



PERFORMANCE REPORT 2012

MASSACHUSETTS COLLEGE OF ART AND DESIGN

MASSACHUSETTS COLLEGE OF ART AND DESIGN

621 Huntington Avenue Boston, MA 02115 | 617 879 7800 | massart.edu

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**/ MASSART PERFORMANCE REPORT 2012
NEW PARTNERSHIP PLAN**



The Treehouse Residence Hall
Photo © 2012 Peter Vanderwarker

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Institutional Milestones

1873-1882: 1st President, Walter Smith

1873: **Massachusetts Normal Art School** Founded

1876: Student work exhibited at the U.S. Centennial Exposition, Philadelphia, PA

1883-1912: 2nd President, George Hartnell Bartlett

1886: Massachusetts Normal Art School building constructed at the corner of Newbury and Exeter Streets

1912-1921: 3rd President, James Frederick Hopkins

1921-1929: 4th President, Royal Bailey Farnum

1924: MassArt becomes the first art school in the country to grant a degree, the Bachelor of Science in art education

1929: MassArt is renamed **Massachusetts School of Art**

1929-1939: 5th President, Edward Charles Newell

1930: Massachusetts School of Art moves to its new building at the corner of Brookline and Longwood Avenues

1939-1957: 6th President, Gordon Reynolds

1950: First Bachelor of Fine Arts degrees in design and fine arts granted

1958-1968: 7th President, Robert Bertolli

1959: MassArt is renamed **Massachusetts College of Art**

1969-1986: 8th President, John F. Nolan

1972: The Master of Science degree is awarded in art education

1975: The Master of Fine Arts degree is awarded in two- and three-dimensional fine arts

1981: The Master of Fine Arts degree is awarded in design

1983: Occupation and renovation of the eight-building campus at the corner of Huntington and Longwood Avenues

1986-1997: 9th President, William O'Neil

1989: The college opens its first dormitory named Walter Smith Hall after MassArt's founding principal

1992: The college completes a \$14,700,000 project refurbishing the Huntington Avenue campus

1997-2011: 10th President, Katherine H. Sloan

2002: Second residence hall, the Artists' Residence, opens

2004: The legislature approves MassArt's New Partnership with the Commonwealth, a new model for funding

2007: The college's official name is changed to **Massachusetts College of Art and Design**

2011-Present: 11th President Dawn Oxenaar Barrett

2012: MassArt's third residence hall, the Tree House, opens

INTRODUCTION

The underlying premise of the MassArt New Partnership Plan is that the college, as a specialized public institution, can and should be held to high standards of accountability and therefore should also be granted substantial freedom to determine how it achieves those outcomes. Legislation contained in Section 634 of the FY04 Massachusetts State Budget authorized the college to establish its own performance standards appropriate to the unique nature of its mission and mandates a report each year. This report provides quantitative and qualitative data on selected performance measures from the performance agreement included in the New Partnership Plan renewal, approved in December 2009, and highlights notable MassArt events, accomplishments, and directions in the past year.



PRESIDENTIAL INSTALLATION AND PAGEANT

On October 18, 2012, Dawn Barrett was installed as the 11th President of Massachusetts College of Art and Design. In addition to the ceremony of installation, the MassArt community produced an art and music filled pageant. This cross-disciplinary collaborative effort included students, faculty, staff, alumni and community partners working in camaraderie and institutional spirit. The pageant not only highlighted the tremendous skill and creativity housed at MassArt; it mirrored artistic calling and professional practice. The pageant showed the way that artists have something to say and how they use their craftsmanship and creative persistence to 'take it to the streets.' This performance showcased how we think about art as something that belongs in the public sphere and which must be open, accessible, and shared.

PLANNING PRIORITIES

During her first year at MassArt, President Barrett has identified four strategic priorities for the college:

Accountability and Excellence Higher education receives increasing scrutiny to demonstrate accountability and prove the 'value proposition' of tuition costs. Faculty and academic leadership at MassArt will continue a leadership role by developing the most meaningful assessment methods for the college's undergraduate and graduate degrees. To demonstrate MassArt's exceptional capability as a transformative 'learning institution', college leadership will develop self-assessment methods for all areas of operations.

Strategic Enrollment Management To ensure fiscal sustainability and meet enrollment goals, MassArt must take on the challenge of comprehensive enrollment management. To maintain academic quality, lower financial barriers, and ensure student success, management of graduate and undergraduate enrollment will require integrated planning throughout the institution. Some strategies include: flexibility in facilities use, inter-department permeability, and enrollment targets for appropriately sized cohorts for academic programs.

Partnerships MassArt enjoys productive partnerships in the academic, corporate, cultural, and civic realms. The college must continue to forge strategic alliances and synergistic collaborations to support its mission for quality, accessibility, and inclusiveness; and to facilitate opportunities for advancement in resources, connectivity, scholarship, research, and professional practice, while ensuring our commitment to civic engagement.

Recognition MassArt must utilize multiple channels to advance its statewide, national, and international reputation, visibility, and recognition. This will enable the college to continue to attract top faculty, students, and staff and ensure MassArt's competitive standing in securing external funding and grants.

MassArt will begin a year-long strategic planning process in the spring of 2013 to develop the college's next five-year plan. This will be followed in 2014 by the renewal plan for the partnership agreement, and in 2015 by self-studies for MassArt's 10-year reaccreditation report to NEASC and NASAD.

MASSART AND THE VISION PROJECT

While MassArt's partnership agreement (2009) and current strategic plan (2009-2013) pre-date the development of the Department of Higher Education's (DHE) Vision Project, those two documents share many of the Vision Project's goals, as described below. The college's approach to strategic enrollment management also mirrors the Vision Project's focus on students as they prepare for college, during their enrollment, and as alumni and citizens after they complete their education.

College Participation Increase the number of Boston public high school graduates and other Massachusetts urban students enrolled at MassArt, and improve college preparation through the Artward Bound program.

College Completion Increase institutional financial aid to support retention and degree completion; increase the six-year graduation rate for freshmen; enhance the quality of services and programs that maximize student success and improve retention of diverse students.

Student Learning Identify learning goals for all programs, including general education; assess outcomes and publish evidence that goals are being met; provide systematic access to data and develop and implement a system for assessing the impact of programs on student retention and success.

Workforce Alignment Continue to serve as a leading partner of the Design Industry Groups of Massachusetts (DIGMA) and ensure recognition for MassArt's role in creating and sustaining the project; participate in the Creative Economy Council and other statewide arts and economic development initiatives; solidify and expand professional development opportunities for MassArt constituents; exploit linkages with business leaders to demonstrate intersections between art and business.

Preparing Citizens Increase opportunities for civic engagement/community leadership both within and outside the curriculum; create a faculty 'toolkit' to support embedding community-based work in the curriculum; expand student participation in community-engaged learning; increase dialogue between the MassArt and Mission Hill/Roxbury communities through place-based 'neighborhood immersion' strategies; ensure that student leadership experiences are infused with education centered on civic responsibility and global and multicultural understanding.

Elimination of Disparities Enhance the quality of services and programs that maximize student success and improve retention of diverse students; eliminate disparities in graduation rates based on students' race/ethnicity.

ACADEMIC QUALITY

Assessment

The expectation for colleges to demonstrate accountability and to prove the 'value proposition' of tuition costs has never been greater. To meet the standards of national and regional accrediting bodies and in fulfillment of the goals of the Vision Project, faculty and academic leadership are working to develop meaningful assessment methods for our specialized undergraduate and graduate degrees. This will ensure and demonstrate the quality of our academic programs.

Accreditation standards of the National Association of Schools of Art and Design (NASAD) clearly articulate the imperative for colleges to assess student learning outcomes with methods that are appropriate to the field and respond to professional degree requirements. MassArt's last NASAD accreditation report highlighted the need for the college to implement more systematic processes for assessment, particularly in the Liberal Arts curriculum. This imperative parallels the impetus behind the DHE's Vision Project and the AMCOA assessment initiative.

The agreement that is part of the New Partnership Plan contains specific objectives related to assessment of student learning outcomes; the college has made progress on each. The MassArt faculty has developed college-wide learning goals and is working on a more coordinated approach to assessment. The first iterations of goals for each major were developed through the academic departments; these continue to be revised and refined. College-wide learning goals were approved by the All College Committee in Fall 2011. The faculty is currently engaged in the work of developing assessment strategies and methods for each course and major. In addition to the ongoing work of studio departments, the Liberal Arts department has developed goals and is refining its assessment of writing and critical thinking; they have been encouraged to consider the LEAP values rubrics in this work. As MassArt moves toward its 10-year reaccreditation in 2015, and with a new Provost arriving in the summer of 2013, the iterative process of the assessment work will continue.

After a review of the content and organization of the required freshman writing course in 2011/2012, the Liberal Arts faculty adopted a shared exit assessment for all students completing the course. An in-class essay written at the end of the course is scored holistically by a team of professional writing tutors. The scoring rubric used to evaluate essays includes elements of the LEAP value rubric for Written Communication. Scores constitute one third of the final course grade; 86% of students completing the course in Fall 2012 demonstrated proficiency on the exit essay.



Faculty

The quality and dedication of MassArt’s faculty is one of the college’s greatest strengths. Full-time faculty make up 74% of the total faculty FTE, above the 52% Association of Independent Colleges of Art and Design (AICAD) peer median. Ninety-three percent of faculty members hold advanced degrees (MFA, MA, or Ph.D), placing MassArt the second highest in the peer group, behind only Maryland Institute College of Art at 95%. The FTE student to FTE faculty ratio at MassArt for Fall 2011 was 10:1, which is the median of its peers.

