

**Fifth Year Interim Report**

**Submitted to  
New England Association of Schools and Colleges  
Commission on Institutions of Higher Education**

**Lasell College  
1844 Commonwealth Avenue  
Newton, Massachusetts 02466  
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## **Lasell College Interim Self Study Report Table of Contents**

### Introduction & Institutional Overview

#### Response to Areas Identified for Special Emphasis

1. Evaluating undergraduate degree programs to ensure that the allocation of general education credits is consistent with the expectations articulated in the Commission's standards
2. Continuing to develop and implement plans to assess student learning outcomes in undergraduate and graduate degree programs
3. Strengthening academic rigor across the curriculum
4. Assessing the effectiveness of retention initiatives and achieving institutional goals for retention and graduate rates
5. Achieving its goals for enrollment growth and diversification of revenue

#### Brief Updates on Issues Related to Standards

Standard One: Mission and Purposes

Standard Two: Planning and Evaluation

Standard Three: Organization and Governance

Standard Four: The Academic Program

Standard Five: Students

Standard Six: Teaching, Learning, and Scholarship

Standard Seven: Institutional Resources

Standard Nine: Integrity, Transparency, and Public Disclosure

#### Reflective Essay: Standard Eight (Educational Effectiveness)

### Conclusions

#### APPENDICES (A – J)

Appendix A: Affirmation of Compliance

Appendix B: Audited Financial Statement

Appendix C: Interim Report Forms

Appendix D: E Series Forms

Appendix E: Common Prompts for Assessing Written Communication

Appendix F: Assessment Prompts for Knowledge Perspectives

Appendix G: May 2016 Destination Report

Appendix H: Fall 2016 Study Abroad Evaluation

Appendix I: Leadership Programs Evaluation

Appendix J: Athletics Community Service Report

### **Introduction and Institutional Overview**

We are pleased to submit our fifth year, interim report to the Commission.

The final process for preparing this report was overseen by Jim Ostrow, Vice President for Academic Affairs, who worked directly with the members of the Lasell College Senior Management Team and the academic leadership of the College to assess and report on the different areas covered.

#### **A Brief Overview of Lasell College**

Lasell College, founded in 1851, is an independent, coeducational, non-sectarian institution of higher education. With an emphasis on teaching and lifelong learning, Lasell's mission is to engage students in the practice of their fields of study through collaborative learning that fosters lifelong intellectual exploration and social responsibility.

In fulfilling our mission, the College is guided by four core values: student focus; innovative education across the lifespan; social responsibility; and integrity, honesty, and ethical decision-making.

The College offers over 30 baccalaureate programs in the areas of Business, Communication, Fashion Design and Merchandising, Athletic Training, Exercise Science, Health Science, Sport Management, Teacher Education, Criminal Justice, and the Arts and Sciences. Lasell also offers master degrees in Management, Communication, Education, Sport Management, Criminal Justice, Rehabilitation Science, Nutrition for Human Performance, and a Professional MBA program.

Full-time enrollment at Lasell College has continued to increase significantly over the past ten years, with approximately 2,100 racially and ethnically diverse students currently enrolled; nearly 80% of the undergraduate students live on campus in residential housing. Over the past three decades, Lasell College has transformed itself from being a two-year women's college enrolling fewer than 400 students to the thriving institution it is today.

Lasell College emphasizes learning by doing, or what it calls "connected learning" in all professional and liberal arts programs. In 2000, Lasell College opened Lasell Village, the first continuing-care retirement community with a mandatory academic requirement each year. Intergenerational collaborations between residents and traditional aged Lasell students are a central focus, and Lasell Village has become a model being studied by academic institutions all over the world.

*Response to Areas Identified for Special Emphasis*

**1. Evaluating undergraduate degree programs to ensure that the allocation of general education credits is consistent with the expectations articulated in the Commission's standards.**

At the time of Lasell College's reaccreditation in 2012, we were in the process of an extensive review and major revision of the Core Curriculum. After piloting several components of the new Core, we implemented it fully in the Fall of 2014. Although the Core is designed to integrate all fourteen Core Student Learning Outcomes across all programs of study, its foundation consists of 15 discrete courses totaling 45 credits,<sup>1</sup> ensuring that all students, regardless of major, have the same opportunities to gain competency in all 14 outcomes (<http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html>).

The theme-based **First Year Seminar** emphasizes the core *intellectual skills*, while providing an introduction to the *knowledge perspectives*; connected learning projects and challenging class assignments incorporate *synthesis* and *application*.

In the first year, students also complete a self-paced, technology-enhanced **mathematics** course and take two courses focused on **writing** skills. Students build on the skills in writing and quantitative literacy established in these foundational courses in **two writing-intensive courses** within the major and an additional **mathematics** course, often also within the major. In addition, **two speaking-intensive courses** within the major focus on oral presentation and speaking skills. In all of these courses, students build competencies in the corresponding learning outcomes.

Four courses taken during the first two years engage students in understanding and solving problems they will encounter in their professional and personal lives from four different **Knowledge Perspectives: Aesthetics and Creativity, Scientific Inquiry and Problem Solving, Global and Historical Perspectives, and Individuals and Society**.

A **Multidisciplinary Experience course**, usually taken in the sophomore year, introduces a social or intellectual problem (such as sustainable cities). Faculty guide students through a critical thinking process that crosses traditional disciplinary lines.

The **Ethical Reasoning course**, usually taken in the junior year, challenges students to analyze and grapple with real, current moral dilemmas, and their complex ethical solutions, by connecting cultural and historical ways of understanding ethical thinking with professional standards.

In their last two years, students further integrate the Knowledge Perspectives, refine the Core Intellectual Skills, and practice high-level Synthesis and Application in courses within their majors. The major Capstone and Internship Experiences serve as the

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<sup>1</sup> A few Core courses are four credits, so sometimes the total will be higher.

culmination of the Core Curriculum where students experience the highest level of connection between Core and Department outcomes, skills, and knowledge.

**2. Continuing to develop and implement plans to assess student learning outcomes in undergraduate and graduate degree programs.**

College Support for Faculty-Led Assessment

To remain current on practice and research, faculty and administrators regularly participate in conferences such as New England Educational Assessment Network (NEEAN), IUPUI's Assessment Institute, Teagle Assessment Scholars Workshops, Wabash Center of Inquiry Workshops, Virginia Tech's Conference on Higher Education Pedagogy, and AAC&U conferences and summer institutes. Annual Faculty Institutes at Lasell include high impact practices, and course design workshops for full- and part-time faculty emphasize aligning learning outcomes and assessment. The College supports faculty assessment work by reserving at least seven opportunities each year for programs to meet for scoring, analysis, and planning, and providing stipends for assessing core outcomes and courses during summer months.

Undergraduate Programs

Faculty-led assessment of student learning outcomes is central to Lasell's academic programs. Since 2012, departments have continued assessment of discipline-based learning outcomes. A major focus has been developing and implementing assessment plans for several core learning outcomes, particularly in core courses. Using designated time blocks, faculty conduct assessments, discuss and report on results, and identify actions to improve student learning. In addition, the College provides frequent opportunities for faculty to explore and enhance connections among assessment, teaching, and student learning. In this section, we describe steps taken since 2012; related actions and reflections are found in E1 Series forms and in Standard 8.

Core student learning outcomes.

With support from a Davis Educational Foundation grant, faculty developed and implemented assessment plans for core outcomes including written communication, collaborative work, knowledge perspectives, and ethical reasoning. As we continue to refine core courses and integrate core and program outcomes, course design is informed by the need for continuing assessment: that is, courses must include elements that provide direct evidence of student learning. Analysis and application of results focus on students' competencies and their perceptions, as well as needed revisions in pedagogy, course design, assessment plans, and curricular structure.

***Intellectual Skills.*** While all of the intellectual skills are included to varying extents in core courses, three form the basis for focused assessment at this point. Written communication, oral communication, and information literacy are embedded in first- and second-year core courses through common assignments or expectations, providing a consistent set of artifacts.

Written Communication: “Write clear, well-organized, persuasive prose.”

With the implementation of the Core Curriculum in 2014, both senior and first-year students upload designated writing assignments through Moodle, and faculty assess the samples using a rubric modeled on AAC&U’s VALUE rubrics. Senior writing is assessed by an interdisciplinary group of faculty; first-year writing is assessed by groups including writing faculty, and instructors of FYS103 and HON101.

As part of the process, we also explore students’ understanding and application of connected and integrative learning, implicit in the core learning outcomes. With that in mind, both groups of students are asked to respond to prompts based in their experience with connected learning and the core curriculum. For seniors, the assignment is included in their capstone or internship courses; first-year students respond in FYS103 or HON101 (see Appendix E). In addition, first-year writing students complete essays designed to provide “snapshots” of their skills upon entering Lasell and upon finishing their first year, and develop a research paper supporting a position on a social issue. The first essays were uploaded in 2016-2017, providing baseline data to guide course design and academic support.

Oral Communication: “Use listening and speaking skills to express ideas and information clearly and confidently in a variety of settings.” Faculty teaching FYS103 and HON101 include at least two speaking assignments in their courses: a short (2-3 minute) informal talk near the beginning of the course and a longer (5-7 minute) formal talk near the end of the course. Assignments are assessed using a common rubric, again based upon AAC&U’s VALUE model. Workshops for faculty in January and May include discussions of students’ strengths and weaknesses, successful practices, and model prompts.

Information Literacy: “Collect, analyze, and synthesize appropriate data and sources effectively, ethically, and legally.” For several years, the College’s research librarians have provided instruction in research skills through courses across the curriculum and to students who drop in to the library with questions. In the last two academic years, they have assessed students’ understanding of the research process and appropriate resources through surveys and analysis of *Works Cited* pages from research papers.

### ***Knowledge perspectives (KP)***

In defining how courses would meet these outcomes, faculty considered strategies for assessment. Here we outline the plans that each faculty working group has implemented. Examples of prompts and guiding questions are included in Appendix F.

The ***Aesthetics and Creativity*** KP states that *Students will experience modes of self-expression and creativity*. Faculty identified three components that all courses should include: connections among disciplines; context and tradition of a work or genre; and developing their own aesthetic taste. Each instructor assigns a short

reflective paper closely connected to course content and assesses student products using a common rubric; assessment may include creative products, depending on the nature of the course. Faculty assess products from their own courses and report the results to a faculty coordinator, who combines them into an overall report.

The ***Global and Historical*** KP engages students in *interpreting and analyzing the complex interrelationships and inequities in human societies in a global and historical context*. HIST104 (World Civilization II) is collaboratively taught by all of the full-time history faculty and employs a design that is unusual at Lasell. Each semester, about 200 students enroll in the course, selecting one of eight sections organized by themes such as “Magic & Religion” or “Dissidents & Rebels.” Students meet twice weekly, with one “cluster” meeting that includes four of the sections and one “section” meeting. All of the faculty members participate in the cluster meeting, with one team member generating reading-based discussions in table groups; section meetings are led by individual faculty. Assessment probes the learning outcome through direct and indirect measures, and students’ feedback on structure affects course design and pedagogy.

Direct measures. In AY2016 and 2017, faculty collected all notes from table discussions and the presentations made by the groups. In addition, several sections assigned a reflective paper, in which students selected their best and worst short summary papers, articulated what made one stronger than the other, and described how the summaries represented their development in the KP outcome.

Indirect measures. Beginning with the pilot offerings in spring 2015, students have responded to the *Student Assessment of Their Learning Gains* (<http://www.salgsite.org/>), a tool that allows faculty to design surveys related to specific learning outcomes. For this KP, students report changes in their understanding of the KP outcome and its components and their competency in the core intellectual skills, as well as responding to questions about the course design. In AY2017, an upper class student who had previously completed the course led *discussion groups* with current students, soliciting their thoughts on choice and extent of readings; class structure (clusters and sections); mechanics of submitting assignments, whether through Moodle or hard copy; and any other input from students.

The ***Individuals and Society*** KP states that *Students will be able to evaluate and understand how individual differences and societal contexts impact human behaviors, beliefs, values, interactions, and emotional and intellectual processes*. Faculty further identified four “sub-outcomes” or components that students are expected to demonstrate, as well as the course levels in which they should be assessed. At this point, assessment has focused on the foundational ability to *identify and analyze bi-directional connections between individuals and social systems*.

The ***Scientific Inquiry and Problem Solving*** KP calls on learners to *Apply the process of scientific inquiry to comprehend the physical world and to solve problems*. Because Lasell does not offer major programs in sciences, most students in the courses are interested in how the content relates to their career plans, and faculty place a priority on ensuring that courses include both scientific inquiry and core intellectual skills. Assessments include both a SALG questionnaire probing changes in students' self-efficacy regarding science content and inquiry and a science assessment unit from the Program for International Student Assessment (PISA) to measure students' ability to critically evaluate scientific evidence/data, recognize questions and apply scientific knowledge.

Sophomores complete a ***Multidisciplinary Course*** (MDSC203) that is team-taught by two faculty members representing different KPs and poses a “messy” problem or societal issue to be addressed from multiple perspectives. Students explore roots of the problem and work in teams to develop and present possible solutions. Assessment strategies include a SALG survey exploring how the course affected students' understanding of core outcomes, as well as the impact of course structure on the learning process. The course coordinator visits classes each semester to observe class sessions and lead students in completing concept maps linking assignments, projects, and content to the KPs.

Juniors complete PHIL302, ***Ethical Reasoning***, organized around the ability to *Respond critically and analytically to moral issues and make informed, ethical decisions*. With course structure modeled on the clusters and sections of HIST104, students use a variety of source materials to explore classical and current thinking and apply the ideas to their lives. The course was piloted in 2015-2016, and the learning outcome was assessed using students' final papers. All juniors enrolled in AY2017. Formative and final papers were collected, and students were asked to provide input on how the course structure and pedagogies affected the learning process.

### Graduate Programs

In 2012, The Department of Graduate and Professional Studies had just framed the process for outcomes assessment in its four programs: Master of Education, MS in Management, MS in Communication and MS in Sport Management. Since then we have added four degrees —MS in Criminal Justice, Professional MBA, MS in Rehabilitation Science, and MS in Nutrition for Human Performance.

The process begun in 2012 has been refined, and expanded to include all new programs. We provide an overview of assessment structures and processes, with additional information in the E Series form.

### **Program Level Assessment**

In Spring 2013, we established outcomes for all graduate programs encompassing knowledge of the field, critical thinking, communication, quantitative reasoning and leadership. Each graduate program incorporated these broader themes into program



specific goals and outcomes. Since 2012, all graduate programs have engaged in yearly assessment, producing an annual assessment report.

These annual reports have resulted in program changes. For example, the Education Department has improved their observation and feedback system used by the program to assess candidate teaching performance. They have developed additional training for program supervisors as well as a structured system for collecting and analyzing data from student teaching. We have also worked with Graduate Admissions to focus on writing standards within the admissions process, and linked students to the Academic Achievement Center and our online tutorial service to improve student writing. Sport Management now requires APA citations in all major assignments and has added processes to help students explore and identify their research focus in the capstone.

There have been some gaps in the annual assessment timetable for Management and Sport Management, due principally to external accreditation activities: in 2012, Management received ACBSP accreditation, and Sport Management began the process for COSMA accreditation in 2014. In addition, changes in leadership in those departments, along with sabbaticals, resulted in no annual assessments for years 2012-13 and 2015-16 for Management and 2012-2015 for Sport Management. With stable leadership in Sport Management, the Program Coordinator has produced annual assessment reports for 2016 and 2017 and will continue to be responsible for these reports moving forward.

Program assessment in Management was completed in the current year, with acknowledgement of the need for assessment activities in the MSM programs to be better organized and managed. In addition, because courses within the MSM are largely predesigned with course guides and templates, these should be reviewed to ensure they are in alignment with the goals and outcomes for the MSM program. We will be instituting these changes moving forward.

The MS in Criminal Justice was launched in 2015, and after one year we applied for state approval to offer courses under the Quinn Bill, requiring a comprehensive program review. We were approved for Quinn Bill Certification in 2016.

### **3. Strengthening academic rigor across the curriculum.**

Since 2012, the College has taken several steps to address this concern.

- The Lasell core curriculum takes an integrative, interdisciplinary stance, with key courses focused on critical thinking and reflection. First Year Seminar faculty continue to raise academic expectations; knowledge perspectives shift the focus to inquiry from content mastery; the sophomore multidisciplinary course uses a project- and team-based approach to “messy” societal problems; and the junior ethical reasoning experience (PHIL302) challenges students to bring classical and current thinking to bear on personal, professional, and social issues. Faculty workshops (see below) include related high-impact practices.

- The Teaching and Learning Center organizes workshops throughout the year, drawing on expertise and interest of faculty and other campus groups. Topics include course design, project-based learning, critical reflection, universal design for learning, and teaching international students.
- Annual faculty institutes, offered since 2014, are open to all full- and part-time faculty and provide an opportunity for more in-depth work. Themes so far have been backward course design, project-based learning, and models of engaged pedagogies embedded in core courses.
- Extended orientations for new full- and part-time faculty introduce them to learning outcomes, expectations for active learning, and processes for assessment and evaluation, as well as resources to support each of those initiatives. Part-time faculty are invited to participate in professional development opportunities throughout the year, including local conferences such as New England Educational Assessment Network and New England Faculty Development Consortium.
- Faculty in the writing program have revised ENG101 and ENG102 to emphasize expository writing, research, and critical reading. Research librarians lead sessions in both courses to guide students in locating, selecting, and using academic resources, and embedded peer tutors provide feedback and mentoring during and outside of scheduled class meetings.
- To focus on rigor in curricular and course design, faculty established a separate Program Review Committee effective September 2012 (this function was previously assigned to the Curriculum Committee). All academic programs, including the Core Curriculum, participate in the five-year program review cycle, which requires an internal self-study, an external review of documents, and an on-site visit from the reviewer.
- Since 2012, the College has received national accreditation for the undergraduate Sport Management (COSMA) program through the Commission on Sport Management Accreditation and for undergraduate and graduate programs offered through the Marketing & Management Department through the Accreditation Council for Business Schools and Programs (ACBSP), while maintaining national accreditation for the undergraduate Exercise Science and Athletic Training programs. Education licensure programs at both undergraduate and graduate levels maintain their state approval through the Massachusetts Department of Elementary and Secondary Education and in 2017 participated voluntarily in a formative review conducted by the Teaching Preparation Inspectorate. Criminal Justice programs at both undergraduate and graduate levels are approved by the Massachusetts Board of Higher Education under the guidelines for Criminal Justice and Law Enforcement Academic Programs.

The College conducts two internal surveys that track undergraduate students' perceptions of academic rigor. All undergraduate students respond to a student satisfaction survey near the end of each semester, and first-year students respond to a First Impression survey during the third week of the fall semester. Responses to these surveys since 2012 are shown below:

*Internal Surveys Regarding Academic Rigor*

<b>Student Satisfaction Survey Academic Rigor</b>								
<b>Variable</b>	<b>2012</b>	<b>2015</b>	<b>2016</b>					
Average hours spent studying/doing homework or group projects per week	15.0	15.4	13.9					
How does your academic workload seem to you so far this year (% too heavy/a little too heavy)	68%	76%	77%					
<b>First Impressions Survey Academic Rigor</b>								
<b>Variable</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>			
Average Satisfaction w/ the degree of academic challenge in your courses.	4.56	4.63	4.39	4.63	4.76			
Is the college meeting your expectations in terms of academic experience?	4.93	5.03	4.63	5.02	4.89			
<b>In all of your classes so far this year, how often do faculty...</b>								
Come to class well prepared	n/a	5.35	5.14	5.33	5.34			
Have a good command of what they are teaching	n/a	5.19	4.85	5.13	5.10			
Present material in a well organized way	n/a	4.99	4.70	4.98	4.94			
Make good use of examples and illustrations to explain difficult points	n/a	4.90	4.55	4.92	4.89			
Note: The student satisfaction survey workload question was asked on a 4-point scale. The percentages shown represent students that responded with too heavy or a little too heavy								
Student satisfaction survey was not administered in 2013 or 2014; went through a major overhaul in 2012								
The first impressions questions were asked on a 6-point scale with 1 being extremely dissatisfied and 6 being extremely satisfied for academic challenge/classroom experience and 1 being No, I'm disappointed and 6 being Yes, I am satisfied for expectations								
The first impressions survey is asked of freshmen students only within the first 4 weeks of enrollment								

On the Student Satisfaction survey, respondents are asked how their academic workload seems to them that year, using a Likert scale with options of 'Too Heavy', 'A little too heavy', 'A little too light', and 'Too light'. Since 2012, the percentage of students who responded 'Too heavy' or 'A little too heavy' increased from 68% to 76% in 2015 and 77% in 2016. Similarly, the First Impression survey asks first-year students to rate their satisfaction with the degree of academic challenge in their courses using a 6-point scale. The average response for this question has seen an increase from 4.56 in 2012 up to a 5-year high of 4.76 in 2016. These two items from two separate surveys show an increase in the students' perception of academic rigor as measured by academic workload and academic challenge over the last five years.

Graduate programs have addressed concerns about academic rigor with a focus on developing consistency in capstone internship and research projects. In collaboration with the College's Director of Internship Programs, a standard internship course was developed and is now offered by each program, with the exception of Education, where the practicum must follow State regulations. Graduate internships now include a minimum of 150 field hours and a reflective component.

To increase rigor in capstone projects, the Education, Sport Management, Communication, and more recently, Management programs established a research course as a pre-requisite for the Capstone Project; newer degree programs (Criminal Justice, Rehabilitative Science, and Nutrition for Human Development) all include a research course in their core requirements.

Finally, faculty have addressed concerns about consistency in graduate program academic policies. Bringing due dates for assignments more in sync across curricula has reduced student complaints about mismatches, and all programs share a policy on timely grade submission. Faculty also reviewed the policy for grades of incomplete and established a standard of granting such requests only in the rarest of circumstances based upon proper documentation provided by the student.

#### **4. Assessing the effectiveness of retention initiatives and achieving institutional goals for retention and graduate rates.**

##### **Retention/ Graduation Response and Academic Support**

The retention rate of 79.5% for 2015-16 and the three-year average rate of 76.4% surpass the *Vision 2017* strategic plan goal of reaching and maintaining a retention rate of 75% or higher. The 2016 graduation rate of 56.65%, representing a 6.25% over the previous year, is an important step towards reaching the institution's goal of increasing degree completion. Although there are many variables to consider for retention and persistence rate increases, we believe additional attention to first year programing and academic support has had significant impact.

##### **Restructuring of the First Year Advising Program**

In 2011, Lasell College hired the first fulltime professional to advise students without declared majors. *Vision 2017* called for hiring at least one additional full-time professional advisor. The College elected to accelerate in this area, hiring three professional advisors to support all first-year students in 2012. We now introduce a *Proactive Advising* curriculum to all students at the first advising meeting each September. This meeting outlines the plan for five structured meetings (at least every 2-3 weeks, excluding early alert meetings and drop-ins). College Student Inventory (CSI) survey results, which identify individual students' dropout proneness, predicated academic difficulty, educational stress and coping factors, and receptivity to institutional help are discussed with students in this first meeting. Advisors make appropriate

referrals, build a solid advising foundation, and create an individualized academic plan leading to graduation.

New technology used for advising includes an online appointment system, which provides students with easy access to advisors, and Salesforce, a customer relationship management system that helps advisors to track meeting goals and monitor concerns such as commuter status, mid-term warnings, and instructors' early alert notices. Our new *RingCentral* phone system allows advisors to text directly from office phones, improving outreach to all students.

#### Undeclared Option Program

A collaborative approach between Career Services and First Year Advising has enhanced advising strategies for students who choose not to declare a major when they first arrive at Lasell College. An assigned advisor works closely with students exploring major options, interests, and possible career paths. In addition to the above mentioned advising structure, students with undeclared majors attend a group meeting each semester of their first year, an individual follow-up meeting with a career counselor, and then soon after with the advisor to discuss results of various assessments and to learn about online and in-person resources.

#### Academic Achievement Center

Restructuring the Academic Achievement Center (AAC) Director's position in 2013 as a 12-month, non-faculty role preceded a complete overhaul of academic support services. Redefined tutoring roles, increased coverage and staffing, changes in compensation, enhancements in targeted and structured support models, online scheduling with an emphasis on appointments, a focus on Peer Tutor development, and a recent physical move to the main level of the library have all contributed to significant and sustained increases in usage. A shift from remediation to facilitating students' ongoing learning skill development has resulted in richer staff-student connections and levels of support, and it has encouraged more students to seek assistance throughout the semester.

Four hundred and twenty four individual students (24.96% of the total enrollment based on 1747 UG FTE, FA 2016) made 1,799 appointments with the online scheduling system in Spring 2017. This number does not include drop-ins or other appointments that are not captured by the scheduling system such as some recurring appointments, study groups, workshops, and AAC101 group sessions. Comparison with Spring 2014's 813 appointments made when the system was implemented demonstrates a significant increase.

#### AAC101: *The Learning Process*

Using a predictive analytics approach, Institutional Research identified specific factors that render certain students particularly vulnerable to attrition. In Fall 2012, the College hired its first learning specialist to facilitate a structured and targeted program for these academically vulnerable students. They register for AAC101, *The Learning Process*, a noncredit course that includes small group sessions twice a week throughout both semesters of the first academic year.

In AAC 101, students focus on meeting the demands of college level coursework, and they work towards making effective use of prior knowledge, targeted strategies, and skills to advance and optimize their learning. Students also meet regularly with their First Year Advisors and attend individual tutoring sessions throughout the year.

Ongoing data collected from five cohorts suggests this approach has had a significant impact on student persistence and achievement:

- *Retention*: Students from all five cohorts have retained at a consistent or higher rate from the first to second year when compared to the overall population. Retention rates for this cohort group are as follows: Prior to AAC 101 implementation, the baseline retention rate was 57.5% compared to 64% for all students in Cohort 2010, 77.36% compared to 77.26% for all students in Cohort 2012 (the first year of implementation), 81.58% compared to 75% for all students in Cohort 2013, 78.79% compared to 74.65% for all students in Cohort 2014, and 81.08% compared to 79.55% for all students in Cohort 2015.
- *LASSI (Learning & Study Strategies Inventory)*: Data suggests that targeted supports have had a positive impact on students' perceptions of their abilities in the categories of *anxiety, attitude, concentration, information processing, motivation, self-testing, selecting main ideas, study-aids, time management* and *test taking strategies*. All five cohorts have shown significant improvement across all categories when comparing pre/post-tests after the first semester.
- *ACES/College Board GPA Prediction*: Data suggest the intervention makes a difference, as most participants in five cohorts performed as predicted or better than the overall population.

The program has been so successful that the College elected to hire a second learning specialist in 2015 in order to expand the cohort of participating students.

#### Other Institutional Collaborations

Cross-departmental training for the Advising and AAC staff that includes financial aid, career, and personal counseling has led to smoother referrals amongst departments serving different student needs. Future plans for library building renovations and new technologies will continue to move the College toward its vision of a fully-integrated Learning Commons.

The *Student Success Committee*, made up of representatives from all campus divisions, uses data collected from satisfaction surveys, focus groups, and institutional data to improve students' satisfaction, retention, and persistence. Further discussion of the work of this committee may be found in the Standard 8 Reflective Essay.

After a challenging period of declining retention and graduation rates, Lasell College appears to have recovered and surpassed its own expectations. Continued improvement remains a top priority for the College.

**5. Achieving its goals for enrollment growth and diversification of revenue.**

**Enrollment:**

While we did surpass the *Vision 2017* goal of 1700 on-campus undergraduates, it has been challenging to maintain this growth. We anticipate enrolling 1690 undergraduates in Fall 2017, representing a decrease over the last two years.

	Undergraduate Fulltime Enrollment
Fall 2013	1649
Fall 2014	1705
Fall 2015	1788
Fall 2016	1747

Over the past two years, the College has conducted a community-wide assessment of services and academic offerings. We have identified potential service area improvements as well as new academic offerings that we believe will aid in securing our enrollment. We anticipate that the new academic building under construction and scheduled for completion in November 2017 will dramatically improve the quality of the academic experience and will serve as a recruitment tool.

We determined not to go forward with a wholly on-line undergraduate degree, instead focusing our efforts in two separate areas:

- (1) In the summer of 2012, on-line undergraduate courses were piloted to 91 students earning 308 credits. By the summer of 2017 over 300 students enrolled in over 1100 credits.

Summer	Students	Credits
2012	91	308
2013	176	664
2014	209	800
2015	211	780
2016	218	869
2017	302	1168

In 2015, the College introduced a winter intensive on-line term for our undergraduate students. Again, we have seen steady growth in this area.

Term	Students	Credits
Winter 2015	37	103
Winter 2016	73	220
Winter 2017	86	254

The summer and winter enrollments are a double-edged sword. The courses enable students the opportunity to accelerate their degree progress and generate additional tuition revenue. The down side is that accelerating degree attainment means students graduate earlier and need to be replaced more quickly.

- (2) As referenced elsewhere in this report, the College is committed to finding alternative paths for students to receive an undergraduate degree at a significantly lower cost than the traditional residential undergraduate degree. The Sophomore Alternative Semester was started two years ago as a pilot and we are about to make this program full-year program. A more detailed description of this initiative may be found in the Conclusions section of this report.

Our graduate student enrollment saw steady growth from the program's inception in 2002 through 2014. Our enrollment suffered a modest decline in 2015 and a more precipitous drop in FY 17. Several factors contributed to this change. Students are moving well through the programs and are graduating in greater numbers:

	2013	2014	2015	2016
Degrees Awarded	90	127	168	165

Additionally, we are participants in the Saudi Arabian government sponsored scholarship program and have seen steady enrollments in this area. Our MS in Communication program was deemed saturated, and we were unable to enroll new Saudi students for several terms, contributing to lower new student enrollment. Fortunately, the designation was lifted and the solid reputation of the program among the Saudi students is generating new applicants.

In Fall 2016, the College approved additional resources for graduate enrollment efforts. Early indicators show modest increases in new student enrollment:

	2016	2017
Spring	52 New students	66 New students
Summer I	24 New students	26 New students
Summer II	17 New Students	25 New Students

In 2016, the Chair of our Education Department designed a new PDP (professional development points) program for teachers. Launched in January 2017, the program enrolls teachers in credit and non-credit bearing courses. This new area has contributed additional professional studies enrollment and shows promise for expansion.

In June 2017, the Board of Trustees approved the addition of a new position, Vice President for Graduate and Professional Studies. This new position will bring all areas of graduate and professional studies together under one Vice President. This restructuring of institutional resources places an increased focus on the role of GPS within the organization.



### Revenue Streams

Since the last visit of the NEASC visiting team, the College has worked to create new revenue streams and diversify revenue overall. Despite the challenging global economic environment, the College has begun to make small but significant strides towards this goal. Since the visit in 2012, the College has made several investments in the following areas that are proving successful:

- Graduate Programs
- Conference Services
- Collaborations with Pine Manor College for IT
- Collaborations with Mount Ida College for Campus Police
- Winter and Summer On-line Undergraduate Classes

At the time of the NEASC visiting team visit in 2012, graduate revenue was just \$2.1M, or around 140 graduate students. The College has since added seven master degree programs. We partnered with Greenwood and Hall from California to assist us with marketing and recruitment of graduate students, and we reached a high in 2014-2015 of \$4M in graduate revenue. The College experienced a dip in graduate revenue to \$3M in 2015-2016. The reasons for this include competition in the on-line market, an improving economy, and some unanticipated vacancies in staff.

As referenced above, we added more staff to our own marketing department as well as in graduate admissions. We have seen the graduate revenue and enrollment begin to rebound, and we will end 2016-2017 with about \$3.2M in revenue. Inquiries and admittances for summer 2017 and Fall 2017 are trending upward, and we believe we are on track to begin another growth curve. The College's entry into the graduate market is an important part of the College's growth and revenue diversification strategy. Our margins on the graduate program have been between 50%-60%, which add significantly to our operating results.

Lasell has also worked to diversify revenue through collaboration with other colleges. Although these collaborations do not add significant amounts of revenue, they do help in building relationships with neighboring colleges while also slowing or stopping the expense curve. We entered into an agreement in August 2013 with Mount Ida College to form a joint Campus Police Department. This initiative enabled both colleges to have a robust campus police force, providing more services to the community together than they could have separately. Building on this success, in April 2014 the College entered into an agreement with Pine Manor College to create one shared Information Technology Department for both institutions. For many of the same reasons listed above for Campus Police, this collaboration made sense for both colleges. It is also a way to assist a struggling neighboring institution.

An additional initiative that the College has invested in is conference services. At the time of the visit, the College had few summer or academic year rentals of residence halls or meeting space. The College invested in a staff position to grow the conference services business. We achieved \$130,000 in revenue in FY 13 and are on track to achieve

\$425,000 in revenue for FY 17. During all this time, the College has had major construction projects in process that have compromised some of the potential in this growth area. We are pleased with our progress to date, and with the completion of our Science and Technology Center this fall we can refocus on conference services expansion.

The Summer and January online program referenced above have proven important generators of income for the College. In FY 13, we realized \$130,000 in revenue, and in FY 17, the College is expected to realize \$540,000 in revenue. To date, the College has only marketed these on-line courses to Lasell College students. We now know this program is successful, and the College will soon begin to market undergraduate on-line courses to the external market.

The College continues to explore other initiatives, with several under research and development in an effort to diversify revenue beyond the traditional undergraduate residential program.

### **Standard 1: Mission and Purposes**

As delineated in our 2012 Self-Study, the Lasell College mission statement was revised in October of 2011:

**Lasell College engages students in the practice of their fields of study through collaborative learning that fosters lifelong intellectual exploration and social responsibility.**

At the October 2007 and 2011 strategic planning retreats, participants also reviewed the College's statement of values, prioritizing those values that seemed most meaningful and useful. Participants decided to keep the three values that we have long espoused: student focus, innovative education, and social responsibility. They also chose to add a fourth value, that of integrity, honesty, and ethical decision making. The revised statement of values reads as follows:

- Student focus
- Innovative education across the lifespan
- Integrity, honesty, and ethical decision making
- Social responsibility, mutual respect, and kindness

The added words "across the lifespan" acknowledge the College's educational programming for learners between six months (in the Holway Child Centers) and 100 years (in the Village) of age. Likewise, the added words "mutual respect, and kindness" prioritize civility as a primary value.

The College's mission and values will be reviewed again as part of the current round of strategic planning, launched this past Spring through initial town meetings, which culminates in a three-day strategic planning retreat to be held this October.

### **Standard Two: Planning and Evaluation**

#### **Strategic Planning**

Over the last ten years, Lasell College has made strategic planning and evaluation central to the effort to improve our contribution to the intellectual and personal development of students. In 2007, we conducted a community-wide process that led to the adoption of *Vision 2012*, which comprised statements of mission, values and positioning, and a set of five-year goals. These goals collectively represented a picture of what we expected to find different about Lasell College in Fall 2012 from what existed in October of 2007. By Fall of 2011, we had achieved the majority of the goals, rendering the plan obsolete. Hundreds of members of the Lasell community then participated in the creation of *Vision 2017*, a new set of prioritized goals intended to maintain the drive toward a bigger and brighter future for the College and its students.

Our 2012 Self Study report for NEASC used *Vision 2011* as the basis for the Evaluation section, and *Vision 2017* as the centerpiece of the Projection section of the report. We believe strategic planning should be a dynamic process, not static or "set in concrete." Therefore, we periodically review our plan to make adjustments or additions based on new data or changing conditions. In April 2013, we reviewed the plan and added four goals. We also conducted a session on the "Cost of Attending College" to consider what we could do to lower or control the cost to students and their families. We prioritized initiatives that we believed would help us retard the growth in expenses, or generate additional revenue.

We have now achieved a substantial majority of the *Vision 2017* goals and all of the cost control ideas. Therefore, we have begun the process of developing a new strategic plan that we expect to have in place by November 2017. The process, when complete, will include a series of town meetings involving every constituency of the College, culminating in an intensive three-day meeting with representatives of each constituency, and leading to a final plan for presentation to the Board of Trustees. The heart of this plan will once again be a set of prioritized goals that together present a picture of how the College will be different some defined number of years into the future.

#### **Comprehensive Program Assessment**

One of the cost containment ideas from the 2013 review was to "conduct a comprehensive review of existing programs – academic and non-academic." In August 2015, with endorsement from the Board of Trustees, the College engaged the services of Stevens Strategy, LLC to facilitate this process. A broad cross-section of the College, including faculty, staff, and trustees, participated in this process, which was facilitated by a 30-person group identified as the PRO Team. (*Note: "PRO" is an acronym for Programs and Resource Optimization.*)

From October 2015 through June 2017, the College engaged in a comprehensive assessment of every academic program and every revenue and non-revenue producing cost center. We used an established process provided by Stevens Strategy, who also provided consulting support. As a result of this process, we decided to eliminate seven majors and several concentrations and to invest the money saved in two new academic programs and in several of our strongest existing programs.

In addition to the programmatic review, Stevens Strategy, LLC also helped facilitate an inclusive and transparent review of the structure of our Academic Affairs Division. The following principles guided the process: What form of organization will (a) best support our students and the delivery of our academic philosophy; (b) be efficient; (c) be equitable and fair; (d) facilitate open communication; and (e) provide more decision making and strategic planning authority to academic program leadership? As the result of a process involving the entire community in multiple forms of discussion over a five-month period, we have consolidated 13 departments into five schools, each led by an Associate Dean. The area of Graduate & Professional Studies has been broken out into its own division, headed by a new Vice President. Further discussion of these changes may be found in Standard Four.

#### Cost of Attendance Initiative

The focus on the cost of attending college led to our developing a pilot program, the *Sophomore Alternative Semester*, in which we give rising sophomores the option to live off campus, work at a part-time paid job, and take a set of prescribed online courses. We charge students who enroll in this program about 35% of the normal rate of tuition; and they avoid the room and board costs by living at home. We are now in the process of expanding this initiative into a year-long program for sophomores called *Lasell Works*, which has the potential to lower a student's out-of-pocket costs for a bachelor's degree by 25% or more. This experimental program is a direct outcome of our extensive planning processes. The *Davis Educational Foundation* has provided multiple grants in support of this initiative. Further discussion of this initiative is in the Conclusions section of this report.

#### Institutional Research

We evaluate progress against our strategic plan at least once a year and report that progress to the entire community. We also maintain dashboards of key data items that we present at each Board of Trustees meeting. We recently enhanced the main dashboard to show, in graph form, the trends for each data point over the last several years.

Ten years ago, the College did not have an Institutional Research function. We now have a department with two full-time employees who regularly provide sophisticated data analyses to support the strategic plan reports, dashboards, periodic program reviews, and ongoing program assessments. The IR department also conducts a number of internal surveys each year. These surveys in any particular year may include early impressions of first-year students, levels of student satisfaction of various programs and services, and

assessment of campus climate relative to such issues as diversity and inclusion and sexual misconduct.

Once every few years, the College participates in external survey research including the NSSE survey, the Admitted Student Questionnaire, and National Clearinghouse data. We also conduct our own annual placement survey that collects data on the employment and graduate school status of alumni nine months after graduation. We use all of this data to support our planning processes and to inform our decision-making as we work to improve the academic and campus experience for all Lasell students.

