Pine Manor College is a four-year liberal arts college dedicated to preparing women for roles of inclusive leadership and social responsibility in their workplaces, families and communities. We pursue this goal through: integration of an outcomes-based curriculum and co-curriculum demonstrated by portfolio presentations; active, collaborative, applied liberal arts learning; and collegewide mentoring teams and community partnerships – in an environment that celebrates diversity and respects the common good.
The latest generation of adults in the US may be the first since World War II, and possibly before that, not to attain higher levels of education than the previous generations. While white and Asian American young people are outpacing previous generations, the gaps for other minority groups are large enough that the current generation is, on average, heading toward being less educated than its predecessor."

From: Falling Behind, Inside Higher Ed, October 9, 2008

While Access, especially to private higher education, is and will remain a concern, Success is an even bigger social problem.

"America’s competitive advantage in the global economy depends upon increasing rates of bachelor’s degree attainment.”

"Because bachelor’s degree attainment is essential to America’s economic future, narrowing income-related gaps in degree attainment is of critical importance.”

"Four year college enrollment and completion rates by family income are likely to remain constant, at best, and bachelor’s degree losses are likely to increase.”


"A liberal arts degree topped off with a graduate or professional degree still brings the highest returns in earnings. So we need to be concerned about the fact that such education consistently goes to the students with the richest parents.”

From: College for All? Anthony P. Carnevale, Change magazine January/February 2008, The Carnegie Foundation for the Advancement of Teaching

"One of the most important contributors to the predicted decline in young educated work force is the persistence of several education performance gaps. For example, the number of African American adult degree holders went up 1.2% in the 1990s compared with a 4.7% increase for whites.”

From: New England 2020, a recent study sponsored by the Nellie Mae Foundation
Innovative Approaches to Access & Success

ONE-STOP ENROLLMENT SERVICES

In the summer of 2009, PMC designed and implemented the concept of a “one-stop” counter to handle all of the needs of students and their families relative to enrolling and paying for their PMC education. The offices of Bursar, Registrar, Financial Aid, Student Financial Resources Ombudsperson, and Admission were brought together on the 2nd floor of the Ferry Administration Building under the management of Veronica Rosario ’04, Assistant Director of Enrollment Services. This newly invented role brings centralization and coordination to an experience that for some students can be overwhelming to the point of abandoning their pursuit of a college degree.

“As the person responsible for the collection and management of Enrollment data, I can quickly identify incomplete applications and orchestrate appointments to make the enrollment process move forward smoothly in a single visit. As a PMC alumna and Admissions counselor, I understand the many facets of college enrollment and recognize the importance of a positive enrollment experience for our new students and for retention.”

– Veronica Rosario ’04, Assistant Director of Enrollment Services

FINANCIAL COUNSELING

PMC created the unique position of Student Financial Resources Ombudsperson (SFRO) to interface with students and their families and to help them understand and plan for the responsibility of financing a college education. Many PMC students are the first in their families to attend college. The learning curve of loans, grants and scholarships can be steep. The SFRO is available for one-on-one counseling to assist with the process of managing debt, negotiating financial aid issues, and encouraging financial literacy and personal solvency.

“I define my role as proactive. From before acceptance to PMC to after graduation, I engage students and their parents in a financial literacy process. I get to know their circumstances so that I can help them understand options. I take the time to help them become knowledgeable about student debt, fluent in financial terms, and aware of the details of their obligation. Together we work to interpret the financial aid package and billing invoice so that the student will succeed in repaying.”

– Sophia Henderson, Assistant Dean for Student Recruitment & Retention

ADVISING, OUTREACH & SUPPORT

Recognizing the strong connection between student success and effective academic advising, PMC recently created the position of Assistant Dean for Advising, Outreach & Student Support. This newly defined and constantly evolving role provides intensive and holistic support to students with needs through individual work with academic advisees, creative and early intervention for students struggling academically or emotionally, the development of action plans to address problems, and building authentic relationships among faculty, staff and students that offer a network of support on campus.

“My role as academic advisor, counselor and teacher has made me realize what a huge impact relationships can have on a student’s engagement in the community and level of curricular and co-curricular success. Having adult mentors in the college community whom students perceive as truly caring about their success can make all the difference...”

