MCLA

SELF-STUDY FOR REACCREDITATION

2013

Prepared for the Commission on Institutions of Higher Education

New England Association of Schools and Colleges

Massachusetts College of Liberal Arts

Massachusetts College of Liberal Arts
2013 Self-Study
Table of Contents

1 Institutional Characteristics Form

13 Introduction

18 Institutional Overview

26 Standard One: Mission and Purposes

33 Standard Two: Planning and Evaluation

46 Standard Three: Organization and Governance

56 Standard Four: The Academic Program

78 Standard Five: Faculty

93 Standard Six: Students

108 Standard Seven: Library and Other Information Resources

121 Standard Eight: Physical and Technological Resources

132 Standard Nine: Financial Resources

144 Standard Ten: Public Disclosure

150 Standard Eleven: Integrity

Appendix

Appendix A – Affirmation of Compliance with Federal Requirement of Title IV
Appendix B – Student Achievement E Form
Appendix C – Student Success S Form
Appendix D – Audited Financial Statements, June 30, 2012
Appendix E – Document Reference and Workroom Listing

Institutional Characteristics Form Revised September 2009

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

Date September 2013

1. Corporate name of institution: Massachusetts College of Liberal Arts
2. Date institution was chartered or authorized: 1894
3. Date institution enrolled first students in degree programs: 1897
4. Date institution awarded first degrees: 1899
5. Type of control:

Public	Private
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)_____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Commonwealth of Massachusetts (Massachusetts Department of Higher Education) Bachelor of Science, Bachelor of Arts, Master in Education, Professional Master in Business Administration, Certificate of Advanced Graduate Study (CAGS) in Educational Leadership

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

☐ Less than one year of work	☐ First professional degree
☐ At least one but less than two years	☒ Master's and/or work beyond the first professional degree
☐ Diploma or certificate programs of at least two but less than four years	☒ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☐ Associate degree granting program of at least two years	☐ A doctor of philosophy or equivalent degree
☒ Four- or five-year baccalaureate degree granting program	☐ Other doctoral programs _____
	☐ Other (Specify)

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

☐	Occupational training at the crafts/clerical level (certificate or diploma)	☒	Liberal arts and general
☐	Occupational training at the technical or semi-professional level (degree)	☒	Teacher preparatory
☐	Two-year programs designed for full transfer to a baccalaureate degree	☒	Professional
		☐	Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate _____ 15 credit hours

b) Graduate _____ 12 credit hours

c) Professional _____ n/a

11. Student population:

a) Degree-seeking students:**2012 Fall**

	Undergraduate	Graduate	Total
Full-time student headcount	1,397	12	1,409
Part-time student headcount	156	91	247
FTE	1,476.1	49.6	1,525.7

b) Number of students (headcount) in non-credit, short-term courses: _____

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Athletic Training Major	Commission on Accreditation of Athletic Training Education (CAATE)	2013		

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

	Full degree	50%-99%	FTE
A. In-state Locations			
B. Out-of-state Locations			

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

Name of program(s)	Location	Headcount

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

Name of program	Degree level	% on-line	FTE

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

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

    1894 – Normal School in North Adams founded

    1897 – Normal School in North Adams enrollees it first class of 32 students

    1899 – Normal School in North Adams graduates it first class of 53students

    1932 – Name changes to State Teachers College of North Adams, reflecting the increased importance of education as an academic discipline

    1960 – Name changed to North Adams State College and expanded our focus to include professional degrees in business administration and computer science

    1997 – The College assumed a unique mission as Massachusetts College of Liberal Arts, the public liberal arts college for the Commonwealth

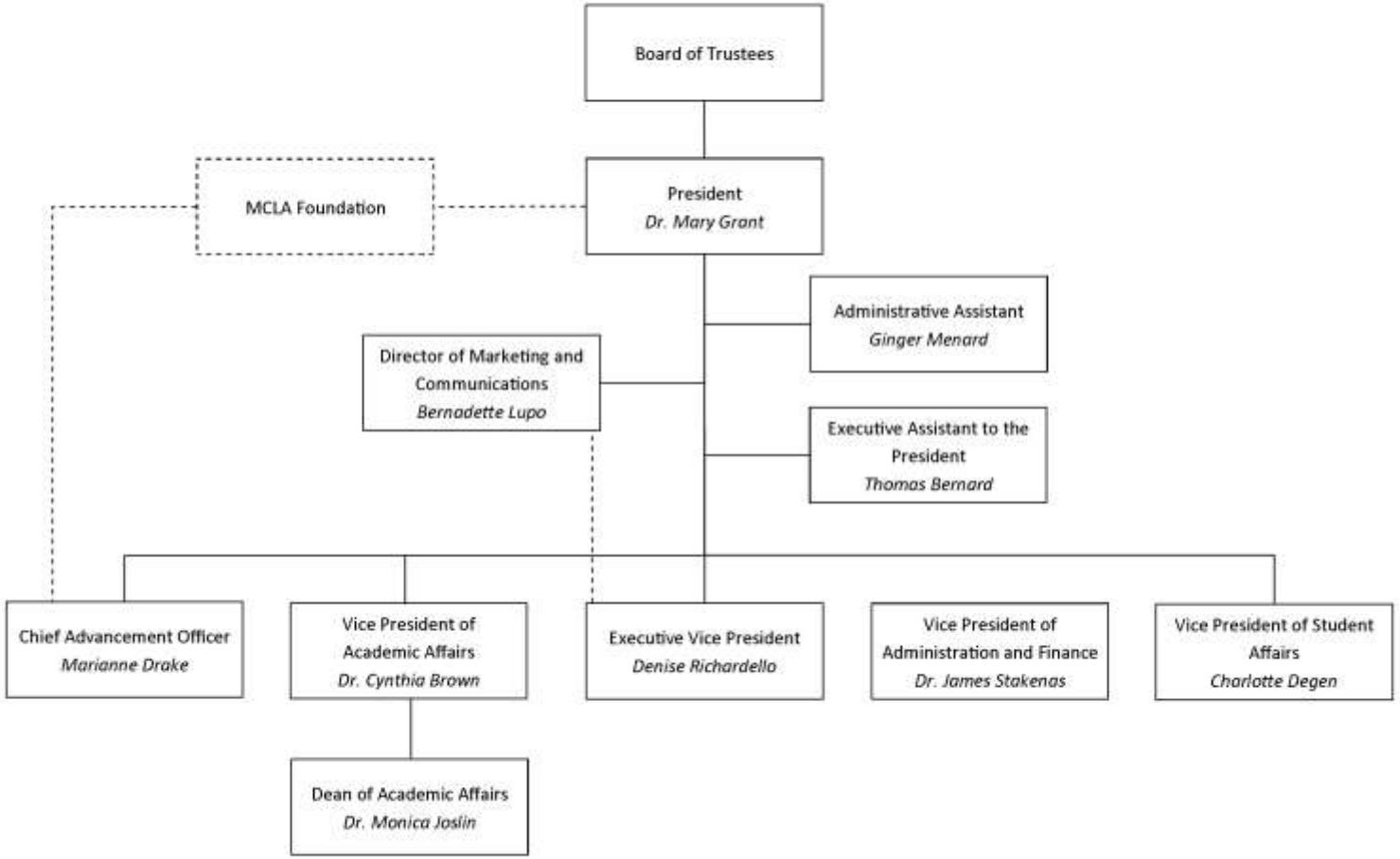
    2010 – MCLA became a campus of the Massachusetts State University System

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment (Hire Date)
Chair Board of Trustees	Tyler H. Fairbank	Chair	2013 (2005)
President/CEO	Mary Grant	President	2002
Executive Vice President	Denise Richardello	Executive Vice President	2013 (1978)
Chief Academic Officer	Cynthia F. Brown	Vice President for Academic Affairs	2009
Deans of Schools and Colleges (insert rows as needed)	Monica Joslin	Dean of Academic Affairs	2002 (1993)
	Howard 'Jake' Eberwein	Dean of Graduate And Continuing Education	2012
Chief Financial Officer	James A. Stakenas	Vice President for Administration And Finance	2000
Chief Student Services Officer	Charlotte F. Degen	Vice President for Student Affairs	2012 (1977)
Planning	Kristina Bendikas	Associate Dean for Assessment and Planning	2010
Institutional Research	Jason Canales	Staff Associate, Institutional Research	2006
Assessment	Kristina Bendikas	Associate Dean for Assessment and Planning	2010
Development	Marianne Drake	Chief Advancement Officer	2004
Library	Maureen Horak	Associate Dean of Library Services	2008
Chief Information Officer	Curt R. King	Chief Information Officer	2012
Continuing Education	Howard 'Jake' Eberwein	Dean of Graduate And Continuing Education	2012
Grants/Research	Theresa Miller	Director of Corporate and Foundation Relations	2011 (1985)
Admissions	Annette S. Jeffes	Dean of Enrollment Services	2012
Registrar	Steven P. King	Assistant Dean, Enrollment Services | Dir. of Student Records	2008 (2005)
Financial Aid	Elizabeth Petri	Director of Financial Aid	2000 (1981)

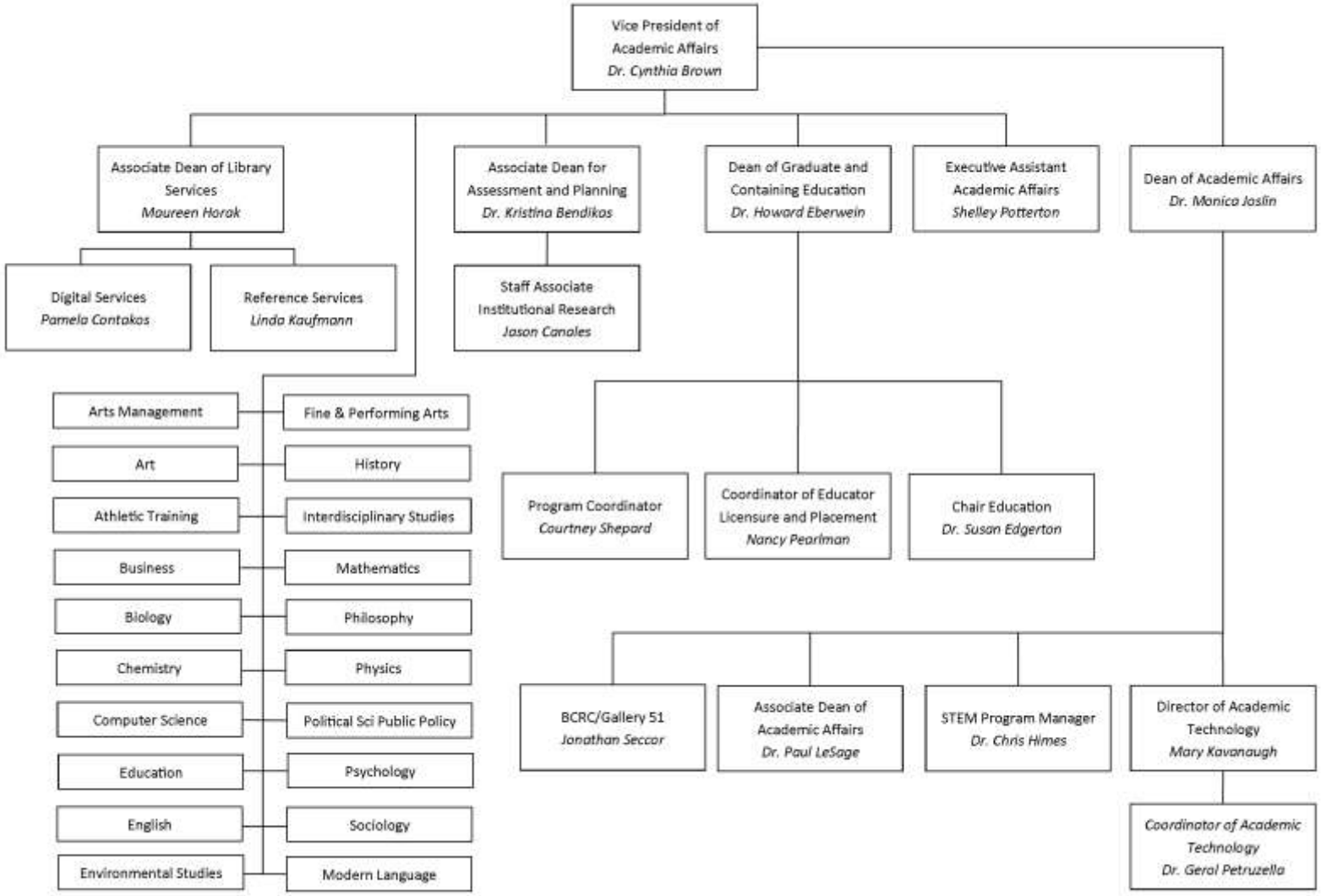
Public Relations	Bernadette G. Lupo	Director of Marketing and Communications	2010
Alumni Association	Jocelyn Merrick	Director of Alumni Relations and Annual Giving	2004
Other: Executive Assistant to the President	Thomas W. Bernard	Executive Assistant to the President	2009 (2006)
Other: Web Communications Manager	Roberta McCulloch-Dews	Web Communications Manager	2012
Other: Facilities Management	Charles L. Kimberling	Director of Facilities Management	2011

MCLA Cabinet Level Organization Chart



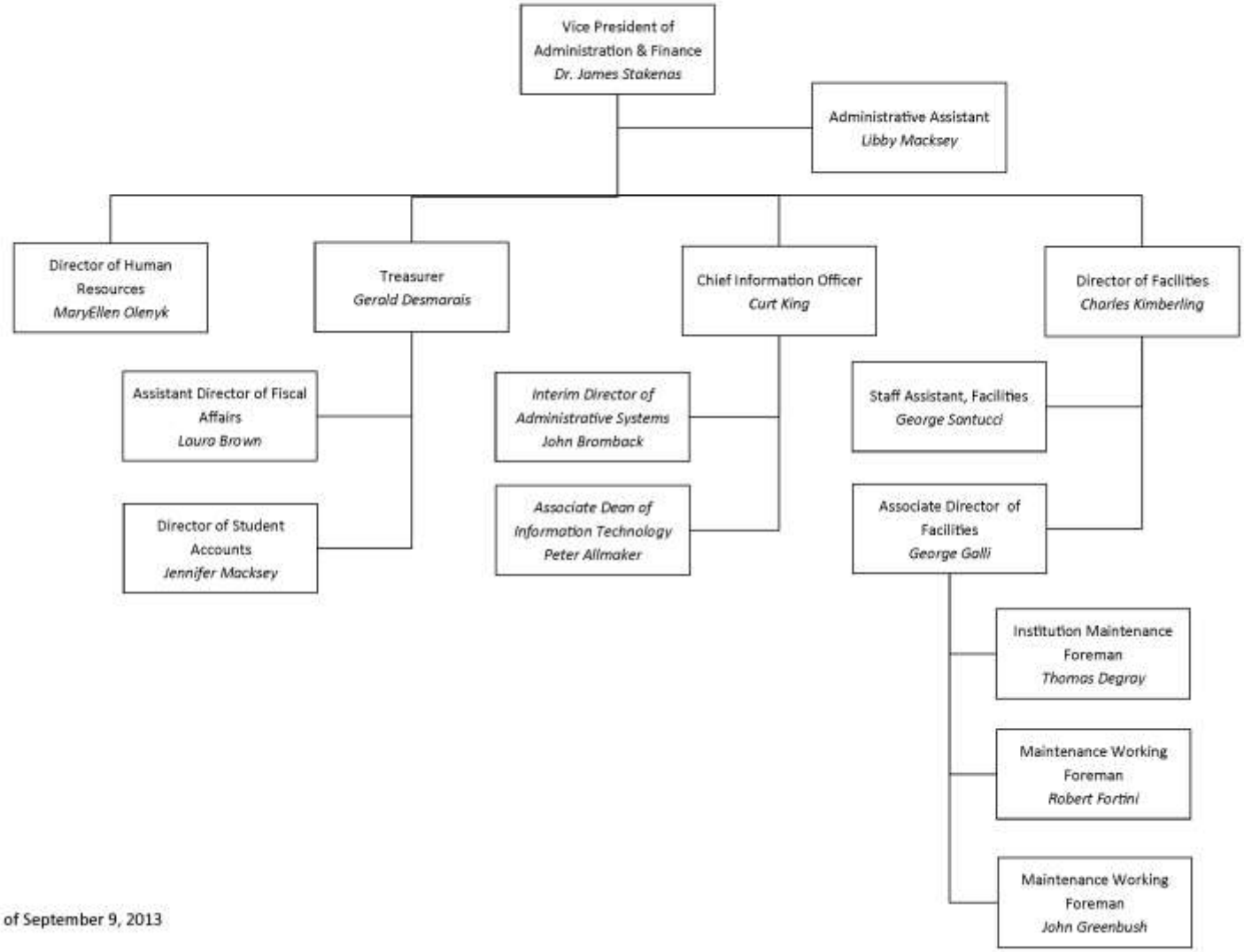
As of September 9, 2013

MCLA Academic Affairs Organization Chart



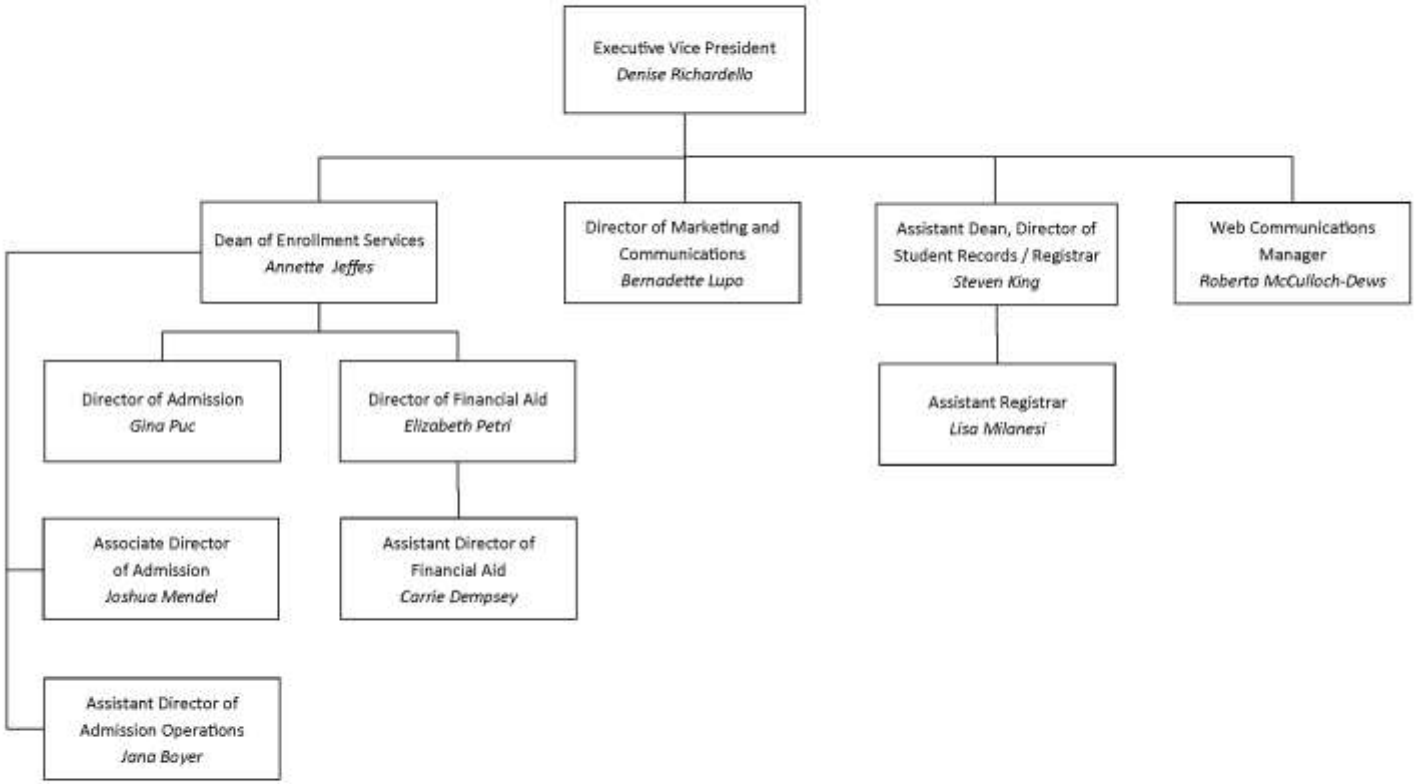
As of September 9, 2013

MCLA Administration and Finance Organization Chart



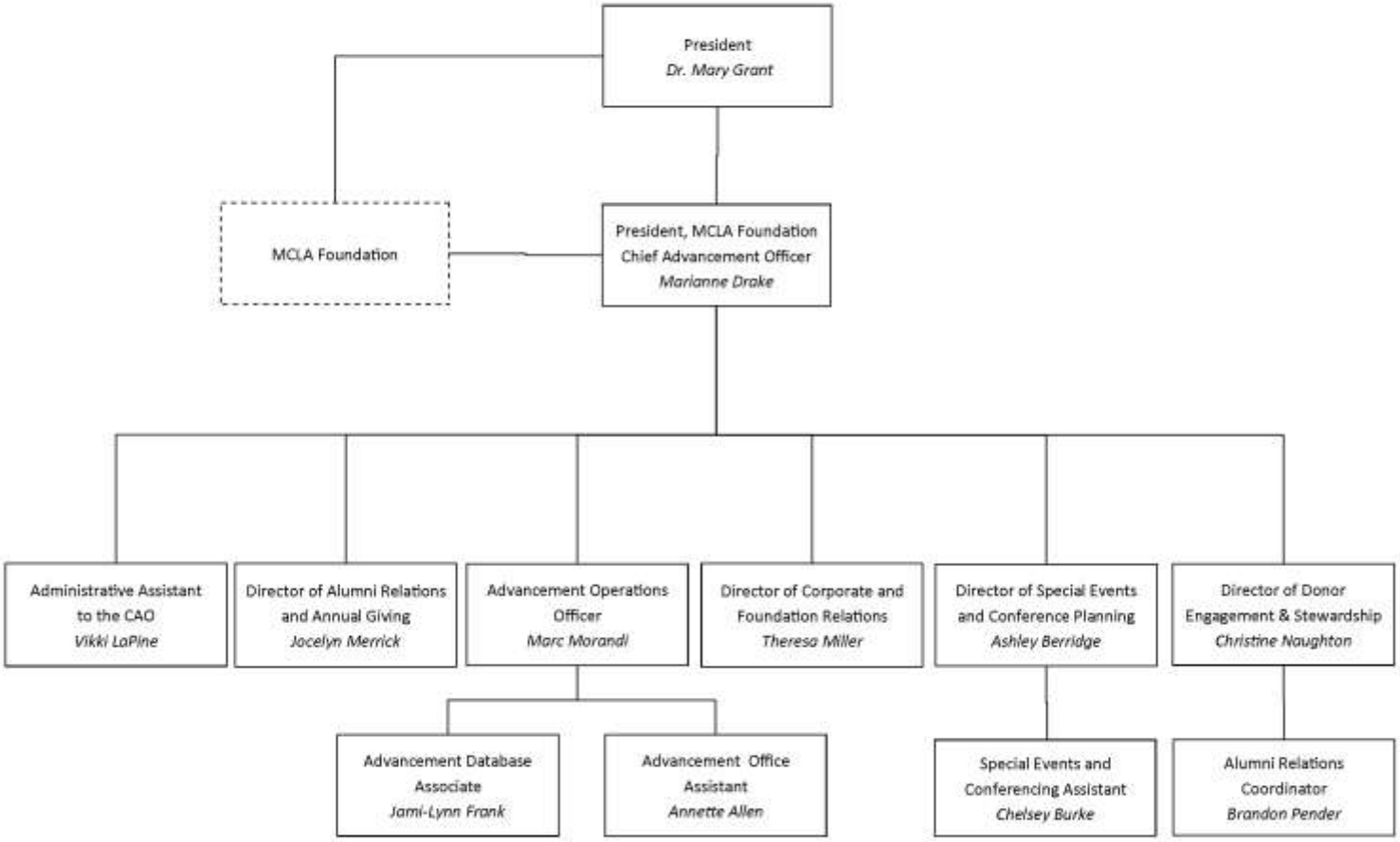
As of September 9, 2013

MCLA Enrollment Management Organization Chart



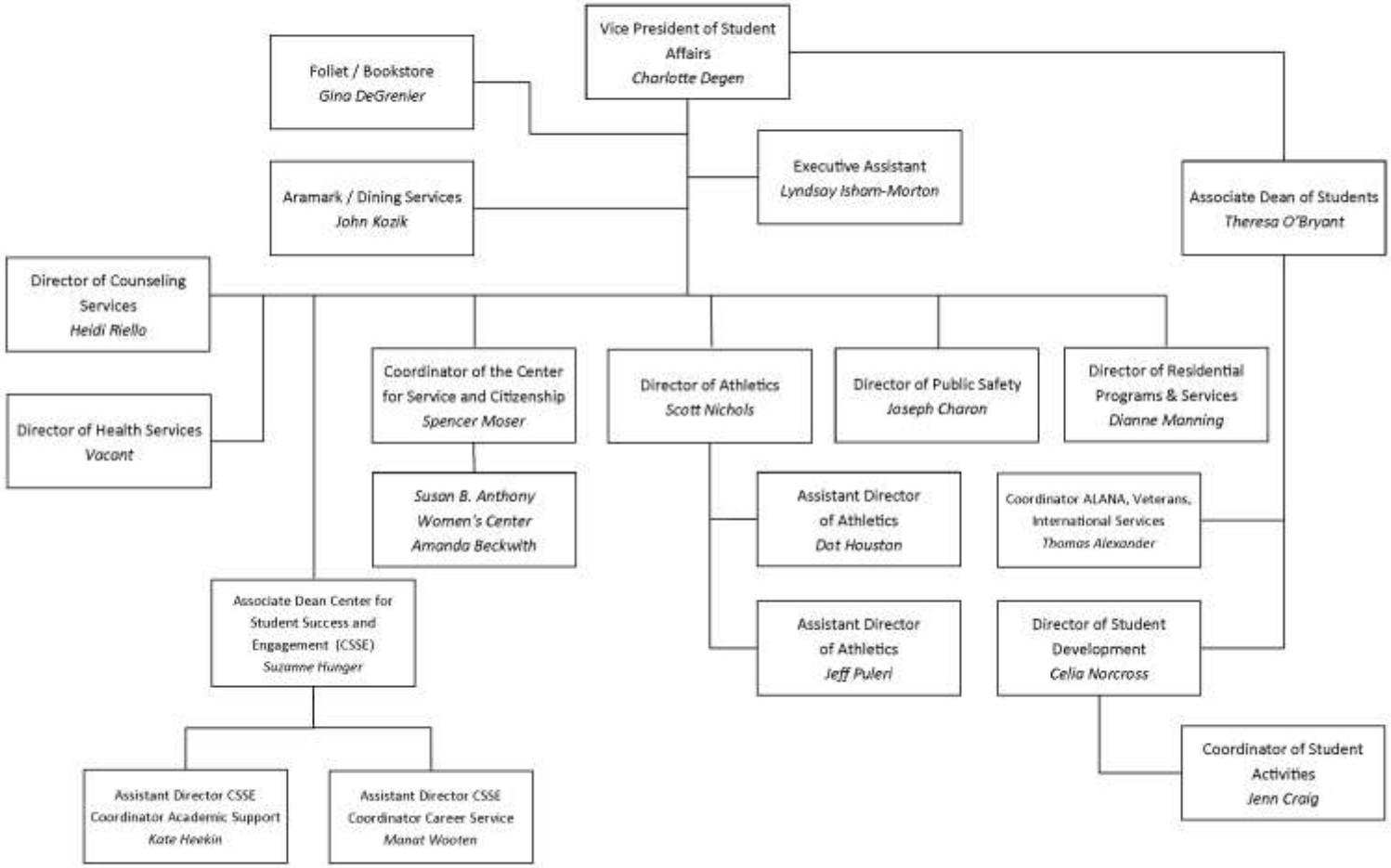
As of September 9, 2013

MCLA Institutional Advancement Organization Chart



As of September 9, 2013

MCLA Student Affairs Organization Chart



As of September 9, 2013

INTRODUCTION

Writing on behalf of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC) in their 2004 reaccreditation letter that followed the 2003 Massachusetts College of Liberal Arts (MCLA) self-study process and team visit, Terrence J. MacTaggart requested that the College demonstrate progress in several areas by the time we submitted our fifth year report in 2008. The first recommendation, that MCLA establish "a five-year strategic planning cycle that is data-driven and comprehensive," has driven progress in each of the other recommended areas of focus, as well as countless additional accomplishments across the College.

That work began in 2004, when the College launched an inclusive and transparent planning process engaging students, faculty, staff, Trustees, and members of the wider community. In addition to annual action planning that aligned proposed and planned initiatives with budget resources, the College also established a yearly planning retreat. This has provided an opportunity to check in on progress, as well as to hear from external presenters on issues affecting public higher education.

Having completed successfully the work outlined in the 2004 plan, the College in 2011 engaged in a campus-wide effort to refresh the strategic plan. This work reflected the understanding that, through its successful application and adherence to previous strategic goals and strategies, MCLA's progress may require new ways of thinking to reflect its now more vibrant aspirations. During this process work also began to update the College's mission statement, which set the agenda for the work of the mission statement advisory group during the fall of 2012. The College Board of Trustees formally endorsed this updated plan – and the goals of Excellence in Teaching and Learning, Supportive and Inclusive Community, Responsive and Intentional Stewardship, Public Purpose and Engagement – in October 2011.

In particular, our commitment to cultivate a supportive and inclusive community has been a hallmark of our progress. This signature characteristic of MCLA's culture has guided the organization and execution of this self-study process.

Central to MCLA's strategic planning process is a regular cycle of campus communication, engagement, and participation. At the core of this community-focused planning process are several annual community gatherings that provide opportunities to share information, address questions, and ensure that everyone clearly understands our challenges and opportunities. In particular, our annual strategic planning retreat provides opportunities to review progress on the strategic plan, set context for the coming year, and brainstorm new strategies and tactics. Every discussion of the College' strategic plan and planning process includes an explicit reminder of the connection between planning and accreditation. Thus the accreditation and planning processes actively inform each other.

Self-Study Process

Although accreditation planning is an ongoing activity, the formal convening of the self-study process for MCLA's 2013 accreditation visit commenced in January 2011 when MCLA President

Dr. Mary K. Grant and her cabinet held a focused review of the College's accreditation plan as part of a day-long cabinet retreat. During this conversation, the Cabinet reviewed a draft timeline of accreditation planning activities from the appointment of Standards teams through the visit of the team from NEASC in the fall of 2013. As documented in the accompanying narrative, our process has been deeply collaborative. Every member of the campus community was offered opportunities to participate and to be aware of this work.

President Grant appointed Dr. Cynthia Brown, vice president of academic affairs and Celia Norcross, director of student development & activities, as co-chairs of the self-study process. She also convened an operations group including staff from Academic Affairs, Institutional Research, Assessment, and Planning, and the President's Office to provide operational and logistical support of the chairs and the self-study teams. This work has been enhanced throughout the process by President Grant's experience and perspective as chair of three self-study teams, including Johnson State College (2005), Keene State College (2010), and Castleton State College (2011).

One of the first areas of focus for the co-chairs was the development of an electronic repository of workroom documents. Members of the operations group, along with staff from MCLA's computer support services team, developed an online archive of materials that was comprehensive, intuitive, and easily accessible.

The members of the faculty and staff invited to serve as Standard chairs and members of the self-study steering committee received an initial orientation to the NEASC self-study process at a kickoff meeting held in February, 2012. Dr. Patricia O'Brien, Deputy Director of the Commission on Institutions of Higher Education (CIHE), attended this meeting and presented to the group. A campus kickoff meeting of the self-study process followed this chairs orientation with all Standard team members invited to attend. Approximately 100 members of the campus community have served on Standard teams.

Standard teams met throughout the spring 2012 semester, and the steering committee met on a bi-weekly basis. Their first product was an outline of the description section for each Standard chapter. The campus community received an update on this work during the strategic planning retreat held in May 2012. College Trustees received regular updates at committee and Board meetings. Following review and input from the self-study chairs, members of the Cabinet, and the Operations group, Standards teams used their outlines to guide the drafting of the description narrative, with a due date in June 2012. These drafts were reviewed by the Cabinet and returned to the Standards team chairs with comments and suggestions for enhancements, as work on the chapter drafts moved to appraisal and projection.

President Grant provided an update on the self-study process during the fall semester Opening breakfast in Fall 2012, and the co-chairs updated the Board of Trustees on the self-study process and the work of the Standards teams throughout the 2012-2013 academic year. To keep the College informed about the work and to keep accreditation in the forefront of community consciousness, information about the self-study progress featured regularly in *Notes and News*, the president's bi-weekly campus newsletter.

During the fall of 2012 work of the standard teams focused on advancing the self-study, with deadlines established for submitting and reviewing the appraisal and projection drafts in November and December respectively. During this period, Dr. O'Brien returned to campus and met with the steering committee as a group, with individual Standard chairs, and at an open session for the campus community.

The result of the fall work was complete chapter drafts that were submitted to the president's Cabinet for review and guidance of areas of revision, refinement, and ongoing editing.

In January, all Standard team members were invited to a working session to reflect on progress, review next steps, and spend some focused time working as teams to review and refine projections.

While the self-study development continued, the operations team assumed responsibility for organizing the visit. This included preparation of on-campus and off-campus workspace for the team, ongoing organization of the electronic workroom and supporting materials, and development of a proposed schedule for the visiting team.

In April 2012, a first full draft was released to the campus for review and comment. A series of four Town Hall meetings was scheduled to provide members of the campus community with the opportunity to provide feedback on the work to date, reflect on the progress that has been made, and to identify additional areas of focus as the draft continued to develop. In addition, every committee of the Board of Trustees was provided with the opportunity to review and comment on the self-study draft during committee meetings.

The original chair of the visiting team withdrew from that role in June 2013. We were fortunate that Dr. Theodora Kalikow, President of the University of Southern Maine, agreed to step in to chair the team. She is a former president of the University of Maine-Farmington (a member of the Council of Public Liberal Arts Colleges [COPLAC], an important institutional affiliation for MCLA). Dr. Kalikow also served as a member of the visiting team during the College's 1993 accreditation process. She reviewed basic logistics and the team process during summer 2013.

In preparation for the team visit, the College provided public notification of the self-study process in September 2013. Announcement was made on the College Web site and through advertisements placed in local media. The process of campus engagement and preparation is ongoing as we look forward to welcoming the visiting team in November 2013.

Conclusion

The following institutional self-study represents the outcome of an open, participatory, and transparent community process. We believe it reflects both an honest self-reflection of MCLA's progress over the course of the past decade, and also is a model for building on that progress in the coming years. More than that, however, this document showcases the shared pride that students, faculty, staff, Trustees, and community members feel toward our College and its mission.

We participate in the self-study process every ten years to measure ourselves against established standards. As we do so in this cycle, our work has been informed and enriched by our strategic plan. We have used the results of our planning efforts to measure progress and advance MCLA. We welcome the accreditation process as an opportunity to reflect on our progress and to invite an external perspective that will affirm and help chart our course in the years to come.

As a public liberal arts college in a rapidly changing world, MCLA welcomes the opportunity NEASC accreditation affords to take a comprehensive look at ourselves. As we have undertaken the self-study process in this cycle, our strategic plan has actively informed and enriched our work, and *vice versa.* We have used the results of our planning efforts to measure progress and advance our mission, and at the same time to reexamine and redefine the mission itself. We appreciate that the process itself and the document resulting from it have enabled us better to know ourselves, to reevaluate our shared purposes, and to direct our future improvement.

Notes from NEASC letter accepted the Fifth Year Report, December 18, 2008

"[T]hat, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2013 evaluation give emphasis to the institution's continued success with:

1. Determining the effectiveness of its five-year strategic planning cycle in enabling the institution to achieve its planning goals;
2. Creating a new library strategic plan that articulates measureable and achievable goals;
3. Maintaining financial health given reductions in funding from the Commonwealth of Massachusetts."

Focus areas	NEASC comments	Pages in the 2013 self-study where the items are addressed
Strategic Planning (Standard Two)	Determining the effectiveness of its five-year strategic planning cycle in enabling the institution to achieve its planning goals	13, 14, 21- 23, 27, 29, 33-38, 42, 47, 49, 51, 57, 59, 64, 68, 84, 87, 94, 96, 110, 115, 122, 123, 129, 132, 150.
Library (Standard Seven)	Creating a new library strategic plan that articulates measureable and achievable goals	22, 27, 108, 110-115, 117.
Financial Resources (Standard Nine)	Maintaining financial health given reductions in funding from the Commonwealth of Massachusetts	22, 33, 39, 102, 132- 139.

"DATA FIRST" FORMS

GENERAL INFORMATION

Institution Name:	Massachusetts College of Liberal Arts		
OPE ID:	00218700		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
Most Recent Year	2012	Yes	Unqualified
1 Year Prior	2011	Yes	Unqualified
2 Years Prior	2010	Yes	Unqualified
Fiscal Year Ends on:	06/30	(month/day)	
Budget / Plans			
Current Year	2013		
Next Year	2014		
Contact Person:	Jason Canales		
Title:	Staff Associate, Instiutional Research		
Telephone No:	413-662-5413		
E-mail address	jason.canales@mcla.edu		

OVERVIEW

Moving forward; building on excellence

In 2012, the Massachusetts College of Liberal Arts (MCLA) community gathered for two milestone events that exemplified the important role of engagement in the College's success over the past decade. At each event, faculty, staff, students, alumni, Trustees, business and community leaders, public officials, and other members of the MCLA family came together to reflect on progress and look to the future.

In September, the College celebrated a "topping off" ceremony for the Center for Science and Innovation with the raising of the final steel beam into the building's frame. This moment marked the progress since the building's groundbreaking in the fall of 2011, and anticipated the excitement of the opening in 2013 of this state-of-the-art, approximately $30 million teaching and learning facility. Beyond its role as a center for teaching, learning, research, and collaboration, the building will be a monument to partnership, vision, and shared investment. This progress could not have happened without the tireless advocacy and engagement of faculty, staff, alumni, Trustees, Foundation board members, community members, and friends in the State House who answered the call to support this transformative project.

The other signature moment was the October 2012 kickoff of *Sowing Seeds for Success: The MCLA Campaign for the Future*. The first comprehensive capital campaign in the College's history, *Sowing Seeds for Success* is a $22.5 million endeavor that reflects MCLA's connections with alumni, donors, supporters, stakeholders, and friends. These partners believe in the College's mission, its vital role in Berkshire County and the Commonwealth, and the record of excellence that led *U.S. News & World Report* to recognize MCLA as among the top ten Public Liberal Arts Colleges in the nation for three consecutive years: 2011, 2012, and 2013.

About the College

MCLA was established in 1894 as the North Adams Normal School with the mission to prepare and train public school educators. The Normal School opened in 1897 with four teachers and 32 students, three of whom were men.

Since that time, MCLA has provided educational access and exceptional learning opportunities to generations of students and alumni. Over the years, MCLA has evolved to meet the challenges and needs of changing times. In 1932 the Normal School became the State Teachers College of North Adams, reflecting the increased importance of systematic teacher training. In 1960, we changed our name to North Adams State College and expanded our focus to include professional degrees in business administration and computer science. The College celebrated its centennial in 1994 and, in 1997, adopted a unique mission within the Commonwealth's system of public higher education as Massachusetts College of Liberal Arts, the public liberal arts college for the Commonwealth. When the state legislature enacted legislation in 2010 to change the designation of what had previously been the Commonwealth's state colleges, MCLA became a campus of the Massachusetts State University System.

As of spring 2013, MCLA serves 1,539 undergraduate students and 191 graduate students. In addition, the College employs over 170 full- and part-time faculty members and almost 240 staff members, and has over 19,200 alumni.

Among our current undergraduates, 77% come from the Commonwealth of Massachusetts and 16% from New York; all together, MCLA students represent 18 states. We are especially proud of the diversity of our campus community; in fall 2013, 26% of new students came from multicultural backgrounds. This is dramatically higher than the demographics of our region, and represents intentional efforts in the areas of recruitment, student support, and community building.

MCLA responds to the best new ideas in teaching and learning, while applying what remains valuable from the past. We guide students as they develop critical thinking, communication, and leadership skills, both in class and through a range of co-curricular activities designed to consolidate and apply their new abilities and dispositions. Applied learning has always been part of what the College provided to students, from its earliest days as a normal school. For many, the teacher practicum was an opportunity to learn by doing, and to take classroom learning out into the field. Today, educator preparation opportunities exist alongside arts management internships with local cultural organizations, undergraduate research in collaboration with faculty members, travel courses and opportunities to study abroad, community service projects, and leadership positions in clubs, organizations,and athletics teams. These activities enhance academic work with practical experience, and prepare students for graduate study or to launch careers in whatever field their passions lead them.

As a liberal arts college, we continue to try to prepare students for their lives, both as professionals and as citizens. In response to a continually evolving economy and world, MCLA has expanded its majors and programs to address matters of critical concern. Degree programs we have recently developed include those in art, arts management, athletic training, chemistry, environmental studies, and political science and public policy. We conduct each of our degree programs with small classes, and our faculty know their students well and challenge them to excel. Our newest graduate program, the Professional Master of Business Administration, offers a flexible curriculum for working professionals that prepares them to be thoughtful, responsible leaders and innovators.

In recognition of our public role, MCLA's place in the community is vitally important to us. We have an obligation to provide access to higher education to the citizens of the Commonwealth, and to all who seek a high-quality, affordable education. As detailed below, our commitment to meeting this responsibility has transformed MCLA's place in the community over the past 10 years, and has thereby positioned MCLA to be part of the national conversation about the vital role of public higher education and public liberal arts colleges.

MCLA established the Berkshire Compact for Education in 2005, partnering with leaders in higher education and Pre-K-12 education, public officials, and business and nonprofit leaders. This collaboration focuses on a simple yet powerful vision: to promote the importance of 16 years or more of education for area residents, to encourage students to aspire to that level of education, and to expand access to educational resources in the Berkshires. The state is taking

notice, and has commended the Compact as a model to emulate. Based in part on the achievements of the Compact, the Commonwealth's Executive Office of Education selected MCLA in 2009 to host one of six statewide Readiness Centers. Among other initiatives, these centers provide professional development opportunities to educators, and work to align curricula from early childhood through higher education.

Similar partnerships rooted in shared investment in today's opportunities and tomorrow's potential created the Berkshire Science, Technology, Engineering, and Mathematics (STEM) Pipeline Network, and the Berkshire Cultural Resource Center (BCRC). We secured federal funding to support the creation of the Berkshire Environmental Resource Center (BERC), which in turn was a catalyst in the creation of MCLA's annual sustainability-themed Green Living Seminar Series. Through these programs, MCLA generates inspiring opportunities for students, provides professional development to educators, connects the College to the rich cultural resources in the region, and serves as an economic development engine for the City of North Adams and the rest of Berkshire County.

MCLA attends both to its critical economic role as a major employer in its area, and to its direct interaction with that community. The College provides leadership in efforts to support the ongoing revitalization of North Adams, a small, postindustrial city in western Massachusetts. The community reinvented itself as a cultural destination with the opening of the Massachusetts Museum of Contemporary Art (MASS MoCA) in 1999. Since that time, we have worked to foster deeper connections among the College, the Museum, and the downtown business community.

In 2005, MCLA made the strategic and mission-driven decision to establish a presence on Main Street in downtown North Adams with the opening of MCLA Gallery 51, an art gallery and educational and community meeting space that serves as headquarters of MCLA's BCRC, and its range of exhibition, internship, and training programs. The Center has become a resource, a gathering place, an intimate concert venue, and a source of activity for the business community. It has been instrumental in efforts to promote a "college town" perception within the community. Through this work, MCLA has forged and expanded several important partnerships. The work of BCRC has created new collaborative, educational, performance, and presenting partnerships with Williams College. In fall 2013, the planned renovation of MCLA's Bowman Hall academic building provided an opportunity to forge a new connection with MASS MoCA by moving visual arts classes to the museum campus while classroom space at MCLA was offline.

In 2008, the MCLA Foundation purchased and renovated a building near the downtown business district, a former church rectory, to serve as the home of the College's Office of Institutional Advancement. This space provides MCLA with an expanded downtown presence, and further embeds the College in the community.

Beyond North Adams, MCLA's public role has brought the College regional and national attention. President Grant has served as chair of the Council of Public Liberal Arts Colleges (COPLAC), and guided the organization's strategic planning process. In addition, through our participation in the Liberal Education and America's Promise (LEAP) initiative of the

Association of American Colleges and Universities (AAC&U), MCLA is at the forefront of national conversations about the transformative power of the liberal arts.

Through our LEAP affiliation and the recent designation of the Commonwealth as a LEAP state, the College has taken a particular focus on academic and co-curricular opportunities that can dramatically affect students' learning, and make lasting connections between what they learn in the classroom and how those ideas operate in applied settings (what Dr. George Kuh has termed High Impact Practices). Of particular currency are experiences surrounding undergraduate research, highlighted by MCLA's annual Undergraduate Research Conference, (a campus-wide day of intellectual engagement) and participation in the statewide and COPLAC regional undergraduate research conferences; lectures and artistic performances that bring national and global experts and practitioners to campus to share their expertise and engage students in conversation; service learning courses, internships, and community service projects that build experience and facility in the field; international study that instills and reinforces a global perspective; and leadership development opportunities through campus clubs, organizations, and athletic teams.

In 2009, the College established the Center for Student Success and Engagement (CSSE) to streamline the delivery of, and collaboration among, various campus support functions including advising, career development, and learning services. Originally launched as a virtual center, these groups moved into shared space in 2012 to strengthen collaboration and the development of a truly holistic approach to student support. The work of CSSE continues to develop, and with continued attention we will deepen and enhance programs and services delivered through CSSE to improve retention and graduation rates.

The College has also continued to deepen our commitment to a systematic program of learning outcomes assessment. After Dr. Kuh's presentation on High Impact Practices at the College's 2009 Strategic Planning Retreat, we deepened our efforts. With the support of a three-year Davis Educational Foundation grant (2009-2012), we created the position of associate dean for assessment and planning and established an Assessment Advisory Group in 2010. The College has also adopted ePortfolio software, and in each of the last two academic years all entering first-year students developed ePortfolios to document and demonstrate their academic and co-curricular work. Each academic department has mapped out prospective outcomes for courses, programs, and general education domains, and the College is using the LEAP goals as the foundation for its student learning outcomes plan. In addition to institutional assessment culture-building, MCLA participates in related initiatives including the Massachusetts Vision Project, the Advancing a Massachusetts Culture of Assessment (AMCOA) initiative, and the preK-16 alignment work of the Partnership to Assess Readiness for College and Careers (PARCC).

Setting the stage: Self-Study Findings and Themes

MCLA has successfully addressed the focused areas of concern detailed in the 2003 and 2008 self-studies, including strategic planning, library resources, and financial stability. Our success in addressing these concerns, and the progress we have made during the past decade, were realized despite declining state support, which has been a national trend for public higher education.

Although this has been a challenging decade in terms of public resources, we have made great strides through collaboration, innovation, and careful fiscal management. Our success also reflects the commitment, energy, and talent of MCLA's dedicated faculty and staff, and the support of Trustees, Foundation Directors, alumni, community partners, public officials,and others.

Our self-study efforts tie into and complement MCLA's strategic plan. Indeed, one important outcome of MCLA's 2003 NEASC accreditation was the development of the strategic planning process that serves as a blueprint for our continued progress. The strategic goals of Excellence in Teaching and Learning, Supportive and Inclusive Community, Responsive and Intentional Stewardship, and Public Purpose and Engagement provide the framework through which we set priorities, allocate resources, and implement action plans to strengthen the College.

The self-study tells the story of MCLA over the past 10 years. It is a story guided by the NEASC standards, but also a story through which we can identify the markers of success and points of pride. These accomplishments have been realized through the dedication, commitment, hard work, and talent of faculty, staff, students, Trustees, alumni, community partners, members of our legislative delegation and other public officials, and the donors, supporters, and friends who help to support and sustain their efforts. Through our shared commitment, the MCLA story is a story of achievement, progress, and success. As you prepare to review this self-study, please consider the few representative indicators of that progress:

- Enrollment growth. We are working to increase enrollments and enhance our communications and outreach efforts. Our intentional recruitment strategies have enhanced and enriched the diversity of our campus community. We will continue to pay close attention to recruitment, enrollment, and retention trends and opportunities to strengthen enrollment.

- Faculty Scholarship. MCLA faculty are teacher scholars who model excellence in learning and teaching in the classroom, and whose research and artistic practice inform their pedagogy as well as contributing to understanding in their respective fields. Members of our faculty publish articles and books, contribute to national research projects, earn major grants to support learning and inquiry in their fields, and present at international conferences. While these scholarship opportunities represent important professional development for them, and recognition for the College, equally exciting is the number of students who participate in their research, join them at conferences, and contribute to their publications, artistic projects, and other professional endeavors.

- The role of High Impact Practices in our academic and co-curricular programs. Our students experience learning and growth through undergraduate research projects, study abroad trips, internships, community service, campus leadership, membership in honor societies, and other opportunities. These experiences provide the application of the liberal arts in practice, and help our students develop the skills they will need for graduate study, careers, and engaged citizenship.

- Learning outcomes assessment. With support from a Davis Educational Foundation grant, MCLA received resources to advance our campus assessment program. This funding was instrumental in supporting the creation of an associate dean for planning and assessment position to help guide our efforts. The associate dean works closely with the College's Assessment Advisory Group to develop and enhance our assessment practices. Beyond the campus, MCLA plays a leadership role in the AMCOA initiative and in assessment efforts supported through the Massachusetts Department of Higher Education's Performance Incentive Fund (PIF).

- A deeper commitment to service and citizenship in academic and co-curricular programs. Through service learning courses and community service projects, students learn by doing, and learn by doing good. The community recognizes MCLA as a vital service partner, and our students as a positive force in the community. Our service programs have been recognized by the President's Honor Roll for Service and by the Massachusetts Service Alliance.

- Championship seasons for our athletic teams, including a 2010 appearance by our women's basketball team in the Division III NCAA tournament; our student-athletes achieve on the field, in the classroom, and in the community, contributing hundreds of hours of service annually.

- Deeper engagement with alumni as donors, mentors, and stewards of the institution, and a heightened tradition of philanthropy among all stakeholders. Since 2003, we have added 30 new endowed scholarship funds to support student financial aid, and our comprehensive capital campaign has raised over $25 million to support MCLA students, faculty, programs, and facilities.

- MCLA's expanded role in the cultural community in Berkshire County. As just one example, since 2003, the Smith House Series, a program of chamber music performances, has evolved into MCLA Presents!, a program that brings world-renowned musicians, actors, dancers, and performers to the MCLA stage, and into MCLA classrooms.

- Facility improvements. From the renovations of Murdock Hall and the campus center marketplace, to creation of a Faculty Center and enhancements to library space, to new energy-efficient building control systems, to residence area improvements and a new campus center gym floor, to an artificial turf soccer field and our first new academic building in over 40 years, every facility on campus has received strategic investments that benefit students, faculty, and staff.

- Technology enhancements. Since 2003, MCLA has become a wireless campus. We have implemented new systems and tools including new student information and learning management systems, adopted an ePortfolio tool, expanded digital resources in the College library, installed a voice over internet protocol telephone system, and invested in technology to support our campus planning and incident response strategies. Recognizing the increasingly prominent role of technology in the classroom, we have invested in space and staffing for a Center for Academic Technology that provides professional

development and resources to build faculty capacity at the intersection of pedagogy and technology.

- Regional partnerships and statewide leadership. Through initiatives like the Berkshire Compact for Education, Berkshire Readiness Center, and the Berkshire STEM Pipeline Network, MCLA brings together supporters and collaborators to focus on regional needs. These collaborations have been recognized as statewide models, and MCLA faculty and staff are seen as leaders in conversations and collaborations across the Commonwealth. In addition, academic partnerships such as a 2+2 degree completion program in business administration offered in collaboration with Berkshire Community College (BCC) and a 3+2 engineering degree program in partnership with the University of Massachusetts Amherst provide additional learning opportunities.

- The people we have welcomed into the MCLA family. Through endowed lectures we have brought great speakers to MCLA including David Brooks, Irshad Manji, Bill McKibben, Senator George Mitchell, William Moomaw, Soledad O'Brien, Mariane Pearl, Paul Rusesabagina, Vandana Shiva, and Bob Woodward. At Commencement, we have been honored to recognize Senators Edward Kennedy and John Kerry, Anita Hill, Hubie Jones, and James McBride.

- A deepening sense of community on campus. From their first contact with MCLA as prospective students through campus visits, to accepted student days and orientation sessions, and across their academic careers and into their lives as alumni, welcoming individuals into our community and sustaining them is central to MCLA's mission and purpose. For faculty and staff, we make the same commitment, from new employee orientation to recognition programs that honor members of the community for their years of service to the College and celebrations of distinguished careers upon retirement.

- Alumni connections. We find evidence of MCLA's success in the example set by our alumni. They are distinguished teachers, civic, community and business leaders, journalists, scientists, activists, and entrepreneurs. Alumni are proud of the education they received, loyal to their alma mater, and dedicated to its continued success. Their achievements and actions reflect the educational, vocational, and personal journeys they made at MCLA, guided by a dynamic and student-focused faculty and staff, and embedded in the unique environment of the Berkshire region.

Conclusion

Though changing times present new challenges and opportunities, the essential nature of MCLA remains constant; a place that delivers a high-quality, accessible public liberal arts education in an environment that supports the development of intellectual and practical skills, promotes scholarship and inquiry, and challenges students to model personal, social and civic responsibility.

STANDARD ONE: MISSION AND PURPOSE

DESCRIPTION

In March 2013, the MCLA Board of Trustees adopted a new mission statement for the College:

> *Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. The College promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.*

Prior to this revision, the previous mission statement (R0030) had been in effect since 1998. It reflected the identity and aspirations of an institution that had changed its name in 1997 (from North Adams State College to Massachusetts College of Liberal Arts) and embraced a new purpose as the Commonwealth's public liberal arts college and a campus of the Massachusetts State University System. The mission statement that was developed at that time was expansive in its scope, and reflected an institution that was still defining its new role. Part of the work of the mission statement lay in exploring that new role with the campus and the broader community.

Since that time, MCLA has experienced growth in enrollment, expanded academic programs, enhanced the range of residential and co-curricular experiences and aligned these experiences more closely and intentionally with academics, deepened our leadership role with the Council of Public Liberal Arts Colleges (COPLAC), and received national recognition as a top public liberal arts college. MCLA's new mission statement needed to reflect our growing understanding of our shared purpose, our progress, and the new horizons of achievement on which the College has set its sights.

So that our mission statement would reflect more completely MCLA's current position and aspirations, in the fall of 2012 Dr. Mary K. Grant, president of MCLA, convened a mission statement advisory group of faculty, staff, and students under the leadership of vice president of academic affairs Dr. Cynthia Brown.

During their work, the members of this group shared drafts of a new mission statement with a variety of campus constituencies, including the president's Cabinet, the College Board of Trustees, the President's Council, Student Government Association, College facilities staff, the Alumni Association Board of Directors, academic department chairs, and the NEASC self-study steering committee. In addition, information about the mission statement process featured regularly in *Notes and News*, the president's bi-weekly campus newsletter. While each group offered valuable input and suggestions about how to condense or refine the statement, there was a high level of consensus among all stakeholders that the mission being articulated reflected MCLA's identity and aspirations.

After endorsement by the All College Committee (R0381), each committee of the Board of Trustees reviewed and voted to recommend the mission statement for adoption by the Board. The full Board subsequently voted to adopt and implement MCLA's new mission statement. The

mission statement is published on the College Web site, and in the College Catalog (R0382) and other publications. The mission statement also was shared with (R0479) and endorsed by the Department of Higher Education (DHE) (R0480).

The MCLA mission statement guides and reinforces the strategic goals that advance the College: Excellence in Teaching and Learning; Supportive and Inclusive Community; Responsive and Intentional Stewardship; and Public Purpose and Engagement. These goals reflect the interplay of the shared values that shape MCLA's commitment to students, faculty, staff, and the community. These values include:

- Access
- Discovery and Understanding
- Critical Thinking
- Global Awareness
- Inclusive Community
- Innovation, Experimentation and Creativity
- Leadership
- Lifelong Learning
- Practicality and Application
- Stewardship

An articulated statement of these values accompanies the mission statement, and serves as a vehicle for advancing and achieving MCLA's mission and strategic goals.

