2021 Report on Annual Indicators
University Performance Measurement System
November 2021
Message from the President
November 2021

I am especially pleased this year to present to you the University of Massachusetts 2020 Annual Indicators Report, which documents our performance during a period when a global pandemic abruptly forced our 75,000 students and our 18,000 faculty and staff into remote teaching, learning, and work. During this time of immense challenge, our university responded with a revolutionary spirit and, as this report demonstrates, never wavered from its belief that continuous improvement across the five-campus university system is only possible through honest, transparent assessment.

This annual report documents the university’s progress toward achieving strategic priorities approved by the UMass Board of Trustees. It compares the university's performance – primarily during the fiscal year 2020 and academic year 2019-2020 - with peer institutions across the country on a range of metrics. The highlights include:

**Academic quality**

Freshmen average SAT scores ranged from 1091 to 1290 across the four undergraduate campuses. Average high school GPA increased slightly from the previous year, ranging from 3.31-3.93.

The system generated $687 million in research expenditures, reflecting six consecutive years of over $600 million in research funding.

**Access and affordability**

More than four out of five (82%) freshmen are Massachusetts residents, compared with one-fifth (24%) at its private peers in the state.

Four in ten (40%) UMass undergraduates are students of color. As a point of comparison, 35% of Massachusetts public high school graduates are students of color.

**Student success and satisfaction**

First-time, first-year student retention rose at three of the four undergraduate campuses (Boston, Dartmouth and Lowell).

The six-year graduation rate for first-time first-year students rose or held steady at three undergraduate campuses (Amherst, Boston and Lowell).

**Service to the Commonwealth**

UMass awarded 18,208 degrees (bachelor’s and above), which represent 17% of all baccalaureate and graduate degrees (21% of bachelor’s, 10% of master’s degrees and 11% of doctoral and first professional degrees) awarded in the Commonwealth.

**Financial health**
The university’s total endowment stood at $920 million at year-end. The market value of the university’s endowment improved by 19% between FY 2015 and FY 2020.

The university raised $124 million in FY 2020, a decline of 4% during the initial chapter of the pandemic, but this was still the fourth year in a row (and fifth in the last six) that annual private giving exceeded $120 million.

The university’s bond ratings for FY 2019 continued to reflect confidence in the institution’s management and financial health.

As the University of Massachusetts, like its peers around the nation, recovers from the impacts of the pandemic, adjusts to a decline in the number of traditional-age college students, and readies itself to respond to as yet unforeseen challenges and opportunities, this report tells us we have a strong foundation to build upon for the future.

Sincerely,

Martin T. Meehan
President
The University of Massachusetts Annual Indicators Report measures progress toward achieving the strategic priorities approved by the Trustees and embedded in its mission - ‘to provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world.’ The 2021 Report on Annual Indicators is the 22nd annual report of the University of Massachusetts Performance Measurement System.

This report provides trustees, legislators, and state-level policymakers with information by which they can assess the University as compared with similar institutions and its performance in the past. Through this report and other aspects of performance measurement and assessment, the University seeks to be open and accountable to the constituencies it serves.

The Report on Annual Indicators includes measures that relate to five primary areas:

- **Academic Quality**
- **Student Success and Satisfaction**
- **Access and Affordability**
- **Service to the Commonwealth**
- **Financial Health**
Encompassed within these five areas are nine strategic priorities of the University. The strategic priorities are:

- Improve student learning experience
- Strengthen research and development
- Renew faculty
- Continue a focus on diversity and positive climate
- Maintain and improve access and affordability
- Develop a leadership role in public service
- Increase endowment
- Improve administrative and IT services
- Develop the first-rate infrastructure

To ensure that the University’s self-evaluation process is current and in alignment with emerging issues of salience, the Report on Annual Indicators undergoes a system-wide review process every five years. The 2021 Report on Annual Indicators reflects an updated list of the metrics that we collect.

This report provides relevant longitudinal and comparative data to help the reader assess the information being provided. Each campus has an established peer group that contains comparable as well as “aspirant” institutions. For the UMass Medical School, the peer group consists of 20 selected medical schools in the United States, while their ‘endowment’ peer group consists of all public medical schools. For all the other UMass campuses, small groups of institutions comparable in mission, size, student characteristics, and programmatic mix are used.

The report presents some indicators in aggregate for the entire system, in particular, those that relate to Access and Affordability, Service to the Commonwealth, and Financial Health. Indicators in these areas reflect decisions that rest with the system administration and the Board (such as tuition and fee levels) or describe the collective role of the campuses in serving the students and citizens of the Commonwealth (such as degree production or enrollment of Massachusetts residents). Depending on the indicator, data for the UMass system are compared with Massachusetts private universities, Massachusetts demographic data, New England public universities, or for the financial indicators the relevant financial group peers (a small group of public university systems in other states or Bond-rating peer group).

The System report is followed by individual reports for each campus. Each report has the following format:

- Headlines from the 2021 Annual Indicators
- 2021 Annual Indicators at a Glance
- Infographics and Charts
- Definitions and Sources
- List of Institutional Peers
# 2021 ANNUAL INDICATORS

<table>
<thead>
<tr>
<th>Legislative Priorities</th>
<th>UMass Strategic Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC QUALITY</strong></td>
<td></td>
</tr>
<tr>
<td>Improve student learning experience</td>
<td>Average High-School GPA of Freshmen</td>
</tr>
<tr>
<td></td>
<td>SAT Scores of Freshmen</td>
</tr>
<tr>
<td></td>
<td>25th – 75th Percentile</td>
</tr>
<tr>
<td></td>
<td>Average GPA of Entering Transfer Students</td>
</tr>
<tr>
<td></td>
<td>Mean MCAT Scores of Entering Students (UMMS Only)</td>
</tr>
<tr>
<td></td>
<td>Student Satisfaction with Educational Experience</td>
</tr>
<tr>
<td></td>
<td>Student-Faculty Ratio</td>
</tr>
<tr>
<td></td>
<td>Technology-Enhanced Classrooms</td>
</tr>
<tr>
<td></td>
<td>Doctoral Degrees Awarded*</td>
</tr>
<tr>
<td></td>
<td>Postdoctoral Appointees*</td>
</tr>
<tr>
<td></td>
<td>Total R&amp;D Expenditures</td>
</tr>
<tr>
<td></td>
<td>Total R&amp;D Expenditures Rankings</td>
</tr>
<tr>
<td></td>
<td>Total R&amp;D Expenditures Rankings among Carnegie Peers, US Publics, Non-Medical</td>
</tr>
<tr>
<td></td>
<td>Federal R&amp;D Expenditures (Optional)</td>
</tr>
<tr>
<td></td>
<td>Total R&amp;D Expenditures per Tenured/Tenure-track Faculty</td>
</tr>
<tr>
<td></td>
<td>Total R&amp;D Expenditures per FT Faculty</td>
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<tr>
<td></td>
<td>Federal R&amp;D Expenditures per FT Faculty</td>
</tr>
<tr>
<td></td>
<td>Sponsored Instruction/Outreach per Faculty</td>
</tr>
<tr>
<td></td>
<td>NIH Funding Among Medical Schools (UMMS Only)</td>
</tr>
<tr>
<td></td>
<td>US News Ranking in Primary Care Medicine (UMMS Only)</td>
</tr>
<tr>
<td></td>
<td>Patent Applications</td>
</tr>
<tr>
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<td>License Income</td>
</tr>
<tr>
<td></td>
<td>Utilization of Shared High-Performance Computing Research Resources*</td>
</tr>
<tr>
<td><strong>Strengthen research and development</strong></td>
<td>Percent Tenured/Tenure-Track Faculty FTE</td>
</tr>
<tr>
<td></td>
<td>New Tenured/Tenure-Track Faculty Hired</td>
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<tr>
<td></td>
<td>New Tenured/Tenure-Track Faculty Hired as Percent of All Tenured/Tenure-Track Faculty</td>
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<td>Tenured/Tenure-Track Faculty</td>
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<td>Faculty FTE</td>
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<td>Faculty-of-Color</td>
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<td></td>
<td>Women Faculty</td>
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<td></td>
<td>Faculty Awards</td>
</tr>
<tr>
<td></td>
<td>National Academy Members*</td>
</tr>
<tr>
<td><strong>Renew faculty</strong></td>
<td>Percent UGs from Massachusetts</td>
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<tr>
<td></td>
<td>Percent UGs who are Students of Color</td>
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<tr>
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<td>Percent UGs who are International</td>
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<tr>
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<td>Percent First-Time UGs who are First Generation in College</td>
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<td></td>
<td>Percent First-Time UGs who have English as Second Language</td>
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<td></td>
<td>Percent of Students of Transfer Origin**</td>
</tr>
<tr>
<td><strong>ACCESS AND AFFORDABILITY</strong></td>
<td>Dual Enrollment Students**</td>
</tr>
<tr>
<td><strong>Access and Affordability/ Diversity &amp; Positive Climate</strong></td>
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<tr>
<td>Legislative Priorities</td>
<td>UMass Strategic Priorities</td>
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<td>ACCESS AND AFFORDABILITY</td>
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<tr>
<td>STUDENT SUCCESS AND SATISFACTION</td>
<td>Diversity and positive climate</td>
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<td>SERVICE TO THE COMMONWEALTH</td>
<td>Degree Completions</td>
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<tr>
<td>FINANCIAL HEALTH</td>
<td>Endowment Assets and Annual Growth in Endowment</td>
</tr>
<tr>
<td></td>
<td>Total Endowment per Annualized Student FTE</td>
</tr>
<tr>
<td></td>
<td>Private Funds Raised Annually</td>
</tr>
<tr>
<td></td>
<td>Operating Margin (%)</td>
</tr>
<tr>
<td></td>
<td>Spendable Cash &amp; Investments to Op Expenses</td>
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<td>Debt Service to Operations</td>
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<td></td>
<td>Bond Ratings (Moody’s, S&amp;P, Fitch)</td>
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<td>Campus Safety</td>
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</tbody>
</table>

*Indicators in Red are no longer reported. **Indicators in Blue have been added
ACADEMIC QUALITY

*UMass continues to admit high-quality students.* UMass attracts highly qualified applicants. Freshmen average SAT scores ranged from 1091 to 1290 across the four undergraduate campuses. Average high school GPA increased slightly from the previous year, ranging from 3.31-3.93.

*UMass research capacity remains strong.* In FY 2020, the system generated $687 million in research expenditures, reflecting six consecutive years of over $600 million in research funding. Furthermore, in 2019-20, the five campuses awarded 944 doctoral degrees across various disciplines. These include 610 research/scholarship doctoral degrees and 344 professional practice doctoral degrees.

*UMass Medical School retains the top 10% ranking in primary care.* In the 2021 US News ranking, UMass Medical School ranked 15th among 152 medical schools and 33 schools of osteopathic medicine with an emphasis on primary care medicine.

*Commercialization of UMass research expands.* In FY 2020, license income for the University exceeded $26 million. UMass ranks among the top 15% of US universities in license income.

ACCESS AND AFFORDABILITY

*UMass serves citizens of the Commonwealth.* More than four out of five (82%) UMass freshmen are Massachusetts residents, compared with one-fifth (24%) at its private peers in the state.

*UMass educates a diverse citizenry.* The number of students of color enrolling at UMass has increased over the last five years. Currently, four in ten (40%) UMass undergraduates are students of color. At UMass Boston, 62% of the over 6,700 undergraduates are students of color, making it the most diverse public university in all of New England. As a point of comparison, 35% of Massachusetts public high school graduates are students of color.

*UMassOnline expands educational access.* UMassOnline reaches diverse and geographically dispersed learners. In AY 2019-20, course registrations for UMassOnline were at 91,212, representing a 9% increase over the previous year.

STUDENT SUCCESS AND SATISFACTION

*UMass students retain at high rates.* In Fall 2020, first-time first-year student retention rose at three of the four undergraduate campuses (Boston, Dartmouth and Lowell). Retention rates at both Amherst (89%) and Lowell (84%) exceeded the national four-year public average of 81%.

*UMass students graduate at high rates.* In Fall 2020, the six-year graduation rate for first-time first-year students rose or held steady at three undergraduate campuses (Amherst, Boston and Lowell). Retention rates at both Amherst (83%) and Lowell (69%) exceeded the national four-year public average of 62%.

*Medical school graduates secure top choice residencies.* Ninety-six percent of UMass Medical School graduates were accepted to their choices of residency, a match rate that is consistently higher than the peer institutions.
**HEADLINES**

**SERVICE TO THE COMMONWEALTH**

*UMass' contributes to creating an educated citizenry and workforce.* UMass awarded over 18,000 degrees in AY 2019-20. These include a total of 18,208 degrees (bachelor’s and above), which represent 17% of all baccalaureate and graduate degrees (21% of bachelor’s, 10% of master’s degrees and 11% of doctoral and first professional degrees) awarded in the Commonwealth. The University’s impact is particularly high in the following fields: computer & information sciences, engineering, natural sciences & math, business & management and health (bachelor’s level); education, computer & information sciences and business & management (doctoral level).

In 2019-2020, three in ten (32%) or 5,789 of the University's total degrees were awarded in STEM fields. The University’s impact in the Healthcare field has also grown over the past five years, reflecting a 7% increase over this period.

*Alumni reside and work in Massachusetts.* Six of ten (60%) graduates overall of the University remain in the Commonwealth after graduation.

**FINANCIAL HEALTH**

*Total Endowment stands at $920 million.* The market value of the University’s endowment improved by 19% between FY 2015 and FY 2020.

*Private Funds raised a total of $124 million.* The private giving to UMass declined by 4% in FY 2020 versus last year, this was the fourth year in a row (and fifth in the last six) that annual private giving exceeded $120 million.

*Bond ratings remain high.* The University’s high agency bond ratings for FY 2019 (Aa2 rating by Moody’s; AA- rating by S&P; AA rating by Fitch) reflects continuing confidence in the institution’s overall financial health.
<table>
<thead>
<tr>
<th>ACCESS AND AFFORDABILITY</th>
</tr>
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<tbody>
<tr>
<td>Percent of First-year Undergraduates from Massachusetts</td>
</tr>
<tr>
<td>Percent of Undergraduates from Massachusetts</td>
</tr>
<tr>
<td>Percent Undergraduates who are Students of Color</td>
</tr>
<tr>
<td>Dual Enrollment Headcount</td>
</tr>
<tr>
<td>Tuition and Fees as a Percentage of Median HH Family Income</td>
</tr>
<tr>
<td>Total Students who Participated in a Study Abroad Program</td>
</tr>
<tr>
<td>Online Course Registrations</td>
</tr>
</tbody>
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<th>SERVICE TO THE COMMONWEALTH</th>
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<tr>
<td>Degree Completions</td>
</tr>
<tr>
<td>Bachelor’s</td>
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<td>Master’s</td>
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<tr>
<td>Doctorates</td>
</tr>
<tr>
<td>UMass Degrees as Percent of Massachusetts Degrees</td>
</tr>
<tr>
<td>Percent Alumni who Remain in MA</td>
</tr>
<tr>
<td>Degrees Awarded in STEM Fields</td>
</tr>
<tr>
<td>Undergraduate Degrees</td>
</tr>
<tr>
<td>Graduate Degrees</td>
</tr>
<tr>
<td>Certificates Awarded in STEM Fields</td>
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<td>Degrees Awarded in Healthcare Fields</td>
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</tbody>
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<table>
<thead>
<tr>
<th>FINANCIAL HEALTH</th>
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<tbody>
<tr>
<td>Total Endowment</td>
</tr>
<tr>
<td>Annual Growth in Endowment</td>
</tr>
<tr>
<td>Private Funds Raised Annually</td>
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<td>Agency Bond Ratings</td>
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<td>Moody’s</td>
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<td>S&amp;P</td>
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<td>Fitch</td>
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<td>Debt Service to Operations</td>
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<td>Operating Margin (%)</td>
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<tr>
<td>Spendable Cash &amp; Investments to Op Expenses (x)</td>
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ACCESS AND AFFORDABILITY

UNDERGRADUATE ENROLLMENT FROM MASSACHUSETTS

PERCENT OF FIRST YEAR UNDERGRADUATE STUDENTS

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<tr>
<th>Institution</th>
<th>Percent of First Year UGs from MA</th>
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<tbody>
<tr>
<td>UMass</td>
<td>82%</td>
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UMass first-year UGs from MA in Fall 2020

UMASS UNDERGRADUATES: ALL STUDENTS

<table>
<thead>
<tr>
<th>Institution</th>
<th>One-year % change (vs. Fall 2019)</th>
<th>Five-year % change (vs. Fall 2015)</th>
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<tbody>
<tr>
<td>UMass</td>
<td>▼ 2%</td>
<td>▲ 3%</td>
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Number of MA undergrads (in thousands)

FIVE-YEAR TREND

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<tr>
<th>Year</th>
<th>Number of MA undergrads (in thousands)</th>
<th>Percent of MA undergrads</th>
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<tbody>
<tr>
<td>Fall 2015</td>
<td>45.8</td>
<td>61%</td>
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<tr>
<td>Fall 2016</td>
<td>46.8</td>
<td>62%</td>
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<tr>
<td>Fall 2017</td>
<td>46.9</td>
<td>63%</td>
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<tr>
<td>Fall 2018</td>
<td>47.2</td>
<td>63%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>47.8</td>
<td>63%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>47.0</td>
<td>63%</td>
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</tbody>
</table>

UNDERGRADUATE STUDENTS OF COLOR

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Percent Undergrads of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMass Fall 2020 VS. MA PUBLIC HS CLASS OF 2019</td>
<td>40%</td>
</tr>
<tr>
<td>MA Public HS Grads</td>
<td>38%</td>
</tr>
<tr>
<td>MA Public HS Grads Attending 4-Yr College</td>
<td>35%</td>
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UMASS VS. KEY PEERS (FALL 2018)

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<tr>
<th>Institution</th>
<th>Percent from MA</th>
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<tr>
<td>UMass</td>
<td>82%</td>
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<tr>
<td>Suffolk</td>
<td>58%</td>
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<tr>
<td>Clark</td>
<td>39%</td>
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<tr>
<td>Brandeis</td>
<td>25%</td>
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<tr>
<td>Tufts</td>
<td>22%</td>
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<tr>
<td>Northeastern</td>
<td>21%</td>
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<tr>
<td>Harvard</td>
<td>16%</td>
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<tr>
<td>BU</td>
<td>15%</td>
</tr>
<tr>
<td>MIT</td>
<td>5%</td>
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SOURCE: Massachusetts Department of Elementary and Secondary Education (DESE)
## Access and Affordability

### Dual Enrollment Students (Headcount)

**103**

Dual Enrolled Students in Fall 2020

### Tuition and Fees as a Percentage of Family Income*

**15%**  
Tuition & Fees as % of family income at UMass in FY 2020

**▼ 0**  
One-year % point change at UMass (vs. FY 2019)

**▲ 1**  
Five-year % point change at UMass (vs. FY 2015)

*Percentage of MA statewide median family income

### Total Students Who Participated in a Study Abroad Program

**1.2k**  
UMass UG participation in study abroad in Fall 2019-Smr.20

**▼ 28%**  
One-year % change vs. Fall 2018-Smr.19

**▼ 27%**  
Five-year % change vs. Fall 2014-Smr.15

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*UMASS SYSTEM*

University of Massachusetts  
2021 Performance Measurement System
ACCESS AND AFFORDABILITY

ONLINE COURSE REGISTRATIONS

91,212
UMass total Online course registrations in 2019-20

▲ 9%
One-year % change (vs. 2018-19)

▲ 30%
Five-year % change (vs. 2014-15)

SERVICE TO THE COMMONWEALTH

DEGREE COMPLETIONS

18k
Total degree completions in 2019-20

▼ 0.3%
One-year % change in total degree completions (vs. 2018-19)

▲ 10%
Five-year % change in total degree completions (vs. 2014-15)

UMASS DEGREES AS PERCENTAGE OF ALL MASSACHUSETTS DEGREES

% MA DEGREES AWARDED BY UMASS

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<tr>
<th>BACHELOR'S</th>
<th>MASTER'S</th>
<th>DOCTORATE</th>
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<tbody>
<tr>
<td>Bus &amp; Mgmt.</td>
<td>22</td>
<td>12</td>
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<tr>
<td>Hum &amp; Soc Sci</td>
<td>21</td>
<td>12</td>
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<td>Health Sci</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Nat Sci &amp; Math</td>
<td>23</td>
<td>10</td>
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<tr>
<td>Engineering</td>
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<td>11</td>
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<tr>
<td>Comp &amp; Info Sci</td>
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<td>15</td>
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<tr>
<td>Education</td>
<td>7</td>
<td>10</td>
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<td>Other</td>
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University of Massachusetts
2021 Performance Measurement System
SERVICE TO THE COMMONWEALTH

TOTAL R&D EXPENDITURES

$687.0 Million in FY 2020

△ 0.5% One-year % change (vs. FY 2019)

△ 9% Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

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<tr>
<th>Year</th>
<th>Total R&amp;D Expenditures (in millions)</th>
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<td>FY 15</td>
<td>$626.8</td>
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<td>FY 16</td>
<td>$632.4</td>
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<td>FY 17</td>
<td>$660.5</td>
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<tr>
<td>FY 18</td>
<td>$651.0</td>
</tr>
<tr>
<td>FY 19</td>
<td>$683.7</td>
</tr>
<tr>
<td>FY 20</td>
<td>$687.0</td>
</tr>
</tbody>
</table>

PATENT APPLICATIONS

189 Patent Applications in FY 2020

▼ 7% One-year % change (vs. FY 2019)

△ 37% Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Patent Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 15</td>
<td>138</td>
</tr>
<tr>
<td>FY 16</td>
<td>189</td>
</tr>
<tr>
<td>FY 17</td>
<td>216</td>
</tr>
<tr>
<td>FY 18</td>
<td>183</td>
</tr>
<tr>
<td>FY 19</td>
<td>203</td>
</tr>
<tr>
<td>FY 20</td>
<td>189</td>
</tr>
</tbody>
</table>

LICENSE INCOME

$27 Million in FY 2020

▼ 47% One-year % change (vs. FY 2019)

