ACADEMIC QUALITY

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

**Student Academic Quality.** The academic profile of entering students has made impressive gains in recent years, evidenced by the growth in high school GPA and test scores. The high school GPA of entering students increased from 3.64 in 2011 to 3.90 in 2019. 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 2019 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 now increased back to levels from four years ago. 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 $223 million. Per faculty expenditures increased after several years of decline; increasing by 5% in the past five years.

The number of academic honors and awards earned by the faculty is another indicator of an institution’s quality. The number of National Academy members has remained stable but continues to be below the peer median. The number of prominent grant and fellowship program awards has increased over the last three years remains above the peer median for 2018. 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 4% since 2014. 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 2018, 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. The proportion of students graduating with debt continues to decrease.
Most UMass Amherst students have a positive educational experience. Ninety-one percent of students return for their sophomore year and 82% graduate within six years from UMass Amherst, the highest graduation rate observed since the campus began tracking this metric. The campus has seen a rapid improvement in the four-year graduation rate, which has increased from 63% for the Fall 2008 cohort to 77% for the Fall 2015 cohort. Retention and graduation rate improvements have closed the gap with peer institutions with the graduation rate now exceeding the median peer rate.

The campus continues to take important and coordinated action steps to support undergraduate student success, engaging across departments and varied partnerships. The Student Success unit coordinates programs and cross-disciplinary teams to focus efforts on student onboarding, retention, degree completion, and direct support for our most vulnerable populations.

Integrated and holistic academic advising remains a key component of student support toward degree completion. Student Success works with the Schools and Colleges through the Success@UMass professional development series on advising best practices. Our partnership with EAB provides access to the predictive analytics and coordinated care, best practice research studies, and strategic consulting to enhance the University’s ability to understand and improve student academic pathways and decrease barriers to degree progress. Through EAB’s Navigate platform, the Student Success unit oversees the Academic Alert program which allows instructors to reach out to students struggling in their courses and connect those students in a coordinated manner with academic supports and success strategies. Among these are the Learning Resource Center’s course-based supplemental instruction (tutoring and study groups) and the Student Success Toolkit study skills series.

A sense of belonging is a key component to college student persistence, and the Student Success unit delivers supplemental resources for First Year student seminars and Residential Academic Programs courses to increase student engagement. Student Success programs emphasize support of priority populations: First Generation College Students, transfer students, students historically marginalized in higher education, and students experiencing financial insecurity. Extending the EAB Navigate platform to departments in Student Affairs and Campus Life, specifically the Center for Multiculturalism and Student Success, has integrated success coaching touch points for students of color and foster youth.

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

UMatter at UMass continues to be an important initiative that includes particular attention to student wellbeing. In 2019-2020, UMass Amherst joined the JED Campus Program, 4-year planning initiative targeting mental health and resilience. A Healthy Minds Study was conducted to develop a baseline assessment of student wellbeing and mental health. The multidisciplinary JED committee of 50 members is now focused on fostering interpersonal connection and strengths-based programs and infrastructures. A 2020 campus-wide self-study and will inform an action plan to span over the next three years.

The campus has made progress in increasing the diversity of the student body. The Fall 2019 entering class was the most diverse group of students in history (33% ALANA); overall, three in ten undergraduates were students of color. Also, over one-fifth are the first in their families to pursue a college degree. The campus will continue to attract a diverse student body and encourage greater appreciation for diverse populations.
HEADLINES

STUDENT SUCCESS AND SATISFACTION

Under the leadership of the new (appointed June 1, 2020) Associate Provost for Career and Professional Development, career development programs focused on three main areas: student career readiness, employer relations and career analytics. Taking a holistic approach, the range of career readiness needed was considered across developmental levels from first year through graduating senior. Programming included career exploration, skills-building and networking. The campus hosted over 20 career fairs and 150 employer recruiting events over the past year. One priority was measuring career outcomes and a campus-wide First Destination Survey (FDS) was initiated to understand the future plans of the graduating seniors. The results of this survey are being used to develop a strategic plan for reaching out to employers within the Commonwealth and beyond to provide more opportunities for internships co-ops and full-time positions.

