciable:						
Buildings, including improvements	40	155,079,029	143,807	-	24,313,288	179,536,124
Furnishings and equipment	3 to 10	2,289,729	-	(31,653)	-	2,258,076
Educational resource materials	5	<u>2,057,529</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,057,529</u>
Total depreciable		<u>159,426,287</u>	<u>143,807</u>	<u>(31,653)</u>	<u>24,313,288</u>	<u>183,851,729</u>
Less: accumulated depreciation:						
Buildings, including improvements		77,553,049	2,622,183	-	-	80,175,232
Furnishings and equipment		2,243,688	23,020	(31,653)	-	2,235,055
Educational resource materials		<u>2,057,529</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,057,529</u>
Total accumulated depreciation		<u>81,854,266</u>	<u>2,645,203</u>	<u>(31,653)</u>	<u>-</u>	<u>84,467,816</u>
Capital assets, net		<u>\$ 102,540,980</u>	<u>\$ (1,667,582)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 100,873,398</u>

Capital assets activity for the year ended June 30, 2019 is as follows:

	Estimated Lives (In Years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Non-depreciable:						
Land		\$ 5,677	\$ -	\$ -	\$ -	\$ 5,677
Construction in progress		<u>16,349,211</u>	<u>11,129,710</u>	<u>-</u>	<u>(2,515,639)</u>	<u>24,963,282</u>
Total non-depreciable		<u>16,354,888</u>	<u>11,129,710</u>	<u>-</u>	<u>(2,515,639)</u>	<u>24,968,959</u>
Depreciable:						
Buildings, including improvements	40	152,007,844	555,546	-	2,515,639	155,079,029
Furnishings and equipment	3 to 10	2,314,682	-	(24,953)	-	2,289,729
Educational resource materials	5	<u>2,057,529</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,057,529</u>
Total depreciable		<u>156,380,055</u>	<u>555,546</u>	<u>(24,953)</u>	<u>2,515,639</u>	<u>159,426,287</u>
Less: accumulated depreciation:						
Buildings, including improvements		75,236,580	2,316,469	-	-	77,553,049
Furnishings and equipment		2,245,621	23,020	(24,953)	-	2,243,688
Educational resource materials		<u>2,057,529</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,057,529</u>
Total accumulated depreciation		<u>79,539,730</u>	<u>2,339,489</u>	<u>(24,953)</u>	<u>-</u>	<u>81,854,266</u>
Capital assets, net		<u>\$ 93,195,213</u>	<u>\$ 9,345,767</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 102,540,980</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - Long-Term Liabilities

Activity in long-term liabilities for the year ended June 30, 2020 consists of the following:

	(Restated) Beginning <u>Balance</u>	<u>Additions</u>	<u>Reductions</u>	Ending <u>Balance</u>	Current <u>Portion</u>
Bonds payable	\$ 27,471,857	\$ -	\$ 1,613,799	\$ 25,858,058	\$ 1,624,558
Other non-current liabilities:					
Lease payable	47,446	-	22,913	24,533	24,533
Compensated absences	4,333,434	4,464,448	4,333,434	4,464,448	2,899,992
Worker's compensation	566,302	367,975	566,302	367,975	66,971
Other post-employment benefit liability	4,037,200	-	235,425	3,801,775	-
Net pension liability	<u>1,844,997</u>	<u>171,669</u>	<u>-</u>	<u>2,016,666</u>	<u>-</u>
Total	<u>\$ 38,301,236</u>	<u>\$ 5,004,092</u>	<u>\$ 6,771,873</u>	<u>\$ 36,533,455</u>	<u>\$ 4,616,054</u>

Activity in long-term liabilities for the year ended June 30, 2019 consists of the following:

	Beginning <u>Balance</u>	<u>Additions</u>	<u>Reductions</u>	(Restated) Ending <u>Balance</u>	Current <u>Portion</u>
Bonds payable	\$ 28,897,843	\$ -	\$ 1,425,986	\$ 27,471,857	\$ 1,578,036
Other non-current liabilities:					
Lease payable	68,847	-	21,401	47,446	22,913
Compensated absences	4,221,989	4,333,434	4,221,989	4,333,434	2,835,549
Worker's compensation	485,169	566,302	485,169	566,302	122,888
Other post-employment benefit liability	4,003,270	33,930	-	4,037,200	-
Net pension liability	<u>1,819,832</u>	<u>25,165</u>	<u>-</u>	<u>1,844,997</u>	<u>-</u>
Total	<u>\$ 39,496,950</u>	<u>\$ 4,958,831</u>	<u>\$ 6,154,545</u>	<u>\$ 38,301,236</u>	<u>\$ 4,559,386</u>

The College has six separate financing agreements with the Massachusetts State College Building Authority ("MSCBA") for improvements to the Student Dining Hall and the Center for Design and Media. The source of financing for the projects is from the revenue bonds issued by MSCBA on behalf of the College. Principal is payable annually, and interest is payable semiannually at a predetermined rate, which varies between 4.00% and 6.00%.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - Long-Term Liabilities - Continued

Maturities of bond principal and interest subsequent to June 30, 2020 are as follows:

Fiscal Years Ending June 30,	<u>Principal</u>	<u>Interest</u>
2021	\$ 1,624,558	\$ 1,114,025
2022	1,694,501	1,047,182
2023	1,765,081	975,545
2024	1,833,275	900,376
2025	1,917,854	821,926
2026 - 2030	9,930,196	2,788,664
2031 - 2035	5,597,593	614,083
2036 - 2039	<u>1,495,000</u>	<u>109,172</u>
	<u>\$ 25,858,058</u>	<u>\$ 8,370,973</u>

Note 10 - Pensions

Defined Benefit Plan Description

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

The Massachusetts State Employees' Retirement System does not issue 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.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 10 - Pensions - Continued

Benefit Provisions

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

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

Contributions

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

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

<u>Hire Date</u>	<u>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 except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 10 - Pensions - Continued

Contributions - continued

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 14.08%, 12.06% and 11.78% of annual covered payroll for the fiscal years ended June 30, 2020, 2019 and 2018, respectively. The College contributed \$165,328, \$137,212 and \$127,527 for the fiscal years ended June 30, 2020, 2019 and 2018, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 96% of total related payroll for fiscal years 2020, 2019 and 2018, respectively.

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2020 and 2019, the College reported a liability of \$2,016,666 and \$1,844,997, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2020, the reporting date, was measured as of June 30, 2019, 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, 2019 rolled forward to June 30, 2019. The net pension liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, 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, 2018 rolled forward to June 30, 2018.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2020 and 2019, respectively. The College's proportionate share was based on actual employer contributions to the SERS for fiscal years 2020 and 2019 relative to total contributions of all participating employers for the fiscal years. At June 30, 2020 and 2019, the College's proportion was 0.014% and 0.015%, respectively.

For the years ended June 30, 2020 and 2019, the College recognized pension expense of \$268,024 and \$190,175, respectively.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 10 - **Pensions - Continued**

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

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

	<u>2020</u>	<u>2019</u>
<u>Deferred Outflows of Resources Related to Pension</u>		
Contributions subsequent to the measurement date	\$ 165,328	\$ 137,212
Differences between expected and actual experience	66,974	58,508
Changes in proportion from Commonwealth	3,560	4,976
Changes in plan actuarial assumptions	149,484	186,979
Changes in proportion due to internal allocation	<u>44,040</u>	<u>137,495</u>
Total deferred outflows related to pension	<u>\$ 429,386</u>	<u>\$ 525,170</u>
	<u>2020</u>	<u>2019</u>
<u>Deferred Inflows of Resources Related to Pension</u>		
Differences between expected and actual experience	\$ 26,228	\$ 37,601
Differences between projected and actual investment earnings on pension plan investments	30,081	64,130
Changes in proportion from Commonwealth	102	351
Changes in proportion due to internal allocation	<u>238,432</u>	<u>357,535</u>
Total deferred inflows related to pension	<u>\$ 294,843</u>	<u>\$ 459,617</u>

The College's contributions of \$165,328 and \$137,212 made during fiscal years ending June 30, 2020 and 2019, respectively, subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the succeeding years.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 10 - Pensions - Continued

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

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

Years Ending <u>June 30,</u>	
2021	\$ 37,754
2022	(40,959)
2023	(11,082)
2024	(7,083)
2025	<u>(9,415)</u>
	<u><u>\$ (30,785)</u></u>

Actuarial Assumptions

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

	<u>2020</u>	<u>2019</u>
Measurement date	June 30, 2019	June 30, 2018
Inflation	3.00%	3.00%
Salary Increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.25%	7.35%
Interest rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2019 and 2018, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 and set forward 1 year for females

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 10 - Pensions - Continued

Actuarial Assumptions - continued

- Disability - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016, set forward 1 year.

The 2020 pension liability for the June 30, 2019 measurement date was determined by an actuarial valuation as of January 1, 2019 and rolled forward to June 30, 2019. The 2019 pension liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 2018 and rolled forward to June 30, 2018.

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

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund’s target asset allocation as of June 30, are summarized in the following table:

Asset Class	2020		2019	
	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	39.0%	4.90%	39.0%	5.00%
Portfolio Completion Strategies	11.0%	3.90%	13.0%	3.70%
Core Fixed Income	15.0%	1.30%	12.0%	0.90%
Private Equity	13.0%	8.20%	12.0%	6.60%
Real Estate	10.0%	3.60%	10.0%	3.80%
Value Added Fixed Income	8.0%	4.70%	10.0%	3.80%
Timber/Natural Resources	4.0%	4.10%	4.0%	3.40%
	<u>100%</u>		<u>100%</u>	

MASSACHUSETTS COLLEGE OF ART AND DESIGN
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 10 - **Pensions - Continued**

Discount Rate

The discount rate used to measure the total pension liability was 7.25% and 7.35% at June 30, 2020 and 2019, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the 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,:

2020		
Current		
1.00% Decrease (6.25%)	Discount Rate (7.25%)	1.00% Increase (8.25%)
\$ 2,684,248	\$ 2,016,666	\$ 1,446,249
2019		
Current		
1.00% Decrease (6.35%)	Discount Rate (7.35%)	1.00% Increase (8.35%)
\$ 2,486,748	\$ 1,844,997	\$ 1,296,646

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 11 - **Other Post-Employment Benefits ("OPEB") (Restated)**

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 State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") 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 health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Plan Description - continued

Management of the SRBT is vested with the board of trustees, which consists of 7 members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), 1 person appointed by the Governor, and 1 person appointed by the State Treasurer. These members elect 1 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 health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities, and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 11 - Other Post-Employment Benefits ("OPEB") - Continued

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2020 and 2019, and as of the valuation date (January 1, 2019 and 2018), participants contributed 0% 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 7.30% and 8.79% of annual covered payroll for the fiscal years ended June 30, 2020 and 2019, respectively. The College contributed \$85,644 and \$100,067 for the fiscal years ended June 30, 2020 and 2019, respectively, equal to 100% of the required contribution for both years.

