The Muhlenberg College annual report explores the extensive range and variety of assessments of the College – a timely topic in light of the many entities, from news magazines to the federal government, that seem to think they are better equipped to evaluate higher education. Families seeking to choose the best college for their high school graduates are wise to look closely at the track records of institutions to see what real benefits are offered and to know up front what outcomes are delivered.

Muhlenberg’s leadership, faculty and staff take their mission seriously and evaluate performance rigorously. This is why the College remains among the nation’s best.
When it comes to colleges, you can find a rating system to tell you pretty much whatever you want to hear.

Take Muhlenberg, for example. *Kiplinger’s* has consistently rated it one of the “best values” in higher education.¹ *A Huffington Post* list rated it as one of the country’s “costliest colleges.” AffordableCollegesOnline.com named us a top 15 college for return on investment in Pennsylvania. *U.S. News* rated Muhlenberg as the best liberal arts college in the country for veterans, and a list released by the *Education Trust* rated it one of the “worst” colleges for providing lower income students with access to higher education (along with Yale, Princeton, Cornell, Dartmouth, Carleton, Middlebury, Franklin & Marshall, Stanford, Pomona and a host of other excellent institutions), despite the fact that 25 percent of our annual budget is devoted to institutional grant aid. You can also find rankings that say we’re “hot,” we’re “cool,” we’re one of the best colleges for shy students, or (my favorite) that I’m a “Nerdscholar Favorite President.” There are many other rankings where we don’t make the cut: top party schools, Colleges most obsessed with squirrels, worst food, richest professors, healthiest, sexiest, geekiest, most adulterous alumni, and many, many more. There are even rankings of the best rankings!

I’ve made no secret of my opinion of College ratings.² Most of them are silly. Many are worse than useless. Yes, they can have an impact on admissions applications. A study of the *Princeton Review* ratings demonstrated an increase in applications of 2-3 percent for colleges ranked as having the “happiest students” or “most beautiful campus” and a decline of 5 percent or more for schools with “the least happy students” or the “least attractive campus.”³ The *U.S. News* rankings certainly provide “winners” with marketing clout, but provide no really helpful information for families seeking the right school for their kids. *U.S. News* claims to measure many criteria but its rankings, in fact, correlate almost perfectly with endowment size and institutional wealth.

¹ http://www.kiplinger.com/tool/college/1014-5901-kiplingers-best-values-in-private-colleges/index.php?table=lib_arts&statecode%5B%5D=PA&id%5B%5D=none
² See, for example, my 2007 op/ed in *The Morning Call*: http://www.muhlenberg.edu/main/aboutus/president/communicationsfromthepresidentsoffice/newspaperop-eds/name,5724,en.html
Teaching to the Test

The most deplorable effect of rankings is not just misleading families of prospective students, but in distorting the behavior and priorities of institutions that should know better. It’s bad enough that officials at some of the nation’s most prestigious institutions have misrepresented admissions statistics to improve their *U.S. News* rankings, but other institutions have artificially boosted application numbers to achieve the appearance of greater selectivity, tinkered with class sizes and mounted expensive public relations campaigns to optimize their ratings. Some of this is dishonest; some of it is merely “teaching to the test.” Most of it represents a diversion of time, effort and resources from what should be colleges’ highest priority: providing students with the best possible education.

But what does “best possible education” mean? It depends, of course, on the individual student, his or her talents and potential, and what s/he finds interesting and wants to accomplish in life. Which is why the immense variety of higher education options in our country is so valuable – and its preservation so important.

Students Aren’t Smoothies

*U.S. News* and its copycats have been around for years. So, why my rant about ratings now? Here’s why: last year, President Obama announced a federal ratings system for colleges and universities, based on standard criteria that define what the federal government thinks higher education should be doing. And he wants those ratings to determine eligibility for federal student aid. According to a White House press release dated August 23, 2013, ratings criteria should include:

- Access, such as percentage of students receiving Pell grants;
- Affordability, such as average tuition, scholarships and loan debt;
- And outcomes, such as graduation and transfer rates, graduate earnings and advanced degrees of college graduates.

And despite a brief reference to “comparing colleges with similar missions,” the process has been more recently and succinctly described by the official in charge of developing the system this way:

“It’s like rating a blender. This is not so hard to get your mind around.”

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1 http://nation.time.com/2013/10/17/seven-shocking-college-admissions-scandals/
In other words, don’t worry if a student is a strawberry, a blueberry, a peach or a pomegranate, we want an education system that will treat them all the same and produce nice, homogeneous smoothies. But of course that’s not what we want for our young men and women, nor what our society needs.

Access, affordability and outcomes are important goals for Muhlenberg and for most other institutions. But our institutions are different – sometimes subtly and sometimes fundamentally. Those differences are what make Muhlenberg ideal for some students, while others will thrive elsewhere. This range and variety are what make our country’s higher education system the best in the world. Let’s take a look under the hood of this proposed rating system.

**If You Can’t Measure It, You Can’t Manage It**

I believe in measurement as a management tool. I also believe that there are important things you can’t measure such as the enjoyment of Shakespeare’s plays, the compositions of Bach, Mozart, Beethoven, and Brahms,6 the happiness of a marriage, the value of a life, and many, many more.

But let’s consider the criteria President Obama’s scheme would like to measure in rating colleges and universities.

**Access:** Approximately 11 percent of first-year Muhlenberg students are Pell grant eligible. In fact, Pell-eligible students are generally full-need students, and Muhlenberg pays approximately 80 percent of their scholarships. That doesn’t mean the other 74 percent of our first-year students who also receive institutional financial aid but are not “Pell-eligible” don’t deserve a high-quality education.

If we “taught to the test” by concentrating all our financial aid resources on Pell-eligible students, we would have to freeze out middle-class families who also need assistance. We think ours is a better strategy for Muhlenberg. Currently more than 83 percent of all students receive some form of institutional grant aid. Would we like to give more generous grants? Of course. But we are also committed to competitive compensation for faculty and staff, well-maintained facilities and a balanced budget. Enrolling a higher percentage of Pell-eligible students might be a good strategy for some schools – but that doesn’t mean it’s right for every school.

**Affordability:** Average tuition, scholarships and loan debt are also important considerations – but here, too, the variables confound the utility of a one-size-fits-all approach. Some institutions have greater endowments per student than others, allowing richer aid packages that don’t include loans and work-study grants; others receive substantial public subsidies allowing them to charge lower tuition; some save costs by compromising on the quality of the classroom experience, the extent of student services or the range of academic programs.

What about Muhlenberg? Our endowment per student is about one-third that of the top overlap schools we compete with for students. We do not receive large taxpayer subsidies. And yet, 42 percent of our students graduate with no debt; the other 58 percent graduate with an average student debt of $24,000 – which doesn’t seem unreasonable for an investment that will repay itself many times over during the course of a career. By the way, Muhlenberg graduates have one of the lowest student loan default rates among our peer institutions – consistently under 2 percent.7

**Outcomes:** Graduation and transfer rates, graduate earnings and advanced degrees of college graduates are also valid measures – but much trickier than evaluating a blender. Muhlenberg boasts graduation rates among the highest in the country (85 percent within 6 years, compared to the national average of 59 percent). But some institutions specialize in high-risk students, and their missions are important too, even if their graduation rates cannot match ours. Of course, any institution could improve graduate rates simply by lowering academic standards, if that’s what the federal government wants to incentivize.

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6 I list these four not because they are the best, but because they are well known. When I asked my wife Pat for her list of “best composers,” she groaned and gave me a familiar look that I’ve come to understand means “what a stupid question.”

Earnings are an even trickier measure. Muhlenberg compares favorably to other colleges on the Payscale.com website, but these averages exclude salaries of alumni who have earned graduate and professional degrees (MBAs, MDs, JDs, etc.). Our percentage of recent (one-year-out) graduates consistently tops 96 percent employed or in graduate or professional school full-time – impressive by any standard. But any “graduate earnings” criterion penalizes institutions that educate teachers, journalists, museum curators, family therapists, artists, clergy and homemakers in comparison to engineering and technical schools – especially if based on starting salaries. Every legitimate study has demonstrated an impressive economic return on both baccalaureate and advanced degrees. That’s reassuring, though I have to say many of us find the notion that education is all about the money deeply offensive. The liberal arts is about making a good life as well as making a good living. How would a federal ratings system try to measure that truth?

Muhlenberg graduates have one of the lowest student loan default rates among our peer institutions – consistently under 2 percent.8

Right Under Their Noses

“We need much greater transparency for the public. … We have to get them better information. You want to see the good actors be rewarded. You want to see them get more resources.”
- Arne Duncan, Secretary of Education.9

Well, apparently Democrats and Republicans can agree on one thing, because George W. Bush’s secretary of education, Margaret Spellings, said almost exactly the same thing in 2006. Unfortunately, they haven’t done their homework. As education writer Scott Jaschik pointed out at the time,10 most of the information they talk about is readily available — on the Department of Education’s own website (http://nces.ed.gov/collegenavigator/), or on the voluntary website called “UCan” that Muhlenberg and several hundred other private institutions established years ago (http://www.ucan-network.org) through the National Association of Independent Colleges and Universities (NAICU).11

What’s In an Ark?

The answer, for Muhlenberg carpenter Dennis Gambler, is plenty. Pictured here, the hand-carved ark is made of solid birch, plywood and poplar, much of it reclaimed from campus renovation projects. With a master crafter at the helm, it took only 23 hours to build. When it opens, it radiates a brilliant light, as if tempting the viewer to look in further.

After serving in the U.S. Navy in Vietnam for two years and working at Mack Trucks for many years, Gambler joined the Muhlenberg plant operations staff in 1987. His craftsmanship has served the College well, and he learned how to carve on the job. Two six foot, all-cherry handcrafted college seals (below), carved by Gambler, grace events at the College. One serves as a backdrop for graduation ceremonies, and another hangs above the Great Room fireplace.

Gambler says he “never refuses any creative challenges with wood,” and, at age 67, he finds great satisfaction in contributing his talents to the academic cause. The ark serves as a prop for this year’s annual report theme.

10 http://www.insidehighered.com/news/2006/11/29/spellings#sthash.gUVVDo5w.dpbs
The one piece of information we can't provide—graduates' earnings—isn't available to us, isn't any of our business and is already available to the federal government anyway if it really wants to know (can you spell “I.R.S.”?).

Will the ready availability of all this information (a “datapalooza” in Arne Duncan's phrase) simplify the challenge of picking the right college for a particular student? Sorry, no. It's still going to be a complicated task. Not because institutions are concealing relevant facts, but because every student is different, with different interests, ambitions, abilities and needs, and because most families don’t have extensive experience in researching their options. Choosing the right college is like a combination of choosing the right spouse and buying a house. It’s not at all like choosing a blender.

**Accountable**

Politicians talk a lot about holding colleges and universities “accountable.” You might be surprised to know that at Muhlenberg, every academic department must tie its mission to the College’s mission and must articulate specific learning outcomes for its majors. Every course syllabus must define learning outcomes for that course and these must be linked to departmental outcomes. We assess our students and ourselves regularly to see if we are achieving desired outcomes. Why are we going to all this trouble? Not because of government regulations, but because of our participation in a rigorous system of peer review and accreditation. We are hardly unique. Every accredited college and university in our region is expected to do the same. And most of this information is readily available on our websites if prospective students (or federal regulators) would like to check it out. This kind of self-evaluation is only the tip of a very large self-assessment iceberg at Muhlenberg, which you can learn more about on page 6 of this year’s annual report.

**We’re Not Mary Poppins**

If you think I’m saying Muhlenberg is practically perfect in every way, I’m not. We are very, very good, but we can always be better. We are committed to continuous improvement. Using President Obama’s criteria as an organizing principle, here are some of the things we’ve been doing over the past year.

