Amherst College

Fifth-Year Interim Report

to the

Commission on Institutions of Higher Education

New England Association of Schools and Colleges

Amherst College

Amherst, Massachusetts

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Contents

Introduction

In preparation for our fifth-year review, President Carolyn "Biddy" Martin and Dean of the Faculty Gregory Call in September of 2011 appointed a steering committee comprising themselves, the assistant dean and two associate deans of the faculty, registrar and associate registrar, director of institutional research (IR), faculty and student members of the Committee on Educational Policy (CEP), and researcher of the CEP. The members are listed below. As with our previous NEASC self-study (2008), we embedded this review in the continuing decision-making structures of the college. Because this report focuses on educational effectiveness, the CEP has particular authority by virtue of its central role in academic planning and evaluation on behalf of the faculty. The steering committee, along with representatives of the faculty executive committee (the Committee of Six), met with Dr. Barbara E. Brittingham, President and Director of the CIHE, and Dr. Patricia M. O'Brien, the Deputy Director, on December 1, 2011.

Our 2008 self-study reported on a sequence of one-year planning processes from 2002 to 2007, which focused on academic life and the creation of more diverse student body (see **Chapter I**). In the current self-study we report on the implementation since 2008 of recommendations from that process and on the launch of our comprehensive strategic planning project. It is anticipated that this effort will conclude in the spring of 2014 (see **Chapter V**). As before, we have sought broad participation by faculty and trustees in preparing this report. In December of 2011, the full faculty convened to discuss accreditation review and the need for academic departments to formulate and publicize their learning goals, to describe their assessment tools and plans, and to report on recent changes to major programs and curricula in response to assessments of learning. By May of 2012 all departments had done so and, in some cases, had made changes to programs as a result of articulating these goals (see **Table E1, Part A**). In the spring semester of 2012, under the leadership of the CEP, a revision of the college's general education goals was discussed and modified by the Committee of Six and by the full faculty. With extensive faculty input, a final set of goals was approved in May of 2012 (see **Chapter IV, Section C**).

In March of 2012 the trustees held a two-day retreat in New York City on "Enrolling and Engaging a Diverse Student Body." The meetings focused on the outcomes of our initiatives to widen admission access and to enhance academic support, as well as on our options for improving student learning. With presentations from administrators, faculty members, and Prof. David Harris, then associate provost of Cornell University and currently provost of Tufts University, the trustees examined the relation of our admission practices to student achievement and considered the prospects of further curricular, cocurricular, and academic support initiatives. The next board retreat is scheduled for June of 2013 to address strategic planning, including the CIHE's recommendations as a result of this interim review.

As in the preparations for our 2008 decennial review, we profited from Five College cooperation, since all five institutions were being evaluated within a year of one another. In the spring of 2012 we joined with representatives of Hampshire, Mount Holyoke, and Smith Colleges to discuss our various approaches to assessment and accreditation self-study. Collaboration among our administrative offices has continued fruitfully since then. Our four colleges hosted a helpful two-day visit from Dr. Barbara Walvoord, including a separate workshop for Amherst's steering committee and representatives of the incoming CEP and Committee of Six.

In the fall of 2012 representatives of the steering committee met with the CEP, the First-Year Seminar Committee, and the chairs of academic departments to discuss the next steps in assessing learning in general education and in department majors, and also met with the College Council to initiate the process of formulating learning goals for student life as part of the strategic planning process.

Chapters I, II, IV, and V of this report and the accompanying Interim Report Forms were the responsibility of a drafting team drawn from the office of the dean of the faculty, IR office, and registrar's office: Jesse Barba, Kathleen Goff, Frederick Griffiths (editor), Marian Matheson, Nancy Ratner, and Janet Tobin. The Standards review in Chapter III was compiled by that team from reports submitted by various administrative units, including Marian Matheson (Standard Two), Carolyn Bassett and Nancy Ratner (Standard Six), Gayle Barton and Bryn Geffert (Standard Seven), Jim Brassord and Rick Mears (Standard Eight), Shannon Gurek (Standard Nine), and Peter Rooney (Standard Ten).

Preliminary drafts of this report were reviewed by the Committee of Six, the CEP, and the chairs of key trustee committees: Danielle Allen (instruction committee), Brian Conway (budget and finance committee), Howard Gardner (student life committee), and the board chair, Cullen Murphy. A final draft was made available online for review and comment by all faculty, administrators, staff, and trustees.

The steering committee would like to thank the trustees and on-campus colleagues who have corrected errors and suggested improvements throughout the drafting process, and our colleagues at the CIHE who have assisted us through our self-study with clarity and patience.

Members of the steering committee:

Jesse Barba, Assistant Registrar and Assistant Director of Institutional Research
Gregory Call, Peter R. Pouncey Professor of Mathematics and Dean of the Faculty
John Cheney, Samuel A. Hitchcock Professor of Mineralogy and Geology and Associate Dean of the Faculty
Javier Corrales, Professor of Political Science
Matthew DeButts '14
Adam Gerchick '13
Kathleen Goff, Registrar
Frederick Griffiths, Class of 1880 Professor of Greek, Professor of Women's and Gender Studies, and Associate Dean of the Faculty
Adam Honig, Associate Professor of Economics
Carol Keller, Professor of Art and the History of Art
Ben Lieber, Dean of Academic Support and Student Research
Rick López, Associate Professor of History
Biddy Martin, Professor of German and of Women's and Gender Studies, and President
Marian Matheson, Director of Institutional Research and Planning
Nancy Ratner, Associate Dean of Admission and Researcher for Academic Projects
Elizabeth Scott '13
Janet Tobin, Assistant Dean of the Faculty

Abbreviations

ABC	=	Advisory Budget Committee (2008-2009)
CAP	=	Committee on Academic Priorities (2004-2005)
CAS	=	Committee on Academic Standing
CBL	=	Community-based Learning
CCE	=	Center for Community Engagement
CEP	=	Committee on Educational Policy
CLA	=	College Learning Assessment
CMS	=	Content Management System
CPR	=	Committee on Priorities and Resources
COFHE	=	Consortium on Financing Higher Education
DAR	=	Department Activity Report
FCAFA	=	Faculty Committee on Admission and Financial Aid
Five Colleges	=	Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts
FTE	=	Full-time Equivalent
FYS	=	First-Year Seminar
IR	=	Institutional Research
NSSE	=	National Survey of Student Engagement
SPSC	=	Strategic Planning Steering Committee
TAP	=	Teaching and Advising Program

"Writing intensive" courses are designed to meet the needs of students whose secondary education did not adequately prepare them for writing at Amherst.

"Writing attentive" courses can be offered in any discipline if they include the improvement of students' critical writing as a conscious and stated objective.

"Intensive" courses in the natural sciences and mathematics are sections of introductory courses that provide additional instructional time and attention to meet the needs of students whose secondary education did not adequately prepare them for work in the class.

Chapter I: Institutional Overview

Amherst College is an independent, residential, highly selective liberal arts college, which enrolls some 1,800 students with the goal that, in the words of our mission statement, "they may seek, value, and advance knowledge, engage the world around them, and lead principled lives of consequence." Our mission of bringing together "the most promising students, whatever their financial need" was recently reaffirmed in a period of financial uncertainty. At all levels, the campus community is consultative, consensus driven, and distinguished by the broad sharing of responsibility, including that of students "for undertaking inquiry and for shaping their education within and beyond the curriculum" (mission statement). In reaffirming the value of educational self-determination for students, the faculty has recently focused on its own responsibilities in advising and in defining learning goals.

Administratively we are in a period of transition. President Martin took office in 2011, and Cullen Murphy took office as chair of the board of trustees in 2012. The college's first provost, Professor Peter Uvin, academic dean of Tufts University's Fletcher School of Law and Diplomacy, has recently been appointed, and will take office in the summer of 2013. Searches are currently under way for the continuing positions of dean of students and of chief financial and administrative officer (formerly, treasurer).

President Martin is leading a transition from a decade-long cycle of planning initiatives and implementation—mainly concerning curriculum, pedagogy, and admission—to the comprehensive strategic planning effort described in **Chapter V**. To recapitulate that history, starting in 2002 the college began a progression of essentially one-year initiatives in planning and evaluation with active participation by all faculty members and all trustees:

- 2002-2003: Special Committee on the Amherst Education (SCAE): writing and quantitative skills, academic support for less well-prepared students, and institutional research;
- 2003-2004 (with some continuations): faculty working groups on writing, quantitative literacy, global comprehension, experiential learning, and the arts;
- 2004-2005: Committee on Academic Priorities (CAP): curricular innovation, expansion of the faculty, support for research, broadening admission access;
- 2006-2007: adoption of the college's first mission statement;
- 2007-2008: self-study for decennial review by the Commission.

This interim report describes the implementation of plans formulated in that extended process, chiefly the recommendations of the CAP as approved by the faculty in 2006. That implementation was just beginning when we reported to the Commission in 2008.

Important outcomes of the CAP and resultant initiatives include:

- Articulation of the learning goals for the First-Year Seminars (FYS), followed in 2012 by articulation of the goals for general education and all majors (**Table E1, Part A**);
- A major commitment of institutional resources to replacing loans with grants, admitting international students "need blind," and increasing their numbers to 9% of the student body (**Data Form 6: Financial Aid, Debt**);
- The expansion of the student body from 1700 to 1800 (**Data Form 4.2**);
- Increased instruction and academic support in writing and quantitative reasoning;
- The beginning of a significant expansion and diversification of the faculty to foster curricular innovation and close attention to student learning (**Data Forms 5.1 and 5.2**);
- The creation of four interdisciplinary programs with majors: architectural studies, biochemistry and biophysics, environmental studies, and film and media studies;
- Enhanced curricular and cocurricular involvement with local communities through the Center for Community Engagement (CCE);
- New opportunities for faculty to collaborate on pedagogy and advising through the Teaching and Advising Program (TAP) and annual workshops;
- Increased support for faculty research and development, including assured full-year sabbaticals for assistant professors at full compensation, and full compensation for tenured faculty upon application for a Senior Sabbatical Fellowship.
- Strengthening of the Committee on Educational Policy (CEP) in overseeing the curriculum;
- Improved capacity in institutional research and assessment, and in integration of evidence with decision making.

These innovations mark a change in college culture. Before 2002 there had not been any successful college-wide academic planning since the creation of the "open curriculum" in 1970, other than adjustments to the required seminars for new students (currently FYS). After the decade-long cycle of planning and implementation described above, we can claim stronger coordination in addressing the changing needs of students both through curricular innovation and through heightened attention to student learning.

In terms of curriculum, a heartening overall outcome is that, though we plan and change slowly, we stick to our commitments, since those who propose new programs also implement them. For example, the faculty members who advocated and investigated experiential learning from 2004 onward now support the thriving programs of the CCE and help to staff the thirty community-based learning (CBL) courses. Similarly, the investigation by faculty working groups of new interdisciplinary directions has led to the launch of the four new programs listed above, which are staffed by members of fifteen existing departments. Amherst's democratic, department-centered, and mandate-resistant culture had in earlier decades been resistant to change but has in the last decade shown a strong capacity for innovation through cross-departmental initiatives to advance central learning goals.

We have also advanced the perpetual project of understanding the learning needs of the "new" student body, which is more diverse, international, and nontraditional than ever before. The concerned faculty members who from 2002 onward diagnosed weaknesses in writing and quantitative instruction and who researched best practices in peer institutions now teach the "intensive" writing and quantitative courses for less well-prepared students and participate in the hiring of faculty colleagues who come with graduate training in these pedagogies. Academic departments have stretched themselves to grow not only at the advanced level in supporting student research in capstone projects and seminars, but also in improving access to students from all backgrounds, or, as the SCAE envisioned in 2003, in making the open curriculum truly open to all. To reach both underserved and majority students, we have focused attention and resources on "high-impact" educational activities, such as those listed by the Association of American Colleges and Universities in its 2007 report, *College Learning for a New Global Century.* These include first-year seminars, CBL, student-faculty research, experiences with diversity, study abroad, internships, and capstone courses and projects. Of "writing intensive" and "writing attentive" courses, there are now more than two-hundred each year—more than a quarter of all courses offered. Every student has multiple "high-impact" activity options in every college year.

There are also areas where we have increased our planning capacities in ways not imagined in 2008. Through a broadly consultative process, our management of financial resources allowed us to weather the downturn of 2008 and subsequent budget cutting with no retreat on mission or decline in morale. Despite the downturn, we have planned and launched the construction of the 220,000 sq. ft. science center, to be completed in 2017 – a project that has called for an unprecedented level of coordination of faculty and administrators with architects, engineers, IT specialists, and our financial management team.

As we turn to the future, we realize the limits that this recent growth and innovation have revealed in our capacity to plan, evaluate, and administer. As is discussed in **Chapter V**, we have therefore launched a strategic planning project, which will articulate our priorities and aspirations for the next two decades and which will strengthen our planning and evaluation in four areas—student life, curriculum and pedagogy, financial modeling, and facilities—in ways that will be overseen by the newly created office of the provost. While the agenda for the strategic planning project must remain open, the current self-study leads us to single out three priorities for action within the next five years: (1) the reorganization and reconceptualization of student life, (2) support and assessment of student learning, and (3) faculty diversity. In many ways, these concerns all relate back to the driving question that motivated the SCAE in 2002: How can we meet the changing needs of an extraordinarily talented and diverse student body who are given substantial responsibility in shaping their own education? We now know better than in 2002 the limits of what any one unit can do when acting in isolation.

We have welcomed the year-long process that led to this report as a chance both to take stock of our progress over the last five years and to begin the process of envisioning the next twenty.

Chapter II: Areas of Special Emphasis

In February 2009 the Commission asked that this report address six areas of special emphasis:

1. *Advancing an ambitious institutional agenda in a time of likely significant constraints on financial resources.*
2. *Reaching a constructive conclusion on the recommendations of the Committee on Academic Priorities, particularly in the areas of writing and quantitative skills.*
3. *Defining with more clarity the purposes of the first-year seminar.*
4. *Evaluating student learning beyond the class and department level as a cumulative general education achievement.*
5. *Improving the clarity on the ideal distribution across categories of courses that a student might be advised to pursue.*
6. *Monitoring the workload required by faculty committees, particularly the Committee of Six, to ensure that it not interfere excessively with teaching commitments and professional development.*

Note: *Special Emphasis Four* on e*valuating student learning* is deferred to **Chapter IV, Section C**, so that it may be incorporated into a comprehensive discussion of learning assessment.

1. *Advancing an ambitious institutional agenda in a time of likely significant constraints on financial resources.*

Description: Despite the financial downturn that began in October of 2008, the college has by and large implemented the agenda described in our self-study of January of 2008. We have increased financial aid, primarily in the form of grants, by 35% from FY 2009 to 2012, with a reduction of students' reliance on private loans of 44% for the same period (**Data Form 6: Financial Aid, Debt**). We have also increased support for sabbatical leaves, and, after a delay, begun increasing the size of the faculty (**Data Form 5.3)**. Belt-tightening, a successful fundraising campaign, and recovering markets have allowed us to sustain core commitments without the frills and to begin vital capital projects. We proceed now with greater caution about financial sustainability and with enhanced structures for college-wide discussion of priorities.

Chronology: The ambitious recommendations of the Committee on Academic Priorities (CAP), approved by the faculty and trustees in the spring of 2006, were just being implemented when we reported to the Commission in 2008, shortly before the downturn. Early in 2009, another select committee was appointed, the Advisory Budget Committee (ABC), comprising faculty, staff, students, administrators, and trustees. Its recommendations were approved by the trustees in August of 2009.[1] Though the ABC occasioned debate both in its inception and in the adoption of its recommendations, the process of broad consultation proved to be credible and

[1] ABC report: https://www.amherst.edu/media/view/119548/original/ABC+Report+FINAL.pdf.

effective. The burden of downsizing, though done without terminations, was felt by staff members in some units. However, as a result of the ABC process, the staff's representative body was reorganized as the Employee Council, which now has two voting seats on the Committee on Priorities and Resources (CPR).

With prudent financial management, economies on non-instructional services, and the vigorous support of alumni for the $425-million comprehensive campaign (which has now reached $446 million), the priorities for financial aid were maintained and academic innovation continued unabated. To maintain institutional momentum through the downturn, the trustees authorized a temporary increase in the maximum approved spending rate of 5% on the endowment, though 5% was in fact never exceeded. The greater hardships endured by neighboring institutions provided a reality check, and the community's sense of common purpose and progress sustained itself well. On June 30, 2012, endowment assets totaled $1.6 billion and were approaching their pre-recession levels (**Data Form 9**).

The area of most significant retrenchment – in undertaking new capital projects – did not figure in the CAP process. The most pressing capital projects – replacing the science center, expanding office capacity, and renovating and expanding dormitory space – have now been undertaken. Together, these constitute the largest capital project in the college's history. Other major projects have been postponed (see **Chapter III**, ***Physical and Technological Resources*)**.

<u>Meeting the CAP goals</u>: The CAP was the most extensive planning exercise in the college's history. Apart from a delay in the expansion of the faculty, partly caused by a wave of retirements, the central goals have been met and, in some cases, surpassed. The particulars of implementation are indicated in parenthesis:

<u>Goals fully met</u>:

- Broader admission access by replacing loans with grants, enhancing recruitment of lower-income students, increasing the number of international students and admitting them need-blind, and increasing the size of entering classes (**Data Form 6: Financial Aid, Debt**);
- An assured fourth-year leave at 100% of salary for assistant professors and the availability of leaves at 100% for all tenured faculty who submit acceptable research proposals for review by the faculty executive committee (Committee of Six);
- More resources and staff time to support faculty development in pedagogy *(→ through the Teaching and Advising Program (TAP), writing center, academic technology services, research and instruction department of the library, First-Year Seminar (FYS) program workshops, Center for Community Engagement (CCE), and Mead Art Museum)*;
- Permanent funding of the Amherst Academic Interns;
- Enhanced support for community service and internships *(→ through the CCE)*;
- Requirement of a "writing attentive" course for all students *(→ the required FYS course was designated as "writing attentive" in 2009)*

<u>Partly met</u>:

- Expansion of the faculty by approximately 10% *(→ CAP priorities have been used from 2007 onward in allocating new faculty positions; net expansion beyond retirements commenced in AY 2011-2012)* (**Data Form 5.1**);
- Evaluation of all faculty in all classes *(→ periodic self-evaluation of senior faculty was approved by the faculty in 2007; to be reviewed by the CEP in the spring of 2013)*
- Sponsored research officer *(→ after an unsuccessful hire, the function was absorbed by the office of foundation and corporate relations and the dean of the faculty's office, with expanded programming and outreach).*
- Need-based support for summer language study *(→ a few fellowships are funded by endowed funds)*

Appraisal: The fulfillment of the CAP goals is universally well regarded. Despite some faculty concern about the long-term sustainability of our commitments to financial aid, the student body's cultural and socioeconomic diversity has become central to the college's identity. The CAP's strategy of leveraging curricular innovation and faculty diversification by means of new full-time equivalent (FTEs) tenure-track positions, whole or fractional, has succeeded beyond expectations in that it has prompted related innovations not incentivized by new FTEs:

- The "intensive" sections in writing and quantitative areas (for less well-prepared students) have proved their worth to the point that departments generate them without the award of new FTEs. Chemistry received .25 FTE for an "intensive" section and, after successful experimentation, now offers such sections for the first four courses in the introductory sequence.
- The FTEs designated for interdisciplinary projects supported the development of the environmental studies program (1.75 FTEs); comparable initiatives (architectural studies, biochemistry and biophysics, and film and media studies) have subsequently emerged from existing departments by reconfiguring existing positions.
- Though a complementary process not anticipated by the CAP, much of the desired curricular innovation has been achieved quickly and efficiently through the hiring of now highly regarded learning specialists in the writing center, academic technology services, library, Mead Art Museum, and CCE.

Similarly the two FTEs allocated for allowing departments to "borrow" an FTE (against a future retirement) to make an opportune hire to diversify their staffs have already been used, returned, and used again in ways that have stimulated greater creativity in recruitment and hiring. In sum, in terms of strengthening instruction in core learning capabilities, supporting new programs, and diversifying the faculty, we are on schedule to achieve the CAP's goals, though in some areas through unanticipated means. We believe that the college can show a reasonable record of success in implementing planning, as per *Planning and Evaluation,* 2.4. At the same time, the difficult but productive ABC process of 2009 has increased our discipline in using "realistic analyses of internal and external opportunities and constraints" (*Planning and Evaluation*, 2.2).

Projections: With critical attention to our financial models, the strategic planning project will reconsider and update the CAP recommendations with a more comprehensive view of all aspects of a residential college.

2. *Reaching a constructive conclusion on the recommendations of the Committee on Academic Priorities, particularly in the areas of writing and quantitative skills.*

Overview: Writing and Q-skills will be handled separately below. Both areas will be addressed by the strategic planning project. Three crucial developments not foreseen by the CAP bear on both areas:

- Learning goals: Both "written expression" and "quantitative reasoning" have been formally adopted as general education learning goals by the faculty (May 2012), as well as by departments as goals for majors (see **Table E1, Part A** and **Chapter IV, Section C**).
- Administration: As recommended by the academic support task force of 2008-2009, the position of dean of academic support and student research within the dean of the faculty's office has been created to supervise support services and "intensive" courses.
- Student interest: Instruction in writing and Q-skills, once viewed as "remedial" by our sophisticated students, is now much sought-after as a key to valuable and transferrable skills. "Intensive" courses tend to be over-subscribed.

Writing skills

Description: In a modified form, the CAP's call for enhanced writing instruction has been met and surpassed, but with growing awareness of how much needs to be done. The shift to greater intentionality about writing skills is now felt across the curriculum.

The CAP recommendations for a required "writing attentive" course for all students was implemented in 2009 by designating the required FYS course as such. Moreover, in AY 2012-2013 more than two-hundred courses are designated as "writing attentive." Beyond what the CAP foresaw, there are in AY 2012-2013 six "writing intensive" courses for students in need of more help with fundamental capacities. These six sections have sufficient places to respond to the estimate of the Special Committee on the Amherst Education (SCAE) in 2003 that 10-15% of incoming students need such attention. We have an effective screening system for new students' writing skills in that, by faculty vote, FYS instructors have the responsibility of determining which students are in need of "intensive" courses in following semesters.

Of the recommended allocation of two FTEs to support writing instruction, 1.5 have been allocated: two one-quarter FTEs to departments that have agreed to teach "writing intensive" courses, and two half FTEs to support half-time service by senior faculty members to direct the writing center. The dean of academic support also teaches two "writing intensive" courses.

II. Areas of Special Emphasis

The problem of coordinating writing instruction across the curriculum has been addressed by a complete reorganization and expansion of the writing center under the direction of two senior faculty members. The center has been moved administratively from the dean of students to the dean of the faculty. A staff of professional writing specialists with advanced degrees has been appointed in place of the student peer tutors. The center has been given a prominent location on the central quadrangle in the largest of the first-year dorms, which was recently remodeled. Funding for the center has increased five-fold since the SCAE red-flagged Amherst's support for writing in 2003. The center offers tutorials and instruction at all levels, from grammar, mechanics, and ESL up to senior-thesis work, with theses accounting for a quarter of spring appointments. In addition, the directors conduct a semester-long faculty seminar in writing pedagogy, which nearly one-third of tenure-line faculty have by now attended. A co-director of the center coordinates the annual two-day May workshop for FYS instructors.

The long-standing summer science program for less well-prepared incoming students has been paralleled since 2009 by a summer humanities and social science program. Both emphasize the development of writing skills and introduce students to the services of the writing center.

Appraisal: There is substantial indirect evidence that these efforts have been fruitful. Fewer Amherst students claim to have received no writing instruction (just 1% of graduating seniors in the most recent COFHE survey in 2011, compared to about 10% in 2004). The percentage of students describing their writing skills as "above average" is now steadily increasing with each year at the college from 52% of all students in their first year to 63% of seniors. The percentage reporting "excellent" skills has been rising with each year from 10% of those in their first year to 35% in their senior year; overall 98% now report solid skills by graduation.

Evidence that these improvements have resulted from greater attention to writing pedagogy comes from the students' own assessment of writing instruction: In 2004, 51% students reported that writing instruction at the college ranged from non-existent to merely competent; in 2011, just 3-4% assessed writing instruction as non-existent or poor. At the other extreme, in 2004, 48% reported that writing instruction was "above average," or "excellent," compared to 70% in 2011, when fully 83% of seniors expressed satisfaction with writing instruction.

Some of these improvements can be tied to changes in the FYS program: In the 2012 FYS survey, 78% of students reported receiving helpful comments on their writing from their seminar instructors, and the great majority associated improvements in their writing skills directly to participation in the seminar; just 10% thought their writing had not improved after the seminar.

The shift toward greater intentionality in writing instruction noted in our self-study of 2008 has continued. New colleagues join the faculty with far more training in writing pedagogy than in earlier generations, and departments incorporate writing and research skills into their major programs with increasing explicitness. For example, all of the quantitative and natural science departments, save one, declare writing to be a central learning goal (e.g., neuroscience expects its majors "to write clearly, concisely, and gracefully") (see **Table E1, Part A**). Writing is assessed by departments in thesis and capstone projects, resulting in adjustments to major requirements and course offerings, as is discussed in **Chapter IV, Section C.2.b**.

In sum, we have reached a "conclusion" to the CAP's recommendations on writing only in the sense of experiencing a profound change in institutional culture. For this change we have strong indirect evidence that is consistent across multiple measures. With the support of the writing center, we have found coherent strategies for improvement across the curriculum and, in the FYS program, a system for identifying students in need of particular attention.

Projections: We will continue to give central attention to writing instruction in the creation and labeling of courses and in hiring new colleagues. Under the direction of the dean of the faculty and the IR director, a pilot portfolio project to evaluate direct evidence of student learning across disciplines and a separate pilot project with FYS instructors to explore the dynamics of learning in the first college semester will report in two years (see **Chapter IV, Section C.1.b**).

Quantitative reasoning

Description: The CAP recommendations and the projections in our 2008 self-study involve multiple goals. We have surpassed some of these goals and are approaching others, but have also deferred action on some in ways that need to be addressed. Below, we address three areas:

- <u>Curricular development and student response</u>: The extent of interdisciplinary innovation in the sciences and mathematics has exceeded expectations, as has the sharp uptick in enrollments.
- <u>Support for less well-prepared students</u>: We have made good progress in improving course design, advising, and academic support, though growing demand poses challenges. We continue to evaluate initiatives and to respond to ineffective ones.
- <u>Q-reasoning as a general education goal</u>: Until the faculty's revision of learning goals in May of 2012, the conversation had faltered, in part because of the urgency of science center planning and the focus on departmental efforts. The "quantitative reasoning" keyword has helped to identify social science courses that address these skills.

<u>Curricular development and student response</u>: Initiatives under development in 2008 have come to fruition. In its first two years, the biochemistry and biophysics major (with faculty from biology, chemistry, and physics) has flourished, attracting more than a score of majors to a rigorous program that requires some thirteen science and mathematics courses. Begun in 2008, environmental studies (with faculty from biology, chemistry, geology, mathematics, physics, as well as the humanities and social sciences) has become the seventh largest major in the college.

Like peer institutions, we are experiencing stronger interest in quantitative and scientific areas. Enrollments have increased for a number of reasons: changes to the pre-med requirements; requirements in some new majors (e.g., statistics for environmental studies); the popularity of economics courses (more than half of graduating students have taken the introductory course, ECON 111); and sustained interest in the psychology major, with its statistics requirement. Moreover, the introductory statistics courses in the mathematics department have grown steadily from thirty-five students in 2006-07 to 134 in 2011-12. Introductory calculus has risen over the same period from 336 students to 517; the higher-level math courses have increased enrollments from 586 to 956. While the number of students who have taken no quantitative course, or just one, has remained steady over the last decade at around 15%, the number of students taking ten or more courses has increased from one-third to one-half of the class:

	Number of Quantitative Courses Attempted							
Class of:*	Zero	One	Two to Three	Four to Six	Seven to Nine	Ten Plus	Total Grads	Avg. Quant. Courses
2003	6%	11%	19%	20%	11%	34%	408	7.4
2004	4%	6%	24%	19%	8%	38%	417	7.8
2005	5%	9%	22%	18%	8%	39%	393	7.9
2006	9%	10%	19%	13%	9%	40%	402	7.9
2007	9%	12%	18%	12%	11%	38%	394	7.5
2008	4%	8%	20%	16%	8%	44%	422	8.8
2009	5%	8%	14%	16%	13%	45%	400	8.8
2010	5%	10%	18%	17%	11%	39%	411	8.2
2011	7%	10%	19%	14%	10%	40%	462	8.4
2012	6%	9%	14%	13%	9%	49%	424	9.6

(These figures include economics and quantitative courses in psychology, as well as science and mathematics; for the breakdown by divisions, in which economics and psychology are separated from science and mathematics, see the table in **Chapter IV, Section C.1.b**.)

<u>Support for less well-prepared students</u>: Of the 2.5 expansion FTEs recommended by the CAP to support the increase in courses with a Q-reasoning component, one was allocated to mathematics for statistics, and fractional FTEs were allocated to chemistry, biology, and economics to allow new appointments in exchange for a commitment from the department to teach "intensive" courses. (The obligation is on the department to teach the courses with its extra capacity, not on the new hire.) The CAP's conclusion that increased staffing is crucial to addressing the quantitative capabilities of an increasingly diverse student body has been confirmed in detail by self-studies and external reviews in chemistry (2010) and mathematics (2012). In terms of hiring to foster Q-skills, we are well ahead of our 2008 projections. The mathematics department is currently searching for a third statistician and a second applied mathematician, and has hired a lecturer to address the needs of less well-prepared students.

In devising courses to address the needs of underprepared students, we have confirmed that "close colloquy" (mission statement) is key, and have accordingly continued to devote significant faculty resources to class size. We have also learned how differently the "intensive" dimension needs to work in different disciplines:

- Calculus: With good results, mathematics continues to offer "intensive" sections of introductory calculus (MATH 111) (replacing the fourth hour with a 90-120 minute group project session based on Uri Treisman's problem-based pedagogy), as well as MATH 105 + 106 (a two-semester version of Math 111). In all, there are three paths through introductory calculus, as well as an advanced course (MATH 112).
- Chemistry: As a preparation for science and premedical study, a joint biology-chemistry course (CHEM 131, "Chemical Basis of Biological Processes") for first-year students fosters the Q-skills needed for further study. "Intensive" sections of the two semesters of introduction (CHEM 151 and 161) proved to be effective and, when transcript analysis revealed that some successful introductory students were faltering in advanced courses, "intensive" sections and additional office hours were added for the two semesters of organic chemistry. The department developed the position of academic manager to attend to the needs of students in intensive courses for both semesters of the introductory level. The success of this position (as confirmed by an external review in 2010) led to the creation of a second manager position for both semesters of organic chemistry. In addition, students who postpone CHEM 151 to the spring have a smaller, *de facto* "intensive" section.
- Economics: The department has tried multiple formats, including designated "intensive" sections and extra tutorials for any students who are struggling. However, screening to diagnose students' needs proved to be less reliable than in other disciplines, and the "intensive" format was less palatable for the broad student population that undertakes ECON 111. In AY 2012-2013, the department is experimenting with a much smaller section size (entailing larger staffing) to allow a more tailored response to the full range of student capabilities.

The staffing of the Q-center, also now under the dean of the faculty, has been augmented by the normalization of a half-time mathematics associate, who works with the summer science program as well as with semester courses. There is also a two-year "green dean" position for a recent Amherst graduate to cover disciplines not covered by the director and associate. The Q-center reports steadily rising numbers over the last decade, more than doubling at last count from about 12-14% of the student body in 2003, with an average of four visits each, to 26% in 2009, with an average of six visits. While a larger role for the center has been envisioned in the planning of the science center, it has not experienced the level of transformation seen with the writing center.

Departments have continued to experiment with more effective pedagogies. The biology department split an introductory course (BIOL 191) into a conventional (lecture and lab) section and an "active learning" (discussion and lab) section. On common examinations, students in both sections scored essentially the same. The instructors perceived a highly beneficial change in increasing the role of student teaching assistants (to weekly sessions rather than just exam preparation) and in using grading assistants to make possible weekly graded homework assignments for all students, a practice that resulted in better mastery of lecture material.

Q-reasoning as a general education goal: After 2006, the emphasis shifted from the college-wide planning discussion to implementation by departments. In this period, the general conversation on Q-reasoning across the curriculum and on the constant one-sixth or so of students who take one or no Q-course subsided amid the pressures of planning the science center and of meeting rapidly growing student demand. On the keyword matrix, "quantitative reasoning" and "science and math for non-majors" have gained less currency among faculty than have the "writing attentive" and "writing intensive." Though the larger curricular goal has figured importantly in FTE allocation and facilities planning, there was a lapse in the conversation until the faculty discussion of general education goals in 2012.

Appraisal: The effectiveness of the "intensive" sections was reviewed positively by a task force on academic support in 2008-2009, who compared outcomes within and across groups, surveyed students, and examined tutorial services (see **Chapter III, *Students***). As an "open curriculum" school, our goal is to ensure that our curriculum is indeed open to every student who wants to undertake a mathematics or science course and to ensure that we offer enough Q-reasoning within the social sciences to graduate an educated student body. To this end, we have invested heavily in faculty and staff and now provide multiple pathways to help students succeed in our quantitative programs. Although we remain concerned about the relatively few graduating students (6%) who have taken no quantitative courses, we take pride in knowing that the 94% of our students who have taken at least one quantitative course have done so in regular departmental courses (i.e., not designed to meet a graduation requirement), with one-half of them taking ten or more quantitative courses. There is also positive evidence in our students' high acceptance rate to medical school and graduate school, and their success in receiving NSF fellowships (see **Chapter IV, Section A).**

Projections: The curriculum and pedagogy task force of the strategic planning project will revisit the recently dormant conversation on Q-reasoning as a general education goal and also consider how we can meet growing demand while maintaining standards in these areas. The Q-center, which is currently somewhat hidden in Merrill Science Center, will join the science library in a prominent position in the new science center, with extensive nighttime accessibility. The planning of the new center incorporates capacity for a range of activities to bring in the whole student body and to break down the isolation of the natural sciences. Other social science majors may incorporate statistics more centrally into their programs.

3. *Defining with more clarity the purposes of the first-year seminar.*

Description: Prompted by continuing faculty concern and by the recommendation of the Commission's visiting team in 2008, seven faculty members were appointed as an ad hoc committee to review the FYS program. For the review, the committee reviewed a student survey of FYS from 1998 and surveys of graduating seniors in 2005 and of all students in 2006;

consulted broadly with the faculty at large; interviewed all recent instructors; and reviewed the practices of twelve peer institutions.

The ad hoc committee concluded that the pre-reform program was unsustainable and lacked sufficient rationale to justify its anomalous status as the single college-wide curricular requirement, apart from completing a major. However, they found consensus that the strengths of the FYS as it was then constituted—as an inquiry-centered and intellectually pluralistic program—could be retained if the program also adopted a common pedagogy for addressing the critical educational goals that were identified repeatedly by both students and faculty. In April of 2009, the faculty approved the following description of the program **(Table E1, Part A)**:

> Each seminar shall constitute an inquiry-based introduction to critical thinking and active learning at the college level. To achieve this goal, all courses will have an enrollment limit of 15 and will provide discussion-based classes, writing-attentive instruction with frequent and varied assignments, close reading and critical interpretation of written texts, and careful attention to the development and analysis of argument in speech and writing. In addition, each seminar will supplement the advisory system by early identification of students whose performance could especially benefit from the services of a professional writing counselor or a second semester writing-intensive course.

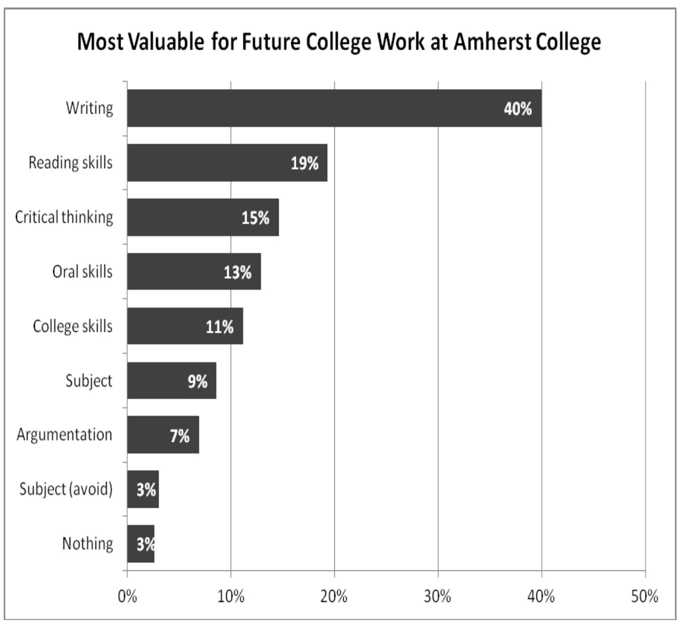
For the sake of clarity and cohesiveness in the program, the faculty decided not to include other learning goals, such as quantitative and research skills. The seminars are taught by tenure-line faculty members who have at least a year of service in the college and who elect to join the program. The instructors' first-year advisees (typically four or five) are usually drawn from the roster of their FYS. Recruitment has held up without compulsion or incentives. The fears proved to be unfounded that the emphasis on writing might deter faculty members from natural science departments. The level of participation of untenured faculty, always low, has increased somewhat, to about one-sixth of the teaching staff.

