



# 2018 REPORT ON ANNUAL INDICATORS

*University Performance Measurement System*

*July 2018*

The University of Massachusetts

Amherst • Boston • Dartmouth • Lowell • Medical School • UMassOnline

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Message from the President  
July 2018

I am pleased to present the University of Massachusetts' *2018 Report on Annual Indicators*, an effort that illustrates our unwavering commitment to assessment, accountability and continuous improvement.

This report measures the university's progress towards achieving the strategic priorities approved by the UMass Board of Trustees and compares the university's performance with peer institutions across the country on a range of indicators related to academic quality, student success and satisfaction, access and affordability, service to the state, and financial health.

We undertake this comprehensive self-analysis each year as a means of knowing what we do well, in what areas we would like to grow, and how we can better serve the Commonwealth of Massachusetts. Several new indicators were recently added to the existing list 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 others.

As the attached *2018 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. This past year, UMass provided a world-class education to 75,000 students — the vast majority of whom are sons and daughters of the Commonwealth — and conducted \$670 million in research that leads 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. All of these activities contribute to an annual statewide economic impact of \$6.2 billion.

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 2017, UMass tuition and fees averaged 16 percent of statewide median family income, compared with an average of 53 percent for the state's private universities as well as an average of 20 percent for other New England public universities. In FY 2017, UMass financial aid increased to \$316.3 million, reflecting a 10 percent increase over the previous year, and is projected to grow another 4.5 percent in FY 2018. Over the last decade, university-funded institutional aid has grown by more than \$235.8 million, or almost 292 percent.

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

Eighty percent of UMass undergraduate freshmen are Massachusetts residents, compared with 21 percent at private peer institutions in the state.

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

In FY 2017, the system generated \$670 million in research expenditures, reflecting a six percent increase over FY 2016. 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 and in converting those innovative products into licensing revenue. Furthermore, in 2017, the five campuses awarded a total of 845 doctoral degrees across various disciplines, including 538 research/scholarship doctorates and 307 professional practice doctorates.

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

UMass awarded nearly 19,000 degrees and certificates in AY 2016-17. These include a total of 17,472 degrees (bachelor's and above), that represent 17 percent 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).

***UMass has saved more than \$23 million.***

Collective efforts of the campuses to leverage cost savings and enhance service offerings and efficiencies through the work of the Procurement Council, IT Leveraged Procurement Committee and the Strategic Energy Committee have resulted in cost savings of \$23 million in FY 2017 and more than \$70 million in the last four years.

***UMass has maintained high bond ratings.***

The university's high agency bond ratings for FY 2017 (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.

All of these factors indicate that we are indeed achieving our critical 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."

Sincerely,



Martin T. Meehan  
President

# UNIVERSITY OF MASSACHUSETTS

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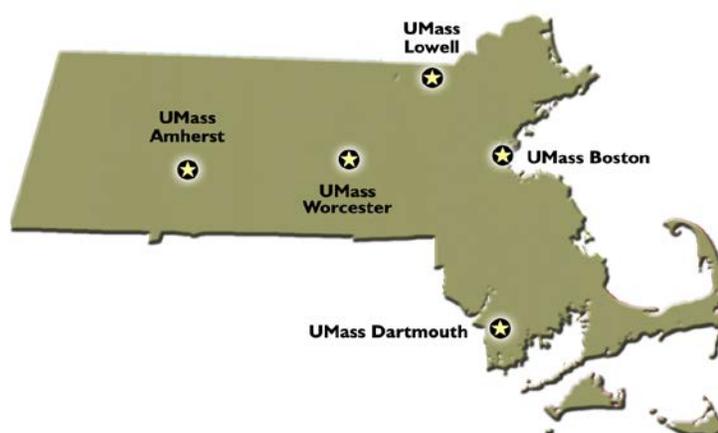
## **2018 REPORT ON ANNUAL INDICATORS** **University Performance Measurement System**

# CONTENTS

<b>THE 2018 REPORT ON ANNUAL INDICATORS</b>	1	<b>UMASS DARTMOUTH</b>	<b>70</b>
<b>2018 ANNUAL INDICATORS</b>	3	<b>HEADLINES FROM THE 2018 ANNUAL INDICATORS</b>	70
<b>UMASS SYSTEM</b>	<b>5</b>	<b>2018 ANNUAL INDICATORS AT A GLANCE</b>	71
<b>HEADLINES FROM THE 2018 ANNUAL INDICATORS</b>	5	<b>DATA TABLES AND CHARTS</b>	73
<b>2018 ANNUAL INDICATORS AT A GLANCE</b>	7	ACADEMIC QUALITY	73
<b>DATA TABLES AND CHARTS</b>	8	ACCESS AND AFFORDABILITY	78
ACADEMIC QUALITY	8	STUDENT SUCCESS AND SATISFACTION	79
ACCESS AND AFFORDABILITY	10	SERVICE TO THE COMMONWEALTH	83
STUDENT SUCCESS AND SATISFACTION	11	FINANCIAL HEALTH	85
SERVICE TO THE COMMONWEALTH	12	<b>DEFINITIONS AND SOURCES</b>	88
FINANCIAL HEALTH	17		
<b>DEFINITIONS AND SOURCES</b>	20	<b>UMASS LOWELL</b>	<b>92</b>
		<b>HEADLINES FROM THE 2018 ANNUAL INDICATORS</b>	92
<b>UMASS AMHERST</b>	<b>23</b>	<b>2018 ANNUAL INDICATORS AT A GLANCE</b>	94
<b>HEADLINES FROM THE 2018 ANNUAL INDICATORS</b>	23	<b>DATA TABLES AND CHARTS</b>	96
<b>2018 ANNUAL INDICATORS AT A GLANCE</b>	26	ACADEMIC QUALITY	96
<b>DATA TABLES AND CHARTS</b>	28	ACCESS AND AFFORDABILITY	103
ACADEMIC QUALITY	28	STUDENT SUCCESS AND SATISFACTION	104
ACCESS AND AFFORDABILITY	33	SERVICE TO THE COMMONWEALTH	109
STUDENT SUCCESS AND SATISFACTION	35	FINANCIAL HEALTH	111
SERVICE TO THE COMMONWEALTH	38	<b>DEFINITIONS AND SOURCES</b>	113
FINANCIAL HEALTH	40		
<b>DEFINITIONS AND SOURCES</b>	42	<b>UMASS MEDICAL SCHOOL</b>	<b>117</b>
		<b>HEADLINES FROM THE 2018 ANNUAL INDICATORS</b>	117
<b>UMASS BOSTON</b>	<b>46</b>	<b>2018 ANNUAL INDICATORS AT A GLANCE</b>	119
<b>HEADLINES FROM THE 2018 ANNUAL INDICATORS</b>	46	<b>DATA TABLES AND CHARTS</b>	120
<b>2018 ANNUAL INDICATORS AT A GLANCE</b>	49	ACADEMIC QUALITY	120
<b>DATA TABLES AND CHARTS</b>	51	ACCESS AND AFFORDABILITY	127
ACADEMIC QUALITY	51	STUDENT SUCCESS AND SATISFACTION	128
ACCESS AND AFFORDABILITY	56	SERVICE TO THE COMMONWEALTH	128
STUDENT SUCCESS AND SATISFACTION	58	FINANCIAL HEALTH	130
SERVICE TO THE COMMONWEALTH	62	<b>DEFINITIONS AND SOURCES</b>	132
FINANCIAL HEALTH	64		
<b>DEFINITIONS AND SOURCES</b>	66	<b>APPENDICES</b>	<b>135</b>
		<b>CLERY ACT CRIME STATISTICS</b>	
		AMHERST	135
		BOSTON	136
		DARTMOUTH	137
		LOWELL	138
		MEDICAL SCHOOL	139

*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.*



## THE 2018 REPORT ON ANNUAL INDICATORS

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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 2018 Report on Annual Indicators is the 21<sup>st</sup> 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 2018 Report on Annual Indicators is in the fourth year of the current cycle. Several new indicators have been 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*; *student achievement measures*, and *student debt load*. The metric for *Incoming class composition*, also a recent addition, is currently under review; therefore, it has not been included in this report.

This report provides relevant longitudinal and comparative data to help the reader assess the information being provided. Each campus has an established peer group that contains comparable as well as "aspirant" institutions. For the UMass Medical School, the peer group consists of 20 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 2018 Annual Indicators
- 2018 Annual Indicators at a Glance
- Data Tables and Charts
- Definitions and Sources
- List of Institutional Peers

Legislative Priorities	UMass Strategic Priorities	<b>2018 ANNUAL INDICATORS</b>
<b>ACADEMIC QUALITY</b>	<b>Improve student learning experience</b>	Average HS GPA of Freshmen
		Average SAT Scores of Freshmen
		<i>Mean</i>
		<i>25<sup>th</sup> – 75<sup>th</sup> Percentile</i>
		Average GPA of Entering Transfer Students
		MCAT Scores of Entering Students (UMMS Only)
		Student Satisfaction with Educational Experience
		<b>Student-Faculty Ratio</b>
		<b>Technology-Enhanced Classrooms</b>
		Doctoral Degrees Awarded
		Postdoctoral Appointees
		<b>Strengthen research and development</b>
	<b>Total R&amp;D Expenditures Rankings</b>	
	<b>Total R&amp;D Expenditures Rankings among Carnegie Peers, US Publics, Non-Medical</b>	
	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	
	<b>Utilization of Shared High Performance Computing Research Resources</b>	
	<b>Renew faculty</b>	
		New Tenured/Tenure-Track Faculty Hired
		<b>New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty</b>
		Change in Tenured/Tenure-Track Faculty
		Change in Total Faculty FTE
		<b>Full-Time Instructional Faculty - Percent Faculty-of-Color</b>
		<b>Full-Time Instructional Faculty - Percent Women</b>
		Faculty Awards
		National Academy Members
<b>ACCESS AND AFFORDABILITY</b>		<b>Access and Affordability</b>
	Percent (In-State) Pell Grant Recipients	
	Percent of Need Met for In-State Students Awarded Need-Based Aid	
	<b>Average Debt of Students for Graduating Class</b>	
	<b>Percent Graduating Class with Debt</b>	
	Percent UGs from Massachusetts	
	Online Course Enrollments	
	Annual Growth in Online Course Enrollments	

Legislative Priorities	UMass Strategic Priorities	<b>2018 ANNUAL INDICATORS</b>
<b>STUDENT SUCCESS AND SATISFACTION</b>	<b>Diversity and positive climate</b>	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
		<b>Freshmen Four-Year Graduation Rate</b>
		Freshmen Six-Year Graduation Rate
		Transfer One-Year Retention Rate
		Transfer Four-Year Graduation Rate
		<b>Student Achievement Measure</b>
		<b>Alumni Participation Rate</b>
		Match Rate/Choice of Residency (UMMS Only)
<b>SERVICE TO THE COMMONWEALTH</b>	<b>Develop a leadership role in public service</b>	<b>**Incoming Class Composition – Percent Entering Freshmen vs. Transfers (Currently under review)</b>
		<b>Degree Completions</b>
		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 (\$)
		<b>Health Care Awards (Undergraduate, Graduate Degrees; Certificates)</b>
		Test Takers in MTEL Science and Math subject tests
		<b>FINANCIAL HEALTH</b>
Total Endowment per Annualized Student FTE		
Private Funds Raised Annually		
<b>Administration and IT Services</b>	Primary Reserve	
	Campus Safety	
	<b>Procurement Savings/Enhanced Services</b>	
	<b>Bond Ratings (Moody's, S&amp;P, Fitch)</b>	
<b>Infrastructure</b>	Debt Service to Operations	
	Deferred Maintenance per GSF	

NOTE: The indicators in red have been added to the Annual Indicators Report following the System-wide five-year review process, conducted in June 2014. \*\*Percent of Incoming Class that are Transfers/Freshmen: Since this metric is currently under review, it does not appear in the 2018 report.

## HEADLINES FROM THE 2018 ANNUAL INDICATORS

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### ACADEMIC QUALITY

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

UMass attracts highly qualified applicants. Freshmen average SAT scores ranged from 1095 to 1268 across the four undergraduate campuses. Average high school GPA increased slightly from the previous year, ranging from 3.23-3.89.

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

In FY 2017, the system generated \$670 million in research expenditures, reflecting four consecutive years of over \$600 million in research funding. Furthermore, in 2016-17, the five campuses awarded a total of 845 doctoral degrees across various disciplines. These include 538 research/scholarship doctoral degrees and 307 professional practice doctoral degrees.

❖ ***MA Green High Performance Computing Center.***

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

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

In the 2018 US News ranking, UMass Medical School ranked 14<sup>th</sup> among 156 medical schools with emphasis in primary care medicine.

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

In FY 2017, license income for the University totaled nearly \$37 million. The UMass Medical School ranks high among US universities in license income.

### ACCESS AND AFFORDABILITY

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

UMass tuition and fees average 16% of statewide median family income, a percent much lower than that for the state's private universities (53%) and other New England public universities (20%).

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

Four out of five (80%) UMass freshmen are Massachusetts residents, compared with about one-fifth (22%) at its private peers in the state.

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

UMassOnline reaches diverse and geographically dispersed learners. In AY 2016-17, course registrations

for UMassOnline were at 73,800, representing a 5% increase over the previous year.

### STUDENT SUCCESS AND SATISFACTION

❖ ***UMass educates a diverse citizenry.***

The number of students of color enrolling at UMass has increased over the last five years. Currently, well over one-third (or 36%) of UMass undergraduates are students of color. At UMass Boston, 59% of undergraduates (more than 6,000) are students of color, making it the most diverse public university in all of New England. As a point of comparison, approximately 32% of Massachusetts public high school graduates are students of color.

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

There is a growing international presence among UMass students. There are 3,767 international undergraduates students (7%) across the five campuses. The University's graduate program has a stronger international presence by comparison, representing 21% of all graduate students. International students comprise about 10% (nearly 7,500) of the total student population - including all undergraduates, graduates, and medical students.

❖ ***Medical school graduates 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

❖ ***A high number of Massachusetts residents attend UMass.***

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

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

UMass awarded nearly 19,000 degrees and certificates in AY 2016-17. These include a total of 16,713 degrees (bachelor's and above), that represent 17% of all baccalaureate and graduate degrees (21% of bachelor's, 11% of master's degrees and 11% of doctoral and first professional degrees) awarded in the State. UMass has increased its share of doctorate 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 2016-2017, well over one-fourth (29%) or 5,024 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 17% increase over this period.

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

Nearly two out of three (62%) of all graduates of the University remain in the Commonwealth after graduation.

## **FINANCIAL HEALTH**

❖ ***Total Endowment at \$819.7 million.***

The market value of the University's endowment increased by 11% between FY2016 and FY 2017.

❖ ***Private Funds grow to \$126.9 million.***

Private giving to UMass also saw an increase in FY 2017, reflecting an 8% growth from last year.

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

In FY 2016 (most recent comparison data), the University's primary reserve and debt service to operations were all within the range of peer systems.

❖ ***Collaborative savings at \$23 million.***

In FY 2017, the University reported cost savings of over \$23 million through the work of the Procurement Council, IT Leveraged Procurement Committee, and the Strategic Energy Committee.

❖ ***High Bond Ratings.***

The University's high agency bond ratings for FY2017 (Aa2 rating by *Moody's*; AA- rating by *S&P*; AA rating by *Fitch*) reflects continuing confidence in the institution's overall financial health.

## 2018 ANNUAL INDICATORS AT A GLANCE

### ACADEMIC QUALITY

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• Total R&D Expenditures	\$670M
• License Income	\$37M
• Patent Applications	216
• Utilization of Shared HPC Research Resource (CY2016)	
<i>No. of Active Researchers</i>	1,260
• Number of Doctoral Degrees	845

### ACCESS AND AFFORDABILITY

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• Tuition & Fees as Percent of Family Income	16%
• Percent Undergraduates from Massachusetts	83%
• Percent of all Undergraduate Freshmen enrolled in four-year institutions in MA, at UMass	28%
• Online Course Registrations	73,800
• Annual Growth in Online Course Registrations	5%

### STUDENT SUCCESS AND SATISFACTION

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• Percent Undergraduates who are Students of Color	36%
• Percent Undergraduates who are International	7%
• Number of students that participated in a Study Abroad Program	1,704

### SERVICE TO THE COMMONWEALTH

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• Percent MA Residents (Freshmen) Attending the University and its Private Peers, enrolled in UMass	70%
• Enrollment of In-State Undergraduates by Region:	
▪ Greater Boston	45%
▪ Northeastern Mass	20%
▪ Southeastern Mass	18%
▪ Central Mass	9%
▪ Western Mass	8%
• Degrees and Certificates Awarded	18,932

• Degree Completions	17,472
<i>Bachelor's</i>	12,754
<i>Master's</i>	3,873
<i>Doctorate</i>	845
• UMass Degrees as Percent of all MA Degrees	17%
• Percent Graduates who Remain in MA	62%
• MTEL Science and Math Test-Takers	289
• Enrollments in STEM Fields	24,866 (35%)
<i>Undergraduate</i>	20,170 (36%)
<i>Graduate</i>	4,696 (29%)
• Degrees Awarded in STEM Fields	5,024 (29%)
<i>Undergraduate</i>	3,773 (29%)
<i>Graduate</i>	1,251 (27%)
• Degrees Awarded in Healthcare Fields	2,258
<i>Undergraduate</i>	1,539
<i>Graduate</i>	719

### FINANCIAL HEALTH

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• Total Endowment Assets	\$819.7M
• Annual Growth in Endowment	11%
• Private Funds Raised Annually	\$126.9M
• Primary Reserve	18.9%
• Procurement savings (FY 2017)	\$23M
• Agency Bond Ratings	
<i>Moody's</i>	Aa2
<i>S&amp;P</i>	AA-
<i>Fitch</i>	AA
• Debt Service to Operations	6.3%
• Total Deferred Maintenance Cost	\$3.3B
• Deferred Maintenance per GSF	\$182

## ACADEMIC QUALITY

### Number of Doctoral Degrees Awarded

UMass campuses awarded a total of 845 doctoral degrees in the 2016-17 academic year, reflecting a four percent increase over the previous year, and a ten percent increase over the last five years. These include both research/scholarship doctorates (538) and professional practice degrees (307). The top five areas with the highest number of doctoral degrees awarded were: Health Professions and Related Sciences (257), Engineering (101), Biological/Life Sciences (79), Education (59), and Physical Sciences (51). A total of 132 MD degrees were awarded by UMMS. UMass Dartmouth awarded 50 Juris Doctor degrees in its Law program.

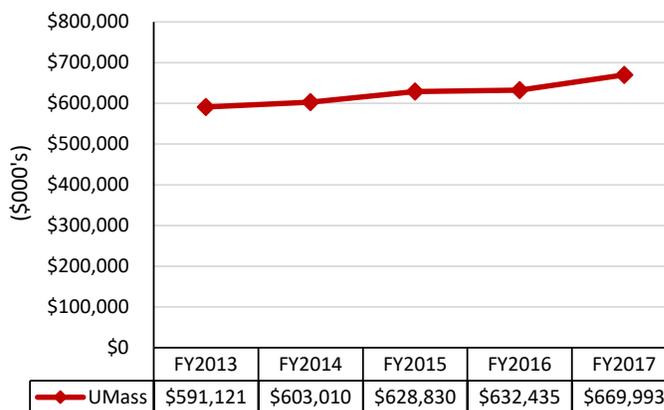
<i>Number of Doctoral Degrees Awarded</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>UMass Total</i>	765	773	759	812	<b>845</b>

### Total Research & Development Expenditures

The University's Total Research and Development Expenditures increased by six percent to \$670 million in FY 2017, from \$632 million in FY 2016.

In FY 2017, federal funding was stable at 56% of all R&D expenditures over the previous year.

UMass's performance in R&D has continued to hold strong, and is slowly approaching the \$700 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.



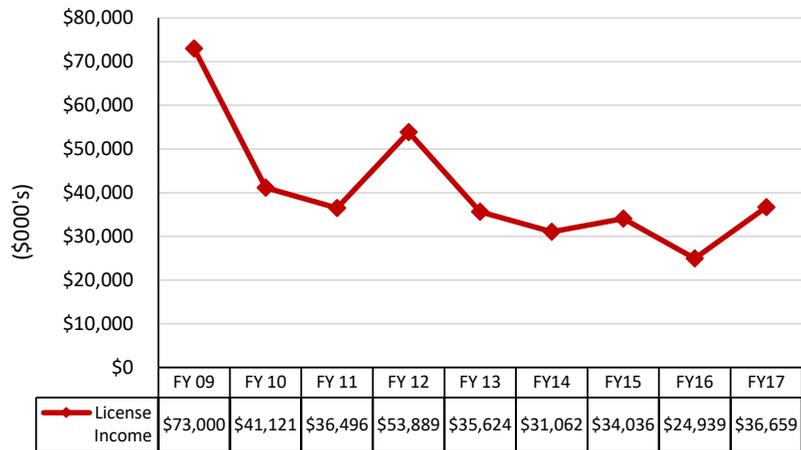
### Number of Patent Applications

In FY 2017, UMass campuses submitted a total of 216 US Patent applications, reflecting the highest number of patent applications submitted by the University in the last 14 years. With the exception of FY 2012, US Patent applications have numbered over 100 over this period, with some years significantly better than others.

<i>Number U.S. Patent Applications</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
<i>UMass Total</i>	119	157	138	189	<b>216</b>

## License Income

License Income is a measure of the economic value of an institution's inventiveness and a contributor to the University's economic health. License income for UMass totaled \$37 million in FY 2017, reflecting a 47% increase from FY 2016. 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.



## 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 1,200 researchers in 400 labs. The efficiency of facility operations equates to significant cost savings for power with a reduced environmental footprint.

The average Power Usage Effectiveness for CY17 was 1.20. PUE is a measure of how efficiently a computer data center uses energy. Putting this into financial perspective, CY17 energy costs for the MGHPCC were approximately \$1M lower compared to data center operating at the industry average PUE 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 a previous one year cycle compared to a facility with the characteristics above operating at the US mean of 0.559Kg CO2 per kWh. The MGHPCC average is 0.0231 Kg CO2 per kWh, due to HG&E use of 90% carbon-free generation.

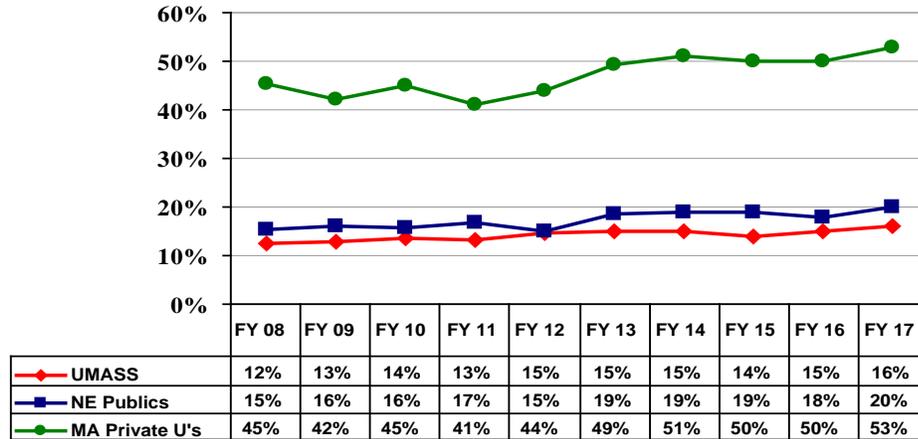
<i>Utilization of Shared HPC Cluster at MGHPCC</i>	<i>CY 2015</i>	<i>CY 2016</i>	<i>CY 2017</i>
<i>No. of Active Labs/Researchers Using the Shared HPC Cluster</i>	1,300	1,471	<b>1,260</b>
<i>*CPU Utilization</i>	NA	8,574	<b>7,500</b>

*\* CPU Years used on the shared HPC Cluster*

## ACCESS AND AFFORDABILITY

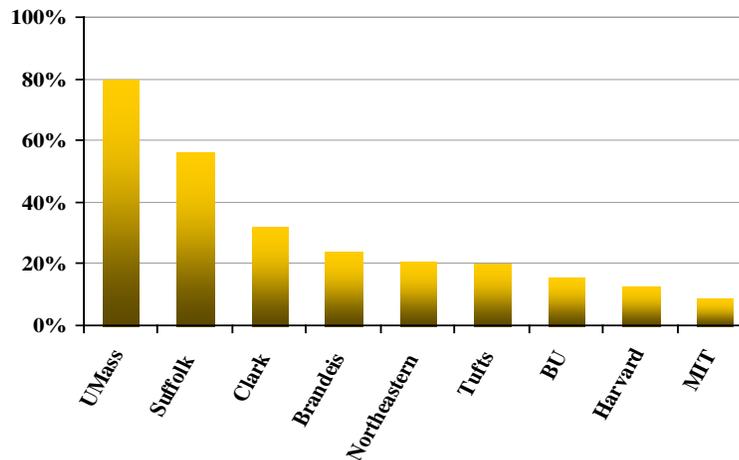
### Tuition and Fees as a Percentage of Family Income

UMass average tuition and fees remain affordable relative to median family income. In FY 2017, UMass tuition and fees averaged 16% of statewide median family income, compared with an average of 53% for the state's private universities as well as an average of 20% for other New England public universities.



### Percent Undergraduate Students from Massachusetts

Four out of five (80%) of UMass undergraduate freshmen are also residents of the Commonwealth. By contrast, 22% 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.

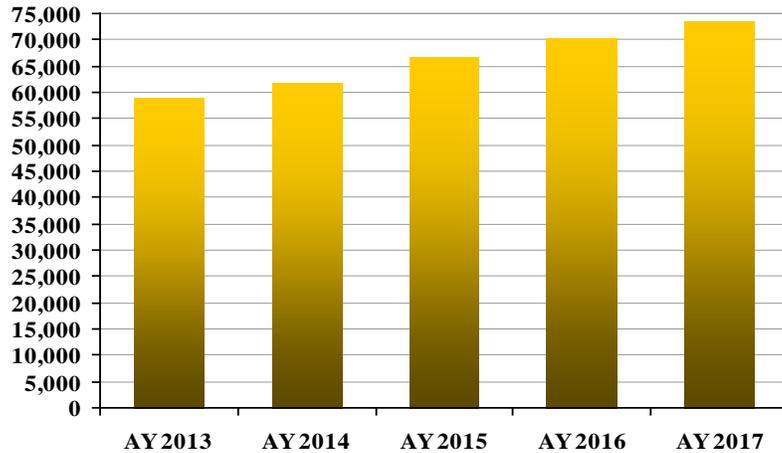


The University continues to attract MA residents as an affordable institution that provides high quality educational opportunities in the state. Over four-fifths (83%) of all undergraduate students attending UMass campuses are MA residents.

UGs from MA	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number	45,064	45,312	45,817	46,784	46,924
Percent	82%	82%	81%	82%	83%

**Online Course Registrations**

UMassOnline currently delivers 162 programs to diverse and geographically dispersed learners. Course registrations in UMassOnline continue to grow at a steady rate. At nearly 74,000 online course registrations, last year showed a 5% increase over the previous year (AY 2016-17).

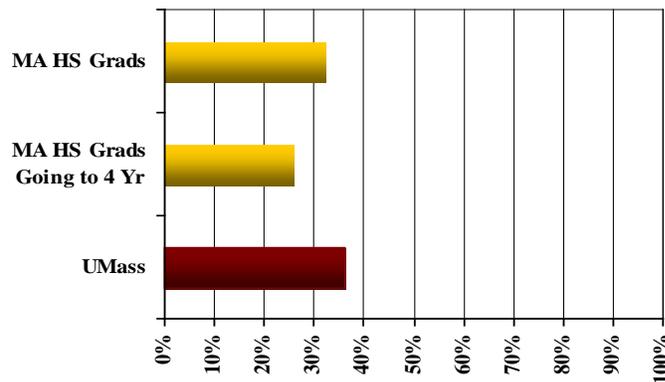


Online Course Registrations (Number and Growth Rate)	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Online Course Registrations	59,165	62,066	66,736	70,318	<b>73,800</b>
Annual Growth Rate	9%	5%	8%	5%	<b>5%</b>

**STUDENT SUCCESS AND SATISFACTION**

**Percent Undergraduate Students of Color**

Well over one-third (36%) of the University's undergraduate students are Students of Color. This exceeds the diversity of Massachusetts' public high school graduates. Students of Color comprised 32% of the state's population of public high school graduates. Of the Class of 2016 of high school graduates, 26% of those who intend to enroll in a four-year college or university were Students of Color.



**Percent Undergraduates who are International**

In Fall 2017, international undergraduate students enrollment at UMass grew by 4% over the previous year, to 3,767. Seven percent of the University's undergraduate students are international students.

<i>Percent UG who are International</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
Number	2,239	2,758	3,278	3,629	<b>3,767</b>
Percent	4%	5%	4%	6%	<b>7%</b>

The University's graduate program has a much stronger international presence by comparison, at 21% of all graduate students.

The University system had a total of 7,491 international students, comprising 10% of the total student population - including all undergraduates, graduates, and medical students.

**Number of Students that Participated in a Study Abroad Program**

In 2016-17, over 1,704 UMass students participated in a Study Abroad program. This is a 2% increase from the previous year, and an 8% increase over the past five years.

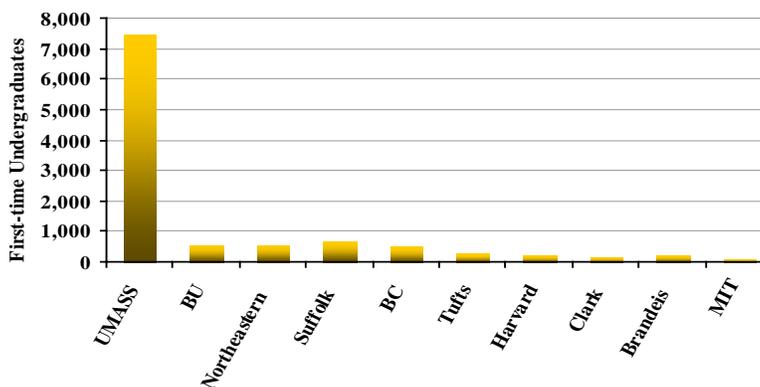
<i>Number of Students in a Study Abroad Program</i>	<i>Fall 2012-Summer 2013</i>	<i>Fall 2013-Summer 2014</i>	<i>Fall 2014-Summer 2015</i>	<i>Fall 2015-Summer 2016</i>	<i>Fall 2016-Summer 2017</i>
Number	1,572	1,606	1,704	1,671	<b>1,704</b>

**SERVICE TO THE COMMONWEALTH**

**Enrollment of Massachusetts Residents**

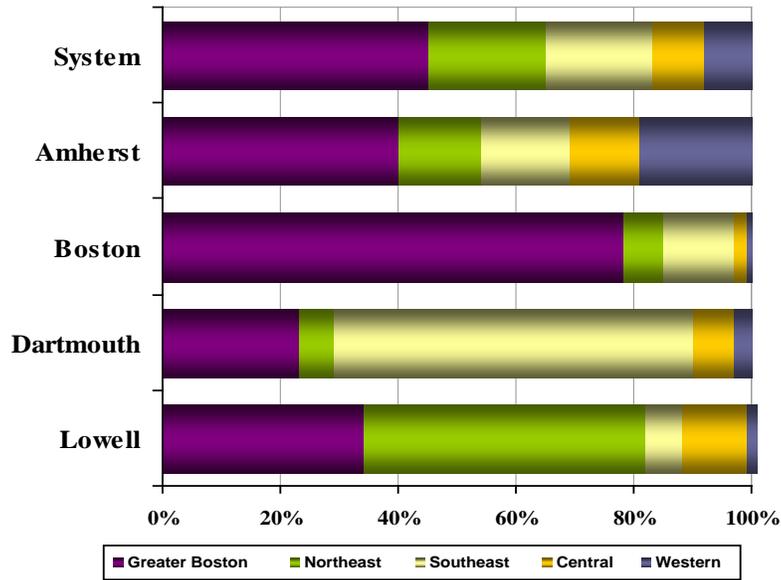
Seven of ten (70%) In-State undergraduate freshmen attending the University or its Private Peers, is enrolled at a UMass campus.

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



### Enrollment by Region

UMass serves undergraduate students from all regions of the Commonwealth - UMass Boston drawing 78% from the Greater Boston area, Dartmouth drawing 61% from Southeastern Massachusetts, and Lowell drawing 48% from the Northeastern corner of the state. Forty percent of Amherst's undergraduate students from MA are from Greater Boston, and another 19% are from the Western area. Data are based on UMass Undergraduate students that are residents of the Commonwealth.



### Degree Completions

In 2016-17, 17,472 degrees were conferred by the University, reflecting a five percent increase from the previous year, and an impressive 15% increase over the past five years.

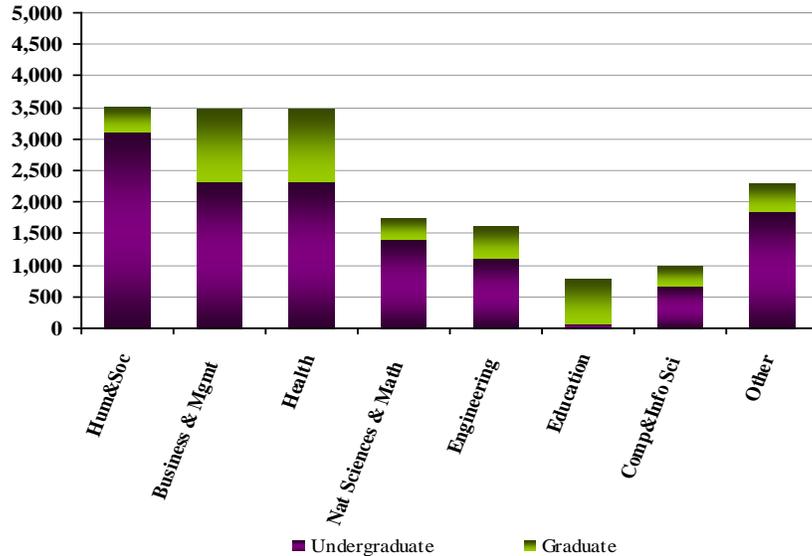
Of the degrees awarded in 2016-17, 73% were at the undergraduate level and 27% were at the graduate level. Twenty-two percent of all degrees were master's degrees and 5% were doctoral degrees.