- We awarded more financial aid than ever before. We awarded $31.9 million in institutional grant aid in FY’13, increased by 4.4 percent to $33.3 million in FY’14, and have budgeted an additional 8.1 percent for a total of $36.0 million for the current fiscal year 2014-2015.
- We launched the Muhlenberg Summer Business Institute – Liberal Arts @ Work. Yes, we are proud to be a liberal arts college, but we also have strong pre-professional programs (pre-health, pre-law, accounting, business and finance). This year we launched a new intensive introduction to business careers for rising seniors and recent graduates who didn’t major in business, but want to fast-track their careers utilizing the powerful intellectual tools of the liberal arts. More on this exciting program on page 39.
- And of course, because we are not a blender, we accomplished much else besides—the sort of achievements you would expect from a top-notch liberal arts college:
  - Thought-provoking lectures and readings by writers and scholars like Temple Grandin, Colm Toibin, Jenny Boylan, Ronald Chernow, Eric Cline, Yehuda Kurtzer, Rev. James Lawson, Ellen Harris and our own Barbara Fretz Crossette ’63.
  - A diversity strategic planning process that will help Muhlenberg become an even more diverse and inclusive campus community in the future. We set new records in 2013: 15 percent of our student body is classified as ethnically diverse.
  - Continued sustainability programs to reduce our carbon footprint and make us more efficient, including: energy audits and retro-commissioning of our own major academic buildings; metering to measure consumption of electricity, gas, steam, and water; occupancy sensors, new thermostats and lightning upgrades; scheduling operations for off-hours savings.
  - A new partnership with the Civic Theatre of Allentown, assisting the theatre with its conversion to digital projection.
and providing students, faculty and staff with enhanced access to performances there as well as expanded use of the theatre facilities for our own screenings and performances.

Winning seasons in football, men’s soccer, volleyball, men’s and women’s basketball, softball, women’s lacrosse and women’s tennis.

Outstanding performance by Muhlenberg students, faculty, and alumni, from The Cloth Peddler on stage at the Dorothy Chandler Pavilion in Los Angeles; the Chamber Singers and Gospel Choir at United Community Methodist Church in Harlem; and Key performed by Muhlenberg Dancers at the Kennedy Center in Washington, D.C.; to on-campus performances of Jesus Christ Superstar, The Mystery of Edwin Drood, Winter’s Tale, The Learned Ladies and A Chorus Line.

The completed renovation of 111-year-old residential East Hall, on time and on budget.

The completion of a plan for online learning, extensive faculty development in the use of digital teaching tools and our first (blended) online course (astronomy).

A record-breaking year for The Muhlenberg Fund, with a new participation record set by the Class of 2014, 67 percent participation by faculty and staff, and 49 percent participation by parents.

Continued improvement in our already excellent student dining program, with an amazing 95 percent of surveyed students saying they would recommend it to a friend or fellow student.

Reaffirmation of our A+ bond rating by Standard & Poor’s (despite a credit downgrading of much of the higher education sector), and our 59th consecutive year of balanced budgets.

Regardless of the ratings, we are proud to be a liberal arts college, and we have had a superb year. As I enter my final year as Muhlenberg’s president, I look forward to even greater achievements by this extraordinary community of scholars.
A Muhlenberg Sampler

Assessing What We Do

Perhaps when you think of a small liberal arts college like Muhlenberg, you envision professors strolling between ivy-covered buildings, deep in conversation with eager and photogenic students as autumn leaves swirl around them. Hold on to that image – but don’t be fooled. We are highly intentional about what we do, how we do it, how we can do it better, and how we evaluate our results. The list below is illustrative, but not exhaustive.

1. Accreditation. The College undergoes a full review every 10 years and an interim review every five years evaluating Muhlenberg’s compliance with each of our regional accrediting agency’s “Fourteen Standards of Excellence.” Everything ranging from financial management, to integrity, to assessment of student learning outcomes, and much more is measured. We are currently working on an exhaustive self-study for our next on-site visit and review in 2016.

2. National Assessment Surveys. Administered in staggered years, these include:

- The National Survey of Student Engagement (NSSE), which measures how first-year students and seniors are engaged in classroom and co-curricular behaviors that support higher-order learning and thinking;
- The Higher Education Data Sharing (HEDS) Senior Survey, which measures the knowledge and skills that students obtain and their participation in college programs and activities;
- The Diverse Learning Environments Survey (DLE), which measures students’ perceptions of the campus climate and campus practices that support diversity goals;
- The Cooperative Institutional Research Program (CIRP) First-Year Student Survey, which measures high school experiences and expectations for a Muhlenberg education;
- The Accepted Student Questionnaire (ASQ) which tells us what admitted students think of us and what we can do better.

3. Reviews by Bond-Rating Agencies. Thorough reviews are conducted by Moody’s and Standard and Poor’s of enrollment trends, financial data, management changes, auditors’ reports and more – almost annually in recent years.

4. Regulatory Compliance. Our own 15-page (single-spaced) spreadsheet is produced annually and lists every federal, state and local requirement. It is annotated with the responsible College officer who must review and sign off on Muhlenberg’s compliance annually. Regulations cover everything from proper disposal of laboratory chemicals, to certification that all instructors can speak English, to mandatory notification to students of their voting rights. This document is reviewed by our Board of Trustees each fall.

5. Board of Observers Visits. Every academic and administrative department is assessed by a team of outside experts and members of Muhlenberg’s Board of Observers on a seven-year cycle. Departments track program effectiveness through annual assessment projects that evaluate student work.

6. Staff Performance Appraisals. Every course, every professor, and every staff member completes a self-evaluation documenting progress toward agreed-upon goals. The self-evaluation is followed by a full evaluation by the employee’s supervisor. They then set new goals for the coming year. Compensation decisions are performance-driven.

7. Teaching Evaluations. Every professor, every course, is evaluated by students using standard assessment tools. Results are reviewed by department chairs and others as part of promotion and tenure decisions, along with feedback from classroom observations by senior colleagues.

8. Institutional Effectiveness. Across administrative offices, departments administer surveys to gauge the extent that programs and services align with goals and objectives. Here are some examples: the Health Center survey, the annual Sodexo dining survey, Career Center assessments, June Advising and First-Year Orientation surveys and Homecoming and Reunion surveys.

9. Strategic Planning Progress Reports. Muhlenberg’s current strategic plan is always available on the website, along with annual updates on implementation progress for each initiative. You can find it at: www.muhlenberg.edu/committees/ strategicplanning/2014SIUpdate.pdf.

10. Audits. Annual audits of all College accounts and financial controls are conducted by independent outside auditors.

Kathleen Harring, Ph.D., is a professor of psychology and dean of institutional assessment and academic planning.
The Raters of Muhlenberg College

The Muhlenberg College senior staff assesses the annual progress of the institution and its staff, its students and its financial condition to maintain high performance standards. Members took a moment to reflect on the numbers, as you see here. What do the numbers mean? There’s a quiz on the inside back cover.

President’s staff, left to right: Rebekkah Brown ’99, vice president, development and alumni relations; Michael Bruckner, vice president, public relations; John Ramsay, Ph.D., P’12, P’14, provost; Karen Green, vice president of student affairs and dean of students; The Rev. Callista Isabelle, College chaplain; Ken Butler, executive assistant to the president; Kent Dyer, P’07, P’10, chief business officer and treasurer; Peyton Randolph Helm, Ph.D., president; and Chris Hooker-Haring ’72, P’09, P’10, dean of admission and financial aid.
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Leading the Way

Update: Presidential Search

Founded in 1848, Muhlenberg College is engaged in a search for its 12th president. On February 1, 2014, President Helm announced his intention to retire on June 30, 2015, with a sabbatical to follow for the 2015-2016 academic year.

Having fulfilled two successful strategic plans since he assumed the presidency in 2003, President Helm characterized the College during his tenure “as academically and intellectually strong, financially robust, increasingly diverse, deeply proud and dedicated to its mission, led by a talented, experienced and committed senior staff and governed by a fiercely loyal and devoted Board of Trustees.”

The search committee, led by Trustee Eric Berg ’78, has been working with Park Square Executive Search of Cambridge, Mass., to move forward. More than 300 members of the Muhlenberg community have offered thoughts about the profile for the next president. The search firm visited the Muhlenberg campus and spoke with many different constituency groups. The firm has identified 400 sources and prospects in its academic network, as well as alumni of the College and individuals at targetted institutions focused on the future of higher education.

Reporting to the Board of Trustees, the new president is expected to assume office July 1, 2015. The next president of Muhlenberg College will be a dynamic leader able to develop, communicate and implement a compelling strategic vision to build and expand upon the school’s strong foundation of success. Strong candidates will have a record of achievement and demonstrate capabilities in executive leadership, fundraising and experience in a mission-oriented institution.
How does benchmarking and assessing tell the story of high-quality education? At Muhlenberg, problem definition and problem solving require that phrases such as “all the time,” “huge,” and “skyrocketing” be treated with skepticism until they can be supported by a verifiable number. For years we had a hunch that double majoring at Muhlenberg was “huge,” but we had not asked “how huge?” Or, “huge compared to whom?” In this case, we wanted to benchmark. We wanted to know the frequency of the particular curricular choice of double majoring at comparable institutions. We wanted to answer the question: How do we stack up next to the competition?

It turned out that our hunch was correct. Close to a third of recent Muhlenberg students graduated with a double major, placing the college at the top of this list of 25 of the best liberal arts colleges in the east. Double majoring is not easy at any college. It requires additional advising by faculty, commitment from students and flexibility within the curriculum. We did a follow up study to find out how common it was for intended double majors to drop one of their majors in their senior year. We found that while there were some drops, there were actually more students adding a second major in their junior year as they approached graduation.

Benchmarking is useful when you’re trying to figure out those student preferences, choices and behaviors that are interesting but not well understood. Benchmarking is a valuable information tool when you have access to metrics such as retention, graduation and study abroad rates, dean’s list honorees and faculty salaries, for example. It provides an initial answer to the question: How do we stack up next to the competition?

Dean Kathy Harring often uses benchmarking in conjunction with assessment of student learning. In fact, benchmarking is used as an important best practice within what Harring calls Muhlenberg’s assessment cycle. The Harring cycle for student learning uses four distinct steps:

1) developing clear and measurable outcomes; 2) engaging students with those outcomes through curricula and campus life; 3) collecting and interpreting evidence on student learning; 4) using results to revise and improve programs.

Note that in this study we were not assessing the quality of our curriculum, the teaching of our faculty or the learning of our students. Those were not our questions. What this benchmarking taught us was that, relative to their peers at other colleges, a high percentage of our students pursue and achieve this rigorous double majoring road to graduation. We also learned about the quality of the “fit” between our students’ goals and the College’s advising and registration systems. Our students want expertise in a second field of knowledge when they graduate, and Muhlenberg is the right place, we now know, to achieve that goal.

Double Majors at Peer Institutions

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<thead>
<tr>
<th>Institution</th>
<th>2009-2010</th>
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<tr>
<td>Muhlenberg</td>
<td>32.0%</td>
<td>32.1%</td>
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<tr>
<td>Bucknell</td>
<td>22.1%</td>
<td>24.3%</td>
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<tr>
<td>Ursinus</td>
<td>20.4%</td>
<td>16.1%</td>
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<tr>
<td>Hamilton</td>
<td>19.5%</td>
<td>18.2%</td>
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<td>Skidmore</td>
<td>19.3%</td>
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<tr>
<td>Gettysburg</td>
<td>18.1%</td>
<td>15.0%</td>
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<tr>
<td>F &amp; M</td>
<td>17.6%</td>
<td>17.2%</td>
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<tr>
<td>Lafayette</td>
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<td>Allegheny</td>
<td>16.8%</td>
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<td>Dickinson</td>
<td>14.9%</td>
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<tr>
<td>Bryn Mawr</td>
<td>11.9%</td>
<td>13.3%</td>
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<tr>
<td>Haverford</td>
<td>8.6%</td>
<td>6.8%</td>
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<tr>
<td>Susquehanna</td>
<td>7.6%</td>
<td>10.5%</td>
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Continued on page 12…

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July: Jesus Christ Superstar and Seussical are hits as part of the Summer Music Theatre program.

July: Muhlenberg sets another application record with incoming 2017 class; registers all-time high in multicultural admissions.