### **Standard Three: Organization and Governance**

#### **Board of Trustees**

The College's current Board of Trustees is comprised of 22 voting members, nine emeriti trustees (*non-voting*), and four ex-officio members (*non-voting*): the President of Lasell College, the Chair of the Lasell Village Board of Trustees, the Chair of Lasell Alumni, Inc., and the Chair of the Board of Overseers. Five of the 22 voting members are alumni of the College. There is an even gender split – 11 females and 11 males – with ages ranging from the 30s into the 70s. Seven of the voting members reside outside the state of Massachusetts, while the remaining 15 live well within commuting distance of the College. There have been no changes to the process for appointment of new trustees: they are elected to fill either a vacated/unfilled term, or for an initial two-year term. This continues to provide an effective opportunity for new trustees as well as the College to determine “fit” and level of commitment. Once the initial term ends, the individual can then be elected to serve a five-year term.

In addition to its Executive Committee, which includes the Chair, Immediate Past Chair, Vice Chair, Treasurer, Clerk, and the Committee Chairs (*plus the President and Assistant Clerk serving as ex-officio members*), there are six committees: Finance Committee, Governance & Audit Committee, Innovation Committee, Investment Committee, Marketing Committee and Student Learning Committee.

New Trustee Orientations – scheduled as needed – provide a historical perspective of the College and its vision for the future, a retrospective on the Board of Trustees, an overview of the mission and core values of the institution, expectations of board members, and presentations by divisional vice presidents. All of the information presented during the orientation session is included in a Trustee Handbook, a copy of which is provided to each participant.

### Board of Overseers

The College's Board of Overseers has a current membership of 46. The Board includes alumni, parents, corporate leaders, educators, community leaders and public officials. As noted above, the Chair of the Board of Overseers serves as an *ex officio* member of the Board of Trustees. The group went through a culling process in recent years in an effort to identify those individuals truly committed to Lasell College. The Office of Development and Alumni Relations now facilitates communications with the Board of Overseers.

### Senior Management Team

Daily management of the College continues to reside with the President and his Senior Management Team (SMT). In addition to the President, the SMT includes the following people: Vice President for Academic Affairs; Vice President for Administration & Finance; Vice President for Enrollment Management; Vice President for Student Affairs; Vice President for Development & Alumni Relations; Vice President for Lasell Village; and the Vice President/ Special Assistant to the President. A new Vice President for Graduate and Professional Studies will be added to the team in January 2018, concurrent with the restructuring of the Academic Affairs Division.

## **Standard Four: The Academic Program**

### Academic Program Analysis

As referenced under Standard Two, the President launched a formal analysis of all revenue and non-revenue centers at the College in Fall 2015, to be followed by a Fall 2016 evaluation of the Academic Affairs Division. This process led to a report being submitted to the Senior Management Team (SMT) in November 2016. The SMT worked to identify:

1. Areas of current strength that, with the investment of additional resources, could expand and deepen in quality, thereby enhancing the overall marketability of the College and the future viability of the institution.
2. New programs that could complement and support our current offerings, serve to broaden our pool of prospective students, and add new definition to the College's profile in the marketplace.
3. The attendant, preliminary costs associated with inaugurating the identified new programs and expanding identified areas of strength.
4. Ways to fund the above-noted costs, including: savings that can be derived through addressing identified redundancies; a greater emphasis on interdisciplinary education; resources that can be re-tooled for greater efficiency; savings from reorganizing College structures; elimination of programs that are less central to the mission of the institution or less viable from a financial point of view.

NOTE: Items #1 and 2 above are consistent with a stated goal in *Vision 2017* that calls for the College to: *Identify two additional signature/niche programs.*

Following the SMT report to the community, there were several town meetings and small group discussions. The Board of Trustees approved the final set of recommendation at its June, 2017 meeting:

Two new degree programs were approved: a BS degree in Health Science and a redesign and launch of the previously closed BS in Information Technology. The SMT, with Board approval, also committed to investing additional resources (e.g., new faculty, technology) in the following areas: Athletic Training, Exercise Science, Business, and Fashion.

The following consistently low-enrolled degree programs were designated for closure after teaching out the remaining enrolled students: Applied Mathematics (including the two teacher education mathematics programs), Arts Management, Environmental Studies, Human Services, Humanities (this refers to the degree program designated “Humanities”; there are other degree programs within the area that continue at the College). Additionally, the English, Finance, and Communication degrees were recommended for streamlining through elimination of concentrations.

An additional commitment of the College is to streamline the number of sections being offered by reducing requirements in several degree programs. This will also offer more elective choice for students, which we believe will facilitate academic satisfaction and retention.

#### Academic Affairs Division Restructuring

As referenced under Standard Two, and as a result of extensive analysis and community discussion, the following restructuring plan for Academic Affairs was approved to be launched in January, 2018:

- Academic programs will be re-organized from the current thirteen departments into five units, to be called “Schools”; the five schools will be:
  - **School of Business** (including: Accounting/Finance, Economics, Hospitality, Marketing/Management, Sport Management; and the Small Business Institute)
  - **School of Communication, Design, & Technology** (including: Communication, Graphic Design, Information Technology, and Studio Art)
  - **School of Fashion** (including: Fashion Communication, Fashion Design, Fashion Merchandising; and “Polished” magazine, and the Lasell Fashion Collection)
  - **School of Health Sciences** (including: Athletic Training, Exercise Science, Health Science, Mathematics, Science)

- **School of Social Sciences, Humanities, & Education** (including: Education, Environmental Studies, Humanities, Justice Studies, Social Sciences)
  - Each School will be headed by an **Associate Dean** who (compared to the previous position of “department chair”) will have more responsibility, greater decision-making authority, and accountability for improving the quality of the students’ experience and for building successful programs, from both a recruiting and retention point of view.
  - As deemed necessary and appropriate, each School will have one or more **Program Directors** who will report to the Associate Deans.
  - Each School will have an Administrative Assistant assigned to work directly with the Associate Dean and the faculty housed in that School.
  - The senior Academic Administration will be comprised of the Vice President for Academic Affairs, an Associate Vice President for Academic Affairs, a Dean for Academic Success (this is a retitled existing position), and a Dean for Curricular and Faculty Innovation (this is a new position).
  - The Vice President for Academic Affairs will have thirteen direct reports (down from 22 direct reports previously):
  - We will create **Division of Graduate and Professional Studies** reporting to the President (this area has been reporting to the Vice President for Academic Affairs under a Dean):
    - All functions directly related to graduate education will become part of a single unit (including graduate admission, corporate relations, scheduling and staffing of courses, etc.).
    - A Vice President will lead the Division. In addition to overseeing the current graduate programs and their delivery, this individual will be charged with: launching new certificate and continuing education programs; developing and delivering non-traditional programs such as *Lasell Works* (i.e., the expansion of Sophomore Alternative Semester); identifying and aggressively marketing those aspects that make the Lasell graduate, professional and non-traditional programs distinctive; and putting an enhanced focus on developing corporate partnerships, with a particular goal of designing credit-bearing coursework and/or certificate programs for corporate and non-profit employees.

### Core Curriculum Revision

In 2010-2011, faculty and administrators completed a self-study of Lasell’s general education program in preparation for a scheduled evaluation by the faculty program review committee. The self-study and feedback from the committee pointed to key design shortcomings: the courses lacked common learning outcomes; they did not include an assessment plan; and they were not integrated with the academic majors. The self-study working group set out to create an outcomes-driven core curriculum grounded in current research and practice, featuring high-impact practices and aligning with needs of



students, employers, and the wider community. We launched the resulting Lasell Core Curriculum in Fall 2014.

A priority in designing the new Core Curriculum was considering needs of all stakeholders, and in 2011 the Dean of Undergraduate Education convened a working group. Representing all academic departments and programs, the working group developed a set of 14 student learning outcomes, which the whole faculty approved in Spring 2012. The core learning outcomes are emphasized in courses found in both the core and the majors, with each academic program completing a curriculum map to document how students develop core competencies in the majors.

With the learning outcomes in place, smaller working groups outlined a general course sequence, designed parameters for core courses located in freshman and sophomore years, and developed assessment plans for related learning outcomes. Following extensive faculty input, these elements were approved in 2013-2014, and the first student cohort entered the core curriculum in Fall 2014.

With support from a Davis Educational Foundation grant, a faculty steering committee coordinated implementation, revision, and assessment of the initial set of courses, as well as continuing to engage faculty in integrating core and program outcomes. Design of PHIL302, the junior ethics experience, was approved by the faculty in Spring 2015, piloted in 2015-2016, and fully implemented in Fall 2016.

Two upper level components remain to be developed: a junior-level Integrations component, seen as a bridge to capstone courses, the latter of which also need to integrate core outcomes more consistently. A faculty working group created preliminary standards, which a team of faculty and administrators refined at an AAC&U 2017 Summer Institute. In Fall 2017, faculty will develop specific parameters for the Integrations component and capstone courses, and academic programs will revise courses in their majors accordingly.

Through the Lasell Core Curriculum, students engage with the institutional learning outcomes at increasingly complex levels. The courses feature project-based components, interdisciplinary approaches to content, and “messy” problems.

- First Year Seminar (FYS103 or HON101) introduces them to Lasell through an academically-oriented theme-based course led by a faculty member and a peer mentor. Requirements include 30-40 pages of reading per week; at least 15 pages of writing during the semester; at least two oral presentations; and foundational understanding of the four Knowledge Perspectives. We revised this course substantially in Fall 2014 to incorporate the core student learning outcomes.
- The Multidisciplinary course (MDSC203), located in the sophomore year, is team-taught by two faculty members representing distinct Knowledge Perspectives. Working with peers, students grapple with a vexing social problem or issue that calls for multiple areas of expertise. This course was piloted in fall 2012. Faculty used their experience and student evaluations to refine it for full implementation in Spring 2015.

- Ethical Reasoning (PHIL302), taken by juniors, blends large- and small-group meetings led by a team of six to eight faculty. Students become familiar with traditional and contemporary approaches to ethical reasoning and apply them to issues they will face in professional and personal contexts. This course was piloted in Fall 2015, revised in Spring 2016, and fully implemented in Fall 2016.
- The Integrations component is located in the junior year, as part of a course required in students' majors. It is scheduled for full implementation in Fall 2018.
- Senior capstone courses were included in all majors by 2013. Capstones integrate an internship or practicum, research, seminar, and independent work, although course design, experiences, and outcomes vary. In concert with designing the Integrations component, faculty will create a set of parameters for capstones to ensure greater consistency in expectations, as well as integrating program and core outcomes at this signature level.

Informed by work of the AAC&U, the new Core Curriculum seeks to integrate discipline-based and cross-cutting outcomes and resources, rather than compartmentalizing them. As of this report, faculty have assessed several key learning outcomes in core courses and across the curriculum.

#### Graduate Programs

On the graduate level, we have added four new degree programs: Professional MBA, Master of Science in Criminal Justice, Master of Science in Rehabilitation Science, and Master of Science in Nutrition for Human Performance. In addition, as a result of program reviews and application for external accreditation (ACBSP), we closed Elder Care Marketing, Elder Care Management, and Non-Profit Management (all concentrations in the Master of Science in Management degree).

Because the Professional MBA proved difficult to market, we petitioned the State to remove the "Professional" designation. Competitor analysis showed that our program closely aligned with other MBA programs in the Boston area; the State recently approved this change. Within the next year, we will be moving the concentration in Project Management from the Master of Science in Management to the MBA. Market research suggests this pairing will be much more profitable and result in higher enrollments. The state has also recently approved a new non-licensure M.Ed. degree.

Sport Management is in the process of securing COSMA accreditation at the graduate level. Our analysis of the program has resulted in one concentration being closed (Sport Non-Profit Management), the Sport Hospitality concentration being renamed Sport Tourism and Hospitality, and the introduction of two new concentrations in Athletic Administration and Parks and Recreation. We revised the core requirements in order to support these new concentrations.

The Master of Science in Criminal Justice applied for Quinn Bill Certification after one year of operation. This Certification was approved in 2017.

### Academic Partnerships

Finally, the establishment of academic partnerships has been a priority. Over the past five years, some examples include: a new international service-learning program in Tanzania, a cross-registration agreement with Regis College, explorations of a collaboration with a high school in Qingdao, China, and collaborative projects with Tremont School (a private middle/high school in Lexington, Massachusetts).

This past year, the College launched its first dual enrollment program with Maynard (MA) Public Schools. Enrollment was also open to high schools near Maynard and to students at Tremont School. The program is intended to strengthen connections between the College and high schools; encourage high school students to enter college; and lower the cost of college completion. Spring 2017 saw the first course offerings: ENG101, Writing I; and BIO101, Principles of Biology I. In collaboration with Maynard administrators, we instituted a hybrid format with four meetings on the Lasell campus during the spring semester and the balance online.

In conformity with the NEASC standard, only Lasell courses are offered, taught by Lasell faculty, and solely to high school students. For the initial semester, a total of seven high school students enrolled: three in BIO101, Principles of Biology and four in ENG101, Writing I. Student feedback was positive, and we are continuing the program in 2017-2018, offering a total of three courses. ED109, Invitation to Teaching (this course is being offered as part of a grant with the state encouraging students of color to enter the teaching profession), and BUSS101, Contemporary Issues in Business, will run in fall 2017; SOC101, Sociological Imagination, will run in spring 2018.

### Assessment

Lasell continues to place a high priority on outcomes assessment in all of its academic programs. With a goal of continually improving student learning, faculty gather and assess student work, meet to analyze their findings, and take actions to continue or modify pedagogy and course design. Since 2006, assessment has become part of the culture of undergraduate academic departments, and that culture now extends to courses that are specific to the Lasell Core Curriculum. The E1 forms provide examples of assessment-driven changes made at the institutional, course, and program levels for both undergraduate and graduate programs.

Over the past five years, faculty have continued their active engagement in program-level assessment. At the same time, there has been a strong focus on assessment with the implementation of the Lasell Core Curriculum.

Program-Level Assessment. The College provides multiple opportunities during the academic year for program faculty to focus on assessment. Department chairs prepare annual assessment reports, which they upload to a Moodle site. The Director of the Teaching and Learning Center then develops a summary report, also uploaded to Moodle and provided to the Vice President for Academic Affairs.

Institutional-level assessment. The culture of assessment extends to the institutional level, with structures focused on both review of academic programs and college-wide student learning outcomes.

*Faculty Assembly Program Review Committee.* In Fall 2012, the Faculty Assembly recognized the need for more rigorous review of academic programs and established a Program Review Committee (PRC) distinct from the Curriculum Committee. The PRC updated the review process to feature an extensive self-study and external review, while continuing the strong emphasis on assessment data and actions and the five-year review cycle. The report, prepared by program faculty, describes direct and indirect measures of student learning; provides specific data related to learning outcomes; discusses curricular revisions that have been implemented or are planned as a result of assessment data; outlines program strengths supported by assessment data; and recommends additional actions.

At the Graduate level, the Graduate Program Committee reviews all new programs, new courses, and conducts five-year program reviews. The program review includes data on learning outcomes, competitor analysis, external feedback and review, a discussion of program strengths and weaknesses, and recommendations for program and curricular revisions.

Within the last five years, the MS in Management and the MS in Communication have been reviewed. The MS in Sport Management did not meet its timeframe for review due to the factors outlined above. However, as a result of the COSMA process, there have been revisions to both the program and curriculum.

Education will submit its five-year review in 2018-19. This review was delayed because the program was engaged in the undergraduate program review and the Graduate Program Coordinator was on sabbatical in the Spring 2017.

New programs are scheduled to be reviewed as follows:

MBA	2019
MS in Criminal Justice	2020
MS in Rehabilitation Science	2021
MS in Nutrition for Human Performance	2022

### *Standard Five: Students*

#### Admissions

The Enrollment Management division is comprised of Undergraduate Admission, Registrar's Office, Institutional Research, Student Financial Planning, Graduate Enrollment, and Marketing and Communications. This structure allows for tremendous synergies in the recruitment and retention of our undergraduate and graduate students. Working with the admission teams, the marketing staff have created clear and consistent web content reflecting our admission guidelines and processes, as well as scholarship and financial aid information.

In 2014, we created a separate microsite for graduate and professional studies programs. For many years, there was no clear path to graduate information. The new site provides specific information by program including program overview and curricula, course schedules, and admission requirements. In 2016, we added a live Chat feature for immediate responses to questions.

Applications for both undergraduate and graduate programs undergo a holistic review by two counselors and are signed off by the director. Admission is on a rolling basis, with two undergraduate starts and six graduate starts. Additionally, undergraduate applicants may choose to participate in our Early Action program with a November 15 application deadline.

Applications to the undergraduate program have remained fairly consistent with an uptick in the current year, but new enrollments have fluctuated.

Year	Applications	Enrolled
2013	3887	555
2014	3435	567
2015	3459	554
2016	3497	502
2017	3800	

Over the last two years, the College has conducted a full review of all academic programs and services, resulting in the closure of some lower enrolling programs and the recommendation of at least two new undergraduate programs. Additionally, the restructuring in Academic Affairs supports greater faculty involvement in student recruitment. We believe that these changes coupled with a complete external audit of our admissions process will assist us in regaining a consistent new student enrollment.

Retention on the first-year cohort has been very positive, improving almost 8% in five years.

Cohort	Retention
2011	72%
2012	74%
2013	75%
2014	75%
2015	80%

Most of our graduate students attend on a part-time basis, so tracking retention is difficult, as evidenced by our three-year average retention rate of 68.3%, but a four-year graduation rate of 76%. Many of our working professionals choose to stop out for a semester during their academic journey.

Our Institutional Research department has worked with undergraduate admission and our First-Year Advising program to administer the Noel-Levitz College Student Inventory (CSI), which provides first-year advisors with a student's self-assessment of the need for academic and social support programs. This pre-enrollment process is followed with a First- Impressions survey sponsored by our Student Success Committee and administered by IR. Administered at week five of the first semester, the survey provides a quick snapshot of first-year student engagement and guides the SSC in new initiatives for student success.

Graduate Enrollment and IR have collaborated in the creation and administration of two instruments, the Graduate Student Satisfaction Survey and the Graduate Alumni Outcomes Survey. The two surveys are shared in the community and used for continuous improvement of our programs.

#### Student Affairs Staffing

In the five years since the self-study report was written, the full-time staff has increased from 33 to 38 (both 10-month and 12-month positions). The Disability Services office was constituted in Fall 2012 and has become an invaluable resource for students and their families, and for faculty and staff across the campus community. The Director of that office routinely collaborates with colleagues in Academic Affairs, particularly the Director of the Academic Achievement Center and the Dean for Advising. We formalized a means of identifying and tracking students who self-identify with a disability; in the most recent academic year, approximately 110 students were being tracked. The presenting issues cover a wide range of issues, from serious/chronic medical conditions and mental health matters, to learning disabilities and students on the autism spectrum. The most dramatic increase has been seen in students reporting anxiety disorders; one result is the creation in 2016 of a detailed policy for the presence of "emotional support animals."

The office of Off-Campus Living and Commuter Student Services was created and staffed in November 2016; prior to that time, the Office of Student Activities advised the commuter student organization and worked to support the needs of that student

population. The office is staffed by a Coordinator (a newly created, full-time professional position), and this individual joined the Lasell community with experience working with commuting students and assisting students in navigating the challenges of dealing with landlords and renting/maintaining off-campus apartments. Though this office is still in its nascent stage, students are making good use of the services available, and the Coordinator is integrating himself into the fabric of the College community.

In the 2012 self-study, we referenced how the demands on the Director of International Services (at the time, a one-person office) were becoming unmanageable, as both the international student population and the cohort of students pursuing study abroad were growing. That office has been increased from one full-time professional to two full-time professionals and another full-time professional who has a dual reporting line to International Services and to Student Activities. The expanded staffing has provided the means of giving much greater attention to the F-1 visa population (undergraduate and graduate), and the International Services office is now actively involved in the oversight and support of the College's international "*Shoulder-to-Shoulder*" service programs. In recognition of the heavy usage of the Health Services office and the Counseling Center - and the record-keeping and office management attendant to the increase in student traffic - we have assigned a full-time, 10-month administrative assistant exclusively to Health Services, and an additional 10-month, part-time administrative assistant has been hired to support the Counseling Center.

#### Athletics

As described in the self-study, the demand on athletic facilities (including outdoor field space) has not abated. Staffing hours for the two fitness rooms have increased to meet ever-increasing demand. The intramural program has been given more attention and is now a specifically assigned responsibility of one of the 12-month athletic administrators. The College has postponed plans for an expanded or new athletic facility due to the construction of the new Science and Technology Center understandably taking precedence. The College is currently going through the permitting process requisite before the installation of lighting on the artificial turf field; the addition of lights will provide much-needed additional practice time for some of the intercollegiate athletic teams, and will dramatically enhance the availability of field space for a wide range of intramural activities.

### **Standard Six: Teaching, Learning, and Scholarship**

Since 2012, the number of full-time faculty has grown from 79 to 90, and the percentage of courses taught by full-time faculty has increased from 48.39% to 53.09%. At the same time, we continue to recruit well-qualified adjunct faculty, many of whom are intentionally hired to ensure current professional expertise and connections in the College's professionally-focused programs.

Responsibilities, policies, expectations, and processes for full- and part-time faculty are outlined in faculty handbooks that are reviewed and updated regularly by academic

affairs administrators and faculty committees. The Human Resources office ensures compliance with legal requirements through consultations and training, and the College employs both a Title IX officer and a diversity officer who also provide training for faculty and staff.

With the implementation of the Core Curriculum, faculty have taken on design, teaching, and assessment roles. Much of the funding from a Davis Educational Foundation Grant provided stipends for their initial work, and the College continues its active support for full-time and part-time faculty work in a variety of ways.

### Extended Orientation

In their first year at Lasell, full-time faculty receive a course release each semester to participate in a *weekly orientation* facilitated by the academic deans. The goals of the program are to:

- Develop understanding of Connected Learning and the Lasell Core Curriculum, as well as develop strategies for integrating both into your role as faculty;
- Become familiar with College staff and resources to support your roles; and
- Interact informally (and formally) with faculty colleagues.

Faculty and staff from all divisions acquaint new faculty with key aspects of the College community, including core curriculum, academic advising, undergraduate research, international programs, counseling, service learning, enrollment management, student financial supports, residential life, and student government. At least five sessions are reserved for pedagogy, and at least two sessions are open discussions of faculty needs and concerns.

New adjunct faculty participate in a *five-session orientation* during either of their first two semesters, with a \$500 stipend upon completion. Offered face-to-face and online, the sessions focus on expectations and resources for pedagogy, course design, and interaction with students, as well as resources for advising and reporting. Two additional optional sessions focus on concerns and questions that the adjunct faculty encounter.

### Support for Teaching

Faculty development days before each semester highlight teaching practices and resources, and a Faculty Institute in May provides intensive work on course design and pedagogy. Faculty assessment opportunities engage faculty in the assessment loop, using results to improve student learning.

All faculty planning to teach online at Lasell participate in an online course offered by the Teaching and Learning Center. *Online Teaching and Learning at Lasell* models effective pedagogies and resources, culminating with faculty developing the first module of an online course they expect to teach in the coming semesters.

To refresh and extend teaching skills, the Teaching and Learning Center facilitates book groups, faculty study groups, and workshops throughout the year. The Center



recently launched webinars and short-term Moodle courses focused on using instructional technology in online and face-to-face teaching.

To support faculty in integrating core learning outcomes into both core and discipline-based courses, the Teaching and Learning Center facilitates workshops focused on written and oral communication, integrative learning, civic engagement, and project-based learning. In addition, faculty teaching courses specific to the core (First Year Seminar, Knowledge Perspectives, Multidisciplinary, and Ethical Reasoning) participate in workshops on expectations, pedagogies, and resources related to particular courses and outcomes.

Staff in the Office of International Services collaborate with faculty to provide sessions on teaching Lasell's international students, as well as ongoing resources and support.

#### Support for Scholarship and Professional Development

The College provides funding from its operating budget for conference participation, research, and terminal degree completion. Since 2012, we have refined the process for requesting support, with guidelines published through email notices and posted on *MyLasell*, the College's intranet. Applications include specific connections to faculty roles at Lasell, and recipients report on outcomes through written reflections, presentations to faculty, or other strategies determined when the support is approved.

The College encourages both full- and part-time faculty to participate in local conferences such as New England Educational Assessment Network and New England Faculty Development Consortium, fully funding registration fees. The Teaching and Learning Center encourages faculty to submit proposals to these conferences, and consults on developing proposals, presentations, and on-campus sessions to share their work. Additional supports include a faculty-led professional writing group offered three times to date and a mentoring group for faculty applying for promotion.

### **Standard Seven: Institutional Resources**

#### Facilities

Over the past five years, Lasell College has continued to make upgrades to its physical campus. In Summer 2012, Valentine Dining Hall received a \$4M renovation. The main dining hall for the resident students was gutted and completely rebuilt into a modern dining hall.

Woodland residence hall, the oldest and largest residence hall on campus, underwent a two-year \$5M renovation. The residence hall had a new heating system installed, an elevator, new bathrooms, new water and sewer pipes throughout, a courtyard and new carpet and paint throughout the building. In 2016, the College broke ground on the largest College capital project in the history of the institution. We demolished a 1950's

era science building and gutted a 1960's era general classroom building to construct a modern science and technology center. The \$24M complex will have six labs, five student study spaces, 19 classrooms, three of which will be video capture classrooms, an IT Helpdesk, café, bookstore, 29 faculty offices, and an outside entertainment plaza. This new academic center will be a major addition for the College and will allow the faculty to continue to innovate in helping students perfect their knowledge of their professional crafts. It opens this coming November following an 18-month construction period.

In June 2017, the College held the grand opening of Dunne House, the President's House and Hospitality Center. This \$2M complex will serve as a major gathering and celebration space for faculty and staff as well as a sophisticated center for the President to meet with students, community members, board members and donors. The College has not had such a space since 2010 when the former president's residence was renovated into the Admissions and Welcome Center. Dunne House will serve as a critical tool as we embark on increasing the size of the endowment.

Numerous smaller renovation projects geared toward improving the facilities that serve our students, faculty, and staff have been completed over the past five years. The College engaged the firm, Sightlines, to ensure that over the next 20-30 years the deferred maintenance of our infrastructure remains at the low levels that exist today. Planning is underway for the eventual construction of a modern Recreation Center for the College community.

In 2013, the College entered into an agreement with Mount Ida College to create a joint Campus Police Department. This agreement was modeled after other successful collaborations around the country. It has enabled us to control the growth curve in expenses while at the same time expanding services by the two colleges working together. We were able to put an additional officer into the field at night, create a detective position and a 24/7 dispatch center, and we are able to take advantage of a larger police force in the event of an emergency.

The College continues to make investments in technology. Today we are on a four-year replacement cycle for laptops, Ipads, and PC's. In April 2014, in keeping with the concept of collaboration with local colleges, the College entered into an agreement with Pine Manor College to run a joint IT Department. We have been able to assist a struggling sister institution and continue to learn and improve in delivering collaborative services amongst colleges. Two years ago, the College entered into an agreement with UMASS to provide the College security monitoring services and help Lasell College improve its security profile. We continue that relationship today and the partnership is beneficial.

In keeping with the College's philosophy of collaboration with other higher education institutions, Lasell was one of the founding six colleges to start EdHealth, a self-funded health insurance collaborative. Today EdHealth has grown to twelve colleges with a handful more very close to joining. Since its founding on July 1, 2013, our employees have not had an increase in their health insurance premiums. EdHealth represents

another one of the many initiatives that the College has pursued, administratively and academically, to reduce costs for students as they pursue their academic degrees.

### Financial Resources

For the period FY 13 to FY 16 (June 30, 2016), Lasell College has experienced impressive operating results. Revenues have grown from \$71M in FY 13 to \$89M in FY 16. Total assets have grown by 16% from \$121M to \$140M. Net assets have grown from \$52M to \$59M. We continue to maintain a healthy 76% of net assets as unrestricted, providing the College with flexibility and liquidity in the event of an economic downturn. We have recorded cash operating surpluses of \$2M or more each year.

Enrollment has continued to grow. Fall FTE enrollment has increased 120 undergraduate full-time students from FY 13 to FY 16. Fall full-time undergraduate enrollment was 1,627 in FY 13 and stood at 1,747 full-time undergraduate students in FY17. The number of students in residence increased from 1,273 students in FY 13 to 1,347 residential students in FY17. The College did experience a drop in full-time undergraduate students in FY 17 from 1,788 to 1,747. Additionally, based on current admissions data, we are currently budgeting full-time undergraduate enrollment for FY 18 at 1,670, a drop of 117 undergraduate students from FY 16. This drop in undergraduate enrollment presents challenges for the institution financially. To date the College has responded to these challenges prudently and has managed the budget in way to produce a healthy cash operating surplus in FY 17 of over \$2M, and has budgeted a small cash operating surplus in FY 18.

Graduate enrollment has been a successful strategic driver of operating surpluses at the College. Operating revenue in the graduate program was approximately \$2M at the time of the ten-year NEASC visit. It reached a high of approximately \$4M in FY 14, FY 15 and FY 16. In FY 17, graduate revenue dropped to \$3M, and we are budgeting \$3M in revenue for FY 18.

The reduction in revenue directly impacts the operating surplus of the College, as the net margin in the graduate program is high. We made some significant investments in staff in graduate admissions and marketing and recruitment expenses to try to set the graduate program on a growth trajectory again. This summer we are beginning to see improvements in graduate admissions and will be monitoring progress.

Our endowment has continued to grow. Between June 2012 and March 31, 2017, the endowment increased approximately 43%, from \$30M to \$43M. While growth of the endowment is a major goal identified in the strategic planning process, the College is not dependent on endowment income to fund current operations. Endowment income only represents about 1% of operating revenue.

The College's outstanding debt totals \$58 million, with the most recent issuance in 2015 for \$10M in a direct placement with Citizens Bank at a fixed rate of 3% for 10 years. This bond issuance was a part of the funding plan for the \$24M Science and Technology

Center. The remaining funds for the new Science and Technology Center come from accumulated savings from cash operating surpluses and fundraising. Annual debt service currently stands at 5% of operating revenues.

Since the last NEASC visit, the College has created a Budget Advisory Committee that consists of three faculty members and three staff members. This committee reviews the entire budget, makes suggestions, and then reviews the budget again with the senior management team. This is just one of many initiatives that the College began to increase transparency at the College and allow faculty and staff more avenues for communication and input into decisions.

The financial outlook for Lasell College is very solid. Continued investments in the infrastructure and the physical plant should pay dividends. The College is projecting continued strong financial performance. Investments in the graduate admissions and retention areas are beginning to yield an uptick in graduate enrollment. The recent examination of the academic offerings at the College, the creation of the five schools, the development of new programs, and the imminent opening of the Science and Technology Center, will be driving forces that continue to propel the College forward.

### **Standard Nine: Integrity, Transparency, and Public Disclosure**

#### **Transparency and Public Disclosure**

Following a 2012 review, the College has invested heavily in its website. Two years ago, we began a site-wide redesign, incorporating responsive design to optimize display on multiple devices. This work has provided greater access for screen readers, as code was embedded on each page allowing the ability to distinguish titles, paragraph content, hyperlinks, images and navigation.

Using analytics, we have prioritized content for greater usability to our 50,000 monthly users. We have provided training to over 50 community members enabling them to regularly update individual sections of the site within a structured template. We added a web content producer to the department who is responsible for reviewing all updates before they go live. These steps have enabled us to provide both greater depth of information and broader accessibility to the end user.

Our current and archived catalogs, student handbook, and employee handbook are all accessible on-line, providing information on admission, employment, grading, assessment, student discipline, and consideration for complaints and appeals. Each department of the College provides contact information on the website allowing users to connect directly with a department for inquiries or information. Additionally, six years of audited statements are posted. The College can readily provide documentation for any statements and annually reviews all print and digital publications for accuracy.

As noted above, our academic catalog is available on-line and provides access to the College mission, expected outcomes, our non-profit status, and all of our admission and

academic policies. Additionally, all financial aid, charges, fees, payment schedules and refund policies are included. At the time of our Self Study, the catalog was posted on-line as a PDF (Portable Document File). It is now a fully interactive, searchable document providing ready access to screen readers and individuals in search of a specific course, program or policy.

Included on our website is a full listing of our faculty and administrative officers, indicating degrees held and departmental affiliation. All of our trustees and their affiliations are also posted. Included in our Facts, Figures and Faces pages is information regarding enrollment size, student characteristics, retention and graduation rates, our accreditations, and other Student Right to Know information.

Within our Tuition and Fees pages, users will find information regarding costs, financial aid, average student debt and our institutional cohort default rate, as well as our net price calculator.

### Diversity and Inclusion

From 2012 to 2015, the Lasell Community increasingly recognized the need for a position that would help lead the College forward in its ongoing efforts to foster an inclusive and welcoming environment for all students and employees, collaborating with faculty and academic administration in assessing and enhancing the institution's curricular and co-curricular diversity and inclusion efforts. The College had undergone continuous transformation since it became a four-year, co-educational institution, and diversity within student and employee populations had been increasing. During this period several faculty, students, and staff reported an increasing number of bias incidents and expressed a need for the College to enhance its efforts to improve campus climate and enhance its efforts to integrate diversity and inclusion throughout the curriculum.

In response, the *Donahue Institute for Values and Public Life* was restructured in August 2015 into the *Donahue Institute for Ethics, Diversity, and Inclusion* to reflect Lasell's shift in addressing issues of diversity and ethics both on and off campus. In addition to planning programming and activities to correspond with the Ethics course requirement in the Core Curriculum, the newly appointed Donahue Institute director began serving as Lasell's Chief Diversity Officer. In this capacity, the director began coordinating diversity and inclusion educational efforts across campus and serving as a resource for all students, staff, and faculty.

During the following academic year, the Donahue director collaborated with many members of the College community to develop and launch the *Inclusive Excellence Initiative* in Fall 2016. Through this Initiative, Lasell committed to enhancing its dedication "to the creation and maintenance of an inclusive campus environment in which all members of the Lasell Community can thrive." This comprehensive, cross-divisional initiative includes the following:

1. Development of benchmarks and timelines for articulating and accomplishing tangible diversity and inclusion-related plans.
2. Prioritization of goals based on those most likely to have an immediate and positive impact on inclusive excellence and campus climate.
3. Selecting and generating assessment tools and procedures that will be used to determine progress toward specific goals.
4. Regular analysis and reporting of collected data and progress toward goals, in order to inform needed modifications.

### **Standard 8: Reflective Essay**

Faculty in all programs of study have developed learning goals and outcomes for their majors, completed curriculum maps to ensure that all outcomes are reinforced throughout the curriculum, created and used rubrics to assess samples of student work against selected learning outcomes, conducted surveys and focus groups with students to measure both satisfaction and awareness of learning, and implemented curricular and pedagogical changes to improve student learning. All departments have continued to follow this process of assessment for the last five years. Department chairs submit annual reports on assessment processes, results, and action plans; these are reviewed by the Director of the Center for Teaching and Learning, who oversees assessment; she compiles an annual overview of departmental assessment. As we noted in our self-study, and as the Commission made note of in its report to us, the same level of commitment to assessment of student learning is needed at the graduate level.

In 2012, the faculty was engaged in the process of revising the General Education curriculum from a more traditional, “check list” approach to one that is more interdisciplinary and integrated across the curriculum. There were no clearly articulated learning outcomes associated with the existing General Education curriculum, which compromised the assessment of student learning. The new Core Curriculum, however, is built on the foundation of fourteen newly articulated institutional student learning outcomes (adapted from AAC&U’s “Essential Learning Outcomes”), and therefore, more assessable than the previous General Education curriculum. At the time of our 2012 self-study, we were piloting some new courses that would be important components of the new Core Curriculum, and we were including assessment plans in our design of the new courses, but we had not yet implemented the new curriculum, so of course, we had not yet assessed its impact on student learning. Because of our strong culture of assessment within all departments, we were confident of our ability to assess student learning across the institution, and we have begun that process over the last five years.

At the time of our last reaccreditation, the College reported a wide array of co-curricular activities and had extensive survey data about student satisfaction. There was limited data on student learning through these activities, and of course, no linkage yet to the newly articulated institutional student learning outcomes. The articulation of learning outcomes

across all majors provided an opportunity to expand assessment of student learning across the institution. The fourteen Core Student Learning Outcomes that form the basis of the Core Curriculum combined with the discipline-specific student learning outcomes in each major program of study provide a framework within which the College is able to measure student achievement within the context of our mission statement:

*Lasell College engages students in the practice of their fields of study through collaborative learning that fosters lifelong intellectual exploration and social responsibility.*

### ***Assessment in the Majors***

As evidenced in the E1 Part A form, Lasell's academic departments are engaged in regularly assessing student learning outcomes, mostly using sample student work that is embedded in the curriculum. Usually the embedded work is in the form of papers, although oral presentations and exams are also common sources of sample student work. In programs focused on creative arts, such as graphic design and fashion design, faculty assess artifacts created by students. The most common sources of direct evidence of student learning are capstone projects and internship reports, although many departments use samples of student work from a number of courses within the major curriculum. The most common sources of indirect evidence of student learning are internship supervisor reports and student focus groups and surveys. Several departments use exit surveys to capture students' perceptions of their learning upon completion of the degree program. For the most part, full-time faculty members do the assessment work in each department. Some departments include adjuncts, whom we pay modest stipends for assessment, and all departments involve their Advisory Boards in some way, from reviewing outcomes and curriculum to assessing student work. A few departments invite Advisory Board members to assess presentations at the Connected Learning Symposium, which is held at the end of every semester.

Six undergraduate programs are currently accredited by external agencies, an increase of three since 2012: Athletic Training, by the Commission on Accreditation of Athletic Training Education (CAATE); Education licensure programs, by the Massachusetts Department of Elementary and Secondary Education (DESE); Exercise Science by the Commission on Accreditation of Allied Health Education Programs (CAAHEP); Marketing and Management programs, by the Accreditation Council for Business Schools and Programs (ACBSP); Sport Management, by the Commission on Sport Management Accreditation (COSMA); and Criminal Justice, by the Massachusetts Board of Higher Education. Those departments that are not reviewed by external agencies for accreditation bring in an external reviewer as part of the Program Review process.

All departments engage in an extensive self-study for internal program review every five years, presented to and reviewed by the Program Review Committee of the Faculty Assembly. This program review emphasizes assessment of student learning outcomes. The report, prepared by program faculty, describes direct and indirect measures of student learning; provides specific data related to learning outcomes; discusses curricular revisions that have been implemented or are planned as a result of assessment data;

outlines program strengths supported by assessment data; and recommends additional actions.