Each seminar is, to the degree possible, a microcosm of the incoming class in respect to gender balance, diversity of cultural background, athletic participation, and admission credentials. These distributions are meshed with students' declared preferences among the twenty-five to thirty different topics offered in any given year. The FYS program itself is emblematic of the open curriculum in offering broad choice among subjects, each of them taught by a strongly committed instructor – a volunteer – who can communicate his or her excitement about a field and explain its role within liberal arts learning.

Appraisal: The clarification of the goals of the program has resulted in greater intentionality on the part of both instructors and students. In spring of 2012 the faculty FYS committee conducted a survey of the student cohorts (classes of 2014 and 2015) that had experienced the reformed program, and compared the result to the survey made five years ago. More than half of students in these classes responded (n = 518). The results show appreciable improvement on most measures of student engagement and include more reports on essay conferences and their perceived helpfulness.

For assessing the FYS program's effectiveness in addressing its reformulated goals, the open-ended questions are most telling. To the question of what was most or least helpful in the course and what the respondent wanted more of or less of, 232 students responded in their own words, with about half of them touching on two areas and a few mentioning three. Most frequent were responses citing discussion and writing, and no student wanted less writing. Respondents had little enthusiasm for lectures, other than those frustrated with unfocused discussion. The most problematic learning goal was "close reading," on the evidence of complaints about amounts of reading that were not covered sufficiently in class discussion.

In response to the question, "What did you learn in your First-Year Seminar that you think will help you most in your future work at Amherst College?," of all students responding (n = 233), the following responses were most frequent. About half of students mentioned in their own words more than one crucial area of learning:



We use "college skills" to group the various issues that aid the transition to college work, such as preparation for class, talking to the professor, and budgeting time. In discussing oral skills and college skills, respondents frequently mentioned how the supportive atmosphere of the seminars gave them confidence to participate.
Overall, the alignment of the program's outcomes as perceived by students with the goals defined by the faculty seems strong. The development of oral and written expression is most appreciated by students; the development of critical reading skills is more problematic because of lack of clarity about the role of assigned readings that are not analyzed in class discussion..

Projections: The May workshops for continuing and new FYS staff will continue to review the effectiveness of the program overall, as well to pool information about innovative techniques in teaching. In AY 2012-2013 the FYS committee has launched a pilot program for a task force of current instructors to explore ways of evaluating how the various sections address the program's learning goals (see **Chapter IV, Section C.2.b**).

4. *Evaluating student learning beyond the class and department level as a cumulative general education achievement.*

This area is discussed in **Chapter IV, Section C**, as part of a wider review of learning assessment. The learning goals for general education were reviewed and revised by the faculty in 2012 (see **Chapter IV, Section C.1**). Those goals include written expression and quantitative reasoning, which are discussed above in ***Special Emphasis Two*** (see **Table E1, Part A**)

5. *Improving the clarity on the ideal distribution across categories of courses that a student might be advised to pursue.*

Since 2008 multiple initiatives of unprecedented scope have addressed academic advising and other curricular guidance for students:

- The transition to online student records and other advising materials for advisors and to online registration (2009-2011);
- The renumbering and clearer sequencing of all courses (2009-2011);
- The designation of course goals by the "keyword matrix" in the online course builder ("quantitative reasoning," "writing intensive," etc.) (2009);
- The redesign of the weekly course schedule to create more time slots, diminish scheduling conflicts, and expand students' course choice (2011);
- The promulgation of learning goals for general education and all majors (2011-2012) (see **Chapter IV, Sections C.1.a and C.2.a**);
- A pilot project on learning goals in advising (2009-2011), which was followed by the college's most extensive review of all aspects of advising by a faculty-administrator task-force (AY 2011-2012), which will be discussed by the faculty in the spring of 2013.

These interrelated, campus-wide processes entailed protracted consideration by various task forces, standing faculty committees, academic departments, and the full faculty. They were supplemented by workshops, faculty and student focus groups, TAP lunches, trainings, and surveys. While slow, these broadly consultative processes achieved excellent buy-in and raised awareness about our educational values, as well as the logistical problems of giving students sufficient and timely advice for making full use of the open curriculum. Both students and advisors now have more real-time information about registration, transcripts, course goals, and advising procedures.[2] We hold a two-day workshop for advisors in January and match up new advisors with senior colleagues in a mentoring program.

Appraisal: The impact of these enhanced resources for advisors and of the newly defined learning goals will not be clear for several years. The 2011-2012 ad hoc committee on advising, comprising faculty and administrators, was given a broad charge, which started from the question of whether advising should "focus more specifically on the articulation and assessment of student learning goals." The charge went on to address faculty and non-faculty responsibility, equity in workload, orientation advising for new students, and the impact of the new on-line system. After reviewing survey and other evidence (nearly 250 pages in length in the multiple online appendices) and investigating advising at a score of peer institutions, the committee found significant grounds for concern in three major areas:

- Unevenness in the advising loads for faculty, in that some advisors have few advisors, while those in certain departments have twenty, thirty, or more.
- Frequent reassignment of the pre-major advisor. Only one out of three students has the same advisor for all of the first two years; a quarter have three or more advisors. A 60% increase in faculty leaves over the past five years plays a significant role.
- Widespread student reports of minimal advising time each semester. More than half of students report less than fifteen minutes for pre-registration and drop-add periods.

The ad hoc committee argues that the advisor should function less as just a gatekeeper on course registration and more broadly as a teacher in organizing reflection on students' attainment of their learning goals, both within and beyond the advisor's specializations. The committee proposes a shift to a single-advisor system, with no transfer to a major advisor (or two, for double majors). Course selection and career planning within majors would become the responsibility of a director of studies in each major. Advising loads could be capped at sixteen, and faculty could be evaluated by their advisees. For the initial registration of new students, the committee proposes replacing individual advisors by boards of deans and faculty members. They also recommend appointing an associate-dean level director of advising.

Students show less discontent with the system than do faculty members. Survey data continue to show, as we reported in 2008, that student satisfaction with pre-major advising is at the

[2] Manual for advisors, https://www.amherst.edu/media/view/348884/original/Advising_Manual.pdf; guidelines for first-year advising: https://www.amherst.edu/academiclife/dean_faculty/tap/advising/advising_faculty/firstyear;

median for our cohort and near the top of that cohort for advising in the major. But the need to lead students to maximize their opportunities within the open curriculum puts particular pressure on the advising system, as was noted by the Teagle task force on advising in the open curriculum in 2007, by the visiting team in 2008, and by the Commission in its letter of 2009.

Projections: The faculty will consider the ad hoc committee's report in the two-day advising workshop in January, 2013, and in full faculty meetings in the spring semester. Initial review by the Committee of Six suggests that the reform of the advising system will be difficult and protracted. Given the centrality of advising to the open curriculum and the demands it makes on faculty, perpetual and intense scrutiny of the system may be necessary and healthy. It can be expected that advising will figure importantly in the strategic planning project.

6. *Monitoring the workload required by faculty committees, particularly the Committee of Six, to ensure that it not interfere excessively with teaching commitments and professional development.*

Description: In AY 2011-2012, each member of the Committee of Six was given course relief for one course in compensation for the workload. On a trial basis, this course relief has been extended for another two years.

Appraisal: The course relief was found to provide significant relief for the pressures of committee service for those who could avail themselves of it. However, newly elected members are sometimes already locked into their teaching schedules for their first year of service on the committee when they are elected, and other members feel constrained by department needs to forego the course relief. The burdens of committee service and other administrative service are being assessed in AY 2012-2013 in a survey conducted by the Collaborative on Academic Careers in Higher Education (COACHE) of Harvard School of Education.

Projections: Course relief for the Committee of Six will be reconsidered by the administration after the three-year trial. The administrative burdens on the faculty will be addressed by strategic planning project.

Chapter III: Standards

Standard One: Mission and Purposes

The Mission of Amherst College

Terras irradient
"Let them give light to the world."
1821

> Amherst College educates men and women of exceptional potential from all backgrounds so that they may seek, value, and advance knowledge, engage the world around them, and lead principled lives of consequence.
>
> Amherst brings together the most promising students, whatever their financial need, in order to promote diversity of experience and ideas within a purposefully small residential community. Working with faculty, staff, and administrators dedicated to intellectual freedom and the highest standards of instruction in the liberal arts, Amherst undergraduates assume substantial responsibility for undertaking inquiry and for shaping their education within and beyond the curriculum.
>
> Amherst College is committed to learning through close colloquy and to expanding the realm of knowledge through scholarly research and artistic creation at the highest level. Its graduates link learning with leadership— in service to the College, to their communities, and to the world beyond.

Description: Since its adoption in 2007, the college's mission statement has gained wide currency on campus and among alumni. The statement is the lead item in the college catalogue and is prominently displayed on the college website.[1] Its priorities shaped the deliberations of the Advisory Budget Committee (ABC) (2008-2009), and a key phrase has served as title for the "Lives of Consequence" comprehensive fundraising effort (2008-) as a "mission-driven campaign."[2] The statement frames the articulation of mission by other units, such as the library[3] and the Center for Community Engagement (CCE).[4] In our current discussions of the promise and limits of not-for-credit online learning, we are considering how, as a residential college, we can use technology to enhance instruction for our residential students and, perhaps at the same time, honor more broadly our mission to educate students "from all backgrounds" and to foster life-long learning for our graduates (see below, ***The Academic Program***).

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[1]College mission: https://www.amherst.edu/aboutamherst/mission.
[2]Comprehensive campaign mission:
https://www.amherst.edu/campaign/about_the_campaign/a_misson_driven_campaign
[3]Library mission: https://www.amherst.edu/library/about/policies/mission
[4]CCE mission: https://www.amherst.edu/academiclife/cce/about/mission

Appraisal: Distilled from broad and protracted consultations in 2006-2007, this statement serves as a living charter that is owned and tested in college life. In November, 2012, in response to students' concern about the handling of sexual misconduct complaints and about the climate of respect on campus, classes were cancelled and offices closed for a daylong retreat on the core mission values of "Community and Individual Responsibility." Some 1,900 students, faculty, and staff participated (see below, under ***Students***). Student protesters called into question what we mean by "lives of consequence." Over the past five years, the goal of linking "learning with leadership" has been validated by greater intentionality in leadership training in student-life programs, including the CCE and department of athletics (see below, under ***Students***).

Projections: The strategic planning project will examine the continuing pertinence of the mission statement and the college's success in fulfilling it (see below, **Chapter V**).

Standard Two: Planning and Evaluation

The strategic planning project is described in **Chapter V**. Learning assessment is discussed in **Chapter IV, Section C**.

Description: Our planning and evaluation capacities in various domains have increased substantially, but in ways that call for stronger integration. Separate areas include:

<u>Science</u>: As the most complex capital project in the college's history, the decade-long planning of the science center has involved multiple interlocking groups of trustees, faculty, students, and administrators in strategic planning for science instruction and research, academic support, and the integration of digital and other information resources (see below, ***Physical and Technological Resources***).

<u>Financial</u>: As discussed in **Chapter II, *Special Emphasis One***, and in this chapter under ***Financial Resources***, our financial planning served us well in the recession from 2008 onward. The staffing in the investment management office has been increased, and budget presentation has been revamped to be more comparable to the audited financial statements.

<u>Physical and technological resources</u>: To monitor our practices and needs, we continue to use authoritative external consultants, e.g., Sightlines LLC for staffing; Payette and Associates for the science center; and Shepley Bulfinch for the library (2008) and academic space (2011).

<u>Center for Community Engagement (CCE)</u>: Designed with assessment as a central component, the CCE has a director of assessment. Using evidence from various sources—surveys, focus groups, interviews, and other feedback from students and community partners—the CCE has been devising baseline data about students' attitudes and self-reported learning, conducting formative assessment of programs, and working to articulate intended outcomes. The CCE is overseen by an advisory board of faculty, students, alumni, members of the community, and experts in the field. Within the next two years, the CCE will assess the learning outcomes of its programs and begin to correlate students' activities at Amherst with their patterns of post-graduation behavior (see **Chapter IV, Section C.1.d**).

Mead Art Museum: In response to an external review committee, the museum was reorganized under new direction in 2007 and thereupon launched a vigorous program of instruction and outreach. A mission statement, strategic plan, code of ethics, and collection plan were adopted. An external advisory committee consisting of museum professionals, alumni, community members, and supporters was instituted.

The office of IR and planning: This office has been augmented by a further full-time staff position (to 2.5 FTEs) and is implementing a comprehensive strategy with two organizing goals:

- to provide integrated "life-cycle" data on students from admission to post-graduation. Using the COFHE suite of surveys, the office benchmarks results with peer institutions. To track post-graduate study, we subscribe to the National Student Clearinghouse.
- to calibrate and deliver actionable evidence to support decision-making by the trustees, administrators, and faculty (in committees, departments, and working groups). The IR office has responded to the problem of broadly distributed responsibilities coupled with high turnover (annually for faculty committee chairs and biennially for department chairs) by making evidence accessible online by theme (e.g., learning goals, class size, admission) rather than source (survey or study) and by creating consistent definitions and benchmarking to peer institutions. Since academic departments monitor and adjust their programs on an annual basis, the IR office has distilled the data typically requested for external reviews into an annual department activity report (DAR) on enrollments, demographics, student satisfaction, and outcomes (see **Chapter IV, Section C.2.b**).

The CEP: A strengthened CEP with greater research support was a central outcome of the 2002-2007 planning cycle. The CEP reviews new courses and new majors, but generally reviews modifications of existing majors only when they may restrict access for students—an issue to be reviewed and discussed with faculty in the spring of 2013. The CEP also approves the creation of Five College certificates. The members of the CEP serve on the steering committee for this self-study and oversee initiatives in learning assessment (see **Chapter IV, Section C.1.b**).

The CEP also evaluates requests for new and replacement tenure-track positions and makes ranked recommendations to the administration. The dean of the faculty serves ex officio on the CEP, hears all deliberations, and has responsibility for awarding all final FTE allocations in consultation with the president. Amid rapid faculty retirement and replacement, such review plays a crucial role in maintaining instructional standards and curricular coordination across departments. Over the last five years, the CEP has received and evaluated 102 requests and also evaluated several target-of-opportunity requests each year outside the regular review cycle. All but four departments have requested positions, usually repeatedly. Requests are evaluated on the basis of a systematic, college-wide evaluation of programmatic needs, informed by external department reviews and department self-studies. Departments must justify each new or replacement position based on a balance between the department's view of the field as it is evolving—how an area might fit into the department's mission, which courses would be sacrificed if a particular specialty should not be represented—and the college's broad curricular interests, such as staffing the First-Year Seminars (FYS), courses for non-majors, and the broad areas articulated by the Committee on Academic Priorities (CAP) (e.g., writing, Q-skills, et al.). Departments engage in substantial self-scrutiny in preparing requests, often delaying position requests until an external review has been completed.

Appraisal:

<u>Implementation of the results of planning</u> (*Planning and Evaluation*, 2.4): The CAP recommendations were, with minor exceptions, implemented and enhanced (see **Chapter II, *Special Emphasis One***).

<u>Periodic review of academic and other programs</u> (*Planning and Evaluation* 2.6): The pace of external reviews for academic departments has been increased such that every unit will be reviewed once every ten years or less (see below, ***The Academic Program***). Information technology was reviewed by an external committee in 2011 (see below, ***Library and Other Information Resources***). Academic support services were comprehensively reviewed in 2008-2009, and mental health services have been under review by a task force since 2010 (see below, ***Students***). Academic advising is currently under review by the faculty (see **Chapter II, *Special Emphasis Five***). Financial management and investment are rigorously evaluated on an ongoing basis by the board of trustees (see below, ***Financial Resources***). The college's compliance with Federal Title IX is currently under intensive review by outside consultants and by the Special Oversight Committee on Sexual Misconduct (see below, under ***Students***).

<u>Understanding what students gain from their education</u> (*Planning and Evaluation*, 2.7): Since 2008, this area has been under increased scrutiny by the faculty, administration, and trustees (see **Chapter IV, Section B**).

<u>Comprehensive and broadly participatory planning and evaluation</u> (*Planning and Evaluation* 2.1): All sectors of the college have made significant independent progress in the past decade in respect to planning and evaluation, with high and increasing levels of participation. The success of coordinated academic planning, especially the CAP, amounts to a culture change after decades of impasse. Coordination among various domains (academics, student life, facilities, finances) is not yet systematic.

Projections: The need for comprehensive planning and evaluation will be addressed by the strategic planning project under the direction of the provost (see **Chapter V**).

Standard Three: Organization and Governance

Description: The structures of organization and governance have remained essentially the same, with the recent addition of the position of provost. President Martin took office in August of 2011, and Cullen Murphy became chair of the board of board of trustees in July of 2012. Professor Peter Uvin will assume the position of provost in 2013. In keeping with its bylaws, the board has seen significant turnover since 2008; eleven of the twenty-one statutorily mandated members have joined since then. The selection process pays close attention to the independence and representativeness of board (*Organization and Governance*, 3.2). The desired balance has been maintained in respect to: alumni and non-alumni; careers in higher education and in the non-profit and for-profit sectors; and racial and cultural backgrounds. The proportion of female members of the board has increased to a third, including for the first time the president. The board's periodic self-evaluation (*Organization and Governance*, 3.4), which had been sporadic, was in 2009 regularized to occur every two years. Each trustee submits a written assessment of the board's procedures and effectiveness, and the aggregated results are then reviewed by the trusteeship committee and the full board.

In respect to shared governance (*Organization and Governance*, 3.9, 3.12, and 3.13), the voice of the faculty and student body in governance has long been well established. In 2010 the employee organization, the Advisory Council on Personnel Policies (ACPP), was reconstituted as a more representative group called the Employee Council (EC) and given two voting seats on the Committee on Priorities and Resources (CPR), which advises on budgetary decisions. This change is in keeping with the acknowledgment of staff in the mission statement in noting that students work with "faculty, staff, and administrators dedicated to intellectual freedom and the highest standards of instruction in the liberal arts." The EC has collaborated with the president in organizing open meetings on budgetary matters and Title IX, and has sponsored open houses for the campus community to see the behind-the-scenes working of various units.[5]

Appraisal: Our governance structures have proved themselves to be both stable and flexible. Through the ABC of 2008-2009, trustees, faculty, administrators, and staff members worked together to achieve consensus on budgetary changes. The limits put on medium- and long-range planning by the structure of faculty committees, with frequent turnover and one-year terms for chairs, are being addressed by improving access to institutional data (see above under ***Planning and Evaluation***) and by the creation of the office of provost. An area of urgent concern is student life programs, for which planning and organizational reform have not kept pace with the increasing scale and complexity of the responsibilities of the various units.

Projections: The office of the provost is being created in order to provide greater capacity and better coordination for planning across the campus. The position of treasurer was reorganized as chief financial and administrative officer, and will be filled in the spring of 2013. The position of dean of students will be redefined and filled in the spring of 2013. We have a two-year goal to make a preliminary review of this administrative reorganization. The Special Oversight Committee on Sexual Misconduct will report early in January, 2013, and the administration will review implementation of the committee's recommendations within two years (see below, under ***Students***). The reorganization of student-life programs is a central focus of the strategic planning project. On all of the above, see **Chapter V**.

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[5] Employee Council Open Houses: https://www.amherst.edu/offices/committees/employee_council/openhouse

Standard Four: The Academic Program

Initiatives in instruction and support for both written expression and quantitative reasoning are discussed in **Chapter II, *Special Emphasis Two***. Academic advising is discussed in **Chapter II, *Special Emphasis Five***. The general education requirement (*The Academic Program*, 4.16-4.19) and the assessment of student learning (*The Academic Program,* 4.48-4.54) are discussed in **Chapter IV, Section C**.

Description: The period of exploration and experimentation that began with the Special Committee on the Amherst Education (SCAE) in 2002-2003 and continued with the Committee on Academic Priorities (CAP) 2004-2005 has had a range of outcomes:

- four new programs with majors;
- significant changes in the curricula of two-thirds of majors (see **Chapter IV, Section C.2.b** and **Table E1, Part A**);
- initiatives across the curriculum in community-based learning (CBL) and student research;
- the hiring of learning specialists in writing, Q-skills, IT, research and information skills, CBL, and fine arts.

This forward motion has shaped and been reinforced by the replacement of retiring and departing faculty at the rate of 5-to-8% of the faculty per year (**Data Form 5.3**), and has itself proved useful for recruitment and retention.

Curriculum: From the network of cross-departmental faculty working groups of 2003-2005 and the CAP process have come new majors and programs: environmental studies (2008), biochemistry and biophysics (2010), film and media studies (2010), and architectural studies (in collaboration with the Five Colleges, 2012). Environmental studies had already been envisioned in the building of Beneski Hall (2006) and was staffed by faculty members in ten existing departments. Several new appointments have been made since. In numbers of majors, the major now ranks seventh in the college. The interdisciplinarity of these new programs is paralleled by other projects, such as the Four College Biomathematics Consortium[6] and the global classrooms project. New Five College certificate programs have been approved in ethnomusicology; middle eastern studies; Native American Indian studies; queer and sexuality studies; Russian, east European, and Eurasian studies; and sustainability studies. With the support of the CCE, two dozen CBL courses are currently offered.

Course sequencing: As discussed in **Chapter II, *Special Emphasis Five***, course sequencing became clearer with the transition to three-digit course numbers, which entailed shared understandings about the expectations of 100s, 200s, 300s, and 400s courses. The 200s level is

[6] Four College Biomathematics Consortium: http://4cbc.cs.umass.edu/.

receiving particular attention as the moment to introduce methods in the disciplines—both for potential majors and a general audience—and to address written and oral expression and the use of information resources.

Online instruction: In 2012 the faculty, administration, and trustees began an intensive inquiry into the potentials and costs of online instruction. As a "purposely small residential community" and one "committed to learning through close colloquy" (mission statement), the college does not award credit for online courses, including hybrid courses in the Five Colleges, other than in rare cases of personal hardship. However, in light of the rapid development and diffusion of technologies for non-credit instruction and their promise to enhance our current on-campus pedagogies, we are discussing collaboration with a consortium of universities and colleges to develop massive open online courses (MOOCs). Currently under discussion is a pilot project to offer over the next four years up to four on-campus courses that also support a not-for-credit online component. The aim is to adapt the most effective current technologies both for on-campus instruction and for reaching alumni and the wider international audience of interested learners.

Student research: Our mission to enable students to "seek, value, and advance knowledge" has brought increased emphasis on student research by academic departments (see **Chapter IV, Section C.2.b**), IT, and the library (see below, under ***Library and Other Information Resources***). Growing numbers of students—currently more than one hundred — work with faculty over the summer on honors projects and, in underclass years, as laboratory assistants. We are seeing increasing numbers of summer researchers in the humanities and social sciences. With the support of the Andrew W. Mellon Foundation, the college launched a program for research seminars that bring four-to-six students into close collaboration with an instructor's research. The four initial seminars in the spring semester of 2011 and four in 2012 were warmly received, and some forty student participants have received support for summer projects. Students from one seminar have continued work for over a year in creating an online database of botched executions in prisons between 1900 and 2000. With the instructor, these students have published three papers in scholarly journals, with a book in process. The current phase of the seminar program is to adapt the model for incorporation into departmental programs. There are comparable pilot projects supported by the Teagle Foundation, as well as projects designed by faculty members on their own initiative. A "Synergies Summit" in May of 2012 brought together the participants to compare experiences and propose next steps.[7] In December of 2012, students and faculty from the first two years of the Mellon program presented their results in a conference for Amherst faculty and representatives of a half-dozen peer institutions.

Appraisal: In terms of curricular innovation and renewal, we have exceeded the projections we made 2008 and have done so without relegating routine or elementary instruction to an adjunct or second-tier faculty. The new initiatives will be supported by the growth of the faculty by

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[7] On the Synergies Summer (on student research) of May, 2012, see https://www.amherst.edu/media/view/399832/original/SynergiesSummitMay16.pdf.

approximately 10%, which commenced as of 2011. Academic support services have been enhanced by a major review (2008-2009), which led to the appointment of a full-time dean of academic support and student research (see below, under ***Students***). Academic advising is currently receiving a major review (see **Chapter II, *Special Emphasis Five***).

Academic department reviews: The Commission's visiting team in 2008 recommended that we increase the pace of external reviews, and we have done so. By the end of AY 2012-2013 sixteen reviews will have been completed since the decennial review, and they are now scheduled at a rate of four or more a year so as to cover each department every ten years or less. With some catching up, we plan to achieve a firm decennial schedule as of AY 2016-2017. Priorities for review include departments and programs never reviewed (N = 6 of departments founded before 2008), and those reviewed more than fifteen years ago (N = 3). In compliance with *The Academic Program*, 4.52, our guidelines for self-studies stipulate that evidence for assessment of student learning be provided.[8] Department and programs have long been assiduous in surveying their graduates, and in the last decade have made increasingly effective use of the indirect evidence of learning supplied by the IR office. They now receive annually in the Department Activity Report (DAR) information about their students' capacities and needs that they previously received decennially for reviews (see above, ***Planning and Evaluation***, and **Chapter IV, Section C.2.b**). In self-studies, analysis of direct evidence (e.g., through comprehensive exams and honors projects) has become more systematic but needs further improvement, as does the practice of scheduling follow-up conversations with the dean a year after the visiting team report. The CEP meets with external review teams and, as discussed above under ***Planning and Evaluation***, has also achieved a stronger overview of curricular change and growth through its role in reviewing the now-frequent requests for tenure-track positions. In addition, departments' ongoing reporting of curricular changes in their majors gives evidence of their ingenuity and resourcefulness in keeping pace with both their own disciplines and the changing needs of Amherst students (**Table E1, Part A**).

Projections: The pedagogy and curriculum working group of the strategic planning project will evaluate the academic program. Over the next five years the coordination of natural science departments will evolve as they prepare to move into the new science center. Planning is currently under way for a research center to bring together humanities and perhaps social science faculty, with capacity to host post-graduate fellows. The dean's office and IR office will provide more guidance and support for direct learning assessment in department and program reviews, and the year-after follow-up conversations will be regularized.

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[8] Guidelines for external review of academic departments and programs: https://www.amherst.edu/academiclife/dean_faculty/deptchairsinfo/deptreview.

Standard Five: Faculty

Description: Our instructional faculty has grown from the 212 of five years ago to 240, with close to 93% in full-time positions (**Data Form 5.1**). Women now constitute 46% (110) of the faculty, and 15% (35) of the faculty self-identify as coming from underrepresented ethnic and racial groups (this number excludes the 22 faculty with origins outside the USA). The CAP goal of raising the cap on tenure-line positions from 167 to 181 has been complicated by a spate of retirements but continues to move forward. Teaching faculty now include 161 tenured or tenure-track faculty, 21 faculty members who teach part-time while phasing into retirement, 31 visiting full-time faculty, 28 long-term or senior lecturers (including 5 artists- and writers-in-residence), and 9 postdoctoral fellows. Nine faculty members have Five College appointments that allow the campuses to incorporate fields for which no institutions could support a full-time appointment. FTEs range by department from a high of 18 in English (including 5 on phased retirement) to .75 in European Studies. By 2018, more than a third of the faculty will have arrived since 2010. (While these data are also reflected in **Data Form 5.1**, several fractional positions are represented by different individuals in the numbers above.)
Recruitment: To promote the creation of a more diverse faculty, the dean of the faculty has launched a series of conversations and workshops for chairs and the full faculty to foster more inclusive applicant pools and, with the CEP, has streamlined processes for target-of-opportunity hires. A new webpage for prospective faculty has been launched.[9] Through the vigorous efforts of departments, the proportion of entering colleagues from underrepresented groups is approximately double that of the existing faculty.

Faculty development: Pursuant to the CAP recommendations, support for sabbatical leaves has been increased such that all assistant professors after reappointment are supported 100% for a year, and all senior faculty are eligible to apply to raise the assured 80% support for scheduled leaves to 100%, subject to the approval of a research project by the Committee of Six. With the advent of larger cohorts, programming for new faculty has become more feasible. In 2012 we began what will be an annual faculty-led January workshop for first- and second-year faculty. Five College programs for mentoring newer faculty are also proving fruitful, as, for example, collaborative workshops for minority faculty led by Dr. Kerry Ann Rockquemore in 2012. We have also had success with programs to develop prospective faculty before tenure-line hires by dissertation and post-doc fellowships. Programs to develop faculty skills in teaching and advising have been well subscribed: Approximately twenty-five faculty, many of them new to advising, attend the two-day advising workshop in January; the great majority of current and incoming instructors attend the two-day FYS workshop in May; almost a third of the faculty have attended the eight-week pedagogy seminar conducted by the directors of the writing center.

[9] Webpage for prospective faculty : https://www.amherst.edu/academiclife/dean_faculty/faculty_hiring

Appraisal: In response to the CAP recommendation that the teaching of tenured faculty be evaluated in ways comparable to that of assistant professors, the faculty in 2007 voted that each tenured faculty member should annually evaluate at least one course by a method of his or her own choosing. This policy is scheduled for review by the CEP in the spring of 2013.

As on other campuses, there is unease about workloads and issues of balancing career and life, such as the scheduling of meetings and the availability of childcare. The workshops for newer faculty have been constructive occasions for information sharing. The rate of full and phased retirements has put added pressures on the "sandwich generation" of tenured faculty who now chair departments and preside over our rigorous processes of recruitment, hiring, mentoring and evaluation for untenured colleagues. To get an accurate and comprehensive profile of faculty job satisfaction and attitudes, with comparison to peer institutions, we are participating with the Collaborative on Academic Careers in Higher Education (COACHE) of the Harvard School of Education in conducting a survey of all tenure-line faculty and all long-term untenured faculty in AY 2012-2013. Dr. Kathleen Trower, director of research for COACHE, led a workshop on recruiting and mentoring diverse faculty for department chairs in October, 2012.

Projections: We have set a goal of increasing faculty diversity at a level that meets or exceeds the pace of peer institutions, with a full review by 2017 at the latest of our success in recruitment and in increasing a supportive environment for faculty from a range of backgrounds. It can be anticipated that the strategic planning project will pay central attention to questions of faculty workload, working conditions, and compensation (see **Chapter V**).

Standard Six: Students

Admission and financial aid

Description: As projected in 2008, we have:

- maintained our need-blind admission policy and no-loan financial aid policy and extended those policies to include international students;
- increased the size of the student body from approximately 425 students per class to 465 students per class, made possible by the building of new dormitory space and by the hiring of additional faculty; and
- increased our international student population to approximately 9% of the student body.

For the entering first-year class, increased outreach to underserved populations has produced a demonstrably stronger domestic applicant pool and allowed the college to expand the diversity of the student body while also raising the credentials of entering students. Self-identified domestic students of color now constitute 42% of the student body, and the percentage within each sub-population group has also increased: As of AY 2012-13, 10% of the entering class self-identified as African-American, 14% as Asian-American, 10% as Latino/a, and 7% as multiracial; an additional 10% of the most recent entering class are non-US citizens, representing 27 countries. Socioeconomic diversity has also continued to be a priority, with more than 20% of our students coming from low-income families and qualifying for Pell grants (22.7% as of 2011-12). These changes have all occurred without lowering the academic quality of the class as measured by reader ratings and SAT scores. Critical Reading scores in 2012-13 averaged 713 and Math scores 713. Although the financial downturn briefly threatened the turn towards need-blind admission of international students and the loan-free financial aid policy, the faculty committee on admission and financial aid (FCAFA) advised that both policies be continued. The trustees ultimately determined that the financial projections could support both programs. In a parallel development, outreach to community college students and military veterans has doubled the number applying for transfer programs, and the college has assumed the cost of recruitment, which was initially funded by the Jack Kent Cooke Foundation.

Appraisal: Assisted by the IR office, the admission office now has a functioning database that permits the office to track applications, admit rate, yield rate, SAT scores, and academic success across a range of background characteristics, including gender, race/ethnicity, citizenship, legacy status, and family income (Pell grant recipients). As of 2012, a further alignment with the registrar's database allows us to examine each sub-population and compare their incoming credentials with their academic performance (first-year GPA, subsequent GPA), persistence rates within a prospective major, choice of major, graduation rates, course enrollments, and graduate and professional degrees. This aggregated information allows us to do a much more fine-grained analysis of how admission decisions relate to student outcomes. As a further check, the dean of admission participates in Committee on Academic Standing (CAS) meetings, and FCAFA periodically reviews and tracks academic achievement for each reader-rating cohort to ensure that admissions decisions are appropriate. We have responded to our changing student body's needs by adding a new position in the dean of students office to support low-income and international students, as well as military veterans and community college transfers.

Projection: We will continue to monitor student outcomes and to consider how best to respond, for example, to any patterns of higher attribution (see **Chapter IV, Section A**). We will also continue to study the *Fisher vs. University of Texas* case and its potential impact on recruitment and selection of underrepresented minorities and low-income students.

Student life

Description: Student-life programs are presided over by the office of the dean of students, with important sectors of student activities organized by the department of athletics (reporting to the dean of the faculty), and –a major addition since 2008 – the CCE (reporting to the president). The dean of students administers nine units: residential life, the counseling center, health services, the career center, student activities (Keefe Campus Center), religious life, health education, the fellowships office, and study abroad. Over the last five years, three broad areas have received particular scrutiny and development:

- leadership and service;
- academic and personal support;
- conduct.

<u>Leadership training</u>: The college's mission statement concludes with the aspiration that our "graduates link learning with leadership – in service to the College, to their communities, and to the world beyond." Over the last five years, the college has moved to a much higher level of intentionality in supporting this outcome. As before, students take broad responsibility as members of college committees, in running the more than 140 student organizations, and in serving as resident counselors, health educators, peer counselors, and peer advocates for sexual respect. In the past five years, the CCE and department of athletics have addressed the connection of leadership and service far more directly:

- Community engagement: With a mission of fostering education through service and an objective of developing leadership, the CCE opened its doors in 2007 and has come to engage approximately a third of the student body regularly and another third occasionally. The number of CBL courses has grown from a handful in 2007 to thirty in AY 2012-2013; they have a keyword on the online course builder for registration. The CCE and career center have partnered to strengthen internships by the hiring of an internship manager. The Amherst Select Internship Program now offers some five-hundred internships sponsored by alumni, parents, or friends of the college.
- Amherst LEADS: The Amherst LEADS program for varsity athletes was launched to develop leadership skills in athletics, academics, and later life. The program was developed through focus groups and has continued to use such systematic consultation about students' needs and interests and about program effectiveness as it has scaled from (1) captains, to (2) juniors and seniors, and to (3) first-year students, with a planned extension to (4) students other than varsity athletes. The program now involves almost a quarter of the student body.

<u>Academic support</u>: In 2008-2009 a task force on academic support comprising faculty and admission-, student-, and faculty- deans reviewed advising and support for international students, community college transfer students, and underprepared students in mathematics and science. With the assistance of the IR office, the task force surveyed faculty, interviewed international students, and examined programs of peer institutions. They also reviewed data on the effectiveness of the "intensive" sections in introductory chemistry, economics, and mathematics courses, comparing outcomes within and across groups; reviewed a student survey on the "intensive" sections; and examined the use and effectiveness of the tutoring programs (peer tutors, Q-center tutors, writing center counselors). The task force made a score of recommendations, which have, with minor exceptions, been adopted. Most important was the appointment of a dean of academic support and student research. Other recommendations included expanding orientation and workshops for transfer and international students, enhancing academic support programs, and embedding academic support in the FYS program. Further enhancements include the appointment of an international student-life fellow, the piloting of an academic mentoring program for international students, and the revision of transfer student orientation.

Student conduct: Partly in response to an increase in academic integrity offenses, peaking at more than twenty per year, the college adopted an honor code in 2004 and increased guidance on issues of intellectual property in orientation for new students. Over the last five years, such cases have averaged fourteen per year. To inform new students fully about our honor system and codes of intellectual responsibility and respect for persons, a program of extended orientation was launched in 2011, which requires new students to attend a series of four weekly trainings conducted by deans, faculty members, and coaches. The new position of dean of student conduct was created in 2011, who is tasked with revising, updating, and implementing policies and practices, and with revising the student handbook. Our current, and urgent, priority is to achieve greater transparency and effectiveness in responding to alcohol and other drug (AOD) violations, and to violations of the code of conduct specific to sexual respect (in keeping with federal Title IX legislation) (see below under ***Integrity***). To those ends, we have created a medical amnesty statement to encourage students to request medical assistance for emergencies involving AOD, and we have developed a consent-based statement for sexual misconduct. To comply with the Drug Free Schools Act, we have strengthened our record-keeping on AOD sanctions and student conduct records. In keeping with national best practices, a student life task force created a bias-incident response protocol.

Appraisal: In close collaboration with the faculty, the office of the dean of students has responded vigorously to the rapidly changing needs of the new generation of students. However, student-life programs have generally not been coordinated with the academic planning initiatives from 2002 onward—a need to be addressed by the strategic planning project. Various crucial areas of student life have been closely reviewed:

Mental health: In keeping with national practices in addressing student suicide prevention, we created a mental health task force in September of 2010 with the two-year goal of creating a strategic plan to support student mental health more actively. This group of faculty, deans, coaches, and students conducted two dozen focus groups of students, staff, and faculty. A public health analysis model was then applied to the results in order to propose prevention, intervention and treatment strategies. One immediate result of this self-assessment and planning was to integrate Student Support Network (SSN) training (a suicide-prevention model) into some student leader orientations, bolstering our prevention model of suicide prevention from the QPR Institute. Further recommendations from that plan have now been shared with the dean of students and the president. In the summer of 2012, a $299,709 grant was awarded to Amherst by the US Department of Health and Human Services' Substance Abuse and Mental Health Services Administration for campus suicide prevention efforts over the next three years. This grant will allow us to hire a part-time public health educator and enhance wellness and suicide-prevention programming.

