

# UNIVERSITY OF MASSACHUSETTS

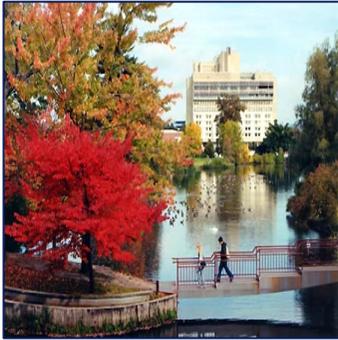
*Amherst • Boston • Dartmouth • Lowell • Worcester*



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## 2006 Report on Annual Indicators

### *University Performance Measurement System*



# **UNIVERSITY OF MASSACHUSETTS**

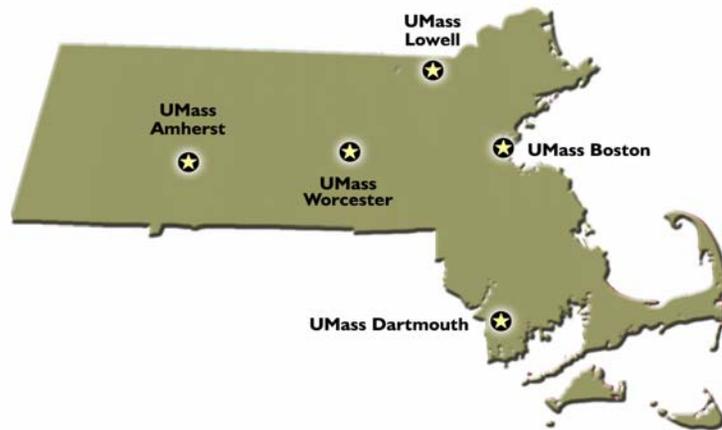
*Amherst • Boston • Dartmouth • Lowell • Worcester*

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## **2006 REPORT ON ANNUAL INDICATORS** **University Performance Measurement System**

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## THE 2006 REPORT ON ANNUAL INDICATORS

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The 2006 Report on Annual Indicators is the ninth annual report of the University of Massachusetts Performance Measurement System. This report provides Trustees, Legislators, and state-level policy makers with information by which they can assess the University as compared with similar institutions and its own performance in the past. Through this report and other aspects of performance measurement and assessment, the University seeks to be open and accountable to the constituencies it serves.

The Report on Annual Indicators includes measures that relate to five primary areas:

- *Academic Quality;*
- *Student Success and Satisfaction;*
- *Access and Affordability;*
- *Service to the Commonwealth; and*
- *Financial Health*

Encompassed within these 5 areas are 9 strategic priorities of the University. The strategic priorities are:

- *Improve student learning experience;*
- *Strengthen research and development;*
- *Renew faculty;*
- *Continue a focus on diversity and positive climate;*
- *Maintain and improve access and affordability;*
- *Develop leadership role in public service;*
- *Increase endowment*
- *Improve administrative and IT services; and*
- *Develop first-rate infrastructure*

Many indicators are common to all campuses, but several are unique and reflect the distinct missions of each of the campuses.

The report provides relevant longitudinal and comparative data to help the reader assess the information being provided. Each campus has an established peer group that

contains comparable as well as “aspirant” institutions. For the Amherst campus, the peer group consists of the national universe of public and private research universities with at least \$20 million in federal research expenditures. For the Worcester campus, the peer group consists of the 76 public medical schools in the United States. For the Boston, Dartmouth, and Lowell campuses, small groups of institutions comparable in mission, size, student characteristics and programmatic mix are used.

The report presents some indicators in aggregate for the entire system, in particular those that relate to *Access and Affordability*, *Service to the Commonwealth*, and *Financial Health*. Indicators in these areas reflect decisions that rest with the system administration and the Board (such as tuition and fee levels) or describe the collective role of the campuses in serving the students and citizens of the Commonwealth (such as degree production or enrollment of Massachusetts residents). Depending on the indicator, data for the UMass system are compared with Massachusetts private universities, Massachusetts demographic data, New England public universities, or (for the financial indicators) a small group of public university systems in other states.

The System report is followed by individual reports for each campus. Each report has the following format:

- About the Campus
- Headlines from the 2006 Annual Indicators
- 2006 Annual Indicators at a Glance
- Data Tables and Charts
- Definitions and Sources

LEGISLATIVE PRIORITIES	UMASS STRATEGIC PRIORITIES	2006 ANNUAL INDICATORS	
<b>ACADEMIC QUALITY</b>	<b>Improve student learning experience</b>	HS GPA of Freshmen	
		SAT Scores of Freshmen	
		Average GPA of Transfer Students	
		MCAT Scores of Entering Students	
		Licensure and Certification Pass Rates	
		Satisfaction with Major/Education	
		Number of Students Enrolled in For-Credit Internships	
		Doctorates Awarded	
		Postdoctoral Appointees	
	<b>Strengthen research and development</b>	Research Expenditures (Total and per Faculty)	
		Federal Research Support	
		Rank in Total R&D (NSF)	
		Sponsored Instruction/Outreach per Faculty	
		Rank in NIH Funding Among Medical Schools	
		US News Ranking in Primary Care Medicine	
		Patent Applications	
		License Income	
		<b>Renew faculty</b>	National Academy Members
	Faculty Awards		
	Number of New Faculty		
	Net Faculty FTE Change		
	<b>ACCESS AND AFFORDABILITY</b>	<b>Access and Affordability</b>	Tuition & Fees as % of Statewide Family Income
			% of Need Met for Students Awarded Need-Based Aid
			Tuition & Fees with Learning Contract
			% UG's from Massachusetts
			Online Course Enrollments
			Enrollments in Continuing/Corporate Education

LEGISLATIVE PRIORITIES	UMASS STRATEGIC PRIORITIES	2006 ANNUAL INDICATORS
<b>STUDENT SUCCESS AND SATISFACTION</b>	<b>Diversity and positive climate</b>	% UG's who are Students of Color
		% UG's who are First Generation in College
		% UG's who have English as Second Language
		Freshman One-Year Retention Rate
		Freshman Six-Year Graduation Rate
		Transfer One-Year Retention Rate
		Transfer Graduation Rate
		Match Rate/Choice of Residency
		<b>SERVICE TO THE COMMONWEALTH</b>
In-State UG Enrollment by Region		
UMass % of all Massachusetts Degrees		
% Graduates who Remain in MA		
Regional Impact		
Service to State Agencies (\$)		
<b>FINANCIAL HEALTH</b>	<b>Endowment</b>	Endowment and Endowment per Student
		Annual Growth in Endowment
		Private Funds Raised Annually
	<b>Administrative and IT services</b>	Operating Margin
		Financial Cushion
		Campus Safety
	<b>Infra-structure</b>	Debt Service to Operations
Age of Facilities Ratio		

## HEADLINES FROM THE 2006 ANNUAL INDICATORS

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### ACADEMIC QUALITY

❖ *The academic profile of entering students continues to get stronger.*

UMass attracts highly qualified applicants. Over the last five years, all campuses reported rising averages for SAT scores and/or high school GPA of first-time freshmen. For UMass Boston, where 2 of 3 new students are transfer students, the average transfer GPA has also risen.

❖ *UMass students outperform state and national averages on professional exams.*

In most cases, the average UMass pass rates are better than the national or state averages for certification/licensure exams in fields such as education, medicine, and nursing.

❖ *UMass' research capacity continues to grow.*

In FY2005, the system generated over \$376 million in sponsored research, an increase of 6% over FY2004.

❖ *UMass Worcester is consistently ranked in the top 10% of medical schools with an emphasis in primary care.*

In the 2006 US News ranking, UMass Worcester ranked 4<sup>th</sup> among 144 medical schools with emphasis in primary care medicine.

❖ *Commercialization of UMass research continues to grow.*

In FY2005, license income for the system totaled \$28.7 million. UMass ranks in the top 20 of US universities in license income.

### STUDENT SUCCESS AND SATISFACTION

❖ *UMass educates a diverse citizenry.*

The number of students of color enrolling at UMass has increased over the last five years. Currently, 1 of 5 (21%) UMass undergraduates are Black, Asian, Hispanic or Native American (while 15% of Massachusetts public high school graduates who plan to attend 4-year colleges or universities are minorities). At UMass Boston, 41% of undergraduates are students of color, making it the most diverse public university with over 2,500 undergraduates in all of New England.

❖ *Student retention rates compare favorably with peer institutions.*

One-year retention rates for freshmen are comparable to those of peer institutions.

❖ *Medical school graduates get their choice of residency.*

Ninety-six percent (96%) of UMass Worcester graduates were accepted to their choices of residency, a match rate that is consistently higher than the peer institutions.

### ACCESS AND AFFORDABILITY

❖ *UMass continues to be affordable.*

UMass tuition and fees average 12.6% of statewide median family income, a percent much lower than that for the state's private universities (44%) and other New England public universities (14%).

❖ *UMass serves citizens of the Commonwealth.*

Almost 9 of 10 (87%) UMass undergraduates are Massachusetts residents, compared with a quarter (26%) at private universities in the state.

❖ *UMass Online expands programs to provide educational access.*

In AY 2004-05 course enrollments for UMass Online were 18,418, a 17% increase over those for AY 2003-04.

### SERVICE TO THE COMMONWEALTH

❖ *Majority of Massachusetts residents attend UMass.*

More than half (58%) of Massachusetts residents enrolling in universities in the state as first-time undergraduates attend UMass. The University's students come from every region of the state.

❖ *UMass' contribution to an educated citizenry and workforce remains high.*

UMass awarded over 11,600 degrees in 2004-05, which is 14% of all undergraduate and graduate degrees awarded in the Commonwealth. The University's impact is particularly high in the following fields: computer & information sciences and health (bachelor's level), natural sciences and engineering (master's level) and education and natural sciences (doctoral level).

❖ *Majority of UMass alumni reside and work in Massachusetts.*

Three of five (60%) graduates of the University remain in the Commonwealth after graduation.

### FINANCIAL HEALTH

❖ *Endowment at more than \$222 million.*

The market value of the University's endowment grew 13.4% from FY2004 to FY2005.

❖ *Financial indicators compare favorably to peers.*

In FY2005, the University's operating margin exceeded that of many of its peers, while its financial cushion and debt service to operations were both within the range of peer systems.

## 2006 ANNUAL INDICATORS AT A GLANCE

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### ACADEMIC QUALITY

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- Research Expenditures \$376.7M
- License Income \$28.7M

### STUDENT SUCCESS AND SATISFACTION

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- % UG who are Students of Color 21%

### ACCESS AND AFFORDABILITY

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- Tuition & Fees as % of Family Income 12.6%
- % UG from Massachusetts 87%
- Online Course Enrollments 18,418
- Annual Growth in Online Course Enrollments 17%

### SERVICE TO THE COMMONWEALTH

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- Proportion of Mass Residents Attending Universities in MA enrolled in UMass 58%
- Enrollment of In-State Undergraduates by Region:
  - Greater Boston 33%
  - Northeastern Mass 25%
  - Southeastern Mass 20%
  - Central Mass 10%
  - Western Mass 12%
- Degrees awarded 11,613
- UMass % of all Massachusetts Degrees 14%
- % Graduates who Remain in MA 60%

### FINANCIAL HEALTH

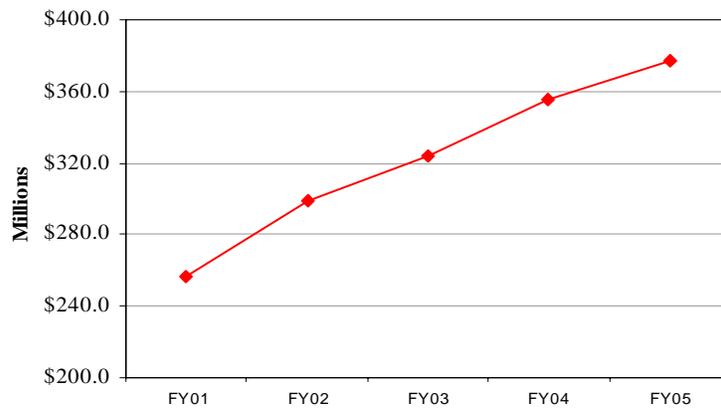
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- Endowment Assets \$222.6M
- Annual Growth in Endowment 13%
- Private Funds Raised Annually \$87.8M
- Operating Margin 4.7%
- Financial Cushion 21.5%
- Debt Service to Operations 3.3%
- Age of Facilities Ratio 10.6

## ACADEMIC QUALITY

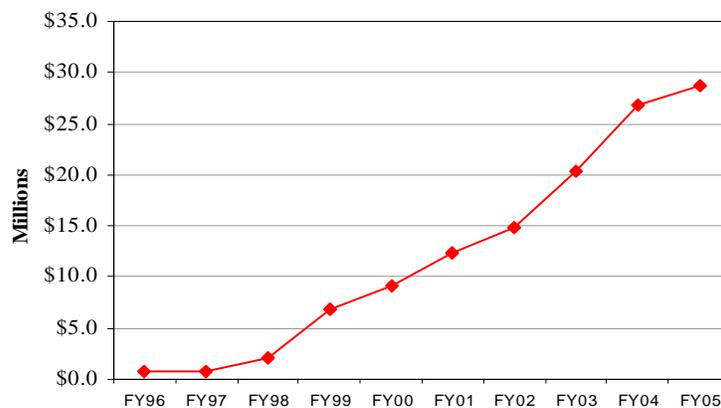
### Research Expenditures

Research and development expenditures is an indicator of an institution's research capacity. At UMass, R&D expenditures continue to grow. For FY 2005, the amount was \$376.7 million. Most of the University's R&D expenditures are in the science and engineering fields. Between FY 2001 and FY 2005, R&D expenditures grew by 47%.



### License Income

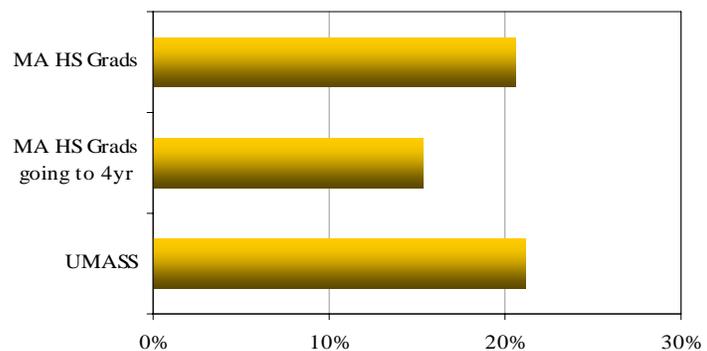
License income is a measure of the economic value of an institution's inventiveness and a contributor to the University's economic health. It is difficult to predict when or for what products or processes a license will begin to generate significant income. License income for UMass totaled \$28.7 million in FY2005. UMass ranks in the top 20 of US universities in terms of licensing income generated from its technology transfer operation.



## STUDENT SUCCESS AND SATISFACTION

### Percent Undergraduate Students of Color

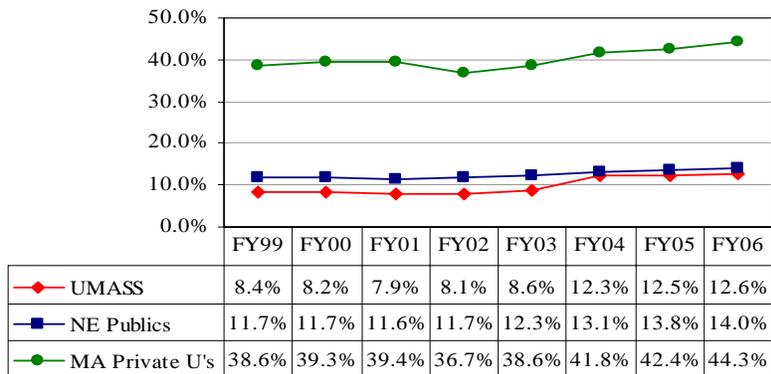
More than one-fifth (21.1%) of the University's undergraduate students are Black, Asian, Hispanic, or Native American, compared with 20.6% of the state's population of high school graduates and 15.3% of high school graduates who intend to enroll in a four-year college or university.



## ACCESS AND AFFORDABILITY

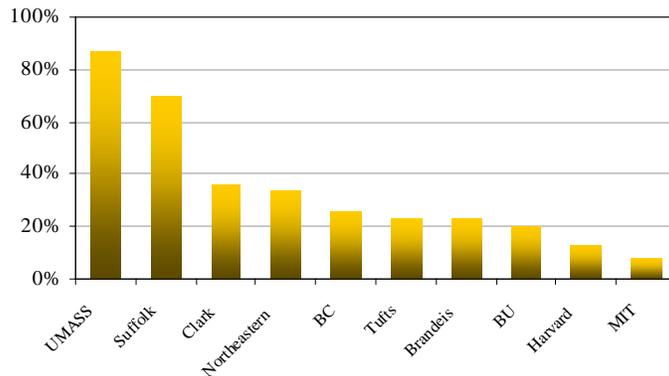
### Tuition and Fees as a Percentage of Family Income

UMass average tuition and fees remain affordable relative to median family income. UMass tuition and fees average 12.6% of statewide median family income, compared with an average of 44.3% for the state's private universities and 14% for other New England public universities.



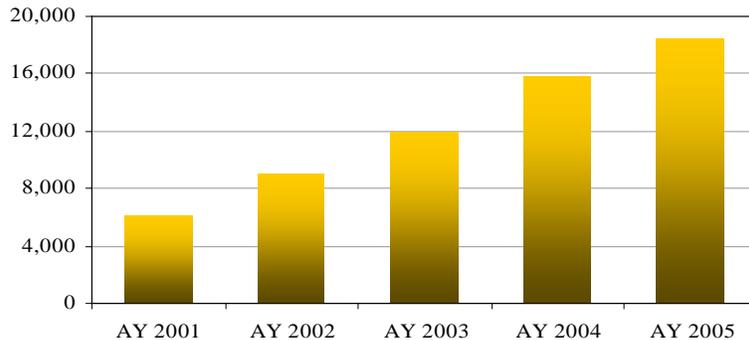
### Percent Undergraduate Students from Massachusetts

The vast majority (87%) of UMass undergraduates are citizens of the Commonwealth. The percentages are highest at the more regional campuses - at Boston, Dartmouth, and Lowell, 9 out of 10 students are in-state - and lowest at UMass Amherst, where 8 out of 10 students are in-state. By contrast, only 26% of undergraduates enrolled in the state's private universities come from Massachusetts.



### Rate of Growth in Online Course Enrollments

The UMass campuses offer 58 degree and certificate programs through UMass Online, the University's vehicle for interactive, internet-based learning. Course enrollments in UMass Online continue to grow at a healthy rate. Academic year 2004-05 course enrollments were 17% higher than those for AY 2003-04.

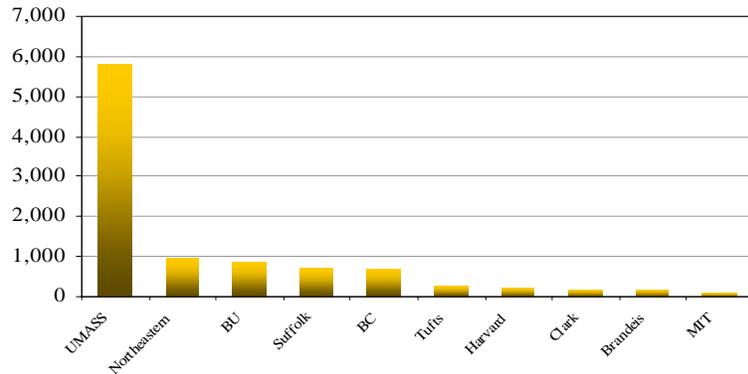


	AY 2001	AY 2002	AY 2003	AY 2004	AY 2005
	6,123	8,999	11,978	15,743	18,418
Annual growth rate		47%	33%	31%	17%

## SERVICE TO THE COMMONWEALTH

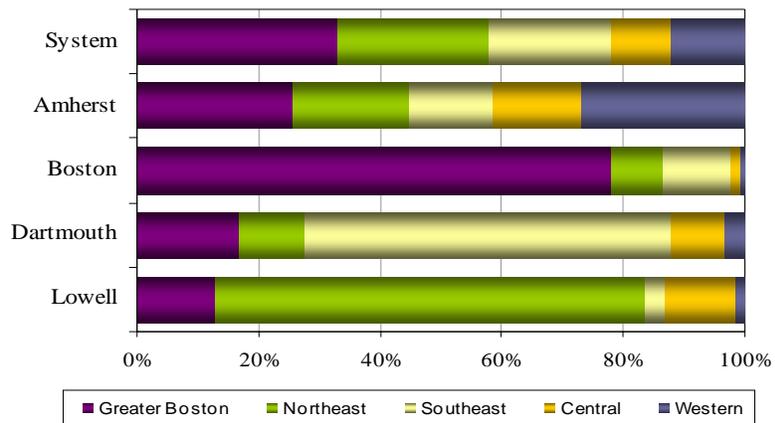
### Enrollment of Massachusetts Residents

More than half (58%) of Massachusetts residents enrolling in universities within the state as first-time undergraduates attend the University of Massachusetts.



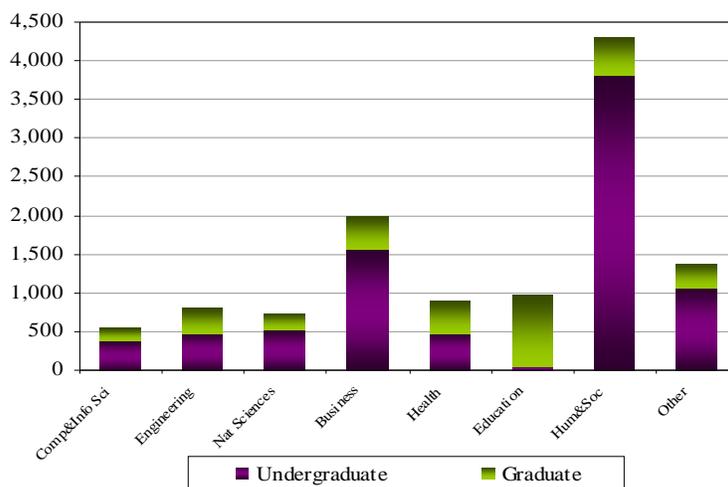
### Enrollment by Region

UMass serves undergraduate students from all regions of the Commonwealth, with UMass Boston drawing 78% from the greater Boston area, Dartmouth drawing 60% from Southeastern Massachusetts, and Lowell drawing 71% from the northeastern corner of the state. Twenty-seven percent (27%) of Amherst's undergraduate students are from Western Massachusetts, and another 25% are from the greater Boston area.



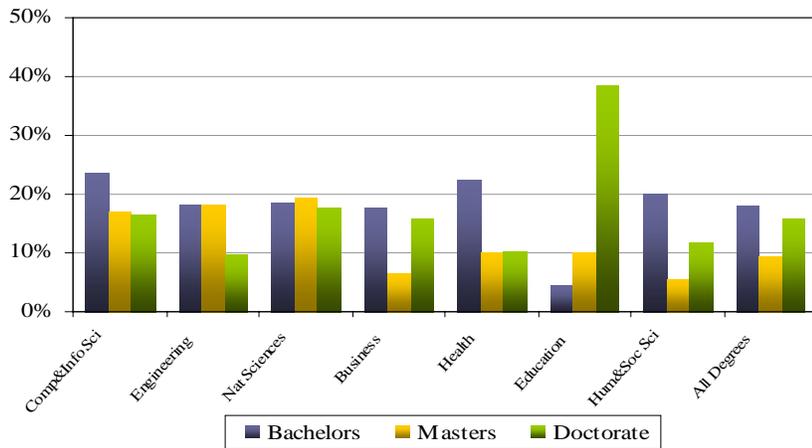
### Degrees Conferred by Field

Of the 11,613 degrees conferred by the University in 2004-05, almost three-quarters were at the undergraduate level and one-quarter at the graduate level. Thirty-seven percent (37%) of degrees were in the humanities and social sciences, followed by 17% in business/management. The University awarded 535 degrees in computer and information sciences, 802 degrees in engineering, 744 degrees in the natural sciences, 898 degrees in health sciences and professions, 964 degrees in education (almost all of them at the graduate level), and 1,378 degrees in other fields, such as criminal justice, public affairs, and natural resources and conservation.