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

At June 30, 2020 and 2019, the College reported a liability of \$3,801,775 and \$4,037,200, 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, 2019 and 2018, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2019 and 2018, 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 2019 and 2018. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2019 and 2018 relative to total contributions of all participating employers for the fiscal years. At June 30, 2020 and 2019, the College's proportion was 0.021% and 0.022%, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 11 - Other Post-Employment Benefits (“OPEB”) - Continued

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

For the years ended June 30, 2020 and 2019, the College recognized OPEB expense of \$223,912 and \$ 288,489, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

	<u>2020</u>	<u>2019</u>
<u>Deferred Outflows of Resources Related to OPEB</u>		
Contributions subsequent to the measurement date	\$ 85,644	\$ 100,067
Differences between expected and actual experience	152,469	39,361
Changes in OPEB plan actuarial assumptions	2,925	3,867
Changes in proportion from Commonwealth	9,270	10,415
Changes in proportion due to internal allocation	<u>227,588</u>	<u>291,536</u>
Total deferred outflows related to OPEB	<u>\$ 477,896</u>	<u>\$ 445,246</u>

	<u>2020</u>	<u>2019</u>
<u>Deferred Inflows of Resources Related to OPEB</u>		
Differences between projected and actual earnings on OPEB plan investments	\$ 1,748	\$ 8,092
Changes in proportion due to internal allocation	158,935	-
Differences between expected and actual experience	4,868	6,917
Changes in OPEB plan actuarial assumptions	<u>571,689</u>	<u>340,580</u>
Total deferred inflows related to OPEB	<u>\$ 737,240</u>	<u>\$ 355,589</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 11 - Other Post-Employment Benefits (“OPEB”) - Continued

The College's contributions of \$85,644 and \$100,067 made during fiscal years ending June 30, 2020 and 2019, respectively, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

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

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as decreases in OPEB expense as follows:

Years Ending
June 30,

2021	\$ (106,599)
2022	(106,599)
2023	(86,528)
2024	(18,398)
2025	<u>(26,864)</u>
	<u>\$ (344,988)</u>

Actuarial Assumptions

The total OPEB liability for 2020 and 2019 was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 11 - Other Post-Employment Benefits (“OPEB”) - Continued

<i>Actuarial Assumptions - continued</i>		
Measurement date	June 30, 2019	June 30, 2018
Inflation	2.50%	3.00%
Salary increases	4.0% per year	4.5% per year
Investment rate of return	7.25%, net of OPEB plan investment expense, including inflation	7.35%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	7.5%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023, then decreasing 0.5% each year to an ultimate rate of 4.5% in 2026 for Medical; 4.5% for EGWP; 4.5% for administrative costs	8.0%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023, then decreasing 0.25% each year to an ultimate rate of 5.0% in 2025 for Medical; 5.0% for EGWP; 5.0% for administrative costs

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 80% of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 11 - Other Post-Employment Benefits ("OPEB") - Continued

	<u>Retirement Age</u>	
	<u>Under 65</u>	<u>Age 65+</u>
Indemnity	25.0%	85.0%
POS/PPO	60.0%	0.0%
HMO	15.0%	15.0%

The actuarial assumptions used in the January 1, 2019 and 2018 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2017 and 2016 through December 31, 2018 and 2017, depending upon the criteria being evaluated.

As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2018 and 2017 actuarial valuations to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

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, 2020 and 2019, are the same as discussed in the pension footnote.

Discount Rate

The discount rate used to measure the total OPEB liability for 2020 and 2019 was 3.63% and 3.95%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.51% and 3.87%) 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 2025 and 2023 for the fiscal years 2020 and 2019, respectively. Therefore, the long-term expected rate of return on OPEB plan investments of 7.25% and 7.35%, respectively per annum, was not applied to all periods of projected benefit payments to determine the total OPEB liability.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 11 - Other Post-Employment Benefits (“OPEB”) - Continued

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 1-percentage-point lower or 1-percentage-point higher than the current discount rate at June 30,:

1.00% Decrease (2.63%)	Current Discount Rate (3.63%)	1.00% Increase (4.63%)
\$ 4,538,091	\$ 3,801,775	\$ 3,219,606
<hr/>		
2019		
(Restated)		
1.00% Decrease (2.95%)	Current Discount Rate (3.95%)	1.00% Increase (4.95%)
\$ 4,798,947	\$ 4,037,200	\$ 3,432,905

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 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates at June 30,:

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 11 - Other Post-Employment Benefits (“OPEB”) – Continued

2020		
Current Healthcare		
1.00% Decrease	Cost Trend Rate	1.00% Increase
\$ 3,133,143	\$ 3,801,775	\$ 4,683,964
	(Restated)	
	2019	
1.00% Decrease	Current Healthcare	1.00% Increase
(B)	Cost Trend Rate	(C)
(B)	(A)	(C)
\$ 3,415,126	\$ 4,037,200	\$ 4,823,605

(A) - Current healthcare cost trend rate, as disclosed on page 45

(B) - 1-percentage decrease in current healthcare cost trend rate,
as disclosed on page 45

(C) - 1-percentage increase in current healthcare cost trend rate,
as disclosed on page 45

Note 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 Group Insurance Commission (“GIC”) was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth’s employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities’ personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns, and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - Other Fringe Benefits - Continued

The GIC is a quasi-independent State agency governed by a seventeen-member body (the “Commission”) appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance and is responsible for providing health insurance and other benefits to the Commonwealth’s employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2020 and 2019, 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 health care spending account and dependent care assistance program (for active employees only).

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 pay out.

Note 13 - Deferred Inflows of Resources

Campus Dining Facilities Agreement

The College has entered into a service concession arrangement for dining and related services with Chartwell Food Services, Inc. (“Chartwell”). In exchange for this agreement, Chartwell has provided the College with funds to augment the cost of improvements to the College’s dining and kitchen facilities. These monies are amortized into revenue ratably over the life of the agreement through June 2021. In the event of termination, as provided for by either party in the agreement, repayment of the unamortized portion would be required. The agreement also requires additional payments from Chartwell to defray costs incurred by the College, as well as revenue sharing, which amounted to approximately \$434,000 and \$508,000 during the years ended June 30, 2020 and 2019, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 13 - Deferred Inflows of Resources

Campus Bookstore Agreement

Effective July 1, 2015 and expiring June 30, 2020, unless sooner terminated as provided for in the agreement, and containing automatic one-year renewals requiring 120 days written notice by either party, the College entered into an agreement for the management of its bookstores. The agreement provides for minimum annual commission payments to the College in years one and two. Minimum annual payments in subsequent years, including renewal years, will be 95% of the preceding years' actual commission payment. In addition, the College received a one-time bonus of approximately \$103,300 subject to amortization over the initial life of the agreement. Recognition of deferred inflows in annual revenue related to the Campus Dining Facilities and Campus Bookstore agreements is as follows:

Years Ending <u>June 30,</u>	
2021	\$ <u>354,485</u>

The College reports the carrying value of the capital assets relating to the service concession arrangements of approximately \$7,191,000 and \$7,448,000 at June 30, 2020 and 2019, respectively. The debt related to these capital additions was approximately \$7,230,000 and \$7,917,000 at June 30, 2020 and 2019, respectively.

Note 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,:

	<u>2020</u>	<u>2019</u>
Restricted - non-expendable, categorized by allowable income usage:		
Scholarships	\$ 53,714	\$ 53,714
Loans	<u>4,908</u>	<u>4,908</u>
	<u>\$ 58,622</u>	<u>\$ 58,622</u>
Restricted - expendable:		
Program activities	\$ 200,074	\$ 166,655
Loans	<u>727,515</u>	<u>867,611</u>
	<u>\$ 927,589</u>	<u>\$ 1,034,266</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - Restricted Net Position - Continued

The Foundation's restricted - non-expendable net position consists of endowment funds to be held in perpetuity, whose income is mainly used for various scholarships and program support including the College's library and endowed lectures.

Note 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.

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 certain of these 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"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2.00%. The College is obligated to accept, as payment of tuition, the amount determined by this 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

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 15 - Contingencies - Continued

General Laws limit the risk assumed by the Commonwealth to \$100,000 per occurrence, in most circumstances.

The vast majority of higher educational institutions transitioned to distance learning during the 2020 spring semester due to the COVID-19 crisis. Many higher educational institutions have been served with a class action lawsuit due to this decision. The plaintiffs' claim that they have suffered academic harm after the 2020 spring semester transitioned to distance learning. Since the lawsuits are in the early stages, there have been no settlements or court decisions on this matter. The College has been served with a lawsuit related to COVID-19. Management believes that any potential future adverse outcome is possible, but unlikely, and would not be material to the College.

Note 16 - Operating Expenses

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

	<u>2020</u>	(Restated) <u>2019</u>
Compensation and benefits	\$ 49,161,563	\$ 47,139,273
Supplies and services	26,816,940	27,833,528
Depreciation	2,645,203	2,339,489
Scholarships and fellowships	<u>994,960</u>	<u>481,246</u>
	<u>\$ 79,618,666</u>	<u>\$ 77,793,536</u>

Note 17 - Related Party Transactions

Massachusetts College of Art and Design Foundation, Inc. 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 \$2,171,000 and \$6,874,000, included within other operating revenues, for the years ended June 30, 2020 and 2019, respectively.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 18 - Pass-Through Student Federal Loans

The College distributed \$12,104,816 and \$11,868,698 for student loans through the United States Department of Education federal direct lending program for the years ended June 30, 2020 and 2019, 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.

Note 19 - Lease Commitments

During July 2015, the College entered into an operating lease agreement for certain equipment expiring June 2020. Total costs for the year ended June 30, 2020 were \$171,000.