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 2019, 40% of baccalaureate and over one-third of graduate students were enrolled in Science, Technology, Engineering and Mathematics (STEM) programs, and 34% of degrees awarded at the undergraduate and 35% 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 consultant, Grenzebach, Glier & Associates (GG+A), to prepare the division for the next comprehensive campaign. Several changes were implemented, many recommended by GG+A in its campaign readiness report. We began work to prepare a comprehensive case for support and commence a feasibility study, including preparing for feasibility briefings, feasibility interviews, and preparing data to survey 2,500 or our most loyal constituency. In consultation with GG+A, we paused on the feasibility study to allow time for the stock market to stabilize and economic recovery. Work continues on the case for support, campaign priorities, and the campaign goal and timeline.

In preparation for the campaign, we enhanced homecoming and other in person events in the fall and created a virtual community and opportunities for alumni to connect with each other in the spring. We hosted several meetings and virtual town halls where alumni, students, faculty, and staff could interact directly with the chancellor.

Also in preparation for the campaign, we continued work on a donor relationship management data conversion. We have enhanced our alumni and donor communications, implemented donor retention efforts, and expanded our gift planning outreach.
FINANCIAL HEALTH

In response, we have seen an increase in alumni participation to donor conversion, an improvement in donor retention, and an increase in planned giving commitments creating a pipeline to help sustain the campaign efforts and thus the University well into the future.
UMASS AMHERST

AT-A-GLANCE

ACADEMIC QUALITY

- Average HS GPA of Freshmen: 3.90
- Average SAT Scores of Freshmen: 1292
- Average GPA of Entering Transfer Students: 3.40
- Student Satisfaction with Educational Experience: 90%
- Technology-Enhanced Classrooms: 303
- No. of Doctoral Degrees Awarded: 389
- No. of Research Doctoral Degrees Awarded: 350
- No. of Postdoctoral Appointees: 153
- Total R&D Expenditures: $223M
- Total R&D Expenditures Ranking: 111

- Total R&D Expenditures per Tenure System Faculty: $198,380
- Patent Applications: 26
- License Income: $739,749
- Percent Tenured/Tenure-Track Faculty FTE: 69%
- New Tenured/Tenure-Track Faculty Hired: 68
- As Percent of Total T/TT Faculty: 6%
- Change in Tenured/Tenure-Track Faculty: 1%
- Change in Faculty FTE: 3%
- Full-Time Instructional Faculty: 22%
- Percent Faculty-of-Color: 25%
- Percent Women Faculty: 45%
- Faculty Awards: 15
- National Academy Members: 8

ACCESS AND AFFORDABILITY

- Percent In-State Pell Grant Recipients: 27%
- Percent of Need Met for In-State Students Awarded Need-Based Aid: 84%
- Average Debt of Students (UG Graduating Class): $31,755
- Percent Graduating Class with Debt (UG): 62%
- Percent Undergraduates students from MA: 77%
- Online Course Registrations: 26,797
- Annual Growth in Online Course Registrations: -1%

University of Massachusetts
2020 Performance Measurement System
### AT-A-GLANCE

#### STUDENT SUCCESS AND SATISFACTION

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Undergraduates who are Students of Color</td>
<td>30%</td>
</tr>
<tr>
<td>Percent First-Time Undergraduates who are First Generation in College</td>
<td>22%</td>
</tr>
<tr>
<td>Percent First-time Undergraduates with English as a Second Language</td>
<td>14%</td>
</tr>
<tr>
<td>Percent Undergraduates who are International</td>
<td>7%</td>
</tr>
<tr>
<td>Total Students who Participated in a Study Abroad Program</td>
<td>1,197</td>
</tr>
<tr>
<td>Freshmen One-Year Retention Rate</td>
<td>91%</td>
</tr>
<tr>
<td>Freshmen Four-Year Graduation Rate</td>
<td>77%</td>
</tr>
<tr>
<td>Freshmen Six-Year Graduation Rate</td>
<td>82%</td>
</tr>
<tr>
<td>Transfer (Full-time) One-Year Retention Rate</td>
<td>90%</td>
</tr>
<tr>
<td>Transfer (Upper Division) Four-Year Graduation Rate</td>
<td>78%</td>
</tr>
<tr>
<td>Alumni Participation Rate</td>
<td>8%</td>
</tr>
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</table>