The new mission statement reflects the College's role as the Commonwealth's public liberal arts college and a campus of the Massachusetts State University System. In accordance with this statewide role, the mission statement also reflects the goals and aspirations of the Massachusetts Board of Higher Education Vision Project which is a "vehicle through which public higher education has come together to stay focused on" ensuring Massachusetts remains a leader among state systems of higher education in the areas of college participation and completion, student learning and workforce alignment, civic engagement, and the elimination of disparities among students from different ethnic, racial, gender and income groups.

Consistent with its mission, the College has continued to add programs of study, refine its Core curriculum, raise its admissions profile, and engage its faculty in integrative and cross-disciplinary teaching and learning. MCLA has also energetically embraced more intentional assessment procedures in higher education in the Commonwealth, and the College was among the first to adopt the Liberal Education and America's Promise (LEAP) essential learning outcomes (R0115) of the Association of American Colleges and Universities (AAC&U).

Our mission statement guides and reinforces the College's strategic planning process, which serves as a vehicle for implementation of the mission and values of the institution. Mission and planning are closely interrelated; work to refresh planning goals began with the recognition that progress made by the institution required new language to reflect MCLA's current status and aspirations, and presented an opportunity to update the mission statement accordingly as well.

In support of MCLA's unique role as the Commonwealth's public liberal arts college, efforts to integrate the goals and practices of liberal learning into the College's academic and co-curricular programs have raised their profile with active and prospective students, and have contributed to the College's growth over the past decade.

The connection of liberal learning to community involvement has also served to advance the College's mission. MCLA transformed its Volunteer Center into the Center for Service and Citizenship in 2006. The African, Latino, Asian, and Native American (ALANA) and multicultural affairs office has steadily expanded its programmatic outreach among the College's increasingly diverse student body (R0006).

In support of our mission and the commitment to liberal learning it embodies, MCLA plays an important role in the national conversation about the importance of public liberal arts colleges. In the past decade the College reaffirmed and refined its commitment to public liberal arts education through membership in COPLAC. As COPLAC chair, President Grant advocated for inaugurating regional undergraduate research conferences for the Council; in 2010 MCLA served as host for the first such conference in the northeast region. The College has sent faculty and staff members to all of the COPLAC national Faculty Summer Institutes for individual disciplines to provide opportunities for members of the MCLA community to participate in and lead conversations about service to the public liberal arts mission.

In 2005, MCLA established the Berkshire Compact for Education, a county-wide initiative to promote a continuum of education in Berkshire County. The Compact is based on the premise that all county residents should aspire to education beyond high school. With MCLA as lead partner, and in collaboration with all Berkshire County colleges and schools, early childhood education providers, employers, public agencies, nonprofits and economic development organizations, the Compact promotes the idea that four years of post-secondary education should be the norm in our region, and offers support and programming to facilitate that goal (R0108, R0109). Building on the work of the Compact, MCLA was designated by the Massachusetts Executive Office of Education as the lead partner in the Berkshire Readiness Center in 2009. The Center, one of six established across the state, provides professional development opportunities for area educators, and focuses efforts on curriculum alignment from early childhood through higher education, among other initiatives.

MCLA plays a leading role in the region in the Commonwealth's Science, Technology, Engineering, and Math (STEM) Pipeline Fund, established in 2003 to enhance STEM education. MCLA is also the lead partner for the Berkshire STEM Network and has received several grants to promote student interest and teacher preparation in STEM subjects across the Berkshires by sponsoring educational, professional development, and workforce training programs.

In keeping with its liberal arts mission, the College also participates in Commonwealth initiatives in public higher education. In addition to LEAP (R0115), the Massachusetts Department of Higher Education Vision Project and the Partnership for Assessment of Readiness for College and Careers (PARCC) are linchpins of the Commonwealth's goal to improve the effectiveness of assessment procedures in the state's universities. MCLA actively contributes to each of these efforts. The College was an early adopter of LEAP essential learning outcomes among public

universities in Massachusetts, and participates on a statewide task force to advise on system level assessment.

APPRAISAL

The College has successfully aligned its mission to an active, participatory, and transparent strategic planning process. Over the past decade, the College has widened the participation in strategic planning, and now the annual campus-wide review of the plan has become a regular, even celebratory, event. The most recent iteration of the MCLA Strategic Plan is a forward-looking blueprint for development and progress closely tied to the mission (R0038). The plan emphasizes excellence in teaching and learning, community, stewardship, and public engagement, and demonstrates the interdependence that contributes to the development of an inclusive, effective, and innovative living and learning community.

The current mission statement more accurately and engagingly articulates the College's identity and aspirations. While the statement is forward looking, we know that creating and maintaining a range of quality academic programs and High Impact Practices requires careful management of resources and planning to ensure the core mission of the College is preserved.

Beyond the campus, MCLA has placed the enhancement of its mission at the center of its participation in national and statewide assessment programs. The appointment of an associate dean for assessment and planning supports our efforts to evaluate academic and co-curricular programs and ensure they align with our mission and values and with the goals of our strategic plan.

Finally, MCLA's role within COPLAC aligns the College more closely to its mission and has given it a leadership role in this national peer group.

PROJECTION

The College will promote and ensure wide awareness of its new mission statement and continue to connect its strategic plan to its mission and purpose as vehicles to support ongoing self-examination and improvement.

INSTITUTIONAL EFFECTIVENESS

MCLA evaluates and refines its mission in parallel with its strategic planning processes and uses the results of these processes to direct resource allocation and ensure that the College continues to serve its purpose as the Commonwealth's public liberal arts college and a campus of the State University System.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.mcla.edu/About_MCLA/history/mission/	2013

Mission Statement published	URL	Print Publication
College Catalog	http://www.mcla.edu/Undergraduate/uploads/textWidget/986.00029/documents/MCLA_2012-2013_Course_Catalog.pdf	
Employee Handbook	http://www.mcla.edu/e-handbook/missionstatement/	
Student Handbook	http://www.mcla.edu/handbook/missionstatement/	

Related statements	URL	Print Publication
Student Affairs Mission Statement	http://www.mcla.edu/Student_Life/missionstatement/	
Leadership Academy Mission Statement	http://www.mcla.edu/graduate/leadershipacademy/missionstatement/	

My College. Right from the Start.

MCLA Mission and Values Statement

Our Mission

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. MCLA promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

Our Values

Our mission guides the strategic goals that advance MCLA: Excellence in Teaching and Learning; Supportive and Inclusive Community; Responsive and Intentional Stewardship; and Public Purpose and Engagement. These goals reflect the interplay of the shared values that shape our commitment to students, faculty, staff, and our community:

Access: We believe a high quality liberal arts education should be available and affordable to all who aspire to it and are prepared for its challenges. MCLA is committed to providing this opportunity.

Critical Thinking: Through MCLA's role as leader, convener, and partner, we cultivate critical thinking and analysis in our learning and teaching. We promote a spirit of informed and open-ended inquiry. Our community members demonstrate consideration, deliberation, and planning in addressing challenges and opportunities in our society.

Discovery and Understanding: We understand intellectual disciplines and specific courses of study interact dynamically in academic and co-curricular experiences. We believe in strengthening student, faculty, and community interaction through engaging coursework, shared research, and service.

Global Awareness: We know that a liberal arts education affords students an appreciation of the wider world, both as a subject of intellectual discovery and through engagement with our society. We work to create and sustain the breadth of curriculum, experiences, and opportunities that lead us all to understand our active roles as knowledgeable global citizens.

Inclusive Community: MCLA is committed to creating a campus climate and culture of mutual respect that represents and honors diversity in our society. We celebrate this diversity and affirm the dignity and worth of all people. We intentionally integrate topics of social, cultural, and physical diversity in the curricular, co-curricular, and work life of our community.

Innovation, Experimentation and Creativity: We promote creativity and inquiry, and the role of a liberal arts institution to provide students with the freedom and means to explore ideas and take intellectual and creative risks.

Leadership: We believe that leadership is a shared responsibility, and encourage all members of the MCLA community to develop their affinity for leadership through formal coursework, professional development, co-curricular training, and practical application. We cultivate leadership opportunities and development programs to further these goals.

Lifelong Learning: We empower learners to develop habits of learning that have integrity and engender respect for tradition. We deploy 21st century tools for learning in our academic and co-curricular programs that prepare students to be informed, engaged, and capable learners.

Practicality and Application: We believe that the disciplines of arts, sciences, and professional studies empower individuals with broad knowledge and transferable skills, and a strong sense of values and ethics. In its programs and initiatives MCLA forges the connection among academic study, experiential learning, civic engagement, and future success.

Stewardship: We manage our resources responsibly and sustainably, and offer a variety of educational, cultural, and recreational experiences for the campus and local communities. We provide unique resources for the greater Berkshire region. We encourage a spirit of service among students, faculty, staff, alumni, and trustees, and to serve as stewards of the future.

STANDARD TWO: PLANNING AND EVALUATION

PLANNING DESCRIPTION

Consistent with our mission and purpose, MCLA's strategic planning process has guided our progress over the past ten years. New academic programs; investments in recruitment, student life, and athletics; deeper connections in the community and across the region; and the advocacy and planning work that led to the construction of MCLA's new Center for Science and Innovation, among other achievements, all reflect the commitment to planning that has become central to MCLA's culture.

Following the NEASC recommendation in 2004 that MCLA establish "a five-year strategic planning cycle that is data-driven and comprehensive," President Grant convened a strategic planning committee and led the campus community in visioning exercises to identify the goals and strategies that would serve as the foundation of the strategic plan. The committee membership included faculty, staff, and students, and representation from the College Board of Trustees. Through a campus-wide process that included regular review and refinement of our efforts, we developed a plan (R0037) that encompassed four central goals:

- Foster academic excellence
- Increase enrollment
- Strengthen student life programs
- Strengthen the College's financial position

Among the strategies that supported these goals were commitments to capitalize on MCLA's location in Berkshire County, enhance local and regional collaborations to extend the College's reach beyond the campus and the city of North Adams, and raise the institution's public profile. These strategies helped shape the development, management, and assessment of annual action plans put forward by each department, that we believe have yielded positive results for the College and the community.

We intentionally designed our planning process to be participatory and transparent. In addition to the collaborative development of action plans, an annual planning retreat held following Commencement in May provides the entire campus community with the opportunity to review planning progress, consider new challenges and opportunities, and share ideas about how to advance the plan and the College. We often invite a prominent guest speaker to provide information and insight about planning processes, external influences on planning, or best practices. Past presenters have included George Kuh, Director of the National Institute for Learning Outcomes Assessment; Brian Fitzgerald '75, CEO of the Business-Higher Education Forum; Bill Spellman, Director of the Council of Public Liberal Arts Colleges (COPLAC); Massachusetts Higher Education Commissioner Richard Freeland; and Debra Humphreys, Vice President for Policy and Public Engagement at the Association of American Colleges and Universities (AAC&U).

In addition to focusing on planning outcomes and opportunities, the annual retreat also serves as an opportunity for community building. The retreat culminates in a campus-wide cookout as the

MCLA community comes together to enjoy good company and spend time with colleagues and friends.

In the early years of the plan, the strategic planning committee met periodically to review planning efforts and ensure the plan continued moving forward. As the campus planning culture became more established, the president transitioned the responsibility for managing the plan to her Cabinet. As a reflection of how deeply rooted planning has become at MCLA, planning conversations have become part of periodic campus open meetings, other gatherings of faculty, staff, and students, and presentations to the Board of Trustees. Each year, Board members receive a thorough briefing about the strategic plan at the first Board meeting of the year. This includes information from each Cabinet member about planning goals and key strategic initiatives for the year, and also may include information from their respective teams. The presentation provides an overview and framework for the discussions and decisions that will come before the Trustees at committee and Board meetings.

Following the development of the strategic plan, MCLA developed a facilities master plan in collaboration with the state's Division of Capital Asset Management and Maintenance (DCAMM) (R0128) and Department of Higher Education. The document includes building use statistics, enrollment projections, building condition analysis, and prioritized construction projects based on the results of the data analysis and campus needs. Both the MCLA Board of Trustees and the Commonwealth's Board of Higher Education reviewed and approved the master plan. A project to update it is currently underway.

The office of Institutional Research, Assessment, and Planning (IRAP) collects and manages data to support both the campus strategic planning process and the campus master plan. IRAP makes this data available to various campus working groups, including the Student Success and Retention Task Force, to support campus planning and decision making. This office maintains the financial and enrollment projections data to support planning decisions related to space, programmatic support, funding formula and fees, and personnel. To advance this work and to enhance MCLA's learning outcomes assessment practices, MCLA secured a three-year grant from the Davis Educational Foundation which was used in part to hire an associate dean for assessment and planning in 2010.

At the College's 2010 strategic planning retreat, President Grant noted that through the strategic planning process and the efforts and contributions of students, faculty, staff, and other stakeholders, MCLA was a different and a stronger institution than it had been when the process commenced in 2004 (R0038). In particular, MCLA had made significant progress in enrollment growth, added several new academic programs, and developed a web of new and enhanced external relationships. The College also added new faculty and staff members during the course of the plan whose perspective, insight, and engagement would be valuable to the next stage of the planning process.

To acknowledge the progress made through the planning process and to reflect new aspirations based on this progress, President Grant convened a Strategic Planning Task Force in 2011 to help guide the development of a refreshed strategic plan. The campus community, Trustees, and alumni all contributed input and ideas to the development of the next evolution of MCLA's

planning process. The Task Force used this information to identify the themes that were developed into new planning goals and strategies. The result was an updated strategic plan (R0107), approved by the Board of Trustees and launched in 2011.

The current MCLA Strategic Plan is based on four interconnected goals, each supported by a series of strategies designed to advance the institution:

- Excellence in Teaching and Learning
- Supportive and Inclusive Community
- Responsive and Intentional Stewardship
- Public Purpose and Engagement

These goals, and the work of faculty, staff, students, and other stakeholders of the College, present numerous points of alignment with the outcomes and metrics of the Department of Higher Education's Vision Project, while remaining rooted in the unique character, challenges, and strengths of our campus and region.

This plan continues to guide MCLA's progress and provides a framework for sustaining ongoing efforts, planning for new initiatives, and aligning investments through the annual budget process with strategic goals. As a sign of the effectiveness and strength of MCLA's planning process, several teams on campus have developed detailed departmental-level plans that align with the overall College strategic plan. As we outline in Standard Seven, Freel Library is one area that is deeply invested in planning.

In addition to institutional planning, MCLA takes a planning-based approach to other key functions. For example, MCLA has an active critical incident response process and an engaged Critical Incident Response Team. The team consists of the director of Public Safety (chair), director of Facilities, and senior officers from Academic Affairs, Student Affairs, Administration and Finance, and Communications. The team has received training in Critical Incident Response techniques and has developed an emergency response guide.The campus has established emergency response locations from which to manage critical situations. These locations are selected based on meeting room size, technology access, and emergency power.

Team members meet regularly to review the various emergency guidelines and are able to test and utilize the emergency communication systems (Internet, email, cell phone, and local media) during winter storms to post campus information. Most notable are the emergency guides and evacuation maps in every public area. Both provide summaries on how to respond in critical incident situations. Every classroom and conference room also has phones that function as intercoms should this type of communication be warranted.

EVALUATION DESCRIPTION

The strategic planning process includes a strong evaluation element. As a way of introducing new concepts around planning and securing buy-in, we encouraged members of the campus community to develop prototypes, action plan models, and pilot initiatives as proofs of concept

for the planning process. Through this work, we were able to identify new opportunities and innovations, allocate resources to conduct pilot initiatives to test and validate assumptions, and determine whether any of these model action plans demonstrated potential to succeed at a larger scale. One of the most important components of this practice is the connection between models and resources. The prototyping process creates opportunities for strategic investment in experimentation and innovation, important characteristics of a successful planning process. This practice has become embedded in the College's annual action planning process.

This process has led to several institutionalized programs at MCLA, such as the Center for Student Success and Engagement (CSSE) and the reinstitution of First Year Seminar courses.

On a regular basis, the president and her Cabinet review the strategic planning process, including planning outcomes, issues and challenges; and the alignment between action plans and budget allocations. Senior staff also communicate planning outcomes and opportunities to their divisions through staff meetings and other communications. The campus community as a whole participates in conversation about the planning process throughout the year at campus open meetings, semesteropening breakfasts, and the annual planning retreat. The president reports on campus accomplishments, issues, and challenges at every Board and committee meeting of the MCLA Board of Trustees, and senior staff make formal presentations to the Board at least annually, including at the first Board meeting of the year, which helps to set the stage for the topics that will come before the Trustees for consideration over the course of the year. Finally, information about planning achievements is reported in the annual President's Report, and *Beacons and Seeds*, the annual alumni magazine.

Beginning in 2004, all academic programs at MCLA were scheduled for an internal and external program review on a five year (now seven year) cycle (R0258). Each year, two to three programs undergo reviews that include the preparation of department self-study documents, site visits by external reviewers, administrative review of the documents and recommendations, a departmental response, and a faculty-driven plan for ongoing academic program improvement. A program review handbook (R0149) describes the process in detail. Departments have the opportunity to consider specialized accreditation and to use the standards of program quality determined by the relevant accrediting body for the program review.

To support program review and other assessment activities, the MCLA Assessment Advisory Group (AAG) meets six times per year to provide a forum for discussion and dissemination and review of assessment initiatives and findings. The AAG also makes recommendations for improvement of the process to the vice president for academic affairs. The Academic Technology Advisory Group (ATAG) provides professional development and support for faculty to enhance their effectiveness in teaching with technology. ATAG also works with the chief information officer (CIO) and IT to evaluate and recommend MCLA's technology infrastructure and applications. Other specific program review opportunities include:

- The athletic training program applied for accreditation through the Commission on Accreditation of Athletic Training Education (CAATE), and participated in a site visit in October 2012. In June 2013, CAATE accredited MCLA's Athletic Training program.

- The educator preparation program is subject to state-mandated policies and procedures and undergoes a review overseen by the Commonwealth's Department of Elementary and Secondary Education (ESE). The College's most recent review began in 2011 and we currently await a final response from ESE.

We continue to explore and plan for additional opportunities, including Association of Collegiate Business Schools and Programs (ACBSP) accreditation for our business programs; Council for the Accreditation of Education Programs (CAEP) for our educator preparation programs; and American Chemical Society (ACS) accreditation for the chemistry major.

We also bring in outside experts to review administrative areas in order to enhance efficiency and effectiveness of our operations. These reviews have offered insight into our operations, identified challenges and opportunities, and proposed strategies to enhance the efficiency and effectiveness of our work in these areas.

The president regularly reviews data on student success, as do staff from CSSE, academic department chairs, division leaders, and members of the Student Success and Retention Task Force. From 2007 to 2012 the Office of Institutional Advancement regularly surveyed alumni six months after graduation. In 2012, the College moved to a spring-fall survey cycle for alumni one and five years after graduation. The vice president and dean of academic affairs and the vice president of student affairs review these results, and share them with department chairs and members of the Assessment Advisory Group as well as with Institutional Advancement.

PLANNING APPRAISAL

MCLA's strategic planning process represents a best practice in public higher education in the Commonwealth of Massachusetts. A signature characteristic of strategic planning at MCLA is the deep participation and engagement of faculty, staff, students, and College Trustees in the process. Every academic department and administrative area develops action plans annually, and aligns its budget requests to the strategic plan.

However, despite the active engagement of the campus community and the development of realistic strategies and action plans, our efforts remain subject to variability in the external environment. In particular, economic trends, financial aid program cuts at the national and state levels, and the changing needs of the student population make enrollment planning a perennial challenge.

Members of the campus community understand and embrace planning as a shared commitment. Managers and staff use the College planning process as guides and models for thoughtful planning at the departmental level. As one example, Freel Library developed a strategic plan (R0310) to chart progress and set new directions that are aligned with the College's strategic plan. Similarly, the planning process led to the addition of a CIO position in the information technology (IT) function. The CIO has developed an IT master plan (R0461) for future requirements and technological advancements.

MCLA's updated mission statement, approved in March 2013, reflects an intentional and close alignment with the strategic plan, and the values statements that accompany the mission statement echo and reflect planning goals.

MCLA's planning process is transparent and participatory. Cabinet members work with their respective division staff to develop planning initiatives. The Strategic Planning Task Force publishes its meeting minutes on the campus Web site. We distribute copies of the plan in print and electronic formats to connect education, business, and community leaders to our planning process.

The thoughtful work on the campus master plan, developed in concert with the strategic plan, prioritized important programmatic, facility and infrastructure needs and resulted in significant state funding. MCLA received state resources to upgrade the campus electrical backbone, campus-wide lighting, and electrical and heating/cooling systems. These resources were provided not only to support infrastructure investment, but were made in recognition of the College's ability to effectively and efficiently advance this work on a compressed timeframe when work had to be completed before the end of a fiscal year.

Advocacy to secure funding for the MCLA Center for Science and Innovation was a direct product of the strategic planning process. Enrollment growth (R0006), particularly in science, technology, engineering, and math (STEM) required additional investments in programs and facilities. Matching our STEM enrollment goals to our facility needs in our last master plan made the case for the improvement of MCLA's science facilities, as well as resources to renovate another key academic building, Bowman Hall.

The MCLA Department of Public Safety also has benefited from careful and transparent planning. In June, 2008, the company Applied Risk Management (ARM) delivered the report *Campus Violence Prevention and Response: Best Practices for Massachusetts Higher Education* to the Massachusetts Department of Higher Education. The report highlighted established best practices for campus safety and violence prevention; reviewed existing campus safety and violence prevention practices in Massachusetts; and presented 27 recommendations for campus safety and violence prevention. Since the release of the report in 2008, the College has advanced work in each on the 27 recommendations and in 2012 established a Campus Police Advisory Group to provide campus input and support for these efforts.

Other highlights of MCLA's planning process include:

- **Inclusiveness and transparency:** ensuring broad and representative participation enhances the completeness and quality of planning efforts. In addition to participation in meetings specifically focused on planning, groups across the campus contribute to the institutional change process through their work.

    - As just one example, the Board of Trustees reviews and approves annual budgets and new academic program proposals. Board members participate in the annual strategic planning retreats, and annual Board retreats include a focus on planning and accountability.

- **Measurable progress toward goals:** campus data show positive results for planning goals established in 2004 that included commitments to increase enrollment and to strengthen the College's financial position (R0038). For example, we strengthened our financial position through expanded fundraising efforts, enrollment increases, renegotiation of vendor contracts, and improvements to campus facilities and residence areas.

- **Commitment to assessing student learning:** we have articulated student learning outcomes means of evaluating our success. Attention to this process is becoming a regular part of our work.

- **New program development:** planning commitments by academic programs to increase enrollment have included initiatives to create new academic majors, program concentrations, and high impact learning and teaching practices important to our mission and purpose. Data shows positive results overall, however, we have an opportunity to refine enrollment target data for each academic department.

EVALUATION APPRAISAL

MCLA has a commitment to assessment and evaluation and is working to deepen and refine these practices. Our principal concern is to devise methods of evaluation and accountability that complement students' learning and our teaching.

The College has earned two multi-year grants from the Davis Educational Foundation to support our evaluation and assessment efforts. Most recently, the grant received in 2009-2012 supported the creation of an associate dean for assessment and planning position and preliminary efforts to advance and coordinate documentation of assessment activities and support faculty-driven assessment. MCLA also introduced a student ePortfolio as a vehicle for student, program, and institutional assessment that also provides developmental and professional benefits to students.

Faculty provide essential leadership to MCLA's evaluation efforts, and many engage in professional development to enhance their assessment skills. Through the TechFest hosted by the Center for Academic Technology (CAT), faculty annually have the opportunity to build capacity in teaching with technology, and in using tools such as the ePortfolio. At the state level, the associate dean for assessment and planning and a senior faculty member represent MCLA on the Advancing a Massachusetts Culture of Assessment (AMCOA) initiative, a program of the statewide Vision Project. The dean of academic affairs also serves as a member of the task force on statewide assessment. Nationally, faculty have participated in annual meetings of the American Association of Colleges and Universities, faculty summer institutes sponsored by COPLAC, the National Collegiate Honors Council, and the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) initiative.

We understand that effective assessment requires both collecting and making use of data to improve performance. The College tracks and reports the required data elements to the state and federal governments. Academic chairs, Core domain leaders, and student affairs leaders complete student learning outcomes reports at the end of each semester, which include results and action steps taken as a result of assessment. The vice president and dean of academic affairs review these reports and oversee the process. The vice president for student affairs reviews learning outcome reports from Student Affairs area programs and the IRAP office maintains records of all reports and surveys completed and submitted on behalf of the College**.**

We keep a close eye on our retention data, reviewing it on a monthly basis. The Student Success and Retention Task Force, comprised of administrators, faculty members, and students, analyzes the data to develop programs and initiatives in support of student persistence and success. CSSE has implemented and supports programs for specific students such as those who have not yet declared majors, and first- and second-year students.

As we note in Standard Nine, independent auditors annually review the financial statements of the College, MCLA Foundation, and federal financial aid programs. The Board of Trustees accepts audit results following review by the Fiscal Affairs Committee of the Board.

The external reviews of departments and offices described earlier have resulted in positive changes to position descriptions, staff assignments, and department organization. For example, the IT review resulted in the creation of our Chief Information Officer position. The Facilities Department review helped to shift skilled trades reporting lines to appropriate managers. Most recently, a 2011 review of our Human Resources office helped to re-focus the office by separating the business process requirements of the office (payroll and position searches) from the primary office functions. Human Resources now can better focus on professional development services for faculty and staff.

Academic programs, Core curriculum domains, and student affairs programs now have defined outcomes, which we regularly measure. Assessment processes have varied from very low tech paper and pencil processes to the use of the campus ePortfolio system for collection and assessment of data. The Banner student information system is an effective tool from which to pull reports and the faculty has embraced it for purposes of course lists, grading, and advising.

Effective documentation and use of assessment reports is, at this juncture, variable. Several reports cite very specific pedagogical, curricular or programmatic use of data, but others are more vague. Areas we have not yet engaged or are in initial stages of assessment are: Core Curriculum Tier I, undergraduate research, service learning, civic engagement, travel courses, and internships.

The College supports professional development on campus through the Center for Academic Technology, the Faculty Center, and by sponsoring off-campus attendance at assessment workshops for faculty, for example those sponsored by the New England Educational Assessment Network (NEEAN) and the Association of American Colleges and Universities (AAC&U).

The Assessment Advisory Group (AAG) is a broadly representative body whose members serve as liaisons to faculty in departments and Core domains, as well as to student affairs area leaders. It has helped to build assessment capacity among its members and others. While faculty support and have an interest in assessment activities, they must balance their participation with other commitments and professional responsibilities. In addition, there is an opportunity to involve part-time faculty more deeply in this work. As we work to address participation opportunities, AAG has potential to take an even more active role in assessment on campus in the future.

Findings from surveyssuch as the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP), and the work of the Student Success and Retention Task Force are used to inform decision-making. The Student Success and Retention Task Force, Center for Student Success and Engagement, and the Office of Institutional Advancement have benefited from data discussions and program improvements. We have employed these data to create programming initiatives and thoughtful work plans around specific data targets.

In particular, AAG has evaluated all questions regarding writing assignments in both the NSSE and FSSE surveys to create common learning outcomes. We will use the results to support writing tutors and a strong, writing-enriched curriculum. MCLA received state grant support for an assessment experiment project (R0254) to develop measures of student writing effectiveness.

Student Affairs continues to use data from these evaluations to determine training workshops and support programming for topics such as first-generation students, and study habits and skills workshops. They have infused CIRP data into support programs, such as the Resident Advisor and Peer Advising programs, to create a better understanding of the abilities of our entering students.

The College began a survey inventory project in spring 2012 to document current scope of dissemination and use of results from survey data. The recent revision of the alumni surveys and an annual review of National Student Clearinghouse data promise to yield more useful information about the success of our recent graduates. Recent strategic plans from Advancement will advance this data by involving recent alumni in monthly discussions about opportunities and ways to engage in the MCLA community immediately after graduation, and creating lasting relationships with the College.

The program review process has continued to evolve since the previous NEASC self-study. Recent clarifications to the Program Review Guide and supplying all relevant data to departments in the form of a “data packet” continue to strengthen and streamline the process.

The planning and evaluation process for academic program staffing is currently evaluated on a yearly basis. The vice president of academic affairs works with departments to use data to inform program staffing.

Our critical incident response planning process/information also needs to have a clear delivery and integration plan documenting participation and outcomes of training programs.

PROJECTION

Campus planning: Continue to focus on campus planning efforts and to communicate planning processes and outcomes to the campus community.

INSTITUTIONAL EFFECTIVENESS

The MCLA campus community, including faculty, staff, students, Trustees, and alumni, are fully invested in strategic planning and assessment. We have realized key planning goals, and begun to make systematic assessment a normal feature of our work. Thoughtful campus-wide planning and assessment will continue to guide MCLA's progress.

Standard 2: Planning and Evaluation

PLANS		Year of Completion		Effective Dates		URL or Folder Number
Strategic Plans						
Immediately prior Strategic Plan	?	2010	?	2004 to 2010	?	https://ssl.mcla.edu/neascdocs/docs/R0037%20strategic_plan%202004-2010.pdf
Current Strategic Plan	?		?	2011 to 2015		https://ssl.mcla.edu/neascdocs/docs/R0107%20MCLA%20Strategic%20Plan%202011.pdf
Next Strategic Plan	?		?			link to draft, if available
Other institution-wide plans						
Master plan	?		?	2007	?	https://ssl.mcla.edu/neascdocs/docs/R0128%20MCLA%20Master%20Plan%20FinalReport_Nov2007.pdf
Academic plan	?					
Financial plan	?					
Technology plan	?			2012 to 2015		https://ssl.mcla.edu/neascdocs/docs/R0461_MCLA%20Information%20Technology%20Strategic%20Plan%202012%20Full%203.pdf
Enrollment plan	?					
Development plan	?			2010		https://ssl.mcla.edu/neascdocs/docs/R0458_Fundraising%20Study%20for%20Foundation_Exec%20Summary.pdf
				2012		http://www.mcla.edu/About_MCLA/uploads/textWidget/4851.00015/documents/MCLA_case_statement_WEB_split_pages.pdf

(Add rows for additional institution-wide plans, as needed.)

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

?	Freel Library	?	?	2013	?	https://ssl.mcla.edu/neascdocs/docs/R0312%20Freel%20Comprehensive%20Action%20Plan%20FY%2013.pdf
	2					
	3					
	4					

(Add rows for additional plans, as needed.)

EVALUATION		URL or Folder Number
Academic program review		
Program review system (colleges and departments). System last updated:	?	Jul-12
Program review schedule (e.g., every 5 years)		7 years
Sample program review reports (name of unit or program)		
Physics Program Review 2006	?	https://ssl.mcla.edu/neascdocs/docs/R0340%20Physics_Program_Review_2006.pdf
Physics Program Review External Reviewer Report 2006		https://ssl.mcla.edu/neascdocs/docs/R0341%20Physics_Program_Review_External_Review_2006.pdf

Standard 2: Planning and Evaluation

Psychology Program Review 2012	https://ssl.mcla.edu/neascdocs/docs/R0342%20Psychology%20Program_Review_2013.pdf
Psychology Program Review External Reviewer Report 2012	https://ssl.mcla.edu/neascdocs/docs/R0343%20Psychology%20Program%20Review_External%20Review_2013.pdf
English Communications Program Review Part 1 2006	https://ssl.mcla.edu/neascdocs/docs/R0344%20English_Comm_Program_Review_Part1_2006.pdf
English Communications Program Review Part 2 2006	https://ssl.mcla.edu/neascdocs/docs/R0345%20English_Comm_Program_Review_Part2_2006.pdf
English Communications Program Review External Reviewer Report 2006	https://ssl.mcla.edu/neascdocs/docs/R0346%20English_Comm_Program_Review_External_Review_2006.pdf
Biology Program Review Part 1 2007	https://ssl.mcla.edu/neascdocs/docs/R0347%20Biology_Program_Review_Part1_2007.pdf
Biology Program Review Part 2 2007	https://ssl.mcla.edu/neascdocs/docs/R0348%20Biology_Program_Review_Part2_2007.pdf
Sociology Program Review Part 1 2007	https://ssl.mcla.edu/neascdocs/docs/R0349%20Soci_Program_Review_Part1_2007.pdf
Sociology Program Review Part 2 2007	https://ssl.mcla.edu/neascdocs/docs/R0350%20Soci_Program_Review_Part2_2007.pdf
Sociology Program Review External Reviewer Report 2007	https://ssl.mcla.edu/neascdocs/docs/R0351%20Soci_Program_Review_External_Reviewer_Report_2007.pdf
Fine and Performing Arts Program Review Part 1 2007	https://ssl.mcla.edu/neascdocs/docs/R0352%20FPA_Program_Review_Part1_2007.pdf
Fine and Performing Arts Program Review Part 2 2007	https://ssl.mcla.edu/neascdocs/docs/R0353%20FPA_Program_Review_Part2_2007.pdf
Fine and Performing Arts Program Review External Reviewer Report 2007	https://ssl.mcla.edu/neascdocs/docs/R0354%20FPA_Program_Review_External%20Review%20Report_2007.pdf
Philosophy Program Review 2009	https://ssl.mcla.edu/neascdocs/docs/R0355%20Philosophy_Program_Review_2009.pdf
History Program Review 2010	https://ssl.mcla.edu/neascdocs/docs/R0356%20History_Program_Review_2010.pdf
History Program Review External Reviewer Report 2010	https://ssl.mcla.edu/neascdocs/docs/R0357%20History_Program_Review_External_Reviewer_Report_2010.pdf
Interdisciplinary Studies Program Review 2011	https://ssl.mcla.edu/neascdocs/docs/R0358%20Interdisciplinary_Studies_Program_Review_2011.pdf

Standard 2: Planning and Evaluation

Interdisciplinary Studies Review External Reviewer Report 2011	https://ssl.mcla.edu/neascdocs/docs/R0359%20Interdisciplinary_Studies_Program_Review_External_Review_Report_2011.pdf
Athletic Training Program Review 2012	https://ssl.mcla.edu/neascdocs/docs/R0360%20Athletic_Training_Program_Review_2012.pdf

(Insert additional rows, as appropriate.)

System to review other functions and units

Program review schedule (every X years or URL of schedule)	

Sample program review reports (name of unit or program)

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)	Date
Example: Advising: www.notrealcollege.edu/advising	*1995*
1	
2	
3	

(Insert additional rows, as appropriate.)

STANDARD THREE: ORGANIZATION AND GOVERNANCE

DESCRIPTION

Organization and governance at MCLA reflect a commitment to collaboration, participation, and transparency. In addition to the formal structures of governance, the College provides a range of opportunities for engagement and information sharing among campus constituencies.

As a campus of the Massachusetts State University System, MCLA operates in accordance with state Board of Higher Education (BHE) policies with coordination through the Department of Higher Education (DHE). The DHE is "the statutorily created agency in Massachusetts responsible for defining the mission of and coordinating the Commonwealth's system of public higher education and its institutions."

To promote collaboration and coordination among the nine State Universities, the presidents of these campuses established the Council of Presidents of the Massachusetts State University System (COP). The COP is staffed by an executive officer and assistant, who work on legislative matters and in connection with BHE and DHE on behalf of the campuses.

By state statute, local authority for the College rests with the Board of Trustees (Board), with responsibility "for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority. The Board consists of eleven members, nine of whom are appointed by the governor, one alumni member elected by the College alumni association, and one full-time undergraduate student, elected annually by the student body under the auspices of the MCLA Student Government Association (SGA). Appointed Trustees and the alumnus/a Trustee serve five-year terms, and may serve no more than two consecutive terms.

Institutional organization and governance reflects a combination of local and statewide authority. The Board oversees the budget and sets fees; BHE sets tuition. The Board reviews and approves proposals for new degree programs; BHE must approve all such proposals. The Trustees have statutory authority to confer degrees, to hire and promote all faculty and administrators, and to oversee College administration and budget. Actions and recommendations considered by the full Board originate with one of the four standing committees of the Board – academic affairs, executive, fiscal affairs, and student affairs. These committees meet regularly to review reports from College officials, discuss issues of concern in each of the areas, and prepare policy recommendations for consideration by the full Board. In addition to the standing committees, the Board may establish special committees to serve from time to time. Agendas and information about Board and committee meetings, and approved meeting minutes, are posted and disseminated in accordance with the Commonwealth's Open Meeting Law.

The Board has authority and responsibility for hiring and evaluating the College president, and may delegate to the president any powers and responsibilities statutorily reserved to the Board. The president oversees an administrative team (the Cabinet) that includes direct reports and other senior leaders and key staff members. The Cabinet includes the executive vice president; the vice president and dean of academic affairs; the vice president of administration and finance; the chief

advancement officer and president of the MCLA Foundation, Inc.; the vice president of student affairs; the director of communications and marketing; and the executive assistant to the president. The Cabinet meets at least bi-weekly, with additional meetings convened as needed. In addition, the president holds three day-long extended Cabinet planning meetings throughout the year to provide time for more in-depth planning. Individual Cabinet members meet with the president in regular staff meetings.

In 2012, the president convened a President's Council, a working group comprised of faculty, staff, and students, in order to share information and engage in conversation about important issues at MCLA and in the community, as well as issues affecting public higher education at the local, state, and national levels.

The governance structure at MCLA also includes the membership of four statewide collective bargaining units, each of which operates in accordance with labor contracts negotiated with the BHE. These include the Massachusetts State College Association (MSCA), which serves full-time and part-time day faculty; the Division of Graduate and Continuing Education (DGCE), which serves part-time evening and graduate faculty; the Association of Professional Administrators (APA), which serves administrative staff; and the American Federation of State, County and Municipal Employees (AFSCME), Council 93, Local 1067 of the AFL-CIO, which serves clerical, facilities, and public safety staff. The president, the vice presidents, the deans, and certain members of their support staffs are non-unit employees.

The Agreement Between the Board of Higher Education and the MSCA (MSCA Agreement, R0278) outlines the charge and faculty, administrator, and student membership of the committees that delineate academic policy at the College. These include the All-College Committee and four subsidiary committees; Academic Policies; Curriculum; Graduate Education Council; and Student Affairs. In addition to these committees, the MSCA Agreement makes provision for the establishment of special committees and ad hoc committees.

Outside of the established governance structure, opportunities for communication and information sharing exist across the campus. Cabinet members regularly meet outside of scheduled Cabinet meetings for the purposes of planning, strategy development, implementation, and review of initiatives and projects. The campus community comes together at the beginning of each semester for a campus opening breakfast at which the president provides an overview on the state of the College, and reviews the challenges and opportunities facing MCLA. The president meets several times a year with faculty department chairs, and has tried to meet at least annually with all academic departments. On the administrative side, the president meets with staff at the divisional and departmental levels as well. APA and AFSCME unions have the opportunity to influence the College's policies and governance by discussions at labor/management meetings or through the grievance process, and the union stewards meet periodically with the president to share information and address concerns.

Additionally, the College president may from time to time convene task forces and working groups to study and make recommendations around specific initiatives. Examples include the Strategic Planning Task Force, the Diversity Task Force, the Student Success and Retention Task

Force, the President's Athletic Advisory Council (PAAC), and the College's accreditation self-study working groups.

The MCLA Foundation, Inc., is a separately organized 501(c)(3) nonprofit corporation. As defined in the College's audited financial statements, the Foundation "is operated exclusively for charitable, scientific, and educational purposes to benefit Massachusetts College of Liberal Arts." These purposes include holding and administering properties, providing financial aid, and promoting and supporting the educational activities of the College. The Foundation's governing body consists of its own Board of Directors. MCLA's Chief Advancement Officer serves as president of the Foundation.

The MCLA Alumni Association Board of Directors provides opportunities for alumni to serve and promote the College in conjunction with the Alumni Office. The Alumni Board plans, reviews, and implements programs and activities consistent with the College's vision and mission.

MCLA organizes and administers its Division III athletics programs in accordance with the policies and rules of the National Collegiate Athletic Association (NCAA). As a campus of the Massachusetts state university system, MCLA's athletic program aligns with the guidelines put forth by the Massachusetts State Collegiate Athletic Conference (MASCAC). At the campus level, the Student-Athlete Advisory Committee (SAAC) and President's Athletic Advisory Council (PAAC) share a commitment to enhance the student-athlete experience at the College.

MCLA has a tradition of student governance as a vehicle for leadership development. The MCLA Student Government Association (SGA) consists of "elected representatives of the student body, empowered by the SGA to represent the needs of all MCLA students." The elected Student Trustee serves as a member of SGA. Through its clubs, organizations, and committees, SGA offers the College community a wide variety of activities and programs to fulfill educational goals and provide a means for students to express themselves in a professional and social environment. In addition to its student leadership function, SGA administers the Student Activities Trust Fund for all recognized clubs, organizations, and other student-centered activities.

APPRAISAL

MCLA's Board of Trustees has a strong tradition of active, engaged, and thoughtful service. MCLA has a highly effective Board of Trustees that is committed to and engaged in the mission and work of the College. The Trustee appointment process provides focus on essential attributes and skills to ensure the Board has the experience and expertise to fulfill its responsibilities. Since MCLA's last accreditation visit, the election of a new governor led to an enhancement to the Trustee appointment process. In 2007, Governor Deval Patrick reconvened the Public Education Nominating Council (PENC), which is charged with the responsibility to "advise the governor with respect to appointments to the board of education, the board of higher education, and all boards of trustees of community colleges, state universities, and the University of Massachusetts." Each campus is served by a PENC liaison charged with the responsibility to "seek persons of the highest quality who, by experience, temperament, ability and integrity will

provide policy direction and oversight for the commonwealth's educational system and its community colleges, state universities, and the University of Massachusetts."

Transitions on the Board are predictable due to the term limits established by state statute. This provides the opportunity for careful planning and consideration of new nominees to the Board. For example, four members of the MCLA Board of Trustees reached the end of their allowable terms of service with the Board in 2012. The president and the Board worked with the PENC to nominate four highly qualified new Trustees who subsequently were appointed by the governor to the MCLA Board. These candidates for consideration were carefully vetted, and members of the Board met with each of them before their nomination to the PENC.

When transitions on the Board happen, the Board responds with intentional training and professional development to help orient new Trustees to the College and the state system of public higher education, as well as to their roles and responsibilities as Trustees. In addition, all Trustees hold memberships in the Association of Governing Boards (AGB), the national professional organization for higher education governance and leadership.

In order to build a sense of continuity and institutional history about the MCLA Board and its accomplishments in service to the institution, our students, and the community, the College provides periodic opportunities for engagement and collaboration among current and former Trustees. The Board chair and president annually host a luncheon for former Trustees of the College, which provides an opportunity for current and former Trustees to build community and share perspectives on the work of the institution.

Trustees participate in the life of the College and the campus community in a number of ways. In 2012, the Board established a tradition of holding a luncheon for Trustees and members of the Student Government Association (SGA) to provide the opportunity for students and Trustees to get to know one another, and to share information and ideas through informal conversation. Board members have served on campus working groups, such as the Strategic Planning Task Force, and attend campus gatherings such as semester opening breakfasts and strategic planning retreats. A Board member serves as a co-chair of the MCLA *Sowing Seeds for Success* comprehensive capital campaign, and Trustees have the opportunity to serve as corporators of the MCLA Foundation. Finally, Board members attend MCLA Trailblazer sporting events, gallery openings and performances, the annual Undergraduate Research Conference, and the annual student leadership banquet, among others.

The College also conducts an annual Board development retreat which provides an opportunity for in-depth consideration of topics of interest to the Board, including campus issues such as accreditation, enrollment, budget, and strategic planning, emerging issues on the state and national levels, and assessment of Board effectiveness. The Board invites legislators, policy makers, and outside experts to the retreat to share their insight and perspective on governance and policy issues of interest to the Trustees. This annual session helps to ensure the Board is engaged, informed, and prepared for their work in Board and committee meetings, and in their roles as advocates for the College in the community and at the state level.

MCLA's Board orientation and retreat sessions – as well as Board committee meetings and Board development sessions held in advance of Board meetings – represent best practices, ensure Trustees are informed and engaged throughout the year, and help to enhance the effectiveness and collaborative spirit of the Board.

In 2012, the Department of Higher Education circulated proposed guidelines to establish an Office of Trustee Relations to "establish and implement trustee recruitment, training and accountability initiatives to support the Commonwealth's system of public higher education, and to help members of local boards of trustees be good stewards of their institution's mission, reputation and resources within the framework of state priorities and policies." The MCLA Board of Trustees attended statewide sessions on the Office of Trustee Relations. We hope that the Office of Trustee Relations will enhance effective governance and service to the community at the campus and statewide levels.

The Board's committee structure provides Trustees with information that demonstrates that the College administration and staff manage the institution according to Board expectations and the College mission. At the committee level, Trustees review and carefully consider information that informs decisions on topics such as the College's strategic plan, budget and capital spending, student fees, the annual audit, faculty personnel actions, new program development, and a range of student life initiatives. In the case of significant decisions – such as setting student fees, as an example – the president has established a practice in which every committee reviews and deliberates upon the proposed fee level, so that when the Fiscal Affairs committee carries a fee recommendation to the full Board, every Trustee is in the position to make an informed decision.

The Board convenes an ad hoc evaluation committee on an annual basis to complete an evaluation of the president, and to submit this evaluation as required to the DHE. A concern of the Board is that while they have the responsibility to evaluate the president, they do not have the authority to set the president's level of compensation, which the BHE determines.

With guidance from the president, the vice president of academic affairs works effectively to ensure the quality of the academic program at MCLA. This includes regular communication with the Board of Trustees through the Board's committee structure, and the Academic Affairs committee in particular. As directed by the MSCA agreement, the vice president works to ensure that all faculty personnel actions, from classroom observation through tenure decisions and post-tenure review, are conducted equitably and in accordance with the contract. The vice president is responsible for ensuring the quality of the academic program on campus, as well as non-traditional program delivery models delivered at off-campus locations (e.g., 2+2 degree completion programs).

There exists a strong working relationship between the College and the various union organizations to which its employees belong. Communication and interaction between the bargaining units and the institution are generally candid, cordial, and professional, and MCLA benefits from positive connections among the College's bargaining units. There is significant collaboration and a sense of shared purpose among these units, best exemplified by the annual Tri-Union luncheon which celebrates the contributions of organized labor to the campus and the Commonwealth.

As the College Advancement program has evolved over the past decade, there has been a corresponding and intentional focus on the growth and development of the MCLA Foundation Board and the Alumni Association Board of Directors. These groups have deepened their connection with the College, and with fundraising efforts to support students, faculty, and programs.

The Student Government Association (SGA) provides an effective venue for students to gain leadership skills by meeting regularly and filling the role that they were elected for as voice of the students, as well as serving on College governance committees and SGA specific committees. The purpose of the SGA as defined by their Constitution is "to supervise the proper allocation of the Student Activities Fee, while providing a legitimate voice for all student concerns relative to matters pertaining to MCLA." SGA is the main governing body for more than 50 student organizations; it allocates the student activities fee to all eligible clubs through a thoughtful budget finance process. SGA also supports and collaborates with a network of student groups to advance student involvement in the campus community. These include residence area advisory boards, the Student-Athlete Advisory Committee (SAAC), and the Inter-Greek Council, among others.

The SGA president, as well as the student Trustee, attend Board of Higher Education Student Advisory Council meetings to represent and be the voting members on topics that concern public higher education institutions in Massachusetts. Through SGA and other venues, students have opportunities to participate in the work of the College, including service on the Strategic Planning Task Force, the President's Council, and accreditation self-study Standard teams.

As part of the Commonwealth's system of public higher education, MCLA operates in a larger context of accountability and shared goal setting. The Board of Higher Education's Vision Project and the Readiness Center initiative of the Commonwealth's Executive Office of Education provide statewide guidance on assessing and enhancing graduation rates, learning outcomes assessment, and workforce alignment, among other priorities. MCLA works to balance participation in these strategic initiatives with efforts rooted in the singular character, challenges, and strengths of the MCLA campus and Berkshire County region.

PROJECTION

Campus governance culture: Continue to promote active, collaborative, and effective governance at all levels.

Statewide governance systems: The president and Board of Trustees will engage and advise as appropriate on state initiatives that have implications for campus governance.

INSTITUTIONAL EFFECTIVENESS

At the campus and statewide levels, MCLA's governance structure operates effectively in providing MCLA's Trustees, faculty, staff, and students with opportunities to advance the College's mission and purpose.

Standard 3: Organization and Governance

Please attach to this form:

1) **A copy of the institution's organization chart(s).**
2) **A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.**

If there is a "related 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 related entity	Massachusetts State University System
URL of documentation of relationship	https://ssl.mcla.edu/neascdocs/docs/R0164%20MA%20General%20Laws%20CHAPTER%2015A%20Section%205.pdf

Governing Board	**URL**
By-laws	https://ssl.mcla.edu/neascdocs/docs/R0201%20MCLA%20BOT%20Bylaws.pdf
Board members' names and affiliations	http://www.mcla.edu/About_MCLA/Board/

Board committees	URL or document name for meeting minutes
? Full Board	http://www.mcla.edu/About_MCLA/Board/2012-2013boardandcommitteeinformation/
Executive Committee	http://www.mcla.edu/About_MCLA/Board/2012-2013boardandcommitteeinformation/
Academic Affairs	http://www.mcla.edu/About_MCLA/Board/2012-2013boardandcommitteeinformation/
Fiscal Affairs	http://www.mcla.edu/About_MCLA/Board/2012-2013boardandcommitteeinformation/
Student Affairs	http://www.mcla.edu/About_MCLA/Board/2012-2013boardandcommitteeinformation/

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*	URL or document name for meeting minutes

Standard 3: Organization and Governance

Curriculum Committee	http://www.mcla.edu/Academics/academicaffairs/governance/curriculum/
All College	http://www.mcla.edu/Academics/academicaffairs/governance/allcollege/
Academic Polices	http://www.mcla.edu/Academics/academicaffairs/governance/academicpolicies/
Graduate Education	
Student Affairs	http://www.mcla.edu/Academics/academicaffairs/governance/studentaffairs/

(Insert additional rows as appropriate.)

*Include faculty, staff, and student groups.

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	North Adams	MA	1/1/1894	1799
Other principal campuses				
Branch campuses				
Other instructional locations				

Distance Learning, e-learning	Date Initiated	Enrollment*
First on-line course		
First program 50% or more on-line	N/A	
First program 100% on-line	N/A	

		Date Initiated	Enrollment*
Distance Learning, other Modality	N/A		
Correspondence Education	N/A		
Low-Residency Programs Program Name	N/A		

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

PART I ADMINISTRATION OF THE GOVERNMENT
(Chapters 1 through 182)

TITLE II EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH

CHAPTER 15A PUBLIC EDUCATION

Section 5 Public institutions of higher education system

Section 5. There shall be, for the purposes of this chapter, a system of public institutions of higher education, hereinafter called the system, which shall consist of the following segments: (i) the university of Massachusetts segment, which shall consist of the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester; (ii) the state university segment, which shall consist of Bridgewater State University, Fitchburg State University, Framingham State University, the Massachusetts College of Art and Design, the Massachusetts Maritime Academy, the Massachusetts College of Liberal Arts, Salem State University, Westfield State University and Worcester State University; and (iii) the community college segment, which shall consist of Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College, Northern Essex Community College, North Shore Community College, Quinsigamond Community College, Roxbury Community College and Springfield Technical Community College.

The board shall coordinate activities among the public institutions of higher education and shall engage in advocacy on their behalf, which advocacy shall include a sustained program to inform the public of the needs, importance, and accomplishments of the public institutions of higher education in the commonwealth.

STANDARD FOUR: THE ACADEMIC PROGRAM

DESCRIPTION

Overview

MCLA is proud of its long-term commitment to intensive engagement with students, individually, in small groups, and in relatively small classes. MCLA approaches all its programs of study, not only the traditional liberal arts disciplines, in the spirit of liberal learning. By this we mean emphasis on historical context, sensitivity to human and humane implications, and attention to the art of communication. This is the standard to which we aspire, and by which we seek to judge the quality and success of all our efforts.

The past decade has been a period of significant change for the academic program at MCLA. Characteristic of our academic approach is an emphasis on the goals and essential learning outcomes of the Association of American Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) initiative. Through this identification of LEAP as a guiding principle for liberal learning, we have embraced High Impact Practices – deep, integrative learning opportunities such as internships, participation in undergraduate research, study away courses, community service, and co-curricular experiences – as frameworks for learning.

High Impact Practices help to extend learning beyond the classroom, and provide students with a range of educational and leadership opportunities that offer multiple points of connection. Consider the following representative experiences, which serve as examples of work taking place across the curriculum:

- **Undergraduate research** involves large numbers of students and many faculty in the important enterprise of stimulating students' academic development through conducting rigorous research projects. Established in 2003, the College's annual Undergraduate Research Conference has evolved into a day of campus engagement. The College also sponsors a selection of the best presentations at the regional COPLAC conference, as well as presentations at the Commonwealth's Honors Statewide Undergraduate Research Conference run by the Commonwealth Honors Council, and the National Council on Undergraduate Research (NCUR).

- Participation in MCLA's interdisciplinary Honors Program presents every interested student an opportunity to participate in collaborative, high-level intellectual challenges beyond any one academic specialty.

- Membership in academic and co-curricular honor societies recognizes student achievement in education and service at different points across their MCLA experience. From the Alpha Lambda Delta honor society for first year students which provides early recognition of academic achievement; to the National Residence Hall Honorary (NRHH), which promotes scholastics, service, recognition, and leadership; to discipline based societies such as Psi Chi (psychology), Delta Mu Delta (business), or Lambda Iota Tau

(English), membership in these societies is a powerful – and increasing – indicator of transformative learning.

- MCLA students have opportunities to participate in travel courses that link coursework to study away in countries such as England, Ireland, Italy, Spain, China, and Japan, as well as different U.S. states and regions. In 2012, MCLA students enrolled in a study away course traveled to Abu Dhabi, United Arab Emirates to attend the "Women as Global Leaders" conference. As part of this immersive travel and learning experience, one of the students had the opportunity to present a paper at a conference session.

In this work, Academic Affairs partners closely with Student Affairs to create a comprehensive learning-living experience that interweaves academic, service, personal, and career-related experiences across the undergraduate curriculum.

Through our strategic planning process, the MCLA community affirms the pursuit of academic excellence as a key aspiration and commitment. With the revision to the strategic plan in 2011, we asserted excellence in teaching and learning as one of the four interrelated and mutually reinforcing goals that will guide MCLA's progress in the coming years.

In addition to our affiliation with LEAP, MCLA's membership and alignment with the Council of Public Liberal Arts Colleges (COPLAC) provides us with a peer group and community of practice that reflects our status as the Commonwealth's public liberal arts college and supports our mission. In 2012, AAC&U endorsed COPLAC as a LEAP state, providing new opportunities "to deepen its collaborative efforts to improve and expand high impact undergraduate research and the quality of undergraduate learning across its 26 member institutions." MCLA is already benefiting from the alignment of these two critical relationships.

MCLA is a primarily undergraduate institution classified under the "Baccalaureate College – Arts and Sciences" category by the Carnegie Foundation. Our academic programs serve the College mission to prepare our graduates "to be practical problem solvers and engaged, resilient global citizens" by offering comprehensive major and minor programs to prepare students for graduate study, the workforce, and civic life. In the service of that commitment and in order to provide a structured educational experience, MCLA developed a Core Curriculum that encourages thinking across the disciplines and promotes the development of effective communication skills. Additionally, our interdisciplinary Honors Program helps the most motivated students find intellectual challenges beyond their majors.

MCLA offers 19 undergraduate majors as well as several other specialization programs through 14 academic departments (R0382, pp. 21 – 24). The Massachusetts Department of Higher Education (DHE) has formally approved all programs leading to a B.A. or B.S.; these programs are listed in the course catalog (R0382). Additionally, the College offers a Certificate of Advanced Graduate Study (CAGS) and two Masters' degree programs, in Education and a Professional Master of Business Administration (Professional MBA).

