



2016 REPORT ON ANNUAL INDICATORS

University Performance Measurement System

July 2016

The University of Massachusetts

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Message from the President

June 30, 2016

I am pleased to present the University of Massachusetts *2016 Report on Annual Indicators*, an effort that illustrates our unwavering commitment to accountability, assessment, and improvement.

We undertake this comprehensive self-analysis each year as a means of knowing what we do well, in what areas we would like to grow, and how - with our excellence in education, research, and service - we can better serve the Commonwealth of Massachusetts. This report measures the University's progress towards achieving the strategic priorities approved by the University of Massachusetts Board of 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."

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. Several new indicators were recently added to the existing repertoire of metrics, including agency bond ratings; key IT metrics; procurement cost-savings; student-faculty ratios; faculty composition; alumni participation rates; four-year graduation rates; entering class composition; student achievement measures, etc. This report documents the continued progress of the UMass System and the individual campuses and compares the University's performance with like institutions across the country on a range of indicators related to Academic Quality, Student Success and Satisfaction, Access and Affordability, Service to the Commonwealth, and Financial Health.

As the attached *2016 Annual Indicators Report* demonstrates, the University continues to make significant progress in achieving its long-term goals and fulfilling its special role as the Commonwealth's public research university. As part of that unique mission, UMass is transforming students' lives, shaping the future of our Commonwealth and addressing key state needs. We provided an accessible and affordable education to almost 75,000 students, the vast majority of whom are sons and daughters of the Commonwealth. We conducted over \$629 million in research that led to groundbreaking discoveries and spin-off companies that create jobs and fuel economic growth. Furthermore, our graduates remained in Massachusetts, entering the workforce in critical fields such as nursing, primary care medicine, computer science, the life sciences and teaching.

The University continues to strive to be accessible and affordable, and our efforts in this critical area require continued support and investment from our state partners.

The rating agency, formerly known as Standard & Poor's, recently assessed the University system's financial profile as "very strong," noting enrollment growth, and freshmen demand as two metrics that outperform peer institutions. The report also highlighted improved student quality, the smooth transition of a new administration, governance oversight, and comprehensive strategic initiatives, including an enhanced capital investment approval process, operational and educational efficiencies and cost control.

I'm pleased by this strong vote of confidence in our vision and policies. We have put a lot of thought and care into every aspect of our growth, but specifically into the planning and modernizing of our campuses to accommodate the surge in demand for our world-class educational programs.

Acknowledging the University's leading role in the Massachusetts public higher education system as well as the comprehensive nature of the five-campus system, S&P Global cited UMass's strong online educational presence and its "robust" research programs as significant "credit factors."

Major highlights of this report include:

❖ ***UMass continues to be accessible and affordable.***

UMass average tuition and fees remain affordable relative to median family income. In FY 2015, UMass tuition and fees averaged 14% of statewide median family income, compared with an average of 50% for the state's private universities as well as an average of 19% for other New England public universities. In FY 2015, UMass financial aid increased to \$236 million or 5.1% over the previous year, and is projected to grow another 8% in FY 2016. Over the last decade (FY06-16) UMass funded institutional aid has grown almost 160%.

❖ ***UMass serves citizens of the Commonwealth.***

Nearly four-fifths (78%) of UMass undergraduate freshmen are Massachusetts residents, compared with less than a fifth (19%) at its private peers in the state.

❖ ***UMass research capacity continues to grow.***

In FY 2015, the system generated \$629 million in research expenditures, reflecting a 4.3% increase over FY 2014. UMass is one of the top three universities in R&D spending in the state, and fourth in New England. The University is a national leader in patents awarded on the basis of its faculty research, as well as in converting those innovative products into licensing revenue. Furthermore, in 2015, the five campuses awarded a total of 759 doctoral degrees across various disciplines. These include 484 research/scholarship doctoral degrees and 275 professional practice doctoral degrees.

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

UMass awarded 17,851 degrees and certificates in AY 2014-15. These include a total of 16,540 degrees (bachelor's and above), that represent 16% of all baccalaureate and graduate degrees awarded in the State. 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).

❖ ***Collaborative savings over \$17 million.***

Collective efforts of the campuses to leverage cost savings, enhanced service offerings, and efficiencies through the work of the Procurement Council, IT Leveraged Procurement Committee, and the Strategic Energy Committee has resulted in reported cost savings of over \$17 million in FY 2015, and over \$40 million in the last three years.

❖ ***High Bond Ratings.***

The University's high agency bond ratings for FY 2015 (Aa2 rating by Moody's; AA- rating by S&P; AA rating by Fitch) reflected continuing confidence in the institution's bright future and overall financial health.

Sincerely,

A handwritten signature in blue ink, appearing to read "M.T. Meehan", with a long horizontal flourish extending to the right.

Martin T. Meehan
President

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UNIVERSITY OF MASSACHUSETTS

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2016 REPORT ON ANNUAL INDICATORS **University Performance Measurement System**

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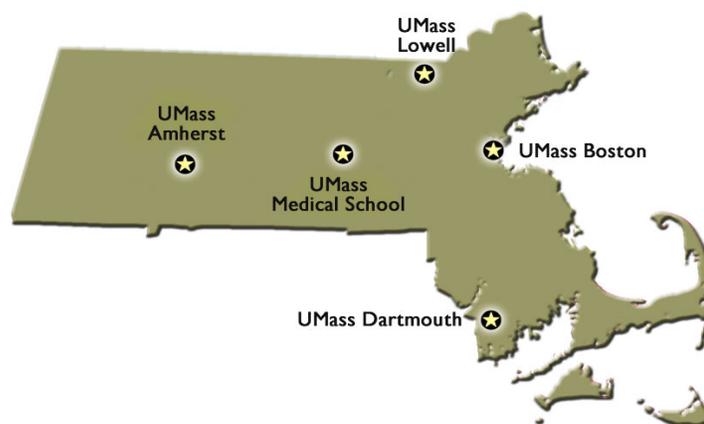
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Note: The campus segments of this report are prepared and provided by the UMass Campuses.

Important information related to all metrics included in this report can be found in the “Definitions and Sources” sections at the end of each segment.

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THE 2016 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 2016 Report on Annual Indicators is the 19th annual report of the University of Massachusetts Performance Measurement System.

This report provides trustees, legislators, and state-level policy makers with information by which they can assess the University as compared with similar institutions and its own performance in the past. Through this report and other aspects of performance measurement and assessment, the University seeks to be open and accountable to the constituencies it serves.

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

- *Academic Quality*
- *Student Success and Satisfaction*
- *Access and Affordability*
- *Service to the Commonwealth*
- *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 2016 Report on Annual Indicators is in the second year of the current cycle. In 2015, several new indicators were added to the existing repertoire of metrics, including agency bond ratings; key IT metrics; procurement cost-savings; student-faculty ratios; faculty composition; alumni participation rates; four-year graduation rates; entering class composition; student achievement measures, and student debt load.

The Report on Annual Indicators tracks many indicators that are common to all campuses, but some are unique and reflect the distinct missions of each of the campuses.

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 Worcester campus, the peer group consists of 20 medical schools in the United States (public and private). 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 2016 Annual Indicators
- 2016 Annual Indicators at a Glance
- Data Tables and Charts
- Definitions and Sources
- List of Institutional Peers

Legislative Priorities	UMass Strategic Priorities	2016 ANNUAL INDICATORS
ACADEMIC QUALITY	Improve student learning experience	Average HS GPA of Freshmen
		Average SAT Scores of Freshmen
		<i>Mean</i>
		<i>25th – 75th Percentile</i>
		Average GPA of Transfer Students
		MCAT Scores of Entering Students (UMMS Only)
		Student Satisfaction with Educational Experience
		Student-Faculty Ratio
		Technology-Enhanced Classrooms
		Doctorates Awarded
		Postdoctoral Appointees
	Strengthen research and development	Total R&D Expenditures
		Total R&D Expenditures Rankings
		Total R&D Expenditures Rankings among Carnegie Peers, US Publics, Non-Medical
		Federal R&D Expenditures (Optional)
		Total R&D Expenditures per Tenured/Tenure-track Faculty
		Total R&D Expenditures per FT Faculty
		Federal R&D Expenditures per FT Faculty
		Sponsored Instruction/Outreach per Faculty
		Rank in NIH Funding Among Medical Schools (UMMS Only)
		US News Ranking in Primary Care Medicine (UMMS Only)
		Patent Applications
		License Income
		Utilization of Shared High Performance Computing Research Resources
		Renew faculty
	New Tenured/Tenure-Track Faculty Hired	
	New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty	
	Change in Tenured/Tenure-Track Faculty	
	Change in Total Faculty FTE	
	Full-Time Instructional Faculty - Percent Faculty-of-Color	
Full-Time Instructional Faculty - Percent Women		
Faculty Awards		
National Academy Members		
ACCESS AND AFFORDABILITY	Access and Affordability	
		Percent (In-State) Pell Grant Recipients
		Percent of Need Met for In-State Students Awarded Need-Based Aid
		Average Debt of Students for Graduating Class
		Percent Graduating Class with Debt
		Percent UGs from Massachusetts
		Online Course Enrollments
		Annual Growth in Online Course Enrollments

Legislative Priorities	UMass Strategic Priorities	2016 ANNUAL INDICATORS
STUDENT SUCCESS AND SATISFACTION	Diversity and positive climate	Percent UGs who are Students of Color
		Percent UGs who are First Generation in College
		Percent UGs who have English as Second Language
		Percent UGs who are International
		Number of Students who participated in Study Abroad program
		Freshmen One-Year Retention Rate
		Freshmen Four-Year Graduation Rate
		Freshmen Six-Year Graduation Rate
		Transfer One-Year Retention Rate
		Transfer Four-Year Graduation Rate
		Student Achievement Measure
		Alumni Participation Rate
		Match Rate/Choice of Residency (UMMS Only)
SERVICE TO THE COMMONWEALTH	Develop a leadership role in public service	Percent of Incoming Class that are Transfers/Freshmen
		Degree Completions
		Percent Mass Residents Attending UMass
		In-State UG Enrollment by Region
		Total Degrees and Certificates Awarded
		UMass as Percent of all Massachusetts Degrees
		Percent Alumni who Remain in MA
		Enrollment in Science, Technology, Engineering, and Mathematics (STEM) programs (Graduate/Undergraduate)
		Degrees Awarded in STEM fields (Graduate/Undergraduate)
		Service to State Agencies (\$)
		Health Care Awards (Undergraduate, Graduate Degrees; Certificates)
		Test Takers in MTEL Science and Math subject tests
		FINANCIAL HEALTH
Endowment per Student		
Private Funds Raised Annually		
Administration and IT Services	Primary Reserve	
	Campus Safety	
	Procurement Savings/Enhanced Services	
	Bond Ratings (Moody's, S&P, Fitch)	
Infrastructure	Debt Service to Operations	
	Deferred Maintenance per GSF	

The indicators in red have been added to the Annual Indicators Report following the System-wide five-year review process, conducted in June 2014.

HEADLINES FROM THE 2016 ANNUAL INDICATORS

ACADEMIC QUALITY

❖ ***UMass continues to admit high quality students.***

UMass attracts highly qualified applicants. For Fall 2015, almost all of the campuses received the highest number of freshmen applications in the last ten years. Freshmen average SAT scores (Reading and Math) were slightly higher from last year for some campuses, ranging from 1029 to 1226. Average high school GPA also increased across some of the UMass campuses, ranging from 3.20-3.83

❖ ***UMass research capacity continues to grow.***

In FY 2015, the system generated \$629 million in research expenditures, reflecting a 4.5% increase over FY 2014. Furthermore, in 2015, the five campuses awarded a total of 759 doctoral degrees across various disciplines. These include 484 research/scholarship doctoral degrees and 275 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 1,300 researchers. The efficiency of facility operations equates to significant cost savings for power with a reduced environmental footprint.

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

In the 2016 US News ranking, UMass Medical School ranked 16th among 156 medical schools with emphasis in primary care medicine.

❖ ***Commercialization of UMass research continues to grow.***

In FY 2015, license income for the University totaled \$34.0 million, reflecting a 10% increase from FY 2014. UMass ranks among the top US universities in license income. Based on the most current ranking data of the AUTM Survey (FY 2014), the University is ranked 18th nationwide among institutions in terms of licensing income generated from technology transfer.

ACCESS AND AFFORDABILITY

❖ ***UMass continues to be accessible and affordable.***

UMass tuition and fees average 14% of statewide median family income, a percent much lower than that for the state's private universities (50%) and other New England public universities (19%).

❖ ***UMass serves citizens of the Commonwealth.***

Nearly four-fifths (78%) of UMass freshmen are Massachusetts residents, compared with less than one-fifths (19%) at its private peers in the state.

❖ ***UMassOnline expands programs to provide educational access.***

UMassOnline reaches diverse and geographically dispersed learners. In AY 2014-15, course enrollments for UMassOnline were at 66,736, representing an 8% increase over AY 2014-15.

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, one-third (or 33%) of UMass undergraduates are Students of Color. At UMass Boston, 55% of undergraduates (more than 5,500) are students of color, making it the most diverse public university in all of New England. As a point of comparison, approximately 30% of Massachusetts public high school graduates are students of color.

❖ ***International Presence among UMass Students.***

There is a growing international presence among UMass students. There are 3,278 international undergraduates students (4%) across the five campuses. The University's graduate program has a stronger international presence by comparison. International students comprise about 9% (or a total of 6,768) of the total student population - including all undergraduates, graduates, and medical students.

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

Ninety-seven percent (97%) of UMass Medical School graduates were accepted to their choices of residency, a match rate that is consistently higher than the peer institutions.

SERVICE TO THE COMMONWEALTH

❖ ***Incoming Class composition.***

The incoming class of Fall 2015 spread across the four undergraduate campuses comprised of a total of 13,962 students, of which 9,370 (67%) were entering freshmen and 4,592 (33%) were transfers.

❖ ***Majority of Massachusetts residents attend UMass.***

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

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

UMass awarded 17,851 degrees and certificates in AY 2014-15. These include a total of 16,540 degrees (bachelor's and above), that represent 16% of all baccalaureate and graduate degrees (20% of bachelor's, 12% of master's degrees and 9% of doctoral and first professional degrees) awarded in the State. UMass has increased its share of the total bachelor's and master's degrees awarded in the State over the past year. 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 2014-2015, well over one-fourth (27%) or 4,478 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 a 35% increase over this period.

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

Two out of three (63%) of all graduates of the University remain in the Commonwealth after graduation.

FINANCIAL HEALTH

❖ ***Total Endowment at \$770.2 million.***

The market value of the University's endowment grew by 2% between FY 2014 and FY 2015. In comparison, peer institutions reflected a slightly higher growth rate in endowment over the same period at 2.5%.

❖ ***Private Funds grow to \$129.5 million.***

Private giving to UMass also saw a robust increase in FY 2015, reflecting a 9% increase from last year, and resulting in three consecutive years of an upward trend.

❖ ***Financial indicators compare favorably to peers.***

In FY 2015, the University's primary reserve and debt service to operations were all within the range of peer systems.

❖ ***Collaborative savings over \$13 million.***

In FY 2015, the University reported cost savings of over \$17 million through the work of the Procurement Council, IT Leveraged Procurement Committee, and the Strategic Energy Committee has resulted in reported cost savings of over \$17.0M in FY15 and \$13.1M in FY16 to date.

❖ ***High Bond Ratings.***

The University's high agency bond ratings for FY 2015 (Aa2 rating by Moodys; AA- rating by S&P; AA rating by Fitch) reflected continuing confidence in the institution's overall financial health.

2016 ANNUAL INDICATORS AT A GLANCE

ACADEMIC QUALITY

- Total R&D Expenditures \$629M
- License Income \$34.0M
- Utilization of Shared HPC Research Resource (CY2014)
 - No. of Active Researchers* 1,300
- Doctoral awards 759

ACCESS AND AFFORDABILITY

- Tuition & Fees as Percent of Family Income 14%
- Percent Undergraduates from Massachusetts 81%
- Percent of all Undergraduate Freshmen enrolled in four-year institutions in MA, at UMass 28%
- Online Course Enrollments 66,736
- Annual Growth in Online Course Enrollments 8%

STUDENT SUCCESS AND SATISFACTION

- Percent Undergraduates who are Students of Color 33%
- Percent Undergraduates who are International 4%

SERVICE TO THE COMMONWEALTH

- Incoming Class Composition
 - Entering Freshmen* 9,370 (67%)
 - Transfers* 4,592 (33%)
- Percent MA Residents (Freshmen) Attending the University and its Private Peers, enrolled in UMass 71%
- Enrollment of In-State Undergraduates by Region:
 - Greater Boston 44%
 - Northeastern Mass 20%
 - Southeastern Mass 19%
 - Central Mass 9%
 - Western Mass 8%

- Degrees and Certificates Awarded 17,851
- Degree Completions 16,540
 - Bachelor's* 11,875
 - Master's* 3,906
 - Doctorate* 759
- UMass Degrees as Percent of all MA Degrees 16%
- Percent Graduates who Remain in MA 63%
- MTEL Science and Math Test-Takers 287
- Enrollments in STEM Fields 23,165 (33%)
 - Undergraduate* 18,896 (34%)
 - Graduate* 4,269 (27%)
- Degrees Awarded in STEM Fields 4,478 (27%)
 - Undergraduate* 3,242 (27%)
 - Graduate* 1,236 (27%)
- Degrees Awarded in Healthcare Fields 2,024
 - Undergraduate* 1,424
 - Graduate* 600

FINANCIAL HEALTH

- Total Endowment Assets \$770.2M
- Annual Growth in Endowment 1.7%
- Private Funds Raised Annually \$129.5M
- Primary Reserve 20.5%
- Procurement savings (FY 2015) \$17.0M
- Agency Bond Ratings
 - Moody's* Aa2
 - S&P* AA-
 - Fitch* AA
- Debt Service to Operations 6.6%
- Total Deferred Maintenance Cost \$3.49B
- Deferred Maintenance per GSF \$186

ACADEMIC QUALITY

Number of Doctoral Degrees Awarded

UMass campuses awarded a total of 759 doctoral degrees in the 2014-15 academic year, reflecting a slight decrease over the previous year, and a 23% increase over the last five years. These include both research/scholarship doctorates (484) and professional practice degrees (275). The top five areas with the highest number of doctoral degrees awarded were: Health Professions and Related Sciences (234), Engineering (86), Biological/Life Sciences (83), Education (57), and Physical Sciences (50). A total of 123 MD degrees were awarded by UMMS. UMass Dartmouth awarded 64 Juris Doctor degrees in its Law program.

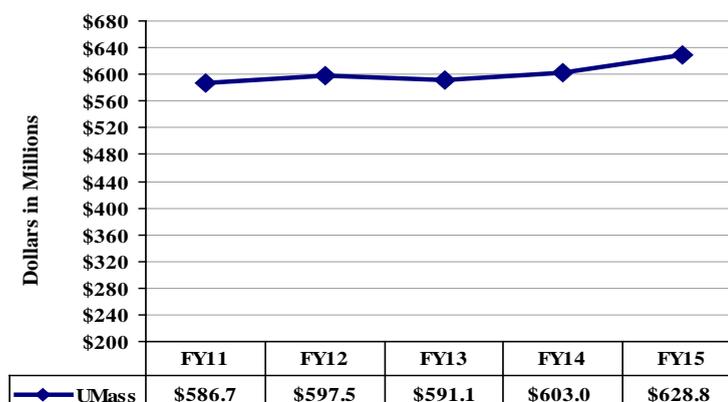
<i>Number of Doctoral Degrees Awarded</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>UMass Total</i>	616	678	765	773	759

Total Research & Development Expenditures

The University's Total Research and Development Expenditures increased by 4.3% to \$629 million in FY 2015, from \$603 million in FY 2014.

In FY 2015, significant declines in federal funding levels impacted all institutions nationwide. At UMass, federal funding dropped from 60% to 57% of all R&D expenditures.

Despite this significant decline in federal funding, UMass's performance in R&D has continued to hold strong, close to and even over the \$600 million mark for five consecutive years now. The millions of research dollars pouring into all five campuses is testament to the University's stature as a world-class institution.



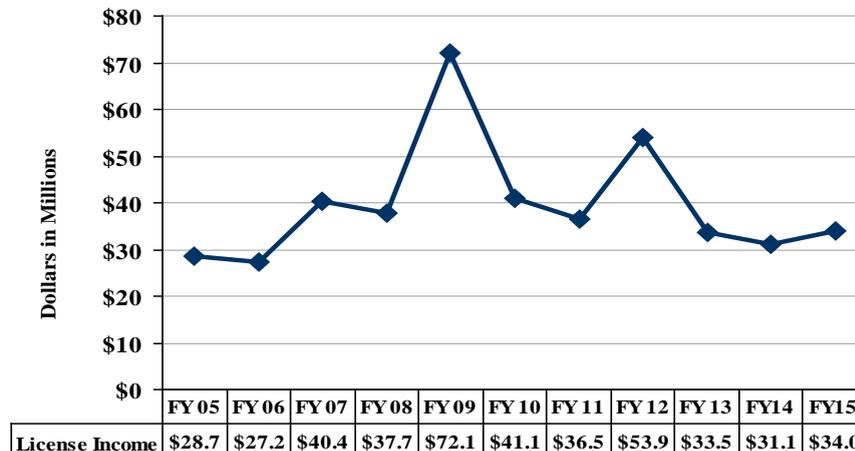
Number of Patent Applications

In FY 2015, UMass campuses submitted a total of 138 US Patent applications, continuing a trend of increasing patent applications. With the exception of FY 2012, US Patent applications have numbered over 100 for the last 13 years, with some years significantly better than others.

<i>Number U.S. Patent Applications</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>UMass Total</i>	101	87	119	121	138

License Income

License Income is a measure of the economic value of an institution's inventiveness and a contributor to the University's economic health. License income for UMass totaled \$34.0 million in FY 2015, reflecting a 10% increase from FY 2014. It is important to note that FY 2009 represented a unique year as it includes an upfront payment to UMMS from Merck and Company for the licensing of a human monoclonal antibody combination, developed at the Massachusetts Biologic Laboratories. FY 2012 saw another significant payment of \$20 million from Merck and Company. Based on the most current ranking data (FY 2014) of the AUTM (Association of University Technology Managers) survey, the university is ranked 18th nationwide among academic institutions in terms of licensing income generated from its technology transfer operation.



Utilization of Shared High Performance Computing Research Resources

The MA Green High Performance Computing Center (MGHPCC) is receiving national attention as a model for collaborative research computing. At UMass, the shared cluster now supports the computational needs of over 1,300 researchers. The efficiency of facility operations equates to significant cost savings for power with a reduced environmental footprint.

<i>Utilization of Shared HPC Cluster at MGHPCC</i>	<i>CY 2014</i>	<i>CY 2015</i>
<i>No. of Active Labs/Researchers Using the Shared HPC Cluster</i>	701	1,300
<i>*CPU Utilization</i>	3,372	NA

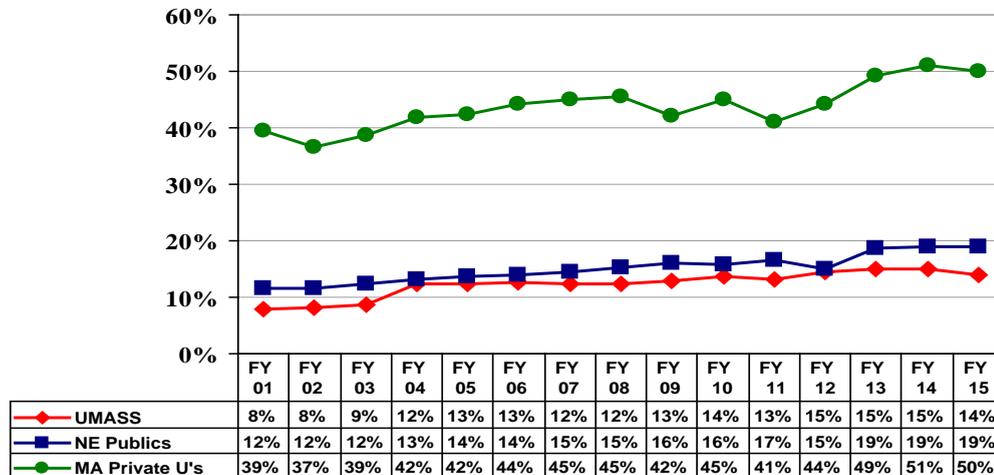
** CPU Years used on the shared HPC Cluster*

The average Power Usage Effectiveness for CY15 was 1.27. PUE is a measure of how efficiently a computer data center uses energy. Putting this into financial perspective, CY15 energy costs for the MGHPCC were approximately \$1M lower compared to a data center operating at the industry average PUE of 1.7 and the Massachusetts average industrial electricity rate. Using results from a recent paper by researchers at UMass Amherst and MIT, MGHPCC power consumption yielded approximately 9,700 fewer tons of CO2 in CY15 compared to a facility with the characteristics above operating at the US mean of 0.559 Kg CO2 per kWh. The MGHPCC average is 0.0231 Kg CO2 per kWh, due to HG&E's use of 90+% carbon-free generation.

ACCESS AND AFFORDABILITY

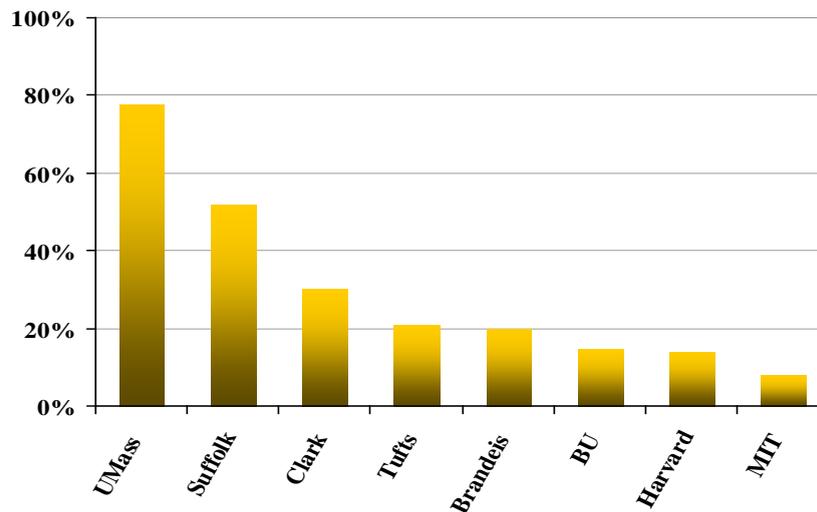
Tuition and Fees as a Percentage of Family Income

UMass average tuition and fees remain affordable relative to median family income. In FY 2015, UMass tuition and fees averaged 14% of statewide median family income, compared with an average of 50% for the state's private universities as well as an average of 19% for other New England public universities.



Percent Undergraduate Students from Massachusetts

The vast majority (nearly four-fifths) of UMass undergraduate freshmen are also residents of the Commonwealth. By contrast, 19% of undergraduate freshmen enrolled in the state's private universities come from Massachusetts. Data shows a slight drop for both UMass and MA Privates compared to prior year.

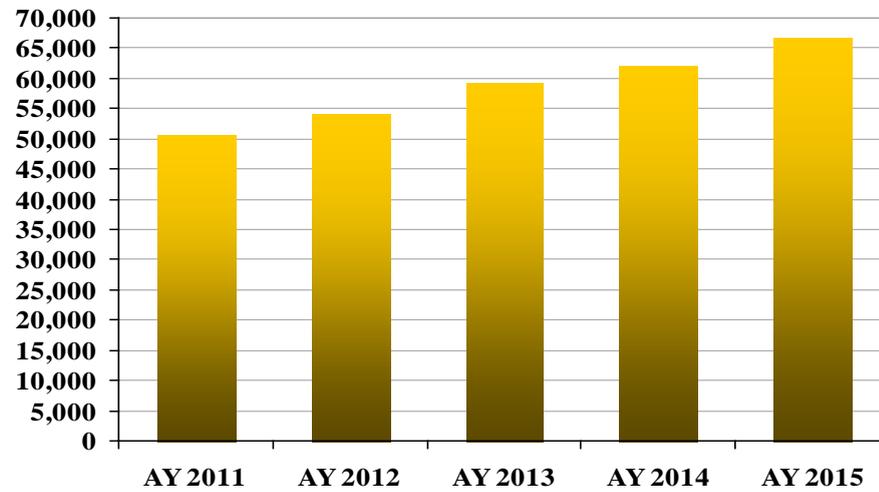


The University continues to attract MA residents as an affordable institution that provides high quality educational opportunities in the state. Over four-fifths (81.4%) of all undergraduate students attending UMass campuses are MA residents.

UGs from MA	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number	44,756	44,914	45,064	45,312	45,817
Percent	84%	83%	82%	82%	81%

Rate of Growth in Online Course Enrollments

UMassOnline currently delivers 158 programs to diverse and geographically dispersed learners. Course enrollments in UMassOnline continue to grow at a steady rate. Last year showed an 8% increase in online course enrollments (AY2014-15).

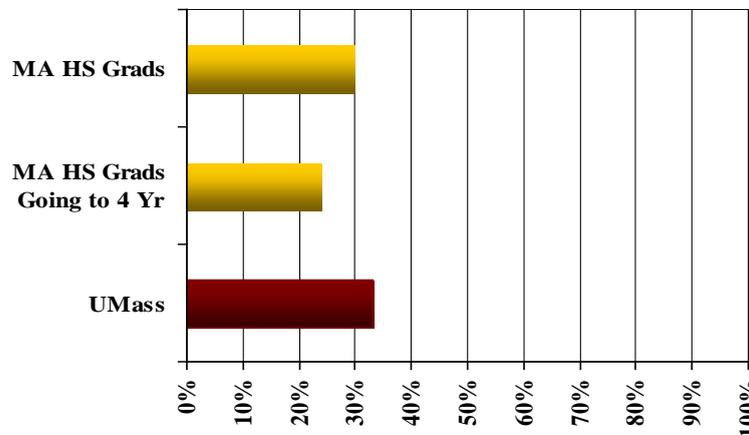


Online Course Enrollments (Number and Growth Rate)	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015
Online Course Enrollments	50,782	54,086	59,165	62,066	66,736
Annual Growth Rate	11%	7%	9%	5%	8%

STUDENT SUCCESS AND SATISFACTION

Percent Undergraduate Students of Color

One-third (33%) of the University's undergraduate students are Students of Color. This exceeds the diversity of Massachusetts' public high school graduates. Students of Color comprised 30% of the state's population of public high school graduates. Of the Class of 2015 of high school graduates, 24% of those who intend to enroll in a four-year college or university were Students of Color.



Percent Undergraduates who are International

In Fall 2015, the UMass System had a total of 6,768 international students, comprising 9% of the total student population - including all undergraduates, graduates, and medical students. Four percent of the University's undergraduate students are international students. International undergraduate students enrollment grew by 19%, from 2,758 to 3,278. The University's graduate program has a much stronger international presence by comparison, at 20% of all graduate students.

<i>Percent UG who are International</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
Number	1,254	1,746	2,239	2,758	3,278
Percent	2%	3%	4%	5%	4%

Number of Students that Participated in a Study Abroad Program

In 2014-15, over 1,700 UMass students participated in a Study Abroad program. This is a 6% increase from the previous year, and a 13% increase over the past five years.

<i>Number of Students in a Study Abroad Program</i>	<i>Fall 2010-Summer 2011</i>	<i>Fall 2011-Summer 2012</i>	<i>Fall 2012-Summer 2013</i>	<i>Fall 2013-Summer 2014</i>	<i>Fall 2014-Summer 2015</i>
Number	1,506	1,491	1,572	1,606	1,704

SERVICE TO THE COMMONWEALTH

Incoming Class Composition

There were almost 14,000 freshmen and transfers in the Fall 2015 incoming class at the four undergraduate campuses. The split between freshman and transfers in the incoming class remains stable at 67% freshmen and 33% transfers.

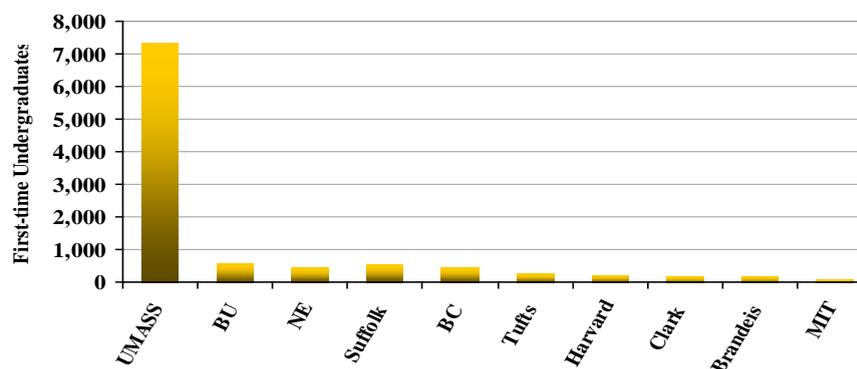
<i>Incoming Class Composition</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total Incoming Class</i>	13,409	13,399	13,699	13,932	13,962
<i>Entering Freshmen</i>	8,986	8,930	9,189	9,339	9,370
<i>Percent Entering Freshmen</i>	67%	67%	67%	67%	67%
<i>Transfers</i>	4,423	4,469	4,519	4,593	4,592
<i>Percent Transfers</i>	33%	33%	33%	33%	33%

Enrollment of Massachusetts Residents

Nearly three out of four (71%) In-State undergraduate freshmen attending the University or its Private Peers, is enrolled at a UMass campus.

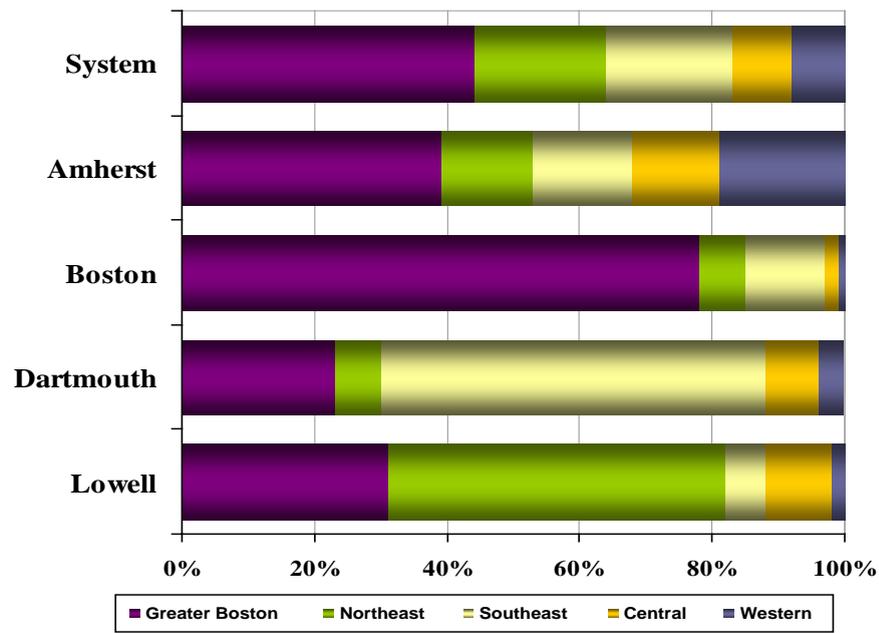
Twenty eight percent (28%) of all first-time in-state undergraduates attending any four-year institution in the Commonwealth go to UMass.

n.b. Data is based on Fall 2014 figures, since IPEDS residency data reporting is mandatory for alternate years.



Enrollment by Region

UMass serves undergraduate students from all regions of the Commonwealth - UMass Boston drawing 78% from the Greater Boston area, Dartmouth drawing 58% from Southeastern Massachusetts, and Lowell drawing 51% from the Northeastern corner of the state. Thirty-eight percent of Amherst's undergraduate students from MA are from Greater Boston, and another 20% are from the Western area. Data are based on UMass Undergraduate students that are residents of the Commonwealth.



Degree Completions

In 2014-15, 16,540 degrees were conferred by the University, reflecting a 4% increase from the previous year, and an impressive 17% increase over the past five years.

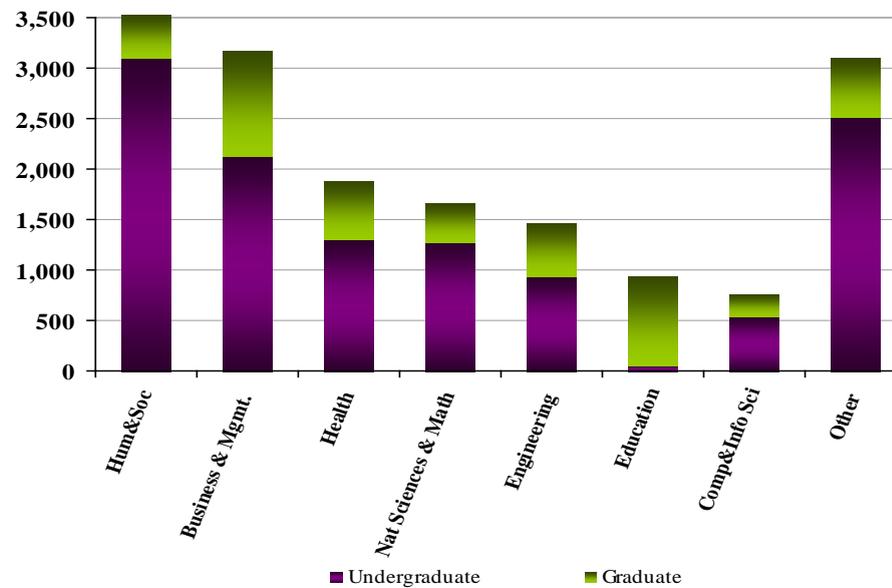
Of the degrees awarded in 2014-15, 72% were at the undergraduate level and 28% were at the graduate level. Twenty-four percent of all degrees were master's degrees and 5% were doctoral degrees.

