MASSACHUSETTS COLLEGE OF LIBERAL ARTS

2023
SELF STUDY

Submitted to:
New England Commission
of Higher Education
September 2023

Table of Contents

Institutional Characteristics Form i
Chief Institutional Officers vi
Organizational Charts viii
Table of NECHE Actions, Items of Special Attention, or Concerns xvi
Introduction: The Self-Study Process xvii
Institutional Overview xix
Standard One: Mission and Purposes 1
Description 1
Appraisal 4
Projections 5
Standard Two: Planning and Evaluation 6
Planning: Description 6
Planning: Appraisal 9
Evaluation: Description 11
Evaluation: Appraisal 12
Projections 14
Standard Three: Organization and Governance 15
Introduction 15
Governing Board: Description 15
Governing Board: Appraisal 17
Internal Governance: Description 18
Internal Governance: Appraisal 22
Projections 24
Governing board 24
Internal governance 24
Standard Four: The Academic Program 25
Assuring Academic Quality: Description 25
Assuring Academic Quality: Appraisal 28
Undergraduate Degree Programs: Description 30
Undergraduate Degree Programs: Appraisal 30
General Education: Description 31
General Education: Appraisal 32
The Major or Concentration: Description 33
The Major or Concentration: Appraisal 33

Graduate Degree Programs: Description 34
Graduate Degree Programs: Appraisal 35
Transfer Credit: Description 36
Transfer Credit: Appraisal 37
Integrity in the Award of Academic Credit: Description 38
Integrity in the Award of Academic Credit: Appraisal 40
Projections 40
Standard Five: Students 42
Admissions: Description 42
Admissions: Appraisal 44
Rebuilding Enrollment: Strategies and Initiatives 46
Student Services and Co-Curricular Experiences: Description 49
Student Services and Co-Curricular Experiences: Appraisal 53
Projections 54
Admissions 54
Student Services and Co-Curricular Experiences 55
Standard Six: Teaching, Learning, and Scholarship 56
Faculty and Academic Staff: Description 56
Faculty and Academic Staff: Appraisal 59
Teaching and Learning: Description 60
Teaching and Learning: Appraisal 63
Projections 64
Faculty and Academic Staff 64
Teaching and Learning 64
Standard Seven: Institutional Resources 66
Human Resources: Description 66
Human Resources: Appraisal 67
Financial Resources: Description 69
Financial Resources: Appraisal 74
Information, Physical, and Technological Resources: Description 75
Library and Information Resources 76
Physical Plant and Facilities 77
Information Technology 79
Information, Physical, and Technological Resources: Appraisal 81
Library and Information Resources 81

Physical Plant and Facilities 82
Information Technology Resources 83
Projections 83
Standard Eight: Educational Effectiveness 84
Description 84
Appraisal 86
Projections 91
Standard Nine: Integrity, Transparency, and Public Disclosure 92
Integrity: Description 92
Integrity: Appraisal 94
Transparency: Description 94
Transparency: Appraisal 96
Public Disclosure: Description 97
Public Disclosure: Appraisal 99
Projections 99
Integrity 99
Transparency 100
Public Disclosure 100

Institutional Characteristics Form

Revised September 2009

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

Date September 2023

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, 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)

Type of undergraduate programs (check all that apply)

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

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 credit hours

11. Student population: 2022 Fall

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	682	53	735
Part-time student headcount	156	47	203
FTE	735.9	63.4	799.3

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

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Radiologic Technology Concentration	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2021	December 2021	December 2024
Department of Business Administration	Accreditation Council for Business Schools and Programs (ACBSP)	2021	November 2021	September 2031
Bachelor of Science in Nursing Degree	Massachusetts Board of Registration in Nursing (BORN)	2023		

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			
	N/A	N/A	N/A
B. Out-of-state Locations			
	N/A	N/A	N/A

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
N/A	N/A	N/A

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
N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A

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 - Founded as North Adams Normal School, a two-year diploma program for teachers

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

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

1932 - Renamed the State Teachers College of North Adams, offering a four-year program leading to a Bachelor of Science in Education

1960 - Renamed the North Adams State College, with additional degrees in liberal arts, Business Administration, and Computer Science

1997 - Renamed the Massachusetts College of Liberal Arts (MCLA), reflective of specialty school status within the Massachusetts State College public system as The Public Liberal Arts College of Massachusetts; embarked on a campus Beautification Project through the Massachusetts Board of Higher Education Campus Performance Improvement Program (CPIP)

2004 - Collaborations with other institutions were initiated to strengthen MCLA's leadership position, launching Berkshire Compact for Higher Education, MCLA Gallery 51, and MCLA lead partner status for Berkshire STEM (Science, Technology, Engineering and Math) Pipeline Network

2005 - Gallery 51 opens

2006, 2007 - Major renovations completed on historic Murdock Hall and Smith House, restoring these landmark buildings to their former grandeur and equipping them with the latest technology

2008 - Governor Deval Patrick signs into law a Higher Education Bond Bill that includes $54.5 million for a new Center for Science and Innovation at MCLA

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

2011 - Groundbreaking begins on the Center for Science and Innovation

2012 - The College completes a $5 million renovation of Hoosac Hall

2013 - Feigenbaum Center for Science and Innovation opens

2014- $2 million, 12,000-square-foot Facilities Department Building opens

2015 - Bowman Hall reopens after two years of construction that transformed it into a state-of-the-art facility

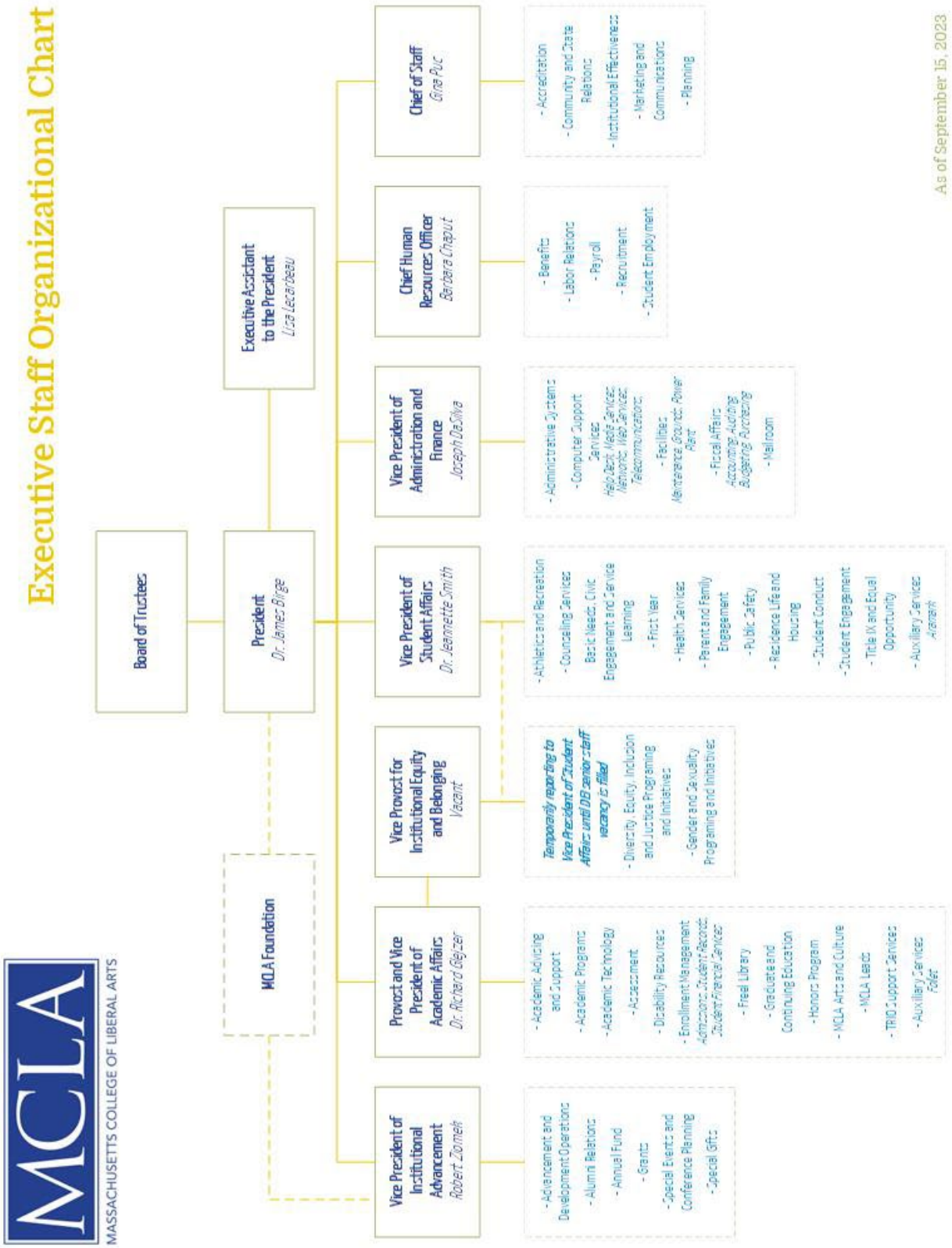
2022 – MCLA's Nursing and Radiology space at the Berkshire Health Systems North location opens for classroom and office use

Chief Institutional Officers

Function or Office	Name	Exact Title	Year of Appointment (Hire date if different then appointment)
Chair Board of Trustees	Brenda Burdick	Chair	2022
President/CEO	James Birge	President	2016
Chief of Staff	Gina Puc	Chief of Staff	2022 (2008)
Chief Academic Officer	Richard Glejzer	Provost and Vice President of Academic Affairs	2021
Deans (Academic)	Carolyn Dehner	Dean of Academic Affairs	2022 (2013)
Deans (Academic)	Lynette Bond	Dean of Graduate and Continuing Education	2022 (2016)
Deans (Academic)	Elizabeth Fiscella	Associate Dean of Nursing	2022
Deans (Academic)	Joshua Mendel	Associate Dean of Graduate and Continuing Education for Partnerships and Programs	2022 (2004)
Chief Financial Officer	Joseph DaSilva	Vice President of Administration and Finance	2021
Chief Student Services Officer	Jeannette Smith	Vice President of Student Affairs	2021
Deans (Student Affairs)	Lucas Morrill	Dean of Students	2023
Deans (Student Affairs)	Patrick Connelly	Dean for Title IX, Equal Opportunity, and Student Wellness	2022
Deans (Student Affairs)	Laura Mooney	Assistant Dean of Athletics & Recreation	2015
Planning	Jason Canales	Director of Institutional Effectiveness and Planning	2022 (2006)
Institutional Research	Jason Canales	Director of Institutional Effectiveness and Planning	2006
Assessment	Erin Milne	Director of Assessment	2015
Development	Robert Ziomek	Vice President of Institutional Advancement	2018

Library	Emily Alling	Associate Dean for Library Services	2018
Chief Information Officer	Ian Bergeron	Chief Information Officer	2019 (2002)
Grants/Research	Madeliene McKeon	Grants Coordinator	2023 (2019)
Admissions	Jana Boyer	Director of Admissions	2022 (1997)
Registrar	Waqas Mirza	Director of Student Records / Registrar	2022
Financial Aid	Bonnie Howland	Director of Student Financial Services	2015 (2000)
Public Relations	Bernadette Alden	Director of Marketing and Communications	2010
Alumni Association	Kathryn Gigliotti	Chief Advancement Officer	2023 (2018)
Student Persistence	Kayla Hollins	Executive Director of Student Persistence	2022 (2013)
Enrollment Management	Brigid Lawler	Executive Director of Enrollment Management	2023
Fiscal Management	Curt Cellana	Comptroller	2021 (2014)
Executive Assistant to the President	Lisa Lescarbeau	Executive Assistant to the President	2018

Organizational Charts



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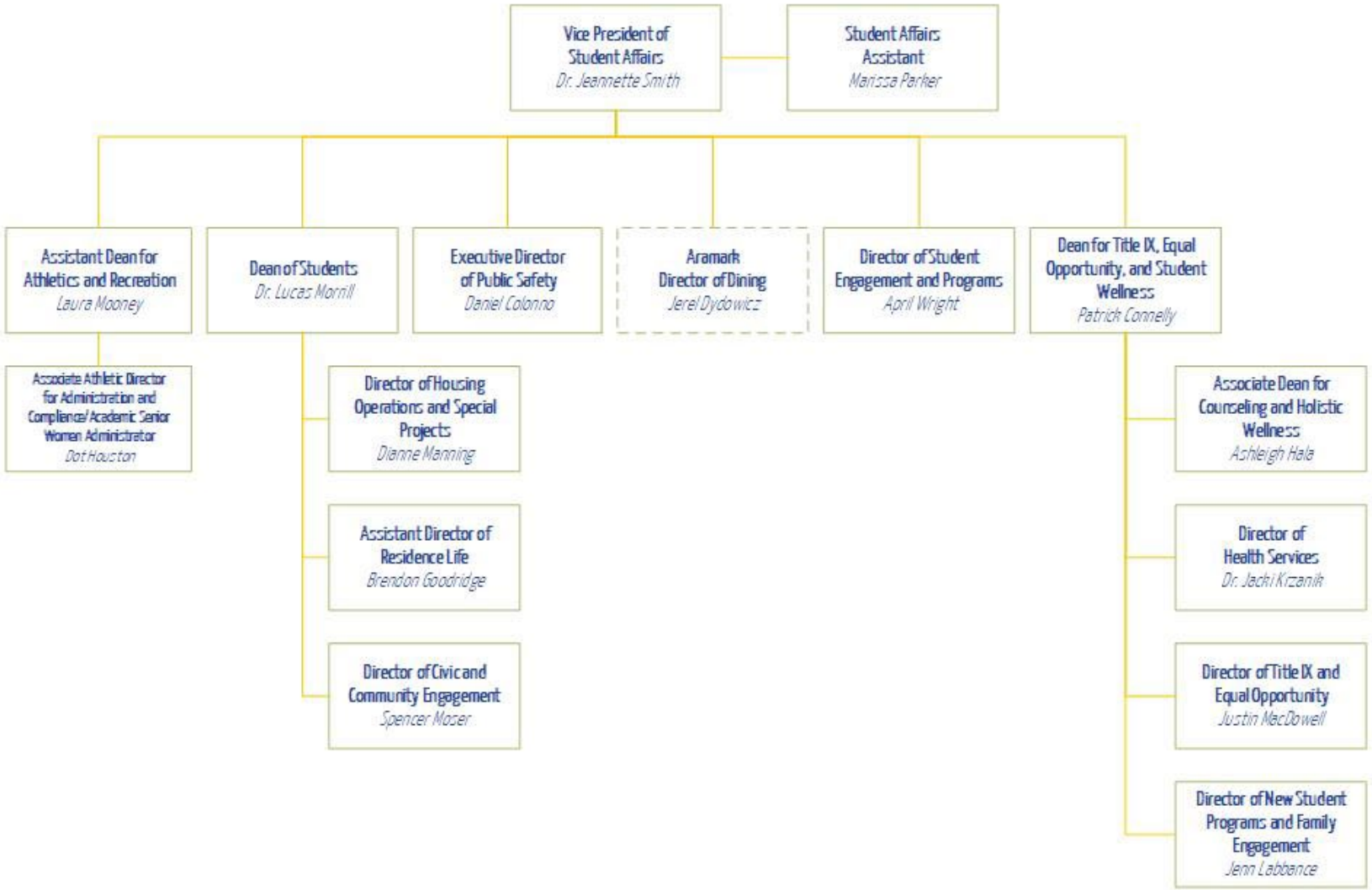
Student Affairs Organizational Chart



As of September 15, 2023

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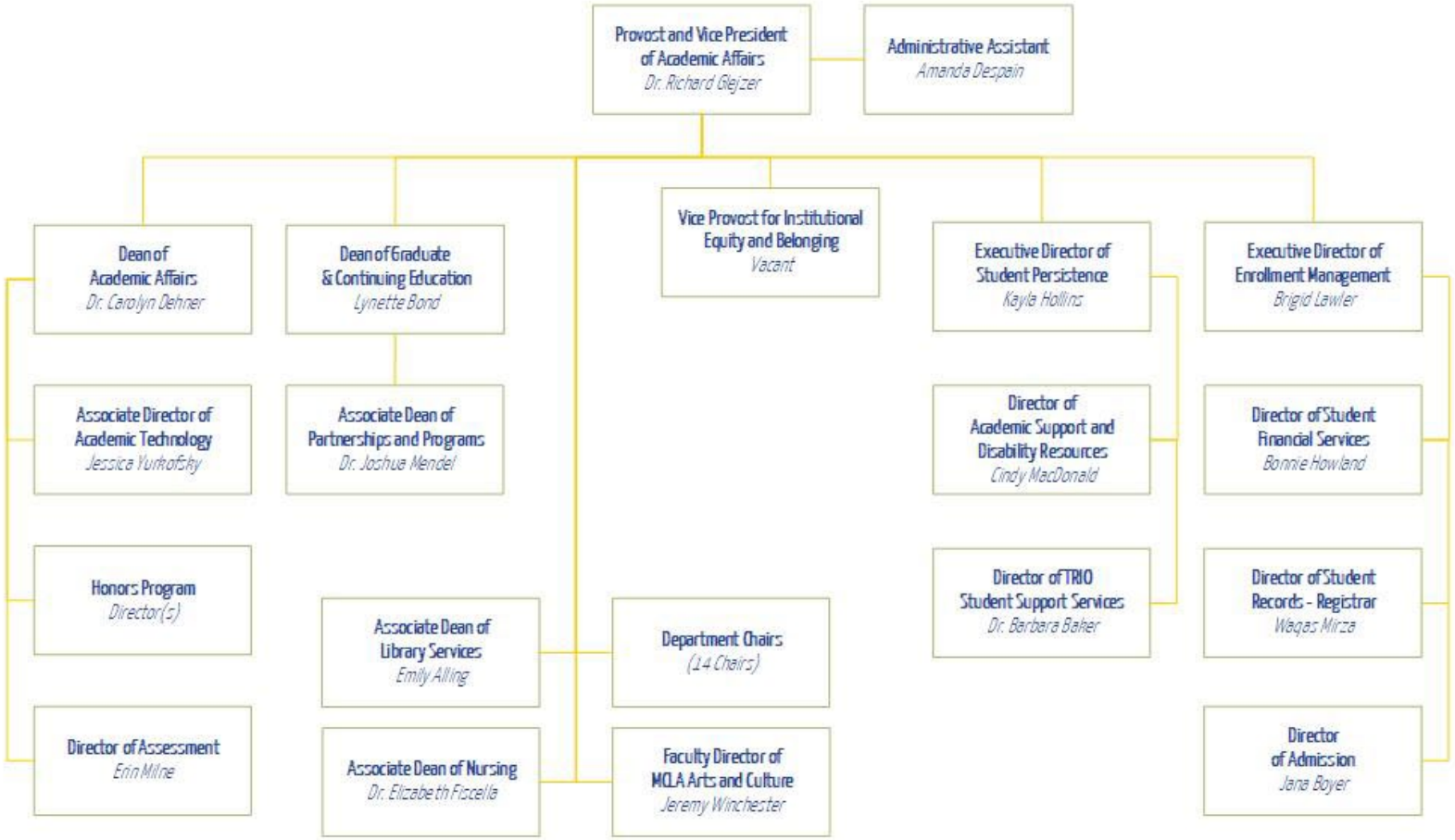
Academic Affairs Organizational Chart



As of September 15, 2023

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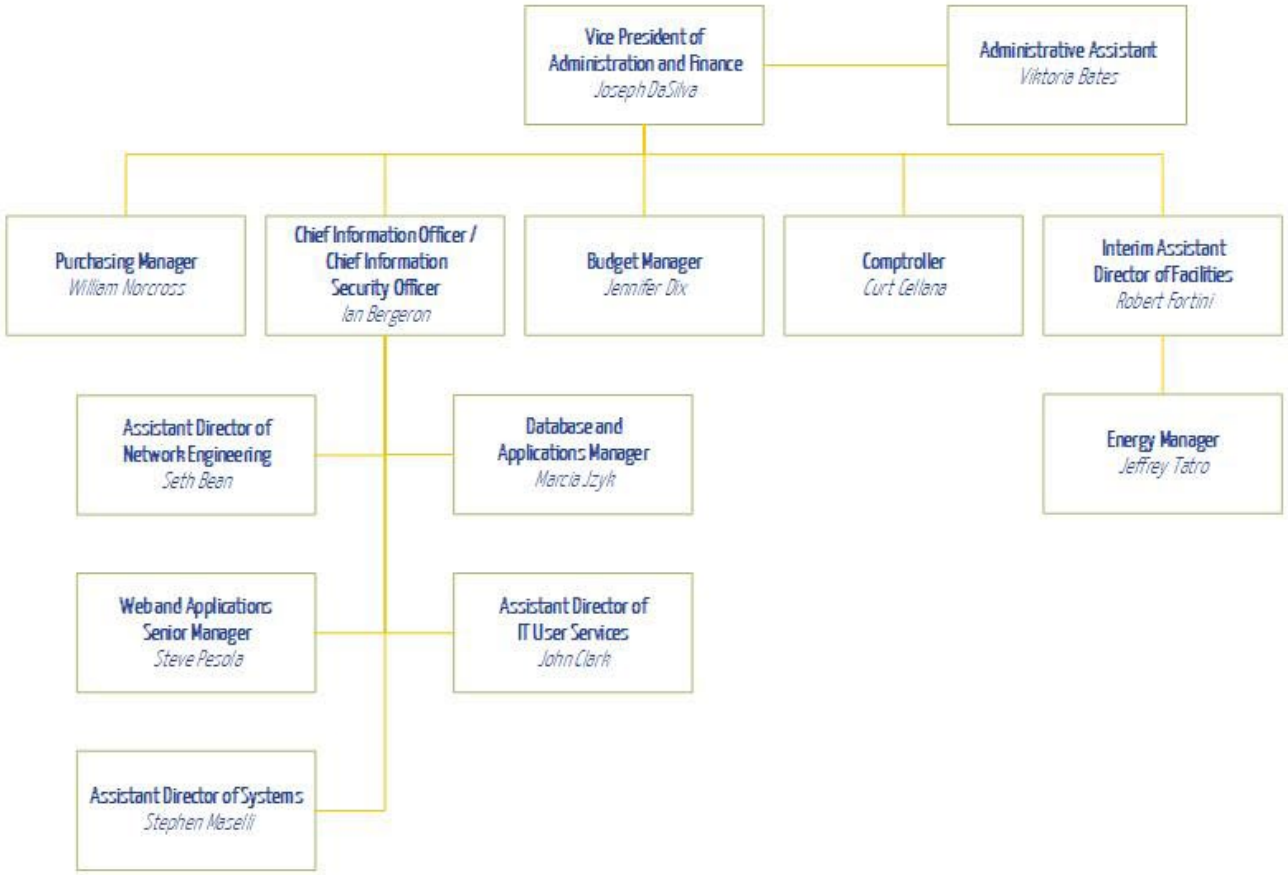
Administration and Finance Organizational Chart



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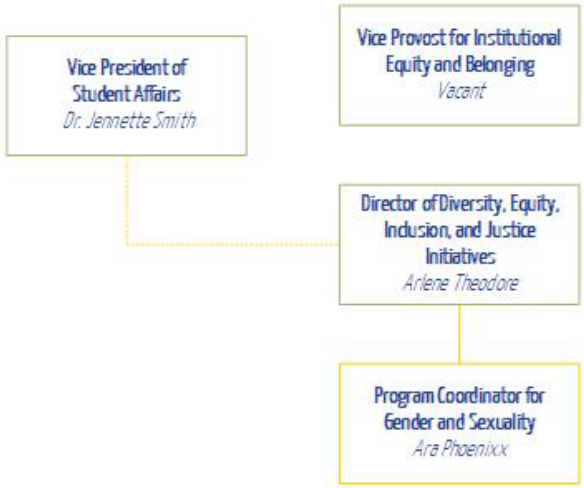
Diversity Equity and Inclusion Organizational Chart



DEI Staff temporarily reporting to Vice President of Student Affairs until DEI senior staff vacancy is filled

As of September 15, 2023

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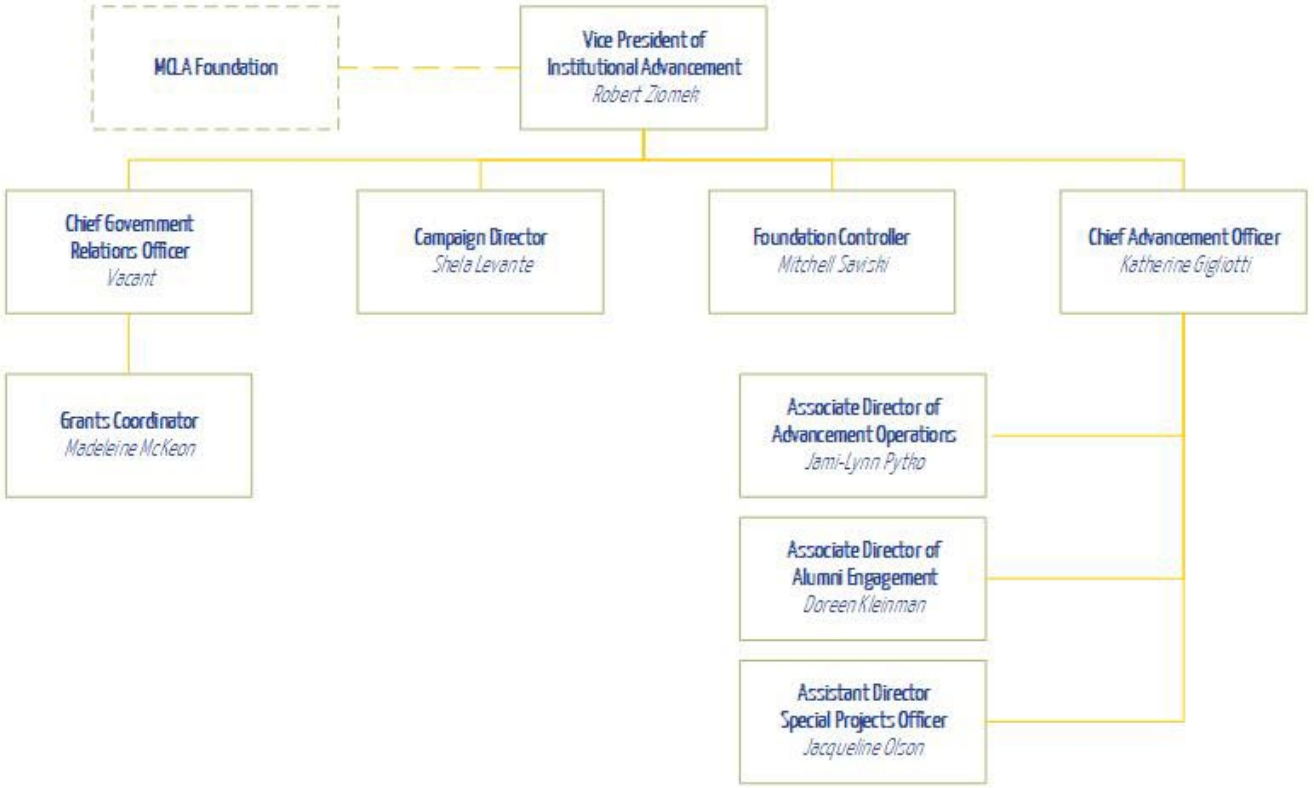
Institutional Advancement Organizational Chart



As of September 15, 2023

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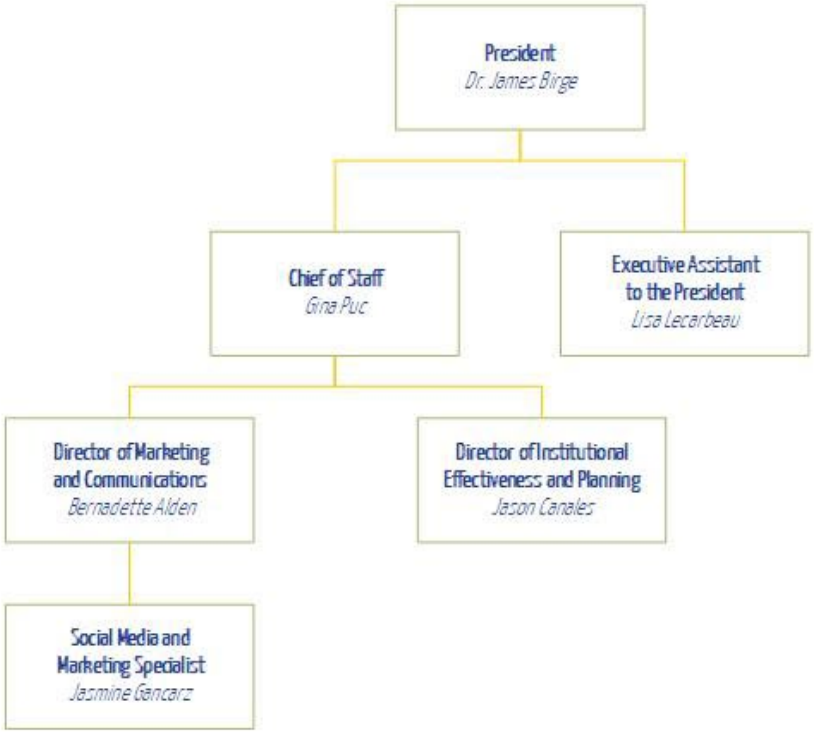
Presidents Office Organizational Chart



As of September 15, 2023

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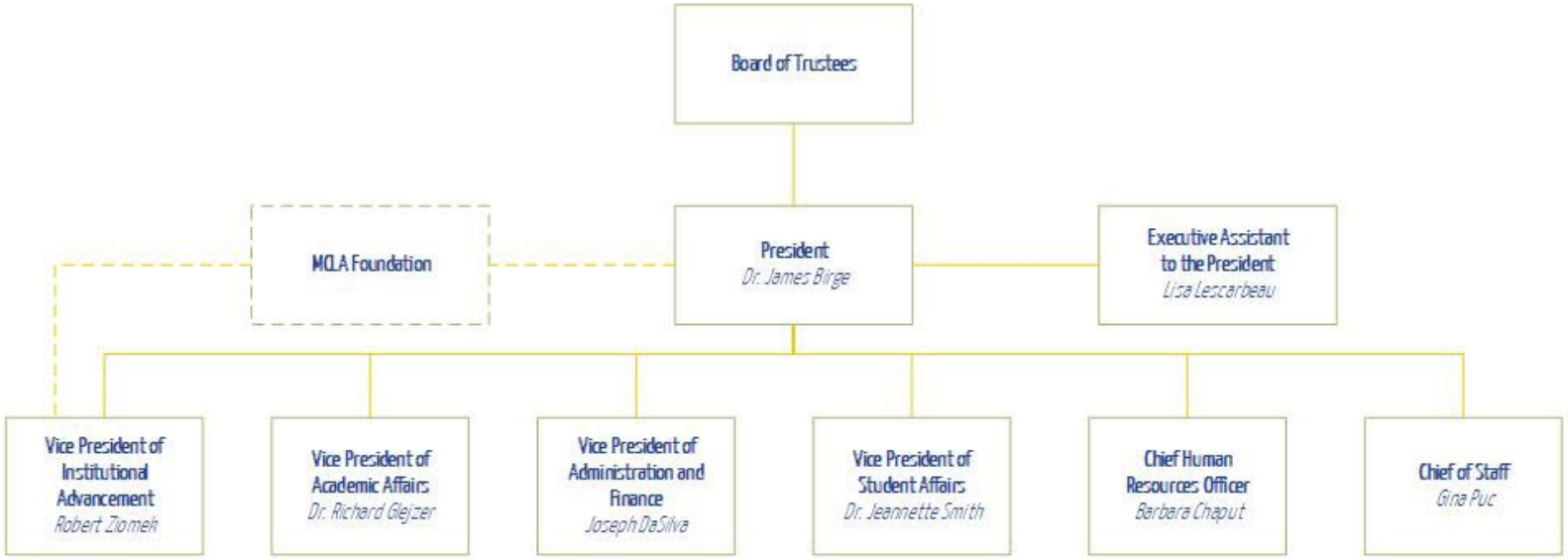
President Direct Reports Organizational Chart



As of September 15, 2023

Table of NECHE Actions, Items of Special Attention, or Concerns

Notes from NECHE letter accepted the Fifth Year Report, December 20, 2018

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2023 evaluation give emphasis to the institution's continued success with:

1. revising its Core Curriculum;
2. achieving its goals to increase student enrollment, retention, and graduation;
3. developing a multi-year financial plan that is aligned with its recruitment, enrollment, and retention plans.

Focus areas	NEASC comments	Pages in the 2023 self-study where the items are addressed
The Academic Program (*Standard Four*)	Revising its Core Curriculum	1, 8, 19, 21, 25, 26, 27, 30, 31, 32, 34, 38, 57, 85, 86, 88, 93
Students (*Standard Five*)	Achieving its goals to increase student enrollment, retention, and graduation	7, 8, 9, 10, 12, 16, 19, 28, 29, 34, 40, 42, 43, 44, 45, 46, 47, 49, 50, 51, 55, 64, 75, 85, 86, 87, 88, 98
Planning and Evaluation (*Standard Two*) & Institutional Resources (*Standard Seven*)	Developing a multi-year financial plan that is aligned with its recruitment, enrollment, and retention plans	8, 10,14, 29, 47, 49, 53, 56, 69, 73, 75, 83

Introduction: The Self-Study Process

To prepare for MCLA's ten-year comprehensive NECHE evaluation, President James Birge named Provost and Vice President of Academic Affairs Richard Glejzer and Chief of Staff Gina Puc to co-chair the self-study and reaccreditation process.

An Operations Group was created that included the co-chairs as well as members across key functional areas of campus: Ian Bergeron, Chief Information Officer; Jason Canales, Director of Institutional Effectiveness and Planning; Erin Milne, Director of Assessment; Lisa Lescarbeau, Executive Assistant to the President; Jeannette Smith, Vice President of Student Affairs, and one-voice editor, Emily Alling. A team of four from the Operations Group attended the October 2021 NECHE Self-Study workshop. After that, the Operations Group began to meet regularly to plan operational and logistical components of the self-study process. Additionally, two members of the Operations Group attended NECHE's Self-Study 2 workshop in January 2023, which focused on completing data forms and writing the study.

From the start, MCLA was committed to a transparent and inclusive process and focused on addressing the areas of emphasis outlined in NECHE's acceptance letter to our 2018 five-year interim report. A group of seventy-two individuals from across campus departments was invited to serve on nine Standards teams. Each Standards team had two co-chairs assigned to marshal that team's work. A Standards Co-Chair kickoff retreat in August 2022 featured an overview of accreditation from NECHE and an outline of MCLA's expected process.

The Standards teams met routinely through the Fall 2022 semester, producing workroom documents and content outlines for the Operations Group and the one-voice editor to use to build the draft. There were frequent check-ins between Standards Teams and MCLA's NECHE Team co-chairs, and all Standards co-chairs were offered times with the one-voice editor.

MCLA's Board of Trustees was engaged in the self-study process regularly as well. A Board development session focused on the self-study took place in Fall 2022. Significant time was devoted to reaccreditation at a full Board of Trustees retreat in January 2023, with the co-chairs presenting the NECHE self-study and visit process in depth and discussing Board involvement.
During the spring and early summer of 2023, we engaged a team of writers with areas of expertise to fill in identified gaps in the current working draft. This group included Ely Janis, Professor of History and former Dean of Academic Affairs; Jerome Socolof, Associate Professor of Arts Management and Chair of the All-College Committee (a key role in campus governance); Jason Canales, Director of Institutional Effectiveness and Planning; and Carolyn Dehner, current Dean of Academic Affairs.

Feedback on the self-study draft was solicited from all student populations, faculty, and staff in March 2023, with targeted outreach to commuter students and graduate students to ensure input from all students at all locations and modalities. The resulting feedback proved fruitful and led to a more robust narrative.

In mid-August 2023, MCLA's Executive Team reviewed the nine draft standards chapters at their annual retreat. After their edits were incorporated, an updated draft was redistributed to the Operations Group, Standards Co-Chairs, and others across campus who could provide information to close any gaps. In late August 2023, a closer-to-final draft was sent to NECHE for review. Upon receiving feedback from

NECHE, work continued to address areas in need of fortification and trim areas identified as superfluous. President Birge addressed the campus community at MCLA's Fall 2023 Opening Breakfast event to share details about the November site visit and information sessions.

The Operations Team will work with all of campus prior to November to host information sessions, share the site visit schedule, and further prepare campus for the visit. Announcements were also sent to the local community, reminding them that MCLA will be undergoing its ten-year accreditation and inviting feedback as we conclude this collaborative and reflective effort.

Institutional Overview

As the Commonwealth's public liberal arts college, the Massachusetts College of Liberal Arts democratizes access to the hallmarks of a liberal arts education: small class sizes, a broad and deep curriculum, emphasis on critical thinking, problem-solving and integrative learning, and an intimate living-learning environment. The smallest and most geographically remote campus in the Massachusetts state university system, MCLA attracts a bright, passionate, and diverse student body to Berkshire County, which is itself transformed by the presence of the institution and its many graduates who choose to remain in the region and contribute to the culture and economy of the Berkshires. MCLA graduates educators, health care workers, artists, scientists, entrepreneurs, and individuals equipped to flourish and thrive in a wide array of vocations and pursuits. We forge creative partnerships with community and corporate neighbors that generate valuable and authentic opportunities for our students and for the region.

The liberal arts have not always defined the college where we learn, live, and work today. The institution now known as MCLA was established in 1894 as the North Adams Normal School, whose mission was to prepare and train public school educators, culminating in a two-year diploma. In 1932, the institution was renamed the State Teachers College of North Adams and began granting four-year Bachelor of Science in Education degrees. In a significant expansion of mission and scope, the college was reconceived as North Adams State College in 1960 and became the newest member of the Massachusetts State College System. To its existing education offerings, NASC added degree programs in liberal arts, business administration, and computer science. Between 1969 and 1979, enrollment increased from 700 to 2200, the faculty expanded from 41 to 117, and the number of administrators grew from 5 to 42. In addition, most of the major buildings that form the heart of campus today date from the NASC era, including Bowman Hall, Eldridge Hall, Freel Library, and the Campus Center.

The transformation of the former North Adams State College into the Massachusetts College of Liberal Arts, the Commonwealth's public liberal arts college, in 1997 represented an exciting development in Massachusetts' public higher education system, creating a new avenue to an affordable liberal arts college education for any interested and motivated student. In 2010, when the Massachusetts State College System became the State University System, MCLA and two other institutions (Massachusetts College of Art and Design and Massachusetts Maritime Academy) retained their designations as specialty colleges within the system alongside the six comprehensive state universities. MCLA is a member of the Council of Public Liberal Arts Colleges (COPLAC), a higher education non-profit that promotes accessible liberal arts education in student-centered, residential environments at public universities.

Individual memories are long, and institutional memories are longer. Our previous identity as North Adams State College endures in the minds of alumni, faculty and staff whose careers have spanned both institutions, the surrounding community, and the general public. Some NASC alumni maintain a fierce allegiance to their alma mater and remain alienated by the change of institutional identity. Twenty-six years into its existence, in the very Commonwealth as whose public liberal arts college we serve, MCLA is surprisingly little known beyond the Berkshires (though mentions of NASC are often met with recognition). Even conversations among current MCLA community members sometimes reveal ambiguity or uncertainty about the exact implications of our identity as a liberal arts college.

In addition to the lingering echoes of the pre-MCLA era, aspects of MCLA's present and future also invite questions about our liberal arts identity. Recent program additions have aligned with regional workforce needs (nursing; radiologic technology; teacher licensure) and tend toward pre-professional and professional offerings. Business administration is perennially one of MCLA's most popular majors, yet many liberal arts colleges eschew business departments altogether. What does it mean to be a liberal arts college? *Are* we truly a liberal arts college?
We believe that the answer is a resounding yes. We are the Commonwealth's public liberal arts college.

To believe in the liberal arts is to understand the importance of approaching problems through the lenses of multiple ways of knowing. It is to appreciate the beauty and power of diversity among people, ideas, and systems to lead to the fullest possible manifestation and understanding of our collective humanity. It is to ask questions and seek answers iteratively: "You want," former Barnard College president Judith Shapiro is quoted as saying, "the inside of your head to be an interesting place to spend the rest of your life." In addition to personal and vocational fulfillment, a liberal arts education prepares individuals to engage effectively in civic and community life by teaching them to communicate clearly, think analytically, and evaluate information critically to support informed decision-making of all types.

And the role of a public liberal arts institution is to affirm that *everyone* is worthy and deserving of the benefits that come from studying broadly and deeply, learning from and with people of diverse backgrounds, identities, and beliefs, and being part of a close-knit educational community that lifts you up, challenges you, and cheers you on as you become your best self. MCLA's 92% admissions acceptance rate is not a bug. It is a feature, a reflection of our belief in our students and our commitment to supporting them in their quest for growth, fulfillment, and success in its many definitions. Two threads woven throughout this study will discuss our integrative **Core Curriculum** (a 2018 NECHE Area of Emphasis), which introduces students to ways of thinking across multiple domains of knowledge and invites connections among them, and MCLA's commitment to expanding participation in **high-impact practices**, which the American Association of Colleges and Universities has identified as having "significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education." It is through experiences like these that MCLA graduates embark upon careers, graduate or professional studies, and all types of vocations – whatever their nature – fortified by the habits of mind developed in a liberal arts education.

Even as we give voice to these ideals, MCLA acknowledges that we are part of a system of higher education founded to elevate the privileged at the expense of the oppressed. Data from our own campus illuminates inequitable outcomes correlated with race, ethnicity, family income, high school GPA, and first-generation status. Students, faculty, and staff of color consistently report poor to no experiences of inclusion and belonging on campus and in the surrounding community. A recurring theme in this self-study is our work to **identify, name, and address systemic and local inequities** and to align our practices and outcomes with our ideals (see especially Standard 2: Evaluation). There is much work to do in this regard, and we view this self-study, along with our upcoming strategic planning process, as an opportunity to hold ourselves to the promises we make to our students as we work toward becoming an institution reflective and worthy of them. The Massachusetts Department of Higher Education has been open and unequivocal in prioritizing the elimination of racial disparities in the Massachusetts public higher education system as the cornerstone of its strategic agenda over the next ten years, and their agenda and vision is instrumental in guiding our own planning and activities to this end.

MCLA is far from unique among our New England peers in dealing with short-term (COVID-19 pandemic and associated economic upheaval) and longer-term (shrinking high-school aged populations; skepticism regarding the value of higher education in general and the liberal arts in particular) challenges to sustaining and building enrollment. The confluence of these factors has affected MCLA significantly over the past five years, leading to a 37.5% decline in overall FTE (which has leveled out). The other major theme of this study is the story of how we are **responding to enrollment challenges** (a 2018 NECHE Area of Emphasis) and developing strategies to increase student enrollment, retention, and graduation, allowing us to grow and thrive while still leveraging some of the strengths that becoming smaller has afforded us.

MCLA's membership in the Massachusetts public higher education system – and, more specifically, in the state university system – dictates several major factors that drive how we operate. These factors affect everything from budgeting to human resources policies to campus governance, and they provide both opportunities (in terms of the benefits of belonging to a larger system, with its attendant resources and expertise) and constraints (in terms of a lack of flexibility and, at times, a sense of disconnect functioning within systems designed for much larger

campuses) that influence our planning and execution of initiatives. A few key areas that are important to understand when reading and responding to our self-study are highlighted below.

- Revenues: Within the Massachusetts higher education system, tuition collected from in-state students is remitted directly to the Commonwealth. Campuses, in return, receive an annual appropriation from the state via the annual budget proposed by the governor and passed by the legislature. Student fees, out-of-state tuition, and tuition generated by the Division of Graduate and Continuing Education (which includes graduate and degree completion programs as well as summer courses and certificate programs) remain with individual campuses. (See Standard 7: Financial Resources.)

- Expenses: Residence halls on each state university campus are owned by and leased from the Massachusetts State College Building Association. MCLA remains liable to the MSCBA for regular lease payments on all three of our residence halls regardless of on-campus occupancy rates, even when, as over the past two years, only two of the halls have been in use. This reality affects our operations in a number of ways: it had to be confronted upon sending students home and issuing housing refunds during the COVID-19 emergency; it affects MCLA's flexibility in granting exceptions to its residency requirement; and it becomes a consideration when planning new directions and programs. In addition, increases to employee salaries and wages are negotiated at the state university sector level and apply to all campuses regardless of their financial situation. (See Standard 7: Financial Resources.)

- Human Resources: The three unions to which most MCLA employees belong cover employees on all nine state university campuses. Collective bargaining agreements are negotiated at the state university sector level between union leadership and the Council of Presidents/Board of Higher Education. The development of human resources policies is subject to collective bargaining negotiations, and their interpretation and implementation is typically coordinated at the sector level despite significant differences in mission, resources, setting, and size among the nine institutions. (See Standard 7: Human Resources.)

- Governance: The shared governance system employed at MCLA and the other eight state university campuses is set forth in the collective bargaining agreement negotiated with the Massachusetts State College Association, the union to which day faculty and librarians belong. (See Standard 3: Internal Governance.)

The vast majority of teaching, learning, and operations at MCLA take place on our North Adams campus, and MCLA is committed to retaining a core identity as a residential campus. Most undergraduate courses still meet entirely in person, and almost all administrative and support functions are still performed on site. Tentative forays into online learning began before the pandemic and have continued in undergraduate degree programs in an intentionally limited fashion. Programs offered by MCLA's Division of Graduate and Continuing Education (DGCE), on the other hand, are increasingly delivered via hybrid and online instruction, with the in-person component of hybrid courses sometimes held off campus but on site at partner organizations aligned with program goals. (See Standard 4.) Standard 7 discusses MCLA's limited adoption of hybrid work for eligible employees in the wake of a shift to fully remote work for many during the COVID-19 emergency.

The process of completing this self-study and addressing NECHE's mantra of "all students, all programs, all locations, all modalities" revealed that a mental model of MCLA as an in-person, residential campus enrolling primarily traditionally college-aged students still prevails among many on campus. As will be seen throughout this narrative, such a model does not capture our current reality, and, while we are committed to maintaining the residential, in-person character of our undergraduate degree programs, it is likely that some key strategies for growth and sustainability will involve additional modalities and locations.

The notion that "change is a constant" is frequently invoked in higher education; even still, it is difficult to overstate just how intense and uncontrolled the rate of change at MCLA has been over the past four years. Our current vice-

president of academic affairs, the fourth person to hold that position in the past five years (following two years of extraordinary leadership through the pandemic by an interim VPAA who has since retired), is part of a cohort of new senior leadership that entered in July 2021, joining a new Vice-President of Student Affairs (upon the retirement of the previous long-serving VPSA) and a new Vice-President of Administration and Finance. These changes in senior leadership, along with increasing demands for the President to engage in fundraising and advocacy with external constituencies off campus, have led to wide-ranging organizational changes discussed further in Standards 2 and 3.

And, of course, during the period under review, the COVID-19 pandemic descended upon humanity. While paling in comparison to the millions of lives lost and forever changed as a result of the virus, the disruptions to K-12 and higher education caused by the pandemic were cataclysmic, and we continue to grapple collectively with their lasting ramifications. MCLA responded nimbly and effectively to the sudden shift to remote learning in March 2020. Faculty were given one extra week beyond spring break to move their classes online, where they remained for the rest of the semester. Student feedback indicated that material in these remote courses was well organized and presented effectively (see Standard 6). Academic Technology, the library, IT, and other offices raced to bring instructors up to speed on digital pedagogy and make course content, technology, and academic support accessible to students remotely. Various offices and services joined forces to address the basic needs of residential students who had been suddenly ripped from their living spaces and on-campus support systems. And campus administrators marshaled all available resources to keep the community safe by providing personal protective equipment, implementing social distancing and remote work measures, converting almost all forms and processes into online and virtual formats, and constantly updating our policies and procedures in response to rapidly changing official guidance. Unlike most institutions, MCLA intentionally absorbed COVID-19 mitigation costs and avoided passing them on to students.

Like many colleges and universities, MCLA emerged from the peak of the pandemic smaller – and tired. Student enrollment dropped significantly in FY21 and FY22, which has challenged both our financial standing and our ability to sustain a vibrant residential campus community. Although MCLA made it through the emergency without resorting to layoffs or furloughs, a large number of faculty and staff have left the institution voluntarily over the past three years, and many of their positions remain unfilled either intentionally (as a cost-saving measure) or unintentionally (due to difficulties in recruiting and hiring in a post-pandemic labor market). Learning loss and social adjustment issues have affected many recently admitted students whose adolescent years were spent in chaos and isolation. This, in turn, has placed extraordinary demands upon instructors and student life staff as they deal with the effects of poor academic preparation and disruptive behavioral issues. Many students, faculty, and staff experienced personal losses, and all were left reeling by the socioemotional havoc that the pandemic wreaked upon us.

It might come as a surprise to the reader, then, that it is with a spirit of renewal and optimism that we submit this self-study to NECHE and our visiting team. The chapters that follow tell the story of a resilient institution confident of its transformative role in the lives of our students and our community. We write of self-discovery, of new leadership and fresh approaches to emergent and enduring challenges, of the rush of energy that comes when difficult truths are laid bare and creative, motivated problem-solvers are loosed upon them. We write with agitation, convinced that many of the imminent or recently implemented initiatives and activities described herein will yield results that would significantly alter our story *if we only had one more year* (yes, that is always the case, but we maintain that it is especially so for MCLA right now).

In reviewing our responses to NECHE's nine standards in the course of completing this self-study, the effects of the recent period of upheaval are perhaps most evident in the area of **planning**. This includes both our progress on creating a multi-year financial plan that is aligned with recruitment, enrollment, and retention plans (a 2018 NECHE Area of Emphasis, discussed further in Standards 2, 5, and 7), and strategic planning (discussed further in Standard 2). Our previous strategic plan covered the years 2017-2022, and the critical period for starting the process of formulating our next plan fell just as we were completely occupied with responding to the moment-to-moment

challenges of navigating the COVID-19 emergency. That upheaval also leached into the early phases of our NECHE self-study process, described in more detail in the Introduction. A more typical trajectory, of course, is for an institution to complete a strategic plan in advance of a reaccreditation self-study. As we describe in Standard 2, during the period between strategic plans, MCLA has aligned our activities with the strategic agenda and recent vision documents of the Massachusetts Department of Higher Education. This self-study and NECHE's response, along with pending guidance from the DHE, will provide a basis for our next strategic plan.

As we complete this document, the 2024 U.S. News and World Report rankings have just been announced. In addition to remaining at #7 on the list of Top Public Liberal Arts Schools, MCLA has been named the highest-ranking public institution in Massachusetts for social mobility (#2 among public institutions nationally; #22 among *all* national liberal arts colleges). We are gratified to receive this recognition for the role that we play in the lives of our students – 42% of whom receive Pell Grants, and 51% of whom are the first in their families to go to college – as a final, celebratory piece of evidence of effectiveness in carrying out our mission before submitting this self-study. The nine standards chapters that follow will describe, appraise, and project our efforts to expand access to innovative and transformational educational opportunities; improve experiences and outcomes for all students, with a special emphasis on eliminating racial inequities; and implement creative strategies to ensure that MCLA continues to offer a high-quality, affordable liberal arts education, complemented by graduate programs consistent with our mission, to generations of students to come.

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name:	Massachusetts College of Liberal Arts		
OPE ID:	167288		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	6/30	Yes/No	Unqualified
Most Recent Year	2022	Yes	Unqualified
1 Year Prior	2021	Yes	Unqualified
2 Years Prior	2020	Yes	Unqualified
Fiscal Year Ends on:	6/30	(month/day)	
Budget / Plans			
Current Year	2023		
Next Year	2024		
Contact Person:	Jason Canales		
Title:	Director of Institutional Effectiveness and Planning		
Telephone No:	413-662-5413		
E-mail address	jason.canales@mcla.edu		

Standard One: Mission and Purposes

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. (Mission & Values. mcla.edu)

Description

In the fall of 2012, an advisory group of faculty, staff, and students reviewed MCLA's mission statement and recommended a revised version that reflected the institution's role as a public liberal arts college as well as its aspirations for future achievement. The resulting draft of the mission statement was endorsed by the All College Committee then sent to each committee of the Board of Trustees for review and voting. Each Board committee voted to forward the new mission statement to the full Board for approval.

MCLA's mission statement, which was formally adopted by MCLA's Board of Trustees in March 2013, is coupled with a set of institutional values that guide our strategic goals:

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

An articulated account of these values accompanies and complements the mission statement; together, the statements serve as a vehicle for advancing and achieving MCLA's mission and strategic goals. The mission statement and institutional values adopted in 2013 were retained through MCLA's most recent strategic planning process and continue to guide the College's organization and direction.

Below, we highlight a selection of mission- and values-driven activities and partnerships.

Preparing MCLA students for public service, active and responsible citizenship, and resilient global engagement requires a **community-wide commitment to diversity, equity, and inclusion (DEI)**. This commitment is evident in:

- MCLA's new **Core Curriculum**, which provides students with multiple opportunities to develop the skills and knowledge needed not only to succeed in a diverse world, but also to be a part of creating a more equitable and inclusive society. (See Standard 4: General Education.)

- **MCLA TRiO Student Support Services,** exemplifying MCLA's mission-driven commitment to access and inclusion. TRiO empowers **first-generation, low-income, and students with disabilities** to explore and engage with their educational, professional, and personal goals, offering comprehensive academic and personal support designed to assist with retention, academic success, and persistence to graduate. (See Standard 5: Student Services and Co-Curricular Experiences.)
- The **Annual Day of Dialogue**, established in 2018; an alternative academic day on which all members of the campus community dedicate themselves to educational dialogue across difference with an eye toward action to increase equity and inclusion in our community.
- The inaugural **Racial Equity Summit** in May 2023, which brought the campus community together to confront and creatively move forward in repairing the racial inequities inherent in our higher education system at MCLA and beyond.
- **Innovative pedagogical practices** like Intergroup Dialogue, an educational model that brings students from different social identity groups together in a cooperative, small group learning environment to develop skills for addressing and bridging differences in diverse social settings.
- Faculty-led **travel courses** and staff-led service trips that introduce students to diverse cultures, facilitating their development of perspective-taking and other skills for global citizenship. Travel courses bring students across the globe to destinations like Belize, Haiti, Japan, Peru, Mexico, South Africa, Ireland, Hawaii, and Cuba.
- MCLA's graduate **Leadership Academy** program, a cohort-based model that supports master's level education professionals' development into school administrators in Massachusetts and New York. Leadership Academy students learn in a variety of cultural venues, advance their professional skills, and are challenged to consider how equity, justice, and civil rights contribute to their work as anti-racist school leaders.

In addition to traditional liberal arts majors and minors, MCLA also offers select **professional programs** that are by design grounded in the liberal arts. These programs are consistent with our mission while addressing workforce needs within critical economic sectors of the Berkshires and beyond.

- MCLA's nascent **Nursing** program was developed with support from Berkshire Health Systems (BHS), a regional health services enterprise, to address the dearth of trained nurses in western Massachusetts and the projected retirement of a significant percentage of the current nursing workforce in coming years. The program's curriculum was developed to train nurses holistically, including the full liberal arts Core Curriculum, rather than just in clinical practice. Applied knowledge and engaged citizenship are central components of the program's curriculum, and the liberal arts' focus on critical thinking prepares students for the challenges of contemporary nursing.
- The College's new **Data Science** minor was developed to prepare students for the modern workforce and the emphasis it places on the accumulation, interpretation, and communication of data. The program also emphasizes the intersection of data and ethics, engaging students in critical thinking about the role of data in the workplace and our society. The Data Science program was deliberately developed as a minor rather than a major in order to make it accessible to students majoring in a variety of fields.

- Beginning in Fall 2023, MCLA's MBA program has entered into a partnership with the Berkshire Innovation Center (BIC) to enhance and expand experiences and career connections, preparing graduates for **innovation-driven careers in the Berkshires** and beyond. This partnership allows MCLA to help address the critical needs of the manufacturing industry in Berkshire County by preparing students at both the undergraduate and graduate levels.
- MCLA has partnered with Berkshire Community College to launch a joint Associate's to Bachelor's program intended to provide an efficient pathway to **teacher licensure for paraprofessionals** currently employed by pre-K–12 schools in Berkshire County.

MCLA's **Early College** initiative is a new State grant-funded program in collaboration with Drury High School that enables eligible high school students to take college courses on MCLA's campus or concurrently at Drury. The program is designed to provide students college and career readiness opportunities via four critical sector pathways: health sciences, technology, education, and general liberal studies. The program encourages and provides a high level of support to first-generation college students with the goal that they will persist to college completion and career success.

MCLA is committed to offering students opportunities to engage in **community-based learning (CBL)** experiences, which connect classroom learning with direct experience in the local community. In the past ten years, over 1900 MCLA students have completed 22,262 CBL hours for 31 professors in over 100 engaging courses. These students have helped identify and solve pressing community needs, worked with and learned from community leaders, and enriched their academic learning. In CBL classes, students have produced family-friendly interactive arts events, collaborated with the local immigrant community to share their stories, and offered free tax preparation services to local residents. Courses with significant CBL components have included Arts Management, Introduction to Leadership, Public Relations, and Environmental Psychology, among many others.

To foster creativity and experimentation within our students, multiple departments and programs across campus have longstanding **partnerships with local world-class art museums and cultural institutions.** MOSAIC is a recently expanded hub that supports interdisciplinary approaches to education, social justice, and academic research across MCLA's curriculum. The MCLA Theatre program offers internships with local theatres to Performing Arts and Arts Management students. The English department's Film & Visual Culture concentration has partnered with Massachusetts Museum of Contemporary Art (MASS MoCA) to offer a museum immersion course. Arts Management internships are not restricted to Arts Management majors, making these partnerships accessible to students in any major. Students have interned at several prestigious local museums including the Clark Art Institute, the Berkshire Museum, and the Norman Rockwell Museum.

MCLA's presence **enriches and contributes to the community, economy, and culture of the northern Berkshires** well beyond its role as one of the region's largest employers:

- In FY22, campus community members contributed 1748 volunteer service hours to the local community, while MCLA activities drew 12,000 visitors to the region, generating an estimated $759,840 in visitor spending.[1]

- MCLA offers a variety of endowment-funded annual **speaker series**, including the Michael S. and Kitty Dukakis Public Policy Lecture Series, Hardman Lecture Series (journalism), Lavender Lecture Series (LGBTQIA+), and the Elizabeth and Lawrence Vadnais Lecture Series (environmental studies), which introduce the campus and the wider community to luminaries with diverse voices and experiences. Recent speakers have included Ta-Nehisi Coates, Maria Hinojosa, Darnell Moore, Meg Day, and Jose Antonio Vargas. These lectures are free and open to the public.

- MCLA's **Institute for the Arts and Humanities,** funded by the Andrew W. Mellon Foundation, has made DEI a cornerstone of the activities they fund and promote, including lecture series, media libraries, virtual events, and graphic design and branding.

- MCLA's **Berkshire Environmental Resource Center** works to advance student and faculty research, promote environmental awareness and preservation throughout the community, and serve as a resource center for students, faculty, and community members. The BERC strives to serve as a model for educational outreach.

- MCLA is the fiscal agent and lead partner of the **Berkshire STEM Network**, one of nine regional networks comprising college, K-12, nonprofit, and corporate partners and funded by Massachusetts State STEM Network grants. Over the past five years, a STEM Lending Library has been established, loaning STEM kits and learning tools to Berkshire County schools and community-based organizations. The Berkshire STEM Network organizes a robust STEM Week each year with learning projects, programs, and events county-wide, providing students with access to many different science-based perspectives.

Appraisal

The centrality of MCLA's mission and values to our institutional planning and activities is woven throughout the chapters of this narrative. The process of completing this self-study has revealed the alignment of our mission, identity, and activities as a real institutional strength. Program curricula, student recruitment and retention efforts, and institutional policies and procedures are all based on and shaped by our mission and values, creating consistency in all we do. Additional examples of mission-driven activities are included throughout this narrative.

The longevity of the current mission and values reflects the strength of the statements adopted in 2013 and the extent to which they still reflect the institution's identity and aspirations. The College's next strategic planning process, which was delayed by the COVID-19 pandemic, will include a review of the current mission and values statements.

MCLA's adherence to its mission is recognized at the local, regional, and national levels. For example, a strong commitment to access has led to MCLA being named the top-ranked public institution in Massachusetts for social mobility and #2 among public institutions nationwide (U.S. News). Similarly,

[1] President's Report 2023 [workroom], pp. 42-43

the embrace of excellence in learning and teaching, applied knowledge, and critical thinking have led to MCLA being ranked #7 among all public liberal arts schools in the United States (U.S. News). Understanding of and adherence to the mission can also be seen at the unit level. For example, when the Department of Fine and Performing Arts began the process of separating its Music and Theatre programs into distinct majors (rather than concentrations in a Performing Arts major), courses were selected, and program learning outcomes developed, specifically with an eye toward practicality, innovation, and inclusivity. The outcome of this process has been the creation of standalone degrees that move away from traditional models based entirely in the Western canon and toward content and practices that are more global in nature and relevant to our students.

There is room for improvement in articulating the value of MCLA's mission, particularly the importance of the liberal arts, beyond the community and region. The current societal conception of college as a pipeline directly from the major to employment has led many to question the value of a liberal arts education. Our next strategic planning process would do well to consider how MCLA can better convey this value to the broader community and demonstrate how a grounding in the liberal arts enhances students' career readiness as well as their lifelong success and fulfillment. Promoting the value of a liberal arts education in preparing students not only for careers, but also for effective engagement in civic and community life, must be a prominent aspect of MCLA's identity as a distinct institution of higher education in a crowded landscape. Applied knowledge and engaged citizenship are central components of a democracy, and the liberal arts' focus on critical thinking, proficiency in communication, and comparative analysis prepares students for the challenges of a changing world.

Projections

- During the next strategic planning cycle, the current mission and vision will be reviewed and updated to ensure that they accurately reflect and inspire the institution's identity and activities.
- In the winter of FY24, MCLA's Racial & Equity Justice Institute Team will work with senior staff to plan and host a follow-up event to the May 2023 Racial Equity Summit.
- MCLA will hire and welcome a new Vice Provost for Institutional Equity and Belonging by Spring 2024.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.mcla.edu/about-mcla/mission-values/index.php	2013

Mission Statement published	Website location	Print Publication
College catalogy - undergradaute	https://catalog.mcla.edu/undergraduate/mission-statement/	mcla.edu

Related statements	Website location	Print Publication
Vales	mcla/mission-values/index.php	mcla.edu

Please enter any explanatory notes in the box below

MCLA MISSION AND VALUES STATEMENT (ADOPTED 2013)

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 at MCLA is a broad-based, inclusive process that involves all College constituencies and draws from data collected across the College to make well-informed decisions that align with strategic priorities. Strategic planning follows standardized procedures and timelines established by the Department of Higher Education. In addition to the state-mandated strategic planning process, MCLA engages in both short and long-term planning that supports programs and offices in their work to further the strategic goals of the campus. Academic programs, for example, go through program reviews every seven years, and departments frame their evaluations in terms of institutional goals. Responses to unexpected events or circumstances, e.g., asbestos abatement and roof replacements, are also grounded in the goals set through the campus strategic planning process. MCLA's response to COVID-19 demonstrated the College's ability to quickly address a developing threat by relying on institutional priorities that guide our Crisis Management Team. Planning and evaluation inform one another in providing a basis for MCLA to evolve as an institution and optimize the use of its resources in support of its mission and values.

Planning: Description

Work on MCLA's most recent strategic plan, which covered the period from 2017 through 2022, began in September 2016. An 18-person steering committee including representatives from all College constituencies engaged in a comprehensive and inclusive planning process involving open forums; surveys of students, faculty, and staff; questionnaires for the Board of Trustees and the Foundation Board of Directors; a survey of alumni; roundtable discussions with community members; and several campus meetings. The resulting plan yielded eight goals, each paired with a list of objectives. Outcomes of the 2017-2022 strategic plan are discussed in the Appraisal section, below.