***Assessment in the Majors: Findings and Analysis***

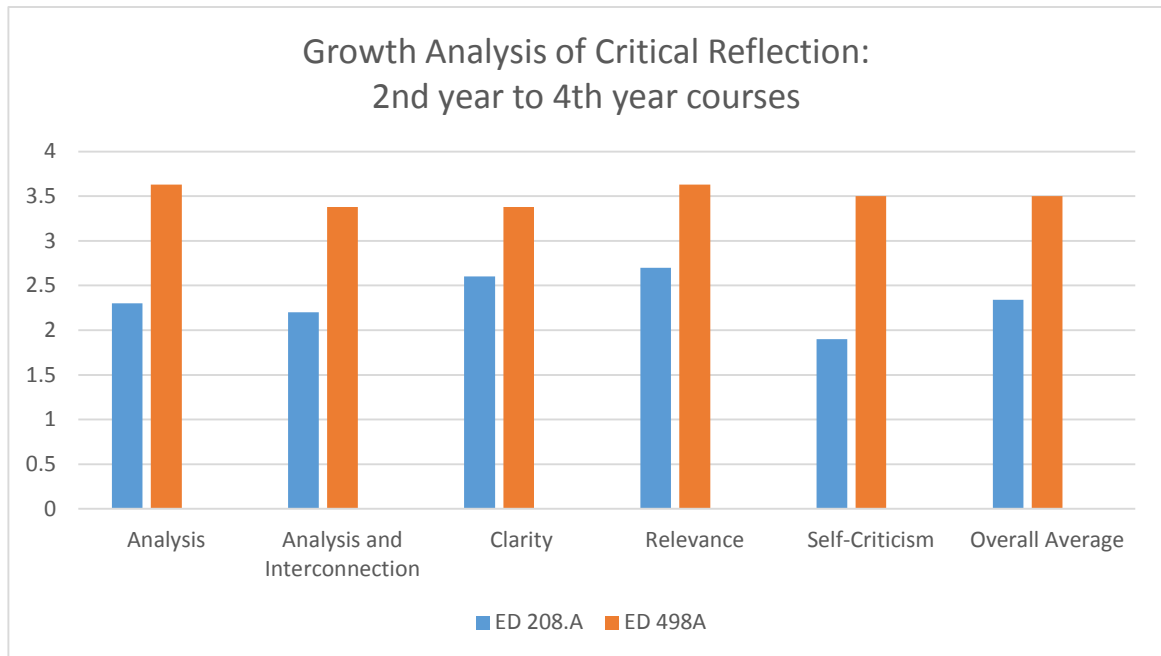
Because of the institutional focus on writing proficiency for the last few years, all departments have done extensive assessment work on that institutional outcome, while the number of additional outcomes assessed varies from department to department. In the last five years, all departments have collected and analyzed assessment data that has led to specific curricular and/or pedagogical changes, as well as modifications in the assessment process itself designed to yield more meaningful and useful results.

For example, in 2015 – 2016, the Education Department assessed its goal of Critical Reflection: “Students will be able to demonstrate a reflective teaching practice.” The five areas that comprise the Critical Reflection rubric are: (1) Analysis of the effectiveness of the lesson plan; (2) Analysis and Interconnections between the components of the lesson and the teaching delivery; (3) Clarity of the content delivered and student understanding; (4) Relevance to the grade-level standards ; and (5) Self-criticism of teaching instruction delivery. The faculty assessed sample artifacts from ED 208 Elementary Literacy Teaching and Learning (sophomore level course) and ED 496/498 Practicum: Elementary and Early Childhood (senior level course) respectively to measure growth in student achievement of this learning outcome, which in previous years’ assessments had been a concern.

The Education faculty has been working steadily to provide opportunities for students across all courses for continuous practice in critical reflection. In 2015-2016, the department piloted the Edthena platform for self-evaluation and peer evaluation of teaching for the senior students in ED 498 and ED 496. In this platform students video themselves teaching, upload the video to Edthena, and the class is able to provide peer constructive feedback linked to meeting the Massachusetts Professional Standard for Teachers. In 2015 – 2016, the average course growth from the sophomore level courses to the senior level courses was 2.34 to mean of 3.50.



### Growth Analysis of Critical Reflection: 2<sup>nd</sup> Year to 4<sup>th</sup> Year Education Courses



Based on assessment results, the faculty believes that this Edthena pilot has allowed students to do a better job in self-reflection, provide effective and supportive peer feedback, and write more effective critical reflection essays on how they will improve teaching practice as they transition to becoming certified teachers. The Department will continue the use of the Edthena Platform and increase the number of videos and feedback practice to support continuous improvement in this learning outcome.

Another example is the Humanities Department, which uses qualitative data to support and help to interpret quantitative data. The Department utilized entry and exit surveys to capture prospective and retrospective student feedback, focus group discussions to evaluate student experiences in the Humanities Department, external Advisory Board input to review programs and strategies, external rater feedback to evaluate intern performances, and internal rater feedback to measure capstone achievements. Consistent findings across quantitative and qualitative data derived through multiple sources suggest that the results are reliable; congruent findings in a range of contexts suggest that the observed outcomes represent valid data.

The department has found evidence of achievement of proficiency among its majors in several of its learning outcomes, such as “Canons and Conventions.” Student interest in learning about the respective advantages of qualitative and quantitative approaches, the special role of qualitative research in the humanities, and the diverse human condition were apparent in entry survey results indicating increased prospective interest in the exploration of the human condition and human values. Exit survey results, moreover, showed a mature appreciation of the depth, breadth, and diversity of human experience.

Student capacity to integrate insights from the range of knowledge perspectives was illustrated in capstone essays in which students integrated results from diverse fields.

Assessment also revealed areas of vulnerability and sites for future growth:

- Student attention to conventional standards through the professionally mandated editing component of the writing process is an area of vulnerability.
- Students' persistent reference to that skill area in various assessment contexts suggests that public speaking proficiency represents a challenge for many and should be addressed systematically in all major curricula.
- Exiting student comments on capstone and internship scheduling remind the Department to be vigilant in advising around these important and demanding curricular components.
- The growing interest in global awareness, revealed in student focus group enthusiasm about global learning and language study, was echoed in Advisory Board conversations about the new Global Studies (now Global Engagement) major. Service abroad experiences represent another opportunity for global engagement that is consistent with departmental approaches; it would be important, in the advising context, to remind students about this chance to fulfill the service-learning requirement in a meaningful way.

The E-Series forms demonstrate that all departments provide similar evidence of effective assessment practices, including action plans to “close the loop” and continual modifications in the assessment process itself to ensure reliability and validity in the interests of improved student learning.

### ***Self-Appraisal and Future Assessment Plans***

With the emphasis on General Education assessment during the last few years, a few departments have delayed progress in assessment of all departmental learning outcomes. Departments have focused on integrating Core Student Learning Outcomes with discipline-specific student learning outcomes, which has led to some revision of department student learning outcomes. The institution is committed to ensuring that faculty have the necessary support to deliver on the promise of its departmental and institutional student learning outcomes.

### ***General Education Assessment***

Consistent with the College's mission statement, since Fall 2014, when the core curriculum launched, faculty have participated in assessing the college-wide student learning outcomes in both core and department-based courses. As reflected in the E-Series forms, as of Summer 2017, faculty regularly assess the following outcomes:

- ♦ *Write clear, well-organized, persuasive prose* (first-year and senior levels);
- ♦ *Collect, analyze, and synthesize appropriate data and sources effectively, ethically, and legally* (all levels);

- ♦ Knowledge Perspectives (primarily at first- and second-year levels):
  - *Experience modes of self-expression and creativity (Aesthetics & Creativity)*
  - *Apply the process of scientific inquiry to comprehend the natural world and to solve problems (Scientific Inquiry & Problem-Solving)*
  - *Interpret and analyze the complex interrelationships and inequities in human societies in a global and historical context (Global / Historical Perspectives)*
  - *Evaluate and understand how individual differences in mental processes and behaviors relate to beliefs, values, and interactions (Individuals & Society)*
- ♦ *Respond critically and analytically to moral issues and make informed, ethical decisions (junior level, in PHIL302)*

Faculty are piloting assessment of two additional core outcomes:

- ♦ *Use listening and speaking skills to express information clearly and confidently in a variety of settings (at the first-year level)*
- ♦ *Work effectively in collaborative settings (second-year level)*

Further discussion of Core Curriculum assessment may be found in the #2 Concern narrative in this report.

### ***General Education Assessment: Findings and Analysis***

As we have rolled out the Core Curriculum over the last three years, the faculty have made modifications in pedagogy and course structure based on preliminary assessment data in First Year Seminar, Knowledge Perspective courses, and Multidisciplinary courses. For example, student surveys in HIST 104, *World Civilization II*, which fulfills the Global & Historical Knowledge Perspective requirement, have led to modifications in the large-group format to allow for more interaction among students. Primarily, however, the faculty have been assessing their assessment methods and modifying that process in order to obtain better information.

Since the roll-out of the Core Curriculum in 2014, the faculty have chosen to focus on writing as the first of the fourteen Core Student Learning Outcomes to be assessed across the institution. The specific outcome is “to write clear, well-organized, persuasive prose”; the faculty identified this outcome as most important to student success and one that would be emphasized in all Core courses. As explained previously, this assessment has been a two-pronged endeavor, involving common prompts in First Year Seminar and in senior capstone courses, to measure student competencies in this important outcome. Using a common rubric with a 4-point scale, modeled on the AAC&U’s VALUE rubric for writing, we now have data for the last three years:

*Written Communication Scores on First-Year Seminar Common Prompt, AY 2015 – 2017*

<b>Year</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Context of and Purpose for Writing	2.50	1.93	2.02
Genre and Disciplinary Conventions	2.30	2.18	1.96
Content Development	2.42	1.64	1.80
Control of Syntax and Mechanics	2.32	1.91	2.34
<b>Average</b>	<b>2.39</b>	<b>1.92</b>	<b>2.03</b>

*Written Communication Scores on Senior Common Prompt, AY 2015 – 2017*

<b>Year</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Context of and Purpose for Writing	2.87	2.65	2.72
Genre and Disciplinary Conventions	2.81	2.58	2.49
Content Development	2.78	2.44	2.47
Sources and Evidence	2.82	2.49	2.51
Control of Syntax and Mechanics	2.83	2.90	2.93
<b>Average</b>	<b>2.82</b>	<b>2.61</b>	<b>2.63</b>

When compared to the first-year scores, the senior scores are encouraging in terms of the marked improvement in skills indicated there. Reviewing seniors' assessment results indicates that these students had *control of syntax and mechanics*, were aware of the *context and purpose* for their writing, they integrated credible, relevant *sources and evidence* to support their ideas, and they applied appropriate *genre and disciplinary conventions* (organization, content, and presentation). While their lowest scores were in *content development*, their ability to conceptualize and structure the writing task suggests that they are prepared to meet employers' expectations for written communication. At the same time, their overall means of 2.82, 2.61, and 2.63, respectively, has led to extensive discussions among faculty about strategies to strengthen writing skills. In 2016, the Writing Program was separated from the Humanities Department, and the Director of the Writing Program has been working with the writing faculty to make changes in the first-year writing curriculum, as well as the Writing Across the Curriculum initiative, that will address the implications of these assessment results, with the goal of raising average senior scores into the 3.25 – 3.75 range.

***Self-Appraisal and Future Assessment Plans***

Assessment of the core student learning outcomes raises a number of challenges that we continue to address. Some of the challenges include gathering common artifacts in all courses considering the variety of programs that may offer courses related to a particular outcome and the number of sections taught by adjunct faculty; defining outcomes that are measurable, distinct, and reflect the goals of the course (MDSC, for example, includes but is not limited to applying the KPs; faculty teaching the ethics course need to ensure that the assessment rubric fully aligns with course content); identifying which outcomes are best assessed in courses like FYS that touch on multiple outcomes; balancing intellectual skills and content in prompts and processes (FYS and senior writing prompts;

ethics papers); and establishing inter-rater reliability, realizing that assessors bring varying levels of expertise and may not be consistent across semesters.

Ongoing modifications to assessment methods include making the process of uploading artifacts to Moodle more “user-friendly,” integrating the common prompt into FYS and Capstone courses with more consistency, and continuing professional development workshops to help ensure greater in-class focus on outcomes and inter-rater reliability during assessment.

The next institutional outcome to be assessed across the curriculum is oral communication. Faculty in FYS courses have piloted a rubric, based on the AAC&U VALUE rubric, to evaluate student competencies in presentations required in that course. The Director of the Speaking Across the Curriculum program is working with faculty to address the challenges raised by the pilot assessment work, primarily inter-rater reliability, consistency in prompts and presentation formats, and technology for capturing and saving presentations. We plan to assess speaking across all FYS sections in AY2017-2018 and to extend it into capstone presentations at the senior level. After that, as we develop a successful model for assessing writing and speaking, we plan to adapt that method to assess the rest of the fourteen institutional Core Learning Outcomes.

### ***Co-Curricular Assessment***

The mission of the Division of Student Affairs flows from the College’s commitment to providing students with opportunities to grow intellectually and personally. Striving to complement the learning objectives set forth by Academic Affairs, the programs/services delivered and overseen by Student Affairs are designed to assist students to: gain skills as critical thinkers; acquire new skills and talents, and enhance those they have; learn how to form and navigate meaningful relationships with other people; gain understanding about the many intersections between their bodies and minds; explore the ways in which they wish to contribute to society, in their careers and volunteer activities; and wrestle with hard decisions and complex problems, both intellectual and emotional.

Many of the functional units in Student Affairs are evaluated annually by the College’s *Satisfaction Survey* and the *First Impressions* survey. Individual functional units have unit-specific evaluation methods to assess the effectiveness of their efforts and/or the level of satisfaction with their direct client base. One example of this is the annual *Undergraduate Destination Report* that the Office of Career Services produces (Appendix G). Data and feedback obtained from these instruments are employed in the processes of planning and evolving the programs and services. Three members of Student Affairs have been long-time members of the institutional *Student Success Committee*: the Director of Student Activities and Orientation; the Director of Athletics; and the Dean of Student Affairs (who is now chairing the *Committee*). Their active participation helps to ensure that the initiatives of the Student Affairs units are integrated with efforts from the other divisions of the College.

### ***Co-Curricular Assessment: Findings and Analysis***

The learning opportunities facilitated by the Student Affairs professionals provide students a means of complementing the formal academic curriculum, with the non-mandated co-curriculum. As reflected in the numbers of activities offered, and in the strong participant numbers evidenced, Lasell students take advantage of the offerings on campus. Taken in conjunction with the many activities sponsored by the Center for Community-Based Learning, the Lasell community has a broad and rich menu of extra- and co-curricular ways in which students connect with each other and enhance their affiliation with the College. Leadership positions abound on campus, including: 50 resident assistants; 12 orientation leaders; approximately 300 intercollegiate athletes (AY2016-17; 2017-18); officers of the 70+ clubs and organizations; membership in the actively engaged Student Government Association; Peer Mentors (through Academic Affairs); volunteer Global Ambassadors; members of the recently constituted Student Alumni Association; and Admissions Ambassadors. Through the annual Student Satisfaction Survey, program-specific evaluations (orientation; study abroad), focus groups, and reflection papers (required in the Leadership Scholar program) the College seeks feedback and input from students, and works to use that information in the ongoing process of refining and improving program offerings. Appendices H and I provide assessment information in the areas of Study Abroad and Leadership Programming. Appendix J details involvement of athletes in community service.

### ***Self-Appraisal and Future Assessment Plans***

While the institution has a great deal of useful data about student participation in and satisfaction with co-curricular experiences and some data, including anecdotal evidence, about co-curricular learning experiences, co-curricular assessment has not yet been directly connected with the student learning outcome assessment that began with the introduction of the new Core Curriculum. Now that we are entering the fourth year of this new curriculum, the Divisions of Academic Affairs and Student Affairs are committed to collaborating on co-curricular assessment that is based on the fourteen institutional student learning outcomes and closely connected with ongoing assessment of student learning outcomes in the Core Curriculum.

### ***Assessment in Graduate Programs***

All graduate programs at Lasell have as their outcomes students' knowledge of and practice in their chosen fields. Through the Capstone experience, students are evaluated on the body of knowledge and experience they have gained in their programs of study. In addition, each program assesses students' understanding of critical outcomes for their industries; these are assessed in individual courses as well as programmatically. All degree programs developed an assessment map in 2010 that outlined annual assessments against program goals and outcomes. With some exceptions, all programs have completed these annual assessments. New programs, such as the Master of Science in Rehabilitation Science and Nutrition for Human Performance have only just been launched or will be launched in fall of 2017, so there is no data to support assessment. Other programs, such as Sport Management and Criminal Justice, have been involved in external accreditation applications, which prevented their conducting their annual

assessments for graduate programs. However, these assessment have been (in the case of Criminal Justice) and will be (in the case of Sport Management) included in their external accreditation documents.

Because of a change in leadership and sabbatical, the MS in Management has not had consistent annual assessments for the past two years. We also have to conduct an assessment on the MBA program. This fall, the Dean of Graduate and Professional Studies will meet with all Program Coordinators for graduate programs and develop new 5-year assessment maps, with specific deadlines for annual assessments and how graduate assessment will be included in the ongoing assessment at the undergraduate levels.

### ***Measures of Student Success, Including Retention and Graduation***

During the last five years, the College has focused on “student success” as a key to improving retention and graduation rates. In fact, the Retention Committee was re-named the Student Success Committee (SSC). The Student Success Committee assumed oversight over initiatives to improve student success, and therefore, retention, by monitoring and encouraging the individuals (many of them committee members) responsible for these initiatives, advocating for funding, and updating senior management on progress made.

Major accomplishments of the College supported by the work of the SSC include:

- Started the *Retention Connection Program*, a *high touch* means of reaching out to first semester, first-year students at the end of their first semester to complement the efforts of the academic advising system; expand the support network for first-year students; potentially identify students at risk of leaving the College; expand the knowledge base of staff/faculty participants, regarding the first-year student experience; and enhance the retention of the cohort of first-year students. During the final weeks of November, members of Senior Management Team, Student Success Committee and various members of the Lasell College community reach out by phone to the entire first-year cohort.
- Developed a Shuttle App accessible on most phones and My.Lasell that provides a route map and predicted time of arrival, and expanded shuttle services.
- Provided Boston-T-Passes at an additional discounted rate for students.
- Created opportunities for campus wide conversation on academic challenge that: helped inform the Core Curriculum learning outcomes implemented in 2014, led to reexamination and improvements made to Symposium, shortened finals week, initiated the use of a writing measurement used in FYS and Honors 101, initiated a revision of Math 100 level courses, and a new math placement test, encouraged the hiring of a full-time freshmen writing specialist and a full-time ESL faculty member.

- Embarked on a long research project that included survey results of student interests related to reservable space, exploring the feasibility of adding lights to Grellier Field. Committee members explored permitting, energy and staffing costs. The College has since held neighborhood meetings, modified parking and noise policies to address concerns, solicited site constructed plans, and filed for city of Newton building permits.
- Held required meetings on the first Thursday of each fall semester called “Meet Your Major” to welcome new students and introduce programmatic expectations for each major, and to build small major related communities by connecting students to fulltime and adjunct faculty and to upper-class students in the major and in their department.
- Developed a Peer Advising Program is in place to enhance information sharing for first-year students.

In 2014-15, in addition to working on these retention strategies, the SSC turned to a qualitative study approach asking, “Why do students stay at Lasell?” The committee collaborated with students in a Marketing Capstone class to establish a “Connected Learning” project. Students from this class reached out to professors and students, held seven focus groups, and included approximately 90 students, or 10% of the UG population, in the study. The major findings were that students stay at Lasell because:

- Many full time professors at Lasell put the time and encouragement into creating a great learning environment for students, and have a positive impact on students.
- Students at Lasell appreciate that they are a name, not a number.
- Connected learning and real life applications are very valuable to students.
- Students in general seemed to find that Lasell offered a “tight-knit community”.

Beginning in Fall of 2015, using feedback from this study, institutional retention data, and survey data from the First Impression Survey, Student Satisfaction Survey, College Student Inventory and other sources, the SSC identified student populations that were not thriving as well and on whom the committee could focus more attention. The committee identified the following four groups: commuter students, Low EFC (Estimated Family Contribution) students, male students, and sophomore students. Some of the major direct and indirect impacts from these discussions have been:

- An increased communication campaign regarding weekend Activities that highlight each weekend’s events and upcoming weekend events.
- The hiring of a Coordinator of Off-Campus Living & Commuter Student Services.
- A campus assessment for a more centralized and accessible commuter lounge.
- Easier access to Book Vouchers to be used in the campus bookstore.
- Increased number of textbooks on reserve in the Brennan Library (with a pending grant application for increasing this number).
- Increased number of joint meetings between Advising and Student Financial Planning staff.



- Collaborations with the Title IX Coordinator and the Director of the Donahue Institute of Ethics, Diversity, and Inclusion to initiate and support a Campus Climate Survey.

As discussed in our earlier Concern #4 narrative, the retention rate of 79.5% for 2015-16 and the three-year average rate of 76.4% surpass the goal of 75% or higher as delineated in our strategic plan. The 6.25% increase from 2015 to 2016 in the graduation rate is also an indicator of the success of our student success initiatives.

### ***Graduate Programs***

While individual schools track retention and graduation rates on the post-baccalaureate levels, finding these rates across many schools is challenging. Thus there are no national averages for retention and graduate rates for graduate in contrast to undergraduate programs. We have been tracking retention and graduation rates since 2009 for both fall and spring graduate student entries.

Our programs are in the evening and online and attract mainly working professionals. As such, our students more fit the profile of a typical adult learner. Adult learners tend to “stop-out” rather than “drop-out”; work, family, and sometimes military responsibilities require that students take one or two semesters off, or even withdraw for a period of time before resuming their education. While many of our students complete in 2.5 years, some do stop out and return a year or even two years later.

Graduation and retention rates show this trend. The most recent 3-year graduation rate for fall entrants is 61.17% and the most recent 4-year graduation rate is 76.11%; for spring entrants, the 3-year graduation rate is 64.81% and the 4-year is 66.43%. Both of these are good metrics of student success at Lasell. The most recent fall-to-fall retention rate for fall entering students is 66.33% and the most recent spring-to-spring retention rate for spring entrants is 72.92%. The most recent fall-to-fall retention rate for entering students is 66.33%; the most recent spring-to-spring is 72.92%.

### ***What Students Gain as a Result of Their Education***

Because of our Connected Learning philosophy, through which students do the work of the field in all of their courses, we are confident that Lasell College alumni are well prepared for successful careers in their professions of choice, as well as for meaningful lives as educated, responsible citizens.

We try to measure what students gain as a result of their education in a number of ways, as indicated in data included in the E Series form. All major programs of study at Lasell require at least one internship. As documented in the E series form, most departments use written appraisals of Lasell students by professional site supervisors to measure student learning; these appraisals consistently indicate that Lasell students demonstrate a high level of preparation for success in their careers. This high level of preparedness is corroborated by evidence gathered through various means on the career paths of our students six months to five years after they graduate by the Office of Career Services. That office produces a “destination report” that documents the professional accomplishments of our alumni within a few years of graduation (Appendix G).

All Lasell students participate in service-learning, usually multiple times during the course of their undergraduate education; many Lasell students study abroad, and many participate in international service learning trips embedded in credit-bearing courses. All of these experiences provide opportunities, including presentations at the Connected Learning Symposium held at the end of every semester, to measure what students gain from these experiences intellectually, professionally, and personally.

Assessment of capstone writing is based on a prompt that asks students to reflect upon how their understanding of the Knowledge Perspectives (formerly Areas of Inquiry) has informed their ability to analyze and solve problems of various kinds in the courses they have taken and in the connected-learning projects they have completed. These reflections provide further evidence of the advantages students gain from the multiple perspectives of Lasell's Core Curriculum.

Most departments conduct exit interviews or exit surveys with their graduating seniors to learn more about the skills and values students have gained from their education - in terms of both specific professional skills and what have become known as "soft skills" essential to professional success. One reported comment from a graduating English major is emblematic: "I believe in the greatness of people and what we are doing. . . . Discussion in my class was where I learned how to be open-minded."

While research is conducted by the Office of Career Service on undergraduate students' post-graduation career and educational achievements, no such research has been done with our graduate students. On the undergraduate level, at six to nine months, alumni are assessed on their career aspirations and whether or not their jobs are associated with their major. Their involvement in continuing education is also surveyed (see Appendix G). With graduate alumni, it would be helpful to see how they have advanced in their careers, whether they have changed careers, and whether they have gone on for further education or certifications. The Dean of Graduate and Professional Studies has met with the Director of the Office of Career Service to institute this research in the next year and to develop ongoing assessment of graduate alumni.

While these measures of student gains have yielded some suggestive data, the College is determined to improve our understanding of the nature of our students' success after graduation. The 2017-2018 academic year will be the senior year for the first cohort to complete the new Core Curriculum, and we are planning exit surveys and focus groups that will focus specifically on the learning outcomes that have been emphasized in the Core Curriculum. We also plan to improve our tracking of alumni and to survey them periodically in the years after they graduate with a specific focus on the mission-centered learning outcomes that demonstrate professional engagement, lifelong learning, and social responsibility.

### Conclusions

As referenced earlier in this report, the College has launched the process through which we will produce a new, five-year strategic plan in November of this year. This plan will represent community consensus regarding key challenges and priority initiatives through the period leading to our next comprehensive reaccreditation self-study.

We anticipate that through the strategic planning process, the institution will wrestle with the following challenges:

#### Lower Cost Program Completion Initiatives

Our interim report has frequently referenced the priority of providing the means through which the financial burden of attending college is eased for students and their families. Most people knowledgeable about the financing of higher education in the United States agree that the business model that has been prevalent for more than three centuries is no longer sustainable. In particular, small independent colleges without large endowments probably cannot continue to survive by raising tuition and fees at rates higher than inflation and offsetting those increases with ever greater tuition discounts. The cost of higher education has surpassed the ability of many students and their families to participate. The challenge - for colleges that are struggling to create new, sustainable business models - is to preserve simultaneously access and quality instruction.

As mentioned in Standard Two, the President has prioritized the need to address the problem of the cost of college attendance. Lasell College has focused strategically on the issue of the cost of attending college since 2011, beginning with a series of Board of Trustee, faculty, and community-wide discussions of the topic. These discussions resulted in both expansion of summer and January online course offerings at a reduced cost as well as formulation of three-year completion plans in nearly all undergraduate degree programs. In Fall 2014, President Alexander invited faculty and staff to join a new “Lower Cost Alternative Study Group.” This group formulated a plan for a pilot of a lower cost sophomore semester of study (SAS) Fall 2016.

In addition to the work on the Lasell campus, President Alexander has led a group of independent college presidents in order to think collectively about the problem of cost, including collaboration across campuses to create a new major or program with shared resources, such as online courses and academic support services with supplemental instruction and support on each campus. The Davis Educational Foundation has supported this initiative through two grants that fund a consultant and planning meetings. The consortium has been updated regularly on Lasell’s SAS initiative; the member presidents have expressed unanimous enthusiasm for an expansion of the program, and they are eager to see the data as we proceed.

In Fall 2016, Lasell College launched a pilot program, the Sophomore Alternative Semester (SAS). This initiative was supported by a grant from the Davis Educational Foundation. The program included the following components: (1) participating sophomores lived at home for the fall semester; (2) participants received income by working at a part-time job and earned credit through an online component involving a

series of reflective assignments associated with the work experience; and (3) participants enrolled in a prescribed set of online courses.

Every student participating in the SAS saved \$10,150 on tuition alone for the semester. Living off campus saved an additional \$6,950 for residential students, bringing the gross total savings of the SAS semester to \$17,100. Actual out-of-pocket savings depended on each student's financial aid situation. We estimate that net out-of-pocket savings were between \$8,000 and \$12,000 per student. Pell eligible students paid a total of \$0 to \$600 for the semester.

To ensure students' successful progress towards degree completion and their engagement with the College, we are putting in place a more comprehensive menu of technological supports as well as expanding to a year-long program, tentatively called "*Lasell Works*," branded and promoted to prospective students as a work-focused opportunity to earn a bachelor's degree at a reduced cost. The Davis Educational Foundation has provided a grant to the College in support of this program expansion.

The College is also a grant participant in the CIC Consortium for Online Humanities Instruction that is designed to: (1) explore how online humanities instruction can improve student learning outcomes; (2) determine how smaller, independent liberal arts institutions can make more effective use of their instructional resources and whether they can reduce costs through online humanities instruction and institutional collaboration; and (3) provide an opportunity for CIC member institutions to build their capacity for online humanities instruction and share their successes with other liberal arts colleges. Lasell is participating through its online delivery of 300 level literature and Spanish courses.

Additional Priorities:

#### Graduate Enrollment

Graduate enrollment is a major driver of revenue and operating surpluses at the College. In addition, graduate enrollment is a major driver of the College's academic prowess, so the continued focus and investment in the graduate program to increase enrollment will be important for the institution. Future initiatives will include exploration of new degrees and certificates, an aggressive focus on new industry partnerships, and creation of a separate division for Graduate & Professional Studies with a new Vice President, reporting to the President.

#### Core Curriculum

Continued assessment of the student learning outcomes that frame the new Core Curriculum remains a priority, as does finalization of the Integrations Component and Capstone revisions, as discussed earlier in this report.

### Academic Affairs and Graduate and Professional Studies

The restructuring of Academic Affairs into five schools is being launched in January 2018, as well as the creation of a new, separate Division of Graduate & Professional Studies. These changes are designed to improve communication as well as interdepartmental collaboration across the College. These are important changes for the College that we will need to assess and report on in our next comprehensive self-study.

### Athletic Center

Lasell is an old and respected institution. It is also a young institution, having only started four year and co-educational programs 19 years ago. As such, the College has invested significant resources in building the infrastructure of the College, through the addition of residence halls, academic buildings, student dining services, modern development, admissions and hospitality venues, as well as the soon-to-open Science and Technology Center. The last remaining physical infrastructure that needs a major investment is a modern, large recreation center that the entire community can use. A new, larger athletic facility will be a large financial undertaking for the College.

### Student Demographics and Support Services

The anticipated decline in traditionally-aged, graduating high school students in New England (from which most of our student body is drawn) suggests that the size of our full-time student body may decrease in the next five years – if only temporarily. The changing demographics suggest that our student body will be increasingly diverse, and may include a higher percentage of students who are first-generation college attendees and may choose to commute to our campus. For financial reasons, students may opt to attend community colleges for the first one or two years of their undergraduate studies, before transferring to the four-year institution from which they wish to earn their baccalaureate degree; alternatively, some students may seek to do more of their coursework in an online platform, as a means of incurring less debt. With the anticipation that these shifts in the student population will come to pass, we must identify and prepare appropriate programming, and be ready to support the particular needs of these cohorts of students.

In recent history, approximately 80% of the Lasell undergraduate population has chosen to reside in campus residences. This number has been softening slightly in the last few years, as more students have chosen to move into apartments off-campus, or commute from home. The recent hire of a Coordinator for Off-Campus Living and Commuter Student Services will help to position the College to serve more effectively students choosing to commute to the campus, whether physically or virtually. Should the decline in the traditional residential population continue, the College might have the opportunity to offer housing to full-time graduate students, many of whom are F-1 visa holders.

As on most college and university campuses in the country, the demands for services from the Counseling Center, the Health Services, and Disability Services continue to grow annually – and there is no expectation that these demands will abate. We must consider carefully how best to provide these services, and may need to explore the option of third-party billing to underwrite the costs of additional staff to adequately respond to students' needs.



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

209 Burlington Road, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

**AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV**

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<a href="http://www.lasell.edu/x26679.xml">www.lasell.edu/x26679.xml</a>
Print Publications	
Self-study/Fifth-year report Page Reference	

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	Transfer Admission - <a href="http://www.lasell.edu/Admissions/Undergraduate-Admission/Transfer-Admissions.html">http://www.lasell.edu/Admissions/Undergraduate-Admission/Transfer-Admissions.html</a> and Transfer Credit - <a href="http://www.lasell.edu/Admissions/Undergraduate-Admission/Transfer-Admissions/Transfer-Credit-and-Scholarship.html">http://www.lasell.edu/Admissions/Undergraduate-Admission/Transfer-Admissions/Transfer-Credit-and-Scholarship.html</a> and <a href="http://www.lasell.edu/Academics/Academic-Catalog.html">http://www.lasell.edu/Academics/Academic-Catalog.html</a>
Print Publications	
Self-study/Fifth-year Report Page Reference	

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	Student Handbook - <a href="http://www.lasell.edu/Documents/LasellHandbook.pdf">http://www.lasell.edu/Documents/LasellHandbook.pdf</a>
Print Publications	
Self-study/Fifth-year Report Page Reference	

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Students are not allowed to self-enroll in the graduate program. Students are authenticated in the course management system through username and password generated by the information technology department and used by the registrar and business office. Photographs are associated with usernames as an additional means of verification.
Self-study/Fifth-year Report Page Reference	

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

URL	
Print Publications	
Self-study Page Reference	

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

Chief Executive Officer: 

Date: 7/18/17



# **Financial Statements**

## **Lasell College**

**June 30, 2016 and 2015**



**Mayer Hoffman McCann P.C.**  
**Tofias New England Division**  
An Independent CPA Firm

# **LASELL COLLEGE**

## ***Financial Statements***

### ***Table of Contents***

#### ***Financial Statements:***

Independent Auditors' Report	1-2
Statements of Financial Position	3
Statements of Activities	4-5
Statements of Cash Flows	6
Notes to Financial Statements	7-35



**Mayer Hoffman McCann P.C.**  
**Tofias New England Division**  
An Independent CPA Firm

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### *Independent Auditors' Report*

Board of Trustees  
Lasell College

We have audited the accompanying financial statements of Lasell College (the "College"), which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements.

#### ***Management's Responsibility for the Financial Statements***

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

#### ***Auditors' Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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



**KRESTON**

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*Opinion*

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Lasell College as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

*Mayer Heffernan McCann P.C.*

October 14, 2016  
Boston, Massachusetts

# LASELL COLLEGE

## *Statements of Financial Position*

	<i>June 30,</i>	
	<i>2016</i>	<i>2015</i>
<b>Assets</b>		
Cash and cash equivalents	\$ 6,795,283	\$ 4,209,618
Cash limited as to use	1,374,481	1,355,323
Accounts receivable, net	1,207,950	1,041,992
Contributions receivable, net	1,739,798	86,660
Student loans receivable, net	395,956	382,915
Funds held by trustees under bond agreements	12,009,454	1,964,219
Other assets	911,970	1,050,686
Beneficial interests in trusts	2,409,470	2,554,758
Investments	36,563,096	37,988,851
Real estate held for investment	1,852,000	1,852,000
Property and equipment, net	<u>74,958,587</u>	<u>74,005,538</u>
<b>Total assets</b>	<b>\$ <u>140,218,045</u></b>	<b>\$ <u>126,492,560</u></b>
<b>Liabilities and Net Assets</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 5,673,327	\$ 5,143,965
Deferred revenue	5,420,696	4,174,787
Deferred land lease revenue	1,483,981	1,482,312
Refundable advances - Perkins loan program	371,053	361,794
Annuity obligations	717,384	858,011
Bonds payable, net	58,734,348	49,967,178
Fair value of interest rate swaps	7,952,889	5,765,445
Other liabilities	<u>334,523</u>	<u>268,383</u>
<b>Total liabilities</b>	<b><u>80,688,201</u></b>	<b><u>68,021,875</u></b>
Net assets:		
Unrestricted	45,218,286	45,218,424
Temporarily restricted	6,278,843	5,242,395
Permanently restricted	<u>8,032,715</u>	<u>8,009,866</u>
<b>Total net assets</b>	<b><u>59,529,844</u></b>	<b><u>58,470,685</u></b>
<b>Total liabilities and net assets</b>	<b>\$ <u>140,218,045</u></b>	<b>\$ <u>126,492,560</u></b>

# LASELL COLLEGE

## Statement of Activities

Year Ended June 30, 2016  
(With Comparative Totals for 2015)

	2016				2015
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Total
<b>Revenues, gains and other support:</b>					
Tuition and fees	\$ 60,998,844	\$ -	\$ -	\$ 60,998,844	\$ 56,447,866
Room and board	18,344,981	-	-	18,344,981	17,028,373
Less: financial aid	(29,429,820)	-	-	(29,429,820)	(26,627,195)
Net tuition, fees and room and board	49,914,005	-	-	49,914,005	46,849,044
Auxiliary enterprises	6,104,883	-	-	6,104,883	5,894,667
Investment income appropriated	1,288,153	-	-	1,288,153	1,168,447
Federal and state grants	644,439	-	-	644,439	613,827
Private gifts and grants	853,315	-	-	853,315	870,013
Other revenue	713,760	-	-	713,760	669,057
Net assets released from restrictions	429,202	(429,202)	-	-	-
<b>Total revenues, gains and other support</b>	<b>59,947,757</b>	<b>(429,202)</b>	<b>-</b>	<b>59,518,555</b>	<b>56,065,055</b>
<b>Expenses:</b>					
Program services:					
Instruction	15,191,071	-	-	15,191,071	14,294,107
Academic support	3,380,832	-	-	3,380,832	3,173,963
Research	146,418	-	-	146,418	106,245
Student services	10,758,263	-	-	10,758,263	10,329,735
Government sponsored financial aid	457,496	-	-	457,496	428,796
Room and board	14,359,697	-	-	14,359,697	14,084,088
Auxiliary enterprises	4,928,461	-	-	4,928,461	4,948,399
Public service	507,062	-	-	507,062	304,721
<b>Total program services</b>	<b>49,729,300</b>	<b>-</b>	<b>-</b>	<b>49,729,300</b>	<b>47,670,054</b>
Management and general	6,569,158	-	-	6,569,158	6,330,519
Fundraising	2,028,918	-	-	2,028,918	1,826,563
<b>Total expenses</b>	<b>58,327,376</b>	<b>-</b>	<b>-</b>	<b>58,327,376</b>	<b>55,827,136</b>
<b>Change in net assets from operations</b>	<b>1,620,381</b>	<b>(429,202)</b>	<b>-</b>	<b>1,191,179</b>	<b>237,919</b>
<b>Non-operating activities:</b>					
Investment income (loss), net of total return appropriated	(1,124,805)	(244,267)	(347)	(1,369,419)	241,870
Land lease income	205,840	-	-	205,840	205,840
Private gifts and grants	385,411	3,390,481	64,332	3,840,224	408,448
Non-operating fundraising costs	(297,461)	-	-	(297,461)	(219,737)
Change in fair value of interest rate swaps	(2,187,444)	-	-	(2,187,444)	(674,616)
Other non-operating activities, net	(214,646)	(70,063)	(39,051)	(323,760)	(119,328)
Net assets released from restrictions	1,612,586	(1,610,501)	(2,085)	-	-
<b>Total non-operating activities</b>	<b>(1,620,519)</b>	<b>1,465,650</b>	<b>22,849</b>	<b>(132,020)</b>	<b>(157,523)</b>
<b>Change in net assets</b>	<b>(138)</b>	<b>1,036,448</b>	<b>22,849</b>	<b>1,059,159</b>	<b>80,396</b>
Net assets, beginning of year	45,218,424	5,242,395	8,009,866	58,470,685	58,390,289
<b>Net assets, end of year</b>	<b>\$ 45,218,286</b>	<b>\$ 6,278,843</b>	<b>\$ 8,032,715</b>	<b>\$ 59,529,844</b>	<b>\$ 58,470,685</b>

# LASELL COLLEGE

## Statement of Activities

Year Ended June 30, 2015

	<i>Unrestricted</i>	<i>Temporarily Restricted</i>	<i>Permanently Restricted</i>	<i>Total</i>
<b>Revenues, gains and other support:</b>				
Tuition and fees	\$ 56,447,866	\$ -	\$ -	\$ 56,447,866
Room and board	17,028,373	-	-	17,028,373
Less: financial aid	(26,627,195)	-	-	(26,627,195)
Net tuition, fees and room and board	46,849,044	-	-	46,849,044
Auxiliary enterprises	5,894,667	-	-	5,894,667
Investment income appropriated	1,168,447	-	-	1,168,447
Federal and state grants	613,827	-	-	613,827
Private gifts and grants	870,013	-	-	870,013
Other revenue	669,057	-	-	669,057
Net assets released from restrictions	489,425	(489,425)	-	-
<b>Total revenues, gains and other support</b>	<b>56,554,480</b>	<b>(489,425)</b>	<b>-</b>	<b>56,065,055</b>
<b>Expenses:</b>				
Program services:				
Instruction	14,294,107	-	-	14,294,107
Academic support	3,173,963	-	-	3,173,963
Research	106,245	-	-	106,245
Student services	10,329,735	-	-	10,329,735
Government sponsored financial aid	428,796	-	-	428,796
Room and board	14,084,088	-	-	14,084,088
Auxiliary enterprises	4,948,399	-	-	4,948,399
Public service	304,721	-	-	304,721
<b>Total program services</b>	<b>47,670,054</b>	<b>-</b>	<b>-</b>	<b>47,670,054</b>
Management and general	6,330,519	-	-	6,330,519
Fundraising	1,826,563	-	-	1,826,563
<b>Total expenses</b>	<b>55,827,136</b>	<b>-</b>	<b>-</b>	<b>55,827,136</b>
<b>Change in net assets from operations</b>	<b>727,344</b>	<b>(489,425)</b>	<b>-</b>	<b>237,919</b>
<b>Non-operating activities:</b>				
Investment income, net of total return appropriated	93,027	147,497	1,346	241,870
Land lease income	205,840	-	-	205,840
Private gifts and grants	53,991	302,364	52,093	408,448
Non-operating fundraising costs	(219,737)	-	-	(219,737)
Change in fair value of interest rate swaps	(674,616)	-	-	(674,616)
Other non-operating activities, net	(166,991)	81,784	(34,121)	(119,328)
Net assets released from restrictions	310,495	(310,495)	-	-
<b>Total non-operating activities</b>	<b>(397,991)</b>	<b>221,150</b>	<b>19,318</b>	<b>(157,523)</b>
<b>Change in net assets</b>	<b>329,353</b>	<b>(268,275)</b>	<b>19,318</b>	<b>80,396</b>
Net assets, beginning of year	44,889,071	5,510,670	7,990,548	58,390,289
<b>Net assets, end of year</b>	<b>\$ 45,218,424</b>	<b>\$ 5,242,395</b>	<b>\$ 8,009,866</b>	<b>\$ 58,470,685</b>

See accompanying notes to financial statements.