July: Muhlenberg is named a top 15 college in Pennsylvania for return on investment by AffordableCollegesOnline.org.
An Interdisciplinary Example: Sustainable Studies

The interdisciplinary sustainability studies minor connects environmental problem-solving with economic opportunity, social justice, public health and community development. “Our program seamlessly interfaces with non-academic aspects of the College,” says Richard A. Niesenbaum, Ph.D., professor of biology. “In so doing, the College has become our laboratory. Twenty-five students in 2014 worked with faculty, members of plant operations, the office of campus sustainability, dining services and the student environmental group, EnACT. In Dr. Kimberly Heiman’s course, local sustainability, students assessed the College’s recycling program and led the effort for broader campus sustainability. Students in my course, sustainable solutions, designed and helped construct the Seegers Union green roof, a hydroponic herb garden for dining services and a rain capture and irrigation system for the College’s community garden.”

Additional course options tied to community development and sustainability include working in Allentown, in Bangladesh or in Las Juntas, Costa Rica and blending studies such as the environmental sociology course taught by Dr. Krista Bywater, assistant professor of sociology. For many of the courses in the minor, the office of community engagement facilitates student interaction in service learning projects. The College also offers sustainability living/learning experiences such as The Tree House, where students designed and installed a solar hot water system, and The Garden House, where students engage in sustainable food production.

Photo: Muhlenberg’s long-term, interdisciplinary course and research project in Las Juntas, Costa Rica. Here students are standing in the threatened rainforest above the Abangares River. For more than 15 years, students and faculty from different disciplines have been studying how this community interacts with their environment from social, cultural, public health and ecological perspectives. Far right is Dr. Niesenbaum.

August: Muhlenberg receives STARS bronze rating for sustainability efforts from the Association for the Advancement of Sustainability in Higher Education.


September: ’Berg faculty and alumni are featured in sold-out performance of The Cloth Peddler at Los Angeles’ Dorothy Chandler Pavilion.
The assessment cycle is in constant motion, helping us to understand student learning, improve program quality and in our ongoing preparations for Middle States re-accreditation.

We understand that numbers on a spreadsheet do not speak for themselves. An expert interpreter has to speak for them in order for them to be meaningful. We have to follow the evidence to know the story of what our students are learning.

From Dean Harring’s recent assessment of our students’ self-reported diversity experiences, we were pleased to find that between 2008 and 2012, interactions among students of different racial and ethnic groups became more frequent. Many of the gains reported on the Higher Education Research Institute’s (HERI) Senior Survey were encouraging. Muhlenberg seniors of different races and ethnicities had shared a meal more often (up 7 percent), had intellectual discussions outside of class more often (up 10 percent), studied together more often (up 10 percent) and had honest discussions about race outside of class more often (up 7 percent).

Yet, when these gains were placed in the benchmarking context of peer institutions, we learned that not all encouraging gains are significant gains. When compared to the self-reports of seniors from other schools that also administered the HERI Survey, our results were no more impressive than theirs. Dean Harring concluded that there was “no practical difference among all of these institutions” across these HERI diversity measures. Benchmarking and assessment can show us both when we have a distinctive edge and whether or not we are keeping pace.

James Gleick, author of The Information, wrote: “The journey from information to meaning is what matters.” In the provost’s office, there are days when we read more Excel sheets than Word documents. But it is the search for meaning that matters. Numbers do not tell the full story of academic quality at Muhlenberg. That full story depends on the unquantifiable interplay among the many people, disciplines and goals that make Muhlenberg an inspiring place to learn.
**Global Education**

**Mules in Maastricht:** Since the fall of 1996, Muhlenberg has been sending a faculty member and students in the fall semester to the Netherlands to an international program designed for accounting, business and economics majors and those who are majoring in international studies. Students take courses at the University of Maastricht with students from other countries in classes about European business, economics and politics. They also take one course that integrates a study trip in neighboring countries where they meet leaders and deepen global awareness. Last fall, economics professor Dr. James Marshall taught a course entitled “Economic Experience from Ancient to Modern Times.” During the trip, he noted that he ‘was caught by surprise by our students’ reaction to one study activity in particular. He said, “It was our visit to the American Military Cemetery in Margraten. I could sense that for every student this was a sobering experience. Students made a connection between the sacrifice of their fellow Americans and the Dutch people. Our tour guide explained that all the graves had been adopted by Dutch families who care for them and have passed them down through the generations since 1945. Americans hold a special place in the hearts of Maastrichters.” Last year, 275 Muhlenberg students studied abroad in 33 countries and 79 percent of them went to non-English-speaking countries. Fifty-two percent of the May 2014 graduates earned academic credit abroad. Muhlenberg’s global program is notable: The 2010 and 2012 editions of *Open Doors Report* on the International Educational Exchange, published by the Institute of International Education (IIE), cited Muhlenberg as a top 40 institution.

Donna M. Kish-Goodling, Ph.D., is professor of economics and dean of global education.

**September:** Muhlenberg College commits $10 million to launch 1:1 scholarship match challenge.

**September:** Colm Toibin, novelist, journalist and playwright, reads on campus as a part of the Living Writers series.

**September:** Institute for Jewish Christian Understanding’s Wallenberg Tribute honors Ilene Hochberg Wood; tribute lecture given by Yehuda Kurtzer.
When the Class of 2014 arrived on campus in 2010, they encountered what we then called Explorrientation – the notion that the next four years would be a time to explore undiscovered areas of their psychological, physical, emotional and spiritual well being. Muhlenberg students push these boundaries hard: competing on the athletic fields, pursuing service work in Allentown with community partners, participating in difficult dialogues concerning race and social justice or serving as residential assistants. Student affairs partners as a catalyst in students’ personal development and physical well-being. How do we know if we’re succeeding? Assessment is the bedrock of the work.

1. Health Care. The health center, under the direction of Brynnmarie Dorsey and her dedicated staff, receives high marks. Each year, more than 10,000 visits are scheduled to see a member of the health center staff or a doctor. Here are some of the results from the 2013-2014 survey:

- 99.4 percent of students said that they would continue to use the health center as a source of health care.
- 99.7 percent of students said the nurse or doctor spent enough time with them.

Healthy students are more fully engaged students. Their collective well being is in the highly capable hands of our health center staff.

2. Athletics & Physical Education. The physical well being of our students is further supported by our robust athletic program, designed for all levels of skill, energy and interest. Last year, Muhlenberg’s 22 intercollegiate teams recruited 586 student-athletes, with an additional 630 students participating in seven intramural sports. Club sports include women’s rugby, men’s ice hockey, coed ultimate Frisbee and martial arts, swimming and fencing. Our expanded recreational fitness is popular: Spinning is augmented by Zumba®, yoga and toning classes.

3. Dining Services. Diet, nutrition and student satisfaction with our menus are important to the Muhlenberg experience. ‘Berg students are passionate about where they live, what’s on their plate and the amount of their work-study check. Since the opening of the new Wood Dining Commons (WDC), I have not received any complaints about food. Muhlenberg’s dining services provider, Sodexo, administers a student satisfaction survey. Here are recent results:

- WDC overall satisfaction: 88%
- Would recommend WDC to friend or fellow student: 95%

It’s not all about food. Muhlenberg dining hires students to gain work experience through internships focused on five areas of the food service industry such as: sustainability, culinary arts and nutrition and beverage marketing. Interns help to develop programs by collaborating on areas of opportunity. The Seegers Union Student Advisory Board (SUSAB) develops new program ideas, assesses current programs and shapes College policy affiliated with Seegers Union. Eight to ten students, representing a diverse cross-section of our community, serve on this board.

4. Fraternity & Sorority Life. Over the past decade, participation in Muhlenberg’s fraternities and sororities has remained steady at 400-450 participants every year. What has changed: The Greeks’ GPAs are higher than the campus average. The office of Greek life measures academic standards via support of fraternity and sorority leaders who introduce members to the realities of quantitative and qualitative assessment in running organizations effectively.

Karen Green is the vice president for student affairs and dean of students.

Student Participation

<table>
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<th>Athletics</th>
<th>Overall</th>
<th>Men</th>
<th>Women</th>
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</thead>
<tbody>
<tr>
<td>Intercollegiate</td>
<td>24.1%</td>
<td>36.4%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Fitness</td>
<td>21.4%</td>
<td>7.5%</td>
<td>31.3%</td>
</tr>
<tr>
<td>Intramurals</td>
<td>21.4%</td>
<td>40.8%</td>
<td>7.7%</td>
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<tr>
<td>Club Sports</td>
<td>6.4%</td>
<td>7.4%</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

Karen Green's quote: Left to right: Students proud of their Greek affiliations: Jesse Lerner ’15, Kerrilyn Lanza ’15 and Malcolm Spurlock ’16

October: Four individuals inducted into the Muhlenberg Athletics Hall of Fame: Sam Stovall ’77; Dawn Iberer Walsh ’04; Kristen Bruschi Wade ’05; and Michael McCabe ’01.

October: Rupert Holmes’ Mystery of Edwin Drood makes Muhlenberg debut.

October: Muhlenberg holds a start-up two-day workshop experience for social impact entrepreneurs called “Building Sustainable Cities.”
October: Students see classic Halloween movies at nearby Civic Theatre for a reduced price.

November: Family Weekend concert by College Choir and Chamber Singers, Clap Hands, features 20th century classical and jazz works by Jewish-American composers.

Community Engagement 2014

Both Allentown and Muhlenberg benefit from the hundreds of sustained partnerships over time. With new buildings popping up all over downtown Allentown, students had greater access to the city thanks to the new Cardinal Shuttle. Attendance grew at the “Mules at the Market” fall event hosted by nearby Allentown Fairgrounds Farmers Market. Students supported local businesses in the 19th Street Theatre District. Student volunteers tackled adult literacy at ESL/GED classes at The Literacy Center and ran conversation groups at Casa Guadalupe among others. More than 10 percent of Muhlenberg’s student body volunteer 20 hours or more in a given semester. Nearly 400 students each year connect scholarship to engagement. New programs such as the Civic Fellows Program, Scholars in Service and Social Justice & Collaborative Leadership add depth to the College’s commitment to service learning. Muhlenberg has increased community engagement via courses over the past seven years by more than 30 percent. Service learning classes enhance the student experience. Service learning helps 87 percent of students learn more about themselves.

Beth A. Halpern is the director of community service and civic engagement.

Photos: Muhlenberg students perform at Allentown’s Lehigh Parkway Elementary School. Inset: Muhlenberg students gather outside the Sixth Street Shelter, Allentown, where they volunteer to assist the homeless.
### Books by Faculty


### Honorary Degrees 2014

Left to right: At Muhlenberg College’s 166th Commencement on May 18, President Helm presented honorary degrees to Henry David Abraham, M.D. — a psychiatrist who graduated as Muhlenberg College valedictorian in 1963, was elected Distinguished Life Fellow of the American Psychiatric Association, and who earned the Peabody and Emmy Awards for Best Public Television Programs in 1978, 1979 and 1982; Ron Chernow — American Historian Laureate and Pulitzer Prize-winning author of *Washington: A Life*, who served as Commencement speaker; President Helm; Donald Holder — a lighting designer and Tony winner for *The Lion King* and *South Pacific*, and nominated for seven others; Dr. Carson D. Schneck ’55, a retired faculty member of Temple Medical School, (1960-2012) where he earned 18 Golden Apple Teaching awards and wrote 22 books on MRI imaging of musculoskeletal pathology.

### Awards

**President’s Award:** *The Chamber Singers*

**2014-2016 Pólya Lecturer:**

**William Dunham, Ph.D.**, Truman Koehler Professor of Mathematics, selected by the Mathematical Association of America. Dunham retired this year.

**2014 Pennsylvania Diversity Network (PDN) Community Leadership Award:** *Troy Dwyer, M.F.A.*, associate professor of theatre and dance

**Paul C. Empie ’29 Memorial Award for Excellence in Teaching:** *Amy Hark, Ph.D.*, associate professor of biology and co-director of the biochemistry program

**Robert C. Williams Faculty Award:** *Marcia Morgan, Ph.D.*, assistant professor of philosophy

**Class of 1932 Research Professor:** *Richard A. Niesenbaum, Ph.D.*, professor of biology and director of sustainability studies, and *Francesca Coppa, Ph.D.*, professor of English & film studies

**The Chairman’s Award:** *Anne Speck*, vice president, human resources

**Stanley Road Professorship:** *Jeremy Teissere, Ph.D.*, associate professor of biology and neuroscience

**November:** Muhlenberg named #1 liberal arts school for veterans by *U.S. News & World Report* for the support and services offered to military veterans and their families who enroll.

