2019 Report on Annual Indicators
University Performance Measurement System
July 2019
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I am pleased to present to you the University of Massachusetts’ 2019 Report on Annual Indicators, an effort that illustrates our resolute commitment to assessment, accountability and continuous improvement.

This report measures the university’s progress towards achieving the strategic priorities approved by the UMass Board of Trustees and compares the university’s performance with peer institutions across the country on a range of indicators related to academic quality, student success and satisfaction, access and affordability, service to the state, and financial health. We undertake this comprehensive self-analysis annually as a means of measuring our excellence in education, research and service, as well as determining areas in which we would like to grow and better serve the Commonwealth.

As the attached 2019 Annual Indicators Report demonstrates, the university continues to make significant progress in achieving its long-term goals and fulfilling its vital role as the Commonwealth’s public research university. This past year, UMass provided a world-class education to nearly 75,000 students – the vast majority of whom are from the Commonwealth – and conducted research that led to groundbreaking discoveries and start-up companies that create jobs and fuel economic growth. Furthermore, our graduates remained in Massachusetts, entering the workforce in critical fields like the life sciences, engineering, computer science, education and business and contributing to the university’s $6.2 billion annual economic impact.

Major highlights of this report include:

**UMass offers its students high-quality academic and research opportunities.** In FY 2018, the university generated more than $650 million in research expenditures, exceeded $60 million in licensing income and remained a nationally recognized leader for patent awards. Additionally, the five campuses presented a total of 841 doctoral degrees across various disciplines, which include 548 research and scholarship doctoral degrees and 293 professional practice doctoral degrees. Among those recipients, 96% of UMass Medical School graduates were accepted to their choices of residency, a match rate that is consistently higher than those of other peer institutions.

**UMass educates a diverse community.** Currently, nearly four in ten (38%) of UMass undergraduates are students of color, making it the most diverse public university in all of New England. As a point of comparison, approximately 32% of Massachusetts public high school graduates are students of color. There is also a growing international presence among UMass students, with international students comprising approximately 7% of undergraduate students and 10% of graduate students across the campuses.

**UMass continues to be accessible and affordable.** At UMass, tuition and fees average 16% of the statewide median family income, a percentage much lower than that of the state’s private universities (52%) and other New England public universities (19%). It also reaches diverse and geographically-dispersed learners through UMass Online, with its course registrations increasing by 4% in the previous academic year.
UMass contributes to an educated Commonwealth citizenry and workforce. Approximately 79% of UMass first-year students are Massachusetts residents, compared to an average of 24% at other private peers in the state. The university also awarded 19,000 degrees in the previous academic year and sent many of these graduates to work in the Commonwealth’s most in-demand fields, such as computer science, engineering and healthcare. In fact, roughly two-thirds (63%) of the university’s undergraduate alumni remain in the Commonwealth after graduation.

UMass’ financial indicators compare favorably to peer institutions. In FY 2018, the marked value of the university’s endowment improved by 6%, standing currently at $872 million, and this was the second year in a row that annual private giving exceeded $120 million. Additionally, collective efforts by the Procurement Council, IT Leveraged Procurement Committee and the Strategic Energy Committee have resulted in cost savings of $9.5 million. The university’s primary reserve and debt service to operations were all within the range of peer systems, as well.

UMass has maintained high bond ratings. The university’s high agency bond ratings for FY 2018 (Aa2 rating by Moody’s; AA- rating by S&P; AA rating by Fitch) reflects continued confidence in the institution’s financial health.

All of these factors clearly demonstrate our continued pursuit of academic and institutional excellence and efficiency at the University of Massachusetts. As the Commonwealth’s public research university, we remain deeply committed to preserving access to an affordable, world-class education for the 75,000 students that we serve every year.

Sincerely,

Martin T. Meehan
President
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THE 2019 REPORT ON ANNUAL INDICATORS

The University of Massachusetts Annual Indicators Report measures progress toward achieving the strategic priorities approved by the Trustees and embedded in its mission - ‘to provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world.’ The 2019 Report on Annual Indicators is the 22nd annual report of the University of Massachusetts Performance Measurement System.

This report provides trustees, legislators, and state-level policymakers with information by which they can assess the University as compared with similar institutions and its 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**
- **Financial Health**
Encompassed within these five areas are nine 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
- Develop first-rate infrastructure

In order to ensure that the University’s self-evaluation process is current and in alignment with emerging issues of salience, the Report on Annual Indicators undergoes a system-wide review process every five years. The 2019 Report on Annual Indicators is in the fifth year of the current cycle and thus, is expected to be reviewed in the coming academic year.

This 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 UMass Medical School, the peer group consists of 20 selected medical schools in the United States, while their ‘endowment’ peer group consists of all public medical schools. For all the other UMass 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:

- Headlines from the 2019 Annual Indicators
- 2019 Annual Indicators at a Glance
- Infographics and Charts
- Definitions and Sources
- List of Institutional Peers
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SYSTEM
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HEADLINES

ACADEMIC QUALITY

**UMass continues to admit high-quality students.** UMass attracts highly qualified applicants. Freshmen average SAT scores ranged from 1084 to 1296 across the four undergraduate campuses. Average high school GPA increased slightly from the previous year, ranging from 3.25-3.90.

**UMass research capacity remains strong.** In FY 2018, the system generated $651 million in research expenditures, reflecting five consecutive years of over $600 million in research funding. Furthermore, in 2017-18, the five campuses awarded a total of 841 doctoral degrees across various disciplines. These include 548 research/scholarship doctoral degrees and 293 professional practice doctoral degrees.

**MA Green High-Performance Computing Center.** The MGHPCC is receiving national attention as a model for collaborative research computing. At UMass, the shared cluster now supports the computational needs of over 1,200 researchers. The efficiency of facility operations equates to significant cost savings for power with a reduced environmental footprint.

**UMass Medical School retains top 10% ranking in primary care.** In the 2019 US News ranking, UMass Medical School ranked 14th among 177 medical schools with an emphasis in primary care medicine.

**Commercialization of UMass research expands.** In FY 2018, license income for the University exceeded $60 million. UMass ranks among the top US universities in license income.

ACCESS AND AFFORDABILITY

**UMass remains accessible and affordable.** UMass tuition and fees average 16% of statewide median family income, a percent much lower than that for the state’s private universities (52%) and other New England public universities (19%).

**UMass serves citizens of the Commonwealth.** Roughly four out of five (79%) UMass freshmen are Massachusetts residents, compared with one-fifth (24%) at its private peers in the state.

**UMassOnline expands educational access.** UMassOnline reaches diverse and geographically dispersed learners. In AY 2017-18, course registrations for UMassOnline were at 79,050, representing a 4% increase over the previous year.

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, nearly four in ten (38%) UMass undergraduates are students of color. At UMass Boston, 60% of undergraduates (more than 6,200) are students of color, making it the most diverse public university in all of New England. As a point of comparison, approximately 32% of Massachusetts public high school graduates are students of color.

**International enrollment continues to grow.** There is a growing international presence among UMass students. There are 3,812 international undergraduates students (7%) across the five campuses. The University’s graduate program has a stronger international presence, by comparison, representing 20% of all graduate students. International students comprise about 10% (nearly 7,500) of the total student population - including all undergraduates, graduates, and medical students.

**Medical school graduates secure top choice residencies.** Ninety-six percent of UMass Medical School graduates were accepted to their choices of residency, a match rate that is consistently higher than the peer institutions.

University of Massachusetts
2019 Performance Measurement System
HEADLINES

SERVICE TO THE COMMONWEALTH

UMass remains a top destination for residents. Well over one-fourth (28%) of all Massachusetts residents enrolling in any of the four-year universities in the Commonwealth as first-time undergraduates, attend UMass. The University’s students come from every region of the state.

UMass’ contributes to creating an educated citizenry and workforce. UMass awarded over 19,000 degrees and certificates in AY 2017-18. These include a total of 18,012 degrees (bachelor’s and above), that represent 16% of all baccalaureate and graduate degrees (21% of bachelor’s, 10% of master's degrees and 10% of doctoral and first professional degrees) awarded in the Commonwealth. The University’s impact is particularly high in the following fields: computer & information sciences, engineering, and health (bachelor’s level); natural sciences and engineering (master’s level); education, computer and information sciences, and math and natural sciences (doctoral level).

In 2017-2018, three in ten (30%) or 5,512 of the University's total degrees were awarded in STEM fields. The University's impact in the Healthcare field has also grown over the past five years, reflecting an 11% increase over this period.

Alumni reside and work in Massachusetts. Six of ten (60%) graduates overall of the University remain in the Commonwealth after graduation.

FINANCIAL HEALTH

Total Endowment stands at $872 million. The market value of the University’s endowment improved by 6% between FY 2017 and FY 2018.

Private Funds raised a total of $121 million. While private giving to UMass declined by 5% in FY 2018 versus last year, this was the second year in a row (and third in the last five) that annual private giving exceeded $120 million.

Financial indicators compare favorably to peers. In FY 2018, the University’s primary reserve and debt service to operations were all within the range of peer systems.

Collaborative savings exceed $9 million. In FY 2018, the University reported cost savings of $9.5 million through the work of the Procurement Council; IT Leveraged Procurement Committee and the Strategic Energy Committee.

Bond Ratings remain high. The University's high agency bond ratings for FY 2018 (Aa2 rating by Moody’s; AA- rating by S&P; AA rating by Fitch) reflects continuing confidence in the institution’s overall financial health.
### AT-A-GLANCE

#### ACADEMIC QUALITY

- No. of Doctoral Degrees Awarded: **841**
- License Income: **$61M**
- Total R&D Expenditures: **$651M**
- Number of Active Labs/Researchers using Shared Cluster: **3054**
- Patent Applications: **183**
- CPU Utilization: **8030**
- Tuition and Fees as a Percentage of Family Income: **16%**
- Online Course Registrations: **79,050**
- Percent of First-year Undergraduates from Massachusetts: **79%**
- Annual Growth in Online Course Registrations: **4%**
- Percent of Undergraduates from Massachusetts: **83%**
- Patent Applications: **183**
- Tuition and Fees as a Percentage of Family Income: **16%**
- Online Course Registrations: **79,050**
- Percent of First-year Undergraduates from Massachusetts: **79%**
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#### ACCESS AND AFFORDABILITY

- Tuition and Fees as a Percentage of Family Income: **16%**
- Online Course Registrations: **79,050**
- Percent of First-year Undergraduates from Massachusetts: **79%**
- Annual Growth in Online Course Registrations: **4%**
- Percent of Undergraduates from Massachusetts: **83%**

#### STUDENT SUCCESS AND SATISFACTION

- Percent Undergraduates who are Students of Color: **38%**
- Total Students who Participated in a Study Abroad Program: **1,751**
- Undergraduates who are International: **3,812**

#### SERVICE TO THE COMMONWEALTH

- Enrollment by Massachusetts Region
  - Undergraduates from Greater Boston: **36%**
  - Undergraduates from Northeast: **26%**
  - Undergraduates from Southeast: **19%**
  - Undergraduates from Central: **11%**
  - Undergraduates from Western: **8%**
  - Degree Completions: **18,012**
- Percent Alumni who Remain in MA: **60%**
- Enrollment in STEM Programs: **25,212 (35%)**
- Undergraduate: **20,449 (37%)**
- Graduate: **4,763 (29%)**
- Degrees Awarded in STEM Fields: **5,512 (30%)**
- Undergraduate: **4,019 (30%)**
- Certificates Awarded in STEM Fields: **250 (19%)**
- Degrees Awarded in Healthcare Fields: **2,156**
- MTEL Science and Math Test-Takers: **255**
UMASS SYSTEM

AT-A-GLANCE

FINANCIAL HEALTH

- Total Endowment $872M
- Debt Service to Operations 6.5%
- Annual Growth in Endowment 6.4%
- Total Deferred Maintenance Cost $3.35B
- Private Funds Raised Annually $121M
- Deferred Maintenance per GSF $182
UMASS SYSTEM

ACADEMIC QUALITY

DOCTORAL DEGREES AWARDED

841
Degrees Awarded in 2017-18

● 0%
One-year % change vs. 2016-17

▲ 10%
Five-year % change vs. 2012-13

FIVE-YEAR TREND

Number of degrees awarded


TOTAL R&D EXPENDITURES

$651.0
Million in FY 2018

▼ 1%
One-year % change vs. FY 2017

▲ 10%
Five-year % change vs. FY 2013

FIVE-YEAR TREND

Total R&D Expenditures (in millions)

FY 2013 FY 2014 FY 2015 FY 2016 FY 2017 FY 2018

PATENT APPLICATIONS

183
Patent Applications in FY 2018

▼ 15%
One-year % change vs. FY 2017

▲ 54%
Five-year % change vs. FY 2013

FIVE-YEAR TREND

Number of Patent Applications

FY 2013 FY 2014 FY 2015 FY 2016 FY 2017 FY 2018

University of Massachusetts
2019 Performance Measurement System
ACADEMIC QUALITY

LICENSE INCOME

$61
Million in FY 2018

△ 66%
One-year % change (vs. FY 2017)

△ 70%
Five-year % change (vs. FY 2013)

UTILIZATION OF SHARED HIGH PERFORMANCE COMPUTING RESEARCH RESOURCES†

NUMBER OF ACTIVE LABS/RESEARCHERS USING SHARED HPC CLUSTER

3.1k
Active Labs Researchers in CY 2018

△ 10%
One-year % change (vs. CY 2017)

△ 171%
Four-year % change (vs. CY 2014)

† Data Source has been updated to MGHPCC utilization reports in CY 2018 and data revised for previous years to reflect the same.

CPU UTILIZATION (CPU YEARS USED ON SHARED HPC CLUSTER)

8k
CPU Years on Shared Cluster in CY 2018

△ 16%
One-year % change (vs. CY 2017)

△ 218%
Five-year % change (vs. CY 2014)

† Data Source has been updated to MGHPCC utilization reports in CY 2018 and data revised for previous years to reflect the same.
ACCESS AND AFFORABILITY

TUITION AND FEES AS A PERCENTAGE OF FAMILY INCOME*

16% Tuition & Fees as % of family income at UMass in FY 2019

▼ 1 One-year % point change at UMass (vs. FY 2018)

▲ 1 Five-year % point change at UMass (vs. FY 2014)

*Percentage of MA statewide median family income

UNDERGRADUATE ENROLLMENT FROM MASSACHUSETTS

PERCENT OF FIRST YEAR UNDERGRADUATE STUDENTS

79% UMass first-year UGs from MA in Fall 2018

UMASS UNDERGRADUATES: ALL STUDENTS

47.2k UMass UGs from MA in Fall 2018

▲ 1% One-year % change (vs. Fall 2017)

▲ 5% Five-year % change (vs. Fall 2013)

83% UMass % UGs from MA in Fall 2018

. 0 One-year % point change (vs. Fall 2017)

▲ 1 Five-year % point change (vs. Fall 2013)
ACCESS AND AFFORABILITY

UMASS SYSTEM

ONLINE COURSE REGISTRATIONS

79,050
UMass total Online course registrations in 2017-18

▲ 4%
One-year % change (vs. 2016-17)

▲ 27%
Five-year % change (vs. 2012-13)

FIVE-YEAR TREND

ANNUAL GROWTH IN ONLINE COURSE REGISTRATIONS

4%
Annual Growth Online Course Registrations in 2017-18
STUDENT SUCCESS AND SATISFACTION

UNDERGRADUATE STUDENTS OF COLOR

UMASS Fall 2018 VS. MA PUBLIC HS CLASS OF 2016

38%  ▲ 12%  ▲ 6%
UMass UG
Student of Color in Fall 2018
Comparison vs. MA Public HS Graduates Class of 2016
Comparison vs. MA Public HS Graduates Attending 4-Yr College Class of 2016

INTERNATIONAL UNDERGRADUATES

3,812  ▲ 1%  ▲ 70%
International UG Enrollment in Fall 2018
One-year % change (vs. Fall 2017)
Five-year % change (vs. Fall 2013)

7%  ▲ 0  ▲ 3
% International UG Enrollment in Fall 2018
One-year % point change (vs. Fall 2017)
Five-year % point change (vs. Fall 2013)

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

1.8k  ▲ 3%  ▲ 11%
UMass UG participation in study abroad in Fall 2017-Smr.18
One-year % change vs. Fall 2016 - Smr.17
Five-year % change vs. Fall 2012 - Smr. 13
UMASS SYSTEM

SERVICE TO THE COMMONWEALTH

ENROLLMENT OF MASSACHUSETTS RESIDENTS*

72%
Of all MA FY* UGs enrolled at UMass or key private peers are enrolled at UMass (Fall 2016)

32%
Of all MA FY* UGs enrolled at a MA 4 year college/university are enrolled at UMass (Fall 2016)

*Undergraduate first-year (FY) students

UMASS VS. KEY PEERS (FALL 18)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMass</td>
<td>8,656</td>
</tr>
<tr>
<td>Suffolk</td>
<td>690</td>
</tr>
<tr>
<td>BC</td>
<td>566</td>
</tr>
<tr>
<td>Northeastern</td>
<td>525</td>
</tr>
<tr>
<td>BU</td>
<td>497</td>
</tr>
<tr>
<td>Tufts</td>
<td>308</td>
</tr>
<tr>
<td>Harvard</td>
<td>239</td>
</tr>
<tr>
<td>Brandeis</td>
<td>224</td>
</tr>
<tr>
<td>Clark</td>
<td>186</td>
</tr>
<tr>
<td>MIT</td>
<td>74</td>
</tr>
</tbody>
</table>

0 9,000 Enrollment

ENROLLMENT BY MASSACHUSETTS REGION*

36%
Of all MA UGs enrolled at UMass come from Greater Boston

30%
Of all MA UGs enrolled at Amherst come from Greater Boston

71%
Of all MA UGs enrolled at Boston come from Greater Boston

60%
Of all MA UGs enrolled at Dartmouth come from Southeast MA

57%
Of all MA UGs enrolled at Lowell come from Northeast MA

PERCENT UG ENROLLMENT BY MA REGION

DEGREE COMPLETIONS

18k
Total degree completions in 2017-18

3%
One-year % change in total degree completions (vs. 2016-17)

18%
Five-year % change in total degree completions (vs. 2012-13)

FIVE-YEAR TREND

University of Massachusetts
2019 Performance Measurement System

16
SERVICE TO THE COMMONWEALTH

UMASS SYSTEM

AWARDS CONFERRED BY FIELD

<table>
<thead>
<tr>
<th>Field</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus &amp; Mgmt.</td>
<td>1,286</td>
<td>2,349</td>
</tr>
<tr>
<td>Hum &amp; Soc Sci</td>
<td>407</td>
<td>3,183</td>
</tr>
<tr>
<td>Health Sci</td>
<td>655</td>
<td>1,360</td>
</tr>
<tr>
<td>Nat Sci &amp; Math</td>
<td>359</td>
<td>1,556</td>
</tr>
<tr>
<td>Engineering</td>
<td>549</td>
<td>1,204</td>
</tr>
<tr>
<td>Comp &amp; Info Sci</td>
<td>403</td>
<td>731</td>
</tr>
<tr>
<td>Education</td>
<td>652</td>
<td>85</td>
</tr>
<tr>
<td>Other</td>
<td>585</td>
<td>2,569</td>
</tr>
</tbody>
</table>

UMASS DEGREES AS PERCENTAGE OF ALL MASSACHUSETTS DEGREES

<table>
<thead>
<tr>
<th>Field</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus &amp; Mgmt.</td>
<td>21</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>Hum &amp; Soc Sci</td>
<td>23</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Health Sci</td>
<td>21</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Nat Sci &amp; Math</td>
<td>23</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Engineering</td>
<td>26</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Comp &amp; Info Sci</td>
<td>25</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

PERCENT OF GRADUATES WHO LIVE IN MASSACHUSETTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Alumni</td>
<td>63%</td>
</tr>
<tr>
<td>Graduate Alumni</td>
<td>50%</td>
</tr>
<tr>
<td>All</td>
<td>60%</td>
</tr>
</tbody>
</table>

60%
Of all UMass Alumni live in the Commonwealth
SERVICE TO THE COMMONWEALTH

ENROLLMENT IN STEM PROGRAMS

20.4k
UG enrollment in STEM fields in Fall 2018

▲ 1%
One-year % change (vs. Fall 2017)

▲ 23%
Five-year % change (vs. Fall 2013)

37%
Percent of total UG enrollment in STEM fields in Fall 2018

▲ 1
One-year % point change (vs. Fall 2017)

▲ 5
Five-year % point change (vs. Fall 2013)

4.8k
Grad enrollment in STEM fields in Fall 2018

▲ 1%
One-year % change (vs. Fall 2017)

▲ 13%
Five-year % change (vs. Fall 2013)

29%
Percent of total GR enrollment in STEM fields in Fall 2018

▲ 0
One-year % point change (vs. Fall 2017)

▲ 1
Five-year % point change (vs. Fall 2013)

25.2k
Total enrollment in STEM fields in Fall 2018

▲ 1%
One-year % change (vs. Fall 2017)

▲ 21%
Five-year % change (vs. Fall 2013)

35%
Percent of total enrollment in STEM fields in Fall 2018

▲ 0
One-year % point change (vs. Fall 2017)

▲ 4
Five-year % point change (vs. Fall 2013)

* Data for Years Prior to Fall 2018 been updated to reflect UMass Boston historical updates
### Service to the Commonwealth

#### Degrees Awarded in STEM Fields

<table>
<thead>
<tr>
<th>Category</th>
<th>2017-18</th>
<th>One-Year % Change</th>
<th>Five-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad STEM Degrees Awarded</td>
<td>4.0k</td>
<td>▲ 7%</td>
<td>▲ 51%</td>
</tr>
<tr>
<td>Grad STEM Degrees Awarded</td>
<td>1.5k</td>
<td>▲ 19%</td>
<td>▲ 55%</td>
</tr>
<tr>
<td>Total Degrees Awarded</td>
<td>5.5k</td>
<td>▲ 10%</td>
<td>▲ 52%</td>
</tr>
</tbody>
</table>

* Data for Years Prior to 2017-18 been updated to reflect Boston Restate

---

**Total Undergrad STEM Degrees Awarded (000s)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total UG STEM Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>2.7</td>
</tr>
<tr>
<td>2013-14</td>
<td>3.0</td>
</tr>
<tr>
<td>2014-15</td>
<td>3.2</td>
</tr>
<tr>
<td>2015-16</td>
<td>3.5</td>
</tr>
<tr>
<td>2016-17</td>
<td>3.8</td>
</tr>
<tr>
<td>2017-18</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Percent UG Degrees Awarded in STEM**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent UG STEM Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>24%</td>
</tr>
<tr>
<td>2013-14</td>
<td>27%</td>
</tr>
<tr>
<td>2014-15</td>
<td>27%</td>
</tr>
<tr>
<td>2015-16</td>
<td>28%</td>
</tr>
<tr>
<td>2016-17</td>
<td>29%</td>
</tr>
<tr>
<td>2017-18</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Total Grad STEM Degrees Awarded (000s)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Grad STEM Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>1.0</td>
</tr>
<tr>
<td>2013-14</td>
<td>1.1</td>
</tr>
<tr>
<td>2014-15</td>
<td>1.3</td>
</tr>
<tr>
<td>2015-16</td>
<td>1.3</td>
</tr>
<tr>
<td>2016-17</td>
<td>1.3</td>
</tr>
<tr>
<td>2017-18</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Percent Grad Degrees Awarded in STEM**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Grad STEM Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>22%</td>
</tr>
<tr>
<td>2013-14</td>
<td>30%</td>
</tr>
<tr>
<td>2014-15</td>
<td>27%</td>
</tr>
<tr>
<td>2015-16</td>
<td>29%</td>
</tr>
<tr>
<td>2016-17</td>
<td>27%</td>
</tr>
<tr>
<td>2017-18</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Total STEM Degrees Awarded (000s)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total STEM Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>3.6</td>
</tr>
<tr>
<td>2013-14</td>
<td>4.1</td>
</tr>
<tr>
<td>2014-15</td>
<td>4.5</td>
</tr>
<tr>
<td>2015-16</td>
<td>4.8</td>
</tr>
<tr>
<td>2016-17</td>
<td>5.0</td>
</tr>
<tr>
<td>2017-18</td>
<td>5.5</td>
</tr>
</tbody>
</table>

**Percent Degrees Awarded in STEM**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Degrees Awarded in STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>24%</td>
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<tr>
<td>2014-15</td>
<td>27%</td>
</tr>
<tr>
<td>2015-16</td>
<td>28%</td>
</tr>
<tr>
<td>2016-17</td>
<td>29%</td>
</tr>
<tr>
<td>2017-18</td>
<td>30%</td>
</tr>
</tbody>
</table>
**SERVICE TO THE COMMONWEALTH**

**CERTIFICATES AWARDED IN STEM FIELDS**

250
Total certificates awarded in STEM fields in 2017-18

19% ▲
Percent of Total certificates awarded in STEM fields in 2017-18

**DEGREES AWARDED IN HEALTHCARE FIELDS**

2.2k ▼
Total degrees awarded in Healthcare fields in 2017-18

**CERTIFICATES AWARDED IN HEALTHCARE FIELDS**

152 ▼
Total Certificates awarded in Healthcare fields in 2017-18

* Certificates Awarded data has been restated for Years before 2017-18.
SERVICE TO THE COMMONWEALTH

MTEL SCIENCE AND MATH TEST-TAKERS

255
MTEL Science & Math Test-Takers in 2017-18
▼ 12% One-year % change (vs. 2016-17)
▼ 14% Five-year % change (vs. 2012-13)

FINANCIAL HEALTH

ENDOWMENT ASSETS

$872
Million in FY 2018
▲ 6% One-year % change (vs. FY 2017)
▲ 31% Five-year % change (vs. FY 2013)

6%
Annual Growth in FY 2018
▼ 5 One-year % point change (vs. FY 2017)
▼ 12 Five-year % point change (vs. FY 2013)

**FINANCIAL HEALTH**

**PRIVATE FUNDS RAISED ANNUALLY***

$120.7 Million in FY 2018

- ▼ 5% One-year % change (vs. FY 2017)
- ▲ 16% Five-year % change (vs. FY 2013)

* Includes cash, pledges and grants

**PROCUREMENT SAVINGS/ENHANCED SERVICES EARNED**

$9.5 Million in FY 2018

- ▼ 7% One-year % change (vs. FY 2017)
- ▼ 27% Four-year % change (vs. FY 2014)

*Fitch ratings equal AA for the entire period and overlap with Moody’s Aa2 ratings.

**LONG-TERM BOND CREDIT RATINGS**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Agency</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa2</td>
<td>Moody's Rating</td>
<td></td>
</tr>
<tr>
<td>AA-</td>
<td>S&amp;P Rating</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>Fitch Rating</td>
<td></td>
</tr>
</tbody>
</table>

*Moody's Rating*

- Aa1
- Aa2
- Aa3
- A1
- A2
- A3
- Baa1
- Baa2
- Baa3
- Ba1
- Ba2

*S&P & Fitch Ratings*
**FINANCIAL HEALTH**

**DEBT SERVICE TO OPERATIONS**

- **7%**
  - UMass Debt Service to Operations in FY 2018

**TOTAL DEFERRED MAINTENANCE COST**

- **$3.35 Billion** in FY 2018
  - ▲ 1% One-year % change (vs. FY 2017)
  - ▼ 2% Five-year % change (vs. FY 2013)

*Deferred Maintenance total reflects educational & operations space only.*

**DEFERRED MAINTENANCE PER GROSS SQUARE FOOT**

- **$182 Per Gross Square Foot** in FY 2018
  - ◼ 0% One-year % change (vs. FY 2017)
  - ▼ 8% Five-year % change (vs. FY 2013)

*Deferred Maintenance/GSF reflect educational & operations spaces only.*

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University of Massachusetts
2019 Performance Measurement System
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Doctoral Degrees Awarded. Total number of Doctorates awarded by UMass campuses for the academic year 2016-17, which includes August/September, January/February and May award dates. These include both research/scholarship and professional practice doctorates. Aggregated across all UMass campuses for System total.

Total R&D Expenditures. Research and development (R&D) expenditures in all academic fields from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF.

Patent Applications. Number of U.S. Patent applications filed per year. Data reported by campuses to UMass President’s Office OTCV.

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

Utilization of Shared HPC Cluster at MGHPCC.

CPU Years. A CPU Year is simply the amount of computing work done by a 1 GFLOP reference machine in a year of dedicated service (8760 hours). FLOPS is a standard measure of computing power -- "Floating Point Operations Per Second". A GigaFlop (or Gflop) is a billion FLOPS. A 1 GFlop machine will do a billion operations in a second. A G-hour is the measure of computing work done by a one GFLOP machine in an hour (i.e., a G-hour is one billion FLOPS per second times 3,600 seconds in an hour which equals 3.6 trillion floating point operations).

