



2016 REPORT ON ANNUAL INDICATORS

University Performance Measurement System

July 2016

The University of Massachusetts

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HEADLINES FROM THE 2016 ANNUAL INDICATORS

ACADEMIC QUALITY

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

Student Academic Quality. The academic profile of entering students has made impressive gains in recent years, evidenced by growth in both high school GPA and SAT scores. The high school GPA of entering students increased from 3.64 in 2011 to 3.83 in 2015. Virtually all (99%) students entered UMass Amherst with a high school GPA of 3.0 and above. Average SAT scores improved by 37 points over the five-year period (and continue to rise) and exceed the peer group at the 25th percentile. Further, seniors report high satisfaction with their undergraduate experience. Results from the 2014 National Survey of Student Engagement (NSSE) show that 88% of seniors rated their UMass Amherst educational experience positively, and increasing numbers rated it as excellent.

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

Research and Creative Activity. Total and federal research dollars (R&D) are key measures of an institution's commitment to, and success in research. UMass Amherst faculty have been successful in competing for these dollars. Total R&D spending increased by 19%, and per faculty expenditures

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

The number of academic honors and awards earned by the faculty is another indicator of an institution's quality. The number of National Academy members has remained fairly stable, but below the peer median. A more comprehensive view of awards from Academic Analytics, another source of awards data, shows a steady increase in prestigious awards received by UMass Amherst faculty, up to 345 in FY 2014.

In recent years, the campus invested in tenure-system faculty, and the number of faculty has grown by 6% since 2011. Nevertheless, it is considerably smaller than top public research universities. Continued growth in the tenure-system faculty will be required for the campus to make significant progress in improving academic quality and research productivity, and to advance in the research university rankings.

ACCESS AND AFFORDABILITY

Providing an affordable and accessible education of high quality is central to the University's mission. In AY 2014-15, 27% of full-time, in-state students qualified for Pell grants. Eighty-two percent of financial need was met for in-state students who applied for aid. The campus continues to recognize its commitment to students with financial need, and has increased institutional need-based aid accordingly.

STUDENT SUCCESS AND SATISFACTION

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

or college. This new program is expected to give students a stronger sense of belonging within the schools and colleges while still encouraging them to explore options across campus. The students receive more defined advising assistance and support to help them in their exploration of a major. The campus has also instituted **First Year Seminars** for all incoming freshmen beginning in Fall 2015. All incoming first-year students select a first year seminar to take in their first semester on campus as part of their transition to the university. This provides them with an opportunity to explore interesting topics and connect with the campus community including faculty, graduate students and peers. The **Excellence through Student Enhanced Learning (ExSEL)** program was launched in nine STEM gateway courses and applies the peer-led team learning model that promotes deeper learning and true mastery of problem-solving. Students participating in ExSEL will develop their skills in discipline-based problem solving that will translate into improved performance in the course, and will learn from each other the habits of mind and discipline needed for success in their courses. The **STEM Ambassadors Program** invites students during their freshman first semester to learn about life in the laboratory and engage in research projects together. The STEM Ambassadors also engage in diverse offerings of workshops and participate in community service activities. Through these offerings the STEM Ambassadors strengthen the skills needed to succeed in STEM coursework while building connections with other UMass Amherst students. The University is partnering with the Education Advisory Board (EAB), a best-practices research and consulting firm through its **Student Success Collaborative**. The Collaborative provides access to the predictive analytics advising platform, best practice research studies and collaborative projects that will enhance our ability to understand and improve student advising, retention and degree completion. The project was fully implemented during AY 2014-15. **UMatter at UMass** continues to be an important initiative intended to increase students' connection to campus by affirming the values the university set in motion over 150 years ago: care, compassion and active engagement. Expanded research and scholarship opportunities are also available for undergraduates. Changes in the design and delivery of the General Education curriculum, including an integrative experience requirement for all upper division students also serve to enhance and enrich the student academic experience.