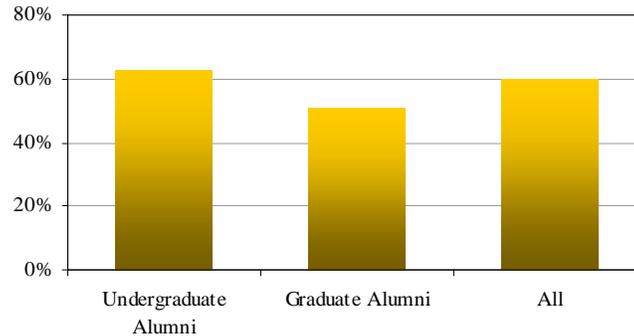
### UMass Degrees as % of Massachusetts Degrees

The University of Massachusetts annually awards 14% of baccalaureate and graduate degrees (18% of bachelors, 9% of master's degrees and 16% of doctoral degrees) in the state. The University's impact at the doctoral level in natural sciences and education is particularly high, as is its impact at the master's level in natural sciences and engineering and the bachelor's level in computer and information sciences and health (which includes nursing).



### Percentage of Graduates Who Live in Massachusetts

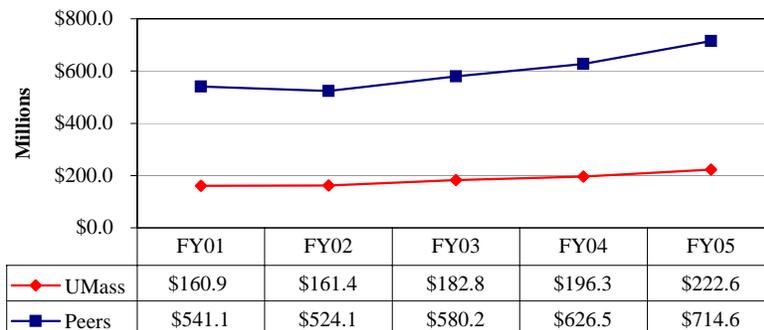
Almost two of three (63%) undergraduate alumni and more than half (51%) of the graduate alumni of the University live and work in the Commonwealth of Massachusetts.



## FINANCIAL HEALTH

### Endowment Assets

Despite a relatively small overall endowment and a very difficult economic environment, the University managed to post a small increase in the market value of its endowment between FY03 and FY05.



\* Peers do not include University of California

Annual growth rate	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
UMass	8.5%	0.3%	13.3%	7.4%	13.4%
Peers	-2.1%	-3.1%	10.7%	8.0%	14.1%

### Private Funds Raised Annually

Despite a drop from FY2001 to FY2004 which reflects the downturn in the economy, the University's private fund raising is beginning to increase again.

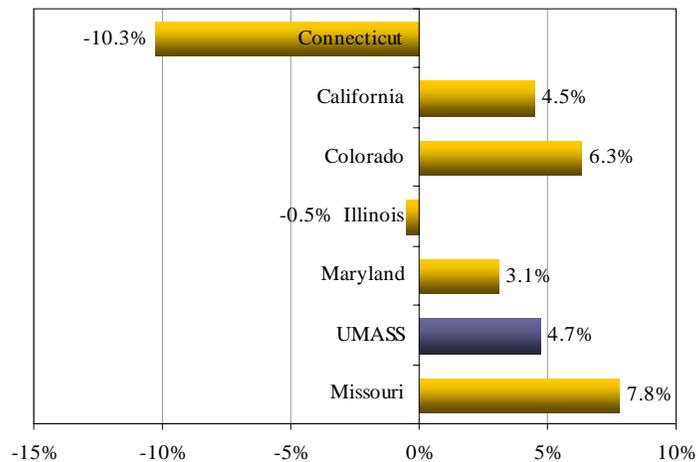


\* Includes cash, pledges and grants

### Operating Margin

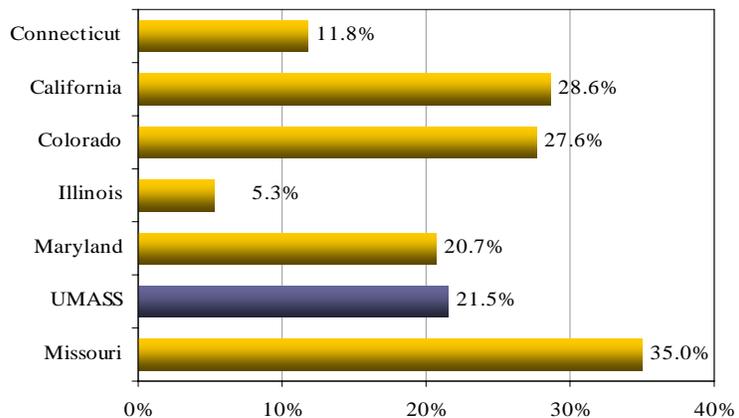
As a short-term indicator of financial health, improving operating results over time will allow for long-term improvements in financial condition and increased stability.

In FY2005, the University's operating margin exceeded that of many of the peer systems.



### Financial Cushion

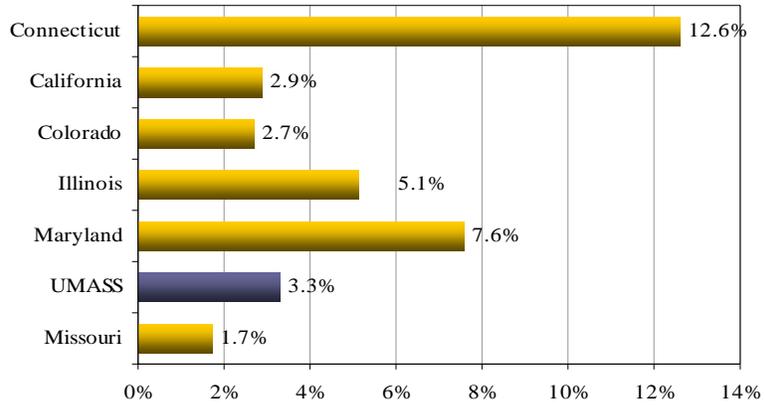
In FY2005, the University as a whole had a financial cushion of 21.5% which was within the range for the peer systems of 5.3% to 35.0%.



### Debt Service to Operations

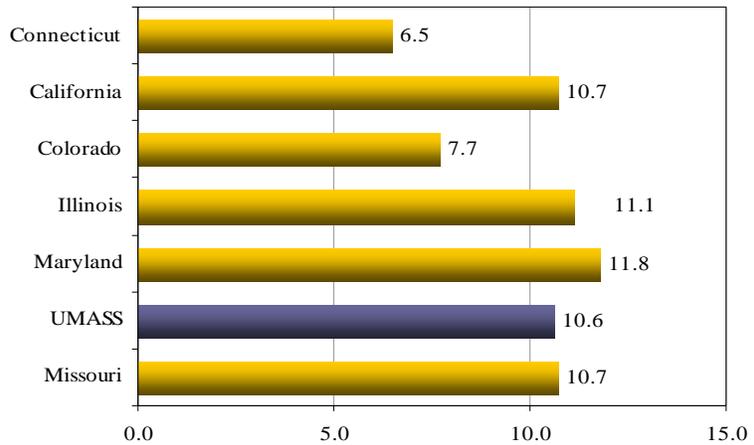
Debt service as a percent of expenditures is a reflection of the demand that long-term commitments make on operational funds.

Rating agencies generally consider that a debt service ratio of greater than 10% represents an institution that is highly leveraged.



### Age of Facilities Ratio

This ratio calculates the average age of plant as measured in years. A low age of plant ratio indicates recent investments, while a high age (ratio) may indicate a large deferred maintenance burden and/or an inventory of older and fully depreciated buildings. Continuous investments in plant including building renovations, infrastructure improvements, new construction, and (capitalizable) equipment upgrades all add to and improve the capital assets of the University and can reduce the average age of facilities ratio.



## DEFINITIONS AND SOURCES

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### ACADEMIC QUALITY INDICATORS

**Research Expenditures.** Data as reported to the National Science Foundation (NSF) through its annual Survey of R&D Expenditures at Universities and Colleges.

**License income.** Amount of annual income from license agreements as reported to the Association of University Technology Managers for its annual survey.

### STUDENT SUCCESS AND SATISFACTION INDICATORS

**Percentage of undergraduate students of color.** Fall 2005 undergraduates who are Black, Hispanic/Latino, Asian and/or Native American, divided by total U.S. citizens and permanent residents who report race/ethnicity. Comparative data are for 2005 public high school graduates (MA Department of Education).

### ACCESS AND AFFORDABILITY INDICATORS

**Tuition and fees as a percentage of family income.** Tuition and mandatory fees for in-state undergraduates as a percentage of state-wide median family income as reported by US Census in 2004 inflation-adjusted dollars (latest available). Comparative data are from IPEDS and US Census.

**Percentage of undergraduate students from Massachusetts.** Percentage of Fall 2005 undergraduate students from in-state as determined by tuition residency classification. Data for Massachusetts private universities are from IPEDS and reflect first-time students in Fall 2004.

**Rate of growth in distance education enrollments.** Percentage rate of growth in annual course registrations. Does not represent headcount enrollments. Academic Year represents Fall, Winter, Spring and Summer enrollments.

### SERVICE TO THE COMMONWEALTH INDICATORS

**Enrollment of Massachusetts residents.** Number of first-year undergraduates enrolling at each institution who are residents of Massachusetts. Massachusetts private university data are from Fall 2004 IPEDS Enrollment Survey.

**Enrollment by region.** In-state undergraduate enrollment by region for Fall 2005.

**UMass degrees as % of all Massachusetts degrees.** Degrees awarded by UMass as % of total degrees awarded by colleges and universities in the state in 2004-2005 based on IPEDS Completions Survey.

**Degrees conferred by field.** 2004-05 degrees conferred by UMass campuses by field.

**Percent of graduates who live in Massachusetts.** Percentage of total undergraduate and graduate degree recipients who currently reside in Massachusetts based on alumni records as of Fall 2005.

### FINANCIAL HEALTH INDICATORS

**Endowment assets.** Market value of true and quasi-endowment assets. Comparative data are from IPEDS, financial statements and NACUBO survey.

**Private funds raised annually.** Private funds raised includes restricted and unrestricted revenues from individuals, foundations, corporations and other organizations. Includes private grant revenues but not private contract revenues. Totals for each year include pledges made in that year as well as the value of in-kind contributions (exception: Lowell's equipment gifts in-kind were not included). Comparable peer data are not available.

**Operating margin.** Operating surplus as a percentage of total operating revenues plus federal and state appropriations. Peer data are from published financial statements. Not comparable to prior years.

**Financial cushion.** Unrestricted net assets as a percentage of operating expenditures and interest expense. Peer data are from published financial statements. Not comparable to prior years.

**Debt service to operations.** Debt service payments as a percentage of operating expenditures and interest expense. Peer data from published financial statements. Not comparable to prior years.

**Age of facilities ratio.** The average age of plant as measured in years and defined as current depreciation expense divided by accumulated depreciation. Peer data are from published financial statements.

**PEER INSTITUTIONS FOR UMASS SYSTEM**

***Peer University Systems***

University of Connecticut  
University of California  
University of Colorado  
University of Illinois  
University of Maryland  
University of Missouri

***New England Public Universities***

University of Connecticut  
University of Maine  
University of New Hampshire  
University of Rhode Island  
University of Vermont

***Massachusetts Private Universities***

Boston College  
Boston University  
Brandeis University  
Clark University  
Harvard University  
Massachusetts Institute of Technology  
Northeastern University  
Suffolk University  
Tufts University

## ABOUT THE CAMPUS

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The University of Massachusetts Amherst, founded under the Morrill Land Grant Act in 1863, is the flagship campus of the state university system. Located in the historic Pioneer Valley of Western Massachusetts, the 1,450-acre campus provides a rich cultural environment in a rural setting.

One of today's leading centers of public higher education in the Northeast, the Amherst Campus has achieved a growing reputation for excellence in an increasing number of disciplines, for the breadth of its academic offerings, and for the expansion of its historic roles in education, research, and public service. Within its ten schools and colleges, the campus offers bachelor's degrees in 87 areas, associate's degrees in 6, master's degrees in 73, and the doctorate in 51 disciplines. The campus enrolls over 25,000 students, made up of about 19,400 undergraduate and 5,700 graduate students.

UMass Amherst is a major generator of economic development in addition to educational opportunity and research and training. The campus currently employs about 7,800 faculty and staff. The operating budget is about \$673 million, and \$134 million in research and development expenditures were generated in fiscal year 2005. The campus produces about 5,700 graduates per year and a large majority of them stay in Massachusetts to contribute to the high quality labor force of the Commonwealth.

UMass Amherst is a world center for research in such areas as polymer science, artificial intelligence, microwave engineering, and the life sciences. Many of the 1,148 full-time faculty members are nationally and internationally renowned for expertise in their fields. In addition to research, the campus has a strong commitment to teaching and faculty development that is supported by its nationally recognized Center for Teaching.

The undergraduate population is largely full-time with most students enrolling within one year of high school graduation. Eighty-one percent of undergraduate students are Massachusetts residents with origins from all parts of the state. The campus also attracts students from almost every state and 70 foreign countries. Approximately 5,500 new undergraduates entered in Fall 2005 with one-fifth enrolling as transfers. Sixty percent of transfer students came from other Massachusetts 2- and 4-year colleges; 40 percent of all transfers come from in-state community colleges. The Amherst campus has one of the largest residence hall systems in the country with over 11,000 students living on campus. The undergraduate population is diverse: 17% percent are African-American, Latino, Asian, or American Indian.

The academic profile of entering first-year students is strong — in Fall 2005 over 80% of students entered with high school grade point averages above 3.00. SAT scores have increased in recent years and the median score was 1140 in Fall 2005.

Undergraduates are offered a wide range of curricular and co-curricular opportunities. About 3,000 academically talented students are enrolled in the Commonwealth Honors College, a campus-wide program. Residential Academic Programs (RAP) provide first-year students with an academically supportive environment in which they can attend classes and study with other students from their residence hall. Over one-fourth of first-year students participate in RAP. Fall 2005 marked the opening of the Learning Commons, an environment that fosters informal, collaborative work and social interaction. Located in the W.E.B. DuBois Library, the space combines a variety of campus services, including career, academic advising, library, writing and learning support, and technology services. UMass Amherst is one of the founding members of the Five College consortium. It offers reciprocal student access among UMass Amherst and Amherst, Hampshire, Mount Holyoke, and Smith Colleges. The campus also provides opportunities for undergraduates to be directly involved in research and get hands-on experience through internships and field experience. A wide range of service learning and volunteer opportunities are available for students as are study abroad programs.

UMass has one of the most comprehensive student activities program in the country, including award-winning student-run businesses and over 200 registered student organizations. The campus participates in Division I athletics with 11 varsity sports for men and 12 for women. Students can also participate in intramural and club sports.

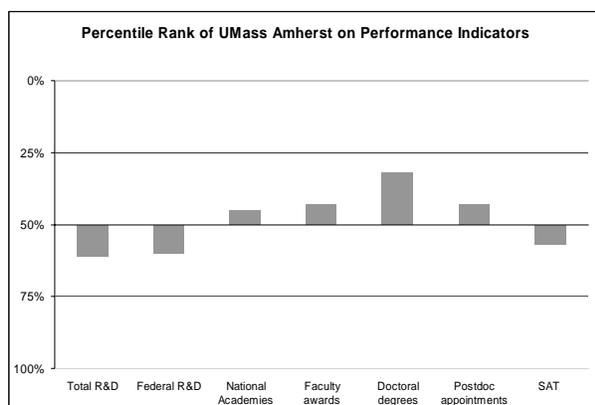
As part of the five-campus system, the University of Massachusetts Amherst complements its activities with outreach education, research, and service programs at sites throughout the Commonwealth.

Over the next several years, the Campus will add faculty and students, construct new residence halls and centers of teaching and research, and mobilize its alumni through a comprehensive capital campaign. *The Campaign for Amherst*, two years in the planning stage, has the goal of raising \$350 million to maintain and enhance the Amherst campus. Through these investments the campus will enhance its academic mission and bolster its standing as a major public research university.

## HEADLINES FROM THE 2006 ANNUAL INDICATORS

### ACADEMIC QUALITY

*The Top American Research Universities (TheCenter)* identifies nine performance indicators, seven of which reflect academic quality, to evaluate the comparative performance of the top research universities. These public and private institutions, which include UMass Amherst, generate over \$20 million in federal research annually. The Amherst campus is comparing its progress with respect to these measures with the 148 research institutions with undergraduate programs in this group.



Note. The *percentile rank* shows the relative standing of the campus in comparison to the Top 148 Research Universities. Percentiles range from 1 (high) to 99 with a percentile rank of 50 representing the median.

**Research.** Total and federal research dollars in science and engineering are key measures of an institution's commitment to and success in research. The Amherst campus faculty has been successful in competing for grants and contracts; however large-scale faculty retirements have affected total dollars and the campus is below the median for its peers. Total R&D spending increased by 30% in the past five years, while per faculty expenditures increased at a faster rate (44%). An increase in faculty size over the next five years should increase the campus research base.

**Faculty Quality.** Another indicator of an institution's strength is the number of academic honors and awards received by the faculty. UMass Amherst's faculty has shown considerable strength in this area and has received a wide range of awards. The campus is at the 43<sup>rd</sup> percentile for faculty awards and at the 45<sup>th</sup> percentile for membership in the National Academies. A recent drop in the latter measure is likely a result of a reduction in the tenure-system faculty.

**Advanced Training.** Educating and training the next generation of research scholars is an indicator of academic performance. The number of doctorates awarded and postdoctoral appointees are measures of the strength of advanced training. Here, too, UMass Amherst ranked in the top half on the number of degrees awarded and for the number of post-doctorates receiving training. Growth in the tenure system faculty is necessary for continued improvement.

**Undergraduate Quality.** Most research universities serve undergraduate student populations. SAT scores are used by most as an assessment of the quality of entering students. Scores for UMass students are below the median for research universities (57<sup>th</sup> percentile). However, like other public institutions, the campus mission includes providing access to an affordable education to students in the Commonwealth. The median SAT score has increased by 30 points since 2001.

### STUDENT SUCCESS AND SATISFACTION

UMass Amherst students have a positive educational experience. Over four-fifths of students return for their sophomore year, and 66% of students graduate within six years. The one-year rate is slightly lower than other research extensive institutions. However, the six-year rate is approaching the peer average. Campus investment in strategies to improve student retention should bring the campus to the average of its peers. Additionally, UMass students report high satisfaction with their undergraduate experience based on results from the Amherst campus Senior Survey and over half were very satisfied with their experience in the major.

### FINANCIAL HEALTH

Two measures of an institution's financial strength also used in The Center's rankings are its endowment assets and private funds raised. Although the endowment and levels of private dollars raised in recent years have increased, the campus is well below other research universities on these measures. These amounts are expected to grow over the next five years as the campus embarks on a capital campaign to raise endowment for new faculty and secure capital gifts for new construction and renovation. Through these investments, the campus will enhance its academic mission and bolster its standing as a major public university. More information can be found in the FY2006 Financial Indicators Report.

## 2006 ANNUAL INDICATORS AT A GLANCE

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### ACADEMIC QUALITY

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• Average HS GPA of Freshmen	3.38
• SAT Scores of Freshmen	
<i>Median</i>	1140
<i>25<sup>th</sup> – 75th Percentile</i>	1050 – 1240
• Licensure/Certification Pass Rates	
<i>Massachusetts Teacher Test</i>	95%
<i>Registered Nurse</i>	77%
• Satisfaction With Major (UMA Senior Survey)	92%
• No. of Doctorates Awarded	267
• No. of Postdoctoral Appointees	166
• Total R&D Expenditures (\$000)	\$127,488
• Federal R&D Expenditures (\$000)	\$66,921
• Total R&D/Faculty	\$138,049
• Federal R&D/Faculty	\$72,465
• New Tenured/Tenure-Track Faculty Hired	64
• Change in Tenured/Tenure-Track Faculty	+39
• Change in Faculty FTE	+41
• Faculty Awards	10
• National Academy Members	7

### STUDENT SUCCESS AND SATISFACTION

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• Freshman One-Year Retention Rate	84%
• Freshman Six-Year Graduation Rate	66%

### FINANCIAL HEALTH

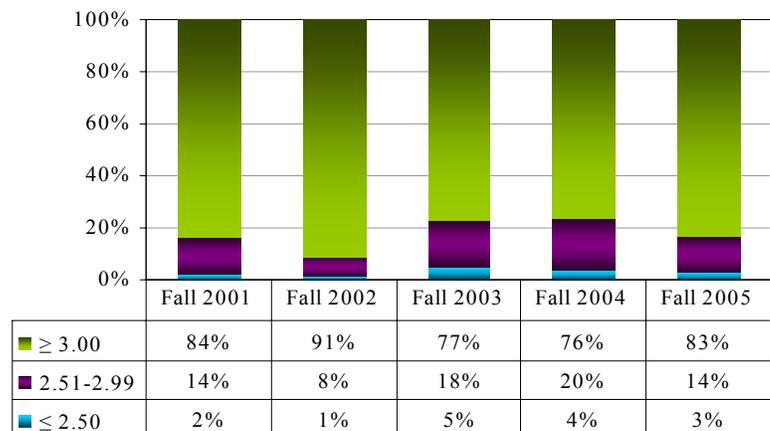
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• Endowment (\$000)	\$91,193
• Endowment Per Student	\$4,232
• Private Funds Raised Annually (\$000)	\$27,043
• Operating Margin	-1.4%
• Financial Cushion	16.1%
• Debt Ratio	3.7%

## ACADEMIC QUALITY

### High School GPA of Freshmen

UMass Amherst entering first-year students are strong academically and consistently show a high school GPA of about 3.3. In fall 2005, over 80% of students earned a GPA of 3.0 and above in high school.



Mean GPA	2001	2002	2003	2004	2005
UMA	3.35	3.42	3.28	3.29	<b>3.38</b>

### SAT Scores of Freshmen

The SAT profile of UMass Amherst students is somewhat below that of other research universities. However, the gap between UMass and its peers has narrowed. The UMA median score has increased by 30 points since fall 2001, as compared with a 10-point increase for its peer group.