Student conduct: In the fall of 2012 student concern over the handling of sexual misconduct complaints led to an intensive campus-wide discussion of current disciplinary practices and of the behavior, including alcohol use, that leads to sexual misconduct. These issues were the focus of multiple open meetings, a meeting of the board of trustees, and a daylong retreat attended by

68% of students, faculty, and staff, in which the issue of sexual respect was discussed in the context of our central commitments to community and individual responsibility. The Special Oversight Committee on Sexual Misconduct was appointed, comprising trustees, faculty, students, and members of the staff and administration and will report in January of 2013. Throughout, the college has sought public transparency in addressing this issue.[10]

Projections: In both the shorter and longer term, student life will be a central institutional focus. The work of the mental health task force will continue at least through the three years of the federal grant. Organizational questions will be addressed by the redefinition of the office of dean of students as part of the hiring process in AY 2012-2013. The task force on student life of the strategic planning project will address a broad range of issues, including administrative organization, programming (particularly in supporting diversity and a climate of respect on campus), facilities, the articulation and assessment of learning goals, and processes of self-evaluation (see **Chapter V**).

Standard Seven: Library and Other Information Resources

In keeping with the college mission statement's affirmation that students "assume substantial responsibility for undertaking inquiry and for shaping their education within and beyond the curriculum," the faculty in 2012 adopted "proficiency in using information resources" among the central learning goals of general education. All but a handful of departments stipulated that goal for their majors (see **Table E1, Part A**), sometimes in the category of "research" and sometimes in discipline-specific ways.[11] Learning assessment in relationship to this goal **(***Library and Other Information Resources*, 7.9 and 7.10) is addressed in **Chapter IV, Section C**.

In the last five years, both the library and the IT department have re-examined and reformulated how they support students in developing such proficiency and have undertaken broader roles in instruction, as well as in the planning for the science center and other facilities. Both units, which are dealt with separately below, are under new leadership.

Library

Description: A new librarian of the college, Bryn Geffert, was appointed in 2010 and is completing a major reorganization in order to keep pace with rapid changes in information resources and use, as well as with progress in pedagogy and assessment in the college:

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[10] The findings of the oversight committee (January, 2013) are available on the Sexual Respect and Title IX website: https://www.amherst.edu/aboutamherst/sexual_respect.

[11] Examples of departmental learning goals concerning proficiency in using information resources: chemistry: "Navigate the chemical literature effectively to retrieve specific information and to inform broader research questions; critically assess the experimental design, results, and conclusions of articles published in the primary literature"; American studies: "Capable of interpreting sources that are written, visual, material, and, at least to some extent, aural."

- Department of research and instruction: The reference department has been fundamentally repurposed to collaborate with faculty members in for-credit courses and to provide instruction in small-group and one-on-one settings. The new instruction librarians also bring, and continue to develop, expertise in learning assessment. In AY 2011-2012, they and the special collections librarians worked with 168 classes (up significantly from an average of 94 classes during the previous three years), including almost half of the FYS sections. They also conducted intensive research consultations, each typically lasting about an hour, with 84 students. They fielded an additional 2,100 individual inquiries about research and resources at the reference desk.
- Department of digital programs: This new department focuses on increasing access to unique and rare materials from the archives and elsewhere in the college through digitization, acquisition of born-digital content, and collaborative development of systems for the discovery, access, and preservation of digital collections in order to support digital scholarship and the curriculum.
- Amherst College Press: The library is leading a six-college task force commissioned by the Oberlin Group to investigate the feasibility and advisability of founding a rigorous, scholarly, open-access press that is funded and run by liberal arts college libraries. Grant funding is currently being sought. Independently, the library has launched the online Amherst College Press and is currently searching for a director.

To respond to the escalating expense of serials subscriptions, the librarians, after consultation with the faculty library committee and with the full faculty, are experimenting with a selective balance of subscriptions and per-item ordering. The library maintains its commitment to a print collection, despite impending space constraints. Amherst continues to spend more per student on collections than any other liberal arts college in the country.

Appraisal: The sharp increase in instructional activity, as initiated by faculty and students, demonstrates a timely response to major curricular and pedagogical needs. The extensive integration of librarians into classroom instruction marks an important innovation in our teaching culture.

Projections: The science library will be prominently positioned in the main entry floor of the new science building and will enjoy state-of-the-art facilities, including teaching and collaborative space. The replacement of Frost Library and the college's continuing needs for library facilities in the digital age will be considered by the strategic planning project.

Information Technology

Description: A new director, Gayle Barton, was hired in July, 2012, in the reformulated position of chief information officer (CIO), reporting to the president and serving on her senior staff. In 2010 the trustees appointed an ad hoc digital strategy committee to supplement the work of the instruction committee and other board committees in assuring that the college remains current with developments in IT. The faculty computing committee and other college committees ensure that IT works in alignment with the needs and goals of the community.

The department has supported major transitions affecting all students and faculty:

- Online course registration (2009-2011): The transition from paper required broad and continuing consultation with student, faculty, and administrative users, as well as over-night fixes during the roll-out (see Chapter II, **Special Emphasis Five**).
- Moodle (2012): As its learning management system, the college has shifted to Moodle from Blackboard and our self-designed CMS system. Some 70% of courses were using Moodle for the fall of 2012 for something more than just eReserves.
- Classrooms: Nearly all classrooms have computer presentation systems. Upgrades to HD (high-definition) have begun. Interactive classroom technologies are being rolled out, such as personal response systems and the projection capability from an iPad.
- Instruction: In collaboration with faculty members from across the curriculum, the academic technology services (ATS) unit has supported innovative projects for credit-bearing, interterm, and summer courses.[12]

In addition, there have been numerous updates in administrative computing. Advancement operations have moved from Datatel Benefactor to Datatel Colleague, since the previous system was no longer being supported. Much of the college's reporting moved from ASG Safari to SAP Business Objects to give administrative departments better tools and to allow them more access to their own data. The college website has been rebuilt to use current design techniques for ADA compliance and for use on mobile devices.

Demand for both user and project support continues to grow. Calls to the helpdesk and requests for workshops or in-person assistance have increased. The variety and complexity of devices supported and demands on the wireless network have all increased significantly. The increased use of Macintosh computers and mobile devices is putting a strain on the helpdesk's ability to provide an adequate level of support. The only area in which there has been a reduction in demand is the phone system. Students no longer have landline service in the residence hall rooms (with an exception for persons with disabilities where a landline is required). Incoming and outgoing calls have decreased in number and duration, although the college continues to deploy office phones as new positions are created.[13]

Staff:

IT staffing has been exceptionally stable over the past five years. One new position was added in database services to support data reporting using SAP's Business Objects. Open positions were frozen during the economic downturn but filled after the worst had passed. Staff turnover has been 21% for the five years, or an average of 4% per year. Professional development remains a high priority as the demand for Mac support grows, consumerization of IT explodes,

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[12] ATS projects: https://www.amherst.edu/offices/it/projects/atsprojects.

[13] 2012 IT Index: https://www.amherst.edu/offices/it/about/2012index.

and the nature of the infrastructure evolves, especially as regards virtualization of servers, storage, and desktops. Developing the next generation of IT leaders and staff diversity remain concerns.

In the coming five years, we anticipate staffing needs in several areas. It is critical that we improve our technical support for the Macintosh operating system. Students bring twice as many Macs as PCs to campus, and two-thirds of new faculty this year requested Macs. Administrative staff are beginning to request them. College support for multimedia development is fragmented and needs to be stronger and more cohesive. Innovative pedagogies such as blended learning, "flipped classrooms," and lecture capture will need support, both in assisting faculty and in project development. Data analytics and reporting require broad deployment across the campus for maximum effectiveness. It is not clear to what extent we can reassign or retrain current staff to meet these needs. What is clear is that hiring for deeper technical skill should be a part of every staffing opportunity within IT and should be an important consideration across the administrative offices.

Appraisal: In preparation for hiring a CIO, a visiting committee was charged in the spring of 2011 with reviewing the aspects of IT that needed improvement. The report drew on a comprehensive opportunity-assessment of IT collaboration for the Five Colleges done by Goldstein and Associates (February, 2011) and on the ten-year strategic plan of the Five Colleges, Inc. (December, 2010), with extensive attention to IT.

The review entailed a team visit in February, 2011; their report in March; and a follow-up report from the IT staff in May after review of the recommendations. As was hoped for, both the new president and the new CIO arrived with all aspects of IT under active discussion. The visiting team recommended attention to the following areas:

- Mission: What is the role of IT in teaching, learning, and research? Is it a "service culture" and how can this be communicated? What should be IT's role in relation to the library? To the Five Colleges?
- Governance and organization: How do decisions get made and priorities set? What are the roles and responsibilities of the various units? How can overlaps and ambiguities with other units (e.g., advancement) be resolved?
- Planning and evaluation: How are strategic decisions made (e.g., about the priority on open-source software)?
- Communication: How can IT communicate its mission and procedures to the wider community and process feedback from users?

Some actions recommended by the team were in the process of implementation (e.g., the shift to Moodle, clarifying functions with advancement and the central teaching mission of IT) and others were adopted (e.g., making the CIO a member of the president's senior staff).

Given the importance of IT for all aspects of the college's mission and our late start in some areas, we recognize the importance of regular and unsparing self-evaluation with participation by the trustees, managers of other administrative units, faculty (though the faculty computing committee), and students (though the student computing committee).

Projections: The new CIO has undertaken a year-long strategic planning effort to mesh with the college's comprehensive planning project. IT staff are meeting with faculty, staff, and students, monitoring trends, and reviewing existing documents and quantitative information from different sources. Areas identified in the external review will receive special attention, and the department's effectiveness will be reviewed with the manager's council and the faculty computing committee. So far, the college support for innovative pedagogies and multimedia creation have been identified as areas that need additional support.

Standard Eight: Physical and Technological Resources

Description: Despite the 2008 downturn, we have undertaken the most pressing projects: the replacement of obsolete facilities from the 1960s (the Merrill Science Center and the four east campus dorms, with some 320 beds) and the expansion of office space for the faculty. We have also worked toward the completion of the residential master plan. We have responded to the need for the campus-wide integrated planning process noted by the Commission's visiting team in 2008 by forming a facilities planning committee, chaired by the president. We have made important progress in environmental health and safety, including emergency preparedness.

Science center: The facilities planning committee coordinated a network of nine overlapping committees of faculty, trustees, students, and administrators; consulted with the CPR and CEP; and held open meetings for the campus community. Construction was authorized in 2011, to be completed in 2017.[14] The phases of construction and the impact on the campus are well publicized.[15] The new science center will be administered by an associate-dean-level coordinator and a faculty advisory committee with representation from the resident departments, as well as from geology, computer science, and mathematics.

Other academic space: Pursuant to the CAP recommendations, Shepley Bulfinch created a space-use framework to address resources and needs in respect to classrooms and offices (2010). Expansion space for humanities and social sciences will be provided by the re-purposing of the McGuire Life Sciences Building (51,000 sq. ft.), when the biology department moves to the new science center, and by the office space in Converse Hall (4,900 sq. ft.) made available when public affairs, human resources, and the investment office move to the former Fiber Arts Building on the Amherst Common, acquired in 2008 and currently being renovated and expanded. A project to upgrade library facilities, as reported in our 2008 self-study and analyzed by a comprehensive planning effort in 2008-2009, is on hold during the current

[14] Science center rationale and planning process: https://www.amherst.edu/aboutamherst/science_center
[15] Science center construction phases: https://www.amherst.edu/aboutamherst/science_center/construction_updates

construction phase of the science center, though the library has received cosmetic improvements and significant repurposing of space for current programming.

Dormitories: After the 2008 downturn, the projects in process (Seeley and Hitchcock[16]) were finished in 2009, but other projects were delayed. The renovation and expansion of Seligman will be completed in 2013. To enable construction of the science center, neighboring Davis Dormitory has been demolished. Planning will begin soon for replacement of the other three east campus dormitories after the completion of the science center in 2017 and is a top priority.

Pratt Football Field: The long-recognized inadequacy of the football field and track and of the small, outmoded field house found an unexpected solution in 2012 through a consortium of donors who donated funds for an artificial turf field, adequate lighting, and a field house able to accommodate the numerous intercollegiate and club sports that use the field.[17]

Administrative offices: After being split between on-campus offices and off-campus rental locations, advancement operations were consolidated on a single campus on the edge of the main campus by the renovation of three former faculty houses (Smith, Scott, and Pontypool).[18]

Emergency preparedness and notification: In 2008 we instituted a comprehensive emergency notification system (landlines, cell phones, e-mail, siren) and made all classrooms lockable from the inside.[19] The devastating snowstorm and week-long regional power outage of October-November, 2011, tested our preparedness, with an overall positive and instructive outcome. All students were accommodated safely and with a reasonable degree of comfort. With the help of generators, the dining hall was opened at once to students, faculty, and residents of the surrounding community. Classes resumed after two missed days. Intensive review of our response by the trustees and by the administration led to the revamping of procedures and to plans to provide more robust emergency power generation for the campus. The college's emergency preparedness plans, policies, and procedures are constantly updated and well publicized.[20] Senior staff receive regular trainings.

Environmental health and safety (EH&S): The department has been increased by one fulltime position to 3.5 FTEs to respond to current and anticipated changes in the regulatory environment climate and to best practices in higher education. EH&S provides weekday coverage during the academic year from 6:00 AM to 8:00 PM and 24/7 emergency response.

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[16] Seelye and Hitchcock renovations: https://www.amherst.edu/offices/facilities/capital_projects/completed_projects/seelye_hitchcock

[17] Pratt field reconstruction: https://www.amherst.edu/aboutamherst/projects/prattfield.

[18] Advancement offices consolidation: https://www.amherst.edu/offices/facilities/capital_projects/completed_projects/advancement_offices

[19] Emergency notification: https://www.amherst.edu/offices/enviro_health_safety/emergency_prep/ac_alert.

[20] Emergency preparedness site: https://www.amherst.edu/offices/enviro_health_safety/emergency_prep

Policies, procedures, and programs are accessible online.[21] The unit has built capacity to respond to an unprecedented level of construction on campus. The policies and procedures of EH&S are regularly updated and posted online.[22]

Appraisal: The residential master plan (2000 onwards) provided a useful model for the scale and complexity of science center planning, with the accompanying developments in academic and residential space. The campus-wide discussions of institutional priorities from 2002 onward allowed planning to proceed even during a period of financial uncertainty, with review by the ABC in 2009. The college has made effective use of external consultants (e.g., Payette for the science center; Shepley Bulfinch for library and academic space).

In overseeing science center planning and other recent projects, the facilities planning committee has achieved more extensive coordination among the department of facilities planning and management, the buildings and grounds committee of the board of trustees, the IR office, the IT department, the library, the offices of the deans of the faculty and of students, and standing faculty committees. Planning has proceeded with rigorous attention to the educational mission of the college and of academic departments.

The disparities between the newest and most outmoded of our classrooms, dormitories, and offices are large, but the least-advantaged users have shown patience, given steady progress toward renewal. Notification of disruptions caused by construction is timely, clear, and accessible.[23] The scale of current commitments constrains our address to other facilities needs, and the shift to high-tech buildings will entail significantly higher maintenance costs.

Projections: Over the next five years, the college's commitments for capital projects are largely set. Given the scale of construction, maintaining functioning will be a challenge. The strategic planning project will include in its first year the creation of a campus assessment plan by the campus assessment working group, which will address the needs and options for housing and for the library, arts facilities, offices, and classrooms (see **Chapter V**).

Standard Nine: Financial Resources

Description: The college's financial resources continue to be strong. The turbulence in the financial markets over the past five years has been unprecedented, but the college has weathered the storm by prudent spending, strong investment oversight, and alumni support. In 2008 we launched a comprehensive campaign with a goal of $425 million, which has now surpassed $446 million. We continue to raise funds for the operating needs of the college and

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[21] EH&S policies, procedures, and programs: https://www.amherst.edu/offices/enviro_health_safety/polpro.

[22] EH&S audit management plan: https://www.amherst.edu/offices/enviro_health_safety/polpro/overview/audit_management#scope.

[23] Notification on construction and other work: https://www.amherst.edu/offices/facilities.

the new science center. The support of our alumni and friends is one of the keys to our financial success.
The college's endowment provides a significant amount of operating support (47%). On June 30, 2012, endowment assets totaled $1.6 billion and represented more than $900,000 of endowment per student. The investment portfolio consists of a broad mix of assets, including domestic equities, foreign equities, private equities, fixed income, absolute return, natural resources, cash, and other investments. Spending on the endowment is measured against the three-year average of endowment market value and is expected to fall within a range of 3.5–5.0%. During the economic crisis and the period covered by the recommendations of the ABC, the trustees allowed for the spending rate to exceed 5%. Due to the savings that were achieved and investment performance, the college did not exceed the 5% rate. Currently the rate is 4.7%.

Due to the increased complexity of the endowment and the needed management, staffing has been increased in this area. Currently the office has a chief investment officer, two fund managers, an operations manager. and a support staff member. The office also employs various student interns. The trustees' investment committee continues to provide active oversight of the portfolio, meeting regularly with the investment office staff.

The college's operating budget totals $149 million and is supported on an annual basis through various revenue sources. The chief sources are net tuition, along with room-and-board receipts (37%), and distribution from the endowment (47%). Annual gifts and grants to the college account for approximately 11%, including the Alumni Fund, which is annually supported by over 57% of the alumni body. The remaining revenue is primarily from rental housing and from summer conferences that use college facilities. The college carries a contingency into the annual operating budget in order to meet any unforeseen expenditures or emergencies.

As a result of the economic downturn, the college revamped its budget presentation, making it more comparable to the audited financial statements of the institution. The budget now presents student revenue net of scholarship awards, has removed agency transactions (PELL and SEOG) from revenues and expenses, and includes all debt service as an operating expense. This change has added to the transparency of our financial budget and annual expenditures. Historic information presented to the board of trustees and the college community has been modified to show a consistent presentation. In addition, in 2011 the board modified the approval process so that the budget for the following fiscal year is now approved at the May meeting—in advance of the fiscal year it relates to.

In coordination with the formulation of the budget, the board reviews projections that include the ten years following the budget year. These fully integrated projections include rate increase assumptions for the comprehensive fee and return on endowment assets. They also include a calculation of the spending from endowment, debt service, and inflationary expenditure growth factors for all expenditures, with specific calculations for financial aid, salary pools, and employee fringe benefits. A similar set of projections that integrates sources and specific uses of funds for capital expenditures was developed in 2004. These projections were also modified for the new budget format and simplified to focus more on the assumptions that are used and the impact of changes in those assumptions. The new projection model also added a focus on the per-student costs projected into the future.

Annual growth areas of the budget continue to be: financial aid (with 52% of students currently on aid); sustained focus on hiring and retaining the best faculty at competitive compensation levels; and maintaining competitive salaries for staff and administrative employees. As mentioned above under ***Students***, student-life programs will be a central institutional focus, requiring increased budget growth. In connection with the science center and other ongoing construction projects, the college issued debt in the fall of 2012. The cost of servicing this debt will increase the operating budget.

The comptroller's office continues to work closely with the trustees' audit committee. In addition to financial statement review, the audit committee has also taken on the review of the college's Form 990 and meets regularly with the Five College risk manager in order to remain current on risks that are affecting the college. As of the college's FY 2009 tax filing, the IRS Form 990 was completely revamped, requiring us to put into place many policies and best practices. It also requires that we track expenditures in new ways and make expanded disclosures. This added oversight by the trustees and the IRS has given management fresh perspective on governance and on making information easily accessible and reportable.

Appraisal: Due to the size and complexity of the investment portfolio, performance is monitored closely with monthly reports, which are provided to senior management and the trustees' investment committee. In addition, the investment office will be moving to new offices in FY14. Staffing of that office is reviewed on an ongoing basis in order to ensure that appropriate levels of staffing are in place to support the underlying investments.

The preparation of projections has helped to identify timing of major projects and the funding available for them. Projections are typically prepared using conservative assumptions that help to keep the budget growing at a predictable and steady pace, rather than growing and declining as revenue sources fluctuate. The result is that priorities are discussed and funded as needed.

An important aspect of the projections is a review of the spending rate on the endowment. By maintaining the spending rate at a prudent level and allowing it to fluctuate within a range of 3% to 5% of the three-year average endowment value, the college has been able to control the allocation of funds to the budget without significantly increasing or reducing the distribution based on single-year changes in value. Maintaining this spending rate will be a challenge in the future as market turbulence prevails.

Projections: The college is currently searching for a chief financial and administrative officer (formerly, treasurer). Hiring an innovative leader for the finance area will result in a close look at all of the functions that fall under this area, especially our projection models, in order to assure that we are making decisions today that make sense for tomorrow.

The investment committee and investment office will continue to monitor the portfolio and the markets for opportunities. The board will continue to be involved in budget projection and decision making. Projections are reviewed regularly and are modified as needed to maintain a reasonable spending rate. Maintaining the spending rate within the stated range will be a particular challenge in the future as market turbulence prevails. We will continue to include a contingency fund in annual operating budgets in order to maintain flexibility for unforeseen events. The trustees' audit committee will continue to review the major financial reports that the college issues and to monitor risks that may affect the financial health of the institution. They will also continue to review significant operating areas in order to ensure that appropriate control procedures and high ethical standards are in place.

As part of the strategic planning project, a financial outlook working group will review our financial model, with a focus on new and diverse revenue sources (see **Chapter V**).

Standard Ten: Public Disclosure

Description: The college strives to present information to its various on-campus, alumni, and public audiences that is clear, accurate, and accessible (**Data Form 10**). Access has changed profoundly over the past five years because of the proliferation of content types (text, video, audio, photography), media formats (college website, print publications, social media outlets), and device platforms (PCs, Macs, smart phones, laptops, iPads). To cite a recent example, in response to intense campus concern about the handling of sexual misconduct in 2012, a comprehensive website entitled "Title IX and Sexual Respect" was launched within days to report candidly and fully on the college's policies, commitments, and actions taken.[24]

Our website remains a central conduit to external audiences and the campus community. Growing familiarity with the content management system (CMS) has led to the posting of more key information by more users about news events and the continuing workings of the institution. For example, during the economic downturn, information about Amherst and the economy was provided regularly (in formats that included video, audio and written documents) to the public, and more detailed password-protected information was provided to the campus community.[25] Biographical profiles for trustees have been added to the college website.[26] The college catalog is available online in interactive format and in e-book format; it also remains available in print in a reduced print run.[27] We support public access to educational resources, such as images of the 16,000 works in the Mead Art Museum in a searchable catalogue (to be completed in 2015). The new position of digital programs librarian will make archival material and other Amherst resources available online. The website's capacity for displaying multimedia content allows for extensive coverage of major college news, such as the construction of the science center.[28] Speeches by the president, faculty, and distinguished

[24] Title IX and Sexual Respect: https://www.amherst.edu/aboutamherst/sexual_respect
[25] Amherst and the economy: https://www.amherst.edu/aboutamherst/economy.
[26] Trustee biographies: https://www.amherst.edu/aboutamherst/trustees/biographies.
[27] College catalogue: https://www.amherst.edu/academiclife/registrar/AC_Course_Info_tools/ac_catalog.
[28] Science center: https://www.amherst.edu/aboutamherst/science_center.

visitors are posted on the college's extensive multimedia content collection, as are videos, audio interviews, and other multimedia content. [29]

The college website is continuously refined by the office of public affairs. New features added have included a redesigned multimedia page to better show the breadth and richness of our content; a redesigned *Amherst Magazine* homepage to make content more engaging and visible;[30] the addition of our social media links, including President Martin's well-read Twitter feed[31] on the college homepage; a comprehensive, easy-to-read events calendar; an audio-slideshow virtual campus tour;[32] a newly designed homepage that allows three stories to be featured in one interactive panel; and a mobile-friendly version of the Amherst site.

The office of public affairs generates a biweekly e-newsletter that features news from campus and alumni and is distributed to the college's 21,000 alumni. The office also maintains the college homepage and seeks to represent an array of compelling stories about the college, in formats that include a combination of text, video, audio, and photography. The college's sports information department not only covers the college's twenty-seven sports teams but also chronicles stories of athletically and academically talented student-athletes. The public affairs staff also maintain the bulk of the college's social media presence, posting regularly on Facebook, Twitter, YouTube, and Instagram. That office is also aggressive in identifying stories that are emblematic of Amherst's core values and seeks to place those stories in top-tier media outlets by pursuing a sophisticated media outreach strategy.

<u>Learning goals and student success</u>: Information on retention and graduation rates (in the common data set), as well as admission statistics, costs, and financial aid is conveniently available on the "Amherst at a Glance" page.[33] The learning goals for the liberal studies curriculum are displayed on the top page of the "Academics" section.[34] The learning goals for all majors are available through the websites of academic departments.[35] In the past five years, department websites have become far more comprehensive, and many departments maintain pages for information from and about their graduates.

<u>Emergency information</u>: We have increased our capacity to inform the campus and the public about emergencies. The college website is a key component of emergency response and communications, with password-protected emergency response plans posted online.[36]

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[29] Multimedia content: https://www.amherst.edu/aboutamherst/news/multimedia.
[30] Amherst Magazine website: https://www.amherst.edu/aboutamherst/magazine.
[31] President Martin's Twitter feed: https://ja.twitter.com/Biddy_Martin.
[32] Virtual campus tour: https://www.amherst.edu/aboutamherst/visiting/virtualtour.
[33] "Amherst at a Glance": https://www.amherst.edu/aboutamherst/glance.
[34]Liberal studies curriculum: https://www.amherst.edu/academiclife.
[35] Learning goals for majors:
https://www.amherst.edu/academiclife/dean_faculty/general_information/nesacaccreditation2013/goalsformajors
[36] Emergency preparedness and notification:
https://www.amherst.edu/offices/enviro_health_safety/emergency_prep.

Meanwhile, during campus emergencies such as the spread of the H1N1 virus in 2009 and the extensive flooding of the college's iconic Johnson Chapel, which displaced faculty in 2012, the website has conveyed time-sensitive information to the college community.[37]

Appraisal: The college takes seriously the responsibility of presenting itself honestly to the on-campus community, as well as the more than 21,000 living alumni, 8,000 annual applicants for admission and their families, and 20,000 campus visitors per year. The details of academic goals and measures of student learning, other than retention and graduation, have until recently been less well reported than other aspects of college life, and need greater explicitness.

Projections: Going forward, the college expects to continue to generate compelling content by identifying and presenting the most compelling stories that reinforce core values across various formats and platforms. The office of public affairs, working with IT, is currently involved in efforts to develop mobile phone applications and is engaged in a continuous effort to maximize use of the college website, using a "responsive design" strategy that aims to make the website and content available on as many platforms as possible from iPads to iPhones, from laptops to desktops. During AY 2012-2013, the offices of IR, IT, and public affairs will investigate how audiences use the college website and affiliated social media. Individuals from these groups are developing an inventory of existing Amherst-affiliated social media accounts and establishing web traffic metrics to include in future reporting.

Standard Eleven: Integrity

Description: With the overarching goals of protecting academic freedom and creating a climate of respect for all on campus, the college has responded to the evolving legal and regulatory climate and the changing needs of our students. Four areas have received particular attention:

Non-discrimination: In 2010 students submitted a proposal to revise the college's non-discrimination policy to include gender identity and gender expression. After consideration by college committees, the trustees in October, 2011, approved a revised policy, which adds "gender identity or gender expression" to other protected categories (**Data Form 11**). Similarly, in 2012, residential life instituted a gender-inclusive housing policy at the urging of students.

Respect for persons: In keeping with the college's Statement of Respect for Persons[38], we have comprehensively revised our policies and procedures in respect to sexual misconduct in order to assure best practices and full compliance with Federal Title IX. The Title IX coordinator is now assisted by deputies for the following sub-groups: students, athletics, staff and visitors, and faculty. The college is working with outside counsel to ensure that the college is in full compliance with the requirements of Title IX, the Jeanne Clery Disclosure of Campus

[37] H1N1 virus alert: https://www.amherst.edu/campuslife/health/service/flu/spring2009; flooding of Johnson Chapel: https://www.amherst.edu/aboutamherst/news/announcements/13feb2012.
[38] Statement of Respect for Persons:
https://www.amherst.edu/academiclife/dean_faculty/fph/policies/respect.

Security Policy, and Campus Crime Statistics Act. All employees with managerial responsibility receive regular trainings. Faculty responsibility is discussed at orientation for new faculty and recurrently at TAP lunches. Student conduct has been a particular focus. Procedures for hearing cases related to sexual misconduct by students have been revamped and are described in the student handbook.[39] New students attend a mandatory "respect for persons" workshop in orientation. Support and counseling for students involved in disciplinary procedures have been enhanced. This area is under active review (see above, under ***Students)***.

Faculty research: Over the past five years we have codified and strengthened procedures and reporting for the human subjects committee (IRB), institutional animal care and use committee (IACUC), the institutional bio-safety committee, and the radiation safety committee. Amherst students, post-baccalaureate fellows, graduate students, staff, and postdoctoral fellows conducting research in the natural and physical sciences, as well as all students and postdocs working on PHS- or NSF-funded research in any discipline, are required to complete online training tailored to their area of research on the responsible conduct of research before beginning their research. Online training is provided by CITI, with guidance from the college. Each student researcher in the sciences is further asked to engage in discussion with his or her faculty mentor about the ethical and responsible conduct of research. In addition, faculty and students funded through PHS are required to complete the CITI online course in financial conflict of interest. Finally, within January of 2013 we will rewriting our research misconduct policy and extending it from PHS-funded faculty and students to include all faculty and students. Descriptions of the committees and pertinent instructions, policies, procedures, and guidelines are posted on the website of the dean of the faculty.[40]

Financial compliance: In 2011 the college established a compliance committee to advise the senior administration by reviewing, evaluating, and coordinating the institution's compliance efforts and to foster a culture of compliance through educational programs and through the dissemination of information to the college community. The compliance committee has representation from the faculty and from the offices of the chief financial and administrative officer, comptroller, dean of the faculty, dean of students, facilities, human resources, and IT.

Appraisal: The college has made significant progress over the past five years in terms of legal and regulatory compliance and in educational programs for students, faculty, and staff to create a climate of respect for all persons. Student misconduct, and especially sexual misconduct, has received due attention but, as in peer institutions, poses severe challenges because of its connection to alcohol use. A special oversight committee on sexual misconduct has been appointed and will report early in 2013 (see above, under ***Students***).

Projections: Review and revision of our codes of conduct and disciplinary procedures will continue with the assistance of outside counsel, in tandem with enhanced educational programs for faculty and for staff, as well as for students within and beyond orientation for new students.

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[39] Student handbook: https://www.amherst.edu/campuslife/deanstudents/handbook.

[40] Compliance committees site: https://www.amherst.edu/academiclife/dean_faculty/faccommittees/irb_iacuc.

Chapter IV: Assessment, Retention, and Student Success

This chapter addresses the suggested areas of the Educational Effectiveness format in the following order:

A. Measures of student success;
B. What students gain as a result of their education;
C. Assessment of student learning, incorporating *Special Emphasis Four*: *Evaluating student learning beyond the class and department level as a cumulative general education achievement.*

A. Measures of student success (*Students*, 6.5-6.9)

Overview: Under *Description* we address the continuing evidence for the success of the student body at large. Under *Appraisal* we discuss the comparative success of various sub-groups in our increasingly diverse student body, as per *Students* 6.7—a matter that we have been monitoring for twenty years, but with intensified efforts in the last five years.

Description: As direct measures of student success we use graduation rates, GPA, patterns of selection for majors and courses, and graduate and professional school enrollment. Indirect measures of student success come from our life-cycle survey agenda, which include pre-enrollment, enrolled-student, senior, and alumni surveys—all coordinated to track changes over a student's years at Amherst, as well as post-graduation. The surveys are listed in **Section C.1.b**.

Overall, approximately 95% of the entering cohort of first-time, full-time students is graduated from the college within six years (**Data Form S1**). About 87% are graduated within four years, another 7% within five years, and the final 1-2% by the sixth year. Freshmen retention rates have risen from 94% to 98% since 2009. On average, about 50% of each graduating class completes a senior thesis; in the natural sciences, about 60%. Between 35% and 45% of each class is graduated with two majors (and one or two students a year, with three majors).

<u>National competitions</u>: In keeping with our mission, we honor a range of attainments in learning and leadership. Among institutions enrolling under 3,000 students, in 2012 Amherst ranked second in the country in the number of students (nineteen) selected to participate in Teach for America. Since 2006 Amherst has had one or more winners for all the major prestigious scholarship programs: 2 Rhodes Scholars (9 finalists), 1 Marshall Scholar (6 finalists), 1 Mitchell Scholar, 2 Luce Scholars (2 finalists), 4 Truman Scholars (2 winners in 2012 and an additional 3 finalists since 2006), 3 Churchill Scholars, 3 Gates Scholars, 13 Watson Fellows, and 55 Fulbright Scholars. Among all small liberal arts colleges, Amherst is consistently among the top 10 producers of student Fulbright scholars. Some 36 students have been awarded NSF Graduate Research Fellowships, with 26 honorable mentions. In addition,

since 2006 we have had 4 Beinecke Scholars, 1 Keasbey Scholar to Oxford University, and 7 Goldwater Scholars and 7 honorable mentions.

Appraisal:

The Enrollment Management Committee (EMC): The EMC meets each semester to evaluate graduation rates and retention (**Data Form S1**), financial aid (**Data Form 6: Financial Aid, Debt**), and college finances (**Data Form 9**) so as to ensure that the growth in fall admission does not strain available financial, physical, and academic resources. Our continuing high rates of retention and graduation indicate generally effective admission policies and support systems, including faculty advising and the CAS (see below).

Committee on Academic Support (CAS): For formative assessment, students' success and needs, both as individuals and in the aggregate, are monitored through mid-term and semester-end grade and performance reports to the CAS and are addressed by the timely provision of counseling and support. This is a robust system that entails the participation of all faculty as advisors (see **Chapter II, *Special Emphasis Five***) and of all student-life personnel. On the basis of instructors' reports, the CAS meets four times a year to evaluate the needs of students reported to be having academic difficulty and to review the progress of those who have previously been put on academic warning or suspension. In order to serve as a clearinghouse for information about problem areas and about the effectiveness of current support programs, the CAS includes representatives of all the units that have contact with students: namely, the offices of the dean of students, admission, financial aid, and registrar; the various centers (counseling, student activities, career, writing, and quantitative); as well as faculty members from the various divisions and representatives of athletics. This large committee (some 20-25 members) provides holistic evaluation of individuals' needs, since almost always some member of the CAS has worked with the student under discussion. The CAS also provides an overview of trends in student life and of the impact of curricular changes.

The improvement of student support programs is an institutional priority. Academic support was reviewed by a task force in 2008-2009, and mental health services have been under active review by another task force from 2010 onward. The entire area of student life is now under active review for reform and reconceptualization (see **Chapter III, *Students***, and **Chapter V).** Advising is under review by the faculty (see **Chapter II, *Special Emphasis Five***).

Comparative success of sub-groups of students: We need to look beyond our overall results in order to fulfill our mission to educate exceptional students "from all backgrounds." In keeping with the Commission's expectation of attention to all groups of recruited students (*Students* 6.7), we are focusing on whether we educate all segments of our diverse student body equally well. This is not a new question. Demographic patterns in student performance and in persistence in science and mathematics have long been apparent in the CAS overview, and equity of educational opportunity has been central to all planning initiatives since the Special Committee on the Amherst Education (SCAE) began in 2002. The SCAE posed the hard question of whether the open curriculum is truly open to all; that is, can students from a range of academic backgrounds pursue their interests and career directions in our demanding and highly competitive programs?

In 2008, but too late for our NEASC self-study, a groundbreaking comprehensive study was submitted by the faculty committee on admission and financial Aid (FCAFA), entitled "A Complicated Success? Assessing Academic Qualifications and Their Place in the Intellectual Life of our Students, with Special Attentive to Diversity Initiatives." On the basis of extensive internal and comparative research led by a sociologist, this report found that students who are "under"-prepared by conventional metrics generally close the gap in GPA over four years and achieve in ways not captured by simplistic notions of "success," though some groups remain underrepresented in mathematics and science courses. (Current efforts to improve access in mathematics and science are described in **Chapter II,** ***Special Emphasis Two***.)

Follow-up research continues: We have intensified and refined our investigation of the distribution of majors across demographic groups as an index of access to the curriculum. We correlate demographic groups (race/ethnicity, socioeconomic status) with admission reader ratings, athlete status, legacy status, and students' evaluations of their Amherst experience. We aggregate this data annually in department activity reports (DAR) for academic departments as they strive to understand and serve their constituencies (see below, **Section C.2.b**).

In the spring of 2012 we issued the first comprehensive comparison of admission statistics with graduation rates, GPAs, and majors. As part of President Martin's report to the trustees for their two-day retreat on the challenges of enrolling a diverse student body, this study informed the board's review of options for improving academic offerings and support. We will repeat this study regularly to monitor the impact of programs addressing perceived shortcomings.