The campus has made progress in increasing the diversity of the student body. The Fall 2015 entering class was the most diverse group of students in history (26% ALANA); overall, almost 23% of enrolled undergraduates were students of color. Also, about one-

quarter are the first in their families to pursue a college degree. The campus will continue to attract a diverse student body and encourage greater appreciation for diverse populations.

SERVICE TO THE COMMONWEALTH

UMass Amherst has invested in programs to promote the enrollment and graduation of undergraduate and graduate students in the sciences and mathematics. In Fall 2015, over one-third of baccalaureate and 30% of graduate students were enrolled in Science, Technology, Engineering and Mathematics (STEM) programs, and 30% of degrees awarded at the undergraduate and graduate levels were in STEM programs. The STEM Diversity Institute (SDI), established in 2012 at UMass Amherst, facilitates the diversification of the science, technology, engineering, and mathematics (STEM) workforce. SDI activities serve undergraduate students, graduate students, postdoctoral fellows, and faculty. These investments will continue.

FINANCIAL HEALTH

The financial indicators of the Amherst campus demonstrate a commitment to prudent use and investment of state appropriation, student tuition and fees, and other income streams. The campus continues to support the academic enterprise by increasing growth in net revenues from graduate students, increasing summer and continuing and professional education revenue, attracting more donor support, and increasing out-of-state enrollment. Investment in capital infrastructure, faculty growth, and student success initiatives remain cornerstones of the campus strategic plan. The strategic plan identifies three overarching themes: 1) establish the campus as a "destination of choice" for the best and brightest students; 2) establish the campus as an "investment of choice" with a broad range of stakeholders vital to the campus; 3) mobilize resources to achieve these goals. The campus is currently engaged in implementing specific action plans emanating from these themes. Continued state support for general operations and capital remains critical to achieve these goals and to remain financially healthy.

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

2016 ANNUAL INDICATORS AT A GLANCE

ACADEMIC QUALITY

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

ACCESS AND AFFORDABILITY

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

STUDENT SUCCESS AND SATISFACTION

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

SERVICE TO THE COMMONWEALTH

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

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

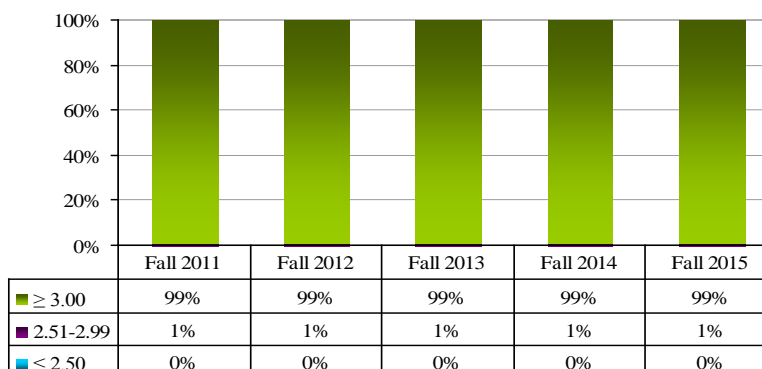
FINANCIAL HEALTH

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

ACADEMIC QUALITY

High School GPA of Freshmen

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



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

Average SAT Scores of Freshmen

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

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

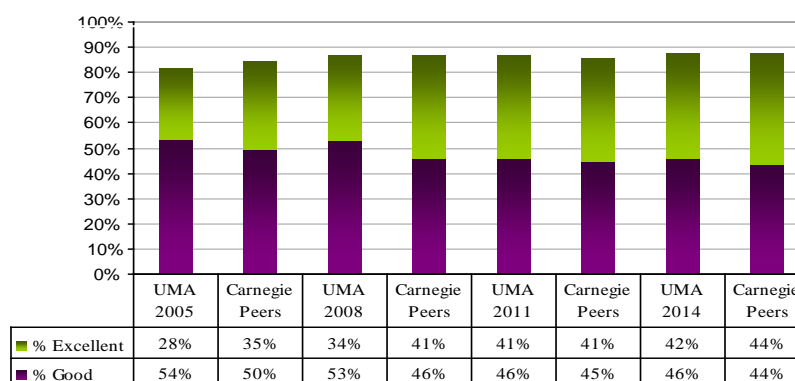
Average GPA of Entering Transfer Students