In 2016-17, the University awarded an additional 73 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>	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Bachelor's degrees</i>	10,910	11,544	11,875	12,125	<b>12,754</b>
<i>Master's degrees</i>	3,536	3,661	3,906	3,776	<b>3,873</b>
<i>Doctoral degrees</i>	765	773	759	812	<b>845</b>
<i>Res./Sch. Doctorates</i>	457	488	484	539	<b>538</b>
<i>Prof. Practice Doctorates</i>	308	285	275	273	<b>307</b>
<i>Total Degrees</i>	15,211	15,978	16,540	16,713	<b>17,472</b>

### Awards Conferred by Field

Over 2,000 degrees were awarded (bachelor's or higher) in Health Sciences and Allied Professions. In Education, a total of 793 degrees were awarded, 90% of which were at the graduate level. Over one-fifth (21%) of all the awards were in the Humanities and Social Sciences. Business/Management comprised one-fifth (20%) of all awards. The University conferred 981 degrees (6%) in Computer and Information Sciences (bachelor's or higher), 1,625 (9%) awards in Engineering and Engineering-related Technologies, and 1,768 (10%) awards in Math and Natural Sciences.

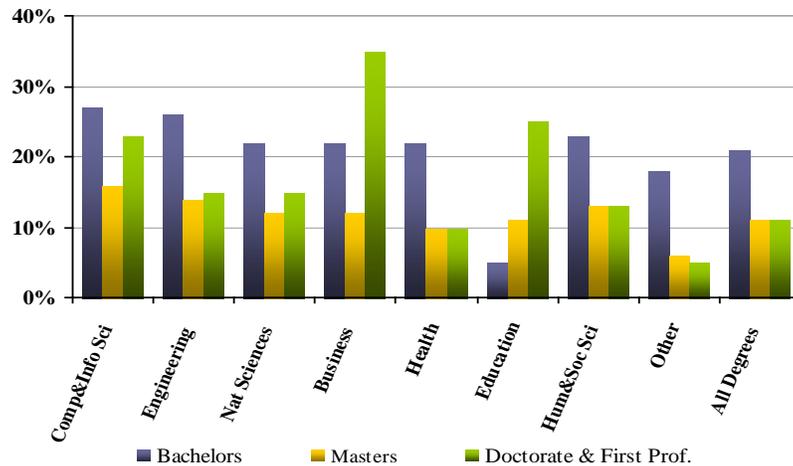


### UMass Degrees as Percent of Massachusetts Degrees

Last year, the University of Massachusetts awarded 17% of all baccalaureate and graduate degrees (21% of bachelor's, 11% of master's degrees and 11% of doctoral and first professional degrees) in the State.

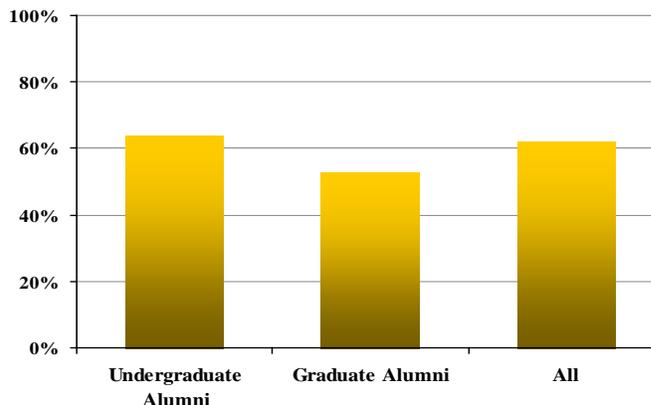
The University's impact is particularly high in the following fields: computer & information sciences, engineering, and health (bachelor's level); natural sciences and engineering (master's level); education, computer and information sciences, and math and natural sciences (doctoral level).

Every third doctoral degree awarded in Business within the Commonwealth is from a UMass campus. Similarly every fifth engineering degree (21%) is awarded at a UMass campus.



## Percentage of Graduates Who Live in Massachusetts

Almost two out of three (64%) undergraduate alumni and over half (53%) of graduate alumni of the University live and work in the Commonwealth of Massachusetts. In all, 62% 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 22% growth over this period.

### Undergraduate Enrollment

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total UG Enrollment</i>	53,037	54,417	54,881	55,450	<b>55,444</b>
<i>STEM Enrollment</i>	16,595	17,469	18,894	19,715	<b>20,170</b>
<i>Percent STEM</i>	31%	32%	34%	36%	<b>36%</b>

### Graduate Enrollment

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Graduate Enrollment</i>	15,591	15,741	15,884	16,086	<b>16,277</b>
<i>STEM Enrollment</i>	4,198	4,248	4,325	4,500	<b>4,696</b>
<i>Percent STEM</i>	27%	27%	27%	28%	<b>29%</b>

In 2016-2017, over one-third (35%) 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 36% of all undergraduate enrollments and 29% of all graduate enrollments being in STEM fields.

### All Enrollment

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Grand Total Enrollment</i>	68,628	70,158	70,765	71,536	<b>71,721</b>
<i>Grand Total STEM Enrollment</i>	20,793	21,717	23,219	24,215	<b>24,866</b>
<i>Grand Total Percent STEM</i>	30%	31%	33%	34%	<b>35%</b>

## 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

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Degrees</i>	11,114	11,745	12,043	12,314	<b>12,890</b>
<i>STEM</i>	2,660	2,974	3,241	3,455	<b>3,773</b>
<i>Percent STEM</i>	24%	25%	27%	28%	<b>29%</b>

### Graduate Degrees

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Degrees</i>	4,301	4,434	4,647	4,588	<b>4,718</b>
<i>STEM</i>	960	1,100	1,250	1,307	<b>1,251</b>
<i>Percent STEM</i>	22%	30%	27%	28%	<b>27%</b>

In AY 2016-2017, over 5,000 of the University's total degrees were awarded in STEM fields. Twenty-nine percent of all undergraduate degrees and 27% of all graduate degrees were in STEM fields.

### All Degrees

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Grand Total Degrees</i>	15,415	16,179	16,690	16,902	<b>17,608</b>
<i>Grand Total STEM</i>	3,620	4,074	4,491	4,762	<b>5,024</b>
<i>Percent STEM</i>	23%	25%	27%	28%	<b>29%</b>

### Certificates

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Certificates</i>	1,119	1,122	1,189	1,191	<b>1,358</b>
<i>STEM</i>	173	167	164	177	<b>220</b>
<i>Percent STEM</i>	15%	15%	14%	15%	<b>16%</b>

## Degrees and Certificates Awarded in Healthcare Fields

The University's impact in the Healthcare field has grown over the past five years. Between 2012-13 and 2016-17, the total number of Healthcare degrees awarded across the five UMass campuses increased from 1,937 to 2,258, reflecting a 17% growth.

In 2016-17, 13% of all of the degrees awarded by the University were in Healthcare fields. An increasing numbers of students are pursuing Healthcare certificates as well.

<i>Healthcare Degrees and Certs.</i>	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Bachelor's degrees</i>	1,277	1,367	1,424	1,486	<b>1,539</b>
<i>Master's degrees</i>	417	410	322	392	<b>431</b>
<i>Doctoral degrees</i>	220	225	233	113	<b>288</b>
<i>Res./Sch. Doctorates</i>	15	19	22	30	<b>31</b>
<i>Professional Practice Doctorates</i>	205	206	211	212	<b>257</b>
<i>Total Degrees</i>	1,937	2,031	2,010	2,111	<b>2,258</b>
<i>Total Certificates</i>	221	196	189	215	<b>217</b>

## MTEL Science and Math Test-Takers

In 2016-17, 289 of the students completing the University's teacher preparation programs took the Massachusetts Tests for Educator Licensure (MTEL) in Science and Math subjects. Although this reflects a slight (-3%) decrease over the past five years, it is a clear reflection of the successes achieved by campuses in their STEM initiatives in the long run.

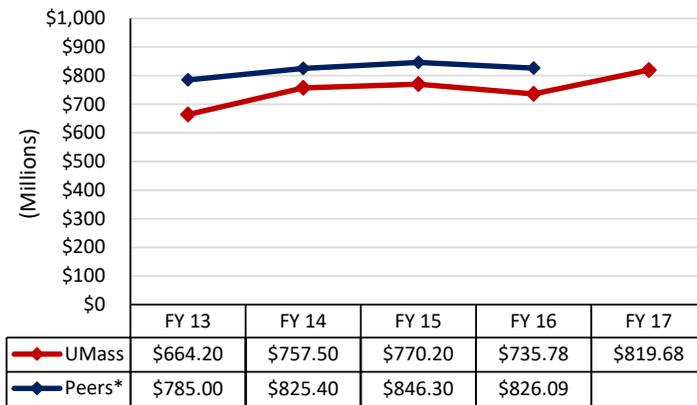
2012-13	2013-14	2014-15	2015-16	2016-17
298	287	253	267	<b>289</b>

## FINANCIAL HEALTH

### Endowment Assets

UMass's endowment increased by 11% from FY 2016 to FY 2017.

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



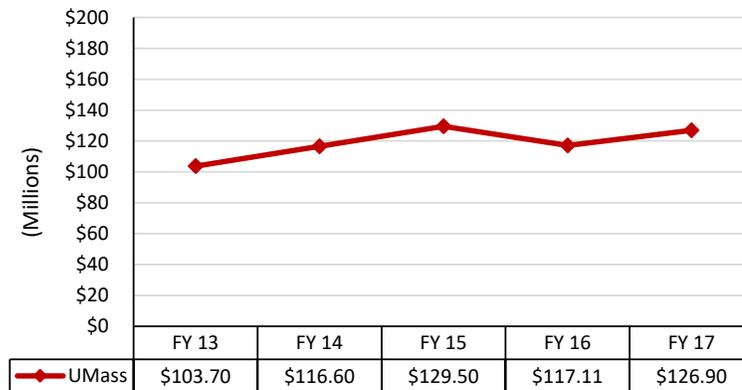
\*The reporting of peer endowment information changed in FY15. The FY15 data presented in this chart was adjusted in order to maintain consistency with prior year data. Peer data for FY17 currently not available for reporting purposes.

Annual Growth Rate	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
UMass	17.5%	14.0%	1.7%	-4.4%	<b>11.4%</b>
Peers Average*	-1.8%	5.1%	2.5%	-2.4%	*

Peer data for FY17 currently not available for reporting purposes.

### Private Funds Raised Annually

Private giving saw an increase in FY 2017 at \$126.9 million. Between FY 2016 and FY 2017, total private funds for the University increased by 8%.

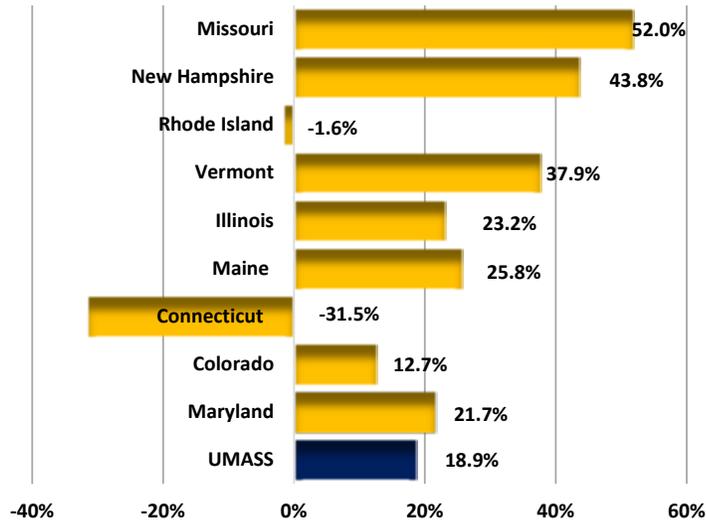


\* Includes cash, pledges and grants

**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 one looks at this metric in conjunction with the Operating Margin, one 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.



*\*The reporting of primary reserve as a financial metric has been discontinued as part of a broader review of metric data. The FY16 data presented in this chart was maintained for this year pending next year's indicator review process.*

**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 \$23M in FY17. 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 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$17.0M	\$20.0M	<b>\$23.0M</b>

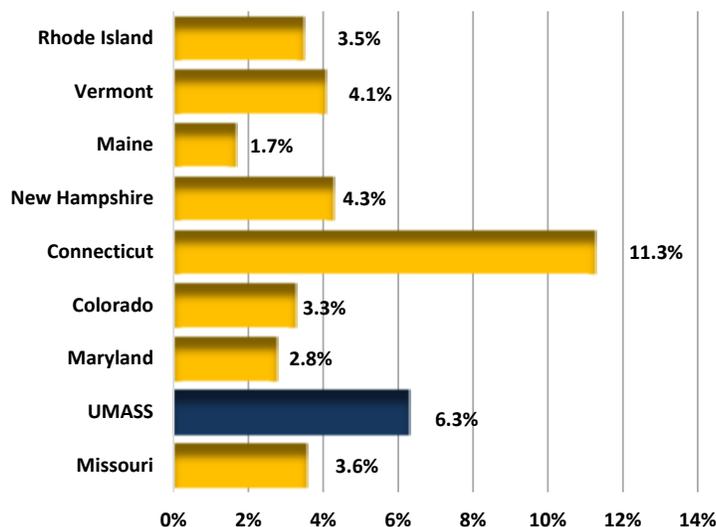
**Bond Ratings**

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 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
<i>Moodys</i>	Aa2	Aa2	Aa2	Aa2	<b>Aa2</b>
<i>S&amp;P</i>	AA-	AA-	AA-	AA-	<b>AA-</b>
<i>Fitch</i>	AA	AA	AA	AA	<b>AA</b>

### 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.



### 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>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$3.42B	\$3.53B	\$3.49B	\$3.30B	<b>\$3.33B</b>

### 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>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$198	\$190	\$186	\$165	<b>\$182</b>

\*Includes Auxiliary Facilities.

## DEFINITIONS AND SOURCES

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### ACADEMIC QUALITY INDICATORS

**Number of Doctoral Degrees Awarded.** Total number of Doctorates awarded by UMass campuses for the academic year 2016-17, which includes September 2016, January 2017, and May 2017 award dates. The data includes both research/scholarship and first-professional doctoral degrees. Aggregated across all UMass campuses for System total.

**Total Research Expenditures.** Data as reported to the National Science Foundation (NSF) by UMass campuses via 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 OTCV.

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

#### Utilization of Shared HPC Cluster at MGHPCC.

(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 MGHPCC active user counts across the five UMass campuses.

### ACCESS AND AFFORDABILITY INDICATORS

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

**Percentage of Undergraduate Students from Massachusetts.** Percentage of total undergraduate students who are "In State" or residents of Massachusetts.

**Online Course Registrations and Rate of Growth in Online Course Registrations.** Total course enrollments in online courses. Percentage rate of growth in annual course registrations. Academic Year 2016-17 represents Fall 2016, Winter 2017, Spring 2017, and Summer 2017 enrollments. Data are for fully online (100%). Source: UMassOnline.

### STUDENT SUCCESS AND SATISFACTION INDICATORS

**Percentage Undergraduates who are Students of Color.** Percent undergraduates who are Black/African American, Hispanic/Latino, Asian and/or Native American, divided by total U.S. citizens and permanent residents who report race/ethnicity. Comparative data for 2017 public high school graduates are from the MA Department of Education.

**Percentage Undergraduates who are International.** Percentage of all undergraduates with eligible visa types, and enrolled in credit courses. Does not include US citizens, 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 2016 through Summer 2017. Aggregated across all UMass campuses for System total.

### SERVICE TO THE COMMONWEALTH INDICATORS

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

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

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

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

**UMass Degrees as Percent of all Massachusetts Degrees.** Degrees awarded by UMass as percent of total

degrees awarded by colleges and universities in the state, based on IPEDS Completions data.

**Percent of Graduates who Live in Massachusetts.**

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

**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. 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 total operating expenditures (operating expenditures and interest expense). Peer data are from published financial statements.

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

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

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

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

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

**PEER INSTITUTIONS FOR UMASS SYSTEM**

***Peer University Systems***

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

***New England Public Universities***

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

***Massachusetts Private Universities***

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

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

## HEADLINES FROM THE 2018 ANNUAL INDICATORS

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### ACADEMIC QUALITY

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

**Student Academic Quality.** The academic profile of entering students has made impressive gains in recent years, evidenced by growth in high school GPA and test scores. The high school GPA of entering students increased from 3.64 in 2011 to 3.89 in 2017. Virtually all (99%) students entered UMass Amherst with a high school GPA of 3.0 and above. New SAT tests were used for the 2017 entering class, the scores of which are not comparable to prior years; however, the average ACT score continued to increase. The SAT score exceeds the peer group at the 25<sup>th</sup> percentile but lags behind at the 75<sup>th</sup> percentile. Further, seniors report high satisfaction with their undergraduate experience. Results from the 2017 National Survey of Student Engagement (NSSE) show that 90% of seniors rated their UMass Amherst educational experience positively, and increasing numbers rated it as excellent.

**Advanced Training.** The campus has demonstrated strength in the education and training of pre- and post-doctoral researchers. UMass Amherst is below the peer median for the number of doctoral degrees awarded. The number of post-doctorates receiving training has declined, 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 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 10% to over \$210 million, and per faculty expenditures increased by 4% in the past five years.

The number of academic honors and awards earned by the faculty is another indicator of an institution's quality. The number of National Academy members has increased slightly, but remains below the peer median. The number of prominent grant and fellowship program awards decreased from a high in 2015 and is below the peer median for 2016. A more comprehensive view of awards from Academic Analytics, another source of awards data, shows that UMass Amherst faculty have received over 800 nationally or internationally competitive awards.

In recent years, the campus invested in tenure-system faculty, and the number of faculty has grown by 4% since 2013. 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 Fall 2016, 26% of full-time, in-state students qualified for Pell grants. Eighty-seven 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 and 77% graduate within six years from UMass Amherst, the second highest graduation rate observed since the campus began tracking this statistic. The campus has seen rapid improvement in the four-year graduation rate, which has increased from 63% for the Fall 2008 cohort to 74% for the Fall 2013 cohort. Retention and graduation rate improvement have closed much of the gap with peer institutions. In recent years, the campus has made a major commitment to promoting student success, including the creation of the **Office of Student Success** and newly created role Associate Provost for Student

Success. This marks an important step in developing a cross-collaborative, coordinated approach within the Student Affairs and Campus Life unit and the Academic Affairs unit (the Associate Provost is a dual report to the Vice Chancellor for Student Affairs and Campus Life and the Vice Provost and Dean of Undergraduate Education). The Student Success unit will take a leadership role with: academic and career advising and assistance provided to students including academic pathways and opportunities in their preparation for future employment and advanced education; increased educational access and mitigation of financial, academic, administrative barriers that hinder degree attainment; better advocacy, prevention and education to equip students to manage both their physical and mental health needs; and implementation of a stronger network of services that address the holistic needs that are unique to often marginalized students. The campus has provided strategic investment funding in support of enhancing and elevating the **Academic and Career Advising, Student Success** support provided to students. This includes the support of additional professional advisors and counselors within the Schools and Colleges, additional Student Success coordinators, and partnering with the Education Advisory Board (EAB) 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. We have also organized a **Senior Completion Committee** comprised of representatives from Academic Affairs, Student Affairs and Campus Life, the Dean of Students Office, Financial Aid, and the Bursar's Office. This committee reviews students who are very close to graduating and are having difficulty meeting their final financial need to complete their degree. The committee works with students on an academic plan, a financial plan, and even has the ability to provide emergency grants to help support the student in their final semester or year toward degree completion. **UMatter at UMass** continues to be an important initiative intended to increase students' connection to campus by affirming the values the university set in motion over 150 years ago: care, compassion and active engagement. Expanded research and scholarship opportunities are also available for undergraduates. Changes in the design and delivery of the General Education curriculum, including an integrative experience requirement for all upper division students and passage of new General Education Diversity learning outcomes (to take effect Fall 2018) also serve to enhance and enrich the student academic experience.

The campus has made progress in increasing the diversity of the student body. The Fall 2017 entering

class was the most diverse group of students in history (30% ALANA); overall, more than a quarter of enrolled undergraduates were students of color. Also, 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 2017, nearly 40% of baccalaureate and over one-third of graduate students were enrolled in Science, Technology, Engineering and Mathematics (STEM) programs, and 32% of degrees awarded at the undergraduate and 30% of degrees awarded at the graduate levels were in STEM programs. The STEM Diversity Institute (SDI), established in 2012 at UMass Amherst, facilitates the diversification of the science, technology, engineering, and mathematics (STEM) workforce. SDI activities serve undergraduate students, graduate students, postdoctoral fellows, and faculty. These investments will continue.

## FINANCIAL HEALTH

The financial indicators of the Amherst campus demonstrate a commitment to prudent use and investment of state appropriation, student tuition and fees, and other income streams. The campus continues to support the academic enterprise by increasing growth in net revenues from graduate programs, increasing summer and continuing and professional education revenue, attracting more donor support, and targeting small increases in out-of-state enrollment. Investment in capital infrastructure, strategic faculty growth, and student success initiatives remain cornerstones of the campus strategic plan. The strategic plan identifies three overarching themes: 1) establish the campus as a "destination of choice" for academically accomplished students; 2) establish the campus as a "partner of choice" with a broad range of stakeholders vital to the campus; 3) establish the campus as a community of choice that attracts and retains contributors of all kinds. Mobilizing resources to achieve these goals remains a key strategy. The campus has completed a five-year review of its strategic priorities, and revised unit plans will be developed in AY2018-19.

The campus completed **UMass Rising**, a comprehensive fundraising campaign with a goal of \$300 million in 2016. The campaign was designed to enhance excellence and contribute to the long-term sustainability

of the campus. The campus exceeded its goal and raised \$379 million at its completion. A record \$50.3 million in new gift commitments was raised in the fiscal year following the campaign, FY2017. The sixth annual UMassGives, the University of Massachusetts Amherst's 48-hour online fundraising event, raised a record \$1.5 million in April 2018.

## 2018 ANNUAL INDICATORS AT A GLANCE

### ACADEMIC QUALITY

• Average HS GPA of Freshmen	3.89
• Average SAT Scores of Freshmen	
<i>Arithmetic Mean</i>	1268
25 <sup>th</sup> – 75 <sup>th</sup> Percentile	1180 – 1360
• Average GPA of Entering Transfer Students	3.36
• Student Satisfaction with Educational Experience	90%
• Student-Faculty Ratio	18:1
• Technology-Enhanced Classrooms	304
• No. of Doctoral Degrees Awarded	367
• No. of Postdoctoral Appointees	132
• Total R&D Expenditures	\$210.4M
• Total R&D Expenditures Ranking	101
• Total R&D Expenditures Ranking among Carnegie Peers, US Publics, Non-Medical	10
• Total R&D Expenditures per Tenure System Faculty	\$191,461
• Patent Applications	57
• License Income	\$792,669
• Percent Tenured/Tenure-Track Faculty FTE	72%
• New Tenured/Tenure-Track Faculty Hired	55
<i>As Percent of Total T/TT Faculty</i>	5%
• Change in Tenured/Tenure-Track Faculty	1%
• Change in Faculty FTE	3%
• Full-Time Instructional Faculty	
<i>Percent Faculty-of-Color</i>	23%
<i>Percent Women Faculty</i>	44%
• Faculty Awards	8
• National Academy Members	9

### ACCESS AND AFFORDABILITY

• Percent In-State Pell Grant Recipients	26%
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• Percent of Need Met for In-State Students Awarded Need-Based Aid	87%
• Average Debt of Students ( <i>UG Graduating Class</i> )	\$31,860
• Percent Graduating Class with Debt (UG)	68%
• Percent Undergraduates from Massachusetts	76%
• Online Course Registrations	26,437
• Annual Growth in Online Course Registrations	9%

### STUDENT SUCCESS AND SATISFACTION

• Percent Undergraduates who are Students of Color	27%
• Percent Undergraduates who are First Generation in College	24%
• Percent Undergraduates with English as a Second Language	14%
• Percent Undergraduates who are International	6%
• Number of Students who Participated in a Study Abroad Program	1,254
• Freshmen One-Year Retention Rate	91%
• Freshmen Four-Year Graduation Rate	74%
• Freshmen Six-Year Graduation Rate	77%
• Transfer (Full-time) One-Year Retention Rate	88%
• Transfer (Upper Division) Four-Year Graduation Rate	76%
• Alumni Participation Rate	9%

### SERVICE TO THE COMMONWEALTH

• Degree Completions	7,870
<i>Bachelor's</i>	6,111
<i>Master's</i>	1,392
<i>Doctorates</i>	367

- Percent Alumni who Remain in MA 54%
- Enrollment in STEM Programs 11,190 (38%)
  - Undergraduate* 9,003 (39%)
  - Graduate* 2,187 (34%)
- Degrees Awarded in STEM Fields 2,500 (32%)
  - Undergraduate* 1,979 (32%)
  - Graduate* 521 (30%)
- Degrees Awarded in Healthcare Fields 724
  - Undergraduate* 511
  - Graduate* 213
- MTEL Science and Math Test-Takers 35

## FINANCIAL HEALTH

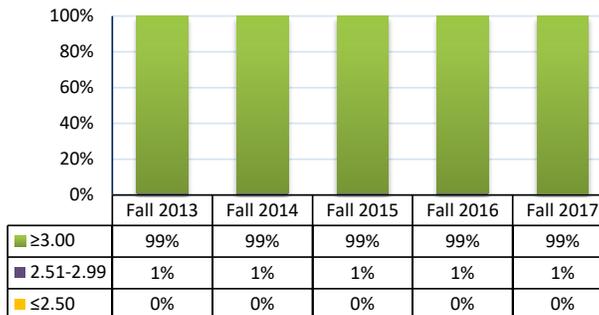
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- Total Endowment \$323.6M
- Annual Growth in Endowment 13%
- Endowment per Annualized Student FTE \$11,021
- Private Funds Raised Annually \$50.3M
- Primary Reserve 32.6%
- Debt Ratio 6.6%
- Deferred Maintenance per GSF \$121

## ACADEMIC QUALITY

### High School GPA of Freshmen

UMass Amherst entering first-year students are strong academically with an average high school GPA of 3.89. The Fall 2017 entering class was at a historical high with 99% of students earning a GPA of 3.0 and above. The average high school GPA has been increasing for eleven consecutive years. There were 4,714 students in the entering class.



Average HS GPA	2013	2014	2015	2016	2017
	3.73	3.78	3.83	3.83	<b>3.89</b>

### SAT Scores of Freshmen

First-year students entered UMA with a mean SAT of 1268. The SAT was redesigned for Fall 2017 so is not comparable to prior years; however, it had been increasing. The average ACT score increased for the entering class. The score for the campus is now slightly above the median of the peer group at the 25th percentile, but lags the peers at the 75th percentile.

SAT Scores of Freshmen	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
75th Percentile	1310	1310	1310	1330	<b>1360</b>
25th Percentile	1110	1120	1130	1130	<b>1180</b>
Average	1208	1218	1226	1225	<b>1268</b>
<b>Peer Median</b>					
75th Percentile	1315	1325	1325	1325	<b>1395</b>
25th Percentile	1075	1085	1085	1090	<b>1175</b>
<b>UMA Rank</b>					
75th Percentile	7	7	7	7	<b>7</b>
25th Percentile	4	4	2	2	<b>6</b>

*n.b. A redesigned SAT was used for Fall 2017 admissions. Therefore, scores prior to Fall 2017 are not comparable to scores for Fall 2017.*

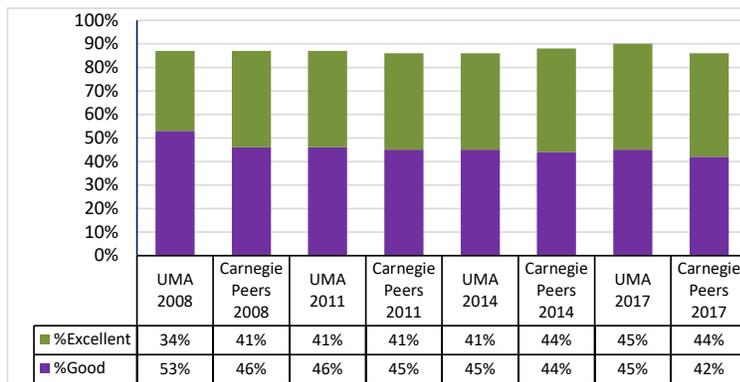
### Average GPA of Entering Transfer Students

The transfer GPA increased this year. This figure consistently surpasses the mandated Department of Higher Education minimum of 2.00 for transfer students.

Avg. GPA Entering Transfers	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	3.32	3.32	3.33	3.31	<b>3.36</b>

### Student Satisfaction with Educational Experience

Seniors evaluate their UMA educational experience quite positively in the National Survey of Student Engagement (NSSE). In 2017, 90% of students rated their experience as good or excellent. These rates were higher than other Carnegie Public Doctoral Highest Research (mostly residential) schools. The proportion of students who rated the experience as excellent has shown strong gains since 2008, increasing from 34% in 2008 to 44% in 2017.



### Student-Faculty Ratio

The student-faculty ratio has been fairly consistent. Since 2013, the ratio has hovered around 18:1. 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>	2013	2014	2015	2016	2017
<i>UMA</i>	18:1	17:1	18:1	18:1	<b>18:1</b>

### Technology-Enhanced Classrooms

<i>Technology-Enhanced Classrooms</i>	<i>AY 2013-2014</i>		<i>AY 2014-2015</i>		<i>AY 2015-2016</i>		<i>AY 2016-2017</i>	
	<i>Number of Classrooms</i>	<i>Percent of Total</i>						
<b>Basic</b>	40	14%	40	13%	36	12%	32	11%
<b>Medium</b>	142	49%	142	48%	136	46%	130	43%
<b>High</b>	90	31%	100	34%	110	37%	127	42%
<b>Very High</b>	16	6%	16	5%	16	5%	15	5%
<b>Total Classrooms</b>	<b>288</b>	<b>100%</b>	<b>298</b>	<b>100%</b>	<b>298</b>	<b>100%</b>	<b>304</b>	<b>100%</b>

#### **Basic classroom technology:**

All 304 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, 89% of the classrooms at UMA have a digital projector (or large screen), HDMI & VGA connections for laptop projection, audio connection and room speakers. In 2016-17, 150 of these rooms were 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, over 40% of all UMA teaching spaces are equipped with technology to record lectures. These rooms include lecture capture (Echo360), 1-2 motion-tracking cameras (for speaker & students), and audience microphones (portable or installed). In 2016-17, 12 classrooms were opened in this category in the newly-renovated South College.

#### **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: three laptops, one large screen, three built-in microphones, AV connections for student laptops, and one 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

Both the number of Research/Scholarship and Professional Practice doctorates awarded have made upward turns after a short decline. Professional practice doctorates have tripled since their low point in 2013-14. Research/scholarship doctorates awarded at UMA remain below the peer median.

<i>UMA Doctoral Degrees Awarded</i>	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Research/Scholarship Doctorates</i>	295	287	268	298	<b>307</b>
<i>Professional Practice Doctorates</i>	39	19	29	39	<b>60</b>
<b>Total Doctoral Degrees Awarded</b>	<b>334</b>	<b>306</b>	<b>297</b>	<b>337</b>	<b>367</b>
<i>Research/Scholarship Doctorates</i>	295	287	268	298	<b>307</b>
<i>Peer Median</i>	363	354	348	348	<b>357</b>
<i>Rank</i>	9	9	9	9	<b>9</b>

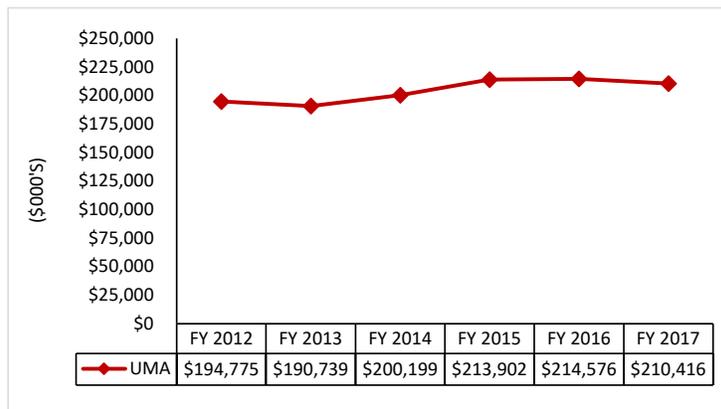
### Postdoctoral Appointees

UMass Amherst senior faculty mentor recent PhDs with science and engineering degrees. The number of post-doctoral scholars has been declining for the past five years. This can be explained in part by the 2012 implementation of the campus' 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.

Postdoctoral Appointees	2012-13	2013-14	2014-15	2015-16	2016-17
UMA	165	166	153	144	<b>132</b>
Peer Median	272	290	308	303	<b>303</b>
Rank	8	9	10	9	<b>10</b>

### Total Research & Development (R&D) Expenditures

Total R&D spending for the campus in FY 2017 was over \$210 million, of which \$194 million (92%) was in science and engineering (S&E). This is an overall increase of 10% over the last five years. Federal spending increased for the second year in a row. UMA was below the Peer Median for both Total R&D and S&E Expenditures in FY 2016.



### Total R&D Expenditures Rankings

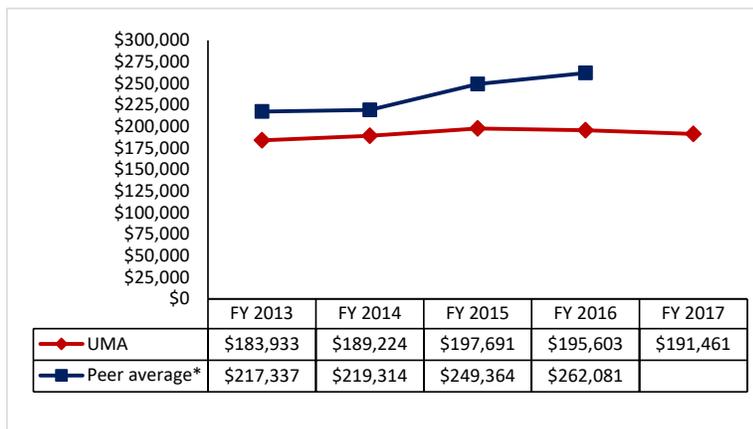
The overall R&D rank for the campus has held steady and continues to be in the top half of the Carnegie peer group.