The onset of the COVID-19 pandemic in early 2020 interrupted progress on the fulfillment of the 2017-2022 plan and delayed work on a new strategic plan, as the full attention of key personnel was hijacked by the immediate, urgent task of shepherding a residential campus through a major, years-long public health crisis. MCLA and other institutions are currently awaiting updated guidance from the DHE on the standard strategic planning process in which state universities engage. Upon receiving this guidance, and having attained some degree of equilibrium with respect to the pandemic, MCLA will resume the process of creating our next strategic plan.

During the interim period between the end of the 2017-2022 plan and the formulation of the College's next strategic plan, MCLA is looking to the Massachusetts Department of Higher Education's Equity Agenda, Strategic Plan for Racial Equity, and New Undergraduate Experience vision document to guide our activities, with multiple groups actively planning and carrying out racial equity initiatives. Examples of this work include:

- MCLA's **Racial Equity and Justice Institute (REJI) team** brings together institutional leaders who collaborate across departments and divisions to create racially equitable practices that will transform our institution, close gaps in student outcomes associated with race/ethnicity, and help everyone in the MCLA community succeed. The 2023-2024 REJI team is led by the Director of Diversity, Equity, Inclusion, and Justice Initiatives and the Director of Institutional Effectiveness and Planning. This year's team will build upon the work that the 2022-2023 accomplished, which led to the College's first Racial Equity Summit. The REJI curriculum in fall 2023 includes work

on equity-minded student belonging and mattering practices, Human Resources practices, and data-informed decision-making.

- During the 2023-2024 academic year, the Director of MCLA's Center of Teaching and Learning (CTL), who is also a REJI team member, is convening a **Department Chairs Faculty Learning Community** that will engage academic department chairs in conducting equity scorecard reviews for their programs. The goals of the FLC are identifying program-level areas of inequity, developing knowledge in equity-minded practices and pedagogies, and formulating departmental action plans to improve equitable outcomes. As faculty chairs learn and adapt the Center for Urban Education's Equity Scorecard process, the CTL Director will provide resources and guidance in incorporating relevant equity-minded practices into departmental action plans.
- Massachusetts has become a national leader in addressing textbook equity considerations, explicitly tying equitable access to course materials to success for students of color (NUE p.40). MCLA has been an active participant in the DHE's Open Educational Resources Advisory Council since its establishment in 2019; in 2022, MCLA convened its own **Textbook Equity Advisory Committee** (TEAC) to research and address inequities in access to course materials. In FY23, the TEAC conducted surveys and focus groups to learn more about student and faculty experiences with course materials; in FY24, the committee plans to establish a stronger working relationship between the College and its Follett bookstore in pursuit of textbook equity; continue to work toward course marking; and engage with academic departments to discuss course materials and inclusive pedagogies.

Executive and Organizational Realignments: As vacancies in leadership and executive staff positions arose over the past three years, MCLA seized an opportunity to intentionally create a search process to hire educators with skills that complemented institutional needs. A thoughtful timeline further contributed to creating an environment for this newly formed team to acculturate and engage in deliberate conversations on student success and the strategic plan.

Beginning with a Summer 2021 retreat, newly hired Vice Presidents in the Administration and Finance, Academic Affairs, and Student Affairs divisions began assessing their areas both individually and collectively, significantly contributing to the ongoing work of the college while seamlessly making connections with the full executive staff. There were five qualitative outcomes of their formal and informal inquiries: 1) a need to break down silos between divisions, especially at the intersection of academic support services, mental health, and residential life, 2) a renewed focus on external revenue generation through grant seeking, 3) a focus on making policies current and operationalizing practices, 4) a re-alignment in organizational structures and roles to maximize staff talent, and 5) prioritizing a commitment, both personally and professionally, to advancing the work of equity in creating a more inclusive community.

Consistent and frequent team meetings served to build and sustain the momentum needed to keep this work moving forward. Initial planning work resulted in broader reorganization within each division with an emphasis on shared responsibilities and practices—including changes in job descriptions and reporting structures, the creation of an Executive Director of Student Persistence who functions as the College's Chief Retention Officer, and the shift of offices onto one corridor of Mark Hopkins Hall to provide a one-stop model for student services. A cross- divisional Strategic Enrollment Management (SEM) Council was

established as the vehicle for new initiatives to be considered and implemented with the goal of increasing student persistence. A cross-divisional CARE team was reinvigorated and relaunched to address student concerns and issues in a holistic manner. Finally, the implementation of new technology and software was rolled out to improve communication between divisions, connectivity across campus, and increased capacity for front-line staff engaged in direct student support. Successful applications for competitive state, federal, and private grants have yielded significant resources to underwrite this work (which is detailed in Standard 5).

Core Revision: The revision of the core curriculum, highlighted as area of emphasis in NECHE's response to MCLA's 2018 interim report, is discussed in more detail in Standards 4 and 8. Here, we will note that planning for the revised Core was broad-based and inclusive, involving faculty, staff, and students from across departments, and that close alignment with MCLA's mission was a major goal (and outcome) of the revision process.

Financial Planning: MCLA is in the process of developing a yearly enrollment and budget process. As an interim step toward a more comprehensive process, a Budget Group has been working closely with the Enrollment Management and Administration and Finance units to develop year-to-year enrollment and budget documents. Over the past three years, this group has developed budgets that were supported by realistic enrollment projections based on key data points and research into trends in higher education. The goal is for this Budget Group to support a new Strategic Enrollment Plan group which will engage in multi-year enrollment and fiscal planning (see Projections). Details and data regarding enrollment trends and projections are included in Standard Five.

In early 2021, MCLA initiated a comprehensive strategic campaign planning process aimed at enhancing its campus and community impact. After rigorous research, an examination of the 2017-2022 campus strategic plan priorities, and extensive consultations with faculty, staff, and students, funding priorities totaling almost $60 million were identified. Foremost among these was student support, encompassing scholarships, food security, housing, counseling, high-impact practices like internships and travel experiences, childcare, and transportation. Additional priorities included facilities for education and athletics, the creation of new academic programs to drive enrollment and support local job growth, stronger partnerships with the local K-12 education system, and faculty research and scholarship. Subsequently, a pool of 59 potential donors was interviewed confidentially to identify priorities likely to enjoy broad support. The result of these interviews was the identification of four priority areas of focus:

1. Direct student support including scholarship, study away opportunities and travel courses, internships, and student wrap-around services such as food security needs, childcare, and mental health and wellness.
2. Program support that meets regional workforce needs, especially the support of a 4-year Nursing program.
3. Support of enhanced athletics programs and facilities
4. Faculty Development and research – especially when tied to undergraduate teaching.

These conversations also indicated that a fundraising goal of $25 million would be optimal. A five-year duration was established for the campaign to maximize multi-year pledges and drive higher commitments in support of the priorities. Campaign leadership was strategically recruited and complemented by a diverse campaign cabinet comprising 18 individuals. Their involvement ensured broad regional outreach,

connections across diverse business sectors, strong alumni ties, and valuable private and government contacts. The campaign is poised to leverage its findings and support to make a significant impact on MCLA's future, with nearly $14 million of the $25 million goal raised to date.

Facilities Planning: Major facilities initiatives on campus are generally funded by the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM), which is responsible for capital planning, public building construction, facilities management, and real estate services for the Commonwealth, via a competitive award process. As a result, project proposals submitted to DCAMM provide documentation of facilities planning at MCLA over time. The 2015 Campus Capital Master Plan created by Executive Staff prioritized the renovation of Mark Hopkins Hall; this building was the focus of our DCAMM project proposals in FY19 and FY21. MCLA's FY23 DCAMM Pathways Project proposal was designed to address the need for critical repairs in Mark Hopkins Hall and Freel Library while improving accessibility to our most central buildings via a green space that would have expanded the quad. The proposal also called for the demolition of Eldridge Hall, removing 13,000 GSF (along with $3,004,040 of deferred maintenance) from the MCLA campus. MCLA anticipates that the Pathways Project, which will be updated and resubmitted for consideration in future rounds of DCAMM funding, will address 24 percent of critical repairs that have been identified across the entire campus.

Planning: Appraisal

MCLA's five-year, $2.2 million Title III – Strengthening Institutions grant, awarded in 2016 and described more fully in Standard 5, both informed the development of the 2017-2022 Strategic Plan and supported the implementation of that plan's goals and objectives. Goal 2 of the Strategic Plan (**Enhance student persistence, completion, and preparation for post-college success**) aligns with the overarching goal of the Title III grant (**Increase persistence and four-year graduation rates through best practices in academic advising, academic support, and undergraduate research**.)

One example of Title III-funded work aligned with the 2017-2022 Strategic Plan was a series of workshops led by the Center for Teaching and Learning, in collaboration with other departments, to help faculty incorporate integrative learning principles and high-impact practices into Core First-Year Seminar and Capstone courses (Standard 6: Teaching and Learning). As a result, well over a dozen new syllabi were developed and submitted to governance for review. Many of these went on to become course offerings in subsequent semesters. These workshops intentionally aligned with institutional efforts to revitalize the Core, improve student retention and success, and provide faculty development to these ends – all components of the strategic plan. Additional examples of initiatives that leveraged Title III funds to execute goals and objectives from the 2017-2000 Strategic Plan are described in Standards 5 and 6.

Other accomplishments springing from the 2017-2022 plan and detailed throughout this self-study include:

- The creation of new programs that leverage MCLA's ties to the community, culture, natural resources, and economy of the northern Berkshires (Goal 1; see Standards 1 and 4)
- More effectively integrating academic, co-curricular, and extra-curricular programming to provide an intentionally holistic student experience (Goal 1; see Standard 5)
- Increasing the number of students participating in internships and other high-impact practices (Goal 2; see Standards 4 and 6)

- Creating and filling the position of Chief Diversity Officer and hiring an EO Compliance Officer (Goal 3; see Standard 3)
- Strengthening MCLA's technology infrastructure to support the evolving demands of instructional, classroom, and communication needs (Goal 5; see Standard 7: Technological Resources)

MCLA has also made progress in addressing the following objectives:

- Establishing an alumni mentoring program for pre-professional development, career networking, and job placement (Goal 2); a dedicated staff member has been added in the Advancement Office, and MCLA's Career Services office has adopted the Handshake platform to allow students to create profiles and connect with employers.
- Developing a comprehensive marketing/promotional plan and fortifying MCLA's unique "brand" (Goal 5); work with SimpsonScarborough over the past five years has led to a complete overhaul of the College's brand and visual identity; a website redesign, and a marketing campaign, including a digital marketing strategy [scope of work memorandum in workroom].
- Launching a comprehensive fundraising campaign that is just about to enter the public phase (see Planning: Description, above, and Standard 7: Financial Resources) and reviewing/optimizing Advancement Office staffing (Goal 8).
- Developing a plan to increase summer rental income through use of campus facilities (Goal 8): A position has been added to support auxiliary programs and campus facility rentals. Partnerships over the past few years have included hosting Student Diplomacy Corps' Experimental College program in 2022 and 2023 and providing short-term housing in association with major events at MASS MoCA.

Recent iterations of MCLA's long-term enrollment projections have gone unrealized. The pandemic disproportionately affected our most at-risk students, and COVID-19 delayed the implementation of strategies that were designed to address the expected demographic declines in MCLA's primary markets, including nursing and ice hockey. However, single-year enrollment projections generated collaboratively by the Institutional Research Office and Enrollment Management have proven highly accurate over the past several academic years. Adapting the single-year model to calculate multi-year enrollment projections, and integrating those projections into financial planning, will increase the likelihood that institution-wide planning and resource allocation take place within realistic, sustainable parameters. An initial three-year enrollment projection generated by this model is presented in Standard 5: Admissions; see also Standard 7: Financial Resources for more on enrollment and financial planning.

Federal COVID-19 relief funds were awarded to MCLA to mitigate the negative impact of the COVID-19 pandemic. Funds were allocated to direct student relief, COVID-related campus expenses (personal protective equipment; classroom technology upgrades; etc.) and compensation for lost revenues due to declines in enrollment. MCLA deliberately chose not to use COVID-19 funding to pay for new positions or long-term initiatives, and as a result, the loss of that funding – while still posing a major challenge to the institution – has not entailed the elimination of positions or programs.

REJI, the Department Chair Faculty Learning Committee, and the Textbook Equity Advisory Committee are all engaged with planning and activities that align with the DHE's priorities and MCLA's own mission and values. The FY24 REJI group will hold itself to completing a fall progress report on each relevant

goal in MCLA's REJI Racial Equity Action Plan. REJI's spring curriculum will provide additional structure to help us progress toward our goals for racial equity.

MCLA recognizes that operating in the absence of a strategic plan is far from ideal. This is one of very few instances where we will permit ourselves to appeal to the massive disruption caused by the COVID-19 pandemic, compounded by turnover in multiple key senior leadership positions, over the past three years. While short-term planning activities and the outcomes thereof are described throughout this narrative, and the planning groups described in this chapter are carrying out important work that is aligned with DHE priorities and MCLA's mission and values, it is imperative that we create and implement a unified plan and vision that coordinates disparate efforts and ensures that everyone is working toward goals that are widely known and understood. Our exact timeframe for doing so is dependent in part upon updated DHE guidance to state universities, but we look forward to documenting significant progress several years into this forthcoming plan in our 2028 interim report to NECHE.

Evaluation: Description

MCLA draws upon its robust repository of institutional data to effectively analyze and make data-driven decisions at all levels of the institution, including academic program reviews (Standard 4) and the assessment of student learning (Standard 8). MCLA's Institutional Research (IR) Office provides leadership and support for data-driven and evidence-based decision making by initiating, developing, and supporting effective processes and procedures for the collection, analysis, maintenance, and reporting of data to the campus community and beyond. The Director of Institutional Effectiveness and Planning collaborates closely with individuals, offices, departments, and executive staff to develop and answer questions using evidence as a basis. The IR Office prepares data packets for each academic program to use along with the Program Review guide to draft a self-study as part of the seven-year program review cycle (see Standard 4). The IR Office also compiles and makes available annually the MCLA Factbook and the Common Data Set and regularly provides institutional data to external sources, including IPEDS College Navigator, the Massachusetts DHE's Performance Measurement Reporting System (PMRS), and the Student Achievement Measure (SAM). Links to these sources appear on MCLA's IR website. (See also Standard 8.) The Director of Institutional Effectiveness and Planning plays a key role on the College's Racial Equity and Justice Institute (REJI) team, which works closely with institutional data to identify equity gaps in our campus community. The Director will also serve as one of four leads on the College's Strategic Enrollment Committee. (See projection, below, and Standard 5.)

MCLA also works to understand the needs of its campus community through the use of one-time and regularly administered **surveys**. Every three years, MCLA administers the **National Survey of Student Engagement** (NSSE). NSSE surveys first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. Within each three-year cycle, MCLA administers the survey, reviews the findings, and institutes recommended changes. NSSE was last administered in 2022, four years after the previous survey administration; due to the COVID-19 pandemic, the campus felt that delaying survey administration by a year would yield more valuable feedback.

In 2022, a group of faculty members, the Senior Advisor of Institutional Equity and Belonging, and the Director of Institutional Effectiveness and Planning came together to discuss performing a campus climate assessment. -The most recent climate assessment at MCLA had taken place in 2017, and the prevailing climate in higher education and across the United States convinced the group that it was time to repeat this exercise. The group reviewed the 2017 survey tool along with other campus climate survey tools and

selected the **Culturally Engaging Campus Environments (CECE) survey** from The National Institute for Transformation and Equity as our survey instrument. The assessment was a two-step process consisting of a survey of students, faculty, and staff followed by focus groups with select populations. The CECE model of college success describes the types of campus environments that can be cultivated to allow diverse populations of students to thrive. The CECE Scale was adapted to create student and faculty/staff surveys that address MCLA's unique campus climate. The survey looked at three key areas:

1. Cultural Responsiveness - the extent to which campus support systems effectively respond to the needs of culturally diverse populations.
2. Cultural Relevance - the degree to which learning environments are relevant to student and faculty/staff cultural backgrounds and identities.
3. Sense of Belonging - the degree to which students and faculty/staff feel connected to and a member of the existing campus community.

The first CECE assessment was performed in FY23. Results and next steps are described in Appraisal, below, as well as in Standards 3, 5, and 6. MCLA plans to repeat the campus climate survey every three years, creating a cycle similar to that of NSSE and providing a timeline to close the assessment process loop.

Evaluation: Appraisal

The disaggregation of data has helped MCLA plan and execute initiatives to improve the retention of specific student populations by creating or updating positions, practices, and policies. In one recent example of data-driven decisions leading to successful outcomes, the Office of Academic Advising & Support and the Office of Institutional Research collaborated to identify two cohorts of first-time, full-time freshmen whose retention rates were consistently lower than other groups.

- Over the past six years, **undeclared students** were retained at a rate below that of their overall entering classes. Based on this information, the Academic Advising & Support Office pursued and obtained grant funding to introduce a new advising role: that of **faculty success coach** (described more fully in Standard 6). These coaches work specifically with undeclared students, providing an expert, empathetic point of contact who can answer questions, provide support, and proactively monitor students' progress. Preliminary data from the 2022 fall cohort indicate that **undeclared students will retain at a rate above the overall cohort**. This evidence of the positive impact of faculty success coaches upon undeclared student success and retention rates has led the Office of Academic Advising & Support to expand faculty success coaching to **all** first-time, first-year students in the fall of 2023. (See discussion of new First Year Experience in Standard 5.)
- During the same time period, entering student cohorts with a **high school GPA below 3.00** were retained at a rate below that of their overall cohorts. The Academic Advising & Support Office responded to these findings by adding **targeted outreach** to these students highlighting the availability of academic support services. This initiative has shown early promise: preliminary data suggest an increase in the retention rate of the Fall 2022 cohort of students entering with a high

school GPA below 3.00 **by more than 10%** over that of the corresponding Fall 2021 cohort. This initiative will continue into the 2023-2024 academic year.

Recent revisions to MCLA's Academic Standing Policy were driven by disaggregated data shared in late 2021 demonstrating that **academic suspensions were disproportionately affecting ALANA students** (26% of student population; 49% of suspensions) – especially Black male students, who made up 6% of MCLA's student population but constituted 26% of all academic suspensions in Fall 2021. Framed differently, the situation is even more alarming: more than 1 in 4 Black male students enrolled at MCLA in Fall 2021 were suspended. Similar data were reported in FY23. In Fall 2023, the Registrar announced a number of **modifications to the Academic Appeals & Standing Policy** aimed at providing support and resources for students at risk of suspension. These include:

- One full semester of probation for students who would previously have been subject to immediate suspension, avoiding surprises and allowing them an opportunity to raise their GPA and return to good academic standing
- Academic support and mandatory success coaching for students on probation (*before*, and hopefully to prevent, any suspension, rather than after the fact upon appeal/reinstatement)
- First-year probationary students being required to retake any courses with failing grades
- A streamlined process and an advocate for students to appeal suspension decisions

Similarly, based on data concerning the number and distribution of midterm warnings in recent semesters, the registrar has replaced an older Non-Attendance Reporting System with a **Student Success Check-in** Form that all faculty will be required to complete for each course they teach by the end of the third week of the semester. This check-in will serve as a critical mechanism to communicate and document faculty concerns about students to various academic resources, including but not limited to the student's academic advisor, Academic Advising, and the MCLA CARE team. The goal is to identify and assist students who may be facing challenges earlier in the semester, ultimately promoting their well-being and increasing the likelihood of their successful completion of coursework.

MCLA will monitor midterm warning and suspension data following these changes and continue to strive toward creating and modifying policies that support equitable outcomes for students.

MCLA's Fall 2022 CECE Campus Climate survey was completed by 346 students and 195 faculty and staff, with the demographic makeup of respondent groups mirroring that of each campus constituency. A summary of survey findings is included in the workroom. The most significant differences in reported experiences were between individuals of color and white individuals for both students and faculty/staff. Analysis of survey data revealed that a sense of belonging was predicted by students' experiences of Cultural Familiarity, Collectivist Cultural Orientations, and Holistic Support and by faculty/staff's experiences of Collectivist Cultural Orientations, Cultural Familiarity, Holistic Support, and Humanized Educational Environments. The findings found that overall, the campus environment cannot be characterized as culturally engaging and that many members of the MCLA community do not experience a sense of connection or belonging to the institution. Survey results were shared first with the executive

staff of the College and then with the broader campus community. The College has taken a number of actions to date based on the results of the Climate Survey:

- The Climate Survey results both contributed and lent a sense of urgency to the College's decision to hold its first **Racial Equity Summit** in May 2023. At the Summit, the campus community was invited to review Climate Survey findings and begin conversations about how to develop a more authentically inclusive and supportive campus community.
- Climate Survey findings also contributed to the Center for Teaching and Learning's creation of a **Department Chair Faculty Learning Community** through which department chairs will work toward ensuring more equitable experiences and outcomes in their programs. (See also Planning, above, and Standard 6: Teaching and Learning)
- In spring 2023, MCLA hired Latrina Denson, Associate Dean of Students at Mount Holyoke College, to conduct **qualitative research** with students, faculty, and staff of color to better understand statistically significant differences between their "sense of belonging" at MCLA and that of their white counterparts. Due to outside factors and staff changes, focus group findings have not yet been fully reviewed with the campus community. MCLA's Racial Equity and Justice Institute (REJI) team will take up the work of presenting these findings and working with the campus community to take action on next steps.

Projections

- Pending updated guidance from DHE, MCLA will embark upon the creation of its next strategic plan.
- MCLA is in the process of convening an Enrollment Management and Budget Planning Committee charged with creating a multi-year strategic enrollment plan that is integrated with financial planning. Leaders from Enrollment Management, Administration & Finance, and Institutional Research will serve on this group, whose activities will begin in earnest in FY24-25.
- MCLA will continue to administer the NSSE and CECE surveys on regular three-year cycles (NSSE in FY25; CECE in FY26).
- The REJI Team and Executive Staff will continue to align MCLA's planning and activities with the Massachusetts Department of Higher Education's Equity Agenda (ongoing).

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan		2013-2017	https://www.mcla.edu/about-mcla/mission-values/strategic-plan-2004-2010.php
Current Strategic Plan		2017-2022	https://www.mcla.edu/about-mcla/mission-values/strategic-plan.php
Next Strategic Plan		2023-2024	https://www.mass.edu/strategic/documents/Massachusetts%20Department%20of%20Higher%20Education%20Strategic%20Plan%20for%20Racial%20Equity_Updated_01242023.pdf
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan			
Academic plan			
Financial plan			
Technology plan			
Enrollment plan			
Development plan		Sep-21	https://mcla.sharepoint.com/sites/NECHEAccreditation2023/NECHE%20Workroom/Forms/MCLA%20Workroom.aspx?FilterField1=StandardAlignment&FilterValue1=Standard%202&FilterType1=MultiChoice&id=%2Fsites%2FNECHEAccreditation2023%2FNECHE%20Workroom%2FMCLA%20Campaign%20Plan%20DRAFT%209%2D28%2D21%5FRobert%20Ziomek%2Epdf&viewid=ebf40228%2Dac50%2D4366%2D8fab%2Db28365dd55c1&parent=%2Fsites%2FNECHEAccreditation2023%2FNECHE%20Workroom
Plans for major units (e.g., departments, library)*			
Core Review Policy		2022	NECHE Accreditation 2023 - CORE REDESIGN REVIEW PROCESS POLICY Approved_Ann Billetz.pdf - MCLA Workroom (sharepoint.com)

Facilities Review		2017	https://mcla.sharepoint.com/sites/NECHEAccreditation2023/NECHE%20Workroom/Forms/MCLA%20Workroom.aspx?sortField=Title&isAscending=true&id=%2Fsites%2FNECHEAccreditation2023%2FNECHE%20Workroom%2FSightlines%2DMCLA%20FY17%20Final%5FTo%20Send%5FKate%20Flower%2Epdf&viewid=ebf40228%2Dac50%2D4366%2D8fab%2Db28365dd55c1&parent=%2Fsites%2FNECHEAccreditation2023%2FNECHE%20Workroom
Enrollment Projection 2024F-2026F		2023	https://mcla.sharepoint.com/:x:/r/sites/NECHEAccreditation2023/_layouts/15/Doc.aspx?sourcedoc=%7BBAD46954-55BF-428B-A16E-87D1452D199F%7D&file=MCLA%20Enrollment%20Projection%202024F-2026F%202023-0_Jason%20Canales.xlsx&action=default&mobileredirect=true

EVALUATION

Academic program review

	Website location
Program review system (colleges and departments). System last updated: Program review schedule (e.g., every 5 years)	? https://www.mcla.edu/administration/academic-affairs/assessment/in-the-program/program-review/index.php

Sample program review reports (name of unit or program)*

Biology Program Review Spring 2015-Spring2021	? https://mcla.sharepoint.com/sites/NECHEAccreditation2023/NECHE%20Workroom/Forms/MCLA%20Workroom.aspx?FilterField1=StandardAlignment&FilterValue1=Standard%202&FilterType1=MultiChoice&id=%2Fsites%2FNECHEAccreditation2023%2FNECHE%20Workroom%2FBIOL%20Program%20Review%20Self%20Study%202022%5FJason%20Canales%2Epdf&viewid=ebf40228%2Dac50%2D4366%2D8fab%2Db28365dd55c1&parent=%2Fsites%2FNECHEAccreditation2023%2FNECHE%20Workroom
Chemistry Program Review Fall 2026 - Spring 2022	NECHE Accreditation 2023 - CHEM Program Review Self Study 2022_Jason Canales.pdf - MCLA Workroom (sharepoint.com)
Program Review Honors Program	NECHE Accreditation 2023 - HNRS Program Review_Jason Canales.pdf - MCLA Workroom (sharepoint.com)
Mathematics Program Review Fall 2016 - Fall 2022	NECHE Accreditation 2023 - MATH Program Review Self Study 2022_Jason Canales.pdf - MCLA Workroom (sharepoint.com)

System to review other functions and units

Program review schedule (every X years or website location of schedule)	https://www.mcla.edu/administration/academic-affairs/assessment/in-the-program/program-review/index.php

Sample program review reports (name of unit or program)*

Writing, College Assessment Report Fall 2019	NECHE Accreditation 2023 - College Writing Assessment Report-Fall 2019_Ann Billetz.pdf - MCLA Workroom (sharepoint.com)
Writing, College Assessment Report Fall 2021	NECHE Accreditation 2023 - College Writing Assessment Report-Fall 2021_Ann Billetz.pdf - MCLA Workroom (sharepoint.com)
Math Drop In Assessment Spring 2019	NECHE Accreditation 2023 - S19 Math Drop-In Assessment_Elizabeth Hartung.pdf - MCLA Workroom (sharepoint.com)

Other significant institutional studies (Name and web location)*

	Date
Example: Advising: www.notrealcollege.edu/advising	*2014*
NSSE 2022 Snapshot	https://mcla.sharepoint.com/sites/NECHEAccreditation2023/NECHE%20Workroom/Forms/MCLA%20Workroom.aspx?sortField=Title&isAscending=true&id=%2Fsites%2FNECHEAccreditation2023%2FNECHE%20Workroom%2FNSSE22%20Snapshot%20%28MCLA%29%5FJason%20Canales%2Epdf&viewid=ebf40228%2Dac50%2D4366%2D8fab%2Db28365dd55c1&parent=%2Fsites%2FNECHEAccreditation2023%2FNECHE%20Workroom
Campus Climate Summary	https://mcla.sharepoint.com/:w:/r/sites/NECHEAccreditation2023/_layouts/15/Doc.aspx?sourcedoc=%7B9D3F5EB3-48C4-4712-AA84-5CA4DFDAC3C1%7D&file=Exec%20Presentation_1-25-23.docx&action=default&mobileredirect=true

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard Three: Organization and Governance

Working within set guidelines, policies, and agreements that are common to the nine very distinct institutions in Massachusetts State University System, MCLA strives to create and sustain an organization that reflects and supports our unique identity, community, and mission.

Introduction

The **Massachusetts public higher education system** comprises three sectors: the five-campus University of Massachusetts system; the fifteen community colleges; and the nine state universities. MCLA is one of three specialized colleges which, along with the six comprehensive state universities, constitute the **state university system**.

The **Massachusetts Board of Higher Education** (BHE) guides the Commonwealth's overall system of public higher education, working closely with the **Department of Higher Education** (DHE), which executes the BHE's policies and directives.

Each state university and community college is governed by its own **Board of Trustees** and maintains sufficient autonomy and control of its own programs and operations to be held directly accountable for meeting NECHE's standards. The work of MCLA's Board, which is governed by regulations set by the BHE, includes setting policy, approving annual budgets, monitoring quarterly budget performance, and participating in the approval of internal audits.

A comparison of the authority and responsibilities of the Massachusetts BHE vs. state university boards of trustees is presented in the *Higher Ed Authority Overview*, prepared by the Massachusetts DHE and included in the workroom.

The Massachusetts State University **Council of Presidents** (COP) brings together the presidents of the nine campuses and promotes collaboration and coordination among institutions. The COP is charged with working on legislative matters affecting the state university campuses in conjunction with the BHE and DHE.

Contracts for the three collective bargaining units represented at MCLA – the American Federation of State, County and Municipal Employees (AFSCME); the Association of Professional Administrators (APA), and the Massachusetts State College Association (MSCA) – are negotiated and signed at the state university system level. The faculty and librarian (MSCA) contract spells out the **internal governance** system employed by MCLA and the other state university campuses.

Governing Board: Description

MCLA's eleven-member Board of Trustees is the legally constituted body responsible for the College's quality and integrity. The FY23 Board is composed predominantly of Berkshire County residents (seven of eleven members) and is the most diverse Board in MCLA's history (four of eleven members are BIPOC). Domains of confidence represented among the current Board include legal, financial, business (local and regional), higher education, and fundraising.

Nine seats on the Board of Trustees are appointed by the governor of Massachusetts, who takes recommendations from the College under advisement but makes the final decisions regarding Board

membership. Additionally, one seat is held by an alumni member elected by the College alumni association, and one seat is held by a full-time undergraduate student elected annually by the student body under the auspices of the MCLA Student Government Association (SGA). Trustees are sworn into service at the state level. New trustees are required to complete eight state-mandated courses, including state ethics training, and undergo an evaluation for any potential conflicts of interest. Upon appointment, each trustee receives an orientation/membership manual which presents general information about the College and Board-specific information to help them understand their role. Appointed Trustees and the alumni Trustee serve five-year terms; they may not serve more than two consecutive terms.

Ongoing learning opportunities for all Board members include annual Title IX and Equal Opportunity training as well as occasional development sessions, such as a financial orientation that emerged from conversations between the Board Chair and the President. The Trustees' annual retreat centers around a topic of importance to their work. Recent retreats have featured an overview of accreditation provided by a NECHE representative; DEI work with the Chief Diversity Officer and an external consultant; an exploration of the role of a trustee led by an established professional; and a roundtable with the Berkshire legislative delegation.

MCLA's Board of Trustees reviews and endorses the College's strategic planning process and strategic plan document, which is ultimately accepted by the BHE. The implementation of the strategic plan falls under the purview of MCLA's Board. Board oversight of the College's budget necessitates their involvement in certain operational decisions, such as the recent reinstatement of the men's hockey program and addition of a women's hockey program.

The Board operates according to an established set of bylaws. These bylaws specify the officers of the Board, the frequency of meetings, and the Board's committee structure and roles, as well as providing a process for amending, revising, or repealing bylaws. Massachusetts General Law dictates attendance requirements and outlines duties for Board members (MGL Ch 15A Sec 21 and 22). The bylaws do not include a mechanism for or a requirement to conduct the Board's annual self-evaluation; guidelines for Board self-assessments are provided by the DHE.

Board meeting agendas and minutes provide evidence of governance actions, including policy and program reviews and approvals, and are posted to the public-facing MCLA website. Much of the Board's work is carried out through its committees, including the Academic Affairs Committee, Executive Committee, Fiscal Affairs Committee, Nominating Committee, Presidential Evaluation Committee, and Student Affairs Committee. Within the period under review, the Board moved to create an *ad hoc* Enrollment Management Committee to devote greater attention to retention and recruitment efforts.

The Board delegates to the President the authority to manage the college, guided by the institution's mission and the Board's priorities. The Board Chair meets weekly with the President. The entire Board establishes the President's Goals annually and assigns each goal to a trustee for evaluation at the end of the academic year. The Board's Presidential Evaluation Committee plays a central role in the formal presidential evaluation process, which includes a local as well as a BHE component. The minutes of full Board meetings in which presidential goals are reviewed, as well as Presidential Evaluation Committee meetings when performance on goals is assessed, offer an appropriate degree of transparency into this process.

The Board monitors and supports the College's identification, assessment, and management of risks and its compliance with regulations through the regular review of processes and outcomes, including the audit report of O'Connor and Drew P.C., the Critical Incident Response Team Manual, and the Clery Report.

Governing Board: Appraisal

MCLA's president submits letters of recommendation regarding trustee appointments to the Governor and advocates for diversity of identities and skills among Board members. This advocacy has contributed to the current diversity among sitting Board members. Ultimately, though, MCLA has no control over the appointment process, which lies solely within the governor's authority.

Information on Board members could be made more readily available to the public. At present, the public-facing website for the Board provides each trustee's name, city or town of residence, and a single-sentence summary of their professional experience. News releases provide information about new appointees, but these are not collected in a single, easy-to-find location. An enhanced directory of Board members could also highlight competencies that Trustees bring to the Board that may not be evident from their professional titles.

The current bylaws were adopted by the Board on May 26, 2011. The upcoming strategic planning process provides an opportunity and impetus for the Board to review the bylaws and determine if they require amendment or revision.

Within the structure dictated by the bylaws, the Board has continued to review and revise its procedures to better serve their function as stewards of the College. For example, since MCLA's last NECHE visit, the Board of Trustees Academic Affairs Committee's role in the tenure and promotion process has been enhanced to be more intentional. Trustees now meet tenure candidates in person; hear about their backgrounds, work, and research; and have an opportunity to ask questions.

The connection between the Trustees and the College community, especially faculty, could be closer; finding ways to do this without compromising the President's role and authority has proven difficult. The legislation that governs and lends authority to the Board imposes additional constrictions and complications. This situation is not unique to MCLA and could present an opportunity to create and model a solution.

The Board walks a fine line between the governance function of executive oversight and the day-to-day management of the institution. As the College's governing body, the Board is entitled to know what is happening and is kept apprised, but they are mindful not to interfere with the authority of the executive whom they have entrusted with day-to-day operations.

The Trustees recognize the importance of monitoring, critiquing, and improving their performance in their governance relationship to the College. Committing to an annual self-evaluation would indicate the Board's willingness to reflect internally and consider improvements. Performing an annual self-evaluation provides an opportunity for dialogue and can lead to open discussion of governance issues that might otherwise remain silent. Self-evaluations can also refresh the Board's understanding of its role and responsibilities and further define the criteria for an effective and successful board.

Internal Governance: Description

Administration: The President of MCLA is appointed by and reports to the Board of Trustees, subject to the oversight and final approval of the DHE. As the chief executive officer of the institution, the President is supported by an executive staff of direct reports which includes the Provost and Vice President of Academic Affairs, Vice President of Administration and Finance, Vice President of Institutional Advancement, Vice President of Student Affairs; Chief of Staff; Executive Director of Human Resources; and Executive Assistant to the President. The Vice Provost for Institutional Equity & Belonging (vacant position as of this writing), while reporting to the Provost, will also serve on Executive Staff. In addition, the Director of Marketing and Communications attends all Executive Staff meetings. The Executive Staff meets weekly throughout the calendar year and attends a two-and-a-half-day planning retreat each summer. The President meets biweekly with each of his direct reports.

The Provost and Vice President of Academic Affairs, MCLA's chief academic officer, reports to the President and oversees the quality of the academic program. Reporting directly to the Vice President are the Dean of Academic Affairs, Dean of Graduate and Continuing Education, and Executive Director of Enrollment Management, as well as a small administrative team. The Vice President and his direct reports work with academic units to facilitate the development and review of academic programs and ensure their quality.

MCLA's vice presidents participate regularly in meetings with peer groups across the state university system. These cohorts provide valuable opportunities to compare institutional approaches and share knowledge, experiences, and best practices. An example of the benefit this has yielded is a recent change to how the College handles credits banked by faculty members. Previously, faculty could accrue "banked" credits through teaching overloads and, in some instances, opt to have them paid out or used later as release time. This resulted in a potentially substantial unfunded liability. Through participation in a State University peer group, the Vice President of Academic Affairs learned that the College was the only member of the State University system that had been using this approach. The College has now transitioned to the approach used by the other members of the system, under which banked credits must be used for release time unless the class for which they are earned is scheduled explicitly outside of the MSCA day contract hours, in which case they must be paid out.

Careful stewardship of the College's finances through the COVID-19 pandemic allowed MCLA to avoid any layoffs or furloughs of full-time employees, ensuring that the College sustained adequate faculty and staffing levels to meet student and operational needs.

Shared Governance System: Article VII of the Agreement between the Board of Higher Education and the Massachusetts Teachers Association/NEA Massachusetts State College Association (MSCA -- the collective bargaining unit representing faculty and librarians across the state university system) prescribes the shared governance system at MCLA and the other state universities.

The basic framework of the shared governance system spelled out in the MSCA contract is:

- All-University Committee
    - 3 Standing Committees (Curriculum, Academic Policies, Student Affairs)
    - *Ad Hoc* and Special Committees
- Graduate Education Council

The All-University Committee and standing committees include representatives from among three constituencies. Faculty members and librarians covered by the day contract elect **full-time faculty and librarian representatives** to these committees. The Student Government Association (SGA) selects **student representatives. Administrative (staff/administrator) representatives** are nominated in partnership with the Student Government Association. Nominees are appointed by, and serve at the discretion of, the College President. The specific composition of each committee is included in Article VII.D of the MSCA contract.

These committees constitute the shared governance system during the MSCA contract year (September 1 through May 31). For governance matters requiring attention during the off-contract period (June 1 through August 31), an Executive Committee of the All-University Committee is established that has full contractual authority. The composition of the Executive committee is:

- Two members of the day bargaining unit
- Two student members
- Two administrative members

It is important to note that these committees are technically recommending bodies; authority to make the final decision on matters that they take up is vested solely in the President by the MSCA contract.

The All-University Committee (known at MCLA as the **All College Committee,** or ACC) is the primary vehicle for coordinating and implementing participation in shared governance. All items submitted for governance are first brought before the ACC, which, after determining that the item is a matter of governance, then refers each item to the appropriate standing committee or, when the item does not fall within the purview of a standing committee, an *ad hoc* or special committee. The ACC receives standing and *ad hoc* committees' recommendations and reports, and, in turn, votes to recommend actions to the President. The ACC can send items back to a standing, *ad hoc,* or special committee for additional consideration. The MSCA contract charges the ACC with making every effort to align its recommendations with those it receives from a standing, *ad hoc,* or special committee. The ACC may also elect to not review recommendations or reports submitted to them by standing, *ad hoc,* or special committee, in which case they pass directly to the President after a period of 30 days. The President considers the ACC's recommendations, factoring in the knowledge and expertise of the members of involved committees or other bodies, and accepts or rejects them. Should the President opt not to accept a recommendation forwarded through the governance process, an explanation is provided in writing.

The primary charge of the three **standing committees** is to consider items referred to them by the All College Committee and to transmit their reports and recommendations back to the ACC, which, in turn, recommends action to the President.

- The **Curriculum Committee** evaluates and makes recommendations concerning changes in the College's course inventory, the assignment of courses to the appropriate departments, changes to requirements for majors and the Core Curriculum, and proposals for new programs of study.
- The **Academic Policies Committee** considers the academic calendar, academic standards, admissions standards, retention policies, educational services to the local community, and library services.
- The **Student Affairs Committee** considers the needs of the student population, student activities, and student participation in the cultural and social activities of the College.

- The **Graduate Education Council** includes five members of the graduate faculty, one student member (who must be enrolled in two or more graduate courses in a semester), and three administrative members. This council prepares reports and recommendations concerning changes to courses and requirements within graduate curricula and the criteria to be applied in designating members of the graduate faculty. The reports and recommendations of the Graduate Education Council are transmitted to the College President via the Provost and Vice President of Academic Affairs without proceeding through the ACC. The term of the Graduate Education Council runs from September 1 through August 31.

The **Student Government Association** (SGA) fulfills several key roles in the governance system established in the MSCA contract. Upon the implementation of a new contract, the SGA is charged with holding a referendum among the student body determining whether or not students shall participate in the governance process as indicated in the contract. If the referendum fails, students lose the right to sit on governance committees. If the referendum passes, the selection of student members to sit on governance committees occurs under the auspices of the SGA, although participation is not limited to students who are members of the SGA. The President of the SGA holds the authority to appoint students to fill vacancies on standing committees, either on a temporary or permanent basis. The SGA also oversees the selection of the student representative on the Board of Trustees. Regular meetings of the SGA also serve as a primary outlet for disseminating information on governance actions to the broader student body. More information on the SGA and its role in the College's decision-making system may be found in Standard 5.

Governance in Action: Governance committee meeting agendas and minutes are posted to SharePoint and available for the entire campus community to review. Agendas are posted at least two days prior to meetings, and minutes are posted following their approval at a subsequent meeting. In addition to folders containing these documents, committee chairs post agendas and meeting notices to SharePoint bulletin boards for convenient access. All governance committee meetings are open to the campus community, though discussion is limited to members of the committee and those invited by committee chairs to speak on or answer questions regarding an item before their committee.

In response to the issues and difficulties with the antiquated document management system that had been used for governance since even before MCLA's last self-study, in 2022 the College implemented Leepfrog's CourseLeaf curriculum inventory management system. The CourseLeaf platform allows for the documents necessary for the governance process to be updated and moved entirely online. Any member of the campus community can submit a new or revised item, and CourseLeaf will move it through the governance process, allowing for editing, amending, and the inclusion of committee vote counts and notes. Members of the Academic Affairs staff migrated all existing course, program, and policy OmniForms to CourseLeaf in order to keep them accessible to the campus community; members of the Student Affairs staff also migrated policies and procedures to be in compliance with state and federal policies and guidelines. Several in-person training sessions introduced the campus community to CourseLeaf in Fall 2022, and governance committees moved their work to the platform shortly thereafter. The College's governance process has now moved completely from OmniForms to CourseLeaf.

An example of the College's governance system in action is the approval of the newly-added Nursing program. Once the College committed to developing a Bachelor of Science in Nursing degree program, an Associate Dean of Nursing was hired to oversee the establishment of a nursing curriculum and manage

the process of obtaining approval from outside agencies. The nursing curriculum was created by the Associate Dean in concert with faculty teaching in areas that would factor heavily into the new major (primarily Biology and Chemistry). In addition to the coursework element of the new degree, several academic policies required revision or creation to accommodate the program. Once the program was ready for consideration, it was submitted to the governance system for review and recommendation. The ACC assigned each of the 33 individual items submitted for consideration to the appropriate standing committee. Both the Curriculum Committee and the Academic Policies Committee spent several weeks reviewing the items, inviting the Associate Dean of Nursing and Chair of Biology to their meetings to field questions. When all items had passed their respective committees, they came before the ACC for review and recommendation to the President. The ACC also reviewed the materials over multiple meetings, with the Associate Dean of Nursing and Chair of Biology present to answer questions and address concerns. At the conclusion of the process, the ACC voted to approve the recommendations from the Curriculum Committee and Academic Policies Committee, sending them to the President for review and, ultimately, approval. This process took over a year to complete and involved several dozen members of the campus community in decision-making.

An example of the role of special committees in the governance process is the creation of the Core Steering Committee (CSC). As the College undertook a review and revision of its Core Curriculum (itself a product of the governance process), it became evident that the review and coordination of Core classes was not a natural fit for the Curriculum Committee. For the coordination of the Core and the review of its classes to fall within the operations of the Curriculum Committee, those overseeing it would all have to serve on the Curriculum Committee, and the review of courses for Core compliance would dominate the Curriculum Committee's meetings. As a solution, the CSC was established as a special committee per the MSCA contract. In concert with the ACC, Curriculum Committee, and Academic Affairs, a process was implemented whereby the Core Steering Committee reviewed courses before they arrived at the Curriculum Committee, ensuring that courses were not considered for approval until they had been vetted and deemed Core-compliant. The Core course review process laid out detailed pathways for new courses with Core designations; courses as part of larger packages; existing courses adding a Core designation; and courses switching or removing their Core designation. The process has been in place for approximately two years and has successfully allowed for the thorough review of Core classes without creating an undue burden on the Curriculum Committee. As a special committee, the CSC is held to the same meeting and reporting requirements as standing committees.

Since the onset of the COVID-19 pandemic, the SGA has struggled with participation, with the result that a disproportionately small number of students have shouldered the responsibility of representing the student body in College governance. Despite several SGA members going well above and beyond expectations by serving on multiple committees at once, many student seats on committees have remained vacant due to a lack of interested participants. Student members have served as engaged and productive participants on their respective committees, but a lack of broad participation has necessarily limited the presence of diverse student perspectives throughout the governance process.

Continuous Improvement: MCLA recognizes that effectively meeting the needs of the institution and its students requires a culture of continuous review and improvement. To this end, senior leadership conducts annual reviews of the College's Strategic Plan to assess progress, identify areas where goals may require adjustment, and implement control measures as needed. This ongoing process prevents the College

from being tethered to goals that made sense when the plan was initially implemented but may no longer reflect what is needed to best serve our students.

This commitment to continuous review and improvement also applies to institutional leadership. Per the DHE, the President's performance is evaluated annually, with a more in-depth evaluation by the Board of Trustees conducted every five years. The Board of Trustees also conducts an annual self-assessment.

Academic departments conduct reviews on a regular, though not statutory, basis. These reviews take several forms, including revisiting and revising departmental policies and procedures, external reviews conducted by outside parties, and departmental curriculum committees that reaffirm or recommend changes to the department's curricular offerings. (See Standards Four and Eight.)

Individual administrative offices also conduct regular reviews as an avenue for continuous improvement. For example, recent reviews conducted by the Office of Admissions and the Office of Student Financial Services led to the adoption of practices that allow the College to better serve its students, such as test-blind admissions and a reassessment of how scholarship funds are awarded. (These changes are described in more detail in Standard Five.)

Internal Governance: Appraisal

The College's internal governance structures and systems benefit from a culture of continuous review and improvement. Much of the framework of internal governance is laid out in the MSCA agreement, but implementing this framework in a way that is transparent and accessible to all members of the College community is a local effort. The shift from OmniForms to CourseLeaf is particularly indicative of continuous improvement. Previously, this process relied on a small handful of people to reliably convert and share materials in a timely manner, and the materials were only viewable by those serving on the committees reviewing them. Now, items advance through the governance process automatically; the system notifies committee members when items are before them for review; and any member of the campus community can look up items moving through the governance process and view their progress and status.

The process for populating governance committees, while established and understood, varies depending on constituency. **Day contract faculty and librarians** are elected by the MSCA membership each May to serve during the following academic year. **DGCE faculty** are not eligible to serve on governance committees, but they do have access to the governance system through their departments and elected full-time faculty committee members, and they may submit items to go through the governance process. The President's Office sends out an email to **professional staff and administrators** each spring inviting expressions of interest in committee service. The President draws upon the resulting pool of interested parties to appoint administrative members to committees. Although all professional staff members and administrators are eligible to serve on governance committees, the same handful of administrators has tended to end up on committees in recent years. It is also unclear whether and how the AFSCME contract affects **classified staff** eligibility for committee appointments. Improving the process of recruiting staff and administrators and tracking interest over time could provide a useful measure of this process's effectiveness. **Graduate students** are elected to the Graduate Education Council by the faculty who serve on that council. **Undergraduate student** members of governance committees are selected under the auspices of the SGA. In practice, while all students are eligible to serve, student committee members are

drawn from the ranks of those serving in the SGA. Difficulty filling students to serve on committees remains a substantial impediment to engaging students in College governance.

Beyond the lack of participation with the SGA and governance committees, students in general seem largely unaware of the College governance process, how it works, and how to engage with it. Students often learn about decisions regarding issues that have spent substantial time in governance only after they have been voted upon, at which point it is too late to provide input. While it is difficult to directly measure student sentiment toward the governance system, regular coverage of SGA meetings in *The Beacon* (the student newspaper) indicates ambivalent-to-negative student sentiment toward the College governance system, including the SGA.

As there is a need for greater student involvement in the governance process, so is there a need for governance leadership to be more involved with and available to SGA. Due to limited and inconsistent student involvement with governance committees, committee reports delivered at SGA meetings sometimes lack depth and context. Having governance committee chairs attend SGA meetings may provide more accurate information and increase transparency of the governance process.

A strategy to make organizational and governance structures and processes more transparent and accessible to the entire campus community might be the creation of a centralized repository of information, available to all, that could explain:

- where one can find governance items and approved policies, classes, and programs;
- the governance process, how to participate, and other key pieces of operational information;
- information specific to employees on systems and processes with which they should be familiar; and
- information on the College's organizational structure, including organizational charts of the student-facing divisions and offices.

Making organizational and governance information more widely known and easily available would increase transparency and reflect an institutional culture of continuous improvement.

Anecdotally, there is also a widely-held desire for more robust internal communication to keep the campus community apprised of information such as new hires and departures; changes to positions, organizations, or locations; and significant institutional developments. Currently, much important information is shared via face-to-face meetings that are not always open or accessible to all campus constituencies. Existing online tools for sharing communication, including bulletin boards in the College's SharePoint system, are underutilized, perhaps because creating content in these systems is not intuitive. While the Campus Climate Survey administered in Fall 2022 did not specifically ask respondents about transparency and communication on campus, it is reasonable to assume that communication and organizational transparency play a role in the following areas:

- Collectivist Cultural Orientations: Whether information is deliberately withheld or simply remains unshared due to oversight, the end result is that people who are not in the know do not feel as though they are being helped to succeed; do not feel supported; and do not feel as though people

at the institution are working toward common goals. Information becomes synonymous with power and leads to an unhealthy dynamic that threatens values of teamwork and mutual success.

- Proactive Philosophies: The questions in this category, which received the lowest overall scores in the survey, investigate whether the institution goes beyond passive provision of information and ensures employees have knowledge and access to information, opportunities, and supports.
- Sense of Belonging: Not being kept up to date on important information that affects our work and community makes people feel isolated, disregarded, and marginalized.

It is noteworthy that all segments of campus reported feeling either no or minimal/uncertain experience of the indicators in the categories listed above, and that faculty/staff of color reported feeling **no** experience of indicators for all three categories.

Projections

Governing board

- The Chair of the Board of Trustees will conduct a benchmark analysis of best practices for **board self-evaluations** among MCLA's peers and within higher education. At their retreat in 2024, the Board will discuss the chair's analysis, determine and implement a self-evaluation process, and complete self-evaluations at each annual retreat.

Internal governance

- Student leaders, with support from College and committee leadership, will design and present a sustainable and representative **SGA structure** for students to vote on in a special election in February 2024.
- The Vice Provost for Institutional Equity & Belonging, along with MCLA's REJI team and campus leadership, will continue to use findings from **Climate Surveys** administered on a three-year cycle to inform planning and resource allocation at all levels of campus operations.
- Campus leadership and constituencies will research and implement **improvements to internal communication** as a means of increasing a sense of belonging among all campus constituencies and empowering informed service provision and decision-making.

Standard 3: Organization and Governance
(Board and Internal 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 "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Massachusetts Department of Higher Education
Website location of documentation of relationship	https://www.mass.edu/system/aboutsystem.asp

Governing Board	**Website location**
By-laws	https://mcla.sharepoint.com/:w:/r/sites/NECHEAccreditation2023/_layouts/15/Doc.aspx?sourcedoc=%7B4EDF4A22-ED03-4226-A9DF-EDF4A7ED2FF9%7D&file=03.1%20MCLA%20bylaws_Lisa%20Lescarbeau.doc&action=default&mobileredirect=true
Board members' names and affiliations	https://www.mcla.edu/about-mcla/board/index.php

Board committees *	**Website location or document name for meeting minutes**
? Board of Trustees	https://www.mcla.edu/about-mcla/board/index.php

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
All College Committee	https://mcla.sharepoint.com/SitePages/Governance%20Committees.aspx
Academic Policies Committee	https://mcla.sharepoint.com/SitePages/Governance%20Committees.aspx
Curriculum Committee	https://mcla.sharepoint.com/SitePages/Governance%20Committees.aspx
Graduate Education Committee	https://mcla.sharepoint.com/SitePages/Governance%20Committees.aspx
Student Affairs Committee	https://mcla.sharepoint.com/SitePages/Governance%20Committees.aspx

Major institutional student committees or governance	**Website location or document name for meeting minutes**
Student Government	https://www.mcla.edu/student-life/student-government/index.php

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Main campus	North Adams, MA		1,707	1,236	1,211
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)	Pittsfield, MA		58	63	55
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

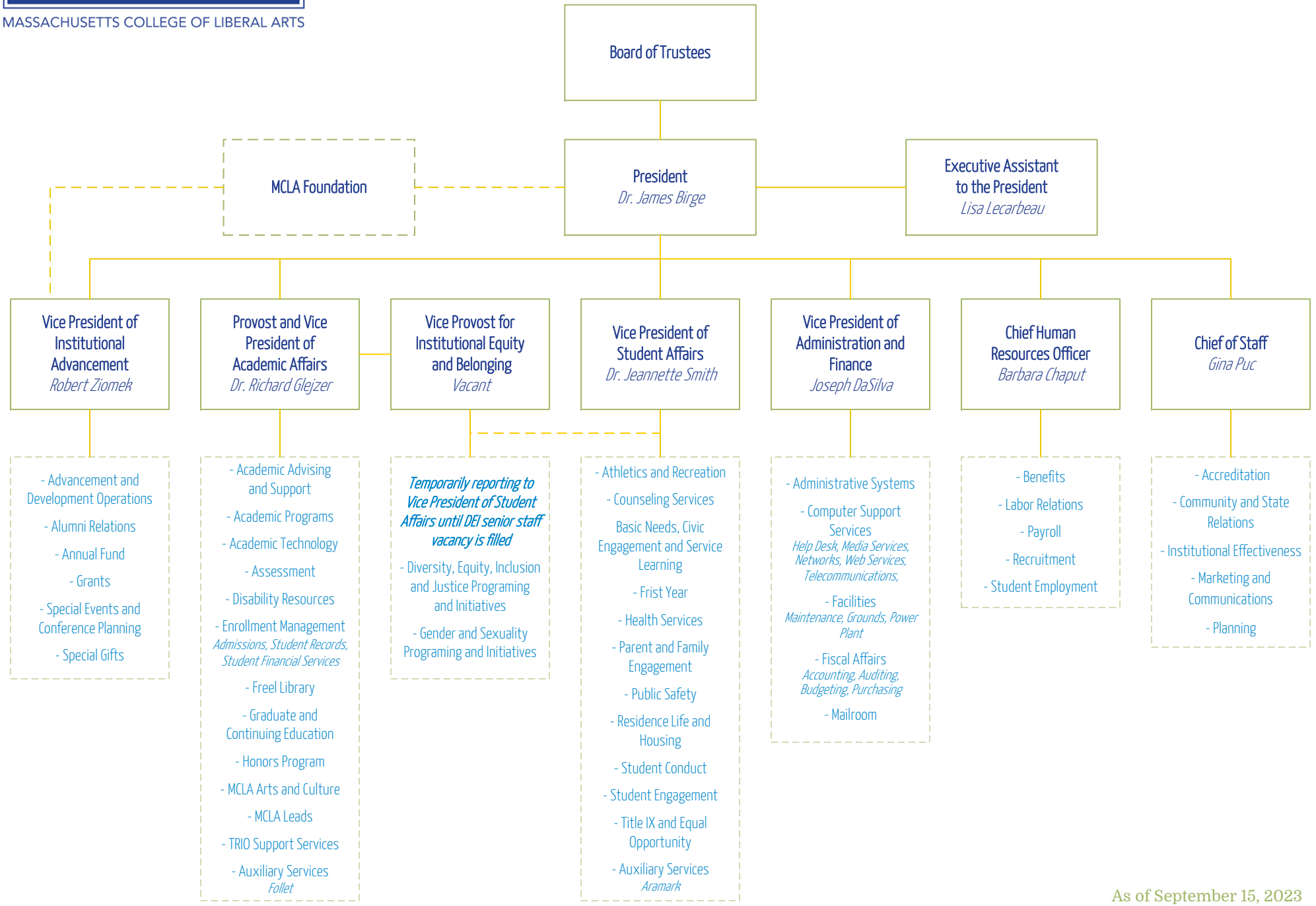
	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
Correspondence Education					
Low-Residency Programs	1		86	85	51
Competency-based Programs					
Dual Enrollment Programs	1 (2 In FY 2023)		157	96	132
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

MCLA
MASSACHUSETTS COLLEGE OF LIBERAL ARTS

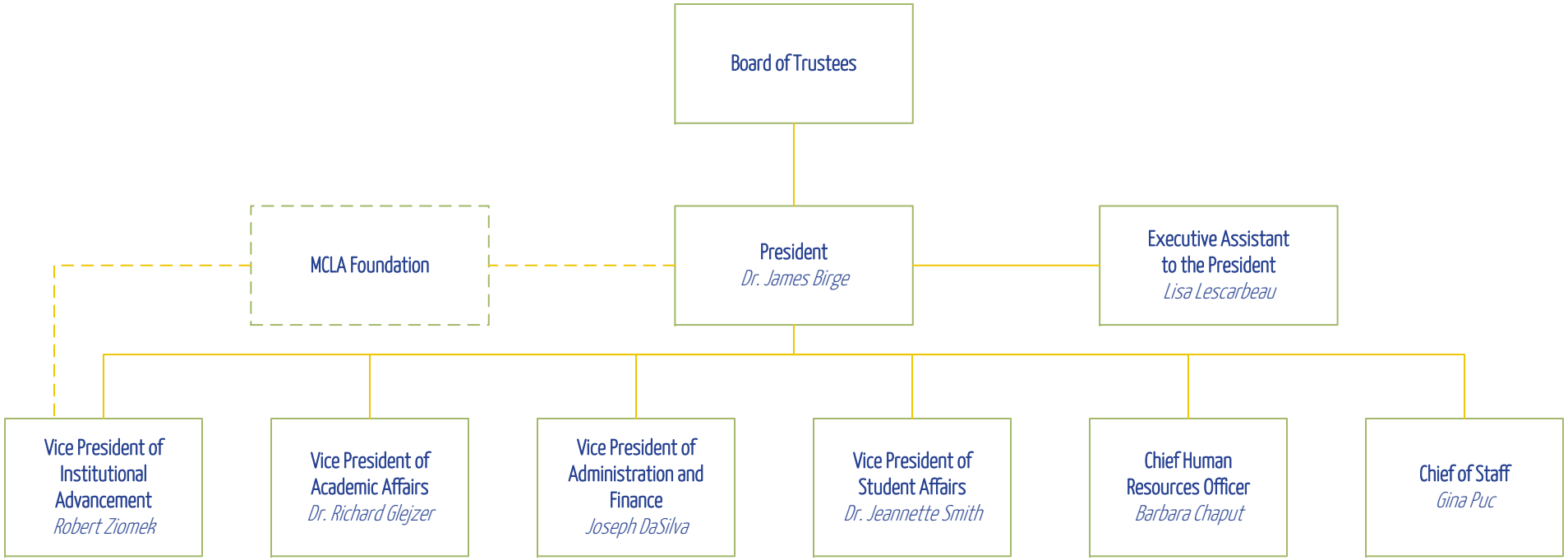
Executive Staff Organizational Chart



As of September 15, 2023

MCLA
MASSACHUSETTS COLLEGE OF LIBERAL ARTS

President Direct Reports Organizational Chart



As of September 15, 2023

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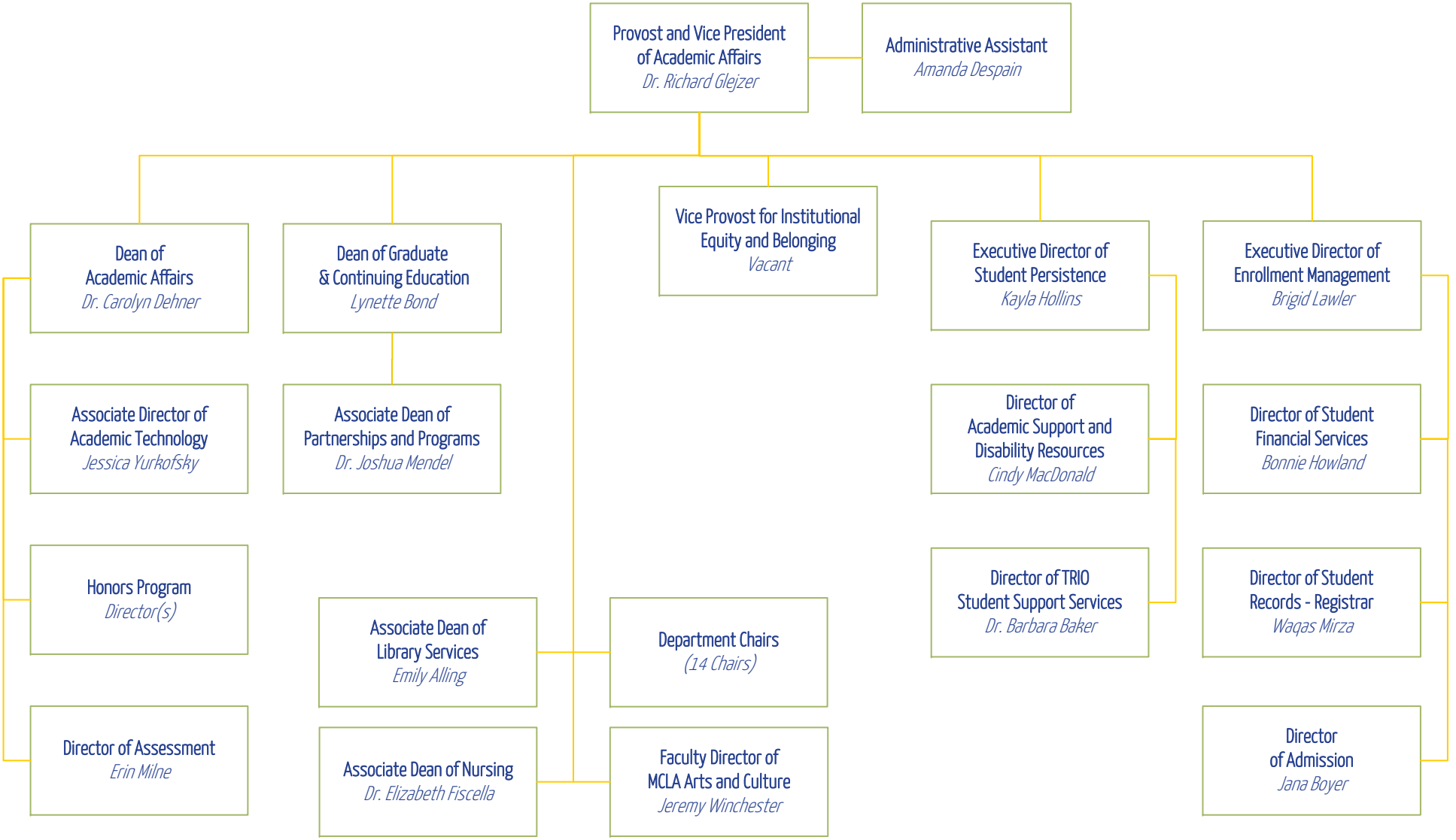
Academic Affairs Organizational Chart