#### SERVICE TO THE COMMONWEALTH

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
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<tbody>
<tr>
<td>Degree Completions</td>
<td>8,446</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>6,356</td>
</tr>
<tr>
<td>Master's</td>
<td>1,701</td>
</tr>
<tr>
<td>Doctorates</td>
<td>389</td>
</tr>
<tr>
<td>Degrees Awarded in STEM Fields</td>
<td>2,901</td>
</tr>
<tr>
<td>Bachelor's Undergraduate</td>
<td>2,163</td>
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<tr>
<td>Master's Graduate</td>
<td>738</td>
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<tr>
<td>Doctorates Undergraduate</td>
<td>713</td>
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<tr>
<td>Degrees Awarded in Healthcare Fields</td>
<td>514</td>
</tr>
<tr>
<td>Percent Alumni who Remain in MA</td>
<td>54%</td>
</tr>
<tr>
<td>Enrollment in STEM Programs</td>
<td>11,991</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>9,642</td>
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<tr>
<td>Graduate</td>
<td>199</td>
</tr>
<tr>
<td>MTEL Science and Math Test-Takers</td>
<td>23</td>
</tr>
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<td>Total Endowment</td>
<td>$363.2M</td>
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<tr>
<td>Spendable Cash &amp; Investments to Operating Expenses</td>
<td>0.46</td>
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<td>Annual Growth in Endowment</td>
<td>4.7%</td>
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<tr>
<td>Debt Service Burden</td>
<td>6.5%</td>
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<tr>
<td>Endowment per Annualized Student FTE</td>
<td>$12,502</td>
</tr>
<tr>
<td>Operating Margin (%)</td>
<td>2.7%</td>
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<tr>
<td>Private Funds Raised Annually</td>
<td>$42.2M</td>
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University of Massachusetts
2020 Performance Measurement System
ACADEMIC QUALITY

AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

3.90  
Average HS GPA in Fall 2019

0.00  
One-year nominal change (vs. Fall 2018)

0.12  
Five-year nominal change (vs. Fall 2014)

SAT SCORES OF FRESHMEN

1390  
SAT Scores of Freshmen 75th Percentile in Fall 2019

6  
75th Percentile Rank in Fall 2019

1190  
SAT Scores of Freshmen 25th Percentile in Fall 2019

6  
25th Percentile Rank in Fall 2019

1292  
Average SAT Scores of Freshmen in Fall 2019

4  
One-year nominal change (vs. Fall 2018)
ACADEMIC QUALITY

AVERAGE GPA OF ENTERING TRANSFER STUDENTS

3.40
Average transfer GPA in Fall 2019

▲ 0.02
One-year nominal change (vs. Fall 2018)

▲ 0.08
Five-year nominal change (vs. Fall 2014)

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 2019

▲ 0
One-year nominal change (vs. Fall 2018)

▲ 0
Five-year nominal change (vs. Fall 2014)
ACADEMIC QUALITY

TECHNOLOGY-ENHANCED CLASSROOMS

<table>
<thead>
<tr>
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<tr>
<td>Total Tech.</td>
<td>287</td>
<td>298</td>
<td>304</td>
<td>304</td>
<td>303</td>
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<tr>
<td>% change</td>
<td></td>
<td>0%</td>
<td>2%</td>
<td></td>
<td></td>
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<tr>
<td>One-year</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Enhanced Classrooms</td>
<td>268</td>
<td>298</td>
<td>304</td>
<td>304</td>
<td>303</td>
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<tr>
<td>% change</td>
<td></td>
<td>2%</td>
<td>83%</td>
<td></td>
<td></td>
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<tr>
<td>Four-year</td>
<td></td>
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DOCTORAL DEGREES AWARDED

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<tbody>
<tr>
<td>Doctoral Degrees Awarded</td>
<td>306</td>
<td>297</td>
<td>337</td>
<td>367</td>
<td>355</td>
<td>389</td>
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<tr>
<td>% change</td>
<td></td>
<td>34%</td>
<td>83%</td>
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<tr>
<td>One-year</td>
<td></td>
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<tr>
<td>Nominal change</td>
<td>297</td>
<td>298</td>
<td>304</td>
<td>304</td>
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<tr>
<td>Five-year</td>
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<tr>
<td>Nominal change</td>
<td>337</td>
<td>367</td>
<td>355</td>
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Research Doctoral Degrees Awarded