SAT Score	2001	2002	2003	2004	2005
<b>UMA Median</b>	1110	1120	1140	1130	<b>1140</b>
25th %ile	1020	1020	1050	1050	<b>1050</b>
75th %ile	1220	1230	1230	1220	<b>1240</b>
<b>Peer Median</b>	1155	1165	1165	1165	<b>1165</b>
25th %ile	1050	1060	1060	1070	<b>1070</b>
75th %ile	1260	1270	1270	1260	<b>1260</b>
UMA %ile Rank	63%	59%	60%	60%	<b>57%</b>

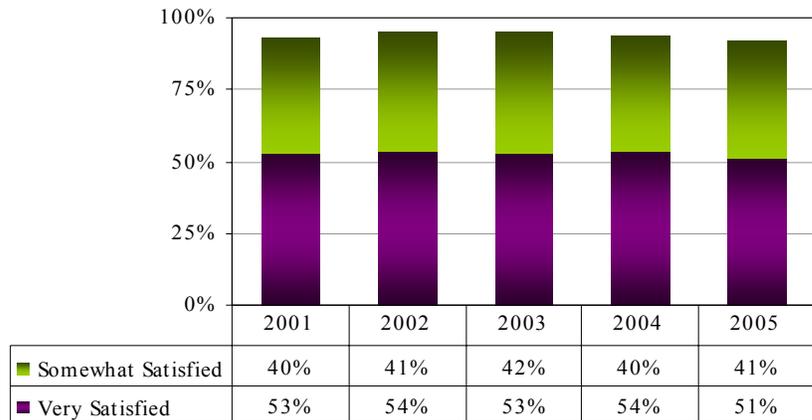
### Licensure and Certification Test Pass Rates

Ninety-five percent of program completers passed the Educator licensure exam in 2005. The rate has been consistently high for the campus and is similar to the state average. The first-time pass rate for Nursing is slightly lower than state and national averages. The number of students taking these exams represent a small proportion of the campus's graduates.

Pass Rates	Educator Licensure		Registered Nurse	
	2004	2005	2004	2005
UMA Test Takers	160	<b>236</b>	100	<b>99</b>
UMA Pass Rate	100%	<b>95%</b>	80%	<b>77%</b>
State Pass Rate	95%	<b>96%</b>	86%	<b>85%</b>
National Pass Rate	N/A	<b>NA</b>	85%	<b>87%</b>

## Student Satisfaction with Major

Results of the Amherst campus Senior Survey administered at the time of graduation are evidence of high student satisfaction. Satisfaction with the overall experience in the major has been consistently high. Over half of graduates reported being very satisfied.



## Number of Doctorates Awarded

The number of doctorates awarded at UMA has been fairly stable over time. UMA ranks high and is in the top third among other research universities.

<i>Doctorates</i>	2001	2002	2003	2004	2005
<i>UMA</i>	261	287	213	274	<b>267</b>
<i>Peer Median</i>	174	176	178	183	NA
<i>%ile Rank</i>	32%	28%	42%	32%	NA

## Postdoctoral Appointees

UMass Amherst senior faculty mentor recent PhDs with science and engineering degrees who wish to receive advanced research training. UMass's rank has increased annually, evidence of strong research programs in science and engineering. This will likely continue as the tenure system faculty grows.

<i>Post-Docs</i>	2001	2002	2003	2004	2005
<i>UMA</i>	134	142	161	173	<b>166</b>
<i>Peer Median</i>	123	131	137	NA	NA
<i>%ile Rank</i>	47%	46%	43%	NA	NA

## Research Expenditures

Total R&D spending in FY05 was \$134.1 million, of which \$127.5 million was in science and engineering (S&E). S&E expenditures increased by 30% in total dollars and 35% in federal dollars since FY2001. Per faculty research dollars have increased more dramatically, 44% overall and 50% in federal dollars. Despite these increases, the Amherst campus's rank among the top American research universities for federal and total dollars has not changed. Restoration of faculty positions through the Amherst 250 Plan will help to accelerate the growth.

<i>Total S&amp;E Research (\$000's)</i>	2001	2002	2003	2004	2005
<i>UMA</i>	97,976	109,332	111,235	120,787	<b>127,488</b>
<i>Peer Median</i>	123,885	150,598	157,017	NA	NA
<i>%ile Rank</i>	62%	61%	61%	NA	NA

<i>Federal S&amp;E Research (\$000's)</i>	2001	2002	2003	2004	2005
<i>UMA</i>	49,576	54,770	64,111	65,452	<b>66,921</b>
<i>Peer Median</i>	66,913	77,742	83,978	NA	NA
<i>%ile Rank</i>	60%	61%	60%	NA	NA

<i>Per Tenure System Faculty FTE</i>	2001	2002	2003	2004	2005
<i>Total</i>	\$95,624	\$107,865	\$122,317	\$135,063	<b>\$138,049</b>
<i>Federal</i>	\$48,386	\$54,035	\$70,498	\$73,188	<b>\$72,465</b>

## New Tenured/Tenure-Track Faculty Hired

The campus is in the process of rebuilding the tenure-system faculty through the Amherst 250 Plan which aims to restore 250 faculty positions lost in recent years. Of the 64 new hires, 25 were replacements for faculty who left. The remainder were new tenure-track positions.

	<i>AY 2005-2006</i>
<i>UMA</i>	<b>64</b>

## Change in Tenured/Tenure-Track Faculty

Fall 2005 is the first in recent years that showed an increase in the tenure-system faculty. This trend will continue for the foreseeable future as faculty positions are added. This investment is required to maintain the campus as a nationally competitive public research university.

	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>1-year Change</i>
<i>UMA</i>	921	960	39

## Change in Faculty FTE

The increase in the number of full-time equivalent instructional faculty in Fall 2005 was largely in the tenure-system faculty. It is anticipated that this and future increases will have an impact on the quality of the campus's instructional programs.

	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>1-year Change</i>
<i>UMA</i>	1,180	1,221	41

## Faculty Awards

UMass Amherst faculty members are recipients of many prominent awards in the arts, humanities, science, engineering and health fields. The campus's position slipped in 2004, likely a result of a smaller tenure-system faculty in recent years.

<i>Awards</i>	2001	2002	2003	2004	2005
<i>UMA</i>	14	10	15	<b>10</b>	NA
<i>Peer Median</i>	8	9	7	<b>9</b>	NA
<i>%ile Rank</i>	32%	42%	40%	<b>43%</b>	NA

## National Academy Members

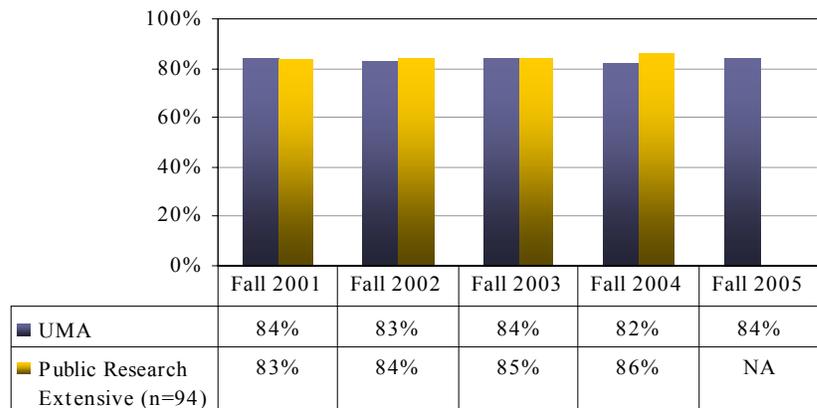
Several UMass faculty members have been elected to some of the most prestigious disciplinary organizations: the National Academy of Science, the National Academy of Engineering, or the Institute of Medicine. These are some of the highest honors academic faculty can receive. As the size of the faculty has diminished, so, too, have national academy memberships. The expectation is that the number will rebound as the faculty increases.

<i>Members</i>	2001	2002	2003	2004	2005
<i>UMA</i>	9	9	7	<b>7</b>	NA
<i>Peer Median</i>	6	6	6	<b>6</b>	NA
<i>%ile Rank</i>	42%	41%	47%	<b>45%</b>	NA

## STUDENT SUCCESS AND SATISFACTION

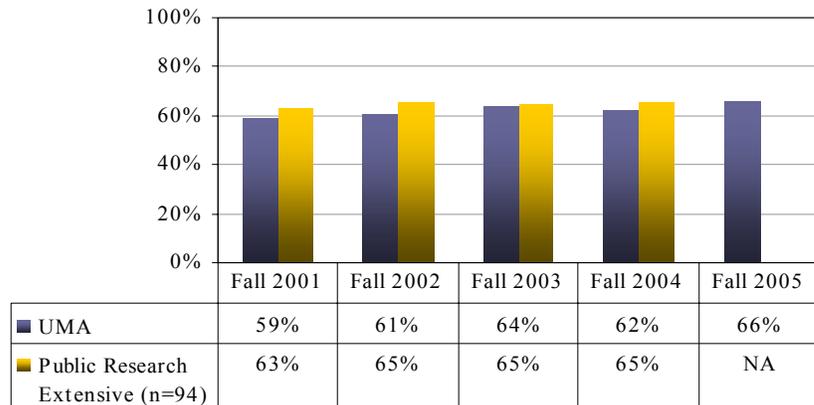
### Freshman One-Year Retention Rate

The one-year retention rate rebounded to 84% in 2005, but is still somewhat below the peer average. Improving student retention is a campus priority, and new strategies are being developed to accomplish this goal.



## Freshman Six-Year Graduation Rate

Sixty-six percent of full-time Amherst campus students graduate within six years of entrance. The 2005 rate is comparable to that of other public research extensive institutions. The six-year graduation rate is a lagging indicator in that it tends to reflect the academic profile of students entering six years earlier.



## FINANCIAL HEALTH

### Endowment per Student

The campus endowment is one of the lowest in the country for a public flagship campus. This ratio will improve over the next five years, but will still remain far below the peer average.

<i>Endowment per FTE</i>	<i>FY 2004</i>	<i>FY 2005</i>
UMA	\$3,830	<b>\$4,232</b>
Peers	\$16,597	<b>\$19,298</b>

<i>Endowment (\$000's)</i>	<i>FY 2001</i>	<i>FY 2002</i>	<i>FY 2003</i>	<i>FY 2004</i>	<i>FY 2005</i>
UMA	\$59,526	\$59,793	\$65,951	\$81,880	<b>\$91,193</b>
<i>Annual % change</i>	7%	0%	10%	24%	<b>11%</b>

### Private Funds Raised Annually

Private funds raised are expected to grow over the next five years as the campus embarks on a capital campaign to raise endowment for new faculty and secure capital gifts for new construction and renovation.

<i>Private Funds (\$000's)</i>	<i>FY 2004</i>	<i>FY 2005</i>
UMA	\$26,326	<b>\$27,043</b>

### Operating Margin

Operating margin measures an institution's ability to live within its financial means. The campus compares favorably with its peers on this measure. In future years, as major new buildings are placed in service, depreciation costs will rise steeply thus reducing the operating margin.

	<i>FY 2004</i>	<i>FY 2005</i>
UMA	2.5%	<b>-1.4%</b>
Peers	0.3%	<b>-0.5%</b>

## Financial Cushion

Financial cushion represents an institution's capacity to sustain itself during difficult financial times. While lower than its peers, the ratio for the Amherst campus still compares favorably. Plant fund balances are expected to decline over the next five years as construction activity accelerates. Increased debt payment costs will also reduce the campus's financial cushion. Unrestricted balances in revenue operations will decline in FY06 to cover retro payments for FY2003. Spending in academic departments will also accelerate as new faculty trigger investments in salary, start-up and fit-out costs.

	<i>FY 2004</i>	<i>FY 2005</i>
<i>UMA</i>	16.8%	<b>16.1%</b>
<i>Peers</i>	21.8%	<b>21.8%</b>

## Debt Service to Operations

The debt service ratio for the campus was lower than its peers which ranged from 12.6% to 2.5%. However, this rate will escalate over the next five years to over 6% of operations to cover the cost of new construction and major renovations to existing space.

	<i>FY 2004</i>	<i>FY 2005</i>
<i>UMA</i>	3.2%	<b>3.7%</b>
<i>Peers</i>	6.8%	<b>6.5%</b>

## DEFINITIONS AND SOURCES

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### ACADEMIC QUALITY INDICATORS

**High school GPA of first-year students.** Cumulative GPA for college prep courses with additional weight to honors and AP courses, according to BHE admissions policy, reported on all first-year students.

**SAT scores of first-year students.** The 25<sup>th</sup> and 75<sup>th</sup> percentile (middle range) and median SAT scores of all first-year students. ACT scores are converted to SAT scores for those institutions using the ACT. Peer data are from *The Top American Research Universities* and IPEDS.

**Licensure and certification test pass rates.** Pass rates on Massachusetts Tests for Educator Licensure (undergraduate and graduate) and Registered Nurse Licensure Exam. Registered Nurse pass rates are reported for first-time test takers only.

**Satisfaction with major.** Percent of seniors who responded “somewhat satisfied” or “very satisfied” to the question, “Please rate your satisfaction with your overall experience in your major” on the Amherst campus’s annual Senior Survey administered at the time of graduation.

**Doctorates awarded.** The number of doctorates awarded as reported in the IPEDS Completions survey. Peer data from *The Top American Research Universities* as reported to IPEDS.

**Postdoctoral appointees.** The number of postdoctoral appointees as reported to NSF. Peer data are from *The Top American Research Universities*.

**Research expenditures.** R&D expenditures in all sciences and engineering fields, from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF. Peer data are from *The Top American Research Universities* and adjusted for some institutions to exclude other campuses in a multi-campus system. **Total** and **Federal** dollars are reported.

**Sponsored research per faculty.** Total and Federal R&D expenditures in all science and engineering fields, divided by total tenure system faculty.

**New Tenured/Tenure-Track Faculty Hired.** The number of new tenured/tenure-track faculty members hired to start their new positions in AY 2005-2006.

**Change in Tenured/Tenure-Track Faculty.** The difference in the number of tenured/tenure-track faculty from one fall semester to the next. Includes faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative.

**Change in Faculty FTE.** The difference in the total FTE, from one fall semester to the next, for all full-time and part-time instructional faculty teaching state-supported courses. The FTE for part-time faculty is based on the FTE as recorded on the Human Resources system. Includes faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative.

**Faculty awards.** Number of faculty with awards from a list of 24 prominent grant and fellowship programs in the arts, humanities, science, engineering and health fields (e.g., Fulbright American Scholars, Guggenheim Fellows, MacArthur Foundation Fellow, National Endowment for the Humanities Fellows, NSF Career Awards, Sloan Research Fellows). Data reported in *The Top American Research Universities* and were obtained from directories or web-based listings.

**National academy members.** Number of faculty with active or emeritus status who have been elected to membership in the National Academy of Sciences, the National Academy of Engineering, or the Institute of Medicine. Data reported in *The Top American Research Universities*.

### STUDENT SUCCESS AND SATISFACTION INDICATORS

**Freshman one-year retention rate.** Percent of first-time, full-time freshmen who entered in the previous fall and were still enrolled as of the next fall. Peer data are from the Consortium for Student Retention Data Exchange (CSRDE) and represent approximately 90 research extensive universities.

**Freshman six-year graduation rate.** Percent of first-time, full-time freshmen who entered in a given fall and had graduated within six years. Peer data are from CSRDE and represent approximately 90 research extensive universities.

### FINANCIAL HEALTH INDICATORS

**Endowment per student.** True and quasi-endowment per annualized FTE student, where FTE of peer institutions is standardized to UMass formula. Peer data from financial statements and IPEDS.

**Private funds raised annually.** Private funds raised include restricted and unrestricted revenues from individuals, foundations, corporations and other organizations. Includes private grant revenues but not private contract revenues. Totals for each year include cash donations, pledges, and gifts in kind made in that year.

**Operating margin.** Operating surplus as a percentage of total operating revenues plus federal and state appropriations. Peer data from published financial statements.

**Financial cushion.** Unrestricted net assets as a percentage of operating expenditures and interest expense. Peer data from published financial statements.

**Debt service to operations.** Debt service payments as a percentage of operating expenditures and interest expense. Peer data from published financial statements.

## PEER INSTITUTIONS FOR UMASS AMHERST

### Academic Quality Indicators

The peer group for the University of Massachusetts Amherst is comprised of the top American Research Universities, both public and private institutions, with at least \$20 million in federal research expenditures in fiscal year 2003. Excluded from this reference group of 148 universities are 39 institutions that do not have an undergraduate program (e.g., medical schools). These institutions are listed in *The Top American Research Universities, An Annual Report from The Lombardi Program on Measuring University Performance, 2005*, *The Center*, University of Florida. The percentile rank of UMass is shown with respect to these institutions. The *percentile rank* shows the relative standing of the campus. Percentiles range from 1 (high) to 99 with a percentile rank of 50 representing the median.

*The Top American Research Universities* does not report retention and graduation rates. An alternate source, the Consortium for Student Retention Data Exchange (CSRDE) was used. Retention and graduation rates for UMass students are compared with those of approximately 90 other Research Extensive universities that participated in the data exchange.

### Financial Peers

Iowa State University  
Rutgers University  
University of California, Santa Barbara  
University of Connecticut  
University of Maryland College Park

## ABOUT THE CAMPUS

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UMass Boston, founded in 1965 and merged with Boston State College in 1982, is nationally recognized as a model of excellence for urban universities. A comprehensive, doctoral-granting campus, we provide challenging teaching, distinguished research, and extensive service which particularly respond to the academic and economic needs of the state's urban areas and its diverse populations. We offer 15 undergraduate certificate, 78 Baccalaureate, 57 Masters & graduate certificate and 13 Doctoral programs.

In this academic year we have successfully completed our NEASC accreditation review receiving accreditation for the next 10 years. All campus constituencies were included in the process of our self study, which was praised as “extremely well done” in the visiting team’s assessment. Steps have already been taken to address areas of concern such as the deteriorated state of the physical infrastructure, decline in enrollments and graduation rates for freshmen.

A thorough assessment of the condition of the campus substructure has been undertaken through the Division of Capital Asset Management (DCAM) who will make recommendations for appropriate solutions. Substantial progress has also been made in the efficient redeployment of space made available by the new Campus Center Building; consolidating departments, making services for students more accessible and improving the look and feel of the campus.

Enrollments increased from Fall 04 to Fall 05 by 2%, the first increase in enrollments since the push to increase admissions standards and the significant increases in tuition and fees in 2001-2003. This enrollment increase is the outcome of our many new, expanded and revised recruitment and yield strategies.

Retention rates for first-time full time freshmen remained stable at 71% in Fall 05, but the six-year graduation rate showed an increase to 35%, lower than our peers but an increase over the prior year when the rate was 28%.

This year also saw improvements in services to students with the implementation of Peoplesoft student records and student financial aid, the implementation of a new student email system and the move to the new instructional technology, WebCT. Faculty training in the new software has been made widely available and over 115 faculty have already participated. In addition, 50 faculty have been trained in the use of 17 new technology enhanced classrooms.

At the core of UMass Boston is a strong culture of commitment to undergraduate education. Student survey results consistently show that the dedication of the faculty to student success is what students value most about UMass

Boston. For example, respondents to the 2004 National Survey of Student Engagement rated their relationships with faculty more highly than did students in the other participating urban campuses.

In this context, we continue to focus on faculty hiring that reflects the populations we serve and our high standards and expectations for faculty teaching and research. This year, we succeeded in recruiting 38 new tenured and tenure-track faculty, of whom 40% are minority and 42% are women.

In order to support our students and our faculty in achieving their goals, we have an increased focus on raising monies through advancement. This year the office has new leadership and has made significant progress in hiring an experienced, professional staff who will continue our successes and expand upon them. In the last year, the annual growth in the endowment was 7%, the highest in the past five years. The amount of private funds raised annually also increased.

UMass Boston seeks to excel in both pure and applied research that advances knowledge and creates a better society for all. Recent efforts to achieve this goal have focused on (a) improving the research infrastructure of the university, (b) strengthening interdisciplinary areas of research excellence that were identified for the university’s 2008 strategic plan, and (c) establishing large-scale, multidisciplinary research partnerships with businesses, nonprofits, governments, and other institutions. The university’s research partnership with the Dana Farber/Harvard Cancer Center was awarded a \$4.5M 5-year grant from the National Cancer Institute of the National Institutes of Health to address cancer health disparities in minority populations and to improve research, training, and outreach opportunities for minority students. UMass Boston and UMass Dartmouth will sign an MOU to establish a University of Massachusetts Center of Excellence in Marine Science and Technology. A Venture Development Center is being established to engage the university in carefully selected ventures that have the potential to increase revenue flowing to the university from corporate-funded research agreement, mission-related fee for service activities, and entrepreneurial initiatives that transfer IP via licensing of technology. An exciting partnership is about to be announced between UMass Boston and Children’s Hospital Boston to create and operate a world-class interdisciplinary youth fitness research and training center on campus to focus on the promotion of physical activity, healthy eating, fitness conditioning, and self-esteem in children and youth across diverse racial and ethnic underserved populations.

## HEADLINES FROM THE 2006 ANNUAL INDICATORS

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### ACADEMIC QUALITY

#### Improve student learning experience

We continue to attract increasingly well-qualified freshmen to our entering classes, and are more selective in this regard than our peers. We place greater emphasis on high school GPA and have successfully increased the average over the last five years. The quality of our students' academic achievement is also demonstrated by the fact that, since 1999, we have had one Woodrow Wilson Foundation Thomas Pickering Foreign Affairs Fellowship winner, 4 Fulbright winners, one British Marshall scholar and 2 Rhodes semi-finalists.

Pass rates on nursing exams have improved significantly since 2001 and continue to exceed national averages. We are very pleased with this critically important improvement. This year our teaching certification pass rate was 99%.

#### Strengthen research and development

Research dollars per faculty member grew again this year from \$28,399 in FY 01 to \$52,000 in FY 05, an 83.1% increase. Since FY 01, R&D expenditures have increased 55% to \$18.1 million.

Sponsored Instruction and Outreach has also shown significant growth, from \$26,543 per faculty member in FY 01 to \$50,463 in FY 05. We are very pleased with this progress.

#### Renew faculty

We welcomed 38 new tenured or tenure track faculty to UMass Boston in AY 2005/2006. With retirements, this meant an increase of 13 tenure/tenure track faculty. We are also developing a new faculty orientation program that will assist with the transition to a successful faculty career.

### STUDENT SUCCESS AND SATISFACTION

#### Diversity and positive climate

UMass Boston serves a vital function in the region as the only public research university in Boston. The campus is well known for the diversity of its student population which exceeds the population diversity of the region. In terms of race and ethnicity, UMass Boston is the most diverse public university with over 2,500 undergraduates in all of New England. In Fall 2005, 41% of our undergraduate students were US students of color. The diversity of our student population has continued to increase along with steady increases in admissions standards

#### ACCESS AND AFFORDABILITY

We continue to serve residents of Greater Boston communities by fulfilling our mission of access to diverse populations. We serve large numbers of minority students, first-generation college students, transfers, and students with English as a

second language. Our students are also diverse in age and national origin. Our graduates last year spoke over 90 different languages in their homes, reflecting enrollments from regional immigrant communities from many different parts of the world.

The social and economic diversity of our students is illustrated by our Pell grant figures. Over 36% of our full time undergraduate students from Massachusetts receive Pell grants, which are federal funds targeted for those students most in financial need.

### SERVICE TO THE COMMONWEALTH

UMass Boston's Division of Corporate, Continuing, and Distance Education continues to see an increase in online course enrollments. We currently offer two bachelor's degree programs and six graduate programs online. Further, we offer 33 credit and non-credit certificate programs in a combination of on-ground and online formats to the corporate and professional community.

Over ninety percent of our students are from Massachusetts and over 80% of our alumni reside in Massachusetts, where they contribute to the economy and civic life of the Commonwealth.

UMass Boston devote a high proportion of research and public service activities to the cultural, social, and economic development of the Commonwealth and global community. In addition to applied research which addresses policy needs of the Boston area and the state, the campus is heavily engaged in a wide range of outreach activities, including our partnerships with Dorchester High, the Dana Farber Institute and Children's Hospital.