Total R&D Expenditures Rank	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Overall Ranking	102	103	103	100	<b>101</b>
Ranking based on Carnegie Peers	9	10	10	10	<b>10</b>

*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 4% between FY 2013 and FY 2017, with a decrease over the previous year. This measure continues to lag over the peer average.



*\*Peers exclude institutions with Medical Schools. Peer data for FY2017 is currently not available.*

### Patent Applications

In FY 2017, the Technology Transfer Office (TTO) received 74 Invention Disclosures - similar to what was received in the two previous years. The TTO filed 57 new patent applications.

<i>Patent Applications</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	32	40	37	53	<b>57</b>

### License Income

In FY 2017, the Technology Transfer Office received \$792,669 in license income.

<i>License Income</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$1,200,000	\$753,000	\$711,000	\$1,000,075	<b>\$792,669</b>

### Percent Tenured/Tenure-Track Faculty FTE

The percent of tenured/tenure-track faculty has been decreasing slowly over the past five years. Fall 2017 showed an increase in the number of tenure system faculty after a drop in the prior year. The growth of the non-tenure system faculty has exceeded that of the tenure-system group.

<i>Percent Tenured/Tenure-track Faculty</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>% Tenured/Tenure-track</i>	76.1%	74.3%	73.8%	72.9%	<b>72.1%</b>
<i>% Non Tenure-track/PT</i>	23.9%	25.7%	26.2%	27.1%	<b>27.9%</b>

### New Tenured/Tenure-Track Faculty Hired

The campus has made significant investments in tenure system faculty hires in recent years. There were 55 such hires in 2017. An additional five existing faculty were converted to the tenure system. 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>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
	51	53	51	45	<b>55</b>

*n.b. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

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

Over the past several years the new hires have represented around 5% of the total T/TT faculty in the fall. There has been a slightly lesser corresponding increase of four percent in the number of tenure-system faculty since Fall 2013. 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total T/TT Faculty</i>	1,026	1,047	1,054	1,048	<b>1,062</b>
<i>Total New Hires</i>	51	53	51	45	<b>55</b>
<i>Percent of Total</i>	5%	5%	5%	4%	<b>5%</b>

*n.b. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

### Change in Tenured/Tenure-Track Faculty

Fall 2017 saw a one-year increase of 14 tenure-system faculty, almost a 4% increase since 2013. 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	1,026	1,047	1,054	1,048	<b>1,062</b>

<i>1-Year Change Fall 2016-17</i>	
<i>Number</i>	<i>Percent</i>
14	1%

### 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 37 FTE and an overall increase of over 125 FTE since 2013. Over four-tenths of the growth has been accounted for by the tenure system faculty.

<i>Change in Faculty FTE</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	1,346	1,406	1,426	1,436	<b>1,473</b>

<i>1-Year Change Fall 2016-17</i>	
<i>Number</i>	<i>Percent</i>
37	3%

### Faculty by Race and Gender

The number and percent of faculty of color continued increasing. While the number and percent of women faculty dipped slightly in Fall 2016, it has recovered. In Fall 2017, faculty of color represented 23% of instructional faculty, and almost half of these individuals were underrepresented minorities. The number of women faculty has increased by 15% in the last five years.

<b>Full-Time Instructional Faculty</b>					
<i>Faculty Of Color</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	233	251	266	268	<b>291</b>
<i>Percent</i>	20.1%	21.1%	22.1%	22.2%	<b>22.9%</b>

<i>Women Faculty</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	527	552	585	577	<b>606</b>
<i>Percent</i>	41.8%	42.6%	44.3%	43.5%	<b>44.1%</b>

*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 2016, the campus was below the peer median in the number of prominent grant and fellowship program awards. In 2017-18, the campus had seven Fulbright Scholars, which tied for seventh place nationally among research universities. Another source, *Academic Analytics*, which defines awards more broadly, shows that UMass Amherst faculty have received over 800 awards.

<i>UMA Faculty Awards</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
	8	12	10	17	<b>8</b>
<i>Peer Median</i>	11	11	12	12	<b>10</b>
<i>Rank</i>	9	4	7	5	<b>6</b>

### National Academy Members

Several UMass faculty members have been elected to some of the most prestigious disciplinary organizations: the National Academy of Sciences, the National Academy of Engineering, and the National Academy of Medicine. These are some of the highest honors academic faculty can receive. This number increased slightly in 2016. 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 NAM.

<i>National Academy Members</i>	2012	2013	2014	2015	2016
	8	8	7	7	<b>9</b>
<i>Peer Median</i>	12	12	13	12	<b>14</b>
<i>Rank</i>	8	7	8	9	<b>7</b>

### 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 26% for Fall 2016. 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>	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	28%	28%	27%	26%	<b>26%</b>

#### 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>	2012-13	2013-14	2014-15	2015-16	2016-17
	84%	82%	82%	87%	<b>87%</b>

#### Student Debt Load of Graduating Class

The proportion of the graduating class with debt is now below 70%. The average debt load has increased by nearly 10% since 2013.

	2013	2014	2015	2016	2017
<i>Average Debt Load</i>	\$28,999	\$30,453	\$31,958	\$31,397	<b>\$31,860</b>
<i>Percent Graduating Class with Debt</i>	70%	72%	70%	68%	<b>68%</b>

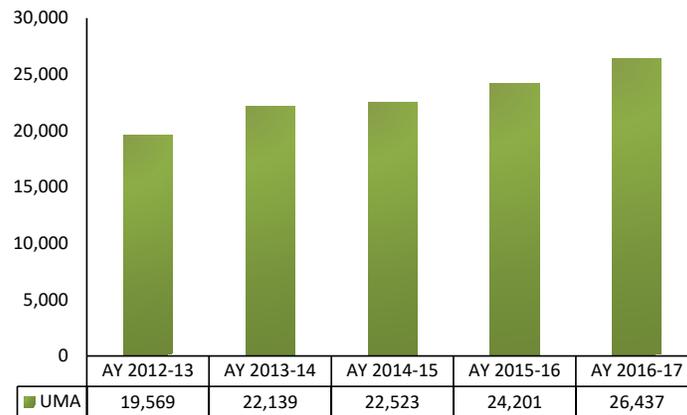
**Percent Undergraduates from Massachusetts**

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

<i>Percent Undergraduates from Massachusetts</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	16,900	16,949	17,277	17,883	<b>17,846</b>
<i>Percent</i>	76%	76%	76%	76%	<b>76%</b>

**Online Course Registrations**

The Amherst campus offers one Associate's, ten undergraduate, ten graduate degree programs, and over 20 certificate programs that can be completed partially or fully online. The programs range from a certificate in Criminology and Criminal Justice System 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.



**Annual Growth in Online Course Registrations**

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

<i>Annual Growth in Online Course Enrollments</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>	<i>AY 2015-16</i>	<i>AY 2016-17</i>
	8%	13%	2%	7%	<b>9%</b>

## 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. The Fall 2017 student body was the most diverse in recent history, and students of color comprised over one fourth of the population.

<i>Percent UG Students of Color</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	4,117	4,332	4,740	5,176	<b>5,513</b>
<i>Percent</i>	22%	22%	24%	25%	<b>27%</b>

## Percent Entering Freshmen 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. 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Percent</i>	25%	25%	24%	25%	<b>24%</b>

## Percent Entering Freshmen with English as a Second Language

English is not the first language of about 14% of first-year students entering UMass Amherst. This is another indicator of the diversity of the campus.

<i>Percent Ent. FR (ESL)</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Percent</i>	12%	11%	13%	15%	<b>14%</b>

## Percent Undergraduate Students who are International

The Amherst campus attracts an increasing number of undergraduate international students, some of whom are studying on the campus as part of an international exchange program. The numbers have almost tripled since Fall 2013 as the campus has increased its recruitment of international students. Over one-fourth (1,942) of graduate students are international.

<i>Percent UGs International</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	537	681	980	1,232	<b>1,456</b>
<i>Percent</i>	2%	3%	4%	5%	<b>6%</b>

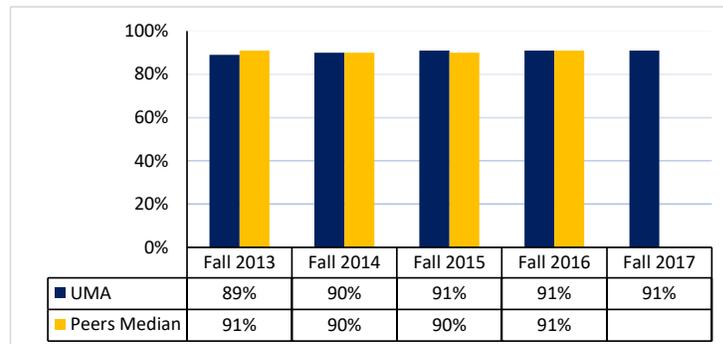
### Total Number of Students who Participated in a Study Abroad Program

1,254 UMass students participated in a study abroad experience during the 2016-17 academic year. The campus encourages students to take advantage of these enriching global learning opportunities. An additional 52 students participated in a domestic exchange.

<i>Total Number of Students who participated in Study Abroad</i>	<i>Fall 2012-Summer 13</i>	<i>Fall 2013-Summer 14</i>	<i>Fall 2014-Summer 15</i>	<i>Fall 2015-Summer 16</i>	<i>Fall 2016-Summer 17</i>
	1,128	1,194	1,190	1,203	<b>1,254</b>

### Freshmen One-Year Retention Rate

The one-year retention rate for the Amherst campus has been consistently high and is currently at 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	8	6	5	6	*

\* Peer data for Fall 2017 not available for reporting purposes.

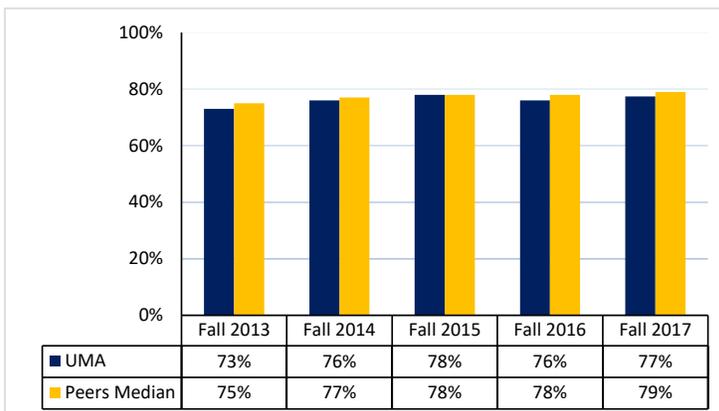
### Four-Year Graduation Rates

The four-year graduation rate continues its upward climb. In fact, the 2017 rate is eight percentage points higher than the 2013 rate of 66%. Currently, nearly three-quarters of first-time first-year students are graduating in four years or less from the Amherst campus.

<i>4-Yr Graduation Rates</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>Cohort Entering Year</i>	<i>(2009)</i>	<i>(2010)</i>	<i>(2011)</i>	<i>(2012)</i>	<i>(2013)</i>
<i>4-Year Graduation Rate</i>	66%	67%	67%	71%	<b>74%</b>

### Freshmen Six-Year Graduation Rate

Over three-quarters of first-time full-time Amherst campus students graduated within six years of entrance, and another 8% 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 13 percentage points from 64% to 77%. The rate is slightly below the peer median; however, 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 2007-Fall 2011 entering cohorts.



<i>Freshmen Six-Year Graduation Rate - Peer Rank</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	6	6	6	7	7

### Transfers (Full-Time) One-Year Retention Rate

The one-year retention rate for transfers is 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	86%	85%	88%	87%	<b>88%</b>

### 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 held steady for the last four years. Rates are reported for the Fall 2009-Fall 2013 entering cohorts.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	74%	76%	77%	76%	<b>76%</b>

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

The Student Achievement Measure tracks entering first-time first-year students by cohort. Ninety-five percent of the entering cohort was accounted for after four years--72% completed a degree at UMA or another institution, 14% were still enrolled at UMA, and 9% were enrolled at another institution. After 6 years, 88% had earned a degree and an additional 4% were still enrolled at UMass Amherst or elsewhere.

FIRST-TIME FULL-TIME FRESHMEN						
Number of Students in Cohort: 4,668			GRADUATED			
Outcomes for Student Starting at UMA in Fall 2011 by Summer 2017	2011-12	2012-13	2013-14	WITHIN 4 YRS.	WITHIN 5 YRS.	WITHIN 6 YRS.
Bachelor's degree from UMass Amherst	0%	0%	1%	67%	76%	77%
Associate's degree from UMass Amherst	0%	0%	0%	0%	0%	0%
<b>Total Graduated from UMass Amherst</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>67%</b>	<b>76%</b>	<b>77%</b>
Bachelor's degree from another Institution	0%	0%	0%	4%	8%	10%
Associate degree from another Institution	0%	0%	1%	1%	1%	1%
<b>Total Graduated from another Institution</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>5%</b>	<b>9%</b>	<b>11%</b>
<b>Enrolled at UMass Amherst</b>	<b>96%</b>	<b>86%</b>	<b>80%</b>	<b>14%</b>	<b>3%</b>	<b>1%</b>
Enrolled at Another 4-yr Institution	0%	7%	11%	8%	4%	2%
Enrolled at Another 2-yr Institution	0%	2%	2%	1%	1%	1%
<b>Total Transferred and Enrolled at another Institution</b>	<b>0%</b>	<b>9%</b>	<b>13%</b>	<b>9%</b>	<b>5%</b>	<b>3%</b>
<b>Current Status Unknown</b>	<b>4%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>7%</b>	<b>8%</b>

### 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.

Alumni Participation Rate	2013	2014	2015	2016	2017
	10%	10%	8%	9%	9%

## SERVICE TO THE COMMONWEALTH

### Degree Completions

The total number of degrees awarded continues to increase. The largest gains are at the bachelor's level. There has been greater fluctuation in the number of doctoral degrees, which has rebounded past the peak attained in 2012-13. The number of master's degrees has declined since its peak in 2014-15 but is on the rise.

Degree Completions	2012-13	2013-14	2014-15	2015-16	2016-17
Bachelor's degrees	5,363	5,674	5,683	5,843	6,111
Masters degrees	1,362	1,409	1,418	1,338	1,392
Doctoral degrees	334	306	297	337	367
Res./Sch. Doctorates	295	287	268	298	307
Professional Practice	39	19	29	39	60
<b>Total Degrees</b>	<b>7,059</b>	<b>7,389</b>	<b>7,398</b>	<b>7,518</b>	<b>7,870</b>

### Percent Alumni Who Live in Massachusetts

Over half of the undergraduate students who earned a degree from UMA, and just over two-fifths of the recipients of master's and doctorate degrees reside in Massachusetts. The overall proportion of MA residents has been steady at 54%.

Percent Alumni Who Live in MA	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<i>Undergraduate</i>	57%	57%	57%	58%	<b>57%</b>
<i>Graduate</i>	41%	42%	41%	41%	<b>41%</b>
<i>All</i>	54%	54%	53%	54%	<b>54%</b>

### 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, 39% of undergraduate and 34% of graduate students are enrolled in STEM programs.

#### Undergraduate

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<i>Total</i>	21,672	21,864	22,405	22,958	<b>23,010</b>
<i>STEM</i>	7,429	7,775	8,568	9,015	<b>9,003</b>
<i>Percent STEM</i>	34%	36%	38%	39%	<b>39%</b>

#### Graduate

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<i>Total</i>	5,848	5,808	5,908	6,033	<b>6,365</b>
<i>STEM</i>	1,873	1,813	1,822	1,979	<b>2,187</b>
<i>Percent STEM</i>	32%	31%	31%	33%	<b>34%</b>

#### Total Enrollment

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<i>STEM</i>	9,302	9,588	10,390	10,994	<b>11,190</b>
<i>Percent STEM</i>	34%	35%	37%	38%	<b>38%</b>

### 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 over 6,100 undergraduate degrees and over 1,700 graduate degrees awarded, 32% were in STEM fields. The number of students pursuing STEM certificates is relatively small, though the number nearly doubled in 2016-17.

#### Undergraduate Degrees

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Degrees</i>	5,363	5,674	5,683	5,843	<b>6,111</b>
<i>STEM</i>	1,436	1,631	1,711	1,852	<b>1,979</b>
<i>Percent STEM</i>	27%	29%	30%	32%	<b>32%</b>

#### Graduate Degrees

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Degrees</i>	1,696	1,715	1,715	1,675	<b>1,759</b>
<i>STEM</i>	448	487	537	514	<b>521</b>
<i>Percent STEM</i>	26%	28%	31%	31%	<b>30%</b>

#### All Degrees

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>STEM</i>	1,884	2,118	2,248	2,366	<b>2,500</b>
<i>Percent STEM</i>	27%	29%	30%	31%	<b>32%</b>

#### Certificates

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Certificates</i>	288	307	319	314	<b>424</b>
<i>STEM</i>	47	40	33	40	<b>78</b>
<i>Percent STEM</i>	16%	13%	10%	13%	<b>18%</b>

### Degrees and Certificates Awarded in Healthcare Fields

The total number of health care degrees awarded has increased by 30% since 2012-13. Much of the growth has been at the bachelor's level due to the new Public Health Sciences program that began in Fall 2007. At the graduate level, the number of doctoral degrees has sharply increased, mostly due to the Doctor of Nursing Practice. UMA started offering certificate programs in Spanish and Health in Fall 2013 and Global Health and Nursing Education in Fall 2014.

Health Care Degrees and Certificates	2012-13	2013-14	2014-15	2015-16	2016-17
Bachelor's degrees	355	420	460	507	511
Masters degrees	159	145	106	117	143
Doctoral degrees	44	22	36	43	70
Res./Sch. Doctorates	5	3	7	4	10
Professional Practice Doctorates	39	19	29	39	60
<b>Total Degrees</b>	<b>558</b>	<b>587</b>	<b>602</b>	<b>667</b>	<b>724</b>

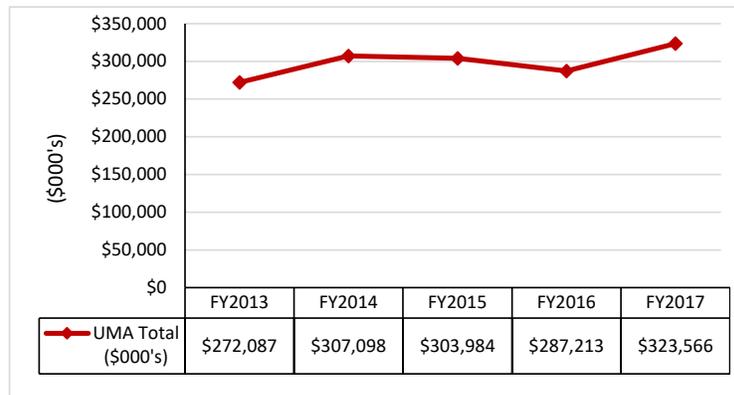
  

Total Certificates	0	0	5	18	28
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### FINANCIAL HEALTH

#### Endowment Assets and Annual Growth in Endowment

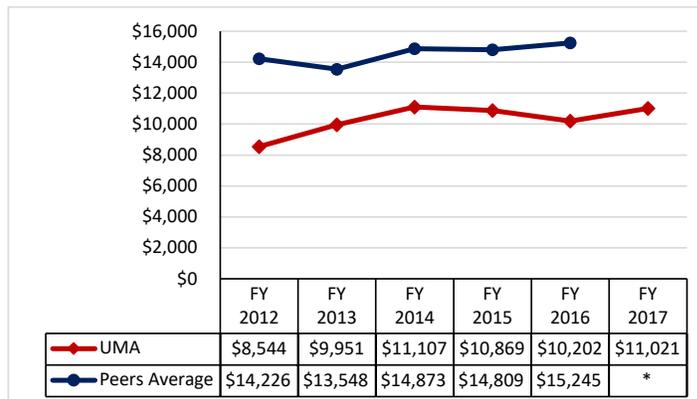
The campus endowment is one of the lowest in the country for a public flagship campus. The endowment increased last fiscal year, following two years of decreasing returns. In FY2016, the campus completed a fundraising campaign that raised \$379 million and expects to see growth in the endowment from increased gifts.



Annual Growth in Endowment	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	18%	13%	-1%	-6%	13%

#### Endowment per Annualized Student FTE

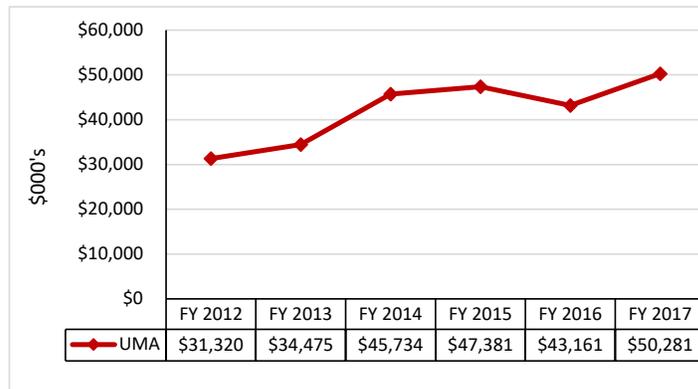
The campus endowment is one of the lowest in the country for a public flagship campus. Following two years of decline, the campus average per student increased to FY2014 levels as a result of strong market growth while student FTEs have continued to grow.



\* Peer data for most recent year not available for reporting purposes.

### Private Funds Raised Annually

The continued impact of the “UMass Rising campaign for UMass Amherst” is reflected with a record year of new gift commitments in FY17. Significant revocable estate commitments are being solicited and received that 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. The Amherst campus has more reserve than its peers. The primary reserve is projected to decline slightly 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 2013	FY 2014	FY 2015	FY 2016	FY 2017
UMA	26.7%	27.9%	29.4%	28.9%	<b>32.6%</b>
Peers	29.7%	23.5%	25.7%	26.3%	*

\* Peer data for most recent year not available for reporting purposes.

### 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 2013	FY 2014	FY 2015	FY 2016	FY 2017
UMA	6.1%	6.2%	6.4%	6.4%	<b>6.6%</b>
Peers	5.5%	5.0%	4.7%	4.7%	*

\* Peer data for most recent year not available for reporting purposes.

### 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 \$150 million of spending included in the five year projection for infrastructure improvements.

Deferred Maintenance per GSF	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
UMA	\$151	\$143	\$133	\$127	<b>\$121</b>

## DEFINITIONS AND SOURCES

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### 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-time students.

**SAT Scores of Freshmen.** All reported SAT scores are based on the sum of the SAT MSS (Math Section Score) and the ERWS (Evidence-based Reading and Writing Score) for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017. The Average is the arithmetic mean of these SAT scores. Peer data are from IPEDS. Peer data are from IPEDS.

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

**Student Satisfaction with Educational Experience.** Percent of seniors who responded “good” or “excellent” to the question, “How would you evaluate your entire educational experience at this institution?” on the 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.

**Number of Doctoral Degrees Awarded.** Number of Doctorates awarded each academic year, which includes September, February, and May award dates (e.g. AY 2016-17 includes Sept. 2016, February and May 2017). 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.

**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 “Highest Research” 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 and IPEDS, excluding peer institutions with medical schools.

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

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

**Percent Tenured/Tenure-Track Faculty (FTE).** Percent based on the ratio of Tenured/Tenure-Track Faculty FTE to Total Faculty FTE. Does not include individuals whose primary responsibility is administrative.

**New Tenured/Tenure-Track Faculty Hired.** The number of new tenured/tenure-track faculty members hired. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year. Does not include individuals whose primary responsibility is administrative.

**New Tenured/Tenure-Track Faculty Hired as Percent of Total Tenured/Tenure-Track Faculty.** Data for ‘New Hires’ is based on IPEDS Definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the

previous year and October 31 of the reporting year. Does not include individuals whose primary responsibility is administrative.

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

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

**Percent Faculty-of-Color (based on Full-time Instructional Faculty).** The proportion of full-time instructional 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 National Academy 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).** Average debt load is based on the total debt borrowed by an Institution's graduating class (bachelor's, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

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

**Percentage Undergraduates from Massachusetts.** Percentage of total undergraduate students who are "In State" or residents of Massachusetts.

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

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

#### STUDENT SUCCESS AND SATISFACTION INDICATORS

**Percent Undergraduates who are Students of Color.** Undergraduates who 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 Entering Freshmen 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 2017

Common Application form required of all entering first year students who apply to UMass Amherst.

**Percent Entering Freshmen with English as a Second Language.** Percentage of entering freshmen whose first language was not English. Data are from the 2017 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 2016 through Summer 2017.

**Freshmen One-Year Retention Rate.** Percent of first-time, full-time freshmen who entered UMass Amherst in the previous Fall and were still enrolled at the institution 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 UMass Amherst in a given Fall term and who graduated from the institution within four years.

**Freshmen Six-Year Graduation Rate.** Percent of first-time, full-time freshmen who entered UMass Amherst in a given Fall term and had graduated from the institution 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 UMass Amherst in the prior Fall and were still enrolled at, or graduated from the institution as of the next Fall.

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

**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.**

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

**Endowment per Annualized Student FTE.**

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

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

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

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

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

#### **PEER INSTITUTIONS FOR UMASS AMHERST**

Indiana University-Bloomington

\*Iowa State University

\*Rutgers University System

Stony Brook University

\*University of California-Santa Barbara

\*University of Colorado-Boulder

\*University of Connecticut System

University of Delaware

\*University of Maryland-College Park

University of Oregon

\***Financial Peer**

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

## HEADLINES FROM THE 2018 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 six entering classes, rising to 3.28 in Fall 2017. The mean SAT score of incoming freshmen was 1098.

UMass Boston continues to stand out as a model of excellence for urban universities, ranked by *U.S. News & World Report* in the first tier of “national universities” in the United States for the second consecutive year. We made the Forbes’ Top 300 List of America’s Best Value Colleges and had four graduate programs in the top 100 by *U.S. News & World Report* 2019 Education of Best Graduate Schools. Additionally, three of our students and three faculty received Fulbright awards. Assistant Professor of Performing Arts Rafael Jaen was recipient of the Manning Prize for Excellence in Teaching based on his work in creating an entirely new program in costume design and technology.

#### Strengthen Research and Development

UMass Boston continues to advance as an increasingly sophisticated research university. Between FY 2013 and FY 2017, UMass Boston’s Total R&D expenditures reported to NSF increased from \$60.4 million to \$70.0 million. In terms of R&D expenditure per tenure stream faculty, this figure has increased to nearly \$138,651 per tenured/tenure-track faculty member.

UMass Boston has experienced a 65% annual increase in licensing revenue over the past year, mainly from inventions in physics, chemistry, and engineering departments. Led by Associate Professor of Engineering Kimberly Hamad-Schifferli, a team of international researchers have developed a paper-based test that can diagnose a Zika or dengue fever infection within 15 minutes.

UMass Boston research maintains a teaching and service focus with a number of grants advancing student learning and civic engagement. For example, National Endowment for the Humanities (NEH) funded a interdisciplinary team to develop a three-course sequence focused on Boston Harbor and the diverse coastal communities surrounding the harbor. Christa Beranek, a project archaeologist for the Fiske Center for Archaeological Research, received a three-year, \$181,000 NEH grant to create a digital catalog of Plymouth Plantation’s archaeological collection, including artifacts excavated from Pilgrim homes. Professor of Organic Geochemistry Robert Chen was part of a 30-member team that created the first known carbon budget of the eastern coast of North America. In addition, Professor Ken Reardon won the 2017 Thomas Ehrlich Civically Engaged Faculty Award.

#### Renew Faculty

In AY 2016-17 UMass Boston was successful in recruiting 22 tenured or tenure-track faculty, while sustaining the high proportion of full-time instructional faculty that are persons of color at 24%, and are female at 50%.

Tenure-stream faculty growth slowed during the past year, based on enrollment performance. Tenure-stream faculty, which still represents more than 72% of all full-time instructional faculty, is a critical factor in ensuring the continued success of our students.

### ACCESS AND AFFORDABILITY

We continue to serve residents of Greater Boston communities and communities throughout the Commonwealth, fulfilling our mission of access to diverse populations. Many (85%) of our undergraduates are from Massachusetts. UMass Boston serves large numbers of minority students, first-generation college students, transfers, and students who are immigrants or children of immigrants who speak languages other than English at home or with families. Our students are also diverse in age and national origin. In keeping with UMass Boston’s strategic goal of global engagement, the number of international students attending as undergraduates has increased by 28% between Fall 2013 and Fall 2017 and it is anticipated to increase further over the next five years. Striving to be a campus that celebrates access and inclusion of its diverse student body, the Immigrant Student Task Force was selected as the *2017 Commonwealth Citation for Outstanding Performance*.

UMass Boston continued to increase enrollment of its Honors College, with 763 students enrolled in its fourth year since inception. The university is home to over 500 student veterans and has announced \$200,000 in new scholarships for veterans in the coming year.

The social and economic diversity of our students is illustrated by our Pell grant figures. Forty-six 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 ranked 69<sup>th</sup> for economic diversity according to *U.S. News & World Report* rankings. In addition, only 59% of students graduate with some amount of debt, earning UMass Boston with a distinction among institutions for *Least Average Debt Load for 2017*.

UMass Boston’s College of Advancing and Professional Studies continued to see large numbers of online course registrations, with over 15,500, marking the fourth consecutive fiscal year with more than 14,000 course registrations. *CEO Magazine* listed UMass Boston as a Tier One business school and ranked its online MBA program at number 15.

## STUDENT SUCCESS AND SATISFACTION

### Diversity and Positive Climate

UMass Boston serves a vital function in the region as the only public research university in Boston. The campus is well known for the diversity of its student population, which exceeds the population diversity of the region. With more than 6,000 undergraduates of color, UMass Boston has the most diverse undergraduate student population of any four-year research university in New England schools. In Fall 2017, 59% of our U.S. undergraduate students were students of color. The diversity of our student population has continued to increase along with increases in admissions quality indicators and a sustained increase in enrollment. *U.S. News & World Report* ranked UMass Boston as 26<sup>th</sup> for ethnic diversity.

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 2016. The 79% retention rate for entering transfer students were comparable to first-year students during the same period.

The six-year graduation rate for the Fall 2011 cohort was 48%. This marks the highest six-year graduation rates for UMass Boston in the past 20 years, whereby the six-year graduation rate for the Fall 1992 freshmen cohort was 27%. Many of the initiatives focused on student success have been implemented in the last six years and increasing retention and graduation rates are expected for the coming years.

### SERVICE TO THE COMMONWEALTH

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

UMass Boston devotes a high proportion of research and public service activities to the cultural, social, and economic development of the Commonwealth and global community. In addition to research, which addresses policy needs, the campus engages 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.

Among the many examples of UMass Boston's outreach and partnerships are projects to improve the lives of Bostonians. The Center for Women in Politics and Public Policy received a \$100,000 grant from the Cummings Foundation as part of their infusion of funds to Greater Boston's nonprofit sector. The Institute for Early Education Leadership and Innovation received a \$100,000 grant from the Boston Foundation to train and support innovative, entrepreneurial, and skilled early educators to drive transformative change so that all young children and their families have access to high quality early learning opportunities.

Enrollments continue to grow steadily in Science, Technology, Engineering, and Mathematics (STEM) as overall enrollments also rise, with over 4,000 students in these disciplines in Fall 2017. This is an increase of 29% from Fall 2013 to Fall 2017.

The number of STEM degrees and certificates awarded has increased 60% from AY 2012-13 to AY 2016-17. Faculty received a five-year, \$1.1 million NSF grant to fund research that aims to support K-12 STEM teachers in high-need districts.

### FINANCIAL HEALTH

Endowment assets totaled \$80.7 million in FY 2017. Endowment per annualized student FTE grew from \$5,242 in FY 2013 to \$6,190 in FY 2017, an increase of 18%, in spite of the substantial increase in enrollment over the time period. While total private funds raised has declined over the past five years, \$11.6 million represents a 10% increase over the past year.

FY18 has been marked by restructuring the operating budget so that revenues and expenses are more closely aligned to ensure long-term financial stability. The fiscal year began with UMass Boston planning its budget at a \$5M deficit, with a commitment to reach the university system's operating margin requirement of 2% over the next five years. A series of deficit-solution steps were implemented, including lowering payroll and fringe-benefit expenditures through a voluntary separation incentive program and later a reduction in force, reducing part-time and temporary employees, closing the early learning center, restructuring its capital plan and curbing non-personnel spending. The campus is currently projecting to end the year at a \$3M deficit as of the end of FY18's third quarter. UMB is planning to have a balanced budget for FY19 and is continuing to evaluate future scalable revenue generating opportunities and cost-saving options for a long-term comprehensive solution to ensure financial stability.

FY18 construction focused on the following major projects: the \$259.5M Utility Corridor and Roadway Relocation (UCRR) project, a \$69.75M 1400 space parking garage and the construction of new residence halls with 1,077 beds at a cost of \$137.4M. All three projects are expected to be substantially complete by the end of July 2018. The residence halls project was built as a public-private partnership, which enabled the university to proceed with the project and has emerged as a potential model for other campuses within the UMass System. Major traffic pattern changes occurred this past year to accommodate work on the UCRR, which removed the campus's utilities from the substructure to under its roadways. The UCRR was a required prerequisite project for the Substructure Demolition and Quadrangle Development (SDQD) project, with the Commonwealth paying \$75M of the UCRR project and UMass Boston borrowing the remaining \$184.5M. A new design for the SDQD project was developed, which enables the university to vacate the Science Center, potentially restore parking under Wheatley and McCormack Halls, and demolish the Science Center, the pool, the plaza and its substructure at an overall cost of \$155.5M. The Commonwealth has appropriated \$78M of funding for the SDQD project over a 3-year period, beginning in FY18. A concept validation study for the project is underway in spring

2018 to further refine scope and budget, with the project proceeding into design and construction in subsequent fiscal years.