In 2014-15, the University awarded an additional 103 Associate's degrees in the fields of Agriculture, Business Management, CIS, and Engineering Technology. These data are not included in the four-plus degree categories presented here.

<i>Degree Completions</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Bachelor's degrees</i>	9,994	10,440	10,910	11,544	11,875
<i>Master's degrees</i>	3,535	3,459	3,536	3,661	3,906
<i>Doctoral degrees</i>	616	678	765	773	759
<i>Res./Sch. Doctorates</i>	430	439	457	488	484
<i>Prof. Practice Doctorates</i>	186	239	308	285	275
Total Degrees	14,145	14,577	15,211	15,978	16,540

Awards Conferred by Field

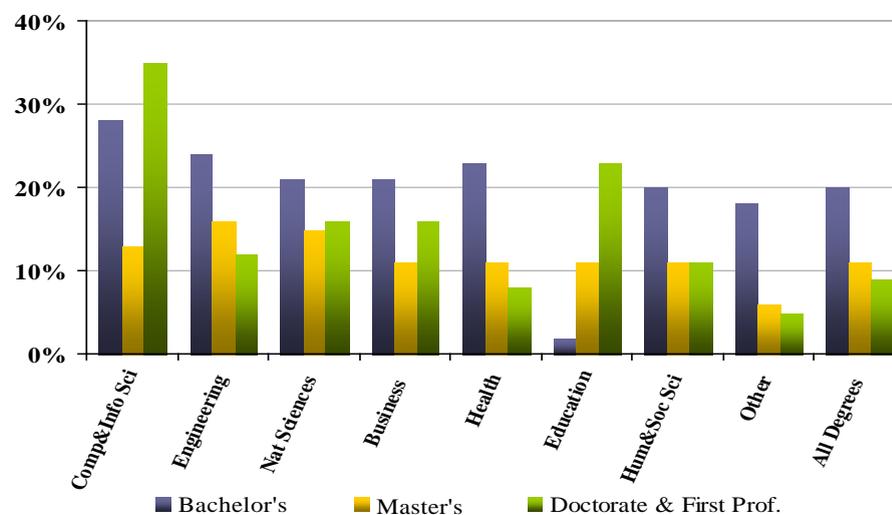
Approximately one in every nine degree (bachelor's or higher) was in the Health Sciences and Professions for a total of 1,884. In Education, a total of 937 degrees were awarded, 94% of which were at the graduate level. Approximately one-fifth (21%) of all the awards were in the Humanities and Social Sciences. Business/Management comprised close to one-fifth (19%) of all awards. The University conferred 771 degrees (5%) in Computer and Information Sciences (bachelor's or higher), 1,467 (9%) awards in Engineering and Engineering-related Technologies, and 1,668 (10%) awards in Math and Natural Sciences.



UMass Degrees as Percent of Massachusetts Degrees

The University of Massachusetts awarded 16% of all baccalaureate and graduate degrees last year (20% of bachelor's, 12% of master's degrees and 9% of doctoral and first professional degrees) in the State.

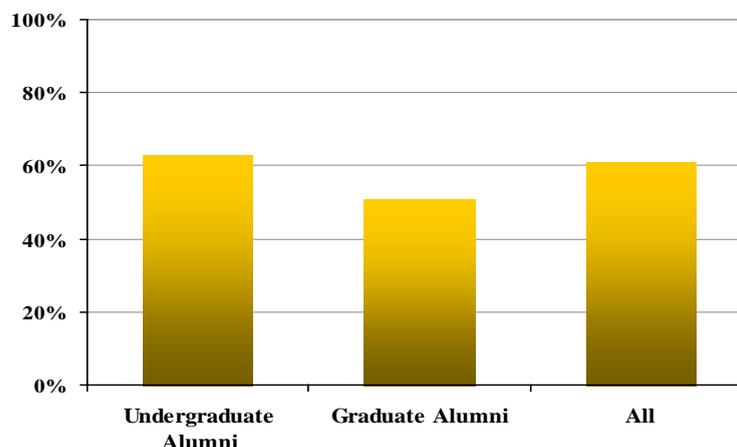
The University's impact is particularly high in the following fields: computer & information sciences, engineering, and health (bachelor's level); natural sciences and engineering (master's level); education, computer and information sciences, and math and natural sciences (doctoral level).



Every third doctoral degree awarded in CIS within the Commonwealth is from a UMass campus. Similarly nearly one in four doctorate degree (23%) in Education is awarded at a UMass campus.

Percentage of Graduates Who Live in Massachusetts

Almost two out of three (63%) undergraduate alumni and over half (51%) of graduate alumni of the University live and work in the Commonwealth of Massachusetts. In all, 61% of UMass graduates continue to live and work in the Commonwealth.



Enrollments in STEM Fields

The upward trend in STEM enrollment has continued over the past five years, reflecting an impressive 32% growth over this period.

Undergraduate Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total UG Enrollment</i>	50,578	51,621	52,392	53,765	54,881
<i>STEM Enrollment</i>	14,337	15,542	16,595	17,470	18,896
<i>Percent STEM</i>	28%	30%	32%	32%	34%

In 2014-2015, one-third (33%) of the University's total enrollment were in STEM fields. The University's strong impact in this area was reflected at both the undergraduate and the graduate levels, with 34% of all undergraduate enrollments and 27% of all graduate enrollments being in STEM fields.

Graduate Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Graduate Enrollment</i>	14,304	14,492	15,077	15,130	15,884
<i>STEM Enrollment</i>	3,752	3,818	4,074	4,137	4,269
<i>Percent STEM</i>	26%	26%	27%	27%	27%

All Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Grand Total Enrollment</i>	64,882	66,113	67,469	68,895	70,765
<i>Grand Total STEM</i>	18,089	19,360	20,669	21,607	23,165
<i>Grand Total Percent</i>	28%	29%	31%	31%	33%

Degrees and Certificates Awarded in STEM Fields

The upward trend in STEM enrollment has naturally been mirrored in the number of degrees and certificates awarded over the past five years.

Undergraduate Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Degrees</i>	10,070	10,523	11,073	11,696	12,006
<i>STEM</i>	2,096	2,483	2,659	3,087	3,242
<i>Percent STEM</i>	21%	24%	24%	27%	27%

In 2014-2015, well over one-fourth (27%) or 4,478 of the University's total degrees were awarded in STEM fields. Twenty-seven percent of all undergraduate degrees and 27% of all graduate degrees were in STEM fields.

Graduate Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Degrees</i>	3,946	4,102	4,301	4,461	4,647
<i>STEM</i>	913	957	960	1,100	1,236
<i>Percent STEM</i>	23%	23%	22%	30%	27%

An increasing number of students are pursuing STEM certificates as well. The last five years saw a similar upward trend in STEM certificates. STEM certificates grew from 16% to 22% of all certificates awarded by the UMass campuses.

All Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Grand Total Degrees</i>	14,016	14,625	15,374	16,157	16,653
<i>Grand Total STEM</i>	3,009	3,440	3,619	4,421	4,478
<i>Grand Total Percent</i>	21%	24%	24%	28%	27%

Certificates

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Certificates</i>	928	1,094	1,101	1,073	820
<i>STEM</i>	197	235	230	167	184
<i>Percent STEM</i>	21%	21%	21%	16%	22%

Degrees and Certificates Awarded in Healthcare Fields

The University's impact in the Healthcare field has grown over the past five years. Between 2010-11 and 2014-15, the total number of Healthcare degrees awarded across the five UMass campuses increased from 1,500 to 2,024, reflecting a 35% growth.

In 2014-15, 12% of the University's total degrees were awarded in Healthcare fields. Nine percent of master's degrees and 31% of doctoral degrees were in healthcare. Healthcare degrees now represent a significant 12% (1,424) of all bachelor's degrees, reflecting a 36% growth over the last five years. An increasing numbers of students are pursuing Healthcare certificates as well. In the last five years, Healthcare certificates awarded by UMass campuses grew by 58%.

<i>Healthcare Degrees and Certs.</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Bachelor's degrees</i>	1,049	1,030	1,277	1,367	1,424
<i>Master's degrees</i>	294	355	440	439	366
<i>Doctoral degrees</i>	157	226	220	225	234
<i>Res./Sch. Doctorates</i>	16	30	15	19	23
<i>Professional Practice Doctorates</i>	141	196	205	206	211
<i>Total Degrees</i>	1,500	1,611	1,937	2,031	2,024

<i>Total Certificates</i>	110	139	173	187	174
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MTEL Science and Math Test-Takers

In 2014-15, 253 of the students completing the University's teacher preparation programs took the Massachusetts Tests for Educator Licensure (MTEL) in Science and Math subjects. This reflects a 23% increase over the past five years, and is a clear reflection of the successes achieved by campuses in their STEM initiatives in the long run. However, the last two years have seen a slight decline.

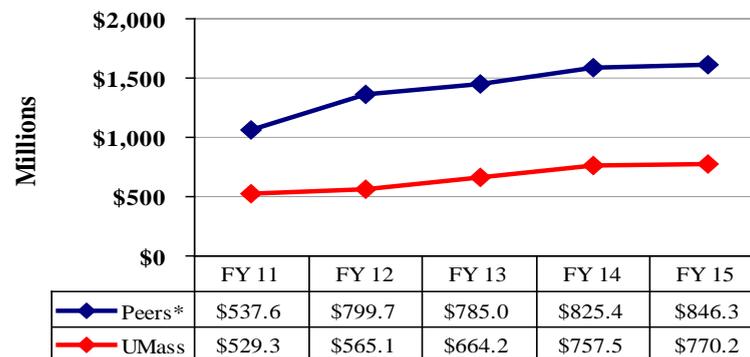
2010-11	2011-12	2012-13	2013-14	2014-15
205	205	298	287	253

FINANCIAL HEALTH

Endowment Assets

UMass's endowment grew at a rate of approximately 1.7% from FY 2014 to FY 2015, while the average for all university endowments increased at a slightly higher rate of 2.5% for the same period.

Peers include CO, CT, IL, ME, MD, MO, NH.



Annual Growth Rate	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
UMass	15.2%	6.8%	17.5%	14.0%	1.7%
Peers	-17.6%	48.8%	-1.8%	5.1%	2.5%

*The reporting of peer endowment information changed in FY15. The FY15 data presented in this chart was adjusted in order to maintain consistency with prior year data.

Private Funds Raised Annually

Private giving saw a robust increase in FY 2015 at \$129.5 million, reflecting two consecutive years of an upward trend. Between FY 2014 and FY 2015, total private funds for the University grew by 9%.



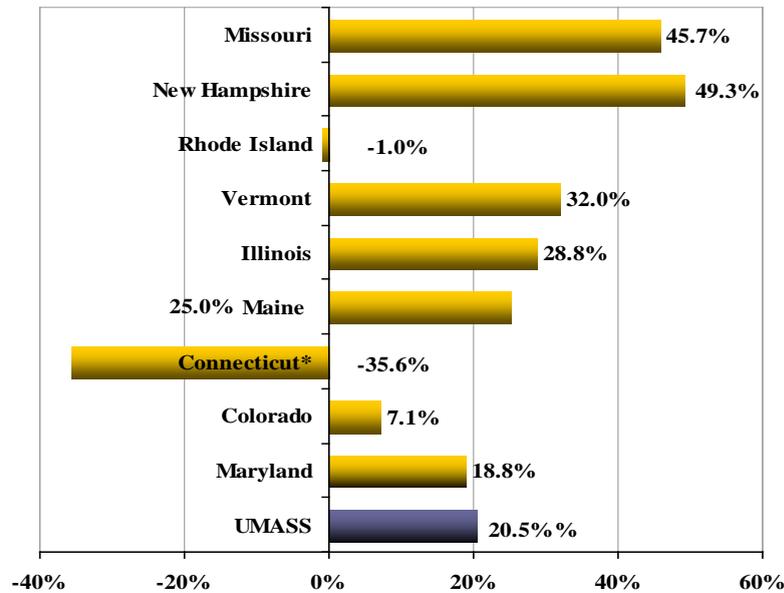
* Includes cash, pledges and grants

Primary Reserve

Primary Reserve is the total unrestricted net assets divided by total operating expenditures.

The primary reserve reflects the long-term financial health of an institution and its ability to weather itself from short-term operational ups and downs. This indicator compares our reserves to our annual operating expenditures plus interest payments on our debt. The University builds reserves for strategic use. If you look at this metric in conjunction with the Operating Margin you will see that even though margins are low, the University's overall reserve remains strong over the projection period meaning we are not exhausting reserves to meet overall spending needs.

UMass and many of our peers saw declines in the Primary Reserve in FY15 due to the adoption of GASB 68.



Collaborative Savings/Efficiencies Earned

The collective efforts of the campuses to leverage cost savings, enhanced service offerings, and efficiencies through the work of the Procurement Council, IT Leveraged Procurement Committee, and the Strategic Energy Committee has resulted in reported cost savings of over \$11.1M in FY14, \$17.0M in FY15, and \$13.1M in FY16 to date. A Facilities Management Committee was formed during FY16 to help further these efforts. In addition to cost savings, there have been improvements made in the areas of energy efficiency, sustainability, and access to software products.

<i>Procurement Savings/ Enhanced Services</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016 (YTD)</i>
	\$11.1M	\$17.0M	\$13.1M

n.b. FY16 data is dated as of 05/03/2016.

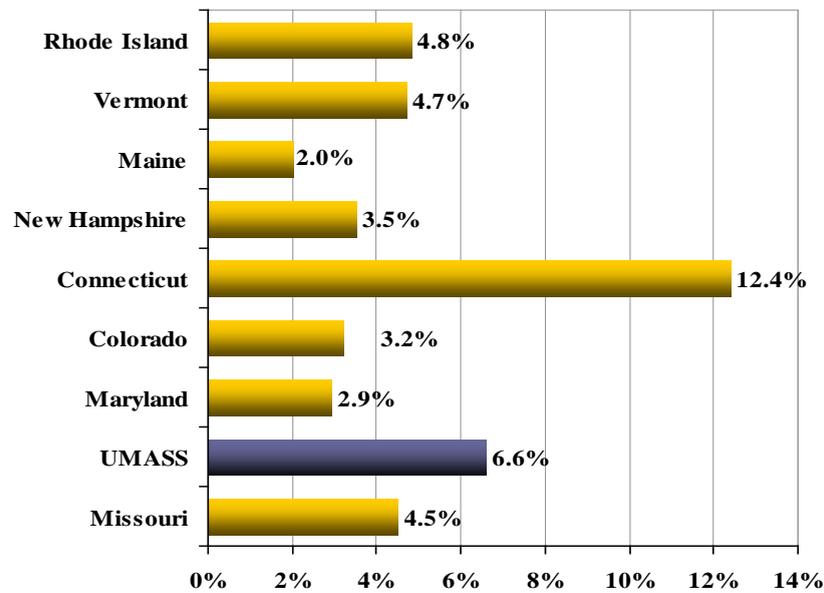
Bond Ratings

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. The ratings are vital metrics used to determine interest rates on University debt.

<i>Bond Ratings</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>Moodys</i>	Aa2	Aa2	Aa2	Aa2	Aa2
<i>S&P</i>	na	na	AA-	AA-	AA-
<i>Fitch</i>	AA	AA	AA	AA	AA

Debt Service to Operations

This is the debt service payment (interest and principle) as percent of total operating expenditures. The debt ratio measures the demand that annual commitments to creditors' places on an institution's operating commitments. This indicator simply tells us how much of the annual operating budget must be set aside for long-term debt payments. The bond rating agencies believe that committing more than 10% of current revenues annually for payments to bond holders or other creditors is very risky for creditors. As planned, the University's investment in its capital program shows almost every campus approaching the 8% cap. Overall, we will not exceed this cap and the current capital plan is fully considered in these calculations.



Total Deferred Maintenance Cost

There are two components to deferred maintenance: *Keep-Up Costs* – the annual investment needed to ensure buildings will properly perform and reach their useful life and *Catch-Up Costs* – the accumulated backlog of repair/modernization needs and the definition of resource capacity to correct them.

<i>Total Deferred Maintenance Cost</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	\$3.39B	\$3.44B	\$3.42B	\$3.53B	\$3.49B

Deferred Maintenance per GSF

This is the total dollar amount of need over the next ten years including immediate need, renewal need, and remaining need divided by the total gross square feet of the campus.

<i>Deferred Maintenance per GSF</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	\$203	\$209	\$198	\$190	\$186

*Includes Auxiliary Facilities

DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Doctoral Degrees Awarded. Total number of Doctorates awarded by UMass campuses for the academic year 2014-15, which includes September 2014, January 2015, and May 2015 award dates. The data includes both research/scholarship and first-professional doctoral degrees. Aggregated across all UMass campuses for System total.

Total Research Expenditures. FY 2015 data as reported to the National Science Foundation (NSF) through its annual Survey of R&D Expenditures at Universities and Colleges. This survey is now called the Higher Education Research and Development (HERD) Survey.

Number of Patent Applications. Number of U.S. Patent applications filed per year. Data Source: Data reported by campuses to UMass President's Office, Office of CVIP.

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 MGHPC.

(1) **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). $3372 \text{ cpu years} \times 8770 \text{ hours/Gflop} \times 3,600,000 \text{ Gflop/hour} = 106,460,784,000,000$ floating point operations completed by UMass researchers in 2015.

(2) **Number of Active Labs.** The total number of MGHPC 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 2015) as a percentage of state-wide median family income as reported by US Census in 2015 inflation-adjusted dollars (latest available). Comparative data are from IPEDS and US Census.

Percentage of Undergraduate Students from Massachusetts. Percentage of Fall 2015 undergraduate

state-supported students from in-state as determined by tuition residency classification.

Online Course Enrollments and Rate of Growth in Online Course Enrollments. Total course enrollments in online courses. Percentage rate of growth in annual course registrations. Academic Year 2014-15 represents Fall 2014, Winter 2015, Spring 2015, and Summer 2015 enrollments. Data are for fully online (100%) and blended courses. Source: *UMassOnline*.

STUDENT SUCCESS AND SATISFACTION INDICATORS

Percentage Undergraduates who are Students of Color. Fall 2014 undergraduates who are Black (including Cape Verdean), Hispanic/Latino, Asian and/or Native American, divided by total U.S. citizens and permanent residents who report race/ethnicity. Comparative data for 2015 public high school graduates are from the MA Department of Education.

Percentage Undergraduates who are International. Percentage of all undergraduates who are studying at the university on a student visa. International students include all eligible visa types as long as they are enrolled for a credit course; i.e., international students do not include U.S. citizens, U.S. permanent residents or refugees. Aggregated across all UMass campuses for System total.

Number of Students that Participated in a Study Abroad Program. Data are for the total number of students who participated in a credit bearing, study abroad program as reported on the Institute of International Education Open Doors survey for Fall 2014 through Summer 2015. Aggregated across all UMass campuses for System total.

SERVICE TO THE COMMONWEALTH INDICATORS

Incoming Class Composition. The percent of an incoming degree-seeking undergraduate class that is entering freshmen vs. transfers. Aggregated across all UMass campuses for System total.

Enrollment of Massachusetts Residents. Number of first-year undergraduates enrolling at each institution who are residents of Massachusetts. Data are from the Fall 2014 IPEDS Enrollment student residency table.

Enrollment by Region. In-state undergraduate enrollment by region for Fall 2015. Data are from the DHE.

Degree Completions. The total number of degrees (not including associates and certificates) awarded in the 2014-15 academic year, by degree level. As reported to IPEDS. Aggregated across all UMass campuses for System total.

Degrees Conferred by Field. 2014-15 degrees conferred by UMass campuses by field. IPEDS 2014-15 Completions data.

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 in 2014-15 based on IPEDS Completions data.

Percent of Graduates who Live in Massachusetts. Percentage of total undergraduate and graduate degree recipients who currently reside in Massachusetts based on alumni records as of Fall 2015.

Enrollment in STEM Fields. Number of undergraduate and graduate enrollments 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. Aggregated across all UMass campuses for System total.

Degrees and Certificates Awarded in STEM Fields. Number of undergraduate and graduate degrees and certificates 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. Aggregated across all UMass campuses for System total.

Degrees and Certificates Awarded in Healthcare Fields. Health Care designation as defined by Campus IR, and based on CIP classification. All of CIP 51 and specific 6-digit CIPs unique to each campus. Aggregated across all UMass campuses for System total.

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 in 2014-15. Data compiled from the campuses' MTEL Annual Institution reports. Aggregated across all UMass campuses for System total.

FINANCIAL HEALTH INDICATORS

Endowment Assets. Market value of true and quasi-endowment assets. Data from the UMass Foundation Advancement Report to the Board of Trustees. Comparative data are from IPEDS, financial statements and NACUBO survey.

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

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

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 IT leveraged Procurement 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, Fitch.

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

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.

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.

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.

HEADLINES FROM THE 2016 ANNUAL INDICATORS

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 very high research activity (RU/VH) 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 growth in both high school GPA and SAT scores. The high school GPA of entering students increased from 3.64 in 2011 to 3.83 in 2015. Virtually all (99%) students entered UMass Amherst with a high school GPA of 3.0 and above. Average SAT scores improved by 37 points over the five-year period (and continue to rise) and exceed the peer group at the 25th percentile. Further, seniors report high satisfaction with their undergraduate experience. Results from the 2014 National Survey of Student Engagement (NSSE) show that 88% 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, some of which 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 and federal 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 19%, and per faculty expenditures

increased by 10% in the past five years. Recent decreases were primarily reflective of federal and state budget restrictions as well as the expiration of most American Recovery and Reinvestment Act (ARRA) grants, but the numbers are now rebounding, exceeding \$213 million.

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 fairly stable, but below the peer median. A more comprehensive view of awards from Academic Analytics, another source of awards data, shows a steady increase in prestigious awards received by UMass Amherst faculty, up to 345 in FY 2014.

In recent years, the campus invested in tenure-system faculty, and the number of faculty has grown by 6% since 2011. Nevertheless, it is considerably smaller than 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 AY 2014-15, 27% of full-time, in-state students qualified for Pell grants. Eighty-two 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.

STUDENT SUCCESS AND SATISFACTION

Most UMass Amherst students have a positive educational experience. Ninety-one percent of students return for their sophomore year, 78% graduate within six years from UMass Amherst, the highest graduation rate since the campus began tracking this statistic. The campus has seen rapid improvement in the four-year graduation rate which has increased from 59% for the Fall 2007 cohort to 67% for the Fall 2011 cohort. Retention and graduation rate improvement have closed much of the gap with peer institutions. The campus is implementing and expanding programs that will enrich the college experience with a goal of increasing retention and graduation rates. The **Exploratory Track** program began September 2015 with all undeclared first-year students placed in one of eight academic advising tracks each affiliated with an academic school

or college. This new program is expected to give students a stronger sense of belonging within the schools and colleges while still encouraging them to explore options across campus. The students receive more defined advising assistance and support to help them in their exploration of a major. The campus has also instituted **First Year Seminars** for all incoming freshmen beginning in Fall 2015. All incoming first-year students select a first year seminar to take in their first semester on campus as part of their transition to the university. This provides them with an opportunity to explore interesting topics and connect with the campus community including faculty, graduate students and peers. The **Excellence through Student Enhanced Learning (ExSEL)** program was launched in nine STEM gateway courses and applies the peer-led team learning model that promotes deeper learning and true mastery of problem-solving. Students participating in ExSEL will develop their skills in discipline-based problem solving that will translate into improved performance in the course, and will learn from each other the habits of mind and discipline needed for success in their courses. The **STEM Ambassadors Program** invites students during their freshman first semester to learn about life in the laboratory and engage in research projects together. The STEM Ambassadors also engage in diverse offerings of workshops and participate in community service activities. Through these offerings the STEM Ambassadors strengthen the skills needed to succeed in STEM coursework while building connections with other UMass Amherst students. The University is partnering with the Education Advisory Board (EAB), a best-practices research and consulting firm through its **Student Success Collaborative**. The Collaborative provides access to the predictive analytics advising platform, best practice research studies and collaborative projects that will enhance our ability to understand and improve student advising, retention and degree completion. The project was fully implemented during AY 2014-15. **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 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 2015 entering class was the most diverse group of students in history (26% ALANA); overall, almost 23% of enrolled undergraduates were students of color. Also, about one-

quarter are the first in their families to 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 2015, over one-third of baccalaureate and 30% of graduate students were enrolled in Science, Technology, Engineering and Mathematics (STEM) programs, and 30% of degrees awarded at the undergraduate and 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 students, increasing summer and continuing and professional education revenue, attracting more donor support, and increasing out-of-state enrollment. Investment in capital infrastructure, 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 the best and brightest students; 2) establish the campus as an "investment of choice" with a broad range of stakeholders vital to the campus; 3) mobilize resources to achieve these goals. The campus is currently engaged in implementing specific action plans emanating from these themes. Continued state support for general operations and capital remains critical to achieve these goals and to remain financially healthy.

The campus launched **UMass Rising**, a comprehensive fundraising campaign with a goal of \$300 million in 2010. The campaign is designed to enhance excellence and contribute to the long-term sustainability of the campus. The campus exceeded its goal more than a year ahead of schedule. The campaign has raised \$360 million to date and continues with three priorities: student scholarships, faculty endowments, and restoration of the Old Chapel, until the end of the fiscal year.

2016 ANNUAL INDICATORS AT A GLANCE

ACADEMIC QUALITY

• Average HS GPA of Freshmen	3.83
• Average SAT Scores of Freshmen	
<i>Arithmetic Mean</i>	1226
<i>25th – 75th Percentile</i>	1130 – 1310
• Average GPA of Entering Transfer Students	3.33
• Student Satisfaction with Educational Experience	88%
• Student-Faculty Ratio	18:1
• Technology-Enhanced Classrooms	299
• No. of Doctoral Degrees Awarded	297
• No. of Postdoctoral Appointees	153
• Total R&D Expenditures	\$213.9M
• Total R&D Expenditures Ranking	102
• Total R&D Expenditures Ranking among Carnegie Peers, US Publics, Non-Medical	9
• Federal R&D Expenditures	\$103.4M
• Total R&D Expenditures per Tenure System Faculty	\$197,691
• Patent Applications	37
• License Income	\$711,000
• Percent Tenured/Tenure-Track Faculty	74%
• New Tenured/Tenure-Track Faculty Hired	56
<i>As Percent of Total T/TT Faculty</i>	5%
• Change in Tenured/Tenure-Track Faculty	+7
• Change in Faculty FTE	+20
• Full-Time Instructional Faculty	
<i>Percent Faculty-of-Color</i>	25%
<i>Percent Women Faculty</i>	44%
• Faculty Awards	10
• National Academy Members	7

ACCESS AND AFFORDABILITY

• Percent In-State Pell Grant Recipients	27%
• Percent of Need Met for In-State Students Awarded Need-Based Aid	82%
• Average Debt of Students (<i>UG Graduating Class</i>)	\$31,958
• Percent Graduating Class with Debt (UG)	70%
• Percent Undergraduates from Massachusetts	77%
• Online Course Enrollments	22,523
• Annual Growth in Online Course Enrollments	2%

STUDENT SUCCESS AND SATISFACTION

• Percent Undergraduates who are Students of Color	24%
• Percent Undergraduates who are First Generation in College	24%
• Percent Undergraduates with English as a Second Language	13%
• Percent Undergraduates who are International	4%
• Number of Students who Participated in a Study Abroad Program	1,190
• Freshmen One-Year Retention Rate	91%
• Freshmen Four-Year Graduation Rate	67%
• Freshmen Six-Year Graduation Rate	78%
• Transfer (Full-time) One-Year Retention Rate	88%
• Transfer (Upper Division) Four-Year Graduation Rate	77%
• Alumni Participation Rate	8%

SERVICE TO THE COMMONWEALTH

• Incoming Class	5,770
<i>Percent Freshmen</i>	81%
<i>Percent Transfers</i>	19%

- Degree Completions 7,398
 - Bachelor's* 5,683
 - Master's* 1,418
 - Doctorates* 297
- Percent Alumni who Remain in MA 53%
- Enrollment in STEM Programs 10,334 (36%)
 - Undergraduate* 8,568 (38%)
 - Graduate* 1,766 (30%)
- Degrees Awarded in STEM Fields 2,234 (30%)
 - Undergraduate* 1,711(30%)
 - Graduate* 523(30%)
- Degrees Awarded in Healthcare Fields 616
 - Undergraduate* 460
 - Graduate* 156
- MTEL Science and Math Test-Takers 18

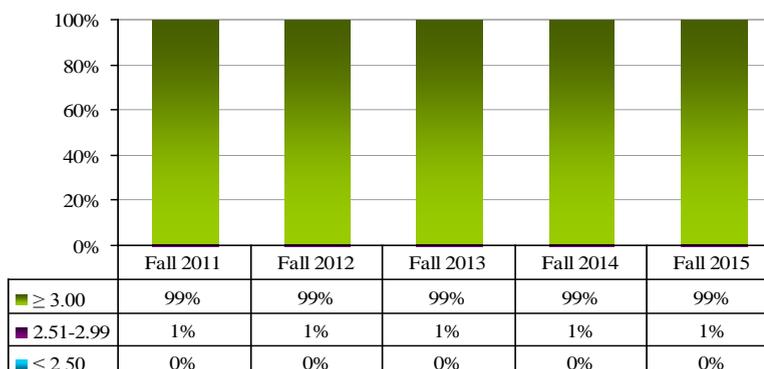
FINANCIAL HEALTH

- Total Endowment \$304.0M
- Annual Growth in Endowment -1%
- Endowment per Annualized Student FTE \$11,577
- Private Funds Raised Annually \$47.4M
- Primary Reserve 29.4%
- Debt Ratio 6.4%
- Deferred Maintenance per GSF \$133

ACADEMIC QUALITY

High School GPA of Freshmen

UMass Amherst entering first-year students are strong academically with an average high school GPA of 3.83. The Fall 2015 entering class was at a historical high with 99% of students earning a GPA of 3.0 and above. This was the ninth consecutive year of increases. There were 4,661 students in the entering class.



Average HS GPA	2011	2012	2013	2014	2015
	3.64	3.66	3.73	3.78	3.83

Average SAT Scores of Freshmen

First-year students entered UMA with a mean SAT of 1226, posting a 5-year increase of 37 points. This is another historical high for the campus. SAT scores have improved by 40 points at the 25th percentile and by 30 points at the 75th percentile since Fall 2011. The score for the campus is considerably above the Fall 2015 median of the peer group at the 25th percentile, and lags the peers at the 75th by 15 points.

Average SAT Scores of Freshmen	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
75th Percentile	1280	1290	1310	1310	1310
25th Percentile	1090	1090	1110	1120	1130
Peer Median					
75th Percentile	1310	1305	1315	1325	1325
25th Percentile	1085	1075	1075	1085	1085
UMA Rank					
75th Percentile	8	8	7	7	7
	5	4	4	4	2

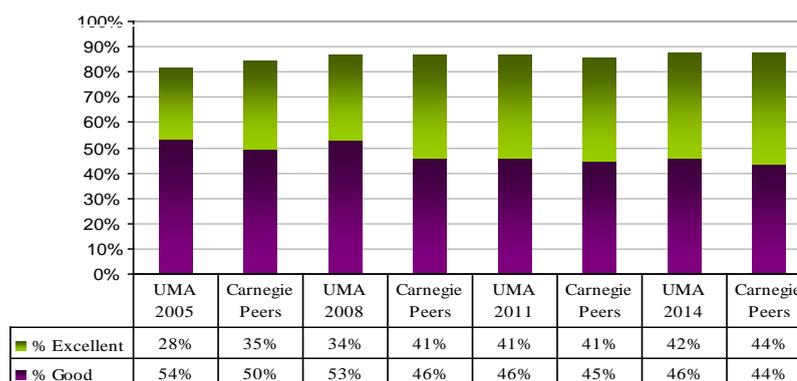
Average GPA of Entering Transfer Students

The transfer GPA continues its upward trajectory. It consistently surpasses the mandated Department of Higher Education minimum of 2.00 for transfer students.

Avg. GPA Entering Transfers	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	3.29	3.27	3.32	3.32	3.33

Student Satisfaction with Educational Experience

Seniors evaluate their UMA educational experience quite positively in the National Survey of Student Engagement (NSSE). In 2014, almost 90% of students rated their experience as good or excellent. These rates were comparable with other Carnegie RUVH schools. The proportion of students who rated the experience as excellent has shown strong gains since 2005, increasing from 28% in 2005 to 42% in 2014. The next administration of NSSE will be in Spring 2017.



Student-Faculty Ratio

The student-faculty ratio has been fairly consistent. Since 2011 the ratio has hovered around 18:1. The 2015 increase was less than half a point. The campus is committed to providing students with small classroom experiences like the first-year seminar and integrative experience for upper division students.

<i>Student-Faculty Ratio</i>	2011	2012	2013	2014	2015
<i>UMA</i>	18:1	18:1	18:1	17:1	18:1

Technology-Enhanced Classrooms

Basic classroom technology:

All 299 classrooms scheduled by the UMA campus registrar, IT, and Isenberg School of Management have projectors and media players available.

Medium classroom technology:

In addition to Basic technology, almost 90% of the classrooms at UMA have a digital projector (or large screen), HDMI & VGA connections for laptop projection, audio connection and room speakers. 126 of these rooms are considered to be Medium Plus or better and also include a blu-ray player, wireless microphone and AV control cabinet.

High classroom technology:

In addition to Medium and Medium Plus technology, nearly two-fifths of all UMA teaching spaces are equipped with technology to record lectures.

<i>Technology-Enhanced Classrooms</i>	<i>AY 2013-2014</i>		<i>AY 2014-2015</i>	
	<i>No of Classrooms</i>	<i>Percent of Total</i>	<i>No of Classrooms</i>	<i>Percent of Total</i>
Basic	288	100%	299	100%
Medium	226	78%	259	87%
High	90	31%	116	39%
Very High	16	6%	16	5%
<i>Total Classrooms Teaching Spaces</i>	288	100%	299	100%

High classroom technology (cont'd):

These rooms include lecture capture (Echo360), 1-2 motion-tracking cameras (for speaker & students), and audience microphones (portable or installed). Twenty-one rooms are considered to be High Plus and also include a point-to-point video conferencing unit and large screen monitors.

Very High classroom technology:

Team-based classrooms include the features of High technology rooms, an instructor podium with document camera, touchscreen AV controls and the following technology at each table of nine students: 3 laptops, 1 large screen, 3 built-in microphones with “talk” button, AV connections for student laptops, and 1 whiteboard camera and microphone. Computer Classrooms contain 20-39 seats with desktop computers (Mac & Windows) and an instructor desktop with projector connection.

Doctoral Degrees Awarded

The number of Research/Scholarship doctorates awarded continues to decline after an unusually high number of degrees awarded in 2012-13. Professional practice doctorates have rebounded from their first decrease since the campus began reporting this award. Research/scholarship doctorates awarded at UMA remains below the peer median in 2014-15, although the number of awards for the peers has softened as well.

<i>UMA Doctoral Degrees Awarded</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Research/Scholarship Doctorates</i>	258	268	295	287	268
<i>Professional Practice Doctorates</i>	24	37	39	19	29
<i>Total Doctoral Degrees Awarded</i>	282	305	334	306	297
<i>Research/Scholarship Doctorates</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>UMA</i>	258	268	295	287	268
<i>Peer Median</i>	359	345	363	354	348
<i>Rank</i>	9	8	9	9	9

Postdoctoral Appointees

UMass Amherst senior faculty mentor recent PhDs with science and engineering degrees. The number of post-doctoral scholars declined in the past few years. This can be explained in part by the 2012 implementation of the campus's first postdoc union contract which resulted in some layoffs, non-reappointments, and, for some PIs, a decrease in the number of new hires. It may be compounded further by reduced federal funding due to the sequester and Budget Control Act of 2011.

<i>Postdoctoral Appointees</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>UMA</i>	215	209	165	166	153
<i>Peer Median</i>	196	177	272	290	308
<i>Rank</i>	6	5	8	9	10

Total Research & Development (R&D) Expenditures

Total R&D spending for the campus in FY 2015 was approximately \$214 million, of which over \$197 million (92%) was in science and engineering (S&E). S&E spending has increased 12% in total dollars since FY 2011, while federal spending has decreased in the last three years. The drop off in federal expenditures may be a consequence of the 2011 Budget Control Act and sequester resulting in a sharp drop in federal dollars in FY2013 and relatively stable funding in subsequent years. UMA was positioned below the Peer Median in FY2014.



