



2017 REPORT ON ANNUAL INDICATORS

University Performance Measurement System

July 2017

The University of Massachusetts

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HEADLINES FROM THE 2017 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, where it has stayed stable for 2016. Virtually all (99%) students entered UMass Amherst with a high school GPA of 3.0 and above. Average SAT scores improved by 28 points over the five-year period and exceed the peer group at both the 25th and 75th 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 10%, and per faculty expenditures

increased by 3% 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 \$214 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; however, the number of prominent grant and fellowship program awards has moved above the peer median for 2015. 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 4% since 2012. 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 2015-16, 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, 76% graduate within six years from UMass Amherst, a slight dip from last year's 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 71% for the Fall 2012 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** during 2016-17 and newly created role Associate Provost for Student Success. The Associate

Provost for Student Success 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** provided to students. This includes the support of additional professional advisors and counselors within the Schools and Colleges, piloting an ePortfolio program to assist students in clear identification of academic pathways leading toward career preparation, 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. Assessment of the **Exploratory Track** program, which began in September 2015 with all undeclared first-year students placed in one of eight academic advising tracks, each affiliated with an academic school or college, shows initial positive results including a slight increase in first-year retention along with earlier selection of a primary major by these incoming undeclared students. **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 2016 entering class was the most diverse group of students in history

(29% 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 2016, nearly 40% of baccalaureate and nearly one-third of graduate students were enrolled in Science, Technology, Engineering and Mathematics (STEM) programs, and 31% of degrees awarded at the undergraduate and 29% 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 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 was 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 and raised \$379 million at its completion in FY 2016.

2017 ANNUAL INDICATORS AT A GLANCE

ACADEMIC QUALITY

• Average HS GPA of Freshmen	3.83
• Average SAT Scores of Freshmen	
<i>Arithmetic Mean</i>	1225
<i>25th – 75th Percentile</i>	1130 – 1330
• Average GPA of Entering Transfer Students	3.31
• Student Satisfaction with Educational Experience	88%
• Student-Faculty Ratio	18:1
• Technology-Enhanced Classrooms	298
• No. of Doctoral Degrees Awarded	337
• No. of Postdoctoral Appointees	144
• Total R&D Expenditures	\$214.6M
• Total R&D Expenditures Ranking	100
• Total R&D Expenditures Ranking among Carnegie Peers, US Publics, Non-Medical	11
• Total R&D Expenditures per Tenure System Faculty	\$196,603
• Patent Applications	53
• License Income	\$1,000,075
• Percent Tenured/Tenure-Track Faculty FTE	73%
• New Tenured/Tenure-Track Faculty Hired	48
<i>As Percent of Total T/TT Faculty</i>	5%
• Change in Tenured/Tenure-Track Faculty	-1%
• Change in Faculty FTE	1%
• Full-Time Instructional Faculty	
<i>Percent Faculty-of-Color</i>	22%
<i>Percent Women Faculty</i>	43%
• Faculty Awards	17
• National Academy Members	7

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>)	\$31,397
• Percent Graduating Class with Debt (UG)	68%
• Percent Undergraduates from Massachusetts	76%
• Online Course Registrations	24,201
• Annual Growth in Online Course Registrations	7%

STUDENT SUCCESS AND SATISFACTION

• Percent Undergraduates who are Students of Color	25%
• Percent Undergraduates who are First Generation in College	25%
• Percent Undergraduates with English as a Second Language	15%
• Percent Undergraduates who are International	5%
• Number of Students who Participated in a Study Abroad Program	1,203
• Freshmen One-Year Retention Rate	91%
• Freshmen Four-Year Graduation Rate	71%
• Freshmen Six-Year Graduation Rate	76%
• Transfer (Full-time) One-Year Retention Rate	87%
• Transfer (Upper Division) Four-Year Graduation Rate	76%
• Alumni Participation Rate	9%

SERVICE TO THE COMMONWEALTH

• Degree Completions	7,518
<i>Bachelor's</i>	5,843
<i>Master's</i>	1,338
<i>Doctorates</i>	337
• Percent Alumni who Remain in MA	54%
• Enrollment in STEM Programs	10,926 (38%)

	<i>Undergraduate</i>	9,015 (39%)
	<i>Graduate</i>	1,911 (32%)
•	Degrees Awarded in STEM Fields	2,346 (31%)
	<i>Undergraduate</i>	1,852 (32%)
	<i>Graduate</i>	494 (29%)
•	Degrees Awarded in Healthcare Fields	687
	<i>Undergraduate</i>	507
	<i>Graduate</i>	180
•	MTEL Science and Math Test-Takers	22

