



Interim Report Submitted to the New England Commission of Higher Education (NECHE)

University of Massachusetts Boston
Boston, Massachusetts
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Introduction

The University of Massachusetts Boston is pleased to provide to the New England Commission of Higher Education (NECHE) this midterm report on its developments since its last comprehensive review in 2015. The work on the report itself began under the leadership of the Interim Provost and Vice Chancellor for Academic Affairs Emily A. McDermott and former Interim Chancellor Katherine S. Newman. This report is a response to the NECHE letter dated March 11, 2019, wherein the university was reminded of the specific areas of focus to be addressed in this report.

To begin the effort, Interim Provost McDermott, in conjunction with Associate Vice Provost and NECHE Accreditation Liaison Officer Mya M. Mangawang, prepared a plan of action for the completion of the midterm report, including a timeline, procedure, and format. The provost then charged each college with providing the requisite information for the NECHE's "E Series" forms on program-level assessments and the Offices of Institutional Research, Assessment, and Planning (OIRAP) and Administration and Finance (A and F) with completing the Interim Report (or "Data First") forms. The provost then appointed "Standard Leads" based on their specific areas of expertise and responsibilities at the university. Standard Leads were asked first, collaborating broadly and engaging other members of the community, to examine programming in light of appropriate institutional data, to assess the status of each of the Standard areas, and to draft reports for each, paying particular attention to any substantive changes since 2015. These drafts were informed by ongoing work and existing standing committees in the colleges and across the university, by findings from UMass Boston's internal program assessments, and by analyses of the NECHE Data First and "E Series" forms.

Through this process, the standard leads then compiled their findings and submitted their drafts for Standards 1–7 and 9. Upon review of this work and informed by a close analysis of the overall findings, the dean of the College of Education and Human Development (and incoming provost), Joseph Berger, and Associate Vice Provost Mangawang delivered a draft of Standard 8 to the provost. With drafts then complete for all standards, the final stage in developing a complete version of the midterm report entailed Provost McDermott and Associate Vice Provost Mangawang's assessing the overall findings and drafting responses to "Areas Identified for Special Emphasis," as requested by the commission.

This process resulted in a report that was then shared with the university's senior staff (Marie Bowen, vice chancellor for human resources; Gail DiSabatino, vice chancellor for student affairs; John Drew, vice chancellor for enrollment management; Kathleen Kirleis, vice chancellor for administration and finance; Raymond Lefebvre, vice chancellor for information technology and CIO; Georgianna Melendez, assistant chancellor for diversity, equity, and inclusion; Garrett Smith, deputy chancellor; Megan Delage Sullivan, vice chancellor for marketing and engagement; and Adam Wise, vice chancellor for university advancement) and Deans' Council members (Laura Hayden, interim dean of the College of Education and Human Development; Anita Miller, associate vice chancellor for academic affairs; Michael Tull, interim director, Continuing and Professional Studies; Valerie Corrente, registrar; Hannah Sevia, associate provost; Linda Thompson, dean of the College of Nursing and Health Sciences; Robin Coté, dean of the College of Science and Mathematics; Robert Chen, dean of the School for the Environment; David Cash, dean of the John W. McCormack Graduate School of Policy and Global Studies; Arindam Bandopadhyaya, interim dean of the College of Management; Liya Escalera, vice provost for academic

support services and undergraduate studies; and Jane Adams, interim dean of the College of Liberal Arts).

Interim Provost McDermott and incoming Provost Berger were responsible for final editing and production of this report, and Chancellor Marcelo Suárez-Orozco has reviewed and approved it for submission to the commission.

Standard Leads and other members of the community not already noted who helped coordinate the drafting of this report were as follows: Fatema Ahad, research analyst for institutional effectiveness; Kristin Bergeson, assistant vice chancellor for student success; Neal Bruss, associate professor of English, chair of General Education Committee; Chris Giuliani, associate vice chancellor for administration and finance; J. Hughes, associate provost, Office of Institutional Research, Assessment, and Planning; DeWayne Lehman, director of communications; Justin Maher, assistant dean of graduate student success; Apurva Mehta, associate chief information officer; Thomas Miller, assistant vice chancellor for academic affairs; Karen Ricciardi, associate vice provost for undergraduate studies; Joanne Riley, interim dean of libraries; Rajini Srikanth, dean of the Honors College; Bala Sundaram, vice provost of research; and Brian White, associate vice provost.

Institutional Overview

UMass Boston stands proudly as Boston's only public research university. Its purpose is to provide quality access to high-quality higher education and generate world-class research. Founded amidst the social change of the 1960s, UMass Boston retains its commitment to upward mobility and social justice. It is proud to be the most diverse university campus in New England, and the third most diverse in the United States. Simply put in its original mission statement, UMass Boston is a university "of and for the city; of and for the times."

The Massachusetts legislature established UMass Boston in 1964 as a response to social upheaval, urban unrest, and a rapidly increasing demand for higher education. Though it began humbly in rented buildings downtown, the campus today rests on 175 acres on a peninsula in Boston Harbor, which is shared with the John F. Kennedy Presidential Library, the Commonwealth Museum and Massachusetts State Archives, and the Edward M. Kennedy Institute for the United States Senate.

Today, UMass Boston remains true to its commitment to public service by applying university-quality research to critical urban issues. The university now serves a student body of 16,259 undergraduate and graduate students. The university's eight colleges and schools offer 78 undergraduate programs and 135 graduate programs. We serve a diverse student body who hail from diverse local communities, out of state, and over 150 countries.

This midterm report focuses on the progress the university has made in pursuing its 2010–11 Strategic Plan, as further detailed in the self-study it presented to the commission in 2015. The vision UMass Boston set forth in its long-term plan envisioned that its broad goals include continuing to advance student success and development; enriching and expanding academic programs and research; improving the learning, teaching, and working environments; establishing a financial resources model consistent with the university's vision statement; and developing an infrastructure supportive of these goals. To date, aside from enrollment goals that have proved overly ambitious, these remain important goals for the university to achieve and continuously refine. For purposes of this report, however, it is important to note that progress on the strategic plan has been significantly impacted by a range of

circumstances (including the ongoing COVID-19 pandemic) and that, in some cases, expectations have been strategically recalibrated since 2015.

Notably, since establishment of the university's strategic plan and since the NEASC Evaluation Team delivered its report in 2016, the university has faced acute fiscal challenges, embraced much-needed structural shifts and reductions, and made critical leadership changes (See "Areas Identified for Special Emphasis #1", pp 6–8 for more detail). We are pleased to report that diligent work since the 2015 review to address the campus's financial and structural challenges has resulted in balanced budgets for three years running and more efficient operations that maintain and confirm the university's steadfast commitment to the students, faculty, staff, and communities it aims to serve.

UMass Boston has seen significant leadership transformation since its last site visit. Since 2017, the university has had two interim chancellors and an interim provost. In July 2020, the UMass Board of Trustees appointed a new permanent chancellor for the university, Dr. Marcelo Suárez-Orozco, a renowned academic who most recently served as UCLA's Wasserman Dean of the Graduate School of Education and Information Studies. Even more recently, in November 2020, spurred by the retirement plans of the interim provost, the university concluded a national search for a permanent provost and vice chancellor of academic affairs. As a result of that search, effective February 1, 2021, Dr. Joseph Berger, current dean of the College of Education and Human Development at UMass Boston, will become provost. With new, permanent leadership in place, the university will rechart its strategic plan for delivering on its promises as the single public comprehensive research university in Boston and as the most diverse urban campus in the University of Massachusetts system.

In addition to adding new leadership, UMass Boston has redoubled its efforts to recruit the highest-quality scholar-researchers to lead it forward, with particular attention to building a faculty that mirrors the diversity of the university's student population. Similarly, UMass Boston continues both to pride itself on its tenure-stream faculty's firm commitment to and engagement in the teaching mission of the university and to enhance nontenure-stream faculty's opportunities for meaningful engagement with the university, ensuring that they are both recognized and supported as critical contributors to its overall teaching and learning excellence.

The planned physical transformation of the campus, as reported in 2015, is nearing its completion. The campus's new facilities and infrastructure projects—the Integrated Sciences Complex, University Hall (an arts/performing arts, chemistry, and classroom facility), a 1,077-bed residence hall, new parking garage, and new roadways and utility corridor—are now complete. The campus is continuing to improve the physical plant and facilities through current projects that include the demolition of the original science center, improvements to original campus buildings, and a newly landscaped quad. The final result will be a physical space transformed in appearance and functionality. This transformation, while aimed primarily at serving our campus community, has also strengthened the university's connections to its surrounding communities by providing its neighbors greater opportunities for pedestrian, bicycle, and other recreational activities around and on campus.

In the midst of the COVID-19 pandemic when, across Massachusetts public higher education, enrollments declined by 7 percent, the university has seen an increase in overall enrollment in fall 2020, reaching a total of 16,259 students, representing a 2.2 percent increase in undergraduates over the previous year. Enrollment at the university has continued to grow in diversity as well, with this year's first-year class composed of 55 percent students of color, and 41 percent Pell Grant recipients, reinforcing UMass Boston's position as the most diverse public university in New England. Facing a raging coronavirus pandemic, which has laid bare and exacerbated the racial and social inequities so deeply rooted in our country's very fabric, fulfilling UMass Boston's mission to serve these populations has never been more relevant nor more imperative.

It is with this overview that the university presents its report on its progress on its continuous goal to serve as a premier public urban research university in Boston.

Response to Areas Identified for Special Emphasis

UMass Boston is focused on continuous improvement as it builds on its many strengths and addresses ongoing challenges. Within that larger framework, in its notification letter to the university, the commission identified five areas that should be given particular emphasis in this interim report. They are addressed directly in the following pages.

1. “Implementing its strategic plan with emphasis on the development of plans for revenue generation to support the initiatives of the plan, the allocation of resources necessary to accommodate enrollment growth, and the use of data for decision-making.”

Put simply, the team members from the 2015 site visit raised justifiable “concern that the plans for building funding streams to support the ambitious strategic plan involve multiple contingencies, challenges, and risks.” The implementation of the university’s strategic plan during the time period 2010–2015 resulted in a structurally imbalanced budget, with an inadequate level of operating revenue to support operating expenses. Much of this imbalance resulted from implementation of the university’s capital construction program, which created additional debt service and depreciation costs without concomitant increases to revenue. As a result, expenses were growing at a higher rate than revenues, widening the budget deficit.

By FY2016, the university had an operating deficit of \$5.4M. As work continued under the strategic plan, by mid-FY2017 the university was projecting a budget deficit of up to -\$26M, with budget deficits of over \$30M projected for the two subsequent fiscal years. At this point, it became necessary for the university to be laser focused on stabilizing its finances.

During this time, the university’s senior leadership underwent change. Dr. Barry Mills was appointed interim chancellor in July 2017 and tasked first and foremost with helping the university to reverse its budget deficit. The university quickly engaged an external auditing agency to review its budgeting process and undertook a restructuring of institutional financial operations, including reorganization of the Office of Budget and Financial Planning (OBFP). Under Mills’s leadership, any plans for revenue generation were strategically redeployed by the OBFP to the elimination of the operating deficit, while any and all new academic program development and approval were put on indefinite hold. Operating costs were reduced, some eliminated. Under Dr. Mills’s direction, FY2017 ended with a budget deficit reduced to \$3M, and FY2018 ended with a positive operating margin of \$2.4M. Having fulfilled the core of his charge, in July 2018 Mills stepped down, and Dr. Katherine Newman was appointed as his successor. Also serving in an interim capacity, Newman continued the university on a path to financial stability, working with the campus’s leadership team to maintain planning efforts to align the budget. Increasingly positive operating margins of \$3.9M (0.9 percent) and \$5M (1.1 percent) respectively were generated in FY2019 and FY2020.

Throughout this period of transition, the university’s capital plan was also reexamined and updated to ensure that sufficient funding existed for current projects and that future projects were in alignment

with the university's resources. By FY2018, there were insufficient funds to complete all the university's currently planned projects, so the university leadership, working with the UMass Building Authority, updated its capital planning to allow only the most critical projects to move forward; these included the Utility Corridor Roadway Relocation (UCRR) project and the West Garage. A number of projects were canceled or put on hold, including the Renovation of Academic Buildings (REAB) project and an energy-producing facility. A public-private partnership agreement was entered into between the UMass Building Authority (UMBA) and Provident Educational Resources Corporation to build and operate a residence hall on campus, which opened in September 2018.