Undergraduate Degree Program

Students complete 120 credits in order to graduate, 39 of which must be upper-level (300- and 400-level) courses. Students must complete at least 45 of their credits, and at least half of those required for their major programs, at MCLA (R0382, R0067). To ensure that their studies are broad as well as deep, all students complete courses that fulfill Core Curriculum requirements as well as a required capstone course. Those students whose GPAs qualify them are invited to participate in the College's Honors Program, and have the option of researching, writing, and publicly defending a Commonwealth Scholar Honors Thesis.

In line with our liberal arts focus and commitment to LEAP goals and High Impact Practices (R0115), MCLA's programs encourage and enable students to take a variety of courses outside their majors and beyond the Core Curriculum. To enhance their academic experience and enable them to pursue a full range of interests, students have the option to pursue minor programs of study (R0382, pp. 21 – 24). The College encourages students to participate in travel courses, undergraduate research, internships, field work, service learning, and independent study opportunities, all of which fall under the category of High Impact Practices. Most such offerings count as upper-level elective credit towards the fulfillment of major requirements. Since MCLA also regards civic engagement as a cornerstone of liberal learning, a growing number of core and major courses include service-learning components.

Academic programs are also linked to civic engagement and service as integral to their learning outcomes. College faculty and staff have participated in the New England Resource Center for Higher Education's (NERCHE) think tank on service learning and civic engagement as well as the National Service Learning Think Tank at the University of Nebraska, COPLAC's Summer Faculty Institutes, Science Education for New Civic Engagement and Responsibilities (SENCER), and the Carnegie Foundation for the Advancement for Teaching - Integrative Learning (CASTL) project.

Involving students in original and collaborative research, and in the formal and systematic presentation of its findings, is another means of ensuring the intensity and value of their educational experience, and MCLA has been rapidly increasing its use.

General Education

Since our last self-study, we have fully implemented the College's Core Curriculum, our re-designed general education program, and have subjected it to a complete review.

MCLA's Core Curriculum encompasses three tiers of instruction. Tier I courses ensure fundamental skills in writing, mathematics, computer information, and world language. First-year students may test out of any of these courses. Tier II courses are lower-division (100- and 200-level) courses within four domains (Human Heritage, Self and Society, Science and Technology, and Creative Arts), that promote interdisciplinary learning and inquiry within the domain. Students select two courses from each domain, for a total of 25 credits. Tier II courses (R0382, pp. 25 – 28) range from interdisciplinary topics to broadly conceived introductory

courses in a major. Tier III courses, designed for juniors and seniors, are interdisciplinary, project-based courses that serve as capstones to the Core (R0382, p. 28).

For new students, MCLA promotes the transition to college-level study through a sequence of first year experience (FYE) courses within the Core (R0391). FYE faculty present courses designed to deliver content knowledge and develop students' essential skills, especially college-level writing and editing, as well as general strategies for college success. Each incoming student takes at least one course with this designation. In addition, students completing FYE courses are expected to be able to express themselves in meaningful ways, and this goal supports efforts to promote writing across the curriculum as a cornerstone of student learning at MCLA.

FYE courses complement other programs that support students as they make the transition to College. Prior to arriving at MCLA, all first year students share a common reading assignment; exploration of the community reading book is included in every FYE course, and supplemented by a presentation and conversation typically with the author of the community reading text. The academic year formally begins with Convocation, as new students are welcomed into the College's living and learning community.

The Major or Concentration

Since 2003, MCLA has added major programs in art, arts management, athletic training, chemistry, environmental studies, and political science and public policy. We have also implemented minors in leadership as well as cross-cultural and social justice studies, and creative writing. Development of these programs reflects careful planning and alignment with the MCLA strategic planning process.

Each department publishes the goals, requirements, and course descriptions for its majors and concentrations in the College catalog (R0382) and on each department's Web page. While opportunities to participate in High Impact Practices exist in all departments, some majors or concentrations require internships or field experiences. These majors and concentrations include Athletic Training, Education, Environmental Studies, Fine and Performing Arts, Medical Technology, Political Science and Public Policy, Sociology, as well as the Leadership minor within the Interdisciplinary Studies Program.

Graduate Degree Programs

MCLA has graduate degree programs in education and professional business administration. All full-time faculty members of the education department contribute to teaching in the graduate program. Of the eight faculty members of the business administration department, four teach in the Professional MBA courses program. Additional adjunct faculty supplement the course offerings available through the full-time program faculty. All faculty members teaching in either program have appropriate terminal degrees or are professionally qualified to teach at the graduate level.

MCLA's Education department offers a Master's of Education, a Certificate of Advanced Graduate Study (CAGS), and credit through its Leadership Academy. Admission requirements

for MCLA's graduate education programs are a bachelor's degree from an accredited college or university with a minimum GPA of 3.0, and professional and/or teaching experience.

We created a Professional MBA program in response to research commissioned by the Berkshire Compact for Education. The program capitalizes on regional opportunities and resources, including area professionals on its Advisory Board. The program has been designed to meet the career and educational goals of working professionals. Admission requirements include a bachelor's degree from an accredited institution, at least five years of relevant business or professional experience, and an appropriate GMAT or GRE score. Outcomes for Professional MBA students are mapped to the required courses. Professional MBA students assemble electronic portfolios to demonstrate their acquired knowledge and skills.

Academic Credit

As presented in Standard Five, the Agreement Between the Board of Higher Education and the Massachusetts State College Association (MSCA Agreement, R0278) outlines the process for evaluating faculty (Article VIII). Additionally, the MSCA Agreement (Article VII) describes the process for making program changes, new courses, and course modifications. Departments requesting new course approval or course modifications must submit a rationale for each request, course objectives, teaching methods and activities, basis for student evaluation, a bibliography, and a sample syllabus. Proposed courses receiving credit in the Core Curriculum must also demonstrate how the proposed course will address the learning outcomes of its particular domain. We list all new courses, revised courses, and policy changes on the MCLA Web site.

Non-standard courses such as internships, travel courses, and independent study are subject to approval, either through governance or by application through the dean of academic affairs' office.

MCLA maintains a comprehensive policy for transfer of credit which is particularly geared towards those transferring from community colleges. Given the geographic proximity and programmatic connections between our institutions, the Admissions Office has generated a list of equivalent courses from Berkshire Community College (BCC). To support seamless articulation within the Massachusetts systems of public higher education, MCLA participates in a Transfer Compact for those who have graduated from a Massachusetts community college (R0382, p. 9). Upon admission and analysis of transferred credits, all students receive an explanation of transfer credit analysis.

The policy for determination of academic standing and consequences for not being in good academic standing is publicized in the College catalog, on the Registrar's page, and the Curriculum and Policy Web page. Students may find general graduation requirements on the Registrar's page and program-specific requirements in the College catalog.

Assessment of Student Learning

Measuring and documenting learning outcomes is a central commitment of MCLA's academic program. Our capacity in this area is enhanced by the full-time staff in the Office of Institutional

Research, Assessment and Planning (IRAP). The MCLA Assessment Advisory Group (AAG) supports assessment initiatives and makes recommendations for process improvements. Each academic program and all core domains have published learning outcomes in the course catalog and are engaged in systematic processes of assessing selected learning outcomes each semester. Core domain and program outcomes are mapped to LEAP goals (R0422), and we regularly gather evidence of student learning through the direct assessment of student artifacts at the course, program, and institutional levels. In addition to collecting student artifacts, MCLA gathers indirect indicators of student learning and engagement by participating biannually in National Survey of Student Engagement (NSSE) and the Cooperative Institutional Research Program (CIRP).

Core Curriculum domains engage in assessment of student learning outcomes each semester on a cycle of two to four years. Each academic program completes a program review (R0149) every five to seven years in which it details how its current learning outcomes map to the mission of the College. These program reviews include documentation of the departments' assessment process, comparison to similar programs at other institutions, and external peer review. Each semester, domain leaders and department chairs generate reports showing assessment results and how those results are used for programmatic improvement. The vice president and dean of academic affairs review these reports.

In addition to doing regular program level assessments, MCLA periodically engages in College-level outcomes assessment. For example, eight faculty members assessed writing artifacts for IRAP sophomore and senior levels in 2011-12 as part of the Advancing a Massachusetts Culture of Assessment (AMCOA) initiative, a project funded through the state Department of Higher Education. This project was a joint venture in collaboration with Berkshire Community College (BCC). MCLA faculty also conducted a separate examination of freshman writing.

Faculty members are intimately involved in the assessment process at the program level. The process of assessment is largely focused on course-embedded assessments of student artifacts, selected by and reviewed by faculty. The AAG involves a number of faculty as well as staff members.

The College provides support for the year-round engagement of faculty in the processes of understanding what and how students are learning through professional development opportunities on campus and off campus. Consistent with our planning processes, faculty are engaged in summer working groups charged to address topics related to learning, teaching, advising, and assessment.

We systematically collect information from our graduates at graduation, one year after graduation, and five years after graduation. In addition, we review information from the National Student Clearinghouse regarding graduate school attendance and graduation (R0467). Since spring 2012, we have made reports on these findings available to faculty Chairs as well as to administrators.

APPRAISAL

Overview

MCLA offers programs of high quality that align with our mission (R0375). Our strategic plan has guided efforts by faculty and staff to advance and enhance learning outcomes assessment, departmental action plans, and resource allocation. MCLA's deliberate effort, the work of our faculty and staff, our high-quality academic and co-curricular programs, and our partnerships in the region and across the Commonwealth have gained us significant recognition: in 2011, 2012, and 2013, MCLA was named as one of *U.S. News & World Report*'s Top Ten Public Liberal Arts Colleges.

In addition to MCLA's embrace of LEAP and High Impact Practices at the campus level, our understanding of these practices is enhanced by several key relationships. In 2012, the Commonwealth of Massachusetts and COPLAC each were designated as LEAP states by AAC&U. The alignment of MCLA, COPLAC, and the state provides us with an integrated community of practice, and reflects the leadership role president Grant plays at the College, with COPLAC (as past president and current executive committee member), and in the public higher education community in Massachusetts.

General Education

All of our academic departments contribute to the Core Curriculum. In 2002, the dean of academic affairs created faculty leadership positions for each of the Tier II domains: Human Heritage, Creative Arts, Self and Society, and Science and Technology. These domain leaders encourage faculty to include Core learning outcomes in their syllabi; coordinate program assessment; regularly work with the faculty to review and revise learning outcomes; serve as members of the Assessment Advisory Group; and manage a domain budget. The domain faculty regularly review and update learning outcomes, and all Tier II domains are actively engaged in learning outcomes assessment. In addition, the approved outcomes for the four Tier II domains areas are published in the catalog, and can be accessed on the Web site.

MCLA instituted the Tier III capstone course requirement in 2006. A faculty member now provides leadership for the faculty teaching core capstone courses, a leadership position created in 2012. The learning outcomes for the Tier III capstone seminar are listed on the Web site, along with some of the Tier III seminar topics. Based on a survey of the Core Curriculum, the Curriculum Committee and interested faculty are reviewing the Tier III learning outcomes.

Faculty involved in Tiers II and III meet at least three times per year. The success of the Core Curriculum program reflects faculty involvement and dedication to building a cohesive and rigorous program, with a focus on our liberal arts mission. As the latest report of Core Curriculum assessment attests (Self and Society, Human Heritage, Creative Arts, Science/Technology, and Capstone), the percentage of students rated as highly proficient or proficient for the chosen outcomes was about 70%.

In addition to scheduled domain meetings, at the end of each semester faculty members in each domain are invited to participate in a discussion of the results of the assessment of each individual domain. Attendance is generally quite good. Domain leaders work with the associate dean for assessment and planning to prepare a report about their findings, which is disseminated to faculty, administration, and the AAG.

Tier I courses help ensure that entering students have a good base in writing, computing skills, language, and mathematics. Entering freshmen take proficiency tests in each of the four Tier I areas. All students must show competency in these areas by either passing the proficiency/placement tests or by passing the equivalent courses.

Through placement testing and careful advising, we make every effort to prepare all students for college-level work as soon as possible. Students who do not pass the placement test for Tier I writing and math are placed in SKIL courses. The SKIL courses only provide additive credits; they do not count towards the 120 graduation credits. However, grades earned in these courses are factored into the student's GPA**.** Beyond placement testing, we determine each student's English base proficiency level in writing by the successful completion of ENGL 150, a graduation requirement. In 2008, we began to offer review sessions in math for incoming students. As a result, fewer incoming students are now placed in math SKIL courses.

At this time, Tier I area outcomes are specific to individual courses. Tier I is the next focus of the core assessment process, with a pilot assessment for Tier I in Writing conducted in Spring 2013. We will assess other Tier I areas – Math, Computer Science, and Language – in subsequent semesters.

The Major or Concentration

Each major or area of concentration provides students with not only disciplinary skills but also with experiences such as internships, undergraduate research, service learning, independent study, and other options. Examples of internships created by MCLA in partnership with the community include the Berkshire Hills Internship Program (BHIP) with Arts Management; the New England Center for Children with Psychology, Berkshire Medical Center and Medical Technology; and Williamstown Physical Therapy with Athletic Training.

Since our last accreditation, MCLA has added several undergraduate majors: art, arts management, athletic training, chemistry, environmental studies, and political science and public policy. Several departments have also added additional areas of study (concentrations) as well as minors, such as most recently the approval of the Leadership minor (Fall 2012).

The College has also seen an increase in the number of STEM majors (20% in 2008 to 32% in 2012), and we anticipate an increase in the enrollment with the opening of the new Center for Science and Innovation in September, 2013. To support STEM majors, MCLA has instituted a STEM associates program and a Supplemental Instructor program. MCLA received additional funding for this initiative through the Department of Higher Education @Scale Initiative.

All departments have engaged in curriculum mapping, and all majors have been mapped to LEAP goals.

Departments are increasingly involved with and implementing courses or initiatives that reflect and document comprehensive academic experiences for students. For example, the English/Communications department requires a Senior Seminar portfolio for all of their majors, including a written essay addressing department outcomes and supporting materials. Funded through an endowment established by a local donor, faculty members from Business, Education, History, Philosophy, and Sociology began a project in fall 2012 to develop sample electronic portfolios for their respective majors to capture and document student learning experiences.

Program Development

Program development is an ongoing and active process that helps us to dynamically add or alter programs that are consonant with our mission. The addition of new programs is linked to the strategic planning process as well as to a thorough needs assessment. Outside experts can inform the early planning and feasibility deliberations.

Faculty members and administrative staff develop new College programs and courses. Academic departments are an integral part of the process of new program development. Proposed new courses and programs go through a rigorous approval process from departmental curriculum committee to College governance. In all cases the focus is on excellence in teaching and learning, which is one of the strategic goals for the institution:

> A central strategy for accomplishing this goal is to offer high quality, innovative programs and services that enhance intellectual discovery and social conscience as central to the experience and application of the liberal arts. Strengthening the core curriculum, creating new programs, aiming for continuous improvement, supporting collaboration and partnerships, creating inspiring environments, and strengthening academic support are all essential elements of this strategy (MCLA Strategic Plan).

All new degree programs need to be reviewed and approved through the governance process, by the academic affairs committee of the Board of Trustees (the Board), and by the full Board before being submitted to the Massachusetts Department of Higher Education for final approval.

While the faculty play the central role, robust community partnerships enhance and enliven the development of our academic programs. New programs such as the Professional MBA and the athletic training major, for example, benefit from consultation with outside agencies. In particular, the Professional MBA receives support from an advisory board of business leaders from a range of professional sectors who provide input on industry needs, provide advice on the ongoing evolution of the program, and serve as resources to faculty and students in the program.

Faculty members are integral to this process and fully participate with administration and work to ensure program efficacy by serving on governance committees such as Curriculum, Academic

Policies, All College, and others. All new programs are intentionally designed to align with the College's strategic plan.

We have notably strengthened the program review process since the previous NEASC self study. The Program Review Guide is now posted online, and relevant data in the form of a "data packet" is provided to the departments as they start the review process. MCLA continues to strengthen and streamline the process to make it effective for the departments.

Departments undertake regular program review of their majors and concentrations. This self-study process has been moved from a five-year to a seven-year cycle to give departments time to implement recommendations and follow up on their reviews. Each department drafts and submits an extensive program review document to the vice president and dean of academic affairs. Each department chair meets with the vice president and the dean to prepare for the process. In consultation with the vice president, departments identify outside reviewers who visit campus to conduct the review. Department chairs write a response to external evaluators' recommendations and then work with the administration to realize action plans as they align with the Strategic Plan.

All academic programs have clearly articulated learning outcomes – abilities, dispositions, and specific subject-matter that students should master – and all departments are actively engaged in tracking the extent to which their students are meeting these aspirations. All program learning outcomes are available in the College catalog, and are posted on the MCLA Web site. Learning outcomes are tailored to each level within the undergraduate program and are distinct from graduate offerings.

Integral to the process learning outcomes assessment are the faculty members who serve as Core Curriculum domain leaders and as Tier III capstone domain leaders. These domain leaders coordinate outcomes assessment with faculty teaching Tier II and Tier III courses and are members of the AAG. The domain leaders work closely with associate dean for assessment and planning and the dean of academic affairs. Assessment is a continuous process, and based on this work, the Curriculum Committee reviewed the Tier III learning outcomes for potential modification in spring 2013.

Policies and procedures for admission and retention

Admission procedures are clearly outlined on the College's Web site. Working closely with chairpersons, department Web sites have been updated, and recruiting brochures have been redesigned. We make every effort to ensure the consistency of messages between print and Web/electronic media.

Annual action plans for departments include retention goals, and the Center for Student Success and Engagement (CSSE) has outreach programs and guidelines in place for at-risk students, as well as other initiatives in place for student success and retention.

Responsiveness

All academic programs (including the Core) continually review and adjust programs to meet needs in the respective academic fields as we prepare students for the workforce or graduate school. Student and program needs are identified through ongoing department and domain meetings. When appropriate, courses are added, deleted, or revised through the governance process. Academic departments make a concerted effort to weed out courses that have not been offered in a two-year period of time. Departments are offered an opportunity to present a rationale for keeping less-frequently offered courses that they deem appropriate in the course inventory.

A signature element of new program development has been the engagement of professionals and practitioners in various disciplines to provide input and support to faculty and administrators. This helps to ensure that new programs are not only academically effective and rooted in a strong liberal arts tradition but also are responsive to the requirements of the fields in which graduates may work.

Program Resource Allocation

The Office of Academic Affairs takes responsibility for ensuring sufficient and appropriate course offerings. The chairs of all academic programs meet individually with the vice president and dean of academic affairs to annually review budget requests and engage in long range planning for the departments. Each Core domain leader receives a small stipend and an annual budget to support workshop and field experience participation and media and equipment purchases.

Endowed lectures provide opportunities for all students to hear from nationally and internationally renowned experts in policy, journalism, environmental studies, and more. Examples include the Public Policy Lecture Series made possible by the Ruth Proud Charitable Trust; the Hardman Lecture and scholar-in-residence program focused on journalism; and the Vadnais lecture in environmental studies.

In 2009, the Davis Educational Foundation awarded MCLA a grant to advance the development of the College's assessment program. These funds were used to hire the associate dean for assessment and planning and support the creation of MCLA's Assessment Advisory Group.

Academic Technology

The faculty plays a key role in the development and sustaining of academic technology at MCLA. Created in 2004, the Academic Technology Advisory Group (ATAG) makes recommendations to meet MCLA's educational technology needs. ATAG regularly engages in listening projects, where faculty members are queried about their technological needs and desires. Results from listening projects and online surveys by ATAG have provided crucial input that influenced the selection of MCLA's current learning management system (Canvas), ePortfolio platform (Digication), and classroom equipment.

Since the last accreditation in 2003, MCLA established the Center for Academic Technology with support from the Davis Educational Foundation. The Center supports faculty with integration of technology in teaching, hybrid classroom/online course offerings, technology teaching tools and support for faculty in the use of the College's learning management system, ePortfolio software, and other technologies. The Center also offers individual meetings, and faculty and staff professional development sessions to larger groups. The Center also plans and implements an annual TechFest, provides faculty media integration instruction, and supports the integration of ePortfolios into course designs. To support faculty work, we created an additional position and hired a coordinator of academic technology in fall 2011. In 2012-13, more than 78% of faculty members have now received Canvas training, and at least 25 faculty and staff made use of the center's services weekly.

Undergraduate Degree Programs

MCLA offers an assortment of liberal arts and professional programs, accompanied by a rich array of academic experiences such as undergraduate research, internships, independent study, study abroad, travel courses, service learning, and other High Impact Practices. All undergraduate degree programs have been approved by the Department of Higher Education (DHE).

A notable and valuable development since our last self-study has been the effort to connect curricular and co-curricular experiences and encourage a spirit of service as aligned with MCLA's strategic goal, Public Purpose and Engagement.

An example of our efforts to combine curricular and co-curricular experiences followed a presentation in November 2009 by Paul Rusesabagina, author of *An Ordinary Man*, which was the fall community reading selection. Mr. Rusesabagina spoke on his efforts during Rwanda's genocide and civil war to shelter over a thousand refugees from certain death. Based on this presentation, students began to mobilize awareness of the *Invisible Children Awareness Effort*, which is dedicated to freeing child soldiers in Uganda from the atrocities of war and helping them to experience a life outside of war and violence.

Academic and Co-curricular Programs

- **Summer Individual Enrichment Program:** The Summer Individual Enrichment Program, a United States Department of Education TRIO program, is a specialized, intensive session specifically designed to help entering first-year students make the transition from high school to college and to increase their likelihood to persist and graduate from MCLA. During this four-week program, students take three courses, including college credits towards graduation. In 2013, 24 students completed the summer program. One quarter (25%) earned three college credits, 46% earned six college credits, and 29% earned nine college credits. This accomplishment supports the goal of ensuring that all students earn credits and build the skills, confidence, and social connectedness they need to excel at the College.

- **LEAD Academy (Leadership in Education, Action and Development):** The LEAD Academy is a five-day program designed for first-year students to get a jumpstart on their

MCLA career. The program prepares first-year students to excel at MCLA, discover pathways to success in college and distinguish themselves as leaders. LEAD workshops and activities explore leadership, college success, team building, community service, and much more. Many of the LEAD academy students enrolled in the course *Intro to Leadership* fall 2012, and they continue to take on leadership roles. We are following the persistence of these students.

- **STEM Academy:** MCLA offered a pilot STEM Academy in the summer of 2013, supported by the Berkshire Bank Foundation. The five-day academy introduced incoming first-year students to STEM majors and careers, enhanced college readiness, especially in mathematics, and built connections to other STEM students, faculty, and staff. The goal of the academy is to provide students with a foundation as they start their academic careers at MCLA and assist them in successfully earning their degrees in a STEM major.

- **The Berkshire Hills Internship Program (B-HIP):** To capitalize on MCLA's location and the rich array of world-class cultural resources available in the region, the College established B-HIP in 2005. B-HIP is an intensive arts management internship program that combines hands-on work experience with classes taught by arts administration faculty, conversations with the area's leading arts professionals, and the chance to fully participate in cultural events throughout Berkshire County. Students are placed at full-time upper-level internships tailored to their interests and skill sets. They gain hands-on experience in development, marketing, film editing, arts education, programming, and other arts management opportunities. B-HIP is affiliated with MCLA's Gallery 51 art gallery and performance space, located on Main St. in North Adams and giving students additional opportunities to program and manage in the arts.

- **First Year Experience (FYE):** As an outcome of our strategic planning process, we reinstated the curriculum based component of the First Year Experience program in 2009. The FYE provides new students with a set of common experiences to support their social, emotional, and academic transition into the College community and to stimulate their campus and community engagement.

- **Honors Program:** The MCLA Honors Program provides challenging, interdisciplinary learning opportunities for highly motivated students. The Honors curriculum provides challenge and excitement to many students who enroll in courses cross-listed with Honors. Honors students have the option of researching, writing, and eventually defending a Commonwealth Scholar thesis, an undertaking which has proven excellent preparation for later graduate study.

- **Peer Tutoring:** To support and engage students in academic achievement and success, the Center for Student Success and Engagement (CSSE) oversees drop-in peer tutoring through the Writing Associates program for guidance in writing papers, and the STEM Associates to aid students in introductory math and science courses. Additionally, CSSE oversees and organizes supplemental instruction and the Tutor Exchange Network, which offers help by peers to groups of students.

Applied Learning: Many majors require internships and/or a capstone project/ senior project within the discipline. The office of Career Services works with students and departments to identify and offer internship placements. Study abroad opportunities include one- or two-week travel courses or up to a year abroad. MCLA is also a member of National Student Exchange (NSE), which provides students with the opportunity to study at other institutions in the United States, its protectorates, and Canada.

Service Learning: Many faculty members incorporate service learning into their course work as an integral part of the offerings. The College successfully institutionalized service learning when the Volunteer Center, created in 1994, became the Office of Service and Citizenship in 2006. The Service Learning Advisory Committee is an integrative team that cultivates the program and the partnerships that make service learning a successful and deep program at the College. MCLA intends to apply for the 2015 Carnegie Community Engagement designation.

A service learning faculty group met during summer 2012 to develop a plan for assessing the impact of service learning, and continues to meet regularly. Workshops for faculty interested in including service learning in their courses are offered annually. Each faculty member receives a professional development stipend for their participation.

Undergraduate Research Program: MCLA is highly committed to undergraduate research. The program supports students financially through research/travel grants and sponsors the annual Undergraduate Research Conference (URC) on the third Thursday of April. This is a day of engagement, with no classes, but with the expectation of participation or attendance by everyone. In 2003, three departments sponsored 10 poster sessions at the inaugural Undergraduate Research Conference. In spring of 2012 and 2013, almost all disciplines participated in a day where courses were suspended to support full campus participation. Around 150 students participated.

Students also have opportunities to present at regional research conferences, as well as at the National Conference on Undergraduate Research (NCUR). Each year, students from MCLA present at NCUR. In spring 2013, a total of eight projects were accepted and 12 students attended NCUR. MCLA students also regularly present at the COPLAC regional undergraduate research conference. As a result of institutionalizing undergraduate research, we have seen an increase in the number of students participating in research and an increased student interest in presenting at the regional and national level.

As support for faculty engaging students in research, Freel Library has provided a link to resources (libguide) from NCUR.

Graduate Degree Programs

MCLA offers graduate programs in Education and a Professional Master in Business Administration (Professional MBA). The Education Department offers: post-baccalaureate initial teacher certification; professional license certification; Masters of Education (M.Ed.); administrative certification; and a CAGS (Certificate of Advanced Graduate Study).

All students admitted to graduate programs must meet specific admissions requirements as outlined on the MCLA Web site. Requirements include a GPA of 3.0, professional recommendations, professional experience, and a personal statement.

Admissions for all graduate students are now processed through the Admissions office. Recognizing a need for transparency and consistency, the application and admissions process has been standardized and streamlined.

Education

Learning outcomes for the Education Department are aligned with state standards for educator licensure. These include subject matter knowledge (SMK) and Pre-service Performance Assessment (PPA). All students must demonstrate proficiency in all content and professional practice standards and indicators as required by state regulation.

- All licensure programs are regularly reviewed and approved by the Massachusetts Department of Elementary and Secondary Education (ESE). Based on the most recent site visit, several changes, such as fully aligned syllabi, have been made to meet all ESE requirements.

- Licensure programs are regularly adjusted by ESE and the Massachusetts Board of Elementary and Secondary Education. This impacts changes to course sequence and experiences (such as student teaching) for MCLA pre-service education majors. An example is the new Sheltered English Immersion endorsement required as part of licensure and license renewal.

- In 2011, the Board of Elementary and Secondary Education approved new regulations that govern the preparation of public school leaders (603 CMR 7.00). An advisory team led by the vice president of academic affairs and the dean of graduate and continuing education developed an administrative leadership program that reflects the new standards and indicators. As of July 2013 we have received "standards met" ratings for all leadership licenses submitted and expect approval of these programs by the start of the academic year.

Professional MBA

Based on a needs assessment commissioned by the Berkshire Compact for Education, MCLA developed and implemented a part time Professional MBA program in January 2011, to meet the educational needs of Berkshire County residents and beyond. The Professional MBA program was reviewed and approved by the DHE, and also reviewed by NEASC (substantive change) including a site visit November 2011 (R0160). The first cohort (ten students) graduated in August, 2012, and the second cohort of 12 students graduated in May, 2013

EPortfolios for Professional MBA students were evaluated in August, 2013 to document learning and program development. Resulting data will be used to make projections to enhance the effectiveness of the program. The evaluation of student work from ePortfolio submissions was valuable to faculty evaluators who also acquired more insight into and understanding of the

assessment process. This was the department's and the College's first experience in evaluating program level evidence in an assessment ePortfolio.

Integrity in the Award of Academic Credit

The policy for awarding of transfer credit is clear, complete, and easy to find on the MCLA Web site.

> **Prior learning**: A rigorous process is in place for awarding transfer credit for life experience. If deemed appropriate after a review by advisers in CSSE, a student may apply for as many as 30 credits for their work/life experiences through an academic course, ENGL 395 Experiential Writing Portfolio. The student is required to write an extensive essay and present documentation to support the credit request. The course is graded by the instructor, and the portfolio is submitted to one or more departments as needed where the requests are reviewed. All recommendations must be approved by the dean of academic affairs. The Fast Track program is an example of how non-traditional students may use prior learning to complete their degree.
>
> **Credit policies:** A student is allowed to take 18 credits a semester at registration. A request for an overload of up to 21 credits may be submitted with an advisor's signature, and a request for additional credits requires the signature and approval of the dean of academic affairs. The policy is currently under review by Academic Policy Committee.
>
> All course syllabi are uploaded to Banner, but are not made public. They are available to department chairs, program reviewers, and for historical record. Department chairs are tasked to ensure consistency of syllabi across multiple sections.
>
> **Academic honesty:** MCLA lists types of violations of academic honesty on the Academic Policies Web page and in the course catalog. Instructors exercise their discretion when dealing with student academic honesty issues such as plagiarism. To discourage plagiarism, Freel Library hosts a site which informs students what plagiarism is and how to avoid it. Many instructors at MCLA also use the software Turnitin through Canvas to provide opportunities to check for plagiarism and to educate their students about what constitutes plagiarism.

Assessment of Student Learning

The associate dean for assessment and planning works closely with academic departments to assess program effectiveness. Achievement is benchmarked against program peers, and measured through student work and alumni success. The results of regularly administered student and faculty assessments of learning, NSSE and FSSE, are circulated to AAG members.

Some of the academic departments are working with the Center for Academic Technology on a pilot ePortfolio initiative, documenting the learning outcomes for their majors.

Results from MCLA graduates: The College has recently bolstered its attention to understanding the success of its recent graduates. However, response rates, as is common to alumni endeavors, present difficulties. The National Student Clearinghouse report, the Five-Year Alumni survey results, and the Six-Month alumni survey results are circulated to departmental chairs and administrators. The Office of Institutional Research, Assessment, and Planning recently implemented a survey of graduate students, first administered in Spring 2013 (R0453).

Writing: In 2011, the FYE Writing Task Force developed a writing rubric for all FYE courses (R0462), and FYE faculty assessed their students' work for the 2011 – 2012 academic year. A writing rubric for sophomore and senior levels was drafted as part of the work of the AMCOA Writing Assessment experiment in 2011 - 2012, though it has not been widely circulated.

PROJECTION

Excellence in Teaching and Learning: Program Development and Expansion: With a focus on academic excellence and a commitment to innovation and experiential learning, MCLA will continue to modify and expand its program offerings to meet the needs of business and industry and of the larger society, as well as of our students.

Civic Engagement: MCLA values civic engagement and will continue to participate in a range of civic education and engagement partnerships as aligned with the mission of the College. The College will also participate in these activities as a member of COPLAC, which advances civic engagement as a cornerstone of liberal learning, and in statewide initiatives that advance civic engagement as a priority for the Commonwealth.

Academic Program Reviews: MCLA will continue its academic program review process, according to its seven-year review cycle, including assessment and evaluation of courses, programs and learning outcomes, and also continue the comprehensive review of the Core Curriculum. The College will establish review cycles for its graduate education programs.

Campus culture of assessment: Develop and deepen data-driven assessment efforts and program review for academic and co-curricular programs that incorporate an implementation phase for recommendations.

Explore the use of electronic media for disseminating assessment information. Develop a campus-wide survey inventory that routinely shares/communicates data collected and data results with all levels of the institution, and uses this information to support decision making.

Integrate information literacy into the curriculum: Investigate the status of learning outcomes assessment at the department level to determine how information literacy is currently being assessed.

INSTITUTIONAL EFFECTIVENESS

MCLA evaluates the quality, integrity and effectiveness of its Core Curriculum, undergraduate, and graduate academic programs through an integrated and systematic process that includes one or more of the following: governance approval, internal program review processes, internal and external peer review, specialized accreditation and DSSE review. It uses the results of these evaluations to improve academic offerings and student learning as evidenced in learning outcomes assessment reports, program self-studies, strategic action plans, grant reports, and governance records.

Standard 4: The Academic Program
(Summary - 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 FTE
Main Campus FTE		1,476	50					1,526
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE								0
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	0	1,476	50	0	0	0	0	1,526
Unduplicated Headcount Total		1,553	103					1,656
Degrees Awarded, Most Recent Year								0

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	76		
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE			
Unduplicated Headcount Total	143		
Certificates Awarded, Most Recent Year	n.a.	n.a.	

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.

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

For Fall Term, as of Census Date	3 Years Prior (FY210)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014) **
Certificate					
?					
Total	-	-	-	-	-
Associate					
?					
Total	-	-	-	-	-
Baccalaureate					
? Art	44	57	47	42	34
Arts Management	28	58	62	49	54
Athletic Training	24	28	30	27	33
Business Administration	263	248	248	219	187
Biology	76	112	122	143	148
Chemistry				11	12
Computer Science	34	45	44	37	43
Education	254	262	218	199	197
English Communications	298	287	262	256	243
Environmental Studies	49	55	45	46	43
Fine and Performing Arts	98	85	82	67	73
History	62	59	61	74	72
Interdisciplinary Studies	110	103	108	101	111
Mathematics	27	36	43	31	27
Philosophy	18	20	19	24	29
Physics	25	29	31	32	20
Political Science and Public Policy	20	26	37	33	29
Psychology	145	177	163	174	165
Sociology	169	156	147	138	132
Undeclared	169	161	134	119	87
Total	1,913	2,004	1,903	1,822	1,739
Total Undergraduate	1,913	2,004	1,903	1,822	1,739

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Students may be incluced in more then one major

***** = FY2014 Totals are preliminary fall 2013 counts***

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

?

For Fall Term, as of Census Date	3 Years Prior (FY210)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014) ***
Master's					
? Business Administration			24	37	37
Education	122	100	75	66	72
Total	122	100	99	103	109
Doctorate					
?					
Total	-	-	-	-	-
First Professional					
?					
Total	-	-	-	-	-
Other					
? Certificate of Advanced Graduate Study **	120	115	45	-	-
Total	120	115	45	-	-
Total Graduate	242	215	144	103	109

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**** = Due to coding changes in FY 2013 students in the Leadership Academy are no longer counted as CAGS students**

****** = FY2014 Totals are preliminary fall 2013 counts***

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)

?
?

	3 Years Prior (FY2009)	2 Years Prior (FY 2010)	1 Year Prior (FY2011)	Current Year* (FY2012)	Next Year Forward (goal) (FY 2013)
Undergraduate					
? Art	798	942	1,065	972	846
Athletic Training		177	180	202	216
Biology	2,398	2,361	2,692	2,596	2,700
Business Administration	5,483	5,624	5,356	5,249	4,957
Chemistry	649	834	948	957	1,102
Computer Science	804	667	730	887	705
Core Curriculum	4,216	4,328	4,185	4,185	4,242
Education	1,044	1,019	954	838	679
English Communications	7,828	7,998	8,241	7,540	7,189
Environmental Studies	902	1,010	904	1,151	1,060
Fine and Performing Arts	2,918	2,874	2,755	2,851	2,682
History	2,313	2,055	2,379	2,160	2,151
Interdisciplinary Studies	744	877	762	989	1,269
Mathematics	2,043	1,971	2,301	2,115	2,093
Modern Language	1,456	1,386	1,515	1,260	933
Philosophy	1,122	1,368	1,194	1,109	1,071
Physical Education	701	722	765	694	735
Physics	622	609	732	875	886
Political Science and Public Policy	510	768	909	945	958
Psychology	2,452	2,718	3,221	3,424	3,433
Sociology	4,000	4,348	4,196	4,228	4,198
Total	43,003	44,656	45,984	45,227	44,105
Graduate					
Business Administration			153	381	612
Education	5,394	6,306	6,349	4,612	4,774
Total	5,394	6,306	6,502	4,993	5,386

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

STANDARD FIVE: FACULTY

DESCRIPTION

Excellence in teaching and learning is a central goal of MCLA's strategic plan, and our faculty are in the forefront of delivering on that commitment. Many members of our faculty are teacher-scholars whose work directly addresses the College's student-centered, liberal arts mission. The preparation and qualifications of both full- and part-time faculty members are appropriate to the field or subject and level of degree program in which they teach. Each is qualified to teach in her or his respective program, and many bridge disciplines through courses in the Core Curriculum and Honors Program, and contribute to campus governance, student organization advisement, and other duties in service to the College's mission.

Faculty participate in four dimensions of professional practice: teaching, advising, research, and service to the College. Nearly all of MCLA's full-time faculty members hold appropriate terminal degrees in their fields [*Data First Form 5.2*]. Of those remaining, most are enrolled in doctoral degree programs and expect to complete these degrees as a condition of receiving tenure. Those few tenured without the terminal degree were hired prior to 1988 when the master's degree was defined as terminal in the statewide collective bargaining agreement, the Agreement Between the Board of Higher Education and the Massachusetts State College Association (MSCA Agreement, R0278).

The MSCA Agreement governs employment conditions for full-time faculty and those part-timers who teach between 8:30 a.m. and 4:30 p.m. A separate collective bargaining agreement for the Division of Graduate and Continuing Education (DGCE), the Agreement Between the Board of Higher Education and the Division of Graduate and Continuing Education (DGCE Agreement, R0015), prescribes employment conditions for part-time evening and all graduate teaching, as well as those who teach in the summer.

According to Integrated Postsecondary Educational Data System (IPEDS) information**,** in 2011-2012 MCLA had 84 full-time faculty members. IPEDS reporting does not count faculty members on leave; including those, we had 88 full-time faculty members during that academic year. In addition, there were 87 part-time faculty members. Of these, 54 taught during the day. The additional part-time faculty taught under the DGCE contract, 26 of whom taught courses and seven serving in other roles, such as supervising teachers. Department chairs recommend part-time faculty members for hire, with the approval of the dean of academic affairs and/or the dean of graduate and continuing education, when they need extra sections of courses or when a specific area of specialization is not covered by the full-time faculty.

MCLA understands that hands-on, individual academic advisement is crucial to each student's success as a liberal learner. It is thus a central role of each full-time faculty member to meet with and get to know her or his advisees, and to be available to them to answer questions and discuss problems. Advisors assist students in choosing classes suited to their interests and goals, help them balance their academic and other pursuits and responsibilities, and guide them with respect to graduate study, summer internships, research opportunities, and job searches. Often, faculty informally advise many students in their major, not just their assigned advisees. Faculty members

from each department regularly attend admission open houses, scholarship brunches, and other events where they can meet and speak with prospective and incoming students, thus sometimes beginning the advising process before enrollment. The College provides additional support for the advising process through the Center for Student Success and Engagement (CSSE).

The College recruits and appoints faculty as outlined in the MSCA Agreement (R0278) and DGCE Agreement (R0015). These processes may be found in the employee handbook (R0001), affirmative action plan (R0021), and department chair's handbook (R0095). Academic Affairs and Human Resources assist the faculty in posting and recruitment for positions. The department search committee reviews applications, completes phone interviews, and conducts on-campus interviews, during which the candidates meet with the committee, department chairs, president, and the vice president and dean of academic affairs. After reviewing finalists, the committee makes a recommendation to the vice president, who in turn makes a recommendation to the president.

Posted job descriptions clearly delineate qualifications for new appointments as outlined in the MSCA Agreement (R0278), the DGCE Agreement (R0015), and the Employee Handbook (R0001). MCLA is an equal opportunity, affirmative action employer with a longstanding commitment to increasing the diversity of all of its employees. Recruitment efforts include intentional strategies to ensure that search pools are as diverse as possible, and each department faculty search committee reviews both search and affirmative action processes with the vice president and the director of Human Resources.

Each new member of the faculty receives a letter from the vice president of academic affairs stating the terms and conditions of employment, starting salary, and whether the appointment is tenure-track or terminal. It also stipulates that the position is governed by a collective bargaining agreement. The president sends a second letter confirming salary and terms of hiring once the appointment is approved. In addition, faculty members receive orientation to the conditions of reappointment as outlined in the MSCA Agreement. Prior to the beginning of the fall semester, new faculty and staff participate in a formal College orientation session organized through human resources with support from every division of the institution.

Department Chairs may recommend part-time, evening, and graduate instructors on a course-by-course basis. The dean of academic affairs and/or the dean of graduate and continuing education review all resumes and approve the hiring of part-time faculty under the DGCE Agreement.

Both Agreements afford faculty members reasonable contract security (R0278, R0015), and the College maintains and regularly reports salary profiles year-to-year (R0090). Salary and benefits are governed by the Agreements and are sufficient to allow the institution to recruit and retain appropriately qualified faculty. See the comparison to sister institutions in Massachusetts (R0136).

The full-time faculty teaching load of 12 credits per semester (or the equivalent for pro-rated appointments) is outlined in the MSCA Agreement (R0278, R0053). Faculty may also participate in governance, professional development, and institutional improvement efforts. In addition to

teaching responsibilities, all full-time faculty members advise students, and most participate in scholarly and service activities appropriate to their skills and disciplines.

A majority of faculty members provide services to departments and to the College and community, such as admissions open houses and other events in support of recruitment; student orientation; volunteering to advise clubs and organizations; service learning; and participation in volunteer community activities.

Faculty also play an important role in academic program development. As examples, both the chemistry major established in 2011, and the work in 2012-2013 to secure accreditation for the athletic training major through Commission on Accreditation of Athletic Training Education (CAATE) benefited from active, engaged faculty leadership. Similarly, the design and program for both the Center for Science and Innovation and the renovation of Bowman Hall were developed in close consultation with the faculty from the departments that would occupy the new and renovated spaces, while all faculty had the opportunity to review and comment on these plans.

The Faculty Association and the Academic Affairs Office reach out to part-time faculty to build connection and a sense of affiliation with MCLA through professional development, lunch, conversations, and invitations to College-wide events. In some departments, part-time faculty members attend departmental meetings and/or serve on departmental advisory groups. In 2012-2013, Academic Affairs piloted use of a College-wide informational brochure for part-time faculty, (R0383) and plans to continue to develop this resource as well as other outreach and development for these faculty.

Members of the faculty play an important role in campus governance as delineated in the MSCA Agreement (R0278) and the Department Chair Handbook (R0095). Members of the Faculty Association are eligible to serve on standing governance committees, including All College Committee, Curriculum Committee, and Academic Policies Committee. Members of the faculty agree to serve on working groups such as the President's Council, college-wide task forces, and administrative search committees.

Procedures for evaluation for reappointment, promotion, and tenure involve a combination of faculty peer evaluation, college-wide committees, and department chair observations and recommendations prior to reaching the vice president for academic affairs. In the evaluation process, the primary criterion is teaching effectiveness, measured by student evaluations and through peer and departmental chair evaluations. Teaching, student advising, and continuing scholarship also weigh heavily. In addition to the previously mentioned documents, these policies are also summarized in the Peer Evaluation Committee Handbook (R0025), Committee on Promotion Handbook (R0023), Committee on Tenure Handbook (R0024), and Portfolio Handbook (R0022).

The Agreements contain detailed and explicit policies regarding grievances and resolution of conflicts involving faculty (R0278), and the College holds open meetings to help with reappointment and other personnel actions at least annually.

Procedures for determining the effectiveness of faculty members in their professional efforts are clear and explicit (see especially Article VIII of the Agreement (R0278), the DGCE Agreement (R0015), as are specific procedures for reappointment, tenure, and promotion (R0025, R0023, R0024, R0022). Criteria for these processes include emphasis on excellence in teaching, continuing scholarship across several categories, student advising, and service. Regular workshops for those undergoing evaluation, as well as for evaluators, are organized each academic year by the Faculty Association and Academic Affairs Office.

The College submits its programs to all appropriate internal and external reviewers. These include contractually required program review, NEASC accreditation, and program-specific external groups such as the Massachusetts Department of Elementary and Secondary Education (ESE), the Commonwealth Honors Council, and the Commission on Accreditation of Athletic Training Education (CAATE). Each of these helps demonstrate the quality of our faculty and programs. We continue to explore opportunities for additional accreditations and reviews (e.g., Accreditation Council for Business Schools and Programs (ACBSP), and review of our Honors Program in conjunction with the Massachusetts Commonwealth Scholars program, as well as external validation in the form of awards and other recognition.

Consistent with its mission and focus on teaching, MCLA provides its faculty with many opportunities for professional development, including travel funding to present papers at professional conferences and other suitable venues. Regular faculty roundtables address pedagogical issues and methods in teaching, at which faculty from various disciplines can share strategies and experiences about teaching. The Faculty Center, established in 2012, provides faculty with a shared space for collaboration, community-building, and professional development. A monthly Faculty Center newsletter serves as an information resource about professional development opportunities, faculty accomplishments, and developments in the field of higher education. Other opportunities for professional development include annual TechFest days sponsored by the Center for Academic Technology. Professional quality in teaching, scholarship, and service are required for reappointment, tenure, and promotion as detailed in the MSCA Agreement and related documents (R0278, R0022, R0023, R0024, R0025).

The Agreements define both academic freedom and academic responsibilities available to and expected from faculty members regardless of rank or term appointment. MCLA clearly states its expectations of faculty to act responsibly and ethically (R0001). The Agreements also refer to faculty members' responsibilities. The vice president and dean of academic affairs, as well as department chairs, have the primary obligation to ensure that faculty members discharge all their professional responsibilities appropriately. As part of the College's affirmative action plan, the affirmative action officer (the director of Human Resources) has the responsibility to investigate any charges of sexual harassment or other discriminatory behavior.

The Commonwealth requires all staff members, including members of the faculty, to participate in periodic ethics training as mandated by the State Ethics Commission. This required training regarding conflicts of interest has been required since 2010. In accordance with state and federal laws, MCLA's Human Subjects Institutional Review Board (IRB) oversees and approves all research involving human participants before starting any research. Faculty members have an advisory role in recommending academic technology through the Academic Technology

Advisory Group (ATAG). Recent important decisions in which faculty participated include the selection of the new learning management system, Canvas; the ePortfolio software, Digication; and various academic technologies to be used in the new Center for Science and Innovation.

The academic faculty is critical to encouraging and celebrating students' scholarly and creative achievement as evidenced by the support and expansion of undergraduate research; the incorporation of service learning into many courses and several programs; travel courses; internships; and the widespread participation by students in the fine and performing arts. An Honors Program provides a supportive and challenging program for motivated students.

A variety of faculty members teaches in each department and program, so that students may experience a range of instructional methods and have access to a variety of expertise by different faculty members. Semester schedules show that different faculty members frequently offer multiple sections of a number of courses. This intellectual and stylistic diversity, encouraged for the sake of the students and academic freedom, nonetheless embraces a consistent set of learning goals. Thus the diverse personalities, teaching styles, and academic experiences represented in faculty syllabi frame a unity of purpose, albeit one which is subject to ongoing discussion and revision.

MCLA strives to enhance the quality of teaching, learning, and scholarship in many ways. Among those not yet mentioned are *The Mind's Eye*, an annual peer-reviewed interdisciplinary journal; *Thesis XII*, a philosophical review consisting mostly of high-quality student writing; and the Science Lunches series of discussions about teaching in the sciences. Faculty also participate in consortia that provide professional development opportunities. COPLAC annually offers faculty summer institutes that allow MCLA faculty to explore discipline-based topics and engage in peer networking with colleagues from other public liberal arts colleges. Through COPLAC, faculty also participated in an undergraduate research distance mentoring program pilot funded by the Teagle Foundation. Similarly, through participation in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), faculty have enhanced their professional capacity.

Each undergraduate student has a full-time faculty member as his or her assigned academic advisor and many seek advice from others as well. To this end, each member of the faculty holds his or her contractual minimum of three weekly office hours, and most make themselves available to students at other times by appointment for formal as well as informational advising of students majoring in their departments. In addition, the Center for Student Success and Engagement provides advising for undeclared students and coordinates academic support for all students. To assist faculty in understanding and refining their advising, the College regularly schedules advising workshops, and makes enhancements to the student information system, Banner.

Faculty members work systematically with the administration to ensure academic integrity. Peer review processes, institutional assessment of student work, and department- and course-level reinforcement of college policies all serve to model and underscore the importance of integrity in academic work and endeavor. Academic policies provide reference points for matters of scholarly integrity and ethical practices and ways for students to appeal academic decisions.

Instructional tools include library online guides and embedded experiences in required courses so that students are familiar with the institution's standards and expectations.

A number of faculty members maintain ongoing scholarly research. Some of this research is academic in the traditional sense, resulting in publication in books or peer-reviewed journals, whereas much of it either relates directly to teaching at the College, or supporting that work indirectly. The MSCA Agreement explicitly cites teaching as a form of scholarship for purposes of evaluation (R0278). In the case of Fine and Performing Arts, faculty scholarship might include performances, art works, or original musical compositions. Since MCLA is primarily a teaching college, each of these focuses is appropriate.

In recent years the College has increased the resources to support a wide variety of such scholarly efforts, and also encourages and supports faculty in seeking external grants. Faculty incentive awards, funded by the vice president of academic affairs and available on a competitive basis to the full-time faculty, provide support and recognition for a range of research and scholarly endeavors. The MSCA Agreement also provides for a small amount of professional development money. Faculty members can also apply for mini-grants through the dean's office, including professional development funds provided through an endowment from a local benefactor. Another philanthropic gift supported the establishment of an endowed professorship in education, the first endowed chair at MCLA, which provides additional recognition of faculty accomplishment and supports innovative teaching practices. Among the outcomes of professional development are scholarly books, articles, and exhibitions/performances by members of the faculty, who share some of this work with colleagues at monthly Brown Bag Seminars.

Some members of the faculty have been able to involve students in their research, and the range of such collaborations has increased substantially. The College encourages this practice, both with its annual Undergraduate Research Conference (URC), and by recognizing such work in reappointment, tenure, and promotion processes. The URC, begun in 2003, has now officially become a full day of intellectual engagement, with regular classes suspended, and an overwhelming proportion of the campus participating in it. Students also have the opportunity to present at the Regional COPLAC conference, the Commonwealth Undergraduate Research Conference, the National Conference on Undergraduate Research (NCUR), and to engage in research during the summer. During the fall of 2011 the College established an undergraduate research program with an advisory board, and faculty members serving as director and associate director. MCLA institutionalized this level of support with regular stipends as of 2012-13.

APPRAISAL

MCLA faculty balance their teaching, advising, research, and service commitments, and meet the challenges presented by an increasing number of concurrent initiatives, such as requests for participation in statewide initiatives.

The faculty guide the content of academic programs and courses, instructional methods, and program improvement through well-documented governance and review procedures, as well as

through institutional strategic planning results in departmental action plans that include considerable attention to program development, assessment, and improvement. The program review process and accreditation processes afford the opportunity for external review that assists faculty in making comparisons, as well as engage in ongoing improvement of their instruction and programs.

The teaching workloads are determined by the MSCA Agreement. Some faculty members receive a course release for alternative assignments such as department chair responsibilities, program coordinators, etc. Since MCLA does not employ graduate teaching assistants, the full-time and part-time faculty teach all courses. Over the five academic years from fall 2007 through fall 2011, the size of the full-time faculty remained relatively unchanged (R0006), while the total number of part-time faculty dropped from 99 to 87. When large numbers of faculty undergo personnel actions in given years, fewer qualified colleagues may be available for the required committees. This can create pressures on the faculty to fulfill the requirements of the MSCA Agreement.

Faculty also participate in other college service; for example, non-governance committee work, admission open houses, undergraduate research; advising 20+ majors; summer admissions work, etc. Faculty workload as comprised of both contractual obligations and these voluntary contributions required for the ongoing development and support of MCLA's academic environment continues to increase.

Distribution of advising loads varies both within and between departments. For full-time faculty, increased advising loads can make it difficult to provide the necessary time and attention for each student. While the goal of the four-year degree has always been the expectation, it may not take into consideration the needs and interests of the individual student. Some students take more than four years to finish their programs in order to complete an additional major, minors, or honors thesis. Transfer students also may not fit neatly into the four-year plan but are often quite successful. Regardless of expectation, the core roles of advising remains the same: 1) helping students choose courses to meet the requirements of the Core and their majors; and 2) helping students think through the next steps after graduation.

In some departments, especially the larger majors, students experience a wide a variety of faculty expertise. This may not always be possible in smaller departments. The opportunity to work with different faculty perspectives and expertise is therefore somewhat uneven for our students.

The job responsibilities, preparation, and qualifications for the majority of full-time and part-time faculty are clearly described in the Agreement (R0278). Despite the clarity of the faculty qualifications, there are cases where some faculty members, while considered professionally qualified to teach by external accrediting bodies, do not meet the qualification requirements for a conventional tenure track position as outlined in the MSCA Agreement.

All tenured faculty members have met all qualifications and external requirements for the Agreement in place at the time of promotion or tenure. Regardless of when a faculty member went through tenure and/or promotion, a peer review process follows the criteria outlined in the MSCA Agreement. The Faculty Association has worked closely with Academic Affairs to

develop a set of supporting handbooks that help shape and clarify the materials submitted for tenure and promotion (R0022, R0023, R0024, R0025). Under the current MSCA Agreement, the requirement for a terminal degree will eventually lead to a 100% of tenured faculty possessing terminal degrees.

The faculty search process is consultative and dependent on several factors including department enrollment trends, academic specialty, and budget. The College tracks applications and complies with EEOC requirements.

In data from the 2011-2012 IPEDS report, MCLA's average faculty salaries relative to our state university counterparts lagged behind the average, predominantly at the assistant and associate professor ranks (R0136). Among similarlysized COPLAC peers, and using the same data, we are in line with the average salaries at each rank. In our own liberal arts college peer list, including private and public institutions, differences exist but are smaller (R0483). Variations in state higher education funding have sometimes led to reductions in negotiated salary increases under the MSCA Agreement, most recently in 2009. When possible the College, as well as the other state universities, works to increase compensation consistent with the Agreement.

MCLA employs a number of part-time faculty and some who are on one-year renewable contracts (which by terms of the MSCA Agreement require the faculty member to move to part-time status every fifth semester and lose all benefits for over eight months). While the use of part-time faculty does provide the flexibility to bring particular expertise to programs and students, and addresses ever changing scheduling needs, it also introduces a structural challenge. Part-time faculty are sometimes not well integrated into their departments. They may not have the same connection with the students and the department faculty because they are hired on the basis of department-specific appointments. Part-time faculty members are not required to attend meetings, serve on committees, or maintain advising loads, beyond consultation with their current students.

The Faculty Association and Academic Affairs make an effort to reach out and meet with the part-time faculty in order to build a sense of community. Part-time faculty are invited to attend all professional development offerings held on campus, and Academics Affairs together with the Association sponsor lunch meetings once or twice a year to thank and hear from them.

The College has made significant improvements to many of the office areas and community spaces faculty use. Our new building, the Center for Science and Innovation, and planned renovation of Bowman Hall will positively affect a majority of office and classroom spaces for faculty. In fall 2012 the College dedicated and furnished a new Faculty Center for use by the faculty for professional development workshops, social events, and informal gatherings. A Faculty Center Advisory Board guides Center programming. Open to all full- and part-time faculty, the Center has been well-received.

Scholarship

As MCLA is a teaching-centered institution, faculty pursue scholarship and creative activities in addition to their teaching loads. Many faculty members focus their scholarly and/or research efforts on improving pedagogy, including the development of new materials for their classrooms.

Professional development funds guaranteed by the MSCA Agreement are distributed regularly but may not always cover the full costs of individual professional development experiences. As appropriate and available, Academic Affairs may offer supplemental funds to support professional development. In addition to participating in professional development activities, faculty also share lessons learned through these experiences through venues such as the Brown Bag Lecture Series or informal information exchange through the Faculty Center.