Center for Design and Media

In October 2010, the Commonwealth approved \$30 million in funding for MassArt’s new Center for Design and Media. In 2013, revised costs and total funding sources have been approved for \$40.4 million. The construction project, which will break ground in the spring of 2013, represents the only higher education capital project to directly support the arts and creative industries of Massachusetts. Through academic-professional collaborations, the Center for Design and Media will provide a laboratory for innovation, allowing art and design advancements to drive economic development and social progress and reinforce MassArt’s continuing role in the creative economy. For three years beginning in 2006, a committee of faculty and staff studied the curricular and space needs of academic programs, concluding with a ‘Vision Study’ report which formed the basis for the program behind the architectural design for the building. The design incorporates flexible, adaptive space which can be project-specific in function, fostering collaborative work by interdisciplinary teams, and following current standards for professional practices in the design industries. The center will serve as a campus hub linking current buildings, become the new ‘front door’ to the college, and provide MassArt with a more navigable way-finding and distinctive presence on the Avenue of the Arts. Opening is expected in the fall of 2015.

ACCESS AND AFFORDABILITY

Enrollment Management

To support our goals of increasing and diversifying enrollment, MassArt has taken on the challenge of comprehensive enrollment management which goes beyond recruitment and admissions. Flexibility in facilities use, inter-department permeability, and the development of realistic, desirable enrollment targets for appropriately sized cohorts are vital components of this strategy. To ensure academic quality and support student success, enrollment management will be strategically aligned throughout academic affairs and student development.

President Barrett has made strategic enrollment management one of her top priorities at MassArt. The Strategic Enrollment Council was formed last year to set overall goals and direct this effort. The council is using an expanded definition of enrollment management which includes activities occurring at least 2-3 years before and after students’ attendance in MassArt degree programs. Work began with the formation of a working group of staff and faculty addressing the challenges of the pre-enrollment phase of this model. The first issue the group identified as a priority is improved access for transfer students, particularly from community colleges. Work is initially focused on better defining requirements for students to enter MassArt as sophomores in major programs. This will support better curricular alignment and transfer credit policies to help students transfer to MassArt at an appropriate level and complete their degrees most expeditiously.

A working group to address issues related to the period of enrollment will begin work in Fall 2013. Strategies for student success, retention, degree completion, and closing achievement gaps based on race/ethnicity and income will be part of that group’s charge.

Financial Aid

Financial aid is a key element of MassArt’s commitment to assure access to professional education in the visual arts and design and maintain affordable costs for students and families. MassArt relies on partnerships with both the state and federal governments to achieve this goal. However, state and federal financial aid allocations have not kept pace with students’ increased need for financial assistance during difficult economic times. To meet the need in recent years, MassArt has committed a substantial and increasing proportion of institutional resources to supplement state and federal financial aid allocations (\$3.5 million in FY13), but cannot continue to increase these funds indefinitely. The challenges of providing adequate financial aid are too large to be met by the college alone.

Pathways and Youth Programs

MassArt offers an extensive range of youth programs serving 700 – 750 youth annually to engage younger students and to offer opportunities for students of all backgrounds to participate in artmaking and build creative skills. Youth Programs include ‘In the Studio’, an afterschool program in fall and spring to build portfolios; ‘Xtreme! Week’, intensive vacation week classes in drawing, fashion and animation; ‘Saturday Studios’, a dual purpose Saturday morning art program for grades 4-12; ‘Creative Vacation and Summer Intensives’, a two week summer program for grades 4-12; ‘Summer Studios’, a four week intensive pre-college program with a residential option; and finally ‘Artward Bound’, MassArt’s flagship four-year program that helps middle and high school students develop the artistic and academic skills needed to be admitted to and succeed at a college of art and design or other post-secondary institution.



All youth programs run through Professional and Continuing Education. For more than 75 years, ‘Saturday Studios’ has served the broader community by offering elementary through high school students affordable opportunities for young artists and designers to participate in artmaking and art engagement. ‘Saturday Studios’ also supports and is fully intergrated in the undergraduate curriculum, as classes are taught by MassArt Art Education majors and supervised by Art Education faculty.

‘Artward Bound’, launched in 2011, has an original cohort of 30 rising eighth and ninth graders and is in the process of recruiting a new cohort. ‘Artward Bound’ students participate in a six week summer program of art and academics, and during the school year they attend after-school sessions twice a week and enroll in at least one of MassArt’s other Youth Program offerings each semester. After-school activities include community engagement art projects. In Fall 2011, Artward Bound students created a public mural depicting their

conception of Mission Hill in collaboration with Charlesbank, a mixed income housing development next to MassArt. Since its launch, ‘Artward Bound’ has secured over \$500,000 in external funding.

Access for Community College and Transfer Students

MassArt’s specialized curriculum presents challenges for transfer students. When admitted, transfer students’ credits do not always align with MassArt studio requirements. The college is partnering with Roxbury Community College to create two pathways from RCC to MassArt. The first pathway is a one year program geared toward students with limited art experience. Through this one-year experience, students will gain the artistic skills needed to enter into our first year program while continuing their studies in Liberal Arts. The second pathway is a one year program geared toward students who have proven artistic ability but need to strengthen their academic records. Students who achieve grades of a ‘B’ or better in program courses will be allowed direct transfer into the sophomore year program at MassArt. We expect to implement this program in Fall 2013. It will serve as a model for similar programs with other community colleges and for revising current articulation agreements.

STUDENT SUCCESS AND ENGAGEMENT

New Residence Hall

MassArt’s new residence hall opened in June 2012, after almost two years of construction. The residence hall project is a cooperative partnership between MassArt and the neighboring institutions of Massachusetts College of Pharmacy and Health Sciences (MCPHS) and Wentworth Institute of Technology, and has increased MassArt’s on-campus housing capacity to 918 beds, allowing us to provide housing for all first and second year students. The building, now called ‘The Tree House,’ has 17 residential floors containing 136 suites and 493 beds, a health center, and a café/lounge. The new residence hall supports our efforts to improve the quality of on-campus student life, increase student retention, and recruit students from outside the region. We expect that the increased population of students living on campus will lead to a more engaged community and will support student success in the first and second years of college. The expanded on-campus housing capacity also relieves pressure on rental housing in surrounding neighborhoods, supporting a city of Boston priority.

Academic Resources

Over the past several years, MassArt has allocated significant resources to programs and initiatives to support student academic success. The Academic Resource Center (ARC) at MassArt provides support services to students who are at risk for academic difficulties as well as those with documented disabilities. The ARC is overseen by a learning specialist, an administrative assistant, an academic coach, and a counselor. The ARC also includes the Writing Center, which is staffed on a daily basis by MassArt faculty and writing consultants who assist students with an array of writing assignments. As of March 2013, the ARC is serving 215 undergraduates with documented disabilities who have asked for accommodations under the ADA Amendments Act. Students with learning disabilities are the largest group served, followed by individuals with psychiatric disabilities and attention deficit/hyperactive disorders (ADHD). MassArt's ADA compliance specialist addresses the needs for students with sensory impairments, physical disabilities, and/or medical issues. The most requested accommodation by far is for additional testing time for examinations, followed by writing assistance, dorm/cafeteria modifications, and academic coaching.

Internship Opportunities

Internships are structured pre-professional educational experiences for students to explore their academic, professional, and career goals under the supervision of a working professional in the field. MassArt students are eligible to take 1-2 internships for 3 studio elective credits each towards their BFA degree. Some elect to complete an internship for professional experience only. In 2012, 43% of our graduating seniors completed at least one internship before graduation (compared to 36% in 2011 and 33% in 2010). Thirteen percent of students in the class of 2012 completed 2 or more internships prior to commencement.

MassArt's Office of Career Services manages the internship program for the college and offers resources and services to students and employers. Students have access to resumé and cover letter assistance, advice about showing samples of their work to internship employers, and access to a database of 515 internship listings in academic year 2011/12 (increased from 476 in 2010/11). Students' ability to commit to an unpaid internship has been supported since 2006 with financial incentives to cover expenses and lost earnings; in 2012, \$10,500 in financial aid was awarded to students completing internships.

Retention and Graduation Rates

The freshman retention rate for the entering class of Fall 2011 was 88%, slightly lower than the high mark of 90% for the 2010 cohort. The six-year graduation rate for the entering freshman cohort of Fall 2006 was 64%, which is the average rate for the past 5 years.

Graduate Employment

Each year MassArt conducts a survey of graduates from degree and certificate programs 6 to 9 months following commencement; annual response rates typically vary from 30% to 45% with the 2011 response rate slightly lower at 26%. Eighty-four percent of BFA respondents to the surveys from 2006-2011 had found full or part-time employment within 6 months of graduation, 65% in jobs related to their field of study. Of the 2011 BFA respondents, 91% were highly satisfied or satisfied with their studio education, 89% with the education in their major, and 86% with the History of Art education. The survey of 2012 graduates is currently underway and is already achieving a higher response rate than last year. These results will be available in next year's report.

SNAAP Survey

MassArt alumni were among the nearly 14,000 arts graduates from 154 institutions across the country participating in the 2012 Strategic National Arts Alumni Project (SNAAP) survey, conducted by the Survey Research Institute of the University of Indiana. MassArt was part of the beta test for this survey in 2009 and 2010, and had not participated since. A consortium of AICAD colleges, including most of MassArt's peers, have now agreed to participate in the survey on a three-year cycle to allow us to benchmark our institutional results against the group. Twenty-seven hundred MassArt alumni from class years 1980 through 2011 were contacted in the survey; over 500 responded, for a 19% response rate. While specific institutional results are not available at this time, some preliminary national highlights have been released. A key finding of this project is that most arts graduates are happy with their arts education and do not view salary levels and job prospects as the dominant measures of success. Almost 90% of all respondents are satisfied with their current jobs and 80% are satisfied with their ability to be creative in their job. The arts school experience was rated as 'good' or 'excellent' by 90% of the alumni surveyed. Results for MassArt alumni with consortium benchmarks will be included in next year's performance report.