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<tr>
<td>8</td>
<td>287</td>
<td>298</td>
<td>304</td>
<td>304</td>
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<tr>
<td>Rank change</td>
<td></td>
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<tr>
<td>Number of Classrooms</td>
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</tbody>
</table>

University of Massachusetts
2020 Performance Measurement System
**ACADEMIC QUALITY**

**POSTDOCTORAL APPOINTEES**

- **153** Postdoctoral Appointees in 2018-19
  - ▲ 2 One-year nominal change (vs. 2017-18)
  - ▼ 13 Five-year nominal change (vs. 2013-14)

- **10** Research Doctorate Ranking OUT OF 11 in 2018-19
  - ▼ 1 One-year Rank change (vs. 2017-18)
  - ▼ 1 Five-year Rank change (vs. 2013-14)

**TOTAL R&D EXPENDITURES**

- **$223** Million in FY 2019
  - ▲ 0% One-year % change (vs. FY 2018)
  - ▲ 11% Five-year % change (vs. FY 2014)

**TOTAL R&D EXPENDITURES RANKINGS**

- **111** Total R&D Expenditures Overall Rankings in FY 2018
  - ▼ 7 One-year nominal change (vs. FY 2017)
  - ▼ 8 Five-year nominal change (vs. FY 2013)

- **11** Carnegie Peers Rank (out of 26) in FY 2018
  - ▼ 1 One-year nominal change (vs. FY 2017)
  - ▼ 1 Five-year nominal change (vs. FY 2013)

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

$198k  ▲ 4%  ▲ 5%
Total R&D Expenditure  One-year  Five-year
Per Tenured  % change  % change
System Faculty  (vs. FY 2018)  (vs. FY 2014)
in FY 2019

* Peer data for FY 2019 is currently not available.

NUMBER OF PATENT APPLICATIONS

26  ▼ 17  ▼ 14
Patent  One-year  Five-year
Applications  nominal change  nominal change
in FY 2019  (vs. FY 2018)  (vs. FY 2014)

LICENSE INCOME

$740k  ▲ 5%  ▼ 2%
License Income  One-year  Five-year
in FY 2019  % change  % change
(vs. FY 2018)  (vs. FY 2014)
**ACADEMIC QUALITY**

**PERCENT TENURED/TENURE-TRACK FACULTY FTE**

69% ▼ 1 ▼ 5

- Percent Tenured/Tenure-track Faculty in Fall 2019
- One-year % point change (vs. Fall 2018)
- Five-year % point change (vs. Fall 2014)

**NEW TENURED/TENURE-TRACK FACULTY HIRED**

68 ▼ 2

- New Tenured/Tenure-Track Faculty Hired in Fall 2019
- One-year nominal change (vs. Fall 2018)

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

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

6% ▼ 1 ▲ 1

- Percent New Tenured/Tenure-Track Faculty Hired in Fall 2019
- One-year % point change (vs. Fall 2018)
- Five-year % point change (vs. Fall 2014)

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

TENURED/TENURE-TRACK FACULTY

1,084
Total Tenured/
Tenure-track Faculty
in Fall 2019

▲ 1%
One-year
% change
(vs. Fall 2018)

▲ 4%
Five-year
% change
(vs. Fall 2014)

FIVE-YEAR TREND

Faculty FTE

1,579
Faculty FTE
in Fall 2019

▲ 3%
One-year
% change
(vs. Fall 2018)

▲ 12%
Five-year
% change
(vs. Fall 2014)

FIVE-YEAR TREND

FACULTY-OF-COLOR

325
Faculty Of Color
in Fall 2019

▲ 8
One-year
nominal change
(vs. Fall 2018)

▲ 74
Five-year
nominal change
(vs. Fall 2014)

25%
Percent of
Faculty Of Color
in Fall 2019

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

▲ 4
Five-year
% point change
(vs. Fall 2014)