**November:** *Moving Stories* dance concert showcases innovative work by student choreographers and dancers in a nationally acclaimed dance program.
November: Muhlenberg College participates in “Campaign for Change,” with Rev. James Lawson leading a community development workshop on campus.

November: Muhlenberg stages The Winter’s Tale, directed by Troy Dwyer, who reworked Shakespeare’s tragic comedy to speak to contemporary audiences.

November: Kayleigh Thies ’15 earns All-America third-team honors for the field hockey team, which qualified for the Centennial Conference playoffs for the first time since 2007.

President’s Award: The Chamber Singers

The Muhlenberg Chamber Singers made history during a trip taken to Harlem on April 6, 2014, to perform a close harmony jazz repertoire at the United Community Methodist Church on 126th Street and Madison Avenue. The event was sponsored by the National Jazz Museum in Harlem. The Chamber Singers performed songs from the Great American Songbook of the 1930s. The ensemble features 36 vocalists, accompanied by five musicians (trumpet, acoustic bass, piano, guitar and drums) and conducted by Michael Schnack, director of choral activities and voice area coordinator. Originally founded as a chapel choir, the Chamber Singers have morphed into a close harmony jazz ensemble.
How does The Wescoe School measure success?

One student at a time. Each of our students has taken his or her own unique path to the red doors of the Gabriel House. Ranging in age from their early 20s to their mid 60s, Wescoe students arrive here with rich and varied experiences. They are united only in that they are striving for something, whether it be a better job, a more rewarding career, a smooth transition from military service to the workforce, or entrance to graduate school. Still others aim to finish something they started long ago or to set a good example for their children. For many students, earning their degrees will allow them to achieve things they previously considered unattainable. Our goal is to meet them where they are and help guide them to where they are going.

We know we have fostered student success when students who arrived here questioning whether they were capable of earning their bachelor’s degrees are confidently pursuing applications to graduate school. We know it when one of our standout accelerated degree graduates goes on to excel in an MBA program and expresses interest in coming back here to teach in the program that provided such a solid foundation for her or his own academic success. We know it when one of our science majors bursts through our doors to share the news that he or she received an acceptance letter to medical or veterinary school.

At The Wescoe School, we are proud of our quantifiable measures like the exceptional completion/graduation rate in our accelerated program—88 percent since inception of the program. This is well above all national measures for adult students; we strive to continuously improve upon areas of performance that can be expressed in numbers. That being said, we are also mindful to notice and acknowledge the daily victories of our students who overcome many challenges to meet their own individual measures of success.

Jane E. Hudak, M.Ed., is the dean of The Wescoe School of Muhlenberg College.

Josh Onia ’10 was recently named network director of simulation services of the newly established Network Simulation Center at St. Luke's University Health Network, Bethlehem, PA. While a student in Wescoe’s accelerated program majoring in business administration, the healthcare management concentration, Josh and his teammate, Brian Thomson, undertook a comprehensive simulation needs assessment for the School of Medicine of Temple University/St. Luke’s regional campus. The success of this project contributed to Josh being named simulation/standardized coordinator, the position he held until his recent promotion.

Josh’s work now involves facilitating a consistent approach in planning, managing and utilizing simulated activities across the network to support academic programs and to improve patient safety and clinician proficiency. Josh has also served as a flight paramedic with PennSTAR since 2006. In 2013, he received the Advocate Award from Education Management Solutions (EMS) at a conference held in Orlando, Florida.

Josh will be completing his master’s degree in instructional technology from Saint Joseph’s University in Spring 2015.
The Wescoe School of Muhlenberg College offers bachelor degree programs in traditional and accelerated formats to hundreds of adult students each semester. The Wescoe teaching corps is comprised of 50 full-time Muhlenberg professors and more than 90 adjuncts, selected for their distinguished careers and their ability to relate academic learning to real-world practice. Here are three representatives of the adjunct faculty:

**Judith Parker, Ed.D.**
adjunct instructor, physics

With an Ed.D. degree in adult learning and leadership from Teachers College at Columbia University and an M.S. in physics from Purdue University, education and physics have been intertwined throughout the life of Dr. Judith Parker. Because Parker earned both of her advanced degrees as an adult learner, it is easy for her to see a little of herself in each of her Wescoe students and relate to their challenges. She also teaches astronomy and general physics to Muhlenberg College’s traditional-age students. As a longtime global education manager at 3M Company in Minnesota, Parker designed and taught hybrid leadership development courses to 3M’s technical center managers throughout Asia almost twenty years ago. With her varied background in education, technology and physics, Parker was the ideal choice to teach Muhlenberg’s first hybrid learning course – introduction to astronomy – this past summer.

**Michael J. Barski,**
adjunct instructor, finance

Barski received his undergraduate degree from Wilkes University, Wilkes-Barre, Pa., and his master’s degree in public administration from The American University, Washington, D.C. After graduate school, Barski was employed by The Energy Research & Development Administration, the forerunner to the United States Department of Energy. He was the special assistant to the director of planning and analysis, where his group formulated and published the national energy plan during the Carter Administration. After leaving the public sector, Barski joined Dean Witter, which subsequently merged with Morgan Stanley. He has enjoyed a successful tenure of over 30 years and is a senior vice president and senior portfolio manager in Allentown. 2015 will mark the 15th year of his affiliation with The Wescoe School, teaching the mechanics of finance and economics, investments and portfolios. Barski’s wife is a Muhlenberg graduate.

**Thiep Pham,**
adjunct instructor, information systems

Says Pham: “My information systems students are working professionals who enjoy being in class and are very engaged in classroom debates. They understand the importance of networking, business etiquette, communication and professional ethics, and how those skills give them an edge in business. I sense that they value the many years of industry experience and ‘war stories’ I bring to the classroom.” Pham is principal of Milestone Technology Solutions, LLC, with over 20 years of experience in management consulting, information technology and security, entrepreneurship and education. He is a member of the Association of Information Technology Professionals and serves on advisory boards for The Wescoe School, Kutztown University and Lehigh Carbon Community College. Pham received his M.S. degree in systems management from Florida Institute of Technology and his B.S. degree in computer and information science from Kutztown University.

**January:** MLK Week, themed “Unheard Voices,” brings speakers on poverty, homelessness and other matters.

**February:** President Helm announces his retirement. He will complete his tenure June 30, 2015.

**February:** Standard & Poor’s reaffirms the College’s A+ bond rating.
MEASURING UP IN SIZE AND DIVERSITY

I am happy to report that the 2013-2014 admissions cycle yielded a first-year class of 589, up from 579 a year ago. This year’s entering class is the most ethnically and internationally diverse in Muhlenberg’s history. There are 15.1 percent multicultural students, an increase from 14.7 percent last year, plus 15 international students. The class is filled with interesting, talented students who I believe will make Muhlenberg very proud over the coming four years and beyond.

As with last year’s class, this class will also be the most expensive in our history. More than 80 percent of our students are receiving either need-based or merit-based financial aid, and the cost to the College to help our students afford our brand of highly personalized, highly participatory education continues to rise.

Which brings me to the challenges we face in the coming years:

Last year and this year are the trough years in terms of the contracting 18-year-old population. After 2015 high school graduating classes begin to grow again in the south, southwest and far west. Unfortunately, that is not the case in the northeast or midwest.

Family incomes and home equity remain down since the Great Recession, putting increased pressure on families as they make decisions about what kind of college experience they can afford.

An “Is-college-worth-it?” media narrative adds to student and parent fears, increasing suspicion of the liberal arts and decreasing willingness to pay for our brand of educational experience.

So demographics, dollars and suspicion of the liberal arts are big challenges as we move forward. And then there is the specter of whatever disruption MOOCs (Massively Open Online Courses) or other forms of online or expedited learning might bring.

Luckily, Muhlenberg is well positioned to meet these challenges. We offer a very special educational experience—high touch, high impact, with intense and collaborative student-faculty relationships. We need to cherish that distinguishing characteristic and make sure we continue to deliver on it.

We have academic programs that are national spires of excellence—biology, pre-health, theatre arts, dance, psychology, English, media and communication, neuroscience to name just a few. Families are increasingly interested in what we are best at, and increasingly unwilling to pay a premium for anything other than what we are best at. This is the direction the marketplace is taking, and there is a message there for colleges that want to thrive.

We need to continue to work hard in our primary markets (most students still attend a college within 100 miles of their home), but we also need to accelerate the pace of opening new markets. California, Texas, Georgia, Florida, greater Chicago and selected international markets will all be very important strategically to Muhlenberg’s enrollment health as we go forward.

We are working hard to ensure that our campus will be welcoming to all kinds of diversity as we move forward, and we must succeed at this. The students we recruit are becoming more diverse with each passing year, and the international students who join us will only add to that diversity. There is still much to be done to make sure Muhlenberg is ready and welcoming to the diverse students who choose to join us. This will be important ongoing work as we meet our future.

Finally, we need to recognize that financial aid will continue to play an important role in making the Muhlenberg experience accessible for the talented students we seek. This is a challenge now, and will no doubt become an even more important challenge in the future. With the support of our trustees, alumni, friends and parents, this is a challenge we must meet in order to succeed.

Continued on the next page…
Add to that long list of strengths and challenges the increasing noise and number of rankings and ratings. Yes, they are with us, and they are not going away. Yes, in a complex mix of collegiate options and opportunities, parents and students are looking for third party help in sorting through all of the competing claims and information coming at them. Some of the rankings have interesting entertainment value, some are serious attempts at providing something useful, and some are just a way to sell magazines. Whatever their utility, they are certainly not where a thoughtful college search should end. The best college searches still require an investment of time, effort, thought, reflection and campus visits that help to reveal not some external definition of a “best college,” but a student’s own internal sense of the “best college for him or her.”

At Muhlenberg, that has long been how we try to arrive at positive matches, and I am happy to report that the effort to help students with that complex, complicated process of making a positive match continues today.

Christopher Hooker-Haring ’72, P’09, P’10, is dean of admission & financial aid.

March: Barbara Fretz Crossette ’63, P’82, GP’13, speaks on “Inequality and Violence: The Wide World of Women” as part of Women’s & Gender Studies Forum: Freedom, Personhood and Justice.

March: Phi Beta Kappa Visiting Scholar for this year, prominent musicologist Dr. Ellen Harris (left) from MIT, lectures on “Britons Never, Never Will Be Slaves: Drama And Politics in Handel’s Israel in Egypt.”

March: Workshop for students and faculty creates awareness: “Mapping perceptions of diversity on campus: What do you mean when you say diversity?”
First-Year Students Receiving Financial Aid 2011-2013

2011 - 78%
2012 - 83%
2013 - 87%

Financing a Muhlenberg Education

Muhlenberg’s financial aid program assists the majority of full-time students through a combination of institutional scholarships, grants, student employment and the five campus-based federal programs:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants
- Federal Direct Loans
- Federal Perkins Loans
- Federal Work Study

In addition, there are other types of aid awarded, including scholarships for honors students with combined SAT scores of 1300 and rank in the top 10 percent of their class. This is another way for families to reduce college expense. Here is a sampling of the Muhlenberg scholarship programs that can make a difference:

- Muhlenberg Need Based Grants
- Muhlenberg Merit Scholarships
- Muhlenberg Scholars
- Dana Scholars
- RJ Fellows
- Ministerial Grants

2009-2014 Application History

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
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<tr>
<td>2009</td>
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<td>4,568</td>
<td>4,877</td>
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<td>2010</td>
<td>2,002</td>
<td>2,195</td>
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<td>579</td>
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</tr>
<tr>
<td>2014</td>
<td></td>
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Six-year Graduation Rates

- Muhlenberg College - 85%
- Private 4-year College - 66%
- All U.S. 4-year Colleges - 59%

2013-2014 Student Charges at Comparable Colleges

- Muhlenberg College - $52,835
- Lehigh University - $55,080
- Gettysburg College - $56,820
- Lafayette College - $57,050
- Bucknell University - $58,160
- Franklin & Marshall College - $58,295

Class of 2018 Geographic Distribution

- New Jersey - 33%
- Pennsylvania - 23%
- New York - 19%
- New England - 12%
- Del./Md./Va./DC - 5%
- Other states/foreign - 8%

Class of 2018 Ethnic Distribution

- African American/Black - 4.07%
- American Indian/Alaska Native - 0.17%
- Asian - 4.58%
- Hispanic/Latino - 5.26%
- Two or more races - 1.02%
- White - 80.98%
- Unknown - 3.90%


Tuition and fees + room and board as reported to the U.S. Department of Education’s National Center for Educational Statistics (IPEDS-NCES).