▼ 22% Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

<table>
<thead>
<tr>
<th>Year</th>
<th>License Income (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 15</td>
<td>$34.0</td>
</tr>
<tr>
<td>FY 16</td>
<td>$24.9</td>
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<tr>
<td>FY 17</td>
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<tr>
<td>FY 18</td>
<td>$147.7</td>
</tr>
<tr>
<td>FY 19</td>
<td>$49.7</td>
</tr>
<tr>
<td>FY 20</td>
<td>$26.5</td>
</tr>
</tbody>
</table>
SERVICE TO THE COMMONWEALTH

60%
Of all UMass Alumni live in the Commonwealth

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

PERCENT OF UMASS GRADS LIVING IN MA

DEGREES AWARDED IN HEALTHCARE FIELDS

2.2k
Total degrees awarded in Healthcare fields in 2019-20

▲ 1%
One-year % change (vs. 2018-19)

▲ 7%
Five-year % change (vs. 2014-15)

CERTIFICATES AWARDED IN HEALTHCARE FIELDS

176
Total Certificates awarded in Healthcare fields in 2019-20

▼ 23
One-year nominal change (vs. 2018-19)

▲ 4
Five-year nominal change (vs. 2014-15)

* Certificates Awarded data has been restated for Years before 2017-18.
### Undergraduate STEM Degrees Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees Awarded (000s)</th>
<th>% Change (vs. 2018-19)</th>
<th>% Change (vs. 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>3.2</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>2015-16</td>
<td>3.5</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>2016-17</td>
<td>3.8</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>2017-18</td>
<td>4.0</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>2018-19</td>
<td>4.3</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>2019-20</td>
<td>4.3</td>
<td>32%</td>
<td>33%</td>
</tr>
</tbody>
</table>

### Graduate STEM Degrees Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees Awarded (000s)</th>
<th>% Change (vs. 2018-19)</th>
<th>% Change (vs. 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>1.3</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>2015-16</td>
<td>1.3</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>2016-17</td>
<td>1.3</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>2017-18</td>
<td>1.4</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>2018-19</td>
<td>1.6</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>2019-20</td>
<td>1.5</td>
<td>30%</td>
<td>31%</td>
</tr>
</tbody>
</table>

### Total STEM Degrees Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees Awarded (000s)</th>
<th>% Change (vs. 2018-19)</th>
<th>% Change (vs. 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>4.5</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>2015-16</td>
<td>4.8</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
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<td>5.0</td>
<td>29%</td>
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<tr>
<td>2018-19</td>
<td>5.8</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>2019-20</td>
<td>5.8</td>
<td>32%</td>
<td>33%</td>
</tr>
</tbody>
</table>

* Data for Years Prior to 2017-18 been updated to reflect Boston Restate.
## 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 % Change (vs. 2018-19)</th>
<th>Two-year % Change (vs. 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>211</td>
<td>▼ 18%</td>
<td>▲ 29%</td>
</tr>
</tbody>
</table>

### FINANCIAL HEALTH

#### ENDOWMENT ASSETS


<table>
<thead>
<tr>
<th>Year</th>
<th>Endowment (in Millions)</th>
<th>One-year % Change (vs. FY 2019)</th>
<th>Five-year % Change (vs. FY 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2020</td>
<td>$920</td>
<td>▲ 1%</td>
<td>▲ 19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Growth Rate</th>
<th>One-year % Point Change (vs. FY 2019)</th>
<th>Five-year % Point Change (vs. FY 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2020</td>
<td>1%</td>
<td>▼ 4</td>
<td>▼ 3</td>
</tr>
</tbody>
</table>
**FINANCIAL HEALTH**

**PRIVATE FUNDS RAISED ANNUALLY***

- **$123.7 Million** in FY 2020
- **▼ 7%** One-year % change (vs. FY 2019)
- **▼ 4%** Five-year % change (vs. FY 2015)

*Includes cash, pledges and grants

**LONG-TERM BOND CREDIT RATINGS**

- **Aa2** Moody’s Rating FY 2020
- **AA-** S&P Rating FY 2020
- **AA** Fitch Rating FY 2020

*Fitch ratings equal AA for the entire period and overlap with Moody’s Aa2 ratings.

**DEBT SERVICE TO OPERATIONS**

- **6%** UMass Debt Service to Operations in FY20
**OPERATING MARGIN (%)**

- **1%**
  - UMass Operating Margin in FY 2020

**SPENDABLE CASH & INVESTMENTS TO OP EXPENSES**

- **0.45**
  - Spendable Cash & Investments to Op Expenses in FY 2020
DEFINITIONS AND SOURCES

ACCESS AND AFFORDABILITY INDICATORS

Enrollment of Massachusetts Residents. Number of first-year undergraduates enrolling at each institution who are residents of Massachusetts. Data are from the Fall IPEDS Enrollment student residency table.

Percentage of Undergraduate Students from Massachusetts. Percentage of total undergraduate students who are residents of Massachusetts.

Undergraduate Students of Color. Percent undergraduates who are Black/African American, Hispanic/Latino, Asian and/or Native American, divided by total U.S. citizens and permanent residents who report race/ethnicity. Comparative data for 2016 public high school graduates is from the MA Department of Education.

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

Tuition and Fees as a Percentage of Family Income. Tuition and mandatory fees for in-state undergraduates (FY 2018) as a percentage of state-wide median family income as reported by US Census in 2017 inflation-adjusted dollars (latest available). Comparative data are from IPEDS and US Census.

Total 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.


SERVICE TO THE COMMONWEALTH INDICATORS

Degree Completions. The total number of degrees (not including associates and certificates) awarded in the academic year, by degree level. As reported to IPEDS. Aggregated across all UMass campuses for System total.

UMass Degrees as Percent of all Massachusetts Degrees. Degrees awarded by UMass as percent of total degrees awarded by colleges and universities in the state, based on IPEDS Completions data.

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.

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

License Income. Amount of annual income from license agreements as reported to the Association of University Technology Managers for its annual survey.

Percent of Alumni who live in Massachusetts. Percentage of total UMass undergrad and grad degree recipients who currently reside in Massachusetts based on alumni records.

Degrees and Certificates Awarded in STEM Fields. Number of undergraduate and graduate degrees and certificates 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. Aggregated across all UMass campuses for System total.
DEFINITIONS AND SOURCES

SERVICE TO THE COMMONWEALTH INDICATORS

Degrees and Certificates Awarded in Healthcare Fields. Health Care designation as defined by Campus IR, and based on CIP classification. All of CIP 51 and specific 6-digit CIPs unique to each campus. Aggregated across all UMass campuses for System total.

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 the previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

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. Data from the UMass Foundation Advancement Report to the Board of Trustees.

Bond Ratings. A grade provided by an independent financial institution that is determined by examining an array of factors such as the credit worthiness, ability to pay principal and interest, overall financial strength, etc. Agency bond ratings are from Moodys, S&P, and Fitch.

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 SYSTEM

Peer University Systems
University of Connecticut
University of California
University of Colorado
University of Illinois
University of Maryland
University of Missouri

New England Public Universities
University of Connecticut
University of Maine
University of New Hampshire
University of Rhode Island
University of Vermont
DEFINITIONS AND SOURCES

PEER INSTITUTIONS FOR UMASS SYSTEM

Massachusetts Private Universities
Boston College
Boston University
Brandeis University
Clark University
Harvard University
Massachusetts Institute of Technology
Northeastern University
Suffolk University
Tufts University

Moody’s Aa2 Peers
Alamo Community College District, TX
Arizona State University, AZ
Auburn University, AL
Board of Regents of The University System of Georgia, GA
California State University, CA
City University of New York, NY
Clemson University, SC
Cuyahoga Community College District, OH
Florida State University, FL
Houston Community College System, TX
Iowa State University of Science & Technology, IA
Michigan State University, MI
Mississippi Institutions of Higher Learning, MS
Nevada System of Higher Education, NV
State University of New York, NY
State University System of Florida, FL
Texas State University System, TX
University of Alabama at Birmingham, AL
University of Alabama, AL
University of Arizona, AZ
University of Arkansas, AR
University of California, CA
University of Florida, FL
University of Georgia, GA
University of Hawaii, HI
University of Houston System, TX
University of Kansas, KS
University of Kentucky, KY
University of Massachusetts, MA
University of North Texas System, TX
University of Oregon, OR
University of South Carolina, SC
University of Wyoming, WY

Please Note: Unless otherwise specified, all data are from the UMPO - Office of Institutional Research.
HEADLINES

ACADEMIC QUALITY

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

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

Advanced Training. The campus has demonstrated strength in the education and training of pre- and post-doctoral researchers. Though UMass Amherst is below the peer median for the number of doctoral degrees awarded, the awardees are more diverse than our peers.

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

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

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

ACCESS AND AFFORDABILITY

Providing an affordable and accessible education of high quality is central to the University’s mission. In Fall 2019, 26% of full-time, in-state students qualified for Pell grants. Eighty-three percent of financial need was met for in-state students who applied for aid. The campus continues to recognize its commitment to students with financial need and has increased institutional need-based aid accordingly. The proportion of students graduating with debt continues to decrease.

Most UMass Amherst students have a positive educational experience. Eighty-nine percent of students return for their sophomore year and 83% graduate within six years from UMass Amherst, the highest graduation rate observed since the campus began tracking this metric. The campus has seen a rapid improvement in the four-year graduation rate, which has increased from 63% for the Fall 2008 cohort to 76% for the Fall 2016 cohort. Retention and graduation rate improvements have closed the gap with peer institutions with the graduation rate now exceeding the median peer rate.
The past year has reinforced the need for coordinated care and attention for undergraduate students and their success, particularly during challenging times. Our foundation of partnerships across departments and divisions has served us well. The Undergraduate Student Success unit coordinates programs and cross-disciplinary teams to focus efforts on student onboarding, persistence, degree completion, and direct support for our most vulnerable populations.

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

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

A sense of belonging is a key component to college student persistence, and the Student Success unit delivers supplemental resources for First Year Seminars and Residential Academic Programs (RAP) courses to increase student connections. Our partnership with the Campus Life and Wellbeing Collaborative has also enabled us to build wellbeing programming into the RAP experience. Student Success Outreach emphasizes support of priority populations: First Generation College Students, transfer students, students of color, and students experiencing financial insecurity. Extending the EAB Navigate platform to departments in Student Affairs and Campus Life, specifically the Center for Multiculturalism and Student Success, has integrated success coaching touch points for students of color and foster youth. We have framed our social media messaging to embrace a growth mindset, and the Trajectory Student Success podcast reinforces individual storytelling and belonging, amplifying stories from historically marginalized groups.

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

The campus has seen an increase in the diversity of the student body. The Fall 2020 entering class contains 33% ALANA students; overall, over three in ten undergraduates were students of color. Also, over one-fifth are the first in their families to pursue a college degree. The campus will continue to attract a diverse student body and encourage greater appreciation for diverse populations.

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

**STUDENT SUCCESS AND SATISFACTION**

Collaboration with employers and alumni provided networking opportunities and “up-to-the-minute” notification of open positions. Career staff and employers alike developed new ways to engage with students and provide experiential learning through micro-internships and portfolios. The campus hosted 26 career fairs and 765 employer recruitment events over the past year—the majority being online. For the Class of 2020, 81% reported being either employed or attending graduate school, with over 1300 different employers hiring our students.

**SERVICE TO THE COMMONWEALTH**

UMass Amherst has invested in programs to promote the enrollment and graduation of undergraduate and graduate students in the sciences and mathematics. In Academic Year 2019-2020, 36% of degrees awarded at the undergraduate and 34% of degrees awarded at the graduate levels were in Science, Technology, Engineering and Mathematics (STEM) programs. The STEM Diversity Institute (SDI), established in 2012 at UMass Amherst, facilitates the diversification of the science, technology, engineering, and mathematics (STEM) workforce. SDI activities serve undergraduate students, graduate students, postdoctoral fellows, and faculty. These investments will continue.

**FINANCIAL HEALTH**

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

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

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

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

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

ACADEMIC QUALITY

- Average HS GPA of Freshmen: 3.93
- Average SAT Scores of Freshmen:
  - Arithmetic Mean: 1290
  - 25th – 75th Percentile: 1200-1390
- Average GPA of Entering Transfer Students: 3.35
- Student-Faculty Ratio: 17:1
- Technology-Enhanced Classrooms: 305
- Percent Tenured/Tenure-Track Faculty FTE: 69%
- Faculty FTE: 1555
- Full-Time Instructional Faculty
- Percent Faculty-of-Color: 25%
- Percent Women Faculty: 46%
- Faculty Awards: 20
- Average Debt of Students (UG Graduating Class): $32,928
- Percent Graduating Class with Debt (UG): 64%
- Online Course Registrations: 27,338

ACCESS AND AFFORDABILITY

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

STUDENT SUCCESS AND SATISFACTION

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

SERVICE TO THE COMMONWEALTH

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

FINANCIAL HEALTH

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

**Average High-School GPA of First-Time Freshmen**

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA ≥ 3.00</th>
<th>GPA 2.51-2.99</th>
<th>GPA ≤ 2.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>99%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>99%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Average HS GPA in Fall 2020**

- 3.93
- \( \Delta 0.03 \)
- \( \Delta 0.10 \)

Average HS GPA in Fall 2020:

- 3.93
- One-year nominal change (vs. Fall 2019)
- \( \Delta 0.03 \)
- Five-year nominal change (vs. Fall 2015)
- \( \Delta 0.10 \)

**SAT Scores of Freshmen**

<table>
<thead>
<tr>
<th>Year</th>
<th>SAT Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>1226-1296</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>1225-1296</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>1226-1296</td>
</tr>
</tbody>
</table>

**Average SAT Score in Fall 2020**

- 1390
- One-year nominal change (vs. Fall 2019)
- \( \Delta 0 \)

SAT Scores of Freshmen:

- 1390
- 75th Percentile in Fall 2020
- One-year nominal change (vs. Fall 2019)
- \( \Delta 0 \)

**Average SAT Score of Freshmen in Fall 2020**

- 1200
- 25th Percentile in Fall 2020
- One-year nominal change (vs. Fall 2019)
- \( \Delta 10 \)

**Average SAT Scores**

- 1200
- One-year nominal change (vs. Fall 2015)
UMASS AMHERST

ACADEMIC QUALITY

AVERAGE GPA OF ENTERING TRANSFER STUDENTS

Average transfer GPA in Fall 2020: 3.35
- One-year nominal change: -0.05
- Five-year nominal change: +0.02

STUDENT-FACULTY RATIO

Student-Faculty Ratio in Fall 2020: 17:1
- One-year nominal change: -0.0
- Five-year nominal change: +1

TECHNOLOGY-ENHANCED CLASSROOMS

Total Technology Enhanced Classrooms in 2019-20: 305
- One-year % change: +1%
- Four-year % change: +2%

University of Massachusetts
2021 Performance Measurement System
### ACADEMIC QUALITY

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

<table>
<thead>
<tr>
<th>Faculties</th>
<th>One-year</th>
<th>Percent Tenured/Tenure-Track Faculty % point change (vs. Fall 2019)</th>
<th>Five-year</th>
<th>Percent Tenured/Tenure-Track (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>69%</td>
<td>▲ 0</td>
<td>69%</td>
<td>▼ 4</td>
<td>69%</td>
</tr>
</tbody>
</table>

#### FACULTY FTE

<table>
<thead>
<tr>
<th>Faculty FTE</th>
<th>One-year</th>
<th>Percent of Total Full-Time Instructional Faculty of Color % point change (vs. Fall 2019)</th>
<th>Five-year</th>
<th>Percent of Total Full-Time Instructional Faculty of Color (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1555</td>
<td>▼ 1%</td>
<td>1555</td>
<td>▲ 9%</td>
<td>1,555</td>
</tr>
</tbody>
</table>

#### FACULTY-OF-COLOR

<table>
<thead>
<tr>
<th>Faculty Of Color</th>
<th>One-year</th>
<th>Percent of Faculty Of Color % point change (vs. Fall 2019)</th>
<th>Five-year</th>
<th>Percent of Faculty Of Color (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>333</td>
<td>▲ 8</td>
<td>333</td>
<td>▲ 67</td>
<td>333</td>
</tr>
<tr>
<td>25%</td>
<td>. 0</td>
<td>25%</td>
<td>▲ 3</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

**WOMEN FACULTY**

- **668** Women Faculty in Fall 2020
- **46%** Percent of Women Faculty in Fall 2020

**FIVE-YEAR TREND**

- **4** One-year nominal change (vs. Fall 2019)
- **83** Five-year nominal change (vs. Fall 2015)

**FACULTY AWARDS**

- **20** Faculty Awards in 2019
- **5** One-year nominal change (vs. 2018)
- **10** Five-year nominal change (vs. 2014)

**ACCESS AND AFFORDABILITY**

**UNDERGRADUATES FROM MASSACHUSETTS**

- **18,627** Undergraduates from Massachusetts in Fall 2020
- **77%** % Undergraduates from Massachusetts in Fall 2020

**FIVE-YEAR TREND**

- **0%** One-year % change (vs. Fall 2019)
- **8%** Five-year % change (vs. Fall 2015)
ACCESS AND AFFORDABILITY

UNDERGRADUATE STUDENTS OF COLOR

6,645
Undergraduates Students of Color in Fall 2020

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

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

31%
% Undergraduates Students of Color in Fall 2020

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

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

UNDERGRADUATES WHO ARE INTERNATIONAL

1,669
International UG Enrollment in Fall 2020

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

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

7%
% International UG Enrollment in Fall 2020

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

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

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

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

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

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

13%
Percent Undergraduates
Speak English as a
Second Language
in Fall 2020

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

PERCENT UNDERGRADUATES WHO ARE OF TRANSFER ORIGIN

19%
Percent Undergraduates
who are of Transfer-Origin
in Fall 2020

DUAL ENROLLMENT STUDENTS (HEADCOUNT)

49
Dual Enrolled
Students
in Fall 2020
ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

26%  ▼ 1  ▼ 1
Percent (In-State) Pell Grant Recipients in Fall 2019
One-year % point change (vs. Fall 2018)
Five-year % point change (vs. Fall 2014)

FIVE-YEAR TREND

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

83%  ▲ 0  ▲ 1
Percent Need Met for (In-State) Need-Based Aid in 2019-20
One-year % point change (vs. 2018-19)
Five-year % point change (vs. 2014-15)

FIVE-YEAR TREND

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

$32.9k  ▲ 4%  ▲ 3%
Average Debt Load in 2020
One-year % change (vs. 2019)
Five-year % change (vs. 2015)

$33
100%
2019
64%
PERCENT GRADUATING CLASS WITH DEBT

FIVE-YEAR TREND
ACCESS AND AFFORDABILITY

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students who participated in Study Abroad in Fall</th>
<th>One-year nominal change vs Fall 2018-19</th>
<th>Five-year nominal change vs Fall 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>968</td>
<td>▼229</td>
<td>▼222</td>
</tr>
<tr>
<td>2015-16</td>
<td>1,190</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>1,203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>1,254</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>1,242</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>968</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL ONLINE COURSE REGISTRATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Online Course Registrations</th>
<th>One-year % change (vs FY 2018-19)</th>
<th>Five-year % change (vs FY 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>22,523</td>
<td>▲2%</td>
<td>▲21%</td>
</tr>
<tr>
<td>2015-16</td>
<td>24,201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>26,437</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>26,945</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>26,797</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>27,338</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>% of students taking at least one online course who were full time and fully online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>7%</td>
</tr>
<tr>
<td>2015</td>
<td>6%</td>
</tr>
<tr>
<td>2016</td>
<td>6%</td>
</tr>
<tr>
<td>2017</td>
<td>8%</td>
</tr>
<tr>
<td>2018</td>
<td>7%</td>
</tr>
<tr>
<td>2019</td>
<td>8%</td>
</tr>
</tbody>
</table>
**STUDENT SUCCESS AND SATISFACTION**

**FRESHMEN ONE-YEAR RETENTION RATE**

<table>
<thead>
<tr>
<th>Year</th>
<th>One-Year Retention Rate</th>
<th>Five-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>89%</td>
<td>NA*</td>
</tr>
</tbody>
</table>

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

**FRESHMEN FOUR-YEAR GRADUATION RATES**

<table>
<thead>
<tr>
<th>Year</th>
<th>One-Year Graduation Rate</th>
<th>Five-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>74%</td>
<td>76%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>76%</td>
<td>67%</td>
</tr>
</tbody>
</table>

**FRESHMEN SIX-YEAR GRADUATION RATE**

<table>
<thead>
<tr>
<th>Year</th>
<th>One-Year Graduation Rate</th>
<th>Five-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>78%</td>
<td>79%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>77%</td>
<td>80%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>82%</td>
<td>83%</td>
</tr>
</tbody>
</table>

* Peer data for Fall 2020 not available for reporting purposes.
STUDENT SUCCESS AND SATISFACTION

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

88%

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

▼ 2
One-year ½ point change (vs. Fall 2019)

▼ 0
Five-year ½ point change (vs. Fall 2015)

TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

82%

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

▲ 4
One-year ½ point change (vs. Fall 2019)

▲ 5
Five-year ½ point change (vs. Fall 2015)

STUDENT ACHIEVEMENT MEASURE

Cohort starting in: 2014-15

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

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

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

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

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

83%
Bachelor’s Degree Within 6 Yrs. From UMass Amherst
STUDENT SUCCESS AND SATISFACTION

STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE

88% Student Satisfaction as Good or Excellent in UMA 2020

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

6% Alumni Participation Rate in 2020

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

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

SERVICE TO THE COMMONWEALTH

DEGREE COMPLETIONS

8,339 Total degree completions AY 2019-20

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

13% Five-year % change in total degree completions (vs. AY 2014-15)
SERVICE TO THE COMMONWEALTH

TOTAL R&D EXPENDITURES

$219.4  ▼ 2%  ▲ 3%
Million in FY 2020

One-year % change (vs. FY 2019)

Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

TOTAL R&D EXPENDITURES RANKINGS

109
Total R&D Expenditures Overall Rankings in FY 2019

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

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

10
Rankings based on Carnegie Peers in FY 2019

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

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

OVERALL RANKINGS

RANKING BASED ON CARNEGIE PEERS

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

TOTAL R&D EXPENDITURES PER TENURED SYSTEM FACULTY

$193k  ▼ 2%  ▼ 2%
Total R&D Expenditure Per Tenured System Faculty in FY 2020

One-year % change (vs. FY 2019)

Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

* Peer data for FY 2020 is currently not available.
**SERVICE TO THE COMMONWEALTH**

**NUMBER OF PATENT APPLICATIONS**

- **25** Patent Applications in FY 2020
- **↓ 1** One-year nominal change (vs. FY 2019)
- **↓ 12** Five-year nominal change (vs. FY 2015)

**LICENSE INCOME**

- **$620.7k** License Income in FY 2020
- **↓ 16%** One-year % change (vs. FY 2019)
- **↓ 13%** Five-year % change (vs. FY 2015)

**PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS**

- **54%** Of all UMass Alumni live in the Commonwealth in Fall 2020
- **↓ 0** One-year % point change (vs. Fall 2019)
- **▲ 1** Five-year % point change (vs. Fall 2015)
SERVICE TO THE COMMONWEALTH

DEGREES AWARDED IN STEM FIELDS

2,265
UG degrees awarded in STEM fields in 2019-20

▲ 5%
One-year % change (vs. 2018-19)

▲ 32%
Five-year % change (vs. 2014-15)

36%
Percent of total UG degrees awarded in STEM fields in 2019-20

▲ 2
One-year % point change (vs. 2018-19)

▲ 6
Five-year % point change (vs. 2014-15)

704
Grad degrees awarded in STEM fields in 2019-20

▼ 5%
One-year % change (vs. 2018-19)

▲ 31%
Five-year % change (vs. 2014-15)

34%
Percent of total Grad degrees awarded in STEM fields in 2019-20

▲ 1.5
One-year % point change (vs. 2018-19)

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

2,969
Total degrees awarded in STEM fields in 2019-20

▲ 2%
One-year % change (vs. 2018-19)

▲ 32%
Five-year % change (vs. 2014-15)

36%
Percent of Total degrees awarded in STEM fields in 2019-20

▲ 1.3
One-year % point change (vs. 2018-19)

▲ 5
Five-year % point change (vs. 2014-15)
SERVICES TO THE COMMONWEALTH

CERTIFICATES AWARDED IN STEM FIELDS

<table>
<thead>
<tr>
<th>74</th>
<th>▼ 12</th>
<th>▲ 41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Certificates awarded in STEM fields in 2019-20</td>
<td>One-year nominal change (vs. 2018-19)</td>
<td>Five-year nominal change (vs. 2014-15)</td>
</tr>
</tbody>
</table>

13% ▼ 4 ▲ 3

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

One-year ½ point change (vs. 2018-19) Five-year ½ point change (vs. 2014-15)

DEGREES AWARDED IN HEALTHCARE FIELDS

<table>
<thead>
<tr>
<th>712</th>
<th>▼ 0%</th>
<th>▲ 18%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total degrees awarded in Healthcare fields in 2019-20</td>
<td>One-year ½ point change (vs. 2018-19)</td>
<td>Five-year ½ point change (vs. 2014-15)</td>
</tr>
</tbody>
</table>

CERTIFICATES AWARDED IN HEALTHCARE FIELDS

<table>
<thead>
<tr>
<th>31</th>
<th>▼ 35%</th>
<th>▲ 520%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Certificates awarded in Healthcare fields in 2019-20</td>
<td>One-year ½ point change (vs. 2018-19)</td>
<td>Five-year ½ point change (vs. 2014-15)</td>
</tr>
</tbody>
</table>
FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

$368M
Endowment Assets in FY 2020

1%
One-year % change (vs. FY 2019)

21%
Five-year % change (vs. FY 2015)

1%
Annual Growth in FY 2020

4
One-year % point change (vs. FY 2019)

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

$12.0k
Endowment per Annualized Student FTE in FY 2020

4%
One-year % change (vs. FY 2019)

11%
Five-year % change (vs. FY 2015)

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

**PRIVATE FUNDS RAISED ANNUALLY**

$34.0M

- Private Funds Raised Annually in FY 2020
- ▼ 19% One-year change (vs. FY 2019)
- ▼ 28% Five-year change (vs. FY 2015)

![Private Funds Raised Annually Graph]

**SPENDABLE CASH & INVESTMENTS TO OPERATING EXPENSES**

0.45

- Spendable Cash & Investments to Operating Expenses in FY 2020

![Spendable Cash & Investments to Operating Expenses Graph]

**DEBT SERVICE BURDEN**

6.4%

- Debt Service Burden in FY 2020
- ▼ 0.1 One-year Point change (vs. FY 2019)
- ▼ 0.0 Five-year Point change (vs. FY 2015)

![Debt Service Burden Graph]
FINANCIAL HEALTH

0.2% Operating Margin (%) in FY 2020

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

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

ACADEMIC QUALITY INDICATORS

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

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

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

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

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

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

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

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

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

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

ACCESS AND AFFORDABILITY INDICATORS

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

Percent Undergraduates who are Students of Color. Undergraduates who self-identify as either African American/Black, Hispanic/Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races. Hispanic students who list one or more additional groups will be coded as Hispanic. Cape Verders who identify solely as Cape Verders will be coded as Not Reported. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

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

ACCESS AND AFFORDABILITY INDICATORS

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

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

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

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

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

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

Average Student Debt Load of Graduating Class (UG). Average debt load is based on the total debt borrowed by an Institution’s graduating class (bachelor’s, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

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

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

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

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

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

STUDENT SUCCESS AND SATISFACTION INDICATORS

Freshmen One-Year Retention Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled at the institution in the following Fall. Peer data as reported to IPEDS.
DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

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

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

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

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

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

**Total R&D Expenditures Ranking.** Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. UMass Amherst’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Highest Research” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables.

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

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

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

Endowment per Annualized Student FTE. Total UMass Amherst endowments per annualized FTE student, where FTE of peer institutions is standardized to UMass formula. Peer data are for the comparative peers from financial statements (current year) and IPEDS (prior years).

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

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

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

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

PEER INSTITUTIONS FOR UMASS AMHERST

Indiana University-Bloomington
*Iowa State University
*Rutgers University System
Stony Brook University
*University of California-Santa Barbara
*University of Colorado-Boulder
*University of Connecticut System
University of Delaware

*University of Maryland-College Park
University of Oregon
*Financial Peer

Please Note: Unless otherwise specified, all data are from the UMass Amherst Office of Institutional Research.

48
ACADEMIC QUALITY

Improve Student Learning Experience

We continue to attract well-qualified freshmen and transfers to our entering classes in greater numbers. We emphasize the high school GPA for admissions decisions and have successfully maintained an average GPA of over 3.15 for the last five entering classes, rising to 3.34 in Fall 2020. The mean SAT score of incoming first year students was 1117.

UMass Boston continues to stand out as a model of excellence for urban universities as it tied with several other schools for No. 227 in the 2022 Best National University Rankings. The university also ranks No. 36 in the nation for social mobility, No. 19 for ethnic diversity, and No. 112 overall among national public universities. Additionally, the undergraduate nursing program was ranked among the best in the country, coming in at No. 43. U.S. News also ranked UMass Boston’s engineering program and computer science program among the best in the country, at No. 62 and No. 178, respectively. UMass Boston has 12 top-tier graduate programs recognized by U.S. News including the rehabilitation counseling program at No. 15, the education program at No. 48, the clinical psychology program at No. 56, and the public affairs program at No. 69.

Strengthen Research and Development

UMass Boston continues to advance as an increasingly sophisticated research university. Between FY 2015 and FY 2020, UMass Boston’s Total R&D expenditures reported to NSF have remained above $64.2 million. In terms of sponsored instruction and outreach per faculty, this figure has increased to nearly $135,000 per faculty member in FY20 (a 12% increase over FY15).

Professor of Nursing Dr. Haeok Lee is the site principal investigator on a National Institute of Health/National Institute on Aging funded grant studying Alzheimer’s Disease in Asians. Lee’s research focuses on Korean Americans as part of a joint study called the Asian Cohort for Alzheimer’s Disease with the University of Pennsylvania, Boston University, Columbia University, University of California San Francisco, and other sites around the world.

Assistant Professor of Counseling and School Psychology Kerrie Wilkins-Yel was awarded the National Science Foundation CAREER grant for her research titled, “Advancing STEM Persistence among Graduate Women of Color through an Examination of Institutional Contributors and Deterrents to Mental Health”. With this five-year grant, she hopes to address the inequitable representation of women of color in STEM and center the voices of graduate women of color by examining the psychological implications of having to navigate systemic barriers, such as racism, within their STEM environments.

Assistant Professor of Chemistry Niya Sa was awarded a $589,037 Faculty Early Career Development from the National Science Foundation to understand the interfacial challenges of new battery materials, which is closely related to the development of next generation rechargeable battery technology. To push forward rechargeable battery technology, Sa and her team aim to develop and apply advanced electroanalytical tools to probe the interfacial evolution for the next generation battery materials, to better understand the limiting factors and offer possible solutions to develop the beyond lithium ion technologies.

Melissa Collier-Meek and Nedim Yel, from the College of Education and Human Development’s Department of Counseling and School Psychology, along with Lisa Sanetti, from University of Connecticut, received a $3.7 million grant from the U.S. Department of Education’s Institute of Education Sciences to study the impacts of giving teachers the support they need to apply data-backed behavioral interventions in the classroom.

Professors of Psychology Zsuzsa Kaldy and Erik Blaser were awarded a three-year, $457,061 R15 grant from the National Institutes of Health to support their work studying the role of effort in visual working memory in infants and young toddlers. Their project will investigate how working memory develops between the ages of three and four using behavioral and physiological methods, including eye-tracking and pupillometry.

Two research projects led by UMass Boston faculty were selected to receive awards totaling $1.1 million by the Massachusetts Life Sciences Center (MLSC). MLSC’s Bits to Bytes program awarded the Oregon-Massachusetts
HEADLINES

ACADEMIC QUALITY

Mammography Database $750,000, led by Assistant Professor of Computer Science Daniel Haehn. MLSC’s Open Capital program, awarded $388,000 to the project titled “NextGen Sequencing at the Next Level: The University of Massachusetts Boston CPCT Genomics Core” led by Jill Macoska, Alton J. Brann Endowed Chair and Distinguished University Professor of Science and Mathematics, along with Venture Development Director William Brah, Associate Professor of Mathematics Kourosh Zarringhalam, and Genomics Core Manager Susan Patalano-Salsman.

Associate Professor of Management and acclaimed climate change strategist Nardia Haigh was awarded the 2020 Book Award from the Organizations and Natural Environment Division of the Academy of Management Award, which recognizes the best book published in the previous three years in the area of organizations and the natural environment. Haigh’s book, Scenario Planning for Climate Change, sets out an engaging step-by-step scenario planning method that executives, board members, managers, and consultants can follow to develop a long-term strategy for climate change tailored for any business.

Renew Faculty

In AY 2020-21 UMass Boston was successful in recruiting 25 tenured or tenure-track faculty while sustaining the high proportion of full-time instructional faculty that are persons of color at 31 percent and are female at 51 percent. Tenure-stream faculty growth slowed during the past years, based on enrollment performance. Tenure-stream faculty, which represents 58 percent of all full-time instructional faculty, is a critical factor in ensuring the continued success of our students.

ACCESS AND AFFORDABILITY

We continue to serve residents of Greater Boston communities and communities throughout the Commonwealth, fulfilling our mission of access to diverse populations. Many of our undergraduates are from Massachusetts (87%). UMass Boston serves large numbers of racial minority students (62%), first-generation college students (57%), transfers (57%), and students who are immigrants or children of immigrants who speak languages other than English at home or with families (51%). Our students are also diverse in age and national origin. In keeping with UMass Boston’s strategic goal of global engagement, the proportion of international students has remained near 10 percent over the past five years.

The social and economic diversity of our students is illustrated by the fact that 48 percent of our full-time undergraduate students from Massachusetts receive Pell grants, federal funds targeted toward students in greatest financial need. The undergraduate student debt load of the recent graduating class was only 53 percent, down from 66 percent six years ago.

UMass Boston’s numbers of online course registrations have continued to increase, marking the third consecutive fiscal year of growth and an overall growth in five years of 26 percent (representing over 18,000 registrations). Seventy percent of Fall 2020 online enrollments were exclusively enrolled in online courses.

The University of Massachusetts system received a cash gift of $50 million from Robert J. and Donna Manning. The first distribution of the $50 million will be $15 million to endow the UMass Boston nursing program, which will become the Robert and Donna Manning College of Nursing and Health Sciences. The College of Nursing and Health Sciences is the fastest-growing college at UMass Boston and offers the only four-year public programs in nursing and exercise and health sciences in the Greater Boston area. The undergraduate and graduate population of approximately 2,100 students and the college is 19% Black, 12% Latinx and 11% Asian American Pacific Islander (AAPI). These funds will be focused on supporting student diversity and ensuring that the new cohort of nursing professionals are champions of equitable patient care.
HEADLINES

STUDENT SUCCESS AND SATISFACTION

The Chemistry Department and Division of Student Affairs were awarded a $300,000 National Science Foundation grant for developing and investigating an asset-based supplemental course to increase student success in undergraduate general chemistry. The project, led by Chemistry Professor Hannah Sevian and Dean of Students and Associate Vice Chancellor for Student Affairs John Silveria, focuses on tracking the success of students who enroll in a one-credit supplemental course, CHEM 105, that runs alongside the General Chemistry I course. CHEM 105 is offered to students who are at risk of failing the general chemistry course. The goal is to reduce failure rates in General Chemistry I and contribute to understanding how at-risk students at a diverse university can succeed in general chemistry. The new supplemental course aims to support student success by providing opportunities in a group setting to practice key skills, drawing on the strengths of student participants needed for success in general chemistry, including mathematical and study skills. The course recognizes and builds on strengths that students have developed in other areas of their lives, channeling them toward their own and each other’s academic success in chemistry.

Diversity and Positive Climate

UMass Boston serves a vital function in the region as the only public research university in Boston. The campus is well known for the diversity of its student population, which exceeds the population diversity of the region. With more than 6,700 undergraduates who identify as ALANA (Asian, Latinx, African American / Black, or Native American), UMass Boston has the most diverse undergraduate student population of any four-year research university in New England. In Fall 2020, 62 percent of our U.S. undergraduate students identified as ALANA.

The one-year retention rates for first year students has remained comparable to our peers over the past five years, 76 percent for those students who entered in Fall 2019. The 82 percent retention rate for entering transfer students was comparable to first-year students during the same period. The six-year graduation rate for the Fall 2014 cohort was 49 percent. The four-year graduation rate for the Fall 2016 cohort was 28 percent, reflecting a continued increase over the past six years from the 21 percent rate for the Fall 2015 cohort.

The University received a $1.3 million grant from the U.S. Department of Education to advance its work as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). The five-year grant further strengthens UMass Boston’s capacity as the only AANAPISI-designated research university in New England and one of a handful in the country—a status held by the university since 2008. Since 2010 UMass Boston has received four five-year and four one-year AANAPISI grants totaling nearly $6.8 million to develop, pilot, institutionalize, and disseminate a wide range of activities to increase college access, retention, and graduation for low-income, first-generation Asian American students, who comprise 14 percent of the student body. The aim is to increase the academic performance and retention, persistence and graduation rates of high-need, low-income, first-generation Asian American students; develop capacity of faculty to meet the needs of students; and align the university’s research efforts to contribute to this effort.

The U.S. Department of Education, Office of Postsecondary Education has awarded Think College at the Institute for Community Inclusion, University of Massachusetts Boston, a five-year, $10 million cooperative agreement through the Transition and Postsecondary Programs for Students with Intellectual Disabilities to serve as the National Coordinating Center for institutions of higher education (IHE) that offer postsecondary education programs for students with intellectual disabilities. The Coordinating Center will support increased knowledge about the impact and outcomes of postsecondary education for students with intellectual disability through collection and analyses of national data on effective and high-quality practices. It will also serve as a national technical assistance entity for IHE faculty and staff, local education agency staff, students, families, and other stakeholders. A major outcome of the center will be to establish a process to implement national program accreditation standards to ensure the quality and accountability of college programs for students with intellectual disability.
Seventy percent of UMass Boston alumni reside in Massachusetts where they contribute to the economy and civic life of the Commonwealth.

UMass Boston devotes a high proportion of research and public service activities to the cultural, social, and economic development of the Commonwealth and global community.

Enrollments continue to grow steadily in Science, Technology, Engineering, and Mathematics (STEM), with nearly 4,000 students in these disciplines in Fall 2020, and 31 percent of undergraduate students pursuing a STEM discipline. The number of STEM degrees and certificates awarded has increased 53 percent from AY 2014-15 to AY 2019-20.

The Center for Survey Research supported several surveys including the Annual Massachusetts Public Housing Survey (in collaboration with the Massachusetts Department of Housing and Community Development), Project Bread’s SNAP Perception Survey to better understand how residents utilize food resources in Boston and across the Commonwealth, and a collaborative effort with the Center of Excellence for Pediatric Quality Measurement at Boston Children’s Hospital to better understand telemedicine experiences among parents and adolescents.

The Mauricio Gastón Institute has partnered with Bunker Hill Community College since 2016 to increase college access, retention, and graduation rates among Latino students from BHCC who transfer to UMB through a data-sharing agreement. Additionally, the Gastón manages the Talented and Gifted (TAG) Latino program and Alerta program which serves over 100 BPS students by providing academic and cultural enrichment in afterschool programs and a five-week Summer Learning Academy for Latinx students and bilingual youth.

The Gerontology Institute at UMass Boston houses four centers including the Osher Lifelong Learning Institute (OLLI). OLLI provides intellectual stimulation and social connections for older learners, most of whom are in their 70s and 80s, many of whom live in Dorchester, South Boston, Quincy, and Braintree, as well as other communities on the South Shore. Like other UMass Boston programs during COVID-19, OLLI was forced to pivot to online learning with the added challenge of making online learning accessible to its members, most of whom had little or no experience.

Additionally, the AARP Foundation awarded a grant to the Gerontology Institute at the University of Massachusetts Boston for a two-year project to increase access to economic opportunities for older people of color in the greater Boston area (Boston neighborhoods as well as surrounding cities and towns including Saugus, Revere, and Quincy). The $288,000 grant will fund the project that builds on the institute’s age-friendly work across the state, particularly the Age Friendly Boston Initiative, and its expertise in economic security issues in later life. The project’s goal is to improve access to existing programs and resources that could reduce costs or generate new income for older people of color. It is a joint effort by the institute’s Center for Social and Demographic Research on Aging and CANALA, a research collaboration of UMass Boston’s Institute for Asian American Studies, the Institute for New England Native American Studies, The Mauricio Gastón Institute for Latino Community Development and Public Policy, and the William Monroe Trotter Institute for the Study of Black Culture.

The Center for Social Development and Education offers unique opportunities for UMass Boston to engage the Greater Boston community. Thanks to a partnership across two campuses in the UMass system, in 2021, Camp Shriver was hosted in person at the UMass Amherst Mt. Ida Campus in Newton. UMB / Camp Shriver served over 100 campers, 50% with a disability, in the surrounding communities of Boston and Quincy with four weeks of programming at no cost to the families.
Endowment assets totaled $92.3 million in FY 2020. Endowment per annualized student FTE grew from $5,935 in FY 2015 to $7,657 in FY 2020, an increase of 29%. Total private funds raised increased slightly to $24.2 million from FY19 to FY20 (which was a record-breaking year), and these two fiscal years represent a significant increase (95%) over the five, ten and twenty-year averages in total giving. Additionally, the campus surpassed its ambitious goal of raising $100 million through the Just Imagine campaign that commenced in 2011.

FY21 is marked by two large events: the campus continuing in remote operations that began in the last quarter of FY20 due to the COVID-19 pandemic; and, large amounts of federal aid awarded to the campus and our students. In all, the campus remained in remote operations for the entirety of the fiscal year and Federal funding from the FEMA, CARES, CRSAA, and ARPA stimulus bills, combined with GEER funding from the state, the campus and our students received approximately $72 million in aid. Approximately $31 million of the total is direct aid to students and nearly $14 million of aid has been granted directly to students to date.

Both remote operations and Federal aid combined to offset increased expenses and lost revenue due to COVID. Remote operations reduced personnel costs (reduced hiring and furloughs of non-essential staff and those unable to perform duties remotely), utility, and other non-personal expenses. Federal aid to the institution offset losses in tuition and auxiliary revenues (parking and dining) as well as costs related to the establishment and operation of remote instruction for students and direct COVID remediation costs. Despite this unprecedented challenge, the campus closed the year with a surplus of $27.5M (unaudited). UMB was required to plan for a balanced budget for the current fiscal year and submitted an FY22 budget, that while structurally imbalanced, projected a small surplus due to the use of remaining Federal aid to the campus. Since that submission, the campus’ enrollment target has not been met, resulting is a loss of revenue versus budget and the projection of a small deficit. Leadership is working closely with the finance team and all campus stakeholders to bring the budget back to balance and to end the year on target.

Despite the COVID-driven lack of student activity on campus during FY211 construction activity has been robust including the completion of enabling projects in support of the $181.7M Substructure Demolition and Quadrangle Development (“SDQD”) project. Demolition of the Science Center, pool building and much of the substructure has been completed and work has begun to build a new quadrangle and surface parking lot. This project is funded with the Commonwealth paying $78M and the Campus funding the remaining over a four-year period.

The university, in partnership with the UMass Building Authority (“UMBA”) and the UMass President’s Office, continued work with Accordia Partners, as Accordia worked to advance the permitting for the project under the City of Boston’s Article 80 process.