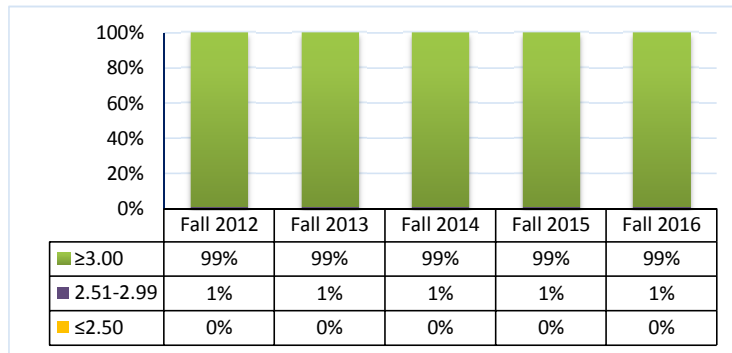
FINANCIAL HEALTH

•	Total Endowment	\$287.2M
•	Annual Growth in Endowment	-6%
•	Endowment per Annualized Student FTE	\$10,202
•	Private Funds Raised Annually	\$43.1M
•	Primary Reserve	28.9%
•	Debt Ratio	6.4%
•	Deferred Maintenance per GSF	\$127

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 2016 entering class matched the previous year's historical high with 99% of students earning a GPA of 3.0 and above. The average high school GPA had been increasing for nine consecutive years. There were 4,643 students in the entering class.



Average HS GPA	2012	2013	2014	2015	2016
	3.66	3.73	3.78	3.83	3.83

Average SAT Scores of Freshmen

First-year students entered UMA with a mean SAT of 1225, a 1-point drop from the historic high of the previous year, but a 5-year increase of 28 points. SAT scores have improved by 40 points at both the 25th and 75th percentiles since Fall 2012. The score for the campus is considerably above the Fall 2016 median of the peer group at the 25th percentile, and for the first time, ahead of the peers at the 75th percentile as well.

Average SAT Scores of Freshmen	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
75th Percentile	1290	1310	1310	1310	1330
25th Percentile	1090	1110	1120	1130	1130
Average	1197	1208	1218	1226	1225
Peer Median					
75th Percentile	1305	1315	1325	1325	1325
25th Percentile	1075	1075	1085	1085	1090
UMA Rank					
75th Percentile	8	7	7	7	7
25th Percentile	4	4	4	2	2

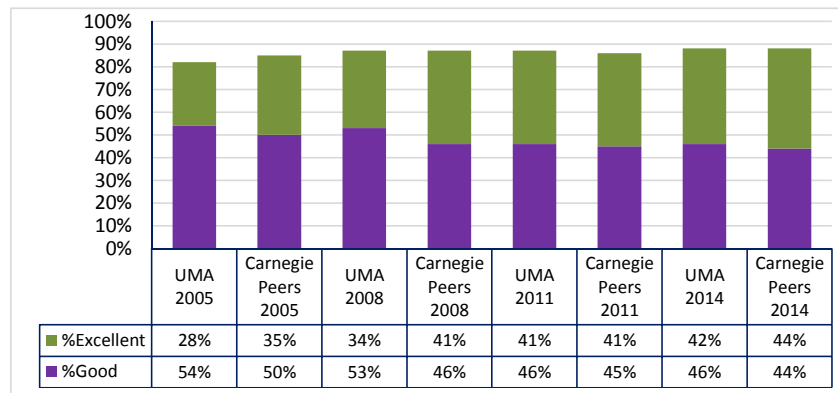
Average GPA of Entering Transfer Students

The transfer GPA has held steady for the last four years with a slight dip this year. It consistently surpasses the mandated Department of Higher Education minimum of 2.00 for transfer students.

Avg. GPA Entering Transfers	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	3.27	3.32	3.32	3.33	3.31

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. NSEE was administered this spring (2017) and results should be available over the summer.