As of September 15, 2023

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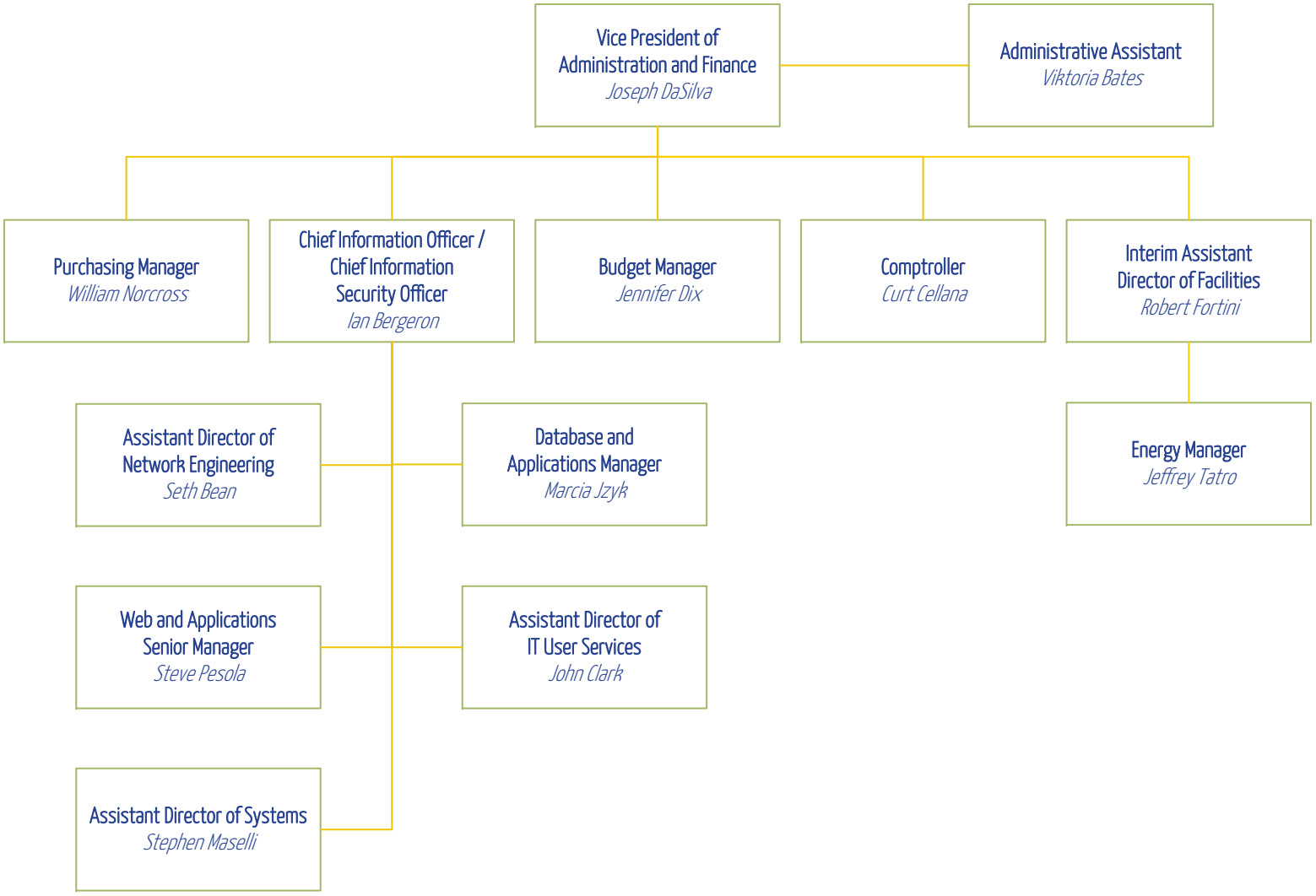
Administration and Finance Organizational Chart



As of September 15, 2023

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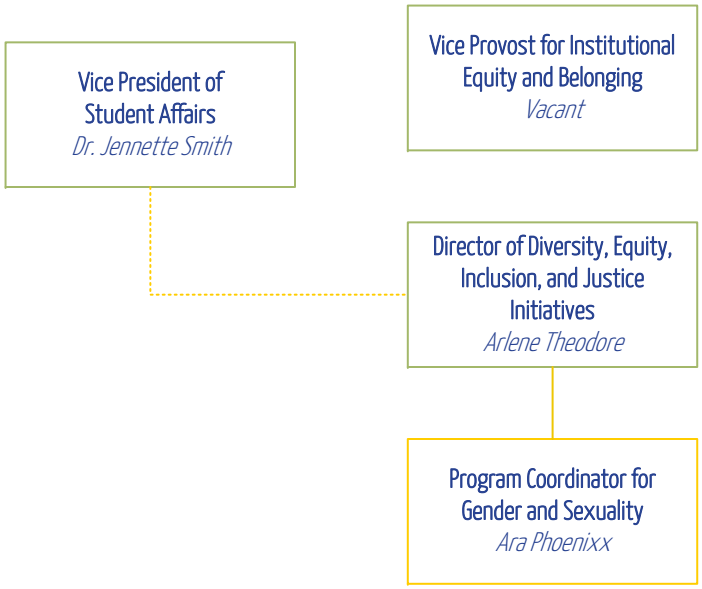
Diversity Equity and Inclusion Organizational Chart

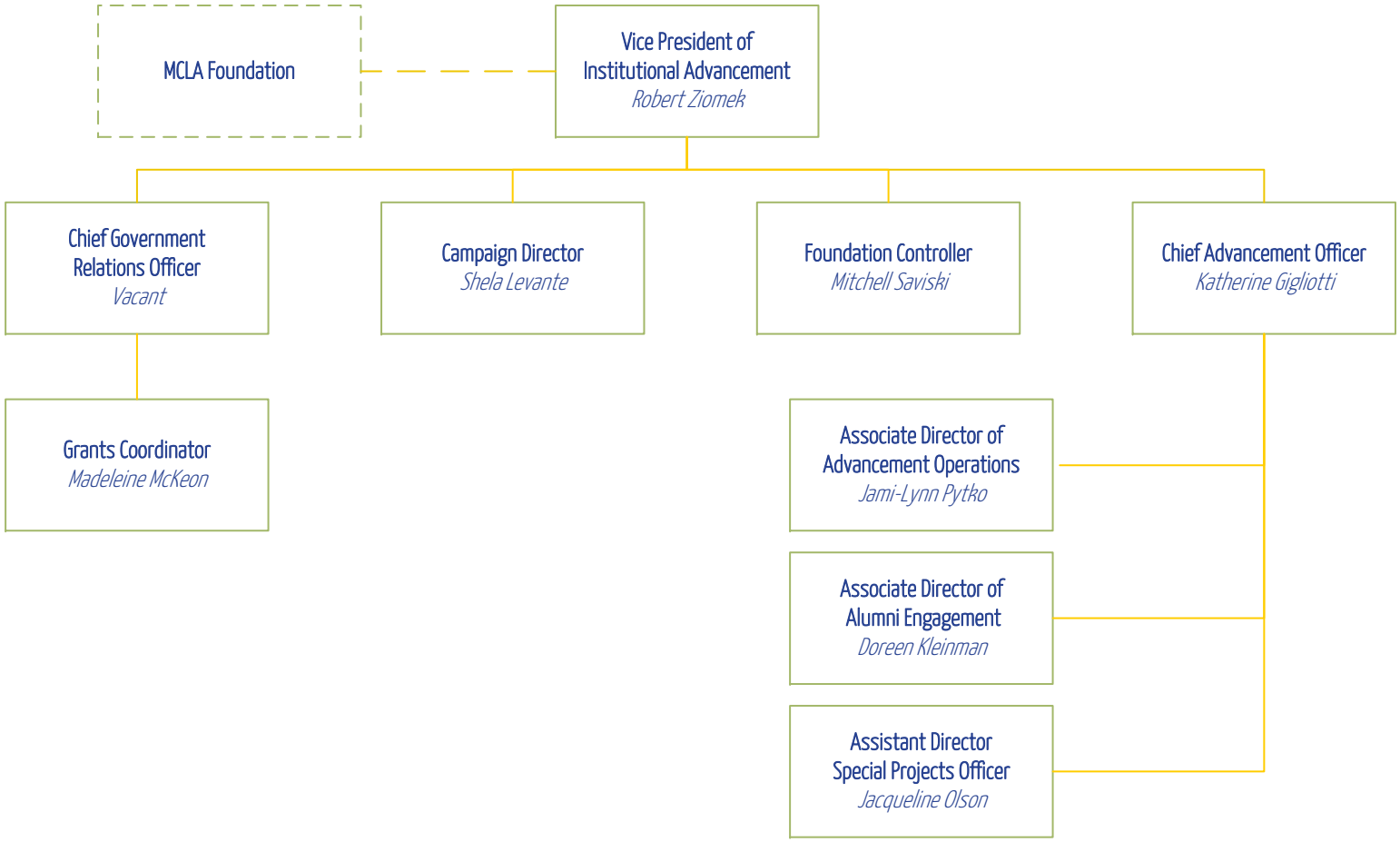


DEI Staff temporarily reporting to Vice President of Student Affairs until DEI senior staff vacancy is filled

As of September 15, 2023

MCLA
MASSACHUSETTS COLLEGE OF LIBERAL ARTS

Institutional Advancement Organizational Chart



As of September 15. 2023

MCLA
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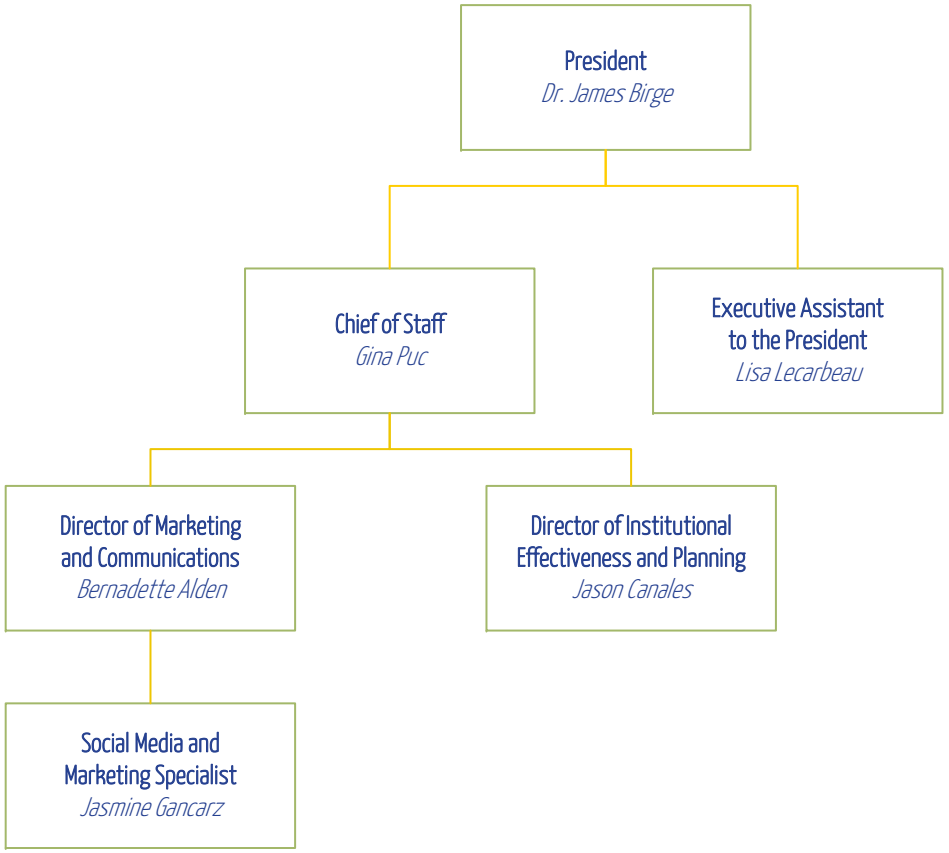
Presidents Office Organizational Chart



As of September 15, 2023

MCLA
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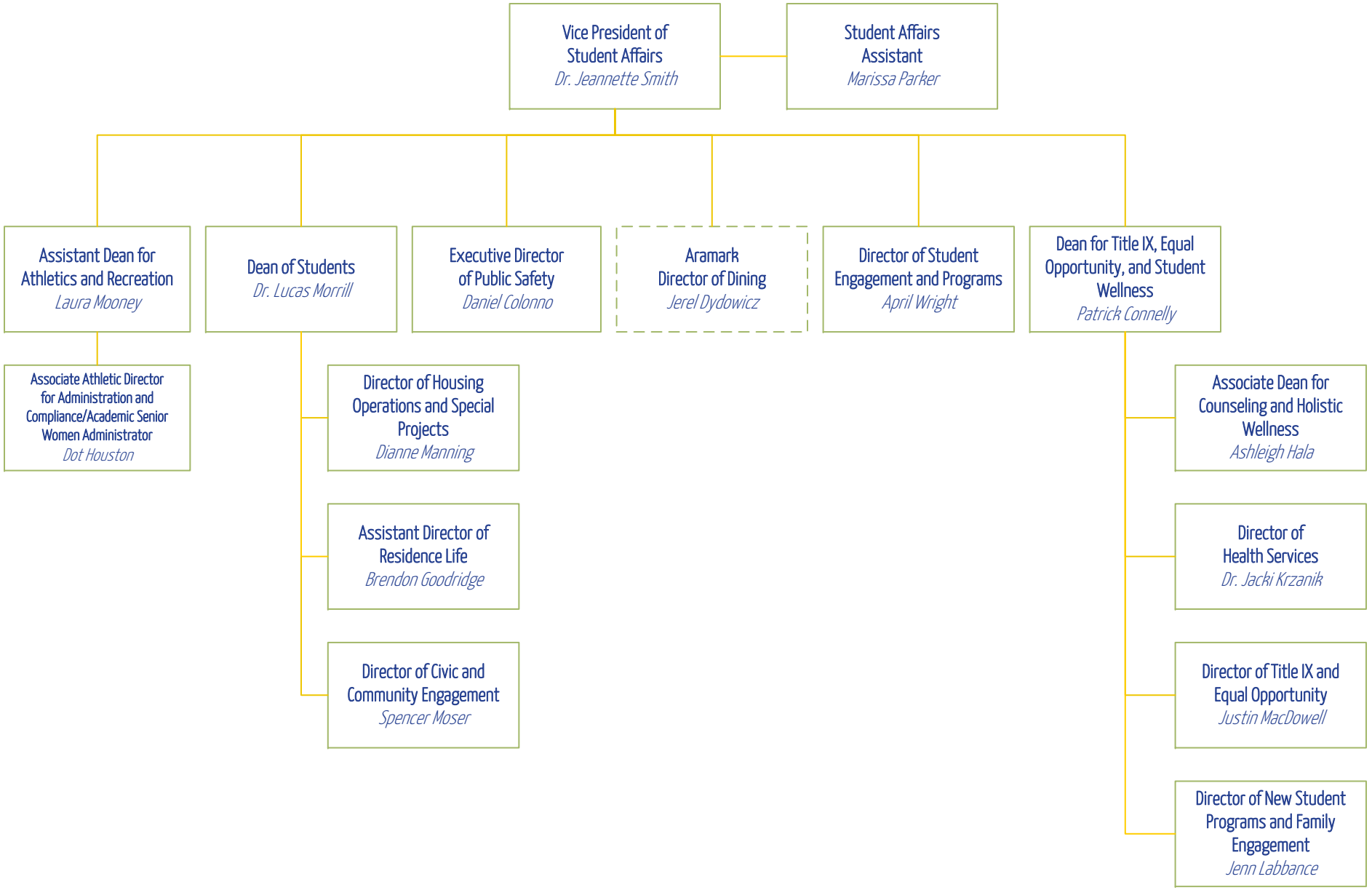
Student Affairs Organizational Chart



As of September 15, 2023

Part I ADMINISTRATION OF THE GOVERNMENT

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

MCLA is designated a Baccalaureate College with an Arts & Sciences Focus in the Carnegie Classification of Institutions of Higher Education. The undergraduate academic program, offering 60 different majors (including various concentrations), leads to a BA or BS degree. Within these programs, MCLA offers several accelerated or joint degree options as well as five teaching licensure options. The College does not offer any online undergraduate degrees. The Division of Continuing and Graduate Education (DGCE) awards master's degree programs in Business (MBA) and Education (M.Ed.) and a Certificate of Advanced Graduate Study (CAGS) for school/district leaders. DGCE also offers a bachelor's degree completion program and several certificate and continuing education programs.

Learning outcomes and requirements for each undergraduate program are published in the Undergraduate Course Catalog, as well as on the outward-facing MCLA website, under Academic Departments. Knowledge, skills, competencies, and methods of inquiry for each program are also described on these platforms. For programs that lead directly to a specific career, such as Education and Radiological Technology, career preparation practices are also described. There is not currently a course catalog for the programs offered through DGCE; although the website for the MBA program describes the learning goals, requirements, etc., the M.Ed. website is not as detailed.

Coherent design and consistent quality of academic programs are achieved through the robust shared governance process at the College, regular program reviews by departments and external evaluators, and review by the Department of Higher Education and other external accreditors as appropriate. Adequate resources to sustain and improve the programs are also detailed below and in Standard Two. The few programs that have been eliminated during the period under review were almost all the result of restructuring, rather than a lack of support. This is demonstrated in MCLA's annual Factbook (which lists enrollment by program) and outlined in more detail below in the appraisal section of "Assuring Academic Quality."

Assuring Academic Quality: Description

Academic oversight of programs is achieved via several avenues: shared governance per the MSCA contract, regular cycles of program review by individual departments, course evaluations, and robust assessment of student skills and learning outcomes at the course, program, and Core Curriculum level (see Standard 8). Shared governance reviews and recommends changes in curricular offerings and academic policies, ensuring consideration across disciplines. Recommendations forwarded through shared governance must be reviewed and approved by the President and, in the case of new degree offerings, the Board of Trustees and Board of Higher Education.

Academic departments engage in program review on a seven-year cycle in accordance with a schedule developed by the Dean of Academic Affairs and the Provost and Vice President for Academic Affairs. The goal of academic program review is to strengthen programs by allowing faculty to collaborate in establishing strategic priorities for the department and the college, often refining the mission, content, and focus of their offerings. This process also assures the quality of academic programs and identifies areas for improvement, such as student enrollment, curriculum, library and other resources, facilities, academic reputation, and student learning, as determined by a comparison with national disciplinary standards and best practices in programs at public comprehensive institutions that have a regional and teaching mission similar to MCLA's. The program review process involves:

1. the preparation of a self-study document;
2. a site visit by external reviewers;
3. an external reviewer report;
4. administrative review of the documents and recommendations;
5. a departmental response; and, finally,
6. a faculty-driven action plan for ongoing program improvement that coincides with the College's strategic plan.

The self-study document must outline the student learning outcomes for the program (which are listed in the course catalog), how the outcomes are assessed, and how this assessment is used to drive decision-making. All programs, including those in each area of our Core curriculum, employ the same assessment timeline and procedure created by the Director of Assessment (see Standard 8); the Director also works with department chairs and Domain Leaders to create assessment rubrics, often based on resources such as AAC&U's VALUE rubrics, LEAP SLOs, and the Degree Qualifications Profile.

Programs that require special accreditation from state or national organizations (e.g., ACBSP for Business Administration; DESE for Education; Board of Registration in Nursing) undergo additional regular reviews according to each organization's timetable; in fact, this is the current mechanism of program review for our graduate programs (see Graduate Programs, below). Additionally, programs that rely on outside organizations for support (for field-based experiences, facilities, etc.) maintain memoranda of understanding (MOUs) that outline the nature of each agreement and parameters for partnership; examples of these are available in the workroom.

Program Additions/Deletions: MCLA dedicates significant effort to the development and revision of its academic programs. In response to regular departmental assessment, program reviews, workforce needs of the Commonwealth, and student interest, new majors, concentrations, and minors have been developed over the past several years; we have also deleted and reconfigured several programs. The process of adding, deleting, or reconfiguring programs begins at the departmental level in response to regular program assessment and/or a program review. The department's curriculum committee, which must contain at least two students, votes on curricular changes. Proposals are then submitted to our Coordinator of Curriculum, who works closely with academic departments to support and guide them through our contractual governance approval process. Academic Affairs staff conducts a thorough review of each proposal prior to its entering governance. This early involvement promotes productive communication between academic departments and the administration. Topics such as curriculum structure, staffing levels, student outcomes, teaching rotation and the need for potential new faculty lines or other additional funding are discussed as part of this process.

Core Curriculum: The Core Steering Committee reviews all new Core courses to ensure that they meet student learning outcomes for their domains before they proceed through the shared governance process for approval. The Core Steering Committee may also reject proposed new courses if the catalog in any domain is growing too large. Once approved for inclusion in the core curriculum, courses are subject to a separate periodic assessment to maintain their core status.

The Integrative Foundational Level of MCLA's Core Curriculum includes a Critical Reasoning, Thinking, and Writing requirement which is satisfied by completing English 150, College Writing II. This course emphasizes college-level writing, reading, research and revision practices. By successfully completing English 150, students demonstrate collegiate-level skills in the English language.

All Locations, All Modalities: Through Fall 2019, MCLA offered a small number of undergraduate courses online. Following the abrupt shift to remote teaching and learning in Spring 2020, many students and faculty found themselves engaged with hybrid and online learning for the first time. Student interest in asynchronous online courses has grown, and MCLA realizes that such courses provide an opportunity to expand the accessibility of our programs. While MCLA firmly intends to remain primarily an in-person campus, we have begun to incorporate online courses in a limited fashion. In December 2021, the Academic Technology Advisory Group (ATAG), which includes Academic Technology staff, librarians, and faculty, submitted recommendations regarding online and hybrid courses in the post-pandemic era. These recommendations were used to craft a pilot program of ten online undergraduate course offerings in Spring 2023. Any day course offered online must also be offered in person at some point during the same academic year (so that no student is required to take an online course) and approved by the Office of Academic Technology. (See Standard 6 for more on online teaching and learning.)

MCLA offers undergraduate and graduate courses during the summer session via the Division of Graduate and Continuing Education. Summer session courses offer college students attending other institutions, members of the community, and high school students seeking a head start on their college careers an opportunity to enroll in MCLA courses at an affordable rate. Nearly all summer classes are offered online except for science labs, which meet in person. Offering courses online removes the transportation barrier faced by many high school students in our rural area and allows working professionals to fit coursework in on their own time. An online summer orientation specifically for students taking online courses has been developed to provide better engagement and structured guidance that encourages students to learn about the MCLA community and connects them with resources to support their success during the summer months.

A Substantive Change approval from NECHE for MCLA to deliver established programs offered by the Division of Graduate and Continuing Education in a fully online format was granted in December 2021. Currently, a majority of graduate classes are offered in hybrid or online modalities. Some hybrid graduate courses hold their in-person meetings in off-campus settings that provide students opportunities to connect learning to practice. For example, through our partnership with the Berkshire Innovation Center (BIC), students in our hybrid MBA program attend structured Saturday sessions at BIC five times per semester. In these sessions, students interact directly with invited experts in industries including technology innovation, life sciences, and advanced manufacturing, connecting their coursework to relevant issues in today's workplaces.

Undergraduate degree completion courses offered at Berkshire Community College (BCC) allow students in Pittsfield to continue their educational journey in a setting where many have completed their associate's degrees and feel comfortable. MCLA's presence at BCC also encourages students to reach out to one of our advisors who is on site there one day each week to learn more about transferring to MCLA and completing their bachelor's degree.

Assuring Academic Quality: Appraisal

MCLA's thorough structure for curricular oversight has resulted in a thoughtful approach to new curricular offerings and, consequently, very few deletions (outside of program restructuring). Students in programs slated for elimination are always provided with a pathway to finish their degrees. Since the last report, only one major has been deleted: the bachelor's degree program in Athletic Training. When the Commission on Accreditation of Athletic Training Education moved to requiring practitioners to hold at least a masters' degree, MCLA determined that we did not have the capacity to support a master's level program, and the decision was made to end the athletic training program. In order to continue to support interested students, MCLA created a Sports Medicine concentration with a similar goal: to prepare students for graduate study in Athletic Training and other fields. Most other program deletions have affected minors and concentrations and were a result of restructuring or streamlining (for example, three specific Behavioral Analysis minors in Psychology were replaced with one minor and a concentration). The Bioinformatics concentration in Biology was deleted due to low student enrollment; however, the new interdisciplinary Data Science minor (more on which below) includes similar learning outcomes. The Biotechnology 2+2 articulation with Berkshire Community College was also deleted due to the cancellation of the BCC program. Unfortunately, the Dance minor, Electrical Engineering concentration, and International Business concentration were deleted due to a combination of low enrollment/interest and inadequate resources (i.e., faculty). Conversely, five new majors have been implemented—Early Childhood Education and Elementary Education are now standalone majors in Education that don't require an auxiliary major; Music, Industry & Production is a modern take on the traditional Music major; and the BSN in Nursing is a powerful response to the needs of the community and local economy (more on which below).

A successful recent example of collaboration between departmental and Academic Affairs staff to introduce new programs through College governance is the development of a new concentration in Finance under our Business Administration Major. The initial idea for this program originated in Academic Affairs with full, enthusiastic support from the Business Department. Involved parties from MCLA visited other institutions with similar programs and began conversations with our Advancement Office to discuss potential donors or outside financial prospects in alignment with MCLA's comprehensive campaign objectives. Alternatively, an example of a recent governance proposal that needed more significant collaboration between Academic Affairs and the English department is the new Film and Visual Culture Concentration. A review by Academic Affairs of this proposal determined that it was not student focused, did not include appropriate course scaffolding, and did not consider faculty teaching loads. Significant collaborative work between Academic Affairs and the English Department over the period of a year eventually resulted in a concentration in Film and Visual Culture that serves both our student population and the department's vision well.

Program reviews have proven to be an effective tool in maintaining quality curricular offerings and often lead to greater support and resources for departments, from purchasing equipment to hiring new faculty and staff. Program reviews have also helped guide current and future program offerings. Included in the workroom are an example of a recently completed program review (Biology) and a six-year self-study and external review of MCLA's Honors Program, which was reaccredited by the Commonwealth Honors Program in 2022.

As mentioned in MCLA's five-year interim report to NECHE, a significant programmatic change was the bifurcation of our single Biology degree program into a Biology major and a Health Sciences major.

Students interested in medicine (both human and animal), teaching, and research (including biotechnology) major in Biology, while the Health Sciences major prepares students for most graduate and professional post-baccalaureate programs in areas of need in our communities: physician assistants, physical therapists, occupational therapists, medical technologists, nutritionists, and sports medicine professionals/athletic trainers. In 2019, MCLA served as the teach-out partner for Southern Vermont College and adopted that institution's Radiologic Technology program, and in Fall 2020, MCLA was approved to start its own RADT program. Finally, the College has just enrolled the first students in our BS in Nursing program, also housed in the Biology department, this fall. The BSN program was created in response to a dire need in Western Massachusetts for a program that is affordable and accessible to students. MCLA's nursing program has the full support of local partners such as Berkshire Health Systems. Nursing programs are notoriously expensive to launch, but MCLA was fortunate to be awarded two large grants, as well as equipment and supplies, from BHS, preventing the BSN program from drawing upon resources that would have otherwise been allocated to existing programs. Following a belated and abbreviated recruitment period for the inaugural year of the pre-nursing program (which did not begin accepting applications until March 17, 2023), MCLA exceeded its initial enrollment target of 15, admitting 21 pre-nursing students for Fall 2023 (as of 8/29/23). Projections indicate that admitting 35 pre-nursing students per year will convert to 25 acceptances into the Nursing major, a level which should sustain the program as expenses are gradually institutionalized. (See also Standards 5: Admissions and 7: Financial Resources)

MCLA students in the Radiologic Technology program have a five-year average 90% pass rate for the credentialing exam (2021 is an outlier, likely due to the pandemic; the average after omitting that year is 96%) and 100% job placement (JCERT Program Effectiveness Data, workroom), with around 82% of graduates working in Berkshire County or southern Vermont. The addition of a Health Sciences major alongside General Biology has supported a continued enrollment increase in health-related fields; in fact, we have seen a more-than-double increase from fall 2022 to 2023 in enrollment in both Health Sciences (16 to 34) and Biology (5 to 12) by incoming first-year students.

MCLA's commitment to interdisciplinary programs constitutes another institutional strength. Minors, in particular, lend themselves nicely to this initiative, since they can be combined with a variety of majors. To that end, we have created a Data Science minor (with an internship requirement, in response to interest from local industries) and have updated other interdisciplinary minors including Women, Gender & Sexuality Studies; Critical Ethnic Studies; and Cross-Cultural and Social Justice.

The implementation of Leepfrog's CourseLeaf has provided the opportunity to add course learning outcomes into each new or revised course proposal. In addition, program learning outcomes can be added to each new or revised program proposal and can then be mapped to each required course that addresses that specific outcome.

The Online and Hybrid Course Policy outlines how MCLA ensures that hybrid and online courses maintain the same academic standards as courses and programs offered on campus. A sample syllabus for an online course (Introduction to Music) is included in the workroom. (See also Standard 6: Teaching and Learning.) While the online and hybrid course initiative is too new to have yielded substantial assessment data to date, students and faculty have provided positive feedback in the form of high enrollment and course evaluations, and no areas of concern have been identified.

Undergraduate Degree Programs: Description

The Undergraduate Course Catalog and departmental websites present descriptions, learning outcomes, and requirements for all undergraduate degree programs offered at MCLA. Degrees in all of these programs are awarded at the baccalaureate level and require a minimum of 120 credits, around one-third of which must be upper level (300- and 400-level) courses to ensure robust advanced study. Each program has appropriate scaffolding, progressing from 100-level to 200-level courses prior to upper-level coursework, to ensure student preparedness. A well-rounded liberal arts education prioritizes breadth as much as depth, and MCLA ensures breadth of study through our newly revised **Core Curriculum**. This required component of our degree programs constitutes about one-third of each graduate's overall credits. The liberal arts ethos also encourages explorations in other fields and fosters opportunities for interdisciplinary experiences—this is achieved through careful design of the major, which must balance appropriate in-depth study with flexibility by capping the number of required credits in the subject-specific major. Students are afforded the opportunity to pursue a minor, and many even graduate as double majors (see appraisal section). MCLA's DegreeWorks platform allows students to monitor progress towards their degrees by providing real-time information on satisfaction of requirements. A sample DegreeWorks audit is included in the workroom to illustrate how these components form a cohesive educational experience.

MCLA's undergraduate programs offer students many opportunities for **high-impact** practices in their learning and, in fact, often require them as part of advanced study. Every degree program includes a designated **independent study** course and an **internship** course**. Student research** is also integrated into many courses, culminating each April in MCLA's annual Undergraduate Research Conference, discussed more fully in Standard 6. Two innovative examples of the many courses that incorporate **community-based learning** are the Green Living Seminar and Open Up: Community Dialogue Workshop. A number of travel courses are offered each year, with some focusing on independent research (e.g., marine biology research in the Bahamas), service learning (e.g., building a school in Belize), or a robust DEI component (e.g., Civil Rights in the American South); these are discussed more fully in Standard 6. Finally, all students, regardless of incoming GPA, are invited to join MCLA's **Honors program**; once admitted, they must maintain a GPA above a set threshold and meet Honors credit requirements to remain in the program. Students looking to take full advantage of the Honors Program may also apply to become a Commonwealth Scholar, which entails a thesis defense and presentation at the annual Massachusetts Undergraduate Research Conference held at the University of Massachusetts, Amherst.

As mentioned above and detailed in the General Education section below, all undergraduate degree programs include a 40-41 credit **Core Curriculum** requirement. The **foundational tier** of the Core provides basic competencies in critical reading, thinking, writing, and quantitative reasoning; the **content level** allows students to choose courses from each of five domains (Creative Arts, Self & Society, Human Heritage, Science & Technology, and Language, Culture & Communication); and the **upper-level capstone** fosters connections across disciplines and creative approaches to complex problems. Critical analysis, effective communication in English, and information literacy are woven throughout student learning outcomes from all domains, incorporating recommendations from the Degree Qualifications Profile.

Undergraduate Degree Programs: Appraisal

In the foundational critical reading, thinking, and writing course, and scaffolded throughout each major, students develop information literacy skills, including identifying scholarly information, searching for

information effectively, critically evaluating whether sources are suitable for a given purpose, incorporating multiple sources into scholarly work, and citing information sources ethically and correctly. Many faculty invite librarians to their classes to work with students on assignment-specific information literacy skills and competencies. Librarians also consult extensively with students outside of class and create freestanding tutorials and research guides to support students in engaging with information as part of their academic programs. In addition to straight lectures and demonstrations, librarians have engaged with classes using activities such as creating and editing Wikipedia articles (History) and interactive polling exercises to help students identify plagiarism (Biology). The library website includes an overview of the first-year information literacy sequence along with goals and outcomes by department.

Data from the past five years on student engagement with more than one program reveals a pattern supporting the work that has been done to enable interdisciplinary experiences for our students: the percentage of students who graduate with at least one minor has remained steady at about 40%, while the percentage who graduate with more than one minor, or with more than one major, have both risen slightly to about 11.5%. Considerable resources have been invested in improving our high-impact practice opportunities (HIPs), which has also resulted in increased engagement from students. In early 2019, we hired a staff member to serve as an employer relations specialist and internship coordinator; consequently, we have seen the percentage of students who participate in internships grow from ~10% to 17%. For this number to increase even more, we will need to address barriers to equitable access, such as transportation to internship sites. Another crucial HIP, independent study/research, saw a 7.5% student participation rate before the pandemic and has since climbed back to around 4%. Another avenue faculty use to provide students with opportunities to engage in research is the intentional integration of research into regular course offerings. Taken together, these two efforts have resulted in an increase in participation in our annual Undergraduate Research Conference: there was a sharp increase pre-pandemic to ~20%, a dip in 2020-2021 while the conference was held virtually, and a rebound this past spring to a ~18% participation rate. Although the number of students who studied away or abroad dropped dramatically during the pandemic, activity in this area has also ramped back up to pre-pandemic levels; around 5.5 % of undergraduate students participated in travel courses upon their resumption in 2022-2023. Finally, our Honors program has done remarkably well during the pandemic, with enrollment remaining consistent at 168, 153, and 154 in 2019-2021 (see Workroom for Program Review). This is due in part to our "Fresh Start" initiative, commended by the Commonwealth Honors Executive Committee, which allows any entering student to opt in to the program regardless of previous/high school GPA (although students must maintain a particular GPA to stay in the program). This initiative is consistent with our theme of believing in our students and supporting them to exceed all expectations.

General Education: Description

In MCLA's 2018 interim report acceptance letter, NECHE identified the completion of a revised Core Curriculum, work on which had begun in 2016, as an area of emphasis for the College. Goals previously identified for the Core included a new mission statement more closely aligned with that of the College, incorporating LEAP into new SLOs, establishing a governance system for oversight, mapping the occurrence of HIPs, and developing models to pilot new courses. Although a period of faculty work-to-rule, changes in key leadership positions, and the pandemic slowed our progress, the new Core was successfully implemented in Fall 2021.

The new Core's mission statement was developed to be consistent with the mission of the College, and Student Learning Outcomes for each domain were linked to the overarching mission and goals of the Core. Notably, there was an intentional effort to incorporate inclusive teaching throughout the Core—to go beyond the typical "diversity requirement" of a single multicultural education course, as described in a presentation to faculty. A Core Steering Committee (see also Standard 3) comprising faculty, staff and administrators was formed to oversee the implementation of the revised Core Curriculum and provide both support and ongoing assessment. The resulting revised Core Curriculum spans the three areas of knowledge specified by NECHE: Creative Arts and Human Heritage (arts and humanities); Science and Technology and Quantitative Reasoning (sciences); and Self and Society (social sciences). The overall structure of the original Core was retained, while a Language and Culture Domain was created and moved from the Foundation level to the Tier II content level, a Health and Wellness requirement was added to the Foundation level (replacing a physical education requirement that was not part of the Core), and some Tier II content courses were designated as First Year Seminars (more below; this also replaced a separate requirement that was technically not part of the Core). This new structure realized one of our goals, which was to bring discrete education requirements together under one umbrella. There are now 10 "domains" in total: three at the Tier I/Foundational level (Writing, Quantitative, and Health/Wellness), five at the Tier II/Content level (Language, Science & Technology, Self & Society, Human Heritage, and Creative Arts), and one at the Tier III/Integrative Capstone level. One of the Content level courses also doubles as the First-Year Seminar. In Integrative Capstone courses, students make explicit connections to previous learning and apply their knowledge and skills to demonstrate comprehension and performance in novel situations. Students are required to complete 40-41 credits in MCLA's Core Curriculum.

General Education: Appraisal

The Core Steering Committee created a developmental rubric for the Core at the AAC&U Institute for Integrative Learning and Signature work in 2018, using as references AAC&U's VALUE rubrics and Degree Qualifications Profile as well as feedback from the experts at the institute (the full action plan from that institute is included in the workroom). The purpose was to create norms regarding expectations of student development during their progress through the Core—in fact, all of the rubrics for the Core domains are aligned to this developmental rubric, which guides the Director of Assessment's aggregation of the overall core outcome scores from domain scores. A wide representation of faculty participated in developing rubrics for each of the new Core SLOs, which typically involved meetings between Domain Leaders and the Director of Assessment to produce rough drafts of rubrics, feedback open to all faculty teaching in the domains, and then finalization by the Director. The Committee had pulled all Core syllabi from the previous couple of years and done a quick scoring of how aligned they were with the new integrative outcomes prior to the instantiation of any changes. Most of the core courses were found to need just a little help to incorporate the new SLOs, which permitted us to target specific areas for development and intervention (summary here). This work occurred between 2019-21.

During the 2021-2022 academic year, the Core Steering Committee reviewed all courses offered in the revised Core to ensure that they meet Student Learning Outcomes. Notably, the overall assessment of the Core has evolved to engage more instructors in this assessment process—the Core Steering Committee now comprises 14 members, 10 of whom are the faculty Domain Leaders. The committee continues to evaluate new submissions, with 131 courses reviewed as of this writing. The Core Steering Committee is also charged with reviewing, and occasionally revising, Core policies. As the "bookends" of the Core, the First Year Seminar (FSEM) and Capstone courses are especially crucial and challenging in meeting the new Student Learning Outcomes of the revised Core; hence, workshops were developed to provide support

in this process. These workshops are offered annually through the Center for Teaching and Learning, so that faculty who are new to FSEM and/or CCAP courses receive appropriate professional development for their design and implementation.

The quest to integrate "soft skills" content organized by Student Affairs into the FSEM Tier II content course in an effective and seamless manner has proven especially challenging. The FSEM underwent multiple iterations prior to FY24, but these were not informed by meaningful assessment to permit data-driven decisions regarding the format of the class. Starting this academic year, under new leadership in Student Affairs and Academic Affairs, the entire First Year Experience -- including the design of FSEM courses – was completely overhauled. Members of success teams who engage with first-year students for 10 days prior to the start of classes worked with FSEM instructors to develop and implement the "soft skills" portion of the class. A robust assessment process was also created so that future directions would be more meaningful and intentional.

The Major or Concentration: Description

MCLA's majors and concentrations are designed with proper scaffolding that builds to a "deep dive" into the content, skills, and ways of knowing in each discipline. Oversight is provided by the Coordinator of Curriculum, the broad College-wide governance process, and a culture of departmental assessment, including required, regular program reviews that employ external reviewers. Credit requirements for each major range from 30 (B.A in Philosophy) to 99 (B.S. in Health Sciences—Radiologic Technology), although the latter includes 40 required support courses, 21 of which also serve as Core requirements. Students pursuing teacher licensure in middle, middle-secondary, or secondary education declare a major in the subject area that they plan to teach (e.g., Chemistry) and complete a licensure program.

Student learning outcomes and requirements for MCLA's majors and concentrations are published in the catalog and on departmental websites. Sample degree completion plans ("MCLA in 4") are available on the website for all majors. Students and advisors use DegreeWorks software to track student progress in meeting requirements—this is especially useful for students engaged with more than one program. A "What If" feature in DegreeWorks allows students and advisors to explore the effects of potential degree changes upon a student's schedule and ability to meet requirements in a timely manner.

Although MCLA is a liberal arts institution, a number of our programs place special emphasis on providing professional training. These include Arts Management, Biology—Pre-Veterinary, Business Administration—Accounting, Education, Health Sciences—Medical Technology, Health Sciences—Radiologic Technology, Psychology—Behavioral Analysis, Public Health & Community Health Education, Nursing (new), and the Social Work minor. All of these programs have required fieldwork components in the form of clinical courses, practicums, student teaching, or internships, that students only embark upon once they have acquired a solid foundation of appropriate content knowledge (see course catalog and department websites for individual program designs).

The Major or Concentration: Appraisal

In response to regular departmental assessments, several departments have redesigned the curricular structure of their programs to increase scaffolding and lower barriers to timely graduation. For example, the English and Communications Department recently updated its concentrations and minors to better reflect faculty expertise and modern areas of focus and re-imagined its foundational courses to better

provide scaffolding and training for English and Communications majors. Pre-requisites were also added to move students in a developmental manner through the new curriculum. The governance approval form for these changes, along with the finalized curriculum, are available in the workroom. In another example, the Fine & Performing Arts department revised their Arts Management major, which is often paired with other majors/minors, to streamline the curriculum without sacrificing depth or quality (here is the form submitted to governance that highlights these changes).

Thoughtful, intentional scaffolding of work within the majors has also taken more subtle forms. In an example that mirrors our Core curriculum re-design, we have seen an increase in programs that provide "bookend" experiences, incorporating both a seminar for entering majors and a capstone experience during the senior year. Examples include B.A./B.S. programs in Psychology, History, Political Science, and Physics; these curricula can be found in the course catalog.

Overall, student graduation rates reflect these efforts to optimize curricula within majors/concentrations. The percentage of students who graduate in four years has risen from 33.5% in 2012 to 48.9% in 2020 (Factbook). Five- and six-year graduation rates have also increased, although less dramatically. Measures of student success after graduation, which encompasses meaningful employment, acceptance into graduate programs, and success on licensure and certification exams, are presented in Standard 8.

Although alumni data and regular programmatic and departmental evaluation are invaluable in assessing whether we have delivered the most impactful education possible, we believe that student exit surveys are a missing piece in our assessment profile, and we are in the process of requiring these surveys campus-wide. The Director of Assessment will work with each department to develop program-specific questions that augment the standard questions asked of all students leaving the College. Moreover, the documentation of how departmental assessments and program reviews drive change, and whether this change is effective, is inconsistent across departments-- a more formal, organized, and centralized assessment strategy is crucial to our mission.

High-impact practices have been a focus in recent years, leading to successful preparation and exploration for students seeking a deeper dive into their field; see the Undergraduate Degree Programs section, above.

Graduate Degree Programs: Description

MCLA offers graduate degree programs in Business Administration and Education. Although there is currently no course catalog for graduate programs that corresponds to the undergraduate course catalog (see Projections at the end of this chapter), program descriptions, rationales, and requirements can be found on MCLA's Division of Graduate and Continuing Education website.

- The **MBA** program has collaborated with the Berkshire Innovation Center (BIC) to create a synergistic learning experience between newly energized Berkshire industry and academia. The program offers a broad-based, multidisciplinary education that combines the strengths of our business faculty with those of practicing managers actively involved in day-to-day decision making in the field. The accelerated hybrid learning model is designed as a part-time 30-credit program for working professionals who have a bachelor's degree in business or a related field.
- The **M.Ed.** programs include 15 different tracks for initial licensure, a professional licensure track for educators who have initial licensure, a non-licensure M.Ed. with an individualized plan of study, and an accelerated 4+1 program for students seeking to obtain an initial licensure in their

area of choice. The majority of the courses in the M.Ed. programs are offered online during the afternoon and evening hours to maximize their accessibility to working professionals.

- **Leadership Academy** is a cohort model designed to support master's level education professionals who would like to pursue administrator licensure in Massachusetts or New York. An additional 9-credit Certificate for Advanced Graduate Students (CAGS) program is available for those working toward Superintendent/Assistant Superintendent licensure. This 12-month start-to-finish program or (16-month for the additional CAGS program) runs in a hybrid format, with online classes, an intensive two-week summer residency, two weekend residencies in the fall and spring, and a final residency the following summer at MCLA.

Graduate programs do not have the same structure of oversight as the undergraduate programs, but they are fully integrated into shared governance through the Graduate Education Council, which reports its recommendations directly to the President (via the Provost and Vice President of Academic Affairs) rather than going through the All College Committee.

MCLA has no distinct School or Department of Graduate Studies; rather, graduate programs are managed primarily by the chairs of their host departments (Business Administration and Education, respectively) and supported by the Division of Graduate and Continuing Education. The Education Department employs a Coordinator of Educator Licensure and Placement to help manage their more extensive graduate offerings. To help our graduate programming reach its full potential, we recently restructured the DGCE staff, reinstating the position of Dean of DGCE alongside an Associate Dean. However, most oversight for MCLA's graduate programs is carried out by external accrediting agencies—namely, the Accreditation Council for Business Schools and Programs (ACBSP) and the Massachusetts Department of Elementary and Secondary Education (DESE). These agencies ensure that we provide adequate resources and appropriate expectations for our graduate students and that our students meet the learning objectives of each program.

Faculty who teach in MCLA's graduate program are a mix of "DGCE-only" faculty (part-time faculty paid on a per-credit basis, per the DGCE contract), and full-time "day" faculty from the Business and Education departments. Faculty teaching in graduate programs must be approved by the Dean and/or Associate Dean of DGCE, who also assign the appropriate rank based on experience and education. Part-time DGCE faculty are often professionals in their field who have some teaching experience but, more importantly, can offer insight into current practice in their areas of specialization. MCLA does not offer any research-based graduate programs, such as M.S. or Ph.D.

For admission into our graduate degree programs, MCLA seeks well-qualified candidates who represent the diversity in our region and beyond. Standard Five contains more detailed information about graduate admissions requirements.

Graduate Degree Programs: Appraisal

Our program review materials for accreditation from both ACBSP and DESE indicate that our MBA and M.Ed. programs are appropriate and successful. The accreditation letter from ACBSP indicates full accreditation with no notes or conditions—a testament to the quality of the MBA program. Comparing the goals of the MBA program with those of the B.S. program in Business Administration, it is clear that

expectations of graduate student learning are more sophisticated and challenging than those at the undergraduate level. For example, the following illustrates "Goal 1" for both programs:

B.S. in Business Administration:
Goal 1: Students will demonstrate working knowledge of the major functional areas of Business and their applications.

- Objective 1.1: Apply foundational knowledge in accounting, economics, finance, management, marketing, and information systems when evaluating business issues.
- Objective 1.2: Utilize interdisciplinary liberal arts knowledge and diverse perspectives when evaluating organizational issues.

MBA:
Goal 1: Graduates will analyze and synthesize information across key functional business areas and make sound business decisions.

- Objective 1: Integrate knowledge across business disciplines to define, analyze and solve business problems.
- Objective 2: Evaluate the internal and external business environment and devise strategies for responding effectively to strengths, threats, weaknesses, and opportunities.

As with the undergraduate program, student progress toward meeting learning goals is assessed via traditional measures (exams, presentations), but with additional measures such as a capstone project involving a market simulation and the Peregrine MBA Comprehensive exam. The MBA's assessment plan is outlined in that program's goals document; an example of assessment results for Goal 1 indicating improvement across several years is included in the Workroom.

In 2018, the Education Department completed a lengthy review of its licensure programs to submit to DESE for re-accreditation. This resulted in a Probationary Approval from DESE, who then conducted a follow-up review in 2021-22 to establish whether progress was being made towards full approval. The Final Report received from DESE in 2022 recommended the status Approved with Conditions. DESE noted that MCLA has made "major improvements" and highlighted increased resources, more rigorous selection of faculty in terms of teaching effectiveness, and robust assessment as key strengths. The area requiring further action is in instruction—specifically, DESE noted inconsistencies in candidate preparation. Strategies for addressing these inconsistencies have been identified; these include re-thinking the course sequence and modeling strategies for effectively teaching diverse learners. DESE's most recent evaluation, received in mid-September 2023, lifted all but one single condition, which MCLA will report on next summer, and commended our progress and quick turnaround. The instruction of school administrators, i.e., Leadership Academy, was deemed proficient without need for improvements.

Transfer Credit: Description

Students may transfer up to 75 credits towards their MCLA undergraduate degree, provided they have earned a C- or better. MCLA has worked with the Department of Higher Education (DHE) to adopt a restructuring of the former Transfer Compact to what is now known as MassTransfer. MCLA, along with Massachusetts' other public higher education institutions, has developed "A2B maps" which offer

streamlined Associate to Bachelor's pathways for students enrolled at community colleges. MCLA has extended this approach to our second biggest feeder state via the New York Transfer Program.

Information about transfer agreements is published on our website (see also Appendix, Affirmation of Compliance). Also included are the criteria for accepting transfer credits, which adhere to the standards set by the Department of Higher Education of a minimum 2.0 GPA (and, in some cases, a GPA of 2.5). The website also includes information for prospective transfer students about transfer application procedures.

While individual departments once maintained specific articulation agreements with local institutions, we have found that most of the relevant coursework is covered by our existing transfer programs and have moved instead to a course-by-course equivalency model for classes that fall outside of the transfer agreements. Some exceptions exist, e.g., nursing-specific courses. In order to encourage students from local community colleges to complete their degrees at MCLA, the Admissions Office makes sure that advisors at these institutions are well informed of various program requirements and course equivalencies, ensuring as seamless a transfer experience as possible.

Sometimes, learning outcomes are met through life experiences in the workforce or elsewhere. To account for such situations, MCLA has adopted a Prior Learning Credit policy, which was recently revised to streamline and clarify procedures in accordance with Critical Action Learning Exchange (CALE) frameworks. The Prior Learning Credit policy is discussed further in the Integrity section, below.

Policies permitting the transfer of credit to MCLA's graduate programs are more restrictive, allowing up to six credits in which a grade of B or better was earned. These credits must have been earned within five years of matriculation and must match each program's goals and learning outcomes. Graduate transfer credit is subject to approval by the Graduate Curriculum Committees of the Education and Business Administration departments.

Transfer Credit: Appraisal

MCLA has recently updated our transfer credit acceptance policies to ensure that transfer credit is being awarded appropriately and that transfer students are best situated to make progress towards their degrees. Instead of the responsibility for evaluating transfer credit requests falling solely on our small Registrar's office, transcripts and audits are now shared with academic department chairs, who identify any necessary departmental course equivalency changes. A database of course equivalencies is maintained by the Registrar's office and the Coordinator of Curriculum, who also provides additional "bird's eye" oversight of course equivalencies via regular auditing cycles and makes recommendations to departments. Requests for waivers from general education (Core) requirements are entered into DegreeWorks and reviewed by domain leaders or the Dean of Academic Affairs, who approve or reject them. The First-Year Seminar and Core Transfer Policies are included in the Undergraduate Catalog.

Information regarding policies for transferring credit into MCLA's graduate programs is not readily available in public-facing documents (websites, brochures, etc.). Publishing this information where prospective students would likely search for it would lend transparency to our policies and procedures. Standard 5 discusses additional plans to improve transfer recruitment and admissions processes.

Data demonstrating positive trends in transfer student retention and graduation rates (see Standard 8) suggest that the work Department Chairs have taken on to lower barriers for transfer students and ease their progress towards their major has been effective.

Integrity in the Award of Academic Credit: Description

MCLA awards degrees at the baccalaureate level, with a 120-credit minimum requirement, and at the master's level, with a 30-credit requirement. As a liberal arts college, MCLA believes strongly in balancing the breadth achieved by the Core curriculum, the depth achieved by the major, and the freedom to explore and make connections among disciplines via electives and minors. Undergraduates must complete at least 25% of their coursework (30 credits) at MCLA. For transfer students, the vast majority of credits earned at MCLA come from upper-level courses. Some program-specific courses are unique to MCLA and not typically privy to transfer credit (e.g., ART 480, Senior Art Project; PSYC 360, Measurement and Assessment; POSC 345, Model United Nations). The one undergraduate single-degree requirement that exceeds 120 credits is for students who are pursuing secondary education licensure (and therefore must take required education courses as well as required courses in their content area majors). The only other majors that approach the 120-credit threshold are the B.S. in Radiologic Technology and the new BSN in Nursing; in both cases, many required courses come from cognate disciplines (e.g., Introduction to Chemistry) and/or overlap with the Core (e.g., Introduction to Psychology).

MCLA strives to offer courses as advertised with appropriate availability so that students may graduate in four years. The undergraduate course catalog, available online and in print and updated annually, offers accurate and sufficient descriptions of courses. Chairs review lists of courses that have not been offered in the past three years to identify courses that should be removed. Typically, around 50% of such courses are deleted; for those that are retained, chairs must provide rationales, such as changes in faculty.

MCLA's definition of the credit hour, independent study policy, internship policy, and off-campus study policy are all available on the College website. Academic Policy Committee minutes from the meeting where the credit hour policy was approved and the Credit Hour Definition Omni Form are included in the Workroom, along with a broad, representative sample of syllabi.

Programs in all locations and modalities are subject to rigorous oversight. The few undergraduate degrees that incorporate a significant number of credits at another institution (e.g., the Health Science—Medical Technology concentration via the Berkshire Medical Center and the Psychology—Behavioral Analysis concentration via the New England Children's Center) proceed through governance during their creation and subsequently fall under the oversight of the appropriate department, similar to other undergraduate programs. Courses and programs held during evenings and weekends (i.e., DGCE courses) are subject to evaluation per the DGCE contract, which also states that faculty must be accessible to students via office hours or other outlets. Degree completion courses that are held during the day are subject to the governance oversight of Curriculum Committee and All College Committee, while graduate courses are reviewed by the Graduate Education Council. These mechanisms ensure that educational objectives are consistent across programs in different modalities and locations. (More information on this process can be found in Standard 3). Canvas courses have been created for the orientation and support of graduate students and degree completion students. DGCE faculty are also supported by a Canvas site and have full access to the Center for Teaching and Learning Canvas site for additional resources, best practices, and professional development opportunities. We currently have only two certificate programs (Applied Accounting and

Network Security); the courses required for these programs are regular day courses and subject to oversight accordingly.

The Prior Learning Policy that covers students' experiences before matriculating at MCLA has been updated, and an Alternative Learning Policy has been added to address student experiences during their time at MCLA that fall outside of traditional credit-granting venues. In order to earn Prior Learning or Alternative Learning credit, students must submit a substantial portfolio mapping the learning that occurred during the experience to the learning outcomes of an existing course. Both of these policies were crafted via our robust governance system (Academic Policies Committee and All College Committee) and are clearly articulated in the Course Catalog and on the Academic Affairs website. Students may earn a maximum of 15 credits under each policy, for a total of 30.

Each year, MCLA applies for a grant from the DHE to support a Dual Enrollment program, whereby local high school students have the opportunity to take college-level courses physically on MCLA's campus or, when available, online. Dual Enrollment familiarizes local students with MCLA and college-level work early in their high school careers to allow them to get a jump start on their higher education journeys. MCLA's Director of Admission and Dean of Academic Affairs review dual enrollment course offerings each semester, and the Admissions Office reaches out to local high schools. To support students in this program, the Dual Enrollment coordinator holds a mandatory orientation session (typically in-person; virtually during the pandemic emergency). This orientation, like orientation for traditional incoming students, covers topics such as expectations, campus resources, support services, and how to communicate with faculty.

In addition to the ongoing Dual Enrollment program with local high schools, MCLA has created an Early College partnership with North Adams' public high school, Drury High School, under the oversight of MCLA faculty and staff. MCLA received a grant for the pilot program, and the Coordinator and Dean of Academic Affairs worked on a list of appropriate courses. Teachers from Drury and faculty from MCLA met several times to cover learning objectives and share resources, and dozens of Drury students received MCLA credit for "concurrent" courses offered at Drury with input from MCLA faculty, such as College Writing and Introduction to Statistics. This program was awarded official Early College status by the DHE in March 2023 and has expanded offerings for Drury students both at Drury ("concurrent" courses) and on the MCLA campus starting in Fall 2023. As of this writing, 24 Drury students are enrolled in at least one course on the MCLA campus.

As mentioned throughout this standard, MCLA strives to provide all students with the information they need to choose the appropriate program, to know their rights and expectations as students, and to succeed. The Academic Honesty and Academic Appeals policies support academic integrity by providing clear definitions of and responses to cheating and plagiarism—these are provided and explained to students starting at Orientation and throughout First Year programming. The Graduation Participation Policy clearly states the requirements that students must meet in order to be included in the spring Commencement ceremony.

MCLA employs multiple approaches to verify that students enrolling in online programs are indeed the students who have registered. Upon submission of an enrollment deposit or non-matriculated registration form, every student is given a unique 8-digit "A number" (institutional identifier) and creates a Banner PIN. A recently-adopted two-factor authentication system for access to the portal page provides an

additional layer of security. Online courses are delivered via Canvas, which requires authentication with MCLA credentials. Almost all distance (graduate) programs have a hybrid component where students meet in person with faculty, who have access to photos of their students via the student ID process.

Integrity in the Award of Academic Credit: Appraisal

Through the Dual Enrollment program, MCLA consistently empowers students from area high schools with high-need populations to embark upon higher education having already earned college credit. From Fall 2018 to Fall 2022, 90% of the 616 total dual enrollments earned a grade of C or better (Dual Enrollment Student Grade Profile, workroom). In recent years, school counselors have reached out to the Dual Enrollment coordinator expressing a desire for more dual enrollment courses to be offered. Each year, a number of students who participated in the Dual Enrollment program apply to MCLA and enroll as full-time students after completing high school. (See Standard 5 for data.) The Early College program is too new to have yielded data regarding effectiveness, but evaluation mechanisms built into the grant proposal for which we were awarded with Drury High School will be employed upon the completion of the first cycle of enrollments.

Credit for prior learning is awarded a few times per academic year, and alternative learning credit was awarded for the first time in Spring 2023. These avenues for earning credit have not been evaluated in terms of effectiveness, and we do not currently have a mechanism to do so—this will be a subject of ongoing work, in collaboration with faculty and the Director of Assessment.

Since 2010, 86 letters have been issued to students based on faculty notices of academic dishonesty; four of those students have appealed. This process has been inadequately documented over the years. A new Registrar hired in January 2023 has begun keeping records of faculty reports of academic dishonesty (example in workroom). While data on the outcome of appeals from previous years is not readily available, this will be remedied going forward via a new data collection process established by the Registrar.

MCLA is not aware of any instances of a person other than the student registered attempting to complete an online course.

Projections

- By the end of FY24, Academic Affairs and the DGCE will produce a Graduate Catalog covering all graduate programs, analogous to the Undergraduate Catalog
- DGCE will lead research into potential additional masters-level programs (MSW, MSN) to be implemented within the next four years that tie directly to undergraduate programs and regional workforce needs.
- Within the next three years, Academic Affairs will conduct an evaluation of concentrations across majors to optimize course offerings so that we can better meet our liberal arts mission and respond to changing enrollment patterns.
- Also within the next three years, the College will expand support for interdisciplinary minors to build upon faculty strengths and student interest across departments.
- DGCE and Academic Affairs will revisit how to optimize offering courses via online modalities in light of changing student attitudes toward online learning.

- Plans are underway to update our approach to key introductory courses (College Writing; Introduction to Statistics) to include enhanced support for students who enter with less preparation, leading more students to complete gateway courses within the first year.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		637	18					655
Main Campus PT		78	36					114
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT		3						3
Other Locations PT		42						42
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	760	54	0	0	0	0	814
Total FTE		709.53	31.33					740.86
Enter FTE definition:		total credits divided by 15	total credits divided by 12					
Degrees Awarded, Most Recent Year		269	38					307

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT		3		3	655	658
Main Campus PT		78		78	114	192
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0	3	3
Other Locations PT				0	42	42
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT		35		35		35
Low-Residency PT		8		8		8
Unduplicated Headcount Total	0	124	0	124	814	938
Total FTE		52.05		52	740.86	792.91
Enter FTE definition:		UD credits divided by 15 + GR credits divided by 12				
Certificates Awarded, Most Recent Year						

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

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

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Certificate (add more rows as needed)						
Certificate Network Security	24.00	n/a	1.00	-	-	-
Certificate Principals of Accounting	24.00	5.00	-	-	-	-
Total		5	1	0	0	0
Associate (add more rows as needed)						
Undeclared						
Total		0	0	0	0	0
Baccalaureate (add more rows as needed)						
Art	120	38	30	27	26	25
Art Management	120	42	35	24	22	15
Athletic Training	120	10	6	2	-	-
Biology	120	76	66	54	36	38
Biology Education	120	n/a	n/a	n/a	2	1
Business Administration	120	175	132	115	111	108
Chemistry	120	9	6	5	6	9
Chemistry Education	120	n/a	n/a	1	-	-
Communications	120	18	25	27	27	21
Community Health	120	5	9	5	2	1
Computer Science	120	73	73	51	44	42
Early Childhood Education	120	n/a	n/a	n/a	n/a	10
Education	120	165	126	78	48	37
Elementary Education	120	n/a	n/a	1	-	9
English	120	156	94	63	61	50
English Education	120	n/a	n/a	n/a	3	6
Environmental Studies	120	24	27	26	25	27
Health Sciences	120	72	83	85	75	103
History	120	50	46	30	24	23
History Education	120	n/a	n/a	n/a	n/a	10
Interdisciplinary Studies	120	125	88	68	60	42
Math Education	120	n/a	n/a	2	3	2
Mathematics	120	16	13	11	12	10
Music, Industry and Production	120	n/a	n/a	n/a	n/a	6
Performing Arts	120	73	65	52	37	29
Pre-Nusing	120	n/a	n/a	n/a	n/a	17
Philosophy	120	11	5	6	5	6
Physics	120	22	17	7	6	5
Political Science	120	29	24	25	22	18

Psychology	120	155	127	116	96	92
Public and Community Health	120	n/a	n/a	2	2	1
Radiologic Science (SVC Teach Out)	120	28	17	4	2	-
Sociology	120	69	74	58	40	30
Undeclared		77	48	43	53	44
	Total	1,518	1,236	988	850	837
Total Undergraduate		1,523	1,237	988	850	837

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Total undergraduates will be more than total undergraduate enrollment due to double majors

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

For Fall Term, as of Census Date

	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Master's (add more rows as needed)						
Master of Education	45	65	63	53	45	36
Master of Business Administration	45	33	16	17	9	10
Total		98	79	70	54	46
Doctorate (add more rows as needed)						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
Leadership Program	31	49	45	50	43	42
Certificate of Advanced Graduate Studies	40	0	0	0	0	0
Total		49	45	50	43	42
Total Graduate		147	124	120	97	88

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Undergraduate (add more rows as needed)					
Academics/Core	2,174	2,006	1,445	1,943	1,700
Arts Management	852	709	686	599	640
Arts	618	495	390	312	350
Athletic Training	121	53	5	0	0
Business Administration	4,045	3,107	2,340	2,213	2,400
Biology	2,864	2,529	2,051	1,427	1,650
Chemistry	853	795	723	566	640
Communications	n/a	909	777	666	700
Computer Science	1,204	1,241	905	848	870
Education	772	637	546	389	400
English	4,819	2,652	1,851	1,953	1,910
Environmental Studies	596	540	465	440	450
Fine and Performing Arts	2,274	1,457	1,149	1,413	1,280
History	1,734	1,609	1,128	952	1,000
Health Sciences	447	455	419	357	400
Honors	464	306	240	182	200
Interdisciplinary Studies	1,149	749	600	666	630
Mathematics	1,794	1,267	1,124	998	1,020
Modern Language	639	516	501	303	320
Physical Education	524	758	1,060	747	650
Philosophy	690	390	261	336	300
Physics	666	463	328	448	400
Political Science	692	451	525	380	400
Psychology	3,188	2,579	2,005	1,799	1,850
Radiologic Technology	769	640	385	435	400
Skill Based Courses	66	0	0	0	0
Sociology	2,886	2,556	2,215	1,335	1,300
Women Gender Sexuality Studies	138	129	60	66	70
Total	37,038	29,998	24,184	21,773	21,930
Graduate (add more rows as needed)					
Cert. of Adv. Graduate Study	156	171	129	114	120
Education	3,733	3,715	2,710	2,279	2,350
Business Administration	495	270	228	135	180
Total	4,384	4,156	3,067	2,528	2,650

Information Literacy Sessions

Main campus					
Sessions embedded in a class	43	2	51	47	50
Free-standing sessions	0	0	1	0	0
Branch/other locations					
Sessions embedded in a class	0	0	0	0	0
Free-standing sessions	0	0	0	0	0
Online sessions	0	23	3	3	3
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

Standard Five: Students

MCLA's student body reflects our identity as a regional public college with a strong commitment to making an affordable liberal arts education available to all motivated students. The vast majority (95%) of our 938 students come from New England or neighboring New York State, with 67% from Massachusetts and 42% of undergraduates from Berkshire County. We have the highest percentage of Pell-eligible students among the Massachusetts state university system (43.5% of MCLA undergraduates received a Pell grant in FY21, compared to 32.1% nationally), and almost half of our students are first generation. Undergraduates remain our largest student body by far (88% of headcount; 92% of FTE), Commuter students constitute over 40% of our undergraduate population. The ratio of incoming first-time, first-year undergraduates to new transfer students over the past five years has hovered at around 2.2:1. The racial and ethnic diversity of MCLA's student body continues to grow and remains significantly higher than that of our surrounding area: students of color constitute around 25% of MCLA's total enrollment, compared to the populations of North Adams (15%) and Berkshire County (13%). Among 2022 graduates, the most frequent undergraduate majors were Psychology, Business Administration, Interdisciplinary Studies, and Health Sciences.