The campus, in partnership with UMBA and the President’s Office, also began to explore alternative financing solutions for its Calf Pasture Pump Station, with UMBA issuing a Request for Information (RFI) in 2020, for developers to respond potential plans for developing the 10 acre site.
## AT-A-GLANCE

### ACADEMIC QUALITY

- Average HS GPA of Freshmen: 3.34
- Average SAT Scores of Freshmen: Arithmetic Mean 1117; 25th – 75th Percentile 1210-1030
- Average GPA of Entering Transfer Students: 3.07
- Student-Faculty Ratio: 17:1
- Technology-Enhanced Classrooms: 290
- Percent Tenured/Tenure-Track Faculty FTE: 58%
- Faculty FTE: 820
- Full-Time Instructional Faculty
- Percent Faculty-of-Color: 31%
- Percent Women Faculty: 51%
- Faculty Awards: 4

### ACCESS AND AFFORDABILITY

- Percent Undergraduates from Students from MA: 87%
- Percent Undergraduates who are Students of Color: 62%
- Percent Undergraduates who are International: 10%
- Percent First-Time Undergraduates who are First Generation in College: 57%
- Percent First-Time Undergraduates with English as a Second Language: 51%
- Percent Undergraduates Who Are Of Transfer Origin: 40%
- Dual Enrolled Students (Headcount): 14
- Percent In-State Pell Grant Recipients: 48%
- Percent of Need Met for In-State Students Awarded Need-Based Aid: 81%
- Average Debt of Students (UG Graduating Class): $25,054
- Percent Graduating Class with Debt (UG): 53%
- Total Students who Participated in a Study Abroad Program: 81
- Online Course Registrations: 18,364
- Percentage of degree-seeking students taking at least one online course who were full time and fully online: 3%

### STUDENT SUCCESS AND SATISFACTION

- Freshmen One-Year Retention Rate: 76%
- Freshmen Four-Year Graduation Rate: 28%
- Freshmen Six-Year Graduation Rate: 49%
- Transfer (Full-time) One-Year Retention Rate: 82%
- Transfer (Upper Division) Four-Year Graduation Rate: 76%
- Alumni Participation Rate: 4%
- Student Satisfaction With Educational Experience: 75%
AT-A-GLANCE

SERVICE TO THE COMMONWEALTH

- Degree Completions 3,430
  - Bachelor's 2489
  - Master's 853
  - Doctorates 88
- Percent Alumni who Remain in MA 70%
- Degrees Awarded in STEM Fields 682
- Bachelor's Undergraduate 554
- Master's Undergraduate 520
- Doctorates Graduate 128
- Total R&D Expenditures $64M
- Total R&D Expenditures Ranking 187
- Total R&D Expenditures Ranking among Carnegie Peers, US Publics, Non-Medical 29
- Total R&D Expenditures per Tenure System Faculty $135,198
- Patent Applications 8
- Certificate Awarded in STEM Fields 1
- Certificate Awarded in Healthcare Fields 50
- License Income $1,841

FINANCIAL HEALTH

- Total Endowment $92.3M
- Annual Growth in Endowment 4.0%
- Endowment per Annualized Student FTE $7,657
- Private Funds Raised Annually $24.2M
- Spendable Cash & Investments to Operating Expenses 0.27
- Debt Service Burden 7.5%
- Operating Margin (%) 1.1%
ACADEMIC QUALITY

AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

3.34  ▼ 0.04  ▲ 0.11
Average HS GPA in Fall 2020
One-year nominal change (vs. Fall 2019)
Five-year nominal change (vs. Fall 2015)

SAT SCORES OF FRESHMEN

1210  ▲ 10
SAT Scores of Freshmen 75th Percentile in Fall 2020
One-year nominal change (vs. Fall 2019)

1030  ▲ 10
SAT Scores of Freshmen 25th Percentile in Fall 2020
One-year nominal change (vs. Fall 2019)

1117  ▲ 4
Average SAT Scores of Freshmen in Fall 2020
One-year nominal change (vs. Fall 2019)
**ACADEMIC QUALITY**

**AVERAGE GPA OF ENTERING TRANSFER STUDENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Avg. GPA</th>
<th>One-year change</th>
<th>Five-year change</th>
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<td>3.07</td>
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<td>3.13</td>
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<tr>
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**STUDENT-FACULTY RATIO**

<table>
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<th>Student Per Faculty</th>
<th>One-year change</th>
<th>Five-year change</th>
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<td>▼ 1</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>2015</td>
<td>16:1</td>
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<td></td>
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**TECHNOLOGY-ENHANCED CLASSROOMS**

<table>
<thead>
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<th>Year</th>
<th>Number of Classrooms</th>
<th>One-year change</th>
<th>Four-year change</th>
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<tbody>
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<td>290</td>
<td>▲ 15%</td>
<td>▲ 34%</td>
</tr>
<tr>
<td>2019</td>
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<td>2018</td>
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<tr>
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</tr>
<tr>
<td>2016</td>
<td>223</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>213</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UMASS BOSTON

ACADEMIC QUALITY

PERCENT TENURED/TENURE-TRACK FACULTY FTE

- **58%**
  - Percent Tenured/Tenure-track Faculty in Fall 2020
  - One-year % point change (vs. Fall 2019)
  - Five-year % point change (vs. Fall 2015)

FACULTY FTE

- **820**
  - Faculty FTE in Fall 2020
  - One-year % change (vs. Fall 2019)
  - Five-year % change (vs. Fall 2015)

FACULTY-OF-COLOR

- **210**
  - Faculty Of Color in Fall 2020
  - One-year nominal change (vs. Fall 2019)
  - Five-year nominal change (vs. Fall 2015)

- **31%**
  - Percent of Faculty Of Color in Fall 2020
  - One-year % point (vs. Fall 2019)
  - Five-year % point (vs. Fall 2015)

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

**WOMEN FACULTY**

- **348** Women Faculty in Fall 2020
- **51%** Percent of Women Faculty in Fall 2020

**FIVE-YEAR TREND**

- **5** One-year nominal change (vs. Fall 2019)
- **11** Five-year nominal change (vs. Fall 2015)

**FACULTY AWARDS**

- **4** Faculty Awards in 2019
- **1** One-year nominal change (vs. 2018)
- **2** Five-year nominal change (vs. 2014)

**ACCESS AND AFFORDABILITY**

**UNDERGRADUATES FROM MASSACHUSETTS**

- **11,147** Undergraduates from Massachusetts in Fall 2020
- **87%** % Undergraduates from Massachusetts in Fall 2020

**FIVE-YEAR TREND**

- **3%** One-year % change (vs. Fall 2019)
- **3%** Five-year % change (vs. Fall 2015)

Source: The Top American Research Universities

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University of Massachusetts
2021 Performance Measurement System
ACCESS AND AFFORDABILITY

UNDERGRADUATE STUDENTS OF COLOR

<table>
<thead>
<tr>
<th>Students of Color</th>
<th>One-year % change (vs. Fall 2019)</th>
<th>Five-year % change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,739</td>
<td>▲ 6%</td>
<td>▲ 21%</td>
</tr>
</tbody>
</table>

% Undergraduates Students of Color in Fall 2020:

- 62% ▲ 1 ▲ 6

UNDERGRADUATES WHO ARE INTERNATIONAL

<table>
<thead>
<tr>
<th>International UG Enrollment</th>
<th>One-year % change (vs. Fall 2019)</th>
<th>Five-year % change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,301</td>
<td>▲ 0%</td>
<td>▼ 17%</td>
</tr>
</tbody>
</table>

% International UG Enrollment in Fall 2020:

- 10% ▼ 2

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

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

- 57%

*The data source from Fall 2018 updated to Common Application responses.
ACCESS AND AFFORDABILITY

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

51%
Percent Undergraduates
Speak English as a Second Language
in Fall 2020

*The data source from Fall 2018 updated to Common Application responses.

PERCENT UNDERGRADUATES WHO ARE OF TRANSFER ORIGIN

40%
Percent Undergraduates
who are of Transfer-Origin
in Fall 2020

DUAL ENROLLMENT STUDENTS (HEADCOUNT)

14
Dual Enrolled Students
in Fall 2020
ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

48% Percent (In-State) Pell Grant Recipients in Fall 2019

\[ \text{△ 0} \quad \text{One-year % point change (vs. Fall 2018)} \]

\[ \text{△ 0} \quad \text{Five-year % point change (vs. Fall 2014)} \]

FIVE-YEAR TREND

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

81% Percent Need Met for (In-State) Need-Based Aid in 2019-20

\[ \text{▼ 3} \quad \text{One-year % point change (vs. 2018-19)} \]

\[ \text{▼ 9} \quad \text{Five-year % point change (vs. 2014-15)} \]

FIVE-YEAR TREND

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

$25.1k Average Debt Load in 2020

\[ \text{▼ 2%} \quad \text{One-year % change (vs. 2019)} \]

\[ \text{▼ 12%} \quad \text{Five-year % change (vs. 2015)} \]

53% Percent Graduating Class with Debt in 2020

\[ \text{▼ 1} \quad \text{One-year % point change (vs. 2019)} \]

\[ \text{▼ 13} \quad \text{Five-year % point change (vs. 2015)} \]

FIVE-YEAR TREND
ACCESS AND AFFORDABILITY

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

- **81** Students who participated in Study Abroad in Fall 2019-Smr.20
- **143** One-year nominal change vs. Fall 2018-Smr.19
- **127** Five-year nominal change vs Fall 2014-Smr.15

TOTAL ONLINE COURSE REGISTRATIONS

- **18,364** Online Course Registrations in FY 2019-20
- **11%** One-year % change (vs. FY 2018-19)
- **26%** Five-year % change (vs. FY 2014-15)

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

- **3%** Students taking at least one online course who were full time and fully online in Fall 2019
**STUDENT SUCCESS AND SATISFACTION**

### FRESHMEN ONE-YEAR RETENTION RATE

- **76%**
  - Freshmen One-Year Retention Rate in Fall 2020
  - ▲ 1
  - One-year % point change (vs. Fall 2019)
  - ▼ 2
  - Five-year point (vs. Fall 2015)

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

### FRESHMEN FOUR-YEAR GRADUATION RATES

- **28%**
  - Freshmen Four-Year Graduation Rates in 2020
  - ▲ 1
  - One-year % point change (vs. 2019)
  - ▲ 7
  - Five-year % point change (vs. 2015)

### FRESHMEN SIX-YEAR GRADUATION RATE

- **49%**
  - UMB Freshmen Six-Year Graduation Rates in Fall 2020
  - ▲ 0
  - One-year % point change (vs. Fall 2019)
  - ▲ 7
  - Five-year % point change (vs. Fall 2015)
STUDENT SUCCESS AND SATISFACTION

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

82% Transfers (Full-time) One-Year Retention Rate in Fall 2020

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

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

FIVE-YEAR TREND

80% 83% 79% 79% 81% 82%

Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020

TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

76% Transfers (Upper Division) Four-Year Graduation Rates in Fall 2020

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

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

FIVE-YEAR TREND

71% 69% 72% 67% 74% 76%

Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020

STUDENT ACHIEVEMENT MEASURE

Cohort starting in: 2014-15

30% Bachelor’s Degree Within 4 Yrs. from any institution

51% Bachelor’s Degree Within 5 Yrs. From any institution

60% Bachelor’s Degree Within 6 Yrs. From any institution

25% Bachelor’s Degree Within 4 Yrs. from UMass Boston

42% Bachelor’s Degree Within 5 Yrs. From UMass Boston

49% Bachelor’s Degree Within 6 Yrs. From UMass Boston

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

STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE

75%  
Student Satisfaction  
as Good or Excellent  
in UMB 2020

● 0  
Three-year  
% point change  
(vs. UMB 2017)

%EXCELLENT

%GOOD

UMASS 2017  
Urban Peers 2017  
UMASS 2020  
Urban Peers 2020

0%  
100%

ALUMNI PARTICIPATION RATE

4%  
Alumni Participation  
Rate  
in 2020

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

▼ 1  
Five-year  
% point change  
(vs. 2015)

FIVE-YEAR TREND

0%  
15%

SERVICE TO THE COMMONWEALTH

DEGREE COMPLETIONS

3,430  
Total degree  
completions  
AY 2019-20

▼ 0%  
One-year  
% change  
in total degree  
completions  
(vs. AY 2018-19)

▼ 3%  
Five-year  
% change  
in total degree  
completions  
(vs. AY 2014-15)

FIVE-YEAR TREND
SERVICE TO THE COMMONWEALTH

TOTAL R&D EXPENDITURES

$64.2 million in FY 2020

\[ \text{One-year } \% \text{ change} = 4\% \]

\[ \text{Five-year } \% \text{ change} = 3\% \]

FIVE-YEAR TREND

Total R&D Expenditures (in Millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015</td>
<td>$62.37</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$64.22</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$70.02</td>
</tr>
<tr>
<td>FY 2018</td>
<td>$61.47</td>
</tr>
<tr>
<td>FY 2019</td>
<td>$62.02</td>
</tr>
<tr>
<td>FY 2020</td>
<td>$64.22</td>
</tr>
</tbody>
</table>

TOTAL R&D EXPENDITURES RANKINGS

187 Overall Rankings in FY 2019

\[ \text{One-year } \% \text{ change} = 5\% \]

\[ \text{Five-year } \% \text{ change} = 10\% \]

RANKING BASED ON CARNEGIE PEERS

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

TOTAL R&D EXPENDITURES PER TENURED SYSTEM FACULTY

$135k total R&D expenditure per tenured system faculty in FY 2020

\[ \text{One-year } \% \text{ change} = 3\% \]

\[ \text{Five-year } \% \text{ change} = 12\% \]

FIVE-YEAR TREND

Total R&D Expenditures Per Tenured System Faculty (in Thousands)

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015</td>
<td>$120</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$127</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$135</td>
</tr>
<tr>
<td>FY 2018</td>
<td>$143</td>
</tr>
<tr>
<td>FY 2019</td>
<td>$152</td>
</tr>
<tr>
<td>FY 2020</td>
<td>$135</td>
</tr>
</tbody>
</table>

* Peer data for FY 2020 is currently not available.
**SERVICE TO THE COMMONWEALTH**

**NUMBER OF PATENT APPLICATIONS**

- **8** Patent Applications in FY 2020
- **▲ 3** One-year nominal change (vs. FY 2019)
- **▲ 2** Five-year nominal change (vs. FY 2015)

**LICENSE INCOME**

- **$1.8k** License Income in FY 2020
- **▼ 23%** One-year % change (vs. FY 2019)
- **▲ 69%** Five-year % change (vs. FY 2015)

**PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS**

- **70%** Of all UMass Alumni live in the Commonwealth in Fall 2020
- **▼ 2** One-year % point change (vs. Fall 2019)
- **▼ 5** Five-year % point change (vs. Fall 2015)
## Service to the Commonwealth

### Degrees Awarded in STEM Fields

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG Degrees Awarded</strong></td>
<td>361</td>
<td>413</td>
<td>444</td>
<td>483</td>
<td>507</td>
<td>554</td>
</tr>
<tr>
<td>One-year % change</td>
<td>14%</td>
<td>15%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>Five-year % change</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

| **Grad Degrees Awarded**  | 102     | 120     | 123     | 136     | 111     | 128     |
| One-year % change         | 9%      | 12%     | 11%     | 13%     | 11%     | 13%     |
| Five-year % change        | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |

| **Total Degrees Awarded** | 463     | 533     | 567     | 619     | 618     | 682     |
| One-year % change         | 13%     | 15%     | 15%     | 17%     | 17%     | 19%     |
| Five-year % change        | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |

### Percentages

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG Degrees Awarded in STEM</strong></td>
<td>9%</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>One-year % point change</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Five-year % point change</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

| **Grad Degrees Awarded in STEM** | 15%     | 15%     | 15%     | 17%     | 17%     | 19%     |
| One-year % point change    | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |
| Five-year % point change   | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |

| **Total Degrees Awarded in STEM** | 10%     | 15%     | 15%     | 17%     | 17%     | 19%     |
| One-year % point change    | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |
| Five-year % point change   | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |
SERVICE TO THE COMMONWEALTH

CERTIFICATES AWARDED IN STEM FIELDS

1
Total Certificates awarded in STEM fields in 2019-20

verbs
One-year nominal change (vs. 2018-19)

verbs
Five-year nominal change (vs. 2014-15)

%1
Percent of Total Certificates awarded in STEM fields in 2019-20

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

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

520
Total degrees awarded in HealthCare fields in 2019-20

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

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

DEGREES AWARDED IN HEALTHCARE FIELDS

CERTIFICATES AWARDED IN HEALTHCARE FIELDS

50
Total Certificates awarded in HealthCare fields in 2019-20

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

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

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

Endowment Assets in FY 2020

- $92.3M
- ▲ 4%
- ▲ 17%

One-year % change (vs. FY 2019)

Five-year % change (vs. FY 2015)

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

Annual Growth in FY 2020

- 4%

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

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

ENDOWMENT PER ANNUALIZED STUDENT FTE

Endowment per Annualized Student FTE in FY 2020

- $7.7k
- ▲ 14%
- ▲ 29%

One-year % change (vs. FY 2019)

Five-year % change (vs. FY 2015)

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

**PRIVATE FUNDS RAISED ANNUALLY**

$24.2M  ▲ 2%  ▲ 95%

Private Funds Raised Annually in FY 2020

FIVE-YEAR TREND

- FY 2015: $12
- FY 2016: $11
- FY 2017: $12
- FY 2018: $9
- FY 2019: $24
- FY 2020: $24

**SPENDABLE CASH & INVESTMENTS TO OPERATING EXPENSES**

0.27

Spendable Cash & Investments to Operating Expenses in FY 2020

FIVE-YEAR TREND

- FY 2015: 0.65
- FY 2016: 0.71
- FY 2017: 0.70
- FY 2018: 0.72
- FY 2019: 0.76
- FY 2020: 0.75

**DEBT SERVICE BURDEN**

7.5%  ▲ 0.6  ▲ 2.3

Debt Service Burden in FY 2020

FIVE-YEAR TREND

- FY 2015: 5%
- FY 2016: 4%
- FY 2017: 6%
- FY 2018: 6%
- FY 2019: 7%
- FY 2020: 8%
1.1% Operating Margin (%) in FY 2020
0.0 One-year % Point change (vs. FY 2019)
0.6 Four-year % Point change (vs. FY 2016)
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

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

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

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

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

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

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

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

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

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

ACCESS AND AFFORDABILITY INDICATORS

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

Percent Undergraduates who are Students of Color. Undergraduates who self-identify as either African American/Black, Hispanic/ Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races. Hispanic students who list one or more additional groups will be coded as Hispanic. Cape Verdean students who identify solely as Cape Verdean will be coded as Not Reported. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

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

ACCESS AND AFFORDABILITY INDICATORS

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

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

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

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

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

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

Average Student Debt Load of Graduating Class (UG). Average debt load is based on the total debt borrowed by an Institution's graduating class (bachelor’s, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

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

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

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

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

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

STUDENT SUCCESS AND SATISFACTION INDICATORS

Freshmen One-Year Retention Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled at the institution in the following Fall. Peer data as reported to IPEDS.
DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

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

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

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

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

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

**Total R&D Expenditures Ranking.** Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. UMass Amherst’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Highest Research” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables.

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

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

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

Endowment per Annualized Student FTE. Total UMass Amherst endowments per annualized FTE student, where FTE of peer institutions is standardized to UMass formula. Peer data are for the comparative peers from financial statements (current year) and IPEDS (prior years).

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

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

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

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

PEER INSTITUTIONS FOR UMASS BOSTON

Cleveland State University
University of Memphis
University of Illinois at Chicago
University of Louisville
University of Nevada-Reno
University of Missouri-Kansas City
University of Maryland Baltimore County
University of Massachusetts Lowell

Please Note: Unless otherwise specified, all data are coordinated by the UMass Boston Office of Institutional Research, Assessment, and Planning
UMass Dartmouth continues to maintain the quality of its academic programs. Notably, US News cited UMass Dartmouth in their top tier of National Universities, the fifth year being ranked in this category.

UMass Dartmouth maintains a strong student quality profile while also expanding access. The average high school GPA of the entering class has increased steadily over the past seven years, increasing each of the past seven years. The Law School saw a 27% first year enrollment increase. The Law School’s total enrollment growth from 2017-2020 (77.2%; 202 to 358) ranked 2nd out of nearly 200 law schools nationally.

Faculty numbers are stable. Recent trends include the hiring of clinical and research faculty who are not on the tenure track. Both the number of women and faculty of color have increased by one percentage point over the previous year.

UMass Dartmouth continued to strengthen its research and engagement by hiring faculty in critical areas of growth. The University has worked to expand the portfolio of funded research activity, with particular emphasis on multi-disciplinary research. New initiatives focused on community partnerships. The study of asymmetric warfare and marine science and technology have started to generate new proposal activities. UMass Dartmouth has also increased its research activities around engineering, marine technology, and renewable energy.

FY2021 is the sixth year that UMass Dartmouth has been classified as Doctoral Research University-Higher Research by Carnegie. The overall research and development expenditures are level compared to last year, the patent office continues to increase its activities, and faculty engagement is growing.

UMass Dartmouth was #3 for social mobility among universities in New England with nationally-ranked colleges, and second overall among all colleges and universities in MA (2021 US News and World Report).

UMass Dartmouth ranks 40th nationally in the Top Institutions by Percentage of Engineering Doctoral Degrees awarded to Underrepresented Minorities and 6th in the Highest Percentage of Engineering Doctoral Degrees to Women.

The University continues to globalize its curriculum and student body through growth in online program offerings. Online course registration had an annual increase of 11%, almost reaching 9,900. This is an 84% increase since AY15.

UMass Dartmouth continues to realize its mission to serve the region and the Commonwealth by providing a wide range of capable students access to a high-quality education.

UMass Dartmouth was ranked third for social mobility among nationally ranked colleges and universities in New England, and second overall among all colleges and universities in MA (2021 US News and World Report).

UMass Dartmouth’s strong commitment to access, opportunity and the region is reflected in several key indicators - Pell grant recipients as a share of the undergraduate students (41%), percent of need met (80%), percent undergraduate students of color (37%), percent from Massachusetts (89%), and percent of undergraduates where English is their second language (9%).
STUDENT SUCCESS AND SATISFACTION
The one-year retention rate has increased from 70% to 71% in 2020, and the four-year graduation rate remained stable at 39%. Transfer student retention stood at 81% in 2020 and the 4-year upper-division transfer graduation rate of 77% remained high. Even though students may not have graduated from UMass Dartmouth, UMass Dartmouth contributed to their success at another institution. The Student Achievement Measurement (SAM) reveals an additional 6% of our fall 2014 freshmen cohort graduated from another institution.

