

2021 Report on Annual Indicators

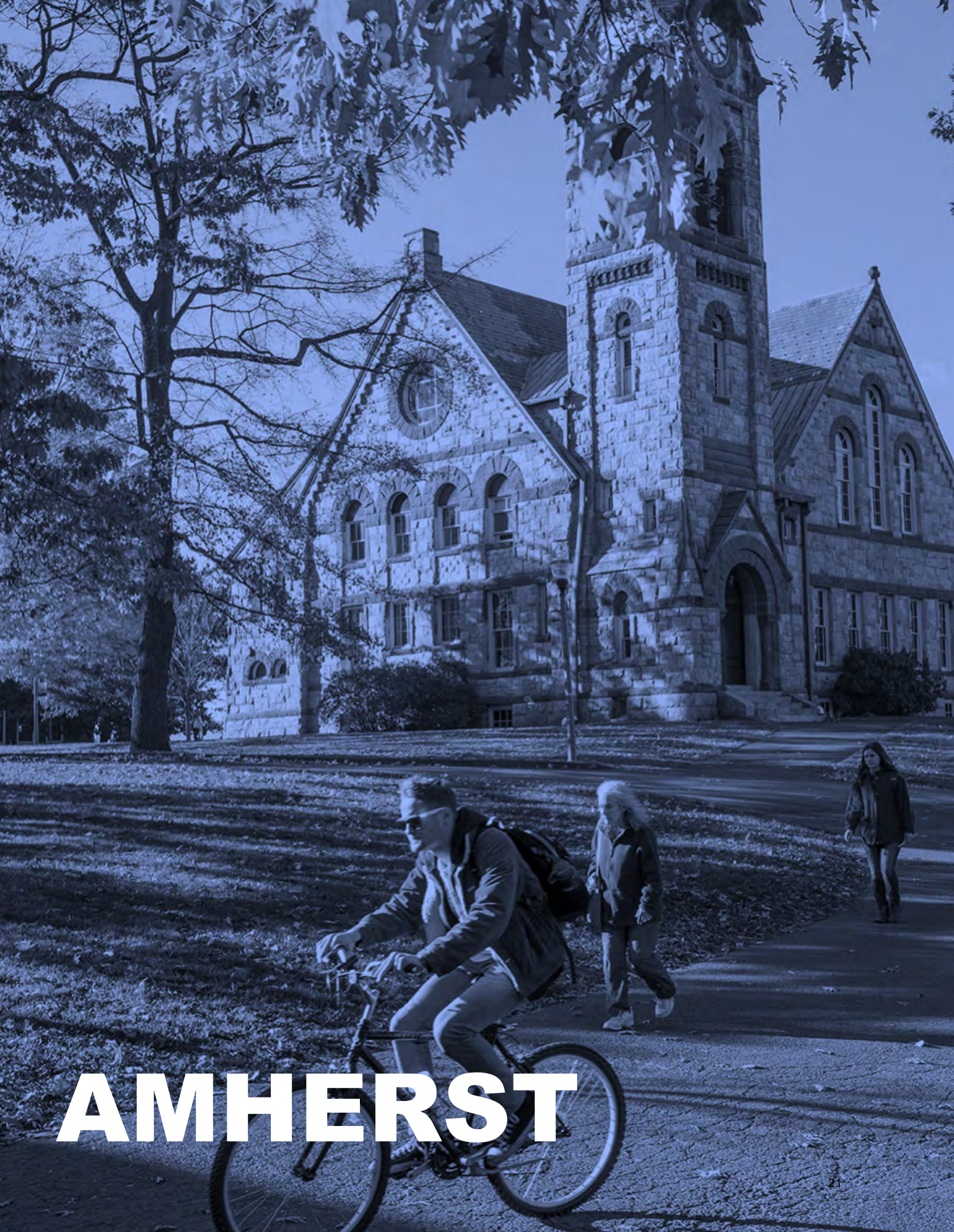
University Performance Measurement System

November 2021



University of Massachusetts

Amherst • Boston • Dartmouth • Lowell • Medical • Law • Online



AMHERST

HEADLINES

ACADEMIC QUALITY

The Top American Research Universities (TARU - The Center) identifies nine performance indicators as measures of academic quality to evaluate the comparative performance of public and private research universities that generate over \$40 million in federal research annually. Included in this group are ten public research universities with a Carnegie classification of highest research activity with which UMass Amherst is comparing its progress on these and other indicators. All but two of the peers, the Universities of Connecticut and Delaware, are among the 65 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.

Student Academic Quality. The academic profile of entering students has made impressive gains in recent years, evidenced by the growth in high school GPA and test scores. The high school GPA of entering students increased from 3.64 in 2011 to 3.93 in 2020. Virtually all (99%) students entered UMass Amherst with a high school GPA of 3.0 and above. The SAT score exceeds the peer group at both the 25th and 75th percentiles for the fall 2019 entering class. Further, seniors report high satisfaction with their undergraduate experience. Results from the 2020 National Survey of Student Engagement (NSSE) show that 88% of seniors rated their UMass Amherst educational experience positively.

Advanced Training. The campus has demonstrated strength in the education and training of pre- and post-doctoral researchers.

Though UMass Amherst is below the peer median for the number of doctoral degrees awarded, the awardees are more diverse than our peers.

Research and Creative Activity. Total research dollars (R&D) are key measures of an institution's commitment to, and success in research. UMass Amherst faculty have been successful in competing for these dollars. Total R&D spending increased by 3% over the last five years to over \$219 million. Per faculty expenditures declined by 2% in the past five years.

The number of academic honors and awards earned by the faculty is another indicator of an institution's quality. The number of National Academy members has remained stable but continues to be below the peer median. The number of prominent grant and fellowship program awards has increased over the last four years remains above the peer median for 2019. A more comprehensive view of awards from Academic Analytics, another source of awards data, shows that UMass Amherst faculty have received over 1,000 nationally or internationally competitive awards.

In recent years, the campus invested in tenure-system faculty, and the number of tenure-system faculty has grown by 3% since 2016. Nevertheless, this is considerably smaller than other top public research universities. Continued growth in the tenure-system faculty will be required for the campus to make significant progress in improving academic quality and research productivity, and to advance in the research university rankings.

ACCESS AND AFFORDABILITY

Providing an affordable and accessible education of high quality is central to the University's mission. In Fall 2019, 26% of full-time, in-state students qualified for Pell grants. Eighty-three 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. The proportion of students graduating with debt continues to decrease.

Most UMass Amherst students have a positive educational experience. Eighty-nine percent of

students return for their sophomore year and 83% graduate within six years from UMass Amherst, the highest graduation rate observed since the campus began tracking this metric. The campus has seen a rapid improvement in the four-year graduation rate, which has increased from 63% for the Fall 2008 cohort to 76% for the Fall 2016 cohort. Retention and graduation rate improvements have closed the gap with peer institutions with the graduation rate now exceeding the median peer rate.

HEADLINES

STUDENT SUCCESS AND SATISFACTION

The past year has reinforced the need for coordinated care and attention for undergraduate students and their success, particularly during challenging times. Our foundation of partnerships across departments and divisions has served us well. The Undergraduate Student Success unit coordinates programs and cross-disciplinary teams to focus efforts on student onboarding, persistence, degree completion, and direct support for our most vulnerable populations.

Integrated and holistic academic advising remains a key component of student support and timely degree completion. Student Success works with the schools and colleges through the Success@UMass professional development series on advising best practices. Our partnership with EAB provides access to analytics and coordinated care, best practice research studies, and strategic consulting to improve student academic pathways and decrease barriers to degree progress. Through EAB's Navigate platform, the Student Success unit oversees the Academic Alert program which allows instructors to reach out to students struggling in their courses and connect those students in a coordinated manner with academic supports and success strategies. Among these are the Learning Resource Center's course-based supplemental instruction (tutoring and study groups) and the Student Success Toolkit study skills series. Not surprisingly, during the past year our session "Tips for Virtual Learning," offered both synchronously and asynchronously, was a student favorite.

During remote New Student Orientation in 2020 and 2021, Student Success worked closely with school and college advising personnel to shift to remote advising practices, and now the fully integrated Advantage Design New Student Orientation platform (My UMass Guide) brings important onboarding activity to students prior to attendance, including those who live abroad. Advances in the consistency and pace of transfer credit assessment has also eased the transition of transfer students, with an eye toward their desire to jump in to curricular pathways without adding unnecessary semesters to their path.

A sense of belonging is a key component to college student persistence, and the Student Success unit delivers supplemental resources for First Year Seminars and Residential Academic Programs (RAP) courses to increase student connections. Our partnership with the Campus Life

and Wellbeing Collaborative has also enabled us to build wellbeing programming into the RAP experience. Student Success Outreach emphasizes support of priority populations: First Generation College Students, transfer students, students of color, and students experiencing financial insecurity. Extending the EAB Navigate platform to departments in Student Affairs and Campus Life, specifically the Center for Multiculturalism and Student Success, has integrated success coaching touch points for students of color and foster youth. We have framed our social media messaging to embrace a growth mindset, and the Trajectory Student Success podcast reinforces individual storytelling and belonging, amplifying stories from historically marginalized groups.

To support particularly vulnerable students considering withdrawal or re-enrollment after time away, the Dean of Students Office coordinates with schools and colleges via their case management structure and offers short-term loans, micro-grants, and supply closets to assist students in financial crisis. The Senior Completion Committee reviews students who are very close to graduating and are having difficulty meeting their final financial need to complete their degree. The committee works with students on an integrated completion plan and can provide emergency grants to help support the student in their final semester or year toward degree completion. More broadly, Student Success provides trained peer financial coaching for any student through the Smart About Money program.