Admissions: Description

As Massachusetts' public liberal arts college, we welcome applications for admission from motivated students, no matter who they are or where they come from. --MCLA Office of Admission

This section will focus on MCLA's admissions staffing and operations. Admissions trend data, along with enrollment more generally, constitute an Area of Emphasis from MCLA's 2018 NECHE interim report acceptance letter; these are addressed in the Appraisal section, below.

MCLA's admissions staffing structure and processes constantly evolve to better align with our mission and values and respond to the students we seek to serve. Currently, the Admissions Office is responsible for undergraduate admissions, while the Division of Graduate and Continuing Education admits graduate, certificate, and degree completion students. The departure of several staff members from the Office of Admission over the past three years has provided an opportunity to rethink the Admissions staffing structure and position descriptions (see Appraisal).

MCLA, like the rest of our cohort, follows the Massachusetts Department of Higher Education's Undergraduate Admissions Standards for the Massachusetts State University System. Applicants for admission to graduate programs must possess a bachelor's degree from a regionally accredited institution. Teacher licensure candidates may request a preliminary transcript review by the Coordinator of Educator Licensure and Placement to determine whether content area requirements have been met during previous studies. A minimum undergraduate GPA of 3.0 is required for immediate matriculation, with a provisional option for those who successfully complete two core courses with grades of B (3.0) or better before enrolling in any other courses. For admission to the MBA program, a GPA of 3.0 is preferred but not required. All applications must include a personal statement and three professional letters of recommendation.

The Admissions Office evaluates and reviews both the DHE's standards and its own procedures regularly, performing annual equity reviews, bias training, and file review training and offering recruitment travel initiatives. During the Fall 2020 academic year, MCLA moved to a test-blind pilot program, inspired in

part by the fact that many students experienced barriers to accessing testing opportunities during the pandemic. This policy has now been made permanent for two major reasons: first, standardized test scores are not a consistently predictive measure of college success; and second, testing instruments like the SAT/ACT have been shown to be biased against students of color and/or students whose primary language is not English. Eliminating SAT/ACT scores as a factor in admission decisions better aligns our admissions process with MCLA's mission and values, especially our commitment to diversity, equity, and inclusion.

The Admissions staff strives to ensure that students feel included and respected from their very first interactions with MCLA. Staff have participated in Safe Zone workshops and have learned to review applications to be more mindful of student's backgrounds, especially through the lens of the LGBTQ+ community (pronouns, chosen names, etc.). The Admissions Office has also created intentional programming for students of color during their overnight experiences and Accepted Student Day visits. In order to enable students from other parts of Massachusetts to visit campus in person despite poor public transportation connections to the Berkshires, the Admissions Office has hosted bus trips and overnight experiences for prospective students from the Boston and Worcester/Springfield areas.

MCLA has worked with the Department of Higher Education (DHE) to adopt a restructuring of the former Transfer Compact to what is now known as MassTransfer. This program allows for clear equivalencies for course transfers among institutions, creating easier transfer opportunities for Massachusetts students. MCLA continually updates course equivalencies and articulation agreements as we continue to work with our local community college to encourage students to complete their degree with MCLA. (See also Standard 4.)

While the Dual Enrollment program (discussed in Standard 4) is not, strictly speaking, a pipeline from local high schools to MCLA – students may transfer earned credits to whichever college they end up attending -- each year, a number of students who have completed Dual Enrollment courses do choose to enroll at MCLA as first-time freshmen:

- Fall 2018 = 29 students
- Fall 2019 = 24 students
- Fall 2020 = 16 students
- Fall 2021 = 13 students
- Fall 2022 = 9 students

In the past three years, the Department of Higher Education has committed more resources to its Early College Initiative. Under this initiative, students from the class of 2027 onward at North Adams' Drury High School will have the opportunity to take up to 30 college credits prior to graduation for free at Drury. Early College classes at Drury are designed jointly by high school teachers and MCLA faculty. Early College students are encouraged to use Drury support services as well as MCLA's Writing Center, Math Drop-In Center, Academic Support Services, and Freel Library. Early College Coordinators at MCLA and Drury serve as the program liaisons between both institutions. (See also Standards 1 and 4.)

Other targeted recruitment initiatives have included MCLA's STEM Academy, created with the goal of retaining and graduating more students in the STEM fields from MCLA, and MassTeach, a statewide program designed to increase the number of teachers of color in STEM fields in Massachusetts by creating

a scholarship program and pathways for students to start at a community college and finish their degree and licensure at a four-year public college.

Student Financial Services relies on the Free Application for Federal Student Aid (FAFSA) to determine need-based funding options for students, ensuring a consistent and equitable process for all students. Students can review the status of their financial aid awards on their Self-Service Banner accounts. Returning students are notified of financial aid awards via email. All undergraduate applicants are automatically considered for MCLA Foundation scholarships (merit-based aid). Recipients are determined by the end of April. Award offers for accepted students are shared in a timely fashion so that students can review their options and make informed decisions. Students may also access their financial aid offers through an Admissions portal. Title III funding supported MCLA's implementation of a chatbot (Mainstay) that reminds students to complete financial aid, bill payment, and registration tasks. In FY21, the chatbot engaged with 2441 text users, with less than 10% of students opting out of messaging.

Admissions: Appraisal

Enrollment levels are determined both by the admission of new students and by retention of existing students. MCLA has experienced substantial challenges in both of those areas over the past five years, with a 38% decline in overall FTE between 2018 and 2023.

Full-Time Equivalent Enrollment, 2018-2023

TERM	UNDERGRAD	GRADUATE	TOTAL
Fall 2018	1,195.6	84.8	1,280.4
Fall 2019	1,226.5	78.9	1,305.4
Fall 2020	990.5	73.0	1,063.5
Fall 2021	809.9	79.0	888.9
Fall 2022	735.9	63.4	799.3

As of this writing, MCLA is in the early phases of significant initiatives designed to address both admissions and retention, resulting in a population that is larger than our current enrollment but perhaps not as large as that projected in our 2018 interim report to NECHE. These initiatives will expand our recruitment reach, improve academic support, and facilitate integration into a close-knit, highly supportive educational community to increase engagement and a sense of belonging for those students who choose MCLA. This section will present and analyze trends and goals in admissions and retention, appraise efforts to date to build and maintain our enrollment, and discuss current and projected initiatives that will sustain and enhance MCLA's ability to carry out its mission of making a high-quality liberal arts education and graduate programs accessible to all interested and motivated students and equipping graduates to live their best lives.

Undergraduate Admissions Trends, 2018-2023

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Applicants					
First-Time Freshmen	1,931	1,754	1,355	1,371	1,456
Transfer	242	361	179	184	197
Accepted					
First-Time Freshmen	1,651	1,342	1,188	1,247	1,346

Transfer	228	341	171	164	174
Enrolled					
First-Time Freshmen	262	285	171	167	177
Transfer	114	157	75	56	75
Yield Rate					
First-Time Freshmen	15.9%	21.2%	14.4%	13.4%	13.2%
Transfer	43.5%	46.0%	43.9%	34.2%	43.1%

Fall 2018 saw the continuation of a gradual downward trend in applications and enrollments. In Spring 2019, MCLA was designated the preferred teach-out partner for Southern Vermont College, which made the difficult decision to close its doors at the end of FY19. An influx of SVC students led to an unusually high number of transfer enrollments in Fall 2019; at the same time, the yield rate and total enrollment for first-time, first-year students also bucked recent trends, increasing 9% over FY18. Any momentum towards continued growth in admissions was swiftly and decidedly derailed by the onset of the COVID-19 pandemic in Spring 2020. Since then, MCLA, like so many institutions, has struggled to recover. While the intersection of so many complicating factors makes it difficult to pinpoint the exact causes of these declines, the upshot is that it is of the utmost importance that the institution increase the number of newly admitted students as part of its overall enrollment strategy.

Undergraduate Retention Trends, 2018-2023

Year Class Entered	Number In Class	% Returned as *		
		Second Year	Third Year	Fourth Year
Fall 2013	271	78.2%	66.8%	62.7%
Fall 2014	351	74.4%	60.4%	53.8%
Fall 2015	269	78.8%	66.9%	59.9%
Fall 2016	325	72.6%	61.5%	56.6%
Fall 2017	287	70.0%	57.5%	50.5%
Fall 2018	257	72.4%	63.8%	56.0%
Fall 2019	285	71.6%	53.7%	46.0%
Fall 2020	170	62.9%	49.4%	
Fall 2021	164	64.0%		

While the COVID-19 emergency clearly correlates with dramatic decreases in retention rates during FY21 and 22, the overall trend had been downward for several years preceding the pandemic. Disaggregated data (workroom) indicate persistent disparities in first-to-second year retention rates among various demographic groups: over the past three years, students of color (in particular, African American male students) have been retained at significantly lower rates than white students; Pell recipients at lower rates than non-Pell recipients; and first-generation students at lower rates than non-first-generation students.

DGCE Enrollment and Admissions Trends, 2018-2023

Graduate Enrollment (Headcount)

Program	Fall 2019	Fall 2020	Fall 2021	Fall 2022
M.Ed.	65	63	53	45
MBA	33	16	17	9
Leadership	49	45	50	43
CAGS	0	0	0	0

Graduate Admissions

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Completed Applications	88	61	70	52
Applications Accepted	88	61	70	52
Applications Enrolled	82	58	68	50
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	93.2%	95.1%	97.1%	96.2%

The MBA program has seen a significant decrease in enrollment over the past four years, attributable to the pandemic along with staffing changes in the Business Administration department. Enrollment in the M.Ed. program decreased slightly over the same period, which may reflect the extraordinary demands on teachers and resulting burnout that was experienced in the teaching profession during the pandemic.

Degree Completion Admissions

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Completed Applications	43	22	29	30
Applications Accepted	36	20	28	28
Applications Enrolled	29	10	19	16
% Accepted of Applied	83.7%	90.9%	96.6%	93.3%
% Enrolled of Accepted	80.6%	50.0%	67.9%	57.1%

The dip in enrollment for the degree completion program corresponds to recent changes in the local job market, with employers hiring at an aggressive pace and offering higher wages.

Rebuilding Enrollment: Strategies and Initiatives

MCLA is responding to the trends and challenges described above with initiatives that target new student recruitment, enrollment, onboarding, and retention. These initiatives are grounded in planning (see Standard 2) as well as their role in resource allocation or generation (see Standard 7). A major first step has been the establishment of a **Strategic Enrollment Management Council** to work toward stabilizing and increasing enrollment levels. This council, which meets weekly, includes representatives from all

facets of campus, including administration, student life, and faculty, and provides a conduit for communication among MCLA's disparate student-facing resources and services in order to identify and remove barriers to student engagement and success at the institution. Initial priorities identified by the SEM Council are discussed in further detail throughout this self-study: Recruitment and Onboarding, including summer melt (below); Student Persistence (next section); and Year to Year Retention (Projections). Planning is interwoven through each of the priorities identified by the SEM Council (see Standard 2).

Admissions staffing and operations

In the past year, the new position of **Executive Director of Enrollment Management** was created and filled to provide leadership and oversight for the division as a whole, while the interim Director of Admission has been named Director. In response to ongoing challenges with recruiting for open admissions counselor positions, the salaries for entry level positions have been increased to create a more competitive applicant pool.

Recruitment priorities

- **Out-of-state students:** The college-aged population in New England continues to grow smaller. MCLA's liberal arts education remains more accessible and affordable, even to out-of-state students, than that of many private institutions. The admissions office has begun to develop recruitment plans that involve third-party partnerships to build awareness of MCLA in those markets that we cannot physically reach. MCLA enrolls relatively few transfer students from states other than New York and Massachusetts; recruiting and enrolling more transfer students from out of state (see next bullet) represents an area of potential growth.
- **Transfer students:** Along with first-generation students, transfer students are the only population showing growth in admissions at MCLA. All admissions counselors have now been cross-trained on the recruitment of both first-year *and* transfer students to allow for broader outreach to potential transfer students beyond Berkshire County. The Commonwealth's new MassReconnect initiative (free community college for those age 25+ working toward a degree or certificate) launched in FY24 may lead to more students choosing to transfer into four-year institutions in pursuit of a bachelor's degree.
- MA DHE Equity goals/initiatives: In alignment with the DHE's racial equity goals/initiatives and Student Success frameworks, discussions are underway regarding the feasibility of a return to a summer bridge program model to shore up additional recruitment pathways for students from underserved populations.

New and potential programs (see also Standards 1, 2, 4, and 7)

- As the only BSN option in the region, MCLA anticipates strong interest in our new **Nursing** program. Enrollment is initially capped at 35 pre-nursing majors per year, 25 of whom are anticipated to enter the nursing major. (See Standard 7 for budget projections)
- After a substantial initial infusion of 43 **hockey** players to populate the Men's and Women's programs in Fall 2023, we anticipate admitting 10 to 12 additional players each year moving forward.
- MCLA receives a nominal amount of state funding per **Early College** participant while providing traditionally underrepresented students pathways to eventual full-time enrollment. A total of 70

Drury High School students are expected to enroll in Early College in FY24; we anticipate that this number will double the following year, then level off at approximately 150 students in subsequent years.

- A Master of Social Work (MSW) program is being explored in response to employer demand and expected job growth in the local schools, behavioral and mental health facilities, and healthcare agencies. DGCE has begun to meet with regional employers including the Brien Center, BFAIR, Hillcrest, and Berkshire Health Systems to discuss the need and preferred course modalities to offer to current employees wishing to obtain an MSW.
- A Master of Science in Nursing (MSN) program is being explored based on employer demand from the region's largest healthcare agency, Berkshire Health Systems, which has projected a heightened need for specialized nursing professionals due to expected retirements over the next five years.

Growth in existing programs

MBA enrollment is trending up in FY24 following MCLA's recent partnership with the Berkshire Innovation Center. DGCE is exploring and actively planning concentrations within the MBA program, including healthcare management and project management, that respond to the needs of local employers. With these concentrations and the alignment of the MBA program to industries in the Berkshires, MCLA expects MBA enrollment to increase incrementally over the next three years.

M.Ed. enrollment is expected to rebound to pre-pandemic levels. The Commonwealth of Massachusetts has launched the Tomorrow's Teachers Scholarship Program that seeks to address the teacher shortage in Massachusetts and support individuals with up to $25,000 per year toward college. MCLA anticipates a heightened interest in teaching over the next year. However, teachers tend to stay local, and demographic projections show population decreasing in the immediate region. Considering all of these factors, enrollment in the M.Ed. programs is expected to remain level next year, with a slight increase over the next three years.

Leadership Academy enrollment is expected to increase slightly in the near future as more teachers are able to commit to further education following the pandemic emergency.

Improvements to summer onboarding/reducing summer melt:

The Office of Admission, Office of Academic Advising & Support, and Student Affairs division have begun collaborating closely to ensure consistent and ongoing messaging and engagement with incoming students during the transition period between admission and matriculation in order to build excitement and prevent melt.

- Summer points of contact and interaction with newly admitted students and families include virtual and on-campus engagement days, structured guidance in activating accounts and becoming familiar with key online tools and platforms; and an online orientation delivered via Canvas.
- Students now enjoy greater agency and support in the course registration process. Until recently, schedules were created for first-year students with little or no opportunity for input or interaction. In late summer 2023, a revamped approach to new student course registration saw a small team of 3.5 staff meet individually with 200+ entering students to build schedules, explain key aspects of the academic program, and answer questions.

- The College is currently investigating opportunities to make the onboarding process more accessible and supportive for a student population who may have limited guidance and resources throughout the enrollment process, including mobile-friendly software that streamlines form submission.

Working Toward Multi-Year Enrollment Projections
MCLA has developed a three-year enrollment projection extending to Fall 2026 which takes into consideration external factors affecting higher education, such as the changing demographics of college-going students and the population shifts underway in the New England region. We have also factored into these projections the steps we are taking at MCLA, described throughout this chapter, to address the needs of students as we enter a post-COVID-19 era. Considering all of these factors, for budgeting and planning purposes, MCLA believes that overall degree-seeking enrollment will increase by 9.1%, or 76 students, over the next three years. This increase will come from a commitment to increasing the College retention rate while also increasing admissions of new first-time and transfer students using the recruitment and retention strategies described in this standard. This figure does not account for expected increases in non-matriculated enrollment (e.g., Dual Enrollment; Early College).

As described in Standards 2 and 7, a new Strategic Enrollment Planning group will engage in multi-year enrollment and fiscal planning as we refine these projections, working together to build an understanding of how the anticipated rate of enrollment will affect revenues, expenses, and institutional operations.

Student Services and Co-Curricular Experiences: Description

Several major initiatives to support and sustain student persistence, success, and belonging are just on the verge of implementation as of this writing, having been developed under new divisional leadership (as of July 2021) and in the aftermath of the COVID-19 emergency over the past two years. These emerging initiatives are grounded in institutional evidence, careful listening to our students, and best practices in the field.

First-Year Experience: Informed by outcomes of previous FYE activities, best practices, and student development theory, and invigorated by new leadership in Student Affairs and stronger collaboration among divisions, MCLA launched a new, comprehensive, cross-divisional **First Year Experience** for Fall 2023. Goals include dramatically improving the quality of the student experience in the first year, increasing retention rates, and improving student success, with an emphasis on those students who have been historically marginalized by higher education: low income, first generation, and students of color. The new FYE is one component of a larger 18-month-long onboarding cycle with intentional outreach, milestones, and support from the moment a student decides to enroll to the moment they complete their first full academic year. Highlights of the new First Year Experience include:

- All incoming students attend an on-campus orientation program during the ten days prior to the start of classes (with an early move-in for incoming residential students)
    - For the first five days of orientation, we have strengthened and expanded a student-driven pre-orientation program (Greylock Federal LEAD Academy) with strong service components, a focus on leadership development, and a proven track record of success (100% 1st to 2nd year retention for previous [smaller, self-selected] cohorts) to include **all** incoming students.
    - The second half of orientation covers more traditional orientation topics.

    - Both programs are built around cross-functional teams focused on supporting and guiding students through the Greylock LEAD Academy and Orientation program. Each incoming student belongs to a Success Team outside of their major that includes staff mentors, peer mentors, and faculty success coaches. These Success Teams will follow students through their first year, providing familiar and consistent points of contact. (See Standard 2 for a discussion of how positive outcomes from success coaching with targeted populations led to a decision to pair all incoming students with success coaches.)
- The First Year Seminar incorporates strategies and skills necessary for college success that were previously handled separately via a standalone Canvas course.
- A new First Six Weeks program series provides additional opportunities for skill and community building as students embark upon their first semester at MCLA.

We anticipate that embracing a more holistic onboarding process and first-year experience will foster greater student engagement and acculturation from the moment of deposit through the first year at MCLA for first-year and transfer students. The new FYE will be assessed in part using metrics provided through the MA DHE's Strategic Plan for Racial Equity around retention numbers, withdrawal data, and credit completion data for students of color, first-generation students, and Pell-eligible students.

Improvements to Retain Graduate and Degree Completion Students: Students within MCLA's graduate and degree completion programs tend to be nontraditional and enroll in higher numbers of online courses. An onboarding course has been developed to provide better engagement and structured guidance that encourages nontraditional students to learn about the MCLA community and connects them with all of the resources and supports available to them as they work toward the successful completion of their programs.

Academic Support: In 2016, MCLA was awarded a five-year Title III – Strengthening Institutions grant of $2.2 million from the U.S. Department of Education. The purpose of the grant was to increase persistence and four-year graduation rates through best practices in academic advising, academic support, and undergraduate research. While MCLA met or exceeded targets for only one stated objective in the final year of the grant (increase four-year graduation rate to 40.5% from a baseline of 35.5%, three-year average; actual outcome: 45.4%), the Title III Grant laid the groundwork for a number of initiatives which have been institutionalized and are key components of our ongoing work to improve persistence, retention, and graduation rates. MCLA's Title III Grant Application, list of funded programs, and APRs for years 1, 2, 3, 4, and 5 are all included in the Workroom.

Under new divisional leadership, MCLA's former Center for Student Success and Engagement (CSSE) was recently restructured to take a student persistence approach to initiatives that is responsive to the DHE's New Undergraduate Experience vision paper and Student Success Framework. The result is the newly created Academic Advising & Support Office, whose first initiatives include implementing and launching a student success management program, increasing faculty engagement with undeclared students via Faculty Advising Fellows/Success Coaches, and broadening our concept of student success and support, specifically in the Trailblazer Tutor Center. Academic Advising & Support joins the Disability Resources office and the TRIO Student Success Services program in reporting to a newly created position, the Executive Director of Student Persistence. These offices are co-located on the first floor of Mark Hopkins Hall. (Advising is discussed more fully in Standard 6.)

In July 2022, MCLA began the implementation of **EAB Navigate**, a student success management system. The platform creates efficiency and streamlines communication across departments, while the student-facing mobile app empowers students to proactively support their college success. EAB Navigate had a soft launch on March 1 and is being rolled out to select faculty, staff, and students in Fall 2023.

In 2020, MCLA received a $1.3 million federal **TRiO Student Support Services** program grant to enhance support for low-income and first-generation students and students with disabilities. The goal of TRiO programming is to improve the retention, good academic standing, and graduation rates of eligible students and to foster an institutional climate that is supportive of low-income, first generation, and students with disabilities. Additionally, MCLA's TRiO program is designed to provide flexible and affordable paths to obtaining knowledge and skills, promoting especially the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens. The grant provides support for 3-4 staff members to serve up to 160 students.

Other important academic supports include:

- MCLA's **Math Drop-in Center**, staffed by peer tutors and coordinated by a math faculty member, opened in 2017 with support from the Title III grant.
- The **Writing Studio**, also created using Title III funding, opened in Spring 2016. Staffed by peer tutors who receive training via a credit-bearing course in the English department and work under the oversight of a faculty coordinator, the Writing Studio maintains a regular weekly schedule and works with students across all majors and degree programs.
- MCLA's **Freel Library** plays a key role in teaching information literacy skills and providing equitable access to technology, course materials, and learning spaces. Library services are discussed more fully in Standards 4 and 7.

CARE Team: Following the COVID-19 emergency, MCLA evaluated its supports for students dealing with situations that could disrupt their academic or social well-being. In response to the increasing number of students experiencing academic or social disengagement, mental or behavioral health concerns, and issues around basic needs, the College reorganized its CARE (Concern, Assessment, Response, Evaluation) Team. This included reshaping membership to increase campus reach and combining academic concern reporting with social/emotional concern reporting, resulting in a 500% increase in reports by faculty and staff over the previous year. This cross-functional team co-chaired by the Executive Director of Student Persistence and Dean for Title IX, Equal Opportunity, and Student Wellness takes a proactive approach to intervening as early as possible to support each student in need by developing and implementing an appropriate action plan for response.

Student Life and Co-Curricular Experiences: MCLA's Student Affairs division coordinates opportunities for students to engage with over 50 clubs and organizations, participate in the governance of the College, explore and celebrate identities and cultures, volunteer in our community, and develop leadership skills. The Student Affairs division recently completed a planning process that yielded five divisional goals, each paired with content and process objectives, defined actions, timelines, measures of success, and communication and strategies for feedback. Highlights from these goals are presented below.

Back to Basics with Student Leadership and Development: As discussed in Standard 3, participation in student governance has steadily declined over the past several years. In October 2022, a Student Leadership and Development Working Group comprising three faculty, two staff, and two students convened and began work on a co-curricular, holistic, inclusive student governance model to be introduced within two years. The group connected with students and alumni and incorporated their feedback and suggestions to build a support framework for the 2023-2024 academic year. The goal (articulated as a Projection in Standard 3) is for students to present a sustainable and representative SGA structure for their peers to vote on in a special election in February 2024. Simultaneously, Student Affairs staff will continue to support clubs and organizations so that students continue to benefit from extra- and co-curricular opportunities on campus.

*Re-Commitment to our identity as a Residential College***:** MCLA has a three-year on-campus residency requirement for all entering first-year students. Transfer students are assigned a residency requirement based on the number of credits accepted by the College upon their admission. Certain classes of students are exempt from the on-campus residency requirement. Petitions for individual modifications to the residency are considered in extenuating circumstances. An important long-term goal is to identify suitable, accessible space for a **Commuter Student** lounge. The interim plan of support for commuter students includes five designated Commuter-Friendly spaces around campus that are sporadically stocked with snacks, information, and resources.

Create a Culture of Wellness: MCLA students, like so many, experience a range of behavioral and mental health issues, a situation only exacerbated by the pandemic and its attendant stressors. Anecdotal, usage, and survey data all suggest an overwhelming need for greater attention to student health and wellness. During FY23, 25% of undergraduate students utilized Counseling Services. Nationally, counseling usage hovers around 13%. The average wait time for a new client to be seen was 4 days, while the national average is 7 days. The majority of new intakes were seen within 3 days or less. In Spring 2022, the creation of a new role and position -- Dean for Title IX and Wellness– brought Counseling Services and Health Services together into one area. A three-year wellness strategic plan was drafted to focus wellness efforts and support priorities laid out in the DHE Student Success Framework. In Spring 2023, the vacant Director of Counseling role was re-structured and successfully filled as an Associate Dean for Counseling and Wellness. This is a model replicated elsewhere in the Massachusetts state university system, positioning us well for statewide advocacy and participation in multiple state grant opportunities to address mental health and wellness. Already, MCLA has begun receiving grant support for student mental health and wellness initiatives from the DHE. The cover sheet and budget submitted to the DHE as part of MCLA's grant application include more information about grant-funded activities. The College also received a three-year SAMHSA Garrett Lee Smith Campus Suicide Prevention Grant to support student wellbeing and suicide prevention among underrepresented populations, including LGBTQ+ and students of color, and create a Health Promotion Specialist position.

Increase Assessment Through an Equity Lens: Priority #1 of the MA DHE Strategic Plan for Racial Equity involves building an infrastructure that includes mechanisms for addressing data through an equity lens. As a step toward ensuring equity of opportunities and outcomes among MCLA's robustly diverse student population, Student Affairs has begun collaborating with the Director of Assessment on implementing the work of Bensimon et al. in their Assessing Equity in High-Impact Practices Toolkit (2013). Additionally, qualitative data to capture the lived experiences of students, staff, and faculty involved with this work will be useful in adjusting and correcting our course as needed.

Improve Internal Communications: As discussed in Standards 3 and 9, there is a need for greater internal communication on campus. Student Affairs has resolved to contribute to greater transparency and a more informed campus by encouraging appropriate, open communication channels among staff, faculty, and students and by investing in infrastructure to support clear, sustained communication.

With the sudden shift to remote learning in Spring 2020, MCLA's role in facilitating students' access to food, housing, course materials, and technology became starkly evident. But even before the pandemic, significant numbers of MCLA students struggled to afford **basic needs** during their time at the College. Through the Basic Needs center, the College provides support for students in need of housing, transportation, and food assistance. Free access to menstrual products is now available across campus. Partnerships with Advancement have encouraged targeting giving to address student food insecurity and build a fund to support students facing emergency situations. Health Services also started a hygiene closet for students in need of thermometers, deodorant, shampoo, tweezers, and other over-the-counter products. Staff are able to provide these items to students they see who may not be able to afford basic self-care products.

The ability of MCLA's Division III **athletics** programs to attract student athletes contributes significantly to overall enrollment numbers. Each year, the Athletics Department sets specific recruitment and enrollment goals. Recently, new varsity sports have been introduced to increase recruitment efforts. In 2019, Men's Lacrosse was added. In 2022, MCLA committed to reintroducing the Men's Ice Hockey program (which had been discontinued in 2003) and adding a new Women's Ice Hockey program, both of which are active as of Fall 2023. Created to boost connectedness and a sense of belonging, a new E-Sports program provides a venue for students to gather and play video games together, rather than remaining isolated in their dorm rooms. Student athletes currently hail from 19 states and two countries, expanding MCLA's geographical diversity and out-of-state reach.

Under new leadership in Student Affairs, the Student Affairs Governance Committee has been revitalized and is participating more fully in College governance, meeting regularly and tackling issues referred to it from the All College Committee as well as proactively discussing student life topics. The **policies** for student accountability administered by the Student Affairs Division recently went through a new adoption and review process thanks to the deployment of the CourseLeaf catalog management system, which is being used to administer College governance workflows. All policies within the Student Handbook, including conduct and grievance, have been formally adopted through this process and are now current.

All student **records** are preserved for the retention period specified in the Massachusetts Statewide Records Retention Schedule and the Massachusetts State Colleges Records Retention Schedule. The release of information is subject to the Massachusetts Public Records Law.

Student Services and Co-Curricular Experiences: Appraisal

In Fall 2022, MCLA conducted a campus climate survey based on the Culturally Engaging Campus Environments model to measure perceptions and experiences with respect to a number of indicators within the broad categories of Cultural Responsiveness, Cultural Relevance, and Sense of Belonging. Across the board, students reported feeling minimal/uncertain experiences of all indicators, with students of color responding at a level significantly lower than white students to four out of six indicators. These results

reinforce the feedback that students have provided consistently, both anecdotally and via other surveys and focus groups, regarding their lived experiences on campus. (Faculty and staff were also surveyed; their responses are discussed in Standards 3 and 6.)

Focus groups conducted with students, faculty, and staff of color following the survey reinforced that a lack of representation of people of color on campus (MCLA is a predominantly White institution) leads to a lack of cultural familiarity and validation and a sense of cultural incongruence. This, in turn, results in people of color feeling that they must sacrifice parts of their identity to assimilate to existing White institutional structures and norms.

These findings added urgency to work that was already in development to address racialized inequities at the program level and formulate action plans to improve equitable student outcomes; see Standard 6. In addition, the Climate Survey findings have directly informed the theme for 2023's Day of Dialogue, which will focus on creating a stronger sense of belonging among all campus constituencies.

In Fall 2022, MCLA participated in the Healthy Minds Study as part of our commitment to being a JED campus. The survey, which had a 17% response rate, provides a baseline understanding of several mental wellbeing issues impacting our students. 53% of students reported experiencing moderate to severe depression while 42% reported experiencing moderate to severe anxiety. 70% of students surveyed reported feeling isolated or left out, while 55% of students stated that mental health issues negatively impacted their academic performance 3 or more days a week. Using the survey's Flourishing Scale, 66% of students surveyed would be classified as not flourishing. 77% of students reported accessing counseling at some point in their lifetime, while 50% of students reported that they are currently in counseling.

MCLA's first feedback report from JED highlights our work on racial equity and DEIB, encouraging continuation of the relationship and partnership between Student Affairs and the Chief Diversity Officer. The JED report also validates MCLA's work to align Health Services and Counseling Services more closely for holistic student support.

After some staffing changes in the early years of implementing the grant, MCLA's TRIO grant is now running at full capacity, serving 160 students and maintaining a waitlist. TRiO exceeded its objectives for persistence (77%; target was 70%) and good academic standing (80%; target was 77%) in FY21, the program's first full year of operation.

Over the past several years, the occupancy rate in the residence halls has hovered around 50%; in recent years, one of three residence halls has remained offline. MCLA remains obligated to pay the MSCBA a fixed amount for its leased residence halls even if they are vacant or underpopulated. The smaller number of students in residence has posed challenges for campus life, especially on weekends. Work is underway to reinvigorate campus life with Student Affairs staff stepping in to provide dedicated support while student leaders focus on creating a new SGA model/constitution in FY24.

Projections

Admissions

- In the short term, the Admissions Office will leverage third-party partnerships to expand recruitment reach beyond New England and New York.

- Within two years, the Admissions Office will review, streamline, and add resources to support transfer admissions.
- Imminently, senior leadership will facilitate closer collaboration among Marketing, IT, and Admissions on website, branding, marketing.
- As DGCE continues to evolve following recent leadership changes, they will evaluate existing programs; explore the creation of new programs; and perform market research/feasibility studies of MSW, MSN, and other programs, with an eye toward program implementation within the next five years.
- The Associate Dean of Nursing in collaboration with the SEM Council will track and assess progress of pre-nursing students to inform creation of a reliable enrollment model in the nursing major as the first cohorts of pre-nursing students proceeds through the program.

Student Services and Co-Curricular Experiences

- Student Affairs and the Office of Academic Advising & Support will assess the outcomes of our innovative FY24 First Year Experience program and EAB Navigate rollout and use their findings to develop and adapt the FYE program for FY25 and beyond.
- The SEM Council, Student Affairs, and Academic Affairs will collaborate to build upon the new First Year Experience by designing Sophomore (Fall 2024), Junior (Fall 2025), and Senior (Fall 2026) Year Experience programs to improve retention and success.
- Over the next three years, the Office of Student Engagement will create new and expand existing services for commuter students.
- Student Affairs, Academic Affairs, and the Office of Institutional Equity and Inclusion will collaborate to increase support, visibility, and awareness for first-generation students through partnering with the NASPA First Scholar's Network through for professional development, assessment, and alignment with the College strategic plan; this initiative is in its early phases and will run through 2027.
- In FY24, Student Affairs will roll out an Electronic Medical Records (EMR) system within Health Services to improve patient care, communication, and recordkeeping.

Standard 5: Students

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
Freshmen - Undergraduate	?					
Completed Applications	?	1,754	1,355	1,371	1,456	1,522
Applications Accepted	?	1,342	1,188	1,247	1,346	1,429
Applicants Enrolled	?	285	171	167	177	194
% Accepted of Applied		76.5%	87.7%	91.0%	92.4%	93.9%
% Enrolled of Accepted		21.2%	14.4%	13.4%	13.2%	13.6%
Percent Change Year over Year						
Completed Applications		na	-22.7%	1.2%	6.2%	4.5%
Applications Accepted		na	-11.5%	5.0%	7.9%	6.2%
Applicants Enrolled		na	-40.0%	-2.3%	6.0%	9.6%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
High School GPA		3.19	3.34	3.21	3.29	3.3
Transfers - Undergraduate	?					
Completed Applications		361	179	184	197	290
Applications Accepted		341	171	164	174	263
Applications Enrolled		157	75	56	75	84
% Accepted of Applied		94.5%	95.5%	89.1%	88.3%	90.7%
% Enrolled of Accepted		46.0%	43.9%	34.1%	43.1%	31.9%
Master's Degree	?					
Completed Applications		88	61	70	52	23
Applications Accepted		88	61	70	52	23
Applications Enrolled		82	58	68	50	12
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		93.2%	95.1%	97.1%	96.2%	52.2%
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students
(Enrollment, Fall Term)

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

?

Credit-Seeking Students Only - Including Continuing Education

			3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	358	230	207	218	224
	Part-Time Headcount	?	10	7	8	3	5
	Total Headcount		368	237	215	221	229
	Total FTE	?	367	231	214	220	229
Second Year	Full-Time Headcount		249	239	152	144	143
	Part-Time Headcount		13	12	3	2	8
	Total Headcount		262	251	155	146	151
	Total FTE		264	245	152	146	148
Third Year	Full-Time Headcount		270	242	205	142	140
	Part-Time Headcount		51	39	36	35	31
	Total Headcount		321	281	241	177	171
	Total FTE		304	270	225	157	158
Fourth Year	Full-Time Headcount		268	219	195	175	169
	Part-Time Headcount		59	48	45	41	40
	Total Headcount		327	267	240	216	209
	Total FTE		291	236	215	186	182
Unclassified	Full-Time Headcount	?	0	1	0	3	4
	Part-Time Headcount		67	39	19	75	88
	Total Headcount		67	40	19	78	92
	Total FTE		15	9	5	26	31
Total Undergraduate Students							
	Full-Time Headcount		1,145	931	759	682	680
	Part-Time Headcount		200	145	111	156	172
	Total Headcount		1,345	1,076	870	838	852
	Total FTE		1,242	991	810	735	748
% Change FTE Undergraduate			na	-20.2%	-18.3%	-9.2%	1.8%
GRADUATE		?					
	Full-Time Headcount	?	14	49	64	53	44
	Part-Time Headcount	?	148	77	60	47	52
	Total Headcount		162	126	124	100	96
	Total FTE	?	79	73	74	63	58
% Change FTE Graduate			na	-7.5%	1.4%	-14.7%	-7.9%
GRAND TOTAL							
Grand Total Headcount			1,507	1,202	994	938	948
Grand Total FTE			1,321	1,063	884	798	806
% Change Grand Total FTE			na	-19.5%	-16.9%	-9.7%	1.0%

Please enter any explanatory notes in the box below

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

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

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

https://www.mcla.edu/about-mcla/ataglance.php

	(FY 2018)	(FY 2017)	(FY 2016)
? **Three-year Cohort Default Rate (from College Scorecard)**	3.4	6.4	7.1

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
? **Student Financial Aid**					
Total Federal Aid	$10,854	$8,553	$6,904	$6,678	$6,830
Grants	$2,771	$2,304	$2,055	$1,913	$2,000
Loans	$7,767	$6,053	$4,632	$4,530	$4,600
Work Study	$316	$196	$217	$235	$230
Total State Aid	$1,189	$1,319	$1,819	$1,755	$1,800
Total Institutional Aid	$3,969	$2,786	$2,578	$2,488	$2,300
Grants	$3,969	$2,786	$2,578	$2,488	$2,300
Loans	n/a	n/a	n/a	n/a	n/a
Total Private Aid	$2,910	$1,983	$1,600	$1,668	$1,750
Grants	$829	$541	$436	$333	$350
Loans	$2,081	$1,442	$1,164	$1,335	$1,400
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	81%	80%	80%	78%	76%
Graduates	37%	51%	47%	58%	55%
First professional students	n/a	n/a	n/a	n/a	n/a
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$28,345	$27,192	$27,287	$26,086	$26,500
Graduates	$27,132	$27,938	$34,975	$37,143	$35,000
First professional students	n/a	n/a	n/a	n/a	n/a
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$11,419	$11,594	$12,996	$15,248	$15,000
Graduate Students	$16,286	$20,835	$21,153	$17,899	$18,000
First professional students	n/a	n/a	n/a	n/a	n/a
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	n/a	n/a	n/a	n/a	n/a
English (reading, writing, communication skills)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	n/a	n/a	n/a	n/a	n/a

Please enter any explanatory notes in the box below

Standard 5: Students
(Student Diversity)

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Freshmen - Male	490	437	81
Freshmen - Female	963	907	96
Freshmen - Gender Not Reported	3	2	0
Transfer - Male	75	65	34
Transfer - Female	116	103	36
Transfer - Gender Not Reported	6	6	5
Freshmen - White	734	702	114
Freshmen - Students of Color	690	616	58
Freshmen - Ethnic Not Reported	32	28	5
Transfer - White	123	107	49
Transfer - Students of Color	72	66	25
Freshmen - Ethnic Not Reported	2	2	1
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**
Category of Students (e.g., male/female); add more rows as needed			
Female	30	30	29
Male	21	21	20
Gender Not Reported	1	1	1
White	42	42	40
Students of Color	9	9	9
Ethnic Not Reported	1	1	1

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2023)
Category of Students (e.g., male/female); add more rows as needed					
Female	373	100	473	414.27	476
Male	303	47	350	313.67	358
Gender Not Reported	6	9	15	8.00	18
White	463	103	566	501.67	587
Students of Color	199	31	230	207.87	220
Ethnic Not Reported	20	22	42	26.40	45
Frist Generation	346	120	466	387.60	477
Pell Eligibility	292	39	331	310.73	344
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (Fall 2023)**

Category of Students (e.g., male/female); add more rows as needed					
Female	34	29	63	40.75	59
Male	17	16	33	20.25	30
Gender Not Reported	2	2	4	2.42	3
White	41	35	76	48.42	69
Students of Color	9	8	17	10.92	18
Ethnic Not Reported	3	4	7	4.08	5

Please enter any explanatory notes in the box below

Standard Six: Teaching, Learning, and Scholarship

Foremost among MCLA's strengths is the opportunity it affords students to work closely with outstanding, dedicated faculty members whose primary focus is teaching. Almost all instruction in the undergraduate program is provided by full-time, tenured or tenure-track faculty. MCLA's small class sizes allow faculty to incorporate innovative pedagogical approaches, including high-impact practices, and connect meaningfully with each student in their courses. Faculty also supervise internships and independent studies; advise and mentor students; serve the institution and the profession through committee and governance work; and actively contribute to scholarship in their disciplines. Expert academic staff partner with faculty and students to support teaching, learning, and research and to create and maintain the systems and infrastructures that sustain the academic enterprise.

Faculty and Academic Staff: Description

Faculty and librarians at MCLA, along with those at the other eight campuses in the Massachusetts state university system, are represented by the Massachusetts State College Association (MSCA) bargaining unit. The MSCA enters into two separate agreements with the Board of Higher Education (BHE): one that applies to full-time faculty and librarians and part-time faculty who teach between 8:30 a.m. and 4:30 p.m. (known as the "day contract"), and one that applies to faculty who teach evenings, summers, and in the Division of Graduate and Continuing Education (known as the "DGCE contract"). These contracts govern employment conditions for faculty and librarians, including workloads; ranks and roles; salaries and benefits; evaluation; requirements for reappointment, tenure, and promotion; academic freedom and responsibility; participation in governance; use of College facilities; and grievance procedures.

In FY23, MCLA employed 79 full-time faculty members, 34 part-time faculty members, and 2 librarians.

MCLA Faculty and Librarians, FY19-23

	FY19	FY20	FY21	FY22	FY23
Full-time faculty	**90**	**89**	**87**	**81**	**79**
Professor		39	34	31	30
Associate Professor		17	22	23	26
Assistant Professor		32	31	27	22
Part-time faculty	**82**	**86**	**48**	**56**	**34**
Librarians	**2**	**2**	**2**	**2**	**2**
Total Student FTE	1280.4	1305.4	1063.5	888.9	799.3

Source: 2022-2023 MCLA Factbook [workroom]

The overall decrease in the number of MCLA faculty over the past five years correlates with a decline in student enrollments, attributable to multiple well-known factors including regional demographic trends and the impact of the COVID-19 pandemic. The decrease in the number of full-time faculty can be attributed to retirements and voluntary separations, with some lines not being fully replaced in their former departments. Reductions in part-time faculty reflect a 37.5% drop in student FTE between FY19 and FY23 (discussed in more detail in Standard 5). In scheduling part-time faculty, preference is given to hires that allow the College to maintain avenues for student progress towards graduation and meet institutional and departmental curricular requirements.

Faculty recruitment and appointment follow a regular process based on needs identified at the departmental and institutional levels. As a signatory of the MA State Universities' Equal Opportunity, Diversity, and Affirmative Action Plan (approved 2018; updated 2020), MCLA views each search for a faculty position as an opportunity to advance the institution's commitment to diversity, equity, and inclusion as well as to fill identified needs for subject matter coverage and expertise within and across departments. Requests to conduct faculty searches are forwarded to the Provost and Vice President of Academic Affairs and approved by the President. Departments requesting to post a faculty position are required to explain how each position will contribute to the College's commitment to diversity, equity, and inclusion. Job postings are written with input from the Provost and Vice President of Academic Affairs and Chief Diversity Officer and must include an expectation that incoming faculty engage with the College's dedication to promoting DEI. Upon approval, a search committee is formed according to guidelines set forth in the appropriate collective bargaining agreement; an advertisement is drafted; and faculty participate in the search process with guidance from HR, the CDO, and Academic Affairs. Job descriptions list the qualifications and experience required for each position. Human Resources ensures that advertisements include standard language assuring equal opportunity and provides training to participants in search committees. HR works with departments and the CDO to ensure that jobs are posted in venues that will attract a diverse pool of applicants. Interviews may not take place until a diverse applicant pool is in place and potential candidates are approved in consultation and review with the Provost and Vice President of Academic Affairs.

All full-time faculty and librarians must have a terminal degree or be ABD and complete their degree within two years of hire. A master's degree is required for part-time faculty; in rare cases, professional experience can replace the master's degree requirement.

Each new faculty member receives a letter of appointment from the Provost and Vice President of Academic Affairs stating the terms and conditions of employment, starting salary, and whether the appointment is tenure-track or terminal. The appointment letter also stipulates that the position is governed by a collective bargaining agreement. The President sends a second letter confirming salary and conditions of reappointment as outlined in the MSCA contract.

New faculty receive onboarding jointly from HR and Academic Affairs. The Center for Teaching and Learning (CTL) provides orientation for new faculty via the New Faculty Learning Community. Topics covered in this orientation, which is delivered over the course of each new faculty member's first year, include student advising, student access, student support, campus resources, assessment, academic technology resources, and the foundations of integrative learning present in the MCLA's Core Curriculum. A Faculty Mentoring Network provides an opportunity for junior faculty to meet regularly with senior tenured faculty. An informal Faculty and Staff of Color Network meets once or twice per semester and provides opportunities for new and returning faculty and staff of color to build community and discuss their on- and off-campus experiences.

Day faculty roles, ranks, and responsibilities, which include teaching, scholarship, student advising, service and institutional governance, are outlined in Article XX of the MSCA day contract.

The roles, ranks, and responsibilities for faculty teaching in the Division of Graduate and Continuing Education (DGCE) are outlined in Article VI-Article IX of the MSCA DGCE contract. 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 contract.

Criteria for tenure, promotion, and post-tenure review for faculty are governed by the MSCA Day contract in Articles VIII, IX, and XX. Tenure track faculty are required annually to demonstrate effectiveness and accomplishments in the following areas for reappointment, tenure, promotion, and post-tenure review: teaching (including pedagogical innovation and community-engaged methods); academic advising; continuing scholarship (research, scholarship, or creative activity); and service ("other professional activities"). While faculty are evaluated in all four of these categories, emphasis is placed on the fact that "the State Universities are primarily teaching institutions" (Article VIII).

Policies for evaluation are also summarized in the Peer Evaluation Committee Handbook, the Committee on Promotions Handbook, the Committee on Tenure Handbook, and the Portfolio Handbook. Tenure-track faculty receive annual feedback on their progress from their department chair, the Dean of Academic Affairs, and, as appropriate, from their departmental Peer Evaluation Committee (PEC). Tenured faculty may also elect to apply for either promotion or post-tenure review, both of which include increases to their annual base salaries. Academic Affairs and the MCLA Faculty Association regularly hold workshops at the beginning and end of the academic year for those undergoing evaluation and for evaluators.

The workload for tenure-track faculty is 24 hours of credit instruction per academic year, typically in a 4/4 teaching load. Faculty may elect to teach during MCLA's summer sessions. In some circumstances, faculty members receive Alternative Professional Responsibilities (APRs) which allow for specified releases from teaching responsibilities. Examples of current APRs include Undergraduate Research Chair and Co-Chairs; CTL Faculty Fellow; Diversity, Equity, and Inclusion Fellows; Faculty Success Coaches; Global Education Faculty Fellow; Honors Program Co-Chairs; MCLA MSCA Faculty Union Grievance Officer; and Enrollment Management Research Fellow. Per the MSCA contract, the MSCA Local Faculty President and department chairs are also given APRs for their administrative functions.

The MSCA day contract (Article XX) specifies that no more than 15% of 3- or 4-credit course sections in departments with six or more full-time faculty members may be taught by part-time faculty.

For full-time departmental faculty, teaching graduate-level courses may either count as part of their "day" 4/4 workload or as "extra," in which they are compensated according to the guidelines in the DGCE agreement. This complicated system requires careful monitoring and documentation, which is accomplished through dedicated administrative assistants in both Academic Affairs and DGCE.

All full-time faculty serve as advisors for students in their department's majors. Professional development for advising is mandated for newly hired faculty members, while ongoing professional development for advising is provided by the Center for Teaching and Learning and Academic Affairs. Undeclared students are advised through the office of Academic Advising and Support. Students and faculty have access to guidance and training on the advising process. Every faculty member holds open office hours for at least three hours per week, as specified in the MSCA contract.

Faculty members and librarians play an integral role in shared governance on campus as laid out in the MSCA contract and the Department Chairs Handbook. The MSCA membership elects faculty and

librarians to serve on the standing committees that form the core of the College's shared governance system. The Faculty Association appoints faculty and librarians to campuswide *ad hoc* and special committees. (See Standard 3 for more on the role of faculty in shared governance.) Faculty members and librarians also serve on administrative and departmental search committees, peer evaluation committees, and other campus initiatives.

Beginning in 2017, the Chief Diversity Officer has appointed two to five Diversity Faculty Fellows each academic year to help advance DEI work across campus. Recently, these fellows have served as members of the DEI Task force, assisted with planning the annual Day of Dialogue, and participated in train-the-trainer workshops in preparation for facilitating DEI programming among colleagues.

The MSCA contract clearly defines academic freedom and academic responsibilities expected of faculty members, regardless of rank or term of appointment. Academic freedom for faculty is recognized in Article V of the day contract and Article IV of the DGCE contract. The MSCA contract outlines faculty rights and responsibilities. The Provost and Dean of Academic Affairs, as well as department chairs, are primarily responsible for ensuring that faculty members appropriately carry out their professional responsibilities.

Academic staff empower faculty and students to succeed by providing critical support for areas including but not limited to academic technology and instructional design; assessment; student success and persistence, including Disability Resources and the TRiO program; library services; student records; and administrative support for academic departments and the division of Academic Affairs. Criteria for the promotion and evaluation of academic staff and administrators are specified in the APA and AFSCME collective bargaining agreements and the non-unit professional handbook.

Faculty and Academic Staff: Appraisal

Improving the diversity of our faculty and retaining faculty from traditionally marginalized groups is a perennial goal which MCLA acknowledges we continue to struggle to accomplish. In FY22, 12 of 81 full-time faculty (14.8%) were faculty of color. This is roughly commensurate with the demographics of MCLA's surrounding community, but dramatically lower than the representation of people of color among MCLA's student body (~25%). Efforts are underway to improve MCLA's ability to hire and retain faculty of color. (See workroom for data on MCLA employee demographics, 2018-2023.)

As MCLA endeavors to recruit and hire a more racially diverse faculty and staff, it is imperative that we work harder to become a community that is worthy, supportive, and appreciative of our colleagues of color. Troubling data from the 2023 Climate Survey reveal that faculty and staff of color reported no or minimal/uncertain experiences of most indicators at a *significantly* higher rate than their white colleagues, especially those indicators measuring cultural familiarity and a sense of belonging. Faculty and staff of color have been overrepresented among those voluntarily separating from the College over the past several years. An initial effort to lay the groundwork for a more inclusive campus was the creation and delivery in Spring 2021 of a workshop based on the Title III-funded Compass Diversity & Inclusion Toolkit, "Setting the Course for a More Equitable, Just, and Inclusive MCLA." All faculty were requested to attend one of two Compass workshops, which were led by MCLA's Chief Diversity Officer and broken out into smaller groups facilitated by trained colleagues. 82% of faculty attended a workshop and explored topics including Active Listening, Equality vs. Equity, Dominance/Oppression/Power, Unconscious Biases, Microaggressions, and why DEI work is so critical. It is clear, however, that this can only be considered a tentative first step on a long journey. MCLA's former CDO, who left the college shortly before this self-

study was submitted, worked hard during his tenure to infuse awareness and responsibility for diversity, equity, and justice issues throughout the college community, rather than isolating this important work to one small office. The next incumbent of this position will find a number of allies across campus ready to join in planning, coordinating, and carrying out the work of creating an authentically inclusive, appreciative, and just campus.

The College annually calculates the percentage of 3- and 4-credit courses taught as Lecture or Seminar by part-time faculty, excluding courses to replace contractual releases, leaves of absence, emergency hires, or faculty engaged in Alternative Professional Responsibilities (APRs). MCLA has remained well under the 15% limit imposed by the MSCA contract for courses taught by part-time faculty throughout the period under review.

In addition to their full 4/4 teaching loads and advising duties, MCLA faculty pursue active scholarly research agendas. The MSCA contract explicitly defines teaching as a form of scholarship and allows for unpublished research to be used for the purposes of evaluation. Faculty present their research and work-in-progress to the campus community via a variety of outlets. Notably, *The Mind's Eye*, a research and praxis initiative anchored in interdisciplinary academic programming, sponsors works-in-progress colloquia and faculty mini-grants to support scholarly programming including, but not limited to, book launches, exhibition openings, lectures, and roundtable discussions.

Academic Affairs demonstrates the value it places on research and scholarship through material support. Each year, the division sponsors Faculty Incentive Awards to support original research and creative work, the development of new courses and programs, innovative teaching and learning pedagogy, and civic learning and engagement projects. Additional funds to support this important work were provided recently by a new donor, resulting in an increase in the number and financial amount of awards in each category. Academic Affairs also administers $30,000 annually to support faculty attendance and participation in academic conferences. These funds are awarded to applicants by the Committee on Professional Development and Retraining, whose composition and charge is prescribed in the MSCA contract. Tenure-track and tenured faculty are eligible to apply for awards of up to $1,000 each year to attend or present at conferences. First-year faculty are allocated additional dedicated support for conference attendance and presentations.

Teaching and Learning: Description

The vast majority of courses in MCLA's undergraduate degree programs are taught by full-time, tenured or tenure-track faculty to small groups of students in a face-to-face classroom setting, and MCLA's student-faculty ratio, 8:1, is the lowest by far in the Massachusetts state university sector. Following an emergency shift to fully remote learning in Spring 2020 and hybrid instruction in FY21, in-person instruction has once again become the norm. MCLA continues to offer a handful of online courses in the undergraduate program each semester. The Center for Academic Technology offers at least annually a four-week Online Teaching Certification course. This certification is required for every faculty member, full-time or adjunct, who offers an online course for MCLA. A refresher course is mandatory every three years for faculty to continue offering online instruction. An Online and Hybrid Course Policy, passed through campus governance, stipulates that online instructors must complete the Online Teaching Certification course and that all digital course content must meet accessibility standards, as per III.A.1.

Well over 90 % of MCLA faculty are now certified to teach hybrid and online courses, ensuring a nimble and effective variety of course options. (See also Standard 4: Assuring Academic Quality.)

Upon determining that undeclared students were being retained at lower rates than others, MCLA adopted a Faculty Success Coach model to provide additional targeted advising for undeclared students. This model appears to be effecting positive change (see discussion in Standard 2: Evaluation). As of Fall 2023, the Faculty Success Coach model has been extended to *all* incoming students, as discussed in Standard 5.

MCLA is committed to providing students and faculty with the resources necessary to provide high quality teaching, advising, and academic success. In addition to the student support services discussed more fully in Standard 5, the Center for Teaching and Learning, Academic Technology, and Freel Library are important partners that support faculty and academic staff in developing their pedagogy and designing and delivering effective and inclusive course content.

In MCLA's 2017 interim report to NECHE, the institution shared its intention to establish a **Center for Teaching and Learning**. The resulting CTL opened in 2018 and now provides regular and robust professional development to all full-time and part-time faculty, librarians, and academic staff in all locations, frequently partnering with other campus offices and services such as Academic Technology, the Writing Program, Freel Library, and the Assessment Office.

Selected CTL initiatives to date include:

- The introduction of Faculty Learning Communities (FLCs). To date, FLCs have been created to for **new faculty**, **mid-career faculty**, and faculty at any rank interested in learning about and incorporating foundations **for integrative learning and anti-racist pedagogies** into their work. A new FLC launched in Fall 2023 brings together **department chairs** to explore equity-minded pedagogies; this community is discussed in more detail in Standard 2 and in the Appraisal section, below.
- A **Faculty Mentoring Network** which connects a self-selected group of junior faculty to a network of tenured faculty mentors, each of whom focus on a particular area of professional life. The network model de-emphasizes hierarchical relationships and encourages mutual learning. Each mentor leads one session over the year, attends and contributes to other sessions, and offers one-on-one feedback to junior faculty participants.

  Physical and virtual gathering places: CTL maintains a dedicated Faculty Center space in Bowman Hall, including a small professional library of teaching and learning resources, that is open for drop-in faculty use as well as hosting workshops and a regular Faculty Forum. A Canvas site provides a virtual repository and community, including program and event listings, teaching and advising resources, and newsletters. Since 2020, CTL programming has been offered both in person and remotely.

For the first three years of its existence, CTL's programming was supported by Title III funding and a Davis Educational Foundation grant supporting the *Enriching Advising Culture for Integrative Learning* project. Title III funds were used to develop and deliver CTL workshops for faculty who teach Core FSEM and Capstone courses. The goals of these workshops were to support faculty in adopting an Integrative

Learning framework consistent with the revised Core, successfully implementing the new and revised Core learning outcomes, and incorporating robust high impact practices. As a result, over a dozen new syllabi for courses featuring HIPs and integrative learning were submitted to governance for approval, with most added to the curriculum shortly thereafter. (See also Standard 2: Planning) A 36-month, $135,000 Davis grant awarded in 2018 funded a multi-year investigation of faculty advising practices carried out collaboratively by CTL and Academic Technology. Survey and focus group data were used to develop 1) new and junior faculty advising workshops (which were delivered during CTL New Faculty FLC and Mentoring Network meetings), 2) advising resource documents for all faculty, and 3) Academic Technology workshops on using technology to support effective advising. This work led to the development of the Argos dashboard and training which, in turn, led to cross-unit discussions among Academic Technology, CTL, IT, CSSE and TRiO related to our current IT infrastructure's shortfalls in supporting a collaborative advising model. The outcomes of these discussions laid the groundwork for identifying and purchasing the EAB Navigate student success management system (discussed further in Standard 5).

Each year, the **Center for Academic Technology** sponsors a daylong TechFest conference, which provides faculty and staff an opportunity to share best practices and explore emerging issues in academic technology and related areas. Academic Technology also offers regular workshops, instructional design support, and consultation on issues ranging from accessibility to privacy to LMS training.

Textbook affordability is a significant issue for many MCLA students. **Freel Library** has partnered with Academic Technology and the CTL to work toward making student access to required course materials across the curriculum more equitable. MCLA is an active participant in the DHE's Open Educational Resources (OER) Advisory Council. Several OER workshops have been offered for faculty and staff over the past three years. In Summer 2022, the Textbook Equity Advisory Committee (TEAC), a university-wide advisory committee as specified in the MSCA contract, was formed. Comprising nearly twenty faculty, staff, and students, this committee has begun researching and making recommendations regarding equitable access to required course materials at MCLA.

The American Association of Colleges & Universities has defined a number of high-impact practices, or HIPs, which evidence suggests provide "significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education." MCLA has incorporated HIPs throughout the undergraduate student experience, and additional discussion of HIPs appears throughout this narrative, including Standards 1, 4, and 5.

MCLA is committed to providing ample opportunities for **undergraduate research**, which has been identified as a high-impact educational practice by the AAC&U. Faculty both involve undergraduates in their own research and sponsor and promote original student research. This support for student research is recognized in faculty reappointment, tenure, and promotion evaluations. Students are encouraged to share their original research with the College and broader community annually at the Undergraduate Research Conference (URC) and the Day of Dialogue (described more fully in Standard 1). The URC encourages a campus-wide focus on student research by suspending regular classes on that day; faculty from across the curriculum sponsor and encourage students to present at the conference. Beyond their own campus, MCLA students are also frequent presenters at the Northeast Regional COPLAC (Council of

Public Liberal Arts Colleges) conference, the Massachusetts Undergraduate Research Conference, and the National Conference on Undergraduate Research.

MCLA has created an advisory board to support undergraduate research, with faculty members serving as director and associate director. The Institutional Research Board and the Institutional Animal Care and Use Committee (IACUC) also provide oversight and guidance to ensure that research is conducted ethically; these are discussed further in Standard 9, Integrity. While the numbers of students engaged in independent and collaborative research diminished during the COVID-19 pandemic, students are now once again participating in original research in growing numbers.

Faculty-led **travel courses** are valued at MCLA and offer another high-impact educational experience for our students. While travel courses were suspended during the COVID-19 pandemic, they have resumed as of the Spring 2023 semester. International travel course destinations during the period under review have included Mexico, Peru, Cuba, Columbia, Ireland, Italy, Japan, China, and South Africa. Domestic faculty-led travel courses have included a civil rights trip through the American South, New Orleans, South Florida and the Everglades, and the Adirondacks.

Internships**,** identified as a high-impact practice by AAC&U, can provide life-changing experiences for students and strengthen ties between MCLA and our region. Advancement is working to raise funds to support equitable access to internships, including unpaid opportunities, for all interested and qualified MCLA students across all areas of the curriculum.

Teaching and Learning: Appraisal

During spring 2020, CTL, Academic Technology, librarians, and a group of faculty liaisons supported the conversion of 500 courses into an emergency remote format over two weeks, building a library of instructional support documents at mcla.edu/remoteready (archived) and providing live training and support five days a week for faculty to learn online tools and practices to provide educational continuity.

In July 2020, with support from the College's Title III grant, MCLA hired its first Instructional Designer in the Center for Academic Technology, doubling staff availability to provide professional design support and consultation services. The Instructional Designer quickly proved indispensable in collaborating with faculty, many of whom did not have experience with digital pedagogies, to grapple with the challenges of delivering planned face-to-face courses in a hybrid or online format in Fall 2020. In a survey of student experiences during remote/hybrid learning, 70% of respondents agreed or strongly agreed that "My hybrid/online courses are well-organized," and 60% agreed or strongly agreed with the statement "The content in my hybrid/online courses is presented effectively."

While student engagement in high-impact practices is growing, more must be done to ensure equitable access to these opportunities through greater outreach and increased financial support. Participation in the annual Undergraduate Research Conference skyrocketed before the onset of COVID-19; plummeted during the pandemic emergency; and has since rebounded and is approaching pre-2020 levels. The numbers of students engaging in other HIPs, such as internships and study away, have followed similar trends. Merit-based, partial scholarships to help defray the costs of participating in travel courses are available to students through the support of the MCLA Foundation. One recent success story in this regard was the Spring 2023 South Africa travel course, which was fully funded for students by a donor.

A key component of MCLA's work to address retention has been the introduction of Faculty Success Coaches, whose role is also discussed in Standards 2 and 5. Working in collaboration with the Office of Academic Advising & Support and in tandem with First-Year Experience Success Teams, Faculty Success Coaches strive to ensure a positive and successful learning experience for first-year and transfer students. They support student-led sessions that address college, career, and life readiness skills and assist in fostering students' understanding of the MCLA curriculum and resources. Faculty Success Coaches hold three hours of weekly office hours through the Office of Academic Advising and Support. Each coach is paired with a maximum of 20 students. Faculty Success Coaches monitor the progress of their assigned students using EAB Navigate and offer routine check-ins, scheduled meetings, and outreach and communication related to academic progress. They build rapport and trust with students to support successful goal creation and completion. Faculty Success Coaches work closely with the New Student Onboarding working group and their assigned First Year Experience Success Team to develop and implement a cohesive onboarding process for new students. They also collaborate with the Office of Academic Advising & Support to develop and implement best practices for student academic success and persistence. Professional development is provided for these faculty to prepare them to work in this capacity with students.

Racialized inequities in educational outcomes persist (see Standards 2 and 8). Students of color, like faculty and staff, reported significantly lower experiences of cultural responsiveness, cultural relevance, and belonging at MCLA in the 2022 CECE Campus Climate Survey, as described in Standard 5 and in Faculty and Academic Staff, above. In response to these findings and other consistent evidence, the Center for Teaching and Learning, with the full support of Academic Affairs, has established a Faculty Learning Community (FLC) comprising chairs (or their designee) from every academic department on campus. This FLC will meet throughout FY24 and collaborate on conducting departmental Equity Scorecard reviews. Goals of these reviews include: 1) identify program-level areas of racialized inequity, 2) develop knowledge in equity-minded practices and pedagogies, and 3) formulate department action plans to improve equitable student outcomes. The CTL will support Chairs in learning and adapting the Center for Urban Education's Equity Scorecard process and provide resources and guidance in incorporating relevant equity-minded practices into departmental action plans.

Projections

Faculty and Academic Staff

- Alongside more intentional hiring practices promoting diverse job applicants, Academic Affairs will collaborate with HR and the Vice Provost for Institutional Equity & Belonging to create and implement strategies to better support and retain faculty after they are hired.
- Support for faculty research is one objective of the current comprehensive campaign, which runs through 2028. MCLA will establish endowed funds to bolster support for faculty research through Faculty Incentive Awards and Faculty Travel Awards.