Academic freedom is central to MCLA's strategic goal of excellence in teaching and learning, and the Agreement supports such freedom as central to the intellectual mission of the College. We understand that academic freedom empowers the faculty to speak their minds openly and responsibly on matters regarding the academic life of the College.

The College has clear policies and procedures regarding research with human subjects. Academic Affairs supports a number of research initiatives through the Undergraduate Research Program as well as through promotion, tenure, and the post-tenure review process. Through the MCLA Foundation, Inc., and the Office of Institutional Advancement, the College raises funds to support faculty initiatives and High Impact Practices, including lectures by inspiring contemporary figures. The annual Hardman Lecture in journalism and Hardman journalist-in-residence programs are supported by an endowment established by the family of a local business leader. Similarly, a gift from the Ruth Proud Charitable Trust supports MCLA's Michael S. and Kitty Dukakis Public Policy Lecture series.

One comparatively new role of our faculty is to provide an engaging research environment for our students. The College uses the Undergraduate Research Conference as a tool for preparing our students to submit work at annual and regional COPLAC Conferences, the Statewide Undergraduate Research Conference, and at the National Conference on Undergraduate Research (NCUR). The institution supports its undergraduate research program with the resources for a director, associate director, and advisory board. The results of these efforts may be seen in the increasing number of students who are Commonwealth Scholars, graduating with honors, and attending graduate school.

Teaching and Advising

Faculty accept the responsibility for ensuring learning according to both internal and external standards. There are a number of assessment initiatives in place at the departmental level and institutional level, in addition to those demanded by outside evaluation processes. Internal program improvement initiatives come through the departments and are presented to the Curriculum Committee, which serves as the repository of the shared understanding of materials and methods approved by the College.

The College coordinates advising services through CSSE. Each semester CSSE provides several advising workshops for faculty, which have proven helpful for those faculty who choose to attend. In addition, the College provides several useful advising tools through Banner.

Academic technology continues to play an important role in the teaching environment at MCLA and faculty members drive the selection and implementation of emerging academic technology

through their role on ATAG. This advisory group has played a key role in the selection of Canvas, the current LMS system that effectively supports face-to-face, hybrid, and online courses. The Center for Academic Technology supports the integration of academic technology into the teaching and learning environment by providing a number of forums focusing on best practices and the pedagogy of teaching.

Teaching strategies and techniques are shared at faculty round tables, the faculty Brown Bag series, and at the annual TechFest. In addition, the institution provides resources and structured environments to advance pedagogy through the criteria set forth in the contract for advancement, tenure, and post-tenure review.

The College recognizes the importance of service learning and the value that such an experience can bring to a student's educational experience. Faculty play a leading role in developing and enhancing these programs, which align with each of MCLA's strategic planning goals. Accordingly, the College supports and encourages service learning initiatives through a series of workshops and incentives.

Faculty benefit from exchanges with COPLAC peers and can learn about and adopt best and promising practices in teaching and advising. Administrators as well as faculty participate in statewide opportunities to keep current on and contribute to teaching, advising, and success practices that we can bring back to the College.

Assessment

Faculty provide key leadership to program and institutional assessment efforts. The institution is heavily engaged in a number of internal and external assessment initiatives. Academic Affairs, and in particular the associate dean for assessment and planning, helps to coordinate the various assessment initiatives. Faculty members participate in the Assessment Advisory Group (AAG), program review, Core curriculum review, and respond to external assessment initiatives including the Vision Project. Academic Affairs and the faculty jointly ensure that as an institution, we have initiated the process for validation that stated learning outcomes are being achieved in all the academic majors and across the core curriculum. Faculty are challenged to address the data demands from a variety of internal and external assessments. Assessment has been and continues to be embedded into curriculum and is used to advance the quality of the programs. However, competing assessment initiatives translates to increased reporting requirements and shorter deadlines for some of the projects.

PROJECTION

Align resources according to strategic plan: The College will develop an academic plan that is aligned with the MCLA strategic plan, and that will inform the development of a strategic plan for each department. These plans will align human and physical resources with program development, student enrollment and success patterns, and other changing needs.

Faculty professional development and support: Develop faculty mentoring for all newly hired faculty members. Augment on-campus professional development opportunities for faculty and assign appropriate resources to those opportunities.

INSTITUTIONAL EFFECTIVENESS

MCLA regularly evaluates the effectiveness of faculty teaching, advising, service, and scholarship. We employ a combination of internal and external evidence to evaluate institutional effectiveness. The associate dean for assessment and planning works closely with academic departments on issues of data collection and analysis that are used to assess student learning outcomes and to determine the sufficiency and support of faculty. These data are used in an ongoing and active dialog that identifies need, guides policy, and distributes resources to best meet emerging and under met needs.

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

?

		3 Years Prior (FY 2010)		2 Years Prior (FY 2011)		1 Year Prior (FY 2012)		Current Year* (FY 2013)		Next Year Forward (goal) (FY 2014) **	
?		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty	?										
Professor	Male	28		28		25		26		22	
	Female	15		15		13		13		18	
Associate	Male	8		9		10		9		11	
	Female	7		9		10		9		12	
Assistant	Male	12		8		10		11		11	
	Female	12		14		12		14		9	
Instructor	Male	1		1		2		1		2	
	Female	1		5		2		2		2	
Other	Male		44		41		38		47		35
	Female		35		46		49		41		45
Total	Male	49	44	46	41	47	38	47	47	46	35
	Female	35	35	43	46	37	49	38	41	41	45
Total Faculty											
Professor		43	-	43	-	38	-	39	-	40	-
Associate		15	-	18	-	20	-	18	-	23	-
Assistant		24	-	22	-	22	-	25	-	20	-
Instructor		2	-	6	-	4	-	3	-	4	-
Other		-	79	-	87	-	87	-	88	-	80
Total		84	79	89	87	84	87	85	88	87	80
Salary for Academic Year		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	68,570		68,818		68,205		68,743		70,096	
	Mean	77,961		82,076		85,085		88,557		89,153	
Associate	Minimum	50,390		57,090		56,476		58,193		59,152	
	Mean	60,530		62,193		63,388		66,484		65,556	
Assistant	Minimum	45,000		46,130		47,000		47,200		49,298	
	Mean	50,993		50,664		52,045		54,139		55,108	
Instructor	Minimum	42,000		42,686		45,419		44,000		45,553	
	Mean	42,500		45,665		46,005		45,958		47,852	
Other	Minimum										
	Mean										

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***** FY2014 Totals are Prelimary faculty counts final counts availiable in November 2013***

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

	3 Years Prior (FY 2010)		2 Years Prior (FY 2011)		1 Year Prior (FY 2012)		Current Year* (FY 2013)		Next Year Forward (goal) (FY 2014) **	
?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor	32		33		31		31		32	
Associate	12		14		16		16		16	
Assistant	18		17		13		17		15	
Instructor			2							
Other										
Total	62	-	66	-	60	-	64	-	63	-
Highest Degree Earned: Master's										
Professor	11		10		7		8		8	
Associate	3		4		4		2		4	
Assistant	6		5		9		8		8	
Instructor	2		4		4		3		4	
Other										
Total	22	-	23	-	24	-	21	-	24	-
Highest Degree Earned: Bachelor's										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-	-	-	-	-	-	-	-	-	-
Highest Degree Earned: Professional License										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-	-	-	-	-	-	-	-	-	-

?

Fall Teaching Load, in credit hours

Professor	Maximum	22.0		20.0		21.0		19.0		18.0		
	Median	11.9		11.8		11.2		11.6		12.0		
Associate	Maximum	16.0		18.0		18.0		21.0		15.0		
	Median	11.0		12.6		11.8		11.5		11.4		
Assistant	Maximum	15.0		22.0		15.0		15.0		17.0		
	Median	11.4		11.6		10.7		11.2		12.0		
Instructor	Maximum	15.0		18.0		12.0		16.0		15.0		
	Median	13.5		12.8		10.5		13.6		12.0		
Other	Maximum		15.0		15.0		15.0		15.0		15.0	
	Median		5.7		5.3		5.0		5.1		3.0	

Explanation of Teaching Load (if not measured in credit hours): Load inclcudes both day and DGCE courses

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***** FY2014 Totals are Prelimary faculty counts final counts availiable in November 2013***

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2010)		2 Years Prior (FY 2011)		1 Year Prior (FY 2012)		Current Year* (FY 2013)		Next Year Forward (goal) (FY 2014) **	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed										
Professor										
Associate					1				1	
Assistant	4		3		4		5		6	
Instructor			2		1		1			
Other		79		87		87		88		80
Total	4	79	5	87	6	87	6	88	7	80
# of Faculty in Tenured Positions										
Professor	43		43		38		39		40	
Associate	14		18		19		17		18	
Assistant	3		1		2		3		1	
Instructor										
Other										
Total	60	-	62	-	59	-	59	-	59	-
# of Faculty Departing										
Professor										
Associate										
Assistant	3				2					
Instructor	1				2					
Other										
Total	4	-	-	-	4	-	-	-	-	-
# of Faculty Retiring										
Professor	3		5		2		2		4	
Associate							1			
Assistant										
Instructor										
Other										
Total	3	-	5	-	2	-	3	-	4	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

***** FY2014 Totals are Prelimary faculty counts final counts availiable in November 2013***

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2010)		2 Years Prior (FY 2011)		1 Year Prior (FY 2012)		Current Year* (FY 2013)		Next Year Forward (goal) (FY 2014) **	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
Business Administration	9	8	9	5	8	6	9	8	7	9
Biology	6	7	7	5	6	3	7	3	7	
Chemistry	2	1	2		2		2	1	3	1
Computer Science	3	3	3	3	3	3	3	2	3	2
Education	9	20	8	15	6	15	6	14	6	16
English Communications	14	16	13	15	13	15	13	13	13	13
Environmental Studies					3	3	3	3	3	3
Fine & Performing Arts	7	10	9	8	8	9	8	11	8	10
History	7	3	8	2	7	2	7	5	7	4
LISP	7	3	7	5	6	6	6	3	7	5
Learning Services		4		6		3		1		
Mathematics	3	5	3	6	4	4	3	6	4	3
Physical Education	1	7	1	7	1	6	1	8	1	8
Physics	3	1	3	1	3	2	3	2	3	2
Psychology	6	6	7	3	6	6	6	3	7	1
Sociology	7	5	9	6	8	4	8	5	8	3
Total	84	99	89	87	84	87	85	88	87	80

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

***** FY2014 Totals are Prelimary faculty counts final counts availiable in November 2013***

STANDARD SIX: STUDENTS

DESCRIPTION

MCLA students are dedicated learners, active community members, supportive peers, and committed leaders. Through support, individualized advisement, and high expectations, we strive to provide a campus environment that supports all students in these aspirations. To do so we rely on the talents and expertise of our faculty, staff, and students, developing programs to build an effective educational living and learning community.

MCLA's student affairs division is guided by the College's liberal arts character. We post our mission statement on our Web site, discuss it at division retreats, and review it annually mid-year. This comprehensive approach sets the stage for deep student learning.

An important development since our last self-study has been the deliberate alignment of the academic affairs and student affairs divisions. The curricular and co-curricular programs at MCLA are integrated to deliver high impact learning opportunities for all students. This campus learning environment nurtures whole-student learning, from the recruitment cycle through graduation.

As a public university campus, the Massachusetts Department of Higher Education (DHE) determines MCLA's baseline undergraduate admissions standards. For first-year students who do not meet these standards (R0339), an alternative for enrollment is the Individual Enrichment Summer Session, a program funded in part by a United States Department of Education TRIO grant. The program is designed for promising but educationally disadvantaged high school students to assist their transition to college academically, culturally, and socially. Our Individual Enrichment Summer Session introduces students to the campus and Berkshires through cultural and recreational activities. Strong emphasis on academic skills and intellectual curiosity helps these students transition from high school to college.

We admit transfer students based on academic performance at their previous institution(s), and as appropriate the Mass Transfer program. Graduate admission standards require candidates to have a Bachelor's degree from an accredited college or university for acceptance into a graduate program at MCLA (Professional MBA, M.Ed., CAGS).

Placement tests for new undergraduates follow careful review of the cumulative high school GPA, SAT/ACT scores, and subject grades. Developmental courses offered through the Center for Student Success and Engagement (CSSE) allow students to improve their readiness for college-level work before enrolling in core writing and math courses. Several summer "jump start programs" accelerate students' progress in their first year (Individual Enrichment, Leadership Education Action and Development [LEAD], STEM Academy). Our well-designed, integrated student services program supports students with an emphasis on the first year (see the First Year Student matrix). Attention to the second year helps to prepare students for upper division work. Following graduation, Alumni Relations and Career Services stay connected to alumni , providing a means for alums to share their expertise and opportunities with undergraduates.

Established in 2009 as an outcome of our strategic planning process, the Center for Student Success and Engagement (CSSE) aligns student support programs. Every student can access tutoring services, advising, mentoring, and career preparation through this center. Students with documented disabilities work with the academic support learning specialist to develop reasonable accommodations under the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. CSSE's integrative approach provides rich resources to ensure success, engagement, and empowerment of all MCLA students. Collaborations among admissions, student affairs, counseling services, the First Year Experience (FYE) program, peer advisors and faculty strengthen the ability to identify and appropriately offer support. Courses that over time have proven to be particularly challenging utilize Supplemental Instruction (SI), also coordinated in CSSE. We involve our students in the delivery of these services, which creates a culture of "giving back." This prevalent student participation promotes leadership opportunities campus/community-wide.

High Impact Practices including undergraduate research opportunities, internships, leadership conferences, co-curricular activities, service learning projects and connections with high-profile speakers punctuate the campus living and learning environment. Students can also expand their intellectual and cultural growth through study abroad and internship programs. MCLA cultivates leadership through an extensive student-led Student Government Association (SGA) and other campus and community opportunities. The College also sponsors a number of leadership training programs including weekend immersion programs, work training sessions, and an increasingly popular annual leadership conference. Students gain valuable leadership experience through employment on campus, including College Work Study (CWS) offered through the Federal Work-Study program. Currently, 24% of students work on campus. In addition to campus employment, CWS also supports student participation in community service projects. In 2011-2012, 8.6% of the Federal CWS funds were allocated to community service work, above the 7% requirement.

All students have access to health and counseling services, on campus and at the nearby North Adams Regional Hospital (NARH). We ensure students' awareness of these resources through open houses, orientation, first days programming, outreach programs, residence halls staff, campus postings, email system, student handbook and MCLA Web site.

During 2012-2013, 74% of MCLA students received some form of need-based financial aid. Financial aid review and awarding processes align with state, college and federal guidelines. To assist families in their understanding of the cost of attendance, financial aid, and budget planning, MCLA provides access to an online net price calculator tool on the College Web site. MCLA bases all aid on need, and calculate awards using the need figure after deducting expected family contribution (EFC) from the annual cost of attendance. The College meets students' calculated needs using a combination of grant assistance and self-help. Financial aid awards are mailed to incoming students with a guide to the award, costs, information on satisfactory academic progress, and the College refund policy. Returning students receive their awards online along with an email alerting them to the Web sites where all the financial aid information can be found. First-time student loan borrowers are also notified of the on-line entrance counseling requirement, before loans can be disbursed, about their rights and responsibilities for the loan.

Current students receive email alerts in December, and the process begins in January, continuing with application workshops in February. The financial aid staff collaborates closely with the athletic teams, Student Government, Resident Advisors, Resident Directors, and CSSE to aid in the timely dissemination of crucial information. One-on-one assistance is also available in the office by appointment (R0174, R0251; financial aid).

Scholarship information, including a database listing of outside resources, is available to all students and widely publicized. In recognition of national trends around increases in student debt, MCLA partnered with American Student Assistance (ASA) to offer current and former students with a membership to SALT, a Web-based financial literacy program. This program assists students in understanding debt and repayment options and offers career and scholarship searches.

A robust and engaging co-curricular program that focuses on achievement, leadership, and service complements our academic programs to support the development of thoughtful citizen leaders. Signature programs include residence life offerings; the three centers of thought and action (Susan B. Anthony Women's Center, Center for Service and Citizenship, and the Multicultural Education Resource Center); Student Government Association; Athletics and Recreation, Student Development and Wellness Center programs (Health Services and Counseling Services), and the programs and experiences available through MCLA's Berkshire Cultural Resource Center.

MCLA's NCAA Division III athletics program provides a notable example of the integration of achievement, leadership, and service. Athletics values and follows the rules and regulations of the NCAA, Massachusetts State Collegiate Athletic Conference (MASCAC), and the code of conduct is published in the MCLA student athlete handbook. Funding provided by the College offers student-athletes equitable facility access and apparel, and opportunities regardless of gender. Student engaged committees such as Student Athlete Advisory Committee (SAAC) encourage student-athletes to maintain a representative balance for both male and female athletic teams, and to embrace Division III values. Athletic department staff members serve as advisors and integrate academic, leadership and service opportunities so that students develop and succeed holistically. The athletic program also benefited from an external review conducted in 2005.

We assure high-quality professional, practice by employing a systematic search process requiring candidates to possess appropriate degrees and commensurate work experience; highly skilled individuals staff all student services offices. Through membership in professional organizations and participation in on-campus, regional and national conferences, workshops, and webinars, staff members have access to professional development opportunities. Computer support services provide access to the Self Service Banner system allowing students to evaluate their own academic status. The ePortfolio tool enables students to document accomplishments electronically and construct a narrative from their academic experience.

We ensure the cultivation of our community values through many means, including the student conduct code. The student code of conduct and academic ethical behavior is published in the Student Handbook. Specific program conduct standards such as athletics and Residence Life are

contained in program handbooks as well (R0002). These documents are posted on the Web with commensurate training for new students in appropriate sessions. The student affairs division employs the standards of the Council for the Advancement of Standards in Higher Education (CAS), which inform program review. Student Affairs division planning complements the College's annual strategic planning process.

Special populations such as low income and first generation college students, and students with compensatory academic skill needs, can and do succeed academically with support provided through CSSE – as measured by the first to second year retention rate and four-, five-, and six-year graduation rates (R0041). The Individual Enrichment Program, overseen by CSSE, provides enhanced learning opportunities with commensurate tracking of retention for students during the initial summer semester and academic year (R0044). Enrollment management systems, faculty, and staff identify students with needs and appropriate outreach and interventions are made (R0041). The College supports participation by students with special talents in various honor societies. We regularly share students' interests, as expressed on the planning and profile new student survey, with advisors and selected Student Affairs staff.

All students meet with their academic advisors before each registration period, and at other times by appointment. First Year Experience program faculty and volunteer peer advisors ensure opportunity awareness among new students and engagement during the crucial first semester. New, undeclared students are invited to pre-advising workshops and are assigned informal mentors from the MCLA community and academic advisors in CSSE. These programs are preceded by new student Orientation, an overnight intensive program for first-time, full-time freshmen and a one-day program for transfer students. All new students also participate in the comprehensive, three-day first days program at the start of fall semester. Throughout the first semester, freshmen are supported through the aforementioned First Year Experience program. We offer several targeted educational campaigns as well. For example, students participate in time management workshops, a Web-based alcohol and other drug use and abuse/healthy choices program, a program concerning nutrition, several programs concerning healthy relationships and sexuality along with safe sex, and of course programs to introduce students to the many club and organization opportunities. Whenever appropriate these are integrated with the residential program and augment the support ongoing in the on-campus living communities. Commuter students are engaged through the Commuter Student Advisor and Advisory Board. Transfer students are shepherded through their first semester transition by a transfer student counselor and encouraged to seek out the support of CSSE.

Graduate student progress is monitored through meetings with academic advisors and either the Education Department Graduate Curriculum Committee or, as appropriate, the Professional MBA Advisory Group. Because education students seeking teaching licensure at the Initial or Professional level are subject to timelines imposed by the state and the school districts in which they work, the Education Department provides case management to ensure the progress and completion of actively enrolled graduate students. The Professional MBA program has graduated two cohorts as of May 2013, a third will graduate in May 2014, and a fourth started in September 2013.

The College tracks student retention across several groups. We have also begun to design tracking systems for students participating in out-of-classroom High Impact Practices (R0151). Additionally, the Career Services and the Alumni Office post-graduation surveys inform us about the many ways students use their education. The Student Success and Retention Task Force reviews and considers student retention data as does the president's Cabinet, admissions team, and CSSE. Staff members consider the aggregate profile of student success these data yield, and adjust recruitment strategies accordingly. The dean of academic affairs, the coordinator of the Professional MBA program, and the Business Department chair monitor the retention rates of the Professional MBA program. As of 2013, the Education Department will be responsible for advancing data collection to reflect new Massachusetts Department of Elementary and Secondary Education (ESE) requirements. In addition, ESE will make public data pertaining to employment outcomes, survey data of students and employers, Massachusetts Tests for Educator Licensure (MTEL) passing rates, and evaluation ratings from program completers.

We understand our strengths and challenges relative to student success and graduation. We have expanded High Impact Practices, particularly experiential extensions of classroom learning: study away experiences, undergraduate research, internships, and service learning. The College also cultivates the living-learning experience. MCLA regularly examines the effects of support programs on retention and student success, and uses this information to enhance program and service delivery. Examples of new or improved programs that have grown from careful analysis of need are the development of writing associates, cultivation of supplemental instruction, and the creation of STEM associates.

Our graduation rate is comparable to those of other COPLAC institutions as well as to our state university peers. Analysis of transfer retention rates suggest that these students progress towards graduation at or above these rates.

We strive to embed all campus services in a context of ongoing, evidence-based program development (R0107). Student affairs and other student service programs also conduct service satisfaction evaluations annually (R0204). The student affairs division also develops annual reports and ongoing leadership practitioner's conversations concerning practices and campus life concerns and needs. Particular study groups, such as the Student Success and Retention Task Force, Cabinet, and growing number of departments and programs such as CSSE and the First Year Experience, focus on student success and retention as they design and deliver services and educational programs. The individual enrichment summer session final report is crucial in terms of analyzing the effectiveness of this program that serves a cohort of new students with clearly identified needs as well. Administrative program evaluations draw on student survey information such as the biennial administration of NSSE. Further, students' investments in service and SGA with the continuing robust involvements speak to the quality of campus community life.

APPRAISAL

MCLA attracts students seeking a highly engaging, affordable education. We have aggressively advanced outreach activities to multiple populations both in and out of state. These strategies have proven successful in attracting a larger and more diverse applicant pool. Since our last

accreditation visit, applications for admission increased by 37%. New students, both first year and transfers, increased by 26% since 2003. Due perhaps to changes in the way most students apply for college, yield percentages have not increased consistently over this period (R0463). Our overall undergraduate enrollment increased by 9.7%; however our graduate education enrollment did not grow (R0006).

Over the course of the self-study period, we put resources into multicultural outreach and recruitment and strengthened the effectiveness of our multicultural recruitment programs. In an effort to reach students from diverse backgrounds, we have fostered close relationships with counselors from high schools and organizations throughout Massachusetts and New England (Bottom Line, Upward Bound, etc.) and charter schools. We host specialized programs on campus to encourage visitation and multicultural overnight programs for accepted students to experience the college environment and begin building community and establishing networks. MCLA's representation of students who self report as being from diverse backgrounds increased from 7.6% in 2003 to 17.2% in fall 2012 in part due to targeted outreach to students in urban areas.

Transfer admission practices and recruitment strategies go beyond traditional college fair attendance and include multiple on-campus opportunities including transfer counselor programming, the development of degree completion programs, articulation agreements, and the promotion of seamless transfer opportunities.

Our enrollment picture as compared to 2003 is stronger. It reflects sizable increases in students who are: full time, living on campus, ethnically and geographically diverse, and those majoring in STEM fields and the Arts. However, inconsistent enrollment levels from year to year, for both new and returning students, present a major challenge.

Economic conditions during the past few years have contributed to increased competition, with higher levels of tuition discounting by private colleges. This has proved a challenge to our enrollment as has the financial status of our applicants and enrollees. Serving a student population of which 50% are Pell-eligible affects our recruitment and retention efforts. The average household income of financial aid applicants since 2008 has dropped by 5% to $66,355. During the same period, we have seen a decline in state financial aid resources available to support student access to higher education.

In addition, our region has a small pool of traditional-aged, college-bound students from which to draw, and this is our single largest student group. Yield therefore has diminished slightly for new full-time students, but the yield for transfer students remains fairly constant. Our regional demographics also affect graduate program enrollments as there are fewer people in our area looking for graduate education programs, and increased competition for this declining population. Based on a needs assessment commissioned by the Berkshire Compact for Education, the Professional MBA program represents an additional resource to meet the region's needs for advanced educational opportunities.

Graduate and Continuing Education has developed programs and refined processes in recent years. The Office of Admission now works directly with Education Department personnel to

strengthen prospective graduate student recruitment efforts. Over the last few years, strategies have included creating and disseminating updated marketing and informational brochures, offering well-publicized information night sessions in various Berkshire County locations, enhancing the Web site, strengthening partnerships with county school districts, developing an admissions flow chart, and implementing new admission processes to clarify and make consistent the experience for prospective students. In the summer of 2012, the College created a new position and hired a dean of graduate and continuing education.

Because most of MCLA's graduate education students work full time and enrollment for many involves travel to campus, the program aims to deliver courses in a variety of accessible effective learning formats and time structures. These include courses that convene weekly as evening courses, on weekends, during the summer as immersion work, and hybrid courses (a format of on-line and face-to-face classes). To accommodate student needs, graduate and continuing education courses meet at several convenient locations, including shared classroom space in Pittsfield and at local schools, in addition to on the North Adams campus. The graduate student success rate is good, especially for those who are full-time graduate students.

Enrollments are subject to competing forces in the region as students may look to other programs provided by other colleges, universities, and collaboratives. This competition may, in part, be responsible for the diminishing enrollment of graduate students but more likely the changing certification requirements for advanced degrees, the dynamic support of districts for educators' professional development, as well as the economic downturn are significant inhibitors to all graduate study. Education majors in particular are also declining statewide. The uneven enrollment pattern of CAGS and M.Ed. graduate students has been offset with the development of the Professional MBA program.

The College will develop new programs based on need and interest. The newly developed Early Childhood degree completion program is evidence of MCLA's responsive programming. MCLA presents a rich accessible resource in the region for graduate and continuing education for both full-time and part-time students.

The College designs and implements a variety of experiences to introduce prospective students to student services through orientation, First Days activities and the First Year Experience program. In addition to making this information available to new students, faculty and staff also remind students about the constellation of services available to them at the College. The New Student Transitions Team monitors and coordinates critical components of students' transition into the college and progress through their sophomore year.

The Center for Student Success and Engagement encourages students to participate in academic opportunities, and regularly reminds students about academic support through traditional flyers, class visits, advising and FirstClass student announcements. Most prospective students look to the Web first to answer their questions; ensuring online information is consistent and current was a key goal of MCLA's 2013 Web site update, and remains central to our Web strategy. Through the work of Web champions – departmental designees who keep information consistent and current across the site, we work to ensure online content is responsive to the needs of both prospective and enrolled students.

We established the CSSE to address the identified needs of admitted students and integrate existing support services. As a result of the intentional work to develop CSSE, placement testing, remedial courses, disability services, tutoring, STEM and Writing Associate programs, and SI have all evolved. CSSE has begun to function like a departmental home for undeclared students. Academic year 2012-2013 marked the creation of a month-by-month plan for undeclared students (R0435). CSSE's programs and outreach have provided undeclared students with meaningful connections to faculty, staff, and departments. From questions about how to declare a major to what sorts of appropriate internships are available, students turn to CSSE to meet a variety of their learning needs. In the fall of 2012 work to evaluate and assess the services provided for students with disabilities was commenced. Forthcoming recommendations will be made regarding the types and delivery of accommodations for students with disabilities (physical, learning differences, psychiatric, etc.) These learners have been historically persisting towards graduation at a lower rate as compared with their class group, though in the last two years (2010 and 2011) we have realized a 7 and 9% increase in the persistence rate over the average first to second year return rate.

Significant challenges and opportunities remain for CSSE. Alignment of services at the center of campus and integrative work focused on academic support with a "case management" method has been a welcome and popular resource to students, faculty and staff; the CSSE team continues to pay attention to roles and responsibilities and to balance this model with support for traditional learner-centered methods of advising and support. We need to consider the balance of service and scope of work as the program profile of students' needs continues to emerge. Continued collaboration with other offices and academic departments is crucial to ensuring the CSSE staff act as an equal partner in the important work of student success and that the student success goals are reached involving the entire campus.

Graduate students in education receive support through an Education Department graduate advisor who works closely with each graduate education student to assist in the development of the student's program of study and in the appropriate planning and selection of courses. In addition to graduate students' faculty advisor, the Education Department's coordinator of licensure and placement serves as the primary advisor for students entering the program and all graduate students on state policies related to licensure. Professional MBA students enroll as a cohort and program advisors steward their progress.

MCLA's rural location presents both challenges and opportunities to students. MCLA is a closely knit community surrounded by stunning natural beauty and outdoor recreation, and access to an array of world-class cultural institutions. Combined with our academic quality and public liberal arts mission, these resources offer definite attractions for many students. However, we recognize that students used to larger communities may find our location isolating.

MCLA offers a number of opportunities for student leadership development. From a robust and engaged Student Government Association and residence life advisory boards to a newly approved leadership studies minor, the College prepares students and provides pathways for them to assume roles as engaged citizens. The student affairs division supports centers for thought and action that convene and inspire social justice work: The Multicultural Education

Resource Center; Susan B. Anthony Women's Center, and the Center for Service and Citizenship. These centers are also aligned with related academic programs of study. Similarly, the Berkshire Cultural Resource Center (BCRC) provides high impact learning experiences that contribute to the development of leadership and professional skills.

Student Government and clubs facilitate student involvement and leadership synergy. As a result, it can be challenging to assign and manage high-demand resources like timeand performance and practice space, and to ensure the appropriate balance between students' desire for independent work and self-directed achievement, and the faculty's desire to guide students' energy and learning. Finding this balance is currently managed though regular meetings of the groups to focus on each groups' needs.

Counseling Services supports the mission of the College by assisting students with personal and behavioral issues that may interfere with their growth, so that they may be academically and personally successful. Counseling Services provided services to 13.7% of all students in 2011-2012 (R0436), a figure that increases from year to year. We are presently exploring digitized treatment records for both Counseling and Health Services, so as to improve accuracy and efficiency

The Athletics department at MCLA ensures that services provided to each student are consistent with NCAA policies and with our institutional commitments to excellence, community, stewardship and engagement. Our focus on student-athlete development and the connections between athletics and academics was demonstrated and advanced in 2005 when the president made the decision to place athletics, which previously was part of the administration & finance division, within the student affairs division.

In accordance with the guidelines for participants in Division III intercollegiate competition, student-athletes must participate in the campus organized study halls and related services. With emphasis on academic success, increasing numbers of student-athletes are named to the MASCAC All Academic Honors (R0362). The Faculty Athletic Representative is fully invested in the program and provides support and leadership for student achievement and self-directed venture. The average first to second year retention rate for student-athletes from 2006-2010 was 85%, higher than the College average. In improving the development of community outreach services from student-athletes and SAAC, the department has created an increase of opportunities for student-athletes to work within the local area. In the 2010-2011 academic year, student-athletes provided over 1,100 hours of services to the Northern Berkshire community (R0364).

The vice president of student affairs encourages personnel to be active in professional organizations and participate in on-campus development opportunities where colleagues share their expertise. In order to meet new challenges and remain current in their fields, staff in all student service offices would profit from additional in-house training and off-campus professional conferences and workshops – both as presenters and participants.

Eight Student Affairs programs, ranging from the Campus Conversations on Race (CCOR) to the Wellness Center Suicide Prevention Program, have measurable learning outcomes, measuring

communication skills, teamwork, intercultural knowledge, and progress toward achieving LEAP outcomes (R0115). In order more systematically to assess the outcomes of these programs, the Student Affairs Office and CSSE need to develop more specific goals and instruments to accurately and precisely assess objectives, as well as broaden the assessment process to include co-curricular learning in clubs, Service Learning, and cultural recreational activities.

We are acutely aware of the national trends related to increased student indebtedness. Financial aid applications continue to increase, but with the ever-changing economy, the College has been able to help students meet the cost of attendance by promoting access to financial aid. On-time applications have increased 29% for incoming students and 63% for returning students from 2007-2008 to 2012-2013 (R0333). To keep up with the increase in applications and the minor increases in aid, gapping of awards has been growing to maintain equity among the applicants. State aid awarded has increased 15% in the last five years, along with a 40% increase in Federal aid and 28% in institutional aid (R0265, R0215). The federal funds have increased greatly due to larger borrowing among students and parents. Although we continue to keep costs low, federal student loans have increased 40% and parent federal loans 36% since 2007-2008 (R0265, R0215).

Even with the increase in students applying on-time, students and parents are finding that they must borrow more to cover all of the costs. Despite the increase in student borrowing, our cohort default rate remains low at 3.6. Partnering with American Student Assistance in the SALT financial literacy program, we have enrolled 5.7% of our student population. We strive to attain more institutional scholarship funds to award to students, especially due to the increase in scholarship applications. Since 2007-2008, applications have increased 18% and in a one-year span since 2011-2012, they have increased 21%. Outside scholarships from other sources continue to grow. MCLA students have received 31% more in outside assistance in 2011-2012 compared to 2007-2008 (R0265, R0215). Publicizing non-institutional grants and scholarships has helped to maintain a steady increase.

Academic advising is one of the primary gateways to successful and continuing enrollment, however, we have an opportunity to enhance the effectiveness of MCLA's advising practices. In particular, academic advising workshops offered each semester by CSSE are not well-attended. Increasing participation in these programs will help to build capacity and increase the effectiveness of advisors' work with students. As MCLA now employs self service registration, students have lessened their involvement in developing a relationship with their academic advisors and advisors report a growing challenge in their efforts to get to know their advisees. This hampers their ability to provide effective and personalized advising.

The home base for undeclared students within CSSE creates a caring, invested, anchored, and specialized community for these learners. These changes prove promising; we have an 82% retention rate for undeclared students from fall 2011 to fall 2012. As one of CSSE's goals has been to identify obstacles to first-year students earning 30 credits, we took multiple action steps to increase support needed by students placed in remedial courses and to shorten the number of semesters to 30 earned graduation credits.

Institutional information concerning overall student success, as measured by retention data, shows MCLA performing within the range of most COPLAC and state university system peers. The Individual Enrichment group persists less well as compared to all MCLA students. The Student Success and Retention Task Force studies student success and retention, and provides suggestions for practice and policy changes. As CSSE develops, this professional team will contribute to this work more fully. Additionally, student recruitment targets in light of student success through the admissions team is evolving.

Student success as measured by achievement and persistence towards graduation serves as one indicator of quality for academic programs and support services. Aware that these focused service-oriented evaluations are inherently limited to students who seek services, we employ broad campus-wide surveys such as the NSSE and the Alumni survey, and also show generally favorable sentiments from among students concerning their faculty, staff, and overall MCLA experience. At the same time, we are committed to adapting services as student needs evolve. Consequently, we support our professional staff with access to literature, conferences, and other professional development opportunities.

PROJECTION

Establish a multi-year enrollment management plan: Recruit and retain a diverse, outstanding student body integrated with institutional planning efforts. The plan will align with programmatic needs and will assess enrollment factors such as demographics, targeted marketing, recruitment, and admission and retention efforts.

Institutionalize and evaluate the work of the Center for Student Success and Engagement: CSSE will continue its work to strengthen undeclared student advising, placement and skill course management, and marshaling of peer lead academic support programs.

Collect, assess, and use data to enhance program effectiveness: The core team of faculty, staff, and students will continue to focus on data that speak to student success. This team will distill information needs and involve experts to provide professional development around student engagement, enhanced academic advising processes student interventions that increase students' understanding of their academic and co-curricular interests. MCLA will continue to work to use data to actively effect program changes aimed at increasing persistence, graduation rates, and the overall success of our students, and share best practices statewide through the Vision Project and the Advancing a Massachusetts Culture of Assessment (AMCOA) initiative

Examine institutional policies and practices that promote multicultural awareness: Focus the work of the Diversity Task Force to ensure that all members of the campus community understand and are responsive to the cultural context and norms of students from diverse backgrounds.

INSTITUTIONAL EFFECTIVENESS

Students benefit from our collaboration and close attention to them as engaged members/learners of this community. Our organizational structure and campus working groups coupled with a systematic process of outcomes assessment and data collection facilitates institutional decision making, policy development, and planning processes.

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014) **
Freshmen - Undergraduate	?					
Completed Applications	?	1,685	1,661	1,698	1,689	1,770
Applications Accepted	?	961	1,187	1,136	1,135	1,204
Applicants Enrolled	?	351	353	308	313	274
% Accepted of Applied		57.0%	71.5%	66.9%	67.2%	68.0%
% Enrolled of Accepted		36.5%	29.7%	27.1%	27.6%	22.8%
Percent Change Year over Year						
Completed Applications		-	-1.4%	2.2%	-0.5%	4.8%
Applications Accepted		-	23.5%	-4.3%	-0.1%	6.1%
Applicants Enrolled		-	0.6%	-12.7%	1.6%	-12.5%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
Average High School GPA		3.02	3.01	3.05	3.09	3.15
Average Combined SAT		1004	994	1001	994	1040
Transfers - Undergraduate	?					
Completed Applications		321	299	366	311	267
Applications Accepted		286	279	340	279	250
Applications Enrolled		160	154	188	143	130
% Accepted of Applied		89.1%	93.3%	92.9%	89.7%	93.6%
% Enrolled of Accepted		55.9%	55.2%	55.3%	51.3%	52.0%
Master's Degree	?					
Completed Applications				21	86	53
Applications Accepted				16	64	51
Applications Enrolled				13	37	44
% Accepted of Applied		-	-	76.2%	74.4%	96.2%
% Enrolled of Accepted		-	-	81.3%	57.8%	86.3%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

***** = FY2014 Totals are preliminary fall 2013 counts***

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

			3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014) ***
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	584	623	564	464	392
	Part-Time Headcount	?	26	27	25	17	11
	Total Headcount		610	650	589	481	403
	Total FTE	?	578.6	617.7	565.3	469.4	389.6
Second Year	Full-Time Headcount		314	269	295	320	335
	Part-Time Headcount		21	18	23	16	20
	Total Headcount		335	287	318	336	355
	Total FTE		334.1	281.5	308.5	335.4	349.6
Third Year	Full-Time Headcount		310	320	282	334	339
	Part-Time Headcount		46	46	40	49	48
	Total Headcount		356	366	322	383	387
	Total FTE		339.7	349.7	305.9	361.9	364.7
Fourth Year	Full-Time Headcount		251	285	302	279	279
	Part-Time Headcount		73	89	79	74	60
	Total Headcount		324	374	381	353	339
	Total FTE		280.0	319.1	336.8	309.4	302.9
Unclassified	Full-Time Headcount	?	8	10	9	11	8
	Part-Time Headcount		42	34	54	36	46
	Total Headcount		50	44	63	47	54
	Total FTE		20.6	17.5	22.0	19.2	21.5
Total Undergraduate Students							
	Full-Time Headcount		1,467	1,507	1,452	1,408	1,353
	Part-Time Headcount		208	214	221	192	185
	Total Headcount		1,675	1,721	1,673	1,600	1,538
	Total FTE		1,553.0	1,585.5	1,538.5	1,495.3	1,428.3
% Change FTE Undergraduate			na	2.1%	-3.0%	-2.8%	-4.5%
GRADUATE		?					
	Full-Time Headcount	?	57	51	28	55	21
	Part-Time Headcount	?	230	202	185	144	157
	Total Headcount		287	253	213	199	178
	Total FTE **	?	131.0	129.4	78.9	106.3	87.6
% Change FTE Graduate			na	-1.2%	-39.0%	34.7%	-17.6%
GRAND TOTAL							
Grand Total Headcount			1,962	1,974	1,886	1,799	1,716
Grand Total FTE			1,684.0	1,714.9	1,617.4	1,601.6	1,515.9
% Change Grand Total FTE			na	1.8%	-5.7%	-1.0%	-5.4%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Note ** Graduate FTE is Total Enrolled Credits divided by 12 credits

****** = FY2014 Totals are preliminary fall 2013 counts***

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

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

http://www.mcla.edu/Admissions/information/

	3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	Most Recently Completed Year (FY 2011)	Current Budget*** (FY 2012)	Next Year Forward (goal) (FY 2013)
? Student Financial Aid					
Total Federal Aid	$9,524,000	$11,936,000	$13,582,000	$13,219,000	$13,044,000
Grants	$1,759,000	$2,727,000	$3,254,000	$2,939,000	$3,070,000
Loans	$7,408,000	$8,827,000	$10,026,000	$9,830,000	$9,687,000
Work Study	$357,000	$382,000	$302,000	$450,000	$287,000
Total State Aid	$931,000	$1,065,000	$1,290,000	$1,299,000	$1,381,000
Total Institutional Aid	$1,181,000	$1,373,000	$1,274,000	$1,586,000	$2,018,000
Grants	$1,181,000	$1,373,000	$1,274,000	$1,586,000	$2,018,000
Loans					
Total Private Aid	$1,814,000	$1,379,000	$1,433,000	$1,454,000	$1,540,000
Grants	$440,000	$425,000	$436,000	$545,000	$514,000
Loans	$1,374,000	$954,000	$997,000	$909,000	$1,026,000
Student Debt					
Percent of students graduating with debt*					
Undergraduates	69%	74%	75%	66%	86%
Graduates					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$25,873	$25,240	$26,490	$19,136	$25,627
Graduates					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
Cohort Default Rate	3.4	3.6	3.5		
Percent of First-year students in Developmental Courses**					
English as a Second/Other Language					
English (reading, writing, communication skills)			5%	4%	
Math	34%	38%	25%	21%	16%
Other	9%	11%	5%	8%	

* All students who graduated should be included in this calculation.
**Courses for which no credit toward a degree is granted.

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

DESCRIPTION

In the past decade, Freel Library has made great strides in achieving its mission. The library has been a true success story, offering expanded services and materials, additional staff, enhanced facilities, and increased outreach to the MCLA community. The library's strategic plan has been a useful mechanism to chart progress and set new directions. Recognizing its importance, the College's investment in the library's base budget has remained level or improved in recent years, and has resulted in new resources, including a new full-time digital services librarian and enhancements to technological resources.

In 2010, Freel adopted a strategic plan (R0310) aligned with the goals and strategies of the College's strategic plan (R0402, R0312). The library plan envisioned Freel as an active partner in advancing academic excellence by incorporating ideas found in various learning commons models. Library goals focus on: 1) creating appealing physical and virtual learning spaces; 2) designing services and collections to meet student needs; 3) assessing effectiveness to ensure financial support and overall improvement; and 4) developing collaborative ventures to enrich learning and teaching. These goals resonate with the College's strategic focus on activities that engage students and promote life-long learning (R0107).

One ongoing objective is strengthening the library's financial position, and the plan has helped highlight mission-related priorities in annual budget requests. In addition to the base budget, contributions received through MCLA's Office of Institutional Advancement supplement the library's financial position. One such gift, the Hardman Family Endowment, supports MCLA's local history programs. Similarly, the campus community benefits from access to a library of streaming video resources acquired with support from a Library Services and Technology Act (LSTA) academic incentive grant (2011-12).

Freel Library offers wireless access on all floors, wireless printing, 16 full-service walk-up computers, three computers dedicated to database searches, and four quick-look-up catalogs. In 2010, the library introduced a laptop checkout program, which increases student convenience and allows for flexible use of space. Expanded deployment and use of information technology has broadened the scope of both the physical and online library. Students, faculty, and staff have 24/7 remote access to research databases with full-text articles, streaming video, and e-books. Students have seamless log-in and can search multiple databases through OneSearch, a federated searching option.

As information resources continue to evolve, Freel librarians focus on up-to-date scholarly resources in the formats students and faculty members find most useful, from books in print to downloadable e-books. In June 2013, the library held 152,519 books, 87,224 e-books, and 3,776 videos. Collection highlights include a local history collection, digitized archival materials, and a streaming video database, with over 11,200 documentaries. The library subscribes to 31 online databases, and receives access to 42 databases from the Massachusetts Library System (MLS) and Massachusetts Board of Library Commissioners (MBLC), providing access to over 32,575 periodicals with full-text articles (R0387). To support the connection between academic

programs and library holdings, librarians consider academic department needs. Faculty members also participate in collection development; each full-time faculty member receives an annual monetary allotment for library purchases.

In addition to its own collection, Freel Library offers patrons access to over 1.8 million unique titles through membership in Central/Western Massachusetts Automated Resource Sharing (C/W MARS), a regional consortium. The 150 C/W MARS libraries – including academic and public libraries – share a catalog, which facilitates quick delivery of patron-initiated online requests. Freel has a reciprocal agreement with nearby Williams College that allows MCLA students and faculty walk-in database access and limited borrowing privileges. Interlibrary loan through the nationwide Online Computer Library Center (OCLC) service is another option for students and faculty seeking materials.

Until 2011, staffing comprised two full-time professional MLS positions, three full-time library assistant positions, and 2.05 FTE part-time positions. The professional MLS positions included the associate dean of library services and the public services librarian, a tenured faculty librarian. In 2011, the library created a new part-time MLS reference librarian position. The College then approved a new full-time MLS tenure-track faculty librarian position and the College hired a digital services librarian in March 2012. As the library has expanded hours to accommodate increased demands for service, we have added an additional part-time circulation position. All staff have regular opportunities for professional development.

Information literacy is an essential component of a liberal arts education, and the library plays a vital role in ensuring students are prepared to consider and evaluate the information they receive. Reference services focus on helping students access, evaluate, and use resources and library technologies effectively. The library has generous reference hours, with in-person, phone, and e-mail assistance available until 10 p.m. on weekdays and online chat available during the day. Reference librarians and associates provide drop-in individual assistance, and librarians offer formal group instruction in information literacy strategies. The public services librarian visits classes to offer assignment-related instruction; 20 classes with a total of 317 students received library instruction in the fall semester of 2012, and the librarians held seven open sessions. Reference librarians frequently consult with faculty about resources and courses, offer research assistance to MCLA staff, and assist public visitors.

To make effective use of our information resources and technology, our core curriculum specifies that all students complete the three-credit course CCCL-100 (Computing and Communication). The course teaches computer tools necessary for communication in a technology-oriented society and should be completed early in each student's program as a foundational skill. We are currently exploring options to change the direction of this course so that it better fits students' technological needs, as well as enhance technology aptitude assessment and training.

The library strives to appeal to the wide range of MCLA students. Librarians purchase materials appropriate for undergraduate, graduate, and professional students. To accommodate different study and learning styles, the library designed space for quiet study on the upper level, space for collaboration and conversation on the main level, and multipurpose student space on the lower level. The library's Web site enables the library to support students in traditional, hybrid, and

online courses. The Web site also serves as a gateway to general information about hours, provides users with remote access to online resources, and provides research and writing tips. To reach students in new ways, staff enhanced the Web site in 2012 to include chat, text, social media links, LibGuides, and a FAQ. Also in 2012, the library was established as the host site and circulation point for the MCLA bike share program; campus community members wishing to borrow a bicycle sign it out using their College IDs, just as they would with any other item in the library's collection.

Freel librarians review statistics to ensure library resources are used by students and meet current and changing needs. The library also conducts surveys to gather information about library and resource use. Recent survey topics include preferred library hours, student space preferences, faculty library use, and satisfaction with streaming video (R0263, R0408, R0409, R0410, R0427). The library uses survey results to inform planning. For example, we changed library hours to accommodate student preferences, and plans to increase comfortable furniture options were incorporated in the library's strategic plan. The Library Advisory Group, composed of faculty, administrators, librarians, and students, assists with planning and evaluation (R0388, R0389).

Expanded use of technology has been a consistent direction emerging from MCLA's strategic planning process (R0037, R0107). Information Technology Services (IT) guarantees student access by supporting technology ownership (R0037), maintaining seats in general and special purpose labs, and making fixed or mobile computers available in the Library. IT also equips faculty members with regularly updated laptops. To facilitate student laptop ownership, the College promotes a hardware and software package through a special purchase program.

As the use of technology as a vehicle for learning and teaching continues to expand, the College is committed to supporting faculty in their efforts to build capacity and enhance their effectiveness as technology users and educators. The Center for Academic Technology (CAT) designs its activities and projects to support MCLA's strategic plan and enrich its ongoing mission to provide robust technological and pedagogical support for faculty. Staffed by 1.5 FTE, CAT empowers MCLA faculty to improve the quality of instruction in all courses through training, consultation, and ongoing support. CAT provides group and individual sessions and online tutorials on topics like Canvas, the learning management system; Digication, our ePortfolio software; anti-plagiarism software Turnitin; and common software. CAT organizes the annual TechFest, which features emerging technologies. CAT also consults with faculty on pedagogical approaches to teaching hybrid and online courses. Center staff members meet regularly with an Academic Technology Advisory Group (R0429) made up primarily of faculty. Within the Core Curriculum, students develop facility with key technologies such as MCLA's learning management system and important technical and information literacy concepts.

APPRAISAL

Through the vehicles of the College and library strategic plans, Freel Library has found renewed purpose in its strategic emphasis on inviting learning spaces, relevant services and collections, sustainable improvement, and meaningful collaboration. The library's strategic plan has achievable goals, and its staff members actively follow and understand it. The plan has helped

library staff strengthen library offerings and advocate for and manage change. Students, faculty and other users have embraced these changes and use of the library has increased, as has use of its services and resources.

The library's vision of offering students a rich blend of resources, technology, services, and physical and virtual learning spaces is now closer to reality with new information formats like streaming video, expanded computing options like the laptop loan program, experimental services like "roving reference," and repurposed spaces. Although space constraints still exist, progress has been made in incorporating learning-commons ideas throughout the library. This has included an intentional focus on student learning and building on successful collaborations to more fully integrate information technology into the library. We are also making strides in creating a virtual learning commons to complement the physical space through the use of social media, resource guides, and chat and text options.

The library's strategic plan has facilitated a range of improvements including new lending policies and digitization projects. An annual update of actions accomplished, in progress, and still pending, indicates that staff do a good job following through (R0313, R0311). This effective yearly planning process helped make the case to hire a digital services librarian by demonstrating how this position would further College goals. Aligning library strategic actions with institutional goals during the annual budget process has also helped the library improve its ability to offer needed resources and services. Requests for additional funding to support strategic initiatives state specifically how they support College and library goals. Through alignment with the College strategic planning process, the library received supplemental funds each year from fiscal year (FY) 09 – FY 13. This funding has enabled renewing of databases, hiring of part-time staff, upgrades to technology, and purchasing of materials.

The College has shown a commitment to strengthening library resources through strategic investment in the library's operating budget. After FY 03, the Commonwealth eliminated a generous Educational Resource Materials fund, and since then the College has steadily gained ground in funding those resources through other means. In FY 08, the College allocated $80,000 for library materials and supplemented that amount with grants and other contributions to reach $136,000. In FY 13, the base allocation alone without grant or other contributions was $130,000 for materials. The growing stability of the materials budget allows the library to meet basic collection goals of maintaining current database subscriptions and purchasing a given number of new titles per year in a variety of formats. The goal is to strengthen library capacity by increasing the base budget to include additional requests that further the library's mission.

Through its strategic plan, the library has structured a phased approach to space and resource needs. Resources for new and expanding programs, (e.g., STEM fields), or for programs with resource needs (e.g., expanding online database holdings to a level comparable to COPLAC and Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions, Inc. (MCCLPHEI) peers (R0423, R0424), are managed through the library strategic plan as requests for funds above the library's base budget allocation. In this way, library goals such as hiring a space consultant, improving the reading room, and increasing faculty funding for acquisitions have become part of multi-year strategic plans aligned with the overall College goal of responsive and intentional stewardship. This allows for targeted investments over time in

response to faculty requests for materials to enhance programs, opportunities to maximize the benefit of consortium and negotiated pricing of new database subscriptions, and enhancements to library technology.

Besides augmenting resource capacity, the College has recently allocated the library more space. In 2009, the archives moved to a larger, more secure room. Later, to relieve overcrowding in the upper-level stacks, the College reassigned two rooms on the lower level to the library. A multi-purpose Children's Literature Room that accommodates small classes, media viewing, and study space opened in fall 2011 and a larger room holding much of the literature collection opened in spring 2013. These changes support our goal of improving learning spaces. The library also gained a needed office for the new librarian in 2012 when multiple campus moves freed space in the building. Although a mix of print and e-books along with a program of collection management and the retirement of dated materials will limit the need to allocate space for expanded physical holdings, there is still a need to enhance student-centered space. In addition, the Freel building, built in 1970, needs infrastructure repairs along with improved furnishings, both actions in our strategic plan.

At MCLA, Freel Library is at the forefront of the expansion of technology in learning and teaching. The library has moved closer to an integrated learning commons model by increasing student technology and digital resource options to facilitate learning. In the past five years we have grown from a library with limited in-house computing options for students to one that offers convenient multiple research options both inside and outside the physical library. The library has become a more active learning space for students, as increased attendance statistics show (R0411). The laptop checkout service has been particularly successful; introduced in January 2010 with four computers, the service now offers 23 (R0412).

The addition of LibGuides, software that librarians use to create course- or discipline-based research guides, has increased the connection between library resources and the curriculum. This offers the potential to connect with new users of library services. The LibGuides easily link to Canvas, bringing relevant library resources directly to the classroom and student laptops. The increase in formats like streaming video and e-books, seamless remote log-in, and information on mobile apps on the library Web site allows easier access to information on the desktop or mobile device. Recently introduced ways to connect with students and faculty – chat, text, twitter, Pinterest, and a link to the library Web site in Canvas – expand the library's reference services and offer students another avenue to learn about library resources and services. The library's new ILS, Evergreen, does not yet offer the user friendly and robust search functionality we would like. C/W MARS and MASS LNC, which includes two other library networks, are working on developing this open-source system, and Freel staff have actively suggested improvements.

Increases in both professional and paraprofessional staffing have positioned us to offer new services, such as reference on Saturday, and extend our hours from 90 to 100.5 hours per week at student request. The addition of the digital services librarian along with the restructured part-time reference librarian position has enabled library staff to use technology for improvements, e.g., better links to ejournals, links from Google Scholar, use of social media, and library participation in ATAG. From the new ILS to e-readers, Freel staff members have developed more expertise

with technology. Despite staffing gains, however, covering illnesses, vacations, and snow days can be challenging, particularly considering increased library usage. Freel still lags behind peer libraries in staffing levels (R0413, R0414).

Surveys conducted in 2010 and 2011 indicate that faculty and students think increasing and updating information resources should be a priority for the library (R0263, R0410). In the past three years, Freel Library has done well introducing new information formats that support academic research and meet diverse learning needs. E-books, both subscriptions and purchases, have increased the currency and size of the collection. An overall decrease in print volumes reflects a much-needed, comprehensive weeding project in 2010-2011, which helped increase the collection's currency. To showcase our new titles, we now have two display areas on the main floor and use Pinterest to display new books.

Keeping up with changes in the publishing landscape, particularly with e-books, makes collection development challenging. The library strategic plan calls for investigating new purchasing options and evaluating user format preferences. This is especially challenging in a period of transition when there is strong parallel demand for traditional print books and e-books. In a December 2010 survey, students identified purchasing more books as a top priority. Similarly, a December 2011 survey asked faculty to suggest one thing the library could do to improve, and purchasing more books was the top recommendation. The circulation of traditional formats is holding steady – from FY 11 to FY 12 reserves circulation, mostly books, increased by 18.2% and total circulation of physical books and media circulation increased by 11.8%. One exception is the print reference collection, which receives little use; in response we now have an action plan to increase the quality and quantity of our online reference titles.

Students clearly prefer the online format for journals, and we emphasize full-text access to journals in aggregated databases matched to the curriculum. MCLA's core suite of EBSCO databases consistently receives high usage (R0403). The supplemental mix of databases provided by state organizations is useful, but does not provide guaranteed access since titles may be discontinued. Primarily for public libraries, the state databases include a suite of Gale databases. Our media collection is highly matched to course offerings and so frequently in demand for classroom use that a core collection is reserved for faculty only. We have updated our VHS collection to DVD format, and faculty and students frequently use the grant-funded streaming video subscription service (R0403). Library staff have increased the visibility of local history and archives resources through several digitization projects, including the College yearbooks, archives of the *Sprague Logs*, newsletters of the former Sprague Electric Company which previously was based in North Adams, and North Adams business ledgers. Library staff plan to explore new ways of promoting MCLA publications, potentially through a digital institutional repository.