Less than five years since receiving full accreditation, the law school’s ABA Standard 316 ultimate (two-year) bar passage rate was 91.8% for 2018 graduates, up from 89.4% for 2017 graduates, ranking 5th among the 8 ABA-accredited Massachusetts law schools.

SERVICE TO THE COMMONWEALTH
In AY2020, UMass Dartmouth graduated approximately 1,900 students, awarding 2006 degrees and certificates. Because 69% of our graduates remain in Massachusetts, the degrees granted make a direct and significant contribution to the Commonwealth’s economy. The indicators for enrollments and degrees granted in Science, Technology, Engineering and Mathematics, and Health Care highlight our significant contributions to building the STEM workforce pipeline.

Professional practice doctoral enrollments have grown steadily, enhanced by the addition of the Juris Doctorate and Doctorate of Nursing Practice. Additional Research/Scholarship doctoral programs are also being developed.

The 2019 Nursing graduates achieved a significantly higher first-time pass-rate (95%) than the national average (87%) and the state of Massachusetts’ average (91%) on their first-attempt at the national RN licensure exam (NCLEX).

Since 2014, the Law School ranks 2nd among all 15 ABA-accredited law schools in New England for the percentage of graduates going into public service employment (25%).

FINANCIAL HEALTH
A set of fiscal controls and processes are in place to ensure the achievement of full fiscal stability. UMass Dartmouth continues to explore new ways to grow revenues and control spending to create efficiencies. UMass Dartmouth has achieved a positive financial cushion during a time of constrained resources. The primary reserve has contributed to more financial strength and flexibility.

The University, in partnership with non-profit Provident, opened a $140 million, 267,500 sq. ft., 1210-bedroom resident hall and a state-of-the-art 38,000 sq. ft., 800-seat dining facility in 2020, which enhances the university’s ability to attract new students.
## 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>3.31</td>
</tr>
<tr>
<td>Average SAT Scores of Freshmen</td>
<td></td>
</tr>
<tr>
<td>Arithmetic Mean</td>
<td>1091</td>
</tr>
<tr>
<td>25&lt;sup&gt;th&lt;/sup&gt; – 75&lt;sup&gt;th&lt;/sup&gt; Percentile</td>
<td>1000-1190</td>
</tr>
<tr>
<td>Average GPA of Entering Transfer Students</td>
<td>3.19</td>
</tr>
<tr>
<td>Student-Faculty Ratio</td>
<td>15:1</td>
</tr>
<tr>
<td>Technology-Enhanced Classrooms</td>
<td>142</td>
</tr>
<tr>
<td>Percent Tenured/Tenure-Track Faculty FTE</td>
<td>65%</td>
</tr>
<tr>
<td>Faculty FTE</td>
<td>446</td>
</tr>
<tr>
<td>Full-Time Instructional Faculty</td>
<td></td>
</tr>
<tr>
<td>Percent Faculty-of-Color</td>
<td>22%</td>
</tr>
<tr>
<td>Percent Women Faculty</td>
<td>47%</td>
</tr>
<tr>
<td>Faculty Awards</td>
<td>0</td>
</tr>
</tbody>
</table>

### ACCESS AND AFFORDABILITY

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Undergraduates from Students from MA</td>
<td>89%</td>
</tr>
<tr>
<td>Percent Undergraduates who are Students of Color</td>
<td>37%</td>
</tr>
<tr>
<td>Percent Undergraduates who are International</td>
<td>2%</td>
</tr>
<tr>
<td>Percent First-Time Undergraduates who are First Generation in College</td>
<td>50%</td>
</tr>
</tbody>
</table>
| Percent First-time Undergraduates with English as a Second Language | 9% |%
| Percent Undergraduates Who Are Of Transfer Origin | 24%   |
| Dual Enrollment Students (Headcount)             | 0      |
| Percent In-State Pell Grant Recipients           | 41%    |
| Percent of Need Met for In-State Students Awarded Need-Based Aid | 80%   |
| Average Debt of Students (UG Graduating Class)   | $36,115 |
| Percent Graduating Class with Debt (UG)          | 85%    |
| Total Students who Participated in a Study Abroad Program | 30    |
| Online Course Registrations                      | 9,895  |
| Percentage of degree-seeking students taking at least one online course who were full time and fully online. | 14%  |

### STUDENT SUCCESS AND SATISFACTION

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen One-Year Retention Rate</td>
<td>71%</td>
</tr>
<tr>
<td>Freshmen Four-Year Graduation Rate</td>
<td>39%</td>
</tr>
<tr>
<td>Freshmen Six-Year Graduation Rate</td>
<td>52%</td>
</tr>
<tr>
<td>Transfer (Full-time) One-Year Retention Rate</td>
<td>81%</td>
</tr>
<tr>
<td>Transfer (Upper Division) Four-Year Graduation Rate</td>
<td>77%</td>
</tr>
<tr>
<td>Alumni Participation Rate</td>
<td>2%</td>
</tr>
<tr>
<td>Student Satisfaction With Educational Experience</td>
<td>72%</td>
</tr>
</tbody>
</table>
# AT-A-GLANCE

## SERVICE TO THE COMMONWEALTH

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Completions</td>
<td>1,913</td>
<td>69%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>1,419</td>
<td></td>
</tr>
<tr>
<td>Master’s</td>
<td>398 Undergraduate</td>
<td>284</td>
</tr>
<tr>
<td>Doctorates</td>
<td>96 Graduate</td>
<td>131</td>
</tr>
<tr>
<td>Total R&amp;D Expenditures</td>
<td>$27M</td>
<td></td>
</tr>
<tr>
<td>Total R&amp;D Expenditures Ranking</td>
<td>243</td>
<td></td>
</tr>
<tr>
<td>Total R&amp;D Expenditures Ranking among</td>
<td>40 Undergraduate</td>
<td>213</td>
</tr>
<tr>
<td>Carnegie Peers, US Publics, Non-Medical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total R&amp;D Expenditures per Tenure System Faculty</td>
<td>$90,970 Graduate</td>
<td>28</td>
</tr>
<tr>
<td>Patent Applications</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>License Income</td>
<td>$32,649</td>
<td></td>
</tr>
<tr>
<td>Percent Alumni who Remain in MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded in STEM Fields</td>
<td>415</td>
<td></td>
</tr>
<tr>
<td>Certificates Awarded in STEM Fields</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded in Healthcare Fields</td>
<td>241</td>
<td></td>
</tr>
<tr>
<td>Certificates Awarded in Healthcare Fields</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

## FINANCIAL HEALTH

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
<th>Percent or Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Endowment</td>
<td>$59.0M</td>
<td>Spendable Cash &amp; Investments to Operating Expenses</td>
</tr>
<tr>
<td>Annual Growth in Endowment</td>
<td>1.1%</td>
<td>Debt Service Burden</td>
</tr>
<tr>
<td>Endowment per Annualized Student FTE</td>
<td>$8,272</td>
<td>Operating Margin (%)</td>
</tr>
<tr>
<td>Private Funds Raised Annually</td>
<td>$3.2M</td>
<td></td>
</tr>
</tbody>
</table>
UMASS DARTMOUTH

ACADEMIC QUALITY

AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

3.31  ▲ 0.02  ▲ 0.11
Average HS GPA in Fall 2020
One-year nominal change (vs. Fall 2019)
Five-year nominal change (vs. Fall 2015)

SAT SCORES OF FRESHMEN

1190  ▲ 10
SAT Scores of Freshmen 75th Percentile in Fall 2020
One-year nominal change (vs. Fall 2019)

1000  ● 0
SAT Scores of Freshmen 25th Percentile in Fall 2020
One-year nominal change (vs. Fall 2019)

1091  ● 0
Average SAT Scores of Freshmen in Fall 2020
One-year nominal change (vs. Fall 2019)
ACADEMIC QUALITY

AVERAGE GPA OF ENTERING TRANSFER STUDENTS

3.19  ▼ 0.03  ▲ 0.09
Average transfer GPA in Fall 2020

FIVE-YEAR TREND

STUDENT-FACULTY RATIO

15:1  ▲ 1  ▲ 3
Student-Faculty Ratio in Fall 2020

FIVE-YEAR TREND

TECHNOLOGY-ENHANCED CLASSROOMS

142  ▲ 0%  ▲ 11%
Total Technology Enhanced Classrooms in 2019-20

FOUR-YEAR TREND
## ACADEMIC QUALITY

### PERCENT TENURED/TENURE-TRACK FACULTY FTE

<table>
<thead>
<tr>
<th>Year</th>
<th>Tenured/Tenure-track Faculty %</th>
<th>One-year % point change (vs. Fall 2019)</th>
<th>Five-year % point change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>65%</td>
<td>▲ 3</td>
<td>▲ 0</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>65%</td>
<td>▲ 2</td>
<td>▲ 0</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>64%</td>
<td>▲ 1</td>
<td>▲ 0</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>64%</td>
<td>▲ 0</td>
<td>▲ 0</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>62%</td>
<td>▲ 0</td>
<td>▲ 0</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>65%</td>
<td>▲ 3</td>
<td>▲ 0</td>
</tr>
</tbody>
</table>

### FACULTY FTE

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty FTE</th>
<th>One-year % change (vs. Fall 2019)</th>
<th>Five-year % change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>446</td>
<td>▼ 4%</td>
<td>▼ 3%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>461</td>
<td>▼ 4%</td>
<td>▼ 3%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>469</td>
<td>▼ 4%</td>
<td>▼ 3%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>463</td>
<td>▼ 4%</td>
<td>▼ 3%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>463</td>
<td>▼ 4%</td>
<td>▼ 3%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>446</td>
<td>▼ 4%</td>
<td>▼ 3%</td>
</tr>
</tbody>
</table>

### FACULTY-OF-COLOR

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty of Color</th>
<th>One-year nominal change (vs. Fall 2019)</th>
<th>Five-year nominal change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>110</td>
<td>▲ 19</td>
<td>▲ 28</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>110</td>
<td>▲ 19</td>
<td>▲ 28</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>110</td>
<td>▲ 19</td>
<td>▲ 28</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>110</td>
<td>▲ 19</td>
<td>▲ 28</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>110</td>
<td>▲ 19</td>
<td>▲ 28</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>110</td>
<td>▲ 19</td>
<td>▲ 28</td>
</tr>
</tbody>
</table>

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

**WOMEN FACULTY**

<table>
<thead>
<tr>
<th>Year</th>
<th>Women Faculty</th>
<th>One-year change</th>
<th>Five-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>188</td>
<td>▲ 1</td>
<td>▲ 11</td>
</tr>
</tbody>
</table>

**Percent of Women Faculty**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Women Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>▼ 0</td>
</tr>
</tbody>
</table>

**Faculty Awards**

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>▼ 3</td>
</tr>
</tbody>
</table>

Source: The Top American Research Universities

FIVE-YEAR TREND

**ACCESS AND AFFORDABILITY**

**UNDERGRADUATES FROM MASSACHUSETTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduates from Massachusetts</th>
<th>One-year change</th>
<th>Five-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>5,350</td>
<td>▼ 6%</td>
<td>▼ 21%</td>
</tr>
</tbody>
</table>

**Percent Undergraduates from Massachusetts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Undergraduates from Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>▼ 0</td>
</tr>
</tbody>
</table>

University of Massachusetts
2021 Performance Measurement System
**ACCESS AND AFFORDABILITY**

**UNDERGRADUATE STUDENTS OF COLOR**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>2,130</td>
<td>2,181</td>
<td>2,181</td>
<td>2,333</td>
<td>2,193</td>
<td>2,109</td>
</tr>
<tr>
<td>Students of Color</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
</tr>
<tr>
<td>One-year</td>
<td>▼ 4%</td>
<td>▼ 4%</td>
<td>▼ 1%</td>
<td>▼ 1%</td>
<td>▼ 1%</td>
<td>▼ 1%</td>
</tr>
<tr>
<td>(vs. Fall 2019)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Students of Color</td>
<td>▲ 0</td>
<td>▲ 0</td>
<td>▲ 5</td>
<td>▲ 5</td>
<td>▲ 5</td>
<td>▲ 5</td>
</tr>
<tr>
<td>One-year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vs. Fall 2019)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNDERGRADUATES WHO ARE INTERNATIONAL**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>International UG</td>
<td>164</td>
<td>171</td>
<td>172</td>
<td>181</td>
<td>145</td>
<td>91</td>
</tr>
<tr>
<td>Enrollment</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
</tr>
<tr>
<td>One-year</td>
<td>▼ 37%</td>
<td>▼ 37%</td>
<td>▼ 45%</td>
<td>▼ 45%</td>
<td>▼ 45%</td>
<td>▼ 45%</td>
</tr>
<tr>
<td>(vs. Fall 2019)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% International UG</td>
<td>% point change</td>
<td>% point change</td>
<td>% point change</td>
<td>% point change</td>
<td>% point change</td>
<td>% point change</td>
</tr>
<tr>
<td>Enrollment</td>
<td>▼ 1</td>
<td>▼ 1</td>
<td>▼ 1</td>
<td>▼ 1</td>
<td>▼ 1</td>
<td>▼ 1</td>
</tr>
<tr>
<td>One-year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vs. Fall 2019)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent UG</td>
<td>34%</td>
<td>35%</td>
<td>41%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>First-Generation College</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
<td>% change</td>
</tr>
<tr>
<td>One-year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vs. Fall 2019)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The data source from Fall 2018 updated to Common Application responses.*
ACCESS AND AFFORDABILITY

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

9%
Percent Undergraduates Speak English as a Second Language in Fall 2020

*The data source from Fall 2018 updated to Common Application responses.

PERCENT UNDERGRADUATES WHO ARE OF TRANSFER ORIGIN

24%
Percent Undergraduates who are of Transfer-Origin in Fall 2020

DUAL ENROLLMENT STUDENTS (HEADCOUNT)

0
Dual Enrolled Students in Fall 2020
ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

41% Percent (In-State) Pell Grant Recipients in Fall 2019

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

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

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

80% Percent Need Met for (In-State) Need-Based Aid in 2019-20

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

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

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

$36.1k Average Debt Load in 2020

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

13% Five-year % change (vs. 2015)

85% Percent Graduating Class with Debt in 2020

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

1 Five-year % point change (vs. 2015)
# Access and Affordability

## Total Students Who Participated in a Study Abroad Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students Participating in Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014-Smr.15</td>
<td>114</td>
</tr>
<tr>
<td>Fall 2015-Smr.16</td>
<td>101</td>
</tr>
<tr>
<td>Fall 2016-Smr.17</td>
<td>74</td>
</tr>
<tr>
<td>Fall 2017-Smr.18</td>
<td>82</td>
</tr>
<tr>
<td>Fall 2018-Smr.19</td>
<td>62</td>
</tr>
<tr>
<td>Fall 2019-Smr.20</td>
<td>30</td>
</tr>
</tbody>
</table>

## Total Online Course Registrations

<table>
<thead>
<tr>
<th>Year</th>
<th>Online Course Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014-15</td>
<td>5,384</td>
</tr>
<tr>
<td>FY 2015-16</td>
<td>6,035</td>
</tr>
<tr>
<td>FY 2016-17</td>
<td>6,917</td>
</tr>
<tr>
<td>FY 2017-18</td>
<td>7,856</td>
</tr>
<tr>
<td>FY 2018-19</td>
<td>8,899</td>
</tr>
<tr>
<td>FY 2019-20</td>
<td>9,895</td>
</tr>
</tbody>
</table>

## Percentage of Degree-Seeking Students Taking at Least One Online Course Who Were Full Time and Fully Online

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>9%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>12%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>13%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>14%</td>
</tr>
</tbody>
</table>
STUDENT SUCCESS AND SATISFACTION

FRESHMEN ONE-YEAR RETENTION RATE

71%  ▲ 1  ▼ 4
Freshmen One-Year Retention Rate in Fall 2020
% point change (vs. Fall 2019) % point change (vs. Fall 2015)

FRESHMEN FOUR-YEAR GRADUATION RATES

39%  ▼ 0  ▲ 9
Freshmen Four-Year Graduation Rates in 2020
% point change (vs. 2019) % point change (vs. 2015)

FRESHMEN SIX-YEAR GRADUATION RATE

52%  ▼ 7  ▲ 6
UMD Freshmen Six-Year Graduation Rates in Fall 2020
% point change (vs. Fall 2019) % point change (vs. Fall 2015)

* Peer data for Fall 2020 not available for reporting purposes.
STUDENT SUCCESS AND SATISFACTION

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

<table>
<thead>
<tr>
<th>Year</th>
<th>One-Year % Point Change (vs. Fall 2019)</th>
<th>Five-Year % Point Change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td>2016</td>
<td>78%</td>
<td>81%</td>
</tr>
<tr>
<td>2017</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>2018</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>2019</td>
<td>78%</td>
<td>81%</td>
</tr>
<tr>
<td>2020</td>
<td>81%</td>
<td>81%</td>
</tr>
</tbody>
</table>

TRANSFER (UPPER DIVISION) FOUR-YEAR GRADUATION RATE

<table>
<thead>
<tr>
<th>Year</th>
<th>One-Year % Point Change (vs. Fall 2019)</th>
<th>Five-Year % Point Change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>64%</td>
<td>68%</td>
</tr>
<tr>
<td>2016</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>2017</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>2018</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>2019</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>2020</td>
<td>77%</td>
<td>77%</td>
</tr>
</tbody>
</table>

STUDENT ACHIEVEMENT MEASURE

Cohort starting in: 2014-15

- Bachelor's Degree Within 4 Yrs. from any institution: 40%
- Bachelor's Degree Within 5 Yrs. From any institution: 62%
- Bachelor's Degree Within 6 Yrs. From any institution: 68%
- Bachelor's Degree Within 4 Yrs. from UMass Dartmouth: 34%
- Bachelor's Degree Within 5 Yrs. From UMass Dartmouth: 49%
- Bachelor's Degree Within 6 Yrs. From UMass Dartmouth: 51%

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

**STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE**

**72%**  
Student Satisfaction as Good or Excellent in UMD 2014  

▼ 8  
Three-year % point change (vs. UMD 2017)

**2%**  
Alumni Participation Rate in 2020  

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

▼ 1  
Five-year % point change (vs. 2015)

**SERVICE TO THE COMMONWEALTH**

**DEGREE COMPLETIONS**

**1,913**  
Total degree completions AY 2018-19  

▼ 2%  
One-year % change in total degree completions (vs. AY 2018-19)  

▲ 5%  
Five-year % change in total degree completions (vs. AY 2014-15)
SERVICE TO THE COMMONWEALTH

TOTAL R&D EXPENDITURES

$26.8
Million in FY 2020

▼ 4%
One-year % change (vs. FY 2019)

. 0%
Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

Total R&D Expenditures (in Millions)


$26.8 $26.8 $26.1 $26.6 $28.0 $26.8

TOTAL R&D EXPENDITURES RANKINGS

243
Total R&D Expenditures Overall Rankings in FY 2019

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

▼ 10
Five-year nominal change (vs. FY 2014)

40
Rankings based on Carnegie Peers in FY 2019

. 0
One-year nominal change (vs. FY 2018)

▼ 29
Five-year nominal change (vs. FY 2014)

RANKING BASED ON CARNEGIE PEERS

OVERALL RANKINGS

233 236 240 244 245 243

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

TOTAL R&D EXPENDITURES PER TENURED SYSTEM FACULTY

$91k
Total R&D Expenditure Per Tenured System Faculty in FY 2020

▼ 6%
One-year % change (vs. FY 2019)

▲ 3%
Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

Total R&D Expenditures Per Tenured System Faculty (in Thousands)


$88 $89 $87 $90 $97 $91

PEERS

UMD

$119 $118 $135 $142 $174

$88 $89 $87 $90 $97 $91

* Peer data for FY 2020 is currently not available.
SERVICE TO THE COMMONWEALTH

NUMDER OF PATENT APPLICATIONS

9 Patent Applications in FY 2020

▼ 1 One-year nominal change (vs. FY 2019)

▲ 6 Five-year nominal change (vs. FY 2015)

LICENSE INCOME

$32.6k License Income in FY 2020

▼ 50% One-year % change (vs. FY 2019)

▼ 7% Five-year % change (vs. FY 2015)

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

69% Of all UMass Alumni live in the Commonwealth in Fall 2020

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

▼ 3 Five-year % point change (vs. Fall 2015)
### Service to the Commonwealth

#### Degrees Awarded in STEM Fields

<table>
<thead>
<tr>
<th>Category</th>
<th>One-Year</th>
<th>Five-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG degrees awarded</strong></td>
<td>▼ 14%</td>
<td>▼ 7%</td>
</tr>
<tr>
<td>in STEM fields in 2019-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent of total UG degrees awarded in STEM fields in 2019-20</strong></td>
<td>▼ 2</td>
<td>▼ 2</td>
</tr>
<tr>
<td><strong>Grad degrees awarded</strong></td>
<td>▼ 22%</td>
<td>▲ 62%</td>
</tr>
<tr>
<td>in STEM fields in 2019-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent of total Grad degrees awarded in STEM fields in 2019-20</strong></td>
<td>▼ 6</td>
<td>▲ 10</td>
</tr>
<tr>
<td><strong>Total degrees awarded</strong></td>
<td>▼ 15%</td>
<td>▲ 7%</td>
</tr>
<tr>
<td>in STEM fields in 2019-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent of Total degrees awarded in STEM fields in 2019-20</strong></td>
<td>▼ 4</td>
<td>▲ 1</td>
</tr>
</tbody>
</table>
**SERVICE TO THE COMMONWEALTH**

**CERTIFICATES AWARDED IN STEM FIELDS**

<table>
<thead>
<tr>
<th>7</th>
<th>▼ 4</th>
<th>▲ 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Certificates awarded in STEM fields in 2019-20</td>
<td>One-year nominal change (vs. 2018-19)</td>
<td>Five-year nominal change (vs. 2014-15)</td>
</tr>
<tr>
<td>13%</td>
<td>▼ 0</td>
<td>▲ 9</td>
</tr>
<tr>
<td>Percent of Total Certificates awarded in STEM fields in 2019-20</td>
<td>One-year % point change (vs. 2018-19)</td>
<td>Five-year % point change (vs. 2014-15)</td>
</tr>
</tbody>
</table>

**DEGREES AWARDED IN HEALTHCARE FIELDS**

<table>
<thead>
<tr>
<th>241</th>
<th>▲ 14%</th>
<th>▲ 44%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total degrees awarded in HealthCare fields in 2019-20</td>
<td>One-year % point change (vs. 2018-19)</td>
<td>Five-year % point change (vs. 2014-15)</td>
</tr>
</tbody>
</table>

**CERTIFICATES AWARDED IN HEALTHCARE FIELDS**

<table>
<thead>
<tr>
<th>38</th>
<th>▲ 12%</th>
<th>▲ 245%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Certificates awarded in HealthCare fields in 2019-20</td>
<td>One-year % point change (vs. 2018-19)</td>
<td>Five-year % point change (vs. 2014-15)</td>
</tr>
</tbody>
</table>
FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

$59.0M
Endowment Assets in FY 2020

1%
One-year % change (vs. FY 2019)

17%
Five-year % change (vs. FY 2015)

1%
Annual Growth in FY 2020

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

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

$8.3k
Endowment per Annualized Student FTE in FY 2020

6%
One-year % change (vs. FY 2019)

31%
Five-year % change (vs. FY 2015)

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

PRIVATE FUNDS RAISED ANNUALLY

$3.2M ▲ 6% ▲ 1%
Private Funds Raised Annually in FY 2020
One-year % change (vs. FY 2019)
Five-year % change (vs. FY 2015)

SPENDABLE CASH & INVESTMENTS TO OPERATING EXPENSES

0.27
Spendable Cash & Investments to Operating Expenses in FY 2020

DEBT SERVICE BURDEN

7.7% ▼ 0.1 ▼ 1.6
Debt Service Burden in FY 2020
One-year % Point change (vs. FY 2019)
Five-year % Point change (vs. FY 2015)
### OPERATING MARGIN (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Operating Margin (%)</th>
<th>% Point change (vs. FY 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015</td>
<td>4.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>FY 2016</td>
<td>4.2%</td>
<td>2.8%</td>
</tr>
<tr>
<td>FY 2017</td>
<td>4.6%</td>
<td>3.0%</td>
</tr>
<tr>
<td>FY 2018</td>
<td>4.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>FY 2019</td>
<td>3.6%</td>
<td>3.4%</td>
</tr>
<tr>
<td>FY 2020</td>
<td>3.0%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

- **0.0%** Operating Margin (%) in FY 2020
- **▼ 1.4** One-year % Point change (vs. FY 2019)
- **▼ 2.8** Four-year % Point change (vs. FY 2016)
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

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

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

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

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

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

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

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

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

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

ACCESS AND AFFORDABILITY INDICATORS

Percentage Undergraduates from Massachusetts. Percentage of total undergraduate students who are “In State” or residents of Massachusetts based on tuition residency. For “day” students, tuition classification is used, whereas for OCE students, the actual residency at time of matriculation is used.