– Melissa Yoffe, Assistant Dean for Advising, Outreach & Student Support
Pine Manor College

A decade-long higher education leader in Access and Success.

- Making the benefits of private higher education affordable.
- Developing new ways of raising the bar: engaging, challenging, supporting, and transforming the next generation of inclusive leaders in America.

Ranked the most diverse liberal arts college according to U.S. News & World Report America’s Best Colleges 2010

Ranked #1 in predicted vs. actual graduation rates, #5 overall in social mobility by Washington Monthly

“Those who are not equipped with the knowledge and skills necessary to get and keep good jobs are denied full social inclusion and tend to drop out of the mainstream culture, policy and economy ... So if secondary and post-secondary educators cannot fulfill their mission to help expand the economy and help young people and adults become successful workers, they will fail as well in their cultural and political missions to create good neighbors and good citizens.”

Anthony Carnevale, Director of the Global Institute on Education and the Economy at Georgetown University

“The latest generation of adults in the United States may be the first since World War II, and possibly before that, not to attain higher levels of education than the previous generation. While white and Asian-American young people are outpacing previous generations, the gaps for other minority groups are large enough that the current generation is, on average, heading toward being less educated than its predecessor.”

www.insidehighered.com, October 2, 2008; Data from “Minorities in Higher Education 2008” by the American Council on Education

“America’s competitive advantage in the global economy depends upon increasing rates of bachelor’s degree attainment.”

Graduation Rates for Boston Public School Graduates of the Class of 2000 Initially Enrolled in College through Fall 2001 and Graduated by Spring 2007 — Selected 4-year and 2-year Colleges and Universities in Massachusetts*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Initially Enrolled</th>
<th>Graduation Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard University</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Boston College</td>
<td>35</td>
<td>91.4</td>
</tr>
<tr>
<td>Bay State College</td>
<td>16</td>
<td>87.5</td>
</tr>
<tr>
<td>Bentley University</td>
<td>26</td>
<td>84.6</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>80</td>
<td>82.5</td>
</tr>
<tr>
<td>Boston University</td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>Pine Manor College</td>
<td>31</td>
<td>67.7</td>
</tr>
<tr>
<td>Suffolk University</td>
<td>29</td>
<td>65.5</td>
</tr>
<tr>
<td>UMass Amherst</td>
<td>68</td>
<td>64.7</td>
</tr>
<tr>
<td>Lasell College</td>
<td>18</td>
<td>61.1</td>
</tr>
<tr>
<td>Framingham State</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Regis College</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td>UMass Dartmouth</td>
<td>32</td>
<td>46.9</td>
</tr>
<tr>
<td>Fisher College</td>
<td>30</td>
<td>46.7</td>
</tr>
<tr>
<td>Wentworth</td>
<td>41</td>
<td>43.9</td>
</tr>
<tr>
<td>Ben Franklin Institute</td>
<td>34</td>
<td>38.2</td>
</tr>
<tr>
<td>Massasoit CC</td>
<td>21</td>
<td>28.6</td>
</tr>
<tr>
<td>Mass Bay CC</td>
<td>103</td>
<td>24.3</td>
</tr>
<tr>
<td>UMass Boston</td>
<td>150</td>
<td>20.7</td>
</tr>
<tr>
<td>Quincy College</td>
<td>62</td>
<td>19.4</td>
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<tr>
<td>Mount Ida College</td>
<td>16</td>
<td>18.8</td>
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<tr>
<td>Salem State</td>
<td>17</td>
<td>17.6</td>
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<tr>
<td>North Shore CC</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Bunker Hill CC</td>
<td>155</td>
<td>14.2</td>
</tr>
<tr>
<td>Bridgewater State</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Roxbury CC</td>
<td>101</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Pine Manor Has the Lowest Tuition of Any Independent 4-year Liberal Arts College in Massachusetts

<table>
<thead>
<tr>
<th>College</th>
<th>Tuition 2010 – 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newbury</td>
<td>$24,000</td>
</tr>
<tr>
<td>Lasell</td>
<td>$25,000</td>
</tr>
<tr>
<td>Suffolk</td>
<td>$28,414</td>
</tr>
<tr>
<td>Curry</td>
<td>$29,300</td>
</tr>
<tr>
<td>Regis</td>
<td>$30,300</td>
</tr>
<tr>
<td>Emmanuel</td>
<td>$30,600</td>
</tr>
<tr>
<td>Simmons</td>
<td>$31,280</td>
</tr>
<tr>
<td>Northeastern</td>
<td>$36,380</td>
</tr>
<tr>
<td>Boston University</td>
<td>$39,314</td>
</tr>
<tr>
<td>Boston College</td>
<td>$39,800</td>
</tr>
</tbody>
</table>

