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OFFICE OF THE PROVOST

Mohammad A. Karim, Ph.D.
Provost and Executive Vice Chancellor
for Academic and Student Affairs,
Chief Operating Officer

January 15, 2015

Dr. Barbara Brittingham
President
New England Association of Schools and Colleges-
Commission on Institutions of Higher Education
3 Burlington Woods #100
Burlington MA 01803

Dear Dr. Brittingham:

On behalf of the University of Massachusetts Dartmouth, I am pleased to submit the Interim Fifth-Year Report to the New England Association of Schools and Colleges-Commission on Institutions of Higher Education.

The University community has come together in the development of this report, which provides an overview of the current status of the institution. The review and self-reflection that occurred throughout this process, provided insights about areas UMass Dartmouth has made substantial progress in as well as areas that the institution must continue to improve as we prepare for the ten-year accreditation self-study.

My thanks to the NEASC-CIHE staff who are always helpful with our various informational requests and my special acknowledgment goes to Dr. Tala Khudairi for her support of the Report committee.

Sincerely,

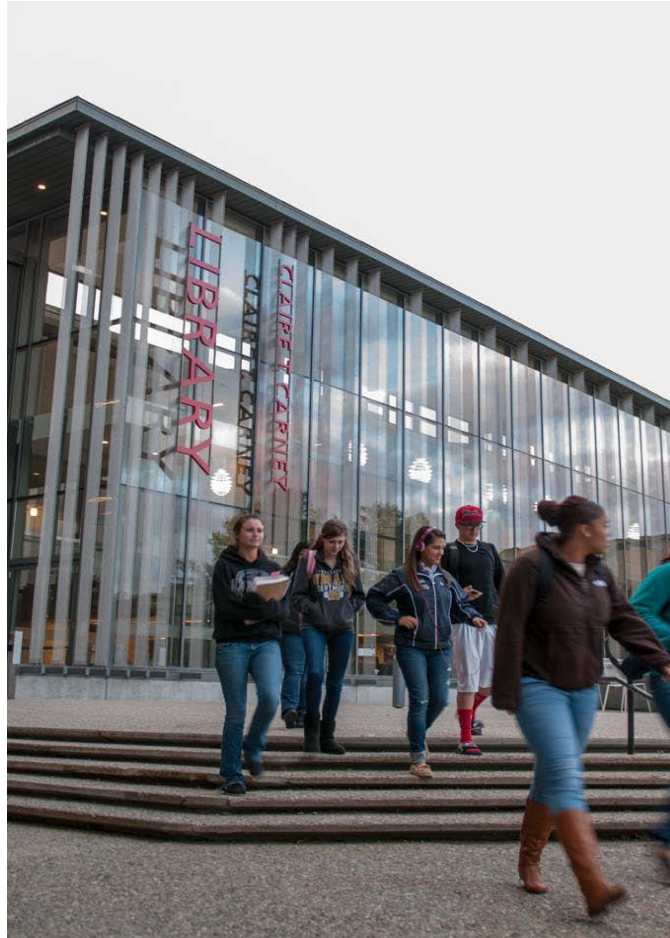
Mohammad Karim, Ph.D.
Provost and Executive Vice Chancellor
For Academic and Student Affairs, and Chief Operating Officer



UNIVERSITY OF MASSACHUSETTS DARTMOUTH

Interim Fifth-year Report

January 15, 2015



Submitted to the New England Association of Schools and Colleges
Commission on Institutions of Higher Education

University of Massachusetts Dartmouth--NEASC Interim Fifth-year Report

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SECTION ONE: INTRODUCTION

The Interim Fifth-Year Report Purpose and Process

The purpose of the University of Massachusetts Dartmouth's Interim Fifth-Year Report process is to reflect on the shifting profile of ongoing improvements to our Institution over the past five years as well as to assess the impact of these changes as the University moves forward with the implementation of *UMassDTransform2020*, the new Strategic Plan, and its associated Mission and Vision. This Interim Report follows up on the 2009 decennial and the 2013 Focused Visit Report, and the associated external evaluations and recommendations of the New England Association of Schools and Colleges.

The preparation of the Interim Report was led by the Office of the Provost working with a core committee of faculty, staff, and administrators with contributions from numerous campus members. Given our Institution's continuing evolution, broad representation of the University's community was an important consideration in forming the group. Adding historical perspectives, some individuals who served on the Steering Committee of the 2009 Self-Study were members of the Interim Report Committee. Additionally, Tammy Silva, Director of the Office of Institutional Research and Assessment, provided data and other information to the sub-committees, and Dr. Karen Dixon, Assistant Dean of the College of Arts and Sciences, served as the Report's editor.

The Report's preparation began in January 2014 with the Provost's plenary meeting that reviewed the requirements for the report and the timeline for completion. Draft reports from the teams were collected in August/September, then reviewed, edited, and returned to each team for revision. In November 2014, Tala Khudairi, Vice President of NEASC-CIHE, provided helpful feedback on the Student Success sections. In December 2014, another draft of the Interim Report, which incorporated comments from the preliminary reviews, was completed and reviewed by the Chancellor and Provost.

As discussed in the following pages, our Institution has made substantive strides toward addressing the goals identified in the 2009 NEASC Self-Study and Areas of Emphasis identified by NEASC-CIHE, during a time of significant shifts and gradual recovery of the United States' economy. This report elaborates on how our Institution and its faculty, staff, and administrators have adapted to the constantly changing environment of higher education, as we continue to focus on the success of our students and strive to achieve Doctoral Research University status.

NEASC Interim Fifth-year Report Committee Chairs

Standards Narratives

Standard 1: Mission and Purposes

Adrian Tío, Dean of the College of Visual and Performing Arts

Kristen Sethares, Professor, Nursing/Adult & Child

Standard 2: Planning and Evaluation

Mohammad Karim, Provost & Executive Vice Chancellor, Chief Operating Officer

Michael Goodman, Associate Professor/Chairperson, Public Policy

Standard 3: Organization and Governance

Jeannette Riley, Dean of the College of Arts & Sciences

Grant O'Reilly, Associate Professor, Physics

Standard 4: The Academic Program

Tesfay Meressi, Associate Provost for Graduate Studies

Magali Carrera, Vice Provost for Academic Affairs

Standard 5: Faculty

Robert Peck, Dean of the College of Engineering

Douglas Roscoe, Associate Professor of Political Science & Director of General Education

Standard 6: Students

Ian Day, Associate Vice Chancellor for Enrollment Management

David Milstone, Associate Vice Chancellor for Student Affairs

Carol Spencer, Assistant Vice Chancellor for Student Success

Standard 7: Library and Other Information Resources

Terrance Burton, Dean of Library Services

Holger Dippel, Interim CIO & Associate Vice Chancellor for IT

Standard 8: Physical and Technological Resources

Peter Duffy, Associate Vice Chancellor for Facilities Management

Holger Dippel, Interim CIO & Associate Vice Chancellor for IT

Standard 9: Financial Resources

Mark Preble, Vice Chancellor for Administration & Fiscal Services

Tribhuvan Puri, Professor, Accounting & Finance

Standard 10: Public Disclosure

Renee Buisson, Vice Chancellor for University Marketing

Steven White, Professor, Management & Marketing

Standard 11: Integrity

Mary Lu Bilek, Dean of the Law School

Carol Santos, Associate Vice Chancellor for Human Resources

Section 2: Assessment, Retention, Student Success

Magali Carrera, Vice Provost for Academic Affairs

Marlene Clapp, Senior Institutional Research Analyst

Shari Evans, Associate Professor, English

Ed Morgan, Director of Learning Assessment

Beth Anne Viera, Assistant Director of Health Services

SECTION TWO: INSTITUTIONAL OVERVIEW

In academic year 2014-2015, the University of Massachusetts Dartmouth celebrates the 50th anniversary of the groundbreaking for its 710-acre campus. The dramatic campus design, located on the south coast of Massachusetts, was the work of renowned architect Paul Rudolph, then Dean of the Yale School of Art and Architecture. Rudolph was given the opportunity to execute one of the most comprehensive explorations of Brutalism, his signature architectural style, to envision a modernist's educational utopia at the UMass Dartmouth campus.

Our Institution, however, traces its roots to 1895, when the state legislature chartered the New Bedford Textile School (1895-1947) and the Bradford Durfee Textile School (1895-1946) in Fall River. By the middle of the twentieth century, the two schools became the New Bedford Institute of Technology (1947-1962) and, in Fall River, the Bradford Durfee Technical Institute (1946-1957) and then the Bradford Durfee College of Technology (1957-1962), educating engineers, health care workers, teachers, and business leaders. In 1962, the state legislature created Southeastern Massachusetts Technological Institute (SMTI) by merging these Fall River and New Bedford institutions. With a clear public demand for a comprehensive university, SMTI became Southeastern Massachusetts University (SMU) in 1969. The University continued to grow through the 1970s, when its first residence halls were constructed, and through the 1980s, as research and studio facilities came into being. In 1991, a new University of Massachusetts structure combined the Amherst, Boston, and Worcester campuses with Southeastern Massachusetts University and the University of Lowell (now UMass Lowell).

The University of Massachusetts Dartmouth provides an active learning and living environment for students to become informed and productive global citizens. With 51 major subject areas leading to bachelor's degrees, 25 master's, 12 doctoral programs, and the Juris Doctor program, UMass Dartmouth offers a diverse array of high-impact educational opportunities for full and part-time students. Programs offered on-site and online are designed to meet the career and personal needs and aspirations of students while engaging our students and faculty with local, national, and global perspectives.

UMass Dartmouth has experienced significant institutional change over the five-year period since its last full accreditation review. In July 2012, UMass Dartmouth welcomed Dr. Divina Grossman as its new Chancellor, and in July 2013, Dr. Mohammad Karim joined the University as Provost and Executive Vice Chancellor for Academic and Student Affairs and Chief Operating Officer, both of whom have brought energy and focus to UMass Dartmouth's goal to become a Doctoral Research institution.

In academic year 2013-2014, the Chancellor and Provost spearheaded *UMassDTransform2020*, a campus and community-wide comprehensive strategic planning initiative to boldly address current challenges, and articulate our Institution's aspirations, opportunities, and goals. Faculty members, students, staff, and administrators undertook an intensive strategic planning process, which considered the complex issues and choices that UMass Dartmouth faces major in the educational and research landscape. Through this process, the University of Massachusetts Dartmouth assessed and re-envisioned its Mission, Vision, and Values to support its educational and research engagement. Our Institution understands its challenges, and as a community of learners, has the resilience and fortitude to innovate and transform into a globally recognized research institution that is distinctive, engaged, and sustainable in an array of dimensions, including academic, infrastructure, and fiscal sustainability. Throughout the University of Massachusetts Dartmouth's interim report, the strategic planning process and the *UMassDTransform2020* plan will be

referenced or cited repeatedly because over the next five years, our Institution will devote its focus and resources on achieving the plan's goals.

SECTION THREE: AREAS IDENTIFIED FOR SPECIAL EMPHASIS

Below is a summary of the progress in response to the Commission's request that our Institution address concerns outlined in the NEASC-CIHE letters of:

November 2, 2010

1. Secure Classification as a Doctoral Research University: Supporting the DRU strategic goal, the University has grown and enhanced graduate education, particularly at the doctoral level, and increased its level of research activity. The University has expanded its graduate program offerings by initiating several new Masters and PhD programs. Overall graduate enrollment has doubled over the last ten years while enrollment in our doctoral programs rose from 52 in 2004 to 266 in 2014. The production of research-based PhD degrees, which is a key criterion for classification as a Carnegie DRU, has increased from 2 graduates in 2004 to 24 graduates in 2014. Expenditures to support research and graduate education have also been significantly increased. Research expenditure rose from about \$17M in FY2003 to over \$27M in FY2013. See Standard 4.

The University has also accelerated its efforts to improve the research infrastructure by renovating and expanding research laboratories. The University spent about \$7 Million in laboratory renovations over the last 3 years. The newly renovated research laboratories are expected to enhance interdisciplinary research activity and better position the faculty as they compete for external research funding. See Standard 9.

2. Strengthen Connection Between Planning, Budgeting, and Communicating with University Community: As discussed in detail in Standard 9, the campus has taken several actions to strengthen the connection between planning, budgeting, and communicating with its constituents. With *UMassDTransform2020* as a road map, the campus will concentrate and consolidate its resources in identified strategic areas. To support those efforts, the campus refined its annual budget process to include a mid-year spending plan and open budget hearings, and updated its Budget and Financial Planning Office website to include prior year financial statements, current year operating budgets, state appropriations requests, and a comprehensive set of quarterly reports. To ensure that the information is understood and utilized, a new Administration & Finance Advisory Group has been established and the website has been expanded to include self-guided training, a glossary, video tutorials, and job aids. See Standard 9.

The campus is also focusing its recruitment efforts by diversifying its student base to include increases in out-of-state and international students (at higher tuition rates). Those efforts, along with strategic investments in advancement and alumni relations, research funding, and distance learning has broadened the campus revenue portfolio and will lead to additional financial stability. See Standard 9.

3. Program Level Assessment: The 2010 NEASC Self-Study also identified the need to develop and/or improve learning assessment processes in other Colleges and areas. Since that time, UMass Dartmouth targeted substantial resources to develop a culture of assessment across the University, with specific emphasis on assessment in the College of Arts and Sciences (CAS) and the College of Visual and Performing Arts (CVPA). The position of Director of Learning Assessment, reporting directly to the Vice Provost of Academic Affairs, was created in 2011 to address the development of learning assessment at UMass Dartmouth. As a result, all departments have learning outcomes, plans for regular reviews that collect evidence of student

learning, and use the information to improve the curriculum. See Part 5: Assessment, Retention, and Student Success.

4. Maintain Financial Stability through Diversification of Revenue: The tumultuous period of recession resulted in sharp decreases in state appropriations. Although partially offset by Federal stimulus funding, the campus—like most public institutions—was forced to rely more and more on student charges. However, the recent “50/50” Plan (see Standard 9) has begun to reverse that trend. Fueled by a two-year, \$100 million increase in state appropriations, the University of Massachusetts System froze most student charges for two straight years. The result has been two-fold: the cost of attendance remains affordable while reliance on student charges has decreased.

May 20, 2013

1. Assuring the Effectiveness of Shared Governance—Faculty Senate Constitution: The initial draft of the Faculty Senate Constitution, reflecting the existing language from the Faculty Federation/Board of Trustees Bargaining Agreement, was created in Fall 2012 to serve as the basis for broader consideration. This document was distributed to all faculty and discussed during general Faculty Senate meetings. During their visit to UMass Dartmouth in October 2012, the Focused Visit Team reviewed the Constitution draft and the Team Report of December 2012 stated that the document needed substantial further development. Responding to this recommendation, further discussions and comments were generated by members of the faculty and senior administration that included specific suggestions for changes to the document. These revisions and suggestions were included in a subsequent draft. In early spring 2013, this new draft was distributed to all faculty and discussed during general Faculty Senate meetings. These discussions resulted in changes of the language as well as the structure of the document. The finalization of the Constitution was to be completed on April 22, 2013. On Friday, April 19, 2013, one of the alleged suspects of the Boston Marathon bombing was identified as a residential student at UMass Dartmouth and final faculty approval was delayed in academic year 2013-2014. See Standard 3.

2. UMass Law School: Progress on ABA Accreditation and Student Success: The NEASC fifth-year review letter gave particular emphasis to the Law School’s progress toward achieving accreditation, specifically its progress on the development of a strategic plan and achieving its goal for student success on the bar exam.

ABA Accreditation: The Law School received provisional accreditation from the American Bar Association (ABA) effective July 8, 2012. Since that time, the ABA has performed a Limited Site Visit (April 2013) and a Full Site Visit (March 2014). In anticipation of the Full Site Visit, the Law School developed an extensive Self-Study and a new Strategic Plan.

Within the Law School, both the Self-Study and the strategic planning initiatives were led by the Institutional Planning and Accreditation Committee (IPAC). The IPAC includes four full-time faculty members, the Associate Dean for Academic Affairs, the Assistant Dean for Administration and Finance, and the Dean. In developing the Self-Study and Strategic Plan, the IPAC engaged in an extensive fact gathering and assessment process covering every aspect of, and including virtually every institutional constituent in the law school enterprise. In particular, the faculty and senior staff participated in five retreats, focusing on issues of importance to the Law School program, including curriculum and experiential education, and the library, technology, and facilities. The new Self-Study was approved at a faculty meeting on January 23, 2014.

The Law School's Strategic Plan (attached) also was approved by the faculty on January 23, 2014. The Strategic Plan is divided into ten areas of priority: Program of Legal Education; Academic Success and Bar Passage; Faculty; Admissions; Student Engagement; Alumni and External Impact; Administration; Library; Technology and Facilities; and Finances. The Strategic Plan sets forth goals in each area of priority and specifies short-, medium-, and long-term plans for implementation of the identified goals. The IPAC is actively tracking the Law School's progress in achieving the identified goals.

The Site Visit Team reported its findings to the ABA Accreditation Committee in September 2014, and the Law School received the decision of the Accreditation Committee in November 2014. The Accreditation Committee described the Law School's Self-Study as "comprehensive and detailed," noting that "almost every major part of the Self-Study contains a concluding section on 'assessment' that sets out perceived strengths and weaknesses, thus providing an ongoing linkage to the Law School's planning process." The Accreditation Committee noted that the Law School's Strategic Plan "calls for assessment of the Law School's implementation and accomplishment of identified institutional goals, including annual reports by faculty committees and staff offices on their progress, followed by discussion and assessment at the end of each academic year by the IPAC and Dean." The Accreditation Committee's conclusions narrowed substantially the areas to which it directed the Law School's and the next Site Evaluation Team's attention, focusing essentially on faculty and staff diversity, technology, bar passage, and finances.

The Law School is scheduled for its next Limited Site Visit in March 2015, consistent with the ABA's normal accreditation process.

Student Success: The Law School Academic Success Program (ASP), directed by a full-time faculty member, is designed to provide services and support to all students, commencing at orientation and concluding only after success on the bar exam. The centerpiece of the ASP for first-year students is the required "One-L" course, which all students take during their first semester in law school. During the 2014-2015 academic year, as a pilot program for all day division students, the One-L course was for the first time integrated directly into the first-year doctoral curriculum. Taught in conjunction with the first-year Property Law course, One-L introduces basic legal academic skills – critical reading, case briefing, outlining, and exam strategies – using doctrine from the Property Law course to demonstrate how such skills are integral to academic success. The integrated One-L experience was assessed by the faculty as a successful curricular innovation and the pilot program was adopted by the faculty for all students effective with the Fall 2015 semester.

The Law School currently meets the bar passage Standard set forth in the ABA accreditation process. Under that Standard, at least 75% of students who graduated from the Law School since provisional approval was received, and who sat for a bar exam, must have passed a bar exam. Currently, 126 students who graduated from the Law School since provisional approval was received have sat for a bar exam; 97 of these students (or 77%) have passed. Further, it is important to note that this percentage tends to increase over time, as students who failed the bar exam on their first attempt become successful on subsequent attempts. In addition, the Law School anticipates improvement over time in its bar passage rates in light of improvement in incoming admission statistics. For example, the mean LSAT score for incoming students has increased by 2-3 points since the time the graduates, who most recently sat for bar examinations matriculated.

Preparing students to pass the bar exam is among the very highest priorities for the Law School. Comprehensively supporting students for success on the bar exam comprises several

components: (1) ensuring the curriculum and bar subjects correspond at an appropriate level; (2) ensuring students have the skills needed to pass the bar exam; (3) introducing students throughout the curriculum to the contours and demands of the bar exam; (4) incorporating a curricular component in the final semester of law school; (5) providing non-academic counseling and financial support for students during the final bar preparation period; and (6) supporting students during the final bar preparation period.

The Law School currently partners with a commercial bar preparation provider to offer our final semester bar preparation course, which is a part of the school's required curriculum. Support continues after graduation in a customized, post-graduate course. The progress of students is monitored with weekly conference calls resulting in individual outreach and assigned tutors for students struggling with mastery of the material. Additionally, students receive monetary incentives for completing necessary work and passing milestones. If graduates meet all of the requirements, they receive reimbursements equivalent to all but \$500 of the cost of the course, a substantial reduction as compared to most commercial bar courses.

Finally, the Law School's commitment to bar preparation is apparent from our Institution's hiring priorities. The Law School is currently conducting a search for a bar preparation professional to join our Academic Success team.

3. Strategic Planning: In academic year 2013-2014, a 42-member Strategic Plan Committee led by Provost Mohammad Karim, completed a year-long Strategic Planning process that culminated in the release of *UMassDTransform2020*, a comprehensive plan that charts the University's course toward the achievement of five major institutional goals and the attainment of the status of a Doctoral Research University by the year 2020. See Standard 2 and Appendices.

4. Common Course Evaluation: As described in the 2012 Focused Visit Report, prior to 2011, each department constructed its own student survey instrument for assessing faculty teaching performance. In 2011, the University and the Faculty Federation agreed to implement a standardized survey, composed of 10 common questions, four contributed by faculty and six by administration. The common student course ratings questions have become accepted as part of faculty assessment. The data are collected by the Office of Institutional Research, which compiles aggregate statistics university-wide and across departments and colleges and distributes reports across academic units. These comparisons allow faculty to place their own student ratings in a larger context, which they are encouraged to do as part of their annual reviews and their applications for tenure and promotion. The Focused Visit team reported in December 2012 that UMass Dartmouth had made tangible progress in its student course evaluation system as well as soliciting student feedback to produce improvement and urged improved efforts to collect and use student input on their education. UMass Dartmouth has taken this recommendation and established student focus groups for feedback on their learning in the new University Studies (Gen Ed) Program, for example. The University also instituted the "*You Spoke. We Listened.*" campaign to inform students how their input from surveys and focus groups is used to implement change and improvements. See Section Two, Assessment, Retention, and Student Success.

In summary, the Provost continues to monitor the progress of the common course evaluation processing and expansion of gathering student input on their learning. Still to be resolved is the question of whether to move the process of student courses to a fully online format. The University, for several years, has used an online product called *CourseEval* to conduct evaluations of its online courses through University Extension. The system has also been piloted for face-to-face courses in several departments. Going forward, faculty and administration will

need to consider whether this type of system should be adopted for all courses and identify resources to support the system.

SECTION FOUR: STANDARDS

Standard 1 – Mission and Purposes

UMass Dartmouth continues to be guided by a Mission that reflects the University's distinctive character and its evolving role, not only in the SouthCoast region of Massachusetts, but also throughout the Commonwealth and the nation. Since the 2010 visit, the University developed a new Strategic Plan, *UMassDTransform2020*, with participation of students, faculty, staff and administrators. (The strategic planning process is described in Standard Two.) The final plan was presented to the UMass Board of Trustees and approved in Fall 2014. *UMassDTransform2020* is guided by the new Mission and Vision that encapsulate our Institution's teaching, learning and research purposes, commitment to the success of all students, and dedication to enhancing the diverse communities it serves.

Mission

UMass Dartmouth distinguishes itself as a vibrant, public research university dedicated to engaged learning and innovative research resulting in personal and lifelong student success. The University serves as an intellectual catalyst for economic, social, and cultural transformation on a global, national, and regional scale.

Vision

UMass Dartmouth will be a globally recognized premier research university committed to inclusion, access, advancement of knowledge, student success, and community enrichment.

The completion of the re-evaluation of the Mission and Vision of the University establishes the parameters for the University's planning and resource allocation over the next five years, including its priority of achieving Carnegie Doctoral Research University (DRU) status, as well as provides a basis for assessment and enhancement of our Institution's effectiveness.

Assessment of progress toward achieving the Strategic Plan's goals will occur annually, with the first formal evaluation taking place in Spring 2015.

Standard 2 – Planning and Evaluation

Planning and evaluation at UMass Dartmouth is ongoing and focused on helping to ensure that the University is both achieving its Mission and making progress toward its institutional goals and objectives. Specific accomplishments since the 2010 report include completion of the campus-wide Strategic Plan, *UMassDTransform2020*; a systematic plan for University Advancement; and a recently initiated update of the Facilities Master Plan.

Planning: Led by Provost Mohammad Karim, a 42-member Strategic Planning Committee composed of faculty, staff, students, and community leaders recently completed a year-long Strategic Planning process that culminated in the release of *UMassDTransform2020*, a comprehensive plan that charts the University's course toward the achievement of five major institutional goals and the attainment of the status of a Doctoral Research University by the year 2020. Planning began in the Summer of 2013. A Strategic Planning Committee (SPC) was formed and completed a detailed analysis of institutional strengths, weaknesses, opportunities, and threats. Following a series of cross-campus breakout group discussions, the SPC developed drafts of updated University Mission, Vision, and Value statements that served as the substantive foundation for the planning process that followed.

The SPC then developed a list of functional areas regarded as institutional priorities, including Undergraduate Education, Graduate Education, Student Experience, Research, and Partnerships. Work Groups were constituted to address each of these areas. In addition, Chancellor Grossman formed two special Task Forces, Fostering Entrepreneurship and K-12 Education. These Task Forces represent two strategic priorities of UMass Dartmouth with respect to its role as an anchor institution in the region. Over much of the next year, the Work Groups, the two Task Forces, and the University's seven Colleges and Schools sought input from various constituents. Each College, School, and major Unit developed its own plan, along with measurable goals, strategies, and proposed initiatives.

The *UMassDTransform2020* campus Strategic Plan that emerged from this yearlong effort reflects both the work of the SPC and the Task Forces, and the synthesis of the results of the multiple strategic planning efforts undertaken by the major academic units on campus. Drafts of this plan were vetted, reviewed, critiqued, and revised in collaboration with key University constituents, including senior leadership, faculty, staff, and students; and external stakeholder groups, including elected officials and legislators, K-12 superintendents, and business and corporate leaders among others. The plan has five strategic goals: (1) Innovative and High-Impact Research and Academic Programs; (2) Integrated Student-Centered Experience; (3) An Active and Engaged University Community Focused on Excellence in Research, Scholarship, and Innovation; (4) Highly Productive Collaborations, Partnerships, and Community Engagement; and (5) Infrastructure and Processes in Support of Excellence.

A substantial investment of time and resources has been made in developing these various plans and strategies and the University has already begun to shift its attention from strategic planning to strategic doing. Metrics have been established to guide the alignment of the financial resources with the Strategic Plan. Assessment of progress in meeting the goals of *UMassDTransform2020* will occur annually beginning in Spring 2015, and appropriate adjustments to the strategies will be made.

In response to UMass Dartmouth's 2003 NEASC focused visit, a Facilities Master Plan was developed and implemented with the assistance of an external consulting firm; the plan was accepted by CIHE as part of the University's 2005 mid-cycle report. Since then, the Office of Facilities Planning, Design and Construction has reorganized as the Office of Campus Master Planning-Capital Projects. In 2014-2015, the Master Plan will be updated through an interactive process that engages members of the University community in developing strategies to achieve the goals of *UMassDTransform2020*. Facilities planning efforts are designed to prioritize campus capital projects and to address pressing facilities needs that are the legacy of \$426.6 million in deferred maintenance, all while preserving the University's capacity to support its operations. See Standard Eight for additional information about the Master Plan.

Financial planning over the past several years has used a comprehensive budget planning model. A budget calendar structures the annual budget development process, and both short- and longer-range budget planning assumptions are constructed, based on revenue estimates from several streams of funding. Representation of the various programs in the budget development process is accomplished through the Deans and Vice Chancellors (the budget planning and review process is described in detail in Standard Nine).

UMassDTransform2020 was explicitly designed to align with the UMass System priorities. UMass trustees have adopted strategic priorities for the five-campus UMass System. Annual reports including the Performance Indicators report to the Board are designed to both reflect progress toward campus goals and system-wide strategic priorities. These annual reports are

supplemented by periodic reviews, such as the Chancellor's Five-Year Performance Review and regular updates provided to the Board of Trustees by the Chancellor and Provost. Through ongoing engagement with UMass System staff and senior leaders, clear lines of communication and shared expectations help to ensure that campus activities remain aligned with the priorities of both the five-campus UMass System and the University's Mission and Strategic Plan.

The University regularly and systematically evaluates and monitors its progress toward the achievement of its Mission and purposes. The recently completed *UMassDTransform2020* Strategic Plan provides a clear set of goals and objectives, and sets performance targets for outcomes in key areas. Information provided by the Office of Institutional Research and Assessment (OIRA) is supplemented by data gathered by relevant academic units, programs, faculty, and staff, and is used to monitor performance and evaluate progress toward campus goals.

There are three main tools used in the University's ongoing review of its academic programs: Academic Quality Assessment and Development (AQAD), external accreditation reviews, and annual program reviews. Academic Quality Assessment and Development (AQAD), an academic program review mandated by the UMass Board of Trustees and implemented independently on each UMass campus, operates on a seven-year cycle to evaluate program quality and effectiveness and identify strategies for improvement.

When appropriate, program reviews by external accrediting bodies are used in lieu of AQAD reviews. AQAD reviews include a Self-Study, an external review by faculty from two different institutions, and a final action plan. The campus has now completed two full cycles of AQAD program reviews. Annual program reviews are accomplished through annual departmental assessment reports. Based on verifiable information, our Institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and resource allocation and to inform the public about our Institution. See Section Five, Student Success.

The planning documents and evaluation strategies described above inform institutional priority setting across a wide range of critical issues, including program development, strategic partnerships, operational and capital budgeting, and institutional performance and outcome measurement. The substantial actions made in recent years to update UMass Dartmouth's strategic planning documents and internal evaluation systems have been implemented to gain verifiable information to measure the achievement of our Institution's Mission and purpose, and use the information for improvement.

Standard 3 – Organization and Governance

In response to concerns identified by NEASC following the 2010 accreditation review and in subsequent communications, the development of a Constitution for the Faculty Senate has been a deliberative process undertaken throughout the past two years. The final result is a document that all faculty members have had the opportunity to contribute to and review. The document was ratified by a vote of all eligible faculty members in April 2014. The Constitution has been sent to the Board of Trustees for approval.

This document arose from extensive discussions involving the Faculty Senate and campus senior administration. The previous Senate Constitution, lightly modified from the Federation/Board of Trustees Bargaining Agreement, was used as a starting point for discussions at Faculty Senate meetings throughout the Fall of 2012. Several iterations of drafts and discussion generated requests for additional items to be considered for inclusion in a new Senate Constitution, as well as a number of specific suggestions for changes to the language. The Constitution now includes a

preamble, which explicitly states the rights and responsibilities of faculty in shared governance, while clearly separating the responsibilities of the Faculty Senate from those of the Faculty Federation contract. It also articulates the importance of shared governance, and summarizes those matters for which the faculty, through the Faculty Senate, have primacy. In addition, the description of some of the Senate committees was expanded and the text was rearranged to provide more clarity regarding the role of these Senate committees. The document also provides more clarity regarding the role of the Senate committees in shared governance. The details regarding committee memberships and Senate procedures are elaborated upon in a separate By-Laws section. This rearrangement provides flexibility for the Senate to restructure its committees and other bodies as needed without the requirement for constitutional amendments. Two other significant additions are the provision of a clearly articulated mechanism by which the recommendations from the Faculty Senate Committees are forwarded to the University Administration for action, and the addition to the Senate's responsibilities to review and make recommendations regarding the resources provided for teaching and scholarship.

The outcome has been a process by which the entire faculty could contribute to the development of a new Senate Constitution. This has resulted in a document that all members of the faculty have had the opportunity to review and discuss openly. This document has been approved by Faculty Senate with no dissenting votes and, following the procedure prescribed in the

Constitution for Constitutional amendments, was put to a ratification vote by the entire faculty membership at the University of Massachusetts Dartmouth.

These discussions regarding the development of a new Senate constitution demonstrate a renewed interest and demand from the faculty to engage with the University's administration on campus governance issues. This engagement from the faculty has been reciprocated by the administration of Chancellor Grossman, with the inclusion of the Faculty Senate President as a member of the campus Cabinet and Leadership retreats, as well as faculty leadership on all the working groups that developed the University's new Strategic Plan. Faculty are now actively sought as members of search committees for administrative positions and to participate on committees that undertake periodic reviews of Deans, Administrators, and Centers.

Additionally, they serve on working groups and committees focused on enrollment, retention, research and innovation, as well as other topics/issues that are critical for the achievement of our Institution's Mission.

Assuring the effectiveness of the University's organizational structure and governance, the Faculty Senate Constitution efforts and resulting document have improved participation in shared governance of our Institution and promotion of communications that has effectively positioned our Institution to achieve its strategic goals.

Standard 4 – The Academic Program

Since the 2010 Self-Study and NEASC review, changes in the academic program have been shaped by the University's continuing involvement as a public research University with global impact. Both high-quality education, and faculty and student engagement in research and the community, remain core to its Mission and Vision. Undergraduate degrees are offered in the liberal arts, sciences, and the performing arts, as well as in professional programs in engineering, nursing, business, and visual arts. Supporting the University's goal of becoming a Doctoral Research University, master's and doctoral-level programs have expanded (see Graduate Programs below). Overseen by the colleges and departments, undergraduate and master's-level graduate degrees are also offered through University Extension (UE), UMass Dartmouth's

renovated continuing education unit. The distribution of credit hours by college, program and major, as well as enrollments in concentrations, is provided in the Data First Tables.

Academic oversight continues to be a collaborative endeavor of faculty and academic administration in which proposals for new programs and program additions (e.g., concentrations, minors) or revisions, as well as new course proposals, are subject to established review and approval procedures. More recently, the UMass President's office has intensified its review and monitoring of undergraduate and graduate curricula, including new academic programs and additions or revisions to degrees. New degrees require not only the approval of the UMass Board of Trustees, but also that of the Massachusetts Board of Higher Education (BHE). These policies and procedures apply to all academic programs and courses, regardless of the location or mode of delivery, including those programs offered by UE. The multiple levels of review and approval assure coherence in academic program goals, learning outcomes, and major and degree structure, as well as appropriate breadth, depth, continuity, sequential progression, and synthesis of learning. New course proposals are also monitored to assure that the federal credit hour requirements are met. The Provost's new *Academic Procedure* website provides comprehensive information about these procedures. Requirements for all programs appear in the catalog; all programs also publish learning goals as shown in the appended Series E tables.

Since the 2010 NEASC review, UMass Dartmouth has hired a Director of Learning Assessment to support learning assessment practices across our Institution. Departmental assessment plans for majors/concentrations enumerate learning outcomes and identify the means by which outcomes are to be assessed. The College of Arts and Sciences, which was identified as weak in this area, has developed a robust learning outcomes assessment program that is supported and overseen through the Dean's office. Information from assessment is used to improve programs. See Section Five, Student Success.

Our Institution's ongoing off-campus programs are monitored by the Colleges to meet the standards of quality of our Institution and the Commission's Standards and Policies. In the past three years, new off-campus sites have been launched and reviewed by NEASC-CIHE for approval.

Undergraduate Degree Programs: UMass Dartmouth's undergraduate degree programs include 52 baccalaureate programs in specific disciplines as well as interdisciplinary studies. New undergraduate degrees include the BS in Data Science and BS in Bioengineering. Other degree programs have been updated. For example, the Charlton College of Business has developed concentrations in entrepreneurship and leadership in the Management degree option, to expand the skills and competency of their students. Undergraduate programs are designed to give students an expansive introduction to broad areas of human knowledge and methods of inquiry through University Studies (general education) courses, as well as the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area.

General Education: As noted in the 2010 Self-Study, a Director of General Education assumed responsibility for overseeing program assessment processes and developing revisions to the program. The Integrated Student Learning Outcomes statement, approved by the Faculty and Student Senates, has been renamed the Commitment to Student Learning; it integrates liberal education into all majors to provide students with the critical thinking, communication, and problem solving skills to adapt to a rapidly evolving job market, while also giving them the perspectives and habits of mind to lead reflective and engaged lives. See Section Five, Student Success for description and assessment information about University Studies.

Graduate Degree Programs: Consistent with the declared strategic goal of becoming a national Doctoral Research University, the University has focused on the development of graduate programs at the master's and PhD levels, and has been actively identifying areas with high need and the potential for rapid growth. Since the last NEASC report, the University launched four doctoral and four master's level programs: the EdD/PhD in Educational Leadership, the Doctor of Nursing Practice, a multidisciplinary PhD in Engineering and Applied Science, a PhD in Chemistry and Biochemistry, and the MS in Data Science, MS in Healthcare Management, MS in Technology Management, and MS in Accounting. The University is developing new degree programs including PhD programs in STEM Education, Integrative Biology, and Business Administration.

All of UMass Dartmouth's current PhD programs are research-oriented programs that require a qualifying exam, a thesis proposal defense, and a doctoral dissertation. All master's programs have a required capstone experience through which students must demonstrate mastery of subject material at a level advanced beyond their undergraduate degree. Most master's programs have thesis options for students focusing on research, and non-thesis options for students pursuing professional practice. Institutional support for graduate programs, particularly in the form of new and renovated research and graduate student space, has significantly increased. Graduate fellowships as well as teaching and research assistantship support for graduate students have been increasing at a steady rate since the last NEASC accreditation report. The University now offers Distinguished Doctoral Fellowships, Distinguished Art Fellowships, and Doctoral Fellowships; \$246,000 was awarded in FY14. In an effort to bring graduate student support closer to the national average, stipends for TAs and RAs have been raised from a minimum of \$6,000 in FY09 to a minimum of \$8,000 for master's level students, and in some disciplines to \$16,000 for doctoral level students who serve as teaching fellows. Institutional support for Teaching and Research Assistants rose from \$1,140,182 in FY09 to \$1,615,348 in FY14.

Online Degree Programs: Our Institution has expanded its online program offerings by adapting programs in Business Administration, Liberal Arts, Nursing, Political Science, and Women's and Gender Studies to a degree-completion model. These are not offered as full online degrees. Currently two graduate programs, the Master's in Public Policy and the Master's in Business Administration programs are fully online; the Master's in Computer Information Science will initiate in Spring 2105. Student matriculation in online degree programs has increased substantially since the last review, but overall enrollment is still small, as shown in the following table.

Table 4.1
Online Degree-Seeking Student Enrollment

	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14
Undergraduate	6	20	81	110	219
Graduate	0	4	17	30	36
Certificates	3	39	79	70	79
Total Enrollment	9	63	177	210	334
% Increase		700%	280.95%	18.64%	59.05%

Offered through the University Extension, the continuing education unit, online programs are overseen by the departments and colleges and maintain the same learning outcomes, and are

subject to periodic evaluation, as are the corresponding programs from which they were developed. An array of online support services, such as tutoring and academic advising, is provided to online students.

As graduate education and research has grown, the Office of the Associate Provost for Graduate Studies and Research Development was split into two separate offices in 2013. The Office of the Associate Provost for Graduate Studies now oversees the development and administration of all graduate programs, while the Office of the Vice Chancellor for Research and Economic Development is tasked with growing the University's research enterprise and enhancing its role as the economic engine of the region. This new structure provides administrative support commensurate with the University's strategic goals. The Graduate Council and its subcommittees, with oversight and support of the Associate Provost for Graduate Studies, continue to develop and improve graduate program leadership and oversight. For example, a review of student progress to degree discovered that there were numerous cases of waivers beyond the six-year limit for Master's and MFA degrees, and seven-year limit for the doctoral degree. Analysis of the data indicated, however, that many students who finished coursework in the timeframe but not the degree did quite well with their theses or dissertations. This resulted in a revision of the policy by the Graduate Council, after extensive discussion, to clarify that all coursework must be finished within six years of being accepted to the program; approval by the Graduate Studies Office is required for all waivers. A similar review, analysis, and discussion led to the revision of the academic sanctions policy for graduate students as well.

New academic programs and administrative alignment support *UMassDTransform2020's* goals of providing high-impact student-centered academic programs and achieving Carnegie Doctoral Research University Status, fulfilling the Mission and purpose of our Institution. Comprehensive descriptions of academic program approval procedures and resources for faculty and staff found on the *Academic Procedures* website ensure that our Institution works systematically and effectively to plan, provide, oversee, and secure the academic quality and integrity of its academic programs and the credits and degrees awarded.

UMass Dartmouth has made significant progress in evaluating the effectiveness of its academic programs during the past five years. All departments have defined learning outcomes for programs and plans that assure data on student outcomes are collected and used to understand how and what students are learning. The results of systematic assessments such as the system-level review processes, external accreditation reports, annual updates of departmental assessment activities, and re-envisioning of general education have been used to inform curriculum and improve the academic programs. See Section Five, Student Success.

Standard 5 – Faculty

Our 2010 report identified three key faculty priorities necessary to support our goals for enrollment growth, expanded graduate programs, and Carnegie DRU status: the alignment of enrollment growth with appropriate faculty recruitment and hiring; the importance of improved assessment processes to support faculty growth; and improved structures to support faculty.

Faculty Recruitment and Hiring: The number of full-time and part-time faculty has stayed relatively constant over the past six years. There were 26 new full-time faculty hired for Fall 2014, and over a third of the tenure-track faculty were recruited in the last seven years. While the trend at many universities has been to increase reliance on part-time faculty, after reaching a peak in Fall 2012, the number of part-time faculty at UMass Dartmouth has decreased, and will further decline with the planned hiring of additional full-time lecturers in the English and

Mathematics departments, a strategic initiative to provide stable employment for excellent non-tenure track faculty in order to improve quality and consistency of instruction and additional advising capacity.

The focus has now become how to manage this process of replacement in ways that further the University's goals. A large percentage of the faculty is at or expected to reach retirement age in the next five years, and replacing them provides a major opportunity to reshape the intellectual capital of the University. Concurrent with the emphasis on strategic hiring, the process has been centralized to a significant degree, giving the Provost and the Deans the ability to reallocate lines across departments and colleges. Departments cannot necessarily expect a replacement when a faculty member retires or resigns. Instead, lines freed by faculty departures are considered collectively at the Provost's and Dean's level and may be reassigned to programs that best further strategic priorities. For example, two cycles of interdisciplinary faculty cluster hires in the area of computational science and engineering and in data science yielded a net of five new faculty in four different departments. These hires laid the foundation for new BS and MS Programs in Data Science.

The table below illustrates the faculty composition over the past six years.

Table 5.1 – Faculty

Year	Tenure System			Non-Tenure System	TOTAL	% Tenure-System	Part Time Lecturers	New Hires	Sabbatical Leaves	Student - Faculty Ratio
	Tenured	Tenure Track	Total							
Fall 2009	219	88	307	62	369	83.2	219	16*	12	18.4
Fall 2010	222	98	320	55	375	85.3	269	24*	16	18.9
Fall 2011	220	88	308	72	380	81.1	256	13*	14	18.6
Fall 2012	227	76	303	72	375	80.8	285	12*	16	18.4
Fall 2013	229	73	302	74	376	80.3	247	25*	18	18.3
Fall 2014	219	85	304	74	378	80.4	235	26*	16	18.7

* does not include librarians

While the student-to-faculty ratio, based on full-time equivalency (FTE) for all faculty has remained a steady 18.3 to 1, and enrollment has remained relatively constant, there has been a redistribution of students among majors and colleges reflecting student interest and employment trends. Going forward, hiring processes will need to reflect these changes

Likewise, while the University has been successful in recruiting highly qualified tenure-track faculty, including six who have received prestigious NSF Career awards, working conditions are often below standards at doctoral universities and some of these promising faculty have left UMass Dartmouth. In some colleges, such as Nursing, low compensation levels relative to non-academic employment make these problems even more intense. Our Institution has tried to address this issue with some success by providing out of cycle pay raises as recommended by the Deans and Provost. The Strategic Plan includes steps to address the retention of talented faculty to support research-intensive aspirations as recruitment.

Faculty Support: As the University moves toward DRU status, faculty will be supported to succeed, not only in their scholarly activities, but also in their teaching and other responsibilities. The Office of Faculty Development (OFD) regularly evaluates the support needs of faculty

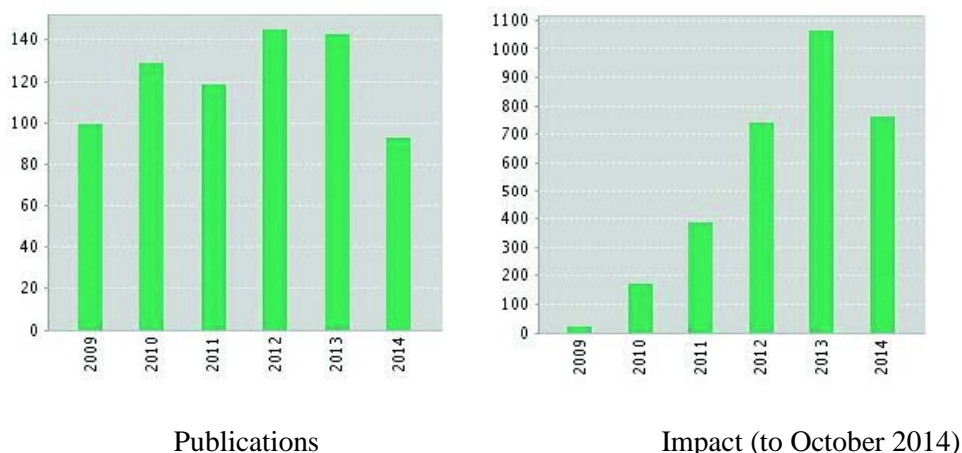
through surveys and uses the information to improve its support programs. The OFD also uses institutional data to address needs. For example, with a growing population of international students, the OFD held a session on the teaching needs of non-US educated undergraduates. Moreover, OFD programming has diversified to include more professional development related to research and scholarship in addition to teaching and learning development. In the latter area, for example, an important development has been collaboration among the OFD, Instructional Development and the Learning Assessment Office. The work of these groups will bring together technology and best-practices in teaching in ways that are accessible to faculty. This year, the OFD is piloting a program to help graduate teaching assistants/fellows develop their teaching skills. The overall number of TA positions has remained steady at 115.5 FTE in 2012-2013 and 112 FTE in 2013-2014. More TA support for laboratory and recitation instruction would be expected to coincide with increasing research activity by the faculty. Consequently, the OFD has provided a substantial amount of programming, and it has been expanding. They sponsored 33 events in 2010-2011, but sponsored 60 or more in the last two academic years.

The University has also continued to invest in faculty scholarship. The Provost's Office has supported \$35,000 annually for faculty travel. In addition, other research enhancement programs were funded—for example, a Multidisciplinary Seed Funding Program (\$150,000) and a Summer Research Fellowship Program (\$60,000). The Deans also continue to provide support for faculty travel as budgets allow.

Administrative support for scholarship and research has also improved. The University has elevated research administration to include a new position, Vice Chancellor for Research and Economic Development. Further, the Office of Research Administration (ORA) has been redesigned as the office of Sponsored Projects Administration and a new director has been hired. The University has made infrastructure improvements as well, investing \$12M to renovate 15,000+ sf of laboratory space for research, completing the \$48M renovation of the Claire T. Carney Library, and launching the design phase of a \$45M building on the SMAST site. While there have been increases in overall research support and improvements made in research administration and infrastructure, a decline in external sponsored research funding at the national level during the past five years is a concern that is reflected at the University. A key initiative in the near term will be developing strategies to enhance external grant funding.

Evidence of faculty scholarship and creative activity includes publications, funded research, patents, and artistic performances and exhibitions. Recent productivity in publications is shown in the figure below and impact of this work is through citations that are tabulated also shown.

Figure 5.1



A cornerstone of the *UMassDTransform2020* plan is that University will be recognized globally, nationally, and regionally for impactful research, scholarship, and innovation. To fulfill our Institution's Mission and goals, the University will recruit, retain, and enable highly qualified faculty and staff to expand the research enterprise and foster research-based economic innovations. Faculty hiring will be strategic to initiate and build graduate/research programs with high enrollment and external funding potential. Promoting institutional success will require consideration of faculty workload, incentive, and performance models at peer DRUs.

Standard 6 – Students

Since the 2010 Self-Study report and visit, UMass Dartmouth has intensified its efforts to recruit high quality students, promote increased diversity, and to improve and expand services to increase student retention, graduation, and satisfaction with their college experience. Although enrollment growth has been a challenge, the University has been successful in increasing the diversity of the student body, improving retention and graduation rates, and responding more effectively to students' input about their experience and concerns.

Enrollment Services: Admissions, Financial Aid, Registrar

The University of Massachusetts Dartmouth continues to follow a comprehensive admissions process that adheres to the Department of Higher Education standard to identify students who will benefit from the University's resources, but more importantly, experience academic success. The Office of Undergraduate Admissions also provides alternative access programs. Intentional recruitment efforts and determination of appropriate admissions programs demonstrate our Institution's commitment to providing access and support for achieving academic goals. Accessibility of information pertaining to opportunities, experiences, and support for students is continuously addressed in several areas, including recruitment materials, orientation, and the undergraduate catalog.

After a period of significant growth from Fall 1997 to Fall 2010, when overall enrollment jumped from a headcount of 6,366 students to its peak of 9,432, the University of Massachusetts Dartmouth has witnessed a decline in enrollment to 9,053 in Fall 2013, followed by a small increase to 9,111 in Fall 2014. Undergraduate enrollment was recorded at 7,454; graduate enrollment at 1,442; and the Law School at 215 in Fall 2014. As the University approaches Carnegie DRU with a new senior leadership team, there is an emphasis on enrollment growth. Recent efforts have focused on better branding and enhanced media strategies to support the strategic goal of increasing enrollment to 11,600 students by 2020.

Over the past five years, UMass Dartmouth has made progress in meeting the challenge of attracting a talented student body, as shown in Table 6.1 below.

Table 6.1 – Academic Profile of Entering Freshmen

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Average GPA	3.08	3.13	3.16	3.20	3.31
Percent Achieving					
3.00=>	55%	59%	60%	65%	66%
2.51-2.99	33%	30%	32%	26%	27%
2.50=<	12%	11%	8%	9%	7%
Average SAT Scores	1059	1042	1047	1056	1052
75th Percentile	1150	1130	1150	1150	1150
25th Percentile	980	960	945	970	960

The data reveal an incremental but steady trend to higher quality. The improved profile of the student body is attributable to changes that were made in admissions, marketing, and outreach, such as quicker response time from Admissions to applications from high quality students, the hiring of a Vice Chancellor for Marketing, and creation of a marketing team that have improved both branding and the variety of venues for recruitment efforts, including a stronger social media presence.

The University's commitment to access and diversity is illustrated in the Table 6.2.

Table 6.2 – Student Enrollment Profile

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergrad Students	7,982	7,749	7,580	7,562	7,437
Graduate Students	1,320	1,683	1,645	1,648	1,616
Total Enrollment	9,302	9,432	9,225	9,210	9,053
UG Students of Color	15.6%	19.5%	22.6%	25.0%	27.3%
1 st Generation Seniors	55%	55%	55%	55%	55%
1 st Generation Freshmen	44%	46%	44%	43%	42%
UG English Language Learners	5.6%	9.7%	8.6%	8.1%	11.1%
UG International Students	0.4%	0.3%	0.9%	1.5%	1.7%
In State Pell Recipients	22%	30%	37%	37%	39%
% of Need Met	91%	90%	89%	88%	86%

As the table demonstrates, the University is increasing its populations of Students of Color, English Language Learners, and International Students, a result of its efforts to reflect both the SouthCoast region and global populations. In fact, the Fall 2014 data indicate that Students of Color now make up 36% of the freshmen enrollment, 29.6% of graduate enrollment, and 27.9% of students overall. Despite the financial constraints of recent years, the University continues to reach out to lower income students and to meet a substantial proportion of their financial need, of all undergraduate students who applied for financial aid in Fall 2013, 72% received aid and 90% of their need was met. This was an increase from 86% of met need from the previous year. While the absolute number of international students remains quite small, their proportion is increasing exponentially: in Fall 2013, international students made up 1.7% of the University enrollment compared to 0.4% in Fall 2009.

The University of Massachusetts Dartmouth is succeeding in its goal of maintaining a strong student quality profile while also fostering access and diversity. The Office of Financial Aid continues to provide information sessions to high school students and parents, and financial aid workshops for current students. A full program of merit and need-based financial aid awards, as well as loans and college work-study are awarded each year. The Office of the Registrar continues to be the principal office for maintaining all academic records. All paper records are maintained and double locked in a storage room. Beginning in Fall 2014, all records will be stored digitally through Document Imaging.

Retention and Graduation

While the University continues to promote broad access to higher education, it has become more purposeful and focused on data-based decision making to improve retention and the progression to graduation. The success of these efforts is demonstrated in the table below.

Table 6.3 – One-Year Retention Rates, Fall 2009-2013

Cohort Entering in	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
1 st Year Retention - all	70.3%	74.1%	74.2%	76.1%	79.4%
College Now	69.6%	68.3%	76.9%	81.0%	80.0%
Pathways	57.9%	65.0%	67.1%	74.0%	79.8%

Table 6.3 illustrates a continuous increase in the 1st year retention rate since 2010. The one-year retention rate improved from 70.3% for the 2009 cohort to 79.4% for the 2013 cohort. Students in the University's two alternative admissions programs, College Now and Pathways, achieve rates of retention very nearly equal to (and in some cases higher than) the overall student body, attributable to the support components provided by these long-standing successful programs.

