

# 2023 Report on Annual Indicators

## University Performance Measurement System

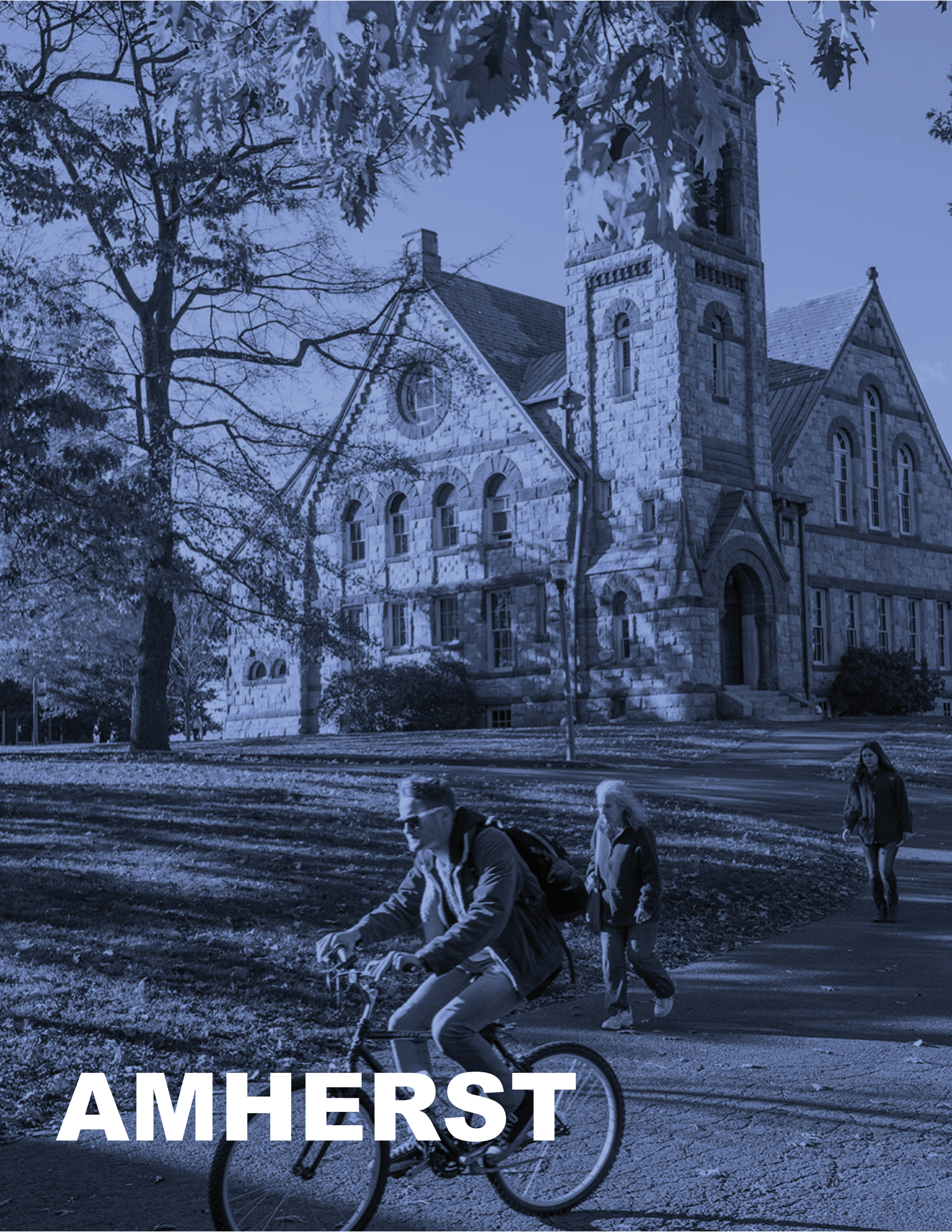
### August 2023



University of Massachusetts

Amherst • Boston • Dartmouth • Lowell • Medical • Law





# AMHERST



## HEADLINES

### ACADEMIC QUALITY

Over the past decade, the University of Massachusetts Amherst has continued its rise in both reputation and excellence. It is one of the most improved institutions among top-tier public universities in America, consistently ranking in the top 30 of U.S. News and World Report's Best Colleges for the last nine years. Indeed, UMass Amherst compares favorably with university peers in the Carnegie classification of doctoral institutions with very high research activity. The campus compares its progress to a group of ten peers.

All but two of the peers, the Universities of Connecticut and Delaware, are among 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 relatively 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 3.73 in 2013 to 4.02 in 2022. Virtually all (over 99%) students entered UMass Amherst with a high school GPA of 3.0 and above. Like most peers, standardized tests are optional for entering applicants. Further, seniors report high satisfaction with their undergraduate experience. Results from the 2023 National Survey of Student Engagement (NSSE) show that 83% of seniors rated their UMass Amherst educational experience positively.

**Advanced Training.** The campus has demonstrated strength in the education and training of pre-and postdoctoral researchers. Though UMass Amherst is below the peer median for the number of doctoral degrees awarded, the awardees are just as diverse as 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 to just over \$245 million. Per faculty, expenditures increased by 13% 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. A more comprehensive view of awards from Academic Analytics shows that UMass Amherst faculty have received over 1,400 nationally or internationally competitive awards. Of these, nearly 400 were received in the last five years, and nearly 400 are considered prestigious or highly prestigious.

The campus continues to invest in tenure-system faculty and their numbers remain steady over the last five years. In that same time frame, the total faculty has grown by 5%. Maintaining the size of the tenure-system faculty body will be required for the campus to make significant progress in improving academic quality and research productivity and 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. The campus continues to recognize its commitment to students with financial needs and has increased institutional need-based aid accordingly. In Fall 2021, 24% of full-time, in-state students qualified for Pell grants. Eighty-five percent of financial need was met for in-state students who applied for aid. The proportion of students graduating with debt continues to decrease.

Most UMass Amherst students have a positive educational experience. Ninety percent of students return for their sophomore year, and 83% graduate within six years from UMass Amherst. The campus has seen improvement in the four-year graduation rate, which has increased from 66% for the Fall 2009 cohort to 75% for the Fall 2018 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 Undergraduate Student Success unit coordinated programs, resources, and cross-disciplinary teams which prioritize student persistence and success, with particular attention to students historically marginalized in higher education. The UMass campus-wide focus on student belonging is foundational to this shared success work and calls us to center inclusivity as we decrease barriers to academic progress.

Release of new UMass Amherst Climate Survey data over the past year reinforced the need to expand mentoring opportunities for all students. Particularly for the quarter of UMass undergraduates who are among the first in their family to attend college, providing the access, skills, and encouragement to seek out and engage mentors can be formative to students' academic and professional success. Partnering with the UMass Alumni Association and their Connect UMass platform, we helped first-generation college students find alumni who have walked a similar path. The "On Mentoring" video series provided models of first gen professionals and told the stories of mentors in their lives. Student Success's "I Am First Gen" outreach campaign celebrated the identity of first gen students, fostered social connections, and demystified college for all students. Transfer students are another priority population for Student Success. We offered Transfer Success seminars for new transfer students and will offer a Transfer Student Residential Academic Program again in fall 2023. We partnered actively with New Student Orientation & Transitions to help students cultivate academic preparedness as they onboard to the university.

Student Success supports hundreds of academic advisors, whether they are full-time professionals, or faculty who advise as part of their overall portfolio. Using the EAB Navigate platform we provided data analytics and best practice advising strategies to standardize proactive data-informed interventions. Our Success@UMass professional development series helped advisors, new or veteran, build their skills and cultivate empathy to support retention and timely degree completion, while fostering a culture of effective help-seeking. Using the Academic Alert system in Navigate, instructors' automated outreach to struggling students connected them with resources, including the Learning Resource Center's course-based

supplemental instruction (tutoring and peer-led study groups), their study skills coaching, and the Student Success unit's Success Toolkit series. We aligned and integrated this referral system with the Dean of Students Office case management system, and Student Success established standing membership on that office's Care Team.

Actively supporting students with financial insecurity helps foster an equitable university experience. In its second year, the Provost's Office directed the cross-unit Partnerships for Advancing Completion Equity (PACE), aimed at reducing the achievement gap in retention and completion for our students of color. Financial insecurity and low credit accumulation can multiply for some students from one semester to the next. PACE combined data-driven insights with individualized outreach to smooth the paths for vulnerable students. In conjunction with our Senior Completion Committee, PACE offered grants to students struggling to meet their final financial obligations and complete their degrees on time. Our financial literacy program, Smart About Money (SAM), educated students about the new financial independence they encounter in college. Through SAM, students met with a peer financial coach, attended workshops, and used online resources to learn about on-campus employment, budgeting, educational loans, and preparing financially for life after UMass.

The campus has seen an increase in the diversity of the student body. The Fall 2022 entering first-year class contains 36.5% 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 bachelor's degree. The campus will continue to attract a diverse student body and encourage greater appreciation for diverse populations.

The hiring landscape has shifted over the past few years and colleges as well as employers have adjusted their hiring practices to meet the changing needs of job seekers. Students who are heading into the job market are interested in hybrid or flexible work schedules and greater work/life balance. A recent poll from Handshake indicated that "more than 7 in 10 [students] would prefer a hybrid work arrangement." Experiential learning through internships, practicum, co-ops, and civic engagement remains a priority for students who

## HEADLINES

### STUDENT SUCCESS AND SATISFACTION

who want to gain hands-on experience and explore career fields that match their interests and values.

Post pandemic career development at UMass Amherst includes expanded online programs, both in-person and online career fairs, information sessions and other recruitment events. We are

increasing opportunities for students to participate in internships throughout their college careers, both the Amherst and greater Boston areas. For the Class of 2022, full time job and graduate school attendance was 90%--a new high! (knowledge rate=76%).

### 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 2021-2022, 37% of degrees awarded at the undergraduate level and 33% awarded at the graduate level were in Science, Technology, Engineering, and Mathematics (STEM) programs.