Planning also continued to address the major deferred maintenance attributable to the campus's problematic substructure. A concept-validation study was completed in 2018 to ensure sufficient planning was in place for the Substructure Demolition and Quadrangle Development (SDQD) project. In FY2018, the Commonwealth of Massachusetts appropriated \$78M over a three-year period to support the SDQD project, with a required match of \$77.5M from the campus. The Renovation of Existing Academic Buildings project was then rescoped as part of the required \$77.5M match, in significant part (\$41M) to fund the buildout of alternative space for those units that remained in the Science Center, which was slated for demolition. This work was largely completed by the end of FY20, and construction on the SDQD project was able to begin in 2020.

What follows is a brief description of some of the highest-impact fiscal solutions that were implemented on campus during this time and since the last review:

- **Enrollment and Student FTE Revenue Projection.** Accurate enrollment projection and accurate projection of the associated net tuition-and-fee revenue by student FTE are fundamental to the university's ability to align revenues with planned annual expenses. The OBFP, working with Enrollment Management, Financial Aid, Institutional Research, Administration and Finance, the Deputy Chancellor, and the Provost's Office, refined earlier approaches. The resulting revised and refined methodology has been validated through two consecutive years of more-accurate projections. This projection has also helped the university to identify changes in student course-taking behavior that impact revenue but otherwise might not have been anticipated.
- **Position-Based Budgeting and Aligning Budgets with Actuals.** Moving to position-based personnel budgeting, fully funding approved positions, and allowing flexibility in the use of approved position dollars has improved the control of faculty and staff growth and has helped reduced cost. Additionally, through a multiyear iteration of nonpersonnel budgeting to prior-year spending levels under tighter spending control, unit budgets became better aligned with actual spending need. Collectively, these measures resulted in the creation of credible base-budgets as the starting points for the annual budget cycle.
- **Faculty Position Budgeting.** Under the direction of the interim provost, and with agreement from Administration and Finance, a "pooling process" for tenure-stream faculty positions—always theoretically in place—was fully implemented. Every vacant faculty position is now pooled under the provost, and authorized positions to hire are allocated based on fiscal conditions and highest academic priorities. This approach, based in part on student-to-faculty ratios and combined with an agreement to utilize no more than a maximum of 80 percent of the available position funding, has effectively reversed a rapid increase in tenure-stream faculty levels that peaked in 2017 and was a significant contributor to the creation of the gap between revenue and operational expenses year to year. The campus has also reduced nontenure track associate lecturer positions through a careful curation of numbers of sections and minimum class sizes.
- **Research Centers and Institutes.** The university's 2017 review also recommended focusing on reducing the level of institutional support being provided to research centers and institutes. The report and resulting analyses identified over \$5M in student-generated revenues being provided annually to 17 of the university's centers and institutes, non-instructional and research/community service entities. In spring 2018, the institution embarked on a multiyear plan to increase the level

of external funds generated by these units, while simultaneously reducing their reliance on institutional support critically needed elsewhere, to support academic programming for students.

- **Academic Reorganization.** In 2016, the university's academic colleges and independent schools numbered 11 units of vastly different scopes and levels of complexity. Not counting the College of Public and Community Service, which was already in the process of being emptied and decommissioned, the other 10 units ranged in headcount student populations from 170 to 5,303 and in faculty FTE counts from 13.5 to 392.2. Since that time, the College of Advancing and Professional Studies has been reverted to a continuing education unit ("Continuing and Professional Studies"), with its academic degree programs and faculty moved into other colleges/schools, and the School for Global Inclusion has been merged into the College of Education and Human Services (where it maintains its distinct brand as a school but within a structure parallel to a department). These changes have reduced the number of colleges and independent schools on campus to eight and resulted in structural rationalizations and administrative savings within Academic Affairs. An Academic Reorganization Taskforce is presently considering further possible restructurings, tasked with making recommendations on this matter to the incoming provost and the chancellor by April 15, 2021.

All this important work has been critical to assuring that UMass Boston can continue to fulfill its mission as a comprehensive research university. Rather than pursuing efforts for expansion of programs and enrollments since its last accreditation site visit, the university has busied itself instead building the systems necessary to both provide adequate infrastructure to existing programs and support targeted future strategic growth. The first new full academic degree program put forward by the university since 2016 is a BA/BS Program in Urban Public Health. This program was approved by campus governance before the 2017 moratorium was set in place; in the context of the university's increasingly positive budget margins and current events that bespeak the critical need for graduates in this area, it was this year taken off moratorium and approved by the UMass Board of Trustees; it now awaits BHE approval, preparatory to potential implementation in fall 2021.

The university has carefully updated its internal processes with a keen focus on data and improving enrollment, revenue, and expense forecasting. Now, if it so chooses, the university is positioned to consider a realistic, strategic increase to enrollments as part of the new strategic planning process the chancellor is presently designing. Until then, it is important to note that, despite a demographic dip in traditional-age college students and the present pandemic, enrollments have remained relatively steady through 2016–2020, ranging between 16,847 and 16,259 respectively, with an increase in enrollment in fall 2020 at a time when enrollments were dramatically falling throughout the public higher education institutions in Massachusetts and elsewhere.

2. "Assuring that responsibility for departmental administrative service does not fall disproportionately on some segments of the faculty."

The NEASC site visit in 2015 coincided with a time when some faculty had expressed concern that service responsibilities on campus might not be equitably shared, with the burden of service falling especially heavily on female and minority faculty. The question posed by the NEASC team has been the subject of study by related efforts within Faculty Council and the Office of Institutional Research, Assessment, and Planning (OIRAP).

Provisionally, the university notes the following:

- Study of this question with regard to gender, race, and ethnicity is a complex undertaking that needs to take into account diachronic data on the number of prominent service roles taken by female vs. male faculty members or white faculty vs. faculty of color (also taking

intersectionality into account), in relation to diachronic data on the relative number of female and male faculty in tenure-stream positions and at a variety of ranks, in order to identify whether a statistically significant differential indeed exists.

- If such a differential does exist in service responsibilities and contributions, how much of it is due to voluntary choices by individual faculty and how much to pressure exerted by department chairs or others? If the latter, what sort of trainings can be put in place to help chairs or other administrators to be more evenhanded in the assignments, while at the same time providing more supportive training for female and minority faculty.
 - One measure has proactively been taken to provide females and minorities with training opportunities of this type. Since March 2018, the university has offered all faculty and graduate students on campus free membership to the National Center for Faculty Development and Diversity (NCFDD), a national leader in coaching faculty (with an emphasis on female and minority faculty) in successfully balancing the various sides of their work obligations and managing their time. During that time period, the university has funded a minimum of two junior faculty each year to attend the NCFDD's Faculty Success Program, or "boot camps" that are designed to teach faculty the "skills they need to increase both their research and writing productivity while maintaining a healthy work-life balance." These faculty have generally been drawn from each year's fourth-year review pools, with preference given to those whose reviews suggest challenges to progress toward tenure. These faculty have been identified as particularly poised to benefit from intensive NCFDD mentoring; priority has been given to female and minority faculty, and particularly to women of color. Since 2018, the university has funded the participation of 20 faculty in this program, and 100 percent of the faculty who have enrolled thus far have noted that their writing and research productivity has increased since they participated in the program.
 - As the ranks of tenure-stream female faculty on campus have increased (proportion of faculty who are female is up 4 percent since 2015) so has the number of women taking on leadership roles as department chairs. On the one hand, this is a sign that female faculty are respected by their peers and deans sufficiently to be elected and appointed to vital positions in department leadership. On the other hand, since chairs frequently are associate professors, this could potentially signal that female faculty are likelier than their male counterparts to slow their march toward promotion to full professor by taking on service roles. More study is warranted in this area.
 - Nonetheless, the university wishes to stress that female faculty who take on service roles as department chairs receive monetary compensation and course-load reductions in accordance with the same consistent, university-wide guidelines built into the Department Chairs' Union 2017–20 collective bargaining agreement as male department chairs do. They thereby receive both the same financial benefits and are attracted into these roles by the same financial incentives as their male counterparts.
 - The university also wishes to assert that
 - To some extent, any service inequities that may be documented relating to race and ethnicity will naturally abate over time, as the university makes progressive gains in its goal to diversify the tenure-stream faculty to better reflect the diversity of the student body; and
 - To some extent, any service inequities that may be documented relating to assumption of department chair roles by women vs. men will abate as the university continues replenishing the ranks of its full professors (which have been reduced significantly by reduced TT hiring in the years following the recession of 2008), compounded by voluntary retirement incentive programs in 2017 and 2019.
3. "Achieving greater efficiency and transparency with respect to transfer credit equivalencies in admissions and advising."

As part of the university's commitment to serving the commonwealth's diverse learners and their diverse needs, UMass Boston continues to assess and update its agreements with community colleges in order to help students move successfully from these institutions into and through select programs here at the university. UMass Boston now has clearly defined pathways and credit approval processes so that students are able to begin their major programs earlier and align the courses they have taken at the community college directly with a major at the university. UMass Boston Admissions has a dedicated page on its transfer admissions site that provides an overview of the various linked and articulated programs the university has with all 15 Massachusetts community colleges (<https://admissions.umb.edu/transfer-students/massachusetts-community-college-students>). It includes information about the general education block of credit that is provided as well as its specific associate to bachelor's (A2B) pathway programs. UMass Boston has also embedded a counselor at Bunker Hill Community College and has pivoted all outreach and services to remote modalities during the COVID-19 pandemic. The embedded counselor engages students via a comprehensive communication plan, virtual events, and individual appointments, as well as acting as a resource to Bunker Hill advisors assisting students with transfer planning.

Not only has the university taken particular steps to refine its partnerships with community colleges, but generally, in order to gain greater efficiency in the area of transfer credit, many changes have been introduced to the transfer process since 2015. Undergraduate Admissions worked with two major transcript providers (National Student Clearinghouse and Parchment) to accept college transcripts electronically. This strategy shortens the time it takes for a student's transcript to arrive and be processed. Internally, Undergraduate Admissions has focused on training additional staff in transfer credit policies and now has a larger team performing this work. Historically, one to two individuals routinely completed evaluations; now three to five staff members oversee and share this responsibility. The staff involved in this work include the associate director for transfer admissions, the transfer articulation officer, and the team of assistant directors. This level of support ensures that students receive focused support at critical times in the cycle, and the work associated with it can still be completed in a timely manner.

Improvements have also been made to the materials students receive that better explain the transfer of credits and improve how the information is disseminated. Previously, transfer students received a generic transfer credit evaluation that listed the courses being transferred and whether they completed a general education requirement. Now students are sent a full degree audit, listing not only the credits a student will receive in transfer but also how the credits apply to their specific major. The university has also moved from mailing these paper documents to an entirely electronic process through which students receive an email with a password protected PDF. This improvement reduces the time it takes to get this critically important information to students. Twenty-four hours after the degree audit is emailed, students receive a follow-up email that includes a video on how to read the audit and a link to make an appointment with a transfer counselor if they have additional questions.

Not only has the processing of transfer credit been made more efficient, but it has become decidedly more transparent. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant admissions publications. The admissions page prominently features a link for [transfer credit](#), which also includes an additional link to our online course equivalency database, [Transferology](#). Transferology is a national network that provides students with clear transfer course equivalency information while allowing students to determine exactly which credits will apply to their degree at UMass Boston. Furthermore, the website now includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education, along with a list of institutions with which it has articulation agreements.

Though new transfer student enrollments have been trending downward (from 1,544 in fall 2017 to 1,181 in fall 2020), UMass Boston continues to attract and serve a large transfer student population, predominantly from Massachusetts community colleges, which account for roughly 60 percent of all annual transfers. It should be noted that UMass Boston's community college partners have experienced a 23 percent drop in total full-time enrollment since 2015, and this downward spiral has been further exacerbated by the impacts of COVID-19. Therefore, the university expected the number of transfers would be negatively impacted in AY20–21. That said, however, though its transfers were predictably down this fall by 11 percent, the university feels that since 2015 it is far better poised to support those students who do ultimately choose to transfer to the university, now even during the pandemic and beyond.

4. "Enhancing support for graduate students."