Table 6.4 – Six-Year Graduation Rates, Fall 2003 - Fall 2007

Cohort Entering in	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
6-Year Graduation - all	47.7%	48.5%	48.2%	49.9%	49.0%
College Now	28.0%	30.4%	35.2%	33.6%	37.4%
Pathways	44.2%	44.1%	36.5%	34.7%	44.8%

While first year retention has been increasing, the six-year graduation rate has varied only slightly for the past six cohorts, as seen in Table 6.4. College Now and Pathways students' six-year graduation rates are somewhat lower, but as these students enter through alternative admissions programs that restrict the number of credits they may take or require additional preparatory courses, this result is not unexpected.

To provide leadership and oversight for student success initiatives across the campus, the University created the position of Assistant Vice Chancellor for Student Success. Early warning advisory tools such as the MAP-Works advising software and Educational Advisory Board's Student Success Collaborative, a predictive-analytics software system, have been implemented to assist faculty and professional advisors, as well as the Student Affairs professional staff. It is the goal of these efforts to achieve an 80% one-year retention rate and a 55% six-year graduation rate by 2020.

Analysis of data on persistence indicated a need to focus on persistence issues in all of the colleges to address the attrition of 25% of our students between the second and fourth year, with a priority of reducing the 12% attrition rate for the second year. As can be seen in Table 6.5 below, this rate has increased since 2009.

Table 6.5 – First and Second Year Attrition

Cohort Entering in	Fall 2009	Fall 2010	Fall 2011	Fall 2012
1 st Year Attrition	29.7%	25.9%	25.8%	23.9%
2 nd Year Attrition	12.4%	13.7%	15.0%	12.6%*

*preliminary

In response to this trend, the University is supporting academic initiatives to develop a sophomore year experience across all colleges. The AVC for Student Success is spearheading this initiative, and seed grants have been awarded to each undergraduate college to support

college-specific efforts. Two events were planned for AY2014-2015, a “Sophomore Jump” kick off event for the fall semester, and a major fair held in Spring 2015. Data on student participation in these events will be tracked; metrics will include persistence to the junior year, academic standing, and declaration of major (for undeclared students).

Student Services

Recognizing that UMass Dartmouth students are diverse in both their characteristics and developmental needs, the Student Affairs division annually administers an undergraduate Student Satisfaction Survey to solicit students’ opinions on the effectiveness of campus services, as well as academic support and student engagement programs intended to improve student success. Response to the survey feedback is further refined to provide feedback by student demographics to specific offices and colleges in order to improve services that address the needs of both undergraduate and graduate students, students on campus, online students, and students at the Law School. Improvements to these services in response to the surveys and other student input include:

- Relocation of the Career Development Center to the first floor of the Campus Center to improve access and hiring of a new Internship Coordinator, a change that resulted in a 67% increase in the number of students engaged in internship from 2012-2013 to 2013-2014, including 300 paid internships;
- Services to address specific student populations, including commuter students and Veterans;
- Restructuring the Women’s Center as the Center on Women, Gender and Sexuality to embrace the LGBTQ community; in Fall 2014, the Center received a \$300,000 grant to enhance violence victim-assistance support;
- Creation of a Graduate Student Senate;
- Improvements to the Student Conduct Policy in compliance with changes in the law regarding sexual assault and the appointment of a new Residential Conduct Coordinator.

Since 2010, the University’s efforts in enrollment, retention, and student services have yielded substantial success. While enrollment has decreased slightly, the quality of students the University is able to recruit has improved in terms of GPA; the enrollment of Students of Color has doubled since 2009; and international student enrollment increased significantly. Despite severe budget restrictions, the Financial Aid Office provides aid to 72% of all students and meets 90% of their unmet need. UMass Dartmouth continues to provide broad access and foster diversity.

UMass Dartmouth’s retention target for first year student retention is 80%. This is an attainable goal that builds on the success in first year retention over the past five years. Similarly, the six-year graduation rate target of 55% builds on improvements in that time frame. UMass Dartmouth will continue to focus on services tailored to specific populations, increase the availability of paid internships, and respond thoughtfully to students’ needs and concerns.

UMass Dartmouth systematically reviews the effectiveness of its admissions, retention, and student services activities on an ongoing basis. Admissions targets are set with appropriate input from the colleges and departments, and the success of these efforts is monitored. Numerous initiatives support student retention and graduation, and planning for and evaluation of these initiatives is broad-based. The information gathered through these assessments is used to revise goals and improve their achievement.

Standard 7 – Library and Other Information Sources

Library Services continue to play a central role in campus discourse, learning, and scholarship. The physical Library services, resources, and staff include the Learning Commons and the Scholarly Commons, three computer instruction labs, archives and special collections, a wide array of books and journals, and a well-qualified staff available to assist users. The Office of Faculty Development, Honors Program, Photographics, Web Services, and much of Computing and Information Technology Services are also located here, providing easy service coordination without significant duplication. The Library supports key aspects of the University Mission and contributes to the goals of the University Strategic Plan and the Library's "Growing Forward" plan to support the high-impact and engaged learning of the students and promote scholarly research and creativity. Primarily serving University students, faculty, and staff, it is also open to the public to serve the regional community.

Since the 2010 Self-Study, the renovation and expansion (by some 28,000 sq ft.) of the Claire T. Carney Library has been completed. Its success is reflected in the nearly 400% increase in "high use hour" counts and high student satisfaction rating, 75% Satisfied/Very Satisfied on the latest survey. Noteworthy changes include reservable group study rooms, improved Learning Commons/Scholarly Commons, Digital Media Center, Veterans' Reading Room, designated graduate study space, meeting and presentation spaces, and café. Library collections and services also have a digital place, with over 95% of the journal collection online, an increasing number of books, and participation in the Boston Library Consortium (BLC), joint e-book purchasing program, and providing 24/7 access to those and other information resources. The Library has 438,887 books, 2,000 linear feet of archives and manuscripts, and has access to 56,000 subscription-based online reference sources and journals. Liaison librarians work with faculty to develop collections and services to support the academic programs. As electronic journal collections (such as JSTOR) are purchased, the print journal collection is evaluated and reduced. The Library has membership in the BLC, Massachusetts Commonwealth Consortium of Libraries of Public Higher Education Institutions, the Northeast Research Libraries, and the Massachusetts Board of Library Commissioners. Users have access to web-based interlibrary loan, and BLC and Massachusetts Virtual Catalogs. Interlibrary loan articles are delivered to the requestor's desktop.

The "Library As Place" -- the physical location: building, collections, and services the patron comes to use -- is complemented by "Librarians Everyplace" -- online resources and services, plus librarians integrated into the teaching and research (including data management) of the Colleges and Schools. The Librarians provide students with instruction in the use of its resources appropriate to the level of their degree programs and their field of study. Academic librarians assigned to various disciplines are available for both formal instruction sessions and one-on-one support. The Library supports online learning and the learning management system with subject and course guides, customized online tutorials and streaming video, and access to electronic resources. It provides access to its collections through the Ex Libris Alma system, using Primo as the primary discovery tool. Users can search for reserve materials by course, instructor, or department, and access them through the "ERES" and Primo systems. Electronic databases are available through subject and alphabetical lists on the website and through the discovery system.

The Dean of Library Services reports to the Provost and serves on the Provost's Deans' Council and the Chancellor's Senior Leadership Team. The Dean chairs the Library Advisory Council (internal), sits ex officio on the Faculty Senate Library Committee, and meets regularly with the Student Government Library Research and Technology Committee Chair. There are

13.5 librarians, 3 professional staff, and 14 paraprofessional staff. In addition, the Law Library has 6 librarians (including Director) and 1 staff. Librarians' qualifications continue to meet high standards and their instructional and academic roles remain unchanged. The Library has established policies and procedures that promote compliance with copyright laws and adheres to the privacy and confidentiality laws and policies of the Commonwealth of Massachusetts and the American Library Association.

Computing and Information Technology Services (CITS), part of the Division of Academic Affairs housed in the Library, supports technology for the UMass Dartmouth community. Possessing a strong service culture coupled with a flexible team-based organization, CITS is led by the Associate Vice Chancellor for Information Technology/Chief Information Officer, who reports to the Provost and serves on the Chancellor's Senior Leadership team. The IT management team includes the Assistant Vice Chancellor for Academic Technology, the Executive Director of IT Service Assurance, the Director of IT Development, and the Director of IT Infrastructure. Approximately 45 IT professionals form 8 function-based teams and participate in 4 cross-function teams. Each team has both a service mission and a specialized technology focus, described in the CITS Service Catalog.

CITS provides the infrastructure, faculty training and support, and student support services that enable student access and success both online and in the classroom, and are integrated with library services, supporting the teaching, learning and research environment. There are now 95 technology-enabled classrooms, 10 of which are equipped with lecture capture capability. The Faculty Instructional Laptop Program (FILP) continues to provide laptops to faculty with a three-year refresh cycle. There are approximately 400 computers in CITS-managed labs and computer classrooms for teaching, also refreshed every 3 to 4 years, and a standard software suite is upgraded annually. The Mobile Computing Lending Program (MCLP) lends computers and projectors to enhance access. The Learning Commons includes two collaboration rooms that may be reserved for student use.

The Instructional Development (ID) Team provides training and support for instructional technologies across all teaching/learning environments (face-to-face, blended and fully-online classrooms), using the Blackboard Learning Management System. Faculty also have access to SafeAssign, a web-based plagiarism detection service; to IClicker classroom personal response systems; and a suite of instructional technology tools and applications, including room based and personal lecture capture, video and audio editing, and Open Educational Resources (OER). The ID Team and the Provost's Office collaborated to establish Best Practice Awards, recognizing each year innovative use of technologies and assessment in online/blended teaching. Since 2011, the Teaching and Learning Conference has showcased those faculty efforts, along with keynote speakers and technology exhibits.

CITS partners with administrative offices to provide training on the PeopleSoft administrative applications. Students receive training on the student system COIN during Orientation. Integrated help desk services are available during Library hours at the newly created Learning Commons Service Desk and at satellite locations. ResTech is available to students in the residence halls for technical support. The Faculty and Staff IT Service Center offers support for technology issues. Scanning support for exams, surveys, and document images is available.

The UMass Dartmouth Responsible Use Policy, email communications policy, and a link to University of Massachusetts system policies, procedures and security guidelines are provided to each member of the campus community upon receiving a UMassD Logon and again at the beginning of the academic year. Our Institution's information technology needs are supported

through its primary administrative systems and the desktop suite. The Office of Institutional Research and Assessment makes significant data resources available, and campus representatives participate in the UMass Business Intelligence Cabinet that works to improve reporting and analysis tools for the administrative systems.

UMassDTransform2020 outlines objectives for developing library-based spaces, resources and services that appropriately meet 21st century undergraduate, graduate and community teaching, scholarship and learning needs, and for creating an "IT savvy" 21st century campus community. Strategies and tactics proposed for meeting these objectives and the recognition of the role of the Library and instructional technologies in their achievement inform strategic and operational decisions in developing library and instructional technology services.

In terms of instructional technology infrastructure, for face-to-face classes, UMass Dartmouth established a standard classroom technology configuration and then renovated and equipped nearly 90% of its primary classrooms. The ID Team has worked with faculty to introduce personal response systems (clickers) and has piloted a lecture capture system. All instructors have access through UMass Online to the Blackboard learning-management system and other online tools for face-to-face, blended, and fully online courses. In addition, the campus is piloting ePortfolio systems and integrating Web 2.0 tools such as wikis and blogs into its courses and programs. The Library and CITS provide on-call support for faculty using the classroom technology (via a phone in every classroom), as well as the underlying infrastructure support. The ID team works with faculty from a pedagogical perspective across the range of in-class and online instructional technologies.

The expansion and renovation of the Claire T. Carney Library building has supported the increased utilization and impact of its Library, information resources, and services. Evaluation findings of usage and needs have led to several initiatives to facilitate greater student use of the Library. To support the University's Mission, the Library will continue to increase its involvement with research data management, and a new Engineering and Data Services Librarian was hired to support this new initiative. The effectiveness of the Library's facilities, services, and programs is assessed on a cyclical basis through surveys of patrons; results are used to improve the effectiveness of these services. CITS collaborates effectively with the Library to provide information technology instruction, support and resources, assessing its services and programs and planning improvements as appropriate.

Standard 8 – Physical and Technological Infrastructure

Since the 2010 NEASC review, the addition of the Law School, the launch of the Facilities Master Plan, and upgrades to IT capacity to improve security, redundancy and the user experience are the most significant changes that have transpired.

University Facilities and Locations: UMass Dartmouth's 710 acre campus consists of 15 academic and support buildings, 26 residence halls for 4,500 resident students, and 31 parking lots. The majority of the academic facilities were constructed before 1975. Other locations include the School of Marine Science and Technology and the College of Visual & Performing Arts (STAR Store), both in New Bedford, and the Advanced Technology and Manufacturing Center and University Extension Center, both in Fall River. The University of Massachusetts School of Law Dartmouth, opened in 2010, is approximately 2.8 miles from the University's Main Campus. UMass Law is the first and only public law school in the State. The three-story, 75,000 gsf steel and masonry structure is sited on 8.5 acres and includes 321 surface parking spaces. The School's facilities include classrooms, lecture halls, quiet study spaces, legal clinics, mock court rooms, offices, dining areas and a Law Library.

Technology Infrastructure: UMass Dartmouth's Computer Information and Technology Services division (CITS) maintains and supports the IT infrastructure for data, telephone, and cable TV services to support classrooms, laboratories, research facilities, offices, and residence halls at all campus locations. The cable plant consists of fiber optic (single and multimode) and copper (CAT 3-6) wiring. The campus is connected via a redundant OSHEAN/NEREN fiber optic network with a scalable bandwidth of at least 1Gbps to UMassNet. The system supports all campus locations and provides both WiFi and WiMax technology to provide access to more than 35,000 registered devices. The University's virtualized data center houses 200+ enterprise systems, including the myUMassD portal, web servers, email, collaboration tools, file services, and administrative systems, as well as all security and network supporting technologies for the campus. A natural-gas generator and room-based uninterruptable power supplies provide backup power when power to the campus is interrupted to ensure 24x7 availability of all systems and connectivity.

Technical Integrity and Security: Each member of the campus community must register on the UMass Dartmouth network prior to accessing network services, including Internet, email, file and print services, myUMassD portal, COIN (the student information system), myAlert, and any other IT service. Both at the time a new UMass Dartmouth logon account is issued and at the beginning of each academic year, all members of the UMass Dartmouth community receive an email with the link to the UMass Dartmouth Responsible Use Policy; that link, in turn, provides links to the University of Massachusetts policies, procedures, and security guidelines. CITS has established and enforces a number of procedures and protocols to ensure data integrity and security. State of the art CheckPoint firewall equipment is being deployed to keep up with the increase in network bandwidth, sophistication in Internet threats, and to ensure PCI compliance. Authenticated wireless replaces the need for VPN over wireless. Eduroam provides secure, federated wireless network access for UMass Dartmouth members and visitors from all participating institutions worldwide.

The Facilities Division continues to provide campus support for space planning, programming, design, and construction administration through the department of Facilities Planning, Design, and Construction. Facilities maintenance for all campus buildings is managed through Facility Operations. The recently created positions of Associate Vice Chancellor for Facilities Management and Assistant Vice Chancellor for Master Planning and Capital Projects provide leadership and direction for both the Operations and Planning Divisions respectively.

UMassDTransform2020, the new Strategic Plan, has been followed by the launch of the 2014 Master Plan Update, which serves to facilitate the implementation of the Strategic Plan's goals related to infrastructure and the physical plant. UMass Dartmouth strategically invests its resources through the evaluation and prioritization of critical deferred maintenance, infrastructure, sustainability initiatives, and energy reduction projects. As a result, major projects have been completed or are proceeding to completion to provide an atmosphere conducive to study and research. Examples include:

- **Claire T. Carney Library:** Expansion and renovation project opened in October 2013.
- **Energy Efficiency:** With assistance from the state's Division of Capital Asset Management and Maintenance (DCAMM), the University engaged NORESO, an energy services company, to reduce energy costs; improve building heating and cooling functionality and controls; and reduce the campus' carbon footprint.
- **Research Fitness Center Expansion:** Construction of a \$5M expansion and renovation of the Fitness Center opened in Fall 2013.

- **Laboratory Improvements:** An ongoing \$13M program focused on upgrading existing or underutilized research and teaching laboratories throughout the main campus is underway.
- **Residence Hall Renovations:** Initial renovation phase completed in FY2013; preparation for next phase is underway.

Several projects are in planning stages to further enhance the physical and electronic environments for study, research, and campus security. These include:

- **Security Installation Project:** In the aftermath of the April 19, 2013 event related to the Boston Marathon tragedy, the report of a Special Task Force recommended, “Much of UMass Dartmouth’s surveillance camera system is outdated and should be upgraded.” Current technologies will leverage the Department of Public Safety’s existing resources and provide for more effective campus safety.
- **Classroom, Teaching Laboratory, and Learning Space Improvements:** A \$5M loan through the UMASS Building Authority will support this program. A task force is in the process of reviewing all learning spaces and will provide recommendations on priority projects.
- **Feasibility Study/New Academic Building:** The study will launch in FY15. The new building would address the demand for more flexible classroom and laboratory space.
- **SMAST/DMF Expansion:** The construction of a new “SMAST II” facility and a limited building systems replacement to the existing SMAST I will move into design and construction.
- **Charlton College of Business, Phase II:** A feasibility study will be undertaken in FY14 to verify the projected cost of a 22,000 square foot addition that integrates case study classrooms, a trading floor classroom, and auditoria.
- **Residential–Wireless Network Installation:** Continuing the project completed in FY15, wireless network access will be extended to first year resident halls in FY15.
- **Deferred Maintenance:** UMass Dartmouth has partnered with Sightlines, a facilities asset advisory firm, on the development of an Integrated Facilities Plan (IFP). Consequently, the Number 1 Priority of the FY14 Capital Plan Update is the \$69M in identified basic infrastructure reinvestment.

Technical Infrastructure: UMass Dartmouth provides a reliable technical infrastructure. However, 25 % of the cable plant is the original installed wire, and thus is out of date with current standards and requirements. Wireless coverage is extensive but needs to be expanded. With most computers and mobile devices exclusively connecting wirelessly, the investment requires a strategic balance of wired versus wireless versus digital antenna systems (DAS) infrastructure. Despite being connected to fiber optics networks and having redundancy in the wide area network (WAN) via OSHEAN/NEREN, there is only a single point of entry fiber strand on the lateral to the campus. CITS developed an IT Strategic Plan from the *UMassDTransform2020* campus Strategic Plan. The IT Plan together with UMass system-wide efficiency and effectiveness initiatives provide direction and priority to improvements in data leakage protection and encryption across the entire campus; data center optimization; remodeling of computer labs to promote collaboration; redesign of the student help desk; deployment of a flexible virtual desktop infrastructure; and supporting policy and technical concerns in dealing with “Big Data.”

Over the past decade, UMass Dartmouth has made significant strides in facilities and technical infrastructure planning in order to sustain and enhance the institutional purposes. Processes are in place to assess, evaluate and guide planning efforts, and essential tools that have been brought

into play include the Strategic Plan, Facilities Master Plan, and the UMass System's Five-Year Capital Plan. The development of Technology Planning Council and the reorganization of the Facilities Division will provide organizational structures to continue these improved planning and assessment activities.

Standard 9 – Financial Resources

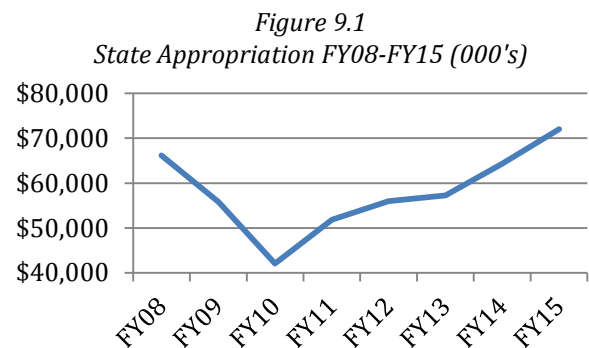
UMass Dartmouth continues to strengthen the link between its strategic priorities and the allocation of its scarce resource. Guided by *UMassDTransform2020*, the University continues to refine its budget process to increase transparency, participation, and executive oversight.

The campus is also beginning to stabilize after the tumultuous period of recession, during which state appropriations and the availability of federal and state grants and contracts were dramatically reduced. Although partially offset by American Recovery and Reinvestment Act (ARRA) funding, between FY2008 and FY2010, state appropriations were reduced by \$23.3M (35%). During that same time, revenue from federal and state grants and contracts also declined by \$5.5M (24%).

To offset the decreases in state funding and the rising cost of tuition and fees, the University system worked closely with the Commonwealth's executive and legislative branches to enact Chapter 38, Section 162(a) of the Acts of 2013, which resulted in significant increases in state appropriations. Referred to as the "50/50" plan, the legislation increased state appropriations to a level where the Commonwealth and the University would share equally in the cost of education (the "cost of education" was defined to exclude certain expenditures in externally-funded research, auxiliaries, and a portion of deferred maintenance). More specifically, the plan provided for an overall increase to the five-campus University system of approximately \$100M over two years (FY14-15). UMass Dartmouth's share was approximately \$15M, bringing the FY15 state appropriation to \$72 million—the first increase over the FY08 level in seven years. See Figure 9.1.

The plan also required the University to freeze in-state undergraduate mandatory tuition and fees at the FY13 rates. Out-of-state and graduate tuition and fees and some auxiliary fees were increased slightly over that period to cover increased costs. Overall, the plan has kept the cost of attendance very attractive and has reduced the campus's reliance on student charges.

Although the "50/50" plan has improved the ratio of state appropriations to revenue generated through student tuition and fees, student charges continue to represent the majority of the total revenues. Accordingly, accurate and timely enrollment projections are a vital component in the annual budgeting and long-range forecasting models. A cross-functional team, co-chaired by the Provost and the Chief Financial Officer, and including staff from Finance, Enrollment, and Institutional Research, carefully monitor enrollment and retention trends to develop five-year rolling projections in all enrollment areas: undergraduate, graduate, full-time, part-time, in-state, out-of-state and international, on-campus, and off-campus and online. Those projections, along with the associated revenues, are reported annually to the University president and Board of Trustees and form the basis of the campuses long-range and annual budget processes.



The Administration & Finance division is led by a full-time Chief Financial Officer who reports directly to the Chancellor. Additional staff—in finance, accounting, budget, and accounts receivable and payable—are managed by professionals who are trained in their respective fields and active in their professional associations.

In FY14, the campus refined its annual budget process to include two important components: mid-year spending plans, which allow colleges and other budgetary units to report and comment on year-to-date budget to actuals and request mid-year adjustments, and budget hearings, which are open to all faculty, staff, and students. In addition to the budget hearings, the Budget and Financial Planning Office has updated its website to include prior year financial statements, current year operating budgets, state appropriations requests, and other budget and financial information. That financial information is aimed at the broad set of internal and external constituents and includes the following quarterly reports:

- Statement of Revenues and Expenses (budget to actual)
- Statement of Net Position
- Selected Financial Indicators
- Enrollment: As Compared to Prior Year
- Enrollment: As Compared to Budget
- Expenses by Natural Classification
- Housing & Residential Education: Revenue and Expense Summary
- Gifts and Endowment Income

The website also offers self-guided training, a glossary, video tutorials, and job aids to assist both frequent finance system users and the general campus community in understanding the budget and financial reporting process. Finally, the campus established an “Administration & Finance Advisory Group,” comprised of major campus stakeholders. The purpose of the group is to increase communication and collaboration between the administrative and other areas on campus and improve effectiveness and efficiency of core business processes. Overall, the new budget processes and new website have increased transparency and participation in the budget process from across all areas of our Institution.

As the campus moves toward attaining Doctoral Research University status, it has naturally increased its focus on out-of-state and international recruitment. There are clear opportunities for growth in those areas: almost 94% of the current undergraduate student population is in-state, with the majority of those students coming from relatively local vicinities.

The campus has also made recent significant investments in alumni, corporation, foundation, and non-alumni cultivation and outreach. Led by a new Vice Chancellor for Advancement, the campus authorized six additional positions to further its fundraising efforts. Those efforts have resulted in significant increases in solicitation and cultivation, including a doubling of the Chancellor’s Circle prospects, and an overall increase of 32% in total philanthropic dollars between FY13 and FY14. In addition, the Alumni and Law School Alumni Associations were reorganized into the Advancement operation, resulting in a more unified, coordinated, and streamlined approach to alumni outreach. Looking ahead, the campus has engaged an estate planning expert, plans to expand its outreach, particularly through the Law School, and enhance its web presence to highlight the impact of giving at all levels.

In the research area, a new position of Vice Chancellor for Research and Economic Development was established to work closely with the faculty, the Office of Research Administration, and Advancement to capitalize on faculty expertise and partnerships with key industry leaders,

federal and state agencies, and philanthropic foundations to identify and secure additional resources for increased academic and applied research. Strategic new faculty hires in high impact areas, and investment in new research laboratories and equipment, are expected to reinvigorate the research enterprise and reverse the recent downward trend in externally funded research.

Finally, although the campus continues to maintain a relatively small market share, revenues from distance learning more than doubled between FY10 and FY14, from \$2.2 million to \$4.5 million. New investments, consistent with *UMassDTransform2020*, in the online space are expected to continue that growth.

While the campus is investing in key areas like enrollment, advancement, research, and distance learning, at the same time it is divesting from certain non-core mission areas like bookstore and security operations. For example, the recent outsourcing of the campus bookstore is expected to increase revenues by nearly \$500,000 over the next five years. In addition, the vendor has committed to a \$500,000 renovation of the facility and a \$75,000 technology upgrade. The change reduces costs, increases revenues, and improves infrastructure—while offering the very latest in text book technology to students.

Following significant decreases in state appropriations, the Commonwealth of Massachusetts has again begun to invest in higher education. As a result, the campus is not only a more attractive financial option for students; it is more financially stable. Further, with *UMassDTransform2020* as a guide, the campus has begun to reshape its future: from procedural changes like a more open, transparent, and participatory budgeting process to specific investments and activities aimed at diversifying its revenue and re-focusing on its core Mission, the campus is on a path to improve its financial condition and position itself for the transformation to a Doctoral Research University.

Standard 10 – Public Disclosure

As a public institution, UMass Dartmouth has a special responsibility to be transparent in the conduct of its activities and to ensure accuracy and currency of published content. Since the 2010 Self-Study, the University’s ability to accomplish this goal has been substantially enhanced.

The appointment of the Vice Chancellor for Marketing and creation of the Marketing Team have brought new emphasis to a comprehensive review of both print and electronic communications and an integrated communications effort to ensure their improvement. The website provides prospective students with access to information they need to make a knowledge-based decision about attending the University. A new format for academic web pages has been developed and information on the pages will be updated annually. Navigation has been updated to be more user-friendly, and there is an ongoing evaluation of the website design to make the site mobile responsive within the next few years. The University Marketing division partners with colleges, divisions, departments, centers, faculty, students, and staff to develop strategic communications plans. The group works to communicate with all constituencies in an effective, honest, and cost-effective manner; communicates and implements design standards across the campus; develops new strategies and reviews existing communications strategies to gauge their effectiveness.

UMass Dartmouth uses a combination of electronic and print media to reach key constituents, including current and prospective students, and their parents and families; faculty and staff; alumni; community partners; governing bodies such as the UMass Board of Trustees (BOT), the Massachusetts Department of Higher Education, the Massachusetts Legislature and Governor, the United States Congress, local boards and commissions; and citizens of the Commonwealth.

Social media guidelines are under development to outline the University's expectations regarding University-approved social media sites and to coordinate information sharing. Particular emphasis is placed on efforts to communicate with students, prospective students, and alumni through Facebook, Twitter, YouTube and other channels. The University's Facebook page has almost 11,000 likes, and the Twitter account has almost 5,000 followers.

Updated annually, the online Undergraduate Catalog is the official document describing academic and educational program offerings of the University. The Graduate and Law School catalogs provide important information online. University Extension, previously the division of Professional and Continuing Education, has its own comprehensive website that serves, in effect, as a catalog for that division providing current and specific programs and offerings.

UMass Dartmouth participates in the Voluntary System of Accountability (VSA) to provide the broadest access to documented statements about the success of students in achieving our Institution's educational goals, as well as information about the total cost of a UMass Dartmouth education, availability of financial aid, the typical length of study, and expected student debt. Rates of retention, graduation, and student success on licensure examinations are published and included in the UMass-wide key indicators (Performance Management System) report.

The Marketing Team and CITS continue to work on improving the functionality and effectiveness of online information on the University website. The information presented is accurate, timely and reflective of the University's goal of transparency. The process for the annual updating of the Undergraduate and Graduate Catalogs continues to be improved. Under the leadership of the Office of the Registrar and the Associate Vice Chancellor for Enrollment Management, the catalogs now have better alignment with the PeopleSoft student information system known as COIN (Corsair Online Information). This alignment will be further refined in AY2014-2015 as course descriptions are imported directly from COIN to the catalog.

To bolster the University's social media presence, activities have focused on presenting a positive, unified brand and providing social media updates from key administrators and official UMass Dartmouth social media accounts. Substantial progress is reflected in positive response and increased engagement from stakeholders.

As the University moves forward, the undergraduate catalog will import course descriptions and program information from COIN (PeopleSoft information management system), resulting in a system that provides for alignment of all curricular information.

Public Accountability is ensured by VSA participation under the leadership of the Assistant Chancellor for Public Affairs and the Director for Institutional Research and Assessment. Currently, the administration is considering alternative means of disseminating the information typically offered via VSA.

The timeliness and accuracy of content posted to the website is being addressed. The Marketing Team and the Deans of the Colleges are coordinating this effort. In AY2014-2015, the review and updating of academic pages for undergraduate programs will be completed, along with a concomitant evaluation of what information can migrate to the myUMassD portal to provide key resources to internal constituents, improving website organization and navigability. Moving forward, cyclical reviews of content accuracy and website architecture and format will be conducted to deliver a mobile-first design and allow for Search Engine Optimization (SEO).

The use of social media at the University and around the world requires that UMass Dartmouth establish a strategic communication plan for social media. In AY2014-2015, the University Marketing Team and the Social Media User Group will develop social media

guidelines and identify key social media sites and outlets that help strengthen relationships internally and externally.

The University's improved strategy to communicate to students, prospective students, and other members of the interested public ensures that its publications, website, and e-communication contain up to date, reliable, and accurate information for these constituencies to make informed decisions about our Institution. It also emphasizes consistency in the campus message and establishes processes for continuous evaluation and improvement using current technologies to meet the information needs of our Institution and its constituent communities.

Standard 11 – Integrity

Since the last Site Visit, UMass Dartmouth has continued to actively pursue high ethical standards and policies and practices that prescribe and facilitate the highest level of integrity, transparency, and fairness. With the enactment of its new Strategic Plan, *UMassD Transform 2020*, the University has reaffirmed its commitment to operate with the highest integrity by adopting transparency and accountability as two of its core values. The Strategic Planning process itself (described more fully in Standard 2, Planning and Evaluation), characterized by inclusion of all stakeholders and painstaking efforts to communicate developing ideas and seek input and feedback, serves as a touchstone for the culture the University strives to cultivate. Across the campus, from the Senior Leadership to the department level, and from budget decisions to outreach efforts, the Plan's goals and values are guiding decisions, generating both the perception and the reality of transparency and order.

As the result of periodic assessments of the policies and conditions, UMass Dartmouth continues to operate within the University system's policies and practices, and maintain an easily searchable Policy on Policies web page that is accessible not only internally, but also to the public. New policies are highlighted on the page for 90 days upon approval by the Chancellor. Since the last report, the University has enacted a number of new policies relevant to this Standard such as a new Grade Appeal Policy as well as a new Hiring Process Manual that reflects the University's commitment to a diverse workforce and fairness in hiring. In addition, some policies and practices relating to faculty and staff have changed through the regular collective bargaining process.

The scope of Standard 11 has changed since our last Report to include prospective students, and our chart has been updated to reflect the University's admissions policies, designed to promote affirmative action, non-discrimination, and fairness in the administration of our admissions practices. The website, including the full graduate and undergraduate catalogs, is accessible to the public and replete with the kind of information that college applicants need to make an informed decision about attending. The Law School, reporting in the format required by the American Bar Association, collects all this information on a single page. Other changes in UMass Dartmouth policy and practice since the last report include required training sessions designed to promote awareness and understanding of, and compliance with, University policy. For example, all users (including students) of our student information system (COIN), are required to complete FERPA training before they can log on to the system. This year, all employees received Conflict of Interest training. Consistent with the spirit of the Clery Disclosure Act and best practices in campus safety, the entire campus community is notified of criminal acts that occur on campus.

As demonstrated above, our Institution subscribes to and advocates for high ethical standards for its students, faculty, staff, through its policies and practices that exemplifies our Institution's values.

SECTION FIVE: ASSESSMENT, RETENTION, AND STUDENT SUCCESS

1. Introduction

UMass Dartmouth is committed to student learning and is developing, implementing, and evaluating integrated assessment plans across the campus.

The 2010 NEASC Self-Study identified some unevenness in program-level assessment across the University, noting that programs with external accreditation were further along in evaluating student learning. To address this disparity, the University has worked on extending and integrating program assessment to all undergraduate academic programs, general education, and student affairs programs and services. Substantial progress has been made at the undergraduate level. With University and College level support, academic programs now integrate learning assessment in the design, implementation, and review of program effectiveness; University Studies, our general education curriculum, also integrates assessment. Additionally, Student Affairs programs have begun the design process and are moving forward with new assessment practices that articulate and evaluate learning outcomes. Initial discussions with graduate program directors are in the beginning stages.

As the University implements its new Strategic Plan, *UMassDTransform2020*, it has rededicated itself to providing the high impact education described in the following statement.

Commitment to Student Learning:

A University of Massachusetts Dartmouth education is a foundation from which graduates continually engage and impact their community, both locally and globally. In all aspects of their lives, UMass Dartmouth graduates skillfully locate, analyze, synthesize, and evaluate information, and can communicate their knowledge effectively and creatively. They have depth in a field of study and broad knowledge across many areas of inquiry, and they continue after graduation to explore and to acquire understanding within and beyond their field of study. UMass Dartmouth graduates think critically and possess the confidence to integrate and apply their learning to solving complex problems. They have excellent interpersonal skills and a sense of purpose. Guided by empathy and integrity, UMass Dartmouth graduates respond constructively to changing personal, professional, and societal challenges in a diverse world.

The Commitment to Student Learning encapsulates student learning outcomes for University Studies, academic programs, and personal growth and development. Coordinated and ongoing assessment development activities to engage faculty and staff at all levels, combined with enhanced support from the Office of Institutional Research and Assessment (OIRA), have produced an emergent culture of assessment. These efforts are described and assessed in the following sections.

2. Assessment

a. University Studies - A New Approach to General Education

In Fall 2009, the Faculty Senate created the Gen Ed Task Force (GETF) charged with revising the existing Gen Ed Program, which had not been revised or updated in over ten years. The GETF included representation from all of the colleges and academic councils worked throughout the AY2009-2010 to review and assess the existing program. During Fall 2010, the GETF developed a revised curriculum, articulated new learning outcomes, and an assessment process to ensure learning outcomes are met. To assure integration of the breadth of study and critical thinking skills of the program, the student experience includes University Studies, required of all students; College Studies that reflect each college's Mission and Vision; and Major Studies that

engage students as scholars within the discipline. To enhance integration of the three components, programs may design discipline specific courses to meet various requirements. For example, while some programs require English courses to meet the Intermediate Writing requirement, such as Technical Communication for some of the Engineering Programs or Communicating in the Sciences for Biology majors, the Chemistry Department has integrated Intermediate Writing into its Introduction to Research course and the Political Science Department developed Intermediate Writing in Political Science.

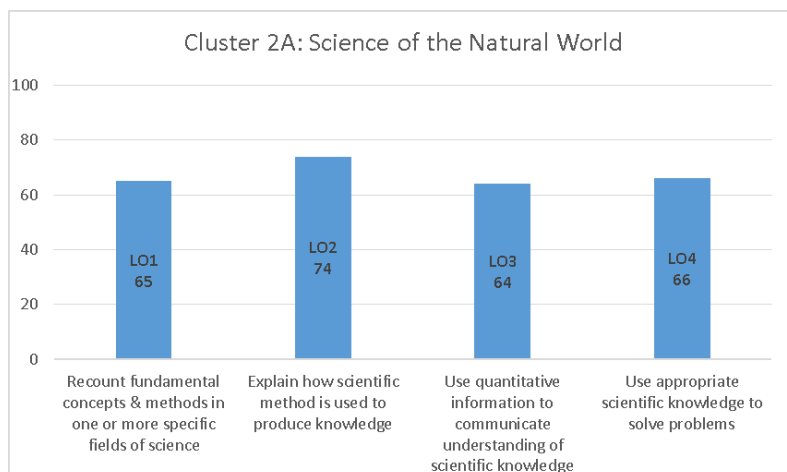
In Fall 2012, University Studies was implemented and is now well-integrated throughout all colleges and all four years of study. Curricular content and learning outcomes are organized into five clusters: (1) Foundations for Engagement: Skills for the 21st Century; (2) The Natural World: Scientific Inquiry and Understanding; (3) The Cultural World: Aesthetic and Interpretive Understanding; (4) The Social World: Humanity and Society; and (5) The Educated and Engaged Citizen: Integrating the UMassD Experience.

The University Studies Program demonstrates the University's commitment to embedded assessment and curricular improvement based on the results of these assessments. Each requirement within the clusters is defined by a set of specific and measurable learning outcomes that courses must integrate in order to be approved for University Studies credit. Course learning objectives not only focus on discipline specific learning outcomes but also integrate skills and capacities that are the hallmarks of a liberal education, such as effective writing, critical thinking, information literacy, analysis and synthesis, and problem solving.

Each cluster in the University Studies curriculum is assessed on a five-year cycle, each starting the process in a different year. Year One focuses on data collection; Year Two on analyzing data, reporting to the Gen Ed Committee, and issuing guidelines for re-approvals for course change that address any problem areas identified through the assessment; and Year Three on reapproving courses in the cluster. Newly approved or reapproved courses are implemented in Year Four and the cycle begins anew in Year Five. These cycles allow for the design, implementation, and review of assessment activities by the Gen Ed Committee, and, more importantly, "close the loop" by identifying adjustments or changes to the cluster curricula based on the results of the assessment process.

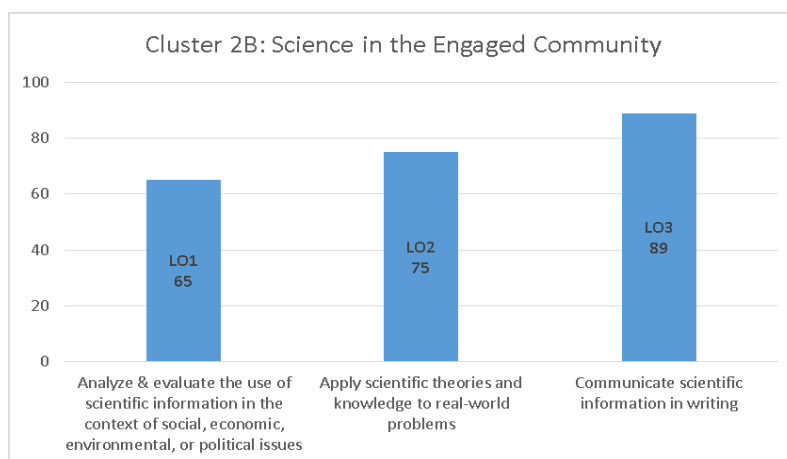
The most recently completed assessment of University Studies was the analysis of data collected for Cluster 2. As documented in the Series E, student progress on each of the related learning objectives was assessed via student work artifacts that showcased students' abilities in Cluster 2. In 2013-2014, the Cluster 2 assessment focused on student work from multiple-choice and short-answer exam questions. There were 73 sections of 32 courses in Cluster 2 offered; however, only 21% of the sections collected and submitted student assessment data. Nevertheless, the reporting sections enrolled just under 1,000 students in Cluster 2A courses and approximately 200 in Cluster 2B. While caution is therefore necessary in reviewing the results of the analysis, some areas for review are indicated. Average student performance in Cluster 2A ranged from 64-74% on the learning outcomes (LO) (Figure 1). This level of performance would fall in the D to C range on most grading scales, indicating the need for a review of curriculum and/or pedagogical practices across all outcomes, but particularly on LO3, using quantitative data in scientific contexts, where the lowest level of student performance was recorded.

Figure 1



In Cluster 2B, the lowest average score was observed on LO1, which involves the analysis and evaluation of scientific information in broader contexts (Figure 2). The level of observed student performance of 65% for LO1 would fall in the D range on most grading scales. In response to these findings, faculty are re-examining the curriculum for these outcomes and exploring alternative methods for teaching them.

Figure 2



Assessment is underway in other clusters. The English department had developed an assessment rubric that is integrated into the evaluation of literature courses approved for University Studies (Cluster 3, The Cultural World: Aesthetic and Interpretive Understanding). Data collected in Fall 2014 will be used to establish benchmarks for use of the rubric.

To augment the curricular assessment that is built into the University Studies Program, the Office of Institutional Research and Assessment (OIRA) collects qualitative data based on student perceptions of their University experience. Each Spring, OIRA holds student focus groups to gather information on different aspects of the University Studies Program.

The first of these focus groups in Spring 2014 explored students' learning in Cluster 2 (The Natural World: Scientific Inquiry and Understanding). Students reported the least progress in learning objectives dealing with communication skills and problem-solving abilities in the sciences, and perceived themselves to be weakest in “Effectively communicating scientific

information in writing.” Students overwhelmingly stressed a desire for course experiences that are about more than just watching, listening, and taking notes, so that they can “get a feel for” what is being taught and see how something can be used in real-world applications. Focus group findings are shared with the Provost’s Office, Deans of the Colleges, and the Gen Ed Committee. The Committee uses these findings in negotiating re-approvals of courses during the assessment process.

Formative assessment metrics such as these focus group findings supplement summative measures of student learning. Both types of data were used in the first annual assessment report for University Studies, and during Fall 2014 the Gen Ed Committee will review the report and focus group findings and use them to direct improvements to the University Studies Program in Spring 2015.

b. Academic Program Assessment

As reported in the 2010 NEASC Self-Study, the Colleges of Engineering, Business, and Nursing have well-developed assessment programs that continue to meet the standards of their external accreditors. Between 2012-2014, the College of Nursing revised its Systematic Program Evaluation Plan to adhere to the standards of the Commission on Collegiate Nursing Education (CCNE), the new autonomous accrediting agency of the American Association of Colleges of Nursing. The College of Nursing revised course learning outcomes and teaching practices as part of its focus on using assessment results to inform practice (Form E1A).

Similarly, the College of Engineering (COE) implemented a system in which learning objectives and student learning outcomes drive curriculum development and revision to meet ABET accreditation standards. For example, based in part on data from the capstone course (CIS 498/499) in the BS in Computer Science Program that showed students scoring below the desired threshold for this outcome (i.e., a 0.80 weighted average across student artifacts, including homework assignments and exams), several curricular changes were put into place beginning in Fall 2013 (Form E1A). More formal and comprehensive experience with the software development cycle was integrated into CIS 280 (Software Specification and Design) to better prepare students for using a defined software process in CIS 498/499. Additionally, enforced implementation and monitoring of the software process used in the capstone software engineering project for CIS 498/499 was implemented. The results of these curricular changes will also be assessed. Similarly, in the MS Program, a new course option (CIS 522 Advanced Algorithms) was introduced based in part on a review of Master’s projects and theses and alumni feedback to improve student skills (See Form E1A).

The College of Business is also currently working with leaders in AACSB International, its external accreditor, to update its Assessment of Learning processes to demonstrate how results are used to improve student learning.

While the 2010 NEASC Self-Study noted the integrated assessments in externally accredited programs, it also identified gaps in learning assessment processes in other Colleges. Since that time, UMass Dartmouth has directed additional resources to support assessment efforts in the College of Arts and Sciences (CAS) and the College of Visual and Performing Arts (CVPA). A Director of Learning Assessment was appointed in 2011. Reporting to the Vice Provost for Academic Affairs, the Director works closely with each College and the Office of Faculty Development to offer support in understanding and building useful and sustainable assessment activities, and to provide professional development activities including best practices presentations led by faculty.

Beginning in Spring 2012, the Director led the a semester-long training for the departmental assessment coordinators that resulted in the development of learning objectives and curriculum maps for all CAS departments.

The following year, the College of Arts and Sciences added an Associate Dean for Undergraduate Studies position responsible for all aspects of undergraduate major program-level assessment. Supported by the Associate Dean, College-Funded Faculty Assessment Coordinators in each department work with faculty to develop program-level learning outcomes and metrics to assess learning within each major. The Associate Dean provides guidance, parameters, and timelines, and assists the departments in their work.

The 16 CAS departments/programs are at different points in the assessment process, but significant progress has been made. For example, the newly formed Crime and Justice Studies Department is in the designing and defining stage: their Curriculum Map and Assessment Planning is underway and clearly articulated student learning outcomes are incorporated in the syllabi for each revised and newly created course. Other departments have already "closed the loop" and engaged in curricular revision, such as the English Department, whose three foundation courses (including a writing course that is also a foundation for the Liberal Arts Major) have been assessed and revised to highlight and support crucial learning outcomes several times since 2005, most recently in 2014. The Economics Department has engaged in curricular redesign and review to evaluate the effectiveness of flipped classrooms, among other things, in their core courses (Form E1A). The Chemistry Department Programs receive feedback on their reports to CAS from both the Associate Dean and the Director of Learning Assessment as they develop and implement "best practices" in learning assessment.

As the College moves forward, it has revised the parameters for the program Assessment Reports to align with NEASC data requirements and criteria of the University of Massachusetts Academic Quality Assessment and Development (AQAD) academic program review process. In conjunction with the Director of Learning Assessment and the Office of Faculty Development, the College has held assessment workshops and brought in assessment leaders to address strategies for effective program assessment. In Spring 2014, CAS initiated a new curriculum redesign grant in order to encourage departments to incorporate assessment and best practices in curriculum design and redesign, specifically targeting courses that reach high numbers of students or have high failure and withdrawal rates. The redesigned courses were implemented in Fall 2014; results to be analyzed and disseminated in Spring 2015. Data gleaned from these projects will be used to make additional curricular improvements. Progress on improvements in assessment in the College of Visual and Performing Arts is described in the section on Learning Assessment Development Initiatives.

c. The Student Experience (Co-Curricular, Applied Learning)

The experiential and growth components of Student Affairs and Academic Affairs programs are integral to the University's Mission and learning objectives and align with the goals stated in the UMass Dartmouth Commitment to Student Learning. The Director of Learning Assessment is currently working with Undergraduate Research, Honors, Study Abroad, Internships and experiential learning activities in Academic Affairs, and with Student Affairs programs. While in the design stage of assessment practices, both are poised to engage in sustainable program assessment work.

While assessment of student learning is an integral part of any academic program, obtaining direct evidence of student personal growth and development is a core challenge for Student Affairs. Instead of requiring students to complete assignments, most departments and programs

in Student Affairs provide services and activities to facilitate and support student growth. Many Student Affairs units, for example Housing and Residential Education, the Career Development Center, Counseling Services, Student Conduct and Dispute Resolution, and the Center for Access and Success, currently survey students about how specific departments and programs have contributed to their learning, development, and growth.

To supplement these surveys, the Associate Vice Chancellor for Student Affairs and the Director of Learning Assessment are leading a team representing each unit within Student Affairs as they articulate developmental and growth objectives, design an engagement activity map, and develop a plan for co-curricular learning assessment by the end of Spring 2015. The emerging Co-Curricular Assessment Plans will make use of a wide range of evidence gathering approaches, including written observations, photographs and interpretive comments, ePortfolios, and audio-visually recorded reflections.

Examples of assessments in progress or in development in Student Affairs include the new Student Conduct and Dispute Resolution Process, the Student Evaluation of Services in the Counseling Center, and the Peer Health Education Program.

The Office of Student Conduct and Dispute Resolution has embedded an assessment of how well students understand and respond to violations of the Code of Conduct. The Student Conduct Process attempts to provide students with time and guidance to reflect upon and take ownership of their own behavior. To determine how well students are able to do this, the Pre-Hearing Conference requires students to articulate, evaluate, and decide upon options for proceeding through the Student Conduct Process. Aggregated student responses to the requirements will allow the team to determine the percentage of students who understand their options, those who repeat violations, and to evaluate the effectiveness of the new process in changing student behavior. Analysis of the data will be used to improve practice.

The Counseling Center conducts a Student Evaluation of Services twice each year that includes several questions that require respondents to reflect upon learning and personal growth. This evaluation provides direct feedback to practitioners, and clinical practices have been adjusted. For example, clinicians developed more effective use of tone and self-disclosures in sessions based on the feedback.

LiveWell is the award-winning Peer Health Education Program of the Office of Health Education, Promotion, and Wellness. Students selected into the Peer Health Education Program must complete a semester long, 3-credit internship experience during which they receive the majority of their subject area instruction. Learning is assessed through online journaling assignments, a small group capstone project, and a reflection paper. Analysis of the artifacts resulted in several modifications to the Peer Health Education Internship Training Curriculum. In-class learning was adjusted to incorporate more facilitated discussion, rather than knowledge transmission. Journaling assignments were modified to include additional situational response questions, and a training session on conflict management and engaging in difficult dialogues. These conflict management sessions will become an ongoing part of the Peer Health Educator Training Process.

The Student Affairs Division employs a variety of measures to collect, analyze, and make use of student feedback. “Conversations That Matter” dinners bring together students, Student Affairs staff, and University administrators for conversations about a range of topics. The Student Government Association (SGA) regularly sponsors forums with students and administrators to hear and address students’ concerns. Beginning in 2007, the annual Student Satisfaction Survey

has been used to gauge students' satisfaction with their classroom and out-of-classroom experiences. The results of these activities have led to improvements in facilities infrastructure, security, and communication with students.

d. Learning Assessment Development Initiatives

In 2013, the Director of Learning Assessment developed the UMass Dartmouth Learning Assessment Inventory. The inventory provides a comprehensive record of the current status of learning assessment practices in University Studies (the general education curriculum) and all academic programs at UMass Dartmouth. The inventory's categories provide a blueprint for identifying programs that have "closed the loop" and use data to drive change, programs that have developed assessment models and are collecting and analyzing data, and those that are in the initial stages of developing assessment plans. It helps our Institution direct resources more effectively toward evidence gathering activities and corresponding faculty development activities.

The 2012-2013 Inventory indicated that one-third of programs of study were focused on defining learning outcomes and designing assessment activities; one-third were working on data collection and analysis; and one-third on using evidence to improve teaching learning activities, redesign courses, revise curriculum, or modify the learning assessment measures themselves. The inventory clearly identified as a priority for 2013-2014 the need for improvement in the College of Visual and Performing Arts' assessment planning. While many departments in CVPA had end of program assessment processes such as portfolios, some were not clearly mapped to articulated learning outcomes. As a result, in Spring 2014, with the support of the Director and Linda Suskie, the external learning assessment consultant who worked successfully with the College of Arts and Sciences in 2012, all departments in CVPA evaluated and revised earlier practices and initiated program-level learning assessment plans that included updated program learning objectives, new curriculum maps, and three-year schedules to sustain learning assessment processes.

Other activities across the University are helping to develop and disseminate replicable assessment models and best practices. The Office of Faculty Development has sponsored speakers and several events in recent semesters on creating measurable learning outcomes, evaluating student learning both in online and face-to-face classes, backward design, techniques for classroom assessment, and using action research to develop teaching strategies. The Provost's annual Teaching with Technology award includes a category for "Best Practices in Assessment in a Blended or Fully Online Course." In addition, our Institution received external funding from the Davis Educational Foundation to support faculty course (re)design and assessment planning.