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

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

Student Satisfaction with Educational Experience

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



Student-Faculty Ratio

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

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

Technology-Enhanced Classrooms

Basic classroom technology:

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

Medium classroom technology:

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

High classroom technology:

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

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

High classroom technology (cont'd):

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

Very High classroom technology:

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

Doctoral Degrees Awarded

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

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

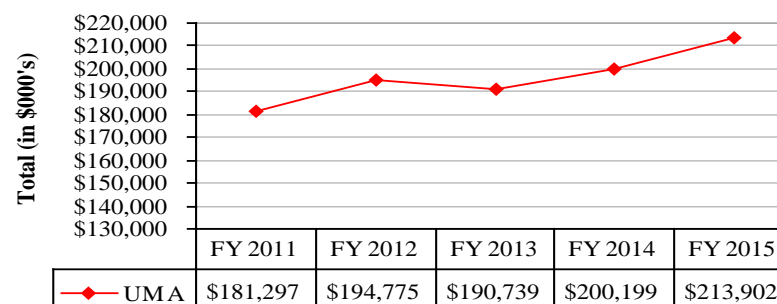
Postdoctoral Appointees

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

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

Total Research & Development (R&D) Expenditures

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



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

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

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

Total R&D Expenditures Rankings

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

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

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

Total R&D Expenditures per Tenure System Faculty

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

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

Patent Applications

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

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

License Income

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

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

Percent Tenured/Tenure-Track Faculty

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

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

New Tenured/Tenure-Track Faculty Hired

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

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

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

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

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

Change in Tenured/Tenure-Track Faculty

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

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

UMass Amherst faculty members are

Change in Faculty FTE

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

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

Faculty by Race and Gender

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

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

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

Faculty Awards

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

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

National Academy Members

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

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

ACCESS AND AFFORDABILITY

Percent (In-State) Pell Grant Recipients

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

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

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

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

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

Student Debt Load of Graduating Class

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

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

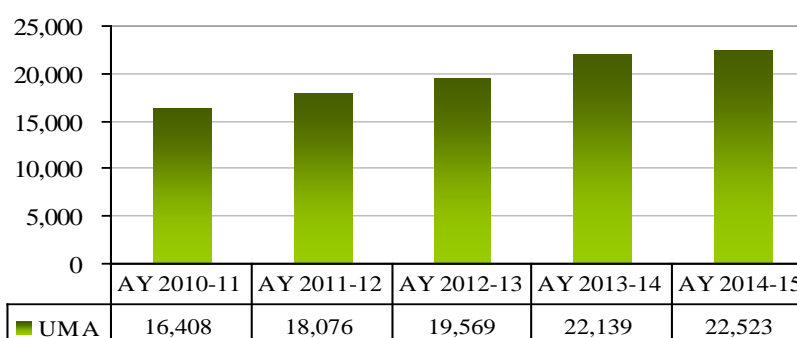
Percent Undergraduates from Massachusetts