During its 2015 site visit, the evaluation team found that the university should enhance supports to graduate students. Of particular interest was graduate scholarship funding and UMass Boston's need to provide more competitive stipends for graduate assistants (GAs). Currently, as was the case in 2015, the Office of Graduate Studies (OGS) oversees the allocation of graduate assistantships to colleges and individual programs. The Graduate Employees' Organization collective bargaining agreement sets minimum stipends for GAs and assigns the associated contractual benefits (notably tuition waivers and health insurance), pro-rated in accordance with the percentage of each assistant's appointment. OGS covers these negotiated waivers, both for university-funded teaching assistants and for research assistants whose stipends are paid by external funding. In an effort to become more focused in its financial support and more competitive in its funding for graduate assistants, in 2017 OGS began a comprehensive analysis of the programs that were receiving GA funding to determine how to allocate these limited university resources more strategically and to the best advantage of both its programs and its students. As a result of this analysis, a first step in the process of increasing financial support to our graduate assistants was to begin strategically limiting the number of assistantships we offered to programs. This reduction initially was based on a variety of considerations that included the program's degree level (doctoral programs were prioritized over master's programs), the program's ability to generate sufficient tuition/fee revenue from enrollments to fund its own assistantships and/or incentives, and the program's capacity to secure external funding for its GAs. Through this process the university, for example, ceased funding GAs in its MBA Program (in 2015 the MBA offered 15 partial assistantships to 60 students and in 2017 MBA students received none) as OGS's analysis revealed the program had capacity to attract and support graduate students from its differential tuition and through alternative mechanisms like scholarships. Similarly, the university reduced the number of graduate assistantships it had previously provided to the McCormack Graduate School (by 4), requiring that these be supported through the school's endowment funds. Also, as a result of this review, the dean of the College of Education and Human Development worked closely with OGS to develop a plan for ensuring that all external grant proposals will in the future include support for at least one externally funded GA.

The result of these efforts, among others, was an overall reduction of the number of university tuition-funded assistantships by roughly 50 (from 407 in 2015 to 355 in 2020). Through this refinement of OGS's GA support and allocation process, the total expenditure in AY19–20 on stipends actually increased 19.3 percent since 2015, and the value of the stipend ticked up by 10.4 percent. The university contribution to benefits was also contractually increased this year in order to keep the student co-pay fixed. Concurrently, since 2017, with continued limited university resources, OGS has endeavored to increase the number of assistantships available with funds from other sources. It has worked with colleges and departments to support split-funding of select fellowships and with University Advancement to seek donors for graduate education, has obtained the Grants Register, and offers grant-writing workshops. Likewise, the Biology and Psychology Departments are focusing their

doctoral students on applying for National Science Foundation four-year research fellowships (eight since AY2015; three currently), and the Sociology and Anthropology Departments are doing the same for the Social Science Research Council's summer resources for thesis preparation. Finally, special summer fellowships with no work responsibilities are now offered by some colleges using their endowments or research funds, and a larger conversation is underway to have a cost-share mechanism to make these available to all programs that are able to participate.

Since 2015, the university has worked to augment its non-financial supports for graduate students as well. For its continuing graduate students, OGS has turned a keen eye to ensuring there are centralized resources available to buttress the existing supports provided by its individual programs and departments. For example, OGS has developed a new [Graduate Student Resources webpage](#) that provides links to support for 18 different needs—for example, billing, health insurance, and housing, funding, research, teaching, and building community among graduate students. The university recognizes having these resources available as a one-stop, centralized resource is not novel, but it is new to UMass Boston's graduate community and is an essential first step in providing the useful sort of infrastructure necessary for the success of its graduate students and programs.

As it pertains to academic supports, OGS has refined two important areas of supplemental instruction and support for its graduate students. The first is in the university's Center for Statistical Computing (CSC), which serves graduate students, faculty, and staff, and is led by the university's senior statistician and a graduate assistant. With the increase of graduate students requiring focused statistical skills for their advanced research, the university has made this resource more visible and accessible; data on the center's utilization testify to this increase in accessibility. In 2016, CSC offered 32 workshops to 286 individual participants. These workshops covered a variety of topics ranging from trainings on 16 different software packages to tutorials on advanced statistical methods. In 2020, the CSC offered 38 workshops on 10 software packages as well as advanced statistical methods, for which 389 individuals registered. During AY2020, the center also consulted with 48 individuals or small groups on research projects or grants. Each year, the CSC continues to tailor its supports to meet the unique needs of our graduate students and their research.

Similarly, the Graduate Writing Center (GWC) has increased its tutorials an average of nearly 4 percent per year since 2015. In the last academic year, the center provided 1,156 hours of tutoring to more than 200 students. Tutorials, which are provided both in person and online, emphasize literature reviews and attribution in seven fields and provide focused thesis support for a variety of our doctoral programs as well. These resources provide essential supports for both the qualitative and quantitative skills required of UMass Boston's graduate students; the university has designed them in a way that allows for tailoring to meet the diverse needs of an ever more diverse graduate student population. For the future, OGS anticipates some critical restructuring that will allow it to better focus on supporting the unique academic needs of its graduate student population.

5. Addressing the resource challenges of the Healey Library, including space availability, lighting, staffing, and information technology, in light of the university's goal to become a residential campus.

The accreditation team's findings in 2016 have usefully informed and impacted both the library's services offered and its processes for securing requisite resources for maintaining its successful operation. Since the NEASC review, the library has addressed many of its resource challenges through a range of avenues to ensure that its staffing, resources, and modifications to the physical plant continue to meet the needs of the university's ever-changing campus and its diverse constituents.

Critical to this progress is a commitment to routine assessment of its services and a concomitant commitment to collecting actionable data. Since the last review, Healey Library has developed and implemented a publicly accessible [“data dashboard”](#) to support effective comparisons year to year and inform library decision making, resource-allocation budgeting, and strategic planning. The data dashboard is updated annually and serves as the source for ACRL and IPEDS data reporting for the library. The library also employs usage analysis reports and data visualization tools to inform decision making for budget planning, workflow optimization, library systems and services assessment, resource evaluation, and collection development. Examples include electronic resources usage analysis, WorldCat Discovery analytics, library discovery system bug report statistics and Alma-Primo analytics, EZproxy log analysis, and data visualization.

As pertains to space availability and functionality, the library is working to mitigate these challenges systematically through the capital planning budget process, in conjunction with the campus Facilities Department and through the efforts of the Healey Library Renovation and Beautification Committee (LRBC). In 2016, the library’s leadership inaugurated the LRBC, which has engaged in systematic review of the library-as-place, in order to identify potential capital planning projects for administrative consideration, and in the shorter term has creatively repurposed campus resources to improve individual and group study spaces for students, both functionally and aesthetically. Likewise, the library’s primary instruction classroom has been transformed into the Center for Active Learning and Library Instruction, an active-learning classroom outfitted with magnetic whiteboards, mobile furniture, and technology integration, including a smartboard with web conferencing capability, ECHO 360 and Mirroring 360 for classroom recording and screen sharing, and laptop and iPad carts for student deployment.

Two major projects that will help transform the library-as-place will be incorporated into the campus strategic planning process and the updating of the campus master plan: transforming the 4th floor open space into modernized, welcoming study and consultation space, including removing shelving, recarpeting, and refurnishing; and upgrading Archives Department public and instructional spaces to support the astronomical growth and usage of the archives for student and researcher visits and instruction classes. An additional improvement, part of the SDQD project construction currently underway, will be the installation of a new elevator that will provide ADA-compliant access to the library building directly from the campus plaza.

With regard to the accreditation team’s concerns about the adequacy of lighting in the library building, the Facilities Department has integrated this specific issue into its maintenance management system to include quarterly reviews of library lighting and to prioritize responding quickly to library-generated work orders, as needed. In addition, during AY20–21 when the building remains largely unoccupied, the Facilities Department plans to review electrical capacity in the building.

Since 2017, the administration has been working to develop and implement a budget that is more responsive to the library’s goal of delivering both academic and research resources more effectively. The impact of a transparent budget-planning process is evident in the fact that the university has been able to reallocate resources to sustain the library’s annual operating budget at a level that enables journal, database, ebook, and streaming media acquisitions appropriate to a research university, including substantial annual inflationary increases, and to develop services and platforms that expand the support necessary to meet the information needs of students, faculty, and staff.

Since the last site visit, the library has also made progress in marshalling resources to serve a 24/7 campus, beginning with a capital equipment request that has been approved by the executive cabinet to support 24/7 services through the installation of self-service laptop loan lockers, contactless book checkout, and expansion of self-service scanning stations, all slated to be purchased and configured during AY20–21.

To undertake alterations to the structural elements of the library, library staff are participating actively in the campus's newly refined annual capital-planning budgeting process. The replacement of air handlers in the library building is part of the larger campus capital plan, which should improve climate control throughout the library building. A new project, the "archival vault humidity control project," has been added to planned campus capital projects, along with an additional project to create increased archival storage space with appropriate temperature and humidity controls.

In terms of staffing, although the library continues to be lean, four staff have been hired since 2016 to fill vacancies in Reference and Instruction and Collection Development, and a full-time hire was funded by an IMLS National Leadership Grant for Libraries award. Finally, in 2016, the library was allocated funding to establish a Library Systems and Discovery Services Department to provide the technological expertise required to maintain and customize the technical infrastructure that underpins the library's accessibility and efficacy. The department, now with three full-time staff and two graduate student assistants, has successfully implemented a state-of-the-art, complex yet highly user-friendly discovery and access system (Ex Libris's Alma-Primo, aka "[UMBrella](#)") that has transformed student and faculty use of information resources and set the stage for future growth.

Standard Narratives for Standards 1–7 and 9

Standard 1. Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

In AY 2010–11, the university set forth a vision and corresponding [mission and value statements](#) as part of an exhaustive strategic planning process meant to come fully to fruition by 2025. This mission is now widely publicized and served to undergird the university's plans for moving forward into 2025. Through this process, the university not only articulated where it would be as an institution by 2025 but how it planned to get there. Broadly, the university has remained true to that mission through its commitment to its concomitant core values, namely inquiry, creativity, and discovery; transformation; diversity and inclusion; engagement; environmental stewardship and sustainability; economic and cultural development; and an urban commitment. The university's mission, states the following:

The University of Massachusetts Boston is a public research university with a dynamic culture of teaching and learning, and a special commitment to urban and global engagement. Our vibrant, multicultural educational environment encourages our broadly diverse campus community to thrive and succeed. Our distinguished scholarship, dedicated teaching, and engaged public service are mutually reinforcing, creating new knowledge while serving the public good of our city, our commonwealth, our nation, and our world.

Importantly, this mission statement has informed the core work of the community. The annual reports of each academic unit are specifically required to address progress made in relation to the strategic goals meant to actualize the university's mission and vision. Similarly, all proposals for new academic programs reviewed by the UMass President's Office must demonstrate how the program aligns with the campus's mission and strategic priorities. Though the mission was commended by the NEASC team in its 2016 report, they recommended that UMass Boston pursue formal adoption of the campus's mission statement by the Board of Trustees. With this recommendation in mind, but given serial

leadership transitions, the university has delayed seeking formal approval of its mission until new, permanent leadership was in place.

The university believes now is a particularly auspicious time for the university to begin to revise its mission statement. With permanent leadership, UMass Boston can now focus on long-term plans based on a shared vision and mission, and it is important that these be thoughtfully crafted together, suited to where the university finds itself in 2021, and informed by the comprehensive strategic and capital planning process the new chancellor will institute at the end of this academic year. Similarly, a range of societal events in early 2020 have highlighted systemic racism and laid bare the structural inequities that undergird our nation and even our universities. UMass Boston, by way of its mission, goals, and subsequent actions, will seek to make manifest its commitment to the undoing of these inequities. UMass Boston is ideally situated to become a leading antiracist and health-promoting university and aims to make certain that this commitment is indelibly etched into its mission and vision. A renewed and refined mission will make plain whom UMass Boston aims to serve and how and, thereby, will shape the new programs it builds, the new faculty it hires, and the new partnerships it forges.

Starting in fall 2020, the Faculty Council, advised by various groups on campus, has already begun a process of review and revision of the university's mission statement. UMass Boston has a goal of presenting its revised mission for formal approval by the Board of Trustees, endorsed and embraced by the campus as the bedrock for the strategic planning it will commence in earnest in AY2021–22.

Standard 2: Planning and Evaluation

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.

As noted above, 2010 marked the most recent, university-wide [strategic planning](#) process for UMass Boston. This process was comprehensive and included corresponding academic, capital, and master plans meant to serve as “a blueprint for UMass Boston to guide us through the next 15 years.” Strict adherence to the original “blueprint,” however, was halted after the 2015 site visit. The serious fiscal setbacks the university encountered made continued pursuit of the 2010 strategic plan both unwise and untenable. Since then, the university has endeavored to rebuild its fiscal stability while reassessing its expectations for growth and expansion. Heeding the NEASC Evaluation Team’s recommendation that “there is a need to continually and systematically reassess and recalibrate the strategic plan, master plan, and capital plan to reflect current circumstances,” the university intends to do precisely that, under its new chancellor and provost. Initial iterations of an academic master plan as well as a five-year capital plan have already been drafted; their most formal versions will take final shape as part of and informed by this new university strategic plan.