March: Bryson Kemp ’16 appears on the Academy Awards broadcast as one of six national winners of the Team Oscar competition.

March: Felisa Wiley ’16 gains national exposure as a participant in a modeling competition, The Face, on Oxygen Network.

March: Outside the Lines art exhibit features pieces created by third and fourth graders from Allentown’s Cleveland and Roosevelt elementary schools in the Center for the Arts lobby gallery.
March: Calvin Sun, award-winning independent filmmaker and panelist on MTVU’s *The Freshman*, gives a talk entitled “Asian-Americans & Sex.”


March: A performance by Ben Folds marks the second time the singer-songwriter played Memorial Hall.

### Valedictorian

**Summa Cum Laude Olivia Jean Scotti ’14 Teaching in Spain**

A native of Richboro, Pa., Scotti double-majored in psychology and Spanish: “My four years at Muhlenberg College were incredibly rewarding. I studied in Salamanca, Spain, was a Dana Scholar, served as a tutor, was the founding president of the Women’s Ensemble, was inducted into the Phi Beta Kappa Society and Omicron Delta Kappa National Leadership Honor Society, among others. In September 2014, I moved to Salamanca, Spain, to teach English to students ages 13 – 18.”

### Salutatorian

**Summa Cum Laude Brian Borosky ’14 Continues at Muhlenberg**

A native of Bethlehem, Pa., Borosky majored in English with a minor in creative writing: “What I will miss most are the moments of recognition by classmates, club members and project partners, many of them frequent encounters on the ‘academic row freeway’. I was an English major. As a writing tutor and editor-in-chief for *Muses* art and literary magazine, that kept me busy with words. I was privileged to learn so much. Now I am working as the assistant director of Muhlenberg’s Writing Center, where I hope to enrich the writing experiences of others like the ones I cherish from my years as a student.”

### Senior Speaker

**Magna Cum Laude Erin Laney ’14 Teaching in Allentown**

A native of Old Greenwich, Conn., Laney double-majored in American studies and Spanish: “My memories are endless: being part of the women’s basketball team, winning two Centennial Conference championships. Studying abroad in Spain. Surviving Hurricane Sandy in Benfer. Spending countless hours with friends simply enjoying life together. I will take these memories to the next chapter of my life, as a K-5 Spanish teacher at The Swain School.”
Opportunity flourishes in the department of theatre & dance. Emerging artists test their wings in an environment of encouragement and challenge, steeped in the experience and diversity of accomplished faculty. Professional guest artists and faculty find engaged, energetic collaborators, and encouragement to be ambitious and visionary. Audiences find spectacle and perspicacity in equal measures, together with a commitment to accessibility and inclusion that spans the entire community.

This past season, opportunity abounded for emerging student artists. The season’s first mainstage production, New Voices, featured world premiere productions of four original works written and directed by students — including a full-scale one-act musical, Sinternet, by Josh Shapiro ’14 and Jakeim Hart ’16. Two student dance concerts gave 22 young choreographers the chance to stage their works for a mainstage audience. Troy Dwyer’s production of Shakespeare’s The Winter’s Tale in November featured an original score by Sean Skahill ’15 and choreography by Allison Berger ’14.

The New Visions: Emerging Artists Festival featured two student-directed productions, including our first-ever children’s show, Still Life with Iris, directed by Alex McKhann ’14. It also featured the world premiere of a one-man show, butyou’reaman, written and performed by Matt Dicken ’14, under the direction of guest artist Arthur Strimling.

Other highlights included a triumphant return to the stage for theatre professor Francine Roussel — both in her own production of Jean Genet’s The Maids, which she workshoped here on campus, and in James Peck’s acclaimed mainstage of Molière’s The Learned Ladies, in February.

Off-stage, associate professor Troy Dwyer was recognized for the impact of his work in the LGBT community, receiving a prestigious Community Leadership Award from the Pennsylvania Diversity Network. Dwyer was cited for his work as a theatre artist, teacher and mentor; of particular note are his first-year seminar Of Kings and Queens: Drag Performance in Theory and Practice, his Queer Performance classes, and his leadership as advisor of Muhlenberg’s Students for Queer Advocacy (SQaD). His work for the stage, as a director, playwright and actor, also explores the lives and issues of the LGBT community.

The department’s work in providing opportunities for audiences played a major role in the College receiving a disabilities award this September from Good Shepherd Rehabilitation Hospital. The award recognizes the efforts that go into making the department’s programs accessible to all members of the community. Ongoing programs include amplification service and open captioning services for patrons with hearing difficulties and audio description for patrons with visual impairments, offered at the initiative of the department’s general manager, Jess Bien. This year, the department also piloted a sensory-friendly performance for patrons with autism and other sensory processing challenges.

The strength of the program is derived from the multiplicity of voices, amplified and accompanied. When we create opportunities for our students and for each other — when we engage one another in real discourse — we create a rich artistic environment in which to work, play and live.

Beth Schachter, Ph.D., is an associate professor and chair of the department of theatre and dance.
April: Students in theatre and dance stage an inaugural circus workshop, showcasing actors, dancers and aerialists.

April: Rosaline Wiseman, author of *Queen Bees and Wannabees*, on which the hit movie *Mean Girls* was based, gives a talk to students.

April: Dance Emerge concert showcases eclectic work by emerging student choreographers in a nationally acclaimed program.

*The Mystery of Edwin Drood*

*The Mystery of Edwin Drood*

Book, music & lyrics by Rupert Holmes
Director: Professor Charles Richter
Musical director: Lecturer Ed Bara
Choreographer: Assistant Professor Jeffrey Peterson
October 25 – November 3, 2013
Empie Theatre
In 1997, Muhlenberg had 13 students majoring in music. The College’s music program was the foundation from which the performing arts grew, so there has always been a strong level of participation. This year, 57 students majored in music at Muhlenberg College and 314 students took vocal lessons.

There are plenty of reasons for the excitement surrounding the program. The breadth of academic offerings has grown with an expanding repertoire of subjects including music technology techniques, the math behind the music and the study of jazz improvisation, composition and orchestration in addition to traditional classical courses such as theory and history. With 30 adjuncts helping with the applied music effort that supports the performing arts, the department remains agile so that musically-minded majors and minors get what they need. The special relationship music has to theatre and the arts also applies to medicine, business, physics and technology. The concept of learning how to concentrate by practicing music through voice or an instrument is a highly creative endeavor in itself.

While many graduates continue on to obtain terminal degrees at Juilliard, Temple and the Yale Schools of Music and others, many of Muhlenberg’s music majors combine music with science, with plans to enter the medical field.

Music trends at Muhlenberg College are diverse. Ensembles are everywhere on campus: from the Collegium Musicum and jazz ensemble to the student-run a cappella groups—Acafellas (men), Girls Next Door (women) and the Dynamics (mixed)—to the Chamber Singers, the Choir and the ukulele band seen below.

Music, Key to the Arts

Dr. Diane Follet
Department Chair

Not many colleges can claim an 11-piece ukulele band.
Fine Arts Draws Talent

The fine arts at Muhlenberg have grown in some interesting ways. The studio minor welcomed 36 students in the past year, with the Graphic Novel and Digital Foundations as two of the newer, popular courses. More than 45 percent of fine art majors go abroad to study at some point to places such as London, Florence, India and Australia. The rigid divisions in fine art are dissolving, too: work being explored in hands-on studio sessions crosses many mediums and cultures. African art and theatre in the post-Colonial era examines art in Kenya, Nigeria and South Africa. Sound art, too, has a place in the Muhlenberg art scene, enabling students to connect on many levels. The College’s reputation of its fine arts program underscores its importance as part of a larger liberal arts institution.

Muhlenberg’s art program has a solid reputation of graduating serious artists grounded in liberal arts and ready to expand professionally. While here, students can major in studio art or art history.

Muhlenberg art graduates become teachers, curators, conservationists, photographers, art historians, fashion designers, graphic designers and filmmakers. While here, there are five full-time professors and two adjunct faculty members who help them. Dr. Margo Hobbs, associate professor of art, who joined the College in 2008, became the new department chair starting Fall 2014.

May: The Career Center hosts “Career Café” seminars to assist students with resumes, learn interview skills and improve their professional social media presence.

May: Five hundred and forty members of the Class of 2014 graduate.

May: Ron Chernow, American Historian Laureate and Pulitzer Prize-winning author of Washington: A Life, serves as Commencement speaker.
The Institute of Public Opinion (MCIPO) continued to expand its research at the national, state and regional levels in 2013-2014 as it completed a record number of interviews. During the last year, the MCIPO enhanced its partnership with the University of Michigan on the highly regarded National Surveys on Energy and the Environment (NSEE) that examines American beliefs, attitudes and behaviors regarding climate change and energy use. A growing focus of MCIPO research was on public views regarding shale gas and hydraulic fracturing, including a pioneering study comparing New York and Pennsylvania public opinion on the issue. In addition to its work on environmental matters, the MCIPO—with the assistance of students—continued to produce high-quality election-polling with its work on the 2014 Pennsylvania gubernatorial election regularly cited by media outlets both in and outside of Pennsylvania.

In 2014, Muhlenberg’s Institute for Public Opinion was ranked first among college and university services across the nation by a popular ESPN-owned polling aggregation website called FiveThirtyEight.

Christopher P. Borick, Ph.D., professor, political science, and director, Institute of Public Opinion

Established 2001

As always, quality polling work rests squarely on the efforts of the Institute’s outstanding student staff that manages and operates the MCIPO, which is comprised of a student director, student lab supervisors and interviewers.
June: Muhlenberg is the first non-profit college to have a display at the Wizard World Philadelphia Comic Convention.

June: Muhlenberg is awarded a $428,000 grant from the Andrew W. Mellon Foundation for a three-year initiative to develop new curriculum on global diversity.

September: Muhlenberg ranked #151 by the Sierra Club as a “Cool School.”
In fall 2013, the women’s volleyball team won 20 matches and made it to the Centennial Conference (CC) championship match, reaching both milestones for the first time since 2001. Muhlenberg turned in an 8-2 mark in conference play and landed in second place behind Johns Hopkins University, which took the tournament final in four sets. It was only three years ago that the Mules tied for last place in the CC.
Female athletes have played a large part in Mules’ three-year rise as the only Centennial Conference school to improve its playoff participation over the past two years. The women of Muhlenberg improved on four of the five emerging programs for the 2013-2014 season: women’s tennis, volleyball, women’s lacrosse and field hockey. The softball team won the regular-season conference crown and was the top seed in the league tournament for the second year in a row. Women’s basketball made the playoffs for the ninth straight season.

Star Athlete

Softball slugger Kelly Kline ’14 was named to the All-East Region team by the National Fastpitch Coaches Association for the third straight year. She is the fourth player in program history to receive all-region recognition at least three times:

- A career .394 hitter, the powerful first baseman finished her tenure as the program’s all-time leader in hits (183), doubles (38), home runs (30), extra-base hits (71), total bases (317), slugging percentage (.683) and RBI (152).

- Kline also set or tied school records for hitting streak (26 games), home runs in season (12) and game (2), extra-base hits in a season (26) and game (4), total bases in a season (105) and game (12), slugging percentage in a season (.929) and RBI in a season (51). She and two classmates posted 100 wins in four years – a school record for any sport.