Capital Lease

The College entered into a lease agreement with Dell Financial Services for the computer server equipment in August 2016. The lease is payable in annual installments of \$26,266. There was approximately \$3,400 of interest related to this lease for the year ended June 30, 2020. The balance of the lease at June 30, 2020 was \$24,533.

The schedule of future lease payments are as follows:

Years Ending	
<u>June 30,</u>	
2021	\$ 26,266
	26,266
Interest expense	<u>(1,733)</u>
	<u>\$ 24,533</u>

Note 20 - 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.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 20 - Massachusetts Management Accounting and Reporting System - Continued

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,:

	<u>2020</u>	<u>2019</u>
Direct unrestricted appropriations	\$ 20,412,621	\$ 19,964,998
Fringe benefits for benefited employees on the State payroll	<u>10,201,955</u>	<u>9,832,355</u>
Total unrestricted appropriations	30,614,576	29,797,353
Capital appropriations	<u>8,970</u>	<u>7,150,804</u>
Total appropriations	<u>\$ 30,623,546</u>	<u>\$ 36,948,157</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, is as follows(unaudited):

	<u>2020</u>	<u>2019</u>
Revenue per MMARS	\$ 61,937,317	\$ 64,974,209
Revenue per College	<u>61,937,317</u>	<u>64,974,209</u>
Difference	<u>\$ -</u>	<u>\$ -</u>

A reconciliation of expenditures between the College and MMARS as of June 30, is as follows(unaudited):

	<u>2020</u>	<u>2019</u>
Expenditures per MMARS	\$ 59,389,693	\$ 63,835,025
Expenditures per College	<u>59,389,693</u>	<u>63,835,025</u>
Difference	<u>\$ -</u>	<u>\$ -</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 21 - Title to Various Assets and Liabilities

The College is an agency of the Commonwealth of Massachusetts. 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 generally accepted accounting principles. 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	\$ 19,200,501
Unrestricted Net Position at June 30, 2020	

	<u>Local</u>	<u>State</u>	<u>Total</u>
Reconciling items:			
Inventories	\$ 150,565	\$ -	\$ 150,565
Deferred outflows of resources	-	907,282	907,282
Deferred inflows of resources	(354,485)	(1,032,083)	(1,386,568)
Accrued interest	-	(152,503)	(152,503)
Accrued salaries and wages	-	(1,825,465)	(1,825,465)
Accrued compensated absences and benefits	(202,297)	(4,630,126)	(4,832,423)
Other post-employment benefit liability	-	(3,801,775)	(3,801,775)
Net pension liability	-	(2,016,666)	<u>(2,016,666)</u>
Total			<u>(12,957,553)</u>

Massachusetts College of Art and Design's Audited	
Unrestricted Net Position at June 30, 2020	\$ <u>6,242,948</u>

Distribution of Unrestricted Net Position:	
Local funds	\$ 18,794,284
State funds	<u>(12,551,336)</u>
	<u>\$ 6,242,948</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 21 - Title to Various Assets and Liabilities - Continued

Unrestricted Net Position at June 30, 2019 (restated) \$ 17,789,722

	<u>Local</u>	<u>State</u>	<u>Total</u>
Reconciling items:			
Inventories	\$ 125,630	\$ -	\$ 125,630
Deferred outflows of resources (restated)	-	970,416	970,416
Deferred inflows of resources (restated)	(729,632)	(815,206)	(1,544,838)
Accrued interest	-	(160,582)	(160,582)
Accrued salaries and wages	-	(1,855,055)	(1,855,055)
Accrued compensated absences and benefits	(202,297)	(4,697,439)	(4,899,736)
Other post-employment benefit liability (restated)	-	(4,037,200)	(4,037,200)
Net pension liability	-	(1,844,997)	<u>(1,844,997)</u>
Total			<u>(13,246,362)</u>

Massachusetts College of Art and Design's Audited

Unrestricted Net Position at June 30, 2019 (restated) \$ 4,543,360

Distribution of Unrestricted Net Position:

Local funds	\$ 16,983,423
State funds	<u>(12,440,063)</u>
	<u>\$ 4,543,360</u>

MASSACHUSETTS COLLEGE OF ART AND DESIGN

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 22 - Massachusetts State College Building Authority (Unaudited)

The Massachusetts State College Building Authority ("Building Authority") was created pursuant to Chapter 703 of the Act of 1963 of the Commonwealth as a public instrumentality for the general purpose of providing dormitories for use by students of the State colleges. The College has three dormitories in which payments are made to the Building Authority. Smith Hall is assessed on a student and building formula by the Building Authority based on a pool of the State colleges. For fiscal years 2020 and 2019, the College expended \$471,878 and \$431,027, respectively, for Smith Hall. The College also makes payments to the Building Authority for the Artist Residence and Treehouse Residence based on the principal, interest and other costs associated with the debt service on instruments issued for the dormitories. For fiscal years 2020 and 2019, the College expended \$2,189,533 and \$2,177,798, respectively, for the Artist Residence. For the years ended June 30, 2020 and 2019, the College expended \$4,461,728 and \$4,367,086, respectively, for the Treehouse Residence. Dormitory trust fund reports included as supplemental information include revenues and expenses, which are included in auxiliary enterprises revenues and expenses. The Commonwealth of Massachusetts requires all State colleges and universities to include the dormitory trust fund reports as supplemental information.

Note 23 - Subsequent Event

The COVID-19 crisis has created volatility in the financial markets and a significant decrease in the overall economy. The full adverse impact and duration of COVID-19 on the College's finances and operations cannot be determined.

Subsequent to June 30, 2020 the College announced that the fall semester service delivery will be a combination of hybrid and remote activity to moderate risk and manage the ongoing public health guidelines. Occupancy in the dormitories has been limited to facilitate single occupancy. As a result of the crisis, overall enrollment and the number of students living in the dormitories for the fall semester decreased by 10% and 44% from the 2019 fall semester, respectively.

On July 1, 2020 the MSCBA closed on Refunding Revenue Bonds Series 2020A for the purpose of providing budgetary relief to the College. The refunding included several of the College's bonds which will result in no principal payments due for fiscal year 2021 and an additional reduction in principal payments for fiscal year 2022. It is also anticipated the refunding will reduce fiscal year 2021's assessment due to the MSCBA for the College's use of the dormitories.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 23 - **Subsequent Event - Continued**

The refunding increased the total principal of the debt from the 2020A restructuring by \$1,942,275 and decreased the interest by \$1,586,350 over the remaining term of the debt. Overall, there is an increase in debt service of \$355,925 over the remaining term of the debt.

REQUIRED SUPPLEMENTARY INFORMATION

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

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

Massachusetts State Employees' Retirement System

Year ended	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	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%	0.021%	0.170%
Proportionate share of the collective net pension liability	\$ 2,016,666	\$ 1,844,997	\$ 1,819,832	\$ 2,103,656	\$ 2,430,633	\$ 1,181,800
College's covered payroll	\$ 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	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	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

Notes:

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

See accompanying notes to the required supplementary information.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
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Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 165,328	\$ 137,212	\$ 127,527	\$ 110,939	\$ 109,550	\$ 133,684
Contributions in relation to the statutorily required contribution	<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	\$ _____ -	\$ _____ -	\$ _____ -	\$ _____ -	\$ _____ -	\$ _____ -
College's covered payroll	\$ 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	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 GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
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Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

		(Restated)	
Year ended	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	January 1, 2019	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.021%	0.022%	0.020%
Proportionate share of the collective net OPEB liability	\$ 3,801,775	\$ 4,037,200	\$ 4,003,270
College's covered payroll	\$ 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	334.11%	372.93%	359.05%
Plan fiduciary net position as a percentage of the total OPEB liability	6.96%	7.38%	4.80%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Year Ended June 30,

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 85,644	\$ 100,067	\$ 96,553
Contributions in relation to the statutorily required contribution	<u>(85,644)</u>	<u>(100,067)</u>	<u>(96,553)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 1,174,204	\$ 1,137,883	\$ 1,082,572
Contribution as a percentage of covered payroll	7.29%	8.79%	8.92%

Notes:

Employers participating in the State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information (Unaudited)

June 30, 2020 and 2019

Note 1 - **Change in Plan Actuarial and Assumptions - Pension**

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.

Measurement date – June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement – was 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 1 year for females
- Post-retirement – was 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 1 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 one-time 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.

See Independent Auditors' Report.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
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Notes to the Required Supplementary Information (Unaudited) - Continued

June 30, 2020 and 2019

Note 1 - **Change in Plan Actuarial and Assumptions - Pension - Continued**

Measurement date – June 30, 2016

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 – was 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 – was 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 – was changed from RP-2000 table projected 5 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)

These mortality changes resulted in an increase of approximately \$1.397 billion in the total pension liability of SERS as of June 30, 2015.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information (Unaudited)

June 30, 2020 and 2019

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 – was 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 – was 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 – was changed from RP-2000 table projected 5 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)

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information (Unaudited) - Continued

June 30, 2020 and 2019

Note 2 - **Change in Plan Assumptions - OPEB**

Fiscal year June 30, 2020

Assumptions:

Change in Inflation

The inflation rate decreased from 3.0% from 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 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 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.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018

Actuarial Valuation:

Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

See Independent Auditors' Report.

MASSACHUSETTS COLLEGE OF ART AND DESIGN
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information (Unaudited) - Continued

June 30, 2020 and 2019

Change in Discount Rate

The discount rate was increased to 3.95% based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 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 74. The June 30, 2016 discount rate was calculated to be 2.80%.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL
CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of
Massachusetts College of Art and Design
Boston, Massachusetts

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") as of, and for, the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and we have issued our report thereon dated October 13, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit 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 may exist that have not been identified.

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.

A handwritten signature in cursive script that reads "O'Connor + Drew, P.C.".