Students and faculty benefit from multiple access points to library resources. Enhancements to the library Web site have increased awareness and ease of access to library materials and services – examples include a FAQ, a calendar with hours, a link on accessing materials from home, federated searching, an A to Z journals list, and our new resource guides. In response to a faculty survey, library staff implemented enhanced full-text access through a single database gateway

and links to Google Scholar. MCLA's e-books and streaming video titles are accessible in the library catalog as well as though a database link.

We update our Web site frequently. It receives high usage, and benefits from a prominent access point on the Campus Connection, MCLA's Intranet. The library's Web site is one of the top five landing pages on the entire MCLA Web site, and users frequently access our links to e-resources and information (R0426). Despite the newness of our LibGuides, we have had over 1,400 views in six months' time (R0428). Web statistics also show that our unique local history items such as the digitized *Sprague Logs* and the newly digitized MCLA Yearbooks are receiving high usage (R0425). Our 2010 student survey indicated that over 90% of respondents knew about the Web site and over 80% knew about the catalog and full-text article options.

Though students show good awareness of library information resources, our 2010 survey indicated that fewer than 50% knew about services like research and library help classes, online tutorials, out-of-state interlibrary loan, online book renewals, and off-campus access to databases. We are experimenting with social media to better publicize these options.

We would like to create more connections between library resources and the curriculum. In a 2011 survey, 69% of faculty respondents indicated they required students to use scholarly resources from Freel Library; they also use the library themselves, with 61.7% indicating they visit the library at least once a week. On the other hand, 63.8% responded that they do not integrate Freel resources into the learning management system (LMS). Since then the library has introduced LibGuides and added a link to the library directly from the current LMS (Canvas) interface. We think LibGuides have the potential to integrate resources more directly into the curriculum. The first semester that LibGuides were introduced, 35 courses were connected to subject specific LibGuides linked directly to Canvas.

Student interest in the library is high and its use as a study and work space is increasing. The 2010 survey received a 24% response rate from the student body and found that 78% of respondents visited the library at least once a week with 15% visiting daily. Most students (61%) reported that they usually stayed more than one hour per visit and almost 10% stayed more than three hours. Since then attendance has continued to increase; in fall 2011 the average attendance per week was 2,995 rising to 4,213 during finals, with the highest number of visitors in a single day equaling 923 students. In response to heavy usage and to Student Government Association (SGA) and student survey requests, library hours increased in March 2012. The library can be crowded, particularly at night, and students seek both quiet spaces and group study spaces. One floor of the library has been designated to each need, but often all tables on the main floor, where talking is allowed, are occupied. Our 2010 survey indicates that more quiet study areas and comfortable seating are top student priorities. Since then a staff desk was added on the upper level, which has helped control noise; actions in the library strategic plan for furniture upgrades are pending.

While awareness of resources and use of library space is high, librarians know less about students' ability to evaluate and use sources effectively and ethically, particularly as students progress through the curriculum. The faculty survey in December 2011 indicated that 72.9% of faculty were satisfied with the way students find, evaluate, and use information; 8.3% were

highly satisfied. On the other hand, a significant 18.8% of faculty were not satisfied, and students themselves have requested more instruction on even basic skills like locating books. As the information environment grows increasingly complex, a more defined information literacy program with faculty-librarian participation would further MCLA's goals of promoting lifelong learning and undergraduate research competencies for all students.

At faculty request, the public services librarian typically conducts 20 class visits a year. Though matched with a research assignment and well-received by students and faculty, these "one-shot" sessions are limited in scope. Some faculty find it difficult to give up class time for a librarian visit. The library strategic plan calls for broadening information literacy offerings. In February 2012, we experimented with a "Drop-in Tuesdays" program that featured a different topic each week. Despite initial interest and good publicity, no students attended. Library staff then revised this idea by broadening the topic to student choice and asking for faculty help in gaining student attendance. Results were better, but still disappointing. Demands on student and faculty time are intense, and ultimately without a tie-in to the curriculum, information literacy efforts will be less than ideal. Still, library staff are expanding instructional approaches where possible, such as designing online tutorials, collaborating with CSSE to train writing associates and tutors in the use of library resources, introducing library services and resources to new faculty hires, experimenting with "roving reference" to make visitors more aware of personal consultations, and using LibGuides as teaching tools (e.g., the guide on elections).

Developing more comprehensive, progressively challenging course-integrated information literacy learning outcomes that are informed by ACRL standards and that fit the culture of MCLA will require long-term planning and collaboration among librarians, faculty, and administrators. This work will build on strong faculty-librarian relationships. Another building block is MCLA's participation in the LEAP initiative, which includes information literacy as one of the "intellectual and practical skills" that liberal education promotes across the curriculum at greater levels of challenge. Although MCLA has not assessed information literacy up to now, the College is currently mapping MCLA core and program learning outcomes to LEAP outcomes and may find additional ways to strengthen our students' competencies in research and information fluency.

Through our strategic plan and our guiding vision of using learning commons ideas, the library has become a more vital and integrated part of campus life. Each year the College updates its strategic planning and the library modifies our action plan to meet new challenges. Recent reports on the value the library brings to the institution, from admissions to retention, suggest new ways the library can demonstrate its contribution to institutional effectiveness, and the associate deans of the library and assessment and planning have begun discussing these ideas. Library staff have already used simple assessments to make meaningful change, and keeping the focus on improvement and creativity is our goal.

Despite budget challenges, the College has moved ahead with selected IT initiatives. After the CAT and ATAG conducted a comprehensive evaluation process in 2010-2011 that included input from faculty and staff, we decided to replace our previous learning management system (LMS) with an alternative better able to handle online coursework as well as enhance face-to-face learning. Canvas, the campus LMS, offers many advantages over our previous LMS including

better integration of video, audio, and digital resources and greater control and ease of use. At this point, approximately 70% of the faculty uses Canvas. We also purchased an ePortfolio system, Digication, targeted at the student population. Beginning in fall 2011, all incoming first-year students were asked to create an ePortfolio to track their learning and have a resource to show potential employers or graduate schools what they have accomplished. To facilitate student learning and use of the LMS and ePortfolio, the College has continued its long-standing requirement (since 2005) that students bring a computer to campus. We have also continued to offer a laptop purchase program with four-year maintenance included. In recent years fewer students have taken advantage of this program than in the past, which has brought up the need to reevaluate the laptop program.

The Center for Academic Technology, involved in key College initiatives such as the First Year Experience, Professional MBA, and ePortfolio Fellowship programs, also plays a central role in ensuring technology competency and "buy in" from faculty and students. CAT's ongoing workshop series for the College's learning management system and ePortfolio software has produced statistically significant increases in faculty use of these platforms. By mandating faculty training for Canvas, we have improved the experience of using an LMS. Many faculty who initially used Canvas for only one course have now expanded its use to all courses, and by the end of the 2012 fall semester 85% of MCLA students will have used Canvas in a course. To reach busy faculty, CAT has introduced mini-videos that address specific ways to use Canvas more effectively. To promote experimentation and creative use of technology in teaching, the Center would like to start lending devices to faculty.

The ePortfolio program is now in the beginning stages and we see its potential to play a broader role in teaching and learning. CAT is particularly interested in expanding the ePortfolio program by collaborating with faculty, and the Center is currently working with faculty to develop ePortfolio templates for MCLA majors.

The technology help desk is another robust and approachable support mechanism, which reaches the entire College community. This group, which includes professionals and student workers, is well regarded, dedicated, and efficient. Students, faculty, and staff can reach the help desk from multiple physical locations as well as by phone or online. The help desk surveys individual users about their satisfaction with the service after each significant help request is completed. The results of these surveys have consistently reflected a high degree of satisfaction from the College community.

Computer Support Services uses a proxy server to ensure seamless access to library and information resources for our off-campus students and faculty, and the help desk and library staff report few problems with remote access from library users. Expanded IT help desk coverage in the library allows problems to be quickly resolved without students leaving the building. The printing stations in the library are heavily used. In calendar year 2011 library visitors printed 275,661 pages. The use of fixed stations and laptop loans in the library have brought together the function of the open computer labs in Murdock Hall with library resources to make a one-stop study, research, and homework setting.

PROJECTION

Continue to enhance library and information resources: The associate dean will lead the development of a plan to advance the vision of a learning commons model and delineate options and priorities for changes in space and technology use.

Expand the use of technology: Develop new strategies for collection development. Reimagine the collection in terms of emerging digital formats and resources to develop actions within the strategic plan. Deepen the integration of technology into curriculum. Support planning for continued strengthening of technology tools and capacity throughout the College.

INSTITUTIONAL EFFECTIVENESS

Freel Library uses the College strategic plan and the library strategic plan to assess progress annually by reviewing the outcomes accomplished, in progress, or in need of modification. IT regularly assesses each help request received through an online form and uses the results to improve services. The Center for Academic Technology's (CAT's) close involvement in College initiatives provides opportunities for direct feedback and evaluation from diverse parts of the College community, which CAT incorporates into planning. CAT, along with the Academic Technology Advisory Group (ATAG), administers faculty and student surveys to gather data about current or prospective campus technology decisions.

Standard 7: Library and Other Information Resources (Library)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	? Next Year Forward (goal)
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Expenditures/FTE student					
Materials -- ALS #300,303,305-307	$ 74	$ 91	$ 81	$ 87	$ 87
Salaries & Wages	$ 221	$ 213	$ 212	$ 244	$ 274
Other operating -- ALS # 308-310	$ 41	$ 25	$ 23	$ 28	$ 36
Collections					
Total print volumes	167,549	167,124	156,894	156,190	152,519
Electronic books	0	2,735	50,465	71,118	87,224
Print/microform serial subscriptions ALS#404 to FY11	155	75	71	76	54
Full text electronic journals - ALS #405 to FY11	56 dbases	59 dbases	70 dbases	63db/30380	73db/32575
Microforms	291,450	291,475	291,685	291,689	291,746
Total media materials - digital media not included	7,124	7,643	6,945	5,388	4,717
Personnel (FTE)					
Librarians -- main campus	2.0	2.0	2.0	3.0	3.4
Librarians -- branch campuses					
Other library personnel -- main campus	5.1	5.1	5.1	5.7	5.2
Other library personnel -- branch campus					
Library Instruction					
? Total sessions -- main campus	25	24	21	21	35
Total attendance - main campus	507	401	400	472	434
Total sessions -- branch campuses					
Total attendance -- branch campuses					
Reference and Reserves					
? In-person reference questions	3960	3660	3204	2459	1815
? Virtual reference questions -- chat & text only					60
Traditional Reserves:					
courses supported	105	108	116	133	137
items on reserve	1205	1267	1049	1151	805
E-Reserves:					
? courses supported					
? items on e-reserve					
Circulation (do not include reserves)					
? Total/FTE student	8.3	8.0	8.3	9.9	12.0
? Total full-text article requests - fr. dbases/all e-formats	182532	194148	222771	266296	228520
Number of hits to library website	7198	18051	18267	17113	21240
Student borrowing through consortia or contracts ALS #506	1331	1332	1113	911	1589

Availability/attendance

Hours of operation/week main campus	90	90	90	101	101
Hours of operation/week branch campuses					
Gate counts/year -- main campus/ALS#601/in fall	1463/week	2084/week	2995/week	3061 / week	*fall 13/3000*
Gate counts/year -- average branch campuses					

URL of most recent library annual report:	https://ssl.mcla.edu/neascdocs/docs/R0311%20Freel%20Library%20Strategic%20Plan%20Progress%2010-12.pdf
URL of Information Literacy Reports:	

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with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 7: Library and Other Information Resources (Information Technology)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	? Next Year Forward (goal)
	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
Number (percent) of students with own computers					
? **Course management system**	Canvas (BLS Vista before 2011)				
Number of classes using the system					
Classes on the main campus	618 BLS Vista	489 Canvas	474 Canvas	326 Canvas	314 Canvas **
Classes offered off-campus					
Distance education courses					
Bandwidth					
On-campus network	100 Mbps/ 1Gbps	100 Mbps/ 1Gbps	100 Mbps/ 1Gbps	100 Mbps/ 1Gbps	100 Mbps/ 1Gbps
Off-campus access					
? commodity internet (Mbps)	100Mbps	100Mbps	100Mbps	200Mbps	200Mbps
? high-performance networks (Mbps)					
? Wireless protocol(s)	802.11 a/b/g	802.11 a/b/g	802.11 a/b/g2	802.11 a/b/g	802.11 a/b/g -- some n
Network					
Percent of residence halls connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports					
Multimedia classrooms (percent)					
Main campus	100%	100%	100%	100%	100%
Branches and locations					
IT Personnel (FTE)					
Main campus	13.0	14.0	14.0	15.0	15.0
Branch campuses					
Dedicated to distance learning					

Software systems and versions	
Students	Banner 8
Finances	Great Plains
Human Resources	PeopleSoft | Masschusetts State System
Advancement	Blackbaud
Library	CW Mars
Website Management	Gravity Switch CMS
Portfolio Management	Digication ePortfolio
Interactive Video Conferencing	
Digital Object Management	

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** Only Summer 2013 and Fall 2013 as of September 30, 2013

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

DESCRIPTION

MCLA's facilities and technology support the College's mission and purpose as the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. The operation and management of these resources reflect the College's commitment to responsive and intentional stewardship, and to the innovative, informed, and strategic development of our complement of resources, including human, capital, and renewable resources.

MCLA occupies 85 acres in the city of North Adams, Massachusetts, a small post-industrial city of 13,708 residents (as of the 2010 U.S. census) located in the northwest corner of the Commonwealth. The main campus consists of 21 buildings on 15 acres. Of these buildings, ten academic, administrative, and operational buildings are owned by the state Division of Capital Asset Management and Maintenance (DCAMM), three student residence areas are owned by the Massachusetts State College Building Authority (MSCBA), and eight properties are leased to the College through the MCLA Foundation, Inc. In addition, MCLA's Zavattaro Athletic Complex and surrounding forest land controlled by the College contribute a further 70 acres to the MCLA footprint.

Five campus buildings – Venable Hall, Bowman Hall, Mark Hopkins Hall, the Church Street Center, and Murdock Hall – provide a total of 58 instructional spaces which include both traditional classrooms and specialized spaces (including science labs, computer labs, music practice rooms, and a television studio). Each of these instructional spaces accommodates between 20 and 40 students. Faculty and administrative offices are distributed among all campus buildings.

Construction began in 2012 on a new academic building, the MCLA Center for Science and Innovation. This 65,000 square foot facility will provide classroom, laboratory, and faculty office and research space for MCLA's biology, chemistry, environmental studies, physics, and psychology departments. Following completion of this project, the College will immediately commence the complete renovation of Bowman Hall, with state bond funding supporting this renovation.

The Amsler Campus Center provides programming and office space for MCLA's student affairs programs. The Campus Center includes the campus bookstore, cafeteria, convenience store, and gymnasium, among other services and amenities. Renovations to the building in 2011 enhanced these functions and provided expanded programming and gathering space for students.

The MCLA Foundation, Inc. is a strategic partner in campus growth. The Foundation has purchased a number of properties adjacent to campus and within the community and provided those properties for College use. A property on Blackinton St. houses the President's Office and Academic Affairs, and an adjacent building holds the campus Wellness Center. The Foundation provided the Administration and Finance house. Three houses on Porter Street serve as homes to the departments of philosophy, modern languages, and interdisciplinary studies; fine &

performing arts; and history and political science/public policy, respectively. A building on Ashland Street that previously served as the College facilities building is now headquarters for the campus police department. In addition, the Foundation transferred five properties on Blackinton Street which had served as campus parking lots to the Commonwealth of Massachusetts as the site for the Center for Science and Innovation.

The College's strategic planning process (R0107) and campus master plan serve as vehicles for aligning renovation and construction projects with campus priorities and resources.

In 2010, MCLA acquired a warehouse property adjacent to the campus. A portion of the structure was razed to create additional parking. The remaining structure will be demolished and a new facility constructed during fall 2013 to provide office space for Facilities management, and work space and storage and parts inventory space for the trade shops.

In addition to the main campus, MCLA also has a presence in downtown North Adams, operating MCLA Gallery 51 (an art gallery and educational space) and PRESS (a public art project combining gallery, studio, and teaching space) both rented from a commercial landlord. Anticipating the renovation of Bowman Hall in 2013-2014, the art major within the Fine and Performing Arts (FPA) department has leased space at the Massachusetts Museum of Contemporary Art (MASS MOCA). The Office of Institutional Advancement, owned by the MCLA Foundation, Inc. is located in a converted church rectory on East Main Street. In downtown Pittsfield, MCLA provides courses at the Joseph Scelsi Intermodal Transportation Center and the Silvio O. Conte Federal Building. The purchase or lease of all of these spaces was as a result of strategic decisions made in service of our mission of access as well as stewarding the rich resources of our region.

The Joseph Zavattaro Athletic Complex, located approximately one mile from the main campus, provides fields and facilities to support MCLA's NCAA Division III baseball, softball, soccer, and tennis teams. On campus, two gymnasiums, a fitness center, squash and racquetball courts, locker rooms, and swimming pool serve MCLA's athletics (including volleyball and basketball teams), intramural, and recreational needs. The gyms also provide event space utilized by student clubs, organizations, and various College departments.

MCLA maintains its physical plant through an in-house, unionized facilities department that provides custodial, trades (electrical, plumbing, locksmith, carpentry and painting), steam plant operators, and grounds staff. The facilities department consists of 45 staff. Campus buildings must conform to all appropriate state building codes and specific local building codes. Through the director and other staff, the facilities team ensures that maintenance and construction activities conform to legal requirements related to access, safety, security, and sustainability. In addition to the main College facilities team, the Residential Programs and Services (RPS) department has dedicated facilities staff who focus specifically on the maintenance and operational needs of the College's residence areas.

In the area of residence life, the College has a three-year residency requirement that is connected to our liberal arts mission and our strategic goal to foster and promote community as a central

tenet of campus life. As enrollment has grown in recent years, we have seen resident student occupancy increase correspondingly.

MCLA's three residence areas – Berkshire Towers, the Flagg Townhouse Complex, and Hoosac Hall – are managed by MCLA's RPS department. Each residence area is served by a full-time, live-in residence director. The College completed renovations to Berkshire Towers in 2009, including a new entry and additional programming space for students. During the summer of 2010, all windows in the Flagg Townhouse Apartment Complex were replaced. Hoosac Hall was renovated in two phases during the summers of 2011 and 2012, resulting in a new entry, fully renovated bathrooms, and additional bed space. In each instance, these projects also addressed improving the energy efficiency, safety and accessibility features of the residence areas. Through a strategic planning process initiated by the MSCBA, the College has identified priority projects to improve and enhance campus residence facilities.

The department of public safety-campus police provides campus safety and security. The department includes a director, eight officers, and full- and part-time dispatchers. All campus police officers are sworn and armed Massachusetts Special State Police Officers who receive annual training, certification, and professional development. The College maintains an active Critical Incident Response Team (CIRT) chaired by the College's chief of campus police, and has invested in a number of emergency response systems including upgrade or installation of emergency phones in every classroom; implementation of an email, voicemail, and text-based emergency messaging system; and a detailed inventory of state-owned campus buildings that can be provided online to the CIRT or external first responders in the event of a critical incident.

On the IT side, MCLA's strategic plan emphasizes the use of technology throughout the institution to support its academic goals. Consistent with that, the College created the position of Chief Information Officer (CIO) in 2008 to guide the institution in planning, expanding, and supporting that role. The CIO and the professional team in IT have in turn created an Information Technology Strategic plan, which is tied to the College's strategic plan. Planning and budgeting for information technology happen on an annual basis with a three-year outward-looking forecast. The IT budget is designed to be fluid so that we are able to react to budgetary challenges as well as take advantage of opportunities to enhance MCLA's technology architecture.

The campus technology infrastructure includes wireless technology in all campus buildings supplemented by fiber optic cables that tie all buildings to the on-campus network. Fixed workstations all have dedicated wired connections and all residence areas are wired with one port per resident per room. Redundant 100 Megabit fiber lines connect the campus to two different Internet Service Providers (ISPs). The College maintains open/public computer labs in Murdock Hall and Freel Library. The College also maintains a laptop ownership initiative for students and promotes a hardware and software purchase program to facilitate student laptop ownership.

Due to our location, signal strength and service reliability for mobile telecommunications continues to present a challenge.

The College provides faculty and staff with standard hardware and software which is consistent with program and office needs/requirements. Academic and administrative departments are expected to manage the scheduled replacement and upgrade of these technologies. The academic technology in the classroom includes an integrated multimedia audiovisual system consisting of a networked computer, a document camera, a projector and screen, and both a DVD and VHS player. An Academic Technology Advisory Group provides consultation and the Center for Academic Technology provides training and support to faculty on the integration and deployment of technology related to teaching and research in the classroom.

Through a combination of College funds and grants (including grants from the Davis Educational Foundation, and the United States Department of Education Title III Strengthening Institutions program) MCLA provides enhanced student information, online learning, electronic portfolio and campus-wide wireless network systems.

MCLA maintains redundant data centers in different buildings. Each has its own Internet connection and either connection can support the campus. Each data center has the capacity to host all of the critical services independently. Special software is employed to shift computing and storage loads from one to the other on demand or in response to failures without shutting down. Within each center, multiple electrical circuits and uninterruptable power supplies protect against the impact of minor outages. A commitment to make the most effective use of resources led to the migration of a number of systems (among them learning management and ePortfolio, admission prospect management, and the student judicial system) to external "software as a service" providers who in turn maintain acceptable redundancy arrangements. The data center in Freel Library houses the fiber optic network core which connects to all campus buildings.

All data and network systems require authentication, and access is granted by identity and role. Accounts for commonly used features such as wireless network access, network storage space and email are created through a self-service portal but configured based on information stored in the Banner records system. Additional access to specific systems is granted based on job requirements. Firewalls on Internet links control external access and fair allocation of bandwidth, nd are ensured by packet-shaping devices.

In addition to campus resources, MCLA faculty, staff, and students also connect and provide information to a number of external systems. For example, the state Human Resource Compensation Management System (HR/CMS) is the source of all payroll information for Commonwealth employees.

During the account creation process, each user is presented with network and user policies and required to agree to them before access is granted. Rare violations are dealt with by the academic or administrative side as appropriate. Extensive monitoring of the network and services is done by Information Technology to detect disruptions from equipment failures or inappropriate usage patterns. Automated software sends notifications of problems to on-call IT technicians. All Internet connections are logged and, in addition to allocating bandwidth, the packet shaping devices block peer to peer file sharing on the Internet links.

IT manages labs and supports all users through a central help desk, which also serves as a software and hardware repair center for student program laptops and all College-owned equipment. The help desk is open over 60 hours per week and is staffed by a full-time manager and specially trained students. Starting in September 2010, we introduced a second help desk in the library staffed by student assistants during peak library hours; in FY 12 these students totaled 1.3 FTE. An extensive Web site provides information on campus technology and procedures 24/7. Both the library and help desk maintain extensive Web pages directing faculty and students to technology resources.

Computer Support Services is currently piloting a Virtual Desktop Initiative, which will allow IT staff to roll out software and services independent of location and device. As we implement this program, we will be able to convert lab spaces to virtual devices by bringing College-owned specialty software out of the formal computer labs and onto student laptops. This will provide students and staff with increased access to software as well as reduce the cost for infrastructure.

The College maintains policies and procedures to govern access to and use of technological resources by students, faculty, and staff. A unique username and password combination controls access to all network resources for each user. A Network User Agreement outlines the alignment of MCLA policies with local, state, and federal laws, and stipulates requirements and expectations related to information access and security. The computer support services department posts all policies on the College Web site, and provides print copies of these documents upon request.

Responsive and intentional stewardship is a goal of MCLA's strategic plan, and we manage physical and technological resources with an eye toward sustainability as a teaching tool and operational practice. MCLA is a member of the American College & University Presidents' Climate Commitment, and has undertaken a variety of projects to reduce our carbon footprint in concurrence with this commitment as noted below.

APPRAISAL

We have made significant, deliberate, and strategic investments to campus facilities and technology over the past decade. Starting with the renovation of Murdock Hall in 2006, every academic and administrative department has benefited to varying extents from new space or space improvements.

The Campus Master Plan, completed in 2007, identified and prioritized program, infrastructure, and deferred maintenance needs for the campus. State funding has allowed MCLA to complete the highest priorities from the plan which include the renovation of Murdock Hall, replacement of electrical systems, and upgrading the Campus Center fire alarm system. An updated Master Plan is currently being developed for consideration by the campus community.

We have made necessary and significant strategic investments in athletics. Facility enhancements include improvements to soccer field drainage, a new synthetic turf soccer field, and a new Campus Center gym floor. Infrastructure improvements include new lighting in both

gymnasiums, roof replacement, new bleachers in the Campus Center gymnasium, and weatherproofing in Venable gymnasium.

Residence life programs promote the development and enhancement of MCLA's robust and engaged living and learning community. Staff and students develop programs to foster an active residential experience, and we have paid attention to our residential facilities as places where community building happens. Investments in residence area improvements are primarily managed by the MSCBA through bond funding which is re-paid through a portion of collected room rents. Examples of improvements include new Flagg Townhouse Apartment Complex windows, and new entry and student programming spaces in Berkshire Towers and Hoosac Hall infrastructure improvements include geothermal heating and cooling, roof replacements, lighting upgrades, and emergency generator replacement. Programmatically, the Berkshire Towers and Hoosac Hall renovations also have included increasing the amount of gathering, function, and meeting space in these residences to promote an engaging residential experience.

Recent office relocations focused on strengthening programs and services have supported programmatic and student support needs. In a major move in 2012, the advising, career, and learning services offices relocated to Eldridge Hall uniting the functions organized under the banner of the Center for Student Success and Engagement (CSSE) at the heart of campus. In addition, the Academic Affairs, Admissions, President's Offices and the Public Safety department have recently relocated.

In another major move, Smith House, which originally was built to serve as the president's home on campus and which had done service as a space for high-profile campus gatherings and receptions, became the Office of Admission in 2012. Also in 2012, a new faculty center designed and equipped with the consultation of a faculty steering committee, opened in Eldridge Hall. Work in Freel Library (space planning, relocation of stacks, new furniture, expanded technology) has resulted in enhanced student learning and research space and improved access to library holdings.

Despite these advances, we know that conditions vary among facilities. In particular, we recognize there are significant needs in Bowman Hall (to be addressed through a scheduled renovation project), as well as in Mark Hopkins and Venable Halls, Church Street Center, Freel Library, and Eldridge Hall (to be prioritized as part of the work of updating the Master Plan). Classroom spaces in particular show variability in technology and resources that will be addressed initially through the renovation of Bowman Hall, which will include the development of a new classroom infrastructure baseline that will serve as a template for classroom upgrades in all campus buildings.

Building improvements are held to strict standards. Upgrades to state owned buildings are managed by the Commonwealth Division of Capital Asset and Management (DCAMM) with reviews by the state building inspector. Inspection records demonstrate that the College complies with state requirements. As major renovations take place, MCLA works to ensure these projects promote access in accordance with the Americans with Disabilities Act. Capital improvement projects in the residence areas are managed by the MSCBA. MCLA Foundation properties are monitored by both the state and the local building inspector.

DCAMM has delegated authority to MCLA to manage projects up to two million dollars. Such projects must be coordinated by state selected "house doctor" architects selected for MCLA by the state. MCLA has three such firms available to work with us.

Since submitting our fifth year report in 2008, MCLA has added a Chief Information Officer (CIO) position, a programmer, and a network support technician. The College also has established an Academic Technology Advisory Group. In addition, the College has increased the online staff with a Web communications manager position, and part time support through the allocation of staff time in IT and Academic Affairs to support Web communications and the growth of online services. Finally, in recognition of the evolving role of technology in the classroom, we established a Center for Academic Technology with 1.5 FTE in staff support.

To support campus connectivity and applications that rely on high bandwith, and to advance our commitments to technology-enabled learning and teaching and public purpose and engagement, MCLA signed on as an anchor site for the Massachusetts Broadband Initiative's Mass Broadband 123 project. In exchange for hosting the network hub designed to bring affordable bandwidth and Web services to northern Berkshire County, MCLA benefits from having direct access to the MBI infrastructure (R0464). This resource complements the high performance computer cluster that MCLA shares with a business partner, Nuclea Biotechnologies, and with colleagues at Berkshire Community College and Clark University. The cluster provides a powerful research to support faculty and student research.

MCLA's efforts to ensure security, reliability, and integrity are substantial and those procedures in place work as designed. In order to facilitate a functional and robust backup data center, MCLA's main data center is being moved from the Freel Library to Murdock Hall. Space in Murdock has been configured to accommodate the data center with upgraded electrical wiring and cooling, and a new emergency electrical generating capability. Freel will serve as our secondary data center. Fiber connections between Murdock and Freel ensure that server redundancy is maintained utilizing virtual technology. Diverse internet connections have been installed at both locations and a mesh network topology is being implemented throughout the campus.

Although strides have been made in expanding the IT staff, the growing number of systems frequently presents a challenge between the maintenance of the current systems and enhancement project priorities.

The role of social media in keeping students, faculty, staff, and alumni connected with the institution has increased significantly. Social networks have increased attendance at events and served as a necessary channel to disseminate important information. The connection between information technology and library and information services is close and continues to grow. The addition of a dedicated computer lab in the library has contributed to the increase in library attendance and utilization.

As technology deployment increases, attention must be paid to the maintenance of installed systems. The current wireless infrastructure is seven years old, and presents challenges for

supporting the greater number of increasingly complex devices being used by students, faculty, and staff. Similarly, the College has made strategic investments in technology applications, including Geographic Information Systems (GIS), the Statistical Package for the Social Sciences (SPSS), and an Avid editing suite to support convergent media programs. Maintenance of these systems should include analysis of opportunities for staged upgrades or replacement with more current tools as appropriate.

In the area of data security, MCLA has established policies to ensure compliance with access controls such as PCI compliance for credit card use, "Red Flag" rules for detecting fraud, and user authentication policies that control access to the College network and restrict it to students, faculty, staff, and authorized guests.

The Office of Institutional Advancement has made investments in technology to support prospect research and other information needs connected with fundraising and campaign management. The Advancement team has found these tools have allowed them to efficiently target prospects.

As new projects such as the Center for Science and Innovation (CSI) come online, we will ensure that staffing needs keep pace and are appropriately timed and phased. We will support the CSI with one new position, and will reassign maintenance staff from Bowman Hall to the science center during the Bowman renovation. When Bowman is complete, we anticipate adding a position to support the renovated building. In addition, there are developments that provide staff with the ability to work more effectively and efficiently. The School Dude work order system and other process improvement tools allow assignments to be planned more efficiently and staff deployed more effectively.

In the area of environmental sustainability, the College has made progress through the installation of new lighting, digital controls, thermal windows, geothermal heating and cooling (Berkshire Towers); exploring electrical co-generation capacity, and pursing LEED certification for CSI. We have been successful in securing state performance contracts to support several of these efficiency projects. In parallel with these efforts, MCLA's membership in the American College & University Presidents' Climate Commitment provides an opportunity to explore, understand, and address these issues from a national and global perspective, while the MCLA Sustainability Committee, or "Green Team," serves as a vehicle to raise awareness and promote action on campus and in the local community.

PROJECTION

Campus Master Plan: We will develop an updated Campus Master Plan, which will provide a blueprint and guide for targeting investments in renovation and deferred maintenance. The master plan will be aligned with the goals and strategies of the strategic plan to guide and direct resource planning and make the case to state agencies regarding campus needs and opportunities.

IT infrastructure: Projects are underway to address current issues and prepare for future enhancements. A central design goal of each project is to incorporate automation, monitoring, and management tools that will lower the IT maintenance burden and free up time for further

enhancements. As part of this work, we will enhance and expand the use of the online tools to support Facilities work, including development of the preventive maintenance component of the work order system to ensure more complete facility history, through electronic record archiving. We will ensure that all staff receive appropriate and effective training in the use of these tools.

Bandwith and computer support: Host the northern Berkshire node of the MBI network to increase bandwidth campus wide and control bandwidth expense. Facilitate access to specialized College-owned software by using desktop virtualization to deliver applications to any computer on the College network. Enable the library to increase its technological capacity by providing appropriate equipment and support.

INSTITUTIONAL EFFECTIVENESS

At MCLA, the alignment of strategic planning, Campus Master Planning, and technology planning ensures that we are clear about priorities, and allocate resources to advance and support these priorities.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	21	704868
Other U.S. locations		
International locations		

	3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2)
Revenue ($000)					
Capital appropriations (public institutions)	$2,642,000	$313,000	$685,000	$5,659,000	
Operating budget	$16,548,000	$19,057,000	$19,087,000	$19,525,000	
Gifts and grants	$4,052,000	$8,408,000	$7,058,000	$5,409,000	
Debt					
TOTAL	$23,242,000	$27,778,000	$26,830,000	$30,593,000	$0
Expenditures ($000)					
New Construction			$593,000	$4,861,000	
Renovations, maintenance and equipment	$2,788,000	$495,000	$1,082,000	$5,606,000	
Technology	$809,000	$818,000	$647,000	$794,000	
TOTAL	$3,597,000	$1,313,000	$2,322,000	$11,261,000	$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	25,248		25,248
Laboratory	31,696		31,696
Office	44,841		44,841
Study	13,248		13,248
Special	22,722		22,722
General	559,043		559,043
Support	6,298		6,298
Residential			0
Other	1,592		1,592

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Center for Science and Innovation	Science Classrooms and Labs	65000	$40,000,000	2013

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Facilities Building	Offices/Trades Shops	11644	$2,500,000	2014

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing $_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Murdock Hall	Classrooms/Faculty Offices	17405	$8,000,000	2006

Standard 8: Physical and Technological Resources

Brewer Perkins	Public Safety Department	8440	$1,000,000	2011
Hoosac Hall	Student Residence		$7,000,000	2011
Berkshire Towers	Student Residence		$4,000,000	2010
Campus Center	MarketPlace/Student Activities	66217	$4,000,000	2012

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing $_____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Bowman Hall	Classrooms/Faculty Offices	32116	$15,000,000	2015
Venable Hall	Classrooms/Labs/Faculty Offices	32234	$20,000,000	2018

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

STANDARD NINE: FINANCIAL RESOURCES

DESCRIPTION

As we have noted throughout this narrative, the past decade has been a period of significant growth and progress for MCLA. We have achieved this progress in challenging financial times through the careful, responsible management of our financial resources, including a state appropriation that has made up an ever decreasing share of the College budget.

Guided by our strategic planning process (R0107), the College has added new academic programs, invested in our faculty and students, and expanded facilities and technology. Our most recent planning process established the responsive and intentional stewardship of our human, ecological, and financial resources as one of our four planning goals. We manage our financial resources strategically and dynamically to support the College mission and to advance the goals of our strategic plan.

The College is financially sound based on standard assessment ratios of debt, reserves, return on net assets and viability, and plans carefully in order to be flexible and responsive to changing needs and opportunities.

The College has three main sources of revenue: the state appropriation which is set through the Commonwealth's annual budget process for all public higher education segments (the state universities, community colleges, and the University of Massachusetts system); student fees, established annually by the Board of Trustees; and fundraising and grants managed through the MCLA Foundation, Inc.

In addition, MCLA receives federal financial aid funds on a pass-through basis that provide support for students and families to achieve their educational aspirations.

The Commonwealth of Massachusetts, through the Department of Higher Education, has legislative authority to set the tuition rate charged by state universities. State university tuition has not increased since 1997. While in-state student tuition is remitted back to the state, the College retains non-resident tuition.

Despite rising costs over the course of the decade, the Commonwealth's appropriations to the state university campuses – including MCLA – for FY 2012 were at the same level as they were in FY 2000. As a result, state appropriation in FY 2012 accounted for only 39% of MCLA's cost of operations.

Table 1: Financial Summary, FY 2003-2012 (all figures in $ millions)

Fiscal Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
State Appropriation	14.1	12.8	14.9	16.8	17.9	19.1	16.6	13.7	16.2	16.5
Operating Expenses	26.5	27.0	30.0	33.3	36.2	38.6	37.7	38.5	39.9	42.3
Appropriation as % of Budget	53%	47%	49%	50%	49%	49%	44%	35%	40%	39%
Tuition and Fees	9.0	9.6	9.9	10.2	10.7	11.2	11.7	13.1	14.3	14.4
Grants and Contracts	2.8	2.9	2.9	3.3	3.5	3.7	4.0	8.4	7.0	5.4

The MCLA Foundation is a 501(c)3 organization founded in 1977 which has assets and liabilities audited annually in accordance with generally accepted auditing standards. Fundraising efforts are directed towards the greatest needs of the institution as determined by the College administration and the Foundation. The Foundation's gift acceptance policies and guidelines provide guidance on the acceptance of gifts. Once gifts are accepted they are directed where the donor has indicated, with the flow of gifts monitored by the Foundation's internal audit committee and audited each year by the same firm that conducts MCLA's annual financial audit. To ensure the terms and conditions associated with gifts align with MCLA's mission and strategic goals, the vice president of administration and finance serves on the Foundation's gift review committee.

Funds raised by the Foundation support scholarships, programs, and enhancements to the College's physical resources. The Foundation also has the ability to respond to emergent opportunities. As a separate entity, the Foundation has greater latitude to purchase property, which it then leases to the College or donates for College use. In 2011, the Foundation deeded five properties on Blackinton Street to the Commonwealth of Massachusetts to serve as the site for the MCLA Center for Science and Innovation.

Table 2: MCLA Foundation Net Assets, FY 2003-2012 (all figures in $ millions)

Fiscal Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Net Assets	7.0	8.0	7.8	8.2	10.8	11.3	10.0	10.6	12.0	11.5

Through the Foundation, the College has been successful in securing grants to support programs and initiatives. Grant revenue increased from $623,220 in FY 03 to a high of $1,392,480 in FY 2010. As with all fundraising efforts, the strategic plan serves as a guide to grantseeking activity.

Affordability is both an institutional commitment and a persistent challenge for students and families. In addition to supporting programs and initiatives, the Foundation plays a vital role in securing financial aid resources for students. Dollars raised through the MCLA Annual Fund directly support student financial aid, and the College maintains 69 endowed scholarship funds that provide financial support for students.

The College uses the Free Application for Federal Student Aid (FAFSA) to determine student need and creates financial aid packages using available funds to meet enrollment goals. The director of financial aid, the dean of enrollment management and the executive vice president are responsible for reviewing campus and external (federal and state) policies and aligning financial aid distribution with available resources, enrollment and retention projections, and the College strategic plan.

Strategic Planning and the Budget

The goals and action plans developed in accordance with MCLA's strategic plan serve to align and direct MCLA's annual budget process as noted below. With a focus on the ongoing financial health of the College, and in adherence with our strategic goal of Responsive and Intentional Stewardship, the budget process and the management of our financial resources reflect careful planning, collaboration, and transparency.

During the annual budget planning process, the administration and finance division develops pro forma operating budgets for each department that are consistent with their spending patterns in previous years. Cabinet members work closely with departments and budget managers in their areas to develop budget recommendations which they present to the president. In academic affairs the vice president meets with department chairs to review budget proposals. In addition to this base budget, department heads have the opportunity to request additional funds to support new initiatives, necessary equipment, or other priorities. All requests for additional funds must be aligned with goals and specific action plans of the College strategic plan. Cabinet members review their budgets, including the proposed strategic investments they have recommended, with the president. A balanced budget is presented to the Board of Trustees, through the Fiscal Affairs Committee, for approval.

Each Cabinet member includes within their annual budget proposal funding to address emergency expenditures or new opportunities that might arise over the course of the year. Funds are set aside each year to address any new or deferred maintenance needs in order to keep the physical plant operational. The vice president of administration and finance works with each division to develop an annual list of facility and maintenance needs and to establish the priority of these investments to the campus mission. The vice president of administration and finance also meets with individual departments to discuss and prioritize anticipated deferred maintenance, equipment, or capital needs.

The College has leveraged institutional resources and outside funds (including supplemental appropriation, donations and gifts, and budgeted debt) to support strategic capital investments. Capital projects greater than $50,000 must be approved by the Board of Trustees. The Center for Science and Innovation and Bowman Hall renovation projects received funding through a $54.5

million state capital bond. Through the MCLA Foundation, the College secured a $2.4 million donation from Aramark Corporation to support the renovation of the Amsler Campus Center dining and lobby area completed in FY 2012.

During the budget process, the administration budgets conservatively to help prepare for unforeseen expenses. In the event of fiscal emergencies, staff in administration and finance have the ability to adjust budgets or, with approval, to draw upon reserve funds. Should an emergency need arise related to facilities, requests can be made to the Division of Capital Asset Management and Maintenance (DCAMM) or the Massachusetts State College Building Authority (MSCBA) for funding support.

The College has been highly strategic in the use of debt to support campus improvements. In FY 2013, MCLA's debt ratio stood at less than 1%.

The president offers regular updates about the campus and state budget processes through the campus newsletter, *Notes and News*. When significant budgetary challenges occur, as when the governor ordered two "Chapter 9C" spending cuts to all state agencies in FY 2009, leading to a reduction of $125,000 to the College operating budget, President Grant convenes open budget meetings to share this news, outline the College response, and provide a forum for campus community members to offer suggestions and voice concerns.

Financial reports are prepared and presented to the Fiscal Affairs Committee of the Board of Trustees on a quarterly basis. The committee reviews and evaluates the effectiveness and appropriateness of the budget line items and the long-term use of resources. The full Board of Trustees receives reports from all committees, including Fiscal Affairs, and must approve recommended actions.

The College's financial statements (see for example R0268) are prepared by Administration and Finance and audited by a certified private auditing firm annually. The financial statements include a management discussion and analysis section. When the audit is complete, the auditor meets with the president to review the findings in advance of presenting the audit to the Fiscal Affairs Committee of the Board of Trustees. The Fiscal Affairs Committee reviews and discusses the financial statement and auditor's report in detail and advances the financial statement for presentation and approval by the full Board. The auditor attends the Board meeting to fully brief all Trustees on the statement and the status of College finances. Once approved by the Board, the financial statement is filed with the state auditor.

During the past 10 years, the College has received only unqualified opinions with no matters involving the internal control over financial reporting and its operation considered to be of material weakness. Any management letter comments or recommendations presented by the auditors are reviewed and addressed. In addition, the Commonwealth conducts periodic audits of selected financials to ensure integrity.

In 2011, the state university and community college systems submitted a request for proposals to audit firms to bid on a consolidated group of Massachusetts public higher education institutions

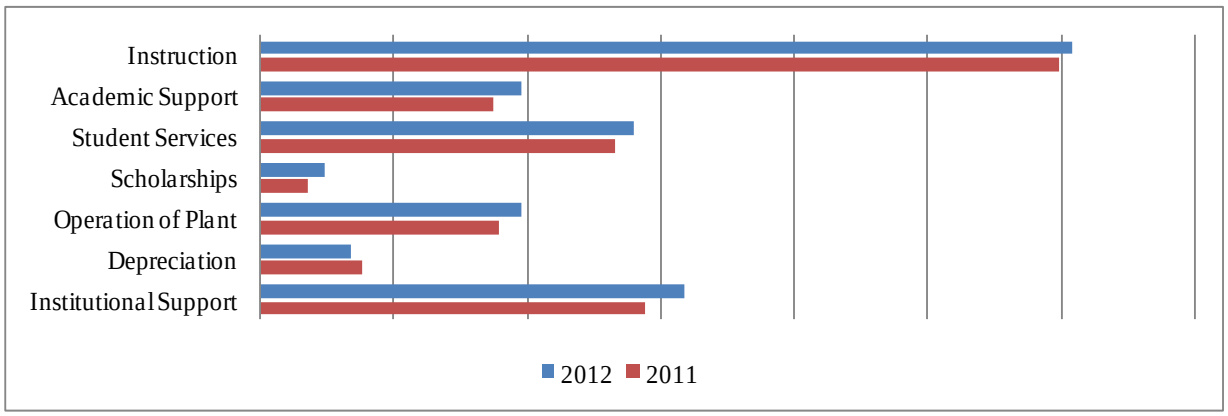
in order to realize cost savings. O'Connor and Drew, who previously had served as MCLA's audit firm, were awarded the new contract.

APPRAISAL

Despite the challenges presented by state appropriation and broader economic cycles, MCLA effectively manages and deploys financial resources to support the College and its mission. Deliberate planning and the allocation of resources in support of the strategic plan have served the College well. Excellence in teaching and learning is a central and shared commitment, and great effort goes into providing the necessary resources to administer and sustain our academic and co-curricular community.

By far the largest proportion of funds is spent on instruction as can be seen by the figure below. All other categories of expenses listed support academic programs and activities.

Figure 1: Categories of Expenses



Our state appropriation continues to account for the largest percentage of our budget. However, the appropriation allocated has been inconsistent and decreasing as a percentage of the overall revenue needed for operations. The appropriation has not risen to match increased expenses. In addition, the availability of state funds to meet the cost of collective bargaining increases negotiated between the Department of Higher Education and the bargaining units is cause for concern. If the state does not meet this commitment, the campuses must cover this cost from the appropriation, which in effect amounts to a cut in the operating budget.

The College's appropriation in FY2012 is the same as it was 10 years earlier in FY2002. In addition, MCLA, like all public entities, continues to weather the challenges of the economic downturn. In FY2010 stimulus funds provided through the American Recovery and Reinvestment Act (ARRA) helped to stabilize MCLA's budget; without ARRA funds the College would have had to make serious cuts in personnel and programs, threatening the progress we had made in recent years.

Affordability remains a persistent challenge. In order to maintain programs, services, and facilities and to make strategic investments, public campuses across the Commonwealth – reflective of a national trend – include student fee increases in their annual budgets. As fees

increase, we budget some fee revenues to financial aid, and ensure that funds raised through student fees go directly to student support. In addition, the MCLA Foundation designates all annual fund contributions to support financial aid.

Table 3: Student Fees, FY 2003-2012

Fiscal Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Campus Support Fee	$2,907	$4,107	$4,107	$4,257	$4,527	$4,768	$5,015	$5,465	$6,165	$6,665

As the cost of attendance to college increases, the financial need within our student body continues to grow. MCLA's tuition and fees are competitive within the state university system, and our residence halls are among the most affordable within the system. In addition, our cost of attendance is significantly lower than that of private colleges. Despite these advantages, cost remains a significant barrier to educational access, particularly for low-income students. In 2006, the federal government through the higher education reauthorization act increased Pell Grant allocations, which has helped low-income students meet the cost of attendance at MCLA.

In recent years, the Commonwealth has made reductions to several state financial aid programs, including the MassGrant and CashGrant programs, and the Massachusetts Adopted Children Tuition Waiver and Fee Assistance Program. When these cuts occur, especially when the reductions have been imposed mid-year, we invest institutional resources to backfill them. While this is important evidence of our commitment to affordability, it represents an investment of resources that would otherwise support programs and operations.

Maintaining the College's physical assets has been a challenge but with the help of the Board of Higher Education and Division of Capital Asset Management and Maintenance (DCAMM), the campus has been able to address a number of facility and deferred maintenance projects. In addition to our partnership with DCAMM, MCLA has multiple state-wide relationships that provide significant cost savings for products, services and utilities. These include:

- The state university CFO group. The chief fiscal officers of the state universities meet monthly to review state-wide issues. The group shares bids, RFPs, and contract information to help colleagues save time and negotiate better deals.

- The Partnership for Advancing Collaboration and Efficiency (PACE) is a consortium of 24 state university and community college campuses. Collaborations through PACE include exploring new bookstore contract and IT service bidding opportunities.

- The Massachusetts Higher Education Consortium (MHEC) pre-bids contracts and services for office supplies, furniture, technology, and services for both private and public higher education campuses in Massachusetts.

- Power Option is a statewide consortium to assist larger power users with negotiating better rates.

In the facilities realm, MCLA has a contract with Sightlines to review and cost-out deferred maintenance needed. The prepared report projects costs savings when work and repairs are made on an as-needed basis. All of the state's public higher education campuses are under contract with Sightlines. Combined data will be used as a basis for a state bond to support needed campus repairs. When considering bonding opportunities, we recognize that the DCAMM Commissioner is committed to a strategy of repairing and upgrading existing buildings before new buildings are considered. As we work to update our master plan we will focus our efforts in line with DCAMM's goals and ensure that projects are prioritized to meet the safety and program needs of our students.

MCLA's consultative and collaborative budget process represents a best practice for public higher education. The combination of a base budget with the opportunity to propose additional investment aligned with the strategic plan provides continuity for ongoing operations and enables departments and divisions to engage in thoughtful planning to support key initiatives.

Fundraising has increased considerably over the past decade. There has been a steady growth of funds raised since the last accreditation, with the MCLA Foundation raising over $20 million for the College during that period, and currently engaged in the MCLA's first comprehensive capital campaign.

The fundraising process through the MCLA Foundation continues to evolve while operating under clear protocols and guidelines. Gifts are directed in accordance with the donor's wishes, receipts are mailed to donors within five days of a gift, and detailed reports of endowed funds are sent to the donors annually.

Increasing the level of alumni engagement has been a key component of fundraising. There has been a steady growth in both the number of alumni donors and the total dollars contributed by alumni. The slow economy has made it a challenge to increase the number of alumni donors each year, but importantly the total dollars received from alumni has increased by 35% and the average size of alumni gifts has increased by 39%.

Grants provide essential funds to support campus programs and operations. With the receipt of a five-year Title III Strengthening Institutions grant from the United States Department of Education in 2005, the College invested in facilities, technology, and faculty professional development. This funding also supported a major investment in an AVID media system to support programs within the English/communications department.

In addition to annual reviews by outside agencies, MCLA's internal controls are appropriate and effective. A well-qualified staff of accountants, a CPA, and management professionals manage College financial resources; they report to the vice president of Administration and Finance, who functions as the College's chief financial officer. Written internal controls and policies are reviewed annually and disseminated electronically to appropriate staff. On a biennial basis, all

staff is subject to a review of ethical practices (state-wide) and must go through a training module to be certified.

PROJECTION

Sources of financial support: We will continue to advocate for public funding at the level necessary to support the College. In addition, guided by our strategic plan, we will fund new programs, manage increased costs, and enhance financial aid resources through expanded philanthropic and entrepreneurial efforts. Through the capital campaign, we will continue to focus on increasing the level of alumni giving, expanding planned giving opportunities, and establishing and cultivating new relationships for resource development. We also will focus efforts to enhance graduate and continuing education offerings and entrepreneurial programs to increase non-state revenue to the College.

We recognize that MCLA's size, the variability of state funding, and enrollment trends make careful, strategic budget management essential to our success. We will continue to be guided by the processes and practices that have enabled us successfully to navigate changing budget conditions.

Operational efficiencies: We will continue to pursue opportunities to reduce costs through collaboration, energy efficiency projects, and careful budget management.

INSTITUTIONAL EFFECTIVENESS

MCLA is in sound financial condition and effectively manages its resources to support our mission as the Commonwealth's public liberal arts college. We accomplish this through a comprehensive budget process aligned with a dynamic strategic plan, efficient financial management and reporting, and independent audits.

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

		FISCAL YEAR ENDS month &day: (6 /30)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Most Recent Year (FY 2012)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
		ASSETS					
	?	CASH AND SHORT TERM INVESTMENTS	$14,791,000	$18,043,000	$16,004,000	22.0%	-11.3%
	?	CASH HELD BY STATE TREASURER	$424,000	$553,000	$553,000	30.4%	0.0%
	?	DEPOSITS HELD BY STATE TREASURER	$1,230,000	$1,028,000	$1,283,000	-16.4%	24.8%
	?	ACCOUNTS RECEIVABLE, NET	$235,000	$272,000	$342,000	15.7%	25.7%
	?	CONTRIBUTIONS RECEIVABLE, NET	$1,213,000	$1,251,000	$844,000	3.1%	-32.5%
	?	INVENTORY AND PREPAID EXPENSES				-	-
	?	LONG-TERM INVESTMENTS	$6,790,000	$7,726,000	$8,100,000	13.8%	4.8%
	?	LOANS TO STUDENTS	$769,000	$803,000	$764,000	4.4%	-4.9%
	?	FUNDS HELD UNDER BOND AGREEMENT				-	-
	?	PROPERTY, PLANT AND EQUIPMENT, NET	$20,285,000	$20,172,000	$28,550,000	-0.6%	41.5%
	?	OTHER ASSETS	$683,000	$729,000	$246,000	6.7%	-66.3%
		TOTAL ASSETS	**$46,420,000**	**$50,577,000**	**$56,686,000**	9.0%	12.1%
		LIABILITIES					
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$3,785,000	$4,222,000	$4,370,000	11.5%	3.5%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	$1,235,000	$950,000	$1,315,000	-23.1%	38.4%
	?	DUE TO STATE				-	-
	?	DUE TO AFFILIATES				-	-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
	?	AMOUNTS HELD ON BEHALF OF OTHERS	$34,000	$38,000	$36,000	11.8%	-5.3%
	?	LONG TERM DEBT	$3,096,000	$2,577,000	$2,246,000	-16.8%	-12.8%
	?	REFUNDABLE GOVERNMENT ADVANCES	$813,000	$811,000	$794,000	-0.2%	-2.1%
	?	OTHER LONG-TERM LIABILITIES	$1,425,000	$1,408,000	$2,922,000	-1.2%	107.5%
		TOTAL LIABILITIES	**$10,388,000**	**$10,006,000**	**$11,683,000**	-3.7%	16.8%
		NET ASSETS					
		UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	**$15,810,000**	**$16,362,000**	**$25,139,000**	3.5%	53.6%
	?	FOUNDATION	**$1,855,000**	**$1,808,000**	**$1,251,000**	-2.5%	-30.8%
		TOTAL	**$17,665,000**	**$18,170,000**	**$26,390,000**	2.9%	45.2%
		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL	**$42,000**	**$37,000**	**$40,000**	-11.9%	8.1%
	?	FOUNDATION	**$7,125,000**	**$8,404,000**	**$8,631,000**	18.0%	2.7%
		TOTAL	**$7,167,000**	**$8,441,000**	**$8,671,000**	17.8%	2.7%
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL	**$9,495,000**	**$12,157,000**	**$8,243,000**	28.0%	-32.2%
	?	FOUNDATION	**$1,705,000**	**$1,803,000**	**$1,699,000**	5.7%	-5.8%
		TOTAL	**$11,200,000**	**$13,960,000**	**$9,942,000**	24.6%	-28.8%
		TOTAL NET ASSETS	**$36,032,000**	**$40,571,000**	**$45,003,000**	12.6%	10.9%
		TOTAL LIABILITIES AND NET ASSETS	**$46,420,000**	**$50,577,000**	**$56,686,000**	9.0%	12.1%

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

		FISCAL YEAR ENDS month &day: (06/30)	3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
		OPERATING REVENUES					
	?	TUITION & FEES	$11,778,000	$13,112,000	$14,349,000	$14,402,000	$14,681,000
	?	ROOM AND BOARD	$6,456,000	$7,279,000	$7,650,000	$7,813,000	$8,034,000
	?	LESS: FINANCIAL AID	($3,080,000)	($4,105,000)	($4,525,000)	($4,534,000)	($5,133,000)
		NET STUDENT FEES	$15,154,000	$16,286,000	$17,474,000	$17,681,000	$17,582,000
	?	GOVERNMENT GRANTS & CONTRACTS					
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	$4,052,000	$8,408,000	$7,058,000	$5,409,000	$5,352,000
	?	OTHER AUXILIARY ENTERPRISES					
		ENDOWMENT INCOME USED IN OPERATIONS					
	?	OTHER REVENUE (specify):	$1,395,000	$1,291,000	$1,583,000	$1,845,000	$1,637,000
		OTHER REVENUE (specify):					
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	**$20,601,000**	**$25,985,000**	**$26,115,000**	**$24,935,000**	**$24,571,000**
		OPERATING EXPENSES					
	?	INSTRUCTION	$11,886,000	$11,657,000	$11,965,000	$12,175,000	$12,080,000
	?	RESEARCH					
	?	PUBLIC SERVICE	$6,000	$7,000	$5,000	$4,000	$6,000
	?	ACADEMIC SUPPORT	$3,019,000	$3,328,000	$3,497,000	$3,904,000	$4,215,000
	?	STUDENT SERVICES	$4,519,000	$4,654,000	$5,326,000	$5,605,000	$4,993,000
	?	INSTITUTIONAL SUPPORT	$5,697,000	$5,460,000	$5,764,000	$6,366,000	$6,858,000
		FUNDRAISING AND ALUMNI RELATIONS					
	?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	$3,561,000	$3,685,000	$3,576,000	$3,902,000	$3,836,000
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$657,000	$760,000	$707,000	$949,000	$809,000
	?	AUXILIARY ENTERPRISES	$6,495,000	$7,152,000	$7,634,000	$8,091,000	$8,373,000
	?	DEPRECIATION (if not allocated)	$1,880,000	$1,854,000	$1,515,000	$1,353,000	$1,445,000
	?	OTHER EXPENSES (specify):					
		OTHER EXPENSES (specify):					
		TOTAL OPERATING EXPENDITURES	**$37,720,000**	**$38,557,000**	**$39,989,000**	**$42,349,000**	**$42,615,000**
		CHANGE IN NET ASSETS FROM OPERATIONS	**($17,119,000)**	**($12,572,000)**	**($13,874,000)**	**($17,414,000)**	**($18,044,000)**
		NON OPERATING REVENUES					
	?	STATE APPROPRIATIONS (NET)	**$16,673,000**	**$13,755,000**	**$16,288,000**	**$16,556,000**	**$16,495,000**
	?	INVESTMENT RETURN	**$318,000**	**$219,000**	**$180,000**	**$118,000**	**$70,000**
	?	INTEREST EXPENSE (public institutions)	**($102,000)**	**($94,000)**	**($70,000)**	**($52,000)**	**($104,000)**
		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
	?	OTHER (specify):					
		OTHER (specify):					
		OTHER (specify):					
		NET NON OPERATING REVENUES	**$16,889,000**	**$13,880,000**	**$16,398,000**	**$16,622,000**	**$16,461,000**
		INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**($230,000)**	**$1,308,000**	**$2,524,000**	**($792,000)**	**($1,583,000)**
	?	CAPITAL APPROPRIATIONS (public institutions)	**$2,642,000**	**$313,000**	**$686,000**	**$5,659,000**	**$20,330,000**
	?	OTHER					
		TOTAL INCREASE/DECREASE IN NET ASSETS	**$2,412,000**	**$1,621,000**	**$3,210,000**	**$4,867,000**	**$18,747,000**

Standard 9: Financial Resources
(Statement of Debt)

		FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
		DEBT					
		BEGINNING BALANCE	$2,430,000	$1,960,000	$1,937,000	$1,452,000	$1,159,000
		ADDITIONS		$505,000			$2,309,000
	?	REDUCTIONS	($470,000)	($528,000)	($485,000)	($293,000)	($231,000)
		ENDING BALANCE	**$1,960,000**	**$1,937,000**	**$1,452,000**	**$1,159,000**	**$3,237,000**
		INTEREST PAID DURING FISCAL YEAR					
		CURRENT PORTION	$493,000	$485,000	$293,000	$186,000	$283,000
		BOND RATING					
		DEBT COVENANTS (PLEASE DESCRIBE):					
		Note: FY 2013 figures are from the "Draft" Financial Statements that have not yet been approved by the Board of Trustees.					