### FINANCIAL HEALTH

The campus' financial position declined slightly in fiscal year 2005 as measured by the operating margin and cushion ratio. The operating margin, while roughly equivalent to our peers, declined from the previous year due to increased costs in a number of areas, including debt service, energy, financial aid, PeopleSoft implementation and depreciation, and revenue loss resulting from a slight decrease in enrollment. Despite an increase in unrestricted net assets, the cushion ratio declined as the overall rate of growth in the operating budget (fueled by retroactive salary adjustments) grew at a faster rate. The debt service to operations ratio remains slightly unfavorable to our peers as the campus continues its efforts to address deferred maintenance and modernize classrooms, including classroom technology. The campus remains in overall sound financial health and strives to pursue our strategic plan while remaining cognizant of the need to manage well our resources.

## 2006 ANNUAL INDICATORS AT A GLANCE

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### ACADEMIC QUALITY

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• High School GPA of Freshmen	3.02
• SAT Scores of Freshmen (25 <sup>th</sup> -75 <sup>th</sup> )	970 - 1160
• Average GPA of Entering Transfers	3.03
• Licensure/Certification Pass Rates	
<i>Mass Teacher Certification Test</i>	99%
<i>NCLEX (Nursing)</i>	90%
• % Senior Rating Educational Experience “Good” or “Excellent”	87%
• Number of Students Enrolled in For-Credit Internships	1,376
• Research Per Faculty	\$52,000
• Sponsored Instruction & Outreach/Faculty	\$50,463
• New Tenure/Tenure-Track Faculty Hired	38
• Change in Tenured/Tenure-Track Faculty	+13
• Change in Faculty FTE	-1

### STUDENT SUCCESS AND SATISFACTION

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• % Undergraduate ALANA Students	41%
• % First Generation College Students	59%
• % Undergraduates Who Speak English as a Second Language	35%
• Freshmen One-Year Retention Rate	71%
• Freshmen Six-Year Graduation Rate	35%
• Transfer One-Year Retention Rate	71%
• Transfer Four-Year Graduation Rate	67%

### ACCESS AND AFFORDABILITY

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• % Undergraduate Students from MA	92%
• Enrollment in Distance/Online Courses	4,180
• Rate of Growth in Distance Education Enrollments	30%

### SERVICE TO THE COMMONWEALTH

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• % of Graduates Who Live in Massachusetts	81%
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### FINANCIAL HEALTH

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• Endowment Per Student	\$2,371
• Annual Growth in Endowment	7%
• Private Funds Raised Annually (\$000s)	\$5,274
• Operating Margin	-2.70%
• Financial Cushion	6.30%
• Debt Service to Operations	4.74%
• Age of Facilities Ratio	11.82

## ACADEMIC QUALITY

### High School GPA of Freshmen

The average GPA of entering first time freshmen at UMB has increased steadily from 2.82 in Fall 2001 to 3.02 in Fall 2005. GPA scores are closely linked to success in college.

These first time freshmen are only one third of our new students each Fall, two thirds are transfer students.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
$\geq 3.00$	34%	41%	48%	54%	<b>50%</b>
2.51 - 2.99	40%	43%	45%	37%	<b>36%</b>
$\leq 2.50$	26%	16%	7%	10%	<b>14%</b>
<i>Average</i>	2.82	2.92	2.97	3.03	<b>3.02</b>

### SAT Scores of Freshmen

The quartile average SAT scores of entering freshmen have increased substantially from Fall 2004 to Fall 2005.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2004 Peers
75th %ile	1150	1130	1110	1120	<b>1160</b>	1167
25th %ile	960	970	950	950	<b>970</b>	957

### Average GPA of Entering Transfer Students

Two thirds of all new students entering in the Fall are transfer students. The average GPA of these students has risen steadily from 2.86 in Fall 2001 to 3.03 in Fall 2005. There are no comparable peer data for this indicator.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>UMB</i>	2.86	2.95	3.03	3.05	<b>3.03</b>

### Licensure and Certification Test Pass Rates

#### National Council Licensure

##### Examination for Registered Nurses

First time taker pass rates have increased 9% over the past five years. UMB pass rates remain higher than the National Pass Rate.

	2001	2002	2003	2004	2005
<i>UMB First Time Taker Pass Rate</i>	81%	88%	91%	92%	<b>90%</b>
<i>National Pass Rate</i>		87%	87%	85%	<b>87%</b>

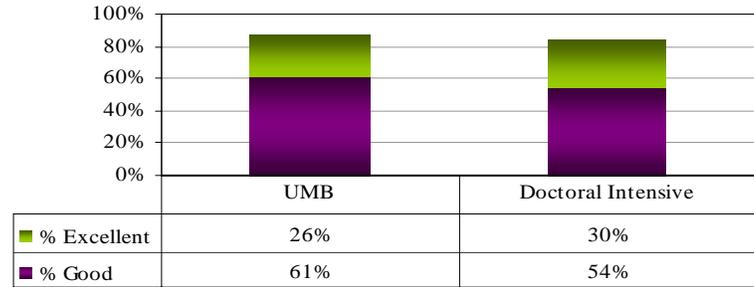
#### Mass Teacher Certification Pass Rate

Certification pass rates have increased from 96% to 99%. In 2003/2004 and 2004/2005, the UMB pass rate was higher than the State average.

	2000/01	2001/2002	2002/2003	2003/2004	2004/2005
<i>UMB</i>	90%	95%	88%	96%	<b>99%</b>
<i>State average</i>	87%	91%	97%	95%	<b>96%</b>

### % Seniors Rating Educational Experience "Good" or "Excellent"

Over 87% of the UMB seniors responding to the National Survey of Student Engagement rated their experience here as "good" or "excellent". This compares very favorably with the 84% of seniors at all responding Doctoral Intensive institutions who rated their experience similarly.



### Number of Students Enrolled in For-Credit Internships

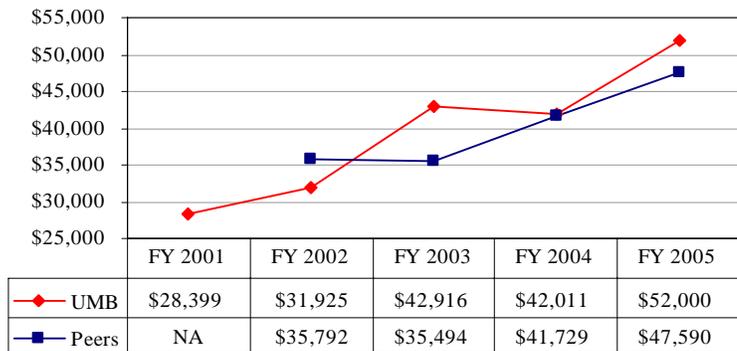
Efforts to increase student participation in internships have been highly successful in the last 3 years, showing a 46% increase between 2004 and 2005.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
UMB	166	191	658	940	1376

### Research per Faculty

R&D per faculty member grew by 23.8% in 2005 and by 83.1% between FY 2001 and FY 2005. UMass Boston has exceeded our peers each year since FY 2003.

In calculating the peer data, we have excluded the University of Illinois Chicago, which has a Medical School and whose current Funds Revenue and Research Expenditures are 15 times larger than UMass Boston.



Total R&D Expenditures as reported in NSF (\$000's)

FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
\$11,672	\$13,121	\$15,793	\$15,460	<b>\$18,148</b>

### Sponsored Instruction & Outreach per Faculty

UMB's sponsored activity in Instruction and Public Service continued to grow in FY 2005, albeit at a slower pace than prior years. The cumulative 90% growth since FY 2001 reflects a commitment to training, education and public service.

Financial information to calculate this measurement for our peers is not available because of the new GASB standards for financial reporting.



### New Tenured/Tenure-Track Faculty Hired

In AY 2005 - 2006 UMass Boston was successful in recruiting 38 new tenured or tenure-track faculty. Forty percent (40%) of the new faculty were persons of color, and 42% were women.

	AY 2005-2006
UMB	38

### Change in Tenured/Tenure-Track Faculty

New faculty hiring and faculty retirements resulted in an increase of 13 tenure/tenure-track faculty between Fall 2004 and Fall 2005.

	Fall 2004	Fall 2005	1-year Change
UMB	349	362	13

### Change in Faculty FTE

The full-time equivalent faculty count declined by 1 FTE between Fall 2004 and Fall 2005.

	Fall 2004	Fall 2005	1-year Change
UMB	578	577	-1

## STUDENT SUCCESS AND SATISFACTION

### % Undergraduate ALANA Students

Two-fifths of all undergraduates at UMB are students of color, whereas only one-fifth (20%) of the population of the area from which we draw (Mass portion of the PMSA, Census 2000) are persons of color. UMB continues to be the most diverse public university with over 2,500 undergraduates in New England.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Number	2,773	2,655	2,608	2,525	2,733
Percent	39%	39%	40%	41%	41%

### % First Generation College Students

Question: *Did either of your parents receive a Bachelor's degree?*

	2002	2003	2004	2005
Alumni Survey: % reporting that neither of their parents had received a Bachelor's degree.	64%			n/a
NSSE: % reporting that neither of their parents had received a Bachelor's degree.	56%		59%	n/a
CIRP: % reporting neither of their parents had received a Bachelor's degree.		52%	57%	n/a

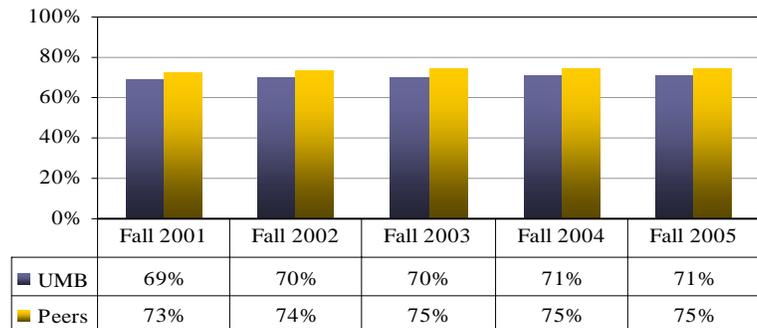
### % Undergraduates who Speak English as a Second Language

Three recent surveys contain data on the percentage of students who speak a language other than English at home:

	2002	2003	2004	2005
Retention Study 2002: Fall 2000 First Time, Full Time Freshmen	42%			n/a
Graduating Senior Survey: August 2002, May 2003, May 2004, May 2005	39%	37%	36%	35%
First Time, Full Time Freshmen Survey CIRP: Is English your native language? % responded 'No'.		35%	38%	n/a
NSSE 2004: Combined Freshman and Seniors			44%	n/a

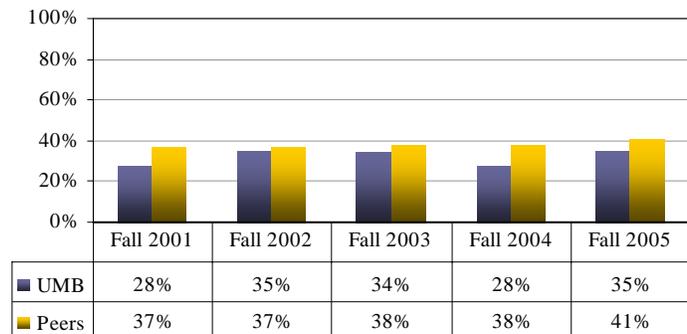
### Freshmen One-Year Retention Rate

The one year retention rate for freshmen has been relatively stable over the last five years despite significant increases in tuition and fees. It remains lower than our peer average. Changes in our undergraduate curriculum will increase retention by creating learning communities.



### Freshmen Six-Year Graduation Rate

The 1999 cohort (reported as Fall 2005) retention rate increased to 35%. The six year graduation rate of freshmen is lower than that of our peers. We are heartened by the 7% increase in the Fall 1999 cohort. However, the numbers of entering freshmen are small at UMass Boston so that small changes in numbers have substantial impacts on percent figures. Ongoing efforts to improve retention will also positively impact graduation rates over time. Graduation rates, of necessity, reflect cohort histories and not the future.



### Transfer One-Year Retention Rate

This shows the one year retention rate of all full-time transfer students, however many credits they are transferring into UMB. The rates cannot be compared nationally as no such data are available.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>Percent</i>	68%	66%	71%	70%	<b>71%</b>

### Transfer Four-Year Graduation Rate

The four year transfer graduation rate increased to 67% in Fall 2005. There are no peer comparisons available for this indicator as these statistics are not collected nationally.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>Percent</i>	67%	66%	69%	65%	<b>67%</b>

## ACCESS AND AFFORDABILITY

### % Undergraduate Students from Massachusetts

UMB serves primarily undergraduate students from Massachusetts. We have consistently attracted international and out-of-state students. In Fall 2005 8% of our undergraduate students were international or out-of-state students, compared with 10% in Fall 2001.

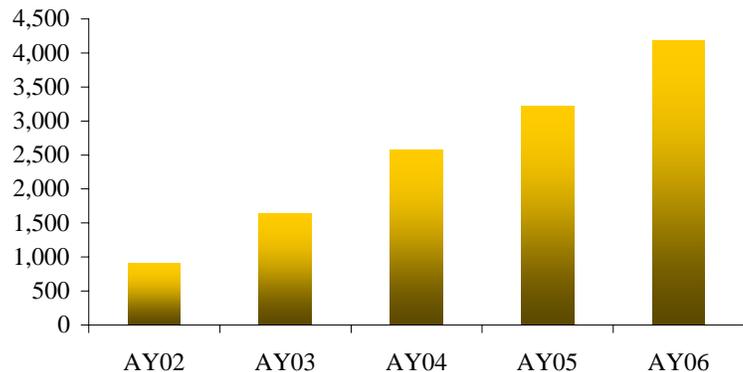
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>Number</i>	8,711	8,217	7,975	7,397	<b>7,437</b>
<i>Percent</i>	90%	90%	91%	92%	<b>92%</b>

### Enrollments in Distance/Online Courses

Enrollments have grown significantly from the first offerings of online instruction in Fall 2000.

AY05 figures have been updated to include Summer 2005 activity.

Summer 2006 estimated enrollment of 1,350 is included in AY06 total of 4,180.



### Rate of Growth in Distance Education Enrollments

Online course enrollment has grown very rapidly over the last four years, giving an AY05-AY06 annual growth rate estimate of 30%

	AY02	AY03	AY04	AY05	AY06 to date
<i>UMB</i>	914	1,631	2,569	3,220	<b>4,180</b>
<i>Annual Rate of Growth</i>		78%	58%	25%	<b>30%</b>

## SERVICE TO THE COMMONWEALTH

### % Graduates Who Live in Massachusetts

The majority (81%) of the undergraduate and graduate alumni of UMB stay, work, and pay taxes in Massachusetts.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>Undergraduate</i>	81%	80%	80%	80%	<b>81%</b>
<i>Graduate</i>	81%	80%	80%	80%	<b>81%</b>
<i>All</i>	81%	80%	80%	80%	<b>81%</b>

## FINANCIAL HEALTH

### Endowment per Student

The endowment per student continued to increase in FY05 due to increases in the market value of endowment holdings and a slight decline in enrollment.

Peer data are not available for this measure.



	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Total (\$000's)	\$18,755	\$19,255	\$20,491	\$21,244	\$22,634

### Annual Growth in Endowment

The 7% rate of growth in the endowment in FY 2005 was the largest since FY 2001, reflecting an upturn in the financial markets and the endowment's holdings.

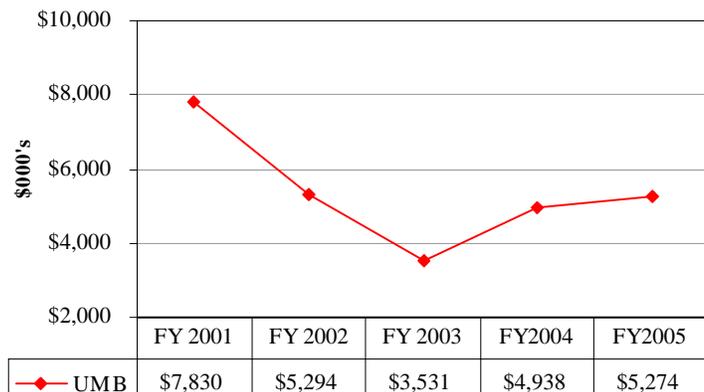
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Growth	\$451,015	\$499,711	\$1,235,916	\$753,109	\$1,390,000
Percent	2%	3%	6%	4%	7%

Peer data are not available for this measure.

### Private Funds Raised Annually

Private fund raising was very successful in the years 1996-2001 resulting from the first ever capital campaign. As anticipated, this slowed down after 2001 marking "the downside of the curve" after the previous five years. In FY05 private funds increased reflecting a continued upswing in pledges.

We continue to anticipate that a revamped Advancement Office, with experienced staff and added resources will increase our private fundraising.



### Operating Margin

The operating margin continues to track roughly the experience of our peer institutions. In FY 05 the campus' financial performance showed a slight decline. Contributing factors were PeopleSoft student implementation costs, increased spending for debt service, energy and a decline in FTE enrollment.

	FY 2002	FY 2003	FY 2004	FY 2005
UMB	-5.35%	-4.55%	-0.02%	-2.70%
Peer Average	-5.43%	-4.01%	-2.67%	-2.00%

## Financial Cushion

In FY 05, though unrestricted and restricted-but-expendable net assets increased during the year, the percentage growth in the campus overall budget during the year caused a slight .38 percentage point decline in the financial cushion ratio.

	FY 2002	FY 2003	FY 2004	FY 2005
<i>UMB</i>	4.48%	3.68%	6.68%	<b>6.30%</b>
<i>Peer Average</i>	7.10%	10.71%	12.07%	<b>13.40%</b>

Relative to our peers, UMB finds itself disadvantaged with regard to the financial cushion ratio, as all of our peer institutions are more mature than UMass Boston, and several are aspirant peers.

## Debt Service to Operations

The debt service ratio shows a planned increase since FY 02 due to UMB's aggressive capital plan and continuing investment in the infrastructure for science, technology, and research, administrative, and our new Campus Center. In FY 05, interest expense increased by \$600,000 (15%) to \$4.6 million due to a recent \$40 million financing that will address deferred maintenance. The debt service to operations ratio fell slightly, however, in FY 05 due to the overall increase in the campus expenditure budget.

	FY 2002	FY 2003	FY 2004	FY 2005
<i>UMB</i>	2.17%	4.58%	5.03%	<b>4.74%</b>
<i>Peer Average</i>	3.08%	3.57%	2.98%	<b>2.65%</b>

## Age of Facilities Ratio

The age of facilities ratio for UMass Boston decreased slightly in FY 05. This reflects the addition of capitalizable costs for improvements and equipment acquisitions. We continue to generate an indicator somewhat below (more favorable than) our peers reflecting our continued investment in Building and Capital Improvements.

	FY 2002	FY 2003	FY 2004	FY 2005
<i>UMB</i>	11.53	11.78	12.01	<b>11.82</b>
<i>Peer</i>	11.95	13.16	13.64	<b>12.96</b>

## DEFINITIONS AND SOURCES

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### ACADEMIC QUALITY INDICATORS

**High school GPA of freshmen.** Cumulative GPA for college prep courses with additional weight to honor and AP courses, according to BHE admissions policy, reported on all first-year students.

**SAT scores of freshmen.** 25<sup>th</sup> & 75<sup>th</sup> percentiles of all first-year students. Peer data are from US News.

**Average GPA of entering transfer students.** Cumulative GPA for college level courses transferred to UMB according to admissions policy.

**Licensure and certification test pass rates.** Pass rate on Massachusetts Teacher Certification Test. Pass rate on National Council Licensure Examination for Registered Nurses.

**Percent seniors rating educational experience “good” or “excellent.”** Percent of seniors who responded “good” or “excellent” to the question, “How would you evaluate your entire educational experience at this institution?” on the National Survey of Student Engagement administered in Spring 2002. Peer data are from NSSE.

**Number of students enrolled in for-credit internships.** Data from annual reports of the Cooperative Education Office at UMB, College of Public and Community Service, College of Management; Career and Alumni Programs, and the University Advising Center.

**Research per faculty.** R&D expenditures in all academic fields from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF, divided by total tenure system faculty as reported to IPEDS. Peer data are from NSF.

**Sponsored instruction & outreach per faculty.** Restricted expenditures for instruction (e.g., training grants) and service per financial statements, divided by total tenure system faculty as reported to IPEDS.

**Number of new tenured/tenured-track faculty.** The number of new tenured/tenured-track faculty members hired to start their new positions in AY 2005-2006.

**Change in number of tenured/tenure-track faculty.** The difference in the number of tenured/tenure-track faculty from one fall semester to the next. Include faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. For the 2006 PMS report, the difference will be between the figure for Fall 2005 and Fall 2004.

**Change in faculty FTE.** The difference in the total FTE, from one fall semester to the next, for all full-time and part-time instructional faculty teaching state-supported courses. Include faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. For the 2006 PMS report, the difference will be between the figure for Fall 2005 and Fall 2004.

### STUDENT SUCCESS AND SATISFACTION INDICATORS

**Percentage of undergraduate ALANA students.** Undergraduates who are African-American, Hispanic/Latino, Asian and/or Native American, divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity. Data from Census 2000 for the Massachusetts portion of the Boston-MA-NH PMSA are used for comparison.

**Percent of first generation college students.** Data are from the Spring 2002 & 2004 National Survey of Student Engagement, CIRP Freshmen Survey 2003 & 2004 and 2002 Alumni Survey.

**Percent undergraduates who speak English as a second language.** Data are from the Retention Study 2002 and the Graduating Senior Survey 2002, 2003 & 2004, CIRP Freshmen Survey 2003 & 2004.

**Freshmen one-year retention rate.** Percent of first-time, full-time freshmen who entered in previous fall and were still enrolled as of the next fall. Peer data are from U.S. News and represent 4-year averages.

**Freshmen six-year graduation rate.** Percent of first-time, full-time freshmen who entered in a given fall and had graduated within six years. Peer data are from US News and represent 4-year averages.

**Transfer one-year retention rate.** Percent of full-time transfer students at any level who entered in the prior fall and were still enrolled or graduated as of the next fall.

**Transfer four-year graduation rate.** Percent of full-time upper division transfers (60+ credits) who entered in a given fall and had graduated within four years.

### ACCESS AND AFFORDABILITY INDICATORS

**Percentage of undergraduate students from Massachusetts.** Percentage of undergraduate students from in-state as determined by tuition residency classification.

**Year to date enrollments in online courses.** The Division of Corporate, Distance and Continuing Education began offering online Education courses in Fall 2000. Count represents course registrations, not headcount enrollments, during a given academic year (Fall-Summer).

**Rate of growth in distance education enrollments.**

Percentage rate of growth in annual online course registrations between AY2001 and AY2005. Does not represent headcount enrollments.

**SERVICE TO THE COMMONWEALTH INDICATORS**

**Percent of graduates who live in Massachusetts.**

Percentage of total undergraduate and graduate degree recipients who currently reside in Massachusetts based on alumni records.

**FINANCIAL HEALTH INDICATORS**

**Endowment per student.** Total UMass Boston endowments per annualized FTE student, where FTE of peer institutions is standardized to UMass formula.

**Annual growth in endowment.** Annual growth in total UMass Boston endowment balance.

**Private funds raised annually.** Private funds raised includes restricted and unrestricted revenues from individuals, foundations, corporations and other organizations. Includes private grant revenues but not private contract revenues. Totals for each year include pledges made in that year as well as the value of in-kind contributions.

**Operating margin.** Operating surplus as a percentage of total operating revenue, plus state appropriations, plus gifts. Peer data from published financial statements.

**Financial cushion.** Unrestricted net assets as a percentage of total operating expenditures. Peer data are from published financial statements.

**Debt service to operations.** Debt service as a percentage of total operating expenditures. Peer data are from published financial statements.