By subscribing to the National Student Clearinghouse we can now track post-Amherst enrollment of students who withdraw, as well as of the 80% or so who proceed to post-graduate study. We seek to address even the small differences in graduation rate for groups with similar admission qualifications. For example, clearinghouse data cast light on a group of students of the same gender, cultural identification, and region who withdrew from Amherst. We found that of this group of fourteen students from four entering cohorts, eight have earned their bachelor's degree, most commonly at a school proximate to their home town (most of the group have hometowns more than 500 miles away from Amherst).

The top five majors at Amherst have been consistent over the past decade: (in alphabetical order) economics, English, history, political science, and psychology, with biology and environmental studies now edging closer to the list. The five top majors account for about two-thirds of the graduating class. Our large contingent of Pell grant recipients—at over 20%, the highest in our cohort of colleges and universities—are identical with non-recipients in their election of majors. There are also disproportions; e.g., at 9% of the student body, international students take 13–16% of the course enrollments in mathematics, physics, and computer science.

In sum, student success remains an issue of intense concern at all institutional levels: the trustees, the faculty (both corporately and through FCAFA), student-life staff, and individual departments. We have refined our research tools by closer tracking of various subgroups and of post-graduate outcomes. However, our ability to track student outcomes remains limited by the convergence of student GPAs and by our limited ability to assess student learning directly.

Projections: Though our overall graduation rate is among the highest in the country, even small differentials by group need vigorous response. Support services—for both personal and academic needs—will continue to be closely monitored and refined, as will be academic advising. By virtue of their first-hand experience of various student constituencies and their role as change agents, academic departments will continue to play a large role in shaping the assessment agenda and in acting upon findings. Departments' various initiatives to improve student success in all of the above areas are outlined below in **Section C.2.b**.

B. What students gain as a result of their education *(Planning and Evaluation,* 2.7*)*

Description: With a notably loyal body of some 21,000 living alumni, more than four-fifths of whom remain in contact with the school, Amherst traditionally relies on extensive but informal feedback from our graduates. The intensity of the interaction is indicated by the half or so of academic departments that maintain alumni pages on their websites, some of which are active billboards, while others are directories of graduates' current teaching and other professional posts. Through some department sites a prospective student can survey the publications both of current faculty members and of former majors. Two recent alumni surveys, carried out in 2005 and 2009, show a consistent pattern of graduate and professional school enrollment, graduation, and careers: about 15% of Amherst's graduates go to medical school and become physicians; another 15% go to law school and practice law; 15% go to business school and work in a variety of for-profit and non-profit organizations; and about 20% earn a PhD. The acceptance rate for medical school for entry from 2007 to 2011 has averaged 70%. This distribution is consistent with information collected by the office of alumni and parent programs. The next survey will be made available to all alumni in 2013, and we expect to receive 12,000 responses.

Appraisal: The general impression that our graduates do well for themselves naturally has limited use in guiding improvement or predicting the future. As mentioned above, data from the National Student Clearinghouse allow us to track patterns of post-graduate enrollment and degrees without the inherent biases of self-reporting. One preliminary and heartening indicator is that Pell grant recipients go on to enroll in graduate programs at nearly the same rate as other alumni. A central aim of the replacement of loans with grants was to ensure that students can pursue further educational opportunities after graduation without a heavy burden of debt. From the National Student Clearinghouse, we now have a clearer picture of how post-graduate enrollment proceeds year-by-year after the B.A. These figures do not include all US institutions nor any institutions abroad (**Data Form S2**):

Graduate Schools Attendance for the Classes of 2008-2012

Class	Attended Post-AC Program	No Enrollment Reported*	Class Size
2008	57%	43%	445
2009	50%	50%	419
2010	39%	61%	431
2011	24%	76%	483
2012	12%	88%	442
Grand Total	**36%**	**64%**	**2,220**

Class	Degrees Earned*
2008	94
2009	61
2010	24
2011	6

Another indicator of the value of an Amherst education lies in comparisons with outcomes for the talented cohorts graduated from our peer institutions. To that end, a comparative dashboard of alumni survey results was created in 2009 and shared broadly. Comparisons were made between the two Amherst administrations of the alumni survey for those alumni who were ten years out (2005 and 2009). Because of our valued membership in a consortium of similar institutions, we were also able to make comparisons between our outcomes and those of two groups of peers: highly competitive liberal arts colleges and Ivy League universities.

This particular dashboard focused on advanced degrees (including the impact of high debt, and how well Amherst prepared alumni for graduate or professional school), occupations, and some issues of quality of life (long-term relationships, children, voting, satisfaction with life, standard of living, income, and giving to Amherst). With more than 80% of alumni reporting graduate degrees, Amherst led both cohorts on "any advanced degree." On the question of proceeding to graduate studies without high undergraduate loans, Amherst did middling-to-well. However, these classes pre-date the current "no loan" policy. On personal issues—relationships, voting, satisfaction with life—Amherst ranked at various middle positions within the two cohorts. On the question of promotion of diversity—the extent to which respondents interacted in college with people in other demographic categories and currently interact—Amherst was in the middle of the both cohorts of consortium schools on all counts. We will track the impact of increasing diversity on college and later-life experience, in light of the fact that, since the matriculation years of the respondents in the 2005 and 2009 surveys, the portion of Amherst students of color has risen by almost one-half, the number of students on financial aid has increased by about a third, and the number of Pell recipients has nearly doubled.

In terms of immediate post-graduation activity, we survey students just before graduation, three months out, six months out, and one year out. Six-months-out surveys of recent graduates indicate the following:

Graduate Outcomes, 2007-2011

Employment / Graduate School Status*

Status	2007	2008	2009	2010	2011
Employed full-time & part-time, no graduate school	70%	73%	72%	68%	67%
Graduate school full-time & part time	23%	20%	13%	20%	17%
Other (travel; personal plan)	7%	6%	5%	5%	8%
Currently seeking employment	1%	1%	9%	7%	8%

*Percentages are of respondents only, not the entire class. 2007: 297/409, 73% of class responded; 2008: 331/445, 74%; 2009: 297/419, 71%; 2010: 325/428, 76%: 2011: 327/483, 68%

Type of Employer*

Type	2007	2008	2009	2010	2011
For Profit	54%	47%	51%	50%	66%
Not-for-Profit	46%	40%	33%	37%	27%
Government Agency	N/A	13%	16%	13%	7%

*2007: 188 respondents; 2008: 196 respondents; 2009: 180 respondents; 2010: 218 respondents; 2011: 210 respondents

Projections: As the clearinghouse data mature and more institutions participate, we shall have a fuller direct measure of post-graduate destinations. We will correlate these results with measures of performance in the undergraduate years. We will inform academic departments of the post-graduate outcomes of their majors in one of the next editions of the DAR. In keeping with our aspiration that our graduates should “link learning with leadership,” we will investigate postgraduate outcomes in respect to civic engagement, promotion of diversity, life-long learning, and other dimensions of attainment beyond the workplace.

C. Assessment of student learning (*The Academic Program*, 4.48-4.54)

Special Emphasis Four: *Evaluating student learning beyond the class and department level as a cumulative general educational achievement.*

Overview: We have much progress to report, especially in defining learning goals for general education and majors, and in the creation of assessment loops by academic departments. The challenges are large as well, such as in tracking the workings of the open curriculum and in aggregating evidence from the direct assessment done by departments. Section C falls into two parts:

- **Section C.1** below discusses general education and addresses ***Special Emphasis Four;***
- **Section C.2** discusses education in department majors.

Each section is arranged by (a) learning goals, (b) evidence, (c) appraisal, and (d) projections.

Some areas of learning assessment are discussed elsewhere: **Chapter II,** ***Special Emphasis Two***, discusses measures of our effectiveness in writing and quantitative instruction. **Chapter III,** ***Planning and Evaluation***, discusses our initiatives in bringing empirical evidence into decision making.

C.1 General education

C.1.a Learning goals

The visiting committee in 2008 noted that the general education expectation "has been complicated by new concerns over writing and quantitative and informational skills and needs rethinking and reformulation by the CEP and the Faculty" (p. 9). In accordance with this recommendation and with *The Academic Program* 4.48, we have reformulated our core expectations. By an extensive review process in AY 2011-2012, the Committee on Educational Policy (CEP) and Committee of Six developed an updated list of learning goals, which was then recast and approved after extensive discussion by the faculty in May of 2012. It appears on the college webpage as the top page of *Academics* (https://www.amherst.edu/academiclife/) and in the college catalogue under "The Liberal Studies Curriculum" (2012-2013, p. 72):

> As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:
> - develop fundamental capabilities such as critical reading, written and oral expression, quantitative reasoning, and proficiency in using information resources;
> - achieve breadth of understanding through study in a range of disciplines and modes of inquiry.

This compact summary of goals replaces an outmoded enumeration of areas of breadth from 1977 (with a minor revision in 1996) and, as recommended by the visiting committee, adds fundamental capabilities that have received concerted attention in the past decade (first bullet point). The faculty also vigorously supported breadth in course taking (second bullet point), but with significant controversy about how specific and prescriptive to be in designating areas. The sense prevailed that breadth consists more in students' engagement and integration across fields and in continuing commitment to learning than in exposure to a number of fields.

All academic departments also articulated and posted their learning goals for their majors. These goals in broad measure align with the goals for general education and for FYS, as will be discussed in more detail below in **Section C.2.a**:

GOAL	GENERAL EDUCATION 2012	FIRST-YEAR SEMINAR 2009	MAJORS (Number citing the goal) 2012
WRITTEN EXPRESSION	X	X	28
QUANTITATIVE REASONING	X		11
CRITICAL READING	X	X	23
ORAL EXPRESSION	X	X	15
INFORMATION RESOURCES	X		25
BREADTH OF STUDY	X	N.A.	N.A.

We recognize that this top-level formulation of general education goals is only the start of a conversation. We have launched processes to define these goals more precisely and establish what constitutes credible evidence for achieving them (see the description of pilot projects in **Section C.1.b** below).

Development of learning goals for the cocurriculum and other areas of student life is now under way. The college's mission statement (2007) articulates our aspirations for a balance of intellectual and personal growth and for dedication to public service. Such goals will be a focus of the strategic planning project, and the College Council (comprising faculty, students, and deans) has already begun discussion of learning goals for student-life programs. The Center for Community Engagement (CCE) will promulgate learning goals in the spring of 2013, and the department of athletics has begun discussion of the goals of their program.

C.1.b Evidence

<u>Surveys and enrollment clearinghouse</u>: We have a robust suite of surveys that provide evidence of student and alumni evaluation of their educational experience:

- Higher Education Research Institute Cooperative Institutional Research Project (HERI–CIRP)—most years since 1971;
- Consortium on Financing Higher Education (COFHE) Enrolled Student Survey—2003, 2005, 2007, 2011;
- COFHE Senior Survey—1998, 2002, 2004, 2005, 2006, 2007, 2010, 2012;
- COFHE Alumni Survey—2000, 2005, 2009, 2013.

As discussed in **Chapter II, *Special Emphasis Three***, broad surveys of the FYS program were conducted in 2005 and 2012, which reflected the positive results of having clearer learning goals and stronger support for writing pedagogy. In 2008 we administered the National Survey of Student Engagement (NSSE) and now subscribe to the National Student Clearinghouse for post-graduate enrollment and degrees.

As discussed in **Chapter III, *Planning and Evaluation***, we are making this evidence more accessible online for decision making by administrators, faculty, and trustees by means of theme-based (rather than survey-by-survey) reporting (e.g., "learning goals," "admission").

From 2002 onward, such evidence as organized by faculty committees (SCAE, CAP) and working groups had a large impact in mobilizing curricular, pedagogical, and personnel change in respect to writing, quantitative reasoning, and community-based learning (CBL). Improved reporting to academic departments is allowing them to map their own performance and demographics onto college-wide patterns in a way that should allow a cohesive response to achieving general education learning goals (see below, **Section C.2.b**).

Transcript analysis: Course election provides a starting point in assessing students' breadth in engaging various disciplines and modes of inquiry. As we reported in 2008, in terms of divisional breadth, Amherst students distribute their courses elections well for the most part, and these distributions have remained stable over the last decade.

In the class of 2011, 97% of the class took two or more humanities courses; 93% took two or more classes in the social and behavior sciences. Of natural science and mathematics courses, 70% of the class took two or more, and another 16% took one. The 14% who took no mathematics or science course and the 6% who took no quantitative course continue to be of concern. We can now better track social science courses with significant Q-skills components through the "quantitative reasoning" keyword. These statistics have moved little over the last decade. As discussed above in **Section A**, we are mining transcript evidence to determine persistence in mathematics and science programs and distribution across majors by sub-groups.

Class of 2011 Courses Attempted by Division

	Number of Courses Attempted in Division					
Division	0	1	2	3	4 or More	Total
Humanities	1%	2%	5%	6%	86%	100%
Science & Math	14%	16%	13%	10%	47%	100%
Soc. & Behavior	2%	5%	3%	5%	86%	100%
Interdisciplinary	1%	27%	29%	18%	25%	100%

"Interdisciplinary" includes the FYS program and the non-departmental "colloquia." (For the related but different statistics on enrollment in courses involving quantitative reasoning, which include economics and some psychology courses, see the table in **Chapter II, *Special Emphasis Two***.)

The Collegiate Learning Assessment (CLA): The CLA has been publicized as a state-of-the-art instrument in assessing critical thinking and writing skills. On a trial basis, we administered it to incoming first-year students in the fall of 2009 and to graduating seniors in the spring of 2010. In overall scores, both groups placed in the top 1% of students from all participating institutions, as would be expected on the basis of other comparative evidence, such as admission credentials and COFHE surveys. The mean SAT scores for Amherst students are 400 points higher than for all institutions participating in the CLA. Amherst seniors achieved higher scores than did the first-year students, but the strong first-year results made changes over time difficult to evaluate. Peer institutions have raised cautions about how well the CLA measures the value added in critical thinking and writing skills within the top 1–2% or tracks the acquisition of specialized knowledge in major fields of study. Moreover, first-year students are easy to recruit and take the project seriously (200 invitations yielded 113 test takers), while seniors are busy finishing honors work and applying for jobs, and are more jaded about testing (450 invitations yielded 100 takers). For a longitudinal measure, we will retest the 113 first-year participants of 2009 as seniors in 2013 and have tested 100 students from the class of 2016 for future tracking.

<u>Student-research assessment project</u>: With the leadership of the library and in collaboration with Swarthmore and several other liberal arts colleges, we are discussing how to investigate and assess the ways that students do research. A pilot online information-literacy test of first-year students was administered to a sample of 120 students in the fall of 2011 and included questions on searching and discovery, Boolean logic, the elements of a bibliographical citation, peer review, and evaluation. In navigating library basics and database interfaces, students showed sufficiently strong proficiency to persuade us that refinements of across-the-board testing would not usefully guide improvements in instruction or have much credibility with the faculty. More advanced skills are now the focus. The library, in collaboration with dean's office, is investigating how students in their four years, including independent research, become resourceful, critical, and confident users of the whole spectrum of information sources. Working with peer institutions, we are seeking foundation support to investigate two questions:

- First, what specific learning outcomes best define successful undergraduate research, and how might one assess these outcomes? The aim is to develop instruments for direct assessment to follow cohorts across their four-year undergraduate careers.
- Second, what can and should we know about *how* undergraduates conduct research and create final products? Through a series of periodic interviews, questionnaires, and other ethnographic methods, the study will explore how students develop over four years and how formalized instruction affects that development.

Instruction librarians at Amherst are already working with academic departments to understand their field-specific standards for effective student research and have been embedded in research seminars required for majors in several departments. We have launched a series of workshops to explore how faculty in various departments introduce students to conducting research and how they assess progress in this area.[1] In preparation for the collaborative project, Amherst will host a conference in March, 2013, for four other colleges in the Alliance for Advancement of Liberal Arts Colleges (AALAC). A foundation has invited Amherst to submit an application after this conference to explore a longitudinal study that will examine the above questions.

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[1] The Synergies Summit on student research:
https://www.amherst.edu/media/view/399832/original/SynergiesSummitMay16.pdf

Portfolio pilot projects (general education and FYS): In tandem with the faculty's review of academic advising pursuant to the 2012 ad hoc committee report (see **Chapter II, *Special Emphasis Five***) and that report's focus on students' articulation of- and self-evaluation concerning- learning goals, we are piloting a portfolio system to assess a range of fundamental capabilities, with a component of self-reflection. In designing and piloting an elective portfolio system, we aim to draw on student responsibility and self-determination in a way that will be credible and sustainable within our academic culture. A task force has been organized, including the director of IR, associate dean of the faculty, the administrator / researcher of the CEP, and a faculty member and a student member of the CEP. This task force will in the spring of 2013 invite selected students and faculty to participate in the design and pilot testing of a flexible portfolio system. Several examples of portfolios used at other colleges will be presented to them, along with the essays required of students at institutions such as Brown University and Carleton College to demonstrate improvement in writing. On the basis of that consultation, the task force will create and test ways for students to demonstrate competence in written and oral expression, quantitative reasoning, critical reading, and proficiency in using information resources, as well as breadth of understanding through study in a range of disciplines and modes of inquiry. This task force will report results to the CEP in the fall of 2013, with an eye to creating a portfolio program for a larger cohort, perhaps of fifty students. In the fall of 2012 the FYS committee launched a parallel project with a task force of FYS instructors who explored how to assess students' achievement of the program's learning goals over the course of the semester. They plan to report to the annual FYS retreat in May, 2013, where the FYS staff and FYS committee will discuss assessment plans for AY 2013-2014.

C.1.c Appraisal

We can report progress: We have broad indirect evidence from surveys and post-graduation outcomes, with some direct confirmation from the CLA, that Amherst is keeping pace with the front rank of liberal arts institutions in respect to student learning. In the last five years we have significantly enhanced our capacity to assess learning by increased staffing and professional development within the IR office, library, writing center, and Q-center. The impetus for these increases was in significant degree the interest and concern of faculty in departments, committees, and self-organized interest groups. All assessment initiatives have proceeded in close collaboration with the faculty, as for example in annual reporting through the DAR to all departments about student outcomes, attitudes, and demographics (see below in **Section C.2.b**). There is continuing momentum from the faculty initiatives from 2002 onward that resulted in program reform and growth for writing, Q-skills, CBL, and FYS, as well as from the continuing monitoring of admission policy and student outcomes by FCAFA. An institutional strength is that the "intensive," "attentive," and other courses created to address students' learning needs continue to be staffed and supported by regular faculty and that new faculty appointments are designed to reinforce this support.

We have much to do: Though responsive and adaptable, our academic culture—at once decentralized and densely interconnected—is hard to map. As in peer institutions, system-wide assessment at Amherst lacks the directness and rigor of that done by departments. All graduating students are accounted for in the rich direct evidence of learning that departments gather and evaluate from their majors, and doubly so for the 35-40% of students with two majors. We need stronger reporting structures to bring such evidence to bear on overall student achievement, with reinforcement from enhanced across-the-curriculum direct assessment. Centralized assessment, a tall order for any institution, is yet more difficult in a college where top-down mandates are seen as inimical to creativity.

C.1.d Projections

Standard assessment measures and reporting: The IR office will continue and refine current testing and survey projects, such as the retesting of the students in the class of 2013 who took the CLA in 2009 and initial testing of a cohort from the class of 2016, as well as a full-scale alumni survey in 2013. Advancing its life-cycle assessment strategy, the IR office will deepen the analysis of postgraduate enrollment and degrees from the National Student Clearinghouse to track long-term outcomes for various student sub-groups. Data from the alumni survey and clearinghouse will be included in the DAR as of the summer of 2013. The DAR will also be enhanced annually by the cycle of senior and enrolled student surveys so that individual departments can have richer feedback from their students, as well as current information about the constituencies that they are teaching.

Pilot projects in direct assessment: The library, IR office, and dean's office will advance the innovative multi-college student research assessment project described above in **Section C.1.b** with an expectation of a full assessment plan within a five-year time frame. The development of elective portfolio formats for general education and the FYS program (see above) will entail a protracted and broadly consultative period of development, with large institutional investment. Adoption will depend on the ability of these formats to yield credible and actionable results. For the general education portfolio, the dean's office and IR office are expected to report to the CEP in September, 2013, with annual reports thereafter. A longitudinal study of a student cohort will necessary entail at least four years. The FYS portfolio project, under the supervision of the FYS Committee and with the assistance of the IR office and dean's office, will report annually at the FYS retreat in May. As noted in **Chapter V**, a cumulative progress report on these three projects is expected by the spring of 2015.

Cocurriculum: We will build capacity in assessing the outcomes of cocurricular activity by beginning from highly organized entities such as the CCE and department of athletics. By May of 2013, the CCE will finalize its model of student outcomes (cited in italics below), which are correlated with the outcomes in the college mission statement. The CCE will assess the extent to which students are developing *critical reflection* skills through participation in public service internships. They will develop rubrics to assess students' post-internship essays and will compare them to their funding application essays. They will also develop pre/post measures of *civic passion* and students' *understanding the range of opportunities to make a difference* that could be appended to the student surveys listed above in **Section C.1.b**. Ideally, items can be appended to the survey of incoming students (pre-test) and a survey at the end of students' sophomore year. The matched pre/post data would be matched with existing participation data to compare changes in students who have high, moderate, or marginal levels of community engagement activities. The CCE will also pursue further collaboration with faculty members who teach CBL courses in an effort to develop problem-based assessments of student learning in *analyzing and solving public problems*.

Administrative structures: By May of 2013, a system-wide progress report will be prepared by the dean's office and the IR office for the strategic planning committee as it considers the resources and administrative structures needed for effective learning assessment. Pending the findings of that committee, it is anticipated that the CEP, the IR office, and the dean's or provost's office will collaborate to develop some continuing body (i.e., assessment committee or student learning committee) to monitor, first, the progress of assessment plans on the level of general education, the majors, and the co-curriculum; and, second, the communication and use of assessment results for planning, budgeting, and the improvement of instructional programs.

C.2 Education in department majors

C.2.a Learning goals

Departments have traditionally explained their purposes and methods in the catalog, on websites, in information sessions for prospective majors, and in one-to-one advising of students. They have, however, rarely organized these self-presentations around formalized learning goals. In AY 2010-2011 departments renumbered their courses by levels of needed preparation (100s, 200s, 300s, 400s), as required for online registration, and generally clarified departmental expectations accordingly. At the request of the CEP, in AY 2011-2012 academic departments articulated and posted the learning goals for their majors,[2] reported on their methods of assessing student learning, and described changes made in response to that evidence (**Table E1, Part A**). The level of explicitness and detail in articulating learning goals is generally high, as one might expect, given the elaborateness of departmental websites and the 550 pages taken in the printed course catalogue to describe courses for 1,800 students.[3]

C.2.b Evidence

In most departments, progress toward structure and transparency in creating assessment loops has been sustained and sometimes rapid. In their reports of AY 2011-2012 to the CEP, twenty of the college's thirty-four departments and programs described recent revisions to their major: Eight had added capstone requirements (research seminars, "writing-attentive" seminars in the sciences, seminars with oral components, etc.), and seventeen had strengthened or increased other courses required for the major, such as by adding methods and interpretation courses,

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[2] https://www.amherst.edu/academiclife/dean_faculty/general_information/nesacaccreditation2012/goalsformajors

[3] Academic department websites: https://www.amherst.edu/academiclife/departments.

lab-intensive courses, or programs with research librarians. The four programs that have been launched since 2008 naturally do not yet have changes to report but are already rigorous in terms of assessment. For example, biochemistry and biophysics has established a five-year cycle for review of student learning.

Even in the one-third or so of departments that have not recently modified their major requirements or assessment plans, curricular evolution has generally been steady: witness the approximately two-hundred new courses from across the curriculum that are reviewed annually by the CEP and voted by the faculty. The level of communication across departments is high, in part because approximately two-fifths of faculty members are appointed in two departments. Across the curriculum, departments have been evolving in common directions, notably in providing and requiring more research experiences for non-honors students and in creating better defined capstone experiences for all majors.

All departments require a comprehensive exercise, usually an exam or capstone project. Normally all faculty members in a department review each cohort of graduating majors, and often all members evaluate all honors work or participate in all oral exams or presentations. About half of students complete honors projects and are intensively assessed at that point. Honors projects graded *summa cum laude* are evaluated by the Committee of Six.

<u>The department activity report (DAR)</u>: Academic departments have been increasingly interested in understanding the demographics and entry qualifications of their majors and course-takers. After years of answering inquiries, in 2011 the IR office developed and launched the first yearly DAR, based on departments' data requests as they prepared external reviews or petitioned for an additional teaching position. The report was piloted with a subset of departments and will be annually updated and expanded in light of further requests for information. Each department thereby receives summaries and trend reports of the demographics, athletic status, legacy status, entry qualifications (reader ratings, SATs) of majors and course-takers, as well as the percentage of majors graduating with honors and the department's grading practices in light of divisional and college norms. The DAR also provides departments with a summary of the most recent and relevant survey results. For example, in 2011 the DAR provided departments with the results for their majors on the survey questions in the following areas, with comparison divisional and college-wide results: overall educational experience; academic advising; accessibility of instructors and advisors; quality of interactions outside of class; research with faculty (experience and plans); and ability to conduct research. The results are displayed in the following format:

How would you evaluate your entire educational experience?

	Poor	Fair	Good	Excellent	Total Count
Department	0%	10%	39%	52%	31
Natural Science	1%	3%	34%	63%	208
College-Wide	0%	4%	35%	60%	826

Below we survey majors in two groups: First, we first address the largest majors, some of which have been under particular pressure to accommodate growing numbers of students. Second, we group by discipline majors with graduating cohorts of around twenty students or fewer, in which most student majors are known to most faculty members. (Biology and environmental studies are mid-way between the two groups.) Reference to **Table E1, Part A** will be assumed throughout this sub-section.

Larger majors:

The five largest departments, which enroll nearly 60% of the graduating class, face the challenge of maintaining standards of instruction and assessment for larger cohorts than can be easily known to all faculty members. Three of them responded to perceived deficiencies in student learning by increasing requirements at the level of the advanced seminar or capstone project:

- Economics has since 2007 required all non-honors majors to score in the 60th percentile or above in the ETS Major Field Test in Economics. Retesting is allowed, but majors cannot be graduated without that score. As a guide to weaker students, there is a minimum grade requirement in introductory courses before students may enroll in core 300s courses or elect the major. Core courses are taught in regular and optional advanced versions. In response to an external review, the advanced seminar (400s level) requirement was increased from one seminar to two.
- History replaced an its comprehensive exam with a requirement that all non-honors majors complete a research paper of 20—25 pages that conforms to stipulated guidelines.[4] Writers present their work to the department and to the other senior majors.
- Psychology uses embedded assessment in various required distributional areas and in the advanced seminars. Having determined from honors theses and research essays that seniors' writing skills were often deficient, the department add the requirement of a second advanced seminar and capped introductory and intermediate courses at forty students, with seminars remaining capped at fifteen. Deficiencies in preparing for independent research led to a requirement for a separate methods lab in the required statistics course.

The other two departments addressed the need for greater breadth (English) or depth (political science) in mid-course:

- English devised a comprehensive exam, keyed to the major learning goals, written over three days.[5] In reviewing exam results and transcripts, the department discovered a correlation between learning outcomes and the number of 200s courses that students

[4] History department guidelines for research papers: https://www.amherst.edu/academiclife/departments/history/major/guidelines

[5] Guide to the English major comprehensive exam: https://www.amherst.edu/academiclife/departments/english/major/current_majors/comps

had taken. In 2010 they raised the requirement of 200s courses from one to three and instituted a requirement for a pre-1800 course.

- For breadth, political science requires courses in at least four of five designated areas in the department and, for depth, a self-designed core concentration of at least four courses; both requirements are currently under review. To address deficiencies in preparation for research, the department this year raised the qualifying GPA for honors work from B+ to A-.

We turn now to majors enrolling fewer students:

Natural sciences, mathematics, and computer science:

These majors, enrolling a fifth of the graduating class, all have a required comprehensive exam, in most cases oral. Four of them require senior majors to attend seminars at which faculty, students, and outside speakers present research (biology, biochemistry and biophysics, chemistry, neuroscience). Most of these departments have recently increased seminar requirements (biology, geology, computer science), the comprehensive requirement (neuroscience), or both (chemistry). Geology increased the seminar requirement to address perceived writing deficiencies in honors theses. In various ways, these majors approach the goal that all senior majors should have worked with all department members at some point and that honors candidates (ca. 60% of majors) should present their research to the entire department and other majors.

Modern languages:

These majors enroll about a tenth of the graduating class, most of them double majors. Language proficiency can reliably be tested. All departments require oral and written exams or, in the case of Japanese, Chinese, and Arabic, embedded assessment in the advanced seminar. As a control on local standards, these departments monitor language placements and outcomes in foreign study programs.

Performing and studio arts:

Theater and dance, art and the history of art (studio concentration), and music (performance concentration) all require of all majors public exhibitions or performances. Faculty supervision and critiquing of creative work is necessarily intensive. The theater and dance department meets with every major in every semester for portfolio review and project planning.

“Studies” majors:

This group includes both departments (with faculty lines) and programs (without lines); with two exceptions, faculty members have a half- or three-quarter- time appointment in another department. “Studies” curricula typically include core courses for the major, along with a broad range of courses cross-listed with other departments. To provide cohesion, four “studies” majors require an honors thesis (American, architectural, European, and film and media). Black studies' highly structured sequence of three introductory courses builds analytical and expressive capabilities and leads to a research-based capstone course. Environmental studies has a capstone course involving independent research. Women's and gender studies now requires a research seminar.

Other humanities and social sciences:

The remaining majors fall into various groups. Classics (with three concentrations) and philosophy have highly structured programs that lead to advanced seminars. Law, jurisprudence, and social thought requires both an analytical and a research seminar in the junior year and a senior research project. Anthropology and sociology (with three concentrations) requires a grade of B in the required theory course (ANTH 323 or SOCI 315) or an assigned essay on theory. Art and the history of art has two non-studio concentrations, both of which have an oral comprehensive exam.

C.2.c Appraisal

Academic departments have in the main made significant progress in promulgating learning goals, structuring requirements to support these goals, and strengthening assessment, especially through capstone courses. Various factors, including the 2002-2007 planning process, the shift to a four-tier course numbering system, and the current hiring boom, have fostered increased intentionality on the part of departments and more attention to local and national best practices. Departments experiencing enrollment pressures or bimodal student preparation are particularly active users of institutional data, and all departments make active use of their assessments of graduating cohorts. Two gaps in our system are being addressed: First, departments have not reported the results of their assessment plans. Second, as discussed in **Chapter III, *Faculty***, the decennial external reviews have paid too little attention to learning assessment, despite guidelines that articulate that expectation, and follow-up reporting a year after the review has been only sporadic. The current reviews are showing marked improvement on this score.

C.2.d Projections

We will continue to refine the DAR, with the addition of postgraduate outcomes in 2013. In the spring of 2013 academic departments will be asked to submit to the administration outlines of how they will develop full assessment plans in the next years. This information will give us an overview of assessment on the department level and how that assessment bears on our general education learning goals. Departments' views of credible and actionable evidence and sustainable assessment plans will inform the design and implementation of assessment plans for general education. As discussed in **Section C.1.d**, the strategic planning steering committee will advise on the creation of an institutional structure to oversee learning assessment on an ongoing basis.

Chapter V: Plans

In the last decade Amherst has completed planning initiatives and implemented their recommendations in a number of areas.[1] On the basis of our self-study over the last year, we can determine institutional imperatives on a short-term (two-year) and longer-term (five-year) basis. In singling out these areas, we are mindful of the overriding need for strategic planning that can update, integrate, and work beyond the findings and visions of these separate projects and do so with a longer time frame (ca. twenty years). The agenda of that campus-wide strategic initiative must remain open, and we cannot anticipate its findings. We can, however, designate currently known priorities about which we should take stock on a two- or five-year basis. Evaluation and action are, in fact, already under way in all of the areas below.

Within two years:

- Organize and staff the provost's office for Provost Peter Uvin, and complete the senior hires and the reorganization of their offices for the chief financial and administrative officer and the dean of students. (**Chapter III, *Organization and Governance***)
- Complete the inquiries of the Special Oversight Committee on Sexual Misconduct Oversight and implement its recommendations. (**Chapter III, *Students***)
- Complete the pilot projects on learning assessment and create a mechanism for aggregating assessment by academic departments. (**Chapter IV, Section C**)

Within five years:

- Review and reconceptualize student-life programs: As a residential college, we must integrate our ongoing academic, financial, and facilities planning with comparable capacities in respect to student-life programs, including issues of administrative organization, adequate staffing and facilities, integrated and proactive programming, legal compliance, learning goals, and assessment. (**Chapter III, *Students***)
- Make measurable improvements in the support and assessment of student learning: To serve students from a wide range of backgrounds equitably and well, we need to bolster our initiatives to support student learning on multiple fronts: through accessible courses, academic support services, faculty advising, and assessment. (**Chapter II, *Special Emphases Two* and *Five***; **Chapter III,** *Academic Life*; **Chapter IV, Section C**)
- Increase faculty diversity at a level that meets or exceeds the pace of peer institutions: Expansion and rapid generational turnover – as much as a third of the faculty within eight years (2000-2008) – present a historic and not-to-be-missed opportunity to build a faculty that reflects and nurtures the diversity of our student body. (**Chapter III, *Faculty***)

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[1]Planning initiatives have addressed: the curriculum, academic support, admission, finances, and facilities. There have also been intensively reviews of academic advising, the First-Year Seminar program, student mental health, the counseling center, and academic support services.

V. Plans

Strategic planning:

In September, 2012, President Martin in consultation with the faculty executive committee (Committee of Six) initiated a strategic planning project, which will issue a final report to be approved by the trustees in early 2014. In consultation with standing college committees and the board of trustees, multiple bodies will work concurrently to articulate the college's priorities and strategies for meeting our goals over the next two decades in light of the external pressures on higher education. A strategic planning steering committee (SPSC) with representation from the trustees, faculty, students, staff, and alumni, will oversee working groups that will formulate our needs and aspirations, and recommend continuing mechanisms for planning and evaluation in four domains of campus life:

- A financial outlook working group to analyze potential financial models and assess the implications of various financial assumptions and/or choices;
- A facilities working group to consult with architects and planners to create a campus assessment plan as a framework for the projects that emerge from the strategic plan and subsequent initiatives;
- A curriculum and pedagogy working group to address instruction, advising, academic support, and assessment, including the uses of online education to supplement and enhance traditional face-to-face instruction;
- A student-life working group to define goals, strengthen and integrate systems, rationalize administration, and devise assessment measures for the various parts of residential life and cocurricular activities.

In light of the five-year institutional goals listed above and the related needs that will inevitably emerge in the planning process, the curriculum and student life working groups will have particularly broad responsibilities. All four of these groups will consult broadly with the college community. The provisional schedule is for a subgroup of the SPSC to produce over the summer of 2013 a draft of the strategic plan. The board of trustees will hold a retreat in June of 2013 to contribute to this planning process and to discuss the Commission's recommendations on the basis of the current interim review. In the fall of 2013, faculty, students, staff, and alumni will be asked to respond to the draft plan. On the basis of the resulting commentary and debate, a subgroup of the SPSC and the president will in December of 2013 generate a final draft of the strategic plan to be shared with the community. Depending on how closely the schedule can be followed, the plan will be brought to the trustees for approval in January or April of 2014.

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
209 Burlington Road, Bedford, MA 01730
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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	https://www.amherst.edu/media/view/429331/original/Catalog%20Section%20IV.pdf
Print Publications	Amherst College Catalog, IV
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	https://www.amherst.edu/admission/apply/transfer; https://www.amherst.edu/media/view/429331/original/Catalog%20Section%20IV.pdf
Print Publications	Amherst College Catalog
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	https://www.amherst.edu/campuslife/deanstudents/handbook/studentrights
Print Publications	Student Handbook
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	N/A
Self-study/Fifth-year Report Page Reference	N/A

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

URL	N/A
Print Publications	N/A
Self-study Page Reference	N/A

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

Chief Executive Officer: ________________ Date: 10/25/12

Report of Independent Auditors

To the Board of Trustees of Amherst College:

In our opinion, the accompanying consolidated and individual balance sheets and the related consolidated and individual statements of activities and of cash flows present fairly, in all material respects, the consolidated financial position of the Trustees of Amherst College (the "Institution") and the individual financial positions of Amherst College (the "College") and Folger Shakespeare Memorial Library (the "Library") at June 30, 2012, and the consolidated and individual changes in their net assets and their consolidated and individual cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the Institution's management. Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit of these statements 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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

PricewaterhouseCoopers LLP

October 22, 2012

PricewaterhouseCoopers LLP, 185 Asylum Street, Suite 2400, Hartford, CT 06103
T: (860) 241 7000, F: (860) 241 7590, www.pwc.com/us

The Trustees of Amherst College

Balance Sheet
June 30, 2012

	Amherst College	Folger Shakespeare Memorial Library	Total
Assets			
Cash and cash equivalents	$ 9,945,544	$ 2,030,397	$ 11,975,941
Short term investments	222,791		222,791
Accounts receivable, net	6,662,919	369,659	7,032,578
Accrued interest receivable	635,297	76,300	711,597
Contributions receivable, net	80,352,810	105,859	80,458,669
Beneficial interest in perpetual trusts	14,625,864		14,625,864
Other assets	6,516,514	294,862	6,811,376
Investments	1,979,020,480	262,757,792	2,241,778,272
Student loans receivable, net	3,124,557		3,124,557
Mortgages and notes receivable	430,879	1,240,000	1,670,879
Property, plant and equipment, net	348,797,375	39,412,174	388,209,549
Total assets	**$2,450,335,030**	**$306,287,043**	**$2,756,622,073**
Liabilities and Net Assets			
Accounts payable	$ 7,650,791	$ 279,979	$ 7,930,770
Accrued liabilities	4,275,969	402,526	4,678,495
Line of credit	5,000,000		5,000,000
Deferred income and deposits	2,892,598	487,435	3,380,033
Liability for life income obligations	35,808,175	383,712	36,191,887
Pension and postretirement benefit obligations	54,245,054	5,597,018	59,842,072
Bonds payable	310,107,600		310,107,600
Government grants refundable	2,020,502		2,020,502
Interest rate swap agreement	19,016,192		19,016,192
Asset retirement obligations	10,113,786	147,563	10,261,349
Other liabilities	4,540,120	467,704	5,007,824
Total liabilities	**455,670,787**	**7,765,937**	**463,436,724**
Net Assets			
Unrestricted	707,162,331	57,760,864	764,923,195
Temporarily restricted	852,708,804	216,090,845	1,068,799,649
Permanently restricted	434,793,108	24,669,397	459,462,505
Total net assets	**1,994,664,243**	**298,521,106**	**2,293,185,349**
Total liabilities and net assets	**$2,450,335,030**	**$306,287,043**	**$2,756,622,073**

The accompanying notes are an integral part of these financial statements.