**Certified Public Accountants
Braintree, Massachusetts**

October 13, 2020

SUPPLEMENTAL INFORMATION

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

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

June 30,

Assets

	<u>2020</u>	<u>2019</u>
Asset:		
Cash and equivalents	<u>\$ 1,146,301</u>	<u>\$ 3,188,416</u>
Total Dormitory Trust Fund Assets	<u>\$ 1,146,301</u>	<u>\$ 3,188,416</u>

Liabilities and Net Position

Liabilities:		
Compensated absences	\$ 36,999	\$ 43,843
Workers' compensation	<u>3,050</u>	<u>5,730</u>
Total Dormitory Trust Fund Liabilities	<u>40,049</u>	<u>49,573</u>
Net Position (Deficit):		
Dormitory Trust Net (Deficit) Position - Smith Hall	(44,871)	12,915
Dormitory Trust Net Position - Artist Residence	<u>1,050,003</u>	<u>2,151,896</u>
Dormitory Trust Net Position - Treehouse	<u>101,120</u>	<u>974,032</u>
Total Net Position	<u>1,106,252</u>	<u>3,138,843</u>
Total Dormitory Trust Fund Liabilities and Net Position	<u>\$ 1,146,301</u>	<u>\$ 3,188,416</u>

* - At June 30, 2020 and 2019, the College's net pension liability of \$2,016,666 and \$1,844,997, and OPEB liability of \$3,801,775 and \$4,037,200(restated), respectively, was not allocated to the Dormitory Trust Fund's net position balance.

MASSACHUSETTS COLLEGE OF ART AND DESIGN

(an agency of the Commonwealth of Massachusetts)

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

For the Years Ended June 30,

	<u>2020</u>	<u>2019</u>
Revenues:		
Student rents	\$ 6,231,609	\$ 7,432,724
Contract rents	3,690,039	3,923,509
Other	<u>702,512</u>	<u>796,104</u>
Total Revenues	<u>10,624,160</u>	<u>12,152,337</u>
Expenses:		
Loans and special payments	7,123,139	6,975,911
Operational services	5,539,316	5,205,529
Regular employee compensation	240,715	296,558
Information technology	2,972	2,964
Pension and insurance related	85,624	112,215
Administrative	620	3,270
Regular employee related	3,070	4,432
Special employee compensation	36,872	18,053
Equipment leases	11,311	3,264
Consultant services	-	630
Facility operational	<u>1,661</u>	<u>458</u>
Total Expenses	<u>13,045,300</u>	<u>12,623,284</u>
Decrease of Revenues Over Expenses	(2,421,140)	(470,947)
Non-Operating Revenues (Expenses) and Transfers:		
Other revenue - MSCBA	378,611	-
Transfers	<u>9,938</u>	<u>312,803</u>
Total Non-Operating Revenues (Expenses) and Transfers:	<u>388,549</u>	<u>312,803</u>
Total Decrease in Net Position	(2,032,591)	(158,144)
Net Position, Beginning of Year	<u>3,138,843</u>	<u>3,296,987</u>
Net Position, End of Year	<u>\$ 1,106,252</u>	<u>\$ 3,138,843</u>

January 8, 2019

O'Connor & Drew, P.C.
25 Braintree Hill Office Park
Suite 102
Braintree, MA 02184

This representation letter is provided in connection with your audit of the schedule of expenditures of federal awards (the "Schedule") of Massachusetts College of Art and Design (the "College") for the year ended June 30, 2019, and the related notes, for the purpose of expressing an opinion as to whether the schedule is 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 the date of this letter, the following representations made to you during your audit:

Schedule of Expenditures of Federal Awards

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated May 22, 2019, including our responsibility for the preparation and fair presentation of the Schedule in accordance with U.S. GAAP.
- 2) The Schedule referred to above is fairly presented in conformity with U.S. GAAP.
- 3) We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the schedule that is 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 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 Schedule that would require adjustment to or disclosure in the Schedule or in the Schedule of findings and questioned costs.
- 8) The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the Schedule taken as a whole. A list of the uncorrected misstatements 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 organization 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 Schedule, such as records, documentation, and other matters and all audit or relevant monitoring reports, if any, received from funding sources.
- b) Additional information that you have requested from us for the purpose of the audit.
- c) Unrestricted access to persons within the organization from whom you determined it necessary to obtain audit evidence.
- d) Minutes of the meetings of the 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 Schedule.

13) We have disclosed to you the results of our assessment of the risk that the Schedule may be materially misstated as a result of fraud.

- 14) We have no knowledge of any fraud or suspected fraud that affects the organization 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 Schedule.
- 15) We have no knowledge of any allegations of fraud or suspected fraud affecting the College's Schedule 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 abuse, whose effects should be considered when preparing the Schedule.
- 17) We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the Schedule.
- 18) We have disclosed to you the identity of the College's related parties and all the related party relationships and transactions of which we are aware.
- 19) We have made available to you all financial records and related data relative to the program and all audit or relevant monitoring reports, if any, received from funding sources.
- 20) There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices relative to the program.
- 21) We have a process to track the status of audit findings and recommendations.
- 22) We have identified to you any financial audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- 23) The College has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.
- 24) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.
- 25) 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 Schedule or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance.

- 26) We have identified and disclosed to you all instances that 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 Schedule amounts or other financial data significant to the audit objectives.
- 27) We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the Schedule or other financial data significant to the audit objectives.
- 28) There are no violations or possible violations of laws, regulations, and provisions of contracts and grant agreements whose effects should be considered for disclosure in the Schedule, 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 schedule of expenditures of federal awards and related notes. We acknowledge our responsibility as it relates to those nonaudit 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 the Schedule.
- 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.

Federal Award Programs

- 31) 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.
- 32) We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and have identified and included in the Schedule, 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 assistance.
- 33) We acknowledge our responsibility for preparing and presenting the schedule of expenditures of federal awards ("SEFA") and related notes 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 and

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 and presentation of the SEFA.

- 34) 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.
- 35) We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, regulations, and the terms and conditions of the federal award and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of the federal award that are considered to have a direct and material effect on the program.
- 36) We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for the program that provides reasonable assurance that we are managing the program in compliance with federal statutes, regulations, and the terms and conditions of the federal award that could have a material effect on the program. We believe the internal control system is adequate and is functioning as intended.
- 37) 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 the program and related activities.
- 38) We have received no requests from a federal agency to audit one or more specific programs as a major program.
- 39) 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*, relating to the program and confirm that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards.
- 40) 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.
- 41) 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 audit, including findings received and corrective actions taken from the end of the period covered by the audit to the date of the auditor's report.

- 42) Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E).
- 43) We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- 44) We have made available to you all documentation related to compliance with the direct material compliance requirements, including information related to the program financial reports and claims for advances and reimbursements.
- 45) 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.
- 46) 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.
- 47) 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.
- 48) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the SEFA has been prepared.
- 49) 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.
- 50) We have charged costs to federal awards in accordance with applicable cost principles.
- 51) 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.
- 52) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
- 53) We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.

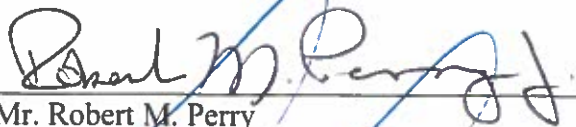
O'Connor & Drew, P.C.

Page 7

54) 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.

Very truly yours,


Massachusetts College of Art and Design

A handwritten signature in blue ink, appearing to read "Robert M. Perry", is written over a horizontal line.

Mr. Robert M. Perry
Vice President of Administration & Finance

A handwritten signature in blue ink, appearing to read "Den Arpino", is written over a horizontal line. To the right of the signature, the letters "VIP" are handwritten in blue ink.

Mr. Den Arpino
Assistant Vice President, Finance

A handwritten signature in blue ink, appearing to read "Aurelio Ramirez", is written over a horizontal line.

Mr. Aurelio Ramirez
Director of Student Financial Assistance



New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100 • Burlington, MA 01803
phone: (781)-425-7785 • fax: (781) 425-1001
<http://neche.org>

INTERIM REPORT FORMS
Revised October 2018; Effective December 1, 2018

General instructions:

Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 35 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5a), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "**Current Year**" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Year" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Year" column.

Cells shaded **green** indicate where data should be entered. Cells with a dash ("-") or a zero (\$0) indicate where figures will be calculated automatically based on data entered in other cells.

Interim Report forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. However, you are encouraged to **add rows to insert additional information as needed or adjust column widths**. To do so, unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. **The required password is "ark" (lower case, no quotation marks).**

Instructions and definitions are embedded in each form. To see the instructions, move the mouse on top of red boxes with a **?**. This version of the Interim Report forms has been formatted to print the forms only. If you wish to print the forms with their accompanying instructions, you can find a specially formatted version of Interim Report forms on the Commission website: <http://neche.org>.

Additional guidance about completing the forms for Standard 8, *Educational Effectiveness*, can be found in the Statement on Student Achievement and Success Data Forms, available on the NECHE website.

If you have questions about completing the Interim Report forms, please call a member of the Commission staff for assistance.

INTERIM REPORT FORMS

GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="06/30"/>	Yes	Yes
Most Recent Year	<input type="text" value="2019"/>	Yes	Yes
1 Year Prior	2018	Yes	Yes
2 Years Prior	2017	Yes	Yes

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2020
Next Year	2021

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	https://massart.edu/our-vision-futu	2018

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan

Current Strategic Plan

Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
2014	2015-20	N/A (BHE did not finalize)
2018	2018-23	https://massart.edu/our-vision-future
2024	2024-29	

Other institution-wide plans*

Master plan

Academic plan

Financial plan

Technology plan

Enrollment plan

Development plan

Year completed	Effective Dates	Website location
2016	2016-2023	https://wiki.massart.edu/display/Facilities/Capital+
2018	2018-23	See https://massart.edu/our-vision-future
2018	2018-23	See https://massart.edu/our-vision-future
2018	2018-23	See https://massart.edu/our-vision-future
2018	2018-23	See https://massart.edu/our-vision-future
2018	2018-23	See https://massart.edu/our-vision-future

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

Library	2019	2019-2024	
MassArt Art Museum	2019	2019-2024	

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

Program review schedule (e.g., every 5 years)

Website location
2018 academic, 2020 administrative
Every five years

*Insert additional rows, as appropriate.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

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

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

Name of the sponsoring entity

Website location of documentation of relationship

Massachusetts Board of Higher Education
https://www.mass.edu/bhe/powers.asp

Governing Board

By-laws

Board members' names and affiliations







Website location
https://wiki.massart.edu/pages/viewpage.action?pageId=
https://massart.edu/board-trustees

Please enter any explanatory notes in the box below


Standard 3: Organization and Governance (Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY19)	(FY 20)	(FY 21)
 Main campus	Boston, MA USA	1873	2,086	2,095	1,894
 Other principal campuses					
 Branch campuses (US)					
 Other instructional locations (US)					
 Branch campuses (overseas)					
 Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY19)	(FY 20)	(FY 21)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
 Correspondence Education					
Low-Residency Programs	1	2012	17	18	15
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		1,504	83					1,587
Main Campus PT		131	24					155
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT			1					1
Low-Residency PT			16					16
Unduplicated Headcount Total	0	1,635	124	0	0	0	0	1,759
Total FTE		1533	107					1640
Enter FTE definition:		Undergraduate = total credits/15	Graduate = total credits/12					
Degrees Awarded, Most Recent Year		350	39					389