**Age of facilities indicator(s).** Age of facilities ratio calculates the relative age of plant in years. Age of facilities is determined by dividing accumulated depreciation by the annual depreciation.

**PEER INSTITUTIONS FOR UMASS BOSTON**

University of Illinois at Chicago  
 Old Dominion University  
 Georgia State University  
 University of Memphis  
 University of Missouri-St Louis  
 Cleveland State University  
 Portland State University  
 CUNY-Queens  
 CUNY-Brooklyn  
 George Mason University

## ABOUT THE CAMPUS

**SIZE** — The University of Massachusetts Dartmouth is in a rural environment situated on 710 acres, within an hour of four major population centers in the Commonwealth. The Dartmouth campus has experienced unprecedented student demand over the last five years, having in fall 2005 the largest ever entering class (1,727 freshmen in both regular and alternative admissions and 493 transfer students). The enrollment for fall 2005 was 7,581 day-division students (763 of these are graduate students) and 968 continuing education students. Responding to anticipated demand, we built two 400-bed dormitories for fall 2002 and constructed new apartment-style residence halls, adding 1,200 additional beds to the campus housing stock starting in Spring 2005. In fall 2005, the full-time FTE faculty was 355 and the part-time FTE faculty was 72.

**STUDENT BODY** — With more than half of our undergraduate students living on campus, UMass Dartmouth is now a “residential” campus. At the same time, we continue to serve regional needs through not only the residential option but part-time and continuing education modes. Many of our students are first-generation college attendees. Including Professional and Continuing Education students, 50% percent of our undergraduates come from the Southeastern Massachusetts and 40% come from outside the region but within the Commonwealth. On average, our students work more than 20 hours per week in order to fund their education, and have a work ethic that serves them well when they graduate. Our students enjoy levels of success after graduation that are exemplary, and our small, intimate, regional campus offers an attractive alternative to the larger, national public campuses.

**ACADEMIC PROGRAMS** — We offer 59 undergraduate and graduate degree programs in five colleges (Arts and Sciences, Business, Engineering, Visual and Performing Arts, Nursing) and one school (Marine Science and Technology). Among the programs we offer are a strong group of nationally or internationally accredited programs (21): Nursing (2), Engineering (5), Visual Arts (6), Chemistry (1), Medical Laboratory Science (1), Business (6). We offer 22 Master’s degree programs and 4 doctoral degree programs. We have an unusual program profile compared to other “Master’s Larger” institutions. Most institutions have large, low-cost, high enrollment programs such as Teacher Education, Criminal Justice, and Journalism. Instead we emphasize high-cost programs including Visual and Performing Arts, Engineering, Marine Science and Technology, and Nursing.

**DEGREES GRANTED** — UMass Dartmouth produces annually over 1,250 graduates, and that number will grow in future years due to recent enrollment increases. Because eighty percent of our graduates remain in Massachusetts, the degrees we grant make a direct, important contribution to the Commonwealth. Although we are still small in doctoral education, we have now produced 18 PhDs at the UMass Dartmouth campus.

We present here a table to display the range of degrees and their academic fields, awarded in 2005.

UMASS DARTMOUTH DEGREES GRANTED IN 2005			
	BAC	MST/ PBC	PhD
Arts & Sciences			
Humanities	110	13	0
Sciences	67	4	0
Social Sciences	222	16	0
Interdisciplinary	55	24	0
Business	287	89	0
Engineering	131	55	2
Nursing	66	31	0
Visual & Performing Arts	125	25	0
SMAST	0	2	0
<b>TOTAL</b>	<b>1063</b>	<b>259</b>	<b>2</b>

**EVOLUTION** — Building on a long and productive history of undergraduate teaching and learning, we are growing into an expanded role for graduate education, research, and outreach programs. We have seen our research funding grow to \$21.1M per year from a base less than \$2M thirteen years ago. We have recently added an MPP in Policy Studies and are targeting other areas for new graduate programs over the next 5 years to support the growing research activity and to enhance the overall educational environment for both undergraduate and graduate students.

**REGIONAL FACTORS** — UMass Dartmouth is ranked among the top regional public universities in the North by U.S. News and World Report. UMass Dartmouth is *the* university in southeastern Massachusetts, and we are fully engaged. Expectation for outreach and the use of our intellectual resources is high. We have a strong constituency among regional industry, the community, and the regional legislative delegation. We have vigorous and productive outreach centers both inside and outside the main campus boundaries.

## HEADLINES FROM THE 2006 ANNUAL INDICATORS

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The UMass Dartmouth indicators show overall strong performance. The campus has reached or exceeds the level of its peer institutions on many indicators. The indicators highlighted below are indicative of the campus's successes in the past few years. Also highlighted are areas of change.

### ACADEMIC QUALITY

The Performance Measurement System's indicators for high school GPA and SAT scores help us gauge whether our admissions quality is matched in the academic experience that we deliver, and they reassure us that they are. UMass Dartmouth seeks students well prepared for college, and the campus works hard to recruit students across a relatively broad spectrum. In this way we help realize our mission to serve the region and the Commonwealth by giving a wider range of capable students access to a high-quality education.

Our faculty are both teachers and scholars who bring the excitement of their research and creative work into the classroom. The Dartmouth indicator for Sponsored Research/Faculty has more than tripled in six years, going from \$19,769 per faculty member in FY 1999 to \$67,510 in FY 2005. The total sponsored research activity was \$21.13 million in FY 2005. At \$10.19 million, federally-funded research is well represented, indicating the Dartmouth campus' involvement in meeting national priorities through research and development; and the proportion of our R&D that is federally funded is growing. This indicator does not capture the many other kinds of scholarship at the university that are not funded by external sources, including artistic creation and much of the work in the humanities and social sciences.

### STUDENT SUCCESS AND SATISFACTION

The one-year retention and six-year graduation rates for Dartmouth's freshmen compare well with those of our peers and are strong when seen in the light of research by such nationally-recognized experts as Alexander Astin. The indicators for transfer student retention and graduation fill in the picture that is left incomplete by the standard measure for freshmen success.

### SERVICE TO THE COMMONWEALTH

The two indicators in this category show that our impact on the Commonwealth is substantial.

The indicator on Enrollment in Corporate Education and Training helps to verify UMass Dartmouth's contributions to the Commonwealth and to Southeastern Massachusetts by giving a profile of activities and participants. In all, 3,220 individuals participated in professional development training; seminars for members of professional organizations; and workforce training.

Under the heading "Regional Impact" are assembled examples of UMass Dartmouth's transformational impact in the region. The examples—including cultural, artistic, athletics, and intellectual events hosted; economic development, technology development, rehabilitation, and K-12 projects undertaken; library usage by the community; leadership development; and news citations—highlight the campus's extensive regional influence.

These categories help tell the story of UMass Dartmouth's successes in achieving our *mission* to "act as an intellectual catalyst for regional, economic, social, and cultural development."

### FINANCIAL HEALTH

We have continued to address fiscal challenges. Strong progress continues on reducing a major structural deficit. A set of fiscal controls and processes are in place to ensure the achievement of full fiscal stability, and strategic planning has been linked to resources to better align academic goals and spending. We continue to make solid progress in reduction of accrued liability and building of fund balances. Funding sources have been diversified and planned enrollment growth and expenditure control have been adopted as a fiscal stabilizing strategy. Current and anticipated state allocation projections will assist us in keeping our core missions strong.

**2006 ANNUAL INDICATORS AT A GLANCE****ACADEMIC QUALITY**


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• Average HS GPA of Freshmen	3.03
• SAT Scores of Freshmen (average)	1064
• SAT Scores of Freshmen (25 <sup>th</sup> -75 <sup>th</sup> )	990 - 1150
• Licensure/Certification Pass Rates	
<i>Mass Teacher Test</i>	100%
<i>Nursing</i>	91%
• Sponsored Research/Faculty	\$67,510
• Sponsored Research	\$21,130,784
• Federal Research Support	\$10,189,655
• New Tenured/Tenure-Track Faculty Hired	25
• Change in Tenured/Tenure-Track Faculty	+ 15
• Change in Faculty FTE	+ 19

**STUDENT SUCCESS AND SATISFACTION**


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• Freshman One-Year Retention Rate	76%
• Transfer One-Year Retention Rate	74%
• Freshman Six-Year Graduation Rate	51%
• Transfer Six-Year Graduation Rate	79%

**ACCESS AND AFFORDABILITY**


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• Enrollment in Corporate Education & Training	3,220 Participants
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**SERVICE TO THE COMMONWEALTH**


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• Regional Impact	
Activities of Centers/Projects	9,425 Participants
Musical and Artistic Events	10,000 Participants
News Citations	Over 5,000
Regional Leadership	9 Legislators are Alums
Athletic Events	25,000 participants

**FINANCIAL HEALTH**

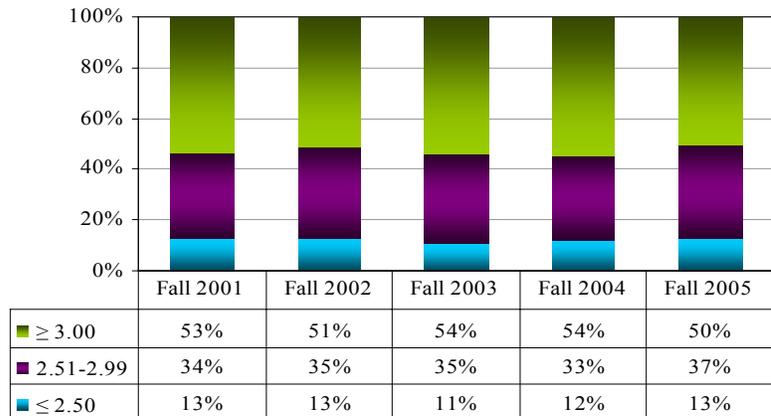

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• Endowment Per Student	\$2,522
• Endowment Assets	\$18,267,468
• Private Funds Raised Annually	\$4,297,188
• Operating Margin	0.0%
• Financial Cushion	-2.7%
• Debt Service to Operations	6.0%
• Age of Facilities Ratio	9.9

## ACADEMIC QUALITY

### High School GPA of Freshmen

After a period of steady increase, our GPA quality levels have come to a new level. By maintaining this level, UMass Dartmouth is succeeding in its goal of maintaining an enhanced student quality profile while also fostering access. This year's small decline is associated with bringing in the largest ever freshman class.



	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>Average</i>	3.04	3.02	3.06	3.08	<b>3.03</b>

### SAT Scores of Freshmen

A steady increasing trend in SAT scores together with improvement in GPAs show that UMass Dartmouth is succeeding in improving the quality of its incoming freshmen. The SAT data include Alternative Admission students; without Alternative Admissions, the SAT average is 1080. Although our peers have somewhat higher SATs, given the competitive admissions environment in New England, our mission of access, and the presence of aspirant peers, our SATs are appropriate.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Peers
<i>75th %ile</i>	1140	1130	1130	1140	<b>1150</b>	1189
<i>25th %ile</i>	970	970	980	980	<b>990</b>	998
<i>Average</i>	1050	1047	1058	1058	<b>1064</b>	1094

### Licensure and Certification Test Pass Rates

UMass Dartmouth Nursing students' performance on the licensure examination is strong, with a 91% pass rate. Performance on the Massachusetts Tests for Educator Licensure shows all students passing all three portions—Basic Skills Reading, Basic Skills Writing, and the Academic Content Area. Students may not enter the teacher preparation program before passing both the skills and content tests.

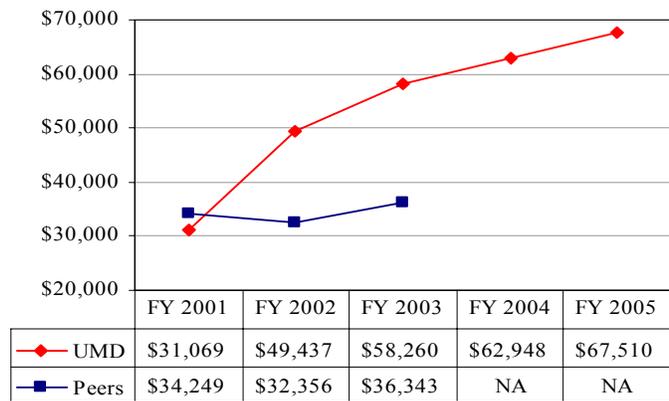
Nursing Licensure	2003	2004	2005
<i>Pass rate:</i>	96%	90%	<b>91%</b>
<i>National Average:</i>	87%	85%	<b>87%</b>
<i>Number Tested:</i>	50	60	<b>55</b>

Teacher Preparation	2003	2004	2005
<i>Pass rate:</i>	96%	100%	<b>100%</b>
<i>State Average:</i>	97%	95%	<b>96%</b>
<i>Number Tested:</i>	48	55	<b>54</b>

## Sponsored Research per Faculty

UMass Dartmouth has a strong overall upward trend in this indicator, which is \$67,510 in FY 2005. This ratio has more than doubled between FY 2001 and FY 2005. The total R&D value is over \$21M for FY 2005. We are considerably ahead of our peers in this indicator; FY 2003 is the latest year for which peer comparisons are available. Aspirant peers are included in the peer data.

Increasing research and scholarly activity is a key component in UMass Dartmouth's strategic plan. Heightened research agendas in the colleges and the School for Marine Science and Technology are important to UMass Dartmouth's plans to expand its roles in graduate education and economic, technological, and intellectual development. Increased income from indirect charges is important to our revenue stream.



Total R&D Value (in Millions)				
FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
\$9.881	\$15.721	\$17.012	\$18.758	<b>\$21.131</b>

## Federal Research Support

The federally funded portion of overall R&D activity continues to grow at the Dartmouth campus, rising in FY 2005 to over \$10 million. The institution thus continues to expand its involvement in meeting national priorities through research and development. For comparability with peers, we report on federal research support in science and engineering only; adding in other fields increases the total by \$338K. We are considerably ahead of our peers in this indicator; FY 2003 is the latest year for which peer comparisons are available.

(in Millions)	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
UMD	\$4.928	\$7.142	\$8.718	\$9.537	<b>\$10.190</b>
Peers	\$5.877	\$5.723	\$6.466	NA	NA

## New Tenured/Tenure-Track Faculty Hired

The number of new faculty hired to the tenure track or with tenure, starting their positions in 2005-2006. In the longer run, this indicator will provide data about the pipeline to tenure at UMass Dartmouth.

	AY 2005-2006
UMD	<b>25</b>

## Change in Tenured/Tenure-Track Faculty

The difference in the number of tenured and tenure track faculty from one fall semester to the next. The counts include faculty who are on paid leave but not those whose responsibilities are primarily administrative.

	Fall 2004	Fall 2005	1-year Change
UMD	298	313	15

### Change in Faculty FTE

The difference in the total FTE of instruction from one fall semester to the next. For all full-time and part-time *instructional* faculty teaching state-supported courses. Not included are individuals whose primary responsibility is administrative, teaching assistants, and continuing education instructors.

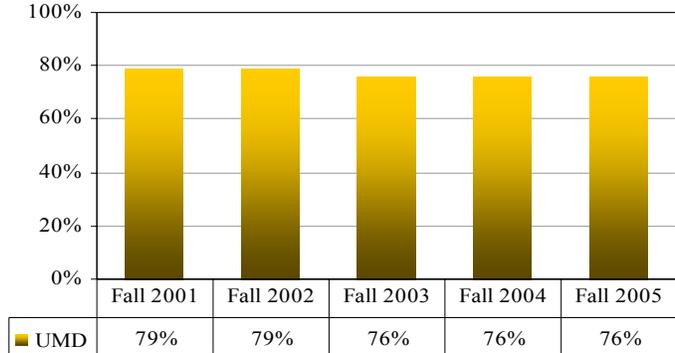
	Fall 2004	Fall 2005	1-year Change
UMD	408	427	19

### Freshman One-Year Retention Rate

76% percent of last fall's first-time, full-time freshmen were still enrolled as of the next fall.

Research by higher-education scholars such as Alexander W. Astin shows that institutions with UMass Dartmouth's profile of on-campus residency, admissions quality, and institutional type do well if they achieve first-year retention rates above 75% and quite well at 80% or above. Our peers average 79% on this measure, including aspirant peers.

UMass Dartmouth continues to have a goal of exceeding 80% on this measure—an ambitious goal designed to challenge the institution. On the other hand, we realize that as we accept better-qualified students, they will have more options for transferring out. Fewer than 1/3 of our students leave because of academic difficulties; and 75% of those who leave continue their higher education studies elsewhere.



2-yr average from US News 2006 Edition (Fall 2004): Peers 79%

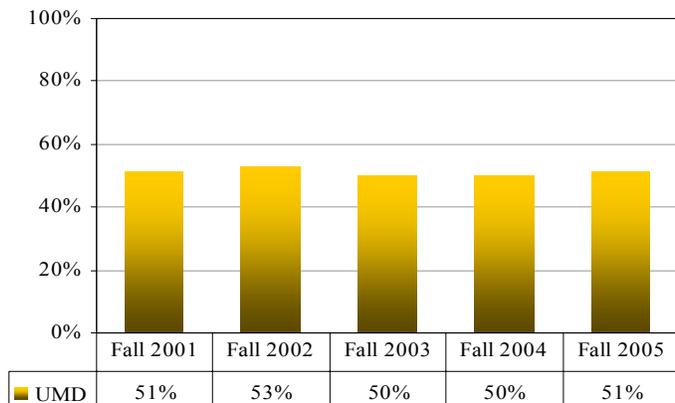
## STUDENT SUCCESS AND SATISFACTION

### Freshman Six-Year Graduation Rate

51% of the first-time, full-time freshmen who entered in fall 1998 had graduated from UMass Dartmouth by the end of the 2005 calendar year.

Research by higher-education scholars such as Alexander W. Astin shows that institutions with UMass Dartmouth's profile of on-campus residency, admissions quality, and institutional type are doing well if they achieve graduation rates above 50%. We are performing as well as our comparative peers alone, who have together a 51% graduation rate; the rate reported for peers in the chart includes aspirant peers.

UMass Dartmouth has a goal of exceeding 55% on this measure—a goal designed to challenge the institution.



3-year average from US News 2006 Edition (Fall 2004): Peers 57%

### Transfer One-Year Retention Rate

This indicator shows that 74% percent of last fall’s entering transfer students were either still enrolled as of the next fall or had completed their program. We are meeting the needs of the large proportion of these students. We also note that today’s students have a wide range of reasons for transferring, and more and more do so readily. Transfer students are important in the university's enrollment and access goals.

	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Percent	80%	78%	76%	<b>74%</b>

### Transfer Four-Year Graduation Rate

This indicator shows that 79% percent of the full-time upper division transfer students who entered in fall of 2001 had completed their program by Fall 2005. Upper division transfer students are those who entered with 60 or more credits.

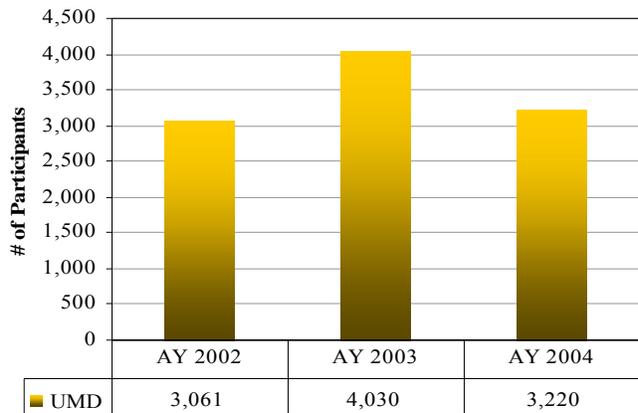
	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Percent	69%	77%	77%	<b>79%</b>

This rate of degree completion for transfer students suggests we are their school of choice for degree completion. Our regional community colleges are the major source of students who enter with 60 or more credits; under the Joint Admission program, these students complete their associate's degrees and then transfer here.

## ACCESS AND AFFORDABILITY

### Enrollment in Corporate Education & Training

This indicator counts AY 2005 participants in the corporate education and training activities offered through our Division of Continuing Education and Advanced Technology and Manufacturing Center. In all, 3,220 individuals participated in activities with public agencies and private companies including professional development for health providers, environmental preservation, community development, agricultural business, information technology, small business entrepreneurship, manufacturing, seminars for professional organizations, executive development, small business innovation, and developments in science and technology. The Division of Continuing Education had 30 active partnerships with public agencies and private companies.



## SERVICE TO THE COMMONWEALTH

### Regional Impact

This summary highlights many activities. It is by no means exhaustive, but indicates the range and effect of programs, activities, and events with an outside audience. Less easy to tabulate is our influence on the region, but these data suggest it is considerable.

- In 2005 the Centers for Portuguese Language and Culture, Marine Science and Technology, Business Research, Indic Studies, Jewish Culture, Gerontology, and French Language and Culture together hosted 135 different public events—including lectures, seminars, professional development workshops, and conferences—for 6,925 total participants. In addition, over 1,900 people have participated in 64 institutes, workshops, conferences, and courses for educational and K-12 development, including activities of the Southcoast Educational Compact, the Connecting Oceans Academy, and the Buzzards Bay Writing Project. To date, our Spotlight program has brought 2,000 high-achieving high school students to campus, and the Changing Lives through Literature alternative sentencing program has helped over 4,000 first-time offenders.
- The library has 162 regional people as members of the Library Associates, hosted 13 events, including faculty talks distributed over public access TV and other events with a total audience of 400. The Archives sponsored a Historical Tour of Jewish New Bedford, including a 40-page booklet of which 1,350 copies have been distributed and a lecture attended by over 100 people.
- There were 218 athletic contests on campus with an total audience of over 25,000.
- The Centers for Marine Science and Technology, Advanced Technology and Manufacturing, and Policy Studies together conducted over 85 different projects in economic and technology development and environmental management. The work of the Center for Policy Studies was cited in 159 different regional newspaper articles during 2005, based on its 17 major projects in the year. The Center for Business Research had 166 different regional clients to date, with 30 new projects in 2005. The Advanced Technology and Manufacturing Center has 13 venture technology companies and 12 industry partners, 19 industry projects totaling \$760K, and 90 student interns working on a variety of real-world problems. The Center for Rehabilitation Engineering assisted 250 people with disabilities (124 new clients) in 819 service transactions, installing 98 new systems; over the past 24 years, the Center has served 2,450 people with disabilities.
- UMass Dartmouth hosted over 35 arts events (gallery shows, lectures, tours), 20 musical events (concerts, recitals, master classes), and 25 film and theater shows, for 20,000 overall participants.
- UMass Dartmouth has among its graduates 9 current state legislators, and many city councilors, legislative staffers, and members of town boards.
- In all, UMass Dartmouth was cited in over 5,000 news articles in 2005, including over 40 in the Boston Globe and other national publications.

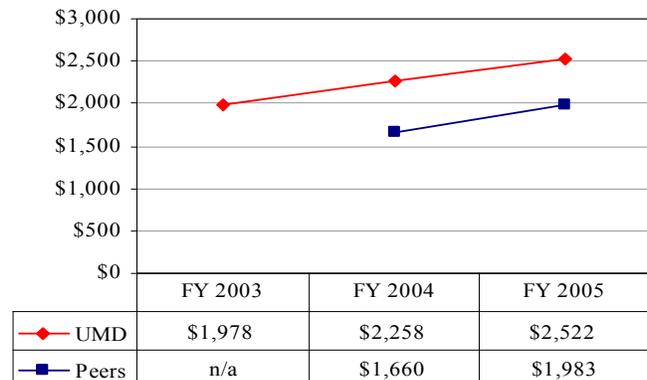
As the only university in Massachusetts, public or private, south of Boston, the Dartmouth campus of the University of Massachusetts makes a rich contribution to the southeastern Massachusetts region.