The Trustees of Amherst College ▲ Amherst College

Statement of Activities
for the year ended June 30, 2012

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains and other additions				
Student fee revenue	$ 75,734,762			$ 75,734,762
Residence and dining hall revenue	19,593,117			19,593,117
Less Amherst College scholarships awarded	(40,985,450)			(40,985,450)
Net student fee revenue	54,342,429			54,342,429
Other revenue, gains and other additions				
Investment income	23,451,888	$ 23,071,138	$ 882,063	47,405,089
Realized (loss) gain on investments, net of fees	(6,230,035)	74,606,090	(9,409)	68,366,646
Unrealized loss on investments	(29,307,770)	(59,408,620)	(1,411,261)	(90,127,651)
Change in net value of life income funds		1,410,693	2,160,500	3,571,193
U.S. Government grants	332,159	1,327,205		1,659,364
Gifts and other grants	17,920,468	8,233,121	18,110,425	44,264,014
Other	7,205,102	181,507	5,925	7,392,534
Net assets released from restrictions	85,314,322	(85,314,322)		
Total revenue, gains and other additions	**153,028,563**	**(35,893,188)**	**19,738,243**	**136,873,618**
Expenditures and other deductions				
Instruction and academic programs	46,916,227			46,916,227
Academic support	15,832,115			15,832,115
Student services	21,987,278			21,987,278
Library	9,016,748			9,016,748
Research and public programs	3,779,626			3,779,626
Administrative and general	23,792,020			23,792,020
Academic prizes, fellowships and awards	806,370			806,370
Auxiliary activities	33,209,857			33,209,857
Unrealized loss and net settlement on interest rate swap	14,015,467			14,015,467
Other	10,066,284			10,066,284
Total expenditures and other deductions	**179,421,992**			**179,421,992**
(Decrease) Increase in net assets	(26,393,429)	(35,893,188)	19,738,243	(42,548,374)
Net assets, beginning of year	**733,555,760**	**888,601,992**	**415,054,865**	**2,037,212,617**
Net assets, end of year	**$707,162,331**	**$852,708,804**	**$434,793,108**	**$1,994,664,243**

The accompanying notes are an integral part of these financial statements.

The Trustees of Amherst College ▲ Folger Shakespeare Memorial Library

Statement of Activities

for the year ended June 30, 2012

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Other revenue, gains and other additions				
Investment income	$ 6,617,261	$ 8,969		$ 6,626,230
Realized (loss) gain on investments, net of fees	(3,465,259)	13,046,666		9,581,407
Unrealized loss on investments	(1,135,472)	(11,327,605)		(12,463,077)
Change in net value of life income funds		(39,652)	$ 14,742	(24,910)
U.S. Government grants	78,514	433,686		512,200
Gifts and other grants	1,392,207	349,941	367,564	2,109,712
Other	3,044,215	186,186	6,161	3,236,562
Net assets released from restrictions	9,556,131	(9,556,131)		
Total revenue, gains and other additions	**16,087,597**	**(6,897,940)**	**388,467**	**9,578,124**
Expenditures and other deductions				
Instruction and academic programs	1,654,517			1,654,517
Library	6,442,983			6,442,983
Research and public programs	4,283,084			4,283,084
Administrative and general	4,805,978			4,805,978
Other	360,782			360,782
Total expenditures and other deductions	**17,547,344**			**17,547,344**
(Decrease) Increase in net assets	(1,459,747)	(6,897,940)	388,467	(7,969,220)
Net assets, beginning of year	**59,220,611**	**222,988,785**	**24,280,930**	**306,490,326**
Net assets, end of year	**$57,760,864**	**$216,090,845**	**$24,669,397**	**$298,521,106**

The accompanying notes are an integral part of these financial statements.

The Trustees of Amherst College

Statement of Activities: Total
for the year ended June 30, 2012

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains and other additions				
Student fee revenue	$ 75,734,762			$ 75,734,762
Residence and dining hall revenue	19,593,117			19,593,117
Less Amherst College scholarships awarded	(40,985,450)			(40,985,450)
Net student fee revenue	54,342,429			54,342,429
Other revenue, gains and other additions				
Investment income	30,069,149	$ 23,080,107	$ 882,063	54,031,319
Realized (loss) gain on investments, net of fees	(9,695,294)	87,652,756	(9,409)	77,948,053
Unrealized loss on investments	(30,443,242)	(70,736,225)	(1,411,261)	(102,590,728)
Change in net value of life income funds		1,371,041	2,175,242	3,546,283
U.S. Government grants	410,673	1,760,891		2,171,564
Gifts and other grants	19,312,675	8,583,062	18,477,989	46,373,726
Other	10,249,317	367,693	12,086	10,629,096
Net assets released from restrictions	94,870,453	(94,870,453)		
Total revenue, gains and other additions	**169,116,160**	**(42,791,128)**	**20,126,710**	**146,451,742**
Expenditures and other deductions				
Instruction and academic programs	48,570,744			48,570,744
Academic support	15,832,115			15,832,115
Student services	21,987,278			21,987,278
Library	15,459,731			15,459,731
Research and public programs	8,062,710			8,062,710
Administrative and general	28,597,998			28,597,998
Academic prizes, fellowships and awards	806,370			806,370
Auxiliary activities	33,209,857			33,209,857
Unrealized loss and net settlement on interest rate swap	14,015,467			14,015,467
Other	10,427,066			10,427,066
Total expenditures and other deductions	**196,969,336**			**196,969,336**
(Decrease) Increase in net assets	(27,853,176)	(42,791,128)	20,126,710	(50,517,594)
Net assets, beginning of year	**792,776,371**	**1,111,590,777**	**439,335,795**	**2,343,702,943**
Net assets, end of year	**$764,923,195**	**$1,068,799,649**	**$459,462,505**	**$2,293,185,349**

The accompanying notes are an integral part of these financial statements.

The Trustees of Amherst College

Statement of Cash Flows
for the year ended June 30, 2012

	Amherst College	Folger Shakespeare Memorial Library	Total
Cash flows from operating activities			
Decrease in net assets	$(42,548,374)	$(7,969,220)	$(50,517,594)
Adjustments to reconcile increase in net assets to net cash used in operating activities:			
Depreciation	21,573,831	706,255	22,280,086
Unrealized loss on investments	90,127,651	12,463,077	102,590,728
Change in net value of life income obligations	(3,571,190)	(24,910)	(3,596,100)
Unrealized loss on interest rate swap agreement	11,814,769		11,814,769
Change in beneficial interest in perpetual trusts	1,411,261		1,411,261
Realized gain on investments, net	(105,062,120)	(14,293,628)	(119,355,748)
Contributions to permanent restricted endowment	(31,681,144)	(162,289)	(31,843,433)
Contributions to life income agreements	(6,104,107)	(180,000)	(6,284,107)
Contributions to plant	(4,303,048)		(4,303,048)
Receipt of contributed securities	(12,692,398)	(151,508)	(12,843,906)
Amortization of bond discount	87,400		87,400
(Increase) decrease in assets:			
Accounts receivable, net	(1,804,704)	242,428	(1,562,276)
Accrued interest receivable	421,344	128,776	550,120
Contributions receivable	20,496,243	(36,611)	20,459,632
Other assets	(1,089,784)	(22,389)	(1,112,173)
Increase (decrease) in liabilities:			
Accounts payable	(7,908,169)	(130,079)	(8,038,248)
Accrued liabilities	556,156	334,910	891,066
Deferred income and deposits	(425,876)	102,540	(323,336)
Liability for life income obligations	1,815,553	157,526	1,973,079
Pension and postretirement benefit obligations	8,219,631	2,049,423	10,269,054
Asset retirement obligations	7,824,770	4,849	7,829,619
Other liabilities	2,465,121	59,918	2,525,039
Net cash used in operating activities	**(50,377,184)**	**(6,720,932)**	**(57,098,116)**
Cash flows from investing activities			
Purchases of plant and equipment, net	(27,703,936)	(1,480,863)	(29,184,799)
Net change in deposits with trustee	1,425,373		1,425,373
Net change in mortgages and student loans receivable	672,584	(1,140,000)	(467,416)
Proceeds from sales of contributed securities	12,822,870	152,508	12,975,378
Purchases of investments	(393,686,377)	(52,907,736)	(446,594,113)
Proceeds from sales and maturities of investments	426,940,109	61,556,668	488,496,777
Net cash provided by investing activities	**20,470,623**	**6,180,577**	**26,651,200**

The Trustees of Amherst College

Statement of Cash Flows (continued)
for the year ended June 30, 2012

	Amherst College	Folger Shakespeare Memorial Library	Total
Cash flows from financing activities			
Contributions to plant	$ 4,303,048		$ 4,303,048
Contributions to life income agreements	6,104,107	$ 180,000	6,284,107
Contributions to permanent restricted endowment	31,681,144	162,289	31,843,433
Payments to beneficiaries under split interest agreements	(4,453,639)	(28,998)	(4,482,637)
Proceeds from line of credit	5,000,000		5,000,000
Decrease in government grants refundable	(7,555)		(7,555)
Payments on long-term debt	(2,775,000)		(2,775,000)
Net cash provided by financing activities	**39,852,105**	**313,291**	**40,165,396**
Net change in cash and cash equivalents	9,945,544	(227,064)	9,718,480
Cash and cash equivalents, beginning of year		**2,257,461**	**2,257,461**
Cash and cash equivalents, end of year	**9,945,544**	**$2,030,397**	**$11,975,941**
Supplemental data			
Interest and net swap settlements paid	$10,261,254		$10,261,254
Gifts in kind	2,196,898		2,196,898
Purchases of plant and equipment included in accounts payable	4,053,269		4,053,269
Contributed securities	12,685,900	$ 151,508	12,837,408

The accompanying notes are an integral part of these financial statements.

The Trustees of Amherst College

Notes to Financial Statements

1. Accounting Policies

ORGANIZATION

The Trustees of Amherst College (the "Institution") include the activities of Amherst College ("College") and Folger Shakespeare Memorial Library ("Library"). The College is an academically rigorous, residential, full-time, private, nonsectarian institution of higher education committed to the liberal education of young men and women. The Library is a center for advanced research in Shakespeare and the early modern period. It also sponsors a rich and varied season of cultural, educational and academic programs and is the home of *The Shakespeare Quarterly*.

In accordance with the terms of the wills of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger, the Institution established the Folger Shakespeare Memorial Library. The original gift to establish the Library provides that 25% of the Folger Fund annual investment income up to a maximum of $226,000 is to be distributed for the general operations of the College. The maximum was distributed in 2011–2012.

The Institution qualifies as a tax-exempt, not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been made.

The Institution owns 100% of the common stock of Amherst Inn Company ("Company"). The Company has been consolidated in the Institution's financial statements.

In November 2011, the Company closed a transaction with two financial institutions (the "HTC Investors") related to the historic rehabilitation of the Lord Jeffery Inn (the "project"). The project, completed in 2011, will help to ensure the preservation and protection of a historic structure through the restoration of the historic interior and exterior of the Lord Jeffery Inn. Because the Company may not have been able to take full advantage of available historic tax credits, the Company entered into a venture with the HTC Investors for this project. The HTC Investors agreed to contribute an aggregate of approximately $2.8 million to the project in four installments from the closing date in 2011 through expiration of the historical tax credit recapture period in 2016, subject to the Company's achievement of certain conditions that include its compliance with applicable federal regulations. As of June 30, 2012, the HTC Investors have paid $2.5 million for these credits; however, since the payment is subject to recapture if certain conditions are not met, this contribution has been included in Other Liabilities in the consolidated balance sheet. In exchange for their contributions, the HTC Investors will receive substantially all of the benefits derived from the tax credits.

BASIS OF PRESENTATION

The financial statements have been prepared on the accrual basis of accounting. The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and judgments that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements and revenues, gains and expenses recognized during the reporting period. Actual results could differ from those estimates. The Institution's significant estimates include the fair value of its alternative investments, reserves for contributions, student loans and accounts receivable, retirement and postretirement benefit obligations, asset retirement obligations, and its liability for life income obligations.

The classifications of net assets and revenues, expenses, gains, and losses are determined by the existence or absence of donor-imposed restrictions. In the accompanying financial statements, net assets that have similar characteristics have been combined as follows:

Permanently Restricted— Net assets subject to donor-imposed stipulations that they be maintained permanently by the Institution. Generally, the donors of these assets permit the Institution to use all or part of the income earned on these assets. Such assets primarily include the Institution's permanent endowment funds.

Temporarily Restricted— Net assets whose use by the Institution is subject to donor-imposed stipulations that can be fulfilled by actions of the Institution or that expire by the passage of time. Realized and unrealized gains and losses on permanently and temporarily restricted donor funds are recorded as temporarily restricted net assets in accordance with Massachusetts law.

Unrestricted— Net assets that are not subject to donor-imposed stipulations. 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.

Contributions are reported as increases in the applicable category of net assets. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments are reported as increases or decreases in the applicable category of unrestricted net assets unless their use is restricted by explicit donor stipulations or by law. Revenues from other sources are generally reported as increases in unrestricted net assets. Expirations of temporary restrictions recognized on net assets (i.e., the donor stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications from temporarily restricted net assets to unrestricted net assets. Temporary restrictions on gifts to acquire long-lived assets are considered met in the period in which the assets are acquired or placed in service.

Contributions, including unconditional promises to give, are recognized as revenues in the period the commitment is received. Contributions received with donor imposed restrictions are reported as permanently or temporarily restricted revenues depending upon the specific restriction. Conditional promises to give are not recognized until the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value at the date of gift. Contributions to be received after one year are discounted at a rate commensurate with the risk involved. Amortization of the discount is recorded as contribution revenue. Allowance is made for uncollectible contributions based upon management's judgment and analysis of the creditworthiness of the donors, past collection experience and other relevant factors. Grant revenue from exchange contracts is recognized in the period in which the grant expenditures are incurred.

INTERPRETATION OF RELEVANT LAW

Absent explicit donor stipulations to the contrary, The Board of Trustees of the Institution has interpreted Massachusetts' Uniform Prudent Management of Institutional Funds Act ("UPMIFA") statute, which was enacted in July 2009, and related Commonwealth of Massachusetts Attorney General guidance to require the preservation of donor-restricted endowment funds at their fair value measured on the date of the gift. As a result of this interpretation, the Institution classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment and (b) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified as permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the Institution in a manner consistent with the standard of prudence prescribed by UPMIFA.

INVESTMENTS

The Institution has established a diversified investment portfolio in accordance with the investment strategy determined by the Investment Committee of the Board of Trustees.

Investments are recorded at fair value. The values of publicly traded fixed income and equity securities are based upon quoted market prices at the close of business on the last day of the fiscal year. Investments in units of non-publicly traded pooled funds are valued at the unit value determined by the fund's administrator based on quoted market values of the underlying securities. Private equities and certain other nonmarketable securities, including alternative investments, are valued using current estimates of fair value based upon the net asset value of the funds determined by the general partner or investment manager for the respective funds. Because alternative investments are not readily marketable, the estimated fair value is subject to uncertainty and may differ from the value that would have been used had a ready market for the investments existed. Such differences could be material. The Institution's alternative investments include venture capital funds, private equity funds and investments in real estate and natural resources. These alternative investments represented approximately 37% of the Institution's investments at June 30, 2012.

Investment securities are exposed to various risks, such as interest rate, market, and credit risks. Due to the level of risk associated with certain investment securities, it is possible that changes in the values of investment securities could occur in the near term and that such changes could materially affect investment balances and results included in the financial statements.

Under the terms of certain limited partnership agreements that represent venture capital, private equity, real estate and oil and gas investments, the Institution is obligated to remit additional funding periodically as capital calls are exercised.

Purchases and sales of investments are recorded on the trade date of the transaction. Realized investment gains and losses are recorded based on the average cost method for all investments except where specific identification is required by tax law.

DERIVATIVE FINANCIAL INSTRUMENTS

The Institution's investment policies allow for the use of derivative financial instruments to manage currency exchange and interest rate risks arising from investments in nonderivative assets in proportion to the assets at risk. Such instruments consist of forward foreign exchange and interest rate futures contracts entered into as part of the investments of the Institution. As of June 30, 2012 the Institution had an investment in one fund that invests in interest rate futures within its strategy.

The College utilizes swap agreements to moderate its exposure to interest rate risk on certain bond issuances. (See note 6)

The Institution also has investments which participate directly, or have the option to participate in, derivative financial instruments. These investments represent 27% of the Institution's total consolidated endowment funds. Derivatives held by investments in which the Institution invests pose no off balance sheet risk to the Institution due to the limited liability structure of the investment.

BENEFICIAL INTEREST IN PERPETUAL TRUSTS

Beneficial interest in perpetual trusts represent resources neither in the possession of nor under the control of the Institution, but held and administered by outside fiscal agents, with the College deriving income from such funds. The trusts are recorded at their respective fair values, which are reported by the outside fiscal agent.

PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment are recorded at cost.

The Institution capitalizes the cost of construction and major improvements to buildings, and purchases of equipment, and library books. Depreciation is calculated on a straight line basis over the estimated useful life of the asset. Purchases for the Library's collections are recorded at cost. The collections are reduced by the proceeds from a sale, resulting in the recognition of no gain or loss. Sales are not significant. (See note 11)

INVENTORIES

Other assets include inventories which are valued at the lower of cost (utilizing the first-in, first-out method) or market.

CASH EQUIVALENTS

Cash equivalents include short-term, highly liquid investments with a maturity of three months or less at the time of purchase. Cash and cash equivalents representing assets of endowment and similar funds and life income funds are included in long-term investments. Cash equivalents are recorded at cost which approximates fair value.

SHORT TERM INVESTMENTS

Short term investments are comprised of equity securities received as gifts and identified for liquidation by the Institution.

LIFE INCOME OBLIGATIONS

Life income obligations result from annuity and life income agreements which are irrevocable charitable remainder agreements. The assets held for these agreements are reported as part of the Institution's investments at their fair value. The College records contribution revenue for the gift net of the liability for the present value of the estimated future payments to be made to the beneficiaries. The liability has been calculated using discount rates ranging from 2.0% to 6.9% based upon the year of the agreement. The obligation is adjusted during the term of the agreement for changes in the value of the assets, amortization of the discount and other changes in the estimates of future benefits.

ASSET RETIREMENT OBLIGATIONS

An asset retirement obligation ("ARO") is a legal obligation associated with the retirement of long-lived assets. These liabilities are initially recorded at fair value and the related asset retirement costs are capitalized by increasing the carrying amount of the related assets by the same amount as the liability. Asset retirement costs are subsequently depreciated over the useful lives of the related assets. Subsequent to initial recognition, the College records period-to-period changes in the ARO liability resulting from the passage of time or revisions to either the timing or the amount of the original estimate of undiscounted cash flows. The College reduces ARO liabilities when the related obligations are settled.

UNCERTAIN TAX POSITIONS

The Institution is generally exempt from federal and state income taxes. Management annually reviews for uncertain tax positions along with any related interest and penalties and believes that the Institution has no uncertain tax positions that would have a material adverse effect, individually or in the aggregate, upon the Institution's balance sheet, or the related statements of activities, or cash flows.

2. Investments

The Institution records its investments at fair value. Fair value is the amount that would be received when selling an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The degree of judgment utilized in developing those assumptions generally correlates to the level of pricing observability. The availability of observable inputs can vary among financial assets and liabilities.

For investments, fair value is affected by a wide variety of factors including, the type of investment, whether the investment is new and not yet established in the market place and other characteristics particular to the investment. The inputs used for valuing investments are not necessarily an indication of the risk associated with investing in those securities.

The Institution's investments have been categorized based upon a fair value hierarchy comprised of the following three broad levels:

Level 1: Valuations based on observable inputs that reflect quoted prices in active markets for identical assets and liabilities. Assets and liabilities utilizing Level 1 inputs include exchange traded securities, short term money market funds and actively-traded obligations issued by the U.S. Treasury.

Level 2: Valuations based upon quoted prices for identical or similar assets or liabilities in markets that are less active or other significant market-based inputs which are observable, either directly or indirectly.

Level 3: Valuations based on unobservable inputs that are significant to determining an overall fair value measurement. Assets and liabilities utilizing Level 3 inputs include real estate partnerships, private equity investments, and other illiquid securities with little, if any, market activity. Valuation of these instruments entails a significant degree of estimation and judgment.

The comparison of fair value and cost for investments in accordance with the fair value hierarchy was as follows as of June 30, 2012:

Amherst College
Fair Value Measurements as of June 30, 2012

Description	Level 1	Level 2	Level 3	Total	Cost
Financial Assets					
Cash and equivalents	$ 80,697,443			$ 80,697,443	$ 80,697,443
Due from broker, net	(113,899)			(113,899)	(113,899)
Domestic equities	91,317,047			91,317,047	84,608,579
Global equities	31,244,762		$ 44,815,389	76,060,151	70,327,036
Foreign equities	36,696,880	$ 89,026,170	105,063,482	230,786,532	219,937,961
Private equities			384,866,936	384,866,936	311,990,872
Fixed income	111,214,884	54,013,239	61,292,733	226,520,856	210,580,788
Absolute return	18,067,508	16,456,028	498,143,288	532,666,824	362,612,621
Real estate and natural resources			346,677,827	346,677,827	350,331,148
Other investments	547,177		8,993,586	9,540,763	9,888,019
Total Investments	**369,671,802**	**159,495,437**	**1,449,853,241**	**1,979,020,480**	**1,700,860,568**
Beneficial interest in perpetual trusts			14,625,864	14,625,864	16,782,366
Total Financial Assets	**$ 369,671,802**	**$ 159,495,437**	**$1,464,479,105**	**$1,993,646,344**	**$1,717,642,934**

As of June 30, 2012, the College had interest rate swaps with a fair value liability of $19,016,192, which were valued using significant other observable inputs (Level 2).

Folger Shakespeare Memorial Library
Fair Value Measurements as of June 30, 2012

Description	Level 1	Level 2	Level 3	Total	Cost
Financial Assets					
Cash and equivalents	$ 9,746,123			$ 9,746,123	$ 9,746,123
Due to broker, net	(15,208)			(15,208)	(15,208)
Domestic equities	12,095,851			12,095,851	10,049,942
Global equities	4,172,107		$ 5,984,191	10,156,298	8,802,302
Foreign equities	4,900,128	$ 11,887,648	14,029,106	30,816,882	27,527,969
Private equities			51,391,203	51,391,203	39,049,525
Fixed income	13,706,998	7,212,378	8,184,408	29,103,784	25,343,302
Absolute return	2,412,551	2,197,371	66,516,980	71,126,902	45,385,471
Real estate and natural resources			46,291,824	46,291,824	43,848,296
Other investments	153,626	69,586	1,820,921	2,044,133	2,102,221
Total Financial Assets	**$ 47,172,176**	**$ 21,366,983**	**$ 194,218,633**	**$ 262,757,792**	**$ 211,839,943**

The College's Investments as of June 30, 2012 are comprised of Endowment and Similar Funds of $1,640,666,036, Life Income Funds of $76,431,961 and Other Funds of $261,922,483. The Library's Investments as of June 30, 2012 are comprised of Endowment and Similar Funds of $260,209,626, Life Income Funds of $855,766 and Other Funds of $1,692,400.

The Institution's major investment categories are comprised of the following:

DOMESTIC EQUITIES

The Domestic Equities category includes investments in separate accounts and institutional commingled funds that invest primarily in the equity securities of U.S. domiciled corporations. Fund managers generally hold long portfolio capital assets. Underlying investment securities in the funds are selected based upon several criteria, including, but not limited to: absolute and relative valuation, free cash flow, profitability, strategic advantage, and corporate management quality. The fair values of the investments in this category are estimated using the net asset value (NAV) per share of the fund, or in the case of the majority of these assets where the securities are directly owned in a separate account, they are recorded at the market value of the underlying securities at the close of business.

GLOBAL EQUITIES

The Global Equities category includes investments in separate accounts and institutional commingled funds that invest primarily in the equity securities of both U.S. domiciled and foreign corporations. Fund managers generally hold long portfolio capital assets. Underlying investment securities in the funds are selected based upon several criteria, including, but not limited to: absolute and relative valuation, free cash flow, profitability, strategic advantage, and corporate management quality. The fair values of the investments in this category are estimated using the net asset value (NAV) per share of the partnerships.

FOREIGN EQUITIES

The Foreign Equities category includes investments in institutional commingled pooled funds that invest primarily in the equity securities of non-U.S. domiciled corporations. Fund managers generally hold long portfolio capital assets. Underlying investment securities in the funds are selected based upon several criteria, including, but not limited to: absolute and relative valuation, free cash flow, profitability, strategic advantage, and corporate management quality. The fair values of the investments in this category are estimated using the net asset value (NAV) per share of the funds.

PRIVATE EQUITIES

The Private Equities category includes investments in limited partnerships that invest primarily in unlisted, non-public U.S. and non-U.S. domiciled companies. Private Equity includes venture capital (early-stage) and buyout (later-stage) investments. Underlying investment securities in the funds are selected based upon several criteria, including, but not limited to: absolute and relative valuation, uniqueness of market and product, strategic advantage, corporate management quality, financial conditions and financing requirements, and anticipated exit strategies. Liquidity for these funds is provided in varying degrees, but is mostly greater than five years. The fair values of the investments in this category are estimated using the General Partner's valuation of investments, generally equal to or based upon the reported capital account or net asset value (NAV) of the underlying investee funds.

FIXED INCOME

The Fixed Income category includes investments in separate accounts and commingled funds that invest primarily in the debt securities of U.S. domiciled corporations. Fund managers hold long and short portfolio capital assets. Underlying investment securities in the funds are selected based upon several criteria, including, but not limited to: absolute and relative valuation, duration, convexity, liquidity, credit risk, term structures, and strategic advantage. Liquidity for these funds is provided in varying degrees, ranging from daily to annual increments. The fair values of the investments in this category are estimated using the net asset value (NAV) per share of the funds or in the case of the separate accounts where the securities are directly owned, they are recorded at the market value of the underlying securities at the close of business.

ABSOLUTE RETURN

The Absolute Return category includes investments in commingled funds that invest primarily in the equity, debt, and derivative securities of U.S. and non-U.S. domiciled corporations. Fund managers hold long and short portfolio capital assets. Underlying investment securities in the funds are selected based upon several criteria, including, but not limited to: absolute and relative valuation, free cash flow, profitability, strategic advantage, and corporate management quality. The fund managers may also invest in securities related to interest rates, exchange rates, and privately held assets. The fair values of the investments in this category are estimated using the net asset value (NAV) per share of the funds.

REAL ESTATE AND NATURAL RESOURCES

The Real Estate and Natural Resources category includes investments in limited partnerships that invest primarily in unlisted, non-public U.S. and non-U.S. real estate, timber, and oil and gas assets. Underlying investment securities in the funds are selected based upon several criteria, including, but not limited to: absolute and relative valuation, uniqueness of market and product, strategic advantage, corporate management quality, financial conditions and financing requirements, and anticipated exit strategies. Liquidity for these funds is provided in varying degrees, but is generally greater than seven years. The fair values of the investments in this category are estimated using the General Partner's valuation of investments, generally equal to or based upon the reported capital account or net asset value (NAV) of the underlying investee funds.

OTHER

The Other category includes investments in separate account and general partnership funds that have been or are currently being liquidated.

The unfunded commitment and redemption frequencies of the Institution's investment categories as of June 30, 2012 were as follows:

Institution

Investment Strategy	Unfunded Commitments	Notice Period and Redemption Frequency
Domestic equities		No notice period applicable; immediate redemption
Global equities		Daily–30 day notice; between daily and five year redemption
Foreign equities		6–90 day notice; between monthly and five year redemption
Private equities	$ 159,101,000	Not redeemable
Fixed income	3,494,000	Zero–90 day notice; between immediate and not redeemable
Absolute return		30–180 day notice; between quarterly and five year redemption
Real estate and natural resources	66,114,000	Not redeemable
	$ 228,709,000	

The investments in domestic equities do not possess a defined liquidation period. These investments can be liquidated as deemed appropriate by the Institution. The Institution is unable to redeem its investments in private equities, real estate and natural resources until the underlying partnerships are dissolved and the funds closed, although the Institution would have the ability to liquidate these partnerships through a negotiated transaction in the secondary market. Investments in private equities, real estate and natural resources have remaining durations from one to thirteen years as of June 30, 2012.

The reconciliation of the Level 3 total financial assets for the College and Library as of June 30, 2012 are as follows:

Amherst College

Fair Value Measurements Using Significant Unobservable Inputs (Level 3)

Investment Category	Beginning Balance	Net Realized and Unrealized Gains and (Losses)	Purchases and Issuances	Sales and Settlements	Net Transfers In (Out) of Level 3	Ending Balance
Global equities	$ 42,019,296	$ 2,805,075	$ 333,215	$ (342,197)		$ 44,815,389
Foreign equities	137,635,751	2,870,263	5,263,088	(10,278,238)	$(30,427,382)	105,063,482
Private equities	400,197,641	24,808,783	60,586,325	(75,880,983)	(24,844,830)	384,866,936
Fixed income	60,082,044	2,268,118	85,124,604	(86,182,033)		61,292,733
Absolute return	433,918,474	5,738,944	61,486,059	(3,000,189)		498,143,288
Real estate and natural resources	326,259,975	6,292,503	61,880,457	(47,657,961)	(97,147)	346,677,827
Other investments	10,710,773	(9,448,808)	107,951	(17,318,307)	24,941,977	8,993,586
Perpetual trusts	16,037,125	(1,411,261)				14,625,864
Total Level 3 Financial Assets	**$1,426,861,079**	**$33,923,617**	**$274,781,699**	**$(240,659,908)**	**$(30,427,382)**	**$1,464,479,105**

Folger Shakespeare Memorial Library
Fair Value Measurements Using Significant Unobservable Inputs (Level 3)

Investment Category	Beginning Balance	Net Realized and Unrealized Gains and (Losses)	Purchases and Issuances	Sales and Settlements	Net Transfers In (Out) of Level 3	Ending Balance
Global equities	$ 5,740,758	$ 389,188	$ 45,352	$ (191,107)		$ 5,984,191
Foreign equities	18,804,066	59,907	716,335	(1,394,153)	$ (4,157,049)	14,029,106
Private equities	54,675,782	3,243,949	8,246,128	(11,380,306)	(3,394,350)	51,391,203
Fixed income	8,208,527	447,495	11,585,921	(12,057,535)		8,184,408
Absolute return	59,282,791	870,639	8,368,587	(2,005,037)		66,516,980
Real estate and natural resources	44,574,279	(1,096,508)	8,422,266	(5,594,941)	(13,272)	46,291,824
Other investments	1,940,211	(1,280,368)	15,290	(2,251,282)	3,397,070	1,820,921
Total Level 3 Financial Assets	**$193,226,414**	**$2,634,302**	**$37,399,879**	**$(34,874,361)**	**$(4,167,601)**	**$194,218,633**

Certain investments were transferred from Level 3 to Level 2 as notice periods for redemption were 90 days or less.

The amount of total unrealized net losses on Level 3 assets for the year ended June 30, 2012 is $38,421,000 for the College and $3,873,000 for the Library.

SPENDING POLICY AND HOW THE INVESTMENT OBJECTIVES RELATE TO SPENDING POLICY

The Institution has adopted a spending policy that is calculated as a percentage of the average market value of the endowment for the three previous years. This allows for the smoothing of growth and decline in endowment fair values. Specifically, the formula used to set the amount of annual spending increases the prior year's distribution by a factor equal to inflation plus the percentage growth in the endowment from prior year capital gifts. This amount is compared to the budgetary needs of the Institution and is increased, if possible, to reflect the use of market growth over time. The calculated amount is also evaluated as a percentage of the endowment's market value and the growth portion of the formula would be held to a rate at or below inflation if the spending rate were to continue to exceed 5.0% over time. It is expected that over time the rate will range between 3.5% and 5.0% of the average market value of the endowment for the three previous years – higher in years of market decline and lower in years of market growth.

The Institution has adopted investment policies for its endowment assets that seek to ensure that current and future spending requirements are supported, while also preserving the endowment fund in perpetuity. Endowment assets include those assets that have been restricted by the donor or designated by the Trustees and are invested to provide future revenue to support the Institution's activities. Under the Institution's investment policy, as approved by the Committee on Investment of the Board of Trustees, an asset allocation or strategic policy portfolio is developed based on long-term return, risk and correlation assumptions that seek to balance the need for liquidity, preservation of purchasing power, and risk tolerance. The Institution uses two benchmarks to assess aggregate performance:

- Simple Market Benchmark—serves to help evaluate the value added from asset allocation in creating a well-diversified investment program versus a non-diversified market index. This benchmark consists of: 60% S&P 500 Index and 40% Barclays Aggregate Bond Index.
- Strategic Policy Portfolio Benchmark—serves to evaluate the impact of manager selection and active management versus passive management. This benchmark is a weighted average return derived by applying the target policy weights of each asset class to the performance of the respective asset class benchmarks.

The Institution expects its endowment funds, over time, to provide an average real rate of return of approximately 3.5% percent annually (or a nominal annual rate of return of approximately 6.0%). The investments in the Institution's endowment portfolio involve various risks, and actual returns in any given year may vary from this anticipated long-term average annual rate of return.

To satisfy its long-term return objectives, the Institution 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 Institution has established a strategic policy portfolio that is diversified across asset classes.

3. Endowment and Similar Funds

Included in unrestricted, temporarily restricted, and permanently restricted net assets are the College's and Library's endowment and similar funds and life income funds.

Endowment and similar funds is a commonly used term to refer to the resources that have been restricted by the donor or designated by the Trustees that will be invested to provide future revenue to support the Institution's activities. Included in endowment are funds which were not restricted by the donor and, accordingly, are unrestricted net assets of the Institution.

Included in Endowment are the Consolidated Endowment Funds for both the College and the Library and separately invested endowment funds. The fair value of the Amherst College Consolidated Endowment Fund as of June 30, 2012 was $1,639,587,886 with a per share fair value of $19.75 ($20.32 at June 30, 2011). The fair value of the separately invested endowment funds as of June 30, 2012 was $1,078,150. The fair value of the Folger Fund as of June 30, 2012 was $260,209,626 with a per share fair value of $30.07 ($30.95 at June 30, 2011). The total endowment shares in the Amherst College Consolidated Endowment Fund as of June 30, 2012 were 83,008,679. The total endowment shares in the Folger Fund as of June 30, 2012 were 8,652,269.

Net assets of life income funds represent the difference between the investment assets of the funds and the estimated liability for the obligation to beneficiaries.