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

Hispanic students who list one or more additional groups will be coded as Hispanic. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

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

ACCESS AND AFFORDABILITY INDICATORS

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

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

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

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

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

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

Average Student Debt Load of Graduating Class (UG). Average debt load is based on the total debt borrowed by an Institution's graduating class (bachelor's, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

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

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

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

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

\[
\text{Percentage} = \frac{\text{Full time Enrolled exclusively in online courses}}{\text{Full time Enrolled in at least one, but not all, online courses + Full time Enrolled exclusively in online courses + part-time Enrolled in at least one, but not all, online courses + part-time Enrolled exclusively in online courses}}.
\]

STUDENT SUCCESS AND SATISFACTION INDICATORS

Freshmen One-Year Retention Rate. Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled at the institution in the following Fall. Peer data as reported to IPEDS.
DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

**Freshmen Four-Year Graduation Rate.** Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall term and graduated from the institution by the end of their fourth year.

**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 average as reported to IPEDS.

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

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

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

**Total R&D Expenditures Ranking.** Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. UMass Dartmouth’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “High 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 Alumni who Live in Massachusetts.** Percentage of total alumni who currently reside in Massachusetts based on alumni records.
DEFINITIONS AND SOURCES

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

FINANCIAL HEALTH INDICATORS

Endowment Assets and Annual Growth in Endowment. The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

Endowment per Annualized Student FTE. Total UMass Dartmouth endowments per annualized FTE student, where FTE of peer institutions is standardized to UMass formula. Peer data are for the comparative and aspirant peers from IPEDS.

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

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

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

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

PEER INSTITUTIONS FOR UMASS DARTMOUTH

Cleveland State University (OH)*
Idaho State University
Louisiana Tech University
Marshall University (WV)
SUNY at Binghamton (NY)*
The University of Montana*
The University of Texas at Dallas*
University of Arkansas at Little Rock

University of Idaho
University of New Orleans (LA)
University of North Dakota*
University of South Dakota
University of Southern Maine
Wichita State University (KS)*

*Aspirant Peers
DEFINITIONS AND SOURCES

PEER INSTITUTIONS FOR UMASS DARTMOUTH

Moody's Aa2 Peers

Alamo Community College District, TX
Arizona State University, AZ
Auburn University, AL
Board of Regents of The University System of Georgia, GA
California State University, CA
City University of New York, NY
Clemson University, SC
Cuyahoga Community College District, OH
Florida State University, FL
Houston Community College System, TX
Iowa State University of Science & Technology, IA
Michigan State University, MI
Mississippi Institutions of Higher Learning, MS
Nevada System of Higher Education, NV
State University of New York, NY
State University System of Florida, FL
Texas State University System, TX
University of Alabama at Birmingham, AL
University of Alabama, AL
University of Arizona, AZ
University of Arkansas, AR
University of California, CA
University of Florida, FL
University of Georgia, GA
University of Hawaii, HI
University of Houston System, TX
University of Kansas, KS
University of Kentucky, KY
University of Massachusetts, MA
University of North Texas System, TX
University of Oregon, OR
University of South Carolina, SC
University of Wyoming, WY

Please Note: Unless otherwise specified, all data are from UMass Dartmouth Office of Institutional Research and Assessment.
UMass Lowell continues to distinguish itself for quality of student learning and excellence of academic programs. As set out in its 2020 Strategic Plan, UMass Lowell has increased academic quality while simultaneously increasing enrollment.

Fall 2016 saw the introduction of the No Test Option for first-year students, and the quality of the incoming class has remained strong. The Fall 2020 cohort's average high school GPA was 3.66, and the average SAT score was 1236. UML's transfer students posted an average entering GPA of 3.24, up from last year. Since 2010, undergraduate enrollment has increased by a third. The Honors College at UMass Lowell has over quadrupled in size since 2010, to 1,933 students in Fall 2020.

Externally sponsored research per faculty member is important to UMass Lowell both as a measure of faculty scholarship and as a measure of assisting innovation in the regional economy. In FY 2020, the average amount of R&D expenditures per tenure-stream faculty member was $198,280. UMass Lowell's goal is to reach $155,500 per tenured-stream faculty member by FY 2020.

UMass Lowell has placed a strategic emphasis on research partnerships that feature co-location with industry and government, with examples including the Raytheon-UMass Lowell Research Institute (RURI), the Printed Electronics Research Collaborative (PERC), and the Harnessing Emerging Research Opportunities to Empower Soldiers (HEROES) partnership with the U.S. Army Natick Soldier Research Development and Engineering Center (NSRDEC).

UMass Lowell's focus on strengthening research and building new academic programs has been assisted by the increased size of the faculty. The percent of tenured/tenure-track faculty FTE increased to 59%. In keeping with faculty diversity goals in the 2020 Strategic Plan, the proportion of faculty of color in Fall 2020 was 28%, remaining steady with last year.

UMass Lowell strives to provide affordable, accessible, and experience-based education. By providing financial need assistance and increasing merit awards for new freshmen and grants for transfer students, UMass Lowell aims to maintain affordability and increase accessibility. On average 88% of instate undergraduate students need was met in FY20. Almost one in three (31%) UMass Lowell undergraduate students receive Federal Pell Grants, which are based on student need.

In alignment with the diversity goals set out in the 2020 Strategic Plan, UMass Lowell has increased access to college for those populations that do not traditionally consider attending a postsecondary institution. Thirty-nine percent of UMass Lowell undergraduates self-identified as the first in their family to attend college. Thirty-six percent of undergraduates identify themselves as students of color.

UMass Lowell is committed to providing a world-class student experience that promotes healthy, responsible, and civically engaged students who are prepared to lead in the 21st century.

Student success indicators increased this year for our students. For those who entered directly out of high school, UMass Lowell’s one-year retention rate was 84%. The four-year graduation rate improved to 49%, and the six-year graduation rate jumped three percentage points, to 69%, representing the University’s highest six-year graduation rate. For students who entered as transfers, 82% returned for their second year at UMass Lowell while the comparable graduation rate (four-year) for transfer students was 72%.
UMass Lowell’s 2020 Strategic Plan calls for a comprehensive approach to economic and community engagement in its host city and throughout the Merrimack Valley, the Commonwealth, and beyond.

According to the UMass Donahue Institute, UMass Lowell’s annual economic impact in FY 2016 was $921.9 million. In recognition of this work, the Carnegie Foundation designated UMass Lowell as a “Community Engaged University,” and since 2009 UMass Lowell has appeared each year on the President’s Higher Education Community Service Honor Roll. More than 50 UMass Lowell courses each academic year have a service learning component, giving students the opportunity to contribute to the work of community organizations.

UMass Lowell’s contribution to workforce development in the Commonwealth is also evidenced in the number of students it graduates in STEM and Healthcare programs. Over one-third of all degrees awarded at UMass Lowell in AY 2019-20 were in STEM fields. Over ten percent of all degrees awarded were in health-care fields.

UMass Lowell’s Division of Graduate and Professional Studies (GPS) provides high-quality professional studies in innovative formats including campus-based classes, online education, and customized corporate training. Numerous GPS programs serve various economic sectors, partnering with companies to deliver customized education and training programs for their employees, often on-site. The result is continued significant growth in the number of online course enrollments at UMass Lowell. AY 2019-20 saw an increase of 12% over the previous year, continuing an eight-year trend of growth in online course registrations. AY 2019-20 also saw the largest number of online course registrations to date, at 35,615.

New efforts to grow revenues and control expenditures are implemented each year. Growth in revenues will further contribute to UMass Lowell’s primary reserve and improving financial health. The endowment increased 19% this year, to $119.1 million. This affected the endowment per annualized FTE metric, which increased in turn to $7,882. Private funds raised annually remained steady with last year, at $21M.

UMass Lowell's alumni giving rate this year is 8%, about twice the national benchmark for public universities. Thirty-one percent of UMass Lowell faculty and staff give to the University, about two times the national average. The University's first-ever comprehensive fundraising campaign, Our Legacy, Our Place: The Campaign for UMass Lowell is well on its way, having already raised more than $165.2 million of the 2020 goal of $150 million.

n.b. All peer comparisons throughout the 2020 “Annual Indicators” document were generated using UMass Lowell’s peers as of 2012. These are listed at the end of the “Definitions” section.
AT-A-GLANCE

ACADEMIC QUALITY

- Average HS GPA of Freshmen: 3.66
- Average SAT Scores of Freshmen:
  - Arithmetic Mean: 1236
  - 25th – 75th Percentile: 1210-1030
- Average GPA of Entering Transfer Students: 3.24
- Student-Faculty Ratio: 19:1
- Technology-Enhanced Classrooms: 193
- Percent Tenured/Tenure-Track Faculty FTE: 59%
- Faculty FTE: 751
- Full-Time Instructional Faculty
- Percent Faculty-of-Color: 28%
- Percent Women Faculty: 44%
- Faculty Awards: 0
- Average Debt of Students (UG Graduating Class): $33,500
- Percent Graduating Class with Debt (UG): 73%
- Total Students who Participated in a Study Abroad Program: 168
- Percentage of degree-seeking students taking at least one online course who were full time and fully online: 9%

ACCESS AND AFFORDABILITY

- Percent Undergraduates from Students from MA: 86%
- Percent Undergraduates who are Students of Color: 36%
- Percent Undergraduates who are International: 3%
- Percent First-Time Undergraduates who are First Generation in College: 39%
- Percent First-Time Undergraduates with English as a Second Language: NA*
- Percent Undergraduates Who Are Of Transfer Origin: 30%
- Dual Enrolled Students (Headcount): 40
- Percent In-State Pell Grant Recipients: 31%
- Percent of Need Met for In-State Students Awarded Need-Based Aid: 88%
- Average Debt of Students (UG Graduating Class): $33,500
- Percent Graduating Class with Debt (UG): 73%
- Total Students who Participated in a Study Abroad Program: 168
- Online Course Registrations: 35,615
- Percentage of degree-seeking students taking at least one online course who were full time and fully online: 9%

STUDENT SUCCESS AND SATISFACTION

- Freshmen One-Year Retention Rate: 84%
- Freshmen Four-Year Graduation Rate: 49%
- Freshmen Six-Year Graduation Rate: 69%
- Transfer (Full-time) One-Year Retention Rate: 82%
- Transfer (Upper Division) Four-Year Graduation Rate: 72%
- Student Satisfaction With Educational Experience: 85%
- Alumni Participation Rate: 8%
### AT-A-GLANCE

**SERVICE TO THE COMMONWEALTH**

- Degree Completions: 4,254
  - Bachelor’s: 2,934
  - Master’s: 1,148
  - Doctorates: 172
- Percent Alumni who Remain in MA: 60%
- Degrees Awarded in STEM Fields: 1,671
- Undergraduate Degrees: 1,224
- Graduate Degrees: 447
- Total R&D Expenditures: $92M
- Total R&D Expenditures Ranking: 167
- Total R&D Expenditures per Tenure System Faculty: $198,280
- Patent Applications: 32
- License Income: $344,144
- Certificates Awarded in STEM Fields: 129
- Certificates Awarded in Healthcare Fields: 55
- Degrees Awarded in Healthcare Fields: 467

### FINANCIAL HEALTH

- Total Endowment: $119.1M
- Annual Growth in Endowment: 19.3%
- Endowment per Annualized Student FTE: $7,882
- Private Funds Raised Annually: $21.2M
- Spendable Cash & Investments to Operating Expenses: 0.30
- Debt Service Burden: 6.8%
- Operating Margin (%): -0.6%
UMASS LOWELL

ACADEMIC QUALITY

AVERAGE HIGH-SCHOOL GPA OF FIRST-TIME FRESHMEN

3.66
Average HS GPA in Fall 2020

▲ 0.06
One-year nominal change (vs. Fall 2019)

▲ 0.12
Five-year nominal change (vs. Fall 2015)

FIVE-YEAR TREND

SAT SCORES OF FRESHMEN

1310
SAT Scores of Freshmen 75th Percentile in Fall 2020

▲ 10
One-year nominal change (vs. Fall 2019)

1160
SAT Scores of Freshmen 25th Percentile in Fall 2020

▲ 10
One-year nominal change (vs. Fall 2019)

1236
Average SAT Scores of Freshmen in Fall 2020

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

FIVE-YEAR TREND
**ACADEMIC QUALITY**

**AVERAGE GPA OF ENTERING TRANSFER STUDENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Avg. GPA Entering Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>3.13</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>3.18</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>3.17</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>3.21</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>3.18</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>3.24</td>
</tr>
</tbody>
</table>

- **3.24** Average transfer GPA in Fall 2020
- ▲ 0.06 One-year nominal change (vs. Fall 2019)
- ▲ 0.11 Five-year nominal change (vs. Fall 2015)

**STUDENT-FACULTY RATIO**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Per Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>17:1</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>17:1</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>17:1</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>17:1</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>17:1</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>19:1</td>
</tr>
</tbody>
</table>

- **19:1** Student-Faculty Ratio in Fall 2020
- ▼ 2 One-year % change (vs. Fall 2019)
- ▼ 2 Five-year % change (vs. Fall 2015)

**TECHNOLOGY-ENHANCED CLASSROOMS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>195</td>
</tr>
<tr>
<td>2017-18</td>
<td>197</td>
</tr>
<tr>
<td>2018-19</td>
<td>195</td>
</tr>
<tr>
<td>2019-20</td>
<td>193</td>
</tr>
<tr>
<td>2020-21</td>
<td>193</td>
</tr>
</tbody>
</table>

- **193** Total Technology Enhanced Classrooms in 2019-20
- ▼ 0% One-year % change (vs. 2018-19)
- ▼ 1% Four-year % change (vs. 2015-16)
ACADEMIC QUALITY

PERCENT TENURED/TENURE-TRACK FACULTY FTE

59%
Percent Tenured/Tenure-track Faculty in Fall 2020

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

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

FIVE-YEAR TREND

% TENURED/TENURE-TRACK

<table>
<thead>
<tr>
<th>Year</th>
<th>% Tenured/Tenure-track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>55%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>57%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>55%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>55%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>55%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>59%</td>
</tr>
</tbody>
</table>

% NON TENURE-TRACK/PT

<table>
<thead>
<tr>
<th>Year</th>
<th>% Non Tenure-Track/PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>45%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>43%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>45%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>45%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>45%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>41%</td>
</tr>
</tbody>
</table>

FACULTY FTE

751
Faculty FTE in Fall 2020

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

▲ 1%
Five-year % change (vs. Fall 2015)

FIVE-YEAR TREND

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>747</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>755</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>764</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>795</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>807</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>751</td>
</tr>
</tbody>
</table>

FACULTY-OF-COLOR

173
Faculty Of Color in Fall 2020

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

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

28%
Percent of Faculty Of Color in Fall 2020

▼ 0
One-year % point (vs. Fall 2019)

▲ 3
Five-year % point (vs. Fall 2015)

FIVE-YEAR TREND

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Instructional Faculty of Color % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>25%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>27%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>26%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>26%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>28%</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>28%</td>
</tr>
</tbody>
</table>

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

### WOMEN FACULTY

- **283** Women Faculty in Fall 2020
- **▼ 5** One-year nominal change (vs. Fall 2019)
- **▲ 42** Five-year nominal change (vs. Fall 2015)
- **44%** Percent of Women Faculty in Fall 2020
- **▼ 1** One-year nominal change (vs. Fall 2019)
- **▲ 1** Five-year nominal change (vs. Fall 2015)

### FACULTY AWARDS

- **0** Faculty Awards in 2019
- **▼ 1** One-year nominal change (vs. 2018)
- **▼ 1** Five-year nominal change (vs. 2014)

### UNDERGRADUATES FROM MASSACHUSETTS

- **11,863** Undergraduates from Massachusetts in Fall 2020
- **▼ 2%** One-year % change (vs. Fall 2019)
- **▲ 8%** Five-year % change (vs. Fall 2015)
- **86%** % Undergraduates from Massachusetts in Fall 2020
- **▼ 2** One-year % point change (vs. Fall 2019)
- **▼ 1** Five-year % point change (vs. Fall 2015)
ACCESS AND AFFORDABILITY

UNDERGRADUATE STUDENTS OF COLOR

4,933
Undergraduates
Students of Color
in Fall 2020

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

▲ 34%
Five-year
% change
(vs. Fall 2015)

36%
% Undergraduates
Students of Color
in Fall 2020

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

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

UNDERGRADUATES WHO ARE INTERNATIONAL

404
International UG
Enrollment
in Fall 2020

▼ 21%
One-year
% change
(vs. Fall 2019)

▼ 29%
Five-year
% change
(vs. Fall 2015)

3%
% International UG
Enrollment
in Fall 2020

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

▼ 1
Five-year
% point change
(vs. Fall 2015)

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

39%
Percent first-time
Undergraduates
who are First-Generation
College in

*The data source from Fall 2018 updated to Common Application responses.
ACCESS AND AFFORDABILITY

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

**NA***
Percent Undergraduates who speak English as a Second Language in Fall 2020

*The data source from Fall 2018 updated to Common Application responses.