# LASELL COLLEGE

## Statements of Cash Flows

	<i>Years Ended June 30,</i>	
	<b>2016</b>	<b>2015</b>
<b>Cash flows from operating activities:</b>		
Change in net assets	\$ 1,059,159	\$ 80,396
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	4,849,970	4,815,391
Provision for bad debts	48,988	48,588
Net realized and unrealized (gain) loss on investments	880,134	(487,862)
Loss on disposal of property and equipment	120,984	-
Contributions restricted for long-term investment and plant	(1,496,242)	(207,093)
Investment income restricted for long-term investment	(347)	(1,346)
Change in fair value of interest rate swaps	2,187,444	674,616
Changes in operating assets and liabilities:		
Cash limited as to use	(19,158)	7,061
Accounts receivable	(214,946)	187,723
Contributions receivable, net	(1,653,138)	33,001
Beneficial interest in trusts	145,288	69,366
Other assets	138,716	(134,219)
Accounts payable and accrued expenses	852,374	2,610
Deferred revenue	1,245,909	412,829
Deferred land lease revenue	1,669	1,669
Other liabilities	30,000	5,056
<b>Net cash provided by operating activities</b>	<b><u>8,176,804</u></b>	<b><u>5,507,786</u></b>
<b>Cash flows from investing activities:</b>		
Proceeds from sales of investments	8,875,405	8,322,551
Purchases of investments	(8,337,295)	(9,169,464)
Change in annuity obligations	(140,627)	(183,679)
Purchase of property and equipment	(6,070,683)	(4,040,984)
Student loans granted	(55,400)	(84,100)
Student loans collected	42,359	62,359
Change in funds held by trustees under bond agreements	(10,037,724)	2,070
<b>Net cash used in investing activities</b>	<b><u>(15,723,965)</u></b>	<b><u>(5,091,247)</u></b>
<b>Cash flows from financing activities:</b>		
Contributions restricted for long-term investment and plant	1,496,242	207,093
Investment income restricted for long-term investment	347	1,346
Increase in federal loan program advances	9,259	6,324
Proceeds from issuance of bonds	10,000,000	-
Payment of bond issuance costs	(114,369)	-
Payments on bonds	(1,195,000)	(1,160,000)
Payments on capital lease obligations	(63,653)	(58,652)
<b>Net cash (used in) provided by financing activities</b>	<b><u>10,132,826</u></b>	<b><u>(1,003,889)</u></b>
<b>Net increase (decrease) in cash and cash equivalents</b>	<b>2,585,665</b>	<b>(587,350)</b>
Cash and cash equivalents, beginning of year	4,209,618	4,796,968
<b>Cash and cash equivalents, end of year</b>	<b><u>\$ 6,795,283</u></b>	<b><u>\$ 4,209,618</u></b>
<b><u>Supplemental Disclosures of Cash Flow Information</u></b>		
Cash payment for interest	\$ 2,883,484	\$ 2,715,450
Amounts included in accounts payable for purchase of property and equipment	\$ 661,187	\$ 984,200

See accompanying notes to financial statements.



# **LASELL COLLEGE**

## ***Notes to Financial Statements***

### ***Note 1 - Organization and Summary of Significant Accounting Policies***

#### ***Organization***

Lasell College (the “College”), founded in 1851, is an independent, comprehensive coeducational college located in Newton, Massachusetts, offering professionally oriented bachelor’s and master’s degree programs. The student population is drawn predominantly from the Northeast region of the United States. The College is accredited by the New England Association of Schools and Colleges and participates in student financial assistance programs sponsored by the United States Department of Education and the Commonwealth of Massachusetts. These programs facilitate the payment of tuition and other expenses for students.

Lasell, Inc., a not-for-profit organization, is the sole member of the College. Lasell, Inc. is also the sole member of Lasell Village, Inc. (the “Village”). The Village is a Massachusetts charitable corporation formed in 1990 to establish and operate an educational continuing care retirement community (the “Facility”) in Newton, Massachusetts. The financial statements only reflect the activities of the College and do not include the Village or Lasell, Inc.

#### ***Financial Statement Presentation***

The financial statements of the College have been prepared on the accrual basis of accounting.

Net assets and revenues, expenses, gains and losses are classified based on the existence or the absence of donor-imposed restrictions. Accordingly, the net assets classifications are defined as follows:

*Unrestricted* - Net assets that are not subject to donor-imposed stipulations. Unrestricted net assets may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

*Temporarily restricted* - Net assets subject to donor-imposed stipulations that may or will be met either by the passage of time and/or actions of the College.

*Permanently restricted* - Net assets subject to donor-imposed stipulations that require funds to be permanently held. Generally, the donors of these assets permit the use of all or part of the income earned on these assets. Such net assets primarily include the College’s permanent endowment funds.

#### ***Cash and Cash Equivalents***

Cash and cash equivalents include all highly liquid instruments purchased with an initial maturity of three months or less, excluding balances whose use is restricted or included in the investment accounts. Cash equivalents held by investment managers are considered part of investments given the expectation of near term reinvestment. The College maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The College monitors its exposure associated with cash and cash equivalents and has not experienced any losses in such accounts.

# **LASELL COLLEGE**

## ***Notes to Financial Statements***

### ***Note 1 - Organization and Summary of Significant Accounting Policies (Continued)***

#### ***Cash Limited as to Use***

Cash limited as to use includes amounts deposited in debt service funds, primarily for scheduled debt service due July 1. Cash limited as to use also includes cash restricted for student loan funds.

#### ***Accounts Receivable***

Accounts receivable are reported at the amount management expects to collect on balances outstanding at year-end. Management estimates the allowance for doubtful accounts based on history of collections and knowledge acquired about specific items. Adjustments to the allowance are charged to bad debt expense. Uncollectible accounts are written off against the reserve when deemed uncollectible; recoveries are recorded when received. An account is considered uncollectible when all efforts to collect the account have been exhausted. Interest is not charged on receivables.

#### ***Financing Receivables***

Student loans receivable are funds loaned to students by the College under the Federal Perkins Loans Program ("Perkins").

Perkins funds may be re-loaned by the College after collection, but in the event that the College no longer participates in the Program, the amounts are generally refundable to the Federal government. Loans receivable are carried at their net realizable value. Interest and late fees are recorded when received. Loans receivable are considered in default if any portion of the balance due is outstanding for more than 240 days. Loans that are in default and meet certain requirements may be assigned to the Department of Education, which reduces the Perkins Loans refundable advances.

For all loans, management estimates the allowance for credit losses based on historical losses, current economic conditions and the credit quality of the loans.

#### ***Contributions Receivable, Gifts and Grants Revenue***

Unconditional promises to give are reported at fair value on the date the promise is verifiably committed. Fair value of the initial recordings is determined in accordance with the fair value policies outlined below. The initially recorded fair value is considered a Level 2 fair value approach. Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of the estimated future cash flows. The discounts on those amounts are computed using a risk adjusted interest rate applicable to the years in which the promises are expected to be received. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contributions. An allowance for uncollectible contributions receivable is provided based upon management's judgment of potential defaults. The determination includes such factors as prior collection history, type of contribution and nature of fund raising activity. Conditional promises to give are not included as support until the conditions are substantially met.

# **LASELL COLLEGE**

## ***Notes to Financial Statements***

### ***Note 1 - Organization and Summary of Significant Accounting Policies (Continued)***

#### ***Contributions Receivable, Gifts and Grants Revenue (Continued)***

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statements of Activities as net assets released from restrictions.

Contributions received with donor-imposed restrictions that are met in the same year as received are reported as unrestricted net assets.

Gifts of equipment or other assets are reported as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Fair value of donated equipment or other assets is effectively recorded using a Level 3 market approach. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations regarding how long those long-lived assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

#### ***Beneficial Interests in Trusts***

The College is a 100% income beneficiary of an irrevocable perpetual trust controlled by a third-party trustee. The College is also the remainderman in two irrevocable trusts and three irrevocable gift annuity trusts controlled by third-party trustees. In addition, the College has an annuity interest through 2022 in an irrevocable charitable lead annuity trust controlled by a third-party trustee.

The initially recorded fair value of the beneficial interests in trusts are determined based on the underlying nature of the investments held which have generally represented Level 3 measurements, while the initial measurements of any related life expectancies are Level 2 measurements.

#### ***Charitable Gift Annuity Obligations***

Assets received under gift annuity agreements are invested with the other investments of the College. Assets received under charitable remainder trust annuity agreements where the College is the trustee are invested in separate investment accounts and included in investments in the Statement of Financial Position. In connection with these annuity gifts, the College records a liability equal to the present value of future cash flows expected to be paid to the beneficiaries based on the actuarial expected lives and records the estimated net residual amount as a contribution at the date of the gift.

The initially recorded fair value of the charitable gift annuities are determined based on the underlying nature of the investments received which have generally represented Level 3 measurements while the initial measurement of the related obligations are Level 2 measurements.

Assets of charitable gift annuities are recorded at fair value, net of the present value of the liability for income payable to the donor or the donor's designee, and in the appropriate net asset category based on donor stipulation. Related contributions are recognized as contribution revenue equal to the present value of future benefits less the liability for income payable to the donor or the donor's designee.

# **LASELL COLLEGE**

## ***Notes to Financial Statements***

### ***Note 1 - Organization and Summary of Significant Accounting Policies (Continued)***

#### ***Charitable Gift Annuity Obligations (Continued)***

During the term of these agreements, changes in the value of split-interest agreements are recognized in the Statements of Activities based on accretion of the discounted amount of the contribution, the expected future benefits to be received by the College, changes in the fair value of underlying investments and the expected future payment to other beneficiaries, based on changes in life expectancy and other actuarial assumptions. Discount rates ranging from 1.2% and 9.8% were used in these calculations. The discount rates were equivalent to the IRS discount rate which approximated fair value at the time the College entered into the arrangement.

The change in the value of the gift annuity agreements is included in other non-operating activities in the Statements of Activities and was (\$85,131) and (\$34,916) at June 30, 2016 and 2015, respectively.

#### ***Investments***

Investments are stated at fair value. Fair value is determined as per the fair value policies described later in this section. Accordingly, changes in fair values are reflected in the Statements of Activities as gains or losses on investments included in investment results.

Interest, dividends and net gains or losses on investments are reported: (1) as increases or decreases in permanently restricted net assets if the terms of the original gift require that they be applied to the principal of a permanent endowment fund; (2) as increases or decreases in temporarily restricted net assets if the terms of the gift and/or relevant state law impose restrictions on the current use of the income or net gains and losses; and (3) as increases or decreases in unrestricted net assets in all other cases.

Distributions from the investment portfolio are approved by the Board of Trustees using a total return method and consist of unrestricted and temporarily restricted interest, dividends and realized and unrealized gains. The Board of Trustees has established a spending rate based upon the rolling three-year average fair value of the investments (4.0% for the years ended June 30, 2016 and 2015). The College adopted this spending policy in order to protect the inviolate nature of the original corpus of gifts, as well as to preserve the purchasing power of these funds into the future.

Investments include separate investment accounts for charitable gift annuities. Investments also include certain artwork which was gifted to the College by an artist and for which the College is holding in anticipation of an increase in its fair value and a life insurance policy which was gifted to the College and which is valued at the cash value of the policy.

#### ***Real Estate Held for Investment***

Real estate held for investment consists of four residential properties adjacent to the campus which are being held for investment purposes. Fair value of real estate held for investment is effectively recorded using a Level 2 market approach.

# **LASELL COLLEGE**

## ***Notes to Financial Statements***

### ***Note 1 - Organization and Summary of Significant Accounting Policies (Continued)***

#### ***Property and Equipment***

Property and equipment is stated at cost if purchased or fair value if donated. Fair value of donated property and equipment is effectively recorded using a Level 3 market approach. Property and equipment is depreciated using straight-line methods over the lesser of the estimated useful lives of related assets, and in the case of assets under capital leases, their respective lease terms. Projects that are comprised of multiple phases are placed into service at the substantial completion of each phase. Expenditures for maintenance and repairs are expensed as incurred. Betterments, which increase the value or materially extend the life of the related assets, are capitalized.

<b><i>Category</i></b>	<b><i>Life</i></b>
Buildings	20-40 years
Building improvements	10 years
Land improvements	10 years
Furniture, fixtures and equipment	3-7 years
Motor vehicles	5 years

In the normal course of its operations, the College incurs legal obligations to perform certain retirement activity with regard to the ultimate disposition of some of its tangible long-lived assets due to the nature of material used in their construction or operation. The timing of the performance of these retirement activities is within the control of the College and, due to the long useful lives of these assets, will be performed at some future date. The estimated liability for these activities is included in other liabilities on the Statements of Financial Position. It amounted to \$46,500 and \$56,500 at June 30, 2016 and 2015, respectively. Interest related to the construction of capital assets is capitalized as a component of the cost of developing capital assets.

#### ***Deferred Revenue***

Deferred revenue represents tuition and student deposits paid in advance, which are recognized as income when the related educational services are provided. In addition, deferred revenue also includes an upfront payment from a vendor that will be recognized as revenue over the life of the service contract with this vendor.

#### ***Deferred Land Lease Revenue***

Deferred land lease revenue represents payments in excess of revenue recognized in connection with the College's land lease to Lasell Village. Land lease income is recognized on a straight-line basis over the lease term and is recorded as a non-operating activity within the Statements of Activities.

#### ***Fair Value of Interest Rate Swap***

The fair value of interest rate swap is recorded at each period-end as either an asset or a liability, based on the estimated value of the contract at year-end. Fair value is determined as per the fair value policies as described later in this section. The change in the fair value of the contract is measured at each period-end and recorded as a non-operating activity within the Statements of Activities.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 1 - Organization and Summary of Significant Accounting Policies (Continued)*

#### *Tuition, Fees, Room and Board*

Tuition, fees, room, board and auxiliary enterprise fees are recognized as revenues when the related educational and other services are provided.

#### *Auxiliary Enterprises*

Auxiliary enterprise revenue consists of the following for the years ended June 30:

	<b>2016</b>	<b>2015</b>
Childcare programs	\$ 1,548,736	\$ 1,547,135
Contracts with Lasell Village (see Note 16)	1,880,057	1,924,541
Collaborative services (see Note 17)	1,615,133	1,589,790
Third-party campus programs	392,471	394,365
Other auxiliary enterprises	<u>668,486</u>	<u>438,836</u>
	<b><u>\$ 6,104,883</u></b>	<b><u>\$ 5,894,667</u></b>

#### *Functional Expense Allocation*

Certain common costs have been allocated to functions based on percentage of effort, usage, square footage and other criteria.

#### *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 that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include the reserves on student loans, contributions receivable and accounts receivable, estimated lives of property and equipment, fair value of investments, conditional asset retirement obligations, measurement of obligation from group health self-insurance program, valuation of interests in and obligations under split-interest agreements, valuation of interest rate swaps, the functional allocation of overhead expenses and releases from donor restrictions.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 1 - Organization and Summary of Significant Accounting Policies (Continued)*

#### *Operations*

The Statements of Activities report the changes in unrestricted, temporarily restricted and permanently restricted assets from operating and non-operating activities. Unrestricted operating revenues consist of those items attributable to the College's primary mission of providing education. Investment income included in operations reflects the amount computed using the spending policy for the period as approved by the Board of Trustees, as well as investment income earned on operating cash and cash equivalents. All other investment income or losses are reported as non-operating revenue. Operating revenue also includes contributions received related to annual fund support and support of College operations while all other contributions are classified as non-operating. Fundraising costs associated with conducting capital campaigns and net assets released from restriction related to funds contributed to capital campaigns are included in non-operating activities. Non-operating activities also includes land lease income from affiliate, gains and losses on interest rate swap contracts, and other non-operating activities, which principally consists of the change in value of various split-interest agreements.

#### *Fair Value Measurements*

The College reports certain assets and liabilities at fair value on a recurring and nonrecurring basis depending on the underlying accounting policy for the particular item. Recurring fair value measures include the College's investment accounts, interest rate swaps and deposits with trustees. Nonrecurring measures include pledges, asset retirement obligations, and annuity obligations. These standards require an entity to maximize the use of observable inputs (such as quoted prices in active markets) and minimize the use of unobservable inputs (such as appraisals or valuation techniques) to determine fair value. In addition, the College reports certain investments using the net asset value per share as determined by investment managers under the so called "practical expedient." The practical expedient allows net asset value per share to represent fair value for reporting purposes when the criteria for using this method are met. Fair value standards also require the College to classify financial instruments (but for those measured using NAV) into a three-level hierarchy, based on the priority of inputs to the valuation technique.

Instruments measured and reported at fair value are classified and disclosed in one of the following categories:

Level 1 – Quoted prices are available in active markets for identical instruments as of the reporting date. Instruments, which are generally included in this category, include listed equity and debt securities publicly traded on a stock exchange.

Level 2 – Pricing inputs are other than quoted prices in active markets, which are either directly or indirectly observable as of the reporting date, and fair value is determined through the use of models or other valuation methodologies.

Level 3 – Pricing inputs are unobservable for the instrument and include situations where there is little, if any, market activity for the instrument. The inputs into the determination of fair value require significant management judgment or estimation.

In some instances, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such instances, an instrument's level within the fair value hierarchy is based on the lowest level of input that is significant to the fair value measurement.

# **LASELL COLLEGE**

## ***Notes to Financial Statements***

### ***Note 1 - Organization and Summary of Significant Accounting Policies (Continued)***

#### ***Fair Value Measurements (Continued)***

Market price is affected by a number of factors, including the type of instrument and the characteristics specific to the instrument as well as the effects of market, interest and credit risk. Instruments with readily available active quoted prices or for which fair value can be measured from actively quoted prices generally will have a higher degree of market price observability and a lesser degree of judgment used in measuring fair value. It is reasonably possible that changes in values of these instruments will occur in the near term and that such changes could materially affect amounts reported in these financial statements. For more information on the fair value of the College's financial instruments, see Note 9 - Fair Values of Financial Instruments.

#### ***Reclassifications***

Certain reclassifications have been made to the 2015 financial statements to conform to presentations used in 2016.

During 2016, the College retrospectively adopted Financial Accounting Standards Board ("FASB") Accounting Standards Update ("ASU") No. 2015-03, *Interest-Imputation of Interest (Subtopic 835-30) – Simplifying the Presentation of Debt Issuance Costs*, and debt issuance costs are now presented as a deduction of debt on the financial statements for each year. Accordingly, bonds payable, net, originally stated at \$50,837,812 in the June 30, 2015 financial statements, have been restated to \$49,967,178 to reflect \$870,634 of unamortized issuance costs previously included in assets. Additionally, during 2016, the College retrospectively adopted FASB ASU No. 2015-07, *Fair Value Measurement (Topic 820) – Disclosures for Investments in Certain Entities That Calculate Net Asset Value per Share (or Its Equivalent)*, and investments valued at net asset value (NAV) are now presented in a separate column in the related footnote disclosure for 2016 and 2015.

#### ***Tax Status***

The College has obtained a determination letter dated November 30, 1970 from the Internal Revenue Service stating that it is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been included in the accompanying financial statements.

#### ***Uncertain Tax Positions***

The College accounts for the effect of any uncertain tax positions based on a "more likely than not" threshold to the recognition of the tax positions being sustained based on the technical merits of the position under scrutiny by the applicable taxing authority. If a tax position or positions are deemed to result in uncertainties of those positions, the unrecognized tax benefit is estimated based on a "cumulative probability assessment" that aggregates the estimated tax liability for all uncertain tax positions. The College has identified its tax status as a tax-exempt entity and its determination as to its income being related or unrelated as its only significant tax positions; however, the College has determined that such tax positions do not result in an uncertainty requiring recognition. The College is not currently under examination by any taxing jurisdiction. The College's Federal and state income tax returns are generally open for examination for three years following the date filed.



# LASELL COLLEGE

## Notes to Financial Statements

### Note 1 - Organization and Summary of Significant Accounting Policies (Continued)

#### Subsequent Events

The College has evaluated subsequent events through October 14, 2016, the date that the financial statements were issued.

### Note 2 - Cash Limited as to Use

Cash limited as to use consisted of the following at June 30:

	2016	2015
Debt service funds	\$ 1,323,013	\$ 1,298,413
Student loan funds	<u>51,468</u>	<u>56,910</u>
<b>Cash limited as to use</b>	<b>\$ <u>1,374,481</u></b>	<b>\$ <u>1,355,323</u></b>

The balance of debt service funds at June 30, 2016 and 2015 represents scheduled debt service due on July 1<sup>st</sup> of the respective years.

### Note 3 - Accounts Receivable

Accounts receivable and the allowance for doubtful accounts consist of the following at June 30:

2016	Balance	Allowance	Net
Student accounts:			
Undergraduate	\$ 316,425	\$ (134,400)	\$ 182,025
Graduate	<u>302,266</u>	<u>(29,100)</u>	<u>273,166</u>
Total student accounts	618,691	(163,500)	455,191
Other	<u>757,759</u>	<u>(5,000)</u>	<u>752,759</u>
<b>Accounts receivable</b>	<b>\$ <u>1,376,450</u></b>	<b>\$ <u>(168,500)</u></b>	<b>\$ <u>1,207,950</u></b>
2015	Balance	Allowance	Net
Student accounts:			
Undergraduate	\$ 322,597	\$ (113,800)	\$ 208,797
Graduate	<u>349,929</u>	<u>(22,800)</u>	<u>327,129</u>
Total student accounts	672,526	(136,600)	535,926
Other	<u>511,066</u>	<u>(5,000)</u>	<u>506,066</u>
<b>Accounts receivable</b>	<b>\$ <u>1,183,592</u></b>	<b>\$ <u>(141,600)</u></b>	<b>\$ <u>1,041,992</u></b>

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 4 - Contributions Receivable*

Contributions receivable consist of unconditional promises to give as follows as of June 30:

	<i>2016</i>	<i>2015</i>
Amounts due:		
In one year or less	\$ 758,650	\$ 32,444
From one to five years	<u>1,145,130</u>	<u>65,000</u>
	1,903,780	97,444
Less: unamortized discount (discount rates ranging from 0.90% to 2.32%)	(40,816)	(1,690)
Less: allowance for doubtful accounts	<u>(123,166)</u>	<u>(9,094)</u>
<b>Contributions receivable, net</b>	<b>\$ <u><u>1,739,798</u></u></b>	<b>\$ <u><u>86,660</u></u></b>

### *Note 5 - Student Loans Receivable*

Student loans receivable consist of the following at June 30:

	<i>30-60 Days Past Due</i>	<i>60-90 Days Past Due</i>	<i>Greater than 90 Days Past Due</i>	<i>Total Past Due</i>	<i>Current</i>	<i>Total Financing Receivable</i>
<i>June 30, 2016</i>						
Perkins loans	\$ 14,128	\$ 5,000	\$ 117,316	\$ 136,444	\$ 295,453	\$ 431,897
Credit reserve	<u>-</u>	<u>-</u>	<u>(35,941)</u>	<u>(35,941)</u>	<u>-</u>	<u>(35,941)</u>
<b>Total</b>	<b>\$ <u><u>14,128</u></u></b>	<b>\$ <u><u>5,000</u></u></b>	<b>\$ <u><u>81,375</u></u></b>	<b>\$ <u><u>100,503</u></u></b>	<b>\$ <u><u>295,453</u></u></b>	<b>\$ <u><u>395,956</u></u></b>
<i>June 30, 2015</i>						
Perkins loans	\$ -	\$ 14,041	\$ 125,438	\$ 139,479	\$ 279,377	\$ 418,856
Credit reserve	<u>-</u>	<u>-</u>	<u>(35,941)</u>	<u>(35,941)</u>	<u>-</u>	<u>(35,941)</u>
<b>Total</b>	<b>\$ <u><u>-</u></u></b>	<b>\$ <u><u>14,041</u></u></b>	<b>\$ <u><u>89,497</u></u></b>	<b>\$ <u><u>103,538</u></u></b>	<b>\$ <u><u>279,377</u></u></b>	<b>\$ <u><u>382,915</u></u></b>

Allowance for credit losses was \$35,941 at June 30, 2016 and 2015. There were no charge-offs, recoveries or changes in the provision for the years then ended.

The Perkins loans were evaluated for impairment.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 6 - Funds Held by Trustees under Bond Agreements*

In accordance with the bond agreements (see Note 12), the College maintains funds on deposit with the bond trustees for debt service reserves and cost reimbursement of bond financed projects. The funds held by the trustees for debt service reserve funds under the Series 2011 bond agreement are primarily invested in U.S. government obligations as permitted by the bond agreement. The funds held by the trustees for the project funds under the Series 2015 bond agreement are held in a commercial loan account at Citizens Bank, N.A., the holder of the bonds. The funds are carried at fair value based on quoted market prices and amounted to the following at June 30:

	<b>2016</b>	<b>2015</b>
Debt service reserve funds		
Government obligation mutual fund	\$ 275,120	\$ 1,222,517
Federal Home Loan Mortgage Corporation bond	948,432	-
Federal Farm Credit Banks bond	500,020	-
Federal National Mortgage Association bond	250,003	-
U.S. Treasury note	-	491,290
Federal Home Loan Bank bond	-	250,412
	<u>1,973,575</u>	<u>1,964,219</u>
Project funds		
Citizens Bank, N.A. commercial loan account	<u>10,035,879</u>	<u>-</u>
<b>Funds held by trustees under bond agreements</b>	<b>\$ <u>12,009,454</u></b>	<b>\$ <u>1,964,219</u></b>

### *Note 7 - Beneficial Interests in Trusts*

Beneficial interests in trusts consisted of the following at June 30:

	<b>2016</b>	<b>2015</b>
Irrevocable perpetual trust	\$ 552,848	\$ 589,519
Remainder interest in irrevocable trusts	1,155,142	1,194,488
Remainder interest in irrevocable gift annuity trusts	671,073	736,148
Annuity interest in irrevocable charitable lead annuity trust	<u>30,407</u>	<u>34,603</u>
<b>Beneficial interests in trusts</b>	<b>\$ <u>2,409,470</u></b>	<b>\$ <u>2,554,758</u></b>

The change in the value of the irrevocable trusts is included in other non-operating activities, net on the Statements of Activities and was (\$107,922) and (\$64,363) at June 30, 2016 and 2015, respectively.

# LASELL COLLEGE

## *Notes to Financial Statements*

### ***Note 8 - Investment Return***

Investment return consisted of the following for the years ended June 30:

	<b>2016</b>	<b>2015</b>
Interest and dividends	\$ 940,761	\$ 1,029,734
Less: investment fees	<u>(141,893)</u>	<u>(107,279)</u>
Interest and dividends, net of investment fees	798,868	922,455
Net unrealized and realized gains (losses)	<u>(880,134)</u>	<u>487,862</u>
<b>Total investment return</b>	<b>\$ <u>(81,266)</u></b>	<b>\$ <u>1,410,317</u></b>

Reconciliation of investment return as presented in the Statements of Activities is as follows for the years ended June 30:

	<b>2016</b>	<b>2015</b>
Operating - investment income appropriated	\$ 1,288,153	\$ 1,168,447
Non-operating - investment income (loss), net of total return appropriated	<u>(1,369,419)</u>	<u>241,870</u>
<b>Total investment return</b>	<b>\$ <u>(81,266)</u></b>	<b>\$ <u>1,410,317</u></b>

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 9 - Fair Values of Financial Instruments*

The valuation of the College's instruments using the fair value hierarchy consisted of the following at June 30, 2016:

	<i>Total</i>	<i>Investments Measured at NAV</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Assets:					
Beneficial interests in trusts	\$ 2,409,470	\$ -	\$ -	\$ -	\$ 2,409,470
Investments:					
Cash equivalents	3,238	-	3,238	-	-
Mutual funds - equity:					
Large cap	3,470,194	-	3,470,194	-	-
Small/mid cap	2,723,867	-	2,723,867	-	-
Multiple strategies	3,678,669	-	3,678,669	-	-
International	9,196,670	-	9,196,670	-	-
Other	75,839	-	75,839	-	-
Mutual funds - fixed income:					
Multiple strategies	9,673,297	-	9,673,297	-	-
Other	67,329	-	67,329	-	-
Mutual funds - equity/fixed income	2,302,119	-	2,302,119	-	-
Mutual funds - other	9,902	-	9,902	-	-
Alternative investments:					
Energy debt fund	-	1,958,604	-	-	-
GPA III Private equity fund	-	597,641	-	-	-
Offshore opportunity fund	-	1,036,668	-	-	-
Special situations fund	-	1,646,248	-	-	-
Insurance contracts	51,111	-	-	51,111	-
Artwork	71,700	-	-	-	71,700
Total investments	31,323,935	5,239,161	31,201,124	51,111	71,700
Other assets:					
Funds held by trustees under bond agreements	12,009,454	-	12,009,454	-	-
Total assets	\$ 45,742,859	\$ 5,239,161	\$ 43,210,578	\$ 51,111	\$ 2,481,170
Liabilities:					
Fair value of interest rate swaps	\$ 7,952,889	\$ -	\$ -	\$ 7,952,889	\$ -

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 9 - Fair Values of Financial Instruments (Continued)*

The valuation of the College's instruments using the fair value hierarchy consisted of the following at June 30, 2015:

	<i>Total</i>	<i>Investments Measured at NAV</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Assets:					
Beneficial interests in trusts	\$ 2,554,758	\$ -	\$ -	\$ -	\$ 2,554,758
Investments:					
Cash equivalents	8,073	-	8,073	-	-
Mutual funds - equity:					
Large cap	4,114,635	-	4,114,635	-	-
Small/mid cap	3,689,991	-	3,689,991	-	-
Multiple strategies	3,660,123	-	3,660,123	-	-
International	8,623,805	-	8,623,805	-	-
Other	90,184	-	90,184	-	-
Mutual funds - fixed income:					
Multiple strategies	10,151,310	-	10,151,310	-	-
Other	78,046	-	78,046	-	-
Mutual funds - equity/fixed income	2,437,481	-	2,437,481	-	-
Mutual funds - multi-asset	2,048,448	-	2,048,448	-	-
Mutual funds - other	11,405	-	11,405	-	-
Alternative investments:					
GPA III Private equity fund	-	27,665	-	-	-
Offshore opportunity fund	-	1,105,218	-	-	-
Special situations fund	-	1,822,456	-	-	-
Insurance contracts	48,311	-	-	48,311	-
Artwork	71,700	-	-	-	71,700
Total investments	<u>35,033,512</u>	<u>2,955,339</u>	<u>34,913,501</u>	<u>48,311</u>	<u>71,700</u>
Other assets:					
Funds held by trustees under bond agreements	<u>1,964,219</u>	<u>-</u>	<u>1,964,219</u>	<u>-</u>	<u>-</u>
Total assets	<u>\$ 39,552,489</u>	<u>\$ 2,955,339</u>	<u>\$ 36,877,720</u>	<u>\$ 48,311</u>	<u>\$ 2,626,458</u>
Liabilities:					
Fair value of interest rate swaps	<u>\$ 5,765,445</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 5,765,445</u>	<u>\$ -</u>

Many of the College's investment funds contain clauses that under certain unusual circumstances trustees and fund managers may limit distributions from the related fund. The College has not experienced such limitations over distributions from its funds during 2016 or 2015.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 9 - Fair Values of Financial Instruments (Continued)*

The changes in instruments measured at fair value for which the College has used Level 3 inputs to determine fair value are as follows:

	<i>Beneficial Interests in Trusts</i>
Balance as of July 1, 2014	\$ 2,624,124
Distribution	(5,003)
Change in value of beneficial interests	<u>(64,363)</u>
Balance as of June 30, 2015	2,554,758
Distribution	(37,366)
Change in value of beneficial interests	<u>(107,922)</u>
<b>Balance as of June 30, 2016</b>	<b>\$ <u><u>2,409,470</u></u></b>

There were no unfunded commitments to investments at June 30, 2016.

### *Note 10 - Property and Equipment*

Property and equipment consist of the following at June 30:

	<i>2016</i>	<i>2015</i>
Land and improvements	\$ 6,321,792	\$ 6,321,792
Buildings and improvements	102,897,212	100,866,413
Furniture, fixtures and equipment	9,758,936	9,526,648
Motor vehicles	808,808	763,156
Construction in progress	<u>4,658,988</u>	<u>2,185,719</u>
Total property and equipment	124,445,736	119,663,728
Less: accumulated depreciation and amortization	<u>(49,487,149)</u>	<u>(45,658,190)</u>
<b>Property and equipment, net</b>	<b>\$ <u><u>74,958,587</u></u></b>	<b>\$ <u><u>74,005,538</u></u></b>

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 10 - Property and Equipment (Continued)*

Interest related to the construction of capital assets is capitalized as a component of the cost of acquiring capital assets. Interest capitalized amounted to \$22,433 for the year ended June 30, 2016.

### *Note 11 - Capital Lease Obligations*

The College leases equipment and motor vehicles under various leases which are classified as capital leases. The obligations associated with these leases are included in other liabilities on the Statements of Financial Position. The amount of assets recorded under capital leases is included in property and equipment and had a capitalized value of \$398,339 and \$298,546 and related accumulated amortization associated of \$243,342 and \$179,630 at June 30, 2016 and 2015, respectively.

Future minimum lease payments for capital leases are as follows for the years ending June 30:

2017	\$	59,745
2018		49,320
2019		37,040
2020		23,622
2021		<u>15,049</u>
Total minimum lease payments		184,776
Less: amount representing interest		<u>(16,753)</u>
	\$	<u><u>168,023</u></u>



# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 12 - Bonds Payable*

Bonds payable consist of the following at June 30:

	<b>2016</b>	<b>2015</b>
Term bonds, Massachusetts Development Finance Agency (MDFA) Revenue Bonds, Lasell College Issue, Series 2015. Interest is payable on a monthly basis with the interest rate fixed for ten years at 3% with final maturity in 2045.	\$ 10,000,000	\$ -
Term and serial bonds, Massachusetts Development Finance Agency (MDFA) Revenue Bonds, Lasell College Issue, Series 2011. The serial bonds were due in varying installments plus interest at fixed rates ranging from 2.0% to 3.5% with final maturity on July 1, 2016. The term bonds are due in varying installments plus interest at fixed rates ranging from 5% to 6% with final maturity in 2041.	22,920,000	23,560,000
Term bonds, Massachusetts Development Finance Agency (MDFA) Revenue Bonds, Lasell College Issue, Series 2008. Interest is payable on a monthly basis with interest accruing at the prevailing market rate at approximately 4.59% at June 30, 2016.	10,410,000	10,655,000
Term bonds, Massachusetts Development Finance Agency (MDFA) Revenue Bonds, Lasell College Issue, Series 2006. Interest is payable on a monthly basis with interest accruing at the prevailing market rate at approximately 4.92% at June 30, 2016.	<u>16,835,000</u>	<u>17,145,000</u>
	60,165,000	51,360,000
Less: bond issuance costs	(944,626)	(870,634)
Less: unamortized discount	<u>(486,026)</u>	<u>(522,188)</u>
<b>Bonds payable, net</b>	<b>\$ <u><u>58,734,348</u></u></b>	<b>\$ <u><u>49,967,178</u></u></b>

In October 2015, the College entered into an agreement with Citizens Bank N.A. for the issuance of \$10 million of Series 2015 bonds. The bond issuance is a tax-exempt direct purchase bond agreement through the Massachusetts Development Finance Agency, with a maturity date of 2045 and the interest rate fixed for ten years at 3%. The debt covenants and security interests are the same as those for existing bond obligations. The College will be using most of the bond proceeds to construct a new state of the art academic center utilizing new and renovated structures. The academic center will house modern classrooms, science and mathematics labs, an athletic training lab, faculty offices and student academic meeting spaces. The anticipated completion date for the project is December 2017.

On September 1, 2009, the College entered into a direct purchase agreement with Citizens Bank N.A., in which \$30,000,000 (Series 2006 and 2008 MDFA Revenue Bonds) was acquired by the bank as qualified tax-exempt debt. The interest rate on these bonds is fixed via the use of swaps. The debt is up for renewal with Citizens Bank N.A. in 2022.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 12 - Bonds Payable (Continued)*

The bonds are secured by the tuition receipts of the College. The College is in compliance with all bond covenants as of June 30, 2016.

Sinking fund requirements and aggregate principal repayments on the bonds for the next five years and thereafter are as follows for the years ending June 30:

2017	\$ 1,296,519
2018	1,513,119
2019	1,590,134
2020	1,672,371
2021	1,739,835
Thereafter	<u>52,353,022</u>
	<u><u>\$ 60,165,000</u></u>

Interest expense on the bonds was \$2,877,105 and \$2,699,104 for the years ended June 30, 2016 and 2015, respectively.

Bond issuance costs are capitalized and amortized on the straight-line basis over the life of the bonds. Bond issuance costs of \$1,268,615 and \$1,154,247 are net of accumulated amortization of \$323,989 and \$283,612 at June 30, 2016 and 2015, respectively. Amortization expense related to the bond issuance costs amounted to \$40,377 and \$37,525 for the years ended June 30, 2016 and 2015, respectively.

### *Note 13 - Derivative Instruments*

The College uses interest rate swaps to manage interest rate risk exposure. The College's interest rate swaps effectively mitigate exposure to interest rate risk, primarily through converting portions of floating rate debt under the bond agreement to a fixed rate basis. These agreements involve the receipt or payment of floating rate amounts in exchange for fixed rate interest payments over the life of the agreements without an exchange of the underlying principal amounts. The College does not enter into derivative instruments for trading or speculative purposes.

Each of the College's interest rate swaps has been recorded as a liability in the Statements of Financial Position at fair value. Changes in fair value are recorded as gains or losses on swap contracts in the period incurred.