3372 cpu years x 8770 hours/Gflop x 3,600,000 Gflop/hour = 106,460,784,000,000 floating point operations completed by UMass researchers in 2015.

Number of Active Labs. The total number of MGHPCC active user counts across the five UMass campuses.

ACCESS AND AFFORDABILITY INDICATORS

Tuition and Fees as a Percentage of Family Income. Tuition and mandatory fees for in-state undergraduates (FY 2018) as a percentage of state-wide median family income as reported by US Census in 2017 inflation-adjusted dollars (latest available). Comparative data are from IPEDS and US Census.

Percentage of Undergraduate Students from Massachusetts. Percentage of total undergraduate students who are residents of Massachusetts.


STUDENT SUCCESS AND SATISFACTION INDICATORS

Undergraduate Students of Color. Percent undergraduates who are Black/African American, Hispanic/Latino, Asian and/or Native American, divided by total U.S. citizens and permanent residents who report race/ethnicity. Comparative data for 2016 public high school graduates are from the MA Department of Education.

International Undergraduates. Percentage of all undergraduates who are non-resident aliens, studying at the university on an eligible visa types, and enrolled in credit courses. Does not include permanent residents, refugees, or US citizens. Aggregated across all UMass campuses for System total.

Total Students Who Participated in a Study Abroad Program. Number of students who participated in a credit-bearing study abroad program outside of the U.S. over the most recent academic year, either at UMass or elsewhere.
DEFINITIONS AND SOURCES

SERVICE TO THE COMMONWEALTH INDICATORS

Enrollment of Massachusetts Residents. Number of first-year undergraduates enrolling at each institution who are residents of Massachusetts. Data are from the Fall IPEDS Enrollment student residency table.

Enrollment by Region. In-state undergraduate enrollment by Massachusetts region. Data are from the DHE.

Degree Completions. The total number of degrees (not including associates and certificates) awarded in the academic year, by degree level. As reported to IPEDS. Aggregated across all UMass campuses for System total.

Awards Conferred by Field. Degrees conferred by UMass campuses by field. As reported to IPEDS.

UMass Degrees as Percent of all Massachusetts Degrees. Degrees awarded by UMass as percent of total degrees awarded by colleges and universities in the state, based on IPEDS Completions data.

Percent of Graduates who live in Massachusetts. Percentage of total UMass undergrad and grad degree recipients who currently reside in Massachusetts based on alumni records.

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from the previous year. Comparative data are from IPEDS, financial statements, and the 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. Data from the UMass Foundation Advancement Report to the Board of Trustees.

Primary Reserve. Unrestricted net assets as a percentage of total operating expenditures (operating expenditures and interest expense). Peer data are from published financial statements.

Procurement Savings. Procurement savings/enhanced services includes reduction in costs vs. previous year/contract and cost avoidance of projected cost increases as a result of the work of the Administrative E&E committee. Additionally, more features and services are offered to faculty, students and staff.

Bond Ratings. A grade provided by an independent financial institution that is determined by examining an array of factors such as the credit worthiness, ability to pay principal and interest, overall financial strength, etc. Agency bond ratings are from Moodys, S&P, and Fitch.
DEFINITIONS AND SOURCES

FINANCIAL HEALTH INDICATORS

Debt Service to Operations. Debt service payments as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data from published financial statements.

Total Deferred Maintenance (DM) Cost. Includes deferred and other maintenance dollars needed to maintain the current function of the campus. This is the amount needed to address the deferred maintenance backlog plus the code work that would be mandated to allow the campus to continue to use the space once the repairs were complete. Adjusted each year for inflation.

DM Cost per Square Foot. The total deferred maintenance cost per square foot of space. This ratio quantifies the average dollar level of deferred maintenance work needed per square foot of space. Adjusted each year for inflation.

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

Please Note: Unless otherwise specified, all data are from the UMPO - Office of Institutional Research.
ACADEMIC QUALITY

The Top American Research Universities (TARU - The Center) identifies nine performance indicators as measures of academic quality to evaluate the comparative performance of public and private research universities that generate over $40 million in federal research annually. Included in this group are ten public research universities with a Carnegie classification of highest research activity with which UMass Amherst is comparing its progress on these and other indicators. All but two of the peers, the Universities of Connecticut and Delaware, are among the 62 members of the Association of American Universities (AAU). AAU institutions are recognized for their excellence in research and education. Therefore, the benchmark for the Amherst campus is quite high. In 2013, the University of Oregon, an AAU institution, replaced the University of Nebraska among UMass Amherst’s institutional peers. Historical data have been adjusted to reflect this change.

Student Academic Quality. The academic profile of entering students has made impressive gains in recent years, evidenced by the growth in high school GPA and test scores. The high school GPA of entering students increased from 3.64 in 2011 to 3.90 in 2018. Virtually all (99%) students entered UMass Amherst with a high school GPA of 3.0 and above. Average SAT and ACT scores continue to increase. The SAT score exceeds the peer group at both the 25th and 75th percentiles for the fall 2018 entering class. Further, seniors report high satisfaction with their undergraduate experience. Results from the 2017 National Survey of Student Engagement (NSSE) show that 90% of seniors rated their UMass Amherst educational experience positively, and increasing numbers rated it as excellent.

Advanced Training. The campus has demonstrated strength in the education and training of pre- and post-doctoral researchers. UMass Amherst is below the peer median for the number of doctoral degrees awarded. The number of post-doctorates receiving training has declined but has increased over the last two years. Some of the decreases can be attributed to the 2012 implementation of the campus’s first post-doc collective bargaining agreement, which narrowed the definition of the post-doc category and increased salary and benefits.

Research and Creative Activity. Total research dollars (R&D) are key measures of an institution’s commitment to, and success in research. UMass Amherst faculty have been successful in competing for these dollars. Total R&D spending increased by 11% over the last five years to over $211 million. Per faculty expenditures are on the decline as the size of the faculty has been growing, but have still increased by 3% in the past five years.

The number of academic honors and awards earned by the faculty is another indicator of an institution’s quality. The number of National Academy members has remained stable but continues to be below the peer median. The number of prominent grant and fellowship program awards decreased from a high in 2015 but remained above the peer median for 2017. A more comprehensive view of awards from Academic Analytics, another source of awards data, shows that UMass Amherst faculty have received over 1,000 nationally or internationally competitive awards.

In recent years, the campus invested in tenure-system faculty, and the number of faculty has grown by 5% since 2013. Nevertheless, it is considerably smaller than other top public research universities. Continued growth in the tenure-system faculty will be required for the campus to make significant progress in improving academic quality and research productivity, and to advance in the research university rankings.

ACCESS AND AFFORDABILITY

Providing an affordable and accessible education of high quality is central to the University’s mission. In Fall 2017, 27% of full-time, in-state students qualified for Pell grants. Eighty-four percent of financial need was met for in-state students who applied for aid. The campus continues to recognize its commitment to students with financial need and has increased institutional need-based aid accordingly.
Most UMass Amherst students have a positive educational experience. Ninety-one percent of students return for their sophomore year and 80% graduate within six years from UMass Amherst, the second highest graduation rate observed since the campus began tracking this statistic. The campus has seen a rapid improvement in the four-year graduation rate, which has increased from 63% for the Fall 2008 cohort to 76% for the Fall 2013 cohort. Retention and graduation rate improvement have closed the gap with peer institutions.

In recent years, the campus has made a major commitment to promoting student success, including the creation of the Student Success unit and newly created role of Associate Provost for Student Success. The campus has taken important steps in developing a cross-collaborative, coordinated approach within the Student Affairs and Campus Life unit and the Academic Affairs unit (the Associate Provost is a dual report to the Vice Chancellor for Student Affairs and Campus Life and the Senior Vice Provost and Dean of Undergraduate Education).

The University’s dedication to student success includes the support of additional professional advisors and Student Success coordinators within the Schools and Colleges and partnering with the Education Advisory Board through its Student Success Collaborative. The Collaborative provides access to the predictive analytics coordinated care and advising platform, best practice research studies, and collaborative projects that will enhance the University’s ability to understand and improve student academic pathways and student persistence and decrease barriers to degree progress. Using the platform, the Student Success unit oversees the Early Alert program which allows instructors to reach out to students struggling in their courses and connect those students in a coordinated manner with academic supports and success strategies. The Student Success unit also fortifies college-based academic advising by providing a year-round Success@UMass professional development series on best advising practices that support retention and degree completion. The series extends beyond major advising to build campus partnerships dedicated to historically marginalized students, including our First Generation College Students and Transfer Students. Our dedication to bettering advocacy, prevention and education equip students to manage both their physical and mental health needs and coordinates networks of services that address the holistic needs that result in students’ increased sense of belonging, a key component to student persistence.

A new position has been created (starting summer 2019), Associate Provost for Career & Professional Development in Central Career Services, to provide strategic leadership in the design, development, implementation, assessment, and direction of career and professional development-related programs and services. The programs and services will include expanded and integrated collaborations with alumni and employers to increase internships, co-ops, and post-graduate opportunities for students. The Associate Provost reports to the Senior Vice Provost and Dean of Undergraduate Education.

We have also organized a Senior Completion Committee comprised of representatives from Academic Affairs, Student Affairs and Campus Life, the Dean of Students Office, Financial Aid, and the Bursar’s Office. This committee reviews students who are very close to graduating and are having difficulty meeting their final financial need to complete their degree. The committee works with students on an academic plan, a financial plan, and even can provide emergency grants to help support the student in their final semester or year toward degree Completion. UMatter at UMass continues to be an important initiative intended to increase students’ connection to campus by affirming the values the university set in motion over 150 years ago: care, compassion and active engagement. Expanded research and scholarship opportunities are also available for undergraduates. Changes in the design and delivery of the General Education curriculum, including an integrative experience requirement for all upper division students and passage of new General Education Diversity learning outcomes (which took effect Fall 2018) also serve to enhance and enrich the student academic experience.

The campus has made progress in increasing the diversity of the student body. The Fall 2018 entering class was the most diverse group of students in history (32% ALANA); overall, almost three in ten undergraduates were students of color. Also, over one-fifth are the first in their families to
HEADLINES

STUDENT SUCCESS AND SATISFACTION

pursue a college degree. The campus will continue to attract a diverse student body and encourage greater appreciation for diverse populations.

SERVICE TO THE COMMONWEALTH

UMass Amherst has invested in programs to promote the enrollment and graduation of undergraduate and graduate students in the sciences and mathematics. In Fall 2018, nearly 40% of baccalaureate and over one-third of graduate students were enrolled in Science, Technology, Engineering and Mathematics (STEM) programs, and 33% of degrees awarded at the undergraduate and 34% of degrees awarded at the graduate levels were in STEM programs. The STEM Diversity Institute (SDI), established in 2012 at UMass Amherst, facilitates the diversification of the science, technology, engineering, and mathematics (STEM) workforce. SDI activities serve undergraduate students, graduate students, postdoctoral fellows, and faculty. These investments will continue.

FINANCIAL HEALTH

The financial indicators of the Amherst campus demonstrate a commitment to prudent use and investment of state appropriation, student tuition and fees, and other income streams. The campus continues to support the academic enterprise by increasing growth in net revenues from graduate programs, increasing summer and continuing and professional education revenue, attracting more donor support and targeting small increases in out-of-state enrollment. Investment in capital infrastructure, strategic faculty growth, and student success initiatives remain cornerstones of the campus strategic plan. The strategic plan identifies three overarching themes: 1) establish the campus as a “destination of choice” for academically accomplished students; 2) establish the campus as a “partner of choice” with a broad range of stakeholders vital to the campus; 3) establish the campus as a community of choice that attracts and retains contributors of all kinds. Mobilizing resources to achieve these goals remains a key strategy, and annual unit plans must demonstrate they are aligned with these campus objectives.

The Office of Advancement has been working closely with our campaign readiness and feasibility consultant, Grenzebach, Glier & Associates (GG+A). To date, GG+A is actively processing data from a comprehensive Request for Materials and has conducted a Donor Insight Survey that was distributed to over 20,000 alumni. The Office of Advancement looks forward to reviewing a final readiness report from GG+A in the summer of 2019.

The campus completed UMass Rising in 2016. This comprehensive fundraising campaign raised $379 million, exceeding its goal of $300 million. In addition, a record $50.3 million in new gift commitments was raised in the fiscal year following the campaign.
# AT-A-GLANCE

## ACADEMIC QUALITY

<table>
<thead>
<tr>
<th>Metric</th>
<th>Figure</th>
<th>Metric</th>
<th>Figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average HS GPA of Freshmen</td>
<td>3.90</td>
<td>Total R&amp;D Expenditures per Tenure System Faculty</td>
<td>$190,216</td>
</tr>
<tr>
<td>Average SAT Scores of Freshmen</td>
<td></td>
<td>Patent Applications</td>
<td>43</td>
</tr>
<tr>
<td>Arithmetic Mean</td>
<td>1296</td>
<td>License Income</td>
<td>$706,843</td>
</tr>
<tr>
<td>25th – 75th Percentile</td>
<td>1200-1390</td>
<td>Percent Tenured/Tenure-Track Faculty FTE</td>
<td>70%</td>
</tr>
<tr>
<td>Average GPA of Entering Transfer Students</td>
<td>3.38</td>
<td>New Tenured/Tenure-Track Faculty Hired</td>
<td>70%</td>
</tr>
<tr>
<td>Student Satisfaction with Educational Experience</td>
<td>90%</td>
<td>As Percent of Total T/TT Faculty</td>
<td>7%</td>
</tr>
<tr>
<td>Student-Faculty Ratio</td>
<td>17:1</td>
<td>Change in Tenured/Tenure-Track Faculty</td>
<td>1%</td>
</tr>
<tr>
<td>Technology-Enhanced Classrooms</td>
<td>304</td>
<td>Change in Faculty FTE</td>
<td>4%</td>
</tr>
<tr>
<td>No. of Doctoral Degrees Awarded</td>
<td>355</td>
<td>Full-Time Instructional Faculty</td>
<td></td>
</tr>
<tr>
<td>No. of Research Doctoral Degrees Awarded</td>
<td>295</td>
<td>Percent Faculty-of-Color</td>
<td>24%</td>
</tr>
<tr>
<td>No. of Postdoctoral Appointees</td>
<td>151</td>
<td>Percent Women Faculty</td>
<td>46%</td>
</tr>
<tr>
<td>Total R&amp;D Expenditures</td>
<td>$211M</td>
<td>Faculty Awards</td>
<td>12</td>
</tr>
<tr>
<td>Total R&amp;D Expenditures Ranking</td>
<td>104</td>
<td>National Academy Members</td>
<td>8</td>
</tr>
<tr>
<td>R&amp;D Expenditures Ranking: Carnegie Peers, US Publics, Non-Medical</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## ACCESS AND AFFORDABILITY

<table>
<thead>
<tr>
<th>Metric</th>
<th>Figure</th>
<th>Metric</th>
<th>Figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent In-State Pell Grant Recipients</td>
<td>27%</td>
<td>Percent Undergraduates from Students from MA</td>
<td>76%</td>
</tr>
<tr>
<td>Percent of Need Met for In-State Students Awarded Need-Based Aid</td>
<td>84%</td>
<td>Online Course Registrations</td>
<td>26,945</td>
</tr>
<tr>
<td>Average Debt of Students (UG Graduating Class)</td>
<td>$31,897</td>
<td>Annual Growth in Online Course Registrations</td>
<td>2%</td>
</tr>
<tr>
<td>Percent Graduating Class with Debt (UG)</td>
<td>67%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STUDENT SUCCESS AND SATISFACTION

- **Percent Undergraduates who are Students of Color**: 29%
- **Percent Undergraduates who are First Generation in College**: 21%
- **Percent Undergraduates with English as a Second Language**: 16%
- **Percent Undergraduates who are International**: 7%
- **Total Students who Participated in a Study Abroad Program**: 1,242
- **Freshmen One-Year Retention Rate**: 91%
- **Freshmen Four-Year Graduation Rate**: 76%
- **Freshmen Six-Year Graduation Rate**: 80%
- **Transfer (Full-time) One-Year Retention Rate**: 89%
- **Transfer (Upper Division) Four-Year Graduation Rate**: 77%
- **Alumni Participation Rate**: 9%

### SERVICE TO THE COMMONWEALTH

- **Degree Completions**: 8,205
  - **Bachelor's**: 6,333 (Undergraduate)
  - **Master's**: 1,517 (Graduate)
  - **Doctorates**: 355
- **Degrees Awarded in STEM Fields**: 2,728 (33%)
- **Degrees Awarded in Healthcare Fields**: 771 (9%)
- **Percent Alumni who Remain in MA**: 54%
- **Enrollment in STEM Programs**: 11,436 (38%)
  - **Undergraduate**: 9,138 (39%)
  - **Graduate**: 2,298 (35%)
- **MTEL Science and Math Test-Takers**: 28

### FINANCIAL HEALTH

- **Total Endowment**: $347.0M
- **Annual Growth in Endowment**: 7.2%
- **Endowment per Annualized Student FTE**: $11,680
- **Private Funds Raised Annually**: $50.6M
- **Primary Reserve**: 35%
- **Debt Ratio**: 7%
- **Deferred Maintenance per GSF**: $128
ACADEMIC QUALITY

AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

3.90
Average HS GPA in Fall 2018

▲ 0.01
One-year nominal change (vs. Fall 2017)

▲ 0.17
Five-year nominal change (vs. Fall 2013)

SAT SCORES OF FRESHMEN

1390
SAT Scores of Freshmen 75th Percentile in Fall 2018

▲ 30
One-year nominal change (vs. Fall 2017)

6
75th Percentile Rank in Fall 2018

1200
SAT Scores of Freshmen 25th Percentile in Fall 2018

▲ 20
One-year nominal change (vs. Fall 2017)

5
25th Percentile Rank in Fall 2018

1296
Average SAT Scores of Freshmen in Fall 2018

▲ 28
One-year nominal change (vs. Fall 2017)
ACADEMIC QUALITY

AVERAGE GPA OF ENTERING TRANSFER STUDENTS

3.38
Average transfer GPA in Fall 2018
▲ 0.02
One-year nominal change (vs. Fall 2017)
▲ 0.06
Five-year nominal change (vs. Fall 2013)

STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE

90%
Student Satisfaction as Good or Excellent in UMA 2017
▲ 4
Three-year % point change (vs. UMA 2014)

STUDENT-FACULTY RATIO

17:1
Student-Faculty Ratio in Fall 2018
▼ 1
One-year nominal change (vs. Fall 2017)
▼ 1
Five-year nominal change (vs. Fall 2013)
ACADEMIC QUALITY

TECHNOLOGY-ENHANCED CLASSROOMS

304
Total Technology Enhanced Classrooms in 2017-18

0%
One-year % change (vs. 2016-17)

6%
Four-year % change (vs. 2013-14)

DOCTORAL DEGREES AWARDED

355
Doctoral Degrees Awarded in 2017-18

12
One-year nominal change (vs. 2016-17)

21
Five-year nominal change (vs. 2012-13)

295
Research Doctoral Degrees Awarded in 2017-18

12
One-year nominal change (vs. 2016-17)

0
Five-year nominal change (vs. 2012-13)

9
Research Doctorate Ranking out of 11 in 2017-18

0
One-year Rank change (vs. 2016-17)

0
Five-year Rank change (vs. 2012-13)
ACADEMIC QUALITY

POSTDOCTORAL APPOINTEES

151
Postdoctoral Appointees in 2017-18

△ 19
One-year nominal change (vs. 2016-17)

▼ 14
Five-year nominal change (vs. 2012-13)

9
Research Doctorate Ranking OUT OF 11 in 2017-18

△ 1
One-year Rank change (vs. 2016-17)

▼ 1
Five-year Rank change (vs. 2012-13)

TOTAL R&D EXPENDITURES

$211
Million in FY 2018

△ 0%
One-year % change (vs. FY 2017)

△ 11%
Five-year % change (vs. FY 2013)

TOTAL R&D EXPENDITURES RANKINGS

104
Total R&D Expenditures Overall Rankings in FY 2017

▼ 3
One-year nominal change (vs. FY 2016)

▼ 2
Five-year nominal change (vs. FY 2012)

10
Carnegie Peers Rank (out of 26) in FY 2017

△ 0
One-year nominal change (vs. FY 2016)

▼ 1
Five-year nominal change (vs. FY 2012)

Overall Ranking Source: National Science Foundation Ranking by Total R&D Expenditures. Ranking based on Carnegie Peers is further standardized by US Publics and Non-Medical Schools.

University of Massachusetts
2019 Performance Measurement System
ACADEMIC QUALITY

TOTAL R&D EXPENDITURES PER TENURED SYSTEM FACULTY

$190k ▼ 1% ▲ 3%
Total R&D Expenditure Per Tenured System Faculty in FY 2018

* Peer data for FY 2017 is currently not available.

NUMBER OF PATENT APPLICATIONS

43 ▼ 14 ▲ 11
Patent Applications in FY 2018

LICENSE INCOME

$707k ▼ 11% ▼ 41%
License Income in FY 2018
ACADEMIC QUALITY

PERCENT TENURED/TENURE-TRACK FACULTY FTE

70%
Percent Tenured/Tenure-track Faculty in Fall 2018

▼ 2
One-year % point change (vs. Fall 2017)

▼ 6
Five-year % point change (vs. Fall 2013)

NEW TENURED/TENURE-TRACK FACULTY HIRED

70
New Tenured/Tenure-Track Faculty Hired in Fall 2018

▲ 15
One-year nominal change (vs. Fall 2017)

Data for "New Hires" is based on IPEDS definitions from 2016

NEW TENURED/TENURE-TRACK FACULTY HIRED AS PERCENT OF ALL TENURE-TRACK FACULTY

7%
Percent New Tenured/Tenure-Track Faculty Hired in Fall 2018

▲ 2
One-year % point change (vs. Fall 2017)

▲ 2
Five-year % point change (vs. Fall 2013)

Data for "New Hires" is based on IPEDS definitions from 2016
**ACADEMIC QUALITY**

**TENURED/TENURE-TRACK FACULTY**

<table>
<thead>
<tr>
<th></th>
<th>Tenured/Tenure-Track Faculty</th>
<th>One-year % change (vs. Fall 2017)</th>
<th>Five-year % change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>1,076</td>
<td>▲ 1%</td>
<td>▲ 5%</td>
</tr>
</tbody>
</table>

**FACULTY FTE**

<table>
<thead>
<tr>
<th></th>
<th>Faculty FTE</th>
<th>One-year % change (vs. Fall 2017)</th>
<th>Five-year % change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>1,528</td>
<td>▲ 4%</td>
<td>▲ 13%</td>
</tr>
</tbody>
</table>

**FACULTY-OF-COLOR**

<table>
<thead>
<tr>
<th></th>
<th>Faculty Of Color</th>
<th>One-year nominal change (vs. Fall 2017)</th>
<th>Five-year nominal change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>317</td>
<td>▲ 26</td>
<td>▲ 84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percent of Faculty Of Color</th>
<th>One-year % point change (vs. Fall 2017)</th>
<th>Five-year % point change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>24%</td>
<td>▲ 1</td>
<td>▲ 4</td>
</tr>
</tbody>
</table>

Faculty-of-Color based on US Citizens/Permanent Residents reporting Race/Ethnicity according to new IPEDS definitions.
ACADEMIC QUALITY

WOMEN FACULTY

645
Women Faculty in Fall 2018

▲ 39
One-year nominal change (vs. Fall 2017)

▲ 118
Five-year nominal change (vs. Fall 2013)

46%
Percent of Faculty Of Color in Fall 2018

▲ 2
One-year % point change (vs. Fall 2017)

▲ 4
Five-year % point change (vs. Fall 2013)

FACULTY AWARDS

12
Faculty Awards in 2017

▲ 4
One-year nominal change (vs. 2016)

▲ 4
Five-year nominal change (vs. 2012)

5
Carnegie Peers Rank (out of 26) in 2017

▲ 1
One-year nominal change (vs. 2016)

▲ 4
Five-year nominal change (vs. 2012)

NATIONAL ACADEMY MEMBERS

8
National Academy Members in 2017

▼ 1
One-year nominal change (vs. 2016)

0
Five-year nominal change (vs. 2012)

9
Carnegie Peers Rank (out of 26) in 2017

▼ 2
One-year nominal change (vs. 2016)

▼ 1
Five-year nominal change (vs. 2012)
ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

<table>
<thead>
<tr>
<th></th>
<th>One-year</th>
<th>Five-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent (In-State) Pell Grant Recipients in Fall 2017</td>
<td>▲ 1</td>
<td>▼ 1</td>
</tr>
<tr>
<td>Percent (In-State) Pell Grant Recipients (vs. Fall 2016)</td>
<td>(vs. Fall 2012)</td>
<td></td>
</tr>
</tbody>
</table>

PERCENT NEED MET FOR IN-STATE STUDENTS AWARDED NEED-BASED AID

<table>
<thead>
<tr>
<th></th>
<th>One-year</th>
<th>Five-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Met for (In-State) Need-Based Aid in FY 2018</td>
<td>▼ 3</td>
<td>▲ 0</td>
</tr>
<tr>
<td>Percent Met for (In-State) Need-Based Aid (vs. FY 2017)</td>
<td>(vs. FY 2013)</td>
<td></td>
</tr>
</tbody>
</table>

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

<table>
<thead>
<tr>
<th></th>
<th>One-year</th>
<th>Five-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Debt Load in 2018</td>
<td>▼ 0%</td>
<td>▲ 10%</td>
</tr>
<tr>
<td>Average Debt Load (In Thousands) (vs. 2017)</td>
<td>(vs. 2013)</td>
<td></td>
</tr>
<tr>
<td>Percent Graduating Class with Debt in 2018</td>
<td>▼ 1</td>
<td>▼ 3</td>
</tr>
<tr>
<td>Percent Graduating Class with Debt (vs. 2017)</td>
<td>(vs. 2013)</td>
<td></td>
</tr>
</tbody>
</table>
ACCESS AND AFFORDABILITY

PERCENT UNDERGRADUATES FROM MASSACHUSETTS

17,879
Undergraduates from Massachusetts in Fall 2018

6%
One-year % change (vs. Fall 2017)

76%
% Undergraduates from Massachusetts in Fall 2018

0%
One-year % point change (vs. Fall 2017)

0%
Five-year % point change (vs. Fall 2013)

▲ 6%
Five-year % change (vs. Fall 2013)

ONLINE COURSE REGISTRATIONS

26,945
Online Course Registrations in 2017-18

2%
One-year % change (vs. 2016-17)

▲ 38%
Five-year % change (vs. 2012-13)

ANNUAL GROWTH IN ONLINE COURSE REGISTRATIONS

2%
Annual Growth Online Course Registrations in 2017-18
STUDENT SUCCESS AND SATISFACTION

UNDERGRADUATE STUDENTS OF COLOR

5,822
Undergraduates Students of Color in Fall 2018

▲ 6%
One-year % change (vs. Fall 2017)

▲ 41%
Five-year % change (vs. Fall 2013)

29%
% Undergraduates Students of Color in Fall 2018

▲ 2
One-year % point change (vs. Fall 2017)

▲ 7
Five-year % point change (vs. Fall 2013)

PERCENT UNDERGRADUATES WHO ARE FIRST-GENERATION IN COLLEGE

21%
Percent Undergraduates who are First-Generation College in Fall 2018

▼ 3
One-year % point change (vs. Fall 2017)

▼ 4
Five-year % change (vs. Fall 2013)

PERCENT FIRST-TIME, FULL-TIME UNDERGRADUATES WITH ENGLISH AS A SECOND LANGUAGE

16%
Percent Undergraduates Speak English as a Second Language in Fall 2018

▲ 2
One-year % point change (vs. Fall 2017)

▲ 4
Five-year % point change (vs. Fall 2013)
STUDENT SUCCESS AND SATISFACTION

INTERNATIONAL UNDERGRADUATES

- **1,686** International UG Enrollment in Fall 2018
- **16%** One-year % change (vs. Fall 2017)
- **214%** Five-year % change (vs. Fall 2013)

- **7%** % International UG Enrollment in Fall 2018
- **1** One-year % point change (vs. Fall 2017)
- **5** Five-year % point change (vs. Fall 2013)

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

- **1,242** Students who participated in Study Abroad in Fall 2017-Smr.18
- **12** One-year nominal change vs. Fall 2016-Smr.17
- **114** Five-year nominal change vs. Fall 2012-Smr.13

FRESHMEN ONE-YEAR RETENTION RATE

- **91%** Freshmen One-Year Retention Rate in Fall 2018
- **0** One-year % point change in Fall 2017
- **2** Five-year point in Fall 2013