With good progress in undergraduate program assessment, UMass Dartmouth will turn its focus in academic program assessment to Academic Affairs units that focus on student academic achievement (such as Academic Resource Centers, Tutoring) and graduate programs in 2015-2016, with the crafting of learning objectives, the creating of curriculum maps, and planning to create sustainable systems, as well as continuing to develop a culture of assessment across the University.

e. Additional Assessment Data in Support of Student Achievement

The University's Commitment to Student Learning requires a broad understanding of the student experience. The Office of Institutional Research and Assessment (OIRA) has developed activities to monitor student success in terms of that commitment, including the collection of indirect assessment data. Findings from these assessments are made widely available to the

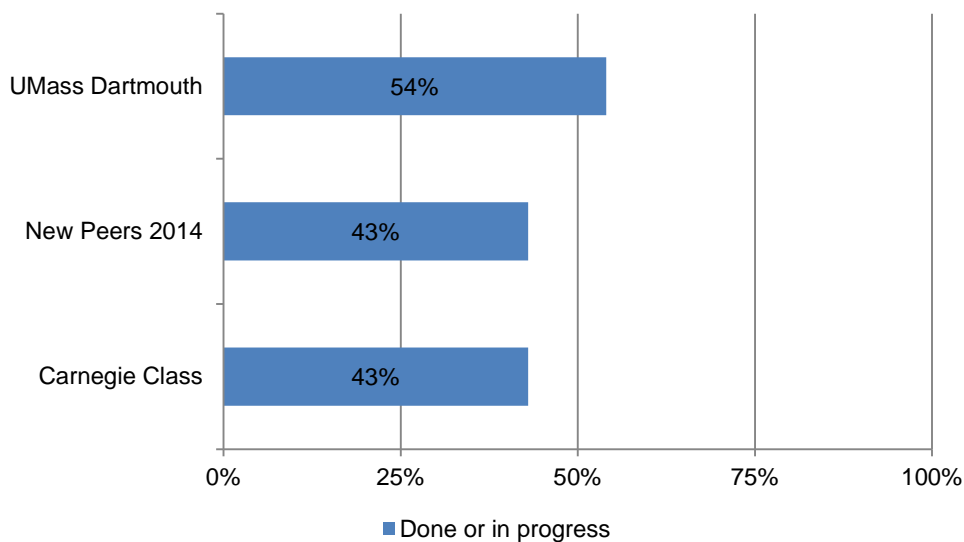
public. An entire section of the OIRA website highlights data findings from institutional-level indirect assessments (<http://www.umassd.edu/oir/institutionalassessment/>).

Among the assessments highlighted on the OIRA website is NSSE, which has been administered to first-year students and seniors at UMass Dartmouth every three years since 2002. NSSE tracks student perceptions of their educational experiences over time, providing the University with valuable data on programs and practices. For instance, a comparison of findings from the 2008 and 2011 surveys indicated that UMass Dartmouth students' participation in high-impact learning, such as working with classmates on assignments outside of class (96% of seniors in 2011 versus 94% of seniors in 2008), and working on research projects with faculty members (22% of seniors in 2011 versus 20% of seniors in 2008) increased over the three-year period.

Findings from the Spring 2014 administration of NSSE indicated that UMass Dartmouth's students' participation in high-impact learning practices continues to be strong. For example, student participation in a culminating senior experience is 11% higher at UMass Dartmouth than at the University's peer institutions and similar Carnegie Class institutions (Figure 3). The new University Studies curriculum includes a capstone requirement as well as completion of an engagement activity (e.g., service learning, internship, study abroad) that will lead to even higher levels of student participation in high-impact practices. Additionally, in order to expand opportunities for students to work with faculty members on research projects, the University created the Office of Undergraduate Research in 2012 to promote undergraduate research, support student researchers, and disseminate the products of student research. In academic year 2013-2014, 81 research grants were awarded to students across all the colleges.

Figure 3

Percentage of Seniors Completing a Culminating Senior Experience



UMass Law administered the Law School Survey of Student Engagement (LSSSE) for the first time in Spring 2013 and did so again in Spring 2014. During AY2014-2015, the University will administer FSSE to its faculty members teaching undergraduate courses. Administering FSSE enables the University to gather faculty perceptions of student engagement in high-impact educational practices and the degree to which faculty prioritize areas of learning and development. In conjunction with NSSE and LSSSE data from students, FSSE information will provide the University and its Faculty with information that will help to inform the improvement of teaching and learning.

A review of findings from the Spring 2002, Spring 2005, Spring 2008, and Spring 2011 administrations of NSSE prompted OIRA to conduct focus groups with students in Spring 2013 to follow-up on findings from prior administrations of NSSE. These focus groups were prompted by results that indicated that both freshmen and seniors had rated the supportiveness of the campus environment at UMass Dartmouth significantly lower than their peers at similar institutions. The focus groups revealed that student support is fairly strong in some areas, but it could use particular strengthening in other areas. Students in the focus groups reported experiencing good academic support from professors, teaching assistants, and tutors. At the same time, students mentioned a need for better support, particularly from academic advisors and administrative offices. Freshmen indicated a need for more help with the transition from high school to college. Seniors voiced the need for improved academic facilities. Several initiatives, including the Educational Advisory Board's (EAB) Student Success Collaborative (SSC), described below, have been undertaken to address both the NSSE results and the focus group findings. These are described in the section on Retention and Graduation that follows.

Because findings from the Spring 2014 NSSE indicate that advising continues to be a concern, with just 40% of freshmen and 47% of seniors rating the quality of their interactions with academic advisors as "high," OIRA will administer a new advising survey in AY2014-2015. The survey was modeled on the College of Arts and Sciences' advising survey (instituted in 2012) and further developed in conjunction with the undergraduate colleges and representatives from the Faculty Senate Steering Committee. This will provide more detailed information on the nature of advising relationships, academic advising activities, and satisfaction with academic advising. Information gathered from the survey will be used to improve advising efforts in departments, colleges, and across the University.

With regard to students' desire for better support related to academic facilities, UMass Dartmouth's new Strategic Plan, *UMassDTransform2020*, calls for investing in core research facilities, new equipment, and the renovation of research laboratories to help meet the goal of "an active and engaged University community focused on excellence in research, scholarship, and innovation" (see Standard Two). UMass Dartmouth's FY2014-2018 Capital Plan update presents a spending plan for thirty-six projects that reflect an investment in these areas, among others (see Standard Seven for more detail).

Colleges also administer college-specific surveys to supplement the institution-wide surveys. For example, the College of Nursing (CON) collects data about learning outcomes from their undergraduates on their graduation exit survey and also conducts surveys with its alumni (both undergraduate and graduate) regarding the contribution of students' nursing education to their skills and abilities. Based on what has been learned from student feedback, the entire process of administering standardized exams in CON was revised to better prepare students to take their Nursing State Board Licensure Exam. These improvements have likely contributed to sustained increases in the NCLEX licensure pass rate, which was 86% in 2013 (Form S3).

In terms of other indirect assessment data that supports student achievement, a major development occurred in Fall 2011 when, in response to the NEASC 2010 Self-Study Review, administration and the Faculty Federation agreed to pilot a common course evaluation instrument. The evaluation includes ten core questions that may be augmented by individual department's or college's questions; these questions are to be reviewed and revised by the Faculty Senate Committee. Students rate on a five-point scale the degree to which they agree or disagree with ten statements that describe the course or instructor. The OIRA compiles and reports aggregate course evaluation results for each semester and academic year. Over the past

three academic years, the highest mean rating (excluding University Extension courses), with a range of 4.47 to 4.46, was observed for question #3, “the instructor was prepared for class.” The lowest mean rating, with a range of 4.19 to 4.23, was observed for question #4, “the instructor’s explanations were clear.” Results from the common course evaluation are now included in performance reviews, with Department Chairs and Deans noting areas for commendation or improvement. Faculty have also commented, in their own discussions of the scores, changes that they have made in curriculum or pedagogical practice based on the ratings. The Provost encourages faculty to use the evaluation data to reflect on their practice. However, the Faculty Senate has not yet reviewed or revised the questions, so further use of the data has been deferred.

As the preceding examples demonstrate, UMass Dartmouth has made demonstrable progress toward ensuring that all aspects of its academic and student programs incorporate appropriate assessment programs. Through the articulation of specific program level learning outcomes, development of metrics for assessing the extent to which those outcomes are achieved, and reflective analysis that uses the results of assessments to make improvements to curriculum delivery and the student experience, a culture of assessment is becoming pervasive. The assessment of University Studies, program assessment and formal program review, and indirect assessment measures such as Departmental and University-wide student surveys, the NSSE, focus groups, and ongoing monitoring of these activities ensures that the University is making progress toward its goal to gather, distribute, and act upon feedback about students’ educational experiences and learning.

3. Educational Attainment: Retention and Graduation

In its last comprehensive Institutional Self-Study, the University identified improving retention and graduation rates for its student population as a focal point in enrollment management and strategic planning, noting the success of transfer students and students in STEM disciplines as a primary concern. The academic profile of entering freshmen is trending upward, yet UMass Dartmouth continues to be an institution that fosters access for underrepresented student populations, including low-income students, Students of Color, and first-generation college students. In order to direct resources and focused interventions, the University monitors retention and graduation rates to document the success of its varied student populations. Our initial efforts have focused on strategies to increase student success, particularly for first-year students, including the following initiatives:

- Development and implementation of the University Studies (General Education) curriculum, focused on learning outcomes, critical skills and abilities, and integration of these across the disciplines
- Adoption of the MAP-Works® early alert and intervention system for first-semester freshmen
- Development and implementation of first-year learning experiences in all colleges, including 1-credit courses that address the transition to college studies
- Mandatory assignment to residential living-learning communities for all first-year residential students, thereby engaging them in transitional activities
- Hiring academic advisors in support of retention initiatives (e.g. College Now Program's retention counselor, two advisors in the College of Arts and Sciences)
- Development of new academic sanctions regulations to speed identification of at-risk students in need of intrusive advising
- Expanded tutorial support in the residence halls

Most critically, the University added the senior leadership position of Assistant Vice Chancellor for Student Success, responsible to monitor student retention and persistence to graduation and to develop programs and coordinate initiatives aimed at improving student success. The AVC for Student Success has played a key role as the University, based on data from the NSSE and analysis of the focus groups mentioned in the previous section, has begun to address both academic advising and attrition rates after the first year. To address these areas, the AVC for Student Success and the Director of Academic Advising led the adoption of the Education Advisory Board's (EAB) Student Success Collaborative (SSC) in AY2013-2014. Using UMass Dartmouth institutional data, the EAB Student Success Collaborative incorporates predictive analytics to provide important timely and actionable information about patterns of academic success and failure at the University to advisors, faculty, and staff working toward student success. The University's work with the SSC will help to strengthen advising efforts and academic support, as well as provide important information to programs about success rates in key courses that improve the likelihood of graduation.

As retention and persistence to graduation in the College of Arts and Sciences (CAS) was a particular concern, the CAS Associate Dean for Undergraduate Studies and the Assistant Dean charged with student concerns worked closely with Department Chairs to develop best practices guidelines for departmental advising and strategies for assessing academic advising effectiveness. CAS also conducted a student survey to assess students' perceptions of the advising process and is using the results of the survey to help departments improve their advising processes. The College has also opened the STAR (Student Transition and Achievement Resource) Center, staffed by faculty, peer, and recently hired professional advisors. The Center also provides co-curricular liaisons from Study Abroad, Career Resources (for Internships and Experiential Learning), the Honors Program, and other areas in order to increase student access to both academic and co-curricular advisement.

Retention and graduation data support the positive impact these interventions appear to be making. The one-year retention rate for the Fall 2012 cohort was 76%, a six point gain compared to the Fall 2009 cohort (Form S1). Sustained increases in retention will put UMass Dartmouth on track to meet the *UMassDTransform2020* one-year retention rate goal of 80% by 2020. Moreover, UMass Dartmouth's 76% one-year retention rate (Fall 2012 cohort to Fall 2013) is one percentage point higher than the rate observed for the University's new peer group, as indicated in the 2014 UMass System's Performance Measurement System (PMS) Report. On October 15, 2014, our Institution reported the one-year retention rate for the Fall 2013 cohort to Fall 2014 to be 79%, a significant improvement that indicates, in part, the effectiveness of support resources our Institution has put in place.

In addition to overall retention data, UMass Dartmouth tracks rates of retention for specifically recruited student groups. Because of the University's commitment to recruiting a diverse student body, for example, Students of Color are a group of special interest. Data for these groups also support improving retention rates.

Table 1
One-Year Retention Rates: Bachelors Degree Students and Select Demographic Groups

Cohort Entering in	Fall 2009	Fall2010	Fall2011	Fall 2012
All first-time, full-time bachelor's degree-seeking	70%	74%	74%	76%
Students of Color	68%	76%	79%	74%
STEM majors graduating within STEM discipline	64%	67%	68%	74%
Freshmen transfers	67%	80%	73%	71%
College Now/Alternative Admissions	70%	68%	77%	81%
Pathways/Continuing Education (all)	58%	65%	67%	74%

For example, as shown in Table 1, Students of Color have generally had one-year retention rates within 2 percentage points of the rate for all undergraduates, and College Now students, who enter the University through an alternative admissions/recruiting process, have generally met or exceeded the overall one-year retention rate. Students in the Pathways Program, after lagging in 2009 and 2010, are on track to match overall retention. Additionally, the one-year retention rate of undergraduate STEM majors within STEM disciplines, a concern cited in the 2010 Self-Study, has risen from 64% (Fall 2009 cohort) to 74% (Fall 2012 cohort). The one-year retention rate of full-time freshmen transfers has also held relatively steady over the past several years and has approached or slightly exceeded the one-year retention rate for first-time, full-time undergraduates at the University. (See also Form S1.)

The University has also increased its focus on two-year retention rates (see Table 2 below). Over the three most recent student cohorts, there is an attrition rate of 12% to 15% of first-time, full-time undergraduates between the second and third years, suggesting that UMass Dartmouth students are part of the national trend termed the “sophomore slump.”

Table 2
One-Year Retention Versus Two-Year Retention and Attrition

Cohort	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
1-year retention	70%	74%	74%	76%	79%
2-year retention	58%	60%	59%	N/A	N/A
2 nd year attrition	12%	14%	15%	N/A	N/A

In response to the data, UMass Dartmouth is initiating college-specific and University-wide interventions focused on the sophomore year experience. Small grants have been awarded to each college to focus on these efforts, and the Associate Vice Chancellor for Student Success is promoting initiatives to develop the “Second-Year Jump” across all colleges. The grants require that the colleges collect evidence on the effectiveness of their programs and use the results of this analysis to implement improvements.

The University is also making gradual progress toward its goal of attaining a 55% six-year graduation rate by 2020. UMass Dartmouth’s six-year graduation rate for undergraduate (first-time, full-time) bachelor’s degree-seeking students has been fairly stable for the most recent four student cohorts with a range of 48% to 50% (Table 3 and Form S1).

Table 3
Six-Year Graduation Rates: Bachelors Degree Students and Select Demographic Groups

Cohort Entering in	Fall 2004	Fall 2005	Fall 2006	Fall 2007
All first-time, full-time bachelor's degree-seeking	48%	48%	50%	49%
Students of Color	35%	37%	41%	41%
STEM majors graduating within STEM discipline	32%	33%	38%	39%
Upper-Division transfers	60%	64%	64%	66%
All first-time, full-time students at public four-year institutions			57%	
UMass Dartmouth peer group				46%

Comparatively, the latest national data indicate that the six-year graduation rate for first-time, full-time students who enroll at public four-year degree-granting institutions is 57 % (Fall 2006 cohort) (Source: *2014 Condition of Education* report <http://nces.ed.gov/pubs2014/2014083.pdf>). Overall, then, UMass Dartmouth's six-year graduation rate is several percentage points behind the national six-year graduation rate for public four-year institutions. At the same time, UMass Dartmouth's latest six-year graduation rate of 49% (Fall 2007 cohort) is three percent higher than the rate observed for the University's new peer group (46%), as indicated in the 2014 UMass System's Performance Measurement System Report. UMass Dartmouth also tracks rates of graduation by various student demographics of concern to the University. Six-year graduation rates across these various student groups have been fairly stable or have shown slight improvement for recent student cohorts.

Among the specifically recruited populations, students in the College Now Alternative Admissions Program are Massachusetts (MA) state residents who are degree-seeking first-generation college students or low-income students (as defined by federal guidelines). College Now students are admitted conditionally and matriculate after their first semester if they meet program requirements. As the data in Table 1 earlier in this section illustrate, College Now students generally have one-year retention rates that keep pace with the rate for all undergraduates, despite the challenges this cohort faces in taking on college-level work. Although six-year graduation rates of College Now students are well below those for all undergraduates with a range of 31% to 37% for the most recent cohorts, those students are expected to take longer to graduate because of the conditions they need to meet to matriculate. College Now has set a six-year graduation rate goal of 48% for students who successfully complete the first-semester conditional program.

Students may also enter UMass Dartmouth through the Pathways Program, an invitation-only Alternative Admissions Program with a student cohort of approximately 100 each fall. Students in Pathways fall somewhat short of the mandated admissions standard because they tend to have lower SAT or ACT scores. In this two-semester Alternative Admissions Program, students receive extra support through intensive contact with their advisors (who also teach in the Program), smaller class sizes offered in a learning community format, and requirements to participate in a range of activities including workshops, community service, peer mentoring, and cultural events on campus. During the University's rapid expansion of undergraduates, incoming class size outpaced resources for the Pathways Program, and the one-year retention rates (Table 1, above) and six-year graduation rate (Table 4, below) fell. In response, class sizes have once again been aligned with resources and Pathways student success is improving. The one-year

retention rate for the Fall 2012 cohort of Pathways students was 74%, which approached the University's overall one-year retention rate of 76% for the Fall 2012 cohort. Table 4 presents the six-year graduation rates for both College Now and Pathways.

Table 4
Six-Year Graduation Rates: Bachelors v. Recruited Populations

Six-Year Graduation Rates				
Cohort Entering in	Fall 2004	Fall2005	Fall2006	Fall 2007
All first-time, full-time bachelor's degree-seeking	49%	48%	50%	49%
College Now/Alternative Admissions, Series S data	30%	35%	34%	37%
Pathways/Continuing Education (all)	44%	36%	35%	45%

In addition to monitoring rates of retention and graduation, the University reviews other types of data on student success. For example, a study of significant factors in Fall-to-Fall retention of first-time full-time UMass Dartmouth students for the Fall 2010 cohort was recently completed based on a nationally published framework for student success (Source: Tinto, V. *Completing college: Rethinking institutional action*. Chicago: University of Chicago Press. 2012.). The study utilized data from CIRP's Freshman Survey (Fall 2010), student feedback collected from NSSE (Spring 2011), and data from institutional admissions and enrollment databases. Findings from the study indicated that students who persisted to their second year recognized that UMass Dartmouth has high expectations for them and they strove to meet those expectations. First-time full-time students who persisted to the second year reported spending more hours preparing for class than their peers who did not persist; 39.3% of those who persisted reported that they spent more than 15 hours per 7-day week preparing for class compared to 24.4% of those who did not persist. Moreover, students who persisted to the second year also reported feeling supported to meet high academic expectations and that they perceived a greater institutional emphasis on academic support services than their peers who did not persist (see Table 5). These data have been used to improve the new Student Orientation Program, which includes activities that stress the amount of time students will be expected to study and the services available to support them.

Table 5
Institutional Emphasis: Providing the Support You Need to Help You Succeed Academically

Emphasis	% Retained	% Not Retained
Very little	3.3	10.1
Some	18.7	50.5
Quite a bit	52.0	34.3
Very much	25.9	5.1
Total	100.0	100.0

As noted previously, the EAB's Student Success Collaborative, implemented in AY2013-2014, also helps advisors work with students to select a major and to identify students who are at risk of failing to complete their degrees. The SSC provides early identification of academic issues, although the student's struggles may not be readily apparent. The tool suggests alternative road maps to an appropriate major/degree based on the student's past successes and strengths, and

helps students to find a path to completion. The EAB SSC should help advisors and students select both an earlier choice of a major and transition more easily between majors. Additionally, along with working with all the colleges to create retention plans, the AVC for Student Success oversaw the work of a recently reinstated Retention Committee during AY2013-2014. The Committee formulated a set of recommended actions to improve student success at the University and presented it in a report to the Provost during Summer 2014. Supported recommendations will be implemented after being presented to the Faculty Senate this Fall. The examples above illustrate the many ways in which the University is using data to support students and facilitate their success.

4. Gains

As noted in the University's Commitment to Student Learning, "a University of Massachusetts Dartmouth education is a foundation from which graduates continually engage and impact their community, both locally and globally." A number of different measures are used to determine what students gain as a result of their time at UMass Dartmouth as well as their success after graduation. Resulting data are used both for planning purposes and to inform the public about UMass Dartmouth. For example, NSSE has been an integral part of the *UMassDTransform2020* strategic planning process and NSSE results are highlighted on the Institutional website at <http://www.umassd.edu/oir/institutionalassessment/nationalsurveyofstudentengagement/>. As previously noted, NSSE results are a proxy for desired outcomes and allow the University to benchmark student self-reported learning and personal development related to peer institutions. UMass Law also administered LSSSE for the first time in 2013 and did so again in 2014. Similar to NSSE, LSSSE data are useful for trends in student self-reported perceptions of engagement and learning as well as peer benchmarking. LSSSE will be used by UMass Law as a source of data to inform program development and other types of related action. As noted in the section on Assessment, UMass Dartmouth students report higher levels of participation in certain high-impact learning practices, such as culminating senior experiences, than their peers.

Developing students' civic engagement skills, as mentioned in the discussion of University Studies, is integral to UMass Dartmouth's new Strategic Plan, *UMassDTransform2020*. The University conducts a number of institutional surveys to better understand what students gain as a result of their education.

The Five-Year Out Alumni Survey conducted in academic year 2011-2012 with the undergraduate Class of 2006 revealed the three types of civic engagement activities that respondents most often reported participating in were professional/career organizations (45.5%), civic/community organizations (37.1%), and recreational organizations (e.g., sports club) (37.1%) (See Form S2): <http://www.umassd.edu/oir/institutionalassessment/alumnisurveys/>.

Additionally, OIRA recently completed a study that compared self-reported gains in areas of learning and development assessed by the NSSE 2011 survey according to service-learning participation for both UMass Dartmouth full-time first-year students and full-time seniors <http://www.umassd.edu/oir/institutionalassessment/nationalsurveyofstudentengagement/>.

Table 6
Comparison of Service-Learning (SL) Participants to Non-Participants (non-SL) (NSSE 2011)

Institutional Contribution to Perceived Gains	First-Year		Senior	
	SL	Non SL	SL	Non-SL
Understanding yourself	65.9%	52.0%	74.0%	44.8%
Voting in local, state (provincial), or national (federal) elections	36.5%	36.4%*	48.0%	20.9%
Working effectively with others	80.0%	63.4%	90.8%	68.7%
Understanding people of other racial and ethnic backgrounds	58.8%	47.7%	70.7%	34.3%
Solving complex real-world problems	62.4%	44.7%	77.3%	50.7%
Developing a personal code of values and ethics	61.9%	45.9%	69.3%	43.9%
Contributing to the welfare of your community	49.4%	30.5%	62.7%	28.4%

*Note: Percentages reflect those students who responded "Very Much" or "Quite a Bit" when asked the extent to which their experience at our Institution had contributed to gains in the listed areas. Methodology follows that used for *NSSE Research Brief #1 (May 2013): Promoting High-Impact Practices: Maximizing Educational Gains*.

As shown in Table 6, findings revealed that for both groups of students, service-learning participation is associated with more gains in several areas of learning and development assessed by NSSE, such as working effectively with others and contributing to the welfare of your community. Service-learning participants were identified as those students who indicated that they had at least sometimes participated in a community-based project (e.g., service learning) as part of a regular course during the current school year. Service-learning participation is associated with larger reported gains in knowledge, skills, and personal development for both first-years and seniors. The only exception is the lack of a sizeable difference in the gains reported by first-year students in their knowledge, skills, and personal development related to voting in local, state (provincial), or national (federal) elections by service-learning participation.

At the same time, findings provided by a new question that appeared on the AY2012-2013 Undergraduate Graduation Exit Survey revealed that students rate themselves lower than anticipated in their civic engagement abilities, defined as the "ability to engage and impact your community both locally and globally." Only 65% of AY 2012-2013 undergraduate degree earners rated as "medium" or "high" the extent to which their civic engagement skills were enhanced by their University experience.

Other areas were rated more highly: ratings of "medium" or "high" were given by 85% of the students for inquiry and analysis, 85% for communication skills, and 88% for critical thinking.

A number of different institutional surveys also provide information related to student success and help to inform the public about UMass Dartmouth. As previously noted, UMass Dartmouth has administered graduation exit surveys for a number of years. In academic year 2010-2011, a version of the survey was created for law students. In academic year 2011-2012, OIRA updated all three survey instruments (undergraduate, graduate, and law). Findings from the three most recent years of the survey administrations indicated that the majority of academic year (AY) degree earners "agreed" or "strongly agreed" that UMass Dartmouth had prepared them to enter the work force or further their studies.

Table 7
Percent Agreeing that UMD Prepared Them to Enter Work Force or Further Studies

Degree Earner	AY 2011-2012	AY 2012-2013	AY 2013-2014 (tentative)
Undergraduate	66%	63%	71%
Graduate	73%	68%	79%
Law	73%	71%	74%

Each Spring, UMass Dartmouth also conducts a Cap and Gown Survey to determine the plans of its degree earners for the academic year in question. The Cap and Gown Survey provides an early look at the success of graduates in securing employment. For example, prior to graduation, 23.5% of AY2012-2013 undergraduate degree earners planning to work after graduation reported that they had secured full-time employment, in comparison to the 29.3% indicated in the National Association of Colleges and Employers (NACE) *Class of 2013 Student Survey Report* for 646 NACE participating members. This disparity will be addressed by a new online tool, CareerLink, that helps students build their resumes and offers a searchable listing of employer job and internship postings. The Career Development Center will also conduct “Career Development Month,” a new event that will offer speed interviewing, networking for success, and a mentoring session with an alumni career panel.

The University follows up with the Recent Graduates Survey, administered to both undergraduate alumni (6 months after graduation) and graduate alumni (3 months after graduation). Information from the Recent Graduates Survey informs the public about the job placement and graduate and professional education placement of its graduates; <http://www.umassd.edu/oir/institutionalassessment/jobeducationplacementforgraduatestudents/>. As shown on Form S3, findings from the most recent academic year surveys (AY2012-2013) indicate that 71% of undergraduate alumni who are employed or seeking employment reported that they were employed full-time. Among graduate alumni employed or seeking employment, 62.5% indicated that they were employed full-time. About a quarter of undergraduate alumni and nearly 20% of graduate alumni were pursuing additional education (Form S2). In addition to University-wide surveys and data collection, various academic units have developed strategies for collecting and interpreting data on the success of graduates. The Psychology Department, for example, reports that 80% of the graduates of the research MA degree who apply to doctoral programs are accepted. Graduate and undergraduate tracks in Psychology are working to develop a survey for psychology undergraduate alumni.

UMass Dartmouth has also been a participant in the Voluntary System of Accountability (VSA) with its first “college portrait” appearing in September 2009. A 2013-2014 college portrait is currently available for the University (<http://www.collegeportraits.org/MA/UMD>). UMass Dartmouth’s participation in the VSA enables the University to better communicate with the public about such matters as the success of its students in achieving our Institution’s educational goals. However, because the University is unable to comply with the VSA requirements for student learning outcome evidence due to resource constraints and the challenges of using AAC&U VALUE rubrics, other methods of accurately informing the public of the success of our students and programs are being pursued.

5. Conclusion: Building and Expanding a Culture of Assessment and Improvement

By focusing both attention and resources toward improving retention and graduation rates, building strong program-level and University-wide learning assessment, and utilizing multiple and varied types of data directed toward student success, UMass Dartmouth has made

considerable and marked improvement since its 2010 NEASC Self-Study. Personnel and program resources have been directed toward student success at each level, from the University (Associate Vice Chancellor for Student Success, the Director of Learning Assessment), to College (CAS Associate Dean for Undergraduate Studies), to Program (CAS Assessment Coordinators), as well as to particular initiatives like University Studies, EAB-Student Success predictive analytics initiative, or the First-Year Experience. Notable progress in the College of Arts and Sciences with the new University Studies curriculum and through the new University-wide Learning Inventory point to an upward trajectory for program-level assessment that is integrated, faculty-driven, well-supported, and that “closes the loop” on curricular, program, or experiential revision. Assessment tools are being designed to be integrative, reflective, and useful for curriculum and program-level evaluation and revision, and for identifying and achieving measurable goals for student success. The review of internal data and Self-Study have identified strategic areas for improvement moving forward, and we expect development of sustainable assessment plans and processes in CVPA and Student Affairs. Improved retention rates at the first-year level demonstrate the success that is possible when resources and attention are directed at a specific area of concern, and the University’s new focus on sophomore success should bear this out. With each initiative and improvement the University documents, there comes the need for deeper evaluation and types of data to help us target specific demographics, or student, faculty, department, or program-level needs. By integrating and improving the reporting, analysis, and dissemination of OIRA-collected data, faculty and staff will have access to a variety of information on student learning and success that can be tapped for improving curriculum and programs, highlighting the University’s *Commitment to Student Learning*, to increased access *and* success for our students.

Between now and the full accreditation review in AY2019-2020, our Institution will focus on the following areas in support of our efforts to increase student access and success:

- *Increased Attention to the use of Student Feedback for Improvement and Communicating Improvements:* UMass Dartmouth has recently made strides in using indirect assessment data for improvement and will continue this focus on using student feedback for improvement. In Fall 2013, the University launched the "You Spoke. We Listened." campaign, which has two overall goals: 1) To raise student awareness of how the feedback that they provide through surveys and discussion groups is acted upon at the University, and 2) To foster a “culture of improvement” at the University. As related to the second goal, the campaign seeks to specifically increase faculty and staff interest in and usage of student feedback for improvement. IR wrote the first assessment report of the campaign over Summer 2014. Based largely on student interview data, a main recommendation of the report was to increase student involvement in the campaign. A group of volunteer student liaisons is being formed to get students more involved in campaign efforts, particularly as related to distributing information on campus about changes that have taken place as a result of student feedback.
- *Improved Coordination of the Collection of Student Feedback:* There is currently some redundancy in the collection of indirect assessment data related to student success. For instance, OIRA administers alumni surveys, but so do several colleges at the University (e.g., the College of Nursing, the College of Engineering, and the College of Visual and Performing Arts), and some departments collect data from alumni individually (e.g., the Department of Public Policy in the College of Arts and Sciences has a Facebook page for current students and alumni), while others have limited access to alumni information. Many Student Affairs departments also maintain contact with alumni through formal

(e.g., The Office of Health Education, Promotion, and Wellness alumni survey) and informal means (e.g., special alumni events held by Housing, Orientation, and the Peer Health Education Programs each year over Homecoming Weekend). In order to reduce some of these redundancies, increased focus is being placed on improving the coordination of efforts. An Inventory of Indirect Assessments has been posted on the OIRA website (<http://www.umassd.edu/oir/institutionalassessment/>) in order to encourage greater coordination of such assessments pertaining to student success.

- *Focused Student Success Initiatives:* As one-year retention rates continue to improve, the University will turn its attention and targeted resources toward decreasing attrition after the first year. Recognizing issues around the “sophomore slump,” UMass Dartmouth is initiating college-specific and University-wide interventions designed around a sophomore experience. Small grants have been disseminated to each college to focus on primary concerns for sophomores in their division, and the Associate Vice Chancellor for Student Success is promoting initiatives to develop a sophomore year experience – called the “Second-Year Jump” – across all colleges. Varied assessment measures, such as the University-wide academic advising survey and FSSE, are planned to support the development of focused student success initiatives.
- *Increased Assessment Efforts within Co-Curricular Academic Units:* Academic Affairs units that focus on student academic achievement (such as Academic Resource Centers, Tutoring) or enrichment activities (Undergraduate Research, Honors, Study Abroad, Internship or practical experiences) will establish Assessment Plans, and Student Affairs units with emerging Co-Curricular Assessment Plans will explore the use of a wide range of evidence-gathering approaches. The teams will explore approaches to directly document student growth and development in out-of-classroom experiences, including written observations, photographs and interpretive comments, eportfolios of photos and reflective comments, and audio-visually recorded reflections.
- *Graduate Program Assessment:* As is typical in many graduate programs, assessment is primarily carried out in the form of theses, dissertations, and other written works. Beginning in AY2014-2015, graduate program directors will undertake a review of the effectiveness of these measures of assessment. As appropriate to each program, alternative measures of assessing student learning outcomes will be explored and considered.
- *University Studies Assessment:* Using the results of the assessments that have been completed to date, the Director of University Studies and the Gen Ed Committee will examine the assessment cycle processes, the artifacts that are collected for assessment purposes, and identify areas in which the processes can be improved. As additional cluster assessments are completed, the Director of University Studies will recommend improvements in the process to the Gen Ed Committee and to the Faculty Senate.

Appraisal/Projection: UMass Dartmouth has made substantial progress in the areas of Assessment, Retention, and Student Success during the past five years. Going forward, *UMassDTransform2020*, the University’s recently launched Strategic Plan, will drive and guide the continued progress through Goal One, Innovative and High-Impact Research and Academic Programs, as well as Goal Two, Integrated Student-Centered Experience. The new Strategic Plan includes implementation strategies and assessment metrics, which will be monitored by the Provost and Chancellor annually.

SECTION SIX: PLANS

Over the next five years, as the University continues to adapt to the complex, ever-changing landscape of public higher education, the most significant initiative for the University of Massachusetts Dartmouth will be the implementation of *UMassDTransform2020*, our Institution's Strategic Plan and its associated Master Facilities Plan. The revitalized Mission and Vision will be realized through the plan's five goals, implemented through realistic strategies, and evaluated with clear metrics (summarized below). Annual reviews of the Strategic Plan metrics assure continuous evaluation of our Institution's effectiveness.

GOAL 1: Innovative and High-Impact Research and Academic Programs

The University of Massachusetts Dartmouth will vigorously contribute to the advancement of knowledge through the development of innovative and high-impact research and academic programs that are integrative, interdisciplinary, and promote critical thinking, problem solving, and creativity. The University is committed to continuous improvement, enhancement of the research and teaching/learning environment, a culture of collaboration and interdisciplinary partnerships, and the recruitment and development of outstanding and diverse faculty, staff, and students. The major indicators of research and academic impact are student success, faculty productivity and stature, program research performance and recognition, and societal impact.

GOAL 2: Integrated Student-Centered Experiences

The success of undergraduate and graduate students through a transformative educational experience will be UMass Dartmouth's highest priority. To enable students to progress toward achievement of their educational, personal, and career goals, investments will be made in key areas that support student success. In addition to providing vibrant learning experiences, the University is committed to improving student support services including academic advising, athletics, living and learning communities, and campus activities, among others.

GOAL 3: An Active and Engaged University Community Focused on Excellence in Research, Scholarship, and Innovation

UMass Dartmouth will be recognized globally, nationally, and regionally for impactful research, scholarship, and innovation that reflect the expertise of its faculty and staff, the strengths of its programs, and the needs of the region and the Commonwealth. To accomplish this goal, the University will be actively engaged in a well-defined pathway to achieve national status.

GOAL 4: Highly Productive Collaborations, Partnerships, and Community Engagement

True to this history and rich legacy, the University will continue to support and expand collaborations that enable a mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Ensuring that the enduring and impactful collaborations are documented in scholarly literature to share lessons learned and heighten UMass Dartmouth's visibility in the national arena will be crucial.

GOAL 5: Infrastructure and Processes in Support of Excellence

A robust physical, technological, and administrative infrastructure that ensures a productive, safe environment is essential to the achievement of our strategic goals. The University is committed to ongoing cost containment efforts to improve efficiency and effectiveness throughout our Institution.

Substantive Change under the Commission's Policy

No changes are planned in legal status or control; acquisition, merger, joining units or dividing our Institution; contracting for educational services; or materially changing programs, practices or methods of delivery in any way that would affect mission or represent a significant departure from the situation as it pertained at our last comprehensive review. The only area in which issues of substantive change may be considered is establishment of additional instructional locations. If additional locations are considered in the future, we will conform with the Policy on the Review of Off-Campus Programming and other relevant policies.

APPENDICES

UMassDTransform2020

Strategic Plan for the University of Massachusetts Dartmouth

OVERVIEW

Through *UMassDTransform2020*, UMass Dartmouth aims to effectively prepare citizens of the Commonwealth for an increasingly global economy, to increase K-12 educational attainment and college completion, and to foster entrepreneurship and economic innovation in the region. Recognizing the complex challenges facing public higher education to support working-class families and sustain thriving and prosperous communities, UMass Dartmouth charts the course of our future with the following key strategic actions:

1. We will focus on the transformative educational experience of students as our highest priority.
2. We will embrace change that fosters innovative and enriched learning, dynamic and impactful research; and reciprocal and enduring partnerships with our community.
3. We will engage a diverse community of highly qualified and committed faculty, students, and staff to elicit the best results from the University's resources and infrastructure.
4. We will foment growth in the areas of environment, health, justice, and arts and culture.

PROCESS

UMassDTransform2020 began in the summer of 2013. A Strategic Planning Committee (SPC) was formed consisting of representative students, faculty, administrators, and community leaders.

UMassDTransform2020 was intended to emerge neither from the “top down” nor from the “bottom up” but to emanate from somewhere in the middle. Through a process involving SWOT (strengths, weaknesses, opportunities, and threats) analysis, breakout groups, and group discussions, the SPC developed drafts of the new Mission, Vision, and the Values of the University as the foundation of the process.

Next, the SPC developed a list of functional areas regarded as Institutional Priorities: Undergraduate Education, Graduate Education, Student Experience, Research, and Partnerships. Work Groups were constituted to address each of these areas. In addition, Chancellor Grossman formed two special Task Forces, Fostering Entrepreneurship and K-12 Education. These Task Forces represent two strategic priorities of UMass Dartmouth with respect to its commitment as an anchor institution in the region.

Over the subsequent months, the Work Groups, the two Task Forces, as well as the seven Colleges and Schools sought input from various constituents. Each unit developed its own plans together with measurable goals, strategies, and initiatives. This *UMassDTransform2020* document embodies the compilation and synthesis of their considerable work. The strategic plan has been reviewed, critiqued, and revised after dialogue with University constituents

including senior leadership, faculty, staff, and students; as well as stakeholder groups such as elected officials and legislators, K-12 superintendents, and business and corporate leaders.

STRATEGIC DIRECTION

By the year 2020, UMass Dartmouth expects to have transformed from a Regional to a National University, and from a Masters Institution to a Doctoral Research University. The goals of the Plan demonstrate an entrepreneurial spirit and a defined focus on research and economic innovation through strategic growth in both undergraduate and graduate educational programs and technology transfer and research commercialization to catalyze regional economic prosperity.

With more efficient and effective administrative support, students, faculty, and staff will have easier access to the tools needed to create, discover, and implement ideas and programs. The University will continue to find dynamic and entrepreneurial ways of linking to the community and strengthening the local K-12 system as our educational pipeline. More intense focus on marketing, alumni relations, and advancement will pave the way for UMass Dartmouth to reach its destiny as a global, national, and local preeminent university. Finally, UMass Dartmouth will streamline processes and systems to forge operational excellence, and devote careful attention to financial sustainability through responsible stewardship of fiscal resources.

As it has been in the past, so it will be in the future: UMass Dartmouth will continue to be engaged in the community and the region and play a distinct leadership role to ignite economic, social, and cultural development in the Commonwealth, the nation and the world.

GUIDING PRINCIPLES

MISSION

UMass Dartmouth distinguishes itself as a vibrant, public research university dedicated to engaged learning and innovative research resulting in personal and lifelong student success. The University serves as an intellectual catalyst for economic, social, and cultural transformation on a global, national, and regional scale.

VISION

UMass Dartmouth will be a globally recognized premier research university committed to inclusion, access, advancement of knowledge, student success, and community engagement.

VALUES

At UMass Dartmouth, we value excellence, diversity, integrity, innovation and community engagement. We recognize that these principles are essential to fulfill our mission and to assure the success of our students, faculty, staff and the broader community. These values are demonstrated in our priorities and our actions. Our campus is a safe, collaborative, and collegial environment for all people to exchange ideas, generate innovation, and build a sustainable future. We foster a trusting and engaged community that places the students at the heart of our institution.

***UMassDTransform2020* GOALS**

The five goals of the *UMassDTransform2020* Strategic Plan provide the framework through which we build a University culture that continually and agilely adapts to the complex challenges and ever-changing landscape of public higher education.

GOAL 1: Innovative and High-Impact Research and Academic Programs

The University of Massachusetts Dartmouth will vigorously contribute to the advancement of knowledge through the development of innovative and high-impact research and academic programs that are integrative, interdisciplinary, and promote critical thinking, problem-solving, and creativity.

The major indicators of research and academic impact are student success, faculty productivity and stature, program research performance and recognition, and societal impact. UMass Dartmouth is committed to continuous improvement, enhancement of the research and teaching/learning environment, a culture of collaboration and interdisciplinary partnerships; and the recruitment and development of outstanding and diverse faculty, staff, and students.

Education and research will be integrated into every aspect of campus planning and decision making, beginning with the recruitment of new tenure-track faculty whose research and scholarly record shows great promise. Transitioning to a Doctoral Research University requires a culture change that encompasses faculty research development, provision of rewards and incentives to promote successful scholarship and grantsmanship, building a modern research infrastructure, and support and mentorship of undergraduate and graduate students to participate in research across the disciplines.

To address the needs of students of exceptionally talented students and those with leadership potential, UMass Dartmouth will enhance highly attractive programs such as the Honors Program, Endeavor Scholars, and seek new program opportunities that heighten student interest and increase recruitment. UMass Dartmouth will support departments in the development and implementation of innovative academic programs that focus on emerging disciplinary and interdisciplinary areas and address contemporary global, national, and regional issues. New graduate programs, particularly at the doctoral level, will be established in areas of high demand and strategic importance that expands scientific knowledge and undergirds economic innovation.

UMass Dartmouth is committed to curricular transformation through pedagogical approaches that promote integrative learning. These pedagogies include service learning, problem-based learning, collaborative learning, and experiential learning which deeply engage students and enable them to connect the content they learn with the practical and social context where the learning is applied. In addition, new curricular options will delineate a variety of pathways that accelerate progress toward degree completion. These may include five-year

baccalaureate/masters programs, competency-based learning initiatives, blended and fully online learning formats, and flexible scheduling.

The students' educational experience will also integrate high quality, enriched, and meaningful out-of-classroom engagement through which students apply and reflect upon their expanding knowledge, skills, and understanding. Resources will be invested in the deployment of engaged learning strategies including internships, service learning, study abroad, and undergraduate research. To ensure the success of every student, we will commit to continuous quality improvement through ongoing assessment of our programs and co-curricular activities.

2014-2020 Key Strategies:

- Provide competitive incentives to develop and implement innovative undergraduate and graduate academic programs, transform current academic programs, and/or develop accelerated degree completion paths that will attract an increased number of high quality students.
- Promote interdisciplinary teaching that prepares students for solving 21st century challenges of global and local significance, adopt advanced pedagogical and technological approaches that enhance student learning, and maintain a robust culture of assessment.
- Achieve appropriate accreditation of programs
- Enhance efforts to hire, nurture, and retain a distinctive, diverse faculty who are outstanding scholars and teachers and to assemble an excellent support staff that is committed to the mission of the institution.
- Enhance learning opportunities through undergraduate research, study abroad, service- and community-based learning, student internships, clinical experiences, and capstone courses and projects.
- Invest in multidisciplinary and multi-college faculty clusters, research centers and programs focused on emerging issues.
- Enhance and streamline the processes and structures that support the above strategies.

Performance Measures:

- Number of new/revised academic programs developed/ implemented and their impact
- Percent of courses offered via distance/blended learning
- Increase in education-related research grants
- Increase in number of interdisciplinary programs
- Increase in research/creative endeavors having national/international recognition
- Increase of students participating in experiential learning (internships, study abroad, research, community engagement and/or service learning and capstone)
- Number and impact of process enhancements made to better support the goal

GOAL 2: Integrated Student-Centered Experiences

The success of undergraduate and graduate students through a transformative educational experience will be UMass Dartmouth's highest priority. To enable students to progress toward achievement of their educational, personal, and career goals, investments will be made in key areas that support student success. In addition to providing vibrant learning experiences, the University is committed to improving student support services including academic advising, athletics, residential facilities, campus activities, among others. Curricular and co-curricular learning will be integrated as a coherent whole, making dynamic and flexible connections for students. Institutional and organizational policies and practices will be revamped to facilitate student success.

To accomplish this goal of integrated student-centered experiences, the University will recruit talented and diverse undergraduate and graduate students and will provide high-impact support and educational experiences. Transfer and non-traditional students will be an important target population for recruitment. Academic advising programs and other types of tutorial services will be enhanced and expanded to support student retention and success. Expansion of experiential learning opportunities within the campus community, the region, and across the globe will be an important priority, as well as co-curricular social activities and athletic programs. Additionally, mechanisms to advertise and market all of the various campus opportunities will be coordinated and disseminated through multiple social media.

Staff excellence is an important component for virtually all of the University's activities. Most staff have daily interactions with faculty and students that contribute significantly to the overall educational and research experience. Support of the staff's professional development is a key component in building an institutional culture that focuses on student success.

To develop a stronger learning community, the University will expand efforts to promote the diversity of faculty and staff and engender a culture of inclusiveness. Forging a powerful campus identity through enhancement of campus traditions and a campaign to build Corsair pride will be important. Finally, the University will plan and implement a marketing program that showcases the talents and accomplishments of students, faculty, and staff to heighten the sense of pride and achievement among our internal and external constituents.

2014-2020 Key Strategies:

- Recruit and retain talented and diverse undergraduate and graduate students.
- Enhance and diversify graduate fellowship funding.
- Enhance academic support resources.
- Provide resources/tools for improved academic advising.
- Enhance Living and Learning Community programming.
- Develop comprehensive marketing plans to increase enrollment at UMass Dartmouth.

Performance Measures:

- Increase in graduate enrollment (headcount) and quality of students
- Increase in undergraduate enrollment (headcount) and quality of students
- Increase in number of students matriculating through articulation agreements
- Increase in first to second year retention
- Increase in persistence to degree.
- Improvement in 6-year graduation rate.
- Improvement in the diversity among students at both the undergraduate and graduate levels: women, minorities, persons with disabilities, and veterans
- Increase in the number of residential programs and student participation in programs
- Increase of student participation in Student Activities with an emphasis on commuter student participation
- Increase of student participation in Athletics intramural programs with an emphasis on female participation.
- Improvement in percentage of seniors who express that the campus staff were helpful, considerate, and/or flexible.
- Improvement in percentage of seniors who rate their entire educational experience as good or excellent.
- Improvement in percentage of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities.

GOAL 3: An Active and Engaged University Community Focused on Excellence in Research, Scholarship, and Innovation

UMass Dartmouth will be recognized globally, nationally, and regionally for impactful research, scholarship, and innovation that reflect the expertise of its faculty and staff, the strengths of its programs, and the needs of the region and the Commonwealth. To accomplish this goal, the University will be actively engaged in a well-defined pathway to obtain Carnegie Doctoral Research University (DRU) status.

UMass Dartmouth will recruit, retain, and enable highly qualified faculty and staff to expand the research enterprise and foster research-based economic innovations. Teaching, service, research, scholarship, and innovation activities will be integrated and balanced to assure faculty success. Administrative support of faculty, students, and staff engaged in research and scholarship as well as in efforts to secure research funding from federal, state, and industrial sponsors will be proactive and streamlined. A high degree of synergy between research and education of graduate and undergraduate students will be promoted.

With the large number of alumni who are executives of corporations not only in the Commonwealth but also across the US and abroad, UMass Dartmouth has the opportunity to engage them in promoting an entrepreneurial culture among faculty and students in

partnership with alumni and community leaders through entrepreneurship events, technology forums, and other meetings for business coaching and mentorship.

A clear plan for the commercialization of products, patents and licenses, and faculty-initiated companies will be established and adequate administrative support will be provided. High priority will be given to rewarding and recognizing excellence in research, scholarship, and innovation, and in fostering interdisciplinary and cross-disciplinary efforts. The Research, Scholarship, and Innovation Advisory Committee will have a significant role in shaping the planning and implementation of this goal.

2014-2020 Key Strategies:

- Attain Carnegie Doctoral Research University status by 2020.
- Realign and bolster faculty lines to meet enrollment and research growth.
- Establish seed funding for new research projects and collaborations.
- Enhance ORA and Research Development functionality and effectiveness.
- Establish a Research, Scholarship, and Innovation Advisory Council.
- Ensure appropriate and timely use of Indirect Cost Recovery funds.

Performance Measures:

- Progress toward achieving Doctoral Research University status
- Progress in realigning/bolstering faculty lines commensurate with enrollment growth
- Improvement in Office of Research Administration effectiveness
- Progress towards leveraging internal seed funding programs
- Increase the number of patent applications
- Increase in external funding for research

GOAL 4: Highly Productive Collaborations, Partnerships, and Community Engagement

From its inception, UMass Dartmouth has played a catalytic role in the region in economic, social, and cultural development. One among the first cohort of universities to achieve Carnegie Community Engagement classification, the University through its Colleges and Schools and the Leduc Center for Civic Engagement has established an extensive imprint of community service and leadership in the South Coast through service learning, volunteerism, and other programs. True to this history and rich legacy, the University will continue to support and expand collaborations that enable a mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Ensuring that the enduring and impactful collaborations are documented in scholarly literature to share lessons learned and heighten UMass Dartmouth's visibility in the national arena will be crucial.

Collaborative initiatives will encourage faculty, staff, and students to make meaningful contributions on a regional, national, and global scale in STEM and economic innovation, public service, the performing arts, applied research, and other areas. UMass Dartmouth will sustain its contributions to economic development and the social and cultural well-being of the South Coast through community-based facilities such as the School of Marine Science and Technology (SMAST) and the Star Store in New Bedford and the Advanced Technology Manufacturing Center (ATMC), the Massachusetts Accelerator for Biomanufacturing (MAB) in Fall River. Strengthening the partnerships with local industries and extending collaborations with other UMass campuses and national and global agencies and companies will increase the likelihood of success in spawning economic innovation.

UMass Dartmouth Living Gallery Project. Leveraging the unique architectural legacy of the University's Paul Rudolph-designed Brutalist design, the documented impact of the College of Visual and Performing Arts at the Star Store, and the flourishing partnerships with the artistic and cultural community in the region, the University will fully implement the UMass Dartmouth Living Gallery project not only to improve the aesthetics of the campus through mural art, sculpture, landscaping, and nature trails, but also to serve as a catalyst for creative placemaking in the region and establish the South Coast as an artistic and cultural destination.

By clearly defining and prioritizing its partnerships, collaborations and outreach, the University will better serve its students and the needs of the broader community. The University's community engagement will leverage the faculty's expertise, student involvement and University resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; and prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Given its role as a member of the UMass System, UMass Dartmouth will foster increased partnerships with other campuses in areas of shared expertise and strategic priority for the Commonwealth. Through the application of The University is committed to formulating solutions to regional, national and global problems in areas such as sustainable economic development, education, environment, fishing industry, health, manufacturing, and transportation.

A key focus of UMassDTransform2020 is to increase educational attainment and college completion in the region through partnerships with K-12 schools, community colleges, and state universities. As a member of the 10-year Connect partnership along with Bristol Community College, Massasoit Community College, Cape Cod Community College, and Bridgewater State University, the University can capitalize on opportunities to strengthen the pipeline from K-12 to UMass Dartmouth and Connect institutions.

To address the regional challenges of educational attainment, UMass Dartmouth will enhance its Education degree and licensure programs by aligning teacher preparation with the current and emerging needs of the region in the context of increased demand for curricular rigor in STEM and improvement in pre-service and in-service teacher preparation. This alignment will be accomplished through a regional analysis to understand more deeply the current and future needs of area school districts, maintaining open lines of communication between the campus and school districts. There will be emphasis on encouraging research-active faculty to address identified regional teacher development in areas, such as English language learning, special education, science education, and mathematics education.

To support the development of a seamless pre-K-20 experience, UMass Dartmouth will increase opportunities for access to college-level work through dual-enrollment programs and provide more education to pre-K-20 students and parents to improve awareness of college opportunities and affordability with initiatives like the University's College Positive Program and the Kids2College Program. Collaborations between regional K-12 teachers and University faculty will be enhanced to address college readiness and to develop programming to bridge students from high school to the University.

2014-2020 Key Strategies

- Define and prioritize mutually beneficial community partnerships, collaborations and outreach to address key challenges of health, education, environmental sustainability, and access to justice.
- Improve current administrative structures to better coordinate community engagement initiatives/activities in regional pre-K-12 outreach, and community health and justice initiatives.
- Improve the effectiveness and impact of community engagement initiatives/activities that will make meaningful contributions on a regional, national and global scale
- Increase educational attainment opportunities in the region through effective partnerships with K-12 schools and community colleges.
- Nurture the UMass Dartmouth Living Gallery project.
- Work with local and national governmental agencies, companies, and non-profit organizations to foster economic development, innovation and entrepreneurship.

Performance Measures

- Develop and implement administrative plan for effective coordination of community engagement activities.
- Develop and implement assessment plan that defines outcomes and establishes metrics for impact of community engagement and collaborations.
- Retain Carnegie Community Engagement classification.
- Progress to attain President's Higher Education Honor Roll designation with Distinction.
- Align teacher preparation with current and emerging needs of the region in the context of increased demand for curricular rigor in STEM.