<i>Total R&D Expenditures (\$000's)</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
<i>S&E UMA</i>	\$176,545	\$178,207	\$172,217	\$183,210	\$197,183
<i>S&E Peer Median</i>	\$176,545	\$178,207	\$173,464	\$183,210	NA
<i>Rank</i>	6	6	7	6	NA

UMA was at the Peer Median for Total R&D, but below the Peer Median for Federal S&E Expenditures.

<i>Federal R&D Expenditures (\$000's)</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
<i>UMA</i>	\$107,683	\$115,280	\$111,448	\$110,189	\$103,417
<i>S&E UMA</i>	\$101,940	\$106,470	\$103,233	\$102,682	\$97,206
<i>S&E Peer Median</i>	\$112,523	\$110,760	\$114,048	\$111,933	NA
<i>Rank</i>	7	7	7	8	NA

Total R&D Expenditures Rankings

The overall R&D rank for the campus showed slight improvement in FY2014, and has been stable for UMA over the past five years. It continues to rank near the bottom of the peer group.

<i>Total R&D Expenditures Rank</i>	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
<i>Overall Ranking</i>	105	107	104	105	102
<i>Ranking based on Carnegie Peers</i>	9	9	8	9	9

n.b. Ranking based on Carnegie Peers is further standardized by US Publics and Non-Medical Schools.

Total R&D Expenditures per Tenure System Faculty

Total R&D spending per faculty increased by 10% between FY 2011 and FY 2015. Federal dollars per faculty decreased by a similar percentage over the same period.

<i>Total R&D Per Tenure System Faculty</i>	2011	2012	2013	2014	2015
<i>Total</i>	\$180,395	\$190,396	\$183,933	\$189,224	\$197,691
<i>Federal</i>	\$107,147	\$112,688	\$107,472	\$104,148	\$95,579

Patent Applications

In FY 2015, the Technology Transfer Office received a record 75 Invention Disclosures. Thirty-seven new patent applications were filed, approximately one application for every \$5.4 million in research expenditures.

<i>Patent Applications</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	29	26	32	40	37

License Income

In FY 2015, license income was similar to FY 2014.

<i>License Income</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	\$513,500	\$952,738	\$1,200,000	\$753,000	\$711,000

Percent Tenured/Tenure-Track Faculty

The percent of tenured/tenure-track faculty (full-time and part-time) has been decreasing steadily over the past five years. Although both tenure system and non-tenure system faculty numbers have increased, the growth of the non-tenure system faculty exceeds that of the tenure-system group.

<i>Percent Tenured/Tenure-track Faculty</i>	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<i>% Tenured/Tenure-track</i>	76.3%	76.3%	76.1%	74.3%	73.8%
<i>% Non Tenure-track/PT</i>	23.7%	23.7%	23.9%	25.7%	26.2%

New Tenured/Tenure-Track Faculty Hired

The campus has made significant investments in tenure system faculty hires in recent years. There were 56 such hires in AY 2016. The campus remains committed to supporting the strongest faculty possible and increasing the number of tenure-system faculty.

<i>New Tenured/Tenure-Track Faculty Hired</i>	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
	59	55	60	68	56

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty

Over the past several years the new hires have represented around 5-6% of the total T/TT faculty. There has been a corresponding increase of six percent in the number of tenure-system faculty since fall 2011. Year to year increases are relatively small due to faculty retirements and resignations.

<i>New T/TT Faculty as Percent of Total</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total T/TT Faculty</i>	993	1,009	1,026	1,047	1,054
<i>Total New Hires</i>	59	55	60	68	56
<i>Percent of Total</i>	6%	5%	6%	6%	5%

Change in Tenured/Tenure-Track Faculty

Fall 2015 saw a one-year increase of seven tenure-system faculty, and an overall increase of 61 since Fall 2011. Investment in faculty is essential to maintain the campus as a nationally competitive public research university.

<i>Change in T/TT Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	993	1,009	1,026	1,047	1,054

UMass Amherst faculty members are

Change in Faculty FTE

Faculty full-time equivalent (both full and part-time and tenure and non-tenure system) showed a one-year increase of 20 and an overall increase of 126 since 2011. About half of the growth has been accounted for by the tenure system faculty.

<i>Change in Faculty FTE</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	1,300	1,320	1,346	1,406	1,426

Faculty by Race and Gender

The number and percent of both faculty of color and women faculty have been steadily increasing. Numbers have increased by over one-third since Fall 2011. In Fall 2015, faculty of color represented one quarter of instructional faculty, and about half of these individuals were underrepresented minorities. The number of women faculty has increased by 20% in the last five years.

Full-Time Instructional Faculty					
<i>Faculty Of Color</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	222	225	233	251	298
<i>Percent</i>	19.5%	19.8%	20.1%	21.1%	24.8%
<i>Women Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	487	507	527	552	585
<i>Percent</i>	39.9%	41.1%	41.8%	42.6%	44.3%

n.b. Faculty-of-Color based on US Citizens/Permanent Residents reporting Race/Ethnicity according to new IPEDS definitions. Does not include Unknowns and Non Resident Aliens.

Faculty Awards

UMass Amherst faculty members are recipients of many prominent awards in the arts, humanities, science, engineering and health fields. In 2015-16, the campus was tied for third nationally in the number of faculty Fulbrights awarded at Research Universities. Another source, *Academic Analytics*, which defines awards more broadly shows that the number of awards has increased steadily from 239 in FY 2010 to 345 in FY 2014.

<i>Faculty Awards</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
	8	6	8	12	10
<i>Peer Median</i>	13	12	11	11	12
<i>Rank</i>	8	8	9	4	7

National Academy Members

Several UMass faculty members have been elected to some of the most prestigious disciplinary organizations: the National Academy of Science, the National Academy of Engineering, and the Institute of Medicine. These are some of the highest honors academic faculty can receive. This number remained stable in 2014. The campus ranks below its peers on this measure. The absence of a medical school limits the ability of UMA faculty to be elected to the IOM.

<i>National Academy Members</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
	9	9	8	8	7
<i>Peer Median</i>	11	11	12	12	13
<i>Rank</i>	7	7	8	7	8

ACCESS AND AFFORDABILITY

Percent (In-State) Pell Grant Recipients

The proportion of full-time, in-state students receiving Pell Grants is falling gradually and was 27% for Fall 2014. The campus has significantly increased its need-based institutional grant aid to support students from families with the lowest income. This rate is competitive with other flagship campuses.

<i>Percent (In-State) Pell Grant Recipients</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>
	31%	31%	28%	28%	27%

Percent Need Met for In-State Students Awarded Need-Based Aid

The campus remains committed to providing need-based aid for in-state undergraduates as it strives to provide a quality and affordable education. A portion of tuition and fee increases is dedicated to need-based financial aid for qualified students.

<i>Percent Need Met (In-State)</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
	87%	86%	84%	82%	82%

Student Debt Load of Graduating Class

The proportion of the graduating class with debt has hovered around 70%, and the average debt load has increased by almost 19% since 2011.

	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
<i>Average Debt Load</i>	\$26,893	\$27,945	\$28,999	\$30,453	\$31,958
<i>Percent Graduating Class with Debt</i>	69%	71%	70%	72%	70%

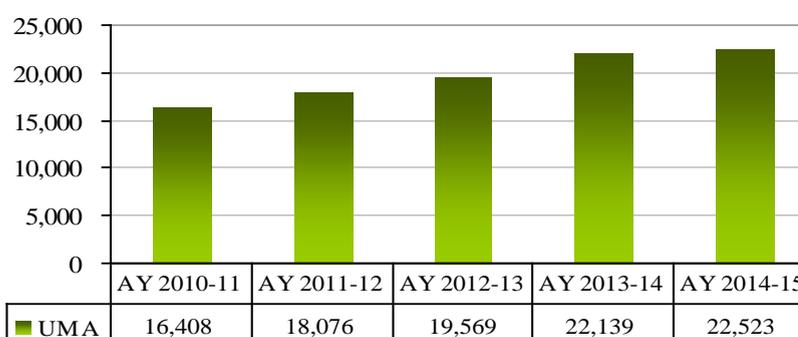
Percent Undergraduates from Massachusetts

The campus is committed to maintaining access to a quality education for residents of the Commonwealth. Over three-fourths of UMass Amherst students enrolled in state-supported programs are residents of the state. The percent has remained relatively stable in the last few years as enrollment of out-of-state and international students has stabilized. The proportion of international students has been on the uprise as the out of state domestic population has declined.

<i>Percent Undergraduates from Massachusetts</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	16,211	16,090	15,999	16,016	16,358
<i>Percent</i>	79%	78%	77%	77%	77%

Online Course Enrollments

The Amherst campus offers five undergraduate, seven graduate degrees, and nine certificate programs that can be completed partially or fully online. The programs range from a certificate in Criminal Justice to a B.S. in Hospitality and Tourism Management, to an MBA, and a Doctorate in Nursing Practice. In addition, a variety of other courses are offered. Online course enrollments grew only slightly in the most recent year, but substantially (37%) since AY 2010-11.



Annual Growth in Online Course Enrollments

There has been considerable growth in online course enrollment on the Amherst campus in recent years. Enrollments have almost doubled since 2007-08. Online programs afford students flexibility in course-taking.

<i>Annual Growth in Online Course Enrollments</i>	<i>AY 2010-11</i>	<i>AY 2011-12</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>
	10%	10%	8%	13%	2%

STUDENT SUCCESS AND SATISFACTION

Percent Undergraduates who are Students of Color

The Amherst campus is committed to enrolling a diverse student body. This is evidenced by the growth in the proportion of undergraduates (including CPE) who are students of color (ALANA). The Fall 2015 student body was the most diverse in recent history, and comprised almost one fourth of the population.

<i>Percent UGs Students of Color</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	3,943	3,960	4,117	4,332	4,740
<i>Percent</i>	20.9%	21.0%	21.9%	22.4%	23.8%

Percent Undergraduates who are First Generation in College

Although most entering students have parents who are college-educated, many UMass Amherst students will be the first in their families to earn the baccalaureate. About one-fourth of entering first-year students are first generation according to data collected from the Common Application.

<i>Percent UGs First Generation in College</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Percent</i>	29%	27%	25%	25%	24%

Percent Undergraduates with English as a Second Language

English is not the first language of about 13% of first-year students entering UMass Amherst. This is another indicator of the diversity of the campus.

<i>Percent UGs ESL</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Percent</i>	10%	10%	12%	11%	13%

Percent Undergraduate Students who are International

The Amherst campus attracts a small number of undergraduate international students, some of whom are studying on the campus as part of an international exchange program. The numbers have more than doubled since Fall 2011 as the campus has increased its recruitment of international students. In contrast, almost one-fourth (1,613) of graduate students are international.

<i>Percent UGs International</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	378	421	537	681	980
<i>Percent</i>	2%	2%	2%	3%	4%

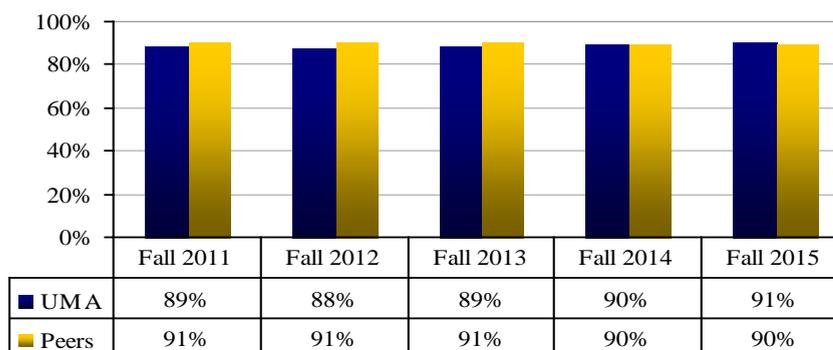
Total Number of Students who Participated in a Study Abroad Program

1,190 UMass students participated in a study abroad experience during the 2014-15 academic year. The campus encourages students to take advantage of these enriching global learning opportunities.

<i>Total Number of Students who participated in Study Abroad</i>	<i>Fall 2010-Summer 11</i>	<i>Fall 2011-Summer 12</i>	<i>Fall 2012-Summer 13</i>	<i>Fall 2013-Summer 14</i>	<i>Fall 2014-Summer 15</i>
	1,143	1,074	1,128	1,194	1,190

Freshmen One-Year Retention Rate

The one-year retention rate for the Amherst campus has been consistently high, and is now above the median of the peers. New strategies are being developed and implemented to improve the first-year experience and hence student retention.



<i>Freshmen One-Year Retention Rate Peer Rank</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	7	7	8	6	5

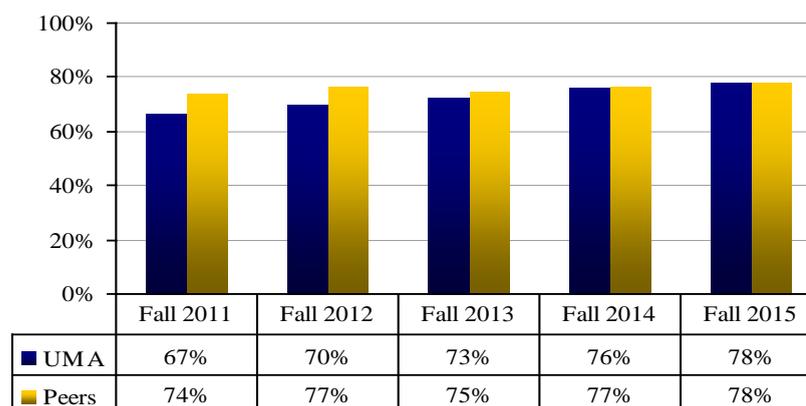
Four-Year Graduation Rates

The four-year graduation rate continues its upward climb. In fact, the 2015 rate is eight percentage points higher than the 2011 rate of 59%. Currently two-thirds of entering first-time first-year students are graduating in four years or less from the Amherst campus.

<i>4-Yr Graduation Rates</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
<i>Cohort Entering Year</i>	<i>(2007)</i>	<i>(2008)</i>	<i>(2009)</i>	<i>(2010)</i>	<i>(2011)</i>
<i>4-Year Graduation Rate</i>	59%	63%	66%	67%	67%

Freshmen Six-Year Graduation Rate

Almost four-fifths of full-time Amherst campus students graduated within six years of entrance, and another 9% completed their degree at another institution. The campus first began tracking graduation rates in Fall 1984. Since that time, UMA's six year graduation rate increased by 14 percentage points from 64% to 78%. The 2015 rate reached the peer median; numbers for more recent cohorts suggest that this rate will remain stable or increase. The campus implemented a predictive analytics advising platform in AY 2014-15 whose goal is to improve student advising, retention and degree completion. Rates are reported for the Fall 2005-Fall 2009 entering cohorts.



<i>Freshmen Six-Year Graduation Rate</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	9	8	6	6	6

Transfers (Full-Time) One-Year Retention Rate

The one-year retention rate for transfers has increased to 88%. This includes a small number of students who graduate in one year. Transfer students represent approximately one-fifth of the entering fall class.

<i>Transfers (Full-time) One-Year Retention Rate</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	86%	86%	86%	85%	88%

Transfers (Upper Division) Four-Year Graduation Rate

Over three quarters of upper division transfers who enroll complete the baccalaureate degree within four years of entry. Many have already earned an Associate's degree. This compares favorably with the freshman six-year graduation rate. Upper Division transfers represent less than half of total transfer students. The rate has been increasing slowly since Fall 2012. Numbers are reported for the Fall 2007-2011 cohorts.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	74%	74%	74%	76%	77%

Student Achievement Measure (SAM Data - Bachelor's Seeking Model)

The Student Achievement Measure tracks entering first-time first-year students by cohort. 95% of the entering cohort was accounted for after four years--70% completed a degree at UMA or another institution, 17% were still enrolled at UMA, and 8% were enrolled at another institution. After 6 years, 87% earned a degree and an additional 4% were still enrolled at UMass or elsewhere.

FIRST-TIME FULL-TIME FRESHMEN						
<i>Number of Students in Cohort: 4,112</i>	<i>GRADUATED</i>					
<i>Outcomes for Student Starting at UMA in Fall 2009 by Summer 2015</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>WITHIN 4 YRS.</i>	<i>WITHIN 5 YRS.</i>	<i>WITHIN 6 YRS.</i>
<i>Bachelor's degree from UMass Amherst</i>	0%	0%	1%	66%	76%	78%
<i>Associate's degree from UMass Amherst</i>	0%	0%	0%	0%	0%	0%
<i>Total Graduated from UMass Amherst</i>	0%	0%	1%	66%	76%	78%
<i>Bachelor's degree from another Institution</i>	0%	0%	0%	4%	7%	9%
<i>Associate degree from another Institution</i>	0%	0%	0%	0%	0%	0%
<i>Total Graduated from another Institution</i>	0%	0%	0%	4%	7%	9%
<i>Enrolled at UMass Amherst</i>	98%	89%	83%	17%	4%	1%
<i>Enrolled at Another 4-yr Institution</i>	0%	6%	9%	6%	4%	2%
<i>Enrolled at Another 2-yr Institution</i>	0%	2%	2%	2%	1%	1%
<i>Total Transferred and Enrolled at another Institution</i>	0%	8%	12%	8%	5%	3%
<i>Current Status Unknown</i>	2%	3%	4%	5%	8%	9%

Alumni Participation Rate

Large graduating classes in recent years have resulted in a larger than normal addition to our alumni participation rate denominator in proportion to young alumni donors. This has the effect of reducing our participation rate. This was coupled with casting a broader net to increase faculty/staff and friend support, (many of whom are not alumni), both of which increased in FY15.

<i>Alumni Participation Rate</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
	11%	11%	10%	10%	8%

SERVICE TO THE COMMONWEALTH

Incoming Class Composition

The split between freshman and transfers in the incoming class has been fairly stable at 81% freshman and 19% transfers. Despite slight fluctuations, the composition is the same this year as it was in Fall 2011.

<i>Incoming Class Composition</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total Incoming Class</i>	5,815	5,628	5,773	5,800	5,770
<i>Entering Freshmen</i>	4,688	4,592	4,621	4,642	4,661
<i>Percent Entering Freshmen</i>	81%	82%	80%	80%	81%
<i>Transfers</i>	1,127	1,036	1,152	1,158	1,109
<i>Percent Transfers</i>	19%	18%	20%	20%	19%

n.b. State-supported only.

Degree Completions

The total number of degrees awarded continues to increase. The largest gains are at the bachelor's and master's levels. There has been greater fluctuation in the number of doctoral degrees, attaining a recent peak in 2012-13, and slowly declining since.

<i>Degree Completions</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Bachelor's degrees</i>	5,036	5,203	5,363	5,674	5,683
<i>Masters degrees</i>	1,361	1,334	1,362	1,409	1,418
<i>Doctoral degrees</i>	282	305	334	306	297
<i>Res./Sch. Doctorates</i>	258	268	295	287	268
<i>Professional Practice</i>	24	37	39	19	29
<i>Total Degrees</i>	6,679	6,842	7,059	7,389	7,398

Percent Alumni Who Live in Massachusetts

Over half of the undergraduate students who earned a degree from UMA, and about two-fifths of the recipients of the master's and doctorate degrees reside in Massachusetts. The overall proportion of MA residents increased to 54% in 2013 and dipped only slightly in 2015.

<i>Percent Alumni Who Live in MA</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Undergraduate</i>	56%	54%	57%	57%	57%
<i>Graduate</i>	41%	39%	41%	42%	41%
<i>All</i>	53%	51%	54%	54%	53%

Enrollment in STEM Programs

There are several initiatives on the Amherst campus to promote the enrollment and graduation of students in science, technology, engineering and mathematics (STEM) fields. A related goal is to increase the enrollment and persistence of underrepresented minorities in STEM. Increases in the number and percent of undergraduates in STEM programs have been realized. (In Fall 2015, the increase is inflated due to the introduction of exploratory tracks in a designated school or college, some of which offer STEM programs.) Presently, 38% of undergraduate and 30% of graduate students are enrolled in such programs.

Undergraduate

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<i>Total</i>	21,265	21,448	21,672	21,864	22,405
<i>STEM</i>	6,588	7,070	7,429	7,775	8,568
<i>Percent STEM</i>	31%	33%	34%	36%	38%

Graduate

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<i>Total</i>	5,770	5,792	5,848	5,808	5,908
<i>STEM</i>	1,677	1,729	1,749	1,702	1,766
<i>Percent STEM</i>	29%	30%	30%	29%	30%

Total Enrollment

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<i>STEM</i>	8,265	8,799	9,178	9,477	10,334
<i>Percent STEM</i>	31%	32%	33%	34%	36%

Degrees and Certificates Awarded in STEM Fields

The upward trend in STEM enrollment has been mirrored in the number of degrees and certificates awarded. Of the (nearly) 5,700 undergraduate degrees and 1,700 graduate degrees awarded, 30% were in STEM fields. The number of students pursuing STEM certificates is relatively small.

Undergraduate Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Degrees</i>	5,036	5,203	5,363	5,674	5,683
<i>STEM</i>	1,162	1,387	1,436	1,631	1,711
<i>Percent STEM</i>	23%	27%	27%	29%	30%

Graduate Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Degrees</i>	1,643	1,639	1,696	1,715	1,715
<i>STEM</i>	380	437	448	487	523
<i>Percent STEM</i>	23%	27%	26%	28%	30%

All Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>STEM</i>	1,542	1,824	1,884	2,118	2,234
<i>Percent STEM</i>	23%	27%	27%	29%	30%

Certificates

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Certificates</i>	234	312	288	307	319
<i>STEM</i>	12	33	47	40	33
<i>Percent STEM</i>	5%	11%	16%	13%	10%

Degrees and Certificates Awarded in Healthcare Fields

The total number of health care degrees awarded has shown a 37% increase since 2010-11. Much of the growth has been at the bachelor's level due to the new Public Health Sciences program that began in Fall 2007. There has been fluctuation, but no sustained increase at the graduate level. UMA started offering certificate programs in Global Health and Nursing Education in Fall 2014.

<i>Health Care Degrees and Certificates</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Bachelor's degrees</i>	290	252	355	420	460
<i>Masters degrees</i>	129	116	159	145	119
<i>Doctoral degrees</i>	31	48	44	22	37
<i>Res./Sch. Doctorates</i>	7	11	5	3	8
<i>Professional Practice</i>	24	37	39	19	29
Total Degrees	450	416	558	587	616
<i>Total Certificates</i>	0	0	0	0	5

FINANCIAL HEALTH

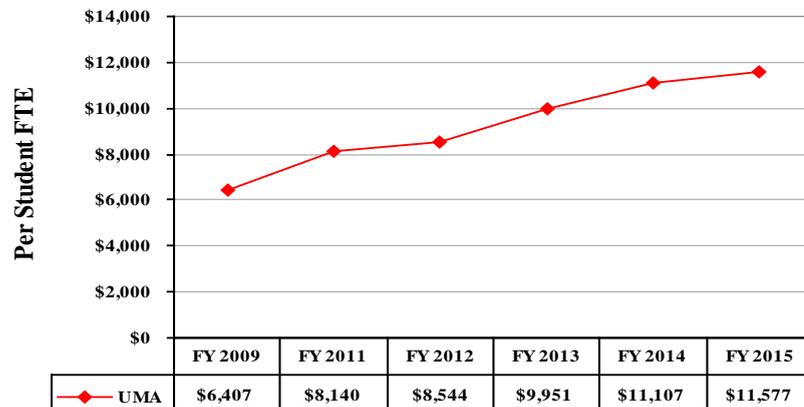
Endowment Assets and Annual Growth in Endowment

The campus endowment is one of the lowest in the country for a public flagship campus. In FY 2015 the endowment decreased slightly over the previous year. The campus is in the midst of a fundraising campaign that has raised over \$360 million and expects to see growth in the endowment from increased gifts.

<i>Endowment Assets and Growth in Endowment</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
<i>Total Endowment</i>	\$210.1M	\$230.6M	\$272.1M	\$307.1M	\$304.0M
<i>Annual Growth</i>	16%	10%	18%	13%	-1%

Endowment per Annualized Student FTE

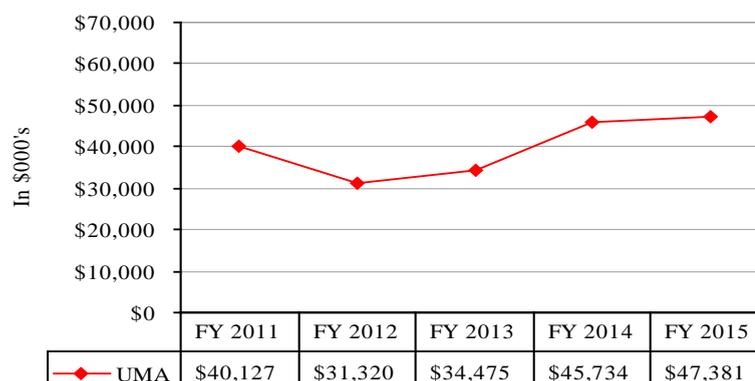
The campus endowment is one of the lowest in the country for a public flagship campus. The campus average per student continues to increase as the market value outpaces student FTE growth.



<i>Endowment per Annualized Student FTE</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
<i>Peers</i>	\$12,309	\$14,226	\$13,548	N/A	N/A

Private Funds Raised Annually

The impact of the “UMass Rising: Campaign for UMass Amherst” is reflected starting in FY2010 punctuated with eight-figure gift commitments in FY2011, and FY2014. Annual fluctuations can be expected through the course of the campaign when such large non-repeating gifts are received. Significant estate commitments are being solicited and received during the campaign period and are not reflected in this report.



Primary Reserve

Primary reserve, or financial cushion, represents an institution's capacity to sustain itself during difficult financial times. Although lower than its peers, the ratio for the Amherst campus still compares favorably. The primary reserve will decline over the next several years as accumulated unrestricted funds designated for capital improvements are spent on these projects and the net asset converts to Net Investment in Plant.

Primary Reserve	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
UMA	24.1%	24.8%	26.7%	27.9%	29.4%
Peers	31.2%	31.2%	29.7%	N/A	N/A

Debt Service to Operations

The debt service ratio for the campus has grown as the campus continues its investment in infrastructure improvements. This ratio will approach 8% over the next five years as the campus invests in new classroom space and science laboratories.

Debt Service to Operations	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
UMA	5.7%	5.5%	6.1%	6.2%	6.4%
Peers	5.8%	6.0%	5.5%	N/A	N/A

Deferred Maintenance per GSF

This ratio tracks the progress the campus anticipates making in reducing its deferred maintenance backlog over the next few years. It is based on currently identified projects in the capital plan with over \$170 million of spending included in the five year projection for infrastructure improvements.

Deferred Maintenance per GSF	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
UMA	\$164	\$162	\$151	\$143	\$133

DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

Average SAT Scores of Freshmen. Average SAT Scores of freshmen are based on the Arithmetic Mean. The 25th & 75th percentiles are based on the sum of the percentiles of the verbal and quantitative SAT scores of all first-year students. Peer data are from IPEDS.

Average GPA of Entering Transfer Students. Cumulative GPA for college-level courses transferred to UMass Amherst according to 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 National Survey of Student Engagement.

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. Categories of classification are campus-specific.

Doctoral Degrees Awarded. Number of Doctorates awarded each academic year, which includes September, February, and May award dates (e.g. AY 2014-15 includes Sept. 2014, February and May 2015). These include both Research/Scholarship and Professional Practice Doctorates. Peer comparison data are based on Research/Scholarship doctorates only.

Postdoctoral Appointees. The number of postdoctoral appointees as reported to NSF.

Total R&D Expenditures. R&D expenditures in all academic fields, from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF. Peer comparison data are based on S&E R&D from NSF.

Federal R&D Expenditures. R&D expenditures in all academic fields from all federal sources, 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 Ranking Among Carnegie Peers, US Publics, Non-Medical Institutions. 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 “Research University/Very High” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables. Ranking computed by campus.

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.

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

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

Percent Tenured/Tenure-Track Faculty. 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 faculty members hired to start their new positions in the academic year.

New Tenured/Tenure-Track Faculty Hired as Percent of Total Tenured/Tenure-Track Faculty. Definition of 'New' Hires per IPEDS Definitions. Number of 'Newly hired' Tenured/Tenure-track faculty divided by Total Tenured/Tenure-track Faculty of an IPEDS reporting cycle.

Change in Tenured/Tenure-Track Faculty. The difference in the number of tenured/tenure-track faculty from one Fall semester to the next. Includes faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. For the 2016 PMS report, the difference will be between the figure for Fall 2015 and Fall 2014.

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. For the 2016 PMS report, the difference will be between the figure for Fall 2015 and Fall 2014. 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 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.

Percent Women Faculty (based on Full-time Instructional 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 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 undergraduate students. Data as reported to the UMass President's Office in the Financial Aid Template.

Average Debt of Students for Graduating Class (UG). The average debt load is based on the total debt borrowed by an Institution's UG graduating class divided by the number of students of that graduating class that carried

any amount of debt. It does not include those students with no debt load. Data is from CDS.

Percent Graduating Class (UG) with Debt. The total number of students in the UG graduating class that carried a debt load at the institution divided by the total number of graduating students in that institution. Data is from CDS.

Percentage Undergraduates from Massachusetts. Percentage of total undergraduate students who currently reside in Massachusetts based on tuition residency and/or permanent address for continuing education students.

Online Course Enrollments (Registrations). Enrollments or 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 only offered via *UMassOnline*.

Annual Growth in Online Course Enrollments (Registrations). Percentage rate of growth in enrollments or 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 are African American/Black, American Indian/Alaska Native, Asian, Hawaiian/Pacific Islander, More than One Race, or Hispanic/Latino divided by total U.S. citizens and permanent residents who report race/ethnicity.

Percent Undergraduates who are First Generation in College. First-generation college students are defined as those students with neither parent having earned a bachelor's degree. Data are reported on the Fall 2015 Common Application form required of all entering first year students who apply to UMass Amherst.

Percent Undergraduates with English as a Second Language. Percentage of undergraduates whose first language was not English. Data are from the 2015 Common Application form.

Percent Undergraduates who are International. Percentage of all undergraduates who are studying at the university on a student visa. International students include all eligible visa types as long as they are enrolled for a credit course; i.e., international students do not include U.S. citizens, U.S. permanent residents or refugees.

Number of Students who Participated in a Study Abroad Program. Data are for the total number of students who

participated in a credit bearing, study abroad program as reported on the Institute of International Education Open Doors survey for Fall 2014 through Summer 2015.

Freshmen One-Year Retention Rate. Percent of first-time, full-time freshmen who entered in the previous Fall and were still enrolled at UMass Amherst as of the next Fall. Peer data as reported to IPEDS.

Freshmen Four-Year Graduation Rate. Percent of first-time, full-time freshmen who entered in a given Fall term and who graduated within four years from UMass Amherst.

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

Transfer (Full-Time) One-Year Retention Rate. Percent of full-time transfer students at any level who entered in the prior Fall and were still enrolled at UMass Amherst or graduated as of the next Fall.

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

Student Achievement Measure (SAM Data – Bachelor’s Seeking Module). Report on first-time, full-time freshmen cohort based on data sent to National Student Clearinghouse and reported to the Student Achievement Measure project.

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. The percentage of alumni giving serves as a proxy for how satisfied students are with the school. Data as reported to US News and World Report.

SERVICE TO THE COMMONWEALTH INDICATORS

Percent of Incoming Class that are Transfers/Freshmen. The percent of an incoming degree-seeking undergraduate class that is entering freshmen vs. transfers.

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 Remain in Massachusetts.

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

Enrollment in Science, Technology, Engineering, and Mathematics (STEM) Programs. Unduplicated count of students enrolled in 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.

Health Care 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. Annual growth in total UMass Amherst endowment balance.

Endowment per Annualized Student FTE. Total UMass Amherst endowments per annualized FTE student, where FTE of peer institutions is standardized to UMass formula.

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. Peer data are from published financial statements.

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

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 (ROPA sm) and shown per square foot of space.

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**

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

HEADLINES FROM THE 2016 ANNUAL INDICATORS

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 five entering classes, rising to 3.23 in Fall 2015. Sixty-seven percent of incoming freshmen had a GPA of 3.00 or greater. The mean SAT score of incoming freshmen was 1061. New enrollments of first-time freshmen grew to 1,680 in Fall 2015, a 30% increase since Fall 2011.

UMass Boston continued to increase enrollment of its newly established Honors College, with 535 students enrolled this year. One of the principal objectives of the Honors College curriculum is to give students an understanding of themselves as global citizens. Additionally, six of our students and faculty received Fulbright awards; plus twenty-five undergraduate research fellowships and eight graduate fellowships were awarded. One graduate student received a grant from the National Geographic Society for work on caterpillar-fungus research. Academic Analytics shows 48 academic awards to 38 faculty members for the most recent year for which data is available (2014). *Alton Braun Distinguished Chair and Professor* Jill Macoska was named one of the *2015 Women to Watch in Science and Technology* by the Boston Business Journal.

Strengthen Research and Development

UMass Boston continues to advance as an increasingly sophisticated research university. Between FY 2011 and FY 2015, UMass Boston's Total R&D expenditures reported to NSF increased from \$57.0 million to \$62.4 million. In terms of R&D expenditure per tenure stream faculty, this figure has dropped to nearly \$120,000 per tenured/tenure-track faculty member due to an increase in faculty.

This year, UMass Boston professor of psychology, Alice Carter, received a \$3.9 million grant from the National Institute of Mental Health to fund ongoing research on early identification and treatment of autism spectrum disorders. In addition, researchers at UMass Boston and George Washington University will collaborate on a research study designed to use social media to help some 450 students on both campuses lose weight. The study *Translation of Social Media Obesity Treatment into Two College Campus Communities* is funded by the National Institute of Diabetes and Digestive and Kidney Diseases (NIH).

Led by Professor Maria Ivanova, the Center for Governance and Sustainability has joined a larger team of collaborators from the Horn of Africa Regional Environment Centre & Network (HoA-REN), EcoAgriculture Partners, and the Landscapes for People, Food and Nature network and

submitted a winning proposal to the Global Resilience Partnership Challenge. A joint endeavor of the Rockefeller Foundation, United States Agency for International Development (USAID), and the Swedish International Development Agency (SIDA), the Global Resilience Partnership is a multi-phase design challenge for innovative solutions and systemic approaches to climate and population change in the Horn of Africa, the Sahel, and South and Southeast Asia.

Renew Faculty

In AY 2014-15 UMass Boston was successful in recruiting 36 tenured or tenure-track faculty, while increasing the proportion of full-time instructional faculty that are persons of color at 26%, and are female at 51%.

Tenure stream faculty increased six percent from Fall 2014 to Fall 2015, a continuation of a steady increase over the previous four years. This is a critical factor in ensuring the continued success of our increasing number of 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 (84%) of our state-supported 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 number of international students attending as undergraduates has more than tripled between Fall 2011 and Fall 2015 and it is anticipated to increase further over the next five years. In addition, the number of students participating in study abroad programs has increased over the past five years, with 208 participating this year.

The social and economic diversity of our students is illustrated by our Pell grant figures. Forty-eight percent of our full-time undergraduate students from Massachusetts receive Pell grants, which are federal funds targeted toward students in greatest financial need.

UMass Boston's College of Advancing and Professional Studies continues to see large numbers of online course registrations, with over 14,000, marking the fourth consecutive fiscal year with more than 13,000 course registrations. Over the past five years, the rate of growth in registrations has remained strong as UMass Boston continues to add new online programs.

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 5,500 undergraduates of color, UMass Boston has the most diverse undergraduate student population of any four-year research university in New England schools. In Fall 2015, 55% 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 substantial increases in enrollment.

Freshmen one-year retention rates have remained comparable to our peers over the past five years, reaching 78% for those students who entered in Fall 2014. The retention rate of entering transfer students has been steady at 80% for those entering in Fall 2014.

The six-year graduation rate for the Fall 2009 cohort was 42%. While slightly lower than the record high of 44% set two years ago, this remains one of the highest sustained six-year graduation rates for UMass Boston in the past 20 years. The six-year graduation rate for the Fall 1992 freshmen cohort was 27%

The Fall 2009 cohort precedes many of the initiatives focused on student success: Start on Track/Stay on Track, the Honors program (now the Honors College), the CSM Freshmen Success program, the CLA First! program, the CM LEAD program, the Student Support Services program, MAP-Works, and Success Boston (for Boston Public School students). All of these programs have contributed to increasing retention rates and student success over the past four years.

SERVICE TO THE COMMONWEALTH

Over 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. In addition to research which addresses policy needs, the campus is heavily engaged in a wide range of outreach activities, including our partnerships with the Boston Public Schools, the Dana Farber Harvard Cancer Consortium, and Children's Hospital. We are recognized by the Carnegie Foundation, the Association of Public Land-grant Universities, and the American Association of State Colleges and Universities for our outreach and partnerships and for curricular community engagement.

Among the many examples of UMass Boston's outreach and partnerships are projects to improve the lives of Bostonians. During this academic year, UMass Boston joined Mayor Martin J. Walsh, Boston Public Schools, and the Gavin Foundation in

a new partnership for a pilot program called Too Good for Drugs, a new school-based prevention program designed to reduce the use of alcohol, tobacco, and illegal drugs. This year saw the launch of the School for the Environment's new graduate program in Urban Planning and Community Development. Mayor Walsh enlisted eight students in our Honors College to help him create a plan to revitalize Dorchester's Strand Theater. The university also hosted the fourth annual Community-Engaged Partnerships Symposium, an event highlighting the efforts and achievements of UMass Boston faculty and staff and offering professional development workshops.