- **5** Rank based on Carnegie Peers in Fall 2018
- **0** One-year nominal change in Fall 2017
- **3** Five-year nominal change in Fall 2013

* Peer data for not available for reporting purposes.
STUDENT SUCCESS AND SATISFACTION

FRESHMEN FOUR-YEAR GRADUATION RATES

<table>
<thead>
<tr>
<th>Year</th>
<th>Four-Year Graduation Rates</th>
<th>One-year % point change (vs. 2017)</th>
<th>Five-year % point change (vs. 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>76%</td>
<td>▲ 2</td>
<td>▲ 10</td>
</tr>
</tbody>
</table>

FRESHMEN SIX-YEAR GRADUATION RATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Six-Year Graduation Rates</th>
<th>One-year % point change (vs. Fall 2017)</th>
<th>Five-year % point change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>80%</td>
<td>▲ 3</td>
<td>▲ 7</td>
</tr>
</tbody>
</table>

Peers Freshmen Six-Year Graduation Rates in Fall 2018: 79%

Carnegie Peers Rank (out of 26) in Fall 2018: 6

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
<th>One-year % point change (vs. Fall 2017)</th>
<th>Five-year % point change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>89%</td>
<td>▲ 1</td>
<td>▲ 3</td>
</tr>
</tbody>
</table>

University of Massachusetts
2019 Performance Measurement System
STUDENT SUCCESS AND SATISFACTION

TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

77% Transfers (Upper Division) Four-Year Graduation Rates in Fall 2018

1 One-year % point change (vs. Fall 2017)

3 Five-year % point change (vs. Fall 2013)

STUDENT ACHIEVEMENT MEASURE

Cohort Starting in 2012-13

76% Bachelor’s Degree within 4-years from any institution

87% Bachelor’s Degree within 5-years from any institution

89% Bachelor’s Degree within 6-years from any institution

71% Bachelor’s Degree within 4-years from UMass Amherst

79% Bachelor’s Degree within 5-years from UMass Amherst

80% Bachelor’s Degree within 6-years from UMass Amherst

Source: Student Achievement Measure (SAM)
STUDENT SUCCESS AND SATISFACTION

ALUMNI PARTICIPATION RATE

9%
Alumni Participation Rate in FY 2018

0
One-year % point change (vs. FY 2017)

-1
Five-year % point change (vs. FY 2013)

8,205
Total degree completions 2017-18

4%
One-year % change in total degree completions (vs. 2016-17)

16%
Five-year % change in total degree completions (vs. 2012-13)

54%
Of all UMass Alumni live in the Commonwealth in Fall 2018

0
One-year % point change (vs. Fall 2017)

0
Five-year % point change (vs. Fall 2013)

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

University of Massachusetts
2019 Performance Measurement System
SERVICE TO THE COMMONWEALTH

ENROLLMENT IN STEM PROGRAMS

<table>
<thead>
<tr>
<th>Category</th>
<th>2018</th>
<th>% Change</th>
<th>2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG STEM Enrollment</td>
<td>9,138</td>
<td>▲1%</td>
<td>9,138</td>
<td>▲23%</td>
</tr>
<tr>
<td>Grad STEM Enrollment</td>
<td>2,298</td>
<td>▲5%</td>
<td>2,298</td>
<td>▲23%</td>
</tr>
<tr>
<td>Total STEM Enrollment</td>
<td>11,436</td>
<td>▲2%</td>
<td>11,436</td>
<td>▲23%</td>
</tr>
</tbody>
</table>

**UG enrollment in STEM fields in Fall 2018**

- One-year % change (vs. Fall 2017): ▲1%
- Five-year % change (vs. Fall 2013): ▲23%

**Grad enrollment in STEM fields in Fall 2018**

- One-year % change (vs. Fall 2017): ▲5%
- Five-year % change (vs. Fall 2013): ▲23%

**Total enrollment in STEM fields in Fall 2018**

- One-year % point change (vs. Fall 2017): ▲0%
- Five-year % point change (vs. Fall 2013): ▲4%

**Percent of total enrollment in STEM fields in Fall 2018**

- UG enrollment: ▲1% ▲23%
- Grad enrollment: ▲5% ▲23%
- Total enrollment: ▲2% ▲23%

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University of Massachusetts 2019 Performance Measurement System
SERVICE TO THE COMMONWEALTH

DEGREES AWARDED IN STEM FIELDS

2,088
UG degrees awarded in STEM fields in 2017-18
▲ 6%
One-year % change (vs. 2016-17)
▲ 45%
Five-year % change (vs. 2012-13)

33%
Percent of total UG degrees awarded in STEM fields in 2017-18

640
Grad degrees awarded in STEM fields in 2017-18
▲ 23%
One-year % change (vs. 2016-17)
▲ 43%
Five-year % change (vs. 2012-13)

34%
Percent of total Grad degrees awarded in STEM fields in 2017-18

2,728
Total degrees awarded in STEM fields in 2017-18
▲ 9%
One-year % change (vs. 2016-17)
▲ 45%
Five-year % change (vs. 2012-13)

33%
Percent of Total degrees awarded in STEM fields in 2017-18

DEGREES AWARDED IN STEM FIELDS

UNDERGRAD STEM DEGREES AWARDED
FIVE-YEAR TREND

GRAD STEM DEGREES AWARDED
FIVE-YEAR TREND

TOTAL STEM DEGREES AWARDED
FIVE-YEAR TREND

University of Massachusetts
2019 Performance Measurement System
SERVICE TO THE COMMONWEALTH

CERTIFICATES AWARDED IN STEM FIELDS

- **Total Certificates awarded in STEM fields in 2017-18**: 61
- **One-year nominal change (vs. 2016-17)**: ▼ 17
- **Five-year nominal change (vs. 2012-13)**: ▲ 14
- **Percent of Total Certificates awarded in STEM fields in 2017-18**: 13%
- **One-year % point change (vs. 2016-17)**: ▼ 5
- **Five-year % point change (vs. 2012-13)**: ▲ 3

DEGREES AWARDED IN HEALTHCARE FIELDS

- **Total degrees awarded in Healthcare fields in 2017-18**: 771
- **One-year % change (vs. 2016-17)**: ▲ 6%
- **Five-year % change (vs. 2012-13)**: ▲ 38%

CERTIFICATES AWARDED IN HEALTHCARE FIELDS

- **Total Certificates awarded in Healthcare fields in 2017-18**: 39
- **One-year nominal change (vs. 2016-17)**: ▲ 11
- **Five-year nominal change (vs. 2012-13)**: ▲ 39
SERVICE TO THE COMMONWEALTH

MTEL SCIENCE AND MATH TEST-TAKERS

- **28**
  - MTEL Math and Science Test-Takers in 2017-18
  - One-year nominal change (vs. 2016-17)
  - Five-year nominal change (vs. 2012-13)

FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

- **$347M**
  - Endowment Assets in FY 2018
  - One-year % change (vs. FY 2017)
  - Five-year % change (vs. FY 2013)

- **7.2%**
  - Annual Growth in FY 2018
  - One-year % point change (vs. FY 2017)
  - Five-year % point change (vs. FY 2013)
FINANCIAL HEALTH

ENDOWMENT PER ANNUALIZED STUDENT FTE

$12k
Endowment per Annualized Student FTE in FY 2018
▲ 6%
One-year % change (vs. FY 2017)
▲ 17%
Five-year % change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.

PRIVATE FUNDS RAISED ANNUALLY

$50.6M
Private Funds Raised Annually in FY 2018
▲ 1%
One-year % change (vs. FY 2017)
▲ 47%
Five-year % change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.

PRIMARY RESERVE

35%
Primary Reserve in FY 2018
▲ 2
One-year % point change (vs. FY 2017)
▲ 8
Five-year % point change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.
FINANCIAL HEALTH

DEBT SERVICE TO OPERATIONS

7%  
Debt Service to Operations in FY2018

● 0  
One-year % point change (vs. FY 2017)

▲ 1  
Five-year % point change (vs. FY 2013)

* Peer data for FY2018 not available for reporting purposes.

DEFERRED MAINTENANCE PER GROSS SQUARE FOOT

$128  
Deferred Maintenance Per Gross Square Foot in FY 2018

▲ 6%  
One-year % change (vs. FY 2017)

▼ 15%  
Five-year % change (vs. FY 2013)
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

**Average High School GPA of First-Time Freshmen.** Cumulative GPA for college prep courses with additional weight to honors and AP courses, according to DHE admissions policy, reported on all first-time students.

**SAT Scores of Freshmen.** SAT scores of Freshmen. All reported SAT scores are based on the sum of the SAT MSS and the ERWS for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017 and later. The average is the arithmetic mean of these SAT scores. Peer data are from IPEDS.

**Total R&D Expenditures.** Research and development (R&D) expenditures in all academic fields from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF.

**Total R&D Expenditures Ranking.** Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. UMass Amherst’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Highest Research” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables.

**Average GPA of Entering Transfer Students.** Average Cumulative GPA of entering transfer students according to DHE admissions policy.

**Student Satisfaction with Educational Experience.** Percent of seniors who responded “good” or “excellent” to the question, “How would you evaluate your entire educational experience at this institution?” on the most recently conducted National Survey of Student Engagement (NSSE).

**Student-Faculty Ratio.** The ratio of FTE students to FTE instructional faculty. Faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, and public health in which faculty teach virtually only graduate-level students are excluded. Teaching assistants are not counted as faculty. Data and definition are from CDS.

**Total Research Expenditures per Tenure System 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 reported by NSF and IPEDS.

**Patent Applications.** Number of U.S. Patent applications filed per year. Data reported by campuses to UMass President’s Office, Office of OTCV.

**License Income.** Amount of annual income from license agreements. Data Source: Data reported by campuses to UMass President’s Office, Office of OTCV.

**Percent Tenured/Tenure-Track Faculty (FTE).** Percent based on the ratio of Tenured/Tenure-Track Faculty FTE to Total Faculty FTE.

**Percent Tenured/Tenure-Track Faculty Hired.** The number of new tenured/tenure-track Instructional Faculty members hired to start their new positions in the academic year. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

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University of Massachusetts  
2019 Performance Measurement System
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty. Number of “Newly hired” Tenured/Tenure-track faculty divided Total Tenured/Tenure-track faculty of an IPEDS reporting cycle. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

Change in 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. 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. Includes faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. Definition of Faculty FTE is per the Common Data Set, and includes all faculty teaching credit courses, including credit courses offered via Continuing Education.

Faculty-of-Color. The proportion of full-time instructional faculty who are U.S. citizens or permanent residents and report their race/ethnicity to be one or more of the following: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, or Two or More Races. Race/ethnicity definition is based on IPEDS.

Women Faculty. The proportion of full-time instructional faculty who identify themselves as female.

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 Fellows, 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.

ACCESS AND AFFORDABILITY INDICATORS

Percent (In-State) Pell Grant Recipients. Federal Pell Grants are awarded to low-income undergraduates based on their expected family contribution. Data as reported by campuses to the UMass President’s Office of in-state, full-time students with Pell Grants in the Financial Aid Template.

Percent of Need Met for In-State Students Awarded Need-Based Aid. The average percentage of demonstrated financial need that is met by the institution’s award of need-based financial aid to in-state undergraduate students. Data as reported to the UMass President’s Office in the Financial Aid Template.

Average Student Debt Load of Graduating Class (UG). Average debt load is based on the total debt borrowed by an Institution’s graduating class (bachelor’s, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.
DEFINITIONS AND SOURCES

ACCESS AND AFFORDABILITY INDICATORS

Percent Graduating Class with Debt (UG). The total number of students in the graduating class (bachelor’s, first-time only) that carried a debt load at the institution divided by the total number of graduating (bachelor’s, first-time only) students in that institution. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

Percentage Undergraduates from Massachusetts. Percentage of total undergraduate students who are “In State” or residents of Massachusetts based on tuition residency. For state-supported (day) students, tuition classification is used, whereas for CPE students, the actual residency at time of matriculation is used.

Online Course Registrations. Course registrations for the academic year for online credit courses. Academic year includes Summer, Fall, intersession, and Spring. These do not include hybrid courses, but fully online courses only offered via UMassOnline.

Annual Growth in Online Course Registrations. Percentage rate of growth in course registrations for the fiscal year for online credit courses. Fiscal year includes Summer, Fall, intersession, and Spring. These do not include hybrid courses, but fully online only offered via UMassOnline.

STUDENT SUCCESS AND SATISFACTION INDICATORS

Percent Undergraduates who are Students of Color. Undergraduates who self-identify as either African American/Black, Hispanic/Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races. Hispanic students who list one or more additional groups will be coded as Hispanic. Cape Verdean students who identify solely as Cape Verdean will be coded as Not Reported. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

Percent Undergraduates who are First Generation in College. Percent of first-time, full-time undergraduates where neither parent has earned a bachelor’s degree. The source of this data field is the Common Application.

Percent first-time, full-time Undergraduates with English as a Second Language. Percent of first-time, full-time undergraduates who speak another language at home. The source of this data field will be from the Common Application.

Percent Undergraduates who are International. Percentage of all undergraduates who are non-resident aliens, studying at the university on an eligible visa types, and enrolled in credit courses. Does not include permanent residents, refugees, or US citizens.

Number of Students who Participated in a Study Abroad Program. Number of students who participated in a credit-bearing study abroad program outside of the U.S. over the most recent academic year, either at UMass or elsewhere.

Freshmen One-Year Retention Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled at the institution in the following Fall. Peer data as reported to IPEDS.

Freshmen Four-Year Graduation Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall term and graduated from the institution by the end of their fourth year. Associates degree and CPE students are excluded.

Freshmen Six-Year Graduation Rate. Percent of first-time, full-time freshmen who entered UMass in a given Fall term and had graduated from the institution within six years. Peer data are based on median as reported to IPEDS. Associates degree and CPE students are excluded.
DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

Transfer (Full-Time) One-Year Retention Rate. Percent of full-time transfer students at any level who entered UMass in a given Fall and were still enrolled at, or graduated from the institution as of the following Fall.

Transfer (Upper-Division) Four-Year Graduation Rate. Percent of full-time upper division transfers (60+ credits) who entered UMass in a given Fall term and had graduated from the institution within four years.

Student Achievement Measure. SAM tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution.

Alumni Participation Rate. The percentage of undergraduate alumni of record who donated money to the college or university. Alumni of record are former full- or part-time students who received an undergraduate degree and for whom the college or university has a current address. The alumni giving rate is calculated by dividing the number of alumni donors during a given academic year by the number of alumni of record for that same year. Graduates who earned only a graduate degree are excluded.

SERVICE TO THE COMMONWEALTH INDICATORS

Degree Completions. The number of degrees (not including certificates) awarded in the previous academic year, by degree level. As reported to IPEDS.

Percent Alumni who Live in Massachusetts. Percentage of total alumni who currently reside in Massachusetts based on alumni records.

Enrollment in STEM Programs. Unduplicated count of students enrolled in Science, Technology, Engineering, & Math (STEM) programs. STEM programs are those fields of study defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Enrollment count includes undergraduate, graduate and certificate students.

Degrees and Certificates Awarded in STEM Fields. Number of undergraduate and graduate degrees awarded in STEM fields. STEM fields are those defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Certificates data also included separately.

Degrees and Certificates Awarded in Healthcare Fields. Number of undergraduate and graduate degrees awarded in Health Care fields. Healthcare designation as defined by Campus IR, and based on CIP classification. All of CIP 51, and specific 6-digit CIPs unique to each campus. Certificates data also included separately.

MTEL Science & Math Test-Takers. Total number of students who took the Massachusetts Tests for Educator Licensure (MTEL) subject tests in science and math fields.

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

Endowment per Annualized Student FTE. Total UMass Amherst endowments per annualized FTE student, where FTE of peer institutions is standardized to UMass formula. Peer data are for the comparative peers from financial statements (current year) and IPEDS (prior years).
FINANCIAL HEALTH INDICATORS

**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.

**Primary Reserve.** Unrestricted net assets as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

**Debt Service to Operations.** Debt service as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

**Deferred Maintenance per GSF.** Deferred Maintenance per Gross Square Footage includes deferred and other maintenance dollars needed to maintain the current function of the campus, calculated by the “Sightlines” Return on Physical Assets methodology (ROPAsm) and shown per square foot of space. Adjusted each year for inflation.

PEER INSTITUTIONS FOR UMASS AMHERST

Indiana University-Bloomington

*Iowa State University

*Rutgers University System

Stony Brook University

*University of California-Santa Barbara

*University of Colorado-Boulder

*University of Connecticut System

University of Delaware

*University of Maryland-College Park

University of Oregon

*Financial Peer

*Financial Peer

*Financial Peer

*Financial Peer

*Financial Peer

Please Note: Unless otherwise specified, all data are from the UMass Amherst Office of Institutional Research.
BOSTON
ACADEMIC QUALITY

Improve Student Learning Experience

We continue to attract well-qualified freshmen and transfers to our entering classes in greater numbers. We place emphasis on the high school GPA for admissions decisions and have successfully maintained an average GPA over 3.00 for the last six entering classes, rising to 3.34 in Fall 2018. The mean SAT score of incoming freshmen was 1119.

UMass Boston continues to stand out as a model of excellence for urban universities, jumped 11 spots in the U.S. News & World Report’s national rankings. UMass Boston’s online bachelor’s program ranked No. 49 in the nation and No. 3 in New England by U.S. News & World Report in an annual list of the Best Online Programs. Our online graduate education programs rose 34 spots to rank 54th nationwide, online graduate education programs for veterans ranked 17th, and online graduate business programs (non-MBA) ranked 89th.

Strengthen Research and Development

UMass Boston continues to advance as an increasingly sophisticated research university. Between FY 2014 and FY 2018, UMass Boston’s Total R&D expenditures reported to NSF have remained above $61 million. In terms of sponsored instruction and outreach per faculty, this figure has increased to over $40,500 per faculty member. UMass Boston has experienced a 32% annual increase in licensing revenue over the past year, mainly from inventions in physics, chemistry, and engineering departments.

UMass Boston Assistant Professor of Engineering Matthew Bell was the recipient of a $991,764 National Science Foundation award to support his research in quantum computing as part of a national effort to advance quantum information science research and development. In addition, Distinguished Professor of Biology Kamal Bawa was awarded the prestigious Linnean Medal in Botany.

UMass Boston research maintains a teaching and service focus with a number of grants advancing student learning and civic engagement. For example, 9 faculty members from the College of Liberal Arts received the first round of mini-grants from the Mellon Foundation to develop high impact humanities courses as part of a broader effort to encourage greater student interest in the humanities and further their academic success in this area. The National Science Foundation has named Distinguished Professor of Science Education Arthur Eisenkraft and two other Massachusetts residents to a new advisory panel created to encourage U.S. scientific and technological innovations in education.

Renew Faculty

In AY 2017-18 UMass Boston was successful in recruiting 12 tenured or tenure-track faculty, while sustaining the high proportion of full-time instructional faculty that are persons of color at 28%, and are female at 52%. Tenure-stream faculty growth slowed during the past year, based on enrollment performance. Tenure-stream faculty, which still represents more than 69% of all full-time instructional faculty, is a critical factor in ensuring the continued success of our students.

ACCESS AND AFFORDABILITY

We continue to serve residents of Greater Boston communities and communities throughout the Commonwealth, fulfilling our mission of access to diverse populations. Many (85%) of our undergraduates are from Massachusetts. UMass Boston serves large numbers of minority students, first-generation college students, transfers, and students who are immigrants or children of immigrants who speak languages other than English at home or with families. Our students are also diverse in age and national origin. In keeping with UMass Boston’s strategic goal of global engagement, the proportion of international students has remained at 11% over the past five years, and it is anticipated to increase further over the next five years. The total number of students who participated in a study abroad program increased 32% from the previous year, due to
HEADLINEs

ACCESS AND AFFORDABILITY

international students being included in the count for the first time.

The social and economic diversity of our students is illustrated by our Pell grant figures with 49% of our full-time undergraduate students from Massachusetts receive Pell grants, which are federal funds targeted toward students in greatest financial need. The undergraduate student debt load of the recent graduating class was only 56%, down from 74% six years ago.

UMass Boston’s College of Advancing and Professional Studies continued to see large numbers of online course registrations, with over 14,100, marking the fifth consecutive fiscal year with more than 14,000 course registrations.

A record number of UMass Boston students earned National Science Foundation graduate research fellowships, two in Chemistry and one in Psychology.

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. With more than 6,200 undergraduates of color, UMass Boston has the most diverse undergraduate student population of any four-year research university in New England schools. In Fall 2018, 60% of our U.S. undergraduate students were students of color. The diversity of our student population has continued to increase, along with increases in admissions quality indicators and a sustained increase in enrollment. UMass Boston had the second highest score on a new national ranking, compiled by the Race and Equity Center at the University of Southern California, that assesses how well public universities serve African American students. The National Institutes of Health awarded biology professors Rachel Skvirsky and Adán Colón-Carmona an additional five-year $1.3 million grant to continue their work preparing undergraduate students at UMass Boston for PhD programs and careers in the biomedical research industry through a research-intensive, skill-building mentoring program that seeks to increase diversity in the biomedical research workforce at the PhD level.

Freshmen one-year retention rates have remained comparable to our peers over the past five years, reaching 77% for those students who entered in Fall 2017. The 79% retention rate for entering transfer students were comparable to first-year students during the same period. The six-year graduation rate for the Fall 2012 cohort was 48%. The four-year graduation rate for the Fall 2014 cohort was 26%, a substantial increase over the past six years from the 16% rate for the Fall 2008 cohort.

SERVICE TO THE COMMONWEALTH

Nearly three-quarters of our alumni reside in Massachusetts, where they contribute to the economy and civic life of the Commonwealth.

UMass Boston devotes a high proportion of research and public service activities to the cultural, social, and economic development of the Commonwealth and global community. The National Endowment for the Humanities announced that it was awarding grants for 19 projects in Massachusetts. UMass Boston’s Venture Development Center has supported 102 startups now employing 1,128 people, helped them raise more than $1 billion in investments, and engaged nearly 2,000 students. Among the many examples of UMass Boston’s outreach and partnerships projects to improve the lives of Bostonians.

In an effort to expand female students’ exposure to the investment management industry, UMass Boston partnered with Boston-based investment firm Loomis, Sayles & Company to recruit student interns through the Undergraduate Women’s Investment Network (UWIN).

Enrollments continue to grow steadily in Science, Technology, Engineering, and Mathematics.
HEADLINES

SERVICE TO THE COMMONWEALTH

(STEM) as overall enrollments also rise, with over 4,100 students in these disciplines in Fall 2018, with 30% of undergraduate students pursuing a STEM discipline. The number of STEM degrees and certificates awarded has increased 73% from AY 2012-13 to AY 2017-18.

FINANCIAL HEALTH

Endowment assets totaled $84.9 million in FY 2018. Endowment per annualized student FTE grew from $5,242 in FY 2013 to $6,490 in FY 2018, an increase of 24%, in spite of the substantial increase in enrollment over the time period. While total private funds raised has declined over the past five years, the campus surpassed its ambitious goal of raising $100 million through the Just Imagine campaign that commenced in 2011.

FY19 has been marked by further alignment of the operating budget so that revenues will be able to fund the university’s operating expenses and necessary investments to ensure long-term financial stability. With a commitment to reach the university system’s operating margin requirement of 2% over the next five years, the campus continues to take a close look at its revenues and expenses. The campus is currently projecting to end the year with a balanced budget. UMB is required to have a balanced budget for FY20 and is presently evaluating future scalable revenue generating opportunities and cost-saving options for a long-term comprehensive solution in order to do so and to ensure financial stability.

FY19 construction saw the completion of the following major projects: the $259.5M Utility Corridor and Roadway Relocation (UCRR) project and a $69.75M 1400 space parking garage. A $137.4M 1077 bed residence hall, built as a public-private partnership, opened in September 2018. Current construction includes the $155.5M Substructure Demolition and Quadrangle Development (SDQD) project, with the Commonwealth paying $78M and the Campus funding the remaining $77.5M over a four year period. The SDQD project enables the university to vacate the Science Center into existing space on campus, demolish the Science Center, pool and much of the substructure and build a new quadrangle and surface parking.

The university, in partnership with the UMass Building Authority and the UMass President's Office, is presently in negotiations for the development of its Bayside property, with the current proposal to generate a minimum of $192M in revenue for qualified capital projects.
AT-A-GLANCE

ACADEMIC QUALITY

- Average HS GPA of Freshmen: 3.34
- Average SAT Scores of Freshmen: Arithmetic Mean 1119
  25th – 75th Percentile 1030-1210
- Average GPA of Entering Transfer Students: 3.00
- Student Satisfaction with Educational Experience: 75%
- Student-Faculty Ratio: 16:1
- Technology-Enhanced Classrooms: 253
- Number of Students Enrolled in For-Credit Internships: 1010
- No. of Doctoral Degrees Awarded: 81
- No. of Postdoctoral Appointees: 15
- Total R&D Expenditures: $61M
- Total R&D Expenditures Ranking: 172
- Percent In-State Pell Grant Recipients: 49%
- Percent of Need Met for In-State Students Awarded Need-Based Aid: 85%
- Average Debt of Students+A1 (UG Graduating Class): $25,449
- Percent Graduating Class with Debt (UG): 56%
- Total R&D Expenditures per Tenure System Faculty: $123,688
- Sponsored Instruction & Outreach/Faculty: $40,540
- Patent Applications: 3
- License Income: $4,633
- Percent Tenured/Tenure-Track Faculty FTE: 69%
- New Tenured/Tenure-Track Faculty Hired: 12
- Change in Tenured/Tenure-Track Faculty: 2%
- Change in Faculty FTE: 2%
- Full-Time Instructional Faculty
- Percent Faculty-of-Color: 28%
- Percent Women Faculty: 52%
- Faculty Awards: 4
- National Academy Members: 1

ACCESS AND AFFORDABILITY

- Percent Undergraduates from Students from MA: 85%
- Online Course Registrations: 14,191
- Annual Growth in Online Course Registrations: -9%

University of Massachusetts
2019 Performance Measurement System
AT-A-GLANCE

STUDENT SUCCESS AND SATISFACTION

- Percent Undergraduates who are Students of Color 60%
- Percent Undergraduates who are First Generation in College 56%
- Percent Undergraduates with English as a Second Language 49%
- Percent Undergraduates who are International 11%
- Total Students who Participated in a Study Abroad Program 193
- Freshmen One-Year Retention Rate 77%
- Freshmen Four-Year Graduation Rate 26%
- Freshmen Six-Year Graduation Rate 48%
- Transfer (Full-time) One-Year Retention Rate 79%
- Transfer (Upper Division) Four-Year Graduation Rate 67%
- Alumni Participation Rate 4%

SERVICE TO THE COMMONWEALTH

- Degree Completions 3,812
  - Bachelor's 2,543
  - Master's 967
  - Doctorates 81
- Degrees Awarded in STEM Fields 618 (17%)
  - Undergraduate 482 (18%)
  - Graduate 136 (13%)
- Degrees Awarded in Healthcare Fields 618 (17%)
  - Undergraduate 476 (18%)
  - Graduate 142 (14%)
- Percent Alumni who Remain in MA 72%
- Enrollment in STEM Programs 4,161 (26%)
  - Undergraduate 3,769 (30%)
  - Graduate 392 (11%)
- MTEL Science and Math Test-Takers 212

FINANCIAL HEALTH

- Total Endowment $84.9M
- Annual Growth in Endowment 5.2%
- Endowment per Annualized Student FTE $6,490
- Private Funds Raised Annually $8.3M
- Primary Reserve 9%
- Debt Ratio 6%
- Deferred Maintenance per GSF $250
### ACADEMIC QUALITY

#### AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>% of Students: GPA Range</th>
<th>5-Year Trend</th>
<th>1-Year Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA ≥ 3.00</td>
<td>60%</td>
<td>75%</td>
<td>7%</td>
</tr>
<tr>
<td>GPA 2.51-2.99</td>
<td>63%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>GPA ≤ 2.50</td>
<td>33%</td>
<td>22%</td>
<td>7%</td>
</tr>
</tbody>
</table>

#### SAT SCORES OF FRESHMEN

<table>
<thead>
<tr>
<th>SAT Score Range</th>
<th>UMB</th>
<th>Peers</th>
<th>5-Year Trend</th>
<th>1-Year Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA ≥ 3.00</td>
<td>1160</td>
<td>1235</td>
<td>1250%</td>
<td>20%</td>
</tr>
<tr>
<td>GPA 2.51-2.99</td>
<td>970</td>
<td>980</td>
<td>1000%</td>
<td>30%</td>
</tr>
<tr>
<td>GPA ≤ 2.50</td>
<td>1190</td>
<td>1075</td>
<td>1050%</td>
<td>21%</td>
</tr>
</tbody>
</table>


---

University of Massachusetts  
2019 Performance Measurement System
ACADEMIC QUALITY

**AVERAGE GPA OF ENTERING TRANSFER STUDENTS**

- **3.00**
  - Average transfer GPA in Fall 2018

- **▼ 0.03**
  - One-year nominal change (vs. Fall 2017)

- **▼ 0.11**
  - Five-year nominal change (vs. Fall 2013)

**FIVE-YEAR TREND**

- Avg. GPA of entering transfers over the years.

**STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE**

- **75%**
  - Student Satisfaction as Good or Excellent in UMB 2017

- **▼ 3**
  - Two-year % point change (vs. UMB 2015)

**STUDENT-FACULTY RATIO**

- **16:1**
  - Student-Faculty Ratio in Fall 2018

- **▲ 1**
  - Five-year nominal change (vs. Fall 2013)

**FIVE-YEAR TREND**

- Student-Faculty ratio from 2013 to 2018.
ACADEMIC QUALITY

TECHNOLOGY-ENHANCED CLASSROOMS

253 Total Technology Enhanced Classrooms in 2017-18

- One-year % change (vs. 2016-17)
- Four-year % change (vs. 2013-14)

1,010 Students Enrolled in For-Credit Internships/Co-ops in 2018-19

- One-year % change (vs. 2017-18)
- Five-year % change (vs. 2013-14)

81 Doctoral Degrees Awarded in 2017-18

- One-year nominal change (vs. 2016-17)
- Five-year nominal change (vs. 2012-13)
# ACADEMIC QUALITY

## Doctoral Degrees Awarded

<table>
<thead>
<tr>
<th>Degree</th>
<th>2017-18</th>
<th>2018-19</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Doctoral Degrees Awarded</td>
<td>71</td>
<td>71</td>
<td>0</td>
</tr>
<tr>
<td>Peer Average Research/Scholarship Doctoral Degrees Awarded</td>
<td>143</td>
<td>143</td>
<td>0</td>
</tr>
</tbody>
</table>

## Postdoctoral Appointees

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postdoctoral Appointees</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>

## Total R&D Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Million in FY 2018</td>
<td>$61.5</td>
<td>▼ 12%</td>
</tr>
<tr>
<td>Five-year change</td>
<td>▲ 2%</td>
<td>▲ 2%</td>
</tr>
</tbody>
</table>

---

University of Massachusetts
2019 Performance Measurement System
# Academic Quality

## Total R&D Expenditures Rankings

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall Ranking</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2017</td>
<td>172</td>
<td>▲ 3</td>
</tr>
<tr>
<td>FY 2012</td>
<td>169</td>
<td>▲ 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Carnegie Peers Ranking</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2017</td>
<td>26</td>
<td>▲ 6</td>
</tr>
<tr>
<td>FY 2012</td>
<td>20</td>
<td>▲ 5</td>
</tr>
</tbody>
</table>

Overall Ranking Source: National Science Foundation Ranking by Total R&D Expenditures. Ranking based on Carnegie Peers is further standardized by US Publics and Non-Medical Schools.

## Total R&D Expenditures Per Tenured System Faculty

- **$124k**
  - Total R&D Expenditure Per Tenured System Faculty in FY 2016
  - One-year % change (vs. FY 2017) **▼ 11%**
  - Five-year % change (vs. FY 2013) **▼ 5%**

*Peer data for FY 2018 is currently not available.*

## Sponsored Instruction & Outreach Per Faculty

- **$41k**
  - Sponsored Instruction & Outreach per Faculty in FY 2018
  - One-year % change (vs. FY 2017) **▲ 13%**
  - Five-year % change (vs. FY 2013) **☆ 0%**

University of Massachusetts  
2019 Performance Measurement System
**ACADEMIC QUALITY**

**NUMBER OF PATENT APPLICATIONS**

- **Patent Applications** in FY 2018:
  - **3**
  - One-year nominal change (vs. FY 2017): **1**
  - Five-year nominal change (vs. FY 2013): **2**

**LICENSE INCOME**

- **License Income** in FY 2018:
  - **$4.6k**
  - One-year % change (vs. FY 2017): **32%**
  - Five-year % change (vs. FY 2013): **66%**

**PERCENT TENURED/TENURE-TRACK FACULTY FTE**

- **Percent Tenured/Tenure-track Faculty** in Fall 2018:
  - **69%**
  - One-year % point change (vs. Fall 2017): **3**
  - Five-year % point change (vs. Fall 2013): **7**

University of Massachusetts
2019 Performance Measurement System
ACADEMIC QUALITY

NEW TENURED/TENURE-TRACK FACULTY HIRED

12
New Tenured/Tenure-Track Faculty Hired in Fall 2018

▼ 10
One-year nominal change (vs. Fall 2017)

Data for "New Hires" is based on IPEDS definitions from 2016

NEW TENURED/TENURE-TRACK FACULTY HIRED AS PERCENT OF ALL TENURE-TRACK FACULTY

2%
Percent New Tenured/Tenure-Track Faculty Hired in Fall 2018

▼ 2
One-year % point change (vs. Fall 2017)

▼ 5
Five-year % point change (vs. Fall 2013)

Data for "New Hires" is based on IPEDS definitions from 2016

TENURED/TENURE-TRACK FACULTY

497
Total Tenured/Tenure-track Faculty in Fall 2018

▼ 2%
One-year % change (vs. Fall 2017)

▲ 7%
Five-year % change (vs. Fall 2013)
**ACADEMIC QUALITY**

**FACULTY FTE**

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>One-year % change (vs. Fall 2017)</th>
<th>Five-year % change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>866</td>
<td>▲ 2%</td>
<td>▲ 9%</td>
</tr>
</tbody>
</table>

**FACULTY-OF-COLOR**

<table>
<thead>
<tr>
<th>Faculty Of Color</th>
<th>One-year nominal change (vs. Fall 2017)</th>
<th>Five-year nominal change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>198</td>
<td>▲ 32</td>
<td>▲ 77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Faculty Of Color</th>
<th>One-year % point (vs. Fall 2017)</th>
<th>Five-year % point (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>▲ 4</td>
<td>▲ 4</td>
</tr>
</tbody>
</table>

Faculty-of-Color based on US Citizens/Permanent Residents reporting Race/Ethnicity according to new IPEDS definitions.

**WOMEN FACULTY**

<table>
<thead>
<tr>
<th>Women Faculty</th>
<th>One-year nominal change (vs. Fall 2017)</th>
<th>Five-year nominal change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>371</td>
<td>▲ 18</td>
<td>▲ 77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Women Faculty</th>
<th>One-year % point (vs. Fall 2017)</th>
<th>Five-year % point (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
<td>▲ 2</td>
<td>▲ 3</td>
</tr>
</tbody>
</table>

University of Massachusetts
2019 Performance Measurement System
ACADEMIC QUALITY

FACULTY AWARDS

4
Faculty Awards in 2017

▲ 2
One-year nominal change (vs. 2016)

▲ 4
Five-year nominal change (vs. 2012)

Source: The Top American Research Universities

NATIONAL ACADEMY MEMBERS

1
National Academy Members in 2017

0
One-year nominal change (vs. 2016)

0
Five-year nominal change (vs. 2012)

Source: The Top American Research Universities

ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

49%
Percent (In-State) Pell Grant Recipients in Fall 2017

▲ 3
One-year % point change (vs. Fall 2016)

▲ 5
Five-year % point change (vs. Fall 2012)

Source: The Top American Research Universities

University of Massachusetts
2019 Performance Measurement System
**ACCESS AND AFFORDABILITY**

**PERCENT NEED MET FOR IN-STATE STUDENTS AWARDED NEED-BASED AID**

**FIVE-YEAR TREND**

- **85%**
  - Percent Need Met for (In-State) Need-Based Aid in 2017-18
  - **▼ 2** One-year % point change (vs. 2016-17)
  - **▼ 4** Five-year % point change (vs. 2012-13)

**UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS**

**FIVE-YEAR TREND**

- **$25.4k**
  - Average Debt Load in 2018
  - **▼ 6%** One-year % change (vs. 2017)
  - **▼ 2%** Five-year % change (vs. 2013)

- **56%**
  - Percent Graduating Class with Debt in 2018
  - **▼ 3** One-year % point change (vs. 2017)
  - **▼ 12** Five-year % point change (vs. 2013)

**PERCENT UNDERGRADUATES FROM MASSACHUSETTS**

**FIVE-YEAR TREND**

- **10,855**
  - Undergraduates from Massachusetts in Fall 2018
  - **▲ 1%** One-year % change (vs. Fall 2017)
  - **▲ 2%** Five-year % change (vs. Fall 2013)

- **85%**
  - % Undergraduates from Massachusetts in Fall 2018
  - **▼ 0** One-year % point change (vs. Fall 2017)
  - **▼ 1** Five-year % point change (vs. Fall 2013)
ACCESS AND AFFORABILITY

ONLINE COURSE REGISTRATIONS

14,191
Online Course Registrations in FY 2017-18

▼ 9%
One-year % change (vs. FY 2016-17)

▲ 7%
Five-year % change (vs. FY 2012-13)

STUDENT SUCCESS AND SATISFACTION

UNDERGRADUATE STUDENTS OF COLOR

6,282
Undergraduates Students of Color in Fall 2018

▲ 4%
One-year % change (vs. Fall 2017)

▲ 24%
Five-year % change (vs. Fall 2013)

60%
% Undergraduates Students of Color in Fall 2018

▲ 1
One-year % point change (vs. Fall 2017)

▲ 10
Five-year % point change (vs. Fall 2013)
STUDENT SUCCESS AND SATISFACTION

PERCENT UNDERGRADUATES WHO ARE FIRST-GENERATION IN COLLEGE

56%
Percent Undergraduates who are First-Generation College in Fall 2018

*The data source from Fall 2018 updated to Common Application responses.

PERCENT FIRST-TIME, FULL-TIME UNDERGRADUATES WITH ENGLISH AS A SECOND LANGUAGE

49%
Percent Undergraduates Speak English as a Second Language in Fall 2018

*The data source from Fall 2018 updated to Common Application responses.

PERCENT UNDERGRADUATES WHO ARE INTERNATIONAL

1,384
International UG Enrollment in Fall 2018

11%
% International UG Enrollment in Fall 2018

- 8% One-year % change (vs. Fall 2017)

+ 17% Five-year % change (vs. Fall 2013)
STUDENT SUCCESS AND SATISFACTION

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

193
Students who participated in Study Abroad in Fall 2017-Smr.18

47
One-year nominal change vs. Fall 2016 -Smr.17

38
Five-year nominal change vs Fall 2012 -Smr. 13

FRESHMEN ONE-YEAR RETENTION RATE

77%
Freshmen One-Year Retention Rate in Fall 2018

1
One-year % point change (vs. Fall 2017)

0
Five-year point (vs. Fall 2013)

FRESHMEN FOUR-YEAR GRADUATION RATES

26%
Freshmen Four-Year Graduation Rates in 2018

1
One-year % point change (vs. 2017)

9
Five-year % point change (vs. 2013)

* Peer data for Fall 2018 not available for reporting purposes.

University of Massachusetts
2019 Performance Measurement System
### Student Success and Satisfaction

#### Freshmen Six-Year Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Transfer (Full-time) One-Year Retention Rate

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Transfer (Upper Division) Four-Year Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT SUCCESS AND SATISFACTION

STUDENT ACHIEVEMENT MEASURE

Cohort starting in: 2012-13

- 32% Bachelor’s Degree Within 4 Yrs. from any institution
- 54% Bachelor’s Degree Within 5 Yrs. From any institution
- 25% Bachelor’s Degree Within 4 Yrs. from UMass Boston
- 62% Bachelor’s Degree Within 6 Yrs. From any institution
- 42% Bachelor’s Degree Within 5 Yrs. From UMass Boston
- 48% Bachelor’s Degree Within 6 Yrs. From UMass Boston

Source: Student Achievement Measure (SAM)

ALUMNI PARTICIPATION RATE

- 4% Alumni Participation Rate in 2018
- 0 One-year % point change (vs. 2017)
- ▼ 1 Five-year % point change (vs. 2013)

SERVICE TO THE COMMONWEALTH

DEGREE COMPLETIONS

- 3,812 Total degree completions AY 2016-17
- ▲ 2% One-year % change in total degree completions (vs. AY 2015-16)
- ▲ 15% Five-year % change in total degree completions (vs. AY 2011-12)

University of Massachusetts
2019 Performance Measurement System
## Service to the Commonwealth

### Enrollment in STEM Programs

#### Undergraduate STEM Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate STEM Enrollment</th>
<th>One-Year % Change</th>
<th>Five-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>2,821</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3,055</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>3,288</td>
<td>25%</td>
<td>29%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>3,466</td>
<td>27%</td>
<td>30%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>3,628</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>3,769</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

#### Graduate STEM Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate STEM Enrollment</th>
<th>One-Year % Change</th>
<th>Five-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>307</td>
<td>9%</td>
<td>21%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>356</td>
<td>10%</td>
<td>22%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>402</td>
<td>10%</td>
<td>22%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>407</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>406</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>392</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

#### Total STEM Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Total STEM Enrollment</th>
<th>One-Year % Change</th>
<th>Five-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>3,119</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3,402</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>3,676</td>
<td>22%</td>
<td>26%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>3,855</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>4,034</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>4,161</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

*Data for Years Prior to Fall 2018 been updated to include Marine Science and Technology Major.*
# Service to the Commonwealth

## Degrees Awarded in STEM Fields

<table>
<thead>
<tr>
<th>Category</th>
<th>One-Year Change</th>
<th>Five-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Degrees Awarded in STEM fields in 2017-18</td>
<td>18%</td>
<td>59%</td>
</tr>
<tr>
<td>Percent of total UG degrees awarded in STEM fields in 2017-18</td>
<td>▲ 2</td>
<td>▲ 5</td>
</tr>
<tr>
<td>Grad Degrees Awarded in STEM fields in 2017-18</td>
<td>13%</td>
<td>157%</td>
</tr>
<tr>
<td>Percent of total Grad degrees awarded in STEM fields in 2017-18</td>
<td>▲ 1.5</td>
<td>▲ 8</td>
</tr>
<tr>
<td>Total Degrees Awarded in STEM fields in 2017-18</td>
<td>17%</td>
<td>74%</td>
</tr>
<tr>
<td>Percent of Total degrees awarded in STEM fields in 2017-18</td>
<td>▲ 1.8</td>
<td>▲ 6</td>
</tr>
</tbody>
</table>

* Data for Years Prior to Fall 2018 have been updated to include Marine Science and Technology Major.

---

**Undergrad STEM Degrees Awarded**

- **2012-13**: 303 degrees awarded (13% of total UG degrees awarded)
- **2013-14**: 319 degrees awarded (13% of total UG degrees awarded)
- **2014-15**: 361 degrees awarded (14% of total UG degrees awarded)
- **2015-16**: 413 degrees awarded (15% of total UG degrees awarded)
- **2016-17**: 444 degrees awarded (16% of total UG degrees awarded)
- **2017-18**: 482 degrees awarded (18% of total UG degrees awarded)

**Grad STEM Degrees Awarded**

- **2012-13**: 53 degrees awarded (5% of total Grad degrees awarded)
- **2013-14**: 84 degrees awarded (8% of total Grad degrees awarded)
- **2014-15**: 102 degrees awarded (9% of total Grad degrees awarded)
- **2015-16**: 120 degrees awarded (12% of total Grad degrees awarded)
- **2016-17**: 123 degrees awarded (11% of total Grad degrees awarded)
- **2017-18**: 136 degrees awarded (13% of total Grad degrees awarded)

**Total STEM Degrees Awarded**

- **2012-13**: 356 degrees awarded (10% of total STEM degrees awarded)
- **2013-14**: 403 degrees awarded (12% of total STEM degrees awarded)
- **2014-15**: 463 degrees awarded (13% of total STEM degrees awarded)
- **2015-16**: 533 degrees awarded (15% of total STEM degrees awarded)
- **2016-17**: 567 degrees awarded (15% of total STEM degrees awarded)
- **2017-18**: 618 degrees awarded (17% of total STEM degrees awarded)
SERVICE TO THE COMMONWEALTH

CERTIFICATES AWARDED IN STEM FIELDS

0
Total Certificates awarded in STEM fields in 2017-18

△ 4
One-year nominal change (vs. 2016-17)

△ 4
Five-year nominal change (vs. 2012-13)

0%
Percent of Total Certificates awarded in STEM fields in 2017-18

△ 1
One-year % point change (vs. 2016-17)

△ 2
Five-year % point change (vs. 2012-13)

DEGREES AWARDED IN HEALTHCARE FIELDS

618
Total degrees awarded in Healthcare fields in 2017-18

△ 10%
One-year % point change (vs. 2016-17)

△ 9%
Five-year % point change (vs. 2012-13)

* Certificates Awarded data has been restated for Years before AY 2017-18.

CERTIFICATES AWARDED IN HEALTHCARE FIELDS

58
Total Certificates awarded in Healthcare fields in 2017-18

△ 37%
One-year % point change (vs. 2016-17)

△ 28%
Five-year % point change (vs. 2012-13)

University of Massachusetts
2019 Performance Measurement System
85
SERVICE TO THE COMMONWEALTH

UMASS BOSTON

MTEL SCIENCE AND MATH TEST-TAKERS

212
MTEL Math and Science Test-Takers in 2017-18
▼ 8
One-year nominal change (vs. 2016-17)
▲ 2
Five-year nominal change (vs. 2012-13)

FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

$84.9M
Endowment Assets in FY 2018
▲ 5%
One-year % change (vs. FY 2017)
▲ 28%
Five-year % change (vs. FY 2013)

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

72%
Of all UMass Alumni live in the Commonwealth in Fall 2018
▼ 1
One-year % point change (vs. Fall 2017)
▼ 3
Five-year % point change (vs. Fall 2013)

University of Massachusetts
2019 Performance Measurement System

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FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

5% Annual Growth in FY 2018  

▼ 3 One-year % point change (vs. FY 2017)  

▼ 23 Five-year % point change (vs. FY 2013)

En

$6.5k ▲ 8% ▲ 24% 

Endowment per Annualized Student FTE % change % change 

in FY 2018 (vs. FY 2017) (vs. FY 2013)

$8.3M ▼ 29% ▼ 44% 

Private Funds Raised Annually % change % change 

in FY 2018 (vs. FY 2017) (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.
FINANCIAL HEALTH

PRIMARY RESERVE

9%  
Primary Reserve  
in FY 2018

▼ 1  
One-year  
% Point change  
(vs. FY 2017)

▼ 19  
Five-year  
% Point change  
(vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.

DEBT SERVICE TO OPERATIONS

6%  
Debt Service  
to Operations  
in FY 2018

.0  
One-year  
% Point change  
(vs. FY 2017)

.0  
Five-year  
% Point change  
(vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.

DEFERRED MAINTENANCE PER GROSS SQUARE FOOT

$250  
Deferred Maintenance  
Per Gross Square Foot  
in FY 2018

.0%  
One-year  
% change  
(vs. FY 2017)

28%  
Five-year  
% change  
(vs. FY 2013)

University of Massachusetts  
2019 Performance Measurement System  
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DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

**Average High School GPA of First-Time Freshmen.** Cumulative GPA for college prep courses with additional weight to honors and AP courses, according to DHE admissions policy, reported on all first-time students.

**SAT Scores of Freshmen.** All reported SAT scores are based on the sum of the SAT MSS and the ERWS for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017 and onwards. The average is the arithmetic mean of these SAT scores. Peer data are from IPEDS.

**Average GPA of Entering Transfer Students.** Cumulative GPA of entering transfer students according to DHE admissions.

**Student Satisfaction with Educational Experience.** Percent of seniors who responded “good” or “excellent” to the question, “How would you evaluate your entire educational experience at this institution?” on the most recently conducted National Survey of Student Engagement (NSSE).

**Student-Faculty Ratio.** The ratio of FTE students to FTE instructional faculty. Faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, and public health in which faculty teach virtually only graduate-level students are excluded. Teaching assistants are not counted as faculty. Data and definition are from CDS.

**Technology-Enhanced Classrooms.** Classification of the campus’s total classroom capacity in terms of the level of technology support.

**Number of Students Enrolled in For-Credit Internships/Co-Ops.** Data are from the Office of the Registrar and the Office of Career Services and Internships. Students enrolled in For-Credit Internships/Co-Ops for the academic year. The class must be for-credit and exclude practicums such as in nursing and teacher education.

**Doctoral Degrees Awarded.** Number of doctorates awarded for AY 2017-18, which includes August/September, January/February and May award dates. These include both research/scholarship and professional practice doctorates. Peer comparison data are based on research/scholarship doctorates only that were reported to IPEDS.

**Postdoctoral Appointees.** The number of postdoctoral appointees as reported to the National Science Foundation (NSF).

**Total R&D Expenditures.** Research and development (R&D) expenditures in all academic fields from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF.

**Total R&D Expenditures Ranking.** Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. UMass Boston’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Research University/High Activity” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables.

**Total R&D Expenditures per Tenure System 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 full-time tenure system faculty as reported to IPEDS. Peer data are from NSF/IPEDS.

**Sponsored Instruction and Outreach per Faculty.** Total of Instruction (A00) and Public Service (C00) from the FY final grants schedule, divided by total tenure system faculty as reported to IPEDS.

**Number of Patent Applications.** Number of U.S. Patent applications filed per year. Data reported by campuses to UMass President’s Office OTCV.
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

License Income. Amount of annual income from license agreements. Data source: Data reported by campuses to UMass President’s Office, Office of OTCV.

Percent Tenured/Tenure-Track Faculty FTE. Percent based on the ratio of Tenured/Tenure-Track Faculty FTE to Total Faculty FTE.

New Tenured/Tenure-Track Faculty Hired. The number of new tenured/tenure-track Instructional Faculty members hired to start their new positions in the academic year. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty. Number of “ Newly hired” Tenured/Tenure-track faculty divided Total Tenured/Tenure-track faculty of an IPEDS reporting cycle. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

Change in 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. 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. Includes faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. Definition of Faculty FTE is per the Common Data Set and includes all faculty teaching credit courses, including credit courses offered via Continuing Education.

Percent Faculty-of-Color (based on Full-time Instructional Faculty). The proportion of full-time instructional staff who are U.S. citizens or permanent residents and report their race/ethnicity to be one or more of the following: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, or Two or More Races. Race/ethnicity definition is based on IPEDS.

Percent Women Faculty (based on Full-time Instructional Faculty). The proportion of full-time instructional staff who identify themselves as female.

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 Fellows, National Endowment for the Humanities Fellows, NSF Career Awards, Sloan Research Fellows). Data are from The Top American Research Universities report.

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.
DEFINITIONS AND SOURCES

ACCESS AND AFFORDABILITY INDICATORS

Percent (In-State) Pell Grant Recipients. Federal Pell Grants are awarded to low-income undergraduates based on their expected family contribution. Data as reported by campuses to the UMass President’s Office of in-state, full-time students with Pell Grants in the Financial Aid Template.

Percent Need Met for In-State Students Awarded Need-Based Aid. The average percentage of demonstrated financial need that is met by the institution’s award of need-based financial aid to in-state undergraduate students. Data as reported to the UMass President’s Office in the Financial Aid Template.

Undergraduate Student Debt Load of Graduating Class. Average debt load is based on the total debt borrowed by an institution’s graduating class (bachelor’s, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

Percent Undergraduates from Massachusetts. Percentage of total undergraduate students who are ‘In-State’ or residents of Massachusetts based on tuition residency. For day students, use tuition classification, whereas for CE students, use actual residency at time of matriculation.

Online Course Registrations. Course registrations for the academic year for online credit courses. The academic year includes summer, fall, intersession, and spring. These do not include hybrid courses, but fully online courses only offered via UMassOnline.

Annual Growth in Online Course Registrations. The percentage rate of growth in course registrations for the fiscal year for online credit courses. The fiscal year includes summer, fall, intersession, and spring. These do not include hybrid courses, but fully online only offered via UMassOnline.

STUDENT SUCCESS AND SATISFACTION INDICATORS

Undergraduate Students of Color. Undergraduates who self-identify as either African American/Black, Hispanic/ Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races. Hispanic students who list one or more additional groups will be coded as Hispanic. Cape Verdean students who identify solely as Cape Verdean will be coded as Black/African American. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

Percent Undergraduates who are First Generation in College. Percent of first-time, full-time undergraduates where neither parent has earned a bachelor’s degree. The source of this data field is the Common Application.

Percent first-time, full-time Undergraduates with English as a Second Language. Percent of first-time, full-time Undergraduates who speak a language other than English at home. The source of this data field will be from the Common Application.

Percent Undergraduates who are International. Percentage of all undergraduates who are non-resident aliens, studying at the university on an eligible visa types, and enrolled in credit courses. Does not include permanent residents, refugees, or US citizens.

Total Students Who Participated in a Study Abroad Program. Number of students who participated in a credit-bearing study abroad program outside of the U.S. over the most recent academic year, either at UMass or elsewhere.
DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

Freshmen One-Year Retention Rate.  Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled at the institution in the following Fall. Peer data as reported to IPEDS.

Freshmen Four-Year Graduation Rate.  Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall term and graduated from the institution by the end of their fourth year. Do not include associate’s or CE students in the calculation.

Freshmen Six-Year Graduation Rate.  Percent of first-time, full-time freshmen who entered UMass in a given Fall term and had graduated from the institution within six years. Peer data are based on the median as reported to IPEDS. Do not include associate’s or CE students in the calculation.

Transfer (Full-Time) One-Year Retention Rate.  Percent of full-time transfer students at any level who entered UMass in a given Fall and were still enrolled at, or graduated from the institution as of the following Fall.

Transfer (Upper-Division) Four-Year Graduation Rate.  Percent of full-time upper division transfers (60+ credits) who entered UMass in a given Fall term and had graduated from the institution within four years.

Student Achievement Measure.  SAM tracks student movement across postsecondary institutions to provide a complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution.

Alumni Participation Rate.  The percentage of undergraduate alumni of record who donated money to the college or university. Alumni of record are former full- or part-time students who received an undergraduate degree and for whom the college or university has a current address. The alumni giving rate is calculated by dividing the number of alumni donors during a given academic year by the number of alumni of record for that same year. Graduates who earned only a graduate degree are excluded.

SERVICE TO THE COMMONWEALTH INDICATORS

Degree Completions.  The number of degrees (not including certificates) awarded in the previous academic year, by degree level. As reported to IPEDS.

Percent Alumni who live in Massachusetts.  Percentage of total alumni who currently reside in Massachusetts based on alumni records.

Enrollment in STEM Programs.  Unduplicated count of students enrolled in Science, Technology, Engineering, & Math (STEM) programs. STEM programs are those fields of study defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Enrollment count includes undergraduate, graduate and certificate students.

Degrees and Certificates Awarded in STEM Fields.  Number of undergraduate and graduate degrees awarded in STEM fields. STEM fields are those defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Certificates data also included separately.

Degrees and Certificates Awarded in Healthcare Fields.  Number of undergraduate and graduate degrees awarded in Health Care fields. Healthcare designation as defined by Campus IR, and based on CIP classification. All of CIP 51, and specific 6-digit CIPs unique to each campus. Certificates data also included separately.

MTEL Science and Math Test-Takers.  Total number of students who took the Massachusetts Tests for Educator Licensure (MTEL) subject tests in science and math fields.
DEFINITIONS AND SOURCES

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from the previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

Endowment per Annualized Student (FTE). Total endowment (includes true and quasi-endowments) per annualized FTE student, where FTE of peer institutions is standardized to UMass formulae. Peer data are for comparative peers from financial statements (current year) and IPEDS (prior years).

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 pledges made in that year as well as the value of in-kind contributions.

Primary Reserve. Unrestricted net assets as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

Debt Service to Operations. Debt service as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

Deferred Maintenance per Gross Square Foot. Deferred Maintenance includes deferred and other maintenance dollars needed to maintain the current function of the campus, calculated by the “Sightlines” Return on Physical Assets methodology (ROPA sm) and shown per square foot of space. Adjusted each year for inflation.

PEER INSTITUTIONS FOR UMASS BOSTON

Cleveland State University
University of Memphis
University of Illinois at Chicago
University of Louisville
University of Nevada-Reno
University of Missouri-Kansas City
University of Maryland Baltimore County
University of Massachusetts Lowell

Please Note: Unless otherwise specified, all data are coordinated by the UMass Boston Office of Institutional Research, Assessment, and Planning.
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HEADLINES

ACADEMIC QUALITY

UMass Dartmouth continues to maintain the quality of its academic programs. Notably, US News cited UMass Dartmouth in their top tier of National Universities. This is the third year being ranked in this category.