As a result of the use of derivative instruments, the College is exposed to risk that the counterparties will fail to meet their contractual obligation. To mitigate the counterparty risk, the College only enters into contracts with selected major financial institutions based upon their credit ratings and other factors, and continually assesses the creditworthiness of counterparties. At June 30, 2016 and 2015, all of the counterparties to the College's interest rate swaps had investment grade ratings. To date, all counterparties have performed in accordance with their contractual obligation. The current year swaps contain no credit risk-related contingent features in the College's interest rate swaps nor do the swaps contain provisions under which the College has, or would be required, to post collateral.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 13 - Derivative Instruments (Continued)*

The College had the following interest rate swap liabilities outstanding at June 30, 2016 and 2015:

<b>2016</b>				
<b><i>Remaining Notional Amount</i></b>	<b><i>Termination Date</i></b>	<b><i>Interest Rate Received</i></b>	<b><i>Interest Rate Paid</i></b>	<b><i>Fair Value</i></b>
\$ 10,464,030	7/01/2038	68% of one month LIBOR	3.435%	\$ 2,773,889
11,460,000	7/01/2036	67% of one month LIBOR	3.745%	4,001,835
<u>5,375,000</u>	7/01/2031	67% of one month LIBOR	3.795%	<u>1,177,165</u>
<b>\$ <u>27,299,030</u></b>				<b>\$ <u>7,952,889</u></b>
<b>2015</b>				
<b><i>Remaining Notional Amount</i></b>	<b><i>Termination Date</i></b>	<b><i>Interest Rate Received</i></b>	<b><i>Interest Rate Paid</i></b>	<b><i>Fair Value</i></b>
\$ 10,704,398	7/01/2038	68% of one month LIBOR	3.435%	\$ 1,956,313
11,545,000	7/01/2036	67% of one month LIBOR	3.745%	2,856,134
<u>5,600,000</u>	7/01/2031	67% of one month LIBOR	3.795%	<u>952,998</u>
<b>\$ <u>27,849,398</u></b>				<b>\$ <u>5,765,445</u></b>

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 14 - Net Assets and Endowment Matters*

The College's endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by generally accepted accounting principles ("GAAP"), net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

#### *Unrestricted Net Assets*

Unrestricted net assets are comprised of the following at June 30:

	<b>2016</b>	<b>2015</b>
Property and equipment	\$ 19,874,909	\$ 20,051,771
Board-designated:		
Functioning as endowment	24,228,170	25,052,901
Operating	<u>1,115,207</u>	<u>113,752</u>
	<b>\$ <u>45,218,286</u></b>	<b>\$ <u>45,218,424</u></b>

**Property and equipment** - The value of buildings and equipment, net of depreciation, used in the College's operations. This amount is offset by outstanding liabilities related to the assets, such as bond debt.

**Board-designated** - Funds set aside by the Board of Trustees for strategic purposes and to provide investment income to support operations. These amounts may only be used with the approval of the Board of Trustees.

**Operating** - Discretionary funds available for carrying on the operating activities of the College.

# LASELL COLLEGE

## Notes to Financial Statements

### Note 14 - Net Assets and Endowment Matters (Continued)

#### Temporarily Restricted Net Assets

Temporarily restricted net assets are comprised of the following at June 30:

	2016	2015
Unrealized and realized cumulative net gains on permanently restricted investments:		
General support	\$ 724,998	\$ 947,159
Restricted	397,794	550,430
	<u>1,122,792</u>	<u>1,497,589</u>
Purpose restricted	431,962	404,162
Time restricted:		
Contributions receivable	1,739,798	86,660
Split-interest agreements	127,669	138,745
Donor restricted	1,000,000	1,150,000
Beneficial interests held by others	<u>1,856,622</u>	<u>1,965,239</u>
	<u>\$ 6,278,843</u>	<u>\$ 5,242,395</u>

**Unrealized and realized cumulative net gains on permanently restricted investments** - Under Massachusetts state law, these amounts represent unappropriated gains on permanently restricted endowment net assets.

**Purpose restricted** - Amounts received with donor restrictions which have not yet been expended for their designated purposes.

**Time restricted** - Amounts received with or without donor restrictions for various purposes which have not yet been expended for their designated purposes.

**Split-interest agreements** - Assets under split-interest agreements, with either an unrestricted or purpose restricted remainder interest, for which the use of the remainder interest is by nature time restricted.

**Beneficial interests held by others** - Assets held in trust where the College is the beneficiary of an unrestricted or purpose restricted remainder interest.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 14 - Net Assets and Endowment Matters (Continued)*

#### *Permanently Restricted Net Assets*

Permanently restricted net assets are comprised of the following at June 30:

	<i>2016</i>	<i>2015</i>
Endowment principal:		
General support	\$ 4,358,889	\$ 4,296,742
Restricted	<u>3,095,764</u>	<u>3,095,664</u>
	7,454,653	7,392,406
Split-interest agreements	16,214	18,941
Beneficial interest held in perpetuity by others	552,848	589,519
Loan funds	<u>9,000</u>	<u>9,000</u>
	<b><u>\$ 8,032,715</u></b>	<b><u>\$ 8,009,866</u></b>

**Endowment principal** - Amounts restricted by donors against any expenditure of principal. Substantially all the income earned on principal may be used for general or donor-restricted purposes and is recorded in unrestricted net assets or temporarily restricted net assets, as appropriate.

**Split-interest agreements** - Assets under split-interest agreements for which the remainder interest is permanently restricted by the donor.

**Beneficial interest held in perpetuity by others** - Assets held in trust in perpetuity for which the College is the beneficiary of annual distributions of income.

Net assets released from restrictions consist of the following during the years ended June 30:

	<i>2016</i>	<i>2015</i>
Operating:		
Program services	\$ 391,836	\$ 459,422
Distribution from split-interest agreements	12,366	5,003
Satisfaction of donor time restriction	<u>25,000</u>	<u>25,000</u>
Total operating	<u>429,202</u>	<u>489,425</u>
Non-operating:		
Capital improvements	1,431,910	155,000
Collection of unrestricted pledges receivable	19,646	30,495
Satisfaction of donor time restriction	125,000	125,000
Termination of split-interest agreements	<u>36,030</u>	<u>-</u>
Total non-operating	<u>1,612,586</u>	<u>310,495</u>
<b>Total</b>	<b><u>\$ 2,041,788</u></b>	<b><u>\$ 799,920</u></b>

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 14 - Net Assets and Endowment Matters (Continued)*

The following represents required disclosure relative to the composition and activities of endowment and funds functioning as endowment for the year ended June 30, 2016:

	<i>Unrestricted</i>	<i>Temporarily Restricted</i>	<i>Permanently Restricted</i>	<i>Total</i>
Donor-restricted endowment funds	\$ -	\$ 2,122,792	\$ 7,470,867	\$ 9,593,659
Other endowment funds	-	1,984,291	552,848	2,537,139
Board-designated funds	<u>24,228,170</u>	<u>-</u>	<u>-</u>	<u>24,228,170</u>
<b>Total funds</b>	<b><u>\$ 24,228,170</u></b>	<b><u>\$ 4,107,083</u></b>	<b><u>\$ 8,023,715</u></b>	<b><u>\$ 36,358,968</u></b>

	<i>Unrestricted Net Assets</i>	<i>Temporarily Restricted Net Assets</i>	<i>Permanently Restricted Net Assets</i>	<i>Total</i>
Endowment assets and those functioning as endowment assets at beginning of year	\$ <u>25,052,901</u>	\$ <u>4,751,573</u>	\$ <u>8,000,866</u>	\$ <u>37,805,340</u>
Gifts and additions	<u>412,254</u>	<u>-</u>	<u>64,332</u>	<u>476,586</u>
Change in fair value of split-interest agreements	<u>116,583</u>	<u>2,755</u>	<u>920</u>	<u>120,258</u>
Change in fair value of beneficial interests in trusts	<u>-</u>	<u>(71,251)</u>	<u>(36,671)</u>	<u>(107,922)</u>
Endowment returns:				
Interest and dividends, net of investment expenses	568,704	164,051	638	733,393
Net realized and unrealized gains (losses)	<u>(666,366)</u>	<u>(220,294)</u>	<u>(985)</u>	<u>(887,645)</u>
Total endowment returns	<u>(97,662)</u>	<u>(56,243)</u>	<u>(347)</u>	<u>(154,252)</u>
Expenditures:				
Amounts appropriated for operations	(1,071,691)	(318,759)	-	(1,390,450)
Expenditures	<u>(220,245)</u>	<u>(2,596)</u>	<u>(3,300)</u>	<u>(226,141)</u>
Total expenditures	<u>(1,291,936)</u>	<u>(321,355)</u>	<u>(3,300)</u>	<u>(1,616,591)</u>
Net assets released from restrictions and transferred to operations	<u>36,030</u>	<u>(198,396)</u>	<u>(2,085)</u>	<u>(164,451)</u>
Change in endowment assets and those functioning as endowment assets	<u>(824,731)</u>	<u>(644,490)</u>	<u>22,849</u>	<u>(1,446,372)</u>
<b>Endowment assets and those functioning as endowment assets at end of year</b>	<b><u>\$ 24,228,170</u></b>	<b><u>\$ 4,107,083</u></b>	<b><u>\$ 8,023,715</u></b>	<b><u>\$ 36,358,968</u></b>

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 14 - Net Assets and Endowment Matters (Continued)*

The following represents required disclosure relative to the composition and activities of endowment and funds functioning as endowment for the year ended June 30, 2015:

	<i>Unrestricted</i>	<i>Temporarily Restricted</i>	<i>Permanently Restricted</i>	<i>Total</i>
Donor-restricted endowment funds	\$ -	\$ 2,647,589	\$ 7,411,347	\$ 10,058,936
Other endowment funds	-	2,103,984	589,519	2,693,503
Board-designated funds	<u>25,052,901</u>	<u>-</u>	<u>-</u>	<u>25,052,901</u>
<b>Total funds</b>	<b><u>\$ 25,052,901</u></b>	<b><u>\$ 4,751,573</u></b>	<b><u>\$ 8,000,866</u></b>	<b><u>\$ 37,805,340</u></b>
	<i>Unrestricted Net Assets</i>	<i>Temporarily Restricted Net Assets</i>	<i>Permanently Restricted Net Assets</i>	<i>Total</i>
Endowment assets and those functioning as endowment assets at beginning of year	<u>\$ 24,829,157</u>	<u>\$ 4,810,029</u>	<u>\$ 7,981,548</u>	<u>\$ 37,620,734</u>
Gifts and additions	<u>299,826</u>	<u>-</u>	<u>52,093</u>	<u>351,919</u>
Change in fair value of split-interest agreements	<u>70,639</u>	<u>116,268</u>	<u>950</u>	<u>187,857</u>
Change in fair value of beneficial interests in trusts	<u>-</u>	<u>(32,591)</u>	<u>(31,772)</u>	<u>(64,363)</u>
Endowment returns:				
Interest and dividends, net of investment expenses	685,142	200,773	(332)	885,583
Net realized and unrealized gains	353,422	130,399	1,679	485,500
Total endowment returns	<u>1,038,564</u>	<u>331,172</u>	<u>1,347</u>	<u>1,371,083</u>
Expenditures:				
Amounts appropriated for operations	(947,656)	(315,707)	-	(1,263,363)
Expenditures	<u>(237,629)</u>	<u>(2,595)</u>	<u>(3,300)</u>	<u>(243,524)</u>
Total expenditures	<u>(1,185,285)</u>	<u>(318,302)</u>	<u>(3,300)</u>	<u>(1,506,887)</u>
Reclassification of net assets	<u>-</u>	<u>(155,003)</u>	<u>-</u>	<u>(155,003)</u>
Change in endowment assets and those functioning as endowment assets	<u>223,744</u>	<u>(58,456)</u>	<u>19,318</u>	<u>184,606</u>
<b>Endowment assets and those functioning as endowment assets at end of year</b>	<b><u>\$ 25,052,901</u></b>	<b><u>\$ 4,751,573</u></b>	<b><u>\$ 8,000,866</u></b>	<b><u>\$ 37,805,340</u></b>



# **LASELL COLLEGE**

## ***Notes to Financial Statements***

### ***Note 14 - Net Assets and Endowment Matters (Continued)***

#### ***Interpretation of Relevant Law and Spending Policy***

The Attorney General of Massachusetts has issued written guidance that all gains on permanently restricted endowment funds that have not been appropriated in accordance with the law should be classified as temporarily restricted net assets unless otherwise restricted by the donor.

State law allows the Board of Trustees to appropriate a percentage of net appreciation as is prudent considering the College's long- and short-term needs, present and anticipated financial requirements, and expected total return on its investments, price level trends and general economic conditions. The College's endowment spending policy is computed based on the average market value for the previous three fiscal year ends. The percentage spent was 4.0% for the years ended June 30, 2016 and 2015. The Board of Trustees has approved the continuation of the 4.0% spending rate for the year ended June 30, 2017.

#### ***Funds with Deficiencies***

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor requires the College to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature are then reported in unrestricted net assets. In the event that a donor-restricted endowment fund is in a deficiency, the spending rate for that fiscal year is taken only to the extent of current year net interest and dividend income for that fund. As of June 30, 2016 and 2015, there were no funds with deficiencies included in unrestricted net assets.

#### ***Return Objectives and Risk Parameters***

The College's investment portfolio is managed to provide for the long-term support of the College. Accordingly, these funds are managed with disciplined longer-term investment objectives and strategies designed to meet cash flow and spending requirements. Management of the assets is designed to attain the maximum total return consistent with acceptable and agreed upon levels of risk. The target for average annual real total return (net of investment management fees and inflation) should equal or exceed the College's spending rate plus core CPI over a rolling 5-year period, targeting an overall performance ranging between 8% - 13% over that period.

#### ***Strategies Employed for Achieving Objectives***

To satisfy its long-term rate-of-return objectives, the College relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The College targets an asset allocation strategy wherein assets are diversified among several asset classes. The pursuit of maximizing total return is tempered by the need to minimize the volatility of returns and preserve capital. As such, the College seeks broad diversification among assets having different characteristics with the intent to endure lower relative performance in strong markets in exchange for greater downside protection in weak markets.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 15 - Employee Benefit Plans*

All full-time and part-time faculty and staff of the College working in excess of 1,000 hours per year are eligible after one year of service to participate in a defined contribution retirement plan administered by Teachers Insurance and Annuity Association and the College Retirement Equities Fund ("TIAA-CREF"). The College matches, on a 1 to 1 basis, employee contributions to a maximum of 7.5% of annual base salary. Employees may also elect to participate in a supplemental tax-deferred annuity plan sponsored by TIAA-CREF. Contributions may not exceed amounts permitted by the Internal Revenue Code. Retirement plan expense was \$937,210 and \$950,025 for the years ended June 30, 2016 and 2015, respectively.

During the years ended June 30, 2016 and 2015, the College offered retirement plans pursuant to Sections 457(b) and 457(f) of the Internal Revenue Code for certain employees. The College contributed \$17,500 to the plans for the years ended June 30, 2016 and 2015. The assets and liabilities related to the plan totaled \$120,000 and \$80,000 at June 30, 2016 and 2015, respectively.

Eligible employees may elect to participate in the College's health insurance program. Effective July 1, 2013, the College began purchasing its health insurance from the Educators Health Insurance Exchange of New England ("EdHealth"), a self-insured plan developed by the members of the Collaborative Educational Ventures of New England ("CEVoNE").

Employees may also participate in a flexible spending plan and make contributions for certain benefits such as healthcare and dependent care assistance programs on a pre-tax basis.

### *Note 16 - Related-Party Transactions*

The College and Lasell Village (the "Village") have several contractual relationships as follows:

#### *Land Lease*

The Village leases the land on which its facility is located under a thirty-year lease agreement with the College that expires in December 2028. The remaining lease payments include annual payments of \$207,509 through 2021. Future minimum lease payments to the College are as follows for the years ending June 30:

2017	\$	207,509
2018		207,509
2019		207,509
2020		207,509
2021		207,509
		<hr/>
	\$	<u><u>1,037,545</u></u>

In addition, under the terms of the ground lease agreement, the Village is responsible for payment of additional ground rent to the College to include all taxes, assessments, betterments, excises, user fees and any other municipal government fees or charges that might be levied.

# LASELL COLLEGE

## Notes to Financial Statements

### Note 16 - Related-Party Transactions (Continued)

#### Land Lease (Continued)

Land lease income is recorded on the straight-line basis over the lease term. Lease income recognized in the years ended June 30, 2016 and 2015 is \$205,840. Deferred lease income has been recorded for the amount of lease income received in excess of the straight-line lease income, the cumulative amount of which was approximately \$1,484,000 and \$1,482,000 at June 30, 2016 and 2015, respectively.

#### Other Village Agreements

In 2010, the College and the Village entered into a five-year Master Service Agreement (the "Agreement") which was due to expire on June 30, 2015. The Agreement was amended in 2016 to extend the expiration date to June 30, 2020. The Agreement is comprised of five separate agreements which cover management, educational services, information technology services, maintenance and security. Under the management portion of the Agreement, the Village is required to make monthly payments to the College totaling 2.9% and 3.9% of the monthly operating revenues of the Village for the years ended June 30, 2016 and 2015, respectively. At the end of the fiscal year, the College shall receive from the Village 10% of any surplus up to \$200,000 and 5% of any operating surplus in excess of \$200,000. The educational services portion of the agreement is calculated on a cost plus 20% basis, the information technology services agreement is calculated on a cost plus 15% basis, the maintenance agreement is calculated on a cost plus 10% basis and the security services agreement is calculated on a cost plus 15% basis.

A summary of payments from the Village to the College under the above agreements is as follows for the years ended June 30:

	2016	2015
Land lease	\$ 207,509	\$ 207,509
Management fees	506,282	600,054
Executive fees	283,946	280,604
Educational services fees	235,958	253,175
Information technology services fees	114,562	102,298
Maintenance and security fees	739,309	688,410
<b>Total payments</b>	<b>\$ 2,087,566</b>	<b>\$ 2,132,050</b>

The College recognized \$1,880,057 and \$1,924,541 in revenue related to the agreement with the Village for the years ended June 30, 2016 and 2015, respectively, which is included in auxiliary enterprises revenue in the Statements of Activities. Land lease income recognized, \$205,840 for each of the years ended June 30, 2016 and 2015, is included in non-operating activities on the Statements of Activities.

At June 30, 2016 and 2015, \$173,091 and \$129,388, respectively, was payable by the Village to the College, the receivable of which is included in other assets on the Statements of Financial Position.

# LASELL COLLEGE

## *Notes to Financial Statements*

### *Note 17 - Collaborative Services*

The College has agreements for collaborative policing and information technology services with two other local colleges, with the goal of providing quality services to each college campus in a cost effective manner. Public safety services is with one college and expires in 2018, and information technology services is with the other college and expires in 2017.

### *Note 18 - Commitments and Contingencies*

The College committed to pay a fee to a third party equal to 10% of ground rental payments made by the Village to the College through 2021. In both the years ended June 30, 2016 and 2015, \$20,751 was expensed for this purpose.

Future minimum payments under this fee arrangement are as follows for the years ending June 30:

2017	\$	20,751
2018		20,751
2019		20,751
2020		20,751
2021		20,751
		<hr/>
	\$	<b>103,755</b>
		<hr/>

The College has entered into various operating lease agreements. The leases generally require that the College pay for insurance, maintenance and certain other operating expenses. Lease expense related to these agreements was \$297,118 and \$235,449 in fiscal years 2016 and 2015, respectively. Future minimum lease payments are as follows for the years ending June 30:

2017	\$	267,075
2018		164,789
2019		66,762
2020		9,671
		<hr/>
	\$	<b>508,297</b>
		<hr/>

The College is periodically involved in claims, suits and other legal matters, all of which arise in the normal course of business. Management does not believe that the outcome of any currently pending matters, either individually or in the aggregate, will have a material impact on the College's financial position, changes in net assets and cash flows.

All funds expended by the College in connection with government grants are subject to review or audit by government agencies. In the opinion of management, any liability resulting from a review or audit would not have a significant impact on the financial statements of the College.

# **LASELL COLLEGE**

## ***Notes to Financial Statements***

### ***Note 18 - Commitments and Contingencies (Continued)***

The College participates in the Massachusetts College Savings Prepaid Tuition Program. This program allows participants to lock in tuition prices by limiting future increases to the changes in CPI plus 2%. This could result in discounts on tuition charged to students in the future.

The College has employment agreements with its President and six members of its senior management team that stipulate a variety of business terms typical in the education sector.

An agreement exists with a former President and/or his wife to reside at Lasell Village at their discretion upon attaining the age of 65. The College would be responsible for loaning the former President 90% of the entrance fee which would revert to the College upon the former President and his wife's departure or death.

The College has an agreement with a company to operate the College's food services on campus, including the dining hall, providing the exclusive right to provide meals related to the meal plan, flex dollars, and the operation of all retail operations. The contract is up for renewal in 2024.

The College has an agreement with Citizens Bank N.A. for a \$3 million demand line of credit. Interest is computed on one month LIBOR plus 3% and security interests are the same as those for the bond obligations (see Note 12). As of June 30, 2016, there was no outstanding balance on the line of credit.

The College has entered into a contract to construct a new state of the art academic center on its campus, utilizing new and renovated structures, which is expected to be completed in December 2017. The total remaining obligation for this contract at June 30, 2016 was \$17,435,575. In addition, the College has entered into a contract for the renovation of a building on its campus which is expected to be completed in March 2017. The total remaining obligation for this contract at June 30, 2016 was \$1,236,649.



**Commission on Institutions of Higher Education**  
**New England Association of Schools and Colleges**  
**3 Burlington Woods Drive, Suite 100 • Burlington, MA 01803**  
**phone: (781)-425-7785 • fax: (781) 425-1001**  
**<https://cihe.neasc.org>**

## **INTERIM REPORT FORMS**

**Revised April 2016; Effective July 1, 2016**

### **General instructions:**

Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 34 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

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

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

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

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

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

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

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

# **INTERIM REPORT FORMS** **GENERAL INFORMATION**

Institution Name:

OPE ID:

		<b>Annual Audit</b>	
Financial Results for Year Ending:		Certified:	Qualified
		Yes/No	Unqualified
	Most Recent Year	Yes	Unqualified
	1 Year Prior	Yes	Unqualified
	2 Years Prior	Yes	Unqualified

Fiscal Year Ends on:  (month/day)

Budget / Plans

Current Year	2017
Next Year	2018

Contact Person:

Title:

Telephone No:

E-mail address:

Cell: B8

Comment: Enter the 8-digit ID number assigned to your institution by the Office of Postsecondary Education.

Cell: B11

Comment: Is the auditing firm which performed the audit certified? If so, then respond "Yes," and indicate in the next column whether the auditors' opinion was qualified or unqualified.

Cell: B12

Comment: Enter your fiscal year end in the form MM/DD.

Cell: B13

Comment: Enter the year in which your most recent fiscal year ended.

Cell: B23

Comment: Provide the name, title, telephone number and E-mail address of the individual who has primary responsibility for completing these data forms.



## 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	<a href="http://www.lasell.edu/discover">http://www.lasell.edu/discover</a>	10/14/2011

## Standard 2: Planning and Evaluation

### PLANNING

#### Strategic Plans

Immediately prior Strategic Plan

Current Strategic Plan

Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
2007	2007-2012	N/A
2011	2012-2017	<a href="http://www.lasell.edu/discover-lasell/president-and-leadership/strategic-plan-vision-2017.html">http://www.lasell.edu/discover-lasell/president-and-leadership/strategic-plan-vision-2017.html</a>
Pending	Pending	

#### Other institution-wide plans\*

Master plan

Academic plan

Financial plan

Technology plan

Enrollment plan

Development plan

Year completed	Effective Dates	Website location
2008	2008-present	<a href="http://www.lasell.edu/discover-lasell/president-and-leadership/campus-master-plan.html">http://www.lasell.edu/discover-lasell/president-and-leadership/campus-master-plan.html</a>

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


### EVALUATION

#### Academic program review

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

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

Website location

\*Insert additional rows, as appropriate.

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

Please attach to this form:

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

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

Name of the sponsoring entity

Website location of documentation of relationship

N/A
N/A

#### Governing Board

By-laws

Board members' names and affiliations

Website location
N/A
<a href="http://www.lasell.edu/discover-lasell/president-and-leadership/strategic-plan-vision-2017.html">http://www.lasell.edu/discover-lasell/president-and-leadership/strategic-plan-vision-2017.html</a>

Please enter any explanatory notes in the box below

Cell: C5

Comment: Give the web address where the mission statement can be found.

Cell: G5

Comment: Enter mm/dd/yr of approval by the institution's governing board.

Cell: C10

Comment: Enter the date when the plan was approved /is expected to be approved by the governing board.

Cell: E10

Comment: Enter the dates when the plan was/will be in effect.

Cell: G10

Comment: Indicate the web location where the plan can be found, including a draft of the next strategic plan, if available.

Cell: A24

Comment: Enter the name of the unit to which the plan applies.

Cell: G31

Comment: Indicate the year when the current program review system was most recently updated.

### 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 (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
<input checked="" type="checkbox"/> Main campus	Newton, MA/United States		2,333	2,399	2,321
<input checked="" type="checkbox"/> Other principal campuses					
<input checked="" type="checkbox"/> Branch campuses (US)					
<input checked="" type="checkbox"/> Other instructional locations (US)					
<input checked="" type="checkbox"/> Branch campuses (overseas)					
<input checked="" type="checkbox"/> Other instructional locations (overseas)					

#### Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
Distance Learning Programs					
Programs 50-99% on-line	3- MSM, MSC, MED		435	375	308
Programs 100% on-line	4- PMBA, MSSM, MSCJ, MSRS		89	118	131
<input checked="" type="checkbox"/> Correspondence Education	0				
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

Main Campus enrollment is 12-month enrollment for both undergraduate and graduate students. Programs that are 50-99% online represent 12-month enrollment for the MS Management, MS Communication, and Masters in Education programs. Programs that are 100% online represent 12-month enrollment for the Professional MBA, MS Sport Management, MS Criminal Justice, and MS Rehabilitation Science programs.

Cell: A7

Comment: List location, date initiated and enrollment for all campuses, branches, and instructional locations currently in operation, per definitions provided.

Cell: A8

Comment: This is your primary campus, which includes the principal office of the chief executive officer.

Cell: A9

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

Cell: A10

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

Cell: A11

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

Cell: A12

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

Cell: A13

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

Cell: A20

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

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		1,747						1,747
Main Campus PT		31						31
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT			80					80
Distance education PT			221					221
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	1,778	301	0	0	0	0	2,079
Total FTE		1,765.50	207.33					1,972.83
Enter FTE definition:		FT Students plus total PT credits/12	Total credits/9					
Degrees Awarded, Most Recent Year		409	165					574

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		0		0	1,747	1,747
Main Campus PT		10		10	31	41
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT		2		2	80	82
Distance education PT		13		13	221	234
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	25	0	25	2,079	2,104
Total FTE		10.50		11	1,972.83	1,983.33
Enter FTE definition:		For UG: FT + (PT Credits)/12 For Grad: Credits/9				
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 Program Type)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
<b>Certificate</b>					
<b>Associate</b>					
<b>Baccalaureate</b>	1667	1727	1810	1778	1706
<b>Total Undergraduate</b>	1,667	1,727	1,810	1,778	1,706

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
<b>Master's</b>	394	390	394	316	303
<b>Doctorate</b>					
<b>First Professional</b>					
<b>Other</b>					
<b>Total Graduate</b>	394	390	394	316	303

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
<b>Undergraduate</b>	25413	26080	27239	26837	25354
<b>Graduate</b>	2544	2523	2544	1938	1800
<b>Total</b>	27,957	28,603	29,783	28,775	27,154

**Standard 4: The Academic Program**  
**(Information Literacy sessions)**

Main campus					
Sessions embedded in a class	0	0	0	2	1
Free-standing sessions	146	134	159	140	140
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
<b>URL of Information Literacy Reports</b>					

Please enter any explanatory notes in the box below

FY18 enrollment goals are as of 7.26.17. Information Literacy sessions are shown as total sessions for the entire academic year.



## 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 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
<b>Freshmen - Undergraduate</b>					
Completed Applications	3,584	3,121	3,171	3,240	3,350
Applications Accepted	2,729	2,382	2,478	2,456	2,580
Applicants Enrolled	485	501	490	439	490
% Accepted of Applied	76.1%	76.3%	78.1%	75.8%	77.0%
% Enrolled of Accepted	17.8%	21.0%	19.8%	17.9%	19.0%
Percent Change Year over Year					
Completed Applications	na	-12.9%	1.6%	2.2%	3.4%
Applications Accepted	na	-12.7%	4.0%	-0.9%	5.0%
Applicants Enrolled	na	3.3%	-2.2%	-10.4%	11.6%
Average of statistical indicator of aptitude of enrollees: (define below)					
HS GPA	2.83	2.9	3	3	3
<b>Transfers - Undergraduate</b>					
Completed Applications	303	314	288	257	290
Applications Accepted	176	161	171	155	174
Applications Enrolled	73	69	69	67	70
% Accepted of Applied	58.1%	51.3%	59.4%	60.3%	60.0%
% Enrolled of Accepted	41.5%	42.9%	40.4%	43.2%	40.2%
<b>Master's Degree</b>					
Completed Applications	286	301	255	300	320
Applications Accepted	160	168	129	145	150
Applications Enrolled	97	93	94	77	90
% Accepted of Applied	55.9%	55.8%	50.6%	48.3%	46.9%
% Enrolled of Accepted	60.6%	55.4%	72.9%	53.1%	60.0%
<b>First Professional Degree</b>					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Cell: G4

Comment: This form is intended to capture admissions data on entering students. Complete all applicable categories. For the Statistical Indicator of Aptitude, please enter the indicator(s) used by your institution and associated scores for each year requested.

Cell: B9

Comment: Students entering who have never attended any college before. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing.

Cell: B10

Comment: Number of individuals formally requesting admission to the institution.

Cell: B11

Comment: Number of formal notifications of acceptance.

Cell: B12

Comment: Students who actually enroll after being accepted.

Cell: B19

Comment: Provide below a description of the statistical indicator used to measure the aptitude of freshman enrollees (e.g., average combined SAT, average rank in high school graduating class, etc.).

Cell: B22

Comment: An entering student who has attended another institution.

Cell: B28

Comment: Any program where the earned academic degree carries the title "master."

Cell: B34

Comment: May include programs in Chiropractic, Dentistry, Law, Medicine, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Theology, Veterinary Medicine.

Cell: B40

Comment: Any program where the earned academic degree carries the title "doctor" such as Doctor of Education, Doctor of Public Health, and the Ph.D. in any field.

**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 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	602	621	621	585	560
	Part-Time Headcount	5	4	4	6	4
	Total Headcount	607	625	625	591	564
	Total FTE	605	624	618	586	561
Second Year	Full-Time Headcount	456	429	450	460	403
	Part-Time Headcount	1	4	5	2	2
	Total Headcount	457	433	455	462	405
	Total FTE	478	451	470	478	414
Third Year	Full-Time Headcount	307	434	420	416	418
	Part-Time Headcount	1	1	4	6	2
	Total Headcount	308	435	424	422	420
	Total FTE	317	439	427	431	420
Fourth Year	Full-Time Headcount	284	221	297	286	310
	Part-Time Headcount	11	13	9	17	7
	Total Headcount	295	234	306	303	317
	Total FTE	295	225	301	293	310
Unclassified	Full-Time Headcount	0	1	0	0	0
	Part-Time Headcount	20	9	5	10	10
	Total Headcount	20	10	5	10	10
	Total FTE	4	3	1	2	3
Total Undergraduate Students						
	Full-Time Headcount	1,649	1,706	1,788	1,747	1,691
	Part-Time Headcount	38	31	27	41	25
	Total Headcount	1,687	1,737	1,815	1,788	1,716
	Total FTE	1,699	1,742	1,817	1,791	1,708
% Change FTE Undergraduate		na	2.5%	4.3%	-1.4%	-4.6%
<b>GRADUATE</b>						
	Full-Time Headcount	118	134	143	82	76
	Part-Time Headcount	276	256	251	234	227
	Total Headcount	394	390	394	316	303
	Total FTE	283	280	283	215	200
% Change FTE Graduate		na	-0.8%	0.8%	-23.8%	-7.1%
<b>GRAND TOTAL</b>						
Grand Total Headcount		2,081	2,127	2,209	2,104	2,019
Grand Total FTE		1,981	2,022	2,100	2,006	1,908
% Change Grand Total FTE		na	2.1%	3.8%	-4.4%	-4.9%

Please enter any explanatory notes in the box below

Undergraduate FTE is shown calculated at total credits/15. Lasell College usually will calculate UG FTE at FT + (PT Credits)/12. Graduate FTE at Lasell College is calculated in the same manner as defined above, with total Grad credits/9.

Cell: G4

Comment: This form requires Fall student counts for all classes enrolled as of the institution's Census Date.

Cell: B10

Comment: A student enrolled in a four or five-year bachelor's degree program, in an associate's degree program, or in a vocational or technical program below the baccalaureate.

Cell: B11

Comment: A student enrolled for 12 or more semester credits; or 12 or more quarter credits; or 24 contact hours a week each term.

Cell: B12

Comment: A student enrolled for either 11 semester credits or fewer, or 11 quarter credits or fewer; or fewer than 24 contact hours a week each term.

Cell: B14

Comment: Please calculate FTE by dividing the normal total number of credit hours required for completing a typical student program by the number of terms normally required. [If 120 student credit hours are required for completion and the normal length of the program is eight semesters, the normal FTE should be 15 hours.]

Cell: B27

Comment: This is defined as a student taking courses creditable toward a degree or other formal award who cannot be classified by academic level. (For example, this could include a transfer student whose earned credits have not been determined at the time of the Fall report.)

Cell: B37

Comment: A student who holds a bachelor's or first-professional degree, or equivalent, and is taking courses at the post-baccalaureate level. These students may or many not be enrolled in graduate programs.

Cell: B38

Comment: A student enrolled for either 9 semester (or quarter) credits or more.

Cell: B39

Comment: A student enrolled for either 8 semester (or quarter) credits or fewer.

Cell: B41

Comment: FTE for graduate programs is more difficult to calculate and has been generally accepted at 9 hours. If you have adopted different definitions for FTE (i.e., 3 courses/semester), please provide that information 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?

? Three-year Cohort Default Rate

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

(FY 2014)	(FY 2015)	(FY 2016)
5.7		
68%		

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

? Student Financial Aid

Total Federal Aid

Grants

Loans

Work Study

Total State Aid

Total Institutional Aid

Grants

Loans

Total Private Aid

Grants

Loans

\$15,210,159	\$15,268,071	\$15,004,391		
\$2,413,314	\$2,483,900	\$2,458,579		
\$12,672,968	\$12,650,035	\$12,372,422		
\$123,877	\$134,136	\$173,390		
\$621,650	\$625,400	\$661,700		
\$23,298,137	\$26,356,196	\$29,177,237		
\$23,298,137	\$26,356,196	\$29,177,237		
\$0	\$0	\$0		
\$5,210,897	\$5,806,261	\$6,664,350		
\$1,004,627	\$1,652,510	\$1,922,646		
\$4,206,270	\$4,153,751	\$4,741,704		

**Student Debt**

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

Undergraduates

Graduates

First professional students

88%	85%	84%		
82%	83%	85%		
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

Graduates

First professional students

\$36,737	\$38,257	\$39,983		
\$21,400	\$21,790	\$22,325		
n/a	n/a	n/a	n/a	n/a

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

Undergraduates

Graduate Students

First professional students

\$17,585	\$13,878	\$16,797		
\$9,854	\$10,970	\$11,944		
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

English (reading, writing, communication skills)

Math

Other


Please enter any explanatory notes in the box below

There are no Cohort Default Rates for FY15 or FY16. The most recent is the draft rate for FY14. There is no option for looking back multiple years for the 3-year loan repayment rate from the College Scorecard. This rate is for the students who graduated within the last 3 years.

Cell: A5

Comment: Indicate the web location and/or publications where this description can be found.

Cell: A9

Comment: Enter data for the most recent three years.

Cell: A10

Comment: Enter data for the most recent three years.

Cell: A15

Comment: Indicate dollar amounts in thousands (000).

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)

**? Number of Faculty by category**

Full-time	79	82	87	90
Part-time	166	165	180	169
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	245	247	267	259

**Percentage of Courses taught by full-time faculty**

48.39%	49.62%	51.30%	53.09%
--------	--------	--------	--------

**? Number of Faculty by rank, if applicable**

Professor	6	7	9	9
Associate	34	35	36	42
Assistant	35	40	36	34
Instructor	4	0	6	5
Other; specify below:				
Total	79	82	87	90

**? Number of Academic Staff by category**

Librarians	6	5	6	8
Advisors				
Instructional Designers				
Other; specify below:				
Total	6	5	6	8

Please enter any explanatory notes in the box below

The percentage of courses taught by FT faculty is based on undergraduate courses offered in both the fall and spring terms. Directed studies, internships, labs, practicums, and clinical experiences are not included in the total number of courses.

Cell: A8

Comment: Please record the number of faculty for each category tracked by the institution. Add additional categories as needed.

Cell: A23

Comment: If your institution has faculty ranks, please report the number of faculty in each rank. Add additional ranks as needed.

Cell: A36

Comment: Please record the number of academic staff for each category tracked by the institution. Add additional categories as needed.



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

**Number of Faculty Appointed**

Professor  
Associate  
Assistant  
Instructor  
No rank  
Other  
Total

3 Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Current Year (FY 2017)	
FT	PT	FT	PT	FT	PT	FT	PT
2		1		3			
6		8		5		3	
	107		135		158		156
8	107	9	135	8	158	3	156

**Number of Faculty in Tenured Positions**

Professor  
Associate  
Assistant  
Instructor  
No rank  
Other  
Total

0	0	0	0	0	0	0	0

**Number of Faculty Departing**

Professor  
Associate  
Assistant  
Instructor  
No rank  
Other  
Total

		1		1		1	
2		1		3			
2	0	2	0	4	0	1	0

**Number of Faculty Retiring**

Professor  
Associate  
Assistant  
Instructor  
No rank  
Other  
Total

				1			
1		2		1		2	
1	0	2	0	2	0	2	0

Please enter any explanatory notes in the box below

The part time faculty at Lasell College hold the rank of Lecturer. They are hired semester by semester. Some do return for the next semester, but others leave and new ones are hired.

Cell: A8

Comment: Please enter the number of faculty appointed (hired) during the course of the corresponding year, by rank.

Cell: A16

Comment: Please enter the number of tenured faculty at the beginning of the academic year in each rank. If your institution does not have a tenure system, leave this section blank.

Cell: A24

Comment: Please enter the number of faculty who have departed during the corresponding year, by rank. These may be faculty terminated by the institution or who are leaving for other reasons. Do not include faculty who are on sabbatical, those on an unpaid leave of absence, or those who are retiring.

Cell: A32

Comment: Please enter the number of faculty who are retiring, by rank. In the column "Current Year," please record anticipated retirements.