Notes:

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

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

Please enter any explanatory notes in the box below

Enrollment figures are for fall 2020 ; *FTE: Undergraduate = total credits/15; Graduate = total credits/12. Degree award- 350 (for Bachelor's degree- 1st major) and 367(including both first and second major degree awarded) :

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non- degree-Seeking	Total degree- seeking (from previous page)	Grand total
Main Campus FT		1		1	1,587	1,588
Main Campus PT	62	72		134	155	289
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0	1	1
Low-Residency PT				0	16	16
Unduplicated Headcount Total	62	73	0	135	1,759	1,894
Total FTE	18	17	0	35	1640	1675
Enter FTE definition:	total credits/15	total credits/15				
Certificates Awarded, Most Recent Year	13					

Notes:

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

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

Please enter any explanatory notes in the box below

For Column E, total of Non-Degree Seeking students includes both Post-secondary certificate and non-matriculated students

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

For Fall Term, as of Census Date

Certificate

Associate

Baccalaureate

Total Undergraduate

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2 021)
66	79	66	62	68
1736	1742	1780	1635	1636

1,802

1,821

1,846

1,697

1,704

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

For Fall Term, as of Census Date

Master's

Doctorate

First Professional

Other (Post-Bacc)

Total Graduate

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
126	124	128	115	123
15	16	12	9	13

141

140

140

124

136

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

Undergraduate

Graduate

Total

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall2020)	(Fall 2021)
25154.5	25001.5	25628.5	23261	23276
1574	1490	1546	1284	1474

26,729

26,492

27,175

24545

24,750

Standard 4: The Academic Program
(Information Literacy sessions)

Main campus

Sessions embedded in a class

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

URL of Information Literacy Reports

42	48	46	0	34
1	0	1	38	10

Please enter any explanatory notes in the box below

Standard 5: Students

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2017)	2 Years Prior (FY 20 18)	1 Year Prior (FY 2019)	Current Year (FY 2020)	Goal (specify year) (FY 2021)
Freshmen - Undergraduate					
Completed Applications	1,713	2,386	2,567	3,083	3,144
Applications Accepted	1,086	1,687	1,721	1,743	1,876
Applicants Enrolled	377	432	367	384	355
% Accepted of Applied	63.4%	70.7%	67.0%	56.5%	59.7%
% Enrolled of Accepted	34.7%	25.6%	21.3%	22.0%	18.9%
Percent Change Year over Year					
Completed Applications	na	39.3%	7.6%	20.1%	2.0%
Applications Accepted	na	55.3%	2.0%	1.3%	7.6%
Applicants Enrolled	na	14.6%	-15.0%	4.6%	-7.6%
Average of statistical indicator of aptitude of enrollees: (define below)					

Massart uses cumulative high school GPA, as well as portfolio, to determine admission. SAT/ACT scores are not required or fact

Transfers - Undergraduate					
Completed Applications	356	392	377	435	354
Applications Accepted	235	263	280	275	202
Applications Enrolled	104	153	172	143	107
% Accepted of Applied	66.0%	67.1%	74.3%	63.2%	57.1%
% Enrolled of Accepted	44.3%	58.2%	61.4%	52.0%	53.0%

Master's Degree					
Completed Applications	328	262	243	309	278
Applications Accepted	185	154	137	163	174
Applications Enrolled	71	47	60	69	55
% Accepted of Applied	56.4%	58.8%	56.4%	52.8%	62.6%
% Enrolled of Accepted	38.4%	30.5%	43.8%	42.3%	31.6%

First Professional Degree					
Completed Applications	N/A				
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	#VALUE!	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Starting in the fall 2017 UG cycle (FY 2018) we became a Common App member and went test-optional, both which contributed to the increase in applications from FY 2017. FY 2021 for transfers does not include spring 2021 application numbers as that app is not yet open.

Standard 5: Students

(Enrollment, Fall Term)

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

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year (FY 2020)	Goal (specify year) (FY 2021)	
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	627	563	586	499	569
	Part-Time Headcount	?	11	16	24	20	18
	Total Headcount		638	579	610	519	587
	Total FTE	?	618	553	584	491	562
Second Year	Full-Time Headcount		467	537	503	446	488
	Part-Time Headcount		17	21	29	45	28
	Total Headcount		484	558	532	491	516
	Total FTE		468	531	505	455	490
Third Year	Full-Time Headcount		328	357	372	341	350
	Part-Time Headcount		28	23	23	44	30
	Total Headcount		356	380	395	385	379
	Total FTE		333	362	380	363	360
Fourth Year	Full-Time Headcount		235	193	221	218	217
	Part-Time Headcount		23	32	22	22	25
	Total Headcount		258	225	243	240	242
	Total FTE		236	198	222	224	220
Unclassified	Full-Time Headcount	?	1	0	0	1	1
	Part-Time Headcount		186	205	175	134	175
	Total Headcount		187	205	175	135	176
	Total FTE						
Total Undergraduate Students							
	Full-Time Headcount		1,658	1,650	1,682	1,505	1,624
	Part-Time Headcount		265	297	273	265	275
	Total Headcount		1,923	1,947	1,955	1,770	1,899
	Total FTE		1,655	1,644	1,691	1,533	1,631
	% Change FTE Undergraduate		na	-0.7%	2.9%	-9.3%	6.4%
GRADUATE		?					
	Full-Time Headcount	?	101	91	96	84	93
	Part-Time Headcount	?	40	49	44	40	43
	Total Headcount		141	140	140	124	136
	Total FTE	?	131	124	129	107	123
	% Change FTE Graduate		na	-5.3%	4.0%	-17.1%	14.7%
GRAND TOTAL							
	Grand Total Headcount		2,064	2,087	2,095	1,894	2,035
	Grand Total FTE		1,786	1,768	1,820	1,640	1,753
	% Change Grand Total FTE		na	-1.0%	2.9%	-9.9%	6.9%

Please enter any explanatory notes in the box below

Class year- based on the number of credits completed on the fall census date. Less than 30 credits- First year; 30-59 credits- Second year; 60 to 89 credits- Third year; 90 or above- Fourth year. Undergraduate certificate and non-matriculated are grouped into the "Unclassified" category.

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

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

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

? Three-year Cohort Default Rate

(FY 2015)	(FY 2016)	(FY 2017)
4.8	5.9	5.7

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

--	--	--

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

? Student Financial Aid

Total Federal Aid

\$14,694,245	\$14,683,672	\$14,939,124	\$13,007,954	\$14,331,249
--------------	--------------	--------------	--------------	--------------

Grants

\$2,626,356	\$2,636,676	\$2,671,126	\$2,638,119	\$2,643,069
-------------	-------------	-------------	-------------	-------------

Loans

\$11,900,181	\$11,881,569	\$12,104,816	\$10,306,835	\$11,548,350
--------------	--------------	--------------	--------------	--------------

Work Study

\$167,708	\$165,427	\$163,182	\$63,000	\$139,829
-----------	-----------	-----------	----------	-----------

Total State Aid

\$767,118	\$787,720	\$876,000	\$886,533	\$829,343
-----------	-----------	-----------	-----------	-----------

Total Institutional Aid

\$7,926,983	\$7,649,371	\$7,346,270	\$6,062,735	\$7,246,340
-------------	-------------	-------------	-------------	-------------

Grants

\$7,926,983	\$7,649,371	\$7,346,270	\$6,062,735	\$7,246,340
-------------	-------------	-------------	-------------	-------------

Loans

\$0	\$0	\$0	\$0	\$0
-----	-----	-----	-----	-----

Total Private Aid

\$5,262,077	\$5,304,775	\$6,309,645	\$4,522,522	\$5,349,755
-------------	-------------	-------------	-------------	-------------

Grants

\$750,196	\$695,970	\$641,404	\$584,988	\$668,140
-----------	-----------	-----------	-----------	-----------

Loans

\$4,511,880	\$4,608,804	\$5,668,242	\$3,937,534	\$4,681,615
-------------	-------------	-------------	-------------	-------------

Student Debt

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

Undergraduates

73%	72%	73%		
-----	-----	-----	--	--

Graduates

55%	57%	59%		
-----	-----	-----	--	--

First professional students

--	--	--	--	--

For students with debt:

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

Undergraduates

\$26,720	\$26,720	\$26,720		
----------	----------	----------	--	--

Graduates

--	--	--	--	--

First professional students

--	--	--	--	--

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

Undergraduates

--	--	--	--	--

Graduate Students

--	--	--	--	--

First professional students

--	--	--	--	--

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

English as a Second/Other Language

0%	0%	0%	0%	0%
----	----	----	----	----

English (reading, writing, communication skills)

0%	0%	0%	0%	0%
----	----	----	----	----

Math

0%	0%	0%	0%	0%
----	----	----	----	----

Other

0%	0%	0%	0%	0%
----	----	----	----	----

Please enter any explanatory notes in the box below

Cohort repayment and default rates available through the FY provided through the national loan data center.