## 2018 ANNUAL INDICATORS AT A GLANCE

## ACADEMIC QUALITY

• Average High School GPA of Freshmen	3.28
• Average SAT Scores of Freshmen	
<i>Arithmetic Mean</i>	1098
<i>25<sup>th</sup> - 75<sup>th</sup> Percentile</i>	1000 - 1190
• Average GPA of Entering Transfers	3.03
• Student Satisfaction with Educational Experience	75%
• Student-Faculty Ratio	16:1
• Technology-Enhanced Classrooms	253
• Number of Students Enrolled in For-Credit Internships	4,772
• Number of Doctoral Degrees Awarded	81
• Postdoctoral Appointees	9
• Total R&D Expenditures	\$70M
• Total R&D Expenditures Ranking	175
• Total R&D Expenditures Ranking among Carnegie Peers, US Publics, Non-Medical	26
• Total R&D Expenditures per Tenure System Faculty	\$138,651
• Sponsored Instruction & Outreach/Faculty	\$35,859
• Patent Applications	2
• License Income	\$3,506
• Percent Tenured/Tenure-Track Faculty FTE	72%
• New Tenured/Tenure-Track Faculty Hired	22
<i>As Percent of Tenured/Tenure-Track Faculty</i>	4%
• Change in Tenured/Tenure-Track Faculty	0%
• Change in Total Faculty FTE	-5%
• Full-Time Instructional Faculty	
<i>Percent of Color</i>	24%
<i>Percent Women</i>	50%
• Faculty Awards	2
• National Academy Members	1

## ACCESS AND AFFORDABILITY

• Percent In-State Pell Grant Recipients	46%
• Percent of Need Met for In-State Students Awarded Need-Based Aid	87%
• Average Debt of Students (UG) (UG Graduating Class)	\$27,109
• Percent Graduating Class with Debt (UG)	59%
• Percent Undergraduate Students from MA	85%
• Online Course Registrations	15,557
• Annual Growth in Online Course Registrations	0%

## STUDENT SUCCESS AND SATISFACTION

• Percent Undergraduate who are Students of Color	59%
• Percent First-Generation College Students	54%
• Percent Undergraduates with English as a Second Language (2014 Freshmen)	55%
• Percent International Undergraduates	12%
• Total Students who Participated in a Study Abroad Program	146
• Freshmen One-Year Retention Rate	78%
• Freshman Four-Year Graduation Rate	25%
• Freshmen Six-Year Graduation Rate	48%
• Transfer (Full-time) One-Year Retention Rate	79%
• Transfer (Upper Division) Four-Year Graduation Rate	72%
• Alumni Participation Rate	4.4%

## SERVICE TO THE COMMONWEALTH

• Degree Completions	3,733
<i>Bachelors</i>	2,658
<i>Masters</i>	994
<i>Doctorates</i>	81
• Percent Alumni who Live in Massachusetts	73%
• Enrollment in STEM Programs	4,009 (24%)
<i>Undergraduate</i>	3,628 (29%)

<i>Graduate</i>	381 (10%)
• Degrees Awarded in STEM Fields	567 (15%)
<i>Undergraduate</i>	444 (16%)
<i>Graduate</i>	123 (11%)
• Degrees Awarded in Healthcare Fields	683
<i>Undergraduate</i>	549
<i>Graduate</i>	134
• MTEL Science and Math Test-Takers	220

## FINANCIAL HEALTH

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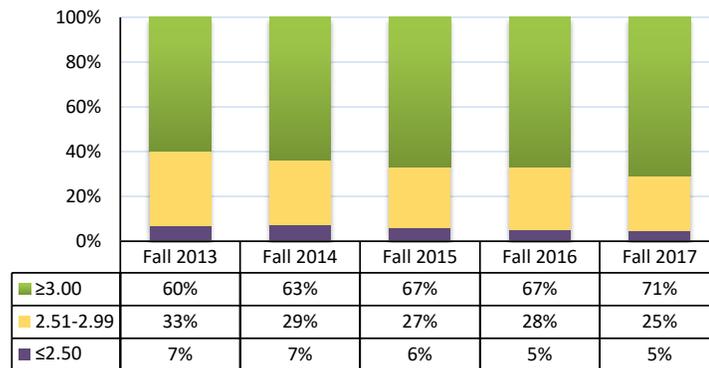
• Total Endowment	\$80.7 M
• Annual Growth in Endowment	8%
• Total Endowment per Annualized Student FTE	\$6,190
• Private Funds Raised Annually	\$11.6 M
• Primary Reserve	9.5%
• Debt Service to Operations	5.9%
• Deferred Maintenance per GSF	\$250

## ACADEMIC QUALITY

### High School GPA of Freshmen

Despite substantial growth in enrollment of first-time freshmen, the selectivity of students has not been sacrificed, with more than 70 percent having a high school GPA of 3.0 or higher. There has been a solid increase in the percentage of enrolled students with a high school GPA 3.0 or higher in the past five years. Percentage of students with 2.5 or lower GPA has been decreasing, from seven percent in Fall 2013 to five percent in Fall 2017. Admissions selection weighs high school GPA more than SAT scores as high school GPA tends to be a better predictor of student success.

Average high school GPA of first-time freshmen in Fall 2017 was 3.28, highest in the past five years.



Average HS GPA	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	3.16	3.19	3.23	3.25	<b>3.28</b>

### Average SAT Scores of Freshmen

The SAT content, format, and scoring were changed and the new SAT was introduced in March 2016. From Fall 2017 onwards, we will report the scores of the new format. Average SAT score is the arithmetic mean calculated based on the math section and evidence-based reading and writing section points. In the previous years, average SAT score was the arithmetic mean calculated based on the critical reading and math points. Please note that the old and new SAT scores are not comparable.

Math section score and evidence-based reading and writing section points were used to calculate 75th and 25th percentile as well. Average of 25th and 75th percentile of the peers also reflect the new SAT scoring that peer institutions reported in the IPEDS. The majority of students at five of our peer institutions primarily submit ACT scores.

Average SAT Scores of Freshmen	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
75th Percentile	1130	1130	1140	1160	<b>1190</b>
25th Percentile	970	960	970	970	<b>1000</b>
Average	1058	1057	1061	1071	<b>1098</b>

Average SAT Scores of Freshmen (Peers)	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
75th Percentile	1200	1245	1250	1235	<b>1300</b>
25th Percentile	980	1000	995	980	<b>1075</b>

Yet, we used the SAT scores reported by a small percentage of students at these institutions instead of a converted ACT to SAT score as the conversion is not meaningful due to the different structure of these tests.

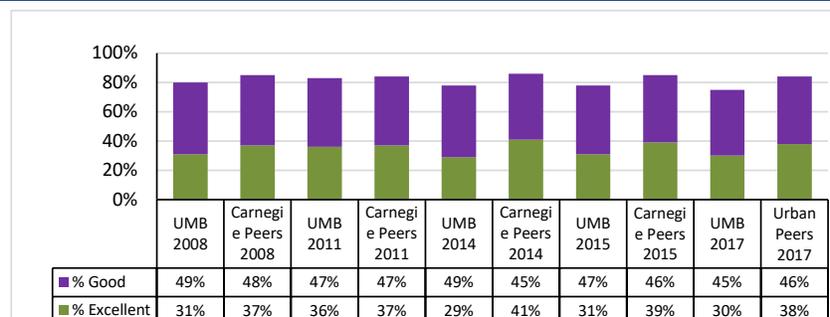
### Average GPA of Entering Transfer Students

Nearly half of all new students entering in the fall are transfer students. The average GPA of these students slightly decreased over the last five years but still stayed higher than 3.0.

Avg. GPA Entering Transfers	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	3.11	3.12	3.13	3.10	<b>3.03</b>

### Student Satisfaction with Educational Experience

Seventy-five percent of seniors rated their overall experience at UMass Boston as "good" or "excellent" in the National Survey of Student Engagement (NSSE) in 2017. This is nine percentage point lower than the Urban Peers. Please note that a different comparison group (Urban Peers) was used in 2017 instead of Carnegie Peers. The 58 Urban peers are the members of Coalition of Urban and Metropolitan Universities and some of them are with residential halls.



### Student-Faculty Ratio

UMass Boston student faculty ratio has remained steady since 2014 to 16:1. This small class sizes ensure that students can easily interact with the faculty.

<i>Student-Faculty Ratio</i>	2013	2014	2015	2016	2017
	15:1	16:1	16:1	16:1	<b>16:1</b>

### Technology-Enhanced Classrooms

<i>Technology-Enhanced Classrooms</i>	<i>AY 2013-2014</i>		<i>AY 2014-2015</i>		<i>AY 2015-2016</i>		<i>AY 2016-2017</i>	
	<i>Number of Classrooms</i>	<i>Percent of Total</i>						
<b>Basic</b>	97	53%	92	46%	103	47%	92	36%
<b>Medium</b>	78	43%	91	45%	82	38%	129	51%
<b>High</b>	5	3%	16	8%	29	13%	29	11%
<b>Very High</b>	2	1%	2	1%	3	1%	3	1%
<b>Total Classrooms</b>	<b>182</b>	<b>100%</b>	<b>201</b>	<b>100%</b>	<b>217</b>	<b>100%</b>	<b>253</b>	<b>100%</b>

#### **Basic classroom technology:**

All 253 classrooms, labs, and meeting rooms scheduled by the UMB campus registrar have Projectors or Large Flat Panel TV Monitors for Computer Display.

#### **Medium classroom Technology:**

In addition to Basic technology, almost 51% of the classrooms at UMB have a teaching podium, resident computer and a large screen projector), they also contain HDMI & VGA connections for laptop projection. These rooms are also equipped with wireless microphones for public address and program room speakers.

#### **High classroom Technology:**

In addition to Medium Classroom Technology almost 11% of all UMB teaching spaces are equipped with technology to record lectures.

#### **High classroom Technology (cont'd):**

These rooms are equipped with Echo360 Classroom Capture Systems, fixed cameras and wireless microphones (for Faculty/Speaker Recording) In 2016-17, 29 rooms were considered to be High Classroom Technology.

#### **Very High classroom Technology:**

UMB has 3 High Technology Classrooms two of the classrooms are equipped with multiple cameras and microphones for two way distance learning facilitation and one of the classrooms is equipped with student PODS with resident computers and immersive collaboration software for student station collaboration and projection.

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

Internships continued to be an area of focus for UMass Boston students during 2017-2018, with 4,772 students placed in departmentally supported, for-credit internships. The data was collected through UMass Boston undergraduate and graduate students earning academic credit for an experiential learning activity (internship, practicum, and field experience).

<i>For-Credit Internships/Co-ops</i>	2013-14	2014-15	2015-16	2016-17	2017-18
	5,372	6,069	5,591	5,265	<b>4,772</b>

### Doctoral Degrees Awarded

The number of total doctoral degree awards (81) continued to soar in 2016-17. This was the highest in the last five years and increased by 33 percent from last year. This increase is reflected in both research/scholarship and professional practice doctorate programs. Research/scholarship doctorate and professional practice doctorate awards have increased by 29 and 56 percent respectively, from the previous year.

The peer average is much higher as one of our nine presidential peers alone typically awards nearly 350 doctorates each year.

<i>UMB Doctoral Degrees Awarded</i>	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Research/Scholarship Doctorates</i>	31	61	43	52	<b>67</b>
<i>Professional Practice Doctorates</i>	6	10	13	9	<b>14</b>
<i>Total Doctoral Degrees Awarded</i>	37	71	56	61	<b>81</b>

<i>Research/Scholarship Doctorates</i>	2012-13	2013-14	2014-15	2015-16	2016-17
<i>UMB</i>	31	61	43	52	<b>67</b>
<i>Peer Average</i>	131	130	134	142	<b>143</b>

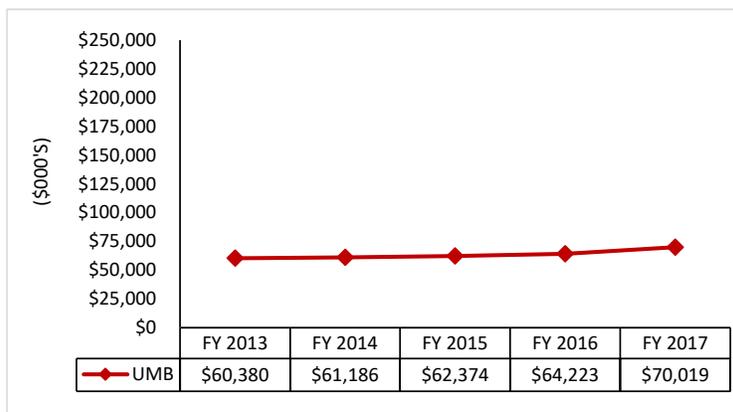
### Postdoctoral Appointees

UMass Boston continues to invest in postdoctoral positions to support growing research and development programs. There were nine postdoctoral appointees in 2016-17.

<i>Postdoctoral Appointees</i>	2012-13	2013-14	2014-15	2015-16	2016-17
	13	16	11	13	<b>9</b>

### Total Research and Development (R&D) Expenditures

Total research and development expenditures for UMass Boston in FY 2017 was the highest in the past five years with more than \$70 million and an annual growth of nine percent. Between FY 2013 and FY 2017, UMass Boston's R&D Expenditures reported to NSF increased by 16%.



### Total R&D Expenditures Rankings

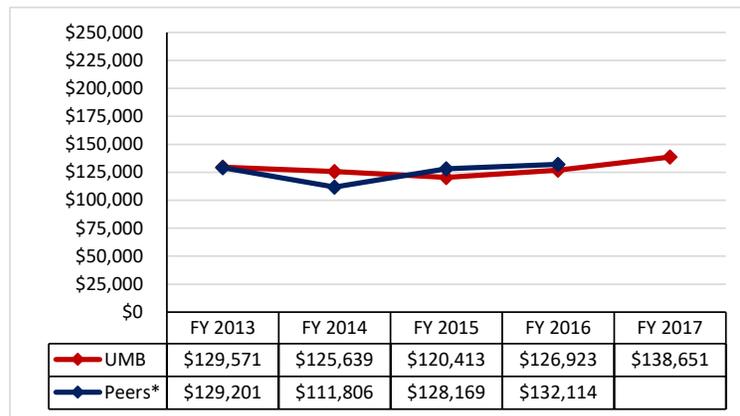
UMass Boston's total R&D Expenditures overall ranking has been improving with a slight dip this year. Ranking among the Carnegie peers also decreased by a couple of places in FY 2016 but still remained on the top half of the group.

<i>Total R&amp;D Expenditures Rankings</i>	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Overall Ranking</i>	185	183	177	172	<b>175</b>
<i>Ranking based on Carnegie Peers</i>	31	30	22	24	<b>26</b>

Overall Ranking Source: National Science Foundation *Ranking by Total R&D Expenditures*  
 Note: 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. Total R&D Expenditures has been increasing every year since FY2013. The total number of full-time tenure system faculty had also been increasing every year until FY 2016. Hence, UMass Boston observed a steady decrease in R&D expenditure per tenure system faculty until 2015. However, a decrease in full-time tenure system faculty bumped up the Total R&D expenditure per faculty in FY 2016. This year, expenditures increased nearly \$4 million while the number of full-time faculty remained almost same. Therefore, another sharp increase has been observed.

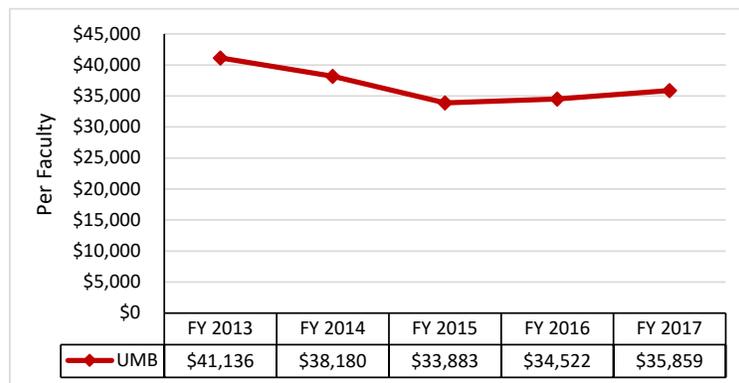


\* Peer data for FY 2017 is currently not available.

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

**Sponsored Instruction & Outreach per Faculty**

There is a downward trend of total sponsored instruction and outreach dollars per faculty member between FY 2013 and FY 2015. Please note that in keeping with our strategic plan, the number of our tenured and tenure-track faculty has been growing in those years. However, starting from FY 2016, there is a slow but upward trend.



**Patent Applications**

In FY17, UMass Boston scholars applied for two patents.

Patent Applications	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	1	4	6	2	2

**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. In FY 2017, there was a 65 percent increase in license income from the previous year.

License Income	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	\$2,797	\$1,464	\$1,091	\$2,129	\$3,506

### Percent Tenured/Tenure-Track Faculty FTE

Percent of full-time instructional faculty who are tenured/tenure-track has been staying above 70 percent for the past five years.

Percent Tenured/Tenure-track Faculty	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
% Tenured/Tenure-track	76%	74%	72%	71%	<b>72%</b>
% Non Tenure-track/PT	24%	26%	28%	29%	<b>28%</b>

### New Tenured/Tenure-Track Faculty Hired

UMass Boston was successful in recruiting 20 tenured or tenure-track faculty in 2017.

New Tenured/Tenure-Track Faculty Hired	2013	2014	2015	2016	2017
	31	34	35	41	<b>22</b>

*n.b. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

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

In Fall 2017, the percent of new tenured/tenure-track faculty has decreased by four percentage points, but total tenured/tenure-track faculty has remained over 500. UMass Boston is committed to providing an excellent classroom experience and ensures small class size. Currently, the student-faculty ratio is 17:1.

New T/TT Faculty as Percent of Total	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total T/TT Faculty	466	487	518	506	<b>505</b>
Total New Hires	31	34	35	41	<b>22</b>
Percent of Total	7%	7%	7%	8%	<b>4%</b>

*n.b. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

### Change in Tenured/Tenure-Track Faculty

There was no change in the percentage of the full-time tenured/tenure-track faculty from Fall 2016 to Fall 2017.

Change in T/TT Faculty	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	466	487	518	506	<b>505</b>
<b>1-Year Change Fall 2016-17</b>					
	<b>Number</b>		<b>Percent</b>		
	-1		0%		

### Change in Faculty FTE

Faculty FTE had a five percent decrease in Fall 2017. This is due to a decrease in part-time non-tenure track faculty as UMass Boston continues to have the same percentage of full-time tenured/tenure-track faculty.

Change in Faculty FTE	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	791	840	910	890	<b>849</b>
<b>1-Year Change Fall 2016-17</b>					
	<b>Number</b>		<b>Percent</b>		
	-41		-5%		

## Faculty by Race and Gender

The percent of faculty of color has remained well above 20 percent for the past five years and had increased by two percentage points in Fall 2017. Percent of women faculty has held steady for UMass Boston. In Fall 2017, half (50%) of the faculty were women.

<i>Full-Time Instructional Faculty</i>					
<i>Faculty Of Color</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	121	132	151	159	<b>166</b>
<i>Percent</i>	24%	25%	26%	22%	<b>24%</b>

<i>Women Faculty</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	294	323	359	362	<b>353</b>
<i>Percent</i>	49%	50%	51%	51%	<b>50%</b>

*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. Based on full-time instructional faculty*

## Faculty Awards

"The Top American Research Universities" shows two faculty awards for UMass Boston in the most recent publication which reflects 2016 data.

<i>Faculty Awards</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
	0	4	6	3	<b>2</b>

## National Academy Members

"The Top American Research Universities" shows one faculty membership for UMass Boston at the Institute of Medicine in 2016.

<i>National Academy Members</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
	1	1	1	1	<b>1</b>

## ACCESS AND AFFORDABILITY

### Percent In-State Pell Grant Recipients

Forty-six percent of in-state undergraduate applicants for financial aid were eligible for Pell Grants in Fall 2016. Pell Grants are available only to those students with the lowest family incomes. The number of Pell-eligible students is an indicator of the socioeconomic diversity of the student population.

<i>Percent (In-State) Pell Grant Recipients</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	44%	45%	48%	48%	<b>46%</b>

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

The university attained the goal of meeting 87% 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>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
	89%	89%	90%	88%	<b>87%</b>

### Student Debt Load of Graduating Class (UG)

The average debt load of graduating students has slightly decreased again this year. The percent of the class graduating with debt has also decreased to 59 percent, lowest in the past five years. There was 13 percent less student graduating with debt in 2017 than in 2013.

	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>Average Debt Load</i>	\$26,078	\$27,229	\$28,368	\$27,142	<b>\$27,109</b>
<i>Percent Graduating Class with Debt</i>	68%	73%	66%	63%	<b>59%</b>

### Percent Undergraduate Students from Massachusetts

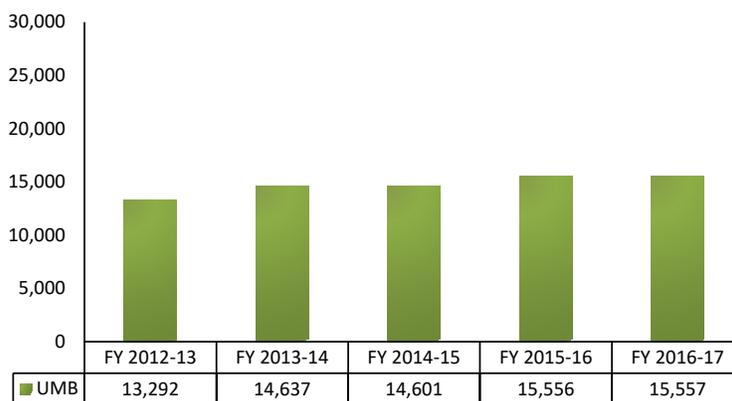
UMass Boston primarily serves undergraduate students from Massachusetts. We also attract international and out-of-state students. The percentage of students with in-state tuition residency has been staying fairly consistent, between 86 and 84 percent, for the past five years as UMass Boston is committed to increasing the geographic diversity of our students.

<i>Percent Undergraduates from Massachusetts</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	10,639	10,736	10,863	10,765	<b>10,708</b>
<i>Percent</i>	86%	85%	84%	84%	<b>85%</b>

### Online Course Registrations

While annual online course registrations experienced a rapid growth in the past years, in FY 2016-17, it stayed almost the same.

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 but from FY2015-16 to FY 2016-17, there was no change in growth in online course registration.

<i>Annual Growth in Online Course Registrations</i>	<i>FY 2012-13</i>	<i>FY 2013-14</i>	<i>FY 2014-15</i>	<i>FY 2015-16</i>	<i>FY 2016-17</i>
	-1%	10%	0%	7%	<b>0%</b>

## 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 one of the most diverse four-year universities in New England in terms of undergraduate students, with over 6,040 undergraduate students of color. It has been growing every year as well. For the past five years, the percentage of undergraduate student of colors increased by nearly 18 percent.

<i>Percent UG Students of Color</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	5,069	5,256	5,592	5,819	<b>6,040</b>
<i>Percent</i>	50%	52%	55%	57%	<b>59%</b>

## 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>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>NSSE: % reporting neither of their parents had received a bachelor's degree.</i>	NA	57%	53%	NA	<b>54%</b>
<i>CIRP/BCSSE*: % reporting neither of their parents had received a bachelor's degree.</i>	NA	NA	NA	NA	NA
<i>Freshmen Orientation Survey: % reporting neither of their parents had received a bachelor's degree.</i>	56%	56%	61%	56%**	<b>61%</b>

\*The BCSSE survey was last administered in Fall 2012.

\*\*Response rate was less than 6%

## Percent Entering Freshmen 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.	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Do you usually speak a language other than English at home or with family?</i> <i>NSSE*: Combined Freshmen and Seniors</i>	NA	NA	NA	NA	<b>NA</b>
<i>Do you usually speak a language other than English at home or with family?</i> <i>Freshmen Orientation Survey: % of incoming freshmen responding 'Yes.'</i>	52%	53%	49%	51%**	<b>55%</b>

\*NSSE no longer asks this question. \*\*Response rate was less than 6%

## Percent International Undergraduates

International students now amount to nearly 12% of undergraduate enrollment. This number will continue to increase as UMass Boston pursues its strategic goal of global engagement and campus diversity.

<i>Percent UGs International</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	1,180	1,441	1,565	1,570	<b>1,511</b>
<i>Percent</i>	9.5%	11.3%	12.1%	12.2%	<b>11.9%</b>

### Total Students who Participate in a Study Abroad Program

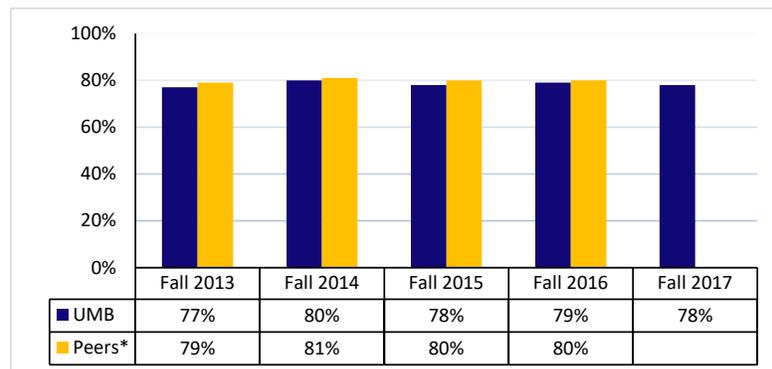
Study abroad figures are reported to the Institute of International Education's Annual Survey. There has been a sharp decrease in the number of students participating in a study abroad program.

Total Number of Students who participated in Study Abroad	Fall 2012-Summer 13	Fall 2013-Summer 14	Fall 2014-Summer 15	Fall 2015-Summer 16	Fall 2016-Summer 17
	231	208	208	165	<b>146</b>

### Freshmen One-Year Retention Rate

The one-year retention rate for the first-time full-time freshmen remained fairly consistent in the past five years. In Fall 2017 one-year retention rate for first-time full-time students was 78 percent.

Peer average remained the same. Please note that all peer institutions have on-campus housing.



\* Peer data for Fall 2017 not available for reporting purposes.

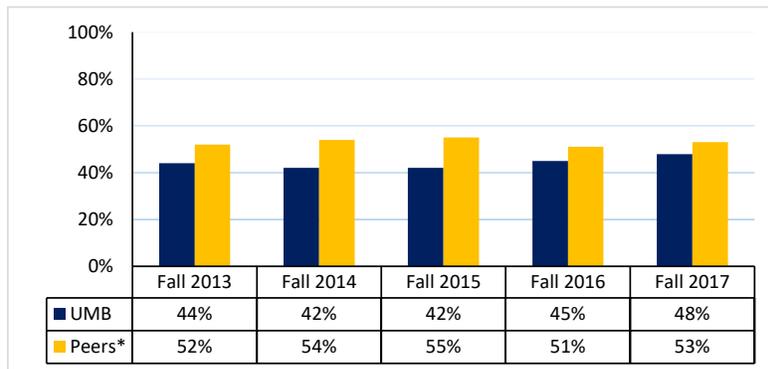
### Four-Year Graduation Rates

The four-year graduation rate for first-time full-time undergraduates has continued to be the highest in the past five years at 25 percent. Ongoing efforts to improve retention and student success may have positively impacted graduation rates over time. Increasing graduation rates is a major focus of the strategic plan.

4-Yr. Graduation Rates	2013	2014	2015	2016	2017
Cohort Entering Year	(2009)	(2010)	(2011)	(2012)	(2013)
4-Year Graduation Rate	17%	18%	21%	25%	<b>25%</b>

**Freshmen Six-Year Graduation Rate**

The six-year graduation rate for first-time, full-time freshmen entering in fall 2011 has reached the new highest at 48 percent. The Fall 2011 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 years.



**Transfer (Full-Time) One-Year Retention Rate**

The one-year retention rate of all entering full-time transfer students for the cohort entering in Fall 2016 has decreased from the previous years. Fall 2017 one-year retention rate for full-time transfer students was 79 percent.

<i>Transfers (Full-time) One-Year Retention Rate</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	81%	82%	80%	83%	<b>79%</b>

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

The four-year upper-division transfer graduation rate was 72 percent, highest in the past five years, for those who entered in Fall 2013. This is another success for UMass Boston as we observe three percentage point increase in the transfer four-year graduation rate.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	71%	64%	71%	69%	<b>72%</b>

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

FIRST-TIME FULL-TIME FRESHMEN						
Number of Students in Cohort: 1,249				GRADUATED		
Outcomes for Student Starting at UMB in Fall 2011 by Summer 2017	2011-12	2012-13	2013-14	WITHIN 4 YRS.	WITHIN 5 YRS.	WITHIN 6 YRS.
<i>Bachelor's degree from UMass Boston</i>	0%	0%	1%	19%	40%	<b>46%</b>
<i>Associate degree from UMass Boston</i>	0%	0%	0%	0%	0%	<b>0%</b>
<b>Total Graduated from UMass Boston</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>19%</b>	<b>40%</b>	<b>46%</b>
<i>Bachelor's degree from another Institution</i>	0%	0%	0%	4%	10%	<b>13%</b>
<i>Associate degree from another Institution</i>	0%	0%	1%	1%	1%	<b>1%</b>
<b>Total Graduated from another Institution</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>5%</b>	<b>11%</b>	<b>14%</b>
<b>Enrolled at UMass Boston</b>	<b>88%</b>	<b>71%</b>	<b>63%</b>	<b>41%</b>	<b>15%</b>	<b>7%</b>
<i>Enrolled at another 4-yr Institution</i>	0%	8%	14%	11%	6%	<b>4%</b>
<i>Enrolled at another 2-yr Institution</i>	1%	4%	6%	7%	5%	<b>4%</b>
<b>Total Transferred and Enrolled at another Institution</b>	<b>1%</b>	<b>12%</b>	<b>20%</b>	<b>18%</b>	<b>11%</b>	<b>8%</b>
<b>Current Status Unknown</b>	<b>11%</b>	<b>17%</b>	<b>15%</b>	<b>17%</b>	<b>23%</b>	<b>25%</b>

The Student Achievement Measure tracks students throughout their college careers. After six years, 60% of first-time first-year students graduated from UMB or another institution, 7% were still enrolled at UMB, and 8% were enrolled at another institution.

### Alumni Participation Rate

The university has a five-year target of achieving an 8 percent alumni participation rate by FY2019.

Alumni Participation Rate	2013	2014	2015	2016	2017
	5.0%	4.8%	5.4%	4.6%	<b>4.4%</b>

## SERVICE TO THE COMMONWEALTH

## Degree Completions

The number of degrees awarded has been increasing every year for the past five years. The total number of degrees conferred and undergraduate degrees conferred has increased by 12 and 17 percent between 2012-13 and 2016-17. Also, doctoral degrees awarded has ballooned in the last five years to nearly 119 percent.

<i>Degree Completions</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Bachelor's degrees</i>	2,275	2,366	2,442	2,564	<b>2,658</b>
<i>Masters degrees</i>	1,017	923	1,042	936	<b>994</b>
<i>Doctoral degrees</i>	37	71	56	61	81
<i>Res./Sch. Doctorates</i>	31	61	43	52	<b>67</b>
<i>Professional Practice Doctorates</i>	6	10	13	9	<b>14</b>
<i>Total Degrees</i>	3,329	3,360	3,540	3,561	<b>3,733</b>

## Percent Alumni Who Live in Massachusetts

Nearly three out of four (73%) of UMass Boston alumni stay, work, and pay taxes in Massachusetts.

<b>Percent Alumni Who Live in MA</b>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Undergraduate</i>	76%	76%	76%	75%	<b>75%</b>
<i>Graduate</i>	71%	70%	71%	71%	<b>70%</b>
<i>All</i>	75%	75%	75%	74%	<b>73%</b>

## Enrollment in STEM Programs

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

## Undergraduate

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total UG Degree-seeking</i>	12,366	12,700	12,949	12,847	<b>12,660</b>
<i>STEM</i>	2,821	3,054	3,286	3,466	<b>3,628</b>
<i>Percent STEM</i>	23%	24%	25%	27%	<b>29%</b>

Enrollments continue to increase steadily in STEM programs in both undergraduate and graduate programs. The number of total STEM students (undergraduate and graduate) has increased 29% from fall 2013 to fall 2017.

## Graduate

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total Degree-seeking</i>	3,911	4,056	4,081	4,000	<b>3,755</b>
<i>STEM</i>	298	347	388	389	<b>381</b>
<i>Percent STEM</i>	8%	9%	10%	10%	<b>10%</b>

## Total Enrollment

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>STEM</i>	3,119	3,401	3,674	3,855	<b>4,009</b>
<i>Percent STEM</i>	19%	20%	22%	23%	<b>24%</b>

## Degrees and Certificates Awarded in STEM Fields

The number of STEM degrees awarded (undergraduate and graduate) has increased substantially (60%) between 2012-13 and 2016-17. Further increases are anticipated, aligned with growth in enrollment of STEM students.

<b>Undergraduate</b>					
	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Degrees</i>	2,431	2,530	2,595	2,712	<b>2,755</b>
<i>STEM</i>	303	319	361	413	<b>444</b>
<i>Percent STEM</i>	12%	13%	14%	15%	<b>16%</b>

Total certificates include undergraduate, graduate, and CAGS/post-Masters certificates.