**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](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2014)			(FY 2015)			(FY 2016)			(FY 2017)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	79	166	245	82	165	247	87	180	267	90	169	259
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	4	2	6	4	1	5	4	2	6	6	2	8
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	1	0	1	0	0	0	0	0	0
Student and Academic Affairs	26	12	38	30	13	43	30	15	45	30	16	46
Management Occupations	36	1	37	43	1	44	46	1	47	44	0	44
Business and Financial Operations	22	1	23	24	0	24	21	2	23	24	1	25
Computer, Engineering and Science	11	1	12	13	1	14	12	1	13	17	0	17
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	22	27	49	18	29	47	15	20	35	16	18	34
Healthcare Practitioners and Technical	2	2	4	2	3	5	4	3	7	2	2	4
Service Occupations	35	9	44	28	6	34	35	5	40	41	12	53
Sales and Related Occupations	0	0	0	0	0	0	0	2	2	0	0	0
Office and Administrative Support	21	4	25	16	5	21	25	3	28	27	1	28
Natural Resources, Construction, Maintenance	16	1	17	16	1	17	15	0	15	13	0	13
Production, Transportation, Material Moving	1	2	3	1	1	2	2	2	4	0	0	0
Total	275	228	503	278	226	504	296	236	532	310	221	531

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 2014)	1 Year Prior (FY 2015)	Most Recent Year	Percent Change 2 yrs-1 yr prior      1 yr-most recent	
	ASSETS (in 000s)					
?	Cash and Short Term Investments	\$6,159,352	\$5,564,941	\$8,169,764	-9.7%	46.8%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$1,278,303	\$1,041,992	\$1,207,950	-18.5%	15.9%
?	Contributions Receivable, Net	\$119,661	\$86,660	\$1,739,798	-27.6%	1907.6%
?	Inventory and Prepaid Expenses	\$683,738	\$879,545	\$695,427	28.6%	-20.9%
?	Long-Term Investments	\$38,508,438	\$39,840,851	\$38,415,096	3.5%	-3.6%
?	Loans to Students	\$361,174	\$382,915	\$395,956	6.0%	3.4%
?	Funds held under bond agreement	\$1,963,927	\$1,964,219	\$12,009,454	0.0%	511.4%
?	Property, plants, and equipment, net	\$74,410,738	\$74,005,538	\$74,958,587	-0.5%	1.3%
?	Other Assets	\$2,856,853	\$2,725,899	\$2,626,013	-4.6%	-3.7%
	Total Assets	\$126,342,184	\$126,492,560	\$140,218,045	0.1%	10.9%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	\$4,874,205	\$5,143,965	\$5,673,327	5.5%	10.3%
?	Deferred revenue & refundable advances	\$5,242,601	\$5,657,099	\$6,904,677	7.9%	22.1%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations	\$1,041,690	\$858,011	\$717,384	-17.6%	-16.4%
?	Amounts held on behalf of others				-	-
?	Long-term investments	\$51,052,911	\$49,967,178	\$58,734,348	-2.1%	17.5%
?	Refundable government advances	\$355,470	\$361,794	\$371,053	1.8%	2.6%
?	Other long-term liabilities	\$5,385,018	\$6,033,828	\$8,287,412	12.0%	37.3%
	Total Liabilities	\$67,951,895	\$68,021,875	\$80,688,201	0.1%	18.6%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	\$44,889,071	\$45,218,424	\$45,218,286	0.7%	0.0%
?	Foundation				-	-
	Total	\$44,889,071	\$45,218,424	\$45,218,286	0.7%	0.0%
	Temporarily restricted net assets					
	Institutional	\$5,510,670	\$5,242,395	\$6,278,843	-4.9%	19.8%
?	Foundation				-	-
	Total	\$5,510,670	\$5,242,395	\$6,278,843	-4.9%	19.8%
	Permanently restricted net assets					
	Institutional	\$7,990,548	\$8,009,866	\$8,032,715	0.2%	0.3%
?	Foundation				-	-
	Total	\$7,990,548	\$8,009,866	\$8,032,715	0.2%	0.3%
	Total Net Assets	\$58,390,289	\$58,470,685	\$59,529,844	0.1%	1.8%
	TOTAL LIABILITIES and NET ASSETS	\$126,342,184	\$126,492,560	\$140,218,045	0.1%	10.9%

Please enter any explanatory notes in the box below

Other Assets includes Beneficial Interests in Trusts; Other Liabilities includes the Fair Value of Interest Rate Swaps

Cell: A5

Comment: Include cash on hand, demand deposits, and short-term investments - not considered a part of long-term investments or endowment. Include on this line cash and short-term investments available to meet current obligations. If the institution invests working capital cash with its long-term investments to meet accrued liabilities of a longer-term nature, contingent liabilities, or reserve funds for designated purposes, please identify with a footnote the component of long-term investments, designated for these purposes.

Cell: A6

Comment: This item is for public institutions only and represents cash sent to the state generally to be used to pay for non-state salaries. It can be found on the statement of net assets in the asset section.

Cell: A7

Comment: This item is for public institutions only. This item represents accrued accounts payable and accrued salaries that will be paid from the state appropriation. It can be found on the statement of net assets in the asset section.

Cell: A8

Comment: Include student receivables, auxiliary enterprises, education and general, hospital, independent operations, advances to employees, and other trade receivables. All amounts should be net of allowance for doubtful accounts.

Cell: A9

Comment: Record here pledges from donors and benefactors, net of allowance for doubtful accounts.

Cell: A10

Comment: Include supplies and materials held for internal use, goods held for resale in revenue producing activities, prepaid amounts, and deferred revenue that relates to future periods.

Cell: A11

Comment: Include cash, short-term investments, money market funds, marketable securities, fixed income, real estate, private equity, and venture capital funds held for long-term investments. Typically, this line is considered the institution's endowment. Some institutions may include operating and plant reserves on this line. If such amounts are included, please specify the amount with a footnote.

Cell: A12

Comment: Include the amount of all institutional and government-funded long-term students loans, net of allowance for doubtful accounts.

Cell: A13

Comment: Include cash and temporary investment held under bond indentures to acquire or construct permanent assets for the institution.

Cell: A14

Comment: Include the combined balances for land, buildings and equipment, net of accumulated depreciation.

Cell: A15

Comment: Include assets not recorded in any of the categories above.

Cell: A18

Comment: Include trade accounts payable and amounts owed to suppliers and service providers as of the reporting date. Also include on this line accrued interest payable, salary and benefit accruals and accruals for goods and services received.

Cell: A19

Comment: Include all advance deposits from students, advances from customers, government agencies, foundations, corporations and others for activities not yet taken place. Includes all activities defined as exchange transactions under FASB 116.

Cell: A20

Comment: This item is for public institutions only and represents state tuition billed to students but not yet collected.

Cell: A21

Comment: This item is primarily for public institutions and represents any amount owed to the affiliate foundation.

Cell: A22

Comment: Include the present value of beneficiary interests in assets held by the institution subject to trust agreements, annuity obligations, and life income funds.

Cell: A23

Comment: Include agency funds, deferred compensation and other funds held on behalf of others.

Cell: A24

Comment: Include amount for all long-term debt obligations including mortgages, bonds payable and long-term notes payable. Include all capital leases.

Cell: A25

Comment: Include funds advanced to the institution by the federal government for student loans.

Cell: A26

Comment: Record here any liabilities not included in the categories above.

Cell: A31

Comment: This item is for public institutions only and shows the distinction between the college and foundation net assets.

Cell: A35

Comment: This item is for public institutions only and shows the distinction between the college and foundation net assets.

Cell: A39

Comment: This item is for public institutions only and shows the distinction between the college and foundation net assets.

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

Fiscal Year ends - month& day: (6/30)		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
<b>OPERATING REVENUES (in 000s)</b>						
?	Tuition and fees	\$53,022,536	\$56,447,866	\$60,998,844	\$61,553,000	\$59,782,000
?	Room and board	\$15,735,012	\$17,028,373	\$18,344,981	\$18,387,000	\$18,469,000
?	Less: Financial aid	-\$23,609,785	-\$26,627,195	-\$29,429,820	-\$30,444,000	-\$31,320,000
	Net student fees	\$45,147,763	\$46,849,044	\$49,914,005	\$49,496,000	\$46,931,000
?	Government grants and contracts	\$535,071	\$613,827	\$644,439	\$650,000	\$627,000
?	Private gifts, grants and contracts	\$932,657	\$870,013	\$853,315	\$950,000	\$1,000,000
?	Other auxiliary enterprises	\$5,371,812	\$5,894,667	\$6,104,883	\$6,490,000	\$5,961,000
	Endowment income used in operations	\$1,048,562	\$1,168,447	\$1,288,153	\$1,300,000	\$1,641,000
?	Other revenue (specify):	\$633,766	\$669,057	\$713,760	\$690,000	\$650,000
	Other revenue (specify):					
	Net assets released from restrictions					
	<b>Total Operating Revenues</b>	<b>\$53,669,631</b>	<b>\$56,065,055</b>	<b>\$59,518,555</b>	<b>\$59,576,000</b>	<b>\$56,810,000</b>
<b>OPERATING EXPENSES (in 000s)</b>						
?	Instruction	\$12,863,042	\$14,294,107	\$15,191,071	\$15,500,000	\$15,430,000
?	Research	\$94,415	\$106,245	\$146,418	\$150,000	\$150,000
?	Public Service	\$196,263	\$304,721	\$507,062	\$535,000	\$515,000
?	Academic Support	\$3,199,203	\$3,173,963	\$3,380,832	\$3,500,000	\$3,434,000
?	Student Services	\$9,377,155	\$10,329,735	\$10,758,263	\$11,000,000	\$10,927,000
?	Institutional Support	\$6,914,201	\$6,330,519	\$6,569,158	\$6,600,000	\$6,672,500
	Fundraising and alumni relations	\$1,749,420	\$1,826,563	\$2,028,918	\$2,075,000	\$2,061,000
?	Operation, maintenance of plant (if not allocated)					
?	Scholarships and fellowships (cash refunded by public institution)					
?	Auxiliary enterprises	\$17,638,779	\$19,032,487	\$19,288,158	\$19,400,000	\$19,591,000
?	Depreciation (if not allocated)					
?	Other expenses (specify):	\$408,279	\$428,796	\$457,496	\$460,000	\$463,800
	Other expenses (specify):					
	<b>Total operating expenditures</b>	<b>\$52,440,757</b>	<b>\$55,827,136</b>	<b>\$58,327,376</b>	<b>\$59,220,000</b>	<b>\$59,244,300</b>
	<b>Change in net assets from operations</b>	<b>\$1,228,874</b>	<b>\$237,919</b>	<b>\$1,191,179</b>	<b>\$356,000</b>	<b>-\$2,434,300</b>
<b>NON OPERATING REVENUES (in 000s)</b>						
?	State appropriations (net)					
?	Investment return	\$3,966,972	\$241,870	-\$1,369,419		
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$902,096	\$188,711	\$3,542,763		
?	Other (specify):	\$205,840	\$205,840	\$205,840		
	Other (specify):	-\$64,630	-\$674,616	-\$2,187,344		
	Other (specify):	\$113,734	-\$119,328	-\$323,760		
	<b>Net non-operating revenues</b>	<b>\$5,124,012</b>	<b>-\$157,523</b>	<b>-\$131,920</b>	<b>\$0</b>	<b>\$0</b>
	<b>Income before other revenues, expenses, gains, or losses</b>	<b>\$6,352,886</b>	<b>\$80,396</b>	<b>\$1,059,259</b>	<b>\$356,000</b>	<b>-\$2,434,300</b>
?	Capital appropriations (public institutions)					
?	Other (specify):					
	<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$6,352,886</b>	<b>\$80,396</b>	<b>\$1,059,259</b>	<b>\$356,000</b>	<b>-\$2,434,300</b>

Cell: A5

Comment: Include tuition and fees from students for courses and special fees. Do not include room, board, and other auxiliary service revenues.

Cell: A6

Comment: If your scholarship allowances include room and board waivers, enter your revenue from those auxiliary enterprises here. Otherwise, enter revenue from all auxiliary enterprises on line 11 below.

Cell: A7

Comment: Student financial aid is treated as a "discount" from tuition and fee revenues. Included in this "discount" are institutionally-funded scholarships and waivers. Enter this amount as a negative number.

Cell: A9

Comment: Report revenues from governmental agencies that are for specific research projects or other types of programs and that are classified as operating revenues.

Cell: A10

Comment: Report revenues from non-governmental agencies and organizations that are for specific research projects or other types of programs and that are classified as operating revenues.

Cell: A11

Comment: Include income from essentially self-supporting auxiliary enterprises, such as room, board, dining operations, bookstore, and other fee-for-service activities that exist to serve students, faculty, and staff. If you do not include room and board waivers in your scholarship allowances, enter all revenue from auxiliary enterprises here.

Cell: A13

Comment: Identify any revenue sources not included in categories above.

Cell: A18

Comment: Include all expenditures for the colleges, schools, departments, and other instructional divisions of the institution.

Cell: A19

Comment: Include expenses for externally-funded research programs, both governmental and private.

Cell: A20

Comment: Include expenses for activities budgeted specifically for public service and for activities established primarily to provide noninstructional services beneficial to groups external to the institution.

Cell: A21

Comment: Include expenditures for departments which directly support instruction (i.e., library, academic computing, audio visual, art gallery, academic deans, etc.)

Cell: A22

Comment: Include expenditures for admissions, registrar, financial aid and other activities whose primary purpose is to contribute to the intellectual, cultural and social development outside the context of formal instruction. (i.e., student activities, athletics, career services, health services and counseling, etc.)

Cell: A23

Comment: Report expenses for the day-to-day operational support of the institution, excluding expenses for physical plant operations. Include expenses for general administrative services, executive direction, planning, legal and fiscal operations, and public relations/development.

Cell: A25

Comment: Report expenses for operations established to provide service and maintenance related to grounds and facilities. Include expenses for utilities, fire protection, property insurance, and similar items.

Cell: A26

Comment: Report scholarship and fellowship expenses in the form of outright grants to students selected by the institution. Report only amounts that exceed charges assessed to students and that have not been recorded as discounts or allowances. Do not include loans to students.

Cell: A27

Comment: Report expenses of essentially self-supporting, fee-for-service operations of the institution (e.g., residence halls, food services, health services, college stores). Include costs associated with athletic programs that produce revenue for the institution.

Cell: A28



Comment: Report the current year's depreciation expense on capital assets.

Cell: A29

Comment: Specify any other expenses not included in the categories above.

Cell: A34

Comment: Report all amounts received by the institution through acts of a state legislative body, except grants and contracts and amounts reportable on line 34. Funds reported in this category are for meeting current operating expenses, not for specific projects or programs.

Cell: A35

Comment: Report all revenues from investments held by the institution. Do not include income received by a foundation associated with the institution.

Cell: A36

Comment: Interest expense is not classified as an operating expense item. Please include on this line.

Cell: A38

Comment: Specify any other non-operating revenues not included in the categories above.

Cell: A43

Comment: Report amounts provided by government appropriations intended primarily for acquisition or construction of capital assets for the institution.

Cell: A44

Comment: Record any other revenues, expenses, gains, or losses

**Standard 7: Institutional Resources**  
**(Statement of Debt)**

FISCAL YEAR ENDS month & day ( / )			3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
		<b>Debt</b>					
		Beginning balance	\$53,645,000	\$52,520,000	\$51,360,000	\$60,165,000	\$58,905,000
		Additions	\$0	\$0	\$10,000,000	\$0	\$0
	?	Reductions	(\$1,125,000)	(\$1,160,000)	(\$1,195,000)	(\$1,260,000)	(\$1,418,647)
		Ending balance	<b>\$52,520,000</b>	<b>\$51,360,000</b>	<b>\$60,165,000</b>	<b>\$58,905,000</b>	<b>\$57,486,353</b>
		Interest paid during fiscal year	\$2,749,458	\$2,706,774	\$2,870,702	\$2,927,780	\$3,157,400
		Current Portion	\$1,160,000	\$1,195,000	\$1,260,000	\$1,418,647	\$1,586,016
		<b>Bond Rating</b>					

**Debt Covenants:** (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

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

**Future borrowing plans (please describe)**

**Please enter any explanatory notes in the box below**

Cell: B7

Comment: Enter as a negative number.

**Standard 7: Institutional Resources**  
**(Supplemental Data)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
<b>NET ASSETS</b>						
	Net assets beginning of year	\$52,037,403	\$58,390,289	\$58,470,685		
	Total increase/decrease in net assets	\$6,352,886	\$80,396	\$1,059,159		
	Net assets end of year	\$58,390,289	\$58,470,685	\$59,529,844	\$0	\$0
<b>FINANCIAL AID</b>						
	Source of funds					
	Unrestricted institutional	\$23,461,335	\$26,417,824	\$29,189,747		
	Federal, state and private grants	\$408,279	\$428,796	\$457,496		
	Restricted funds	\$148,450	\$209,371	\$240,073		
	Total	\$24,018,064	\$27,055,991	\$29,887,316	\$0	\$0
	% Discount of tuition and fees	34.3%	36.2%	37.1%		
?	% Unrestricted discount	34.1%	36.0%	36.8%		
<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>						
?		2.9	2.6	2.5		
<b>Please indicate your institution's endowment spending policy:</b> The Board of Trustees has established a spending rate based upon the rolling three-year average fair value of the investments (4.0% for the years ended June 30, 2017, 2016, 2015 and 2014).						

Please enter any explanatory notes in the box below

Cell: A17

Comment: If the discount rate reported above was calculated using both unrestricted and restricted sources of aid, please use this row to report the discount rate calculated using just unrestricted funds, omitting all restricted funds.

Cell: A19

Comment: This score is calculated annually by the U.S. Department of Education for institutions participating in Title IV financial aid programs.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
<b>IPEDS <u>Retention</u> Data</b>					
Associate degree students					
Bachelors degree students	74%	75%	75%	80%	75%
<b>? IPEDS <u>Graduation</u> Data (150% of time)</b>					
Associate degree students					
Bachelors degree students	53%	57%	52%	51%	54%
<b>? IPEDS <u>Outcomes Measures</u> Data</b>					
<b>First-time, full time students</b>					
Awarded a degree within six years			53%	56%	52%
Awarded a degree within eight years			54%	57%	53%
Not awarded within eight years but still enrolled			1%	0%	0%
<b>First-time, part-time students</b>					
Awarded a degree within six years			0%	14%	-
Awarded a degree within eight years			0%	14%	-
Not awarded within eight years but still enrolled			0%	0%	-
<b>Non-first-time, full-time students</b>					
Awarded a degree within six years			62%	59%	75%
Awarded a degree within eight years			66%	59%	75%
Not awarded within eight years but still enrolled			0%	2%	0%
<b>Non-first-time, part-time students</b>					
Awarded a degree within six years			0%	0%	-
Awarded a degree within eight years			0%	0%	-
Not awarded within eight years but still enrolled			0%	0%	-
<b>? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
1					
2					
3					
4					
5					
<b>? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
1					
2					
3					
4					
5					
<b>Definition and Methodology Explanations</b>					
1					
2					

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

Cell: A7

Comment: Report IPEDS graduation rate - 150% of time

Cell: A10

Comment: Enter as many years of Outcomes Measures Data as are available. Reporting began in Spring 2016.





Cell: A27

Comment: Add other retention/persistence rates tracked by the institution; e.g., rates by gender, ethnic background, first-generation status; course completion rates; "on track" measures, etc. Add additional lines as needed.

Cell: A33

Comment: Add other graduation rates tracked by the institution; e.g., rates by gender, ethnic background, first-generation status, etc. Add additional lines as needed.

**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
	<b>First-time, Full-time Students</b>				
	Degree from original institution	51%	57%		
	Not graduated, still enrolled at original institution	1%	4%		
	Degree from a different institution	n/a	n/a		
	Transferred to a different institution	42%	31%		
	Not graduated, never transferred, no longer enrolled	7%	11%		
	<b>First-time, Part-time Students</b>				
	Degree from original institution	n/a	0%		
	Not graduated, still enrolled at original institution	n/a	0%		
	Degree from a different institution	n/a	n/a		
	Transferred to a different institution	n/a	50%		
	Not graduated, never transferred, no longer enrolled	n/a	50%		
	<b>Non-first-time, Full-time Students</b>				
	Degree from original institution	59%	63%		
	Not graduated, still enrolled at original institution	0%	0%		
	Degree from a different institution	n/a	n/a		
	Transferred to a different institution	34%	23%		
	Not graduated, never transferred, no longer enrolled	7%	16%		
	<b>Non-first-time, Part-time Students</b>				
	Degree from original institution	n/a	75%		
	Not graduated, still enrolled at original institution	n/a	25%		
	Degree from a different institution	n/a	n/a		
	Transferred to a different institution	n/a	0%		
	Not graduated, never transferred, no longer enrolled	n/a	0%		

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

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

1					
2					
3					
4					

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

1					
2					
3					
4					

**Definition and Methodology Explanations**

1	
2	



Cell: A3

Comment: Category of Student/Outcome Measure data can be found in the National Student Clearinghouse Query Report.

Cell: A4

Comment: Enter the percentage of students in the cohort with achievement level of the categories listed below. The totals for each category of Full-Time, First -Time Students will equal to 100%.

Cell: A10

Comment: Enter the percentage of students in the cohort with achievement level of the categories listed below. The totals for each category of Part-Time, First -Time Students will equal to 100%.

Cell: A16

Comment: Enter the percentage of students in the cohort with achievement level of the categories listed below. The totals for each category of Full-Time, Transfer Students will equal to 100%.

Cell: A22

Comment: Enter the percentage of students in the cohort with achievement level of the categories listed below. The totals for each category of Part-Time, Transfer Students will equal to 100%.

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

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)

**? State Licensure Examination Passage Rates**

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

**? National Licensure Passage Rates**

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

**? Job Placement Rates**

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

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

Web location of gainful employment report (if applicable)

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

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

**? Completion Rates**

1					
2					
3					
4					
5					

**? Placement Rates**

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Lasell College does not have any short term vocational training programs.

Cell: A4

Comment: For each state licensure exam, list the name of the exam and, for each year, the number of students who took the exam and the number who passed.

Cell: A11

Comment: For each national licensure exam, list the name of the exam and, for each year, the number of students who took the exam and the number who passed.

Cell: A18

Comment: For each major for which the institution tracks job placement rates, list the degree, major, and the time period following graduation for which the institution reports placement success (e.g., B.S., Mechanical Engineering, six months). For each year, report the number of graduates and the number of graduates with jobs.

Cell: A31

Comment: List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and three prior years. In the final column, list institutional goals for the future. In the column heading, please indicate the year you expect to achieve the goal.

Cell: A37

Comment: List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and three prior years. In the final column, list institutional goals for the future. In the column heading, please indicate the year you expect to achieve the goal.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY2015)	(FY 2016)	(FY 2017)	(FY 2018)
<b>Master's Programs (Add definitions/methodology in #1 below)</b>					
Retention rates first-to-second year	74%	69%	70%	66%	68%
Graduation rates @ 150% time	79%	64%	71%	61%	70%
Average time to degree	2	2	2	2	2
Other measures, specify:					
Spring entrants Retention rates first-to-second year	1	1	1	1	1
Spring entrants Graduation rates @ 150% time	1	1	1	1	1
Spring entrants Average time to degree	2	2	2	2	2
<b>Doctoral Programs (Add definitions/methodology in #2 below)</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>First Professional Programs (Add definitions/methodology in #3 below)</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>Distance Education (Add definitions/methodology in #4 below)</b>					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
<b>Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)</b>					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
<b>Definition and Methodology Explanations</b>					
1	Retention first-to-second year and 150% graduation is shown for fall entrants only. Spring entrants are shown in the Other measures				
2	lines. Non-matriculated students and certificate students are not included unless matriculated into a degree program in the future.				
3					
4					
5					

Cell: A4

Comment: Institutions with Master's programs should complete this section. You may add other retention/graduation rates for Master's programs tracked by your institution. Add additional lines as needed.

Cell: A12

Comment: Institutions with doctoral (e.g., Ph.D., Ed.D.) programs should complete this section. You may add other retention/graduation rates for doctoral programs tracked by your institution. Add additional lines as needed.

Cell: A19

Comment: Institutions with first professional graduate programs (Theology, Optometry, Veterinary Medicine) should complete this section. You may add other retention/graduation rates for first professional graduate programs tracked by your institution. Add additional lines as needed.

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

<b>? Policies</b>	<b>Last Updated</b>	<b>? Website location where policy is posted</b>	<b>Responsible Office or Committee</b>
Academic honesty		<a href="http://www.lasell.edu/academics/ac">http://www.lasell.edu/academics/ac</a>	
Intellectual property rights			
Conflict of interest			
Privacy rights		<a href="http://www.lasell.edu/privacy-">http://www.lasell.edu/privacy-</a>	
Fairness for students			
Fairness for faculty			
Fairness for staff			
Academic freedom			
Research			
		<a href="http://www.lasell.edu/discover-lasell/title-ix-and-sexual-respect.html">http://www.lasell.edu/discover-lasell/title-ix-and-sexual-respect.html</a>	
Title IX			
Other; specify			

### Non-discrimination policies

Recruitment and admissions		<a href="http://www.lasell.edu/academics/ac">http://www.lasell.edu/academics/ac</a>	
Employment			
Evaluation			
Disciplinary action			
Advancement			
Other; specify			

### Resolution of grievances

Students			
Faculty			
Staff			
Other; specify			

<b>? Other</b>	<b>Last Updated</b>	<b>Website location or Publication</b>	<b>Responsible Office or Committee</b>

Please enter any explanatory notes in the box below

Cell: A4

Comment: Add rows to include significant additional policies related to institutional integrity.

Cell: D4

Comment: Include the year when the policy was last updated.

Cell: A37

Comment: Indicate any additional institutional policies or mechanisms related to institutional integrity.

### 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?	<a href="http://www.lasell.edu/request-information.html">http://www.lasell.edu/request-information.html</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="http://www.lasell.edu/administration-and-finance.html">http://www.lasell.edu/administration-and-finance.html</a>
Processes for admissions	<a href="http://www.lasell.edu/admissions.html">http://www.lasell.edu/admissions.html</a>
Processes for employment	<a href="http://www.lasell.edu/discover-lasell/human-resources.html">http://www.lasell.edu/discover-lasell/human-resources.html</a>
Processes for grading	<a href="http://www.lasell.edu/academics/academic-catalog">http://www.lasell.edu/academics/academic-catalog</a>
Processes for assessment	
Processes for student discipline	<a href="http://www.lasell.edu/campus-life/office-of-student-affairs/stu">http://www.lasell.edu/campus-life/office-of-student-affairs/stu</a>
Processes for consideration of complaints and appeals	<a href="http://www.lasell.edu/campus-life/office-of-student-affairs/stu">http://www.lasell.edu/campus-life/office-of-student-affairs/stu</a>

[illegible]

<b>Date of last review of:</b>	
Print publications	
Digital publications	Sept. August 2017

Please enter any explanatory notes in the box below

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dent-handbook/conduct-system-x22399.html

dent-handbook/conduct-system-x22399.html

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

Information	Website location
Institutional catalog	<a href="http://www.lasell.edu/academics/academic-catalog.html">http://www.lasell.edu/academics/academic-catalog.html</a>
Obligations and responsibilities of students and the institution	<a href="http://www.lasell.edu/academics/academic-catalog">http://www.lasell.edu/academics/academic-catalog</a>
Information on admission and attendance	<a href="http://www.lasell.edu/academics/graduate-and-professional-studies/admission">http://www.lasell.edu/academics/graduate-and-professional-studies/admission</a>
Institutional mission and objectives	<a href="http://www.lasell.edu/discover-lasell/facts-figures-and-faces/our-institution.htm">http://www.lasell.edu/discover-lasell/facts-figures-and-faces/our-institution.htm</a>
Expected educational outcomes	<a href="http://www.lasell.edu/academics/academic-catalog">http://www.lasell.edu/academics/academic-catalog</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://www.lasell.edu/discover-lasell/facts-figures-and-faces.html">http://www.lasell.edu/discover-lasell/facts-figures-and-faces.html</a> & <a href="http://www.lasell.edu/discover-lasell/facts-figures-and-faces/our-institution.htm">http://www.lasell.edu/discover-lasell/facts-figures-and-faces/our-institution.htm</a>
Requirements, procedures and policies re: admissions	<a href="http://www.lasell.edu/academics/graduate-and-professional-studies/admission">http://www.lasell.edu/academics/graduate-and-professional-studies/admission</a>
Requirements, procedures and policies re: transfer credit	<a href="http://www.lasell.edu/academics/graduate-and-professional-studies/admission">http://www.lasell.edu/academics/graduate-and-professional-studies/admission</a>
A list of institutions with which the institution has an articulation agreement	<a href="http://www.lasell.edu/admissions/undergraduate-admission/transfer-admission">http://www.lasell.edu/admissions/undergraduate-admission/transfer-admission</a>
Student fees, charges and refund policies	<a href="http://www.lasell.edu/tuition-and-aid/tuition-and-fees.html">http://www.lasell.edu/tuition-and-aid/tuition-and-fees.html</a>
Rules and regulations for student conduct	<a href="http://www.lasell.edu/campus-life/office-of-student-affairs/student-handbook">http://www.lasell.edu/campus-life/office-of-student-affairs/student-handbook</a>
Procedures for student appeals and complaints	<a href="http://www.lasell.edu/campus-life/office-of-student-affairs/student-handbook">http://www.lasell.edu/campus-life/office-of-student-affairs/student-handbook</a>
Other information re: attending or withdrawing from the institution	<a href="http://www.lasell.edu/academics/academic-catalog">http://www.lasell.edu/academics/academic-catalog</a>
Academic programs	<a href="http://www.lasell.edu/academics.html">http://www.lasell.edu/academics.html</a>
Courses currently offered	<a href="https://my.lasell.edu/registration/default.aspx">https://my.lasell.edu/registration/default.aspx</a>
Other available educational opportunities	
Other academic policies and procedures	<a href="http://www.lasell.edu/academics/academic-catalog">http://www.lasell.edu/academics/academic-catalog</a>
Requirements for degrees and other forms of academic recognition	<a href="http://www.lasell.edu/academics/academic-catalog">http://www.lasell.edu/academics/academic-catalog</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="http://www.lasell.edu/academics/departments.html">http://www.lasell.edu/academics/departments.html</a>
Names and positions of administrative officers	<a href="http://www.lasell.edu/offices-and-services.html">http://www.lasell.edu/offices-and-services.html</a>
Names, principal affiliations of governing board members	<a href="http://www.lasell.edu/discover-lasell/president-and-leadership.html">http://www.lasell.edu/discover-lasell/president-and-leadership.html</a>
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	<a href="http://www.lasell.edu/discover-lasell/facts-figures-and-faces/our-students.html">http://www.lasell.edu/discover-lasell/facts-figures-and-faces/our-students.html</a>
Description of the campus setting	<a href="http://www.lasell.edu/discover-lasell/campus-info-and-maps.html">http://www.lasell.edu/discover-lasell/campus-info-and-maps.html</a>
Availability of academic and other support services	<a href="http://www.lasell.edu/academics/academic-centers.html">http://www.lasell.edu/academics/academic-centers.html</a>
Range of co-curricular and non-academic opportunities available to students	<a href="http://www.lasell.edu/campus-life/activities-and-involvement.html">http://www.lasell.edu/campus-life/activities-and-involvement.html</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
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	<a href="http://www.lasell.edu/discover-lasell/facts-figures-and-faces.html">http://www.lasell.edu/discover-lasell/facts-figures-and-faces.html</a>
Total cost of education and net price, including availability of financial aid and typical length of study	<a href="http://www.lasell.edu/tuition-and-aid.html">http://www.lasell.edu/tuition-and-aid.html</a>
Expected amount of student debt upon graduation and loan payment rates	<a href="http://www.lasell.edu/tuition-and-aid.html">http://www.lasell.edu/tuition-and-aid.html</a>
Statement about accreditation	<a href="http://www.lasell.edu/discover-lasell/facts-figures-and-faces/our-institution.htm">http://www.lasell.edu/discover-lasell/facts-figures-and-faces/our-institution.htm</a>

.html, <http://www.lasell.edu/admissions/undergraduate-admission.html> & <http://www.lasell.edu/academics/academic-catalog.html>

[www.lasell.edu/academics/academic-catalog](http://www.lasell.edu/academics/academic-catalog)

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[as/transfer-agreements.html](http://www.lasell.edu/academics/academic-catalog)

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## 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? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
At the institutional level:					
For general education if an undergraduate institution:	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html</a>	Artifacts created in designated courses (see additional information below)	Faculty teaching in each program assess; see specifics below	Included below	2010-2011 for previous general education <sup>1</sup> Core curriculum will be reviewed in 2018-2019 for the first time
Written communication: Senior writing	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html</a> [outcome #2 in Core Intellectual Skills]	Beginning in AY2014-2015, papers written in capstone courses following a common prompt; previously used seniors' capstone papers, ranging from research studies to grant proposals to case studies to business plans.	Prior to AY2014-2015, department faculty assessed papers and Assessment Director synthesized findings in a report. Since then, a cross-disciplinary group of faculty assess common prompts and discuss characteristics of papers. Reporting is	<ul style="list-style-type: none"> <li>Developed a common writing prompt to create greater consistency and comparability in products.</li> <li>ENG102 includes greater focus on written</li> </ul>	Writing program was established in 2015; previous review was included in Humanities review of 2010-2011.

<sup>1</sup> Reflects action by faculty program review committee; all academic programs review results of learning outcomes assessment annually.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
			done by Directors of Writing Program and Teaching and Learning Center.	communication (less on literature). <ul style="list-style-type: none"> <li>Additional department actions are included below.</li> </ul>	Next review of Writing Program will be in 2018-2019,
Written communication: First year writing	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html</a> [outcome #2 in Core Intellectual Skills]	Papers written in ENG 101 and ENG 102	Writing faculty read and assess papers using common rubrics. Writing program director leads analysis and reporting, with input from full-time writing faculty and key adjunct faculty.	<ul style="list-style-type: none"> <li>As of fall 2016, all ENG101 sections included a common prompt and followed common parameters for syllabi.</li> <li>All ENG102 sections require a research paper, which follows common guidelines; first-year writing introduces both MLA and APA formatting, better meeting program needs.</li> <li>Research librarians conduct multiple sessions in ENG 101 &amp; 102 on academic research</li> </ul>	concurrent with review of core curriculum.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
		Common writing prompt in First Year Seminar (FYS)	Cross-disciplinary group of faculty reads and scores papers	<p>processes and resources.</p> <ul style="list-style-type: none"> <li>• Peer tutors embedded in ENG101; training provided by directors of writing &amp; academic achievement.</li> <li>• FYS faculty participate in at least two workshops led by Writing Program Director on designing, supporting, and assessing writing.</li> <li>• FYS faculty use a common prompt for assessment and are encouraged to use the common rubric.</li> </ul>	
Oral Communication	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html</a> [outcome #3 in Core Intellectual Skills]	Oral presentations: FYS103 Courses in departments including Communication, Accounting & Finance, Social Sciences,	Individual faculty members assess in designated courses. FYS faculty review results in workshops; department faculty review results in	Add focus on oral communication skills, beginning with FYS Institutional level: seek consensus on an across-the-curriculum prompt	Core curriculum will be reviewed in 2018-2019 for the first time

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
		Environmental Studies, and Fashion	department assessment meetings.	or structure similar to writing prompt.	
Information literacy	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html</a> [outcome #6 in Core Intellectual Skills]	Reference librarians collect data on student usage of databases and requests for assistance. Data also document students' ability to locate and evaluate Web sites, select appropriate databases, and locate / use other library resources.	Library staff tabulate and review data, producing a report of findings and recommendations.	ENG101 and ENG102 (courses all students take) include multiple librarian-led sessions on strategies, resources standards and ethics for research. Each department now has a library liaison to better integrate information literacy into academic programs, support students, and incorporate appropriate resources.	Core curriculum will be reviewed in 2018-2019 for the first time
Knowledge Perspectives	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html</a> [four outcomes listed under Knowledge Perspectives]	Artifacts created in designated courses	Faculty teaching designated courses assess artifacts; faculty coordinator reports on results	KP faculty have articulated components or "sub-outcomes" that make up learning outcomes; reviewed and revised rubrics; refined assessment prompts and artifacts to be collected; analyzed assessment results; and established baselines. Additional actions are listed below.	Core curriculum will be reviewed in 2018-2019 for the first time

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
	Aesthetics & Creativity	Students' written products that demonstrate knowledge of terminology and concepts. Examples include artist statements; responses / reflections related to artwork; analysis of museum visits	Faculty teaching designated courses assess artifacts; faculty coordinator reports on results	Initial assessment focused on students' creative products, assessed by individual faculty. Process was revised to draw on students' written products for greater comparability and availability to others.	Core curriculum will be reviewed in 2018-2019 for the first time
	Global & Historical Perspectives	End-of-semester reflective papers Presentations from table discussions in cluster meetings Survey: Student Assessment of Learning Gains; <a href="http://www.salgsite.org">www.salgsite.org</a> Student focus groups	HIST faculty assess artifacts and review input from surveys and focus groups; faculty coordinator creates report.	Modify format for cluster meetings: <ul style="list-style-type: none"> <li>• Add discussion questions to increase possible connections for students.</li> <li>• Provide written copies of questions and space to summarize comments.</li> <li>• Intentionally connect content of cluster meetings to that of section meetings.</li> <li>• Increase leadership opportunities by</li> </ul>	Core curriculum will be reviewed in 2018-2019 for the first time



CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
				<p>appointing both a facilitator and a note-taker for table discussions.</p> <ul style="list-style-type: none"> <li>Assign faculty to monitor table discussions and intervene when conversation falters.</li> </ul>	
	Individuals & Society	<p>Student papers addressing the prompt: How does this (assignment / case / phenomenon) show the connection between individuals &amp; society?</p>	<p>Faculty teaching designated courses assess artifacts; faculty meet to analyze results; faculty coordinator reports on results</p>	<ul style="list-style-type: none"> <li>Select connections component for initial assessment: applicable across all disciplines and most appropriate for 100-level courses.</li> <li>Create a database with examples of model activities and assignments in the disciplines included in this KP.</li> </ul>	<p>Core curriculum will be reviewed in 2018-2019 for the first time</p>
	Scientific Inquiry & Problem Solving	<p>Assessment artifacts:</p> <ul style="list-style-type: none"> <li>Assessment unit taken from PISA</li> <li>Survey: Student Assessment of Learning Gains; <a href="http://www.salgsite.org">www.salgsite.org</a>)</li> </ul>	<p>Initially faculty coordinator piloted assessment methods in her courses. This allowed her to refine strategies before introducing them to a</p>	<p>Faculty mapped core learning outcomes for all designated courses to build shared understanding among faculty. Faculty also identified outcomes in</p>	<p>Core curriculum will be reviewed in 2018-2019 for the first time</p>

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
			faculty group largely made up of adjunct faculty. She then reported on results.	key activities in their courses.	
Multidisciplinary Course (MDSC)	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html</a> [two Knowledge Perspectives and intellectual skills identified in course syllabi]	Artifacts created in courses, including written and oral presentations; team products; concept maps; reflections Survey: Student Assessment of Learning Gains; <a href="http://www.salgsite.org">www.salgsite.org</a>	Faculty teaching course sections assess artifacts; faculty coordinator collects concept maps and reflections and creates report.	Make KPs more explicit; encourage students to clearly identify KPs in reading and exploring problems; integrate PBL in each section	Core curriculum will be reviewed in 2018-2019 for the first time
Ethical reasoning	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/core-curriculum.html</a> [outcome #2 under synthesis & application]	Draft and final papers in PHIL302	This course was first offered to the junior cohort in fall 2016. Although papers have been collected for both semesters, assessment had not been completed at the time of this report. Faculty teaching PHIL302 will assess papers, and faculty coordinator will report on results in fall 2017.	In fall 2017, faculty will review results of this first year of offering the course to a full cohort and identify needed changes.	Core curriculum will be reviewed in 2018-2019 for the first time
List each degree program: <i>Note that programs are listed</i>					