Student-Faculty Ratio

The student-faculty ratio has been fairly consistent. Since 2011, 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>	2012	2013	2014	2015	2016
<i>UMA</i>	18:1	18:1	17:1	18:1	18:1

Technology-Enhanced Classrooms

<i>Technology-Enhanced Classrooms</i>	<i>AY 2013-2014</i>		<i>AY 2014-2015</i>		<i>AY 2015-2016</i>	
	<i>No of Classrooms</i>	<i>Percent of Total</i>	<i>No of Classrooms</i>	<i>Percent of Total</i>	<i>No of Classrooms</i>	<i>Percent of Total</i>
Basic	40	14%	40	13%	36	12%
Medium	142	49%	142	48%	136	46%
High	90	31%	100	34%	110	37%
Very High	16	6%	16	5%	16	5%
<i>Total Classrooms Teaching Spaces</i>	288	100%	298	100%	298	100%

Basic classroom technology:

All 298 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 88% of the classrooms at UMA have a digital projector (or large screen), HDMI & VGA connections for laptop projection, audio connection and room speakers. In 2015-16, 137 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 two-fifths 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 2015-16, 12 rooms were 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: three laptops, one large screen, three built-in microphones with “talk” button, 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 rebounded from their first decrease since the campus began reporting this award. Research/scholarship doctorates awarded at UMA remain below the peer median in 2015-16.

<i>UMA Doctoral Degrees Awarded</i>	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Research/Scholarship Doctorates</i>	268	295	287	268	298
<i>Professional Practice Doctorates</i>	37	39	19	29	39
<i>Total Doctoral Degrees Awarded</i>	305	334	306	297	337
<i>Research/Scholarship Doctorates</i>	268	295	287	268	298
<i>Peer Median</i>	345	363	354	348	348
<i>Rank</i>	8	9	9	9	9

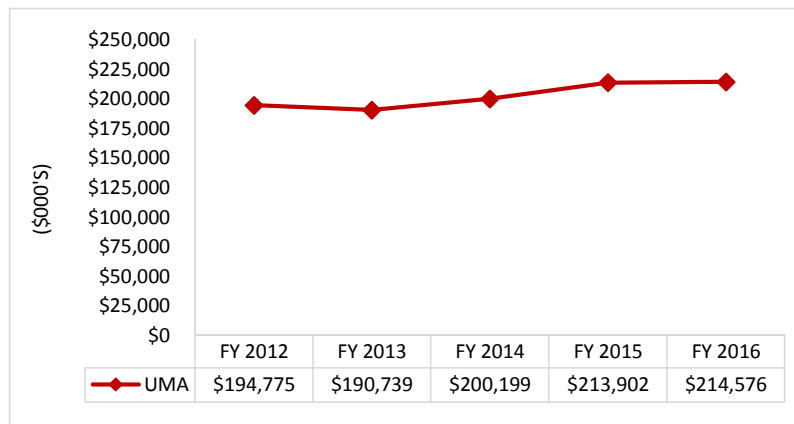
Postdoctoral Appointees

UMass Amherst senior faculty mentor recent PhDs with science and engineering degrees. The number of post-doctoral scholars has been declining for the past four 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	2011-12	2012-13	2013-14	2014-15	2015-16
UMA	209	165	166	153	144
Peer Median	177	272	290	308	303
Rank	5	8	9	10	9

Total Research & Development (R&D) Expenditures

Total R&D spending for the campus in FY 2016 was approximately \$214.5 million, of which almost \$194 million (90%) was in science and engineering (S&E). This is an overall increase of 5% over the last five years. Federal spending rebounded slightly from four years of straight decreases. UMA was below the Peer Median for both Total R&D and Federal S&E Expenditures in FY 2015.



Total R&D Expenditures Rankings

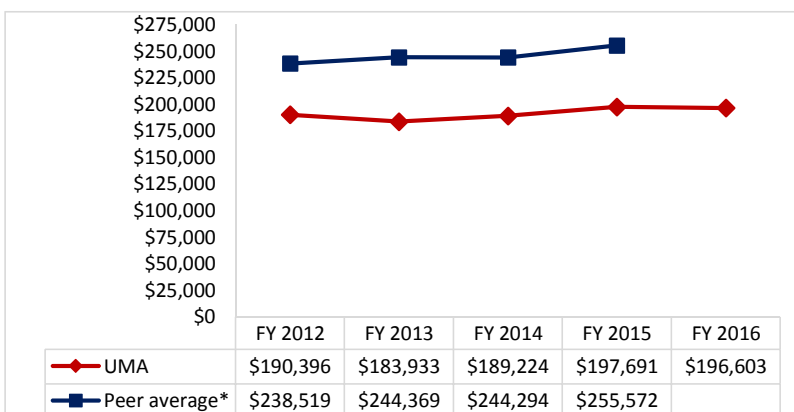
The overall R&D rank for the campus has held steady and continues to be in the top half of the Carnegie peer group.