- Improve pre-service and in-service teacher certification and K-12 teacher development in key areas such as ELL, STEM and the Arts.
- Develop and enhance dual enrollment programs with high schools and community colleges
- Indicators of creative placemaking in the community with UMass Dartmouth Living Gallery

GOAL 5: Infrastructure and Processes in Support of Excellence

A robust physical, technological, and administrative infrastructure that ensures a productive, safe, and positive environment for faculty, students, and staff is essential to the achievement of the strategic goals of *UMassDTransform2020*. The University is committed to ongoing cost containment efforts to improve efficiency and effectiveness throughout the institution and in partnership with the UMass System's Efficiency and Effectiveness Task Force initiatives. To assure excellence at a time of financial challenges for public universities across the country, UMass Dartmouth will employ budget development and monitoring processes that are transparent, participatory, and realistic and that align resources with strategic objectives.

The University will bolster the existing campus infrastructure and construct new facilities that are required to support and enhance teaching and learning, research, and partnerships with the community. The advent of new educational technologies and the increased demand and opportunities for online programming requires addressing the technological limitations associated with existing buildings and the need for new technology investments. Shortly after launching *UMassDTransform2020*, the Campus Master Plan will be developed and will serve as a roadmap for all future campus physical and technological improvements.

Attention to the development of a physical research infrastructure that includes research laboratories, new technologies, and the appropriate research development and compliance administrative staffing will be critical to transition to a Doctoral Research University. Campus security will be expanded to improve building access systems, campus lighting, and equipment that deter anti-community behaviors. The campus will deploy technologies such as audit and intrusion prevention systems to protect student, faculty and staff personal information and intellectual property.

Critical to the success of all the strategic plan initiatives will be the institutionalization of a reliable budget that integrates revenue projections from all sources with all operational and other expenses. Budgeted and actual revenue and expenses will be carefully monitored through regular management financial reports and position control processes. In addition, there will be regular executive oversight to ensure continued alignment of new resources with strategic plan objectives.

The University will expand and accelerate fund raising efforts to yield new and additional resources through engagement of faculty, administrators, staff, students, alumni, philanthropic donors and foundations. UMass Dartmouth will launch a Capital Campaign to catapult the campus to a national status as a Doctoral Research University through acquisition of philanthropic support for cutting-edge academic programs and research, scholarships, endowed professorships and fellowships, and named buildings, Colleges and Schools.

As well, UMass Dartmouth will engage in efficiency, effectiveness, and sustainability initiatives as well as organizational optimization. Administrative and finance functions will be aligned and enhanced to support the academic mission. The institution will evaluate the delivery of all non-core functions, streamline business processes and commit to continually improving operational excellence and financial efficiency as well as reducing duplication and redundancies.

2014-2020 Key Strategies:

- Complete Facilities Master Plan that reflects institutional commitment to sustainability.
- Engage in continuous improvement activities to increase efficiency and effectiveness in administrative and support processes.
- Implement transparent and timely budget processing, tracking and control.
- Attract, recruit, develop, and retain a highly qualified, motivated, and diverse faculty and staff.
- Expand marketing and realign resources to enhance internal pride, raise external awareness, and meet recruitment and fundraising goals.
- Evaluate the IT infrastructure and operations to develop and implement a long-term plan to support teaching and learning, the research endeavor and University operations.
- Realign the fundraising infrastructure for future growth in terms of personnel and fundraising practices.
- Enhance fundraising at UMass Dartmouth to include entry and completion of the campaign within the UMass System.

Performance Measures

- Complete the Facilities Master Plan and make progress toward implementation.
- Progress in implementing the Living Gallery Project
- Improvement in number of qualified (and qualified, diverse) applicants
- Track voluntary and involuntary turnover among qualified (and qualified, diverse) faculty and staff
- Gauge faculty and staff satisfaction
- Measurable improvement in the efficiency and effectiveness of identified administrative and support processes

- Progress toward implementing a transparent and timely budget development, monitoring, and control processes
- Progress toward completing the document-imaging project
- Progress toward implementing the identity management initiative
- Increase in the endowment funds per student FTE compared to peers
- Progress toward realigning the fundraising infrastructure
- Develop, plan and implement a major capital campaign by conducting a campaign feasibility study, clarifying campaign income sources, recommending timelines for the silent and public campaign phases, and providing best practices for establishing the campaign funding priorities
- Enhance annual giving by developing, staffing and supporting affinity groups through alumni outreach, by establishing regional alumni clubs, by overseeing the friend raising through Athletics, and by ensuring that direct mail appeals are strategic and have a return on investment
- Enhance fundraising infrastructure to support the strategic goals of the University through the hiring process for gift processing, database management, prospect review, and event planning within the Office of Advancement



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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	UMassD catalog/Academic Regulations and Procedures: http://catalog.umassd.edu/content.php?catoid=23&navoid=1424&hl=credit+hour&returnto=search
Print Publications	Academic Curriculum Guidelines and Procedures: New Course-Academic Proposals: http://www.umassd.edu/provost/resourcesforfaculty/academiccurriculumguidelinesandprocedures/

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.umassd.edu/transfereperience/articulationagreements/
Print Publications	Transfer Guide/ Printable from the website

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	<i>Student conduct and Dispute Resolution:</i> http://www.umassd.edu/studentaffairs/departments/studentconductanddisputeresolution/policiesandprocedures/filingacomplaint/ <i>Grade Appeals:</i> UMassD catalog/Academic Regulations and Procedures: http://www.umassd.edu/acadvising/grades/ http://www.umassd.edu/studentaffairs/studenthandbook/academicregulationsandprocedures/ <i>Financial Aid Appeals:</i> http://www.umassd.edu/financialaid/eligibility/satisfactoryacademicprogress/ Access: http://www.umassd.edu/policies/activepolicylist/students/complaintsgrievancesandappealspolicy/
Print Publications	Printable from the website

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s)) used for verificati on	Student registration and learning management systems require verification of student identity through secure login; which utilizes a unique username and password, subject to Information Technology's Responsible/Acceptable Use of Computing Services (http://www.umassd.edu/cits/policies/responsibleuse/), as well the Student Code of Conduct (http://www.umassd.edu/studentaffairs/departments/studentconductanddisputeresolution/studentcodeofconduct/), and the institution's Academic Integrity Policy (http://www.umassd.edu/policies/activepolicylist/academicaffairs/academicintegritypolicyandreportingform/). UMass Dartmouth is currently investigating and evaluating additional layers of student identification and authentication. There are currently no additional charges associated with the registration of online students.
---	---

- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	N/A
Print Publications	

The undersigned affirms that the **University of Massachusetts Dartmouth** meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: _____
 Divina Grossman, PHD, RN, FAAN
 Chancellor
 University of Massachusetts Dartmouth

2014

Annual Financial

Report



The University of Massachusetts
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University Administration

As of November 2014

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Office of the President

December 18, 2014

To the Board of Trustees
and President Robert L. Caret

We are pleased to submit the annual Financial Report of the University of Massachusetts for the year ended June 30, 2014. The enclosed financial statements incorporate all financial activity of the University and its five campuses. This statement has been audited by an independent auditing firm and is fully represented in the financial report of the Commonwealth of Massachusetts. Detailed information about each campus is provided as supplemental information.

The financial information presented in the Financial Report is designed to aid a wide variety of readers to assess the effectiveness of the University's management of its resources in meeting its primary mission of instruction, research, and public service. This report is intended to form a comprehensive and permanent record of the finances of the University of Massachusetts, and it is submitted as the public accounting of the University's financial affairs for the fiscal year ended June 30, 2014 including comparative information as of June 30, 2013.

The University's net assets increased \$203.9 million from \$2.61 billion in fiscal year 2013 to \$2.82 billion in fiscal year 2014. The major components of the increase are due to physical plant improvements and positive operating results due primarily to greater student fee revenues associated with increased enrollment, cost reductions, and strong market performance for the University's investments.

Each year, the Board of Trustees approves five-year targets for five key financial indicators that are likely to determine the success of the University over the long term. Those key indicators are operating margin, financial cushion, return on net assets, debt service to operations, and endowment per student. During 2014, the University met or exceeded its targets for all five indicators. Overall, the University made important progress in fiscal 2014 toward the achievement of its long-term financial objectives of growth and stability.

Respectfully submitted,

A handwritten signature in blue ink, reading 'Christine M. Wilda'.

Christine M. Wilda
Senior Vice President for Administration and
Finance & Treasurer

A handwritten signature in blue ink, reading 'Sarah B. Mongeau'.

Sarah B. Mongeau
University Controller

University of Massachusetts
2014 Annual Financial Report
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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

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Board of Trustees of the
University of Massachusetts

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units, of the University of Massachusetts (the "University"), an enterprise fund of the Commonwealth of Massachusetts, as of and for the years ended June 30, 2014 and 2013, and the related notes to the financial statements, which collectively comprise the University's basic consolidated financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express opinions on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the University's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the basic consolidated financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the University of Massachusetts as of June 30, 2014 and 2013, and the respective changes in financial position and cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis ("MD&A") be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic consolidated financial statements, and other knowledge we obtained during our audit of the basic consolidated financial statements. We do not express an opinion or provide any assurance on the MD&A information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.



Boston, Massachusetts
December 18, 2014

Introduction

This unaudited section of the University of Massachusetts (the "University") Annual Financial Report presents our discussion and analysis of the financial position and performance of the University and its component units during the fiscal year ended June 30, 2014 with comparative information as of June 30, 2013. This discussion and analysis has been prepared by management along with the accompanying financial statements and related footnote disclosures and should be read in conjunction with, and is qualified in its entirety by, the financial statements and footnotes. The accompanying financial statements, footnotes and this discussion are the responsibility of management.

The University of Massachusetts is a state coeducational institution for higher education with separate campuses at Amherst, Boston, Dartmouth, Lowell and Worcester all located in the Commonwealth of Massachusetts (the "Commonwealth"). The University was established in 1863 in Amherst, under the provisions of the 1862 Morrill Land Grant Acts, as the Massachusetts Agricultural College. It became known as the Massachusetts State College in 1932 and in 1947 became the University of Massachusetts. The Boston campus was opened in 1965 and the Worcester campus, Medical School, was opened in 1970. The Lowell and Dartmouth campuses (previously the University of Lowell and Southeastern Massachusetts University, respectively) were made a part of the University by a legislative act of the Commonwealth, effective September 1, 1991.

The University's mission is 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. In the fall of 2013, the University enrolled 61,336 full-time equivalent ("FTE") students. The University is committed to providing, without discrimination, diverse program offerings to meet the needs of the whole of the state's population. The University's five campuses are geographically dispersed throughout Massachusetts and possess unique and complementary missions.

Financial Highlights

The University's combined net position increased \$203.9 million from \$2.61 billion in fiscal year 2013 to \$2.82 billion in fiscal year 2014. The major components of the increase in fiscal year 2014 relate to investments in infrastructure and greater student fee revenues. From fiscal year 2013 to fiscal year 2014, the University's operating revenue increased by \$56.5 million and operating expenditures increased by \$146.1 million. The increase in operating revenue is primarily due to the increase in fee and auxiliary revenue associated with the enrollment increases and fee increases in categories other than in state undergraduates and auxiliary revenue to support related expenditures.

Using the Annual Financial Report

One of the most important questions asked about University finances is whether the University as a whole is better off or worse off as a result of the year's activities. The key to understanding this question lies within the Statement of Net Position, Statement of Revenues, Expenses and Changes in Position and the Statement of Cash Flows. These statements present financial information in a form similar to that used by private sector companies. The University's net position (the difference between assets and liabilities) is one indicator of the University's financial health. Over time, increases or decreases in net position is one indicator of the improvement or erosion of an institution's financial health when considered with non-financial facts such as enrollment levels, operating expenses, and the condition of the facilities.

The Statement of Net Position includes all assets, liabilities, as well as deferred inflows and outflows of resources of the University. It is prepared under the accrual basis of accounting, whereby revenues and assets are recognized when the services are provided and expenses and liabilities are recognized when services are incurred, regardless of when cash is exchanged. Net Position is further broken down into three categories: invested in capital assets-net of related debt, restricted and unrestricted. Amounts reported in invested in capital assets-net of related debt represent the historical cost of property and equipment, reduced by the balance of related debt outstanding and depreciation expense charged over the years. Net Position is reported as restricted when constraints are imposed by third parties, such as donors or enabling legislation. Restricted net position is either non-expendable, as in the case of endowment gifts to be held in perpetuity, or expendable, as in the case of funds to be spent on scholarships and research. All other assets are unrestricted; however, they may be committed for use under contract or designation by the Board of Trustees.

The Statement of Revenues, Expenses and Changes in Net Position presents the revenues earned or received and expenses incurred during the year. Activities are reported as either operating or non-operating. Operating revenues and expenses include tuition and fees, grant and contract activity, auxiliary enterprises and activity for the general operations of the institution not including appropriations from state and federal sources. Non-operating revenues and expenses include appropriations, capital grants and contracts, endowment, gifts, investment income, and non-operating federal grants (Pell Grants). With a public University's dependency on support from the state, Pell grants, and gifts, it is common for institutions to have operating expenses exceed operating revenues. That is because the prescribed financial reporting model classifies state appropriations, Pell grants, and gifts as non-operating revenues. The utilization of long-lived assets, referred to as capital assets, is reflected in the financial statements as depreciation expense, which amortizes the cost of a capital asset over its expected useful life.

Another important factor to consider when evaluating financial viability is the University's ability to meet financial obligations as they mature. The statement of cash flows presents information related to cash inflows and outflows summarized by operating, capital and non-capital, financing and investing activities.

The footnotes provide additional information that is essential to understanding the information provided in the external financial statements.

Reporting Entity

The financial statements report information about the University as a whole using accounting methods similar to those used by private-sector companies. The financial statements of the University are separated between University (including its blended component units) and its discretely presented Component Unit activities. The University's discretely presented Component Units (or Related Organizations) are the University of Massachusetts Foundation, Inc., and the University of Massachusetts Dartmouth Foundation, Inc.

Condensed Financial Information

University of Massachusetts Condensed Statement of Net Position As of June 30, 2014 and 2013 (in thousands of dollars)			
	University June 30, 2014	University June 30, 2013	FY13-14 Change
ASSETS			
Current Assets	\$ 592,750	\$ 579,824	\$ 12,926
Noncurrent Assets			
Investment in Plant Net of Accumulated Depreciation	4,064,786	3,705,517	359,269
All Other Noncurrent Assets	1,543,391	1,403,449	139,942
Total Assets	6,200,927	5,688,790	512,137
DEFERRED OUTFLOWS OF RESOURCES	112,880	114,286	(1,406)
LIABILITIES			
Current Liabilities	674,330	772,922	(98,592)
Noncurrent Liabilities	2,821,182	2,415,798	405,384
Total Liabilities	3,495,512	3,188,720	306,792
NET POSITION			
Invested in Capital Assets Net of Related Debt	1,800,767	1,682,173	118,594
Restricted			
Nonexpendable	17,387	18,058	(671)
Expendable	174,530	156,469	18,061
Unrestricted	825,611	757,656	67,955
Total Net Position	\$ 2,818,295	\$ 2,614,356	\$ 203,939

University of Massachusetts Condensed Statement of Net Position for Related Organizations As of June 30, 2014 and 2013 (in thousands of dollars)			
	University Related Organizations June 30, 2014	University Related Organizations June 30, 2013	FY13-14 Change
ASSETS			
Current Assets	\$ 1,678	\$ 3,830	\$ (2,152)
Noncurrent Assets			
Investment in Plant Net of Accumulated Depreciation	8,478	8,619	(141)
All Other Noncurrent Assets	454,646	391,699	62,947
Total Assets	464,802	404,148	60,654
LIABILITIES			
Current Liabilities	15,525	14,604	921
Noncurrent Liabilities	3,483	3,332	151
Total Liabilities	19,008	17,936	1,072
NET POSITION			
Invested in Capital Assets Net of Related Debt	8,477	8,619	(142)
Restricted			
Nonexpendable	309,718	290,858	18,860
Expendable	101,195	74,706	26,489
Unrestricted	26,404	12,029	14,375
Total Net Position	\$ 445,794	\$ 386,212	\$ 59,582

At June 30, 2014, total University net position was \$2.82 billion, an increase of \$203.9 million over the \$2.61 billion in net position for fiscal year 2013. The University's largest asset continues to be its net investment in its physical plant of \$4.06 billion at June 30, 2014 (\$3.71 billion in fiscal year 2013).

University liabilities totaled \$3.49 billion at June 30, 2014, an increase of \$306.8 million over fiscal year 2013. Long-term liabilities represent 81% of the total liabilities which primarily consist of bonds payable amounting to \$2.62 billion at June 30, 2014.

The University's current assets as of June 30, 2014 of \$592.8 million were below the current liabilities of \$674.3 million, as a result the current ratio was 0.88 dollars in assets to every one dollar in liabilities. June 30, 2013 current assets of \$579.9 million were below the current liabilities of \$772.9 million, resulting in a current ratio of 0.75.

The unrestricted and restricted expendable net position totaled \$1.0 billion in fiscal year 2014, which represents 36% of total operating expenditures of \$2.81 billion for fiscal year 2014. The unrestricted and restricted expendable net position totaled \$914.1 million in fiscal year 2013, which represents 34% of total operating expenditures of \$2.66 billion.

University of Massachusetts Condensed Statement of Revenues, Expenses, and Changes in Net Position For the Year Ended June 30, 2014 and 2013 (in thousands of dollars)			
	University June 30, 2014	University June 30, 2013	FY13-14 Change
Operating Revenues			
Tuition and Fees (net of scholarship allowances)	\$ 740,116	\$ 707,495	\$ 32,621
Grants and Contracts	511,694	512,458	(764)
Auxiliary Enterprises	349,485	319,544	29,941
Other Operating Revenues	607,984	613,257	(5,273)
Total Operating Revenues	2,209,279	2,152,754	56,525
Operating Expenses	2,809,900	2,663,837	146,063
Operating Loss	(600,621)	(511,083)	(89,538)
Nonoperating Revenues / (Expenses)			
Federal Appropriations	7,020	6,774	246
State Appropriations	570,618	519,311	51,307
Interest on Indebtedness	(89,496)	(91,364)	1,868
Other Nonoperating Income	133,386	100,697	32,689
Nonoperating Federal Grants	74,279	70,586	3,693
Net Nonoperating Revenues	695,807	606,004	89,803
Income Before Other Revenues, Expenses, Gains and Losses	95,186	94,921	265
Capital Appropriations, Grants and Other Sources	134,369	156,442	(22,073)
Disposal of Plant Facilities	(6,198)	(8,802)	2,604
Other Additions / (Deductions)	(19,418)	2,939	(22,357)
Total Other Revenues, Expenses, Gains, and Losses	108,753	150,579	(41,826)
Total Increase in Net Position	203,939	245,500	(41,561)
Net Position			
Net Position at the Beginning of the Year	2,614,356	2,389,377	224,979
Cumulative effect of change in accounting principle **		(20,521)	
Net Position at the Beginning of the Year, adjusted		2,368,856	
Net Position at the End of the Year	\$ 2,818,295	\$ 2,614,356	\$ 183,418

**This reflects the retroactive adoption of GASB 65. Please see *Footnote 1, Summary of Significant Accounting Policies-New GASB Pronouncements* for further details regarding this item.

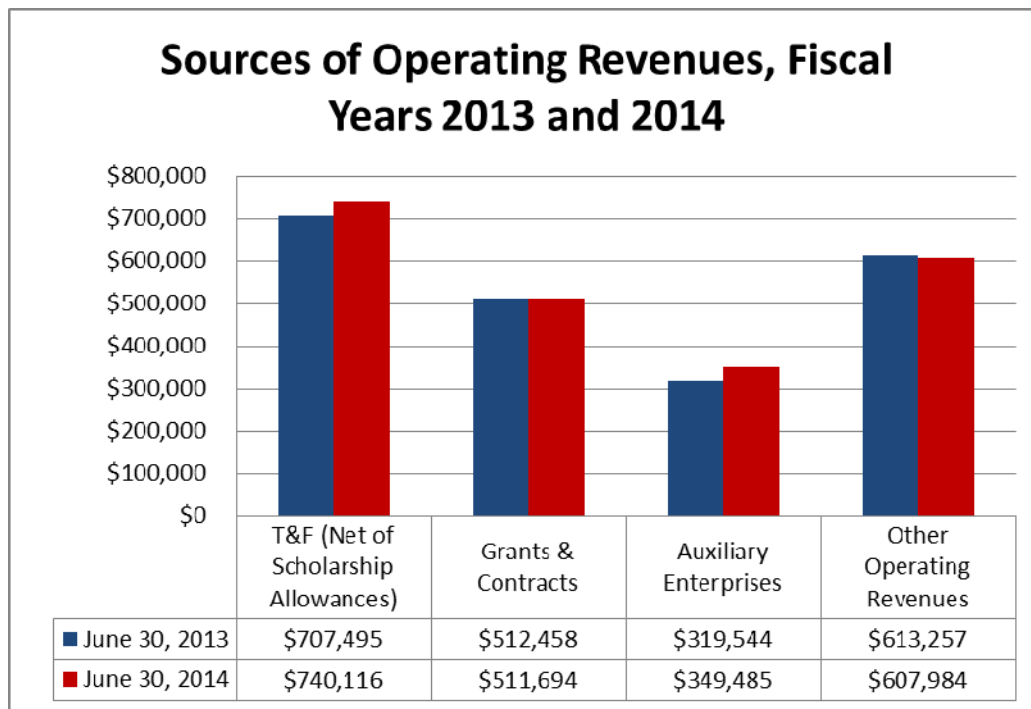
University of Massachusetts

Condensed Statement of Revenues, Expenses, and Changes in Net Position for University Related Organizations

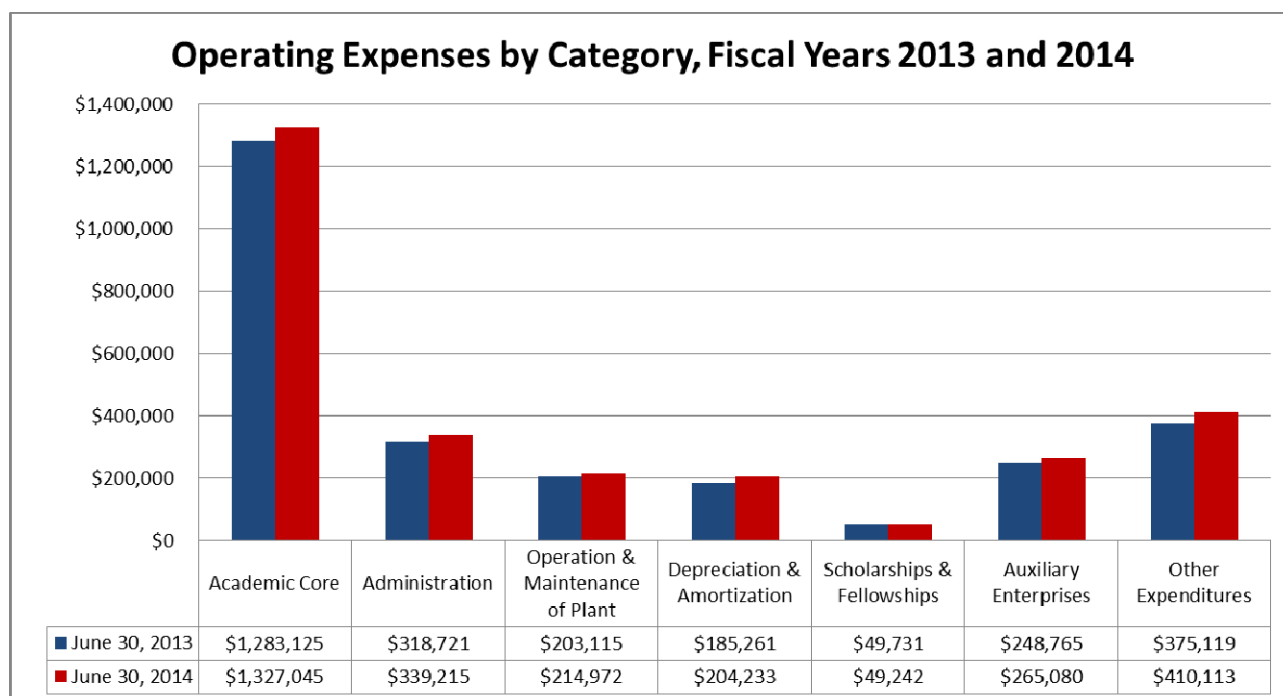
For the Year Ended June 30, 2014 and 2013

(in thousands of dollars)

	University Related Organizations June 30, 2014	University Related Organizations June 30, 2013	FY13-14 Change
Operating Expenses	\$ 11,443	\$ 12,852	\$ (1,409)
Operating Loss	(11,443)	(12,852)	(1,409)
Nonoperating Revenues / (Expenses)			
Other Nonoperating Income	54,982	35,152	19,830
Net Nonoperating Revenues	54,982	35,152	19,830
Income Before Other Revenues, Expenses, Gains and Losses	43,539	22,300	21,239
Additions to Permanent Endowments	17,566	16,056	1,510
Other Additions	(1,523)	(9,979)	8,456
Total Other Revenues, Expenses, Gains, and Losses	16,043	6,077	9,966
Total Increase in Net Position	59,582	28,377	31,205
Net Position			
Net Position at the Beginning of the Year	386,212	357,835	28,377
Net Position at the End of the Year	\$ 445,794	\$ 386,212	\$ 59,582



Total operating revenues for fiscal year 2014 were \$2.21 billion. This represents a \$56.5 million increase from the \$2.15 billion in operating revenues in fiscal year 2013. The most significant sources of operating revenue for the University are tuition and fees, grants and contracts, auxiliary services and public service activities at the Worcester Medical School campus categorized in the chart above as "Other Operating Revenues". While not classified on the financial statements as operating revenue, state appropriations serve as a primary source for funding the core mission of the University. State appropriation revenue, described in detail in a section below, is used almost exclusively to fund payroll for University employees. The chart above displays operating revenues by source for the University in fiscal years 2014 and 2013.



In fiscal year 2014, operating expenditures, including depreciation and amortization of \$204.2 million, totaled \$2.81 billion. Of this total, \$1.33 billion or 47% was used to support the academic core activities of the University, including \$407.4 million in research. In fiscal year 2013, operating expenditures, including depreciation and amortization of \$185.3 million, totaled \$2.66 billion. The chart above displays fiscal year 2014 and 2013 operating spend.

Public Service Activities

Other operating revenues includes Public Service Activities and consists largely of sales and services provided to third parties by the UMass Medical School campus through its Commonwealth Medicine ("CWM") programs, which provide public consulting and services in health care financing, administration and policy to federal, state and local agencies and not-for-profit health and policy organizations. Included in this category of activities are CWM revenues of \$349.0 million and \$358.7 million for the years ended June 30, 2014 and 2013, respectively. Included in expenditures are CWM expenditures of \$318.2 million and \$347.4 million for the years ended June 30, 2014 and 2013, respectively.

In addition to CWM activities, Public Service Activities also includes payments received by the Medical School for educational services it provides to its clinical affiliate UMass Memorial Health Care, Inc. ("UMass Memorial") as required by the enabling legislation enacted by the Commonwealth in 1997. Educational services revenues included in public service revenues were \$163.8 million and \$153.0 million for the years ended June 30, 2014 and 2013, respectively. Finally, Public Service Activity expenditures also include payments made to the Commonwealth of Massachusetts of \$120 million and \$65.0 million for the years ended June 30, 2014 and 2013, respectively, pursuant to requirements of legislation enacted by the State Legislature of Massachusetts.

State Appropriations

In fiscal year 2014, state appropriations represent approximately 20% of all operating and non-operating revenues. The level of state support is a key factor influencing the University's overall financial condition. Although the state appropriation is unrestricted revenue, nearly 100% of the state appropriation supports payroll and benefits for University employees.

The net state appropriation for the University increased by \$51.3 million from fiscal year 2013, with the increase attributable to a higher level of State Appropriation and related fringe benefit support through the State's investment in the University's 50/50 plan. This plan, to be phased in over FY14 and FY15, has the State providing additional State Appropriation in order to bring State funding levels closer to historical amounts that will allow for the State to support 50% of the educational costs of an in state undergraduate while the student funds the remaining 50%. In return for this State investment, the University and the Board committed to freezing the in state undergraduate curriculum fee during this same time period.

In the year ended June 30, 2014 the University reported tuition revenue of approximately \$34.3 million of tuition the University remits to the State Treasurer's Office for the general fund of the Commonwealth of Massachusetts. Unless otherwise permitted by the Massachusetts Legislature, the University is required to remit tuition revenue received to the Commonwealth. Therefore, the University collects student tuition on behalf of the Commonwealth and remits it to the Commonwealth's General Fund. The amount of tuition remitted to the Commonwealth was \$35.1 million in fiscal year 2013. There is no direct connection between the amount of tuition revenues collected by the University and the amount of state funds appropriated in any given year.

In fiscal year 2004, a pilot program authorized by the Commonwealth enabled the Amherst campus to retain tuition for out-of-state students. This pilot program was extended indefinitely for the Amherst Campus in fiscal year 2005 and starting in fiscal year

2012 all of the University's campuses were authorized to retain tuition from out-of-state students. The amount of tuition retained by the University during 2014 and 2013 was \$75.8 million and \$74.5 million, respectively.

The following table details the Commonwealth operating appropriations received by the University for fiscal years ending June 30, 2014 and 2013:

	FY2014	FY2013
Gross Commonwealth Appropriations	\$ 486,656	\$ 447,837
Plus: Fringe Benefits*	141,881	130,005
	628,537	577,842
Less: Tuition Remitted	(34,325)	(35,103)
Less: Mandatory Waivers	(23,594)	(23,428)
Net Commonwealth Support	\$ 570,618	\$ 519,311

*The Commonwealth pays the fringe benefits for University employees paid from Commonwealth operating appropriations. Therefore, such fringe benefit support is added to the "State Appropriations" financial statement line item as presented in the above table. The University pays the Commonwealth for the fringe benefit cost of the employees paid from funding sources other than Commonwealth operating appropriations.

Capital Appropriations from the Commonwealth

The University faces a financial challenge to maintain and upgrade its capital assets including its infrastructure, buildings and grounds. In order to have a successful capital program, the University must rely on a combination of revenue sources to fund its investment. In fiscal year 2014, there was \$112.1 million of capital support provided to the University through appropriations and grants from the Commonwealth. This is consistent with capital appropriations provided in fiscal year 2013. This funding is attributed to the Commonwealth's Division of Capital Asset Management ("DCAM") which funded several large capital projects in fiscal year 2013 and 2014 through the State's Higher Education Bond Bill and Life Sciences Bond Bill, both passed in 2008 and have projects funded on each of the campuses. The University projects that although capital support will fluctuate from year to year, the level of capital appropriations from the Commonwealth will continue to be significant. Although the completion of major construction projects managed by DCAM are underway at all five of the University's campuses. The current bond support from the State has been fully programmed and therefore the University is now working to secure the next round of funding to ensure continuity of the capital program beyond FY18.

Grant and Contract Revenue

Collectively, the University's Amherst Campus and Medical School in Worcester account for approximately 77% of University grant and contract activity. The Boston, Dartmouth, and Lowell campuses continue to have significant sponsored research activity.

The following table details the University's grant and contract revenues (in thousands) for the fiscal years ended June 30, 2014 and 2013:

	FY2014	FY2013
Federal Grants and Contracts	\$ 322,047	\$ 334,697
State Grants and Contracts	74,996	68,794
Local Grants and Contracts	2,223	2,253
Private Grants and Contracts	112,428	106,714
Total Grants and Contracts	\$ 511,694	\$ 512,458

Discretely Presented Component Units

University of Massachusetts Foundation, Inc.

The combined University and Foundation endowment has increased to approximately \$757.5 million at June 30, 2014 from \$664.7 million at June 30, 2013.

The Foundation utilizes the pooled investment concept whereby all invested funds are in one investment pool, except for investments of certain funds that are otherwise restricted. Pooled investment funds will receive an annual distribution of 4% of the endowment fund's average market value for the preceding twelve quarters on a one year lag. Only quarters with funds on deposit shall be included in the average. In addition, a prudence rule will be utilized to limit spending from a particular endowment fund to no lower than 93% of its book value. The Foundation distributed \$17.7 million (4%) and \$15.1 million (4%) in fiscal years 2014 and 2013, respectively.

The total investment return of the Foundation for fiscal year 2014 was \$112.2 million as compared to 2013, which, including realized and unrealized investment activity, was a net gain of approximately \$64.0 million. This is consistent with investment return performance at other institutions.

University of Massachusetts Dartmouth Foundation, Inc.

Total marketable securities for the Dartmouth Foundation were \$53.5 million at June 30, 2014 up from \$47.9 million at June 30, 2013, which are held by the University of Massachusetts Foundation, Inc. The increase was primarily due to favorable market conditions and new gifts. The Dartmouth Foundation total investment return for fiscal year 2014, including realized and unrealized investment activity, was a net gain of \$4.9 million as compared to a net gain of \$2.9 million in 2013.

Tuition and Fees

Due to declining State Appropriations, the University's Board of Trustees voted to increase mandatory student charges by 7.5% for resident undergraduate students for the 2011-2012 academic year and an additional 4.9% for the 2012-2013 academic year. For academic years 2013-2014 and 2014-2015, the Board of Trustees voted to freeze the mandatory curriculum fee for in state undergraduate students based on the increase to the State appropriation known as the 50/50 described above. Affordability will continue to be a priority of the University and increases in fees will be considered in conjunction with State support on an annual basis.

Enrollment

Except for the Medical School, which admits only Massachusetts residents (as required by Massachusetts Session Laws, 1987, Chapter 199, Section 99), admission to the University is open to residents of the Commonwealth and non-residents on a competitive basis. In the fall 2013 semester, Massachusetts residents accounted for approximately 82% and 54% of the University's total undergraduate and graduate enrollment, respectively. Total enrollment in the fall of 2013 was 61,336 FTE (71,941 headcount students). Enrollments at the University have shown significant increases over the last five years (53,140 FTE in fall 2008). The 15% enrollment growth is consistent with the University's efforts to increase its reach across the Commonwealth and to recruit non-resident students and is reflective of the quality education provided by the University of Massachusetts.

Degrees Awarded

The University awards four levels of degrees, as follows: associate, bachelors, masters and doctoral/professional degrees. A total of 16,447 degrees were awarded in the 2012-2013 academic year reflecting a 5% increase from the previous year. Of these awards, 66% were at the undergraduate level and 30% were at the graduate level. The remaining were associates degrees and undergraduate certificates.

Bonds Payable

As of June 30, 2014, the University had outstanding bonds of approximately \$2.81 billion representing \$2.48 billion of University of Massachusetts Building Authority bonds (the "Building Authority Bonds"), \$59.3 million of University of Massachusetts bonds financed through the Massachusetts Health and Educational Facilities Authority which has been merged into MassDevelopment (the "UMass HEFA Bonds"), and \$275.5 million of bonds financed through the Worcester City Campus Corporation (the "WCCC Bonds"). Bonds payable is the University's largest liability at June 30, 2014. The Building Authority's active projects include residence hall construction and renovation, renovation of general education buildings, replacement of core infrastructure, and construction of academic, laboratory, and research facilities. The proceeds from the UMass HEFA Bonds were used to create a revolving loan program and to fund the construction of two new campus centers at the Boston and Lowell campuses (funded jointly with the Commonwealth).

On March 8, 2013, the Building Authority issued \$212,585,000 of Senior Series 2013-1 Project Revenue Bonds (the "2013-1 Bonds") and \$71,790,000 of Senior Series 2013-2 Project Revenue Bonds (the "2013-2 Bonds"). The 2013-1 Bonds are tax-exempt and mature at various dates through 2043. The interest on the bonds is payable semi-annually each November 1st and May 1st and the interest rates on the bonds range from 2% to 5%. The 2013-2 bonds are taxable, mature at various dates through 2043 and the interest on the bonds is payable semi-annually each November 1st and May 1st. The interest rates on the bonds range from 0.43% to 2.686%. The 2013-1 Bonds and 2013-2 Bonds will be used to finance capital projects in the University's Capital Plan.

On August 8, 2013, the Authority issued its \$24,640,000 Project and Refunding Revenue Bonds, Senior Series 2013-3 (the "2013-3 bonds"). The 2013-3 bonds were issued to finance and refinance a project set forth in the University's capital plan, the Edward M. Kennedy Institute for the United States Senate on the Boston campus of the University (the "EMK Project"). The proceeds of the 2013-3 bonds were used to finance the costs of such project, to fund capitalized interest on a portion of the 2013-3 Bonds, to refund a portion of the Authority's Project Revenue Bonds, Senior Series 2009-1 allocable to the construction of the EMK Project, and to pay costs of issuing the 2013-3 Bonds. The 2013-3 Bonds are due (serially) through 2043 with fixed interest rates ranging from 4.0% to 5.0%.

On August 13, 2013, the Authority issued Commercial Paper Note, Series 2013 A and 2013 B in the amount of \$25.0 million for each respective series, with a total amount outstanding of \$50.0 million. The maximum aggregate principal amount of commercial paper which may be outstanding at one time is \$200.0 million. A portion of these notes are secured by an Irrevocable Letter of Credit ("LOC") provided by State Street Bank and Trust Company ("State Street") with respect to the \$125 million Commercial Paper Notes, Series 2013 A, which expires in August of 2016. The remaining \$75 million Commercial Paper Notes, Series 2013 B are secured by a Standby Liquidity Facility Agreement provided by U.S. Bank National Association, which expires in August 2016.

On February 25, 2014, the Building Authority issued \$293,890,000 of Project Revenue Bonds, Senior Series 2014-1 (the "2014-1 Bonds") and \$14,085,000 of Project Revenue Bonds, Senior Series 2014-2 (the "2014-2 Bonds"). The 2014-1 Bonds included a premium of \$21.8 million. The 2014-1 Bonds are tax-exempt and mature at various dates through 2044. The interest on the bonds is payable semi-annually each November 1st and May 1st and the interest rates on the bonds range from 3% to 5%. The 2014-2 Bonds are federally taxable and mature at various dates through 2019. The interest on the bonds is payable semi-annually each November 1st and May 1st and interest rates on the bonds range from 0.440% to 2.109%. The 2014-1 and 2014-2 Bonds will

be used to finance capital projects in the University's Capital Plan.

On June 3, 2014, the Building Authority issued \$157,855,000 of Refunding Revenue Bonds, Senior Series 2014-4 (the "2014-4 Bonds"). The 2014-4 Bonds are federally taxable and mature at various dates through 2025. The interest on the bonds is payable semi-annually each November 1st and May 1st and the interest rates on the bonds range from 0.2% to 3.381%. The 2014-4 Bonds were issued to refinance the Building Authority's Refunding Revenue Bonds, Senior Series 2005-2.

Capitalized Lease Obligations

At June 30, 2014, the University had capital lease obligations with remaining principal payments of approximately \$2.2 million which is a \$4.3 million decrease from the remaining principal payments of \$6.5 million at June 30, 2013. The capital leases primarily consist of telecommunications, software and co-generation systems, and campus energy conversions. The decrease in obligations is due to scheduled lease payments.

University Rating

The University is relying on a carefully planned and executed debt strategy to support master and strategic planning at the campuses and for the University as a whole. The University has been rewarded for its strategic planning by recent ratings upgrades. Bonds issued by the University of Massachusetts and the University of Massachusetts Building Authority are now AA, Aa2 and AA- as rated by Fitch, Moody's and Standard & Poor's rating agencies, respectively.

Limitations on Additional Indebtedness

The University may, without limit, issue additional indebtedness or request the Building Authority to issue additional indebtedness on behalf of the University so long as such indebtedness is payable from all available funds of the University. However, the University may request that the Building Authority issue additional indebtedness not payable from all available funds of the University provided that the additional indebtedness is secured by certain pledged revenues and the maximum annual debt service on all revenue indebtedness does not exceed 8% of the University's available revenues.

The Building Authority is authorized by its enabling act to issue bonds with the unconditional guarantee of the Commonwealth of Massachusetts for the punctual payment of the interest and principal payments on the guaranteed bonds. The full faith and credit of the Commonwealth are pledged for the performance of its guarantee. The enabling act, as amended, presently limits to \$200 million the total principal amount of notes and bonds of the Building Authority that may be Commonwealth guaranteed and outstanding at any one time. The amount of bond obligation guaranteed by the Commonwealth at June 30, 2014 and 2013 was \$125.6 million and \$129.5 million, respectively.

Capital Plan

In September 2013, the University's Trustees approved a \$5.5 billion five-year (fiscal years 2014-2018) update to its capital plan with \$3.8 billion of projects approved to continue or commence over the next 24 months. The University generally has funded its capital plans through a combination of funding received from University operations, bonds issued by the University of Massachusetts Building Authority, MassDevelopment financing, Commonwealth appropriations, and private fundraising. The execution of many projects from the University's capital plan is from funding from the Commonwealth through the Higher Education and Life Sciences Bond Bills.

Campus	Total 5-Year Plan FY14 - FY18	Total Approved Projects (as of Sept 2014)
Amherst	\$1,417,236	\$1,453,445
Boston	\$1,291,935	\$962,585
Dartmouth	\$721,328	\$438,510
Lowell	\$1,516,400	\$865,400
Worcester	\$523,598	\$153,340
TOTAL	\$5,470,497	\$3,873,280
# of Projects	255	191

The University's five-year capital plan for fiscal years 2014-2018 includes both new projects and major projects that were previously approved by the University Trustees in prior-year capital plans. Over the last year the University has been working with the Board to enhance its policy regarding its approval of capital projects to ensure a clear process for the review and approval of projects and to provide for multiple reviews during the process so that the President's Office, Building Authority and the Board of Trustees (the Board) are actively involved. Since the capital program requires significant investment, the President's office and the Board wanted to ensure that the proper steps were in place for reviewing and approving projects so that the University continues to live within its current capital and debt policies. The capital plan is currently being reviewed and is set to go before the Board for its biennial review at the December Board meeting.

Factors Impacting Future Periods

There are a number of issues of University-wide importance that directly impact the financial operations of the University. Many of these issues, such as improving academic quality, realizing strong financial results, investing in capital assets, expanding fundraising capacity, operating more efficiently and being the most effective University for students and the Commonwealth given the available resources, and measuring performance are ongoing activities of continuous importance to the Board of Trustees and University leadership that impact the financial and budget planning each year. The level of state support, the impact of collectively

bargained wage increases, and the ability of student-fee supported activities to meet inflationary pressures determine the limits of program expansion, new initiatives and strategic investments, as well as the ability of the University to meet its core mission and ongoing operational needs.

Despite challenging economic times in the Commonwealth since fiscal year 2009, the University of Massachusetts continues to focus on improving its competitive position. To meet increased student demand, boost academic credentials, and improve campus infrastructure, the University has expanded and acquired several strategic properties in the past few fiscal years:

- The Massachusetts Accelerator for Biomanufacturing (MAB) is a new 35,000 square foot bioprocessing facility located on a four acre site within the newly developed South Coast Life Sciences & Technology Park in Fall River. The facility looks to enhance the University's program offerings to assist small companies developing therapeutic biologic products with the transition from scientific protocol to large scale production processes that meet both industry and regulatory quality standards.
- In the fall of 2014, the University opened the Springfield Satellite Center to offer bachelor and master level courses associated with a variety of existing academic degrees and certificates that are already available to citizens of Greater Springfield at nearby locations and/or online. The Center will also house selected outreach, research, and economic development programs and activities.
- A satellite campus associated with the Umass Lowell, in Haverhill, is currently being explored to better serve its student population. A permanent site is being explored and a temporary site is being utilized in the current year in partnership with Northern Essex Community College.

Despite these successful acquisitions, the ability to address priority capital needs and requirements for deferred maintenance, technology, repairs and adaptation, and selected new construction projects is one of the largest challenges facing the University. Despite investing more than \$2.5 billion on capital improvements over the last decade, the University's FY14-18 capital plan projects spending another \$5.5 billion over the next five years. The commitment of operating funds for servicing debt and/or funding capital expenditures has an ongoing impact on the overall financial position of the University. In order to support the University's capital plan, the University of Massachusetts Building Authority will be issuing new bonds for renovations, new construction, and deferred maintenance projects at the Amherst, Boston, Dartmouth, Lowell, and Worcester campuses in support of the capital plan. The University is currently working with the Building Authority to determine the timing of the next bond issuance in support of the FY14 – FY18 Capital Plan.

The University, as well as Legislative and Executive Leadership in the Commonwealth, understand that despite the significant level of capital activity being financed through University debt, a much higher level of state support needs to be dedicated to higher education facilities. As such, the Massachusetts Legislature passed a higher education bond bill in August 2008 that was filed by Governor Patrick. The Higher Education Improvement Act authorized \$2.2 billion for capital improvement spending over the next ten years at community colleges, state universities, and the University. More than \$1 billion of these funds are directed to University projects exclusively. Although the financial challenges faced by the Commonwealth have slowed down the pace of this funding, the capital plans prepared by the Commonwealth's Executive Office for Administration and Finance maintain the commitment to fund \$1 billion of capital activity at the University over the ten-year period from FY09-18. To date the \$1 billion dedicated by the State to the University has been programmed toward funding critical capital projects at all of the campuses and we are currently working with the Commonwealth to secure additional authorizations for the future.

In addition, a major state effort to assist the Commonwealth in increasing its competitive position in the Life Sciences Industry was signed into law by the Governor on June 16, 2008. The \$1 billion Life Sciences Industry Investment Act authorized \$500 million of capital funding over ten years. It is anticipated that some portion of this funding, possibly as much as \$242 million, will be used to support facility improvements at the University. \$90 million has already been dedicated to partially fund the Sherman Center at the University's Medical School in Worcester. Additionally \$95 million has been provided for a research facility at the Amherst Campus and significant capital investments in collaborative facilities and programs involving the Boston, Dartmouth, and Lowell campuses.

The impact of this increased level of state capital support from both the Higher Education Bond Bill and the Life Sciences Bond Bill is illustrated on the financial statements where capital appropriations and grants exceeded \$112 million in fiscal years 2014 and 2013.

In addition to capital funding, the life sciences initiative provides a number of opportunities for the University to participate in the planning and program implementation of this important economic development effort.

The University's Boston Campus is situated on a peninsula in Boston Harbor which is also home to the John F. Kennedy Presidential Library and the Massachusetts State Archives and Commonwealth Museum. Construction is almost complete on the Edward M. Kennedy Institute for the United States Senate. The Kennedy Institute will focus on political study, training sessions for students and politicians, and historical records. The Institute will add significant prominence to the Boston Campus and the University.

Research funding for the University of Massachusetts was strong despite Federal sequestration of funds. For the University, research expenditures were \$591.1 million in fiscal year 2013 and \$597.5 million in fiscal year 2012. Most research at the University is externally funded, with the federal government providing a majority of the funding through the National Institutes of

Health, the National Science Foundation, and other sources. Among Massachusetts colleges and universities, UMass ranks third in research and development expenditures, behind only MIT and Harvard. The University, as well as most major public research universities across the United States, is closely monitoring the potential reduction in federal funding for research and development programs.

In recent years the online learning consortium of the University, UMassOnline, has shown significant growth in enrollments, course offerings and revenue generation benefiting the campuses and raising the profile of the University throughout this important sector of the higher education market. UMassOnline provides marketing and technology support for UMass' online offerings that enable students, professionals, and lifelong learners to take courses anywhere, anytime. With over 130 undergraduate and graduate degree, certificate and professional development programs and more than 1,500 courses available from University faculty, UMassOnline is one of the largest accredited online programs available.

For fiscal year 2014, UMass Online and the Continuing Education units at the five campuses collaboratively generated tuition revenue in excess of \$85.1 million and supported 63,496 course enrollments, an increase of 8.7% for revenue and an increase of 7.3% for course enrollments as compared to fiscal year 2013.

The University continues to increase its global reach through a coordinated effort in international activities to develop partnerships and programs to bring faculty, visiting scholars and students from other countries to the University; to integrate study abroad opportunities into the undergraduate and graduate curriculum; and to encourage faculty to engage in research, teaching and service activities around the world.

The Commonwealth's fiscal year 2013 budget approved in June 2012 included a base state appropriation amount for the University equal to the base state appropriation received in fiscal year 2012. In addition to the base state appropriation, the budget also provided \$25.6 million to cover the fiscal year 2013 cost of the collective bargaining increases for the University's union employees and \$6.6 million of line item funding specific to the University. With state support consistent with the FY11 level despite the fact that enrollment has increased at the University by 15% over the last five years, the University's Board of Trustees approved a 4.9% tuition and fee increase for undergraduate students for the 2012-2013 academic year. In January of 2013, the Governor imposed mid-year budget reductions to bring the State budget into balance. As part of the reductions, the University received a 1% reduction equating to \$4.2 million. Through working with the Legislature, the University was able to utilize revenues to meet the reduction so that there would be no impact on the fringe support provided by the State. Each campus and the central office absorbed the reduction into operations for fiscal year 2013.

The fiscal year 2014 budget approved in July 2013 included a new funding model that would have the State assume 50% of the cost to educate a Massachusetts student at the University. The 50:50 funding proposal required an investment by the Commonwealth of \$39.1 million in each of the next two fiscal years, 2014 and 2015). This investment, along with the additional fringe support of \$10.8 million gained from the increase in the State appropriation will provide the University with \$100 million in additional appropriation over the next two fiscal years. The 2014 State budget included language (outside section 162) providing for the second year commitment to reach the goal of 50:50. This initiative has had an immediate and meaningful impact on thousands of Massachusetts residents who have not had an increase in their tuition and mandatory curriculum fees for the upcoming academic year. It also provides them with more long-term relief by allowing them to graduate and enter the workforce with less student debt. The total appropriation for fiscal year 2014 is \$478.7 million. These State funds are used entirely to support salary costs and the associated fringe benefit from having employees funded using the State appropriation.

Despite increased State support for fiscal year 2014, the University continues to examine our operations and implement meaningful, financially impactful improvements wherever possible. Understanding that the current fiscal environment poses significant challenges for the University and its students, the responsibility to be a good steward of limited resources is taken seriously. The University, through its Board of Trustees, created a permanent Task Force on Efficiencies and Effectiveness charged with helping to ensure that improving quality through more efficient and effective operations continues to be a priority for the University. The Task Force, along with the President's Office and the campuses is working to promote a more standardized approach for cross campus collaboration and oversight of the entire effort, track and report progress, and quantify the benefits to the University and its campuses. Over the last few years the University has achieved measureable savings and efficiencies and expects current efforts to yield additional savings going forward.

The fiscal year 2015 budget approved in July 2014 provided for a base state appropriation of \$519.0 million which represents the second installment of the 50:50 plan which began in fiscal year 2014. This investment along with the additional fringe support allowed the University to freeze the mandatory curriculum fee for the second consecutive year for in state undergraduate students. However, the State did not fund the first year of collective bargaining contracts to date that cost approximately \$13 million in State support. The University continues to advocate for these funds as negotiations using State set parameters continue.

As the University begins planning for fiscal year 2016, we continue to monitor State revenues and advance work in efficiency and effectiveness efforts wherever possible. In addition, as the campuses continue to make progress on capital projects, the University is looking to the State for its next round of bond funding in support of new and deferred maintenance projects in support of the plan. Meanwhile, each campus continues their fundraising efforts and capital campaigns.

Contacting the University

This financial report is designed to provide the University, the Commonwealth, the public and other interested parties with an overview of the financial results of the University and an explanation of the University's financial condition. If you have any questions about this report or require additional information, you can contact the University by calling the University Controller, Sarah Mongeau, at (774) 455-7520 or by email at smongeau@umassp.edu.