- Named to the Academic All-District first team, Centennial Conference, Kline was also recognized on Academic Honor Roll, All-East Region second team, All-CC first team and the ECAC Division III South All-Star second team.

Mulestones

Softball (25-13)
The Mules won the CC regular-season crown and hosted the conference tournament for the second year in a row. Their last victory accomplished a unique statistic for seniors Kelly Kline ’14, Colleen O’Donnell ’14 and Erica Wenzel ’14, who pulled off a record 100 career wins to make them the winningest class in Muhlenberg athletic history.

Volleyball (20-12)
First-year student Allison Glass ’17 made her presence felt immediately on the front line, posting 301 kills (the second-most ever by a Muhlenberg first-year player) and ranking 10th in the CC with 2.84 kills per set. Glass led the conference with 60 service aces, the most for a Mule in a decade, and was third on the team with 227 digs and fifth with 41 blocks. She also brought home the school’s first CC Rookie of the Year award.

Basketball (16-10)
Without a returning all-conference player for the first time since 2005, the Mules qualified for the CC playoffs for the ninth straight season, earning its 20th postseason berth in the 21-year history of the CC. Breakout star junior Leanna Tallamy ’15 exploded onto the scene from the opening tip, giving the Mules a first-team all-conference performer for the ninth straight year with one of the best seasons in program history.

Tennis (8-5)
For the 14th consecutive season, Muhlenberg finished with a record of .500 or better in the ultra-competitive CC. The Mules were 7-3 in conference play – the only losses to fellow playoff qualifiers Johns Hopkins, Haverford and Franklin & Marshall – and 8-5 overall in the spring, which culminated in the team’s first playoff appearance in three years and a No. 19 spot in the final Atlantic South regional poll of the year.

Lacrosse (10-7)
The Mules pulled off a storybook season with plenty of high drama with the team’s prodigious individual talent always at the forefront. Five Mules were honored on the All-Centennial Conference team, two more than the previous school record. That group of stars left a litany of records in its wake. Lacrosse player Stephanie Umbach ’15 was named Muhlenberg’s outstanding athlete.

Field Hockey (8-10)
The Mules looked destined for disappointment after a four-game September swoon dropped them to 2-6, but then won six of its next seven. Three shutouts earned junior goalie Sierra Lenker CC Player of the Week honors for the first time. Kayleigh Thies ’15 was named to the All-America third team by the National Field Hockey Coaches Association. Thies, a unanimous selection to the All-CC first team after finishing fifth in the conference with 30 points, became the first player in program history to be named an NFHCA All-American.

Soccer (7-11-2)
A 1-0 victory at Franklin & Marshall in October 2013 gave head coach Leslie Benintend the 200th victory of her career, making her the third female coach in school history to reach that plateau. The monumental moment was especially meaningful for co-captains Amanda Wong ’14, CJ Graeter ’14, Susan Galgano ’14 and Stephanie Tramutola ’14 – all of whom pointed to it as their best soccer memory at Muhlenberg.

Cross Country, Track and Field
Nicki Cronin ’14 qualified for the NCAA Division III Championships after earning all-region honors in cross country for the third straight year.
“A team to watch closely.”
— Sporting News

Muhlenberg finished its 2013 season 8-3, scoring 34.3 points per game and averaging more than 400 yards for the second straight season. The Mules placed second in the CC and clinched the program’s 10th postseason appearance in the last 14 seasons. Eleven players were named to the All-CC team, all of whom will be back in 2014. The Mules’ success has led to a top 20 preseason ranking (#18) for 2014 by two national magazines - Sporting News and Lindy’s Sports. It’s the team’s first preseason ranking since 2008.
PERSISTENCE PAYS OFF

The 2013-2014 year was a major step up for Muhlenberg athletics in the Centennial Conference (CC). The Mules achieved a consistent level of success that few CC programs can match. They set a school record with 18 postseason qualifiers (out of 21). Muhlenberg's effort places it in rarified air. The Mules' 18 playoff teams tied for the conference lead with Franklin & Marshall. Since 2001-2002, only one CC school – Gettysburg – has sent more than 18 teams to postseason. Muhlenberg is the only CC school to improve playoff participation each of the last two years.

All-American Mule

Business major Michael Long '15 underscores the meaning attached to the Mule mascot. As a junior tight end, Long was named to the D3football.com All-America third team. Long enters his senior year with 75 career catches, 11 short of the school record for tight ends. Good news for Mule fans – he'll be back.

In 2013, Long caught 47 passes – the second-most ever by a Mule tight end – for 525 yards and four touchdowns. He was the second-leading receiver and a blocking tight end.

Also named to the All-Centennial Conference, All-South Region and All-ECAC South first teams, Long ranked eighth among Division III tight ends in receptions, and he set a CC record for tight ends with 11 catches in a 27-7 win at Juniata College. His catches were important, too: Of Long's 47 receptions, 32 went for first downs, including 13 on third down and one on fourth down.

Long contributed to special teams a lot. He returned a blocked field goal for a touchdown against McDaniel College and blocked a field goal against Moravian College.

Mulestones

Football (8-3)
In 11 of the past 15 years, a Mule has been named to a postseason All-America team and this year's slot was clinched by junior tight end Michael Long '15 – making him the first junior offensive player to win this honor since 1999.

Basketball (16-10)
Malique Killing '15 guard broke his 2013 record for the most points scored in a season (542). He also was named to the D3hoops.com All-Mid-Atlantic second team and the All-CC second team for the third straight year.

Soccer (10-8-1)
Three members of the Muhlenberg men's soccer team received All-Centennial Conference recognition. Bryan Attanasio '15 and Lance Dotman'15 were named to the second team, while Jonathan Schauer '14 took home honorable mention.

Baseball (17-20-1)
John Scuderi '14 finished his career tied for seventh in team history with 107 runs scored and as the program's all-time leader with 403 assists. He ranked in the top 20 in hits (143), doubles (28), extra-base hits (40), total bases (200) and RBI (78) and was named All-Region (third team). Tyler Latrenta '14, a team co-captain, scored 10 runs and stole six bases in 22 games.

Tennis (3-10)
The team nabbed a Centennial Conference victory in its penultimate match, a 6-3 decision against Gettysburg College. Muhlenberg also defeated rival Moravian College. Junior Daniel Lakhman '15 finished 6-7 overall in dual matches at No. 1 singles and led the team with 10 combined wins on the year. For his efforts, Lakhman received honorable mention on the All-CC team, becoming the first Mule to earn all-conference honors since 2003.

Lacrosse (2-12)
Junior Jason Mertz'15 led the team in points (37) and assists (23), finishing three short of the school record for assists in a season. Senior co-captain Tom Glancy '14 finished with a team-best 20 goals, six more than his career total coming into the season. Glancy posted back-to-back hat tricks late in the season, one of them in an 11-8 victory over Haverford that granted the Mules their lone CC win.

Wrestling (1-13)
Freshman Jaryd Flank '17 turned in one of the best rookie campaigns by a Mule wrestler in the last decade. Flank finished with a record of 15-12 and four pins at 125 pounds, the most victories by a Muhlenberg freshman in eight years, and became the first in that class in seven years to capture a tournament title when he won gold at the Will Abele Invitational.

Cross Country, Track and Field
Tyler Bauer '15, already the owner of a school record in the javelin, became the second member of the Mule program to earn All-America status in more than one year. Before that, he captured gold at the CC Championships for the third straight season. Cody Geyer '15 proved his value in his first season on the team, earning a silver medal in the 60-meter dash indoors and placing fifth in the 100 outdoors. Brandon Tauber ‘16 and rookie Trevor Luck ‘17 each placed in the high jump at both conference meets, with Tauber winning a bronze indoors.

Golf
Mules posted two of their three best rounds of the year on the final two days of the Centennial Conference Championships, making up eight strokes in the last round to claim the title for the third consecutive year. Their best showing since 2011. The only school in the field to lower its score from the previous day in both the second and third rounds, Muhlenberg posted its best team total since that season.
How Do We Measure Spiritual Growth?

- For 2013, 1,622 candles burned at Advent Candlelight Carols services in Egner Chapel.
- 46 students on Taglit-Birthright Israel trips coordinated by Muhlenberg Hillel.
- 1,542 pancakes served at Pancake Palooza by Catholic Campus Ministries.
- 23 students comprised the Interfaith Leadership Council at Muhlenberg.

How do we rate religious life at Muhlenberg? Yes, we count numbers of students who attend formal religious services and other religious life gatherings. We know the statistics of how many Lutherans, Roman Catholics, Jews, Muslims, Hindus and those of other faith traditions are in our student body. We can count how many candles burned, students travelled, and pancakes flipped as part of our diverse ministries at Muhlenberg.

We believe a strong way to measure the success of a religious life program is not the number of students who participate – though this is important – but momentum: Are students feeling invited to participate and lead if they wish? The answer is yes. For example, Catholic students created a lovely study space and Bible study area in the Newman Center. The Gospel choir sang at area churches. First-year students in Protestant chapel services stepped forward as strong leaders. Jewish students revamped the Hillel student board to welcome even more students into leadership opportunities. The list goes on.

One helpful way of measuring if religious life at Muhlenberg is “working” or not is to intently listen to our students. We listen to the student board members of each of our respective religious groups. They help to shape the vision for the programs and services offered each year. We listen to students’ questions – including those deep, thoughtful questions without answers. We also listen to their reactions to programs.

The chaplain’s office and the Senior Year Experience program co-sponsor a series called “Living on Purpose.” Each of these monthly events features a faculty or staff member who talks about the winding path of his or her life, what matters to them, and what helps sustain them in their work. Many use religious or spiritual language as they talk about their work in environmental sustainability, neuroscience, history or College administration. We gather written feedback after the events, asking students what they learned. They report learning that “rugged individualism isn’t the only way” and other important life lessons.

Our Alternative Spring Break program provides students with opportunities for service and reflection as we continue partnerships with the St. Bernard Project in New Orleans and Habitat for Humanity in Statesville, N.C. In addition, the DiscipleMakers Christian Fellowship group served at a camp in Goshen, Va.

This July, we welcomed our new Jewish Chaplain/Hillel director, Rabbi Melissa Simon. Rabbi Simon brings a dynamic style of engaging students, parents and other constituents. She is eager to work with students to continue the great legacy of Muhlenberg Hillel and shape a vision for the future. Rabbi Simon joins Father John Krivak, our Roman Catholic chaplain, to round out our team of three chaplains. Together, we serve any in the College community who seek us out for pastoral care, religious services, or just a cup of coffee.

Chaplains around the country wonder how to best measure religious life on our campuses. In addition to counting the number of students participating in our religious services or programs, we ask questions such as: Are our students given opportunities to explore their religious or spiritual traditions deeply? Are they given opportunities to learn about the beliefs and traditions of others? At Muhlenberg, we can confidently answer “yes!” to both questions. Students are invited to Protestant chapel services, Shabbat services at Hillel and Roman Catholic mass. They are invited to the Muslim prayer room for daily prayers and to celebrate the Hindu festival of Holi each spring.

As a college of the Evangelical Lutheran Church in America (ELCA), we welcome students of all religious traditions. Our Lutheran roots support our active interfaith engagement at Muhlenberg, providing students with opportunities to learn from each other even as they practice their own traditions.

How do you measure if all of this is working? Maybe by the buzz in the room at an Interfaith Council meeting when I ask them, “What did you learn from someone of another faith tradition this year?” Maybe it’s the number of deep spiritual questions students ask their chaplains and each other. While we take assessment seriously, we also know that much of our work will go unmeasured. Faith, religious beliefs and prayers ultimately transcend surveys and statistics. So we continue lighting candles, offering travel experiences and flipping pancakes, entrusting the transformation to God.

The Rev. Callista Isabelle is the College chaplain.
Measuring PR Beyond Facebook Likes

In the old days, it was fairly simple to evaluate the effectiveness of a college’s public relations efforts. You simply counted up the column inches in various target publications. If you wanted to know the value of that publicity, you counted the column inches and multiplied it by the cost of advertising in that particular publication.