Enrollments continue to grow steadily in Science, Technology, Engineering, and Mathematics (STEM) as overall enrollments also rise, with over 3,600 students in these disciplines in Fall 2015. This is an increase of 22% from Fall 2011 to Fall 2015. The number of STEM degrees and certificates awarded has increased 70% from AY 2010-11 to AY 2014-15. The Integrated Sciences Complex has further strengthened this focus of the university. The building opened for classes and research in Spring 2015.

FINANCIAL HEALTH

Endowment assets totaled \$78.7 million in FY 2015. Endowment per annualized student FTE grew from \$3,981 in FY 2011 to \$5,935 in FY 2015, an increase of 49%, in spite of the significant increase in enrollment over the time period. Total private funds raised increased from FY 2011 (\$11.6 million) to FY 2015 (\$12.4 million).

UMass Boston's financial performance remains positive, reflecting the impact of rising enrollment and related fee revenue, increased research activity, and prudent management of its resources. UMass Boston continued to exhibit positive operating results in FY 2015, recording a primary reserve (19.1%) significantly greater than that of our peers (4.6%). There was a relatively low debt service ratio of 5.3% (our peers were 5.2%). The debt service ratio has remained in a relatively tight range over the last five fiscal years. Borrowing has increased slowly and interest rates have remained low. With the Master Plan being implemented, debt is planned to rise over the next few years.

In keeping with the 25-Year Master Plan, the campus is undergoing exciting physical changes. Construction on University Hall was completed. The roadway and utilities replacement/enhancement project proceeds. Major traffic pattern changes occurred this past year to accommodate work on this utility corridor, which will support future buildings and provide reliable and redundant utility services to the campus. The future two-way roadway network will also incorporate bike lanes, tree lawns, and sidewalks throughout the campus. The Edward M. Kennedy Institute for the United States Senate opened in March, with many dignitaries in attendance.

- Percent Alumni who Live in Massachusetts 75%
- Enrollment in STEM Programs 3,676 (22%)
 - Undergraduate* 3,288 (25%)
 - Graduate* 388 (10%)
- Degrees Awarded in STEM Fields 462 (13%)
 - Undergraduate* 361 (14%)
 - Graduate* 101 (9%)
- Degrees Awarded in Healthcare Fields 694
 - Undergraduate* 553
 - Graduate* 141
- MTEL Science and Math Test-Takers 218

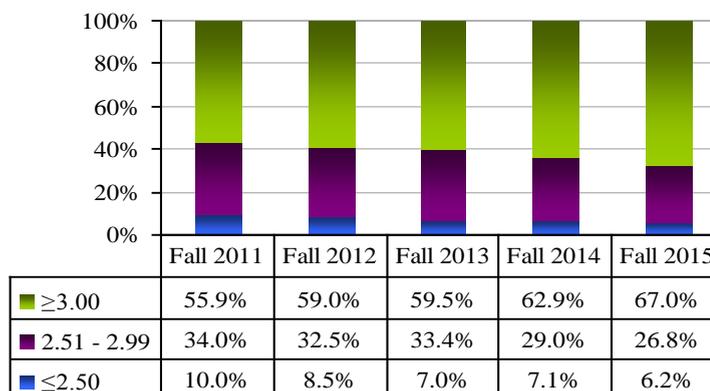
FINANCIAL HEALTH

- Total Endowment \$78.7M
- Annual Growth in Endowment 0%
- Total Endowment per Annualized Student FTE \$5,935
- Private Funds Raised Annually \$12.4M
- Primary Reserve 19.1%
- Debt Service to Operations 5.3%
- Deferred Maintenance per GSF \$172.50

ACADEMIC QUALITY

High School GPA of Freshmen

Despite substantial growth in enrollment of first-time freshmen over the past five years, selectivity of admitted students has not been sacrificed, with two-thirds having a high school GPA of 3.0 or higher. Admissions selection weighs GPA scores more than SAT scores, as high school GPA tends to be a better predictor of student success.



Average HS GPA	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	3.09	3.15	3.16	3.19	3.23

Average SAT Scores of Freshmen

The average SAT scores of entering freshmen have remained stable since the 2006 changes in the SAT exams. As noted above, the number of entering freshmen has steadily increased. A majority of students at four of our peer institutions primarily submit ACT scores. Therefore, an ACT-SAT conversion was used to calculate peer average.

Average SAT Scores of Freshmen	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
75th Percentile	1120	1160	1130	1130	1140
25th Percentile	950	980	970	960	970
Average	1043	1072	1058	1057	1061

Average SAT Scores of Freshmen (Peers)	Peers Fall 2015
75th Percentile	1217
25th Percentile	1003
Average	1110

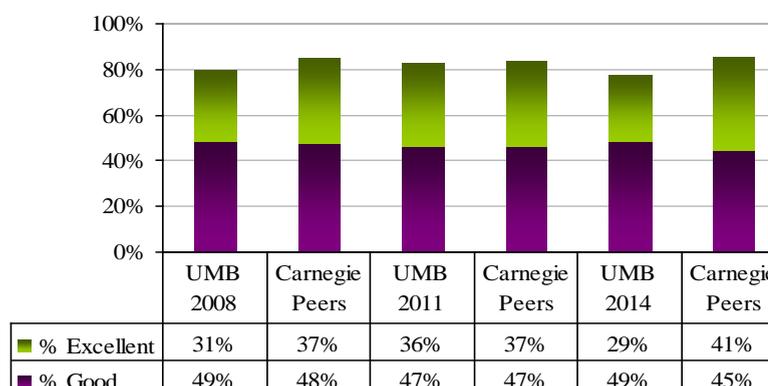
Average GPA of Entering Transfer Students

About half of all new students entering in the fall are transfer students. The average GPA of these students has remained steady over the last five years. There are no comparable peer data for this indicator.

Avg. GPA Entering Transfers	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	3.13	3.11	3.11	3.12	3.13

Student Satisfaction with Educational Experience

Seventy-eight percent of seniors responding to the National Survey of Student Engagement (NSSE) in 2014 rated their overall experience at UMass Boston as "good" or "excellent." NSSE response rates were low, which limits the generalizability of the results.



Student-Faculty Ratio

The student-to-faculty ratio has remained at 15 or 16 for the past five years. The growing enrollment has been accompanied by a commitment to hiring faculty, which explains the relatively constant student-faculty ratio.

<i>Student-Faculty Ratio</i>	2011	2012	2013	2014	2015
	16:1	15:1	15:1	16:1	16:1

Technology-Enhanced Classrooms

Standard Classroom Technology:

Equipped with a standard set of technologies such as an overhead projector, VHS & DVD player, and a network connection, all controlled via a Crestron Audio Visual panel.

Advanced Classroom Technology:

These rooms, including large lecture halls, have a document camera, a smart interactive display, wireless microphone, and a Dell Desktop installed. Some of the large lecture halls are also equipped with the echo360 classroom capture appliance to record instructor led teaching. The interactive display allows the instructor to annotate on the screen and capture the image to be shared with the students.

<i>UMB Technology-Enhanced Classrooms</i>	AY 2013-2014		AY 2014-2015	
	<i>No. of Classrooms</i>	<i>Percent of Total</i>	<i>No. of Classrooms</i>	<i>Percent of Total</i>
Standard Classroom Technology	84	69%	97	53%
Advanced Classroom Technology	29	24%	63	35%
Special Space Technology	9	7%	22	12%
Total Classrooms/Teaching Spaces	122	100%	182	100%

Special Space Technology:

Small classrooms, conference rooms, and other similar teaching areas are equipped with technologies that convert a passive learning space into one which is dynamic and engaging, including 55" LCD monitors with audio and laptop connectivity.

Number of Students Enrolled in For-Credit Internships/Co-ops

The number of undergraduate and graduate students participating in for-credit internships, co-ops, or practicum student teaching has been well above 5,000 students for the past five academic years.

<i>For-Credit Internships/Co-ops</i>	2011-12	2012-13	2013-14	2014-15	2015-16
	5,889	6,115	5,372	6,069	5,591

Doctoral Degrees Awarded

UMass Boston has awarded an average of 51 doctoral degrees annually over the past five years. Professional practice doctorates has maintained a steady increase during this period.

<i>UMB Doctoral Degrees Awarded</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Research/Scholarship Doctorates</i>	42	40	31	61	43
<i>Professional Practice Doctorates</i>	2	5	6	10	13
Total Doctoral Degrees Awarded	44	45	37	71	56

<i>Research/Scholarship Doctorates</i>	2010-2011	2011-2012	2012-13	2013-14	2014-15
<i>UMB</i>	42	40	31	61	43
<i>Peer Average</i>	124	130	130	129	130

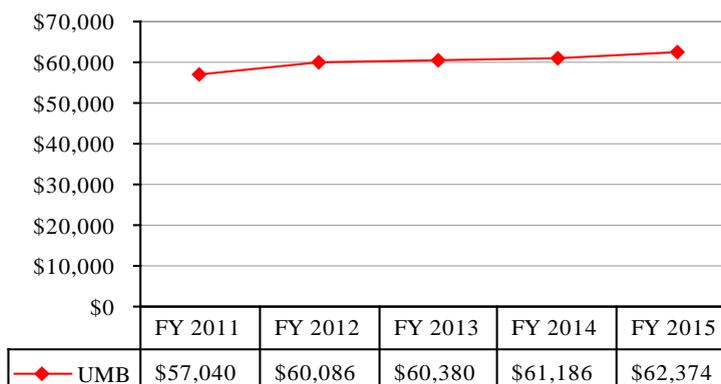
Postdoctoral Appointees

UMass Boston continues to invest in postdoctoral appointees to support growing research and development programs.

<i>Postdoctoral Appointees</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
	9	15	13	16	11

Total Research and Development (R&D) Expenditures

Between FY 2011 and FY 2015, UMass Boston's R&D Expenditures reported to NSF increased 9% to more than \$62 million.



Total R&D Expenditures Rankings

UMass Boston's total R&D Expenditures overall ranking and the ranking among Carnegie Peers has improved over the previous fiscal year.

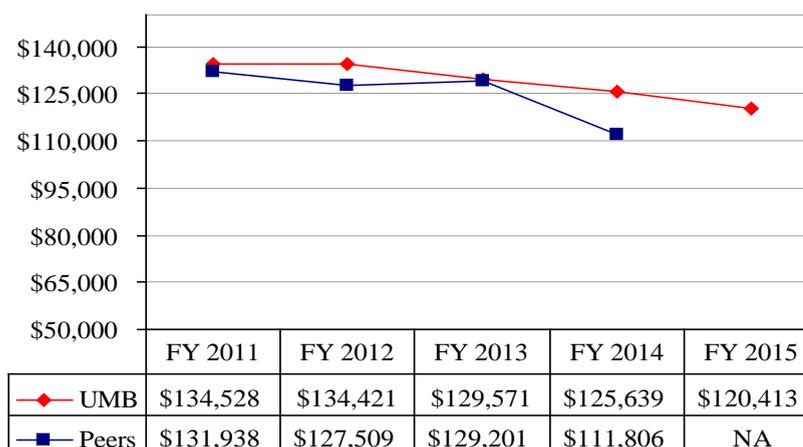
<i>Total R&D Expenditures Rankings</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>
<i>Overall Ranking</i>	183	191	185	183	177
<i>Ranking based on Carnegie Peers</i>	30	34	31	30	22

n.b. Ranking based on Carnegie Peers is further standardized by US Publics and Non-Medical Schools.

Total R&D Expenditures per Tenured System Faculty

The strategic plan implementation continues to support increased R&D. R&D Expenditures per UMass Boston tenured/tenure-track faculty decreased 10.5% since FY 2011. As called for in the strategic plan, the number of tenured and tenure-track faculty has been growing.

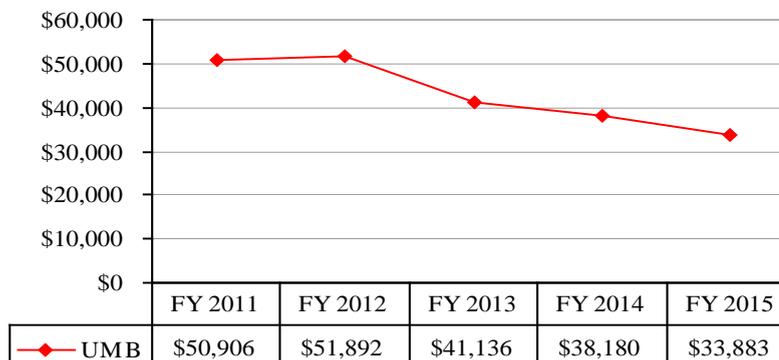
Peer institutions with medical schools were excluded in calculating the peer average (University of Illinois at Chicago, University of Nevada at Reno, and the University of Louisville).



Sponsored Instruction & Outreach per Faculty

Total Sponsored Instruction & Outreach Dollars per faculty member decreased 33% between FY 2011 and FY 2015.

In keeping with our strategic plan, the number of our tenured and tenure-track faculty has been growing in recent years.



Patent Applications

With the opening of the Integrated Sciences Center in 2015, we have seen growth in translational research that is of interest to industry and in activities that enable licensing of inventions that come from translational research. In FY15, we have seen an increase in numbers of invention disclosures and patent applications.

<i>Patent Applications</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	1	1	1	4	6

License Income

Licenses and licensing income are related to the number of invention disclosures. Therefore, we expect an increase in licensing revenue coming from inventions in some of our science departments, namely physics, engineering and chemistry.

<i>License Income</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	\$2,445	\$2,474	\$2,797	\$1,464	\$1,091

Percent Tenured/Tenure-Track Faculty

Full-time instructional faculty who are tenured/tenure-track have remained above 70% for the past five years.

Percent Tenured/Tenure-track Faculty	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>% Tenured/Tenure-track</i>	77%	75%	76%	74%	72%
<i>% Non Tenure-track/PT</i>	23%	25%	24%	26%	28%

New Tenured/Tenure-Track Faculty Hired

In keeping with strategic planning goals, UMass Boston was successful in recruiting 36 tenured or tenure-track faculty in AY 2015-16.

<i>New Tenured/Tenure-Track Faculty Hired</i>	<i>AY 2011-12</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>	<i>AY 2015-16</i>
	27	41	44	39	36

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenure-Track Faculty

UMass Boston has continued its efforts to increase the percentage of tenured/tenure-track faculty.

<i>New T/TT Faculty as Percent of Total</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total T/TT Faculty</i>	424	447	466	487	518
<i>Total New Hires</i>	27	41	44	39	36
<i>Percent of Total</i>	6%	9%	9%	8%	7%

Change in Tenured/Tenure-Track Faculty

New and replacement faculty hiring and the retention of faculty resulted in a 6% increase in tenure-stream faculty from Fall 2014 to Fall 2015.

<i>Change in T/TT Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>1-year Change</i>
	424	447	466	487	518	6%

Change in Faculty FTE

As enrollment continues to increase, the faculty FTE also increases.

<i>Change in Faculty FTE</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>1-year Change</i>
	727	789	791	840	910	8%

Faculty by Race and Gender

The percent faculty of color has remained constant, with a slight increase between Fall 2014 and Fall 2015. This percentage is of U.S. faculty of known race. The female faculty percentage increased slightly between Fall 2014 and Fall 2015.

<i>Full-Time Instructional Faculty</i>					
<i>Faculty Of Color</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	118	122	121	132	151
<i>Percent</i>	23%	23%	24%	25%	26%

<i>Women Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	275	287	294	323	359
<i>Percent</i>	50%	49%	49%	50%	51%

n.b. Faculty-of-Color based on US Citizens/Permanent Residents reporting Race/Ethnicity according to new IPEDS definitions. Does not include Unknowns and Non Resident Aliens.

Faculty Awards

"The Top American Research Universities" shows four faculty awards for UMass Boston in the most recent publication which reflects 2013 data. Academic Analytics shows 32 awards awarded to 21 faculty members during the same period.

<i>Faculty Awards</i>	2010	2011	2012	2013	2014
	0	0	0	4	NA

National Academy Members

2013 is the most recent year for which data are available through the Center for Measuring University Performance.

<i>National Academy Members</i>	2010	2011	2012	2013	2014
	1	1	1	1	NA

ACCESS AND AFFORDABILITY

Percent In-State Pell Grant Recipients

Nearly half (48%) of our in-state undergraduate applicants for financial aid are eligible for Pell Grants. Pell Grants are available only to those students with the lowest family incomes. The number of Pell-eligible students is an indicator of socioeconomic diversity of the student population.

<i>Percent (In-State) Pell Grant Recipients</i>	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	41%	44%	44%	45%	48%

Percent Need Met for In-State Students Awarded Need-Based Aid

The university has a goal of meeting 90% of the demonstrated financial need of all financial aid applicants using federal, state, institutional, and private funds.

<i>Percent Need Met for (In-State) Need-Based Aid</i>	2010-11	2011-12	2012-13	2013-14	2014-15
	93%	90%	89%	89%	90%

Student Debt Load of Graduating Class

The average debt load of graduating students has increased over the past five years. The percent of the class graduating with debt has remained around 70%.

	2011	2012	2013	2014	2015
<i>Average Debt Load</i>	\$24,203	\$25,499	\$26,078	\$27,229	\$28,368
<i>Percent Graduating Class with Debt</i>	68%	74%	68%	73%	66%

Percent Undergraduate Students from Massachusetts

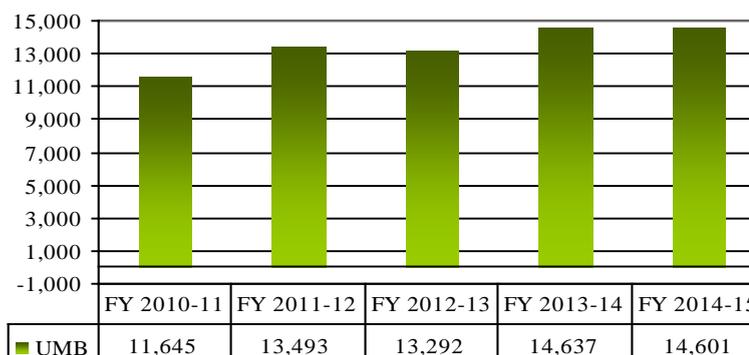
UMass Boston primarily serves undergraduate students from Massachusetts. We also attract international and out-of-state students. The percentage of students with in-state tuition residency has been declining in keeping with strategic planning goals of increasing the geographic diversity of our students.

<i>Percent Undergraduates from Massachusetts</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	10,556	10,610	10,639	10,736	10,866
<i>Percent</i>	89%	88%	86%	85%	84%

Online Course Registrations

Annual online course registrations experienced rapid growth from FY 2010 to FY 2014, an increase of 57%, but has remained steady over the past year.

Fiscal Year (FY) course registrations credit courses include Summer, Fall, Winter, and Spring semesters.



Annual Growth in Online Course Registrations

Rates of growth in online registrations have varied from year to year.

<i>Annual Growth in Online Course Enrollments</i>	<i>FY 2010-11</i>	<i>FY 2011-12</i>	<i>FY 2012-13</i>	<i>FY 2013-14</i>	<i>FY 2014-15</i>
	25%	16%	-1%	10%	0%

STUDENT SUCCESS AND SATISFACTION

Percent Undergraduate Students of Color

Based on undergraduates who are Cape Verdean, African-American/Black, Hispanic/Latino, Asian, Native American, and/or two or more races divided by total undergraduate U.S. citizens and permanent residents who report race, UMass Boston continues to be the most diverse four-year university in New England in terms of undergraduate students, with over 5,500 undergraduate students of color.

<i>Percent UG Students of Color</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	4,733	4,873	5,069	5,256	5,592
<i>Percent</i>	47%	48%	50%	52%	55%

Percent First Time, Full Time Undergraduates who are First-Generation College Students

Question: <i>Did either of your parents receive a bachelor's degree?</i>	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
NSSE: % reporting neither of their parents had received a bachelor's degree.	57%	NA	NA	57%	53%
CIRP/BCSSE*: % reporting neither of their parents had received a bachelor's degree.	56%	49%*	NA	NA	NA
Freshmen Orientation Survey**: % reporting neither of their parents had received a bachelor's degree.	NA	NA	56%	56%	61%

*In Fall 2012, the BCSSE survey was not administered to many Directions for Student Potential (DSP) incoming freshmen.

This group has a very high proportion of students who are first-generation college students.

**In years when BCSSE survey is not administered, a brief survey is administered at freshman orientation that includes questions about parent education.

Percent Undergraduates who Speak English as a Second Language

UMass Boston enrolls significant numbers of students for whom English is a second language. This is another dimension of the diversity of our students.	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<i>Do you usually speak a language other than English at home or with family?</i> NSSE : Combined Freshmen and Seniors	43%	NA	NA	NA	NA
<i>Do you usually speak a language other than English at home or with family?</i> Freshmen Orientation Survey: % of incoming freshmen responding 'Yes.'	NA	NA	52%	53%	49%

Percent International Undergraduates

The number of international students attending as undergraduates has increased by over 230% since 2010. This number will continue to increase as UMass Boston pursues its strategic goal of global engagement.

<i>Percent UGs International</i>	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<i>Number</i>	678	950	1,180	1,441	1,565
<i>Percent</i>	5.7%	7.8%	9.5%	11.3%	12.0%

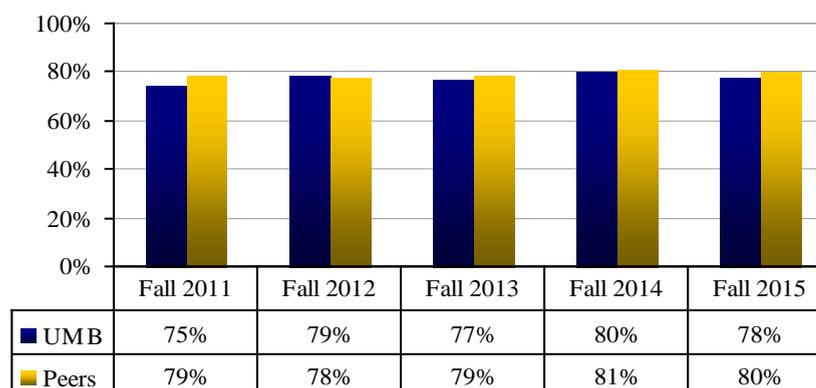
Total Students who Participate in a Study Abroad Program

Study abroad figures are reported to the Institute of International Education's Annual Survey. The overall number of students taking advantage of study abroad programs has increased 51% since academic year 2010. Increasing the number of students who study abroad is another goal of the strategic plan.

<i>Total Number of Students who participated in Study Abroad</i>	Fall 2010-Summer 11	Fall 2011-Summer 12	Fall 2012-Summer 13	Fall 2013-Summer 14	Fall 2014-Summer 15
	138	203	231	208	208

Freshmen One-Year Retention Rate

The drop in the Fall 2015 one-year retention rate was consistent with the drop in retention rates among peers. Peer averages are based on median. All peer institutions have on campus housing.



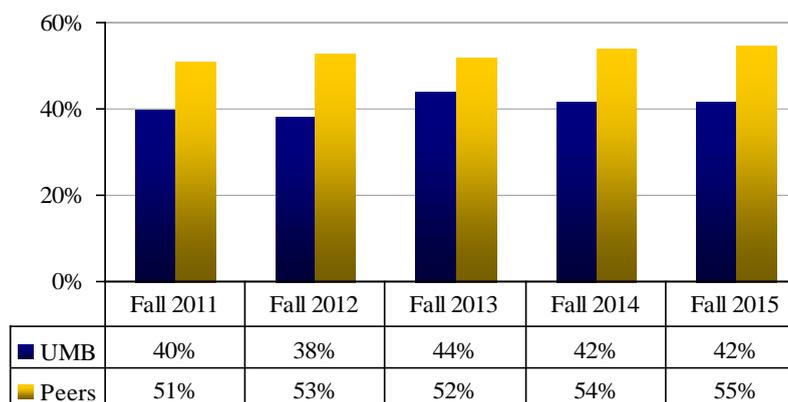
Four -Year Graduation Rates

Four-year graduation rates have risen from 13% for the Fall 2006 cohort. Ongoing efforts to improve retention will also positively impact graduation rates over time. Increasing graduation rates is a major focus of the strategic plan.

<i>4-Yr. Graduation Rates</i>	2011	2012	2013	2014	2015
<i>Cohort Entering Year</i>	(2007)	(2008)	(2009)	(2010)	(2011)
4-Year Graduation Rate	15%	16%	15%	18%	17%

Freshmen Six-Year Graduation Rate

The six year graduation rate reported for freshmen entering in fall 2009 was 42%. Peer averages are based on median. The Fall 2009 cohort precedes many of the initiatives focused on student success: Start on Track/Stay on Track, the Honors program (now the Honors College), the CSM Freshmen Success program, the CLA First! program, the CM LEAD program, the Student Support Services program, MAP-Works, and Success Boston (for Boston Public School students). All of these programs have contributed to increasing retention rates and student success over the past four years. Graduation rates reflect cohort histories and not the future.



Transfer (Full-Time) One-Year Retention Rate

The one-year retention rate of all entering full-time transfer students was 80% for the cohort entering in Fall 2014.

<i>Transfers (Full-time) One-Year Retention Rate</i>	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	78%	80%	81%	82%	80%

Transfer (Upper Division) Four-Year Graduation Rate

The four-year transfer graduation rate was 71% for those who entered in Fall 2011 and graduated by Fall 2015.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	66%	70%	71%	64%	71%

Student Achievement Measure (SAM Data - Bachelor's Seeking Model)

FIRST-TIME FULL-TIME FRESHMEN						
<i>Number of Students in Cohort: 932</i>	<i>GRADUATED</i>					
<i>Outcomes for Student Starting at UMB in Fall 2009 by Summer 2015</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>WITHIN 4 YRS.</i>	<i>WITHIN 5 YRS.</i>	<i>WITHIN 6 YRS.</i>
<i>Bachelor's degree from UMass Boston</i>	0%	0%	1%	16%	36%	42%
<i>Associate degree from UMass Boston</i>	NA	NA	NA	NA	NA	NA
<i>Total Graduated from UMass Boston</i>	0%	0%	1%	16%	36%	42%
<i>Bachelor's degree from another Institution</i>	0%	0%	0%	3%	8%	11%
<i>Associate degree from another Institution</i>	0%	0%	1%	2%	2%	4%
<i>Total Graduated from another Institution</i>	0%	0%	1%	5%	10%	15%
<i>Enrolled at UMass Boston</i>	95%	74%	59%	38%	15%	7%
<i>Enrolled at another 4-yr Institution</i>	0%	8%	11%	12%	9%	7%
<i>Enrolled at another 2-yr Institution</i>	0%	5%	10%	8%	6%	6%
<i>Total Transferred and Enrolled at another</i>	0%	13%	21%	20%	15%	13%
<i>Current Status Unknown</i>	5%	13%	18%	21%	24%	23%

The Student Achievement Measure tracks students throughout their college careers. After six years, 57% of first-time first-year students graduated from UMB or another institution, 7% were still enrolled at UMB, and 13% were enrolled at another institution. This means that 77% of the entering cohort either earned a degree or were still actively seeking one. The percentage of UMB students (15%) that graduate from other institutions exceeds the average among peers (11%).

Alumni Participation Rate

The university has a five-year target of achieving an 8% alumni participation rate by FY 2019.

<i>Alumni Participation Rate</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
	3.9%	5.3%	5.0%	4.8%	5.4%

SERVICE TO THE COMMONWEALTH

Incoming Class Composition

The percentage of incoming undergraduates has increased 10% in the past five years. In Fall 2011, a majority of the new incoming undergraduates were transfer students (58%). UMass Boston increased the percentage of incoming freshmen. Since Fall 2011, the total of incoming freshmen has increased by 30% to 1,680 in Fall 2015.

<i>Incoming Class Composition</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total Incoming Class</i>	3,084	3,095	3,123	3,219	3,383
<i>Entering Freshmen</i>	1,297	1,267	1,413	1,542	1,680
<i>Percent Entering Freshmen</i>	42%	41%	45%	48%	50%
<i>Transfers</i>	1,787	1,828	1,719	1,677	1,703
<i>Percent Transfers</i>	58%	59%	55%	52%	50%

Degree Completions

The number of degrees awarded has increased 13% in the past five years. The greatest increase was in the bachelor's degrees awarded (26% increase).

<i>Degree Completions</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Bachelor's degrees</i>	1,941	2,109	2,275	2,366	2,442
<i>Masters degrees</i>	1,144	988	1,017	923	1,042
<i>Doctoral degrees</i>	44	45	37	71	56
<i>Res./Sch. Doctorates</i>	44	40	31	61	43
<i>Professional Practice Doctorates</i>	0	5	6	10	13
<i>Total Degrees</i>	3,129	3,142	3,329	3,360	3,540

Percent Alumni Who Live in Massachusetts

Three quarters of the alumni of UMass Boston stay, work, and pay taxes in Massachusetts.

<i>Percent Alumni Who Live in MA</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Undergraduate</i>	79%	76%	76%	76%	76%
<i>Graduate</i>	73%	71%	71%	70%	71%
<i>All</i>	75%	75%	75%	75%	75%

Enrollment in STEM Programs

UMass Boston's Science, Technology, Engineering and Mathematics (STEM) undergraduate programs are located within the College of Science and Mathematics (CSM), College of Management (CM), and the School for the Environment (SFE).

Enrollments continue to increase steadily in STEM programs as overall enrollments also rise. The number of total STEM students (undergraduate and graduate) has increased 51% from Fall 2011 to Fall 2015.

Undergraduate

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total UG Degree-seeking</i>	10,941	11,386	11,721	12,048	12,949
<i>STEM</i>	2,188	2,489	2,821	3,055	3,288
<i>Percent STEM</i>	20%	22%	24%	25%	25%

Graduate

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total Degree-seeking</i>	3,325	3,225	3,397	3,445	4,081
<i>STEM</i>	243	241	298	347	388
<i>Percent STEM</i>	7%	7%	9%	10%	10%

Total Enrollment

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>STEM</i>	2,431	2,730	3,119	3,402	3,676
<i>Percent STEM</i>	17%	19%	21%	22%	22%

Degrees and Certificates Awarded in STEM Fields

The number of STEM degrees awarded (undergraduate and graduate) has increased substantially over the past five years.

Further increases are anticipated, aligned with growth in enrollment of STEM students.

Undergraduate

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Degrees</i>	2,028	2,197	2,390	2,481	2,558
<i>STEM</i>	190	242	302	319	361
<i>Percent STEM</i>	9%	11%	13%	13%	14%

Graduate

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total Degrees</i>	988	998	1,054	994	1,098
<i>STEM</i>	54	65	52	82	101
<i>Percent STEM</i>	5%	7%	5%	8%	9%

Total Degrees

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>STEM</i>	244	307	354	401	462
<i>Percent STEM</i>	8%	10%	10%	12%	13%

Certificates

Certificates include undergraduate and graduate certificates. CAGS/post-Masters Certificates are included in graduate degrees total.

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Certificates</i>					
<i>Total Certificates</i>	239	236	212	318	334
<i>STEM</i>	75	81	61	69	79
<i>Percent STEM</i>	31%	34%	29%	22%	24%

Health Care Awards

The number of health care awards at all levels have increased over the past five years. The awards of DNP degrees have impacted the increase in doctoral degrees. The number of health care bachelor's degrees awarded has increased 33% in the past five years.

<i>Health Care Awards</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Bachelor's degrees</i>	417	443	543	552	553
<i>Masters degrees</i>	56	85	125	136	124
<i>Doctoral degrees</i>	5	10	9	12	17
<i>Res./Sch. Doctorates</i>	3	5	3	2	4
<i>Professional Practice Doctorates</i>	2	5	6	10	13
<i>Total Degrees</i>	478	538	677	700	694

<i>Total Certificates</i>	60	95	86	133	117
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FINANCIAL HEALTH

Endowment Assets and Annual Growth in Endowment

Endowment assets have continued to grow, increasing from \$47.4 million in FY 2011 to \$78.7 million in FY 2015. This represents a 66% increase in endowment assets.



<i>Growth in Endowment</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	13%	9%	28%	19%	0%

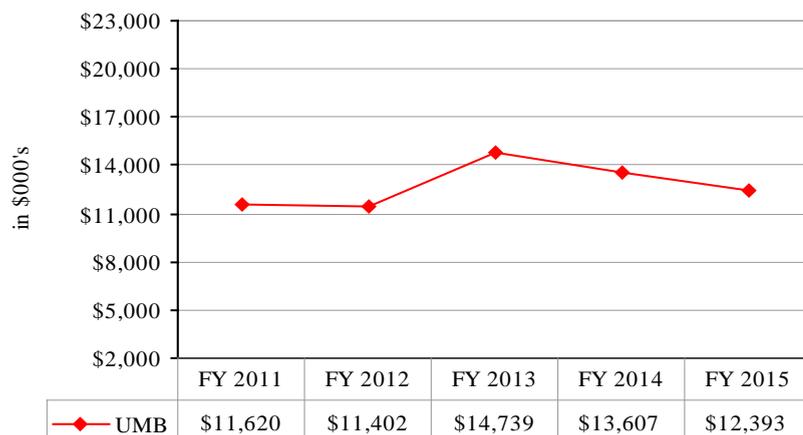
Endowment per Annualized Student FTE

The endowment per Annual FTE student count has increased steadily, as both the endowment funds and the enrollments have risen. One of our peers, the University of Louisville, has a substantial endowment that skews the Peer Average; therefore, median value is used for the Peer Average.



Private Funds Raised Annually

Private funds raised annually has remained steady over the past five years.



Primary Reserve

GASB 68 has adversely affected some of our peers Unrestricted Net Assets, particularly Cleveland State University and the University of Nevada Reno.

<i>Primary Reserve</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>UMB</i>	31.6%	28.2%	27.7%	25.6%	19.1%
<i>Peer Average</i>	9.9%	21.2%	19.0%	20.8%	4.6%

Debt Service to Operations

The debt service ratio has remained in a relatively tight range over the last five fiscal years. Borrowing has increased slowly and interest rates have remained low. With the Master Plan being implemented, debt is planned to rise over the next few years.

<i>Debt Service to Operations</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>UMB</i>	4.6%	5.0%	6.0%	4.8%	5.3%
<i>Peer Average</i>	7.6%	6.3%	6.9%	4.1%	5.2%

Deferred Maintenance per GSF

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.

<i>Deferred Maintenance per GSF</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	\$183.74	\$189.02	\$194.97	\$193.88	\$172.50

DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

Average SAT Scores of Freshmen. Average SAT Scores of freshmen are based on the Arithmetic Mean. The 25th and 75th percentiles are based on combined SAT scores of all first-year students. Peer data are based on the median from Integrated Postsecondary Education Data System or the Common Data Set.

Average GPA of Entering Transfer Students. Cumulative GPA for college level courses transferred to UMass Boston according to 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 National Survey of Student Engagement administered in Spring 2014. Peer data are from 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. Categories of classification are campus-specific.

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. Totals are academic year enrollment totals. Data prior to AY 2011-12 used a different methodology and is not comparable more recent data.

Doctoral Degrees Awarded. Number of doctorates awarded for AY 2014-15, which includes August 2014, January 2015, and May 2015 award dates. These include both research/scholarship and professional practice doctorates. Peer comparison data are based on research/scholarship doctorates only.

Postdoctoral Appointees. The number of postdoctoral appointees as reported to NSF.

Total R&D Expenditures. R&D expenditures in all academic fields, from all sources (federal, state, local governments, industry, private and institutional) as reported to NSF. Note: NSF data collection methods changed significantly in FY 2010.

Total R&D Expenditures Ranking. Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions with any federal R&D expenditures participating in the NSF HERD Survey. Source: NCES WebCaspar/NSF HERD data tables.

Total R&D Expenditures Ranking Among Carnegie Peers, US Publics, Non-Medical Institutions. 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. Ranking computed by campus.

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.

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

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

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

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

New Tenured/Tenure-Track Faculty Hired. The number of new tenured/tenured-track faculty members hired to start their new positions in the academic year. Such hires includes both replacement and ‘new’ positions.

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty. Definition of ‘New’ Hires per IPEDS Definitions. Number of ‘Newly hired’ Tenured/Tenure-track faculty divided by Total

Tenured/Tenure-track Faculty of an IPEDS reporting cycle.

Change in Tenured/Tenure-Track Faculty. The difference in the number of tenured/tenure-track faculty from one Fall semester to the next. Includes faculty members who are on paid leave. Does not include individuals whose primary responsibility is administrative. For the 2016 PMS report, the difference will be between the figure for Fall 2014 and Fall 2015.

Change in Total Faculty Full Time Equivalent (FTE). The difference in the total FTE, from one Fall semester to the next, for all full-time and part-time instructional faculty teaching state-supported courses. 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 non-state-supported courses.

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.
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 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 Debt of Students for Graduating Class. The Average Debt Load is based on the total debt borrowed by an Institution's graduating UG Class divided by the number of students of that graduating class that carried any amount of debt. It does not include those students with no debt load.

Percent Graduating Class with Debt. The total number of students in a graduating class that carried a debt load at the institution divided by the total number of graduating students in that institution.

Percent Undergraduate Students from Massachusetts. Percentage of total state-supported undergraduate students who are in-state based on tuition residency.