Teaching and Learning

- Throughout FY24, CTL will lead and support department chairs in identifying and addressing racialized inequities in educational experiences and outcomes throughout the curriculum by conducting program-level Equity Scorecard reviews and developing departmental action plans as part of a Faculty Learning Community to which Academic Affairs has allocated time and funding.

- Academic and Student Affairs will work toward creating an institutional structure to document, support, and assess HIPs across the College. Academic Affairs will collaborate with Institutional Advancement to leverage support from the current comprehensive campaign to increase participation in HIPs by students from traditionally underrepresented groups.
- The Textbook Equity Advisory Committee will coordinate work toward more equitable access to course materials by collaborating with the bookstore to improve the student experience; researching and possibly implementing course marking; investigating free and low-cost alternatives to traditional textbooks; and supporting faculty who wish to adopt or create more inclusive course materials.

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

	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
? Number of Faculty by category				
Full-time	89	87	81	79
Part-time	82	48	56	34
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	171	135	137	113
Percentage of Courses taught by full-time faculty				
? Number of Faculty by rank, if applicable				
Professor	39	34	31	30
Associate	17	22	23	26
Assistant	32	31	27	22
Instructor	1			1
Other; specify below:				
Part Time No Rank	82	48	56	34
Total	171	135	137	113
? Number of Academic Staff by category				
Librarians	2	2	2	2
Advisors				
Instructional Designers				
Other; specify below:				
Total	2	2	2	2

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)
Highest Degree Earned: Doctorate					
Faculty	Professor	35	32	29	29
	Associate	24	18	18	22
	Assistant	14	26	23	17
	Instructor				
	No rank	14	12	15	9
	Other				
	Total	87	88	85	77
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Master's					
Faculty	Professor	4	2	2	2
	Associate	3	4	5	2
	Assistant	8	5	4	6
	Instructor	1			
	No rank	42	20	21	18
	Other				
	Total	58	31	32	28
Academic Staff	Librarians	2	2	2	2
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Bachelor's					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				1
	No rank	26	16	19	7
	Other				
	Total	26	16	19	8
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Professional License					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

* Please insert additional rows as needed

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

		3 Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Current Year (FY 2023)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor									
Associate									
Assistant		11		6		4		5	
Instructor								1	
No rank			82		48		56		34
Other									
Total		11	82	6	48	4	56	6	34
Number of Faculty in Tenured Positions									
Professor									
Associate		1				2		2	
Assistant		2		4		4		2	
Instructor									
No rank									
Other									
Total		3	0	4	0	6	0	4	0
Number of Faculty Departing									
Professor						1		1	
Associate		1		1		1		1	
Assistant		2		4		6		5	
Instructor		1							
No rank									
Other									
Total		4	0	5	0	8	0	7	0
Number of Faculty Retiring									
Professor		5		5		1		1	
Associate									
Assistant									
Instructor									
No rank									
Other									
Total		5	0	5	0	1	0	1	0
Fall Teaching Load, in credit hours									
Professor	Maximum	18.00		21.00		15.00		15.00	
	Median	10.00		13.00		11.00		11.00	
Associate	Maximum	18.00		24.00		24.00		24.00	
	Median	11.00		15.00		13.00		12.00	
Assistant	Maximum	18.00		24.00		21.00		24.00	
	Median	13.00		15.00		13.00		12.00	
Instructor	Maximum	10.00							
	Median	10.00							
No rank	Maximum		15.00		15.00		9.00		9.00
	Median		5.00		5.00		4.00		3.00
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Current Year (FY 2023)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Biology	10	11	9	4	9	6	9	3
Business Administration	7	9	6	4	6	7	5	5
Chemistry	3	1	3	1	3	2	2	2
Computer Science	4	0	3	2	2	4	2	4
Education	5	15	5	10	5	11	5	10
English Communications	10	11	11	7	10	5	8	2
Environmental Studies	3	4	3	3	2	3	2	1
Fine & Performing Arts	10	17	10	7	10	6	11	5
History	5	5	6	2	6	3	6	1
Language, Interdisciplinary Studies, P	8	2	7	4	6	3	6	0
Mathematics	4	2	4	1	4	0	4	0
Physics	3	0	3	1	3	1	3	0
Psychology	8	3	7	1	5	4	6	1
Radiologic Sciences	3	1	3	0	3	0	3	0
Sociology	6	5	7	1	7	1	7	0
Total	89	86	87	48	81	56	79	34

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (FY2024)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	43	20	63	64
Female	35	13	48	47
Gender Not Reported	1	1	2	2
White	63	31	94	92
Faculty of Color	14	3	17	19
Ethnic Not Reported	2	0	2	2
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (FY2024)**
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	2		2	2
White	2		2	2
			0	
			0	
			0	
			0	
			0	

Please enter any explanatory notes in the box below

Standard Seven: Institutional Resources

Through a commitment to careful and creative stewardship, MCLA optimizes the use of its resources to provide a high-quality liberal arts education and sustain College operations while serving as a cultural and economic driver for the northern Berkshires. This stewardship takes many forms, including a strategic commitment to hiring faculty and staff that support both the liberal arts and the College's deep commitment to diversity, equity, and inclusion. In addition, the College continues to develop strategic partnerships within the region and beyond to support programs and leverage additional resources, while also working through the MCLA foundation to build a strong donor base and important connections with foundations and state funding agencies.

Human Resources: Description

With 279 full-time and 69 part-time employees, MCLA is one of the largest employers in northern Berkshire County. The Office of Human Resources provides an important foundation for the College's work to recruit and retain talented, diverse faculty and staff while supporting a positive, inclusive, and equitable work environment. HR is led by the Chief Human Resources Officer, who oversees a staff of five full-time employees. HR manages hiring, onboarding, payroll, benefits, administration of College, state, and collective bargaining policies and guidelines. Human Resources and the Division of Administration and Finance work closely with executives and area leaders on an ongoing basis to identify necessary and appropriate divisional staffing levels, finalize job descriptions, and identify recruitment sourcing along with salary ranges and other details. Organizational structure and staffing are reviewed at least annually by the President and the Executive Team to ensure support for achieving the College's mission and carrying out strategic planning goals, including our commitment to diversity, equity, and inclusion. The Executive Team also takes opportunities to review and change structures to better serve students; for example, in 2022, several student service offices were realigned into the Office of Academic Advising & Support based on the need to consolidate and focus the College's retention work.

Along with the other Massachusetts state universities, MCLA follows the Equal Opportunity, Diversity and Affirmative Action Plan (EO Plan) and Title IX Sexual Harassment Policy that were developed at the system level. The EO Plan communicates MCLA's commitment to creating a campus culture of mutual respect that honors diversity, equity, and inclusion and to providing an environment free from unlawful discrimination and discriminatory harassment based on race, color, religion, national origin, age, disability, gender, sex, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status. The EO Plan includes a process for complainants and respondents to appeal the results of investigations.

MCLA continues to work toward building a more diverse workforce that reflects more closely the demographics of our student body. The Provost and Vice President of Academic Affairs consults with the Chief Diversity Officer on all faculty searches, and the CDO is a *de facto* member of faculty searches to ensure an equitable and inclusive recruitment process. Applicants for faculty positions submit a Statement of Teaching Philosophy and a statement describing how they would contribute to creating and sustaining an anti-racist and socially just community. The CDO partners with HR and the VP of Academic Affairs to train faculty and staff search committees on key aspects of the recruitment and hiring process, including advertising, applicant screening, and interviewing. This training promotes a process that is equitable, reduces the negative effects of implicit bias in the interview process, and helps find the best person for the

job. The CDO is also consulted for recruitment resources that place the College's openings in front of more candidates from underrepresented groups.

The Human Resources Generalist reviews EEO/Diversity statistics in the applicant tracking system. For faculty searches, this information is shared with Academic Affairs to help the VP assess the committee's success at recruiting a diverse applicant pool and to track diversity withing the pool during the selection process. The VP may suggest that the search committee further review the pool or may fail a search if the process did not result in a diverse applicant or interviewee pool. When an applicant accepts a position, but before a written offer is made, the Hiring Manager/Search Committee Chair must complete an Affirmative Action Hiring Selection Form indicating why the candidates who were interviewed in the finalist pool were or were not selected.

New employee orientation and/or periodic required training sessions address topics including Equal Opportunity/Title IX; conflict of interest; cybersecurity awareness, and MCLA policies that govern employees as members of the campus community. Key policies are posted on the HR website ("Human Resources Links") and shared annually with all employees. Faculty and staff in relevant positions also receive Responsible Employee training, an overview of A&F policies regarding travel and expenses, and FERPA training.

The major policies that govern personnel matters at MCLA are developed at the state university system level. The three collective bargaining agreements -- AFSCME (classified staff), APA (professional staff), and MSCA (faculty/librarians) -- cover compensation, performance evaluation, attendance, types of employee leave, vacation, professional development, academic freedom, and more. Each contract provides detailed grievance procedures used by the unions and followed by the College. A separate policy handbook developed by the Board of Higher Education applies to non-unit professionals (NUPs). MCLA's Human Resources office works with union representatives to ensure consistent application of employment policies within each bargaining unit, sometimes consulting with peer institutions to check for consistency at the system level and/or share ideas and best practices. The Human Resources office meets regularly with stewards from AFSCME and APA and administers the employment provisions included in their contracts, while the Provost and Vice President of Academic Affairs meets regularly with MSCA leadership and administers relevant employment policies for faculty and librarians.

At the onset of the COVID-19 pandemic in Spring 2020, MCLA employees moved to remote work to the extent required by the state, with several categories of essential employees continuing to work on site throughout the emergency period. As in-person operations resumed amidst historic labor recruiting and retention challenges, the potential benefits of offering employees some degree of hybrid work became apparent. In Summer 2022, MCLA began offering a process for APA, NUP and some AFCSME Unit I staff to apply for Hybrid Remote Work Arrangements (working remotely up to two days per week) if their positions lend themselves to a hybrid work format. The process was reviewed with campus APA and AFSCME representatives for their feedback before it was rolled out. The applicable policies and forms are on the HR Portal page ("Hybrid Work Arrangement").

Human Resources: Appraisal

Even as enrollment levels have fluctuated and the COVID-19 pandemic created havoc in the higher education sector, MCLA has successfully avoided laying off or furloughing full-time employees through

careful financial management, early retirement incentives, and opting not to fill certain vacancies as they open up.

The pandemic-era labor market has made filling certain positions especially challenging (e.g., athletic trainer; campus police officer). Complicating factors include an increased desire for remote work, escalating housing costs, difficulty securing childcare, and a growing number of people retiring early or exiting the traditional workforce. MCLA has responded with more creative approaches to recruitment and staffing practices, including expanding recruitment outreach, increasing hiring salary ranges, offering short-term housing as part of some hiring contracts, and identifying additional networking groups. On the advice of the Employers Association of the NorthEast, we have begun writing job postings to be more succinct and to garner more interest in positions. We are also amending job duties, finding temporary and contract help, combining descriptions and duties, reorganizing departments, and having existing employees fill interim roles or carry interim duties.

Certain positions (e.g., electricians; police officers) have been especially difficult to recruit and retain. The College recently impact-bargained with AFSCME to recruit/hire for these positions at advanced steps and advance certain employees into higher step levels within their current grades as needed.

Despite these measures, MCLA's salaries are often lower than those offered by private institutions and employers and are also lower than peer institutions within the state system. This challenge is exacerbated by those employers also increasing hiring ranges in response to the lack of candidates for their open positions. To remain competitive, MCLA highlights the excellent benefits that come with state employment, including generous accrued time, tuition remission for employees and their families, and multiple options for health and life insurance. The College also recognizes that for some positions, we must raise initial salaries just to be competitive.

The Chief Diversity Officer and the Committee on Diversity, Equity, and Inclusion (CDEI) focus on helping the College achieve its goals of promoting workforce diversity and institutionalizing equity and inclusion. The CDEI includes staff and faculty from all divisions and serves as a leadership council. The CDO assesses, monitors and reports on progress toward achieving strategic diversity goals and reviews and revises diversity goals and strategies. Primary areas of focus include faculty and staff diversity and campus culture and climate. In Fall 2022, the campus community was invited to participate in a Climate Survey (see Standards 2, 5, and 6 for further discussion). The results of this survey will be used as part of a larger yearlong assessment of the campus climate. The goal is to help the College build a campus where all members contribute to a vibrant work and learning environment.

MCLA has had mixed results in its efforts to develop a more diverse workforce. In terms of race/ethnicity, Berkshire County's demographics (87% white alone/non-Hispanic or Latino; 13% people of color or more than one race[2]) make it difficult to recruit diverse candidate pools for staff positions, which tend to be advertised and filled locally.

Staff have responded very positively to the hybrid remote work initiative. To date, 57 staff have applied and been approved for hybrid work arrangements that may run through the academic year or during breaks, based on the nature of the staff member's work. Executives and Human Resources are assessing the impact

[2] U.S. Census Bureau QuickFacts: Berkshire County, Massachusetts, data for 2022

of this initiative on the institution and are extending the current program through the academic year while gathering feedback from students regarding its impact on their experience.

While we believe we have a comprehensive approach to onboarding new employees, examining our practices as part of the reaccreditation process has helped us identify potential improvements; for example, we have identified policies that need additional emphasis during policy review in new employee orientation (e.g., the Electronics Communications Policy and Network User Agreement from Information Technology). We have also identified that while we have been more consistent in providing benefits summaries to new faculty hires, we need to provide the summaries more consistently to new staff hires. Further, while we have improved the adjunct faculty hiring process by creating a generic application in our applicant tracking system, there remain areas we need to address, such as getting new hire forms back from adjuncts in a timely manner. We continue to identify improvements and work with Academic Affairs administrators to implement them.

Employees have used the tuition remission benefit to earn degrees and develop skills that have helped them advance professionally in positions at the College. MCLA has sent senior leaders to the Executive Leadership Institute sponsored by the Massachusetts State University Council of Presidents in conjunction with the Massachusetts Association of Community Colleges. The Institute prepares them for executive positions through a year-long transformational leadership program.

In order to ensure that employees understand and take advantage of the online training and individual coaching options offered by our Employee Assistance Program, HR is inviting our EAP Representative to present an overview of the EAP's professional and personal resources and services at divisional and department meetings.

HR will work with leaders to ensure that they understand the change to the AFSCME evaluation calendar and complete evaluations in the designated window of time. HR is also working to become more consistent in administering the evaluation process for APA members who return to a provisional status following promotion. HR has recently worked closely with the APA statewide and chapter Presidents to reach a common understanding of the relevant sections of the contract.

Financial Resources: Description

Overview and Current Standing: Despite the challenges of responding to the COVID-19 pandemic and recovering from a sharp (38%) decline in enrollments in its aftermath, MCLA has sustained sufficient financial resources to carry out our mission of delivering a high-quality liberal arts education, thanks largely to one-time federal funding via three rounds of Higher Education Emergency Relief Funds established in the CARES Act, CRRSAA, and ARP programs, respectively.

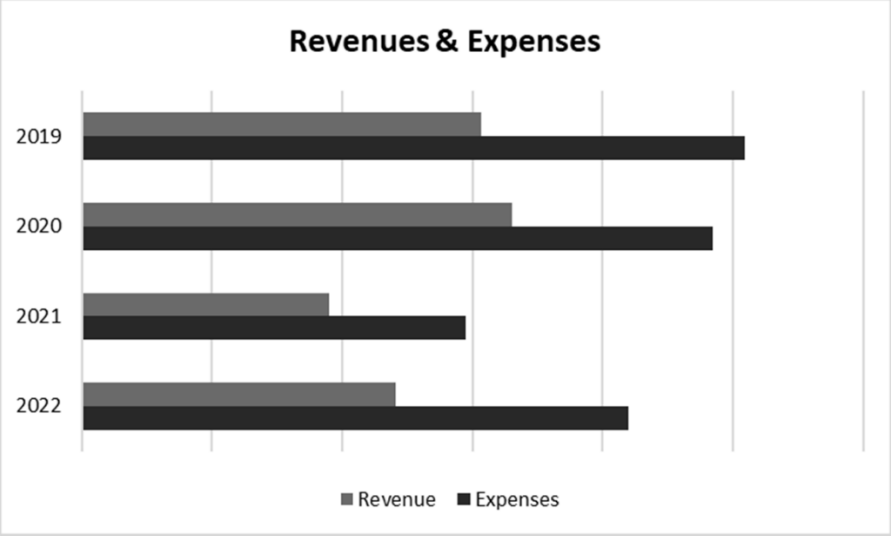
The College has ended each of the last several years with a net surplus while avoiding furloughs or layoffs of full-time employees and holding departmental budgets level. MCLA ended FY23 with an estimated surplus of $1.8 million (pending completion of external audit; see workroom). As of June 30, 2022, the College held cash and equivalents in the amount of $16,861,990; currently, the College has approximately $19 million in reserves. The College's primary reserve has remained strong over the past three years, excluding the impact of two accounting standards (for pensions and other post-employment benefits) which place large liabilities on the balance sheet.

Heading into FY24, the College was faced with identifying $4 million to cover a projected budget shortfall. This shortfall can be attributed to the absence of one-time COVID-19 funding from HEERF and ARPA funds that were present in the FY23 budget. To help close the budget gap, the Executive Team made the following three decisions:

- Cut $1,191,603 in vacant full-time positions out of the $2,120,384 that was available
- Increase the Campus Support Fee by 3%
- With Board approval, use up to $2,526,223 in Reserves, if necessary

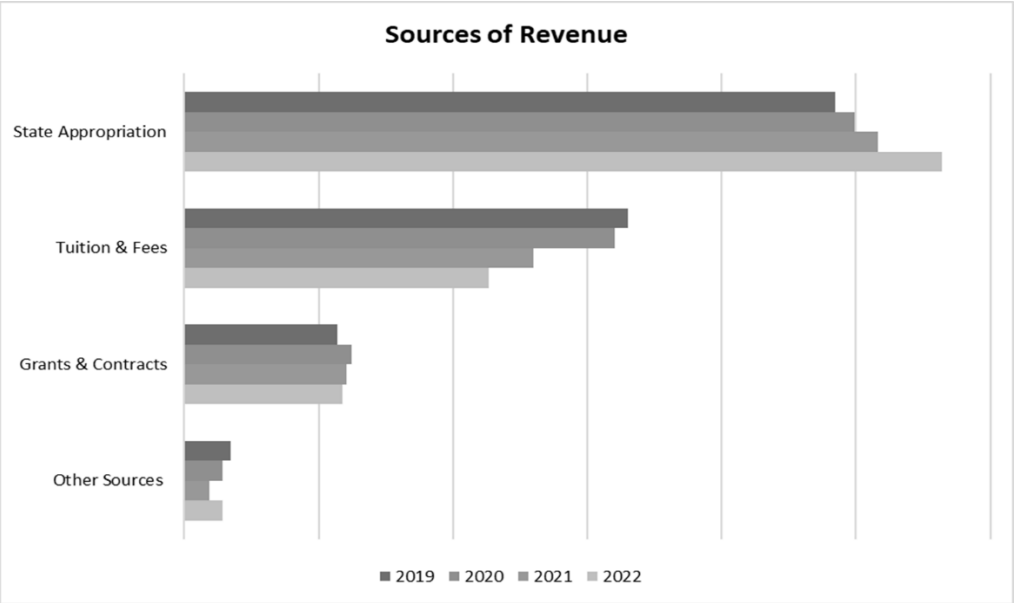
The COVID-19 emergency directly impacted the financial planning of the College due to reduced enrollment and unexpected pandemic-related expenses. Prorated refunds for room and board were issued to students in 2020 and 2021, when the College was forced to move to remote operations (and most students were required to leave campus) a month or two before the end of the academic year. These refunds, coupled with declines in enrollment during the first semesters after the onset of the pandemic, led to significantly lower operating revenues. At the same time, the College was faced with substantial, unanticipated pandemic-related expenses, including personal protective equipment, classroom technology upgrades to permit remote and hybrid teaching and learning, and adding or upgrading platforms and formats to permit ubiquitous access to information and services. Despite these challenges, the College's net position increased by $1,068,973 for FY21, due largely to CARES Act funding, additional state appropriations, and reduced expenditures. In FY22, the College once again saw its net position increase, this time by $369,163.

The largest portion of MCLA's net position is the investment of capital assets (e.g., land, buildings, equipment), less any related outstanding debt, including capital leases, used to acquire those assets. These capital assets are used to provide services to students and are not available for liquidation.



Revenues: MCLA's revenue sources are classified as operating (including tuition, mandatory fees, dining/housing payments, grants, and contracts) or non-operating (including state appropriations, grants, and net investment income). Within the Massachusetts higher education system, tuition collected from in-state students is remitted to the Commonwealth. Campuses, in return, receive state funding via an annual

appropriation that is part of the state budget proposed by the governor and passed by the legislature. Student fees, out-of-state tuition, and tuition generated by the Division of Graduate and Continuing Education (which includes all summer courses) remain with individual campuses. The College's two main revenue sources, representing approximately 76% of total revenues, are the annual state appropriation ($20.6 million in FY23) and tuition/fees ($14 million in FY23).



Over the past five years, declining operating revenues due to lower enrollments (revenue loss FY19-FY23 = $5.187 million) have been tempered by increases in non-operating revenues, primarily in the form of federal COVID-19 relief funding ($8,120,984, of which $3,293,941 was distributed directly to students) and modest increases in Massachusetts' annual higher education appropriation. FY23's $45.3 million budget includes $2 million from the American Rescue Plan Act and $1.958 million from the Higher Education Emergency Relief Fund.

The Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) is responsible for capital planning, public building construction, facilities management, and real estate services for the Commonwealth. Two DCAMM programs – Small Repairs, which covers projects to address small repairs and replacements and is funded through an annual allocation, and Critical Repairs, which covers projects that address deferred maintenance needs based on a five-year critical repairs plan and is funded through a five-year, campus-specific allocation – have provided funding for MCLA facilities maintenance projects, which are described in more detail in the Institutional Resources section of this chapter.

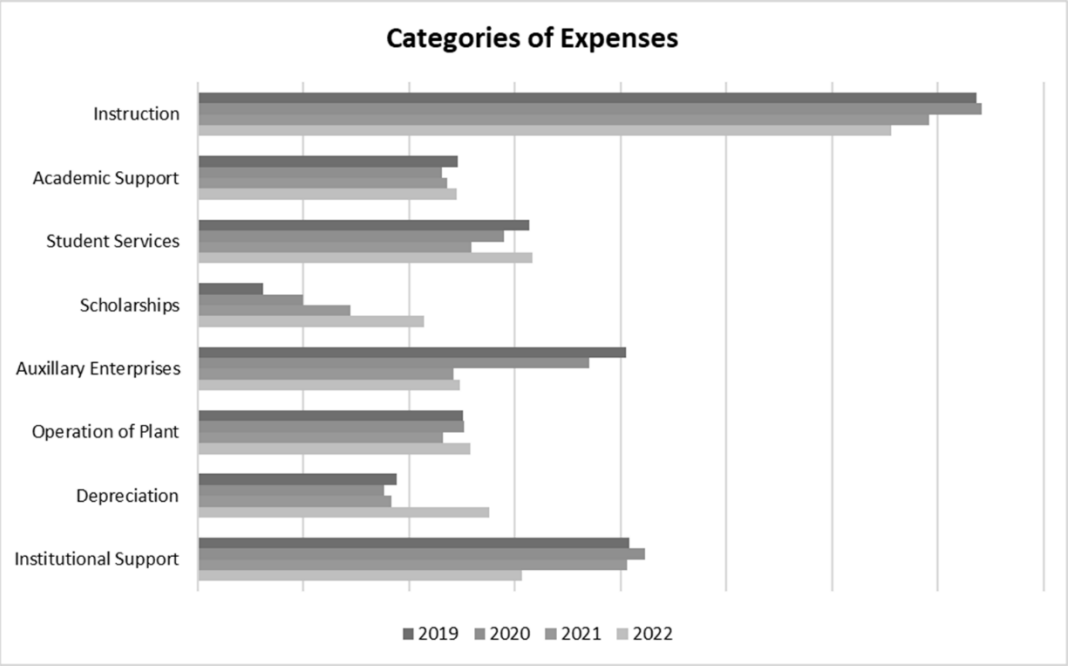
- DCAMM Small Repairs funds awarded to MCLA:
  - FY21 - $1,105,455
  - FY22 - $450,000
- DCAMM Critical Repairs Program funds awarded to MCLA:
  - FY19-23 - $4,564,790
  - FY24-28 - $4,521,591

Although the past few years have seen increases in the state appropriation, Massachusetts traditionally ranks near the bottom among U.S. states in providing fiscal support for higher education. Increasingly, it is non-appropriated or locally generated revenues (known collectively as the Trust Fund in the MA public higher education system), rather than the state appropriation, that power MCLA's execution of the College's mission and goals, as the state continues to shift the cost of higher education onto institutions.

In FY21, 97.817% of revenues supported the College's operating expenses.

Expenses: Employee compensation represents the College's single largest expense, totaling $21.8 million in FY23. Salary increases negotiated in system-wide collective bargaining agreements carry significant budget impacts. Several full-time position vacancies created by resignations or retirements have remained unfilled over the past two years, resulting in savings of roughly $973,000 in FY22 and $746,000 in FY23.

In FY22, instructional support accounted for 29% of the budget, while 11% was allocated to academic support. Institutional scholarships in the amount of $2,589,825 were awarded to students to assist with educational expenses.



MCLA leases its three residence halls from the Massachusetts State College Building Association (MSCBA) and remains liable for payments regardless of occupancy levels in the residence halls. While these expenses are fixed, the revenue generated by room and board fees fluctuates with enrollment and on-campus residency rates, which have fallen sharply in recent years.

Financial Planning: As NECHE pointed out in MCLA's 2018 interim report acceptance letter, fiscal planning at the College has taken place almost exclusively on a year-to-year basis. While work progresses toward developing a multi-year model (see Appraisal, below, as well as Standards 2 and 5), financial planning has largely remained limited to a one-year timeframe. The College's largest revenue source, the annual appropriation from the Commonwealth, is generally not known more than half a year in advance,

which makes longer-term planning difficult. Budget models consider various income projections from expected tuition, fees, and other student charges, but a volatile college admissions landscape, roiled by a pandemic, demographic shifts, and closures of institutions across the region and country, render these projections less useful than they have been in the past.

The College's budget process aligns with that of the Commonwealth. The annual appropriation, voted upon by the state legislature and approved by the governor, is included in the budget submitted to MCLA's Board of Trustees for approval. The budget is developed conservatively to help prepare for unforeseen expenses on a year-to-year basis. Each year's budget proposal starts off assuming level funding from the prior year and considers a variety of enrollment scenarios and fee structures in projecting potential revenues. As part of the budget process, divisions and departments are asked to develop budgets based on the previous fiscal year's numbers and project expenditures on a month-to-month basis. If the administration seeks an increase to an existing student fee or the creation of a new fee, this proposal is submitted to the MCLA Board of Trustees for final approval. Recent activity in this regard includes a Wellness Fee introduced in FY21; a new Laundry Fee in FY22; and a 3% increase to the Campus Support Fee in FY23 (after no increase in FY22).

In addition to anticipating increased operating revenues based on actual and projected growth in enrollment as we emerge from the massive disruption caused by the pandemic, MCLA is actively identifying and implementing programs that will provide new sources of revenue. The Radiologic Technology, Nursing, and Early College programs, described more fully in Standard Four, address community needs (critical healthcare labor shortages; college readiness for local high school students) while simultaneously generating revenue for MCLA. While the adoption of the Radiologic Technology program came about somewhat suddenly (the closure of Southern Vermont College led to MCLA's adoption and institutionalization of that college's Radiologic Technology program), the Nursing program has been carefully developed over time in concert with state and local partners and with input from the Board and shared governance. The Early College program is part of a larger Massachusetts DHE initiative to create and maintain partnerships connecting school districts and high schools with public colleges in order to give thousands of Massachusetts students, especially those who are the first generation in their family to attend college, access to college completion and career success. In addition to these new academic programs, the reinstatement of the men's hockey program and the addition of a women's hockey program, addressed more thoroughly in Standard Five, are already leading to greater enrollment and revenues.

The College's new Vice President for Administration and Finance, hired in July 2021, brings over 30 years of experience in public higher education to MCLA. Since his hire, A&F policies have been overhauled to bring the College into closer compliance with state regulations and ensure successful audits. MCLA has seen a dramatic increase in facilities projects to address deferred maintenance needs and upgrade facilities over the past few years, including roof replacements of Freel Library, Mark Hopkins Hall, and the Amsler Campus Center and a steam line replacement project. There has also been a change in how the College manages its funds in the various banks with which it does business. In Fall 2022, MCLA developed a Request for Proposals (RFP) for investment management services. The RFP received 17 responses, and one local investment firm was successfully chosen to manage $10 million out of $14 million of the funds held by Berkshire Bank. Another $6 million that was held by Adams Community Bank, earning a minimal return, was invested in U.S. Treasury Securities through Adams Community Investment Services.

The VP of A&F oversees a highly knowledgeable, skilled, and experienced Business Office staff as well as the departments of Facilities and Information Technology (discussed further in Institutional Resources, below). The College's accounting system, Microsoft Great Plains, is supplemented with information from Ellucian Banner, which tracks direct student account activity. Activity from Ellucian Banner is entered into Microsoft Great Plains on a regular, weekly basis.

The Fiscal Affairs Committee of MCLA's Board of Trustees ensures the College's ethical oversight of its financial resources and practices. The Administration and Finance Division prepares quarterly financial statements, including actual as well as projected numbers, and distributes these to the Fiscal Affairs Committee the week before each meeting. Among the items subject to Fiscal Affairs Committee approval are the annual budget and any increases to tuition and fees; investment policies; and the annual independent audit of the College's financial statements performed after each fiscal year by certified public accountants at O'Connor & Drew. The Committee also considers capital and deferred maintenance projects.

MCLA's full annual audit reports, made available publicly on the Administration and Finance website and also included in the workroom, offer an objective external assessment of the College's position based on audit findings. Per guidelines set by the Commonwealth of Massachusetts, MCLA also reports campus-based funding activity to the Comptroller of the Commonwealth on the Commonwealth's statewide accounting system, Massachusetts Management Account and Reporting System (known as "MMARS").

Institutional Advancement and the MCLA Foundation: The MCLA Office of Institutional Advancement administers alumni relations, fundraising, event planning, planned giving, grants, and the Massachusetts College of Liberal Arts Foundation, Inc. ("the Foundation"), a tax-exempt, not-for-profit organization that encourages, solicits, and accepts gifts to help MCLA fulfill its mission. The Foundation is a separate entity from MCLA; it maintains its own financial accounts and undergoes its own audits, which are published on the A&F website along with the College's audits. The activities of the Foundation are guided by Massachusetts state law and a set of Gift Acceptance Policies and Guidelines approved by the Foundation's Board of Directors. These policies list the conditions and terms under which gifts are solicited and accepted and protect the institution's academic freedom and integrity. A Gift Review Committee reviews all non-cash gifts to be sure they are not of significant risk. Gifts supporting an individual faculty member's work are reviewed by MCLA's VP of A&F for any business or pecuniary ties between the donor and faculty member. The Foundation reserves the right to refuse gifts and may decide at any time to refund or return gifts if they determine that doing so is in the College's best interest or if the conditions associated with accepting a gift cannot or will not be met. All gifts made to the Foundation are acknowledged in compliance with IRS guidelines.

The Foundation's current major fundraising initiative, the **Campaign for MCLA** (Pathways Campaign), seeks to raise $25 million in private support to address two priority areas: Student Access & Support, and Global Curriculum & Workforce Partnerships. (See Standard 2: Planning.)

The **Fund for MCLA** supports the College's mission to provide an affordable and accessible education through top notch student experiences and faculty excellence. Donors may direct their gifts to support Mental Health and Wellness; Student Emergency Need; Food Security; or Equitable Internship Access.

Financial Resources: Appraisal

In NECHE's 2018 interim report acceptance letter to MCLA, the Commission identified the College's need to develop "a multi-year financial plan that is aligned with [MCLA's] recruitment, enrollment, and retention plans" as one of three areas of emphasis to address in this self-study. A number of factors have complicated our progress in addressing this area of emphasis. The onset of the COVID-19 pandemic in 2020 coupled with turnover in key leadership positions -- the College's Director of Fiscal Affairs retired in 2018, and the Vice-President of Administration and Finance left for a private sector position in 2020 -- interrupted continuity and scuttled any momentum toward creating a multi-year planning model. Newly hired A&F leadership in 2021 inherited an overly complicated chart of accounts string and a financial reporting system, Great Plains, which is incompatible with the Maestro budget model that the College purchased. As of this writing, an interim Budget Group is working with Enrollment Management to develop year-to-year enrollment and budget documents. An enrollment planning committee led by MCLA's new Executive Director of Enrollment Management will address linkages between enrollment planning and fiscal planning.

Significant challenges to maintaining a consistent revenue stream include MCLA's reliance on the state appropriation, which accounted for 46% of the FY23 budget, and recent declines in enrollment. A new state administration and the passage of the Fair Share Amendment in 2022 present cause for cautious optimism regarding state funding. As COVID funding comes to an end, the College is actively working to rebuild enrollment to sustainable levels (see Standard 5). Three new programs – Nursing, Radiologic Technology, and Hockey – are already driving increases in enrollment; as of late August, 243 applications and 77 deposits for Fall 2023 can be attributed to these programs. However, it will be necessary to identify additional revenue sources and potential cost savings to sustain the College as enrollment recovers. Steps that have been taken or are underway to increase revenues and cut costs include:

- Following a review of current investments, $6.1 million was moved from accounts at banks earning .02% interest into US Treasury Securities expected to earn 4.5%. In addition, an RFP for Investment Management Services led to MCLA selecting an investment firm to assist in managing the College's investment portfolio.
- An official Grants Division was formed to identify new grant opportunities and create successful proposals. In FY22-23, MCLA saw a $188,628 increase in grant revenues.
- The College continues to contract with outside groups for summer rentals and programming, including partnerships that have the potential to garner interest in MCLA from prospective College students.
- A second Early Retirement Incentive Program/Voluntary separation was offered at the end of FY23, leading to two retirements representing a projected $137,458 in total compensation for FY24.

Through careful management and collaborative attention at the executive level, the college has met the challenges of an era marked by declining enrollment and the COVID-19 pandemic, maintaining a positive bottom line without sacrificing educational quality or laying off full-time employees.

Information, Physical, and Technological Resources: Description

Library and Information Resources

Freel Library's physical collections, ever-evolving learning spaces, and friendly, empathetic staff play a key role in the residential liberal arts college experience, while its digital collections, platforms, and services ensure that all MCLA community members, whatever their location or modality of interaction, have ready access to information and support. The library is committed to creating an inclusive, equitable, and welcoming environment that supports students' academic success and sense of belonging.

The library's subscription ebook, journal, and video collections, all available from the library's website, provide broad access to core and current scholarly resources to all students, faculty, and staff, in all locations, via all modalities. Major aggregator databases provide broad coverage for all subject areas taught at MCLA, while subscriptions to discipline-specific resources provide additional support for many, but not all, academic programs. Print library collections have not been systematically developed in recent years, as annual inflation in journal/database pricing siphons away money formerly earmarked for one-time purchases. Current selection activities focus on **course materials, patron requests**, and **diversifying the representation of authors, perspectives, and experiences in the collection.** In 2022, the library was awarded a $2000 Collection Equity Award from the National Network of Libraries of Medicine, which allowed us to begin building a nursing collection that prioritizes representation and equity from the ground up. Over the past several years, weeding of limited portions of the collection has begun according to consistent guidelines, using faculty input and published lists of core undergraduate resources as a check. The Archives and Local History collections document the history of the College, North Adams, and the northern Berkshires. In addition to supporting the curriculum, these collections are frequently used by Institutional Advancement, the President's Office, alumni, and outside researchers. Interlibrary loan services and memberships in library consortia expand the MCLA community's access to information resources.

During all hours that the library building is open, students have ready access to friendly, personalized assistance as well as course reserves and circulating technology. A team of full-time, part-time, and work-study staff circulate materials, monitor building conditions, and answer basic information, directional, and technical questions. Referrals to other offices are common.

Reference and research support are provided by professional librarians, who are available on site 60 hours per week to work with patrons on a drop-in or appointment basis. The library already offered email, chat, and SMS services before the COVID era; after the onset of the pandemic, the virtual reference platform was upgraded to a more fully-featured system that includes ticketing, and librarians began offering (and continue to offer) virtual consultations via Teams, improving our ability to reach all patrons, in all locations, via all modalities. In 2021, MCLA joined Springshare's 24/7 LibAnswers Cooperative, providing around-the-clock access to chat support from professional co-op librarians.

Librarians partner with faculty to teach information literacy skills, including orienting students to the library's information environment, connecting them to high-quality resources, and teaching them to think about information critically and use it ethically. Librarians also create standalone learning materials that assist students in navigating the complicated world of scholarly information. Faculty can easily integrate library guides and tutorials, as well as licensed electronic resources, into Canvas. (See also Standard 4.)

The 30,000-square-foot Freel Library building opened in 1970 and is home to physical collections, library staff offices, and open study and gathering spaces. In recent years, the renovation of spaces geared toward

student use has been prioritized (see Physical Plant and Facilities/Learning Spaces, below). Major and long-needed repairs to the facility have included a roof replacement in 2020 and the replacement of upper-level windows and flooring in 2023. Usage of the library facility is tracked using an automated door counter and via hourly headcounts performed by staff who walk through the building.

The library employs two full-time MSCA librarians; three full-time AFSCME staff ; one full-time Associate Dean; one .6 FTE part-time librarian; and a fluctuating number of part-time and work study employees that constitute roughly 1 FTE in each category. Library staff provided seamless access to print-only collections throughout the COVID-19 emergency, arranging delivery of needed teaching and learning materials via US and campus mail, curbside pickup, and digitization (within Fair Use guidelines). The library also partnered with IT to ship loaner laptops to students who lacked access to the technology necessary to fully engage in remote learning Frequent turnover in part-time positions since the onset of COVID has made it challenging to keep the building staffed during all hours of operation. At the end of FY23, one of the library's four AFSCME staff took early retirement, and the College has elected not to fill that position. This has necessitated a significant cut in the library's hours of operation for FY24; in Fall 2023, the library is open 65 hours per week (down from 95.5 hours/week in previous semesters), having eliminated evening hours after 8 p.m. and all Saturday hours.

Library staff care deeply about making sure every student is supported, valued, welcomed, and seen. Steps taken towards these ends include:

- Diversifying the representation of people and groups in library artwork, book displays, puzzles, and decorations; continuing to strive for greater representation in collections and staffing
- Meeting with the Chief Diversity Officer to develop and evaluate Learning Commons user behavior policies using a racial equity lens
- Ending routine walkthroughs of library study spaces by armed, uniformed police
- Partnering with student affinity groups to sponsor events and programming in the library

Physical Plant and Facilities

Located just outside downtown North Adams, MA, MCLA's physical plant comprises academic buildings, student residence halls, athletic facilities, and administrative/office buildings that support in-person and hybrid teaching and learning, residence life, and College operations. College buildings fall into several categories:

- Those owned by the College (including most major academic buildings)
- Those owned by the Massachusetts State College Building Association (MSCBA) (the three student residence areas)
- Those owned by the MCLA Foundation and leased by the College (primarily neighboring properties purchased by the Foundation to house offices and departments)
- Leased off-campus properties (labs and classrooms at Berkshire Health North; Gallery 51 on Main Street in North Adams)

The College's Facilities Department employs a variety of personnel who provide for the general maintenance and upkeep of College properties (maintainers, grounds crew, etc.) as well as specialized trades (carpenters, electricians, plumbers, steam plant operators, etc.). An online ticketing system (SchoolDude) facilitates the submission, assignment, and tracking of work orders.

Projects involving state-owned buildings are managed by the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) and reviewed by the state building inspector, whose records provide evidence of College compliance with state requirements. Capital improvements in the residence areas are managed by MSCBA. MCLA Foundation properties fall under the purview of both state and local building inspectors.

DCAMM has delegated authority to MCLA to manage projects with a total cost of up to $2 million. These projects must be coordinated by state-selected "house doctor" architects from one of three approved firms. Recent major facilities projects include steam pipe replacement; roof repairs/replacements for Freel Library, Amsler Campus Center, and Mark Hopkins Hall; and accessibility improvements to Venable Theatre and Church Street Center.

Deferred maintenance is addressed as resources permit. A spreadsheet listing deferred maintenance and capital projects is included in the workroom.

Non-classroom study and learning spaces on campus include research laboratories, student lounges, study rooms, student breakout rooms, and computer labs. The **Writing Studio** in Murdock Hall, **Math Drop-In Center** in the Center for Science and Innovation, **Tutoring Center** in Mark Hopkins Hall, and **Freel Library** all provide comfortable study spaces enhanced by the availability of expert assistance from staff and trained peers.

In 2018, the **Empowerment Lounge** was created in existing space in Venable Hall by students who wanted a safe space for their community. The space was designed and created to allow students of color to be celebrated, comfortable, and seen while navigating the challenges of attending a predominantly white institution. The Empowerment Lounge is available to students 24/7; in addition to providing an informal gathering and community space, the lounge also hosts multicultural programming and student organization executive board meetings. The Lounge is intentionally located in a less heavily trafficked area of campus to create a safer space for dialogue and community.

In 2019, Freel Library completed a Title III-funded project that reconceived the main floor as a **Learning Commons** environment, providing attractive, flexible study space to support individual and group study and library programming and events. The dated and underutilized reference books which occupied potential prime study space in the heart of the library were reviewed and items moved to the stacks or deaccessioned, as appropriate. Nesting tables and comfortable, lightweight chairs on wheels were purchased to permit the space to be quickly and easily reconfigured to accommodate student needs and preferences or library programs. Three study rooms were constructed for the exclusive use of students, who can reserve these spaces using an online system. While recent space upgrades have focused on supporting collaborative work, the library continues to designate the upper level as silent study space to meet the needs of our many students who work best in a distraction-free environment. A major DCAMM-funded project in Spring 2023 replaced windows and flooring on the upper level of Freel; along with the reconfiguration of book stacks, the result is a brighter, quieter, and more navigable environment.

In 2022, the new **Academic Advising and Support office,** which replaced the previous Center for Student Success and Engagement, moved from the upper level of Eldridge Hall to the first floor of Mark Hopkins Hall. The **TRiO Student Success Services** program relocated from its space on the lower level of Freel Library to join Academic Advising and Support on the first floor of Mark Hopkins. This newly reconfigured space collocates services with similar missions and activities and features a long-needed testing center used by Disability Resources; a tutoring center; and a computer lab. The **lower-level library space** vacated by TRiO has been outfitted with repurposed furniture and technology to create additional study space for students, including a Media Nook for group viewing and a reservable conference room that offers privacy for activities such as online classes or appointments/meetings involving confidential information. Later in the year, office space in the library was renovated to create a classroom where librarians can teach information literacy sessions and workshops.

The Joseph Zavattaro **Athletic Complex**, located off West Shaft Road in North Adams, includes game and practice fields for soccer, baseball, softball, and lacrosse. The Amsler Campus Center Gym, home of MCLA Basketball and Volleyball, has a maximum capacity of 2000 spectators and is also used for major campus events such as Convocation and Commencement. The Trailblazer Fitness Center was opened in Fall 2020 and is equipped with state-of-the-art equipment including strength racks, circuit machines, dumbbells, treadmills, ellipticals, bikes, and ergs. The two-lane Trailblazer Track is elevated above the TFC. The Sports Medicine Room, equipped with the top-of-the-line equipment and rehabilitation tools, is a brand-new, state-of-the-art training room that opened in the fall of 2020. More details about these facilities are available in the workroom.

Information Technology

The mission of MCLA's Information Technology department is to provide robust and reliable technology-based services and equipment that further the strategic goals of the institution.

The **Chief Information Office/Chief Information Security Officer** oversees all IT operations as well as the security of campus information and reports to the Vice President of Administration and Finance.

The **Computer Help Desk** operates 88 hours per week, providing support in person and via chat, telephone, and video conferencing. The Help Desk uses an issue tracking system to ensure that technical issues are routed to the appropriate staff and resolved quickly. During the COVID emergency, the Help Desk expanded its virtual options, using Microsoft Teams to operate entirely virtually when necessary. Microsoft Bookings permitted Help Desk staff to pivot between in-person and remote support, keeping our professional and student staff, as well as customers, safe. As in-person campus operations resumed, the Help Desk carried forward many of the tools and strategies implemented during lockdown to provide a wider variety of support options and faster service to the community. The Help Desk is staffed by 2 FTE professional staff members and 8-10 student employees.

Media Services provides support for classroom audio and visual technology, digital signage, live events, and streaming services. Media Services is staffed by 2 FTE professional staff who cover two shifts.

The **Networks, Telecommunications, Systems, and Web Services** unit supports the College's websites, maintains the telephone and integrated messaging systems, and provides and maintains the servers and software that integrate all of our service offerings. A second full-time position was recently added to

support Networking and Telecommunications, joining the existing administrator. IT has budgeted for a second full-time systems administration position to join the one existing employee in that unit.

Administrative Systems is responsible for the information and business systems that allow the College to function, including the Banner student information system and the financial management system. Administrative Systems is currently staffed by 2.5 FTE employees.

IT continually refreshes the instructional technology in MCLA's 60 computer-enabled classrooms. In Summer 2020, 47 classrooms were upgraded to accommodate remote learning through the addition of PTZ cameras, microphones, and all-in-one computers.

In 2018, budgeting for IT purchases was reconfigured to create a 4-year replacement lifecycle on all end-user computing devices (laptops, desktops, etc.). In 2021, MCLA began financing this replacement cycle using leases. All end-user devices will be within their refresh cycle in FY24.

In addition to maintaining computing hardware on campus, IT has sought since 2014 to use virtualization technology to provide a computer lab experience wherever users might be. Use of the MyLab platform, which powers MCLA's virtualized environment, peaked during the remote learning era, with 70 or more simultaneous logins at times. In September 2022, MyLab was updated to incorporate a cloud service, Microsoft Azure Virtual Desktop, to provide access to the top 15 applications used in MCLA's computer labs.

To ensure the reliability and compatibility of technology systems at MCLA, a policy has been implemented to require IT departmental review of all new technology purchases.

Since March 2019, MCLA has received continuous security assessments from the Cybersecurity and Infrastructure Security Agency (Cyber Hygiene Services | CISA). The FY23 budget included funding for payment card industry (PCI) compliance testing, penetration testing, and security incident and event monitoring (SIEM).

Advanced access control ensures the security of MCLA's network. A move to role-based access has ensured that each person and device on our network is known and receives the minimum privileges required. MCLA centralizes requests for permission changes, new accounts, and account closures to our Help Desk. The Help Desk's issue tracking system performs as an auditable resource for reviewing changes and ensures that we record the authorization of access to all campus data resources.

IT utilizes a combination of Microsoft Defender (with Advanced Detection and Response) and Intune to provide up to date malware protection and ensure a consistent configuration standard across our entire fleet of systems. The campus network is protected by two Sophos UTM, next-generation firewalls which continuously monitor and stop attacks on our network.

To ensure access to the Internet and to MCLA's campus network for remote students, faculty and staff, our network features two separate fiber optic Internet connections. Access is supplied by independent service providers using geographically separate pathways to campus.

In accordance with our business continuity plan, MCLA leverages its virtual server infrastructure to automate the backup of all data and provide a recovery path for services in the event of a business interruption. Additionally, copies of essential virtual servers and their data are sent to a remote cloud service storage provider for disaster recovery purposes.

Since 2021, every employee has been required to complete an annual cybersecurity training program. In early 2022, login and password security was upgraded to include multi-factor authentication. We continue to expand the use of MFA with the goal of requiring it for all services by the end of the 2022-2023 academic year.

MCLA has created a Written Information Security Program to create effective administrative, technical, and physical safeguards for the protection of confidential information.

In 2016, MCLA implemented Argos, a data visualization and reporting tool, to provide self-service reporting options for various departments. Since 2016, Argos has assumed a central role in powering academic, financial, and organizational dashboards for dozens of departments, from Admissions to Advancement.

In 2020, MCLA implemented CourseLeaf's CAT module to generate, publish, and plan the College catalog. In 2022, MCLA added CourseLeaf's CIM module, a governance workflow and automation system which provides transparency, efficiency, and auditing capabilities to our academic governance process. The adoption of these tools represents significant progress toward the goal of automating academic governance, from planning to final publication.

Information, Physical, and Technological Resources: Appraisal

Library and Information Resources

The Title III Project Assessment Report for the Learning Commons documents significant increases in key indicators of the library's support for equity and student success from F18 to F19, including course reserve circulation (+75.3%), technology circulation (+124.3%), and a seven-fold increase in research consultation appointments, as well as robust utilization of new services (212 bookings of the three new study rooms in Fall 2019). In a survey measuring students' perceptions of and satisfaction with the new Title III-funded library spaces:

- 75% of respondents felt the space contributed to their ability to learn something new.
- 80% of respondents were more aware of resources and services provided by the library.
- 91% of respondents felt using the space made them more confident in achieving their goals.
- 100% of respondents would likely use the space again.

While the onset of the COVID-19 emergency in Spring 2020 interrupted the use of on-site library facilities, collections, and services, most indicators measuring engagement with the library have rebounded or increased since then.

The library's digital collections are inadequate to support teaching and scholarship across the curriculum. Early-career faculty are especially affected by a lack of access to journals and databases that are essential to their work. Many areas of the curriculum are underserved by existing holdings. In what can only be

described as a stretch, one of MCLA's most important licensed library resources (JSTOR, a multidisciplinary backfile of academic journals) is paid for using endowed funds earmarked for archives and local history. Title III funding paid for a subscription to Project MUSE, which had been long requested by faculty, from FY17-19. Unfortunately, the cost of the subscription could not be institutionalized once Title III funds were depleted.

An investment of roughly $25,000 per year (inflating at 5% per year) will be needed for journals and databases to support the new Nursing program beginning in FY25. While nursing program startup funds will cover the initial years of these subscriptions, they will have to be institutionalized eventually, requiring an increase of over 33% to the library's existing subscriptions budget. As additional academic programs (e.g., MSW) are considered for MCLA, the cost of information resources required to support them will need to be factored in when calculating expenses.

The library, like many areas, has been preoccupied with staying afloat and responding to rapid changes almost daily through the COVID-19 era. With greater stabilization, there is a need for longer-range planning along with policy review, revision, and creation.

Much of the print collection is dated and has never circulated. Undertaking a comprehensive weeding project of the A-N and Q-Z call number ranges would create a more focused, browsable collection and allow the reallocation of space to support learning and community. An equity audit of the collection would help us target areas where greater representation of diverse voices and authors is needed.

Physical Plant and Facilities

In 2023, DCAMM engaged Cannon FOS to conduct a facility condition assessment (FCA) for all state-owned buildings and grounds on the MCLA campus. The FCA reviewed 12 of the 33 non-residential buildings on campus. The resulting assessment provided the College with updated information about existing facility conditions and accessibility and identified over $53 million in priority projects recommended over the next 10 years.

- $7.1 million in priority 1 (Currently Critical)
- $15.7 million in priority 2 (Potentially Critical)
- $30.6 million in priority 3 (Necessary But Not Yet Critical)

MCLA will use the feedback from this assessment to develop a campus master plan that will prioritize funding for short-term needs in the next 1-4 years (priority 1 and 2) and long-term capital projects needed in the next 5-10 years (priority 3).

Several pressing issues with MCLA's athletics facilities are outlined in the workroom; these include inadequate Internet connectivity and a need for more infrastructure (locker rooms, concessions, restrooms) at the Zavattaro Complex; improvements to baseball and softball fields to permit early-season home games; and a more sustainable solution for the hockey program, which currently uses a municipal rink that lacks locker rooms.

Information Technology Resources

IT has defined a lifecycle for all equipment and begun a replacement plan that addresses the individual computing needs of employees. 100% of faculty and staff now have a primary computing device that is supported and under warranty. However, these devices account for only 12% of the campus's electronic infrastructure. To ensure that the campus continues to have reliable, state-of-the-art equipment, all IT equipment must be continuously refreshed and funded. The campus has made significant commitments toward this goal. Using leases has allowed us to operationalize our investment in infrastructure. To that end, in 2019, MCLA chose to use leases to ease the acquisition of Wi-Fi equipment for the residence halls. This method was repeated in 2022 and 2023 to lease end-user computers. Also, in 2023 the Wi-Fi and approximately 70% of the campus network (by value) was replaced using leases. These upgrades coincided with the effective lifespan of the equipment, signifying the College's commitment to new, modern infrastructure.

Projections

- MCLA will formulate multi-year budgetary projections based on the findings of our new multi-year enrollment model, assessing and optimizing the model annually to ensure realistic projections.
- Executive staff and involved departments will continue to seek opportunities for diversifying MCLA's revenue streams.
- Executive Staff, the Board of Trustees, and the Board's Fiscal Affairs committee will continue to evaluate existing programs and personnel in light of the College's structural deficit.
- In conjunction with the appropriate state entities, MCLA will use the 2023 DCAMM Facilities Condition Assessment to develop a campus master plan and identify short- and long-term capital plan projects.
- By FY28, using comprehensive campaign funds earmarked for improvements to athletic facilities, Athletics will prioritize turfing the baseball field and adding hockey locker rooms.
- In 2024, the core of the campus network will be replaced under a lease agreement, ensuring that there will be continuous investment in Information Technology infrastructure.
- In FY2024 and FY2025, IT will replace campus lab computers, media technology and our server systems. These long-lived technology fixtures will be the last piece in a project to make renewal an operational priority.

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

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.
If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2020)			2 Years Prior (FY 2021)			1 Year Prior (FY 2022)			Current Year (FY 2023)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	89	86	175	87	48	135	81	56	137	79	35	114
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	2		2	2	1	3	2	2	4	2	2	4
Library Technicians	4	5	9	4	3	7	4	2	6	4	3	7
Archivists, Curators, Museum staff	1	2	3	1	1	2	1	2	3	1	1	2
Student and Academic Affairs	41	14	55	42	13	55	39	14	53	33	7	40
Management Occupations	27		27	24		24	28		28	30		30
Business and Financial Operations	20		20	18	1	19	18		18	15		15
Computer, Engineering and Science	13	2	15	10	1	11	10	1	11	11	1	12
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	12	14	26	10	1	11	11	7	18	12	9	21
Healthcare Practitioners and Technical	5	3	8	5	3	8	5	3	8	5	2	7
Service Occupations	48	1	49	44	0	44	38	2	40	34	4	38
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	37	5	42	37	2	39	36		36	39	5	44
Natural Resources, Construction, Maintenance	14	2	16	15		15	14		14	14		14
Production, Transportation, Material Moving			0			0			0			0
Total	313	134	447	299	74	373	287	89	376	279	69	348

Please enter any explanatory notes in the box below

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

	Fiscal Year ends - month & day: (6/30)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Most Recent Year	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$14,691	$16,194	$16,958	10.2%	4.7%
?	Cash held by State Treasurer	$571	$851	$1,301	49.0%	52.9%
?	Deposits held by State Treasurer	$743	$830	$2,848	11.7%	243.1%
?	Accounts Receivable, Net	$716	$416	$646	-41.9%	55.3%
?	Contributions Receivable, Net	$709	$615	$1,009	-13.3%	64.1%
?	Inventory and Prepaid Expenses				-	-
?	Long-Term Investments	$15,726	$19,079	$14,574	21.3%	-23.6%
?	Loans to Students				-	-
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	$74,283	$72,928	$87,235	-1.8%	19.6%
?	Other Assets	$2,842	$2,712	$2,887	-4.6%	6.5%
	Total Assets	**$110,281**	**$113,625**	**$127,458**	3.0%	12.2%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$2,807	$3,025	$3,548	7.8%	17.3%
?	Deferred revenue & refundable advances	$833	$740	$894	-11.2%	20.8%
?	Due to state				-	-
?	Due to affiliates	$158	$116	$234	-26.6%	101.7%
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	$13,295	$12,292	$6,766	-7.5%	-45.0%
?	Long-term investments	$5,905	$5,320	$22,705	-9.9%	326.8%
?	Refundable government advances				-	-
?	Other long-term liabilities	$8,065	$8,736	$12,747	8.3%	45.9%
	Total Liabilities	**$31,063**	**$30,229**	**$46,894**	-2.7%	55.1%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**($7,310)**	**($5,252)**	**($1,245)**	-28.2%	-76.3%
?	Foundation	**$780**	**$841**	**$739**	7.8%	-12.1%
	Total	**($6,530)**	**($4,411)**	**($506)**	-32.5%	-88.5%
	Temporarily restricted net assets					
	Institutional	**$63**	**$39**	**$33**	-38.1%	-15.4%
?	Foundation	**$17,281**	**$20,135**	**$18,718**	16.5%	-7.0%
	Total	**$17,344**	**$20,174**	**$18,751**	16.3%	-7.1%
	Permanently restricted net assets					
	Institutional	**$67,100**	**$66,136**	**$60,863**	-1.4%	-8.0%
?	Foundation	**$1,304**	**$1,497**	**$1,456**	14.8%	-2.7%
	Total	**$68,404**	**$67,633**	**$62,319**	-1.1%	-7.9%
	Total Net Assets	**$79,218**	**$83,396**	**$80,564**	5.3%	-3.4%
	TOTAL LIABILITIES and NET ASSETS	**$110,281**	**$113,625**	**$127,458**	3.0%	12.2%

Please enter any explanatory notes in the box below

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

	Fiscal Year ends - month& day: (6/30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$15,341	$12,711	$10,522	$9,884	$10,140
?	Room and board	$6,787	$4,871	$4,977	$5,507	$6,471
?	Less: Financial aid	-$6,124	-$4,605	-$4,186	-$4,755	-$4,398
	Net student fees	$16,004	$12,977	$11,313	$10,636	$12,213
?	Government grants and contracts	$5,504	$5,210	$4,961	$5,701	$5,172
?	Private gifts, grants and contracts	$739	$840	$933	$745	$917
?	Other auxiliary enterprises					
	Endowment income used in operations					
?	Other revenue (specify):	$1,414	$943	$1,425	$1,710	$1,194
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	**$23,661**	**$19,970**	**$18,632**	**$18,792**	**$19,496**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$14,826	$13,829	$13,130	$13,192	$13,808
?	Research					
?	Public Service					
?	Academic Support	$4,619	$4,729	$4,904	$5,442	$5,696
?	Student Services	$5,801	$5,172	$6,333	$7,575	$7,929
?	Institutional Support	$8,460	$8,131	$6,128	$5,288	$5,535
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	$5,038	$4,635	$5,148	$4,544	$4,756
?	Scholarships and fellowships (cash refunded by public institution)	$1,992	$2,885	$4,278	$1,696	$1,775
?	Auxiliary enterprises	$7,417	$4,838	$4,953	$5,824	$6,096
?	Depreciation (if not allocated)	$3,529	$3,671	$5,516	$5,635	$5,898
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	**$51,682**	**$47,890**	**$50,390**	**$49,196**	**$51,493**
	Change in net assets from operations	**-$28,021**	**-$27,920**	**-$31,758**	**-$30,404**	**-$31,997**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$24,948**	**$25,825**	**$28,195**	**$28,425**	**$30,730**
?	Investment return	**$150**	**$67**	**$31**	**$99**	**$165**
?	Interest expense (public institutions)	**-$164**	**-$97**	**-$1,565**	**-$1,487**	**-$1,327**
	Gifts, bequests and contributions not used in operations	**$0**	**$0**	**$0**	**$0**	**$0**
?	Other (specify): Federal Grants	**$236**	**$1,910**	**$4,017**	**$3,958**	**$0**
	Other (specify): Revenues MSCBA	**$113**	**$0**	**$0**	**$0**	**$0**
	Other (specify): Loss on dispoal of capital assets	**-$122**	**$0**	**-$7**	**-$356**	**$0**
	Net non-operating revenues	**$25,161**	**$27,705**	**$30,671**	**$30,639**	**$29,568**
	Income before other revenues, expenses, gains, or losses	**-$2,860**	**-$215**	**-$1,087**	**$235**	**-$2,429**
?	Capital appropriations (public institutions)	**$1,520**	**$1,284**	**$1,456**	**$10,812**	**$4,000**
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	**-$1,340**	**$1,069**	**$369**	**$11,047**	**$1,571**

Standard 7: Institutional Resources
(Statement of Debt)

		FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
		Long-term Debt					
		Beginning balance	$5,340	$4,817	$23,100	$22,705	$21,700
		Additions	$193	$0	$1,744	$2,644	$1,805
	?	Reductions	($716)	($512)	($2,139)	($3,649)	($3,771)
		Ending balance	**$4,817**	**$4,305**	**$22,705**	**$21,700**	**$19,734**
		Interest paid during fiscal year					
		Current Portion	$657	$350	$1,859	$2,190	$2,089
		Bond Rating					
		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
		Debt to Net Assets Ratio Long-tem Debt / Total Net Assets					
		Debt to Assets Ratio Long-term Debt / Total Assets					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe).

Standard 7: Institutional Resources
(Supplemental Data)

	FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
	NET ASSETS					
	Net assets beginning of year	$61,194	$59,855	$60,924	$59,282	$70,329
	Total increase/decrease in net assets	($1,340)	$1,069	($1,642)	$11,047	$1,571
	Net assets end of year	**$59,854**	**$60,924**	**$59,282**	**$70,329**	**$71,900**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$4,309	$4,145	$4,870	$2,640	$2,991
	Federal, state and private grants	**$3,805**	**$3,345**	**$3,596**	**$3,812**	**$3,640**
	Restricted funds	**$2**	**$0**	**$0**	**$0**	**$0**
	Total	**$8,116**	**$7,490**	**$8,466**	**$6,452**	**$6,631**
	% Discount of tuition and fees	28.1%	32.6%	46.3%	26.7%	28.0%
?	% Unrestricted discount	28.1%	32.6%	46.3%	26.7%	28.0%
	Net Tuition Revenue per FTE	$6,532	$7,018	$6,841	$6,797	$6,885
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					

Please indicate your institution's endowment spending policy:

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2020)	2 Years Prior (FY2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$18,860	$14,065	$16,339	$18,986	$21,942
Cash Flow from Operating Activities	($19,483)	($16,739)	($20,085)	($16,564)	($19,069)
Cash Flow from Investing Activities	$264	$67	$32	$99	$165
Cash Flow from Financing Activities	$14,424	$18,946	$22,700	$19,421	$16,404
Cash and Cash Equivalents end of year	**$14,065**	**$16,339**	**$18,986**	**$21,942**	**$19,442**
LIQUIDITY RATIOS					
Current Assets	$17,556	$19,216	$22,074	$23,027	$21,327
Current Liabilities	$6,441	$6,246	$8,317	$9,005	$10,605
Current Ratio	**2.73**	**3.08**	**2.65**	**2.56**	**2.01**
Days Cash on Hand (Cash and Cash Equivalents) /([Operating Expenses - Depreciation and other noncash expenses]/365)	**106.63**	**134.87**	**135.69**	**183.85**	**155.64**

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Total Expenditures					
Materials	$117,953	$97,495	$105,721	$101,097	$101,097
Salaries & wages (permanent staff)	$454,153	$458,854	$487,603	$519,225	$450,000
Salaries & wages (student employees)	n/a	n/a	n/a	n/a	$3,500
Other operating expenses	$34,070	$41,577	$48,305	$49,313	$49,000
Expenditures/FTE student					
Materials	$84	$84	$113	$122	$121
Salaries & wages (permanent staff)	$322	$397	$522	$625	$540
Salaries & wages (student employees)	n/a	n/a	n/a	n/a	$4
Other operating expenses	$24	$36	$52	$78	$59
Collections					
Percent available physically	33%	29%	26%	26%	26%
Percent available electronically	67%	71%	73%	74%	74%
Number of digital repositories	1	1	1	1	1
Personnel (FTE)					
Librarians - main campus	3	3	3	3	3
Librarians - branch /other locations	n/a	n/a	n/a	n/a	n/a
Other library personnel - main campus	6	6	6	6	5
Other library personnel - branch/other locations	n/a	n/a	n/a	n/a	n/a
Availability/attendance					
Hours of operation/week main campus	99	68	92	95	65
Hours of operation/week branch/other locations	n/a	n/a	n/a	n/a	n/a

Consortia/Partnerships

HELM (Higher Education Libraries of Massachusetts): shared catalog, direct borrowing
FLO (Fenway Libraries Organization): consortial licensing, professional development
MCCLPHEI (MA public higher ed library directors): consortial licensing, advocacy, professional development

URL of most recent library annual report:

Please enter any explanatory notes in the box below

Through FY23, student employees were paid exclusively with college work study funds, which are not part of the library budget. The FY23 permanent staff salary amount includes ~$37,000 associated with an early retirement incentive at the end of that fiscal year.