CIVIC ENGAGEMENT

A commitment to the value of civic engagement at the local level, at the state level, and in the larger world permeates all levels of MassArt's academic and co-curricular programs. From the beginning of their time at the college, students are encouraged to view themselves as 'citizen-artists,' and the college provides many opportunities for them to use their talents in service to the community.

Community Education and Partnerships

MassArt's Center for Art and Community Partnerships (CACP), founded in 2004, cultivates innovative, sustainable relationships with the broader community to explore and expand the relevance of art in public life. These are some examples of current projects.

Engaged Practice was a multi-media exhibition organized by MassArt students to share information with the college community and beyond about the ways in which students are engaging with community through CACP.

Some examples of their exhibition work include: engaging with youth at Sociedad Latina through 'What is Poetry?' workshops; installing artwork at community partner sites such as the Parker Hill Branch Library and Butterfly Coffee; working as after school art instructors at Roxbury Tenants of Harvard; paintings and a visual reflection from a program entitled 'Sharing Our Stories', reflections from senior citizens engaged in the battle to fight gentrification in Boston's South End; and a community quilt created from the 'Creating Community' class, a collaboration between CACP, the Art Education Department, and Action for Boston Community Development (ABCD) Parker Hill/Fenway Neighborhood Service Center in Mission Hill.

The 'Creating Community' course at MassArt is a collaboration between the Art Education Department, CACP, and ABCD Parker Hill/Fenway Neighborhood Service Center. MassArt students create curriculum and share art with senior citizens at ABCD while learning about each others' lives and histories. The course and multi-layered partnership have lasted beyond the semester as students have continued their relationships with seniors at ABCD through internships, as well as through a program connecting the seniors with contemporary art and with visits to MassArt's Bakalar and Paine Galleries.

This year, as in the past several years, Clay for Change, a Student Government Association group at MassArt, partnered with Haley House Food Pantry and Soup Kitchen to create bowls in anticipation of the Souper Bowl V, a fundraiser for the Haley House Bakery Café, in support of Haley House's soup kitchen in the South End. In January, CACP, Clay for Change, and Fine Arts 3D Ceramics Department hosted 'Feed Your Soul Make a Souper Bowl,' an event at which members of the

MassArt community were invited to create bowls to be used for the Souper Bowl V event at Haley House. Over 400 bowls were created, raising close to \$5,000, which will provide over two months of food for the Haley House soup kitchen.

Galleries and Exhibitions Programs



Programs, exhibitions, and events in MassArt's two professional galleries comprise a rich resource for our neighborhoods and for the Commonwealth, and were enjoyed by almost 10,000 visitors in 2011-2012. Curatorial programs and exhibitions at MassArt's Bakalar and Paine Galleries have won numerous 'best of' awards over the years from publications and arts organizations. Most recently, Director of Curatorial Programs Lisa Tung was named 'Best Curator of 2012' by Boston Magazine. The galleries also offer youth education programs, including the 17 year- old 'Looking to Learn' and 'ArtLinks', as well as a family day open house each fall.

Several years ago, MassArt identified renovation of the professional galleries as a high priority goal in its on-going capital campaign. The space needs expansion, up to date climate control systems, and reconfiguration of space to continue offering professional, museum-quality exhibitions and educational programs. The college selected the firm of Machado and Silvetti to bring the renovations of the space to life. This award-winning Boston-based architecture and urban design firm began schematic design for what will continue to be the largest free contemporary art exhibition space in New England. The transformation will expand MassArt's capacity to provide important cultural and educational resources to the college, the public, and the local community. Plans include adding an accessible street front entrance, museum learning center, and climate control systems. The construction schedule for the project is pending the completion of the capital campaign.

Looking to Learn

Celebrating 17 years of excellence in gallery education, 'Looking to Learn' uses contemporary art as a gateway to imagination, creative skill-building, and personal understanding. Through multiple visits with professional educators in the classroom and gallery, each class offers art-making instruction and guided group conversation. Interactive activities illuminate the themes of each changing exhibition and touch on a variety of learning modalities. The objectives of 'Looking to Learn' include promoting visual awareness; honing critical thinking; nurturing confident participation; encouraging curiosity and creativity; facilitating museum literacy; and inspiring lifelong learning. Last year, a new program model was piloted with multiple teachers. The 'Looking to Learn' team was expanded to six teachers—a faculty member, alumna, and graduate and undergraduate students—who collaboratively worked with gallery staff on exhibition research, curriculum development, material preparation, and team teaching. This structural shift enabled more schools to participate, provided MassArt students the opportunity to grow as teachers, and deepened the relationship between the galleries and MassArt students and faculty.



New quality control methods were also developed: formal Guidelines and Policies, written evaluation forms for classroom teachers, an orientation visit PowerPoint presentation, and a 'Gallery Dos and Don'ts' poster for use at the beginning of gallery visits. Support from the Kresge Foundation and the Boston Foundation for Architecture, in conjunction with the exhibition *Edifice Amiss: Constructing New Perspectives*, made 'Looking to Learn' possible this year. Over 1000 students from 10 schools were served by the program in the past 18 months.

Creative Economy

MassArt is one of the founding members of the Creative Economy Council (CEC), and by statute, MassArt's president is a member of the CEC board. Since her arrival, President Barrett has represented the college in a number of CEC activities. In August 2012, MassArt hosted two CEC events that were part of the CEC's 'CreativeNEXT' listening tour: the Fashion Review and the Visual Arts and Crafts Review. MassArt is also a founding member of DIGMA, the Design Industry Group of Massachusetts; Dean of Professional and Continuing Education Anne Marie Stein serves on its board. These two organizations take leading roles in promoting and supporting the creative sector of the Commonwealth's economy.

One of the college's primary services to the Commonwealth is the number of students who graduate from MassArt prepared to participate in the state's creative economic sector. In 2012, 459 degrees and certificates were awarded by the college; 206 were awarded in design and media majors that directly support the needs of the innovation sector and Massachusetts' creative economy. By developing the skills of invention and visualization, MassArt graduates are uniquely prepared to innovate, a key skill and essential driver for economic growth. Through professional practice learning opportunities, students provide design and creative thinking to research and solve the region's most pressing economic, cultural, and civic challenges.

Economic Impact

Recent and upcoming construction projects at MassArt have a significant economic impact and have provided a much needed stimulus to the local economy. Using methodology of the Associated General Contractors, we expect that the Center for Design and Media will create an estimated 174 direct jobs during construction, along with 81 indirect and 255 induced jobs. The impact on GDP is estimated at \$66 million and on personal earnings is \$20.4 million. Construction for the Center will break ground in the spring of 2013 and cost \$40.4 million.

FINANCIAL HEALTH

Financial Health

MassArt's ability to achieve financial health relies on its success in managing enrollment and revenues, effectively controlling costs, developing fundraising capacity, and on continued support from the Commonwealth. The New Partnership Plan recognizes the roles of both parties to the agreement in this context. Over the past several years, MassArt has made advances in growing enrollment and in managing revenue and costs, while continuing to meet the college's central mission of access to rigorous professional education in the visual arts for Massachusetts citizens. During this period, the general economic climate and limitations on state financial support have presented challenges that were not anticipated at the start of the plan. MassArt has responded effectively, as is seen in numerous financial indicators included on pages 18-20 of this report.

Cost Savings Through Collaborations

The college achieves savings through membership in two longstanding groups, the Colleges of the Fenway (COF) and the ProArts Consortium; and through partnerships with neighboring institutions and organizations. The consortia agreements provide students access to co-curricular activities and a wider range of elective courses than MassArt could provide on its own. The college saves over \$2 million each year through the COF from shared IT services, the dining vendor contract, a fitness center, and student activities such as intramural sports and performing arts groups. Membership in MASCO provides students and employees access to transportation services and saves costs for the college through a shared elevator maintenance contract with area hospitals. The college also achieves savings through participation in the Partnership to Advance Collaboration and Efficiency (PACE), formed by the Massachusetts public colleges and universities in 2011.

The new residence hall is a prominent example of the value of these partnerships. The Massachusetts College of Pharmacy and Health Sciences (MCPHS) leased 260 beds in the new facility for its students this year; the rents charged to MCPHS students subsidize costs for MassArt students, reducing rents by \$1000 per bed, for a total of \$200,000 savings per year. Along with Wentworth Institute, MCPHS supports a new student health center located in the building, which is operated by Harvard Vanguard Associates. Wentworth and MCPHS contributed \$700,000 to construction of the center; their participation expanded the center's service population to a size that made the operating contract attractive to Harvard Vanguard. The rent paid by Harvard Vanguard subsidizes the center's operating budget and the annual service contract is shared by the three institutions. The collaboration provides better services and lower costs for both students and the partner colleges.

ART COLLEGE PEER GROUP

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

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

REPORTING PERIODS

ENROLLMENT Final FY 2012, preliminary FY 2013

ADMISSIONS Fall 2012

FINANCIAL AID Final FY 2012, Fall 2012

RETENTION AND GRADUATION FY 2011, FY 2012

TUITION AND FEE REVENUE FY 2012

PEER FINANCIAL BENCHMARKS FY 2011

Benchmarks use the most recent available peer data.