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 9: Financial Resources
(Supplemental Data)

		FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	$21,312,000	$23,725,000	$25,347,000	$28,557,000	$33,422,000
		TOTAL INCREASE/DECREASE IN NET ASSETS	$2,413,000	$1,622,000	$3,210,000	$4,865,000	$18,747,000
		NET ASSETS END OF YEAR	**$23,725,000**	**$25,347,000**	**$28,557,000**	**$33,422,000**	**$52,169,000**
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	$1,181,000	$1,373,000	$1,274,000	$1,586,000	$2,018,000
		FEDERAL, STATE & PRIVATE GRANTS	**$3,019,002**	**$3,950,578**	**$4,516,750**	**$4,391,483**	**$4,531,000**
		RESTRICTED FUNDS					
		TOTAL	**$4,200,002**	**$5,323,578**	**$5,790,750**	**$5,977,483**	**$6,549,000**
		% DISCOUNT OF TUITION & FEES					
?		% UNRESTRICTED DISCOUNT					
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					
		Note: FY 2013 figures are from the Draft Financial Statements that have not yet been approved by the Board of Trustees.					

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

STANDARD TEN: PUBLIC DISCLOSURE

DESCRIPTION

Effective communication is part of the way we deliver on our strategic commitment to public purpose and engagement. We have a story to tell – about MCLA's active and engaged students, distinguished faculty, accomplished alumni, high-quality academic and co-curricular programs, and service to the Commonwealth and community. Those to whom we must convey this story include prospective students and families, donors and supporters of the College, public officials, the community at large, and the media. To reach these audiences, the College makes information available across a variety of communication channels.

MCLA's electronic communications policy states that the College email and electronic communication system "is the official source for all MCLA related items of communication among faculty, staff, and students." In addition, comprehensive information about the College is available through the public Web site and the internal Campus Connection. In addition to the Web site, the Academic Affairs division creates and publishes the undergraduate College Catalog (R0382), as well as the graduate education catalog and course descriptions. Information about undergraduate and graduate academic programs, course offerings, and faculty is available on departmental Web pages. The Registrar's Office Web page contains information about academic polices, required forms, and course schedules.

In accordance with the Commonwealth's Open Meeting Law, the College makes available information about meetings of the College Board of Trustees and its committees. The Board meeting schedule, meeting notices and agendas, and Board meeting minutes are accessible through the College Web site. Information about Board meetings also is regularly reported in *Notes and News*, the President's bi-weekly email newsletter.

The MCLA Office of External Relations produces and distributes information about the College. Under the direction of the executive vice president, communications staff, including the director of Marketing and Communications and web communications manager, oversee all advertising and media relations, the Web site, and promotion of College programs, events and activities. Communications staff have the responsibility to produce and publish the annual President's Report and to collaborate with other campus constituencies on the development, review, and preparation of campus and external communications.

To supplement the work of a small, professional communications team, enhance communications capacity and promote the production and distribution of engaging, effective, and strategic communications, external relations has established long-term relationships with outside writers and designers who know the College well, understand our mission and message, and produce high-quality materials. Internally, the director of communications and marketing works with a communications committee with membership from across the campus community to ensure information is shared, messages are consistent, and the external relations team is engaged in all communications efforts.

To promote consistent messaging across the Web, each department designates a Web Champion who has responsibility for Web updates for the department, and who serves as a point of contact with the director of marketing and communications. In addition to the Web site, the College has presence on several social media platforms. In addition to a primary institutional presence, other groups on campus (e.g., athletics, alumni, and academic and co-curricular programs) also participate in social networking. The communications committee helps to coordinate these efforts.

In collaboration with external relations, the Office of Admission annually updates and prints the College Viewbook, along with a variety of print and electronic publications that describe admission requirements, academic programs, transfer policies, and student and alumni profiles**.** The Financial Aid Office annually updates its electronic publications (www.mcla.edu/aid) to assist prospective families understand costs, their financial aid award, scholarship opportunities, and guidelines for the various federal aid programs, as well as policies regarding satisfactory progress, scholarship renewal criteria, and refunds. In addition to the maintenance of this extensive Web presence that both offices provide, the Financial Aid Office provides essential printed material to students at open houses and with their financial aid awards. A recent collaboration with the College Board resulted in publishing the Net Price Calculator. This tool gives families a realistic estimation of their costs and how they compare with other colleges they may be considering.

The Office of Institutional Advancement and Alumni Relations annually publishes the alumni magazine *Beacons and Seeds* to keep alumni informed of campus activities, and supplements this with a monthly alumni e-mail message, the MCLA E-Trail. The office also maintains a Web site that provides information about the MCLA Foundation and MCLA Alumni Association, promotes alumni programs and events, and describes the many opportunities that exist to support the College and connect with other alumni. The Advancement team also has invested in the development of an online alumni community in partnership with Harris Connect.

The Student Affairs division provides information to enrolled students and their families through their Web site. This information includes the Student Handbook, the MCLA Annual FERPA Notification, the annual security and fire safety report (better known as the Clery Report – which also is reviewed and discussed in detail by the Board of Trustees), and information about student activities, athletics, and student media. The online course registration process is structured to present students with compliance statements related to the Drug Free Schools and Communities Act and Student Right to Know policies. This provides an active mechanism for disseminating this information; students must click through to acknowledge receipt of these policies.

Through the department's Sports Information Director, MCLA athletics programs receive regular promotion through the Web and social networks to build awareness of upcoming athletics events, share scores and highlights, and communicate student-athlete accomplishments. The athletics Web presence is managed in collaboration with Presto Sports, which has helped introduce new features such as live streaming of athletics events. The Parent & Family Resource Center on the Web page provides information and promotes family engagement.

The MCLA community also receives information through the campus email system. In addition to email communications, this system provides a way to disseminate information via electronic bulletin boards, announcements, and group conferences. The Campus Announce function within the email system provides a mechanism for communicating information that requires direct attention. When posted, Announce messages pop up in a separate mail window. As examples, information about weather-related delays or closings, information about Commencement speakers, and the president's *Notes & News* are distributed by Announce.

To ensure complete, thorough, and transparent communication, we also provide some information in print. For example, we provide communications directly to members of the Facilities staff who have limited access to computers and to the email system in the course of their duties. All faculty receive letters at their home addresses inviting them to the fall and spring semester opening breakfasts. At the end of the summer, the vice president of academic affairs sends a start of the semester letter to faculty at their home addresses, and the vice president of student affairs sends a similar letter home to new and returning students and their families. Similarly, the president sends a campus update letter to students home addresses after the fall semester and following Commencement in the spring.

The Administration and Finance division also uses its Web pages to provide information both internally and externally. Faculty and staff can access helpful information with regard to their benefits, employment policies, essential business forms, information technology, as well as updates regarding campus facilities projects through these various online resources. Within Administration and Finance, Human Resources manages the annual designation and submission process for those senior members of the staff who hold major policy-making positions and who must submit a statement of financial interest (SFI).

APPRAISAL

In 2008, the external relations team engaged the campus community in work to reframe the College's branding and messaging. We now consistently employ a resulting tag line, *My College. Right from the Start*, in print and advertising. This slogan captures a subtle shift in our student body: many students now make us their first-choice college on the strength of our programs, our beautiful surroundings, and our affordability. We have made considerable progress to employ this messaging across all print publications in a design that also reflects the image portrayed on the Web site. The print publications have a professional look and reflect a consistent image of the College. As evidence of the effectiveness of our marketing and promotion efforts, the marketing campaign and materials for MCLA's Professional MBA received a Trendsetter Award from the Berkshire Visitors Bureau in 2011.

The College consistently employs and engages with outside agencies and contractors to help with concept, design, and writing strategies to develop current and fresh communications publications and to incorporate social media into the overall marketing plan.

The College Web site has evolved into the most comprehensive resource of information, both externally and internally. Considerable improvements to the appearance and ease of navigation

were achieved through site updates and redesign efforts in 2008 and 2013. In 2012, the College hired a Web communications manager to assist departments with content management and to add capacity and focus around messaging through the Web and social media.

Admissions and Financial Aid use their respective pages to disseminate current information with regard to admission and transfer policies, institutional costs and forms of financial assistance. Administration and Finance publishes current information on employment opportunities, employment policies, holiday schedule and various forms and policies regarding purchasing and travel. The Athletics Department and Student Affairs division publish extensive information for students regarding policies, activities, clubs and organizations.

The Web site also portrays the most current academic information, including the catalog, class schedules and links to all academic department pages. In an effort to show transparency in the governance process, all approved curriculum and policy items since 2002 are available online. The current and most recent previous editions of the catalog can be viewed online. The archived catalog in PDF format is also available.

The Web page also displays campus closings due to inclement weather. The College employs an emergency notification system that sends email alerts and text messages to registered cell phones. The College has also recently implemented mobile technology to make the Web site available on mobile devices.

PROJECTION

The Communications and Marketing team will manage the College Web site to ensure and maintain consistency and accuracy. Offices and departments are encouraged to create and maintain their interdepartmental Web pages and presence, and will follow standard templates provided to them. The Web communications team will provide clear standards and policies around Web content.

Increase Accountability: We will develop and enhance policies and practices that encourage and enable departments and offices to provide information in a timely and appropriate fashion. The vice president of academic affairs will direct academic department chairs and directors to review the catalog and policies for accuracy and for information that must be updated and ensure they submit a list of necessary and proposed changes according to a regular schedule.

INSTITUTIONAL EFFECTIVENESS

Through our strategic plan and mission, MCLA has a commitment to public purpose and engagement which is supported and enhanced through the development and distribution of complete, accurate, and current print and online publications.

Standard 10: Public Disclosure

Information	Web Addresses	?	Print Publications	?
How can inquiries be made about the institution? Where can questions be addressed?	webmaster@mcla.edu			
Notice of availability of publications and of audited financial statement or fair summary	http://www.mcla.edu/About_MCLA/Audits/#gsWidgetAnchor5550			
Institutional catalog	http://www.mcla.edu/Undergraduate/currentcatalog/			
Obligations and responsibilities of students and the institution	http://www.mcla.edu/handbook/			
Information on admission and attendance	http://www.mcla.edu/Admissions/			
Institutional mission and objectives	http://www.mcla.edu/About_MCLA/			
Expected educational outcomes	http://www.mcla.edu/Undergraduate/currentcatalog/			
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.mcla.edu/About_MCLA/			
Requirements, procedures and policies re: admissions	http://www.mcla.edu/Admissions/			
Requirements, procedures and policies re: transfer credit	http://www.mcla.edu/Admissions/information/transferprocess/			
A list of institutions with which the institution has an articulation agreement	http://www.mcla.edu/Admissions/information/transferstudent/articulationagreements/			
Student fees, charges and refund policies	http://www.mcla.edu/Academics/academicresources/bursar/			
Rules and regulations for student conduct	http://www.mcla.edu/handbook/			
Procedures for student appeals and complaints				
Other information re: attending or withdrawing from the institution	http://www.mcla.edu/Academics/academicresources/registrar/academicpolicies/			
Academic programs	http://www.mcla.edu/Undergraduate/ http://www.mcla.edu/graduate/			
Courses currently offered	http://www.mcla.edu/Academics/academicresources/registrar/			
Other available educational opportunities	http://www.mcla.edu/CE/			
Other academic policies and procedures	http://www.mcla.edu/Academics/academicresources/registrar/academicpolicies/			
Requirements for degrees and other forms of academic recognition	http://www.mcla.edu/Academics/academicresources/registrar/academicpolicies/			
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	Individual department websites			
Names and positions of administrative officers	http://www.mcla.edu/contact/collegecontacts/			
Names, principal affiliations of governing booard members	http://www.mcla.edu/About_MCLA/Board/			

Standard 10: Public Disclosure

Information	Web Addresses	?	Print Publications	?
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	Not Applicable			
Programs, courses, services, and personnel not available in any given academic year.	http://www.mcla.edu/Academics/faculty/			
Size and characteristics of the student body	http://www.mcla.edu/About_MCLA/ataglance/			
Description of the campus setting	http://www.mcla.edu/About_MCLA/ataglance/			
Availability of academic and other support services	http://www.mcla.edu/Academics/academicresources/			
Range of co-curricular and non-academic opportunities available to students	http://www.mcla.edu/Student_Life/			
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Learning outcomes listed in undergraduate catalogue and on IRAP assessment page. Plan to put links on departmental pages is in place for spring 2013. The role of LEAP is explained in the SLO plan, which may be approved for posting by late spring 2013. http://www.mcla.edu/Academics/uploads/textWidget/3273.00020/documents/All_program_outcomes_February_2013.pdf			
Institutional goals for students' education	Learning outcomes listed in undergraduate catalogue and on IRAP assessment page. Plan to put links on departmental pages is in place for spring 2013. The role of LEAP is explained in the SLO plan, which may be approved for posting by late spring 2013. http://www.mcla.edu/Academics/uploads/textWidget/3273.00020/documents/All_program_outcomes_February_2013.pdf			
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	http://www.mcla.edu/Academics/uploads/textWidget/3241.00084/documents/2012-13_Data_Highlights.pdf http://www.mcla.edu/graduate/licensure/			
Total cost of education, including availability of financial aid and typical length of study	http://www.mcla.edu/Academics/academicresources/financialaid/			
Expected amount of student debt upon graduation	http://www.mcla.edu/Academics/academicresources/financialaid/financialaidprograms/			
Statement about accreditation	http://www.mcla.edu/About_MCLA/President/accreditation/			

STANDARD ELEVEN: INTEGRITY

DESCRIPTION

MCLA strives to maintain highest levels of integrity across its academic programs, research endeavors, student life, faculty development, and interactions among all members of the campus community. In recognition of our commitment to public purpose and engagement, the College proudly serves as a leader and partner – locally, regionally, and nationally.

In advancing our mission, the College adheres to the laws governing Massachusetts State Universities; federal laws regulating funding for higher education; the Family Education Rights and Privacy Act (Annual FERPA Notification), which ensures privacy in the educational records of students; and the Student Right To Know and Campus Security Act requiring reporting of campus safety information in the annual security and fire safety report (best known as the Clery Report). As noted in Standard Three, relations among the College and its local collective bargaining units are governed by the agreements between those units and the Department of Higher Education (R0276, R0277, R0278).

Reflecting our liberal arts mission and commitment to engaged citizenship as a keystone of the educational experience, MCLA expects students, faculty, and staff to model integrity and ethical behavior in all situations. To support this expectation and commitment, the College publishes comprehensive policy statements in the College Catalog, the Graduate Catalog, the Student Handbook, and Employee Handbook. Faculty and staff covered by the various collective bargaining units receive additional guidance on ethical standards within those agreements. Policies relating to benefits, periods of leave, appointment and other aspects of employment for non-unit professionals may be found in the State University Employee Benefits Handbook for Non-Unit Classified Personnel (R0100).

The strategic planning process as described in Standard Two, by supporting the mission of the College, contributes to MCLA's ability to maintain a transparent and inclusive decision-making process. This generates many opportunities for reflection on our commitment to integrity.

As we have discussed in Standard Five and elsewhere, academic freedom is central to learning and teaching in the liberal arts, and the College is committed to promoting an environment that celebrates inquiry and diversity of opinion. We articulate this guiding principal clearly in the relevant agreements, catalogs, and handbooks. The College expects all community members to conduct themselves with a rigorous, critical, compassionate, and constructive attitude in all aspects of learning and teaching. MCLA aims to develop in students both the ability and disposition to read, write, think freely, and speak thoughtfully in any context: to examine critically, sensitively, and creatively any question they may encounter and participate actively within a community of learners. In order to accomplish these goals, MCLA recognizes that diversity of perspective is essential to intellectual and personal development.

MCLA values and rewards creative and scholarly activity. For example, competitive, College-funded faculty incentive awards are available to support faculty initiatives. We also support faculty-mentored undergraduate research through small grants and opportunities to present at

MCLA's annual Undergraduate Research Conference. The 65,000 square foot Center for Science and Innovation (CSI), which opened in fall 2013, will foster new opportunities for faculty, students and community members to participate in investigative learning. During the CSI design process, MCLA's facilities staff, and all departments planning relocation to the center, participated in instructional and laboratory-space design; the entire campus community had opportunities to comment in open meetings.

In support of its scholarly research objectives, MCLA complies with all state and federal regulations regarding research integrity and maintains a human subjects Institutional Review Board (IRB) to protect the rights and wellbeing of human subjects participating in empirical research at the College. MCLA requires all research involving human participants be reviewed and approved by the IRB before research commences. Guiding this review process is the application of federal and state laws and regulations outlined in the Code of Federal Regulations on research on human subjects. To demonstrate compliance with these guidelines, all researchers must complete an online Protecting Human Research Participants training module through the NIH Office of Extramural Research. Our human subjects research also aligns with the standards of the Belmont Report, put forward by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in 1979. The report summarizes ethical principles and guidelines for research involving human subjects, and identifies three core principles: respect for persons, beneficence, and justice.

The College values social, cultural, and intellectual diversity. The MCLA Board of Trustees oversees policies on equal opportunity, nondiscrimination, and diversity adopted as the MCLA Affirmative Action Plan. Copies of the plan are available in the Human Resources office, Freel Library, and online via the employee and student handbooks. It outlines complaint and grievance procedures, and all community members are expected to adhere to behavioral standards included therein. The College's affirmative action officer investigates alleged infringements of this policy.

Work with the College community to extend knowledge about MCLA's Affirmative Action Plan and its implementation continues to be a priority. For example, under the leadership of the vice president for academic affairs, faculty search committees are charged to and assisted in developing diverse candidate pools in order to identify and bring through each search candidates who can add to the richness of the MCLA community. In 2012, the College created and staffed three full-time entry-level positions in various offices and recruited recent alumni to fill them, further adding to the diversity of the community as well as providing opportunities for our graduates.

Several campus organizations support MCLA's commitment to diversity. A campus wide Diversity Task Force meets to further academic and co-curricular planning and programming related to a range of topics and goals in diversity and equity. The College maintains a Multicultural Resource Center and an active group of ALANA (African, Latino, Asian, and Native American) clubs, which work to build and maintain community on campus. The Multicultural Resource Center also helps organize and coordinate academic and co-curricular programs that celebrate diversity, such as Black History Month. Through the Campus Conversations on Race (CCOR) program, trained student facilitators organize and lead discussion of race, prejudice, and bigotry. The Susan B. Anthony Women's Center provides

support and education regarding women's issues, and helps organize and coordinate MCLA's Women's History Month programs. B-GLAD provides social support and advocacy for bisexual, gay, lesbian, and transgender students.

MCLA complies with the Commission's standards and periodically evaluates policies and services to ensure adherence. The College promulgates and widely disseminates policies on academic integrity and honesty. MCLA's administrative and academic standards and practices are shaped by ethical guidelines and periodically reviewed through College governance, legal consultation and by institutional leadership. Academic policies are available online and in appropriate College division offices. These standards and practices are outlined in the relevant agreements, catalogs, and handbooks.

To ensure the ongoing appropriateness of College policy and strengthen institutional integrity, MCLA exhibits a maturing attentiveness to appropriate assessment, as demonstrated by expanded staffing in Institutional Research, Assessment and Planning and related documentation of institutional assessment efforts.

APPRAISAL

Within the Massachusetts State University System MCLA has a unique and long-standing mission aligned with the institution's strategic plan that embraces excellence in teaching and learning in the liberal arts as well as community, stewardship, and public purpose and engagement. The recent redrafting of our mission and values statement, as described in Standard One, serves as evidence of the integrity of our processes and active involvement of our community in reflecting on the values of the College and how we portray ourselves.

In support of its work on behalf of the College, the Board of Trustees receives detailed information and engages in discussion about matters relating to integrity. As a particular example, the Board annually reviews and discusses the Clery Report in order to be knowledgeable about the state of safety and security on campus. The Board approves the College budget and accepts the annual audit; through meetings of the Fiscal Affairs Committee, it receives thorough briefings and has detailed conversations about College finances to ensure they have complete information on which to base these actions. Through the work of the Academic Affairs Committee, Trustees get to know the work of the faculty throughout their pathway from initial appointment through tenure and post-tenure review.

The Agreement Between the Board of Higher Education and the Massachusetts State College Association (MSCA Agreement) ensures a transparent and comprehensive process for all faculty personnel actions. Required and explicit documentation at all stages of the process allows for constructive feedback and mentoring with respect to integrity of faculty responsibilities and contributions. The processes help assure integrity of these processes. Representatives from Academic Affairs and the Faculty Association hold workshops each academic year, promoting clarity of procedures for all parties. While the College's academic honesty policy is available online, it may be difficult to find and there is currently no regular orientation for faculty in reporting policy violations.

All research involving human subjects comes before the IRB whose members have received training evaluating applications to ensure compliance with federal guidelines. The IRB continues to work to make its purpose and processes known to the community. With the impending completion of the Center for Science and Innovation, the college is exploring establishing an Animal Use and Care Committee.

MCLA is committed to academic freedom. MCLA expresses support through the relevant agreements, catalogs, and handbooks. The College expects all community members to challenge themselves with a rigorous, critical, compassionate, and constructive attitude in all aspects of learning. There exists an atmosphere where students, if available, are encouraged to explore courses of study outside of their selected major. In support of this academic exploration, MCLA has a robust offering of classes and other enriching academic experiences both in and outside of the major areas of study.

While there is language in the MSCA Agreement governing ownership of syllabi, MCLA does not currently have a comprehensive policy concerning intellectual property.

MCLA is bound by an increasing number of laws and regulations from the state and federal governments. We are committed to operating with integrity in full compliance with all applicable laws, regulations, and policies. Throughout the institution, there are substantial resources dedicated to achieving this end. In particular, staff in Academic Affairs, Administration and Finance, Human Resources, and Student Affairs bring attention and professional expertise to our compliance efforts.

PROJECTION

The College will further develop and implement a proactive and programmatic approach to enhance compliance and policy awareness, including enhancing a unified approach to compliance with all applicable policies, procedures and laws.

Institutional Review Board: The Institutional Review Board will continue to communicate its policies, practices, and procedures and will survey the College community in order to gauge awareness and understanding of its policies, practices, and procedures.

Academic Integrity: Academic Affairs and Student Affairs will promote understanding of and facility with the academic integrity policy, and will develop a program of community education on issues of academic integrity and the policy.

Diversity Task Force: The Diversity Task Force will ensure that its mission, purpose, and work are widely known in the College community.

INSTITUTIONAL EFFECTIVENESS

MCLA will continually strengthen its maintenance of its institutional integrity by gathering data and information on its policies and practices, and using this information to support and extend achieving its goals among all members of the College community.

Standard 11: Integrity

? Policies	Last Updated	? URL Where Policy is Posted	Responsible Office or Committee
Academy honesty		http://www.mcla.edu/Academics/academicresources/registrar/academicpolicies/	Student Records
Intellectual property rights			
Conflict of interest	2010	http://www.mcla.edu/e-handbook/conflictofinterest/	Human Resourses
Privacy rights	2012	http://www.mcla.edu/handbook/yourresponsibilities/familyeducationrightsprivacy/	Student Affairs
Fairness for students	2012	http://www.mcla.edu/handbook/yourresponsibilities/	Student Affairs
	2012	http://www.mcla.edu/handbook/yourresponsibilities/11policyonclassattendence/	Academic Affiars
Fairness for faculty	2010	http://www.mcla.edu/handbook/yourrights/	Human Resourses
Fairness for staff	2010	http://www.mcla.edu/handbook/yourrights/	Human Resourses
Academic freedom Faculty	2011	https://ssl.mcla.edu/neascdocs/docs/R0278%20MSCA%202011-2014%20Day%20Contract.pdf	Human Resourses
Other _____			
Other _____			

Non-discrimination policies

Recruitment and admissions	2012	http://www.mcla.edu/handbook/yourresponsibilities/7discrimination/	Admissions
Employment	2010	http://www.mcla.edu/e-handbook/affirmativeaction/	Human Resourses
Evaluation	2010	http://www.mcla.edu/e-handbook/affirmativeaction/	Human Resourses
Disciplinary action	2010	http://www.mcla.edu/e-handbook/employment/	Human Resourses
Advancement	2010	http://www.mcla.edu/e-handbook/affirmativeaction/	Human Resourses
Other _____			

Standard 11: Integrity

Resolution of grievances

Students	2011	http://www.mcla.edu/handbook/yourresponsibilities/2failuretofulfillconditionsofenrollment/	Student Affairs
Faculty	2011	https://ssl.mcla.edu/neascdocs/docs/R0278%20MSCA%202011-2014%20Day%20Contract.pdf	Human Resourses
Staff - AFSCME	2011	www.afscme1067.org/contract/official%20AFSCME%201067%202011-2014%20contract.pdf	Human Resourses
Staff - APA	2012	https://ssl.mcla.edu/neascdocs/docs/R0276%20apa-agreement-1213.pdf	Human Resourses
Other _____			

? Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1			
2			
3			
4			
5			

Appendix A

Affirmation of Compliance with Federal Requirement of Title IV

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
209 Burlington Road, Bedford, MA 01730
Voice: (781) 271-0022 Fax: (781) 271-0950 Web: http://cihe.neasc.org

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 Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://campus.mcla.edu/curriculumpolicies/data/CRSPDF/undergrad/policies/CREDIT-HOUR_DEFINITION_A_20121216_E_20121216.pdf
Print Publications	none
Self-study/Fifth-year report Page Reference	p.71

2. **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. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.mcla.edu/Admissions/information/transferstudent/transferadmissionpolicies/#gsWidgetAnchor5236 http://www.mcla.edu/Admissions/information/transferstudent/articulationagreements/
Print Publications	Undergraduate Academic Program Catalog
Self-study/Fifth-year Report Page Reference	p.60 and 71

3. **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* 6.18, 10.5, and 11.8.)

URL	http://www.mcla.edu/handbook/
Print Publications	The online document linked above is the institutional standard; we will provide a print copy as needed
Self-study/Fifth-year Report Page Reference	p. 150

4. **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. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	N/A
Self-study/Fifth-year Report Page Reference	N/A

5. **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. (CIHE Policy 77.)

URL	http://www.mcla.edu/About_MCLA/neasc/
Print Publications	Forthcoming/details available in work room during visit
Self-study Page Reference	p. 3 of the Introduction

The undersigned affirms that **Massachusetts College of Liberal Arts** meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: 10/7/2013

Appendix B

Student Achievement
NEASC E Form

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING INFORMATION

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
At the institutional level:	• LEAP (Liberal Arts America's Promise) Learning Outcomes • Learning outcomes as defined by the faculty in academic programs • Learning outcomes as defined by student affairs staff in co-curricular programs • Retention rates • Graduation rates (4yr, 6yr) • Transfer graduation rates • Employment 1 year after graduation • Graduate school attendance • Graduate School degree	• Current catalogue *http://www.mcla.edu/Undergraduate/currentcatalog/* • *Link to Data Highlights* • *http://www.mcla.edu/Academics/leapandmcla/* • *syllabi* • *departmental webpages*	Student artifacts Student records Alumni surveys National Student Clearinghouse data	Results are shared broadly and reviewed at regular meetings by -President's Cabinet -Assessment Advisory Group -Student Success and Retention Task Force - Faculty	

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING INFORMATION

GENERAL EDUCATION

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Core Curriculum Tier 1:					
DRAFT language	*Formal outcomes are being drafted by faculty in anticipation of governance review in fall 2013. The catalogue states that "Tier I develops foundational level skills in writing, (quantitative) reasoning, problem solving and language development."*	*http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi*	*Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome*	*Spring 2013 a pre-post pilot was conducted with work scored by faculty*	*A regular assessment of writing will take place in fall 2013, using input from the spring 2013 pilot* *An assessment of quantitative reasoning has been initiated for fall 2013*

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Core Curriculum Tier 2: Creative Arts					
	1. Accurately describe the sense data of which an artwork is composed or which it evokes via verbal or other formal prompts (e.g. meter)	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin; Spring 2011 pilot: "Students will be able to analyze the use of motif" repeated in Fall 2011	Addition of faculty norming sessions to synchronize expectations
	2. Use the basic vocabulary of the art form(s) under consideration in order to describe the sense data of an artwork and to describe the techniques used in bodying forth the sense data	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin	
	3. Use accurate description of sense data and the basic vocabulary of the art form(s) under discussion to describe patterns of significance (meaning, effect) in the work of art itself (analysis and interpretation)	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin	

	4. Understand how context is used to help interpret a work of art and should be able to use context in analysis and interpretation	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin Spring 2012	

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Core Curriculum Tier 2: Human Heritage					
	1. Apply critical and comparative approaches to primary and secondary sources	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin; Fall 2012	Addition of faculty norming sessions to synchronize expectations
	2. Draw valid conclusions from documentary evidence and evaluate the significance of such conclusions	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin; Spring 2013	Faculty will evaluate in Spring 2013 -faculty norming sessions will be used to synchronize expectations
	3. Evaluate the significance of events, ideas, or circumstances in a given text both within their own and contemporary contexts	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin; Spring 2012	Faculty will provide students with models, define clearly how long the response should be; ask students to read their work aloud to catch errors, require that they boldface topic sentences

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Core Curriculum Tier 2: Self and Society					
	1. Identify the values and assumptions in a particular social setting and compare them with one's own cultural context	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin. Fall 2012	
	2. Utilize inter-disciplinary perspectives, theories and social science methods to analyze significant social issues	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin; Spring 2011; reassessed in Fall 2011	Faculty will meet to review all outcomes of this domain as well as the rubric
	3. Develop and present an analysis of the multiple factors that explain an individual's relationship to society	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin Spring 2012	Will use rubrics as a teaching guide not just as a scoring guide

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Core Curriculum Tier 2: Science and Technology					
	1. Identify and analyze fundamental knowledge of a natural science discipline	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin; Fall 2011 pilot: students can demonstrate knowledge of natural science content	Fall 2011: STEM Associates will be promoted more to students who have academic difficulties
	2. Apply key elements in the scientific method as demonstrated by critically evaluating scientific writings; -For lecture portion of courses: Demonstrate appropriate communication skills through writing and/or speaking; -For lab courses: Demonstrate appropriate technical writing skills through lab reports (communication abilities)	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin; Spring 2011 pilot: Students can evaluate the reliability of media sources." Fall 2013	Spring 2011: Faculty will pay more attention to discussing what are reliable media sources with students.
	3. Demonstrate mathematical problem-solving abilities within the context of the course	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin	

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Core Curriculum Tier 3 capstone					
	1. Acquire and evaluate information from multiple and varied information sources that integrates two or more Tier II Domains	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin; Spring 2011	Spring 2011: faculty requested VALUE rubric to review
	2. Apply academic learning to the context of contemporary local and/or global communities	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome.	One outcome per semester/review by faculty/report to admin	
	3. Investigate and analyze complex problems/issues and draw reasoned conclusions, providing comprehensive support for those conclusions	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome.	One outcome per semester/review by faculty/report to admin	
	4. Effectively communicate ideas, solutions, and plans through a variety of media that must include a substantial writing	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the	One outcome per semester/review by faculty/report to admin; Fall 2011	Fall 2011: prepare students in small groups, attention earlier in semester, use self-evaluation;

			outcome		
	5. Work effectively in collaboration with fellow students and/or community entities to create a product that demonstrates the student is able to connect academic learning and critical thinking skills with problems in the context of today's world	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course-embedded assignments, projects, presentations and exams that are chosen by the faculty members as mapping to the outcome	One outcome per semester/review by faculty/report to admin	

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING INFORMATION

UNDERGRADUATE DEGREE PROGRAMS

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Art					
	1. Students will be able to create original high-quality artworks	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, Peer evaluation, Juried evaluation (on and off-campus), independent study projects within credit courses and for credit	Professors, open to public	none
	2. Students will understand all levels of art-making and visual creativity	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, Peer evaluation, Juried evaluation (on and off-campus), independent study projects within credit courses and for credit, site supervisor evaluations in internships	Professors, open to public	none
	3. Students will be able to relate, analyze and utilize the history of art and visual culture	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, independent study projects within	Professors, open to public	none

			credit courses and for credit, site supervisor evaluations in internships		
	4. Students will be able to build public art presentations and marketing of their own and others' art.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, Peer evaluation, Juried evaluation (on and off-campus), independent study projects within credit courses and for credit, site supervisor evaluations in internships	Professors, open to public	none

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Arts Management					
	1. Students will be able to demonstrate a broad based understanding of issues in Arts Management including program development, fund raising, and the non-profit organization.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, independent study projects within credit courses and for credit	Professors Open to public	none
	2. Students will be able to demonstrate an understanding in business concepts including financial accounting, management and marketing.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, independent study projects within credit courses and for credit	Professors Open to public	none
	3. Students will be able to demonstrate practical experience in event coordination, audience development, and project management.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, independent study projects within credit courses and for credit, peer evaluations, site supervisor evaluations in internships	Professors Open to public	none
	4. Students will be able to demonstrate an awareness of the economic dimension of the arts.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, independent study projects within credit courses and for	Professors Open to public	none

			credit, peer evaluations, site supervisor evaluations in internships		

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Athletic Training					
	1. Students will be able to demonstrate effective written and oral communication skills.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	1. End of semester clinical education evals. by ACI 2. Employer/grad. PD survey	ATEP director and CEC	Initiated a general medicine rotation so students can be exposed to communicating with more health care professionals
	2. Students will be able to demonstrate the ability to critically appraise, synthesize, and apply knowledge attained throughout the program.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	End of semester clinical education evals. by ACI	ATEP director and CEC	Changed module assignments to include more critical thinking and decision making; i.e. return to play after injury
	3. Students will be able to demonstrate professional and ethical behavior consistent with the National Athletic Training Association Code of Ethics and the Massachusetts Standards of Practice and Code of Ethics for Athletic Training.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	1. End of semester clinical ed. evals by ACI 2. Employer/grad. PD survey	ATEP director and CEC	Changed module assignments to include professionalism and ethical considerations i.e. NCAA rules on banned substance
	4. Students will be able to demonstrate psychomotor competencies as well as clinical proficiencies outlined by the National Athletic Training Association Education Council.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Clinical education module assignments in ATTR 200, 201, 300, 301, 400, 401	-course instructor -ACI -CEC -ATEP director	Our benchmarks were achieved but we will re-introduce our peer mentoring program in AT once clinical education enrollment increases

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Biology					
	1. Students will be able to understand fundamental concepts in the discipline.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Examination scores	Biology Department Faculty Fall 2011by exam scores.	Additional outreach by faculty, encouraging participation in tutorial sessions and promoting conversations about the course material with the instructor
	2. Students will be able to write a lab report to communicate the findings of a scientific experiment.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Lab report submissions	Biology Department Faculty Spring 2013	
	3. Students will be able to design an experiment to test a hypothesis.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Experiment proposals	Biology Department Faculty Fall 2012	
	4. Students will be able to find and analyze primary literature in the field.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Seminar assignments	Biology Department Faculty Fall 2013	
	5. Students will be able to demonstrate appropriate technical skills in the laboratory.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Lab instructor evaluations of student performance on technical tasks.	Biology Department Faculty Spring 2012: evaluation by observation in two senior classes	Will spend more time making sure students see the big picture in a multi-step process and that laboratory bookkeeping skills are in place
	6. Students will be able to analyze data with appropriate statistical analysis.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course assignments and/or exam questions.	Biology Department Faculty Spring 2014	

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Business/Econ					
	1. Students will be able to understand and apply professionally marketable knowledge.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Ongoing: Sr exit survey	The department (during dept. meetings) reviews the results / discussions. Report out discussion	review
	2. Students will be able to think creatively and critically.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi			
	3. Students will be able to define, analyze, evaluate, and solve problems.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	F12 Dept is collecting data from BADM 100, BADM 340 and BADM 510	See 1.4	review
	4. Students will be able to express their ideas effectively both orally and in writing.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	F12 Dept collecting data from BADM 100, BADM 340, BADM 510	See 1.4	review
	5. Students will be able to apply current information technology tools to business problems.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Ongoing Sr.exit survey	See 1.4	review
	6. Students will be prepared to function effectively in a culturally and demographically diverse environment.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Ongoing Sr. exit survey	See 1.4	review
	7. Students will be able to relate to the needs of the global business community.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Ongoing Sr. exit survey	See 1.4	review
	8. Students will be able to	http://www.mcla.edu/U			

	utilize and value liberal arts education in their personal and professional lives.	ndergraduate/currentcatalog/ syllabi			

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Chemistry					
	1. Students will be able to demonstrate knowledge of basic principles and theories in analytical, organic and inorganic and physical chemistry.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Faculty observations and discussions with students	Department discussions on student progress, both strengths and weaknesses	
	2. Students will be able to apply chemical principles through problem solving and laboratory experimentation.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Faculty observations and discussions with students	Department discussions on student progress, both strengths and weaknesses	
	3. Students will be able to demonstrate competency in use of various laboratory instruments.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Faculty observations and discussions with students	Department discussions on student progress, both strengths and weaknesses	
	4. Students should be able to retain knowledge and skills learned in previous courses.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	ACS exams	Score is based on national data set	

- Every 5-7 years the department will send out a survey to past graduates asking past graduates of the program to evaluate the strengths and weaknesses of the program based on their graduate work and employment.

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Comp Science and Information Systems					
	1. Students will be able to develop and maintain professional quality software applications, products and systems.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Madlibs, server installation paper, service learning project, quiz, final exams, resume, Web dev homepage, Tapenade recipe, Tuscany photo page, final project proposal, cash register, hangman, calculator, contacts, chat, tic tac toe, BusyBox	Spring 2012 using student projects. Review by faculty during departmental meetings	Weakness in the testing phase of student work will be addressed with changes to the course sequence in 2012-13
	2. Students will be able to competently use major software applications found in industry.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Service learning project, quiz, final exam		
	3. Students will be able to communicate effectively with others.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Server installation paper, Service learning project, quiz, final project proposal, final project, test, contacts, final exam	Fall 2011 in a senior level course with a major group work component. Data collected through observations and meetings with individuals and teams	Added a unit designed specifically to teach group work in a freshman course in Fall 2012
	4. Students will be able to create and maintain hardware systems.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Final exam, service learning project, quiz		

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Education					
	1.Students will be able to plan curriculum and instruction. (state standard)	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi website Handbook for Teacher Preparation Programs ePortfolio template	Pre-service Performance Assessment (PPA) ePortfolio (student teachers build evidence for meeting Professional Standards for Teaching and Subject Matter Knowledge state standards for teachers) MTEL scores Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty State Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (students will be submitting benchmark assignments from ePorfolios into an assessment tool) Added MTEL prep courses Restructured field placement experiences New exit interview surveys
	2. Students will be able to deliver effective instruction. (state standard)	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi website Handbook for Teacher	Pre-service Performance Assessment (PPA) ePortfolio (see above) MTEL scores Field Placement evaluations	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty State Supervising practitioner Seminar faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (see above)

		Preparation Programs ePortfolio template	Exit interviews	Ed. Dept. faculty	Added MTEL prep courses Restructured field placement experiences New exit interview surveys
	3. Students will be able to manage classroom climate and operation.(state standard)	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi website Handbook for Teacher Preparation Programs ePortfolio template	Pre-service Performance Assessment (PPA) ePortfolio (see above) Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (see above) Restructured field placement experiences New exit interview surveys Fall 2013, new course in ELL/SEI
	4. Students will be able to promote equity. (state standard)	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi website Handbook for Teacher Preparation Programs ePortfolio template	Pre-service Performance Assessment (PPA) ePortfolio (see above) Prof. semester interview Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty Ed. Dept. faculty Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (students will address LEAP and ed. Dept. outcomes providing evidence throughout academic work at

					MCLA) Restructured field placement experiences New exit interview surveys Fall 2013, new course in ELL/SEI
	5. Students will be able to meet professional responsibilities. (state standard)	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi website Handbook for Teacher Preparation Programs	Pre-service Performance Assessment (PPA) ePortfolio (see above) Prof. semester interview Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty Ed. Dept. faculty Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (students will address LEAP and ed. Dept. outcomes providing evidence throughout academic work at MCLA) Restructured field placement experiences New exit interview surveys
	6. LEAP Outcomes integrated with new Ed. Dept. outcomes (Spring 2013)	State report ePortfolio template (Spring 2013)	PPA – Licence Specific Questions ePortfolio (see above) Prof. semester interview Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty Ed. Dept. and seminar faculty	Improved PPA with added License Specific Questions Restructured field placement experiences ePortfolios for student

				Ed. Dept. faculty Ed. Dept. faculty	reflection and assessment (students will address LEAP and ed. Dept. outcomes providing evidence throughout academic work at MCLA) First year experience course with ePortfolio New exit interview surveys

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
English/Communications					
	1. Students will be able to establish, clarify, and elaborate a distinct and articulate proposition, issue, or idea in both written and spoken communication.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Students submit a Senior Portfolio during their Senior Seminar. This is essentially a professional autobiography consisting of an evaluative essay and supporting materials. Students also fill out a questionnaire that covers each of the outcomes and asks the students to rate how the dept. did helping them to achieve each.	Fall 2012 One outcome is being chosen each semester for scrutiny. Results of the questionnaire and reports from Senior Seminar instructors based on the evaluative essays and supporting artifacts in the portfolios are reported to the Department as a whole (during the following semester's opening meeting) for discussion and further action.	Each outcome is being examined for possible revision (beginning with #2). Senior Seminar faculty members are also developing a rubric for assessing the portfolios.
	2. Students will be able to use credible rhetorical stance, consistent tone, and coherent argument in an effort to persuade various audiences of certain ideas and beliefs.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Same as above	Spring 2012	Revision of outcome #2 by separating out "rhetorical stance" and folding persuasive element into another outcome.
	3. Students will be able to distinguish between facts, inferences and opinions.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Same as above	Spring 2013	

	4. Students will be able to understand, evaluate, and explain the pattern of argument, mode of development, and organization of assumptions in a wide variety of written and spoken discourse.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Same as above		
	5. Students will be able to shape various kinds of texts for various audiences.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Same as above		
	6. Students will be able to explain the meaning, intention and purposes of a wide range of texts.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Same as above		
	7. Students will be able to articulate patterns and purposes within various texts by the same author.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Same as above		
	8. Students will be able to describe in a sympathetic and complex scenario how texts develop against the background of societies and cultures, as well as direct, define and determine credible models for cultural authority.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Same as above		
	9. Students will be able to describe how the meanings of texts have been shaped by different reading strategies.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Same as above		
	10. Students will be able to synthesize the principle	http://www.mcla.edu/Undergraduate/currentcat	Same as above		

	themes, issues and competencies of the major.	alog/ syllabi			

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Environmental Studies					
	1. Students will be able to use classical skills such as critical thinking, research, speaking, and writing as they apply to contemporary environmental issues.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Research proposals, essays, class presentations	Fall 2011 assessed "research" part of this outcome using research proposals. Spring 2012: "writing" essay response to current publication. Fall 2013: "critical thinking" Spring 2014: "speaking"	Fall 2011: no changes, students doing well. Spring 2012: no changes, students doing well.
	2. Students will be able to use particular technologies necessary for modern professionals in the sciences, social sciences, and humanities.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Final Geographic Information Systems project	Fall 2012	
	3. Students will be able to quickly assess environmental problems and work effectively in a team to suggest realistic solutions.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Service-learning projects	Spring 2013	
	4. Students will be able to enter either the professional world or graduate school with broad understanding, specific skills, and significant experience in environmental studies.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi			

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Fine and Performing Arts					
	1. Students will be able to demonstrate a broad-based understanding of the studio and historical/theoretical aspects of the Fine and Performing Arts.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, peer evaluations, juried evaluation	Professors Open to public	none
	2. Students will be able to demonstrate expertise in a chosen concentration of Art, Art Management, Music or Theatre.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, peer evaluations, juried evaluation, independent study projects within credit courses and for credit, site supervisor evaluations in internships	Professors Open to public	none
	3. Students will be able to demonstrate practical experience in public performance or exhibition in the arts.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, peer evaluations, juried evaluation, independent study projects within credit courses and for credit, site supervisor evaluations in internships	Professors Open to public	none

	4. Students will be able to demonstrate an understanding of the economic dimensions of the arts.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Instructor evaluation of the process and product, independent study projects within credit courses and for credit, site supervisor evaluations in internships	Professors Open to public	none

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
History					
	1. Students will be able to demonstrate a comprehensive understanding of subject matter, methodologies and a variety of historiographical approaches.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Two elements—an annotated bibliography and a historiographical essay-- in each History major's e-portfolio: https://mcla.digication.com/shp/Required/published	Course requirement in HIST 200, Research and Bibliography (annotated bibliography) and HIST 205, Historiography (essay); evaluated by instructor	In 2009-10, department faculty began a process of meetings to arrive at an effective way to measure what students were learning in the major; an e-portfolio pilot project was started in 2010-11.
	2. Students will be able to demonstrate the ability to think clearly and critically about history and historical narratives, and to express ideas logically and persuasively in written and oral form.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Research paper from a junior level (300) class is included in the e-portfolio	E-portfolio reviewed and evaluated by the instructor in the new Career Workshop seminar for senior History majors	Faculty decided that these papers, from junior-level classes, serve as an accurate indicator of our students progress, between our sophomore level methods classes and the senior seminars.
	3. Students will be able demonstrate familiarity with diverse cultures and chronological periods and capacity for both empathetic and critical understanding of one's own culture and society as well as those different from one's own.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Research paper from a 300-level class dealing with Africa, Asia, Europe, Latin America, or the Middle East in included in each major's e-portfolio	E-portfolio reviewed and evaluated by the instructor in the new Career Workshop seminar for senior History majors	The final step in the plan for measuring students' development is the completion of an e-portfolio in a 1 credit senior seminar that will begin in fall 2013 (currently in governance approval process).

	4. Students will be able to demonstrate competence in historical research and presentation, including the ability to appropriately access, use and evaluate primary and secondary sources in order to make a coherent historical argument.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Research paper from senior level (400 level) class and a presentation from the MCLA Undergraduate Research Conference included in each major's e-portfolio	E-portfolio elements reviewed and evaluated by the instructor in 400-level classes	Student work in the senior seminars represent their highest achievements, building on earlier work in research, writing, and presentation.

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.[1]	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Interdisciplinary Studies					
	1.Demonstrate advanced critical thinking, academic research, writing, and oral presentation skills	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Group presentations in class; final essays; critical thinking questions and case studies as basis of classroom discussions; senior seminar research/essay projects. Evidence of student achievement of these learning outcomes is further provided through our program's assessment process (see 4).	Instructor & IDST program coordinator Assessment Process for Learning Outcomes 1 – 9: Spring 2013: 1, 2, 6: IDST 401 Senior Seminar (assessment will be based on students' semester-long individual research projects which are geared toward demonstrating advanced interdisciplinary thinking, research, writing, and presentation skills) Assessment of other learning outcomes: Each semester from Fall 2013 to Fall 2014, full-time faculty members in	The following applies to all claims for student achievement: Redefinition of program goals in alignment with L.E.A.P. learning outcomes Creation of a range of IDST courses with a cross-cultural / global focus & adaptation of "Topics In …" course category descriptions in alignment with LEAP outcomes (IDST 350 World History in Contexts & IDST 360 Topics in Culture & Society)

[1] This matrix is based on redefined learning outcomes, which better reflect LEAP learning outcomes. The changes will be included in the next edition of the course catalog.

				IDST will assess 10 students in one of their courses in terms of their achievement with regard to the following rubrics: "highly proficient, proficient, developing, not acceptable." Descriptors for each rubric will be specified for each semester and adapted to the respective learning outcomes to be assessed. We aim at representing the breadth of IDST courses at both the lower and the upper level. Fall 2013: 3and 5 Spring 2014: 4 and 7 Fall 2014: 8 and 9	
	2.Have an understanding of how knowledge is created within different fields of inquiry	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Lower level IDST courses introduce students to concepts/approaches/methods in different	Instruct & IDST program coordinator	

			disciplines, which are employed to the understanding of a given course topic. Reflected on in assignments, in-class projects, and the interdisciplinary senior seminar.		
	3. Be able to study important issues in societies past and present in local and global contexts from the vantage point of different disciplines and through interdisciplinary frameworks	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Analysis of course theme through multiple disciplinary / interdisciplinary perspectives, reflected in written assignments, in-class discussions, essays. Courses usually cover both local and global perspectives.	Instructor & IDST program coordinator	
	4. Be able to study complex issues in society from ethical perspectives	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Written assignments / in-class discussions that explore the ethical dimensions of a given theme/issue.	Instructor & IDST program coordinator	
	5. Be able to analyse texts in cultural, social, and historical contexts	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Assignments/Discussions that ask students to evaluate the meaning of a given issue in past/present contexts and / or that analyse the influence of cultural and social factors.	Instructor & IDST program coordinator	
	6. Apply methods, approaches, and insights from different disciplines (particularly in their respective areas of	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Theme-based courses at the lower and upper level, which draw on multiple disciplinary & interdisciplinary	Instructor & IDST program coordinator	

	concentration) and interdisciplinary perspectives to the analysis of a given theme/issue and to the development of creative solutions to complex problems		perspectives; written assignments; case studies (including problem-based case studies)		
	7. Have developed skills for lifelong learning	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Research, academic thinking/writing, problem solving skills through assignments, essays, group presentations, case studies	Instructor & IDST program coordinator	
	8. Have acquired extensive knowledge of human societies and cultures, and will have developed an intercultural competence and awareness of global cultural diversity	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Content of several IDST classes has a strong global and cross-cultural focus. Assignments.	Instructor & IDST program coordinator	
	9. Be able to assume an informed, critical, and responsible position as citizens of our increasingly interconnected world	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course content of several IDST classes & Critical thinking as part of written assignments / classroom discussions involve ethical questions.	Instructor & IDST program coordinator	

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Mathematics					
	1. Students will be able to demonstrate awareness of cultural and historical aspects of mathematics.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Problem sets Homework Exam questions	-Individual faculty -Informal exchanges among departmental faculty -Process being reviewed in spring 2013in anticipation of new faculty hire	
	2. Students will be able to communicate mathematical ideas and procedures through written and oral discussion.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Papers Projects Presentations in class Participation in class	Same	Have established priorities to address areas of concern
	3. Students will be able to apply mathematical ideas and procedures through reasoning to the various disciplines.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course work in select courses	Same	
	4. Students will be able to pursue mathematical careers or enter graduate and professional schools.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Surveys Alumni follow-up	Same	Course organization Sequence and timing of courses -Reflection on relationship between Core and set theory courses
	5. Students will be able to function as independent learners.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Special projects over time; progression through the program	Same	
	6. Students will be able to apply technology in the study of mathematics.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	This outcome is under review	Same	

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Philosophy					
	1. Students will be able to reflect on their own most basic assumptions.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. May include weekly response papers, blogs, class discussions, quizzes, research essays, group presentation.	Fall 2012 Reviewed by program faculty Review of sample students writing	TBD
	2. Students will be able to consider a variety of perspectives on a topic.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. May include weekly response papers, blogs, class discussions, quizzes, research essays, group presentation.	Spring 2013 To be reviewed by program faculty Review of sample students writing	TBD
	3. Students will become active members of a community of learners.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. May include weekly response papers, blogs, class discussions, quizzes, research essays, group presentation.	Reviewed by program faculty Review of sample students writing	TBD
	4. Students will be able to	http://www.mcla.edu/U	Course embedded	Fall 2011 using a	Fall 2011: Faculty

	write in a literate, clear, and interesting manner.	ndergraduate/currentcatalog/ syllabi	assignments that map to the outcome. May include weekly response papers, blogs, class discussions, quizzes, research essays, group presentation.	collectively created rubric: review and interpret findings Reviewed by program faculty	making greater use of "style checklist" provide students with more explicit guidelines
	5. Students will be able to read actively and fruitfully various sorts of philosophical texts.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. May include weekly response papers, blogs, class discussions, quizzes, research essays, group presentation.		
	6. Students will be able to understand and apply the formal structures of sound reasoning and good argumentation.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. May include weekly response papers, blogs, class discussions, quizzes, research essays, group presentation.		
	7. Students will be able to engage in respectful and productive conversation and collaborative thinking.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. May include weekly response papers, blogs, class discussions, quizzes, research essays, group presentation.	Spring 2012 using student blogging and logic gladiator game	Signs of improvement in students' abilities. Will utilize again as pedagogical tools.