PMC = SUCCESS + AFFORDABILITY

### 2009 Liberal Arts College Rankings for Social Mobility

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>SOCIAL MOBILITY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rank</strong></td>
<td><strong>INSTITUTION</strong></td>
<td><strong>Students Receiving Pell Grants</strong></td>
<td><strong>Predicted Grad Rate</strong></td>
</tr>
<tr>
<td>1 PINE MANOR COLLEGE (MA)</td>
<td></td>
<td>65%</td>
<td>25%</td>
</tr>
<tr>
<td>2 Spelman College (GA)</td>
<td>39%</td>
<td>55%</td>
<td>78%</td>
</tr>
<tr>
<td>3 Westminster College (PA)</td>
<td>22%</td>
<td>56%</td>
<td>76%</td>
</tr>
<tr>
<td>4 Berea College (KY)</td>
<td>80%</td>
<td>43%</td>
<td>63%</td>
</tr>
<tr>
<td>5 Dillard University (LA)</td>
<td>73%</td>
<td>29%</td>
<td>48%</td>
</tr>
<tr>
<td>6 Clarke College (IA)</td>
<td>36%</td>
<td>54%</td>
<td>71%</td>
</tr>
<tr>
<td>7 Siena College (NY)</td>
<td>18%</td>
<td>64%</td>
<td>80%</td>
</tr>
<tr>
<td>8 Susquehanna University (PA)</td>
<td>16%</td>
<td>66%</td>
<td>82%</td>
</tr>
<tr>
<td>9 Albertus Magnus College (CT)</td>
<td>36%</td>
<td>42%</td>
<td>57%</td>
</tr>
<tr>
<td>10 Eastern Mennonite Univ. (VA)</td>
<td>32%</td>
<td>56%</td>
<td>70%</td>
</tr>
<tr>
<td>11 American Jewish University (CA)</td>
<td>26%</td>
<td>61%</td>
<td>75%</td>
</tr>
<tr>
<td>12 Lycoming College (PA)</td>
<td>24%</td>
<td>56%</td>
<td>70%</td>
</tr>
<tr>
<td>13 St. Michael's College (VT)</td>
<td>15%</td>
<td>67%</td>
<td>80%</td>
</tr>
<tr>
<td>14 Stonehill College (MA)</td>
<td>10%</td>
<td>72%</td>
<td>85%</td>
</tr>
<tr>
<td>15 College of St. Benedict (MN)</td>
<td>16%</td>
<td>69%</td>
<td>82%</td>
</tr>
<tr>
<td>16 Atlantic Union College (MA)</td>
<td>42%</td>
<td>31%</td>
<td>44%</td>
</tr>
<tr>
<td>17 Smith College (MA)</td>
<td>26%</td>
<td>74%</td>
<td>86%</td>
</tr>
<tr>
<td>18 College of the Holy Cross (MA)</td>
<td>12%</td>
<td>80%</td>
<td>92%</td>
</tr>
<tr>
<td>19 Millikin University (IL)</td>
<td>30%</td>
<td>56%</td>
<td>67%</td>
</tr>
<tr>
<td>20 Moravian College (PA)</td>
<td>17%</td>
<td>64%</td>
<td>75%</td>
</tr>
</tbody>
</table>

### U.S. News & World Report

AMERICA’S BEST COLLEGES – 2010

**Ethnic Diversity – Liberal Arts Colleges**

<table>
<thead>
<tr>
<th>RANK</th>
<th>INSTITUTION</th>
<th>Student Diversity Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PINE MANOR COLLEGE (MA)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SUNY College — Old Westbury</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bloomfield College (NJ)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Wellesley College (MA)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Swarthmore College (PA)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Whittier College (CA)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>University of Hawaii — Hilo</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>California State University — Monterey Bay</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Occidental College (CA)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Albertus Magnus College (CT)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Colorado State University — Pueblo</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Pomona College (CA)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Wesleyan College (GA)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Amherst College (MA)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Williams College (MA)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Claremont McKenna College (CA)</td>
<td></td>
</tr>
</tbody>
</table>

Note: This methodology was created by Philip Meyer and Shawn McIntosh and published in 1992 in the International Journal of Public Opinion Research.
As a student at Pine Manor… I progressed in writing because of the many revision drafts I did to try and perfect my writing. I must say I really appreciated freshman year because I had the opportunity to take the college composition course. Many of the tools and skills I learned then, I still use now and will continue to use in my writing.