<b>Graduate</b>					
	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Degrees</i>	1,054	994	1,098	997	<b>1,075</b>
<i>STEM</i>	52	82	101	116	<b>123</b>
<i>Percent STEM</i>	5%	8%	9%	12%	<b>11%</b>

<b>Total Degrees</b>					
	2012-13	2013-14	2014-15	2015-16	2016-17
<i>STEM</i>	355	401	462	529	<b>567</b>
<i>Percent STEM</i>	10%	11%	13%	14%	<b>15%</b>

<b>Certificates</b>					
	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total Certificates</i>	230	326	336	321	<b>342</b>
<i>STEM</i>	8	6	2	6	<b>4</b>
<i>Percent STEM</i>	3%	2%	1%	2%	<b>1%</b>

## Health Care Awards

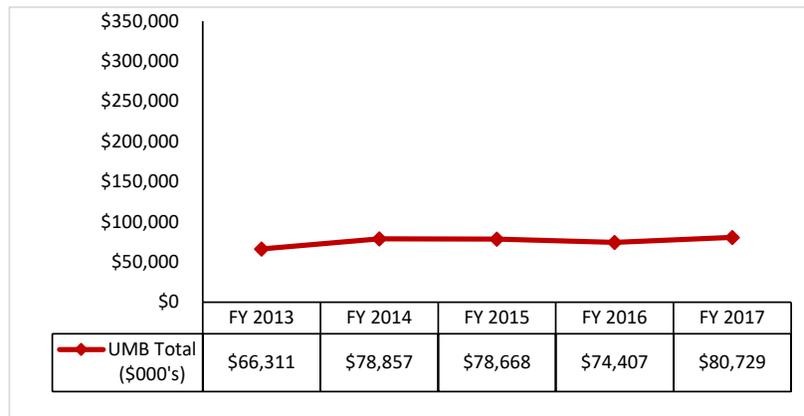
In 2016-17, there has been a five percent increase in healthcare Bachelor's awards from the previous year. Doctoral awards and total awards have increased in 2016-17 while master's awards have declined. The number of total degrees including bachelor's, master's, and doctoral has increased by four percent in 2016-17 from 2015-16.

<b>Health Care Awards</b>	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Bachelor's degrees</i>	543	552	553	521	<b>549</b>
<i>Masters degrees</i>	102	107	93	133	<b>117</b>
<i>Doctoral degrees</i>	9	12	17	13	<b>17</b>
<i>Res./Sch. Doctorates</i>	3	2	4	4	<b>3</b>
<i>Professional Practice Doctorates</i>	6	10	13	9	<b>14</b>
<i>Total Degrees</i>	677	700	694	658	<b>683</b>
<i>Total Certificates</i>	134	142	132	99	<b>106</b>

**FINANCIAL HEALTH**

**Endowment Assets and Annual Growth in Endowment**

Endowment assets have grown to more than \$80 million in FY 2017, from \$74.4 million in FY 2016. This represents an eight percent increase in the total endowment assets.



<i>Growth in Endowment</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	28%	19%	0%	-5%	8%

**Endowment per Annualized Student FTE**

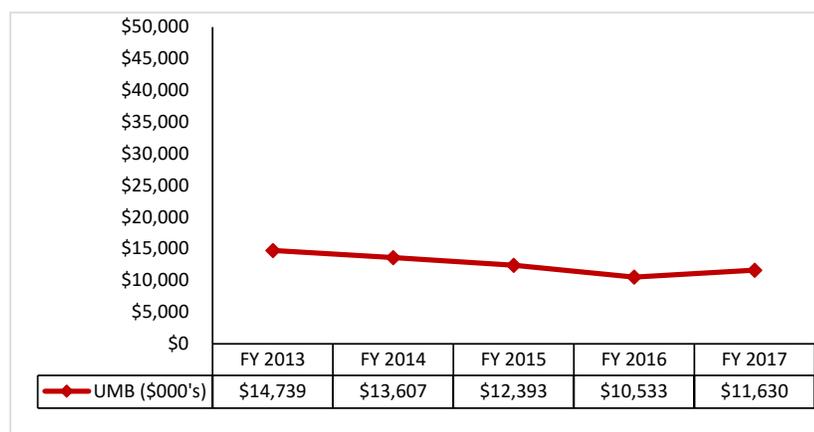
The endowment per Annual FTE student count has increased, as the total endowment has increased by eight percent. One of our peers, the University of Louisville, has a substantial endowment that skews the peer average; therefore, the median value is used for the Peer Average.



\* Peer data for FY 2017 not available for reporting purposes.

## Private Funds Raised Annually

In FY 2017, annual private funds raised has also grown from the previous year.



## Primary Reserve

Primary reserve has continued to decrease due to the university's operating deficits. Operating expenses have increased, while net unrestricted assets have decreased as unrestricted cash has been used to fund the deficit.

Primary Reserve	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
UMB	27.7%	25.6%	19.1%	9.8%	<b>9.5%</b>
Peer Average*	19.0%	20.8%	4.6%	15.7%	*

\*Peer data for FY 2017 not available for reporting purposes.

Debt service to operations ratio has increased as the university's debt service has grown as a percent of its overall operations. The interest being paid on the university's outstanding debt will increasingly be reflected in the university's income statement as projects are completed and put into service.

Debt Service to Operations	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
UMB	6.0%	4.5%	5.2%	4.9%	<b>5.9%</b>
Peer Average*	6.9%	4.1%	5.2%	8.9%	*

\* Peer data for FY 2017 not available for reporting purposes.

## 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.

Deferred Maintenance per GSF	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	\$195	\$194	\$219	\$243	<b>\$250</b>

## DEFINITIONS AND SOURCES

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### 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-time students.

**SAT Scores of Freshmen.** All reported SAT scores are based on the sum of the SAT MSS (Math Section Score) and the ERWS (Evidence-based Reading and Writing Score) for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017. The Average is the arithmetic mean of these SAT scores. Peer data are from IPEDS.

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

**Student Satisfaction with Educational Experience.** Percent of seniors who responded “good” or “excellent” to the question, “How would you evaluate your entire educational experience at this institution?” on the National Survey of Student Engagement (NSSE) administered in Spring 2016. Peer data are from NSSE 2016.

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

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

**Number of Students Enrolled in For-Credit Internships/Co-Ops.** Data are from the Office of the Registrar and the Office of Career Services and Internships. Totals are academic year enrollment totals.

**Number of Doctoral Degrees Awarded.** Number of doctorates awarded for AY 2016-17, which includes August 2016, January 2017, and May 2017 award dates. These include both research/scholarship and professional practice doctorates. Peer comparison data are based on research/scholarship doctorates only that were reported to IPEDS.

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

**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, excluding peer institutions with medical schools. Data 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 full-time tenure system faculty as reported to IPEDS. Peer data are from NSF/IPEDS.

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

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

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

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

**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. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

Engineering, or the Institute of Medicine. Data reported in *The Top American Research Universities*.

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

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

**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.** Number of faculty with active or emeritus status who have been elected to membership in the National Academy of Sciences, the National Academy of

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

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

**Percent Undergraduate Students from Massachusetts.** Percentage of total undergraduate students who are ‘In-State’ or residents of Massachusetts.

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

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

**STUDENT SUCCESS AND SATISFACTION INDICATORS****Percent 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/ethnicity.

**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. The primary source of these data is the National Survey of Student Engagement (NSSE). In years when the NSSE survey is not administered, the yearly Freshman Survey data should be used. Having both survey data ensures validity and generalizability in case of a low response rate.

**Percent Entering Freshmen Undergraduates Who Speak English as a Second Language.**

Percentage of entering freshmen who speak a language other than English at home or with family. The primary source of these data is the yearly Freshman Orientation Survey administered by the Office of Institutional Research, Assessment, and Planning.

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

**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 2016 through Summer 2017.

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

**Freshmen One-Year Retention Rate.** Percent of first-time, full-time freshmen who entered UMass Boston in a given Fall term and were still enrolled at the institution 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 UMass Boston in a given Fall term and had graduated from the institution within six years. Peer data are based on median as reported to IPEDS.

**Transfer (Full-time) One-Year Retention Rate.** Percent of full-time transfer students at any level who entered

UMass Boston in a prior Fall and were still enrolled or graduated from the institution as of the next Fall.

**Transfer (Upper-Division) Four-Year Graduation Rate.**

Percent of full-time upper division transfers (60+ credits) who entered UMass Boston in a given Fall term and had graduated from the institution within four years.

**Student Achievement Measure (SAMData – 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. Data as reported to US News and World Report.

**SERVICE TO THE COMMONWEALTH INDICATORS****Degree Completions.**

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

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

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

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

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

## FINANCIAL HEALTH INDICATORS

### **Endowment Assets and Annual Growth in Endowment.**

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

### **Endowment per Annualized Student Full Time**

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

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

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

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

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

## PEER INSTITUTIONS FOR UMASS BOSTON

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

## HEADLINES FROM THE 2018 ANNUAL INDICATORS

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### ACADEMIC QUALITY

UMass Dartmouth continues to maintain the quality of its academic programs. Notably, US News cited UMass Dartmouth in their top tier of National Universities. This is the second year being ranked in this category and our ratings improved in the undergraduate areas of National Universities, High School Counselor rankings and Top Public Schools. US News listed the Graduate Fine Arts programs as number 82 on their list along with increases in rank in Best Engineering Schools, Electrical/Electronic/Communications Engineering and Best Nursing Schools: Master's.

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 (40%), percent of need met (82%), percent undergraduate students of color (35%), percent from Massachusetts (91%), and percent of freshmen who are first generation (41%), demonstrate UMass Dartmouth's strong commitment to access and opportunity. Additionally, the enrollment of undergraduate international students has increased by 35% since Fall 2013 as the University continues to globalize its curriculum and student body. UMass Dartmouth is succeeding in its goal of maintaining a strong student quality profile while also fostering access and diversity.

### RESEARCH AND ENGAGEMENT

UMass Dartmouth continued to strengthen its research and engagement by hiring faculty in critical areas of growth. 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. The new 76,000 gross square foot S Mast 2 building in New Bedford offers office, classroom, research labs and an expanded seawater research facility.

UMass Dartmouth has repeatedly been acknowledged on the President's Higher Education General Community Service Honor Finalist list and our students performed more than 248,600 hours of community service, valued at \$7.45 million.

### STUDENT SUCCESS AND SATISFACTION

The one-year retention rate has improved from 73% last year to 74% in 2017. UMass Dartmouth has developed an assertive program of interventions. The indicators for transfer student retention at 77% and improved graduation rates fill in the picture that is left incomplete by the standard measure for freshman success. The four-year graduation rate increased by nine percentage points since 2013 showing promise that the six-year graduation rate may increase to greater than the 50% goal. The Student Achievement Measurement (SAM) reveals that an additional 19% of our Fall 2011 freshmen cohort graduated from another institution. Even though students may not have graduated from UMass Dartmouth, we contributed to their success at other institutions.

### DEGREES GRANTED

In 2017, UMass Dartmouth graduated approximately 1,955 students with over 2,000 degrees/certificates. Because 72% of our graduates remain in Massachusetts, the degrees granted make a direct, important contribution to the Commonwealth. The indicators for enrollments and degrees granted in Science, Technology, Engineering, and Mathematics and Health Care show our commitment to educating students in these fields.

UMass Dartmouth's DRU status requires a minimum of 20 Research/Scholar doctoral conferrals. The number does not include the Professional Practice doctoral degrees. Professional practice doctoral enrollments have grown steadily, enhanced by the addition of the Juris Doctorate and Doctorate of Nursing Practice. Additional Research/Scholarship doctoral programs are also being developed.

### FINANCIAL HEALTH

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

## 2018 ANNUAL INDICATORS AT A GLANCE

## ACADEMIC QUALITY

• Average HS GPA of Freshmen	3.23
• Average SAT Scores of Freshmen	
<i>Arithmetic Mean</i>	1094
<i>25<sup>th</sup>-75<sup>th</sup> Percentile</i>	1000 - 1190
• Average GPA of Entering Transfers	3.1
• Student Satisfaction with Educational Experience	72%
• Student-Faculty Ratio	16:1
• Technology-Enhanced Classrooms	123
• Number of Doctoral Degrees Awarded	95
• Postdoctoral Appointees	4
• Total R&D Expenditures	\$26.1M
• Total R&D Expenditures per Faculty	\$87,298
• Total R&D Expenditures Ranking-Overall	240
• Total R&D Expenditures Ranking among Carnegie Peers/US Publics/Non-Medical	45
• Federal Research Expenditures	\$7.3M
• Patent Applications	9
• License Income	\$66,000
• Percent Tenured/Tenure-Track Faculty FTE	64%
• New Tenured/Tenure-Track Faculty Hired	10
<i>As Percent of T/TT Faculty</i>	3%
• Change in Tenured/Tenure-Track Faculty	-2%
• Change in Faculty FTE	0%
• Full-time Instructional Faculty	
<i>Percent Faculty-of-Color</i>	23%
<i>Percent Women</i>	47%
• Faculty Awards	0
• National Academy Members	0

## ACCESS AND AFFORDABILITY

• Percent (In-state) Pell Grant Recipients	40%
• Percent of Need Met for In-State Students Awarded Need-Based Aid	82%
• Average Student Debt Load (UG)	\$31,992
• Percent Graduating Class with Debt (UG)	79%
• Percent Undergraduates from MA	91%
• Online Course Registrations	6,917
• Annual Growth in Online Course Registrations	15%

## STUDENT SUCCESS AND SATISFACTION

• Percent Undergraduates who are Students of Color	35%
• 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 Entering Freshmen with English as a Second Language	6%
• Percent Undergraduates who are International	3%
• Total Number of Students who Participated in a Study Abroad Program	74
• Freshmen One-Year Retention Rate	74%
• Freshmen Four-Year Graduation Rate	37%
• Freshmen Six-Year Graduation Rate	48%
• Freshmen Six-Year Graduation Rate from another Institution (SAM)	additional 19%
• Transfer (Full-time) One-Year Retention Rate	77%
• Transfer (Upper Division) Four-Year Graduation Rate	67%
• Alumni Participation Rate	2%

**SERVICE TO THE COMMONWEALTH**


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• Degree Completions	
<i>Bachelor's</i>	1,421
<i>Master's</i>	403
<i>Doctorates</i>	95
• Percent Alumni who Live in MA	72%
• Enrollment in STEM Programs	2,105 (25%)
<i>Undergraduate</i>	1,674 (25%)
<i>Graduate</i>	423 (27%)
• Degrees Awarded in STEM Fields	463 (24%)
<i>Undergraduate</i>	338 (24%)
<i>Graduate</i>	125 (25%)
• Degrees Awarded in Healthcare Fields	210
<i>Undergraduate</i>	188
<i>Graduate</i>	22
• MTEL Science and Math Test-Takers	9

**FINANCIAL HEALTH**


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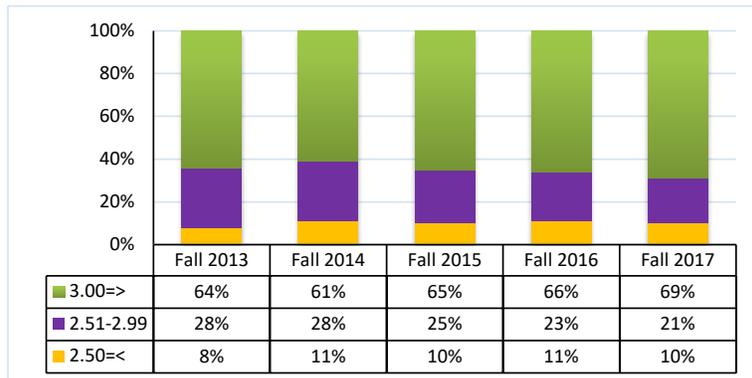
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• Total Endowment Assets	\$54.6M
• Annual Growth in Endowment Assets	14%
• Endowment per Annualized Student FTE	\$7,165
• Private Funds Raised Annually	\$2.4M
• Primary Reserve	12.4%
• Debt Service to Operations	7.8%
• Deferred Maintenance per GSF	\$197

## ACADEMIC QUALITY

### High School GPA of Freshmen

UMass Dartmouth maintains 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 (130) and University Extension alternative admission program, CONNECT (106).



Average HS GPA	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	3.31	3.15	3.20	3.21	<b>3.23</b>

### SAT Scores of Freshmen

All reported SAT scores are based on the sum of the SAT MSS (Math Section Score) and the ERWS (Evidence-based Reading and Writing Score) for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017.

SAT Scores of Freshmen (UMassD)	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
75th Percentile	1140	1130	1130	1120	<b>1190</b>
25th Percentile	950	940	930	920	<b>1000</b>
Average	1042	1029	1029	1022	<b>1094</b>

Peer Median	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
75th Percentile	1190	1160	1170	1170	<b>1190</b>
25th Percentile	990	950	950	950	<b>950</b>

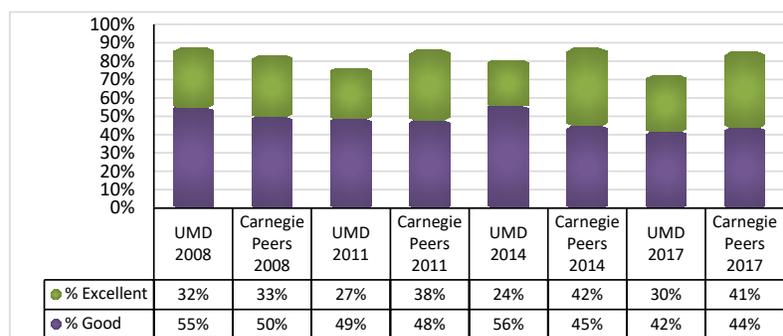
### Average GPA of Entering Transfer Students

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 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	3.1	3.1	3.1	3.1	<b>3.1</b>

### Student Satisfaction with Educational Experience

Presented are responses to a survey question about the overall educational experience in the NSSE nationwide survey. The decrease in the overall percentage of students satisfaction of excellent/good from the 2014 to 2017 administration could be a reflection of a low response rate (15% in 2017 compared to 21% in 2014). The AY17 Undergraduate exit survey had an 89% response rate and 77% of the graduating seniors indicated they were either "very satisfied" or "satisfied" with their overall experience at UMassD.



### Student-Faculty Ratio

The student faculty ratio portrays the smaller classroom sizes and the impact of decreasing student numbers. 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>UMD</i>	18:1	18:1	18:1	16:1	16:1

### Technology-Enhanced Classrooms

<i>Technology-Enhanced Classrooms</i>	<i>AY 2013-2014</i>		<i>AY 2014-2015</i>		<i>AY 2015-2016</i>		<i>AY 2016-2017</i>	
	<i>Number of Classrooms</i>	<i>Percent of Total</i>						
<b>Basic</b>	81	66%	79	65%	78	64%	71	58%
<b>Medium</b>	31	25%	31	25%	31	25%	39	32%
<b>High</b>	9	7%	9	7%	10	8%	10	8%
<b>Very High</b>	1	1%	3	2%	3	2%	3	2%
<b>Total Classrooms</b>	<b>122</b>	<b>100%</b>	<b>122</b>	<b>100%</b>	<b>122</b>	<b>100%</b>	<b>123</b>	<b>100%</b>

**Basic classroom technology:**

All rooms used for classes projectors or displays, most of them document cameras and media players available.

**Medium classroom technology:**

In addition to Basic technology, upgraded classrooms have a Crestron digital instructor AV control panel, digital projector (or large screen), modern document camera, HDMI & VGA connections for laptop projection, audio connection and room speakers. They are generally equipped with an instructor podium.

**High classroom technology:**

In addition to Medium technology, these spaces feature multiple screens that can be used mirrored or independently, Crestron AirMedia for wireless content delivery, or Echo360 lecture capture, or any combination of these features.

**Very High classroom technology:**

Team-based classrooms include the features of High technology rooms, with laptops, a digital screen and whiteboard for each team added.

**Note:** The rooms are categorized by the level of technology available to the instructor to leverage for the instructional design of the course contents. Computer labs are counted as standard classrooms for this purpose, and specialty lab

### 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>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Research/Scholarship Doctorates</i>	13	22	25	29	<b>34</b>
<i>Professional Practice Doctorates</i>	103	82	66	64	<b>61</b>
<i>Total Doctoral Degrees Awarded</i>	116	104	91	93	<b>95</b>

<i>Research/Scholarship Doctorates</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>UMD</i>	13	22	25	29	<b>34</b>
<i>Peer Average</i>	63	63	66	68	<b>63</b>

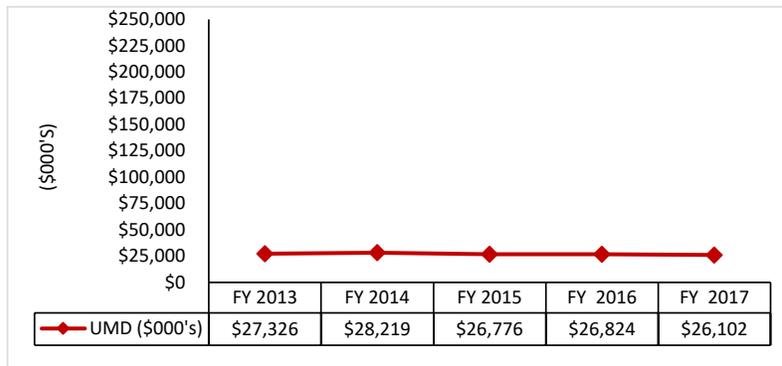
**Postdoctoral Appointees**

UMass Dartmouth has a faculty union position entitled Research Associate into which most recent PhD researchers are hired, currently at 9. The title "Postdoc" does not encompass the scope of our research involvement of new PhDs.

<i>Postdoctoral Appointees</i>	2012-13	2013-14	2014-15	2015-16	2016-17
<i>UMD</i>	2	3	3	1	4

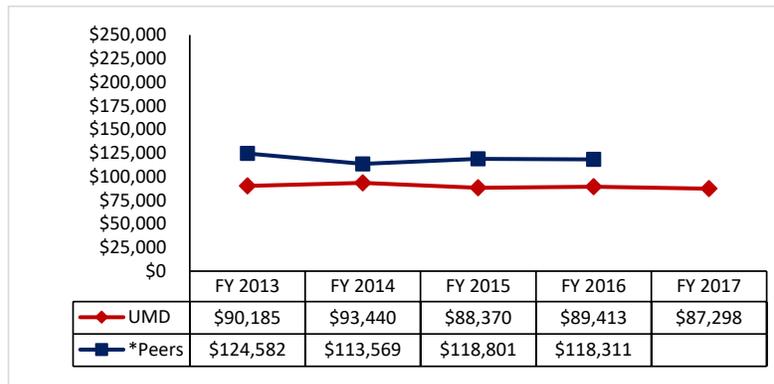
**Total Research and Development (R&D) Expenditures**

We are initiating a strategic plan to strengthen research support on campus in order to increase total research expenditures.



**Total R&D Expenditures per Tenure System Faculty**

This metric is expected to increase as our researchers mature into their most productive years. Comparative and aspirant peers are included here.



\*FY 2017 data for peers is not currently available.

**R&D Expenditures Rankings**

FY2016 is the first year UMassD was classified as Doctoral Research University; prior years were ranked against Master's - Large Program category. Our new research support initiative should help subsequent year's rankings.

<i>Total R&amp;D Expenditures Rank</i>	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Overall Ranking</i>	229	208	233	236	<b>240</b>
<i>Ranking based on Carnegie Peers</i>	15	12	11	9	<b>45</b>

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

### Federal Research Expenditures

We reversed the significant downward trend in federal research expenditures this year with healthy 12.5% growth. Excluding the influence of the outliers, the peer median is \$11,184 for FY 2016.

<i>Federal R&amp;D Expenditures (\$000's)</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
<i>UMD</i>	\$8,860	\$8,549	\$7,321	\$6,548	<b>\$7,370</b>
<i>Peers*</i>	\$23,080	\$20,447	\$20,126	\$21,163	NA

\*FY 2017 data for peers is not currently available.

### Patent Applications

Our patent office continues to increase its activity. Faculty engagement is growing and we expect to see increased patent filing as a result.

<i>Patent Applications</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	4	11	3	5	<b>9</b>

### 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. We saw our first significant increase in license income in FY 2017.

<i>License Income</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$34,000	\$30,000	\$35,000	\$39,000	\$66,000

### Percent Tenured/Tenure-Track Faculty FTE

These percent's change very little demonstrating that the university continues to monitor the hiring of part-time lecturers as well as investing more in full-time tenure system faculty.

Recent trends include hiring of full-time clinical and research faculty who are not on tenure track.

<i>Percent Tenured/Tenure-track Faculty FTE</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>% Tenured/Tenure-track</i>	67%	65%	65%	65%	<b>64%</b>
<i>% Non Tenure-track/PT</i>	33%	35%	35%	35%	<b>36%</b>

### 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.

Recent trends include hiring of full-time clinical and research faculty who are not on tenure track.

<i>New Tenured/Tenure-Track Faculty Hired</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
	12	17	14	19	<b>10</b>

*n.b. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

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

Three percent of the current tenure system faculty were hired this fall. Recent trends include hiring of full-time clinical and research faculty who are not on tenure track.

<i>New T/TT Faculty as Percent of Total</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total T/TT Faculty</i>	302	303	300	306	<b>299</b>
<i>Total New Hires</i>	12	17	14	19	<b>10</b>
<i>Percent of Total</i>	4%	6%	5%	6%	<b>3%</b>

*n.b. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

### Change in Tenured/Tenure-Track Faculty

Maintaining our tenure and tenure-track faculty support program needs is critical for achieving the University's research and engagement goals.

<i>Change in T/TT Faculty</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	302	303	300	306	<b>299</b>

<i>1-Year Change Fall 2016-17</i>	
<i>Number</i>	<i>Percent</i>
-7	-2%

### Change in Faculty FTE

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

<i>Change in Faculty FTE</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	458	449	461	470	<b>469</b>

<i>1-Year Change Fall 2016-17</i>	
<i>Number</i>	<i>Percent</i>
-1	0%

### Faculty by Race and Gender

This metric reflects the demographic percentages of our full time faculty both tenure/tenure track and full time lecturers.

<i>Full-Time Instructional Faculty</i>					
<i>Faculty of Color</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	71	81	82	78	<b>85</b>
<i>Percent</i>	22%	24%	23%	22%	<b>23%</b>

Data excludes research only faculty.

<i>Women Faculty</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	158	165	177	181	<b>190</b>
<i>Percent</i>	42%	44%	45%	45%	<b>47%</b>

*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

These numbers reflect the number of new awards each year.

<i>Faculty Awards</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
	2	4	3	2	<b>0</b>

### National Academy Members

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

<i>National Academy Members</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
	0	0	0	0	<b>0</b>

## 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 a consistent proportion of these students among our freshman entering class, reflecting our increasing mission of access.

<i>Percent (In-State) Pell Grant Recipients</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	39%	39%	41%	40%	<b>40%</b>

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

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

<i>Percent Need Met (In-State)</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
	86%	90%	91%	90%	<b>82%</b>

### Student Debt Load of Graduating Class (UG)

A decrease in debt but an increase in the percentage of students means the number of students who are borrowing rose but the amounts that the students who are borrowing have dropped.

	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>Average Debt Load</i>	\$29,311	\$31,070	\$31,926	\$32,099	<b>\$31,992</b>
<i>Percent Graduating Class with Debt</i>	81%	81%	84%	78%	<b>79%</b>

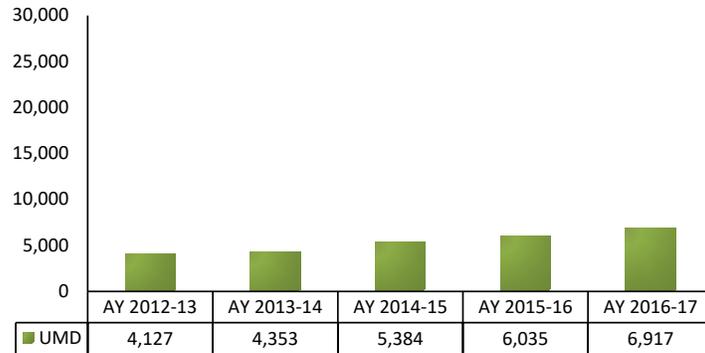
### Percent Undergraduates From Massachusetts

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

<i>Percent Undergraduates from Massachusetts</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	6,975	6,945	6,762	6,394	<b>6,142</b>
<i>Percent</i>	94%	93%	93%	91%	<b>91%</b>

### 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. Key programs include the Accelerated BS in Nursing, MS in Nursing, BS degrees in Accounting and in Finance, and BA in History for Fall 2018.



### Annual Growth in Online Course Registrations

Although there was a drop in annual growth in 2015-16, 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 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>	<i>AY 2015-16</i>	<i>AY 2016-17</i>
	19.5%	5.5%	23.7%	12.1%	<b>14.6%</b>

## STUDENT SUCCESS AND SATISFACTION

### Percent Undergraduates who are Students of Color

The diversity of UMass Dartmouth's undergraduate student body continues to expand, with 35% students of color. This reflects the University's ability to recruit and enroll highly qualified and diverse students .

<i>Percent UGs Students of Color</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	1,886	2,016	2,130	2,181	<b>2,181</b>
<i>Percent</i>	27.3%	29.6%	31.9%	34.1%	<b>35.0%</b>

### 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. Forty-one percent come from households in which neither parent has completed a four-year degree. Note the response rate for the online CIRP survey (Fall 2016) was only nine percent. Fall 2015 was also online with low response rate.

<i>Percent UGs First Generation in College</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>1st Generation Seniors (Parents HS or less)</i>	27%	30%	30%	30%	<b>36%</b>
<i>1st Generation Seniors (Neither Parent has Bachelors)</i>	55%	56%	56%	56%	<b>55%</b>
<i>1st Generation Freshmen (Parents HS or less)</i>	25%	29%	25%	19%	<b>22%</b>
<i>1st Generation Freshmen (Neither Parent has Bachelors)</i>	42%	49%	34%	35%	<b>41%</b>

### Percent Entering Freshmen with English as a Second Language

With growth in the diversity of the student population, 6% of the new freshmen for 2017 reported that they were from a home in which English is not the primary language spoken.

<i>Percent Entering FR ESL</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Percent</i>	11.1%	11.0%	17.3%	10.7%	<b>6.0%</b>

### Percent Undergraduates who are International

Strategic efforts to increase the global diversity of our campus continue to result in a slight increase of international undergraduate students. This trend is expected to continue with increased agreements with international universities and our direct admit intensive English program.

<i>Percent UGs International</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	127	152	164	171	<b>172</b>
<i>Percent</i>	1.7%	2.0%	2.2%	2.4%	<b>2.5%</b>

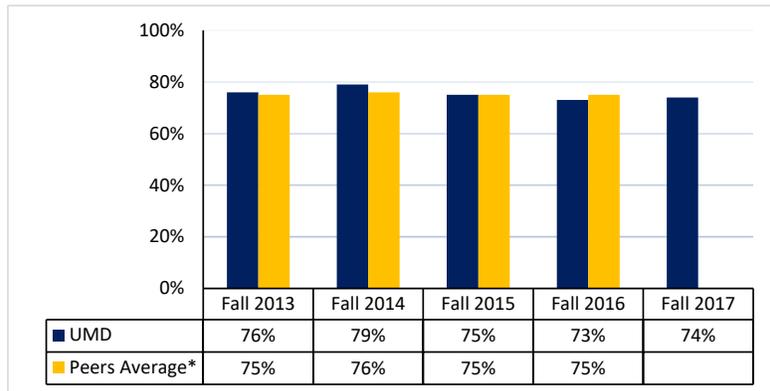
### Number who Participated in a Study Abroad Program

These data include only study abroad that directly awards academic 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 12 - Summer 13</i>	<i>Fall 13 - Summer 14</i>	<i>Fall 14 - Summer 15</i>	<i>Fall 15 - Summer 16</i>	<i>Fall 16 - Summer 17</i>
	106	86	114	101	<b>74</b>

### Freshman One-Year Retention Rate

Fall 2017 retention rate was 74%, improving by one percentage point. Enhanced interventions, particularly around students' financial responsibilities, will continue to assist with achieving the long-range goal of 80% on this measure.



\* Peer data for Fall 2017 not available for reporting purposes.

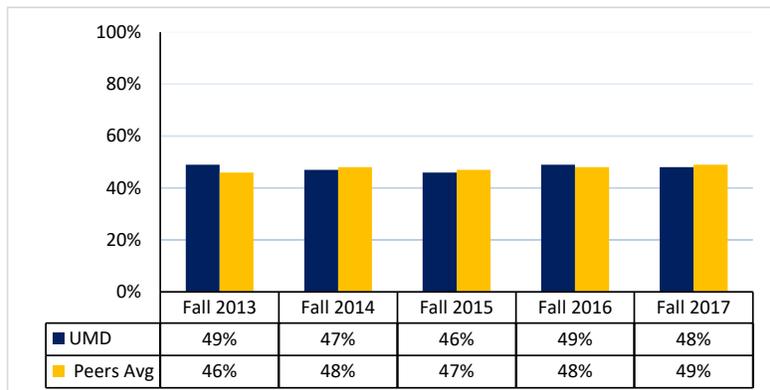
### Four -Year Graduation Rates

The metric displays the most current cohorts to have completed degrees in four years. Four-year graduate rates were maintained at the 2016 level. This reflects increased attention to identifying students who are off track for graduating providing them with intensive advising interventions. This further indicates that the six-year graduation rates should increase over the next several years.

4-Yr Graduation Rates	2013	2014	2015	2016	2017
Cohort Entering Year	(2009)	(2010)	(2011)	(2012)	(2013)
4-Year Graduation Rate	28%	28%	30%	37%	37%

### Freshman Six-Year Graduation Rate

UMass Dartmouth continues to strive for higher graduation rates for its undergraduates. This metric is expected to increase the next few years due to stronger four year graduation rates.



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

UMass Dartmouth's transfer one-year retention rate has decreased by one percentage point. Improved transfer advising and support will continue to improve the retention and success of this increasingly important student group.