Times have changed. Most college students do not have newspaper subscriptions and certainly don’t read a newspaper on a regular basis. Many undergraduate news junkies have never even read a printed newspaper. They get their news from Jon Stewart, cable television or on-line.

So how can a college measure the effectiveness of its public relations and marketing efforts? Is it the number of Facebook “likes?” Is it web citations? Is it media mentions?

It’s actually a conglomeration of everything – print citations, blog mentions, media and web analytics as well as a presence in the social media world. Yet, the quality of engagement in the social media world is far more important than the quantity of likes. You might receive 100 likes on a Facebook post or a YouTube video, but only three or four people will take important follow-up action to that individual message.

The bottom line is, all of these efforts must support and enhance our admission and development efforts. It is much more about the quality of media placements or social media posts and the quality of the engagement, rather than the number of citations. Posting 10 items a day to Facebook may help your “counts,” but may do little to reinforce the College’s message or mission. It always comes back to M&Ms: mission and messages. Target audiences matter.

Political science professor Dr. Chris Borick, who directs Muhlenberg College’s Polling Institute, will be quoted more than 300 times in news outlets across the country in a calendar year. Those citations are wonderful and reinforce the message that we have top-notch faculty who are expert resources on current issues. Yet, how do those citations stack up against one opinion piece by President Helm in The Philadelphia Inquirer or a Morning Call op-ed about an important social issue by a faculty member? What about a story on an interesting student/faculty research project? All are important, because they reinforce the College’s three most important marketing messages – positive outcomes, passionate teaching/interactive learning and a caring environment. Our media efforts help us reach critical target markets – prospective students and their parents, alumni and potential individual or corporate donors – in various geographic regions.

Our geographic targets are expanding as well. Decades ago, we could focus our media efforts on New York, New Jersey and Pennsylvania. California is now one of the College’s fastest growing states for admission. We have evolved into a national college, competing for visibility across the country.

As a college, we track our media citations against our benchmark schools. Once per year, we also do a monthly tracking poll, comparing our Morning Call “hits” against the other nine higher education institutions in the Lehigh Valley. I am pleased to say that of the last 22 tracking periods, Muhlenberg has won 12 of them and finished second seven times.

We use several on-line tools to track the success of our web content, our articles and videos. Everything from Google Analytics to proprietary software to focus groups. We have a cohesive strategy across multiple platforms – print, web and social media – to take advantage of a multi-tiered approach to reach current and prospective students, parents and alumni. This strategy was developed and is monitored regularly by a web committee that includes managers from across the campus.

In addition to managing our messages in the media, we want to maximize the impact and value of Muhlenberg magazine. We survey readers to determine what they like or don’t like about the publication, and solicit story ideas. For the College’s website, we often do focus groups to find out what is working and where we need to improve. We redesigned the website several years ago and received input from across campus and from many of our alumni and parents. Each year, we get additional feedback and make changes to keep our content fresh and relevant.

As the vice president for public relations, I also oversee the college radio station WMUH, the ’Berg Bookshop, the sports information office and the theatre and dance marketing efforts. We apply the same principles of evaluation. Are we providing our constituencies (parents, students, prospective students, alumni, friends, faculty and staff) with a positive experience? Are we meeting their needs?

Michael S. Bruckner is vice president of public relations.
When it comes to the liberal arts, Muhlenberg’s “rating” by alumni and parents has been steadfast: the value of the education that the College offers is immeasurable and serves as a durable foundation for a multitude of career pursuits. In order to support the efforts of our faculty and staff in providing a liberal arts education for the 21st century, the office of development and alumni relations must remain equally steadfast in our own efforts to inspire philanthropy at Muhlenberg.

Our “raters” – alumni, parents, students, faculty, staff and friends – let us know how we measure up by the level and consistency of their involvement and financial support. I am pleased to report that this year’s rating has been at an all-time high as demonstrated by the number of records broken in Fund Year 2013-2014. This year, several new initiatives were launched successfully, and ongoing traditions were improved upon. What follows is the annual accounting of our accomplishments – but they belong to you as well. We simply could not continue to provide the first-rate Muhlenberg experience without your contributions as donors and volunteers. Thank you so much for your continued support in so many ways:

- At the close of Fund Year 2013-2014, thanks to the Muhlenberg Match Challenges, the College saw a 66 percent increase in gifts to endowed funds. A total of $4,871,702 has been committed to endow scholarships and other educational enrichment funds, utilizing more than $3.3 million of the $11 million available in matching funds.
- Gifts from alumni, parents and friends to The Muhlenberg Fund reached an all-time high of $2,127,739. The Muhlenberg Fund supports all departments and programs on campus.
- The College received a $1 million gift to endow The Stanley Road Endowed Chair in Neuroscience as part of the Muhlenberg Match Program. Dr. Jeremy Teissere, associate professor of biology and neuroscience and director of the neuroscience program (pictured below), was selected for this inaugural award.
- #MuleMentum, Muhlenberg’s Day of Giving, surpassed the goal of 910 donors on 11/12/13 by 57 percent. Altogether 1,430 donors made gifts totaling $212,616.98. In addition, the #MuleMentum campaign created the most activity Muhlenberg’s Alumni Facebook page and Twitter handle have ever seen in a single day, and earned our second highest YouTube viewerhip ever.
- Leadership donors in our Henry Melchior Muhlenberg Society (HMMS) contributed more than $6.0 million to the College, with over $1.6 million designated to The Muhlenberg Fund.
- Once again, Muhlenberg parents demonstrated outstanding support by making gifts totaling $1,568,434 – an increase of over $500,000 from the previous year.
- The Class of 2014 “Robbed the Riches” and set another record with 60 percent of the class making a gift to the College, earning an additional $10,000 each from Chairman of the Board Rich Crist ’77, P’05, P’09 and Past Chairman Rich Brueckner ’71, P’04, P’10.
- The 2013-2014 Faculty and Staff Campaign achieved 67 percent participation, another record, and raised over $96,000.
- The Andrew W. Mellon Foundation awarded Muhlenberg a $428,000 three-year grant to support development of the new human diversity and global education requirements of the new curriculum.
- Track and field and cross country won the College’s second Mule Madness participation challenge with a 93 percent giving participation rate (www.muhlenberg.edu/mulemadness). Altogether 642 current and former athletes and parents made gifts to the College as a part of this competition during the month of March. Additionally, 13 teams – up from three last year – reached 100 percent participation among senior athletes and the head coach.
- Reunion/Homecoming Weekend 2013 brought a record-breaking 1,350 alumni and their guests to campus – a 30 percent increase over 2012 attendance.
- More than 500 alumni in 33 locations around the globe celebrated at Muhlenberg’s THAW (Toast Heard Around the World) events in January.
- MuhlNet (www.muhlenbergconnect.com/MuhlNet), the College’s alumni/student career initiative, continues to grow with 871 members and 521 alumni and student connections.

Rebekkah L. Brown ’99 is the vice president for development and alumni relations.
### Development & Alumni Relations

#### Constituent Giving 2013-2014

- Alumni: 38%
- Parents: 26%
- Corporate, Foundation & Government: 13%
- Friends: 20%
- Estate: 5%
- Ecclesiastical: 1%
- Total: 100%

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#### Major Areas of Support 2013-2014

- Endowment: 36%
- The Muhlenberg Fund (current unrestricted): 26%
- Current Restricted: 7%
- Capital: 31%
- Total: 100%

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### Alumni Achievement Award Winners Fall 2013

- Paul Clymer ’59 Alumni Achievement in Social Sciences
- Donna Schultz Van Fleet ’68 Alumni Achievement in Business
- Alex Levin ’78 Alumni Achievement in Science
- Peter Rustico ’78 Alumni Achievement in Humanities
- Paul Silverman ’78 Alumni Service to the College
- Donna Bradley Tyson ’78 Alumni Achievement in Social Sciences
- Anthony Muir Service to the College by a Friend
- Jacy Good ’08 Outstanding Young Alumna Recognition
- Ramzy Burns ’14 & Ross Handler ’14 Future Alumni Leader Award Winners

### Volunteer Recognition Award Winners Spring 2014

Each year, the College honors individuals who make a significant impact on the life of the College through their volunteer work.

- **Reunion Year, Class of 1978, Non Reunion Year, Class of 1966**
  - Muhlenberg Fund Award for Largest Class Gift in Year 2013
- **Reunion Year, Class of 1968, Non Reunion Year, Class of 1959**
  - Muhlenberg Fund Award for Greatest Class Participation in Year 2013
- Lee Kreidler ’59 W. Chester Hill ’20 Award for Leadership by a Class Fund Chair
- Reunion Chairs: Jennifer (Epting) Dary ’03 & Dana Iannuzzi ’03
  - Class Fund Chair: Laura Garland ’03
  - Reunion 2013 Volunteer Award
- Matthew Menard ’04, President; Philadelphia Alumni Club Regional Club Award
- Lauren Anderson ’79 MuhlNet Volunteer Award
- Frank Caria ’01 The General Pete Award
- Catherine Schwartz ’11 Young Alumni Volunteer Award
- Joan Triano ’81 The Volunteer Leadership Service Award
CAREFUL MANAGEMENT OF RESOURCES

An organization with 750 employees and a $125 million annual budget doesn’t run itself. Muhlenberg has a long tradition of careful management — ensuring that resources are used wisely and that their impact is evaluated thoughtfully. Assessment of the College’s operations is constant, thorough and detailed, ranging from goal-setting and performance appraisals for every employee, to compliance with federal, state and local regulatory requirements, to annual external audits, to financial assessments by bond rating agencies such as Moody’s and Standard & Poor’s, to ratio analyses comparing our resource management with peer institutions and ranking the College’s overall financial health. Quantitative and qualitative assessment is in our institutional DNA, and we routinely compare ourselves to a set of benchmark institutions that are similar in mission, size and quality.

At the most granular level, every staff member, from housekeepers to the president, is evaluated every year, and, aside from necessary equity adjustments, all compensation is performance-based. Staff begins the process with self-evaluations, reporting on achievement of their previous year’s goals, then meet with supervisors to review feedback on their performance and agree on goals for the coming year. Faculty members’ performance is also reviewed annually by department chairs, the provost and the president.

But this is just one component of our culture of assessment. Plant operations has added a question at the end of the work order process asking for feedback on the work performed. This information is then used to improve future performance. For new buildings on campus, and some of our older buildings, too, we use a commissioning service that evaluates building systems to ensure they are operating as designed. Any deficiencies noted in the commissioning report are addressed. This process saves on utilities costs and ensures that faculty, staff and students can do their work safely and comfortably within the building envelope.

Muhlenberg’s office of information technology (OIT) measures or monitors a wide range of systems. Its help desk measures its rate of first contact closure (i.e. a customer’s issue is resolved by the first person contact) at greater than 80 percent.

The Muhlenberg network runs at a 99.93 percent uptime rate. To maintain this rate, more than 200 network connections are proactively monitored 7x24x365. It is one thing to learn from down time and improve your rate going forward; however, a better result to attempt is to prevent the down time in the first place.

OIT uses Google Analytics to measure the impact of changes to the College website. For example, a few years ago student and faculty landing pages were created. Now a good amount of the web traffic is landing on these pages first.

Covenants for the bonds issued by the College require an annual financial statement audit conducted by an independent third party certified public accounting firm that determines if the financial statements are fairly presented and are in conformity with U.S. generally accepted accounting principles. Other required or best practices:

- Our external accountants also report on internal controls related not only to the statements, but to compliance with laws, regulations, contracts and grant agreements.
- Audits also take place for federal grant awards and the College’s retirement plan.
- Every two years, system access controls, data security/physical security and disaster response measures are reviewed by the auditors.

It’s as important for the College to know that statements are accurate and internal controls in place are satisfactory as it is for constituents and bond holders. In addition, bond rating agencies Moody’s and Standard & Poor’s conduct an independent assessment of Muhlenberg’s managerial and financial strength and market viability almost annually. Although rating agencies have downgraded the outlook for the entire higher education sector in recent years, they have upheld Muhlenberg’s A1/A+ rating and even suggested the possibility of future upgrades.