KEY INDICATORS

ACADEMIC QUALITY

ACCESS AND AFFORDABILITY

**STUDENT SUCCESS AND
ENGAGEMENT**

**SERVICE TO THE COMMONWEALTH
AND THE ECONOMY**

FINANCIAL HEALTH

ACADEMIC QUALITY

ADMISSIONS STANDARDS

First-time Freshmen in BHE Admissions Categories One and Four

Admissions decisions for first-time freshmen place the greatest weight on high school GPA and the quality of the portfolio.

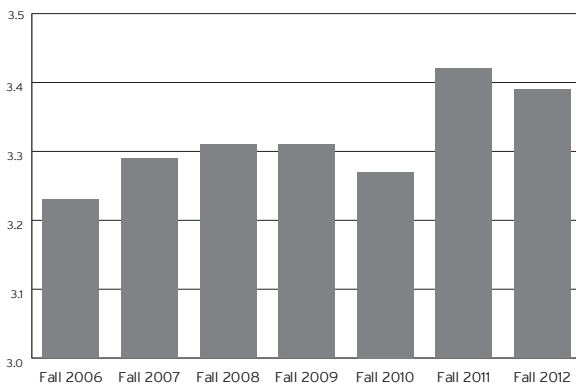
Average weighted GPA **3.39**
Average combined SAT **1651**

97% met all freshman requirements (GPA, SAT, academic units)
80% had GPA of 3.0 or higher
17% met the GPA/SAT sliding scale standard
The lowest high school GPA reported **2.55**

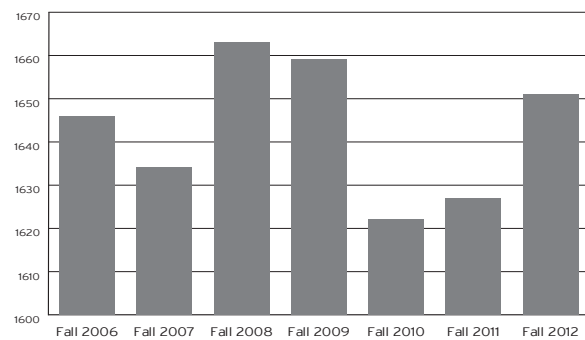
Transfer Students

Average college GPA **3.08**
21% had a college GPA of 3.5 or above

Weighted High School GPA of Entering Freshmen



Average Combined SAT Scores of Entering Freshmen



The total possible SAT score is 2400. Average combined scores vary from year to year, but differences are not statistically significant.

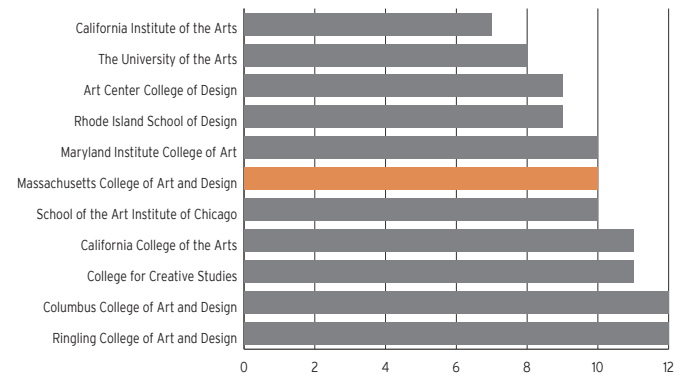
ADMISSIONS SELECTIVITY

In Fall 2011, MassArt ranked 5th in our peer group for admissions selectivity, accepting 63% of completed undergraduate applications. The most selective college in the group was California Institute of the Arts, with a reported acceptance rate of 27%; the least selective was College for Creative Studies, at 96%. The median acceptance rate was 68%.

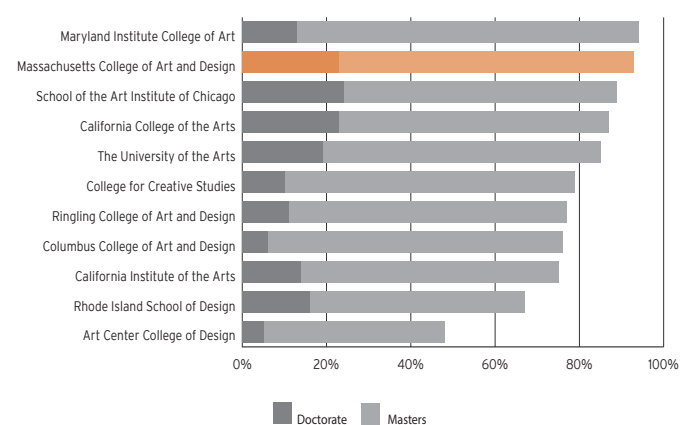
FACULTY CREDENTIALS

The current MassArt student to faculty ratio (student FTE to faculty FTE, including full-time, part-time salaried, and adjunct instructors) for the BFA program is 10:1, and is the peer median. Full-time faculty make up 74% of the faculty FTE of MassArt's BFA degree program. The median full-time percentage for our peers is 52%. Ninety-three percent of MassArt full-time faculty hold advanced degrees.

Fall 2011 Student to Faculty Ratio Compared to AICAD Peers



Percent of Faculty With Advanced Degrees



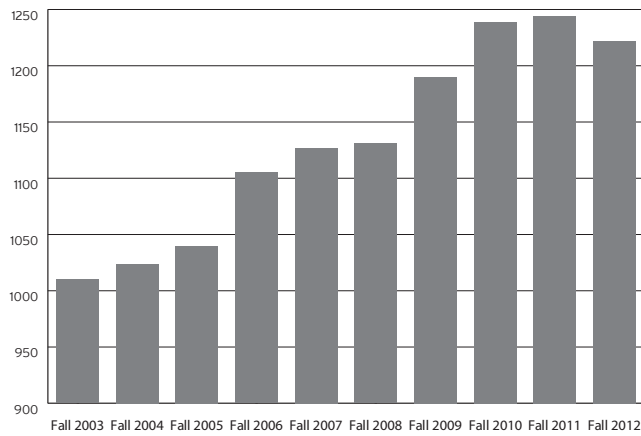
ACCESS AND AFFORDABILITY

ENROLLMENT IN THE BFA DEGREE PROGRAM

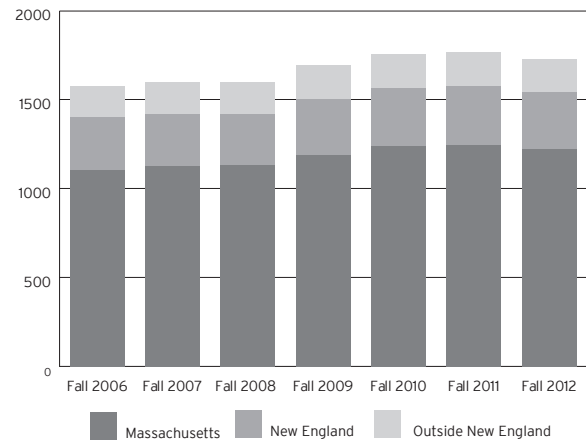
Headcounts by Residency

| | Fall 2007 | Annual FY2008 | Fall 2008 | Annual FY2009 | Fall 2009 | Annual FY2010 | Fall 2010 | Annual FY2011 | Fall 2011 | Annual FY2012 | Fall 2012 | Projected FY2013 |
|---------------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|------------------|
| Massachusetts | 1127 | 1178 | 1131 | 1198 | 1190 | 1241 | 1239 | 1263 | 1244 | 1277 | 1222 | 1259 |
| New England | 291 | 297 | 284 | 296 | 311 | 313 | 321 | 323 | 329 | 330 | 319 | 324 |
| Outside New England | 179 | 186 | 184 | 190 | 189 | 200 | 193 | 195 | 196 | 192 | 188 | 204 |
| Total | 1597 | 1661 | 1599 | 1684 | 1690 | 1754 | 1753 | 1781 | 1769 | 1799 | 1729 | 1787 |