The process of critical thinking, especially on a controversial topic, has taught me to be more biased and understanding of others. Everyone is entitled to his or her own opinion but it is so hard to admit that when one’s own beliefs are held so closely.

I feel that the women at Pine Manor are used to listening to each other’s ideas and it shows while working with groups. I feel heard by women here and I do my best to listen to others.

Awareness of different cultures has definitely made me look at my own culture differently. Attending PMC has opened my eyes to the way that society looks at people according to gender, class, race, and ethnicity. I am now able to remove myself from certain opinions and views that were instilled in me and I am able to look at things from my own perspective and not be judged by what others think.

After a presentation, I make sure to look back on it and think about the things that I did well or what things I can improve on. This is still the most important part of the process for me because I need to improve my speech delivery skills.

The Mentoring Class brought me out of my shell. It felt really good when I mentored these young women. I never in a million years thought that I would have the opportunity to do any kind of mentoring. I was too busy looking for one myself, that I forgot that I could have an impact on another human being.

Attending PMC has made me realize that we can all be leaders and help lead our generation to SUCCESS.

No one informed me of the mental strain that would be involved in critically viewing a subject and then re-applying that knowledge to the next subject and so on and so forth. However, I quickly picked up the subtle pattern of learning, the pattern of theory, and that what I was learning was all interdependent, that the application of knowledge, the ability to connect one subject to another area of practice is a viable and an important aspect in the process of learning.

Living and studying in such a diverse environment has truly changed my life. I am exposed to so many different kinds of people that I wouldn’t have been exposed to if I hadn’t come to this college and I would have missed out on this great experience and life changing opportunity.

We can all be leaders and help lead our generation to success.

No one informed me of the mental strain that would be involved in critically viewing a subject and then re-applying that knowledge to the next subject and so on and so forth. However, I quickly picked up the subtle pattern of learning, the pattern of theory, and that what I was learning was all interdependent, that the application of knowledge, the ability to connect one subject to another area of practice is a viable and an important aspect in the process of learning.

Quantitative Reasoning is not about finding an answer, but gathering enough facts and knowledge to be able to come to a conclusion.

When working with others and dealing with many opinions, we have to find connections between what we see and what is obvious within the world.
What are they doing now?

Select PMC Graduates
2005-2009

• Massachusetts General Hospital, Anesthesia Technician
• Philips Lifeline, Personal Response Associate
• Brookline Police Department, Telecommunications/Dispatch
• Community Counseling of Bristol County, Case Manager
• Walgreens Pharmacy, Pharmacy Technician
• Dana-Farber Cancer Institute, Oncology Coordinator
• Cityscapes, Controller
• Wells Fargo, International Financial Trading Representative
• FMC Dialysis Center, Patient Care Technician
• State Street Corporation, Senior Fund Accountant
• Liberty Mutual, Senior Technical Assistant
• Boys and Girls Club, Teen Education Coordinator
• Newton Public Schools, Pre-Kindergarten Teacher
• City of Cambridge, Youth Program Director
• Herman and Herman, Accountant
• WGBH, Legal Department Office Coordinator
• Vanasse Hangen Brustlin, Inc., Environmental Planner
• Fidelity Investments, Fund Accounts Manager
• Boston Public Schools, Guidance Advisor
• Massachusetts Institute of Technology, Financial Aid Assistant
• Goldman Sachs Japan Holdings, Jr. Human Resources Generalist
• Hyaluron Contract Manufacturing, Microbiologist
• State of Connecticut, Court Monitor
• Television Jamaica, Producer
• The Vanguard Group, Client Relationship Associate
• EMC Corporation, Financial Analyst
• Massachusetts State House, Legislative Aide
• Empower Dalit Women of Nepal, Founder