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
<i>in the department that houses them. Unless otherwise noted, major programs in each department have common outcomes, and outcomes are not assessed for each major.</i>					
<b>UNDERGRAD PROGRAMS</b>					
1. <b>Accounting &amp; Finance</b> Accounting Finance	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/accounting.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/accounting.html</a>	Journal entry problem Case studies Written and oral presentations Internship reports Senior exit survey	For all departments: Full-time (and key part-time) faculty meet 7 times annually to plan processes and analyze data: half-day meetings before fall and spring semesters open; two two-hour work sessions in fall and spring; full assessment day after spring semester closes. Department chairs prepare annual reports, due in June, describing the process followed; results for outcomes	Use formative assessments to modify upper level courses Collaborate with other departments on key concepts (e.g., MATH to improve financial calculations; MKTG/MGMT for written and oral communication instruction) Continue to embed key skills throughout curriculum (e.g., using financial analysis to recommend actions)	2012-2013



CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
Exercise Science	<a href="#">catalog/programs-of-study/exercise-science.html</a>		Using department reports and information from meetings with chairs, assessment director prepares annual college-wide reports summarize results and actions found in the department-specific reports.	Incorporate instruction on comprehending and using information in scholarly articles	
4. <b>Communication</b> Communication	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/communication.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/communication.html</a>	Oral presentations Input from internship supervisors Student feedback on relevance of program to internship Student survey		Identify COM203 as a key course for formative assessment; emphasize oral presentation and research skills Assess oral communication in COM 101, 203, and 418 (capstone) to monitor improvement in majors	2012-2013
5. <b>Education</b> English/ELEM English/SEC History/SEC Humanities/ELEM Interdisciplinary Studies <ul style="list-style-type: none"> <li>• Early Childhood</li> <li>• Elementary</li> <li>• Curriculum &amp; Instruction</li> </ul>	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/education.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/education.html</a>	Capstone research project Practicum results and portfolio review Licensure examinations Pre-practicum reports State outcomes: enrollment, growth, quality, retention, placement, enrollment into graduate programs		Emphasize student learning in assessing candidates' teaching Increase use of TeachLive simulation lab Increase urban field sites Major revision of lesson plan template Scaffold skills in earlier coursework Collect and analyze video data from candidates' teaching	2016-2017

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
				Provide additional training for field supervisors to increase validity and reliability of feedback	
<b>6. Environmental Studies<sup>2</sup></b> Environmental Studies	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/environmental-studies.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/environmental-studies.html</a>	Capstone papers Internship reports Written and oral products in 100 and 200 level courses Representations of data		Stress use of evidence in writing and decision-making Expand course readings to support ethical reasoning	2014-2015
<b>7. Fashion</b> Fashion Communication & Promotion Fashion Design & Production Fashion & Retail Merchandising	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/fashion/fashion-communication-and-promotion.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/fashion/fashion-communication-and-promotion.html</a>	Written products in key courses each year Oral presentations Garment review to monitor skill growth Capstone projects: Review of seniors' design collections Group analysis of industry (retail & merchandising)		Collaborate with ENG faculty to reinforce writing instruction Include areas of identified weakness in writing instruction Integrate branding, sales strategies, and theories into course work; assess use in oral presentations	2015-2016
<b>8. Humanities</b> English Global Engagement History Humanities	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/humanities.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/humanities.html</a>	Capstone papers Student focus groups Entry and exit surveys Reports from internship supervisors		Revised department learning outcomes to integrate with core outcomes	2016-2017

<sup>2</sup> Environmental Studies first operated as a department in AY 2010-2011.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
	study/english/creative-writing.html			Increased instruction and practice with oral communication Modified course sequencing to allow for capstone and internship in separate semesters	
<b>9. Interdisciplinary Studies</b> Individualized	Students create individualized majors by combining courses from two or more existing programs; the learning outcomes for Individualized majors combine and overlap with those of the constituent majors, and each student's learning outcomes are individualized. Thus "program" data are not available. Work of Individualized majors is assessed according to plans in related departments, but not reported separately.	N/A		N/A	N/A
<b>10. Justice Studies</b> Criminal Justice	<a href="http://www.lasell.edu/academics/academic-">http://www.lasell.edu/academics/academic-</a>	Massachusetts DHE approval criteria		Expanded capstone to two semesters; increased	2014-2015

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
Law & Public Affairs Legal Studies	catalog/undergraduate-catalog/programs-of-study/criminal-justice.html	Capstone research project Input from internship supervisors Written products in key courses from 100 – 400 level Exit interviews with graduating seniors Student feedback on relevance of program to professional preparation Reflections on connected learning activities		emphasis on writing and research throughout programs Began a shift from traditional texts to PBL, connected learning, and “high impact” assignments that integrate professional expectations and experiences	
<b>11. Marketing &amp; Management</b> Entrepreneurship Event Management Hospitality Management International Business Management Marketing Resort & Casino Management	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/management.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/management.html</a>	ACBSP accreditation criteria Input from internship supervisors Focus group with graduating seniors Written products in capstone and internship Case studies		Revise curriculum maps to ensure outcome integration Increase opportunities for written products, oral presentations, and team projects throughout major programs Encourage students to use library resources, especially databases, more consistently	2014-2015



CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
12. <b>Mathematics &amp; Science</b> Applied Mathematics	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/applied-mathematics.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/applied-mathematics.html</a>	Rates of completion and C or better in MATH106 Student feedback on course structure In-class application-based projects		MATH106: Revise course structure to include interactive lecture (rather than only computer-based) and team-based projects Review homework assigned to ensure depth of practice rather than quantity Add a module on descriptive statistics Program: Plan to add instruction in using Excel and databases for quantitative reasoning and problem solving	2012-2013
13. <b>Social Sciences</b> Human Services Psychology Sociology	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/psychology.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/psychology.html</a>	Internship supervisor evaluations (foundation & advanced) Oral presentations from 200 and 300 level courses and capstone Budget portion of grant proposals developed in capstone		Revised assessment rubric and prompt Offer additional research-focused courses to develop ability to read, comprehend, and use academic sources	2015-2016

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
				Incorporate SPSS and statistical analysis into existing courses Introduce expectations for professional writing at 100 level and expand instruction through capstone Integrate oral communication through contextual projects (e.g., mock interview with a client) Plan: add instruction in Excel in multiple courses	
14. <b>Sport Management</b> Sport Management	<a href="http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/sport-management.html">http://www.lasell.edu/academics/academic-catalog/undergraduate-catalog/programs-of-study/sport-management.html</a>	Internship supervisor evaluations Interns' reflections Students' self-evaluation of symposium presentations Capstone papers Accreditation standards		Identify specific courses to apply and integrate statistics & statistical processes Explore adding analytics content to meet industry needs Clarify connections among courses and expectations for more advanced work as students progress in program	2013-2014

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>1</sup>
				Engage all faculty in assessment to aid in understanding and integrating outcomes	

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>3</sup>
<b>GRADUATE PROGRAMS</b>					
<b>Athletic Training / Exercise Science</b> MS in Rehabilitation Science	<a href="https://moodle.lasell.edu/course/view.php?id=3843">https://moodle.lasell.edu/course/view.php?id=3843</a>	<ul style="list-style-type: none"> <li>• Analysis of case studies</li> <li>• Comprehensive Review of literature</li> <li>• Analysis of data to engage in evidence based practice</li> <li>• Manual therapy certification</li> </ul>		Course offerings for the program began in the fall 2016. Assessment of student learning outcomes will take place in June 2018	Scheduled for 2018-2019
MS in Nutrition for Human Performance	<a href="https://moodle.lasell.edu/courses/view.php?id=3843">https://moodle.lasell.edu/courses/view.php?id=3843</a>	<ul style="list-style-type: none"> <li>• Analysis of case studies</li> <li>• Comprehensive Review of literature</li> <li>• Analysis of data to engage in evidence based practice</li> <li>• Analysis and application of nutritional plans</li> </ul>	Course instructor, the department faculty, and department chair	Course offerings for the program will begin in the fall 2017. Assessment of student learning outcomes will take place in June 2019	Scheduled for 2019-2020
Communication MS in Communication	<a href="https://moodle.lasell.edu/courses/view.php?id=3843">https://moodle.lasell.edu/courses/view.php?id=3843</a>	<ul style="list-style-type: none"> <li>• Feedback from internship supervision and employers.</li> </ul>	Faculty Committee assesses artifacts through Moodle in blind peer review process. Chair prepares annual	Based on 5-year program review, currently reviewing viability of adding a concentration or full	June 2017 for previous academic year; 5 year program review in 2016

<sup>3</sup> Reflects action by faculty program review committee; all academic programs review results of learning outcomes assessment annually.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>3</sup>
		<ul style="list-style-type: none"> <li>• Research paper based on a case study</li> <li>• Measured written communication skill</li> <li>• Student surveys on program delivery measures overall student satisfaction</li> </ul>	reports and posts to Moodle.	degree program in Negotiations and Conflict Resolution, Global Communication, or Leadership and Strategic Communication	
Education M.Ed: <ul style="list-style-type: none"> <li>• Elementary</li> <li>• Moderate Disabilities</li> </ul>	<a href="https://moodle.lasell.edu/course/view.php?id=3843">https://moodle.lasell.edu/course/view.php?id=3843</a>	Scholarly action research papers Lesson Plans Structured lesson reflections (post-teaching)	Full and part-time faculty of the Education Department assess, review, and determine actions. Chair compiles report	Major revision of lesson plan template Incorporation of Teach Live simulator Scaffolding of skills in earlier coursework Improved collaboration with supervising practitioners in public schools	2017
Justice Studies <ul style="list-style-type: none"> <li>• MS in Criminal Justice</li> </ul>	<a href="https://moodle.lasell.edu/course/view.php?id=3843">https://moodle.lasell.edu/course/view.php?id=3843</a>	Launches in the fall of 2015, the MS in Criminal Justice collected and reviewed artifacts in the summer of 2016. Initial results were reported to the Massachusetts Department of Higher Education in support of our application for	Faculty Committee assesses student progress. Chair prepares annual report and posts to Moodle	Work has focused on state approval for coursework. Faculty will review results in 2017-2018 to guide program development.	2016 for previous year.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>3</sup>
		certification under the Police Career Incentive Pay Program (PCIPP) for our first entering class. Our application was accepted and we received state certification under this program in 2017			
Marketing & Management <ul style="list-style-type: none"> <li>MS in Management</li> <li>PMBA</li> </ul>	<a href="https://moodle.lasell.edu/course/view.php?id=3843">https://moodle.lasell.edu/course/view.php?id=3843</a>	Reflective/analytical papers from three required courses in the program	Faculty assess artifacts, review results and propose actions. Chair prepares report and uploads	<ul style="list-style-type: none"> <li>Better organize and manage the assessment activities for the MSM program</li> <li>Courses within the MSM program are largely predesigned; thus guides and templates should be reviewed to ensure they are in alignment with the goals and outcome for the MSM program</li> </ul>	Spring 2017
Sport Management <ul style="list-style-type: none"> <li>MS in Sport Management</li> </ul>	<a href="https://moodle.lasell.edu/course/view.php?id=3843">https://moodle.lasell.edu/course/view.php?id=3843</a>	Research proposal, capstone research paper, and student self-reflection paper to	Faculty assess artifacts, review results, and determine actions. Chair prepares annual	<ul style="list-style-type: none"> <li>Improved SMGT dedicated online research website—new links, guidelines:</li> </ul>	Spring 2017

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program) <sup>3</sup>
		measure critical thinking, communication info/research competency	report to be sent to COSMA	<a href="http://lasell.libguides.com/smgt">http://lasell.libguides.com/smgt</a> <ul style="list-style-type: none"> <li>• The use of the SMGT web link and APA citations strongly recommended for all major core courses</li> <li>• Development of new specialized concentrations</li> <li>• Improved alignment of department goals and outcomes with course objectives and contents</li> </ul>	

Institutions selecting E1a should also include E1b.

**Note:** Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

**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 (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Accreditation Council for Business Schools and Programs</p> <p>Undergraduate programs in Accounting, Entrepreneurship, Finance, International Business, Management, Marketing</p> <p>Graduate programs in Elder Care Management, Hospitality and Event Management, Human Resources Management, Management, Marketing, Non-Profit Management, Project Management</p>	2014	<p>Initial Accreditation with improvement opportunities in the following standards: Standard 2, Strategic planning (condition). Develop formal strategic plan for undergraduate programs with specific goals and actions.</p> <p>Standard 5, Criterion 5.3, Faculty and Staff Focus (note). Develop a plan to ensure that faculty credentials include academic preparation and business or professional experience; demonstrate connections among student learning outcomes, faculty composition, and program mission and objectives.</p> <p>Standard 6, Criterion 6.1.6, Educational and Business Process Management (note). For graduate programs, establish a process to ensure that students receive appropriate course coverage beyond Common Professional Component topics to provide education appropriate for graduate level learning.</p>	<ul style="list-style-type: none"> <li>• Strategic plan and process</li> <li>• Learning outcomes assessment process, including analysis of results to improve student learning</li> <li>• Faculty qualifications and work load measures</li> <li>• Depth and breadth of curriculum coverage</li> </ul>	<p>2024: reaffirmation</p> <p>Every 2 years: quality assurance report</p>
Commission on Accreditation of Athletic Training Education (CAATE)	2012	All standards met	<ol style="list-style-type: none"> <li>1. Annual Reports</li> <li>2. Board of Certification Exam (B OC)</li> </ol>	2021-2022



(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Athletic Training (undergraduate)			3. Outcomes Assessment Results	
Commission on Accreditation of Allied Health Education Programs  Exercise Science (undergraduate)	2017	Substantial compliance on all standards	Review of Outcomes Assessment via Annual Reports	No later than 2027
National Strength and Conditioning Association (NSCA)  Exercise Science (undergraduate)	2017	Endorsed for strength and conditioning education; all standards met	Certification exam passage rates, retention (freshman to senior year), employment/graduate school enrollment within a year of graduation, “satisfaction” survey data from students, graduates, and employers, and program advisory committee feedback	2027
Massachusetts Department of Elementary & Secondary Education (DESE)  Undergraduate and graduate teacher licensure programs	2003	1. Develop and implement a formal system for monitoring and improvement planning processes. a. Collect and analyze data on candidate characteristics and performance throughout the program. b. Identify areas for improvement. c. Develop plans with appropriate measures and assigned responsibilities.	Quality of : <ul style="list-style-type: none"> <li>• Selection for teacher candidates</li> <li>• Content knowledge and teaching methods</li> <li>• Clinical placement, feedback, and candidate performance</li> <li>• Program performance management</li> </ul>	2020: Full site visit and review Annually: Title II reporting DESE encourages programs to participate in formative assessments that focus on curriculum, clinical experiences that build effective teaching, and practices that

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
		<ul style="list-style-type: none"> <li>d. Ensure that ED courses include rich content and practical applications.</li> <li>e. Ensure that courses offered by other departments focus on quality and teaching, including steps to candidates' teaching effectiveness.</li> <li>f. Select and support supervising practitioners who are effective teachers and mentors.</li> </ul> <p>2. Improve observation and feedback system for candidate teaching assessment, including direct evidence of student learning.</p> <ul style="list-style-type: none"> <li>a. Intentionally scaffold candidates' teaching competencies through clinical experiences.</li> <li>b. Ensure strong coordination between college and school-based supervisors.</li> <li>c. Provide training and norming for college and school-based supervisors.</li> <li>d. Ensure high-quality feedback to candidates, including focused guidance and impact of teaching on student learning.</li> </ul>		<p>support student learning. In 2017, Lasell received a grant to support participation in the Teacher Preparation Inspectorate. Information in columns 3 and 4 are taken from the TPI report and will be used for program revision.</p>
<p>Commission on Sport Management Accreditation</p> <p>Sport Management (undergraduate)</p>	<p>2014 Accreditation "with notes": program submits annual report</p>	<ul style="list-style-type: none"> <li>• Identify an additional indirect assessment measure per COSMA standards</li> <li>• Review curriculum map to ensure all courses are included and that outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes assessment plan</li> <li>• Curriculum conforming to professional practices and expectations</li> </ul>	<p>2021: reaffirmation of accreditation</p>

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
		are addressed and assessed at appropriate levels (300/400 vs 100/200).	<ul style="list-style-type: none"> <li>• Faculty qualifications; institutional support for professional development and scholarly involvement</li> <li>• Admission standards</li> <li>• Connections to practicing professionals</li> </ul>	
Massachusetts Board of Higher Education: Police Career Incentive Pay Program (Quinn Bill)		None; each program “meets or exceeds all quality standards [of the] <i>Guidelines for Criminal Justice and Law Enforcement Academic Programs.</i> ”	Clarity of mission; program structure and curriculum; faculty qualifications; academic standards; institutional resources; program effectiveness	
Criminal Justice (undergraduate)	2014			2017
Criminal Justice (graduate)	2017			Annual reports

\*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

## **Appendix E - Common Prompts for Assessing Written Communication**

### Senior Writing Prompt 2016-2017

As you approach the end of your college education, many folks, like family members and potential employers, will ask you about your Lasell education and the experiences that have prepared you for the professional world. In this short paper, please think back over your years at Lasell, specifically to connected learning experiences related to your major or career. Some examples include:

- internships
- speakers
- field trips
- study abroad
- research projects
- conferences or symposia
- presentations by outside speakers

Choose one or more of these experiences that pushed you to do the work of your professional field or connected to the areas of inquiry listed below. In a **2-3 page** formal essay (double-spaced), please do the following.

- BRIEFLY describe the experience (*no more than 1/4 of your paper*).
- Discuss how *each* of the following areas of inquiry affected your understanding of the connected learning experience(s) or the way you applied it to your major / career.
  - *Aesthetic*: Critical analysis and interpretation of literature, music, and art; develop understanding of forms and approaches as well as appreciation of the importance of individuals' contributions to culture and society; experience modes of self-expression and creativity.
  - *Scientific*: The ability to connect relevant scientific issues to students' personal and professional lives; the confidence and proficiency needed to integrate scientific information into the process of making informed, rational decisions; apply the process of scientific inquiry to comprehend the physical world and to solve problems.
  - *Historical*: Appreciation of the connection of the past with the present so as to assist in understanding the present and be better prepared for the future; interpret and analyze the complex interrelationships and inequities in human societies in a global and historical context.
  - *Psychological & Societal*: Inquiry into internal and external processes and structures that influence relationships among individuals, groups, and institutions; evaluate and understand how individual differences and societal contexts impact human behaviors, beliefs, values, interactions, and emotional and intellectual processes.
- *Support* your observations and comments with *specific examples and evidence* from the connected learning experience (or experiences) that you identified.
- *Focus* on just *one or two* specific connected learning experiences. The goal is to discuss in clear and concise terms and with plenty of supporting evidence the skills and abilities you have gained from these experiences during your Lasell education.

Be sure that your essay follows all the guidelines in the bullets above; includes thoughtful choices of words and phrases that clearly convey your ideas; and passes your critical editing for grammar, spelling, punctuation, and other mechanics. This is a formal writing exercise, designed to give you a script, or elevator speech, about your promise as a professional in your field, so be sure to include thoughtful choice of words and phrases to convey your ideas.

## First Year Seminar writing prompt

### **FYS Common *Boston Globe* Assignment<sup>1</sup>**

All FYS faculty are asked to use this assignment after week 9 and to have students upload the essay to Moodle for assessment purposes (more instructions on this to follow shortly).

Faculty may respond to and grade the essay however they would like, but please do assign a point value to the essay so that students take it seriously.

We have found that this assignment works best when the instructor or peer mentor choose an article for the student to write about or gives students several articles to choose from.

#### **FYS Common Assignment Prompt (to be completed after Week 9)**

Throughout this semester we have been reading articles from the *Boston Globe* and talking about the knowledge perspectives. For this assignment, you will choose a *Boston Globe* article from the ones that your instructor has selected. Write a 1 – 1 ½ page polished essay in which you explain how two of the knowledge perspectives impact your understanding of this article and how the two knowledge perspectives connect to each other.

In the essay, please make sure to include the name of the article you will be discussing, the author of the article, and the date it was published.

The Four Knowledge Perspectives are:

- Analyze modes of creative self-expression with an aesthetic perspective (Aesthetics & Creativity)
- Apply the process of scientific inquiry to comprehend the natural world and to solve problems (Scientific Inquiry & Problem Solving)
- Interpret and analyze the complex interrelationships and inequities in human societies in a global and historical context (Global & Historical Perspective)
- Evaluate and understand how individual differences and societal contexts impact human behaviors, beliefs, values, interactions, and emotional and intellectual processes (Individuals & Society)

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<sup>1</sup> Students in HON101 responded to a play they attended as a group, rather than to a newspaper article.

## **Appendix F - Assessment Prompts for Knowledge Perspectives**

### Aesthetics & Creativity

#### ARTS107, Museum Discovery

1. Based on our museum visits, lectures, videos and discussions please describe the connection between artwork and other artistic disciplines (dance, music, theater, film, etc.). Think back to some of the lecture examples and the exhibitions that combined two or more disciplines.
2. Describe some of the main differences between older art traditions (artwork that we saw that predates the mid 20<sup>th</sup> century) and more contemporary work (anything that's done more recently, second half of the 20<sup>th</sup> century onward).
3. In your opinion, what are some of the elements that make certain art pieces more appealing to the viewer than others?

#### ARTH107, Special Topics in Art: American Art History

1. Architecture in America impressed the world with the 'Birth of the Skyscraper. Who are the 4 pioneers of modern architecture? Which architect built the skyscraper located in NYC about 1952? What was it called / what was the style / what does it symbolize /why is it an icon? Describe the major characteristics & materials.
2. Imagine you are a 'tour guide' giving an educational talk on great American Painters – choose 2 from the 19th century and 2 from the 20th century. Start with the artist's name / mention his 'masterpiece' –is it a landscape, portrait, genre or history story? State the style & iconography Why is it famous / what does it say about America? Finally conclude with your own personal comments on these great masterpieces: why do you admire them
3. Sculpture is a multi-varied American Art form – or a mixed media combine/assemblage creation. It is often abstract- full radical & political messages that reflect the changing times. Or its focus is totally based on the aesthetic process and the personal feelings of the artists' life /ideas. Choose 2 sculptures to discuss: Boccioni- Figure in space; Eva Hesse- Contingent; David Smith- Cubi; Louise Nevelson Sky Cathedral; Richard Serra's Tilted Arc; Jasper Johns - Target w/ Body parts.

#### ARTS 126 - Principles of Design and Color

My assessment of Outcomes 1 and 3 come from artist's statements students must write for each project, describing their artistic process and how they applied the assignment criteria to their project. They also are asked to assess the outcome of their work using class terminology.

#### PERF202 – World Percussion

1. Students will gain a deeper understanding of art forms and their connections with other artistic disciplines: identify the connections between given art forms (i.e. percussion in relation to music, percussion in relation to dance, percussion as a form of ritual, percussion in relation to film and live performance, etc.).
2. Students will contextualize an art form or work of art to a social, historical, and/or artistic tradition: analyze the social background of percussion as an art form; explain how historical events influence the use and symbolic meaning of percussion during a specific historical and cultural period.

3. Through the analysis of an aesthetic, an examination of the creative process, and a deeper understanding of an art form, students will develop and explore aesthetic taste: articulate why certain art pieces/compositions are more appealing than others; perform specific world percussion rhythms and understand their cultural context.

### Individuals & Society

When collecting artifacts for assessment, instructors will include a prompt in their assignments: “How does this (assignment/case/phenomenon) show the connection between individuals & society?”

- Instructors should give 2 assignments (or *portions* of an assignment) to be used for assessment, one in the first 3 weeks of the semester; the other in the last 3 weeks of semester. There is no requirement for length or design for either assignment.
- BASIC EXAMPLE of assessment plan for one section of PSYC101: In the first week of the semester, students will be presented with a clinical case, and will be asked to identify the subject’s presenting problem and factors that may play a role in this problem. In addition to identifying “Ms. X’s” presenting problem, students will respond to the prompt “*How does Ms. X’s case show the connection between individuals and society?*” At the end of the semester, students will review the same case with the same common prompt. Both sets of responses will be about 1 page long.
- Instructors assessed the first assignment themselves; the end-of-semester assignment was assessed by faculty on the Individuals and Society Working Committee.



# LASELL COLLEGE

Undergraduate Destination Report  
*Class of 2016*



## Appendix C: May 2016 Destination Report

### Executive Summary

Each year, the Office of Career Services surveys the most recent graduating class six to nine months after graduation, and gathers information regarding employment and graduate study status of those who received a bachelor's degree in May. Of the 353 students who graduated in May 2016, employment and graduate study information was obtained for 69% (245 alumni) of the class through several avenues: survey administered via Survey Monkey, phone calls, Commencement Cards filled out at the time of graduation and LinkedIn profiles. Of those alumni, 87% were employed when the data were collected. Of those employed, 72% self-reported or were judged to be employed in a field, for when information was collected, that is related to their academic major. A total of 9% of respondents are enrolled in graduate programs.

**96% Overall Placement Rate\***

All Majors

87% Employment

9% Enrolled in Graduate Programs

\*Based on information obtained for 69% of the class

### Select List of Graduate Institutions

Boston University  
Duke University  
Elon University  
Hult International Business School  
Lasell College  
Long Island University Post  
MGH Institute of Health Professions

Southern Connecticut State University  
Suffolk University  
University of Kent – Brussels School  
of International Studies  
University of New Haven  
University of Reading, England

Northeastern University

### Select List of Employers & Position Titles

<b>Apple</b> <i>Sales Specialist</i>	<b>Continuum Managed Services</b> <i>Creative Associate/Graphic Designer</i>	<b>Kindericare</b> <i>Teacher</i>
<b>Action for Boston Community Development (ABCD)</b> <i>Case Manager</i>	<b>Crystal Travel &amp; Tours</b> <i>Leisure Travel Specialist</i>	<b>Kraft Sports Group</b> <i>Marketing Coordinator</i>
<b>Adidas</b> <i>Development Apprentice</i>	<b>Department of Children &amp; Families</b> <i>Social Worker</i>	<b>Marriott International</b> <i>Event Manager</i>
<b>Allied Universal</b> <i>Security Officer</i>	<b>Destination Wedding Travel Group</b> <i>Marketing Coordinator</i>	<b>Morris &amp; Morris PC CPA</b> <i>Staff Accountant</i>
<b>Amscan</b> <i>Associate Project Manager/Coordinator</i>	<b>DraftKings</b> <i>Customer Experience Associate</i>	<b>New Hampshire Public Defender</b> <i>Legal Assistant</i>
<b>Anthropologie</b> <i>Customer Associate</i>	<b>DXL Group</b> <i>Assistant Sourcing Manager</i>	<b>Seventh House PR</b> <i>Account Executive</i>
<b>Bakers Best Catering</b> <i>Corporate Catering Sales Manager</i>	<i>Assistant Direct Merchandiser</i>	<b>Shoebuy.com</b> <i>Merchandising Category Associate</i>
<b>Brae Burn Country Club</b> <i>Banquet Supervisor</i>	<b>Education First</b> <i>Global Education Consultant</i>	<b>The Catered Affair</b> <i>Production Assistant</i>
<b>Bridgewater State University</b> <i>Technical Support Engineer</i>	<i>Tour Consultant</i>	<b>TJX Companies</b> <i>Graphic Designer</i>
<b>Cambridge College</b> <i>Communications &amp; Marketing Coordinator</i>	<b>Enterprise Holdings</b> <i>Management Trainee</i>	<i>Product Development Specialist</i>
<b>Charles River YMCA</b> <i>Teen Director</i>	<b>ESPN</b> <i>Statistics Analyst</i>	<i>Merchandise Assistant</i>
<b>Chiron Physical Therapy</b> <i>Rehabilitation Aide &amp; Personal Trainer</i>	<b>First Steps Learning Center</b> <i>Teacher Assistant</i>	<b>Tufts Health Plan</b> <i>Digital Marketing Specialist</i>
<b>ClinLab Staffing</b> <i>Scientific Recruiter</i>	<b>Get in Shape for Women</b> <i>Personal Trainer</i>	<b>Wayland Police Department</b> <i>Dispatcher</i>
	<b>HH Brown Shoe Company</b> <i>Creative Director/Marketing Associate</i>	<b>Zero Gravity Basketball</b> <i>Assistant Director of Basketball Operations</i>

Appendix C: May 2016 Destination Report

Appendix C: May 2016 De

Year	Number of Graduates	Number *	% of Class	Number	% of Participants	Number †	% of Employed Participants	Number ‡	% of Participants	Number	% of Respondents	Respondents' Overall Activity Rate
2016*	353	245	69%	212	87%	153	72%	23	9%	10	4%	96%
2015	231	187	81%	155	83%	118	76%	19	10%	13	7%	93%
2014	263	198	75%	171	86%	130	76%	18	9%	9	5%	95%
2013	277	206	74%	191	93%	138	72%	13	6%	2	1%	99%
2012	319	198	62%	171	86%	152	78%	18	9%	8	4%	95%
2011	284	180	63%	141	78%	120	85%	29	16%	11	6%	94%
2010	211	126	60%	110	87%	67	61%	10	8%	1	1%	95%
2009	215	107	50%	80	75%	50	63%	27	25%	0	0%	100%
2008	273	117	43%	74	63%	60	81%	30	26%	10	9%	89%
Averages Over Time												
13-15	257	197	77%	172	87%	129	75%	17	8%	8	4%	96%
11-15	275	194	71%	166	85%	132	77%	19	10%	9	5%	95%

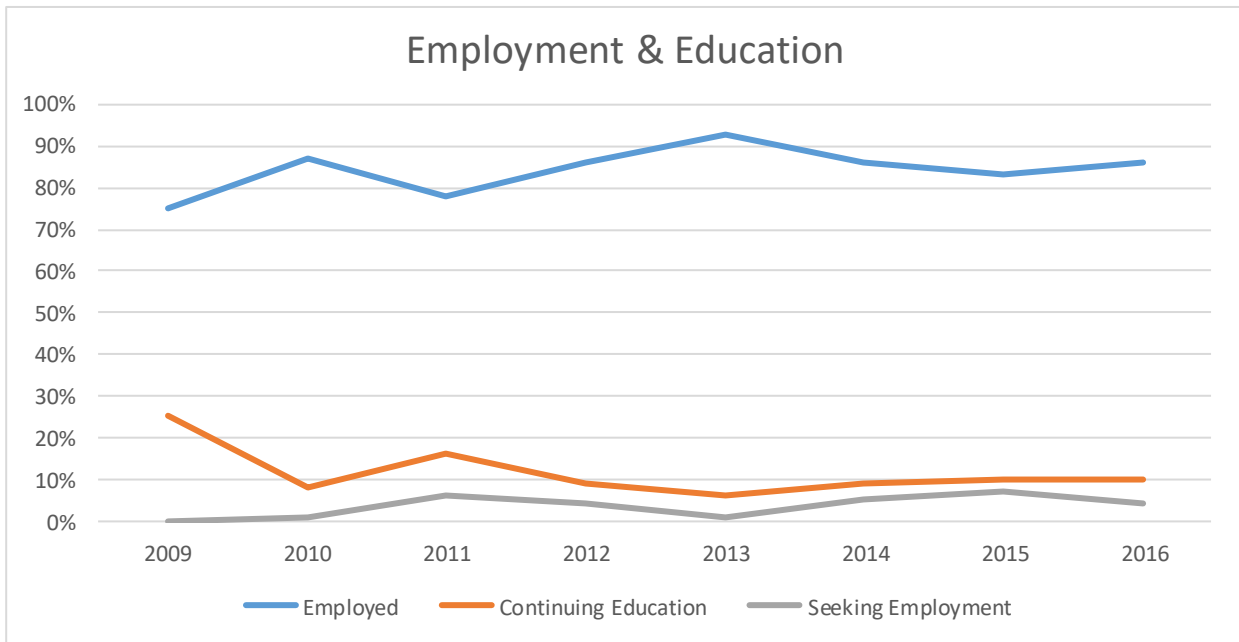
\* Includes **only** May 2016 graduates; December graduates were included in reports prior to 2013

† Of the 212 employed participants, 153 participants (72%) indicated that their employment was related to their major, or held a title from which that could be deduced.

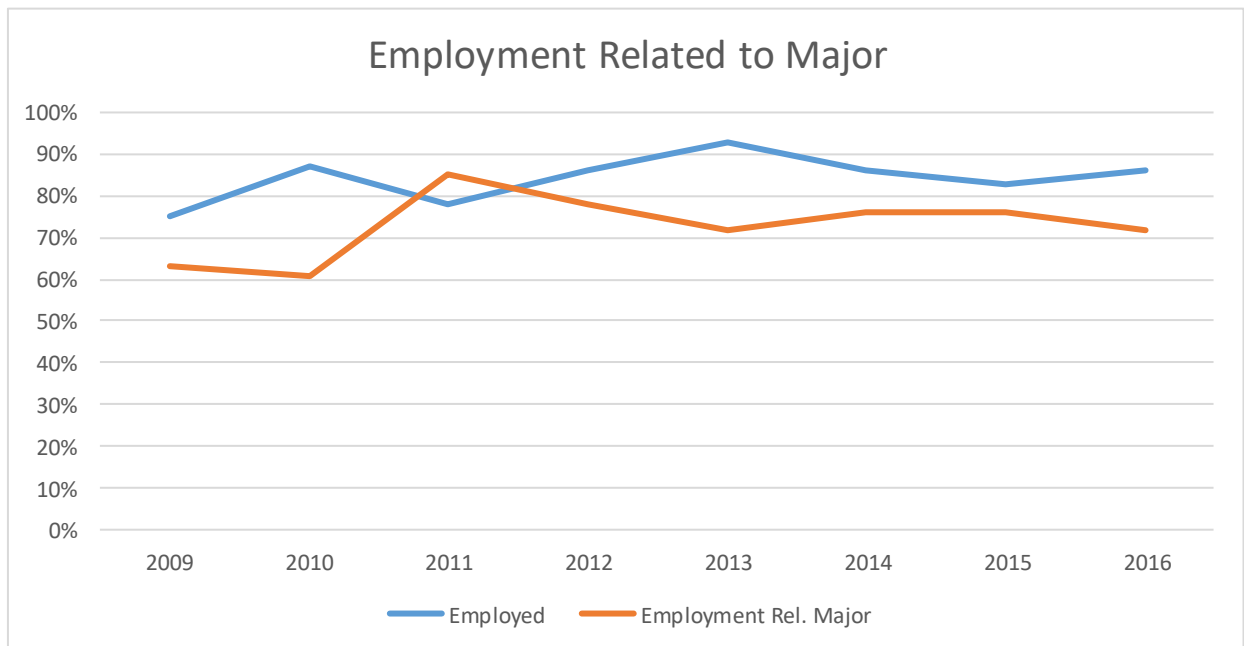
Five of the 2016 graduates in the “Employed” count are also pursuing graduate education.