The campus has seen an increase in the diversity of the student body. The Fall 2020 entering class contains 33% ALANA students; overall, over three in ten undergraduates were students of color. Also, over one-fifth 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.

As with other campus units, Career and Professional Development faced an unprecedented year due to the Covid-19 pandemic. Uncertainty in the job market and a downturn of the economy presented challenges to students looking for jobs or internships. UMass Career Development met these challenges through collaboration, creativity, and flexibility. Our online programming expanded access to workshops, recruitment events and career coaching, while

HEADLINES

STUDENT SUCCESS AND SATISFACTION

collaboration with employers and alumni provided networking opportunities and “up-to-the-minute” notification of open positions. Career staff and employers alike developed new ways to engage with students and provide experiential learning through micro-internships and portfolios. The

campus hosted 26 career fairs and 765 employer recruitment events over the past year--the majority being online. For the Class of 2020, 81% reported being either employed or attending graduate school, with over 1300 different employers hiring our students.

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 Academic Year 2019-2020, 36% of degrees awarded at the undergraduate and 34% of degrees awarded at the graduate levels were in Science, Technology, Engineering and Mathematics (STEM) programs.

The STEM Diversity Institute (SDI), established in 2012 at UMass Amherst, facilitates the diversification of the science, technology, engineering, and mathematics (STEM) workforce. SDI activities serve undergraduate students, graduate students, postdoctoral fellows, and faculty. These investments will continue.

FINANCIAL HEALTH

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

The Office of Advancement is continuing its work with our campaign consultant, Grenzebach, Glier & Associates (GG+A), to secure leadership gifts for the next comprehensive campaign. GG+A completed its feasibility study and shared the report with key stakeholders. The schools, colleges, and units are working on drafts of their individual cases for support, which will help further

develop and refine the comprehensive case for support.

We had outstanding success in engaging record numbers of our constituency through our newly developed or further refined virtual community and opportunities. We will incorporate these opportunities over the next year. Many of the schools, colleges, and units also took advantage of the virtual environment to host events, further solidifying Advancement’s partnership with them. We also realized our success in engaging our constituency online through the online version of our alumni magazine and the “Extra Credit” material offered not only to enhance content in the hard copy of the magazine but also to bridge the gap between issues.

We continued work on a donor relationship management data conversion and began a thorough analysis of our prospect data analytics, prospect management and prospect research functions to better optimize those areas and thus our relationships. We are realizing the return on investment in our alumni and donor communications and donor retention efforts with higher donor retention rates.

Improved donor retention rates combined with asking for and closing more major and planned gifts are building a pipeline which will sustain the campaign efforts and thus the University well into the future.

AT-A-GLANCE

ACADEMIC QUALITY

• Average HS GPA of Freshmen	3.93	• Percent Tenured/Tenure-Track Faculty FTE	69%
• Average SAT Scores of Freshmen		• Faculty FTE	1555
<i>Arithmetic Mean</i>	1290	• Full-Time Instructional Faculty	
<i>25th – 75th Percentile</i>	1200-1390	<i>Percent Faculty-of-Color</i>	25%
• Average GPA of Entering Transfer Students	3.35	<i>Percent Women Faculty</i>	46%
• Student-Faculty Ratio	17:1	• Faculty Awards	20
• Technology-Enhanced Classrooms	305		

ACCESS AND AFFORDABILITY

• Percent Undergraduates from Students from MA	77%	• Percent In-State Pell Grant Recipients	26%
• Percent Undergraduates who are Students of Color	31%	• Percent of Need Met for In-State Students Awarded Need-Based Aid	83%
• Percent Undergraduates who are International	7%	• Average Debt of Students (UG Graduating Class)	\$32,928
• Percent First-Time Undergraduates who are First Generation in College	21%	• Percent Graduating Class with Debt (UG)	64%
• Percent First-Time Undergraduates with English as a Second Language	13%	• Total Students who Participated in a Study Abroad Program	968
• Percent Undergraduates Who Are Of Transfer Origin	19%	• Online Course Registrations	27,338
• Dual Enrollment Students (Headcount)	49	Percentage of degree-seeking students taking at least one online course who were full time and fully online.	8%

STUDENT SUCCESS AND SATISFACTION

• Freshmen One-Year Retention Rate	89%	• Transfer (Upper Division) Four-Year Graduation Rate	82%
• Freshmen Four-Year Graduation Rate	76%	• Student Satisfaction With Educational Experience	88%
• Freshmen Six-Year Graduation Rate	83%	• Alumni Participation Rate	6%
• Transfer (Full-time) One-Year Retention Rate	88%		

AT-A-GLANCE

SERVICE TO THE COMMONWEALTH

• Degree Completions	8,339	• Percent Alumni who Remain in MA	54%
<i>Bachelor's</i>	6,259	• Degrees Awarded in STEM Fields	2,969
<i>Master's</i>	1,716	<i>Undergraduate</i>	2,265
<i>Doctorates</i>	364	<i>Graduate</i>	704
• Total R&D Expenditures	\$219M	• Certificates Awarded in STEM Fields	74
• Total R&D Expenditures Ranking	109	• Degrees Awarded in Healthcare Fields	712
• Total R&D Expenditures Ranking among Carnegie Peers, US Publics, Non-Medical	10	<i>Undergraduate</i>	503
• Total R&D Expenditures per Tenure System Faculty	\$193,465	<i>Graduate</i>	209
• Patent Applications	25	• Certificates Awarded in Healthcare Fields	31
• License Income	\$620,711		

FINANCIAL HEALTH

• Total Endowment	\$368.4M	• Spendable Cash & Investments to Operating Expenses	0.45
• Annual Growth in Endowment	1.4%	• Debt Service Burden	6.4%
• Endowment per Annualized Student FTE	\$12,040	• Operating Margin (%)	0.2%
• Private Funds Raised Annually	\$34.0M		

ACADEMIC QUALITY

AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

3.93

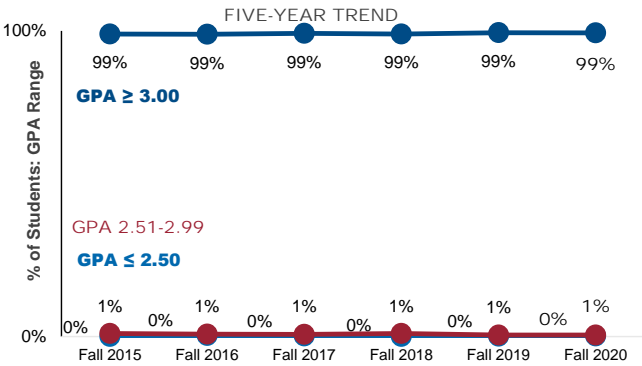
Average HS GPA in Fall 2020

▲ 0.03

One-year nominal change (vs. Fall 2019)

▲ 0.10

Five-year nominal change (vs. Fall 2015)



SAT SCORES OF FRESHMEN

1390

SAT Scores of Freshmen 75th Percentile in Fall 2020

● 0

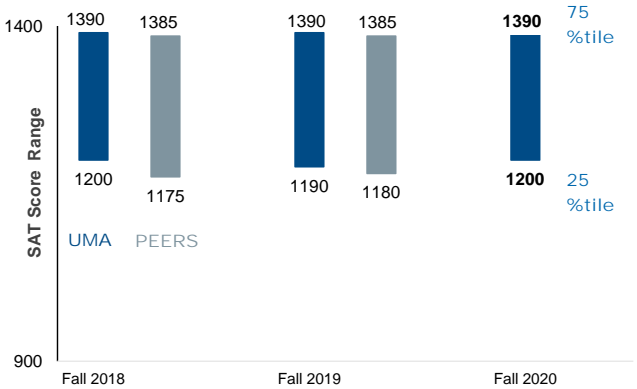
One-year nominal change (vs. Fall 2019)

1200

SAT Scores of Freshmen 25th Percentile in Fall 2020

▲ 10

One-year nominal change (vs. Fall 2019)

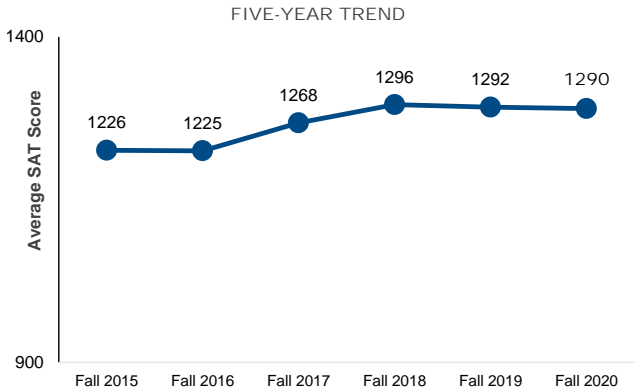


1290

Average SAT Scores of Freshmen in Fall 2020

▼ 2

One-year nominal change (vs. Fall 2019)



ACADEMIC QUALITY

AVERAGE GPA OF ENTERING TRANSFER STUDENTS

3.35

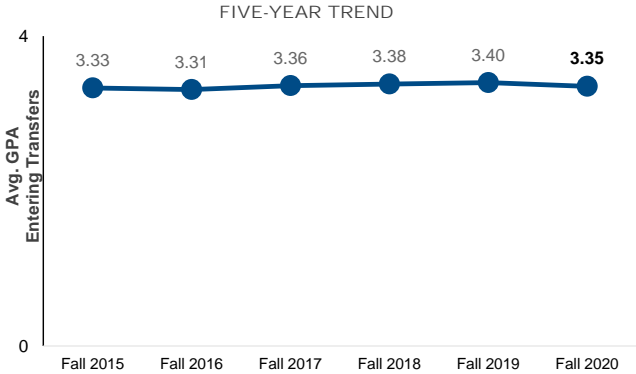
Average transfer GPA in Fall 2020

▼ 0.05

One-year nominal change (vs. Fall 2019)