## FINANCIAL HEALTH

### Endowment per Student

The Endowment per Student ratio reflects a base from which earnings can contribute to current operations. In addition, unrestricted endowments contribute to the non-expendable fund balance, which greatly affects the financial cushion. In FY 2005 and FY 2006, the campus strategically allocated resources in hopes to generate additional revenues for endowment. Although the absolute value of the endowment increased, growth in this indicator is lessened due to enrollment increases.

The total endowment of \$18,267,468 in FY 2005 is projected to continue to grow. The total endowment has more than doubled since the FY 1998 figure of \$7,293,000. Peers performance shows declines.



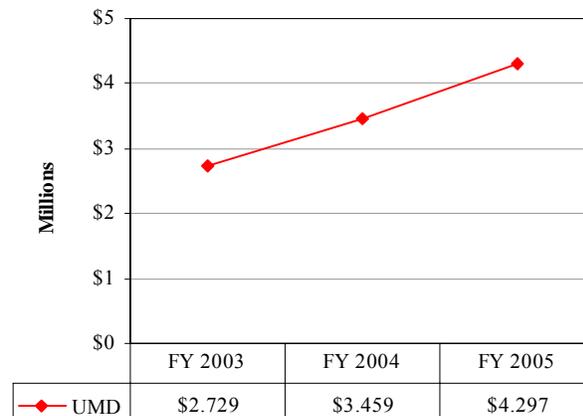
## Endowment Assets

With additional funds allocated, the campus anticipates a steadier growth pattern to be achieved with the period ending FY 2007.

(in Millions)	FY 2003	FY 2004	FY 2005
<i>UMD</i>	\$12.777	\$14.752	\$18.267

## Private Funds Raised Annually

The Private Funds indicator gauges UMass Dartmouth's success in raising funds from private sources (alumni and other individuals, foundations, corporations and other organizations) to support its mission. The campus expects revenues from this area to begin to increase fairly consistently from FY07 to FY10. This can be attributed to the investment the campus has made and will continue to make around institutional advancement.



## Operating Margin

The operating margin measures an institution's ability to generate revenue in excess of expenditures and mandatory transfers. The projected positive operating margin in the financial indicators is a reflection of financial management to achieve a more stable financial environment.

	FY 2003	FY 2004	FY 2005
<i>UMD</i>	5.5%	1.8%	<b>0.0%</b>
<i>Peers</i>	n/a	-4.6%	<b>2.0%</b>

## Financial Cushion

The financial cushion reflects long-term financial health of the institution and its ability to weather, or "cushion" itself from, short-term operational ups and downs. The current ratio is *much improved* over that of five years ago, when this ratio was negative 7.2% and the campus had an "Unrestricted Net Asset" balance of \$9,055,000. The improved position represents a savings of approximately five million dollars. Positive operating results combined with the funding of liabilities will serve to diminish the negative financial cushion over time. The campus achieved cash equilibrium in fiscal 2002 and anticipates that the cash balance will increase each year. By FY 2008, the projected ratio is expected to reflect a positive cushion – with still more rapid improvement in FY 2009-2011.

	FY 2003	FY 2004	FY 2005
<i>UMD</i>	-2.3%	-2.1%	<b>-2.7%</b>
<i>Peers</i>	n/a	24.7%	<b>25.1%</b>

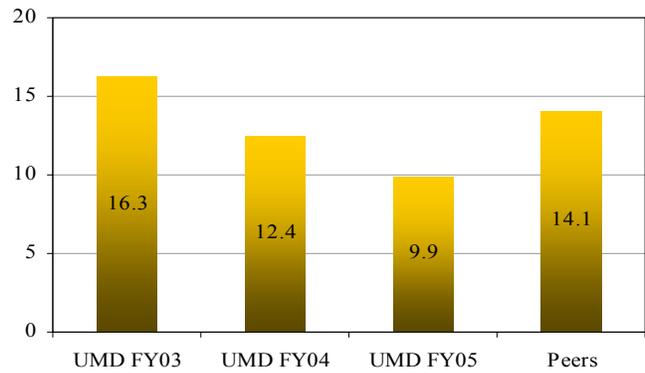
### Debt Service to Operations

Total debt service for the campus will peak in FY 2010 when the full debt service payment for the new Research building occurs. The debt service to operations ratio will climb in FY 2007 when the full payment for the apartment style housing units comes due. As a function of this ratio, the increase in debt service and the expected increase in operating expenses will naturally result in an improving ratio. Even at its maximum in FY 2010, this ratio will be below the 10% threshold.

	FY 2003	FY 2004	FY 2005
UMD	5.3%	6.9%	<b>6.0%</b>
Peers	n/a	4.0%	<b>10.8%</b>

### Age of Facilities Ratio

The age of facilities ratio displays the accumulated depreciation of the campus facilities as a ratio of the depreciation expense in the year of concern. Over time, if one does not replace depreciable assets, one's ratio will be higher. The lower the number, the newer the assets. We are performing well on this indicator. Peers are for FY 05.



## DEFINITIONS AND SOURCES

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### ACADEMIC QUALITY INDICATORS

**High School GPA of First-year Students.** Cumulative GPA for college preparatory courses with additional weight to honors and AP courses, according to BHE admissions policy, reported on all first-year students.

**SAT scores of first-year students.** 25<sup>th</sup>, 75<sup>th</sup> percentiles and mean SAT scores of all first-year students. Peer data are from US News. Peer means are expressed as the average of 25<sup>th</sup> and 75<sup>th</sup> percentiles.

**Licensure and Certification Test Pass Rates.** Pass rate on Massachusetts Teacher Test and pass rate on Nursing Licensure Exam. Official data as reported annually to the testing organizations. Data are for test administrations in 2005.

**Sponsored Research per Faculty.** R&D expenditures in all academic fields, from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF, divided by total tenure system faculty as reported to IPEDS. Peer data are from NSF/IPEDS.

**Federal Research Support.** R&D expenditures in all science and engineering fields, from all federal sources, as reported to NSF. Peer data are from NSF.

**New Tenured/Tenure-Track Faculty Hired.** The number of new faculty hired to the tenure track or with tenure, starting their positions in 2005-2006.

**Change in Tenured/Tenure-Track Faculty.** The difference in the number of tenured and tenure track faculty from one fall semester to the next. Counts include faculty on paid leave but not those whose responsibilities are primarily administrative.

**Change in Faculty FTE.** The difference in the total FTE of instruction from one fall semester to the next. Not included are individuals whose primary responsibility is administrative, teaching assistants, and continuing education instructors. Faculty FTE is calculated as full-time faculty headcount and part-time faculty headcount divided by three.

### STUDENT SUCCESS AND SATISFACTION INDICATORS

**Freshman one-year retention rate.** Percent of first-time, full-time freshmen who entered in previous fall and were still enrolled as of the next fall. Peer data are from U.S. News and represent 2-year averages.

**Freshman six-year graduation rate.** Percent of first-time, full-time freshmen who entered in a given fall and had graduated within six years. Peer data are from US News and represent 3-year averages.

**Transfer one-year retention rate.** Percent of full-time transfer students at any level who entered in the prior fall and were still enrolled or graduated as of the next fall.

**Transfer Four-Year Graduation rate.** Percent of full-time upper division transfers (60+ credits) who entered in a given fall and had graduated within four years.

### ACCESS AND AFFORDABILITY INDICATORS

**Enrollment in Corporate Education and Training.** Count of individuals engaged in the fall semester in the range of corporate educational and training activities sponsored at UMass Dartmouth through the Division of Continuing Education and at the Advanced Technology Center.

### SERVICE TO THE COMMONWEALTH INDICATORS

**Regional Impact.** Presented is a narrative of significant activities and programs, with a number of facts and statistics cited. Sources include annual reports, newspaper clipping services, and alumni records.

### FINANCIAL HEALTH INDICATORS

**Endowment per student.** True and quasi-endowment per annualized FTE student, where FTE of peer institutions is standardized to UMass formula. Peer data are from financial statements and IPEDS.

**Endowment Assets.** Market value of true and quasi-endowment assets. Comparative data are from IPEDS, financial statements and NACUBO survey.

**Private Funds Raised Annually.** Private funds raised includes restricted and unrestricted revenues from individuals, foundations, corporations and other organizations. Includes private grant revenues but not private contract revenues. Totals for each year include pledges made in that year as well as the value of in-kind contributions.

**Operating Margin.** Operating surplus as a percentage of total operating revenues plus federal and state appropriations. Peer data are from published financial statements.

**Financial Cushion.** Unrestricted net assets as a percentage of operating expenditures and interest expense. Peer data are from published financial statements.

**Debt Service to Operations.** Debt service payments as a percentage of operating expenditures and interest expense. Peer data are from published financial statements.

**Age of Facilities Ratio.** The average age of plant as measured in years and defined as current depreciation expense divided by accumulated depreciation. Peer data are from published Carnegie benchmarks.

#### PEER INSTITUTIONS FOR UMASS DARTMOUTH

Clarion University of Pennsylvania  
 College of William and Mary (VA)\*  
 Michigan Technological University\*  
 Murray State University (KY)  
 Slippery Rock University of Pennsylvania  
 Sonoma State University (CA)  
 South Dakota State University\*  
 The College of New Jersey  
 University of Central Arkansas  
 University of Minnesota, Duluth  
 University of North Carolina at Greensboro\*  
 University of Wisconsin, Eau Claire

*\*Aspirant Peers*

## ABOUT THE CAMPUS

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### LOWELL'S MISSION

Lowell's mission is to offer high-quality affordable education and to reach out to the broader community with programs of research and public service that assist sustainable regional economic and social development.

This mission was first established by a merger in 1975 (based on far-sighted legislation designed to create "more opportunity for our citizens") of Lowell Technological Institute and Lowell State College to create the University of Lowell.

Our second merger, in 1991, formed the new five-campus UMASS and enabled Lowell to tightly focus on programs meeting rigorous standards for quality, demand, cost, and centrality to our mission. This focusing process consumed Lowell's attention and energy for the seven-year period from 1993-2000 and consolidated the campus into four Colleges and a Graduate School of Education. (All teacher-preparation programs at Lowell are at the graduate level.)

### CAMPUS ADMINISTRATIVE STRUCTURE

In order to ensure strong intellectual and professional competence in its academic areas, to pursue its three primary goals - effective teaching and learning, diversity and pluralism, and assisting sustainable regional economic and social development - and to pursue its service/outreach mission, Lowell established a three - component administrative structure. The components are: 1) a limited number of traditional academic departments and colleges; 2) three faculty- and staff-driven councils, and 3) some thirty interdisciplinary Centers and Institutes.

### STUDENT BODY

Lowell awarded over 2000 degrees last year. Our goal, based on our mission, is to grant 60% of these degrees at the undergraduate level, 35% at the master's level, and 5% at the doctoral level. These proportions were approximated with 68% undergraduate, 28% master's, and 4% doctoral degrees conferred in 2004 - 05.

### CAMPUS CLASSIFICATION

For over ten years, Lowell has been in Category I (the top step) of the institutional classifications of the American Association of University Professors.

In the new Carnegie Classification of institutions, based on research activity, Lowell is at the third step: Doctoral/Research Universities.

### PHYSICAL PLANT

Of the five UMASS campuses, Lowell is the only one embedded in the heart of its host city. UML North is at the very edge of the City's downtown area. UML South is about one mile away in a more residential urban setting. UML East is between the other two campus clusters and is home to residence halls, the Campus Recreation Center, and the LeLacheur Baseball Stadium.

Over the last decade, the Lowell Campus has been a partner with the City of Lowell in the building of the Tsongas Arena and the LeLacheur Baseball Park and the rebuilding of the old Lawrence Mill site at the junction of City and University property.

In recent years, Lowell has inaugurated an aggressive facilities campaign. We have completed all deferred maintenance on UML North, South, and East, as well as spruced up the campus to integrate it into its City surroundings.

## HEADLINES FROM THE 2006 ANNUAL INDICATORS

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### ACADEMIC QUALITY

Every program in Lowell's colleges/school, for which a national professional accreditation agency exists, is accredited by that agency. The average SAT score of incoming students remains high, with an average combined score of 1094.

Externally sponsored research per faculty is important to Lowell both as one measure of faculty scholarship and as a measure of assisting innovation in the regional economy. Although we stand at \$61,393 of research expenditure per year per faculty, we need to continue our efforts to reach a goal of about \$90,000 per year per faculty.

### STUDENT SUCCESS AND SATISFACTION

Lowell's one-year retention rate has remained stable and above its peer mean. This is despite many of our students coming from lower socio-economic backgrounds with parents who did not attend college. Our six-year graduation rate appears to be improving, while that of our transfers is particularly high. Lowell's transfer student success is reflected in the fact that almost half of bachelors awarded annually go to transfers.

### ACCESS AND AFFORDABILITY

UMass Lowell works diligently with regional K-12 systems and the community colleges to make the transition from high school to community college to university as effective as possible. Lowell recognizes the importance of strong K-12 systems and supports those in the region through, literally, scores of partnerships and programs.

The state is expected to experience only a slight drop in the number of high school graduates over the coming years. In order to maintain affordability and to entice high achieving students to the campus, Lowell has instituted a program to offer 30 community college transfer students scholarships of \$2,500 annually. The campus has also increased the amount of Dean's Scholarships, awarded to 60 incoming freshmen each year, to \$4,000. Meanwhile, in 2005, the campus made offers to meet 93 percent of students' identified need.

### SERVICE TO THE COMMONWEALTH

The portion of Lowell's mission dealing with service and outreach is focused on four efforts: (1) to assist the region's enterprise to innovate, (2) to assist the region's K-12 system, (3) to assist the health of the region's environment and citizens, and (4) to assist in strengthening the vitality of the region's communities. A significant number of Lowell faculty from a wide variety of academic disciplines are engaged in these four areas and they have secured considerable funding from government agencies and private foundations.

UMass Lowell through its Division of Continuing Studies and Corporate Education provides high quality professional studies in innovative formats including campus based classes, online education and customized corporate training. With over 25 degree and certificate programs at the undergraduate and graduate level, the Division serves numerous economic sectors including health, education, engineering, information technology, social services and criminal justice. Lowell promotes regional economic development by partnering with companies across the Commonwealth to deliver customized education and training programs for their employees, many of which are delivered on-site.

The Division was recognized last year with three Sloan-C Awards for Excellence in Online Education.

- Total Course Enrollment in Continuing Studies and Corporate Education: 16,316
- Online Course Enrollment: 7,804
- Rate of Growth in Online Course Enrollment: more than 50% in the past five years.

### FINANCIAL HEALTH

The Lowell campus has benefited from increased State funding during the past year. We have begun to rebuild the campus' financial cushion – it increased to 8.2 percent in fiscal year 2004 – that was spent down during recent lean years to maintain academic quality. In addition, the legislature's new focus on public higher education suggests the stabilization of resources through at least the next several years. Lowell's three revenue sources show increasing promise: fund raising continues its slow, steady growth, nearly doubling the number of alumni donors this year; continuing studies has maintained its position as a leader in the region, increasing its online enrollment, for instance, by 16 percent in the last 2 years; and the commercialization of research is poised to increase, especially in areas related to the campus focus on nanomanufacturing.

## 2006 ANNUAL INDICATORS AT A GLANCE

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### ACADEMIC QUALITY

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• Average HS GPA of First-Time Freshmen	3.14
• Average SAT Score of First-Time Freshmen	1094
• Licensure And Certification Test Pass Rates	
<i>Massachusetts Teacher Test</i>	96%
<i>Physical Therapy</i>	94%
<i>Nursing/NYCLEX</i>	72%
• Number of Doctorates Awarded	72
• Total Research Expenditures	\$22,163,000
• Research Expenditures Per Faculty	\$61,393
• Number of Patent Applications	9
• License Income	\$338,000
• New Tenure/Tenure-Track Faculty Hired	35
• Change in Tenured/Tenure-Track Faculty	+23
• Change in Total Faculty FTE	+23

### FINANCIAL HEALTH

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• Total Endowment	\$19,289,000
• Endowment Per Student	\$2,180
• Annual Growth In Endowment	16%
• Private Funds Raised Annually	\$7,200,000
• Operating Margin	0.4%
• Financial Cushion	8.2%
• Debt Service To Operations	3.9%
• Age Of Facilities Ratio	10.9

### STUDENT SUCCESS AND SATISFACTION

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• % of Undergraduate Students who are ALANA	21%
• Freshman One-Year Retention Rate	74%
• Freshman Six-Year Graduation Rate	46%
• Transfer One-Year Retention Rate	70%
• Transfer Four-Year Graduation Rate	73%

### ACCESS AND AFFORDABILITY

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• % of Need Met for Students Awarded Need-Based Aid	93%
• Online Course Enrollments	7,804
• Rate of Growth in Online Course Enrollments	7%
• Annual Course Enrollments in Corporate Education and Training	16,316

## ACADEMIC QUALITY

## High School GPA of First-Time Freshmen

For the fourth consecutive year, Lowell's average weighted high school GPA exceeded 3.0. This is due, in part, to the Massachusetts Board of Education's university admissions requirement of higher SATs for GPAs below 3.0.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
$\geq 3.00$	45%	52%	54%	54%	<b>57%</b>
2.51 - 2.99	41%	40%	37%	38%	<b>37%</b>
$\leq 2.50$	14%	8%	9%	8%	<b>6%</b>
<i>Average</i>	2.98	3.07	3.09	3.09	<b>3.14</b>

## SAT Scores of First-Time Freshmen

Lowell's scores, representing virtually all first-time freshmen, increased slightly for the fall of 2005 and remain higher than our peers' mean scores. Several peers and aspirants use ACT, and their SAT-equivalent scores were calculated using the ACT-SAT conversion table.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Peers Fall 2005
75th %ile	1140	1150	1170	1170	<b>1170</b>	1140
25th %ile	980	960	1010	1010	<b>1010</b>	924
<i>Average</i>	1056	1081	1093	1091	<b>1094</b>	1032

## Licensure and Certification Test Pass Rates

Lowell's students continue to perform well in exams for careers that require special certification. Their success is linked to UML's commitment to preparing its graduates for the workforce.

	Pass Rate	Test Takers	Passed	National Average
<i>Physical Therapy (2005)</i>	94%	16	15	80%
<i>Nursing/NYCLEX (2005)</i>	72%	56	41	87%
<i>MA Teacher Test (2005)</i>	96%	55	53	96%*

\* for MA

## Number of Doctorates Awarded

The number of doctoral degrees Lowell awards annually continues to compare very favorably with our peers and peer aspirants.

	2000-01	2001-02	2002-03	2003-04	2004-05
<i>UML</i>	50	43	69	96	<b>72</b>
<i>Peers</i>	45	43	44	44	<b>48</b>

## Research Expenditures and Expenditures per Faculty

Total R&D expenditures as reported to National Science Foundation. Peer average includes peer aspirants and is skewed by Montana's and New Mexico's very substantial expenditures. Faculty are total tenure-system instructional faculty in the fall semester of each fiscal year as reported to the American Association of University Professors.

### Total Research and Development Expenditures (in thousands)

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
<i>UML</i>	\$19,334	\$20,656	\$22,827	\$22,783	<b>\$22,163</b>
<i>Peers</i>	\$38,350	\$41,976	\$45,065	\$51,931	n/av

### Total Research and Development Expenditures per Faculty

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
<i>UML</i>	\$47,041	\$51,002	\$57,211	\$63,111	<b>\$61,393</b>
<i>Peers</i>	\$76,636	\$84,100	\$87,921	\$113,084	n/av

## Number of Patent Applications

The number of patent applications filed is an indicator of an institution's inventiveness and the commercial potential of its academic work.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
<i>UML</i>	18	12	12	5	<b>9</b>

## License Income

License income is a measure of the economic value of an institution's inventiveness and a contributor to the University's economic health. It is difficult to predict when a license will begin to generate significant income, but FY 2005's license income demonstrates a substantial upswing.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
<i>UML (\$000's)</i>	\$28	\$25	\$105	\$72	<b>\$338</b>

## New Tenured/Tenure-Track Faculty Hired

The substantial increase in number of full-time tenured/ tenure track faculty in AY2005 reflects progress in reaching Lowell's "target" faculty size, especially in the Fine Arts, Humanities, Social Sciences, and Mathematics, as well as additional hires in Nanotechnology and Health & Environment.

	AY 2005-2006
<i>UML</i>	<b>35</b>

## Change in Tenured/Tenure-Track Faculty

This significant net increase in the number of full-time tenure track faculty indicates a commitment to rebuilding the faculty after the waves of early retirements in the early 2000s.

	Fall 2004	Fall 2005	1-year Change
<i>UML</i>	360	383	23

### Change in Faculty FTE

Faculty FTE reflects visiting faculty and lecturers as well as full-time tenured and tenure track faculty. The 2004-2005 increase is the result of hiring full-time tenure track faculty and progress toward achieving targeted faculty size.

	Fall 2004	Fall 2005	1-year Change
<i>UML</i>	449	472	23

## STUDENT SUCCESS AND SATISFACTION

### % Undergraduate ALANA Students

UML's proportion of students of color, especially those of Asian and Hispanic origin, reflects the area's changing demographics and feeder high schools. According to Fall 2000 census figures, the ALANA percentage for Northern Middlesex Co. was 15%. Lowell's figures represent percent of students who are U.S. citizens of known race, and the number of all students reporting ethnicity has increased.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>Number</i>	856	914	1,023	1,012	<b>1,309</b>
<i>Percent</i>	20%	21%	20%	21%	<b>21%</b>

### Freshman One-Year Retention Rate

Lowell's one-year retention rate has been relatively stable over the five-year period, and has remained slightly higher than our peers. A number of coordinated efforts have been launched to promote the persistence of more first-time freshmen at UMass Lowell.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>UML</i>	76%	74%	75%	76%	<b>74%</b>
<i>Peers</i>	71%	72%	72%	72%	<b>n/av</b>

### Freshman Six-Year Graduation Rate

As of Fall 2004, the latest year available for our peers, Lowell's 2004 rate is higher than its peers (including aspirant peers). For Fall 2005, the freshman 6-year graduation rate held steady at 46%.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<i>UML</i>	37%	44%	42%	46%	<b>46%</b>
<i>Peers</i>	40%	42%	42%	43%	<b>n/av</b>

### One-Year Retention Rate for Full-time Transfers

Transfers make up a substantial proportion of Lowell's new student pool. Over a four-year span, the one-year retention rate is high, reflecting the fact that UMass Lowell is a particular school of choice for this applicant population.

<i>Transfer One-Year Retention Rate</i>	<i>Fall 2001</i>	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>
	74%	71%	68%	72%	<b>70%</b>

*\*Peer data not available*

### Four-Year Graduation Rate for Upper Level Transfers

Transfers constitute roughly half of all UML bachelors recipients and are therefore proportionally significant among our alumni. Over a four-year span, upper level transfers are seen to be very successful in their rate of graduation.

<i>Transfer Four-Year Graduation Rate</i>	<i>Fall 2001</i>	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>
	78%	55%	70%	70%	<b>73%</b>

*\*Peer data not available*

## ACCESS AND AFFORDABILITY

### % of Need Met for Students Awarded Need-Based Aid

This statistic is data element H2-i, for full-time undergraduates, from the Common Data Set which many institutions provide. UML has long striven to meet virtually all demonstrated financial need of students awarded need-based financial aid.

	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>
<i>% need met</i>	95%	96%	97%	97%	<b>93%</b>
<i>Peers (7 of 8)</i>	<i>n/av</i>	<i>n/av</i>	69%	70%	<b>68%</b>

### Rate of Growth in Online Course Enrollments

Lowell's Continuing/Corporate Education online course registrations have increased by more than 50% in the past five years. Many additional courses incorporate some elements of distance learning, such as e-mail, online syllabi and links, and chat rooms.