Online Course Registrations. Enrollments or 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 only offered via *UMassOnline*.

Annual Growth in Online Course Registrations. Percentage rate of growth in enrollments or 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 Undergraduate who are Students of Color. Undergraduates who are Cape Verdean, African-American/Black, Hispanic/Latino, Asian, Native American, and/or two or more races divided by total undergraduate U.S. citizens and permanent residents who report race. Fall 2011 marked a change in federal reporting rules for race and ethnicity. Due to these recent changes in IPEDS race and ethnicity classifications, trend data on students of color should be viewed with caution.

Percent First-Time, Full-Time Undergraduates who are First Generation College Students. First-generation college students are defined as those students with neither parent having obtained a bachelor's degree. Fall 2011 and Fall 2012 data are from the Beginning College Survey of Student Engagement (BCSSE). In years when the BCSSE survey is not administered, a brief survey is administered at freshmen orientation that includes questions about parent education. Previous years' data are from Cooperative Institutional Research Program (CIRP) Freshmen Survey.

Percent Undergraduates Who Speak English as a Second Language. Percentage of incoming students at freshmen

orientation who speak a language other than English at home or with family. In previous years, the percentage was of first-year and senior students combined who responded that they spoke another language at home or with family on the National Survey of Student Engagement (NSSE).

Percent International Undergraduates. Percentage of all undergraduates who are studying at the university on student visas.

Total Number of Students Who Participated in a Study Abroad Program. Data are numbers of students who participated in a credit bearing, study abroad program as reported on the Institute of International Education Open Doors survey for Fall 2014 through Summer 2015.

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

Freshmen One-Year Retention Rate. Percent of first-time, full-time freshmen who entered in the previous Fall and were still enrolled as of the next Fall. Peer data are based on median as reported to IPEDS or CDS.

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

Transfer (Full-time) One-Year Retention Rate. Percent of full-time transfer students at any level who entered in the prior Fall and were still enrolled or graduated as of the next Fall.

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

Student Achievement Measure (SAM Data – Bachelor’s Seeking Module) Report on first-time, full-time freshmen cohort based on data sent to National Student Clearinghouse and reported to the Student Achievement Measure project.

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. The percentage of alumni giving serves as a proxy for how

satisfied students are with the school. Data as reported to US News and World Report.

SERVICE TO THE COMMONWEALTH INDICATORS

Percent of Incoming Class that are Transfers/Freshmen. The percent of an incoming degree-seeking undergraduate class that is entering freshmen vs. transfers.

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. Total number of students enrolled in STEM programs in the College of Science and Math and the College of Management. Undergraduate enrollment count includes bachelor’s degree-seeking students. Graduate enrollment count includes master’s and doctoral degree-seeking students.

Degrees Awarded in STEM Fields. Number of undergraduate and graduate degrees awarded in STEM programs in the College of Science and Math and the College of Management. Certificates data also included separately. Certificates include undergraduate and graduate certificates awarded.

Degrees Awarded in Healthcare 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. Total Endowment and Annual growth in total UMass Boston endowment assets.

Endowment per Annualized Student Full Time Equivalent (FTE). Total UMass Boston endowment per annualized FTE student.

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. Peer data are from published financial statements.

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

Deferred Maintenance per GSF. 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.

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.

HEADLINES FROM THE 2016 ANNUAL INDICATORS

ACADEMIC QUALITY

UMass Dartmouth continues to maintain the quality of its academic programs. Notably, US News cited the College of Engineering as being 39th among similar undergraduate programs and the College of Nursing has been ranked 98th in graduate programs. The College of Visual and Performing Arts digital media program has been rated among the top 50 in the nation. UMass Dartmouth is No. 2 in the Top Regional Public Institutions in New England. The online Bachelor's programs are ranked 55th in the nation according to US News, making the University's online degrees number one in Massachusetts.

The indicators highlighted below reflect the campus's successes in the past few years. Also highlighted are areas of change. UMass Dartmouth achieved the Doctoral Research University status of Carnegie classification in 2016, as we acknowledge our achievements and look forward to new developments.

ACCESS AND AFFORDABILITY

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

The indicators for Pell grants (41%), percent of need met (91%), percent undergraduate students of color (32%), percent from Massachusetts (93%), and percent of freshmen who are first generation (34%), demonstrate UMass Dartmouth's strong commitment to access and opportunity. Additionally, the enrollment of international students has increased 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. An increased number of faculty have secured externally funded grants. New laboratories opened as part of a \$12 million renovation project on the main campus to support interdisciplinary research, particularly in the areas of bioengineering and data sciences. A restructuring of our teacher preparation programs to better serve and

engage with our K-12 partners in the region was completed. UMass Dartmouth is ranked first in the President's Higher Education General Community Service Honor Finalist list and our students performed more than 201,000 hours of community service.

STUDENT SUCCESS AND SATISFACTION

The one-year retention rate has improved from 70% in 2010 to 75% in 2015. UMass Dartmouth has developed an assertive program of interventions. The indicators for transfer student retention at 76% and improved graduation rates fill in the picture that is left incomplete by the standard measure for freshman success. NSSE information states 80% of the last semester seniors rated their educational experience as excellent or good.

DEGREES GRANTED

In 2015, UMass Dartmouth graduated 1,853 students with 1,943 degrees/certificates. Because 72% of our graduates remain in Massachusetts, the degrees granted make a direct, important contribution to the Commonwealth. The indicators for degrees granted and enrollments in Science, Technology, Engineering, and Mathematics and Health Care show our commitment to educating students in these fields.

UMass Dartmouth is still relatively new to doctoral education; overall, 102 Doctoral-Research/Scholarship degrees have been granted since 1997. The number does not include the Chemistry joint degrees that are conferred at Amherst and Lowell or the Doctoral-Professional degrees. With new doctoral programs now added, our goal to graduate more than 20 per year has been achieved and will continue. Doctoral enrollments have grown steadily, enhanced by the addition of the Juris Doctor degree and Doctorate of Nursing Practice.

FINANCIAL HEALTH

A set of fiscal controls and processes are in place to ensure the achievement of full fiscal stability. A strategic plan, *UMassDTransform2020* was completed in FY 2014 and implementation began in Summer 2014. The plan will ensure that resources are aligned with academic goals and spending. 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.

2016 ANNUAL INDICATORS AT A GLANCE

ACADEMIC QUALITY

• Average HS GPA of Freshmen	3.20
• Average SAT Scores of Freshmen	
<i>Arithmetic Mean</i>	1029
<i>25th-75th Percentile</i>	930 - 1130
• Average GPA of Entering Transfers	3.1
• Student Satisfaction with Educational Experience	80%
• Student-Faculty Ratio	18:1
• Technology-Enhanced Classrooms	115
• Number of Doctoral Degrees Awarded	91
• Postdoctoral Appointees	3
• Total R&D Expenditures	\$26.7M
• Total R&D Expenditures per Faculty	\$88,264
• Total R&D Expenditures Ranking-Overall	233
• Total R&D Expenditures Ranking among Carnegie Peers/US Publics/Non-Medical	11
• Federal Research Expenditures	\$7.3M
• Patent Applications	3
• Patents Issued	3
• License Income	\$35,000
• Percent Tenured/Tenure-Track Faculty	50%
• New Tenured/Tenure-Track Faculty Hired	14
<i>As Percent of T/TT Faculty</i>	5%
• Change in Tenured/Tenure-Track Faculty	-1.0%
• Change in Faculty FTE	2.7%
• Full-time Instructional Faculty	
<i>Percent Faculty-of-Color</i>	23%
<i>Percent Women</i>	45%
• Faculty Awards	2
• National Academy Members	0

ACCESS AND AFFORDABILITY

• Percent (In-state) Pell Grant Recipients	41%
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• Percent of Need Met for In-State Students Awarded Need-Based Aid	91%
• Average Student Debt Load (UG)	\$31,926
• Percent Graduating Class with Debt (UG)	84%
• Percent Undergraduates from MA	93%
• Enrollments in Online Courses	5,384
• Annual Growth in Online Course Enrollments	23.7%

STUDENT SUCCESS AND SATISFACTION

• Percent Undergraduates who are Students of Color	31.9%
• Percent Undergraduates First Generation in College	
<i>Seniors, Parents High School or less</i>	30%
<i>Seniors, Neither Parent has Bachelors</i>	56%
<i>Freshmen, Parents High School or less</i>	25%
<i>Freshmen, Neither Parent has Bachelors</i>	34%
• Percent Undergraduates with English as a Second Language	17.3%
• Percent Undergraduates who are International	2.2%
• Total Number of Students who Participated in a Study Abroad Program	114
• Freshmen One-Year Retention Rate	75%
• Freshmen Four-Year Graduation Rate	26%
• Freshmen Six-Year Graduation Rate	46%
• Freshmen Six-Year Graduation Rate from another Institution (SAM)	additional 16%
• Transfer (Full-time) One-Year Retention Rate	76%
• Transfer (Upper Division) Four-Year Graduation Rate	64%
• Alumni Participation Rate	3%

SERVICE TO THE COMMONWEALTH

• Incoming Class Composition	
• <i>Percent Freshmen</i>	72%
• <i>Percent Transfers</i>	28%
• Degree Completions	
• <i>Bachelor's</i>	1362
• <i>Master's</i>	417
• <i>Doctorates</i>	91
• Percent Alumni who Live in MA	72%
• Enrollment in STEM Programs	2,212 (25%)
<i>Undergraduate</i>	1,801 (25%)
<i>Graduate</i>	411 (26%)
• Degrees Awarded in STEM Fields	388 (21%)
<i>Undergraduate</i>	307 (23%)
<i>Graduate</i>	81 (17%)
• Degrees Awarded in Healthcare Fields	167
• <i>Undergraduate</i>	157
• <i>Graduate</i>	10
• MTEL Science and Math Test-Takers	7

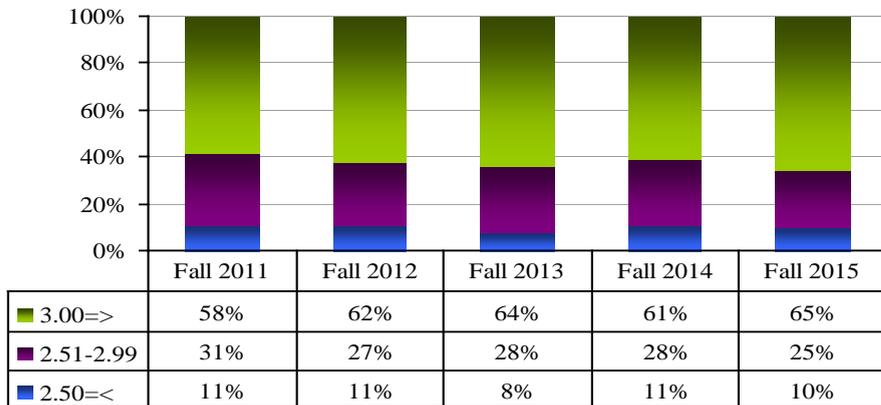
FINANCIAL HEALTH

• Total Endowment Assets	\$50.3M
• Annual Growth in Endowment Assets	3%
• Endowment per Annualized Student FTE	\$6,301
• Private Funds Raised Annually	\$3.2M
• Primary Reserve	4.1%
• Debt Service to Operations	9.3%
• Deferred Maintenance per GSF	\$174

ACADEMIC QUALITY

High School GPA of Freshmen

UMass Dartmouth is succeeding in its goal of maintaining a strong student quality profile while also fostering access. These statistics include students who have entered through the long-standing and well-recognized alternative access program, College Now/START (116) and University Extension alternative admission program, Pathways (110).



Average HS GPA	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	3.16	3.20	3.31	3.15	3.20

Average SAT Scores of Freshmen

The decrease in SAT composite average was as a result of a combination of the increase in the number of students admitted into the two UMass Dartmouth alternative admissions programs, College Now and Pathways and a change in the benefit awarded to Commonwealth Scholars that resulted in a smaller cohort.

Average SAT Scores of Freshmen (UMD)	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
75th Percentile	1130	1140	1140	1130	1130
25th Percentile	950	960	950	940	930
Average	1034	1045	1042	1029	1029

Average SAT Scores of Freshmen (Peers)	Peers Fall 2015
75th Percentile	1188
25th Percentile	960
Average	1087

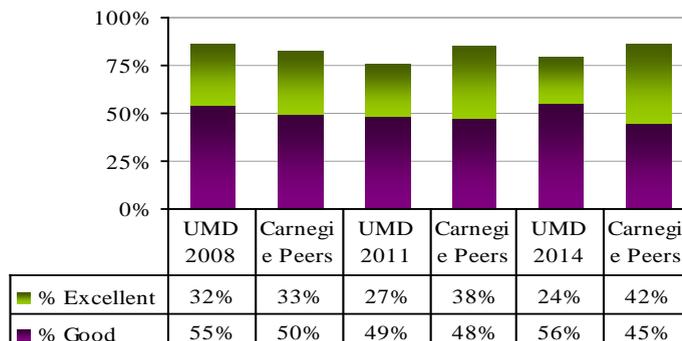
Average GPA of Entering Transfer Students

The transfer grade point average has been maintained at a high level that is well above the Massachusetts Department of Higher Education minimum of 2.0.

Avg. GPA Entering Transfers	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	3.0	3.0	3.1	3.1	3.1

Student Satisfaction with Educational Experience

Presented are responses to a survey question about the overall educational experience in the NSSE nationwide survey. The increase in the overall percentage of students satisfaction of excellent/good from the 2011 to 2014 administration is encouraging.



Student-Faculty Ratio

The student faculty ratio portrays the smaller classroom sizes. The calculation is based on the full time equivalent (FTE) of both students and faculty, excluding graduate only programs and teaching assistants. School of Law, Marine Science & technology, and Education are excluded.

<i>Student-Faculty Ratio</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>UMD</i>	19:1	18:1	18:1	18:1	18:1

Technology-Enhanced Classrooms

Of classroom technologies maintained by the Information Technology department, 36% are either Advanced or High-Tech. The University is planning to increase the number of flipped classrooms in the next few years.

Traditional

Most classrooms have at least a basic set of technology such as a document camera, VCR/DVD, ceiling projector, screen, and audio. The output is controlled with a physical wall switch box.

Advanced

These classrooms have been upgraded to Crestron HDMI digital touch control panels simplifying the use for instructors. Some are equipped with Crestron AirMedia. Eight classrooms feature Echo360 lecture capture.

High-Tech

Flipped classrooms with non-traditional layout and interactive boards / several multimedia LED monitors.

Unknown

These spaces are not maintained by the Information Technology department.

<i>Technology-Enhanced Classrooms</i>	<i>AY 2014-15</i>		<i>AY 2015-16</i>	
	<i>Number of Class - rooms</i>	<i>Percent of Total</i>	<i>Number of Class - rooms</i>	<i>Percent of Total</i>
Traditional	71	58%	71	58%
Advanced	40	33%	41	34%
High-Tech	3	2%	3	2%
Unknown	8	7%	7	6%
Total Classrooms across all locations	122	100%	122	100%

Doctoral Degrees Awarded

UMass Dartmouth is focused on the expansion of doctoral education. The professional practice doctoral degrees include Juris Doctor law degrees and Doctorate of Nursing Practice. The goal of awarding 20 research/scholarship doctorates per year has been achieved and should continue to solidify the University's recently received Doctorate Research University Carnegie designation.

<i>UMD Doctoral Degrees Awarded</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Research/Scholarship Doctorates</i>	5	7	13	22	25
<i>Professional Practice Doctorates</i>	47	43	103	82	66
<i>Total Doctoral Degrees Awarded</i>	52	50	116	104	91

<i>Research/Scholarship Doctorates</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>UMD</i>	5	7	13	22	25
<i>Peer Average</i>	54	60	63	63	66

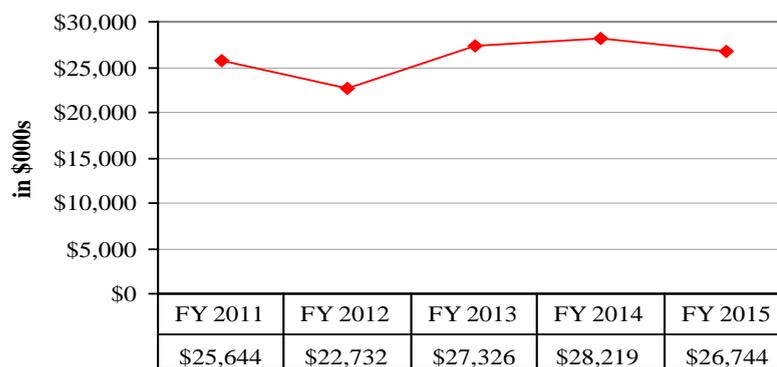
Postdoctoral Appointees

UMass Dartmouth has a faculty union position entitled Research Associate into which most recent PhD researchers are hired. The title "Postdoc" does not encompass the scope of our research involvement of new PhDs.

<i>Postdoctoral Appointees</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>UMD</i>	4	3	2	3	3

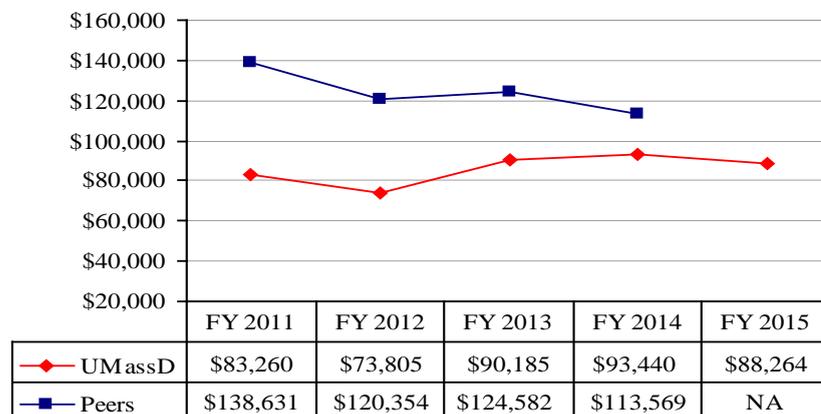
Total Research and Development (R&D) Expenditures

We expect steady growth in expenditures due to the increase in competitively awarded grant funding that has already occurred and that is expected to continue.



Total R&D Expenditures per Tenure System Faculty

The percentage of tenure system faculty who secure externally funded grants has grown in recent years. This metric is expected to increase as our researchers mature into their most productive years. New comparative and aspirant peers are included here, some of which have Carnegie's Doctoral Research University status.



R&D Expenditures Rankings

Our rank in the overall national rankings of US public schools has improved significantly and we are maintaining our Top 20 status within the Master's - large program Carnegie Classification. Next year, it is anticipated that our rankings will decrease due to our new Doctorate Research University classification.

<i>Total R&D Expenditures Rank</i>	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
<i>Overall Ranking</i>	252	224	229	208	233
<i>Ranking based on Carnegie Peers</i>	13	16	15	12	11

n.b. Ranking based on Carnegie Peers is further standardized by US Publics and Non-Medical Schools.

Federal Research Expenditures

After the recent decline in federal funding resulting from the end of earmarks, this year's federal R&D expenditures continued to reflect the effect of the end of the multi-year federal earmarks. With the increase in competitive grants, we expect the trend to stabilize and increase in the next few years. Excluding the influence of the outliers, the peer median is \$12,437 for FY 2014.

<i>Federal R&D Expenditures (\$000's)</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>UMD</i>	\$13,657	\$10,979	\$8,860	\$8,549	\$7,321
<i>Peers</i>	\$26,091	\$24,932	\$23,080	\$20,447	NA

Patent Applications

The increased number of patent applications filed is an indicator of an institution's inventiveness and the commercial potential of its academic work. With the hiring of David Glass as the OTCV consultant, we expect patent activity to increase going forward.

<i>Patent Applications</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	3	1	4	11	3

License Income

Increased license income is a measure of the economic value of an institution's inventiveness and a contributor to the University's economic health. Three patents were issued in 2015. The increased patent activity is expected to result in more license income in the coming years.

<i>License Income</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	\$28,000	\$31,000	\$34,000	\$30,000	\$35,000

Percent Tenured/Tenure-Track Faculty

The university has been reducing part time lecturers and investing more in full time tenure system faculty.

<i>Percent Tenured/Tenure-track Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>% Tenured/Tenure-track</i>	48%	46%	48%	51%	50%
<i>% Non Tenure-track/PT</i>	52%	54%	52%	49%	50%

New Tenured/Tenure-Track Faculty Hired

UMass Dartmouth's ongoing goal is to strengthen faculty by matching instructional need while building multidisciplinary research strengths in Science, Health, and Engineering.

<i>New Tenured/Tenure-Track Faculty Hired</i>	<i>AY 2011-12</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>	<i>AY 2015-16</i>
	11	10	12	17	14

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured-track Faculty

Five percent of the current tenure system faculty were hired this fall. This year's increase reflects our commitment to more tenure system faculty.

<i>New T/TT Faculty as Percent of Total</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total T/TT Faculty</i>	308	303	302	303	300
<i>Total New Hires</i>	11	10	12	17	14
<i>Percent of Total</i>	4%	3%	4%	6%	5%

Change in Tenured/Tenure-Track Faculty

Growth in our tenure and tenure-track faculty is critical for achieving the University's research and engagement goals. Resources were conserved this year in order to prepare for a significant investment in faculty to support *UMASSDTransform2020*, the strategic plan.

<i>Change in T/TT Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>1-year Change</i>
	308	303	302	303	300	-1.0%

Change in Faculty FTE

This indicator shows the difference in the total FTE of instruction from one fall semester to the next. Not included are individuals whose primary responsibility is administrative or teaching assistants.

<i>Change in Faculty FTE</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>1-year Change</i>
	465	470	458	449	461	2.7%

Faculty by Race and Gender

This metric reflects the demographic percentages of our full time faculty both tenure/tenure track and full time lecturers. The number of both faculty of color and women have increased since last year.

<i>Full-Time Instructional Faculty</i>					
<i>Faculty of Color</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	81	90	71	81	82
<i>Percent</i>	23%	25%	22%	24%	23%
<i>Women Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	162	166	158	165	177
<i>Percent</i>	43%	44%	42%	44%	45%

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

Does not include Unknowns and Non Resident Aliens.

Faculty Awards

UMass Dartmouth in 2010 was named a "Fulbright Top-Producing Institution." Although this indicator regards faculty, three UMass Dartmouth students also have earned Fulbright fellowships. If we used the larger list of awards from *Academic Analytics*, this number would increase. These numbers reflect the number of new awards each year.

<i>Faculty Awards</i>	2011	2012	2013	2014	2015
	5	2	4	3	2

National Academy Members

UMass Dartmouth does not yet have any members in the National Academies.

<i>National Academy Members</i>	2011	2012	2013	2014	2015
	0	0	0	0	0

ACCESS AND AFFORDABILITY

Percent (In-State) Pell Grant Recipients

This indicator represents the access that UMass Dartmouth offers to in-state low-income undergraduate students. The results show an increasing proportion of these students among our freshman entering class, reflecting our increasing mission of access.

<i>Percent (In-State) Pell Grant Recipients</i>	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	37%	37%	39%	39%	41%

Percent Need Met for In-State Students Awarded Need-Based Aid

To support access and affordability, UMass Dartmouth has dedicated a significant percentage of institutional funding to provide need-based aid to undergraduate students.

<i>Percent Need Met (In-State)</i>	2010-11	2011-12	2012-13	2013-14	2014-15
	89%	88%	86%	90%	91%

Student Debt Load of Graduating Class (UG)

The increase in average student debt load and percentage of students who graduated with debt is a reflection of a combination of the growing number of Pell Grant recipients at UMass Dartmouth, rising costs, economic conditions, and improved retention during the time the cohort attended, all of which forced families to finance the cost of education.

	2011	2012	2013	2014	2015
<i>Average Debt Load</i>	\$23,200	\$32,349	\$29,311	\$31,070	\$31,926
<i>Percent Graduating Class with Debt</i>	80%	76%	81%	81%	84%

Percent Undergraduates From Massachusetts

UMass Dartmouth has predominately served an in-state population with only seven percent from out-of-state. Our goal is to increase the percentage of out -of-state students. Many students come from the southeastern region of Massachusetts.

<i>Percent Undergraduates from Massachusetts</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	7,213	7,120	6,975	6,945	6,762
<i>Percent</i>	95%	94%	94%	93%	93%

Online Course Registrations

UMass Dartmouth continues to experience increases in online registrations. The campus has made a large investment in online degree program development to accelerate our growth in this critical area.



Annual Growth in Online Course Registrations

Although there was a drop in annual growth in 2013-14, the increase of online registrations continues an upward trend. A large investment is being made in online recruitment, infrastructure, and support.

<i>Annual Growth in Online Course Enrollments</i>	<i>AY 2010-11</i>	<i>AY 2011-12</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>
	11.0%	25.6%	19.5%	5.5%	23.7%

STUDENT SUCCESS AND SATISFACTION

Percent Undergraduates who are Students of Color

The diversity of UMass Dartmouth's undergraduate student body continues to expand, with 31.9% students of color. This reflects the University's ability to recruit and enroll highly qualified students of all types.

<i>Percent UGs Students of Color</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	1,623	1,755	1,886	2,016	2,130
<i>Percent</i>	22.6%	25.0%	27.3%	29.6%	31.9%

Percent Undergraduates who are First Generation in College

Over half of the graduating seniors are the first generation of their family to complete a four-year degree. Senior students percentages, which includes transfers, demonstrate *success* in persistence to graduation. Freshman students percentages show the *access* UMass Dartmouth provides to a college education. Thirty-four percent come from households in which neither parent has completed a four-year degree. Note this was the first year that the survey was administered online and response rate was only 15%; prior years' response rates were 85-98%.

<i>Percent UGs First Generation in College</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>1st Generation Seniors (Parents HS or less)</i>	27%	27%	27%	30%	30%
<i>1st Generation Seniors (Neither Parent has Bachelors)</i>	55%	55%	55%	56%	56%
<i>1st Generation Freshmen (Parents HS or less)</i>	26%	25%	25%	29%	25%
<i>1st Generation Freshmen (Neither Parent has Bachelors)</i>	44%	43%	42%	49%	34%

Percent Undergraduates with English as a Second Language

With growth in the diversity of the student population, 17% of the new freshmen for 2015 reported that they were from a home in which English is not the primary language spoken.

<i>Percent UGs ESL</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Percent</i>	8.6%	8.1%	11.1%	11.0%	17.3%

Percent Undergraduates who are International

Strategic efforts to increase the global diversity of our campus have resulted in an increase of international undergraduate students, more than doubling the number in four years. This trend is expected to continue with the Navitas and new ESL program.

<i>Percent UGs International</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	69	114	127	152	164
<i>Percent</i>	0.9%	1.5%	1.7%	2.0%	2.2%

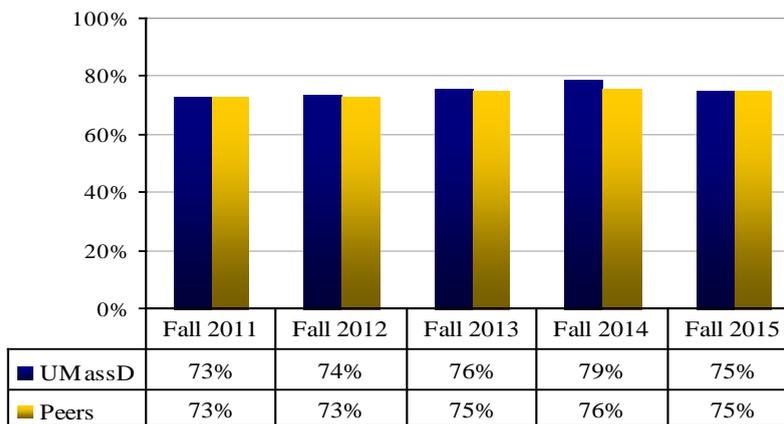
Number who Participated in a Study Abroad Program

One percent of UMass Dartmouth's undergraduates study abroad, matching the nationwide average. These data include only study abroad that directly awards credit. UMass Dartmouth also sponsors additional students in a growing number of travel/work/service activities that do not award credit. Graduate students, although limited, are included here.

<i>Total Number of Students who participated in Study Abroad</i>	<i>Fall 10 - Summer 11</i>	<i>Fall 11 - Summer 12</i>	<i>Fall 12 - Summer 13</i>	<i>Fall 13 - Summer 14</i>	<i>Fall 14 - Summer 15</i>
	87	119	106	86	114

Freshman One-Year Retention Rate

Although first to second year retention rates improved in Fall 2014 to 79%, Fall 2015 retention was 75%, following the trend of Fall 2012 and Fall 2013. Fall 2015 peer median is 75%, declining by one percentage point. New and enhanced interventions will continue to assist with achieving the long-range goal of 80% on this measure.



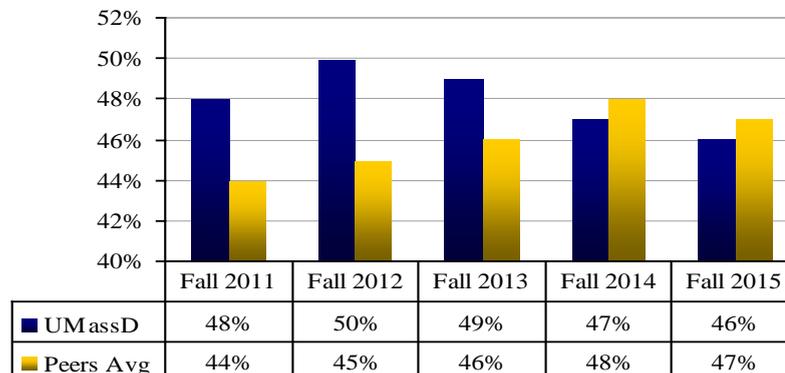
Four - Year Graduation Rates

The metric displays the most current cohorts to have completed degrees in four years. This further indicates that the six-year graduation rates should be flat for the next several years.

<i>4-Yr Graduation Rates</i>	2011	2012	2013	2014	2015
<i>Cohort Entering Year</i>	(2007)	(2008)	(2009)	(2010)	(2011)
<i>4-Year Graduation Rate</i>	32%	28%	28%	28%	26%

Freshman Six-Year Graduation Rate

Like our peers, UMass Dartmouth's six-year graduation rates are down from the previous year by one percentage points. UMass Dartmouth continues to strive for higher graduation rates for its undergraduates. Excluding the influence of outliers, the peer median for Fall 2015 is 46%.



Transfer (Full-Time) One-Year Retention Rate

UMass Dartmouth's transfer one-year retention rate has dropped by one percentage point. Improved transfer advising and support will improve the retention and success of this increasingly important student group. University Extension transfers are included in the rate starting Fall 2014 which could account for the decrease.

<i>Transfers (Full-time) One-Year Retention Rate</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	78%	80%	78%	77%	76%

Transfer (Upper Division) Four-Year Graduation Rate

This indicator shows that 64% of the full-time upper division transfer students who entered with 60 or more credits in Fall 2011 (95 students) had completed their program by Fall 2014. The total number of students in the full-time group is small and generally less than 30% of the entire entering transfer cohort.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	66%	63%	69%	71%	64%

The SAM data is an overall indication of how the university is serving our students. Even though students may not have graduated from UMass Dartmouth, we contributed to their success at other institutions.

FIRST-TIME FULL-TIME FRESHMEN						
<i>Number of Students in Cohort: 1780</i>				<i>GRADUATED WITHIN</i>		
<i>Outcomes for Student Starting at UMassD in Fall 2009 by Summer 2015</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>4 YRS.</i>	<i>5 YRS.</i>	<i>6 YRS.</i>
<i>Bachelor's degree from UMassD</i>	0%	0%	0%	28%	40%	43%
<i>Associate degree from UMassD</i>	0%	0%	0%	0%	0%	0%
<i>Total Graduated from UMassD</i>	0%	0%	0%	28%	40%	43%
<i>Bachelor's degree from another Institution</i>	0%	0%	0%	6%	11%	14%
<i>Associate degree from another Institution</i>	0%	0%	1%	2%	3%	2%
<i>Total Graduated from another Institution</i>	0%	0%	1%	8%	14%	16%
<i>Enrolled at UMassD</i>	98%	69%	58%	27%	10%	3%
<i>Enrolled at Another 4-yr Institution</i>	0%	13%	16%	11%	6%	5%
<i>Enrolled at Another 2-yr Institution</i>	0%	8%	8%	7%	5%	4%
<i>Total Transferred and Enrolled at another Institution</i>	0%	20%	24%	18%	11%	9%
<i>Current Status Unknown</i>	2%	11%	17%	19%	25%	29%

Alumni Participation Rate

The data show the alumni participation rates as reported to the US News World and Report Best Colleges publication. The expectation is to increase the participation rate (donors) in the upcoming years. The participation rates are no longer two year averages and will differ from the reported US News numbers.

<i>Alumni Participation Rate</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	7%	6%	6%	4%	3%

SERVICE TO THE COMMONWEALTH

Incoming Class Composition

The university's goal is to increase the number of incoming transfers. The number of new transfers entering has increased by 25% since Fall 2011. Transfers are more than a quarter of the total incoming class. The data include alternative admission programs College Now/START and Pathways along with other University Extension admits.

<i>Incoming Class Composition</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total Incoming Class</i>	2,023	2,062	2,109	2,059	1,995
<i>Entering Freshmen</i>	1,570	1,576	1,519	1,509	1,431
<i>Percent Entering Freshmen</i>	78%	76%	72%	73%	72%
<i>Transfers</i>	453	486	590	550	564
<i>Percent Transfers</i>	22%	24%	28%	27%	28%

Degree Completions

The number of degree completions increases each year especially in the Research/Scholarship Doctorate category. All levels have shown increases with the exception of the Juris Doctorate. We have reached the goal of 20 Research/Scholarship Doctorates and will sustain this number to sustain the Carnegie classification of Doctorate Research University. Certificates are not included here.

<i>Degree Completions</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Bachelor's degrees</i>	1365	1292	1267	1329	1362
<i>Masters degrees</i>	333	346	361	415	417
<i>Doctoral degrees</i>	52	50	116	104	91
<i>Res./Sch. Doctorates</i>	5	7	13	22	25
<i>Professional Practice Doctorates</i>	47	43	103	82	66
<i>Total Degrees</i>	1750	1688	1744	1848	1870

Percent Alumni who Live in Massachusetts

This indicator demonstrates our commitment to educational achievement in the Commonwealth. UMass Dartmouth maintains a strategic balance between regional, state, national, and international alumni, appropriate to our mission.

<i>Percent Alumni Who Live in MA</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Undergraduate</i>	75%	76%	72%	72%	75%
<i>Graduate</i>	54%	61%	67%	56%	56%
<i>All</i>	73%	75%	69%	70%	72%

Enrollment in STEM Fields

This indicator demonstrates our steady commitment to educating students in Science, Technology, Engineering, and Mathematics (STEM) fields. The Steps Toward Abstract Reasoning and Thinking (START) program and appropriate certificates are also included here.

Undergraduate

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total</i>	7,567	7,532	7,402	7,879	7,266
<i>STEM</i>	1,625	1,648	1,772	1,809	1,801
<i>Percent STEM</i>	21%	22%	24%	23%	25%

Graduate

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total</i>	1,514	1,524	1,542	1,579	1,572
<i>STEM</i>	367	324	326	363	411
<i>Percent STEM</i>	24%	21%	21%	23%	26%

Total Enrollment

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>STEM</i>	1,983	2,119	2,181	2,174	2,212
<i>Percent STEM</i>	22%	23%	23%	24%	25%

Certificates

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total</i>	144	154	109	114	78
<i>STEM</i>	11	21	9	2	2
<i>Percent STEM</i>	8%	14%	8%	2%	3%

Degrees and Certificates Awarded in STEM Fields

Science, Technology, Engineering, and Mathematics (STEM) graduates enter the workforce or pursue further education across the range of science, engineering, and mathematics fields.

Note that the addition of new non-STEM graduate programs, such as Law, has lowered the percentage of graduate STEM within the total, although the number of STEM graduate degrees are holding relatively steady.

Undergraduate

<i>Degrees</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Total Degrees</i>	1,328	1,251	1,241	1,276	1,328
<i>STEM</i>	226	228	220	226	307
<i>Percent STEM</i>	17%	18%	18%	18%	23%

Graduate

<i>Degrees</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Total Degrees</i>	385	395	473	502	490
<i>STEM</i>	85	75	94	84	81
<i>Percent STEM</i>	22%	19%	20%	17%	17%

Total Degrees

	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>STEM</i>	311	303	314	310	388
<i>Percent STEM</i>	18%	18%	18%	17%	21%

Certificates

	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Total Certs.</i>	64	46	85	44	54
<i>STEM</i>	0	3	6	5	2
<i>Percent STEM</i>	0%	7%	7%	11%	4%

Degrees and Certificates Awarded in Healthcare Fields

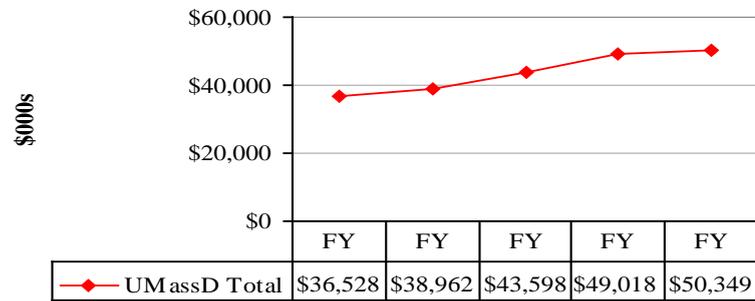
Along with the STEM professions, healthcare is another prospering career that is generating attention nationwide. Nursing and Medical Laboratory Science are shown here. Certificates reflect the Pre-Med and Mental Health for undergraduates and phasing out of Nursing on the graduate level.