▲ 0.02

Five-year nominal change (vs. Fall 2015)



STUDENT-FACULTY RATIO

17:1

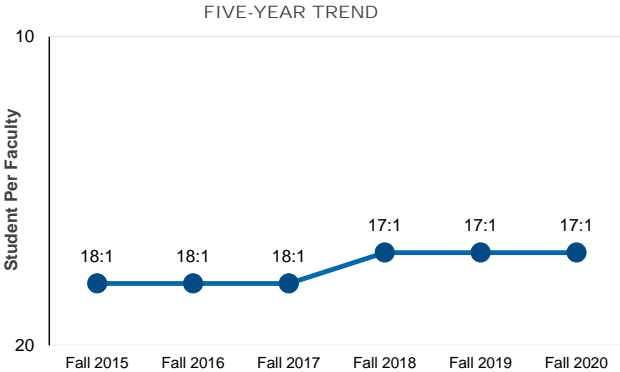
Student-Faculty Ratio in Fall 2020

● 0

One-year nominal change (vs. Fall 2019)

▲ 1

Five-year nominal change (vs. Fall 2015)



TECHNOLOGY-ENHANCED CLASSROOMS

305

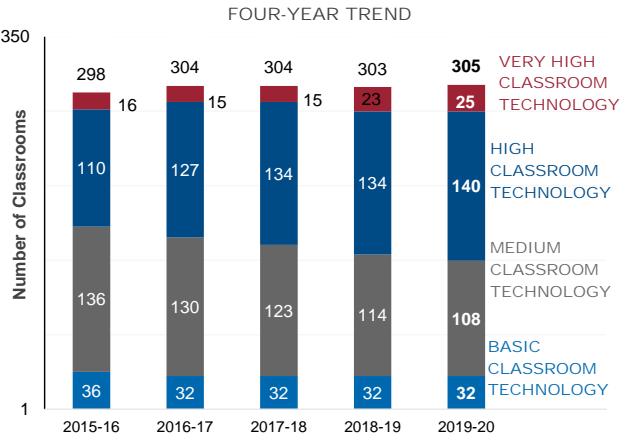
Total Technology Enhanced Classrooms in 2019-20

▲ 1%

One-year % change (vs. 2018-19)

▲ 2%

Four-year % change (vs. 2015-16)



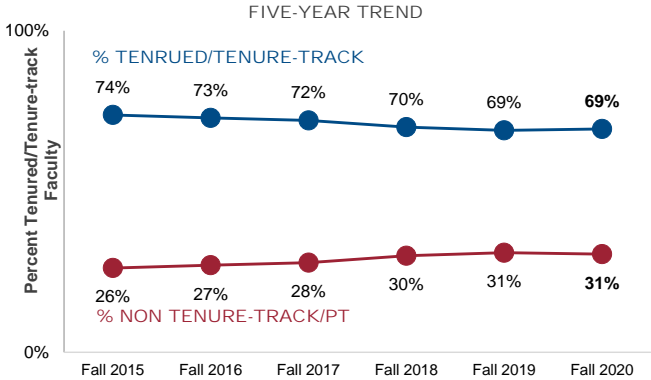
ACADEMIC QUALITY

PERCENT TENURED/TENURE-TRACK FACULTY FTE

69%
Percent Tenured/
Tenure-track Faculty
in Fall 2020

▲ 0
One-year
% point change
(vs. Fall 2019)

▼ 4
Five-year
% point change
(vs. Fall 2015)

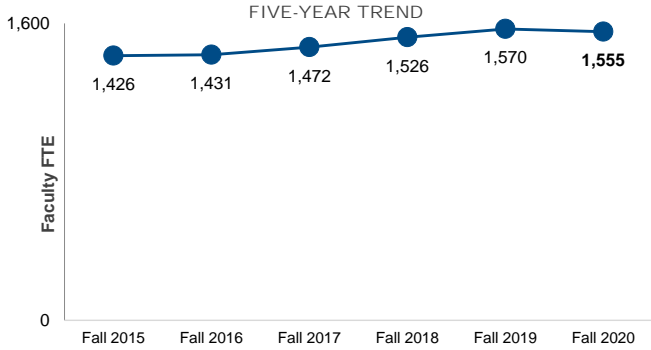


FACULTY FTE

1555
Faculty FTE
in Fall 2020

▼ 1%
One-year
% change
(vs. Fall 2019)

▲ 9%
Five-year
% change
(vs. Fall 2015)



FACULTY-OF-COLOR

333
Faculty Of Color
in Fall 2020

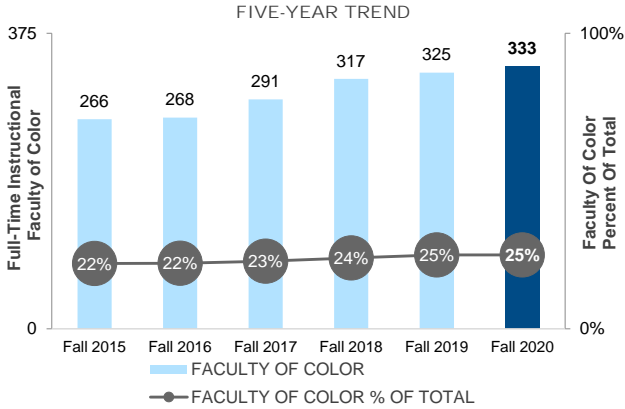
▲ 8
One-year
nominal change
(vs. Fall 2019)

▲ 67
Five-year
nominal change
(vs. Fall 2015)

25%
Percent of
Faculty Of Color
in Fall 2020

● 0
One-year
% point
(vs. Fall 2019)

▲ 3
Five-year
% point
(vs. Fall 2015)



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

ACADEMIC QUALITY

WOMEN FACULTY

668
Women Faculty in Fall 2020

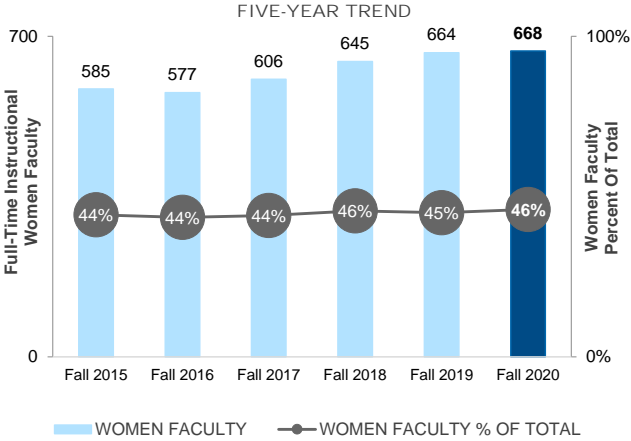
▲ **4**
One-year nominal change (vs. Fall 2019)

▲ **83**
Five-year nominal change (vs. Fall 2015)

46%
Percent of Women Faculty in Fall 2020

▲ **1**
One-year nominal change (vs. Fall 2019)

▲ **2**
Five-year nominal change (vs. Fall 2015)

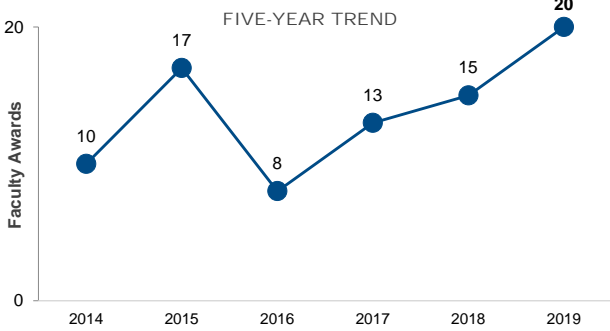


FACULTY AWARDS

20
Faculty Awards in 2019

▲ **5**
One-year nominal change (vs. 2018)

▲ **10**
Five-year nominal change (vs. 2014)



Source : The Top American Research Universities

ACCESS AND AFFORDABILITY

UNDERGRADUATES FROM MASSACHUSETTS

18,627
Undergraduates from Massachusetts in Fall 2020

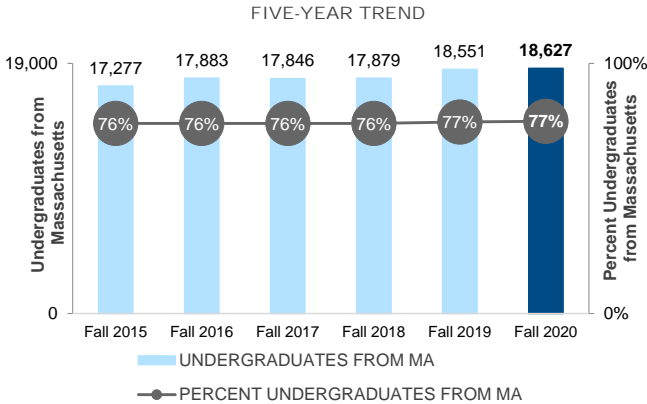
▲ **0%**
One-year % change (vs. Fall 2019)

▲ **8%**
Five-year % change (vs. Fall 2015)

77%
% Undergraduates from Massachusetts in Fall 2020

● **0**
One-year % point change (vs. Fall 2019)

● **0**
Five-year % point change (vs. Fall 2015)