Massachusetts Residents Enrolled

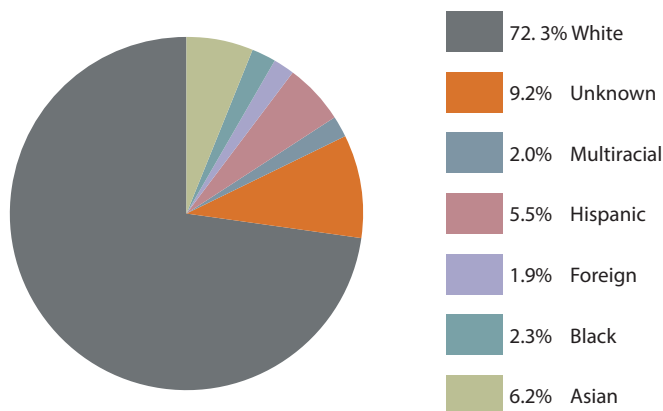


Enrollment by Residency

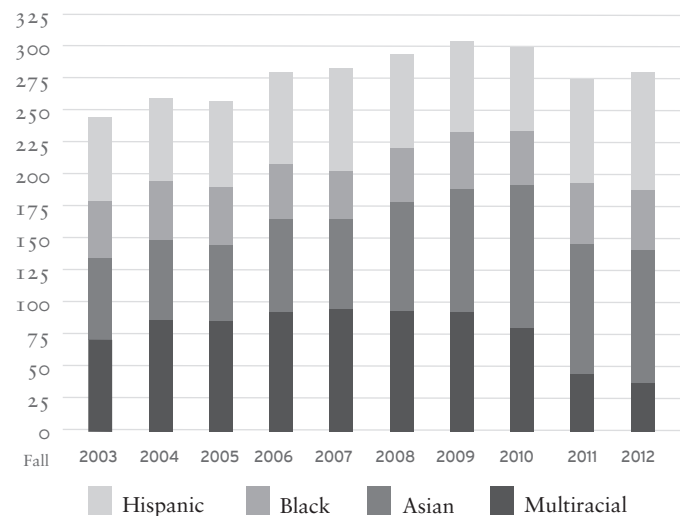


ETHNIC AND CULTURAL DIVERSITY

Ethnicity of BFA Students Fall 2012



BFA ALANA Student Enrollment



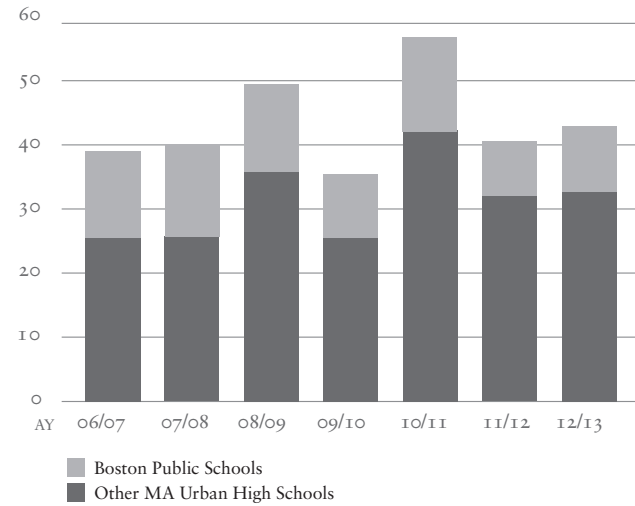
ACCESS AND AFFORDABILITY

ACCESS FOR STUDENTS FROM URBAN HIGH SCHOOLS AND COMMUNITY COLLEGES

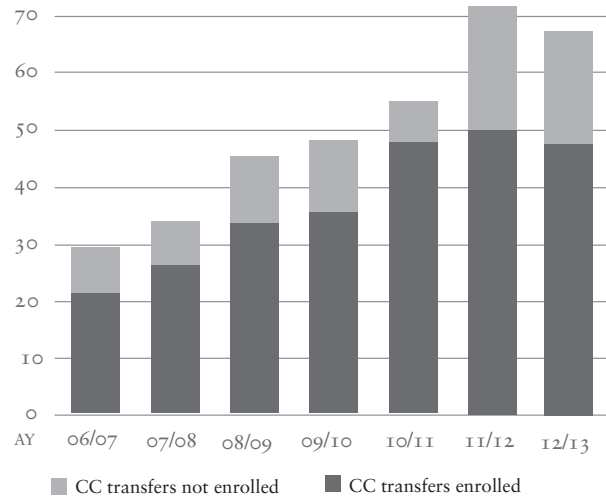
Providing access to students attending Massachusetts community colleges and urban high schools is an important value for MassArt and can present particular challenges. Many urban schools do not offer substantial curricula in the visual arts; urban students are frequently underprepared academically as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

MassArt has long-standing formal articulation agreements with Greenfield, Holyoke, and Massasoit Community Colleges. These agreements cover only a small number of our community college transfer applications. The majority of transfer students enter MassArt through our general transfer admission standards. The admissions staff are currently working with Roxbury Community College to develop two bridge programs which align with MassArt programs and will facilitate transfer to the college.

Admitted Applicants from Massachusetts Urban High Schools

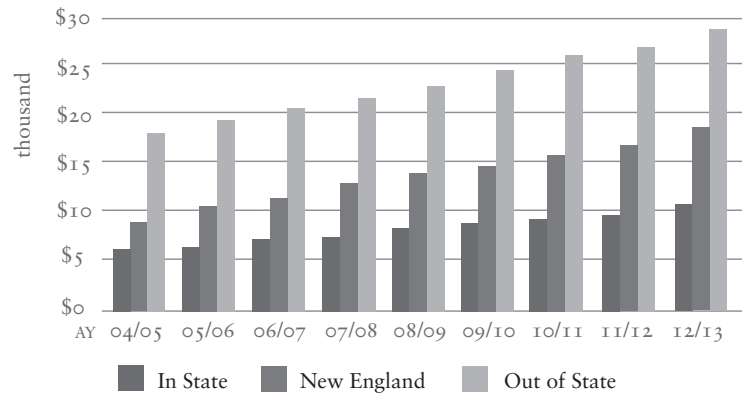


Community College Transfer Students Admitted

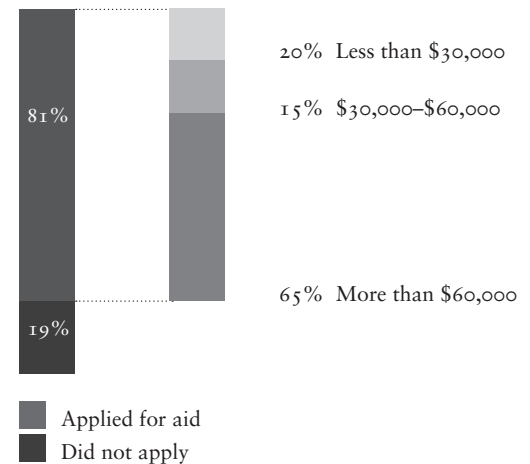


TUITION AND FEE STRUCTURE AND FINANCIAL AID POLICIES

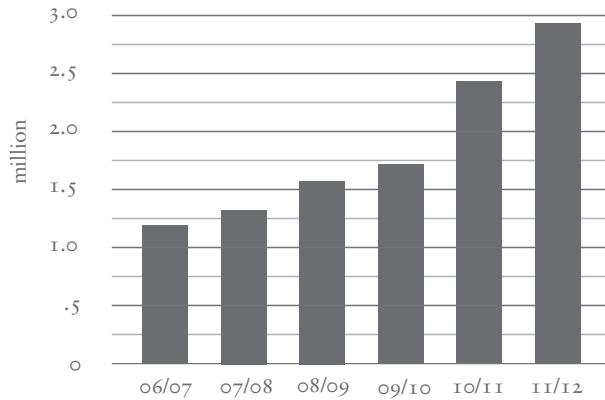
Student Charges



Family Income of Dependent Undergraduate Students Applying for Federal Financial Aid, Fall 2012



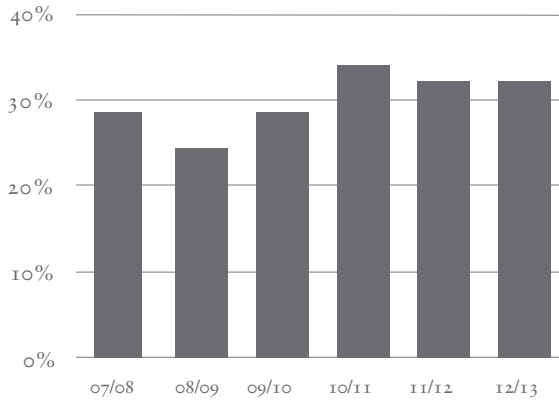
Total MassArt Funds Allocated to Undergraduate Financial Aid



Grant Aid Awarded to Massachusetts Undergraduates

| Academic Year | Outside Sources | College Funds | All Sources |
|------------------------|-----------------|---------------|-------------|
| 2008-2009 | \$2,366,802 | \$817,599 | \$3,184,401 |
| 2009-2010 | \$2,334,308 | \$1,090,228 | \$3,424,536 |
| 2010-2011 | \$2,685,475 | \$1,417,763 | \$4,076,238 |
| 2011-2012 | \$2,591,475 | \$1,279,992 | \$3,871,780 |
| \$ Increase since 2008 | \$224,673 | \$462,393 | \$687,000 |
| % Increase since 2008 | 9.5% | 56.5% | 21.6% |

Percent of All Undergraduates with Pell Grants



Financial Need of Massachusetts First-time Freshman

| | Fall | 2009 | 2010 | 2011 | 2012 |
|---|----------|----------|----------|-----------|-----------|
| Massachusetts first-time freshman | 216 | 219 | 198 | 235 | 235 |
| % Pell eligible | 21% | 33% | 30% | 30% | 26% |
| Average income | \$34,037 | \$32,543 | \$32,770 | \$33,463 | \$33,463 |
| Admissions yield for Pell eligible | 61% | 71% | 64% | 65% | 65% |
| Non-Pell eligible % with any need | 39% | 33% | 31% | 44% | 44% |
| average income | \$95,284 | \$84,530 | \$99,881 | \$102,882 | \$102,882 |
| Admissions yield for need group | 63% | 63% | 53% | 64% | 64% |
| Total % of Massachusetts freshman with any financial need | 60% | 60% | 61% | 71% | 71% |

ENROLLMENT IN GRADUATE AND CERTIFICATE PROGRAMS

| | Fall | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------------------------------------|------|------|------|------|------|------|------|------|------|
| Master of Fine Arts | 47 | 49 | 50 | 49 | 48 | 47 | 40 | 44 | 44 |
| Master of Fine Arts, Dynamic Media | 17 | 10 | 14 | 20 | 22 | 24 | 20 | 18 | 18 |
| Master of Fine Arts Low Residency | 10 | 19 | 27 | 32 | 31 | 32 | 31 | 35 | 35 |
| Master of Architecture | - | - | - | - | 22 | 25 | 26 | 24 | 24 |
| Master of Science in Art Education | 23 | 34 | 35 | 26 | 19 | 17 | 7 | 1 | 1 |
| Master of Arts in Teaching | - | - | - | - | 7 | 26 | 23 | 16 | 16 |
| Teacher Preparation Program | 26 | 27 | 23 | 17 | 5 | 3 | 4 | 4 | 4 |
| Post-baccalaureate certificates | - | - | - | - | 1 | 9 | 4 | 5 | 5 |
| Total graduate programs | 123 | 139 | 149 | 144 | 155 | 184 | 155 | 147 | 147 |
| Design certificates | 82 | 93 | 94 | 96 | 87 | 76 | 91 | 94 | 94 |

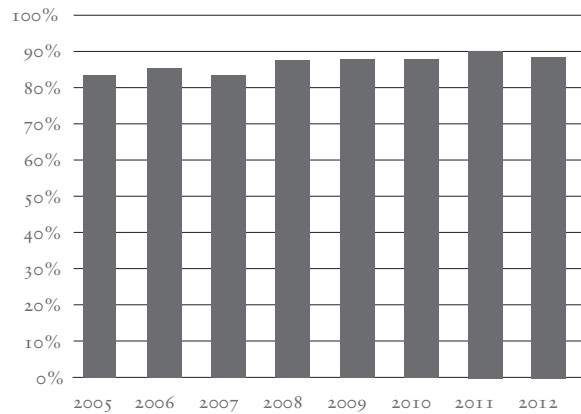
MassArt graduate programs provide access to advanced, professional degrees in design and fine arts. Certificate programs offered at the undergraduate and post-baccalaureate levels provide students with preparation and credentials for professional practice or further education in the visual arts.