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 18)	(FY 19)	(FY 20)	(FY 21)

? Number of Faculty by category

Full-time	109	118	123	114
Part-time	19	23	1	1
Adjunct	208	208	208	150
Clinical				
Research				
Visiting				
Other, specify below:				
Total	336	349	332	265

Percentage of Courses taught by full-time faculty

77.00%	78.00%	73.00%	72.00%
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? Number of Faculty by rank, if applicable

Professor	64	62	65	59
Associate	21	20	19	24
Assistant	43	49	40	33
Instructor				
Other, specify below:				
Total	128	131	124	116

? Number of Academic Staff by category

Librarians	6	6	6	6
Advisors				
Instructional Designers				
Other, specify below:				
Total	6	6	6	6

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
		(FY 18)		(FY 19)		(FY 20)		(FY 21)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor		0	0	0	0	0	0	0	0
Associate		0	0	0	0	5	0	2	0
Assistant		11	5	12	5	12	0	9	0
Instructor		0	0	0	0	0	0	0	0
No rank	adjuncts	0	208	0	208	0	208	0	150
Other									
Total		11	213	12	213	17	208	11	150
Number of Faculty in Tenured Positions									
Professor		62	0	62	0	67	0	59	0
Associate		12	0	15	0	9	0	9	0
Assistant		0	0	0	0	0	0	0	0
Instructor		0	0	0	0	0	0	0	0
No rank		0	0	0	0	0	0	0	0
Other	Librarians	3	0	4	0	5	0	5	0
Total		77	0	81	0	81	0	73	0
Number of Faculty Departing									
Professor						1	0	0	0
Associate						0	0	0	0
Assistant						13	2	8	0
Instructor		0	0	0	0	0	0	0	0
No rank									
Other									
Total		0	0	0	0	14	2	8	0
Number of Faculty Retiring									
Professor						2	0	7	0
Associate						0	0	0	0
Assistant						0	0	0	0
Instructor		0	0	0	0	0	0	0	0
No rank								0	0
Other									
Total		0	0	0	0	2	0	7	0

Please enter any explanatory notes in the box below

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

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

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2017)			(FY 2018)			(FY 2019)			(FY 2020)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	112	172	284	111	226	337	114	217	331	121	201	322
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	6		6	6		6	6		6	6		6
Library Technicians	2		2	4		4	5		5	5		5
Archivists, Curators, Museum staff	5		5	5		5	4		4	5		5
Student and Academic Affairs	6		6	4		4	5		5	7		7
Management Occupations	74	2	76	80	2	82	80	1	81	78	1	79
Business and Financial Operations	8		8	8		8	10		10	7		7
Computer, Engineering and Science	10		10	12		12	14		14	14		14
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media			0			0			0	1		1
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	55	2	57	52	2	54	48	2	50	54	1	55
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	68	9	77	59	5	64	61	3	64	70	3	73
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving	20		20	18		18	19		19	16		16
Total	366	185	551	359	235	594	366	223	589	384	206	590

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (06 /30)		2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent Year	Percent Change yrs-1 yr prior 1 yr-most recent		2
	ASSETS (in 000s)						
	Cash and Short Term Investments	\$17,269	\$19,037	\$20,401	10.2%	7.2%	
	Cash held by State Treasurer	\$0	\$1,100	\$0	-	-100.0%	
	Deposits held by State Treasurer	\$1,224	\$605	\$430	-50.6%	-28.9%	
	Accounts Receivable, Net	\$797	\$651	\$603	-18.3%	-7.4%	
	Contributions Receivable, Net	\$0	\$0	\$0	-	-	
	Inventory and Prepaid Expenses	\$170	\$126	\$151	-25.9%	19.8%	
	Long-Term Investments	\$0	\$0	\$0	-	-	
	Loans to Students	\$718	\$641	\$620	-10.7%	-3.3%	
	Funds held under bond agreement	\$0	\$0	\$0	-	-	
	Property, plants, and equipment, net	\$93,195	\$102,819	\$100,873	10.3%	-1.9%	
	Other Assets	\$1,012	\$1,081	\$1,333	6.8%	23.3%	
	Total Assets	\$114,385	\$126,060	\$124,411	10.2%	-1.3%	
	LIABILITIES (in 000s)						
	Accounts payable and accrued liabilities	\$1,405	\$1,302	\$1,333	-7.3%	2.4%	
	Deferred revenue & refundable advances	\$2,247	\$2,400	\$1,113	6.8%	-53.6%	
	Due to state	\$0	\$0	\$0	-	-	
	Due to affiliates	\$0	\$0	\$0	-	-	
	Annuity and life income obligations	\$0	\$0	\$0	-	-	
	Amounts held on behalf of others	\$5,863	\$5,978	\$5,667	2.0%	-5.2%	
	Long-term investments	\$0	\$0	\$0	-	-	
	Refundable government advances	\$0	\$0	\$0	-	-	
	Other long-term liabilities	\$37,579	\$35,723	\$34,078	-4.9%	-4.6%	
	Total Liabilities	\$47,094	\$45,403	\$42,191	-3.6%	-7.1%	
	NET ASSETS (in 000s)						
	Unrestricted net assets						
	Institutional	\$65,843	\$79,565	\$81,234	20.8%	2.1%	
	Foundation	\$579	\$506	\$689	-12.6%	36.2%	
	Total	\$66,422	\$80,071	\$81,923	20.5%	2.3%	
	Temporarily restricted net assets						
	Institutional	\$1,389	\$1,034	\$928	-25.6%	-10.3%	
	Foundation	\$11,791	\$8,616	\$9,006	-26.9%	4.5%	
	Total	\$13,180	\$9,650	\$9,934	-26.8%	2.9%	
	Permanently restricted net assets						
	Institutional	\$59	\$59	\$59	0.0%	0.0%	
	Foundation	\$5,336	\$5,313	\$5,975	-0.4%	12.5%	
	Total	\$5,395	\$5,372	\$6,034	-0.4%	12.3%	
	Total Net Assets	\$84,997	\$95,093	\$97,891	11.9%	2.9%	
	TOTAL LIABILITIES and NET ASSETS	\$132,091	\$140,496	\$140,082	6.4%	-0.3%	

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (06 /30)		3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$34,095	\$36,957	\$37,501	\$39,412	\$30,500
?	Room and board		\$0	\$0	\$0	
?	Less: Financial aid	-\$10,580	-\$11,219	-\$10,906	-\$10,575	-\$9,000
	Net student fees	\$23,515	\$25,738	\$26,595	\$28,837	\$21,500
?	Government grants and contracts	\$3,060	\$3,498	\$3,583	\$3,951	\$3,000
?	Private gifts, grants and contracts					
?	Other auxiliary enterprises	\$13,333	\$14,268	\$14,552	\$12,600	\$9,900
	Endowment income used in operations					
?	Other revenue (specify):	\$6,163	\$7,230	\$9,841	\$4,263	\$5,600
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$46,071	\$50,734	\$54,571	\$49,651	\$40,000
OPERATING EXPENSES (in 000s)						
?	Instruction	\$25,695	\$24,601	\$25,878	\$26,807	\$25,700
?	Research					
?	Public Service	\$929	\$933	\$864	\$972	\$846
?	Academic Support	\$6,142	\$6,417	\$6,918	\$7,164	\$6,900
?	Student Services	\$5,994	\$6,287	\$6,560	\$6,381	\$6,000
?	Institutional Support	\$10,718	\$11,405	\$11,995	\$12,039	\$11,700
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$7,325	\$7,631	\$7,788	\$7,598	\$7,000
?	Scholarships and fellowships (cash refunded by public institution)	\$376	\$426	\$481	\$995	\$500
?	Auxiliary enterprises	\$13,480	\$14,760	\$14,969	\$15,017	\$9,900
?	Depreciation (if not allocated)	\$2,918	\$2,263	\$2,340	\$2,645	\$2,950
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$73,577	\$74,723	\$77,793	\$79,618	\$71,496
	Change in net assets from operations	-\$27,506	-\$23,989	-\$23,222	-\$29,967	-\$31,496
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$26,902	\$27,398	\$29,797	\$30,614	\$30,400
?	Investment return	\$104	\$182	\$348	\$256	\$200
?	Interest expense (public institutions)	-\$1,101	-\$1,038	-\$1,263	-\$1,103	-\$1,103
	Gifts, bequests and contributions not used in operations					
?	Other (specify):	\$159	\$118	\$7,151	\$9	\$9
	Other (specify):				\$379	
	Other (specify):				\$564	\$946
	Net non-operating revenues	\$26,064	\$26,660	\$36,033	\$30,719	\$30,452
	Income before other revenues, expenses, gains, or losses	-\$1,442	\$2,671	\$12,811	\$752	-\$1,044
?	Capital appropriations (public institutions)	\$4,197	\$280	\$556	\$810	\$500
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,755	\$2,951	\$13,367	\$1,562	-\$544

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06 /30)			3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
		Long-term Debt					
		Beginning balance	\$22,176	\$21,042	\$27,472	\$25,894	\$24,234
		Additions		\$6,430			
	?	Reductions	(\$1,134)		(\$1,578)	(\$1,660)	
		Ending balance	\$21,042	\$27,472	\$25,894	\$24,234	\$24,234
		Interest paid during fiscal year	\$1,101	\$1,038	\$1,263	\$1,103	\$1,103
		Current Portion					
		Bond Rating					
		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	0.12	0.10	0.49	0.06	-0.02
		Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.31	0.32	0.27	0.25	
		Debt to Assets Ratio Long-term Debt / Total Assets	0.20	0.24	0.21	0.19	
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.							
Principal is payable annually, and interest is payable semiannually at a predetermined rate							
Line(s) of Credit: List the institutions line(s) of credit and their uses.							
Future borrowing plans (please describe).							

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
NET ASSETS						
	Net assets beginning of year	\$65,807	\$68,562	\$64,229	\$75,022	
	Total increase/decrease in net assets	\$2,755	(\$4,333)	\$10,793	(\$31)	
	Net assets end of year	\$68,562	\$64,229	\$75,022	\$74,991	\$0
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional					
	Federal, state and private grants					
	Restricted funds					
	Total	\$0	\$0	\$0	\$0	\$0
	% Discount of tuition and fees					
?	% Unrestricted discount					
	Net Tuition Revenue per FTE					
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:						
Please enter any explanatory notes in the box below.						

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2017)	2 Years Prior (FY2018)	Most Recently Completed Year (FY 2019)	Current Year (FY 2020)	Next Year Forward (FY 2021)
CASH FLOW						
	Cash and Cash Equivalents beginning of year	\$18,806	\$17,816	\$18,662	\$21,020	\$21,001
	Cash Flow from Operating Activities	\$2,742	\$4,837	\$8,735	\$2,631	(\$500)
	Cash Flow from Investing Activities	\$105	\$182	\$348	\$256	
	Cash Flow from Financing Activities	(\$3,837)	(\$4,173)	(\$6,725)	(\$2,906)	
	Cash and Cash Equivalents end of year	\$17,816	\$18,662	\$21,020	\$21,001	\$20,501
LIQUIDITY RATIOS						
	Current Assets	\$19,169	\$20,204	\$22,272	\$22,461	\$20,800
	Current Liabilities	\$9,809	\$9,718	\$10,116	\$8,887	\$9,900
	Current Ratio	1.95	2.08	2.20	2.53	2.10
	Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	85.28	86.99	92.09	96.74	
Please enter any explanatory notes in the box below that may impact the institution's cash flow.						
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.						
Please enter any explanatory notes in the box below.						