ACCESS AND AFFORDABILITY

UNDERGRADUATE STUDENTS OF COLOR

6,645
Undergraduates
Students of Color
in Fall 2020

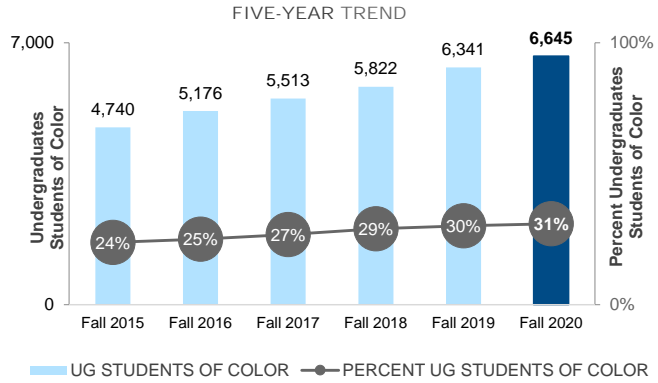
▲ **5%**
One-year
% change
(vs. Fall 2019)

▲ **40%**
Five-year
% change
(vs. Fall 2015)

31%
% Undergraduates
Students of Color
in Fall 2020

▲ **1**
One-year
% point change
(vs. Fall 2019)

▲ **7**
Five-year
% point change
(vs. Fall 2015)



UNDERGRADUATES WHO ARE INTERNATIONAL

1,669
International UG
Enrollment
in Fall 2020

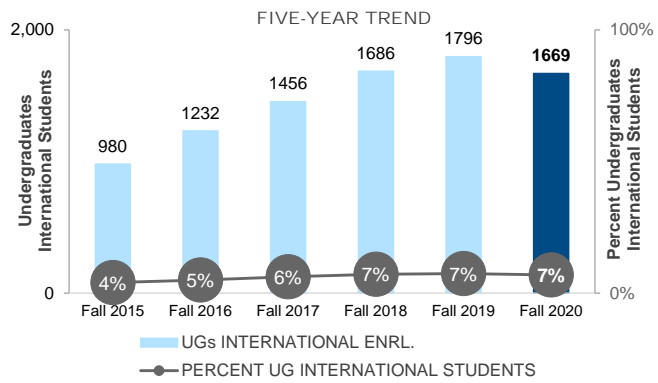
▼ **7%**
One-year
% change
(vs. Fall 2019)

▲ **70%**
Five-year
% change
(vs. Fall 2015)

7%
% International UG
Enrollment
in Fall 2020

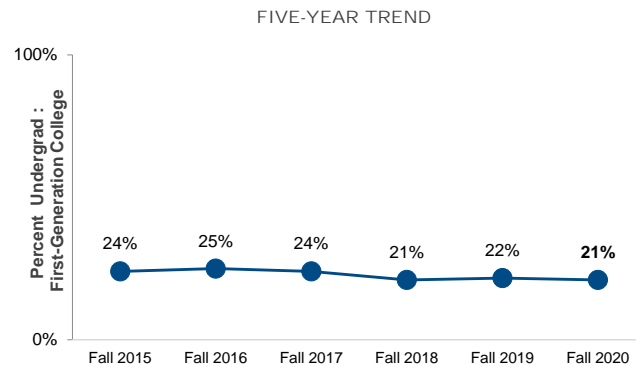
▼ **1**
One-year
% point change
(vs. Fall 2019)

▲ **3**
Five-year
% point change
(vs. Fall 2015)



PERCENT FIRST-TIME UNDERGRADUATES WHO ARE FIRST-GENERATION IN COLLEGE

21%
Percent first-time
Undergraduates
who are First-Generation
College in Fall 2020



*The data source prior to 2018 is based on survey responses, 2018 to present is based on Common Application responses.

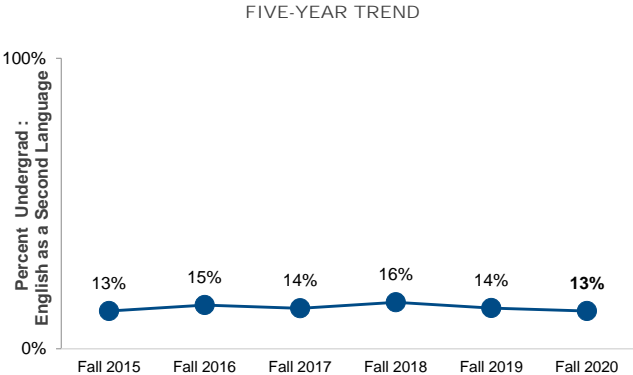
ACCESS AND AFFORDABILITY

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

13%

Percent Undergraduates
Speak English as a
Second Language
in Fall 2020

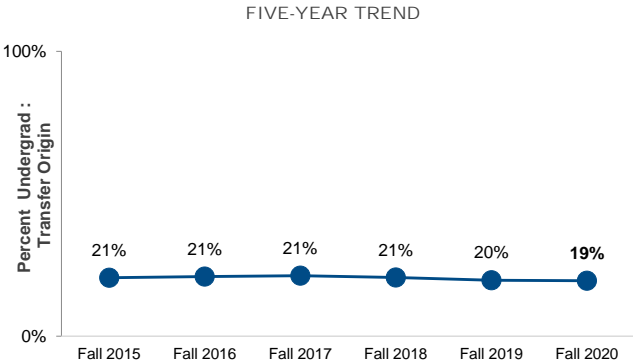
*The data source prior to 2018 is based on survey responses,
2018 to present is based on Common Application responses.



PERCENT UNDERGRADUATES WHO ARE OF TRANSFER ORIGIN

19%

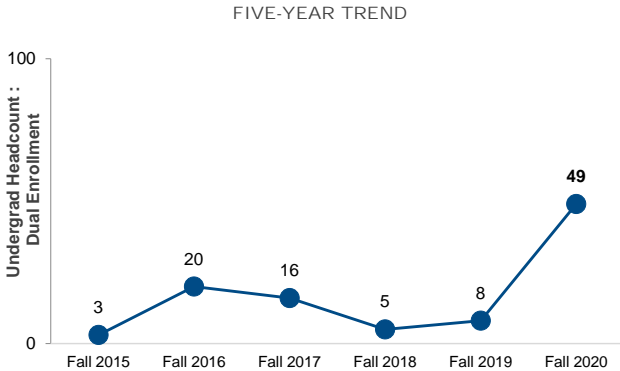
Percent Undergraduates
who are of Transfer-Origin
in Fall 2020



DUAL ENROLLMENT STUDENTS (HEADCOUNT)

49

Dual Enrolled
Students
in Fall 2020



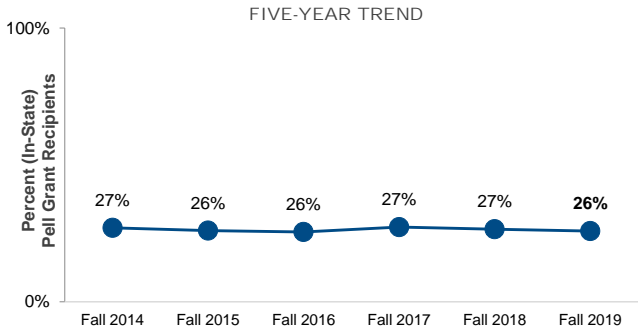
ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

26%
 Percent (In-State) Pell Grant Recipients in Fall 2019

▼ **1**
 One-year % point change (vs. Fall 2018)

▼ **1**
 Five-year % point change (vs. Fall 2014)

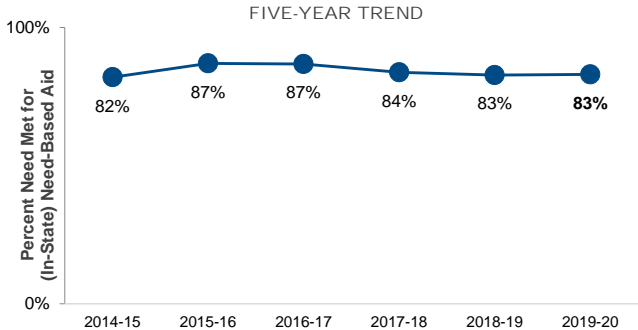


PERCENT NEED MET FOR IN-STATE STUDENTS AWARDED NEED-BASED AID

83%
 Percent Need Met for (In-State) Need-Based Aid in 2019-20

▲ **0**
 One-year % point change (vs. 2018-19)

▲ **1**
 Five-year % point change (vs. 2014-15)



UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

\$32.9k
 Average Debt Load in 2020

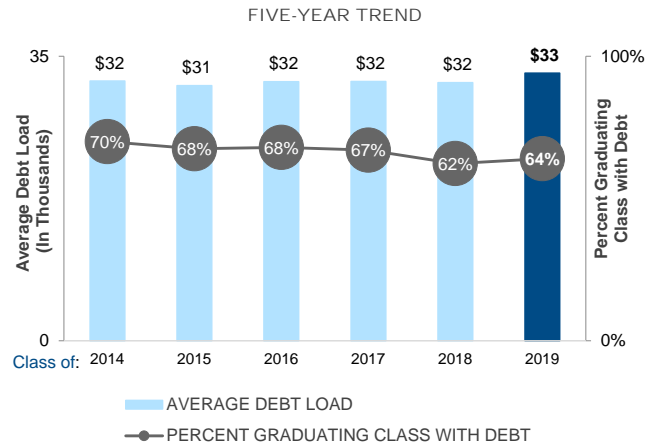
▲ **4%**
 One-year % change (vs. 2019)

▲ **3%**
 Five-year % change (vs. 2015)

64%
 Percent Graduating Class with Debt

▲ **2**
 One-year % point change (vs. 2019)

▼ **6**
 Five-year % point change (vs. 2015)