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Physics					
	1. Students will be able to understand and explain the basic principles in the various fields of physics.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Homework, exam, lab notebook, final report	Professors (grading), and Department (assessment)	Updated outcome
	2. Students will be able to make connections between the various fields of physics.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Homework, exams, lab exercises and reports	Professors (grading), and Department (assessment)	Updated outcome
	3. Students will be able to solve problems using math and physical reasoning.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Homework, exams, lab exercises and reports	Professors (grading), and Department (assessment)	Updated outcome
	4. Students will be able to use computational methods (graphs, spreadsheets, Matlab, data acquisition programs, etc.) to analyze and present data.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Lab exercises, reports, Matlab assignments, individual research, URC	Professors (grading), and Department (assessment)	Updated outcome, added assignments to sophomore/junior level courses
	5. Students will be able to design and conduct experiments to evaluate ideas and verify theories.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Lab exercises, reports, individual research, URC	Professors (grading), and Department (assessment), URC attendees	Updated outcome, Modified advanced lab curriculum
	6. Students will be able to evaluate the validity of experimental evidence.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Lab exercises, notebook, reports, individual research, URC	Professors (grading), and Department (assessment)	Updated outcome
	7. Students will be able to	http://www.mcla.edu/Und	Book report, lab	Professors (grading),	Updated outcome,

	effectively communicate information gained by written and oral means.	ergraduate/currentcatalog/ syllabi	report, report on Nobel Laureate, research proposal, final paper research report, talk, article summaries	and Department (assessment), URC attendees	required presentation at URC for BS degree

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Political Science and Public Policy					
	1. Students will be able to gain a knowledge of the basic institutions of government at the national, state and local levels in the United States.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class discussions, simulations, quizzes, research essays, and group presentations	Interpreted on continuous basis by individual faculty	The information is used to redesign courses by individual faculty.
	2. Students will develop a comparative understanding of politics and policy processes in democratic and non-democratic nation-states.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class discussions, simulations, quizzes, research essays, and group presentations	Interpreted on continuous basis by individual faculty	The information is used to redesign courses by individual faculty.
	3. Students will gain an understanding of the relationship of international relations to war, peace and	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class	Fall 2012 Reviewed by program faculty and submitted through program	The information is used to redesign courses by individual faculty.

	the global economic systems.		discussions, simulations, quizzes, research essays, and group presentations	assessment report	
	4. Students will be able to understand the concept of power, its sources and operation.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class discussions, simulations, quizzes, research essays, and group presentations	Interpreted on continuous basis by individual faculty	The information is used to redesign courses by individual faculty.
	5. Students will be able to appreciate and understand the historical context of the development of political ideas, institutions, and policy processes.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class discussions, simulations, quizzes, research essays, and group presentations	Interpreted on continuous basis by individual faculty	The information is used to redesign courses by individual faculty.
	6. Students will be able to understand contrasting views of the role of individuals in politics and policy-making through such organizations as groups and political parties.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class discussions, simulations, quizzes, research essays, and group presentations	Spring 2012 using students' 20 page case study papers in a senior level class	Exemplary reports will be used as models in future seminars.
	7. Students will gain a knowledge of the competing normative philosophies and scientific theories regarding political behavior and the role of government.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class discussions, simulations, quizzes, research essays, and group presentations	Interpreted on continuous basis by individual faculty	The information is used to redesign courses by individual faculty.

	8. Students will develop quantitative analytical skills in data creation and analysis and an ability to apply social science methodologies.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class discussions, simulations, quizzes, research essays, and group presentations	Interpreted on continuous basis by individual faculty. This included a service learning project in Political Science Theory and Methods class, and a large project in the Berkshire Mills class evaluated in Fall 2011 (through program assessment report)	The information is used to redesign courses by individual faculty.
	9. Students will develop political and administrative skills by working in government and public organizations.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded assignments that map to the outcome. Include journals, class discussions, simulations, quizzes, research essays, and group presentations	Interpreted by individual faculty supervising political internships	The information is used to redesign courses by individual faculty.

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Psychology					
	1. Students will be able to demonstrate knowledge of the following areas of psychology: developmental, abnormal, social, and research and statistical methodology.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Course embedded tests and papers on specific areas of psychology, design and statistics	Faculty who teach the courses evaluate student learning and outcomes of course assignments	Individual faculty routinely make adjustments to courses to maximize student learning.
	2. Students will be able to demonstrate competence in helping design empirical research.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Projects in our required methodology courses	The department held a curriculum retreat to discuss revising the curriculum to increase student opportunities to learn research design.	We are in the process of revising our curriculum and will be submitting changes through governance in Fall 2012.
	3. Students will be able to demonstrate competence in using a statistical package to analyze data and to present those results in APA manuscript style.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Laboratory assignments	Spring 2012 using end of semester assignment from a research and statistics course	More time will be devoted to helping students interpret the output and making conclusions. Increase access to SPSS for additional instruction time.
	4. Students will be able to communicate proficiently, both orally and in writing.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Poster and manuscript presentations, paper assignments	Individual faculty evaluate student presentations and writing assignments	As stated in #2, we are revising our curriculum to increase students' opportunities to communicate about their learning. In particular, we are proposing a 2-credit portfolio requirement for all PSYC majors to demonstrate their learning over 4 years at MCLA.

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Sociology, Anthropology and Social Work					
	1. Students will be prepared for relevant careers.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	See institutional data	Assessment Committee reads MCLA Alumni Survey and National Student Clearinghouse Reports provided by MCLA	Expanded internship opportunities and Service Learning experiences in some classes
	2. Students will be prepared for relevant graduate study.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	See institutional data	Assessment Committee reads MCLA Alumni Survey and National Student Clearinghouse Reports provided by MCLA	Graduate School Panel Talk: Annual
	3. Students will acquire a sociological perspective and understanding of key concepts.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Take home essays	Fall 2011 using essays in lower division sociology courses. Reviewed by 5 faculty members	None at this time. Faculty will continue to assess students' abilities.
	4. Students will be able to understand the centrality of race, class, gender, and other types of inequality.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Essay exam (in class)	Assessment Committee	TBA
	5. Students will identify and appreciate values central to supporting needs of people in the community, region, nation, and world.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Final project	Assessment Committee	TBA
	6. Students will be able to	http://www.mcla.edu/U	Response paper or	Assessment Committee	TBA

	interpret data (quantitative or qualitative) analytically and descriptively, and utilize computers where appropriate.	ndergraduate/currentcatalog/ syllabi	other project		
	7. Students will be able to apply sociological knowledge through internships, service learning, or relevant volunteer work.	http://www.mcla.edu/Undergraduate/currentcatalog/ syllabi	Field trip worksheet, essay assignments	Spring 2012 using field trip worksheet and essay assignments in an upper level course -Five faculty members reviewed the papers.	The department will continue to use outside of classroom activities to expand students' experiential learning.

OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING INFORMATION

UNDERGRADUATE PROGRAMS

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Professional Masters in Business Administration					
	1. Students will have a strategic level understanding of the key functions of business.	http://www.mcla.edu/graduate/business/ syllabi	Student coursework submitted to ePortfolio assessment system	Dept. Assessment Comm Rubric development Review -Summer 2013	None to date – 1st data set available 5-13
	2. Students will demonstrate analytical thinking and problem solving skills needed to formulate effective strategies for managing organizations.	http://www.mcla.edu/graduate/business/ syllabi	Student coursework submitted to ePortfolio assessment system	Dept. Assessment Comm Rubric development Review -Summer 2013	None to date – 1st data set available 5-13
	3. Students will demonstrate strategic use of information technologies in the design and management of the organization.	http://www.mcla.edu/graduate/business/ syllabi	Student coursework submitted to ePortfolio assessment system	Dept. Assessment Comm Rubric development Review -Summer 2014	None to date – 1st data set available 5-13
	4. Students will demonstrate effective communication strategies for organizations.	http://www.mcla.edu/graduate/business/ syllabi	Student coursework submitted to ePortfolio assessment system	Dept. Assessment Comm Rubric development Review -Summer 2014	None to date – 1st data set available 5-13
	5. Students will	http://www.mcla.edu/g	Student coursework	Dept. Assessment	None to date – 1st data

	demonstrate the ability to analyze domestic and global forces that affect organizational success.	raduate/business/ syllabi	submitted to ePortfolio assessment system	Comm Rubric development Review -Summer 2013	set available 5-13
	6. Students will demonstrate the ability to identify and evaluate ethical dilemmas impacting business decisions.	http://www.mcla.edu/graduate/business/ syllabi	Student coursework submitted to ePortfolio assessment system	Dept. Assessment Comm Rubric development Review -Summer 2014	None to date – 1st data set available 5-13
	7. Students will demonstrate effective management of the financial resources of an organization.	http://www.mcla.edu/graduate/business/ syllabi	Student coursework submitted to ePortfolio assessment system	Dept. Assessment Comm Rubric development Review -Summer 2013	None to date – 1st data set available 5-13
	8. Students will demonstrate strategies for successfully managing group and individual dynamics in organizations.	http://www.mcla.edu/graduate/business/ syllabi	Student coursework submitted to ePortfolio assessment system	Dept. Assessment Comm Rubric development Review -Summer 2013	None to date – 1st data set available 5-13
	9. Students will demonstrate specific knowledge in an area through elective course work to allow for individual preferences and career enhancement.	http://www.mcla.edu/graduate/business/ syllabi	Student coursework submitted to ePortfolio assessment system	Dept. Assessment Comm Rubric development Review -Summer 2014	None to date – 1st data set available 5-13

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
Post-Baccalaureate Education License					
	Students will be able to plan curriculum and instruction. (state standard)	syllabi http://www.mcla.edu/graduate/licensure/ Handbook for Teacher Preparation Programs ePortfolio template	Pre-service Performance Assessment (PPA) ePortfolio (student teachers build evidence for meeting Professional Standards for Teaching and Subject Matter Knowledge state standards for teachers) MTEL scores Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty State Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (students will be submitting benchmark assignments from ePorfolios into an assessment tool) Added MTEL prep courses Restructured field placement experiences New exit interview surveys

	Students will be able to deliver effective instruction. (state standard)	syllabi http://www.mcla.edu/graduate/licensure/ Handbook for Teacher Preparation Programs ePortfolio template	Pre-service Performance Assessment (PPA) ePortfolio (see above) MTEL scores Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty State Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (see above) Added MTEL prep courses Restructured field placement experiences New exit interview surveys
	Students will be able to manage classroom climate and operation. (state standard)	syllabi http://www.mcla.edu/graduate/licensure/ Handbook for Teacher Preparation Programs ePortfolio template	Pre-service Performance Assessment (PPA) ePortfolio (see above) Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (see above) Restructured field placement experiences New exit interview surveys Fall 2013, new course in ELL/SEI

	Students will be able to promote equity. (state standard)	syllabi http://www.mcla.edu/graduate/licensure/ Handbook for Teacher Preparation Programs ePortfolio template	Pre-service Performance Assessment (PPA) ePortfolio (see above) Prof. semester interview Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty Ed. Dept. faculty Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (students will address LEAP and ed. Dept. outcomes providing evidence throughout academic work at MCLA) Restructured field placement experiences New exit interview surveys Fall 2013, new course in ELL/SEI
	Students will be able to meet professional responsibilities. (state standard)	syllabi http://www.mcla.edu/graduate/licensure/ Handbook for Teacher Preparation Programs	Pre-service Performance Assessment (PPA) ePortfolio (see above) Prof. semester interview Field Placement evaluations Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty Ed. Dept. faculty Supervising practitioner Seminar faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions ePortfolios for student reflection and assessment (students will address LEAP and ed. Dept. outcomes providing evidence throughout academic work at MCLA)

					Restructured field placement experiences New exit interview surveys
	LEAP outcomes integrated with new Ed. Dept. outcomes (Spring 2013)	State report ePortfolio template (Spring 2013)	PPA – Licence Specific Questions ePortfolio (see above) Prof. semester interview Exit interviews	Supervising practitioner MCLA supervisor Licensure Officer Seminar faculty Ed. Dept. and seminar faculty Ed. Dept. faculty Ed. Dept. faculty	Improved PPA with added License Specific Questions Restructured field placement experiences ePortfolios for student reflection and assessment (students will address LEAP and ed. Dept. outcomes providing evidence throughout academic work at MCLA) First year experience course with ePortfolio New exit interview surveys

Masters of Education (MEd)					
	Students will address essential principles for teaching and learning in a multicultural society.	syllabi	Analytical papers Oral presentations Platform statement	Course instructor	Changes in assigned course readings and films (regularly updated)
	Students will consider knowledge construction from a variety of perspectives and understand its influence on curriculum and instruction.	syllabi	Analytical papers Oral presentations Teaching demonstrations Platform statement	Course instructor	Changes in assignments as they relate to changes in course materials
	Students will analyze the influence on learning of such sociocultural variables as race, ethnicity, language, gender, sexual orientation, and ability, and to understand how discrimination based on these factors translates into school structures, policies, and practices that maintain the status quo and perpetuate inequality	syllabi	Research papers Oral presentations Annotated resource portfolio Case studies Platform statement	Course instructor	Changes in assigned course readings and films (regularly updated); Changes in assignments as they relate to changes in course materials
	Students will consider ways of knowing in the context of methods (procedures used to collect and analyze data related to a research question), methodology (processes used to choose a particular set of methods in a research project), and	syllabi	Review of literature in a selected topic area Statement of philosophical researcher stance Oral presentations Research paper	Course instructor	Changes in assigned course readings and films (regularly updated); Changes in assignments as they relate to changes in course materials

	theoretical perspective (philosophical stance informing methodology).				
	Students will explore assumptions, frame thoughtful questions, conduct systematic inquire, evaluate and critique published research and complete a research project.	syllabi	Review of literature in a selected topic area Statement of philosophical researcher stance Oral presentations Research paper	Course instructor	Changes in assigned course readings and films (regularly updated); Changes in assignments as they relate to changes in course materials

Leadership Academy (Administrative Licensure)				Course instructor	
	Students will promote the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling	Program folio (ESE approved) Internship Handbook Course syllabi	Key Assessments which include eg: case studies, presentations, papers, simulations, data analysis, action planning. Field Practicum Program e-Portfolio	Course instructor Student advisor College supervisor Site supervisor	Licensure program is new developed and reflects new state standards.
	Students will promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.	Program folio (ESE approved) Internship Handbook Course syllabi	Key Assessments which include eg: case studies, presentations, papers, simulations, data analysis, action planning. Field Practicum Program e-Portfolio	Course instructor Student advisor College supervisor Site supervisor	Licensure program is new developed and reflects new state standards.
	Students will promote the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.	Program folio (ESE approved) Internship Handbook Course syllabi	Key Assessments which include eg: case studies, presentations, papers, simulations, data analysis, action planning. Field Practicum Program e-Portfolio	Course instructor Student advisor College supervisor Site supervisor	Licensure program is new developed and reflects new state standards.
	Students will promote success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.	Program folio (ESE approved) Internship Handbook Course syllabi	Key Assessments which include eg: case studies, presentations, papers, simulations, data analysis, action planning. Field Practicum	Course instructor Student advisor College supervisor Site supervisor	Licensure program is new developed and reflects new state standards.

			Program e-Portfolio		

Certificate of Advanced Graduate Study (CAGS)					
	Students will be able to engage in serious scholarship and sound research practices.	OMNI forms Graduate Handbook Course syllabi	Literature review Papers Thesis/Action Research	Course instructor Review Committee	Changes in assignments, reading, and delivery format.
	Students will develop a critical approach to the field of education through a wide knowledge of history, theory, philosophy, ideals, purposes, practices, and principles.	OMNI forms Graduate Handbook Course syllabi	Classroom discussion Presentations Papers Thesis/Action Research	Course instructor Review Committee	Changes in assignments, reading, and delivery format.
	Students will advance their understanding of educational practice that connects teaching and learning to larger social purposes, fostering active participation in a pluralistic, democratic society.	OMNI forms Graduate Handbook Course syllabi	Classroom discussion Presentations Papers Thesis/Action Research	Course instructor Review Committee	Changes in assignments, reading, and delivery format.
	Students will recognize that all knowledge is partial and value-laden; will demonstrate a willingness to engage in dialogue in order to construct knowledge collectively; will demonstrate the ability to recognize a variety of viewpoints on any given subject.	OMNI forms Graduate Handbook Course syllabi	Classroom discussion Presentations Papers Thesis/Action Research	Course instructor Review Committee	Changes in assignments, reading, and delivery format.

Appendix C

Student Success
NEASC S Form

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2012)	Goal for 2013 **
IPEDS Retention Data						
Associate degree students						
Bachelors degree students		75% 2008F Cohort	74% 2009F Cohort	72% 2010F Cohort	75% 2011F Cohort	79% 2012F Cohort
IPEDS Graduation Data						
Associate degree students						
Bachelors degree students		50% 2003F Cohort	51% 2004F Cohort	52% 2005F Cohort	47% 2006F Cohort	57% 2007 Cohort
Other Undergraduate Retention Rates (1)						
a	On Campus Students	75%	75%	72%	76%	80%
b	Student Athletes	90%	81%	91%	87%	63%
c	Pell Grant Students	74%	74%	64%	71%	72%
d	ALANA (Minority Students)	74%	74%	64%	71%	74%
e	STEM Majors	75%	74%	72%	75%	73%
Other Undergraduate Graduation Rates (2)						
a	Student Athletes	59%	38%	71%	62%	79%
b	Pell Grant Students	44%	42%	36%	46%	53%
c	ALANA (Minority Students)	25%	42%	40%	49%	58%
Graduate programs *						
Retention rates first-to-second year (3a) Master in Education Students		63% 2008F Cohort	66% 2009F Cohort	71% 2010F Cohort	56% 2011F Cohort	77% 2012F Cohort
Retention rates first-to-second year (3b) Professional Master in Business Administration				100% 2011S Cohort	77%% 2011F Cohort	80% 2012F Cohort
Graduation rates @ 150% time (4a) Master in Education Students		N/A 2003F Cohort	40% 2004F Cohort	44% 2005F Cohort	63% 2006F Cohort	67% 2007F Cohort
Graduation rates @ 150% time (4b) Professional Master in Business Administration					100% 2011S Cohort	85% 2011F Cohort
Distance Education						
Course completion rates (5)						
Retention rates (6)						
Graduation rates (7)						
Branch Campus and Instructional Locations						
Course completion rate (8)						
Retention rates (9)						
Graduation rates (10)						
Definition and Methodology Explanations						
**	**Percentages are actual based on freeze data as of September 27, 2013**					
1	IPEDS retention rates calculated for sub-groups of the first-time, full-time student cohort. On Campus Students include all students that lived in College housing during their first fall semester. Student Athletes were on a team one or both semesters of their first year. Pell Grant Students include all students who received Pell grants in their first year. ALANA includes all self-identified African American, Hispanic(Latino), Asian, Pacific Islanders, American Indian/Alaskan Native, Two or More Races					
2	IPEDS 6 year graduation rates calculated for sub-groups of the first-time, full time student cohort. Student Athletes were on a team one or both semesters of their first year. Pell Grant Students include all students who received Pell					

	grants in their first year. ALANA includes all self-identified African American, Hispanic(Latino), Asian, Pacific Islanders, American Indian/Alaskan Native, Two or More Races
3a	Retention rates are for Graduate Education majors includes both full-time and part-time students that returned or graduated within one year of entering the program. Most students included in this cohort are part-time students
3b	Retention rates are for Professional Master in Business Administration majors includes all students that enter into that cohort group.
4a	Graduation rates are for Graduate Education majors includes both full time and part time students that graduate within four years of entering the program. Most students included in this cohort are part time students
4b	Graduation rates are for Professional Master in Business Administration majors includes all students that enter into that cohort group. ***2011F cohort graduation rate is higher than the retention rate due to one student re-enrolling after the 2012F freeze date.***
5	
6	
7	
8	
9	
10	
* An institution offering graduate degrees must complete this portion.	

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

	Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Goal
Success of Students Pursuing Higher Degree						
1	Attending Graduate School	33% 2007 Grads	32% 2008 Grads	26% 2009 Grads	20% 2010 Grads	Will be available in Workroom
2						
3						
4						

Definition and Methodology Explanations

Undergraduate degree recipients noted by the National Student Clearinghouse as continuing on to graduate school as of June 2012. Research has shown that most MCLA graduates put off graduate school for 2 years after completing their degree.

Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						

Definition and Methodology Explanations

Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1	Employed Full Time			82% 2006 Class	83% 2007 Class	*80% - 85%* *2008 Class*
2						
3						
4						

Definition and Methodology Explanations

Data from 5 year alumni survey (started in Spring of 2011 with the class of 2006). Goal is based on previous findings, class of 2008 will be surveyed in November 2013

Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
		2009 Grads	2010 Grads	2011 Grads	2012 Grads	2013 Grads
1	Did an Internship	36%	36%	35%	38%	38%
2	Took a Travel Course or did Study Abroad	13%	12%	13%	10%	12%
3	Took a Service Learning Course	21%	23%	20%	18%	28%
4	Took part in the Undergraduate Research Conference	19%	29%	39%	30%	32%
5	Took part in the Honors Program	22%	21%	19%	20%	16%

Definition and Methodology Explanations

Other (Specify Below)						
		NSSE 2006	NSSE 2008	NSSE 2010	NSSE 2012	NSSE 2015
1	Asked questions in class or contributed to class discussions (*Note 1*)	80%	84%	90%	86%	See Definition and Methodology Explanations
2	Worked on a paper or project that required integrating ideas or information from various sources (*Note 1*)	91%	84%	89%	88%	See Definition and Methodology Explanations
3	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory (*Note 2*)	87%	85%	88%	89%	See Definition and Methodology Explanations
4	Coursework emphasizes: Making judgments about the value of information, arguments, or methods (*Note 2*)	80%	72%	73%	80%	See Definition and Methodology Explanations
5	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations (*Note 2*)	87%	78%	83%	83%	See Definition and Methodology Explanations
6	Acquiring a broad general education (*Note 2*)	84%	91%	80%	83%	See Definition and Methodology Explanations
7	Writing clearly and effectively (*Note 2*)	76%	67%	76%	75%	See Definition and Methodology Explanations
8	Thinking critically and analytically (*Note 2*)	84%	86%	85%	88%	See Definition and Methodology Explanations
9	Solving complex real-world problems (*Note 2*)	60%	54%	57%	61%	See Definition and Methodology Explanations

Definition and Methodology Explanations

Data taken from the National Survey of Student Engagement (NSSE) Senior Responses 2008-2012 Surveys, MCLA did NSSE every two years. Starting 2013 we will move to a three year cycle. The next administration will be 2015.

Note 1: Combination of response options Very Often and Often
Note 2: Combination of response options Very Much and Quite a bit

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2012)	Goal for 2013
State Licensure Passage Rates *						
1	Massachusetts Tests of Educator Licensure (MTEL)	95% (35/37) 2009 Fiscal Yr	100% (34/34) 2010 Fiscal Yr	100% (34/34) 2011 Fiscal Yr	100% (32/32) 2012 Fiscal Yr	100%
2						
3						
4						
5						
National Licensure Passage Rates *						
1						
2						
3						
4						
5						
Job Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation	
a	
b	
c	
d	
e	
f	

Form S4. 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	Most Recent Year (201_)	Goal for 201_
Completion Rates *						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

Appendix D

Audited Financial Statements
June 30, 2012

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2012

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Financial Statements and Management's Discussion and Analysis

June 30, 2012 and 2011

CONTENTS

Independent Auditors' Report	1-2
Management's Discussion and Analysis (Unaudited)	3-9
Financial Statements:	
Statements of Net Assets	10
Statements of Revenues, Expenses and Changes in Net Assets	11
Statements of Cash Flows	12-13
Notes to the Financial Statements	14-33
Supplemental Information:	
Schedules of Net Assets - Dormitory Trust Fund Report (Unaudited)	34
Schedules of Revenues, Expenses, and Changes in Net Assets - Dormitory Trust Fund Report (Unaudited)	35
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*	36-37

O'Connor & Drew P.C.
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Massachusetts College of Liberal Arts
North Adams, Massachusetts

We have audited the accompanying statements of net assets of the Massachusetts College of Liberal Arts (an agency of the Commonwealth of Massachusetts) (the "College") as of June 30, 2012 and 2011, and the related statements of revenues, expenses and changes in net assets and cash flows for the years then ended. These financial statements are the responsibility of the College's management. We have also audited the statements of financial position of Massachusetts College of Liberal Arts Foundation, Inc. (the "Foundation") as of June 30, 2012 and 2011, and the related statements of activities, changes in net assets and cash flows for the years then ended. These financial statements are the responsibility of the Foundation's management. Our responsibility is to express an opinion 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 audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Massachusetts College of Liberal Arts as of June 30, 2012 and 2011, and the results of its operations and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Our audits were made for the purpose of forming an opinion on the financial statements. The accompanying supplemental information and other information listed in the accompanying table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audits of the financial statements and, accordingly, we express no opinion on it.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 11, 2012, on our consideration of the Massachusetts College of Liberal Arts' internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not provide an opinion on the internal control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 9 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 audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

O'Connor & Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 11, 2012

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(A Component Unit of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

The following discussion and analysis provides management's view of the financial position of the College as of June 30, 2012, and the results of operations for the year then ended. This analysis should be read in conjunction with the College's financial statements and notes which are also presented in this document.

Massachusetts College of Liberal Arts is a public institution of higher education serving approximately 1,900 graduate and undergraduate students, with 113 Full Time Equivalent faculty and 198 staff members. The College offers 17 programs leading to Bachelor of Arts, Bachelor of Science, Professional MBA and Master of Education degrees as well as non-credit programs.

Massachusetts College of Liberal Arts Foundation, Inc. is a non-profit corporation organized under Massachusetts General Laws, Chapter 180. The Corporation is operated exclusively for charitable, scientific and education purposes to benefit Massachusetts College of Liberal Arts. These purposes include holding and administering properties, providing financial aid, and promoting and supporting the educational activities of the College.

Financial Highlights

- At June 30, 2012, the College's assets of $43,929,808 exceeded its liabilities of $10,507,638 by $33,422,170. These resulting net assets are summarized into the following categories:

• Invested in capital assets, net of related debt	$	25,139,373
• Restricted, non-expendable		33,142
• Restricted - expendable		7,101
• Unrestricted		8,242,554
• Total net assets	$	33,422,170

- The College received a general State Appropriation of $12,559,848.

- The College received a $24,100 grant to the Dual Enrollment Program for high school students.

- The College's total net assets increased by $4,866,088. This is due to additional funds received through the bond outlay for the Center for Science and Innovation, and Campus Center Capital projects.

- The College has begun the construction of a new 65,000 sq. ft building called the Center for Science and Innovation and the complete renovation of Bowman Hall, a major academic building in the amount of $54.5 million over the next 2 years.

- The College's Trustees may use the unrestricted net assets to meet the College's ongoing obligations to its stakeholders. Additionally, the restricted, expendable net assets may also be expended, but only for the purposes for which the donor or grantor intended.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(A Component Unit of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

Overview of the Financial Statements

The Massachusetts College of Liberal Arts financial statements comprise two primary components: 1) the financial statements and 2) the notes to the financial statements. Additionally, the financial statements focus on the College as a whole, rather than upon individual funds or activities.

The Financial Statements: The financial statements are designed to provide readers with a broad overview of the Massachusetts College of Liberal Arts finances and are comprised of three basic statements.

The *Statement of Net Assets* presents information on all of the College's assets and liabilities, with the difference between the two reported as *net assets*. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the Massachusetts College of Liberal Arts is improving or deteriorating.

The *Statement of Revenues, Expenses and Changes in Net Assets* presents information showing how the College's net assets changed during the most recent fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. the payment for accrued compensated absences, or the receipt of amounts due from students and others for services rendered).

The *Statement of Cash Flows* is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services.) The Government Accounting Standards Board (GASB) Statements 34 and 35 require this method to be used.

The financial statements can be found on pages 10 through 13 of this report.

The Massachusetts College of Liberal Arts reports its activity as a business – type activity using the full accrual measurement focus and basis of accounting. The College is an agency of the Commonwealth of Massachusetts. Therefore, the results of the College's operations, its net assets and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government – wide financial statements.

Notes to the financial statements: The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes provide information regarding both the accounting policies and procedures the College has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 14 through 33 of this report.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(A Component Unit of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of the College's financial position. In the case of Massachusetts College of Liberal Arts, assets exceeded liabilities by $33,422,170 at the close of the most recent fiscal year.

Massachusetts College of Liberal Arts Net Assets

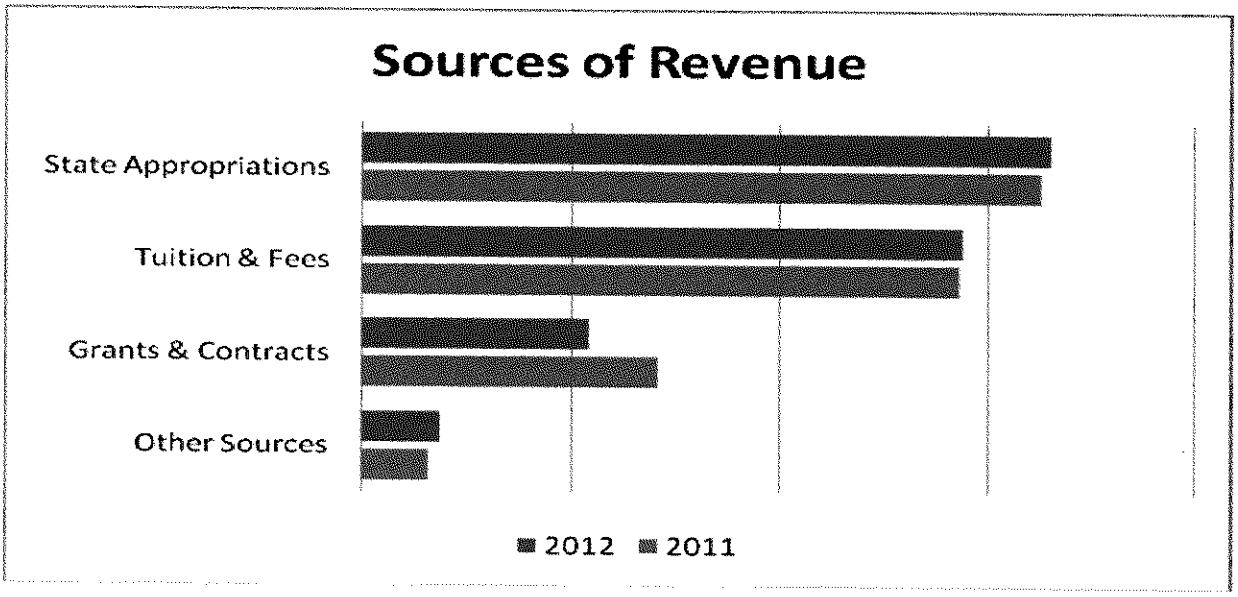
	June 30, 2012	June 30, 2011
Current assets	$16,902,858	$19,245,029
Non-current assets	27,026,950	18,097,728
Total assets	$43,929,808	$37,342,757
Current liabilities	5,818,729	5,408,215
Non-current liabilities	4,688,909	3,378,460
Total liabilities	$10,507,638	$8,786,675
Net Assets:		
Invested in capital assets, net of related debt	$25,139,373	$16,362,025
Restricted, non-expendable	33,142	34,920
Restricted, expendable	7,101	1,843
Unrestricted	8,242,554	12,157,294
Total net assets	$33,422,170	$28,556,082

By far the largest portion of the Massachusetts College of Liberal Arts net assets are its investment in capital assets (e.g. land, buildings, machinery, and equipment), less any related debt, including capital leases, used to acquire those assets that is still outstanding. The College uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the debt noted above, which is reflected in the College's financial statement, the Commonwealth of Massachusetts regularly provides financing for certain capital projects through the issuance of general obligation bonds. These borrowings by the Commonwealth are not reflected in these financial statements.

The net assets increased by $4,866,088 during the current fiscal year. This increase is largely due to capital appropriations and a concentrated effort to minimize utility expense. Net Capital assets increased by $8,970,520. The depreciation expense on its entire amount of capital assets was $1,353,456.

Massachusetts College of Liberal Arts Changes in Net Assets

	For the Fiscal Year Ended June 30, 2012	For the Fiscal Year Ended June 30, 2011
Operating Revenues:		
Net tuition and fees	$17,680,285	$17,474,429
Grants and contracts	5,409,004	7,057,600
Other sources	1,844,860	1,582,911
Total operating revenues	$24,934,149	$26,114,940
Total operating expenses	$42,349,365	$39,988,329
Net operating loss	(17,415,216)	(13,873,389)
Non-operating revenues (expenses):		
State appropriation	16,555,782	16,287,867
Capital appropriations	5,658,985	685,246
Investment Income	118,082	179,998
Interest Expense	(51,545)	(70,108)
Increase in net assets	4,866,088	3,209,614
Net assets – beginning of year	$28,556,082	$25,346,468
Net assets – end of year	$33,422,170	$28,556,082



Management's Discussion and Analysis

Highlights of operating revenue activity for the year include:

- The state appropriation of $12,559,848 was level funded to that of FY 2011
- Student Fees increased due to an increase in fees approved by the Board of Trustees to offset inflationary pressures in running quality programs.
- Residence and dining fees increased due to the increased cost of providing these services.
- Grants and contracts decreased due to the reduction in ARRA Stimulus Funds.
- Other sources increased due to, increased campus rentals, commissions, and foreign travel programs.

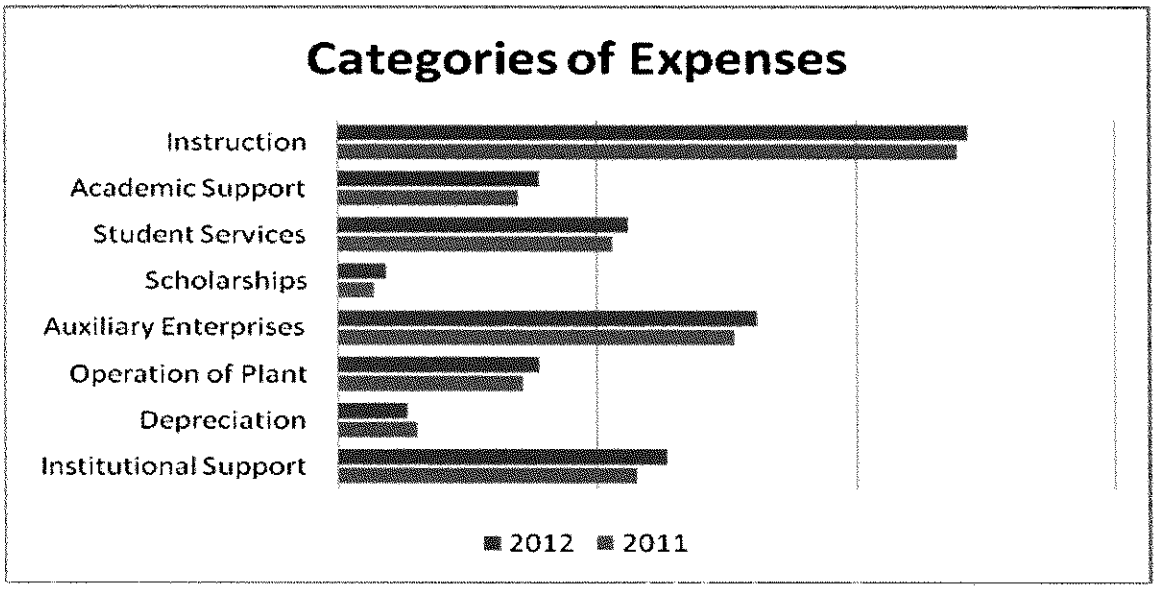
Undergraduate tuition and fees received by Massachusetts College of Liberal Arts include the following:

	June 30, 2012	June 30, 2011	Change
Tuition	2,325,778	2,253,264	72,514
Student Fees:			
Campus Support Fee	9,436,536	8,963,502	473,034
Student Activity Fee	361,328	377,034	(15,706)

Major grants and contracts received by Massachusetts College of Liberal Arts for the year included the following:

- Race to the Top Grant from the US Department of Education in the amount of $325,000 for the establishment of the Berkshire Readiness Center and professional development programs for Early Childhood Educators.
- Special Services Grant from U.S. Department of Education in the amount of $281,510 for the Summer Individual Enrichment Program and continued academic support.
- Adult Basic Ed Grant from Mass. Department of Education in the amount of $215,454 for GED and community literacy programs.
- Performance Incentive Grant from the Mass Department of Higher Education to support the completion of 30 credits in 3semesters program. $150,000
- Davis Grant in the amount of $108,000 for assessment driven instruction and learning.
- Berkshire Training Grant for development of programs and training of Adult Basic Ed students. $25,397

Auxiliary operations enterprises include the operation of the food service and residence hall operations. The revenue generated from these operations for the fiscal year was $7,812,615, an increase of 2.1% or $162,570 from the previous fiscal year due to the number of students residing on campus and the increased room & board rates.



Non-operating revenues and expenses
The College received its initial General State Appropriation in July, 2011 in the amount of $12,559,848 plus $4,231,665 in state payroll fringe benefits less $235,731 in day school tuition remitted to the State for a total appropriation of $16,555,782. There were no additions or retractions throughout the fiscal year. Interest income decreased due to the reduced interest rates on investments. Capital appropriations were received for the beginning construction costs of the new Center for Science and Innovation as well as a Fire Alarm replacement system in the Campus Center. Operating Expenses in most categories were slightly higher due to increased staffing and inflationary pressures on program costs. Scholarships and Fellowships increased due to more aid being awarded to meet an increasing student need in these rough economic times.

Loss from Operations
Due to the nature of public higher education accounting rules, institutions incur a loss from operations. The Legislature approves appropriations to the College which are not considered operating revenues. The Commonwealth's Department of Higher Education approves and sets tuition. The College sets fees. The College approves budgets to mitigate losses after Commonwealth appropriations by balancing educational and operational needs with fee revenue.

Capital Assets and Debts of the College

Capital Assets: The College's investment in capital assets as of June 30, 2012 amounts to $26,210,810 net of accumulated depreciation. This investment in capital assets includes, land, buildings, (including improvements,) furnishings and equipment, (including the cost of capital leases).

Capital projects, furnishings, and equipment additions increased assets this year. Major projects included:

- Center for Science & Innovation (CIP) $4,860,953
- Campus Center Marketplace $3,558,748
- Campus Center Gym Floor (CIP)$485,596
- Campus Center Fire Alarm System $764,956
- Energy Performance Evaluation (CIP)$85,615
- Facilities Bldg/Ashland St. Parking Lot (CIP)$401,872
- Smith House Renovation (CIP) $133,890
- NUCLEA Server Project $52,804
- Freel Library Renovations $43,628
- Public Safety Relocation & Renovation $45,392
- Eldridge Hall A/C Repair $21,363
- Campus Signage (CIP) $12,008

All capital asset purchases are included in the College's capital spending plan submitted to the Board of Higher Education and the Commonwealth's fiscal affairs division. Additional information about the Massachusetts College of Liberal Arts capital assets can be found in note 8 on page 23 of this report.

Long-term liabilities: The College carries long-term liabilities in the form of accruals for compensated absences and workers compensation ($3,393,395), a bond with the Mass State College Building Authority ($627,974) for the purchase of the Ashland St. Facilities Building, new Campus Center Gym floor, and the Athletic Complex tennis courts. The accrual for compensated absences and workers compensation consists of the current and long-term portion of sick and vacation pay relating to employees on the College's payroll. The long term portion of capital lease obligations amounts to $531,056 net of related interest as of June 30, 2012, a decrease of $292,749.

Economic Factors and Next Year's Tuition and Student Fee Rates

In this presidential election year, the status of the economy continues to be a major concern. While there are signs of recovery, many students continue to struggle to meet educational expenses. Appropriations have been level funded with expectations for collective bargaining increases only. Our current appropriation is equal to the FY 2002 level. Public colleges have experienced increases in their enrollments due to the current economic conditions as unemployed or underemployed workers seek to update or upgrade their skills for reentry to the labor force. The College has begun construction of a $54.5 million Center for Science and Innovation. The College cannot predict the extent to which enrollment may vary in this current environment. However, given several new programs, and increased marketing efforts, indications are that enrollment despite decreases in high school graduation populations, will at least remain steady. It is expected that tuition and fees will also continue to grow in order to provide a stable academic experience.

Requests for Information

This financial report is designed to provide a general overview of the College's finances for all those with an interest in the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Chief Fiscal Officer, Massachusetts College of Liberal Arts, 375 Church St., North Adams, Massachusetts, 01247.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Statements of Net Assets

June 30,

Assets

	Primary Government		Component Unit	
	2012 College	2011 College	**2012 Foundation**	2011 Foundation
Current Assets:				
Cash and equivalents	**$ 14,546,305**	$ 16,731,785	**$ 1,458,274**	$ 1,310,621
Deposits held by State Treasurer	**1,283,857**	1,028,178	**-**	-
Cash held by State Treasurer	**552,832**	552,605	**-**	-
Deposits held by MSCBA	**81,915**	567,432	**-**	-
Restricted cash and equivalents	**36,877**	9,572	**-**	-
Accounts receivable, net	**341,902**	272,436	**-**	-
Unconditional promises to give	**-**	-	**273,281**	1,062,903
Other assets	**59,170**	83,021	**5,883**	5,133
Total Current Assets	**16,902,858**	19,245,029	**1,737,438**	2,378,657
Non Current Assets:				
Funds held by others	**33,142**	34,920	**-**	-
Investments	**-**	-	**8,099,688**	7,725,938
Unconditional promises to give, net of current portion	**-**	-	**571,215**	187,831
Loans receivable, net	**764,312**	803,378		-
Debt service reserve	**13,008**	13,008	**-**	-
Investment in capital assets, net	**26,210,810**	17,240,290	**2,338,451**	2,932,436
Other non-current assets, net	**5,678**	6,132	**8,962**	9,502
Total Non Current Assets	**27,026,950**	18,097,728	**11,018,316**	10,855,707
Total Assets	**$ 43,929,808**	$ 37,342,757	**$ 12,755,754**	$ 13,234,364

Liabilities and Net Assets

	Primary Government		Component Unit	
	2012 College	2012 College	**2012 Foundation**	2011 Foundation
Current Liabilities:				
Accounts payable and accrued liabilities	**$ 288,935**	$ 630,897	**$ 52,810**	$ 57,026
Accrued payroll	**1,968,196**	1,649,462	**-**	-
Compensated absences	**2,006,923**	1,834,935	**-**	-
Workers' compensation	**53,340**	49,647	**-**	-
Students' deposits and unearned revenue	**1,315,105**	950,475	**-**	-
Funds held for others	**-**	-	**35,642**	38,096
Current portion of notes payable	**-**	-	**40,012**	37,574
Current portion of bond payable	**30,493**	25,050	**-**	-
Current portion of capital lease obligations	**155,737**	267,749	**-**	-
Total Current Liabilities	**5,818,729**	5,408,215	**128,464**	132,696
Non Current Liabilities:				
Compensated absences	**1,144,019**	1,207,226	**-**	-
Workers' compensation	**189,113**	201,097	**-**	-
Unearned revenue	**1,588,889**	-	**-**	-
Notes payable	**-**	-	**1,047,081**	1,087,088
Bond payable	**597,481**	627,974	**-**	-
Capital lease obligations	**375,319**	531,056	**-**	-
Grant refundable	**794,088**	811,107	**-**	-
Total Non Current Liabilities	**4,688,909**	3,378,460	**1,047,081**	1,087,088
Total Liabilities	**10,507,638**	8,786,675	**1,175,545**	1,219,784
Net Assets:				
Invested in capital assets, net of related debt	**25,139,373**	16,362,025	**1,251,358**	1,807,774
Restricted:				
Nonexpendable	**33,142**	34,920	**7,498,645**	6,855,220
Expendable	**7,101**	1,843	**1,131,530**	1,548,839
Unrestricted	**8,242,554**	12,157,294	**1,698,676**	1,802,747
	33,422,170	28,556,082	**11,580,209**	12,014,580
Total Liabilities and Net Assets	**$ 43,929,808**	$ 37,342,757	**$ 12,755,754**	$ 13,234,364

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses and Changes in Net Assets

For the Years Ended June 30,

	Primary Government		Component Unit	
	2012 College	2011 College	**2012 Foundation**	2011 Foundation
Operating Revenues:				
Tuition and fees	**$ 14,401,976**	$ 14,349,052	**$ -**	$ -
Residence and dining fees	**7,812,615**	7,650,045	**-**	-
Less: Scholarship allowances	**(4,534,306)**	(4,524,668)	**-**	-
Net student fees	**17,680,285**	17,474,429	**-**	-
Gifts and contributions	**-**	-	**2,246,540**	1,633,265
Grants and contracts	**5,409,004**	7,057,600	**-**	-
Other sources	**1,844,860**	1,582,911	**233,999**	228,288
Total Operating Revenues	**24,934,149**	26,114,940	**2,480,539**	1,861,553
Operating Expenses:				
Instruction	**12,174,930**	11,964,584	**-**	-
Academic support	**3,903,657**	3,496,735	**-**	-
Student services	**5,604,504**	5,325,824	**-**	-
Scholarships and fellowships	**949,152**	706,902	**220,403**	177,018
Public service	**4,366**	5,446	**-**	-
Auxiliary enterprises	**8,091,135**	7,633,512	**-**	-
Operation and maintenance of plant	**3,902,317**	3,576,201	**90,199**	87,653
Depreciation	**1,353,456**	1,514,976	**81,823**	83,071
Fundraising		-	**174,915**	129,990
Management and general	**-**	-	**386,046**	264,064
Gifts and contributions	**-**	-	**1,997,414**	1,037,440
Institutional support	**6,365,848**	5,764,149	**-**	-
Total Operating Expenses	**42,349,365**	39,988,329	**2,950,800**	1,779,236
Net Operating Income (Loss)	**(17,415,216)**	(13,873,389)	**(470,261)**	82,317
Non-Operating Revenues (Expenses):				
State appropriations, net	**16,555,782**	16,287,867	**-**	-
Net investment income	**118,082**	179,998	**35,890**	1,247,164
Interest expense	**(51,545)**	(70,108)	**-**	-
Net Non-Operating Revenues	**16,622,319**	16,397,757	**35,890**	1,247,164
Income before Other Revenues	**(792,897)**	2,524,368	**(434,371)**	1,329,481
Capital appropriations	**714,435**	46,000	**-**	-
Capital appropriations - DCAM	**4,944,550**	639,246	**-**	-
Net Increase (Decrease) in Net Assets	**4,866,088**	3,209,614	**(434,371)**	1,329,481
Net Assets:				
Beginning of Year	**28,556,082**	25,346,468	**12,014,580**	10,685,099
End of Year	**$ 33,422,170**	$ 28,556,082	**$ 11,580,209**	$ 12,014,580

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	Primary Government	
	2012 College	2011 College
Cash Flows from Operating Activities:		
Tuition, residence, dining, and other student fees	**$ 17,615,594**	$ 17,258,880
Grants and contracts	**5,297,420**	6,971,410
Payments to suppliers	**(14,381,631)**	(13,086,523)
Payments to employees	**(21,332,347)**	(20,162,946)
Payments to students	**(949,152)**	(706,902)
Loans issued to students	**(116,454)**	(178,345)
Collections on loans issued to students	**151,228**	133,589
Other sources	**3,894,237**	1,566,662
Net Cash Applied to Operating Activities	**(9,821,105)**	(8,204,175)
Cash Flows from Non-Capital Financing Activities:		
Tuition remitted to the State	**(235,731)**	(343,459)
State appropriations	**12,559,848**	12,559,859
Net Cash Provided by Non-Capital Financing Activities	**12,324,117**	12,216,400
Cash Flows from Capital Financing Activities:		
Capital appropriations	**714,435**	46,000
Purchases of capital assets	**(5,379,426)**	(846,965)
Principal paid on notes payable and capital leases	**(291,444)**	(483,524)
Interest paid on notes payable and capital leases	**(52,445)**	(71,008)
Net Cash Applied to Capital Financing Activities	**(5,008,880)**	(1,355,497)
Cash Flows from Investing Activity:		
Interest income	**118,082**	179,998
Net Increase (Decrease) in Cash and Equivalents	**(2,387,786)**	2,836,726
Cash and Equivalents, Beginning of the Year	**18,889,572**	16,052,846
Cash and Equivalents, End of the Year	**$ 16,501,786**	$ 18,889,572

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

	Primary Government	
	2012 College	2011 College
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	**$ (17,415,216)**	$ (13,873,389)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	**1,353,456**	1,514,976
Fringe benefits provided by State appropriations	**4,231,665**	4,071,467
Changes in assets and liabilities:		
Accounts receivable, net	**(69,466)**	(37,549)
Other current assets	**23,851**	11,848
Loans receivable	**39,066**	(34,041)
Funds held by others	**1,778**	(3,151)
Accounts payable and accrued liabilities	**(341,963)**	293,986
Accrued employee compensation and benefits	**419,224**	138,226
Student deposits and unearned revenues	**1,953,519**	(284,612)
Grants refundable	**(17,019)**	(1,936)
Net Cash Applied to Operating Activities	**$ (9,821,105)**	$ (8,204,175)
Reconciliation of Cash and Equivalents to the Statement of Net Assets		
Cash and equivalents	**$ 14,546,305**	$ 16,731,785
Deposits held by State Treasurer	**1,283,857**	1,028,178
Cash held by State Treasurer	**552,832**	552,605
Deposits held by MSCBA	**81,915**	567,432
Restricted cash and equivalents	**36,877**	9,572
	$ 16,501,786	$ 18,889,572
Non Cash Transactions:		
Fringe benefits provided by the State appropiations	**$ 4,231,665**	$ 4,071,467
Capital improvements provided by capital appropriations	**$ 4,944,550**	$ 639,246

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2012 and 2011

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

Organization
Massachusetts College of Liberal Arts (the "College") was founded in 1894. It is one of nine state colleges and universities within the Massachusetts Public Higher Education System. Approximately 1,500 undergraduate students are enrolled including evening students and special program students. The College also offers, through the Division of Continuing Education, credit and non-credit courses as well as community service programs. The College is accredited by the New England Association of Schools and Colleges.

Basis of Presentation and Accounting
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). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

The 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, and required supplementary information. The College presents statements of net assets, revenues, expenses, and changes in net assets and cash flows on a combined College-wide basis.

The Massachusetts College of Liberal Arts Foundation, Inc. (the "Foundation"), a component unit of the College, renders 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 because of the nature and significance of its relationship with the College. Complete financial statements can be obtained from the Foundation's administrative offices in North Adams, Massachusetts.

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

Basis of Presentation and Accounting - Continued
The College's policy for defining operating activities in the statements of revenues, expenses and changes in net assets are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35, *Basic Financial Statements and Managements' Discussion and Analysis for Public Colleges and Universities*. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). Governments are also required to follow applicable pronouncements of the Financial Accounting Standards Board (FASB) issued through November 30, 1989 that do not conflict with or contradict GASB pronouncements. Although the College has the option to apply FASB pronouncements issued after that date, it has chosen not to do so.

Net Assets
Resources are classified for accounting purposes into the following four net asset categories:

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

Restricted - nonexpendable: Net assets subject to externally imposed conditions such that the College must maintain in perpetuity.

Restricted - expendable: Net assets 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 assets. Unrestricted net assets 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.

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

Trust Funds
In accordance with the requirements of the Commonwealth of Massachusetts, 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 considers cash-on-hand, certificates of deposit, deposits held by the State Treasurer and Massachusetts State College Building Authority and all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

Allowance for Doubtful Accounts
Accounts and pledges receivable are periodically evaluated for collectibility 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 condition.

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 Statement of Revenues, Expenses, and Changes in Net Assets. Any net earnings not expended are included in net asset categories as follows:

A) as increases in restricted – nonexpendable net assets if the terms of the gift require that they be added to the principal of a permanent endowment fund;

B) as increases in temporarily restricted – expendable net assets if the terms of the gift or the College's interpretation of relevant state law impose restrictions on the current use of the income or net gains. The College has relied upon the Attorney General's interpretation of state law that unappropriated endowment gains should generally be classified as restricted - expendable; and

C) as increases in unrestricted net assets in all other cases.

The College is currently authorized by its Board of Trustees and the statutes of the Commonwealth of Massachusetts to invest in certificates of deposit.

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

Capital Assets
Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the State's capitalization policy, only those items with a unit cost of more than $50,000 are capitalized. Library materials are generally expensed. Internal costs on debt related to capital assets are capitalized during the construction period. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. Buildings are depreciated over useful lives of 40 years; building and land improvements for 20 years; and equipment and furnishings range from 3 to 10 years. 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.

Deposits Held by State Treasurer
Deposits held represent funds accessible by the College held by the Commonwealth of Massachusetts for payments on payroll.

Deposits Held by MSCBA
Deposits held represent funds held by the Massachusetts State College Building Authority for specific projects.

Funds Held by Others
Funds held represent funds held by the Foundation for the benefit of the College.

Fringe Benefits
The College participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension, and worker's compensation benefits. Health insurance, unemployment, and pension costs are billed through a fringe benefit rate charged to the College. Worker's compensation costs are assessed separately based on the College's actual experience.

Compensated Absences
Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2012 and 2011. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2012 and 2011. Upon retirement, these employees are entitled to receive payment for this accrued balance

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

Students' Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are deferred and are recorded as revenues as earned. Funds received in advance from various grants and contracts are deferred.

Student Fees

Student tuition, dining, residence, and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain scholarships are paid directly to, or refunded to, the students and are generally reflected as 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.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

New Governmental Accounting Pronouncements

GASB 60, *Accounting and Financial Reporting for Service Concession Arrangements,* effective for periods beginning after December 15, 2011, establishes accounting requirements for arrangements between a transferor and operator (SCAs) in which (a) the transferor conveys to the operator the right and related obligation to provide services through the use of infrastructure or other public asset in exchange for significant consideration and (b) the operator collects and is compensated by fees from third parties. This statement applies only to arrangements meeting specific criteria determining whether a transferor retains control over the public asset. Management has not completed its review of the affects of implementation on the financial statements.

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

New Governmental Accounting Pronouncements - Continued

GASB 61, *The Financial Reporting Entity: Omnibus an Amendment of GASB Statements 14 and 34,* effective for periods beginning after June 15, 2012, provides additional criteria for classifying entities as component units to better assess the accountability of officials by ensuring that the financial reporting entity includes only organizations for which the officials are financially accountable or that are determined by the government to be misleading to exclude. Management is currently evaluating the impact of the adoption of this statement on the College's financial statements.

GASB 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements,* effective for periods beginning after December 15, 2011, incorporates into the GASB's authoritative literature certain accounting and financial reporting guidance that is included in the following pronouncements issued on or before November 30, 1989, which does not conflict with or contradict GASB pronouncements: Financial Accounting Standards Board (FASB) Statements and Interpretations, Accounting Principles Board Opinions and Accounting Research Bulletins of the American Institute of Certified Public Accountants' (AICPA) Committee on Accounting Procedure. Management of the College does not expect implementation to affect the financial statements.

GASB 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position,* effective for periods beginning after December 15, 2011, provides financial reporting guidance. Deferred outflows are the consumption of net assets and deferred inflows are the acquisition of net assets, applicable to future reporting periods. Net position is identified by Concepts Statement No. 4 as the residual of all other elements presented in a statement of financial position and requires the incorporation of deferred outflows and inflows into the required components of the residual measure and renaming that measure, known as net assets, as net position. An item is not considered a deferred outflow of resources or a deferred inflow of resources unless specifically required by a GASB pronouncement. Currently only GASBS 53 *Accounting and Financial Reporting for Derivative Instruments* and GASBS 60 contain this requirement. Management is in the process of reviewing this statement and its potential affect upon their financial reporting but does not expect any material impact.

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

New Governmental Accounting Pronouncements - Continued

GASB 65, *Items Previously Reported as Assets and Liabilities,* effective for periods beginning after December 15, 2012, establishes accounting and financial reporting standards for the reclassification of certain assets and liabilities in accordance with GASBS 63. Management expects this statement to have no effect on the financial statements.

GASB 66, *Technical Corrections - 2012 - an amendment of GASB Statements 10 and 62,* effective for periods beginning after December 15, 2012 resolves conflicts between recently issued and earlier GASB statements as well as modifying guidance related to accounting for certain operating leases. Management is in the process of reviewing this statement and its potential affect upon their financial reporting but does not expect any material impact.

Note 2 - **Cash and Equivalents**

Custodial credit risk is risk 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 deposits that are in the possession of the outside parties. The banking institution that holds the College's funds, obtained specific depository insurance to mitigate the College's credit risk associated with funds deposited in excess of federally insured levels.

Deposits in the bank in excess of the insured amount are uninsured and uncollateralized. At June 30, 2012 and 2011, the carrying amount of the College's deposits was $14,583,182 and $16,741,357, respectively. At June 30, 2012 and 2011, approximately $11,000 was exposed to custodial credit risk as uninsured and uncollateralized.

Note 3 - **Cash Held By State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $552,832 and $552,605 at June 30, 2012 and 2011, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently utilized to pay for such liabilities.

Note 4 - **Investments**

The Foundation investments consist of mutual funds and other equity investments. In order to minimize excessive risk in geographical, industry and market sectors, the Board of Directors meets quarterly with its investment advisors and reviews the portfolio for such concentrations and other matters.