STUDENT SUCCESS AND ENGAGEMENT

RETENTION RATE FOR FIRST-TIME FRESHMEN

MassArt's freshman to sophomore retention rate for the 2011 entering cohort was 88%—the third highest of our AICAD peers. The retention rate has remained over 86% for freshmen entering MassArt for the past five entering cohorts. Maintaining a high first year retention rate is a critical element in our commitment to increase the six-year graduation rate to 70%. The academic program for first year students is one of the college's strengths.

MassArt Freshman to Sophomore Retention Rates



SIX YEAR GRADUATION RATES

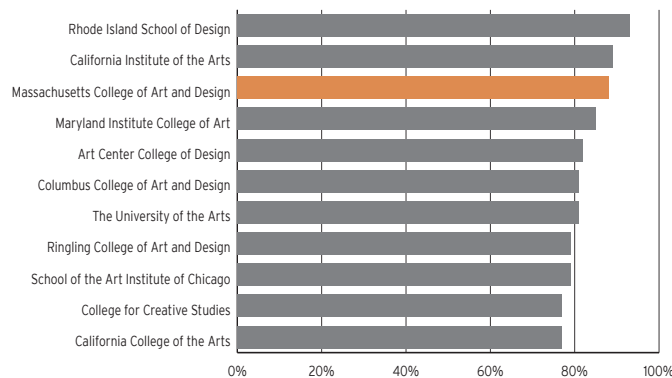
MassArt's six-year graduation rate for the 2005 entering freshman cohort was 68%—the third highest of our AICAD peers. The rate for the 2006 cohort is 64%; no comparative data is available yet for that year.

With the exception of the 2004 cohort, our six year graduation rate has remained over 60% for freshmen entering MassArt since 1997. The college continues to affirm our commitment to increase the freshman six-year graduation rate to 70%, and to increase the number of students who complete their degrees within four years. At this date, the five-year rate for the 2007 cohort is above 70%.

MassArt First-time Freshmen Graduation Rates



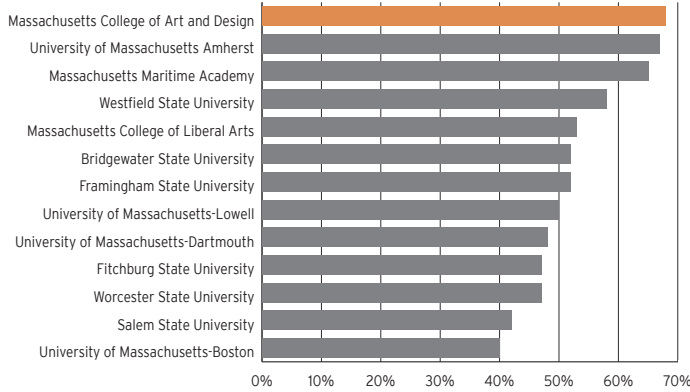
Fall 2012 Freshman to Sophomore Retention Rates
MassArt and AICAD Peers



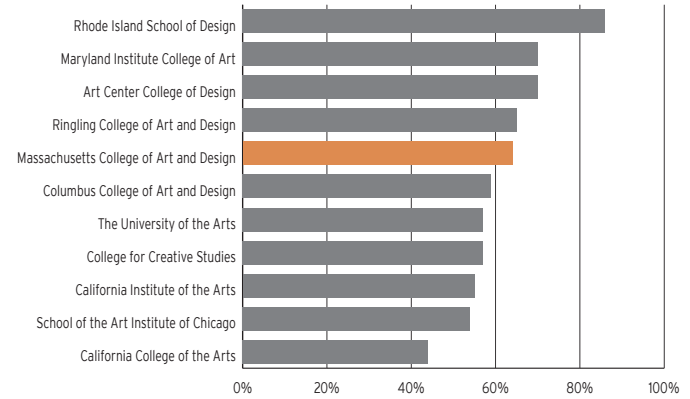
MassArt's freshmen retention rate ranks consistently near the top of our peer group; the 88% retention rate for the 2011 cohort was exceeded by only two peer institutions.

GRADUATION RATE BENCHMARKS

**Six-year Graduation Rates for Fall 2005 First-time Freshmen
MassArt and Massachusetts Public Colleges**

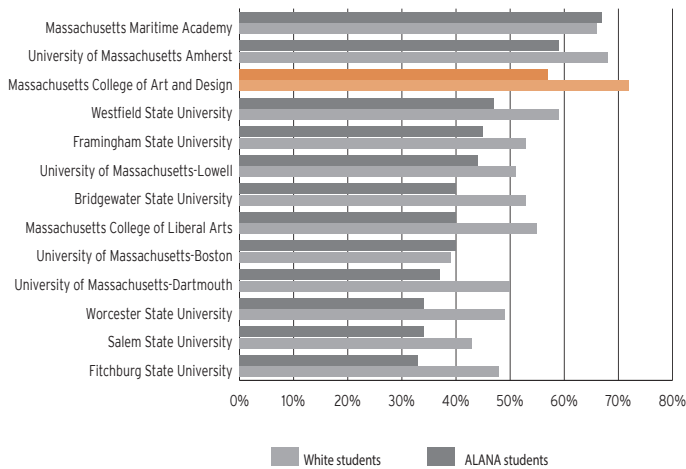


**Six-year Graduation Rates for Fall 2006 First-time Freshmen
MassArt and AICAD Peers**



SIX-YEAR GRADUATION RATE FOR ALANA STUDENTS

**Massachusetts Public Universities
Fall 2005 First-time Freshmen**



MassArt's ALANA student graduation rate ranked third among Massachusetts state universities for the 2005 cohorts.

One of MassArt's performance goals is to maintain graduation rates which eliminate or minimize observed differences based on students' race and ethnicity. For the entering freshman cohort of Fall 2005, the graduation rate for ALANA students (57%) was 15% lower than that of white non-Hispanic students (72%). The ALANA rate includes Native American, African American, Latino, Asian, and multi-racial students; international students and those who did not report ethnicity are excluded from graduation rate comparisons.

Because ALANA cohort sizes are small and rates can vary significantly from year to year, a three-year aggregated rate is a more representative measure of success for this group of students. There is a 9% gap between the aggregated graduation rate of ALANA students (58%) and that of white students (67%) for the MassArt entering cohorts of 2003 to 2006.

DEGREES AND CERTIFICATES AWARDED ANNUALLY

Degrees and Certificates Awarded

| | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011 | 2011/2012 | Average |
|---|-----------|-----------|-----------|-----------|-----------|-----------|---------|
| Design Certificates | 23 | 15 | 29 | 19 | 17 | 17 | 20 |
| Bachelor of Fine Arts (BFA) | 277 | 274 | 290 | 360 | 339 | 377 | 320 |
| Master of Fine Arts (MFA) | 23 | 33 | 44 | 35 | 48 | 35 | 36 |
| Post Baccalaureate Certificates | 15 | 13 | 11 | 5 | 8 | 5 | 10 |
| Master of Science in Art Education (MSAE) | 15 | 17 | 7 | 12 | 9 | 8 | 11 |
| Master of Fine Arts in Architecture | — | — | — | — | 9 | 5 | 7 |
| Master of Arts in Teaching (MAT) | — | — | — | — | 8 | 12 | 10 |

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

BFA DEGREES

BFA Degrees Awarded by Academic Area*

| Academic Area | 2005/2006 | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011 | 2011/2012 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Art Education | 16 | 21 | 20 | 24 | 24 | 29 | 26 |
| Art History | 4 | 8 | 7 | 15 | 20 | 17 | 16 |
| Fine Arts 2D | 51 | 47 | 35 | 36 | 53 | 47 | 49 |
| Fine Arts 3D | 49 | 36 | 37 | 34 | 43 | 58 | 67 |
| Environmental Design | 50 | 37 | 51 | 47 | 61 | 51 | 63 |
| Communication Design | 59 | 61 | 70 | 74 | 91 | 82 | 101 |
| Media and Performing Arts | 80 | 70 | 60 | 61 | 81 | 62 | 65 |
| Art and Design, Open | 15 | 11 | 7 | 12 | 16 | 17 | 11 |
| Total | 324 | 291 | 287 | 303 | 390 | 363 | 398 |

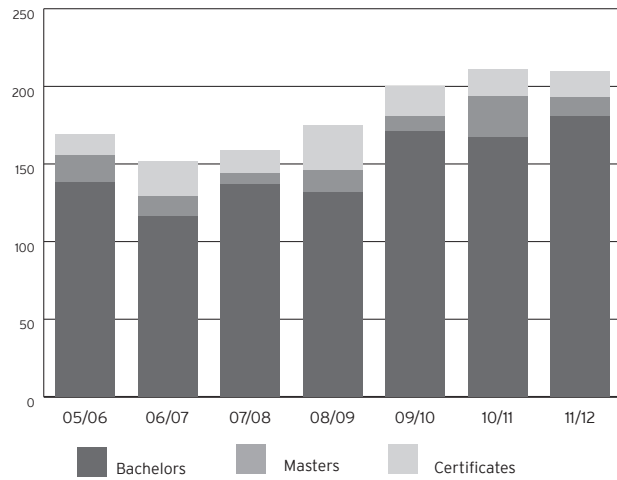
*These are duplicated counts; double majors are included in this table in both majors. The unduplicated BFA count for 2011/2012 is 377.