ACCESS AND AFFORDABILITY

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

968

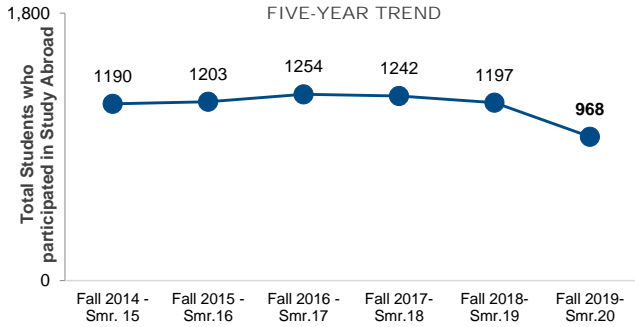
Students who participated in Study Abroad in Fall 2019-Smr.20

▼ 229

One-year nominal change vs. Fall 2018-Smr.19

▼ 222

Five-year nominal change vs Fall 2014 -Smr. 15



TOTAL ONLINE COURSE REGISTRATIONS

27,338

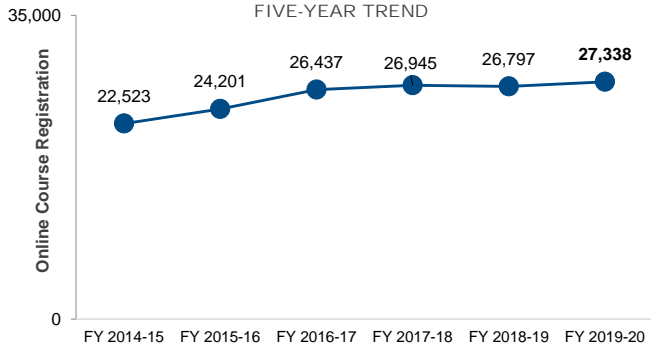
Online Course Registrations in FY 2019-20

▲ 2%

One-year % change (vs. FY 2018-19)

▲ 21%

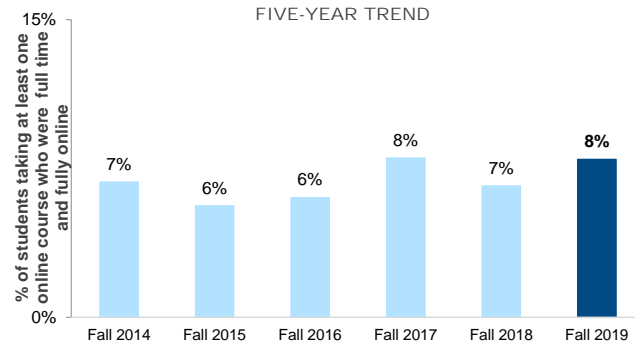
Five-year % change (vs. FY 2014-15)



PERCENTAGE OF DEGREE-SEEKING STUDENTS TAKING AT LEAST ONE ONLINE COURSE WHO WERE FULL TIME AND FULLY ONLINE

8%

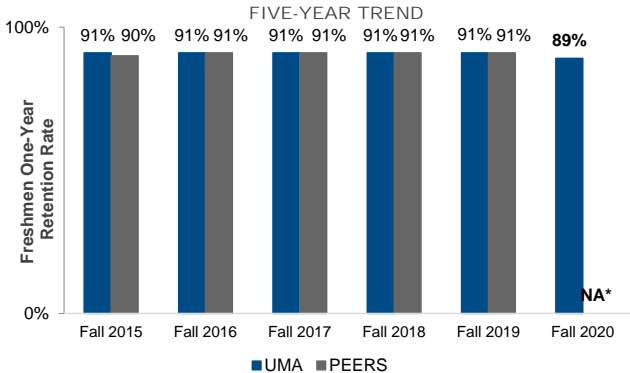
Students taking at least one online course who were full time and fully online in Fall 2019



STUDENT SUCCESS AND SATISFACTION

FRESHMEN ONE-YEAR RETENTION RATE

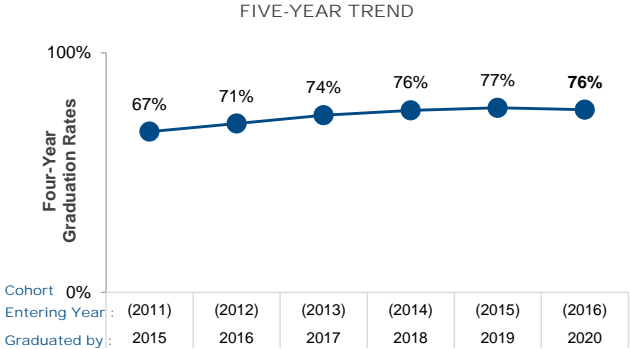
89%
 Freshmen One-Year Retention Rate in Fall 2020
 ▼ 2 One-year % point change (vs. Fall 2019)
 ▼ 2 Five-year point (vs. Fall 2015)



* Peer data for Fall 2020 not available for reporting purposes.

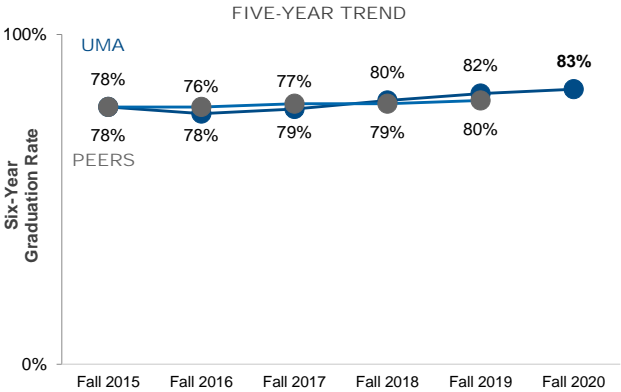
FRESHMEN FOUR-YEAR GRADUATION RATES

76%
 Freshmen Four-Year Graduation Rates in 2020
 ▼ 1 One-year % point change (vs. 2019)
 ▲ 9 Five-year % point change (vs. 2015)



FRESHMEN SIX-YEAR GRADUATION RATE

83%
 UMA Freshmen Six-Year Graduation Rates in Fall 2020
 ▲ 1 One-year % point change (vs. Fall 2019)
 ▲ 5 Five-year % point change (vs. Fall 2015)



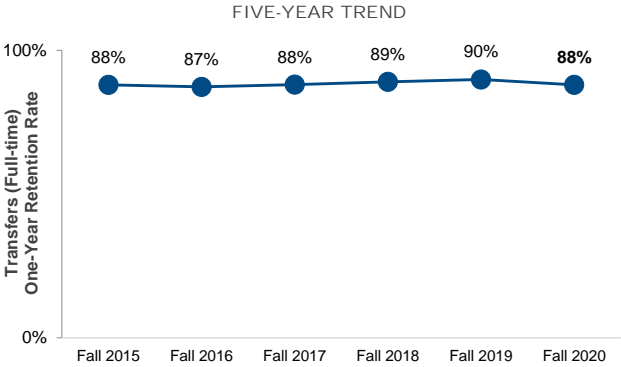
STUDENT SUCCESS AND SATISFACTION

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

88%
Transfers (Full-time) One-Year Retention Rate in Fall 2020

▼ **2**
One-year % point change (vs. Fall 2019)

▼ **0**
Five-year % point change (vs. Fall 2015)

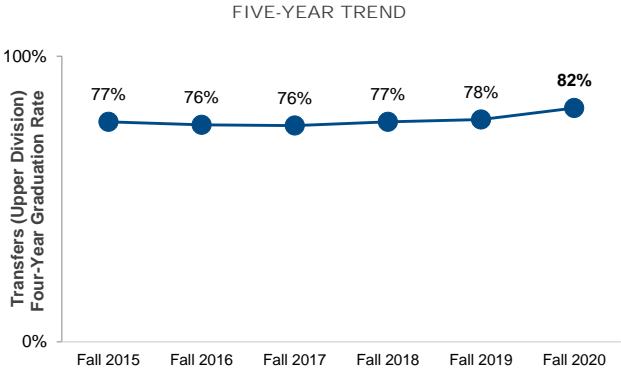


TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

82%
Transfers (Upper Division) Four-Year Graduation Rates in Fall 2020

▲ **4**
One-year % point change (vs. Fall 2019)

▲ **5**
Five-year % point change (vs. Fall 2015)



STUDENT ACHIEVEMENT MEASURE

Cohort starting in : 2014-15

80%
Bachelor's Degree Within 4 Yrs. from any institution

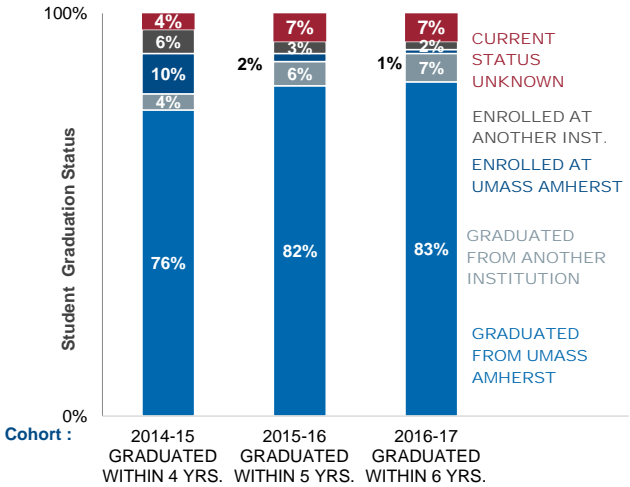
76%
Bachelor's Degree Within 4 Yrs. from UMass Amherst