There are several directed initiatives aimed at increasing the STEM talent pipeline for the Commonwealth by increasing the completion rates of our entering students. One example is our redesign of the required foundation lab course (Biology 153) for students majoring in the life sciences into a Course-based Undergraduate Research Experience (CURE; SEA-PHAGES), work supported by the Howard Hughes Medical Institute Inclusive Excellence award. Engaging in a CURE in the first two years of college leads to an increase in students doing traditional undergraduate research and to those experiences being longer, and correlates to improved outcomes

for all students, including historically minoritized students.

UMass Amherst houses the Institute of Diversity Sciences which is a multidisciplinary hub that brings together students and faculty across UMass Amherst and the Five College Consortium to address social justice issues through STEM research. By connecting STEM to social justice, IDS attracts large numbers of students and faculty from underrepresented groups into STEM higher education. By creating a critical mass of diverse students and faculty, IDS builds community, mentorship, and expands STEM career pathways for students. The Institute anchors a Massachusetts-wide network of STEM educators from high schools, community colleges, and higher education institutions as well as business leaders from STEM organizations to expand and diversify higher education to career pathways in engineering and computer science.

### 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 that they are aligned with these campus objectives.

## HEADLINES

### FINANCIAL HEALTH

UMass Amherst is in the quiet phase of a comprehensive campaign to secure private support for students, faculty, programs, and facilities. The UMass Amherst Foundation is partnering with stakeholders across the campus and volunteer leadership to secure lead gifts for the campaign. A transformational gift in support of faculty research at the Isenberg School of Management continued a series of extraordinary philanthropic investments made since fall 2021 and contributed to a highly successful fundraising year, with new gifts and commitments totaling more than \$75 million (fiscal year to date).

In addition to these extraordinary philanthropic investments, increases in the numbers of major gifts (\$25,000 - \$999,999) and principal gifts (\$1 million+) in recent years have helped keep the campaign ahead of pace. With one more quiet year planned as UMass Amherst welcomes a new chancellor, the campaign is approaching two-thirds of its working goal. As Amherst prepares for the public launch of the campaign, it is developing a strong case for support, adopting best practices that support fundraising, and strengthening its giving programs, all of which will help ensure we realize our goals.

Key contributors to Amherst's success in fundraising include the State of Massachusetts endowment matching program, which helped

UMass Amherst secure more than \$15 million in new endowment commitments this year, and the maturation of a Gift Planning program that helped donors maximize both their philanthropic potential and tax advantages while giving more than \$22M in cash, life income, realized and revocable bequests and qualified charitable distributions in 2022-2023.

Over the past year, our work to strengthen the donor pipeline has included in-person and virtual engagement events for alumni and students. With Advancement's online community, Connect UMass, over 10,000 alumni and students have registered to connect with other community members through mentoring activities, industry-based Career Communities, various regional and affinity groups, and the newly launched Alumni Business Directory.

In April 2023, the 10th annual UMassGives—a 48-hour online giving campaign—inspired more than 9,400 people to make gifts totaling over \$2.5 million to hundreds of programs on campus. UMassGives is a highly collaborative effort, encompassing annual and major gifts, marketing and communications, and connections with alumni networks that enables alumni, students, faculty, staff, parents, and friends to make gifts to the places that matter most to them at UMass Amherst.

## AT-A-GLANCE

### ACADEMIC QUALITY

• Average HS GPA of Freshmen	<b>4.02</b>	• Technology-Enhanced Classrooms	<b>345</b>
• Average SAT Scores of Freshmen		• Percent Tenured/Tenure-Track Faculty FTE	<b>68%</b>
<i>Arithmetic Mean</i>	<b>1358</b>	• Faculty FTE	<b>1,550</b>
<i>25<sup>th</sup> – 75<sup>th</sup> Percentile</i>	<b>1260-1480</b>	• Full-Time Instructional Faculty	
• Average GPA of Entering Transfer Students	<b>3.42</b>	<i>Percent Faculty-of-Color</i>	<b>27%</b>
• Student-Faculty Ratio	<b>18:1</b>	<i>Percent Women Faculty</i>	<b>47%</b>

### ACCESS AND AFFORDABILITY

• Percent Undergraduates from Students from MA	<b>74%</b>	• Percent In-State Pell Grant Recipients	<b>24%</b>
• Percent Undergraduates who are Students of Color	<b>34%</b>	• Percent of Need Met for In-State Students Awarded Need-Based Aid	<b>85%</b>
• Percent Undergraduates who are International	<b>7%</b>	• Average Debt of Students (UG Graduating Class)	<b>\$31,431</b>
• Percent First-Time Undergraduates who are First Generation in College	<b>20%</b>	• Percent Graduating Class with Debt (UG)	<b>60%</b>
• Percent First-Time Undergraduates with English as a Second Language	<b>14%</b>	• Total Students who Participated in a Study Abroad Program	<b>683</b>
• Percent Undergraduates Who Are Of Transfer Origin	<b>19%</b>	• Online Course Registrations	<b>34,875</b>
• Number of First-degree Bachelor-seeking Students Aged 25+	<b>1,045</b>	Percentage of degree-seeking students taking at least one online course who were full time and fully online.	<b>6%</b>
• Dual Enrollment Students (Headcount)	<b>5</b>		

### STUDENT SUCCESS AND SATISFACTION

• Freshmen One-Year Retention Rate	<b>90%</b>	• Transfer (Full-time) One-Year Retention Rate	<b>87%</b>
• Freshmen Four-Year Graduation Rate	<b>75%</b>	• Transfer (Upper Division) Four-Year Graduation Rate	<b>82%</b>
• Freshmen Six-Year Graduation Rate	<b>83%</b>	• Student Satisfaction With Educational Experience	<b>83%</b>
• Freshmen Twelve-Semester Graduation Rate	<b>81%</b>	• Alumni Participation Rate	<b>7%</b>

## AT-A-GLANCE

## SERVICE TO THE COMMONWEALTH

• Degree Completions	<b>8,423</b>	• Degrees Awarded in STEM Fields	<b>3,030</b>
<i>Bachelor's</i>	<b>6,276</b>	<i>Undergraduate</i>	<b>2,317</b>
<i>Master's</i>	<b>1,752</b>	<i>Graduate</i>	<b>713</b>
<i>Doctorates</i>	<b>395</b>	• Certificates Awarded in STEM Fields	<b>100</b>
• Patent Applications	<b>35</b>	• Degrees Awarded in Healthcare Fields	<b>662</b>
• Total R&D Expenditures	<b>\$245M</b>	<i>Undergraduate</i>	<b>471</b>
• Total R&D Expenditures Ranking	<b>115</b>	<i>Graduate</i>	<b>191</b>
Total R&D Expenditures Ranking among Carnegie Peers, US Publics, Non- Medical	<b>12</b>	• Certificates Awarded in Healthcare Fields	<b>46</b>
• Total R&D Expenditures per Tenure System Faculty	<b>\$216,571</b>	• License Income	<b>\$677,290</b>
		• Percent Alumni who Remain in MA	<b>53%</b>

## FINANCIAL HEALTH

• Total Endowment	<b>\$442.5M</b>	• Total Cash & Investments to Expenses	<b>0.78</b>
• Annual Growth in Endowment	<b>-10.4%</b>	• Debt Service Burden	<b>5.4%</b>
• Endowment per Annualized Student FTE	<b>\$14,140</b>	• Operating Margin (%)	<b>6.9%</b>
• Private Funds Raised Annually	<b>\$119.1M</b>		



# ACADEMIC QUALITY

## AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

**4.02**

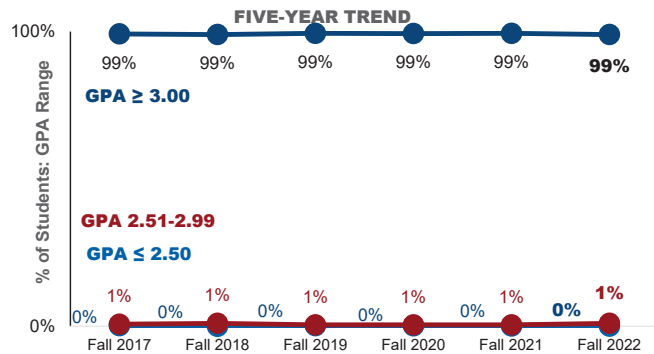
Average HS GPA in Fall 2022

▲ **0.03**

One-year nominal change (vs. Fall 2021)

▲ **0.13**

Five-year nominal change (vs. Fall 2017)



## SAT SCORES OF FRESHMEN

**1480**

SAT Scores of Freshmen 75th Percentile in Fall 2022

▲ **20**

One-year nominal change (vs. Fall 2021)

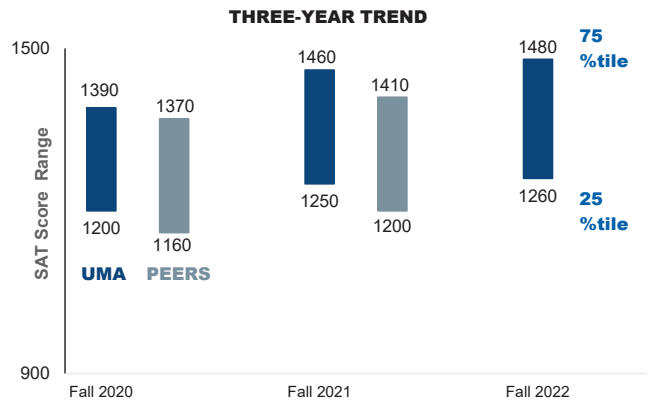
**1260**

SAT Scores of Freshmen 25th Percentile in Fall 2022

▲ **10**

One-year nominal change (vs. Fall 2021)

\*Test scores became optional in Fall 2021.