Net assets included the following endowment and similar funds at June 30, 2012:

Amherst College

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment funds				
Endowment				
Income unrestricted	$ 5,905,371	$ 109,526,043	$ 113,992,971	$ 229,424,385
Income restricted	9,271,473	675,207,168	233,888,976	918,367,617
Quasi-endowment				
Income unrestricted	355,794,321			355,794,321
Income designated	80,613,839			80,613,839
Income restricted	56,250,649	215,225		56,465,874
	$507,835,653	**$784,948,436**	**$ 347,881,947**	**$1,640,666,036**
Life income funds				
Income		$ 4,408,939	$ 835,408	$ 5,244,347
Balanced		3,158,668	3,482,082	6,640,750
Annuity		1,468,095	1,425,016	2,893,111
Unitrusts		15,126,693	10,746,393	25,873,086
		$ 24,162,395	**$ 16,488,899**	**$ 40,651,294**

Folger Shakespeare Memorial Library

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment funds				
Endowment				
Income unrestricted		$ 172,157,961	$ 5,944,903	$ 178,102,864
Income restricted	$ 2,311,366	40,206,805	18,551,805	61,069,976
Quasi-endowment				
Income unrestricted	10,027,695			10,027,695
Income designated	9,368,237			9,368,237
Income restricted	1,188,509	452,345		1,640,854
	$ 22,895,807	**$ 212,817,111**	**$ 24,496,708**	**$ 260,209,626**
Life income funds		**$ 299,365**	**$ 172,689**	**$ 472,054**

The activity of the endowment and similar funds net assets for the College and Library for the year ended June 30, 2012 is as follows:

Amherst College

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, beginning of year	$ 513,589,182	$ 816,170,707	$ 311,750,918	$ 1,641,510,807
Investment return:				
Investment income	368,869		882,063	1,250,932
Net realized and unrealized appreciation (depreciation)	6,337,236	15,197,469	(9,409)	21,525,296
Total investment return	6,706,105	15,197,469	872,654	22,776,228
Contributions	7,527,706	110,975	31,681,144	39,319,825
Appropriation of endowment return for expenditure	(20,050,883)	(46,530,715)		(66,581,598)
Other changes	63,543		3,577,231	3,640,774
Endowment net assets, end of year	**$ 507,835,653**	**$784,948,436**	**$ 347,881,947**	**$1,640,666,036**

Folger Shakespeare Memorial Library

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, beginning of year	$ 23,292,559	$ 219,741,757	$ 24,137,611	$ 267,171,927
Investment return:				
Investment income	102,918	8,969		111,887
Net realized and unrealized appreciation	162,791	1,719,061		1,881,852
Total investment return	265,709	1,728,030		1,993,739
Contributions	319,520		162,289	481,809
Appropriation of endowment return for expenditure	(834,291)	(8,594,097)		(9,428,388)
Other changes	(147,690)	(58,579)	196,808	(9,461)
Endowment net assets, end of year	**$ 22,895,807**	**$ 212,817,111**	**$ 24,496,708**	**$ 260,209,626**

TOTAL RETURN DISTRIBUTION ON INVESTMENTS

The Institution adds interest and dividends earned on the College's investments and the Folger Fund, which represent approximately 99% of the investments of its endowments and similar funds, to the income allocation pools from which returns are distributed to the respective funds at a predetermined, per share rate set annually by the Board of Trustees. The Institution's spending is determined on a total return basis. The total amount distributed for spending in 2011–2012 was $78,727,604 for the College and $11,342,264 for the Library. In addition, investment manager fees and expenses, which include the general partners' share of gains in limited partnerships, were distributed from this pool and were $36,695,474 for the College and $4,712,221 for the Library. Interest and dividend income earned in 2011–2012 by the Funds was $48,841,212 and $6,626,097 for the College and Library, respectively. The amount distributed in excess of interest and dividend income earned was provided by transferring realized gains from the Institution's investment pools of $66,581,866 for the College and $9,428,388 for the Library.

4. Contributions

Contributions receivable, net, are summarized as follows at June 30, 2012:

	Amherst College	Folger Shakespeare Memorial Library
Unconditional promises expected to be collected within:		
One year	$ 30,490,636	$104,085
Two to five years	33,777,347	2,000
Over five years	22,520,627	
	86,788,610	106,085
Less: Unamortized discount and allowance for uncollectible accounts	(6,435,800)	(226)
	$80,352,810	**$105,859**

At June 30, 2012 the College had also received conditional promises to give of $5,650,000. These conditional promises to give will not be recognized as assets until the conditions are substantially met. They are generally restricted for specific purposes stipulated by the donors, primarily endowments for faculty support, scholarships, buildings and improvements or general operating support.

5. Property, Plant and Equipment

Property, plant and equipment as of June 30, 2012 consisted of the following:

	Useful Life	Amherst College	Folger Shakespeare Memorial Library
Land		$ 8,328,925	$ 908,397
Land improvements	10	12,958,397	
Buildings and improvements	50	393,232,666	29,196,408
Faculty residences	30	11,763,476	
Equipment	5–10	69,023,378	3,694,529
Library books	10	33,004,399	
Folger collection			20,095,988
		528,311,241	53,895,322
Less: Accumulated depreciation		(202,580,309)	(14,483,148)
		325,730,932	39,412,174
Construction in progress		23,066,443	
		$348,797,375	**$ 39,412,174**

In fiscal year 2011–2012, depreciation of these assets amounted to $21,573,831 for the College and $706,255 for the Library.

As of June 30, 2012 the College had open commitments for the construction of buildings of approximately $2,422,924.

6. Bonds Payable

The Institution has financed the cost of constructing and renovating various College facilities through the issuance of Massachusetts Development Finance Agency (the “Agency” or “MDFA”) bonds. In addition, the Institution issued taxable bonds in fiscal year 2009 for working capital and other eligible purposes.

The College's fiscal year 2012 debt service and bonds payable as of June 30, 2012 were as follows:

MDFA Series/ Taxable Bonds	Final Year of Maturity	Interest Rates	2011 Debt Service	Bonds Payable
F	2026	Variable, (0.01%–0.22% in 2011–2012)	$ 1,836,814	$ 35,400,000
H	2033	Variable, (0.10%–1.00% in 2011–2012)	840,572	40,825,000
I	2028	Variable, (0.01%–0.22% in 2011–2012)	30,424	29,700,000
J-1	2035	Variable, (0.01%–0.22% in 2011–2012)	30,731	30,000,000
J-2	2035	Variable, (0.01%–0.23% in 2011–2012)	17,933	20,000,000
K-1	2021	Fixed, (3.50%–5.00%)	719,554	5,935,000
K-2	2038	Variable, (1.70%–2.75% in 2011–2012)	1,131,317	50,520,000
Taxable Bonds, Series 2009A	2039	Fixed, 5.875%	5,875,000	100,000,000
Less discount				(2,272,400)
			$ 10,482,345	**$ 310,107,600**

The issuance costs incurred in connection with the bonds are amortized on a straight line basis over the remaining period the bonds are outstanding.

The Series F bonds are a variable rate issue and a general obligation of the College. The average interest rate for fiscal year 2011–2012 was 0.10% and the interest rate at June 30, 2012 was 0.15%. The bonds are redeemable at par prior to maturity at the option of the Agency with the consent of the College.

The Series H bonds are a variable rate issue and a general obligation of the College. The average interest rate for fiscal year 2011–2012 was 0.83% and the interest rate at June 30, 2012 was 1.00%. The bonds are subject to optional redemption at par plus accrued interest at the option of the College.

The Series I bonds are a variable rate issue and a general obligation of the College. The average interest rate for fiscal year 2011–2012 was 0.10% and the interest rate at June 30, 2012 was 0.15%. The bonds are subject to optional redemption at par plus accrued interest at the option of the College.

The Series J bonds are a variable rate issue and a general obligation of the College. The interest rate on the issue averaged 0.10% for the Series J-1 bonds and 0.09% for the Series J-2 bonds for the fiscal year 2011–2012. The interest rate was 0.15% for the Series J-1 bonds and 0.15% for the Series J-2 bonds at June 30, 2012. The bonds are subject to optional redemption at par plus accrued interest at the option of the College.

The Series K-1 bonds were issued at a fixed rate and are a general obligation of the College. The average interest rate on the issue was 4.01% for the year ended June 30, 2012. The Series K-2 bonds are a variable rate issue and a general obligation of the College. The average interest rate for fiscal year 2011–2012 was 2.24% and the interest rate at June 30, 2012 was 1.70%. The proceeds were used for capital projects. The Series K-1 bonds maturing on or after November 1, 2018 are subject to optional redemption after that date, at the option of the Agency with the written consent of the College or at the written direction of the College. The Series K-2 bonds are not subject to optional redemption.

The Series 2009A taxable bonds were issued at a fixed rate and are a general obligation of the College. The proceeds of the bonds were used by the College for the payment of the issuance costs, working capital, and other eligible expenses. The bonds are subject to optional redemption at the consent of the College with a make-whole provision.

In connection with the issuance of the Series I and Series J bonds, the College entered into interest rate swap agreements to moderate its exposure to interest rate changes and to lower the overall cost of borrowing. The swaps were not designated as cash flow hedges for the bonds. The interest rate swap agreements effectively change the interest rate exposure on the issues from a variable rate to a fixed rate of 3.07% for Series I and 3.13% for Series J. The interest rate swap agreements have a notional amount of $79,700,000 as of June 30, 2012 and termination date equal to the principal amount and maturity date of the respective bonds. On June 30, 2012, the fair value of the interest rate swap agreements was a liability of $19,016,192 and was recorded on the balance sheet. The total of the increase in the fair value from the prior year balance and the net settlements was $14,015,467 and is recorded as an expense in the College's statement of activities for the year ended June 30, 2012.

The principal payments on such bonds for the fiscal years 2012–13 through 2016–17 is $4,405,000; $4,530,000; $4,680,000; $4,840,000; and $5,000,000, respectively. The combined debt service thereafter approximates $288,920,000.

The Series F, H, I, J and K-2 bonds are subject to tender by bondholders. As of June 30, 2012, the Series J-2 bonds are set to remarket in a daily mode, the Series F, I and J-1 bonds set in a weekly mode and Series H and K-2 in a term mode until November 2014 and November 2016, respectively.

If these bonds had been fully tendered as of June 30, 2012, or on their next remarketing date, the principal payments for fiscal years 2011–12 through 2016–17 would have been approximately, $115,595,000; $515,000; $41,360,000; $555,000 and $51,100,000, respectively. The principal payments thereafter would have approximated $103,255,000. The College has not experienced a failed remarketing of its bonds.

The fair value of the bonds payable at June 30, 2012 approximates $354,000,000.

7. Lines of Credit

The College has uncollateralized bank lines of credit for purposes of repurchasing its outstanding bonds if they are unable to be remarketed as of June 30, 2012 as follows:

Available Borrowing Capacity	Balance Outstanding	Interest Rate	Termination Date
$50,000,000		Eurodollar rate plus 0.08%	June 27, 2014
$50,000,000		Higher of prime rate plus 1.5% or federal funds plus 3.0%, not to exceed 6.25%	July 31, 2012

The College has uncollateralized bank lines of credit for operational purposes as of June 30, 2012 as follows:

Available Borrowing Capacity	Balance Outstanding	Interest Rate	Termination Date
$37,000,000		Eurodollar rate plus 0.25%	May 16, 2014
$37,500,000		Eurodollar rate plus 0.25%	May 18, 2014
$25,000,000	$5,000,000	Eurodollar rate plus 0.25%	February 25, 2014

8. Pension Benefits

The Institution has TIAA-CREF defined contribution pension plans for faculty, administrative and staff employees of the College, and for Library administrative employees. Eligibility for the plans begins following two years of employment for individuals, unless they were previously enrolled in a comparable plan and therefore are immediately eligible. Contributions to the plans, based on a percentage of salaries, were $5,329,992 for the College and $473,055 for the Library for the year ended June 30, 2012.

The Institution has maintained a TIAA-CREF noncontributory, defined benefit pension plan for College staff employees who, prior to July 1, 1994, were not covered by the defined contribution plan, were at least twenty-one years of age, and had completed one year of service. All participants in this plan are fully vested as of June 30, 2012. Retirement benefits are calculated based on a percentage of final three-year average salary times the participant's years of service with a minimum benefit payable equal to $50 per year times the number of years of credited service. Years of service for purposes of calculating the benefit accrual were frozen on June 30, 1994, when all active College employees began participating in the defined contribution plan. The defined benefit plan continues to provide prior service benefits for participants active at July 1, 1994, and supplemental benefits to certain long-term employees whose retirement benefit would have been negatively affected by the change.

The Institution has a TIAA-CREF noncontributory, defined benefit pension plan for Library employees who are not covered by the defined contribution plan, who are at least twenty-one years of age, and who have completed one year of service. An employee is fully vested after five years of participation in the plan. Retirement benefits are calculated based on a percentage of final three-year average salary times the participant's years of service with a minimum benefit payable equal to $50 per year times the number of years of credited service.

The Institution contributes to each defined benefit pension plan an amount each year equal to the required plan contribution as of the beginning of the plan year and interest to the date of payment. The Institution contributed $1,062,748 to the College's Plan and $205,996 to the Library's Plan in 2011–2012.

The plan's accumulated benefit obligation at June 30, 2012 was $24,076,138 and $2,853,389 for the College Plan and Library Plan, respectively. Net actuarial loss amortization of $893,222 and $126,595 is expected to be recognized in fiscal year 2013 for the College Plan and Library Plan, respectively.

The following were the components of net periodic pension cost for the defined benefit pension plans for the fiscal year ended June 30, 2012:

	College Employee Plan	Library Employee Plan
Service cost	$ 6,215	$ 91,541
Interest cost	1,153,531	134,307
Expected return on plan assets	(1,088,051)	(120,475)
Amortization of net actuarial loss	360,411	
Net periodic pension cost	**$ 432,106**	**$ 105,373**

The following is a summary of the projected benefit obligation, plan assets, and funded status of the defined benefit plans as of June 30, 2012:

	College Employee Plan	Library Employee Plan
Change in projected benefit obligation:		
Projected benefit obligation, June 30, 2011	$ 22,019,680	$ 2,665,782
Decrease due to benefits paid	(1,115,752)	(96,785)
Increase due to employee service	6,215	91,541
Increase due to accrual of interest	1,153,531	134,307
Increase due to changes in actuarial assumptions and other sources	3,990,766	830,682
Projected benefit obligation, June 30, 2012	**$26,054,440**	**$ 3,625,527**
Change in plan assets:		
Fair value of plan assets, June 30, 2011	$ 14,628,063	$ 1,574,743
Actual return	1,504	22,050
Employer contributions	1,062,748	205,996
Change in surrender charge	(5,145)	1,880
Benefits paid	(1,115,752)	(96,785)
Fair value of plan assets, June 30, 2012	**$14,571,418**	**$ 1,707,884**
Funded status:		
Projected benefit obligation	$(26,054,440)	$ (3,625,527)
Fair value of plan assets	14,571,418	1,707,884
Accrued pension cost	**$(11,483,022)**	**$(1,917,643)**
Cumulative Net Actuarial Loss:		
Cumulative net actuarial loss, June 30, 2011	$ 5,207,817	$ 372,132
Amortization	(360,411)	
Net loss	5,082,458	927,227
Cumulative net actuarial loss, June 30, 2012	**$ 9,929,864**	**$ 1,299,359**

Defined benefit plan assets consist of Deposit Administration Group Annuity Contracts with Teachers Insurance and Annuity Association and College Retirement Equities Fund.

The discount rate used in determining benefit obligations as of June 30, 2012 was 3.90%. The rate of compensation increase used in determining benefit obligations and the net periodic pension cost was 3.50%. The discount rate used in determining the net periodic pension cost was 5.40% and the long-term rate of return was 7.50%.

The expected long-term rate of return on plan assets is determined by reviewing historical returns, taking into account current asset diversification between equity and fixed income investments. Current market factors such as inflation and interest rates are evaluated.

The asset allocations at June 30, 2012 of the defined benefit plans were as follows:

	College Employee Plan		**Library Employee Plan**	
Equity securities	$ 8,620,820	59%	$ 816,851	48%
Fixed income	5,950,598	41%	891,033	52%
Total	**$14,571,418**	**100%**	**$1,707,884**	**100%**

The defined benefit plans' assets are valued using the same fair value hierarchy as the Institution's investments as described in note 2, Investments.

The following table summarizes the Institution's fair values of investments by major type held by the defined benefit plans at June 30, 2012:

		College Employee Plan		
	Level 1	**Level 2**	**Level 3**	**Total**
Equity securities		$ 8,620,820		$ 8,620,820
Fixed income			$ 5,950,598	5,950,598
Total		**$8,620,820**	**$5,950,598**	**$14,571,418**

		Library Employee Plan		
	Level 1	**Level 2**	**Level 3**	**Total**
Equity securities		$ 816,851		$ 816,851
Fixed income			$ 891,033	891,033
Total		**$816,851**	**$891,033**	**$1,707,884**

The reconciliation of Level 3 total investments for the defined benefit plans as of June 30, 2012 is as follows:

	Level 3 Fair Value Measurements		
	College Employee Plan	**Library Employee Plan**	**Total**
Beginning balance	$ 5,875,905	$ 947,653	$ 6,823,558
Contributions	954,600		954,600
Interest income	240,990	38,285	279,275
Sales, net	(1,115,752)	(96,785)	(1,212,537)
Change in surrender charge	(5,145)	1,880	(3,265)
Total	**$5,950,598**	**$ 891,033**	**$6,841,631**

The equity securities account seeks a favorable long-term return through both appreciation of capital and investment income by investing primarily in a broadly diversified portfolio of common stocks. The account is divided into three segments. One segment is designed to track U.S. equity markets and invests in the Russell 3000 Index. Another segment contains stocks that are selected for their investment potential and the third segment invests in foreign stocks and other equity securities.

The fixed income account guarantees both principal and a specified interest rate. The account seeks to achieve the highest rate of return over long periods of time, within reasonable risk measures. Investments include publicly traded bonds, direct loans to business and industry, commercial mortgages and income producing real estate.

The Institution expects the 2012–2013 contribution to be reasonably consistent with the current year. The following benefit payments, which reflect expected future service, are expected to be paid:

	College Employee Plan	Library Employee Plan
2013	$ 1,315,000	$ 93,000
2014	1,203,000	130,000
2015	1,238,000	132,000
2016	1,265,000	143,000
2017	1,326,000	157,000
2018–2022	7,440,000	976,000
Total	**$13,787,000**	**$1,631,000**

The Institution offers a Phased Retirement Program to faculty of the College. Faculty members may enter the program at any time between age 60 and 65. Upon entering the program, faculty members receive a reduced salary. Participants also receive stipends for part-time work which they can continue until age 70 when they fully retire. The Institution has recorded a liability for this program of $4,972,549 as of June 30, 2012. This program is funded on a cash basis as benefits are paid.

9. Other Postretirement Benefits

The Institution provides a defined benefit health insurance plan to eligible College employees employed before July 1, 2003 who have met certain age and service criteria. The Institution also provides a defined benefit health insurance plan to eligible Library employees and their dependents who have met certain age and service criteria. The Institution funds these plans on a cash basis as benefits are paid.

The Institution provides a defined contribution health program for the College employees that do not qualify for the defined benefit plan described above. Under this plan, each year eligible participants (regular, benefited employees) are entitled to a contribution based on 66.7% of the College's Medicare supplemental insurance cost and interest that is credited to a notional account. Eligibility for contributions begins at age 40 for a maximum of 25 years and vesting requires 10 years of service after the age of 40 and attainment of age 62 when retiring from the College.

As of June 30, 2012 a $37,789,483 and $3,679,375 postretirement benefit obligation liability is recorded for the College and Library, respectively.

The components of net periodic postretirement benefit cost for the Institution's plans as of June 30, 2012 were as follows:

	Amherst College	Folger Shakespeare Memorial Library
Service cost	$ 739,659	$ 103,051
Interest cost	1,505,249	136,178
Amortization of prior service credit	(160,262)	
Net periodic postretirement benefit cost	**$2,084,646**	**$239,229**

The following provides a reconciliation of the accumulated benefit obligation, plan assets and funded status of the plans:

	Amherst College	Folger Shakespeare Memorial Library
Change in accumulated postretirement benefit obligation		
Benefit obligation, June 30, 2011	$ 32,970,783	$ 2,456,556
Service cost	739,659	103,051
Interest cost	1,505,249	136,178
Medicare Part D subsidy	104,006	
Plan participants' contributions	216,406	13,150
Change in actuarial assumptions	3,444,691	1,076,709
Benefits paid	(1,191,311)	(106,269)
Benefit obligation, June 30, 2012	**$ 37,789,483**	**$ 3,679,375**
Change in plan assets		
Fair value of plan assets, June 30, 2011	$ 0	$ 0
Employer contribution	870,899	93,119
Plan participants' contributions	216,406	13,150
Medicare Part D subsidy	104,006	
Benefits paid	(1,191,311)	(106,269)
Fair value of plan assets, June 30, 2012	**$ 0**	**$ 0**
Funded status		
Retirees and dependents	$ (15,935,599)	$ (1,280,822)
Actives fully eligible	(1,914,242)	(226,864)
Actives not fully eligible	(19,939,642)	(2,171,689)
Accumulated postretirement benefit obligation	(37,789,483)	(3,679,375)
Fair value of plan assets	0	0
Accrued postretirement benefit cost	**$ (37,789,483)**	**$(3,679,375)**

As of June 30, 2012 the College Plan had a cumulative net actuarial loss of $9,082,302 and a cumulative net prior service credit of $173,135 recognized in unrestricted net assets. The Library Plan had a cumulative net actuarial loss of $1,306,289. In fiscal year 2013 the College has an expected amortization from unrestricted net assets into net periodic benefit of $74,178.

The discount rate used in determining the accumulated postretirement benefit obligation as of June 30, 2012 was 3.90% compared to 5.40% at June 30, 2011. The assumed health care cost trend used in measuring the accumulated postretirement benefit obligation was 9.00% in 2012 declining gradually to 5.00% in 2016. The discount rate used in determining the net periodic postretirement benefit cost at June 30, 2012 which is determined as of July 1, 2011 was 5.40%.

Following is the effect of a change in the trend rates at June 30, 2012:

	College Employee Plan	Library Employee Plan
Impact of 1% increase in health care cost trend		
Interest cost plus service cost	$ 290,000	$ 47,000
Accumulated postretirement benefit obligation	5,492,000	706,000
Impact of 1% decrease in health care cost trend		
Interest cost plus service cost	(236,000)	(37,000)
Accumulated postretirement benefit obligation	$(4,432,000)	$(559,000)

The Institution expects its 2012–2013 contribution to be reasonably consistent with the current year. The following benefit payments, which reflect expected future service, are expected to be paid by the Institution:

	College Employee Plan	Library Employee Plan
2013	$ 1,478,000	$ 80,000
2014	1,550,000	88,000
2015	1,626,000	97,000
2016	1,738,000	108,000
2017	1,846,000	123,000
2018–2022	10,236,000	809,000
Total	**$18,474,000**	**$1,305,000**

10. Temporarily and Permanently Restricted Net Assets

Temporarily restricted net assets were available for the following purposes at June 30, 2012

	Amherst College	Folger Shakespeare Memorial Library
Program services	$ 31,886,433	$ 2,974,368
Student loans	3,374,668	
Life income funds	24,162,396	299,366
Buildings and improvements	8,336,871	
Realized and unrealized gains available for distribution under the limits of total return policy	779,699,411	212,784,129
Other	5,249,025	32,982
	$852,708,804	**$216,090,845**

Temporarily restricted net assets released from restrictions during the year for the Institution's activities were used for the following purposes:

	Amherst College	Folger Shakespeare Memorial Library
Program services	$ 35,509,705	$ 962,034
Buildings and improvements	3,273,902	
Total return distribution	46,530,715	8,594,097
	$85,314,322	**$9,556,131**

Permanently restricted net assets are summarized as follows at June 30, 2012:

	Amherst College	Folger Shakespeare Memorial Library
Permanent endowment	$ 347,881,947	$ 24,496,708
Contributions receivable	55,796,399	
Life income funds	16,488,898	172,689
Beneficial interest in perpetual trusts	14,625,864	
	$434,793,108	**$24,669,397**

11. Collections

The Folger Shakespeare Memorial Library holds the largest and most complete collection of Shakespeareana in the world and the largest collection of English printed books from 1475 to 1640 outside of England, as well as extensive Continental Renaissance holdings. The collection spans a broad range of subjects and includes books, manuscripts, documents, paintings, illustrations, tapestries, furnishings, musical instruments, scores, and curios from the Renaissance and theater history. The collection is a source of research for scholars from all over the world and is shared with the public through extensive exhibitions.

The collection is exhibited within the Folger Shakespeare Memorial Library in Washington, D.C. where the collection is maintained in secure, climate controlled storage.

The Emily Dickinson Museum consists of two historic houses, and their contents, in the center of Amherst, Massachusetts, closely associated with the poet Emily Dickinson and members of her family during the nineteenth and early twentieth centuries. The Museum is dedicated to educating diverse audiences about Emily Dickinson's life, family, creative work, times, and enduring relevance, and to preserving and interpreting the Homestead and The Evergreens as historical resources for the benefit of scholars and the general public.

The College has collections housed in the Mead Art Museum and the Beneski Museum of Natural History. The Mead Art Museum exhibits selections from its diverse collection of 16,000 works including American art, Russian modernist art, French art, British portraiture, African art, Japanese art, 19th and 20th century photography, and master and modern prints and drawings. The Beneski Museum of Natural History houses research collections of vertebrate and invertebrate paleontology, minerals, anthropology and modern vertebrates, as well as numerous exhibits which illustrate the evolution and ecology of major groups of animals.

The College's collections are exhibited on campus where they are maintained.

The College and the Library maintain policies and procedures addressing the collections' upkeep as well as other aspects of their management, including accession and deaccession policies.

12. Contingency

The College is presently the defendant in a lawsuit with a vendor who is asserting the College is responsible for costs relating to delays in completing a project. The vendor has asserted a claim of approximately $5,000,000. The College believes it has meritorious defenses to the vendor's claim. This matter is scheduled to go to mediation before the end of fiscal year 2013.

13. Subsequent Events

Management has evaluated subsequent events for the period after June 30, 2012, through October 22, 2012 the date the financial statements were available to be issued. In October, 2012, the College issued $100,000,000 in the form of taxable bonds, Series 2012A. The proceeds from this issue are being used to fund certain capital projects, including the development, design, construction, furnishing and equipping of a new science center on the College's main campus, to pay the costs of issuance of the bonds, and for other eligible purposes.

Management is not aware of any other subsequent events that would have a material impact on the June 30, 2012 financial statements.

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The Trustees of Amherst College
Report to Management
Internal Control Observations

October 19, 2012

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October 19, 2012

Audit Committee Members
Amherst College
Amherst, MA

Members of the Audit Committee:

In planning and performing our audit of the financial statements of The Trustees of Amherst College (the "Institution") as of and for the year ended June 30, 2012, in accordance with auditing standards generally accepted in the United States of America, we considered its internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Institution's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses as defined in the recent amendment to AU 325, *Communicating Internal Control Related Matters Identified in an Audit*, of the *AICPA Professional Standards* and shown below:

> Control deficiency – exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis.
>
> Significant deficiency – a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected.
>
> Material weakness – a control deficiency, or combination of control deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected.

This letter is intended solely for the information and use of the Audit Committee and management, and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

PricewaterhouseCoopers LLP

PricewaterhouseCoopers LLP

PricewaterhouseCoopers LLP, 185 Asylum Street, Suite 2400, Hartford, CT 06103
T: (860) 241 7000, F: (860) 241 7590, www.pwc.com/us

Contents

Update of Prior Year Comments

1. Net assets and endowment

Observation / Impact

In the mid 1990s, the Institution implemented Statement of Financial Accounting Standards No. 117, *Financial Statements of Not-for-Profit Organizations* (FAS 117) which required that the Institution determine, based on donor restrictions, its net asset categories (permanently restricted, temporarily restricted, and unrestricted) for financial reporting purposes. Net assets and endowment funds at the Institution are subject to scrutiny by donors, bond rating agencies, and bond purchasers, and are also used to compare the Institution to its peers.

In connection with our audit, we identified the following area for focus by management:

- The Institution determined its net asset classifications by "rolling forward" information from the prior year to the current year. While this is a practice at many other colleges and universities, it is a best practice to reconcile the financial statement classes of net assets with the detail of the components (e.g. funds) that make up the balance of permanently restricted and temporarily restricted net assets.

Recommendation

We recommend that the Institution reconcile and support their net asset classifications with a detail analysis of the funds that comprise permanently restricted and temporarily restricted net assets.

Current Status

This comment is closed.

When the Institution adopted Financial Accounting Standards No. 117, noted above, the initial establishment of the net asset categories of endowment funds were established by management after a detailed review of underlying records and reviewed by the Institution's independent auditors. Each year additions to restricted funds, gains / losses, income, and transfers to and from permanently and temporarily restricted net assets are reviewed by the Institution for proper accounting.

Management has reconciled their net asset classifications for permanently restricted and temporarily restricted net assets and has a detail analysis of the funds that comprise these balances.

2. *Implement Colleague Advancement Software Conversion*

Observation / Impact

As of June 30, 2010, the Benefactor module of the Datatel application, as well as interfaces to the existing Colleague module of Datatel and data conversion utilities, was no-longer supported by the vendor. Management was scheduled to convert from the Benefactor system to the Colleague Advancement module of Datatel in January 2012.

Converting to a supported software package helps to reduce the risk associated with unresolved system errors, data corruption or functionality issues that could impact management's ability to maintain complete and accurate records of advancement transactions/data and financial data.

Recommendation

Management should continue in their efforts to implement / convert to a supported version of the Colleague Advancement module. In addition, management should ensure that the conversion process is properly controlled, tested, approved and documented (i.e., utilizing project plans, ensuring data conversion and application functionality is appropriately tested and approved prior to go-live).

Current Status

This comment is closed.

The Colleague Advancement implementation and Benefactor data conversion was completed as of June 30, 2012.

3. *Enhance Firewall Protection*

Observation / Impact

Although a firewall protects the Datatel system and the administrative computers with access to Datatel, a large portion of the College's file servers and a number of administrative computers without Datatel access do not have firewall protection. Management is aware of the risk and is reviewing the possibility of configuring its network to expand the network segments behind a firewall. The lack of security protection surrounding a large portion of the College's file servers and administrative computers increases the risk that external entities may gain access to the network and subsequently obtain or alter sensitive data.

Recommendation

Management should continue to review the possibility of configuring the network to expand the coverage behind the firewall, in order to protect the College's file servers and remaining administrative computers.

Current Status

This comment is closed.

Management has placed all financially related file servers behind the firewall.

INTERIM REPORT FORMS

GENERAL INFORMATION

Institution Name:	Amherst College		
OPE ID:	? 164465		
		Annual Audit	
	?	Certified:	Qualified
Financial Results for Year Ending:	? 2012	Yes/No	Unqualified
Most Recent Year	? 2012	Yes	Unqualified
1 Year Prior	2011	Yes	Unqualified
2 Years Prior	2010	Yes	Unqualified
Fiscal Year Ends on:	June 30	(month/day)	
Budget / Plans			
Current Year	2013		
Next Year	2014		
Contact Person:	? Janet Tobin		
Title:	Assistant Dean of the Faculty		
Telephone No:	413-542-8483		
E-mail address	jstobin@amherst.edu		

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		URL		Date Approved by the Governing Board
Institutional Mission Statement	?	/aboutamherst/mission	?	2007

1.1

Standard 2: Planning and Evaluation

PLANS		Year of Completion		Effective Dates		URL
Strategic Plans						
Current Strategic Plan	?		?			
Next Strategic Plan	?		?			
Other institution-wide plans						
Master plan	?		?		?	
Academic plan	?	2006		6-Feb-06		/academiclife/dean_faculty/general_information/cap
Financial plan	?	2001		Feb. 2001		/offices/treasurer/financial_framework
Technology plan	?					
Enrollment plan	?					
Development plan	?					

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

EVALUATION		URL
Academic program review		
Program review system (colleges and departments). System last updated:	?	/media/view/91670/original/dept_review_guidelines.pdf
Program review schedule (e.g., every 5 years)		10 Years

2.1

Standard 3: Organization and Governance

Please attach to this form:

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

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

Name of the related entity	
URL of documentation of relationship	

Governing Board	URL
By-laws	
Board members' names and affiliations	

3.1

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)
(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Amherst	MA	12/25/1904	1817
Other principal campuses				
Branch campuses				
Other instructional locations				

Distance Learning, e-learning

	Date Initiated	Enrollment*
		0
First on-line course	N/A	
First program 50% or more on-line	N/A	
First program 100% on-line	N/A	

Distance Learning, other		Date Initiated	Enrollment*
Modality	N/A		0

Correspondence Education		Date Initiated	Enrollment*
	N/A		0

Low-Residency Programs		Date Initiated	Enrollment*
Program Name	N/A		0

Definitions

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

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

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

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

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

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

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

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

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE	0	1,791	0	0	0	0	0	1,817
Other Campus FTE	0		0	0	0	0	0	0
Branches FTE	0		0	0	0	0	0	0
Other Locations FTE	0		0	0	0	0	0	0
Overseas Locations FTE	0		0	0	0	0	0	0
On-Line FTE	0		0	0	0	0	0	0
Correspondence FTE	0		0	0	0	0	0	0
Low-Residency Programs FTE	0		0	0	0	0	0	0
Total FTE	0	1,791	0	0	0	0	0	1,817
Unduplicated Headcount Total	0	1,791	0	0	0	0	0	1,817
Degrees Awarded, Most Recent Year	0	483	0	0	0	0	0	442

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	30		1,817
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	30		1,817
Unduplicated Headcount Total			
Certificates Awarded, Most Recent Year	n.a.	n.a.	

Notes:

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

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

Standard 4: The Academic Program
Headcount by UNDERGRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014)
Certificate	-	-	-	-	-
Associate	-	-	-	-	-
Baccalaureate	1,795	1,791	1,794	1,817	1,793
Total Undergraduate	1,795	1,791	1,794	1,817	1,793

4.2

Standard 4: The Academic Program
Headcount by GRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014)
Master's	-	-	-	-	-
Doctorate	-	-	-	-	-
First Professional	-	-	-	-	-
Other	-	-	-	-	-
Total Graduate	-	-	-	-	-

4.3

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

?

	3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014)
Undergraduate	1,795	1,791	1,794	1,817	1,793
Graduate	-	-	-	-	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

4.4

Standard 5: Faculty
(Rank, Fall Term)

?

	3 Years Prior (FY 2010)		2 Years Prior (FY 2011)		1 Year Prior (FY 2012)		Current Year* (FY 2013)		Next Year Forward (goal) (FY 2014)	
?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty										
Professor	95	13	88	16	88	17	82	22	82	12
Associate	30	0	32	-	35	-	34	-	34	
Assistant	31	0	35	-	37	-	43	-	53	
Instructor	19	4	20	4	21	4	23	2	23	2
Other	25	2	26	2	25	3	31	3	31	3
Total	200	19	201	22	206	24	213	27	223	17

5.1

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

		3 Years Prior (FY 2010)		2 Years Prior (FY 2011)		1 Year Prior (FY 2012)		Current Year (FY 2013)		Next Year Forward (goal) (FY 2014)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	?	**7**	**0**	21	0	16	0	33			
# of Faculty in Tenured Positions	?	**128**	**11**	122	14	120	15	117	22		
# of Faculty Departing	?	**17**	**0**	19	0	18	0	5			
# of Faculty Retiring	?	**4**	**0**	0	0	7	0	8	0		

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

5.3

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014)
Freshmen - Undergraduate ?					
Completed Applications ?	7,679	8,099	8,565	8,578	8,500
Applications Accepted ?	1,227	1,240	1,110	1,110	1,110
Applicants Enrolled ?	467	490	463	463	465
% Accepted of Applied	16.0%	15.3%	13.0%	12.9%	12.9%
% Enrolled of Accepted	38.1%	39.5%	41.7%	41.7%	42.3%
Percent Change Year over Year					
Completed Applications	-0.9%	5.5%	5.8%	0.2%	0.0%
Applications Accepted	7.3%	1.1%	-10.5%	0.0%	0.0%
Applicants Enrolled	6.6%	4.9%	-5.5%	0.0%	0.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below) ?					
Transfers - Undergraduate ?					
Completed Applications	515	595	514	608	550
Applications Accepted	29	30	23	31	30
Applications Enrolled	23	20	13	22	20
% Accepted of Applied	5.6%	5.0%	4.5%	5.0%	5.5%
% Enrolled of Accepted	79.3%	66.7%	56.5%	71.0%	66.7%
Master's Degree ?					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree - All Programs ?					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree ?					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014)
UNDERGRADUATE						
First Year	Full-Time Headcount	467	493	470	466	465
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	467	493	470	466	465
	Total FTE	467.0	493.0	470.0	466.0	465.0
Second Year	Full-Time Headcount	447	470	497	476	457
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	447	470	497	476	457
	Total FTE	447.0	470.0	497.0	476.0	457.0
Third Year	Full-Time Headcount	392	351	371	410	370
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	392	351	371	410	370
	Total FTE	392.0	351.0	371.0	410.0	370.0
Fourth Year	Full-Time Headcount	426	480	453	465	501
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	426	480	453	465	501
	Total FTE	426.0	480.0	453.0	465.0	501.0
Unclassified	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	40	31	33	30	30
	Total Headcount	40	31	33	30	30
	Total FTE	20.0	15.5	16.5	15.0	15.0
Total Undergraduate Students						
	Full-Time Headcount	1,732	1,794	1,791	1,817	1,793
	Part-Time Headcount	40	31	33	30	30
	Total Headcount	1,772	1,825	1,824	1,847	1,823
	Total FTE	1,752.0	1,809.5	1,807.5	1,832.0	1,808.0
% Change FTE Undergraduate		2.1%	3.3%	-0.1%	1.4%	-1.3%
GRADUATE						
	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	-	-	-	-	-
	Total Headcount	-	-	-	-	-
	Total FTE	-	-	-	-	-
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		1,772	1,825	1,824	1,847	1,823
Grand Total FTE		1,752.0	1,809.5	1,807.5	1,832.0	1,808.0
% Change Grand Total FTE		na	3.3%	-0.1%	1.4%	-1.3%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

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

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

https://www.amherst.edu/aboutamherst/mission

	3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	Most Recently Completed Year (FY 2012)	Current Budget* (FY 2013)	Next Year Forward (goal) (FY 2014)
? Student Financial Aid					
Total Federal Aid	$4,640,302	$4,907,341	$4,411,342	$4,456,654	$4,502,000
Grants	$2,217,880	$2,408,951	$1,970,200	$2,005,891	$2,042,000
Loans	$1,586,133	$1,582,324	$1,460,020	$1,464,582	$1,469,000
Work Study	$836,289	$916,066	$981,122	$986,181	$991,000
Total State Aid	$162,033	$155,094	$140,552	$148,058	$156,000
Total Institutional Aid	$34,994,785	$39,054,871	$41,410,089	$43,816,027	$46,831,000
Grants	$34,490,128	$38,523,014	$40,912,950	$43,713,307	$46,705,000
Loans	$141,067	$131,380	$83,428	$102,720	$126,000
Total Private Aid	$1,367,670	$1,221,688	$1,002,764	$1,088,380	$1,199,000
Grants	$725,746	$782,179	$685,920	$681,971	$678,000
Loans	$641,924	$439,509	$316,844	$406,409	$521,000
Student Debt					
Percent of students graduating with debt**					
Undergraduates	41%	42%	42%	35%	30%
Graduates	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	11347.00	12843.00	12713.00	13906.00	14566.00
Graduates	N/A	N/A	N/A		
Average amount of debt for students leaving the institution without a degree					
Undergraduates	Unknown	Unknown	Unknown	Unknown	Unknown
Graduate Students	N/A	N/A	N/A	N/A	N/A
Cohort Default Rate	Unknown	Unknown	Unknown	Unknown	Unknown
Percent of First-year students in Developmental Courses* **					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**All students who graduated should be included in this calculation.