	Difference from			
	Previous		Previous	
	May 2016	1 Yr. Diff.	3 Yr. Ave.	5 Yr. Ave.
	Number of graduates included			
	353	122	96	78
Report response rate				
Respondents employed				
Employed respondents working in field of academic major				
	87%	4%	0%	2%
	72%	-4%	-3%	-5%

## Appendix C: May 2016 Destination Report



	2009	2010	2011	2012	2013	2014	2015	2016
Employed	75%	87%	78%	86%	93%	86%	83%	86%
Continuing Education	25%	8%	16%	9%	6%	9%	10%	10%
Seeking Employment	0%	1%	6%	4%	1%	5%	7%	4%



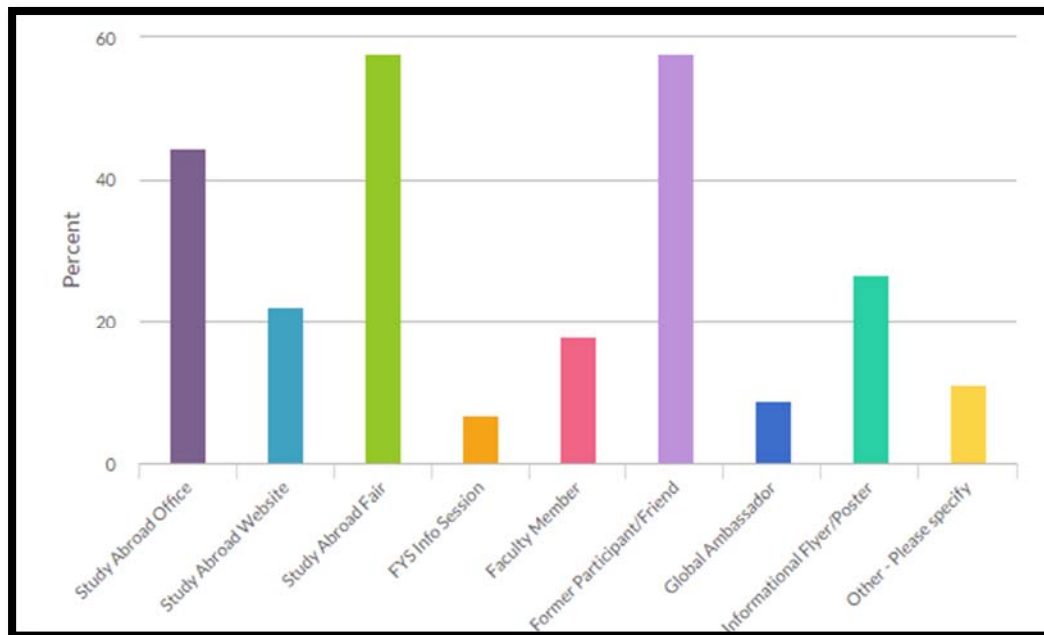
	2009	2010	2011	2012	2013	2014	2015	2016
Employed	75%	87%	78%	86%	93%	86%	83%	86%
Employment Rel. Major	63%	61%	85%	78%	72%	76%	76%	72%










## Fall 2016 Pre and Post Study Abroad Evaluation Reports

56 students studied abroad in the Fall 2016 semester

### ➤ How did you hear about studying abroad?

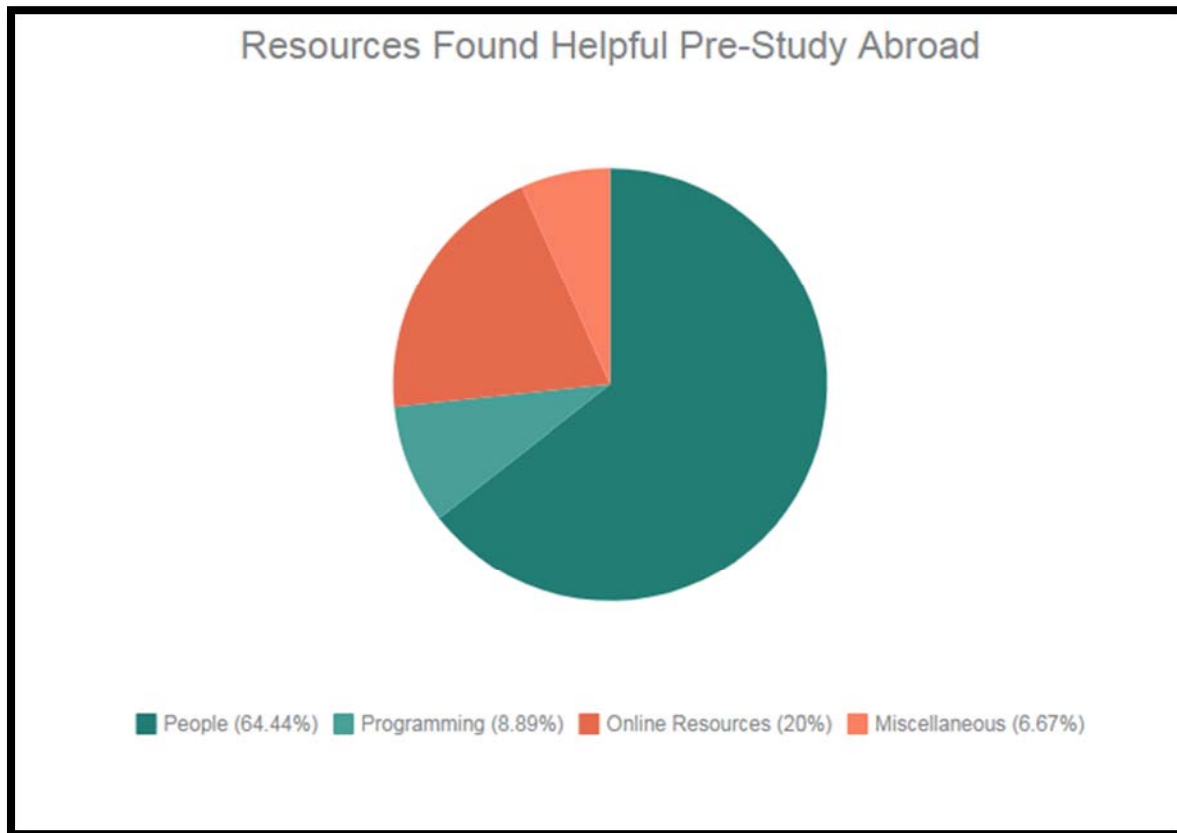
(able to check all that apply)



Value		Percent	Responses
Study Abroad Office		44.4%	20
Study Abroad Website		22.2%	10
Study Abroad Fair		57.8%	26
FYS Info Session		6.7%	3
Faculty Member		17.8%	8
Former Participant/Friend		57.8%	26
Global Ambassador		8.9%	4
Informational Flyer/Poster		26.7%	12
Other - Please specify		11.1%	5

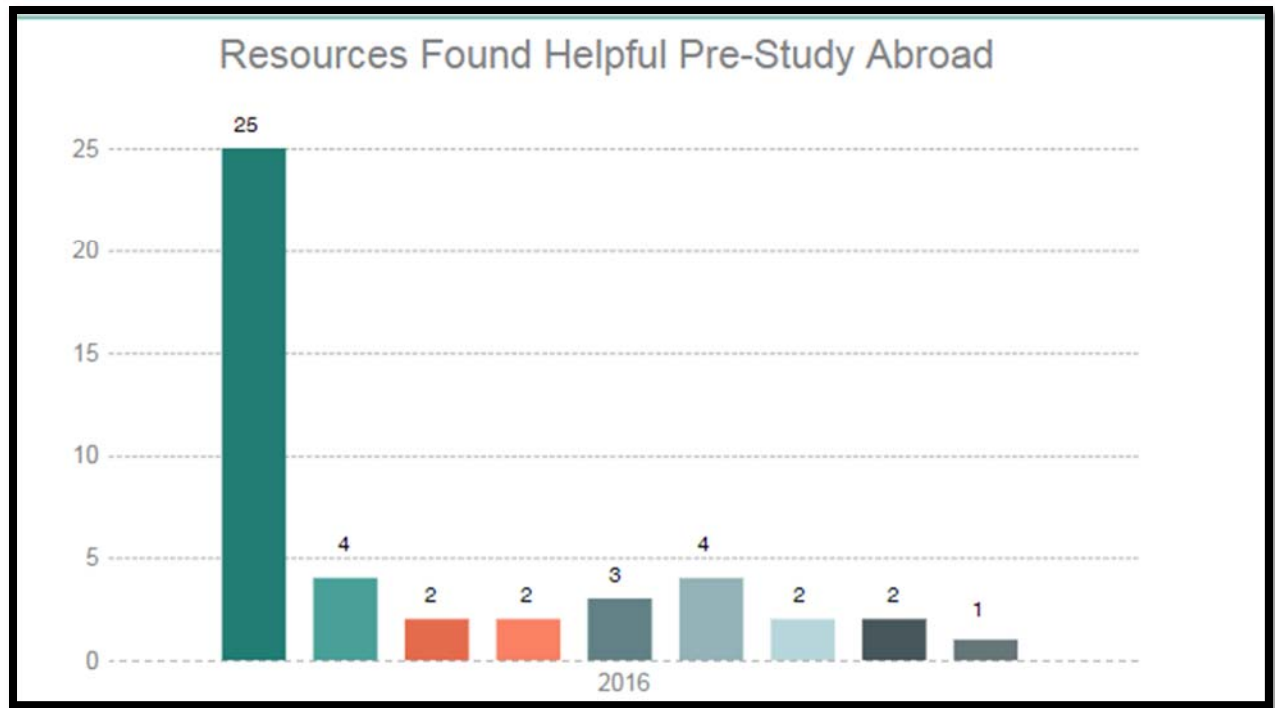
## ➤ What Pre-Departure Resources Were Most Helpful?

45 Student Responses



### Key

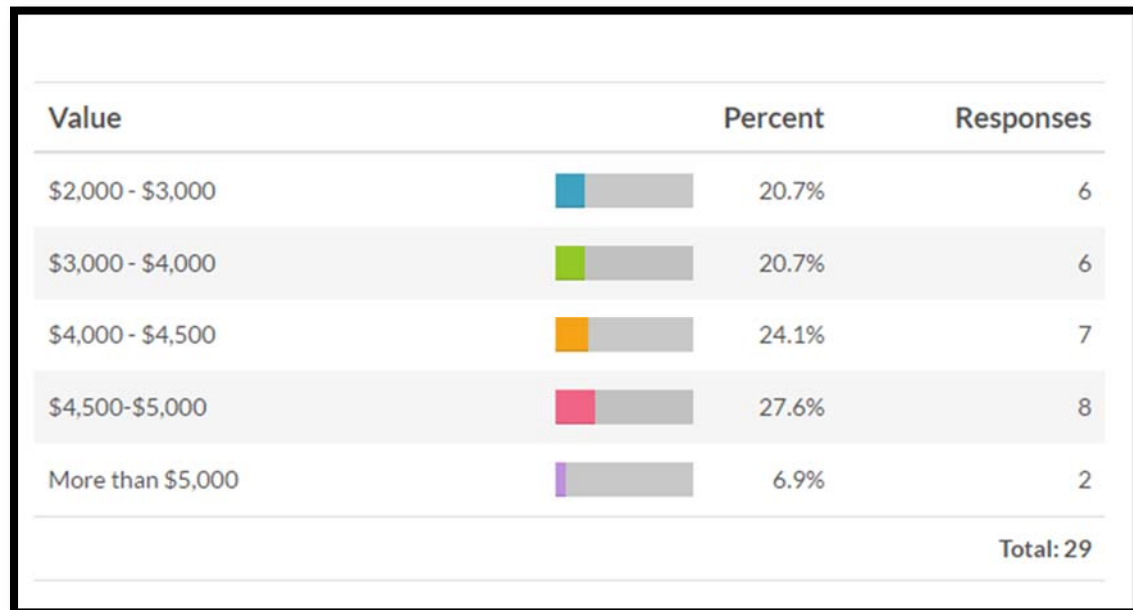
- People
  - Study Abroad Office
  - Global Ambassadors/Alumni
- Programming
  - Study Abroad Fair
  - Meet-n-Greet
- Online Resources
  - Email
  - Website
  - Program Provider assistance
- Miscellaneous
  - Course selection
  - Program Roadmap



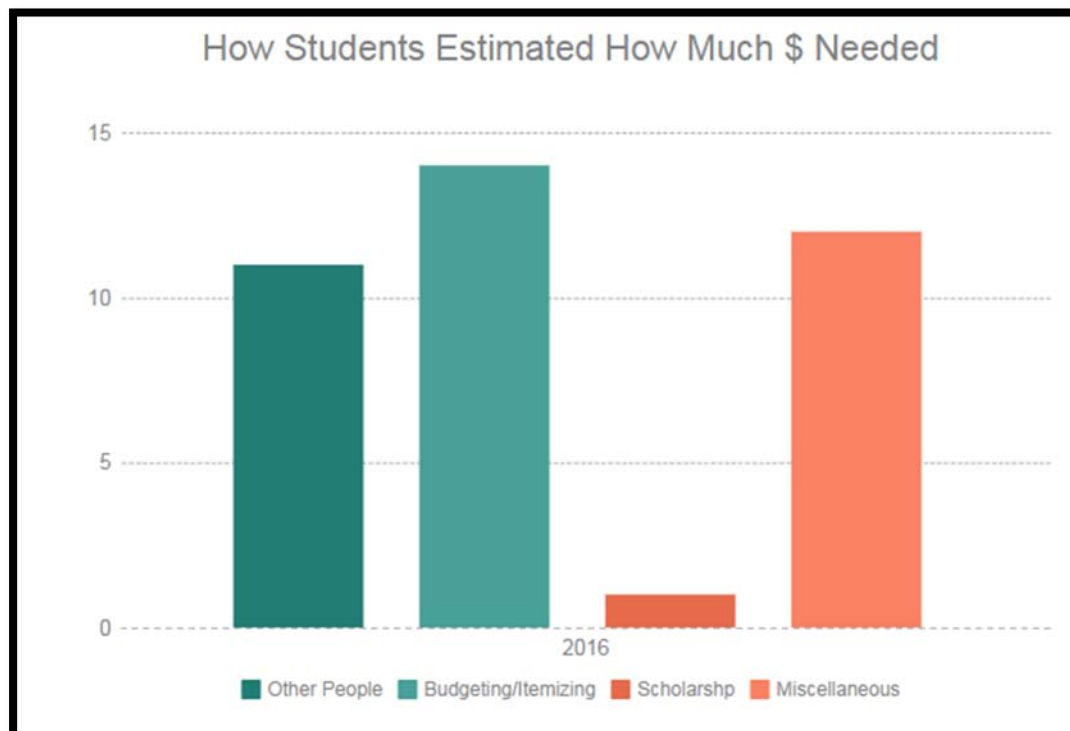
■ Study Abroad Office (55.56%) ■ Global Ambassadors/Alum (8.89%) ■ Fair (4.44%)  
■ Meet-n-Greet (4.44%) ■ Email (6.67%) ■ Website (8.89%) ■ Provider (4.44%)  
■ Course Selection (4.44%) ■ Roadmap (2.22%)

## ➤ Money and Budgeting

**Pre Study Abroad:** How much do you anticipate spending on personal expenses? (29 answered)



**Pre-Study Abroad:** How did you decide how much money you anticipate spending abroad? (38 answered)



■ Other People (28.95%) 
 ■ Budgeting/Itemizing (36.84%) 
 ■ Scholarship (2.63%) 
 ■ Miscellaneous (31.58%)

## Appendix D: Fall 2016 Study Abroad Eval Reports

**Post-Study Abroad:** How much did you spend while abroad (52 answered)

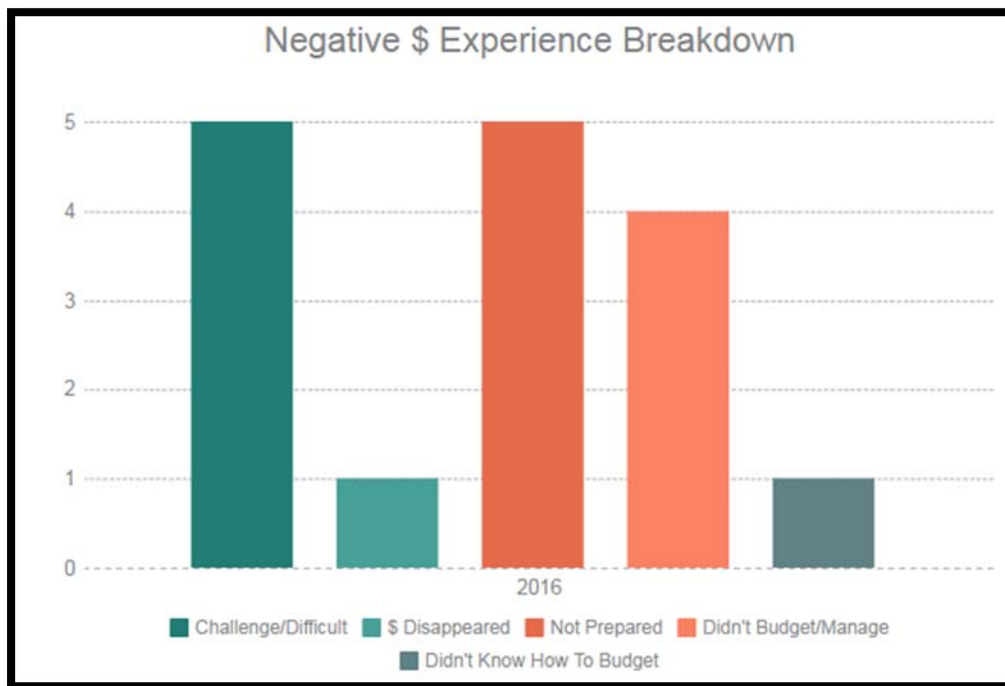
Value		Percent	Responses
Less than \$1,000		11.5%	6
\$1,000 - \$2,000		13.5%	7
\$2,000 - \$3,000		23.1%	12
\$3,000 - \$4,000		23.1%	12
More than \$4,000		28.8%	15
Total: 52			

**Post-Study Abroad:** Overall experience with budgeting and finances while abroad (52 answered)



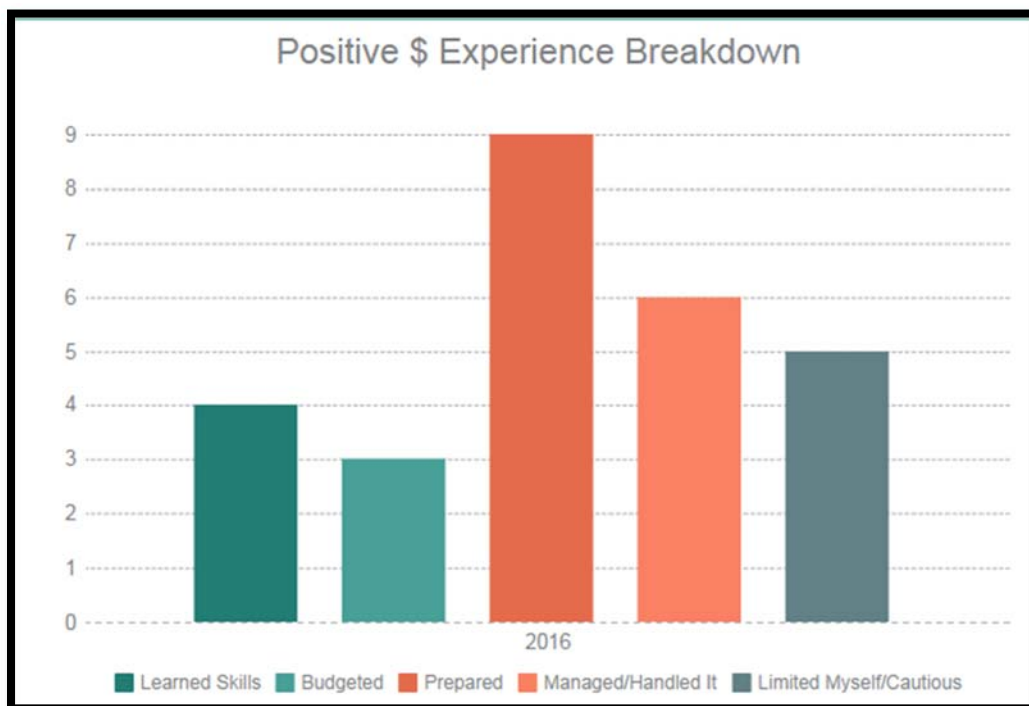


**Negative Responses: Reasoning (16 answers)**



Challenge/Difficult (31.25%)   \$ Disappeared (6.25%)   Not Prepared (31.25%)  
Didn't Budget/Manage (25%)   Didn't Know How To Budget (6.25%)

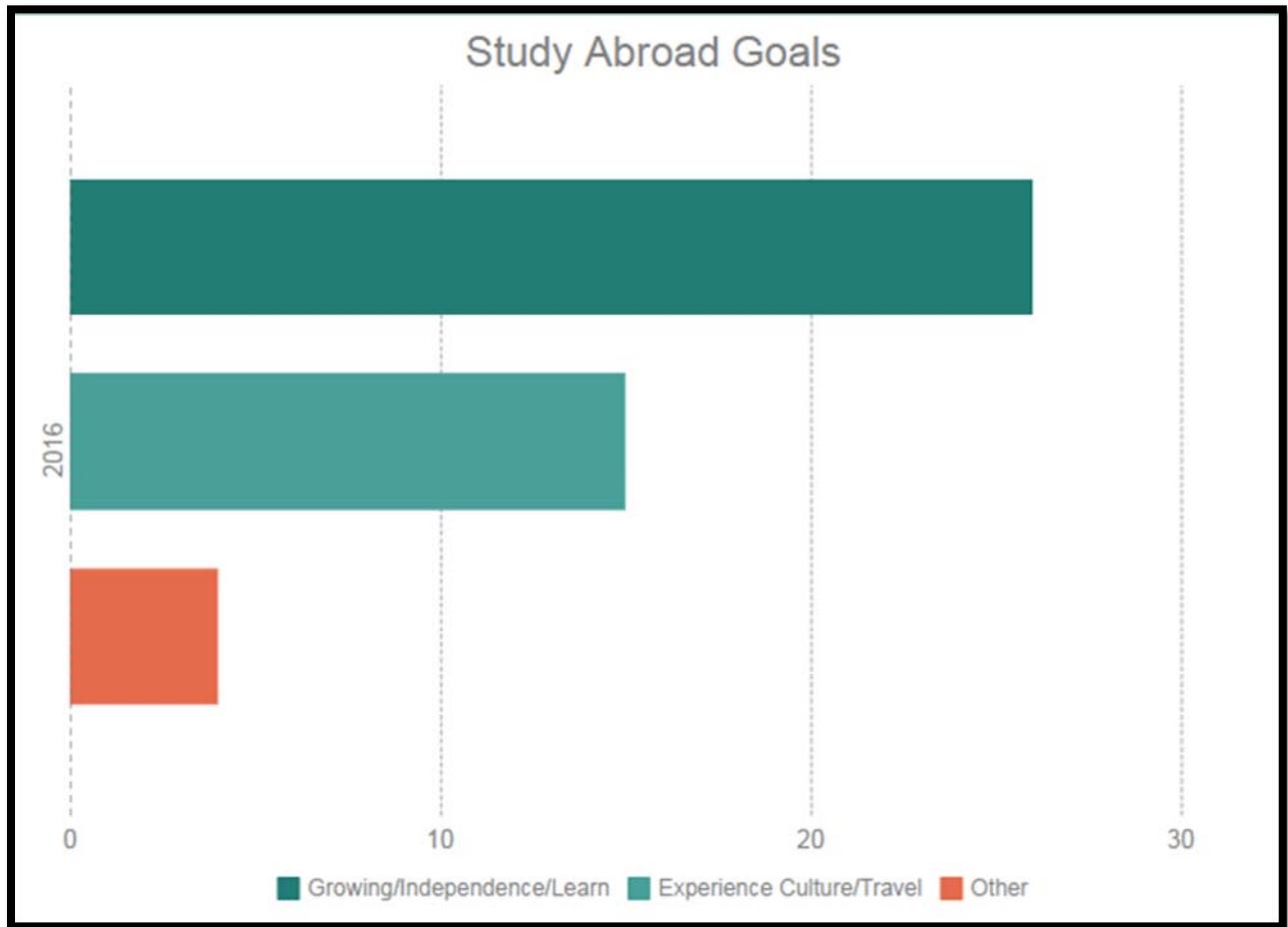
**Positive Responses: Reasoning (27 answers)**



Learned Skills (14.81%)   Budgeted (11.11%)   Prepared (33.33%)   Managed/Handled It (22.22%)  
Limited Myself/Cautious (18.52%)

## ➤ Goals

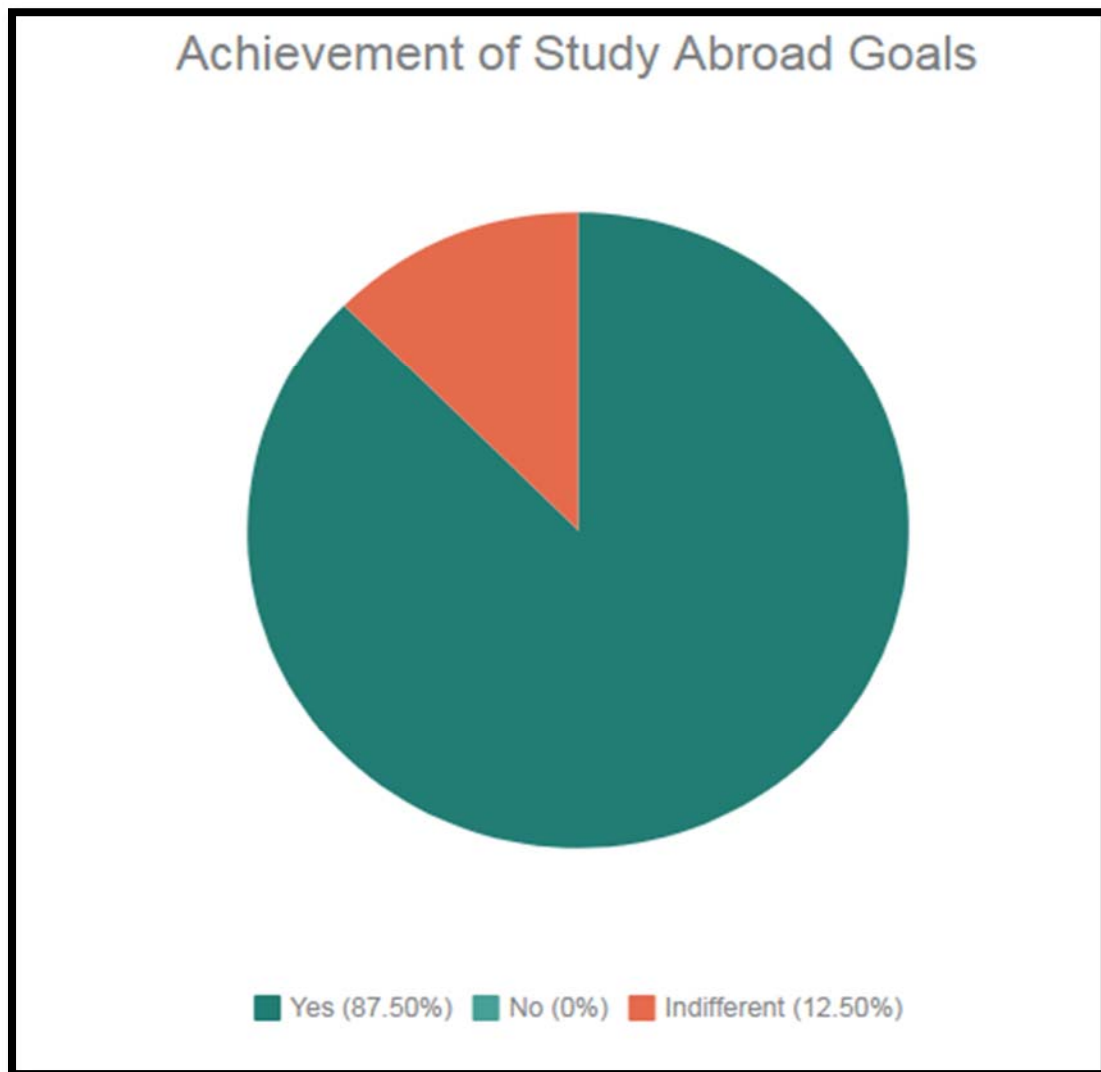
Pre-Study Abroad: What are your goals? (45 answered)



■ Growing/Independence/Learn (57.78%) ■ Experience Culture/Travel (33.33%) ■ Other (8.89%)

**\*5/45 (11.11%) mentioned advancing in their preferred industry or future career\***

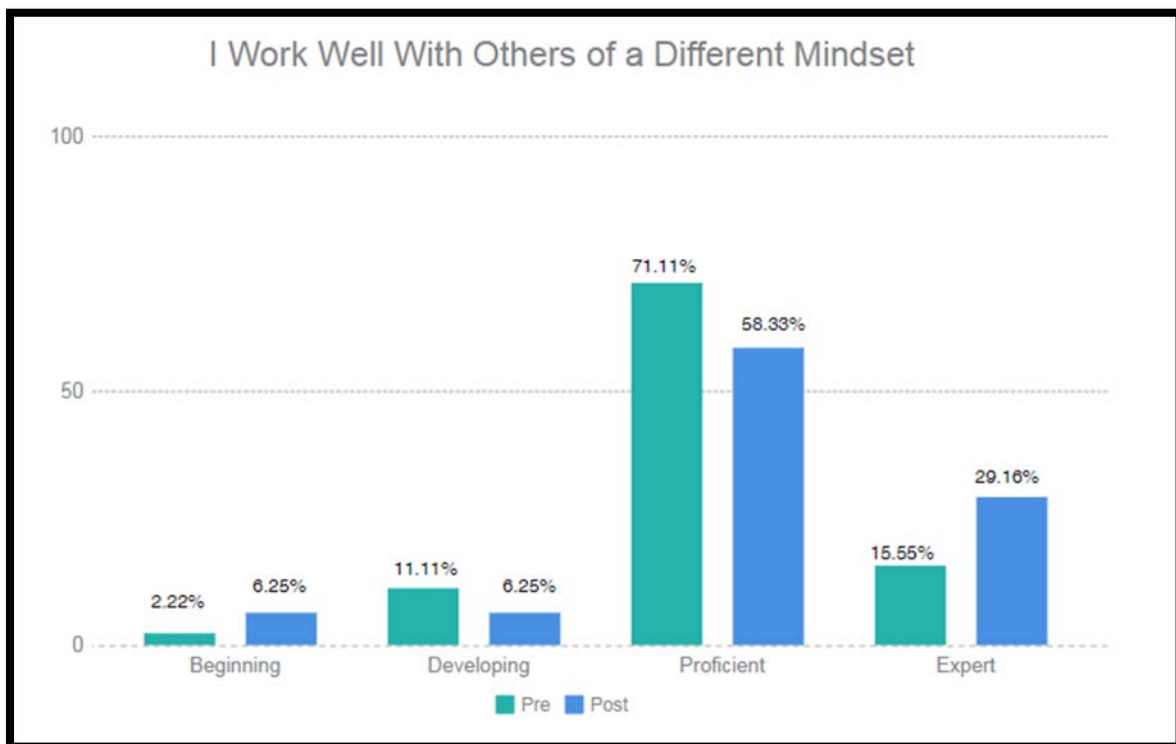
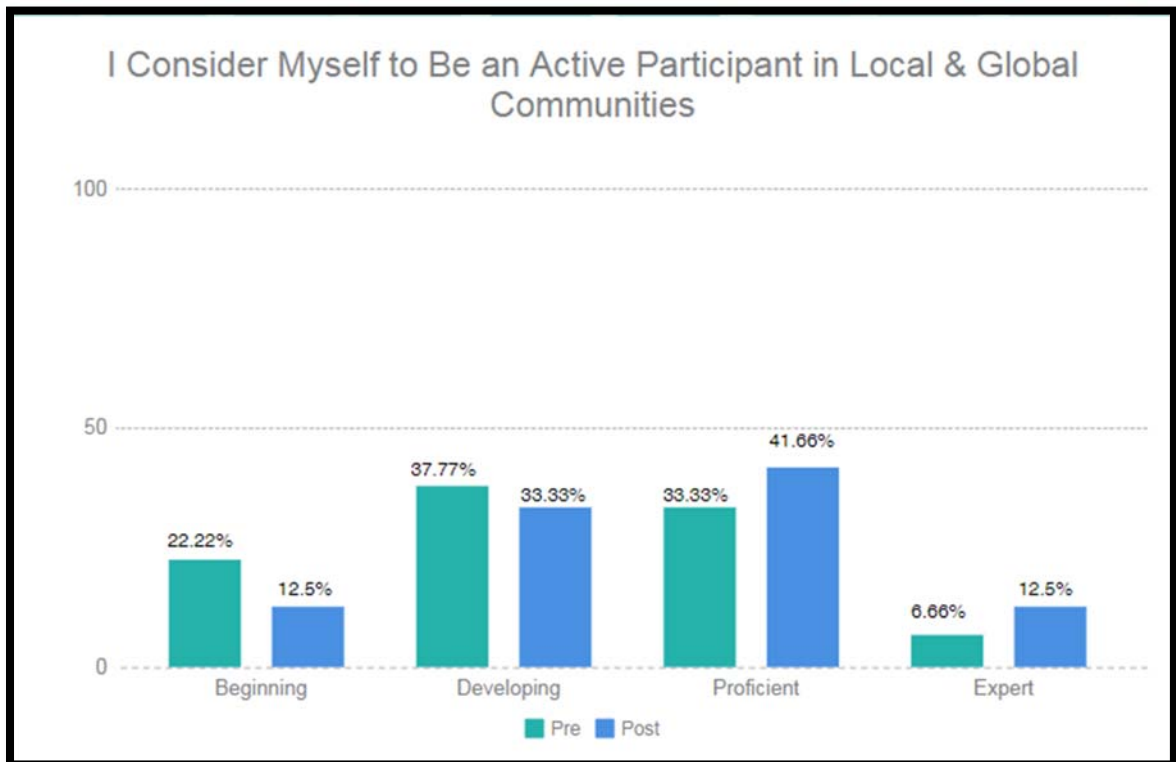
Pre-Study Abroad: Did you achieve the goals you set? (48 answered)

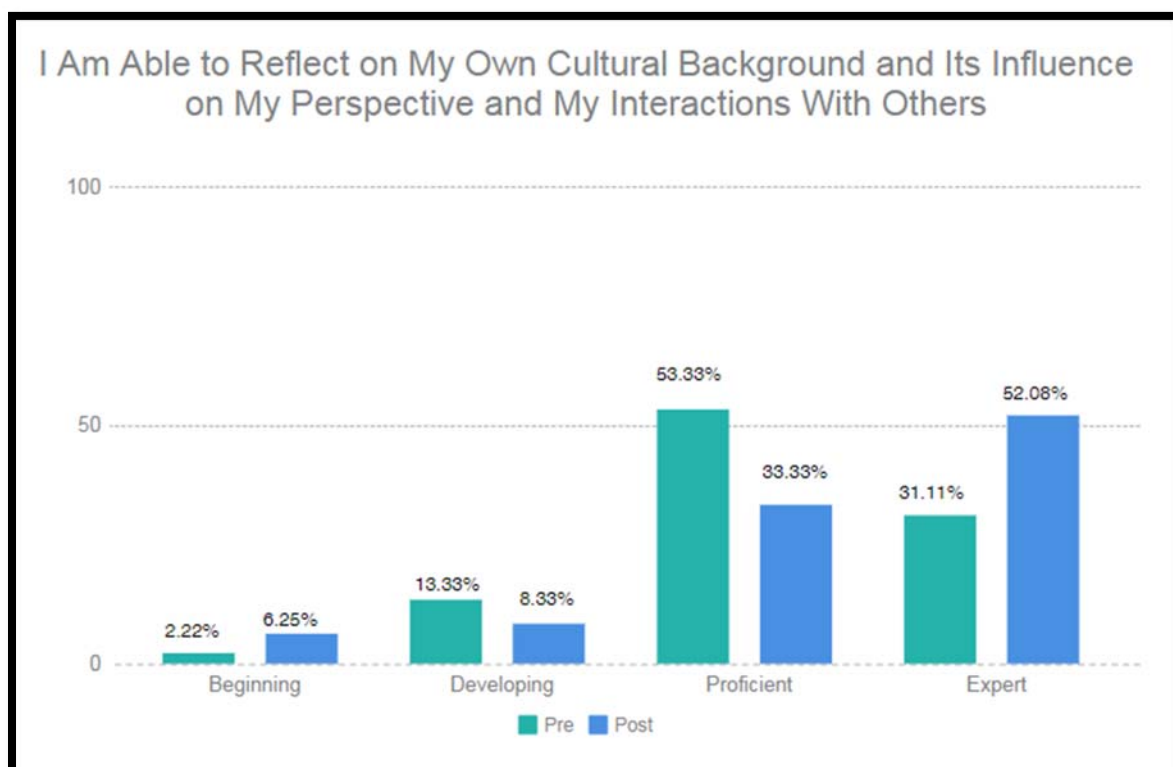
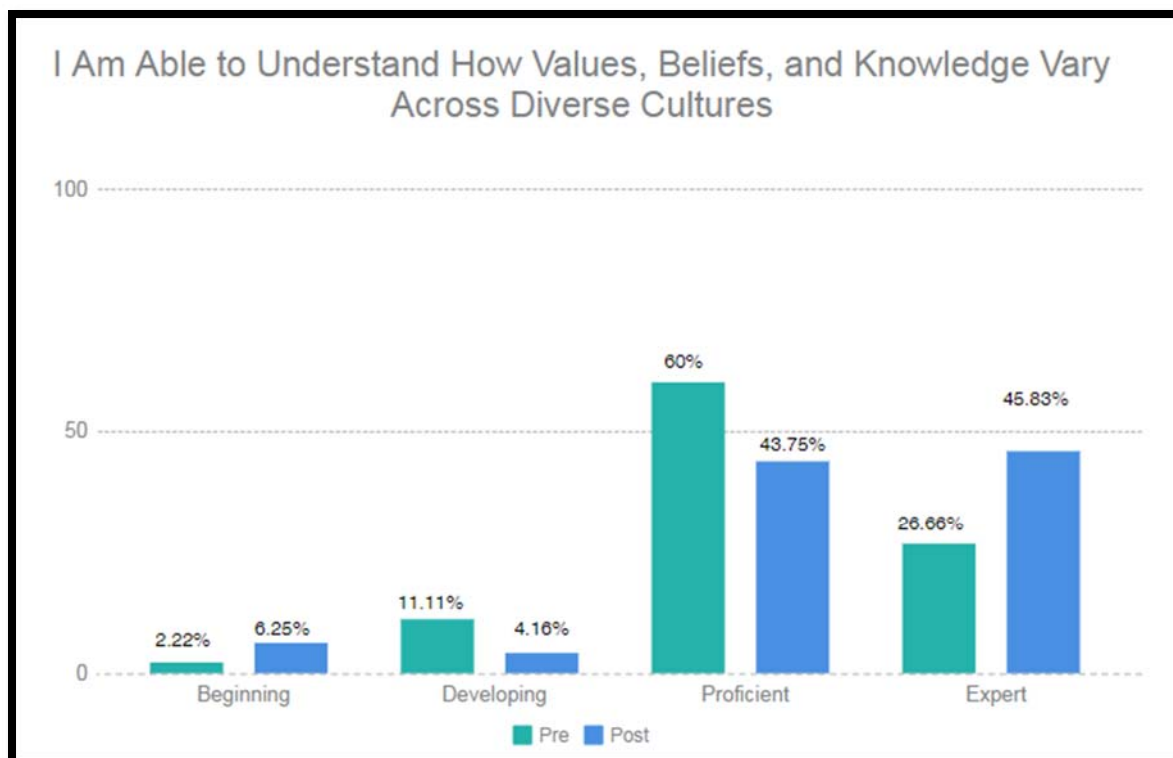


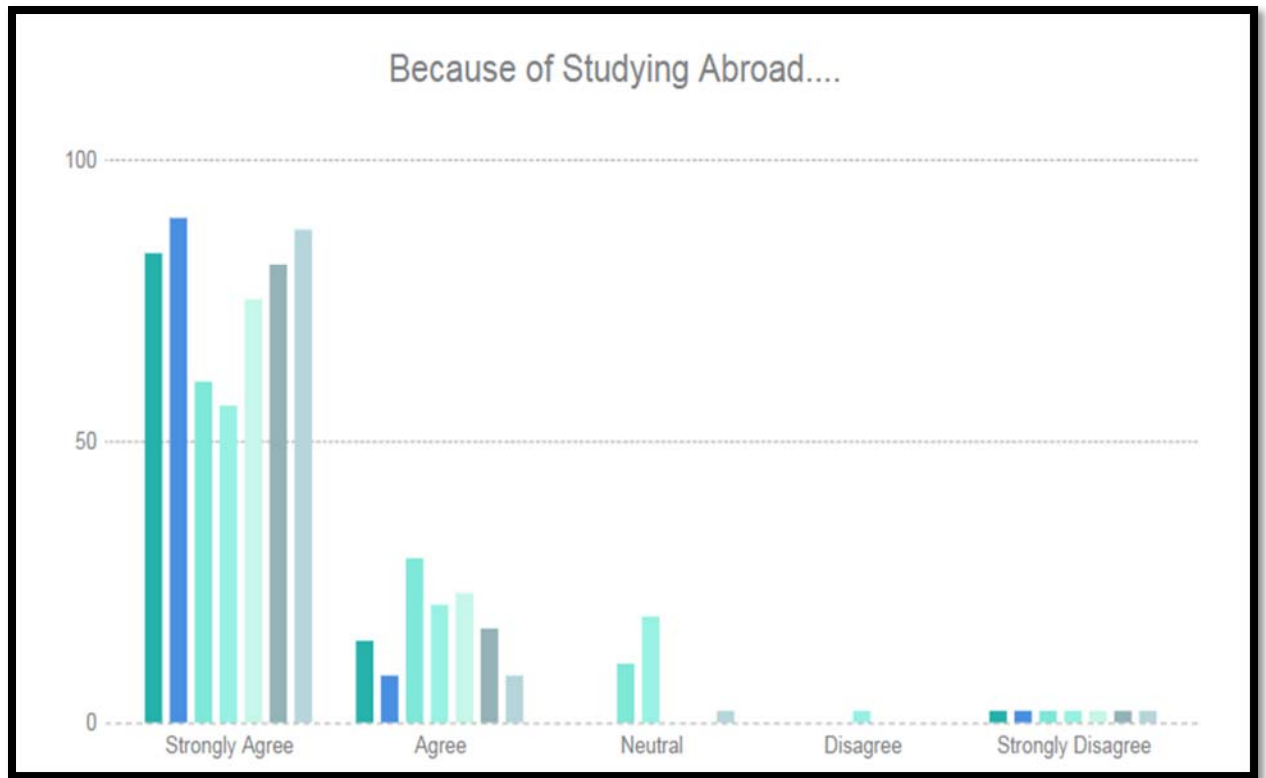
## ➤ Competence

Pre Study Abroad Responses: 45

Post Study Abroad Responses: 48







Out of 48 Responses

- Gained a better insight into myself (**Strongly Agree 83.33%**)
- Greater Sense of Independence and Self-Confidence (**Strongly Agree 89.58%**)
- Increased Interest in Social Issues and World Events (**Strongly Agree 60.41%**)
- Increased Interest in Language Learning (**Strongly Agree 56.25%**)
- Became More Receptive to Different Ideas/Ways of Seeing the World (**Strongly Agree 75%**)
- Increased my Ability to Adapt to New Situations (**Strongly Agree 81.25%**)
- Have a New Perspective on My Own Country (**Strongly Agree 87.5%**)