We also receive annual reports comparing financial ratios to those of other colleges by region and by market sector. Those ratios consistently place Muhlenberg well within the zone of fiscal health and stability.

These are but a few of the ways in which we measure performance in the management and business operations of the College, but the bottom line is…the bottom line. Every year, for 59 consecutive years, we have balanced our budget. Many things change, but this is one tradition we intend to continue.

Kent Dyer P’07, P’10 is the chief business officer & treasurer for the College.
Liberal Arts @ Work: Muhlenberg College’s Summer Business Institute began at breakneck speed on June 15 and did not slow or skip a beat until the 28. The two-week pilot program introduced 31 students – majoring in theatre, political science, psychology, mathematics and neuroscience, among others – to the basic foundational concepts of business and the essential ideas and challenges of management.

Faculty, alumni, local executives and staff challenged students, including rising juniors, seniors and recent graduates, to consider questions of strategy, marketing, value creation, business ethics and corporate social responsibility. Corporate visits led students to explore the health care business of Olympus Corporation of the Americas; the role of PPL Corporation in community development; the essentials of personal financial management with Wells Fargo; and the values of the family-owned and led international guitar company, C.F. Martin & Co.

The business of entertainment was discussed at Allentown’s Cosmopolitan restaurant and Wave night club while marketing strategy and financial performance were topics of debate in between innings at the Lehigh Valley IronPigs, the AAA baseball affiliate of the Philadelphia Phillies.

City of Allentown Mayor Ed Pawlowski engaged students with questions on citizenship and economic development and the role of community activism for the public good. Woven throughout the program, students competed in a computer-based entrepreneurship simulation, learned about their personality traits, learning styles and communication skills while discussing the challenges and opportunities for Millennials as they enter society and the workplace as new or future college graduates.

At the end of an intensive and inspiring two weeks, stock was taken, bonds were formed, opportunities explained from a financial sense, and career preparation was grounded—because we do live in a consumer-driven marketplace. The distinctive brand of liberal arts education balanced with pre-professional instruction at Muhlenberg College was highlighted as an ideal medium of preparations for work and life.

Planning is underway for the second Liberal Arts @ Work program designed to empower and inspire in Summer 2015.

Venard Scott Koerwer, Ed.D., ’88, is special assistant to the president and executive director of the Summer Business Institute.
### Statement of Activities & Changes

#### As of June 30,

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change in Unrestricted Net Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and fees (includes The Wescoe School)</td>
<td>$96,345,422</td>
<td>$94,435,210</td>
<td>$91,337,214</td>
</tr>
<tr>
<td>Less: College-funded scholarships</td>
<td>(33,234,419)</td>
<td>(31,791,886)</td>
<td>(30,187,270)</td>
</tr>
<tr>
<td>Net tuition and fees</td>
<td>$63,111,003</td>
<td>$62,643,324</td>
<td>$61,149,944</td>
</tr>
<tr>
<td>Private gifts, bequests and grants</td>
<td>$2,261,961</td>
<td>$2,607,926</td>
<td>$2,848,294</td>
</tr>
<tr>
<td>Endowment and other investment income</td>
<td>$4,657,996</td>
<td>$4,575,177</td>
<td>$4,304,639</td>
</tr>
<tr>
<td>Endowment gains (losses) &amp; gains from spending policy</td>
<td>$6,361,243</td>
<td>$2,385,454</td>
<td>($3,705,433)</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>$21,392,170</td>
<td>$20,805,095</td>
<td>$20,263,917</td>
</tr>
<tr>
<td>Other sources and swap market value adjustment</td>
<td>$5,074,800</td>
<td>$8,980,170</td>
<td>($4,987,880)</td>
</tr>
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<td>$5,074,800</td>
<td>$8,980,170</td>
<td>($4,987,880)</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$106,815,129</td>
<td>$107,102,360</td>
<td>$84,859,777</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction and research</td>
<td>$40,131,445</td>
<td>$39,505,982</td>
<td>$37,824,804</td>
</tr>
<tr>
<td>The Wescoe School</td>
<td>$2,102,294</td>
<td>$2,057,616</td>
<td>$2,046,499</td>
</tr>
<tr>
<td>Library</td>
<td>$3,080,130</td>
<td>$3,103,576</td>
<td>$2,988,221</td>
</tr>
<tr>
<td>Student services</td>
<td>$9,869,270</td>
<td>$9,683,906</td>
<td>$8,988,221</td>
</tr>
<tr>
<td>General administration</td>
<td>$6,389,801</td>
<td>$5,745,334</td>
<td>$5,585,944</td>
</tr>
<tr>
<td>General institution and other expenses</td>
<td>$9,480,299</td>
<td>$9,528,284</td>
<td>$9,239,182</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$7,812,771</td>
<td>$8,273,867</td>
<td>$7,317,880</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>$11,750,176</td>
<td>$10,929,488</td>
<td>$12,853,065</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$90,616,186</td>
<td>$89,252,053</td>
<td>$86,693,390</td>
</tr>
<tr>
<td><strong>Increase (Decrease) in Unrestricted Net Assets</strong></td>
<td>$16,198,943</td>
<td>$17,850,307</td>
<td>($1,833,613)</td>
</tr>
<tr>
<td><strong>Change in Temporarily Restricted Net Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private gifts, bequests and grants</td>
<td>$2,489,458</td>
<td>$1,396,082</td>
<td>$2,449,268</td>
</tr>
<tr>
<td>Endowment income</td>
<td>$2,013,471</td>
<td>$1,916,761</td>
<td>$1,793,353</td>
</tr>
<tr>
<td>Endowment gains (losses)</td>
<td>$16,362,086</td>
<td>$5,370,562</td>
<td>($3,673,328)</td>
</tr>
<tr>
<td>Other sources</td>
<td>$305,151</td>
<td>$666,607</td>
<td>$439,575</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>($3,953,645)</td>
<td>($5,102,904)</td>
<td>($4,983,985)</td>
</tr>
<tr>
<td><strong>Increase (Decrease) in Temporarily Restricted Net Assets</strong></td>
<td>$17,216,521</td>
<td>$4,247,108</td>
<td>($3,975,117)</td>
</tr>
<tr>
<td><strong>Change in Permanently Restricted Net Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private gifts, bequest and grants</td>
<td>$3,343,407</td>
<td>$1,840,044</td>
<td>$2,848,906</td>
</tr>
<tr>
<td>Endowment income</td>
<td>$108,240</td>
<td>$158,404</td>
<td>$162,066</td>
</tr>
<tr>
<td>Net change in beneficial interest in perpetual trusts</td>
<td>$584,133</td>
<td>$584,285</td>
<td>($451,535)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>($2,311)</td>
<td>($2,311)</td>
<td>($2,311)</td>
</tr>
<tr>
<td><strong>Increase in Permanently Restricted Net Assets</strong></td>
<td>$4,033,469</td>
<td>$2,580,422</td>
<td>$2,557,126</td>
</tr>
<tr>
<td><strong>Increase (Decrease) in Net Assets</strong></td>
<td>$37,448,933</td>
<td>$24,677,837</td>
<td>($3,251,604)</td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of year</td>
<td>$350,551,189</td>
<td>$325,873,352</td>
<td>$329,124,956</td>
</tr>
<tr>
<td>End of year</td>
<td>$388,000,122</td>
<td>$350,551,189</td>
<td>$325,873,352</td>
</tr>
</tbody>
</table>

#### Endowment Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Value (in USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>88,235,757</td>
</tr>
<tr>
<td>2014</td>
<td>247,720,813</td>
</tr>
</tbody>
</table>

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The image contains a table summarizing the revenues, expenses, and changes in net assets for a given period. The table details revenues from various sources such as tuition, fees, and other sources, and expenses related to instruction, research, and other institutional activities. The changes in unrestricted, temporarily restricted, and permanently restricted net assets are also provided, along with the beginning and end of year net asset amounts.
Mission

Muhlenberg College aims to develop independent critical thinkers who are intellectually agile, characterized by a zest for reasoned and civil debate, committed to understanding the diversity of the human experience, able to express ideas with clarity and grace, committed to life-long learning, equipped with ethical and civic values, and prepared for lives of leadership and service. The College is committed to providing an intellectually rigorous undergraduate education within the context of a supportive, diverse residential community. Our curriculum integrates the traditional liberal arts with selected pre-professional studies. Our faculty is passionate about teaching, values close relationships with students, and is committed to the pedagogical and intellectual importance of research. All members of our community are committed to educating the whole person through experiences within and beyond the classroom. Honoring its historical heritage from the Lutheran Church and its continuing connection with the Evangelical Lutheran Church in America, Muhlenberg encourages, welcomes and celebrates a variety of faith traditions and spiritual perspectives.

Ratings Quiz

Match the correct number in the photo (left) with the corresponding college fact. Answers below.

a. ______ Percent of seniors reporting that their Muhlenberg education contributed very much to their ability to think critically and analytically.

b. ______ Expected national media citations in 2014 by political scientist and Muhlenberg professor Dr. Christopher Borick.

c. ______ Percent of students surveyed who praise the quality of care at the college health center and would use it again.

d. ______ The number of alumni who have made contributions to their alma mater for five or more consecutive years.

e. ______ The number of consecutive years Muhlenberg has ended the year with a balanced budget.

f. ______ Percentage of graduates employed or in graduate school full-time one year after graduation.

g. ______ Percentage of multicultural students in the incoming 2013 class.

h. ______ Muhlenberg’s national ranking as a liberal arts college good for veterans.

i. ______ Religious and spiritual traditions celebrated by the current study body.

Balance Sheet

As of June 30,

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$3,953,892</td>
<td>$20,859,700</td>
<td>$20,400,840</td>
</tr>
<tr>
<td>Short-term investments</td>
<td>17,461,176</td>
<td>32,896,794</td>
<td>36,041,175</td>
</tr>
<tr>
<td>Contributions receivable – current</td>
<td>821,586</td>
<td>919,891</td>
<td>1,281,221</td>
</tr>
<tr>
<td>Accounts receivable and other current assets</td>
<td>3,975,690</td>
<td>2,412,529</td>
<td>2,069,998</td>
</tr>
<tr>
<td>Long-term investments</td>
<td>269,218,726</td>
<td>210,657,260</td>
<td>183,735,224</td>
</tr>
<tr>
<td>Contributions receivable</td>
<td>4,648,507</td>
<td>3,857,774</td>
<td>4,980,690</td>
</tr>
<tr>
<td>Land, buildings and equipment – net</td>
<td>175,017,770</td>
<td>170,557,731</td>
<td>169,282,756</td>
</tr>
<tr>
<td>Beneficial interest in perpetual trusts</td>
<td>9,465,794</td>
<td>8,881,661</td>
<td>8,297,376</td>
</tr>
<tr>
<td>Funds held by trustee and other assets</td>
<td>4,283,373</td>
<td>4,112,461</td>
<td>7,945,960</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>488,846,514</strong></td>
<td><strong>455,135,801</strong></td>
<td><strong>434,035,240</strong></td>
</tr>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>9,051,511</td>
<td>10,704,985</td>
<td>8,089,538</td>
</tr>
<tr>
<td>Deferred income and student credit balances</td>
<td>4,975,945</td>
<td>4,422,036</td>
<td>3,947,435</td>
</tr>
<tr>
<td>Bonds payable</td>
<td>69,590,000</td>
<td>71,080,000</td>
<td>72,510,000</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>17,228,936</td>
<td>18,377,591</td>
<td>23,614,915</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>100,846,392</strong></td>
<td><strong>104,584,612</strong></td>
<td><strong>108,161,888</strong></td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>251,607,497</td>
<td>235,408,554</td>
<td>217,558,247</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>63,617,374</td>
<td>46,400,853</td>
<td>42,153,745</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>72,775,251</td>
<td>68,741,782</td>
<td>66,161,360</td>
</tr>
<tr>
<td><strong>Total Net Assets</strong></td>
<td><strong>388,000,122</strong></td>
<td><strong>350,551,189</strong></td>
<td><strong>325,873,352</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td><strong>$488,846,514</strong></td>
<td><strong>$455,135,801</strong></td>
<td><strong>$434,035,240</strong></td>
</tr>
</tbody>
</table>