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

WOMEN FACULTY

- **664** Women Faculty in Fall 2019
- **45%** Percent of Faculty Of Color in Fall 2019

One-year and Five-year nominal change (vs. Fall 2018 and vs. Fall 2014)

<table>
<thead>
<tr>
<th></th>
<th>One-year</th>
<th>Five-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Faculty Of Color</td>
<td>▼ 1</td>
<td>▲ 2</td>
</tr>
</tbody>
</table>

Faculty Awards in 2018

- **15** Faculty Awards (vs. 2017)
- **3** Peers Rank (out of 26) in 2018

FACULTY AWARDS

FIVE-YEAR TREND

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tr>
<td>UMA</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Peers</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>13</td>
</tr>
</tbody>
</table>

National Academy Members in 2018

- **8** National Academy Members (vs. 2017)
- **10** Peers Rank (out of 26) in 2018

NATIONAL ACADEMY MEMBERS

FIVE-YEAR TREND

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<tr>
<td>Peers</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: The Top American Research Universities

University of Massachusetts
2020 Performance Measurement System
UMASS AMHERST
ACCESS AND AFFORABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

27%
Percent (In-State) Pell Grant Recipients in Fall 2018

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

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

FIVE-YEAR TREND

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

84%
Percent Met for (In-state) Need-Based Aid in FY 2019

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

2
Five-year % point change (vs. FY 2014)

FIVE-YEAR TREND

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

$32k
Average Debt Load in 2019

0%
One-year % change (vs. 2018)

4%
Five-year % change (vs. 2014)

62%
Percent Graduating Class with Debt in 2019

5
One-year % point change (vs. 2018)

10
Five-year % point change (vs. 2014)

FIVE-YEAR TREND
**ACCESS AND AFFORDABILITY**

**PERCENT UNDERGRADUATES FROM MASSACHUSETTS**

- **18,551** Undergraduates from Massachusetts in Fall 2019
  - **4%** One-year % change (vs. Fall 2018)
  - **9%** Five-year % change (vs. Fall 2014)

- **77%** % Undergraduates from Massachusetts in Fall 2019
  - **1** One-year % point change (vs. Fall 2018)
  - **1** Five-year % point change (vs. Fall 2014)

**ONLINE COURSE REGISTRATIONS**

- **26,797** Online Course Registrations in 2018-19
  - **1%** One-year % change (vs. 2017-18)
  - **21%** Five-year % change (vs. 2013-14)

* Courses through UWW (formerly CPE) only.

**ANNUAL GROWTH IN ONLINE COURSE REGISTRATIONS**

- **-1%** Annual Growth Online Course Registrations in 2018-19
STUDENT SUCCESS AND SATISFACTION

UNDERGRADUATE STUDENTS OF COLOR

6,341
Undergraduates
Students of Color
in Fall 2019

▲ 9%
One-year
% change
(vs. Fall 2018)

▲ 46%
Five-year
% change
(vs. Fall 2014)

30%
% Undergraduates
Students of Color
in Fall 2019

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

▲ 8
Five-year
% point change
(vs. Fall 2014)

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

22%
Percent First-Time
Undergraduates who
are First-Generation
College in Fall 2019

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

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

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

14%
Percent Undergraduates
Speak English as a
Second Language
in Fall 2019

▼ 2
One-year
% point change
(vs. Fall 2018)

▲ 3
Five-year
% point change
(vs. Fall 2014)
STUDENT SUCCESS AND SATISFACTION

INTERNATIONAL UNDERGRADUATES

- 1,796 International UG Enrollment in Fall 2019
  - ▲ 7% One-year % change (vs. Fall 2018)
  - ▲ 164% Five-year % change (vs. Fall 2014)

- 7% % International UG Enrollment in Fall 2019
  - 0 One-year % point change (vs. Fall 2018)
  - ▲ 4 Five-year % point change (vs. Fall 2014)

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

- 1,197 Students who participated in Study Abroad in Fall 2018-Smr.19
  - ▼ 45 One-year nominal change vs. Fall 2017-Smr.18
  - ▲ 3 Five-year nominal change vs. Fall 2013-Smr.14