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	? Next Year Forward (goal)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
? **Course management system**	Canvas				
Number of classes using the system	793	704	710	769	780
Bandwidth					
On-campus network	10gb/s	10gb/s	10gb/s	20gb/s	20gb/s
Off-campus access					
? commodity internet (Mbps)	2gb/s	2gb/s	2gb/s	3gb/s	3gb/s
? high-performance networks (Mbps)					
? Wireless protocol(s)	802.11a,g,n,ac,ax	802.11a,g,n,ac,ax	802.11a,g,n,ac,ax	802.11a,g,n,ac,ax	802.11a,g,n,ac,ax

Typical classroom technology

Main campus	Extron controller, touchscreen Computer and/or touch-capable projector, DVD, HDMI/VGA connection
Branch/other locations	Same as main campus, with the exclusion of Extron controllers.

Software systems and versions

Students	Banner 10
Finances	Great Plains
Human Resources	PeopleSoft | Massachusetts State System
Advancement	Blackbaud
Library	CW Mars
Website Management	OmniCMS
Portfolio Management	
Interactive Video Conferencing	Microsoft Teams
Digital Object Management	

Website locations of technology policies/plans

Integrity and security of data	https://techhelp.mcla.edu/index.php/Network_User_Agreement#Application_of_MCLA%20_policies.2C_and_local.2C_state.2C_and_federal_laws_and_statutes
Privacy of individuals	https://www.mcla.edu/administration/policies-and-procedures/privacypolicy.php
Appropriate use	https://techhelp.mcla.edu/index.php/Network_User_Agreement
Disaster and recovery plan	https://techhelp.mcla.edu/images/1/10/Written_Information_Security_Program_-_MCLA_v.1.1.pdf
Technology replacement	https://techhelp.mcla.edu/images/9/9c/MCLA_-_PL11_-_Acquisition_and_Development_Policy_v.1.1.pdf

Please enter any explanatory notes in the box below

Regarding Canvas Courses: *projected numbers for Spring 2023 and forward are included in these totals.

Notes:

• Summer session courses with a start-date on or after 1 July are counted in that FY.

• Counts include all credit-bearing, published courses with enrollment > 0.

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	36	1,035,389
Other U.S. locations		
International locations		

	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Revenue ($000)					
Capital appropriations (public institutions)	$1,519,271	$1,284,184	$1,456,028	$10,811,874	$4,400,000
Operating budget	$5,123,165	$1,374,192	$924,379	$1,607,951	$1,374,016
Gifts and grants	$375,077	$509,883	$0	$0	$0
Debt	$0	$1,000,000	$0	$0	$1,600,000
Total	$7,017,513	$4,168,259	$2,380,407	$12,419,825	$7,374,016
Expenditures ($000)					
New Construction	$5,926,114	$1,805,146	$1,387,617	$12,366,503	$6,000,000
Renovations, maintenance and equipment	$635,205	$424,518	$650,450	$124,775	$600,000
Technology	$286,723	$422,117	$201,781	$163,513	$500,000
Total	$6,848,042	$2,651,781	$2,239,848	$12,654,791	$7,100,000

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	63,104		63,104
Laboratory	69,733		69,733
Office	155,249		155,249
Study	61,281		61,281
Special	28,123		28,123
General	145,582		145,582
Support	104,954		104,954
Residential	250,389		250,389
Other	156,974		156,974

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

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Facilities Buidling	Facilities		$2,315,913	2014

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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Public Safety Building	Public Safety		$4,000,000	2027

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

The list below includes renovations costing 400,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Campus Center	Roof Deck		$591,673	2023
Campus Center	Main Roof		$708,302	2023
Freel Library	Windows		$1,512,761	2023
Center for Science and Inovation	Co-Gen		$422,604	2022
Mark Hopkins Hall	Roof Replace		$412,844	2022
Amsler Campus Center	Pool Area Renovation		$5,313,327	2021
Freel Library	Roof Replace		$411,573	2021
Amsler Campus Center	Pool Area Renovation		$3,942,382	2020
Amsler Campus Center	Centennial Room		$2,115,829	2020
Amsler Campus Center	Pool Area Renovation		$604,701	2019
Amsler Campus Center	Centennial Room		$454,903	2019
Center for Science and Inovation	Renovations and Equipment		$2,013,164	2017
Bowman Hall	Renovations and Equipment		$3,556,223	2016
Bowman Hall	Renovations and Equipment		$13,366,666	2015
Center for Science and Inovation	Renovations and Equipment		$9,125,144	2014
Bowman Hall	Renovations and Equipment		$913,268	2014

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

The list below includes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Athletic Complex	Soccer Turf Field		$1,600,000	2024
Campus Center	Electrical (50% Completed)		$1,100,000	2024
Campus Center	HVAC (50% Completed)		$3,500,000	2024
Freel Library	Renovations and Equipment	15,230.00	$7,000,000	2025
Mark Hopkins Hall	Renovations and Equipment	29,200.00	$18,000,000	2026

Please enter any explanatory notes in the box below

Standard Eight: Educational Effectiveness

MCLA stands apart within the Massachusetts State University System by virtue of its designation as the only public liberal arts college in the Commonwealth. As such, we are fundamentally responsible for offering students a high-quality liberal arts education. Additionally, MCLA seeks to expand educational access and upward mobility for our students; to do so, we ground their liberal studies within departmental majors. The co-curriculum rounds out students' experience, preparing them to excel outside of the classroom. In this chapter, we will consider MCLA's educational effectiveness in achieving these goals.

Description

The work of assessment at MCLA is primarily led by the Director of Assessment, whose role is dedicated to supporting assessment processes throughout the entire institution and providing an extensive array of assessment services. However, MCLA is cognizant that a robust culture of assessment cannot be sustained by one person. To that end, the Director of Assessment works to educate and involve administration, faculty, staff, and students in assessment processes whenever possible. She also partners with other offices across campus, including Institutional Research; Diversity, Equity, and Inclusion; Academic Technology; and the Center for Teaching and Learning, to collect and deliver assessment resources.

All **assessment plans** at MCLA are grounded in our version of the Assessment Cycle, an iterative, cyclical process for continuous improvement based on inquiry and evidence:

- **Outcomes**, where we define measured student learning outcomes (SLOs) for programs to target;
- **Curriculum**, where we map learning activities with the SLOs;
- **Instruction**, where we develop plans for activities addressing SLOs;
- **Assessment**, in which we gather artifacts demonstrating student learning within the SLOs; and
- **Reflection**, in which we look critically and collaboratively at results and student work to develop meaningful next steps.

Each program focuses on a single Student Learning Outcome per semester, or two per academic year. For the target SLOs, departments and domains follow the full Assessment Cycle process, culminating in a short report detailing their focus SLOs, their methods, their findings, and changes they plan to make in light of the findings. The Director of Assessment collects and maintains these semesterly program assessment reports.

Both the Director of Assessment and the Center for Teaching and Learning maintain online resource hubs for campus community members to learn more about **institutional assessment** and related practices. MCLA places a strong emphasis on fostering equitable assessment practices across the institution. The College's participation in the Racial Equity Justice Institute (REJI) provides us with access to invaluable resources which play a pivotal role in guiding MCLA's approach towards creating a more inclusive and just assessment culture.

MCLA has embraced the LEAP ELOs (Essential Learning Outcomes), which serve as a foundation for crafting Student Learning Outcome statements across the College. In 2019, interest grew in developing more localized **institution-level student learning outcomes**, but shortly after the formation of an advisory committee to support this work, MCLA and the rest of the world were blindsided by the COVID-19 pandemic, and this initiative went on hiatus. In the meantime, the institution continues to use the LEAP

Essential Learning Outcomes to guide its assessment activities across divisions, levels, and student bodies.

MCLA defines, collects, analyzes, and publishes a robust set of institutional student success metrics, including progression, retention, transfer, graduation, default and loan repayment rates, and licensure passage rates for professional programs (education, radiologic technology). This information is reported to external entities and shared with the MCLA community and the general public via the MCLA Factbook and website; recent data from these metrics is discussed in the Appraisal section, below.

Student learning outcomes have been developed for all academic programs at MCLA and are listed on the college website and in the course catalog. SLOs are developed in a process led by the department chair or their designee in consultation with MCLA's Director of Assessment. Faculty members are encouraged to incorporate these SLO statements on their syllabi alongside more specific course-level SLOs. As part of the Core Curriculum redesign, new outcomes were developed for the Core as a whole. Each Domain of Learning also updated or developed its own set of SLOs. SLOs are scaffolded developmentally throughout the three tiers of the Core, building toward the Integrative Capstone. Additionally, elements of Integrative Learning and Diversity, Equity, and Inclusion were intentionally built into Core SLOs at all levels. SLOs are reviewed periodically by domains and the Core Curriculum Steering Committee.

Academic assessment is supported primarily by the Director of Assessment in collaboration with the Center for Teaching and Learning (CTL), Academic Technology, department chairs, and domain leaders. The CTL and the Director of Assessment regularly partner to offer faculty assessment-focused programming. Within academic departments, chairs or their designees serve as point people for their departmental assessment efforts. Additionally, the seven-year program review cycle provides academic departments with a regular, recurring opportunity to carefully analyze their offerings at a holistic level, including a review of all SLOs, curriculum maps, and programs' alignment with the institution's mission, grounding any large-scale changes in data. Holistic assessment of the Core Curriculum takes place under the auspices of the Core Curriculum Steering Committee, a group comprising faculty domain leaders, the Dean of Academic Affairs, the Director of Assessment, and the Chief Diversity Officer.

An exciting new pilot program uses the Canvas LMS to collect Core Curriculum assessment data directly from student assignment submissions; these data are then analyzed and visualized using Microsoft Power BI dashboards. This process allows for the disaggregation of data by student demographic while simultaneously permitting the aggregation of data mapping Domain SLOs to larger Core SLOs. Additionally, it makes student learning data more directly accessible to faculty, who can now draw upon data from students in their domain of the Core to answer specific questions as they arise. Initial results of this pilot are presented in the Appraisal section, below. This resource is slated to be rolled out to academic departments beginning with the next assessment cycle.

Recognizing that much learning takes place outside the classroom, several administrative departments and divisions at MCLA are also invested in the assessment of student learning. The Office of Academic Advising & Support Services is coordinating with the Director of Assessment to create Student Learning Outcomes for their programming. Since the arrival of the current Vice President of Student Affairs in July 2021, that division has developed an Action Plan with content goals, process goals, actions, a timeline, and measures of success aligned across the division. Components of the action plan constitute preliminary work toward the eventual development of divisional SLOs. Additionally, several departments within

Student Affairs have their own foundational documents leading toward SLOs, including Residence Life, Athletics, and Civic Learning.

Appraisal

The College has established robust practices for the assessment of student learning, covering departmental, programmatic, and domain-level assessment. By refining and expanding assessment efforts, MCLA strives for continuous improvement across various student measures.

At MCLA, the collection of evidence of student learning occurs primarily at the departmental level, guided by the institution's emphasis on the LEAP ELOs as outlined in the Assessment Plans section. Regular reviews of student work and experiences in academic majors, Core Curriculum domains, and Student Affairs programming contribute to a comprehensive evaluation of student learning. As a result of their education at MCLA, our students gain a strong liberal arts foundation, deep disciplinary knowledge in their majors, and essential skills to succeed beyond graduation.

The College tracks a number of academic and co-curricular engagement indicators during its regular administrations of the National Survey of Student Engagement. Chief among these is students' experiences with the LEAP ELOs (chart below). High percentages of MCLA seniors report that the College contributed at high levels to their knowledge, skills, and personal development in skills directly related to the LEAP ELOs. MCLA students perceive that they have developed significantly in the areas of communicating (including cross-culturally) and critical thinking, while relative areas of challenge exist in quantitative and analytical areas.

NSSE Engagement Indicator	Related LEAP ELO	% of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	Critical Thinking	87%
Speaking clearly and effectively	Oral Communication	73%
Writing clearly and effectively	Written Communication	72%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	Intercultural Knowledge and Competence	70%
Working effectively with others	Teamwork	64%
Analyzing numerical and statistical information	Quantitative Reasoning	58%
Solving complex real-world problems	Problem-Solving	56%
Developing or clarifying a personal code of values and ethics	Ethical Reasoning	53%
Being an informed and active citizen	Civic Knowledge and Engagement	51%

MCLA monitors and reports a number of indicators relating to degree progress and year-to-year retention. The Commonwealth's Performance Measurement Reporting System (PMRS) collects and presents data from Massachusetts' community colleges and state universities annually. Among the student success and completions metrics compiled by the PMRS (outcomes for which for MCLA can be found on the PMRS website) are:

- **Timely completion of gateway courses** within students' first or second years. During FY21 and FY22, fewer MCLA students (59% and 58%, respectively) completed college-level English and math by the end of their first year as compared to the years immediately before the pandemic (65% in FY19; 73% in FY20). While our current numbers meet or exceed those of our comparison group, we are actively identifying and pursuing strategies to improve first-year completion rates for these courses (see Projections, below).
- **On-time credit accumulation** during students' first year: This number fell sharply during the first year following the pandemic (72% in FY20; 64% in FY21) but rebounded significantly in FY22 (69%, compared to 67% for our comparison group).
- **First-to-second year retention** has been identified as a high-priority area for MCLA by the DHE. We are already seeing promising results with targeted populations (which just this year have been extended to all first-year students); for example, changes to MCLA's advising and academic support structures and practices (described in Standard 2: Evaluation) in response to poor retention of undeclared students resulted in undeclared students, whose retention rates are typically 5-10% below that of their overall cohorts, being retained at a *higher* rate than the overall cohort. (Actual data will be available after the Fall 2023 census date.)

Transfer student retention and graduation rates show a substantial positive trend from the past five years, from a 52.6 % to 71.4 % second year retention rate to a jump in 2- and 3-year graduation rates comparing pre-and post-pandemic.

Transfer Class Retention and Graduation Rates

Year Class Entered	Number In Class (Cohort)	% Returned as *			Cumulative % Graduated			
		Second Year	*Third Year*	*Fourth Year*	*After 2 years*	*After 3 years*	*After 4 years*	*After 5 years*
Fall 2013	111	73.9%	39.6%	9.9%	23.4%	53.2%	62.2%	64.0%
Fall 2014	125	77.6%	39.2%	7.2%	28.0%	57.6%	64.8%	66.4%
Fall 2015	105	79.0%	43.8%	16.2%	24.8%	58.1%	70.5%	73.3%
Fall 2016	96	74.0%	45.8%	7.3%	21.9%	56.3%	63.5%	64.6%
Fall 2017	103	68.9%	35.9%	9.7%	26.2%	51.5%	62.1%	64.1%
Fall 2018	114	52.6%	27.2%	5.3%	18.4%	36.8%	43.0%	
Fall 2019	144	56.3%	34.0%	12.5%	38.9%	61.8%		
Fall 2020	58	74.1%	36.2%		34.5%			
Fall 2021	42	71.4%						

The College's overall graduation rate for first-time, full-time students has slowly but steadily increased over the last several years from 52% to 62%; these rates are even higher among full-time students who begin at MCLA with previous college experience:

Entering Cohort	6-Year Graduation Rate, FTFT	6-Year Graduation Rate, FT Transfer	6-Year Graduation, Students of Color	6-Year Graduation, Pell-Eligible Students
2013 Cohort	52%	63%	51%	47%
2014 Cohort	55%	63%	59%	52%

2015 Cohort	55%	68%	47%	50%
2016 Cohort	62%	66%	48%	45%

In 2021 (the most recent year for which data is available), 91% of first-time, full-time MCLA students had graduated within eight years of entry or remaining enrolled, compared to 81% of students at national peer institutions. This number has generally remained steady or improved over the past five years (PMRS; Eight-Year Comprehensive Student Success: IPEDS Outcome Measures).

MCLA was recently ranked the #1 public institution in Massachusetts, and #2 in the nation, for social mobility by U.S. News & World Report. While we are pleased to receive this recognition and believe it is evidence of our transformative role in students' lives and our effectiveness in carrying out our mission, it is nevertheless important to note that MCLA has identified attainment gaps in graduation rates among historically marginalized groups of students, with students of color and Pell-eligible students less likely to graduate in 6 years than their cohorts as a whole. These gaps have widened in recent years. As detailed throughout the chapters in this self-study, the elimination of inequities, particularly racial disparities, in experiences and outcomes is foremost among the priorities of the DHE and MCLA over the next decade.

MCLA graduates significant numbers of students with degrees in fields associated with high-demand occupations in the Commonwealth (PMRS; Workforce Alignment). Of 6353 students who graduated from MCLA between 2003 and 2023, 1404 (22.1%) enrolled in another program and completed a degree (Student Clearinghouse). This is well above the national average for holding an advanced degree, which the Census Bureau estimated to be 14.4% for adults above 25 in 2022.

As the new **Core Curriculum** concluded its second full year, the Core Steering Committee and Domain Leaders completed four semester-long assessment cycles. While the data so far indicate that students are mostly achieving Advanced or Proficient scores in the SLOs assessed, it is still too early to make meaningful conclusions about the efficacy of the Core based on assessment data. In particular, the process depends on building faculty buy-in for artifact collection, and we expect higher participation to provide more robust data. In addition, after the first year of core assessment, we recognized the limitations of our collection model, which required significant work for both the committees and the Assessment Director to collect and collate assessment data. Based on that work, MCLA moved to the Canvas LMS system described above to ease data collection, collation, and visualization. The implementation of dashboard assessment results in the core curriculum shows great promise, giving faculty new data insights across levels of the core. As one typically hesitant professor remarked, "Is this science, or is this magic?!" The Core Curriculum Steering Committee can now review student achievement in the Core as a whole; previously, this information was siloed among domains. In our first year of gathering core assessment data for the dashboards, we saw high performance from students in our overarching Core SLOs:

Core SLO	**% Advanced**	**% Proficient**
Effective Communication	60.91%	26.36%
Analytical Inquiry	48.73%	31.03%
Active, Engaged, Ethical Citizenship	46.81%	44.41%

This data tracks with the NSSE data referenced above, which similarly indicates communication as a relative area of strength for our students. As this progress continues and more outcomes are assessed, stakeholders will be able to break down these large outcomes into their components outlined in the

developmental rubric, both by tier level and by specific skills mapped to the different domain-level outcomes.

Likewise, individual domains can now view their student outcome data aligned with specific rubric criteria, leading to more focused discussions around student work and assignment practices. For example, faculty teaching in the Quantitative Reasoning domain of the Core, assessing SLO 4: "Students will be able to draw appropriate conclusions based on their calculations and analysis of quantitative data," were able to observe that although a high percentage of students were scored as advanced in the criteria of Calculation and Drawing Conclusions (71.19% and 79.66%), they had less much facility with Analysis (54.24%).

College Writing assessment reports from 2018, 2019, and 2021 are included in the workroom. In **2018**, the outcome that faculty chose to assess was students' ability to effectively and ethically summarize, paraphrase, quote, and cite published sources. Faculty evaluated a sample of student work and identified 65.5% of students as proficient or very proficient, with 23% performing adequately. All reporting faculty indicated that they incorporated some sort of scaffolding in teaching students how to use sources effectively and ethically. Results of the qualitative component of the assessment were in alignment with years of scholarship on the effective teaching of writing in supporting the use of scaffolding when teaching students how to use sources effectively and ethically. In **2019**, the Writing Program assessed information literacy outcomes in collaboration with librarians. Following a series of professional development workshops for faculty, outcomes were addressed in writing courses and then evaluated using a student self-assessment survey created by the Director of Assessment. The majority of students either agreed or strongly agreed that after the researched project unit, they were better able to engage in the research process, from generating a research question to finding and evaluating sources, and more confident in writing up their research.

Departmental assessment of learning outcomes has led to some common threads of focus in improving what and how students learn. The first is the need to **reinforce quantitative skills**. For example, the Biology department identified the SLO "Analyze data with appropriate statistical analysis" as an area in need of improvement; as a result, one faculty member used their sabbatical to redesign the Biology curriculum in terms of more thorough integration of statistics. Statistical methods are now introduced starting with the very first course, Biology Seminar for Entering Majors, with careful scaffolding and intentional repetition until the students' last semester. Similarly, the Physics department noticed a drop in student learning regarding the SLO "Solve problems using mathematical and physical reasoning", likely as a result of pandemic-related learning challenges in high school. To address student needs proactively, the department is now piloting a first-year mathematical physics course that reinforces fundamental skills, preparing students to succeed in the more sophisticated coursework to come. One of Computer Science's learning outcomes, "Develop and maintain professional quality software applications, products and systems," requires fluency in working with data, including the ability to perform a variety of calculations. Assessment data showed that those skills were lacking. With an eye towards the new data science minor, data manipulation was consequently incorporated into additional Computer Science courses, starting with the introductory Python course. The changes outlined in this paragraph are too recent to have yielded robust assessment as of this writing, but recent NSSE data indicates that they are having a positive impact: first-year students are essentially on par with our sister institutions in the Quantitative Reasoning section, compared to seniors, who wouldn't have benefited from these changes and show a ~15-20 point deficit.

Another common thread identified via departmental assessment is **information literacy**, particularly in the social sciences. For the Sociology, Anthropology, and Social Work department, this skill is embedded in the SLO "Think critically and be able to evaluate, synthesize and analyze social science research design and apply this knowledge in original research projects." After assessment showed that this SLO was not being adequately met, faculty took a more scaffolded approach by incorporating more research and information literacy skills in lower-level course content. Similarly, the Psychology department created a more structured and sequential approach to both quantitative and information literacy skills after assessing their SLO "Demonstrate competence in interpreting, designing and conducting psychology research." The two-semester Research and Statistics/Research Methods course sequence (typically taken during the second year) begins with foundational skills, such as compiling an annotated bibliography, and culminates with a complete research proposal. (See also the 2019 College Writing report for a discussion of information literacy in the Core.)

Finally, a fundamental skill whose assessment has led to curricular changes to better support discipline-specific student learning is **communication**. Effective oral communication is paramount in Public Health and Community Health Education, as reflected in the SLO "Communicate health information verbally and in writing." When assessment showed inconsistent mastery of this essential skill among majors, a new Health Communication course was created as an upper-level elective to refine and emphasize communication skills. Similarly, when the Health Sciences program's assessment revealed the need for more practice in written communication, faculty responded by increasing the number of lab report assignments throughout the introductory Biology and Health Sciences courses.

In 2020, the Writing Program director and Director of Assessment collaborated on an evaluation of **DGCE degree completion students' writing skills** before and after a series of workshops for both faculty and students. Results point to the effectiveness of these workshops and faculty's subsequent approaches to teaching writing. Students showed improvement in almost every category, with the 2021 cohort approaching or exceeding national averages (listed in the VALUE column, below; see workroom for full results):

2020 DGCE Writing Project Assessment: VALUE Rubric Scores

Category	MCLA DGCE 2019	MCLA DGCE 2021	VALUE
TOTAL	15.52	19.30**	16.87***

Additional evidence of educational effectiveness in selected departments comes from **licensure passage rates**. MCLA student passage rates on the Massachusetts Tests for Educator Licensure (MTEL) have trended in line with statewide averages in recent years, with 298 MCLA graduates achieving licensure from FY17 to FY21. In 2022, 100% of MCLA radiologic technology students passed the ARRT certification examination on their first attempt. MCLA's five-year program average for passage on the first attempt is 90%, compared to a national benchmark of 75%. Over the past five years, 100% of MCLA radiologic technology graduates who actively sought employment were employed in the field within twelve months of graduating, compared to a five-year national benchmark of 75%.

During the **COVID-19 emergency**, when instruction shifted to remote or hybrid modalities, departments engaged in a modified assessment process that asked them to focus on the essentials of student learning in their courses. Responses provide valuable information about how the sudden shift to remote learning forced a reprioritization of student learning objectives; also included among the responses is anecdotal

evidence of the importance that faculty placed upon creating and maintaining human connections with their students during this chaotic and frightening time.

Projections

- As MCLA's next Strategic Plan takes shape, faculty and staff will work to adopt the DHE's New Undergraduate Experience and Strategic Plan for Racial Equity as frameworks for more equitable assessment.
- A cross-institutional working group will develop Institutional Student Learning Outcomes and map them onto divisional/departmental SLOs.
- The Director of Assessment will work with Department Chairs to expand the Core Curriculum assessment dashboard pilot to academic departments.
- The Vice President of Student Affairs and the Director of Assessment will collaborate to formalize student affairs foundational documents and expand them to include explicit Student Learning Outcome statements.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	72%	72%	63%	64%	71%
? **IPEDS Graduation Data (150% of time)**					
Associate degree students					
Bachelors degree students	61%	53%	58%	56%	58%
? **IPEDS Outcomes Measures Data**					
First-time, full time students					
Awarded a degree within six years	55%	55%	62%	53%	56%
Awarded a degree within eight years	56%	56%	63%	54%	57%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%
First-time, part-time students					
Awarded a degree within six years	25%	0%	0%	100%	100%
Awarded a degree within eight years	50%	0%	0%	100%	100%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%
Non-first-time, full-time students					
Awarded a degree within six years	63%	68%	65%	71%	73%
Awarded a degree within eight years	63%	68%	66%	71%	73%
Not awarded within eight years but still enrolled	1%	0%	0%	0%	0%
Non-first-time, part-time students					
Awarded a degree within six years	56%	69%	38%	65%	67%
Awarded a degree within eight years	61%	69%	38%	70%	72%
Not awarded within eight years but still enrolled	2%	2%	0%	0%	0%
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1 Students of Color	54%	65%	58%	55%	71%
2 White Students	82%	76%	64%	68%	71%
3 Female	73%	79%	63%	64%	71%
4 Male	74%	61%	63%	65%	71%
Pell Eligible	66%	68%	57%	53%	71%
5 Non Pell Eligible	78%	76%	68%	74%	71%
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1 Students of Color	59%	47%	48%	54%	58%
2 White Students	62%	55%	62%	56%	58%
3 Pell Eligible	52%	50%	45%	53%	58%
4 Non Pell Eligible	69%	56%	68%	57%	58%
5					

Definition and Methodology Explanations

1	One Year retention rates cohort - Fall 2018-2021
2	Six Year graduation rates cohort - Fall 2012-2015

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

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

	Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	58%	50%		
Not graduated, still enrolled at original institution	0%	13%		
Degree from a different institution	12%	5%		
Transferred to a different institution	5%	12%		
Not graduated, never transferred, no longer enrolled	25%	20%		
First-time, Part-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				
Non-first-time, Full-time Students				
Degree from original institution	74%	70%		
Not graduated, still enrolled at original institution	0%	4%		
Degree from a different institution	4%	3%		
Transferred to a different institution	1%	3%		
Not graduated, never transferred, no longer enrolled	21%	20%		
Non-first-time, Part-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals

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

		3 Years Prior (FY 2020)	2 Years Prior (FY2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
1	Students Enrolled After Graduating (National Student Clearinghouse)	142 (Class of 2022)	123 (Class of 2018)	108 (Class of 2019)	102 (Class of 2020)	100 (Class of 2021)
2						
3						
4						

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

1	% of Graduates with a Minor	39.4%	37.7%	40.8%	39.8%	40.0%
2	% of Graduates with Two Minors	8.9%	10.8%	11.9%	11.4%	12.0%
3	% of Graduates with Multiple Majors	11.9%	11.0%	12.0%	11.6%	12.0%
4	% of Students that did Internship	12.9%	13.8%	9.5%	17.0%	18.0%
5	% of Students with did Study Away	5.3%	3.5%	N/A	N/A	3.0%
6	% of Students that did Independent Study	5.8%	1.2%	2.2%	4.0%	5.0%
7						
8						

Definition and Methodology Explanations

1	
2	

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

? State Licensure Examination Passage Rates

	Name of exam	3-Years Prior (FY 2019) # who took exam	3-Years Prior (FY 2019) # who passed	2 Years Prior (FY 2020) # who took exam	2 Years Prior (FY 2020) # who passed	1 Year Prior (FY 2021) # who took exam	1 Year Prior (FY 2021) # who passed	Most Recent Year (FY 2022) # who took exam	Most Recent Year (FY 2022) # who passed
1	MTEL Pass Rates	25	23	39	32	17	14	52	42
2									
3									
4									

? National Licensure Passage Rates

	Name of exam	3-Years Prior (FY 2019) # who took exam	3-Years Prior (FY 2019) # who passed	2 Years Prior (FY 2020) # who took exam	2 Years Prior (FY 2020) # who passed	1 Year Prior (FY 2021) # who took exam	1 Year Prior (FY 2021) # who passed	Most Recent Year (FY 2022) # who took exam	Most Recent Year (FY 2022) # who passed
1	American Registry of Radiologic Technologists (ARRT)	15	15	11	10	11	7	7	7
2									
3									
4									

? Job Placement Rates

	Major/time period	*	3-Years Prior (FY 2019) # of grads	3-Years Prior (FY 2019) # with jobs	2 Years Prior (FY 2020) # of grads	2 Years Prior (FY 2020) # with jobs	1 Year Prior (FY 2021) # of grads	1 Year Prior (FY 2021) # with jobs	Most Recent Year (FY 2022) # of grads	Most Recent Year (FY 2022) # with jobs
1	American Registry of Radiologic Technologists (ARRT)		15	15	10	10	10	10	7	7
2										
3										
4										

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

Web location of gainful employment report (if applicable)

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

? Completion Rates

		3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
1						
2						
3						
4						

? Placement Rates

1						
2						
3						
4						

Please enter any explanatory notes in the box below

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
? **Master's Programs (Add definitions/methodology in #1 below)**					
Retention rates first-to-second year	100%	100%	100%	100%	100%
Graduation rates @ 150% time	93%	94%	92%	92%	92%
Average time to degree	3	3	3	3	3
Other measures, specify:					
? **Doctoral Programs (Add definitions/methodology in #2 below)**					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? **First Professional Programs (Add definitions/methodology in #3 below)**					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	92%	90%	94%	93%	95%
Retention rates	n/a	n/a	n/a	n/a	n/a
Graduation rates	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1	Includes students that entered in that fiscal year, graduation rate is students that completed within three years of enter into the program. 150% graduation = 3 years, projection based on average change.
2	
3	
4	Course taken in the fiscal year that where coded distance ed that had a start date between July 1 - June 30 | We do not offer any fully distance education programs
5	

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity: Description

MCLA strives to maintain the highest standards of integrity in all areas of operation, including but not limited to academic programs, student life, research, faculty development, Board conduct, and interactions between members of the campus community.

In pursuit of fulfilling our mission, the College follows and takes seriously its adherence to the laws that govern its operations. These include the laws governing Massachusetts state universities; federal laws regulating funding for institutions of higher education; the Family Education Rights and Privacy Act (FERPA), which safeguards the privacy of students' educational records; and the Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), which requires issuance of an annual report on campus safety information. As noted in Standard 3, the College's relationships with its local collective bargaining units (MSCA, APA, and AFSCME) are governed by agreements negotiated between those units and the Massachusetts Board of Higher Education.

Every year, all College employees must acknowledge receipt of a summary of the Commonwealth's Conflict of Interest Law, and every other year, all employees must complete an online training program offered by the State Ethics Commission. New hires also complete both items. Upon completing the training, employees are required to provide a certificate of completion to MCLA's Human Resources Office. Faculty must disclose to the State Ethics Commission when they use instructional materials in which they have a financial interest.

The Massachusetts financial disclosure law (G.L. c. 268B) requires certain public employees to disclose their and their immediate family members' private business associations and other financial interests on their Statements of Financial Interests (SFIs). To comply with this law, MCLA submits to the State Ethics Commission on an annual basis a list of all persons who in that calendar year held major policymaking positions at the institution. Each person on this "Designation List" must file a Statement of Financial Interests with the Commission by an identified deadline.

The College's Board of Trustees act as fiduciaries on behalf of the government of Massachusetts, ensuring integrity at the institutional level. The Board receives, reviews, and discusses matters dealing with integrity for the College. For example, the Board reviews and discusses the Clery Report annually to remain knowledgeable about the state of safety and security on campus. The Board reviews and approves the College's annual budget and accepts the annual audit. The Fiscal Affairs Committee, one of the standing committees of the Board, is briefed on and engages in detailed conversations about College finances to ensure that they have complete information and understanding before referring the budget and audit to the full Board for approval. The Academic Affairs Committee, another of the Board's standing committees, becomes familiar with the work of faculty and their research endeavors as they progress from initial appointment to tenure and post-tenure reviews.

In accordance with our mission as a liberal arts institution and ongoing commitment to engaged citizenship across the campus community, MCLA expects all faculty, staff, and students to commit to and model integrity and ethical behavior. In support of this expectation, the College includes comprehensive policy statements in the Course Catalog, the Student Handbook, and the HR website. Additionally, updated policies are shared with faculty prior to the start of every semester for inclusion in course syllabi.

Non-discrimination policies are shared with employees via the College website and an annual email and with students via the Community Standards, which govern student conduct. The Community Standards are shared annually with all students at the beginning of the fall semester and are explicitly addressed in the student life component of the First Year Experience program. The Dean of Students reviews and edits the Community Standards annually. Search committees receive guidance from the Chief Diversity Officer on ensuring non-discriminatory, equitable practices in the hiring process.

As addressed in Standard 4 and elsewhere, academic freedom is a cornerstone of teaching and learning in the liberal arts, and MCLA is committed to fostering an environment that promotes inquiry and considers diverse opinions. The College affirms its commitment to academic freedom and clearly expresses its support of this principle in relevant agreements, catalogs, and handbooks. The College expects all members of the campus community to engage with the process of teaching and learning with an approach that is critical, constructive, and rigorous. For faculty, this manifests itself with wide latitude (included in the MSCA Agreement) given toward scholarship, creative pursuits, and course content. There are also opportunities for faculty to share their work and engage in discussion with the campus community. The MSCA Agreement also explicitly assigns to faculty the rights to intellectual property they generate while working for the College. For students, the completion of the Core curriculum requires engaging with courses and ideas outside of their major area of study. Beyond the Core curriculum, students are encouraged to explore courses outside of their major. In support of this exploration, MCLA offers a wide array of classes and non-classroom academic experiences both in and outside of the offered major areas of study. For the broader campus community, this commitment is exemplified by the diverse array of voices and viewpoints scheduled as part of the College's various speaker series.

In support of the free pursuit and dissemination of knowledge, MCLA complies with all state and federal regulations pertaining to research integrity. The College maintains an Institutional Review Board (IRB) to protect the rights and wellbeing of human subjects involved in research conducted by members of the campus community. MCLA requires all research involving human subjects to be reviewed and approved or granted an exemption by the IRB before research commences. IRB members receive training in evaluating applications to ensure compliance with federal regulations. Membership of the IRB includes faculty from several departments whose activities regularly involve research with human subjects. The Director of Institutional Effectiveness and Planning and a community member who is a retired physician also sit on the IRB. The IRB review process is conducted in accordance with the laws and regulations outlined in the Code of Federal Regulations on research on human subjects. To ensure compliance with these guidelines, all researchers are required to complete an online training module on protecting human research subjects through the CITI program. Human subject research conducted by members of the campus community also aligns with the standards and principles of the Belmont Report: respect for persons, beneficence, and justice.

Following the opening of the Center for Science and Innovation in 2013, the College established and now maintains an Institutional Animal Care and Use Committee (IACUC) to protect the rights and ensure ethical treatment of vertebrate animals in research. The IACUC comprises members of the Biology faculty, a Biology lab instructor, a professor from outside Biology, and two local animal care professionals, one of whom is a practicing veterinarian. The IACUC review process is conducted in accordance with the Public Health Service Policy on Humane Care and Use of Laboratory Animals.

Both the IRB and IACUC serve to ensure that all research conducted by members of the campus community on human and vertebrate subjects is carried out with the highest level of integrity.

Grievance reporting and resolution channels are available to all campus constituencies. The Community Standards describe the grievance policy for undergraduate students, who can report to any dean. In 2020, DGCE created an online complaint form to meet the needs of degree completion and graduate students; links to this form are shared during student onboarding, posted on the DGCE website, and emailed to students each term along with other information. Since the form was implemented, we have received zero complaints. Each collective bargaining agreement spells out grievance policies and procedures for employees.

MCLA complies with NECHE's standards and regularly reviews and evaluates policies to ensure adherence. Policies are shaped by ethical guidelines and reviewed, as appropriate, by the governance system, institutional leadership, or through legal consultation. Academic policies, including academic integrity and course information policies, and information about senior staff are posted on MCLA's website. Applicable policies are also included in course syllabi distributed to students at the start of each semester (see workroom for sample syllabi). Policies on academic honesty and integrity define academic dishonesty, describe the reporting and sanctioning process for any student found to be academically dishonest, and lay out the process by which the student may appeal an imposed sanction.

To ensure continued institutional integrity and appropriateness of policies and programs, MCLA uses the evaluation and assessment methods discussed in Standards 2 and 8.

The Agreement Between the Board of Higher Education and the Massachusetts State College Association (MSCA Contract) spells out a transparent process for all faculty personnel actions, including the review and (as applicable) promotion of full-time and part-time faculty and librarians. The Agreement requires explicit documentation at all stages of the process, facilitating evaluation with integrity while creating space for constructive feedback. Representatives from Academic Affairs and the Faculty Association hold workshops each academic year, promoting clarity and understanding of processes and procedures around personnel actions for all parties involved. The Agreement does not compel faculty to complete trainings outside of those that are statutory or contractual in nature, though voluntary attendance and completion is common.

Integrity: Appraisal

MCLA is bound by an array of state and federal laws and regulations. The College is committed to operating in compliance with all applicable laws, regulations, and policies and commits substantial resources toward doing so. Staff members across the College (specifically in Academic Affairs, Administration and Finance, Human Resources, and Student Affairs) devote considerable attention and share expertise to ensure the College's compliance.

Transparency: Description

MCLA strives to maintain the highest level of integrity in all areas of its operations, and the College views transparency as central to this goal. Making information, documentation, and explanation for institutional operations available to members of the campus community and the broader public is vital for maintaining integrity and fulfilling the College's charge as a public liberal arts school.

The College's website (mcla.edu) is the primary repository of information for members of the campus community, the general public, and prospective students. The website houses the information necessary for current and prospective students to make informed decisions about their education, including but not limited to academic catalogs, graduate program descriptions, mission statement and values, requirements and procedures for admission, expectations for conduct among members of the campus community, information on academic programs, and a list of continuing faculty. Several elements of this content are offered in multiple locations. Academic policies are located in the College's SharePoint system, which is accessible to all members of the campus community; the Academic Affairs section of the College's website; and relevant catalogs.

As a public institution, the College takes seriously its obligation to serve the community and make information about its operations available to those who may not be part of the campus community. The aforementioned information on academic programs, the College's mission, admissions processes, and standards for conduct are available without campus computing credentials. In addition to the information necessary for current and prospective students to make informed decisions about their education, the College's website also lists information on employment opportunities available to the public. Each employment listing provides a brief overview of the College, a description of the position and duties, requirements for applicants, information on the College's commitment to fostering a diverse community, statements of ADA and Title IX compliance, and the hiring salary range for the position. Selected employment opportunities are also posted in external job listing sources.

As the College's governing body, MCLA's Board of Trustees promotes integrity through conducting regular public meetings. Board meeting minutes and notices are posted to MCLA's website in compliance with Massachusetts open meeting laws. When meetings were moved online during the COVID-19 pandemic, links to virtual meetings were made available. As meetings of the Board are open meetings, members of the public are encouraged to attend as observers, and members of the local and campus press are often in attendance.

Internal governance committees make their meeting agendas, notices, and minutes available on SharePoint, accessible to any member of the campus community with computing credentials. Press releases and additional information for notable events on campus or hosted by the College are posted on the College's website.

In accordance with its status as a public institution, MCLA complies with all public records laws. MCLA responds to reasonable requests for information about itself in a timely manner. For prospective students, the College's landing page includes a link to an inquiry form through which additional information may be requested. General inquiries can be directed to the Office of Communications and Marketing, which may respond directly or direct the inquiry to the appropriate party. Press releases identify the member of the campus community to whom additional inquiries may be addressed. The College makes available on its website audited financials for both the College and the MCLA Foundation going back to FY2011. The audited financials include an independent auditor's report, leadership's discussion of the finances, audited financial documents, notes on the audited statements, and supplemental information pertaining to the audited statements. Each year's audited financials are uploaded following their acceptance by the Board.

Print and digital communications representing the College are consistent with catalog content and are updated regularly to accurately reflect the opportunities available. The College requires press releases to

be issued by the Office of Communications and Marketing to ensure uniformity. As curricular items are approved by the governance process, the newly approved versions are made available online. Individual academic and administrative units can edit the content of their own web pages, allowing for timely updates to information. As an example, the Department of Fine and Performing Arts received approval from the DHE for a new Bachelor of Arts in Music, Industry, & Production. Department members updated their pages to reflect the new degree, its requirements, and learning outcomes, and updated the pages for the Bachelor of Arts in Performing Arts to reflect that it no longer included music. The Office of Admissions coordinates with academic units annually to update program "one sheets," ensuring that they accurately reflect current conditions and opportunities. In some instances, these measures allow the print and digital communications to reflect revisions before they are included in a catalog. The College maintains archival copies of its catalogues as far back as at least the 1970-71 academic year.

MCLA recognizes that claims of excellence and alumni success require corroboration. The College maintains a rigorous program assessment process as addressed in Standard 8. In addition to providing internal guidance on the efficacy of programs, this process also creates demonstrable records of learning outcomes and provides evidence of the caliber of learning experience the College offers. Data on institutional effectiveness is reported publicly to federal, regional, and state authorities as described in Standard 2: Evaluation. The College collects information on faculty achievements for inclusion in the annual President's Report, which is made available to the public. The achievements of graduates are featured in campus print publications as well as in web stories featured on the MCLA website. The Office of Institutional Advancement, which houses the College's Alumni Office, maintains the College's alumni records, including information on graduate employment and job placement.

Transparency: Appraisal

MCLA's commitment to transparency relies heavily on making information available via the College's website. The MCLA website contains vast troves of information made available for all the College's internal and external constituencies. However, navigating the website can be challenging. During the 2019-2020 academic year, the College contracted with a higher education branding and marketing agency to introduce new branding. As part of this project, the MCLA website was redesigned to reflect the new branding and appeal more to prospective students. The website is visually appealing, but navigation is difficult. Finding information on the website frequently requires many clicks and/or searches rather than allowing for direct, intuitive usage. There is substantial room for improvement in making the website more accessible and navigable to make it easier for both internal and external users to find the information they seek.

Navigability of the College's website aside, MCLA does well with the depth of information made available on the website without requiring computing credentials. Information on academic programs, policies, admissions processes, and rules and expectations for campus conduct are freely available, as are web stories highlighting the accomplishments of our alumni and faculty. MCLA has been intentional in increasing transparency in its job postings, including hiring salary ranges well before being legally required to do so. Additionally, the College has sought to expand the visibility of selected job openings, not only posting to major job sites and boards but also drawing upon faculty and staff expertise to identify professional communities and groups with which openings may be shared.

The College endeavors to increase the availability of information about itself beyond what is required by law. Minutes from the Board of Trustees' meetings dating back to the 2010-2011 academic year are readily

available on the Board of Trustees page of the College's website, with minutes from the current academic year added following their approval. Internal governance committees, as addressed in Standard 3, utilize SharePoint to increase transparency for the campus community. Although accessing these items on SharePoint requires campus computing credentials, the other locations where items approved by governance live on the MCLA website are updated as soon after their approval as possible, making them readily available to the broader public.

Routing general inquiries for information through the Office of Communications and Marketing creates consistency, although it can create a burden on a small office (two staff members) that is also charged with creating the College's external communications and overseeing marketing efforts. The inclusion of contact persons on press releases and the availability of faculty and staff contact information on the College's website frequently leads to inquiries being directed to specific individuals rather than run through Communications and Marketing.

The availability of over a decade's worth of audited financial statements provides significant information and context to the public regarding the College's financial standing and operations. As MCLA is a public institution, general numbers are available through the Massachusetts government, but the audited financials give substantial depth to those data. Publishing these statements proactively removes the need for members of the public to request them.

The ability of members of academic and administrative units to update their pages on the College's website or their programs' "one sheets" allows prospective students and other members of the public to see the most up-to-date reflection of the opportunities available to MCLA. This practice also introduces problems, however; information is updated in a piecemeal fashion, so there is little or no coordination regarding the timing of changes, and some units may have materials that lag behind those of others. Because materials available via the website are often updated before the following year's catalog is made available, prospective students may be confused upon encountering conflicting information in different sources. Unifying these processes and making them consistent constitutes an area for continued growth and improvement.

Public Disclosure: Description

MCLA's commitment to operating with the highest standards of integrity requires the College to engage in a substantial, intentional course of public disclosure. The College has a story to tell: that of an institution with engaged students, accomplished faculty, successful alumni, quality academic programs, and service to the broader community. Effectively communicating this story to prospective students and their families, alumni, donors, public officials, the media, and the broader community is an important means by which the College demonstrates both its commitment to integrity and the fulfillment of its public mission.

As noted earlier in this standard, the College website serves as the primary source of information about the institution and the campus community. Academic Affairs oversees the compilation and online publication of the undergraduate catalog each academic year. The catalog includes, among other content, descriptions for all courses offered in the College's undergraduate degree programs; current academic programs and their learning outcomes; the College's mission statement; a campus diversity statement; information on the admissions process; discussion of the honor societies and special academic recognitions available; and a comprehensive list of academic policies current as of the start of that

academic year. Lists of continuing faculty, senior administrators, and members of the Board of Trustees are also included, along with their degree-granting institutions (for faculty and administrators) and current affiliations (for Board members). Additional information, such as current tuition and fees, is available via links throughout the College's website. Much of the information included in the catalog is duplicated elsewhere on the College's website for ease of access. For example, departmental web pages have information on their programs and faculty, and the Registrar's Office page includes academic policies and forms needed by students.

MCLA, through the Office of Institutional Research, publishes annually a Factbook for the College. The Factbook provides a thorough accounting of the size and characteristics of the student body for the academic year. Enrollment is shown by level (undergraduate/graduate), by time status by level, and in terms of full-time equivalent enrollment. The factbook also includes breakdowns of enrollment by major, minor, concentration, and number of credit hours. The demographics of the student body are provided, with breakdowns by gender, ethnicity, age, home state, and county within Massachusetts. Data on retention and graduation rates, as well as admissions, are included.

In the interest of making information on planned course offerings freely available, the Registrar's Office publishes undergraduate and graduate course schedules for each upcoming semester. In order to avoid giving a misleading impression of course offerings, courses that have not been offered for two consecutive years and that will not be offered in the third consecutive year are not listed as current. Lists of these courses are provided to department chairs each fall for review. If departments want to keep courses on the books, they must submit a justification for doing so (e.g., a new faculty member will teach the course). Otherwise, the courses proceed to the governance system for deletion and removal from the catalog.

As a public institution, MCLA regularly reports information on student achievement and institutional performance to state and federal agencies. The Commonwealth's Performance Measurement Reporting System (PMRS) tracks key indicators across public higher education institutions, including access and affordability; student success and completion; workplace alignment and development; and fiscal stewardship. College Navigator is a dashboard that draws upon data from the Integrated Postsecondary Education Data System to present student expenses, financial aid, enrollment, admissions, retention and graduation rates, learning outcomes, and other items relevant to demonstrating to the public the College's benefit and value to the community. The Office of Institutional Research provides links to MCLA's PMRS profile and College Navigator profile from its web page.

As required by the Student Right-to-Know Act of 1990, as an institution eligible for Title IV funding, the College regularly calculates and publishes completion or graduation rates for certificate or degree-seeking full-time students. The Student Right-to-Know report is available on the web page of the Office of Institutional Research.

MCLA requires that all faculty and staff make clear their relationship to the College when interacting with students, prospective students, or members of the public. This is most notable in the expectation that all digital communication pertaining to the faculty/staff member's role at the College with students, prospective students, or the public be conducted using an MCLA email address. Doing so establishes that an individual is acting in their professional capacity. Employees are encouraged to use signature blocks with their campus email accounts that include specific information on their role at the College.

MCLA approaches public disclosure as inseparable from transparency in demonstrating the integrity of its operations. To this end, and as noted above, the College strives to provide multiple paths to information on our website, rather than requiring members of the public to seek it out in the catalog or through an external site. In collaboration with the Office of Communications and Marketing, the Office of Admission produces and publishes an annual Viewbook that provides information on academic programs, cost of attendance, financial aid, and student outcomes. The Office of Student Financial Services annually updates its web page and publications to reflect and clarify cost of attendance, financial aid, scholarship opportunities, and refunds. The Dean of Students maintains and publishes the Student Handbook and compiles the annual security and fire safety report (Clery Report), which is disseminated by Public Safety.

Public Disclosure: Appraisal

As noted earlier in this standard, MCLA's website was redesigned in 2019 to appeal primarily to an audience of prospective students and families. At times, this prioritization comes at the expense of easy access to information of interest to current students or the broader public. While the current website design is a marked aesthetic improvement, there are opportunities for continued improvement in making information more quickly and intuitively accessible. In addition, more user-friendly options for sharing information internally could help current MCLA community members remain informed and included.

The ability of academic and administrative units to update their web pages ensures that the most up-to-date information is made available. This situation does, however, lead to the potential for confusion if information differs from that in the published catalog. As most users seek out information (save course descriptions) on the pages of individual units rather than in the catalog, we believe that this remains a potential rather than an actual problem.

MCLA's status as a public institution, and the reporting requirements that public status entails, ensure that information is updated and shared regularly. For example, a visit to MCLA's College Navigator profile reflects up-to-date figures rather than ones from several years ago. Units within the College are also attentive to the importance of keeping their respective pages current. However, there are instances, frequently involving pages deep within the architecture of the College's website, where documents or data have not been updated. For example, the most recent Right-to-Know report posted by the Office of Institutional Research is for the Fall 2014 cohort, reflecting information that would have been gathered following the 2019-2020 academic year. This reinforces the need to emphasize clarity and navigability on the website.

While there is room for improvement in the user experience, we believe that MCLA meets its obligations to disclose, report, and make available information in a timely and consistent manner. The College's practice of sharing information proactively and providing access to the data needed to make informed decisions reflects an institutional commitment to clarity, transparency, and integrity.

Projections

Integrity

- Through continued compliance with legal requirements for reporting campus data, open meetings for the Board of Trustees, and ongoing employee training, the College will fulfill the public service inherent in its role as a public institution. By adhering to ethical standards in teaching, research,

and service, MCLA will continue to foster an environment in which every community member is expected to not only abide by, but also actively contribute to, a high standard of conduct.

Transparency

- Through a consistent process of updating, the College will ensure that MCLA's website, its primary repository of publicly available information, is up to date and reflects current policies, events, and opportunities. College leadership will work with student and community leadership to identify and enact ways in which important and useful information can be more clearly conveyed and made accessible.

Public Disclosure

- MCLA will continue to meet all of its legal reporting requirements and maintain its practice of making reported data available on its website in a timely manner. The College will explore and implement strategies for making information easier to find and access on its website. Additionally, the College will develop and enact measures to ensure that all available information is current.

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

? Policies	Last Updated	?	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2023		https://www.mcla.edu/administration/policies-and-procedures/index.php#1A	Academic Affairs
Intellectual property rights				
Conflict of interest				
Privacy rights	2023		https://www.mcla.edu/administration/policies-and-procedures/ferpa.php	Student Records
Fairness for students	2023		https://www.mcla.edu/info-for/current-student/community-standards/	Student Affairs
Fairness for faculty	2020		https://mscaunion.org/wp-content/uploads/2023/01/MSCA-Day-CBA-2020-2023_Complete.pdf	MSCBA
Fairness for staff	2020		https://drive.google.com/file/d/1Sgept3dUmdhLUYYb082R-F2g_3696hpr/view	APA
Academic freedom	2020		https://mscaunion.org/wp-content/uploads/2023/01/MSCA-Day-CBA-2020-2023_Complete.pdf	MSCBA
Research				
Title IX	2023		https://www.mcla.edu/administration/title-ix/procedures.php	Student Affaris Human Resources
Other; specify				

Non-discrimination policies

Recruitment and admissions	2023		https://www.mcla.edu/info-for/current-student/community-standards/	Student Affairs
Employment	2023		https://www.mcla.edu/administration/administrative-offices/hr/equal-opportunity-and-non-discrimination.php	Human Resources
Evaluation				
Disciplinary action				
Advancement				
Other; specify				

Resolution of grievances

Students	2023		https://www.mcla.edu/info-for/current-student/community-standards/	Human Resources

Faculty	2020	https://mscaunion.org/wp-content/uploads/2023/01/MSCA-Day-CBA-2020-2023_Complete.pdf	Human Resources
Staff	2020	https://drive.google.com/file/d/1Sgept3dUmdhLUYYb082R-F2g_3696hpr/view	Human Resources
Other; specify			

? Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	www.mcla.edu
Notice of availability of publications and of audited financial statement or fair summary	https://www.mcla.edu/administration/administrative-offices/administration-and-finance/audits.php
Processes for admissions	https://www.mcla.edu/admission-aid/undergraduate-admission/index.php
Processes for employment	https://www.mcla.edu/administration/administrative-offices/hr/
Processes for grading	https://www.mcla.edu/administration/policies-and-procedures/#1HH
Processes for assessment	https://www.mcla.edu/administration/academic-affairs/assessment/index.php
Processes for student discipline	https://www.mcla.edu/info-for/current-student/community-standards/
Processes for consideration of complaints and appeals	https://www.mcla.edu/info-for/current-student/community-standards/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
Core Curriculum Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/core-curriculum/
Art Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/art/
Art Management Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/arts-management/
Biology Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/biology/
Business-Administration-Economics Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/business-administration-economics/
Chemistry Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/chemistry/
Communications Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/communications/
Computer-Science-Information-Systems Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/computer-science-information-systems/
Education Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/education/
English Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/english/
Env Studies Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/environmental-studies/
Health Sciences Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/health-sciences/
History Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/history/
Interdisciplinary Studies Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/interdisciplinary-studies/

Mathematics Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/mathematics/
Philosophy Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/philosophy/
Physics Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/physics/
Political Science Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/political-science/
Psychology Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/psychology/
Public Health And Community Health Education Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/public-health-and-community-health-education/
Sociology Anthropology Social Work Learning Outcomes	https://catalog.mcla.edu/undergraduate/academic-programs-study/sociology-anthropology-social-work/

Date of last review of:	
Print publications	2022-2023 Academic Year
Digital publications	

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	https://catalog.mcla.edu/
Obligations and responsibilities of students and the institution	https://www.mcla.edu/info-for/current-student/community-standards/index.php
Information on admission and attendance	https://www.mcla.edu/admission-aid/undergraduate-admission/index.php
Institutional mission and objectives	https://www.mcla.edu/about-mcla/mission-values/index.php
Expected educational outcomes	https://www.mcla.edu/academics/undergraduate-education/core-curriculum.php
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.mcla.edu/about-mcla/
Requirements, procedures and policies re: admissions	https://www.mcla.edu/admission-aid/undergraduate-admission/first-year-student.php
Requirements, procedures and policies re: admissions	https://www.mcla.edu/admission-aid/undergraduate-admission/transfer-student/index.php
Requirements, procedures and policies re: admissions	https://www.mcla.edu/admission-aid/undergraduate-admission/re-admission.php
Requirements, procedures and policies re: admissions	https://www.mcla.edu/admission-aid/undergraduate-admission/international-students.php
Requirements, procedures and policies re: admissions	https://www.mcla.edu/admission-aid/undergraduate-admission/spring.php
Requirements, procedures and policies re: transfer credit	https://www.mcla.edu/admission-aid/undergraduate-admission/transfer-student/index.php
A list of institutions with which the institution has an articulation agreement	https://www.mcla.edu/admission-aid/undergraduate-admission/transfer-student/articulation-agreements.php
Student fees, charges and refund policies	https://www.mcla.edu/administration/bursar/sample-bills.php
Student fees, charges and refund policies	https://www.mcla.edu/administration/bursar/understandyourbill/index.php
Student fees, charges and refund policies	https://www.mcla.edu/administration/bursar/student-refunds.php
Rules and regulations for student conduct	https://www.mcla.edu/info-for/current-student/community-standards/
Procedures for student appeals and complaints	https://www.mcla.edu/info-for/current-student/community-standards/
Other information re: attending or withdrawing from the institution	https://www.mcla.edu/administration/policies-and-procedures/index.php#1DD
Other information re: attending or withdrawing from the institution	https://www.mcla.edu/administration/policies-and-procedures/index.php#1R
Academic programs	https://www.mcla.edu/academics/academic-departments/index.php
Courses currently offered	https://www.mcla.edu/administration/registrar/registration.php
Other available educational opportunities	https://www.mcla.edu/academics/continuing-education/index.php
Other academic policies and procedures	https://www.mcla.edu/administration/policies-and-procedures/index.php
Requirements for degrees and other forms of academic recognition	https://www.mcla.edu/administration/policies-and-procedures/graduation-policies.php
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.mcla.edu/about-mcla/faculty/index.php

Names and positions of administrative officers	https://www.mcla.edu/about-mcla/president/senior-staff.php
Names, principal affiliations of governing board members	https://www.mcla.edu/about-mcla/board/index.php
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	
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.mcla.edu/about-mcla/ataglance.php
Description of the campus setting	https://www.mcla.edu/about-mcla/our-campus/index.php
Availability of academic and other support services	https://www.mcla.edu/student-services/academic-advising-and-support/index.php
Range of co-curricular and non-academic opportunities available to students	https://www.mcla.edu/student-life/clubs-and-organizations/index.php
Range of co-curricular and non-academic opportunities available to students	https://athletics.mcla.edu/landing/index
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.mcla.edu/academics/undergraduate-education/core-curriculum.php
Institutional goals for students' education	
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	https://www.mcla.edu/academics/academic-departments/education/licensure-programs.php
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	https://www.mcla.edu/academics/academic-departments/health-sciences/radiologic-tech.php
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.mcla.edu/admission-aid/paying-for-college/financial-aid/calculator_2022.inc
Expected amount of student debt upon graduation and loan payment rates	https://www.mcla.edu/administration/bursar/index.php
Statement about accreditation	https://www.mcla.edu/about-mcla/mission-values/neche.php

New England Commission of Higher Education
301 Edgewater Place, Suite 210, Wakefield, MA 01880
Tel: 781-425-7785 I neche.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 Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.mcla.edu/admission-aid/undergraduate-admission/transfer-student/
Print Publications	
Self-study/Fifth-year Report Page Reference	Pages 36-37

2. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://www.mcla.edu/info-for/current-student/community-standards/index.php
Print Publications	
Self-study/Fifth-year Report Page Reference	Page 94

3. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	https://www.mcla.edu/administration/policies-and-procedures/index.php#2K
Self-study/Fifth-year Report Page Reference	Pages 39-40

4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	https://www.mcla.edu/about-mcla/mission-values/neche.php
Print Publications	iberkshires.com, Berkshire Eagle
Self-study Page Reference	Page xviii

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: James E Bize Date: September 22, 2023

E-Series Forms Making Assessment More Explicit

Option E1: Part A. Inventory of Educational Effectiveness Indicators

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
At the institutional level:					
LEAP Essential Learning Outcomes	https://mcla.edu/administration/academic-affairs/assessment/at-mcla/leapandmcla.php	All Core and Program learning outcomes were created referencing the LEAP ELOs. Student artifacts are reviewed each semester in those contexts. Additional data from the NSSE Survey of Student Engagement	Core Domain and Program Faculty review student work data within their departments each semester. The Director of Assessment reviews this and other data for patterns campus-wide.		N/A
Diversity, Equity, Inclusion, and Belonging	SLOs in development; Day of Dialogue SLOs: https://www.mcla.edu/about-mcla/diversity-task-force/events/dod.php ; CDEI goals: https://www.mcla.edu/about-mcla/diversity-task-force/cdei.php	Campus climate surveys, NSSE Survey of Student Engagement, Enrollment & Retention, Progress toward graduation, focus groups, Assessment dashboards disaggregated by student identities	MCLA has established a team working with the Racial Justice & Equity Initiative out of Bridgewater State. Led by the CDO, this multisector team reviews campus-level data using the REJI strategic planning template.	A new policy has been created around student academic probation and suspension, where large inequities have been identified along racial and gender identities. This policy allows for more opportunities and greater supports for students to get off probation and avoid suspension and includes the following provisions: -One full semester of probation for students who would have previously been suspended, allowing them to raise their GPA and get back in good academic standing -Mandatory success coaching for students on probation -First year probationary students being required to retake any course(s) with a failing grade -A streamlined process and an advocate for students to appeal suspension decisions	2017
Student Affairs	SLOs in development	Student survey data, enrollment and housing records, disciplinary and student support records, and attendance data from campus events	The Student Affairs leadership team is engaging in the Becoming a Student-Ready College strategic mapping framework to develop procedures for creating foundational documents, looking at student data, and learning in the division. Part of this work is developing a Student Affairs Assessment Team who will look at student learning data to make programming decisions.	Student Affairs leaders have worked to map their goals and programming onto the Massachusetts Department of Higher Education's Strategic Plan for Racial Equity. Residence Life has implemented multiple recommendations from their last program review, including reshaping job descriptions and increased staff professional development. Based on low engagement and student feedback, the Student Government Association is undergoing a complete redesign led by the students and guided by SA staff, which will lead to authoring a new,	Ongoing
For general education:					
Core Curriculum **Tier I: Critical Thinking, Reading, Writing; Quantitative Reasoning; Health & Wellness; and First-Year Seminar Domains** **Tier II: Creative Arts; Human Heritage; Language, Culture, & Communication; Self & Society; and Science & Technology Domains** **Tier III: Integrative Capstone Seminar**	https://catalog.mcla.edu/undergraduate/academic-programs-study/core-curriculum/	Review of student artifacts by learning outcome at the domain level; qualitative information about student performance gathered from teaching faculty via survey	Individual faculty in the Core score student work in their courses according to domain-created rubrics using the Canvas LMS. This data feeds into the Core Assessment Dashboard, which is then reviewed by Domain Leaders and the Core Curriculum Steering Committee. Data is aggregated to overarching Core Learning Outcomes and disaggregated by specific core Tiers and Domains as well as student identity information.	The Core underwent a significant revision process during which all Student Learning Outcomes were reviewed and revised, and new overarching Core Learning Outcomes were established. Based on syllabus review, evidence from student artifacts, and many discussions with faculty and students, the revised Core Curriculum centers on principles of Integrative Learning as well as Diversity, Equity, and Inclusion. The different Tiers of the Core were restructured for more intentional progression through SLOs over time. Additional pedagogical support was offered through the Core Curriculum Steering Committee supporting targeted areas of need, including increasing Integrative Learning and DEI skills at the First-Year Seminar and Capstone levels. Following these interventions, over 100 individual courses were reviewed and approved under the new Core SLOs.	
List each undergraduate degree program:					
Art - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/art/	Teaching faculty review student artifacts according to specific SLO's. Additionally, faculty review student submissions for their Senior Show as part of their capstone course.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year.	The art curriculum has been leaning more into preparing students for success post-graduation, including more specialized courses and more opportunity for public presentation.	2018-2019 (site visit fall 2020)
Arts Management - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/arts-management/	Teaching faculty review student artifacts according to specific SLO's. Additionally, faculty have frequent contact with program alumni in which they solicit feedback about the program's applications in their workplaces; graduate employment data, national-level arts employment data from the Strategic National Arts Alumni Project.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. Faculty pay close attention to student performance in Advanced Performing Arts Management; this course gives insight as to where students are as a group and as individuals.	The Arts Management curriculum was revised to include a broader pool of electives and fewer specific course requirements; this was in response to alumni feedback and national arts employment data. The first students entering under the new curriculum just graduated and have been successful in finding jobs in the field even in a post-pandemic economy. Individual student data is used in advising conversations as students decide which aspects of arts management they wish to specialize in.	2018-2019 (site visit fall 2020)