Planning

Though the university has experienced challenging times since the last NEASC site visit, it is in large part because of these challenges that the university has become more intentional and strategic in its endeavors to fulfill its mission. (See “Areas Identified for Special Emphasis #1”, pp. 6–8 for more detail.) In 2017, when UMass Boston reorganized the Office of Budget and Financial Planning, with focus on improving enrollment, revenue, and expense forecasting, it simultaneously instituted necessary new collaborations and networks for planning. Now, in service of the academic enterprise and in the name of quality of teaching and learning, the university sets forth actionable goals for the campus annually. In doing so, each unit’s efforts are framed and focused by those goals and the allocation of the university’s resources are prioritized accordingly. For example, new academic program proposals generated within academic units are now fully vetted by appropriate committees, Faculty Council, and

the Budget and Long-Range Planning Committee, to assess for both academic quality and financial feasibility. If approved at these levels, the proposal is then brought to a subsequent level for review and implementation by a cross-functional group, the Cabinet Planning Committee (CPC) that includes the provost and the provost's vice chancellor of finance for academic affairs, representatives of the university's administration and finance team, the vice chancellor for human resources, and the deputy chancellor. This scaffolded review process, though admittedly time-consuming, creates a process for ensuring there are sufficient resources allocated and budgeted for, as well as ensuring that any potential new programs are ultimately aligned with campus goals.

With this type of collaborative, scaffolded planning process in place, coupled with now-refined mechanisms for making enrollment, revenue, and expense projections, the university is well-positioned for longer-term strategic planning. The campus has begun to expand strategic planning beyond recalibrating the existing plan while focusing on one- and two-year goals to address the challenges within the previous strategic plan. These endeavors have included initial efforts at developing a fully functional academic master plan, launching the academic reorganization task force, and laying the groundwork for developing a new university strategic plan during the 2021–22 academic year.

Evaluation

UMass Boston routinely evaluates its mission, and by way of setting goals with both the President's Office and the university's chancellor, UMass Boston not only assesses its alignment with its mission each year, but also sets annual goals for the campus that make manifest the ongoing, dynamic nature of the work required to fulfill its purposes. Importantly, not only does UMass Boston set goals "developed in service of, and with a firm commitment to" its mission and values, but the university actively assesses its success in achieving those goals through year-end reviews and reporting. In the near term, once the university establishes its new strategic plan, UMass Boston's annual goals will be scaffolded within the institution's revised, comprehensive and long-term planning process.

As it pertains to evaluation of the "quality, integrity, and effectiveness of its academic programs," the university continues to develop vehicles toward that end. Since 2015, the institution has made some important, though still emerging, steps toward improving its culture of assessment since 2015. For example, from 2015 through 2016, committees worked to implement the recommendations of university's Strategic Planning Implementation Group (SPIG). Those committees included the Undergraduate Student Success Committee and the Graduate Student Success Committee. The Office of Institutional Research, Assessment, and Planning (OIRAP) worked with these committees to develop some baseline metrics for student success, such as time to degree. These efforts resulted in the creation of the retention and graduation rate [dashboards](#) on the OIRAP website. Therefore, the university now has a consistent mechanism for collecting, reporting on, and assessing baseline data on two significant, though by no means exhaustive, measures of our educational effectiveness.

Similarly, the university has refined its principal programmatic-level assessment tool, the Academic Quality Assessment and Development (AQUAD), which now explicitly evaluates its program's learning objectives, the program's evidence of its students' achievement of those objectives, and thus promoting the program's integration of its analyses into ongoing programmatic improvement. Likewise, at the individual student level, the university has set in place a series of targeted initiatives to remove obstacles to student progression and to increase student engagement. The primary means of assessing the efficacy of these efforts are detailed analyses of performance and success (D/F/W) rates in key courses and graduation and retention rates, coupled with additional assessments such as student and alumni surveys. These efforts have heightened the university's ability to respond to unique students and student populations and their individual circumstances and build systems and structures to support

student success in their educational pursuits. (For further detail on student-specific efforts, please see “Standard 5: Students” pp. 23–25.)

What remains to be done at the university is the development of a clear and comprehensive assessment strategy that informs *coordinated* quality improvement efforts. This strategy must begin with the establishment of a shared understanding of what programmatic and student-level educational effectiveness mean specifically at UMass Boston and how this understanding is framed by its unique mission. This effort is the work ahead. For AY20–21, the new chancellor has already set both student success and continuous improvement as two of the university’s five priorities. Together these two goals offer fertile ground for the university to develop a coordinated, comprehensive strategy that proactively defines, measures, and then improves upon the totality of the institution’s educational effectiveness. This strategy will first involve better evaluation of our success as an educational institution through the curricular—refining assessment of our general education curriculum to our capstones, as well as the co-curricular and the social—and through student activities, affinity groups, and internships. Having clearly established means and metrics for evaluating the essential components in our students’ educational experience, the university will then be better informed and more precise in its ability to respond and act on those findings.

It is in this light that the University Assessment Council (UAC) has reevaluated its composition and scope. Starting in spring 2021, the UAC will be co-chaired by the provost and joined by the associate director for assessment and institutional research, vice provost for student services and assistant chancellor for student success, and four faculty nominated by the Faculty Council. The scope of the committee includes reviewing all learning outcomes assessment plans; recommending pragmatic strategies for improving collection, sharing, and use of learning outcomes data; facilitating coordinated collection and sharing of learning outcomes data; coordinating sharing of data within Academic Affairs and with other relevant divisions on campus; and providing annual updates on continuous improvement of learning outcomes within and across academic units. With the chancellor’s charge specifically “to develop a 10-point action plan to improve retention and graduation rates, enhance student engagement, and support student well-being,” the evaluation culture at the university stands at a defining moment.

Standard 3: Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate, research and creative activity. It demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any other entity to be held accountable for meeting the commission’s Standards for Accreditation.

Governing Board

In accordance with the University of Massachusetts “Statement of University Governance” (T73–098), also known as the “Wellman Document,” the UMass system’s [Board of Trustees](#) holds “all authority, responsibility, rights, privileges, powers, and duties of organization and government of the University of Massachusetts as provided in Chapter 75 of the General Laws of the Commonwealth” but has formally adopted a “principle of joint effort” in governing the university. The board appoints the president of the UMass system, to whom the campus chancellors report and who serves as the “principal academic and executive officer of the University,” exercising executive authority over all campuses of the university: the University of Massachusetts Boston, the University of Massachusetts Amherst, the University of Massachusetts Dartmouth, the University of Massachusetts Lowell, and the University of Massachusetts Medical School. The board is endowed with broad responsibility to approve campus budgets and ensure that the campuses exercise appropriate stewardship of their assets; to oversee the

long-range and design plans of each campus; and to consider all policies relating to the university's relations to government at all levels and to "other segments of higher education." The board monitors the academic and financial performance of the campuses through a number of standing committees, cyclical assessments, and routine and pointed reporting and analyses.

The university system, in turn, falls under the broad authority of the Massachusetts Board of Higher Education (BHE), which acts under the authority of the Commonwealth to oversee all higher educational institutions, including community colleges.

Internal Governance

Internally, Chancellor Suárez-Orozco is the "chief academic and executive officer of the campus....[exercising] executive authority over the campus subject to the direction of the President." The chancellor is advised closely by both his cabinet and his senior staff. The chancellor also has an extended [Executive Leadership Team](#), including the members of cabinet, senior staff, all college deans, and a large number of senior administrators. It is important to note that UMass Boston has experienced leadership changes in many key administrative areas over the past five years. Not only was the new chancellor engaged in August 2020, but an interim provost was installed in the fall of 2017, and the deputy chancellor and vice chancellors for administration and finance, human resources, marketing and engagement, information technology, enrollment management, and advancement are all new to the university since 2017. This reconstitution of the campus leadership team has been indicated and supported by a number of unit administrative reviews designed to enhance the efficiency and efficacy of the university's administrative procedures.

Where the chancellor serves as the university's chief executive officer, the provost is the UMass Boston chief academic officer. As provost, Interim Provost McDermott is charged with ensuring the overall quality of its faculty and, thereby, oversees faculty hiring processes and performance assessment (the latter through the Annual Faculty Report, the fourth-year review, the tenure review, post-tenure review, and promotion processes for both tenure-stream and nontenure-track faculty). Similarly, the provost is responsible for the overall quality of the university's academic programming, overseeing both the Academic Quality Assessment and Development (AQUAD) process for programs and departments and the design and implementation of the Academic Master Plan, meant to align new program development strategically with campus priorities and resources.

Both the chancellor and provost have clearly defined means to solicit input and seek counsel from the faculty, staff, and students, thus ensuring the university's commitment to shared governance. The Wellman Document grants to the UMass Boston faculty "primary responsibility" for initiating recommendations on academic matters and faculty status, in accordance with the procedures set forth in the policy. University-wide, the [Faculty Council](#) is responsible for ensuring the effective coordination of actions taken by the governance units of the individual colleges or schools as they affect the university as a whole, for general education; for graduate programs (while the colleges and schools retain jurisdiction over their undergraduate programs); for reviewing and making recommendations regarding policies relating to admissions, instructional goals, and the library; for budget and facilities; and for planning and development of the campus. The faculty elect representatives to the Faculty Council. The elected faculty representative to the Board of Trustees also serves as a member of the Faculty Council. Faculty Council representation is further provided by the Professional Staff Union and the undergraduate and graduate student bodies.

In 2015, the Faculty Council constituted a committee to review its constitution and by-laws, with a particular emphasis on the status of nontenure-track faculty. In the current constitution, nontenure-track faculty members are not eligible for membership on the Faculty Council, although they are

permitted to vote in Faculty Council elections. The results of the constitutional review committee's work (which, *inter alia*, recommended that nontenure-stream faculty receive representation on the Faculty Council) were approved by the council in December 2020 and have been submitted to the full faculty for approval by referendum.

As noted above, as part of the university's ongoing assessment of its internal organizational structure, there has been significant reorganization of the college structure since 2015. The College of Public and Community Service has been decommissioned, with its programs and tenured faculty transferred into other colleges and schools; the former College of Advancing and Professional Studies (CAPS) has been reverted to a division of Continuing and Professional Studies (still CAPS) with oversight over winter and summer sessions and off-campus and off-hours instruction. Its degree programs have been transferred into other colleges and schools. Similarly, the School for Global Inclusion and Social Development is now embedded in the College of Education and Human Development; while maintaining its academic identity and brand as a school, administratively it now functions as a department-like entity. Also, as part of the university's ongoing organizational evaluation, in the fall of 2020, the provost launched an Academic Reorganization Taskforce, charged with engaging in a broad-based review of our academic structures and making recommendations regarding further potential academic reorganizations on campus. With keen focus on preserving academic quality and integrity of their programs, the task force was asked to "consider reorganizations that will result in rationalizations of administrative structures in Academic Affairs, enhancement of opportunities for academic and research synergies, building or bolstering sustainable budgetary pyramids within units, and achievement of economic efficiencies." The task force has been asked to make recommendations to the incoming provost and the chancellor by April 15, 2021.

Organizational structures on the university's administrative side have also undergone change in the last five years. The Information Technology unit, for example, which previously focused primarily on academic technology, assumed responsibility for administrative technology across campus as well and now reports to a vice chancellor, as does Human Resources. The Registrar's Office, which formerly was part of Enrollment Management, now reports to the provost. The Office of Global Programs was merged under the supervision of the vice provost for academic support services, and the former Government Relations and Public Affairs unit was reconstituted under a vice chancellor for marketing and engagement, following a comprehensive review of the university's external relations functions. As the result of a similar administrative review, the Office of Diversity, Equity, and Inclusion was divided into two separate units, one reporting to the chancellor and taking responsibility for programmatic and cultural enhancement objectives, while compliance functions have been relocated into the newly created Office of Civil Rights and Title IX that reports to the vice chancellor of human resources. Finally, the Athletics Department also was reviewed; decisions are pending as to how to implement the resulting recommendations.

With new leadership, and as UMass Boston devises a new, shared strategic plan, the university anticipates that further internal organizational shifts may be made prior to the next site visit in 2025 in the university's continuing effort to better align the university's "form" with its goals and, therefore, its "function" as an academic community.