88%
Bachelor's Degree Within 5 Yrs. From any institution

82%
Bachelor's Degree Within 5 Yrs. From UMass Amherst

90%
Bachelor's Degree Within 6 Yrs. From any institution

83%
Bachelor's Degree Within 6 Yrs. From UMass Amherst



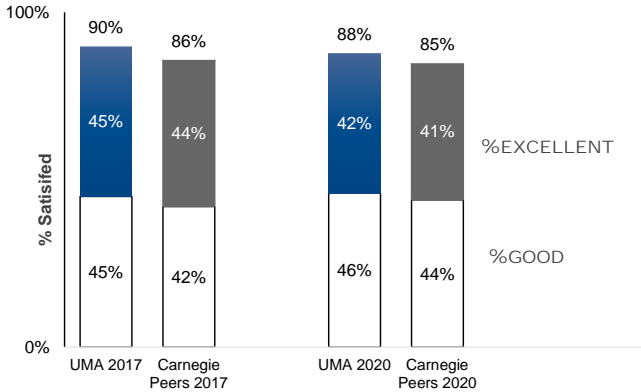
Source : Student Achievement Measure (SAM)

STUDENT SUCCESS AND SATISFACTION

STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE

88%
 Student Satisfaction
 as Good or Excellent
 in UMA 2020

▼ 2
 Three-year
 % point change
 (vs. UMA 2017)

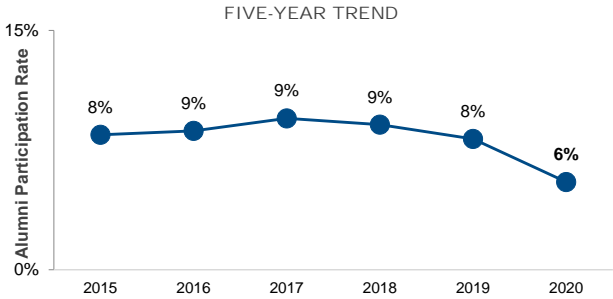


ALUMNI PARTICIPATION RATE

6%
 Alumni Participation
 Rate
 in 2020

▼ 2
 One-year
 % point change
 (vs. 2019)

▼ 2
 Five-year
 % point change
 (vs. 2015)



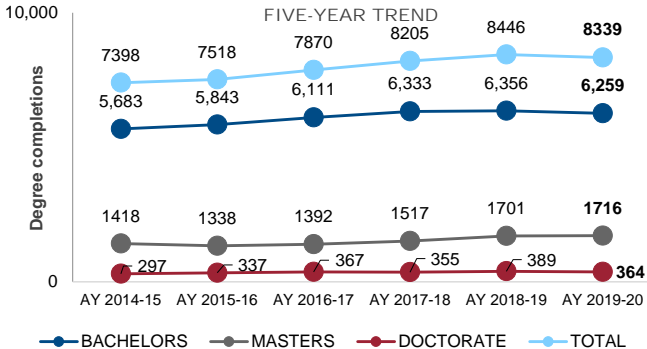
SERVICE TO THE COMMONWEALTH

DEGREE COMPLETIONS

8,339
 Total degree
 completions
 AY 2019-20

▼ 1%
 One-year
 % change
 in total degree
 completions
 (vs. AY 2018-19)

▲ 13%
 Five-year
 % change
 in total degree
 completions
 (vs. AY 2014-15)



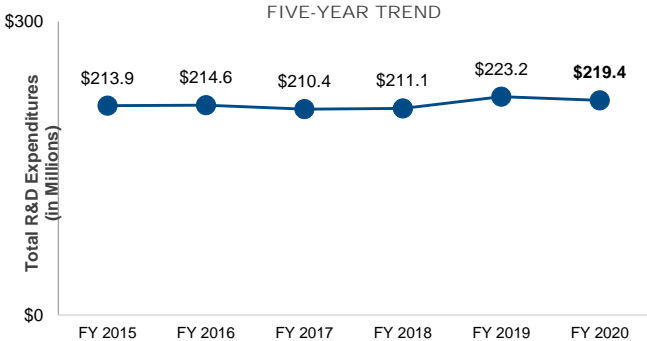
SERVICE TO THE COMMONWEALTH

TOTAL R&D EXPENDITURES

\$219.4
 Million
 in FY 2020

▼ **2%**
 One-year
 % change
 (vs. FY 2019)

▲ **3%**
 Five-year
 % change
 (vs. FY 2015)



TOTAL R&D EXPENDITURES RANKINGS

109
 Total R&D Expenditures
 Overall Rankings
 in FY 2019

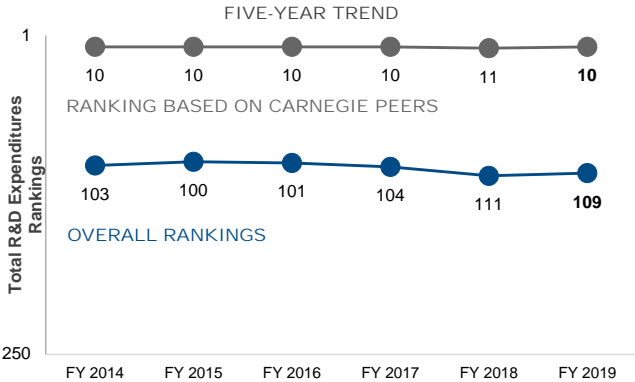
▲ **2**
 One-year
 nominal change
 (vs. FY 2018)

▼ **6**
 Five-year
 nominal change
 (vs. FY 2014)

10
 Rankings based on
 Carnegie Peers
 in FY 2019

▲ **1**
 One-year
 nominal change
 (vs. FY 2018)

▼ **0**
 Five-year
 nominal change
 (vs. FY 2014)



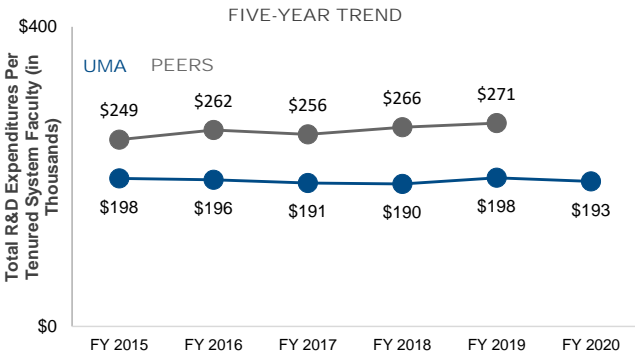
Overall Ranking Source: National Science Foundation Ranking by Total R&D Expenditures.
 Ranking based on Carnegie Peers is further standardized by US Publics and Non-Medical Schools.

TOTAL R&D EXPENDITURES PER TENURED SYSTEM FACULTY

\$193k
 Total R&D Expenditure
 Per Tenured
 System Faculty
 in FY 2020

▼ **2%**
 One-year
 % change
 (vs. FY 2019)

▼ **2%**
 Five-year
 % change
 (vs. FY 2015)



* Peer data for FY 2020 is currently not available.

SERVICE TO THE COMMONWEALTH

NUMBER OF PATENT APPLICATIONS

25

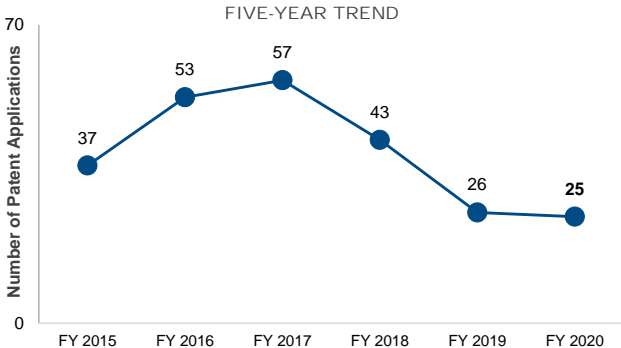
Patent Applications in FY 2020

▼ 1

One-year nominal change (vs. FY 2019)

▼ 12

Five-year nominal change (vs. FY 2015)



LICENSE INCOME

\$620.7k

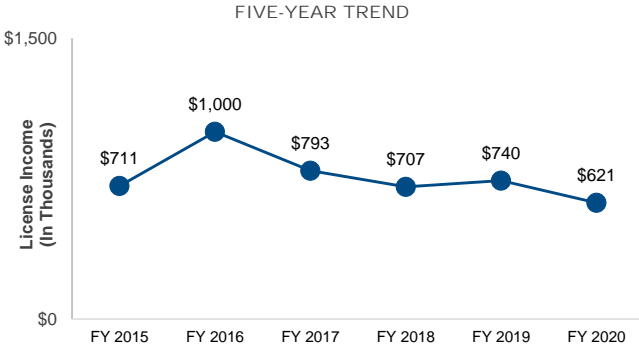
License Income in FY 2020

▼ 16%

One-year % change (vs. FY 2019)

▼ 13%

Five-year % change (vs. FY 2015)



PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

54%

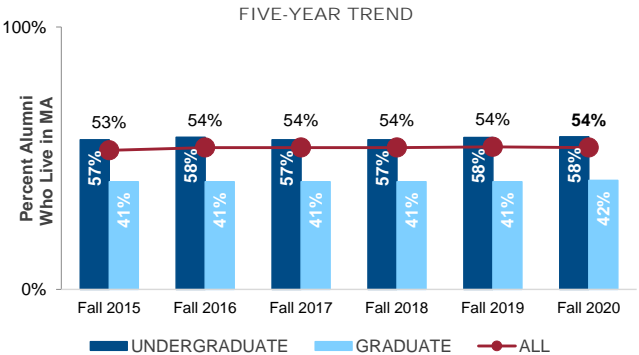
Of all UMass Alumni live in the Commonwealth in Fall 2020

▼ 0

One-year % point change (vs. Fall 2019)