*** Courses for which no credit toward a degree is granted.

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

	FISCAL YEAR ENDS month &day: (/)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Most Recent Year (2012)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
	ASSETS					
?	CASH AND SHORT TERM INVESTMENTS	8,992,858	1,778,637	$10,168,335	-80.2%	471.7%
?	CASH HELD BY STATE TREASURER				-	-
?	DEPOSITS HELD BY STATE TREASURER				-	-
?	ACCOUNTS RECEIVABLE, NET	4,550,087	4,858,215	$6,662,919	6.8%	37.1%
?	CONTRIBUTIONS RECEIVABLE, NET	124,693,415	100,849,053	$80,352,810	-19.1%	-20.3%
?	INVENTORY AND PREPAID EXPENSES	1,328,476	2,824,450	$2,311,701	112.6%	-18.2%
?	LONG-TERM INVESTMENTS	1,687,506,301	1,992,886,104	$1,979,020,480	18.1%	-0.7%
?	LOANS TO STUDENTS	3,827,077	3,502,574	$3,124,557	-8.5%	-10.8%
?	FUNDS HELD UNDER BOND AGREEMENT				-	-
?	PROPERTY, PLANT AND EQUIPMENT, NET	335,126,214	341,752,250	$348,797,375	2.0%	2.1%
?	OTHER ASSETS	17,290,011	20,421,492	$19,896,853	18.1%	-2.6%
	TOTAL ASSETS	**$2,183,314,439**	**$2,468,872,775**	**$2,450,335,030**	13.1%	-0.8%
	LIABILITIES					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	7,678,187	17,234,253	$16,858,323	124.5%	-2.2%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	3,333,509	2,900,747	$2,443,344	-13.0%	-15.8%
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS	32,427,070	37,563,815	$35,808,175	15.8%	-4.7%
?	AMOUNTS HELD ON BEHALF OF OTHERS	1,223,096	1,547,227	$517,691	26.5%	-66.5%
?	LONG TERM DEBT	315,417,800	312,795,200	$310,107,600	-0.8%	-0.9%
?	REFUNDABLE GOVERNMENT ADVANCES	2,036,612	2,028,057	$2,020,502	-0.4%	-0.4%
?	OTHER LONG-TERM LIABILITIES	56,445,369	57,590,859	$87,915,152	2.0%	52.7%
	TOTAL LIABILITIES	**$418,561,643**	**$431,660,158**	**$455,670,787**	3.1%	5.6%
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL	**626,470,210**	**733,555,760**	**$707,162,331**	17.1%	-3.6%
?	FOUNDATION				-	-
	TOTAL	**$626,470,210**	**$733,555,760**	**$707,162,331**	17.1%	-3.6%
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**742,343,676**	**888,601,992**	**$852,708,804**	19.7%	-4.0%
?	FOUNDATION				-	-
	TOTAL	**$742,343,676**	**$888,601,992**	**$852,708,804**	19.7%	-4.0%
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**395,938,910**	**415,054,865**	**$434,793,108**	4.8%	4.8%
?	FOUNDATION				-	-
	TOTAL	**$395,938,910**	**$415,054,865**	**$434,793,108**	4.8%	4.8%
	TOTAL NET ASSETS	**$1,764,752,796**	**$2,037,212,617**	**$1,994,664,243**	15.4%	-2.1%
	TOTAL LIABILITIES AND NET ASSETS	**$2,183,314,439**	**$2,468,872,775**	**$2,450,335,030**	13.1%	-0.8%

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

	FISCAL YEAR ENDS month &day: (/)	2 Years Prior (FY2010)	1 Year Prior (FY2011)	Most Recently Completed Year (FY 2012)	Current Budget* (FY 2013)	Next Year Forward (FY 2014)
	OPERATING REVENUES					
?	TUITION & FEES	$65,990,847	$72,348,755	$75,734,762	$78,156,000	$81,282,240
?	ROOM AND BOARD	$17,023,776	$18,769,607	$19,593,117	$19,931,000	$20,728,240
?	LESS: FINANCIAL AID	($34,453,750)	($38,644,631)	($40,985,450)	($42,505,000)	($44,367,000)
	NET STUDENT FEES	$48,560,873	$52,473,731	$54,342,429	$55,582,000	$57,643,480
?	GOVERNMENT GRANTS & CONTRACTS	$1,228,692	$2,239,768	$1,716,145	$1,621,000	$1,669,630
?	PRIVATE GIFTS, GRANTS & CONTRACTS	$13,931,442	$14,459,760	$16,670,963	$14,042,000	$14,463,260
?	OTHER AUXILIARY ENTERPRISES	$3,258,953	$3,565,340	$3,778,779	$3,675,000	$3,785,250
	ENDOWMENT INCOME USED IN OPERATIONS	$59,320,057	$59,224,716	$62,871,582	$69,501,000	$76,668,000
?	OTHER REVENUE (specify):	$2,208,625	$2,141,731	$2,540,783	$3,839,000	$3,743,380
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS	($367,225)	$287,356	($585,556)	$300,000	$300,000
	TOTAL OPERATING REVENUES	**$128,141,417**	**$134,392,402**	**$141,335,125**	**$148,560,000**	**$158,273,000**
	OPERATING EXPENSES					
?	INSTRUCTION	$33,760,926	$33,451,348	$35,290,355	$38,121,000	$39,455,235
?	RESEARCH	$2,799,708	$4,055,378	$3,826,690	$3,462,000	$3,565,860
?	PUBLIC SERVICE					
?	ACADEMIC SUPPORT	$16,049,582	$17,227,500	$18,117,516	$17,557,000	$18,283,710
?	STUDENT SERVICES	$14,070,301	$14,908,698	$16,049,308	$16,201,000	$17,353,545
?	INSTITUTIONAL SUPPORT	$17,991,788	$19,431,235	$20,348,828	$19,864,000	$20,709,920
	FUNDRAISING AND ALUMNI RELATIONS					$0
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	$17,846,334	$18,254,013	$19,966,734	$19,958,000	$20,556,740
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$935,026	$1,209,866	$1,054,775	$920,000	$947,600
?	AUXILIARY ENTERPRISES	$11,615,342	$12,546,500	$13,433,727	$13,428,000	$13,880,840
?	DEPRECIATION (if not allocated)					
?	OTHER EXPENSES (specify):	$13,067,482	$13,297,866	$13,234,675	$17,638,000	$22,038,000
	OTHER EXPENSES (specify):				$1,411,000	$1,481,550
	TOTAL OPERATING EXPENDITURES	**$128,136,489**	**$134,382,404**	**$141,322,608**	**$148,560,000**	**$158,273,000**
	CHANGE IN NET ASSETS FROM OPERATIONS	**$4,928**	**$9,998**	**$12,517**	**$0**	**$0**
	NON OPERATING REVENUES					
?	STATE APPROPRIATIONS (NET)					
?	INVESTMENT RETURN	**$56,876,772**	**$251,915,892**	**($37,227,498)**	**$29,499,000**	**$22,332,000**
?	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$110,864,481**	**$21,472,806**	**$27,536,270**	**$25,000,000**	**$25,000,000**
?	OTHER (specify):	**$2,443,499**	**$5,623,726**	**$5,229,721**	**$4,400,000**	**$4,400,000**
	OTHER (specify):	**($5,871,839)**	**($2,185,640)**	**($14,015,467)**		
	OTHER (specify):	**($427,070)**	**($4,376,961)**	**($24,083,917)**	**($22,000,000)**	**($22,000,000)**
	NET NON OPERATING REVENUES	**$163,885,843**	**$272,449,823**	**($42,560,891)**	**$36,899,000**	**$29,732,000**
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**$163,890,771**	**$272,459,821**	**($42,548,374)**	**$36,899,000**	**$29,732,000**
?	CAPITAL APPROPRIATIONS (public institutions)					
?	OTHER					
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$163,890,771**	**$272,459,821**	**($42,548,374)**	**$36,899,000**	**$29,732,000**

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)	2 Years Prior (FY2010)	1 Year Prior (FY2011)	Most Recently Completed Year (FY 2012)	Current Budget* (FY 2013)	Next Year Forward (FY 2014)
DEBT					
BEGINNING BALANCE	$317,805,400	$315,417,800	$312,795,200	$310,107,600	$405,807,000
ADDITIONS	$87,400	$87,400	$87,400	$100,104,400	$104,400
? REDUCTIONS	($2,475,000)	($2,710,000)	($2,775,000)	($4,405,000)	($6,875,000)
ENDING BALANCE	**$315,417,800**	**$312,795,200**	**$310,107,600**	**$405,807,000**	**$399,036,400**
INTEREST PAID DURING FISCAL YEAR	$10,886,320	$10,145,823	$10,261,254	$11,994,300	$11,885,000
CURRENT PORTION	($2,710,000)	($2,775,000)	($4,405,000)	($6,875,000)	($7,035,000)
BOND RATING					

DEBT COVENANTS (PLEASE DESCRIBE):

Note: "Additions" include amortization of bond discount in 2010 - 2013. Interest paid includes cash settlement payment on swap agreements.

No financial convenants.

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)	2 Years Prior (FY2010)	1 Year Prior (FY2011)	Most Recently Completed Year (FY 2012)	Current Budget* (FY 2013)	Next Year Forward (FY 2014)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$1,600,862,025	$1,764,752,796	$2,037,212,617	$1,994,664,243	$2,031,563,243
TOTAL INCREASE/DECREASE IN NET ASSETS	$163,890,771	$272,459,821	($42,548,374)	$36,899,000	$29,732,000
NET ASSETS END OF YEAR	**$1,764,752,796**	**$2,037,212,617**	**$1,994,664,243**	**$2,031,563,243**	**$2,061,295,243**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$23,027,401	$27,029,066	$27,285,012	$31,150,000	$32,421,540
FEDERAL, STATE & PRIVATE GRANTS	**$2,196,868**	**$2,328,539**	**$2,045,548**	**$2,045,548**	**$2,045,548**
RESTRICTED FUNDS	**$11,426,349**	**$11,615,565**	**$13,700,438**	**$11,355,000**	**$11,945,460**
TOTAL	**$36,650,618**	**$40,973,170**	**$43,030,998**	**$44,550,548**	**$46,412,548**
% DISCOUNT OF TUITION & FEES	52.2%	53.4%	54.1%	54.4%	54.6%
? % UNRESTRICTED DISCOUNT	27.7%	29.7%	28.6%	31.8%	31.8%

PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:

The spending policy is calculated as a percentage of the average market value of the endowment for the three previous years. The formula that is used to set the amount of annual spending increases the prior year's distribution by a factor equal to inflation plus the percentage growth in the endowment from prior year capital gifts. This amount is compared to the Institution's needs and increased, if possible, to reflecte the use of market growth over time. The calculated amount is evaluated as a percentage of the endowment market value and the growth portion of the formula would be held at a rate at or below inflation if the spending rate were to continue to exceed 5% over time.

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 10: Public Disclosure

	Information	Web Addresses	?	Print Publications	?
	How can inquiries be made about the institution? Where can questions be addressed?	https://www.amherst.edu/people/contact		View Book, Report to Secondary Schools	
	Notice of availability of publications and of audited financial statement or fair summary	https://www.amherst.edu/offices/treasurer/annual_reports			
	Institutional catalog	https://www.amherst.edu/academiclife/registrar/AC_Course_Info_tools/ac_catalog		Amherst College Catalog	
	Obligations and responsibilities of students and the institution	http://www.amherst.edu/~dos/conduct/rightsrespon.html		Amnerst College Catalog; Student Handbook	
	Information on admission and attendance	https://www.amherst.edu/admission/		Amherst College Catalog: Section III	
	Institutional mission and objectives	https://www.amherst.edu/aboutamherst/mission		Amherst College Catalog: Section I	
	Expected educational outcomes	https://cms.amherst.edu/academiclife/dean_faculty/tap/advising		Amherst College Catalog	
	Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.amherst.edu/media/view/429327/original/Catalog%20Section%20I.pdf		Amherst College Catalog, p42	
	Requirements, procedures and policies re: admissions	https://www.amherst.edu/admission/apply		Amherst College Catalog: Section III	
	Requirements, procedures and policies re: transfer credit	https://www.amherst.edu/admission/apply/transfer; https://www.amherst.edu/media/view/429331/original/Catalog%20Section%20IV.pdf		Amherst College Catalog, IV	
	A list of institutions with which the institution has an articulation agreement	N/A		N/A	
	Student fees, charges and refund policies	https://www.amherst.edu/academiclife/registrar/AC_Course_Info_tools/ac_catalog; https://www.amherst.edu/admission/financial_aid		Amherst College Catalog: Section III	
	Rules and regulations for student conduct	https://www.amherst.edu/campuslife/deanstudents/code		Amnerst College Catalog; Student Handbook	
	Procedures for student appeals and complaints	https://www.amherst.edu/campuslife/deanstudents/handbook/studentrights		Student Handbook	
	Other information re: attending or withdrawing from the institution	https://www.amherst.edu/campuslife/deanstudents/leave		Student Handbook	
	Academic programs	https://www.amherst.edu/academiclife/departments		Amherst College Catalog	
	Courses currently offered	https://www.amherst.edu/course_scheduler		Amherst College Catalog	
	Other available educational opportunities	http://www.fivecolleges.edu/sites/courses/; http://www.amherst.edu/~careers/abroad/abroad.html		Amherst College Catalog	
	Other academic policies and procedures				
	Requirements for degrees and other forms of academic recognition	https://www.amherst.edu/academiclife/registrar/AC_Course_Info_tools/ac_catalog		Amherst College Catalog: Section IV, VI	
	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	https://www.amherst.edu/academiclife/registrar/AC_Course_Info_tools/ac_catalog		Amherst College Catalog: Section I	
	Names and positions of administrative officers	https://www.amherst.edu/academiclife/registrar/AC_Course_Info_tools/ac_catalog		Amherst College Catalog: Section I	
	Names, principal affiliations of governing booard members	https://www.amherst.edu/academiclife/registrar/AC_Course_Info_tools/ac_catalog		Amherst College Catalog: Section I	
	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	N/A		N/A	
	Programs, courses, services, and personnel not available in any given academic year.	Not available online		Amherst College Catalog	
	Size and characteristics of the student body	https://www.amherst.edu/aboutamherst/glance/common_data_sets		Amherst College Catalog, p 42	
	Description of the campus setting	https://www.amherst.edu/aboutamherst/			
	Availability of academic and other support services	https://www.amherst.edu/academiclife/support		Student Handbook	
	Range of co-curricular and non-academic opportunities available to students	https://www.amherst.edu/campuslife/		Amherst College Catalog, pg. 42-48	
	Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.amherst.edu/~dos/acadsupport.html; http://www.amherst.edu/library/		Amherst College Catalog	
	Institutional goals for students' education	https://cms.amherst.edu/academiclife/dean_faculty/tap/advising		Amherst College Catalog	

	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.amherst.edu/~oir/; https://cms.amherst.edu/aboutamherst/glance/common_data_sets; https://cms.amherst.edu/aboutamherst/glance/secondary_school_reports; ; http://www.amherst.edu/~instdata/		Annual Report to Secondary Schools
	Total cost of education, including availability of financial aid and typical length of study	http://www.amherst.edu/admission/important_info/financialaid_tuition.html; http://www.amherst.edu/~finaid/firstyear/costs.html		Amherst College Catalog
	Expected amount of student debt upon graduation	http://www.amherst.edu/admission/afford_amherst/index.html		Amherst College Catalog, pg 53-58
	Statement about accreditation	https://www.amherst.edu/media/view/434274/original/Notes_2012-13_Disclosures.pdf		Amherst College Catalog

Standard 11: Integrity

? Policies	Last Updated	? URL Where Policy is Posted	Responsible Office or Committee
Academy honesty	Apr-87	/academiclife/dean_faculty/fph/fachandbook/facresponsibilities/academicregulations	Dean of Faculty
Intellectual property rights	Nov-05	/academiclife/dean_faculty/fph/fachandbook/appendix/copyrightlaw	Dean of Faculty
Conflict of interest	Nov-05	/offices/human_resources/employeehandbooks/staffhandbook_alpha/conflictinterestpolicy	Human Resources
Privacy rights	Jan-07	/about/privacy	Trustee's Office
Fairness for students	Jul-12	/campuslife/deanstudents/handbook	Dean of Students
Fairness for faculty	Nov-05	/academiclife/dean_faculty/fph/fachandbook	Human Resources
Fairness for staff	Nov-05	/offices/human_resources/employeehandbooks/staffhandbook	Human Resources
Academic freedom	Apr-87	/academiclife/dean_faculty/fph/fachandbook/facresponsibilities/academicregulations	Dean of Faculty
Other ___________________			
Other ___________________			

Non-discrimination policies			
Recruitment and admissions	Oct-12	/admission/apply	Admissions
Employment	Sept-12	/offices/human_resources/employeehandbooks/staffhandbook_alpha/eoaa	Human Resources
Evaluation	Sept-12	/offices/human_resources/employeehandbooks/staffhandbook	Human Resources
Disciplinary action	Sept-12	/offices/human_resources/employeehandbooks/staffhandbook_alpha/discipline	Human Resources
Advancement	Sept-12	/offices/human_resources/performancemanagement/staffemployee	Human Resources
Other _________________			

Resolution of grievances			
Students	Jul-12	/campuslife/deanstudents/handbook/studentrights	Dean of Students
Faculty	Oct-86	/academiclife/dean_faculty/fph/fachandbook/facstatus/termination	Dean of Faculty
Staff	Nov-05	/offices/human_resources/employeehandbooks/staffhandbook_alpha/grievancepolicy	Human Resources
Other ___________________			

? Other	Last Updated	Relevant URL or Publication	Responsible Office or Committee
1			
2			
3			
4			
5			

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2012)	Goal for 2013
IPEDS Retention Data						
	Associate degree students	n/a	n/a	n/a	n/a	n/a
	Bachelors degree students	94%	94%	97%	98%	98%
IPEDS Graduation Data						
	Associate degree students	n/a	n/a	n/a	n/a	n/a
	Bachelors degree students	94%	94%	96%	95%	95%
Other Undergraduate Retention Rates (1)						
a						
b						
c						
Other Undergraduate Graduation Rates (2)						
a	Four year graduation rate	85%	90%	87%	89%	90%
b						
c						
Graduate programs *						
	Retention rates first-to-second year (3)	n/a	n/a	n/a	n/a	n/a
	Graduation rates @ 150% time (4)	n/a	n/a	n/a	n/a	n/a
Distance Education						
	Course completion rates (5)	n/a	n/a	n/a	n/a	n/a
	Retention rates (6)	n/a	n/a	n/a	n/a	n/a
	Graduation rates (7)	n/a	n/a	n/a	n/a	n/a
Branch Campus and Instructional Locations						
	Course completion rate (8)	n/a	n/a	n/a	n/a	n/a
	Retention rates (9)	n/a	n/a	n/a	n/a	n/a
	Graduation rates (10)	n/a	n/a	n/a	n/a	n/a
Definition and Methodology Explanations						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
* An institution offering graduate degrees must complete this portion.						

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS						
Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2012)	Goal for 2013
Success of Students Pursuing Higher Degree						
1	Grad School Admission	50%	39%	24%	12%	15%
2	Post Amherst Degrees Earned	61	24	6	N/A	N/A
3						
4						
Definition and Methodology Explanations						
Entry into domestic graduate program based on data from the National Student Clearinghouse						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1						
2						
3						
4						
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
State Licensure Passage Rates *						
1						
2						
3						
4						
5						
National Licensure Passage Rates *						
1						
2						
3						
4						
5						
Job Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation	
a	
b	
c	
d	
e	
f	

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID						
		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
Completion Rates *						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.						
** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.						

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
For general education if an undergrad-uate institution:	• Critical reading • Written and oral expression • Quantitative reasoning • Proficiency in using information resources	College Catalogue (2012-13, p. 72) https://www.amherst.edu/academiclife	• Alumni survey • College Learning Assessment (CLA) • Enrolled Student Survey • Senior Survey • Portfolio review	The CEP and Dean of the Faculty's Office every 5 years; systematic review for NEASC reporting. Select committees	Reorganiza-tion of the Writing Center and Q-Center. Creation of "writing intensive," "writing attentive,"	

	• Breadth in disciplines and modes of inquiry		(pilot) • Research skills and practices test (pilot) • Transcript analysis	within those 5-year intervals (SCAE 2002-2003; CAP 2004-2005; Strategic Planning Committee 2012-2014)	quantative reasoning" courses. Creation of Academic Technology Services unit (IT) and Research and Instruction unit (library).	
First-year seminar	Develop capacity in • Critical reading • Written expression • Oral expression	College Catalogue (2012-13, p. 72) https://www.amherst.edu/academiclife/	Surveys of students and faculty 2007 and of students in2012 Portfolio review (pilot)	Faculty FYS Committee, ca. every five years through review and consultation with FYS teaching staff.	2007 survey and evaluation led to formulating learning goals	
American Studies	By graduation we expect our majors will have become: a) Adept at close reading of both primary and secondary sources; b) Capable of interpreting sources that are written,	https://www.amherst.edu/academiclife/departments/american_studies/major/Goals	Capstone projects: Junior year: Majors are required to complete 400-level research seminar, with 20-25 page research paper. Senior year: Majors are	All members of the dept. Three readers for each thesis; whole dept. discusses the relative merits of theses and awards the two	In 2011-12, just before and in the wake of a self-study and visiting committee, the dept. strengthened the sequencing of	2012

	visual, material, and, at least to some extent, aural; c) Attentive to the production of culture and to social and political change in a range of historical periods and social contexts; d) Informed about the multi-ethnic and multi-racial components of American society and culture; e) Capable of connecting scholarly work to contemporary issues of community, societal, national, and international concern. f) Capable of producing a well researched, well written, and persuasively argued, extended analytical essay on a topic of their choosing.		required to enroll in a thesis research course in each of their last two semesters, and to produce a 60-100 page thesis by April of their last semester with oral defense.	departmental prizes.	courses in regard to skills and levels of complexity. The two-course introductory requirement was reduced to a redesigned course with clearer local-global connections, the long historical inter-connections, the complex multi-cultural constitution of American society, and the methodological and interpretive challenges of interdisciplinary scholarship. Majors now	

					have a larger selection of 200-level courses, including a CBL course and courses on race and ethnicity.	
Anthropology and Sociology	By graduation, majors in Anthropology, Sociology, and the combined major should be able to demonstrate knowledge of basic sociological and anthropological concepts, theories and theorists consequential in advancing disciplinary thinking, and discipline-based methods of empirical documentation to pursue systematic research of their own, incorporating specific substantive areas of study while integrating concepts, theories and empirical findings across those areas.	https://www.amherst.edu/academiclife/departments/anthropology_sociology/Goals	Direct evidence includes • comprehensive exams, • capstone projects, • standardized tests, • collections of student work [portfolios] • course-embedded assessment Indirect evidence includes: • exit interviews, • graduate follow-	All members of the dept. Anthropologists and sociologists meet both separately and together. The Anthropologists and Sociologists meet regularly to discuss our respective disciplinary requirements and concerns, including learning goals and the progress of majors in	The dept experi-mented with a joint anthro/soc introductory course and reverted to an earlier version of separate introduce-tions: ANTH 112 and SOCI 112. The dept. added ANTH 230,	2011

			up studies of employment and enrollment, • focus groups, • surveys of students, graduates, and employers). Comprehensive requirement = proficiency in anthropological and sociological theory, indicated by a final Grade of "B" or better in *The History of Anthropological Thought* (ANTH 323) and *Sociological Theory* (SOCI 315); end-of-semester course evaluations; completion of a senior thesis (not required); semester-to-semester advising.	fulfilling those goals; they discuss issues related to learning and teaching, and reach consensus on decisions to be made and strategies for implementing changes.	*Ethnographic Methods*, to establish a parallel sequence of introductory, theory, and methods courses for each discipline. The dept. is currently revising its shared goals with respect to senior thesis work, to be completed in the fall semester of 2012. These changes result from recommenda tions made by the an external review	

					committee in 2011.	
Architectural studies (Five College major)	Students who complete the major in Architectural Studies will be able to: • write and speak fluently and articulately in English, and employ a variety of rhetorical approaches and research methodologies in the analysis of a given text (building, drawing, image, design, theoretical or historical writing) of or about the built environment; • examine a significant portion of architectural experience and define and discuss those theoretical, historical, cultural and compositional elements that have given it its unity and distinctiveness; • demonstrate in-depth knowledge about aspects of architecture and the built environment;	https://www.amherst.edu/academiclife/departments/architectural_studies/learning_goals	Required foundational and intermediate courses for the major that develop critical reading, thinking, research, writing, and design skills; • Required approval of student's proposal of focus within the major and course plan by the Amherst Architectural Studies Advisory Committee and the Five College Architectural Studies Review Committee; • Required comprehensive exam consisting of a significant research paper with proper use of footnotes and bibliography;	Student performance is tracked by the student's Amherst faculty advisor at least twice each semester and discussed regularly with the student; The Amherst Architectural Studies Advisory Committee periodically discusses each student's work with the faculty with whom the student has worked; the Chair of the Amherst Architectural Studies Advisory Committee also meets with the	Founded May, 2012	None

	• know how to make an argument and support it effectively with evidence; • think critically about the relationship between materials of architectural production and the history, politics, performance and spatial context of their production; • study architecture and the built environment in an independent and interdisciplinary manner; • pursue research with current research tools; • focus their coursework and interests within the major on a particular field or a specific research question; • prepare, develop, and complete an extended		• Required presentation in written and oral form of the senior thesis proposal in early October of the senior year: proposal is reviewed by all members of the program as well as the Five College Architectural Studies Review Committee, and discussed following the oral presentation; • Required senior honors thesis; • Required oral defense of senior thesis with three faculty members of the program.	faculty on the student's thesis committee to discuss the student's performances in written and oral honors work.		

	research project in the form of the senior thesis.					
Art and the History of Art: Concentration in History of Art: Historical and Cultural Studies	<u>Aims</u> By graduation a concentrator in the History of Art: Historical and Cultural Studies should be able to demonstrate a deep and broad visual understanding of a range of artistic traditions, and specifically be able to articulate diverse contexts and meanings of works of art and architecture across time. <u>Methodological skills</u> We expect students to have the ability to work with several mediums (architecture, painting, sculpture, printmaking, photography, and	https://www.amherst.edu/academiclife/departments/art/lrngoals	<u>Direct:</u> 2-part comprehensive examination, Written: Students respond to a particular theoretical writing by applying the ideas they encounter to works of art they have studied in one of their courses. Oral: Students articulate their ideas in a seminar of all concentrators and faculty advisors. <u>Indirect</u>: Currently no formal means; sustained contact with	The 3 faculty advisors of the concentration conduct the comprehensive exam and examine the transcripts of all concentrators.	Formulated as a concentration in 2007.	None.

	material culture) in a range of historical periods (before and after 1800) and geographical expressions (Europe, as well as Africa or Asia); to integrate the practice of art into their historical study; and to develop substantial skills in cultural interpretation (i.e., political, religious, philosophical, aesthetic, and social dimensions).		graduates about levels of preparation for graduate study in art history or other fields they enter.			
Art and the History of Art: Practice of Art: Studio Concentration	Aims By graduation a concentrator in The Practice of Art should have developed critical and analytical thinking in the visual arts as well as gained some mastery with the discipline's techniques and methods as a means to explore artistic,	https://www.amherst.edu/academiclife/departments/art/lrngoals	Two-part comprehensive examination: Oral: Students must be familiar with 150 modern and contemporary artists from a set list and offer formal and contextual analysis and discussion of	The faculty advisors of the concentration.	Formulated as a concentration in 2007.	None

	intellectual and human experience. <u>Methodological skills</u> Students build toward creating a personal vision beginning with primary studies in drawing and introductory art history, proceeding to courses using a broad range of media, and culminating in advanced studio work that is more self directed . Working with their advisor, students are encouraged to nurture the strong interdisciplinary opportunities found both at Amherst and the other institutions in the valley.		works selected by the faculty. Studio project: Students must complete, publically exhibit, and provide an artistic and historical explanation for a project in any medium or combination of media.			
Art and the History of Art: The "Art" of Art History	**Upon graduation, a major of "Art" of the History of Art should have:**	https://www.amherst.edu/academiclife/departments/art/lrngoals	Oral comprehensive designed by the individual student.	The three faculty advisors of the concentration.	Formulated as a concentration in 2007.	None

Concentration	<u>A recognition of the "ART" of the history of art:</u> This Concentration embraces the idea that art is multifaceted: it is an attitude of reverent being, a devoted act of inspiration and only finally an object. Taken together, this attitude, act and object seek to re-integrate what reason separates and offer occasions in which we may behold intimations of wholeness. <u>A body of knowledge of:</u> • major monuments, movements, styles, artists in a range of media (painting, sculpture, architecture and so on), across a broad historical, geographical and cultural range to understand how works					

	of art embody ideals and values • a range of artistic techniques, to better understand the choice, say, of one printmaking technique over another, one paper over another Together, these two disciplines reinforce and enlarge each other as academic means for an ever deepening and widening contemplative encounter with the transcendent imagined reality called 'art' and its history in the world across time, geography and cultures. • a range of historical, critical and theoretical approaches, and the ability to apply them All of this is based on the experience of original					

	objects, in the culture where they were made, whenever possible. <u>A range of necessary tools:</u> • Necessary languages to read primary sources in the original languages wherever possible • Courses in key related fields (such as history, anthropology, religion, black studies, WAGS, political science and so on) <u>A set of skills:</u> • The ability to rigorously analyze – and make meaningful connections – between what a student experiences, sees and reads. • The ability to present work orally in a clear and compelling manner • The ability to write persuasive arguments,				

	and marshal the most vivid evidence • The ability to generate meaningful questions and perform original research at a high level, either in an honors thesis or a seminar • The ability to flourish in graduate programs in art history, should a student so choose					
Asian Languages and Civilizations	<u>Aims</u> By graduation a concentrator in Asian Languages and Civilizations is expected to have gained a sophisticated understanding of one of the four cultural areas that make up our department. In addition, we expect students to expand their understanding of Asia by taking two classes in two of the three areas outside of their region of	https://www.amherst.edu/academiclife/departments/asian/major/learninggoals	Language: Performance in third-year language course (with minimum semester grade of B). Admission levels and outcomes in foreign-study program are also monitored. Comprehensive requirement: Completion of an area concentration consisting of language and at	All members of the dept.; fulfillment of the language requirement is monitored by the director of the language program.	In 2011 the required inter-disciplinary cross-cultural colloquium was found to be too narrow for all majors and sometimes redundant; it was replaced by the requirement	2012

	concentration. Methodological skills We expect students to have attained at least third-year competency in one Asian language. In addition to gaining broad exposure to the history and culture of one region we expect them to have acquired the facility in at least one of the disciplines represented in our curriculum.		least four other courses in the area (China, Japan, South Asia, West Asia).		for a fourth course in the area concentra-tion.	
Biochemistry & Biophysics	By graduation a Biochemistry & Biophysics (BCBP) major should be able to: • Apply a breadth of knowledge from across the disciplines of biology, chemistry, and physics to define and solve problems at the interface of the life and physical	https://www.amherst.edu/academiclife/departments/biochemistry-biophysics/learninggoals	**Direct evidence:** • Comprehensive requirement: (i.) attendance at dept. seminars and (ii.) presentation of an article from the primary biochemical/ biophysical literature to a	Entire faculty of department	Founded 2010; to undergo systematic review of student learning every 5 years.	None

	sciences. • Generate biochemical/biophysical hypotheses; design and execute experiments to test hypotheses; analyze and interpret data to draw meaningful conclusions from experimental results. • Effectively communicate biochemical/biophysical concepts and research results orally and in written form to either general or specialized audiences. • Conduct and present classroom and independent work responsibly and within the highest scientific standards of honesty, accuracy, and objectivity. • Navigate the scientific literature effectively to retrieve specific		committee of three members of the dept. faculty. • Senior thesis: majors who wish to graduate with honors must write a senior thesis, with two oral presentations, one to the home department of his/her research advisor (biology, chemistry, or physics) and one to the entire BCBP program. **Indirect evidence:** • Student surveys: Every five years, starting in 2017. • Graduate school and medical-school matriculation			

	information and to inform broader research questions; critically assess the experimental design, results, and conclusions of articles published in the primary literature.					
Biology	By graduation a Biology major should be able to: • Demonstrate an understanding of biological principles and the ability to make connections across different levels of biological organization, from molecules to cells to whole organisms, populations, communities, and ecosystems. • Use an inquiry-based approach to science; learn to form and articulate testable hypotheses and to design	https://www.amherst.edu/academiclife/departments/biology/learninggoals	**Direct evidence:** Comprehensive requirement: (i) attendance at weekly Biology seminars; and (ii) a 30-min oral examination on a topic of central importance in Biology. The student selects the area (options recently increased from 2 to 5 to encourage breadth); examiners select questions (not	Major requirements: Entire dept. reviews regularly; most faculty rotate through the required introductory courses. Comprehensive examination: The outcome of each comprehensive exam is determined by the two faculty examiners. The	New requirement for non-honors students to take advanced seminar. Attendance at weekly seminar has been made mandatory. The 2-course Physics and Mathematics requirement has become	2000

	appropriate investigative approaches to test them. • Learn basic laboratory and field techniques used in a variety of biological sub-disciplines, and the quantitative skills necessary to interpret findings. • Comprehend and critically evaluate primary biological literature. • Communicate biological ideas effectively, both orally and in writing.		known in advance) from a range of sub-disciplines and do not know student's GPA. Students who do not meet expectations in their oral comprehensive examinations are required to research and write an essay on a subject that was poorly articulated. Senior thesis: Two public presentations for Biology and other dept. faculty, staff, and students (i) Preliminary presentation of objectives and methods; and (2) Oral defense. Many theses result in presentations at national meetings	collective results of each year's comprehensive examinations are reviewed by the department. Senior thesis: All dept.faculty attend both the initial and final presentations. Each thesis has three readers; honors levels determined by entire dept.	more flexible, with a recom-mendation to study statistics.	

			and in peer reviewed journals. **Indirect evidence:** Post-graduate enrollments and fellowships are tracked by dept.			
Black Studies	By the time they complete the major, students should be able to: • Demonstrate broad familiarity with several regions in Africa and the African Diaspora; • Read critically books and articles across the range of genres and disciplines in which scholars have written about race-related topics; • Recognize and utilize the elements of sound argument in their	https://www.amherst.edu/academiclife/departments/black_studies/major	Effectiveness of BLST 111 and 200 courses is tracked by student performance in 300 and across the curriculum. Student performance is tracked against scores on matriculation. Effectiveness of BLST 300 (research seminar) is tracked in thesis writing and instructors of the course report on student performance to all members of the	All members of the department.	The required sequence of courses was developed from 1998-2005. In keeping with the needs of students proceeding from BLST 300, new research-focused 400s courses have been developed.	(2013)

	reading and writing; • Focus their work within the major on a particular field or a specific research question; • Prepare and complete an extended research project.		dept. For a competitive prize for the best thesis on race, members of the dept. read and compare theses from majors and non-majors. Thesis writers present their work to all dept. members and majors (separate from thesis defense).			
Chemistry	By graduation a chemistry major should be able to: • Apply a breadth of knowledge from across the sub-disciplines of chemistry to clearly define and solve chemical problems.	https://www.amherst.edu/academiclife/departments/chemistry/major/learning_goals	**Direct evidence:** • Comprehensive requirement: (1) Attendance at dept. seminars; (2) Participation in seminar-discussion program involving	All members of the dept.	New requirement for seminar-style, laboratory-intensive elective to address emerging fields (2011);	2010