Standard 4: The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Assuring Academic Quality

The university offers a full complement of college-level programs in recognized fields of study at both the undergraduate and graduate levels. Since 1999, its Academic Quality Assessment and Development (AQUAD) has been its chief instrument for assuring academic quality for undergraduate and graduate programs and certificates alike. The AQUAD assesses for programmatic quality, coherence, breadth and depth, sequence, and synthesis. The university has revised the [AQUAD Guidelines](#) since the 2015 site visit. Now departments are preemptively provided standardized data sets from OIRAP to inform their analyses, and every program must respond to (among others) three standard questions: “Does the department have articulated learning outcomes? What means are identified to measure student attainment of those outcomes?” and “How does the department use the assessment data on student learning outcomes?” This refinement of the university’s core assessment tool was intended not only to focus the analyses of the self-study but to reposition the AQUAD as a forward-looking process focused on program improvement.

All academic programs are administered by departments, colleges, and the Office of the Provost and Vice Chancellor for Academic Affairs, in accordance with constitutions/by-laws for the respective colleges/schools and (in turn) for individual departments within these colleges/schools. All new graduate programs, including online programs, after being approved “locally” at the college level, must then be reviewed and approved by Faculty Council. If approved by Faculty Council and the provost/chancellor, they are then submitted to the President’s Office for approval by the Board of Trustees, before then being forwarded to the Board of Higher Education for final approval. New undergraduate programs are subject to approval by their respective college senates and deans, then by the provost/chancellor, the Board of Trustees, and the Board of Higher Education. While the university restructured and rebuilt its financial infrastructure (as detailed in “Areas Identified for Special Emphasis #1,” pp. 6–8) in spite of projected growth of new programs outlined in our 2010 strategic plan, new program growth slowed after 2016 (the university added two PhD programs in 2016 and an MS in 2017), but by mid-2017, when the university ceased implementation of its 2010 strategic plan, the university also ceased adding new full-degree programs entirely while at the same time closing two programs and discontinuing three certificates that were no longer seen as viable and were therefore deemed to be unnecessarily straining limited resources and diluting core focus. Importantly, as in these instances and with the support of the university registrar, when UMass Boston decides to phase out any existing programs, it takes appropriate and preemptive steps to work with the faculty to inform students of the impending closure of the program and makes all necessary arrangements to allow students to complete their degrees through carefully orchestrated teach outs. In the case of program closure, the university notifies the University of Massachusetts President’s Office, which in turn notifies the Board of Higher Education. As already noted, the university is now in preliminary stages of developing a new strategic plan, which will necessarily integrate a new academic master plan that the deans began devising in 2019 at the provost’s direction. This new academic master plan will include both a comprehensive review of existing programs and a strategic plan for developing any new programs moving forward.

Undergraduate Education

All undergraduate programs consist of general education, major or concentration requirements, and unrestricted electives. Classically, each component amounts to approximately 40 academic credits toward the 120-credit baccalaureate degree—though some majors, especially in professional fields, expand beyond 40 credits, with a concomitant reduction in free electives. Competence in written communication is ascertained by the university’s Writing Proficiency Requirement, which is set at the rising junior level. Courses in the General Education Program and the particular majors ensure competence in scientific and quantitative reasoning, in critical analysis and logical thinking, in the

sciences and mathematics, in the social sciences, and in the historical, social, aesthetic, and ethical dimensions of humankind. Information literacy is taught with the support of the university librarians in the First-Year and Intermediate Seminars and further reinforced within curricula of individual majors.

General Education

The UMass Boston General Education Program's [goals and principles](#) are broadly to introduce students to subject matter and skills from across the university and to do so in ways that provide students with a strong foundation for success in future courses and in their career. All courses that are to be offered as part of the general education curriculum must be vetted by the General Education Committee and approved by Faculty Council. [General education requirements](#), which vary marginally across colleges/schools, are clearly articulated and their requirements are consistently enforced by the university's registrar.

The Faculty Council appoints the university's General Education Committee, which in turn oversees the program. Subcommittees of the General Education Committee are charged with developing and implementing assessments of its various components. The university expects a comprehensive review of the general education curriculum to begin and be completed by the time of the university's 2025 comprehensive review, when the commission's requirements will be revisited in light of the university's "definition of an educated person" and how best to prepare our students for the world in which they will live.

The Major or Concentration

Though new program development has slowed since 2015, in an ongoing effort to refine existing strengths within our curricula and maximize current faculty expertise, UMass Boston has added seven new concentrations and six majors to existing undergraduate programs—although most of these additions were approved prior to the moratorium on new programs that has been in place since 2017. Each new major/concentration is meant to heighten disciplinary focus of its students and was devised around clear learning goals to ensure mastery of knowledge in the unique area of inquiry. These additions were vetted and approved at the college level, then ultimately reviewed and recommended through the full range of shared governance processes, and then approved by the provost. Each new major and concentration is subject to the cyclical AQUAD program review process.

Graduate Programs

The intellectual demands and requirements of university graduate programs are subject to AQUAD review and are thereby part of the overall university assessment process. The design of graduate programs begins first with the department and college and then must be approved through the university-wide Graduate Studies Committee, which ensures the program design is curricularly coherent and aligned within the broader framework of graduate education and the university's current offerings and priorities. Additionally, the Budget and Long-Range Planning Committee reviews any new graduate program put forth for consideration by Faculty Council so as to ensure that proper infrastructure to both launch and sustain the programs is in place and/or planned for if approved. Graduate programs are overseen by faculty graduate program directors, who participate in the AQUAD reviews and ensure that regular assessments of student progress and learning objectives are achieved through intentionally staged, formative assessments in key courses as well as summative assessments typically in the form of a final project, thesis, or dissertation. These capstone works are meant to conclusively document graduates' acquisition of the requisite graduate-level knowledge and competence appropriate to their chosen field and discipline. Where appropriate, graduate programs prepare students to do independent research through a series of scaffolded research courses, and culminate in original research meant to contribute new knowledge to their chosen fields.

Integrity in the Award of Academic Credit

Award of academic credit and the awarding of degrees are assured by faculty governance, as approved by deans and the provost, and administered by the university registrar. UMass Boston undergraduates must successfully complete 120 credit hours (a minimum of 30 credits in residence), with a requisite 2.0 cumulative GPA to graduate. The university's undergraduate [graduation requirements](#) are made available on the website. Students and advisors are able to monitor student progress to degree through the university Degree Audit platform. Similarly, graduate programs set forth their own [requirements for graduation](#), which include at the master's level at least 30 semester credits, and typically at the PhD level 35–50 semester credits above the master's level credits. All graduate students, master's, and doctoral, must maintain a 3.0 cumulative GPA to graduate.

Course syllabi are included in both new program review and departments' AQUAD self-study, making them important evaluative resources for both their initial course approval as well as their department's cyclical AQUAD review. Because all new courses, undergraduate and graduate, must be approved through faculty governance, UMass Boston maintains clear oversight of the foundational components for which its students receive credit toward their degrees. The provost, upon recommendation by the Faculty Council, is primarily responsible for oversight for the standards of all academic programs (including certificates) and courses on campus. The registrar, reporting to the provost, serves as the university's principal conduit through which those credits are actually granted and posted to students' transcripts and degrees conferred.

Transfer Credit

The university also has clear procedures by which it evaluates credits for transfer from other institutions. These procedures involve implementation by the registrar in collaboration with the office of admissions, based on faculty evaluation of the syllabi of the courses to be transferred. In one important area, the Massachusetts Transfer Block, which brings credits from the associate degrees of public two-year institutions en bloc to count for credit in four-year institutions, is an agreement authorized by the Massachusetts Department of Higher Education, based on original determination of course equivalencies of faculty at all participating institutions. The university's policy on transfer of credit is publicly disclosed through its website and other relevant publications. (Please see "Areas Identified for Special Emphasis #3," pp. 9–11 for further detail on the transparency and efficiency of the transfer policy and process.) The university does not award credit for prior experiential or noncollegiate-sponsored learning, with two exceptions. One exception is the awarding of credit equivalence for prior military service under the [VALOR Act](#). Any credits awarded through this program are vetted through the university, again overseen by the registrar and admissions staff. The other exception is the waiver of the undergraduate second-language requirement based on examination administered by the language departments or arranged by the registrar or by documentation of a qualified expert in the second language. The university has authority for dual-enrollment courses, with university faculty either teaching or supervising instruction for those courses. The university approves third-party study-a-broad courses for transfer credit in advance of students' registration. The academic content of internships, independent study, and service-learning courses is approved and reviewed by the academic departments. In all instances in which credit for intermediate and advanced-level work is accepted from outside of the university, UMass Boston aims to ensure that teaching and learning meet the academic standards of the university.

For its graduate students, the university's transfer policy (posted on the website) is to accept up to six graduate credits in transfer. Faculty program directors, program faculty, and the dean of graduate studies are the final arbiters for accepting transfer credit at the graduate level.

To maintain clear expectations for both incoming and continuing students, all requirements for the university's academic programs, including policies on minimum academic standing, continuation in, termination from, and readmission to its programs are provided on the university's website and in the [Undergraduate Catalog](#) and [Graduate Catalog](#). The quality standards for achieving a degree at all levels are applied and enforced consistently for its matriculants, including its one off-campus program and its online programs.

The university has obtained commission approval for its singular off-campus program, the Registered RN-to-BS in Nursing Program at Cape Cod Community College. This program is overseen by our College of Nursing and Health Sciences, and the university's own faculty supervise its curriculum, delivery, and execution.

UMass Boston has a long and reputable history of offering online programs. All online programs are designed and developed by the departments or colleges/schools at the university and follow the same governance process for approval through Faculty Council as UMass Boston's on-campus, face-to face programs. Though the primary teaching and learning modality in an online program is decidedly different, the same expectation that all university programs cultivate quality and provide engaging teaching and engaged learning environments pertains as for face-to-face programming. Since the 2015 site visit, one significant change pertaining to online offerings has occurred at the university. In the summer of 2019, the administration of all online programs was moved out of the College of Advancing and Professional Studies, integrating these programs more fully with their respective academic departments, colleges, schools, and deans. Online programs continue to benefit from the support of the university's eLearning and Instructional Design team, a team of education professionals who assist faculty in designing their courses and ensuring they follow best practices in both design and delivery in the online modality. UMass Boston's online courses are housed within the LMS, Blackboard. To authenticate the identity of its students in these courses and programs, the university requires all students to log in using their unique username and password. Additionally, UMass Boston is currently in the process of implementing two-factor authentication for Blackboard, in order to further enhance student security and privacy.

Overall, the university remains steadfast in its oversight and assurances of the quality and integrity of the degrees it grants. The university is fortunate to have a well-established faculty governance system in place that holds this responsibility dear. This commitment has been absolutely essential through the challenges of COVID-19, which has forced the university to deliver its programs remotely since March 2020. Since then, though circumstances have been far from ideal, the university's commitment to quality has been unwavering. Beginning in the spring of 2020, the faculty and staff of the university have been engaged in developing systems and structures in this new remote environment (as well as assessing their efficacy through timely surveys and pointed studies) that remains centered around ensuring the primacy and quality of our teachers' teaching and our learners' learning.

[Standard 5: Students](#)

Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity, equity, and inclusion among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity and equity.

Undergraduate Admissions

UMass Boston's admissions team continue to set annual enrollment targets by program, residency, and type of student (first-year, transfer); clearly state and apply approved admission criteria consistent with state guidelines; proactively recruit a diverse set of applicants; provide access to a diverse set of applicants; and provide numerous services and supports both to assess student readiness and prepare students to succeed.

The university's mission statement expresses a "special commitment to urban and global engagement," a "multicultural educational environment," and a "broadly diverse campus community." The diversity of UMass Boston's student population's continues to grow:

- In fall 2020, students of color represented 55 percent of our (domestic) student body, an increase from 46 percent in fall 2014.
- Domestic undergraduates qualifying for PELL grants were 49 percent in 2019, up from 44 percent in 2015.
- Surveys of our undergraduates indicate that roughly 55 percent are first-generation college students.
- A recent [study](#) ranked UMass Boston the third most diverse four-year college campus in the country.

The admissions team continues to make efforts to ensure access to students throughout Massachusetts, especially those from urban areas. The university also continues to invest in recruitment efforts for out-of-state students, including through an expansion of the New England regional tuition [program](#), which (in combination with UMass Boston's new residence halls and revamped merit scholarship program) has increased first-year out-of-state enrollment over the past several years. The university's revamped undergraduate [merit scholarship program](#) provides scholarships to highly qualified students based on GPA and SAT/ACT scores (or simply GPA for test-optional applicants). One change to our international recruitment efforts is a new partnership with Shorelight Education, initiated in February 2018, to recruit international degree and non-degree students. This new partnership expands the reach of previous initiatives, including UMass Boston's longstanding work with Navitas.