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University of Massachusetts
Consolidated Statement of Net Position
As of June 30, 2014 and 2013
(in thousands of dollars)

	University June 30, 2014	University Related Organizations June 30, 2014	University June 30, 2013 (adjusted)	University Related Organizations June 30, 2013
ASSETS				
Current Assets				
Cash and Cash Equivalents	\$63,752		\$93,939	
Cash Held By State Treasurer	27,867		23,883	
Accounts, Grants and Loans Receivable, net	231,156		235,988	
Pledges Receivable, net	11,320	785	12,461	887
Short Term Investments	192,957		170,916	
Inventories, net	16,298		19,769	
Accounts Receivable from UMass Memorial	40,807		12,734	
Due From Related Organizations	181	354	230	380
Other Assets	8,412	539	9,904	2,563
Total Current Assets	592,750	1,678	579,824	3,830
Noncurrent Assets				
Cash and Cash Equivalents		1,378		1,041
Cash Held By State Treasurer	8,429		9,339	
Cash and Securities Held By Trustees	704,186		622,791	
Accounts, Grants and Loans Receivable, net	40,498		39,388	
Pledges Receivable, net	6,465	677	3,907	1,109
Investments	775,953	452,529	717,729	389,376
Other Assets	7,860	62	10,295	173
Investment In Plant, net	4,064,786	8,478	3,705,517	8,619
Total Noncurrent Assets	5,608,177	463,124	5,108,966	400,318
Total Assets	\$6,200,927	\$464,802	\$5,688,790	\$404,148
DEFERRED OUTFLOWS OF RESOURCES				
Deferred Change in Fair Value of Interest Rate Swaps	\$41,082		\$40,207	
Loss on Debt Refunding	71,798		74,079	
Total Deferred Outflows of Resources	\$ 112,880		\$ 114,286	
LIABILITIES				
Current Liabilities				
Accounts Payable	\$113,650	\$174	\$129,238	\$94
Accrued Salaries and Wages	110,464		106,016	
Accrued Compensated Absences	74,092		73,118	
Accrued Workers' Compensation	4,352		4,198	
Accrued Interest Payable	21,872		22,316	
Bonds Payable	196,608		328,126	
Capital Lease Obligations	2,232		4,302	
Accelerated variable rate debt, current	50,000			
Assets Held on behalf of Others		13,797		12,307
Accounts Payable to UMass Memorial	3,864		4,364	
Due To Related Organizations	354	181	380	230
Unearned Revenues and Credits	40,923	1,373	40,388	1,973
Advances and Deposits	6,912		7,946	
Other Liabilities	49,007		52,530	
Total Current Liabilities	674,330	15,525	772,922	14,604
Noncurrent Liabilities				
Accrued Compensated Absences	31,779		30,410	
Accrued Workers' Compensation	10,811		10,429	
Bonds Payable	2,617,149		2,213,722	
Capital Lease Obligations			2,238	
Derivative Instruments, Interest Rate Swaps	68,843		69,325	
Unearned Revenues and Credits	21,243		20,199	
Advances and Deposits	28,094		27,943	
Other Liabilities	43,263	3,483	41,532	3,332
Total Noncurrent Liabilities	2,821,182	3,483	2,415,798	3,332
Total Liabilities	\$3,495,512	\$19,008	\$3,188,720	\$17,936
Net Position:				
Invested in Capital Assets Net of Related Debt	\$1,800,767	\$8,477	\$1,682,173	\$8,619
Restricted				
Nonexpendable	17,387	309,718	18,058	290,858
Expendable	174,530	101,195	156,469	74,706
Unrestricted	825,611	26,404	757,656	12,029
Total Net Position	\$2,818,295	\$445,794	\$2,614,356	\$386,212

The accompanying notes are an integral part of the financial statements.

University of Massachusetts
Consolidated Statement of Revenues, Expenses, and Changes in Net Position
For The Years Ended June 30, 2014 and 2013
(in thousands of dollars)

	University June 30, 2014	University Related Organizations June 30, 2014	University June 30, 2013 (adjusted)	University Related Organizations June 30, 2013
REVENUES				
Operating Revenues				
Tuition and Fees (net of scholarship allowances of \$201,186 at June 30, 2014 and \$189,753 at June 30, 2013)	\$740,116		\$707,495	
Federal Grants and Contracts	322,047		334,697	
State Grants and Contracts	74,996		68,794	
Local Grants and Contracts	2,223		2,253	
Private Grants and Contracts	112,428		106,714	
Sales and Service, Educational	21,792		19,237	
Auxiliary Enterprises	349,485		319,544	
Other Operating Revenues:				
Sales and Service, Independent Operations	44,296		46,062	
Sales and Service, Public Service Activities	448,478		447,119	
Other	93,418		100,839	
Total Operating Revenues	2,209,279		2,152,754	
EXPENSES				
Operating Expenses				
Educational and General				
Instruction	690,635		657,841	
Research	407,425		405,223	
Public Service	77,985	\$11,066	74,510	\$12,573
Academic Support	151,000		145,551	
Student Services	119,295		108,746	
Institutional Support	219,920		209,975	
Operation and Maintenance of Plant	214,972		203,115	
Depreciation and Amortization	204,233	200	185,261	202
Scholarships and Fellowships	49,242	177	49,731	77
Auxiliary Enterprises	265,080		248,765	
Other Expenditures				
Independent Operations	44,861		47,826	
Public Service Activities	365,252		327,293	
Total Operating Expenses	2,809,900	11,443	2,663,837	12,852
Operating Loss	(600,621)	(11,443)	(511,083)	(12,852)
NONOPERATING REVENUES/(EXPENSES)				
Federal Appropriations	7,020		6,774	
State Appropriations	570,618		519,311	
Gifts	29,013	11,063	30,044	9,452
Investment Income	86,685	42,849	56,037	24,540
Endowment Income	16,642	1,070	13,614	1,160
Interest on Indebtedness	(89,496)		(91,364)	
Nonoperating Federal Grants	74,279		70,586	
Other Nonoperating Income	1,046		1,002	
Net Nonoperating Revenues	695,807	54,982	606,004	35,152
Income Before Other Revenues, Expenses, Gains, and Losses	95,186	43,539	94,921	22,300
OTHER REVENUES, EXPENSES, GAINS, AND LOSSES				
Capital Appropriations	112,132		112,581	
Capital Grants and Contracts	21,987		39,347	
Additions to Permanent Endowments		17,566		16,056
Net Amounts Earned/Received on Behalf of Others		(1,555)		(928)
Capital Contribution	250		4,514	
Disposal of Plant Facilities	(6,198)		(8,802)	
University Related Organization Transactions				
Other Additions/(Deductions)	(19,418)	32	2,939	(9,051)
Total Other Revenues, Expenses, Gains, and Losses	108,753	16,043	150,579	6,077
Total Increase in Net Position	203,939	59,582	245,500	28,377
NET POSITION				
Net Position at Beginning of Year, as reported	2,614,356	386,212	2,389,377	357,835
Cummulative effect of change in accounting principle			(20,521)	
Net Position at Beginning of Year, as adjusted			2,368,856	
Net Position at End of Year	\$2,818,295	\$445,794	\$2,614,356	\$386,212

The accompanying notes are an integral part of the financial statements.

University of Massachusetts
Consolidated Statements of Cash Flows
For The Years Ended June 30, 2014 and 2013
(in thousands of dollars)

	University June 30, 2014	University June 30, 2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and Fees	\$793,246	\$780,540
Grants and Contracts	798,973	695,492
Payments to Suppliers	(1,273,331)	(1,038,532)
Payments to Employees	(1,298,736)	(1,292,185)
Payments for Benefits	(288,286)	(283,775)
Payments for Scholarships and Fellowships	(49,236)	(49,725)
Loans Issued to Students and Employees	(7,212)	(7,230)
Collections of Loans to Students and Employees	5,302	5,755
Auxiliary Enterprises Receipts	336,456	305,907
Sales and Service, Educational	21,613	19,372
Sales and Service, Independent Operations	49,781	69,181
Sales and Service, Public Service Activities	471,119	466,113
Net Cash Used in Operating Activities	(440,311)	(329,088)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State Appropriations	628,537	577,841
Tuition Remitted to the State	(34,325)	(35,103)
Federal Appropriations	7,020	6,774
Gifts and Grants for Other Than Capital Purposes	25,990	23,047
Nonoperating Federal Grants	74,279	70,586
Student Organization Agency Transactions	31	(518)
Net Cash Provided by Noncapital Financing Activities	701,533	642,627
CASH FLOWS FROM CAPITAL AND OTHER FINANCING ACTIVITIES		
Proceeds from Capital Debt	587,555	303,752
Bond Issuance Costs Paid	(3,647)	(2,151)
Capital Appropriations	112,132	112,582
Capital Grants and Contracts	37,584	40,324
Purchases of Capital Assets and Construction	(208,444)	(273,885)
Principal Paid on Capital Debt and Leases	(257,837)	(76,347)
Interest Paid on Capital Debt and Leases	(104,441)	(95,550)
Use of Debt Proceeds on Deposit with Trustees	(357,204)	(537,050)
Net Cash Used in Capital Financing Activities	(194,302)	(528,325)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from Sales and Maturities of Investments	1,141,204	1,067,591
Interest on Investments	8,959	9,172
Purchase of Investments	(1,162,801)	(1,022,629)
Net Cash (Used in)/Provided by Investing Activities	(12,638)	54,134
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	54,282	(160,652)
Cash and Cash Equivalents - Beginning of the Year	749,952	910,604
Cash and Cash Equivalents - End of Year	\$804,234	\$749,952
RECONCILIATION OF OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES		
Operating Loss	(\$600,621)	(\$511,083)
<i>Adjustments to reconcile loss to net cash used by Operating Activities:</i>		
Depreciation and Amortization Expense	\$204,233	185,261
<i>Changes in Assets and Liabilities:</i>		
Receivables, net	2,305	(14,984)
Inventories	3,471	1,673
Due to/from Related Organizations	(75)	(105)
Accounts Receivable/Payable UMass Memorial	(28,573)	(6,175)
Other Assets	(16,748)	(2,090)
Accounts Payable (non-capital)	(10,550)	(7,039)
Accrued Liabilities	7,327	13,632
Deferred Revenue	1,579	(2,162)
Advances and Deposits	(883)	(962)
Other Liabilities	(1,777)	14,948
Net Cash Used in Operating Activities	(\$440,312)	(\$329,086)
SUPPLEMENTAL DISCLOSURE OF NONCASH ACTIVITIES:		
Assets acquired and included in accounts payable and other liabilities	\$56,705	\$61,743
Loss on disposal of capital assets	(\$6,198)	(8,802)
Unrealized gain on investments	50,353	7,932

The accompanying notes are an integral part of the financial statements.

University of Massachusetts
Notes to Consolidated Financial Statements
June 30, 2014 and 2013

1. SUMMARY OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES

ORGANIZATION

The consolidated financial statements herein present the financial position, results of operations, changes in net position, and cash flows of the University of Massachusetts ("the University"), a federal land grant institution. The financial statements of the University include the Amherst, Boston, Dartmouth, Lowell and Worcester Medical School campuses, and the Central Administration office of the University, Worcester City Campus Corporation ("WCCC"), the University of Massachusetts Amherst Foundation ("UMass Amherst Foundation"), as well as the University of Massachusetts Building Authority ("the Building Authority").

The Building Authority is a public instrumentality of the Commonwealth created by Chapter 773 of the Acts of 1960 (referred to as the "Enabling Act"), whose purpose is to provide dormitories, dining commons, and other buildings and structures for use by the University. WCCC is a tax exempt organization founded to support research and real property activities for the University. The UMass Amherst Foundation was established in 2003 as a tax exempt organization founded to foster and promote the growth, progress, and general welfare of the University. These component units are included in the financial statements of the University because of the significance and exclusivity of their financial relationships with the University.

The University Related Organizations column in the accompanying financial statements includes the financial information of the University's discretely presented component units. The University of Massachusetts Foundation, Inc. ("the Foundation") and the University of Massachusetts Dartmouth Foundation, Inc. ("the Dartmouth Foundation") are related tax exempt organizations founded to foster and promote the growth, progress and general welfare of the University, and are reported in a separate column to emphasize that they are Massachusetts not-for-profit organizations legally separate from the University. These component units are included as part of the University's financial statements because of the nature and the significance of their financial relationship with the University. The financial statement presentation of the discretely presented component units has been reclassified to conform to the University presentation. The financial reports of all above mentioned component units are available upon request from the University.

The University is an enterprise fund of the Commonwealth of Massachusetts ("the Commonwealth"). The financial balances and activities included in these financial statements are, therefore, also included in the Commonwealth's comprehensive annual financial report.

BASIS OF PRESENTATION

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board ("GASB") using the economic resources measurement focus and the accrual basis of accounting. These financial statements are reported on a consolidated basis, and all intra-University transactions are eliminated.

Operating revenues consist of tuition and fees, grants and contracts, sales and services of educational activities (including royalties from licensing agreements) and auxiliary enterprise revenues. Operating expenses include salaries, wages, fringe benefits, utilities, subcontracts on grants and contracts, supplies and services, and depreciation and amortization. All other revenues and expenses of the University are reported as non-operating revenues and expenses including state general appropriations, federal appropriations, non-capital gifts, short term investment income, endowment income used in operations, interest expense, and capital additions and deductions. Other revenues, expenses, gains and losses represent all capital items, other changes in long term plant, and endowment net assets. Revenues are recognized when earned and expenses are recognized when incurred with the exception of revenue earned on certain public service activities (see Note 5). Restricted grant revenue is recognized only when all eligibility requirements have been met, that is to the extent grant revenues are expended or in the case of fixed price contracts, when the contract terms are met or completed. Contributions, including unconditional promises to give (pledges) for non-endowment or non-capital purposes, are recognized as revenues in the period received. Pledges to restricted non-expendable endowments are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is when the conditions on which they depend are substantially met. The University applies restricted net assets first when an expense or outlay is incurred for purposes for which both restricted and unrestricted net assets are available.

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and judgments that affect the reported amounts of assets and liabilities, and disclosures of contingencies at the date of the financial statements and revenues and expenditures recognized during the reporting period. Significant estimates include the accrual for employee compensated absences, the accrual for workers' compensation liability, the allowance for doubtful accounts, valuation of certain investments, and best estimates of selling price associated with certain multiple element arrangements. Actual results could differ from those estimates.

The University reports its financial statements as a "business-type activity" ("BTA") under GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities* (GASB 35). BTAs are defined as those that are financed in whole or in part by fees charged to external parties for goods or services.

In order to ensure observance of limitations and restrictions placed on the use of available resources, the accounts of the University are maintained internally in accordance with the principles of fund accounting. This is the procedure by which resources for various purposes are maintained in separate funds in accordance with the activities or objectives specified. GASB 35 establishes standards for external financial reporting by public colleges and universities that resources be classified into the following net position categories:

- **Invested in capital assets, net of related debt:** Capital assets, at historical cost, or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.
- **Restricted Nonexpendable:** Resources subject to externally imposed stipulations that they be maintained permanently by the University.
- **Restricted Expendable:** Resources whose use by the University is subject to externally imposed stipulations. Such assets include restricted grants and contracts, the accumulated net gains/losses on true endowment funds, as well as restricted funds loaned to students, restricted gifts and endowment income, and other similar restricted funds.
- **Unrestricted:** Resources that are not subject to externally imposed stipulations. Substantially all unrestricted net assets are designated to support academic, research, auxiliary enterprises or unrestricted funds functioning as endowments, or are committed to capital construction projects.

Revenues are reported net of discounts and allowances. As a result, student financial aid expenditures are reported as an allowance against tuition and fees revenue while stipends and other payments made directly to students are recorded as scholarship and fellowship expenditures on the statements of revenues, expenses, and changes in net position, and included in supplies and services in the statements of cash flows. Discounts and allowances for tuition and fees and auxiliary enterprises are calculated using the Alternate Method which reports tuition and fee revenue net of scholarship allowances.

NEW GASB PRONOUNCEMENTS

In November of 2011, GASB issued Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements* (GASB 60). The objective of GASB 60 is to improve financial reporting by addressing issues related to service concession arrangements (SCAs), which are a type of public-private or public-public partnership. A SCA is an arrangement between a transferor (a government) and an operator (governmental or nongovernmental entity) in which (1) the transferor conveys to an operator the right and related obligation to provide services through the use of infrastructure or another public asset (a "facility") in exchange for significant consideration and (2) the operator collects and is compensated by fees from third parties. GASB 60 applies only to those arrangements in which specific criteria determining whether a transferor has control over the facility are met. The implementation of GASB 60 in 2013 had no impact on the University.

In June 2011, GASB issued Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* (GASB 63). GASB 63 provides financial reporting guidance for deferred outflows of resources and deferred inflows of resources. Concepts Statement No. 4, *Elements of Financial Statements*, introduced and defined those elements as a consumption of net assets by the government that is applicable to a future reporting period, and an acquisition of net assets by the government that is applicable to a future reporting period, respectively. Previous financial reporting standards do not include guidance for reporting those financial statement elements, which are distinct from assets and liabilities. The adoption of GASB 63 resulted in the separate presentation of deferred outflows of resources on the Statement of Net Position. Concepts Statement 4 also identifies net position as the residual of all other elements presented in a statement of financial position. GASB 63 amends the net asset reporting requirements in Statement No. 34, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments*, and other pronouncements by incorporating deferred outflows of resources and deferred inflows of resources into the definitions of the required components of the residual measure and by renaming that measure as net position, rather than net assets. The adoption of GASB 63 in 2013 required the University to change the reference of net assets to net position.

In April 2012, GASB issued Statement No. 65, *Items Previously Reported as Assets and Liabilities* (GASB 65). This Statement establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities.

The University adopted GASB 65 effective July 1, 2012. In connection with the adoption of this new standard all accounts were analyzed by management in order to assess the impact on the financial statements. The implementation of this new standard resulted in the modification of the method previously used to account for the cost of issuance associated with the University's numerous bond issuances, commitment and financing fees received by the University in connection with the bonds, and the expense and costs incurred on the bond refundings to be expensed as incurred, rather than capitalized, and amortized over the life of the debt. In accordance with the requirements of this new standard, the University's Fiscal 2013 statement of net position and the University's statement of revenues,

expenses and changes in net position were adjusted to reflect the required adjustments. As a result, the following adjustments have been made to the University's financial statements.

<u>As of July 1, 2012:</u>	<u>As Previously Reported</u>	<u>Adjustment</u>	<u>As Adjusted</u>
Net Position	\$ 2,389,376	\$ (20,521)	\$ 2,368,855
<u>For the year ended June 30, 2013:</u>			
Other Nonoperating Income/(Expense)	2,366	(1,363)	\$ 1,003
Net Position at June 30, 2013	<u>\$ 2,636,241</u>	<u>(21,884)</u>	<u>\$ 2,614,356</u>

Additionally, the deferred losses on refunded bonds in the amount of \$68.9 million at June 30, 2013 were reclassified from long term debt to deferred outflows of resources on the statement of net position.

CLASSIFICATION OF ASSETS AND LIABILITIES

The University presents current and non-current assets and liabilities in the statements of net position. Assets and liabilities are considered current if they mature in one year or less, or are expected to be received, used, or paid within one year or less. Investments with a maturity of greater than one year and balances that have externally imposed restrictions as to use are considered non-current. Cash Held by State Treasurer includes balances with restrictions as to use and balances that may be rolled forward for use toward the restricted purposes in future years, and such balances are classified as non-current. Cash held by trustees is presented based upon its expected period of use and the restrictions imposed on the balances by external parties.

CASH AND CASH EQUIVALENTS AND INVESTMENTS

Cash and cash equivalents consist primarily of petty cash, demand deposit accounts, money market accounts, and savings accounts, with a maturity of three months or less when purchased.

Investments are reported at their respective fair values. Short-term investments consist of deposits with original maturities of less than one year and are available for current use. Securities received as a gift are recorded at estimated fair value at the date of the gift.

Private equities and certain other non-marketable securities held by the Foundation are valued using current estimates of fair value by management based on information provided by the general partner or investment manager for the respective securities. The Foundation believes that the carrying amounts of these investments are a reasonable estimate of fair value, however, their estimated value is subject to uncertainty and therefore may differ from the value that would have been used had a ready market for such investment existed. Venture capital investments represent initial investments made to certain funds and are reported at cost until distributions are made from the funds or until market values are reported on the funds.

Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported in the accompanying financial statements.

Investment income includes dividends and interest income and is recognized on the accrual basis. In computing realized gains and losses, cost is determined on a specific identification basis.

RESTRICTED GRANTS AND CONTRACTS

The University receives monies from federal and state government agencies under grants and contracts for research and other activities including medical service reimbursements. The University records the recovery of indirect costs applicable to research programs, and other activities which provide for the full or partial reimbursement of such costs, as revenue. Recovery of indirect costs for the years ended June 30, 2014 and 2013 was \$114.0 million and \$113.9 million, respectively, and is a component of grants and contracts revenue. The costs, both direct and indirect, charged to these grants and contracts are subject to audit by the granting agency. The University believes that any audit adjustments would not have a material effect on the University's financial statements.

PLEDGES AND ENDOWMENT SPENDING

Pledges for non-endowment purposes are presented net of amounts deemed uncollectible, and after discounting to the present value of the expected future cash flows. Because of uncertainties with regard to whether they are realizable, bequests and intentions and other conditional promises are not recognized as assets until the specified conditions are met.

The Foundation utilizes the pooled investment concept whereby all invested funds are in one investment pool, except for investments of certain funds that are otherwise restricted. Pooled investment funds will receive an annual distribution of 4% of the endowment fund's average market value for the preceding twelve quarters on a one year lag. Only quarters with funds on deposit shall be included in the average. In addition, a prudence rule will be utilized limiting spending from a particular endowment fund to no lower than 93% of its book value. The actual spending rate approved was 4% for 2014 and 2013. Future utilization of gains is

dependent on market performance. Deficiencies for donor-restricted endowment funds resulting from declines in market value would be offset by an allocation from unrestricted net position to restricted expendable net position, and would be recorded in realized and unrealized gains (losses) on sale of investments. In fiscal years 2014 and 2013, the deficiencies were \$0 million and \$0.1 million, respectively. The Foundation believes that these adjustments are temporary and will not require permanent funding.

INVENTORIES

The University's inventories consist of books, general merchandise, central stores, vaccines, and operating supplies which are carried at the lower of cost (first-in, first-out and average cost methods) or market value.

INVESTMENT IN PLANT

Capital assets are stated at cost or fair value upon receipt as a gift. Net interest costs incurred during the construction period for major capital projects are capitalized. Repairs and maintenance costs are expensed as incurred, whereas major improvements that extend the estimated useful lives of the assets are capitalized as additions to property and equipment. Depreciation of capital assets is provided on a straight-line basis over the estimated useful lives of the respective assets. The University records a full year of depreciation in the year of acquisition. Land is not depreciated. The University does not capitalize works of art, historical treasures or library books.

Following is the range of useful lives for the University's depreciable assets:

Buildings	20-50 years
Building Improvements	3-20 years
Equipment and Furniture	3-15 years
Software	5 years
Land Improvements	20 years

COMPENSATED ABSENCES

Employees earn the right to be compensated during absences for annual vacation leave and sick leave. The accompanying statements of net position reflect an accrual for the amounts earned and ultimately payable for such benefits as of the end of the fiscal year. The accrual equates to the entire amount of vacation time earned and an actuarially determined liability for the sick leave component of compensated absences. Employees are only entitled to 20% of their sick leave balance upon retirement. The actuarial calculation utilized the probability of retirement for this estimate.

UNEARNED REVENUE

Unearned revenue consists of amounts billed or received in advance of the University providing goods or services. Unearned revenue is recognized as revenue as expenses are incurred and therefore earned.

ADVANCES AND DEPOSITS

Advances from the U.S. Government for Federal Perkins Loans to students are reported as part of advances and deposits. Future loans to students are made available only from repayments of outstanding principal amounts plus accumulated interest received thereon.

TUITION AND STATE APPROPRIATIONS

The accompanying financial statements for the years ended June 30, 2014 and 2013 present as tuition revenue approximately \$34.3 million and \$35.1 million, respectively, of in-state tuition received by the University and remitted to the State Treasurer's Office for the general fund of the Commonwealth of Massachusetts. The amount of tuition retained by the University related to out-of-state students during 2014 and 2013 was \$75.8 million and \$74.5 million, respectively. The recorded amount of State Appropriations received by the University has been reduced by a corresponding amount of tuition remitted as shown below (in thousands):

	2014	2013
Gross Commonwealth Appropriations	\$486,656	\$447,837
Plus: Fringe Benefits	141,881	130,005
	<u>628,537</u>	<u>577,842</u>
Less: Tuition Remitted	(34,325)	(35,103)
Less: Mandatory Waivers	(23,594)	(23,428)
Net Commonwealth support	<u>\$570,618</u>	<u>\$519,311</u>

AUXILIARY ENTERPRISES

Auxiliary Enterprise revenue of \$349.5 million and \$319.5 million for the years ended June 30, 2014 and 2013, respectively, are stated net of room and board charge allowances of \$1.0 million and \$0.7 million, respectively.

OTHER OPERATING REVENUES AND EXPENDITURES, SALES AND SERVICES, PUBLIC SERVICE ACTIVITIES

Public Service Activities consist largely of sales and services provided to third parties by the UMass Medical School campus under its Commonwealth Medicine ("CWM") programs, which provide public consulting and services in health care financing, administration and policy to federal, state and local agencies and not-for-profit health and policy organizations. Included in this category of activities are Commonwealth Medicine revenues of \$349.0 million and \$358.7 million for the years ended June 30,

2014 and 2013, respectively. Included in expenditures are Commonwealth Medicine expenditures of \$318.2 million and \$347.4 million for the years ended June 30, 2014 and 2013, respectively.

Public Service Activities also include payments received by the Medical School for educational services it provides to its clinical affiliate, UMass Memorial, as required by the enabling legislation enacted by the Commonwealth in 1997. Educational services revenues included in public service revenues were \$163.8 million and \$153.0 million for the years ended June 30, 2014, and 2013, respectively. Finally, Public Service Activity expenditures include payments made to the Commonwealth of Massachusetts of \$120 million and \$65 million for the years ended June 30, 2014 and 2013, respectively, pursuant to requirements of legislation enacted by the State Legislature of Massachusetts.

FRINGE BENEFITS FOR CURRENT EMPLOYEES AND POST EMPLOYMENT OBLIGATIONS – PENSION AND NON-PENSION

The University participates in the Commonwealth's Fringe Benefit programs, including active employee and post – employment health insurance, unemployment compensation, pension, and workers' compensation benefits. Health insurance and pension costs for active employees and retirees are paid through a fringe benefit rate charged to the University by the Commonwealth and currently the liability is borne by the Commonwealth. Consequently, no amounts have been reported by the University under applicable GASB standards. Workers' compensation costs are assessed separately based on actual University experience.

In addition to providing pension benefits, under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities, and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care benefit costs which is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and municipalities as an agent multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the University.

The GIC administers a plan included within the State Retiree Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution ratios.

The GIC is a quasi-independent state agency governed by an eleven-member body ("the Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years that ended on June 30, 2014 and June 30, 2013, respectively, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administered carve-outs for the pharmacy benefit and mental health and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage for employees not covered by collective bargaining, a retiree discount vision plan and retiree dental plan, and finally, a pre-tax health care spending account and dependent care assistance program (for active employees only).

Pursuant to the provisions of Paragraph (e), Section 5 of Chapter 163 of the Acts of 1997 and consistent with the September 22, 1992 Memorandum of Understanding between the Commonwealth of Massachusetts Executive Office of Administration and Finance and the University of Massachusetts, the University's Medical School campus has assumed the obligation for the cost of fringe benefits provided by the Commonwealth to University Medical School employees (other than those employees paid from state appropriated funds) for all periods on or after July 1, 1989. The Medical School determines the actual costs for the health insurance benefits and actuarially calculates the incurred service costs for pensions and retiree health insurance.

INCOME TAX STATUS

The University and the Building Authority are component units of the Commonwealth of Massachusetts and are exempt from Federal and state income tax under the doctrine of intergovernmental tax immunity found in the U.S. Constitution. The University qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(ii) of the Internal Revenue Code, as amended (the Code). The Building Authority qualifies as a public charity under Section 170(b)(1)(A)(iv) of the Code.

The Worcester City Campus Corporation (WCCC), and the University Related Organizations are organizations described in Section 501(c)(3) of the Code, and are generally exempt from income taxes pursuant to Section 501(a) of the Code. WCCC and the University Related Organizations are required to assess uncertain tax positions and have determined that there were no such positions that are material to the financial statements.

COMPARATIVE INFORMATION AND RECLASSIFICATIONS

The University's financial statements include prior year comparative information. Certain reclassifications were made in prior year to conform to current year presentation. These amounts were determined to be immaterial to the financial statements by management.

2. CASH AND CASH EQUIVALENTS AND INVESTMENTS

The University's investments are made in accordance with the Investment Policy and Guidelines Statement Operating Cash Portfolio adopted in May 2005 and later amended in June 2009 by the Board of Trustees (the Investment Policy) and the Statement of Investment and Spending Policies of the University of Massachusetts Foundation, Inc. The goals of these documents are to preserve capital, provide liquidity, and generate investment income. The University of Massachusetts has statutory authority under Massachusetts General Laws Chapter 75 to collect, manage and disburse trust funds of the University.

Investments are reported at their respective fair values. The values of publicly traded fixed income and equity securities are based upon quoted market prices at the close of business on the last day of the fiscal year. Private equities and certain other non-marketable securities are valued using current estimates in fair value by management based on information provided by the general partner or investment manager for the respective securities. Investments in units of non-publicly traded pooled funds are valued at the unit value determined by the fund's administrator based on quoted market prices of the underlying investments. Private equities and other non-marketable securities represent approximately 27.4% and 24.5% of the University's investments at June 30, 2014 and 2013, respectively.

Custodial Credit Risk - Custodial Credit Risk is the risk that, in the event of a failure of the counterparty, the University would not be able to recover the value of its deposits, investments or collateral securities that were in the possession of an outside party. The University does not have a formal policy related to mitigation of custodial credit risk. Deposits are exposed to custodial risk if they are uninsured and uncollateralized. Investment securities are exposed to custodial credit risk if they are uninsured or not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name. As of June 30, 2014 and 2013, all cash and investment accounts were held on behalf of the University by the Trustees, in the Trustees' name.

The University maintains depository, payroll, disbursement, receipt, and imprest accounts. In addition to bank account deposits, the University held money market instruments which are classified as investments. Interest bearing and money market accounts carry Federal Deposit Insurance Corporation (FDIC) insurance up to \$250,000 per account. None of the accounts are collateralized above the FDIC insured amounts. The University also invested in individual CDs and BNY Mellon's CDARS program. These funds are invested in individual CDs in \$250,000 increments and are therefore fully insured by the FDIC.

At June 30, 2014 and 2013, the carrying amounts, bank balances and FDIC insured amounts were as follows (in thousands):

	2014			2013		
	Book Balance	Bank Balance	FDIC Insured	Book Balance	Bank Balance	FDIC Insured
Depository Accounts	57,360	65,410	1,007	73,056	86,519	5,938
Certificates of Deposit	650	650	400	30,650	30,650	30,400
Money Market	180,601	180,601	2,251	129,004	129,004	2,251
Total	238,611	246,661	3,658	232,710	246,173	38,589

At June 30, 2014 the University held a carrying and fair market value of \$743.2 million in non-money market investments compared to a carrying and fair market value of \$723.5 million at June 30, 2013. In the event of negligence due to the University's custodian and/or investment manager(s), it is expected that investment balances of \$743.2 million and \$723.5 million at June 30, 2014 and 2013, respectively, would be fully recovered. However, these amounts are subject to both interest rate risk and credit risk.

Concentration of Credit Risk - Concentration of credit risk is assumed to arise when the amount of investments that the University has with one issuer exceeds 5% or more of the total value of the University's investments. The University does not have a formal policy for concentration of credit risk.

As of June 30, 2014 and June 30, 2013, respectively, there is no concentration of investments with one issuer of the University portfolio, excluding U. S. Government guaranteed obligations, which exceed 5% of the portfolio.

Credit Risk - Credit risk is the risk that the University will lose money because of the default of the security issuer or investment counterparty. The University's Investment Policy and Guidelines Statement allows each portfolio manager full discretion within the parameters of the investment guidelines specific to that manager.

The table below presents the fair value (in thousands) and average credit quality of the fixed income component of the University's investment portfolio as of June 30, 2014 and 2013, respectively:

<u>Asset Class</u>	<u>June 30, 2014</u> <u>Fair Value</u>	<u>Average Credit</u> <u>Quality</u>	<u>June 30, 2013</u> <u>Fair Value</u>	<u>Average Credit</u> <u>Quality</u>
Short duration	\$240,550	AAA	\$230,161	AAA
Intermediate duration	\$282,030	A	\$282,837	A

The table below presents the fair value (in thousands) by credit quality of the rated debt investments component of the University's investment portfolio as of June 30, 2014 and 2013, respectively:

Rated Debt Investments - 2014

(in thousands)

	S&P Quality Ratings									
	Fair Value	AAA	AA	A	BBB	BB	B	<B	Unrated	
U.S Agencies	\$ 12,195	\$ -	\$ 12,195	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
U.S Government	34,522	-	34,522	-	-	-	-	-	-	
Foreign Gov't Bonds	-	-	-	-	-	-	-	-	-	
Certificates of Deposit	500	500	-	-	-	-	-	-	-	
Corporate Debt	90,284	17,627	12,830	24,742	22,199	-	131	1,426	11,329	
Municipal/Public Bonds	4,253	-	1,614	1,500	1,139	-	-	-	-	
Bond Mutual Funds	152,806	56,581	6,657	19,463	31,222	15,940	11,282	3,375	8,286	
Money Market Funds	228,021	225,764	-	-	-	-	-	-	2,257	
	\$ 522,581	\$ 300,472	\$ 67,818	\$ 45,705	\$ 54,560	\$ 15,940	\$ 11,413	\$ 4,801	\$ 21,872	

Rated Debt Investments - 2013

(in thousands)

	S&P Quality Ratings									
	Fair Value	AAA	AA	A	BBB	BB	B	<B	Unrated	
U.S Agencies	\$ 20,463	\$ -	\$ 20,463	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
U.S Government	20,334	-	19,218	1,116	-	-	-	-	-	-
Certificates of Deposit	30,500	30,500	-	-	-	-	-	-	-	-
Corporate Debt	99,737	20,886	11,087	36,377	15,602	966	353	1,851	12,615	
Municipal/Public Bonds	2,248	-	289	1,959	-	-	-	-	-	-
Bond Mutual Funds	173,923	66,575	11,235	25,369	40,202	15,299	8,310	1,238	5,695	
Money Market Funds	165,793	165,183	222	-	-	-	-	-	388	
	\$ 512,998	\$ 283,144	\$ 62,514	\$ 64,821	\$ 55,804	\$ 16,265	\$ 8,663	\$ 3,089	\$ 18,698	

Interest Rate Risk - Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. The University's Investment Policy and Guidelines Statement establishes targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through targeted allocations to different asset classes.

The table below shows the allocation for each asset class and the fair value (in thousands) for each as of June 30, 2014 and 2013, respectively:

<u>Asset Class</u>	<u>6/30/14</u> <u>Allocation</u>	<u>6/30/14</u> <u>Fair Value</u>	<u>6/30/13</u> <u>Allocation</u>	<u>6/30/13</u> <u>Fair Value</u>
Short Duration	25%	\$240,551	26%	\$230,161
Intermediate Duration	29%	282,030	32%	282,837
Alternative Assets	27%	265,499	25%	217,442
Equities	15%	147,500	14%	130,175
Commodities	3%	24,592	2%	21,020
Real Estate	1%	8,738	1%	7,010

Investments - 2014
(in thousands)

Investment Type:	Investment Maturity (in Years)				
	Fair Value	Less than 1	1 to 5	6 to 10	More than 10
Debt Securities					
US Agencies	\$ 12,195	\$ 4,307	\$ 3,999	\$ 825	\$ 3,064
US Government	34,522	-	29,557	4,965	-
Certificates of Deposit	500	500	-	-	-
Corporate Debt	90,284	7,722	40,361	14,119	28,082
Municipal/Public Bonds	4,253	-	4,017	236	-
Bond Mutual Funds	152,806	17,395	81,561	36,503	17,347
Money Market Mutual Funds	228,021	228,021	-	-	-
Sub Total Debt	\$ 522,581	\$ 257,945	\$ 159,495	\$ 56,648	\$ 48,493
Other Investments					
Alternative Assets	\$ 265,499				
Equity Securities- International	81,358				
Equity Securities- Domestic	66,142				
Commodities	24,592				
Real Estate	8,738				
Grand Total	\$ 968,910				

Investments - 2013
(in thousands)

Investment Type:	Investment Maturity (in Years)				
	Fair Value	Less than 1	1 to 5	6 to 10	More than 10
Debt Securities					
US Agencies	\$ 20,463	\$ 5,611	\$ 5,103	\$ 881	\$ 8,868
US Government	20,334	-	12,333	8,001	-
Certificates of Deposit	30,500	30,500	-	-	-
Corporate Debt	99,737	13,083	51,898	10,726	24,030
Municipal/Public Bonds	2,248	470	1,489	289	-
Bond Mutual Funds	173,923	14,704	72,774	47,857	38,588
Money Market Mutual Funds	165,793	165,793	-	-	-
Sub Total Debt	\$ 512,998	\$ 230,161	\$ 143,597	\$ 67,754	\$ 71,486
Other Investments					
Alternative Assets	\$ 217,442				
Equity Securities- International	21,020				
Equity Securities- Domestic	71,086				
Commodities	59,089				
Real Estate	7,010				
Grand Total	\$ 888,645				

3. CASH HELD BY STATE TREASURER

Accounts payable, accrued salaries and outlays for future capital projects to be funded from state-appropriated funds totaled approximately \$36.5 million at June 30, 2014 and \$33.2 million at June 30, 2013. The University has recorded a comparable amount of cash held by the State Treasurer for the benefit of the University, which will be subsequently utilized to pay for such liabilities. The cash is held in the State Treasurer's pooled cash account. The Commonwealth requires all bank deposits in excess of insurance coverage by the FDIC to be collateralized with a perfected pledge of eligible collateral. Eligible collateral must be pledged in an amount equal to 102% of the amount of the deposits that exceed FDIC insurance. Sufficient collateral to cover total Commonwealth deposits in excess of the FDIC insured amount must be pledged and held in safekeeping by a custodian that is approved by and under the control of the Treasurer and Receiver – General.

4. CASH AND SECURITIES HELD BY TRUSTEES

Cash and securities held by trustees primarily consist of unspent bond proceeds, amounts held for the future payment of debt service on such borrowings and designated funds. At June 30, 2014 and June 30, 2013 there are investments of \$0 and \$7,000, respectively, available from Master Lease agreements entered into by the University for capital asset purchases at the Amherst and Boston campuses. Additionally, there is \$3 million and \$13.6 million, respectively, available from the Revolving Loan Fund established with 2000 Series A bond proceeds issued to acquire and implement enterprise resource planning technology

along with other projects (see Note 8) and \$701.1 million and \$608.5 million, respectively, held by trustees related to the Building Authority.

Pursuant to Trust Agreements between the Building Authority and its bond trustees, all funds deposited with those trustees (approximately \$700 million at June 30, 2014 and \$600 million at June 30, 2013) shall be continuously maintained for the benefit of the Building Authority and Registered owners of the Bonds. All investments shall be (a) held with a bank or trust company approved by the Trustees and the Building Authority, as custodians, or (b) in such other manner as may be required or permitted by applicable state and Federal laws and regulations. Investments shall consist of (a) direct obligations of, or obligations which are unconditionally guaranteed by the United States of America, or any other agency or corporation which has been created pursuant to an act of Congress of the United States as an agency or instrumentality thereof; or (b) other marketable securities eligible as collateral for the deposit of trust funds under regulations of the Comptroller of the Currency having a market value not less than the amount of such deposit. Direct obligations of, or obligations which are unconditionally guaranteed by the United States of America or any other agency or corporation which has been created pursuant to an act of Congress of the United States as an agency or instrumentality thereof, may be subject to repurchase upon demand by the owner pursuant to a repurchase agreement with a bank or trust company.

Cash Deposits – Custodial Credit Risk The Building Authority holds a majority of its cash and cash equivalents in high quality money market mutual funds that invest in securities that are permitted investments under the Building Authority's Enabling Act or in money market mutual funds that have been specifically permitted by state legislation. The Building Authority's cash and cash equivalents consisted of the following as of June 30, 2014 and 2013 (in thousands):

	2014	2013
Cash	\$ 4,406	\$ 5,130
Permitted money market accounts ("MMA")	<u>691,381</u>	<u>518,739</u>
Total cash and cash equivalents	<u>\$ 695,787</u>	<u>\$ 523,869</u>

Custodial credit risk is the risk that, in the event of a bank failure, the Building Authority will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The Building Authority does not have a deposit policy for custodial credit risk. As of June 30, 2014, the bank balances of uninsured deposits totaled \$4.1 million. For purposes of disclosure under GASB Statement No. 40, *Deposit and Investment Risk Disclosures*, money market accounts investing in debt securities are considered investments and therefore, are included in the investment disclosures that follow.

Investments

As of June 30, 2014, the Building Authority's investments consisted of the following:

Investment type	Investment Maturities (in Years)			
	Fair value	Less than 1	1 to 5	6 to 10
Debt Securities				
Repurchase Agreements	\$ 5,318			\$ 5,318
MoneyMarket funds	<u>691,381</u>	<u>691,381</u>		
Total	<u>\$ 696,699</u>	<u>\$ 691,381</u>	<u>\$ -</u>	<u>\$ 5,318</u>

As of June 30, 2013, the Building Authority's investments consisted of the following:

Investment type	Investment Maturities (in Years)			
	Fair value	Less than 1	1 to 5	6 to 10
Debt Securities				
US Treasuries	\$ 10,324	\$ 10,324	\$ -	\$ -
US Agencies	69,461	50,383	19,078	-
Repurchase Agreements	5,318	-	-	5,318
MoneyMarket funds	<u>518,739</u>	<u>518,739</u>		
Total	<u>\$ 603,842</u>	<u>\$ 579,446</u>	<u>\$ 19,078</u>	<u>\$ 5,318</u>

Because money market funds are highly liquid, they are presented as investments with maturities of less than one year.

Interest Rate Risk The Building Authority does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. Generally, the Building Authority holds its investments until maturity.

Credit Risk Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. The risk is measured by the assignment of a rating by a nationally recognized statistical rating organization.

The Enabling Act specifies the permitted investments of the Building Authority. These permitted investments include direct obligations of or obligations which are unconditionally guaranteed by the United States of America ("Treasures"), obligations of an agency or organization created pursuant to an act of Congress of the United States as an agency or instrumentality thereof ("Agencies"), time deposits or certificate of deposits fully secured by Treasures or Agencies, and Treasures and Agencies subject to repurchase agreements. Other legislation allows the Building Authority to invest in the Massachusetts Municipal Depository Trust (the "MMDT"), a money market account sponsored by the Treasurer of the Commonwealth and managed by Federated Investors, Inc. Additionally, the Building Authority's Bond Trustee invests some of the Building Authority's funds in money market accounts that are permitted and collateralized by Treasures.

No credit risk disclosures are required under GASB 40 relating to the Building Authority's investment in Treasures. The Building Authority's investments in Agencies are highly rated by Standard & Poor's Rating Services and Moody's Investors Service, Inc. The Building Authority's investments in repurchase agreements are not rated but are fully collateralized by Treasures and Agencies. MMDT is unrated.

Custodial Credit Risk Custodial credit risk for investments is the risk that, in the event of the failure of the counterparty to a transaction, a government will not be able to recover the value of investment or collateral securities that are in the possession of an outside party. The Building Authority's Enabling Act does not contain legal or policy requirements that would limit the exposure to custodial credit risk except that interest-bearing time deposits or certificates of deposit of banking institutions or trust companies must be continuously and fully secured by Treasures or Agencies.

Custodial credit risk generally applies only to direct investments in marketable securities. Custodial credit risk does not apply to indirect investment in securities through the use of mutual funds or government investment pools, such as MMDT. Direct investments in marketable securities are held by the Building Authority's Bond Trustee as the Building Authority's agent. In accordance with the Building Authority's repurchase agreements, collateral for the agreements is held in segregated accounts with market values between 100% and 105% of the repurchase price, depending on the type of asset used as security and the specific repurchase agreement.

Concentrations of Credit Risk The Building Authority places no limit on the amount it may invest in any one issuer. As of June 30, 2014, the Building Authority had 98.6% of its investments in MMDT. As of June 30, 2013, the Building Authority had 5.9% of its investments with the Federal Home Loan Mortgage Corporation and 85.1% of its investments in MMDT.

5. ACCOUNTS, GRANTS AND LOANS RECEIVABLE

Accounts, grants and loans receivable as of June 30, 2014 and 2013 are as follows (in thousands):

	2014	2013
Student Accounts Receivable	\$ 53,383	\$ 51,449
Less allowance for uncollectible accounts	(21,814)	(18,319)
	<u>31,569</u>	<u>33,130</u>
Grants and Contracts Receivable	82,157	85,028
Less allowance for uncollectible accounts	(1,151)	(2,989)
	<u>81,006</u>	<u>82,039</u>
Student Loans Receivable	46,869	44,257
Less allowance for uncollectible accounts	(296)	(302)
	<u>46,573</u>	<u>43,955</u>
Commonwealth Medicine	65,586	64,094
Less allowance for uncollectible accounts	(824)	(825)
	<u>64,762</u>	<u>63,269</u>
Other	48,154	53,537
Less allowance for uncollectible accounts	(410)	(554)
	<u>47,744</u>	<u>52,983</u>
Total, net	271,654	275,376
Less current portion, net	(231,156)	(235,988)
Long-term, net	<u>\$ 40,498</u>	<u>\$ 39,388</u>

UMASS MEMORIAL

The University and UMass Memorial have the following ongoing agreements:

- UMass Memorial has been granted the right to occupy portions of the University's Worcester Medical School campus for a period of 99 years and UMass Memorial has agreed to share responsibility for various capital and operating expenses relating to the occupied premises. UMass Memorial has also agreed to contribute to capital improvements to shared facilities.
- UMass Memorial has agreed to make certain payments to the University and its related organizations, including: 1) an annual fee of \$12.0 million (plus an inflation adjustment), for 99 years as long as the University continues to operate a medical school; and 2) a participation payment based on a percentage of net operating income of UMass Memorial for which revenue is recognized by the University when the amounts are received.

The University is reimbursed by, and reimburses UMass Memorial for shared services, cross-funded employees, and other agreed upon activities provided and purchased. For the years ended June 30, 2014 and 2013, the reimbursements for services provided to UMass Memorial were \$107.1 million and \$124.0 million, respectively. Included in these amounts are payroll paid by the University on behalf of UMass Memorial in an agency capacity in the amount of \$62.8 million and \$73.8 million for fiscal years 2014 and 2013, respectively. At June 30, 2014 and 2013, the University has recorded a receivable in the amount of \$38.8 million and \$12.7 million, respectively from UMass Memorial which includes \$23.8 million and \$5.8 million, respectively, in payroll and related fringe charges. The University has recorded a payable at June 30, 2014 of \$3.9 million primarily for cross-funded payroll. At June 30, 2013, the University had a payable of \$4.4 million for amounts due to UMass Memorial primarily consisting of a prepayment for educational services, capital projects and cross-funded payroll.

6. RELATED ORGANIZATIONS

Related party activity with the Foundation includes loan agreements and investments of the University's endowment assets and Intermediate Term Investment Fund (ITIF) with the Foundation. As of June 30, 2014, the net position of the Foundation included as related organizations in the accompanying financial statements of the University are \$455.1 million, of which \$423.0 million are restricted funds and \$32.1 million are unrestricted funds. During the fiscal year ended June 30, 2014, the University received \$21.6 million from the Foundation, and \$13.1 million to the Foundation of which \$3.4 million related to the establishment of quasi-endowment. At June 30, 2014, the University's investments include \$346.1 million of endowment funds held in a custodial relationship at the Foundation, and \$295.7 million in ITIF.

As of June 30, 2013, the net position of the Foundation included as related organizations in the accompanying financial statements of the University were \$394.3 million, of which \$366.7 million were restricted funds and \$27.5 million were unrestricted funds. During the fiscal year ended June 30, 2013, the University received \$49.9 million from the Foundation, and disbursed \$121.8 million to the Foundation of which \$52.1 million related to the establishment of quasi-endowment. At June 30, 2013, the University's investments include \$311.4 million of endowment funds held in a custodial relationship at the Foundation, and \$272.5 million in ITIF.

The University leases office space from the Foundation for an annual rent of approximately \$0.5 million.

The Building Authority and the Commonwealth have entered into various lease agreements under which the Commonwealth leases to the Building Authority certain property for nominal amounts.

In August 2005, the Building Authority executed a contract with UMass Management, LLC, a wholly owned subsidiary of ClubCorp USA, Inc., to provide management services for The University of Massachusetts Club ("the Club"), a private social club for alumni and friends of the University. Under the contract, the Authority is responsible for approving the budgets and operating plans of the Club as presented by the Manager. The Building Authority is responsible for any shortfall in the operating budget and will benefit from any operating profits. The contract calls for a minimum management fee payable to the Manager of \$0.2 million or four percent of the operating revenues, as defined by the contract, whichever is greater. Additionally, the Manager receives a percentage of the Club initiation fees and 25 percent of operating profits, as defined by the contract. The contract term is 10 years and can be terminated by the Building Authority if the Building Authority decides to close the Club for a minimum of 18 months. The Building Authority is the tenant on the sublease for the Club space and the lease does not terminate should the Building Authority close the Club. The Authority had provided operating support for the Club of \$0.2 million for both years ending June 30, 2014 and 2013.

7. INVESTMENT IN PLANT

Investment in plant activity for the year ended June 30, 2014 is comprised of the following (in thousands):

University:

	Beginning Balance	Additions/ Adjustments	Retirements/ Adjustments	Ending Balance
Buildings and Improvements	\$4,058,559	\$643,091	(\$7,001)	\$4,694,649
Equipment and Furniture	587,478	35,542	(13,234)	609,786
Software	134,558	2,374	(28)	136,904
Library Books	93,091		(8,776)	84,315
	4,873,686	681,007	(29,039)	5,525,654
Accumulated Depreciation	(2,122,993)	(200,256)	14,122	(2,309,127)
Sub-Total	2,750,693	480,751	(14,917)	3,216,527
Land	65,886	3,484	(518)	68,852
Construction in Progress	888,937	589,512	(699,042)	779,407
Sub-Total	954,823	592,996	(699,560)	848,259
Total	\$3,705,516	\$1,073,747	(\$714,477)	\$4,064,786

University Related Organizations:

	Beginning Balance	Additions/ Adjustments	Retirements/ Adjustments	Ending Balance
Buildings and Improvements	\$7,942			\$7,942
Equipment and Furniture	168			168
	8,110			8,110
Accumulated Depreciation	(851)	(\$202)		(1,053)
Sub-Total	7,259	(202)		7,057
Land	1,360	61		1,421
Total	\$8,619	(\$141)		\$8,478

Investment in plant activity for the year ended June 30, 2013 is comprised of the following (in thousands):

University:

	Beginning Balance	Additions/ Adjustments	Retirements/ Adjustments	Ending Balance
Buildings and Improvements	\$3,322,211	\$754,586	(\$18,238)	\$4,058,559
Equipment and Furniture	604,487	30,339	(47,348)	587,478
Software	134,082	4,036	(3,560)	134,558
Library Books	101,618	-	(8,527)	93,091
	4,162,398	788,961	(77,673)	4,873,686
Accumulated Depreciation	(1,990,577)	(182,252)	49,836	(2,122,993)
Sub-Total	2,171,821	606,709	(27,837)	2,750,693
Land	57,831	8,055	-	65,886
Construction in Progress	868,534	583,748	(563,344)	888,938
Sub-Total	926,365	591,803	(563,344)	954,824
Total	\$3,098,186	\$1,198,512	(\$591,181)	\$3,705,517

University Related Organizations:

	Beginning Balance	Additions/ Adjustments	Retirements/ Adjustments	Ending Balance
Buildings and Improvements	\$7,942	-	-	\$7,942
Equipment and Furniture	170	-	(\$2)	168
	8,112	-	(2)	8,110
Accumulated Depreciation	(650)	(\$201)	-	(851)
Sub-Total	7,462	(201)	(2)	7,259
Land	1,360	-	-	1,360
Total	\$8,822	(\$201)	(\$2)	\$8,619

At June 30, 2014 and 2013, investment in plant included capital lease assets of \$54.6 million and \$54.6 million, respectively, net of accumulated depreciation on capital lease assets of \$52.3 million and \$48.1 million, respectively (see Note 9).

The University has capitalized interest on borrowings, net of interest earned on related debt reserve funds, during the construction period of major capital projects. Capitalized interest is added to the cost of the underlying assets being constructed, and is amortized over the useful lives of the assets. For the years ended June 30, 2014 and 2013, the University capitalized net interest costs of \$29.7 million and \$27.4 million respectively.