Total R&D Expenditures Rank	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Overall Ranking	107	104	105	102	100
Ranking based on Carnegie Peers	11	11	10	11	11

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 3% between FY 2012 and FY 2016, with a slight dip over the previous year. This measure continues to lag over the peer average.



**Peer data for FY2016 is currently not available.*

Patent Applications

In FY 2016, the Technology Transfer Office (TTO) received 75 Invention Disclosures - the same as was received in FY 2015. Fifty-three new patent applications were filed, the highest number in the last five years.

<i>Patent Applications</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
	26	32	40	37	53

License Income

In FY 2016, TTO received \$1,000,075 in license income, a rebound to the levels observed in FY 2012 and 2013.

<i>License Income</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
	\$952,738	\$1,200,000	\$753,000	\$711,000	\$1,000,075

Percent Tenured/Tenure-Track Faculty FTE

The percent of tenured/tenure-track faculty (full-time and part-time) has been decreasing slowly over the past five years. Fall 2016 showed a small decrease in the number of tenure system faculty after solid growth in the previous four years. The growth of the non-tenure system faculty had exceeded that of the tenure-system group.

<i>Percent Tenured/Tenure-track Faculty</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>% Tenured/Tenure-track</i>	76.3%	76.1%	74.3%	73.8%	72.9%
<i>% Non Tenure-track/PT</i>	23.7%	23.9%	25.7%	26.2%	27.1%

New Tenured/Tenure-Track Faculty Hired

The campus has made significant investments in tenure system faculty hires in recent years. There were 45 such hires in 2016 (an additional 16 faculty were hired to the tenure system and started in spring 2017). 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>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
	46	54	58	56	48

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 2012. 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 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Total T/TT Faculty</i>	1,009	1,026	1,047	1,054	1,048
<i>Total New Hires</i>	46	54	58	56	48
<i>Percent of Total</i>	5%	5%	6%	5%	5%

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 2016 saw a one-year decrease of six tenure-system faculty, but an overall increase of 39 since Fall 2012. 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 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	1,009	1,026	1,047	1,054	1,048

<i>1-Year Change Fall 2015-16</i>	
<i>Number</i>	<i>Percent</i>
-6	-1%

Change in Faculty FTE

Faculty full-time equivalent (both full and part-time and tenure and non-tenure system) showed a one-year decrease of 10 but an overall increase of nearly 100 since 2012. Over four-tenths of the growth has been accounted for by the tenure system faculty.

<i>Change in Faculty FTE</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	1,320	1,346	1,406	1,426	1,436

<i>1-Year Change Fall 2015-16</i>	
<i>Number</i>	<i>Percent</i>
10	1%

Faculty by Race and Gender

The number and percent of both faculty of color and women faculty decreased slightly after a sustained increase over the previous five years. In Fall 2016, faculty of color represented 22% of instructional faculty, and almost half of these individuals were underrepresented minorities. The number of women faculty has increased by 12% in the last five years.

Full-Time Instructional Faculty					
<i>Faculty Of Color</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Number</i>	225	233	251	298	268
<i>Percent</i>	19.8%	20.1%	21.1%	24.8%	22.2%

<i>Women Faculty</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Number</i>	507	527	552	585	577
<i>Percent</i>	41.1%	41.8%	42.6%	44.3%	43.5%

*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, the campus was above the peer median in the number of prominent grant and fellowship program awards. In 2016-17, the campus had four Fulbright Scholars. Another source, *Academic Analytics*, which defines awards more broadly shows that the number of awards has increased steadily to 345 in FY 2014.

<i>UMA Faculty Awards</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
	6	8	12	10	17
<i>Peer Median</i>	12	11	11	12	12
<i>Rank</i>	8	9	4	7	5

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 2015. 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>	2011	2012	2013	2014	2015
	9	8	8	7	7
<i>Peer Median</i>	11	12	12	13	12
<i>Rank</i>	7	8	7	8	9

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 2015. 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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	31%	28%	28%	27%	26%

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>	2011-12	2012-13	2013-14	2014-15	2015-16
	86%	84%	82%	82%	87%

Student Debt Load of Graduating Class

The proportion of the graduating class with debt has dipped below 70%. The average debt load has increased by 12% since 2012.