Student Services and Co-Curricular Experiences

The university has a network of qualified professionals who support its students once they are admitted—from orientation leads and academic advisors to career counselors. Together, this network provides and makes widely available multiple programs and services focused on student support. The university has continued to make deep investments in supporting and monitoring student engagement and success, as described in the 2015 self-study and with focus on the following areas:

- **Cultivating supportive and engaging student experiences.** The university continues to invest in numerous learning communities to engage and support our students. These include first-year learning communities in each college, a [summer bridge program](#) for 300 at-risk students, a [Student Success Services program](#) supporting 500 at-risk students, and a [First-Year Leadership Institute](#) for aspiring leaders. In addition to these ongoing efforts, the institution has worked hard over the past several years to deepen our programs in student life, focusing attention both on our new residence hall community and our commuter population so that integration and belonging characterize both. Of those living in the residential halls this year, 83 percent of residents are satisfied or very satisfied (12 percent more said "neutral") with their housing experience, while 83 percent also indicated that they would recommend living in the residence halls. Key areas of investment have included the Dean of Students Office, the Counseling Center, wellness and recreation, student clubs and activities, community service, and housing and food security supports, all aimed at supporting residential and nonresidential student co-curricular life in the university's shift to a 24/7 campus. Additionally, the university has expanded student-life programming resulting in increases in

participation for Student Affairs-sponsored social and volunteer activities. Further, UMass Boston launched multiple technology initiatives (BeaconBot AI-powered chatbot, Here4U app) to increase its responsiveness to student questions and concerns.

- **Removing barriers to student progression.** The university has increased focus on key areas of need for its students, including ongoing efforts by Academic Affairs to resolve scheduling “bottlenecks” that impeded students from staying on-track, increased investments in financial aid, development of a retention grant initiative through which we will devote \$450,000 to helping students with outstanding financial balances, and intensive efforts within the Math Department to reduce student failures/withdrawals by improving structures and supports within gateway 100-level math courses.

Expanding career development opportunities. In 2019, the university launched the Professional Apprenticeship and Career Experience program (PACE) to provide students with highly structured, paid, career-relevant, on-campus work opportunities under the supervision and mentorship of staff and faculty. UMass Boston has also expanded its experiential learning coursework, for example through increased participation in Experience Boston, Future Scholars, and a Mellon grant program in the humanities.

- **Increasing focus on graduate student success.** Over the past several years, the university has redoubled its efforts to promote graduate student success. (Efforts to further enhance supports for graduate students and their success are discussed earlier and in greater detail in “Areas Identified for Special Emphasis #4,” pp. 11–12.)

We know we have much more work to do. A six-year UG graduation rate of 49 percent is unacceptable for our undergraduate students, and we must do better. We did not achieve our targets of reaching 80 percent one-year retention for the fall 2018 first-time full-time freshman cohort and 55 percent six-year graduation rates for the fall 2015 cohort. In addition, we know that achievement gaps continue to persist, and we must increase our focus on supporting at-risk students.

Our students graduate with less debt than graduates of peer institutions, but we must still do more to address the tremendous financial challenges faced by our students. We are proud of the work we’ve done to provide students with “High Impact Practices” (HIPs) through learning communities, student life, and experiential learning—but we have more work to ensure all students are deeply engaged and connected to their UMass Boston experience.

Standard 6: Teaching, Learning, and Scholarship

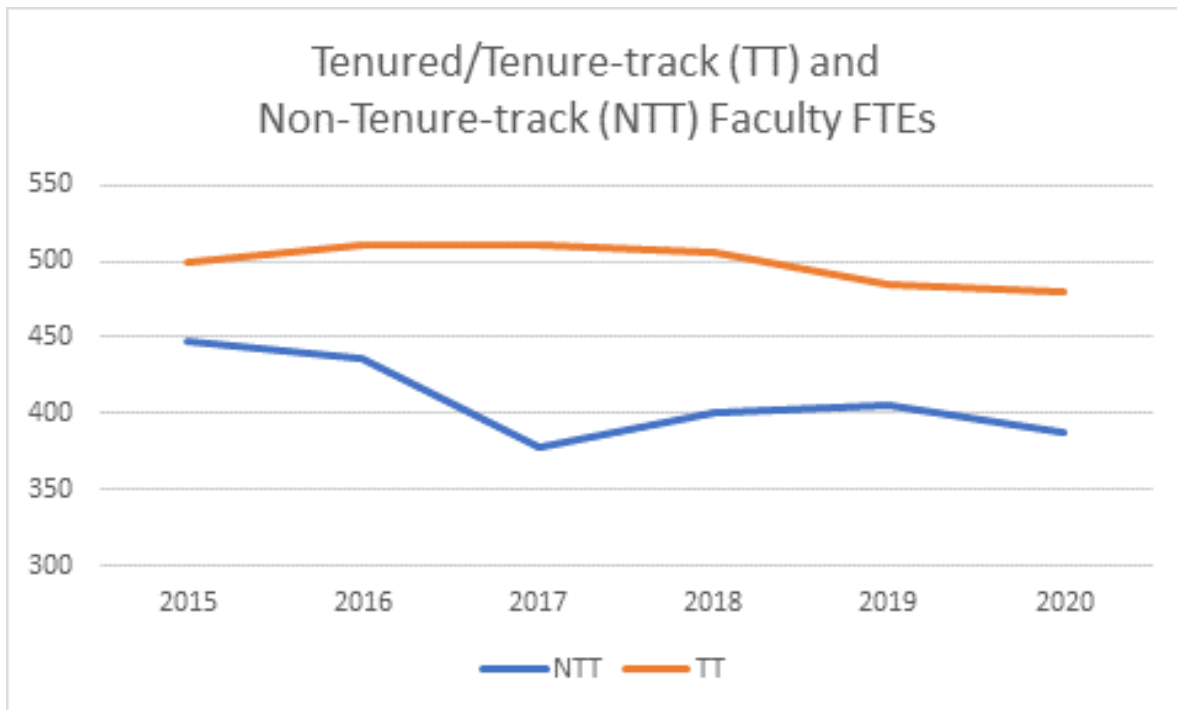
The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution’s mission. The institution’s faculty has primary responsibility for advancing the institution’s academic purposes through teaching, learning, and scholarship.

Faculty and Academic Staff

The faculty remain the university’s core strength and most critical resource, and UMass Boston has therefore worked very carefully to ensure it has the appropriate number and mix of faculty, who are both highly qualified and mission aligned. In 2015, the Evaluation Team noted the university’s increases in full-time faculty to 650, from 524 in 2010, and part-time faculty to 569 from 513. An aggressive hiring plan in line with the university’s strategic goal of reaching student enrollment of 25,000 by 2025 led to a peak of full-time faculty numbers (703) in fall of 2018. But, in light of both the fiscal crisis that had hit the university by then and decreasing enrollments that made the stated enrollment goal palpably unrealistic, a corrective was clearly indicated.

UNIVERSITY TOTAL		FTE	HC
	Part-Time NTT	179	398
	Part-Time Tenured	4	8
	Part-Time/Tenure-Track	1	1
	Full-Time NTT	209	209
	Full-Time Tenure - Stream: Pre-Tenure	122	122
	Tenured	353	353
	Total Tenure Stream	480	484
	TOTAL UNIVERSITY	868	1091

These totals represent a modest, targeted decrease in the number of tenure-stream faculty lines on campus from a high of 516 in 2017 to 484 in 2020, and a somewhat greater decrease in NTT faculty as visible on the graph below:



Throughout the implementation of the “correction,” the university continued to fill critical replacement lines—the majority within the department or college where the vacancy occurred, but with some inter-unit transfers, as indicated by shifts in student demand. In total, 23 new tenure-stream faculty were hired in AY19-20 (data from AY 2019-20 Goals Year-End Report and departments are recruiting on 25 lines during the present academic year (AY20-21).

hired in AY19-20 and departments are recruiting on 25 lines during the present academic year (AY20-21).

While student-faculty ratios have increased to some extent as a result of these reductions (from 16:1 as reported to IPEDS from fall 2015-fall 2019, to 17:1 in fall 2020), our present 17:1 student-faculty ratio aligns the campus better with other undergraduate campuses within the UMass system (reported fall 2020 IPEDS ratios were 17:1 for UMass Amherst, 16:1 for UMass Dartmouth, and 17:1 for UMass Lowell).

Also of note is the university's success over the past few years in increasing its percentage of full-time non-tenure-track faculty, in order to maximize this important instructional cadre's ability to devote their energies fully to UMass Boston students. The university has 684 head-count full-time faculty (TT and NTT combined), and 398 head-count part-time faculty. Head-count part-time faculty in fall 2020 represent 36.4 percent of its 1,091 head-count faculty, or 20.5 percent of its 868 FTE faculty. This percentage is down dramatically from the 46.7 percent reported for part-time head-count in 2015, with the result that approximately 65 percent of the university's courses are presently taught by full-time faculty.

The university has also built increasing protections for NTT faculty into its collective bargaining agreement over time, again with a goal of building a stable and committed NTT cadre. All NTTs appointed at 50 percent or more are benefited. NTTs at the rank of lecturer and above qualify for "continuing appointment" (appointments without an end date) after six semesters of continuous service at 50 percent time or more. After six years of full-time-equivalent (FTE) teaching (full time NTT faculty generally teach a 4-4 load), all NTT lecturers are eligible to be reviewed for promotion to the rank of senior lecturer, and again to senior lecturer II after an additional six FTE years of service. Each promotion comes with an increase in base pay. Continuing appointments and a robust personnel review process.

Overall, the university understands its success in growing and supporting its faculty body cannot be measured solely by the numbers of part-time versus full-time faculty, or by the ratio of TT faculty to NTT faculty. UMass Boston continues to examine how it defines the roles of faculty at various academic ranks and how each of these faculty groups contribute to the overall teaching and learning at the university, as well as how they are remunerated, valued, and supported. While there are always more improvements to be made, the university has made noteworthy strides since 2015.

The university continues through an "open and orderly" process for hiring faculty, to recruit, attract and retain highly qualified faculty. Since the last site visit, and in keeping with its commitment to recruitment and retention of a diverse faculty reflective of its student body, the university has instituted a strategy for emphasizing diverse hiring, reserving a minimum of 20 percent of available lines for recruitment of colleagues who add to faculty diversity. In fall 2020, our faculty was 25 percent (272/1091) faculty of color. While these figures exceed national averages, given that the university's student body is more than 50 percent students of color, there is still work to be done in building faculty diversity—and recent experience suggests that success in this area will be enhanced if we can find the means to increase starting faculty salaries.

Faculty personnel policies are established through the formal Board of Trustees' [Academic Personnel Policy, UMass Amherst & Boston](#) or The Red Book, which (in the context of retention by the chancellor/provost of appointing authority and by the Board of Trustees of authority for the award of tenure) grants primary responsibility (defined as "the right to initiate recommendations") for academic personnel matters to faculty. The local responsibilities for governing matters pertaining to personnel at the college and departmental levels are further elucidated in "[The Red Book](#)". Here along with asserting

the university's commitment to protecting and preserving the academic freedom of all faculty, standards for various matters including criteria and processes for promotion and tenure decisions are formally set forth and accessible. These, coupled with a faculty member's initial offer letter and the faculty collective bargaining agreement, ensure that faculty personnel policies, including contractual terms of employment and expectations for performance and promotion, are well-defined and transparent.

Faculty continue to have access to professional development opportunities offered through the Office of Faculty Development (OFD), both university-wide and college-based professional development funds, and trainings and mentoring. The Office for Faculty Development, in conjunction with other faculty resources like the Center for Innovative Teaching (CIT), provide faculty with a variety of trainings and workshops intended to enhance their practice as teachers and advance their work as scholars. The Graduate Teaching Program, Publishing Workshop, Mid-Career Faculty Research Seminar, and Mid-Career Planning and Promotion Workshop are examples of some of those regularly offered faculty supports. Additionally, having become a member of the National Center for Faculty Development and Diversity in 2018, UMass Boston has redoubled its efforts to provide all faculty and graduate students with career mentoring and coaching to boost research productivity. NCFDD's programs are especially geared to address issues affecting women and faculty of color.

Faculty participate in an annual peer-review process the Annual Faculty Report (AFR) to chart their scholarly pursuits, research endeavors, and creative activity. These reviews serve to assess faculty efforts as they align both with their respective ranks and roles and with the mission of UMass Boston as an urban research university.