Graduate Students at:
• Labouré College
• Suffolk University
• Boston University
• Simmons College
• Sotheby’s Institute of Art
• Northeastern University
• Columbia University
• Harvard University
• Massachusetts General Hospital Institute of Health Professionals
• Massachusetts College of Pharmacy
• Emerson College
• Lesley College
• Cambridge College
• Wheelock College
• Pennsylvania State University
• American University
• Clark University
• Rensselaer Polytechnic Institute
The Call for the Common Good: A Campus-wide Service initiative

by Whitney Retallic, Director, Center for Inclusive Leadership & Social Responsibility

Last spring the Pine Manor community took on an ambitious goal—to get 100% of its community members involved in some form of service within President Obama’s first 100 days in office. The initiative — “The Call for the Common Good: 100 Percent in 100 Days”— was inspired by the President’s appeal to the nation during his inauguration speech to come together to help each other and those in need. In light of the College’s mission to develop and foster inclusive leadership and social responsibility, the call seemed an excellent opportunity to mobilize the campus.

More than half of the PMC community either participated in a school-sponsored service activity or a non-PMC-sponsored service activity, through a church, community center, or public library. At the end of the 100 days, over 57% of students had participated in some form of service (over a third in multiple projects) and 36% of staff and faculty members reported involvement in service.

Fifty-five percent of students were involved in a service-learning course – a significant achievement as the College continues to increase its service-learning offerings. Service-learning courses benefit both the students and the community by explicitly connecting the learning outcomes of PMC’s course offerings to actual needs that can be addressed in our communities.

One of the service-learning courses that was offered for the first time this spring was an Alternative Spring Break that required students to spend their entire Spring Break helping others in need instead of relaxing, traveling, or working to earn money. (See following page for more details.)

Other service-learning courses offered this spring were in art history, biology, psychology and music, as well as interdisciplinary courses, including the Mission of Pine Manor, Mentoring, and a project-based course on environmental issues. The College plans to continue this service initiative on a regular basis and will strive for 100% participation by students, faculty, and staff in at least one service activity during each academic year.

In May the College was again designated by the Massachusetts Campus Compact as host campus for an AmeriCorps’ Volunteer in Service to America (VISTA). During the 2008–2009 academic year Tasia Cerezo (Spelman ’08) represented VISTA on campus, helping the College to increase its service opportunities and procedures. She will return for the 2009–2010 year, working primarily to increase PMC’s ability to offer service-learning opportunities and overseeing our 100% service initiative for the year.

A Week of Service in New Orleans
by Tasia Cerezo, AmeriCorps*VISTA Volunteer

During Spring Break Week [March 15 – 21], ten Pine Manor College students headed south to New Orleans to aid in the reconstruction of the region which is still suffering from the after-effects of the devastation in 2005 from hurricanes Katrina and Rita. They traded the beach towels and sandals of traditional spring breaks for work tools and boots to experience a spring break like never before.

Pine Manor’s Center for Inclusive Leadership & Social Responsibility (Cilsr) sponsored PMC’s first Alternative Spring Break, working with “Gulf Coast Volunteers for the Long Haul.” Collaboration and fundraising enabled ten students, two staff members, and one alumna to venture on a life-changing journey, spending what Cilsr Director Whitney Retallic called the “most amazing and inspiring week in New Orleans.”

Students were shocked to see there was still so much to be done. Reflecting after the trip, Samantha Cunningham ’09 commented, “You never knew what you were going to see going to the worksite, but the people always showed hope for a new life.” Hope was definitely present. Neighbors of the families whose homes the groups were working on would often come by just to say, “Hello.” They may not have known everyone by name but they knew why the students were there and went out of their way to make sure the volunteers knew how much the assistance was appreciated by the community.

Each morning the 50 group members arose by 7:30 am, packed a bag lunch, and headed for worksites in teams of 4-10 people. Participants gained new, valuable skills at their worksites. They tutored at local elementary schools still devastated by the hurricanes’ impact, gutted houses to their foundations, tiled and grooved floors, installed fiberglass insulation in buildings and spent a lot of time painting. At some worksites the group had the honor of working side-by-side with the home owner, Sheila Martinez ’11, one of those lucky few, said, “After seeing everything from the residents’ perspective, I have a new appreciation for life and everything I have.”