▲ 1

Five-year % point change (vs. Fall 2015)



SERVICE TO THE COMMONWEALTH

DEGREES AWARDED IN STEM FIELDS

2,265

UG degrees awarded in STEM fields in 2019-20

▲ 5%

One-year % change (vs. 2018-19)

▲ 32%

Five-year % change (vs. 2014-15)

36%

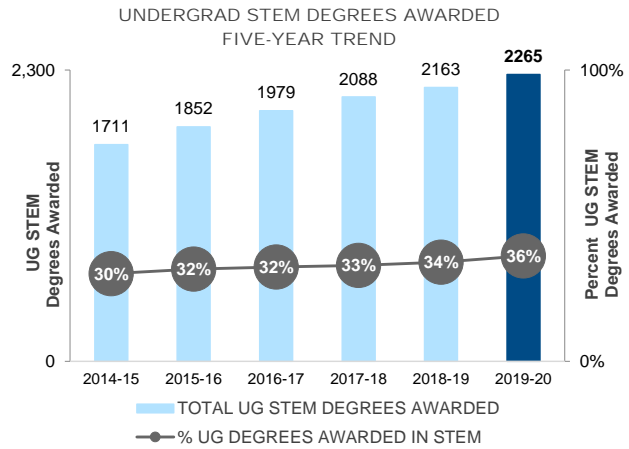
Percent of total UG degrees awarded in STEM fields in 2019-20

▲ 2

One-year % point change (vs. 2018-19)

▲ 6

Five-year % point change (vs. 2014-15)



704

Grad degrees awarded in STEM fields in 2019-20

▼ 5%

One-year % change (vs. 2018-19)

▲ 31%

Five-year % change (vs. 2014-15)

34%

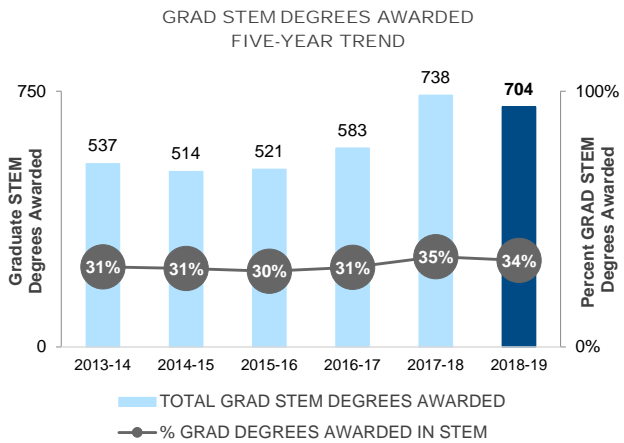
Percent of total Grad degrees awarded in STEM fields in 2019-20

▲ 1.5

One-year % point change (vs. 2018-19)

▲ 3

Five-year % point change (vs. 2014-15)



2,969

Total degrees awarded in STEM fields in 2019-20

▲ 2%

One-year % change (vs. 2018-19)

▲ 32%

Five-year % change (vs. 2014-15)

36%

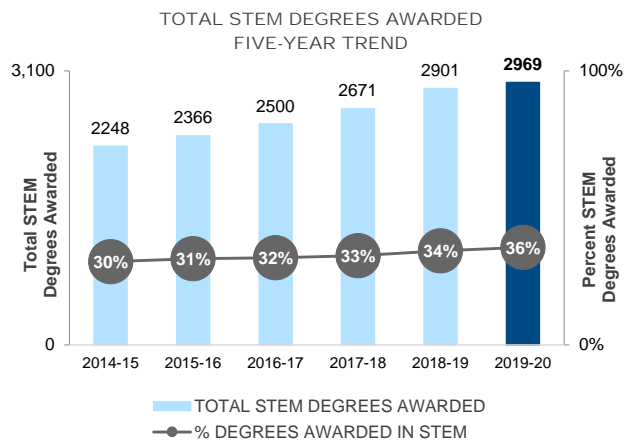
Percent of Total degrees awarded in STEM fields in 2019-20

▲ 1.3

One-year % point change (vs. 2018-19)

▲ 5

Five-year % point change (vs. 2014-15)



SERVICE TO THE COMMONWEALTH

CERTIFICATES AWARDED IN STEM FIELDS

74
Total Certificates awarded in STEM fields in 2019-20

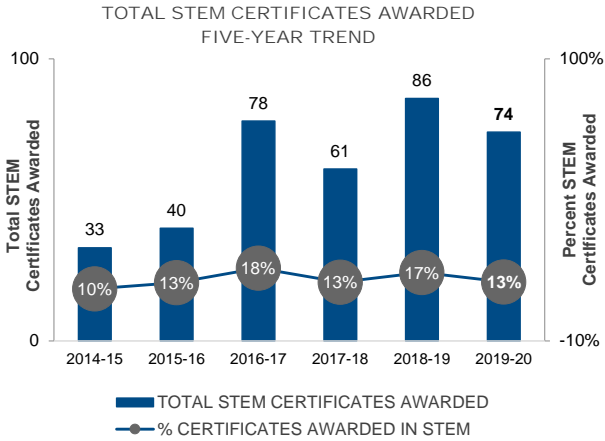
▼ 12
One-year nominal change (vs. 2018-19)

▲ 41
Five-year nominal change (vs. 2014-15)

13%
Percent of Total Certificates awarded in STEM fields in 2019-20

▼ 4
One-year % point change (vs. 2018-19)

▲ 3
Five-year % point change (vs. 2014-15)

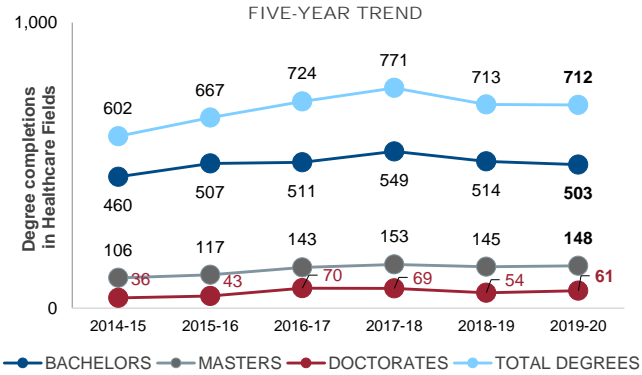


DEGREES AWARDED IN HEALTHCARE FIELDS

712
Total degrees awarded in HealthCare fields in 2019-20

▼ 0%
One-year % point change (vs. 2018-19)

▲ 18%
Five-year % point change (vs. 2014-15)

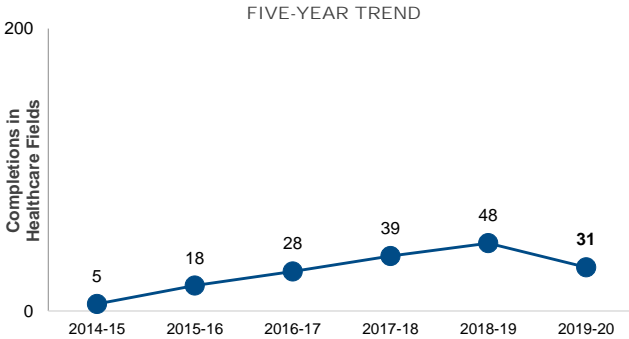


CERTIFICATES AWARDED IN HEALTHCARE FIELDS

31
Total Certificates awarded in HealthCare fields in 2019-20

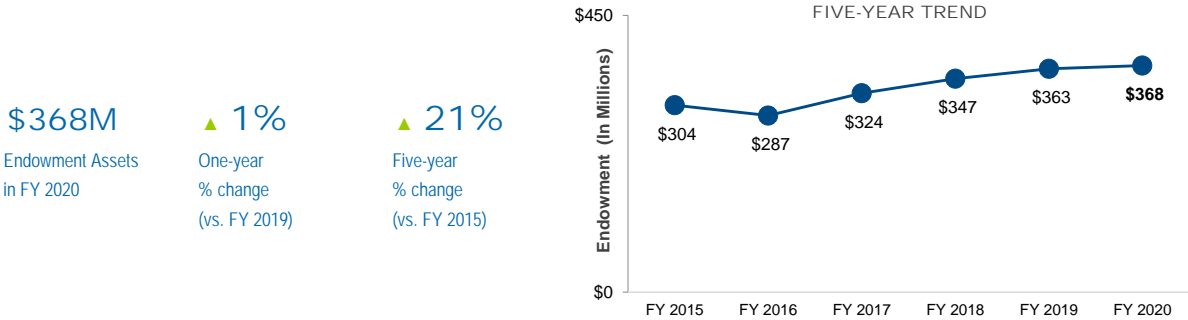
▼ 35%
One-year % point change (vs. 2018-19)

▲ 520%
Five-year % point change (vs. 2014-15)