Foundation investments, which are carried at fair value, as of June 30, are as follows:

	2012	2011
Money market funds	**$ 58,490**	$ 26,272
Mutual funds	**8,036,945**	7,690,454
Limited Partnership	**4,253**	9,212
Total	**$ 8,099,688**	$ 7,725,938

The following schedule summarizes the Foundation's investment income and its classification in the statements of revenues, expenses, and changes in net assets for the years ended June 30:

	2012	2011
Investment income	**$ 250,335**	$ 227,301
Unrealized gain and losses	**(427,502)**	714,034
Realized gains and losses	**213,057**	305,829
Total Investment Return	**$ 35,890**	$ 1,247,164

Note 5 - **Accounts Receivable**

The accounts receivable balance is comprised of the following at June 30:

	2012	2011
Student accounts receivable	**$ 256,102**	$ 234,000
Grants receivable	**262,076**	188,617
Other receivables	**47,227**	51,999
	565,405	474,616
Less: allowance for doubtful accounts	**(223,503)**	(202,180)
	$ 341,902	$ 272,436

Note 6 - **Unconditional Promises to Give**

Unconditional promises to give due in more than one year are reflected at the present value of estimated cash flows using a discount rate of 5% and consist of the following at June 30:

	2012	2011
Receivable in less than one year	$ 286,728	$ 1,097,160
Receivable in one to five years	682,749	216,843
Less: discount to net present value	(124,981)	(63,269)
Present value of unconditional promises to give	844,496	1,250,734
Current unconditional promises to give	(273,281)	(1,062,903)
Unconditional promises to give, net of current portion	$ 571,215	$ 187,831

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 refundable back to the United States Government upon the termination of the College's participation in the program.

Loans receivable consist of the following at June 30:

	2012	2011
Perkins loans	$ 1,165,919	$ 1,204,985
Allowance for doubtful accounts	(401,607)	(401,607)
	$ 764,312	$ 803,378

Note 8 - **Capital Assets**

Capital assets consist of the following at June 30, 2012:

	Beginning Balance	Additions	Disposals	Reclassification	Ending Balance
Capital assets, not depreciated:					
Land	$ 315,517	$ -	$ -	$ -	$ 315,517
Construction in progress	1,396,304	5,947,468	-	(458,975)	6,884,797
Total, not depreciated	1,711,821	5,947,468	-	(458,975)	7,200,314
Capital assets, depreciated:					
Buildings, including building and land improvements	33,117,623	4,228,022	-	458,975	37,804,620
Furnishing and equipment (including cost of capital leases)	3,369,098	148,486	(41,034)	-	3,476,550
Total capital assets	38,198,542	10,323,976	(41,034)	-	48,481,484
Less: accumulated depreciation:					
Buildings, including improvements	(17,912,641)	(1,258,346)	-	-	(19,170,987)
Furnishing and equipment	(3,045,611)	(95,110)	41,034	-	(3,099,687)
Total accumulated depreciation	(20,958,252)	(1,353,456)	41,034	-	(22,270,674)
Capital assets, net	$ 17,240,290	$ 8,970,520	$ -	$ -	$ 26,210,810

Note 8 - **Capital Assets – Continued**

Capital assets consist of the following at June 30, 2011:

	Beginning Balance	Additions	Retirements	Ending Balance
Capital assets, non-depreciable:				
Land	$ 315,517	$ -	$ -	$ 315,517
Construction-in-progress	42,744	1,353,560	-	1,396,304
Total non-depreciable	358,261	1,353,560	-	1,711,821
Capital assets depreciable:				
Buildings, including building and land improvements	33,046,055	71,568	-	33,117,623
Furnishings and equipment (including cost of capital leases)	3,385,756	61,083	(77,741)	3,369,098
Total investment in plant assets	36,790,072	1,486,211	(77,741)	38,198,542
Less: accumulated depreciation:				
Buildings, including improvements	(16,720,393)	(1,192,248)	-	(17,912,641)
Furnishings and equipment	(2,800,624)	(322,728)	77,741	(3,045,611)
Total accumulated depreciation	(19,521,017)	(1,514,976)	77,741	(20,958,252)
Capital Assets, Net	$ 17,269,055	$ (28,765)	$ -	$ 17,240,290

Note 9 - Deferred Revenues

Deferred revenues include tuition received in advance from students for summer courses commencing after June 30, the subsequent fall semester, and grant funds received in advance as well as contributions made by certain vendors. The College's food service operations are managed under agreement by an outside party. In connection with the construction of additional facilities for the College, the vendor invested $2,000,000 in September 2011 and $400,000 in May 2012. Either party may terminate this agreement at any time, without cause, by providing sixty days written notice. In the event of termination, the unamortized portion is to be returned. At June 30, 2012, the unamortized portion of these investments approximated $2,055,000.

Deferred revenues of the college represent the following as of June 30:

	2012	2011
Tuition and fees	$ 771,039	$ 834,951
Vendor investments	2,055,556	-
Grants	77,399	115,524
Total deferred revenue	2,903,994	950,475
Less: Current portion	1,315,105	950,475
Long Term Deferred Revenue	$ 1,588,889	$ -

Note 10 - Long-Term Liabilities

Long-term liabilities at June 30, 2012, consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Leases and notes payable:					
Lease obligations	$ 798,805	$ -	$ (267,749)	$ 531,056	$ 155,737
Bond payable	640,199	-	(23,695)	616,504	29,137
Bond premium	12,825	-	(1,355)	11,470	1,356
Total leases and notes payable	$ 1,451,829	$ -	$ (292,799)	$ 1,159,030	$ 186,230
Other long-term liabilities:					
Compensated absences	$ 3,042,161	$ 259,430	$ (150,649)	$ 3,150,942	$ 2,006,923
Workers' compensation	250,744	-	(8,291)	242,453	53,340
Total other liabilities	$ 3,292,905	$ 259,430	$ (158,940)	$ 3,393,395	$ 2,060,263

Note 10 - **Long-Term Liabilities - Continued**

Long-term liabilities at June 30, 2011, consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Leases and notes payable:					
Lease obligations	$ 1,258,966	$ -	$ (460,161)	$ 798,805	$ 267,749
Bond payable	663,562	-	(23,363)	640,199	23,695
Bond premium	14,180	-	(1,355)	12,825	1,355
Total leases and notes payable	$ 1,936,708	$ -	$ (484,879)	$ 1,451,829	$ 292,799
Other long-term liabilities:					
Compensated absences	$ 2,930,340	$ 331,922	$ (220,101)	$ 3,042,161	$ 1,834,935
Workers' compensation	299,214	-	(48,470)	250,744	49,647
Total other liabilities	$ 3,229,554	$ 331,922	$ (268,571)	$ 3,292,905	$ 1,884,582

The College leases certain equipment under various capital and operating leases. The following is a summary of capital assets held under capital lease as of June 30, 2012:

Buildings	**$ 4,191,630**
Furniture and equipment	**1,152,306**
	5,343,936
Less: accumulated depreciation	**(3,612,086)**
	$ 1,731,850

Note 10 - **Long-Term Liabilities - Continued**

The following schedule summarizes future minimum payments under non-cancelable leases subsequent to June 30, 2012:

Years Ending	Capital Leases Principal	Capital Leases Interest	Operating Leases	Total
2013	$ 155,737	$ 20,015	$ 56,053	$ 231,805
2014	162,430	13,322	24,755	200,507
2015	169,411	6,341	13,941	189,693
2016	43,478	460	1,509	45,447
	$ 531,056	$ 40,138	$ 96,258	$ 667,452

Rental expenses for operating leases were $87,353 and $90,111 for the years ended June 30, 2012 and 2011, respectively.

Bonds Payable

The College has revenue bonds outstanding with the Massachusetts State College Building Authority. Principal is payable annually and interest is payable semiannually at a predetermined rate which varies between 2% and 5.6%.

Maturities of the bond payable subsequent to June 30, 2012, are as follows:

Years Ending June 30,	Principal	Interest
2013	$ 30,493	$ 21,697
2014	31,046	20,623
2015	31,820	19,436
2016	32,594	18,142
2017	33,258	17,005
2018-2022	172,297	72,033
2023-2027	198,568	37,394
2028-2030	97,898	7,514
	$ 627,974	$ 213,844

Note 11 - **Restricted Net Assets**

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. Restricted-nonexpendable funds consist of endowment funds, the incomes from which are available for academic programs. Restricted expendable funds are available for academic programs.

The Foundation's restricted - nonexpendable and expendable net assets consist of investments that are mainly used for various scholarships and program support including the College's library and two endowed lectures.

Note 12 - **Related Party Transactions – Foundation**

The Foundation has purchased services and made investments, all at prevailing market rates, with entities controlled by members of its Board of Directors.

The Chairman of the Board of Trustees of the College is the President and CEO of Mountain One Financial Services which is the parent company of Hoosac Bank and True North Financial Services, Inc. which handles the investments of the MCLA Foundation. In addition, the MCLA Foundation Board of Director's Chair is a partner in an insurance agency which is under the same parent company as the financial services for the Foundation. At June 30, 2012 and 2011, the amounts due to Hoosac Bank were $595,730 and $617,300, respectively. These balances are included as part of notes payable on the Statement of Net Assets.

Note 13 - **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 financial condition of the College.

Note 13 - **Contingencies - Continued**

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%. The College is obligated to accept as payment of tuition the amount determined by this Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of this program cannot be determined, as it is contingent on future tuition increases and the Program participants who attend the College.

Note 14 - **Operating Expenses**

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

	2012	2011
Compensation and benefits	**$ 25,983,237**	$ 24,372,640
Supplies and services	**14,063,520**	13,393,811
Depreciation	**1,353,456**	1,514,976
Scholarships and fellowships	**949,152**	706,902
	$ 42,349,365	$ 39,988,329

Note 15 - **Retirement Plan**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension, and worker's compensation benefits. Health insurance and pension costs (described in the subsequent paragraph) for active employees and retirees are paid through a fringe benefit rate charged to the College by the Commonwealth and currently the liability is borne by the Commonwealth, as are any effects on net assets and the results of current year operations, due to the adoption of GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions*.

Note 15 - **Retirement Plan - Continued**

The Commonwealth is statutorily responsible for the pension benefit of the College's employees who participate in the Massachusetts State Employees' Retirement System (the "Retirement System"). The Retirement System, a single employer defined benefit public employee retirement system, is administered by the State. The College makes contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth. Such pension expense amounted to $1,586,755 and $968,657 for the years ended June 30, 2012 and 2011, respectively. Employees, who contribute a percentage of their regular compensation, fund the annuity portion of the Retirement System. Annual covered payroll was approximately 81% of annual total payroll for the College in 2012 and 2011, respectively.

In addition to providing pension benefits, 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 is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

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 amount of municipalities as an agent multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC administers a plan included within the State Retirement Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution ratios.

Note 15 - **Retirement Plan - Continued**

The GIC is a quasi-independent state agency governed by an eleven 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 year ended June 30, 2012, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administered carve-outs for pharmacy, mental health, and substance abuse benefits for certain of its 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 pre-tax health care spending account and dependent care assistance program (for active employees only).

Note 16 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System (MMARS) on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

Note 16 - **Massachusetts Management Accounting and Reporting System**

The College's state appropriation is comprised of the following at June 30:

	2012	2011
Direct unrestricted appropriations	$ 12,559,848	$ 12,559,859
Add: Fringe benefits for benefited employees on the state payroll	4,231,665	4,071,467
Less: Day school tuition remitted to the state and included in tuition and fee revenue	(235,731)	(343,459)
Total unrestricted appropriations	16,555,782	16,287,867
Capital appropriations:		
Direct	714,435	46,000
Department of Capital Asset Management Allocation	4,944,550	639,246
Total capital Appropriations	5,658,985	685,246
Total appropriations	$ 22,214,767	$ 16,973,113

A reconciliation of revenues between the College and MMARS as of August 31, 2012 and 2011 is as follows:

	2012	2011
Revenue per MMARS	$ 15,867,038	$ 17,769,508
Revenue per College	$ 15,867,038	$ 17,769,508

Note 17 - **Pass - Through Grants**

The College distributed $9,714,031 and $9,843,608 in 2012 and 2011, respectively, for student loans through the U.S. Department of Education Direct Student Loan Program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

Note 18 - **Massachusetts State College Building Authority**

The 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 universities of the Commonwealth.

The College is charged a semi-annual revenue assessment that is based on a certified occupancy report, the current rent schedule and the design capacity for each of the residence halls. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations. These obligations may include the costs of periodic renovations and improvements to the residence halls. The Commonwealth guarantees these obligations. All facilities and obligations of MSCBA are included in the financial statements of MSCBA.

Dormitory trust fund schedules included in the supplemental information include revenues and expenses which are included in residence and dining fees revenue and auxiliary enterprises expenses.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Schedules of Net Assets - Dormitory Trust Fund Report (Unaudited)

June 30,

Assets

	2012	2011
Cash and equivalents	$ 1,779,024	$ 1,984,422
Accounts receivable, net	5,251	7,197
Other current assets	-	1,037
Total Dormitory Trust Fund Assets	$ 1,784,275	$ 1,992,656

Liabilities and Net Assets

Accounts payable	$ 11,647	$ 62,357
Accrued payroll	65,678	50,766
Compensated absences	173,609	162,520
Deferred revenue	102,150	101,226
Net assets	1,431,191	1,615,787
Total Dormitory Trust Fund Liabilities and Net Assets	$ 1,784,275	$ 1,992,656

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

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

For the Years Ended June 30,

	2012	2011
Revenues:		
Student fees	$ 4,676,721	$ 4,667,546
Repair income	7,925	12,704
Commissions	31,275	41,458
Rentals	92,233	171,309
Other	15,036	20,048
Total Revenues	4,823,190	4,913,065
Expenses:		
Regular employee compensation	704,435	615,801
Regular employee related	6,820	4,333
Student employee compensation	336,636	286,155
Pension and insurance related	250,730	205,770
Administrative	35,032	41,490
Facility operational	58,805	53,797
Energy cost	431,060	517,427
Consultant services	2,615	7,915
Operational services	323,642	394,660
Equipment purchases	36,187	13,978
Equipment leases	28,637	40,169
Educational assistance	127,170	106,296
Loans and special payments	2,666,017	2,320,203
Total Expenses	5,007,786	4,607,994
Total Increase in Net Assets	(184,596)	305,071
Net Assets, Beginning of Year	1,615,787	1,310,716
Net Assets, End of Year	$ 1,431,191	$ 1,615,787

O'Connor & Drew P.C.
Certified Public Accountants

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 Liberal Arts
North Adams, Massachusetts

We have audited the financial statements of Massachusetts College of Liberal Arts (the "College") (an agency of the Commonwealth of Massachusetts) as of, and for the year ended, June 30, 2012, and have issued our report thereon dated October 11, 2012. We conducted our audit 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.

Internal Control Over Financial Reporting

Management of Massachusetts College of Liberal Arts is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the College's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

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.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in the internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free of 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 determination of financial statement amounts. 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*.

This report is intended solely for the information and use of the Board of Trustees and management of the College, the Commonwealth of Massachusetts, and Federal awarding agencies and is not intended to be, and should not be, used by anyone other than these specified parties.

O'Connor & Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 11, 2012

Appendix E

Document Reference and Workroom Listing

MCLA 2013 Self Study
Reference Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
AAC&U LEAP Outcomes	R0115	X			X							
Admissions New Student Profile 2003-2012	R0463						X					
Affirmative Action Plan Website	R0021			X		X						X
AFSCME Contract 2011-2014	R0277			X								X
All College Committee 2012-2013 Meeting Minutes	R0381			X								
AMCOA Writing Assessment Experiment Report August 2012	R0254		X									
APA Contract 2012-2013	R0276			X								X
ATAG Members Academic Year 2012-13	R0429					X		X				
Athletic Department Student Athlete Handbook 2013-14	R0003			X			X					X
Berkshire Compact for Education Progress Report 2009	R0109	X	X									X
Berkshire Compact for Education Report 2004	R0108	X	X									X
Center for Student Success and Engagement - Academic Support Website	R0044						X					
Center for Student Success and Engagement Undeclared Major Plan 2012-2013	R0435				X		X					
Center for Student Success and Engagement Website	R0041					X	X					
COPLAC and Liberal Arts Peers Faculty Salary Data 2011-2012	R0483					X						
Core Curriculum Requirements	R0067				X		X					
Core Learning Outcomes Assessment Report - Creative Arts Spring 2013	R0416		X		X							
Core Learning Outcomes Assessment Report - Human Heritage Spring 2013	R0417		X		X							
Core Learning Outcomes Assessment Report - Science and Technology Spring 2012	R0230		X		X							
Core Learning Outcomes Assessment Report - Self and Society Spring 2013	R0418		X		X							
Core Learning Outcomes Assessment Report - Tier 3 Fall 2012	R0374		X		X							
Counseling Services Annual Report 2012-13	R0436						X					
Department Chair Handbook 2012	R0095			X		X						
DGCE Contract 2012-2014	R0015			X	X	X						X
Employee Handbook Website	R0001		X	X		X			X		X	X
Factbook 2012-2013	R0006	X			X	X	X			X	X	X
Faculty Committee on Peer Evaluation Handbook 2009-2012	R0025					X						
Faculty Committee on Promotion Handbook 2009-2012	R0023					X						
Faculty Committee on Tenure Handbook 2009-2012	R0024					X						
Faculty Portfolio Handbook 2009-2012	R0022					X						
Financial Aid File Reviews	R0333						X					
Financial Aid Policies and Procedures 2012-2013	R0174						X			X		X
First Year Experience (FYE) 2013 Approved Outcomes June 28, 2013	R0391		X		X							
First Year Experience (FYE) Writing Assessment Report July 2012	R0255		X									
First Year Experience (FYE) Writing Rubric July 2012	R0462				X	X						
First Year Student (FYS) Matrix December 31, 2012	R0361						X					
Freel Library Advisory Group Charge	R0388							X				
Freel Library Advisory Group Members 2012-2013	R0389							X				
Freel Library Comprehensive Action Plan FY 2013	R0312		X					X				

MCLA 2013 Self Study
Reference Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Freel Library COPLAC MCCLPHEI Databases Comparison July 2013	R0423							X				
Freel Library Database Usage	R0403							X				
Freel Library Faculty Survey 2011	R0410							X				
Freel Library Faculty Survey Films on Demand Spring 2012	R0427							X				
Freel Library Gate Count and Circulation Stats	R0411							X				
Freel Library Laptop Circulation Stats	R0412							X				
Freel Library LibGuide Views June 2012 to Nov 2012	R0428							X				
Freel Library MCCLPHEI Staffing Data FY12	R0413							X				
Freel Library MCLA Strategic Plan and Freel Library Strategic Plan	R0402							X				
Freel Library MCLA Website Usage September 15, 2012 - December 15, 2012	R0426							X				
Freel Library NCES Peer Staffing Data FY 2010	R0414							X				
Freel Library Peer Inst Databases Comparison July 2013	R0424							X				
Freel Library Resources Overview June 2013	R0387							X				
Freel Library Strategic Plan Outline 2010-2015	R0310		X					X				
Freel Library Student Survey Summary Dec 2010	R0263		X					X				
Freel Library Student Usage and Space Survey 2010	R0409							X				
Freel Library Survey on Saturday Hours Summary 2008	R0408							X				
Freel Library Yearbook and Sprague Web Usage September 15, 2012 - December 15, 2012	R0425							X				
Full Time Faculty Salary Profile 2005F-2012F	R0090					X						
High Impact Experiences July 2013	R0151				X	X	X					
IESS Final Report 2012	R0267						X					
Information Technology Strategic Plan 2012-2015	R0461											
LEAP Meta-Map All Courses March 2013	R0422		X		X							
Massachusetts Broadband Service Provider List March 2013	R0464								X			
Massachusetts DHE Admissions Standards 2012	R0339			X			X				X	
Massachusetts DHE Program Approval Art	R0233				X							
Massachusetts DHE Program Approval Arts Management	R0235				X							
Massachusetts DHE Program Approval Athletic Training	R0236				X							
Massachusetts DHE Program Approval Chemistry	R0238				X							
Massachusetts DHE Program Approval Political Science and Public Policy	R0234				X							
Massachusetts State University Avg Full Time Faculty Salary History 2003 - 2011	R0136					X						
Master Plan Nov 2007 Appendices	R0129		X					X	X	X		
Master Plan Nov 2007 Report	R0128		X					X	X	X		
MCLA Financial Statements 2012	R0268									X		
Mission Statement Endorsed by the Massachusetts Department of Higher Education 2013	R0480	X										
Mission Statement July 2011	R0030	X	X		X						X	X
Mission Statement Letter to Massachusetts Department of Higher Education 2013	R0479	X										
MSCA MTA Contract 2012-2014	R0278			X	X	X						X
National Student Clearinghouse Report 2004-2011 Grads August 2013	R0467		X				X					

MCLA 2013 Self Study
Reference Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
NEASC Data First Forms	R0000	X	X	X	X	X	X	X	X	X	X	X
Part Time Faculty Brochure	R0383				X							
President's Reports Website	R0099		X								X	
Program Review Athletic Training 2012	R0360		X		X							
Program Review Biology Part 1 2007	R0347		X		X							
Program Review Biology Part 2 2007	R0348		X		X							
Program Review Document Inventory January 2013	R0272		X		X							
Program Review English Communications External Reviewer Report 2006	R0346		X		X							
Program Review English Communications Part 1 2006	R0344		X		X							
Program Review English Communications Part 2 2006	R0345		X		X							
Program Review Fine and Performing Arts External Reviewer Report 2007	R0354		X		X							
Program Review Fine and Performing Arts Part 1 2007	R0352		X		X							
Program Review Fine and Performing Arts Part 2 2007	R0353		X		X							
Program Review Handbook 2004	R0148		X		X							
Program Review Handbook Sept 2012	R0149		X		X							
Program Review Handbook Sept 2012	R0149		X		X							
Program Review History 2010	R0356		X		X							
Program Review History External Reviewer Report 2010	R0357		X		X							
Program Review Interdisciplinary Studies 2011	R0358		X		X							
Program Review Interdisciplinary Studies External Reviewer Report 2011	R0359		X		X							
Program Review Philosophy 2009	R0355		X		X							
Program Review Physics 2006	R0340		X		X							
Program Review Physics External Reviewer Report 2006	R0341		X		X							
Program Review Psychology 2012	R0342		X		X							
Program Review Psychology External Reviewer Report 2012	R0343		X		X							
Program Review Schedule Dec 2012	R0258		X			X						
Program Review Schedule Dec 2012	R0258		X			X						
Program Review Sociology External Reviewer Report 2007	R0351		X		X							
Program Review Sociology Part 1 2007	R0349		X		X							
Program Review Sociology Part 2 2007	R0350		X		X							
Schedule Development - Faculty Workload Matrix	R0053			X	X	X						
Strategic Plan 2004-2010	R0037	X	X	X				X			X	X
Strategic Plan 2004-2010 Accomplishments	R0038	X	X	X							X	X
Strategic Plan 2011-2015 Report	R0107		X		X		X	X	X			
Student Affairs Program Review and Evaluation Assessment	R0204						X					
Student Handbook Website	R0002	X	X	X	X		X	X	X		X	X
Undergraduate Catalog 2012-2013	R0382	X	X	X	X	X	X	X	X	X	X	X

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
AAC&U LEAP Outcomes	R0115	X			X							
Academic Policies Website	R0047				X		X					
Academic Program Student Learning Assessment Report - Biology Fall 2011	R0294		X		X							
Academic Program Student Learning Assessment Report - Biology Fall 2012	R0397		X		X							
Academic Program Student Learning Assessment Report - Biology Spring 2012	R0295		X		X							
Academic Program Student Learning Assessment Report - Biology Spring 2013	R0442				X							
Academic Program Student Learning Assessment Report - Business Fall 2011	R0296		X		X							
Academic Program Student Learning Assessment Report - Business Fall 2012	R0395		X		X							
Academic Program Student Learning Assessment Report - Computer Science Fall 2011	R0297		X		X							
Academic Program Student Learning Assessment Report - Computer Science Fall 2012	R0399		X		X							
Academic Program Student Learning Assessment Report - Computer Science Spring 2012	R0298		X		X							
Academic Program Student Learning Assessment Report - Computer Science Spring 2013	R0443				X							
Academic Program Student Learning Assessment Report - English Fall 2012	R0393		X		X							
Academic Program Student Learning Assessment Report - English Spring 2012	R0299		X		X							
Academic Program Student Learning Assessment Report - English Spring 2013	R0452				X							
Academic Program Student Learning Assessment Report - Environmental Studies Fall 2011	R0300		X		X							
Academic Program Student Learning Assessment Report - Environmental Studies Fall 2012	R0400		X		X							
Academic Program Student Learning Assessment Report - Environmental Studies Spring 2012	R0301		X		X							
Academic Program Student Learning Assessment Report - Environmental Studies Spring 2013	R0444				X							
Academic Program Student Learning Assessment Report - History Spring 2013	R0445				X							
Academic Program Student Learning Assessment Report - Interdisciplinary Studies Spring 2013	R0446				X							
Academic Program Student Learning Assessment Report - Philosophy Fall 2011	R0302		X		X							
Academic Program Student Learning Assessment Report - Philosophy Fall 2012	R0401		X		X							
Academic Program Student Learning Assessment Report - Philosophy Spring 2012	R0303		X		X							
Academic Program Student Learning Assessment Report - Philosophy Spring 2013	R0447				X							
Academic Program Student Learning Assessment Report - Physics Spring 2013	R0448				X							
Academic Program Student Learning Assessment Report - Political Science and Public Policy Fall 2011	R0304		X		X							
Academic Program Student Learning Assessment Report - Political Science and Public Policy Fall 2012	R0396		X		X							
Academic Program Student Learning Assessment Report - Political Science and Public Policy Spring 2012	R0305		X		X							
Academic Program Student Learning Assessment Report - Political Science and Public Policy Spring 2013	R0449				X							
Academic Program Student Learning Assessment Report - Psychology Fall 2012	R0394		X		X							
Academic Program Student Learning Assessment Report - Psychology Spring 2012	R0306		X		X							
Academic Program Student Learning Assessment Report - Psychology Spring 2013	R0450				X							
Academic Program Student Learning Assessment Report - Sociology Fall 2011	R0307		X		X							
Academic Program Student Learning Assessment Report - Sociology Fall 2012	R0398		X		X							
Academic Program Student Learning Assessment Report - Sociology Spring 2012	R0308		X		X							
Academic Program Student Learning Assessment Report - Sociology Spring 2013	R0451				X							
Admissions Application July 2011	R0011						X					

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Admissions New First Time Freshmen Enrollment 2009F-2012F	R0135						X					
Admissions New Student Profile 2003-2012	R0463						X					
Admissions Recruitment and Enrollment Plan 2006	R0101		X			X						
Admissions Recruitment and Enrollment Plan 2009-2010	R0102		X			X						
Admissions Recruitment and Enrollment Plan 2010-2011	R0103		X			X						
Admissions Viewbook July 2011	R0012						X				X	
Admissions Website	R0028						X					
Affirmative Action Plan Website	R0021			X		X						X
AFSCME Contract 2009-2012	R0008			X								X
AFSCME Contract 2011-2014	R0277			X								X
All College Committee 2008-2009 Meeting Minutes	R0377			X								
All College Committee 2009-2010 Meeting Minutes	R0378			X								
All College Committee 2010-2011 Meeting Minutes	R0379			X								
All College Committee 2011-2012 Meeting Minutes	R0380			X								
All College Committee 2012-2013 Meeting Minutes	R0381			X								
Alumni 1 Year Graduate Survey Report Class of 2012	R0453				X							
Alumni 1 Year Undergraduate Survey Report Class of 2012	R0455				X							
Alumni 5 Year Survey Report Class of 2006	R0261		X									
Alumni 5 Year Survey Report Class of 2007	R0466		X									
Alumni 6 Month Results Class 2003 - 2011	R0260		X				X					
AMCOA Writing Assessment Experiment Report August 2012	R0254		X									
APA Contract 2009-2011	R0009			X								X
APA Contract 2012-2013	R0276			X								X
Articulation Agreement Institution List January 2013	R0309	X					X					
Assessment Advisory Group (AAG) Resource Packet Fall 2012	R0273		X									
Assessment Advisory Group Meeting (AAG) Minutes 2010-2011	R0252		X									
Assessment Advisory Group Meeting (AAG) Minutes 2011-2012	R0253		X									
Assessment Advisory Group Meeting (AAG) Minutes 2012-2013	R0477			X	X	X						
ATAG Members Academic Year 2012-2013	R0429					X		X				
Athletic Department All MASCAC 1992-2013	R0362						X					
Athletic Department Cash Receipts Voucher	R0122						X					
Athletic Department Community Service 2009-2010	R0154						X					
Athletic Department Community Service 2009-2010	R0363						X					
Athletic Department Community Service 2010-2011	R0155						X					
Athletic Department Community Service 2010-2011	R0364						X					
Athletic Department Community Service 2011-2012	R0365						X					
Athletic Department Fund Raising Activity	R0121						X					
Athletic Department Student Athlete Handbook 2013-2014	R0003			X			X					X

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Athletic Department Website	R0091						X					
Beacon and Seeds Website	R0481		X								X	
Berkshire Compact for Education Progress Report 2009	R0109	X	X									X
Berkshire Compact for Education Report 2004	R0108	X	X									X
Berkshire Compact for Education Report 2013	R0482	X										
Berkshire Cultural Resource Center (BCRC) Website	R0105	X	X									
Berkshire STEM Pipeline Website	R0163	X			X							
Biennial Review Report Drug-Free Campuses Act 2007-2008	R0112										X	
Biennial Review Report Drug-Free Campuses Act 2009-2010	R0113										X	
Board of Trustees 2003-2004 Meeting Minutes	R0241	X	X	X							X	
Board of Trustees 2004-2005 Meeting Minutes	R0242	X	X	X							X	
Board of Trustees 2005-2006 Meeting Minutes	R0243	X	X	X							X	
Board of Trustees 2006-2007 Meeting Minutes	R0240	X	X	X							X	
Board of Trustees 2007-2008 Meeting Minutes	R0200	X	X	X							X	
Board of Trustees 2008-2009 Meeting Minutes	R0199	X	X	X							X	
Board of Trustees 2009-2010 Meeting Minutes	R0198	X	X	X							X	
Board of Trustees 2010-2011 Meeting Minutes Website	R0075	X	X	X								
Board of Trustees 2011-2012 Meeting Minutes Website	R0106	X	X	X								
Board of Trustees 2012-2013 Meeting Minutes Website	R0476		X	X								X
Board of Trustees Bylaws	R0201	X	X	X							X	
Board of Trustees Membership Website	R0074			X								
Budget Information Fiscal Year Budget Process 2012FY	R0092									X		
Campus Map	R0013			X					X			
Campus Security (Public Safety) Website	R0034						X				X	
Campus Space Inventory February 11, 2013	R0405								X			
Case Statement (Foundation)	R0118	X							X			
Center for Service and Citizenship Website	R0027						X					
Center for Student Success and Engagement - Academic Support Website	R0044						X					
Center for Student Success and Engagement - Advising Services Website	R0042					X	X					
Center for Student Success and Engagement - Career Services Weblink	R0043						X					
Center for Student Success and Engagement Academic Support Students Served Counts	R0244			X			X					
Center for Student Success and Engagement Skills Course Enrollment 2003F - 2012S	R0257				X	X	X					
Center for Student Success and Engagement Undeclared Major Plan 2012-2013	R0435				X		X					
Center for Student Success and Engagement Website	R0041					X	X					
Clery Report 2011	R0114										X	
Clery Report 2012	R0475											X
Common Data Set 2010-2011	R0062				X	X	X					X
Common Data Set 2011-2012	R0275					X	X					

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Common Data Set 2012-2013	R0460					X	X					
Commonwealth Honors Program	R0250			X	X		X					
COPLAC and Liberal Arts Peers Faculty Salary Data 2011-2012	R0483					X						
COPLAC Website	R0014	X		X								
Copyright Laws Website	R0111											X
Core Curriculum Course Listing	R0066				X		X					
Core Curriculum Requirements	R0067				X		X					
Core Curriculum Review Summary Report 2011-12	R0291		X		X	X	X					
Core Curriculum Worksheet 2004 Fall EFR	R0266	X			X							
Core Learning Outcomes Assessment Report - Creative Arts Fall 2011	R0138		X		X							
Core Learning Outcomes Assessment Report - Creative Arts Spring 2011	R0137		X		X							
Core Learning Outcomes Assessment Report - Creative Arts Spring 2012	R0228		X		X							
Core Learning Outcomes Assessment Report - Creative Arts Spring 2013	R0416		X		X							
Core Learning Outcomes Assessment Report - Human Heritage Fall 2011	R0140		X		X							
Core Learning Outcomes Assessment Report - Human Heritage Fall 2012	R0368		X		X							
Core Learning Outcomes Assessment Report - Human Heritage Spring 2011	R0139		X		X							
Core Learning Outcomes Assessment Report - Human Heritage Spring 2012	R0229		X		X							
Core Learning Outcomes Assessment Report - Human Heritage Spring 2013	R0417		X		X							
Core Learning Outcomes Assessment Report - Science and Technology Fall 2011	R0144		X		X							
Core Learning Outcomes Assessment Report - Science and Technology Spring 2011	R0143		X		X							
Core Learning Outcomes Assessment Report - Science and Technology Spring 2012	R0230		X		X							
Core Learning Outcomes Assessment Report - Self and Society Fall 2011	R0142		X		X							
Core Learning Outcomes Assessment Report - Self and Society Fall 2012	R0369		X		X							
Core Learning Outcomes Assessment Report - Self and Society Spring 2011	R0141		X		X							
Core Learning Outcomes Assessment Report - Self and Society Spring 2012	R0231		X		X							
Core Learning Outcomes Assessment Report - Self and Society Spring 2013	R0418		X		X							
Core Learning Outcomes Assessment Report - Tier 3 Fall 2011	R0146		X		X							
Core Learning Outcomes Assessment Report - Tier 3 Fall 2012	R0374		X		X							
Core Learning Outcomes Assessment Report - Tier 3 Spring 2011	R0145		X		X							
Core Learning Outcomes Assessment Report - Tier 3 Spring 2012	R0232		X		X							
Core Learning Outcomes Assessment Tier 2 and 3 Assessment Schedule Fall 2012	R0271		X		X							
Core Learning Outcomes Assessment Tier 2 and 3 Assessment Schedule Spring 2012	R0270		X		X							
Core Learning Outcomes Assessment Tier 2 and 3 Assessment Schedule Spring 2013	R0419		X		X							
Counseling Services Annual Report 2012-2013	R0436						X					
Counseling Services External Release	R0132						X					
Counseling Services Internal Release	R0133						X					
Counseling Services Website	R0035						X				X	
Curriculum and Policy Website	R0104			X	X							

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Curriculum Committee 2003-2004 Meeting Minutes	R0249			X								
Curriculum Committee 2004-2005 Meeting Minutes	R0248			X								
Curriculum Committee 2005-2006 Meeting Minutes	R0247			X								
Curriculum Committee 2006-2007 Meeting Minutes	R0246			X								
Curriculum Committee 2007-2008 Meeting Minutes	R0245			X								
Curriculum Committee 2008-2009 Meeting Minutes	R0124			X								
Curriculum Committee 2009-2010 Meeting Minutes	R0125			X								
Curriculum Committee 2010-2011 Meeting Minutes	R0126			X								
Curriculum Committee 2011-2012 Meeting Minutes	R0127			X								
Curriculum Committee 2012-2013 Meeting Minutes	R0376			X								
Davis Grant - Assessment Driven Instruction and Learning Final Report 2009-2012	R0415		X		X							
Department Chair Handbook 2012	R0095			X		X						
Departmental Trends 2008F-2012F	R0032					X	X					
DGCE Contract 2012-2014	R0015			X	X	X						X
Dining Services (Aramark) Website	R0046						X					
Employee Handbook Website	R0001		X	X		X			X		X	X
Energy Conservation Projects 2008-2012	R0386								X			
E-Portfolio Background	R0202				X		X					
Excluded Executive and Professional Employment Policies 2010	R0100			X								
Experiential Learning / Prior Learning Website	R0094				X							
Factbook 2012-2013	R0006	X			X	X	X			X	X	X
Faculty Committee on Peer Evaluation Handbook 2009-2012	R0025					X						
Faculty Committee on Promotion Handbook 2009-2012	R0023					X						
Faculty Committee on Tenure Handbook 2009-2012	R0024					X						
Faculty Portfolio Handbook 2009-2012	R0022					X						
Faculty Publication List Website	R0097				X	X						
Federal Refund Policy (Aid) Website	R0117						X		X			
FERPA Notification	R0033						X				X	X
Financial Aid Audit 2005	R0195									X		
Financial Aid Audit 2008	R0196									X		
Financial Aid Audit 2011	R0197									X		
Financial Aid Audit 2012 (A133)	R0473									X		
Financial Aid FAFSA 2011-2012	R0098						X					
Financial Aid File Reviews	R0333						X					
Financial Aid Information Release	R0131						X					
Financial Aid Net Price Calculator Website	R0096						X					
Financial Aid Policies and Procedures 2012-2013	R0174						X			X		X
Financial Aid Policy 2011	R0120						X			X		

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Financial Aid Process 2012-2013	R0251						X					
Financial Aid Satisfactory Academic Progress Standard Website	R0116	X					X				X	
Financial Aid Student Right to Know Website	R0018						X				X	X
Financial Aid Summary FY2003 - FY2008	R0215						X			X		
Financial Aid Summary FY2009	R0216						X			X		
Financial Aid Summary FY2010	R0217						X			X		
Financial Aid Summary FY2011	R0218						X			X		
Financial Aid Summary FY2012	R0265						X		X			
First Year Experience (FYE) 2013 Approved Outcomes June 28, 2013	R0391		X		X							
First Year Experience (FYE) and ENGL 150 Writing Rubric Fall 2013	R0478		X			X						
First Year Experience (FYE) Learning Outcomes 2010	R0152				X		X					
First Year Experience (FYE) Writing Assessment Report July 2012	R0255		X									
First Year Experience (FYE) Writing Rubric July 2012	R0462				X	X						
First Year Student (FYS) Matrix December 31, 2012	R0361						X					
Flowsheet - Art Major	R0082				X							
Flowsheet - Art Management Major	R0083				X							
Flowsheet - Athletic Training Major	R0081				X							
Flowsheet - Biology Major	R0086				X							
Flowsheet - Business Administration Major	R0085				X							
Flowsheet - Computer Science Major	R0080				X							
Flowsheet - English Communications Major	R0087				X							
Flowsheet - Environmental Studies Major	R0079				X							
Flowsheet - Fine and Performing Arts Major	R0084				X							
Flowsheet - History Major	R0078				X							
Flowsheet - Interdisciplinary Studies Major	R0077				X							
Flowsheet - Mathematics Major	R0076				X							
Flowsheet - Philosophy Major	R0073				X							
Flowsheet - Physics Major	R0072				X							
Flowsheet - Psychology Major	R0070				X							
Flowsheet - Public Policy and Political Science Major	R0071				X							
Flowsheet - Sociology Major	R0069				X							
Flowsheet - Undeclared	R0068				X							
Freel Library Action Plan FY 2013 for Academic Affairs - Information Literacy	R0316		X					X				
Freel Library Action Plan FY 2013 for Academic Affairs - Learn Commons	R0314		X					X				
Freel Library Action Plan FY 2013 for Academic Affairs - Science Resources	R0315		X					X				
Freel Library Action Plan Progress Chart October 2012	R0313		X					X				
Freel Library Advisory Group Charge	R0388							X				
Freel Library Advisory Group Members 2012-2013	R0389							X				

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Freel Library Comprehensive Action Plan FY 2013	R0312		X					X				
Freel Library COPLAC MCCLPHEI Databases Comparison June 2013	R0423							X				
Freel Library Database Usage	R0403							X				
Freel Library Faculty Survey 2011	R0410							X				
Freel Library Faculty Survey Films on Demand Spring 2012	R0427							X				
Freel Library Gate Count and Circulation Stats	R0411							X				
Freel Library Laptop Circulation Stats	R0412							X				
Freel Library LibGuide Views June 2012 to Nov 2012	R0428							X				
Freel Library MCCLPHEI Staffing Data FY 2012	R0413							X				
Freel Library MCLA Strategic Plan and Freel Library Strategic Plan	R0402							X				
Freel Library MCLA Website Usage September 15, 2012 - December 15, 2012	R0426							X				
Freel Library NCES Peer Staffing Data FY 2010	R0414							X				
Freel Library Operating Budget Year to Year	R0404							X				
Freel Library Peer Inst Databases Comparison June 2013	R0424							X				
Freel Library Resources Overview June 2013	R0387							X				
Freel Library Strategic Plan Outline 2010-2015	R0310		X					X				
Freel Library Strategic Plan Progress 2010-2012	R0311		X					X				
Freel Library Student Survey Summary December 2010	R0263		X					X				
Freel Library Student Usage and Space Survey 2010	R0409							X				
Freel Library Survey on Saturday Hours Summary 2008	R0408							X				
Freel Library Yearbook and Sprague Web Usage September 15, 2012 - December 15, 2012	R0425							X				
FSSE 2010 Results Executive Summary	R0334				X	X						
FSSE 2012 Reports	R0338				X	X						
FSSE 2012 Results Executive Summary	R0336				X	X						
Full Time Faculty Profile 2005F-2012F	R0019				X	X						
Full Time Faculty Salary Profile 2005F-2012F	R0090					X						
FY2011 Reporting Tracking Spreadsheet	R0292		X									
FY2012 Reporting Tracking Spreadsheet	R0293		X									
FY2013 Reporting Tracking Spreadsheet	R0454		X									
Governance Committee Membership 2011-2012	R0110			X								
Grading Policies Website	R0048				X	X	X				X	X
Graduate Education Catalog 2013	R0280				X		X				X	
Graduation Policies Website	R0049				X		X				X	X
Health Services Website	R0036						X					
High Impact Experiences July 2013	R0151				X	X	X					
High Impact Practices Report September 3, 2013	R0468				X	X						
Honors Program Website	R0050				X	X						
IEP Summer Program Final Report 2011	R0239						X					

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
IESS Final Report 2012	R0267						X					
Information Technology Strategic Plan 2012-2015	R0461											
Institutional Research, Assessment and Planning Website	R0384		X		X		X				X	
Leadership Academy Mission Statement Website	R0020				X							
Leadership Academy Program Requirements Website	R0093				X							
Leadership Opportunities May 8, 2012	R0366						X					
LEAP and MCLA SLOs Map	R0203				X		X					
LEAP Meta-Map All Courses March 2013	R0422		X		X							
Massachusetts Broadband Service Provider List March 2013	R0464								X			
Massachusetts DHE Admissions Standards 2002	R0007			X	X		X				X	X
Massachusetts DHE Admissions Standards 2012	R0339			X			X				X	
Massachusetts DHE Program Approval Art	R0233				X							
Massachusetts DHE Program Approval Arts Management	R0235				X							
Massachusetts DHE Program Approval Athletic Training	R0236				X							
Massachusetts DHE Program Approval Chemistry	R0238				X							
Massachusetts DHE Program Approval PMBA	R0237				X							
Massachusetts DHE Program Approval Political Science and Public Policy	R0234				X							
Massachusetts DHE Vision Project Website	R0089	X	X		X	X	X					
Massachusetts General Laws Chapter 15A Section 5	R0164	X		X								X
Massachusetts State Records Retention Schedule	R0130			X			X				X	
Massachusetts State University Avg Full Time Faculty Salary History 2003 - 2011	R0136					X						
Master Plan Nov 2007 Appendices	R0129		X					X	X	X		
Master Plan Nov 2007 Report	R0128		X					X	X	X		
MCLA Fee Chart 2002-2003	R0205									X		
MCLA Fee Chart 2003-2004	R0206									X		
MCLA Fee Chart 2004-2005	R0207									X		
MCLA Fee Chart 2005-2006	R0208									X		
MCLA Fee Chart 2006-2007	R0209									X		
MCLA Fee Chart 2007-2008	R0210									X		
MCLA Fee Chart 2008-2009	R0211									X		
MCLA Fee Chart 2009-2010	R0212									X		
MCLA Fee Chart 2010-2011	R0213									X		
MCLA Fee Chart 2011-2012	R0214									X		
MCLA Fee Chart 2012-2013	R0406									X		
MCLA Fee Chart 2013-2014	R0407									X		
MCLA Financial Ratio Analysis FY2003-FY2012	R0317									X		
MCLA Financial Statements 2003	R0165									X	X	
MCLA Financial Statements 2004	R0166									X	X	

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
MCLA Financial Statements 2005	R0167									X	X	
MCLA Financial Statements 2006	R0168									X	X	
MCLA Financial Statements 2007	R0169									X	X	
MCLA Financial Statements 2008	R0170									X	X	
MCLA Financial Statements 2009	R0171									X	X	
MCLA Financial Statements 2010	R0172									X	X	
MCLA Financial Statements 2011	R0173		X							X	X	
MCLA Financial Statements 2012	R0268									X		
MCLA FISAP 2003	R0186									X		
MCLA FISAP 2004	R0187									X		
MCLA FISAP 2005	R0188									X		
MCLA FISAP 2006	R0189									X		
MCLA FISAP 2007	R0190									X		
MCLA FISAP 2008	R0191									X		
MCLA FISAP 2009	R0192									X		
MCLA FISAP 2010	R0193									X		
MCLA FISAP 2011	R0194									X		
MCLA Foundation 2003 FY Financial Statements	R0175									X		
MCLA Foundation 2004 FY Financial Statements	R0176									X		
MCLA Foundation 2005 FY Financial Statements	R0177									X		
MCLA Foundation 2006 FY Financial Statements	R0178									X		
MCLA Foundation 2007 FY Financial Statements	R0179									X		
MCLA Foundation 2008 FY Financial Statements	R0180									X		
MCLA Foundation 2009 FY Financial Statements	R0181									X		
MCLA Foundation 2009 FY Management Letter	R0182									X		
MCLA Foundation 2010 FY Financial Statements	R0183									X		
MCLA Foundation 2011 FY Financial Statements	R0184									X		
MCLA Foundation 2011 FY Management Letter	R0185									X		
MCLA Foundation 2012 FY Financial Statements	R0471									X		
MCLA Foundation 2012 FY Management Letter	R0472									X		
MCLA Foundation Fundraising Report	R0458									X		
MCLA Foundation Gift Acceptance Policies and Guidelines	R0440									X		
MCLA Grants FY 2003	R0219									X		
MCLA Grants FY 2004	R0220									X		
MCLA Grants FY 2005	R0221									X		
MCLA Grants FY 2006	R0222									X		
MCLA Grants FY 2007	R0223									X		
MCLA Grants FY 2008	R0224									X		

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
MCLA Grants FY 2009	R0225									X		
MCLA Grants FY 2010	R0226									X		
MCLA Grants FY 2011	R0227									X		
MCLA Grants FY 2012	R0470									X		
Mission of the Massachusetts State Universities	R0162	X										X
Mission of the Massachusetts System of Public Higher Education	R0161	X										X
Mission Statement Endorsed by the Massachusetts Department of Higher Education 2013	R0480	X										
Mission Statement July 2011	R0030	X	X		X						X	X
Mission Statement Letter to Massachusetts Department of Higher Education 2013	R0479	X										
Mission Statement March 2013	R0375	X	X									
MSCA MTA Contract 2009-2012	R0010			X	X	X						X
MSCA MTA Contract 2012-2014	R0278			X	X	X						X
National Student Clearinghouse Report 2003-2010 Grads Aug 2012	R0262		X				X					
National Student Clearinghouse Report 2004-2011 Grads Aug 2013	R0467		X				X					
NCAA Division 3 Manual 2010-2011	R0029			X			X					X
NCAA Division 3 Manual 2012-2013	R0279			X			X					X
NEASC 2003 10 Year Report	R0016	X	X	X	X	X	X	X	X	X	X	X
NEASC 2008 5 Year Report	R0017	X	X	X	X	X	X	X	X	X	X	X
NEASC Data First Forms	R0000	X	X	X	X	X	X	X	X	X	X	X
NEASC E3 Undergraduate and Graduate Programs	R0385		X		X		X					
NEASC Notes from Accreditation Reports and Letters 2003-2008	R0119	X	X	X	X	X	X	X	X	X	X	X
NEASC Self-Study and Visit Timeline August 14, 2013	R0456		X									
NSSE 2004-2012 Frequency Report	R0060	X		X	X	X	X				X	
NSSE 2010 Results Executive Summary	R0335				X		X					
NSSE 2010 Results Summary	R0059	X		X	X	X	X				X	
NSSE 2012 Executive Snapshot	R0274		X		X	X	X				X	
NSSE 2012 Results Executive Summary	R0337				X		X					
Organization Chart September 9, 2013	R0004			X								X
Parent and Family Resource Center Website	R0057						X				X	
Part Time Faculty Brochure	R0383				X							
PCI Compliance Letter	R0256						X			X		
PMBA Acceptance Letter	R0430				X		X					
PMBA Advertisement One	R0431				X		X					
PMBA Advertisement Two	R0432				X		X					
PMBA Assessment Summary August 2013	R0465		X		X							
PMBA Brochure	R0433				X		X					
PMBA Curriculum Map	R0158				X							
PMBA Inquiry Letter	R0159				X							

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
PMBA MCLA Visitation Report	R0160		X		X							
PMBA Program Brochure	R0156				X							
PMBA Reply Form Fall 2011	R0434				X		X					
President's Athletics Advisory Council Website	R0123											
President's Reports Website	R0099		X								X	
Program Review Athletic Training 2012	R0360		X		X							
Program Review Biology Part 1 2007	R0347		X		X							
Program Review Biology Part 2 2007	R0348		X		X							
Program Review Document Inventory January 2013	R0272		X		X							
Program Review English Communications External Reviewer Report 2006	R0346		X		X							
Program Review English Communications Part 1 2006	R0344		X		X							
Program Review English Communications Part 2 2006	R0345		X		X							
Program Review Fine and Performing Arts External Reviewer Report 2007	R0354		X		X							
Program Review Fine and Performing Arts Part 1 2007	R0352		X		X							
Program Review Fine and Performing Arts Part 2 2007	R0353		X		X							
Program Review Handbook 2004	R0148		X		X							
Program Review Handbook Sept 2012	R0149		X		X							
Program Review History 2010	R0356		X		X							
Program Review History External Reviewer Report 2010	R0357		X		X							
Program Review Interdisciplinary Studies 2011	R0358		X		X							
Program Review Interdisciplinary Studies External Reviewer Report 2011	R0359		X		X							
Program Review Philosophy 2009	R0355		X		X							
Program Review Physics 2006	R0340		X		X							
Program Review Physics External Reviewer Report 2006	R0341		X		X							
Program Review Psychology 2012	R0342		X		X							
Program Review Psychology External Reviewer Report 2012	R0343		X		X							
Program Review Schedule Dec 2012	R0258		X			X						
Program Review Sociology External Reviewer Report 2007	R0351		X		X							
Program Review Sociology Part 1 2007	R0349		X		X							
Program Review Sociology Part 2 2007	R0350		X		X							
Projector Room List 2012	R0157							X				
Resident Student Handbook Website	R0045			X			X					
Retention Workbook December 2012	R0040		X				X				X	
Schedule Development - Department Matrix English	R0051			X	X							
Schedule Development - Department Matrix History	R0052			X	X							
Schedule Development - Faculty Workload Matrix	R0053			X	X	X						
Service Learning Booklet 2008	R0259					X	X					
Service Learning Courses Fall 2005-Spring 2012	R0269	X			X		X					

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Service Learning Data Fall 2005-Spring 2011	R0153				X	X	X					
Service Learning Website	R0063						X					
Strategic Plan 2004-2010	R0037	X	X	X				X			X	X
Strategic Plan 2004-2010 Accomplishments	R0038	X	X	X							X	X
Strategic Plan 2011-2015 Report	R0107		X		X		X	X	X			
Strategic Planning 2011-2015 Website	R0039	X	X	X							X	X
Student Affairs Mission Statement Website	R0088	X					X					
Student Affairs Program Review and Evaluation Assessment	R0204						X					
Student Affairs Program Review and Learning Outcomes August 2012	R0264		X				X					
Student Affairs Residence Hall Upgrades Recommended by the MCSBA	R0390						X		X			
Student Affairs Student Learning Assessment Report - CCOR Spring 2012	R0319		X				X					
Student Affairs Student Learning Assessment Report - Counseling Services Fall 2011	R0320		X				X					
Student Affairs Student Learning Assessment Report - Counseling Services Spring 2012	R0321		X				X					
Student Affairs Student Learning Assessment Report - Counseling Services Spring 2013	R0420		X				X					
Student Affairs Student Learning Assessment Report - Health Services Spring 2011	R0322		X				X					
Student Affairs Student Learning Assessment Report - Health Services Spring 2012	R0323		X				X					
Student Affairs Student Learning Assessment Report - Peer Advisor Fall 2011	R0324		X				X					
Student Affairs Student Learning Assessment Report - Peer Advisor Spring 2012	R0325		X				X					
Student Affairs Student Learning Assessment Report - Residential Life Fall 2011	R0326		X				X					
Student Affairs Student Learning Assessment Report - Residential Life Spring 2012	R0327		X				X					
Student Affairs Student Learning Assessment Report - SAAC Spring 2012	R0328		X				X					
Student Affairs Student Learning Assessment Report - SGA Fall 2011	R0329		X				X					
Student Affairs Student Learning Assessment Report - SGA Spring 2012	R0330		X				X					
Student Affairs Student Learning Assessment Report - SGA Spring 2013	R0421		X				X					
Student Affairs Student Learning Assessment Report - STICS Fall 2011	R0331		X				X					
Student Affairs Student Learning Assessment Report - STICS Spring 2012	R0332		X				X					
Student Affairs Student Learning Assessment Report - Write Stuff Fall 2012	R0392		X				X					
Student Affairs Student Learning Assessment Report - Athletics Fall 2012	R0370		X		X							
Student Affairs Student Learning Assessment Report - CCOR Fall 2012	R0371		X		X							
Student Affairs Student Learning Assessment Report - Peer Advisor Fall 2012	R0372		X		X							
Student Affairs Student Learning Assessment Report - SGA Fall 2012	R0373		X		X							
Student Government Association (SGA) Website	R0064						X					
Student Government Association Clubs and Organizations List Website	R0065						X					
Student Handbook Website	R0002	X	X	X	X		X	X	X		X	X
Student Leadership Training Opportunities January 4, 2013	R0367						X					
Student Records Release	R0134						X					
Study Abroad Programs Website	R0061				X		X					
Survey Inventory July 2013	R0457											

MCLA 2013 Self Study
Preliminary Electronic Workroom Document List

Common Name	Doc #	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
Travel Courses Website	R0056				X	X	X					
Tuition and Required Fees 2003-2014	R0058						X			X		
Undergraduate Catalog 2004-2005	R0055	X	X	X	X	X	X	X			X	X
Undergraduate Catalog 2005-2006	R0054	X	X	X	X	X	X	X			X	X
Undergraduate Catalog 2006-2007	R0031	X	X	X	X	X	X	X			X	X
Undergraduate Catalog 2008-2010	R0005	X	X	X	X	X	X	X			X	X
Undergraduate Catalog 2011-2012	R0150	X	X	X	X	X	X	X	X	X	X	X
Undergraduate Catalog 2012-2013	R0382	X	X	X	X	X	X	X	X	X	X	X
Undergraduate Cost Worksheet 2004-2005 to 2013-2014	R0147						X		X			
Undergraduate Research Participants History	R0318	X			X		X					
Undergraduate Research Program 2003	R0281	X	X			X	X					
Undergraduate Research Program 2004	R0282	X	X			X	X					
Undergraduate Research Program 2005	R0283	X	X			X	X					
Undergraduate Research Program 2006	R0284	X	X			X	X					
Undergraduate Research Program 2007	R0285	X	X			X	X					
Undergraduate Research Program 2008	R0286	X	X			X	X					
Undergraduate Research Program 2009	R0287	X	X			X	X					
Undergraduate Research Program 2010	R0288	X	X			X	X					
Undergraduate Research Program 2011	R0289	X	X			X	X					
Undergraduate Research Program 2012	R0290	X	X			X	X					
Undergraduate Research Program 2013	R0469				X	X						
Women's Center Website	R0026					X	X					