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

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

Online Course Enrollments

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



Annual Growth in Online Course Enrollments

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

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

STUDENT SUCCESS AND SATISFACTION

Percent Undergraduates who are Students of Color

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

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

Percent Undergraduates who are First Generation in College

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

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

Percent Undergraduates with English as a Second Language

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

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

Percent Undergraduate Students who are International

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

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

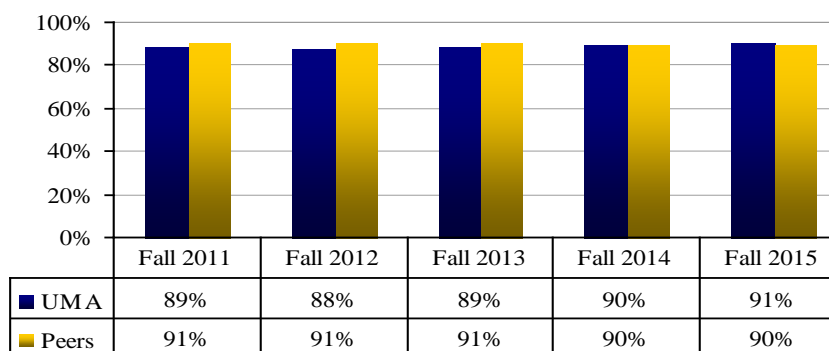
Total Number of Students who Participated in a Study Abroad Program

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

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

Freshmen One-Year Retention Rate

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



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

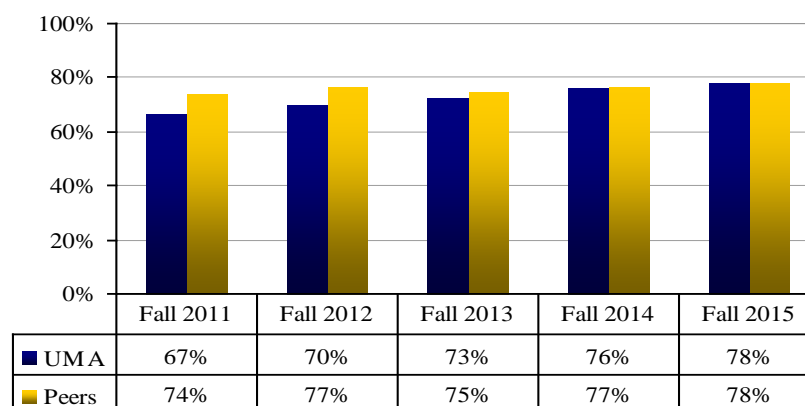
Four-Year Graduation Rates

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

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

Freshmen Six-Year Graduation Rate

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



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

Transfers (Full-Time) One-Year Retention Rate

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

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

Transfers (Upper Division) Four-Year Graduation Rate

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

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

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

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

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

Alumni Participation Rate

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

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

SERVICE TO THE COMMONWEALTH

Incoming Class Composition

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

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

n.b. State-supported only.

Degree Completions

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

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

Percent Alumni Who Live in Massachusetts

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

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

Enrollment in STEM Programs

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

Undergraduate

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

Graduate

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

Total Enrollment

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

Degrees and Certificates Awarded in STEM Fields

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

Undergraduate Degrees

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

Graduate Degrees

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

All Degrees

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

Certificates

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

Degrees and Certificates Awarded in Healthcare Fields

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

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

FINANCIAL HEALTH

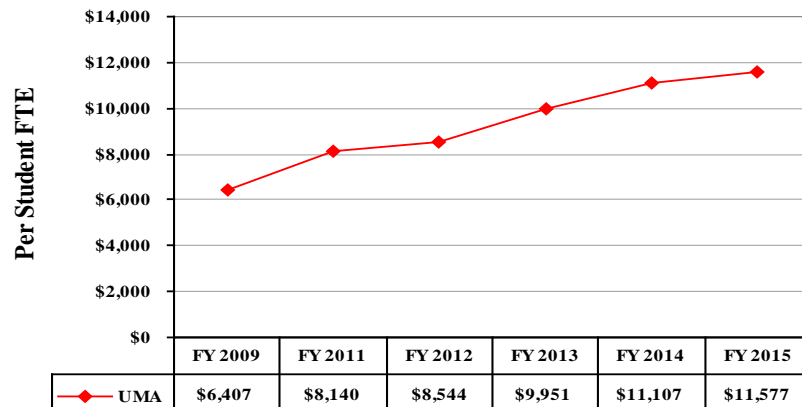
Endowment Assets and Annual Growth in Endowment