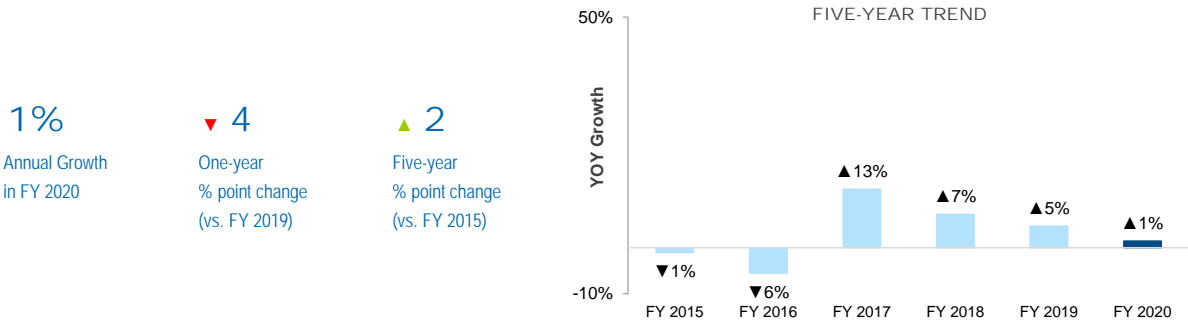


FINANCIAL HEALTH

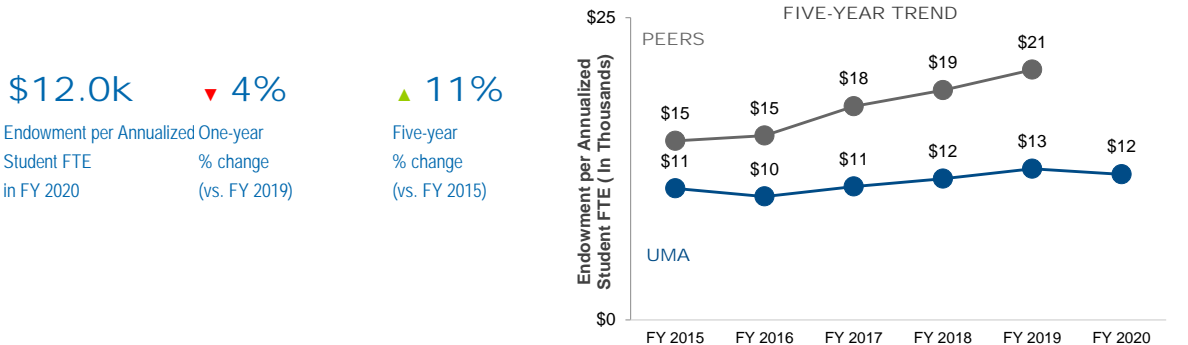
ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT



ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT



ENDOWMENT PER ANNUALIZED STUDENT FTE



* Peer data for FY 2020 not available for reporting purposes.

FINANCIAL HEALTH

PRIVATE FUNDS RAISED ANNUALLY

\$34.0M

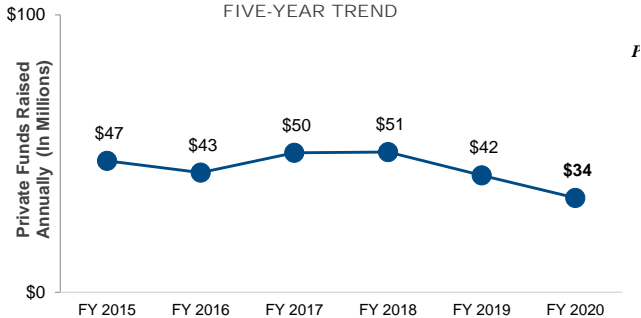
Private Funds Raised Annually in FY 2020

▼ **19%**

One-year % change (vs. FY 2019)

▼ **28%**

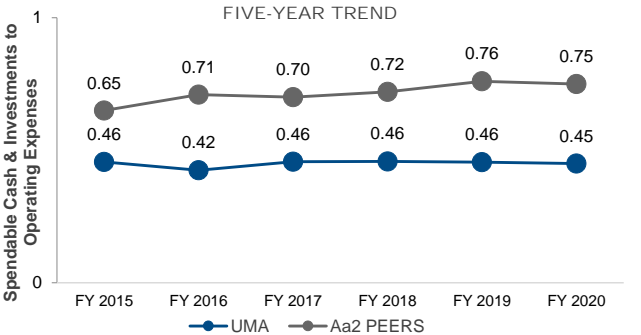
Five-year % change (vs. FY 2015)



SPENDABLE CASH & INVESTMENTS TO OPERATING EXPENSES

0.45

Spendable Cash & Investments to Operating Expenses in FY 2020



DEBT SERVICE BURDEN

6.4%

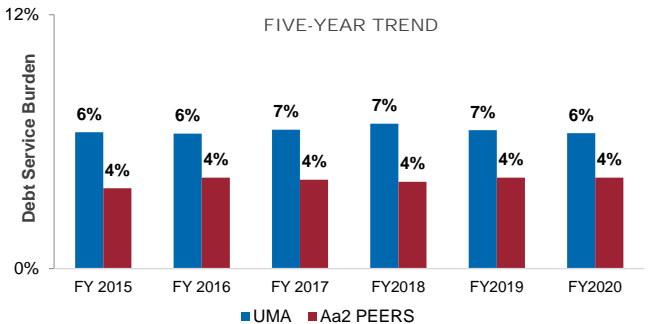
Debt Service Burden in FY2020

▼ **0.1**

One-year % Point change (vs. FY2019)

▼ **0.0**

Five-year % Point change (vs. FY 2015)



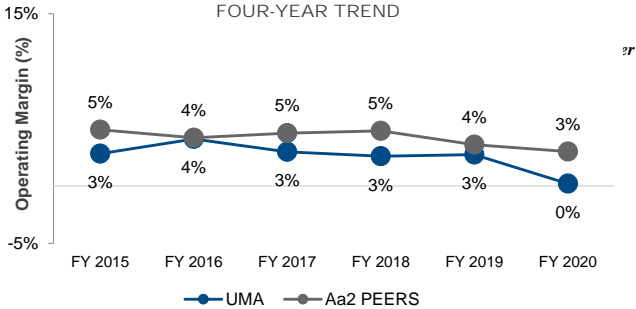
FINANCIAL HEALTH

OPERATING MARGIN (%)

0.2%
Operating Margin (%)
in FY 2020

▼ 3.0
One-year
% Point change
(vs. FY 2019)

▼ 3.0
Four-year
% Point change
(vs. FY 2016)



DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

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

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

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

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

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

Faculty FTE. Definition of Faculty FTE is per the Common Data Set, and includes all faculty teaching credit courses, including credit courses offered via Continuing Education.

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

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

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

ACCESS AND AFFORDABILITY INDICATORS

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

Percent Undergraduates who are Students of Color. Undergraduates who self-identify as either African American/Black, Hispanic/ Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races. Hispanic students who list one or more additional

groups will be coded as Hispanic. Cape Verdean students who identify solely as Cape Verdean will be coded as Not Reported. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

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

DEFINITIONS AND SOURCES

ACCESS AND AFFORDABILITY INDICATORS

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

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

Percent Undergraduates Who Are of Transfer Origin. Percent of all currently enrolled bachelor's degree-seeking undergraduate students who were admitted as transfer students at the institution.

Dual Enrollment Students (Headcount). Headcount of current non-Degree dual-enrolled students on campus.

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

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

Average Student Debt Load of Graduating Class (UG). Average debt load is based on the total debt borrowed by an Institution's graduating class (bachelor's, first-time only) divided by the number of students of that cohort that carried any

amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

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

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

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

Percentage of degree-seeking students taking at least one online course who were full time and fully online. Metric calculated using the formula below. Data from fall student headcount of degree-seeking students, split by full-time and part-time status, who fall into the following categories: Enrolled exclusively in online courses; Enrolled in at least one, but not all, online courses; and Not enrolled in any online courses. (As per IPEDS definition).
(Full time Enrolled exclusively in online courses) / (Full time Enrolled in at least one, but not all, online courses + Full time Enrolled exclusively in online courses + part-time Enrolled in at least one, but not all, online courses + part-time Enrolled exclusively in online courses).

STUDENT SUCCESS AND SATISFACTION INDICATORS

Freshmen One-Year Retention Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled

at the institution in the following Fall. Peer data as reported to IPEDS.

DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

Freshmen Four-Year Graduation Rate.

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

Freshmen Six-Year Graduation Rate.

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

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

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

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

Total R&D Expenditures Ranking. Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. UMass Amherst’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Highest Research” and

with no medical school. Data source NCES WebCaspar/NSF HERD data tables.

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

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

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

DEFINITIONS AND SOURCES

SERVICE TO THE COMMONWEALTH INDICATORS

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

Degrees and Certificates Awarded in STEM Fields. Number of undergraduate and graduate degrees awarded in STEM fields. STEM fields are those defined in the National Science & Mathematics Access to Retain Talent (SMART)

Grant with the exclusion of foreign languages. Certificates data also included separately.

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

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.

Spendable Cash & Investments to Operating Expenses. Measures the extent to which the University can rely on wealth that can be accessed over time or for a specific purpose to operate.

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.

Operating Margin (%). Indicates the excess margin (or deficit) by which annual revenues cover annual expenses (excluding unrealized gains or losses)

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 2019		Fall 2018		Fall 2017		Fall 2016	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	24,209	14,107	23,515	13,551	23,388	13,181	23,373	13,281
GRADUATE STUDENTS	7,141	95	7,078	92	6,952	96	6,664	112

Calendar Year				
OFFENSE	2019	2018	2017	2016
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0	0
RAPE	23	23	18	20
FONDLING	11	9	3	6
INCEST	0	0	0	0
STATUTORY RAPE	0	0	0	0
ROBBERY	2	3	0	3
AGGRAVATED ASSAULT	2	4	5	11
BURGLARY	8	12	14	18
MOTOR VEHICLE THEFT	0	2	4	1
ARSON	3	2	1	4
DOMESTIC VIOLENCE***	4	9	8	11
DATING VIOLENCE***	0	0	0	0
STALKING***	3	1	2	4
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	4	2	3
LIQUOR LAW ARRESTS**	180	137	143	92
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	208	211	196	216
DRUG LAW ARRESTS**	7	4	11	7
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	1	1	6	11
ILLEGAL WEAPONS POSSESSION ARRESTS	5	1	0	1
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	0	2

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.*