<i>Transfers (Full-time) One-Year Retention Rate</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	78%	77%	76%	78%	<b>77%</b>

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

This indicator shows that 67% of the full-time upper division transfer students who entered with 60 or more credits in Fall 2013 (126 students) had completed their program by Fall 2017.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	69%	71%	64%	69%	<b>67%</b>

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

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:</i>	<i>GRADUATED WITHIN</i>					
	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>4 YRS.</i>	<i>5 YRS.</i>	<i>6 YRS.</i>
<i>Outcomes for Student Starting at UMassD in Fall 2011 by Summer 2017</i>						
<i>Bachelor's degree from UMassD</i>	0%	0%	1%	30%	45%	<b>48%</b>
<i>Associate degree from UMassD</i>	0%	0%	0%	0%	0%	<b>0%</b>
<b><i>Total Graduated from UMassD</i></b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>30%</b>	<b>45%</b>	<b>48%</b>
<i>Bachelor's degree from another Institution</i>	0%	0%	0%	5%	13%	<b>16%</b>
<i>Associate degree from another Institution</i>	0%	0%	1%	2%	2%	<b>3%</b>
<b><i>Total Graduated from another Institution</i></b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>7%</b>	<b>15%</b>	<b>19%</b>
<b><i>Enrolled at UMassD</i></b>	<b>98%</b>	<b>73%</b>	<b>60%</b>	<b>26%</b>	<b>8%</b>	<b>3%</b>
<i>Enrolled at Another 4-yr Institution</i>	0%	9%	15%	14%	7%	<b>4%</b>
<i>Enrolled at Another 2-yr Institution</i>	1%	8%	9%	6%	5%	<b>3%</b>
<b><i>Total Transferred and Enrolled at another Institution</i></b>	<b>1%</b>	<b>17%</b>	<b>24%</b>	<b>20%</b>	<b>12%</b>	<b>7%</b>
<b><i>Current Status Unknown</i></b>	<b>1%</b>	<b>10%</b>	<b>14%</b>	<b>17%</b>	<b>20%</b>	<b>23%</b>

## 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 alumni participation rate will differ from that reported in US News since it is not a two-year average, but based on most recent annual data.

<i>Alumni Participation Rate</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	6%	4%	3%	3%	<b>2%</b>

## SERVICE TO THE COMMONWEALTH

### Degree Completions

The total number of degree completions has been increasing especially in the Research/Scholarship Doctorates each year since 2013. The university expects to sustain this level of production of research doctoral degrees and maintain the Carnegie classification of Doctorate Research University. Certificates are not included here.

<i>Degree Completions</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Bachelor's degrees</i>	1,241	1,276	1,328	1,385	<b>1,421</b>
<i>Masters degrees</i>	357	398	399	413	<b>403</b>
<i>Doctoral degrees</i>	116	104	91	93	<b>95</b>
<i>Res./Sch. Doctorates</i>	13	22	25	29	<b>34</b>
<i>Professional Practice Doctorates</i>	103	82	66	64	<b>61</b>
<i>Total Degrees</i>	1,714	1,778	1,818	1,891	<b>1,919</b>

### 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Undergraduate</i>	72%	72%	75%	76%	<b>76%</b>
<i>Graduate</i>	67%	56%	56%	67%	<b>56%</b>
<i>All</i>	69%	70%	72%	74%	<b>72%</b>

## 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total</i>	7,402	7,879	7,266	6,978	<b>6,735</b>
<i>STEM</i>	1,772	1,809	1,801	1,694	<b>1,674</b>
<i>Percent STEM</i>	24%	23%	25%	24%	<b>25%</b>

### Graduate

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total</i>	1,542	1,579	1,572	1,565	<b>1,552</b>
<i>STEM</i>	326	363	411	426	<b>423</b>
<i>Percent STEM</i>	21%	23%	26%	27%	<b>27%</b>

### Total Enrollment

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>STEM</i>	2,098	2,172	2,212	2,120	<b>2,105</b>
<i>Percent STEM</i>	23%	23%	25%	25%	<b>25%</b>

### Certificates

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total</i>	109	114	78	104	<b>119</b>
<i>STEM</i>	9	2	2	3	<b>8</b>
<i>Percent STEM</i>	8%	2%	3%	3%	<b>7%</b>

## 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>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Total Degrees</i>	1,241	1,276	1,328	1,385	<b>1,421</b>
<i>STEM</i>	220	226	306	293	<b>338</b>
<i>Percent STEM</i>	18%	18%	23%	21%	<b>24%</b>

### Graduate

<i>Degrees</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Total Degrees</i>	473	502	490	506	<b>498</b>
<i>STEM</i>	94	84	81	120	<b>125</b>
<i>Percent STEM</i>	20%	17%	17%	24%	<b>25%</b>

### Total Degrees

	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>STEM</i>	314	310	387	413	<b>463</b>
<i>Percent STEM</i>	18%	17%	21%	22%	<b>24%</b>

### Certificates

	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Total Certs.</i>	85	44	54	41	<b>50</b>
<i>STEM</i>	6	5	2	3	<b>0</b>
<i>Percent STEM</i>	7%	11%	4%	7%	<b>0%</b>

**Degrees and Certificates Awarded in Healthcare Fields**

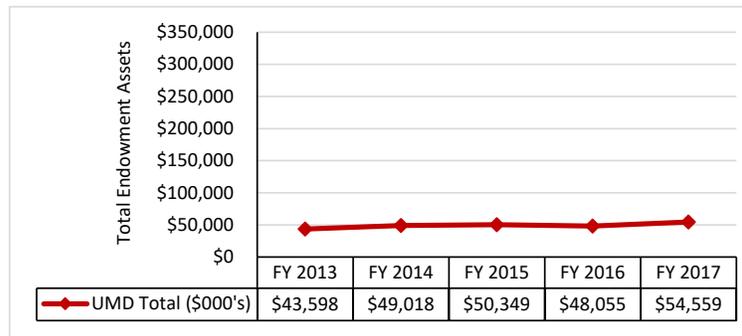
Along with the STEM professions, healthcare is another prospering career that is generating attention nationwide. Nursing and Medical Laboratory Science are shown here. Certificates reflect the Pre-Med and Mental Health for undergraduates and phasing out of Nursing on the graduate level.

<i>Health Care Degrees and Certificates</i>	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Bachelor's degrees</i>	151	141	157	172	<b>188</b>
<i>Masters degrees</i>	25	18	4	14	<b>5</b>
<i>Doctoral degrees</i>	1	5	6	8	<b>17</b>
<i>Res./Sch. Doctorates</i>	1	2	4	5	<b>6</b>
<i>Professional Practice Doctorates</i>	0	3	2	3	<b>11</b>
<i>Total Degrees</i>	177	164	167	194	<b>210</b>
<i>Total Certificates</i>	25	7	11	35	<b>34</b>

**FINANCIAL HEALTH**

**Endowment Assets and Annual Growth in Endowment**

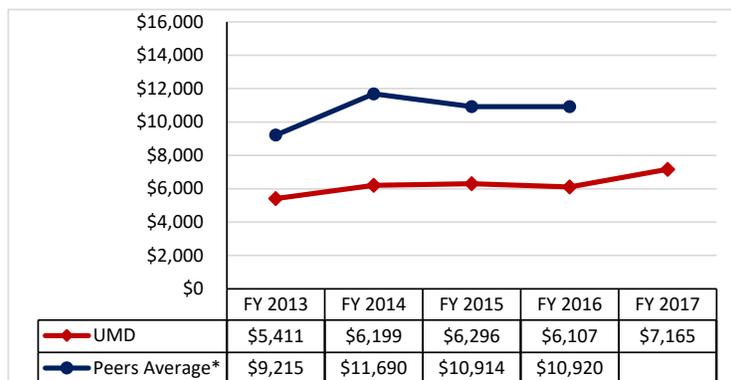
With additional funds allocated to fundraising, the campus anticipates endowment growth. Due to a focused effort on fundraising activities, endowment has shown steady growth over the last three fiscal years.



<i>Growth in Endowment</i>	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	12%	12%	3%	-5%	<b>14%</b>

**Endowment per Annualized Student FTE**

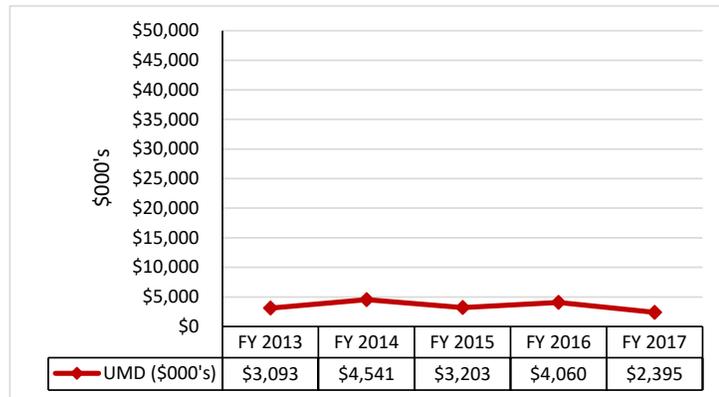
The endowment per student ratio reflects a base from which earnings can contribute to current operations. In addition, unrestricted endowments contribute to the non-expendable fund balance, which greatly affects the financial cushion.



\* Peer data for Fall 2017 not available for reporting purposes.

**Private Funds Raised Annually**

The private funds indicator gauges UMass Dartmouth’s success in raising philanthropic support from non-governmental sources (individuals, foundations, and corporations) to support its mission. The seesawing of fundraising totals are related to staffing and yearly shifts in Advancement leadership. Successful fundraising requires building relationships with potential donors, usually over several years, so advancement organizations are extremely sensitive to frequent staff and leadership turnover. UMass Dartmouth has had both. From Fiscal 2015 to 2016 the staff level went from 23 to 15, in an organization with 25.5 approved positions. In each of fiscal 2013, 2014, 2015 and 2016 there was a different leader for Advancement. Fiscal 2017 has seen a re-investment in Advancement. Staff size for the first half of 2017 was 15 but is currently 22 and growing towards the 29 budgeted positions.



**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 continues to improve a result of the concerted effort of management to build "Unrestricted Net Assets" needed to fund campus operations. The campus has succeeded in providing itself a little more financial strength and flexibility.

Primary Reserve	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
UMD	4.5%	0.3%	4.1%	6.9%	<b>12.4%</b>
Peers*	9.8%	11.8%	-9.8%	-10.7%	

\* Peer data for FY 2017 not available for reporting purposes.

### Debt Service to Operations

The campus is making strides in managing debt needed to improve the campus' physical plant including the completion of the new Charlton College of Business' 22,000 square foot Learning Pavilion that contains critically needed space including technology enhanced classrooms, meeting spaces, and an auditorium. While the debt service coverage ratio is important to both creditors and investors, UMass Dartmouth is on track to maintain an appropriate amount of debt even with the construction of the new SMAST research facility. A project that will integrate the entire SMAST teaching and research program in one location. The retirement of old housing related debt has made this possible.

<i>Debt Service to Operations</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
<i>UMD</i>	8.7%	8.5%	9.3%	8.7%	<b>7.8%</b>
<i>Peers*</i>	7.2%	3.4%	3.7%	3.6%	

\* Peer data for FY 2017 not available for reporting purposes.

### 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. With projected new construction, the ratio would increase to \$216/GSF.

<i>Deferred Maintenance per GSF</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$175	\$179	\$174	\$182	<b>\$197</b>

## DEFINITIONS AND SOURCES

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### 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-time students.

**SAT Scores of Freshmen.** All reported SAT scores are based on the sum of the SAT MSS (Math Section Score) and the ERWS (Evidence-based Reading and Writing Score) for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017. The Average is the arithmetic mean of these SAT scores. Peer data are from IPEDS.

**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 2017. Peer data are the Carnegie Classification-Master’s Colleges and Universities (larger programs) that participated in NSSE.

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

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

**Doctoral Degrees Awarded.** Number of Doctorates awarded for AY 2016-17, which includes September 2016, January 2017, and May 2017 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 (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.

**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. 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” (historic) and “Doctoral Research University” (from FY16) 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 OTCV.

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

**Percent Tenured/Tenure-Track Faculty FTE -** Percentage based on ratio of Tenure-Track Faculty FTE to Total Faculty FTE. Includes all faculty not just instructional.

**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. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

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

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

**Change in Faculty FTE.** The difference in the total FTE, 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 or research. 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.

**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.

**Student Debt Load of Graduating Class (UG).** Average debt load is based on the total debt borrowed by an institution’s graduating class (bachelor’s, first-time only) divided by the number of students of that cohort that carried any amount of debt Percent Graduating Class with Debt is the total number of students in the graduating class (bachelor’s, first-time only) that carried a debt load at the institution divided by the total number of graduating (bachelor’s, first-time only) students in that institution. Neither calculation includes students who have transferred into campus. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

**Percent Undergraduates from Massachusetts.** Percentage of total undergraduate students who have a tuition classification of ‘In-State’ or are residents of Massachusetts.

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

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

## STUDENT SUCCESS AND SATISFACTION INDICATORS

**Percent Undergraduates who are Students of Color.** Undergraduates who are African American/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.

**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 2017, and Senior data are from NSSE (2017).

**Percent Entering Freshmen 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 2017.

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

**Number 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 2016 through Summer 2017.

**Freshman One-Year Retention Rate.** Percent of first-time, full-time freshmen who entered UMass Dartmouth in a given Fall term and were still enrolled at the institution the next Fall. Peer data are as reported to IPEDS.

**Freshman Four-Year Graduation Rate.** Percent of first-time, full-time freshmen who entered UMass Dartmouth in a given Fall term and had graduated from the institution within four years.

**Freshman Six-Year Graduation Rate.** Percent of first-time, full-time freshmen who entered UMass Dartmouth in a given Fall term and had graduated from the institution 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 UMass Dartmouth in a given Fall and were still enrolled at, or graduated from the institution as of the next fall.

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

**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 Fields.** Total number of students enrolled in **Science, Technology, Engineering, and Mathematics** (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 awarded in STEM fields. STEM fields are those defined in the National Science & Mathematics Access to Retain Talent (SMART) Grant with the exclusion of foreign languages. Certificates data also included separately.

**Degrees and Certificates Awarded in Healthcare Fields.** Number of undergraduate and graduate degrees and certificates awarded in Health Care fields. 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.

## FINANCIAL HEALTH INDICATORS

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

**Endowment per Annualized Student FTE.** Total endowment (includes true and quasi-endowments) per annualized FTE student, where FTE of peer institutions is standardized to UMass formulae. Peer data are for the

comparative peers from financial statements (current year) and IPEDS (prior years).

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

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

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

**Deferred Maintenance per 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<sup>sm</sup>) and shown per square foot of space. Adjusted each year for inflation.

#### PEER INSTITUTIONS FOR UMASS DARTMOUTH

Cleveland State University (OH)\*  
 Idaho State University  
 Louisiana Tech University  
 Marshall University (WV)  
 SUNY at Binghamton (NY)\*  
 The University of Montana\*  
 The University of Texas at Dallas\*  
 University of Arkansas at Little Rock  
 University of Idaho  
 University of New Orleans (LA)  
 University of North Dakota\*  
 University of South Dakota  
 University of Southern Maine  
 Wichita State University (KS)\*

*\*Aspirant Peers*

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

## HEADLINES FROM THE 2018 ANNUAL INDICATORS

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### ACADEMIC QUALITY

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

Fall 2016 saw the introduction of the No Test Option for first-year students, and the quality of the incoming class has remained strong. The Fall 2017 cohort's average high school GPA was 3.55, and average SAT score was 1225. UML's transfer students posted an average entering GPA of 3.17, steady with last year. In the past decade, undergraduate enrollment has increased 54%. The Honors College at UMass Lowell has quadrupled in size since 2010, to 1,116 students in Fall 2017.

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 2017, the average amount of R&D expenditures per tenure-stream faculty member was \$156,930. UMass Lowell's goal is to reach \$155,500 per tenure-stream faculty member by FY 2020. UMass Lowell ranked 172<sup>nd</sup> in R&D Expenditures in FY 2016, down 10 spots from the prior year. When compared to public Carnegie class peers without a medical school, UMass Lowell held steady with last year, ranked 26th.

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

UMass Lowell's focus on strengthening research and building new academic programs has been assisted by the increased size of the faculty. The overall number of full-time faculty increased to 616; thirty of these were tenured or tenure-track new hires. Similarly, the overall faculty FTE increased to 784 in Fall 2017, up from 755 in Fall 2016. In keeping with faculty diversity goals in the *2020 Strategic Plan*, the proportion of faculty of color increased to 28%, up one percentage point from last year.

### 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 2017, 76% of undergraduate students demonstrated financial need, and on average 89% of their need was met. Almost one in three (29%) UMass Lowell undergraduate students receive Federal Pell Grants, which are based on student need.

In alignment with the diversity goals set out in the *2020 Strategic Plan*, UMass Lowell has increased access to college for those populations that do not traditionally consider attending a postsecondary institution. Forty-one percent of UMass Lowell undergraduates self-identified as the first in their family to attend college. Thirty-three 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 21<sup>st</sup> century.

Student success indicators improved across the board this year. For those who entered directly out of high school, UMass Lowell's one-year retention rate was 86%. The four-year graduation rate improved to 41%, and the six-year graduation rate jumped four percentage points, to 60%, representing the University's highest six-year graduation rate. For students who entered as transfers, four-fifths (82%) returned for their second year at UMass Lowell while the comparable graduation rate (four-year) for transfer students was 65%.

The recent opening of a \$95 million, centrally located student engagement center, a \$34 million redesign and renovation of the South Campus student center, continual improvements to dining facilities, the near doubling of the number of student clubs (220), and the ongoing transition to Division I sports have had a positive effect on student satisfaction. UMass Lowell also offers a growing number of Living Learning Communities (LLCs), which provide purposeful links between the academic and co-curricular components of the student experience. In AY 2018-19, UMass Lowell will have a total of 38 LLCs: 14 LLCs for first-year students, 18 for upper-class and transfer students, and six open to all students. The *DifferenceMaker*

program, which engages students in creative problem solving through entrepreneurship, has logged thousands of student interactions in recent years among over 3,200 individual students.

### **SERVICE TO THE COMMONWEALTH**

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

According to the UMass Donahue Institute, UMass Lowell's annual economic impact in FY 2016 was \$921.9 million. In AY 2015-16, the University tracked some 214,000 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 since 2009 UMass Lowell has appeared each year on the President's Higher Education Community Service Honor Roll. More than 50 UMass Lowell courses each academic year have a service learning component, giving students the opportunity to contribute to the work of community organizations.

UMass Lowell's contribution to workforce development in the Commonwealth is also evidenced in the number of students it graduates in STEM and Healthcare programs. Forty-four percent of total enrollment in Fall 2017 was in STEM fields. Likewise, over one-third of all degrees awarded at UMass Lowell in AY 2016-17 were in STEM fields. Twelve percent of all degrees awarded were in health-care fields. UMass Lowell's Division of Online and Continuing Education (OCE) provides high-quality professional studies in innovative formats including campus-based classes, online education and customized corporate training. Numerous OCE programs serve various economic sectors, partnering with companies to deliver customized education and training programs for their employees, oftentimes on-site. The result is continued significant growth in the number of online course enrollments at UMass Lowell. AY 2016-17 saw an increase of seven percent over the previous year, continuing a eight-year trend of growth in online course registrations. AY 2016-17 also saw the largest number of online course registrations to date, at 28,790.

### **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 16% this year, to \$84.8 million. This affected the endowment per annualized FTE metric, which

increased in turn to \$5,950. Private funds raised annually remained steady with last year, at \$21.4M. UMass Lowell's primary reserve declined to 18.5% due to a planned use of unrestricted reserves for critical capital projects.

UMass Lowell's alumni giving rate this year is 11.4%, more than twice the national benchmark for public universities. Forty-one percent of UMass Lowell faculty and staff give to the University, almost two and a half times the national average. The University's first ever comprehensive fundraising campaign, *Our Legacy, Our Place: The Campaign for UMass Lowell* is well ahead of its goal, having already raised more than \$113 million of the 2020 goal of \$125 million.

*n.b. All peer comparisons throughout the 2018 "Annual Indicators" document were generated using UMass Lowell's peers as of 2012. These are listed at the end of the "Definitions" section.*

## 2018 ANNUAL INDICATORS AT A GLANCE

### ACADEMIC QUALITY

• Average HS GPA of First-Time Freshmen	3.5
• Average SAT Scores of First-Time Freshmen	
<i>Arithmetic Mean</i>	1225
<i>25<sup>th</sup> – 75<sup>th</sup> Percentile</i>	1140-1300
• Average GPA of Entering Transfer Students	3.17
• Student Satisfaction with Educational Experience	n/a
• Student-Faculty Ratio	17:1
• Technology Enhanced Classrooms	195
• Number of Doctoral Degrees Awarded	110
• Postdoctoral Appointees	25
• Total R&D Expenditures	\$69.7M
• Total R&D Expenditures Ranking	172
• Total R&D Expenditures Ranking among Carnegie Peers (RU-H, Public, Non-Medical)	26
• Federal R&D Expenditures	\$29.5M
• Total R&D/Tenure-Stream Faculty	\$156,930
• Number of Patent Applications	49
• License Income	\$791K
• Percent Tenured/Tenure-Track Faculty	55%
• New Tenured/Tenure-Track Faculty Hired	30
<i>As Percent of T/TT Faculty</i>	7%
• Change in Tenured/Tenure-Track Faculty	+4
• Change in Total Faculty FTE	+29
• Full-time Instructional Faculty	
<i>Percent Faculty-of-Color</i>	28%
<i>Percent Women Faculty</i>	44%
• Faculty Awards	2 (FY16)
• National Academy Members	0 (FY16)

### ACCESS AND AFFORDABILITY

• Percent Pell Grant Recipients	29%
• Percent of Need Met for In-State Students Awarded Need-Based Aid	89%

• Average Student Debt Load (UG)	\$32,744
• Percent Graduating Class with Debt (UG)	78%
• Percent of Undergraduates from MA	87%
• Online Course Registrations	28,790
• Rate of Growth in Online Course Registrations	7.3%

### STUDENT SUCCESS AND SATISFACTION

• Percent of Undergraduates who are Students of Color	33%
• Percent Undergraduates First Generation	41%
• Percent Undergraduates with English as Second Language	n/a
• Percent Undergraduates who are International	4.5%
• Number of Students who Participated in UML-Sponsored Study Abroad Program	232
• Freshmen One-Year Retention Rate	86%
• Freshmen Four-Year Graduation Rate	41%
• Freshmen Six-Year Graduation Rate	60%
• Transfer (Full-time) One-Year Retention Rate	82%
• Transfer (Upper Division) Four-Year Graduation Rate	65%
• Alumni Participation Rate	11%

### SERVICE TO THE COMMONWEALTH

• Percent Alumni who live in Massachusetts	63%
• Degree Completions	3,692
<i>Bachelor's</i>	2,564
<i>Master's</i>	1,018
<i>Doctorates</i>	110
• Enrollment in STEM Programs	7,223 (44%)
<i>Undergraduate</i>	5,865 (45%)
<i>Graduate</i>	1,358 (38%)
• Degrees Awarded in STEM Fields	1,437 (39%)
<i>Undergraduate</i>	1,012 (39%)
<i>Graduate</i>	425 (38%)

• Degrees Awarded in Healthcare Fields	440
<i>Undergraduate</i>	291
<i>Graduate</i>	149
• MTEL Science and Math Test-Takers	14

## **FINANCIAL HEALTH**

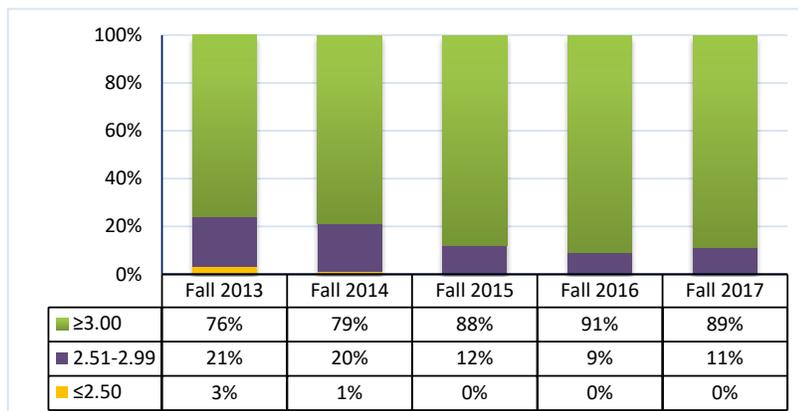
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• Total Endowment	\$84.8M
• Annual Growth In Endowment	16%
• Endowment per Annualized Student FTE	\$5,950
• Private Funds Raised Annually	\$21.4M
• Primary Reserve	18.5%
• Debt Service To Operations	7.3%
• Deferred Maintenance per GSF	\$223

## ACADEMIC QUALITY

### High School GPA of Freshmen

The Average Weighted High School GPA for Fall 2017 of 3.55 has dipped slightly from last year, however 89% of UML's incoming class had a High School GPA greater than or equal to 3.00.



Average HS GPA	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	3.36	3.43	3.54	<b>3.59</b>	<b>3.55</b>

### Average SAT Scores of Freshmen

UML's Average SAT Score is reported as 1225. With the use of the redesigned SAT test in beginning in Fall 2017, prior years' scores are not comparable. In Fall 2016, UML implemented the "No Test Plan" option. UML's 25th and 75th percentiles easily outstrip the peer median for both of these metrics.

Average SAT Scores of Freshmen (UML)	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
75th Percentile	1210	1230	1240	1250	<b>1300</b>
25th Percentile	1040	1060	1090	1080	<b>1140</b>
Average	1134	1150	1173	1171	<b>1225</b>
<b>Peer Median</b>					
75th Percentile	1210	1205	1210	1200	<b>1260</b>
25th Percentile	1000	1000	1010	990	<b>1070</b>
<b>UML Rank</b>					
75th Percentile	2	2	2	2	<b>2</b>
25th Percentile	2	2	2	2	<b>1</b>

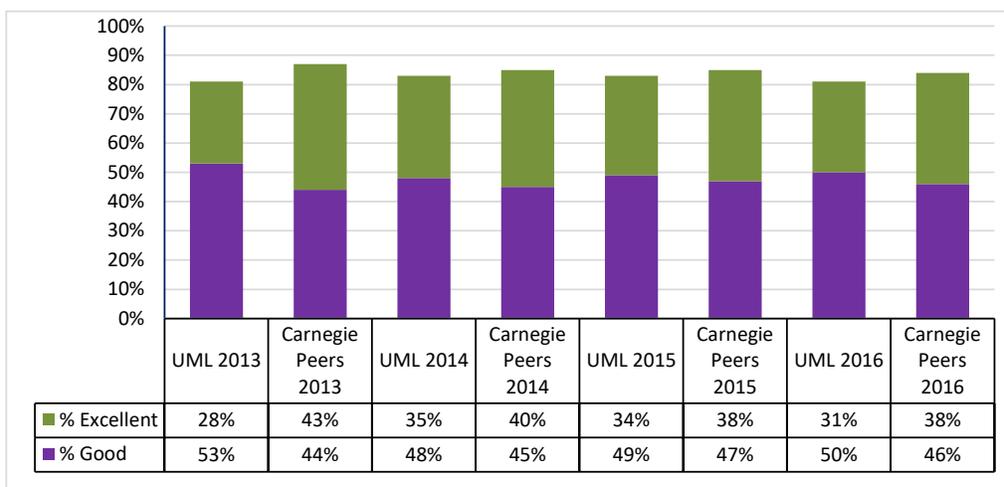
### Average GPA of Entering Transfer Students

The Average GPA for entering transfer students has seen a steady upward trend in the past five years. The Fall 2017 figure of 3.17 is steady with the previous year.

Avg. GPA Entering Transfers	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	3.09	3.11	3.13	3.18	<b>3.17</b>

### Student Satisfaction with Educational Experience

The NSSE survey was not fielded at UML in 2017. It is scheduled to be fielded again in 2018.



### Student-Faculty Ratio

UMass Lowell has maintained its student-faculty ratio this year at 17:1.

Student-Faculty Ratio	2013	2014	2015	2016	2017
UML	18:1	18:1	17:1	17:1	17:1

### Technology-Enhanced Classrooms

Technology-Enhanced Classrooms	AY 2013-2014		AY 2014-2015		AY 2015-2016		AY 2016-2017	
	Number of Class-rooms	Percent of Total						
Basic	0	0%	0	0%	0	0%	0	0%
Medium	90	49%	114	55%	104	50%	87	45%
High	95	51%	95	45%	105	50%	108	55%
Very High	0	0%	0	0%	0	0%	0	0%
<b>Total Classrooms</b>	<b>185</b>	<b>100%</b>	<b>209</b>	<b>100%</b>	<b>209</b>	<b>100%</b>	<b>195</b>	<b>100%</b>

**Basic classroom technology:**

All 195 classrooms at UML are Medium or High.

**Medium classroom technology:**

All UML classrooms incorporate Medium classroom technology including; teaching podium, podium computer, VGA and HDMI connectivity, Document Camera and integrated sound. Additionally, 140 of these classrooms have a Smart Podium touch screen for content markup; these rooms are considered to be Medium Plus.

**High classroom technology:**

In addition to Medium and Medium Plus technology, half of the classrooms incorporate Lecture Capture technology including a capture appliance, camera and microphone - either wired or wireless. 92 rooms are equipped with Echo360 and 16 rooms with MediaSite.

**Very High classroom technology:**

UML currently does not have any Very High active learning classrooms. There are plans to add some of these rooms in the Coburn Hall renovation project.

### Doctoral Degrees Awarded

UML awarded 110 doctoral degrees in 2016-17, 27 fewer than the previous 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>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Research/ Scholarship Doctorates</i>	66	60	87	96	<b>73</b>
<i>Professional Practice Doctorates</i>	36	40	37	41	<b>37</b>
<b><i>Total Doctoral Degrees Awarded</i></b>	102	100	124	137	<b>110</b>

<i>Research/ Scholarship Doctorates</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>UML</i>	66	60	87	96	<b>73</b>
<i>Peer Average</i>	96	102	120	91	<b>95</b>

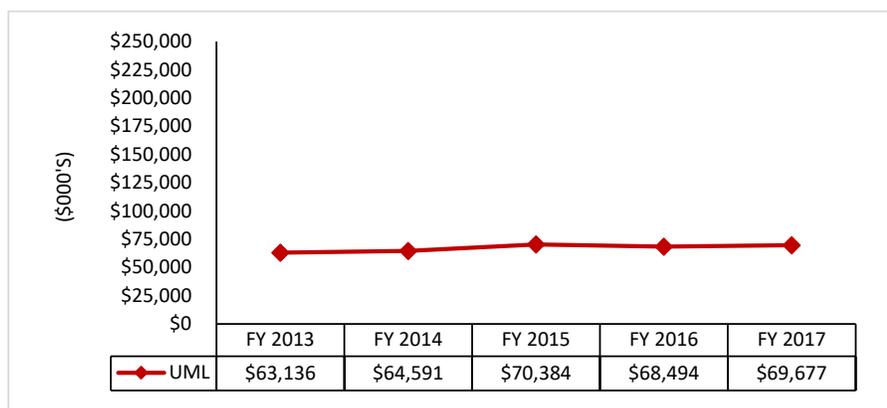
### Postdoctoral Appointees

The number of postdoctoral appointments increased this year, from 22 to 25. Twenty of these 25 appointments were funded by grants.

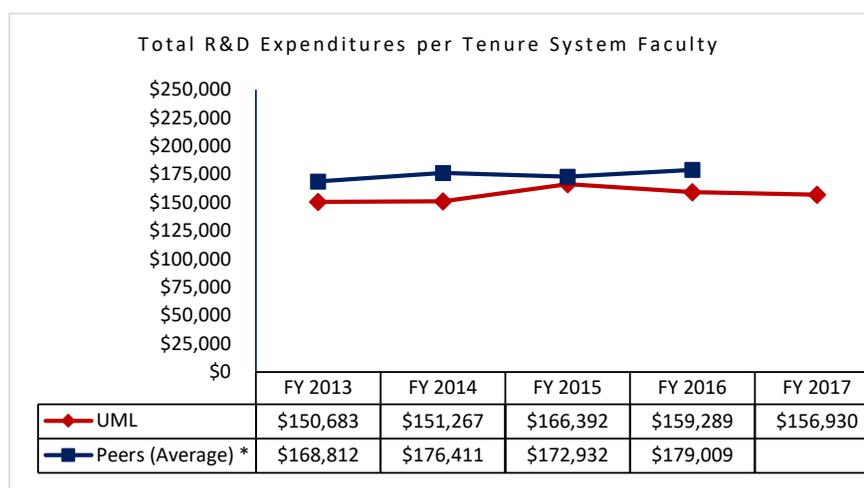
<i>Postdoctoral Appointees</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>UML</i>	22	28	23	22	<b>25</b>

### Total Research and Development (R&D) Expenditures

UMass Lowell's total research and development expenditures as reported to the National Science Foundation (NSF) increased in FY 2017 to \$69.7M.



In FY 2017, the average amount of R&D expenditures per tenure-stream faculty member decreased by 1.5% to \$156,930. UML's goal is to reach \$175,000 per tenure-stream faculty member by FY 2020.



\* Peer data for Fall 2017 not available for reporting purposes.

### 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 640 ranked institutions in FY 2016. 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 26 in FY 2016, remaining steady with the FY 2015 rank.

Total R&D Rank	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Overall Ranking	184	178	172	162	<b>172</b>
Ranking based on Carnegie Peers	31	28	22	26	<b>26</b>

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 2017, 49 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. FY2017 saw 8 of these filed by UML. Overall, 57 total patent applications were filed by UML, compared to 33 in FY2016, and 34 in FY2015. Source: Vice Chancellor for Research and Innovation.

<i>Patent Applications</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	20	24	25	21	<b>49</b>

### 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 calculated by the campus, which for FY 2017 is \$1,353K, an increase from last year's \$1,206K.

<i>License Income (000's)</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$579	\$348	\$290	\$2,979	<b>\$785</b>

### Percent Tenured/Tenure-Track Faculty FTE

In Fall 2017, instructional faculty at UMass Lowell were comprised of 55% tenure-stream faculty and 45% non-tenure-track or part-time faculty.

<i>Percent Tenured/Tenure-track Faculty</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>% Tenured/Tenure-track</i>	59%	57%	55%	57%	<b>55%</b>
<i>% Non Tenure-track/PT</i>	41%	43%	45%	43%	<b>45%</b>

### 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 30 new tenure-stream faculty this year, UML also added five new NTT Lecturers, one Clinical faculty and 46 Visiting faculty in AY 2017.