	2012	2013	2014	2015	2016
<i>Average Debt Load</i>	\$27,945	\$28,999	\$30,453	\$31,958	\$31,397
<i>Percent Graduating Class with Debt</i>	71%	70%	72%	70%	68%

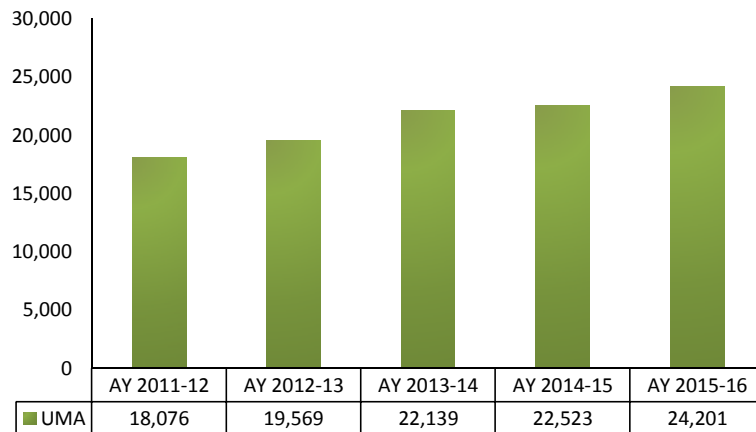
Percent Undergraduates from Massachusetts

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 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 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Number</i>	16,952	16,900	16,949	17,277	17,883
<i>Percent</i>	77%	76%	76%	76%	76%

Online Course Registrations

The Amherst campus offers one Associate's, nine undergraduate, nine graduate degree programs, 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 registrations grew by 7% in the most recent year and substantially (34%) since AY 2011-12.



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 2011-12</i>	<i>AY 2012-13</i>	<i>AY 2013-14</i>	<i>AY 2014-15</i>	<i>AY 2015-16</i>
	10%	8%	13%	2%	7%

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 2016 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 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Number</i>	3,960	4,117	4,332	4,740	5,176
<i>Percent</i>	21.0%	21.9%	22.4%	23.8%	25.4%

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. 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 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Percent</i>	27%	25%	25%	24%	25%

Percent Undergraduates with English as a Second Language

English is not the first language of about 15% of first-year students entering UMass Amherst. This is another indicator of the diversity of the campus.

<i>Percent UGs ESL</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Percent</i>	10%	12%	11%	13%	15%

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 2012 as the campus has increased its recruitment of international students. In contrast, over one-fourth (1,755) of graduate students are international.

<i>Percent UGs International</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Number</i>	421	537	681	980	1,232
<i>Percent</i>	2%	2%	3%	4%	5%

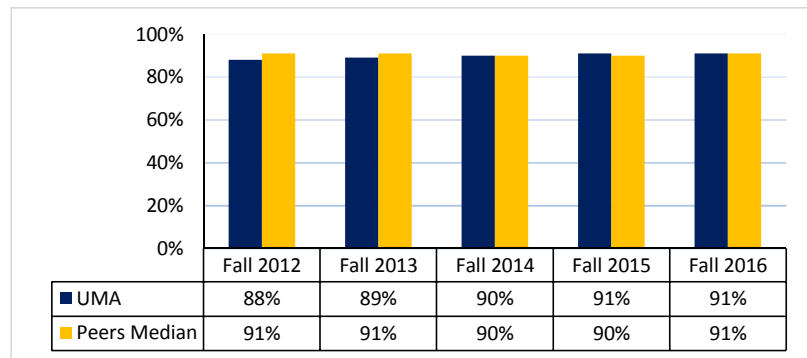
Total Number of Students who Participated in a Study Abroad Program

1,203 UMass students participated in a study abroad experience during the 2015-16 academic year. The campus encourages students to take advantage of these enriching global learning opportunities. An additional 50 students participated in a domestic exchange.