8. BONDS PAYABLE

Amounts Outstanding at June 30, 2014 are as follows (in thousands)

Issue Borrowing	Original Borrowing	Maturity Date	Interest Rate	Amount Outstanding
University of Massachusetts Building Authority:				
Series 2003-1	\$ 137,970	2014	3.875-5.25%	\$ 6,155
Series 2004-A	96,025	2015	4.2-4.5%	4,575
Series 2004-1	183,965	2016	5.25%	16,600
Series 2005-1	25,595	2016	5.0%	5,480
Series 2005-2	212,550	2025	5.0%	25,200
Series 2008-A	26,580	2038	variable	21,930
Series 2008-1	232,545	2038	variable	194,530
Series 2008-2	120,560	2038	4.0-5.0%	105,725
Series 2009-1	247,810	2039	3.0-5.0%	198,670
Series 2009-2	271,855	2039	6.423-6.573%	271,855
Series 2009-3	28,570	2039	5.283-6.173%	27,250
Series 2010-1	118,985	2020	5.0%	96,645
Series 2010-2	430,320	2040	3.8-5.45%	430,320
Series 2010-3	3,005	2040	5.75%	2,880
Series 2011-1	135,040	2034	variable	131,090
Series 2011-2	101,700	2034	variable	99,135
Series 2013-1	212,585	2043	2.00%-5.00%	212,585
Series 2013-2	71,790	2043	.43-2.686%	71,790
Series 2013-3	24,640	2043	4.0%- 5.0%	24,640
Series 2014-1	293,890	2045	3.0%- 5.0%	293,890
Series 2014-2	14,085	2020	.44%-2.1%	14,085
Series 2014-4	157,855	2026	.20%- 3.381%	157,855
				<u>2,412,885</u>
		Unamortized Bond Premium		<u>64,807</u>
		SUBTOTAL		<u>2,477,692</u>
University of Massachusetts HEFA/MDFA:				
2000 Series A	\$ 20,000	2030	variable	20,000
2007 Series D	10,435	2031	3.5-4.25%	9,395
Series 2011	29,970	2034	2.5-4.0%	28,880
				<u>58,275</u>
		Unamortized Bond Premium		<u>1,056</u>
				<u>59,331</u>
WCCC HEFA/MDFA:				
Series 2005-D	\$ 99,325	2029	5.0-5.25%	73,033
Series 2007-E	118,750	2036	3.5-5.0%	104,348
Series 2007-F	101,745	2036	4.0-5.0%	80,893
Series 2011	10,495	2023	2.0-5.0%	8,819
				<u>267,093</u>
		Unamortized Bond Premium		<u>8,398</u>
		SUBTOTAL		<u>275,491</u>
MDFA:				
Clean Renewable Energy Bonds	\$ 1,625	2027	3.5%	1,243
			TOTAL	<u>\$ 2,813,757</u>

Bond Payable activity for the year ended June 30, 2014 is summarized as follows (in thousands):

	<u>Beginning Balance</u>	<u>Additions/ Amortization</u>	<u>Retirements/ Repayments</u>	<u>Ending Balance</u>
University of Massachusetts Building Authority:				
Series 2003-1	\$ 12,035	-	\$ (5,880)	\$ 6,155
Series 2004-A	6,715	-	(2,140)	4,575
Series 2004-1	24,500	-	(7,900)	16,600
Series 2005-1	8,020	-	(2,540)	5,480
Series 2005-2	180,195	-	(154,995)	25,200
Series 2006-2	2,760	-	(2,760)	-
Series 2008-A	22,795	-	(865)	21,930
Series 2008-1	201,655	-	(7,125)	194,530
Series 2008-2	108,300	-	(2,575)	105,725
Series 2009-1	216,870	-	(18,200)	198,670
Series 2009-2	271,855	-	-	271,855
Series 2009-3	27,715	-	(465)	27,250
Series 2010-1	107,950	-	(11,305)	96,645
Series 2010-2	430,320	-	-	430,320
Series 2010-3	2,925	-	(45)	2,880
Series 2011-1	132,450	-	(1,360)	131,090
Series 2011-2	100,020	-	(885)	99,135
Series 2013-1	212,585	-	-	212,585
Series 2013-2	71,790	-	-	71,790
Series 2013-3	-	24,640	-	24,640
Series 2014-1	-	293,890	-	293,890
Series 2014-2	-	14,085	-	14,085
Series 2014-4	-	157,855	-	157,855
Plus: unamortized bond premium	54,033	10,774	-	64,807
Subtotal	2,195,488	501,244	(219,040)	2,477,692
UMass HEFA/MDFA:				
2000 Series A	20,000	-	-	20,000
2007 Series D	9,750	-	(355)	9,395
Series 2011	29,810	-	(930)	28,880
Plus: unamortized bond premium	1,161	-	(105)	1,056
Subtotal	60,721	-	(1,390)	59,331
WCCC HEFA/MDFA:				
WCCC 2005 Series D	81,860	-	(8,826)	73,034
WCCC 2007 Series E	108,135	-	(3,787)	104,348
WCCC 2007 Series F	87,110	-	(6,217)	80,893
Series 2011	9,765	-	(946)	8,819
Plus: unamortized bond premium	8,889	-	(491)	8,398
Subtotal	295,759	-	(20,267)	275,492
MDFA:				
Clean Renewable Energy Bonds	1,338	-	(96)	1,242
Total	\$ 2,553,306	\$ 501,244	\$ (240,793)	\$ 2,813,757

Principal and interest, which is estimated using rates in effect at June 30, 2014, on bonds payable for the next five fiscal years and in subsequent five-year periods are as follows (in thousands):

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>
2015	\$ 87,321	\$ 108,792
2016	92,261	105,353
2017	94,796	102,580
2018	95,381	99,603
2019	100,456	96,356
2020-2024	525,588	424,214
2025-2029	483,982	327,128
2030-2034	417,320	242,843
2035-2039	492,430	141,492
2040-2044	327,130	42,592
2045-2049	22,831	837
Total	\$ 2,739,496	\$ 1,691,790

Bond payable activity for the year ended June 30, 2013 is summarized as follows (in thousands):

	<u>Beginning Balance</u>	<u>Additions/ Amortization</u>	<u>Retirements/ Repayments</u>	<u>Ending Balance</u>
University of Massachusetts Building Authority:				
Series 2003-1	\$ 17,665		\$ (5,630)	\$ 12,035
Series 2004-A	8,765		(2,050)	6,715
Series 2004-1	32,195		(7,695)	24,500
Series 2005-1	10,440		(2,420)	8,020
Series 2005-2	189,645		(9,450)	180,195
Series 2006-2	5,375		(2,615)	2,760
Series 2008-A	23,630		(835)	22,795
Series 2008-1	208,515		(6,860)	201,655
Series 2008-2	110,750		(2,450)	108,300
Series 2009-1	228,665		(11,795)	216,870
Series 2009-2	271,855			271,855
Series 2009-3	28,155		(440)	27,715
Series 2010-1	114,275		(6,325)	107,950
Series 2010-2	430,320			430,320
Series 2010-3	2,965		(40)	2,925
Series 2011-1	133,765		(1,315)	132,450
Series 2011-2	100,875		(855)	100,020
Series 2013-1		212,585		212,585
Series 2013-2		71,790		71,790
Plus: unamortized bond premium	35,946	19,376	(1,290)	54,032
Subtotal	1,953,801	303,751	(62,065)	2,195,487
UMass HEFA/MDFA:				
2000 Series A	20,000			20,000
2002 Series C	740		(740)	-
2007 Series D	10,090		(340)	9,750
Series 2011	29,970		(160)	29,810
Plus: unamortized bond premium	1,161		(49)	1,112
Subtotal	61,961		(1,289)	60,672
WCCC HEFA/MDFA:				
WCCC 2005 Series D	84,895		(3,035)	81,860
WCCC 2007 Series E	110,520		(2,385)	108,135
WCCC 2007 Series F	89,695		(2,585)	87,110
Series 2011	10,495		(730)	9,765
Plus: unamortized bond premium	9,381		(492)	8,889
Less: deferred loss on refunding	(12,129)	721		(11,408)
Subtotal	292,857	721	(9,227)	284,351
MDFA:				
Clean Renewable Energy Bonds	1,434		(96)	1,338
Total	\$ 2,310,053	\$ 304,472	\$ (72,677)	\$ 2,541,848

University of Massachusetts Building Authority

The bond agreements related to the Building Authority bonds generally provide that the net revenues of the Building Authority are pledged as collateral on the bonds and also provide for the establishment of bond reserve funds, bond funds, and maintenance reserve funds.

The University is obligated under its contracts for financial assistance, management and services with the Building Authority to collect rates, rents, fees and other charges with respect to such facilities sufficient to pay principal and interest on the Building Authority's bonds and certain other costs such as insurance on such facilities.

Pursuant to the authority given by the Building Authority's enabling act, the Commonwealth, acting by and through the Trustees of the University, has guaranteed the payment of principal and interest on the Building Authority's bonds. (The guarantee is a general obligation of the Commonwealth to which the full faith and credit of the Commonwealth are pledged. As is generally the case with other general obligations of the Commonwealth, funds with which to honor the guarantee, should it be called upon, will be provided by Commonwealth appropriation). The Building Authority's enabling act provides that the outstanding principal amount of notes and bonds of the Building Authority guaranteed by the Commonwealth cannot exceed \$200 million. The amount of bond obligations guaranteed by the Commonwealth was \$125.6 million and \$129.5 million at June 30, 2014 and June 30, 2013, respectively.

When the Building Authority no longer has any bonds outstanding, its properties revert to the Commonwealth, and all its funds (other than funds pledged to bondholders) are required to be paid into the Treasury of the Commonwealth.

Variable Rate Bonds On April 23, 2013, the Authority entered into a standby bond purchase agreement with J.P. Morgan Chase Bank, N.A. ("J.P. Morgan") which requires J.P. Morgan to purchase bonds that are tendered and not remarketed. Under the terms of the J.P. Morgan standby bond purchase agreement, the Authority is required to pay J.P. Morgan in quarterly installments a facility fee in the amount of 25 basis points (or higher, under certain circumstances) of the commitment amount. Fees accrued by the Authority in connection with the J.P. Morgan agreement totaled \$0.5 million and \$0.1 million for the year ended June 30, 2014 and June 30, 2013, respectively. The agreement expires in April 2016 and may be extended if a mutual interest exists between both the Authority and J.P. Morgan. Previously, the 2008-1 bonds were supported with an irrevocable direct pay letter of credit (the "Lloyds LOC") issued by Lloyds TSB Bank PLC. Fees accrued by the Authority in connection with the Lloyds LOC totaled \$0.5 million for the year ended June 30, 2013.

On April 16, 2013, the Authority entered into a standby bond purchase agreement with Barclays Bank PLC ("Barclays") which requires Barclays to purchase bonds that are tendered and not remarketed. Under the terms of the Barclays standby bond purchase agreement, the Authority is required to pay Barclays in quarterly installments a facility fee in the amount of 32.5 basis points (or higher, under certain circumstances) of the commitment amount. The agreement expires in April 2016 and may be extended if a mutual interest exists between both the Authority and Barclays. Fees accrued by the Authority in connection with the Barclays agreement totaled \$0.1 million and \$0.1 million for the year ended June 30, 2014 and June 30, 2013, respectively. Previously, the 2008-A bonds were supported by a standby bond purchase agreement with Bank of America, N.A. ("BofA"). Fees accrued by the Authority in connection with BofA standby bond purchase agreement totaled \$24,800 for the year ended June 30, 2013.

The 2011-1 bonds are supported by a standby bond purchase agreement with Wells Fargo Bank, N.A. ("Wells") which requires Wells to purchase bonds tendered and not remarketed in an amount not to exceed the principal on the bonds plus accrued interest up to 185 days at an annual interest rate not to exceed 12 percent. The standby purchase agreement expired on June 9, 2014 and was extended until June 9, 2017. Under the agreement, the Authority was required to pay Wells in quarterly installments a facility fee in the amount of 40 basis points (or higher, under certain circumstances) of the initial commitment. The initial commitment under the agreement was set at \$143.3 million and was subject to adjustment from time to time in accordance with the provisions of the agreement. Under the first amendment to the standby purchase agreement, the Authority is required to pay Wells in quarterly installments a facility fee in the amount of 25 basis points (or higher, under certain circumstances) of the initial commitment. The initial commitment under the first amendment to the standby purchase agreement was set at \$139.1 million and is subject to adjustment from time to time in accordance with the provisions of the agreement. Fees accrued by the Authority in connection with the Wells agreement totaled \$0.6 million and \$0.7 million for the years ended June 30, 2014 and 2013, respectively.

Window Bonds In fiscal year 2011, the Authority issued its 2011-2 bonds in a variable rate Window Bond mode. As with the Authority's other variable rate bonds, the Window Bondholders can tender the bonds at any time. However, unlike the Authority's other variable rate bonds where the bondholders will receive payment on any tendered bonds 7 days from the tender, Window Bondholders are not required to receive funds for the tender until after a 30 day remarketing period and an additional 180 day funding window period. Due to this 210 day funding period, the Authority is not required to obtain any type of liquidity support for the 2011-2 bonds and the bonds are considered supported with self-liquidity. Window Bondholders receive an interest rate on the Window Bonds at a fixed spread over the Securities Industry and Financial Markets Association Municipal Swap IndexTM ("SIFMA"). The initial spread to the SIFMA index is 9 basis points (.09%).

Bond Refundings In fiscal year 2014, the Authority refunded \$5.4 million of its 2009-1 series bonds with 2013-3 series bonds. The Authority also refunded \$146.2 million of its 2005-2 series bonds with 2014-4 series bonds. Accordingly, the Authority deposited into trust accounts funds sufficient to provide for all future debt service payments on the refunded bonds until the bonds are called. These advanced refunded bonds are considered defeased and, accordingly, the liability for the bonds payable and the assets held to repay the debt are not recorded in the Authority's financial statements.

In connection with the Authority's prior advanced refundings, the Authority recorded a difference between the reacquisition price and the net carrying amount of the refunded debt of approximately \$84.5 million. This balance is being reported as a component of deferred outflows, loss on debt refunding, and will be amortized as an increase in interest expense over the remaining term of the original life of the refunded bonds. These refundings reduced the Authority's debt service payments in future years by approximately \$36.9 million and resulted in an economic gain (the present value of the savings) of approximately \$25.5 million.

Bond Premium and Issuance Expenses In connection with the Authority's bond issues, the Authority received premiums at issuance totaling approximately \$109.7 million. The Authority amortizes the premiums received as a reduction in interest expense over the life of the respective bond issue.

In connection with the Authority's bond issues, the Authority incurred certain issuance costs associated with the bond offerings. In fiscal years 2014 and 2013 these costs amounted to \$3.6 million and \$2.2 million, respectively, and were expensed in accordance with the provisions of GASB Statement No 65.

Interest Rate Swaps The Authority uses derivative instruments to attempt to manage the impact of interest rate changes on its cash flows and net position by mitigating its exposure to certain market risks associated with operations, and does not use derivative instruments for trading or speculative purposes.

The Authority's contracts are evaluated pursuant to GASB Statement No. 53, *Accounting and Financial Reporting for Derivative Instruments* ("GASB No. 53") to determine whether they meet the definition of derivative instruments, and if so, whether they effectively hedge the expected cash flows associated with interest rate risk exposures. The Authority applies hedge accounting for derivative instruments that are deemed effective hedges and under GASB No. 53 are referred to as hedging derivative instruments. Under hedge accounting, the fair value of the hedging derivative instruments are reported as a deferred inflow or deferred outflow in the statement of net position until the contract is settled or terminated.

All settlement payments or receipts related to hedging derivative instruments are recorded as interest expense in the period settled.

The Authority's hedging derivative instruments at June 30, 2014 and 2013 were as follows:

	Fair Value June 30, 2013	Net Change in Fair Value	Fair Value June 30, 2014	Type of Hedge	Financial Statement Classification
Series 2008-1 Swap	\$ (28,125)	\$ 192	\$ (27,933)	Cash Flow	Deferred outflow
Series 2008-A Swap	(3,232)	32	(3,200)	Cash Flow	Deferred outflow
Series 2006-1 Swap	(37,969)	259	(37,710)	Cash Flow	Deferred outflow
Total	<u>\$ (69,326)</u>	<u>\$ 483</u>	<u>\$ (68,843)</u>		

The terms of the Authority's financial derivative instruments that were outstanding at June 30, 2014 are summarized in the table below:

		Effective	Termination	Rate		Original
	Type	Date	Date	Authority		Notional
				Pays	Authority Receives	Value
Series 2008-1 Swap	Synthetic Fixed	May 1, 2008	May 1, 2038	3.388%	70% of 1-Month LIBOR	\$ 232,545
Series 2008-A Swap	Synthetic Fixed	Nov 13, 2008	May 1, 2038	3.378%	70% of 1-Month LIBOR	\$ 26,580
Series 2006-1 Swap	Synthetic Fixed	Apr. 20, 2006	Nov. 1, 2034	3.482%	60% of 3-Month LIBOR + .18%	\$ 243,830

Fair Values - The fair values of the swaps are estimated using the zero-coupon method. This method calculates the future net settlement payments required by the agreements, assuming the current forward rates implied by the yield curve correctly anticipate future spot interest rates. These payments are then discounted using the spot rate implied by the current yield curve for hypothetical zero-coupon bonds due on the date of each future net settlement on the agreements. As of June 30, 2014 and 2013, the Authority's swaps had a negative fair value of \$68,800,000 and \$69,300,000, respectively, and as such are presented as a deferred outflow.

Credit risk - As of June 30, 2014, the Authority was not exposed to credit risk on the swaps as the fair value was negative. Since changes in interest rates affect the fair values of swap agreements, it is possible that the swap agreements with negative fair values become positive which would expose the Authority to credit risk. To mitigate the potential for credit risk, when a counterparty has a positive fair value and if the counterparty's credit quality falls below A3/A/A, the fair value of the swap will be fully collateralized by the counterparty with U.S. Government Securities or U. S. Government Agency Securities. Collateral posted by the counterparty will be held by a third-party custodian.

The credit ratings for the Authority's counterparties at June 30, 2014 are as follows:

	Credit Ratings		
	Moody's	S & P	Fitch
UBS AG	A2	A	A
Deutsche Bank AG	A2	A	A+
Citi Bank NA	A2	A	A

Basis risk - The Authority is exposed to basis risk on its pay-fixed interest rate swaps because the variable-rate payment received by the Authority (a percent of LIBOR) on these hedging derivative instruments is based on indexes other than the actual interest rates the Authority pays on its hedged variable rate debt. Should the relationship between LIBOR and the actual variable rate interest payments on the bonds converge, the expected cost savings may not materialize. The terms of the related hedging fixed rate swap transactions are summarized in the chart above.

Termination risk - The Authority's swaps are governed under the International Swap Dealers Association Master Agreement (the "Master Agreement"), which includes standard termination events, such as failure to pay and bankruptcy. Additionally, the Master Agreement was amended so that the swap may be terminated by the Authority if the counterparty's credit quality rating falls below certain levels or the counterparty fails to have a rating. Further, the swap may be terminated by the counterparties if the long-term, unsecured, unenhanced senior debt rating of any bonds issued by the Authority is withdrawn, suspended or falls below certain levels or the Authority fails to have a rating. The Authority or the counterparties may terminate the swaps if the other party fails to perform under the terms of the contract. The Authority may also terminate the swaps at its option. If the swap is terminated, the variable-rate bonds would no longer carry a synthetic fixed interest rate and the Authority's interest payment will be based solely upon the rate required by the related bonds as issued. When a termination event occurs, a mark-to-market (or "fair market value") calculation is performed to determine whether the Authority is owed or must pay cash to close out the swap position. A negative fair value means the Authority would incur a loss and need to make a termination payment to settle the swap position. A positive fair value means the Authority would realize a gain and receive a termination payment in settlement of the swap position.

Contingencies - All of the Authority's swaps include provisions that require the Authority to post collateral in the event its credit rating falls below certain levels. In the event the Authority is rated A2 by Moody's Investors Service or A by Standard & Poor's, the Authority would need to post collateral equal to amounts above the fair value of its swaps in liability positions above \$10,000,000. In the event the Authority is not rated or rated below A3 by Moody's Investors Service or below A- by Standard & Poor's, the Authority must post collateral in the amount of the fair value of the swaps in liability positions. The collateral posted is to be in the form of cash obligations guaranteed by the U.S. Treasury, or negotiable debt obligations issued by the Federal Home Loan Mortgage Association or the Federal National Mortgage Association. If the Authority does not post collateral, the derivative instrument may be terminated by the counterparty. The University's credit rating is Aa2 from Moody's Investors Service, AA from Fitch Ratings, and AA- from Standard and Poor's at June 30, 2014; therefore, no collateral has been posted.

Termination of Hedge Accounting - In June of 2011, the Authority undertook an advance refunding of the 2008-3 and 2008-4 variable rate bonds hedged by the Series 2006-1 Swap. As part of the refunding, the Series 2006-1 swap was re-assigned to a new underlying notional (the 2011-1 and 2011-2 Bonds) with identical terms. This refunding and reassignment effectively terminated the original hedge. At June 30, 2011, the Series 2006-1 Swap was considered a hedging derivative instrument. In accordance with GASB No. 53, at the time of a termination event related to an advance refunding of the hedged debt, the balance of the amounts in deferred outflows is to be included in the net carrying amount of the refunded debt for the purposes of calculating the deferred loss on refunding. The balance of the deferred outflows that was included in the net carrying amount of the refunded debt at the time of the refunding was \$22,200,000. The change in fair value of the Series 2006-1 Swap from the refunding date to June 30, 2014 is reported as a deferred outflow as the swap was determined to be effective at June 30, 2014.

Swap payments and associated debt. Using rates as of June 30, 2014, the debt service requirements of the variable-rate debt and net swap payments, assuming current interest rates remain the same for their term, were as follows:

Fiscal Year Ending June 30,	Principal	Interest	Interest Rate Swaps, Net	Total
2015	\$ 10,430	\$ 381	\$ 14,251	\$ 25,062
2016	10,845	374	13,932	25,151
2017	11,625	365	13,536	25,526
2018	11,770	358	13,182	25,310
2019	12,215	349	12,800	25,364
2020-2024	139,770	1,465	53,568	194,803
2025-2029	149,550	767	29,068	179,385
2030-2034	90,205	212	8,344	98,761
2035-2039	9,570	8	361	9,939
Total	\$ 445,980	\$ 4,279	\$ 159,042	\$ 609,301

As actual rates vary, variable-rate bond interest payments and net swap payments will vary.

MassDevelopment

Effective October 1, 2010, Massachusetts Health and Educational Facilities Authority ("MHEFA") was merged into the Massachusetts Development Finance Agency ("MassDevelopment"), a body politic and corporate and a public instrumentality of The Commonwealth of Massachusetts. As of such date, MHEFA has dissolved and all of its rights, powers and duties, and properties were exercised and performed by MassDevelopment and any and all obligations and liabilities of MHEFA have become obligations and liabilities of MassDevelopment.

University of Massachusetts Series A, D and 2011

The University, through MassDevelopment, has issued bonds in order to construct new student centers on the Boston and Lowell campuses; to create a pool of funds to acquire telecommunications, electronics, computer, office, research, equipment and administrative systems; and to fund the related renovation costs and to refund previously issued bonds.

Variable Rate Debt In March 2000, the University issued \$40.0 million of MHEFA Variable Rate Demand Revenue Bonds, University of Massachusetts Issue, Series A (the "Series A Bonds") to create a pool of funds from which the University could finance and refinance the acquisition of certain equipment and related renovation costs at the various University campuses on a revolving basis throughout the term of the Series A Bonds. The Series A Bonds were remarketed on April 1, 2013 and now bear interest at the long term rate of 0.70%. The newest long term rate period will end on March 31, 2016 and the Remarketed Series A Bonds will be subject to mandatory tender for purchase on April 1, 2016. The purchase price of the bonds will be paid from the remarketing of such bonds. However, if the remarketing proceeds are insufficient, the University will be obligated to purchase the bonds tendered, up to an aggregate principal amount of \$20.0 million. The Remarketed Series A Bonds will mature on November 1, 2030 and are subject to mandatory purchase prior to maturity as described above. Interest on the Remarketed Series A Bonds in the newest long-term rate period is payable on October 1 and April 1. The Remarketed Series A Bonds are considered a reissuance for federal tax purposes. The Remarketed Series A Bonds are not supported by any insurance policy, liquidity facility or other credit enhancement. The Remarketed Series A Bonds are a general obligation of the University payable from all funds of the University permitted to be applied thereto. The University's unrestricted net assets, previously referred to as the expendable fund balance, secure the obligations of the University with respect to the Remarketed Series A Bonds. The University is required to certify annually that there are sufficient funds in the unrestricted net assets to cover the debt service on the Remarketed Series A Bonds. At June 30, 2014 and 2013, the outstanding principal balance on the Bonds is \$20.0 million.

Debt covenants The University of Massachusetts Series A, D, and 2011 bonds include a covenant for the maintenance of a debt service fund as outlined in the related debt agreement. The University is required to make deposits in this debt service fund on or before the twenty-fifth day of each March and September.

Refundings In November 2011, the University issued \$30.0 million of Massachusetts Development Finance Agency Revenue Refunding Bonds (the "Series 2011 Bonds"). The University deposited the proceeds into an irrevocable trust fund to provide for payment of the MHEFA Revenue Bonds, University of Massachusetts Issue, 2002 Series C (the "Series C Bonds"). This payment was made as a lump sum in October 2012. The Series 2011 bonds were issued at a premium of \$1.2 million. These bonds bear interest at various fixed rates ranging from 2.5% to 4.0% and mature on October 1, 2034. At June 30, 2014, the aggregate principal payments outstanding on these bonds were \$28.8 million. As a result of the change in future payments, the University will reduce its aggregate debt service payments by approximately \$4.8 million and achieve an economic gain of \$3.4 million.

In January 2007, the University issued \$10.4 million of MHEFA Revenue Bonds, University of Massachusetts Issue Series D. The proceeds from this issuance were used to advance refund a portion of the MHEFA Revenue Bonds, University of Massachusetts Issue, 2001 Series B (the "Series B Bonds"). These advance refunded bonds were defeased, and accordingly, the liability for the bonds payable and the assets held to repay the debt have not been included in the University's financial statements.

Worcester City Campus Corporation Series D, E, F and 2011

The Worcester City Campus Corporation (WCCC) through MassDevelopment has issued bonds to finance the construction or acquisition of the Lazare Research Building, South Road parking garage, Ambulatory Care Center ("ACC"), two buildings housing the operations of MassBiologics, Two Biotech Park, and to refund previously issued bonds.

Refundings In November 2011, WCCC issued \$10.5 million of Massachusetts Development Finance Agency Revenue Refunding Bonds (the "WCCC Series 2011 Bonds"). The WCCC Series 2011 Bonds were issued at a premium of \$1.1 million. These bonds bear interest at various fixed rates ranging from 2.00% to 5.00% and mature October 1, 2023. At June 30, 2014 and 2013, the aggregate principal payments outstanding on these bonds were \$9.0 million and \$9.8 million, respectively. The proceeds of the WCCC Series 2011 Bonds were used to refund the remaining outstanding portion of the MHEFA Revenue Bonds, WCCC Issue (University of Massachusetts Project), 2001 Series B (the "WCCC Series B Bonds"), which were used to finance the construction of a parking garage and the acquisition and installation of equipment at the Lazare Research Building.

In January 2007, WCCC issued \$118.8 million of MHEFA Revenue Bonds, WCCC Issue (University of Massachusetts Project), 2007 Series E (the "Series E Bonds"). The Series E Bonds were issued at a premium of \$3.9 million. The Corporation deposited \$32.4 million of the proceeds into an irrevocable trust fund to provide for partial advanced refunding of outstanding MHEFA WCCC Series B Revenue Bonds. In accordance with the applicable guidance, a portion of the WCCC Series B Bonds totaling \$30.8 million and the related irrevocable trust has been derecognized by the Corporation. At June 30, 2014 and June 30, 2013, the aggregate principal payments outstanding on the Series E Bonds were \$105.7 million and \$108.1 million, respectively.

In January 2007, WCCC issued \$101.7 million of MHEFA Revenue Bonds, WCCC Issue (University of Massachusetts Project), 2007 Series F (the "Series F Bonds"). The Series F Bonds were issued at a premium of \$2.8 million. These bonds bear interest at various fixed rates ranging from 4.00% to 5.00% and mature October 1, 2036. At June 30, 2014 and June 30, 2013, the aggregate principal payments outstanding on this portion of the Series F Bonds were \$29.1 million and \$29.8 million, respectively. The remaining portion of the bonds bear interest at various fixed rates ranging from 4.00% to 4.50% and mature October 1, 2031. At June 30, 2014 and 2013, the aggregate principal payments outstanding on this portion of the Series F Bonds were \$55.3 million and \$57.4 million, respectively.

In April 2005, WCCC issued \$99.3 million of MHEFA Revenue Bonds, WCCC Issue (University of Massachusetts Project), 2005 Series D (the "WCCC Series D Bonds"). The Corporation deposited the proceeds into an irrevocable trust fund to provide for payment of the MHEFA Revenue Bonds, WCCC Issue (University of Massachusetts Project), 2000 Series A (the "WCCC Series A Bonds"). In accordance with the applicable guidance, the WCCC Series A Bonds and the related irrevocable trust were

derecognized by the Corporation. These bonds bear interest at various fixed rates ranging from 3.00% to 5.25% per year and mature October 1, 2029. The WCCC Series D Bonds were issued at a premium of \$4.1 million. At June 30, 2014 and 2013, the aggregate principal payment outstanding on the WCCC Series D Bonds was \$78.7 million and \$81.9 million, respectively. The proceeds from the WCCC Series A Bonds were previously used to fund the construction of the Lazare Research Building.

These advanced refunded bonds are considered defeased and, accordingly, the liability for the bonds payable and the assets held to repay the debt have not been included in the University's financial statements.

Pledged Revenues WCCC is obligated under the terms of indebtedness to make debt service payments from revenues received from certain facility leases. Total applicable pledged revenues were \$6.6 million for fiscal years 2014 and 2013, respectively.

Clean Renewable Energy Bonds

During 2011, the University entered into an Energy Services agreement for Solar Panel construction with the Commonwealth's Division of Capital Asset Management and Century Bank and Trust Company. The financing arrangement includes \$1.6 million in Clean Renewable Energy Bonds as of June 30, 2014 and 2013.

9. LEASES

The University leases certain equipment and facilities under operating leases with terms exceeding one year, which are cancelable at the University's option with 30 days notice. The rent expense related to these operating leases amounted to approximately \$22.1 million and \$16.8 million for the years ended June 30, 2014 and 2013, respectively. The master leases primarily consist of telecommunications, software, and co-generation systems. The University also leases space to third party tenants. During 2014 and 2013, the amount reported as rental income was \$21.0 million and \$17.7 million, respectively.

The following presents a schedule of future minimum payments under capital and non-cancelable operating leases and a schedule of principal and interest payments on capital lease obligations for the next five years and in subsequent five-year periods for the University as of June 30, 2014 (in thousands):

Year	University Capital Leases			Operating Leases
	Master Leases	Other Leases	Total	
2015	2,186	86	2,272	14,700
2016	-	-	-	15,657
2017	-	-	-	13,725
2018	-	-	-	12,326
2019 and thereafter	-	-	-	130,142
Total Payments	2,186	86	2,272	\$186,550
Less: Amount representing interest	(38)	(2)	(40)	
Present Value of Minimum Lease Payments	\$2,148	\$84	\$2,232	

University Capital Lease Obligations		
Year	Principal	Interest
2015	\$2,232	\$40
2016		
Total Payments	\$2,232	\$40

10. OTHER LONG-TERM LIABILITIES

During the year ended June 30, 2014 the following changes occurred in long-term liabilities as recorded in the statements of net position (in thousands):

	Beginning Balance	Additions/ Adjustments	Reductions/ Adjustments	Ending Balance
University:				
Capital lease obligations	\$2,238	-	(\$2,238)	-
Compensated absences	30,410	1,369	-	31,779
Workers' compensation	10,429	382	-	10,811
Unearned revenues and credits	20,199	10,542	(9,498)	21,243
Advances and deposits	27,943	694	(543)	28,094
Other Liabilities	41,532	5,312	(3,581)	43,263
University Related Organization:				
Other Liabilities	\$3,332	\$ 151	-	\$3,483

During the year ended June 30, 2013 the following changes occurred in long-term liabilities as recorded in the statement of net position (in thousands):

	<u>Beginning Balance</u>	<u>Additions/ Adjustments</u>	<u>Reductions/ Adjustments</u>	<u>Ending Balance</u>
University:				
Capital lease obligations	\$6,539	\$ -	(\$4,301)	\$2,238
Compensated absences	30,820	-	(410)	30,410
Workers' compensation	9,805	624	-	10,429
Unearned revenues and credits	16,501	10,354	(6,656)	20,199
Advances and deposits	26,698	1,486	(241)	27,943
Other Liabilities	18,993	23,184	(645)	41,532
University Related Organization:				
Other Liabilities	\$3,487	\$ -	(\$155)	\$3,332

11. FRINGE BENEFITS

Expenditures for the years ended June 30, 2014 and 2013 include \$244.6 million and \$229.5 million, respectively, for the employer portion of fringe benefit costs (pension expense, health insurance for active employees and retirees, and unemployment compensation) that was paid directly by the Commonwealth of Massachusetts. Of this amount, \$102.8 million for 2014 and \$99.5 million for 2013 was reimbursed to the Commonwealth and \$141.9 million and \$130.0 million, respectively, is included in revenue as state appropriations.

12. MEDICAL SCHOOL LEARNING CONTRACTS

The University's Medical School enters into learning contracts with certain medical students. These contracts give students the option of deferring a portion of their tuition until after residency training, and canceling all or a portion of their tuition if they practice primary care medicine for two or four full years (depending on conditions) in the Commonwealth. The University does not record as revenue the portion of tuition deferred under these learning contracts until actual cash repayments are received. The cumulative amount granted under such learning contracts plus accrued interest totaled \$68.6 million and \$66.3 million at June 30, 2014 and 2013, respectively. Cumulative repayments totaled approximately \$51.2 million and \$48.8 million as of June 30, 2014 and 2013, respectively.

13. RETIREMENT PLANS

The Commonwealth of Massachusetts is statutorily responsible for the pension benefit of University employees who participate in the Massachusetts State Employees' Retirement System ("MSERS"). MSERS, a single employer defined benefit public employee retirement system, is administered by the Massachusetts State Retirement Board and covers substantially all non-student employees. Massachusetts General Laws establish the benefit and contribution requirements. These requirements provide for a superannuation retirement allowance benefit up to a maximum of 80% of the average of a member's highest consecutive three years of regular compensation, if membership started before April 2, 2012, or of the average of a member's highest consecutive five years of regular compensation, if membership started after April 2, 2012. Benefit payments are based upon a member's age, length of creditable service, and group creditable service and group classification. The authority for amending these provisions rests with the Legislature. Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service (at any age), or upon reaching the age of 55 with 10 years of service, if membership started before April 2, 2012, or upon reaching age 60 with ten years of service, if membership started on or after April 2, 2012. Members contribute 5%, 7%, 8% and 9% of regular compensation for membership start dates prior to January 1, 1975, from January 1, 1975 to December 31, 1983, from January 1, 1984 to June 30, 1996 and on or after July 1, 1996, respectively. Employees whose membership began on or after January 1, 1979 also contribute an additional 2% of regular compensation in excess of \$30,000.

The University makes contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth. Such pension expense amounted to approximately \$ 63.6 million and \$52.2 million for the years ended June 30, 2014 and 2013, respectively. Annual covered payroll approximated 76.4% and 75.4% for the years ended June 30, 2014 and 2013, respectively of annual total payroll for the University. SERS does not issue stand-alone financial statements; however, SERS financial information is contained in the Commonwealth Comprehensive Annual Financial Report and can be obtained by contacting the State Comptroller, One Ashburton Place, 9th Floor, Boston, MA 02108.

Non-vested faculty and certain other employees of the University can opt out of MSERS and participate in a defined contribution plan, the Massachusetts Optional Retirement Program ("ORP"), administered by the Commonwealth's Department of Higher Education. At June 30, 2014 and 2013, there were approximately 4,031 and 4,433 University employees, respectively participating in ORP. Employees contribute at the same rate as members in SERS do and the Commonwealth matches 5% of employee contributions. The Commonwealth contributed \$8.9 million and \$8.7 million in 2014 and 2013, respectively. University employees contributed \$28.0 million and \$20.6 million in 2014 and 2013, respectively.

The MSERS and ORP retirement contributions of employees who become members of MSERS or ORP after January 1, 2011 are subject to a state compensation limit. Effective January 1, 2011, the University established a defined contribution plan, the University of Massachusetts 401(a) Retirement Gap Plan ("the Gap Plan"), administered by the University's Treasury Office.

Employees with MSERS or ORP membership dates after January 1, 2011 are eligible employees for the Gap Plan. Eligible employees begin participation in the Gap Plan when their regular compensation exceeds the state compensation limit in effect for the plan year, at which point their contributions to MSERS or ORP are required to stop for the remainder of the plan year. Employee contributions to the Gap Plan are mandatory and at the same rate as MSERS and ORP; the University contributes 5%. At June 30, 2014 plan assets totaled approximately \$506,000.

14. CONCENTRATION OF CREDIT RISK (Other than Cash and Investments)

The financial instrument that potentially subjects the University to concentrations of credit risk is the receivable from UMass Memorial Medical Center (UMMMC) which is uncollateralized. The receivable from UMass Memorial represents 12.2% and 4.4% of total accounts receivable for the University at June 30, 2014 and 2013, respectively. The University also had uncollateralized receivables from three other organizations comprising approximately 4.8%, 6.5% and 6.0% of the total outstanding receivables at June 30, 2014 and 5.8%, 5.5% and 5.7% of the total outstanding receivables at June 30, 2013.

15. COMMITMENTS AND CONTINGENCIES

The Building Authority, University, and WCCC have outstanding purchase commitments under construction contracts and real estate agreements in amounts aggregating approximately \$148.2 million and \$171.1 million at June 30, 2014 and 2013, respectively. In connection with the investments in certain limited partnership agreements, the Foundation has \$22.4 million and \$26.5 million in committed calls as of June 30, 2014 and 2013, respectively, which are scheduled to be funded over a number of years. The University has entered an Energy Performance Contract that is being managed by the Commonwealth's Division of Capital Asset Management (DCAM) under its Clean Energy Investment Program. This project includes 32 energy conservation measures. The installation costs will be incurred over 2 phases with Phase 1 being approximately \$18.0 million and Phase 2 being approximately \$13.5 million. The term of these transactions is 20 years. The University has a commitment to the Commonwealth for Clean Energy Investment Program Funds used through June 30, 2014 and 2013 in the amount of \$29.7 million and \$30.2 million, respectively.

The University, as an agency of the Commonwealth, is self-insured for property loss exposure, subject to appropriation from the state legislature. However, properties owned by the University of Massachusetts Building Authority located on a campus of the University, such as the Mullins Center, dining commons, and most dormitories, are insured by the Building Authority. In addition, certain properties owned by other University Related Organizations and leased to the University are insured by the related organization. The University and its employees are protected against tort claims through sovereign immunity under Chapter 258 of the Massachusetts General Laws. The University maintains certain liability insurance policies, including Commercial General Liability, leased Automotive Liability, Directors and Officers and Comprehensive Crime policies. Employees of the University are covered for Worker's Compensation protection under Chapter 152 of the Massachusetts General Laws. The University has recorded a liability for future expected costs of its workers' compensation claims of approximately \$15.1 million as of June 30, 2014 and \$14.6 million as of June 30, 2013. Estimated future payments related to such costs have been discounted at a rate of 4.0%.

The University is a defendant in various lawsuits and is subject to various contractual matters; however, University management is of the opinion that the ultimate outcome of all litigation or potential contractual obligations will not have a material effect on the financial position, financial results or cash flows of the University.

From time to time the University and/or its affiliated organizations are subject to audits of programs that are funded through either federal and/or state agencies. The University is aware that the Office of the Inspector General for the U.S. Department of Health and Human Services performed an audit of Medicaid Supplemental Revenues ("MSR") received by UMMC, the final report for which was issued December 2009. Portions of this report continue to be contested and the final outcome of this audit is currently unknown. Dependent on the final outcome, UMMC may be required to repay any MSR received deemed to be disallowed as a result of the audit. Dependent on that outcome, the University, consistent with the Agreement for Medical Educational Services, made part of the Definitive Agreement between the University and UMMC, and its subsequent amendments and the indemnification provisions in these Agreements, may be required to indemnify UMMC for a portion of any amounts due. Although the final outcome of this audit is currently unknown, and management believes that as of the date of the financial statements it is not probable that a liability exists, management concludes it is reasonably possible that amounts could be repaid and that those amounts may be material to the University's financial position and results of operations.

Five Universities in the Commonwealth of Massachusetts jointly formed the Massachusetts Green High Performance Computing Center, Inc. (MGHPCC) and MGHPCC Holyoke, Inc. in May 2010 and April 2012, respectively, to construct and operate a research computing center located in Holyoke, Massachusetts. MGHPCC and MGHPCC Holyoke, Inc. are tax-exempt organizations under Internal Revenue Code section 501(c) (3). Each respective university agreed to contribute \$10.0 million and as of June 30, 2013, each university had contributed the required amounts. The University's unamortized \$8.0 million investment is included in its Statement of Financial Position within Other Assets.

16. SUBSEQUENT EVENTS

On July 3, 2014, the Authority issued its \$67.4 million Refunding Revenue Bonds, Senior Series 2014-3 (the "2014-3 bonds"). The 2014-3 bonds were issued to refinance the University's Worcester City Campus Corporation 2005-Series D bonds and to pay costs of issuing the 2014-3 bonds. The 2014-3 bonds are due (serially) through 2030 and the interest rate ranges from 2.0% to 5.0%.

On July 8, 2014, the Authority extended \$25.0 million of Series 2013-A commercial paper and issued an additional \$15.0 million of Series 2013-A commercial paper. The Authority also extended \$25.0 million of Series 2013-B commercial paper and issued an additional \$10.0 million of Series B commercial paper.

On July 17, 2014, the Authority entered into a lease, as lessee, with One Beacon Street Limited Partnership, as lessor, for space at One Beacon Street, Boston, Massachusetts to be used primarily as office space by the Authority, the UMASS Club and the University. The lease begins July 15, 2015 and ends December 31, 2030.

For purposes of determining the effects of subsequent events on these financial statements, management has evaluated events subsequent to June 30, 2014 and through December 18, 2014, the date on which the financial statements were available to be issued.

**University of Massachusetts
2014 Annual Financial Report
Supplemental Financial Information
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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

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Board of Trustees of the
University of Massachusetts

Report on the financial statements

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial statement audits contained in *Government Auditing Standards* issued by the Comptroller of the United States, the business-type activities and the aggregate discretely presented component units of the University of Massachusetts (the "University"), an enterprise fund of the Commonwealth of Massachusetts, as of and for the years ended June 30, 2014 and 2013, and our report thereon dated December 18, 2014 expressed an unmodified opinion on these basic consolidated financial statements as a whole.

The accompanying supplementary schedules of Supplemental Financial Information for University campuses and University related organizations is presented for purposes of additional analysis and is not a required part of the basic consolidated financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic consolidated financial statements. The information has been subjected to the auditing procedures applied in the audits of the basic consolidated financial statement and certain additional procedures. These additional procedures included comparing and reconciling information directly to the underlying accounting and other records used to prepare the basic consolidated financial statements or to the basic consolidated financial statement themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic consolidated financial statements as a whole.

A handwritten signature in dark ink that reads "Grant Thornton LLP".

Boston, Massachusetts
December 18, 2014

**University of Massachusetts
CENTRAL ADMINISTRATION
Statements of Net Position
As of June 30, 2014 and 2013
(in thousands of dollars)**

	June 30, 2014	June 30, 2013 (adjusted)
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$10,717	\$13,554
Cash Held By State Treasurer	3,297	542
Accounts, Grants and Loans Receivable, net	2,487	2,996
Short Term Investments	46,347	41,890
Due From Other Campuses	207	500
Other Assets	3,964	4,268
Total Current Assets	67,019	63,750
Noncurrent Assets		
Cash and Securities Held By Trustees	29,940	44,470
Cash Held By State Treasurer	1,904	
Investments	121,329	121,082
Other Assets	7,120	8,129
Investment In Plant, net	91,930	54,762
Total Noncurrent Assets	252,223	228,443
Total Assets	\$319,242	\$292,193
DEFERRED OUTFLOWS OF RESOURCES		
Loss on Debt Refinancing	\$482	\$5,134
LIABILITIES		
Current Liabilities		
Accounts Payable	\$10,011	\$7,125
Accrued Salaries and Wages	1,748	1,566
Accrued Compensated Absences	4,332	3,991
Accrued Interest Payable	597	453
Bonds Payable		16,770
Due To Campuses	46,748	50,290
Due To Related Organizations	400	539
Unearned Revenues and Credits	1,634	1,243
Advances and Deposits	710	942
Other Liabilities	5,671	3,609
Total Current Liabilities	71,851	86,528
Noncurrent Liabilities		
Accrued Compensated Absences	553	475
Bonds Payable	80,712	56,488
Unearned Revenues and Credits	62	5
Other Liabilities	10,446	5,134
Total Noncurrent Liabilities	91,773	62,102
Total Liabilities	\$163,624	\$148,630
Net Position:		
Invested in Capital Assets Net of Related Debt	\$15,953	\$20,312
Restricted		
Nonexpendable	1,606	2,206
Expendable	31,302	24,372
Unrestricted	107,239	101,807
Total Net Position	\$156,100	\$148,697

University of Massachusetts
CENTRAL ADMINISTRATION
Statements of Revenues, Expenses and Changes in Net Position
For The Years Ended June 30, 2014 and 2013
(in thousands of dollars)

	June 30, 2014	June 30, 2013 (adjusted)
REVENUES		
Operating Revenues		
Tuition and Fees	\$6,330	\$7,024
Federal Grants and Contracts	4,172	2,450
State Grants and Contracts	4,615	2,983
Local Grants and Contracts	119	173
Private Grants and Contracts	3,174	3,691
Sales and Service, Educational	2,067	2,023
Allocation from Campuses	68,831	60,710
Other Operating Revenues:		
Other	3,874	8,772
Total Operating Revenues	93,182	87,826
EXPENSES		
Operating Expenses		
<i>Educational and General</i>		
Instruction	10,414	12,507
Research	5,159	3,084
Public Service	2,823	1,144
Institutional Support	61,850	60,064
Operation and Maintenance of Plant	449	6,288
Scholarships and Fellowships	6	6
Depreciation and Amortization	5,987	5,641
Total Operating Expenses	86,688	88,734
Operating Income/(Loss)	6,494	(908)
NONOPERATING REVENUES/(EXPENSES)		
State Appropriations		10,847
Investment Return	8,310	4,760
Endowment Return	233	224
Interest on Indebtedness	(103)	(680)
Other Nonoperating Income	32	345
Net Nonoperating Revenues	8,472	15,496
Income Before Other Revenues, Expenses, Gains, and Losses	14,966	14,588
OTHER REVENUES, EXPENSES, GAINS, AND LOSSES		
Capital Appropriations	5,200	
Other Additions/(Deductions)	(12,764)	1,327
Total Other Revenues, Expenses, Gains, and Losses	(7,564)	1,327
Total Increase in Net Position	7,402	15,915
NET POSITION		
Net Position at Beginning of Year, as reported	148,698	133,049
Cummulative effect of change in accounting principle		(266)
Net Position at Beginning of Year, as adjusted	148,698	132,783
Net Position at End of Year	156,100	148,698

University of Massachusetts
AMHERST CAMPUS
Statements of Net Position
As of June 30, 2014 and 2013
(in thousands of dollars)

	June 30, 2014	June 30, 2013 (adjusted)
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$28,998	\$27,226
Cash Held By State Treasurer	10,920	11,299
Accounts, Grants and Loans Receivable, net	45,219	36,083
Pledges Receivable, net	2,090	1,761
Short Term Investments	68,440	57,465
Inventories, net	4,651	5,196
Due From Other Campuses	21,511	23,276
Other Assets	501	605
Total Current Assets	182,330	162,911
Noncurrent Assets		
Cash Held By State Treasurer	1,508	4,738
Cash and Securities Held By Trustees	155,484	155,081
Accounts, Grants and Loans Receivable, net	18,904	18,852
Pledges Receivable, net	3,481	2,318
Investments	276,025	249,222
Other Assets		5
Investment In Plant, net	1,605,787	1,472,369
Total Noncurrent Assets	2,061,189	1,902,585
Total Assets	\$2,243,519	\$2,065,496
DEFERRED OUTFLOWS OF RESOURCES		
Deferred Change in Fair Value of Interest Rate Swaps	\$28,199	\$27,820
Loss on Debt Refunding	38,242	36,565
Total Deferred Outflows of Resources	\$ 66,441	\$ 64,385
LIABILITIES		
Current Liabilities		
Accounts Payable	\$44,759	\$51,032
Accrued Salaries and Wages	44,575	42,386
Accrued Compensated Absences	24,713	24,305
Accrued Workers' Compensation	1,927	2,020
Accrued Interest Payable	5,709	6,501
Bonds Payable	84,950	147,295
Accelerated variable rate debt, current	16,300	
Capital Lease Obligations	2,148	4,184
Unearned Revenues and Credits	14,035	13,426
Advances and Deposits	1,149	690
Other Liabilities	6,666	8,034
Total Current Liabilities	246,931	299,873
Noncurrent Liabilities		
Accrued Compensated Absences	12,345	11,876
Accrued Workers' Compensation	4,787	5,017
Bonds Payable	789,293	667,466
Derivative Instrument , Interest Rate Swap	41,552	41,838
Capital Lease Obligations		2,148
Unearned Revenues and Credits	11,827	11,307
Advances and Deposits	13,386	13,348
Total Noncurrent Liabilities	873,190	753,000
Total Liabilities	\$1,120,121	\$1,052,873
Net Position:		
Invested in Capital Assets Net of Related Debt	\$851,475	\$777,589
Restricted		
Nonexpendable	3,973	3,971
Expendable	52,821	48,526
Unrestricted	281,570	246,922
Total Net Position	\$1,189,839	\$1,077,008

**University of Massachusetts
AMHERST CAMPUS
Statements of Revenues, Expenses and Changes in Net Position
As of June 30, 2014 and 2013
(in thousands of dollars)**

	June 30, 2014	June 30, 2013 (adjusted)
REVENUES		
Operating Revenues		
Tuition and Fees (net of scholarship allowances of \$ 95,477 at June 30, 2014 and \$89,345 at June 30, 2013)	\$337,767	\$323,331
Federal Grants and Contracts	98,157	97,930
State Grants and Contracts	15,753	12,734
Local Grants and Contracts	346	316
Private Grants and Contracts	30,950	30,547
Sales and Service, Educational	8,089	8,615
Auxiliary Enterprises	214,759	195,577
Other Operating Revenues:		
Other	16,137	19,225
Total Operating Revenues	721,958	688,275
EXPENSES		
Operating Expenses		
<i>Educational and General</i>		
Instruction	312,844	294,707
Research	108,825	103,727
Public Service	26,140	24,882
Academic Support	58,108	56,305
Student Services	52,163	49,763
Institutional Support	64,305	59,033
Operation and Maintenance of Plant	84,162	77,610
Depreciation and Amortization	82,687	71,594
Scholarships and Fellowships	20,991	22,115
<i>Auxiliary Enterprises</i>	174,666	164,212
Total Operating Expenses	984,891	923,948
Operating Loss	(262,933)	(235,673)
NONOPERATING REVENUES/(EXPENSES)		
Federal Appropriations	7,020	6,774
State Appropriations	272,676	241,423
Gifts	16,139	13,950
Investment Return	29,868	19,471
Endowment Return	8,424	6,258
Interest on Indebtedness	(25,609)	(25,427)
Nonoperating Federal Grants	25,338	23,867
Other Nonoperating Income	(2)	(477)
Net Nonoperating Revenues	333,854	285,839
Income Before Other Revenues, Expenses, Gains, and Losses	70,921	50,166
OTHER REVENUES, EXPENSES, GAINS, AND LOSSES		
Capital Appropriations	46,191	52,934
Capital Grants and Contracts	8,473	3,226
Disposal of Plant Facilities	(4,053)	(3,978)
Other Additions/(Deductions)	(8,701)	(2,718)
Total Other Revenues, Expenses, Gains, and Losses	41,910	49,464
Total Increase in Net Position	112,831	99,630
NET POSITION		
Net Position at Beginning of Year, as reported	1,077,008	983,791
Cummulative effect of change in accounting principle		(6,413)
Net Position at the Beginning of the Year, as adjusted	1,077,008	977,378
Net Position at End of Year	\$1,189,839	\$1,077,008

**University of Massachusetts
BOSTON CAMPUS
Statements of Net Position
As of June 30, 2014 and 2013
(in thousands of dollars)**

	June 30, 2014	June 30, 2013 (adjusted)
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$5,308	\$7,951
Cash Held By State Treasurer	3,817	3,649
Accounts, Grants and Loans Receivable, net	24,323	22,803
Pledges Receivable, net	684	331
Short Term Investments	24,648	23,983
Inventories, net	811	766
Due From Other Campuses	4,900	5,617
Other Assets	194	298
Total Current Assets	64,685	65,398
Noncurrent Assets		
Cash Held By State Treasurer	1,377	885
Cash and Securities Held By Trustees	349,620	302,781
Accounts, Grants and Loans Receivable, net	8,321	7,696
Pledges Receivable, net	1,514	718
Investments	97,566	94,117
Other Assets		376
Investment In Plant, net	401,843	302,084
Total Noncurrent Assets	860,241	708,657
Total Assets	\$924,926	\$774,055
DEFERRED OUTFLOWS OF RESOURCES		
Deferred Change in Fair Value of Interest Rate Swaps	\$1,218	\$1,102
Loss on Debt Refunding	7,336	7,028
Total Deferred Outflows of Resources	\$ 8,554	\$ 8,130
LIABILITIES		
Current Liabilities		
Accounts Payable	\$12,682	\$14,902
Accrued Salaries and Wages	19,515	17,764
Accrued Compensated Absences	11,484	10,827
Accrued Workers' Compensation	424	328
Accrued Interest Payable	3,889	3,657
Bonds Payable	23,968	37,172
Accelerated variable rate debt, current	306	
Capital Lease Obligations	84	118
Unearned Revenues and Credits	4,875	5,585
Advances and Deposits	2,250	2,001
Other Liabilities	5,243	6,101
Total Current Liabilities	84,720	98,455
Noncurrent Liabilities		
Accrued Compensated Absences	4,230	3,978
Accrued Workers' Compensation	1,054	816
Bonds Payable	476,603	367,350
Capital Lease Obligations		90
Derivative Instrument, Interest Rate Swap	4,412	4,442
Unearned Revenues and Credits	1,478	783
Advances and Deposits	4,420	4,545
Other Liabilities	1,775	1,889
Total Noncurrent Liabilities	493,972	383,893
Total Liabilities	\$578,692	\$482,348
Net Position:		
Invested in Capital Assets Net of Related Debt	\$237,546	\$187,018
Restricted		
Nonexpendable	6,699	6,673
Expendable	22,222	18,387
Unrestricted	88,321	87,759
Total Net Position	\$354,788	\$299,837