The indicators highlighted below reflect the campus’ successes in the past few years. Also highlighted are areas of change.

UMass Dartmouth maintains a strong student quality profile while also fostering access. The average high school GPA of entering students includes the alternative admissions programs of College Now/START.

Faculty numbers are stable. Recent trends include the hiring of clinical and research faculty who are not on the tenure track. Both the number of women and faculty of color have increased by one percentage point over the previous year. UMass Dartmouth faculty received three Fulbright faculty awards and one NSF career award this year.

ACCESS AND AFFORDABILITY

UMass Dartmouth continues to realize its mission to serve the region and the Commonwealth by providing access to a wide range of capable students to a high-quality education.

The indicators for Pell grants (42%), percent of need met (82%), percent undergraduate students of color (37%), percent from Massachusetts (89%), and percent of undergraduates where English is their second language (11%) demonstrate UMass Dartmouth’s strong commitment to the region, access, and opportunity. Online course registrations had an annual increase of 14%, almost reaching 8,000. This is a 90% increase since AY13. Additionally, the enrollment of undergraduate international students has increased by 43% since Fall 2013 as the University continues to globalize its curriculum and student body. UMass Dartmouth is succeeding in its goal of maintaining a strong student quality profile while also fostering access and diversity.

RESEARCH AND ENGAGEMENT

UMass Dartmouth continued to strengthen its research and engagement by hiring faculty in critical areas of growth. The University has worked to expand the portfolio of funded research activity with particular emphasis on multi-disciplinary research. New initiatives focused on community partnerships and the study of asymmetric warfare have started to generate new proposal activities. The new 76,000 gross square foot SMAST East building in New Bedford offers office, classroom, research labs, and an expanded seawater research facility that is just beginning to be fully utilized.

FY2017 is the second year that UMass Dartmouth has been classified as Doctoral Research University-higher research by Carnegie. The overall research and development expenditures are level compared to last year. The patent office continues to increase its activities; faculty engagement is growing, which resulted in increased patent filings. This year also resulted in another significant increase in income from licensing with a single year increase of 33% and a 159% increase since FY2013.

STUDENT SUCCESS AND SATISFACTION

The one-year retention rate has declined from 74% last year to 71% in 2018 and the four-year graduation was 34%. The six-year graduation rate of 56% is a new record high for UMass Dartmouth. The indicators for transfer student retention at 79% and improved graduation rate fill in the picture that is left incomplete by the standard measure for freshman success. The Student Achievement Measurement (SAM) reveals that an additional 16% of our Fall 2012 freshmen cohort graduated from another institution. Even though students may not have graduated from UMass Dartmouth, UMass Dartmouth contributed to their success at other institutions.
SERVICE TO THE COMMONWEALTH

In 2018, UMass Dartmouth graduated approximately 1,980 students awarding over 2,000 degrees/certificates. Because 72% of our graduates remain in Massachusetts, the degrees granted make a direct and significant contribution to the Commonwealth’s economy. The indicators for enrollments and degrees granted in Science, Technology, Engineering and Mathematics, and Health Care show our commitment to educating students in these fields.

UMass Dartmouth’s DRU status requires a minimum of 20 Research/Scholarship doctoral conferrals. Professional practice doctoral enrollments have grown steadily, enhanced by the addition of the Juris Doctorate and Doctorate of Nursing Practice. Additional Research/Scholarship doctoral programs are also being developed.

The Law School’s first-time pass rate on the July 2018 Massachusetts bar exam was 92.6%, which was third among the eight ABA-accredited law schools in Massachusetts. The law school’s first-time bar pass rate for all 2018 bar exam administrations (February and July) across all jurisdictions was 80%, significantly exceeding the results of private regional peer institutions.

The 2018 Nursing graduates achieved a significantly higher first-time pass-rate (98%) than the national average (88%) and the state of Massachusetts’ average (89%) on their first-attempt national RN licensure exam (NCLEX).

FINANCIAL HEALTH

A set of fiscal controls and processes are in place to ensure the achievement of full fiscal stability. UMass Dartmouth continues to explore new ways to grow revenues and control spending to create efficiencies. UMass Dartmouth has achieved a positive financial cushion during a time of constrained resources. The primary reserve has contributed to more financial strength and flexibility.
UMASS DARTMOUTH

AT-A-GLANCE

ACADEMIC QUALITY

- Average HS GPA of Freshmen: 3.25
- Average SAT Scores of Freshmen: 1084
  - Arithmetic Mean
  - 25th – 75th Percentile: 993-1180
- Average GPA of Entering Transfer Students: 3.16
- Student Satisfaction with Educational Experience: 72%
- Student-Faculty Ratio: 16:1
- Technology-Enhanced Classrooms: 137
- No. of Doctoral Degrees Awarded: 92
- No. of Postdoctoral Appointees: 3
- Total R&D Expenditures: $26.6M
- Total R&D Expenditures Ranking: 244
- Total R&D Expenditures per Tenure System Faculty: $90,258

- Federal Research Expenditures: $7.2M
- Patent Applications: 14
- License Income: $87,675
- Percent Tenured/Tenure-Track Faculty FTE: 64%
- New Tenured/Tenure-Track Faculty Hired: 8
- Change in Tenured/Tenure-Track Faculty: -1%
- Change in Faculty FTE: -1%
- Full-Time Instructional Faculty: 24%
- Percent Faculty-of-Color: 24%
- Percent Women Faculty: 48%
- Faculty Awards: 4
- National Academy Members: 0
- Online Course Registrations: 7,856
- Annual Growth in Online Course Registrations: 14%

ACCESS AND AFFORDABILITY

- Percent In-State Pell Grant Recipients: 42%
- Percent of Need Met for In-State Students Awarded Need-Based Aid: 82%
- Average Debt of Students (UG Graduating Class): $29,070
- Percent Graduating Class with Debt (UG): 96%
- Percent Undergraduates from Students from MA: 89%

University of Massachusetts
2019 Performance Measurement System
### AT-A-GLANCE

#### STUDENT SUCCESS AND SATISFACTION

- Percent Undergraduates who are Students of Color: 37%
- Percent Undergraduates who are First Generation in College: 66%
- Percent Undergraduates with English as a Second Language: 11%
- Percent Undergraduates who are International: 3%
- Total Students who Participated in a Study Abroad Program: 82
- Freshmen One-Year Retention Rate: 71%
- Freshmen Four-Year Graduation Rate: 34%
- Freshmen Six-Year Graduation Rate: 56%
- Transfer (Full-time) One-Year Retention Rate: 79%
- Transfer (Upper Division) Four-Year Graduation Rate: 65%
- Alumni Participation Rate: 3%

#### SERVICE TO THE COMMONWEALTH

- Degree Completions: 1,916
  - Bachelor’s: 1,363
  - Master’s: 461
  - Doctorates: 92
- Degrees Awarded in STEM Fields: 466 (24%)
  - Undergraduate: 325 (24%)
  - Graduate: 141 (25%)
- Degrees Awarded in Healthcare Fields: 214 (11%)
  - Undergraduate: 189 (14%)
- Percent Alumni who Remain in MA: 72%
- Enrollment in STEM Programs: 2,031 (25%)
  - Undergraduate: 1,625 (24%)
  - Graduate: 406 (26%)
- MTEL Science and Math Test-Takers: 9

#### FINANCIAL HEALTH

- Total Endowment: $56.4M
- Annual Growth in Endowment: 3.4%
- Endowment per Annualized Student FTE: $7,585
- Private Funds Raised Annually: $2.2M
- Primary Reserve: 15%
- Debt Ratio: 8%
- Deferred Maintenance per GSF: $229

University of Massachusetts
2019 Performance Measurement System
ACADEMIC QUALITY

AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

3.25  
Average HS GPA in Fall 2018

▲ 0.02  
One-year nominal change (vs. Fall 2017)

▼ 0.06  
Five-year nominal change (vs. Fall 2013)

SAT SCORES OF FRESHMEN

1180  
SAT Scores of Freshmen 75th Percentile in Fall 2018

▼ 10  
One-year nominal change (vs. Fall 2017)

993  
SAT Scores of Freshmen 25th Percentile in Fall 2018

▼ 7  
One-year nominal change (vs. Fall 2017)

* Peer data for Fall 2018 not available for reporting purposes.
SAT Test had major revisions starting in 2017

1084  
Average SAT Scores of Freshmen in Fall 2018

▼ 10  
One-year nominal change (vs. Fall 2017)

SAT Test had major revisions starting in 2017
ACADEMIC QUALITY

AVERAGE GPA OF ENTERING TRANSFER STUDENTS

3.16
Average transfer GPA in Fall 2018

▲ 0.06
One-year nominal change (vs. Fall 2017)

▲ 0.06
Five-year nominal change (vs. Fall 2013)

Student Satisfaction with Educational Experience

72%
Student Satisfaction as Good or Excellent in UMD 2017

▼ 8
Three-year % point change (vs. UMD 2014)

Survey is conducted every three years

STUDENT-FACULTY RATIO

16:1
Student-Faculty Ratio in Fall 2018

.0
One-year nominal change (vs. Fall 2017)

▼ 2
Five-year nominal change (vs. Fall 2013)

University of Massachusetts
2019 Performance Measurement System
ACADEMIC QUALITY

TECHNOLOGY-ENHANCED CLASSROOMS

137
Total Technology Enhanced Classrooms in AY 2018-19

5%
One-year % change (vs. AY 2017-18)

12%
Four-year % change (vs. AY 2014-15)

DOCTORAL DEGREES AWARDED

92
Doctoral Degrees Awarded in 2017-18

-3
One-year nominal change (vs. 2016-17)

-24
Five-year nominal change (vs. 2012-13)

2012-2014 conferrals included the teach-out of SNESL students.

30
Research Doctoral Degrees Awarded in 2017-18

4
One-year nominal change (vs. 2016-17)

17
Five-year nominal change (vs. 2012-13)

* Peer data for 2017-18 not available for reporting purposes.
**ACADEMIC QUALITY**

**POSTDOCTORAL APPOINTEES**

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<tr>
<th></th>
<th>2018-19</th>
<th>One-year nominal change (vs. 2017-18)</th>
<th>Five-year nominal change (vs. 2013-14)</th>
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<tbody>
<tr>
<td>Postdoctoral Appointees in 2018-19</td>
<td>3</td>
<td>▼ 1</td>
<td>▲ 1</td>
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**TOTAL R&D EXPENDITURES**

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<th>FY 2013 (in Millions)</th>
<th>FY 2014 (in Millions)</th>
<th>FY 2015 (in Millions)</th>
<th>FY 2016 (in Millions)</th>
<th>FY 2017 (in Millions)</th>
<th>FY 2018 (in Millions)</th>
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<tr>
<td>Total R&amp;D Expenditures</td>
<td>$27.3</td>
<td>$28.2</td>
<td>$26.8</td>
<td>$26.8</td>
<td>$26.1</td>
<td>$26.6</td>
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<thead>
<tr>
<th></th>
<th>One-year % change (vs. FY 2017)</th>
<th>Five-year % change (vs. FY 2013)</th>
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<tbody>
<tr>
<td>$26.6 Million in FY 2018</td>
<td>▲ 2%</td>
<td>▼ 3%</td>
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**TOTAL R&D EXPENDITURES RANKINGS**

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<tr>
<th></th>
<th>FY 2012</th>
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<th>FY 2017</th>
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<td>Overall Rankings</td>
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<td>12</td>
<td>11</td>
<td>9</td>
<td>45</td>
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<tr>
<td>Rankings based on Carnegie Peers in FY 2017</td>
<td>▲ 4</td>
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<td>244 Total R&amp;D Expenditures</td>
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<td>One-year nominal change (vs. FY 2016)</td>
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<td>39 Rankings based on Carnegie Peers in FY 2017</td>
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<td>Five-year nominal change (vs. FY 2012)</td>
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</tr>
</tbody>
</table>

Carnegie Classification changed in FY2016.

Overall Ranking Source: National Science Foundation Ranking by Total R&D Expenditures.
Ranking based on Carnegie Peers is further standardized by US Publics and Non-Medical Schools.

University of Massachusetts
2019 Performance Measurement System
**ACADEMIC QUALITY**

**TOTAL R&D EXPENDITURES PER TENURED SYSTEM FACULTY**

<table>
<thead>
<tr>
<th>Total R&amp;D Expenditure</th>
<th>One-year % change</th>
<th>Five-year % change</th>
</tr>
</thead>
<tbody>
<tr>
<td>$90k</td>
<td>▲ 3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total R&D Expenditure Per Tenured System Faculty in FY 2018

* Peer data for Fall 2018 not available for reporting purposes.

**FEDERAL RESEARCH EXPENDITURES**

<table>
<thead>
<tr>
<th>Federal R&amp;D Expenditures</th>
<th>One-year % change</th>
<th>Five-year % change</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7.2M</td>
<td>▼ 3%</td>
<td>▼ 19%</td>
</tr>
</tbody>
</table>

Federal R&D Expenditures in FY 2018

* Peer data for FY 2018 not available for reporting purposes.

**NUMBER OF PATENT APPLICATIONS**

<table>
<thead>
<tr>
<th>Patent Applications</th>
<th>One-year nominal change</th>
<th>Five-year nominal change</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>▲ 5</td>
<td>▲ 10</td>
</tr>
</tbody>
</table>

Patent Applications in FY 2018

* Peer data for Fall 2018 not available for reporting purposes.
ACADEMIC QUALITY

License Income

$87.7k
One-year % change (vs. FY 2017)

33%
Five-year % change (vs. FY 2013)

158%

License Income

License Income (in Thousands)

FY 2013 FY 2014 FY 2015 FY 2016 FY 2017 FY 2018

License Income

FIVE-YEAR TREND

64%
Percent Tenured/Tenure-track Faculty in Fall 2018

0
One-year % point change (vs. Fall 2017)

3
Five-year % point change (vs. Fall 2013)

PERCENT TENURED/TENURE-TRACK FACULTY

NEW TENURED/TENURE-TRACK FACULTY HIRED

8
New Tenured/Tenure-Track Faculty Hired in 2018

2
One-year nominal change (vs. 2017)

Data for "New Hires" is based on IPEDS definitions from 2016
ACADEMIC QUALITY

NEW TENURED/TENURE-TRACK FACULTY HIRED AS PERCENT OF ALL TENURE-TRACK FACULTY

3% 0 ▼ 1
Percent New Tenured/Tenure-Track Faculty Hired in Fall 2018

Percent point change (vs. Fall 2017)

Five-year point change (vs. Fall 2013)

Data for "New Hires" is based on IPEDS definitions from 2016

TENURED/TENURE-TRACK FACULTY

295 ▼ 1%
Total Tenured/Tenure-track Faculty in Fall 2018

One-year % change (vs. Fall 2017)

Five-year % change (vs. Fall 2013)

FACULTY FTE

463 ▼ 1% ▲ 1%
Faculty FTE in Fall 2018

One-year % change (vs. Fall 2017)

Five-year % change (vs. Fall 2013)
### FACULTY-OF-COLOR

**Faculty of Color in Fall 2018**

- 90
- ▲ 5 One-year nominal change (vs. Fall 2017)
- ▲ 19 Five-year nominal change (vs. Fall 2013)

**Percent of Faculty of Color in Fall 2018**

- 24%
- ▲ 1 One-year % point change (vs. Fall 2017)
- ▲ 2 Five-year % point change (vs. Fall 2013)

Faculty-of-Color based on US Citizens/Permanent Residents reporting Race/Ethnicity according to new IPEDS definitions.

### WOMEN FACULTY

**Women Faculty in Fall 2018**

- 191
- ▲ 1 One-year nominal change (vs. Fall 2017)
- ▲ 33 Five-year nominal change (vs. Fall 2013)

**Percent of Women Faculty in Fall 2018**

- 48%
- ▲ 1 One-year % point change (vs. Fall 2017)
- ▲ 6 Five-year % point change (vs. Fall 2013)

### FACULTY AWARDS

**Faculty Awards in 2017**

- 4
- ▲ 4 One-year nominal change (vs. 2016)
- ▲ 2 Five-year nominal change (vs. 2012)

Source: The Top American Research Universities
ACADEMIC QUALITY

NATIONAL ACADEMY MEMBERS

0
National Academy Members in 2018

0
One-year nominal change (vs. 2017)

0
Five-year nominal change (vs. 2013)

Source: The Top American Research Universities

ACCESS AND AFFORABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

42%
Percent (In-State) Pell Grant Recipients in Fall 2017

2
One-year % point change (vs. Fall 2016)

3
Five-year % point change (vs. Fall 2012)

PERCENT NEED MET FOR IN-STATE STUDENTS AWARDED NEED-BASED AID

82%
Percent Need Met for (In-State) Need-Based Aid in 2017-18

0
One-year % point change (vs. 2016-17)

4
Five-year % point change (vs. 2012-13)

University of Massachusetts
2019 Performance Measurement System
ACCESS AND AFFORDABILITY

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

**Average Debt Load in 2018**
- $29.1k
- ▲ 2%
- ▼ 1%

**Percent Graduating Class with Debt in 2018**
- 96%
- ▲ 1
- ▲ 15

PERCENT UNDERGRADUATES FROM MASSACHUSETTS

**Undergraduates from Massachusetts in Fall 2018**
- 6,107
- ▼ 1%
- ▼ 12%

**% Undergraduates from Massachusetts in Fall 2018**
- 89%
- ▼ 2
- ▼ 5

ONLINE COURSE REGISTRATIONS

**Online Course Registrations in AY 2017-18**
- 7,856
- ▲ 14%
- ▲ 90%
ACCESS AND AFFORDABILITY

ANNUAL GROWTH IN ONLINE COURSE REGISTRATIONS

14% Annual Growth Online Course Registrations in FY 2017-18

STUDENT SUCCESS AND SATISFACTION

UNDERGRADUATE STUDENTS OF COLOR

2,333 ▲ 7% ▲ 24%
Undergraduates Students of Color in Fall 2018
One-year Five-year % change % change (vs. Fall 2017) (vs. Fall 2013)

37% ▲ 2 ▲ 10
% Undergraduates Students of Color in Fall 2018
One-year Five-year % point change % point change (vs. Fall 2017) (vs. Fall 2013)

PERCENT UNDERGRADUATES WHO ARE FIRST-GENERATION IN COLLEGE

66%
Percent Undergraduates who are First-Generation College in Fall 2018

*Definition changed in 2018 from Neither Parent has postsecondary degree to Neither Parent has bachelor's degree. Source for data changed in 2018 from CIRP survey to Common Application response.
STUDENT SUCCESS AND SATISFACTION

PERCENT FIRST-TIME, FULL-TIME UNDERGRADUATES WITH ENGLISH AS A SECOND LANGUAGE

11%
Percent Undergraduates
Speak English as a
Second Language
in Fall 2018

*Source for data changed in 2018
from CIRP survey to Common Application response.

PERCENT UNDERGRADUATES WHO ARE INTERNATIONAL

181
International UG
Enrollment
in Fall 2018

▲ 5%
One-year
% change
(vs. Fall 2017)

▲ 43%
Five-year
% change
(vs. Fall 2013)

3%
% International UG
Enrollment
in Fall 2018

▲ 0
One-year
% point change
(vs. Fall 2017)

▲ 1
Five-year
% point change
(vs. Fall 2013)

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

82
Students who participated
in Study Abroad
in Fall 2017-Smr.18

▲ 8
One-year
nominal change
vs. Fall 2016-Smr.17

▼ 24
Five-year
nominal change
vs.Fall 2012-Smr. 13

University of Massachusetts
2019 Performance Measurement System
STUDENT SUCCESS AND SATISFACTION

FRESHMEN ONE-YEAR RETENTION RATE

71% Freshmen One-Year Retention Rate in Fall 2018

▼ 3 One-year % point change (vs. Fall 2017)

▼ 5 Five-year % point change (vs. Fall 2013)

* Peer data for Fall 2018 not available for reporting purposes.

FRESHMEN FOUR-YEAR GRADUATION RATES

34% Freshmen Four-Year Graduation Rates in 2018

▼ 3 One-year % point change (vs. 2017)

▲ 6 Five-year % point change (vs. 2013)

FRESHMEN SIX-YEAR GRADUATION RATE

56% UMD Freshmen Six-Year Graduation Rates in Fall 2018

▲ 8 One-year % point change (vs. Fall 2017)

▲ 7 Five-year % point change (vs. Fall 2013)

* Peer data for Fall 2018 not available for reporting purposes.
STUDENT SUCCESS AND SATISFACTION

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

79%

Transfers (Full-time)
One-Year
Retention Rate
in Fall 2018

▲ 2

One-year
% point change
(vs. Fall 2017)

▲ 1

Five-year
% point change
(vs. Fall 2013)

FIVE-YEAR TREND

0%

100%

Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018

TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

65%

Transfers (Upper Division) Four-Year Graduation Rates in Fall 2018

▼ 2

One-year
% point change
(vs. Fall 2017)

▼ 4

Five-year
% point change
(vs. Fall 2013)

FIVE-YEAR TREND

0%

100%

Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018

STUDENT ACHIEVEMENT MEASURE

Cohort starting in: 2012-13

45%

Bachelor’s Degree
Within 4 Yrs. from any institution

66%

Bachelor’s Degree
Within 5 Yrs. From any institution

73%

Bachelor’s Degree
Within 6 Yrs. From any institution

38%

Bachelor’s Degree
Within 4 Yrs. from UMass Dartmouth

53%

Bachelor’s Degree
Within 5 Yrs. From UMass Dartmouth

57%

Bachelor’s Degree
Within 6 Yrs. From UMass Dartmouth

GRADUATED FROM ANOTHER INSTITUTION

ENROLLED AT ANOTHER INST.
ENROLLED AT UMASS DARTMOUTH
GRADUATED FROM UMASS DARTMOUTH

CURRENT STATUS UNKNOWN

0%

100%

GRADUATED WITHIN 4 YRS.
GRADUATED WITHIN 5 YRS.
GRADUATED WITHIN 6 YRS.

Cohort: 2012-13

Source: Student Achievement Measure (SAM)
STUDENT SUCCESS AND SATISFACTION

ALUMNI PARTICIPATION RATE

<table>
<thead>
<tr>
<th>Alumni Participation Rate</th>
<th>One-year % point change (vs. 2017)</th>
<th>Five-year % point change (vs. 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>▲ 1</td>
<td>▼ 3</td>
</tr>
</tbody>
</table>

SERVICE TO THE COMMONWEALTH

DEGREE COMPLETIONS

<table>
<thead>
<tr>
<th>Total degree completions</th>
<th>One-year % change in total degree completions (vs. AY 2016-17)</th>
<th>Five-year % change in total degree completions (vs. AY 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,916</td>
<td>▼ 0%</td>
<td>▲ 12%</td>
</tr>
</tbody>
</table>

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

<table>
<thead>
<tr>
<th>Of all UMass Alumni live in the Commonwealth in Fall 2018</th>
<th>One-year % point change (vs. Fall 2017)</th>
<th>Five-year % point change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>▲ 3</td>
<td>▲ 3</td>
</tr>
</tbody>
</table>

University of Massachusetts
2019 Performance Measurement System
### Service to the Commonwealth

**Enrollment in STEM Programs**

<table>
<thead>
<tr>
<th>Category</th>
<th>One-Year</th>
<th>Five-Year</th>
<th>One-Year</th>
<th>Five-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG enrollment in STEM fields in Fall 2018</td>
<td>▼ 3%</td>
<td>▼ 8%</td>
<td>(vs. Fall 2017)</td>
<td>(vs. Fall 2013)</td>
</tr>
<tr>
<td>Percent of total UG enrollment in STEM fields in Fall 2018</td>
<td>▼ 1</td>
<td>▲ 0</td>
<td>(vs. Fall 2017)</td>
<td>(vs. Fall 2013)</td>
</tr>
<tr>
<td>Grad enrollment in STEM fields in Fall 2018</td>
<td>▼ 4%</td>
<td>▼ 1</td>
<td>(vs. Fall 2017)</td>
<td>(vs. Fall 2013)</td>
</tr>
<tr>
<td>Percent of total Grad enrollment in STEM fields in Fall 2018</td>
<td>▲ 25%</td>
<td>▲ 5</td>
<td>(vs. Fall 2017)</td>
<td>(vs. Fall 2013)</td>
</tr>
<tr>
<td>Total enrollment in STEM fields in Fall 2018</td>
<td>▼ 4%</td>
<td>▼ 3%</td>
<td>(vs. Fall 2017)</td>
<td>(vs. Fall 2013)</td>
</tr>
<tr>
<td>Percent of total enrollment in STEM fields in Fall 2018</td>
<td>▲ 0</td>
<td>▲ 4</td>
<td>(vs. Fall 2017)</td>
<td>(vs. Fall 2013)</td>
</tr>
</tbody>
</table>
DEGREES AWARDED IN STEM FIELDS

UNDERGRAD STEM DEGREES AWARDED
FIVE-YEAR TREND

<table>
<thead>
<tr>
<th>Total UG STEM Degrees Awarded</th>
<th>% UG Degrees Awarded in STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>220</td>
</tr>
<tr>
<td>2013-14</td>
<td>226</td>
</tr>
<tr>
<td>2014-15</td>
<td>306</td>
</tr>
<tr>
<td>2015-16</td>
<td>293</td>
</tr>
<tr>
<td>2016-17</td>
<td>338</td>
</tr>
<tr>
<td>2017-18</td>
<td>325</td>
</tr>
</tbody>
</table>

% change:
- One-year: 4% (vs. 2016-17)
- Five-year: 48% (vs. 2012-13)

GRAD STEM DEGREES AWARDED
FIVE-YEAR TREND

<table>
<thead>
<tr>
<th>Total Grad STEM Degrees Awarded</th>
<th>% Grad Degrees Awarded in STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>94</td>
</tr>
<tr>
<td>2013-14</td>
<td>84</td>
</tr>
<tr>
<td>2014-15</td>
<td>81</td>
</tr>
<tr>
<td>2015-16</td>
<td>120</td>
</tr>
<tr>
<td>2016-17</td>
<td>125</td>
</tr>
<tr>
<td>2017-18</td>
<td>141</td>
</tr>
</tbody>
</table>

% change:
- One-year: 13% (vs. 2016-17)
- Five-year: 50% (vs. 2012-13)

TOTAL STEM DEGREES AWARDED
FIVE-YEAR TREND

<table>
<thead>
<tr>
<th>Total STEM Degrees Awarded</th>
<th>% Degrees Awarded in STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>314</td>
</tr>
<tr>
<td>2013-14</td>
<td>310</td>
</tr>
<tr>
<td>2014-15</td>
<td>387</td>
</tr>
<tr>
<td>2015-16</td>
<td>413</td>
</tr>
<tr>
<td>2016-17</td>
<td>463</td>
</tr>
<tr>
<td>2017-18</td>
<td>466</td>
</tr>
</tbody>
</table>

% change:
- One-year: 1% (vs. 2016-17)
- Five-year: 48% (vs. 2012-13)
SERVICE TO THE COMMONWEALTH

CERTIFICATES AWARDED IN STEM FIELDS

<table>
<thead>
<tr>
<th>Total Certificates awarded in STEM fields in 2017-18</th>
<th>One-year nominal change (vs. 2016-17)</th>
<th>Five-year nominal change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>▲ 5</td>
<td>▼ 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Total Certificates awarded in STEM fields in 2017-18</th>
<th>One-year % point change (vs. 2016-17)</th>
<th>Five-year % point change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>▲ 6</td>
<td>▼ 1</td>
</tr>
</tbody>
</table>

DEGREES AWARDED IN HEALTHCARE FIELDS

<table>
<thead>
<tr>
<th>Total degrees awarded in Healthcare fields in 2017-18</th>
<th>One-year % change (vs. 2016-17)</th>
<th>Five-year % change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>214</td>
<td>▲ 2%</td>
<td>▲ 21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree completions in Healthcare Fields</th>
<th>Five-year Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>25</td>
</tr>
<tr>
<td>2013-14</td>
<td>18</td>
</tr>
<tr>
<td>2014-15</td>
<td>6</td>
</tr>
<tr>
<td>2015-16</td>
<td>14</td>
</tr>
<tr>
<td>2016-17</td>
<td>8</td>
</tr>
<tr>
<td>2017-18</td>
<td>5</td>
</tr>
</tbody>
</table>