<i>Total Number of Students who participated in Study Abroad</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>	<i>Fall 2015-Summer 16</i>
	1,074	1,128	1,194	1,190	1,203

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 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	7	8	6	5	6

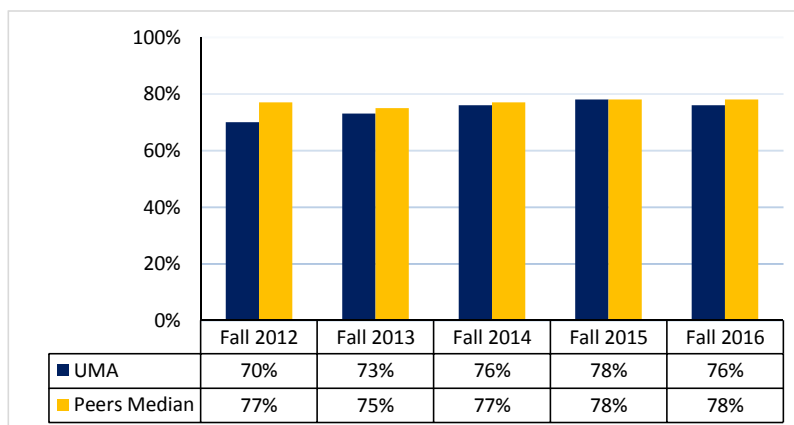
Four-Year Graduation Rates

The four-year graduation rate continues its upward climb. In fact, the 2016 rate is eight percentage points higher than the 2012 rate of 63%. Currently, over seven-tenths 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>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
<i>Cohort Entering Year</i>	(2008)	(2009)	(2010)	(2011)	(2012)
<i>4-Year Graduation Rate</i>	63%	66%	67%	67%	71%

Freshmen Six-Year Graduation Rate

Over three-quarters 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 12 percentage points from 64% to 76% (slight dip over last year). The 2016 rate slipped 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 2006-Fall 2010 entering cohorts.



<i>Freshmen Six-Year Graduation Rate - Peer Rank</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	8	6	6	6	7

Transfers (Full-Time) One-Year Retention Rate

The one-year retention rate for transfers is 87%. 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) 1-Year Retention Rate</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	86%	86%	85%	88%	87%

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 three years. Rates are reported for the Fall 2008-Fall 2012 entering cohorts.

<i>Transfers (Upper Division) Four-Year Graduation Rate</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
	74%	74%	76%	77%	76%

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

The Student Achievement Measure tracks entering first-time first-year students by cohort. 93% of the entering cohort was accounted for after four years--70% completed a degree at UMA or another institution, 14% were still enrolled at UMA, and 9% were enrolled at another institution. After 6 years, 86% had earned a degree and an additional 5% were still enrolled at UMass or elsewhere.

FIRST-TIME FULL-TIME FRESHMEN						
Number of Students in Cohort: 4,456			GRADUATED			
Outcomes for Student Starting at UMA in Fall 2010 by Summer 2016	2010-11	2011-12	2012-13	WITHIN 4 YRS.	WITHIN 5 YRS.	WITHIN 6 YRS.
Bachelor's degree from UMass Amherst	0%	0%	1%	66%	74%	76%
Associate's degree from UMass Amherst	0%	0%	0%	0%	0%	0%
Total Graduated from UMass Amherst	0%	0%	1%	66%	74%	76%
Bachelor's degree from another Institution	0%	0%	0%	4%	8%	9%
Associate degree from another Institution	0%	0%	0%	0%	0%	1%
Total Graduated from another Institution	0%	0%	0%	4%	8%	10%
Enrolled at UMass Amherst	96%	86%	80%	14%	3%	1%
Enrolled at Another 4-yr Institution	0%	6%	9%	7%	4%	3%
Enrolled at Another 2-yr Institution	0%	2%	3%	2%	2%	1%
Total Transferred and Enrolled at another Institution	0%	8%	12%	9%	6%	4%
Current Status Unknown	4%	6%	7%	7%	9%	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.

Alumni Participation Rate	2012	2013	2014	2015	2016
	11%	10%	10%	8%	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 to the peak attained in 2012-13. The number of master's degrees has declined since its peak in 2014-15.

Degree Completions	2011-12	2012-13	2013-14	2014-15	2015-16
Bachelor's degrees	5,203	5,363	5,674	5,683	5,843
Masters degrees	1,334	1,362	1,409	1,418	1,338
Doctoral degrees	305	334	306	297	337
Res./Sch. Doctorates	268	295	287	268	298
Professional Practice	37	39	19	29	39
Total Degrees	6,842	7,059	7,389	7,398	7,518

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 master's and doctorate degrees reside in Massachusetts. The overall proportion of MA residents increased back to 54% in 2016.

Percent Alumni Who Live in MA	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<i>Undergraduate</i>	54%	57%	57%	57%	58%
<i>Graduate</i>	39%	41%	42%	41%	41%
<i>All</i>	51%	54%	54%	53%	54%

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 32% of graduate students are enrolled in such programs.

Undergraduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<i>Total</i>	21,448	21,672	21,864	22,405	22,958
<i>STEM</i>	7,070	7,429	7,775	8,568	9,015
<i>Percent STEM</i>	33%	34%	36%	38%	39%

Graduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<i>Total</i>	5,792	5,848	5,808	5,908	6,033
<i>STEM</i>	1,780	1,799	1,751	1,757	1,911
<i>Percent STEM</i>	31%	31%	30%	30%	32%

Total Enrollment

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<i>STEM</i>	8,799	9,178	9,477	10,325	10,926
<i>Percent STEM</i>	32%	33%	34%	36%	38%

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 5,800 undergraduate degrees and (nearly) 1,700 graduate degrees awarded, 31% were in STEM fields. The number of students pursuing STEM certificates is relatively small.

Undergraduate Degrees

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Total Degrees</i>	5,203	5,363	5,674	5,683	5,843
<i>STEM</i>	1,387	1,436	1,631	1,711	1,852
<i>Percent STEM</i>	27%	27%	29%	30%	32%

Graduate Degrees

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Total Degrees</i>	1,639	1,696	1,715	1,715	1,675
<i>STEM</i>	437	448	487	520	494
<i>Percent STEM</i>	27%	26%	28%	30%	29%

All Degrees

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>STEM</i>	1,824	1,884	2,118	2,231	2,346
<i>Percent STEM</i>	27%	27%	29%	30%	31%

Certificates

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Total Certificates</i>	312	288	307	319	314
<i>STEM</i>	33	47	40	33	40
<i>Percent STEM</i>	11%	16%	13%	10%	13%

Degrees and Certificates Awarded in Healthcare Fields

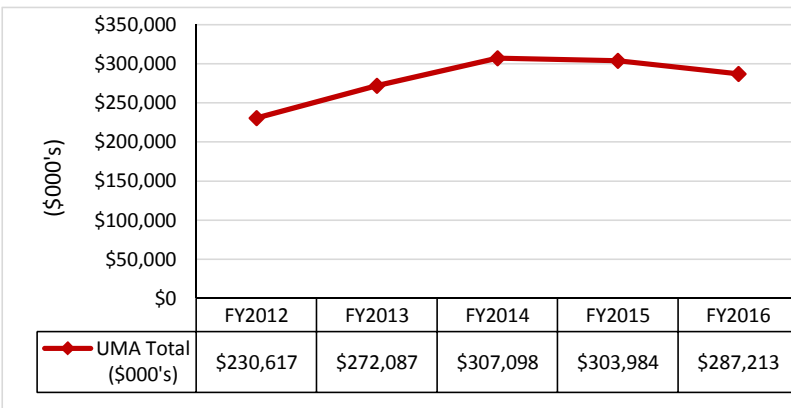
The total number of health care degrees awarded has increased by two-thirds since 2011-12. Much of the growth has been at the bachelor's level due to the new Public Health Sciences program that began in Fall 2007. There has been fluctuation, but no sustained increase at the graduate level. UMA started offering certificate programs in Global Health and Nursing Education in Fall 2014.

<i>Health Care Degrees and Certificates</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>
<i>Bachelor's degrees</i>	252	355	420	460	507
<i>Masters degrees</i>	116	159	145	122	135
<i>Doctoral degrees</i>	48	44	22	37	45
<i>Res./Sch. Doctorates</i>	11	5	3	8	6
<i>Professional Practice</i>	37	39	19	29	39
Total Degrees	416	558	587	619	687
<i>Total Certificates</i>	0	0	0	5	18

FINANCIAL HEALTH

Endowment Assets and Annual Growth in Endowment

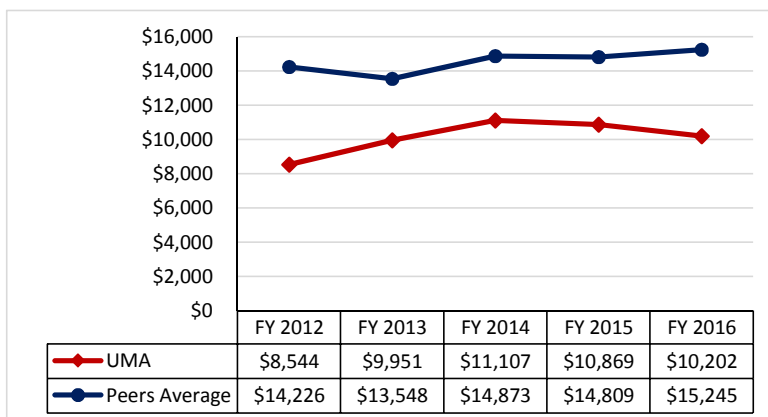
The campus endowment is one of the lowest in the country for a public flagship campus. The endowment has decreased over the past two fiscal years. In FY16 the campus completed a fundraising campaign that raised \$379 million and expects to see growth in the endowment from increased gifts.