<b>Online Courses</b>	<i>AY 2002</i>	<i>AY 2003</i>	<i>AY 2004</i>	<i>AY 2005</i>	<i>AY 2006</i>
<i>Enrollment</i>	4,998	6,216	6,706	7,300	<b>7,804</b>
<i>% increase from prior year</i>	33%	24%	8%	9%	<b>7%</b>

### Enrollments in Corporate Education and Training

Continuing/Corporate Education runs courses twelve months a year in all formats--on-campus, off-campus, online--and regularly maintains one of the highest levels of course registrations in New England.

	<i>AY 2002</i>	<i>AY 2003</i>	<i>AY 2004</i>	<i>AY 2005</i>	<i>AY 2006</i>
<i>UML</i>	18,869	18,076	17,328	14,551	<b>16,316</b>

## FINANCIAL HEALTH

### Total Endowment and Endowment per Student

The FY05 total endowment increased \$3,979,000 due to an increase in endowment gifts and endowment return. The endowment per student increased as a result of the increase in the total endowment and a reduction in the FTE students. The FTE students for FY05 was 8,556, a reduction of 292 FTE students from FY04.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
<i>UML total (\$000's)</i>	\$16,842	\$15,718	\$16,596	\$19,289	<b>\$23,268</b>
<i>Per student</i>	\$1,959	\$1,778	\$1,869	\$2,180	<b>\$2,719</b>
<i>Peer average</i>					<b>\$6,066</b>

### Annual Growth in Endowment

In FY05, the endowment grew 21%.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
<i>UML</i>	29%	-7%	6%	16%	<b>21%</b>

### Private Funds Raised Annually

In FY05, the private funds raised annually included \$7.0M of cash and grants and only \$1.4M for gifts of equipment. For FY01 through FY04, gifts of cash and grants were \$9.1M, \$6.2M, \$4M and \$5.8M respectively. The majority of the gifts in FY01 - FY03 were gifts of equipment.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
<i>UML</i>	\$40.1 M	\$32.5 M	\$43.7 M	\$7.2 M	<b>\$8.4 M</b>

### Operating Margin

The FY05 operating margin was -1.5%. The FY05 operating deficit was \$2,889K as compared to an operating surplus of \$569K in FY04 and an operating deficit of \$2,222K in FY03.

	FY 2003	FY 2004	FY 2005
<i>UML</i>	-1.5%	0.4%	<b>-1.5%</b>
<i>Peers</i>	-1.0%	-0.1%	<b>-1.1%</b>

### Financial Cushion

The FY05 financial cushion decreased to 5.0%. The FY05 financial cushion decreased because of the operating deficit.

	FY 2003	FY 2004	FY 2005
<i>UML</i>	6.3%	8.2%	<b>5.0%</b>
<i>Peers</i>	12.7%	17.5%	<b>15.7%</b>

### Debt Service to Operations

The FY05 debt service ratio decreased to 3.6%.

	<i>FY 2003</i>	<i>FY 2004</i>	<i>FY 2005</i>
<i>UML</i>	3.8%	3.9%	<b>3.6%</b>
<i>Peers</i>	2.9%	3.2%	<b>2.3%</b>

### Age of Facilities Ratio

The FY05 ratio is approximately the same as in the prior year. The age of facilities ratio measures the accumulated depreciation of all assets as a ratio to the current year's depreciation expense.

	<i>FY 2003</i>	<i>FY 2004</i>	<i>FY 2005</i>
<i>UML</i>	10.6	10.9	<b>10.1</b>
<i>Peers</i>	11.8	11.4	<b>12.3</b>

## DEFINITIONS AND SOURCES

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### ACADEMIC QUALITY INDICATORS

**High-school GPA of first-time freshmen.** Cumulative GPA for college prep courses with additional weight to honor and AP courses, according to BHE admissions policy, reported on all first-year students.

**SAT scores of first-time freshmen.** 25<sup>th</sup> and 75<sup>th</sup> percentiles and mean SAT scores of all first-year students. ACT scores, used by most UML peers, have been converted to SAT using the ACT-SAT conversion table. Peer scores may not be comparable because percentage of freshmen represented is unknown.

**Licensure and certification test pass rates.** Pass rates on Massachusetts Teacher Test and on Nursing and Physical Therapy exams.

**Doctorates awarded.** Number of doctoral level degrees awarded annually as reported to National Center for Educational Statistics (IPEDS Degrees).

**Research expenditures and expenditures per faculty.** Research and development expenditures as reported to National Science Foundation. The “per faculty” figure is the total research and development expenditure figure divided by total tenure-system instructional faculty as reported annually to the American Association of University Professors, published in *Academe*. Faculty are total tenure-system instructional faculty in the fall semester of each fiscal year.

**Number of patent applications.** Number of U.S. Patent applications filed per year.

**License income.** Amount of annual income from license agreements.

**Number of new tenured/tenure-track faculty hired.** The number of new tenured/tenure-track faculty members hired to start their new positions in AY 2005-2006.

**Change in number of tenured/tenure-track faculty.** The difference in the number of tenured/tenure-track faculty from one fall semester to the next. Faculty members who are on paid leave are included. Individuals whose primary responsibility is administrative are not included. For this PMS report, the difference will be between the figure for Fall 2005 and Fall 2004.

**Change in faculty FTE.** The difference in the total FTE, from one fall semester to the next, for all full-time and part-time *instructional* faculty teaching state-supported courses. Lowell’s fractional FTEs for part-time faculty were taken directly from UML’s PeopleSoft Human Resource System.

### STUDENT SUCCESS AND SATISFACTION INDICATORS

**Percentage of undergraduate students who are ALANA.** Undergraduates who are African-American, Hispanic/Latino, Asian and/or Native American, divided by total U.S. citizens and permanent residents who report race/ethnicity.

**Freshman one-year retention rate.** Percent of first-time, full-time freshmen who entered in the previous fall and were still enrolled in the following fall. Peer data are from U.S. News and represent 3-year averages.

**Freshman six-year graduation rate.** Percent of first-time, full-time freshmen who entered in a given fall and had graduated with six years. Peer data are from US News and represent 3-year averages.

**One-year retention rate for full-time transfers.** Percent of full-time transfer students at any level who entered in the previous fall and were still enrolled or graduated as of the next fall.

**Transfer graduation rate.** Percent of full-time upper division transfers (60+ credits) who entered in a given fall and had graduated within four years.

### ACCESS AND AFFORDABILITY INDICATORS

**Percentage need met for students awarded need-based aid.** Data element H2-i from the CDS, Common Data Set, gives the average percentage of demonstrated financial need that is met by the institution’s award of need-based financial aid to full-time students.

**Rate of growth in online course enrollments.** Percentage increase in total annual online (distance education) course registrations for the academic years 2002-2005.

**Enrollments in corporate education and training.** Total annual course registrations in the Division of Continuing/Corporate/Distance Education for the academic years 2002-2005.

### FINANCIAL HEALTH INDICATORS

**Total endowment and endowment per student.** True and quasi-endowment. The per-student ratio is based on total annualized FTEs, including large numbers of non-degree seeking students in Continuing Education.

**Annual growth in endowment.** Trends in total endowment, partially reflective of the changing economy.

**Private funds raised annually.** Private funds include restricted and unrestricted income from individuals, foundations, corporations and other organizations. Include private grant revenues but not private contract revenues. Totals for each year include pledges made in that year as well as the value of in-kind contributions.

**Operating margin.** Operating surplus as a percentage of total current fund revenues. Peer data from audited financial statements.

**Financial cushion.** Expendable fund balance as a percentage of unrestricted expenditures and mandatory transfers. Peer data from audited financial statements.

**Debt service to operations.** Debt service as a percentage of unrestricted expenditures and mandatory transfers. Peer data from audited financial statements.

**Age of facilities ratio.** Age of facilities ratio calculates the relative age of plant in years. Age of facilities is determined by dividing accumulated depreciation by the annual depreciation.

#### PEER INSTITUTIONS FOR UMASS LOWELL

Idaho State University  
 Montana State University - Bozeman  
 New Mexico State University – Main campus\*  
 Oakland University, Michigan  
 University of Louisiana - Lafayette  
 University of Maine – Orono\*  
 University of Rhode Island\*  
 Wichita State University, Kansas

\* *aspirant peer*

## ABOUT THE CAMPUS

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The University of Massachusetts Worcester consists of three schools: the School of Medicine (opened 1970), the Graduate School of Biomedical Sciences (opened 1979), and the Graduate School of Nursing (opened 1986); an extensive basic science research enterprise (more than \$175 million in sponsored activity); a complex clinical partnership with a large health care system; and a range of public and health service initiatives as diverse as vaccine development and manufacturing in an FDA-licensed facility to health care services in correctional settings and the administration of state-sponsored efficiency programs for health care financing.

The Lake Avenue campus is anchored by the original (ca. 1970) medical school and hospital complex and a new, 360,000 square foot research laboratory building, dedicated in August 2001. UMW also owns two buildings in the adjacent Massachusetts Biotechnology Research Park and leases substantial space in a third; operates laboratory and conference facilities on the campus of the former Worcester Foundation for Biomedical Research in Shrewsbury (which merged its operations with UMW in 1997), administers the Massachusetts Biological Laboratories and New England Newborn Screening Programs in Jamaica Plain; and operates the Eunice Kennedy Shriver Center for Mental Retardation Research in Waltham.

The campus is currently substantially completing a significant series of capital investments in the Lake Avenue campus, including the replacement of the original, failed, building facade with an energy-efficient, weather-tight contemporary covering. This facade replacement initiative will be completed in spring 2006, and has already resulted in a far more attractive and functional campus. Additional projects completed this year in conjunction with this Campus Modernization effort include a significant (264,000 GSF) addition to the hospital by UMass Worcester's clinical partner, UMass Memorial Health Care. On the horizon are significant upgrades in building systems (elevators), landscaping, pedestrian and traffic pattern redesign, and the design phase of an Advanced Educational and Clinical Practice facility.

The student body consists of 399 medical students - approximately 100 in each 4 year class; 368 students in the PhD programs in biomedical sciences, and approximately 151 graduate nursing students. For the current academic year (2005-2006) there are 13 students in a joint MD/PhD program, and 24 graduate nursing students in the PhD in nursing program administered jointly with the UMass Amherst campus. Degrees offered at UMass Worcester include: MD; MD/PhD; PhD in biomedical sciences; MS in nursing; advanced practice

certification (Nurse Practitioner) in nursing; PhD in Nursing.

With approximately 5,200 employees at more than a dozen sites and centers across the state (as well as one site in Rhode Island), the UMass Worcester community is broadly diverse in every way except commitment to mission: achieving national distinction in health sciences education, research and public service. Many of UMass Worcester's most distinctive programs - public sector psychiatry; health outcomes research; correctional health; pipeline collaboratives for underrepresented minorities; initiatives to increase the number of minority and generalist physicians - have grown out of the schools' commitment to community service. Its successful and growing research enterprise, with new work being done in the areas of neuropsychiatry, biochemistry, pharmacology, genetics, diabetes and cellular signaling, is the product of an award winning faculty committed to curing disease and alleviating human suffering.

The educational achievements of the campus are perennially recognized by top ten rankings in the US News "Best Graduate Schools" and by support from institutions such as the Macy Foundation, which funded an innovative curriculum in communication for medical students. And with its clinical partner, UMass Memorial Health Care (a ten hospital integrated health care delivery system which shares clinical faculty and educational resources with UMW), UMass Worcester is one of the largest and most respected employers in central Massachusetts, with an annual budget from all sources of approximately \$652 million, and an annual payroll of \$291 million.

## HEADLINES FROM THE 2006 ANNUAL INDICATORS

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The Worcester campus continues to execute its plan of research growth in a number of key areas while maintaining strategic investment in core educational competencies and building on the campus service mission to the Commonwealth and other key constituencies. Since the last report, the campus received the maximum accreditation for its Graduate Medical Education programs and has begun an ambitious curriculum review and redesign initiative for the school of medicine.

- Academic quality: The Worcester campus continues its trend of attracting better than average students to the School of Medicine as judged by admission test scores, residency match rates and performance on licensing exams; SOM graduates continues to rank the educational experience as highly satisfactory. New programs in nursing, and the pending request for a Worcester-based PhD program for the Graduate School of Nursing speak to the quality of the nursing educational experience and the vision for its future direction. The Graduate School of Biomedical Sciences entering class is highly competitive.
- Research growth, productivity and faculty recruitment: The Worcester campus continues its research enterprise expansion as space in the new building continues to fill with highly qualified new faculty and their research associates. Planning and programmatic evaluation exercises have picked up pace in population-based research areas and the opening of a Clinical Trials Unit is a harbinger of growth in this important area. Growth in real research dollars and non-federal research dollars (an indicator of diversity of funding sources) remains impacted by the slowing growth of the pool of federal research dollars; new faculty recruitment will increase both productivity and total research support.
- Crucial to continued success of the Medical School is the ability to attract high quality students that will be able to meet the diverse cultural needs of underserved populations in the state. Student access and affordability can be measured and supported by the learning contract option, which in relation to tuition and fees, this measure continues to track favorably for the current year.
- Anecdotal evidence, such as rankings in the US News annual ratings of medical schools, continues to reinforce the identity of the SOM as a high quality, affordable institution. Comparative data on the performance of medical students on benchmark exams and in the residency program match are good supporting indicators of quality.

Overall, the Worcester campus has embraced the opportunity to execute its business plan for research growth while preserving the quality of the student body and the quality of the educational experience. As Massachusetts lags other regions in economic recovery, non-research related state funding tracks at levels not seen since the 1980s. These cutbacks have an impact on public medical schools, like UMass Worcester, as compared to our private competitors and require careful allocation of resources to protect core missions.

## 2006 ANNUAL INDICATORS AT A GLANCE

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### ACADEMIC QUALITY

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• Average Biology MCAT Scores	10.59
• Licensure/Certification Pass Rates	
<i>USMLE Step 1</i>	97%
<i>USMLE Step 2</i>	99%
<i>GSN State Certification</i>	95%
• % Students “Very Satisfied” With Quality of Their Medical Education	54%
• Sponsored Research Total Dollars	\$176,349,000
• Sponsored Research Per Faculty	\$206,256
• Federal Research Support Per Faculty	\$135,654
• Rank in NIH Funding For Medical Schools	41
• Rank in US News (Primary Care)	4
• Patent Applications Per Year	93
• License Income Per Year	\$27,694,000
• Licensing Income/AUTM Ranking	21
• New Tenured/Tenure-Track Faculty	14
• Change in Tenured/Tenure-Track Faculty	+4
• Change in Faculty FTE	+51

### SERVICE TO THE COMMONWEALTH

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• Service to State Agencies	\$221,995,000
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### FINANCIAL HEALTH

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• Total Endowment	\$43,996,000
• Endowment Per Student	\$48,614
• Private Funds Raised Annually	\$7.6M
• Operating Margin	10.2%
• Financial Cushion	31.4%
• Debt Service to Operations	2.3%
• Age of Facilities Ratio	8.7

### STUDENT SUCCESS AND SATISFACTION

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• Match Rate/ Choice of Residency	96%
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### ACCESS AND AFFORDABILITY

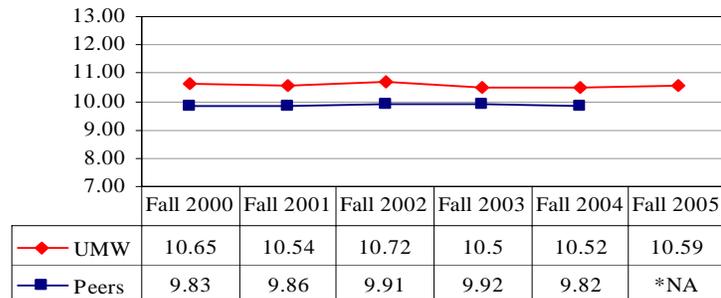
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• Tuition & Fees	\$14,037
Tuition & Fees (Including Adjust. for Learning Contract)	\$ 8,469

## ACADEMIC QUALITY

### Mean Biology MCAT Score

The MCAT score provides a rough predictor of a student's success in medical school. It is widely used in the admissions process, but rarely as the principal indicator of a student's academic preparation. It is, however, the only indicator that is available to compare incoming students across institutions. MCAT scores range from 1 to 15, with 15 being the highest possible score. For the past five years, the mean MCAT score for 1st year medical students has been consistently higher than the peer average.



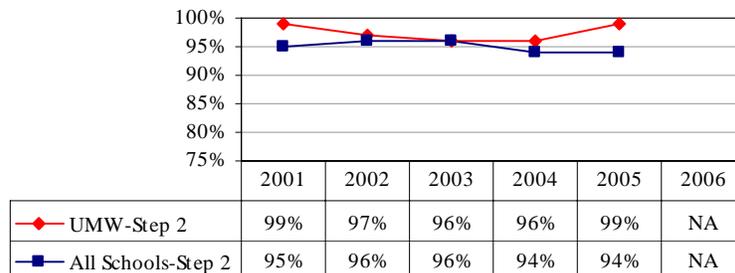
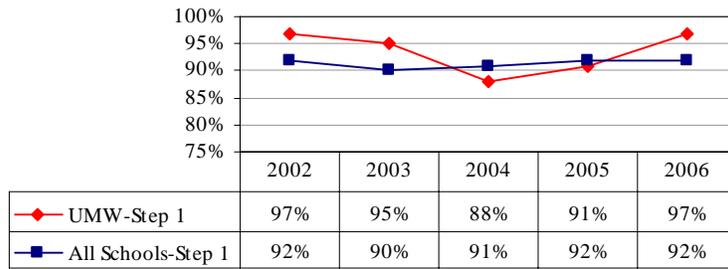
\* Peer 2005 number will be available in Fall 2006

### Pass Rates on USMLE Step 1 and Step 2

The USMLE (United States Medical Licensing Examination) is a national licensing examination for physicians and is the single path to medical licensure in the United States.

Step 1 exam covers basic science information and is taken in most medical schools at the end of the second year; Step 2 covers clinical science information and is usually taken during the fourth year.

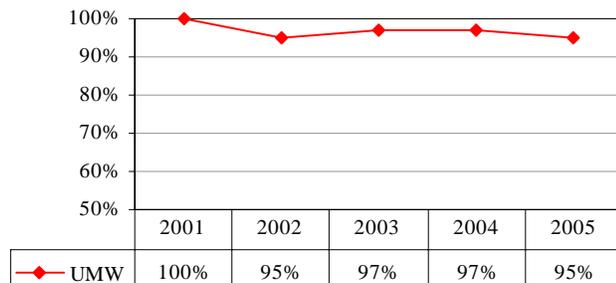
Rates reflect the level of knowledge of UMMS students in comparison to students from other medical schools.



Data by Class Year

### Pass Rates on Nursing Board Certification

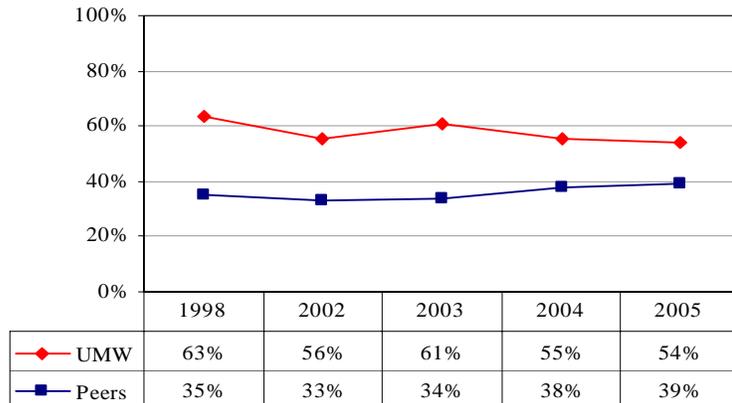
Board certification signifies advanced practice clinicians who have met requirements for clinical and functional practice in a specialized field, pursued education beyond basic preparation, and received the endorsement of their peers. After meeting these criteria, health care professionals take certification examinations based on nationally recognized standards of practice to demonstrate their knowledge, skills and abilities within the defined specialty. All nurse practitioners who wish to practice in Massachusetts must pass the certification examination. Several other states have a similar requirement. GSN has maintained very high pass rates compared to the national average, which ranges from 83-86%.



Data by Class Year

**% Graduates "Very Satisfied" with Medical Education**

From the *Graduation Questionnaire*, the percentage of graduating students that responded very satisfied with the overall quality of their medical education. The level of satisfaction can be influenced by several factors, including time devoted to instruction and preparation for residency. Measures reported compare UMMS to responses of students graduating from all public medical schools. Results show UMMS students continue to be much more satisfied with the quality of their education than students from other public medical schools.

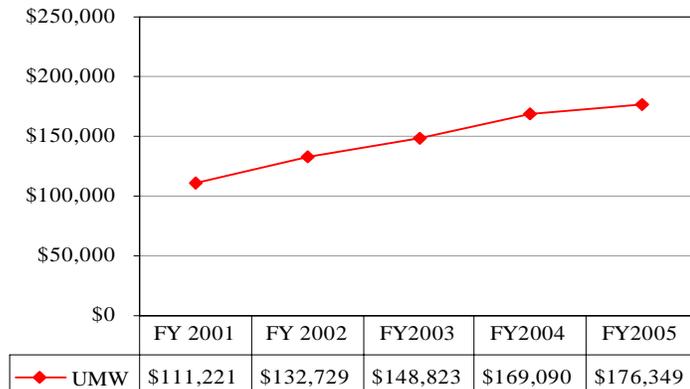


*Data by Class Year*

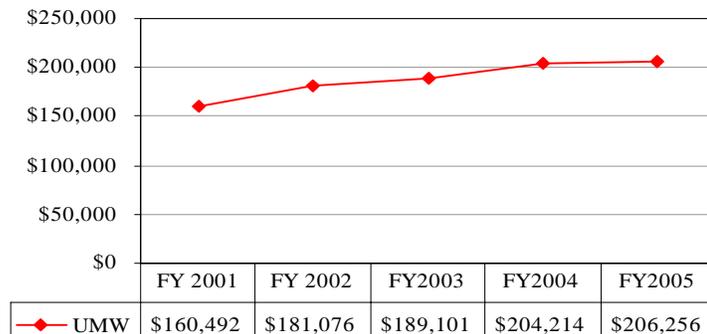
**Sponsored Research**

The Worcester Campus continues to be in the midst of predicted research enterprise expansion with the addition of the Lazare Research Building (LRB) and the continued hiring of new faculty with a research focus. Real research dollars and non-federal research dollars (an indicator of diversity of funding sources) continues to grow. There has been a 59% increase in R & D expenditures since FY01. New faculty recruitment will continue to increase both productivity and total research support. Peer comparison is not available due to size of peer group.

**Sponsored Research Total Dollars (in \$000's)**

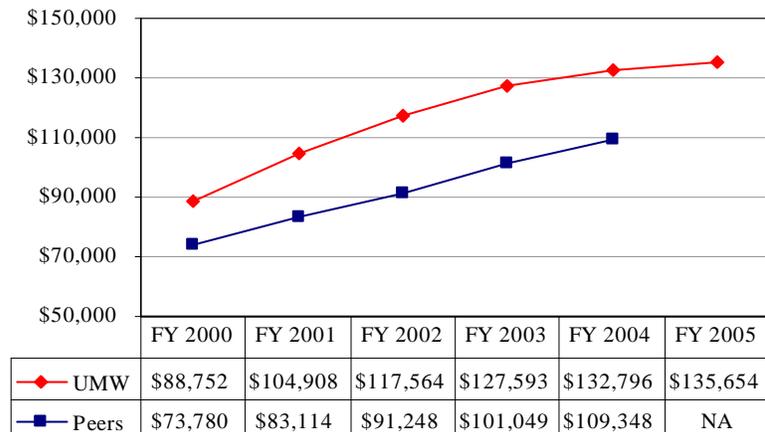


**Sponsored Research Per Faculty**



## Federal Research Support per Faculty

Federal Research Support per Faculty is a rough measure of faculty involvement in research. The amount of funding through federal research grants and contracts is a standard for measuring the success of a medical institution's faculty in achieving research goals. UMMS federal research continues to grow as predicted, with the addition of the new Lazare Research Building and the continued recruitment of new faculty with a research focus.