CERTIFICATES AWARDED IN HEALTHCARE FIELDS

<table>
<thead>
<tr>
<th>Total Certificates awarded in Healthcare fields in 2017-18</th>
<th>One-year % change (vs. 2016-17)</th>
<th>Five-year % point change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>▼ 50%</td>
<td>▼ 32%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree completions in Healthcare Fields</th>
<th>Five-year Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>25</td>
</tr>
<tr>
<td>2013-14</td>
<td>7</td>
</tr>
<tr>
<td>2014-15</td>
<td>11</td>
</tr>
<tr>
<td>2015-16</td>
<td>35</td>
</tr>
<tr>
<td>2016-17</td>
<td>34</td>
</tr>
<tr>
<td>2017-18</td>
<td>17</td>
</tr>
</tbody>
</table>

University of Massachusetts
2019 Performance Measurement System
SERVICE TO THE COMMONWEALTH

MTEL SCIENCE AND MATH TEST-TAKERS

<table>
<thead>
<tr>
<th>Year</th>
<th>MTEL Math and Science Test-Takers in 2017-18</th>
<th>One-year nominal change (vs. 2016-17)</th>
<th>Five-year nominal change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>39</td>
<td>▼ 11</td>
<td>▼ 30</td>
</tr>
<tr>
<td>2013-14</td>
<td>39</td>
<td>▼ 11</td>
<td>▼ 30</td>
</tr>
<tr>
<td>2014-15</td>
<td>23</td>
<td>▼ 11</td>
<td>▼ 30</td>
</tr>
<tr>
<td>2015-16</td>
<td>17</td>
<td>▼ 11</td>
<td>▼ 30</td>
</tr>
<tr>
<td>2016-17</td>
<td>20</td>
<td>▼ 11</td>
<td>▼ 30</td>
</tr>
<tr>
<td>2017-18</td>
<td>9</td>
<td>▼ 11</td>
<td>▼ 30</td>
</tr>
</tbody>
</table>

FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Endowment Assets in FY 2018</th>
<th>One-year % change (vs. FY 2017)</th>
<th>Five-year % change (vs. FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$43.6</td>
<td>▲ 3%</td>
<td>▲ 29%</td>
</tr>
<tr>
<td>2014</td>
<td>$49.0</td>
<td>▼ 11</td>
<td>▼ 29%</td>
</tr>
<tr>
<td>2015</td>
<td>$50.3</td>
<td>▼ 11</td>
<td>▼ 29%</td>
</tr>
<tr>
<td>2016</td>
<td>$48.1</td>
<td>▼ 11</td>
<td>▼ 29%</td>
</tr>
<tr>
<td>2017</td>
<td>$54.6</td>
<td>▼ 11</td>
<td>▼ 29%</td>
</tr>
<tr>
<td>2018</td>
<td>$56.4</td>
<td>▼ 11</td>
<td>▼ 29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Growth in FY 2018</th>
<th>One-year % point change (vs. FY 2017)</th>
<th>Five-year % point change (vs. FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>0</td>
<td>▼ 11</td>
<td>▼ 9</td>
</tr>
<tr>
<td>2014</td>
<td>0</td>
<td>▼ 11</td>
<td>▼ 9</td>
</tr>
<tr>
<td>2015</td>
<td>0</td>
<td>▼ 11</td>
<td>▼ 9</td>
</tr>
<tr>
<td>2016</td>
<td>0</td>
<td>▼ 11</td>
<td>▼ 9</td>
</tr>
<tr>
<td>2017</td>
<td>0</td>
<td>▼ 11</td>
<td>▼ 9</td>
</tr>
<tr>
<td>2018</td>
<td>0</td>
<td>▼ 11</td>
<td>▼ 9</td>
</tr>
</tbody>
</table>
FINANCIAL HEALTH

**ENDOWMENT PER ANNUALIZED STUDENT FTE**

- **$7.6k**
  - Endowment per Annualized Student FTE in FY 2018
  - **▲ 6%** One-year % change (vs. FY 2017)
  - **▲ 40%** Five-year % change (vs. FY 2013)

**PRIVATE FUNDS RAISED ANNUALLY**

- **$2.2M**
  - Private Funds Raised Annually in FY 2018
  - **▼ 8%** One-year % change (vs. FY 2017)
  - **▼ 29%** Five-year % change (vs. FY 2013)

**PRIMARY RESERVE**

- **15%**
  - Primary Reserve in FY 2018
  - **▲ 3** One-year % Point change (vs. FY 2017)
  - **▲ 10** Five-year % Point change (vs. FY 2013)

---

* Peer data for FY 2018 not available for reporting purposes. Peer data only available on 50% of the comparative schools.
FINANCIAL HEALTH

DEBT SERVICE TO OPERATIONS

8% Debt Service to Operations in FY2018
0 One-year % Point change (vs. FY 2017)
-1 Five-year % Point change (vs. FY 2013)

* Peer data for FY2018 not available for reporting purposes.
Peer data only available on 50% of the comparative schools.

DEFERRED MAINTENANCE PER GROSS SQUARE FOOT

$229 Deferred Maintenance Per Gross Square Foot in FY 2018
16% One-year % change (vs. FY 2017)
31% Five-year % change (vs. FY 2013)
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

**Average High School GPA of First-Time Freshmen.** Cumulative GPA for college prep courses with additional weight to honors and AP courses, according to DHE admissions policy, reported on all first-time students.

**SAT Scores of Freshmen.** SAT scores of freshmen. All reported SAT scores are based on the sum of the SAT MSS and the ERWS for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017 and onward. The average is the arithmetic mean of these SAT scores. Peer data are from IPEDS.

**Average GPA of Entering Transfer Students.** Cumulative GPA of entering transfer students according to DHE admissions policy.

**Student Satisfaction with Educational Experience.** Percent of seniors who responded “good” or “excellent” to the question, “How would you evaluate your entire educational experience at this institution?” on the most recently conducted National Survey of Student Engagement (NSSE).

**Student-Faculty Ratio.** The ratio of FTE students to FTE instructional faculty. Faculty and students in stand-alone graduate or professional programs such as law, education, public policy, and marine science in which faculty teach virtually only graduate-level students are excluded. Teaching assistants are not counted as faculty. Data and definition are from CDS.

**Technology-Enhanced Classrooms.** Classification of the campus’s total classroom capacity in terms of the level of technology-support.

**Doctoral Degrees Awarded.** Number of doctorates awarded for AY 2017-18, which includes August/September, January/February and May award dates. These include both research/scholarship and professional practice doctorates. Peer comparison data are based on research/scholarship doctorates only that were reported to IPEDS.

**Postdoctoral Appointees.** The number of postdoctoral appointees as reported to the National Science Foundation (NSF).

**Total R&D Expenditures.** Research and development (R&D) expenditures in all academic fields from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF.

**Total R&D Expenditures Ranking.** Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. UMass Dartmouth’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Masters Colleges and Universities” (prior to FY16) and “Doctoral Universities: High Research Activity” (FY16-present) and with no medical school. Data source NCES WebCaspaf/NSF HERD data tables.

**Total R&D Expenditures per Tenure System 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 and include aspirant peers.

**Federal Research Expenditures.** R&D expenditures in all academic fields, from all federal sources, as reported to NSF. Peer data are from NSF and include aspirant peers.

**Number of Patent Applications.** Number of U.S. Patent applications filed per year. Data reported by campuses to UMass President’s Office, Office of OTCV.

**License Income.** Amount of annual income from license agreements. Data reported by campuses to UMass President’s Office, Office of OTCV.

**Percent Tenured/Tenure-Track Faculty.** Percent based on the ratio of Tenured/Tenure-Track Faculty FTE to Total Instructional Faculty FTE. Does not include Research only Faculty.

**New Tenured/Tenured-Track Faculty Hired.** The number of new tenured/tenure-track Instructional Faculty members hired to start their new positions in the academic year. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

**New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty.** Number of "Newly hired" Tenured/Tenure-track faculty divided Total Tenured/Tenure-track faculty of an IPEDS reporting cycle. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

**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. Does not include individuals whose primary responsibility is administrative.

**Faculty FTE.** The difference in the total FTE, from one Fall semester to the next, for all full-time and part-time instructional faculty. Includes faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. Definition of Faculty FTE is per the Common Data Set, and includes all faculty teaching credit courses, including credit courses offered via Continuing Education.

**Faculty-of-Color.** The proportion of full-time instructional staff who are U.S. citizens or permanent residents and report their race/ethnicity to be one or more of the following: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, or Two or More Races. Race/ethnicity definition is based on IPEDS.

**Women Faculty.** The proportion of full-time instructional staff who identify themselves as female.

**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 Fellows, National Endowment for the Humanities Fellows, NSF Career Awards, Sloan Research Fellows). Data reported in The Top American Research Universities.

**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.

ACCESS AND AFFORDABILITY INDICATORS

**Percent In-State Pell Grant Recipients.** Federal Pell Grants are awarded to low-income undergraduates based on their expected family contribution. Data as reported by campuses to the UMass President's Office of in-state students with Pell Grants in the Financial Aid Template.

**Percent Need Met for In-State Students Awarded Need-Based Aid.** The average percentage of demonstrated financial need that is met by the institution's award of need-based financial aid to in-state undergraduate students. Data as reported to the UMass President's Office in the Financial Aid Template.

**Undergraduate Student Debt Load of Graduating Class.** Average debt load is based on the total debt borrowed by an Institution's graduating class (bachelor's, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.
DEFINITIONS AND SOURCES

ACCESS AND AFFORDABILITY INDICATORS

Percent Undergraduates from Massachusetts. Percentage of total undergraduate students who are ‘In-State’ or residents of Massachusetts based on tuition residency. For day students, tuition classification is used, whereas for CE students, actual residency at time of matriculation is used.

Online Course Registrations. Course registrations for the academic year for online credit courses. Academic year includes Summer, Fall, intersession, and Spring. These do not include hybrid courses, but fully online courses only offered via UMassOnline.

Annual Growth in Online Course Registrations. Percentage rate of growth in course registrations for the fiscal year for online credit courses. Fiscal year includes Summer, Fall, intersession, and Spring. These do not include hybrid courses, but fully online only offered via UMassOnline.

STUDENT SUCCESS AND SATISFACTION INDICATORS

Undergraduate Students of Color. Undergraduates who self-identify as either African American/Black, Hispanic/ Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races. Hispanic students who list one or more additional groups will be coded as Hispanic. Cape Verdean students who identify solely as Cape Verdean will be coded as Black/African American. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

Percent Undergraduates who are First Generation in College. Percent of first-time, full-time undergraduates where neither parent has earned a bachelor’s degree. The source of this data field is the Common Application. Prior years’ percentages were from the CIRP survey and definition was neither parent has postsecondary degree.

Percent first-time, full-time Undergraduates with English as a Second Language. Percent of first-time, full-time undergraduates who speak another language at home. The source of this data field will be from the Common Application. Prior years’ percentages were from the CIRP survey.

Percent Undergraduates who are International. Percentage of all undergraduates who are non-resident aliens, studying at the university on an eligible visa types, and enrolled in credit courses. Does not include permanent residents, refugees, or US citizens.

Total Students who participated in a Study Abroad Program. Number of students who participated in a credit-bearing study abroad program outside of the U.S. over the most recent academic year, through UMass or other institution.

Freshmen One-Year Retention Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled at the institution in the following Fall. Peer data as reported to IPEDS.

Freshmen Four-Year Graduation Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall term and graduated from the institution by the end of their fourth year.

Freshmen Six-Year Graduation Rate. Percent of first-time, full-time freshmen who entered UMass in a given Fall term and had graduated from the institution within six years. Peer data are based on median as reported to IPEDS.

Transfer (Full-Time) One-Year Retention Rate. Percent of full-time transfer students at any level who entered UMass in a given Fall and were still enrolled at, or graduated from the institution as of the following Fall.
UMASS DARTMOUTH

DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

Transfer (Upper-Division) Four-Year Graduation Rate. Percent of full-time upper division transfers (60+ credits) who entered UMass in a given fall term and had graduated from the institution within four years.

Student Achievement Measure. SAM tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution.

Alumni Participation Rate. The percentage of undergraduate alumni of record who donated money to the college or university. Alumni of record are former full- or part-time students who received an undergraduate degree and for whom the college or university has a current address. The alumni giving rate is calculated by dividing the number of alumni donors during a given academic year by the number of alumni of record for that same year. Graduates who earned only a graduate degree are excluded.

SERVICE TO THE COMMONWEALTH INDICATORS

Degree Completions. The number of degrees (not including certificates) awarded in the previous academic year, by degree level. As reported to IPEDS.

Percent Alumni who live in Massachusetts. Percentage of total alumni who currently reside in Massachusetts based on alumni records.

Enrollment in STEM Programs. Unduplicated count of students enrolled in Science, Technology, Engineering, & Math (STEM) programs. STEM programs are those fields of study defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Enrollment count includes undergraduate, graduate and certificate students.

Degrees and Certificates Awarded in STEM Fields. Number of undergraduate and graduate degrees awarded in STEM fields. STEM fields are those defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Certificates data also included separately.

Degrees and Certificates Awarded in Healthcare Fields. Number of undergraduate and graduate degrees and certificates awarded in Health Care fields. Healthcare designation as defined by Campus IR, and based on CIP classification. All of CIP 51, and specific 6-digit CIPs unique to each campus. Certificates data also included separately.

MTEL Science & Math Test-Takers. Total number of students who took the Massachusetts Tests for Educator Licensure (MTEL) subject tests in science and math fields.

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

Endowment per Annualized Student FTE. Total endowment (includes true and quasi-endowments) per annualized FTE student, where FTE of peer institutions is standardized to UMass formulae. Peer data are for the comparative peers from financial statements (current year) and IPEDS (prior years).

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.
DEFINITIONS AND SOURCES

FINANCIAL HEALTH INDICATORS

**Primary Reserve.** Unrestricted net assets as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

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

**Deferred Maintenance per Gross Square Foot.** Deferred Maintenance includes deferred and other maintenance dollars needed to maintain the current function of the campus, calculated by the “Sightlines” Return on Physical Assets methodology (ROPA sm) and shown per square foot of space. Adjusted each year for inflation.

PEER INSTITUTIONS FOR UMASS DARTMOUTH

Cleveland State University (OH)*
Idaho State University
Louisiana Tech University
Marshall University (WV)
SUNY at Binghamton (NY)*
The University of Montana*
The University of Texas at Dallas*
University of Arkansas at Little Rock
University of Idaho
University of New Orleans (LA)

University of North Dakota*
University of South Dakota
University of Southern Maine
Wichita State University (KS)*

*Aspirant Peers

Please Note: Unless otherwise specified, all data are from UMass Dartmouth Office of Institutional Research and Assessment.
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HEADLINES

ACADEMIC QUALITY

UMass Lowell continues to distinguish itself for quality of student learning and excellence of academic programs. As set out in its 2020 Strategic Plan, UMass Lowell has increased academic quality while simultaneously increasing enrollment.

Fall 2016 saw the introduction of the No Test Option for first-year students, and the quality of the incoming class has remained strong. The Fall 2018 cohort’s average high school GPA was 3.60, and the average SAT score was 1233. UML’s transfer students posted an average entering GPA of 3.21, steady with last year. Since 2010, undergraduate enrollment has increased by a third. The Honors College at UMass Lowell has over quadrupled in size since 2010, to 1,737 students in Fall 2018.

Externally sponsored research per faculty member is important to UMass Lowell both as a measure of faculty scholarship and as a measure of assisting innovation in the regional economy. In FY 2018, the average amount of R&D expenditures per tenure-stream faculty member was $160,667. UMass Lowell’s goal is to reach $155,500 per tenure-stream faculty member by FY 2020.

UMass Lowell ranked 173rd in R&D Expenditures in FY 2017, down one spot from the prior year. When compared to public Carnegie class peers without a medical school, UMass Lowell decreased slightly by one spot from last year, ranked 27th.

UMass Lowell has placed a strategic emphasis on research partnerships that feature co-location with industry and government, with examples including the Raytheon-UMass Lowell Research Institute (RURI), the Printed Electronics Research Collaborative (PERC), and the Harnessing Emerging Research Opportunities to Empower Soldiers (HEROES) partnership with the U.S. Army Natick Soldier Research Development and Engineering Center (NSRDEC).

UMass Lowell’s focus on strengthening research and building new academic programs has been assisted by the increased size of the faculty. The overall number of full-time faculty increased to 637; 34 of these were tenured or tenure-track new hires. Similarly, the overall faculty FTE increased to 795 in Fall 2018, up from 784 in Fall 2017. In keeping with faculty diversity goals in the 2020 Strategic Plan, the proportion of faculty of color in Fall 2018 was 26%, remaining steady with last year.

ACCESS AND AFFORDABILITY

UMass Lowell strives to provide affordable, accessible, and experience-based education. By providing financial need assistance and increasing merit awards for new freshmen and grants for transfer students, UMass Lowell aims to maintain affordability and increase accessibility. In FY 2018, 78% of instate undergraduate students applied for financial aid, and on average 88% of their need was met. Almost one in three (31%) UMass Lowell undergraduate students receive Federal Pell Grants, which are based on student need.

In alignment with the diversity goals set out in the 2020 Strategic Plan, UMass Lowell has increased access to college for those populations that do not traditionally consider attending a postsecondary institution. Thirty-nine percent of UMass Lowell undergraduates self-identified as the first in their family to attend college. Thirty-five percent of undergraduates identify themselves as students of color.

STUDENT SUCCESS AND SATISFACTION

UMass Lowell is committed to providing a world-class student experience that promotes healthy, responsible, and civically engaged students who are prepared to lead in the 21st century.

Student success indicators held stable this year for our students. For those who entered directly out of high school, UMass Lowell’s one-year retention rate was 85%. The four-year graduation rate improved to 44%, and the six-year graduation rate jumped three percentage points, to 63%, representing the University’s highest six-year graduation rate. For students who entered as transfers, 82% returned for their second year at UMass Lowell while the comparable graduation rate (four-year) for transfer students was 66%.
HEADLINES

STUDENT SUCCESS AND SATISFACTION

The recent opening of a $95 million, centrally located student engagement center, a $34 million redesign and renovation of the South Campus student center, continual improvements to dining facilities, the near doubling of the number of student clubs (220), and the ongoing transition to Division I sports have had a positive effect on student satisfaction. UMass Lowell also offers a growing number of Living Learning Communities (LLCs), which provide purposeful links between the academic and co-curricular components of the student experience. In AY 2018-19, UMass Lowell will have a total of 36 LLCs: 12 LLCs for first-year students, 18 for upper-class and transfer students, and six open to all students. The DifferenceMaker program, which engages students in creative problem solving through entrepreneurship, has logged thousands of student interactions in recent years.

SERVICE TO THE COMMONWEALTH

UMass Lowell’s 2020 Strategic Plan calls for a comprehensive approach to economic and community engagement in its host city and throughout the Merrimack Valley, the Commonwealth, and beyond.

According to the UMass Donahue Institute, UMass Lowell’s annual economic impact in FY 2016 was $921.9 million. In recognition of this work, the Carnegie Foundation designated UMass Lowell as a “Community Engaged University,” and since 2009 UMass Lowell has appeared each year on the President’s Higher Education Community Service Honor Roll. More than 50 UMass Lowell courses each academic year have a service learning component, giving students the opportunity to contribute to the work of community organizations.

UMass Lowell’s contribution to workforce development in the Commonwealth is also evidenced in the number of students it graduates in STEM and Healthcare programs. Forty-three percent of total enrollment in Fall 2018 was in STEM fields. Likewise, over one-third of all degrees awarded at UMass Lowell in AY 2017-18 were in STEM fields. Ten percent of all degrees awarded were in health-care fields. UMass Lowell’s Division of Online and Continuing Education (OCE) provides high-quality professional studies in innovative formats including campus-based classes, online education, and customized corporate training. Numerous OCE programs serve various economic sectors, partnering with companies to deliver customized education and training programs for their employees, often on-site. The result is continued significant growth in the number of online course enrollments at UMass Lowell. AY 2017-18 saw an increase of seven percent over the previous year, continuing an eight-year trend of growth in online course registrations. AY 2017-18 also saw the largest number of online course registrations to date, at 30,932.

FINANCIAL HEALTH

New efforts to grow revenues and control expenditures are implemented each year. Growth in revenues will further contribute to UMass Lowell’s primary reserve and improving financial health. The endowment increased 8% this year, to $91.7 million. This affected the endowment per annualized FTE metric, which increased in turn to $6,256. Private funds raised annually decreased from last year, down to $15.6M. UMass Lowell’s primary reserve declined to 16.2%.

UMass Lowell’s alumni giving rate this year is 10.2%, more than twice the national benchmark for public universities. Forty-five percent of UMass Lowell faculty and staff give to the University, almost two and a half times the national average.

The University's first-ever comprehensive fundraising campaign, Our Legacy, Our Place: The Campaign for UMass Lowell is well ahead of its goal, having already raised more than $122 million of the 2020 goal of $150 million.

n.b. All peer comparisons throughout the 2019 “Annual Indicators” document were generated using UMass Lowell’s peers as of 2012. These are listed at the end of the “Definitions” section.
AT-A-GLANCE

ACADEMIC QUALITY

- Average HS GPA of Freshmen 3.60
- Average SAT Scores of Freshmen
  - Arithmetic Mean 1233
  - 25th – 75th Percentile 1150-1300
- Average GPA of Entering Transfer Students 3.21
- Student Satisfaction with Educational Experience 81%
- Student-Faculty Ratio 17:1
- Technology-Enhanced Classrooms 197
- No. of Doctoral Degrees Awarded 122
- No. of Research Doctoral Degrees Awarded 84
- No. of Postdoctoral Appointees 30
- Total R&D Expenditures $72M
- Total R&D Expenditures Ranking 173
- Total R&D Expenditures Ranking among Carnegie Peers, US Publics, Non-Medical 27

- Patent Applications 33
- License Income $458,000
- Percent Tenured/Tenure-Track Faculty 55%
- New Tenured/Tenure-Track Faculty Hired 34
- Change in Tenured/Tenure-Track Faculty 2%
- Change in Faculty FTE 1%
- Full-Time Instructional Faculty
- Percent Faculty-of-Color 26%
- Percent Women Faculty 45%
- Faculty Awards 3
- National Academy Members 0

ACCESS AND AFFORDABILITY

- Percent In-State Pell Grant Recipients 31%
- Percent of Need Met for In-State Students Awarded Need-Based Aid 88%
- Average Debt of Students (UG Graduating Class) $32,178
- Percent Graduating Class with Debt (UG) 77%
- Percent Undergraduates from Students from MA 88%
- Online Course Registrations 30,932
- Annual Growth in Online Course Registrations 7%
AT-A-GLANCE

STUDENT SUCCESS AND SATISFACTION

- Percent Undergraduates who are Students of Color: 35%
- Percent Undergraduates who are First Generation in College: 39%
- Percent Undergraduates with English as a Second Language: NA
- Percent Undergraduates who are International: 4%
- Total Students who Participated in a Study Abroad Program: 228
- Freshmen One-Year Retention Rate: 85%
- Freshmen Four-Year Graduation Rate: 44%
- Freshmen Six-Year Graduation Rate: 63%
- Transfer (Full-time) One-Year Retention Rate: 82%
- Transfer (Upper Division) Four-Year Graduation Rate: 66%
- Alumni Participation Rate: 10.2%

SERVICE TO THE COMMONWEALTH

- Degree Completions: 4,022
  - Bachelor's: 2,798
  - Master's: 1,102
  - Doctorates: 122
- Percent Alumni who Remain in MA: 61%
- Enrollment in STEM Programs
  - Undergraduate: 7,244 (43%)
  - Graduate: 1,327 (37%)
  - Certificate: 130
- Degrees Awarded in STEM Fields: 1,629 (40%)
  - Undergraduate: 1,124 (40%)
  - Graduate: 505 (41%)
- Certificates Awarded in STEM Fields: 184 (34%)
- Degrees Awarded in Healthcare Fields: 414 (10%)
  - Undergraduate: 274 (10%)
  - Graduate: 140 (11%)
- MTEL Science and Math Test-Takers: 6

FINANCIAL HEALTH

- Total Endowment: $91.7M
- Annual Growth in Endowment: 8.1%
- Endowment per Annualized Student FTE: $6,256
- Private Funds Raised Annually: $15.6M
- Primary Reserve: 16%
- Debt Ratio: 7%
- Deferred Maintenance per GSF: $220
AVERAGE HIGH-SCHOOL GPA of FIRST-TIME FRESHMEN

**3.60**
Average HS GPA in Fall 2018

▲ **0.05**
One-year nominal change (vs. Fall 2017)

▲ **0.24**
Five-year nominal change (vs. Fall 2013)

SAT SCORES OF FRESHMEN

**1300**
SAT Scores of Freshmen 75th Percentile in Fall 2018

. **0**
One-year nominal change (vs. Fall 2017)

**3**
75th Percentile Rank

**1150**
SAT Scores of Freshmen 25th Percentile in Fall 2018

▲ **10**
One-year nominal change (vs. Fall 2017)

**2**
25th Percentile Rank

**1233**
Average SAT Scores of Freshmen in Fall 2018

▲ **8**
One-year nominal change (vs. Fall 2017)
ACADEMIC QUALITY

AVERAGE GPA OF ENTERING TRANSFER STUDENTS

3.21

Average HS GPA in Fall 2018

▲ 0.04

One-year nominal change (vs. Fall 2017)

▲ 0.12

Five-year nominal change (vs. Fall 2013)

FIVE-YEAR TREND

STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE

81%

Student Satisfaction as Good or Excellent in UML 2016

▲ 2

One-year % point change (vs. UML 2015)

FIVE-YEAR TREND

STUDENT-FACULTY RATIO

17:1

Student-Faculty Ratio in Fall 2018

.0

One-year nominal change (vs. Fall 2017)

▼ 1

Five-year nominal change (vs. Fall 2013)

FIVE-YEAR TREND
ACADEMIC QUALITY

TECHNOLOGY-ENHANCED CLASSROOMS

197
Total Technology Enhanced Classrooms in 2017-18

▲ 1%
One-year % change (vs. 2016-17)

▲ 6%
Four-year % change (vs. 2013-14)

* UML does not presently have Very High or Basic level classrooms.

DOCTORAL DEGREES AWARDED

122
Doctoral Degrees Awarded in 2017-18

▲ 12
One-year nominal change (vs. 2016-17)

▲ 20
Five-year nominal change (vs. 2012-13)

84
Research Degrees Awarded in 2017-18

▲ 11
One-year nominal change (vs. 2016-17)

▲ 18
Five-year nominal change (vs. 2012-13)
ACADEMIC QUALITY

POSTDOCTORAL APPOINTEES

- **30** Postdoctoral Appointees in 2017-18
- **5** One-year nominal change (vs. 2016-17)
- **8** Five-year nominal change (vs. 2012-13)

TOTAL R&D EXPENDITURES

- **$72.3** Million in FY 2018
- **4%** One-year % change (vs. FY 2017)
- **14%** Five-year % change (vs. FY 2013)

TOTAL R&D EXPENDITURES RANKINGS

- **173** Total R&D Expenditures Overall Rankings in FY 2017
- **1** One-year nominal change (vs. FY 2016)
- **11** Five-year nominal change (vs. FY 2012)

- **27** Rankings based on Carnegie Peers in FY 2017
- **1** One-year nominal change (vs. FY 2016)
- **4** Five-year nominal change (vs. FY 2012)

Overall Ranking Source: National Science Foundation Ranking by Total R&D Expenditures.
Ranking based on Carnegie Peers is further standardized by US Publics and Non-Medical Schools.
$161k  ▲ 2%  ▲ 7%
Total R&D Expenditure Per Tenured System Faculty in FY 2018

* Peer data for FY 2017 is currently not available.

33  ▼ 16  ▲ 13
Patent Applications in FY 2018

$458k  ▼ 42%  ▼ 21%
License Income in FY 2018
**ACADEMIC QUALITY**

**PERCENT TENURED/TENURE-TRACK FACULTY FTE**

55%

Percent Tenured/Tenure-track Faculty in Fall 2018

- 0
  One-year % point change (vs. Fall 2017)

- 4
  Five-year % point change (vs. Fall 2013)

- 34
  New Tenured/Tenure-Track Faculty Hired in Fall 2018

- 0
  One-year nominal change (vs. Fall 2017)

Data for "New Hires" is based on IPEDS definitions from 2016.

**NEW TENURED/TENURE-TRACK FACULTY HIRED**

- 34
  New Tenured/Tenure-Track Faculty Hired in Fall 2018

- 4
  One-year nominal change (vs. Fall 2017)

Data for "New Hires" is based on IPEDS definitions from 2016.