**University of Massachusetts
BOSTON CAMPUS
Statements of Revenues, Expenses and Changes in Net Position
For The Years Ended June 30, 2014 and 2013
(in thousands of dollars)**

	June 30, 2014	June 30, 2013 (adjusted)
REVENUES		
Operating Revenues		
Tuition and Fees (net of scholarship allowances of \$33,020 at June 30, 2014 and \$31,413 at June 30, 2013)	\$160,317	\$153,084
Federal Grants and Contracts	26,730	27,142
State Grants and Contracts	10,151	10,089
Local Grants and Contracts	724	1,127
Private Grants and Contracts	9,830	10,832
Sales and Service, Educational	3,433	3,000
Auxiliary Enterprises	9,981	9,743
Other Operating Revenues:		
Other	998	749
Total Operating Revenues	222,164	215,766
EXPENSES		
Operating Expenses		
<i>Educational and General</i>		
Instruction	140,539	130,378
Research	29,176	30,465
Public Service	11,478	11,015
Academic Support	29,014	28,876
Student Services	22,867	20,782
Institutional Support	46,159	40,376
Operation and Maintenance of Plant	25,238	22,692
Depreciation and Amortization	13,284	12,770
Scholarships and Fellowships	11,654	11,832
<i>Auxiliary Enterprises</i>	11,353	10,565
Total Operating Expenses	340,762	319,751
Operating Loss	(118,598)	(103,985)
NONOPERATING REVENUES/(EXPENSES)		
State Appropriations	100,553	89,435
Gifts	4,535	3,767
Investment Return	11,306	8,692
Endowment Return	1,997	1,718
Interest on Indebtedness	(6,665)	(9,570)
Nonoperating Federal Grants	21,173	20,817
Other Nonoperating Income/(Expense)	275	(636)
Net Nonoperating Revenues	133,174	114,223
Income Before Other Revenues, Expenses, Gains, and Losses	14,576	10,238
OTHER REVENUES, EXPENSES, GAINS, AND LOSSES		
Capital Appropriations	42,978	26,401
Capital Grants and Contracts	1,856	
Disposal of Plant Facilities	(1,157)	(1,039)
Other Additions/(Deductions)	(3,302)	(2,029)
Total Other Revenues, Expenses, Gains, and Losses	40,375	23,333
Total Increase in Net Position	54,951	33,571
NET POSITION		
Net Position at Beginning of Year, as reported	299,837	268,958
Cummulative Effect of Accounting Principle		(2,692)
Net Position at the Beginning of Year, as adjusted	299,837	266,266
Net Position at End of Year	354,788	299,837

University of Massachusetts
DARTMOUTH CAMPUS
Statements of Net Position
As of June 30, 2014 and 2013
(in thousands of dollars)

	June 30, 2014	June 30, 2013 (adjusted)
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$1,023	\$2,412
Cash Held By State Treasurer	2,895	1,680
Accounts, Grants and Loans Receivable, net	12,306	23,753
Short Term Investments	3,172	3,879
Inventories, net		792
Due From Other Campuses	1,141	1,310
Due From Related Organizations	181	230
Other Assets	280	32
Total Current Assets	20,998	34,088
Noncurrent Assets		
Cash Held By State Treasurer	2,118	766
Cash and Securities Held By Trustees	49,581	54,725
Accounts, Grants and Loans Receivable, net	2,638	2,340
Investments	13,200	14,666
Other Assets		7
Investment In Plant, net	335,741	318,533
Total Noncurrent Assets	403,278	391,037
Total Assets	\$424,276	\$425,125
DEFERRED OUTFLOWS OF RESOURCES		
Deferred Change in Fair Value of Interest Rate Swaps	\$5,845	\$5,496
Loss on Debt Refunding	23,148	21,474
Total Deferred Outflows of Resources	\$ 28,993	\$ 26,970
LIABILITIES		
Current Liabilities		
Accounts Payable	\$5,861	\$6,490
Accrued Salaries and Wages	11,069	10,357
Accrued Compensated Absences	5,918	5,829
Accrued Workers' Compensation	536	344
Accrued Interest Payable	1,308	1,505
Bonds Payable	46,765	89,332
Accelerated variable rate debt, current	102	
Due To Other Campuses	200	500
Unearned Revenues and Credits	1,739	1,147
Advances and Deposits	1,171	1,191
Other Liabilities	1,562	3,660
Total Current Liabilities	76,231	120,355
Noncurrent Liabilities		
Accrued Compensated Absences	3,829	3,724
Accrued Workers' Compensation	1,331	855
Bonds Payable	177,684	145,287
Derivative Instrument, Interest Rate Swap	15,408	15,522
Unearned Revenues and Credits	54	295
Advances and Deposits	3,032	2,749
Other Liabilities	29,720	30,255
Total Noncurrent Liabilities	231,058	198,687
Total Liabilities	\$307,289	\$319,042
Net Position:		
Invested in Capital Assets Net of Related Debt	\$136,286	\$118,144
Restricted		
Expendable	8,999	7,516
Unrestricted	695	7,393
Total Net Position	\$145,980	\$133,053

**University of Massachusetts
DARTMOUTH CAMPUS
Statements of Revenues, Expenses and Changes in Net Position
For The Years Ended June 30, 2014 and 2013
(in thousands of dollars)**

	June 30, 2014	June 30, 2013 (adjusted)
REVENUES		
Operating Revenues		
Tuition and Fees (net of scholarship allowances of \$ 33,161 at June 30, 2014 and \$31,279 June 30, 2013)	\$72,885	\$76,821
Federal Grants and Contracts	8,632	9,421
State Grants and Contracts	5,683	6,268
Local Grants and Contracts	577	315
Private Grants and Contracts	4,000	3,850
Sales and Service, Educational	125	125
Auxiliary Enterprises	48,220	48,405
Other Operating Revenues:		
Other	5,932	5,079
Total Operating Revenues	146,054	150,284
EXPENSES		
Operating Expenses		
<i>Educational and General</i>		
Instruction	68,583	68,426
Research	17,013	18,274
Public Service	4,503	5,513
Academic Support	26,073	25,687
Student Services	11,574	10,971
Institutional Support	17,600	14,104
Operation and Maintenance of Plant	25,015	19,604
Depreciation and Amortization	15,064	13,438
Scholarships and Fellowships	6,659	6,011
<i>Auxiliary Enterprises</i>	30,424	30,055
Total Operating Expenses	222,508	212,083
Operating Loss	(76,454)	(61,799)
NONOPERATING REVENUES/(EXPENSES)		
State Appropriations	64,633	57,242
Investment Return	2,602	2,190
Endowment Income	1,733	1,509
Interest on Indebtedness	(8,617)	(8,434)
Nonoperating Federal Grants	11,987	10,492
Other Nonoperating Income	587	685
Net Nonoperating Revenues	72,925	63,684
Income/(Loss) Before Other Revenues, Expenses, Gains, and Losses	(3,529)	1,885
OTHER REVENUES, EXPENSES, GAINS, AND LOSSES		
Capital Appropriations	14,556	16,037
Capital Grants and Contracts	5,815	13,813
Disposal of Plant Facilities	(1,293)	(1,140)
Other Additions/(Deductions)	(2,622)	(593)
Total Other Revenues, Expenses, Gains, and Losses	16,456	28,117
Total Increase in Net Position	12,927	30,002
NET POSITION		
Net Position at Beginning of Year, as reported	133,053	105,585
Cummulative effect of change in accounting principle		(2,534)
Net Position at Beginning of Year, as adjusted		103,051
Net Position at End of Year	\$145,980	133,053

**University of Massachusetts
LOWELL CAMPUS
Statements of Net Position
As of June 30, 2014 and 2013
(in thousands of dollars)**

	June 30, 2014	June 30, 2013 (adjusted)
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$5,718	\$6,996
Cash Held By State Treasurer	5,345	5,088
Accounts, Grants and Loans Receivable, net	29,338	31,100
Pledges Receivable, net	1,001	659
Short Term Investments	23,842	17,186
Due From Other Campuses	5,235	5,732
Other Assets	616	706
Total Current Assets	71,095	67,467
Noncurrent Assets		
Cash Held By State Treasurer	1,099	2,787
Cash and Securities Held By Trustees	114,045	35,345
Accounts, Grants and Loans Receivable, net	5,009	4,874
Pledges Receivable, net	1,470	871
Investments	78,339	64,665
Other Assets	740	1,777
Investment In Plant, net	574,746	478,769
Total Noncurrent Assets	775,448	589,088
Total Assets	\$846,543	\$656,555
DEFERRED OUTFLOWS OF RESOURCES		
Deferred Change in Fair Value of Interest Rate Swaps	\$5,820	\$5,789
Loss on Debt Refunding	2,590	3,878
Total Deferred Outflows of Resources	\$ 8,410	\$ 9,667
LIABILITIES		
Current Liabilities		
Accounts Payable	\$16,111	\$17,910
Accrued Salaries and Wages	17,652	16,402
Accrued Compensated Absences	9,253	8,676
Accrued Workers' Compensation	462	404
Accrued Interest Payable	3,260	2,856
Bonds Payable	20,947	20,272
Accelerated variable rate debt, current	33,292	
Unearned Revenues and Credits	6,377	4,388
Advances and Deposits	1,365	1,516
Other Liabilities	12,065	7,919
Total Current Liabilities	120,784	80,343
Noncurrent Liabilities		
Accrued Compensated Absences	5,239	5,014
Accrued Workers' Compensation	1,147	1,003
Bonds Payable	411,125	281,451
Derivative Instruments, Interest Rate Swap	7,471	7,523
Unearned Revenues and Credits	1,297	3,238
Advances and Deposits	3,808	3,854
Other Liabilities	250	250
Total Noncurrent Liabilities	430,337	302,333
Total Liabilities	\$551,121	\$382,676
Net Position:		
Invested in Capital Assets Net of Related Debt	\$199,226	\$193,871
Restricted		
Nonexpendable	3,957	4,185
Expendable	20,485	14,946
Unrestricted	80,164	70,544
Total Net Position	\$303,832	\$283,546

**University of Massachusetts
LOWELL CAMPUS
Statements of Revenues, Expenses and Changes in Net Position
For The Years Ended June 30, 2014 and 2013
(in thousands of dollars)**

	June 30, 2014	June 30, 2013 (adjusted)
REVENUES		
Operating Revenues		
Tuition and Fees (net of scholarship allowances of \$ 37,245 at June 30, 2014 and \$34,956 at June 30, 2013)	\$152,563	\$139,748
Federal Grants and Contracts	24,362	23,151
State Grants and Contracts	5,121	5,091
Local Grants and Contracts	457	322
Private Grants and Contracts	10,073	10,160
Sales and Service, Educational	33	129
Auxiliary Enterprises	45,101	36,188
Other Operating Revenues:		
Other	6,726	6,046
Total Operating Revenues	244,436	220,835
EXPENSES		
Operating Expenses		
<i>Educational and General</i>		
Instruction	111,203	105,148
Research	36,624	35,921
Public Service	830	1,321
Academic Support	26,112	22,656
Student Services	27,033	21,280
Institutional Support	43,222	39,316
Operation and Maintenance of Plant	34,453	30,056
Depreciation and Amortization	23,926	19,657
Scholarships and Fellowships	9,932	9,767
<i>Auxiliary Enterprises</i>	26,276	21,176
Total Operating Expenses	339,611	306,298
Operating Loss	(95,175)	(85,463)
NONOPERATING REVENUES/(EXPENSES)		
State Appropriations	88,136	79,228
Gifts	3,484	2,170
Investment Return	8,284	6,440
Endowment Return	1,720	1,554
Interest on Indebtedness	(12,311)	(9,625)
Nonoperating Federal Grants	15,781	15,410
Other Nonoperating Income/(Expense)	8	(239)
Net Nonoperating Revenues	105,102	94,938
Income/(Loss) Before Other Revenues, Expenses, Gains, and Losses	9,927	9,475
OTHER REVENUES, EXPENSES, GAINS, AND LOSSES		
Capital Appropriations	2,788	17,164
Capital Grants and Contracts	5,843	5,613
Capital Contribution		3,000
Disposal of Plant Facilities	1,550	(1,388)
Other Additions/(Deductions)	178	(379)
Total Other Revenues, Expenses, Gains, and Losses	10,359	24,010
Total Increase in Net Position	20,286	33,485
NET POSITION		
Net Position at Beginning of Year, as reported	283,546	251,973
Cummulative effect of change in accounting principle		(1,912)
Net Position at Beginning of Year, as adjusted		250,061
Net Position at End of Year	\$303,832	283,546

University of Massachusetts
WORCESTER CAMPUS
Statements of Net Position
As of June 30, 2014 and 2013
(in thousands of dollars)

	Worcester Campus June 30, 2014	Worcester Campus June 30, 2013 (adjusted)	Worcester City Campus Corporation June 30, 2014	Worcester City Campus Corporation June 30, 2013 (adjusted)	Eliminations June 30, 2014	Eliminations June 30, 2013	Combined Totals Memorandum Only June 30, 2014	Combined Totals Memorandum Only June 30, 2013 (adjusted)
ASSETS								
Current Assets								
Cash and Cash Equivalents	\$5,742	\$8,696	\$6,246	\$27,104			\$11,988	\$35,800
Cash Held By State Treasurer	1,593	1,625					1,593	1,625
Accounts, Grants and Loans Receivable, net	115,344	118,558	2,139	695			117,483	119,253
Pledges Receivable, net	7,545	9,710					7,545	9,710
Short Term Investments	26,508	26,513					26,508	26,513
Inventories, net	10,836	13,015					10,836	13,015
Accounts Receivable UMass Memorial	38,762	12,690	2,045	44			40,807	12,734
Due From Other Campuses	13,960	14,355					13,960	14,355
Due From Related Organizations	3,881	1,907	81,623	48,343	(85,504)	(49,711)		539
Other Assets	2,529	3,456	328	539			2,857	3,995
Total Current Assets	226,700	210,525	92,381	76,725	(85,504)	(49,711)	233,577	237,539
Noncurrent Assets								
Cash Held By State Treasurer	423	163					423	163
Cash and Securities Held By Trustees	5,484	30,365	32	24			5,516	30,389
Accounts, Grants and Loans Receivable, net	5,626	5,626					5,626	5,626
Investments	189,494	173,977					189,494	173,977
Investment In Plant, net	659,834	664,682	394,905	414,318			1,054,739	1,079,000
Total Noncurrent Assets	860,861	874,813	394,937	414,342			1,255,798	1,289,155
Total Assets	\$1,087,561	\$1,085,338	\$487,318	\$491,067	(85,504)	(49,711)	\$1,489,375	\$1,526,694
DEFERRED OUTFLOWS OF RESOURCES								
Deferred Outflows of Resources								
LIABILITIES								
Current Liabilities								
Accounts Payable	\$19,932	\$27,562	\$4,294	\$4,217			\$24,226	\$31,779
Accrued Salaries and Wages	15,905	17,541					15,905	17,541
Accrued Compensated Absences	18,392	19,490					18,392	19,490
Accrued Workers' Compensation	1,003	1,102					1,003	1,102
Accrued Interest Payable	3,651	3,697	3,458	3,647			7,109	7,344
Bonds Payable	8,781	8,195	11,197	9,090			19,978	17,285
Accounts Payable UMass Memorial	3,864	4,364					3,864	4,364
Due to Related Organizations	81,974	48,184	3,484	1,907	(85,504)	(49,711)	(46)	380
Due to Other Campuses	6						6	
Unearned Revenues and Credits	12,263	14,599					12,263	14,599
Advances and Deposits	267	1,606					267	1,606
Other Liabilities	14,114	19,759	3,686	3,448			17,800	23,207
Total Current Liabilities	180,152	166,099	26,119	22,309	(85,504)	(49,711)	120,767	138,697
Noncurrent Liabilities								
Accrued Compensated Absences	5,583	5,343					5,583	5,343
Accrued Workers' Compensation	2,492	2,738					2,492	2,738
Bonds Payable	387,218	390,198	294,514	305,482			681,732	695,680
Unearned Revenues and Credits	6,525	4,571					6,525	4,571
Advances and Deposits	3,448	3,447					3,448	3,447
Other Liabilities	603	3,500	469	504			1,072	4,004
Total Noncurrent Liabilities	405,869	409,797	294,983	305,986			700,852	715,783
Total Liabilities	\$586,021	\$575,896	\$321,102	\$328,295	(85,504)	(49,711)	\$821,619	\$854,480
Net Position:								
Invested in Capital Assets Net of Related Debt	\$272,937	\$288,219	\$87,344	\$97,020			\$360,281	\$385,239
Restricted								
Nonexpendable	1,152	1,023					1,152	1,023
Expendable	38,674	39,775	27	2,947			38,701	42,722
Unrestricted	188,777	180,425	78,845	62,805			267,622	243,230
Total Net Position	\$501,540	\$509,442	\$166,216	\$162,772			\$667,756	\$672,214

University of Massachusetts
WORCESTER CAMPUS
Statements of Revenues, Expenses and Changes in Net Position
For The Years Ended June 30, 2014 and June 30, 2013
(in thousands of dollars)

	Worcester Campus June 30, 2014	Worcester Campus June 30, 2013	Worcester City City Campus Corporation June 30, 2014	Worcester City City Campus Corporation June 30, 2013	Eliminations June 30, 2014	Eliminations June 30, 2013	Combined Totals Memorandum Only June 30, 2014	Combined Totals Memorandum Only June 30, 2013
REVENUES								
Operating Revenues								
Tuition and Fees (net of scholarship allowances of \$2,283 at June 30, 2014 and \$2,760 at June 30, 2013)	\$16,245	\$14,367					\$16,245	\$14,367
Federal Grants and Contracts	159,994	174,603					159,994	174,603
State Grants and Contracts	35,930	33,140					35,930	33,140
Private Grants and Contracts	55,070	48,391					55,070	48,391
Sales and Service, Educational	8,045	5,345					8,045	5,345
Auxiliary Enterprises	31,424	33,101				(3,470)	31,424	29,631
Other Operating Revenues:								
Sales and Service, Independent Operations	44,296	46,062					44,296	46,062
Sales and Service, Public Service Activities	446,557	446,925	44,908	33,277	(42,987)	(33,083)	448,478	447,119
Other	37,384	42,674	59,110	57,238	(36,743)	(38,944)	59,751	60,968
Total Operating Revenues	834,945	844,608	104,018	90,515	(79,730)	(75,497)	859,233	859,626
EXPENSES								
Operating Expenses								
<i>Educational and General</i>								
Instruction	53,538	53,969			(72)	(74)	53,466	53,895
Research	213,221	215,744			(90)	(86)	213,131	215,658
Public Service	32,211	30,657					32,211	30,657
Academic Support	11,693	12,129			(102)	(102)	11,591	12,027
Student Services	5,760	5,950					5,760	5,950
Institutional Support	55,909	58,067			(294)	(275)	55,615	57,792
Operation and Maintenance of Plant	45,695	50,956	24,382	26,100	(24,422)	(30,191)	45,655	46,865
Depreciation and Amortization	43,157	41,582	20,128	20,579			63,285	62,161
<i>Auxiliary Enterprises</i>	24,161	24,557			(1,800)	(1,800)	22,361	22,757
<i>Other Expenditures</i>								
Independent Operations	51,461	54,434			(6,600)	(6,608)	44,861	47,826
Public Service Activities	367,226	334,845	44,376	28,809	(46,350)	(36,361)	365,252	327,293
Total Operating Expenses	904,032	882,890	88,886	75,488	(79,730)	(75,497)	913,188	882,881
Operating Income/(Loss)	(69,087)	(38,282)	15,132	15,027			(53,955)	(23,255)
NONOPERATING REVENUES/(EXPENSES)								
State Appropriations	44,620	41,136					44,620	41,136
Gifts	4,855	10,157					4,855	10,157
Investment Return	25,858	13,933	457	551			26,315	14,484
Endowment Return	2,535	2,351					2,535	2,351
Interest on Indebtedness	(21,871)	(23,759)	(14,320)	(13,869)			(36,191)	(37,628)
Other Nonoperating Income	146	1,385		(59)			146	1,326
Net Nonoperating Revenues	56,143	45,203	(13,863)	(13,377)			42,280	31,826
Income/(Loss) Before Other Revenues, Expenses, Gains, and Losses	(12,944)	6,921	1,269	1,650			(11,675)	8,571
OTHER REVENUES, EXPENSES, GAINS, AND LOSSES								
Capital Appropriations	419	45					419	45
Capital Grants and Contracts		16,695						16,695
Disposal of Plant Facilities	(1,179)	(1,248)	(66)	(9)			(1,245)	(1,257)
Contributions for Capital Expenditures	(4,976)		5,226	1,514			250	1,514
Other Additions/Deductions	10,778	8,548	(2,985)	(1,216)			7,793	7,332
Total Other Revenues, Expenses, Gains, and Losses	5,042	24,040	2,175	289			7,217	24,329
Total Increase in Net Position	(7,902)	30,961	3,444	1,939			(4,458)	32,900
NET POSITION								
Net Position at Beginning of Year, as reported	509,442	482,328	162,772	163,691			672,214	646,019
Cumulative effect of change in accounting principle		(3,847)		(2,858)				(6,705)
Net Position at Beginning of Year, as adjusted		478,481	162,772	160,833				639,314
Net Position at End of Year	\$501,540	\$509,442	\$166,216	162,772			\$667,756	672,214

Combining Statements of Net Position for University Related Organizations as of June 30, 2014 and 2013
(in thousands of dollars)

Supplemental Schedule I

	Total June 30, 2014	Eliminations and Adjustments June 30, 2014	The University of Massachusetts Foundation, Inc. June 30, 2014	University of Massachusetts Dartmouth Foundation, Inc. June 30, 2014	Total June 30, 2013	Eliminations and Adjustments June 30, 2013	The University of Massachusetts Foundation, Inc. June 30, 2013	University of Massachusetts Dartmouth Foundation, Inc. June 30, 2013
ASSETS								
Current Assets								
Accounts, Grants and Loans Receivable, net								
Pledges Receivable, net	\$785	(\$6,368)	\$6,045	\$1,108	\$887	(\$6,114)	\$6,513	\$488
Due From Related Organizations	354	354			380	380		
Other Assets	539		535	4	2,563		2,550	13
Total Current Assets	1,678	(6,014)	6,580	1,112	3,830	(5,734)	9,063	501
Noncurrent Assets								
Cash and Cash Equivalents	1,378		158	1,220	1,041		81	960
Pledges Receivable, net	677	(12,676)	10,634	2,719	1,109	(9,333)	8,978	1,464
Investments	452,529	(692,318)	1,091,312	53,535	389,376	(628,633)	970,061	47,948
Other Assets	62			62	173		113	60
Investment In Plant, net	8,478		8,478		8,619		8,619	
Total Noncurrent Assets	463,124	(704,994)	1,110,582	57,536	400,318	(637,966)	987,852	50,432
Total Assets	\$464,802	(\$711,008)	\$1,117,162	\$58,648	\$404,148	(\$643,700)	\$996,915	\$50,933
LIABILITIES								
Current Liabilities								
Accounts Payable	\$174		\$154	\$20	\$94		\$13	\$81
Due To Related Organizations	181	\$ (5,954)		6,135	230	(\$5,409)		5,639
Assets Held on Behalf of the University		(643,224)	643,224		0	(585,005)	585,005	
Assets Held on Behalf of Others	13,797		13,797		12,307		12,307	
Unearned Revenues and Credits	1,373		1,373		1,973		1,973	
Total Current Liabilities	15,525	(649,178)	658,548	6,155	14,604	(590,414)	599,298	5,720
Noncurrent Liabilities								
Other Liabilities	3,483		3,483		3,332		3,332	
Total Noncurrent Liabilities	3,483		3,483		3,332	0	3,332	
Total Liabilities	\$19,008	(\$649,178)	\$662,031	\$6,155	\$17,936	(\$590,414)	\$602,630	\$5,720
Net Position:								
Invested in Capital Assets Net of Related Debt Restricted	\$8,477	\$8,477			\$8,619	\$8,619		
Nonexpendable	309,718	(47,808)	\$324,579	\$32,947	290,858	(43,525)	\$303,973	\$30,410
Expendable	101,195	(14,022)	98,409	16,808	74,706	(9,761)	71,889	12,578
Unrestricted	26,404	(8,477)	32,143	2,738	12,029	(8,619)	18,423	2,225
Total Net Position	\$445,794	(\$61,830)	\$455,131	\$52,493	\$386,212	(\$53,286)	\$394,285	\$45,213

Combining Statements of Revenues, Expenses, and Changes in Net Position for University Related Organizations
For The Years Ended June 30, 2014 and 2013
(in thousands of dollars)

Supplemental Schedule II

		University of				University of		
	Eliminations	The University of	Massachusetts		Eliminations	The University of	Massachusetts	
	and	Massachusetts	Dartmouth		and	Massachusetts	Dartmouth	
	Adjustments	Foundation, Inc.	Foundation, Inc.		Adjustments	Foundation, Inc.	Foundation, Inc.	
	June 30, 2014	June 30, 2014	June 30, 2014		June 30, 2013	June 30, 2013	June 30, 2013	
	Total				Total			
	June 30, 2014	June 30, 2014	June 30, 2014		June 30, 2013	June 30, 2013	June 30, 2013	
EXPENSES								
Operating Expenses								
<i>Educational and General</i>								
Public Service	\$11,066	(\$658)	\$8,872	\$2,852	\$12,573	(\$732)	\$10,308	\$2,997
Depreciation	200		200		202		202	
Scholarships and Fellowships	177	(1,326)	642	861	77	(1,175)	561	691
Total Operating Expenses	11,443	(1,984)	9,714	3,713	12,852	(1,907)	11,071	3,688
Operating Income/(Loss)	(11,443)	1,984	(9,714)	(3,713)	(12,852)	1,907	(11,071)	(3,688)
NONOPERATING REVENUES/(EXPENSES)								
Gifts	11,063	(2,019)	6,257	6,825	9,452	217	6,300	2,935
Investment Income	42,849	(65,246)	103,882	4,213	24,540	(35,589)	57,662	2,467
Endowment Income	1,070	(16,625)	17,695		1,160	(13,936)	15,096	
Net Nonoperating Revenues	54,982	(83,890)	127,834	11,038	35,152	(49,308)	79,058	5,402
Income/(Loss) Before Other Revenues, Expenses, Gains, and Losses	43,539	(81,906)	118,120	7,325	22,300	(47,401)	67,987	1,714
OTHER REVENUES, EXPENSES, GAINS, AND LOSSES								
Additions to Permanent Endowments	17,566	(1,746)	19,312		16,056	(844)	16,457	443
Less: Amounts Earned/Received on Behalf of the University		54,746	(54,746)			(637)	637	
Less: Amounts Earned/Received on Behalf of Others	(1,555)		(1,555)		(928)		(928)	
Distribution to University		20,268	(20,268)			46,764	(46,764)	
Other Additions/Deductions	32	94	(17)	(45)	(9,051)	(1,656)	(8,554)	1,159
Total Other Revenues, Expenses, Gains, and Losses	16,043	73,362	(57,274)	(45)	6,077	43,627	(39,152)	1,602
Total Increase/(Decrease) in Net Assets	59,582	(8,544)	60,846	7,280	28,377	(3,774)	28,835	3,316
NET POSITION								
Net Position at Beginning of Year	386,212	(53,286)	394,285	45,213	357,835	(49,512)	365,450	41,897
Net Position at End of Year	\$445,794	(\$61,830)	\$455,131	\$52,493	\$386,212	(\$53,286)	\$394,285	\$45,213



December 18, 2014

Management and Audit Committee of the Board of Trustees
University of Massachusetts
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Boston, MA 02110

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Ladies and Gentlemen:

In connection with our audit of the University of Massachusetts (the "University") financial statements as of June 30, 2014 and for the year then ended, auditing standards generally accepted in the United States of America ("US GAAS") require that we advise management and the Audit Committee of the Board of Trustees (hereinafter referred to as "those charged with governance") of the following internal control matters identified during our audit.

Our responsibilities

Our responsibility, as prescribed by US GAAS, is to plan and perform our audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether due to fraud or error. An audit includes consideration of internal control over financial reporting (hereinafter referred to as "internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion on internal control effectiveness.

Identified deficiencies in internal control

We identified the following internal control matters that are of sufficient importance to merit your attention.

Control deficiencies

A deficiency in internal control ("control deficiency") exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. We identified control deficiencies in prior years that have continuing applicability in fiscal year 2014. Refer to the internal control letter issued in connection with the fiscal year 2013 audit.

1) Consolidation process

The manual consolidation process performed by the University President's Office, along with the efforts of each of the campuses and related organizations, continues to be a challenge and is structured in a way that exposes the University to errors in its financial reporting. The timetable continues to be a challenge and the concentration of effort to complete the consolidation through manual manipulation of system information draws resources away from other activities for an extended period of time during the close process. We continue to recommend that the consolidation process be documented and the President's office revisit the reporting timeline to allow for adequate review of the consolidated results. In addition,

we recommend that management investigate software to allow for more automation of the close process and allow for less manual manipulation, which reduces the risk of error in the financial statements.

University Response

The University agrees that the level of manual manipulation involved in the consolidation process creates a risk of error in the financial statements. PeopleSoft does have consolidation functionality which has been utilized in the Medical School financials as a way to effectively consolidate the multiple units for that campus. Given the Foundation and Building Authority are not utilizing PeopleSoft, the University is unable to automate the consolidation of those units. The University will continue to explore options for further automation of the close process that will allow for less manual manipulation to mitigate the risk of error in the financial statements.

In an effort to improve the consolidation process, the Financial Accounting Reporting Group will also continue to meet monthly to standardize and document accounting procedures with special focus on transaction activity between the Campuses and the Building Authority. Obtaining a comprehensive understanding of the transaction activity between these entities will improve the year end consolidation process.

The Financial Accounting Reporting Group will also work to revise the reporting timeline to allow for adequate review of the consolidated results.

2) Journal entry review and approval process

We noted that the journal entry approval process and controls relating to manual journal entries varies from campus to campus. At certain campuses, preparation and posting of journal entries can be performed by the same individual without a review/approval by a separate individual. On certain campuses, there is a secondary separate review, but the reviewer may not be of an appropriate level to be able to detect an error. We also noted instances where an appropriate review may have taken place, but the documentation supporting that review was lacking to evidence the operation of the control. The Peoplesoft GL system has functionality to allow for an automated review by a predetermined separate individual prior to posting, but this functionality is not enabled by the campuses. This lack of segregation of duties creates an increased risk of error and fraud.

Our recommendation is to apply a consistent policy across all campuses/entities which requires journal entry preparation, review/approval and posting by separate individuals with the appropriate skillset and position to review/approve. This will allow for effective segregation of duties, as well as proper review of the entry prior to posting in the general ledger. We also recommend including a discussion of what would represent acceptable documentation of the control in operation, whether manual or automated, to evidence the controls that are in place to allow for review.

University Response

We acknowledge the importance of maintaining proper segregation of duties to provide a secure control environment for the processing of manual journal entries. During FY14 the Financial Accounting Reporting Group explored the control features in PeopleSoft that provide journal entry input, approval and posting by separate individuals throughout the University. The group noted that although the PeopleSoft system has functionality to allow for an automated review, it does not provide the ability to easily attach supporting documentation, therefore creating delays in journal entry processing.

During FY15 we will continue to develop University-wide guidelines for journal entry processing that provide journal entry input, approval and posting by separate individuals throughout the University. Our goal will be to publish these guidelines by the end of the fiscal year.

3) Reviews of the presentation of certain financial transactions did not detect errors in financial reporting classifications of those transactions or improper accounting for certain transactions

During our FY14 audit, we identified certain errors in classification and/or presentation of financial statement transactions as well as instances where certain transactions were not given appropriate accounting treatment. Refer to the summary of adjustments presented to management and the audit committee in connection with the required communications for the audit of the year ended June 30, 2014. Some of the adjustments were recurring from prior years, while others are new in fiscal year 2014. We have noted progress made by the campuses, President's office as well as the Building Authority and the Foundation with respect to the number of adjustments identified by GT in total, and those identified by GT compared to those identified by management (which is indicative of good controls in place during the close process).

We continue to recommend that as part of the annual closing process, management continue to revisit audit entries made in prior years to ensure they will not recur, and also consider whether presentation is consistent in the prior year when changes are made in the current year. It is also our recommendation that management continue to improve processes to be able to identify instances where transactions should be evaluated for appropriate accounting treatment.

University Response

The Controllers and their respective associates from across the University and related entities meet on a regular basis. This group discusses evolving accounting/reporting issues, PeopleSoft system enhancements/changes, audit activities/results, administrative policies/procedures, inter-unit activity and other issues determined relative to the group. Each year, prior year audit adjustments are discussed and every effort is made to ensure that these items do not recur. The Controller's Group in conjunction with the Financial Accounting Reporting Group is tasked with identifying, developing and standardizing accounting policies and procedures throughout the University. Every effort is made to ensure that all accounting transactions are recorded accurately, timely and consistently.

4) IT General Controls

In the prior year, we identified instances of inappropriate access and segregation of duties conflicts during the course of our review of the overall IT control environment. Management continues to make progress to address these matters, however, there continues to be a number of individuals who have "superuser" access which allows conflicting responsibilities and system access (i.e. segregation between development and production). We further noted instances whereby individuals had access to key administrative functionality or configurations that were not required as part of their daily responsibilities. Manual mitigating controls that are detective in nature (as opposed to preventative) are in place to reduce risks associated with this area. Management also established a control to review these changes on a regular basis. That control was put into place at the end of the prior fiscal year. In reviewing monitoring of these changes in 2014, we noted a four month period whereby the logs were not reviewed on a timely basis, however, the control was remediated prior to year-end.

Regarding revocation of access for status changes, management in the IT function should consider enhancing the monitoring control to ensure that revocation of user access is performed timely.

University Response

The University established a monitoring process to ensure that database change logs are reviewed on a timely basis. We have established key back-up protocol that ensures that the procedure is sustained in the event that the designated reviewer is not available to review the logs as scheduled.

The University expanded their Oracle Identity and Access Management Suite to include automated tools to provision access to system users as well as to analyze and monitor user activity. These tools will help ensure timely revocation of user access. We are developing a plan to deploy these tools during FY15.

5) Access to key tables within the PeopleSoft enterprise system

In prior years, we identified instances where access to key tables within the PeopleSoft enterprise system (i.e. Finance and Administration rate, fringe rate and budget tables) seemed unnecessary to perform the individual's job function. During FY13 management started to remove multiple users and continues to refine role-based security rights within PeopleSoft. Management also has mitigating monitoring and review controls in place. However, preventative controls surrounding access to these tables typically provide a higher level of reliability than monitoring/review controls. In connection with the fiscal year 2014 audit, we continue to recommend that management continue their efforts to review access to these key tables and remove individuals who do not require access based on job function.

University Response

During FY14, the University strengthened access controls for its PeopleSoft system. To continue to improve access controls, a Security Administration Core Team has been established. This group meets periodically to identify and document its mission of implementing standardized security protocols throughout the University.

As noted in 4 above, The University recently expanded their Oracle Identity and Access Management Suite to include automated tools to provision access to system users as well as monitor user activity. We are developing a plan to deploy these tools during FY15.

Recommendations to strengthen internal control

We recommend that the University and those charged with governance consider the following actions to strengthen internal control.

Recommendations relating to the fiscal close process

We noted certain processes that take additional effort and require excessive amounts of time and resources at year end for the close process. We noted that the majority of the campuses do not currently practice any level of interim close procedures. Instituting the practice of a mid-year or quarterly close or partial close process could help to alleviate the issue by building a process wherein certain calculations are made more frequently, and therefore issues can be resolved prior to the year-end close.

Recommendations reported in prior year with continuing applicability

We identified certain recommendations in the prior year which were reported in our letter dated December 20, 2013 that continue to be applicable in 2014. The topics covered included use of a common financial reporting software for the Building Authority and the Foundation, as well as performing an analysis of the historical write off experience at the campuses to support the current reserve policy associated with student accounts receivable. See the prior year letter for full descriptions of the recommendations.

University Response

The University has been in conversation with both the Building Authority and Foundation in regards to using PeopleSoft as a common financial reporting software or other alternatives that allows for integration with the University's PeopleSoft system.

During 2014, the University published Administrative Standards that mandate biannual review of all student accounts receivable by campus controllers. This review along with future reviews will provide a historical basis to evaluate the adequacy of the reserve policy.

University response

The University's written response to the internal control matters identified herein has not been subjected to our audit procedures and, accordingly, we express no opinion on it.

* * *

The purpose of this communication is solely to describe the scope of our testing of internal control and the result of that testing, and not to provide an opinion on the effectiveness of the University's internal control. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control. Accordingly, this communication is not suitable for any other purpose.

Very truly yours,



Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		URL	Date Approved by the Governing Board
Institutional Mission Statement	?	http://www.umassd.edu/about/mis	?
			Not Applicable

Mission Statement

UMass Dartmouth distinguishes itself as a vibrant, public research university dedicated to engaged learning and innovative research resulting in personal and lifelong student success. The University serves as an intellectual catalyst for economic, social, and cultural transformation on a global, national, and regional scale.

Vision Statement

UMass Dartmouth will be a globally recognized premier research university committed to inclusion, access, advancement of knowledge, student success, and community enrichment.

Standard 10: Public Disclosure

Information	Web addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://catalog.umassd.edu/content.php?catoid=23&navoid=1452 http://www.umassd.edu/about/ http://www.umassd.edu/contact	Undergraduate Viewbook, Undergraduate Road brochure, Fact sheets on undergraduate and graduate programs
Notice of availability of publications and of audited financial statement or fair summary	http://www.umassd.edu/admin_finance/departments/budgetandfinancialplanning/ http://www.umassp.edu/controller/reports http://www.umassp.edu/controller/	Financial reports printed and distributed to Board, Library, etc.
Institutional catalogs	http://www.umassd.edu/catalog/	not applicable
Obligations and responsibilities of students and the institution	http://www.umassd.edu/studentaffairs/studenthandbook/	Student Handbook
Academic regulations:	http://catalog.umassd.edu/content.php?catoid=23&navoid=1424	
student policies:	http://www.umassd.edu/studentaffairs/studenthandbook/	
Information on admission and attendance	http://www.umassd.edu/admissions/ http://www.umassd.edu/undergraduate/viewbook http://www.umassd.edu/graduate/graduateapplication http://www.umassd.edu/law/admissions/admissionsdepartment/	Undergraduate Viewbook
Institutional mission and objectives	http://www.umassd.edu/about/missionandvision/ http://www.umassd.edu/strategicplan/ http://catalog.umassd.edu/content.php?catoid=23&navoid=1444	UMassDTransform2020 brochure
Expected educational outcomes		
University commitment to student learning	http://www.umassd.edu/generaleducation/umdcommitment/	
Education and Graduation Requirements:	http://catalog.umassd.edu/content.php?catoid=23&navoid=1424#Undergraduate_Degree_Requirements	
VSA website:	http://www.collegeportraits.org/MA/UMD	
Requirements, procedures and policies re: admissions	http://catalog.umassd.edu/content.php?catoid=23&navoid=1445 http://catalog.umassd.edu/content.php?catoid=23&navoid=1435 http://www.umassd.edu/graduate/prospectivestudents/ http://www.umassd.edu/extension/readytoapply/ http://www.umassd.edu/law/admissions/admissionsdepartment/	Admissions Viewbook
Requirements, procedures and policies re: transfer credit	http://catalog.umassd.edu/content.php?catoid=23&navoid=1445#transfers http://www.umassd.edu/transfereexperience/	Transfer articulation agreements
Student fees, charges and refund policies	http://www.umassd.edu/undergraduate/financing/ http://www.umassd.edu/bursar/tuitionandfees/	
Policies and general tables:	http://catalog.umassd.edu/content.php?catoid=20&navoid=1087	

Information	Web addresses	Print Publications
Current tables-web, Undergraduate:	http://www.umassd.edu/undergraduate/tuition/	
Current tables-web, Graduate:	http://www.umassd.edu/graduate/prospectivestudents/tuitionfees/	
Current tables-web, University Extension:	http://www.umassd.edu/extension/tuitionandfees/	
Current tables-web, Law School:	http://www.umassd.edu/law/admissions/admission	
Rules and regulations for student conduct	http://www.umassd.edu/studenthandbook/	
Other information re: attending or withdrawing from the institution (example cited)	http://www.umassd.edu/studentaffairs/studenthandbook/academicregulationsandprocedures/	
Academic programs (examples cited)		Admissions viewbook; Academic Program fact sheets
Catalogue:	http://catalog.umassd.edu/content.php?catoid=23&navoid=1433	
web undergrad:	http://www.umassd.edu/undergraduate/fieldsstudy/	
web graduate:	http://www.umassd.edu/graduate/graduateprograms/	
Graduate catalogue list of programs:	http://catalog.umassd.edu/content.php?catoid=22&navoid=1367	

Information	Web addresses	Print Publications
Courses currently offered		web only; printable copy can be downloaded
"Course Listings" on this site:	http://www.umassd.edu/courselistings/	
	http://www.umassd.edu/extension/courselistings/	
Other available educational opportunities (examples)		Program-specific brochures and flyers
Online:	http://www.umassd.edu/extension/	
Academic programs beyond traditional learning:	http://catalog.umassd.edu/content.php?catoid=23&navoid=1447	
Student activities:	http://www.umassd.edu/studentactivities/	
Honors:	http://www.umassd.edu/honors/	
	http://catalog.umassd.edu/content.php?catoid=23&navoid=1436	
Study abroad:	http://www.umassd.edu/ipo/studyabroad/	
Outreach involvement by students:	http://www.umassd.edu/outreach/	
Service learning:	http://www.umassd.edu/outreach/cce/	
Overview statements:	http://www.umassd.edu/about/	
	http://www.umassd.edu/campus/	
	http://www.umassd.edu/undergraduate/viewbook/	
Other academic policies and procedures	See the relevant chapters of the General and Graduate Catalogues. Additional policies that may affect academics appear in expected places: for example, policies on research approval; financial aid continuation; scholarship availability; and conditional admission.	
Requirements for degrees and other forms of academic recognition	Undergraduate and Graduate Catalogs	
Graduate Catalogue, chapter on Graduate Opportunities, Admissions Information, Registration, Degree Requirements, Costs, Financial Aid	http://catalog.umassd.edu/content.php?catoid=22&navoid=1352	
Undergraduate Catalogue, section on Academic Regulations and Procedures	http://catalog.umassd.edu/content.php?catoid=23&navoid=1424#Graduation_Requirements	
	Graduation recognitions are stated therein as well as under section on undergraduate Honors. Conditions and processes for graduation (as a ceremony, and as the act of degree completion, which are different) are outlined in the Commencement website annually.	
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	catalog.umassd.edu/content.php?catoid=23&navoid=1450&chl=faculty catalog.umassd.edu/content.php?catoid=23&navoid=1450&chl=faculty catalog.umassd.edu/content.php?catoid=23&navoid=1450&chl=faculty	
Part-time faculty are not listed on any publicly-posted master list; their names are shown in class schedules.		
Names and positions of administrative officers	http://catalog.umassd.edu/content.php?catoid=23&navoid=1450#Officers_of_the_administration	
Names and principal affiliations of members of the governing board	http://catalog.umassd.edu/content.php?catoid=23&navoid=1450#Board_of_trustees	
UMass system:	http://www.umassp.edu/bot/members	
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.umassd.edu/cvpa/aboutcvpa/cvpacampus/ http://www.umassd.edu/law/about/ http://www.umassd.edu/smast/	Program-specific brochures and flyers

Information	Web addresses	Print Publications
Programs, courses, services, and personnel not available in any given academic year.		
Closed or suspended programs so annotated in catalogues (see for example:		
The Schedule of Classes shows which courses are offered each term (see "Courses currently offered" above)		
Size and characteristics of the student body	http://www.umassd.edu/about/	Institutional research databooks; Admissions Viewbook
VSA:	http://www.collegeportraits.org/MA/UMD	
Admissions:	http://www.umassd.edu/undergraduate/facts/	
	http://www.umassd.edu/undergraduate/viewbook/	
Data reports:	http://www.umassd.edu/about/	
	http://www.umassd.edu/oir/institutionalresearch/datarereports/	
Description of the campus setting	http://www.umassd.edu/about/	Institutional publications; Admissions Viewbook
	http://www.umassd.edu/campus/	
Catalogue chapter:	http://catalog.umassd.edu/content.php?catoid=23&navoid=1432	
VSA:	http://www.collegeportraits.org/MA/UMD	
Availability of academic and other support services		
Catalogues:	http://catalog.umassd.edu/content.php?catoid=23&navoid=1432	
	http://catalog.umassd.edu/content.php?catoid=22&navoid=1360	
Web posting for Student Affairs:	http://www.umassd.edu/studentaffairs/	
Online:	http://www.umassd.edu/extension/	
Range of co-curricular and non-academic opportunities available to students		General and Graduate Catalogues; program-specific brochures and flyers
Catalogues:	http://catalog.umassd.edu/content.php?catoid=23&navoid=1432	
	http://catalog.umassd.edu/content.php?catoid=22&navoid=1360	
Web posting for Student Affairs:	http://www.umassd.edu/studentaffairs/	
Online:	http://www.umassd.edu/extension/	
s Institutional goals for students' education	http://www.umassd.edu/oir/learningoutcomesassessment/	
Updated Series E Reports will be the basis for an annual assessment of progress.		
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to		
Benchmarks that include student success, in 2013 Report on Annual Indicators (PDF):	http://www.umassd.edu/sites/umassd.edu/files/content/publications/institutional-research/2014%20Annual%20Indicators%20Report.pdf	
VSA:	http://www.collegeportraits.org/MA/UMD	
Institutional reports:	http://www.umassd.edu/oir/institutionalresearch/	
	http://www.umassd.edu/oir/institutionalassessment/	
	See "Expected educational outcomes" above.	
Total cost of education, including availability of financial aid and typical		Admissions Viewbook
Total cost:	http://www.umassd.edu/about/	

Information	Web addresses	Print Publications
Financial Aid:	http://www.umassd.edu/financialaid	Financial Aid brochure
	http://catalog.umassd.edu/content.php?catoid=23&navoid=1446#Financial_Aid_Services	
Disclosure to applicants:	http://www.umassd.edu/undergraduate/tuition/	
	http://www.umassd.edu/admissions/viewbook/	
	http://www.umassd.edu/financialaid/net-price-calculator/	
VSA:	http://www.collegeportraits.org/MA/UMD	
Expected amount of student debt upon graduation		
Published annually in Common Data Set report (item H5 undergraduate indebtedness):	http://www.umassd.edu/oir/institutionalresearch/commondataset/	
Statement about accreditation	http://catalog.umassd.edu/index.php#Accreditation	Admissions Viewbook
	http://www.umassd.edu/about/	

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Current Strategic Plan
Next Strategic Plan

Year of Completion	Effective Dates	URL
2014	2014-2020	http://www.umassd.edu/strategicplan/
		link to draft, if available

Other institution-wide plans

Master plan

Academic plan (Goal 1 pg.5)

Financial plan (Goal 5 pg.10)

Technology plan (CITS strategic plan)

Enrollment plan (UMass Planning)

Development plan (Goal 5 pg.10)

(Add rows for additional institution-wide plans, as needed.)

2005	2005-15*	http://www.umassd.edu/masterplan/
2014	2020	http://www.umassd.edu/media/umassdartmouth/about/strategicplan/UMassD'Transform2020.May2014.pdf
2014	2020	
2012	2015	http://www.umassd.edu/media/umassdartmouth/cits/pdfs/itplan/itplanupdate_eventsthru2011.pdf
2012 - to be updated in 2015	2018 - to be updated to 2019	http://www.massachusetts.edu/sites/massachusetts.edu/files/content/documents/UMass%20Planning%20campus%20and%20system%20charts%20final%2007032014.pdf
2014	2020	http://www.umassd.edu/media/umassdartmouth/about/strategicplan/UMassD'Transform2020.May2014.pdf

*to be revised AY14-15

EVALUATION

Academic program review

Program review system (colleges and departments).

Program review schedule (e.g., every 5 years)

External Accreditations

every 7 years
or based on
external
accreditation

System last
updated in
2008

URL
http://www.umassd.edu/media/umassdartmouth/provost/Academic_quality_assessment_and_development_AQAD_Handbook.pdf
http://www.umassd.edu/media/umassdartmouth/provost/aquad_schedule_for_program_reviews__2014_2015.pdf
List in catalog

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Main campus	N Dartmouth	MA	1964	9135
<input checked="" type="checkbox"/> Other principal campuses	N Dartmouth (Law)	MA	2010	320
<input checked="" type="checkbox"/> Branch campuses				
<input checked="" type="checkbox"/> Other instructional locations	New Bedford (Star Store)	MA	2001	433
	New Bedford (SMASST)	MA	1997	22
	Fairhaven	MA	2007	158

Distance Learning, e-learning		Date Initiated	Enrollment*
		1995	1971
First on-line course		2001	
First program 50% or more on-line		2009	
First program 100% on-line			

<input checked="" type="checkbox"/> Distance Learning, other Modality	none	Date Initiated	Enrollment*

<input checked="" type="checkbox"/> Correspondence Education	none	Date Initiated	Enrollment*

<input type="checkbox"/> Low-Residency Programs Program Name	none	Date Initiated	Enrollment*

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year. (FY14)- Data are unduplicated by location

**Standard 4: The Academic Program
(Summary - Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
Main Campus FTE		6,373	450	23	0	1	48	6,895
Other Campus FTE						213		213
Branches FTE								0
Other Locations FTE		265	131	2	5	0	72	475
Overseas Locations FTE								0
On-Line FTE		184	74	0	0	0	1	259
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	0	6,821	655	25	5	214	120	7,840
Unduplicated Headcount Total	NA	7,167	865	38	7	257	201	8,535
Degrees Awarded, Most Recent Year	NA	1,241	357	0	0	103	13	1,714

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	191		39
Other Campus FTE		1	
Branches FTE			
Other Locations FTE	17		5
Overseas Locations FTE			
On-Line FTE	21		27
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	229	1	71
Unduplicated Headcount Total	408	1	109
Certificates Awarded, Most Recent Year	n.a.	n.a.	61

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

**Standard 5: Faculty
(Rank, Fall Term)**

?

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2011)		(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty										
Professor	127		127		126		118		115	
Associate	99		98		103		100		105	
Assistant	94		83		74		84		85	
Instructor	55	269	72	256	72	285	74	247	74	240
Other										
Total	375	269	380	256	375	285	376	247	379	240

5.1

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2011)		(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	?									
	24	NA	13	NA	12	NA	24	NA	18	NA
# of Faculty in Tenured Positions	?									
	222	NA	220	NA	227	NA	229	NA	225	NA
# of Faculty Departing	?									
	14	NA	13	NA	7	NA	11	NA	11	NA
# of Faculty Retiring	?									
	9	NA	5	NA	10	NA	1	NA	6	NA

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Note: Part Time faculty are re-appointed each semester

5.3

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

? Where does the institution describe the students it seeks to serve?

<http://www.umassd.edu/financialaid/eligibility/>

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)

? **Student Financial Aid** (reported in 000s)

Total Federal Aid	\$69,716	\$70,588	\$69,822	\$68,068	\$69,549
Grants	\$12,323	\$11,847	\$11,919	\$12,235	\$12,081
Loans	\$55,807	\$57,188	\$56,323	\$54,533	\$55,963
Work Study	\$1,586	\$1,553	\$1,580	\$1,300	\$1,505
Total State Aid	\$6,560	\$6,847	\$7,193	\$7,094	\$6,924
Total Institutional Aid	\$20,454	\$23,753	\$24,869	\$25,500	\$23,644
Grants	\$20,454	\$23,753	\$24,869	\$25,500	\$23,644
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$11,471	\$11,109	\$11,861	\$10,460	\$11,225
Grants	\$1,099	\$960	\$1,130	\$960	\$1,037
Loans	\$10,372	\$10,149	\$10,731	\$9,500	\$10,188

Add Table I and II
from PO Fin Aid Rpt

Student Debt

Percent of students graduating with debt**

Undergraduates	80%	76%	81%	81%	80%
Graduates					

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$32,599	\$23,046	\$24,507	\$24,507	\$26,165
Graduates					

Average amount of debt for students leaving the institution without a degree/****

Undergraduates					
Graduate Students					

Released 2010 FY08	Released 2011 FY09	Released 2012 FY10	Released 2013 FY11	Releases 2014 FY12
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Cohort Default Rate (3 year)

NA	5.8%	9.6%	9.7%	9.6%
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Percent of First-year students in Developmental Courses***

English as a Second/Other Language	1%	1%	1%	1%	1%
English (reading, writing, communication skills)	5%	5%	5%	4%	3%
Math	14%	19%	18%	19%	18%
Other (CHM 100, NAV 100/101, BRF 107)	5%	4%	4%	4%	5%

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**All students who graduated should be included in this calculation.