FRESHMEN ONE-YEAR RETENTION RATE

- 91% Freshmen One-Year Retention Rate in Fall 2019
  - 0 One-year % point change in Fall 2018
  - ▲ 1 Five-year point in Fall 2014

- 5 Rank based on Peers in Fall 2019
  - 0 One-year nominal change in Fall 2018
  - ▲ 1 Five-year nominal change in Fall 2014
STUDENT SUCCESS AND SATISFACTION

FRESHMEN FOUR-YEAR GRADUATION RATES

77% Freshmen Four-Year Graduation Rates in 2019

▲ 1 One-year % point change (vs. 2018)
▲ 10 Five-year % point change (vs. 2014)

FRESHMEN SIX-YEAR GRADUATION RATE

82% Freshmen Six-Year Graduation Rates in Fall 2019

▲ 2 One-year % point change (vs. Fall 2018)
▲ 6 Five-year % point change (vs. Fall 2014)

80% Peers Freshmen Six-Year Graduation Rates in Fall 2019

▲ 1 One-year % point change (vs. Fall 2018)
▲ 3 Five-year % point change (vs. Fall 2014)

5 Peers Rank (out of 26) in Fall 2019

▲ 1 One-year nominal change (vs. Fall 2018)
▲ 1 Five-year nominal change (vs. Fall 2014)

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

90% Transfers (Full-time) One-Year Retention Rate in Fall 2019

▲ 1 One-year % point change (vs. Fall 2018)
▲ 5 Five-year % point change (vs. Fall 2014)
STUDENT SUCCESS AND SATISFACTION

TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

78% Transfers (Upper Division) Four-Year Graduation Rates in Fall 2019

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

2 Five-year % point change (vs. Fall 2014)

FIVE-YEAR TREND

STUDENT ACHIEVEMENT MEASURE

Cohort Starting in 2013-14

78% Bachelor's Degree within 4-years from any institution

88% Bachelor's Degree within 5-years from any institution

90% Bachelor's Degree within 6-years from any institution

74% Bachelor's Degree within 4-years from UMass Amherst

81% Bachelor's Degree within 5-years from UMass Amherst

82% Bachelor's Degree within 6-years from UMass Amherst

STUDENT GRADUATION STATUS

Source: Student Achievement Measure (SAM)

University of Massachusetts
2020 Performance Measurement System
STUDENT SUCCESS AND SATISFACTION

ALUMNI PARTICIPATION RATE

8% Alumni Participation Rate in FY 2019 ▼ 1 One-year % point change (vs. FY 2018) ▼ 2 Five-year % point change (vs. FY 2014)

DEGREE COMPLETIONS

8,446 Total degree completions 2018-19 ▲ 3% One-year % change in total degree completions (vs. 2017-18) ▲ 14% Five-year % change in total degree completions (vs. 2013-14)

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

54% Of all UMass Alumni live in the Commonwealth in Fall 2019 ● 0 One-year % point change (vs. Fall 2018) ● 0 Five-year % point change (vs. Fall 2014)
## SERVICE TO THE COMMONWEALTH

### ENROLLMENT IN STEM PROGRAMS

#### Undergrad STEM Enrollment Five-Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>UG Enrollment</th>
<th>% Change</th>
<th>% Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>7,775</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>8,568</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>9,015</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>9,003</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>9,138</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>9,642</td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

#### Grad STEM Enrollment Five-Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Grad Enrollment</th>
<th>% Change</th>
<th>% Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>1,813</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>1,822</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>1,979</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>2,187</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>2,298</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>2,349</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

#### Total STEM Enrollment Five-Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>% Change</th>
<th>% Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>9,588</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>10,390</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>10,994</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>11,190</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>11,436</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>11,991</td>
<td>39%</td>
<td></td>
</tr>
</tbody>
</table>

#### UG Enrollment in One-year Five-year STEM fields % change % change in Fall 2019 (vs. Fall 2018) (vs. Fall 2014)

<table>
<thead>
<tr>
<th>% Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>24%</td>
</tr>
</tbody>
</table>

#### Percent of total UG enrollment in STEM fields % point change % point change in Fall 2019 (vs. Fall 2018) (vs. Fall 2014)