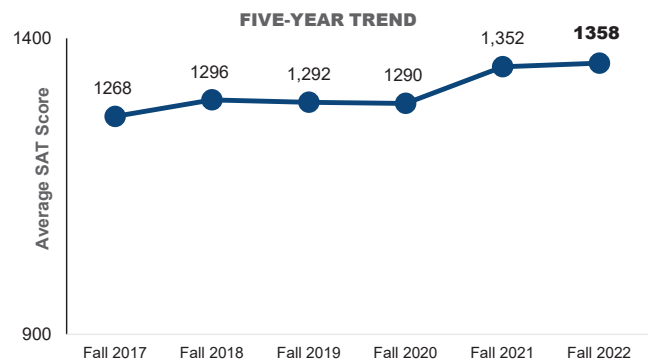
**1358**

Average SAT Scores of Freshmen in Fall 2022

▲ **6**

One-year nominal change (vs. Fall 2021)

\*Test scores became optional in Fall 2021.



# ACADEMIC QUALITY

## AVERAGE GPA OF ENTERING TRANSFER STUDENTS

**3.42**

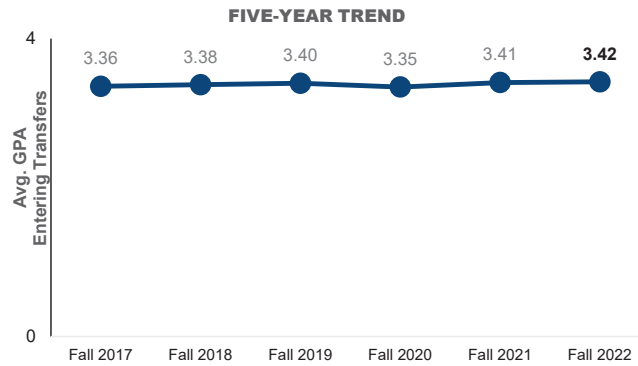
Average transfer GPA in Fall 2022

**▲ 0.01**

One-year nominal change (vs. Fall 2021)

**▲ 0.06**

Five-year nominal change (vs. Fall 2017)



## STUDENT-FACULTY RATIO

**18:1**

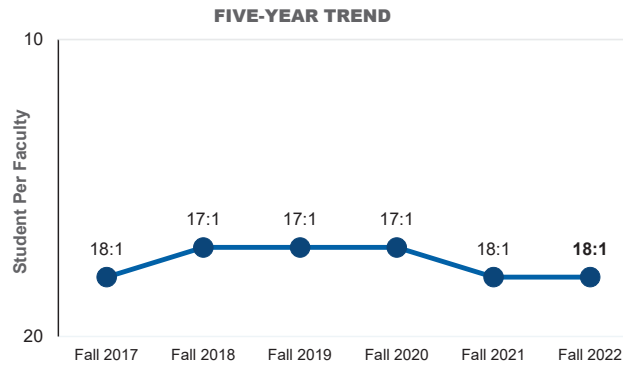
Student-Faculty Ratio in Fall 2022

**● 0**

One-year nominal change (vs. Fall 2021)

**● 0**

Five-year nominal change (vs. Fall 2017)



## TECHNOLOGY-ENHANCED CLASSROOMS

**345**

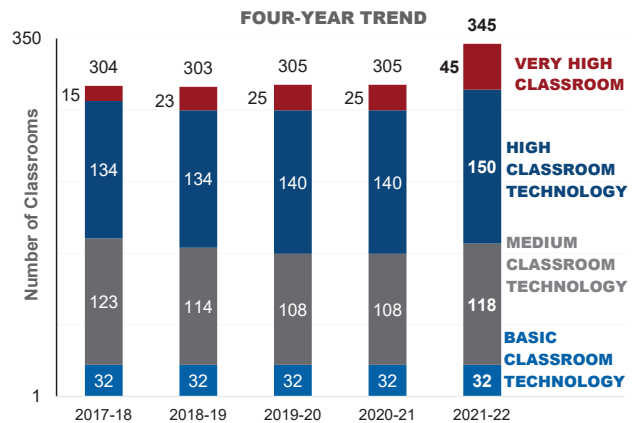
Total Technology Enhanced Classrooms in 2021-22

**▲ 13%**

One-year % change (vs. 2020-21)

**● 0%**

Four-year % change (vs. 2017-18)





# ACADEMIC QUALITY

## PERCENT TENURED/TENURE-TRACK FACULTY FTE

**68%**

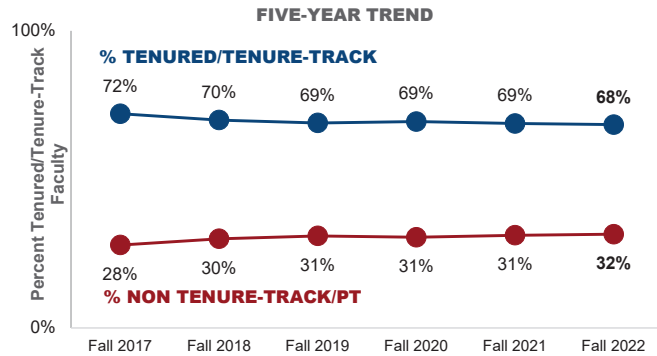
Percent Tenured/  
Tenure-track Faculty  
in Fall 2022

**0**

One-year  
% point change  
(vs. Fall 2021)

**▼ 4**

Five-year  
% point change  
(vs. Fall 2017)



## FACULTY FTE

**1,550**

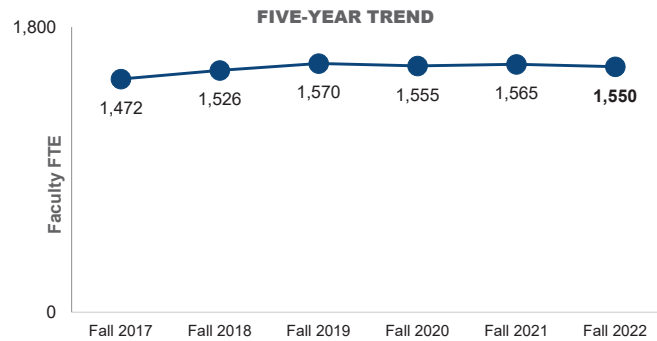
Faculty FTE  
in Fall 2022

**▼ 1%**

One-year  
% change  
(vs. Fall 2021)

**▲ 5%**

Five-year  
% change  
(vs. Fall 2017)



## FACULTY-OF-COLOR

**357**

Faculty Of Color  
in Fall 2022

**▲ 11**

One-year  
nominal change  
(vs. Fall 2021)

**▲ 66**

Five-year  
nominal change  
(vs. Fall 2017)

**27%**

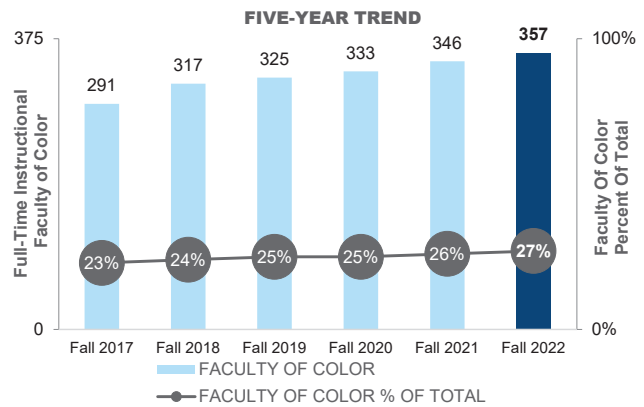
Percent of  
Faculty Of Color  
in Fall 2022

**▲ 1**

One-year  
% point  
(vs. Fall 2021)

**▲ 4**

Five-year  
% point  
(vs. Fall 2017)



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

## ACADEMIC QUALITY

### WOMEN FACULTY

**678**

Women Faculty in Fall 2022

▲ **2**

One-year nominal change (vs. Fall 2021)

▲ **72**

Five-year nominal change (vs. Fall 2017)

**47%**

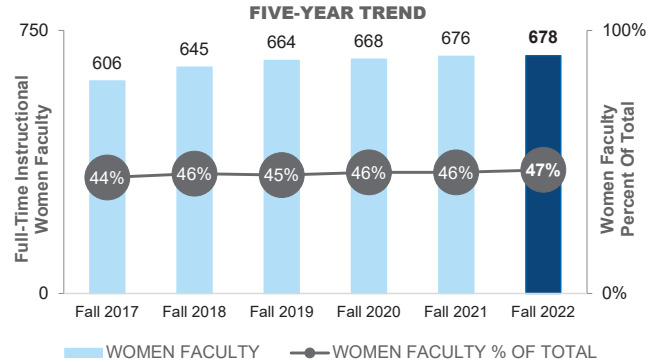
Percent of Women Faculty in Fall 2022

▲ **1**

One-year nominal change (vs. Fall 2021)

▲ **3**

Five-year nominal change (vs. Fall 2017)



## ACCESS AND AFFORDABILITY

### UNDERGRADUATES FROM MASSACHUSETTS

**18,078**

Undergraduates from Massachusetts in Fall 2022

▼ **2%**

One-year % change (vs. Fall 2021)

▲ **1%**

Five-year % change (vs. Fall 2017)

**74%**

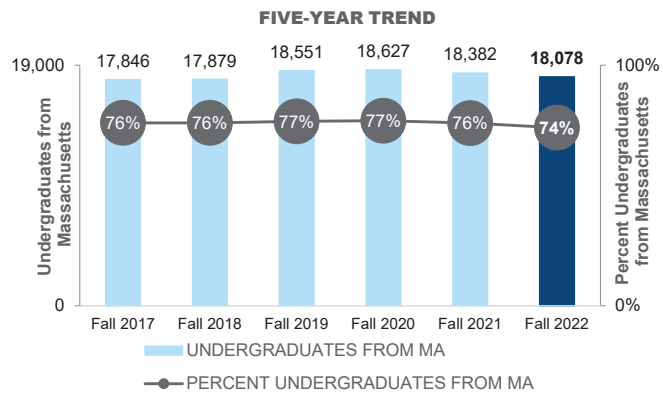
% Undergraduates from Massachusetts in Fall 2022