**NEW TENURED/TENURE-TRACK FACULTY HIRED AS PERCENT OF ALL TENURE-TRACK FACULTY**

- 8%
  Percent New Tenured/Tenure-Track Faculty Hired in Fall 2018

- 1
  One-year % point change (vs. Fall 2017)

- 3
  Five-year % point change (vs. Fall 2013)

Data for "New Hires" is based on IPEDS definitions from 2016.
**ACADEMIC QUALITY**

**TENURED/TENURE-TRACK FACULTY**

<table>
<thead>
<tr>
<th>Year</th>
<th>Tenured/Tenure-Track Faculty</th>
<th>One-year % change (vs. Fall 2017)</th>
<th>Five-year % change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>439</td>
<td>▲ 2%</td>
<td>▲ 6%</td>
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</table>

**FACULTY FTE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty FTE</th>
<th>One-year % change (vs. Fall 2017)</th>
<th>Five-year % change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>795</td>
<td>▲ 1%</td>
<td>▲ 14%</td>
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</tbody>
</table>

**FACULTY-OF-COLOR**

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Of Color</th>
<th>One-year nominal change (vs. Fall 2017)</th>
<th>Five-year nominal change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>165</td>
<td>▲ 5</td>
<td>▲ 52</td>
</tr>
</tbody>
</table>

Percent of Faculty Of Color in Fall 2018: 26%

Percent point of Faculty Of Color reporting Race/Ethnicity according to new IPEDS definitions.

Faculty-of-Color based on US Citizens/Permanent Residents reporting Race/Ethnicity according to new IPEDS definitions.
**ACADEMIC QUALITY**

**WOMEN FACULTY**

- **286** Women Faculty in Fall 2018
- **15** One-year nominal change (vs. Fall 2017)
- **61** Five-year nominal change (vs. Fall 2013)

- **45%** Percent of Faculty Of Color in Fall 2018
- **1** One-year % point (vs. Fall 2017)
- **3** Five-year % point (vs. Fall 2013)

Source: The Top American Research Universities

**FACULTY AWARDS**

- **3** Faculty Awards in 2017
- **1** One-year nominal change (vs. 2016)
- **1** Five-year nominal change (vs. 2012)

Source: The Top American Research Universities

**NATIONAL ACADEMY MEMBERS**

- **0** National Academy Members in 2017
- **0** One-year nominal change (vs. 2016)
- **0** Five-year nominal change (vs. 2012)

Source: The Top American Research Universities
ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

- 31% Percent (In-State) Pell Grant Recipients in Fall 2017
- ▲ 2 One-year % point change (vs. Fall 2016)
- ▼ 2 Five-year % point change (vs. Fall 2012)

PERCENT NEED MET FOR IN-STATE STUDENTS AWARDED NEED-BASED AID

- 88% Percent Met for (In-State) Need-Based Aid in FY 2018
- ▼ 1 One-year % point change (vs. FY 2017)
- ▼ 3 Five-year % point change (vs. FY 2013)

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

- $32k Average Debt Load in 2018
- ▼ 2% One-year % change (vs. 2017)
- ▲ 13% Five-year % change (vs. 2013)

- 77% Percent Graduating Class with Debt in 2018
- ▼ 1 One-year % point change (vs. 2017)
- ▼ 2 Five-year % point change (vs. 2013)
ACCESS AND AFFORDABILITY

PERCENT UNDERGRADUATES FROM MASSACHUSETTS

11,849
Undergraduates from Massachusetts in Fall 2018

▲ 1%
One-year % change (vs. Fall 2017)

▲ 13%
Five-year % change (vs. Fall 2013)

88%
% Undergraduates from Massachusetts in Fall 2018

▲ 1
One-year % point change (vs. Fall 2017)

▲ 2
Five-year % point change (vs. Fall 2013)

ONLINE COURSE REGISTRATIONS

30,932
Online Course Registrations in 2017-18

▲ 7%
One-year % change (vs. 2016-17)

▲ 37%
Five-year % change (vs. 2012-13)

ANNUAL GROWTH IN ONLINE COURSE REGISTRATIONS

7%
Annual Growth Online Course Registrations in 2017-18
STUDENT SUCCESS AND SATISFACTION

UNDERGRADUATE STUDENTS OF COLOR

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>One-year % change (vs. Fall 2017)</th>
<th>Five-year % change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,501</td>
<td>▲ 6%</td>
<td>▲ 39%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students of Color</th>
<th>One-year % point change (vs. Fall 2017)</th>
<th>Five-year % point change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>▲ 2</td>
<td>▲ 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent Undergraduates who are First-Generation College</th>
<th>One-year % point change (vs. Fall 2017)</th>
<th>Five-year % point change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>39%</td>
<td>▲ 2</td>
<td>▲ 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent Undergraduates who speak English as a Second Language</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NA*</td>
<td>NA*</td>
<td>NA*</td>
</tr>
</tbody>
</table>

*The data source from Fall 2018 updated to Common Application responses.

University of Massachusetts
2019 Performance Measurement System
STUDENT SUCCESS AND SATISFACTION

PERCENT UNDERGRADUATES WHO ARE INTERNATIONAL

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>One-year % change</th>
<th>Five-year % change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>▼ 11%</td>
<td>▲ 41%</td>
</tr>
</tbody>
</table>

4% % International UG Enrollment in Fall 2018

INTERNATIONAL UG One-year Five-year Enrollment % change % change in Fall 2018 (vs. Fall 2017) (vs. Fall 2013)

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>One-year % point change</th>
<th>Five-year % point change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>▼ 1</td>
<td>▲ 1</td>
</tr>
</tbody>
</table>

% International UG Enrollment in Fall 2018

Students who participated One-year Five-year in Study Abroad nominal change nominal change in Fall 2017 - Smr. 18 vs. Fall 2016 - Smr. 17 vs. Fall 2012 - Smr. 13

<table>
<thead>
<tr>
<th>Study</th>
<th>One-year nominal change</th>
<th>Five-year nominal change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>▼ 4</td>
<td>▲ 121</td>
</tr>
</tbody>
</table>

Total Students who participated in Study Abroad

Freshmen One-Year Retention Rate

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>One-year % point change</th>
<th>Five-year point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>▼ 1</td>
<td>▲ 1</td>
</tr>
</tbody>
</table>

85% Freshmen One-Year Retention Rate in Fall 2018

* Peer data for Fall 2018 not available for reporting purposes.
STUDENT SUCCESS AND SATISFACTION

FRESHMEN FOUR-YEAR GRADUATION RATES

- 44% Freshmen Four-Year Graduation Rates in 2018
- ▲ 3 One-year % point change (vs. 2017)
- ▲ 13 Five-year % point change (vs. 2013)

FRESHMEN SIX-YEAR GRADUATION RATE

- 63% Freshmen Six-Year Graduation Rates in Fall 2018
- ▲ 3 One-year % point change (vs. Fall 2017)
- ▲ 9 Five-year % point change (vs. Fall 2013)

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

- 82% Transfers (Full-time) One-Year Retention Rate in Fall 2018
- . 0 One-year % point change (vs. Fall 2017)
- ▲ 3 Five-year % point change (vs. Fall 2013)

University of Massachusetts
2019 Performance Measurement System
STUDENT SUCCESS AND SATISFACTION

TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

66%
Transfers (Upper Division) Four-Year Graduation Rates in Fall 2018

▲ 1
One-year % point change (vs. Fall 2017)

▲ 3
Five-year % point change (vs. Fall 2013)

FIVE-YEAR TREND

Cohort starting in: 2012-13

42%
Bachelor’s Degree within 4-years from any institution

66%
Bachelor’s Degree within 5-years from any institution

72%
Bachelor’s Degree within 6-years from any institution

37%
Bachelor’s Degree within 4-years from UMass Lowell

58%
Bachelor’s Degree within 5-years from UMass Lowell

62%
Bachelor’s Degree within 6-years from UMass Lowell

* Five UML graduates were not found by NSC; this rate is not reflective of the true graduation rate (62% vs 63%)

Source: Student Achievement Measure (SAM)

ALUMNI PARTICIPATION RATE

10%
Alumni Participation Rate in FY 2018

▼ 1
One-year % point change (vs. FY 2017)

▼ 2
Five-year % point change (vs. FY 2013)

FIVE-YEAR TREND

University of Massachusetts
2019 Performance Measurement System
SERVICES TO THE COMMONWEALTH

DEGREE COMPLETIONS

4,022
Total degree completions 2017-18

▲ 9%
One-year % change in total degree completions (vs. 2016-17)

▲ 40%
Five-year % change in total degree completions (vs. 2012-13)

FIVE-YEAR TREND

Degree completions

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

61%
Of all UMass Alumni live in the Commonwealth in Fall 2018

▼ 2
One-year % point change (vs. Fall 2017)

▼ 0
Five-year % point change (vs. Fall 2013)

FIVE-YEAR TREND

Percent Alumni Who Live in MA

ENROLLMENT IN STEM PROGRAMS

130
Cert. enrollment in STEM fields in Fall 2018

▼ 20%
One-year % change (vs. Fall 2017)

▼ 18%
Five-year % change (vs. Fall 2013)

FIVE-YEAR TREND

Graduate STEM Enrollment

CERTIFICATE STEM ENROLLMENT

100%
Percent Grad STEM Enrollment

TOTAL CERT. STEM ENROLLMENT

% CERT. STEM ENROLLMENT

University of Massachusetts
2019 Performance Measurement System
## Service to the Commonwealth

### Enrollment in STEM Programs

#### Undergrad STEM Enrollment Five-Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total UG</td>
<td>4,573</td>
<td>4,831</td>
<td>5,239</td>
<td>5,540</td>
<td>5,865</td>
<td>5,917</td>
</tr>
<tr>
<td>% UG STEM</td>
<td>39%</td>
<td>40%</td>
<td>43%</td>
<td>44%</td>
<td>45%</td>
<td>45%</td>
</tr>
</tbody>
</table>

#### Grad STEM Enrollment Five-Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Grad</td>
<td>1,316</td>
<td>1,342</td>
<td>1,341</td>
<td>1,365</td>
<td>1,358</td>
<td>1,327</td>
</tr>
<tr>
<td>% Grad STEM</td>
<td>41%</td>
<td>42%</td>
<td>41%</td>
<td>40%</td>
<td>38%</td>
<td>37%</td>
</tr>
</tbody>
</table>

#### Total STEM Enrollment Five-Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total STEM</td>
<td>5,889</td>
<td>6,173</td>
<td>6,580</td>
<td>6,905</td>
<td>7,223</td>
<td>7,244</td>
</tr>
<tr>
<td>% STEM</td>
<td>40%</td>
<td>41%</td>
<td>42%</td>
<td>43%</td>
<td>44%</td>
<td>43%</td>
</tr>
</tbody>
</table>

---

**UG enrollment in STEM fields in Fall 2018**

- **5,917**
- **1%** One-year % change (vs. Fall 2017)
- **29%** Five-year % change (vs. Fall 2013)

**Grad enrollment in STEM fields in Fall 2018**

- **1,327**
- **2%** One-year % change (vs. Fall 2017)
- **1%** Five-year % point change (vs. Fall 2013)

**Total enrollment in STEM fields in Fall 2018**

- **7,244**
- **0%** One-year % change (vs. Fall 2017)
- **23%** Five-year % point change (vs. Fall 2013)
SERVICE TO THE COMMONWEALTH

DEGREES AWARDED IN STEM FIELDS

1,124
UG degrees awarded in STEM fields in 2017-18

▲ 11%
One-year % change (vs. 2016-17)

▲ 60%
Five-year % change (vs. 2012-13)

40%
Percent of total UG degrees awarded in STEM fields in 2017-18

▲ 1
One-year % point change (vs. 2016-17)

▲ 6
Five-year % point change (vs. 2012-13)

505
Grad degrees awarded in STEM fields in 2017-18

▲ 19%
One-year % change (vs. 2016-17)

▲ 62%
Five-year % change (vs. 2012-13)

41%
Percent of total Grad degrees awarded in STEM fields in 2017-18

▲ 3
One-year % point change (vs. 2016-17)

▲ 5
Five-year % point change (vs. 2012-13)

1,629
Total degrees awarded in STEM fields in 2017-18

▲ 13%
One-year % change (vs. 2016-17)

▲ 61%
Five-year % change (vs. 2012-13)

40%
Percent of Total degrees awarded in STEM fields in 2017-18

▲ 1
One-year % point change (vs. 2016-17)

▲ 5
Five-year % point change (vs. 2012-13)
SERVICE TO THE COMMONWEALTH

CERTIFICATES AWARDED IN STEM FIELDS

184
Total Certificates awarded in STEM fields in 2017-18
▲ 46
One-year nominal change (vs. 2016-17)
▲ 68
Five-year nominal change (vs. 2012-13)

34%
Percent of Total Certificates awarded in STEM fields in 2017-18
▲ 9
One-year % point change (vs. 2016-17)
▲ 12
Five-year % point change (vs. 2012-13)

DEGREES AWARDED IN HEALTHCARE FIELDS

414
Total degrees awarded in Healthcare fields in 2017-18
▼ 6%
One-year % change (vs. 2016-17)
▲ 19%
Five-year % change (vs. 2012-13)

Certifications Awarded in Healthcare Fields

36
Total Certificates awarded in Healthcare fields in 2017-18
▼ 13
One-year nominal change (vs. 2016-17)
▼ 24
Five-year nominal change (vs. 2012-13)
SERVICE TO THE COMMONWEALTH

MTEL SCIENCE AND MATH TEST-TAKERS

- **MTEL Math and Science Test-Takers in 2017-2018**: 6
- **One-year nominal change (vs. 2016-2017)**: ▼ 8
- **Five-year nominal change (vs. 2012-2013)**: ▼ 10

FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

- **Endowment Assets in FY 2018**: $91.7M
- **One-year % change (vs. FY 2017)**: ▲ 8%
- **Five-year % change (vs. FY 2013)**: ▲ 52%

- **Annual Growth in FY 2018**: 8.1%
- **One-year % point change (vs. FY 2017)**: ▼ 7.9
- **Five-year % point change (vs. FY 2013)**: ▼ 14.4
**FINANCIAL HEALTH**

**ENDOWMENT PER ANNUALIZED STUDENT FTE**

- **$6k**
  - Endowment per Annualized One-year Student FTE in FY 2018
  - ▲ 5%
  - % change (vs. FY 2017)
  - ▲ 31%
  - Five-year % change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.

**PRIVATE FUNDS RAISED ANNUALLY**

- **$16M**
  - Private Funds Raised Annually in FY 2018
  - ▼ 27%
  - One-year % change (vs. FY 2017)
  - ▼ 19%
  - Five-year % change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.

**PRIMARY RESERVE**

- **16%**
  - Primary Reserve in FY 2018
  - ▼ 3
  - One-year % Point change (vs. FY 2017)
  - ▼ 7
  - Five-year % Point change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.
**FINANCIAL HEALTH**

**DEBT SERVICE TO OPERATIONS**

- **7%** Debt Service to Operations in FY2018
- **0** One-year % Point change (vs. FY 2017)
- **1** Five-year % Point change (vs. FY 2013)

*Peer data for FY2018 not available for reporting purposes.*

**DEFERRED MAINTENANCE PER GROSS SQUARE FOOT**

- **$220** Deferred Maintenance Per Gross Square Foot in FY 2018
- **1%** One-year % change (vs. FY 2017)
- **16%** Five-year % change (vs. FY 2013)
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Average High School GPA of First-Time Freshmen. Cumulative GPA for college prep courses with additional weight to honors and AP courses, according to DHE admissions policy, reported on all first-time students.

SAT Scores of Freshmen. All reported SAT scores are based on the sum of the SAT MSS and the ERWS for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017 and onwards. The average is the arithmetic mean of these SAT scores. Peer data are from IPEDS.

Average GPA of Entering Transfer Students. Cumulative GPA of entering transfer students according to DHE admissions.

Student Satisfaction with Educational Experience. Percent of seniors who responded “good” or “excellent” to the question, “How would you evaluate your entire educational experience at this institution?” on the most recently conducted National Survey of Student Engagement (NSSE).

Student-Faculty Ratio. The ratio of FTE students to FTE instructional faculty. Faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, and public health in which faculty teach virtually only graduate-level students are excluded. Teaching assistants are not counted as faculty. Data and definition are from CDS.

Technology-Enhanced Classrooms. Classification of the campus’s total classroom capacity in terms of the level of technology support.

Doctoral Degrees Awarded. Number of doctorates awarded for AY 2017-18, which includes August/September, January/February and May award dates. These include both research/scholarship and professional practice doctorates. Peer comparison data are based on research/scholarship doctorates only that were reported to IPEDS.

Postdoctoral Appointees. The number of postdoctoral appointees as reported to the National Science Foundation (NSF).

Total R&D Expenditures. Research and development (R&D) expenditures in all academic fields from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF.

Total R&D Expenditures Ranking. Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey and UMass Lowell’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Research University/High Activity” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables.

Total R&D Expenditures per Tenure System 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 full-time tenure system faculty as reported to IPEDS. Peer data are from NSF/IPEDS.

Number of Patent Applications. Number of U.S. Patent applications filed per year. Data reported by campuses to UMass President’s Office OTCV.

License Income. Amount of annual income from license agreements. Data source: Data reported by campuses to UMass President’s Office, Office of OTCV.

Percent Tenured/Tenure-Track Faculty FTE. Percent based on the ratio of Tenured/Tenure-Track Faculty FTE to Total Faculty FTE.

New Tenured/Tenure-Track Faculty Hired. The number of new tenured/tenure-track Instructional Faculty members hired to start their new positions in the academic year. Data for "New
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty. Number of “Newly hired” Tenured/Tenure-track faculty divided Total Tenured/Tenure-track faculty of an IPEDS reporting cycle. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

Change in 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. Does not include individuals whose primary responsibility is administrative. Definition of Faculty FTE is per the Common Data Set and includes all faculty teaching credit courses, including credit courses offered via Continuing Education.

Faculty-of-Color The proportion of full-time instructional staff who are U.S. citizens or permanent residents and report their race/ethnicity to be one or more of the following: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, or Two or More Races. Race/ethnicity definition is based on IPEDS.

Women Faculty The proportion of full-time instructional staff who identify themselves as female.

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 Fellows, National Endowment for the Humanities Fellows, NSF Career Awards, Sloan Research Fellows). Data are from The Top American Research Universities report.

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.

ACCESS AND AFFORDABILITY INDICATORS

Percent (In-State) Pell Grant Recipients. Federal Pell Grants are awarded to low-income undergraduates based on their expected family contribution. Data as reported by campuses to the UMass President’s Office of in-state, full-time students with Pell Grants in the Financial Aid Template.

Percent Need Met for In-State Students Awarded Need-Based Aid. The average percentage of demonstrated financial need that is met by the institution’s award of need-based financial aid to in-state undergraduate students. Data as reported to the UMass President’s Office in the Financial Aid Template.
DEFINITIONS AND SOURCES

ACCESS AND AFFORDABILITY INDICATORS

Undergraduate Student Debt Load of Graduating Class. Average debt load is based on the total debt borrowed by an Institution’s graduating class (bachelor’s, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

Percent Undergraduates from Massachusetts. Percentage of total undergraduate students who are ‘In-State’ or residents of Massachusetts based on tuition residency. For day students, use tuition classification, whereas for CE students, use actual residency at time of matriculation.

Online Course Registrations. Course registrations for the academic year for online credit courses. The academic year includes summer, fall, intersession, and spring. These do not include hybrid courses, but fully online courses only offered via UMassOnline.

Annual Growth in Online Course Registrations. The percentage rate of growth in course registrations for the fiscal year for online credit courses. The fiscal year includes summer, fall, intersession, and spring. These do not include hybrid courses, but fully online only offered via UMassOnline.

STUDENT SUCCESS AND SATISFACTION INDICATORS

Undergraduate Students of Color. Undergraduates who self-identify as either African American/Black, Hispanic/ Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races. Hispanic students who list one or more additional groups will be coded as Hispanic. Cape Verdean students who identify solely as Cape Verdean will be coded as Black/African American. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

Percent Undergraduates who are First Generation in College. Percent of first-time, full-time undergraduates where neither parent has earned a bachelor’s degree. The source of this data field is the Common Application.

Percent first-time, full-time Undergraduates with English as a Second Language. Percent of first-time, full-time Undergraduates who speak a language other than English at home. The source of this data field will be from the Common Application.

Percent Undergraduates who are International. Percentage of all undergraduates who are non-resident aliens, studying at the university on an eligible visa types, and enrolled in credit courses. Does not include permanent residents, refugees, or US citizens.

Total Students Who Participated in a Study Abroad Program. Number of students who participated in a credit-bearing study abroad program outside of the U.S. over the most recent academic year, either at UMass or elsewhere.

Freshmen One-Year Retention Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled at the institution in the following Fall. Peer data as reported to IPEDS.

Freshmen Four-Year Graduation Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall term and graduated from the institution by the end of their fourth year. Do not include associate’s or CE students in the calculation.
DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

Freshmen Six-Year Graduation Rate. Percent of first-time, full-time freshmen who entered UMass in a given Fall term and had graduated from the institution within six years. Peer data are based on the median as reported to IPEDS. Do not include associate’s or CE students in the calculation.

Transfer (Full-Time) One-Year Retention Rate. Percent of full-time transfer students at any level who entered UMass in a given Fall and were still enrolled at, or graduated from the institution as of the following Fall.

Transfer (Upper-Division) Four-Year Graduation Rate. Percent of full-time upper division transfers (60+ credits) who entered UMass in a given Fall term and had graduated from the institution within four years.

Student Achievement Measure. SAM tracks student movement across postsecondary institutions to provide a complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution.

Alumni Participation Rate. The percentage of undergraduate alumni of record who donated money to the college or university. Alumni of record are former full- or part-time students who received an undergraduate degree and for whom the college or university has a current address. The alumni giving rate is calculated by dividing the number of alumni donors during a given academic year by the number of alumni of record for that same year. Graduates who earned only a graduate degree are excluded.

SERVICE TO THE COMMONWEALTH INDICATORS

Degree Completions. The number of degrees (not including certificates) awarded in the previous academic year, by degree level. As reported to IPEDS.

Percent Alumni who live in Massachusetts. Percentage of total alumni who currently reside in Massachusetts based on alumni records.

Enrollment in STEM Programs. Unduplicated count of students enrolled in Science, Technology, Engineering, & Math (STEM) programs. STEM programs are those fields of study defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Enrollment count includes undergraduate, graduate and certificate students.

Degrees and Certificates Awarded in STEM Fields. Number of undergraduate and graduate degrees awarded in STEM fields. STEM fields are those defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Certificates data also included separately.

Degrees and Certificates Awarded in Healthcare Fields. Number of undergraduate and graduate degrees awarded in Health Care fields. Healthcare designation as defined by Campus IR, and based on CIP classification. All of CIP 51, and specific 6-digit CIPs unique to each campus. Certificates data also included separately.

MTEL Science and Math Test-Takers. Total number of students who took the Massachusetts Tests for Educator Licensure (MTEL) subject tests in science and math fields.
DEFINITIONS AND SOURCES

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from the previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

Endowment per Annualized Student (FTE). Total endowment (includes true and quasi-endowments) per annualized FTE student, where FTE of peer institutions is standardized to UMass formulae. Peer data are for comparative peers from financial statements (current year) and IPEDS (prior years).

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 pledges made in that year as well as the value of in-kind contributions.

Primary Reserve. Unrestricted net assets as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

Debt Service to Operations. Debt service as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

Deferred Maintenance per Gross Square Foot. Deferred Maintenance includes deferred and other maintenance dollars needed to maintain the current function of the campus, calculated by the “Sightlines” Return on Physical Assets methodology (ROPA sm) and shown per square foot of space. Adjusted each year for inflation.

PEER INSTITUTIONS FOR UMASS LOWELL

Georgia State University
San Diego State University
University of Maine (Orono)
University of Maryland -- Baltimore County
University of New Hampshire*
University of Rhode Island*
University of Wisconsin – Milwaukee
Virginia Commonwealth University

* Aspirant peer
MEDICAL SCHOOL
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The University of Massachusetts Medical School (UMMS) continues to perform effectively in areas critical to its mission. Many of the resource constraints currently facing academic health science centers, such as limited growth in federal research expenditures, require the campus to seek resources from innovative sources and balance demands for investment with competing priorities. Ongoing successes in research; class expansion; academic programming; and fundraising initiatives continue.

UMMS leadership initiated a new strategic planning process in 2019, as the current strategic plan, “Vision 2020” nears its completion date. This new future vision for the campus, building on the successes of the last decade, will capitalize on investments in the educational program, the research enterprise, workforce development, information technology, and organizational development.

Key achievements from Vision 2020 include new teaching affiliations, including the first-ever regional campus at UMMS-Baystate; increased class size for the School of Medicine; new investments in research, including a rare diseases research institute and a cryo-electron microscopy core; FDA approval of the first of a new class of drugs based on RNA interference and a new drug to treat spinal muscular atrophy—both based on discoveries made at UMMS; new gene therapy clinical trials; new clinical departments in ophthalmology & visual sciences, neurological surgery and dermatology; revised and restructured academic personnel and human resource policies to support talent management and career development; and investments in faculty and student recruitment in support of diversity.

The ongoing strategic planning process involves more than one hundred members of the academic health sciences community, who are meeting in work groups in five principal areas: Education, Basic Science Research, Translational Research, Community & Global Impact and Operational Excellence & Financial Stewardship.

Goals for the new plan commit UMMS to a diverse, culturally competent and compassionate academic community; a broader and deeper commitment to Massachusetts through public service, workforce development, primary care, community engagement and health care innovation; new and innovative educational and learning methods to prepare the next generation of physician, nursing and biomedical science leaders; becoming an international hub for cutting-edge science that makes a difference; accelerating the translation of discoveries to impact lives around the world; and being a leader in the social determinants of health and health equity.

The campus is well positioned for this new vision, as research and faculty achievement and intense efforts in resource maximization and operational efficiencies continue. Financial pressures, including limited state support as compared to peer institutions, still require UMMS to prioritize educational and research initiatives. Nonetheless, an unyielding commitment to education, research, service, innovation, and training remains the hallmark of the commonwealth’s great public medical school.

The research and development enterprise serves as a foundation for the generation of new knowledge, scientific discoveries, novel therapeutics, innovation, and economic activity. Licensing of UMMS intellectual property and research discoveries reflects keen national and international interest in the work of faculty. UMMS researchers continue to compete at an exceptionally high level for federal funding, even in a shrinking federal research pool and attract investment from a wide range of new and long-established biotechnology research and manufacturing entities.

• Academic quality: UMMS continues to attract outstanding students to the School of Medicine (SOM), as judged by admission test scores, residency match results, and performance on licensing exams. The increase in SOM class size has been successful, increasing the number of physicians in training with no negative impact on student quality, performance, or satisfaction. The applicant pool for the limited number of spaces for highly qualified out-of-state students is robust; the new “Population-based Urban and Rural Community Health” (PURCH) track students are distinguished by their passion for this targeted curricular offering. SOM graduates continue to rank their educational experience as highly satisfactory—literally in the 100th percentile in some categories. Agreements with Baystate Health (for PURCH) and Cape Cod Healthcare not only create superb clinical opportunities for the SOM but increase the school’s profile in new regions. The Graduate School of Nursing (GSN) is capably managing its curriculum, course offerings, and cross-disciplinary involvement in a changing academic and practice environment. Graduates from the Doctorate of Nursing Practice degree program, the Graduate Entry Pathway, and
HEADLINES

the doctoral program are meeting important needs in areas of practice, research, and education for the campus and the region. The Graduate School of Biomedical Sciences (GSBS) continues to track favorably to peer institutions; student achievement is notable. The GSBS is recognized for its efforts to prepare students for nontraditional and multidisciplinary careers, a nationally-renowned effort; a new dean is deeply versed in the opportunities this provides for graduates.

The quality and reputation of the UMMS faculty continue to impress, attracting new investments and resources to the campus. A naming gift established a new Institute for Rare Diseases Research, highlighting the world-renowned expertise of the faculty in areas such as ALS and other neurodegenerative disorders. Professor Roger Davis was elected to the National Academy of Sciences; Researcher Raul Padron was named a Foreign Associate of the National Academy of Sciences; Professor Paul Greer was named a Searle Scholar, and Professor Caterina Strambio De Castilla was named an Imaging Scientist by the Chan Zuckerberg Initiative.

Research growth, productivity, and faculty recruitment: Research productivity is significant across the departments, in part because of continued recruitment and investment in the clinical and translational sciences. Multidisciplinary programs in RNA therapeutics, systems biology, rare diseases, and a new NeuroNexus Institute are creating exciting opportunities for research growth and faculty recruitment. Licensing and sponsored research agreements in gene therapy, vaccine development, RNA biology, and drug development support research activity across all basic science disciplines.