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Biology - B.S. **Includes articulation program with New York College of Podiatric Medicine**	https://catalog.mcla.edu/undergraduate/academic-programs-study/biology/	Teaching faculty review student artifacts according to specific SLO's. Biology assessment is focused on upper-level courses and score student artifacts on shared rubrics.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. Related SLO's are aligned among Biology, Health Sciences, and Public Health & Community Health Education, allowing all faculty in the department to engage in related conversations around student outcomes.	The Biology curriculum has been redesigned based on assessment data to address students' Quantitative Literacy skills with a focus on understanding and applying statistics in context. Under the new curriculum, students now have a chance to incorporate statistical application during their introductory Biology seminar, which now includes labs around running T-tests, creating graphs, and interpreting results. These skills are then reinforced throughout the curriculum. The change is too new to formally assess its impact once students reach their Biology Capstone Seminar, but anecdotally faculty report students "seeming less horrified" when encountering statistical terms and applications.	2021-2022 (site visit fall 2022)
Business Administration - B.S. **Accredited through ACBSP**	https://catalog.mcla.edu/undergraduate/academic-programs-study/business-administration-economics/	Teaching faculty review student artifacts according to specific SLO's.	Every outcome is assessed every year according to ACBSP requirements. The business department review student data on each outcome both formally and informally, and use those discussions to make improvements to their programming.	The Business Administration Department hosted a faculty retreat in June 2023 in which they talked about coordinating assignments, student activities, and supported study sessions.	2018-2019 (ACBSP external review spring 2019)
Chemistry - B.S.	https://catalog.mcla.edu/undergraduate/academic-programs-study/chemistry/	Teaching faculty review student artifacts according to specific SLO's. Chemistry faculty also have students in their capstone seminar complete a mock job search, including writing resumes and cover letters and doing mock interviews, and look at MCAT success rate in graduates who opt to take that assessment.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. The Chemistry department leverages their small size to their advantage in taking a highly personalized approach to assessment; faculty discussions often center around individual students as they progress through the major and provide students with specific recommendations to bolster their skills.	Based on patterns from student, alumni, and local industry data, the Chemistry department is working toward offering a Quality Control/Quality Analysis program as part of their major. They have identified specific QC/QA skills students will need in the industry and have worked to build scaffolded assignments throughout their curriculum to support these skills. One example is the progressive development of students' note-taking and documentation skills by layering incrementally advanced requirements for notebooks over the course of the major. Faculty also noticed through capstone interviews that students tend to struggle with solution-making, specifically molarities and buffers. While this was previously encountered only early in the curriculum, faculty have revised assignments to keep students engaged with these skills in later courses as well.	2021-2022 (site visit fall 2022)
Communications - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/communications/	Teaching faculty review student artifacts according to specific SLO's. Additionally, students complete senior seminar projects and portfolios.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. The department is in the process of shifting from only looking at senior work to assessing work at all levels to be more responsive to student needs as they progress through the major.	The communications major recently underwent a modified external review process with an expert in the field. They are using the data from that report, which includes a comprehensive detailing of students' experience of the curriculum, to streamline the communications major requirements.	2022-2023 (site visit spring 2023) *rather than a typical program review, the emphasis was more on recommendations for future directions from the external reviewer
Computer Science - B.S.	https://catalog.mcla.edu/undergraduate/academic-programs-study/computer-science-information-systems/	Teaching faculty review student artifacts according to specific SLO's. Additionally, students complete a Junior Qualifying Exam (JQE) and faculty maintain close contact with graduates about their experiences in employment.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year along with the comprehensive JQE. The Computer Science department also takes advantage of its small size to have frequent informal conversations about specific students and their progression through the curriculum.	After student data showed consistent gaps in calculation skills, faculty worked to integrate more opportunities to practice and apply those skills throughout the curriculum, including an emphasis on testing data in programming courses, statistical methods in database applications, and using GIS data. Additionally, the Python courses have been retooled with more of a data science focus to address students skill gaps and prepare them for success in the new Data Science minor.	2021-2022 (site visit spring 2023)
Education - B.A. **Accredited through DESE**	https://catalog.mcla.edu/undergraduate/academic-programs-study/education/	Teaching faculty review student artifacts according to specific SLO's. Additionally, student performance is tracked across a number of instruments and metrics required for licensure, detailed in Part B below.	Student evidence is interpreted by Education faculty and staff as required by the Massachusetts Department of Elementary & Secondary Education as an accredited teacher licensure education program. In addition to comprehensive annual updates about student progress and performance, Education faculty are currently undertaking a voluntary, multi-year self-study called The Curriculum Project, focused on reviewing and analyzing the program's content, instruction, and student understanding.	After the initial phase of The Curriculum Project self-study, education faculty have identified needs to strengthen instructor support, particularly around the implementation of new technologies or curricula; further analyzing how existing courses align with required Subject Matter Knowledge and Professional Standards for Teachers competencies; and engaging the department and broader community of K12 educators in reflection and feedback. Additionally, the department has hired a new advising director specifically focused on connecting students with academic, social, and professional supports throughout the program. The department has devised a new system to support adjunct instructors' instruction planning, delivery, and colleague connections consisting of regular meetings with the Chair and connections with MCLA's Center for Teaching and Learning.	site visit by DESE in fall 2018

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
English - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/english/	Teaching faculty review student artifacts according to specific SLO's. Additionally, students complete senior seminar projects and portfolios.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. The department is in the process of shifting from only looking at senior work to assessing work at all levels to be more responsive to student needs as they progress through the major.	The English major has recently undergone a major revision of its requirements in response to student performance and needs. This revision began with faculty professional development focused on curriculum design, equity, and scaffolding student learning. Faculty then partnered with the Director of Assessment to create course-level SLOs aligned with departmental SLOs, with a particular focus on foundation courses and senior seminar. Additionally, pre-requisites were updated so students' paths through the curriculum could progress developmentally.	2014-2015 (due 2022-2023, but deferred two years because of major update of curriculum in 2022-2023)
Environmental Studies - B.S.	https://catalog.mcla.edu/undergraduate/academic-programs-study/environmental-studies/	Teaching faculty review student artifacts according to specific SLO's. Graduating students also create a reflective portfolio with artifacts demonstrating 15 competencies important to career development in the field and complete exit interviews with faculty.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year.	The main findings from student learning data in the most recent program review led to the creation of "endcap" seminars in the department: highly reflective Introductory and Capstone seminars orienting students first to their program of study at MCLA and then to employment in the field post-graduation. Faculty have also worked to integrate opportunities to revise multiple drafts, the creation of media such as scientific posters, technical writing, and GIS skills throughout course offerings	2017-2018
Health Sciences - B.S. **Includes articulation agreements with Russell Sage College Applied Nutrition and Nutrition Dietetics program, Pre-Occupational Therapy program, and Pre-Physical Therapy Program; Radiologic Sciences concentration is accredited through JRCERT**	https://catalog.mcla.edu/undergraduate/academic-programs-study/health-sciences/	Teaching faculty review student artifacts according to specific SLO's. Health Sciences assessment is focused on upper-level courses and score student artifacts on shared rubrics.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. Related SLO's are aligned among Biology, Health Sciences, and Public Health & Community Health Education, allowing all faculty in the department to engage in related conversations around student outcomes.	While the radiological technology concentration was initially added as a temporary teach-out program following the closure of Southern Vermont University, the 100% job placement rate of student graduating from the program led to MCLA adopting it as a permanent concentration within the Health Sciences major. Furthermore, the need for students to have active learning opportunities analogous to internships has led to a recommended 100-level clinical observation course, allowing students practical experience in the field that is in compliance with stringent health regulations.	2023-2024 (underway)
History - B.A. **Includes pre-law track**	https://catalog.mcla.edu/undergraduate/academic-programs-study/history/	Teaching faculty review student artifacts according to specific SLO's. Particular emphasis is placed on student performance in research methods courses.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. Faculty typically review and discuss student learning during an end-of-year retreat	The History department is looking to expand opportunities for student self-reflection throughout their courses and are currently piloting various vehicles and formats. Senior level capstone courses have added in career-readiness workshops.	2017-2018
Interdisciplinary Studies - B.A. **Includes continuing education tracks**	https://catalog.mcla.edu/undergraduate/academic-programs-study/interdisciplinary-studies/	Teaching faculty review student artifacts according to specific SLO's.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year.	The interdisciplinary studies faculty have identified the creation of a new Global & Cultural Studies major as a way to unify their offerings as a cohesive opportunity that prepares students to succeed in a global economy. This would include critical ethnic studies, a language component, and a global internship experience. The department is also working with MCLA's Associate Dean of Graduate and Continuing Education on connecting students with intercultural opportunities locally	2018-2019
Mathematics - B.S.	https://catalog.mcla.edu/undergraduate/academic-programs-study/mathematics/	Teaching faculty review student artifacts according to specific SLO's. Additionally, they administered a comprehensive survey to majors in the 2022-23 year and maintain contact with alumni.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. Students are involved in the assessment process through the Math Curriculum Committee, which offers suggestions for changes to the major based on student learning.	In response to feedback from alumni employed as secondary math educators in the region, the department created a dedicated Math for Middle and High School Teachers course, now required for students seeking teacher licensure in Secondary Math. Changes to the curriculum emerging from student input and results include requiring Statistics in the major, converting the math degree from a BA to a BS, and creating a 1-credit math seminar course (planned to be voted on in early Fall 2023).	2021-2022 (site visit fall 2022)
Music, Industry and Production - B.A. **New program in 2023-24**	New program; SLOs will be made public in the forthcoming 2023-24 Course Catalog. -Demonstrate a broad-based understanding of the studio and historical/theoretical aspects of music; -Demonstrate a high level of skill in music performance, composition and/or production; -Demonstrate practical experience in public performance and/or production of music; -Demonstrate an understanding of the current music ecosystem and their place in it	Not yet assessed - new program	Not yet assessed - new program	Not yet assessed - new program	New programs undergo early, less-extensive reivews after implementation

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Nursing - B.S.N. **New program in 2023-24**	New program; SLOS will be made public in the forthcoming 2023-24 Course Catalog. -Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. -Minimize risk of harm to patients and providers through system effectiveness and individual performance. -Integrate best current evidence, clinical judgment, interprofessional perspectives, and patient/family preferences and values for delivery of optimal healthcare -Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe, effective nursing practice. -Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. -Use data to monitor the outcomes of care processes and use improvement methods to design and test	Not yet assessed - new program. Evidence used will be in compliance with BORN accreditation requirements.	Not yet assessed - new program. Processes used will be in compliance with BORN accreditation requirements.	Not yet assessed - new program	New programs undergo early, less-extensive reivews after implementation
Performing Arts - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/performing-arts/	Teaching faculty review student artifacts according to specific SLO's. Student performances are also important data points, including concerts, ensembles, recitals, theatrical productions, and advanced studio recording projects.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. Under the current structure of the major, semesterly assessment occurs in faculty teams separated by discipline (theatre/music), while department-wide assessment happens during program and external review.	Based on student employment needs, feedback, and enrollment trends, the department is working on separating out the Performing Arts major with disciplinary concentrations into standalone majors in Music and Theatre. The new Music, Industry, and Production (above) major has been officially adopted by college governance, while Theater is expected to be approved in Fall 2023. Additionally, the theatre department has used student data, feedback, and industry standards to design their new major with a heavy focus on decolonizing the curriculum and using theatre as a mechanism for social justice.	2018-2019 (site visit fall 2020)
Philosophy - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/philosophy/	Teaching faculty review student artifacts according to specific SLO's.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year.	Faculty in philosophy have worked to revise syllabi to ensure that their courses are more social-justice oriented.	2022-2023 (site visit fall 2023-- underway)
Physics - B.A. **Physics - B.S.**	https://catalog.mcla.edu/undergraduate/academic-programs-study/physics/	Teaching faculty review student artifacts according to specific SLO's. A survey is regularly administered to graduating seniors.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. As a small department, physics leverages its close relationship with students to have frequent informal conversations about how individual students are doing during department meetings.	After noticing that students are coming in with lower quantitative skills since covid, faculty began reexamining their pre-requisite structure for what content students need to know before enrolling in each course. As a result of this work, faculty are currently teaching a pilot course dedicated to mathematical physics. This extends previous mathematical pre-requisites from 1 semester to 2, allowing for more review of fundamental concepts at the onset of the sequence as well as more focused application and computational components at its conclusion.	2022-2023 (site visit fall 2023-- underway)
Political Science - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/political-science/	Teaching faculty review student artifacts according to specific SLO's. Particular emphasis is placed on student performance in research methods courses. Student artifacts are collected on a departmental Canvas page.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. Faculty typically review and discuss student learning during an end-of-year retreat.	The department is currently undergoing a program review process, during which it plans to revise its student learning outcomes based on student needs, skills, and opportunities. Additionally, they are working to more closely connect existing teaching practices with SLOs throughout their program.	2023-2024 (underway; last was 2015-2016--deferred one year due to sabbatical)
Psychology - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/psychology/	Teaching faculty review student artifacts according to specific SLO's. The chair has also administered a Psychology Curriculum Survey to all faculty to better analyze offerings for alignment with SLOs and faculty expertise.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year. The department is transitioning from a model where only a few select courses and faculty who teach them are involved in assessing a given SLO to one where all faculty discuss student learning in all outcomes across the major. The department has been identified as a potential early participant in transitioning to Canvas collection of student outcome data and equity-informed analysis using dashboards.	The department has focused on restructuring its research methods courses in response to student performance data. The sequence of courses now moves students developmentally through all the components of psychology research. Students are now given more opportunities to practice skills in applying statistical software to analyzing data and compiling annotated bibliographies early in the sequence, allowing them to build toward designing a complete proposal for a study at the culmination of the sequence.	2018-2020 (site visit fall 2022)

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Public Health and Community Health Education - B.S.	https://catalog.mcla.edu/undergraduate/academic-programs-study/public-health-and-community-health-education/	Teaching faculty review student artifacts according to specific SLO's.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year.	In response to increasing student enrollment as a percentage of the overall student body and an increase in faculty expertise in the field, the department narrowed its offerings to provide more focused opportunities for students to develop the skills they will need in the field. Additionally, the department has increased its focus on student communication skills after data indicated that students' ability to interact with different segments of the public around health issues was an area of need. To address this need, a special course in health communication was added.	2022-2023 (site visit fall 2023-- underway)
Sociology - B.A.	https://catalog.mcla.edu/undergraduate/academic-programs-study/sociology-anthropology-social-work/	Teaching faculty review student artifacts according to specific SLO's.	Chairs use this data and related discussions to write summary assessment reports, which are reviewed by the Director of Assessment. Two SLOs are assessed each year.	The sociology department identified information literacy as an area of need in student learning as evidenced by senior students struggling to complete major research papers in upper-level courses. They addressed this need by focusing more on research and information skills in the lower-level courses.	2023-2024 (underway; last was 2015-2016)
List each graduate degree program:					
Master of Business Administration - M.B.A **Accredited through ACBSP**	https://www.mcla.edu/academics/graduate/business/program-details.php	Teaching faculty review student artifacts according to specific SLO's.	Every outcome is assessed every year according to ACBSP requirements. The business department review student data on each outcome both formally and informally, and use those discussions to make improvements to their programming.	The Business Administration Department hosted a faculty retreat in June 2023 in which they talked about coordinating assignments, student activities, and supported study sessions.	2018-2019 (ACBSP external review spring 2019)
Education - M.Ed.; 4 + 1 - B.A., M.Ed. **Accredited through DESE**	https://catalog.mcla.edu/undergraduate/academic-programs-study/education/	Teaching faculty review student artifacts according to specific SLO's. Additionally, student performance is tracked across a number of instruments and metrics required for licensure, detailed in Part B below.	Student evidence is interpreted by Education faculty and staff as required by the Massachusetts Department of Elementary & Secondary Education as an accredited teacher licensure education program. In addition to comprehensive annual updates about student progress and performance, Education faculty are currently undertaking a voluntary, multi-year self-study called The Curriculum Project, focused on reviewing and analyzing the program's content, instruction, and student understanding.	The department has revised their transcript review process for incoming post-baccalaureate candidates for initial teacher licensure to be more rigorous and better align with Subject Matter Knowledge requirements.	site visit by DESE in fall 2018
Education - Leadership/CAGS Certificate **Accredited through DESE**	https://www.mcla.edu/academics/graduate/leadership-academy/index.php	Teaching faculty review student artifacts according to specific SLO's. Additionally, student performance is tracked across a number of instruments and metrics required for licensure, detailed in Part B below.	Student evidence is interpreted by Education faculty and staff as required by the Massachusetts Department of Elementary & Secondary Education as an accredited teacher licensure education program. In addition to comprehensive annual updates about student progress and performance, Education faculty are currently undertaking a voluntary, multi-year self-study called The Curriculum Project, focused on reviewing and analyzing the program's content, instruction, and student understanding. Finally, individual students are wholistically assessed prior to their practicum assignments during Candidate Roundtable sessions.	The department has implemented a new, mandatory orientation program for Program Supervisors and Supervising Practitioners to give partnering professionals a more thorough framework for expectations and supports. Additionally, the LA/CAGS program has focused on the revised PSAL and MA DESE's Anti-Racist Leadership Competencies, which will now be used to assess student proficiency beginning with performance assessments in 2023/2024 with the School and Community Action Plan Project, the Administrative Project, and the Leadership Conference presentations. The revised competencies are now included in coursework throughout the Leadership Academy curriculum.	site visit by DESE in fall 2018

E-Series Forms: Making Assessment More Explicit

Option E1: Part B. Inventory of Specialized and Program Accreditation

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution	(2) Date of most recent accreditation action	(3) Key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program	(5) Date and nature of next scheduled review
Massachusetts Department of Elementary and Secondary Education - Teacher Licensure	Spring 2022 - Program Review	Field Placements, Undergraduate Instruction, Graduate Instruction	MTEL Teacher Licensure Examinations; the Candidate Assessment of Performance (CAP) Portfolio aligned with DESE's identified 7 "power standards"; GPA data by course and overall; survey data from Supervising Practitioners, Program Supervisors, and employers of graduates; and Academy Performance Assessment	August 2023 - Required Update on Focus areas from 2022 Program Review
Accreditation Council for Business Schools and Programs (ACBSP)	December 2021 - Full Accreditation	No notes or conditions	Degrees conferred, enrollment, retention and graduation rates, expenditures, faculty scholarly productivity, student evaluations, student attendance, student academic achievement, societal contributions, ethical behavior	September 2025 - Full Quality Assurance Report; 2031 - Ten-Year Reaffirmation
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2016 - Continuing Accreditation (under Southern Vermont College; transferred to MCLA)	N/A - transfer of accreditation from SVC to MCLA	Credentialing examination pass rates (overall and first-attempt), job placement, program completion, plus at least two assessment methods per student learning outcome to include formative and summative measures.	Fourth Quarter, 2024 - Scheduled review after 8-year accreditation
Massachusetts Board of Registration in Nursing (BORN)	March 28, 2023 - Initial Approval Status	N/A - initial approval	Admissions, graduation, and enrollment data; NCLEX performance; employment rates and patterns; faculty retention rates; credit and clock hours by course; department resources; cooperating agencies	Within 3 months of receiving NCLEX pass rates for all graduates in the first class (anticipated 2027)

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2022

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Financial Statements and
Management's Discussion and Analysis

June 30, 2022

CONTENTS

Independent Auditors' Report	1-3
Management's Discussion and Analysis (Unaudited)	4-11
Financial Statements:	
Statement of Net Position	12
Statement of Revenues and Expenses	13
Statement of Changes in Net Position	14
Statement of Cash Flows	15-16
Statement of Net Position (Component Unit)	17
Statement of Activities and Changes in Net Assets (Component Unit)	18
Notes to Financial Statements	19-52
Required Supplementary Information:	
Schedules of the Proportionate Share of the Net Pension Liability (Unaudited)	53
Schedules of Contributions - Pension (Unaudited)	54
Notes to the Required Supplementary Information - SERS (Unaudited)	55-57
Schedules of the Proportionate Share of the Net OPEB Liability (Unaudited)	58
Schedules of Contributions - OPEB (Unaudited)	59
Notes to the Required Supplementary Information - SRBT (Unaudited)	60-62
Supplemental Information:	
Schedule of Net Position - Dormitory Trust Fund Report (Unaudited)	63
Schedule of Revenues, Expenses, and Changes in Net Position - Dormitory Trust Fund Report (Unaudited)	64
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	65-66

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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

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component unit of Massachusetts College of Liberal Arts (an agency of the Commonwealth of Massachusetts) (the "College"), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component unit of the College, as of June 30, 2022, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, the College adopted new accounting guidance, GASB Statement Number 87, *Leases*. Our opinions are not modified with respect to this matter.

Emphasis of Matter

As discussed in Note 3 of the financial statements, the College restated the beginning net position due to the correction of an error. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

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

In performing an audit in accordance with generally accepted auditing standards in the United States of America and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and the other required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the 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 and *Government Auditing Standards*, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2022 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

O'Connor + Drew, P.C.

Certified Public Accountants
Braintree, Massachusetts

October 13, 2022

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2022 and 2021

The following discussion and analysis provides management's view of the financial position of Massachusetts College of Liberal Arts as of June 30, 2022, 2021, and 2020, and the results of operations for the years then ended. This analysis should be read in conjunction with the College's financial statements and notes thereto which are also presented in this document.

Massachusetts College of Liberal Arts is a public institution of higher education serving approximately 927 graduate and undergraduate students, with 99 Full Time Equivalent faculty and 217 staff members. The College offers 25 programs leading to Bachelor of Arts, Bachelor of Science, Master of Business Administration, 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, 2022, the College's assets and deferred outflows of resources of $104,415,914 exceeded its liabilities and deferred inflows of resources of $44,765,337 by $59,650,577. The resulting net position is summarized into the following categories:

• Invested in capital assets, net of related debt	$	60,862,932
• Restricted, non-expendable		33,142
• Restricted - expendable		-
• Unrestricted		(1,245,497)
• Total net position	$	59,650,577

- The College received a general state Appropriation for Fiscal Year 2022 of $20,737,689. This appropriation was reduced by tuition remitted to the state of $161,116, plus fringe benefits of $7,618,259.

- The College's total net position increased by $369,163. This increase is largely due to CARES Act funding and additional State Appropriation allocations – primarily Funding Formula and retroactive collective bargaining increases in FY22.

- 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 used, but only for the purposes for which the donor or grantor intended.

- The COVID-19 crisis impacted the college with lost revenue mainly due to lower enrollments and continues to have an effect on current enrollments/operations.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2022 and 2021

Overview of the Financial Statements

The Massachusetts College of Liberal Arts financial statements are comprised of 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 Position* presents information on all of the College's assets and liabilities, with the difference between the two reported as *net position*. Over time, increases or decreases in net position 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 Position* presents information showing how the College's net position changed during the most recent fiscal year. All changes in net position 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 12 through 18 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 position 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 19 through 52 of this report.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2022 and 2021

Financial Analysis

As noted earlier, net position 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 $59,650,577 at the close of the most recent fiscal year.

Massachusetts College of Liberal Arts Net Position

	June 30, 2022	June 30, 2021
Current assets	$19,952,927	$17,149,697
Non-current assets	83,567,738	70,440,510
Deferred outflows of resources	895,249	2,403,608
Total assets	$104,415,914	$89,993,815
Current liabilities	7,813,526	6,422,692
Non-current liabilities	25,905,402	14,308,196
Total liabilities	$33,718,928	$20,730,888
Deferred inflows of resources	$11,046,409	$8,339,227
Net Position:		
Invested in capital assets, net of related debt	$60,862,932	$66,136,129
Restricted, non-expendable	33,142	39,932
Restricted, expendable	-	-
Unrestricted	(1,245,497)	(5,252,361)
Total net assets	$59,650,577	$60,923,700

By far the largest portion of the Massachusetts College of Liberal Arts net position is investment in capital assets (e.g. land, buildings, machinery, and equipment), less any related debt, including capital leases, used to acquire those assets that are 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 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. In addition, the debt noted above, which is reflected in the College's financial statements, 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 the financial statements.

Net Assets position increased by $369,163 during the current fiscal year. This increase is largely due to an increase in State Appropriation and Cares Act funding. Net Investment in Capital assets decreased by $3,630,911. The depreciation expense on the entire amount of capital assets was $5,516,320.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2022 and 2021

Massachusetts College of Liberal Arts Changes in Net Position

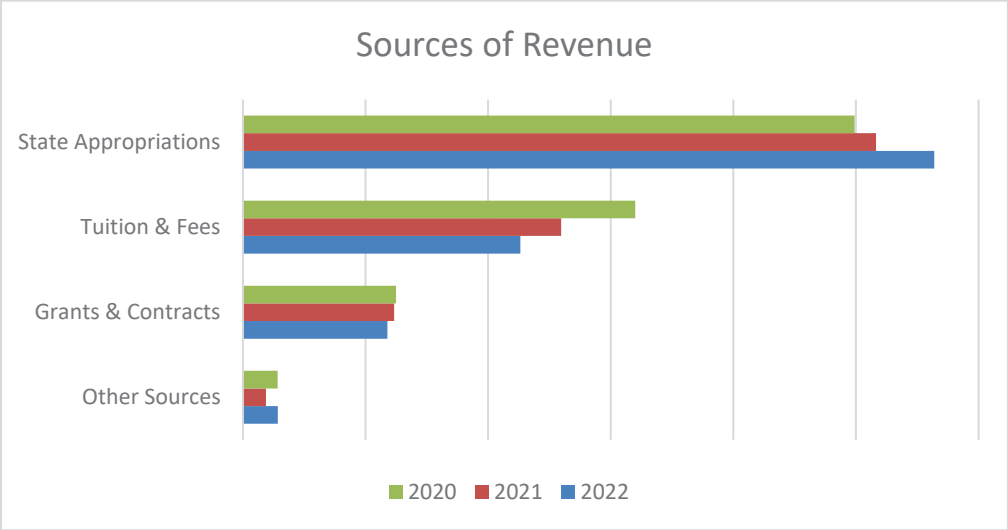
	For the Fiscal Year Ended June 30, 2022	For the Fiscal Year Ended June 30, 2021
Operating Revenues:		
Net tuition and fees	11,313,096	12,977,508
Grants and contracts	5,894,449	6,167,024
Other sources	1,424,671	942,702
Total operating revenues	$18,632,216	$20,087,234
Total operating expenses	$50,390,754	$47,890,269
Net operating loss	(31,758,538)	(27,803,035)
Non-operating revenues (expenses):		
State appropriation	28,194,832	25,824,653
Cares Act Revenue	4,017,011	1,793,104
Capital appropriations	1,456,028	1,284,184
Investment Income	31,776	66,596
Proceeds from MSCBA	-	-
Interest Expense	(1,565,307)	(96,528)
Loss on disposal of assets	(6,639)	-
Increase (decrease) in net assets	369,163	(1,068,974)
Net assets – beginning of year	$59,281,414	$59,854,726
Net assets – end of year	$59,650,577	$60,923,701

During 2022, the College determined funding received from the Massachusetts Division of Capital Asset Management and Maintenance ("DCAMM") previously reported as capital appropriations should be reflected as a note payable. The College corrected the error resulting in a reduction of net position of $1,642,285.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2022 and 2021



Highlights of operating revenue activity for the year include:

- Net Student Fee revenue and Tuition revenue decreased due to lower enrollment.
- Grants and contracts revenue remained relatively flat.
- Other sources of revenue increased primarily because of COVID-19 diminishing allowing for more outside events.

Undergraduate gross tuition and fees received by Massachusetts College of Liberal Arts include the following:

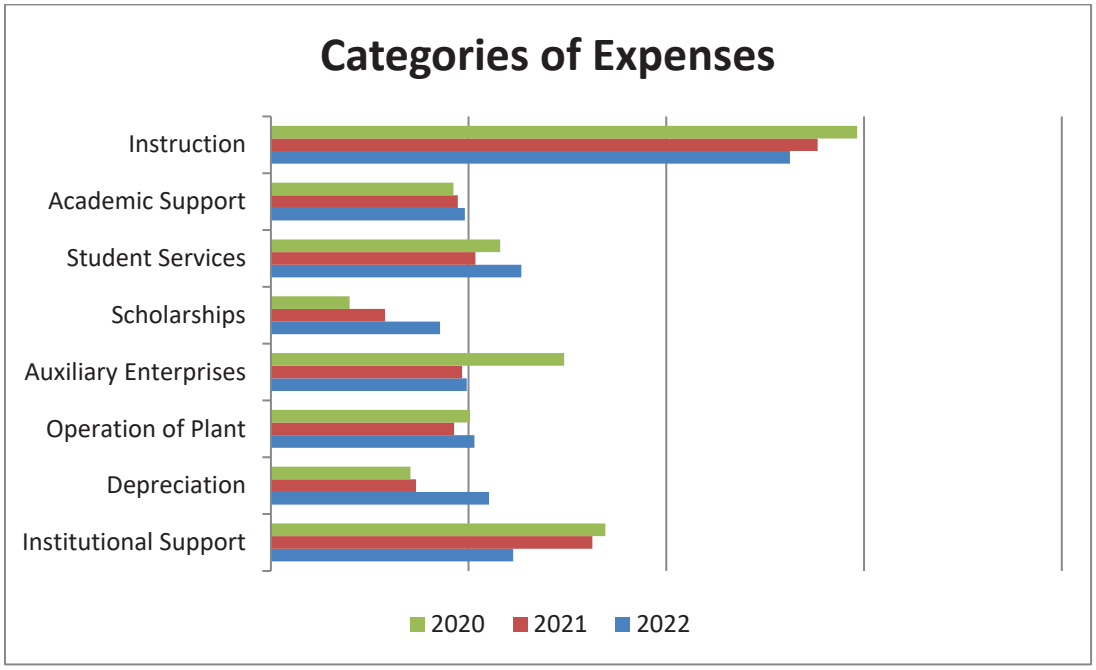
	June 30, 2022	June 30, 2021	Change
Tuition	1,545,286	1,941,598	(396,313)
Room & Board Fee	4,977,937	4,871,395	106,542
Campus Support Fee	6,873,525	8,485,627	(1,612,102)

Major grants and contracts received by Massachusetts College of Liberal Arts for the year included the following:

- Title III "The Persistence to Graduation: A Best Practices Program" in the amount of $294,871 to increase persistence and four-year graduation rates of MCLA students.
- Early College Full School Impact Grant in the amount of $135,000 to design and develop an impactful and immersive Early College program model with a high school partner.
- Mellon Foundation Grant in the amount of $135,806 to support a public humanities initiative to promote diversity, equity and inclusion through community engagement and experiential learning opportunities.
- TRIO Student Support Services Grant in the amount of $200,534 to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward successful degree completion.

Expenses

While Instruction and Institutional Support had a decrease in expenses, Academic Support, Operation and Maintenance of Plant, Scholarships, Student Services, and Auxiliary expenses all had an increase in expenses. Thus, leading to a 5% increase in overall Operating Expenses. Auxiliary enterprises include the operation of the food service and residence hall operations.



Non-operating revenues and expenses

The College received a general state appropriation of $20,737,689. In addition, state payroll fringe benefits in the amount of $7,618,259 was received, less tuition remitted to the state of $161,116, for a total appropriation of $28,194,832. Interest income decreased due to lower rates received on our certificates of deposit. Interest expense increased largely due to the implementation of GASB 87. Capital appropriations were received for the work related to the Water and Steam line replacements and various other Capital Projects.

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. Legislation directs The Commonwealth's Department of Higher Education to approve and set tuition. Legislation also provides for The College Board of Trustees to set fees. The College Board of Trustees approves budgets to mitigate losses after Commonwealth appropriations by balancing educational and operational needs with fee revenue.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis

June 30, 2022 and 2021

Capital Assets and Debts of the College

Capital Assets: The College's investment in capital assets as of June 30, 2022 was $83,567,738 net of accumulated depreciation. This investment in capital assets includes, land, buildings, (including improvements,) leasehold improvements, furnishings, and equipment, (including the cost of capital leases).

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Capital projects, furnishings, and equipment additions increased assets this year. Major projects included:

- CSI Co-Gen $422,604
- Mark Hopkins roof $412,844
- Berkshire Tower lower stair $140,929
- Water/Steam repairs (CIP) $220,343

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 30 of this report.

Long-term liabilities: The College carries long–term liabilities in the form of accruals for compensated absences and workers compensation ($3,316,238), bonds with the Mass State College Building Authority ($4,667,577) for the purchase and construction of the Ashland St. Facilities Building, Campus Center Gym floor, Campus Center & Shipping/Receiving drainage project, the Athletic Complex tennis courts, Centennial room and Athletic Center, and various other projects, and notes payable ($1,581,166) for the construction of the Energy Performance project. The accrual for compensated absences and worker's compensation consists of the current and long-term portion of sick and vacation pay relating to employees on the College's payroll.

Economic Factors and Next Year's Tuition and Student Fee Rates

In FY22, base appropriations were level funded from FY21. The College received additional funding for formula funding and retroactive collective bargaining increases in FY22. The student fees were increased in FY22 by 3% to help cover the losses derived from lower enrollments and higher operating costs. Campus based financial aid was also increased to remain competitive amongst peer institutions. Public universities/colleges continue to serve unemployed or underemployed workers seeking to update or upgrade their skills for reentry to the workforce. Lower enrollments compared to pre-COVID levels continue to be a major factor for the College.

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 Vice President of Administration and Finance, Massachusetts College of Liberal Arts, 375 Church St., North Adams, Massachusetts, 01247.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Statement of Net Position

June 30, 2022

Assets and Deferred Outflows of Resources

	College
Current Assets:	
Cash and equivalents	$ 16,861,990
Deposits held by State Treasurer	822,706
Cash held by State Treasurer	1,300,789
Accounts receivable, net	645,817
Due from Foundation	234,170
Other assets	87,455
Total Current Assets	19,952,927
Non-Current Asset:	
Capital assets, net	83,567,738
Deferred Outflows of Resources:	
Pension related	253,392
OPEB related	641,857
Total Deferred Outflows of Resources	895,249
Total Assets and Deferred Outflows of Resources	$ 104,415,914

See accompanying notes to the financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	College
Current Liabilities:	
Accounts payable and accrued liabilities	$ 1,286,792
Accrued payroll	2,069,298
Compensated absences	1,624,446
Workers' compensation	82,070
Students' deposits and unearned revenue	891,375
Current portion of notes payable	62,952
Current portion of bond payable	303,613
Current portion of lease payable	1,492,980
Total Current Liabilities	7,813,526
Non-Current Liabilities:	
Compensated absences	1,011,002
Workers' compensation	598,720
Notes payable	1,518,214
Bond payable	4,363,964
Lease payable	14,963,083
Net pension liability	1,252,072
Net OPEB liability	2,198,347
Total Non-Current Liabilities	25,905,402
Total Liabilities	33,718,928
Deferred Inflows of Resources:	
Service concession revenue applicable to future years	3,172,819
Pension related	2,413,710
OPEB related	5,459,880
Total Deferred Inflows of Resources	11,046,409
Net Position:	
Net investment in capital assets	60,862,932
Restricted:	
Nonexpendable	33,142
Unrestricted	(1,245,497)
Total Net Position	59,650,577
Total Liabilities, Deferred Inflows of Resources and Net Position	$ 104,415,914

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Statement of Revenues, Expenses and Changes in Net Position

For the Year Ended June 30, 2022

	College
Operating Revenues:	
Tuition and fees	$ 10,522,117
Residence and dining fees	4,977,937
Less: Scholarship allowances	(4,186,958)
Net student fees	11,313,096
Grants and contracts	5,894,449
Other sources	1,424,671
Total Operating Revenues	18,632,216
Operating Expenses:	
Instruction	13,129,670
Academic support	4,904,566
Student services	6,332,861
Scholarships and fellowships	4,278,724
Auxiliary enterprises	4,952,612
Operation and maintenance of plant	5,148,231
Depreciation	5,516,320
Institutional support	6,127,770
Total Operating Expenses	50,390,754
Net Operating Loss	(31,758,538)
Non-Operating Revenues (Expenses):	
Federal grants	4,017,011
State appropriations, net - unrestricted	28,144,832
State appropriations - restricted	50,000
Net investment income	31,776
Loss on disposal of capital assets	(6,639)
Interest expense	(1,565,307)
Net Non-Operating Revenues	30,671,673
Net Decrease in Net Position Before Capital Appropriations	(1,086,865)
Capital appropriations	1,235,685
Capital appropriations - DCAMM	220,343
Net Increase in Net Position	$ 369,163

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Statement of Changes in Net Position

For the Year Ended June 30, 2022

	College			
	Net investment in Capital Assets	Restricted Non-expendable	Unrestricted Net Position	Total
Balance at June 30, 2021, as previously reported	**$ 66,136,128**	**$ 39,932**	**$ (5,252,361)**	**$ 60,923,699**
Prior period adjustment - Correction of an error (Note 3)	(1,642,285)	-	-	(1,642,285)
Balance at June 30, 2021, as restated	**64,493,843**	**39,932**	**(5,252,361)**	**59,281,414**
Changes in net position	(3,630,911)	(6,790)	4,006,864	369,163
Balance at June 30, 2022	**$ 60,862,932**	**$ 33,142**	**$ (1,245,497)**	**$ 59,650,577**

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Statement of Cash Flows

For the Year Ended June 30, 2022

Cash Flows from Operating Activities:	
Tuition, residence, dining, and other student fees	$ 11,438,195
Grants and contracts	5,704,115
Payments to suppliers	(9,257,213)
Payments to employees	(24,601,799)
Payments to students	(4,278,724)
Other sources	909,682
Net Cash Applied to Operating Activities	(20,085,744)
Cash Flows from Non-Capital Financing Activities:	
Federal grants	4,017,011
Tuition remitted to the State	(161,116)
State appropriations	20,865,745
Net Cash Provided by Non-Capital Financing Activities	24,721,640
Cash Flows from Capital Financing Activities:	
Purchases of capital assets	(61,428)
Proceeds from bonds	1,000,000
Principal paid on bonds, notes and leases	(1,344,560)
Interest paid on bonds, notes and leases	(1,615,502)
Net Cash Applied to Capital Financing Activities	(2,021,490)
Cash Flows from Investing Activity:	
Interest income	31,776
Net Increase in Cash and Equivalents	2,646,182
Cash and Equivalents, Beginning of the Year	16,339,303
Cash and Equivalents, End of the Year	$ 18,985,485

MASSACHUSETTS COLLEGE OF LIBERAL AR

(an agency of the Commonwealth of Massachusetts)

Statement of Cash Flows - Continued

For the Years Ended June 30,

Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:	
Net operating loss	$ (31,758,538)
Adjustments to reconcile net operating loss to net cash applied to operating activities:	
Depreciation	5,516,320
Amortization of service concession agreement	(396,602)
Net pension activity	(507,090)
Net OPEB activity	(873,754)
Decrease in allowance for doubtful accounts	23,267
Fringe benefits provided by State appropriations	7,618,259
Changes in assets and liabilities:	
Accounts receivable, net	(253,025)
Other current assets	190,696
Due from Foundation	(117,986)
Accounts payable and accrued liabilities	328,503
Accrued employee compensation and benefits	(19,917)
Student deposits and unearned revenues	164,123
Net Cash Applied to Operating Activities	$ (20,085,744)
Reconciliation of Cash and Equivalents to the Statement of Net Assets:	
Cash and equivalents	$ 16,861,990
Deposits held by State Treasurer	822,706
Cash held by State Treasurer	1,300,789
Cash and Equivalents	$ 18,985,485
Non-Cash Transactions:	
Amortization on bond premiums	$ 50,196
Bond refunding	$ 744,459
Capital improvements provided by capital appropriations	$ 1,327,972
Fringe benefits provided by the State appropriations	$ 7,618,259

See accompanying notes to the financial statements.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Statement of Net Position (Component Unit)

June 30, 2022

Assets

Current Assets:	
Cash and equivalents	$ 95,605
Restricted cash	2,025,312
Investments	14,573,975
Unconditional promises to give	774,713
Prepaid expenses	46,764
Total Current Assets	17,516,369
Property and Equipment, net	3,668,192
Other Asset	
Unconditional promises to give, net of current portion	1,858,031
Total Assets	$ 23,042,592

See accompanying notes to the financial statements.

Liabilities and Net Assets

Current Liabilities:	
Current portion of long-term debt	$ 74,991
Current portion of charitable gift annuity liability	2,250
Accounts payable and accrued expenses	191,693
Due to Massachusetts College of Liberal Arts	234,170
Total Current Liabilities	503,104
Long-Term Liabilities:	
Long-term debt, net of current portion	1,605,616
Charitable gift annuity liability, net of current portion	20,073
Total Long-Term Liabilities	1,625,689
Total Liabilities	2,128,793
Net Assets:	
Without donor restrictions:	
Board designated	738,991
Undesignated	1,456,423
With donor restrictions	18,718,385
Total Net Assets	20,913,799
Total Liabilities and Net Assets	$ 23,042,592

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Statement of Activities and Changes in Net Position (Component Unit)

For the Year Ended June 30, 2022

Support and Revenues:	
Contributions of cash and other financial assets	$ 2,531,485
Contributions of nonfinancial assets	131,770
Special events	13,909
Investment return	(2,343,506)
Rental income	211,632
Total Support and Revenues	545,290
Contributions, Scholarships and Expenses:	
Program services	1,426,218
Administrative expenses	379,419
Fundraising	299,280
Total Contributions, Scholarships and Expenses	2,104,917
Changes in Net Assets	(1,559,627)
Net Assets, Beginning of Year	22,473,426
Net Assets, End of Year	$ 20,913,799

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, 2022

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

Organization

Massachusetts College of Liberal Arts (the "College") was founded in 1894 and is located in North Adams, Massachusetts. It is one of nine state colleges and universities within the Massachusetts Public Higher Education System. Approximately 1,765 graduate and 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 Commission of Higher Education.

The College is an agency of the Commonwealth of Massachusetts (the "State" or the "Commonwealth"). The accompanying financial statements reflect only the transactions of the College and its discretely presented component unit. Accordingly, the accompanying financial statements may not necessarily be indicative of the conditions that would have existed if the College had been operated independently of the State.

Operations

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus ("COVID-19") as a pandemic. During the 2020-2021 academic year, COVID-19 had a significant effect on the College's operations in response to government requirements and observing safety measures.

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

The student aid award is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional award and the SIP can be used to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. The Department of Education has extended the deadline to spend the student and institutional award by June 30, 2023.

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

Operations - Continued

The College has been awarded the following HEERF and SIP funds as of June 30, 2022:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	$ 654,699	$ 654,698	$ 64,928	$ 1,374,325
CRRSAA	654,699	1,548,153	93,153	2,296,005
ARPA	1,984,543	1,958,049	173,795	4,116,387
Total	$ 3,293,941	$ 4,160,900	$ 331,876	$ 7,786,717

The College has recognized the following funds as non-operating Federal grants for the year ended June 30, 2022:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	$ -		$ -	$ -
CRRSAA	-	1,548,128	93,153	1,641,281
ARPA	1,984,543	-	173,770	2,158,313
Total	$ 1,984,543	$ 1,548,128	$ 266,923	$ 3,799,594

As of June 30, 2022 the College received $217,417 in Federal Emergency Management Agency (" FEMA") funding as a pass through from the State of Massachusetts.

As of June 30, 2022, the College has spent all funds for CARES and CRRSAA. The College has $1,958,049 of unspent ARPA and $64,953 of unspent SIP.

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

Basis of Presentation and Accounting

The accompanying financial statements have been prepared in accordance with United States generally accepted accounting principles ("GAAP") as prescribed by the Governmental Accounting Standards Board ("GASB") using the economic resources measurement focus and the accrual basis of accounting. Massachusetts College of Liberal Arts Foundation's (the "Foundation") financial statements are prepared in accordance with accounting and reporting requirements prescribed by the Financial Accounting Standards Board ("FASB"). As such, certain revenue recognition and lease criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences.

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues and expenses demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

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, and the Foundation. The College presents statement of net position, revenues and expenses, and changes in net position, and cash flows on a combined College-wide basis.

The College's policy is to define operating activities in the statement of revenues and expenses as 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 including the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, gifts, and interest expense.

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

Basis of Presentation and Accounting - continued
The Foundation is a legally separate tax-exempt organization. The Foundation was formed in 1971 to render financial assistance and support to the educational programs and development of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. The Foundation is considered a component unit of the College because of the nature and significance of its relationship with the College as of June 30, 2022 and is therefore discretely presented in the College's financial statements. Complete financial statements can be obtained from the Foundation's administrative offices in North Adams, Massachusetts.

Separate statements of financial position and activities are presented in this report for the College's discretely presented component unit. The financial statements for the Foundation are presented in accordance with FASB.

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

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

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

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

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

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

Cash and Equivalents
The College has defined cash and equivalents to include cash on hand, demand deposits, and cash and deposits held by State agencies on behalf of the College.

Deposits Held by State Treasurer
Deposits held represent funds accessible by the College held by the Commonwealth of Massachusetts (the "Commonwealth") for payments on payroll.

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

Deposits Held by MSCBA
Deposits held represent funds held by the Massachusetts State College Building Authority for specific projects.

Restricted Cash and Equivalents
Restricted cash and equivalents are monies held by the College restricted by the United States Government for use as part of the Federal Perkins Loan Program.

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.

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 Position. Any net earnings not expended are included in net position categories as follows:

A) as increases in restricted – nonexpendable net position 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 position 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 position 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.

Allowance for Doubtful Accounts
Accounts and pledges receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on loans receivable are determined on the basis of loss experience, known and inherent risks in the loan portfolio, the estimated value of underlying collateral, and current economic condition.

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. Interest on debt costs on debt related to capital assets are expensed 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 has a collection of art displayed in the Feigenbaum Center for Science and Innovation. The College's policies regarding the display and management of the collection meet the guidelines of GASB 34, exempting it from capitalization.

Capital assets are controlled, but not owned by the College. The College is not able to sell or otherwise pledge its assets, since the assets are owned by the Commonwealth.

Compensated Absences

Employees earn the right to be compensated during absences for vacation and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2022. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of State service at June 30, 2022. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Fringe Benefits

The College participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension, and workers' compensation benefits. Health insurance, unemployment, and pension costs are billed through a fringe benefit rate charged to the College. Workers' compensation costs are assessed separately based on the College's actual experience.

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 unearned and are recorded as revenues as earned. Funds received in advance from various grants and contracts are unearned.

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

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Postemployment Benefits Other Than Pensions ("OPEB")

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

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.

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

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, lease discount rate, and determining the net pension and OPEB liabilities.

Future Governmental Account Pronouncements

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

GASB Statement 94 – *Public-Private and Public-Public Partnerships and Availability Payment Arrangements (PPP)* is effective for reporting periods beginning after June 15, 2022. The objective of this statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset.

GASB Statement 96 – *Subscription-Based Information Technology Arrangements (SBITA)* is effective for reporting periods beginning after June 15, 2022. The objective of this statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-to-use asset and a corresponding liability would be recognized for SBITAs.

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

New Governmental Accounting Pronouncements - continued

GASB Statement 99 – *Omnibus 2022* has multiple effective dates. The objective of this statement is to clarify differences among leases, PPP and SBITA (which is effective for reporting periods after June 15, 2022) and reporting requirements for financial guarantees and derivative investments (which is effective for reporting periods after June 15, 2023).

GASB Statement 100 – *Accounting Changes and Error Corrections – an amendment of GASB 62* is effective for reporting periods beginning after June 15, 2023. The objective of this statement is to provide consistency for changes in accounting principles, accounting estimates, and the reporting entity and corrections of errors.

GASB Statement 101 – *Compensated Absences* is effective for reporting periods beginning after December 15, 2023. The objective of this statement is to update the recognition and measurement for compensated absences.

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

Reclassification

Certain amounts in the 2021 financial statements have been reclassified to conform to the 2022 presentation; however, there was no change to the net position.

Note 2 - **Implementation of Newly Effective Accounting Standard**

As of July 1, 2021, the College implemented GASB 87, *Leases*. GASB 87 enhances the consistency for leasing activities and establishes requirements for lease accounting based on the principle that leases are financings of the right to use an underlying asset. A lessee is required to recognize a lease liability and an intangible right to use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources.

The was no change to net position as of July 1, 2021, upon the implementation of GASB 87 since the adjustment for the right to use assets of $17,260,788 was completely offset by the adjustment for the lease liability. The right of use asset and lease liability were $0 at July 1, 2021.

Note 3 - **Correction of an Error**

During 2022, the College determined funding received from the Massachusetts Division of Capital Asset Management and Maintenance ("DCAMM") previously reported as capital appropriations should be reflected as a note payable. The College corrected the error resulting in a reduction of net position of $1,642,285. The prior period adjustment due to the correction of an error as of and for the year ended June 30, 2021 is as follows:

	As Previously Reported	Restatement	As Restated
Notes Payable	$ 389,760	$ 1,642,285	$ 2,032,045
Net Position	$ 60,923,699	$ (1,642,285)	$ 59,281,414

Note 4 - **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 College's policy is to mitigate as much custodial credit risk associated with its cash assets as possible. The College deposits funds with a banking institution that 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, 2022, the College's bank balances were $17,241,783 of which none are uninsured and uncollateralized.

Note 5 - **Cash Held by State Treasurer**

Accounts payable and accrued salaries to be funded from state-appropriated funds totaled $822,706 at June 30, 2022. 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 6 - **Investments – Foundation**

The Foundation's 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, 2022 are as follows:

Money market funds	$ 57,887
Equities	5,006,056
Corporate bonds	663,139
Certificates of deposit	498,690
Mutual funds	8,348,203
Total	$ 14,573,975

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. Please refer to the financial statements of the Foundation for more information.

Note 7 - **Accounts Receivable**

The accounts receivable balance was comprised of the following at June 30,:

Student accounts receivable	$ 165,847
Grants receivable	607,980
Other receivables	1,405
	775,232
Less: allowance for doubtful accounts	129,415
	$ 645,817

Note 8 - Capital Assets

Capital assets consist of the following at June 30, 2022:

	(Restated) Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets, not depreciable:					
Land	$ 619,442	$ -	$ -	$ -	$ 619,442
Construction in progress	6,471,543	791,530	-	(6,135,798)	1,127,275
Total capital assets non-depreciable	7,090,985	791,530	-	(6,135,798)	1,746,717
Capital assets, depreciable:					
Building, including improvements	104,874,506	597,870	265,000	6,135,798	111,343,174
Furnishing and equipment	9,184,457	-	93,396	-	9,091,061
Leased buildings	17,260,788	-	-	-	17,260,788
Total capital assets	138,410,736	1,389,400	358,396	-	139,441,740
Less: accumulated depreciation					
Building, including improvements	42,860,577	3,625,553	258,361	-	46,227,769
Furnishings and equipment	7,848,862	471,452	93,396	-	8,226,918
Leased building	-	1,419,315	-	-	1,419,315
Total accumulated depreciation	50,709,439	5,516,320	351,757	-	55,874,002
Capital assets, net	$ 87,701,297	$ (4,126,920)	$ 6,639	$ -	$ 83,567,738

Note 9 - Deferred Inflows of Resources

The College has entered into an agreement with a nongovernmental operator for management of the food services operations and related dining facilities of the College (the "agreement"). Pursuant to the terms of the agreement, a financial commitment made during fiscal year of $4,500,000 was reamortized and the commitment term was extended to June 2030 (previously June 2028). This financial commitment is categorized as a service concession arrangement under GASB 60, Accounting and Reporting for Service Concession Arrangements, to be paid in two installments. The financial commitment is for facilities renovations to the College, including areas of the dining facilities, and will be amortized for the term of the agreement. In accordance with GASB 65, *Items Previously Reported as Assets and Liabilities*, the College has accounted for these monies as deferred inflows of resources. The balance of deferred inflows of resources at June 30, 2022 was approximately $3,173,000. The College reports the carrying value of the capital assets relating to the service concession arrangements of approximately $3,800,000 at June 30, 2022.

Note 10 - **Long-Term Liabilities**

Long-term liabilities at June 30, 2022 consist of:

	(Restated) Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Leases, bonds and notes payable:					
Lease liability	$ 17,260,788	$ -	$ 804,725	$ 16,456,063	$ 1,492,980
Notes payable	2,032,045	-	450,879	1,581,166	62,952
Bonds payable	3,608,458	1,506,379	833,415	4,281,422	249,098
Bond premium	198,271	238,080	50,196	386,155	54,515
Total leases, bonds and notes payable	$ 23,099,562	$ 1,744,459	$ 2,139,215	$ 22,704,806	$ 1,859,545
Other long-terms liabilities:					
Compensated absences	$ 2,772,288	$ -	$ 136,840	$ 2,635,448	$ 1,624,446
Workers' compensation	473,605	207,185	-	680,790	82,070
Net pension liability	3,956,157	-	2,704,085	1,252,072	-
OPEB liability	5,090,647	-	2,892,300	2,198,347	-
Total other long-term liabilities	$ 12,292,697	$ 207,185	$ 5,733,225	$ 6,766,657	$ 1,706,516

Lease Payable

Lease agreements are summarized as follows:

Description	Commencement Date for GASB 87	Lease Term at GASB 87 Commencement (months)	Monthly Amount	Interest Rate	Lease Liability 6/30/2022
MSCBA - Various	7/1/2021	83-215	Varies	2.6%-35.6%	$ 15,447,457
MCLA Foundation - Various Properties	7/1/2021	75	$ 15,808	2.25%	$ 938,189
66 Allen Street, Pittsfield MA	7/1/2021	26	Varies	2.25%	$ 70,417
Total					$ 16,456,063

In October 2018, the College entered into a ten-year lease agreement with the Foundation for various administrative buildings. Payments of $15,808 are due monthly. There are no options to renew the lease. The College did not make payments for the lease other than the monthly payments for the year ended June 30, 2022.

In September 2018, the College entered into a five-year lease agreement for classroom space in Pittsfield, Ma. Payments ranging from $3,889 to $5,718 are due monthly. There are no options to renew the lease. The College did not make payments for the lease other than the monthly payments for the year ended June 30, 2022.

Note 10 - **Long-Term Liabilities - Continued**

Lease Payable – Continued
In September 2018, the College entered into a five-year lease agreement for classroom space in Pittsfield, Ma. Payments ranging from $3,889 to $5,718 are due monthly. There are no options to renew the lease. The College did not make payments for the lease other than the monthly payments for the year ended June 30, 2022.

MSCBA
The land on which the residence hall resides is leased by the Massachusetts State College *Building* Authority ("MSCBA") from the Commonwealth of Massachusetts. MSCBA has issued bonds to construct and refurbish the College's residence halls. The residence halls and the associated liability of the are reflected on the financial statements of MSCBA. MSCBA leases the residence halls to the College. According to an agreement between the Commonwealth of Massachusetts and the College, the College is responsible for reimbursing MSCBA for debt service payments of the bonds that MSCBA has issued for the residence halls and operating costs for the residence halls incurred by MSCBA. If MSCBA refunds the bonds, any cost savings are passed through to the College. The lease term is completed when the final bond payment is made, which is scheduled for May 2038. The lease liability was calculated based upon the discounting of the future bond service payments using the average interest rate of individual bond issuance ranging from 2.6% to 35.6%. Payments to MSCBA are due in semi-annual installments that coincide with the fall and spring academic semesters. For the year ended June 30, 2022, debt service payments related to leases paid by the University was $1,920,169 and other payments of $711,792.

Maturities of the leases payable subsequent to June 30, 2022 are as follows:

Years Ending June 30,	Principal	Interest
2023	$ 1,492,980	$ 1,314,789
2024	1,465,911	1,222,682
2025	1,555,823	1,120,759
2026	1,685,707	995,368
2027	1,843,945	837,123
2028-2032	5,331,213	1,346,031
2033-2037	2,685,616	390,558
2038	394,868	17,049
	$ 16,456,063	$ 7,244,359

Note 10 - **Long-Term Liabilities - Continued**

Bonds Payable

The College has project revenue bonds outstanding (series 2009C, 2012B, 2012C, 2014D, 2015A, 2019A, 2019C, 2020A, 2021B, 2022A) issued through Massachusetts State College Building Authority. The bonds were issued to finance certain renovations and repairs to the College's buildings and athletic fields. Principal is payable annually ranging from approximately $5,000 to $80,000 with interest payable semiannually at a predetermined rate, which varies between 1.0% and 5.6%, maturing 2026 through 2039.

On February 8, 2022, the College's MSCBA Series 2012C bond was fully refunded as part of the MSCBA's Project and Refunding Revenue Bonds Series 2022A with a par value of approximately $600,000. The purpose of the issuance was to provide new money and refunding across the State's university campuses. The refunding resulted in an economic gain of approximately $52,000. No deferred gain was recognized on the Statement of Net Position due to materiality. The first principal payment is due on May 1, 2023, and the final payment is due on May 1, 2032 with an interest rate of 5.0%.

Maturities of the bond payable subsequent to June 30, 2022 are as follows:

Years Ending June 30,	Principal	Interest
2023	$ 249,098	$ 191,469
2024	268,162	172,762
2025	286,137	159,577
2026	290,353	145,443
2027	310,439	130,552
2028-2032	1,521,122	415,477
2033-2037	991,111	131,636
2038-2039	365,000	18,100
	$ 4,281,422	$ 1,365,016

Note 10 - **Long-Term Liabilities - Continued**

Notes Payable

The College was involved with an Energy Equipment Design-Build Project on-site through the Massachusetts Division of Capital Asset Management and Maintenance ("DCAMM"). The goal of the project was to make the facilities at the College more energy efficient, thus reducing utility expenses. The project was partially financed by Commonwealth General Obligation bond funds and utility incentives, with the balance being loaned to the College from the Clean Energy Investment Program ("CEIP") Fund. The total value of the project was $5,546,235, with the CEIP loan to the College totaling $1,642,285, at a fixed interest rate of 3%, to be repaid over 20 years after DCAMM closes the project. The College makes annual payments of $110,387.

The College had notes payable outstanding for the purpose of financing capital assets. The payments were due in monthly installments ranging from $2,193 to $11,389, with interest set at 2.0% above the bank's certificate deposit rate, currently .25%, adjusted annually. The notes were collateralized by first priority security interest in the College's deposits held by the bank. During 2022, the College fully repaid these notes.

Maturities of the notes payable subsequent to June 30, 2022 are as follows:

Years Ending June 30,	Principal	Interest
2023	$ 62,952	$ 47,435
2024	64,841	45,546
2025	66,786	43,601
2026	68,790	41,598
2027	70,853	39,534
2028-2032	387,456	164,481
2033-2037	449,167	102,769
2038-2041	410,321	31,229
	$ 1,581,166	$ 516,193

Note 11 - **Long-Term Debt - Foundation**

At June 30, 2022 long-term debt consists of the following:

Mortgage note payable to MountainOne Bank, payable in monthly payments of $3,024. Interest is fixed at 3.25% for the first five years adjusting to FHLBB 5 Year Classic Advance Rate plus 200 BPS with a floor of 3.25%. Maturing October 2041. Secured by real property.	$ 518,504	
Mortgage note payable to Adams Community Bank, payable in monthly payments of $4,269. Interest is fixed at 4.5% for the first five years adjusting to FHLB Rate plus 2.75% with a floor of 4.5% and ceiling of 16%. Maturing May 2042. Secured by real property.	552,094	
Mortgage note payable to Greylock Federal Credit Union, payable in monthly installments of $4,948, including interest at 3.37% through June 2035. Secured by real property.	622,546	
		1,693,144
Less: Loan origination fees	12,537	
Long Term Debt, net	1,680,607	
Less: Current portion of long-term debt	74,991	
Total long-term debt, net of current portion	$ 1,605,616	

Future principal payments subsequent to June 30, 2022 are as follows:

Years Ending June 30,	Principal	Interest
2023	$ 74,991	$ 62,287
2024	77,686	59,592
2025	80,720	56,558
2026	83,750	53,528
2027	86,473	51,541
2028-2032	475,797	232,689
2033-2037	460,181	129,554
2038-2042	341,009	41,579
	$ 1,680,607	$ 687,328

Note 12 - **Restricted Net Position**

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. Restricted-nonexpendable funds consist of endowment funds, the income from which are available for academic programs. Restricted-expendable funds are available for academic programs.

The Foundation's restricted - nonexpendable and expendable net position consist of investments that are mainly used for various scholarships and program support including the College's library and two endowed lectures.

Note 13 - **Related Party Transactions**

The Foundation has purchased services and made investments, all at prevailing rates, with entities controlled by members of its Board of Directors.

Note 14 - **Contingencies**

Various lawsuits are pending or threatened against the College, which arose in the ordinary course of operations. In the opinion of management, no litigation is now pending, or threatened, which would materially affect the College's financial position.

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.

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability, and workers' compensation. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to $100,000 per occurrence, in most circumstances.

Note 14 - **Contingencies - Continued**

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). The Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by the 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 15 - **Operating Expenses**

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

Compensation and benefits	$ 30,819,297
Supplies and services	9,776,412
Depreciation	5,516,321
Scholarships and fellowships	4,278,724
	$ 50,390,754

Note 16 - **Pensions**

Defined Benefit Plan Description

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

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the plan is contained in the Commonwealth's financial statements, which are available online from the Office of State Comptroller's website.

Note 16 - **Pensions - Continued**

Benefit Provisions

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

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

Contributions

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

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

Hire Date	Percent of Compensation
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of $30,000

Note 16 - **Pensions - Continued**

Contributions - continued

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by State appropriations. Pension funding for employees paid from State appropriations is made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to $3,276,301, $2,957,507, and $2,653,265, for the years ended June 30, 2022, 2021 and 2020, respectively.

For employees covered by SERS but not paid from State appropriations, the College is required to contribute at an actuarially determined rate. The rate was 16.11%, 14.66% and 14.08% of annual covered payroll for the fiscal years ended June 30, 2022, 2021, and 2020, respectively. The College contributed $66,709, $142,717, and $249,172 for the fiscal years ended June 30, 2022, 2021, and 2020, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 89%, 90%, and 86% of total related payroll for fiscal years end 2022, 2021 and 2020, respectively.

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

At June 30, 2022, the College reported a liability of $1,252,072 for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2022, the reporting date, was measured as of June 30, 2021, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2021 rolled forward to June 30, 2021.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for fiscal year 2022. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal year 2022, relative to total contributions of all participating employers for the fiscal year. At June 30, 2022, the College's proportion was 0.012%.

For the year ended June 30, 2022, the College recognized pension benefit of ($440,382).

Note 16 - **Pensions - Continued**

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

The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30, 2022:

Deferred Outflows of Resources

Contributions subsequent to the measurement date	$ 66,709
Difference between expected experience	43,204
Changes in proportion due to internal allocation	57,619
Changes in proportion from the Commonwealth of Massachusetts	501
Change in plan assumptions	85,359
Total	$ 253,392

Deferred Inflows of Resources

Net difference between projected and actual earnings on pension plan investments	$ 490,885
Difference between expected experience	90,649
Change in proportion from the Commonwealth of Massachusetts	3,956
Change in proportion due to internal allocation	1,828,220
Total	$ 2,413,710

The College's contributions of $66,709 made during the fiscal year ending 2022 subsequent to the measurement date, will be recognized as a reduction of the net pension liability in each of the succeeding years.

Note 16 - **Pensions - Continued**

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

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

Years Ending June 30,	
2022	$ (500,769)
2023	(497,287)
2024	(526,376)
2025	(578,823)
2026	(123,772)
Total	$ (2,227,027)

Actuarial Assumptions

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

Measurement date	June 30, 2021
Inflation	3.00%
Salary increases	4.00% to 9.00%
Investment rate of return	7.00%
Interest rate credited to annuity savings fund	3.50%

For measurement date June 30, 2021, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020 set forward 1 year for females
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020 set forward 1 year for females
- Disability - reflects the post-retirement mortality described above, set forward 1 year.

Note 16 - **Pensions - Continued**

Actuarial Assumptions - continued
Experience studies were performed as follows:

- Dated February 27, 2014 and encompasses the period January 1, 2006 to December 31, 2011, updated to reflect actual experience from 2012 through 2020 for post-retirement mortality.

The 2022 pension liability for the June 30, 2021 measurement date was determined by an actuarial valuation as of January 1, 2021 and rolled forward to June 30, 2021.