PERCENT UNDERGRADUATES WHO ARE OF TRANSFER ORIGIN

**30%**
Percent Undergraduates who are of Transfer-Origin in Fall 2020

DUAL ENROLLMENT STUDENTS (HEADCOUNT)

**40**
Dual Enrolled Students in Fall 2020
ACCESS AND AFFORDABILITY

PERCENT IN-STATE PELL GRANT RECIPIENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent (In-State) Pell Grant Recipients in Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>31%</td>
</tr>
</tbody>
</table>

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

FIVE-YEAR TREND

- One-year: ▲ 1
- Five-year: ▲ 0

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Need Met for (In-State) Need-Based Aid in 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

FIVE-YEAR TREND

- One-year: ▼ 0
- Five-year: ▼ 2

UNDERGRADUATE STUDENT DEBT LOAD OF GRADUATING CLASS

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Debt Load in 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>$33.5k</td>
</tr>
</tbody>
</table>

Average Debt Load in 2020

FIVE-YEAR TREND

- One-year: ▲ 4%
- Five-year: ▲ 8%

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Graduating Class with Debt in 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>73%</td>
</tr>
</tbody>
</table>

Percent Graduating Class with Debt in 2020

FIVE-YEAR TREND

- One-year: ▼ 1
- Five-year: ▼ 5
ACCESS AND AFFORDABILITY

TOTAL STUDENTS WHO PARTICIPATED IN A STUDY ABROAD PROGRAM

168
Students who participated in Study Abroad in Fall 2019-Smr.20
▼ 87
One-year nominal change vs. Fall 2018-Smr.19
▼ 24
Five-year nominal change vs Fall 2014-Smr.15

FIVE-YEAR TREND

Total Students who participated in Study Abroad
0 100 200 300
Fall 2014-Smr.15  Fall 2015-Smr.16  Fall 2016-Smr.17  Fall 2017-Smr.18  Fall 2018-Smr.19  Fall 2019-Smr.20

TOTAL ONLINE COURSE REGISTRATIONS

35,615
Online Course Registrations in FY 2019-20
▲ 12%
One-year % change (vs. FY 2018-19)
▲ 42%
Five-year % change (vs. FY 2014-15)

FIVE-YEAR TREND

Online Course Registrations
0 25,000 50,000

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

9%
Students taking at least one online course who were full time and fully online in Fall 2019

FIVE-YEAR TREND

Percent of students taking at least one online course who were full time and fully online
0% 5% 10% 15%
Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019
STUDENT SUCCESS AND SATISFACTION

FRESHMEN ONE-YEAR RETENTION RATE

84%
Freshmen One-Year Retention Rate in Fall 2020

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

▼ 2
Five-year point (vs. Fall 2015)

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

FRESHMEN FOUR-YEAR GRADUATION RATES

49%
Freshmen Four-Year Graduation Rates in 2020

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

▲ 10
Five-year % point change (vs. 2015)

FRESHMEN SIX-YEAR GRADUATION RATE

69%
UML Freshmen Six-Year Graduation Rates in Fall 2020

▲ 3
One-year % point change (vs. Fall 2019)

▲ 13
Five-year % point change (vs. Fall 2015)
STUDENT SUCCESS AND SATISFACTION

TRANSFER (FULL-TIME) ONE-YEAR RETENTION RATE

<table>
<thead>
<tr>
<th>One-Year</th>
<th>Five-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>% point change vs. Fall 2019</td>
<td>% point change vs. Fall 2015</td>
</tr>
</tbody>
</table>

- **82%** Transfers (Full-time) One-Year Retention Rate in Fall 2020
- **72%** Transfers (Upper Division) Four-Year Graduation Rates in Fall 2020

**FIVE-YEAR TREND**

**STUDENT ACHIEVEMENT MEASURE**

**Cohort starting in: 2014-15**

- **50%** Bachelor's Degree Within 4 Yrs. from any institution
- **73%** Bachelor's Degree Within 5 Yrs. From any institution
- **44%** Bachelor's Degree Within 4 Yrs. from UMass Lowell
- **65%** Bachelor's Degree Within 5 Yrs. From UMass Lowell
- **69%** Bachelor's Degree Within 6 Yrs. From UMass Lowell

**CURRENT STATUS**

- **11%** ENROLLED AT ANOTHER INST.
- **14%** GRADUATED FROM UMASS LOWELL
- **14%** GRADUATED FROM ANOTHER INSTITUTION

**ENROLLED AT UMASS LOWELL**

**GRADUATED**

- **14%** Within 4 Yrs.
- **14%** Within 5 Yrs.
- **14%** Within 6 Yrs.

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

STUDENT SATISFACTION WITH EDUCATIONAL EXPERIENCE

85%  ▲ 4  
Student Satisfaction as Good or Excellent in UML 2019  
Three-year % point change (vs. UML 2016)

8%  ▼ 2  ▼ 4  
Alumni Participation Rate in 2020  
One-year % point change (vs. 2019)  
Five-year % point change (vs. 2015)

4,254  ▲ 2%  ▲ 22%  
Total degree completions AY 2018-19  
One-year % change in total degree completions (vs. AY 2018-19)  
Five-year % change in total degree completions (vs. AY 2014-15)
SERVICE TO THE COMMONWEALTH

TOTAL R&D EXPENDITURES

$92.2
Million
in FY 2020

▲ 10% One-year % change (vs. FY 2019)
▲ 31% Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

$70.4 $68.5 $69.7 $72.3 $84.0 $92.2
Total R&D Expenditures (in Millions)

TOTAL R&D EXPENDITURES RANKINGS

167 Total R&D Expenditures
Overall Rankings in FY 2019

▲ 4 One-year nominal change (vs. FY 2018)
▲ 5 Five-year nominal change (vs. FY 2014)

RANKING BASED ON CARNEGIE PEERS

22 26 26 27 17 14
Total R&D Expenditures Rankings

14 Rankings based on Carnegie Peers in FY 2019

▲ 3 One-year nominal change (vs. FY 2018)
▲ 8 Five-year nominal change (vs. FY 2014)

OVERALL RANKINGS

172 162 172 173 171 167
Total R&D Expenditures Rankings

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

TOTAL R&D EXPENDITURES PER TENURED SYSTEM FACULTY

$198k
Total R&D Expenditure Per Tenured System Faculty in FY 2020

▲ 9% One-year % change (vs. FY 2019)
▲ 19% Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

$173 $179 $190 $190 $203 $198
Total R&D Expenditures Per Tenured System Faculty (in Thousands)

* Peer data for FY 2020 is currently not available.
**SERVICE TO THE COMMONWEALTH**

**NUMBER OF PATENT APPLICATIONS**

- **32** Patent Applications in FY 2020
  - ▼ **3** One-year nominal change (vs. FY 2019)
  - ▲ **7** Five-year nominal change (vs. FY 2015)

![Line graph showing the number of patent applications from FY 2015 to FY 2020.](image)

**LICENSE INCOME**

- **$344k** License Income in FY 2020
  - ▲ **10%** One-year % change (vs. FY 2019)
  - ▲ **19%** Five-year % change (vs. FY 2015)

![Line graph showing license income from FY 2015 to FY 2020.](image)

**PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS**

- **60%** Of all UMass Alumni live in the Commonwealth in Fall 2020
  - ▼ **1** One-year % point change (vs. Fall 2019)
  - ▼ **3** Five-year % point change (vs. Fall 2015)

![Stacked bar chart showing the percentage of alumni living in Massachusetts from Fall 2015 to Fall 2020.](image)
SERVICES TO THE COMMONWEALTH

DEGREES AWARDED IN STEM FIELDS

1,224
UG degrees awarded in STEM fields in 2019-20

2% 42%
One-year Five-year
% change % change
(vs. 2018-19) (vs. 2014-15)

41%
Percent of total UG degrees awarded in STEM fields in 2019-20

2 6
One-year Five-year
% point change % point change
(vs. 2018-19) (vs. 2014-15)

447
Grad degrees awarded in STEM fields in 2019-20

9% 3%
One-year Five-year
% change % change
(vs. 2018-19) (vs. 2014-15)

34%
Percent of total Grad degrees awarded in STEM fields in 2019-20

3 8
One-year Five-year
% point change % point change
(vs. 2018-19) (vs. 2014-15)

1,671
Total degrees awarded in STEM fields in 2019-20

4% 26%
One-year Five-year
% change % change
(vs. 2018-19) (vs. 2014-15)

39%
Percent of Total degrees awarded in STEM fields in 2019-20

2 1
One-year Five-year
% point change % point change
(vs. 2018-19) (vs. 2014-15)
**SERVICE TO THE COMMONWEALTH**

**CERTIFICATES AWARDED IN STEM FIELDS**

- **129** Total Certificates awarded in STEM fields in 2019-20
- **29** One-year nominal change (vs. 2018-19)
- **2** Five-year nominal change (vs. 2014-15)
- **30%** Percent of Total Certificates awarded in STEM fields in 2019-20
- **5** One-year % point change (vs. 2018-19)
- **4** Five-year % point change (vs. 2014-15)

**TOTAL STEM CERTIFICATES AWARDED FIVE-YEAR TREND**

- Percent STEM Certificates Awarded
- Total STEM Certificates Awarded

**DEGREES AWARDED IN HEALTHCARE FIELDS**

- **467** Total degrees awarded in Healthcare fields in 2019-20
- **1%** One-year % point change (vs. 2018-19)
- **26%** Five-year % point change (vs. 2014-15)

**FIVE-YEAR TREND**

- BACHELORS
- MASTERS
- DOCTORATES
- TOTAL DEGREES

**CERTIFICATES AWARDED IN HEALTHCARE FIELDS**

- **55** Total Certificates awarded in Healthcare fields in 2019-20
- **45%** One-year % point change (vs. 2018-19)
- **41%** Five-year % point change (vs. 2014-15)

**FIVE-YEAR TREND**

- Completing Certificates in Healthcare Fields
FINANCIAL HEALTH

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

$119M
Endowment Assets
In FY 2020

19%
One-year % change
(vs. FY 2019)

61%
Five-year % change
(vs. FY 2015)

ENDOWMENT ASSETS AND ANNUAL GROWTH IN ENDOWMENT

19%
Annual Growth
In FY 2020

10
One-year % point change
(vs. FY 2019)

16
Five-year % point change
(vs. FY 2015)

ENDOWMENT PER ANNUALIZED STUDENT FTE

$7.9k
Endowment per Annualized Student FTE
In FY 2020

17%
One-year % change
(vs. FY 2019)

44%
Five-year % change
(vs. FY 2015)

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

FINANCIAL HEALTH

PRIVATE FUNDS RAISED ANNUALLY

$21.2M ▲ 1%
Private Funds Raised Annually in FY 2020

▲ 1%
One-year % change (vs. FY 2019)

▲ 1%
Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

SPENDABLE CASH & INVESTMENTS TO OPERATING EXPENSES

0.30
Spendable Cash & Investments to Operating Expenses in FY 2020

DEBT SERVICE BURDEN

6.8% ▼ 0.9 ▼ 0.8
Debt Service Burden in FY2020

One-year % Point change (vs. FY2019)

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

FIVE-YEAR TREND
FINANCIAL HEALTH

Operating Margin (%)

-0.6% ▼ 1.9 ▼ 1.4
Operating Margin (%) in FY 2020
One-year % Point change (vs. FY 2019)
Five-year % Point change (vs. FY 2016)

FOUR-YEAR TREND

Operating Margin (%)

UML Aa2 PEERS
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

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

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

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

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

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

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

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

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

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

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

ACCESS AND AFFORDABILITY INDICATORS

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

Percent Undergraduates who are Students of Color. Undergraduates who self-identify as either African American/Black, Hispanic/ Latino, Asian, Hawaiian/Pacific Islander, American Indian/Alaskan Native, and/or Two or more races. Hispanic students who list one or more additional groups will be coded as Hispanic. Cape Verdean students who identify solely as Cape Verdean will be coded as Not Reported. Included only for U.S. Citizens and Permanent Residents who report race and ethnicity divided by total undergraduate U.S. citizens and permanent residents who report race/ethnicity.

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

ACCESS AND AFFORDABILITY INDICATORS

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

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

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

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

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

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

**Average Student Debt Load of Graduating Class (UG).** Average debt load is based on the total debt borrowed by an Institution's graduating class (bachelor's, first-time only) divided by the number of students of that cohort that carried any amount of debt. It does not include those students with no debt load. It does not include students who have transferred in. The graduating class includes those that graduated between July 1 and June 30 of the reporting year. Data is from CDS.

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

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

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

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

\[
\text{Percentage} = \left( \frac{\text{Full time Enrolled exclusively in online courses}}{\text{Full time Enrolled exclusively in online courses} + \text{Full time Enrolled in at least one, but not all, online courses} + \text{Part-time Enrolled exclusively in online courses} + \text{Part-time Enrolled in at least one, but not all, online courses}} \right) \times 100
\]

STUDENT SUCCESS AND SATISFACTION INDICATORS

**Freshmen One-Year Retention Rate.** Percent of first-time, full-time, degree-seeking freshmen who entered UMass in a given Fall and were still enrolled at the institution in the following Fall. Peer data as reported to IPEDS.
DEFINITIONS AND SOURCES

STUDENT SUCCESS AND SATISFACTION INDICATORS

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

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

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

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

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

Total R&D Expenditures Ranking. Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. UMass Amherst’s rank in the annual NSF ranking of Total R&D expenditures among public institutions of higher education with a Carnegie classification of “Highest Research” and with no medical school. Data source NCES WebCaspar/NSF HERD data tables.

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

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

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

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

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

FINANCIAL HEALTH INDICATORS

**Endowment Assets and Annual Growth in Endowment.** The total value of the endowment (includes true and quasi-endowments) at the end of the fiscal year as reported in the UMass Annual BOT report, and the percent change from previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.

**Endowment per Annualized Student FTE.** Total UMass Amherst endowments per annualized FTE student, where FTE of peer institutions is standardized to UMass formula. Peer data are for the comparative peers from financial statements (current year) and IPEDS (prior years).

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

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

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

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

PEER INSTITUTIONS FOR UMASS LOWELL

Georgia State University
San Diego State University
University of Maine (Orono)
University of Maryland -- Baltimore County
University of New Hampshire*
University of Rhode Island*

University of Wisconsin – Milwaukee
Virginia Commonwealth University
* Aspirant peer
DEFINITIONS AND SOURCES

PEER INSTITUTIONS FOR UMASS LOWELL

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
University of Alabama, AL
University of Arizona, AZ
University of Arkansas, AR
University of California, CA
University of Florida, FL
University of Georgia, GA
University of Hawaii, HI
University of Houston System, TX
University of Kansas, KS
University of Kentucky, KY
University of Massachusetts, MA
University of North Texas System, TX
University of Oregon, OR
University of South Carolina, SC
University of Wyoming, WY
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
The Medical School currently enjoys a position of stability and promise as it executes to its strategic vision, buoyed in no small measure by the transformational $175 philanthropic commitment made by The Morningside Foundation in 2021. This unrestricted endowment gift, to be paid over five years, is a significant validation of the approach taken to investments in research programs, the educational mission and importantly, faculty and student recruitment and retention. The campus – now UMass Chan Medical School – continues to adjust nimbly to the ongoing challenges of the COVID-19 pandemic while performing effectively in its mission areas.

While the COVID-19 pandemic initially had profound effects on the campus operational, educational and research environment, including new constraints on service and education delivery, UMass Chan Medical School continues to achieve exceptional successes in research, academic programming, and fundraising initiatives.

The Morningside Foundation commitment will catalyze a number of initiatives already outlined in the campus strategic plan, especially investments in the educational program, the research enterprise, workforce development, information technology, and organizational development. It is important to emphasize that a revitalized and sincere commitment to diversity in action is foundational to every element of the plan.

Goals for IMPACT 2025 commit UMass Chan Medical School to:

- Advance practice, learning and leading by engaging fully with our communities to be the destination of choice for learners interested in interprofessional, team-based care and biomedical entrepreneurship;
- Enable the engine of discovery to generate groundbreaking scientific knowledge, with continued focus on areas of world-class strength;
- Measurably improve the health and welfare of the residents of Massachusetts and the citizens of the world by investing in an enhanced social mission that engages community partners, advances health equity research and promotes public health interventions for the benefit of those greatest in need;
- Enhance innovation and increase impact by advancing the science of translation and channeling more discoveries into development and practice;
- Establish models for outstanding support services, vibrant working environments, and highly efficient infrastructure to propel UMass Chan to new heights.

The campus is well positioned for this new vision, as research and faculty achievement and intense efforts in resource maximization and operational efficiencies continue. Exceptional achievements in research, including grants totaling more than $100 million for the development of new testing technologies for viruses like COVID-19, have grown extramurally funded research to more than $400 million and made the institution a magnet for high-achieving faculty. The new Education and Research Building under construction on the Worcester campus will support more than 75 research labs and programs in genetics, neurotherapeutics, gene therapy and molecular medicine. A new outpatient facility for the care of veterans will open in late fall of 2021, increasing teaching and learning opportunities and providing new services for the VA patient population.

Ongoing and active efforts to prioritize educational and research initiatives continue, but an unyielding commitment to education, research, service, innovation, and training remains the hallmark of the commonwealth’s great public medical school.

The impact of COVID-19 on the campus research and teaching enterprise has required continued adjustments, which likely will persist during the next academic year. While many research labs limited activity during the height of the pandemic, nearly two dozen research programs specifically focused on coronavirus research and therapeutic development were established and aggressively moved forward. In parallel, educational leadership in all three schools modified teaching, learning and evaluation practices to accommodate alternative learning modalities: all students expected to graduate were able to successfully complete their work and receive their diplomas.

Licensing of the medical school’s intellectual property reflects keen national and international interest in the work of the faculty;
HEADLINES

this year will see advances in clinical trials for several neurodegenerative diseases once thought intractable to treatment and an expansion of a clinical trial for an antibody prophylaxis for Lyme disease that may usher in a new approach to preventive therapeutics. UMass Chan Medical School researchers continue to compete at an exceptionally high level for federal funding, even in a shrinking federal research pool and attract investment from a wide range of new and long-established biotechnology research and manufacturing entities.

• Academic quality: UMass Chan Medical School continues to attract outstanding students to the newly named T.H. Chan School of Medicine, as judged by admission test scores, residency match results, and performance on licensing exams, even in a time of unusual upheaval and uncertainty; the quality of the incoming class remains on a par with previous years. The increase in class size has been successful, increasing the number of physicians in training with no negative impact on student quality, performance, or satisfaction. The applicant pool for the limited number of spaces for highly qualified out-of-state students is robust; the “Population-based Urban and Rural Community Health” (PURCH) track students are distinguished by their passion for this targeted curricular offering. Medical School graduates continue to rank their educational experience as highly satisfactory - literally in the 100th percentile in some categories. Agreements with Baystate Health (for PURCH) and Cape Cod Healthcare not only create superb clinical opportunities for medical students but increase the school’s profile in new regions. The newly named Tan Chingfen Graduate School of Nursing is capably managing its curriculum, course offerings, and cross-disciplinary involvement in a changing academic and practice environment. Graduates from the Doctorate of Nursing Practice degree program, the Graduate Entry Pathway, and the doctoral program are meeting important needs in areas of practice, research, and education for the campus and the region. The newly named Morningside Graduate School of Biomedical Sciences continues to track favorably to peer institutions; the school is recognized for its efforts to prepare students for nontraditional and multidisciplinary careers, a nationally-renowned effort; a new dean is deeply versed in the opportunities this provides for graduates.

• Research growth, productivity, and faculty recruitment: Research productivity is significant across the departments, in part because of continued recruitment and investment in the clinical and translational sciences. Multidisciplinary programs in RNA therapeutics, systems biology, rare diseases, and neurosciences are creating exciting opportunities for research growth and faculty recruitment. Licensing and sponsored research agreements in gene therapy, vaccine development, RNA biology, and drug development support research activity across all basic science disciplines.

• Crucial to the continued success of the Medical School is the ability to attract high-quality students who will be able to meet the diverse cultural needs of underserved populations in the state. For the T.H. Chan School of Medicine, applicants are incredibly competitive and match or exceed class profiles of previous years. Student access and affordability can be measured and supported by the learning contract option, which in relation to tuition and fees, continues to track favorably for the current year. Out-of-state students compare favorably to historical student profiles.

• Anecdotal evidence, such as rankings in the US News & World Report “Best Graduate Schools” continues to reinforce the reputation of the Medical School as a high quality, affordable institution: the 2021 US News ranking places the T.H. Chan School of Medicine 10th in the nation for primary care; and 45th among research institutions. UMass Chan Medical School also ranked 21st among all US medical schools in NIH funding, according to the Blue Ridge Institute for Medical Research. Performance of medical students on benchmark exams and nursing students on board certification, along with residency program match results, are good supporting indicators of quality.

UMass Chan Medical School, like all institutions in the coming year, will face unknowable challenges and decisions in the face of the COVID-19 pandemic; as a consequence, the campus expects likewise to confront challenging decisions in financing the support of strategic priorities. The Morningside Foundation gift, in addition to creating a foundation for campus success far into the future, is also a clear and tangible vote of confidence in the campus direction, leadership, strategic plan and ability to impact human health. As achievements and
discoveries in the life sciences portend an exciting future - one where the fruits of research positively impact human lives and at a time when the need for highly talented physicians, scientists and advanced practice nurses is projected to grow dramatically - the campus remains exceptionally well-positioned to respond.
### AT-A-GLANCE

**ACADEMIC QUALITY**

- Mean MCAT Score: 513.7
- USMLE Step 1 Pass Rate: 99%
- **USMLE Step 2 (CK) Pass Rate**: 99%
- **USMLE Step 2 (CS) Pass Rate**: 97%
- Nursing Board Certification Pass Rate: 87%
- Technology-Enhanced Classrooms: 77
- Percent Tenured/Tenure-Track Faculty FTE: 17%
- Faculty FTE: 1,095
- Full-Time Instructional Faculty
- Percent Faculty-of-Color: 30%
- Percent Women Faculty: 43%
- Faculty Awards: 9
- NIH Funding among Medical Schools: $294,147
- US New & World Report Ranking: 10
- Patents Applications: 126
- License Income: $25,600
- Percent Alumni who Remain in MA: 54%
- Degrees Awarded in STEM Fields: 52
- Degrees Awarded in Healthcare Fields: 220

**ACCESS AND AFFORDABILITY**

- Graduates From Massachusetts: 868
- Graduate Students Of Color: 397
- Graduates Who Are International: 112
- Tuition and Fees: $38,661

**STUDENT SUCCESS AND SATISFACTION**

- Residency Choice Acceptance Rate: 92%
- Student Satisfaction with Medical Education Quality: 96%ile
- Alumni Participation Rate: 25%

**SERVICE TO THE COMMONWEALTH**

- Degree Completions: 272
- Master’s: 48
- Doctorates: 224
- Total R&D Expenditures: $279M
- Total R&D Expenditures Ranking: 87
- Patent Applications: 126
- License Income: $25,600
- Percent Alumni who Remain in MA: 54%
- Degrees Awarded in STEM Fields: 52
- Degrees Awarded in Healthcare Fields: 220
AT-A-GLANCE

FINANCIAL HEALTH

- Total Endowment: $346.4M
- Annual Growth in Endowment: 17.2%
- Endowment per Annualized Student FTE (Includes SOM, GSBS, & GSN): $292,226
- Private Funds Raised Annually: $43.5M
- Debt Service Burden: 4.9%
- Operating Margin (%): 3.0%
- Spendable Cash & Investments to Operating Expenses: 0.48
ACADEMIC QUALITY

MEAN MCAT SCORE

**514**  ▼ **0.0%**  ▼ **0.1%**
Average Score for MCATs in Fall 2020

Peer Source: AAMC Medical Schools.
Note: * Given transition from old to new score system, new scores are available in 2016-2019 only.