	• Generate chemical hypotheses; design and execute experiments to test hypotheses; analyze and interpret data to draw meaningful conclusions from experimental results. • Effectively communicate chemical concepts and research results orally and in written form to either general or specialized audiences. • Conduct and present classroom and independent work responsibly and within the highest scientific standards of honesty, accuracy, and objectivity. • Navigate the chemical literature effectively to retrieve specific information and to inform broader research questions; critically assess the experimental		close reading of research by seminar lecturers; (3) Presentations of student's research (for honors majors) or of chemical literature; Senior thesis: (1) Public oral and poster presentation of independent research; (2) oral defense with 3 members of dept. **Indirect evidence:** • Student surveys: Survey of graduates (1999-2010), to be followed up in 2015. • Graduate school and medical-school matriculation: Histories of chemistry-major		Within last 5 years, new comprehensi ve requirements for seminar discussions and oral presentations .	

	design, results, and conclusions of articles published in the primary literature. • Conduct chemical experiments safely and in compliance with relevant chemical-hygiene regulations; recognize and minimize hazards in the chemistry laboratory.		graduate-school and medical-school matriculation are gathered by the Amherst College alumni office and regularly reviewed by the department.			
Classics	Upon graduation, a major in the Classics Department should be able to • read Classical texts within their cultural and historical settings (Roman texts for Latin majors, Greek texts for Greek majors, and both for Classics majors); • read texts critically and analyze them closely;	https://www.amherst.edu/academiclife/departments/classics/learning_goals	• Performance in advanced seminars (GREE and LATI 441/442) • Honors test on independent translation (50 pages) • Honors theses, with 3 colloquia through the year • Comprehensive requirement: course with historical synthesis or individual exam	All members of the department	Subject and format of advanced seminars reviewed and adapted annually. Research resources and training program under development with in collaboration with	None

	• write clearly and persuasively; • conduct basic research necessary for the study of the Classical world; • pursue graduate work in Classics or a career in teaching Latin and/or Greek at the secondary school level.		based on assigned texts • Admission to and performance in central study-abroad programs (Rome, Athens).		research / instruction librarians (information literary)	
Computer Science	We expect computer science majors to graduate with the following knowledge and skills. 1. To be able to apply abstraction and algorithmic reasoning to the task of solving problems, and to communicate those solutions clearly and effectively. 2. To be able to design, implement, and evaluate computer programs that	https://www.amherst.edu/academiclife/departments/computer_science/learninggoals	Comprehensive exam covers material in three core courses. All electives and 4of the 6 required courses have prerequisites: experience in a second or third course in any prerequisite chain gives evidence of how well students met expectations in earlier courses. In addition to in-class evaluations, students	All members of the dept.	Three years ago the 6 core courses and major requirements were restructured: (1) an advanced systems course became a requirement; (2) the required mathematics	(2013)

	solve significant computational problems. 3. To recognize, and know when to apply, a standard body of algorithms, data structures, and algorithm paradigms. To be able to reason about problem complexity and design new algorithmic solutions when faced with new problems. 4. To understand how modern hardware and software systems are organized, and why they are built that way. To be able to work through the implications of specific design decisions regarding computer architecture, operating systems, and memory structures, and to evaluate those decisions. 5. To work with a variety of approaches to computational problem-		communicate at weekly ``Computer Science Table'' lunch meetings about how courses are going. The dept. keeps in touch with students who go on to graduate school and industry, and hear their thoughts on how well-prepared they feel.		course was replaced new material in our first-semester algorithms and data structures sequence; (3) material in all six courses and the pedagogical approach in two of them was re-organized in order to increase the content in our required courses; to achieve better pedagogy; and to allow better logistical	

	solving via our elective courses. This experience may include: developing deeper understanding of theoretical aspects of computation; working with a variety of languages and language paradigms; understanding concurrency and network-based models of computation; and mastering techniques of specific problem areas such as artificial intelligence, graphics, optimization, and language and compiler design.				flow when navigating the required course sequences.	
Economics	Students pursuing an economics major will • Learn how economists use the tools of economic theory to gain insight into how individuals, organizations and	https://www.amherst.edu/academiclife/departments/economics	• Graduating seniors (other than thesis writers) must take and pass at the 60th percentile level the ETS Major Field Test in Economics. Individual and	All members of the dept	"Intensive" section for introductory course. Grade requirements in the core	2009

	governments pursue their goals, and how these decisions interact to bring about economic outcomes. • Learn how economists use data and empirical methods to measure economic outcomes and test competing theories. • Gain an understanding of the role of public policy in addressing economic problems and an ability to evaluate economic policy proposals and debates. • Learn to effectively apply the theoretical tools and empirical methods used by economists to analyze real-world phenomena. • Have opportunities and encouragement to pursue independent economic research driven by their		departmental scores are benchmarked against programs at peer institutions. Students are permitted to retake the exam, but are not permitted to graduate (if single majors) without a passing grade. The theses of honors candidates are read by three members of the department, who conduct an oral defense.		theory courses (microecono mics, macroecono mics and econome-trics) as guidance for weaker students. "Advanced" versions of the core theory courses for stronger students and those interested in graduate study. In response to dept. review, more upper-level electives and an increase	

	own interests, and to assist faculty with their research.				in the major requirement for them from 1 to 2 as of the class of 2014.	
English	By graduation, English majors are expected will have become Adept at reading closely and writing well; Skilled at critical writing about works in multiple genres, including both written texts, performances and visual narratives such as film. Some students may choose to create works of their own in verse, prose fiction, or other media. Attentive to the production of literary culture in a range of historical periods and social contexts.	https://www.amherst.edu/academiclife/departments/english/history/goals	Close reading: 100-level courses; tests in first part of comprehensive exam Writing about multiple genres: 200-level courses (limit on film and creative writing); tested in second part of comprehensive exam. Historical, cultural breadth: 300-level courses; students required to take at least one course before 1800. Criticism and theory: Many 200-level courses and most 400-level courses. Advisors guide	Comprehensive exam: Two timed essays, reviewed by the entire department. Students who fail work on revision with their advisors. The department offers a range of prizes designed to model good writing; submissions are reviewed by various 2-3 person committees who report to the dept. about the	In 2010, the requirement for 200-level course was raised from 1 to 3, with a pre-1800 requirement. The spring 2012 retreat will review the research components of the 400 level courses, in part in response to declining numbers of portfolio proposals and prize submissions.	2008

	Informed about the relationship between literary texts, literary criticism, and theories about cultural production. Well versed in the literature associated with at least one specific area of concentration. Capable of producing a well researched long essay and/or completing a sustained creative project.		the choice. Concentration: Students identify an area with their advisors and submit a concentration statement by the end of junior year involving at least three courses. 400-level courses all address research and most culminate in a capstone project (15-25 pages) or sustained creative production. Students may produce a senior portfolio (50-70 pages for college honors.	level of submissions. Some prizes address student research and sustained creativity . A subcommittee reviews senior portfolio proposals to approve honors work. Each portfolio is reviewed by three members, with reports to the entire dept. The screening meeting and the final evaluation meeting provide the dept with an annual gauge of the standard of research and creative work of majors.		
Environmen-	-Majors should recognize the	https://www.amhe	All majors are evaluated	All members of	Began in AY	None

tal Studies	major environmental challenges we face—climate change, loss of biodiversity, and depletion/degradation of natural resources. -Majors are also expected to recognize that understanding these challenges requires knowledge of the underlying physical and biological processes involved as well as the complex ways these processes interact with cultural, political, and economic forces. -We expect majors to possess the basic statistical techniques that are required to evaluate research in both the natural and the social sciences. -We expect majors to have acquired a degree of literacy in the relevant discipline (natural and social sciences and humanities) that enable them to critically evaluate	rst.edu/academiclife/departments/environmental_studies/goals	in the capstone course, the senior seminar, which aims to refine students' verbal, analytical, and writing skills. These goals are achieved in two ways. First students are asked to lead class discussions on assigned readings. Second, students are required to lead class discussions on readings of their choice, followed by a paper that critically analyzes the readings, taking into account the sum and substance of class discussion. This format not only develops students' speaking, writing, and teaching skills; it also provides them with peer evaluations of their work. Successful completion of the seminar constitutes completion of the comprehensive	the program's advisory committee	2008-2009	

	public debates about environmental policy and policy options.		requirement. -Senior honors thesis: The advisory committee approves proposals; midway through the year, thesis writers make a public presentation of their "work in progress" and have a final defense.			
European Studies	Students who complete the major in European Studies will be able to: • express themselves fluently and correctly in at least one language spoken in Europe, both orally and in writing; and preferably also have some fluency in a second language spoken in Europe; • write and speak fluently and articulately in English, and employ a variety of rhetorical approaches and research	https://www.amherst.edu/academiclife/departments/european_studies/learninggoals	• required comprehensive exam consisting of a significant research paper with proper use of footnotes and bibliography; • required presentation in written and oral form of the senior thesis proposal in early October of the senior year: proposal is reviewed by all members of the program and discussed following the oral	Student performance is tracked by the chair each semester and discussed regularly with the student; Led by the Chair of the program, each student's work is discussed periodically with the faculty with whom the student has	Deficiencies in preparation for research led to requirement of a compre-hensive research paper by the end of junior year. Problems in completing the major have led to stronger	None

	methodologies in the analysis of a given text of cultural production; • examine a significant portion of the European experience and seek to define those elements that have given European culture its unity and distinctiveness; • demonstrate in-depth knowledge about aspects of European culture; • know how to make an argument, orally and in writing, and support it effectively with evidence; • think critically about the relationship between materials of cultural production (literature, performance, visual and media arts, music) and the		presentation; • required senior honors thesis (or, only in exceptional circumstances if student is unable to complete an extended thesis, a significant (25 pp.) research paper); • required oral defense of senior thesis with three faculty members of the program.	worked; the Chair also meets with the faculty on the student's thesis committee to discuss the student's performances in written and oral honors work.	ongoing communication and advising from the chair and to tighter deadlines for honors work (including work on the summer preceding the senior year).	

	history, politics, and context of their production; • study European culture in an independent and interdisciplinary manner; • pursue research with current research tools; • focus their coursework and interests within the major on a particular field or a specific research question; • prepare, develop, and complete an extended research project in the form of the senior thesis.					
Film and Media Studies	Through the course of their study, Film and Media Studies majors should	https://www.amherst.edu/academiclife/departments/fil	• Course-embedded assessment.	Curricular and assessment guidelines and	Began in AY 2010-2011.	None

	meet the following learning goals: • Develop clear and cogent writing skills, with the ability to practice a variety of rhetorical approaches. • Develop technical skills and artistic vision as makers of moving-image media. • Attain a breadth of media study in terms of form (narrative, experimental, documentary), format (cinematic, televisual, electronic, digital), and national and historical arenas. • Acquire sophistication in the historiographical, methodological, and theoretical challenges of moving-image media study. Students should be able to determine the	m/lrngoals	• Required thesis project with preliminary presentation to advisory committee and final defense.	changes are designed by a steering committee of 3-4 rotating affiliated faculty members (including scholars and artists), led by the chair of the program.		

	formal significance of a film or television text, for instance, as well as its cultural, historical, and theoretical significance. Study in the major should also enable students to understand issues of representation and identity in terms of what we see on screen (image), who makes moving-image media (production), and who sees it (reception). • Gain an understanding of the ways in which an integrated approach to film and media, through a critical understanding and a creative practice, can offer us both depth and breadth towards understanding the world in which we live.					
French	By graduation majors should be able to:	https://www.amherst.edu/academicli	Comprehensive oral exam with at least	All members of the dept. in	New requirement	2001 (2013)

	• express themselves fluently and correctly in French, both orally and in writing; • think critically; • demonstrate general knowledge of French culture; and, • know how to analyze and appreciate a literary text.	fe/departments/french/learngoals	two members of the dept. Honors theses and defenses.	annual meeting (to survey enrollments, majors, performances on oral exams and in honors work). Dept. held a retreat in 2011.	for at least one course in dept. after returning from junior year in French-speaking country. To improve outcomes in oral communi-cation, French 208 has been reorganized. The grammar review in second year courses is being revised to mesh better with students' capacities.	

					Students have been given digitized access to the introductory text.	
Geology	By the time of graduation, majors should be able to • Examine complex systems over a wide range of temporal and spatial scales encompassed by the earth sciences • Develop scientific methods of data collection and analysis and of formulating and testing hypotheses. Conduct investigations with modern analytical methods and instruments • Understand and apply the technical literature; use	https://www.amherst.edu/academiclife/departments/geology/major/learning	The oral comprehensive exam in the fall of senior year is given by all members of the dept. and covers the entire curriculum. Students who fail take a written exam and are counseled to take needed courses. In addition, virtually all geology courses have "embedded" assessments, mainly exams (all but GEOL 450) and final projects (9 of the 12 courses). A unique opportunity is available to assess students' progress toward the stated goals by way of the need for prerequisites. For example, Petrology, an	All members of the dept.	Evidence from the compre-hensive exams highlighted a deficiency in earth surface processes, esp. atmospheric and ocean science. A course, Surficial Earth Dynamics (GEOL 121) was initiated and made a requirement for the major.	1996

	geological literature to expand understanding, to find relevant information, to participate in the growth of knowledge and to know its limits • Apply quantitative reasoning and logic to problem solving; become proficient in spatial reasoning through, among other means, use of geologic maps and cross-sections • Work directly with earth materials: minerals, rocks, fossils and water, and have experience with the earth in the field and laboratory • Be exposed to the importance of interdisciplinary approaches • Participate in collaborative		upper level course, requires successful completion of both GEOL 111 and Mineralogy. This allows us to assess the level of preparation each student has acquired. All dept members participate in all thesis defenses.		In addition, some years ago we recognized deficiencies in students' scientific writing skills prior to writing their senior thesis. Two writing-attentive capstone courses (GEOL 401 and GEOL 451) were created in response.	

	problem solving • Develop the oral, written, and graphical skills necessary for the effective presentation of scientific studies consideration of graphical methods Many of these foundational cognitive skills are utilized in all geology courses and will be practiced by all geology majors. The Geology Department recommends, nevertheless, that Geology majors strive to construct a sequence of courses that includes: • at least one writing and/or presentation attentive course such as Senior Departmental Honors (GEOL 498, 498D, 499, and 499D), Seminar in Biogeochemistry					

	(GEOL 451), Plate Tectonics and Continental Dynamics (GEOL 401) or Sedimentology and Stratigraphy (GEOL 311); • one or more quantitative and/or symbolic reasoning courses such as Geochemistry (GEOL 431), Environmental and Solid Earth Geophysics (GEOL 341), and Hydrogeology (GEOL 301), or any course in Mathematics, Computer Science, or Physics; • spatial reasoning courses such as Mineralogy (GEOL 271) and Structural Geology (GEOL 291); • interdisciplinary courses such as					

	Paleontology and Geobiology (GEOL 251), Seminar in Biogeochemistry (GEOL 451), Geochemistry (GEOL 431), and Environmental and Solid Earth Geophysics (GEOL 341) • at least one research-based course that engages the geologic literature and/or modern analytical equipment such as Senior Departmental Honors (GEOL 498, 498D, 499, and 499D), Biogeochemistry (GEOL 451), Plate Tectonics and Continental Dynamics (GEOL 401) or Igneous and Metamorphic Petrology (GEOL 321).					

Amherst College: Option E1: Part A. Inventory of Educational Effectiveness Indicators

German	Upon completion of the major, students should have • German language skills at the advanced intermediate level (at the minimum) • cultural literacy skills for a critical understanding of the literary, historical, and cultural traditions of the German-speaking countries.	https://www.amherst.edu/academiclife/departments/german/learninggoals	Comprehensive exam: • a broadly conceived set of identifications from German cultural and social history • close analysis of selected materials • essay questions which address very specific issues within the student's field of specialization. Graduate outcomes, including graduate school acceptance, national fellowships, employment in German-speaking countries.	All members of the dept.	Creation of new inter-disciplinary "German Studies" track in the major encompassing history, art history, political science, philosophy, theater, film, performance studies, gender studies, post-colonial studies, architectural studies, and Jewish studies.	None
History	Students who complete the major in History will be	https://www.amherst.edu/academicli	Honors theses with defense	All members of the dept.	New capstone	2010

	able to • Think critically about the relationship between historical evidence and arguments. • Challenge and revise existing narratives of the past, both to comprehend the events they describe and to shed light on society's evolving needs and concerns. • Question their own ideas and assumptions, and reflect on the often hidden relationships between ideas and social institutions, and between individuals and their cultures. • Analyze texts, documents, and oral historical materials, and assess the uses made of these materials by other historians.	fe/departments/history/major	or Capstone project: 20-25 pp. research paper with oral presentation for junior and senior majors and for members of the dept.	Annual conversation about quality of theses and capstone projects, plus a consultation with student representatives elected by the majors.	project for non-honors major; previous comprehensive project was judged to be inadequate.	

	• Frame research questions, conduct independent research, and write persuasively					
Law, Jurisprudence and Social Thought	Upon completion of the LJST major, we expect our graduates to be familiar with the interdisciplinary study of the law, which means understanding how law combines moral argument, interpretive practice and force in regulating social life, as well as the place of law in a cross cultural and historical context. In addition we expect students to demonstrate their mastery of such an approach to law in their senior independent writing requirement.	https://www.amherst.edu/academiclife/departments/ljst/major	All students are required to complete either: • An honors thesis (a minimum A- GPA is required for admission to honors, or petition to the dept.), or • A 25-page research paper in another course.	All members of the department.	For the Class of 2008, course requirement for major increased from 9 to 11 courses, including two required courses (LJST 101 and 110), two junior seminars (one analytic and one research). After an evaluation in 2011, LJST 143 and 103 were included as	None

					requirements . A central goal is to give students the skills needed for the senior research project.	
Mathematics	Upon completion of the Mathematics major, we expect our graduates: 1. To have demonstrated both proficiency at calculation and a theoretical understanding of single-variable calculus, multivariable calculus, and linear algebra. 2. To have demonstrated the ability to read and understand mathematical proofs, as well as to construct and communicate their own mathematical proofs.	https://www.amherst.edu/academiclife/departments/mathematics	• Comprehensive exam • Decennial survey of all graduates.	All members of the department	Increase in availability of applied math and statistics courses	2012

	3. To have demonstrated, in a variety of courses, the ability to learn and apply new mathematical concepts, definitions, theorems, reasoning skills, and proof skills. 4. For honors students, to have demonstrated the ability to delve deeply into an advanced topic and write a clear and detailed exposition of it, in the form of a senior thesis.					
Music	By graduation a major should have the following: • Knowledge of and appreciation for the craft involved in creating and performing tonal music; • Knowledge of one or more major time periods in Western music history; • The ability to think and write critically about	https://www.amherst.edu/academiclife/departments/music/major	Direct evidence: • A broad base of knowledge is tested by the comprehensive exam; • Knowledge of a specialized area is assessed in a high-level seminar in that area. • A high level of	All members of the dept.	An upper-level seminar in music analysis is now required for honors students to counter what were poor performances in defenses.	1999

	music; • A high level of achievement in at least one major area of musical study (performance; scholarship on a Western or non-Western topic; or composition), knowledge of at least two specialized areas, or knowledge of one specialized area combined with a broad base of knowledge.		achievement is demonstrated by an honors project (essay on scholarly topic, composition, or performance) Indirect evidence: • Exit interviews • Graduate follow-up studies of employment and enrollment • Focus groups • Surveys of students, graduates, and employers.		Honors theses are now vetted in the spring of junior year, and deadlines have been tightened. The theory curriculum has been revised to include greater ability to play the piano as part of their basic musicianship skills.	
Neuroscience	Students completing the Neuroscience major at Amherst should be able to: - Understand basic concepts in the traditional science	https://www.amherst.edu/academiclife/departments/neuroscience/major/learninggoals	Direct evidence: *- Faculty interaction with students in courses and as advisors:*	*Major requirements*: The Neuroscience faculty meets regularly to	*Major requirements*: Revised in 2011 to include an emphasis on	None

	disciplines that are relevant to neuroscience: biology, chemistry, psychology, mathematics and computer science, and physics - Apply this understanding to practical problems in the field of neuroscience - Integrate knowledge from different science disciplines and different levels of organization ranging from molecules to behavior - Set up and carry out modern laboratory techniques used in behavioral and cellular/molecular neuroscience areas - Plan feasible experiments using principles of experimental design, including developing testable hypotheses and valid use of statistics - Critically evaluate scientific		This highly interactive program involves direct faculty supervision of students in at least 7 laboratory courses, plus small upper-level courses; no graduate students are used. Advanced courses, in particular the seminars, require that students engage with primary literature, write extensively, and make oral presentations, all of which are evaluated and responded to by the faculty teaching the course. *- Senior comprehensive requirement:* Each senior major presents and discusses a recent scientific paper in the Neuroscience literature and answers questions from the faculty, and from their peers. Questions relate	discuss course offerings and major requirements. The faculty teach the Introduction to Neuroscience laboratory course in a regular yearly rotation, which allows for consistent opportunities to re-evaluate our curriculum. In addition, the faculty discuss the curriculum and other program matters after comprehensive examinations and seminars, on average 8-10 times per year. *Comprehensive examination*: The	statistics and to distinguish the breadth of neuroscience by equally emphasizing courses taken in cellular /molecular and behavioral neuroscience subfields within the major and by distinguishin g general science background courses necessary for enrollment in the major and for advanced neuroscience -specific	

	literature, including assessing the importance of the problems addressed, the appropriateness of the methodology used, and the legitimacy of the data analysis - Effectively communicate ideas orally - Write clearly, concisely, and gracefully		both to their paper and to the general area of Neuroscience that their paper illustrates. Gaps in knowledge must be made up by submitting a written paper. - *Senior thesis:* Majors who wish to graduate with honors must write a senior thesis. On average, 60-70% of majors conduct a three-credit senior thesis project culminating in the production of a scholarly document of approximately 60-100 pages. Many of these projects result in presentations at national meetings and/or publication in peer-reviewed journals. Each thesis student gives a public presentation of his or her work that is attended by Biology, Psychology and other	outcome of each comprehensive examination is determined by Neuroscience faculty members. The collective results of each year's comprehensive examinations are reviewed by the program. *Senior thesis*: Neuroscience faculty read all thesis documents and they attend the thesis presentations. The final thesis grade is generally determined by the thesis advisor, in consultation with	courses. The two curricula can be directly compared at: https://www.amherst.edu/academiclife/departments/neuroscience/major/coursework *Comprehensive examination*: Criteria were revised in 2011; see (https://www.amherst.edu/academiclife/departments/neuroscience/major/seminarcomps) where it is noted that the exam has three components:	

			departmental faculty, staff, and students. Indirect evidence: Post-graduation outcomes: Data on post-graduation outcomes for Neuroscience majors, particularly matriculation in graduate programs or medical schools, as well as post-graduate fellowships and scholarships, are routinely gathered by the program chair. They are also tracked through alumni relations staff at the college.	neuroscience faculty. Latin honors for thesis students are determined through a collective decision of the thesis readers in consultation with the thesis advisor.	1. attendance at all seminars, 2. an oral presentation of an article, and 3. an oral examination that comprises answering questions that address material taught in prior neuroscience courses as pertinent to the oral presentation.	
Philosophy	The Philosophy Department at Amherst College promotes the following:	https://www.amherst.edu/academiclife/departments/ph	Embedded assessment in required courses (5 areas, including advanced	All members of the dept.		(2013)

	Familiarity with the central figures and texts in the history of philosophy, both ancient and modern. • Familiarity with, and thoughtful reflection upon, contemporary philosophical topics and practices. • The ability to read, analyze, and articulate arguments in primary philosophical texts and in classroom discussion, and to provide a fair and balanced evaluation of them. • The ability to communicate clearly, precisely, and cogently in speech and writing. • The ability to offer original arguments in support of philosophical positions. • The ability to anticipate and even welcome objections to one's views,	ilosophy	seminar). End-of-year focus groups. Survey of graduates for current self-study; to be repeated annually.			

	and to respond to these objections reasonably, imaginatively, and respectfully. Students who complete the philosophy major will reach a high level of mastery in all these areas. In addition, they • Will acquire a broad understanding of the work of major figures in the history of philosophy from ancient Greece to the twentieth century; • Will develop a deeper and more detailed understanding of a major historical figure or movement; • Will become conversant with essential questions and ideas in the core areas of philosophy such as: ethics, aesthetics, epistemology, metaphysics, philosophy					

	of mind, and philosophy of language; • Will engage intensively with cutting-edge philosophical investigations. • Will learn basic formal logic and how to apply logical techniques in philosophy and elsewhere.					
Physics	The Physics Department expects its majors to achieve a solid foundation in both theoretical and experimental physics. We aim to provide our majors with a strong technical and mathematical basis for further study of physics or closely related fields such as astrophysics, biophysics, materials science, nanoscience and engineering.	https://www.amherst.edu/academiclife/departments/physics	Direct evidence: Assessment in advanced seminar. Comprehensive exam covering breadth of the curriculum. Indirect: Admission to graduate study; about half of majors continue in physics or related fields.	All members of the dept.	Two new courses: Statistical Mechanics and Intermediate Lab to address assessment of student deficiencies in these areas.	2010
Political science	Our curriculum is specifically designed to achieve several goals	https://www.amherst.edu/academiclife/departments/po	• Performance in required junior seminar and theses; • Participation in class	Individual faculty in their role as advisors; committees	Current revision of curriculum, instituting a	2010

	1 Students should acquire a broad background in the study of politics through the study of four subfields: Institutions and Law; Society and Culture; International and World Politics; Political Theory. 2. Students should develop an in-depth understanding of a political theme of their own choosing through the identification of a "core concentration" within the major consisting of four courses. 3. Students should cultivate their writing and research skills through an advanced research seminar and a thesis (for those who choose to write one) 4. Students should become informed and reflective	litical_science Students are kept informed of our expectations through catalog and website description; by our meetings with prospective majors during orientation; by their interactions with advisors; by syllabi specific descriptions of expectations; by student exchange of information in the classroom and outside it, an exchange facilitated in part by events that department members host.	discussions and well as in written class work; • Formal and informal conversations with majors; • One-on-one conversations with advisees during registration and throughout the academic year; • Core concentrations are designed on an individual basis, following one-one-one and repeated conversations between advisor and advisee; • Three readers per thesis, with oral defenses, • Departmental discussion of best theses in a department meeting; • The thesis program so that we do more assessments of	through our program of thesis defenses; and the entire	distribution requirement and a concentratio n, designed by each major. Current revision of distribution requirements and introductory courses to enhance attainment of learning goals for the major.	

	citizens as well as to knowledgeable about the historical forces and global dynamics that influence the shape and content of political life.		student preparedness prior to their admission into the program.			
Psychology	**Students who graduate with a Psychology major will develop knowledge, skills, and values consistent with the science and application of psychology. Specifically, they will be able to:** 1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology The major is designed to expose students to the breadth of the discipline in Introductory Psychology and the 200-level core courses. Majors	https://www.amherst.edu/academiclife/departments/psychology/major/learninggoals	Breadth: Embedded assessment in 3 distribution areas (Physiological, Social, Personality, Abnormal, and Cognitive, Developmental). Depth/research skills: Embedded assessment in advanced seminars in at least 2 of 5 major areas (Physiological, Social, Personality, Clinical, and Cognitive) with heavy writing component and expectation of advanced skills in	All members of the dept. Achievement in courses and theses is under regular review. All members of the department review the outcomes in each honors thesis.	To address deficiencies in students' writing in both advanced seminars and theses, the seminar requirement was increased from 1 to 2 and course size was reduced to 40 students in introductory and intermediate classes, and to 20	2009

	are required to complete at least one 200-level course in each of the three main content areas of psychology: Physiological Psychology, Cognitive/Developmental, Social/Personality/Clinical. In each content area the major concepts and theoretical perspectives are examined in greater depth. Upper-level (300-level and senior seminar) courses require majors to not only further develop their understanding of the specific areas but also to integrate theories and empirical findings across content areas. 2. Understand and apply basic research methods in psychology, including research design, data analysis, and		reading, interpreting, and presenting primary literature. Performance in these seminars constitutes the dept.'s assessment of the achievement of the major's learning goals for all students. Approximately a third of majors complete senior theses requiring the generation and testing of original hypotheses. Students gather, analyze, and interpret empirical data and produce a substantial written document followed by an oral examination. Critical reading, analytical thinking, research		students in Methods classes; seminars remain limited to 15. To address deficiencies in preparation for taking on independent research, a requirement for a separate Methods laboratory component of Statistics was instituted, along with a required course for all majors in Research Methods.	

	interpretation Majors are required to take *Psychological Statistics* (in their first two years) and *Research Methods* (in their first three years) to provide this foundation. These courses are designed to place majors in the role of researcher as well as consumers of information. Through these classes our majors develop an understanding of the progression from development of a hypothesis and study design to assess questions of interest, determining the appropriate analyses to test a stated hypotheses, as well as understanding how to interpret statistical analyses. 3. Respect and use critical and creative thinking,		methods, writing, and oral communication skills are assessed.			

	skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes Students are exposed to critical thinking and the scientific approach to psychological questions as defining modes of inquiry for psychologists in Introductory Psychology, and these skills are practiced and refined throughout the major. **Students who graduate with a Psychology major will also develop knowledge, skills, and values that are consistent with a liberal arts education. Specifically, they will be able to:** 1. Use the most advanced technology to					

	independently gather and analyze information from the widest array of resources. Students learn to use technology for the analysis and presentation of data in both *Psychological Statistics* and *Research Methods*, and use these skills in a variety of upper-level courses throughout the major. 2. Demonstrate effective writing and oral communication skills, exhibit quantitative literacy, and collaborate effectively with others These skills are emphasized throughout the major, with a particular emphasis on quantitative literacy in Psychological Statistics and Research Methods, and an					

	emphasis on writing and oral presentation in our seminars. 3. Recognize, understand, and respect the complexity of sociocultural diversity Many courses in the Psychology curriculum emphasize the relevance of a sociocultural analysis for a thorough understanding of the human experience, including *Introduction to Psychology, Social Psychology, Close Relationships, Adolescence, Personality*, and *Psychology of Aging*.					
Religion	Students majoring in Religion at Amherst are expected to • Acquire a strong foundation in at least one religious tradition – Buddhism, Christianity,	https://www.amherst.edu/academiclife/departments/religion/learningobjectives	Comprehensive exam: Seniors produce a 10-page review of a recently published book. All faculty members and seniors read all reviews and discuss	All members of the dept.	New program with research librarians to bolster instruction in upper-level	(2013)

	Judaism, or Islam -- and be able to recognize its diverse manifestations in history. Students will be able to engage in informed discussion of its textual past, historical development, and contemporary forms. • Gain exposure to at least one other religious tradition beyond their specialization, appreciate its doctrinal and historical complexity, and utilize a comparative approach that deepens their understanding of both it and the tradition of specialization. • Acquire sophistication in the historiographical, methodological, and theoretical challenges of studying particular religious traditions, and the category of "religion" in general. • Familiarize themselves with the various		at a colloquium. All faculty read all senior thesis and participate in the defense.		courses because of perceived gaps in skills of thesis writers. New annual meetings with juniors and sophomores to introduce thesis writing. Pilot research tutorial sponsored by Mellon Foundation.	

	disciplinary approaches utilized in the study of religion (for example, philological, historical, literary, philosophical, and anthropological). Students will learn how to appreciate the strengths and weaknesses of different disciplinary lenses and methods, to recognize and critique them in secondary scholarship, and to employ them in their own research work. • Analyze religion's embeddedness in cultural, economic, political, and social life, and interpret the complex ways religious ideas and institutions both shape and are inflected by other social realities. • Carry out sustained research. Honors thesis students do this in year-long thesis projects, but					

	other students often initiate original research work in independent study courses, and all majors develop advanced research skills and engage in original investigation in upper-level seminar courses. • Cultivate a cosmopolitanism that comes with serious engagement with the commitments and practices of other individuals and cultures, and from critically examining one's own presuppositions and interpretive lenses.					
Russian	Upon graduation, a major in the Russian Department is expected to: 1) write Russian clearly about a variety of non-technical topics with significant precision and detail and a	https://www.amherst.edu/academiclife/departments/russian/russian_major	Students are monitored in their oral and written skills in all courses, sometimes by multiple instructors (e.g., regular faculty in the main course meets and a native speaker in the one or two hours of conversation per	All members of the dept.	After the previous department review (2001), for-credit half courses for conversation were	2001, 2012

	fundamental grasp of the general rules of morphology and syntax; 2) to speak comprehensibly about a variety of non-technical topics on everyday life and culture, making their ideas known through a mastery of basic vocabulary (about 4000-4500 words) and intonation; 3) to comprehend ordinary, non-specialized conversation of a native speaker at a moderate or moderately rapid pace; 4) to read original Russian literary and social science (though not technical) prose, with the occasional use of a dictionary; 5) to achieve competence through readings in English in the broad		week). For the comprehensive requirement, students take a 90-minute translation exam with dictionary of a complex Russian text, as well as an oral exam. Students' performance in placement exams for foreign study is monitored, as are their outcomes in foreign-study programs.		instituted with a different curriculum from other courses in the major (social sciences, film).	

	areas and periods of 19th and 20th century Russian literature and culture, with some knowledge of modern Russian history and/or politics.					
Spanish	Graduates should have: • A high degree of oral (listening and speaking), reading, and written fluency in the language. • A focused grasp of the various Spanish-speaking cultures in three main geographical areas: Spain, Latin America & the Caribbean, and Latinos in the U.S., as well as the interaction among these cultures. • Superior writing, research and critical skills.	College Catalogue (2012-13, p. 467) https://www.amherst.edu/academiclife/departments/spanish	• In-course assessment • Comprehensive examinations • Theses	Theses and comprehensive examinations are read and evaluated by the tenured and tenure-track faculty in the department.	On-line placement test/ personal oral interview Replacement of senior seminar with required Research Course (RC). Redesign of comprehend-sive exam to test three areas (Spain / Latin America & the Caribbean / U.S. Latino);	2004

					students choose 4 foundational texts in each area & do independent research in secondary texts. Reducing from 2 to 1 the courses taught in English that count toward the major. Limiting countable special topics courses from 2 to1 (in senior year, with no more than 2 students). Establishing Peer Tutors	

					and a Spanish Writing Center (staffed by native speakers). Establishing online Spanish newspaper & weekly radio show.	
Theater and Dance	Graduates should be able to: • demonstrate the unique creativity needed in the act of performance; • meet the physical, emotional and intellectual demands of making performances; • develop the collaborations needed for performance-making; • understand the need,	https://www.amherst.edu/academiclife/departments/theater_dance	<u>Direct evidence:</u> Conference at the end of every semester for all majors with all members of the department to review work and plans. All theater and dance productions entail one or more of the following outcomes: • a senior capstone	Faculty and production staff meet several times per semester to review production process and its laboratory role. Evaluation is integrated into learning activities. At the end of the year, capstone projects are reviewed.	Curricular, pedagogical, and production priorities are modified on an annual basis. In the past year, the addition of a new faculty member has led to the re-evaluation of areas including	1995

	across many cultures, to express one's self through performance.		project; • a particular course's performance outcome; • a faculty research project involving student work; • an integrated laboratory assignment; or • an outside professional performance. Required senior capstone project with documentation in a written theses. Evidence is gathered from rehearsal and studio visits, peer-group conversations, and individual conversations. Public performances and written work are evaluated by a cross-disciplinary group of faculty.	The faculty meets annual in a retreat to assess learning outcomes and plan improvements in the program.	directing, dramaturgy, and voice. The timeline for completion of core courses has been revamped in relation to the declaration of the major.	

			Indirect evidence: The faculty maintain close and sustained contact with graduates in graduate studies, performance and other artistic careers, and other professions. Collaborative work and advising frequently continues after graduation. Graduates' accomplishments are listed on the web site.			
Women's and Gender Studies	Overall learning goals: • Students should have mastered an interdisciplinary and cross-cultural approach to the creation, meaning, function, and perpetuation of gender in human societies, both past and present.	https://www.amherst.edu/academiclife/departments/womens_gender_studies/lrngoals	The senior theses of honors students are reviewed by members of the department who conduct a defense. Students who do not write a thesis fulfill a	All members of the dept.	Increase in the required courses from 8 to 9. New core require-ments: WAGS 200, *Feminist Theory*, and	2008

	• Students should be able to make specific inquiry into women's material, cultural, and economic productions, their self-descriptions and collective undertakings. • Students should be able to analyze the intersection of gender with other categories of difference. Methodological skills: In order to achieve these goals, students should be able to analyze women and gender in both written and oral form in the context of: • forming an argument and using evidence to back that argument up; • analyzing texts from a variety of disciplines and cultures; • producing a coherent narrative and critically		comprehensive requirement, which consists of an essay on a common reading. The essays are discussed at a conversation among the writers and all members of the department. Continuing contact with recent graduates through various platforms such as the Alumni Association, Facebook, Twitter, and direct contact by department faculty members.		WAGS 300, *Ideas and Methods*.	

	evaluating the narratives of others; • understanding the historical development of social and political issues; • appreciating the interrelationship of activism and intellectual inquiry.					

Amherst College Organization Chart Fall 2012

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      - Registrar — *Kathleen Goff*
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      - Dir of the Mead Art Museum — *Elizabeth Barker*
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        - Dir Quant Center — *Jennifer Innes*
    - Interim Dean of Students — *Charri Boykin-East*
      - Dir of the Career Center — *Ursula Olender*
      - Dir of the Counseling Center — *Jacqueline Bearce*
      - Dir Campus Center/Student Activities — *Hannah Fatemi*
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      - Asst Dean for Student Conduct — *Liza Nascembeni*
      - Asst Dean & Dir of Residential Life — *Torin Moore*
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