<i>Health Care Degrees and Certificates</i>	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Bachelor's degrees</i>	159	134	151	141	157
<i>Masters degrees</i>	12	27	25	18	4
<i>Doctoral degrees</i>	0	1	1	5	6
<i>Res./Sch. Doctorates</i>	0	1	1	2	4
<i>Professional Practice Doctorates</i>	0	0	0	3	2
Total Degrees	171	162	177	164	167
Total Certificates	1	0	25	7	11

FINANCIAL HEALTH

Endowment Assets and Annual Growth in Endowment

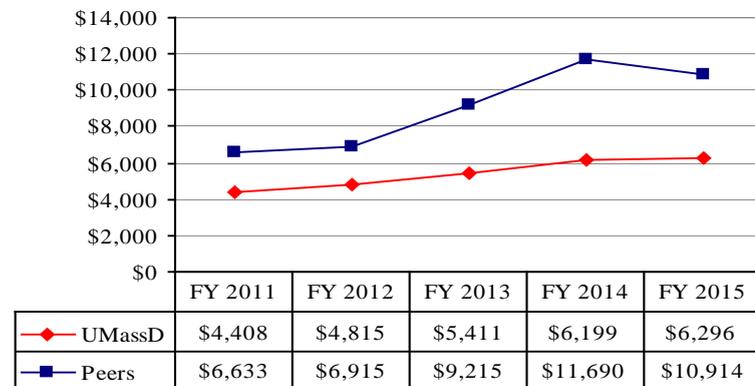
With additional funds allocated to fundraising, the campus anticipates endowment growth. Due to a focused effort on fundraising activities, endowment has shown steady growth over the last three fiscal years.



<i>Growth in Endowment</i>	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	16%	7%	12%	12%	3%

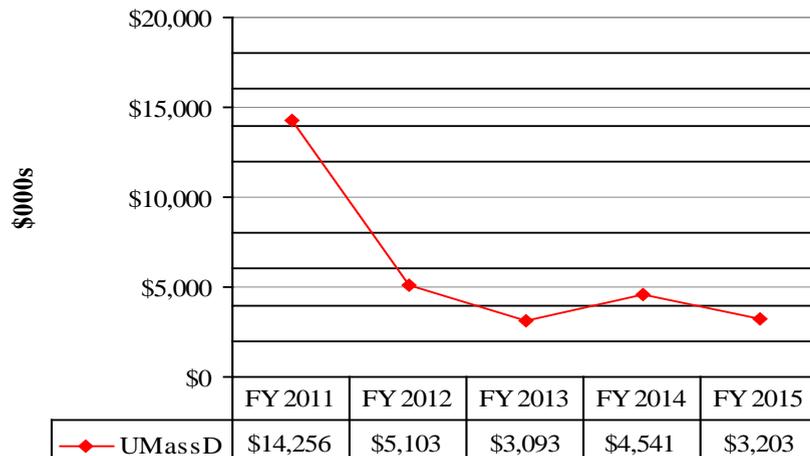
Endowment per Annualized Student FTE

The endowment per student ratio reflects a base from which earnings can contribute to current operations. In addition, unrestricted endowments contribute to the non-expendable fund balance, which greatly affects the financial cushion.



Private Funds Raised Annually

The private funds indicator gauges UMass Dartmouth’s success in raising funds from private sources (alumni and other individuals, foundations, corporations and other organizations) to support its mission. FY 2010 included the one-time \$8.2M gift of real property for the Law School, and FY 2011 included an additional \$5.6M in law books and furniture. That said, the FY 2011 number actually shows an increasing trend across time. The campus expects revenues from this area to increase consistently. This can be attributed to past and continuing campus investments in the Advancement Office. A decline in FY 2013 can be partially attributed to donor restraint, which often occurs during institutional leadership transitions. The FY 2014 increases of 47% is due to the increase in positions of Directors of Development in the Advancement office and the completion of the Charlton College of Business campaign.



Primary Reserve

The financial cushion reflects long-term financial health of the institution and its ability to weather, or "cushion" itself from short-term operational ups and downs. The current ratio is much improved over that of thirteen years ago when this ratio was -7.2% and the campus had a deficit of \$9,055,000 in "Unrestricted Net Assets." The campus has succeeded in bringing the financial cushion to a positive number by increasing reserves during difficult economic times.

<i>Primary Reserve</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>UMD</i>	5.4%	4.8%	4.5%	0.3%	4.1%
<i>Peers</i>	27.4%	10.1%	9.8%	11.8%	-9.8%

Debt Service to Operations

The recent borrowing of \$62M in FY 2011 afforded the University to move forward with construction of a biomanufacturing plant, construction of a Marine Science building, renovations to laboratories, renovations to residence halls, and expansion of the fitness center. Full impact of debt for these projects was realized in FY 2013. However, in FY 2014 additional debt was needed to complete the Bio Lab as well as prepare for the construction of an addition to the Charlton College of Business building. As old debt continues to retire, the campus will work to manage a balance between investment in physical plant and maintaining a healthy debt portfolio.

<i>Debt Service to Operations</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>UMD</i>	8.3%	7.6%	8.7%	8.5%	9.3%
<i>Peers</i>	6.10%	3.00%	7.20%	3.40%	NA

Deferred Maintenance per GSF

This ratio quantifies the average dollar level of deferred maintenance work needed per square foot of space. This ratio uses cost information of deferred and other maintenance dollars needed to address maintenance and code work that would be mandated to allow the campus to continue to use the space once the repairs were complete. As our buildings age and deteriorate, deferred maintenance cost per square foot will continue to rise unless spending in this area keeps pace with deterioration.

<i>Deferred Maintenance per GSF</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	\$170	\$176	\$175	\$179	\$174

DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

Average SAT Scores of Freshmen. Arithmetic Mean of SAT scores of all first-year students, and 25th, 75th percentiles. Peer data are from IPEDS. Peer means are expressed as the average of 25th and 75th percentiles.

Average GPA of Entering Transfer Students. Average GPA for college level courses transferred to UMD according to admissions policy.

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.

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 National Survey of Student Engagement administered in Spring 2014. Peer data are the Carnegie Classification-Master’s Colleges and Universities (larger programs) that participated in NSSE.

Technology-Enhanced Classrooms. Classification of the campus’s total classroom capacity in terms of the level of technology-support. Categories of classification are campus-specific.

Doctoral Degrees Awarded. Number of Doctorates awarded for AY 2014-15, which includes September 2014, January 2015, and May 2015 award dates. These include both Research/Scholarship and Professional Practice Doctorates. Peer comparison data are based on Research/Scholarship doctorates only.

Postdoctoral Appointees. The number of postdoctoral appointees as reported to NSF.

Total Research and Development Expenditures. 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 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.

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 Ranking Among Carnegie Peers, US Publics, Non-Medical Institutions. 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” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables. Ranking computed by campus.

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.

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

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

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

New Tenured/Tenure-Track Faculty Hired. The number of new tenured/tenure-track faculty members hired to start their new positions in the academic year.

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty. Definition of 'New' Hires per IPEDS Definitions. Number of 'Newly hired' Tenured/Tenure-track faculty divided Total Tenured/Tenure-track Faculty of an IPEDS reporting cycle.

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

Change in Total Faculty FTE. The difference in the total FTE, from one Fall semester to the next, for all full-

time and part-time instructional faculty teaching courses. 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 University Extension.

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 new 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 in the Financial Aid Template, which are estimates for the current fiscal year and actuals for prior fiscal years.

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 undergraduate students. Data as reported to the UMass President's Office in the Financial Aid Template.

Average Debt of Students for Graduating Class. The Average Debt Load is based on the total debt borrowed by an Institution's graduating UG Class divided by the number of students of that graduating class that carried

any amount of debt. It does not include those students with no debt load. Data is from CDS.

Percent Graduating Class with Debt. The total number of students in a graduating class that carried a debt load at the institution divided by the total number of graduating students in that institution. Data is from CDS.

Percent Undergraduates from Massachusetts. Percentage of total undergraduate students who currently reside in Massachusetts based on tuition residency and/or permanent address for continuing education students.

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

Annual Growth in Online Course Enrollments. Percentage rate of growth in enrollments or 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 are Cape Verdean, Black, Hispanic/Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races, divided by total U.S. citizens and permanent residents who report race/ethnicity. Due to recent changes in IPEDS race and ethnicity classifications, trend data on students of color should be viewed with caution.

Percent Undergraduates who are First Generation in College. First-generation college students are defined as those students with neither parent having attended college. We also give data for neither parent having a bachelor's degree. Data are from the Cooperative Institutional Research Program (CIRP) Freshmen Survey 2015, and Senior data are from NSSE (2014).

Percent Undergraduates with English as a Second Language. Percentage of undergraduates whose first language is not English. Data are from Cooperative Institutional Research Program (CIRP) Freshmen Survey 2015.

Percent Undergraduates who are International. Includes all undergraduates with eligible visa types enrolled in credit courses. Does not include US citizens, permanent residents, or refugees.

Number of Students who Participated in a Study Abroad Program. Data are numbers of students who participated in

a credit bearing study abroad program as reported on the Institute of International Education Open Doors survey for Fall 2014 through Summer 2015.

Freshman One-Year Retention Rate. Percent of first-time, full-time freshmen who entered in previous Fall and were still enrolled as of the next Fall. Peer data are as reported to IPEDS.

Freshman Four-Year Graduation Rate. Percent of first-time, full-time freshmen who entered in a given Fall and had graduated within four years.

Freshman Six-Year Graduation Rate. Percent of first-time, full-time freshmen who entered in a given Fall and had graduated within six years. Peer data as reported to IPEDS.

Transfer (Full-Time) One-Year Retention Rate. Percent of full-time transfer students at any level who entered in the prior Fall and were still enrolled or graduated as of the next fall.

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

Student Achievement Measure (SAM Data – Bachelor’s Seeking Module). Report on first time, full time freshmen cohort based on data sent to National Student Clearinghouse and reported to the Student Achievement Measure project. Data reflects additional educational activity and attainment after leaving campus.

Alumni Participation Rate. The average 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. Data is from US News and World Report.

SERVICE TO THE COMMONWEALTH INDICATORS

Incoming Class Composition. The percent of the incoming degree-seeking Undergraduate class who are Freshmen versus Transfers.

Degree Completions. The number of degrees as reported to IPEDS broken down by level.

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

Enrollment in Science, Technology, Engineering, and Mathematics (STEM) Programs. Total number of students enrolled in 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 degree-seeking undergraduate, graduate and certificate students.

Degrees and Certificates Awarded in STEM Fields. Number of undergraduate and graduate degrees and certificates 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.

Degrees and Certificates Awarded in Healthcare Fields. Number of undergraduate and graduate degrees and certificates awarded in Health Care fields. Programs of study include Nursing and Medical Laboratory Studies.

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

Endowment per Annualized Student FTE. True and quasi-endowment 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.

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

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

Deferred Maintenance per GSF. 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.

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.*

HEADLINES FROM THE 2016 ANNUAL INDICATORS

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.

The Fall 2015 average SAT score of 1173 is up 23 points from Fall 2014 and represents an increase of more than 100 points since 2008. During that same time, undergraduate enrollment increased 43%. The mean high school GPA for Fall 2015 of 3.54 was the highest since UMass Lowell began tracking the metric and has increased for fourteen straight years.

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 2015, the average amount of R&D expenditures per tenure-stream faculty member was \$166,392, the fifth straight annual increase. UMass Lowell's goal is to reach \$175,000 per tenure-stream faculty member by FY 2020. UMass Lowell ranked 172nd in R&D Expenditures in FY 2014, and when compared to public Carnegie class peers without a medical school, UMass Lowell ranked 22nd.

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 by 16 this year, to 565. Thirty-eight of these were tenured or tenure-track new hires. Similarly, the overall faculty FTE increased to 747 in Fall 2015, up from 714 in Fall 2014. In keeping with faculty diversity goals in the *2020 Strategic Plan*, the proportion of faculty of color increased to 25%.

ACCESS AND AFFORDABILITY

UMass Lowell strives to provide an 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 2015, 79% of undergraduate students demonstrated financial need, and on average 90% of their need was met. One in three (31%) UMass Lowell undergraduate students receive Federal Pell Grants, which are based on a student's 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. Twenty-two percent of UMass Lowell undergraduates self-identified as the first in their family to attend college. Thirty-one 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 continue to increase for all students. For those who entered directly out of high school, UMass Lowell's one-year retention rate increased to 86%; the four-year graduation rate jumped 7 percentage points to 39%; and the six-year graduation rate increased to 56%. For students who entered as transfers, four-fifths (81%) returned for their second year at UMass Lowell while the comparable graduation rate (four-year) for transfer students was up four percentage points to 66%.

UMass Lowell students report being very satisfied with their academic experience. The 2015 NSSE survey found that 83% of seniors rate their experience at UMass Lowell as "good" or "excellent." This is on par with the ratings given by their immediate predecessors, and with the responses from seniors attending UMass Lowell's Carnegie class peers.

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 (233), and the ongoing transition to Division I sports have had a positive effect on student satisfaction. UMass Lowell also offers 17 Living Learning Communities (LLCs) for first-year students and six LLCs for upper class and transfer students. LLCs provide purposeful links between the academic and co-curricular components of

the student experience. 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 2013 was \$854 million. In AY 2013-14, the University tracked 188,000 hours of academic and non-academic service to communities locally and abroad. In recognition of this work, the Carnegie Foundation designated UMass Lowell as a "Community Engaged University," and UMass Lowell has made five consecutive appearances 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. Over 40% of total enrollment in Fall 2015 was in STEM fields. Likewise, over one-third of all degrees awarded at UMass Lowell in AY 2014/15 were in STEM fields. Another 10% 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, oftentimes on-site. The result is continued significant growth in the number of online course enrollments at UMass Lowell. AY 2014-15 saw an increase of 7% over the previous year, continuing a seven-year trend of growth in online course registrations. AY 2014-15 also saw the largest number of online course registrations to date, at 25,021.

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 5% over last year, to \$82.4 million. Accompanying this, UMass Lowell's endowment per annualized FTE increased to over \$6,100. Private funds

raised annually increased this year by 2% to \$21.0 million, the seventh consecutive year with an increase. UMass Lowell's primary reserve declined slightly this year, to 22.1%, coming in three percentage points below the FY 2014 peer average (the latest figures available).

n.b. All peer comparisons throughout the 2016 "Annual Indicators" document were generated using UMass Lowell's peers as of 2012. These are listed at the end of the "Definitions" section.

2016 ANNUAL INDICATORS AT A GLANCE

ACADEMIC QUALITY

• Average HS GPA of First-Time Freshmen	3.54
• Average SAT Scores of First-Time Freshmen	
<i>Arithmetic Mean</i>	1173
<i>25th – 75th Percentile</i>	1090-1240
• Average GPA of Entering Transfer Students	3.13
• Student Satisfaction with Educational Experience	83%
• Student-Faculty Ratio	17:1
• Technology Enhanced Classrooms	209
• Number of Doctoral Degrees Awarded	124
• Postdoctoral Appointees	23
• Total R&D Expenditures	\$70.4M
• Total R&D Expenditures Ranking	172
• Total R&D Expenditures Ranking among Carnegie Peers (RU-H, Public, Non-Medical)	22
• Federal R&D Expenditures	\$31.1M
• Total R&D/Tenure-Stream Faculty	\$166,392
• Number of Patent Applications	25
• License Income	\$290,000
• Percent Tenured/Tenure-Track Faculty	55%
• New Tenured/Tenure-Track Faculty Hired	38
<i>As Percent of T/TT Faculty</i>	9%
• Change in Tenured/Tenure-Track Faculty	+6
• Change in Total Faculty FTE	+ 33
• Full-time Instructional Faculty	
<i>Percent Faculty-of-Color</i>	25%
<i>Percent Women Faculty</i>	43%
• Faculty Awards	2 (FY13)
• National Academy Members	0 (FY13)

ACCESS AND AFFORDABILITY

• Percent Pell Grant Recipients	31%
• Percent of Need Met for In-State Students Awarded Need-Based Aid	90%

• Average Student Debt Load (UG)	\$30,915
• Percent Graduating Class with Debt (UG)	81%
• Percent of Undergraduates from MA	82%
• Online Course Registrations	25,021
• Rate of Growth in Online Course Registrations	7.1%

STUDENT SUCCESS AND SATISFACTION

• Percent of Undergraduates who are Students of Color	31%
• Percent Undergraduates First Generation	22%
• Percent Undergraduates with English as Second Language	n/a
• Percent Undergraduates who are International	4.3%
• Number of Students who Participated in UML-Sponsored Study Abroad Program	192
• Freshmen One-Year Retention Rate	86%
• Freshmen Four-Year Graduation Rate	39%
• Freshmen Six-Year Graduation Rate	56%
• Transfer (Full-time) One-Year Retention Rate	81%
• Transfer (Upper Division) Four-Year Graduation Rate	66%
• Alumni Participation Rate (2-Year Average)	12%

SERVICE TO THE COMMONWEALTH

• Percent Alumni who live in Massachusetts	63%
• Incoming Class	2,814
<i>Percent Freshmen</i>	57%
<i>Percent Transfers</i>	43%
• Degree Completions	3,488
<i>Bachelor's</i>	2,388
<i>Master's</i>	976
<i>Doctorates</i>	124
• Enrollment in STEM Programs	6,580 (42%)
<i>Undergraduate</i>	5,239 (43%)
<i>Graduate</i>	1,341 (41%)

- Degrees Awarded in STEM Fields 1,326 (37%)
 - Undergraduate* 863 (35%)
 - Graduate* 463 (42%)
- Degrees Awarded in Healthcare Fields 371
 - Undergraduate* 254
 - Graduate* 117
- MTEL Science and Math Test-Takers 10

FINANCIAL HEALTH

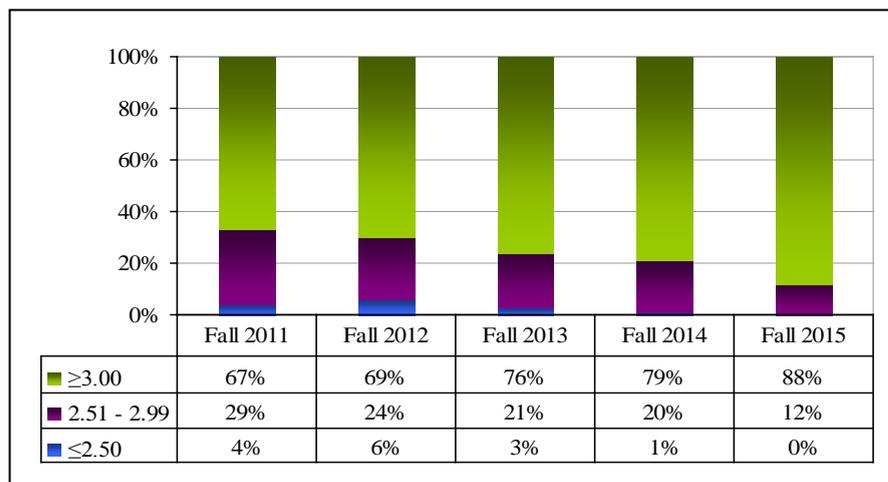
- Total Endowment** \$82.4M
- Annual Growth In Endowment** 5%
- Endowment per Annualized Student FTE** \$6,120
- Private Funds Raised Annually \$21.0M
- Primary Reserve 22.1%
- Debt Service To Operations 7.6%
- Deferred Maintenance per GSF \$215

*** NOTE: Data on these measures are currently based on the inclusion of \$8.3M of funds in the total endowment which are sourced from UML's independent Alumni Association (a 501c(3) organization). The Alumni Association houses additional endowed funds directed toward the benefit of students at UMass Lowell. This methodology is different from that used by the other UMass campuses. Therefore, any comparisons should be done with caution.*

ACADEMIC QUALITY

High School GPA of Freshmen

The Average Weighted High School GPA for Fall 2015 of 3.54 is the highest since UMass Lowell began tracking the metric, and has increased for fourteen straight years. Almost 90% of UML's incoming class had a HS GPA greater than 3.00, up from two-thirds just five years ago.



Average HS GPA	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	3.27	3.29	3.36	3.43	3.54

Average SAT Scores of Freshmen

UML's Average SAT Score is up 23 points from Fall 2014, from 1150 to 1173. This represents an increase of 60 points in five years, and an increase of more than 100 points since 2008. UML's 25th and 75th percentiles easily outstrip the peer median for both of these.

Average SAT Scores of Freshmen (UML)	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
75th Percentile	1190	1210	1210	1230	1240
25th Percentile	1020	1030	1040	1060	1090
Average	1113	1125	1134	1150	1173
Peer Median					
75th Percentile	1190	1200	1210	1205	1210
25th Percentile	990	990	1000	1000	1010
UML Rank					
75th Percentile	4	2	2	2	2
25th Percentile	2	2	2	2	2

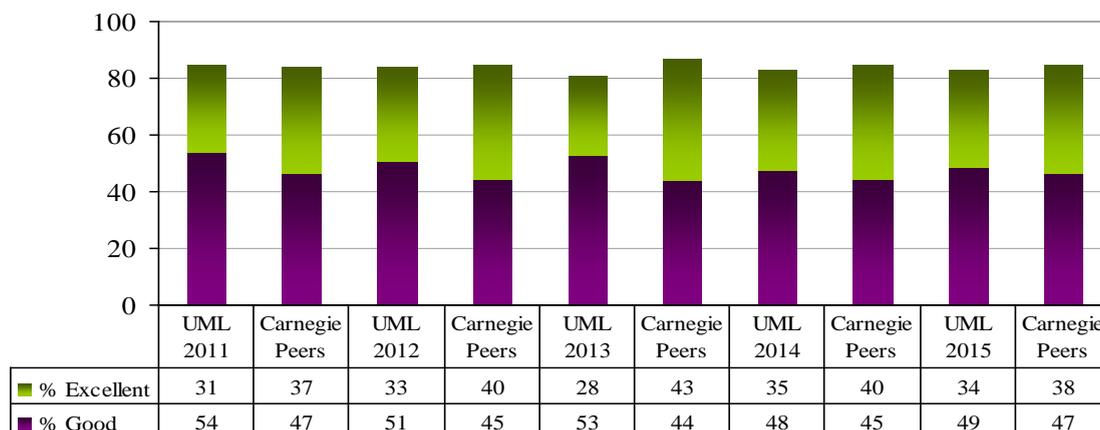
Average GPA of Entering Transfer Students

The Average GPA for entering transfer students has seen a steady upward trend in the past five years. The Fall 2015 figure of 3.13 is the highest in recent memory.

Avg. GPA Entering Transfers	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	3.07	3.08	3.09	3.11	3.13

Student Satisfaction with Educational Experience

Our 2015 NSSE results show that, once again, over 80% of UML's seniors rate their educational experience at the University as either "Good" or "Excellent." This continues to be on par with the rating given to UML's peer institutions within our same Carnegie classification.



Student-Faculty Ratio

UMass Lowell has improved its student-faculty ratio this year to 17:1. Compared to its peers, UML ranks in the top half of the group.

Student-Faculty Ratio	2011	2012	2013	2014	2015
UML	17:1	17:1	18:1	18:1	17:1

Technology-Enhanced Classrooms

Standard Classroom Technology:

All 209 classrooms, labs, auditoriums and lecture halls scheduled by the UMass Lowell campus Registrar have projection devices (LCD projectors or LDC flatscreens), Extron control systems, podium computers, Spectrum teaching lecterns and integrated audio systems.

Smart Podium interactive podiums: In addition to Standard classroom technology, more than 65% of classrooms at UMass Lowell have an interactive Smart Podium monitor for marking up notes and Powerpoint presentations.

UML Technology-Enhanced Classrooms	AY2013-2014		AY2014-2015	
	Number of Classrooms	Percent of Total	Number of Classrooms	Percent of Total
Standard Classroom Technology	185	100%	209	100%
Smart Podium Interactive Podiums	120	65%	135	65%
Lecture-Capture Enabled Classroom	95	52%	95	45%
Total Classrooms	185	100%	209	100%

Lecture-Capture Enabled Classroom: In addition to Standard classroom technology, 95 rooms, or 45% of the classrooms at UMass Lowell, are equipped with lecture capture technology which allows for the automatic capture and recording of audio, video and presentation materials.

Doctoral Degrees Awarded

UML awarded 124 doctoral degrees in 2014-15, up 24 from the previous year, and just shy of meeting our 2020 goal of 125 doctorates awarded per year.

Beginning with FY 2010, IPEDS has assigned professional practice doctorates to include first-professional doctorates associated with professional schools (JD, MD, PharmD). UML has adjusted the peers IPEDS totals to remain consistent in reporting comparable data.

<i>UML Doctoral Degrees Awarded</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Research/Scholarship Doctorates</i>	57	58	66	60	87
<i>Professional Practice Doctorates</i>	26	35	36	40	37
<i>Total Doctoral Degrees Awarded</i>	83	93	102	100	124

<i>Research/Scholarship Doctorates</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>UML</i>	57	58	66	60	87
<i>Peer Average</i>	89	81	96	102	120*

*Calculated based on IPEDS provisional release data, April 2016.

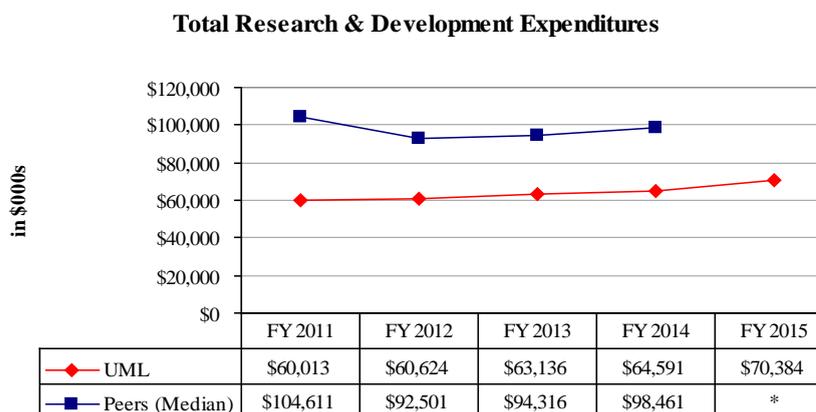
Postdoctoral Appointees

The number of postdoctoral appointments returned to the five-year median this year. Nineteen of these 23 appointments were funded by grants.

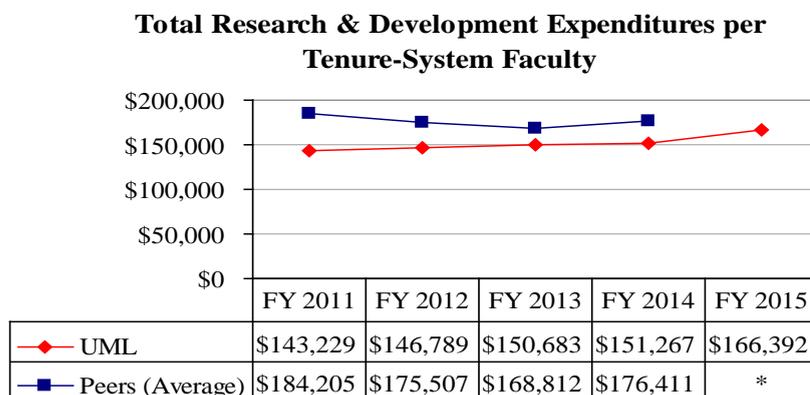
<i>Postdoctoral Appointees</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>UML</i>	26	23	22	28	23

Total Research and Development (R&D) Expenditures

UMass Lowell's total research and development expenditures as reported to the National Science Foundation (NSF) increased again in FY 2015 to \$70.4M and marks an eight-year trend of increasing R&D expenditures.



In FY 2015, the average amount of R&D expenditures per tenure-stream faculty member increased by 10% to \$166,392, the fifth straight annual increase. UML's goal is to reach \$175,000 per tenure-stream faculty member by FY 2020.



*As of May 2016, the peer data for FY2015 was not yet available.

R&D Expenditures Rankings

UMass Lowell faculty and researchers have been steadily increasing their R&D expenditures, earning a national rank of 172 out of the 634 ranked institutions in FY 2014. Similarly, when we compare ourselves to our closest peers (same Carnegie classification, public control and no medical school), UMass Lowell earned a national rank of 22 in FY 2014, up six spots from the FY 2013 rank.

Total R&D Rank	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
<i>Overall Ranking</i>	177	184	184	178	172
<i>Ranking based on Carnegie Peers</i>	28	30	31	28	22

n.b. Ranking based on Carnegie Peers is further standardized by U.S. public institutions without medical schools.

Patent Applications

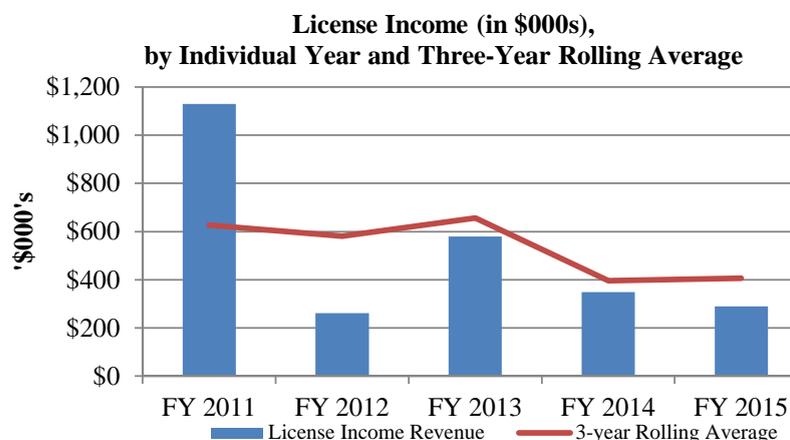
The number of patent applications filed is an indicator of an institution's inventiveness and the commercial potential of its academic work. In FY 2015, 25 U.S. patent applications were filed by UMass Lowell faculty and researchers. Additionally, UMass Lowell applies for foreign/international patents that are not reflected in these totals. FY 2015 saw 9 of these filed by UML. Overall, 34 total patent applications were filed by UML, compared to 46 in FY 2014, and 30 in FY 2013.

<i>Patent Applications</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	21	19	20	24	25

License Income

The license income shown represents total revenues (licensing fees and royalties plus patent reimbursements). Over the next few years, as more technologies that are currently under development come to market, the share of total license income attributable to royalty payments will increase, thus providing a more stable year-over-year baseline for this measure. Until that time, a more representative indicator is the three-year rolling average, which for FY 2015 is \$406K, an increase over last year's \$296K.

<i>License Income (000's)</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	\$1,130	\$261	\$579	\$348	\$290



Percent Tenured/Tenure-Track Faculty

In Fall 2015, instructional faculty at UMass Lowell were comprised of 55% tenure-stream faculty and 45% non-tenure-track or part-time faculty. The share made up by tenure-stream faculty has continued to decrease since Fall 2011, down five percentage points. However the percentage of retired faculty with previous tenure-stream status has increased from 3% of the part-time faculty population to 5% from Fall 2014 to Fall 2015 respectively.

<i>Percent Tenured/Tenure-track Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>% Tenured/Tenure-track</i>	60%	59%	59%	57%	55%
<i>% Non Tenure-track/PT</i>	40%	41%	41%	43%	45%

New Tenured/Tenure-Track Faculty Hired

UMass Lowell continues to fill open tenure-track faculty positions to maintain capacity and to strengthen centers of excellence. In addition to adding 38 new tenure-stream faculty this year, UML also added eight new NTT lecturers and 16 visiting faculty in AY 2016.

<i>New Tenured/Tenure-Track Faculty Hired</i>	<i>AY 2011-12</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>	<i>AY 2015-16</i>
	17	26	21	20	38

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured-track Faculty

New tenure-stream faculty hiring has increased to its highest point in five years, up four percentage points from Fall 2014.

<i>New T/TT Faculty as Percent of Total</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total T/TT Faculty</i>	397	406	413	407	413
<i>Total New Hires</i>	17	26	21	20	38
<i>Percent of Total</i>	4%	6%	5%	5%	9%

Change in Tenured/Tenure-Track Faculty

The number of tenure-stream, full-time instructional faculty increased slightly in Fall 2015, and the overall number of full-time instructional faculty (without regard to tenure status and including clinical faculty and NTT Lecturers) showed a strong increase again this year, up from 549 in Fall 2014 to 565 in Fall 2015. UMass Lowell remains strongly committed to strengthening the faculty.

<i>Change in T/TT Faculty</i>	<i>Fall 2011*</i>	<i>Fall 2012*</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>1-year Change</i>
	413	419	413	407	413	6

*These figures include tenured faculty with administrative assignments.

Change in Faculty FTE

The significant increase in faculty FTE since 2011 is due to UML's emphasis on strengthening research and building new academic programs.

<i>Change in Faculty FTE</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>1-year Change</i>
	654	683	695	714	747	33

This figure includes full-time tenured and tenure-track faculty as well as NTT Lecturers, and Clinical and visiting faculty. Research faculty are not included in this metric.

Faculty by Race and Gender

UMass Lowell has steadily increased the number of faculty of color among its full-time instructional faculty. Since Fall 2011, their proportion has increased by five percentage points. In the same vein, the proportion of women faculty has steadily increased each of the last five years, reaching close to 43% in Fall 2015.

<i>Full-time Instructional Faculty</i>					
<i>Faculty Of Color*</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	91	99	113	120	133
<i>Percent</i>	20.2%	19.7%	22.0%	23.3%	25.4%

<i>Women Faculty</i>					
	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	189	216	225	226	241
<i>Percent</i>	39.6%	40.8%	41.6%	41.2%	42.7%

n.b. Full-time instructional staff; excludes research faculty.

**Includes U.S. Citizens and Permanent Residents; excludes Non-Resident Aliens and "Unknown" race/ethnicity.*

Source: IPEDS

Faculty Awards

This figure presents the number of faculty awarded prominent grants or fellowships, based on the list compiled annually by the Arizona Center for Measuring University Performance (MUP). If one also takes into consideration the awards compiled by *Academic Analytics*, however, UML faculty received 109 prominent awards in FY 2015. Of note, 2 UML faculty members have been named Guggenheim Fellows, and another, a National Associate of the National Academies.

<i>Faculty Awards</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
<i>UML</i>	2	1	2	2	*
<i>Peers (Median)</i>	2.5	5	5	5	*

*As of May 2016, the data for 2014 was not available.

National Academy Members

The Arizona Center for Measuring University Performance (MUP) annually compiles the number of faculty who are members of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine. UMass Lowell welcomed a new faculty member in 2015 who has been named a member of the National Academy of Engineering. Due to the time lag in MUP's data collection procedures, this won't be reflected in our numbers above for several years.

<i>National Academy Members</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
<i>UML</i>	0	0	0	0	*
<i>Peers (Median)</i>	0.5	1	1	1	*

*As of May 2016, the data for 2014 was not available.

ACCESS AND AFFORDABILITY

Percent (In-State) Pell Grant Recipients

This figure represents the percentage of *in-state* degree-seeking undergraduates receiving Federal Pell Grants, which are based on a student's need. In Fall 2014, approximately one-third of UML's in-state undergraduates qualified for and received a Pell Grant, a proportion that has remained steady since 2010.

<i>Percent (In-State) Pell Grant Recipients</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>
	33%	35%	33%	33%	31%

Percent Need Met for In-State Students Awarded Need-Based Aid

UMass Lowell remains committed to affordability. Fully 90% of the need shown by in-state students was met by UML again in AY 2015.

<i>Percent Need Met (In-State)</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
	94%	92%	91%	90%	90%

Student Debt Load of Graduating Class (UG)

Mirroring national trends, UMass Lowell has seen the average amount of student debt of its graduating class climb since 2010. In 2015, the increase was just \$400.

	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
<i>Average Debt Load</i>	\$27,620	\$29,212	\$28,482	\$30,505	\$30,915
<i>Percent Graduating Class with Debt</i>	75%	77%	79%	81%	81%

Source: CDS, various years, questions H4 and H5.

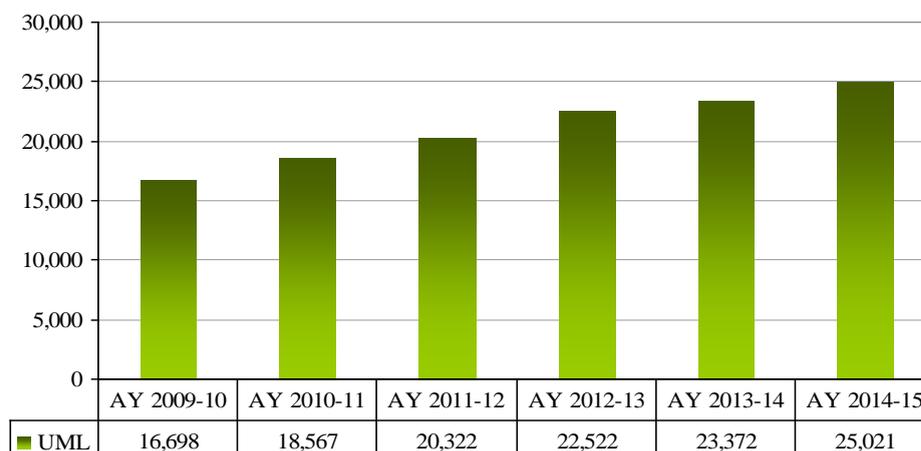
Percent Undergraduates From Massachusetts

Massachusetts residents continue to comprise the vast majority of UMass Lowell undergraduate students (both Day and OCE). Continuing this trend, more than five out of every six students hailed from Massachusetts in Fall 2015.