▼ **2**

One-year % point change (vs. Fall 2021)

▼ **2**

Five-year % point change (vs. Fall 2017)



### UNDERGRADUATE STUDENTS OF COLOR

**7,295**

Undergraduate Students of Color in Fall 2022

▲ **4%**

One-year % change (vs. Fall 2021)

▲ **32%**

Five-year % change (vs. Fall 2017)

**34%**

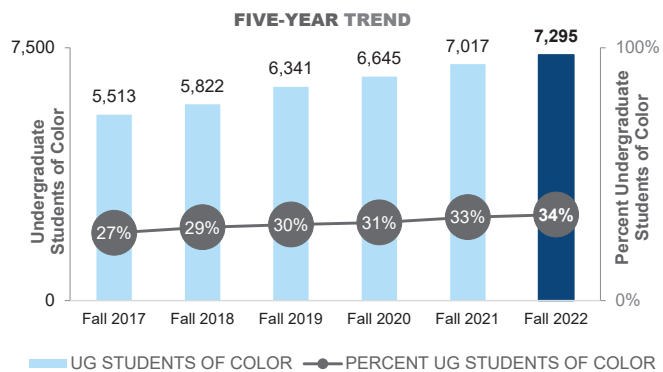
% Undergraduate Students of Color in Fall 2022

▲ **1**

One-year % point change (vs. Fall 2021)

▲ **7**

Five-year % point change (vs. Fall 2017)





# ACCESS AND AFFORDABILITY

## UNDERGRADUATES WHO ARE INTERNATIONAL

**1,813**

International UG Enrollment in Fall 2022

▲ **7%**

One-year % change (vs. Fall 2021)

▲ **25%**

Five-year % change (vs. Fall 2017)

**7%**

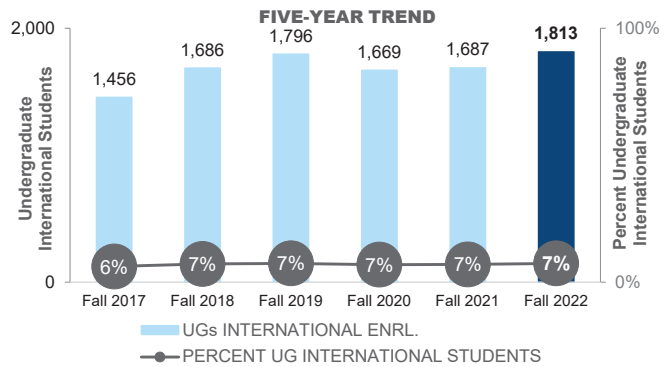
% International UG Enrollment in Fall 2022

● **0**

One-year % point change (vs. Fall 2021)

▲ **1**

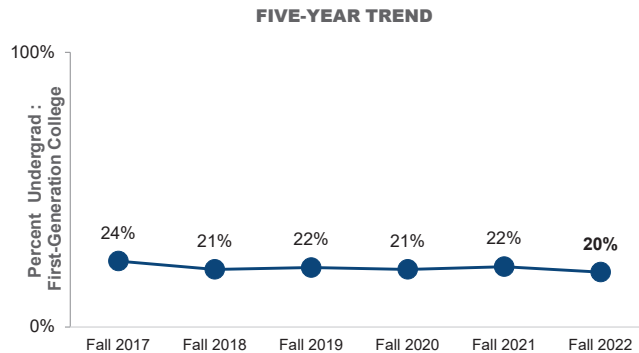
Five-year % point change (vs. Fall 2017)



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

**20%**

Percent first-time Undergraduates who are First-Generation College in Fall 2022

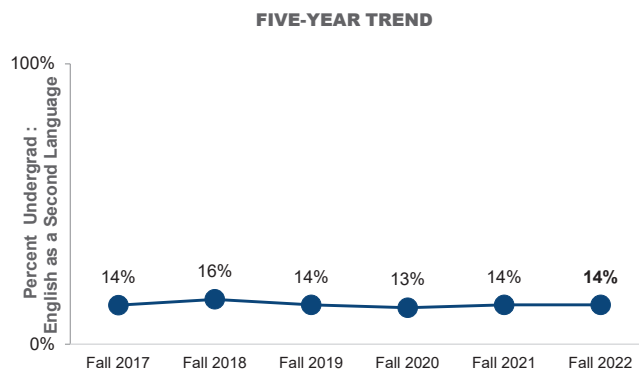


\*The data source prior to 2018 is based on survey responses, 2018 to present is based on Common Application responses.

## PERCENT FIRST-TIME UNDERGRADUATES WITH ENGLISH AS A SECOND LANGUAGE

**14%**

Percent Undergraduates Speak English as a Second Language in Fall 2022



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

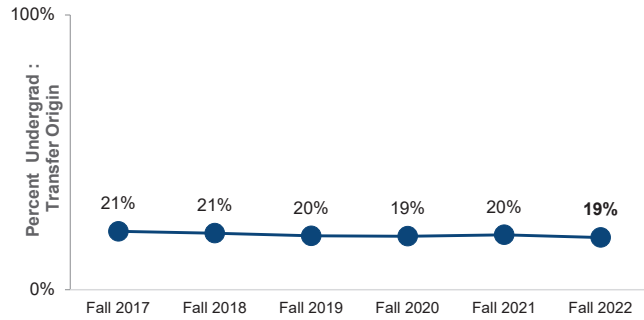
# ACCESS AND AFFORDABILITY

## PERCENT UNDERGRADUATES WHO ARE OF TRANSFER ORIGIN

**19%**

Percent Undergraduates who are of Transfer-Origin in Fall 2022

FIVE-YEAR TREND



## NUMBER OF FIRST-DEGREE BACHELOR-SEEKING STUDENTS AGED 25+

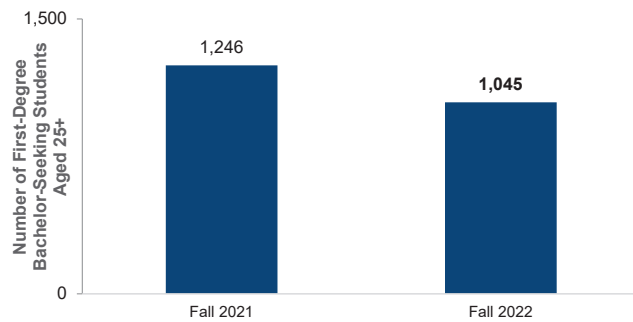
**1,045**

Number of First-Degree Bachelor-Seeking Students Aged 25+ in Fall 2022

**▼ 201**

One-year nominal change vs. Fall 2021

ONE-YEAR TREND

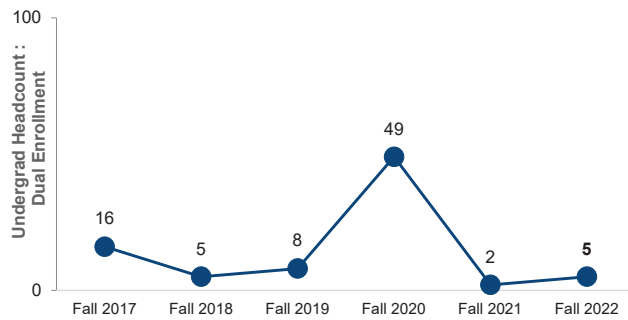


## DUAL ENROLLMENT STUDENTS (HEADCOUNT)

**5**

Dual Enrolled Students in Fall 2022

FIVE-YEAR TREND





## ACCESS AND AFFORDABILITY

### PERCENT IN-STATE PELL GRANT RECIPIENTS

**24%**

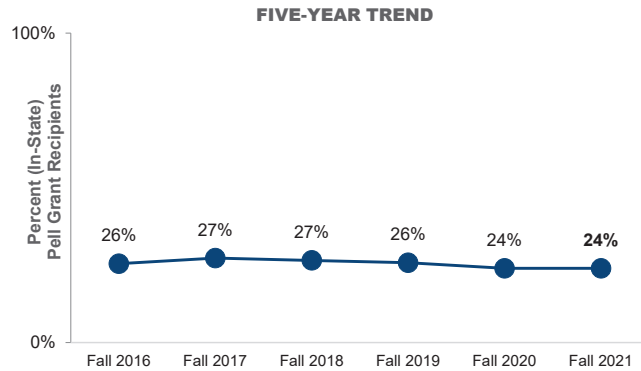
Percent (In-State)  
Pell Grant Recipients  
in Fall 2021

**0**

One-year  
% point change  
(vs. Fall 2020)

**▼ 2**

Five-year  
% point change  
(vs. Fall 2016)



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

**85%**

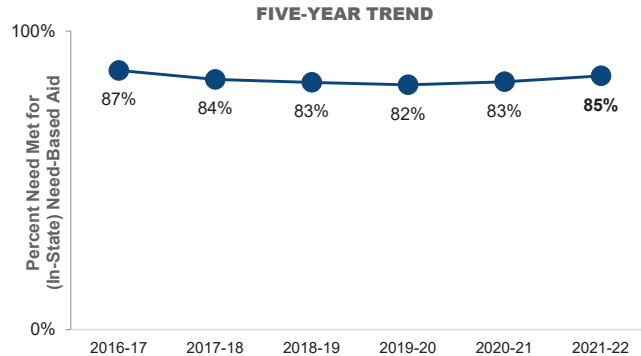
Percent Need Met for  
(In-State) Need-Based  
Aid in 2021-22

**▲ 2**

One-year  
% point change  
(vs. 2020-21)

**▼ 2**

Five-year  
% point change  
(vs. 2016-17)



### UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

**\$31.4k**

Average Debt Load  
in 2021

**▼ 1%**

One-year  
% change  
(vs. 2021)

**▼ 1%**

Five-year  
% change  
(vs. 2017)

**60%**

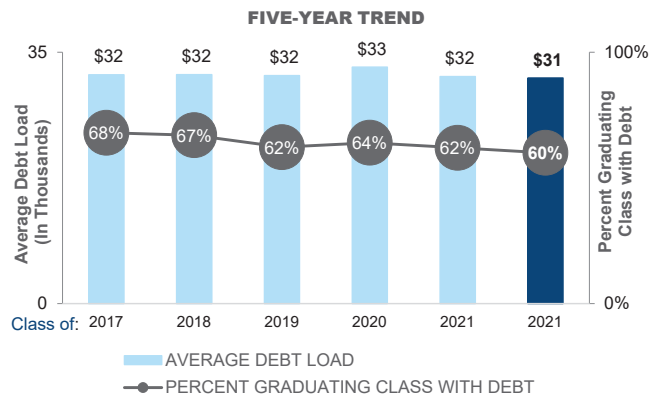
Percent Graduating  
Class with Debt  
in 2021

**▼ 2**

One-year  
% point change  
(vs. 2021)

**▼ 8**

Five-year  
% point change  
(vs. 2017)



## ACCESS AND AFFORDABILITY

### TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

**683**

Students who participated in Study Abroad in Fall 2021-Smr.22

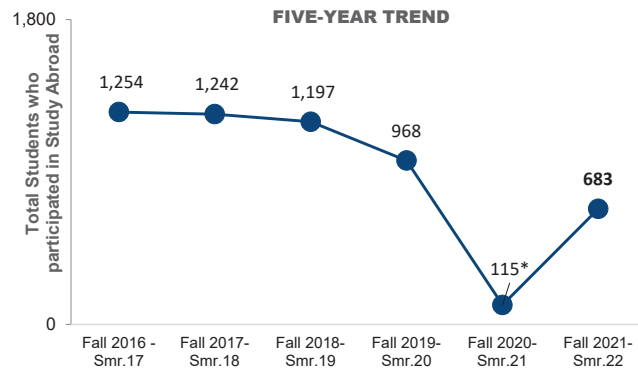
**▲ 568**

One-year nominal change vs. Fall 2020-Smr.21

**▼ 571**

Five-year nominal change vs. Fall 2016 -Smr.17

\*Terms affected by pandemic



### TOTAL ONLINE COURSE REGISTRATIONS

**34,875**

Online Course Registrations in FY 2021-22

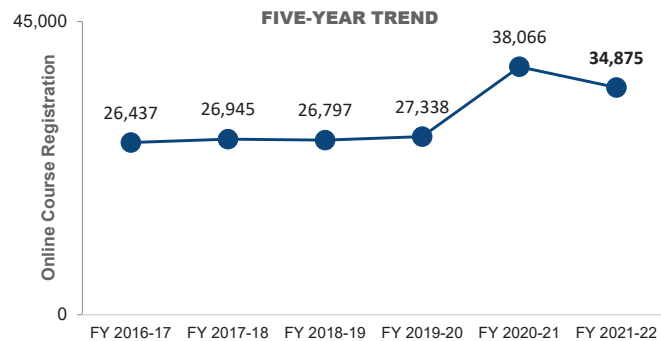
**▼ 8%**

One-year % change (vs. FY 2020-21)

**▲ 32%**

Five-year % change (vs. FY 2016-17)

\*Terms affected by pandemic

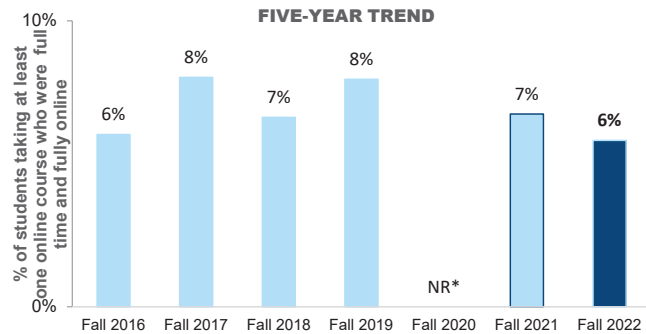


### PERCENTAGE OF DEGREE SEEKING STUDENTS TAKING AT LEAST ONE ONLINE COURSE WHO WERE FULL TIME AND FULLY ONLINE

**6%**

Students taking at least one online course who were full time and fully online in Fall 2021

\*Data not reported, as all students shifted to online learning during the pandemic





# STUDENT SUCCESS AND SATISFACTION

## FRESHMEN ONE-YEAR RETENTION RATE

**90%**

Freshmen One-Year Retention Rate in Fall 2022

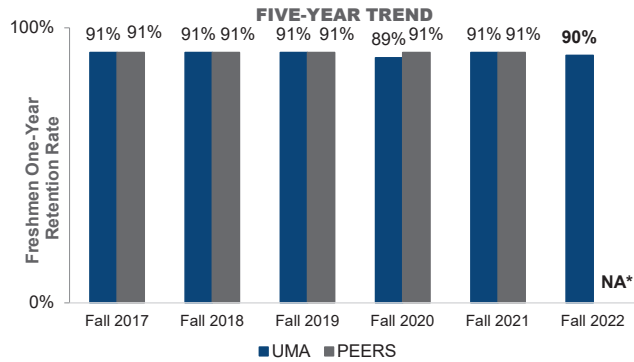
▼ **1**

One-year % point change (vs. Fall 2021)

▼ **1**

Five-year point (vs. Fall 2017)

\*Peer data for Fall 2022 not available for reporting purposes.



## FRESHMEN FOUR-YEAR GRADUATION RATES

**75%**

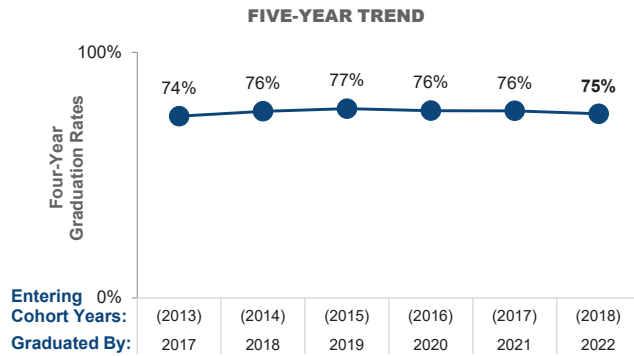
Freshmen Four-Year Graduation Rates in 2022

▼ **1**

One-year % point change (vs. 2021)

▲ **1**

Five-year % point change (vs. 2017)



## FRESHMEN SIX-YEAR GRADUATION RATE

**83%**

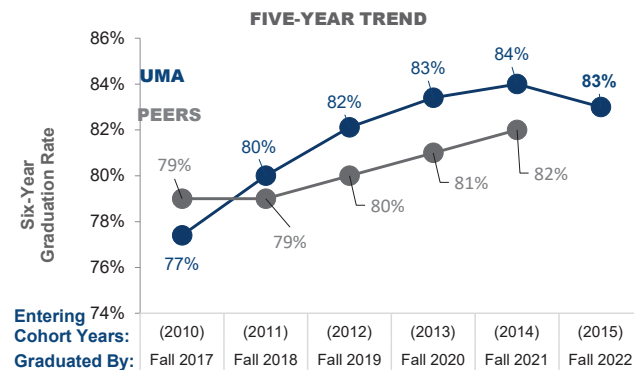
UMA Freshmen Six-Year Graduation Rates in Fall 2022

▼ **1**

One-year % point change (vs. Fall 2021)

▲ **6**

Five-year % point change (vs. Fall 2017)



# STUDENT SUCCESS AND SATISFACTION

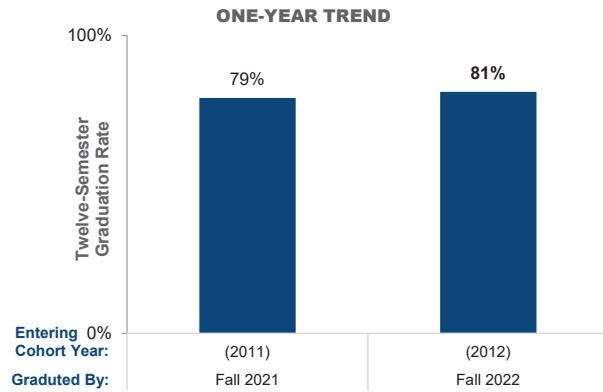
## FRESHMEN TWELVE-SEMESTER GRADUATION RATE

**81%**

UMA Freshmen  
Twelve-semester  
Graduation Rates  
in Fall 2022

**▲ 2**

One-year  
% point change  
(vs. Fall 2021)



## TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

**87%**

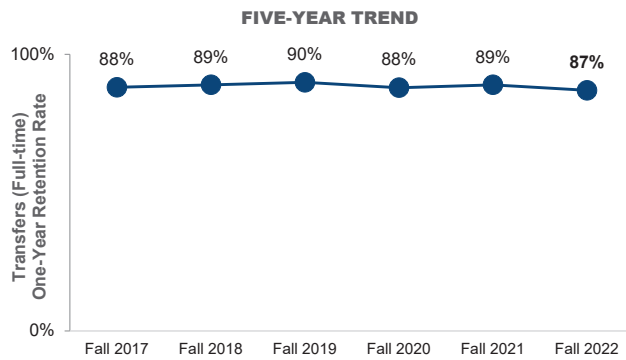
Transfers (Full-time)  
One-Year  
Retention Rate  
in Fall 2022

**▼ 2**

One-year  
% point change  
(vs. Fall 2021)

**▼ 1**

Five-year  
% point change  
(vs. Fall 2017)



## TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

**82%**

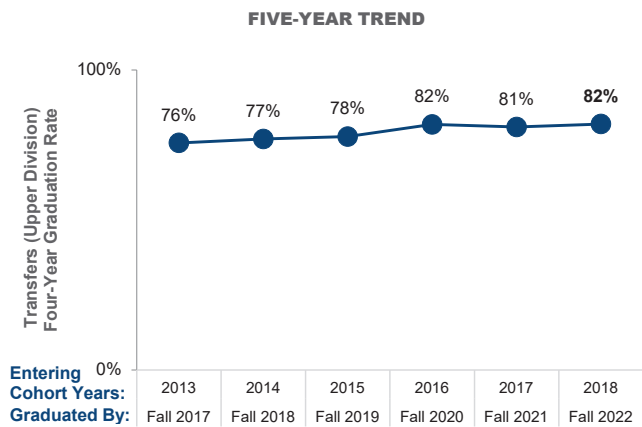
Transfers (Upper  
Division) Four-Year  
Graduation Rates  
in Fall 2022

**▲ 1**

One-year  
% point change  
(vs. Fall 2021)

**▲ 6**

Five-year  
% point change  
(vs. Fall 2017)



# STUDENT SUCCESS AND SATISFACTION

## STUDENT ACHIEVEMENT MEASURE

Cohort starting in : 2016-17

**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%**

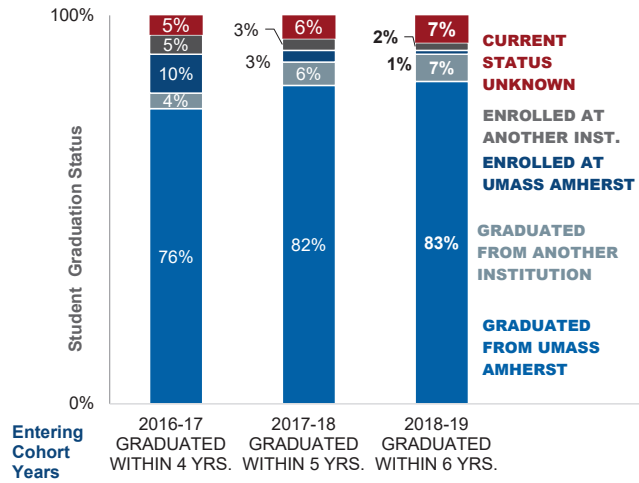
Bachelor's Degree  
Within 5 Yrs. From  
UMass Amherst

**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)

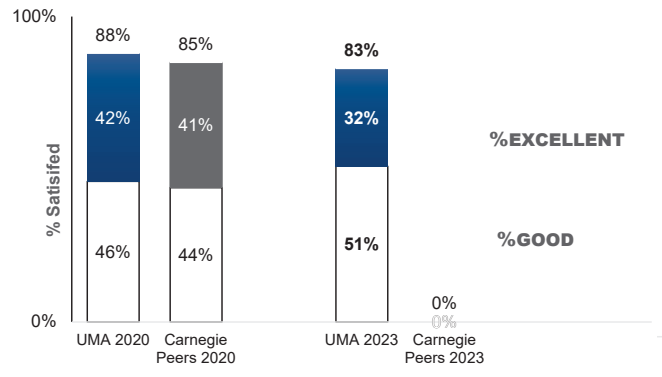
## STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE

**83%**

Student Satisfaction  
as Good or Excellent  
in UMA 2023

**5**

Three-year  
% point change  
(vs. UMA 2020)



\*Peer data unavailable for FY 2022 due to reporting processes.

## ALUMNI PARTICIPATION RATE

**7%**

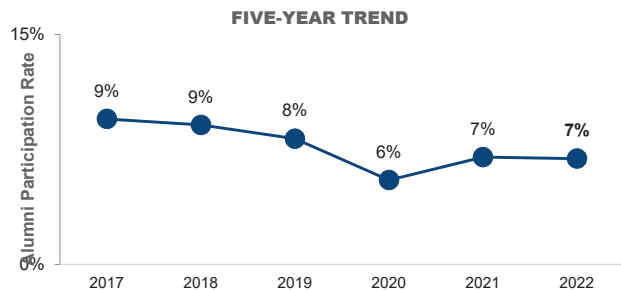
Alumni Participation  
Rate  
in 2022

**0**

One-year  
% point change  
(vs. 2021)

**2**

Five-year  
% point change  
(vs. 2017)





# SERVICE TO THE COMMONWEALTH

## DEGREE COMPLETIONS

**8,423**

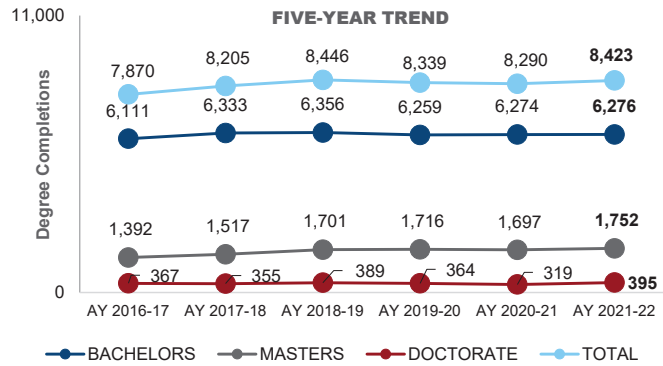
Total degree completions AY 2021-22

▲ **2%**

One-year % change in total degree completions (vs. AY 2020-21)

▲ **7%**

Five-year % change in total degree completions (vs. AY 2016-17)



## NUMBER OF PATENT APPLICATIONS

**35**

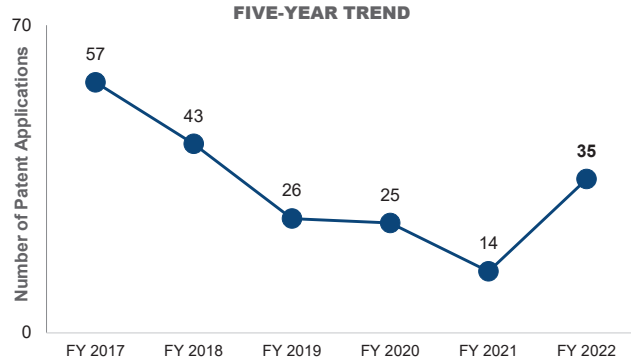
Patent Applications in FY 2022

▲ **21**

One-year nominal change (vs. FY 2021)

▼ **22**

Five-year nominal change (vs. FY 2017)



## TOTAL R&D EXPENDITURES

**\$245.2**

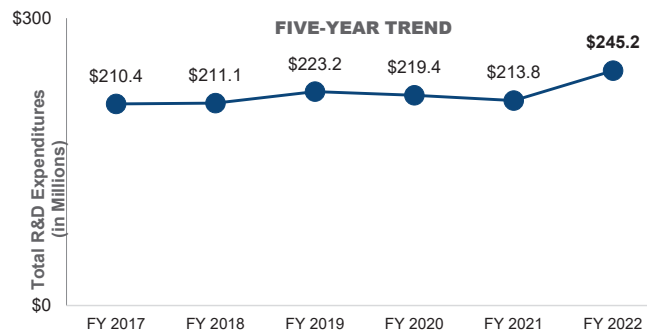
Million in FY 2022

▲ **15%**

One-year % change (vs. FY 2021)

▲ **20%**

Five-year % change (vs. FY 2017)



# SERVICE TO THE COMMONWEALTH

## TOTAL R&D EXPENDITURES RANKINGS

**115**

Total R&D Expenditures Overall Rankings in FY 2021

▼ **2**

One-year nominal change (vs. FY 2020)

▼ **14**

Five-year nominal change (vs. FY 2016)

**12**

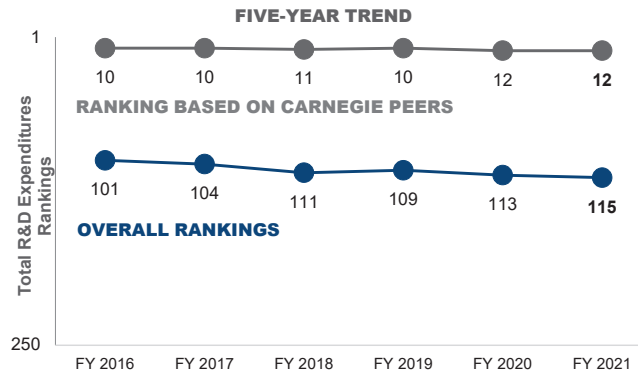
Rankings based on Carnegie Peers in FY 2021

▼ **0**

One-year nominal change (vs. FY 2020)

▼ **2**

Five-year nominal change (vs. FY 2016)



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

**\$217k**

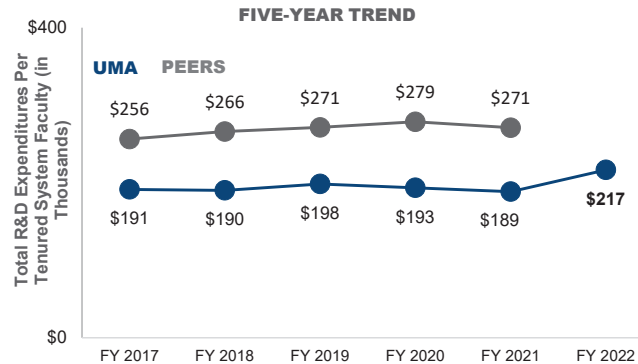
Total R&D Expenditure Per Tenured System Faculty in FY 2022

▲ **15%**

One-year % change (vs. FY 2021)

▲ **13%**

Five-year % change (vs. FY 2017)



\* Peer data for FY 2022 is currently not available.