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2022 are summarized in the following table:

Asset Class	Target Allocation	Long-term expected real rate of return
Global Equity	39%	4.80%
Core Fixed Income	15%	0.30%
Private Equity	13%	7.80%
Portfolio Completion Strategies	11%	2.90%
Real Estate	10%	3.70%
Value Added Fixed Income	8%	3.90%
Timber/Natural Resources	4%	4.30%
	100%	

Note 16 - **Pensions - Continued**

Discount Rate

The discount rate used to measure the total pension liability was 7.00% at June 30, 2022. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30, 2022:

1.00% Decrease (6.00%)	Current Discount Rate (7.00%)	1.00% Increase (8.00%)
$ 1,916,481	$ 1,252,072	$ 705,979

Note 17 - **Other Postemployment Benefits (OPEB)**

Plan Description

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

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

Note 17 - **Other Postemployment Benefits (OPEB) - Continued**

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

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

Benefits Provided
Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions
Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2022, and as of the valuation date (January 1, 2021), participants contributed 10% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 7.65% of annual covered payroll for the fiscal year ended June 30, 2022. The College contributed $31,681 for the fiscal year ended June 30, 2022, equal to 100% of the required contribution for the year.

Note 17 - **Other Postemployment Benefits (OPEB) - Continued**

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

At June 30, 2022, the College reported a liability of $2,198,347 for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2021. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal year 2022. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal year 2022, relative to total contributions of all participating employers for the fiscal year. At June 30, 2022, the College's proportion was 0.014%.

For the year ended June 30, 2022, the College recognized an OPEB benefit of $(838,520). The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

Deferred Outflows of Resources

Contributions subsequent to the measurement date	$ 31,681
Difference between expected and actual experience	56,117
Change of assumptions	184,625
Changes in proportion due to internal allocation	366,969
Changes in proportion from the Commonwealth of Massachusetts	2,465
Total	$ 641,857

Note 17 - **Other Postemployment Benefits (OPEB) - Continued**

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

Deferred Inflows of Resources

Net difference between projected and actual earnings on pension plan investments	$ 26,715
Difference between expected experience	386,979
Changes in proportion due to internal allocation	4,604,190
Changes in proportion from the Commonwealth of Massachusetts	9,548
Change in plan assumptions	432,448
Total	$ 5,459,880

The College's contributions of $31,681 made during the fiscal year 2022, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

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

Years Ending June 30,	
2023	$ (1,152,544)
2024	(1,107,500)
2025	(1,104,710)
2026	(1,094,123)
2027	(390,827)
Total	$ (4,849,704)

Note 17 - **Other Postemployment Benefits (OPEB) - Continued**

Actuarial Assumptions
The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2021
Inflation	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS
Investment rate of return	7.00%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	Developed based on the most recent published GAO-Getzen trend rate model, version 2021_b. Medicare and non-medicare benefits range from 4.04% to 7.30%

The mortality rate was in accordance with RP-2014 Blue Collar Mortality Table projected with scale MP-2020 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

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

Note 17 - **Other Postemployment Benefits (OPEB) - Continued**

Actuarial Assumptions – continued

- 100% of spouses are assumed to elect to continue coverage after the retiree's death.

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

	Under 65	Age 65+
Indemnity	28.0%	96.0%
POS/PPO	60.0%	0.0%
HMO	12.0%	6.0%

The actuarial assumptions used in the January 1, 2021 valuation were based on the results of an actuarial experience study for the periods ranging July 1, 2019 through December 31, 2020, depending upon the criteria being evaluated.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2022 are the same as discussed in the Pension footnote number 16.

Discount Rate

The discount rate used to measure the total OPEB liability for 2022 was 2.77%. This rates were based on a blend of the Bond Buyer Index rate (2.16%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date", when projected benefits are not covered by projected assets, is 2041 for the fiscal year 2022. Therefore, the long-term expected rate of return on OPEB plan investments of 7.00% was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Note 17 - **Other Postemployment Benefits (OPEB) - Continued**

Sensitivity of the College's Proportionate Share of the Net OPEB Liability to Changes in the Health Care Cost Trend Rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

1.00% Decrease (1.77%)	Current Discount Rate (2.77%)	1.00% Increase (3.77%)
$ 2,611,619	$ 2,198,347	$ 1,865,465

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

1.00% Decrease (B)	Current Health Care Cost Trend Rate (A)	1.00% Increase (C)
$ 1,799,994	$ 2,198,347	$ 2,717,535

(A) - Current health care cost trend rate, as disclosed on page 47.
(B) - 1-percentage decrease in current healthcare cost trend rate, as disclosed on page 47.
(C) - 1-percentage increase in current healthcare cost trend rate, as disclosed on page 47.

Note 18 - **Fringe Benefits Provided by State**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and postemployment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission

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

The GIC is a quasi-independent state agency governed by a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it 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, 2021, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

Other Retirement Plans

The employees of the College can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these plans and no obligation for any future pay-out.

Note 19 - **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*.

During the year ended June 30, 2022, the College received restricted State appropriations of $50,000 to support the work of the Berkshire Cultural Resource Center.

The College's State appropriation comprises the following at June 30, 2022:

Direct unrestricted appropriations	$ 20,687,689
Add: Fringe benefits for benefited employees on the state payroll	7,618,259
Less: Day school tuition remitted to the state and included in tuition and fee revenue	(161,116)
Total Unrestricted appropriations	28,144,832
Restricted appropriations	50,000
Capital appropriations:	
Direct	1,235,685
Department of Capital Asset Management Allocation	220,343
Total Capital Appropriations	1,456,028
Total Appropriations	$ 29,650,860

Note 19 - **Massachusetts Management Accounting and Reporting System - Continued**

A reconciliation of revenues between the College and MMARS as of August 31, is as follows (unaudited):

Revenue per MMARS	$ 17,684,696
Revenue per College	$ 17,684,696

Note 20 - **Pass - Through Grants**

The College distributed $4,566,344 in 2022 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 21 - **Massachusetts State College Building Authority**

MSCBA was created pursuant to Chapter 703 of the Act of 1963 of the Commonwealth as a public instrumentality for the general purpose of providing residence halls and other facilities for use by students of the state universities of the Commonwealth, as well as major construction projects on their campuses.

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, as well as debt service on instruments issued by MSCBA for dormitory and other major construction projects for the College. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations and certain MSCBA operating costs.

These obligations may include the costs of periodic renovations and improvements to the residence halls, as well as other major construction performed on campus, which has included athletic field construction and repair.

The portions of the semi-annual Revenue Assessments paid to the MSCBA by the College for building leases mainly for residence halls, related maintenance, insurance, other costs, historical pooled obligations and other major renovations and improvements for the College for the year ended June 30, 2022 was $2,631,961. The debt portion of these payments for building leases are accounted for under GASB 87 and are included within these financial statements within capital assets as right to use assets, net of amortization and offset by a lease liability.

Required Supplementary Information

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

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

Massachusetts State Employee Retirement System

Year end	June 30 2022	June 30 2021	June 30 2020	June 30 2019	June 30 2018	June 30 2017	June 30 2016	June 30 2015
Valuation date	January 1, 2021	January 1, 2019	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014
Measurement date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Proportion of the collective net pension liability	0.012%	0.023%	0.024%	0.029%	0.036%	0.029%	0.034%	0.030%
Proportionate share of the collective net pension liability	$ 1,252,072	$ 3,956,157	$ 3,504,591	$ 3,808,223	$ 4,603,049	$ 3,930,927	$ 3,871,254	$ 2,259,312
Covered payroll	$ 973,513	$ 1,769,688	$ 1,977,430	$ 2,234,516	$ 2,820,171	$ 2,166,212	$ 2,049,258	$ 2,257,364
Proportionate share of the net pension liability as a percentage of its covered payroll	128.61%	223.55%	177.23%	170.43%	163.22%	181.47%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	77.54%	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

Notes:

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

See accompanying notes to the required supplemental information.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Schedules of the Contributions - Pension (Unaudited)

Massachusetts State Employee Retirement System

For the Years Ended June 30,

	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	$ 66,709	$ 142,717	$ 249,172	$ 238,478	$ 263,226	$ 280,607	$ 204,707	$ 212,918
Contributions in relation to the contractually required contribution	66,709	142,717	249,172	238,478	263,226	280,607	204,707	212,918
Contribution excess	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered payroll	$ 414,084	$ 973,513	$ 1,769,688	$ 1,977,430	$ 2,234,516	$ 2,820,171	$ 2,166,212	$ 2,049,258
Contribution as a percentage of covered payroll	16.11%	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

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

See accompanying notes to the required supplemental information.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

June 30, 2022

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

Measurement date – June 30, 2021
The investment rate of return changed from 7.15% to 7.00%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rates were changed as follows:

- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement date – June 30, 2020
The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement Date – June 30, 2019
The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – was changed from reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct) to reflects RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 set forward 1 year

See Independent Auditor's Report.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

June 30, 2022

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

Measurement date – June 30, 2018
The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

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

Measurement date – June 30, 2017
The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females

- Disability – did not change

Measurement date – June 30, 2016
The assumption for salary increases changed from a range of 3.5% to 9.0%, depending on group and length of service, to a range of 4.0% to 9.0%, depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately $400 million as of June 30, 2016.

See Independent Auditor's Report.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - SERS (Unaudited)

June 30, 2022

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

Measurement date – June 30, 2015
The discount rate to calculate the pension liability decreased from 8.0% to 7.5%.

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who, upon election of the ERI, retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately $230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)

- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

See Independent Auditor's Report.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

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

Massachusetts State Retirees' Benefit Trust

Year end	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	January 1, 2021	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.014%	0.025%	0.038%	0.045%	0.051%
Proportionate share of the collective net OPEB liability	$ 2,198,347	$ 5,090,647	$ 6,606,747	$ 8,333,099	$ 8,952,955
Covered payroll	$ 973,513	$ 1,769,688	$ 1,977,430	$ 2,234,516	$ 2,820,171
Proportionate share of the net OPEB liability as a percentage of its covered payroll	225.82%	287.66%	334.11%	372.93%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	10.70%	6.96%	6.96%	7.38%	5.39%

Notes:

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

See accompanying notes to the required supplemental information.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

Schedules of the Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Years Ended June 30,

	2022	2021	2020	2019	2018
Contractually required contribution	$ 31,681	$ 74,942	$ 129,077	$ 173,897	$ 199,293
Contributions in relation to the contractually required contribution	31,681	74,942	129,077	173,897	199,293
Contribution excess	$ -	$ -	$ -	$ -	$ -
Covered payroll	$ 414,084	$ 973,513	$ 1,769,688	$ 1,977,430	$ 2,234,516
Contribution as a percentage of covered payroll	7.65%	7.70%	7.29%	8.79%	8.92%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

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

See accompanying notes to the required supplemental information.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB

June 30, 2022

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2022
Assumptions:
Change in per capita claims costs
Per capita claims costs were updated to reflect lower-than-expected FY22 rates, driven primarily by an increase in expected Pharmacy Benefits Manager rebates.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2021_b. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Investment Rate
The investment rate of return decreased from 7.15% to 7.00%.

Change in Mortality Rates
The mortality projection scale was updated from MP-2016 to MP-2020.

Change in Discount Rate
The discount rate was increased to 2.77% (based upon a blend of the Bond Buyer Index rate (2.16%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2021
Assumptions:
Change in per capita claims costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

Change in Investment Rate
The investment rate of return decreased from 7.25% to 7.15%.

Change in Salary Scale
The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

Change in Discount Rate
The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2020
Assumptions:
Change in Inflation
The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions
Salary decreased from 4.5% to 4.0%.

Change in Investment Rate
The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs
The original health care trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.
Change in Discount Rate
The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2019
Assumptions:
Change in Trend on Future Costs
The health care trend rate decreased from 8.5% to 8.0%, which impacts the high cost excise tax.

Change in Mortality Rates
The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

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

Change in Discount Rate
The discount rate was increased to 3.92% based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018
Assumptions:
Change in Discount Rate
The discount rate was increased to 3.63% based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

Supplemental Information

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

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

June 30, 2022

Assets

Assets:	
Cash and equivalents	$ 709,004
Accounts receivable, net	9,136
Total Dormitory Trust Fund Assets	$ 718,140

Liabilities and Net Position

Liabilities:	
Accounts payable	$ 56,727
Unearned revenue	62,726
Total Dormitory Trust Fund Liabilities	119,453
Net Position	598,687
Total Dormitory Trust Fund Liabilities and Net Position	$ 718,140

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

(an agency of the Commonwealth of Massachusetts)

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

For the Years Ended June 30, 2022

Revenues:	
Student fees	$ 3,116,115
Repair income	4,377
Commissions	381
Rentals	19,319
Other	171,953
Total Revenues	3,312,145
Expenses:	
Student employee compensation	164,924
Pension and insurance related	557
Administrative	5,105
Facility operational	166,140
Energy costs	445,303
Operational services	23,547
Equipment purchases	25,712
Equipment leases	
Educational assistance	60,918
Loans and special payments	2,345,139
Total Expenses	3,237,345
Net Increase in Net Position	74,800
Net Position, Beginning of Year	523,887
Net Position, End of Year	$ 598,687

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

O'Connor & Drew P.C.
Certified Public Accountants

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees of
Massachusetts College of Liberal Arts
North Adams, Massachusetts

We have audited, 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, the financial statements and business-type activities of Massachusetts College of Liberal Arts (the "College"), and its discretely presented major component unit, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated October 13, 2022.

Report on Internal Control Over Financial Reporting
In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Certified Public Accountants
Braintree, Massachusetts

October 13, 2022

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Academic Advising and Support services overview	2-page summary of services offered through the Office of Academic Advising and Support	Standard 6; Standard 5
Academic Advising Handbook (2020)	guide/resource for new academic advisors	Standard 6; Standard 4
Academic Appeals & Standing Policy	Newly revised policy around academic appeals and standing. Changes made in response to reviewing equity data demonstrating that former systems had disproportionately targeted Black students for academic suspensions.	Standard 2; Standard 5; Standard 8
Academic Calendar FY23	MCLA Academic Calendar for 2022-2023 year.	Standard 4; General; Standard 9; Standard 2
Academic Dishonesty Letter	Example of a letter sent to a student last semester regarding (accusing of) academic dishonesty.	Standard 4; Standard 5
Academic Freedom Assessment	Resolution for Protecting Faculty's Freedom in Assessment of Academic Performance	Standard 6; Standard 9
Academic Program Review Guide	Outlines the process that is used for the program review process is an opportunity for department members to reflect on the current academic offerings as well as plan for the future direction of the department.	Standard 2; Standard 8; Standard 4
Academic Success Coaching Learning Objectives	As included in the contract for success coaches at MCLA, the learning objectives coaches are expected to support students in achieving.	Standard 5; Standard 8
Academic Technology Workshops 2016-2022	Professional development opportunities for faculty and staff, offered by the Center for Academic Technology	Standard 6; Standard 4
ACBSP Accreditation Letter for Business Programs	Letter of accreditation from the Accreditation Council for Business Schools & Programs. Applies to all B.S. in Business Administration concentrations, as well as the MBA program. Dated December 2021.	Standard 4
Admissions - Athletics Data Fall 2023 2023-05-04	Data on applications, acceptances, and deposits by student athletes, FY22-24	Standard 5
Admissions - Undergraduate Admissions Standards for the Massachusetts State University System	DHE document from 2019; reference guide to admissions standards for state university and UMass systems	Standard 5
Admissions Profile 2023-08-25	Data on Fall 2023 first-year and transfer applications, acceptances, and deposits, broken out by major	Standard 4; Standard 5; Standard 7
AFSCME Contract	Collective bargaining agreement between BHE and AFSCME, 2020-2023	Standard 3; General; Standard 7; Standard 9; Standard 6

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
APA Contract	Collective Bargaining Agreement between the APA and the BHE, 2020-2023	Standard 3; Standard 6
ARPA Grant MOU BCC-MCLA	Action to address Student Needs	Standard 5
Assessment Cycle Timeline	A planning resource for chairs, domain leaders, or their designees for completing assessment-related duties	Standard 8
Assessment in the Time of Covid 19	During the semesters we were shut down for covid, departments engaged in a modified assessment process that asked them to focus on the essentials of student learning in their courses.	Standard 8
Assessment Report Template	Blank template completed for each assessment cycle.	Standard 8
Assessment Services	Graphic outlining the various services provided to campus by the Director of Assessment.	Standard 8
ATAG Recommendations: Post-COVID Policy for Hybrid & Online Learning at MCLA	Report submitted by the Academic Technology Advisory Group to the VPAA, 20 December 2021	Standard 4; Standard 6; Standard 3
Attendance Policy - ACC Approved Minutes 2022-04-14	Meeting minutes reflecting the passing of the revised attendance policy	Standard 3
Attendance policy, Class	Revised class attendance policy entered into governance by a class	Standard 3
BADM Program Goals (B.S.)	Program Goals for the B.S. in Business Admin. Submitted to ACBSP in 2021 for accreditation.	Standard 4
Berkshire Regional Labor Market Blueprint 2018	Report to support the economic, workforce and education organizations within a region working to create a Regional Labor Market Blueprint.	Standard 1; Standard 2; Standard 4; Standard 7
Berkshire Regional Labor Market Blueprint Update 2020	Update to 2018 regional workforce planning document. 2023 update to be released soon.	Standard 1; Standard 2; Standard 4; Standard 7
Biology Assessment Report	Sample assessment report. This assessment cycle eventually led to the re-design of Biology assignments througoht the curriculum to offer students earlier opportunities to practice statistical application.	Standard 8
Biology Student Learning Data - Statistics	The BIOL department used this data to redesign assignments throughout their curriculum offering students earlier opportunities to practice statistical application.	Standard 8
Board Fiscal Affairs Committee Minutes 2022-05-17	Fiscal Affairs meeting minutes from 5/17/22 approving the FY23 budget	Standard 2; Standard 7
Board of Trustees Bylaws	MCLA Bylaws (03.1)	Standard 3

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Board of Trustees Orientation Manual Table of Contents 2019	Table of Contents for Board of Trustees Orientation Manuals	Standard 3
Brand Launch Copywriting Toolkit	Messaging Document	Standard 9
Budget - Revenue Driver Sheet-FY23 Student Fees	Budget tool using enrollment and fee increases to project and budget student revenue	Standard 2; Standard 7
Budget - Revenue Sources FY20-22	Sources of revenue chart for FY 20, 21, and 22	Standard 7
Budget - State Fiscal Support	State fiscal support for higher education, by state, per $1,000 in personal income and per capita. FY16, 19, 20, 21	Standard 7
Budget - Trust Fund Guidelines	Trust Fund Guidelines	Standard 7
Budget Driver Sheet	This workbook is used to develop the baseline budget. It uses the projected enrollment to report out the estimated student fees income for a fiscal year.	Standard 2; Standard 7
Budget Planning FY23 - Email to VP's	notification sent to Vice Presidents regarding FY23 budget planning	Standard 2; Standard 7
Budget Timeline and Process	Budget Timeline for MCLA and the Commonwealth	Standard 7; Standard 2
Budgetary analysis for 7.13	7.13 budgetary analysis	Standard 7
Campus Climate Survey Results Summary FY22	Summary of results from a Campus Climate Survey administered to students and faculty/staff in FY22, delivered to Executive Staff in January 2023.	Standard 3; Standard 5; Standard 6; Standard 7; Standard 2; Standard 8
CARE Team Report Form	The CARE Team notification report is a valuable tool to help monitor students who are having academic and social concerns. The CARE Team uses this notification in order to take concrete steps to assure that each student receives appropriate support.	Standard 5; Standard 8
Catalog, Undergraduate FY22	2021-2022 Undergraduate Catalog	Standard 9; General; Standard 4; Standard 8; Standard 5
Catalog, Undergraduate FY23	Undergraduate catalog 2022-2023	General; Standard 1; Standard 3; Standard 4; Standard 5; Standard 6; Standard 7; Standard 8; Standard 9; Standard 2
CCAP SLO 1 Assessment Rubric	Example of an assessment rubric. Created recently by the Director of Assessment and CCAP Domain Leader to measure assessment of an SLO in the Capstone domain.	Standard 4; Standard 8
CCST SLO4 Assessment Rubric	Example of an assessment rubric. Created recently by the Director of Assessment and CCST Domain Leader to measure assessment of an SLO in the Science & Technology domain.	Standard 4; Standard 8

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Center for Teaching & Learning Resource Page	The homepage and module listing for the CTL resource Canvas.	Standard 6; Standard 8
Climate Survey Summary Findings	High-level summary of findings from the Campus Climate survey adminstered in FY23	Standard 1; Standard 2; Standard 3; Standard 5; Standard 6; Standard 7; Standard 9
Committee on Promotions Handbook	Guide and summary of the applicable provisions governing faculty and librarian promotions in the MSCA collective bargaining agreement.	Standard 6
Committee on Tenure Handbook	Guide and summary of the applicable provisions governing tenure for faculty and librarians in the MSCA collective bargaining agreement.	Standard 6
Commonwealth Corporation STEM Brief 2021	Publication describing Science, Technology, Engineering, and Mathematics industries and careers in Massachusetts in 2021.	Standard 1; Standard 2; Standard 4; Standard 7
Community Standards 2022-2023	The Community Standards document sets forth the college's policies related to standards of behavior and decision-making accountability for students. It contains College Policies, Title IX/EO Plan, the Student Conduct Program, and a Student Right to Know section including resources. This document is reviewed and updated every year.	Standard 5; Standard 7; Standard 9
Community Standards 2023-2024	The Community Standards document sets forth the college's policies related to standards of behavior and decision-making accountability for students. It contains College Policies, Title IX/EO Plan, the Student Conduct Program, and a Student Right to Know section including resources. This document is reviewed and updated every year.	Standard 1; Standard 3; Standard 5; Standard 9
CONTENTS in Required Documentation.pdf		Standard 8
Core Assessment in Canvas Resources	Resources co-designed by the Center for Academic Technology and the Director of Assessment, provided to faculty during the transition to collecting Student Learning Outcome data for the Core Curriculum using the Canvas LMS.	Standard 8; Standard 6
Core Course Review Policy	Policy detailing the core curriculum review process	Standard 4; Standard 2

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Core Creative Arts Assessment Report	Sample assessment report from the revised Core Curriculum.	Standard 8
Core Curriculum Outcome Map	Chart of all domain-level Core Curriculum SLOs showing alignment with the overarching Core Curriculum SLOs.	Standard 8
Core Transfer policy	info for transfer policies	Standard 4
Credit hour definition	Definition of a credit hour, from MCLA's Policies and Procedures page.	Standard 4
Credit Hour Definition omni form	Omni form of our Credit Hour definition, which was updated in 2020 to clarify laboratory courses. The result of governance via APC and ACC.	Standard 4; Standard 3
Credit Hour Policy: APC meeting minutes	APC meting minutes showing governance involvement in re-visiting our credit hour policy, with regards to labs.	Standard 4; Standard 3
CSS SLO 1 Assessment Rubric	Example of an assessment rubric. Created recently by the Director of Assessment and CSS Domain Leader to measure assessment of an SLO in the Self & Society domain.	Standard 4; Standard 8
Data about HIPs and double majors/minors	Data showing number and percentage of students with and double majors/minors and engaged in selected HIPs from 2018-present	Standard 4; Standard 3; Standard 6; Standard 8
Davis Grant 2018-2021 Final Report	Report presenting outcomes of the "Enriching Advising Culture for Integrative Learning" project funded by a $135,000 Davis Educational Foundation grant	Standard 2; Standard 5; Standard 6
DCAMM Facility Condition Assessment 2023	Facility condition assessment done in 2023 by Cannon FOS to identify short-term and long-term capital needs	Standard 2; Standard 7
Degree Works Sample Audit	Overview of graduation requirements for a sample student, instituted in Fall 2017 in place of student Academic Flowsheets and used for advising.	Standard 9; Standard 4; Standard 6
Department Chairs Handbook	Provide academic department chairs with clear explanations of their responsibilities along with suggestions that are specific to the working conditions of the state universities in Massachusetts.	Standard 6
DESE Final Report 2021-2022	Report received by DESE for accreditation of licensure programs. Document produced between 2021-2022.	Standard 4

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Developmental Rubric for Integrative Learning in the Core Curriculum	Developed during the Core Curriculum redesign to ensure students' progress in the Core Student Learning Outcomes builds developmentally over time.	Standard 4; Standard 8
DGCE College Completion Cohort Writing Data	As part of a collaboration between DGCE staff, the Director of Assessment, and the Director of College Writing, we examined and scored written communication samples before and after professional development given to faculty.	Standard 8; Standard 6
DHE New Undergraduate Experience		Standard 2; Standard 5; General
Dual enrollment correspondence - A. Billetz/M. Lussier	Ways to improve dual enrollment - from Megan Lussier	Standard 4; Standard 5
Dual Enrollment Grade Profile	Info on dual enrollment	Standard 4
Dual Enrollment Spring 2023	Info on Dual enrollment	Standard 4
Early College Designation 2023	Booklet providing an overview of the designation of MCLA and Drury HS as an Early College Program.	Standard 1; Standard 4; Standard 5; Standard 7
Emergency Remote/Hybrid Learning Experiences Survey 2020	Survey of MCLA students and faculty regarding their experiences during the emergency shift to remote and hybrid learning in FY20 and FY21.	Standard 6; Standard 2
English Major Foundation Program Approval	Approval from college governance for changes to English major foundation requirements, effective Spring 2023	Standard 3; Standard 4
English Major Foundation Spring 2023 onward	Revised requirements for English major foundation and concentrations in Literature; Writing; and Film & Visual Culture.	Standard 4
Enrollment Projection 2023F	Projections of new and returning enrolled students; single-year model with strong success record	Standard 2; Standard 5; Standard 7
EO Plan - Equal Opportunity, Diversity and Affirmative Action	State Universities' Equal Opportunity, Diversity and Affirmative Action Plan, updated 2020-08	Standard 6; Standard 9; Standard 5; Standard 7
Ethics - Faculty Disclosure to the State Ethics Commission	Form used when faculty assign course materials in which they have a financial interest	Standard 9; Standard 6
Ethics Disclosure Form	Conflict of Interest Form	Standard 9
Expense Categories	Categories of expenses chart for FY 20, 21, and 22	Standard 7
Facilities - Athletics	Description and appraisal of MCLA's athletic facilities	Standard 5; Standard 7
Facilities - DCAMM FCA ADA Report - Preliminary results	list of ADA improvements recommended for MCLA's campus	Standard 7
Facilities - Deferred Maintenance and Capital Improvements Spreadsheet	Spreadsheet with details about different Deferred Maintenance and Capital Improvements, with status of project (no dates)	Standard 7

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Facilities - Foundation Lease Agreements	10 year (2018-2028) lease for Foundation Buildings	Standard 7
Facilities - FY23 DCAMM Major Project Proposal - Pathways	Proposal to renovate Mark Hopkins Hall and Freel Library and demolish Eldridge Hall to improve accessibility to high-quality facilities supporting MCLA's emerging academic programs	Standard 2; Standard 7
Facilities - Project timeline FY23	list of projects to be completed in FY 23, and timeline of different phases of planned projects	Standard 7
Facilities - Sightlines Report	Sightlines was hired by DCAMM to complete a space utilization and evaluation of buildings and spaces on campus. This document summerizes the main points of their findings.	Standard 7; Standard 2
Facilities - Space Inventory 2016	document outlines different buildings and spaces on campus.	Standard 7
Facilities Steam Line Project Press Release	Press release with information about the Summer 2023 steam line project	Standard 7; Standard 9
Factbook 2021-2022	Annual compilation of key indicators including admissions, demographics, enrollment, retention and graduation rates, faculty and staff, and financial information.	General; Standard 1; Standard 2; Standard 3; Standard 4; Standard 5; Standard 6; Standard 7; Standard 8; Standard 9
Factbook 2022-2023	Annual compilation of key indicators including admissions, demographics, enrollment, retention and graduation rates, faculty and staff, and financial information.	General; Standard 1; Standard 2; Standard 3; Standard 4; Standard 5; Standard 6; Standard 7; Standard 8; Standard 9
Faculty Advising Fellow	APR faculty appointment for Faculty Advising Fellow is to help MCLA students develop skills, behaviors, and habits that contribute to student success in college	Standard 4; Standard 5; Standard 6
Faculty Incentive Awards	Faculty Incentive Awards memo outlining the requirements to receive these awards	Standard 6; Standard 7
Faculty Search Committee Training	Slide deck created by HR to train faculty search committees on ethical, equitable hiring practices	Standard 7; Standard 6
Faculty Travel Award Criteria	Process and criteria for disbursement of professional development travel funds	Standard 6; Standard 7
Faculty Travel Awards	Memo outlining the Faculty Travel Awards requirments	Standard 6; Standard 7
FERPA Policy	Located on the Registrar's Office Website, link to FERPA	Standard 9; Standard 5
Finances FY19-23	Actuals for FY19-22 and estimate for FY23	Standard 7
Financial Audit FY20	FY20 Financial Audit	Standard 7
Financial Audit FY20	MCLA 2020 fiscal year audit	Standard 7

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Financial Audit FY21	FY21 Financial Audit	Standard 7
Financial Audit FY21	MCLA 2021 fiscal year audit	Standard 7
Financial Audit FY22	FY22 Audited Financials	Standard 7
Financial Audit FY22	Financial Statements with Auditors report	Standard 7
Food Security - Providing Pathways to Food Security - BCC and MCLA ARPA – MA Community College Campus Hunger Program Application	College campus hunger program providing pathways to food security grant application.	Standard 5
Food Security - Providing Pathways to Food Security - BCC and MCLA ARPA – MA Community College Campus Hunger Program Cover Sheet	Campus hunger program providing pathways to food security cover sheet for grant application.	Standard 5
Food Security for Solutions Learning Implementation Grant Budget Justification	Budget outline for the Food Security for Solutions Learning Implementation Grant.	Standard 5; Standard 7
Foundation - Campaign Planning Study 2021	Report of feasibility study for a comprehensive campaign - completed in May of 2021	Standard 1; Standard 2
Foundation - Pathways Campaign Plan	Plan for a 5 year fundraising Campaign	Standard 2; Standard 7
Foundation Gift Acceptance Policies and Guidelines	Policies that provide guidance to the MCLA Foundation staff and various Committees regarding acceptance of gifts	Standard 7; Standard 9
Foundation Gift Policy	GIFT ACCEPTANCE POLICIES AND GUIDELINES FOR MASSACHUSETTS COLLEGE OF LIBERAL ARTS FOUNDATION INC.	Standard 7
Foundation Properties	List of foundation owned properties	Standard 7
Foundations of Pedagogy FLC Syllabus	Syllabus for a Faculty Learning Community co-presented by the Center for Teaching & Learning and the Director of Assessment	Standard 8; Standard 6
FYE - Being a Trailblazer Canvas Course handout		Standard 5; Standard 4
FYE - FSEM Pilot Report 2018-2019	Interim report on Title III-funded implementation of First-Year Seminar model and proposed revisions to FYE program	Standard 5; Standard 2; Standard 8
FYE - FSEM Transfer Policy	Infor for transfer policy	Standard 4
FYE F23 Draft L.E.A.D. Academy and Orientation Schedule	Part of the new onboarding process for Fall 2023	Standard 5
FYE F23 First Year Programs Learning Outcomes	Learning outcomes for new first year programs to be implemented in Fall 2023	Standard 5
FYE F23 Onboarding Timeline	Timeline for new first-year experience activities, Fall 2023	Standard 5

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Global Education Faculty Fellow	APR for a Faculty Fellow will work with the Dean of Academic Affairs to develop and support international and domestic opportunities for students	Standard 4; Standard 5; Standard 6
Governance - Undergraduate and Graduate Governance Flow Chart	MCLA Governance Flow Chart	Standard 3
Governance Actions, Approved 2016-present	A breakdown showing all over the governance actions approved by President Birge during his tenure at MCLA.	Standard 3
Governance Committee Membership as of 2022-10-11	AY23 College Governance Committee Membership as of 10 11 2022 including faculty and staff. Students have not been appointed as of this date.	Standard 3
Health Science Assessment Report - Communication	This assessment report from 2018 (biology and health science combined) revealed a need to separate out communications skills required of BIOL majors vs. HLTH majors and led to the eventual creation of a dedicated course in communications for health science students.	Standard 8
HLTH 350 Health Communication omni form	Evidence of the creation and approval of the course Health Communication; created in response to assessment of the Public Health and Community Health Education major.	Standard 4; Standard 8
Institutional SLO Working Group Welcome Documents	Just prior to the onset of the pandemic, the Director of Assessment convened an ISLO working group. This was postponed due to covid.	Standard 8
Integrative Core Description	Description of the Integrative Core Curriculum's tiers and domains.	Standard 1; Standard 4; Standard 5; Standard 8
Internal Control Guide	Internal Control Guidelines	Standard 7
Internship Count	Internship Data from F17-F22. Includes student count, credit total, demographic breakdowns	Standard 5; Standard 4
IT Equipment Renewals, FY24-FY25	Chart illustrating projected investments in renewing IT hardware and server systems.	Standard 2; Standard 7
JED Feedback Report	Feedback from JED on MCLA's initial self-assessment regarding support for student mental health	Standard 5; Standard 2
LEAP Essential Learning Outcomes & VALUE Rubrics	Rendering from MCLA's webpage listing the LEAP ELOs and providing links to the VALUE rubrics used as models to assess each one.	Standard 8; Standard 1

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Lease for Pittsfield classrooms	Leasure for the Pittsfield classroom space (66 Allen St.), which was used for most of this review period-- we have now moved to the Berkshire Innovation Center.	Standard 4
Library Annual Report to MCCLPHEI 2021	Annual Report to MCCLPHEI LIbrary Consortium	Standard 7; Standard 2
Library Annual Statistics	Stats for FY 22 - FY19	Standard 7
Library by the Numbers 2018-2022	Library usage statistics measured over time	Standard 4; Standard 6; Standard 7; Standard 5
Library Consortia	List of Freel Library's memberships that enhance MCLA's access to information resources	Standard 7
Library Instruction Statistics	Information Literacy Instruction Statistics for FY20, FY21, FY22	Standard 7; Standard 8; Standard 4
Library NNLM Collection Equity Grant Final Report	Account of books purchased by Freel Library with $2000 in NNLM funding	Standard 7
Library Staff Roster	List of library employees along with credentials of professional employees	Standard 7
Library Title III Learning Commons Project Assessment Report	Final Assessment Report for Title III Learning Commons Project	Standard 7
MA General Law - Part I, Title II, Chapter 15A, Section 5	MA General Law that sets the higher education system in the commonwealth	Standard 3
MA Higher Ed Authority Overview	Summary of Massachusetts Higher Education Authority, delineating the division of responsibilities between the BHE and the Board of Trustees.	Standard 3; Standard 9
Major Project Capital Request DCAMM FY21	FY 2021 DCAMM major project capital request	Standard 2; Standard 7
Major Project Capital Request DCAMM FY23	FY 2023 DCAMM major project capital request	Standard 2; Standard 7
Math Drop-In Assessment Pilot Year	Quantitative and qualitative assessment of Math Drop-in Center 2017-2018	Standard 4; Standard 5; Standard 6; Standard 8
Math Drop-In Assessment S19	Quantitative and Qualitative Assessment of Math Drop in 2018-2019	Standard 4; Standard 5; Standard 6; Standard 8
MBA Assessment of Goal 1	Shows assessment of Goal 1 from 2018-2020; submitted to ACBSP for accreditation.	Standard 4
MBA Curriculum Map		
MBA Program Goals & Curriculum Map	Desribes program goals and how they are met/assessed. This was submitted to ACBSP for accreditation in 2021.	Standard 4
MCLA Core Assessment Dashboard	Information on the scoring of student artifacts from the Core Curriculum, aligned with both Core and Domain SLOs	Standard 4; Standard 8; Standard 6
MCLA DESE Evidence of Impact Worksheet	Program report to the Mass Department of Elementary and Secondary Education (DESE) in 2023	Standard 4; Standard 8; Standard 2

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
MCLA Enrollment Projection 2024F-2026F	Three-year enrollment projection based on historical information, future changes at MCLA, and outside factors.	Standard 2; Standard 5; Standard 7
MCLA Fall 2021 Suspension Profile	Data on academic suspensions in Fall 2021 disaggregated by race/ethnicity and gender	Standard 2; Standard 5; Standard 8; Standard 6; Standard 4
MCLA Fall 2022 Midterm Warning Profile	Breakdown of student receiving midterm warnings disaggregated by Pell status, race/ethnicity, and standing, Fall 2022	Standard 2; Standard 4; Standard 5; Standard 6; Standard 8
MCLA First Time Full Time Retention Summary 2013F - 2021F	Highlights first-time full-time freshmen first year retention	Standard 2; Standard 5; Standard 8
MCLA HR Demographic Data	Demographic data on MCLA current employees and full-time hires, 2018-2023 (Snapshot as of 8/26/2023)	Standard 6; Standard 7
MCLA Major Project Capital Request FY19	FY 2019 DCAMM major project capital request	Standard 2; Standard 7
MCLA Strategic Plan 2017-2022: Objectives	Document listing objectives for each of the goals in MCLA's 2017-2022 Strategic Plan	Standard 2; Standard 5; Standard 7; Standard 3
MCLA Undergraduate Enrollment and Suspension Students by Ethnicity	Data as of January 13, 2022 comparing representation of minority and non-minority groups in overall enrollment vs. suspensions	Standard 2; Standard 4; Standard 5; Standard 6; Standard 8
MCLA-Berkshire Innovation Center MBA MOU	Memorandum of understanding between MCLA and the Berkshire Innovation Center for MCLA's updated MBA program.	Standard 4; Standard 5; Standard 6; Standard 7
MCLA's Data Equity Landscape - Infographic	Infographic summarizing key metrics around equity on campus. Distributed as part of the 2023 Racial Equity Summit.	Standard 5; Standard 8
MCLA-SimpsonScarborough Scope of Work Agreement	Branding and marketing services scope of work and service agreement, 2018	Standard 2
Mission - Board Meeting Minutes 2013-03-21	Minutes for meeting at which Board of Trustees formally adopted MCLA's current Mission and Values	Standard 1
MOU for course designed by BART faculty for Dual Enrollment	Example of MOU-- this is for an Astronomy course that was designed by faculty at a local charter school, which was offered as a dual enrollment course with MCLA.	Standard 4
MSCA Day Contract 2020-2023	Collective bargaining agreement between the BHE and faculty and librarians providing services during regular campus hours.	Standard 3; Standard 6; Standard 7

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
MSCA DGCE Contract	Collective bargaining agreement between the BHE and faculty and librarians for graduate, continuing, and evening classes.	Standard 6; Standard 3; Standard 7
MSCA Personnel Calendar FY23	MSCA Appendix M 2022_23 Updated	Standard 3; Standard 6
MTEL Passage Rates	Passage rates on the MTEL, a required test for teacher licensure.	Standard 8
New Student Onboarding and First-Year Experience FY24	Overview of newly implemented onboarding and FYE activities	Standard 5
NILOA Transparency Framework	A framework of the 6 essential elements of transparency around student learning advocated for by NILOA.	Standard 8; Standard 9
Non-Unit Professionals Personnel Policies Handbook	Employment policies for non-unit personnel/administrators employed at Massachusetts state universities, from the MA Board of Higher Education	Standard 7; Standard 3
NSSE 2022 Snapshot	This Snapshot is a concise collection of key findings from your institution's National Student of Student Engagement 2022 administration.	Standard 2; Standard 4; Standard 6; Standard 8
NSSE Engagement Indicators for Quantitative Reasoning	Quantitative reasoning has been identified as an area of challenge for MCLA students across several departments; here, data show that although there is an engagement gap in QR skills between our students and comparison groups, the gap is much smaller for First Year respondents.	Standard 8
Nursing enrollment and budget projections	Projections accounting for eventual institutionalization of nursing program costs and revenues	Standard 2; Standard 7; Standard 5
OLD MSCA Day Contract 2017-2020	Collective bargaining agreement between the BHE and faculty and librarians providing services during regular campus hours.	Standard 6; Standard 3; Standard 7
Online and Hybrid Course Policy	A copy of the adopted policy governing online and hybrid teaching	Standard 3; Standard 4; Standard 6
Peer Evaluation Committee Handbook	Guide and summary of the applicable faculty and librarian evaluation provisions in the MSCA collective bargaining agreement.	Standard 6; Standard 2
Percentage of course sections taught by PT/adjunct faculty, 2018-2023	Data illustrating that MCLA has remained well under the maximum 15% threshold for courses taught by other than FT/TT faculty	Standard 6

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Physics Student Survey	This survey of graduating physics students was used as one source of evidence in reviewing course offerings and requirements, eventually leading to more programming and quantitative application opportunities for majors.	Standard 8
Plowing the Ground - Institutional DEI Review	A report created by an outside consultant identifying needs to advance DEI at MCLA; this report led to the creation of the Chief Diversity Officer position.	Standard 1; Standard 8; Standard 2; Standard 3
Portfolio Handbook	Guidelines for faculty and librarians assembling their reappointment/tenure/promotion materials	Standard 6
President's Report 2018	annual report recognizing and publicizing achievements of faculty, staff and students	General; Standard 6; Standard 1; Standard 9
President's Report 2019	annual report recognizing and publicizing achievements of faculty, staff and students	General; Standard 6; Standard 1; Standard 9
President's Report 2020	annual report recognizing and publicizing achievements of faculty, staff and students	General; Standard 6; Standard 1; Standard 9
President's Report 2021	annual report recognizing and publicizing achievements of faculty, staff and students	General; Standard 6; Standard 1; Standard 9
President's Report 2022	annual report recognizing and publicizing achievements of faculty, staff and students	General; Standard 6; Standard 1; Standard 9
President's Report 2023	annual report recognizing and publicizing achievements of faculty, staff and students	General; Standard 1; Standard 2; Standard 3; Standard 4; Standard 5; Standard 6; Standard 7; Standard 8; Standard 9
ProForma draft for Campaign	Projections for revenue from all sources, enrollment, expenses over the next 10 years	Standard 2; Standard 5; Standard 7
Program Review, Biology - External Review R1	Biology program self study external reviewer report. External review is used to provide feedback to the program to use to help improve the program.	Standard 2; Standard 4; Standard 8
Program Review, Biology - External Review R2	Biology program self study external reviewer report. External review is used to provide feedback to the program to use to help improve the program.	Standard 2; Standard 4; Standard 8
Program Review, Biology - Self Study	Biology program self study review. Used to understand current status and future planning for the program.	Standard 2; Standard 4; Standard 8

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Program Review, Chemistry - Self Study	Chemistry program self study review. Used to understand current status and future planning for the program.	Standard 2; Standard 4; Standard 8
Program Review, Honors - External Reviewer Report	Honors program self study external reviewer report. External review is used to provide feedback to the program to use to help improve the program.	Standard 2; Standard 4; Standard 8
Program Review, Honors - Self Study Review	Honors program self study review. Used to understand current status and future planning for the program.	Standard 2; Standard 4; Standard 8
Program Review, Math - External Reviewer Report	Mathemetics program self study external reviewer report. External review is used to provide feedback to the program to use to help improve the program.	Standard 2; Standard 4; Standard 8
Program Review, Math - Self Study	Mathematics program self study review. Used to understand current status and future planning for the program.	Standard 2; Standard 4; Standard 8
PSYC Assessment Data - Information Literacy and Research Methods	From their 2017 assessment cycle, the psychology department began identifying a need to scaffold students' research abilities. This eventually led to the development of more intentionally scaffolded assignments in their research methods sequence.	Standard 8
Quantitative Reasoning SLO 4 - Scoring Rubric	Rubric used to score student work in Canvas as part of the new Core Curriculum Dashboard Assessment project.	Standard 8
Rad Tech Program Effectiveness Data (for JRCERT)	Document prepared for JRCERT demonstrating program effectiveness (pass rate, job placement, etc.)	Standard 4; Standard 8
REJI Action Planning Template	Guideline used by members of the Racial Equity & Justice Institute team to set and monitor goals around racial equity on campus.	Standard 2; Standard 8
REJI Syllabus & Curriculum 2023-24	Resources, meeting agendas, and special events for the Racial Equity & Justice Institute Team.	Standard 1; Standard 8; Standard 6
Remote Work Review	August 2023 Executive Staff retreat presentation reviewing MCLA's remote/hybrid work pilot	Standard 7; Standard 2
Required Documentation		Standard 8
Residence Life - LLC and Themed Housing 1 page Handout	An overview of offerings in housing for FY 23	Standard 5
Residence Life - LLC and Themed Housing 1 page Handout	An overview of offerings in housing for FY 23	Standard 5

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Residential Life Program Review	The final report from the external review of the Department of Residential Programs and Services conducted in 2019.	Standard 5; Standard 8
Retention - First Time Full Time Undeclared	Retention data for first year undeclared students to support 5.7-5.20	Standard 5
Retention - First Year Retention Rate Fall to Spring	This document will support retention numbers relevant to 5.7-5.20	Standard 5
Retention - FTFT Freshman Fall to Spring Retention Rates FY14-23	Percentage of first-time, full-time freshman who enrolled in the fall and returned in the spring	Standard 5
Retention Data for Undeclared First Year Students	Highlights of retention data sent to the Center for Academic Advising and Support demonstrating great success in retaining first year students in their first year.	Standard 5; Standard 8; Standard 2
Retention Profile	Powerpoint presented to Executive Staff and Department Chairs reviewing recent retention rates and discussing initiatives to improve retention	Standard 5; Standard 2; Standard 4; Standard 6; Standard 8
Retention Summary FTFT EFR 2013-2022 disaggregated	First to second year retention rates for first-time, full-time entering students, broken out by demographic category, 2013-2022.	Standard 5; Standard 2
Return to Campus Guide for Students Fall 2020	Guide for students for a safe return to campus for the fall 2020 semester due to the COVID pandemic	Standard 5; Standard 7
Sabbatical proposal: improving Biology students' quantitative skills	An example of a faculty sabbatical proposal. Also demonstrates Biology department's strategy to improve students' quantitative skills as a result of assessment.	Standard 8; Standard 6
Sample Assessment Reports	A selection of assessment reports.	Standard 8
SEM Council Overview FY24	Planning document for SEM Council activities, FY24	Standard 2; Standard 5; Standard 7
Staff Search Committee Training	Slide deck created by HR to train staff search committees on ethical, equitable hiring practices	Standard 7; Standard 6
STEM Academy Retention Data	STEM Academy Retention Data related to standard 5 - recruitment and retention of students	Standard 5
STEM Academy Scholarships	Number of students and amount of scholarships for STEM Academy students over 5 years. Retention data coming!	Standard 5
Strategic Plan Campus Forum 2017	Presentation to campus upon launch of 2017-2022 Strategic Plan	Standard 2; Standard 3; Standard 1; Standard 7; Standard 5
Strategic Plan MCLA 2017-2022	MCLA’s 2017-2022 Strategic Plan	Standard 2

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Student Academic Resources Org Chart (Formerly CSSE)	The new organization of Student Academic Resources. It includes Academic Advising & Support, Disability Resources, and TRiO	Standard 3; Standard 5; Standard 6
Student Affairs Assessment Canvas - Homepage	Export of the home page for the Student Affairs Assessment Canvas, a resource repository for learning about, discussing, and developing assessment efforts in SA.	Standard 5; Standard 8
Student Affairs Division Goals	A working document outlining student affairs' goals along with benchmarks, stakeholders, and alignment.	Standard 2; Standard 5; Standard 8
Student Affairs Division Goals	Working copy of the five goals articulated by the Student Affairs division	Standard 2; Standard 5
Student Behavioral and Mental Health Grants for Community Colleges and State Universities	Grant Budget Worksheet	Standard 5; Standard 7
Student Behavioral and Mental Health Grants for Community Colleges and State Universities	Grant Coversheet	Standard 5
Student Records / Registrar Homepage	Location for all student academic forms, registration forms, schedules, policies and catalogs	Standard 9
Student Success Check-In Policy	Newly revised policy replacing the former attendance warning check-ins. This reflects a more supportive, asset-based model which will better facilitate communication about students' struggles and successes.	Standard 2; Standard 5; Standard 8
Students of Color Story with Data	Powerpoint presentation given to executive staff about outcomes for students of color, shown in data.	Standard 5; Standard 8
Summary of MOU with New England Children's Center (Behavioral Analysis concentration)	This summary is from our faculty involved with the Behavioral Analysis concentration in the Psyc department that offers this option with New England Childrens' Center.	Standard 4
Summer Recovery Credit Data	Results showing grade breakdown and percentage of students returning following the summer credit recovery program, with a large increase in 2023.	Standard 5; Standard 8; Standard 2
Syllabus for SAAL Course: Applying and Leading Assessment in Student Affairs	A group from MCLA formed a study cohort for this course. Over the course of the semester, participants met regularly to discuss course content and its application to their work at MCLA.	Standard 8; Standard 5

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Syllabus for Travel Course to Bahamas	This syllabus gives an example of a travel course that is also a research project--"double" high impact experience!	Standard 4
Syllabus of Civil Rights travel course (S18)	Sample Syllabus of a travel course; this is the Civil Rights course offered in spring 2018 (also being offered in spring 2024).	Standard 4
Syllabus_Advanced Biochem Honors_S20	A syllabus for a course that is cross-listed as Honors, highlighting the Honors LO's and requirements. Also an example of an upper-level course in the sciences.	Standard 4
Syllabus_AsychOnline_Intro to Music_S23	A representative syllabus (exported from Canvas) of CCA Core course; also an asynchronous, online course (we recently began offering ~10 online courses to expand accessibility-- these undergo a thorough vetting by our AcTech team).	Standard 4
Syllabus_Career Readiness Workshop_F22	This syllabus describes an upper-level course (HIST-450/POSC-450) that prepares seniors for life after MCLA. Many departments have a similar course.	Standard 4
Syllabus_CCAP_Ethical Issues in Healthcare_S23	A representative syllabus of a CCAP (capstone) course, from spring 2023 (new Core).	Standard 4
Syllabus_CHH_CCSJ_Intro Cross-Cultural Studies_S23	A representative syllabus of the CHH domain; also for the CCSJ minor and IDST major.	Standard 4
Syllabus_CHW_Lifetime Wellness_F22	A representative syllabus for the CHW Core domain.	Standard 4
Syllabus_ClinicalObservation_F22	A representative syllabus for a clinical course; also one-credit; also pass/fail. Required for some concentrations of Health Science major, such as Sports Medicine.	Standard 4
Syllabus_CMA_Intro Stats_F22	A representative syllabus (exported from Canvas) for a CMA Core domain course, Intro to Statistics; also highlights OER.	Standard 4
Syllabus_CRW_College Writing II_F22	A representative syllabus for College Writing II (the CRW Core domain), which is required for all MCLA undergrad matriculated students.	Standard 4
Syllabus_CSS_Intro Psych_S23	A representative syllabus for the CSS Core domain; also a foundational course for the Psychology major.	Standard 4
Syllabus_CST_Evolution of Sex_S23	A representative syllabus for a CST Core domain course.	Standard 4

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Syllabus_CSTL_Intro Bio_S23	A representative syllabus of a CSTL (science with lab) Core domain course; also a foundational course for the Biology major; also highlights use of OER.	Standard 4
Syllabus_EDUC702_F22	The Education dept. (in addition to the Business dept.) offers a Master's degree-- this is a representative syllabus from a graduate course.	Standard 4
Syllabus_ENVI150H_F21	This syllabus describes an intro-level Honors course, also required for ENVI majors, that incorporates fieldwork.	Standard 4
Syllabus_Field Placement I_F22	The Education department is unique in its requirements, which prepares students for student teaching and taking the MTEL. This syllabus describes a course that has a fieldwork component.	Standard 4
Syllabus_FSEM_CSS_Peoples of the World_F22	A representative syllabus of an FSEM course; also a CSS course.	Standard 4
Syllabus_Idea of Latin America_S23	For the CCLC (Language & Culture) Core domain, in addition to language courses such as Elementary Spanish II, we also offer non-speaking courses for accessibility (but open to all students). This Syllabus describes a special topics course that fulfills this requirement.	Standard 4
Syllabus_Intro Acting_F22	A representative syllabus highlighting a performance-based course.	Standard 4
Syllabus_MBA662_F22	A representative syllabus from the Business Administration & Economics department's graduate MBA program.	Standard 4
Syllabus_Sociology/Social Work Internships_F22	Internships are common at MCLA, but are required for certain programs; this syllabus describes the upper-level Sociology/Social Work Internship "course"-- students meet with the professor once per week in addition to their on-site internship.	Standard 4
Teacher Licensure 2023 Submission to DESE	Submission to DESE from the Education Department detailing evidence of progress in 3 focus areas: Field-Based Experiences for CAGS students, Baccalaureate Instruction, and Post-Baccalaureate Instruction.	Standard 8
TechFest Programs 2013-2022	MCLA's annual day-long professional development conference on teaching and technology.	Standard 6
Title III APR Year 1 2016-2017	First annual performance report on Title III grant-funded activities	Standard 5

MCLA NECHE 2023 Self-Study Workroom Document List

Title	Brief Description	Standard Alignment
Title III APR Year 2 2017-2018	Second annual performance report on Title III grant-funded activities	Standard 5
Title III APR Year 3 2018-2019	Third annual performance report on Title III grant-funded activities	Standard 5
Title III APR Year 4 2019-2020	Fourth annual performance report on Title III grant-funded activities	Standard 5
Title III APR Year 5 2020-2021	Fifth annual performance report on Title III grant-funded activities	Standard 5
Title III Grant Application	Application for the FY2017 Title III Grant	Standard 7; Standard 5; Standard 4
Title III Programs	List of Title III-funded programs and their alignment with sub-goals: academic support, advising, and high-impact practices	Standard 5
Transfer Credit	Info on Transfer policies	Standard 4
Travel Course Data	Includes data from S2011-F19 (last travel courses, pre covid since S20 were cancelled). Includes demographic information	Standard 5; Standard 4
Undergraduate Research Conference Data 2016-2023	Data capturing participation and types of presentations at MCLA's annual Undergraduate Research Conference.	Standard 1; Standard 4; Standard 6; Standard 5
Website - Homepage	The homepage for the College.	General; Standard 1; Standard 9
Writing Studio COVID Modalities	Description of Modalities during Covid at the Writing Studio	Standard 4; Standard 5; Standard 6
Writing Studio Summative Report-Fall 21	Quantitative and Qualitative Assessment of the Writing Studio	Standard 4; Standard 5; Standard 6; Standard 8
Writing, College - Assessment Fall 2019	Evidence for 4.11 students completing an undergraduate program demonstrate collegiate level skills in English	Standard 4; Standard 8
Writing, College - Assessment Fall 2021	Evidence for 4.11 students completing an undergraduate program demonstrate collegiate level skills in English	Standard 4; Standard 8
Writing, College - Assessment Report Fall 2018	Evidence for 4.11 students completing an undergraduate program demonstrate collegiate level skills in English	Standard 4; Standard 8
Written Information Security Program	IT policy designed to Ensure the security and confidentiality of confidential information	Standard 7; Standard 9

Guide to Abbreviations and Acronyms

Every effort has been made in this narrative to spell out the full names of entities commonly referred to with abbreviations and acronyms upon their first use in each standard. In order to compensate for any failures in this regard, as well as to account for instances readers may encounter in workroom documents or in the wild, a list of acronyms and abbreviations frequently used at MCLA and in Massachusetts is presented below.

A&F: MCLA Division of **Administration and Finance**

ACC: **All College Committee**; major committee in the college's Shared Governance system

AFSCME: **American Federation of State, County and Municipal Employees**; the collective bargaining unit that represents classified staff in the Massachusetts state university system

APA: **Association of Professional Administrators**; the collective bargaining unit that represents professional staff in the Massachusetts state university system

APC: **Academic Policies Committee**, one of three standing committees in the college's shared governance system

APR: **Alternative Professional Responsibilities**; faculty work that entails one or more course releases

BERC: **Berkshire Environmental Resources Center**; MCLA initiative established in 2005

BHE: Massachusetts **Board of Higher Education**

BHS: **Berkshire Health Systems**; major regional employer and partner in MCLA's Nursing program

BIC: **Berkshire Innovation Center**, partner in MCLA's MBA program

BSU: **Black Student Union**

CBL: **community-based learning**

CDEI: MCLA's **Committee on Diversity, Equity, and Inclusion**

CDO: Used to refer to the (generic) position of **Chief Diversity Officer** at the college. Through FY23, the position's official title was Senior Advisor for Institutional Equity and Belonging. When the previous incumbent of that position left the college, the position was re-written with a title of Vice Provost for Institutional Equity and Belonging. The official position titles are used when referring to specific individuals.

COP: Massachusetts State University **Council of Presidents**

COPLAC: **Council of Public Liberal Arts Colleges**

CSC: **Core** (Curriculum) **Steering Committee**

CSI: **Center for Science and Innovation**; MCLA campus building

CSSE: the former **Center for Student Success and Engagement**, realigned into other units in 2022

CTL: MCLA's **Center for Teaching and Learning**

DCAMM: Massachusetts **Division of Capital Asset Management and Maintenance**; agency responsible for capital planning, public building construction, facilities management, and real estate services for the Commonwealth

DESE: Massachusetts **Department of Elementary and Secondary Education**

DGCE: MCLA's **Division of Graduate and Continuing Education**

DHE: Massachusetts **Department of Higher Education**

EO Plan: the Massachusetts state university system's **Equal Opportunity**, Diversity, and Affirmative Action **Plan**

ERIP: Massachusetts **Employee Retirement Incentive Program**; early retirement

FPA: **Fine and Performing Arts** (academic department)

FSEM: **First-Year Seminar**

FYE: **First-Year Experience**

FYS: **First-Year Seminar**

GSC: **Gender and Sexuality Center**

HELM: **Higher Education Libraries of Massachusetts**; network of 13 public higher education libraries who share a catalog and allow direct borrowing by patrons

IAH: **Institute for Arts and Humanities**; initiative funded by the Andrew W. Mellon Foundation

IGE: **Identity and Gender Equality Center**

MAC: **MCLA Arts & Culture**; college initiative that supports interdisciplinary approaches to education, social justice, and academic research across MCLA's curriculum

MCCLPHEI: **Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions**; organization of chief librarians at Massachusetts' public higher education institutions

MERC: **Multicultural Education Resource Center**

MMARS: **Massachusetts Management Account and Reporting System**, the Commonwealth's statewide accounting system

MSCA: **Massachusetts State College Association**; the collective bargaining unit that represents faculty and librarians in the Massachusetts state university system

MSCBA: **Massachusetts State College Building Association**; finances, plans, designs, constructs and oversees the management of residence halls and student activity facilities on the nine State University campuses

MTEL: **Massachusetts Tests for Education Licensure**; tests required of all candidates for educator licensure in Massachusetts

NAPS: **North Adams Public Schools**

NUE: **New Undergraduate Experience**; vision document from the Massachusetts DHE outlining the cultural, curricular, pedagogical, and structural changes needed for a public higher education transformation

NUP: **Non-unit professional**; executive and professional employees of Massachusetts state universities who are excluded from coverage under any collective bargaining agreement

OER: **Open Educational Resources**; free, openly-licensed course materials

OTC: **Online Teaching Certification** course; taught by Academic Technology; required of all faculty who teach online

PEC: **Peer Evaluation Committee**; evaluates faculty and librarians for reappointment, tenure and promotion per Article VIII of the MSCA contract

PMRS: the Commonwealth's **Performance Measurement Reporting System**

SGA: **Student Government Association**

SVC: **Southern Vermont College**; college in nearby Bennington that closed in 2019; MCLA was their teach-out partner and adopted their Radiologic Technology program

TEAC: **Textbook Equity Advisory Committee**, MCLA advisory committee comprising staff, faculty, and students working toward equitable access to course materials

TRiO SSS: TRiO is not an acronym; SSS stands for **Student Support Services**; federally-funded program that serves low-income, first-generation, and students with disabilities.

URC: MCLA **Undergraduate Research Conference**, an alternative academic day held annually

WOCI: **Women of Color Initiative**; mentoring program funded through a Title III grant

2023 Visit Chairs

Richard Glejzer (VP of Academic Affairs)
Gina Puc (Chief of Staff)

Standard 1: Mission and Purpose

Christopher Macdonald-Dennis, Standard Co-Chair
Joshua Mendel, Standard Co-Chair
Margaret Clark (EDUC)
David Cupery (POSC)
Bonnie Howland
Kate Gigliotti
Kerri Nicoll (SOCI)
Rita Nnodim (IDST)

Standard 2: Planning and Evaluation

Jason Canales, Standard Co-Chair
Robert Ziomek, Standard Co-Chair
Lynette Bond (Dean of Graduate and Continuing Education)
Jana Boyer (Director of Admission)
Anthony Daly (HIST)
Jennifer Dix (Administration and Finance)
Eric Doucette (BIOL)

Standard 3: Organization and Governance

Lisa Lescarbeau, Standard Co-Chair
Jerome Socolof (FPA), Standard Co-Chair
Seth Bean (IT/APA President)
Mohan Boodram (Trustee)
Sharon Claffey (PSYCH)
Jennifer Dermady (Academic Affairs/AFSCME Steward)
Lisa Milanesi (Coordinator of Curriculum)
George Hamoui (BIOL)
Hannah Haynes (IDST/MSCA President)

Standard 4: The Academic Program

Ann Billetz (BIOL), Standard Co-Chair
Carolyn Dehner (Dean of Academic Affairs), Standard Co-Chair
Deborah Currie (Academic Affairs)
Amber Engelson (ENGL)
Mohamad Junaid (SOCI)
Kebra Ward (PYHS)
Nick Stroud (EDUC)
Julie Walsh (RADT)
Graziana Ramsden (MODL)

Standard 5: Student

Kayla Hollins (Executive Director of Student Persistence), Standard Co-Chair
Jeanette Smith (VP of Student Affairs), Standard Co-Chair
Elizabeth Hartung (MATH)
Jacqueline Krzanik (Director of Health Services)
Laura Mooney (Director of Athletics)
Spencer Moser (Director of Civic and Community Engagement)
Arlene Theodore (Director of Diversity, Equity, Inclusion, and Justice Initiatives)
Samantha Pettey (POSC)
Sara Steele (PSYC)
April Wright (Director of Division Operations and Programs)

Standard 6: Teaching, Learning, and Scholarship

Gerol Petruzella, Standard Co-Chair
Ely Janis (HIST), Standard Co-Chair
Anna Jaysane-Darr (SOCI)
Lisa Arrastia (EDUC)
Victoria Papa (ENGL)
Terrie Pratt (Academic Affairs)
Daniel Shustack (ENVI)
Jeremy Winchester (FPA)

Standard 7: Institutional Resources

Theresa O'Bryant (Dean of DGCE), Standard Co-Chair
Joseph DaSilva (VP Administration and Finance), Standard Co-Chair
Emily Aling (Associate Dean for Library Services)
Tara Barboza (BADM)
Curt Cellana (Comptroller)
Barbara Chaput (Chief Human Resources Officer)
Lisa Donovan (FPA)
David Eve (CSCI)
Robert Fortini (Assistant Director of Facilities)
Catherine Obrzut (Student Financial Services)
Ian Bergeron (CIO)

Standard 8: Educational Effectiveness

Justin Golub (BIOL), Standard Co-Chair
Erin Milne (Director of Assessment), Standard Co-Chair
Pamela Contakos (Library)
Jenn Labbance (Student Affairs)
Elena Traister (ENVI)
Paul Petritis (DGCE)
Clio Stearns (EDUC)

Standard 9: Integrity, Transparency, and Public Disclosure

Bernadette Alden (Director of Marketing and Communications), Standard Co-Chair
Heather Quire (Dean of Students), Standard Co-Chair
Jennifer Meaney (Student Records)
Steve Pesola (IT)
Nicole Porther (BIOL)
Patrick Connelly (Dean of Title IX and Wellness)

Steering Committee

Visit Chairs
Standard Co-Chairs

Operational Group

Ian Bergeron
Jason Canales (Director of
Richard Glejzer (VP of Academic Affairs)
Lisa Lescarbeau (Executive Assistant to the President)
Erin Milne (Director of Assessment)
Gina Puc (Chief of Staff)
Jeannette Smith (VP of Student Affairs)

One Voice Writer

Emily Alling (Associate Dean of Library Services)

Writing Support

Jerome Socolof (FPA)
Ely Janis (HIST/POSC)
Carolyn Dehner (Dean of Academic Affairs)