Teaching and Learning

Through the cyclical AQUADs and in some cases external accreditations (e.g. AACSB, ABET, CCNE) as well as more frequent, informal annual reviews of students' achievement of learning objectives, faculty continuously monitor, assess, and refine curricula and pedagogical methods and approaches. Ongoing exploration of tested instructional techniques is supported by OFD and CIT. Examples of such ongoing supports include: Teaching Active Learning Faculty Seminars; an annual Conference on Teaching, Learning, and Technology; and regular forums and published online resources that address diverse teaching challenges.

With the onset of the COVID-19 pandemic and the university's emergency move to remote modality, the university has worked tirelessly to ensure that the quality of teaching and learning is not compromised, despite its decidedly altered modality. In conjunction with the Academic Continuity Taskforce (a summer 2020 taskforce comprised of faculty, staff, and students that was established by the provost to ensure ongoing quality of teaching and learning throughout the pandemic), members of the OFD, CIT, the university's eLearning and Instructional Design team, a Faculty Council working group, and student success professionals have unified in this effort. Informed by their advice and leadership, UMass Boston has reviewed on an ongoing basis the ever evolving faculty and student needs, provided supports responsive to those needs, and assessed the efficacy of these efforts to ensure that the learning goals of our academic programs and individual courses continue to be met. A sampling of the ongoing efforts to support teaching and learning and resources made available are captured through the university's [TEACH FALL 2020](#) initiative. Naturally, this work, as the community moves into a remote spring 2021 must continue to evolve in order to remain responsive to new needs identified in the months ahead.

Independently of the pandemic, of course, quality and consistency of teaching and learning are always at the forefront of the university's efforts. These concerns are evidenced through, for example, its

efforts to ensure ample offerings of required courses are available throughout the year so as to ensure its students progress toward a degree in a timely fashion. In many instances, especially in gateway English and math courses, UMass Boston runs numerous sections of the same course in the same semester. To assure consistency of content and learning outcomes in multi-sectioned courses, instructors (despite their variable expertise and approaches) teach toward shared learning objectives, reinforced through ongoing faculty trainings, workshops, and collaboration, and often through common syllabi and assessments and group grading. Similarly, at the program level, though students encounter a variety of faculty to add to the breadth of their experiences with different instructional approaches and expertise, their educational experience within the program (including throughout the major) is organized around clearly established learning goals and shared objectives.

UMass Boston provides graduate assistants to support faculty in large-enrollment classes. Additionally, student learning is supported by a well-trained cadre of professional advisors who work directly to support the students' success in their academic pursuits. These advisors for undergraduate are overseen by the vice provost for academic support services (see "Standard 5: Students", pp. 23–25 for more detail). Undergraduate students who have declared their majors are also advised by professional advisors within their colleges and faculty advisors within their major departments. For graduate students, each program is overseen by a faculty graduate program director who serves as the primary advisor to the students in the program. This network of faculty, teaching assistants, and professional advisors serve as the core network for ensuring the success of the university's academic endeavors.

Standard 7: Institutional Resources

The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

Human Resources

The university continues to employ sufficient and qualified personnel to fulfill its mission. Although widely publicized financial constraints beginning in 2017 required significant staff reductions, the organization has been thoughtful and intentional in conducting administrative reviews and reorganizing existing structures and resources to ensure continuity of essential functions. Though overall staffing levels were reduced from 2,399 in 2017 to 2,122 reported for 2020, the university has undergone an admittedly difficult, though necessary "right-sizing" of its resources to align more pointedly with its goals. Now the university is better poised to continue adding strength through key hires in strategic areas both in the faculty and staff meant to propel the university into the future.

Similarly, as noted above (page 25), reductions in faculty lines (both tenure-stream and non-tenure-track) throughout this time period were carefully designed to preserve instructional capacity where it was needed. Modest reductions have been made to the number of tenure-stream lines on campus, and somewhat larger reductions to the non-tenure-track cadre, but without major increases in the student-to-faculty ratio (as noted above, page 25).

Financial Resources

Since 2015, not only has the campus bolstered its own infrastructure, focusing on maintaining financial stability as detailed earlier in this report ("Areas Identified for Special Emphasis #1", pp. 6–8 and "Standard 2: Planning and Evaluation", pp. 15–17), but so too has the UMASS system. The system now

has a five-campus collaborative Financial Planning Working Group, launched in 2019, of which UMass Boston's VC for administration and finance is a part. This group reviews, analyzes, and projects for ongoing system-wide solvency, as well as ensuring each campus is accountable for its own financial goals. Integration, for example, of the UM-Plan Budget Software (which commenced in December 2019) now helps ensure data integrity, simplify client maintenance, and foster proper budget evolution. It established a single "source-of-truth" for reports, and the ability to analyze budget at the department level and consolidate at the college level. All data entered use the same methodology to ensure consistent quality. Managed by workflow functionality, data entry year-over-year is reduced as prior-year actuals and budget are preloaded.

In addition to having built more reliable systems to manage its resources and respond to financial and other contingencies, UMass Boston has begun adding or enhancing revenue streams to support its mission. Whereas in 2015 revenue generation was largely dependent upon enrollment and state allocations, in 2018 the university invested in developing a more sustained and sizable revenue source through its Advancement Office. In September 2018, a new vice chancellor for university advancement was hired who embarked on an office-wide reorganization. The resulting impact of this investment and reorganization has been a notable increase in philanthropic support. Over the past 10 years, donations averaged less than \$13 million annually. In FY19 Advancement helped garner \$23 million in gifts and pledges, and in FY20 netted a total of \$24.1 million. The large increase in FY19 helped propel the university to close the \$100 million campaign on time, and over goal, reaching \$114 million by June 30, 2019.

To date, UMass Boston remains fiscally stable and decidedly more so than in 2015. Though the onset of the Coronavirus pandemic interrupted the institution's progress toward achieving a 2 percent operating margin by 2023, the displacement of students did not have the impact it did with our sister campuses, because residential housing (handled at UMass Boston through a P-3 arrangement) is not a major revenue source for this campus. As a result, UMass Boston ended fiscal year 2020 with a 1.0 percent margin.

To illustrate the point made above about the university's improved practices in the area of budget planning and projections, however, it may be useful to elaborate a little on the planning that eventually culminated in this positive 1 percent margin. Budget office staff, in consultation with senior staff and the cabinet, originally estimated that, as a worst-case scenario, the challenges for fiscal year 2021 might potentially result in a nearly \$40M budget gap. Potential contributors to this gap included almost sure reductions in international enrollments and possible reductions to domestic enrollments that might ensue from students' responses to COVID in general and UMass Boston's early announcement that it would move to largely remote modality in fall 2020; potential of sizable reductions to our state appropriation (we were advised to plan for a reduction of 10 percent); auxiliary revenues reduced by remote operation; and increased costs related to the pandemic. This projected gap spurred identification of a new set of expense-reduction initiatives to be identified and a planned schedule for enacting them as needed. It is a testament to the systems UMass Boston has instituted since 2015 that by summer 2020 the university not only had scenario plans for achieving stability through this unforeseen crisis, dependent on which set of circumstances might hit us in actuality, but also had begun to execute key cost-reduction activities as we moved first into the fall 2020 and then into spring 2021. To our intense relief, the worst-case scenario in no way came to pass: the state appropriation is now planned to be flat from FY2020 levels, thereby restoring approximately \$13.7M in operating revenue to the university's annual budget projection; we enjoyed an increase rather than a decrease in fall enrollments; and operating cost reductions associated with remote operations for spring 2021 have further helped to close the gap. All these elements have combined to move us from projecting a worst-case \$40M shortfall to projecting a 1.0 percent margin for FY2021.

Information, Physical, and Technological Resources

Access to and dissemination of knowledge are, of course, at the heart of the work of the university, and UMass Boston's library plays a critically important role in achieving its instructional and research missions. In their 2016 report, the evaluation team highlighted some key areas for the university to focus on as it strives to ensure the library remains a reliable resource and information hub for our learning and research communities. Though the existing physical space itself continues to prove challenging, short of building an entirely new facility, the university has demonstrated a commitment to ensuring the library keeps pace with the demands of the modern university, through a series of modifications and scheduled updates. For further detail regarding the university's efforts specific to the library, please see "Areas Identified for Special Emphasis #5," pp. 12–14)

Over the past five years, the institution has added \$500M worth of **physical infrastructure** as part of the 25-Year Master Plan to ensure it continues to have sufficient information, physical, and technological resources to support its academic enterprise. Specifically, since 2015, UMass Boston has devoted energies and resources in enhancements to the physical infrastructure in the following areas:

- **Integrated Science Complex (ISC).** Opened in 2015, the first new academic building in nearly 40 years has advanced academic engagement and research with state-of-the-art research facilities. Providing 220,000 gross square feet of space, it features research and teaching labs, an infant cognition lab, a state-of-the-art vivarium, and the Center for Personalized Cancer Therapy.
- **University Hall (UH).** Opened in 2016, University Hall provides nearly 2,000 seats in state-of-the-art general purpose classrooms and teaching labs; faculty and staff offices; a café, student lounge and study spaces; as well as a theater, a concert hall, an art gallery, and other specialized spaces for the art, chemistry, and performing arts departments.
- **Residence Hall 1.** Opened in 2018, the residence hall provides 1,077 beds primarily for first-year students in flexible living and learning spaces, with vibrant indoor and outdoor commons and living-and-learning communities to enrich the residential experience, as well as dining commons for residents and the campus community.
- **West Garage.** In September 2018, the 500,000 square-foot garage opened, providing 1,400 on-campus parking spaces. A solar array was recently added to the top floor to enhance our campus's sustainability efforts.
- **Renovation to Existing Academic Buildings (REAB).** The REAB project provided for renovations to existing space in four buildings (Healey, McCormack, Wheatley, and Quinn). The renovations and program and service relocation (including the Data Center, Greenhouse, and Machine Shop) were completed in Summer 2020.
- **Substructure Demolition and Quadrangle Development (SDQD).** This project provides for demolition and removal of the buildings and a majority of the plaza substructure associated with the Science Center and pool. Demolition began in summer 2020 and will continue to 2022. The old structures will be replaced by a landscaped quadrangle providing panoramic views, a gathering space, and improved circulation among buildings.
- **HarborWalk.** UMass Boston's \$2.8 million HarborWalk Improvements and Shoreline Stabilization project was completed during summer 2015. Substantial improvements were also made to the Fox Point dock to expand the marine services facility and make it universally accessible.

UMass Boston also continues to develop and augment its technological infrastructure. By virtue of the dynamic nature of technology itself, the university has sought first and foremost to build up-to-date and relevant teaching and learning technologies responsive to the ever-changing technological needs of the campus. Currently the Information Technology Services Division (ITSD) employs over 95 staff to manage a campuswide access and storage network for students, faculty, and staff. ITSD supports

application services, client services, network infrastructure, systems information security, educational and instructional technology, and research computing; resources include AV hardware and software, the wireless network, an adaptive computing lab, Makerspace, a virtual (remote access) computing lab using Windows Virtual Desktop, the Blackboard learning management system, lecture capture and other tools that support teaching and learning. IT provides regular instructional technology training for students, faculty, and staff. The Service Desk offers daytime support for students, faculty, and staff via telephone, online, email, and walk-in.

The university has made substantial and pointed investments in its technology resources since 2015. In 2014–2015 the university replaced the entire wireless network, making it a reliable and trusted service with excellent coverage across all campus buildings, classrooms, offices, and social areas. As of 2020, the university is putting out an RFP to upgrade the entire campus network infrastructure. As for technology specifically related to teaching and learning, the unit remains highly responsive and has received enthusiastic kudos from all quarters for its response to the pandemic and the imperative for remote instruction and operation thrust suddenly on the campus in March 2020. Prior to the pandemic, for example, the university had added high-tech labs and classrooms and devised a strategic plan exclusively to support the research enterprise. Since March 2020, ITSD, in an effort to support all faculty and staff in achieving the university’s instructional, research, and service missions remotely, has launched a number of initiatives. Selected examples include:

- Introduction to new technologies to support remote/online learning—such as WaCom tablets, Document Camera, proctoring solutions.
- Investment in Chromebooks to meet the needs of students learning remotely.
- Institution of a laptop loaner program for students learning remotely and staff working remotely.
- Extensive training of faculty on teaching remotely and online, from a panoply of workshops to online training opportunities to group or one-on-one tutorials.
- Development of an Online Learning website to help grow the university’s online program; a training program to help faculty teach online; a site that supports student learning online.