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
IPEDS <u>Retention</u> Data					
Associate degree students					
Bachelors degree students	87%	86%	84%	73%	83%
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students					
Bachelors degree students	73%	63%	71%	74%	70%
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years	72%	72%	73%	63%	70%
Awarded a degree within eight years	74%	73%	74%	64%	71%
Not awarded within eight years but still enrolled	<1%	0%	<1%	<1%	<1%
First-time, part-time students					
Awarded a degree within six years	24%	44%	51%	0%	30%
Awarded a degree within eight years	24%	44%	54%	100%	
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%
Non-first-time, full-time students					
Awarded a degree within six years	73%	73%	77%	71%	74%
Awarded a degree within eight years	74%	74%	77%	72%	74%
Not awarded within eight years but still enrolled	<1%	0%	<1%	1%	<1%
Non-first-time, part-time students					
Awarded a degree within six years	38%	18%	58%	27%	35%
Awarded a degree within eight years	38%	27%	58%	27%	38%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1 For the IPEDS Outcome Measures Data, it is required to report on a Full-Year cohort starting from the 2017-18 survey.					
2					

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

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

	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students		Cohort 2014	Cohort 2016		
	Degree from original institution	74%	54%		
	Not graduated, still enrolled at original institution	2%	19%		
	Degree from a different institution				
	Transferred to a different institution	11%	17%		
	Not graduated, never transferred, no longer enrolled	13%	10%		
First-time, Part-time Students					
	Degree from original institution		0%		
	Not graduated, still enrolled at original institution		0%		
	Degree from a different institution		0%		
	Transferred to a different institution	100%	0%		
	Not graduated, never transferred, no longer enrolled		0%		
Non-first-time, Full-time Students					
	Degree from original institution	70%	56%		
	Not graduated, still enrolled at original institution	0%	22%		
	Degree from a different institution				
	Transferred to a different institution	15%	16%		
	Not graduated, never transferred, no longer enrolled	15%	6%		
Non-first-time, Part-time Students					
	Degree from original institution		25%		
	Not graduated, still enrolled at original institution		50%		
	Degree from a different institution				
	Transferred to a different institution		25%		
	Not graduated, never transferred, no longer enrolled	100%			

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

1					
2					
3					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	The cohort of students are those who enrolled as a first-time first-year student or a studio foundation transfer in the fall semester.
2	

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

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	FY 2017) 9/1/16-8/31/	FY 2018) 9/1/17-8/31/	FY 2019) 9/1/18-8/31/	FY 2020) 9/1/19-8/31/2

State Licensure Examination Passage Rates *per Title II Annual Report. Notes: FY2018* one candiate 01 test scores not included; **one candidate 017 coded ODW - outside testing window//Note: FY2017 ***one completer was not endorsed for licensure

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Skills (01) - Reading	22***	22/22	28	27*/ 27	21	21/ 21	14/14	14/14
2	Skills (01) - Writing	22***	22/22	28	27*/ 27	21	21/ 21	14/14	14/14
3	MTEL Visual Art (017)	22***	22/22	28	27**/ 27	21	21/ 21	14/14	14/14
4									
5									

National Licensure Passage Rates N/A

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

Job Placement Rates (1) DESE Candidate List w/ up to 5 years License and MA Employment 1/13/21

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Art Education - Bacc/ Undergrad		15	6	19	7	10	4	8	N/A
2	Art Education - Post-Bacc/Grad		6	6	9	6	11	2	6	N/A
3										
4										
5										

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

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Completion Rates

1					
2					
3					
4					
5					

Placement Rates

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	90%	96%	93%	88%	92%
Graduation rates @ 150% time	91%	87%	83%	83%	86%
Average time to degree	23.5 months	23.5 months	24.4 months	22.7 months	23.5 months
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1					
2					
3					
4					
5					

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	September 2019	https://massart.edu/community-	Student Development
Intellectual property rights	July 2018	https://wiki.massart.edu/display/Tech	Technology
Conflict of interest		https://wiki.massart.edu/display/Hum	Human Resources
Privacy rights		Employee Privacy Rights	Human Resources
Fairness for students	September 2019	Community Standards	Student Development
Fairness for faculty	2020	Faculty Handbook and Collective	Human Resources
Fairness for staff	2020	Employee Handbook and Collective	Human Resources
Academic freedom		Faculty Handbook and Collective	Human Resources
Research		Academic Affairs (IRB)	Academic Affairs
Title IX		https://massart.edu/sites/default/files/	Compliance
Other; specify			
Non-discrimination policies			
Recruitment and admissions		https://massart.edu/non-discrimination	Compliance
Employment		https://massart.edu/non-discrimination	Compliance
Evaluation			
Disciplinary action			
Advancement			
Other; specify			
Resolution of grievances			
Students	September 2019	Community Standards	Student Development
Faculty	2020	Collective Bargaining Agreement	Human Resources
Staff	2020	Collective Bargaining Agreements	Human Resources
Other; specify			
Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can	Records Access Officer and Public Disclosure
Notice of availability of publications and of audited financial	https://massart.edu/public-disclosure
Processes for admissions	https://massart.edu/admissions
Processes for employment	https://massart.edu/jobs
Processes for grading	Academic Catalogue
Processes for assessment	Academic Catalogue
Processes for student discipline	Community Standards
Processes for consideration of complaints and appeals	Community Standards

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

[illegible]

Date of last review of:	
Print publications	November-20
Digital publications	November-20

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	Academic Catalogue
Obligations and responsibilities of students and the institution	https://massart.edu/student-handbook
Information on admission and attendance	https://massart.edu/admissions
Institutional mission and objectives	https://massart.edu/node/15486
Expected educational outcomes	https://massart.edu/university-wide-learning-goals
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://massart.edu/about
Requirements, procedures and policies re: admissions	https://massart.edu/admissions
Requirements, procedures and policies re: transfer credit	https://massart.edu/transfer-students
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	https://massart.edu/tuition-and-fees
Rules and regulations for student conduct	https://massart.edu/community-standards
Procedures for student appeals and complaints	https://massart.edu/reporting-your-concerns
Other information re: attending or withdrawing from the institution	http://academic-catalog.massart.edu/index.php
Academic programs	https://massart.edu/academics/programs
Courses currently offered	http://academic-catalog.massart.edu/content.php?catoid=10&navoid=266
Other available educational opportunities	https://massart.edu/continuing-education
Other academic policies and procedures	http://academic-catalog.massart.edu/index.php
Requirements for degrees and other forms of academic recognition	http://academic-catalog.massart.edu/index.php
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://massart.edu/directory
Names and positions of administrative officers	https://massart.edu/college-leadership
Names, principal affiliations of governing board members	https://massart.edu/board-trustees
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	Continuing Education Adult Programs
Programs, courses, services, and personnel not available in any given	
Size and characteristics of the student body	https://massart.edu/about
Description of the campus setting	https://massart.edu/facilities
Availability of academic and other support services	https://massart.edu/academic-resource-center
Range of co-curricular and non-academic opportunities available to students	https://massart.edu/student-life
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Explore MassArt, Student Life (Student Support, Student Services), and Academics, Facilities, Library, Academic Support, Career Development
Institutional goals for students' education	University Wide Learning Goals
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	Institutional Effectiveness
Total cost of education and net price, including availability of financial aid	Financial Aid and Cost of Education
Expected amount of student debt upon graduation and loan payment rates	Student Loan Programs
Statement about accreditation	https://massart.edu/institutional-effectiveness

E-Series Forms on Student Achievement and Success

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

*Website location links footnoted.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	University-wide Learning Goals (1)	Exhibitions; NASAD accreditation;	AUC; Admin Council; VPs; BOT	Expanded Compass program; Consolidated student academic support services; Adjusted faculty workloads; revised departmental learning goals	2017
For general education if an undergraduate institution:	Liberal Arts (2) and History of Art links (3)	Liberal Arts: Capstone course, first-year timed essay exam History of Art:	Ongoing through faculty meetings and curriculum committee; Institutional Research	Writing program curriculum; development of Summative Elective requirement; development of Freshman Seminar requirement; Change in Western Art Survey course to one semester; additional History of Art elective offerings; creation of History of Art major	LA: in-process 2020-21 HART: 2016
	Studio Foundation link (4)	Portfolio review; weekly or bi-weekly	Ongoing through faculty	Developed assessment rubric for Time course;	2016

		critiques; semester reviews; exhibitions; presentations	meetings and curriculum committee; course coordinators with faculty	greater Integration of technology within Visual Language & TIME classes; improved consistency of content/skill delivery across the sections of required courses; improvement to the delivery of Color content across Visual Language and Studio for Drawing course sections; increased dialogue between Studio Foundation and major departments	
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List each degree program:

Undergraduate:					
1. Animation	Animation link (5)	Portfolio review; weekly or bi-weekly critiques; degree project; public screening; external, professional reviewers	Ongoing through faculty meetings and curriculum committee	Changes to course sequence; additional guidance on degree projects; mentoring program; revised learning goals	2018
2. Architectural Design	Architectural Design link (6)	Portfolio review; weekly or bi-weekly critiques; degree project; external, professional reviewers; advisory board; NAAB accreditors; student survey	Ongoing through faculty meetings and curriculum committee	Academic program review guidelines; Written project assessments; Linking NAAB Student Performance Criteria to courses; additional electives	2016
3. Art Education	Art Education link (7)	Portfolio review, licensure exams, observations, critiques, licensure standards review	Ongoing through faculty meetings and curriculum committee	Revised focus on internships and fieldwork; revised interdisciplinary studio courses; alignment of practicum sequence with new state regulations,	2016 - State Department of Elementary and Secondary Education (DESE)

				consolidation of tracks	
4. Ceramics - 3DFA	Ceramics link (8)	Portfolio review; critiques; senior thesis; public exhibition; external, professional reviewers; artist statement	Ongoing through faculty meetings and curriculum committee	New courses to address contemporary issues related to social change, sustainability, technology, and diversity, Created Ceramics Department Studio Manual. All juniors and seniors research and develop ideas/plans for what they plan to do after graduating. They are advised about options including continued education, internships, grants, travel, business and artist residencies.	2018
5. Fashion Design	Fashion Design link (9)	Portfolio review; weekly or bi-weekly critiques; degree project; public viewings; external, professional reviewers	Ongoing through faculty meetings and curriculum committee	Changes to course sequence; additional public viewings; increased internships and corporate collaborations; revision of learning goals	2019
6. Fibers - 3DFA	Fibers link (10)	Portfolio review; critiques; senior thesis; public exhibition; external, professional reviewers; artist statement	Ongoing through faculty meetings and curriculum committee	New courses to address contemporary issues related to social change, sustainability, technology, and diversity. All juniors and seniors research and develop ideas/plans for what they plan to do after graduating. They are advised about options including continued	2018