<i>New Tenured/Tenure-Track Faculty Hired</i>	2013	2014	2015	2016	2017
	21	20	38	40	<b>30</b>

*n.b. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

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

New tenure-stream faculty hiring decreased slightly from 9% in Fall 2016 to 7% in Fall 2017.

<i>New T/TT Faculty as Percent of Total</i>	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<i>Total T/TT Faculty</i>	413	407	413	427	<b>431</b>
<i>Total New Hires</i>	21	20	38	40	<b>30</b>
<i>Percent of Total</i>	5%	5%	9%	9%	<b>7%</b>

*n.b. Data for "New Hires" is based on IPEDS definitions. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

### Change in Tenured/Tenure-Track Faculty

The number of tenure-stream, full-time instructional faculty increased slightly in Fall 2017, and the overall number of full-time instructional faculty (without regard to tenure status and including Clinical faculty, Visiting faculty and NTT Lecturers) showed a strong increase again this year, up from 576 in Fall 2016 to 616 in Fall 2017. UMass Lowell remains strongly committed to strengthening the faculty.

<i>Change in T/TT Faculty</i>	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	413	407	413	427	<b>431</b>

<i>Fall 2016-2017 1-Year Change</i>	
<i>Number</i>	<i>Percent</i>
4	1%

### Change in Faculty FTE

The significant increase in faculty FTE since 2013 is due to UML's emphasis on strengthening research and building new academic programs.

<i>Change in Faculty FTE</i>	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	695	714	747	755	<b>784</b>

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.

<i>Fall 2016-2017 1-Year Change</i>	
<i>Number</i>	<i>Percent</i>
29	4%

### Faculty by Race and Gender

UMass Lowell has steadily increased the number of faculty of color among its full-time instructional faculty. Since Fall 2013, their proportion has increased over five percentage points. In the same vein, the proportion of women faculty has steadily increased in the past five years, reaching 44% in Fall 2017.

<i>Full-time Instructional Faculty</i>					
<i>Faculty Of Color*</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	113	120	133	148	<b>160</b>
<i>Percent</i>	22%	23%	25%	27%	<b>28%</b>

<i>Women Faculty</i>					
	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	225	226	241	245	<b>271</b>
<i>Percent</i>	42%	41%	43%	43%	<b>44%</b>

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

### Faculty Awards

This figure presents the number of faculty awarded prominent grants and/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 *Digital Measures*, however, UML faculty received 90 prominent awards in FY 2017. Of note, one UML faculty member has been named a Fulbright Scholar.

<i>Faculty Awards</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
<i>UML</i>	2	2	1	3	<b>2</b>
<i>Peers (Median)</i>	5	5	4	2	<b>3</b>

### 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.

<i>National Academy Members</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
<i>UML</i>	0	0	0	0	<b>0</b>
<i>Peers (Median)</i>	1	1	1	1	<b>1</b>

## 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 2016, 29% of UML's in-state undergraduates qualified for and received a Pell Grant, a slight decrease from recent years.

<i>Percent (In-State) Pell Grant Recipients</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	33%	33%	31%	31%	<b>29%</b>

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

UMass Lowell remains committed to affordability. Fully 89% of the need shown by in-state students was met by UML again in AY 2017.

<i>Percent Need Met (In-State)</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
	91%	90%	90%	89%	<b>89%</b>

## 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 2012. In 2017, the increase was just over \$1,300.

	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>Average Debt Load</i>	\$28,482	\$30,505	\$30,915	\$31,432	<b>\$32,744</b>
<i>Percent Graduating Class with Debt</i>	79%	81%	78%	78%	<b>78%</b>

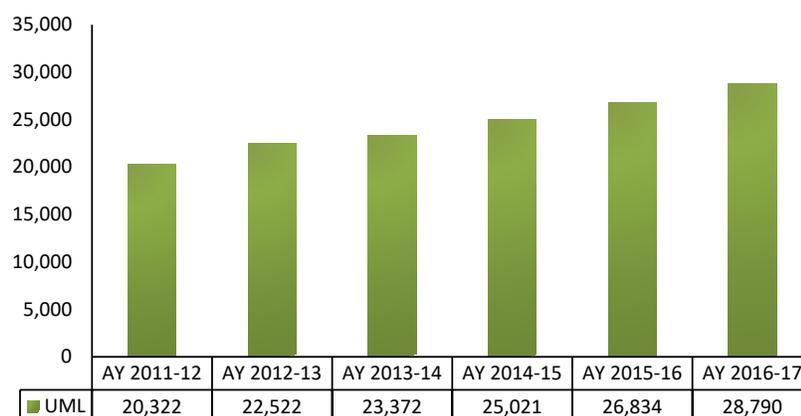
## Percent Undergraduates From Massachusetts

Massachusetts residents continue to comprise the vast majority of UMass Lowell undergraduate students. Continuing this trend, more than five out of every six students hailed from Massachusetts in Fall 2017.

<i>Percent Undergraduates from Massachusetts</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	10,532	10,741	10,950	11,282	<b>11,702</b>
<i>Percent</i>	85%	86%	86%	87%	<b>87%</b>

## 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 registrations were at their highest ever in AY17, at 28,790. 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 7.3% year-over-year growth in AY 2016-17.

<i>Annual Growth in Online Course Enrollments</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>	<i>AY 2015-16</i>	<i>AY 2016-17</i>
	10.8%	3.8%	7.1%	7.3%	<b>7.3%</b>

## STUDENT SUCCESS AND SATISFACTION

### Percent Undergraduates who are Students of Color

The substantial proportion of UMass Lowell's domestic undergraduates who describe themselves as students of color demonstrates our success in recruiting and retaining diverse students. Their numbers increased again this year, representing 33% of our undergraduates in Fall 2017.

<i>Percent UGs Students of Color</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	3,235	3,362	3,668	3,894	<b>4,230</b>
<i>Percent</i>	28%	29%	31%	32%	<b>33%</b>

### Percent First Time, Full Time Undergraduates who are First Generation in College

Forty-one percent of UML's first-year students were the first in their family to attend college.

<i>Percent UGs First Generation in College</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Percent</i>	28%	28%	22%	23%	<b>41%</b>

This year instead of basing this measure on the NSSE survey, we used students' responses on the Common Application and the web application.

### Percent Entering Freshmen 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 Entering FR ESL</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Percent</i>	n/a	n/a	n/a	n/a	<b>n/a</b>

### Percent Undergraduates who are International

The proportion of UMass Lowell's undergraduates who are neither a U.S. citizen nor a permanent resident remained steady in Fall 2017, at 4.5%. UML's undergraduate and graduate student population included 1,387 international students in Fall 2017, a decrease of 3.5% over Fall 2016. These 1,387 international students represented 7.6% of the overall student body in Fall 2017.

<i>Percent UGs International</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Number</i>	399	484	569	656	<b>628</b>
<i>Percent</i>	3.1%	3.7%	4.3%	4.8%	<b>4.5%</b>

## Number who Participated in a Study Abroad Program

The number of students (both Undergraduate and Graduate) choosing to study abroad increased by 15%, to 232 students in AY 2016- 17, a result of the University's efforts to engage students in international programs.

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.

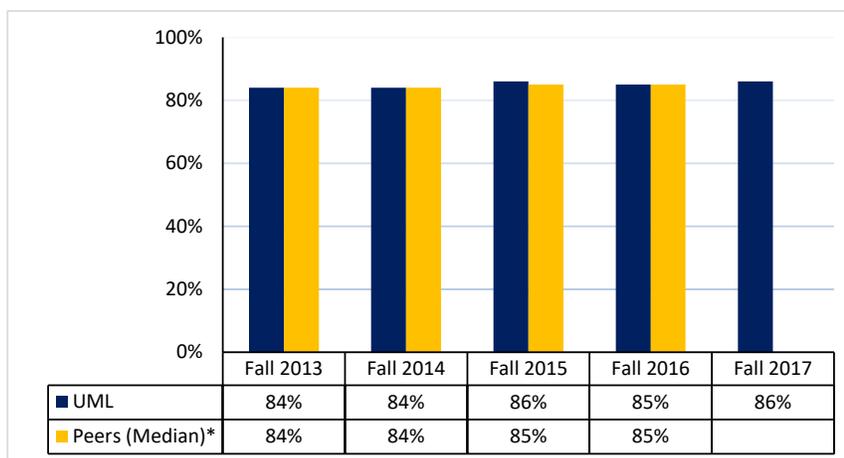
<i>Total Number of Students who participated in Study Abroad</i>	<i>Fall 12-Summer 13</i>	<i>Fall 13-Summer 14</i>	<i>Fall 14-Summer 15</i>	<i>Fall 15-Summer 16</i>	<i>Fall 16-Summer 17</i>
	107	118	192	202	<b>232</b>

Since the creation of the Office of Study Abroad & International Experiences in 2012, the number of students studying abroad has increased substantially. Through international partnerships and faculty-led programming, students now have over 800 program options to choose from, allowing the diverse needs of our student population to be met. In AY2016-17, 135 (58%) students participated in a UMass Lowell Faculty-Led Study Abroad Program; a UMass Lowell course which incorporated an international experience (a traveling seminar).

## Freshman One-Year Retention Rate

UML's freshman retention rate increased this year to 86%, and is now one percentage point higher than the latest median rate of its peers.

(*n.b.* The cohort reported for Fall 2017 is the Fall 2016 first-time, full-time Bachelor's degree-seeking freshman cohort.)



\* Peer data for Fall 2017 not available for reporting purposes.

## Four-Year Graduation Rates

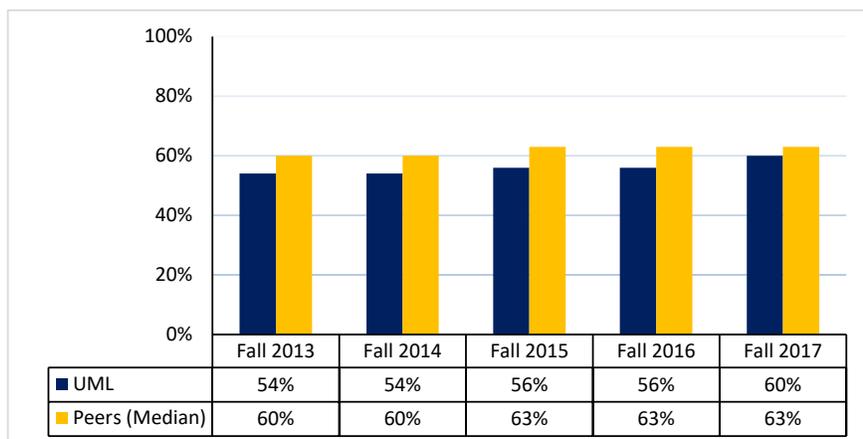
The proportion of students who enter UMass Lowell in a given Fall semester and graduate within four years -- the four-year graduation rate -- has been climbing steadily since 2012. For the class that entered in Fall 2013, 41% had earned their Bachelor's degree by Fall 2017. This is the highest four-year graduation rate that UML has seen.

<i>4-Year Graduation Rates</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>Cohort Entering Year</i>	<i>(2009)</i>	<i>(2010)</i>	<i>(2011)</i>	<i>(2012)</i>	<i>(2013)</i>
<i>4-Year Graduation Rate</i>	31%	32%	39%	38%	<b>41%</b>

### Freshman Six-Year Graduation Rate

UMass Lowell's six-year graduation rate jumped to 60%, its highest ever, and continues to make steady gains against the median of its peers.

(*n.b.* The cohort reported for Fall 2017 is the Fall 2011 first-time, full-time Bachelor's degree-seeking freshman cohort).



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

Transfers made up 41% of UMass Lowell's new undergraduate student pool in Fall 2016. Their one-year retention rate has increased slightly since 2013; approximately four-fifths return for a second year of study at UMass Lowell.

<i>Transfers (Full-time) One-Year Retention Rate</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	81%	81%	81%	81%	<b>82%</b>

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

The four-year graduation rate for upper-level transfer students remains steady, up slightly this year to 65%.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
	63%	62%	66%	64%	<b>65%</b>

### 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 2011 entering cohort, the official rate is 60%. However, as this table shows, another 9% of those students earned a degree within six years, albeit from another institution. Taken together, 69% of the students who entered UMass Lowell in Fall 2011 had earned a Bachelor's degree by the Summer of 2017. This is on par with last year's figure of 70%.

<b>FIRST-TIME FULL-TIME FRESHMEN</b>						
<i>Number of Students in Cohort: 1,422*</i>				<b>GRADUATED WITHIN</b>		
<b>Outcomes for Students Starting at UML in Fall 2011 by Summer 2017</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>4 YRS.</b>	<b>5 YRS.</b>	<b>6 YRS.</b>
<i>Bachelor's degree from UMassL</i>	0%	0%	0%	39%	56%	<b>60%</b>
<i>Associate degree from UMassL</i>	0%	0%	0%	0%	0%	<b>0%</b>
<b>Total Graduated from UMassL</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>39%</b>	<b>56%</b>	<b>60%</b>
<i>Bachelor's degree from another Institution</i>	0%	0%	0%	3%	6%	7%
<i>Associate degree from another Institution</i>	0%	0%	1%	2%	1%	2%
<b>Total Graduated from another Institution</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>5%</b>	<b>7%</b>	<b>9%</b>
<b>Enrolled at UMassL</b>	<b>99%</b>	<b>89%</b>	<b>74%</b>	<b>32%</b>	<b>10%</b>	<b>5%</b>
<i>Enrolled at Another 4-yr Institution</i>	0%	3%	7%	6%	4%	3%
<i>Enrolled at Another 2-yr Institution</i>	0%	4%	7%	4%	4%	3%
<b>Total Transferred and Enrolled at another Institution</b>	<b>0%</b>	<b>7%</b>	<b>14%</b>	<b>10%</b>	<b>8%</b>	<b>6%</b>
<b>Current Status Unknown</b>	<b>1%</b>	<b>4%</b>	<b>11%</b>	<b>14%</b>	<b>19%</b>	<b>20%</b>

\*The Fall 2011 cohort comprised 1,422 students, but just 1,414 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 declined slightly, to 11.4%. As the University's enrollment has grown and its graduation rate improved, this has led to a rapid increase in the number of alumni/ae.

<i>Alumni Participation Rate</i>	<i>FY2013</i>	<i>FY2014</i>	<i>FY2015</i>	<i>FY2016</i>	<i>FY2017</i>
	12%	12%	12%	12%	<b>11%</b>

### SERVICE TO THE COMMONWEALTH

#### Degree Completions

Across all degree award categories, UMass Lowell has seen remarkable increases in the past five years. Since 2012-13, the number of Bachelor's degrees awarded has jumped 26%, Master's degrees 37%, and Doctoral degrees 8%. 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>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Bachelor's degrees</i>	2,031	2,228	2,388	2,333	<b>2,564</b>
<i>Masters degrees</i>	745	879	976	1,037	<b>1,018</b>
<i>Doctoral degrees</i>	102	100	124	137	<b>110</b>
<i>Res./Sch. Doctorates</i>	66	60	87	96	<b>73</b>
<i>Professional Practice Doctorates</i>	36	40	37	41	<b>37</b>
<i>Total Degrees</i>	2,878	3,207	3,488	3,507	<b>3,692</b>

#### 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 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Undergraduate</i>	63%	65%	65%	66%	<b>65%</b>
<i>Graduate</i>	54%	55%	56%	61%	<b>55%</b>
<i>All</i>	61%	63%	63%	65%	<b>63%</b>

## Enrollment in STEM Fields

UMass Lowell has increased the number of students enrolling in STEM programs at both the undergraduate and graduate level. The percentage of all students in STEM programs has steadily increased since Fall 2013, comprising 44% of UML's student body in Fall 2017. Enrollment in STEM certificates continues to hold steady, at over one-quarter of all certificates.

### Undergraduate

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<b>Total</b>	11,597	11,974	12,261	12,667	<b>13,039</b>
<b>STEM</b>	4,573	4,831	5,239	5,540	<b>5,865</b>
<b>Percent STEM</b>	39%	40%	43%	44%	<b>45%</b>

### Graduate

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<b>Total</b>	3,199	3,230	3,275	3,426	<b>3,533</b>
<b>STEM</b>	1,316	1,342	1,341	1,365	<b>1,358</b>
<b>STEM Master's</b>	824	869	892	905	<b>919</b>
<b>STEM Doctoral</b>	492	473	449	460	<b>439</b>
<b>Percent STEM</b>	41%	42%	41%	40%	<b>38%</b>

### Total Enrollments

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<b>STEM</b>	5,889	6,173	6,580	6,905	<b>7,223</b>
<b>Percent STEM</b>	40%	41%	42%	43%	<b>44%</b>

### Certificates

<i>Enrollment</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<b>Total</b>	723	669	664	678	<b>633</b>
<b>STEM</b>	182	182	176	185	<b>162</b>
<b>Percent STEM</b>	25%	27%	27%	27%	<b>26%</b>

## 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>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<b>Total Degrees</b>	2,079	2,265	2,437	2,374	<b>2,603</b>
<b>STEM</b>	701	798	863	897	<b>1,012</b>
<b>Percent STEM</b>	34%	35%	35%	38%	<b>39%</b>

### Graduate

<i>Degrees</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<b>Total Degrees</b>	847	979	1,100	1,174	<b>1,128</b>
<b>STEM</b>	311	389	463	498	<b>425</b>
<b>STEM Master's</b>	258	340	403	427	<b>366</b>
<b>STEM Doctoral</b>	53	49	60	71	<b>59</b>
<b>Percent STEM</b>	36%	40%	42%	42%	<b>38%</b>

### Total Degrees

<i>Degrees</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<b>STEM</b>	1,012	1,187	1,326	1,395	<b>1,437</b>
<b>Percent STEM</b>	35%	37%	37%	39%	<b>39%</b>

### Certificates

<i>Certificates</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<b>UG Total Certs.</b>	124	116	113	97	<b>118</b>
<b>STEM</b>	71	63	70	49	<b>57</b>
<b>Percent STEM</b>	57%	54%	62%	51%	<b>48%</b>
<b>G Total Certs.</b>	392	329	367	418	<b>424</b>
<b>STEM</b>	45	55	57	79	<b>81</b>
<b>Percent STEM</b>	11%	17%	16%	19%	<b>19%</b>

### Degrees and Certificates Awarded in Healthcare Fields

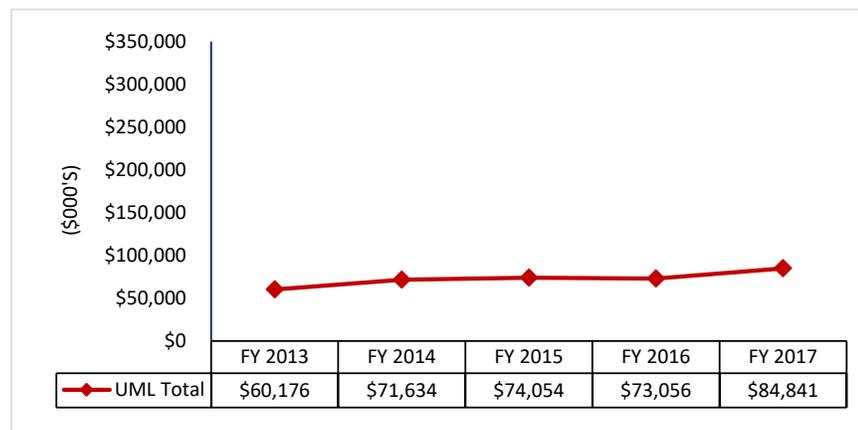
UML continues to see a rise in the overall number of degrees awarded generally and in STEM and Healthcare disciplines in particular. The number of Bachelor's degrees in Healthcare fields continued to increase in AY 2016-17, and the numbers of graduate degrees increased by 16%.

<i>Health Care Awards</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>Bachelor's degrees</i>	228	254	254	286	<b>291</b>
<i>Masters degrees</i>	81	92	76	80	<b>106</b>
<i>Doctoral degrees</i>	40	48	41	49	<b>43</b>
<i>Res./Sch. Doctorates</i>	4	8	4	8	<b>6</b>
<i>Professional Practice Doctorates</i>	36	40	37	41	<b>37</b>
<i>Total Degrees</i>	349	394	371	415	<b>440</b>
<i>Total Certificates</i>	60	41	39	61	<b>49</b>

### FINANCIAL HEALTH

#### Endowment Assets and Annual Growth in Endowment

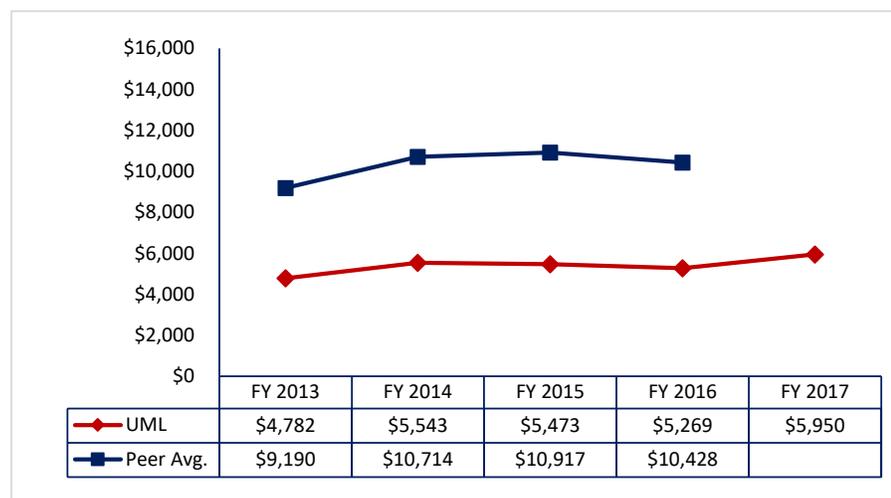
In FY 2017, UMass Lowell's total endowment amount jumped over \$11M, to \$84.8M. This represents an increase of 16% in just one year.



<i>Growth in Endowment</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	22%	19%	3%	-1%	<b>16%</b>

#### Endowment per Annualized Student FTE

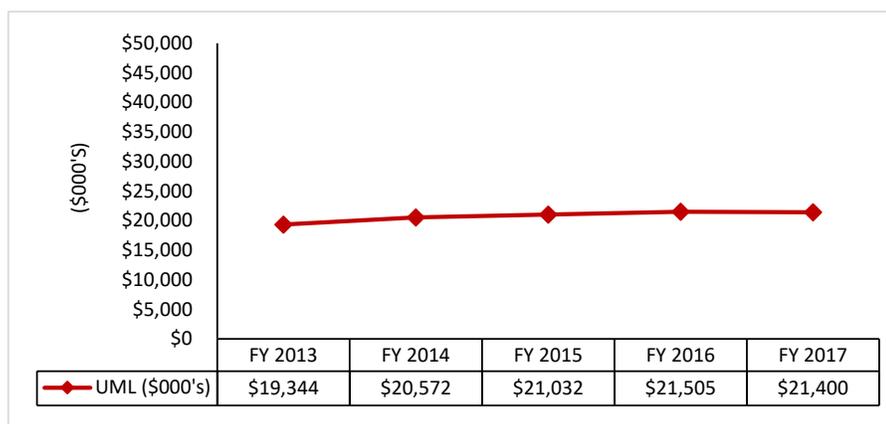
The Endowment Per Annualized Student FTE increased significantly this year, to \$5,950.



\* Peer data for FY 2017 not available for reporting purposes.

### Private Funds Raised Annually

In FY 2017, the amount of private funds raised remained stable compared to the previous year, at \$21.4M.



*n.b. These figures represent cash and commitments.*

### Primary Reserve

UMass Lowell's FY 2017 primary reserve, which measures available unrestricted resources, decreased to 18.5% as the campus had a planned use of unrestricted reserves for critical capital projects.

<i>Primary Reserve</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
<i>UML</i>	23.1%	22.8%	22.1%	21.4%	<b>18.5%</b>
<i>Peers</i>	25.0%	25.6%	26.3%	22.3%	*

Beginning in FY15, the peer average only includes UMaine and UNH. Our other peers have been excluded as these peers recorded pension information (GASB 68) in their statements.

*\* Peer data for FY 2017 not available for reporting purposes.*

### Debt Service to Operations

The FY 2017 Debt Service to Operations ratio was 7.3%, a slight decrease from the prior year. UMass Lowell continues to review our financial capacity to take on more debt against the facility needs being identified through the Master Planning effort, while also holding this ratio under the 8.0% policy threshold.

<i>Debt Service to Operations</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
<i>UML</i>	5.8%	6.0%	7.6%	7.7%	<b>7.3%</b>
<i>Peers</i>	4.7%	4.9%	6.9%	5.5%	*

*\* Peer data for FY 2017 not available for reporting purposes.*

### Deferred Maintenance per GSF

This ratio provides a relative measure of the amount of deferred maintenance at a campus. The focus of campus efforts in the coming years is on improving space utilization, addressing deferred maintenance and making ADA-related improvements to all our facilities.

<i>Deferred Maintenance per GSF</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$189	\$162	\$228	\$230	<b>\$223</b>

## DEFINITIONS AND SOURCES

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### 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.

**SAT Scores of Freshmen.** SAT scores of Freshmen. All reported SAT scores are based on the sum of the SAT MSS (Math Section Score) and the ERWS (Evidence-Based Reading and Writing Score) for entering freshmen. A redesigned SAT was used for Fall 2017 admissions; therefore, scores for Fall 2016 and before cannot be compared to scores for Fall 2017. The Average is the arithmetic mean of these SAT scores. Peer data are from IPEDS.

#### **Average GPA of Entering Transfer Students.**

Cumulative GPA of entering transfer students according to DHE admissions policy.

#### **Student Satisfaction with Educational Experience.**

Percent of seniors who responded “good” or “excellent” to the question, “How would you evaluate your entire educational experience at this institution?” on the National Survey of Student Engagement administered in Spring 2017. 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.

**Number of Doctoral Degrees Awarded.** Number of doctoral degrees awarded for AY 2016-17, which includes the August 2016, February 2017 and May 2017 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.

**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 Tenured/Tenure-track 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 excluding peer institutions with medical schools.

**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 OTCV.

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

**Percent Tenured/Tenure-Track Faculty (FTE).** 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. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

**New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty.** Number of “Newly hired” Tenured/Tenure-track faculty divided Total Tenured/Tenure-track faculty of an IPEDS reporting cycle.

Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

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

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

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

**Percent Undergraduates from Massachusetts.** Percentage of total undergraduate students who are “In State” or residents of Massachusetts.

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

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

## STUDENT SUCCESS AND SATISFACTION INDICATORS

**Percentage Undergraduates Who are Students of Color.** Undergraduates who are 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.

**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 Entering Freshmen who have English as a Second Language.** Percent of entering freshmen 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 all undergraduates who are non-resident aliens, studying at the university on an eligible visa types, and enrolled in credit courses. Does not include U.S. citizens, permanent residents, or refugees.

**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.

**Freshman One-Year Retention Rate.** Percent of first-time, full-time, degree-seeking freshmen who entered UMass Lowell in a given Fall and were still enrolled at the institution 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 UMass Lowell in a given Fall term and graduated from the institution 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 UMass Lowell in a given Fall term and graduated from the institution 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 UMass Lowell in a given Fall and were still enrolled at, or graduated from the institution as of the following Fall.

**Transfer (Upper-Division) Four-Year Graduation Rate.** Percent of full-time upper division transfers (60+ credits) who entered UMass Lowell in a given Fall term and graduated from the institution 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 undergraduate alumni of record who donated money to the 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 as reported to *U.S. News & World Report*.

## SERVICE TO THE COMMONWEALTH INDICATORS

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

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

**Enrollment in 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 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 Health Care Fields.** Number of undergraduate and graduate degrees and certificates awarded in Health Care 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

**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. The per-student ratio is based on total annualized FTEs as reported to IPEDS.

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

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

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

#### **PEER INSTITUTIONS FOR UMASS LOWELL**

Georgia State University  
 San Diego State University  
 University of Maine (Orono)  
 University of Maryland – Baltimore County  
 University of New Hampshire\*  
 University of Rhode Island\*  
 University of Wisconsin – Milwaukee  
 Virginia Commonwealth University

\* *aspirant peer*

## HEADLINES FROM THE 2018 ANNUAL INDICATORS

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The University of Massachusetts Medical School (UMMS) continues to perform effectively in areas critical to its mission and in the execution of its strategic plan. The campus has ably managed many of the resource constraints currently facing academic health science centers; limited growth in federal research expenditures require the campus to seek resources from innovative sources and balance demands for investment with competing priorities. Ongoing successes in research; class expansion; and programming at a new regional campus and fundraising initiatives continue.

As called for in the “Vision 2020” Strategic Plan, research and faculty achievement and strong efforts in resource maximization and operational efficiencies continue. Financial pressures, including limited state support, require UMMS to prioritize educational and research initiatives. Nonetheless, the commitment to education, research, service, innovation, and training initiatives remain the hallmarks of the UMMS mission.

The research and development enterprise serves as a foundation for the generation of new knowledge, scientific discoveries, novel therapeutics, innovation, and economic activity. Licensing of UMMS intellectual property and research discoveries reflects strong national and international interest in the work of faculty. UMMS research faculty continue to compete at an exceptionally high level for federal funding, even in a shrinking federal research pool and attract investment from a wide range of new and long-established biotechnology research and manufacturing entities.

- **Academic quality:** UMMS continues to attract outstanding students to the School of Medicine (SOM), as judged by admission test scores, residency match results, and performance on licensing exams. The increase in SOM class size has been a wonderfully successful initiative, increasing the number of physicians in training with no negative impact on student quality, performance, or satisfaction. The applicant pool for the limited number of spaces for highly qualified out-of-state students was robust; the new “Population-based Urban and Rural Community Health” (PURCH) track students are distinguished by their passion for this targeted curricular offering. SOM graduates continue to rank their educational experience as highly satisfactory—literally in the 100<sup>th</sup> percentile in some categories. Agreements with Baystate Health (for PURCH) and Cape Cod Healthcare not only create superb clinical opportunities for the SOM but increase the school’s profile in new regions. The Graduate School of Nursing (GSN) is capably managing its curriculum, course offerings, and cross-disciplinary involvement in a changing academic and practice

environment. Graduates from the Doctorate of Nursing Practice degree program, the Graduate Entry Pathway, and the doctoral program are meeting important needs in areas of practice, research, and education for the campus and the region. The Graduate School of Biomedical Sciences (GSBS) continues to track favorably to peer institutions; student achievement is notable. The GSBS is recognized for its efforts to prepare students for nontraditional and multidisciplinary careers, a nationally-renowned effort; a new dean is deeply versed in the opportunities this provides for graduates.

- The quality and reputation of the UMMS faculty continues to impress, attracting new investments and resources to the campus. An eight-figure gift established a new Institute for Rare Diseases Research, highlighting the world renowned expertise of the faculty in areas such as ALS and other neurodegenerative disorders. Professor Roger Davis was elected to the National Academy of Sciences; Professors Michael Green and Allan Jacobson were named to the American Academy of Arts and Sciences. Professor Dohoon Kim was named a Young Investigator by the Suh Kyungbae Science Foundation.

- **Research growth, productivity, and faculty recruitment:** Research productivity is significant across the departments, in part because of continued recruitment and investment in the clinical and translational sciences. Multidisciplinary programs in RNA therapeutics, systems biology, rare diseases and a new NeuroNexus Institute are creating exciting opportunities for research growth and faculty recruitment. Licensing and sponsored research agreements in gene therapy, vaccine development, RNA biology and drug development support research activity across all basic science disciplines.

- Crucial to the continued success of the Medical School is the ability to attract high quality students who will be able to meet the diverse cultural needs of underserved populations in the state. For the SOM, applicants are 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. Out-of-state students compare favorably to historical student profiles.

- Anecdotal evidence, such as rankings in the *US News & World Report* “Best Graduate Schools” continues to reinforce the reputation of the SOM as a high quality, affordable institution: the 2019 *US News* ranking places

## UMASS MEDICAL SCHOOL

the SOM 14<sup>th</sup> in the nation for primary care - the top public medical school in New England; and 46<sup>th</sup> among research institutions. UMMS also ranked 32<sup>nd</sup> among all US medical schools in NIH funding, according to the Blue Ridge Institute for Medical Research. Performance of medical students on benchmark exams and nursing students on board certification, along with residency program match results, are good supporting indicators of quality.

UMMS, like its peer institutions, continues to face difficult decisions in financing the support of

strategic priorities. A comprehensive fundraising campaign in support of initiatives in education and research provides a roadmap to ambitious strategic goals, supported by a realistic plan for its vision: to remake life sciences education, research, and care in the Commonwealth. As achievements and discoveries in the life sciences portend an exciting future—one where the fruits of research positively impact human lives and at a time when the need for highly talented physicians, scientists and advanced practice nurses is projected to grow dramatically—UMMS is well positioned to respond.