The group also enjoyed social and historical activities, visiting sites like Snug Harbor, a popular jazz club in New Orleans, to experience an energetic and moving performance by jazz singer and New Orleans resident Charmaine Neville. To make sure that they weren’t overwhelmed by their experiences and emotions, the students were required to participate in guided reflection activities in the middle and at the end of the work week.

The students were part of a semester course that examined the changes wrought by the hurricanes. Before the trip, they learned about the effects of Hurricane Katrina and gained an understanding of the social, cultural, and political context of the area before and after Katrina hit. After the trip, they processed and reflected upon their experiences and made a presentation to the Pine Manor community on Achievement Day.
Mission

To foster leadership that is inclusive of all people and styles and is directed toward a common good. Created in 1997, the Cilsr is a resource for the entire campus, serving to develop and support leadership development activities and to establish and maintain partnerships within the wider community.

Learning Through Service

For two years, Pine Manor has been selected as a host campus for a Massachusetts Campus Compact AmeriCorps*VISTA (Volunteer in Service to America), who works with our faculty, staff and students to offer service-learning opportunities and to build and strengthen community partnerships. The “Call for the Common Good” campaign seeks to get 100% PMC community participation in service during each academic year.

Taking Service on the Road

Facilitated by our VISTA, Pine Manor’s first Alternative Spring Break (ASB) in March 2009 sent ten students to New Orleans to rebuild houses and tutor children whose education was disrupted by Hurricane Katrina. The great success of the 2009 ASB ensures it will be a Pine Manor tradition.

Engaging Students in Ilsr

Ilsr concepts are integrated into the Pine Manor curriculum. All students are eligible to participate in the Ilsr Certificate Program, and a course devoted to ilsr theories emphasizing group service-learning projects will be offered every semester beginning in spring 2010.

Increasing College Access and Success

The Access/Success Institute, housed in the Cilsr, brings to light best practices in gaining access to and success in college for underrepresented populations by collaborating with K-12 school systems, college access organizations, public offices, and private colleges in the area. Each year, the Institute hosts a conference, two College Fairs, and multiple theme-based workshops.

Empowering High School Girls

Since 2005, the Center has provided free half-day leadership workshops for over 1000 high school girls throughout New England. During these workshops, girls develop inclusive leadership skills and generate action plans to create positive changes in their schools and communities.

Expanding Summer Youth Leadership Programs

The Cilsr now offers five weeks of programs for middle school girls each summer—three weeks for the Framingham (MA) Public Schools and two weeks for the Steps to Success program in Brookline (MA). Both programs, supported by 21st Century Community Learning Centers grants, result from years of successful partnership-building between PMC and schools and youth-serving community organizations. The Cilsr also offers Weekend Leadership Conferences for high school girls each summer.
Designed to help students reach their full potential as writers, the MFA in Creative Writing Program offers a demanding curriculum that balances the workshop experience with the study of literary craft, criticism, and theory.

**WHY LOW-RESIDENCY?**
Students are able to pursue a degree while balancing the demands of work and family, gathering on campus twice annually for 10-day residencies to attend workshops, classes, lectures, panel discussions, and readings. Following the residency, students are matched with a faculty mentor with whom they work during the intensive, six-month semester to follow.

**WHAT MAKES OUR PROGRAM DIFFERENT?**
Affordable tuition, one-to-one mentoring, and small class sizes.
A concentration in writing for children & young adults as well as in poetry, fiction, and creative nonfiction.
The option of working in more than one genre.
Applied internships in arts administration and community programming, pedagogy and literary studies, or publishing.
Among the most diverse faculty in the country, including writer-in-residence Dennis Lehane, consulting writer Jacqueline Woodson, Ray Gonzalez, An Na, Randall Kenan and Kathleen Aguero (professor of English at PMC).
Accomplished and well-known commencement speakers and special guests including Naomi Shihab Nye, Donald Hall, Walter Mosley, and Phillip Lopate.