<table>
<thead>
<tr>
<th>% Point Change</th>
<th>% Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Grad Enrollment in One-year Five-year STEM fields % change % change in Fall 2019 (vs. Fall 2018) (vs. Fall 2014)

<table>
<thead>
<tr>
<th>% Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Percent of total Grad enrollment in STEM fields % point change % point change in Fall 2019 (vs. Fall 2018) (vs. Fall 2014)

<table>
<thead>
<tr>
<th>% Point Change</th>
<th>% Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Total Enrollment in One-year Five-year STEM fields % change % change in Fall 2019 (vs. Fall 2018) (vs. Fall 2014)

<table>
<thead>
<tr>
<th>% Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>39%</td>
<td>1</td>
</tr>
</tbody>
</table>
DEGREES AWARDED IN STEM FIELDS

2,163
UG degrees awarded in STEM fields in 2018-19

▲ 4%
One-year % change (vs. 2017-18)

▲ 33%
Five-year % change (vs. 2013-14)

34%
Percent of total UG degrees awarded in STEM fields in 2018-19

738
Grad degrees awarded in STEM fields in 2018-19

▲ 15%
One-year % change (vs. 2017-18)

▲ 52%
Five-year % change (vs. 2013-14)

35%
Percent of total Grad degrees awarded in STEM fields in 2018-19

2,901
Total degrees awarded in STEM fields in 2018-19

▲ 6%
One-year % change (vs. 2017-18)

▲ 37%
Five-year % change (vs. 2013-14)

34%
Percent of Total degrees awarded in STEM fields in 2018-19

University of Massachusetts
2020 Performance Measurement System
### SERVICE TO THE COMMONWEALTH

#### CERTIFICATES AWARDED IN STEM FIELDS

<table>
<thead>
<tr>
<th>Total Certificates awarded in STEM fields in 2018-19</th>
<th>One-year nominal change (vs. 2017-18)</th>
<th>Five-year nominal change (vs. 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>▲ 25</td>
<td>▲ 46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Total Certificates awarded in STEM fields in 2018-19</th>
<th>One-year % point change (vs. 2017-18)</th>
<th>Five-year % point change (vs. 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>▲ 4</td>
<td>▲ 4</td>
</tr>
</tbody>
</table>

#### DEGREES AWARDED IN HEALTHCARE FIELDS

<table>
<thead>
<tr>
<th>Total degrees awarded in Healthcare fields in 2018-19</th>
<th>One-year % change (vs. 2017-18)</th>
<th>Five-year % change (vs. 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>713</td>
<td>▼ 8%</td>
<td>▲ 21%</td>
</tr>
</tbody>
</table>

### CERTIFICATES AWARDED IN HEALTHCARE FIELDS

<table>
<thead>
<tr>
<th>Total Certificates awarded in Healthcare fields in 2018-19</th>
<th>One-year nominal change (vs. 2017-18)</th>
<th>Five-year nominal change (vs. 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>▲ 9</td>
<td>▲ 48</td>
</tr>
</tbody>
</table>

University of Massachusetts
2020 Performance Measurement System
SERVICE TO THE COMMONWEALTH

MTEL SCIENCE AND MATH TEST-TAKERS

MTEL Math and Science Test-Takers in 2018-19:
- 23
- ▼ 5
- ▼ 2
  One-year nominal change (vs. 2017-18)
  Five-year nominal change (vs. 2013-14)

FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

Endowment Assets in FY 2019:
- $363M
- ▲ 5%
- ▲ 18%
  One-year % change (vs. FY 2018)
  Five-year % change (vs. FY 2014)

Annual Growth in FY 2019:
- 4.7%
- ▼ 2.5
- ▼ 8.2
  One-year % point change (vs. FY 2018)
  Five-year % point change (vs. FY 2014)
FINANCIAL HEALTH

ENDOWMENT PER ANNUALIZED STUDENT FTE

$13k  ▲ 7%  ▲ 13%
Endowment per Annualized Student FTE in FY 2019
One-year % change (vs. FY 2018)
Five-year % change (vs. FY 2014)