<i>Annual Growth in Endowment</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>
	10%	18%	13%	-1%	-6%

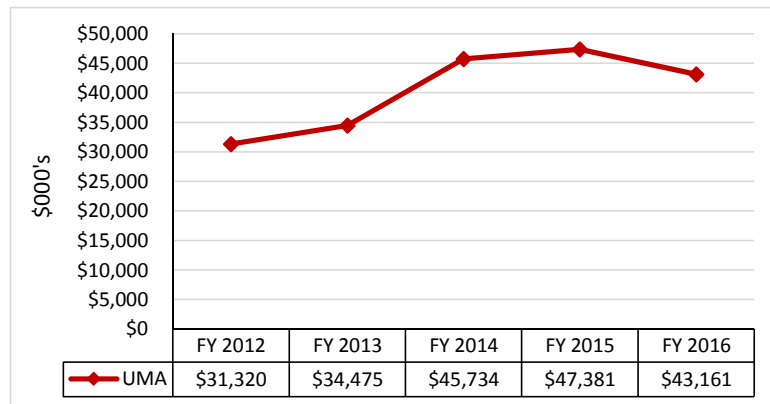
Endowment per Annualized Student FTE

The campus endowment is one of the lowest in the country for a public flagship campus. The campus average per student has decreased the last two years as the market value has dropped while student FTEs have continued to grow.



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 FY2014, and FY2016. 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. The Amherst campus now has more reserve than its peers. 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 2012	FY 2013	FY 2014	FY 2015	FY 2016
UMA	24.8%	26.7%	27.9%	29.4%	28.9%
Peers	31.2%	29.7%	23.5%	25.7%	26.3%

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 2012	FY 2013	FY 2014	FY 2015	FY 2016
UMA	5.5%	6.1%	6.2%	6.4%	6.4%
Peers	6.0%	5.5%	5.0%	4.7%	4.7%

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 2012	FY 2013	FY 2014	FY 2015	FY 2016
UMA	\$162	\$151	\$143	\$133	\$127

DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Average High School GPA of Freshmen. Cumulative GPA for college prep courses with additional weight to honor and AP courses, according to DHE admissions policy, reported on all first-time 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. 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 2015-16 includes Sept. 2015, February and May 2016). 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.

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.

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.

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.

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 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). 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 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 2016 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 2016 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 2015 through Summer 2016.

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 from.

Freshmen Six-Year Graduation Rate. Percent of first-time, full-time freshmen who entered UMass Amherst in a given Fall and had graduated from the institution within six years from. 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 and had graduated from the institution within four years from.

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.

UMass Amherst - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2015		Fall 2014		Fall 2013	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	22,748	13,281	22,252	13,127	22,134	12,933
GRADUATE STUDENTS	6,521	112	6,383	108	6,383	127

OFFENSE	Calendar Year		
	2015	2014	2013
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0
RAPE	17	11	21
FONDLING	5	2	1
INCEST	0	0	0
STATUTORY RAPE	0	0	0
ROBBERY	0	4	0
AGGRAVATED ASSAULT	7	13	6
BURGLARY	9	17	21
MOTOR VEHICLE THEFT	1	4	2
ARSON	5	5	2
DOMESTIC VIOLENCE***	7	16	11
DATING VIOLENCE***	0	0	0
STALKING***	4	0	1
HATE CRIMES <i>Any of the aforementioned offenses, and other crime involving bodily injury, that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity are also reported as hate crimes.</i>	1	2	2
LIQUOR LAW ARRESTS**	162	234	183
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	323	676	780
DRUG LAW ARRESTS**	13	17	22
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	36	42	57
ILLEGAL WEAPONS POSSESSION ARRESTS	1	2	2
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	0

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

*Forcible Sex Offenses include those reported to UMPD and those reported to other Campus agencies.

**UMPD arrests involving both drug law and liquor law violations are counted only as a drug law violation, which is the more serious offense.

***2013 was the first year domestic violence, dating violence, and stalking was required.