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

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

Endowment per Annualized Student FTE

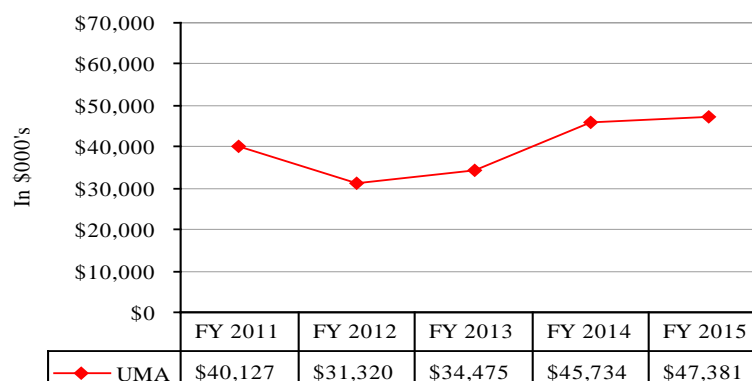
The campus endowment is one of the lowest in the country for a public flagship campus. The campus average per student continues to increase as the market value outpaces student FTE growth.



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

Private Funds Raised Annually

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



Primary Reserve

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

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

Debt Service to Operations

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

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

Deferred Maintenance per GSF

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

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

DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

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

Average GPA of Entering Transfer Students. Cumulative GPA for college-level courses transferred to UMass Amherst according to admissions policy.

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

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

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

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

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

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

Federal R&D Expenditures. R&D expenditures in all academic fields from all federal sources, as reported to NSF.

Total R&D Expenditures Ranking. Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. Data source NCES WebCaspar/NSF HERD data tables.

Total R&D Expenditures Ranking Among Carnegie Peers, US Publics, Non-Medical Institutions. UMass Amherst’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Research University/Very High” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables. Ranking computed by campus.

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

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

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

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

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

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

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

Change in Faculty FTE. The difference in the total FTE, from one Fall semester to the next, for all full-time and part-time instructional faculty. Includes faculty members

who are on paid leave. Does not include individuals whose primary responsibility is administrative. For the 2016 PMS report, the difference will be between the figure for Fall 2015 and Fall 2014. Definition of Faculty FTE is per the Common Data Set, and includes all faculty teaching credit courses, including credit courses offered via Continuing Education.

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

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

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

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

ACCESS AND AFFORDABILITY INDICATORS

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

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

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

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

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

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

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

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

STUDENT SUCCESS AND SATISFACTION INDICATORS

Percent Undergraduates who are Students of Color. Undergraduates who are African American/Black, American Indian/Alaska Native, Asian, Hawaiian/Pacific Islander, More than One Race, or Hispanic/Latino divided by total U.S. citizens and permanent residents who report race/ethnicity.

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

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

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

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

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

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

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

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

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

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

Percent Alumni Who Remain in Massachusetts.

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

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

Degrees and Certificates Awarded in STEM Fields.

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

Degrees and Certificates Awarded in Healthcare Fields.

Health Care designation as defined by Campus IR; and based on CIP classification. All of CIP 51 and specific 6-digit CIPs unique to each campus. Certificates data also included separately.

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

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. Annual growth in total UMass Amherst endowment balance.

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

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

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

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

Deferred Maintenance per GSF. Deferred Maintenance per Gross Square Footage includes deferred and other maintenance dollars needed to maintain the current function of the campus, calculated by the “Sightlines” Return on

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

PEER INSTITUTIONS FOR UMASS AMHERST

Indiana University-Bloomington

*Iowa State University

*Rutgers University System

Stony Brook University

*University of California-Santa Barbara

*University of Colorado-Boulder

*University of Connecticut System

University of Delaware

*University of Maryland-College Park

University of Oregon

***Financial Peer**

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