Crucial to the continued success of the Medical School is the ability to attract high-quality students who will be able to meet the diverse cultural needs of underserved populations in the state. For the SOM, applicants are incredibly competitive and match or exceed class profiles of previous years. Student access and affordability can be measured and supported by the learning contract option, which in relation to tuition and fees, continues to track favorably for the current year. Out-of-state students compare favorably to historical student profiles.

Anecdotal evidence, such as rankings in the US News & World Report “Best Graduate Schools” continues to reinforce the reputation of the SOM as a high quality, affordable institution: the 2020 US News ranking places the SOM 15th in the nation for primary care - the top medical school in New England; and 45th among research institutions. UMMS also ranked 32nd among all US medical schools in NIH funding, according to the Blue Ridge Institute for Medical Research. Performance of medical students on benchmark exams and nursing students on board certification, along with residency program match results, are good supporting indicators of quality.

UMMS, like its peer institutions, continues to face difficult decisions in financing the support of strategic priorities. A comprehensive fundraising campaign in support of initiatives in education and research provides a roadmap to ambitious strategic goals, supported by a realistic plan for its vision: to remake life sciences education, research, and care in the Commonwealth. As achievements and discoveries in the life sciences portend an exciting future—one where the fruits of research positively impact human lives and at a time when the need for highly talented physicians, scientists and advanced practice nurses is projected to grow dramatically—UMMS is well positioned to respond.
# AT-A-GLANCE

## ACADEMIC QUALITY

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean MCAT Score</td>
<td>508.2</td>
</tr>
<tr>
<td>USMLE Step 1 Pass Rate</td>
<td>100%</td>
</tr>
<tr>
<td>USMLE Step 2 (CK) Pass Rate</td>
<td>100%</td>
</tr>
<tr>
<td>USMLE Step 2 (CS) Pass Rate</td>
<td>98%</td>
</tr>
<tr>
<td>NIH Funding among Medical Schools</td>
<td>$160,982</td>
</tr>
<tr>
<td>US New &amp; World Report Ranking</td>
<td>15</td>
</tr>
<tr>
<td>Patent Applications</td>
<td>89</td>
</tr>
<tr>
<td>License Income</td>
<td>$146,417</td>
</tr>
<tr>
<td>AUTM Ranking of License Income</td>
<td>18</td>
</tr>
<tr>
<td>Student Satisfaction with Medical Education Quality</td>
<td>97%ile</td>
</tr>
<tr>
<td>Technology-Enhanced Classrooms</td>
<td>65</td>
</tr>
<tr>
<td>Percent Tenured/Tenure-Track Faculty</td>
<td>17%</td>
</tr>
<tr>
<td>New Tenured/Tenure-Track Faculty Hired</td>
<td>5</td>
</tr>
<tr>
<td>No. of Doctoral Degrees Awarded</td>
<td>191</td>
</tr>
<tr>
<td>Change in Tenured/Tenure-Track Faculty</td>
<td>-1%</td>
</tr>
<tr>
<td>No. of Postdoctoral Appointees</td>
<td>287</td>
</tr>
<tr>
<td>Full-Time Instructional Faculty</td>
<td></td>
</tr>
<tr>
<td>Total R&amp;D Expenditures</td>
<td>$274M</td>
</tr>
<tr>
<td>Percent Faculty-of-Color</td>
<td>27%</td>
</tr>
<tr>
<td>Total R&amp;D Expenditures Ranking</td>
<td>83</td>
</tr>
<tr>
<td>Percent Women Faculty</td>
<td>41%</td>
</tr>
<tr>
<td>Federal Research Support per Full-time Faculty</td>
<td>$133,320</td>
</tr>
<tr>
<td>Total R&amp;D Expenditures per Full-time Faculty</td>
<td>$207,578</td>
</tr>
<tr>
<td>Faculty Awards</td>
<td>9</td>
</tr>
<tr>
<td>National Academy Members</td>
<td>10</td>
</tr>
</tbody>
</table>

## ACCESS AND AFFORDABILITY

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees (Including Contract Adjustment)</td>
<td>$37,776</td>
</tr>
</tbody>
</table>

## STUDENT SUCCESS AND SATISFACTION

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency Choice Acceptance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Alumni Participation Rate</td>
<td>26%</td>
</tr>
</tbody>
</table>
AT-A-GLANCE

SERVICE TO THE COMMONWEALTH

- Percent Alumni who Remain in MA: 55%
- Enrollment in STEM Programs: 340 (30%)
- Degrees Awarded in STEM Fields: 71 (36%)
- Degrees Awarded in Healthcare Fields: 128 (64%)

FINANCIAL HEALTH

- Total Endowment: $222.4M
- Annual Growth in Endowment: 6.2%
- Endowment per Annualized Student FTE (Includes SOM, GSBS, & GSN): $209,730
- Private Funds Raised Annually: $44.1M
- Primary Reserve: 32%
- Debt Ratio: 5%
- Deferred Maintenance per GSF: $201
ACADEMIC QUALITY

MEAN MCAT SCORE

508 ▼ 0.8% ▼ 0.3%
Average Score
for MCATs
in Fall 2018
One-year
% change
(vs. Fall 2017)
Two-year
% change
(vs. Fall 2016)

Peer Source: AAMC Medical Schools.
Note: * Given transition from old to new score system, new scores are available in 2016-2018 only.

100% 0 1
Pass Rate for
USMLE Step 1
in 2019
One-year
% Point change
(vs. 2018)
Five-year
% Point change
(vs. 2014)

2019 All Med. Schools data is not available

Source - National Board of Medical Examiners: Performance of Examinees.

PASS RATES ON USMLE STEP 1 AND STEP 2 (CK)

100% 2 2
Pass Rate for
USMLE Step 2 (CK)
in 2017-18
One-year
% Point change
(vs. 2016-17)
Five-year
% Point change
(vs. 2012-13)

Source - National Board of Medical Examiners: Performance of Examinees.
UMASS MEDICAL SCHOOL

ACADEMIC QUALITY

PASS RATES ON USMLE STEP 2 (CS)

98%
Pass Rate for USMLE Step 2 (CS) in 2017-18

▼ 1
One-year % Point change (vs. 2016-17)

▼ 2
Five-year % Point change (vs. 2012-13)

Peer Comparison - All U.S. and Canadian Medical Schools, Data by Academic Year.

PASS RATES ON NURSING BOARD CERTIFICATION

97%
Pass Rate for Nursing Board Cert. in 2018

0%
One-year % change (vs. 2017)

▼ 3%
Five-year % change (vs. 2013)

Peer Comparison - All U.S. and Canadian Medical Schools, Data by Calendar Year.

STUDENT SATISFACTION WITH QUALITY OF MEDICAL EDUCATION

97%ile
Student Satisfaction with Education Quality in 2019

▼ 3
One-year % Point change (vs. 2018)

▼ 1
Five-year % Point change (vs. 2014)

Source: AAMC MMT Report, Percentile reported annually

University of Massachusetts
2019 Performance Measurement System
ACADEMIC QUALITY

TECHNOLOGY-ENHANCED CLASSROOMS

65
Total Technology Enhanced Classrooms in 2017-18

-0%
One-year % change (vs. 2016-17)

8%
Four-year % change (vs. 2013-14)

* UMMS does not presently have Very High or Basic level classrooms.

DOCTORAL DEGREES AWARDED

191
Doctoral Degrees Awarded in 2017-18

-1%
One-year % change (vs. 2016-17)

9%
Five-year % change (vs. 2012-13)

RESEARCH DOCTORAL DEGREES AWARDED

68
Research Degrees Awarded in 2017-18

11
One-year nominal change (vs. 2016-17)

16
Five-year nominal change (vs. 2012-13)

2018-19 Peer Median data is not available
ACADEMIC QUALITY

POSTDOCTORAL APPONTEES

<table>
<thead>
<tr>
<th>Year</th>
<th>Postdoctoral Appointees</th>
<th>One-year % change (vs. 2017)</th>
<th>Five-year % change (vs. 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>287</td>
<td>▼ 5%</td>
<td>▼ 27%</td>
</tr>
</tbody>
</table>

TOTAL R&D EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Total R&amp;D Expenditure (in Millions)</th>
<th>One-year % change (vs. 2017)</th>
<th>Five-year % change (vs. 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$274</td>
<td>▼ 2%</td>
<td>▲ 12%</td>
</tr>
</tbody>
</table>

TOTAL R&D EXPENDITURES RANKINGS

<table>
<thead>
<tr>
<th>Year</th>
<th>Total R&amp;D Expenditure Rankings</th>
<th>One-year nominal change (vs. 2016)</th>
<th>Five-year nominal change (vs. 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>83</td>
<td>▲ 5</td>
<td>▼ 2</td>
</tr>
</tbody>
</table>

UMASS MEDICAL SCHOOL

University of Massachusetts
2019 Performance Measurement System
ACADEMIC QUALITY

TOTAL R&D EXPENDITURES PER FULL-TIME FACULTY

$208k ▲ 1% ▲ 18%
Total R&D Expenditure Per Tenured System Faculty in FY 2018

FIVE-YEAR TREND

FEDERAL RESEARCH SUPPORT PER FULL-TIME FACULTY

$133k ▲ 0% ▲ 11%
Fedearl Research Support Per Tenured Full-time Faculty in FY 2018

NIH FUNDING AMONG MEDICAL SCHOOLS

$161k ▲ 4% ▲ 23%
NIH Finding among Medical Schools in FY 2018

FY 2018 Peer Median data is not available

University of Massachusetts
2019 Performance Measurement System
**ACADEMIC QUALITY**

**US NEWS RANKING**

15 Medical Schools Ranking in FY 2019

▼ 1 One-year nominal change (vs. FY 2018)

▼ 10 Five-year nominal change (vs. FY 2014)

**PATENT APPLICATIONS**

89 Patent Applications in FY 2018

▼ 12 One-year nominal change (vs. FY 2017)

▲ 27 Five-year nominal change (vs. FY 2013)

**LICENSE INCOME**

$146k License Income in FY 2018

▲ 318% One-year % change (vs. FY 2017)

▲ 333% Five-year % change (vs. FY 2013)
ACADEMIC QUALITY

AUTM RANKING OF LICENSE INCOME

18
AUTM Ranking License Income in FY 2017

▲ 3
One-year nominal change (vs. FY 2016)

▼ 7
Five-year nominal change (vs. FY 2012)

AUTM RANKING OF LICENSE INCOME

FIVE-YEAR TREND

PERCENT TENURED/TENURE-TRACK FACULTY FTE

17%
Percent Tenured/Tenure-track Faculty in Fall 2018

● 0
One-year % Point change (vs. Fall 2017)

▼ 3
Five-year % Point change (vs. Fall 2013)

PERCENT TENURED/TENURE-TRACK FACULTY FTE

FIVE-YEAR TREND

NEW TENURED/TENURE-TRACK FACULTY HIRED

5
Tenure-Track Faculty Hired in 2018

▲ 2
One-year nominal change (vs. 2017)

Data for "New Hires" is based on IPEDS definitions from 2016
ACADEMIC QUALITY

NEW TENURED/TENURE-TRACK FACULTY HIRED AS PERCENT OF ALL TENURE-TRACK FACULTY

3%
Percent New Tenured/Tenure-Track Faculty Hired in Fall 2018

▲ 1
One-year % point change (vs. Fall 2017)

▲ 1
Five-year % change Tenured/Tenure-Track Faculty (vs. Fall 2013)

In 2016 "New Hires" were expanded to include any faculty hired from November 1 and October 31.

1,064
Total Tenured/Tenure-track Faculty in Fall 2018

▼ 1%
One-year % change (vs. Fall 2017)

● 0%
Five-year % change (vs. Fall 2013)

In 2016 "New Hires" were expanded to include any faculty hired from November 1 and October 31.

264
Faculty Of Color in Fall 2018

▲ 12
One-year nominal change (vs. Fall 2017)

▲ 13
Five-year nominal change (vs. Fall 2013)

27%
Percent of Faculty Of Color in Fall 2018

▲ 1
One-year % point (vs. Fall 2017)

▲ 1
Five-year % point (vs. Fall 2013)

Faculty of Color based on 2010 IPEDS definitions Race/Ethnicity. Does not include Unknowns and Non Resident Aliens.
UMASS MEDICAL SCHOOL

ACADEMIC QUALITY

WOMEN FACULTY

416
Women Faculty in Fall 2018

▲ 13
One-year nominal change (vs. Fall 2017)

▲ 54
Five-year nominal change (vs. Fall 2013)

41%
Percent of Women Faculty in Fall 2018

▲ 1
One-year % point (vs. Fall 2017)

▲ 5
Five-year % point (vs. Fall 2013)

FACULTY AWARDS

9
Faculty Awards in 2017

▼ 2
One-year nominal change (vs. 2016)

▼ 6
Five-year nominal change (vs. 2012)

NATIONAL ACADEMY MEMBERS

10
National Academy Members in 2017

▲ 1
One-year nominal change (vs. 2016)

▲ 5
Five-year nominal change (vs. 2012)

University of Massachusetts
2019 Performance Measurement System

173
# Access and Affordability

## Tuition and Fees (Includes Adjustment for Learning Contract)

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition &amp; Mandatory Fees (in Thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>$17.3</td>
</tr>
<tr>
<td>FY 2015</td>
<td>$17.8</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$23.4</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$28.4</td>
</tr>
<tr>
<td>FY 2018</td>
<td>$30.1</td>
</tr>
<tr>
<td>FY 2019</td>
<td>$31.1</td>
</tr>
</tbody>
</table>

### Five-Year Trend
- **UMMS**: $17.3, $22.9, $28.4, $30.1, $31.1, $32.2
- **Peers**: $17.3, $22.9, $28.4, $30.1, $31.1, $32.2
- **UMMS w/ Contract**: $17.3, $22.9, $28.4, $30.1, $31.1, $32.2

## Student Success and Satisfaction

### Acceptance Rate to Choice of Residency

<table>
<thead>
<tr>
<th>Year</th>
<th>Acceptance Rate %</th>
<th>One-year % point change</th>
<th>Five-year % point change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>96%</td>
<td>▼ 1</td>
<td>▼ 1</td>
</tr>
</tbody>
</table>

### Five-Year Trend
- **UMMS**: 97%, 98%, 97%, 97%, 97%, 96%, 94%
- **All Med. Schools**: 26%, 19%, 22%, 23%, 25%, 26%

## Alumni Participation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Alumni Participation Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2018</td>
<td>26%</td>
</tr>
</tbody>
</table>

### Five-Year Trend
- **FY 2013**: 28%
- **FY 2014**: 19%
- **FY 2015**: 22%
- **FY 2016**: 23%
- **FY 2017**: 25%
- **FY 2018**: 26%
SERVICE TO THE COMMONWEALTH

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

55%
Alumni Who Live in Massachusetts in Fall 2018

▼ 1
One-year % point change (vs. Fall 2017)

▼ 4
Five-year % point change (vs. Fall 2013)

ENROLLMENT IN STEM PROGRAMS

340
Enrollment in STEM fields in Fall 2018

▼ 2%
One-year % change (vs. Fall 2017)

▼ 12%
Five-year % change (vs. Fall 2013)

DEGREES AWARDED IN STEM FIELDS

71
STEM Degrees Awarded in 2017-18

▲ 25%
One-year % change (vs. 2016-17)

▲ 29%
Five-year % change (vs. 2012-13)

36%
Percent of degrees in STEM fields in 2017-18

▲ 14
One-year % point change (vs. 2016-17)

▲ 12
Five-year % point change (vs. 2012-13)
UMASS MEDICAL SCHOOL

SERVICE TO THE COMMONWEALTH

DEGREES IN HEALTHCARE PROGRAMS

128
Healthcare Degrees
Awarded in
in 2017-18

▼ 36%
One-year
% change
(vs. 2016-17)

▼ 27%
Five-year
% change
(vs. 2012-13)

64%
Percent of
degrees in
Healthcare fields
in 2017-18

▼ 14
One-year
% point change
(vs. 2016-17)

▼ 12
Five-year
% point change
(vs. 2012-13)

FINANCIAL HEALTH

ENDOWMENT ASSETS

$222M
Endowment Assets
in FY 2018

▲ 6%
One-year
% change
(vs. FY 2017)

▲ 30%
Five-year
% change
(vs. FY 2013)

FY 2018 All Public Schools* data are not available

ENDOWMENT PER ANULIZED STUDENT FTE

$210k
Endowment per FTE
All Schools
in FY 2018*

▲ 6%
One-year
% change in
Endowment per FTE
All Schools (vs. FY 2017)

▲ 34%
Five-year
% change
Endowment per FTE
All Schools (vs. FY 2013)

FY 2018* All Public Schools**** are currently not available
** Total endowment per UMMS annualized student FTE - SOM only
*** Total endowment UMMS annualized student FTE - All 3 Schools
**** Total endowment per student enrollment - All public medical schools
**FINANCIAL HEALTH**

**PRIVATE FUNDS RAISED ANNUALLY**

- **44.1 Million in FY 2018**
- **▲ 7%** One-year % change in (vs. FY 2017)
- **▲ 38%** Five-year % change (vs. FY 2013)

*Includes cash, pledges and grants

**PRIMARY RESERVE**

- **32%** Primary Reserve in FY 2018
- **▲ 0** One-year % Point change (vs. FY 2017)
- **▲ 5** Five-year % Point change (vs. FY 2013)

**DEBT SERVICE TO OPERATIONS**

- **5%** Primary Reserve in FY 2018
- **▼ 1** One-year Point change (vs. FY 2017)
- **▼ 1** Five-year Point change (vs. FY 2013)
Financial Health

Deferred Maintenance per GSF

- **$201** in FY 2018
- **1%** One-year change in FY 2018 (vs. FY 2017)
- **152%** Five-year change in FY 2018 (vs. FY 2013)

Five-Year Trend

- FY 2013: $80
- FY 2014: $84
- FY 2015: $132
- FY 2016: $132
- FY 2017: $199
- FY 2018: $201
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Mean MCAT Score. Mean biology MCAT score for new medical students. Peer data calculated from AAMC website.

Pass Rates on USMLE Step 1 and Step 2 (CK, CS). The percentage of medical students passing Step 1 and Step 2 on their first attempt. Peer data represents national results from National Board of Medical Examiners (NBME).

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 registered nursing graduates from all graduate nursing schools in the United States. Peer data not available.

Student Satisfaction With Quality of Medical Education. The percentile of graduating medical students indicating "very satisfied" with the quality of their medical education. UMMS percentile compares to national peer data from AAMC MMT Annual Report.

Technology-Enhanced Classrooms. Classification of the campus’s total classroom capacity in terms of the level of technology-support.

Doctoral Degrees Awarded. Number of doctorates awarded for 2017-18, which includes August/September, January/February and May award dates. These include both research/scholarship and professional practice doctorates. Peer comparison data are based on research/scholarship doctorates only that were reported to IPEDS.

Postdoctoral Appointees. The number of postdoctoral appointees as reported to the National Science Foundation (NSF).

Total R&D Expenditures. Research and development (R&D) expenditures in all academic fields from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF.

Total R&D Expenditures Ranking. Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. Data source NCES WebCaspar/NSF HERD data tables.

Total R&D Expenditures per Full-Time 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 available.

Federal Research Support per Full-Time Faculty. Federal research direct plus federal research facilities and administration divided by all full-time faculty as reported by the AAMC Ad Hoc Report, 20-school peer list.

NIH Funding Among Medical Schools. Annual amount of NIH Funding. UMMS and peer data are from NIH Ad Hoc Report, 20-school peer list.


Patent Applications. Number of U.S. Patent applications filed per year. Data reported by campuses to UMass President's Office, OTCV.

License Income. Amount of annual income from license agreements. Data reported by each UMass campus to President’s Office, OTCV.

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

Percent Tenured/Tenure-Track Faculty FTE. Percent based on the ratio of Tenured/Tenure-Track Faculty FTE to Total Faculty FTE.
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

**New Tenured/Tenured-Track Faculty Hired.** The number of new tenured/tenure-track Instructional Faculty members hired to start their new positions in the academic year. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

**New Tenured/Tenure-Track Faculty Hired as Percent of All Tenure-Track Faculty.** Number of “Newly hired” Tenured/Tenure-track faculty divided Total Tenured/Tenure-track faculty of an IPEDS reporting cycle. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

**Change in 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. Does not include individuals whose primary responsibility is administrative.

**Faculty FTE.** The difference in the total FTE, from one Fall semester to the next, for all full-time and part-time instructional faculty. Includes faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. Definition of Faculty FTE is per the Common Data Set, and includes all faculty teaching credit courses, including credit courses offered via Continuing Education.

**Faculty-of-Color.** The proportion of full-time instructional staff who are U.S. citizens or permanent residents and report their race/ethnicity to be one or more of the following: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, or Two or More Races. Race/ethnicity definition is based on IPEDS.

**Women Faculty.** The proportion of full-time instructional staff who identify themselves as female.

**Faculty Awards.** Number of faculty 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 Fellows, 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.

ACCESS AND AFFORDABILITY INDICATORS

**Tuition and Fees.** Annual tuition and mandatory fees for in-state students including adjustment for learning contracts. Peer data from AAMC.

**Acceptance Rate to Choice of Residency.** Percent of graduating students accepted to their choice of residency. National results provided by NRMP.

**Alumni Participation Rate.** The number of alumni donors divided by the number of alumni of record where alumni of record is defined as all living alumni.
DEFINITIONS AND SOURCES

SERVICE TO THE COMMONWEALTH INDICATORS

Percent Alumni Who Live in Massachusetts. The percentage of UMMS alumni who live in Massachusetts.

Enrollment in STEM Programs. Unduplicated count of students enrolled in Science, Technology, Engineering, & Math (STEM) programs. STEM programs are those fields of study defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Enrollment count includes undergraduate, graduate and certificate students.

Degrees and Certificates Awarded in STEM Fields. Number of undergraduate and graduate degrees awarded in STEM fields. STEM fields are those defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Certificates data also included separately.

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from the previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

Endowment per Annualized Student (FTE). Total endowment (includes true and quasi-endowments) per annualized FTE student, where FTE of peer institutions is standardized to UMass formulae. Peer data are for comparative peers from financial statements (current year) and IPEDS (prior years).

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 pledges made in that year as well as the value of in-kind contributions.

Primary Reserve. Unrestricted net assets as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

Debt Service to Operations. Debt service as a percentage of total operating expenditures (operating expenditures plus interest expense). Peer data are from published financial statements.

Deferred Maintenance per Gross Square Foot. Deferred Maintenance includes deferred and other maintenance dollars needed to maintain the current function of the campus, calculated by the “Sightlines” Return on Physical Assets methodology (ROPASm) and shown per square foot of space. Adjusted each year for inflation.
# Definitions and Sources

## Public Medical School Peer Institutions

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<th>UMDNJ New Jersey</th>
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<td>Oklahoma</td>
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<td>Missouri Columbia</td>
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<tr>
<td>Missouri Kansas City</td>
<td>UMDNJ - RW Johnson</td>
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</table>
DEFINITIONS AND SOURCES

SELECTED PEER INSTITUTIONS

Regional/Competitor:
Harvard University
Boston University
Tufts University
Dartmouth College
University of Vermont
Brown University
State University of New York, Stonybrook
University of Maryland - Baltimore

Public Aspirant:
University of Texas, SW
University of Iowa
University of North Carolina at Chapel Hill
University of Alabama, Birmingham
University of Michigan - Ann Arbor
University of Washington - Seattle
University of California, San Francisco

Private Aspirant:
Washington University in St. Louis
Johns Hopkins University
Yale University
University of Pennsylvania
University of Pittsburgh - Pittsburgh
UMass Amherst - Clery Act Crime Statistics

<table>
<thead>
<tr>
<th>ENROLLMENTS/NUMBER OF RESIDENTS</th>
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<th>Fall 2016</th>
<th>Fall 2015</th>
</tr>
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<tbody>
<tr>
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<td>Total Enrollment # Living on Campus</td>
<td>Total Enrollment # Living on Campus</td>
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<th>2015</th>
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<tr>
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<tr>
<td>DOMESTIC VIOLENCE***</td>
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<tr>
<td>DATING VIOLENCE***</td>
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</tr>
<tr>
<td>HATE CRIMES</td>
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</table>

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.

| LIQUOR LAW ARRESTS**           | 143  | 92   | 162  |
| LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION | 196  | 216  | 323  |
| DRUG LAW ARRESTS**             | 11   | 7    | 13   |
| DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION | 6    | 11   | 1    |
| ILLEGAL WEAPONS POSSESSION ARRESTS | 0    | 1    | 1    |
| ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION | 0    | 2    | 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 near the campus.

*Forcible Sex Offenses include those reported to UMPD and those reported to other Campus agencies.

**UMPD arrests involving both drug law and liquor law violations are counted only as a drug law violation, which is the more serious offense.
<table>
<thead>
<tr>
<th>ENROLLMENTS/NUMBER OF RESIDENTS</th>
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<th></th>
<th></th>
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<tbody>
<tr>
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</tr>
<tr>
<td>RAPE</td>
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</tr>
<tr>
<td>FONDLING</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>INCEST</td>
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<td>0</td>
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</tr>
<tr>
<td>STATUTORY RAPE</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ROBBERY</td>
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<tr>
<td>HATE CRIMES</td>
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</tbody>
</table>

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.

| LIQUOR LAW ARRESTS                           | 0    | 0    | 0    |
| LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION | 0    | 0    | 2    |
| DRUG LAW ARRESTS                             | 3    | 8    | 9    |
| DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION | 0    | 0    | 1    |
| ILLEGAL WEAPONS POSSESSION ARRESTS           | 0    | 3    | 3    |
| 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. UMB campus does not have residence halls.
### UMass Dartmouth - Clery Act Crime Statistics

#### ENROLLMENTS/NUMBER OF RESIDENTS

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<tr>
<th>Offense</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
<th>Fall 2015</th>
</tr>
</thead>
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<td>Total Enroll # Living on Campus</td>
<td>Total Enroll # Living on Campus</td>
<td>Total Enroll # Living on Campus</td>
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**Calendar Year**

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<th>Offense</th>
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<th>2016</th>
<th>2015</th>
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</thead>
<tbody>
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<tr>
<td>STATUTORY RAPE</td>
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</tr>
<tr>
<td>ROBBERY</td>
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</table>

**Note:** Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public prope adjacent to and accessible from the campus.
## UMass Lowell - Clery Act Crime Statistics

### ENROLLMENTS/NUMBER OF RESIDENTS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Fall 2016</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Total Enrollment</td>
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### Calendar Year

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<th>2015</th>
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<tr>
<td>AGGRAVATED ASSAULT</td>
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<tr>
<td>BURGLARY</td>
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<td>MOTOR VEHICLE THEFT</td>
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<tr>
<td>ARSON</td>
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<td>0</td>
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</tr>
<tr>
<td>DOMESTIC VIOLENCE*</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>DATING VIOLENCE*</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>STALKING*</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HATE CRIMES</td>
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<td>0</td>
</tr>
<tr>
<td>LIQUOR LAW ARRESTS</td>
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<td>6</td>
</tr>
<tr>
<td>LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION</td>
<td>217</td>
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<td>357</td>
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<tr>
<td>DRUG LAW ARRESTS</td>
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</table>

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 adjacent to and accessible from the campus.
## UMass Medical School - Clery Act Crime Statistics

<table>
<thead>
<tr>
<th>ENROLLMENTS/NUMBER OF RESIDENTS</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enrolment</td>
<td># Living on Campus</td>
<td>Total Enrolment</td>
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<tr>
<td>UNDERGRADUATE STUDENTS</td>
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<tr>
<td>GRADUATE STUDENTS</td>
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<td>1,108</td>
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### Calendar Year

<table>
<thead>
<tr>
<th>OFFENSE</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>MURDER / NON-NEGLIGENCE MANSLAUGHTER</td>
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<td>RAPE</td>
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<td>FONDLING</td>
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<tr>
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<tr>
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<tr>
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<td>0</td>
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<tr>
<td>BURGLARY</td>
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<td>2</td>
<td>7</td>
</tr>
<tr>
<td>MOTOR VEHICLE THEFT</td>
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<td>4</td>
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</tr>
<tr>
<td>ARSON</td>
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<tr>
<td>DOMESTIC VIOLENCE*</td>
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<td>DATING VIOLENCE*</td>
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<tr>
<td>STALKING*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HATE CRIMES</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

| LIQUOR LAW ARRESTS              | 0    | 0    | 0    |
| LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION | 0 | 0 | 0 |
| DRUG LAW ARRESTS                | 16   | 19   | 13   |
| DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION | 0 | 0 | 0 |
| ILLEGAL WEAPONS POSSESSION ARRESTS | 0    | 0    | 1    |
| 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. UMW campus does not have residence halls.