<i>Percent Undergraduates from Massachusetts</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	9,939	10,229	10,556	10,690	10,912
<i>Percent</i>	85%	83%	83%	82%	82%

Online Course Registrations

UMass Lowell's Division of Online and Continuing Education (OCE) online course registrations continue to increase, despite an increasingly competitive marketplace. Online course enrollments were at their highest ever in AY15, at 25,021. In addition, many other courses across the University incorporate online elements using Blackboard LMS tools such as e-mail, online syllabi, chat, and discussion forums.



Annual Growth in Online Course Registrations

UMass Lowell's efforts to expand our online course offerings continue to show positive results. Despite a competitive marketplace, UML's online course registrations continued to climb, reaching an impressive 7.1% year-over-year growth in AY 2014-15.

<i>Annual Growth in Online Course Enrollments</i>	<i>AY 2010-11</i>	<i>AY 2011-12</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>
	11.2%	9.5%	10.8%	3.8%	7.1%

STUDENT SUCCESS AND SATISFACTION

Percent Undergraduates who are Students of Color

The substantial proportion of UMass Lowell's domestic undergraduates (both Day and OCE) who describe themselves as students of color demonstrates our success in recruiting and retaining diverse students. Their numbers increased again this year, to 31% of our undergraduates in Fall 2015.

<i>Percent UGs Students of Color</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	3,054	3,211	3,235	3,362	3,668
<i>Percent</i>	28%	29%	28%	29%	31%

Percent Undergraduates who are First Generation in College

This year saw the proportion of freshmen and senior respondents to the NSE survey who reported that neither parent had attended nor graduated from college decline slightly, to 22%.

<i>Percent UGs First Generation in College</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Percent</i>	24%	21%	28%	28%	22%

Percent Undergraduates with English as a Second Language

n.b. This indicator is based on responses to the Cooperative Institutional Research Program's (CIRP) "Freshman Survey," which is not fielded at UMass Lowell.

<i>Percent UGs ESL</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Percent</i>	n/a	n/a	n/a	n/a	n/a

Percent Undergraduates who are International

The proportion of UMass Lowell's undergraduates (both Day and OCE) who are neither a U.S. citizen nor a permanent resident reached 4.3% in Fall 2015. UML's undergraduate and graduate student population included 1,321 international students in Fall 2015, an increase of 7.3% over Fall 2014. These 1,321 international students represented 7.6% of the overall student body in Fall 2015.

<i>Percent UGs International</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Number</i>	129	259	399	484	569
<i>Percent</i>	1.1%	2.1%	3.1%	3.7%	4.3%

Number who Participated in a Study Abroad Program

The number of students (both Undergraduate and Graduate) choosing to study abroad jumped by 63%, to 192 students in AY 2014-2015, a result of the University's efforts to engage students in international programs.

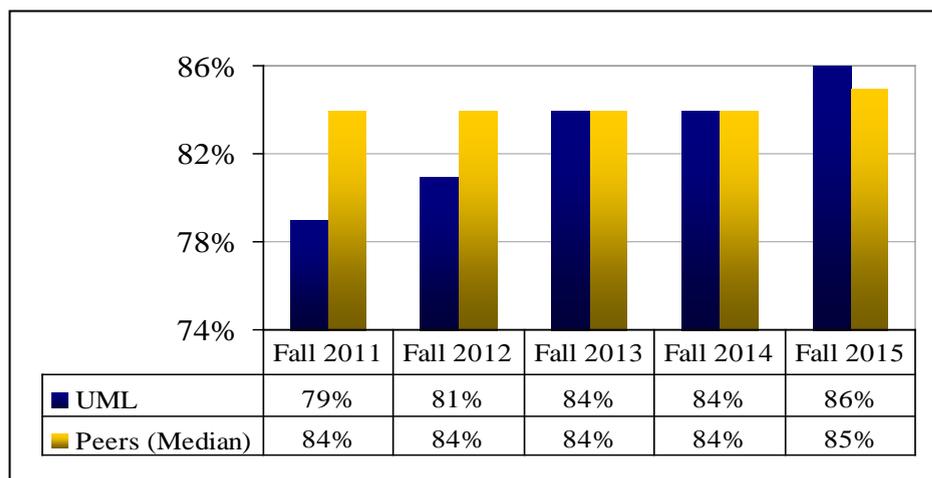
<i>Total Number of Students who participated in Study Abroad</i>	<i>Fall 10-Summer 11</i>	<i>Fall 11-Summer 12</i>	<i>Fall 12-Summer 13</i>	<i>Fall 13-Summer 14</i>	<i>Fall 14-Summer 15</i>
	138	95	107	118	192

The actual number of students studying abroad may be higher than presented here because this figure only captures students who made arrangements through UML's Office of Study Abroad and International Experiences. Students advised elsewhere, or who made their own arrangements and returned to UML with additional earned credits, are not included in these figures.

Freshman One-Year Retention Rate

UML's freshman retention rate increased two percentage points this year, to its highest ever: 86%. It's now one percentage point higher than the median of our peers.

(n.b. The cohort reported for Fall 2015 is the Fall 2014 freshman cohort.)



Four-Year Graduation Rates

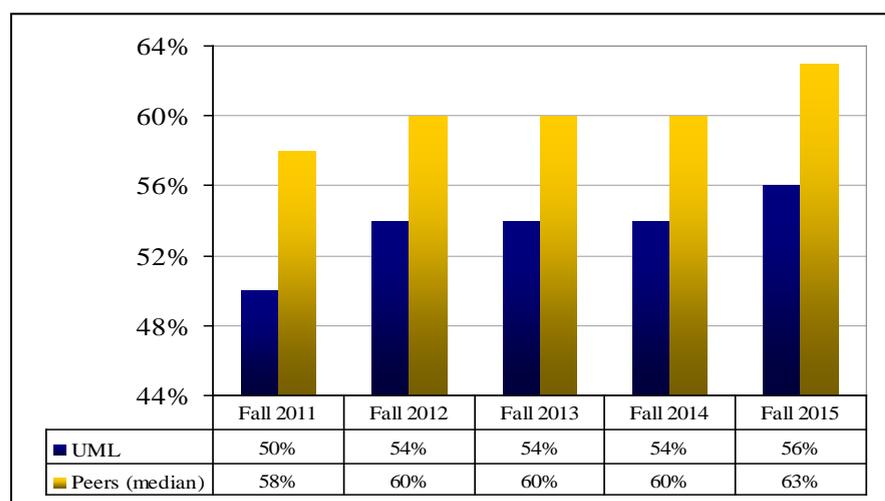
The proportion of students who enter UMass Lowell in a given Fall semester and graduate within four years -- the Four-Year Graduation Rate -- has been climbing steadily since 2010. For the class that entered in Fall 2011, 38.5% had earned their Bachelor's degree by Fall 2015.

4-Year Graduation Rates	2011	2012	2013	2014	2015
Cohort Entering Year	(2007)	(2008)	(2009)	(2010)	(2011)
4-Year Graduation Rate	28.4%	27.1%	31.0%	32.2%	38.5%

Freshman Six-Year Graduation Rate

UMass Lowell's six-year graduation rate jumped two percentage points this year, to a high of 56%. This metric has increased by six percentage points since Fall 2011. Compared to the median of its peers, however, UML continues to lag. Given the strong increase in the Four-Year Graduation Rate metric (see above), subsequent years should see a comparable increase in the Six-Year Graduation Rate metric.

(n.b. The cohort reported for Fall 2015 is the Fall 2009 cohort.)



Transfer (Full-Time) One-Year Retention Rate

Transfers made up 43% of UMass Lowell's new undergraduate student pool in Fall 2015. Their one-year retention rate has remained relatively steady since 2011; approximately four-fifths return for a second year of study at UMass Lowell.

Transfers (Full-time) One-Year Retention Rate	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	79%	79%	79%	81%	81%

Transfer (Upper Division) Four-Year Graduation Rate

The four-year graduation rate for upper-level transfer students remains steady, improving slightly this year to 66%.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
	65%	70%	63%	62%	66%

Student Achievement Measure (SAM Data - Bachelor's Seeking Model)

The official Six-Year Graduation Rate measures the proportion of students who complete their degree at the same institution where they began their education. For UMass Lowell's Fall 2009 entering cohort, the official rate is 56%. However, as this table shows, another 13% of those students earned a degree within six years, albeit from another higher education institution. Taken together, 69% of the students who entered UMass Lowell in Fall 2009 had earned a Bachelor's degree by the Summer of 2015. This is six percentage points higher than last year's figure of 63% for the Fall 2008 cohort.

FIRST-TIME FULL-TIME FRESHMEN						
<i>Number of Students in Cohort: 1,501*</i>						
				GRADUATED WITHIN		
<i>Outcomes for Students Starting at UML in Fall 2009 by Summer 2015</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>4 YRS.</i>	<i>5 YRS.</i>	<i>6 YRS.</i>
<i>Bachelor's degree from UMassL</i>	0	0%	0%	31%	50%	56%
<i>Associate degree from UMassL</i>	0	0%	0%	0%	0%	0%
<i>Total Graduated from UMassL</i>	0	0%	0%	31%	50%	56%
<i>Bachelor's degree from another Institution</i>	0	0%	0%	3%	7%	9%
<i>Associate degree from another Institution</i>	0	0%	1%	2%	3%	4%
<i>Total Graduated from another Institution</i>	0	0%	1%	5%	10%	13%
<i>Enrolled at UMassL</i>	1,477	78%	78%	38%	13%	6%
<i>Enrolled at Another 4-yr Institution</i>	2	7%	6%	7%	6%	3%
<i>Enrolled at Another 2-yr Institution</i>	1	6%	6%	6%	4%	3%
<i>Total Transferred and Enrolled at another</i>	3	13%	12%	13%	9%	6%
<i>Current Status Unknown</i>	19	9%	9%	14%	18%	20%

*The Fall 2009 cohort comprised 1,501 students, but just 1,491 were found by the National Student Clearinghouse. The figures presented here are based upon the latter number, and so will differ from officially reported retention and graduation rates.

Alumni Participation Rate

This year's Alumni Participation Rate has held steady, at 12%, despite the fact that the number of alumni/ae is rapidly growing as a result of the University's enrollment growth and improved graduation rate.

<i>Alumni Participation Rate</i>	<i>FY2011</i>	<i>FY2012</i>	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>
	10%	11%	12%	12%	12%

SERVICE TO THE COMMONWEALTH

Incoming Class Composition

The composition of UMass Lowell's incoming class for the past five years has consistently been approximately 60% first-year students and 40% transfer students.

<i>Incoming Class Composition</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total Incoming Class</i>	2,487	2,614	2,694	2,847	2,814
<i>Entering Freshmen</i>	1,431	1,495	1,636	1,639	1,598
<i>Percent Entering Freshmen</i>	58%	57%	61%	58%	57%
<i>Transfers</i>	1,056	1,119	1,058	1,208	1,216
<i>Percent Transfers</i>	42%	43%	39%	42%	43%

n.b. State-supported only.

Degree Completions

Across all degree award categories, UMass Lowell has seen remarkable increases in the past five years. Since 2010-11, the number of Bachelor's degrees awarded has jumped 44%; and Master's degrees and Doctoral degrees each, 49%. The University is well on its way to achieving its 2020 goals for degree completions in each of these categories.

<i>Degree Completions</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Bachelor's degrees</i>	1,653	1,836	2,031	2,228	2,388
<i>Masters degrees</i>	654	739	745	879	976
<i>Doctoral degrees</i>	83	93	102	100	124
<i>Res./Sch. Doctorates</i>	57	58	66	60	87
<i>Professional Practice Doctorates</i>	26	35	36	40	37
<i>Total Degrees</i>	2,390	2,668	2,878	3,207	3,488

Percent Alumni who Live in Massachusetts

Approximately two-thirds of UML alumni/ae reside in Massachusetts. This proportion has remained steady for the past five years.

<i>Percent Alumni Who Live in MA</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Undergraduate</i>	64%	64%	63%	65%	65%
<i>Graduate</i>	52%	54%	54%	55%	56%
<i>All</i>	62%	62%	61%	63%	63%

Enrollment in STEM Fields

UMass Lowell has increased the number of students enrolling in STEM programs at the undergraduate level, but saw a slight decrease at the graduate level this year due to the increased emphasis on selectivity of doctoral students. The percentage of all students in STEM programs has steadily increased since Fall 2011, comprising 42% of UML's student body in Fall 2015. Enrollment in STEM certificates continues to hold steady, at over one-quarter of all certificates.

Undergraduate

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
Total	10,805	11,255	11,597	11,974	12,261
STEM	3,936	4,335	4,573	4,831	5,239
Percent STEM	36%	39%	39%	40%	43%

Graduate

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
Total	2,567	2,845	3,199	3,230	3,275
STEM	1,049	1,126	1,316	1,342	1,341
<i>STEM Master's</i>	647	680	824	869	892
<i>STEM Doctoral</i>	402	446	492	473	449
Percent STEM	41%	40%	41%	42%	41%

Total Enrollments

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
STEM	4,985	5,461	5,889	6,173	6,580
Percent STEM	37%	39%	40%	41%	42%

Certificates

<i>Enrollment</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
Total	853	801	723	669	664
STEM	204	184	182	182	176
Percent STEM	24%	23%	25%	27%	27%

Degrees and Certificates Awarded in STEM Fields

More than one-third of UMass Lowell's degrees are consistently awarded in STEM fields, and the absolute number of both degrees and certificates awarded in STEM fields continues to increase. The University's wide variety of undergraduate and graduate certificate programs serve as pathways for students into STEM careers.

Undergraduate

<i>Degrees</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
Total Degrees	1,678	1,872	2,079	2,265	2,437
STEM	518	626	701	798	863
Percent STEM	31%	33%	34%	35%	35%

Graduate

<i>Degrees</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
Total Degrees	732	832	847	979	1,100
STEM	326	316	311	389	463
<i>STEM Master's</i>	282	278	258	340	403
<i>STEM Doctoral</i>	44	38	53	49	60
Percent STEM	45%	38%	36%	40%	42%

Total Degrees

<i>Degrees</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
STEM	844	942	1,012	1,187	1,326
Percent STEM	35%	35%	35%	37%	37%

Certificates

<i>Certificates</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>UG Total Certs.</i>	96	110	124	116	113
STEM	58	68	71	63	70
Percent STEM	60%	62%	57%	54%	62%
<i>G Total Certs.</i>	295	390	392	329	367
STEM	52	50	45	55	57
Percent STEM	18%	13%	11%	17%	16%

Degrees and Certificates Awarded in Healthcare Fields

Although UML continues to see a rise in the overall number of degrees awarded, both generally and in STEM disciplines, the number of degrees and certificates awarded in Healthcare fields decreased slightly this year. The number of Bachelor's degrees in Healthcare fields remained constant at 254, while the numbers of Master's and Doctoral degrees decreased by 16%.

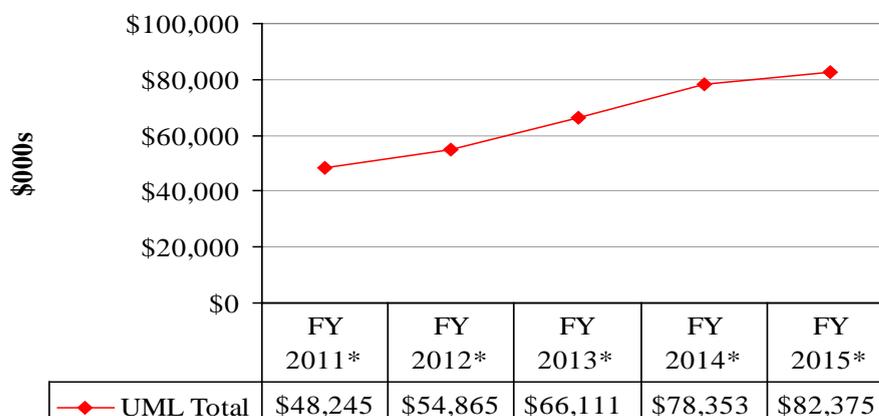
Health Care Awards	2010-11	2011-12	2012-13	2013-14	2014-15
Bachelor's degrees	183	201	228	254	254
Masters degrees	59	78	81	92	76
Doctoral degrees	29	42	40	48	41
Res./Sch. Doctorates	3	7	4	8	4
Professional Practice Doctorates	26	35	36	40	37
Total Degrees	271	321	349	394	371
Total Certificates	44	39	60	41	39

FINANCIAL HEALTH

Endowment Assets and Annual Growth in Endowment

In FY 2015, UMass Lowell's total endowment amount increased by over \$4M, to \$82.3M. This is the sixth consecutive year of increases in the size of UML's endowment.

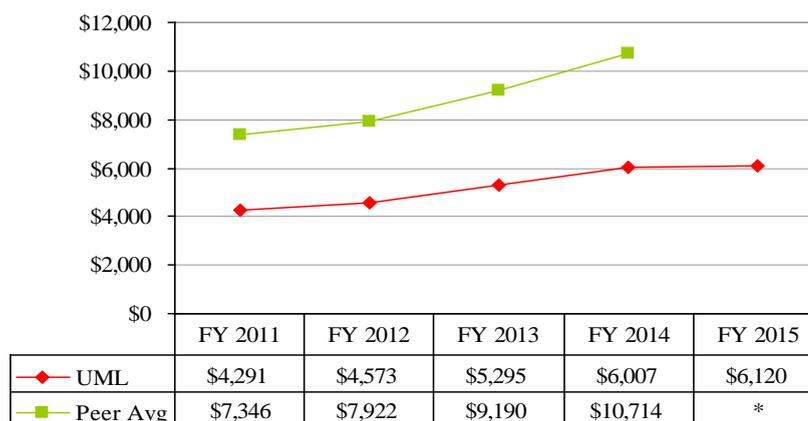
*These figures include funds from UMass Lowell's independent *Alumni Association (a 501(c)3 organization)* which houses additional endowed funds directed toward the benefit of students at UMass Lowell. In FY 2015 these funds totaled \$8.3M.



Growth in Endowment	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	17%	14%	20%	19%	5%

Endowment per Annualized Student FTE

The Endowment Per Annualized Student FTE increased slightly this year, to just over \$6,100. This is the seventh year in a row of increases. UML continues to lag behind its Peer Average, however.



Private Funds Raised Annually

In FY 2015, the amount of private funds raised annually by UMass Lowell increased 2% over the previous year, to \$21.0 M.

n.b. These figures represent cash and commitments.



Primary Reserve

UMass Lowell's FY 2015 primary reserve, which measures available unrestricted resources, decreased slightly this year to 22.1%. Efforts to grow revenues and control expenditures are being implemented each year to stimulate and maintain continued growth.

<i>Primary Reserve</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>UML</i>	26.7%	21.9%	23.1%	22.8%	22.1%
<i>Peers</i>	19.5%	23.4%	25.0%	25.6%	*

*As of May 2016, the data for 2015 was not available.

Debt Service to Operations

The FY 2015 Debt Service to Operations ratio was 7.6%, a predicted increase over last year's ratio. As indicated in the last several reports, we anticipate that this ratio will increase in future years. UMass Lowell continues to review our financial capacity to take on more debt against the facility needs being identified through the Master Planning effort.

<i>Debt Service to Operations</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
<i>UML</i>	4.2%	4.7%	5.8%	6.0%	7.6%
<i>Peers</i>	3.7%	4.2%	4.7%	4.9%	*

*As of May 2016, the data for 2015 was not available.

Deferred Maintenance per GSF

This ratio provides a relative measure of the amount of deferred maintenance at a campus. The increase in the FY 2015 figure is due largely to a new baseline calculated for the University in 2015 by Sightlines, which created a new baseline for the University.

<i>Deferred Maintenance per GSF</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	\$179	\$195	\$189	\$162	\$215

*FY 2015 number based on needs determined through the BPS process that is currently being updated.

DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Average High-School GPA of First-Time Freshmen.

Cumulative GPA for college preparatory courses with additional weight to honors and AP courses, according to DHE admissions policy. Reported on all first-year students.

Average SAT Scores of First-Time Freshmen. Average SAT scores of freshmen are based on the arithmetic mean. The 25th and 75th percentiles and mean SAT scores are based on combined SAT scores of all first-year students. Peer scores may differ in percentage reporting because of the conversion from fixed ACT scores to SAT ranges. (Source: IPEDS)

Average GPA of Transfer Students. Cumulative GPA for college-level courses transferred to UMass Lowell according to admissions policy.

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.

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 National Survey of Student Engagement administered in Spring 2015. Peer data are from NSSE.

Technology-Enhanced Classrooms. Classification of the campus’s total classroom capacity in terms of the level of technology support. Categories of classification are campus-specific.

Doctoral Degrees Awarded. Number of doctoral degrees awarded for AY 2014-15, which includes the August 2014, February 2015 and May 2015 award dates. These include both Research/Scholarship and Professional Practice doctorates. Peer comparison data is based on Research/Scholarship doctorates only.

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. Beginning FY 2010, this figure includes non-S&E expenditures for all years reported.

Federal R&D Expenditures. R&D expenditures in all academic fields from all federal sources, 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 is NCES WebCaspar/NSF HERD data tables.

Total R&D Expenditures Ranking Among Carnegie Peers, US Publics, Non-Medical Institutions. 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. Ranking computed by campus.

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.

Number of Patent Applications. Number of U.S. Patent applications filed per year. Data source: Data reported by campuses to UMass President’s Office, Office of CVIP; Vice Provost for Research.

License Income. Amount of annual income from license agreements. Data source: Data reported by campuses to UMass President’s Office, Office of CVIP. Three-year rolling average calculated by campus.

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

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.

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty. Definition of ‘New’ Hires per IPEDS Definitions. Number of ‘Newly hired’ Tenured/Tenure-track faculty divided Total Tenured/Tenure-track Faculty of an IPEDS reporting cycle.

Change in Tenured/Tenure-Track Faculty. The difference in the number of tenured/tenure-track faculty

from one Fall semester to the next. For the 2016 PMS report, the difference will be between the figures for Fall 2015 and Fall 2014. Faculty members who are on paid leave are included, as are the individuals holding tenure whose primary responsibility is administrative.

Change in Total Faculty FTE. The difference in the total FTE from one Fall semester to the next for all full-time and part-time instructional faculty teaching state-supported and non-state-supported courses. Includes faculty members who are on paid leave and those holding tenure whose primary responsibility is administrative. For the 2016 PMS report, the difference will be between the figure for Fall 2015 and Fall 2014.

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, sciences, 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*. Source: Arizona Center for Measuring University Performance.

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 in the Financial Aid Template.

Percentage 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 aid to full-time students. Data as reported to the UMass President's Office in the Financial Aid Template.

Average Student Debt Load (UG). The average-per-undergraduate-borrower cumulative principal borrowed through any loan program of those who started at UMass Lowell as first-time students and graduated between July 1, 2014 and June 30, 2015. Includes only those loans made to students while they were enrolled at UMass Lowell, as well as co-signed loans. Excludes students who transferred to UMass Lowell from another institution, and any money borrowed at any other institution.

Percent Graduating Class with Debt (UG). The percentage of those who graduated with a Bachelor's degree between July 1, 2014 and June 30, 2015 who borrowed at any time through any loan programs.

Percent Undergraduates from Massachusetts. A measure of accessibility, the percentage of undergraduate students who are Massachusetts residents based on tuition residency and/or permanent address (for continuing education students) at the time of their initial enrollment at UMass Lowell.

Online Course Registrations. The total annual online (distance education) course registrations.

Annual Growth in Online Course Registrations. The year-on-year percent increase in the annual number of online (distance education) course registrations.

STUDENT SUCCESS AND SATISFACTION INDICATORS

Percentage Undergraduates Who are Students of Color. Undergraduates who are Cape Verdean, African-American/Black, Hispanic/Latino, Asian, Native American, Hawaiian/Pacific Islander, and Two or More Races, divided by total U.S. citizens and permanent residents who report their race/ethnicity. Due to the 2010 changes in IPEDS race and ethnicity classifications, trend data on students of color should be viewed with caution.

Percentage Undergraduates Who are First-Generation in College. First-generation college students are those neither of whose parents attended a postsecondary institution. This estimate is drawn from the National Survey for Student Engagement (NSSE), which is administered only to freshmen and senior students.

Percent Undergraduates with English as a Second Language. Percentage of undergraduates whose first language was not English. The survey which captures this information, the Cooperative Institutional Research Program's (CIRP) Freshman Survey, was not fielded at UMass Lowell this year.

Percent Undergraduates who are International. Percentage of undergraduates who are non-resident aliens, studying at UMass Lowell on a student visa and enrolled in credit-bearing courses. Does not include U.S. citizens,

permanent residents, or refugees. UMass Lowell also reports the university total, which includes graduate students.

Number of Students who Participated in a Study Abroad Program. The number of students who were reported as having taken for-credit instruction. It should be noted that only those students who accessed such programs through the UMass Lowell Office of Study Abroad and International Experiences are included here. (Source: IIE Open Doors survey).

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

Freshman Four-Year Graduation Rate. Percent of first-time, full-time, degree-seeking freshmen who entered in a given Fall and graduated from UMass Lowell by the end of their fourth year. Peer data as reported to IPEDS.

Freshman Six-Year Graduation Rate. Percent of first-time, full-time, degree-seeking freshmen who entered in a given Fall and graduated from UMass Lowell by the end of their sixth year. Peer data as reported to IPEDS.

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

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

Student Achievement Measure (SAM) Data – Bachelor’s Seeking Module. Report on first-time, full-time degree-seeking freshman cohort based on data sent to National Student Clearinghouse and reported to the Student Achievement Measure project.

Alumni Participation Rate. The percentage of alumni giving serves as a proxy for how satisfied students are with the school. The average percentage of undergraduate alumni of record who donated money to UMass Lowell. “Alumni of record” are former full- or part-time students who received an undergraduate degree and for whom UMass Lowell 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. These two separate alumni giving rates are then averaged for the last two academic years. Graduates who earned only a graduate degree are excluded. Undergraduate alumni donors are alumni with undergraduate degrees from an institution who made one or more gifts for either current operations or capital expenses during the specified academic year. Data is from *U.S. News & World Report*.

SERVICE TO THE COMMONWEALTH INDICATORS

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

Incoming Class Composition. The proportion of the new students in a given Fall semester comprised by freshmen and by transfers.

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

Enrollment in Science, Technology, Engineering, and Mathematics (STEM) Programs. Total number of students enrolled in STEM programs. Enrollment count includes degree-seeking undergraduate, graduate and certificate students.

Degrees and Certificates Awarded in STEM Fields. The number of undergraduate degrees, graduate degrees and certificates awarded in STEM fields.

Degrees and Certificates Awarded in Health Care Fields. The number of undergraduate degrees, graduate degrees and certificates awarded in Health Care fields (generally, CIP code of 51).

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

FINANCIAL HEALTH INDICATORS

Total Endowment, Endowment Growth, and Endowment per Annualized Student FTE. The total value of the endowment at the end of the most recent fiscal year and the percent change from previous year is reported. UMass Lowell includes in its endowment those funds held by UMass Lowell’s independent Alumni Association, a 501(c)3 organization which funds are directed toward the benefit of UMass Lowell’s students. The per-student ratio is based on total annualized FTEs, including non-degree seeking students in OCE.

n.b. Because UMass Lowell includes its independent Alumni Association’s funds in the endowment figures reported here, these figures will differ from those found in the UMass Foundation report to the Board of Trustees. This methodology is different from that used by the other UMass campuses. Therefore, any comparisons should be done with caution.

Private Funds Raised Annually. Private funds include restricted and unrestricted income from individuals,

foundations, corporations, and other organizations. Private grant revenues are included, while private contract revenues are excluded. Totals for each year include pledges made in that year as well as the value of in-kind contributions.

Primary Reserve. Expendable fund balance as a percentage of unrestricted expenditures and mandatory transfers.

Debt Service to Operations. Debt service as a percentage of unrestricted expenditures and mandatory transfers.

Deferred Maintenance per GSF. An indicator of the physical condition of the campus's facilities. Here, the amount of deferred maintenance per gross square footage is reported.

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*

Please Note: Unless otherwise specified, all data are coordinated by the UMass Lowell's Office of Institutional Research.

HEADLINES FROM THE 2016 ANNUAL INDICATORS

University of Massachusetts Medical School (UMMS) continues to perform effectively in areas critical to its mission as it reaches the midpoint of its current strategic plan. Resource constraints common to all academic health science centers and limited real growth in federal research expenditures require the campus to constantly balance demands for investment with competing priorities. Ongoing achievements in basic, clinical and translational research, the success of the new medical education curriculum, and successful recruitment and development initiatives continue to be positive.

Research and faculty achievement, and strong efforts in resource maximization and operational efficiencies continue, as called for in the strategic plan. “Vision 2020” acknowledges financial pressures, including flat state support, and requires UMMS to prioritize educational and research initiatives. Nonetheless, the commitment to education, research, service, innovation, and training initiatives remain the hallmarks of the campus mission.

Research and development activity continues to be a foundation for the future, although federal NIH cuts have unquestionably affected research support; while projections continue to presume increased competition for a shrinking federal research pool, UMMS faculty continue to compete favorably for funding.

- Academic quality: The Worcester campus continues to attract exceptionally qualified students to the School of Medicine (SOM), as judged by admission test scores, residency match results, and performance on licensing exams. The next phase of the increase to SOM class size has been an exceptionally successful initiative, increasing the number of physicians in training with no negative impact on student quality or performance. The applicant pool for the limited number of spaces for highly-qualified out of state students was exceptionally robust. Importantly, SOM graduates continue to rank their educational experience as highly satisfactory. New agreements with Baystate Health and Cape Cod Healthcare will provide high-quality clinical opportunities for the SOM. The Graduate School of Nursing (GSN), under new leadership, 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 the doctoral program are meeting important needs in areas of both practice 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 reputation, enhanced by the presence of faculty with national and international achievements, continues to attract top-quality students and faculty.

- The quality and reputation of the UMMS faculty continues to impress, attracting new investments and resources to the campus. A recent competitive award from the Mass Life Sciences Center for electron microscopy has been matched by a similar award from the Howard Hughes Medical Institute, which explicitly acknowledged the quality of the research faculty as key to the success of the proposal. Professors Christopher Sasseti and Erik Sontheimer were named to the American Academy of Microbiology. Professor Thoru Pederson was named editor in chief of the Federation of American Societies for Experimental Biology Journal.
- 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 gene therapy, structural biology, clinical and translational science, and outcomes research are creating new opportunities for research growth and faculty recruitment. Investment interest in the research enterprise continues to increase, with new support for research programs in diabetes, arthritis, joint replacement outcomes and autism supporting innovative work.
- Crucial to the continued success of the Medical School is the ability to attract high quality students that will be able to meet the diverse cultural needs of underserved populations in the state. The five-campus baccalaureate to MD recruitment program has begun to enroll highly qualified undergraduate candidates from within the system into the SOM – students who might otherwise pursue medical careers elsewhere. For the SOM, current applicants are extremely 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. The addition of a limited number of out of state students will begin in the fall;

applicants were exceptionally qualified and the applicant pool was robust.

- 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 2016 *US News* ranking places the SOM 16th in the nation for primary care; 52nd among research institutions. SOM NIH funding ranked 33rd among all US Medical Schools in the annual report from 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. Implementation of

the new curriculum suggests that the new learner-centered changes will indeed be a key distinguishing element in the medical school’s educational success.

UMMS, like its peer institutions, continues to face difficult decisions in financing the support of strategic priorities. The campus is committed to mapping and achieving new and 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.

2016 ANNUAL INDICATORS AT A GLANCE

ACADEMIC QUALITY

• Average Biology MCAT Scores	11.0
• Student Satisfaction w/Educational Experience	100%
• Technology-Enhanced Classrooms	60
• Doctorates Awarded	191
• Postdoctoral Appointees	348
• Total R&D Expenditures	\$250.3M
• Total R&D Expenditures Rankings	87
• Total R&D Expenditures Per FT Faculty	\$182,462
• Federal Research Support Per FT Faculty	\$114,153
• NIH Funding For Medical Schools	\$131.4M (33 rd)
• Rank in US News (Primary Care)	16 th
• Patent Applications	67
• License Income	\$33.0M
• AUTM Ranking of Licensing Income	17 th
• Percent Tenured/Tenure Track Faculty	19%
• New Tenured/Tenure-Track Faculty Hired	2
<i>As Percent of Total T/TT Faculty</i>	0.95%
• Change in Tenured/Tenure-Track Faculty	-2
• Change in Faculty FTE	-14
• Full-time Instructional Faculty	
<i>Percent Faculty of Color</i>	26%
<i>Percent Women Faculty</i>	38%
• Faculty Awards	13
• National Academy Members	5
• Howard Hughes Investigators	7

ACCESS AND AFFORDABILITY

• Tuition & Fees	\$34,017
• Tuition & Fees (Including Adjustment for Learning Contract)	\$28,449

STUDENT SUCCESS AND SATISFACTION

• Match Rate/Choice of Residency	97%
• Licensure/Certification Pass Rates	
<i>USMLE Step 1</i>	100%
<i>USMLE Step 2 (CK)</i>	N/A
<i>USMLE Step 2 (CS)</i>	98%
<i>GSN State Certification</i>	89%
• Alumni Participation Rate	22.2%

SERVICE TO THE COMMONWEALTH

• Percent Alumni who Live in MA	59%
• Enrollment in STEM Programs	363 (35%)
• Degrees Awarded in STEM Fields	68 (28%)
• Service to State Agencies	\$267.1M

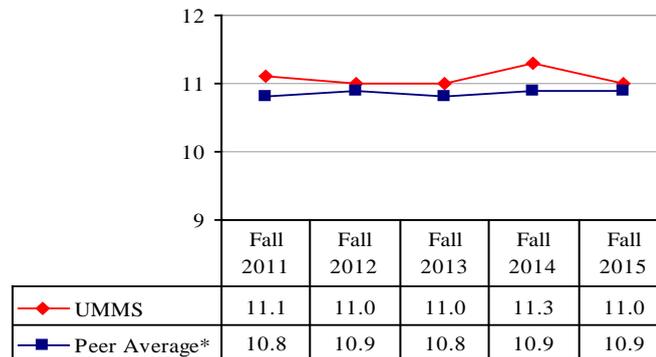
FINANCIAL HEALTH

• Total Endowment	\$194.3M
• Endowment Per Student	\$184,192
• Private Funds Raised Annually	\$45.5M
• Primary Reserve	31.6%
• Debt Service to Operations	6.1%
• Deferred Maintenance per GSF	\$132

ACADEMIC QUALITY

Mean Biology MCAT Score

MCAT scores provide a predictor of a student's success in medical school. It is widely used in the admissions process, but never as the only principal indicator of a student's academic preparation. It is, however, an indicator that is available to compare incoming students across institutions. MCAT scores range from 1 to 15, with 15 being the highest possible score. For the past five years, the mean MCAT score for first year UMMS medical students has been consistently higher than the peer average. Peer data are all AAMC Medical Schools.



Peer Source: AAMC Medical Schools

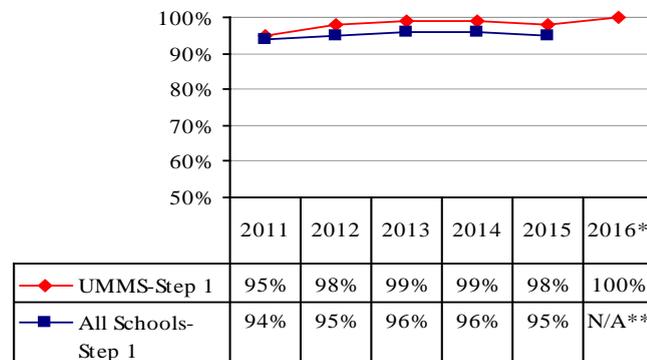
* Note: 2011-12 Peer Average scores are updated to reflect changes in peer source due to AAMC fees.

Pass Rates on USMLE Step 1 and Step 2 (CK, CS)

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

The Step One exam covers basic science information and is taken in most medical schools at the end of the second year; Step Two (CK, CS) covers clinical science information and is usually taken during the fourth year.

Rates reflect the level of knowledge of UMMS students in comparison to students from all U.S. and Canadian medical schools. Typically, UMMS pass rates are at or above national pass rates.



Source - National Board of Medical Examiners: Performance of Examinees

*1st-time test-takers (n=111) who took Step 1 between 1/1/16-6/8/16.