				education, internships, grants, travel, business and artist residencies.	
7. Film/Video	Film/Video link (11)	Portfolio review; critiques; degree project; public screening; external, professional reviewers	Ongoing through faculty meetings and curriculum committee; questionnaire for adjuncts	Course learning outcomes revised based on new curriculum map; introduction, practice and mastery of learning outcomes identified; increased modes/methods of advising and communicating with students;	2019
8. Glass - 3DFA	Glass link (12)	Portfolio review; critiques; senior thesis; public exhibition; external, professional reviewers; artist statement	Ongoing through faculty meetings and curriculum committee	Development of advanced electives including Commissions and Marketing. All juniors and seniors research and develop ideas/plans for what they plan to do after graduating. They are advised about options including continued education, internships, grants, travel, business and artist residencies.	2018
9. Graphic Design	Graphic Design link (13)	Portfolio review; weekly or bi-weekly critiques; degree project; external, professional reviewers; presentations; rubrics; capstone courses	Ongoing through faculty meetings and curriculum committee	Revised requirements for the Senior Portfolio, reducing the number of required projects but increasing their scope; introduced a public presentation in the form of individual lectures delivered by each senior student; mentoring program to close achievement gap	2016

10. History of Art	History of Art link (14)	General: exams, research papers, critiques of scholarly articles, class participation; Majors: Major research papers, presentations	Ongoing through faculty meetings and curriculum committee	One-semester survey of western art (HART 100) takes the place of a year-long survey; allows students to take an additional HART elective in another semester	20016
11. Illustration	Illustration link (15)	Portfolio review; critiques; senior thesis; public exhibition; external, professional reviewers	Ongoing through faculty meetings and curriculum committee	Revised curriculum map and learning goals; added an 3D digital course; Revised senior year major requirements	2019
12. Industrial Design	Industrial Design link (16)	Portfolio review	Ongoing through faculty meetings and curriculum committee	Revised learning goals, revised course-specific learning outcomes, and revised required course sequence.	2018
13. Jewelry and Metalsmithing - 3DFA	Jewelry and Metalsmithing link (17)	Portfolio review; critiques; presentations; senior thesis; public exhibition; external, professional reviewers; artist statement	Ongoing through faculty meetings and curriculum committee	Increase earlier technical proficiency for second semester juniors by moving the Hollow Hinge Bracelet assignment to second semester junior year. Create a new course based on the need to learn diverse casting techniques. Increase the student's awareness of the breadth of material possibilities that practicing professional artists are employing. Broaden possibilities and erode assumptions about the making of wearable art and objects.	2018

14. Painting - 2DFA	Painting link (18)	Portfolio review; critiques; presentations; senior thesis; public exhibition; external, professional reviewers; artist statement	Ongoing through faculty meetings and curriculum committee	Change requirements for juniors and seniors from two Drawing into Print course to one; Majors must take Sophomore Drawing course; Changed the Senior Seminar to Professional Practice to reflect the content of the course and allow juniors to take the course.	2016
15. Photography	Photography link (19)	Portfolio review; critiques; presentations; senior thesis; public exhibition; external, professional reviewers; artist statement	Ongoing through faculty meetings and curriculum committee	Overhauled major requirements to remove obsolete techniques and introduced an array of emerging digital capture, edit, and output techniques; revised required Visiting Artist Seminar in order to bring our students into close contact with leading practitioners in the field; developed new electives.	2019
16. Printmaking - 2DFA	Printmaking link (20)	Portfolio review; critiques; presentations; senior thesis; public exhibition; external, professional reviewers; artist statement	Ongoing through faculty meetings and curriculum committee	Change requirements for juniors and seniors from two Drawing into Print course to one; Majors are required to take PM265 Sophomore printmaking class in the fall; Changed the Senior Seminar to Professional Practice to reflect the content of the course and allow juniors to take the course.	2016
17. Sculpture - 3DFA	Sculpture link (21)	Portfolio review; critiques;	Ongoing through	Provide more guidance to juniors	2018

		senior thesis; public exhibition; external, professional reviewers; artist statement	faculty meetings and curriculum committee	in Advanced Sculpture Studio. Change Welding course to meet twice per week for 3 hours each meeting.	
18. Studio for Interrelated Media (SIM)	SIM link (22)	Portfolio review; critiques; presentations; senior thesis; public exhibition; external, professional reviewers; artist statement	Ongoing through faculty meetings and curriculum committee	Revised expectations for major studio projects. Developed professional practice course. Created additional Event Works apprenticeships.	2016
Graduate:					
1. M.Arch.	M.Arch. link (23)	Thesis project and book; review boards; external, professional reviewers; NAAB performance criteria	Ongoing through faculty meetings and Graduate Council	Increased emphasis on research; adding additional course time to develop thesis projects; sustainability content added across the program	2016
2. MFA: 2DFA	MFA: 2DFA link (24)	Thesis exhibition; review boards; external, professional reviewers	Ongoing through faculty meetings and Graduate Council	Graduate Seminars updated; Benchmark course eliminated and replaced with open elective; increased interdisciplinary elective courses	2016
3. MFA: 3D (General, Fibers, and Metals)	MFA: 3D link (25)	Thesis exhibition; review boards; external, professional reviewers	Ongoing through faculty meetings and Graduate Council	Graduate Seminars updated; Benchmark course eliminated and replaced with open elective; increased interdisciplinary elective courses	2016
4. MAT: Art Education	MAT: Art Education link (26)	Portfolio review; MTEL exams; DESE performance criteria; external, professional reviewers	Ongoing through faculty meetings and Graduate Council	Course content revised to span K-16 student populations; curriculum revised to meet new DESE standards;	2016

				expanded student teaching assessments	
5. MFA: Design	MFA: Design link (27)	Thesis project and book; review boards; presentation and defense; external, professional reviewers	Ongoing through faculty meetings and Graduate Council	Revised thesis criteria and expectations. Revised user experience curriculum. Increased opportunities for students to exhibit/demonstrate work/projects.	2016
6. MDes: Design Innovation	MDes: Design Innovation link (28)	Thesis project and book; review boards; presentation and defense; external, professional reviewers	Ongoing through faculty meetings and Graduate Council	Not applicable. New program.	2016
7. MFA: Low-Residency in Boston	MFA: Low-Res link (29)	Thesis exhibition; review boards; external, professional reviewers	Ongoing through faculty meetings and Graduate Council	Relocated to Boston/MassArt; broadened elective opportunities; revised mentor responsibilities; clarified thesis and major studio learning outcomes.	2019
8. MFA: Media Arts (Film/Video)	MFA: Media Arts (Film/Video) link (30)	Thesis exhibition; review boards; external, professional reviewers	Ongoing through faculty meetings and Graduate Council	Graduate Seminars updated; Benchmark course eliminated and replaced with open elective; increased interdisciplinary elective courses.	2016
9. MFA: Media Arts (Photography)	MFA: Media Arts (Photography) link (31)	Thesis exhibition; review boards; external, professional reviewers	Ongoing through faculty meetings and Graduate Council	Graduate Seminars updated; Benchmark course eliminated and replaced with open elective; increased interdisciplinary elective courses.	2016

Continued on next page.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Architectural Design (M.Arch)	2015 NAAB	Faculty diversity; adequate office space; interdisciplinary courses	Annual report that includes: Institutional Characteristics, Completion and 12-Month Enrollment Report submitted to IPEDS	2023 - full
Art Education (BFA)	2016 DESE	Leadership consolidation; Field experience development; Continuity with Gen Ed courses	Annual report that includes: Substantial Changes to Program, Candidate Data, Faculty Data, Annual Goals and Attainment, Types of District Partnerships and Collaborations, Update on Review Findings	Nov. 2016 - full
MAT: Art Education	2016 DESE	Leadership consolidation; Field experience development; Continuity with Gen Ed courses	Annual report that includes: Substantial Changes to Program, Candidate Data, Faculty Data, Annual Goals and Attainment, Types of District Partnerships and Collaborations, Update on Review Findings	Nov. 2016 - full
National Association of Schools of Art and Design	2005	Assess partnership plan; strengthen GenEd section; deferred maintenance	Meet Association standards	Spring 2017 - full

Links

1. <https://wiki.massart.edu/display/AcademicAffairs/University-wide+Learning+Goals>
2. <https://massart.edu/foundation-course-study>
3. <https://massart.edu/academics/programs/history-art>
4. <https://massart.edu/foundation-course-study>

5. <https://massart.edu/academics/programs/animation>
6. <https://massart.edu/degree-programs/bachelor-fine-arts-architecture>
7. <https://massart.edu/degree-programs/art-education-bfa>
8. <https://massart.edu/academics/programs/ceramics>
9. <https://massart.edu/academics/programs/fashion-design>
10. <https://massart.edu/academics/programs/fibers>
11. <https://massart.edu/degree-programs/bfa-filmvideo>
12. <https://massart.edu/academics/programs/glass>
13. <https://massart.edu/academics/programs/glass>
14. <https://massart.edu/degree-programs/history-art-bfa>
15. <https://massart.edu/academics/programs/illustration>
16. <https://massart.edu/degree-programs/industrial-design-bfa>
17. <https://massart.edu/degree-programs/jewelry-metalsmithing-bfa>
18. <https://massart.edu/academics/programs/painting>
19. <https://massart.edu/degree-programs/photography-bfa>
20. <https://massart.edu/degree-programs/printmaking-bfa>
21. <https://massart.edu/academics/programs/sculpture>
22. <https://massart.edu/node/1756>
23. <https://massart.edu/degree-programs/master-architecture>
24. <https://massart.edu/node/1491>
25. <https://massart.edu/node/631>
26. <https://massart.edu/node/591>
27. <https://massart.edu/node/861>
28. <https://massart.edu/node/836>
29. <https://massart.edu/node/1791>
30. <https://massart.edu/node/1026>
31. <https://massart.edu/node/1571>