**MFA STUDENT PUBLICATIONS & AWARDS**
Following the graduation of the MFA Program’s inaugural class in July of 2008, 28 percent of our graduates have published in literary journals and 6 percent have been selected for honorable mention in national literary competitions.
Among students, 24 percent have published in literary journals, 3 percent have secured book contracts for academic publications, and 9 percent have placed in national literary competitions.
ELI, an integral part of PMC, specializes in intensive courses for both men and women.

MISSION STATEMENT
The English Language Institute mission is to provide an opportunity for International Students to:
• Learn English for personal, academic and professional purposes
• Experience US culture and university life
• Foster and promote intercultural understanding
• Collaborate with the Pine Manor College community and integrate the values of inclusive leadership and social responsibility

ENROLLMENT
• ELI enrolls 500-600 students per year.
• ELI students come from many countries, including Argentina, Brazil, Colombia, Ecuador, Dominican Republic, Mexico, Venezuela, France, Italy, Spain, The Netherlands, Switzerland, Hungary, Turkey, Korea, Japan and Taiwan

INTERNATIONAL PARTNERSHIPS
• 500 worldwide agencies and representatives
• Musashino University, Japan
• Monterey Institute of Technology, Mexico
• Korea University, Seoul
• Instituto Educativo Ser, Argentina
• Tokyo Jogakkan College, Japan

COURSES
• University Preparation (UPP)
• Intensive English Program (IEP)
• Semi-Intensive English Program (SIEP)
• Professional Studies (English Program + Auditing PMC Courses)
• TOEFL Preparation

ACTIVITIES
• Community Service: Cradles to Crayons; Newton Food Pantry
• Cultural Excursions: Sturbridge Village, Cape Cod, Salem, MA, and New York City
• Experiential Learning Collaborations with PMC: Center for IIR Leadership Conference; Cross Cultural Psychology Course

PMC’s ENHANCED FIRST YEAR PROGRAM
Almost 15% of ELI students continue to the EFYP, which enables students to matriculate at PMC and continue their English courses for college credit.

WHAT ELI STUDENTS SAY
“We are really enjoying the class, ‘Business in a Changing World,’ and we especially like that we can meet and talk with students from the United States, which helps us to improve our English!”

– Jochem Jansen and Rutger De Vries, The Netherlands

“We have learned so much in our ‘Business Law’ and ‘American Government and Politics’ classes. In our countries we are studying business and law which is different from the US laws and systems, but the professors have been very clear in explaining everything that we now understand the US system and laws.”

– Maria Marquez, Venezuela, and Hazal Ozbek, Turkey
New in 2009-10, the Enhanced Foundation Program (EFP) is an innovative approach that provides domestic and international students whose first language is not English the opportunity to gain the skills they need to be successful in college while at the same time working toward their bachelor’s degree. The program reflects the College’s commitment to reaching out to underserved populations and to providing access and success in higher education.

Students entering the program are high school graduates who demonstrate strong academic ability but have scored below minimum admission requirements on the Test of English as a Foreign Language (TOEFL). The EFP offers these young women courses that integrate language skill training into college-level material, thus making it possible for them to build proficiency in English and progress toward their degree.

**COMPONENTS OF THE ENHANCED FOUNDATION PROGRAM:**

- Two intensive English courses (one focused on grammar and writing, the other on reading comprehension) in each of the first three semesters
- Writing labs to assess and improve written course work
- Tutoring services for individuals and groups
- Specialized language support for the first two years of college study
- Small class sizes
- Faculty trained to understand the challenges faced by non-native speakers in college courses.
ACADEMIC SUPPORT

The LRC is an academic support center open to all students. The services provided by the Learning Resource Center are free of charge. Staffed by full-time professionals, the LRC offers individual tutoring in:

- Mathematics
- Reading
- Science
- Study Skills
- Time Management
- Writing

In a relaxed and supportive environment, students are able to:

- Adjust to the demands of a college environment
- Fill gaps from prior learning
- Discover academic strengths
- Learn to take charge of their own learning

ENGLISH AS A SECOND LANGUAGE

The LRC tutors are familiar with and sensitive to the particular learning situation of non-native speakers of English and can provide support in mastering English as a second language.

STUDENTS WITH DISABILITIES

Pine Manor College is committed to providing reasonable academic accommodations to students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. A student meets with the Director of the Learning Resource Center to determine the accommodations appropriate for her disability. Tutors also provide guidance and academic skills assistance to students with disabilities.