Environmental Design includes Architecture, Fashion, and Industrial Design
Communication Design includes Animation, Graphic Design, and Illustration

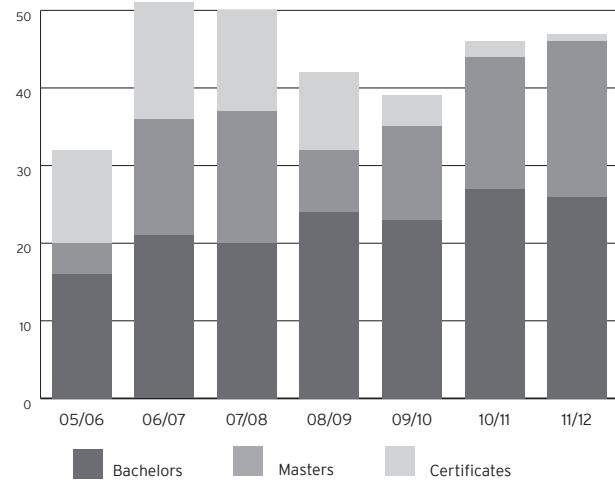
Forty-three percent of all degrees and certificates were awarded in design and new media concentrations serving the creative economy of Massachusetts. More than 60% of current students who have declared majors are enrolled in design and media programs.

All graduates of teacher preparation programs in Art Education passed the MTEL test. Seventy three percent of Art Education degrees and certificates were awarded to Massachusetts residents.

Degrees Awarded Annually in Design and Media Concentrations



Degrees Awarded Annually in Teacher Preparation Programs



GRADUATE EMPLOYMENT

Summary of BFA Responses to the Annual Graduate Survey 2006-2011

| Academic Area | Majors in this Area | Response Rate | Employed Full-time or Part-time |
|-------------------------|---|---------------|---------------------------------|
| Art Education | Art Education | 32% | 87% |
| Art History | Art History | 27% | 83% |
| Fine Arts 2D | Painting, Printmaking | 29% | 79% |
| Fine Arts 3D | Ceramics, Fibers, Glass, Metals, Sculpture | 44% | 84% |
| Environmental Design | Architectural Design, Fashion Design, Industrial Design | 39% | 86% |
| Communication Design | Animation, Graphic Design, Illustration | 41% | 88% |
| Media & Performing Arts | Film and Video, Photography, SIM | 30% | 77% |
| Total | All majors | 35% | 84% |

The annual graduate survey is conducted 6-9 months after commencement each year. The results above represent aggregated data for the graduating classes of 2006-2011, as of the response date. The survey of 2012 graduates is currently underway.

FINANCIAL HEALTH

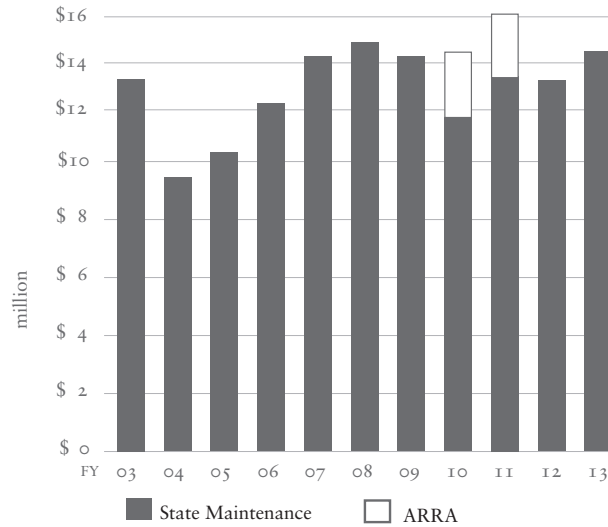
STATE OPERATING SUPPORT

The major underlying financial premises of MassArt’s New Partnership Plan were that by gaining authority to set and retain tuition, accepting an equivalent reduction in the state maintenance appropriation, and actively managing enrollment, the college could maintain financial health at a cost savings to the Commonwealth. Achieving this goal requires commitments from both parties to the agreement.

Since the start of the partnership, MassArt has met or exceeded enrollment goals, kept student charges affordable for Massachusetts residents, and steadily increased institutional resources allocated to student financial aid. The amount of the college’s state operating appropriation, however, has not kept pace with expectations. In particular, the failure in some years to fund salary increases (negotiated in collective bargaining with the statewide faculty and staff unions) through state appropriation places a growing stress on the college’s operating budget.

In the chart at right, ARRA represents funds received through the federal American Recovery and Reinvestment Act.

State Operating Appropriation FY2003 to FY2013



UNDERGRADUATE TUITION AND FEES

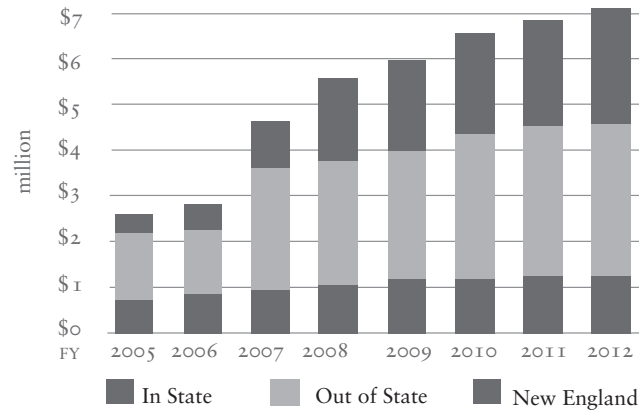
The combination of tuition and fee increases and enrollment growth in the BFA program has resulted in a significant increase in net revenue from undergraduate student charges. The chart below shows the growth in retained tuition by student residency status since the start of the New Partnership Agreement. Larger increases in retained tuition revenue have been for out-of-state and New England students. Each year Massachusetts students receive over \$330,000 in tuition waivers, either as financial aid or through categorical programs. The impact of waivers is not reflected in the graph to the right.

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

Undergraduate Tuition and Fee Revenue FY 2012

| | FTE | Tuition and Fees | Revenue |
|---------------|--------|------------------|--------------|
| Massachusetts | 1181.4 | \$ 9,800 | \$12,286,560 |
| Out of State | 189.5 | \$ 26,400 | \$5,211,250 |
| New England | 311.8 | \$ 16,700 | \$5,487,680 |
| Total | 1682.7 | | \$22,985,490 |

Retained Undergraduate Tuition



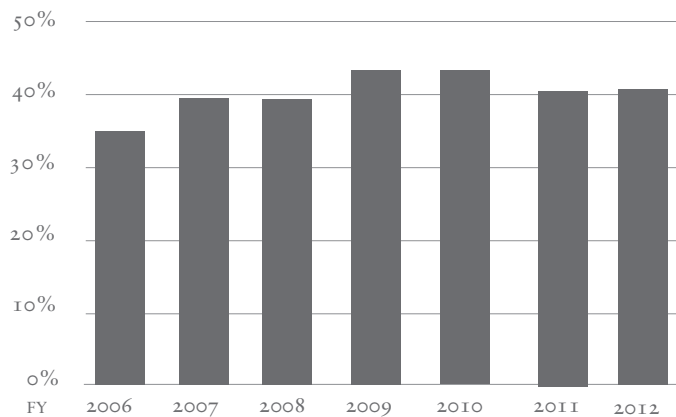
Retained tuition amounts are gross, and include approximately \$330,000 in tuition waivers for Massachusetts students each year. Net retained tuition would be reduced by this amount.

TUITION DEPENDENCY

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

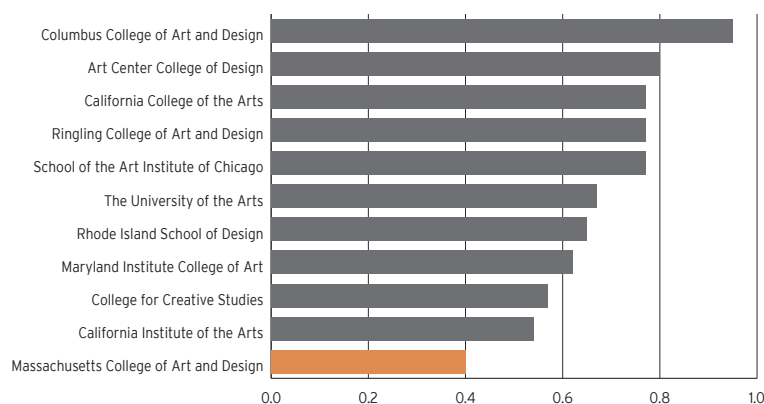
The percentage of total core revenues derived from tuition and fees suggests the degree to which an institution's operations depend on annual student charge revenue. The state operating appropriation makes MassArt less dependent on student charges than our AICAD peers, and has allowed the college to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

MassArt Tuition and Fees as a % of Core Revenues, FY 2006-2012



FY 2010 and FY 2011 core revenues include funds received from the American Recovery and Reinvestment Act.