## NIH Ranking Among Medical Schools

The National Institutes of Health ranks recipients of NIH funds on annual basis, reflecting awards made during the federal fiscal year, October 1st to September 30th. The ranking of medical schools segments approximately 125 medical schools and ranks them in order of total NIH funds received during the preceding fiscal year. The ranking provides a benchmark to compare growth of NIH funded research in terms of other medical schools. For FY2004, only 23 public medical schools out of a total of 75 (or 31%) ranked in the top 50. FY2005 ranking is not yet available.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
UMW	37	40	41	41	*NA

\* 2005 number will be available in Spring 2006

## US News Ranking

Ranking of Medical Schools with special emphasis in Primary Care. The UMMS Ranking is on 144 schools comprised of 125 medical schools and 19 schools of osteopathic medicine. UMMS is consistently ranked in the top ten percent and has held a spot near the top of the category since the magazine began its rankings in 1994.

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
UMW Rank	5	12	3	4	4

## Number of Patent Applications

The number of patent applications filed is an indicator of an institution's inventiveness and the commercial potential of its academic work. FY2004 was an unusual year in that the number of applications filed was significantly higher than FY2003. FY2005 was more in line with our expectations of 90 - 100 filings. These numbers are expected to increase in the future as our newly hired investigators begin to make their invention disclosures.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
UMW	50	44	92	151	93

## License Income

License income is a measure of the economic value of an institution's inventiveness and a contributor to the University's economic health. It is difficult to predict when or for what products or processes a license will begin to generate significant income. At UMMS, there has been a significant steady increase in licensing revenues received from the sale of products invented.

In \$000's

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
UMW	\$11,678	\$14,516	\$19,161	\$26,212	\$27,694

## AUTM Ranking/Licensing Income

Ranking of licensing income/technology performance as reported on the Association of University Technology Managers (AUTM) Annual Survey. Total respondents include US & Canadian academic and non-profit institutions and Patent Management Firms. Measures reported reflect UMASS system ranking; however UMMS represents 95% of UMASS System total licensing revenue. FY2003 is the most recent data available.

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	*FY 2004
UMW	29	21	16	21	21	NA
Total	140	142	198	213	231	NA

\*FY 2004 data available Spring 2007

## New Tenured/Tenure-Track Faculty Hired

In FY 2005, UMMS hired 14 new tenured/tenure-track faculty as the campus continues to recruit new faculty in support of the on-going plan to grow the research enterprise.

	FY 2005
UMW	14

## Change in Tenured/Tenure-Track Faculty

There were 4 more tenured/tenure-track faculty in Fall 2005 than in Fall 2004. UMMS continues to grow its faculty in support of the on-going plan to grow the research enterprise.

	Fall 2004	Fall 2005	1-year Change
UMW	187	191	4

## Change in Faculty FTE

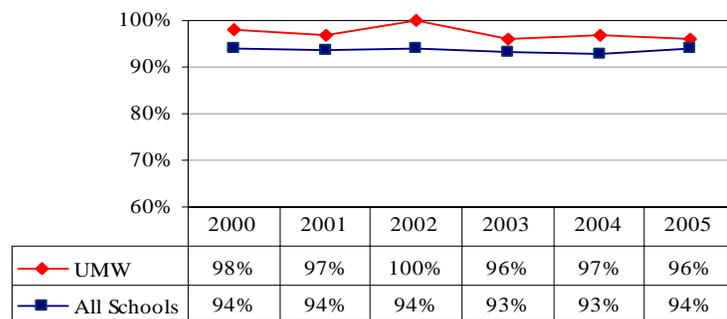
The total number of faculty, both tenured/tenure track and non-tenured, is increasing as the campus continues to recruit new faculty in support of the on-going plan to grow the research enterprise. There were 51 more faculty FTE in Fall 2005 than in Fall 2004.

	Fall 2004	Fall 2005	1-year Change
UMW	964	1015	51

## STUDENT SUCCESS AND SATISFACTION

### Acceptance Rate to Choice of Residency

This indicator measures the percent of potential graduates who were matched to one of their choices of residency. Rates reflect the competitive strength of UMMS students in comparison to students graduating from all other medical schools. UMMS has consistently shown a higher percentage of graduates accepted to their residency over the last five years. UMMS students have done very well in the match: in 2005, of the students going through the NRMP, 96% were matched to their choice of residency.

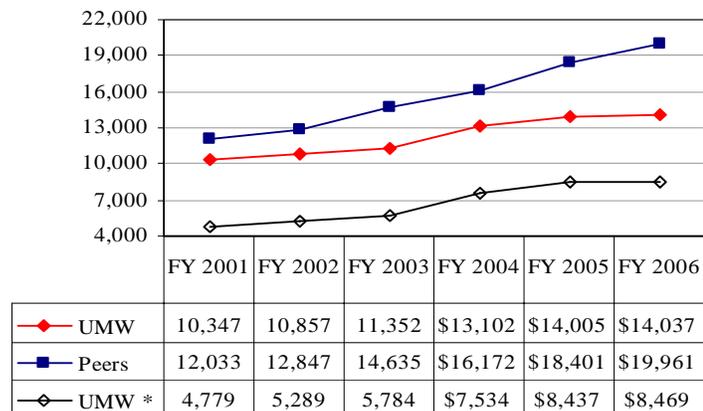


*Data by Class Year*

## ACCESS AND AFFORDABILITY

### Tuition & Fees (includes adjustment for learning contract)

This indicator measures and compares the annual medical school tuition and mandatory fees. UMMS's tuition and fees continue to be lower than the average for all public schools. In addition, at UMMS, 94% of our current medical students opt for the learning contract. Under the learning contract, students may defer two-thirds of their tuition. The deferral is to be paid upon completion of residency, internship or fellowship. The deferral can be repaid either by 4 years of service in the Commonwealth of Massachusetts in a primary care practice, other specialty practice in an underserved area of public or by repaying the deferred amount with interest over 8 years.



*\* UMW Tuition and Fees adjusted for learning contract*

## SERVICE TO THE COMMONWEALTH

### Service to State Agencies

This indicator measures the annual amount expended for state sponsored grant and contracts and the sale of public service activities to other Massachusetts state agencies. This number is significantly larger than that of peer institutions because of increased contracts for policy analysis and programmatic development within Commonwealth Medicine. Commonwealth Medicine is a specialized organization within UMMS that focuses solely on providing health care consulting services to state agencies.

In \$000's

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
UMW	\$81,654	\$102,842	\$148,660	\$171,787	\$221,995
Peers	\$6,290	\$7,121	\$8,208	\$8,825	NA

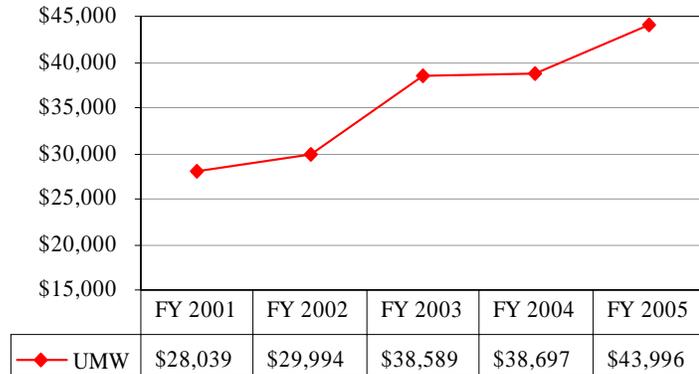
*\* Peer 2005 number will be available in Spring 2006*

## FINANCIAL HEALTH

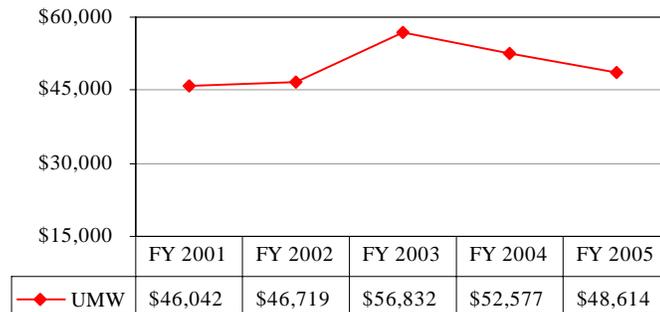
### Endowment

The ratio provides a measure of the long term financial health of the institution, relative to the number of students. This indicator is not readily comparable to other UMass campuses. The size of the Medical School's research and public service programs in relation to its small student base skews the ratio.

**Total Endowment Dollars (in \$000's)**



**Endowment Per Student**

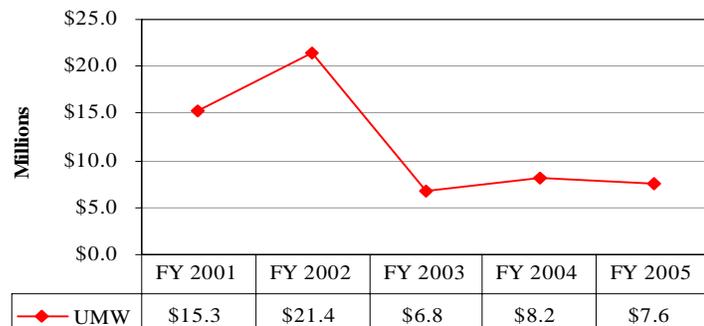


**Annual Growth in Endowment**

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
UMW	2.26%	-5.49%	6.97%	28.66%	0.27%	13.69%

### Private Funds Raised Annually

This indicator measures the success of the institution in raising support from private sources. Strong performance in this area provides the institution with funds to support new programs, investments in infrastructure and other activities for which funds may not otherwise be available from other funding sources. In FY2004 there was an unusually large expectancy of \$1 million causing the FY2005 number to drop slightly.



### Operating Margin

This ratio measures an institution's ability to generate revenue in excess of expenditures and mandatory transfers. Operating margin will fluctuate from year to year, being higher in years the institution sets money aside for future needs and lower or negative in years in which the funds set aside in previous years are used to invest in new programs. (Note: The calculation of this ratio changed in FY02 with the change in financial reporting standards and is not directly comparable to prior years.)

	<i>FY 2003</i>	<i>FY 2004</i>	<i>FY 2005</i>
<i>UMW</i>	3.6%	7.9%	10.2%

### Financial Cushion

The financial cushion reflects long-term financial health of the institution and its ability to weather or "cushion" itself from short-term operations ups and downs. (Note: The calculation of this ratio changed in FY02 with the change in financial reporting standards and is not directly comparable to prior years.)

	<i>FY 2003</i>	<i>FY 2004</i>	<i>FY 2005</i>
<i>UMW</i>	29.2%	31.4%	31.4%

### Debt Service to Operations

The debt ratio measures the demand that annual commitments to creditors place on the institution's unrestricted operating funds. (Note: The calculation of this ratio changed in FY02 with the change in financial reporting standards and is not directly comparable to prior years.)

	<i>FY 2003</i>	<i>FY 2004</i>	<i>FY 2005</i>
<i>UMW</i>	5.0%	4.2%	2.3%

### Age of Facilities Ratio

This ratio calculates the average age of plant as measured in years. A low age of plant ratio indicates recent investments, while a high age (ratio) may indicate a large deferred maintenance burden. Continuous investments in plant including building renovations, infrastructure improvements, new construction, and (capitalizable) equipment upgrades all add to and improve the capital assets of the University and can reduce the average age of facilities ratio.

	<i>FY 2003</i>	<i>FY 2004</i>	<i>FY 2005</i>
<i>UMW</i>	7.3	8.1	8.7

## DEFINITIONS AND SOURCES

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### ACADEMIC QUALITY INDICATORS

**MCAT scores.** Mean biology MCAT score for new medical students. Peer data provided by AAMC.

**Pass rate on USMLE.** The percentage of medical students passing Step 1 and Step 2 on the first attempt. Peer data represents national results from National Board of Examiners (NBE).

**Pass rate on Nursing Board Certification.** The percentage of nursing graduates who passed the board certification examination on their first attempt. National results (provided by the American Nurses Association Credentialing Center) represent pass rates by nurse practitioner graduates from all graduate nursing schools in the United States.

**Percent of graduates indicating “Very Satisfied” with the quality of their medical education.** Percent of graduating medical students who responded “Strongly Agree” to this statement, “Overall, I am satisfied with the quality of my medical education” found on the Graduation Questionnaire that is prepared by AAMC.

**Sponsored research per faculty.** R&D expenditures from all sources (federal, state, local governments, industry, private, and institutional) and in all academic fields, as reported to NSF, divided by all full-time faculty as reported by the AAMC. Peer data not accessible given the size of peer group.

**Federal research support per faculty.** Federal research direct plus federal research facilities and administration divided by all full-time faculty as reported by the AAMC.

**NIH ranking among medical schools.** The National Institute of Health annual ranking of NIH extramural funding for Medical Schools.

**US News ranking.** US News annual ranking of medical schools with special emphasis in Primary Care.

**Number of patent applications.** Number of U.S. patent applications filed per year. Peer data are from the Association of University Technology Managers.

**License income.** Annual amount of income from license agreements. Peer data are from the Association of University Technology Managers.

**AUTM ranking/licensing income.** Ranking of licensing income as reported on the Association of University Technology Managers (AUTM) Annual Licensing Survey.

**Number of new tenured/tenured-track faculty.** The number of new tenured/tenured-track faculty members hired to start their new positions in FY 2005.

**Change in number of tenured/tenure-track faculty.** The difference in the number of tenured/tenure-track faculty from one fall semester to the next. Include faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. For the 2006 PMS report, the difference will be between the figure for Fall 2005 and Fall 2004.

**Change in faculty FTE.** The difference in the total FTE, from one fall semester to the next, for all full-time and part-time faculty. FTE is based upon standard hours per week (40). Include faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. For the 2006 PMS report, the difference will be between the figure for Fall 2005 and Fall 2004.

### STUDENT SUCCESS AND SATISFACTION INDICATORS

**Acceptance Rate to Choice of Residency.** Percent of potential graduates who were matched to one of their choices of residency. National results provided by NRMP.

### ACCESS AND AFFORDABILITY INDICATORS

**Tuition and fees as adjusted for learning contract.** Annual tuition and mandatory fees for medical students. Also reported is UMW tuition and fees adjusted for learning contract. Peer data from AAMC.

### SERVICE TO THE COMMONWEALTH INDICATORS

**Service to state agencies.** Annual amount expended for state sponsored grants and contracts and the sale of public service activities to other Massachusetts state agencies. Peer data are from AAMC.

### FINANCIAL HEALTH INDICATORS

**Endowment per student.** UMass endowments plus Foundation endowments plus quasi endowments divided by FY2003 annualized FTE students. Peer data is not available

**Private funds raised annually.** Includes restricted and unrestricted income from individuals, foundations, corporations, and other organizations. These amounts include private grant revenues but not private contract

revenues. Total for each year include cash (not in-kind) and asset additions made in that year. Peer data is not available.

**Operating margin.** Total operating revenues (including state appropriations and gifts) less total operating expenditures (including interest expense) divided by total operating revenues. Peer data is not available.

**Financial cushion.** Unrestricted net assets divided by total operating expenses (including interest expense). Peer data is not available.

**Debt service to operations.** Interest payments plus principal payments divided by total operating expenses (including interest expense). Peer data is not available.

**Age of facilities ratio.** Accumulated depreciation divided by (annual) depreciation expense.

**PEER INSTITUTIONS FOR UMASS WORCESTER**

East Carolina University School of Medicine  
 East Tennessee State University  
 Florida State (1 yr.)  
 Indiana University School of Medicine  
 Louisiana State U - School of Medicine in New Orleans  
 Louisiana State U - School of Medicine in Shreveport  
 M.C. of Ohio  
 Marshall University  
 Medical College of Georgia  
 Medical University of South Carolina  
 Michigan State University  
 New Jersey Medical School  
 Northeastern Ohio  
 Ohio State  
 Oregon Health Sciences University  
 Robert Wood Johnson Medical School (Rutgers)  
 Pennsylvania State  
 Southern Illinois University  
 SUNY Brooklyn  
 SUNY Buffalo  
 SUNY Stony Brook  
 SUNY Syracuse  
 Texas A&M University Health Science Center  
 Texas Tech University Health Sciences Center  
 Uniformed Services University of the Health Sciences  
 University of Alabama School of Medicine  
 University of Arizona  
 University of Arkansas  
 University of California - Davis School of Medicine  
 University of California - Irvine  
 University of California - Los Angeles  
 University of California - San Diego  
 University of California - San Francisco  
 University of Cincinnati  
 University of Colorado  
 University of Connecticut School of Medicine  
 University of Florida College of Medicine  
 University of Hawaii  
 University of Illinois  
 University of Iowa  
 University of Kansas  
 University of Kentucky  
 University of Louisville  
 University of Maryland School of Medicine  
 University of Massachusetts Medical School  
 University of Michigan  
 University of Minnesota - Duluth (2 yr.)  
 University of Minnesota-Minneapolis  
 University of Mississippi School of Medicine  
 University of Missouri - Columbia School of Medicine  
 University of Missouri - Kansas City  
 University of Nebraska College of Medicine  
 University of Nevada School of Medicine  
 University of New Mexico School of Medicine  
 University of North Carolina  
 University of North Dakota  
 University of Oklahoma College of Medicine  
 University of Puerto Rico  
 University of South Alabama  
 University of South Carolina  
 University of South Dakota School of Medicine  
 University of South Florida  
 University of Tennessee  
 University of Texas Houston Medical School  
 University of Texas Medical School at Galveston  
 University of Texas Medical School at San Antonio  
 University of Texas Southwestern Medical School  
 University of Utah School of Medicine  
 University of Vermont  
 University of Virginia  
 University of Washington  
 University of Wisconsin -Madison Medical School  
 Virginia Commonwealth University  
 Wayne State  
 West Virginia  
 Wright State

**Clery Act Crime Statistics**  
**UMass Amherst**

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2004		Fall 2003		Fall 2002	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	18,966	11,013	18,720	10,759	18,606	10,574
GRADUATE STUDENTS	5,680	211	5,592	263	5,456	288
OFFENSE	2004		2003		2002	
MURDER / NON-NEGLIGENT MANSLAUGHTER	0		0		1	
NEGLIGENT MANSLAUGHTER	0		0		0	
SEX OFFENSES, FORCIBLE	14		36		26	
SEX OFFENSES, NON-FORCIBLE	1		0		0	
ROBBERY	3		5		7	
AGGRAVATED ASSAULT	11		17		23	
BURGLARY	77		81		102	
MOTOR VEHICLE THEFT	16		10		13	
ARSON	3		8		4	
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	1		1		1	
LIQUOR LAW ARRESTS	266		87		80	
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	770		1064		801	
DRUG LAW ARRESTS	98		37		35	
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	25		51		80	
ILLEGAL WEAPONS POSSESSION ARRESTS	4		2		0	
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0		0		0	

Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus.

**Clery Act Crime Statistics**  
**UMass Boston**

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2004		Fall 2003		Fall 2002	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	8,832	0	9,650	0	10,071	0
GRADUATE STUDENTS	2,850	0	2,744	0	2,648	0
OFFENSE	2004		2003		2002	
MURDER / NON-NEGLIGENT MANSLAUGHTER	0		0		0	
NEGLIGENT MANSLAUGHTER	0		0		0	
SEX OFFENSES, FORCIBLE	1		0		2	
SEX OFFENSES, NON-FORCIBLE	0		0		0	
ROBBERY	1		1		1	
AGGRAVATED ASSAULT	1		1		1	
BURGLARY	3		4		7	
MOTOR VEHICLE THEFT	0		0		0	
ARSON	2		7		2	
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	1		0		1	
LIQUOR LAW ARRESTS	1		1		1	
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0		3		0	
DRUG LAW ARRESTS	4		4		0	
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	1		0		2	
ILLEGAL WEAPONS POSSESSION ARRESTS	1		0		0	
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0		0		0	

Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus.

**Clery Act Crime Statistics**  
**UMass Dartmouth**

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2004		Fall 2003		Fall 2002	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	7,290	3,224	7,359	3,298	7,309	3,054
GRADUATE STUDENTS	1,009	35	925	46	813	42
OFFENSE	2004		2003		2002	
MURDER / NON-NEGLIGENT MANSLAUGHTER	0		0		0	
NEGLIGENT MANSLAUGHTER	0		0		0	
SEX OFFENSES, FORCIBLE	2		7		1	
SEX OFFENSES, NON-FORCIBLE	0		0		1	
ROBBERY	0		0		0	
AGGRAVATED ASSAULT	4		5		15	
BURGLARY	82		82		30	
MOTOR VEHICLE THEFT	2		4		5	
ARSON	0		0		0	
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	0		0		0	
LIQUOR LAW ARRESTS	8		8		6	
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	793		804		684	
DRUG LAW ARRESTS	5		10		12	
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	150		209		207	
ILLEGAL WEAPONS POSSESSION ARRESTS	2		3		1	
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	42		7		5	

Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus.

**Clery Act Crime Statistics**  
**UMass Lowell**

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2004		Fall 2003		Fall 2002	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	8,662	2,080	9,006	2,047	9,334	2,068
GRADUATE STUDENTS	2,427	32	2,700	37	2,752	41
OFFENSE	2004		2003		2002	
MURDER / NON-NEGLIGENT MANSLAUGHTER	0		0		0	
NEGLIGENT MANSLAUGHTER	0		0		0	
SEX OFFENSES, FORCIBLE	4		2		1	
SEX OFFENSES, NON-FORCIBLE	0		0		0	
ROBBERY	2		2		3	
AGGRAVATED ASSAULT	5		18		15	
BURGLARY	35		22		2	
MOTOR VEHICLE THEFT	18		12		18	
ARSON	1		0		0	
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	0		1		0	
LIQUOR LAW ARRESTS	23		5		7	
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	113		222		195	
DRUG LAW ARRESTS	51		60		23	
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	18		127		79	
ILLEGAL WEAPONS POSSESSION ARRESTS	0		4		6	
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0		2		2	

Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus.

**Clery Act Crime Statistics**  
**UMass Worcester**

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2004		Fall 2003		Fall 2002	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	0	0	0	0	0	0
GRADUATE STUDENTS	896	0	829	0	741	0
OFFENSE	2004		2003		2002	
MURDER / NON-NEGLIGENT MANSLAUGHTER	0		0		0	
NEGLIGENT MANSLAUGHTER	0		0		0	
SEX OFFENSES, FORCIBLE	1		0		0	
SEX OFFENSES, NON-FORCIBLE	0		0		0	
ROBBERY	0		0		0	
AGGRAVATED ASSAULT	0		0		0	
BURGLARY	1		0		0	
MOTOR VEHICLE THEFT	10		3		5	
ARSON	0		0		0	
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	0		0		0	
LIQUOR LAW ARRESTS	0		0		0	
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0		0		0	
DRUG LAW ARRESTS	0		0		0	
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0		0		0	
ILLEGAL WEAPONS POSSESSION ARRESTS	0		0		0	
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0		0		0	

Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus.