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**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 62 members of the Association of American Universities (AAU). AAU institutions are recognized for their excellence in research and education. Therefore, the benchmark for the Amherst campus is quite high. In 2013, the University of Oregon, an AAU institution, replaced the University of Nebraska among UMass Amherst’s institutional peers. Historical data have been adjusted to reflect this change.

**Student Academic Quality.** The academic profile of entering students has made impressive gains in recent years, evidenced by the growth in high school GPA and test scores. The high school GPA of entering students increased from 3.64 in 2011 to 3.90 in 2018. Virtually all (99%) students entered UMass Amherst with a high school GPA of 3.0 and above. Average SAT and ACT scores continue to increase. The SAT score exceeds the peer group at both the 25th and 75th percentiles for the fall 2018 entering class. Further, seniors report high satisfaction with their undergraduate experience. Results from the 2017 National Survey of Student Engagement (NSSE) show that 90% of seniors rated their UMass Amherst educational experience positively, and increasing numbers rated it as excellent.

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

**Research and Creative Activity.** Total research dollars (R&D) are key measures of an institution’s commitment to, and success in research. UMass Amherst faculty have been successful in competing for these dollars. Total R&D spending increased by 11% over the last five years to over $211 million. Per faculty expenditures are on the decline as the size of the faculty has been growing, but have still increased by 3% 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 decreased from a high in 2015 but remained above the peer median for 2017. 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 faculty has grown by 5% since 2013. Nevertheless, it 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 2017, 27% of full-time, in-state students qualified for Pell grants. Eighty-four 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.
Most UMass Amherst students have a positive educational experience. Ninety-one percent of students return for their sophomore year and 80% graduate within six years from UMass Amherst, the second highest graduation rate observed since the campus began tracking this statistic. 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 2013 cohort. Retention and graduation rate improvement have closed the gap with peer institutions.

In recent years, the campus has made a major commitment to promoting student success, including the creation of the Student Success unit and newly created role of Associate Provost for Student Success. The campus has taken important steps in developing a cross-collaborative, coordinated approach within the Student Affairs and Campus Life unit and the Academic Affairs unit (the Associate Provost is a dual report to the Vice Chancellor for Student Affairs and Campus Life and the Senior Vice Provost and Dean of Undergraduate Education).

The University’s dedication to student success includes the support of additional professional advisors and Student Success coordinators within the Schools and Colleges and partnering with the Education Advisory Board through its Student Success Collaborative. The Collaborative provides access to the predictive analytics coordinated care and advising platform, best practice research studies, and collaborative projects that will enhance the University’s ability to understand and improve student academic pathways and student persistence and decrease barriers to degree progress. Using the platform, the Student Success unit oversees the Early 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. The Student Success unit also fortifies college-based academic advising by providing a year-round Success@UMass professional development series on best advising practices that support retention and degree completion. The series extends beyond major advising to build campus partnerships dedicated to historically marginalized students, including our First Generation College Students and Transfer Students. Our dedication to bettering advocacy, prevention and education equip students to manage both their physical and mental health needs and coordinates networks of services that address the holistic needs that result in students’ increased sense of belonging, a key component to student persistence.

A new position has been created (starting summer 2019), Associate Provost for Career & Professional Development in Central Career Services, to provide strategic leadership in the design, development, implementation, assessment, and direction of career and professional development-related programs and services. The programs and services will include expanded and integrated collaborations with alumni and employers to increase internships, co-ops, and post-graduate opportunities for students. The Associate Provost reports to the Senior Vice Provost and Dean of Undergraduate Education.

We have also organized a Senior Completion Committee comprised of representatives from Academic Affairs, Student Affairs and Campus Life, the Dean of Students Office, Financial Aid, and the Bursar’s Office. This committee reviews students who are very close to graduating and are having difficulty meeting their final financial need to complete their degree. The committee works with students on an academic plan, a financial plan, and even can provide emergency grants to help support the student in their final semester or year toward degree Completion. UMatter at UMass continues to be an important initiative intended to increase students’ connection to campus by affirming the values the university set in motion over 150 years ago: care, compassion and active engagement. Expanded research and scholarship opportunities are also available for undergraduates. Changes in the design and delivery of the General Education curriculum, including an integrative experience requirement for all upper division students and passage of new General Education Diversity learning outcomes (which took effect Fall 2018) also serve to enhance and enrich the student academic experience.

The campus has made progress in increasing the diversity of the student body. The Fall 2018 entering class was the most diverse group of students in history (32% ALANA); overall, almost three in ten undergraduates were students of color. Also, over one-fifth are the first in their families to
STUDENT SUCCESS AND SATISFACTION

pursue a college degree. The campus will continue to attract a diverse student body and encourage greater appreciation for diverse populations.

SERVICE TO THE COMMONWEALTH

UMass Amherst has invested in programs to promote the enrollment and graduation of undergraduate and graduate students in the sciences and mathematics. In Fall 2018, nearly 40% of baccalaureate and over one-third of graduate students were enrolled in Science, Technology, Engineering and Mathematics (STEM) programs, and 33% of degrees awarded at the undergraduate and 34% of degrees awarded at the graduate levels were in STEM programs. The STEM Diversity Institute (SDI), established in 2012 at UMass Amherst, facilitates the diversification of the science, technology, engineering, and mathematics (STEM) workforce. SDI activities serve undergraduate students, graduate students, postdoctoral fellows, and faculty. These investments will continue.

FINANCIAL HEALTH

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

The Office of Advancement has been working closely with our campaign readiness and feasibility consultant, Grenzebach, Glier & Associates (GG+A). To date, GG+A is actively processing data from a comprehensive Request for Materials and has conducted a Donor Insight Survey that was distributed to over 20,000 alumni. The Office of Advancement looks forward to reviewing a final readiness report from GG+A in the summer of 2019.

The campus completed UMass Rising in 2016. This comprehensive fundraising campaign raised $379 million, exceeding its goal of $300 million. In addition, a record $50.3 million in new gift commitments was raised in the fiscal year following the campaign.
# AT-A-GLANCE

## ACADEMIC QUALITY

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average HS GPA of Freshmen</td>
<td>3.90</td>
</tr>
<tr>
<td>Average SAT Scores of Freshmen</td>
<td>1296</td>
</tr>
<tr>
<td>Average GPA of Entering Transfer Students</td>
<td>3.38</td>
</tr>
<tr>
<td>Student Satisfaction with Educational Experience</td>
<td>90%</td>
</tr>
<tr>
<td>Student-Faculty Ratio</td>
<td>17:1</td>
</tr>
<tr>
<td>Technology-Enhanced Classrooms</td>
<td>304</td>
</tr>
<tr>
<td>No. of Doctoral Degrees Awarded</td>
<td>355</td>
</tr>
<tr>
<td>No. of Research Doctoral Degrees Awarded</td>
<td>295</td>
</tr>
<tr>
<td>No. of Postdoctoral Appointees</td>
<td>151</td>
</tr>
<tr>
<td>Total R&amp;D Expenditures</td>
<td>$211M</td>
</tr>
<tr>
<td>Total R&amp;D Expenditures Ranking</td>
<td>104</td>
</tr>
<tr>
<td>R&amp;D Expenditures Ranking: Carnegie Peers, US Publics, Non-Medical</td>
<td>10</td>
</tr>
<tr>
<td>Patent Applications</td>
<td>43</td>
</tr>
<tr>
<td>License Income</td>
<td>$706,843</td>
</tr>
<tr>
<td>Percent Tenured/Tenure-Track Faculty FTE</td>
<td>70%</td>
</tr>
<tr>
<td>New Tenured/Tenure-Track Faculty Hired</td>
<td>70</td>
</tr>
<tr>
<td>As Percent of Total T/TT Faculty</td>
<td>7%</td>
</tr>
<tr>
<td>Change in Tenured/Tenure-Track Faculty</td>
<td>1%</td>
</tr>
<tr>
<td>Change in Faculty FTE</td>
<td>4%</td>
</tr>
<tr>
<td>Full-Time Instructional Faculty</td>
<td>24%</td>
</tr>
<tr>
<td>Percent Faculty-of-Color</td>
<td>24%</td>
</tr>
<tr>
<td>Percent Women Faculty</td>
<td>46%</td>
</tr>
<tr>
<td>Faculty Awards</td>
<td>12</td>
</tr>
<tr>
<td>National Academy Members</td>
<td>8</td>
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</table>

## ACCES S AND AFFORDABILITY

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent In-State Pell Grant Recipients</td>
<td>27%</td>
</tr>
<tr>
<td>Percent of Need Met for In-State Students Awarded Need-Based Aid</td>
<td>84%</td>
</tr>
<tr>
<td>Average Debt of Students (UG Graduating Class)</td>
<td>$31,897</td>
</tr>
<tr>
<td>Percent Graduating Class with Debt (UG)</td>
<td>67%</td>
</tr>
<tr>
<td>Percent Undergraduates from Students from MA</td>
<td>76%</td>
</tr>
<tr>
<td>Online Course Registrations</td>
<td>26,945</td>
</tr>
<tr>
<td>Annual Growth in Online Course Registrations</td>
<td>2%</td>
</tr>
</tbody>
</table>
STUDENT SUCCESS AND SATISFACTION

- Percent Undergraduates who are Students of Color: 29%
- Percent Undergraduates who are First Generation in College: 21%
- Percent Undergraduates with English as a Second Language: 16%
- Percent Undergraduates who are International: 7%
- Total Students who Participated in a Study Abroad Program: 1,242
- Freshmen One-Year Retention Rate: 91%
- Freshmen Four-Year Graduation Rate: 76%
- Freshmen Six-Year Graduation Rate: 80%
- Transfer (Full-time) One-Year Retention Rate: 89%
- Transfer (Upper Division) Four-Year Graduation Rate: 77%
- Alumni Participation Rate: 9%

SERVICE TO THE COMMONWEALTH

- Degree Completions: 8,205
  - Bachelor's: 6,333
  - Master's: 1,517
  - Doctorates: 355
- Degrees Awarded in STEM Fields: 2,728 (33%)
  - Undergraduate: 2,088 (33%)
- Degrees Awarded in Healthcare Fields: 771 (9%)
  - Undergraduate: 549 (9%)
- Degrees Awarded in Graduate Programs: 222 (12%)
  - Master's: 640 (34%)
  - Doctorates: 355
- Percent Alumni who Remain in MA: 54%
- Enrollment in STEM Programs: 11,436 (38%)
  - Undergraduate: 9,138 (39%)
  - Graduate: 2,298 (35%)
  - MTEL Science and Math Test-Takers: 28

FINANCIAL HEALTH

- Total Endowment: $347.0M
- Primary Reserve: 35%
- Annual Growth in Endowment: 7.2%
- Debt Ratio: 7%
- Endowment per Annualized Student FTE: $11,680
- Deferred Maintenance per GSF: $128
- Private Funds Raised Annually: $50.6M
ACADEMIC QUALITY

AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

<table>
<thead>
<tr>
<th>GPA</th>
<th>One-year nominal change (vs. Fall 2017)</th>
<th>Five-year nominal change (vs. Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.90</td>
<td>▲ 0.01</td>
<td>▲ 0.17</td>
</tr>
</tbody>
</table>

Average HS GPA in Fall 2018

SAT SCORES OF FRESHMEN

<table>
<thead>
<tr>
<th>SAT Score</th>
<th>One-year nominal change (vs. Fall 2017)</th>
<th>75th Percentile Rank in Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1390</td>
<td>▲ 30</td>
<td></td>
</tr>
<tr>
<td>1200</td>
<td>▲ 20</td>
<td></td>
</tr>
</tbody>
</table>

SAT Scores of Freshmen 75th Percentile in Fall 2018

Average SAT Scores of Freshmen 25th Percentile in Fall 2018

1296

Average SAT Scores of Freshmen in Fall 2018

One-year nominal change (vs. Fall 2017)
ACADEMIC QUALITY

AVERAGE GPA OF ENTERING TRANSFER STUDENTS

**3.38**

Average transfer GPA in Fall 2018

**▲ 0.02**

One-year nominal change (vs. Fall 2017)

**▲ 0.06**

Five-year nominal change (vs. Fall 2013)

STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE

**90%**

Student Satisfaction as Good or Excellent in UMA 2017

**▲ 4**

Three-year % point change (vs. UMA 2014)

STUDENT-FACULTY RATIO

**17:1**

Student-Faculty Ratio in Fall 2018

**▼ 1**

One-year nominal change (vs. Fall 2017)

**▼ 1**

Five-year nominal change (vs. Fall 2013)
ACADEMIC QUALITY

TECHNOLOGY-ENHANCED CLASSROOMS

304
Total Technology Enhanced Classrooms in 2017-18

.0%
One-year % change (vs. 2016-17)

6%
Four-year % change (vs. 2013-14)

DOCTORAL DEGREES AWARDED

355
Doctoral Degrees Awarded in 2017-18

12
One-year nominal change (vs. 2016-17)

21
Five-year nominal change (vs. 2012-13)

295
Research Doctoral Degrees Awarded in 2017-18

12
One-year nominal change (vs. 2016-17)

0
Five-year nominal change (vs. 2012-13)

9
Research Doctorate Ranking out of 11 in 2017-18

0
One-year Rank change (vs. 2016-17)

0
Five-year Rank change (vs. 2012-13)
ACADEMIC QUALITY

POSTDOCTORAL APPOINTEES

151
Postdoctoral Appointees in 2017-18

△ 19
One-year nominal change (vs. 2016-17)

▼ 14
Five-year nominal change (vs. 2012-13)

9
Research Doctorate Ranking OUT OF 11 in 2017-18

△ 1
One-year Rank change (vs. 2016-17)

▼ 1
Five-year Rank change (vs. 2012-13)

TOTAL R&D EXPENDITURES

$211
Million in FY 2018

△ 11%
One-year % change (vs. FY 2017)

▼ 11%
Five-year % change (vs. FY 2013)

TOTAL R&D EXPENDITURES RANKINGS

104
Total R&D Expenditures Overall Rankings in FY 2017

△ 3
One-year nominal change (vs. FY 2016)

▼ 2
Five-year nominal change (vs. FY 2012)

10
Carnegie Peers Rank (out of 26) in FY 2017

△ 0
One-year nominal change (vs. FY 2016)

▼ 1
Five-year nominal change (vs. FY 2012)

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.
**ACADEMIC QUALITY**

**TOTAL R&D EXPENDITURES PER TENURED SYSTEM FACULTY**

- **$190k**
  - Total R&D Expenditure Per Tenured System Faculty in FY 2018
  - **▼ 1%** One-year % change (vs. FY 2017)
  - **▲ 3%** Five-year % change (vs. FY 2013)

* Peer data for FY 2017 is currently not available.

**NUMBER OF PATENT APPLICATIONS**

- **43**
  - Patent Applications in FY 2018
  - **▼ 14** One-year nominal change (vs. FY 2017)
  - **▲ 11** Five-year nominal change (vs. FY 2013)

**LICENSE INCOME**

- **$707k**
  - License Income in FY 2018
  - **▼ 11%** One-year % change (vs. FY 2017)
  - **▼ 41%** Five-year % change (vs. FY 2013)
ACADEMIC QUALITY

PERCENT TENURED/TENURE-TRACK FACULTY FTE

70%
Percent Tenured/Tenure-track Faculty in Fall 2018

▼ 2
One-year % point change (vs. Fall 2017)

▼ 6
Five-year % point change (vs. Fall 2013)

NEW TENURED/TENURE-TRACK FACULTY HIRED

70
New Tenured/Tenure-Track Faculty Hired in Fall 2018

▲ 15
One-year nominal change (vs. Fall 2017)

Data for "New Hires" is based on IPEDS definitions from 2016

NEW TENURED/TENURE-TRACK FACULTY HIRED AS PERCENT OF ALL TENURE-TRACK FACULTY

7%
Percent New Tenured/Tenure-Track Faculty Hired in Fall 2018

▲ 2
One-year % point change (vs. Fall 2017)

▲ 2
Five-year % point change (vs. Fall 2013)

Data for "New Hires" is based on IPEDS definitions from 2016
ACADEMIC QUALITY

TENURED/TENURE-TRACK FACULTY

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tenured/Tenure-track Faculty</td>
<td>1,026</td>
<td>1,047</td>
<td>1,054</td>
<td>1,048</td>
<td>1,062</td>
<td>1,076</td>
</tr>
<tr>
<td>One-year % change (vs. Fall 2017)</td>
<td>▲ 1%</td>
<td>▲ 1%</td>
<td>▲ 1%</td>
<td>▲ 1%</td>
<td>▲ 1%</td>
<td>▲ 1%</td>
</tr>
<tr>
<td>Five-year % change (vs. Fall 2013)</td>
<td>▲ 5%</td>
<td>▲ 13%</td>
<td>▲ 23%</td>
<td>▲ 28%</td>
<td>▲ 32%</td>
<td>▲ 36%</td>
</tr>
</tbody>
</table>

FACULTY-OF-COLOR

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Color</td>
<td>233</td>
<td>251</td>
<td>266</td>
<td>268</td>
<td>291</td>
<td>317</td>
</tr>
<tr>
<td>One-year % point change (vs. Fall 2017)</td>
<td>20%</td>
<td>21%</td>
<td>22%</td>
<td>22%</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>Five-year % point change (vs. Fall 2013)</td>
<td></td>
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</tr>
</tbody>
</table>

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

WOMEN FACULTY

**645**
Women Faculty in Fall 2018

▲ **39**
One-year nominal change (vs. Fall 2017)

▲ **118**
Five-year nominal change (vs. Fall 2013)

**46%**
Percent of Faculty Of Color in Fall 2018

▲ **2**
One-year % point change (vs. Fall 2017)

▲ **4**
Five-year % point change (vs. Fall 2013)

FACULTY AWARDS

**12**
Faculty Awards in 2017

▲ **4**
One-year nominal change (vs. 2016)

▲ **4**
Five-year nominal change (vs. 2012)

**5**
Carnegie Peers Rank (out of 26) in 2017

▲ **1**
One-year nominal change (vs. 2016)

▲ **4**
Five-year nominal change (vs. 2012)

NATIONAL ACADEMY MEMBERS

**8**
National Academy Members in 2017

▼ **1**
One-year nominal change (vs. 2016)

• **0**
Five-year nominal change (vs. 2012)

**9**
Carnegie Peers Rank (out of 26) in 2017

▼ **2**
One-year nominal change (vs. 2016)

▼ **1**
Five-year nominal change (vs. 2012)

Source: The Top American Research Universities
ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

27%
Percent (In-State) Pell Grant Recipients in Fall 2017

▲ 1
One-year % point change (vs. Fall 2016)

▼ 1
Five-year % point change (vs. Fall 2012)

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

84%
Percent Met for (In-State) Need-Based Aid in FY 2018

▼ 3
One-year % point change (vs. FY 2017)

0
Five-year % point change (vs. FY 2013)

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

$32k
Average Debt Load in 2018

. 0%
One-year % change (vs. 2017)

▲ 10%
Five-year % change (vs. 2013)

67%
Percent Graduating Class with Debt in 2018

▼ 1
One-year % point change (vs. 2017)

▼ 3
Five-year % point change (vs. 2013)
ACCESS AND AFFORDABILITY

PERCENT UNDERGRADUATES FROM MASSACHUSETTS

17,879
Undergraduates from Massachusetts in Fall 2018

0%
One-year % change (vs. Fall 2017)

6%
Five-year % change (vs. Fall 2013)

76%
% Undergraduates from Massachusetts in Fall 2018

0
One-year % point change (vs. Fall 2017)

0
Five-year % point change (vs. Fall 2013)

ONLINE COURSE REGISTRATIONS

26,945
Online Course Registrations in 2017-18

2%
One-year % change (vs. 2016-17)

38%
Five-year % change (vs. 2012-13)

ANNUAL GROWTH IN ONLINE COURSE REGISTRATIONS

2%
Annual Growth Online Course Registrations in 2017-18
STUDENT SUCCESS AND SATISFACTION

UNDERGRADUATE STUDENTS OF COLOR

5,822
Undergraduates
Students of Color
in Fall 2018

▲ 6%
One-year
% change
(vs. Fall 2017)

▲ 41%
Five-year
% change
(vs. Fall 2013)

29%
% Undergraduates
Students of Color
in Fall 2018

▲ 2
One-year
% point change
(vs. Fall 2017)

▲ 7
Five-year
% point change
(vs. Fall 2013)

PERCENT UNDERGRADUATES WHO ARE FIRST-GENERATION IN COLLEGE

21%
Percent Undergraduates
who are First-Generation
College
in Fall 2018

▼ 3
One-year
% point change
(vs. Fall 2017)

▼ 4
Five-year
% change
(vs. Fall 2013)

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

16%
Percent Undergraduates
Speak English as a
Second Language
in Fall 2018

▲ 2
One-year
% point change
(vs. Fall 2017)

▲ 4
Five-year
% point change
(vs. Fall 2013)
### STUDENT SUCCESS AND SATISFACTION

#### INTERNATIONAL UNDERGRADUATES

<table>
<thead>
<tr>
<th>1,686</th>
<th>▲ 16%</th>
<th>▲ 214%</th>
</tr>
</thead>
<tbody>
<tr>
<td>International UG Enrollment in Fall 2018</td>
<td>One-year % change (vs. Fall 2017)</td>
<td>Five-year % change (vs. Fall 2013)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7%</th>
<th>▲ 1</th>
<th>▲ 5</th>
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</thead>
<tbody>
<tr>
<td>% International UG Enrollment in Fall 2018</td>
<td>One-year % point change (vs. Fall 2017)</td>
<td>Five-year % point change (vs. Fall 2013)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1,242</th>
<th>▼ 12</th>
<th>▲ 114</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who participated in Study Abroad in Fall 2017-Smr.18</td>
<td>One-year nominal change vs. Fall 2016-Smr.17</td>
<td>Five-year nominal change vs. Fall 2012-Smr.13</td>
</tr>
</tbody>
</table>

#### FRESHMEN ONE-YEAR RETENTION RATE

<table>
<thead>
<tr>
<th>91%</th>
<th>. 0</th>
<th>▲ 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen One-Year Retention Rate in Fall 2018</td>
<td>One-year % point change in Fall 2017</td>
<td>Five-year point in Fall 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>. 0</th>
<th>▲ 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank based on Carnegie Peers in Fall 2018</td>
<td>One-year nominal change in Fall 2017</td>
<td>Five-year nominal change in Fall 2013</td>
</tr>
</tbody>
</table>

* Peer data for not available for reporting purposes.
STUDENT SUCCESS AND SATISFACTION

FRESHMEN FOUR-YEAR GRADUATION RATES

76%
Freshmen Four-Year Graduation Rates in 2018
▲ 2
One-year % point change (vs. 2017)
▲ 10
Five-year % point change (vs. 2013)

FIVE-YEAR TREND

FRESHMEN SIX-YEAR GRADUATION RATE

80%
Freshmen Six-Year Graduation Rates in Fall 2018
▲ 3
One-year % point change (vs. Fall 2017)
▲ 7
Five-year % point change (vs. Fall 2013)

FIVE-YEAR TREND

Peers Freshmen Six-Year Graduation Rates in Fall 2018
▲ 0
One-year % point change (vs. Fall 2017)
▲ 4
Five-year % point change (vs. Fall 2013)

Carnegie Peers Rank (out of 26) in Fall 2018
▲ 1
One-year nominal change (vs. Fall 2017)
▲ 0
Five-year nominal change (vs. Fall 2013)

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

89%
Transfers (Full-time) One-Year Retention Rate in Fall 2018
▲ 1
One-year % point change (vs. Fall 2017)
▲ 3
Five-year % point change (vs. Fall 2013)
STUDENT SUCCESS AND SATISFACTION

TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

77% Transfers (Upper Division) Four-Year Graduation Rates in Fall 2018

1 One-year % point change (vs. Fall 2017)

3 Five-year % point change (vs. Fall 2013)

STUDENT ACHIEVEMENT MEASURE

Cohort Starting in 2012-13

76% Bachelor’s Degree within 4-years from any institution

87% Bachelor’s Degree within 5-years from any institution

89% Bachelor’s Degree within 6-years from any institution

71% Bachelor’s Degree within 4-years from UMass Amherst

79% Bachelor’s Degree within 5-years from UMass Amherst

80% Bachelor’s Degree within 6-years from UMass Amherst

Source: Student Achievement Measure (SAM)
STUDENT SUCCESS AND SATISFACTION

ALUMNI PARTICIPATION RATE

Alumni Participation Rate in FY 2018
- 9%

One-year % point change (vs. FY 2017)
- 0

Five-year % point change (vs. FY 2013)
- ▼ 1

FIVE-YEAR TREND

Degree completions

Total degree completions 2017-18
- 8,205

One-year % change in total degree completions (vs. 2016-17)
- ▲ 4%

Five-year % change in total degree completions (vs. 2012-13)
- ▲ 16%

FIVE-YEAR TREND

Percent Alumni Who Live in Massachusetts

Of all UMass Alumni live in the Commonwealth in Fall 2018
- 54%

One-year % point change (vs. Fall 2017)
- 0

Five-year % point change (vs. Fall 2013)
- 0

FIVE-YEAR TREND
## Service to the Commonwealth

### Enrollment in STEM Programs

#### UG Enrollment in STEM Fields

<table>
<thead>
<tr>
<th>Year</th>
<th>UG Enrollment</th>
<th>% Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>9,138</td>
<td>1%</td>
<td>23%</td>
</tr>
</tbody>
</table>

#### Grad Enrollment in STEM Fields

<table>
<thead>
<tr>
<th>Year</th>
<th>Grad Enrollment</th>
<th>% Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>2,298</td>
<td>5%</td>
<td>23%</td>
</tr>
</tbody>
</table>

#### Total Enrollment in STEM Fields

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>% Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>11,436</td>
<td>2%</td>
<td>23%</td>
</tr>
</tbody>
</table>

### Five-Year Trend

#### UG STEM Enrollment

- Undergraduate STEM Enrollment
  - From Fall 2013 to Fall 2018, undergraduate STEM enrollment increased by 39%.

#### Grad STEM Enrollment

- Graduate STEM Enrollment
  - From Fall 2013 to Fall 2018, graduate STEM enrollment increased by 38%.

#### Total STEM Enrollment

- Total STEM enrollment from Fall 2013 to Fall 2018 increased by 38%.

---

*University of Massachusetts*

*2019 Performance Measurement System*
SERVICE TO THE COMMONWEALTH

DEGREES AWARDED IN STEM FIELDS

<table>
<thead>
<tr>
<th>UG degrees awarded in STEM fields in 2017-18</th>
<th>One-year % change (vs. 2016-17)</th>
<th>Five-year % change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,088</td>
<td>▲ 6%</td>
<td>▲ 45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of total UG degrees awarded in STEM fields in 2017-18</th>
<th>One-year % point change (vs. 2016-17)</th>
<th>Five-year % point change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33%</td>
<td>▲ 1</td>
<td>▲ 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grad degrees awarded in STEM fields in 2017-18</th>
<th>One-year % change (vs. 2016-17)</th>
<th>Five-year % change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>640</td>
<td>▲ 23%</td>
<td>▲ 43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of total Grad degrees awarded in STEM fields in 2017-18</th>
<th>One-year % point change (vs. 2016-17)</th>
<th>Five-year % point change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>34%</td>
<td>▲ 4</td>
<td>▲ 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total degrees awarded in STEM fields in 2017-18</th>
<th>One-year % change (vs. 2016-17)</th>
<th>Five-year % change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,728</td>
<td>▲ 9%</td>
<td>▲ 45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Total degrees awarded in STEM fields in 2017-18</th>
<th>One-year % point change (vs. 2016-17)</th>
<th>Five-year % point change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33%</td>
<td>▲ 1</td>
<td>▲ 6</td>
</tr>
</tbody>
</table>
SERVICE TO THE COMMONWEALTH

CERTIFICATES AWARDED IN STEM FIELDS

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Certificates awarded in STEM fields</th>
<th>One-year nominal change (vs. 2016-17)</th>
<th>Five-year nominal change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>47</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>2013-14</td>
<td>40</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>2014-15</td>
<td>33</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>2015-16</td>
<td>40</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>2016-17</td>
<td>78</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>2017-18</td>
<td>61</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

771 Total degrees awarded in HealthCare fields in 2017-18

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree completions in Healthcare Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>44</td>
</tr>
<tr>
<td>2013-14</td>
<td>44</td>
</tr>
<tr>
<td>2014-15</td>
<td>36</td>
</tr>
<tr>
<td>2015-16</td>
<td>43</td>
</tr>
<tr>
<td>2016-17</td>
<td>70</td>
</tr>
<tr>
<td>2017-18</td>
<td>69</td>
</tr>
</tbody>
</table>

39 Total Certificates awarded in HealthCare fields in 2017-18

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificates awarded in Healthcare Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>0</td>
</tr>
<tr>
<td>2013-14</td>
<td>5</td>
</tr>
<tr>
<td>2014-15</td>
<td>18</td>
</tr>
<tr>
<td>2015-16</td>
<td>28</td>
</tr>
<tr>
<td>2016-17</td>
<td>39</td>
</tr>
<tr>
<td>2017-18</td>
<td>39</td>
</tr>
</tbody>
</table>
## SERVICE TO THE COMMONWEALTH

### MTEL SCIENCE AND MATH TEST-TAKERS

<table>
<thead>
<tr>
<th>Year</th>
<th>MTEL Math and Science Test-Takers</th>
<th>One-year nominal change (vs. 2016-17)</th>
<th>Five-year nominal change (vs. 2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>28</td>
<td>▼ 7</td>
<td>▼ 5</td>
</tr>
</tbody>
</table>

## FINANCIAL HEALTH

### ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Endowment Assets (In Millions)</th>
<th>One-year % change (vs. FY 2017)</th>
<th>Five-year % change (vs. FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$272.1</td>
<td>▼ 7%</td>
<td>▼ 5.4</td>
</tr>
<tr>
<td>2014</td>
<td>$307.1</td>
<td>▲ 7%</td>
<td>▲ 10.8</td>
</tr>
<tr>
<td>2015</td>
<td>$304.0</td>
<td>▼ 5.4</td>
<td>▼ 10.8</td>
</tr>
<tr>
<td>2016</td>
<td>$287.2</td>
<td>▼ 10.8</td>
<td>▼ 5.5</td>
</tr>
<tr>
<td>2017</td>
<td>$323.6</td>
<td>▲ 12.7</td>
<td>▲ 5.5</td>
</tr>
<tr>
<td>2018</td>
<td>$347.0</td>
<td>▲ 12.7</td>
<td>▲ 7.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Growth % change (vs. FY 2017)</th>
<th>Five-year % point change (vs. FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>▲ 18.0%</td>
<td>▲ 12.9%</td>
</tr>
<tr>
<td>2014</td>
<td>▲ 12.9%</td>
<td>▲ 12.7%</td>
</tr>
<tr>
<td>2015</td>
<td>▼ 1.0%</td>
<td>▼ 5.5%</td>
</tr>
<tr>
<td>2016</td>
<td>▲ 18.0%</td>
<td>▲ 7.2%</td>
</tr>
<tr>
<td>2017</td>
<td>▲ 12.7%</td>
<td>▲ 7.2%</td>
</tr>
<tr>
<td>2018</td>
<td>▲ 7.2%</td>
<td>▲ 7.2%</td>
</tr>
</tbody>
</table>
FINANCIAL HEALTH

ENDOWMENT PER ANNUALIZED STUDENT FTE

$12k  ▲ 6%  ▲ 17%
Endowment per Annualized Student FTE in FY 2018
One-year % change (vs. FY 2017)
Five-year % change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.

PRIVATE FUNDS RAISED ANNUALLY

$50.6M  ▲ 1%  ▲ 47%
Private Funds Raised Annually in FY 2018
One-year % change (vs. FY 2017)
Five-year % change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.

PRIMARY RESERVE

35%  ▲ 2  ▲ 8
Primary Reserve in FY 2018
One-year % point change (vs. FY 2017)
Five-year % point change (vs. FY 2013)

* Peer data for FY 2018 not available for reporting purposes.
**FINANCIAL HEALTH**

### DEBT SERVICE TO OPERATIONS

**7%**  
Debt Service to Operations in FY2018

**.0**  
One-year % point change (vs. FY 2017)

**▲ 1**  
Five-year % point change (vs. FY 2013)

* Peer data for FY2018 not available for reporting purposes.

### DEFERRED MAINTENANCE PER GROSS SQUARE FOOT

**$128**  
Deferred Maintenance Per Gross Square Foot in FY 2018

**▲ 6%**  
One-year % change (vs. FY 2017)

**▼ 15%**  
Five-year % change (vs. FY 2013)
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 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).

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

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

Doctoral Degrees Awarded. Number of doctorates awarded for AY 2017-18, which includes September, February and May award dates. These include both research/scholarship and professional practice doctorates. Peer comparison data are based on research/scholarship doctorates only that were reported to IPEDS.

Postdoctoral Appointees. The number of postdoctoral appointees as reported to the National Science Foundation (NSF).

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

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 WebCasper/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.

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

New Tenured/Tenured-Track Faculty Hired. The number of new tenured/tenure-track Instructional Faculty members hired to start their new positions in the academic year. Data for “New Hires” is based on IPEDS definitions. Prior to 2016, “New Hires” were based on all those on payroll as of November 1 of the reporting year who were hired for full-time employment between July 1 and October 31; 2016 and onwards, IPEDS expanded the hire date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

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

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

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.

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

ACCESS AND AFFORDABILITY INDICATORS

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

Percent 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.
DEFINITIONS AND SOURCES

ACCESS ANDAFFORDABILITY INDICATORS

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.

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.

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

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

STUDENT SUCCESS AND SATISFACTION INDICATORS

Percent Undergraduates who are Students of Color. Undergraduates who 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 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 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.

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.

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.
DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

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.

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.

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

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

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

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

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

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).
DEFINITIONS AND SOURCES

FINANCIAL HEALTH INDICATORS

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

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

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

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

PEER INSTITUTIONS FOR UMASS AMHERST

Indiana University-Bloomington
* Iowa State University
* Rutgers University System
Stony Brook University
* University of California-Santa Barbara
* University of Colorado-Boulder
* University of Connecticut System
University of Delaware
* University of Maryland-College Park
University of Oregon
* Financial Peer

Please Note: Unless otherwise specified, all data are from the UMass Amherst Office of Institutional Research.
### UMass Amherst - Clery Act Crime Statistics

#### ENROLLMENTS/NUMBER OF RESIDENTS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Fall 2016</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Enroll</td>
<td># Living on Campus</td>
<td>Total Enroll</td>
</tr>
<tr>
<td>UNDERGRADUATE STUDENTS</td>
<td>23,388</td>
<td>13,181</td>
<td>23,373</td>
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<tr>
<td>GRADUATE STUDENTS</td>
<td>6,952</td>
<td>96</td>
<td>6,664</td>
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#### Calendar Year

<table>
<thead>
<tr>
<th>Offense</th>
<th>2017</th>
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<th>2015</th>
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</thead>
<tbody>
<tr>
<td>MURDER / NON-NEGLIGENT MANSLAUGHTER</td>
<td>0</td>
<td>0</td>
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<tr>
<td>NEGLIGENT MANSLAUGHTER</td>
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<td>0</td>
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</tr>
<tr>
<td>RAPE</td>
<td>18</td>
<td>20</td>
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<td>FONDLING</td>
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<td>6</td>
<td>5</td>
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<tr>
<td>INCEST</td>
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<tr>
<td>STATUTORY RAPE</td>
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<tr>
<td>ROBBERY</td>
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<td>0</td>
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<tr>
<td>AGGRAVATED ASSAULT</td>
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<td>7</td>
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<tr>
<td>BURGLARY</td>
<td>14</td>
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<tr>
<td>MOTOR VEHICLE THEFT</td>
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<tr>
<td>ARSON</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>DOMESTIC VIOLENCE***</td>
<td>8</td>
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<td>DATING VIOLENCE***</td>
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<tr>
<td>STALKING***</td>
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<td>4</td>
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<td>HATE CRIMES</td>
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<td>LIQUOR LAW ARRESTS**</td>
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<td>92</td>
<td>162</td>
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<td>LIQUOR LAW VIOLATIONS REFERRED FOR DISCIPLINARY ACTION</td>
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<td>323</td>
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<td>DRUG LAW ARRESTS**</td>
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<tr>
<td>ILLEGAL WEAPONS POSSESSION ARRESTS</td>
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</tbody>
</table>

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 near 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.