PEERS
$11.1 $10.9 $10.2 $11.0 $11.7 $12.5
$14.9 $14.8 $15.2 $17.7 $19.0

UMA
$11.1 $10.9 $10.2 $11.0 $11.7 $12.5
$14.9 $14.8 $15.2 $17.7 $19.0

* Peer data for FY 2019 not available for reporting purposes

PRIVATE FUNDS RAISED ANNUALLY

$42.2M ▼ 17% ▼ 8%
Private Funds Raised Annually in FY 2019
One-year % change (vs. FY 2018)
Five-year % change (vs. FY 2014)

UMA
$45.7 $47.4 $43.2 $50.3 $50.6 $42.2
$45.7 $47.4 $43.2 $50.3 $50.6 $42.2

Spendable Cash & Investments to Operating Expenses

0.46
Spendable Cash & Investments to Operating Expenses in FY 2019

UMA

Aa2 PEERS

University of Massachusetts
2020 Performance Measurement System
**FINANCIAL HEALTH**

**DEBT SERVICE BURDEN**

6.5%  ▼ 0.3  ▲ 0.3

Debt Service Burden in FY2019

One-year % point change (vs. FY2018)

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

**FIVE-YEAR TREND**

<table>
<thead>
<tr>
<th>Year</th>
<th>Debt Service Burden</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>6.2%</td>
</tr>
<tr>
<td>FY 2015</td>
<td>6.4%</td>
</tr>
<tr>
<td>FY 2016</td>
<td>6.4%</td>
</tr>
<tr>
<td>FY 2017</td>
<td>6.6%</td>
</tr>
<tr>
<td>FY 2018</td>
<td>6.8%</td>
</tr>
<tr>
<td>FY 2019</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

**OPERATING MARGIN (%)**

2.7%  ▲ 0.1  ▼ 0.1

Operating Margin (%) in FY 2019

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

Four-year % point change (vs. FY 2015)

**FOUR-YEAR TREND**

<table>
<thead>
<tr>
<th>Year</th>
<th>Operating Margin (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015</td>
<td>2.8%</td>
</tr>
<tr>
<td>FY 2016</td>
<td>4.1%</td>
</tr>
<tr>
<td>FY 2017</td>
<td>3.0%</td>
</tr>
<tr>
<td>FY 2018</td>
<td>2.6%</td>
</tr>
<tr>
<td>FY 2019</td>
<td>2.7%</td>
</tr>
</tbody>
</table>
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. Compare to Peer median and 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 during an academic year, 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 WebCaspar/NSF HERD data tables.

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

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

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

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
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

date to include those that were hired between November 1 of the previous year and October 31 of the reporting year.

**New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty.** 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 AND AFFORDABILITY 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 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.

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.

**Debt Service Burden.** Compares the relative cost of borrowing to overall expenditures. Debt service (P&I) / Total expenses

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

**Spendable Cash & Investments to Operating Expenses.** Measures the extent to which the University can rely on wealth that can be accessed over time or for a specific purpose to operate. (Cash & investments – debt service reserve funds + permanently restricted pledges receivable – permanently restricted Net Assets)/Total expenses

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
DEFINITIONS AND SOURCES

PEER INSTITUTIONS FOR UMASS AMHERST

Moody's Aa2 Peers

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.
### ENROLLMENTS/NUMBER OF RESIDENTS

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<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
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<tbody>
<tr>
<td></td>
<td>Total Enrollment</td>
<td># Living on Campus</td>
<td>Total Enrollment</td>
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<tr>
<td>UNDERGRADUATE STUDENTS</td>
<td>23,515</td>
<td>13,551</td>
<td>23,388</td>
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<tr>
<td>GRADUATE STUDENTS</td>
<td>7,074</td>
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<td>6,952</td>
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### Calendar Year

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<th>OFFENSE</th>
<th>2018</th>
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<th>2016</th>
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<tbody>
<tr>
<td>MURDER / NON-NEGligent MANSLAUGHTER</td>
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<tr>
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<tr>
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<td>23</td>
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<td>FONDLING</td>
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<tr>
<td>ARSON</td>
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<tr>
<td>DOMESTIC VIOLENCE**</td>
<td>9</td>
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<td>STALKING***</td>
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<td>HATE CRIMES</td>
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<td>LIQUOR LAW ARRESTS**</td>
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<td>LIQUOR LAW VIOLATIONS</td>
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*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.