## DEGREES AWARDED IN STEM FIELDS

**2,317**

UG degrees awarded in STEM fields in 2021-22

▲ **5%**

One-year % change (vs. 2020-21)

▲ **17%**

Five-year % change (vs. 2016-17)

**37%**

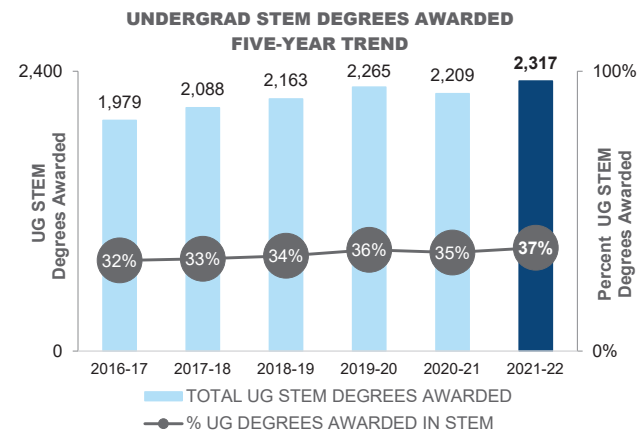
Percent of total UG degrees awarded in STEM fields in 2021-22

▲ **2**

One-year % point change (vs. 2020-21)

▲ **5**

Five-year % point change (vs. 2016-17)



# SERVICE TO THE COMMONWEALTH

## DEGREES AWARDED IN STEM FIELDS

**713**

Grad degrees awarded in STEM fields in 2021-22

▲ **4%**

One-year % change (vs. 2020-21)

▲ **37%**

Five-year % change (vs. 2016-17)

**33%**

Percent of total Grad degrees awarded in STEM fields in 2021-22

▼ **1**

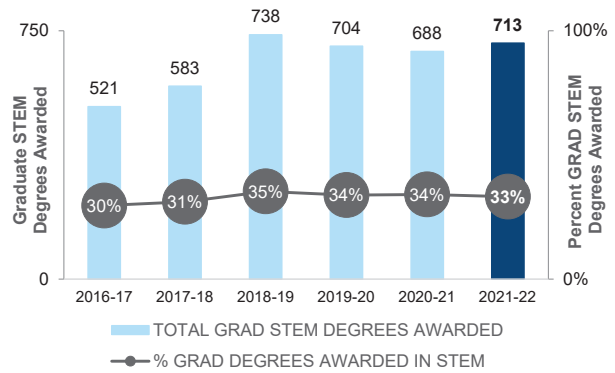
One-year % point change (vs. 2020-21)

▲ **4**

Five-year % point change (vs. 2016-17)

\*Prior years can look different now due to CIP code and STEM designation changes.

GRAD STEM DEGREES AWARDED FIVE-YEAR TREND



**3,030**

Total degrees awarded in STEM fields in 2021-22

▲ **5%**

One-year % change (vs. 2020-21)

▲ **21%**

Five-year % change (vs. 2016-17)

**36%**

Percent of Total degrees awarded in STEM fields in 2021-22

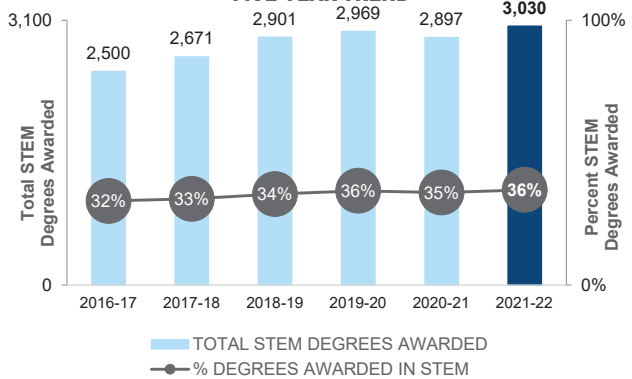
▲ **1**

One-year % point change (vs. 2020-21)

▲ **4**

Five-year % point change (vs. 2016-17)

TOTAL STEM DEGREES AWARDED FIVE-YEAR TREND



## CERTIFICATES AWARDED IN STEM FIELDS

**100**

Total Certificates awarded in STEM fields in 2021-22

▲ **23**

One-year nominal change (vs. 2020-21)

▲ **22**

Five-year nominal change (vs. 2016-17)

**11%**

Percent of Total Certificates awarded in STEM fields in 2021-22

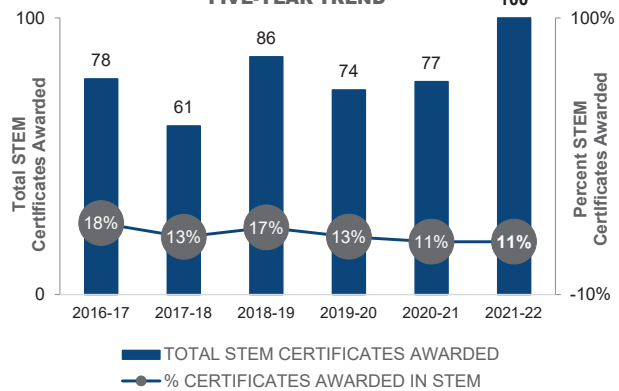
● **0**

One-year % point change (vs. 2020-21)

▼ **7**

Five-year % point change (vs. 2016-17)

TOTAL STEM CERTIFICATES AWARDED FIVE-YEAR TREND





# SERVICE TO THE COMMONWEALTH

## DEGREES AWARDED IN HEALTHCARE FIELDS

**662**

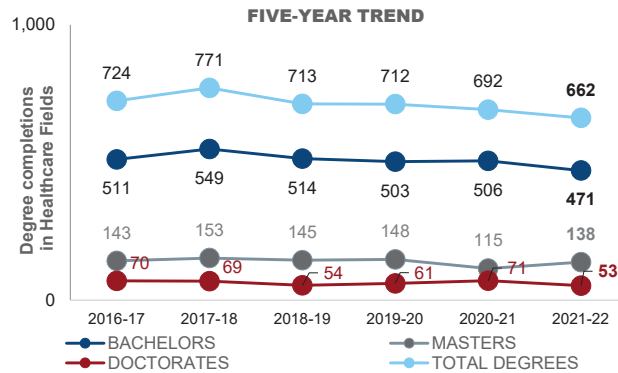
Total degrees awarded in HealthCare fields in 2021-22

▼ **4%**

One-year % point change (vs. 2020-21)

▼ **9%**

Five-year % point change (vs. 2016-17)



## CERTIFICATES AWARDED IN HEALTHCARE FIELDS

**46**

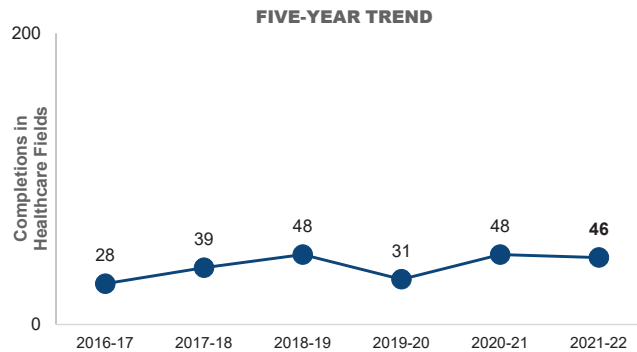
Total Certificates awarded in HealthCare fields in 2021-22

▼ **4%**

One-year % point change (vs. 2020-21)

▲ **64%**

Five-year % point change (vs. 2016-17)



## LICENSE INCOME

**\$677.3k**

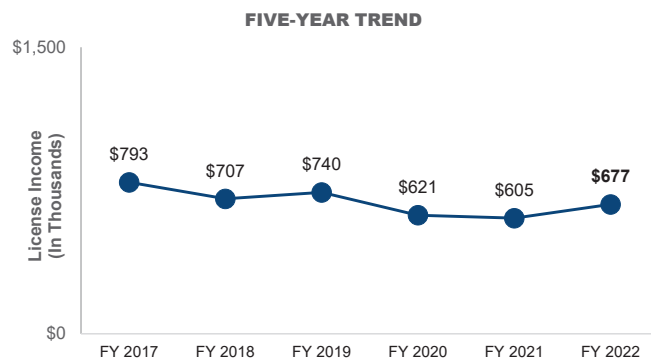
License Income in FY 2022

▲ **12%**

One-year % change (vs. FY 2021)

▼ **15%**

Five-year % change (vs. FY 2017)



## SERVICE TO THE COMMONWEALTH

### PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

**53%**

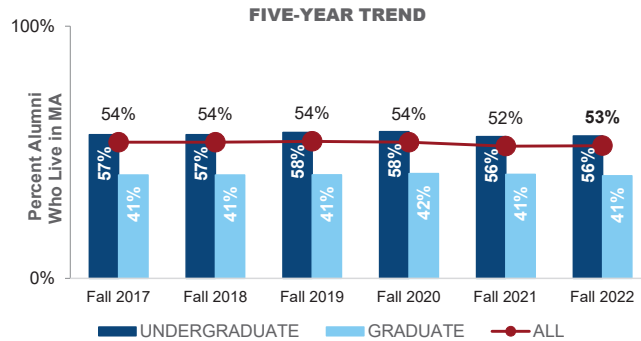
Of all UMass Alumni live in the Commonwealth in Fall 2022

**▲ 0**

One-year % point change (vs. Fall 2021)

**▼ 1**

Five-year % point change (vs. Fall 2017)



## FINANCIAL HEALTH

### ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

**\$443M**

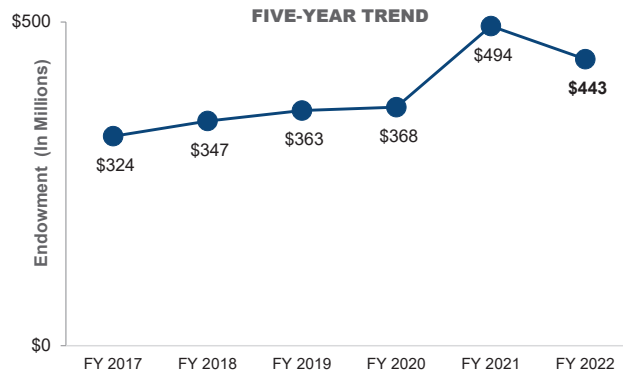
Endowment Assets in FY 2022

**▼ 10%**

One-year % change (vs. FY 2021)

**▲ 37%**

Five-year % change (vs. FY 2017)



### ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

**-10%**

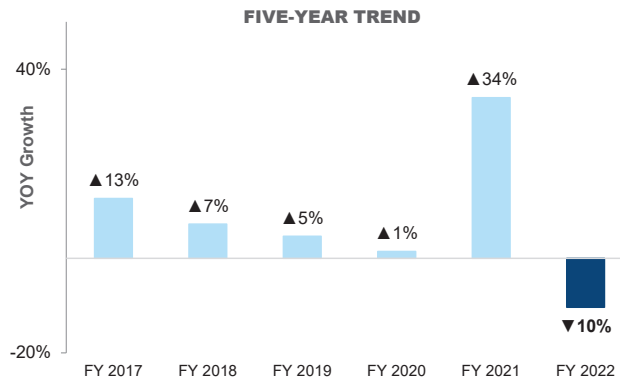
Annual Growth in FY 2022

**▼ 44**

One-year % point change (vs. FY 2021)

**▼ 23**

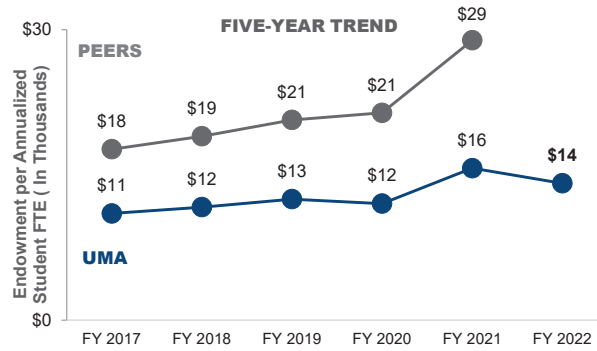
Five-year % point change (vs. FY 2017)



## FINANCIAL HEALTH

**ENDOWMENT PER ANNUALIZED STUDENT FTE**

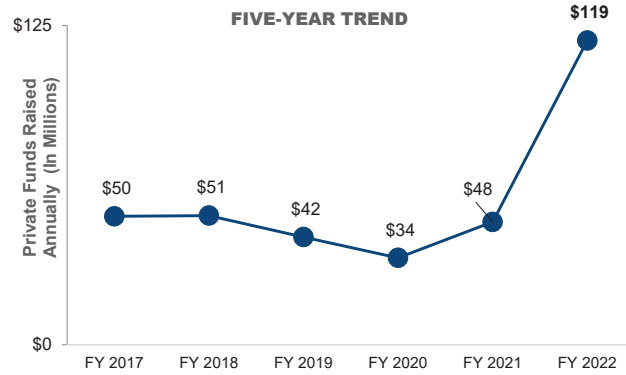
**\$14.1k** ▼ **10%** ▲ **28%**  
 Endowment per Annualized Student FTE in FY 2022 One-year % change (vs. FY 2021) Five-year % change (vs. FY 2017)



\* Peer data for FY 2022 not available for reporting purposes.

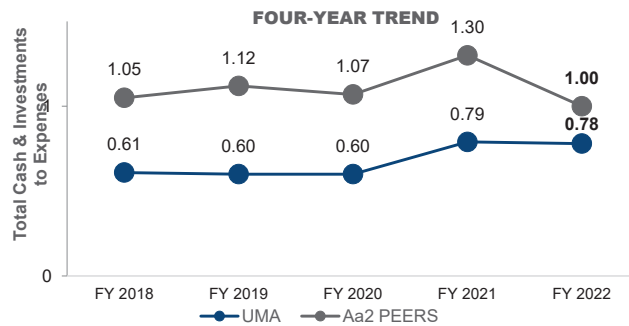
**PRIVATE FUNDS RAISED ANNUALLY**

**\$119M** ▲ **148%** ▲ **137%**  
 Private Funds Raised Annually in FY 2022 One-year % change (vs. FY 2021) Five-year % change (vs. FY 2017)



**TOTAL CASH & INVESTMENTS TO EXPENSES**

**0.78**  
 Total Cash & Investments to Expenses in FY 2022



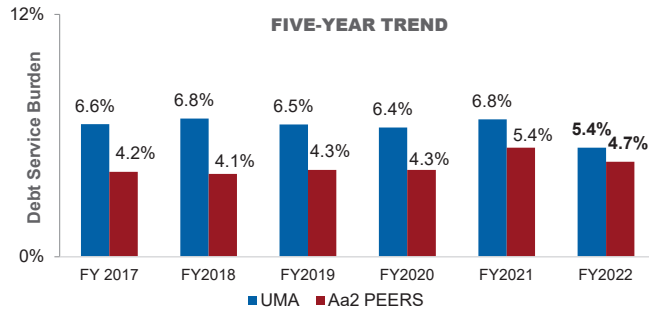
# FINANCIAL HEALTH

## DEBT SERVICE BURDEN

**5.4%**  
Debt Service Burden in FY2022

▼ **1.4**  
One-year % Point change (vs. FY2021)

▼ **1.2**  
Five-year % Point change (vs. FY 2017)

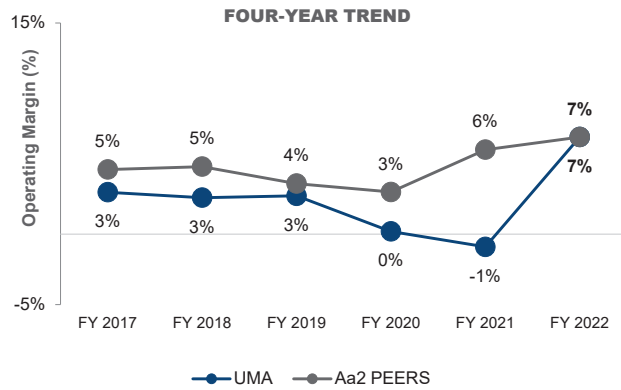


## OPERATING MARGIN (%)

**6.9%**  
Operating Margin (%) in FY 2022

▲ **8.0**  
One-year % Point change (vs. FY 2021)

▲ **4.0**  
Four-year % Point change (vs. FY 2018)





## 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. Test scores became optional in Fall 2021. 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.

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

**Percent first-time, Undergraduates with English as a Second Language.** Percent of first-time, undergraduates who speak another language at home. The source of this data field is 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.

**Number of First-degree Bachelor-seeking Students Aged 25+.** Number of currently enrolled first-degree bachelor-seeking students who are aged 25+ as of campus census date of the Fall semester.

**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.

**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 (courses offered via UWW on the Amherst campus).

**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).  

$$\frac{\text{(Full time Enrolled exclusively in online courses)}}{\text{(Full time Enrolled in at least one, but not all, online courses + Full time Enrolled exclusively in online courses + part-time Enrolled in at least one, but not all, online courses + part-time Enrolled exclusively in online courses)}}$$

## DEFINITIONS AND SOURCES

### 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.

**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.

**Freshmen Twelve-semester Graduation**

**Rate.** Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall term and graduated from the institution within twelve active semesters (Fall and Spring semesters) within 10 years of their initial attendance. Associates degree and UWW 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.

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

**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 NSF HERD data tables.

## DEFINITIONS AND SOURCES

### SERVICE TO THE COMMONWEALTH INDICATORS

#### **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.

#### **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.

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

#### **Percent Alumni who Live in**

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

### 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.

#### **Total Cash & Investments to Expenses.**

Indicates the university's financial flexibility and resilience, and its ability to generate investment income. (Cash & Investments – debt service reserve funds) / Total expenses

**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)



## DEFINITIONS AND SOURCES

### 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**

#### **Moody's Aa2 Peers**

Alamo Community College District, TX

Arizona State University, AZ

Auburn University, AL

Board of Regents of The University System of Georgia, GA

California State University, CA

City University of New York, NY

Clemson University, SC

Cuyahoga Community College District, OH

Florida State University, FL

Houston Community College System, TX

Iowa State University of Science & Technology, IA

Michigan State University, MI

Mississippi Institutions of Higher Learning, MS

Nevada System of Higher Education, NV

State University of New York, NY

State University System of Florida, FL

Texas State University System, TX

University of Alabama at Birmingham, AL

University of Alabama, AL

University of Arizona, AZ

University of Arkansas, AR

University of California, CA

University of Florida, FL

University of Georgia, GA

University of Hawaii, HI

University of Houston System, TX

University of Kansas, KS

University of Kentucky, KY

University of Massachusetts, MA

University of North Texas System, TX

University of Oregon, OR

University of South Carolina, SC

University of Wyoming, WY

*Please Note: Unless otherwise specified, all data are from UMass Amherst University Analytics and Institutional Research.*

### UMass Amherst - Clery Act Crime Statistics

ENROLLMENTS/NUMBER OF RESIDENTS	Fall 2021		Fall 2020		Fall 2019		Fall 2018		Fall 2017	
	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus	Total Enrollment	# Living on Campus
UNDERGRADUATE STUDENTS	24,231	13,378	24,233	1,161	24,209	14,107	23,515	13,551	23,388	13,181
GRADUATE STUDENTS	7,814	12	7,409	6	7,141	95	7,078	92	6,952	96

OFFENSE	Calendar Year				
	2021	2020	2019	2018	2017
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0	0	0
NEGLIGENT MANSLAUGHTER	0	0	0	0	0
RAPE	19	3	23	23	18
FONDLING	16	4	11	9	3
INCEST	0	0	0	0	0
STATUTORY RAPE	0	0	0	0	0
ROBBERY	2	0	2	3	0
AGGRAVATED ASSAULT	3	1	2	4	5
BURGLARY	2	6	8	12	14
MOTOR VEHICLE THEFT	1	0	0	2	4
ARSON	2	0	3	2	1
DOMESTIC VIOLENCE***	3	5	4	9	8
DATING VIOLENCE***	0	0	0	0	0
STALKING***	3	1	3	1	2
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	1	1	4	2
LIQUOR LAW ARRESTS**	106	31	180	137	143
LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	226	57	208	211	196
DRUG LAW ARRESTS**	0	4	7	4	11
DRUG LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	2	0	1	1	6
ILLEGAL WEAPONS POSSESSION ARRESTS	1	1	5	1	0
ILLEGAL WEAPONS POSSESSION VIOLATIONS REFERRED FOR DISCIPLINARY ACTION	0	0	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.