AICAD Peers Tuition and Fees as a % of Core Revenues FY 2011

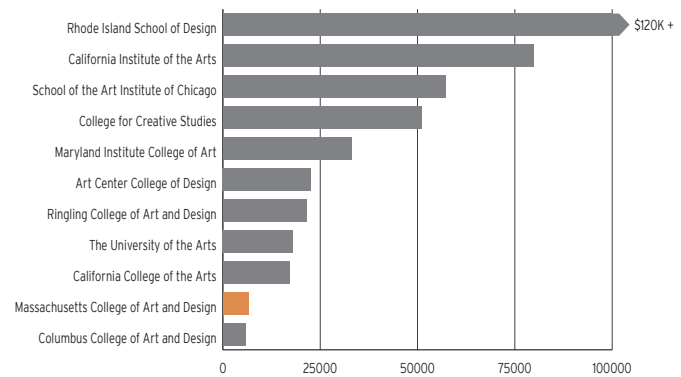


ENDOWMENT

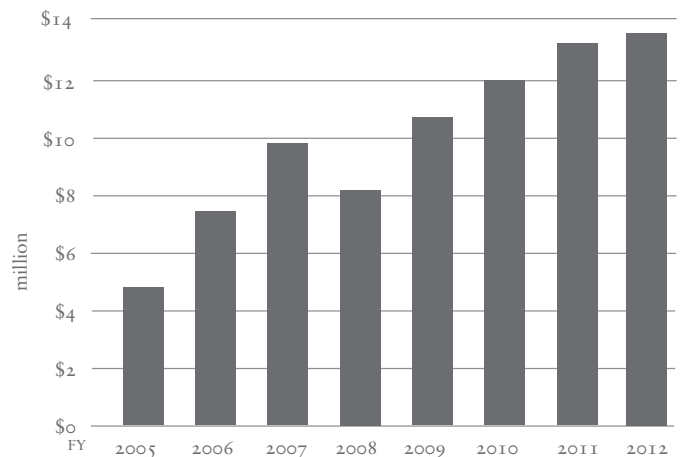
Since FY 2003, the value of MassArt's endowment has increased by over 400%, from about \$2.9 million in June of 2003 to over \$13.6 million in June of 2012. MassArt's total endowment is the second smallest of our art school peer group.

At the end of FY 2011, average endowment per FTE for our peers was \$42,774, compared to \$6,511 for MassArt. Endowment per FTE student at MassArt grew to \$6,718 in FY 2011, still well below the average value at AICAD peers.

Endowment Per FTE FY 2011, Compared to AICAD Peers



MassArt Endowment And Related Investments*



*permanently and temporarily restricted funds

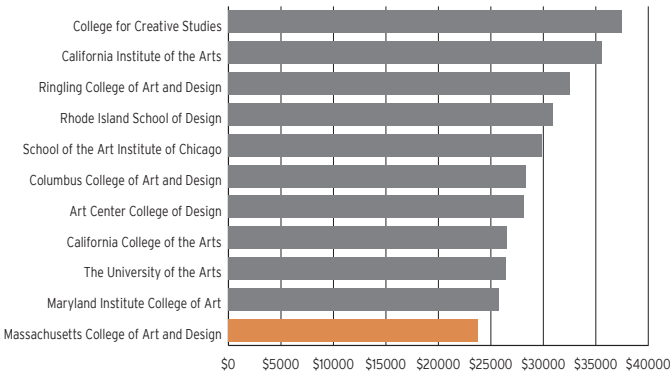
FINANCIAL HEALTH

PEER EXPENDITURE BENCHMARKS

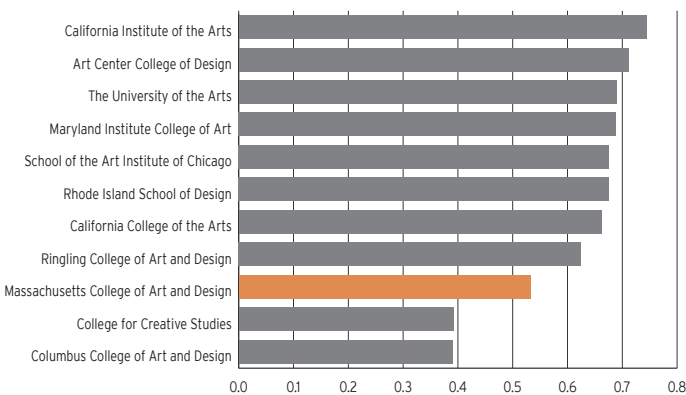
Peer financial benchmarks use data from the National Center for Education Statistics (NCES) Peer Analysis system for the FY 2011 IPEDS Finance Survey. Total core expenditures (E&G) per FTE at MassArt are the lowest in our peer group. Core expenditures per FTE at MassArt were \$23,797, which is \$4,515 below peer median expenditures in FY 2011.

Core expenditures include: instruction, academic support, research, public service, student services, institutional support, operations and maintenance, and scholarships and fellowships. The Art Center College of Design is an extreme outlier for institutional support costs suggesting that they account for these expenditures differently. They have been excluded from those benchmarks.

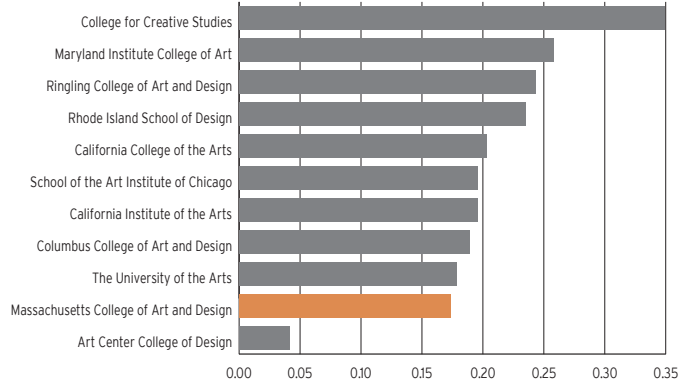
**Core Expenditures per FTE
MassArt and AICAD Peers, FY 2011**



**Instruction and Academic Support to Core Expenses Ratio
MassArt and AICAD Peers, FY 2011**



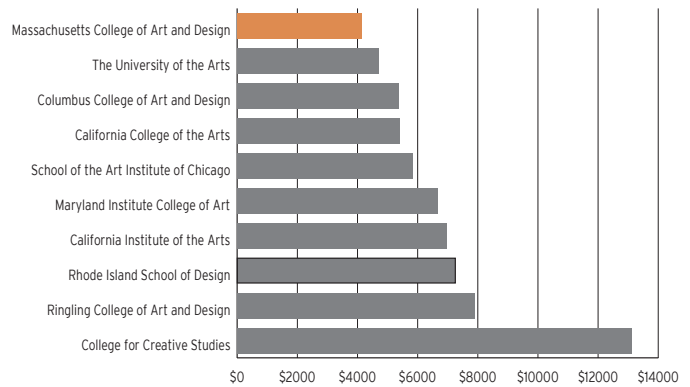
Institutional Support to Total Core Expense Ratio , FY 2011



Institutional Support per FTE

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 |
|-------------|---------|---------|---------|---------|
| MassArt | \$4,059 | \$3,794 | \$3,516 | \$4,124 |
| Peer mean | \$5,377 | \$5,791 | \$5,963 | \$7,020 |
| Peer median | \$6,069 | \$6,098 | \$5,865 | \$6,658 |

Institutional Support Costs per FTE, FY 2011



Institutional support expenditures per FTE at MassArt are the lowest in our peer group.

The percentage of the total E&G budget that these costs represent is below the median for the group.



Massachusetts College of Art and Design is one of the top colleges of its kind in the United States. Founded in 1873, MassArt has a legacy of leadership as the only independent public school of art and design in the country and the nation's first art school to grant a degree. The college offers a comprehensive range of baccalaureate and graduate degrees in art and design, all taught by world-class faculty, along with continuing education and youth programs designed to encourage individual creativity. Whether at home in Boston or on the other side of the globe, the artists and designers of MassArt are dedicated to making a difference in their communities around and the world.

MassArt is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education, and also is accredited by the National Association of Schools of Art and Design. For more information, visit massart.edu.

"Education in the visual arts is the generator of trained imagination and invention, and a primary source for innovation capacity. These skills, so necessary for the 21st-century economy, have always been at the core of a creative arts economy.

Today, as we hear the need for creative thinking, problem solving, and the capacity to visualize, those skills are needed more than ever. These visual competencies and creative abilities are vitally needed for the 21st-century innovation economy.

Art and design know-how affects every object you touch and everything you see in the course of a day: your alarm clock, toothbrush, suit and shoes, your smart phone and wristwatch, the newspaper, the postage stamp, the 10 software programs you use before midday, the sculpture in the park, the painting on the wall, the building in which you live or work, the drawing that informs, the diagram that explains, the sign that directs or warns, the photograph or film that makes you laugh or cry.

Behind all of these creations, whether practical or inspirational, are people who have learned the professional practice of art and design, and whose imagination and ability to execute conceptual ideas both enrich the world around us and, in a very real sense, help to make it work. Without a continuous history of institutions able to educate designers and artists, how would we now enjoy the great architecture of Boston, the treasures of painting, printmaking, photography, and other work of fine arts that add purpose, inspiration, and meaning to our lives?"

Dawn Barrett, October 18, 2012
Inaugural Address delivered on the occasion of the 11th Presidential Installation
Massachusetts College of Art and Design, Boston Massachusetts

MASSART

MASSACHUSETTS COLLEGE
OF ART AND DESIGN
/ 621 HUNTINGTON AVE BOSTON, MA 02115