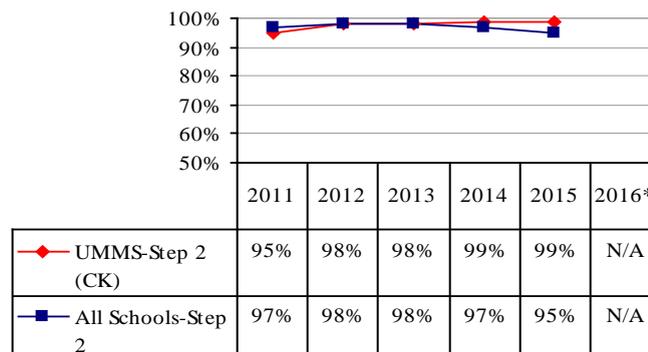
Raw data pulled on 6/8/16 from NBME website, awaiting preliminary report with UMMS and National data.

** All Schools-Step 1 data is currently not available.

Peer Comparison - All U.S. and Canadian Medical Schools, Data by Academic Year

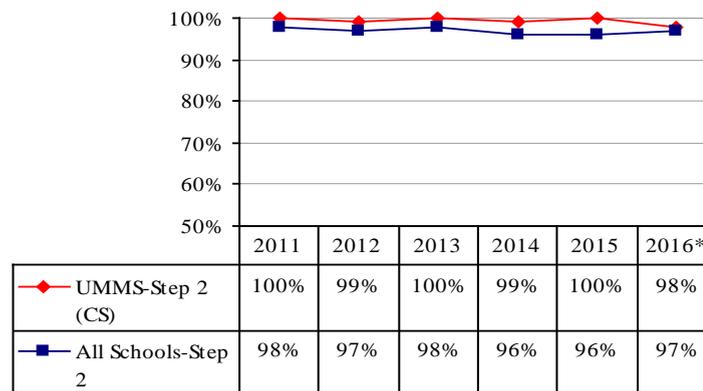
*Step 2 (CK) Final Report is currently unavailable.

Peer Comparison - All U.S. and Canadian Medical Schools, Data by Academic Year.



Source - National Board of Medical Examiners: Performance of Examinees.

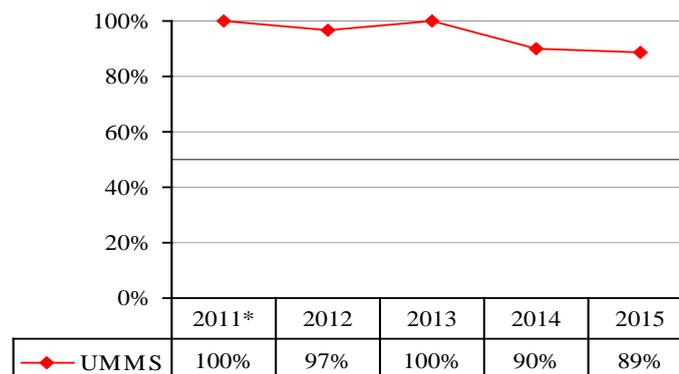
Pass Rates on USMLE Step 1 and Step 2 (CK, CS) (Cont'd)



Source - National Board of Medical Examiners: Performance of Examinees
 *1st-time test-takers (n=42) who took Step 2 (CS) between 7/1/15-1/30/16.
 Data from NBME preliminary report released on 4/14/16.
 Peer Comparison - All U.S. and Canadian Medical Schools, Data by Academic Year.

Pass Rates on Nursing Board Certification

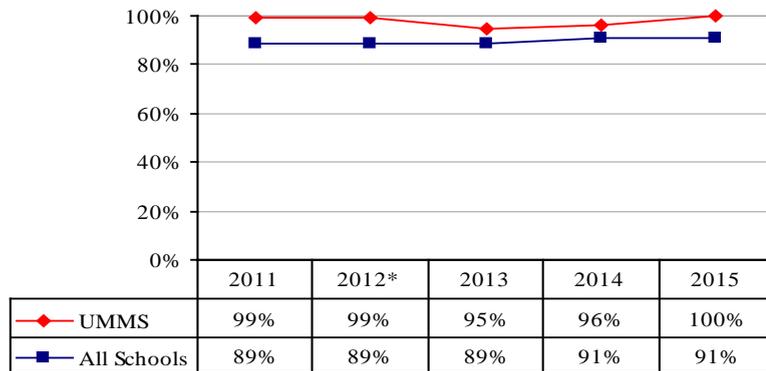
Nursing Board certification signifies advanced registered nurses who have met requirements for clinical and functional practice in a specialized field, pursued education beyond basic preparation, and received the endorsement of their peers. After meeting these criteria, health care professionals take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



Data by Calendar Year
 *Note: 2011 data was updated because data provided this year was collected based on calendar year (not academic year).

Student Satisfaction With Educational Experience

From the *AAMC Graduation Questionnaire*, this data represents the percentage of graduating students that responded "very satisfied" with the overall quality of their medical education. The level of satisfaction can be influenced by several factors, including time devoted to instruction and preparation for Residency. Measures reported compare student responses of "strongly agree and agree" from UMMS to all public medical school on an annual basis. Results show UMMS students continue to be much more satisfied with the quality of their education than students from all AAMC medical schools.



Source: *AAMC Graduate Questionnaire Medical Schools, Data by Class Year*

*Note: 2012 UMMS percentage were updated due to rounding.

Technology-Enhanced Classrooms

All classrooms at UMass Medical School are enabled with standard technologies Tier 1 equipment. Some classrooms are equipped with additional technology components.

Tier 1 Standard Classroom Technology:

All classrooms at UMass Medical School are equipped with the following standard equipment and controllers including: teaching podium, podium computer, document camera, dvd/vcr player, laptop connection, power conditioner, and Extron 104ip controller.

UMMS Technology-Enhanced Classrooms	AY 2013-2014		AY 2014-2015	
	No of Classrooms	Percent of Total	No of Classrooms	Percent of Total
Tier 1 Standard Classroom Technology	48	84%	51	85%
Lecture Capture Enabled Classroom	9	16%	9	15%
Classrooms/Teaching Spaces	57	100%	60	100%

Lecture Capture Enabled Classroom:

These rooms include Tier 1 technology and camera, microphone, mixer and an Echo SafeHD recording appliance to facilitate automated lecture capture.

Doctoral Degrees Awarded

In 2015, 191 doctorates were awarded, including 61 research/scholarship and 130 professional practice doctorates. Enrollment and the number of PhD programs offered continues to expand. Median from 20-school peer list includes only research/scholarship (PhD) doctorates.

UMMS Doctoral Degrees Awarded	2010-11	2011-12	2012-13	2013-14	2014-15
Research/Scholarship Doctorates	66	66	52	58	61
Professional Practice Doctorates	89	119	124	134	130
Total Doctoral Degrees Awarded	155	185	176	192	191

UMMS Research/Scholarship Doctorates	2010-11	2011-12	2012-13	2013-14	2014-15
UMMS	66	66	52	58	61
Peer Median	99	103	108	113	115

Source: IPEDS

Note: 2012-2014 Peer Median updated to reflect agreed-upon peer comparisons.

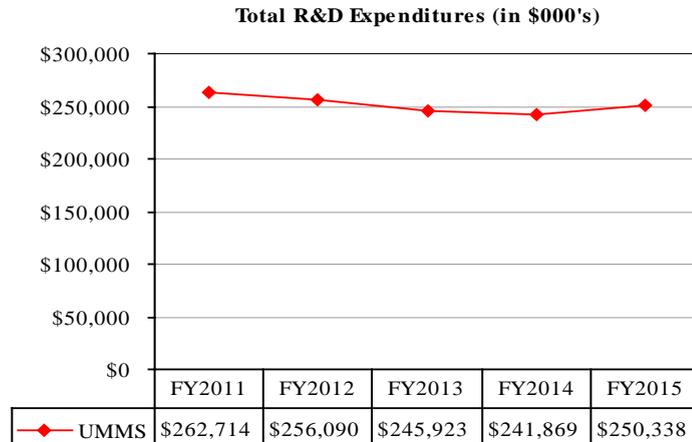
Postdoctoral Appointees

The number of post-doctoral appointees is an indicator of the size and quality of the research enterprise.

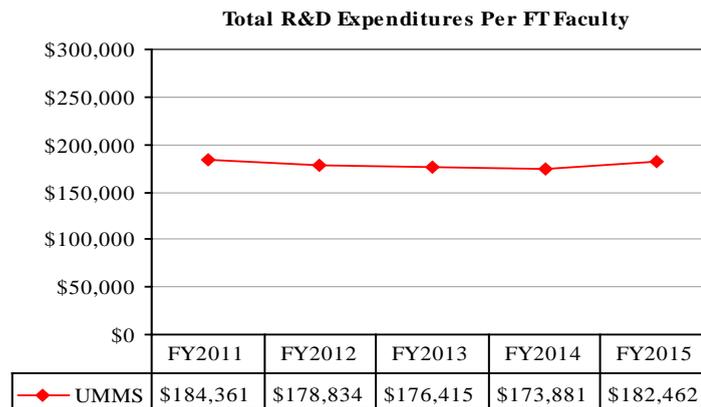
Postdoctoral Appointees	2011	2012	2013	2014	2015
	480	325	394	320	348

Total Research & Development (R&D) Expenditures

The Worcester Campus remains committed to research growth in a number of key areas, especially in the clinical and 'bench to bedside' arenas. New faculty recruitment will positively impact productivity and total research support. Peer data for medical schools separate from parent university are not readily available.



Source: NSF (R&D expenditures at all universities and colleges with a medical school, All funds).



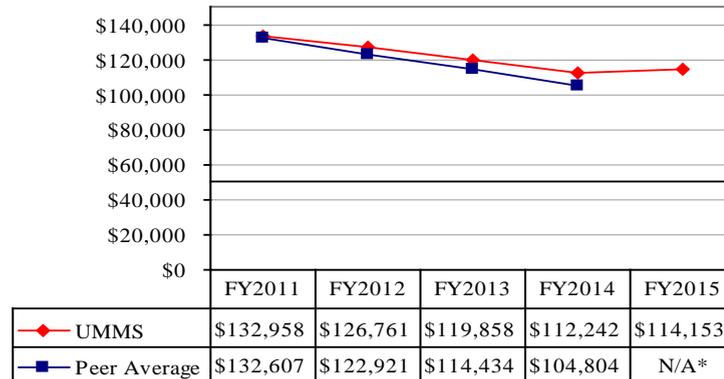
Total R&D Expenditures Rankings

Total R&D Rank	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Overall Ranking	84	79	81	84	87

n.b. Ranking based on Carnegie Peers is further standardized by US Publics.

Federal Research Support per Full-Time Faculty

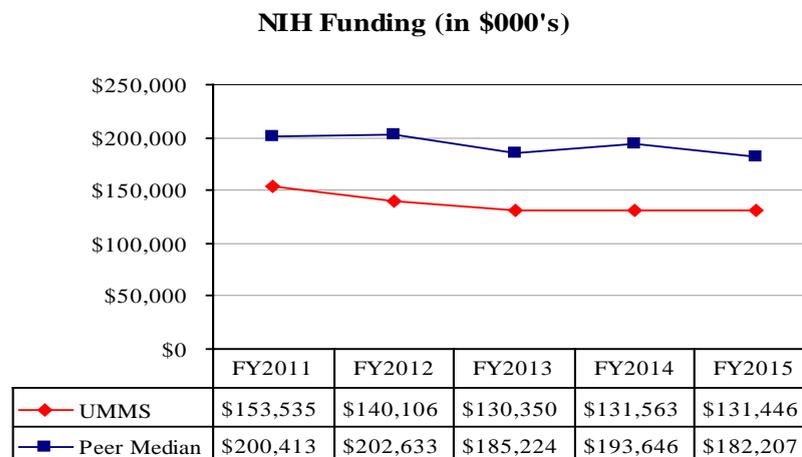
Federal Research Support per Faculty is a rough measure of faculty involvement in research. The amount of funding through federal research grants and contracts is a standard for measuring the success of a medical institution's faculty in achieving research goals. The 20-school peer average comes from AAMC Ad Hoc report.



Source: AAMC Ad Hoc Report, 20 school peer list
* FY2015 Peer Average data is currently not available.

NIH Funding Among Medical Schools

The National Institutes of Health (NIH) awards funds on an annual basis to investigators throughout the U.S. and abroad. NIH funded research provides a benchmark to compare the level of funding for research.



Source: NIH Ad Hoc Report, 20 school peer list

US News Ranking

The ranking by U.S. News & World Report is based on 156 schools, comprising accredited medical schools and schools of osteopathic medicine, identifying those with a focus on primary care education. UMMS is consistently ranked in the top ten percent and has held a spot near the top of the category since the magazine begins its rankings in 1994.

US News Ranking	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
	7	9	5	12	16

Number of Patent Applications

The number of patent applications filed is an indicator of an institution's inventiveness and the commercial potential of its academic work. These numbers are expected to increase in the future as our newly hired investigators begin to make their invention disclosures.

Patent Applications	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	47	39	62	78	67

License Income

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

(In \$000's)

License Income	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	\$34,821	\$52,642	\$33,823	\$29,930	\$32,998

AUTM Ranking of License Income

This indicator reports the ranking of licensing income/technology performance as reported on the Association of University Technology Managers (AUTM) Annual Survey. Total respondents include U.S. & Canadian academic and non-profit institutions and Patent Management Firms. Measures reported reflect UMass system ranking; however UMMS represents 97% of UMass System total licensing revenue for FY 2014. FY2014 is the most recent data available.

AUTM Rank	FY 2011*	FY 2012	FY 2013	FY 2014	FY 2015**
UMMS	14	11	15	17	N/A
Total	154	155	162	155	N/A

* Note: FY 2011 data is updated to align with previous methodology - excluding research hospitals.

** FY 2015 data is currently not available.

Percent Tenured/Tenure-Track Faculty

This indicator reflects stability across the past five years.

Percent T/TT Faculty	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
% T/TT	14%	19%	19%	19%	19%
% Non TT/PT	86%	82%	81%	81%	81%

* Methodology changed with establishment of IR office in 2012.

New Tenured/Tenure-Track Faculty Hired

In FY 2015, UMMS hired seven new tenured/tenure-track faculty as the campus continues to recruit new faculty in support of the on-going growth of the research enterprise.

<i>New T/TT Faculty Hired</i>	<i>FY 2011</i>	<i>FY 2012*</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
	8	7	13	7	7

* Note: FY 2012 data is changed due to update received from OFA.

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured-track Faculty

This indicator reflects stability across the past five years.

*Methodology changed with establishment of IR office in 2012.

	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total T/TT Faculty</i>	192	210	215	212	211
<i>Total New Hires</i>	2	6	4	7	2
<i>Percent of Total</i>	1.04%	2.86%	1.86%	3.30%	0.95%

Change in Tenured/Tenure-Track Faculty

While there were two less tenured/tenure-track faculty as of June 30, 2015 compared to June 30, 2014, UMMS continues to grow its faculty in support of the on-going growth of the basic and translational research enterprises.

<i>Change in T/TT Faculty</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>1-Year Change</i>
	243	246	248	246	244	-2

Change in Faculty FTE

The total faculty FTE, both tenured/tenure track and non-tenured, is stable as of June 30, 2015, as the campus continues the support of its on-going plan to grow the clinical and research enterprises.

<i>Change in Faculty FTE</i>	<i>Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>1-Year Change</i>
	1,613	1,605	1,532	1,545	1,531	-14

Faculty by Race and Gender

This indicator reflects stability across the past five years.

Full-Time Instructional Faculty					
Faculty Of Color	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number	262	239	251	250	247
Percent	29%	25%	26%	26%	26%

Women Faculty					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number	459	346	362	367	373
Percent	38%	34%	36%	36%	38%

n.b. Faculty of Color based on US Citizens/Permanent Residents reporting Race/Ethnicity according to new IPEDS definitions. Does not include Unknowns and Non Resident Aliens.

Faculty Awards

Based on most recent up-to-date data available in the Top American Research Universities, 2014 Annual Report; public and private institutions ranked separately; Peer data for medical schools separate from parent university are not readily

	2010	2011	2012	2013	2014**
UMMS	17	16	15	13	N/A

Source: The Top American Research Universities, 2014 Annual Report.

** Note: Years are now aligned with annual report from Top American Research Universities.*

***2014 Data is currently not available.*

National Academy Members

The Top American Research Universities Annual Report; public and private institutions ranked separately; peer data for medical schools separate from parent university are not readily available.

	2010	2011	2012	2013	2014**
UMMS	5	5	5	5	N/A

Source: The Top American Research Universities Annual Report.

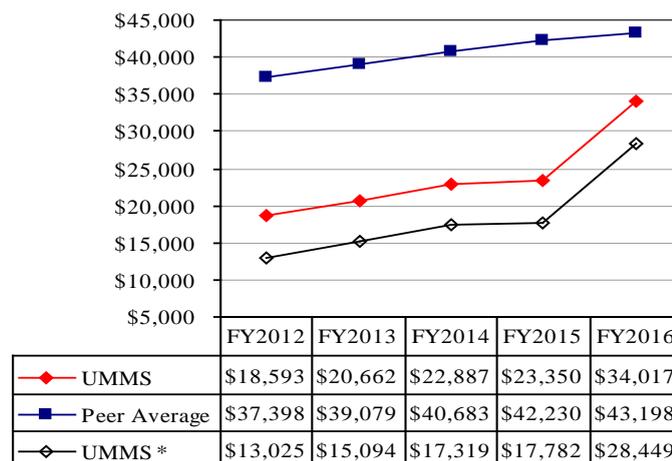
**Note: National Academy includes Royal Society.*

***2014 Data is currently not available.*

ACCESS AND AFFORDABILITY

Tuition & Fees (includes adjustment for learning contract)

This indicator measures the annual medical school tuition and mandatory fees for Class of 2019 against peer institutions. The annual medical school tuition and mandatory fees for class of 2018 and prior are \$25,510. UMMS' tuition and fees continue to be significantly lower than the average for 20-school peer list. Under the learning contract, students may defer two-thirds of their tuition. The deferral is to be paid upon completion of residency, internship, or fellowship. The deferral can be repaid either by four years of service in the Commonwealth of Massachusetts in a primary care practice, other specialty practice in an underserved area of public need, or by repaying the deferred amount with interest over eight years.



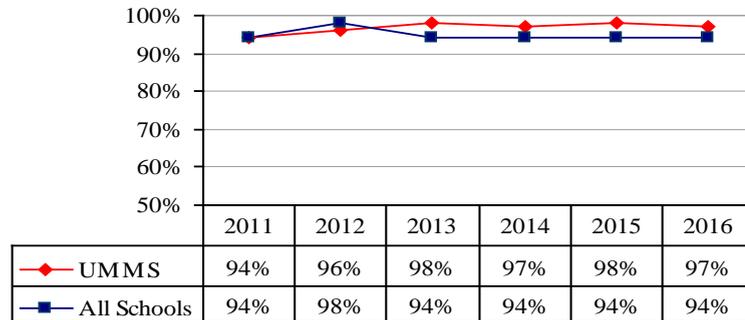
** UMMS Tuition and Fees adjusted for learning contract*

Peers Source: From AAMC, 20-school peer list

STUDENT SUCCESS AND SATISFACTION

Acceptance Rate to Choice of Residency

This indicator measures the percent of graduates who were matched to one of their choices of residency. Rates reflect the competitive strength of UMMS students in comparison to students graduating from all U.S. and Canadian medical schools. UMMS students have done very well in the match, consistently showing a higher percentage of graduates accepted to their residency choice. In 2016, of the students going through the NRMP, 97% were matched to their choice of residency.



Peers Source: National Resident Matching Program, All Schools

Alumni Participation Rate

Alumni Participation Rate	2014	2015
	19.3%	22.2%

SERVICE TO THE COMMONWEALTH

Percent Alumni Who Live in Massachusetts

Fifty-nine percent of UMMS alumni live in Massachusetts as of Fall 2015.

Percent Alumni Who Live	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	59%	51%	59%	60%	59%

Enrollment in STEM Programs

Total number of students enrolled in STEM (Science, Technology, Engineering and Mathematics) Programs at UMMS that contribute to the Commonwealth's workforce in the STEM areas.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Enrollment	1,128	1,106	1,091	1,068	1,048
STEM Enrollment	416	398	385	383	363
Percent STEM	37%	36%	35%	36%	35%

Degrees Awarded in STEM Fields

Total number of students enrolled in STEM (Science, Technology, Engineering and Mathematics) Programs at UMMS that have received degrees in the STEM fields.

Graduate

	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Total</i>	198	238	231	244	244
<i>STEM</i>	68	64	55	58	68
<i>Percent STEM</i>	34%	27%	24%	24%	28%

Service to State Agencies

This indicator measures the annual amount expended for state sponsored grants and contracts and the provision of public service activities to other Massachusetts state agencies. This number is significantly larger than that of peer institutions as a result of the contracts for policy analysis and programmatic development within Commonwealth Medicine. Commonwealth Medicine is a specialized organization within UMMS that focuses solely on providing health care consulting services to state agencies. Peer data are not available.

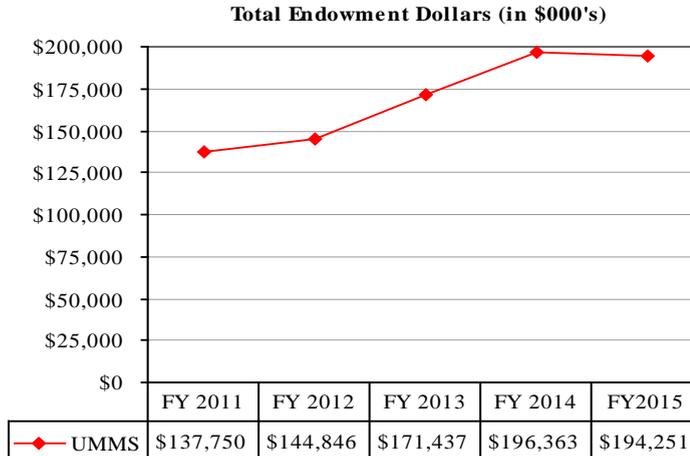
(In \$000's)

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
<i>UMMS</i>	\$461,389	\$332,180	\$364,482	\$399,393	\$267,113

FINANCIAL HEALTH

Total Endowment Assets and Annual Growth in Endowment

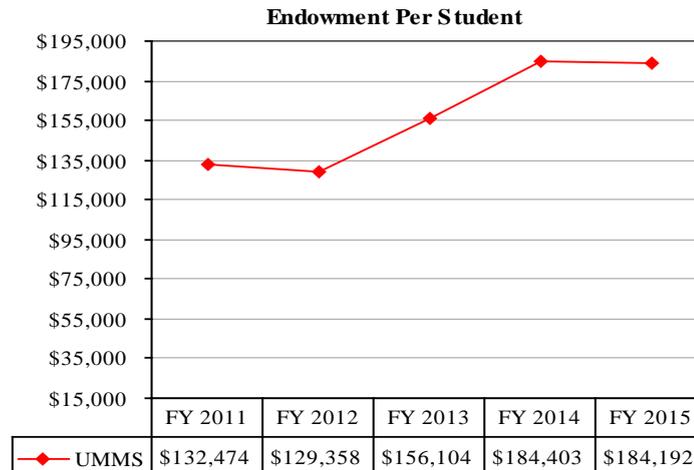
The endowment has grown significantly over the last several years as available cash has been transferred into quasi-endowment. The ratio provides a measure of the long term financial health of the institution, relative to the number of students. This indicator is not readily comparable to other UMass campuses. The size of the Medical School's research and public service programs in relation to its small student base informs the ratio. Peer data for medical schools separate from parent university are not readily available.



Annual Growth in Endowment

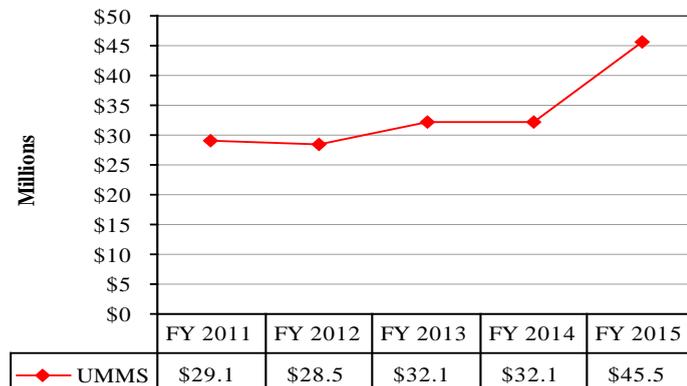
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
UMMS	13.07%	5.15%	18.36%	14.54%	-1.08%

Source: FY 2015 BOT Advancement Report



Private Funds Raised Annually

This indicator measures the success of the institution in raising support from private sources. Strong performance in this area provides the institution with funds to support new programs, investments in infrastructure, and other activities for which funds may not otherwise be available from other funding sources. Peer data for medical schools separate from parent university are not readily available.



Source: FY 2015 BOT Advancement Report

Primary Reserve

The financial cushion reflects long-term financial health of the institution and its ability to weather or "cushion" itself from short-term operations ups and downs. Peer data for medical schools separate from parent university are not readily available.

Primary Reserve	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	16.7%	26.0%	27.1%	28.2%	31.6%

Debt Service to Operations

The debt ratio measures the demand that annual commitments to creditors place on the institution's unrestricted operating funds. Peer data for medical schools separate from parent university are not readily available.

Debt Service to Operations	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	2.7%	3.9%	5.8%	5.6%	6.1%

Deferred Maintenance per GSF

Deferred maintenance per square foot provides a measure of the overall condition of the physical plant. It expresses the cost of the backlog of building maintenance on a per square foot basis. As buildings age and deteriorate, deferred maintenance per square foot will rise unless spending keeps pace with it.

Deferred Maintenance per GSF	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	\$61	\$69	\$80	\$84	\$132

DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Average Biology MCAT Score (Mean). Mean biology MCAT score for new medical students. Peer data calculated from AAMC website.

Doctoral Degrees Awarded. Number of Doctorates awarded for AY 2014-15 which includes September 2014, January 2015, and May 2015 award dates.

Postdoctoral Appointees. The number of postdoctoral appointees as reported to NSF.

Total R&D Expenditures. Total 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.

NIH Funding Among Medical Schools. Annual amount of NIH Funding. UMMS and peer data are from NIH Ad Hoc Report.

US News Ranking. U.S. News annual ranking of medical schools with special emphasis in Primary Care.

Number of Patent Applications. Number of U.S. Patent applications filed per year. Data reported by each UMass campus to President's Office, Office of CVIP.

License Income. Amount of annual income from license agreements. Data reported by each UMass campus to President's Office, Office of CVIP.

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. Percentage based on ratio of Tenure-stream Faculty FTE to Total Faculty FTE.

New Tenured/Tenured-Track Faculty Hired. The number of new tenured/tenured-track faculty members hired to start their new positions in the academic year.

New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty. Definition of 'New' Hires per IPEDS Definitions. Number of 'Newly hired' Tenured/Tenure-track faculty divided Total Tenured/Tenure-track Faculty of an IPEDS reporting cycle.

Change in Tenured/Tenure-Track Faculty. The difference in the number of tenured/tenure-track faculty from one Fall semester to the next. This number includes faculty members who are on paid leave and 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 faculty. FTE is based upon standard hours per week (40). Includes faculty members who are on paid leave and does not include individuals whose primary responsibility are administrative.

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 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.

STUDENT SUCCESS AND SATISFACTION INDICATORS

Acceptance (Match) Rate to Choice of Residency. Percent of graduating students accepted to their choice of residency. National results provided by NRMP.

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 Educational Experience. The percentage of graduating medical students indicating "very satisfied" with the quality of their medical education. UMMS and peer data are from AAMC Graduation Questionnaire results.

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.

SERVICE TO THE COMMONWEALTH INDICATORS

Percent Alumni Who Live in Massachusetts. The percentage of UMMS alumni who live in Massachusetts.

Enrollment in Science, Technology, Engineering, and Mathematics (STEM) Programs. Total number of students enrolled in 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 Awarded in STEM fields. Total number of undergraduate and graduate degrees and certificates 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.

Service to State Agencies. Annual amount expended for state sponsored grants and contracts and the sale of public service activities to other Massachusetts state agencies. Peer data not available.

FINANCIAL HEALTH INDICATORS

Total Endowment Assets and Annual Growth in Endowment. UMMS endowments including Foundation endowments and quasi-endowments.

Endowment per FTE Student. UMass endowments including Foundation endowments and quasi-endowments divided by FY 2015 matriculated annualized FTE.

Private Funds Raised Annually. Includes restricted and unrestricted income from individuals, foundations, corporations, and other organizations. These amounts include private grant revenues but not private contract revenues. Total for each year includes cash (not in-kind) and asset additions made in that year. Peer data is not available.

Primary Reserve. Unrestricted net assets divided by total operating expenses (including interest expense). Peer data is not available.

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

PEER INSTITUTIONS FOR UMMS

School Name - All Public

Arizona	South Dakota
Arkansas	South Florida
Buffalo	Southern Illinois
Cincinnati	Stony Brook
Colorado	Tennessee
East Carolina - Brody	Texas A & M
East Tennessee - Quillen	Texas Tech
Eastern Virginia	U Washington
Florida State	UC Irvine
Georgia	UC San Diego
Hawaii - Burns	UC San Francisco
Illinois	UCLA - Geffen
Kansas	UMDNJ - RW Johnson
Kentucky	UMDNJ New Jersey
LSU New Orleans	UT Galveston
LSU Shreveport	UT Houston
Louisville	UT San Antonio
MU Ohio	Utah
MU South Carolina	Vermont
Marshall - Edwards	Virginia Commonwealth
Massachusetts	West Virginia
Michigan State	Wright State - Boonshoft
Minnesota Twin Cities	Wright State
Mississippi	Alabama
Missouri Columbia	Connecticut
Missouri Kansas City	Florida
Nebraska	Indiana
Nevada	Iowa - Carver
New Mexico	Maryland
North Dakota	Michigan
Northeastern Ohio	North Carolina
Oklahoma	Ohio State
Oregon	UC Davis
Penn State	UT Southwestern
Puerto Rico	Virginia
SUNY Downstate	Wayne State
SUNY Upstate	Wisconsin
South Alabama	
South Carolina	

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

CAMPUS SAFETY - UMass Amherst

A copy of UMass Amherst's complete 2014 Campus Safety Report can be found at <http://www.umass.edu/umpd/sites/default/files/ASR-14.pdf>

UMass Amherst - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2014		Fall 2013		Fall 2012	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	22,252	13,127	22,134	12,933	21,928	12,267
GRADUATE STUDENTS	6,383	108	6,383	127	6,308	110
	Calendar Year					
OFFENSE	2014	2013	2012			
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0			
NEGLIGENT MANSLAUGHTER	0	0	0			
RAPE	11	21	14			
FONDLING	2	1	1			
INCEST	0	0	0			
STATUTORY RAPE	0	0	0			
ROBBERY	4	0	1			
AGGRAVATED ASSAULT	12	6	8			
BURGLARY	17	21	62			
MOTOR VEHICLE THEFT	4	2	1			
ARSON	5	2	1			
DOMESTIC VIOLENCE***	16	11	Data not required for reporting			
DATING VIOLENCE***	0	0	Data not required for reporting			
STALKING***	0	1	Data not required for reporting			
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	2	5	1			
LIQUOR LAW ARRESTS**	234	183	338			
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	676	780	609			
DRUG LAW ARRESTS**	17	22	31			
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	42	57	35			
ILLEGAL WEAPONS POSSESSION ARRESTS	2	2	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.

*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.

***2013 was the first year domestic violence, dating violence, and stalking was required.

CAMPUS SAFETY - UMass Boston

A copy of UMass Boston's complete 2014 Campus Safety Report can be found at https://www.umb.edu/preparedness/campus_safety_report

UMass Boston - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2014		Fall 2013		Fall 2012	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	12,700	0	12,366	0	12,124	0
GRADUATE STUDENTS	4,056	0	3,911	0	3,750	0
	Calendar Year					
OFFENSE	2014	2013	2012			
MURDER / NON NEGLIGENT MANSLAUGHTER	0	0	0			
NEGLIGENT MANSLAUGHTER	0	0	0			
RAPE	1	2	1			
FONDLING	0	0	0			
INCEST	0	0	0			
STATUTORY RAPE	0	0	0			
ROBBERY	3	5	7			
AGGRAVATED ASSAULT	2	3	2			
BURGLARY	4	8	1			
MOTOR VEHICLE THEFT	0	1	0			
ARSON	0	1	0			
DOMESTIC VIOLENCE*	3	1	Data not required for reporting			
DATING VIOLENCE*	0	0	Data not required for reporting			
STALKING*	0	5	Data not required for reporting			
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	0	1	3			
LIQUOR LAW ARRESTS	0	2	1			
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	2	1	4			
DRUG LAW ARRESTS	2	27	14			
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	1	1	1			
ILLEGAL WEAPONS POSSESSION ARRESTS	0	2	6			
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	3	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.

*2013 was the first year domestic violence, dating violence, and stalking was required.

CAMPUS SAFETY - UMass Dartmouth

A copy of UMass Dartmouth's complete 2014 Campus Safety Report can be found at http://www.umassd.edu/media/umassdartmouth/publicsafety/pdfs/Annual_Clery_Report.pdf

UMass Dartmouth - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2014		Fall 2013		Fall 2012	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	7,454	4,085	7,437	3,974	7,562	4,156
GRADUATE STUDENTS	1,657	112	1,616	105	1,648	80

OFFENSE	Calendar Year		
	2014	2013	2012
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0
RAPE	12	10	5
FONDLING	2	0	0
INCEST	0	0	0
STATUTORY RAPE	0	0	0
ROBBERY	3	3	4
AGGRAVATED ASSAULT	10	14	15
BURGLARY	7	7	29
MOTOR VEHICLE THEFT	1	2	1
ARSON	7	8	25
DOMESTIC VIOLENCE*	8	7	Data not required for reporting
DATING VIOLENCE*	0	0	Data not required for reporting
STALKING*	3	10	Data not required for reporting
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	1	0	0
LIQUOR LAW ARRESTS	67	63	42
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	289	327	211
DRUG LAW ARRESTS	5	7	3
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	120	149	139
ILLEGAL WEAPONS POSSESSION ARRESTS	0	2	5
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.

*2013 was the first year domestic violence, dating violence, and stalking was required.

CAMPUS SAFETY - UMass Lowell

A copy of UMass Lowell's complete 2014 Campus Safety Report can be found at https://www.uml.edu/docs/Annual-Security-Report-2014-2_tcm18-204059.pdf

UMass Lowell - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2014		Fall 2013		Fall 2012	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	12,734	3,593	12,734	3,593	12,734	3,593
GRADUATE STUDENTS	4,198	52	4,198	52	4,198	52

OFFENSE	Calendar Year		
	2014	2013	2012
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0
RAPE	4	1	2
FONDLING	3	1	0
INCEST	0	0	0
STATUTORY RAPE	0	0	0
ROBBERY	3	11	4
AGGRAVATED ASSAULT	14	7	10
BURGLARY	5	8	28
MOTOR VEHICLE THEFT	1	14	10
ARSON	0	0	0
DOMESTIC VIOLENCE*	18	6	Data not required for reporting
DATING VIOLENCE*	0	0	Data not required for reporting
STALKING*	0	0	Data not required for reporting
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	0	1	1
LIQUOR LAW ARRESTS	7	3	5
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	447	303	325
DRUG LAW ARRESTS	11	14	6
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	57	31	56
ILLEGAL WEAPONS POSSESSION ARRESTS	4	2	5
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	8	1	1

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.

*2013 was the first year domestic violence, dating violence, and stalking was required.

CAMPUS SAFETY - UMass Medical School

A copy of UMass Medical School's complete 2014 Campus Safety Report can be found at http://www.umassmed.edu/globalassets/public-safety/annual-security-report-2014-to-be-published-in-2015-final.pdf?_t_id=1b2m2y8asgtpgamy7phcfg%3d%3d&_t_q=annual+security+report&_t_tags=language:,siteid:b5a143c9-b51e-4bac-9eab-62560b986673&_t_ip=72.19.101.63&_t_hit.id=umassmedicalschoo_models_pages_genericpage/_a14eacc0-0eea-4280-9944-4ec82d33baae_en&_t_hit.pos=1/

UMass Medical School - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2014		Fall 2013		Fall 2012	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	0	0	0	0	0	0
GRADUATE STUDENTS	1,071	0	1,161	0	1,160	0

OFFENSE	Calendar Year		
	2014	2013	2012
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	1	0
NEGLIGENT MANSLAUGHTER	0	0	0
RAPE	0	0	0
FONDLING	1	1	1
INCEST	0	0	0
STATUTORY RAPE	0	0	0
ROBBERY	0	1	0
AGGRAVATED ASSAULT	1	3	2
BURGLARY	7	2	5
MOTOR VEHICLE THEFT	1	2	1
ARSON	0	1	0
DOMESTIC VIOLENCE*	5	2	Data not required for reporting
DATING VIOLENCE*	0	0	Data not required for reporting
STALKING*	0	6	Data not required for reporting
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	0	0	0
LIQUOR LAW ARRESTS	0	0	0
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	0
DRUG LAW ARRESTS	15	5	11
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	0
ILLEGAL WEAPONS POSSESSION ARRESTS	1	3	2
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.

*2013 was the first year domestic violence, dating violence, and stalking was required.