PASS RATES ON USMLE STEP 1 AND STEP 2 (CK)

**99%**  ▼ **1**  ▲ **2**
Pass Rate for USMLE Step 1 in 2021

2021 All Med. Schools data is not available

2021 Performance Measurement System
ACADEMIC QUALITY

PASS RATES ON USMLE STEP 2 (CS)

**97%**

Pass Rate for USMLE Step 2 (CS) in AY 2019-20

- **0**

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

- **3**

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

Peer Comparison - All U.S. and Canadian Medical Schools, Data by Academic Year.

PASS RATES ON NURSING BOARD CERTIFICATION

**87%**

Pass Rate for Nursing Board Cert. in 2020

- **6%**

One-year % change (vs. 2019)

- **2%**

Five-year % change (vs. 2015)

Peer Comparison - All U.S. and Canadian Medical Schools, Data by Calendar Year.

TECHNOLOGY-ENHANCED CLASSROOMS

**77**

Total Technology Enhanced Classrooms in 2019-20

- **1%**

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

- **28%**

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

Number of Classrooms
UMASS CHAN MEDICAL SCHOOL

ACADEMIC QUALITY

PERCENT TENURED/TENURE-TRACK FACULTY FTE

17% ▼ 1 ▼ 3
Percent Tenured/ Tenure-track Faculty in Fall 2020
One-year % Point change (vs. Fall 2019)
Five-year % Point change (vs. Fall 2015)

1,095 ▲ 5% ▲ 6%
Total Tenured/ Tenure-track Faculty in Fall 2020
One-year % change (vs. Fall 2019)
Five-year % change (vs. Fall 2015)

In 2016 "New Hires" were expanded to include any faculty hired from November 1 and October 31.

Faculty Of Color

289 ▲ 18 ▲ 42
Faculty Of Color in Fall 2020
One-year nominal change (vs. Fall 2019)
Five-year nominal change (vs. Fall 2015)

30% ▲ 1 ▲ 4
Percent of Faculty Of Color in Fall 2020
One-year % point (vs. Fall 2019)
Five-year % point (vs. Fall 2015)

Faculty of Color based on 2010 IPEDS definitions Race/Ethnicity. Does not include Unknowns and Non Resident Aliens.

FACULTY FTE

FIVE-YEAR TREND

FACULTY-OF-COLOR

FIVE-YEAR TREND

FIVE-YEAR TREND

University of Massachusetts
2021 Performance Measurement System 143
UMASS CHAN MEDICAL SCHOOL

ACADEMIC QUALITY

WOMEN FACULTY

438
Women Faculty in Fall 2020

▲ 32
One-year nominal change (vs. Fall 2019)

▲ 65
Five-year nominal change (vs. Fall 2015)

43%
Percent of Women Faculty in Fall 2020

▲ 2
One-year % point (vs. Fall 2019)

▲ 5
Five-year % point (vs. Fall 2015)

FACULTY AWARDS

9
Faculty Awards in 2019

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

▼ 3
Five-year nominal change (vs. 2014)

NIH FUNDING AMONG MEDICAL SCHOOLS

$294k
NIH Finding among Medical Schools in FY 2020

▲ 89%
One-year % change (vs. FY 2019)

▲ 124%
Five-year % change (vs. FY 2015)

Source: The Top American Research Universities
**ACADEMIC QUALITY**

**US NEWS RANKING**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
<td>16</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>% change (vs. FY 2020)</td>
<td>▲ 4%</td>
<td>▲ 8%</td>
<td>▲ 6%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACCESS AND AFFORDABILITY**

**GRADUATES FROM MASSACHUSETTS**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduates from Massachusetts</td>
<td>75%</td>
<td>73%</td>
<td>71%</td>
<td>59%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>% point change (vs. Fall 2015)</td>
<td>▲ 4%</td>
<td>▲ 0%</td>
<td>▲ 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GRADUATE STUDENTS OF COLOR**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduates Students of Color</td>
<td>28%</td>
<td>29%</td>
<td>31%</td>
<td>33%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>% point change (vs. Fall 2015)</td>
<td>▲ 0%</td>
<td>▲ 2%</td>
<td>▲ 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACCESS AND AFFORDABILITY

GRADUATES WHO ARE INTERNATIONAL

International Graduate Enrollment in Fall 2020

<table>
<thead>
<tr>
<th>Year</th>
<th>One-year % change (vs. Fall 2019)</th>
<th>Five-year % change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>▼ 10%</td>
<td>▼ 22%</td>
</tr>
</tbody>
</table>

% International Graduate Enrollment in Fall 2020

<table>
<thead>
<tr>
<th>Year</th>
<th>One-year % point change (vs. Fall 2019)</th>
<th>Five-year % point change (vs. Fall 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>▼ 1</td>
<td>▼ 5</td>
</tr>
</tbody>
</table>

Tuition & Mandatory Fees (Includes Adjustment for Learning Contract)

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition &amp; Mandatory Fees in FY 2021</th>
<th>One-year % change in Tuition &amp; Mandatory Fees (vs. FY 2020)</th>
<th>Five-year % change in Tuition &amp; Mandatory Fees (vs. FY 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2016</td>
<td>$34.0</td>
<td>▼ 1%</td>
<td>▲ 14%</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$35.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2018</td>
<td>$36.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2019</td>
<td>$37.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2020</td>
<td>$38.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2021</td>
<td>$38.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT SUCCESS AND SATISFACTION

Acceptance Rate to Choice of Residency

Residency Choice Acceptance Rate in 2020-21

<table>
<thead>
<tr>
<th>Year</th>
<th>One-year % point change (vs. 2019-20)</th>
<th>Five-year % point change (vs. 2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21</td>
<td>▼ 4</td>
<td>▼ 5</td>
</tr>
</tbody>
</table>

% Matched based on those going through NRMP match
UMASS CHAN MEDICAL SCHOOL

STUDENT SUCCESS AND SATISFACTION

STUDENT SATISFACTION WITH QUALITY OF MEDICAL EDUCATION

96%ile
Student Satisfaction with Education Quality in 2021

▼ 1
One-year % Point change (vs. 2020)

▼ 2
Five-year % Point change (vs. 2016)

Source: AAMC MMT Report, Percentile reported annually

ALUMNI PARTICIPATION RATE

25%
Alumni Participation Rate in FY2020

▲ 12%
One-year % point change (vs. FY2019)

▲ 11%
Five-year % point change (vs. FY 2015)

SERVICE TO THE COMMONWEALTH

DEGREE COMPLETIONS

272
Total degree completions AY 2019-20

▲ 12%
One-year % change in total degree completions (vs. AY 2018-19)

▲ 11%
Five-year % change in total degree completions (vs. AY 2014-15)

Source: UMASS Chan Performance Measurement System
SERVICE TO THE COMMONWEALTH

TOTAL R&D EXPENDITURES

$279
Million in R&D Expenditures in FY 2020

\(\downarrow 1\%\)
One-year % change (vs. FY 2019)

\(\uparrow 11\%\)
Five-year % change (vs. FY 2015)

FIVE-YEAR TREND

Total R&D Expenditures (in Millions)

---|---|---|---|---|---
$250 | $253 | $280 | $274 | $282 | $279

TOTAL R&D EXPENDITURES RANKINGS

87
Total R&D Expenditure Ranking in FY 2019

\(\downarrow 1\) One-year nominal change (vs. FY 2018)

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

FIVE-YEAR TREND

Total R&D Expenditures Rankings

---|---|---|---|---|---|---
87 | 84 | 88 | 83 | 86 | 87

PATENT APPLICATIONS

126
Patent Applications in FY 2020

\(\downarrow 1\)
One-year nominal change (vs. FY 2019)

\(\uparrow 59\)
Five-year nominal change (vs. FY 2015)

FIVE-YEAR TREND

Number of Patent Applications

---|---|---|---|---|---
67 | 108 | 101 | 89 | 127 | 126

University of Massachusetts
2021 Performance Measurement System
SERVICE TO THE COMMONWEALTH

LICENSE INCOME

$26k  ▼ 47%  ▼ 22%
License Income in FY2020
One-year % change (vs. FY2019)
Five-year % change (vs. FY2015)

FIVE-YEAR TREND
License Income (in Millions)
$33 $21 $35 $49 $26

PERCENT ALUMNI WHO LIVE IN MASSACHUSETTS

54%  0  ▼ 5
Alumni Who Live in Massachusetts in Fall 2020
One-year % point change (vs. Fall 2019)
Five-year % point change (vs. Fall 2015)

FIVE-YEAR TREND
% Alumni in Massachusetts
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
59% 56% 56% 55% 54% 54%

DEGREES AWARDED IN STEM FIELDS

52  ▼ 5%  ▼ 24%
STEM Degrees Awarded in 2019-20
One-year % change (vs. 2018-19)
Five-year % change (vs. 2014-15)

FIVE-YEAR TREND
Total STEM Degrees

19%  ▼ 4  ▼ 9
Percent of degrees in STEM fields in 2019-20
One-year % point change (vs. 2018-19)
Five-year % point change (vs. 2014-15)
SERVICE TO THE COMMONWEALTH

DEGREES IN HEALTHCARE PROGRAMS

<table>
<thead>
<tr>
<th>Healthcare Degrees Awarded in 2019-20</th>
<th>One-year % change (vs. 2018-19)</th>
<th>Five-year % change (vs. 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>▲ 18%</td>
<td>▲ 25%</td>
</tr>
</tbody>
</table>

81% Percent of degrees in Healthcare fields in 2019-20

<table>
<thead>
<tr>
<th>One-year % point change (vs. 2018-19)</th>
<th>Five-year % point change (vs. 2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>▲ 4</td>
<td>▲ 9</td>
</tr>
</tbody>
</table>

FINANCIAL HEALTH

ENDOWMENT ASSETS

<table>
<thead>
<tr>
<th>Endowment Assets in FY 2020</th>
<th>One-year % change (vs. FY 2019)</th>
<th>Five-year % change (vs. FY 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$346M</td>
<td>▲ 17%</td>
<td>▲ 78%</td>
</tr>
</tbody>
</table>

FY 2020 All Public Schools* data are not available

ENDOWMENT PER ANNUALIZED STUDENT FTE

<table>
<thead>
<tr>
<th>Endowment per FTE All Schools in FY 2020*</th>
<th>One-year % change in Endowment per FTE All Schools (vs. FY 2019)</th>
<th>Five-year % change Endowment per FTE All Schools (vs. FY 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$292k</td>
<td>▲ 12%</td>
<td>▲ 59%</td>
</tr>
</tbody>
</table>

FY 2020*All Public Schools**** are currently not available

** Total endowment per UMass Chan annualized student FTE - SOM only
*** Total endowment UMass Chan annualized student FTE - All 3 Schools
**** Total endowment per student enrollment - All public medical schools
FINANCIAL HEALTH

PRIVATE FUNDS RAISED ANNUALLY*

<table>
<thead>
<tr>
<th>Year</th>
<th>Funds Raised (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>$32</td>
</tr>
<tr>
<td>FY 2015</td>
<td>$46</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$41</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$44</td>
</tr>
<tr>
<td>FY 2018</td>
<td>$44</td>
</tr>
<tr>
<td>FY 2019</td>
<td>$46</td>
</tr>
</tbody>
</table>

\[
\begin{array}{c|c|c|c|c|c|c}
\text{Year} & \text{One-year} & \text{Five-year} \\
\text{% change} & \text{% change} & \\
\text{(vs. FY 2018)} & \text{(vs. FY 2014)} & \\
\hline
\text{FY 2014} & 1\% & 36\% \\
\end{array}
\]

* Includes cash, pledges and grants

SPENDABLE CASH & INVESTMENTS TO OPERATING EXPENSES

\[
\begin{array}{c|c|c|c|c|c|c}
\text{Year} & \text{Spendable Cash} & \text{Spendable Cash} \\
& \text{& Investments} & \text{& Investments} \\
\text{to} & \text{to} & \\
\text{Operating} & \text{Operating} & \\
\text{Expenses} & \text{Expenses} & \\
\text{(in FY 2020)} & \text{(in FY 2020)} & \\
\hline
\end{array}
\]

DEBT SERVICE BURDEN

\[
\begin{array}{c|c|c|c|c|c|c|c}
\text{Year} & \text{Debt Service} & \text{Debt Service} \\
\text{Burden} & \text{Burden} & \\
\text{(in FY 2020)} & \text{(in FY 2020)} & \\
\text{Point change} & \text{Point change} & \\
\text{(vs. FY 2019)} & \text{(vs. FY 2015)} & \\
\hline
\end{array}
\]

\[
\begin{array}{c|c|c|c|c|c|c|c}
\text{Year} & \text{UMass CHAN} & \text{Aa2 PEERS} \\
\text{Debt Service Burden} & \text{Debt Service Burden} \\
\text{(in FY 2020)} & \text{(in FY 2020)} & \\
\text{Point change} & \text{Point change} & \\
\text{(vs. FY 2015)} & \text{(vs. FY 2015)} & \\
\hline
\end{array}
\]

\[
\begin{array}{c|c|c|c|c|c|c|c|c|c}
\text{Year} & \text{UMass CHAN} & \text{Aa2 Public Median} \\
\text{Debt Service Burden} & \text{Debt Service Burden} \\
\text{(in FY 2020)} & \text{(in FY 2020)} & \\
\text{Point change} & \text{Point change} & \\
\text{(vs. FY 2015)} & \text{(vs. FY 2015)} & \\
\hline
\end{array}
\]
### FINANCIAL HEALTH

<table>
<thead>
<tr>
<th>Operating Margin (%)</th>
<th>One-year Point change (vs. FY 2019)</th>
<th>Five-year Point change (vs. FY 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0%</td>
<td>▼ 0.5</td>
<td>▲ 4.1</td>
</tr>
</tbody>
</table>

**Operating Margin (%)**

- **FY 2016**: -1.1%
- **FY 2017**: 4.2%
- **FY 2018**: 3.2%
- **FY 2019**: 2.2%
- **FY 2020**: 3.5%

**Trend**

- **UMass CHAN**: 3.0%
- **Aa2 PEERS**: 4.6%

University of Massachusetts
2021 Performance Measurement System
DEFINITIONS AND SOURCES

ACADEMIC QUALITY INDICATORS

Mean MCAT Score. Mean biology MCAT score for new medical students. Peer data calculated from AAMC website.

Pass Rates on USMLE Step 1 and Step 2 (CK, CS). The percentage of medical students passing Step 1 and Step 2 on their first attempt. Peer data represents national results from National Board of Medical Examiners (NBME).

Pass Rate on Nursing Board Certification. The percentage of nursing graduates who passed the board certification examination on their first attempt. National results (provided by the American Nurses Association Credentialing Center) represent pass rates by registered nursing graduates from all graduate nursing schools in the United States. Peer data not available.

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

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

Faculty FTE. 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 staff 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 staff who identify themselves as female.

Faculty Awards. Number of faculty 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.

NIH Funding Among Medical Schools. Annual amount of NIH Funding. UMMS and peer data are from NIH Ad Hoc Report, 20-school peer list.


ACCESS AND AFFORDABILITY INDICATORS

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

Percent Graduates who are Students of Color. Graduates 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.
DEFINITIONS AND SOURCES

ACCESS AND AFFORDABILITY INDICATORS

Percent Graduates who are International. Percentage of all Graduates 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.

Tuition and Fees. Annual tuition and mandatory fees for in-state students including adjustment for learning contracts. Peer data from AAMC.

STUDENT SUCCESS AND SATISFACTION INDICATORS

Acceptance Rate to Choice of Residency. Percent of graduating students accepted to their choice of residency. National results provided by NRMP.

Student Satisfaction With Quality of Medical Education. The percentile of graduating medical students indicating "very satisfied" with the quality of their medical education. UMMS percentile compares to national peer data from AAMC MMT Annual Report.

Alumni Participation Rate. The number of alumni donors divided by the number of alumni of record where alumni of record is defined as all living alumni.

SERVICE TO THE COMMONWEALTH INDICATORS

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

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

Total R&D Expenditures Ranking. Annual NSF ranking of Total R&D expenditures, for all postsecondary institutions participating in the NSF HERD Survey. Data source NCES WebCaspar/NSF HERD data tables.

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

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

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 the previous year. Comparative data are from IPEDS, financial statements, and the NACUBO survey.
DEFINITIONS AND SOURCES

FINANCIAL HEALTH INDICATORS

Endowment per Annualized Student (FTE). Total endowment (includes true and quasi-endowments) per annualized FTE student, where FTE of peer institutions is standardized to UMass formulae. Peer data are for comparative peers from financial statements (current year) and IPEDS (prior years).

Private Funds Raised Annually. Private funds raised include 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

PUBLIC MEDICAL SCHOOL PEER INSTITUTIONS

<table>
<thead>
<tr>
<th>ARIZONA</th>
<th>MU Ohio</th>
<th>PUERTO RICO</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARKANSAS</td>
<td>MU SOUTH CAROLINA</td>
<td>SUNY DOWNSTATE</td>
</tr>
<tr>
<td>BUFFALO</td>
<td>MARSHALL - EDWARDS</td>
<td>SUNY UPSTATE</td>
</tr>
<tr>
<td>CINCINNATI</td>
<td>MASSACHUSETTS</td>
<td>SOUTH ALABAMA</td>
</tr>
<tr>
<td>COLORADO</td>
<td>MICHIGAN STATE</td>
<td>SOUTH CAROLINA</td>
</tr>
<tr>
<td>EAST CAROLINA - BRODY</td>
<td>MINNESOTA TWIN CITIES</td>
<td>SOUTH DAKOTA</td>
</tr>
<tr>
<td>EAST TENNESSEE - QUILLEN</td>
<td>MISSISSIPPI</td>
<td>SOUTH FLORIDA</td>
</tr>
<tr>
<td>EASTERN VIRGINIA</td>
<td>MISSOURI COLUMBIA</td>
<td>SOUTHERN ILLINOIS</td>
</tr>
<tr>
<td>FLORIDA STATE</td>
<td>MISSOURI KANSAS CITY</td>
<td>STONY BROOK</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>NEBRASKA</td>
<td>TENNESSEE</td>
</tr>
<tr>
<td>HAWAII - BURNS</td>
<td>NEVADA</td>
<td>TEXAS A &amp; M</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>NEW MEXICO</td>
<td>TEXAS TECH</td>
</tr>
<tr>
<td>KANSAS</td>
<td>NORTH DAKOTA</td>
<td>U WASHINGTON</td>
</tr>
<tr>
<td>KENTUCKY</td>
<td>NORTHEASTERN OHIO</td>
<td>UC IRVINE</td>
</tr>
<tr>
<td>LSU NEW ORLEANS</td>
<td>OKLAHOMA</td>
<td>UC SAN DIEGO</td>
</tr>
<tr>
<td>LSU SHREVEPORT</td>
<td>OREGON</td>
<td>UC SAN FRANCISCO</td>
</tr>
<tr>
<td>LOUISVILLE</td>
<td>PENN STATE</td>
<td>UCLA - GEFFEN</td>
</tr>
</tbody>
</table>
DEFINITIONS AND SOURCES

PUBLIC MEDICAL SCHOOL PEER INSTITUTIONS

UMDNJ - RW JOHNSON  WRIGHT STATE - BOONSHOFT  NORTH CAROLINA
UMDNJ NEW JERSEY  WRIGHT STATE  OHIO STATE
UT GALVESTON  ALABAMA  UC DAVIS
UT HOUSTON  CONNECTICUT  UT SOUTHWESTERN
UT SAN ANTONIO  FLORIDA  VIRGINIA
UTAH  INDIANA  WAYNE STATE
VERMONT  IOWA - CARVER  WISCONSIN
VIRGINIA COMMONWEALTH  MARYLAND
WEST VIRGINIA  MICHIGAN

SELECTED PEER INSTITUTIONS

Regional/Competitor:
Harvard University
Boston University
Tufts University
Dartmouth College
University of Vermont
Brown University
State University of New York, Stonybrook
University of Maryland - Baltimore

Private Aspirant:
Washington University in St. Louis
Johns Hopkins University
Yale University
University of Pennsylvania
University of Pittsburgh – Pittsburgh

Public Aspirant:
University of Texas, SW
University of Iowa
University of North Carolina at Chapel Hill
University of Alabama, Birmingham
University of Michigan - Ann Arbor
University of Washington - Seattle
University of California, San Francisco
DEFINITIONS AND SOURCES

PUBLIC MEDICAL SCHOOL PEER INSTITUTIONS

Moody’s Aa2 Peers

Alamo Community College District, TX
Arizona State University, AZ
Auburn University, AL
Board of Regents of The University System of Georgia, GA
California State University, CA
City University of New York, NY
Clemson University, SC
Cuyahoga Community College District, OH
Florida State University, FL
Houston Community College System, TX
Iowa State University of Science & Technology, IA
Michigan State University, MI
Mississippi Institutions of Higher Learning, MS
Nevada System of Higher Education, NV
State University of New York, NY
State University System of Florida, FL
Texas State University System, TX
University of Alabama at Birmingham, AL
University of Alabama, AL
University of Arizona, AZ
University of Arkansas, AR
University of California, CA
University of Florida, FL
University of Georgia, GA
University of Hawaii, HI
University of Houston System, TX
University of Kansas, KS
University of Kentucky, KY
University of Massachusetts, MA
University of North Texas System, TX
University of Oregon, OR
University of South Carolina, SC
University of Wyoming, WY
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**Calendar Year**

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

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

**UMPD arrests involving both drug law and liquor law violations are counted only as a drug law violation, which is the more serious offense.
### UMass Boston - Clery Act Crime Statistics

#### ENROLLMENTS/NUMBER OF RESIDENTS

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*Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus. UMB campus does not have residence halls.*
## UMass Dartmouth - Clery Act Crime Statistics

### ENROLLMENTS/NUMBER OF RESIDENTS

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### Calendar Year

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*Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus.*
### UMass Lowell - Clery Act Crime Statistics

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**Note:** Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus.
### UMass Chan Medical School - Clery Act Crime Statistics

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### Calendar Year

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Note: Total count for each category includes crimes that occurred on campus, in or on a non-campus building or property, or on public property within or immediately adjacent to and accessible from the campus. UMW campus does not have residence halls.