*** Courses for which no credit toward a degree is granted.

****Not currently calculated.

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)			3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
		DEBT					
		BEGINNING BALANCE	\$198,738	\$ 243,143	\$ 225,493	\$ 228,667	\$ 217,796
		ADDITIONS	\$53,643	\$0	\$13,877	\$0	\$1,000
	?	REDUCTIONS	(\$9,238)	(\$17,650)	(\$10,703)	(\$10,871)	(\$11,550)
		ENDING BALANCE	\$ 243,143	\$ 225,493	\$ 228,667	\$ 217,796	\$ 207,246
		INTEREST PAID DURING FISCAL YEAR	\$9,173	\$7,873	\$8,434	\$9,233	\$8,599
		CURRENT PORTION	\$44,223	\$66,009	\$89,332	\$78,461	\$66,911
		BOND RATING					
		DEBT COVENANTS (PLEASE DESCRIBE):					
		<p>The UMass Building Authority is the University's instrument for financing of capital debt. UMass Dartmouth has Investments secured by Debt service for example that include dormitories -paid for by room and board revenue; Research Building -partially paid by Indirect Cost revenue ; Charlton Building- partially paid for from Philanthropy receipts; Lab and classroom upgrades-paid for by campus operating revenues.</p>					

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

243,143	225,493	228,667
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Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
At the institutional level:						
College Now (Alternative admissions program curriculum)	No	Not applicable	An annual report details issues and analyzes data. The program produces data on student needs and successes regularly.	Program staff continually evaluates program successes.	Not applicable	Not applicable
The Commonwealth Honors Program at UMass Dartmouth	No	no	An honors thesis	The Honors Director oversees their completion of all honors requirements. Data on rates of graduation, representation of colleges, etc., are presented annually to the Honors Faculty Committee (which oversees the program) and the Vice Provost for Academic Affairs to whom it reports.	Last year we noticed some problems so this year we have created alternative requirements for the College of Engineering and Nursing that are more suited to their students' needs.	2014
Prelaw Program	No	Not applicable	3+3 Student Eligibility	Prelaw Advisor initially then Joint Programs Committee per student as each student reaches eligibility status. Program in General: Prelaw advisor annual report	Increased communication/collaboration with departments, programs, advising center, law school admissions, etc. N/A - Review of 3+3 Agreement Fall 2013; in process of finalizing changes. General Report 2013; 2014 forthcoming	N/A-General Report – Spring 2014. 3+3 student eligibility – February/March 2014

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
For general education if an undergraduate institution:						
University Studies	Yes	http://www.umassd.edu/universitystudies/universitystudiescurriculum/	An assignment that will produce a student work artifact (exams, papers, presentation, etc.) showcasing students' abilities on each of the learning objectives for that particular University Studies Cluster requirement	There are five University Studies Clusters, and each will be assessed on a staggered cycle. The Gen Ed. Committee (Tenure Track Faculty) will review reports about the assessment data along with basic information about enrollments, syllabus compliance with the Master Syllabus and other pertinent information. Alterations to the Cluster design and learning outcomes are also considered.	From the first to second year, learning assessment process improvements were made; increased information clarifying the purposes of this process.	2004-2005
List each degree program:						
Undergraduate Level						
College of Arts and Sciences/Undergraduate — Humanities Council						

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
English – Literature BA and English-Writing / Communication BA	Yes	http://www.umassd.edu/cas/english/undergraduateprograms/	Semester papers in the capstone courses; assessment instruments in core foundation courses.	The English Department Assessment Committee collects the data and reports out findings each year.	Refined the course selections in the major and refined and improved upon tracking sheets for the major used by students. Changed literature requirement in the writing and literature option to count only courses at the 300 and 400 level toward the major. Revised learning outcome statements to make them more clear by incorporating language focused on measurable skills, knowledge, and competencies. Revised curriculum for ENL260, and are revising assessment protocols. Revising 400-level assessment protocols.	AQAD Review 2008-09
French BA and Spanish BA	Yes	http://www.umassd.edu/cas/fll/programs/undergraduateprograms/languageprogramobjectives/thirdyearandbeyond	E-Portfolio for majors.	The Assessment Committee will assess individually by section (French section, Spanish section) and discuss	The assessment process (begun Spring 2013) is not far enough along yet to make changes. We are still in the data collection	2009

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
		http://www.umassd.edu/cas/fll/programs/undergraduateprograms/thefrenchprogram/ http://www.umassd.edu/cas/fll/programs/undergraduateprograms/thespainishprogram/		findings as a group.	phase.	
History BA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=958&returnto=1433	Capstone seminar	Departmental assessment committee reports to the department each year.	Next year, the common rubric is quite new this year.	AQAD Review in AY 2011-2012.
Philosophy BA	No	Not applicable	Students in all PHL courses are given an assessment instrument at the end of their course.	The department's assessment committee composed of faculty.	The department is still developing its assessment instruments and expanding the assessment process to include all of its PLO's. Once that process results in mature assessment instruments, the department intends to collect at least five (5) years of data before determining whether or not changes are necessary and if so what changes to make.	AQAD review 2008-9.

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Portuguese BA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=967&returnto=1433	One of three procedures is done every Spring: a gateway course assessment, a midway assessment, or a capstone assessment. A portfolio model is being added to the assessment plan.	The curriculum committee administers an assessment procedure. Papers are read and evaluated by all full-time faculty members.	Course objectives and pedagogical methods have been improved; new courses have been created; new assignment and grading policies have been implemented; and collaborative work and shared strategies among faculty have helped optimized course syllabi.	AQAD Review 2008-09
College of Arts and Sciences/Undergraduate — Sciences Council						
Biology BS	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=952&returnto=1433	Capstone course, Major Field Test in Biology, and complete and present an original research project.	Currently, the chairperson interprets GPA evidence. Capstone course artifacts will be interpreted by the departmental Assessment Committee.	None	2012
Chemistry BS (Also see Series E1.B Form)	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=953&returnto=1433	Undergraduate research seminar presentation and Certification of the ACS degree requirements.	Faculty in Chemistry and Biochemistry Department and as well as Chair through degree certification.	Adjustments are made on an individual student basis. For example, student research recommendations are made by their individual research faculty. No program adjustments have been made.	AQAD review in 2012-2013, ACS was done in 2014

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Mathematics BA, BS Computational Mathematics BS	Yes	http://www.umassd.edu/cas/math/undergraduateprograms/#General%20Information .	Grades for courses in the major.	The faculty member in the course where the work is done.	We have renumbered our courses and are planning to require "C" or better in 100-level courses to for majors to continue. We have been experimenting by changing the format of Pre-calculus.	2008-2009
Medical Laboratory Science Clinical BS (Also see Series E1.B Form)	Yes	Some are published at www.NAACLS.org others are not published at this time.	Certification examination after graduation.	Annually by the curriculum committee, the clinical affiliates, the program director and department.	Implemented a phlebotomy component to the senior intensive as a result of clinical affiliates stating students were deficient in this area. Changes are made in the curriculum when certification results indicate lower scores than previous years in each of the departmental components.	NAACLS review was in 2010, next review is due Fall 2015.
Medical Laboratory Science-Cytotechnology BS	Accrediting Agencies: American Society for Cytology and NAACLS. While the University does not hold the accreditation, each clinical site that students attend for the clinical experience is accredited.					

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
College of Arts and Sciences/Undergraduate — Social Sciences Council						
Economics BA	Yes	http://www.umassd.edu/cas/economics/undergraduateprograms/majorineconomics	Faculty assessment of key questions embedded in ECO301, ECO311, and ECO300, and the ETS Major Field Test in Economics.	Faculty and the members of the Economics Department Assessment Committee.	In response to assessment and other factors, we have added a requirement for mathematical economics and have developed a required course on writing in economics.	2009
Political Science BA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=966&return_to=1433 http://www.umassd.edu/cas/polisci/undergraduateprograms/programoutcomes/	The department gathers papers from required courses.	Results are reported to the full department by the Department Assessment Coordinator.	There have been no major curricular changes adopted. In general, the department has concluded that the assessment results support the efficacy of the existing curriculum. Some discussion has centered on improving student skills by altering the focus in required courses like 249 and 349.	AQAD review in 2012-13
Psychology BA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=968&return_to=1433	We have a rubric for a designated course in which students were assessed under the previous APA learning outcomes.	The department assessment committee and the undergraduate affairs committee.	We have just started tracking so no changes as of yet. We are incorporating more assessments to get at earlier processes.	Yearly and ongoing.

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Sociology/ Anthropology BA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=969&returnto=1433	Capstone course assignment to be determined.	The chair and departmental assessment committee.	Establish a process to focus effort upon student learning of writing, lowered the required hours of the internship placement from 130 to 120.	AQAD review in 2012-2013
Crime and Justice Studies BA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=954&returnto=1433	Capstone course, and an Internship	Proposed as part of the charge of the department's curriculum committee.	N/A	Department was founded in July, 2013. Major review in April 2013.
Women's and Gender Studies BA	Yes.	http://www.umassd.edu/cas/wms/	E-Portfolio for majors, 2009, Multiple choice exit exam administered to students taking WGS 101 (Introduction to WGS). Spring 2010.	The Assessment Committee interprets the evidence.	Reusable learning objects developed for use in WGS 101, portfolio structure revised, Core Major Learning Outcomes and Concentration Objectives revised. None; relatively new program.	Fall 2015
College of Arts and Sciences/Undergraduate — Interdepartmental						
Liberal Arts BA	Yes	http://www.umassd.edu/cas/liberalarts/	Ongoing collection of artifacts from LAR 201 and LAR 401, along with final grades in the capstone seminar.	Faculty & the Program Director assess artifacts, and the Program Director evaluates the data.	Artifact collection began Fall 2008. Assessment review of papers of 201 took place in 2013, and 401 will take place in 2014. Assessment of 201 papers led to clarification & revision of course outcomes.	None—new program

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Multidisciplinary Studies BA, BS	No	n/a	Program has been revised	n/a	n/a	Not covered in academic review cycle
Charlton College of Business/Undergraduate — Also see Series E1.A						
Accounting BS Finance BS	Yes	http://catalog.umassd.edu/preview_program.php?catoid=23&poid=2165 http://catalog.umassd.edu/preview_program.php?catoid=23&poid=2211	Capstone class, and the ETS' Major Field Test, Additionally, NSSE, MAPWorks, Senior Exist Surveys and Alumni Surveys. <i>EPortfolio for MBA Students</i>	By the end of each semester end the Learning and Teaching Committee working with Core Course Coordinators and the Curriculum Committees (Majors, Departments, Degree)	FIN312, Problem Solving. Critical Thinking More emphasis on problem solving using CONNECT. CONNECT is a digital teaching and learning environment that is available with the course textbook that provides students the chance to rework their assignments and learn adaptively. To encourage student practice, the syllabus weights have also been changed with more weight on assignments.	In a letter dated April 30 2010, AACSB extended maintenance of accreditation for the undergraduate and master's degree programs in business. The next on-site maintenance review will occur AY2014-15 – specifically, February 2015.

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Operations Management BS Management Information Systems BS	Yes	http://catalog.umassd.edu/preview_program.php?catoid=23&poid=2239 http://catalog.umassd.edu/preview_program.php?catoid=23&poid=2262	Capstone class, and the ETS' Major Field Test, Additionally, NSSE, MAPWorks, Senior Exist Surveys and Alumni Surveys. <i>EPortfolio for MBA Students</i>	By the end of each semester end the Learning and Teaching Committee working with Core Course Coordinators and the Curriculum Committees (Majors, Departments, Degree)	<p>MIS101 Additional material and assessment: key issues assignment beforehand plus a one-minute quiz at the end. POM333, video tutorials that provide step-by-step solutions to various problems/examples, the instructor will be able to track views, online quizzes.</p> <p>MIS650, An in-class group assignment at the end of the module, individual online quiz.</p>	In a letter dated April 30 2010, AACSB extended maintenance of accreditation for the undergraduate and master's degree programs in business. The next on-site maintenance review will occur AY2014-15 – specifically, February 2015.
Marketing BS Management (Leadership Option; Small Business & Entrepreneurship Option) BS	Yes	http://catalog.umassd.edu/preview_program.php?catoid=23&poid=2308	Capstone class, and the ETS' Major Field Test, Additionally, NSSE, MAPWorks, Senior Exist Surveys and Alumni Surveys. <i>EPortfolio for MBA Students</i>	By the end of each semester end the Learning and Teaching Committee working with Core Course Coordinators and the Curriculum Committees (Majors, Departments, Degree)	Global Business, Cutting down the focus of the market entry strategies from three to two and, in addition, will spend an extra hour of class discussing the key environment factors in the two countries. Same rubric will be used.	In a letter dated April 30 2010, AACSB extended maintenance of accreditation for the undergraduate and master's degree programs in business. The next on-site maintenance review will occur AY2014-15 – specifically, February 2015.

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
		http://catalog.umassd.edu/preview_program.php?catoid=23&poid=2241			<p>MGT490, Oral Communications, Two individual presentations (with grading rubric) will be added to the class (one may be in the first quarter of the semester and second one may be in the third quarter of the semester).</p> <p>MGT650, Discipline Knowledge, Two new cases will be discussed (with rubrics) to enrich the understanding and application of behavioral concepts in the present-day competitive organizations.</p> <p>MGT659, Ethics, An increased amount of time will be given on US corporate governance practices in class ending with an ungraded, in-class quiz which will provide the instructor with feedback.</p>	
College of Engineering/Undergraduate — Also see Series E1.B						

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
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Bioengineering BS	Yes	http://www.umassd.edu/engineering/bng/undergraduate/	Capstone course	The curriculum committee	BNG 255/232 have replaced BIO 122/132. BNG 317 Biomechanics Lab has been added. At least three BNG specialization courses are available per semester. BNG 315 will include bio-statics in the near future. Many BNG courses pre-req have been updated.	AQAD Review 2011 under Materials / Textile Sciences
Civil Engineering BS	Yes	http://www.umassd.edu/engineering/cen/undergraduate/studentoutcomes/ and http://www.umassd.edu/engineering/cen/undergraduate/objectives	All CEN students take a 4 credit "capstone design course". They work on a project, write a report, and give an oral presentation in the presence of faculty and the CEN Industrial Advisory Board; Members of Industrial Advisory Board are asked if the program objectives were met; All CEN students must take the FE (Fundamentals of	The ABET accreditation committee (CEN faculty) is responsible for reviewing data from surveys, FE exams, etc.	CEN 491 increased from 3 to 4 credits starting in fall 2008. That is, the fall section of CEN 491 was increased from 1 to 2 credits to accommodate this material. (Explain basic concepts in management, business, public policy, and leadership)	The last program review by ABET (Accreditation Board for Engineering and Technology) was in 2010. Review by the department ABET committee is done on a regular basis.

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			Engineering) exam before they graduate (a national exam administered by state licensing boards); Recent CEN alumni are asked to complete a survey to check if program outcomes were met; Current CEN students are asked every semester if course objectives were met		<p>CEN 328 Probability & Statistics was removed from CEN curriculum starting with the graduating class of 2013. CEN 328 will not be taught in fall of 2010. It will become a technical elective. Coverage of this topic to be strengthened in CEN 325 Water Resource Engineering and other courses. (Probability and Statistics is no longer a specific requirement (students must still have the ability to analyze and interpret data))</p> <p>BNG 255 Biology for Engineers was added for the class of 2013. This course will be taught by the Bioengineering department, and taken by CEN students for the first time in fall 2010. (A third science is required, in addition to physics and mathematics.)</p>	

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					<p>CEN 161 CEN Design Graphics changed from 3 to 2 credits, starting with the curriculum of 2011. Taught for the first time as a 2 credit course in fall 2007. (Faculty decided that 2 credits would be sufficient for this topic.)</p> <p>CEN 212 Mechanics of Materials lab (0.5 credits) combined with CEN 219 (old 319) Construction Materials lab (0.5 credits) into CEN 212 Civil Eng. Materials lab, starting with the class of 2012. Approved February 2007. (Simplify course scheduling for students and faculty.)</p> <p>CEN 301 Surveying (4 credits) switched from required course to technical elective. (Approved in February of 2006.)</p>	

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					<p>CEN 301 no longer offered. Last taught in the fall of 2008. (The faculty decided that surveying was no longer critical to the achievement of objectives and outcomes.)</p> <p>CEN 402 Engineering Economics reduced from 3 to 2 credits fall 2009 (Faculty decided that 2 credits would be sufficient for this topic.)</p> <p>CEN 419 Advanced Traffic Engineering added as a technical elective. Taught for the first time in spring 2010. (Dr. M. Zarillo of the physics department researches in this area and offered to teach this course as her schedule allowed.)</p>	

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					<p>CEN 484 Pavement Materials created as a technical elective from CEN 584 (the graduate version). (Approved in January 2009 and taught for the first time in fall 2009)</p> <p>CEN 482 Pavement Design no longer offered to undergraduates</p> <p>The agency specified procedure for pavement design became significantly more complicated. The faculty thought it was too difficult for undergraduates. CEN 484 was introduced to provide a pavement class for undergraduates.</p>	

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					<p>C minus or better grade in EGR 214 Statics approved as a pre-requisite for taking CEN 202 Mech. of Materials and in CEN 202 for taking CEN 306 Structural Analysis. Approved October 2006. (Students with grades of D in pre-requisite courses performed poorly in CEN 202 and CEN 306. This usually continued in upper division courses.)</p> <p>C minus or better grade in EGR 214 Statics approved as a pre-requisite for taking CEN 305 Soil Mechanics. Approved March 2008. (Students with grades of D in pre-requisite courses performed poorly in CEN 305. This usually continued in upper division courses.)</p>	

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					Number of required technical electives reduced from 3 to 2. Approved January 2009. To be applied to class of 2013. (Faculty decided that our objectives and outcomes could be met with one fewer technical elective.)	

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Computer Engineering BS and Electrical Engineering BS	Yes	http://www.umassd.edu/engineering/ece/undergraduate/studentoutcomes/	Established program outcomes are assessed in individual courses throughout the freshman to senior years. Projects, labs, specialized exam questions, reports and special assignments are used to obtain data on student learning. Students complete a two semester capstone project in the senior year. The capstone project emphasizes the analysis, design, implementation and testing of an open-ended design problem to meet customer design specifications. Instructors report the assessment of courses on departmental forms (POMES) and the results from several courses are aggregated for each program outcome. Additional assessments of student learning are obtained through a senior exit surveys, alumni surveys and employer surveys. Both the CPE and ELE assessment processes are ABET compliant.	The departmental ABET committee collects and interprets the assessment data. The department conducts an ABET retreat at the beginning of the year where the ABET Committee presents the assessment results and the leads the department in establishing action items for the CPE and ELE Curriculum Committees and other departmental committees as appropriate. The departmental committees incorporate these action items into their yearly agendas. Both the CPE and ELE implementation processes for program improvement are ABET compliant.	All changes to the curriculum and courses (ECE 257 (from 1 credit to 2), ECE 260 Digital Logic and Computer Design, ECE 263 Embedded Systems Design, ECE 264 Object Oriented Software Design (from 3 credits to 4), ECE 350, Algorithms (later replaced by the CIS algorithms course), ECE 367 Operating Systems (later replaced by the CIS operating systems course) ECE 368 Digital Design and ECE 457 and ECE 458 (senior capstone design sequence) were accepted by the department The department also approved a new ethics course ECE 310 (1 credit) for both ELE and CPE students with topics and situations specific to our majors.	The last program review by ABET (Accreditation Board for Engineering and Technology) was in 2010.

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Computer Science BS	Yes	http://www.umassd.edu/engineering/cis/undergraduate/studentoutcomes/	Course Activities Report; Senior Exit Survey; Alumni Survey; ETS Major Field Test (MFT)	Annually by the PAC - Program Assessment Committee (the committee performs all activities related to Program Outcomes as well as Program Accreditation)	<p>CIS 180: Add language to the catalog description to include introduction to efficiency, time complexity, and big-O notation.</p> <p>CIS 181: Add coverage (at an introductory-level) of generics and the use of generics in JAVA collection classes. Recent changes in the JAVA language make this appropriate.</p> <p>CIS 190: Add CIS 180 as a prerequisite and eliminate duplication of material between CIS180 and CIS190.</p> <p>CIS 272: Change CIS 190 prerequisite to a co-requisite.</p> <p>CIS 360: Update the catalog description to include coverage of Big-O, Theta and Omega notations, based on feedback from last accreditation review.</p>	The last program review by CAS ABET (Computing Accreditation Commission/Accreditation Board for Engineering and Technology) was in 2012.

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					<p>Made the Software Engineering course (CIS 480) into a two-semester capstone project course – Senior Software Engineering Project I / II (CIS 498/499).</p> <p>CIS 498/499 – changed the software process from role-based Rational Unified Process (RUP) to agile SCRUM process. This was done in the last 2009/2010 implementation of the course. Obtained results indicate that use of agile process in more effective for the senior software engineering projects than more formal RUP process.</p>	

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Mechanical Engineering BS	Yes	http://www.umassd.edu/engineering/mne/undergraduate/studentoutcomes/	Alumni Survey; Employer Survey; Capstone Senior Design Project	Industrial Advisory Board (annually); Department Faculty and Department ABET committee (every semester)	Based on previous accreditation visit as well as using assessment data changes were made to the content as well sequence of the following courses: MNE220 (Thermodynamics I, 3 credits) MNE252 (Mechanics of Materials I, 4 credits) MNE332 (Fluid Mechanics I with integrated laboratory 4 credits) MNE411 (Heat Transfer, 3 credits) MNE345 (Design for Manufacturing, 4 credits) MNE421 (Thermal Systems Design with integrated laboratory, 4 hours)	The last program review by ABET (Accreditation Board for Engineering and Technology) was in 2010.

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Physics BS	Yes	http://www.umassd.edu/engineering/phy/undergraduate/objectives.cfm	The department regularly communicates with past graduates and colleagues at other institutions regarding the sufficiency of the academic preparation of our students for the workplace and graduate school; The performance of PHY students are assessed on the Physics Graduate Record Examination (GRE), used as a proxy for what physics majors should know when they graduate. Based upon this and other relevant assessment information, course content and sequences have been modified to improve the knowledge base and analytic capabilities of graduates.	The Physics Dept. Curriculum Committee reviews, discusses, interprets and acts upon the evidence through regular meetings	Modifications based upon evidence. For example, (1) undergraduate-major laboratory sequence reorganized. (2) Changes to sophomore lab courses and PHY 322 and 422, to feature a variety of topics based on faculty expertise. (3) Place required programming course during the freshman year. (4) Astrophysics track strengthened by splitting the 2-course sophomore sequence into two courses, one for Physics majors, the other for non-science majors. (5) Also, in upper-level courses, pedagogy using questions similar to those on Physics GRE; special GRE review sessions have been implemented. (6) To improve the mathematical performance of upper-level students and graduates,	UMassD AQAD Review in 2012

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					considering adding a second semester of mathematical physics to the curriculum	
Nursing/Undergraduate — See Series E1.B						
Nursing BS	Yes	All course outcomes are identified on the course syllabi and all program outcomes are documented in the handbook which can be access through the CON website.	Licensure examination; For RN- BS students, review of Associates Degree Transcript; End of course evaluation, Student Exit survey, Alumni survey, Employer survey, Advisory Board meeting, and Employment rate after graduation.	The CON has a systematic program evaluation plan which details which data are collected by which committee, and the formal process for analyzing and reporting these data. The three main committees involved in this process are the evaluation committee, curriculum committee, and the faculty organization.	We did a root analysis of lowered NCLEX pass rates and entirely changed the processes for preparation for the exam. This involved developing a dedicated testing area for nursing with 60 computers; educating faculty about best practices; consultation with experts in the field; purchasing computerized high stakes testing for nine courses; providing more tutoring for at risk students; and better defining the process for applying for the exam.	CCNE Accreditation site visit in April 24-26, 2013 with a follow up 15 page report submitted on Dec 1, 2014

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College of Visual and Performing Arts/ Undergraduate — Also see Series E1.B						
Art Education BFA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=986&returnto=1433	Taskstream process portfolios, students' written teaching philosophies, MTEL pass rate, department rubrics (Writing skills, Teaching Philosophical Statement), written reports of analysis of observations of teaching and classroom processes, lesson plans and Unit Curriculum (use of standards, objectives and assessments), DESE's Professional Performance Assessment (PPA) document for licensure	Faculty who teach each specific course.	TaskStream implemented, New Course AED 302 Researching Technology for K-12 Art Education approved by Curriculum committees, AED 411/412 Practicum Seminar as a capstone course approved by University Studies, Identified gaps in core courses, Design of Department Rubrics, Reduction of 3 credits in art ed major program in discussion by department curriculum committee, MTEL pass rate has improved with only 1 to 2 students not passing before student teaching.	2011 DESE

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Artisanry (all studio options) BFA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=988&returnto=1433 http://www.umassd.edu/cvpa/undergraduate/artisanry/	Senior Thesis (capstone course), Portfolio reviews, Senior Exhibition, Artist's talk, Technical or thesis paper	Area faculty	Changes to portfolio review form; curricular changes	2003 NASAD
Fine Arts BFA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=990&returnto=1433	Sophomore, junior and senior reviews, senior thesis exhibition	faculty review	Implemented a new review process for student work.	2003 NASAD
Visual Design (all studio options) BFA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=989&returnto=1433	Senior show and a capstone project.	The faculty teaching the senior studios, often in consultation with their colleagues in their Option.	<ul style="list-style-type: none"> •Increased time in class for Digital Media 4. •Changed pre-requisites for Web Design (Senior Elective) studio. •Graphic Design 2 focuses on color theory. •Illustration created Media Studies courses to replace general painting classes. •Photography Professor worked with Lab Technician to consistently set up color systems on computers and printers in the lab. 	2003 NASAD

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					•We lowered our requirements from 130 credits to 124 credits. We dropped one studio elective and one academic elective. Since then, more students graduate in a timely manner.	
Music BA and Music- Education BA	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=23&ent_oid=991&returnto=1433	End of year jury; Junior Standing Exam; Piano Proficiency Exam; Capstone I and Capstone II; Senior Recital; Practicum/PPA for music education licensure students	Jury of faculty members; Appropriate Music faculty; Piano professor; Faculty Committee and Capstone Professor for Capstone I and II; Department chair and primary Applied Professor; Department chair and Music Education Supervisor	Increase in conducting, history, music education course work (implementation approved for Fall 2014).	2011 DESE and AQAD
Interdisciplinary Undergraduate Minors—these lack a corresponding undergraduate academic major. Many undergraduate degree programs also have minors, and those in general follow						
Black Studies Minor	No		To be developed	To be developed	To be developed	N/A
Aging and Health Minor	No		Senior Seminar, portfolio	the Advisory Committee	Curriculum was reviewed in	N/A
Indic Studies Minor	No		To be developed	To be developed	To be developed	N/A
Leadership and Civic Engagement Minor	Yes		Student portfolio, senior project.	Student's advisor and program coordinator, Faculty program	new program	N/A
Religious Studies Minor	No		To be developed	To be developed	To be developed	N/A

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International Business Minor	No		To be developed	To be developed	To be developed	N/A
Business Administration Minor	No		To be developed	To be developed	To be developed	N/A
Graduate Level						
College of Arts and Sciences/Graduate						
Biology/Marine Biology MS	No		Research thesis or a library thesis.	The thesis committee	n/a	n/a
Chemistry and Biochemistry MS	No		Thesis	The thesis committee	n/a	n/a
Professional Writing MA	No		Thesis	The thesis committee	Redesign of the thesis 6-7 years ago; We designed a portfolio model, which encourages students to focus their self-designed assignments throughout the program and also to design the thesis itself to help accomplish their professional purposes (get a job, get into more grad school, get significant work published).	n/a

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Portuguese Studies MA	No		Option A: comprehensive written exams Option B: two-tiered Master Research Project	OPTION A: The graduate exam committee. OPTION B: The student's faculty advisor.	After discussing improvements in faculty meetings, we have been stressing in our graduate courses the steps for graduate students to produce in a more autonomous way "a critique of literary and non literary discourses in the Portuguese-speaking world."	n/a
Luso-Afro-Brazilian Studies and Theory PhD	No		Written and an oral exam and dissertation	The thesis committee	After discussing improvements in faculty meetings, we have been stressing in our graduate courses the steps for graduate students to produce in a more autonomous way "a critique of literary and non literary discourses in the Portuguese-speaking world."	n/a

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Psychology-Clinical	Yes	http://www.umassd.edu/cas/psychology/graduateprograms/clinicalpsychologyoption	Comprehensive examination, licensure rates and employment data.	Examinations are evaluated by department faculty.	Changes in the PSY 505 - Research Methods and Design and the PSY 593 - Seminar in Clinical Methods courses. We have made adjunct faculty changes as a result of various assessments. We have also made changes in the structure and content of the written comprehensive exam.	n/a
Psychology-Applied Behavioral Analysis MA	No		Thesis, licensure rates and employment data.	The thesis committee evaluates the thesis documents. In addition, there is a public defense of the thesis.	n/a	n/a
Psychology-Research MA	No		Thesis	The thesis committee evaluates the thesis documents. In addition, there is a public defense of the thesis.	n/a	n/a
Public Policy MPP	Yes		Submission of a work portfolio and a public presentation of the portfolio. We also look at student course evaluations	Faculty members	We've learned that in providing a fully online program students appreciate video reinforcement tutorials all of the courses have these reinforcement videos (just one example).	Currently being reviewed

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School of Education— Also see Series E1.B						
Mathematics Education PhD	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=22&ent_oid=923&returnto=1367	Qualifying examination Written dissertation and defense	Examinations are evaluated by program faculty. The thesis committee evaluates the thesis documents.	We revised the written portion of our doctoral qualifying exam; The exam is now administered over two days. We also changed the previously existing criteria of giving students two chances to take the qualifying exam (over two years) to giving them the option of "revise and resubmit" during their first take..	New Program

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	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Teaching MAT (initial license)	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=22&ent_oid=922&returnto=1367	A variety of measures: key assessments collected across courses to ensure program quality, including samples of lesson plans, philosophy statements, a performance assessment (currently the edTPA).	The Practicum evidence is reviewed by a Practicum Supervisor. The key assessments will be reviewed by our MAT Assessment committee.	We developed courses to meet the ITASC standards; and to address comments from the field; We centralized our pre-practicum experience.	2013
Teaching MAT (professional license)	No				We are primarily reacting, at this point, to data-driven points, though. Our changes are many - the easiest thing to say is that we are making programmatic changes to raise the rigor and efficiency of our program and to meet the requirements of the licensing/accreditation agency.	2013
Educational Leadership & Policy Studies PhD EdD	No		Written comprehensive examination and an oral examination at the end of year 2 and dissertation	Written and oral examinations are evaluated by program faculty. The thesis committee evaluates the thesis documents.		New Program

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Charlton College of Business/Graduate — Also see Series E1.B						
MBA 4+1 Bachelors to MBA MBA/JD Joint Degree	Yes	http://catalog.umassd.edu/preview_entity.php?catoid=22&ent_oid=916&returnto=1367	An e-portfolio plus an integrative essay. Capstone class (MGT690: artifacts), and the ETS' Major Field Test, Additionally, EPortfolio for MBA Students	The Departmental Curriculum Committees, by the College Undergraduate Curriculum Committee, the Assistant Dean of Undergraduate Programs, the AOL Coordinator, and the Associate Dean.	Based on our experience with e-Portfolio (effective but time consuming) and the rapid growth of the MBA program, the assessment process will be reviewed during fall 2013.	AACSB 5-year maintenance review in 2010.
College of Engineering/Graduate						
Civil & Environmental Engineering MS	Yes	http://www.umassd.edu/engineering/cen/graduate/programobjectives/	The ability to carry out research and write an MS thesis or project report is used to measure the outcome. Thesis/project examination by a committee of 3+, public presentation and rigorous questioning are used to assess outcome.	Department faculty interpret/discuss the results and make recommendations for potential changes.	Course contents are continually updated to reflect current research. New research methods are constantly introduced.	AQAD 2012

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Computer Engineering MS and Electrical Engineering MS	Yes	http://www.umassd.edu/engineering/ece/graduate/programeducationalobjectives/	Master's candidates must demonstrate mastery of a content area by completing a thesis, project or comprehensive examination. The thesis and project require an approved proposal. The MS Comprehensive Examination is a subset of the PhD Qualifying Exam. The student must successfully present and defend the thesis/project.	The faculty on the Graduate Committee meets regularly to assess observations on student research and make recommendations for program changes. Course content is regularly updated to reflect current research. New research methods are continuously introduced.	Modifications to the MS committees have been made to include faculty from outside the ECE Department. A new set of guidelines and evaluation standards for MS Thesis/Project defenses has been developed.	AQAD 2012

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Electrical Engineering PhD	Yes	http://www.umassd.edu/engineering/ece/graduate/programeducationalobjectives/	PhD students must meet qualifying requirements; pass a written and oral comprehensive exam; and successfully prepare and defend a research dissertation. Dissertation results are expected to be published in refereed journals or conferences. The comprehensive examinations assess competency to conduct independent research. Newly developed qualifying criteria expand assessment to evaluate academic qualification separately from research potential. New qualifying criteria are based on undergraduate GPA in the content area or an examination; MS GPA in required courses or examination; and evidence indicating the ability to conduct independent research.	Department faculty interpret/discuss the results and make recommendations for potential changes.	PhD committees now include faculty from outside the ECE Department and a member from off campus. A new set of guidelines and evaluation standards for PhD Dissertation defenses has been developed. The criteria for PhD qualification now allow for demonstration of academic competency through previously completed degree programs and demonstration of research potential through MS Thesis research or completion of a short research project. Evidence of research competency had been lacking in the prior assessment approach.	AQAD 2012

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Computer Science MS	Yes	Published in the current Graduate Catalogue. Also on http://www.umassd.edu/engineering/cis/graduate/objectives.cfm The specific criteria for passing the exam are defined and are communicated to students during the Graduate Students Orientation meetings. They will also be published at Computer Science Graduate Program's Web site.	Each student is required to pass a Comprehensive Exam prior to signing-up for required (from all students) Master's Project (CIS 600). The Comprehensive Exam is based on three required graduate courses covering the core of computer systems, software, and theory (CIS 560, CIS 570, and CIS580). Master Project's proposal is developed by the student with his/her supervisor. The student also selects two faculty members as reviewers of the project. Proposal is submitted to the Graduate Program Director. Upon completion of the MS Project, the student is required to give a presentation during our Seminar. The faculty supervisor with the advice of the reviewers makes the determination of the Project's merit.	The department has responded to the need for an advanced Algorithms class by offering CIS 522 to the graduate program. Students were given the option to have CIS 522 counted as one of the three core courses. Data about Master's Project concerning their quality (product and process – how long did it take to complete the project, faculty driven vs. student driven) are discussed in Graduate Committee as well as in Faculty meetings when making decisions about the graduate program.	Changes in policy on granting extensions for the MS Projects; Formalizing the process of MS Projects (proposal, evaluation; Development of specific, quantitative criteria for passing the Comprehensive Exam; Development of a specific procedure for administering the Comprehensive Exam	AQAD 2012

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Mechanical Engineering MS	Yes	http://www.umassd.edu/engineering/mne/graduate/objectives.cfm	The ability to carry out research and write an MS thesis or project report is used to measure the outcome. Thesis/project examination by a committee of 3+, public presentation and rigorous questioning are used to assess outcome.	Department faculty interpret/discuss the results and make recommendations for potential changes.	Course contents are continually updated to reflect current research. New research methods are constantly introduced.	AQAD 2012
Physics MS	Yes	http://www.umassd.edu/engineering/phy/graduate/objectives.cfm	The ability to carry out research and write an MS thesis or project report is used to measure the outcome. Thesis/project examination by a committee of 3+, public presentation and rigorous questioning are used to assess outcome.	Department faculty interpret/discuss the results and make recommendations for potential changes.	Course contents are continually updated to reflect current research. New research methods are constantly introduced.	AQAD 2012

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Biomedical Engineering/ Biotechnology PhD	Yes	Published in the current Graduate Catalogue. http://www.uml.edu/catalog/graduate/colleges/umass-system/biomedical_engineering-biotech/default.htm	As students advance, they will have to meet requirements in addition to satisfactory completion of courses, including participation in seminars and symposiums, passing a qualifying examination, defending a dissertation proposal, completing a dissertation, and defending it. A capstone course taken as students move into the doctoral phase of study validates preparation to advance.	Program committee reviews student progress annually.	As a new program, a cycle of evaluation feedback has not been completed.	New program; AQAD review scheduled for Planned for 2016

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Nursing/Graduate — Also see Series E1.B						
Nursing MS	Yes	All course outcomes are identified on the course syllabi and all program outcomes are documented in the handbook which can be access through the CON website.	For GAP program, portfolio review for meeting AACN Baccalaureate Essential Competencies; Capstone project in final clinical course; Certification Examination; Endo of Course evaluations, Student Exit survey, Employer survey, Alumni Survey, Employment rates, and Advisory board.	The CON has a systematic program evaluation plan which details which data are collected by which committee, and the formal process for analyzing and reporting these data. The three main committees involved in this process is the evaluation committee, Master's committee, the DNP committee (for shared core courses) and the faculty organization.	Curriculum has been reviewed and updated to meet certification and accreditation requirements. We have met with local employers to better understand their needs relative to MS prepared nurses. The MS curriculum is currently under review for feasibility of online program to meet the needs of working RN's and accessing those RN's outside of the Southcoast region.	CCNE Accreditation site visit April 24-26, 2013with a follow up special report submitted 12/1/14.
Nursing DNP	Yes	All course outcomes are identified on the course syllabi and all program outcomes are documented in the handbook which can be access through the CON website	End of course evaluations, Student exit survey, Employer Survey, Employment rates, Alumni Survey, Advisory Board Survey	The first cohort of post master's graduates just completed the program and data are being analyzed by the evaluation committee for recommendations for improvement that will be reported to the DNP committee.	The first cohort of post master's graduates just completed the program and data are being analyzed by the evaluation committee for recommendations for improvement that will be reported to the DNP committee.	CCNE Accreditation site visit in April 24-26, 2013 with a follow up 15 page report submitted on Dec 1, 2014

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
Nursing PhD	Yes	All course outcomes are identified on the course syllabi and all program outcomes are documented in the handbook which can be access through the CON website.	End of Course Evaluations, Student exit interview, Qualifying Examination, Dissertation for Ph.D.	The CON has a systematic program evaluation plan which details which data are collected by which committee, and the formal process for analyzing and reporting these data. The three main committees involved in this process are the evaluation committee, PhD committee, and the faculty organization.	Students reported that the qualifying examination consisting of 2 manuscripts submitted for publication did not necessarily prepare them for writing their dissertation. Currently the PhD committee is exploring the substitution of one manuscript for a written comprehensive exam focused on content covered in the doctoral courses.	AQAD Spring 2014.

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
College of Visual and Performing Arts /Graduate — Also see Series E1.B						
Art Education MAE	No		Written literature review, IRB proposal, Action Research Study, and Power Point presentation. Partnership Evaluation study, and Power Point presentation, Portfolio Review. Thesis Proposal; Thesis and Defense Power Point	Faculty who teach the specific courses, Thesis committee, and Department curriculum committee,	Revised MAE courses- New course titles and revised course descriptions, program went from 36 credits to 33; Catalogue revisions; MAE, Changed Capstone to Thesis; Re-designed transcript review form for entrance into MAE program; Introduced TaskStream as an electronic portfolio; Designed new course, AED630 Arts-based Research	NASAD 2015
Artisanry MFA	No		Visual thesis, accompanying written report, oral defense	Student's Primary Advisor and Thesis Committee	Improvements in documentation via increasing clarity on review form and in terms of faculty specificity	NASAD 2015
Fine Arts MFA	No		Visual thesis, accompanying written report, oral defense	Student's Primary Advisor and Thesis Committee	Unknown	NASAD 2015
Visual Design MFA	No		Visual thesis, accompanying written report, oral defense	Student's Primary Advisor and Thesis Committee	Unknown	NASAD 2015

Option E1: Part a. Inventory of Educational Effectiveness Indicators						
	1	2	3	4	5	6
Category	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and each degree program)
School of Marine Sciences and Technology /Graduate						
Marine Science and Technology MS	No		MS Thesis Option: public presentation of thesis, oral defense of thesis MS Non Thesis: a research report	Office of the Dean and the Graduate Program Director keeps a tracking sheet of student grades and major accomplishments; approval of thesis and oral defense by thesis committee; approval of non-thesis research report by major advisor and one other faculty member.	n/a	Future date
Marine Science and Technology PhD	No		PhD: Qualifier Exam including Dissertation Proposal.	Office of the Dean and the Graduate Program Director keeps a tracking sheet of student grades and major accomplishments; approval of dissertation proposal, dissertation, and oral defense by dissertation committee.	n/a	Future date

Option E1: Part b. Inventory of Specialized and Program Accreditation				
-1	-2	-3	-4	-6
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
	<i>College of Arts and Sciences</i>			
ACS (American Chemical Society) Chemistry BS (also see Series E1.A)	Periodic multi-year (5 year) report submitted in June 2014 (ACS response expected in 6 months)	None. Program was fully accredited and Department submits annual reports for certification of student graduates	None	Update submitted in June 2014.

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Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
NAACLS Medical Laboratory Science-Clinical BS	April 1, 2011	None. Program received a 5-year award.	NAACLS Standards 18-21 of Accredited Educational Programs for CLS requires the following. Std 18. There must be a mechanism for continually and systematically reviewing the effectiveness of the program to include survey and evaluation instruments that incorporate feedback from a combination of students, employers, faculty, graduates, exit or final examinations, and accreditation review. Std 19. A review of outcomes measures (e.g. external certifying examination results, results from capstone projects) from the last three active years must be documented, analyzed, and used in the program evaluation. Std. 20. A review of graduation rates and placement rates must be documented, analyzed and used in the program evaluation. Std 21. The results of program evaluations must be documented and reflected in ongoing curriculum development and program modification, followed by an analysis of the effectiveness of any changes implemented.	Program's self-study is due May, 2015. The site-visit will be scheduled during the fall semester. Final accreditation award will be made by NAACLS during the summer/fall 2015.
Medical Laboratory Science-Cytotechnology BS	Accrediting Agencies: American Society for Cytology (ASC) and NAACLS. While the University does not hold the accreditation, each clinical site that students attend for the clinical experience is accredited. The sponsoring organizations, ASC and NAACLS, require many of these questions. Also, in order to practice in the field, students take a national certification examination. If they also happen to work in a state requiring licensing, then they must also obtain a license.			

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Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
AACSB-International	<i>Charlton College of Business /Undergraduate and Graduate</i>			
Accounting & Finance Department BS Accounting BS Finance	February 2010 Maintenance of Accreditation Review	Assurance of learning implementation (applying new learning goals developed AY12/13) to include "Closing the Loop" (AACSB priority) by the next scheduled review.	Embedded assessment is primarily used, with a number of core courses using McGraw Hill's Connect system (see footnote A). Specific assessment approaches are left up to the course coordinator (with support from the department and the CCB AOL Coordinator) to potentially include written papers, exams, speaking presentations, etc. Assessment specifics are being updated to reflect newly approved learning goals. They will be implemented during Fall 2013.	February 2015: AACSB Maintenance of Accreditation Review
Decision & Information Sciences Department BS Management Information Systems BS Operations Management	February 2010 Maintenance of Accreditation Review	Assurance of learning implementation (applying new learning goals developed AY12/13) to include "Closing the Loop" (AACSB priority) by the next scheduled review.	Embedded assessment is primarily used, with a number of core courses using McGraw Hill's Connect system (see footnote A). Specific assessment approaches are left up to the course coordinator (with support from the department and the CCB AOL Coordinator) to potentially include written papers, exams, speaking presentations, etc. Assessment specifics are being updated to reflect newly approved learning goals. They will be implemented during Fall 2013.	February 2015: AACSB Maintenance of Accreditation Review

Option E1: Part b. Inventory of Specialized and Program Accreditation				
-1	-2	-3	-4	-6
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
Management & Marketing Department BS Marketing BS Management (Leadership Option; Small Business & Entrepreneurship Option)	February 2010 Maintenance of Accreditation Review	Assurance of learning implementation (applying new learning goals developed AY12/13) to include "Closing the Loop" (AACSB priority) by the next scheduled review.	Embedded assessment is primarily used, with a number of core courses using McGraw Hill's Connect system (see footnote A). Specific assessment approaches are left up to the course coordinator (with support from the department and the CCB AOL Coordinator) to potentially include written papers, exams, speaking presentations, etc. For example, oral presentations are evaluated in the CCB capstone class (MGT490) using a standard rubric approved by the Undergraduate Curriculum Committee. Assessment specifics are being updated to reflect newly approved learning goals. They will be implemented during Fall 2013.	February 2015: AACSB Maintenance of Accreditation Review
MBA 4+1 Bachelors to MBA MBA/JD Joint Degree Concentrations: Accounting; Contemporary Business; Environmental Policy; Finance; Health Systems Management; International Business; Marketing; Organizational Leadership; Public Management; Supply Chain Management and Information Systems; Sustainable Development	February 2010 Maintenance of Accreditation Review	Assurance of learning implementation (applying new learning goals developed AY12/13) to include "Closing the Loop" (AACSB priority) by the next scheduled review.	The MBA program uses Chalk & Wire's ePortfolio system. Artifacts are posted by each student related to each of the MBA learning goals plus an integrative essay is submitted before graduation. Rubrics are used by evaluators to assess the eportfolio.	February 2015: AACSB Maintenance of Accreditation Review

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-1	-2	-3	-4	-6
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
ABET	<i>College of Engineering /Undergraduate</i>			
Civil Engineering BS	November 2010	Need for strengthening the assessment mechanism and feedback loop to evaluate the effectiveness of recent program and curricular changes.	ABET accreditation criteria.	Fall 2016 – General program review by ABET
Computer Science BS (Computing Accreditation Commission [CAC] of ABET)	October 2012	CAC ABET accreditation criteria (Stability and quality of faculty, elective course offerings, modern labs, technical lab support, stable budget)	CAC ABET accreditation criteria.	Fall 2016 – General program review by ABET
Electrical Engineering BS	November 2010	Provide better access to secure computing labs to students beyond normal school hours. The Engineering Ethics course would benefit from the inclusion of guest speakers that are practicing engineers.	ABET accreditation criteria.	Fall 2016 – General program review by ABET
Computer Engineering BS	November 2010	Provide better access to secure computing labs to students beyond normal school hours.	ABET accreditation criteria.	Fall 2016 – General program review by ABET
Mechanical Engineering BS	November 2010	The IMPULSE program would be strengthened by using instructors with strong English Communication skills. Student advising could be enhanced by faculty attending workshops as mandated by the College of Engineering's Advising and Retention Policies.	ABET accreditation criteria.	Fall 2016 – General program review by ABET

Option E1: Part b. Inventory of Specialized and Program Accreditation				
-1	-2	-3	-4	-6
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
CCNE; MA Board of Registration in Nursing (BORN)	<i>College of Nursing</i>			
Nursing BS	CCNE April 24-26, 2013; MA BORN, 2013	Continuous quality improvement required in collecting, analyzing, and using data for Program Improvement across the two undergraduate tracks (Pre-licensure and RN-BS)	NCLEX pass rate, student retention, graduation rate, student satisfaction, student employment rate, capstone completion.	CCNE-Continuous Improvement Progress report due June 2015 and a site visit in Spring 2016; MA BORN, annual review
Nursing MS	CCNE April 24-26, 2013; MA BORN, 2013	Continuous quality improvement required in collecting, analyzing, and using data for Program Improvement across the two MS tracks (Community Health and Adult Health). Clearer linkage in the GAP program (RN with Associates degree entering into MS program) about how the Baccalaureate Essentials are met by the student before beginning their MS core courses.	Certification pass rate, student retention, graduation rate, student satisfaction, student employment rate, capstone completion.	CCNE-Continuous Improvement Progress report due June 2015 and a site visit in Spring 2016; MA BORN, annual review

Option E1: Part b. Inventory of Specialized and Program Accreditation				
-1	-2	-3	-4	-6
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
Nursing DNP	CCNE visit Apr. 2013	Continuous quality improvement required in collecting, analyzing, and using data for Program Improvement across the two DNP tracks (BS-DNP and post master's DNP). Inclusion of MS and DNP Essentials across the curriculum.	Certification pass rate, student retention, graduation rate, student satisfaction, student employment rate, capstone completion.	CCNE- Continuous Improvement Progress report due June 2015 and a site visit in Spring 2016; MA BORN, annual review
NASAD, NEASC and Mass DESE	<i>College of Visual and Performing Arts</i>			
Art History BA	2003	None	NASAD Accreditation Standards	Spring 2015
Art Education BFA	DESE September, 2011	In the DESE report of Nov. 2013, Art Education programs were fully approved	Massachusetts Test for Educator Licensure (MTEL)	NASAD - 2015; DESE- 2016, Approval of Licensure programs
Art Education MAE	September 2011	Art Education BFA/ Art Education MAE- Programs were fully approved.	Visual Arts Frameworks, License Specific Standards, and Professional Standards as set by DESE 603 CMR 7.00	NASAD - 2015; DESE- 2016, Approval of Licensure programs
Art Education MAE	DESE - 2011	In the DESE report of Nov. 2013, Art Education programs were fully approved	Massachusetts Test for Educator Licensure (MTEL)	DESE- 2016, Approval of Licensure programs
Artisanry BFA	2003	No known findings for Artisanry	NASAD Accreditation Standards	Spring 2015
Artisanry MFA	2003	No known issues for MFA Artisanry	NASAD Accreditation Standards	Spring 2015

Option E1: Part b. Inventory of Specialized and Program Accreditation				
-1	-2	-3	-4	-6
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
Fine Arts BFA	2003	No known issues	NASAD Accreditation Standards	Spring 2015
Fine Arts MFA	2003	No known issues for MFA Fine Arts	NASAD Accreditation Standards	Spring 2015
Music Education BA	2011 DESE	<ul style="list-style-type: none"> • Add core [music] courses to the Music Education Licensure program: Music Education, Historical foundations and philosophy, Music Education seminar, Special needs within the Music classroom, A jazz methods. • Begin the process of accreditation by the National Association Schools of Music. • Increase the number of tenure track faculty. 	Professional Standards for Teachers (Music) as set forth by DESE 603 CMR 7.06 and 7.08	2016 DESE 2016 Goal for NASM
Visual Design BFA	2003	No known issues	NASAD Accreditation Standards	Spring 2015
Visual Design MFA	2003	No known issues for MFA Design	NASAD Accreditation Standards	Spring 2015
Mass DESE	<i>College of Arts and Sciences, School of Education; also Colleges of Visual and Performing Arts, and Engineering</i>			
Teaching Licensure Certificate (initial license) Post Bac Licensure in Math, General Science, Biology, Chemistry, Physics, Portuguese, Spanish, French, English, History, Music (UG/Bac license only), Art (UG/Bac and Grad/Post Bac pathways)	2012	Governance and Structure is inefficient, inadequate coverage of PST and SMK, Advising	Continuous improvement in creating, sustaining and delivering programs , partnerships, compliance to regulations set forth in 603 CMR 7.00, program impact, transcript reviews, MTEL pass rates, EdTPA, Syllabi with outcomes mapped to PST's, Faculty CV's	2016-2017

Option E1: Part b. Inventory of Specialized and Program Accreditation				
-1	-2	-3	-4	-6
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). Listed below: Academic Programs Concerned	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	Date and nature of next scheduled review.
Master of Arts of Teaching (initial licensure) Post Bac Licensure in Math, General Science, Biology, Chemistry, Physics, Portuguese, Spanish, French, English, History, Music (UG/Bac license only), Art (UG/Bac and Grad/Post Bac pathways)	2012	Governance and Structure is inefficient, inadequate coverage of PST and SMK, Advising	Continuous improvement in creating, sustaining and delivering programs , partnerships, compliance to regulations set forth in 603 CMR 7.00, program impact, transcript reviews, MTEL pass rates, EdTPA, Syllabi with outcomes mapped to PST's, Faculty CV's	2016-2017
Teaching MAT (professional license) Math, Biology, Portuguese, Spanish, French, English, History, Art	2012	Governance and Structure is inefficient, inadequate coverage of PST, Advising	Continuous improvement in creating, sustaining and delivering programs , partnerships, compliance to regulations set forth in 603 CMR 7.00, program impact, Syllabi with outcomes mapped to PST's, Faculty CV's	2016-2017