**2018 ANNUAL INDICATORS AT A GLANCE**

**ACADEMIC QUALITY**

• Average MCAT Scores	512.3
• Student Satisfaction (percentile)	
With Quality of Medical Education	100 <sup>th</sup>
• Technology-Enhanced Classrooms	65
• Doctorates Awarded	192
• Postdoctoral Appointees	302
• Blue Ridge Institute for Medical Research NIH Ranking (BRIMR)	32 <sup>nd</sup>
• Total R&D Expenditures	\$279.9M
• Total R&D Expenditures Rankings	88
• Total R&D Expenditures Per FT Faculty	\$205,797
• Federal Research Support Per FT Faculty	\$132,673
• NIH Funding For Medical Schools	\$154.4M
• Rank in US News (Primary Care)	14 <sup>th</sup>
• Patent Applications	101
• License Income	\$35.0M
• AUTM Ranking of Licensing Income	21 <sup>st</sup>
• Percent Tenured/Tenure Track Faculty FTE	17%
• New Tenured/Tenure-Track Faculty Hired	3
<i>As Percent of Total T/TT Faculty</i>	2%
• Change in Tenured/Tenure-Track Faculty	-12%
• Change in Faculty FTE	-1%
• Full-time Instructional Faculty	
<i>Percent Faculty of Color</i>	26%
<i>Percent Women Faculty</i>	40%
• Faculty Awards	11
• National Academy Members	9
• Howard Hughes Investigators	7

**ACCESS AND AFFORDABILITY**

• Tuition & Fees	\$36,678
• Tuition & Fees (Including Adjustment for Learning Contract)	\$31,110

**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>	100%
<i>USMLE Step 2 (CS)</i>	99%
<i>GSN State Certification</i>	97%
• Alumni Participation Rate	25%

**SERVICE TO THE COMMONWEALTH**

• Percent Alumni who Live in MA	56%
• Enrollment in STEM Programs	347 (32%)
• Degrees Awarded in STEM Fields	57 (22%)
• Service to State Agencies	\$377.2M

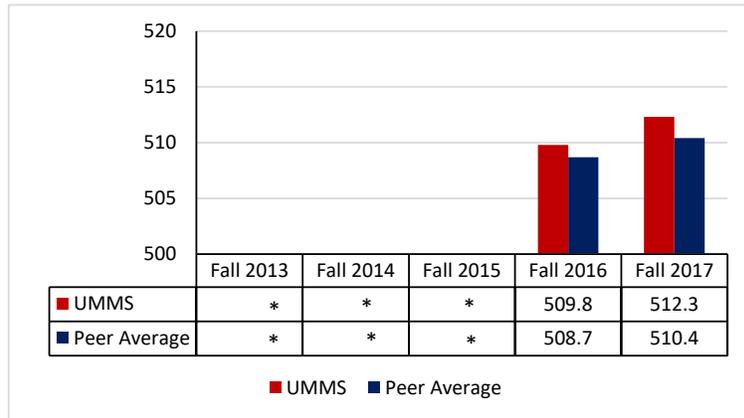
**FINANCIAL HEALTH**

• Total Endowment	\$207.5M
• Annual Growth in Endowment	11%
• Endowment Per Annualized Student FTE	\$384,688
• Private Funds Raised Annually	\$41.2M
• Primary Reserve	31.8%
• Debt Service to Operations	5.8%
• Deferred Maintenance per GSF	\$199

## ACADEMIC QUALITY

### Mean 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. Prior to 2016, scores in each of three categories ranged from one to 15. UMMS mean scores from 2013 to 2015 are 11, 11.3, and 11 respectively. Starting from 2016, new MCAT score system with four sections is in place and scores ranges from 472 to 528. For the past two years, the mean MCAT score for first year UMMS medical students has been consistently higher than the peer average.



Peer Source: AAMC Medical Schools.

Note: \* Given transition from old to new score system, new scores are available in 2016 and 2017 only.

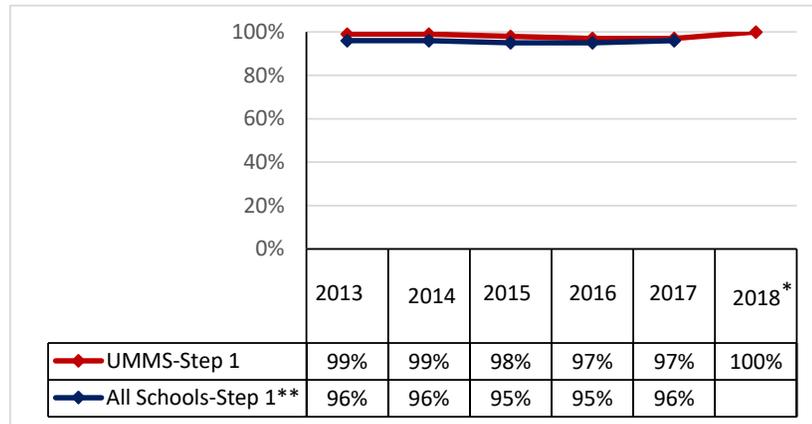
### Pass Rates on USMLE Step 1 and Step 2 (CK, CS)

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.

*\*1st-time test-takers (n=43) who took Step 2 (CK) between 7/1/17-2/18/18.  
Data from NBME preliminary report released on 3/15/18; Peer Comparison - All U.S. and Canadian Medical Schools, Data by Academic Year.*



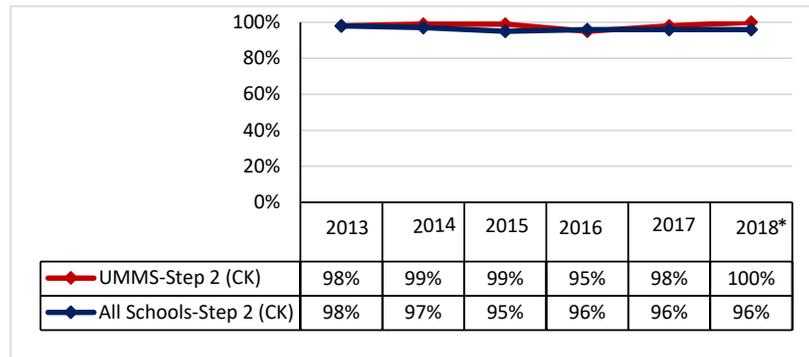
Source - National Board of Medical Examiners: Performance of Examinees

\*1st-time test-takers (n=120) who took Step 1 between 1/1/18-4/20/18.

Raw data pulled on 5/9/18 from NBME website, awaiting preliminary report with UMMS and National data.

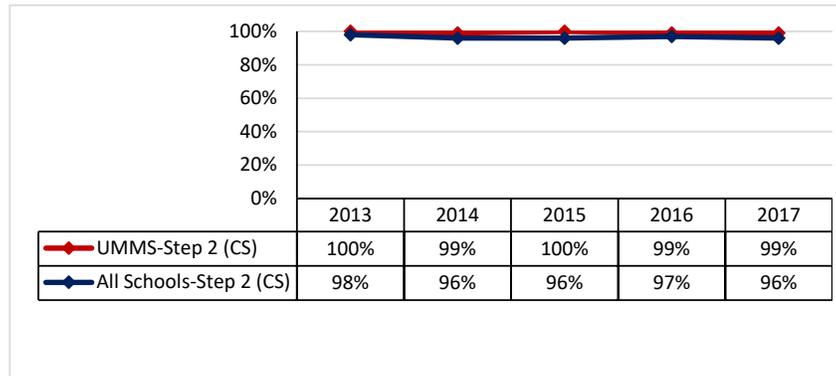
\*\* All Schools-Step 1 data is currently not available.

Peer Comparison: All U.S. and Canadian Medical Schools, Data by Academic Year.



Source - National Board of Medical Examiners: Performance of Examinees.

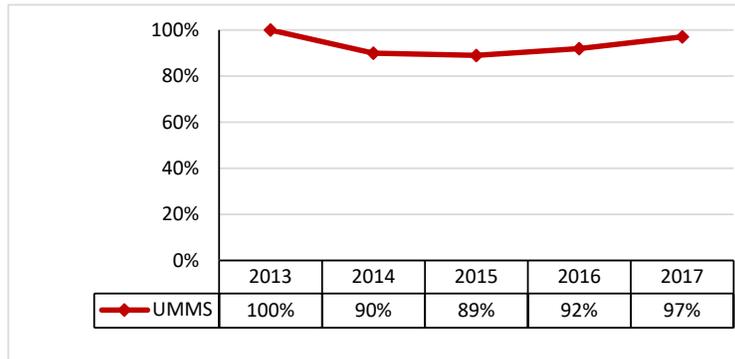
**Pass Rates on USMLE Step 1 and Step 2 (CK, CS) (Cont'd)**



Peer Comparison - All U.S. and Canadian Medical Schools, Data by Academic Year.

**Pass Rates on Nursing Board Certification**

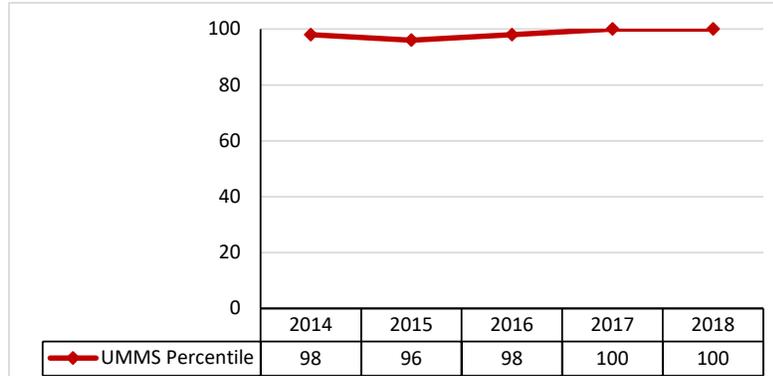
Nursing Board certification signifies advanced registered nurses who have met requirements for clinical and functional practice in a specialized field, pursued education beyond basic preparation, and received the endorsement of their peers. After meeting these criteria, health care professionals take 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 national average.



Data by Calendar Year

**Student Satisfaction With Quality of Medical Education**

From AAMC Mission Management Tool (MMT) annual report, each annual percentile reflects a three-year average of GQ student responses to overall satisfaction with the quality of medical education. This annual percentile is calculated by AAMC based on all participating medical schools (2018: n=134).



Source: AAMC MMT Report, Percentile reported annually

**Technology-Enhanced Classrooms**

UMMS Technology-Enhanced Classrooms	AY 2013-2014		AY 2014-2015		AY 2015-2016		AY 2016-2017	
	No of Classrooms	Percent of Total						
Basic	0	0%	0	0%	0%	0%	0	0%
Medium	48	84%	51	85%	51	85%	55	85%
High	9	16%	9	15%	9	15%	10	15%
Very High	0	0%	0	0%	0%	0%	0	0%
<b>Total</b>	<b>57</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>65</b>	<b>100%</b>

**Basic classroom technology:**

All 65 classrooms at UMass Medical School are equipped with projectors and media players.

**Medium classroom technology:**

In addition to basic technology, 55 classrooms (85%) at UMMS are equipped with a teaching podium, a computer, document camera, dvd/vcr player, laptop connection, power conditioner, and an Extron/Crestron controller.

**High classroom technology:**

In addition to the medium technology, UMMS has nine teaching spaces (15%) that are equipped with technology to record lectures. These rooms include lecture capture (Echo SafeHD recording appliance), camera, microphone, a mixer and video conferencing technology.

**Very High classroom technology:**

In AY 2017-18, to accommodate the increased class size, UMMS will expand and reconfigure to include four very high classroom technology rooms that include the features of high technology and large screen monitors at each of 24 team based small groups, motion-tracking cameras and directional ceiling tile microphones. In addition two classrooms have been built at our satellite Baystate campus.

**Doctoral Degrees Awarded**

In 2017, 192 doctorates were awarded, including 57 research/scholarship and 135 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	2012-13	2013-14	2014-15	2015-16	2016-17
Research/Scholarship Doctorates	52	58	61	64	57
Professional Practice Doctorates	124	134	130	120	135
Total Doctoral Degrees Awarded	176	192	191	184	192
UMMS Research/Scholarship Doctorates	2012-13	2013-14	2014-15	2015-16	2016-17*
UMMS	52	58	61	64	57
Peer Median	108	113	115	104	N/A

\* 2016-17 Peer Median data is not available.

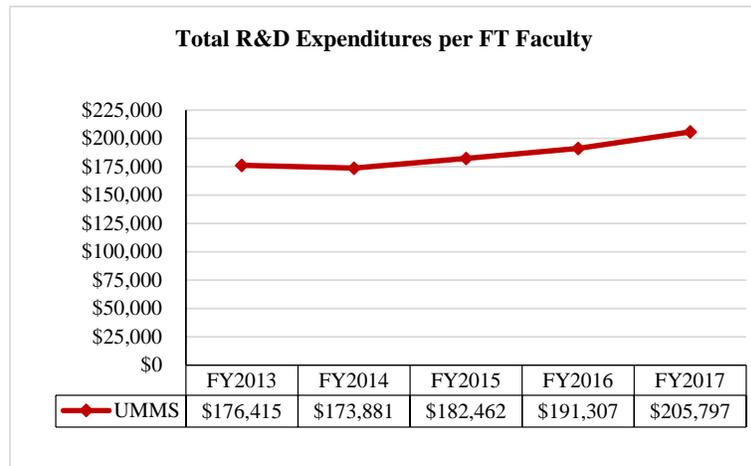
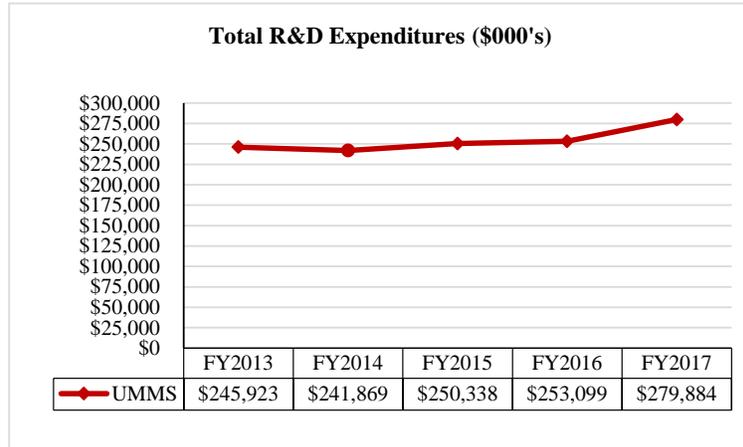
**Postdoctoral Appointees**

The number of post-doctoral appointees is an indicator of the size and quality of the research enterprise.

	2013	2014	2015	2016	2017
<b>Postdoctoral Appointees</b>	394	320	348	359	<b>302</b>

**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.



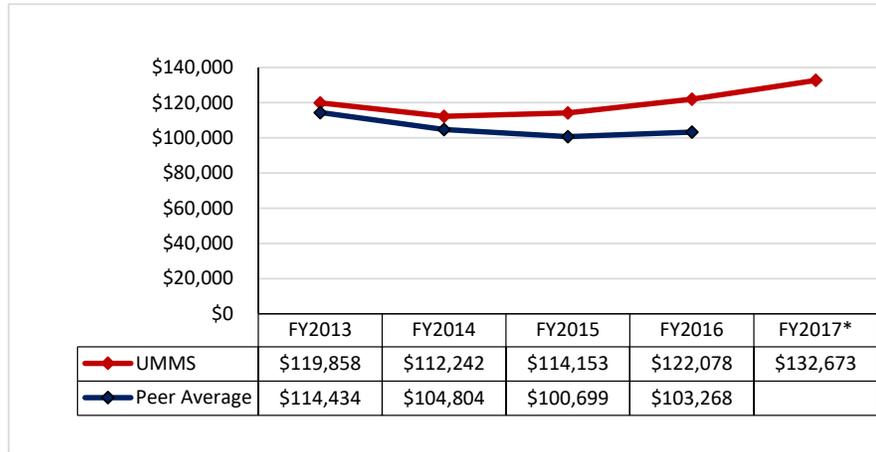
**Total R&D Expenditures Rankings**

<b>Total R&amp;D Rank</b>	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<b>Overall Ranking</b>	81	84	87	84	<b>88</b>

*n.b. Ranking based on Carnegie Peers is further standardized by US Publics.*

### Federal Research Support per Full-Time Faculty

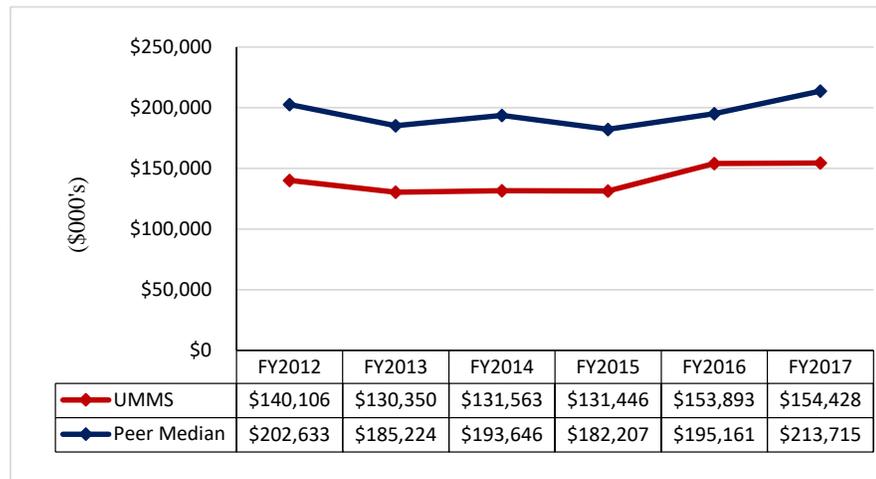
Federal Research Support per Faculty is a rough measure of faculty involvement in research. The amount of funding through federal research grants and contracts is a standard for measuring the success of a medical institution's faculty in achieving research goals. The 20-school peer average comes from AAMC Ad Hoc report.



\* FY2017 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.



### US News Ranking

The ranking by U.S. News & World Report is based on 170 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 began its rankings in 1994.

US News Ranking	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	5	12	16	14	14

### 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.

<i>Patent Applications</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	62	78	67	108	<b>101</b>

### 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)

<i>License Income</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>
	\$33,823	\$29,930	\$32,998	\$20,919	<b>\$35,012</b>

### 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 94% of UMass System total licensing revenue for FY 2016.

<i>AUTM Rank</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017*</i>
<i>UMMS</i>	15	17	17	21	N/A
<i>Total</i>	162	155	165	165	N/A

\*FY 2017 data is currently not available.

### Percent Tenured/Tenure-Track Faculty FTE

This indicator reflects stability across the past five years.

<i>Percent T/TT Faculty</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>% T/TT</i>	20%	20%	20%	20%	<b>17%</b>
<i>% Non TT</i>	80%	80%	80%	80%	<b>83%</b>

**New Tenured/Tenure-Track Faculty Hired**

In FY 2017, UMMS hired three new instructional 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>	2013	2014	2015	2016	2017
	4	7	2	9	3

*"New Hires" as defined by IPEDS. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

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

This indicator reflects stability across the past five years.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<i>Total T/TT Faculty</i>	215	212	210	215	190
<i>Total New Hires</i>	4	7	2	9	3
<i>Percent of Total</i>	2%	3%	1%	4%	2%

*"New Hires" as defined by IPEDS. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.*

**Change in Tenured/Tenure-Track Faculty**

While there were twenty-five less instructional tenured/tenure-track faculty as of November 1st, 2017 compared to November 1st, 2016. UMMS continues to monitor its faculty in support of the basic and translational research enterprises.

<i>Change in T/TT Faculty</i>	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	210	215	212	210	215	190

<i>Fall 2016-2017 1-Year Change</i>	
<i>Number</i>	<i>Percent</i>
-25	-12%

**Change in Faculty FTE**

The total instructional faculty, with both tenured/tenure-track status and non-tenure status, is stable as of November 1st, 2017, as the campus continues the support of its on-going plan to grow the clinical and research enterprises.

<i>Change in Faculty FTE</i>	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	1,067	1,061	1,054	1,035	1,076	1,070

<i>Fall 2015-2016 1-Year Change</i>	
<i>Number</i>	<i>Percent</i>
-6	-1%

**Faculty by Race and Gender**

This indicator reflects stability across the past five years.

Full-Time Instructional Faculty					
Faculty Of Color	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number	251	250	247	255	<b>252</b>
Percent	26%	26%	26%	26%	<b>26%</b>

Women Faculty	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number	362	367	373	405	<b>403</b>
Percent	36%	36%	38%	40%	<b>40%</b>

*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, 2017 Annual Report; public and private institutions ranked separately; Peer data for medical schools separate from parent university are not readily available.

	2012	2013	2014	2015	2016
UMMS	15	13	12	11	<b>11</b>

**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.

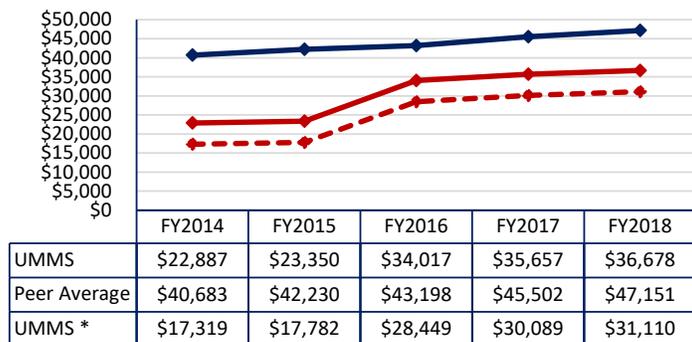
	2012	2013	2014	2015	2016
UMMS	5	5	6	7	<b>9</b>

*\*Note: National Academy includes Royal Society.*

**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 and forward compared to peer institutions. The annual medical school tuition and mandatory fees for class of 2018 and prior are \$30,504. UMMS' tuition and fees continue to be significantly lower than the average for 20-school peer list. Under the learning contract, students may defer a portion 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.

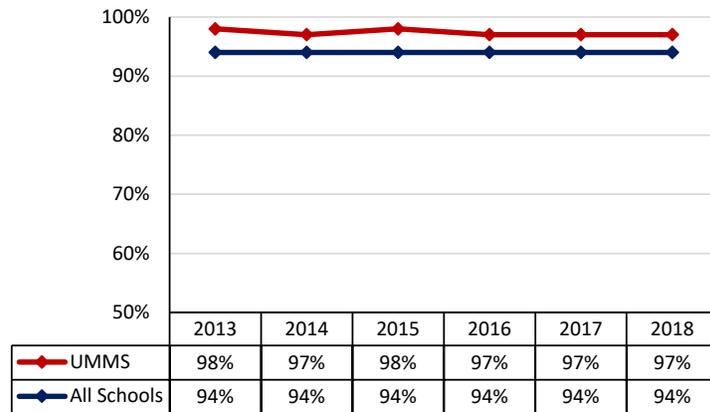


*\* UMMS Tuition and Fees adjusted for learning contract  
Peers Source: From AAMC, 20-school peer list*

## 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 2018, of the students going through the NRMP, 97% were matched to their choice of residency.



### 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. Our SOM alumni participation rate ranks in the top ten nationally.

Alumni Participation Rate	2015	2016	2017
	22.2%	23.0%	24.9%

## SERVICE TO THE COMMONWEALTH

### Percent Alumni Who Live in Massachusetts

Fifty-six percent of UMMS alumni live in Massachusetts as of Fall 2017.

Percent Alumni Who Live in MA	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	59%	60%	59%	56%	56%

### 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 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Enrollment	1,091	1,068	1,048	1,062	1,072
STEM Enrollment	385	383	363	341	347
Percent STEM	35%	36%	35%	32%	32%

### 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.

	2012-13	2013-14	2014-15	2015-16	2016-17
<i>Total</i>	231	244	244	236	<b>258</b>
<i>STEM</i>	55	58	68	59	<b>57</b>
<i>Percent STEM</i>	24%	24%	28%	25%	<b>22%</b>

### 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.

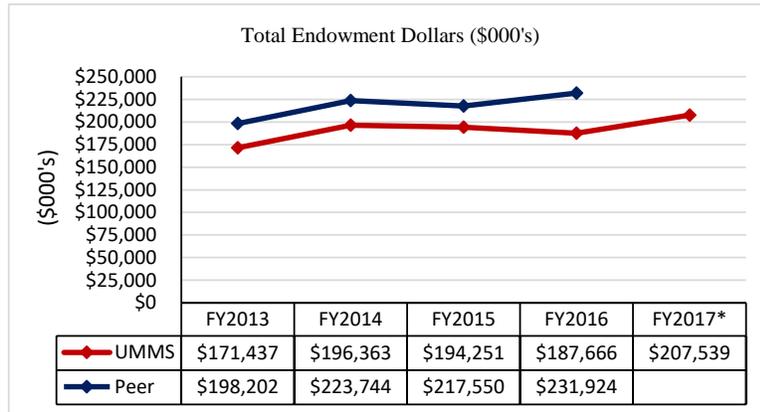
(In \$000's)

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<i>UMMS</i>	\$364,482	\$399,393	\$267,113	\$446,270	<b>\$377,240</b>

## FINANCIAL HEALTH

### Total Endowment Assets and Annual Growth in Endowment

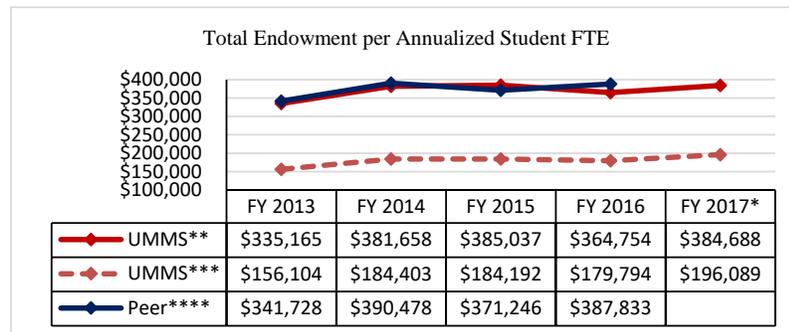
The endowment has grown significantly over the last several years as available cash has been transferred into quasi-endowment. The ratio provides a measure of the long term financial health of the institution, relative to the number of students. This indicator is not readily comparable to other UMass campuses. The size of the Medical School's research and public service programs in relation to its small student base informs the ratio. We have provided total endowment per annualized student enrollment for all AAMC public medical schools.



\*FY 2017 peer data is currently not available.

#### Annual Growth in Endowment

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017*
UMMS	18.36%	14.54%	-1.08%	-3.39%	10.59%
Peer	10.63%	12.89%	-2.77%	6.61%	N/A



\* FY 2017 peer data is currently not available.

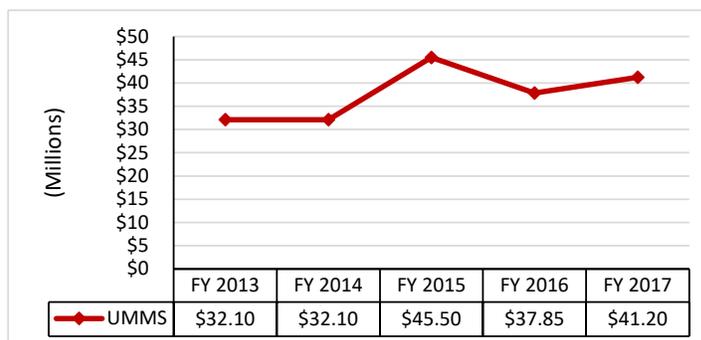
\*\* Total endowment per UMMS annualized student FTE - SOM only

\*\*\* Total endowment UMMS annualized student FTE - All 3 Schools

\*\*\*\* Total endowment per student enrollment - All public medical schools

### 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.



### 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 2013	FY 2014	FY 2015	FY 2016	FY 2017
	27.1%	28.2%	31.6%	25.2%	<b>31.8%</b>

### 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

Debt Service to Operations	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	5.8%	5.6%	6.1%	5.2%	<b>5.8%</b>

### 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

Deferred Maintenance per GSF	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	\$80	\$84	\$132	\$132	<b>\$199</b>

## DEFINITIONS AND SOURCES

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### ACADEMIC QUALITY INDICATORS

**Average MCAT Score (Mean).** Mean MCAT score for new medical students. Peer data calculated from AAMC website.

**Doctoral Degrees Awarded.** Number of Doctorates awarded for which includes September, January, May 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 Ad Hoc Report, 20-school peer list.

**NIH Funding Among Medical Schools.** Annual amount of NIH Funding. UMMS and peer data are from NIH Ad Hoc Report, 20-school peer list.

**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 OTCV.

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

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

### Percent Tenured/Tenure-Track Faculty FTE

Percentage based on ratio of instructional Tenure-stream Faculty FTE to Total Faculty FTE.

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

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

Definition of "New Hires" per IPEDS Definitions. Number of "Newly hired" instructional Tenured/Tenure-track faculty divided Total Tenured/Tenure-track Faculty of an IPEDS reporting cycle. Prior to 2016, "New Hires" were based on all those on payroll as of November 1 of the reporting year who were hired for employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

**Change in Tenured/Tenure-Track Faculty.** The difference in the number of instructional 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 instructional 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 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 awards for 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 Quality of Medical Education.** The percentile of graduating medical students indicating "very satisfied" with the quality of their medical education. UMMS percentile compares to national peer data from AACMMT Annual Report.

**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, quasi-endowments and long-term quasi-endowments. Data is from annual BOT Advancement Report.

**Total Endowment per FTE Student.** UMMS endowments including Foundation endowments, quasi-endowments and long-term quasi-endowments divided by 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. Data is from annual BOT Advancement Report.

**Primary Reserve.** Unrestricted net assets divided by total operating expenses (operating expenditures plus interest expense). Peer data is not available.

**Debt Service to Operations.** Interest payments plus principal payments divided by total operating expenses (operating expenditures plus interest). Peer data is not available.

**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. Adjusted each year for inflation.

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, Stony Brook  
 University of Maryland - Baltimore

**Public Aspirant:**

University of Texas, SW  
 University of Iowa  
 University of North Carolina at Chapel Hill  
 University of Alabama, Birmingham  
 University of Michigan - Ann Arbor  
 University of Washington - Seattle  
 University of California, San Francisco

**Private Aspirant:**

Washington University in St. Louis  
 Johns Hopkins University  
 Yale University  
 University of Pennsylvania  
 University of Pittsburgh - Pittsburgh

## UMass Amherst - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2016		Fall 2015		Fall 2014	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	23,373	13,281	22,748	13,281	22,252	13,127
GRADUATE STUDENTS	6,664	112	6,521	112	6,383	108

OFFENSE	Calendar Year		
	2016	2015	2014
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0
RAPE	16	17	11
FONDLING	6	5	2
INCEST	0	0	0
STATUTORY RAPE	0	0	0
ROBBERY	3	0	4
AGGRAVATED ASSAULT	11	7	13
BURGLARY	18	9	17
MOTOR VEHICLE THEFT	1	1	4
ARSON	4	5	5
DOMESTIC VIOLENCE***	11	7	16
DATING VIOLENCE***	0	0	0
STALKING***	4	4	0
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	3	1	2
LIQUOR LAW ARRESTS**	92	162	234
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	216	323	676
DRUG LAW ARRESTS**	7	13	17
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	11	1	42
ILLEGAL WEAPONS POSSESSION ARRESTS	1	1	2
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	2	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.

## UMass Boston - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2016		Fall 2015		Fall 2014	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	12,847	0	12,949	0	12,700	0
GRADUATE STUDENTS	4,000	0	4,081	0	4,056	0
	<b>Calendar Year</b>					
OFFENSE	2016	2015	2014			
MURDER / NON NEGLIGENT MANSLAUGHTER	0	0	0			
NEGLIGENT MANSLAUGHTER	0	0	0			
RAPE	0	2	1			
FONDLING	0	0	0			
INCEST	0	0	0			
STATUTORY RAPE	0	0	0			
ROBBERY	0	0	3			
AGGRAVATED ASSAULT	2	6	2			
BURGLARY	2	0	4			
MOTOR VEHICLE THEFT	0	0	0			
ARSON	0	0	1			
DOMESTIC VIOLENCE*	1	5	3			
DATING VIOLENCE*	2	0	0			
STALKING*	7	7	0			
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	0	2	0			
LIQUOR LAW ARRESTS	0	0	2			
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	2	1			
DRUG LAW ARRESTS	10	2	27			
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	1	1			
ILLEGAL WEAPONS POSSESSION ARRESTS	2	1	2			
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	3			

*Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus. UMB campus does not have residence halls.*

**UMass Dartmouth - Clery Act Crime Statistics**

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2016		Fall 2015		Fall 2014	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	6,999	3,773	7,295	4,073	7,454	4,085
GRADUATE STUDENTS	1,648	98	1,621	95	1,657	112

OFFENSE	Calendar Year		
	2016	2015	2014
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0
RAPE	10	7	11
FONDLING	6	4	2
INCEST	0	0	0
STATUTORY RAPE	0	0	0
ROBBERY	0	0	2
AGGRAVATED ASSAULT	3	5	10
BURGLARY	6	7	7
MOTOR VEHICLE THEFT	4	1	1
ARSON	3	6	7
DOMESTIC VIOLENCE*	2	15	8
DATING VIOLENCE*	0	0	0
STALKING*	8	3	3
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	1
LIQUOR LAW ARRESTS	3	19	67
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	191	180	289
DRUG LAW ARRESTS	3	1	5
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	4	3	120
ILLEGAL WEAPONS POSSESSION ARRESTS	2	1	0
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	4

*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.*

## UMass Lowell - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2016		Fall 2015		Fall 2014	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	13,638	4,105	13,266	4,083	12,986	3,894
GRADUATE STUDENTS	4,215	50	4,184	47	4,198	56

OFFENSE	Calendar Year		
	2016	2015	2014
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0
RAPE	4	6	4
FONDLING	6	2	3
INCEST	0	0	0
STATUTORY RAPE	0	0	0
ROBBERY	2	1	3
AGGRAVATED ASSAULT	7	2	13
BURGLARY	3	3	4
MOTOR VEHICLE THEFT	3	1	1
ARSON	0	2	0
DOMESTIC VIOLENCE*	6	2	18
DATING VIOLENCE*	0	0	0
STALKING*	1	0	0
<b>HATE CRIMES</b> <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	3	6	7
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	216	357	447
DRUG LAW ARRESTS	3	7	11
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	3	16	57
ILLEGAL WEAPONS POSSESSION ARRESTS	1	3	3
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	1	4	8

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.

## UMass Medical School - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2016		Fall 2015		Fall 2014	
	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	1,108	0	1,079	0	1,103	0

OFFENSE	Calendar Year		
	2016	2015	2014
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0
RAPE	0	0	0
FONDLING	4	1	1
INCEST	0	0	0
STATUTORY RAPE	0	0	0
ROBBERY	0	0	0
AGGRAVATED ASSAULT	0	3	1
BURGLARY	2	7	7
MOTOR VEHICLE THEFT	4	1	1
ARSON	0	0	0
DOMESTIC VIOLENCE*	8	3	5
DATING VIOLENCE*	0	0	0
STALKING*	0	0	0
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	0	0	0
LIQUOR LAW ARRESTS	0	0	0
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	0
DRUG LAW ARRESTS	19	13	15
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	0
ILLEGAL WEAPONS POSSESSION ARRESTS	0	1	1
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	0

Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus. UMW campus does not have residence halls.