With the university’s chief information officer now reporting directly to the chancellor, IT will create a strategic plan, expected to be actionable by AY21, to create a mission and vision, to identify goals and objectives, and to action them in ways aligned with the university’s overarching and soon-to-be-updated strategic plans.

Standard 9: Integrity, Transparency, and Public Disclosure

The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information including information about student success, that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

Integrity

UMass Boston endeavors in all of its dealings and with all of its constituents to both encourage and enforce its expectations of honesty, civility, and respect as foundational tenets of its community. Furthermore, as an institution of higher education, safeguarding the principles of free expression and exploration of ideas is paramount to not simply supporting, but promoting the diversity of our

students, faculty, and staff. The university, therefore, routinely assesses and updates core policies and procedures meant to ensure that these expectations are not only commonly understood, but consistently enforced and actively embraced.

As set forth by the Massachusetts General Court ([Chapter 75, Section 1](#)), UMass Boston is a public institution of higher learning of and for the Commonwealth and thereby is required to adhere to all federal and state regulations requiring nondiscrimination in education and employment. In addition to federal and state regulations, however, the [UMASS System](#) and [UMass Boston](#) itself has established further guidance and policies to promote honesty, integrity, and civility within our community, such as a conflict-of-interest policy, policies on conducting ethical research, as well as policies even more specific to the expectations of conduct for our faculty, staff, and students.

The Office of Human Resources (HR) at the university has well-established policies ([Human Resource Policies](#)) to safeguard our general community and promote their fair and equitable treatment. HR works closely with the respective faculty, staff, and graduate assistant unions ([Union Contracts](#)) to further support the university's specific campus constituents in their unique roles and responsibilities within the community. In addition to HR, the [Office of Diversity, Equity and Inclusion](#) works specifically to promote equity, diversity and inclusion in both education and employment at UMass Boston and provides ongoing trainings for the university faculty staff, and students. Specific policies pertaining to faculty are further articulated in the [Academic Personnel Policy, UMass Amherst & Boston](#) or "The Red Book," (also noted above, page 27).

Since the commission's last review, a new [Office of Civil Rights and Title IX](#) (OCRTIX) was established in 2019. This office oversees campuswide Title IX compliance efforts as well as investigations of all types of civil rights matters. Complaints now may be submitted to OCRTIX online, via the [portal](#) on the university website. Awareness has been raised regarding Title IX requirements by the introduction of sexual harassment training for all university faculty, staff, and new students, with additional training requirements for those faculty and staff designated as responsible employees for purposes of reporting sexual harassment to OCRTIX. Furthering our commitment to maintaining an environment of respect and nondiscrimination, a consensual relationships policy has been drafted and will be discussed with the union representing faculty members, all moving toward anticipated implementation anticipated by AY21.

Also since the last site visit, in 2017 the Division of Student Affairs reviewed and in 2018 renewed the [Student Code of Conduct](#). This code establishes common expectations for students and their conduct within the community, as well as explicating the university's policies for enforcing those standards. This code, coupled with the [Code on Academic Honesty](#), serves as the primary guideposts for our students as they navigate their educational experiences as ethical, honest, and respectful members of the university's community.

Transparency

The university continues to make pertinent Information about the institution, its programs, services, and resources available to all in a transparent manner. Information is freely provided to the public as well as to those students, faculty, and staff directly affiliated with the university. The primary medium for the dissemination of this information is the university's website, which includes information regarding key topics such as:

- The university's mission and governance;
- The composition of the student body;
- Resources and services available to support faculty, staff, and students;
- All academic programs;

- Co- and extra-curricular opportunities available to students;
- All university academic policies;
- University policies on [Student Rights and Responsibilities](#); and
- Cultural, social, and other activities available to resident and nonresident community members.

The university recently undertook a reorganization of its communications function designed to improve coordination among campus units in the management and dissemination of information. In 2019, the duties of the executive leadership position overseeing communications, which had been vacant for some time, were updated to align with the goal of improved internal campus communications, as well as external communication with constituents including prospective students, faculty and staff, alumni, and our community partners. In February 2020, the university hired a new vice chancellor for marketing and engagement, whose assigned priorities include a reorganization of the campuswide communications function to further enhance coordination and communication across units, while simultaneously tending to our outward-facing communications and information sharing.

Public Disclosure

UMass Boston has a well-established commitment to communicating ongoing and up-to date information about the university to its public. Because UMass Boston is a public institution, it is governed by [Part I Title X Chapter 66 of the Massachusetts General Laws](#), the Massachusetts Public Records Law. As such, UMass Boston has a designated records access officer, who is responsible for ensuring compliance with the public records law, including:

- assisting persons seeking public records;
- assisting the custodian of records in preserving public records in accordance with all applicable laws, rules, regulations, and schedules;
- preparing guidelines that enable a person seeking access to public records in the custody of the agency or municipality to make informed requests regarding the availability of such public records electronically or otherwise.

The university, predominantly by way of its website, provides detailed information regarding its admissions criteria and processes, its current student composition, programs offered, expected learning outcomes, and the faculty primarily responsible for the teaching and learning of its students. Similarly, the university, through the work of its Office of Institutional Research, Assessment and Planning (OIRAP), makes information publicly available via [dashboards](#) regarding enrollments and enrollment trends, student graduation and retention rates and trends, and other pertinent data. Similarly, coordinating efforts with the Admissions and Financial Aid Office, the university has a dedicated [student consumer information](#) page. Importantly, in line with our commitment to making the university accessible to our students, regardless of financial means, UMass Boston posts important information pertaining to the [cost of attendance](#), student financial aid, [loans](#) available, and student debt information, so that prospective students are able to make informed decisions about their education. Under the leadership of its new VC for Marketing and Engagement, the university anticipates further coordination with OIRAP to continually enhance the transparency with which we publicly share not only our mission and goals as an academic enterprise, but also our overall effectiveness in attaining those goals and thereby fulfilling our promise.

Standard 8: Reflective Essay on Educational Effectiveness

Introduction

UMass Boston provides a diverse and comprehensive approach to education that promotes learning at multiple levels including individual programs of study, academic departments, schools and colleges, and the campus as a whole. The university is proud to serve an highly diverse-population of students who arrive on campus with a full range of aspirations and goals through numerous pathways as first-time students, transfer students, and returning students. As the most diverse research university in the region, UMass Boston offers a significant array of learning opportunities and approaches for our students to engage with and succeed in their learning.

Educational effectiveness at UMass Boston is driven by the campus mission that includes a dynamic culture of teaching and learning with a special commitment to urban and global engagement in a multi-cultural educational environment that encourages our broadly diverse campus community (adapted from the UMass Boston Mission Statement). Building upon these commitments, the new leadership for the campus is emphasizing a renewed purpose in which “education is the indispensable tool for disrupting and overcoming the malaise of growing inequality—an ominous threat to the practice of democratic citizenship. In these times of great uncertainty, suffering, and economic upheaval . . . the University of Massachusetts Boston will endeavor to be the university of and for the city and the university of and for the times.” (Chancellor Marcelo Suárez-Orozco, August 3, 2020).

The overall approach to assessing the educational effectiveness is a progressive work of continuous improvement that has made great strides in the last few years to better generate and use evidence to inform institutional decision making. Historically assessment was very localized within the various programs and learning experiences that serve the students who come to UMass Boston through diverse pathways. In 2010, as part of a broader strategic planning exercise, the campus became increasingly focused on a more tactical, comprehensive, and coordinated approach to assessing educational effectiveness. Subsequently, and as noted in the self-study for NEASC accreditation in 2015:

Through the successful implementation of the initial phases of its strategic and master plans, the university has seen the value of the integrated approach these plans represent. As it proceeds through the next five-year phase of the strategic plan, . . . implements organizational restructuring recommendations, and develops data tools for better decision making, it will continue to assess the effectiveness with which its planning and evaluation systems support the achievement of its mission and vision. (UMass Boston 2010 NEASC Self-Study, p. 36)

Despite significant leadership transitions and major financial shifts required to steer the campus to a more stable and financially sound future (a key component of being able to design, implement, and assess continuous improvement in UMass Boston’s educational effectiveness), UMass Boston has made significant strides in this area. The progress has resulted in a number of significant improvements described below that are the cornerstones of the new campus leadership’s priorities for improvements in assessment and the use of data to inform institutional decision making, particularly as it pertains to educational effectiveness.

It is important to note that in addition to the ongoing efforts to improve educational effectiveness, the COVID-19 pandemic has generated a significant number of pivots for ensuring educational effectiveness. Throughout the period beginning in mid-March, 2020, UMass Boston has shifted to a primarily remote mode of instruction in order to protect the health and safety of the campus community. Thus, for the second half of the spring 2020 semester, all campus-activities became primarily remote with some research labs and activities resuming throughout the summer of 2020 and approximately two percent of courses having some face-to-face component throughout the 2020–21 academic year. This situation has necessitated generating additional surveys and data gathering efforts to assess how students were adapting to the challenges of the pandemic. These

data gathering efforts have been coordinated campuswide by committees with broad representation from across the campus.

Description: Approaches to Assessing and Improving Educational Effectiveness

The past five years have seen the purposeful efforts to make academic and institutional decision making better informed by relevant and accessible data at multiple levels. Indicators of student learning, success, and achievement are aligned with the university's mission and exist for all students at every level and across all academic units. The growing body of evidence on educational effectiveness at UMass Boston informs on- and off-campus constituents about the evolving strengths and areas for improvement with regard to student success and educational effectiveness. Thus, a full spectrum of key campus leaders, offices, and committees now have access to and utilize evidence of educational effectiveness. These include the chancellor, provost, other vice chancellors, the deans, and instructional development and student support units within the full range of academic units, academic support services, and student services. These individuals and groups are also essential collaborators in these assessment efforts and increasingly use results to inform their contributions to undergraduate and graduate learning.

In particular, the campus has increasingly focused on the assessment of student learning outcomes which allows faculty to evaluate the effectiveness of academic programs. Given the historical dedication of UMass Boston faculty to teaching high quality courses, learning outcomes assessment provides an important tool for program improvement. It is aiding the campus to better articulate and clarify goals for students and share those goals with students so that they may become more active partners in their courses of study. Learning outcomes assessment is also helping to facilitate improved understanding regarding which pedagogical practices and curricular programs are most effective in enabling students to achieve mastery of their programs' goals. Student learning outcomes assessment is thus intimately tied to UMass Boston's commitment to its students and their success. It is important to be clear, however, that outcomes assessment, is focused at the program and not the individual level. Outcomes assessment is not the evaluation of any individual faculty member, course, or student. Rather, articulating learning goals and assessing the program's effectiveness in helping students achieve them facilitates each department or program to develop a shared understanding of its goals and how best to achieve them through data-informed decision-making and actions.

UMass Boston has certainly taken steps to refine its tools for assessment of educational effectiveness, and the overall orchestration of those tools and systematic implementation is continuing to be enhanced. The institution has made significant strides to improve its approach to assessment in ways that incorporate structural and cultural changes that (a) address pressing needs to better utilize data in decision making and (b) lay the foundation for a sustained effort to continually improve educational effectiveness. As noted in Standard 2, the Office of Institutional Research, Assessment and Planning (OIRAP) has made significant progress in developing some baseline metrics for student success, resulting in the creation of the student success [dashboards](#) on the OIRAP website. These dashboards provide data at the campus level, but can be sorted by academic unit and a variety of student characteristics.

Aligned with the move to have better data that can be more consistently used across programs and academic units, is the move to improve the use of data for the purposes of on-campus program review. The primary vehicle used for the review of academic programs is the Academic Quality Assessment and

Development (AQUAD) process, which is the UMass system's primary mechanism for academic department/program (hereafter referred to "department") review. Overseen by the UMass Board of Trustees, the AQUAD dictates an academic unit's self-assessment, external peer assessment, and internal administrative assessment processes.

Occurring on a regular cycle, the AQUAD is a well-known fact of departmental life at UMass Boston. However, it was clear as the campus improved the collection and sharing of core data that the AQUAD process was in need of updating given that the guidelines has not been updated since 1999. Hence, the guidelines were updated during the 2018–19 academic year. Most importantly, there was a recognized need to revitalize the AQUAD as a meaningful form of department self-evaluation and improvement. The effort to improve the guidance provided for UMass Boston's implementation of AQUAD reviews included numerous intended improvements, chief among them:

- to refocus the AQUAD on continuous department improvement featuring curricular innovation and faculty development, connecting it to ongoing self-evaluation across the seven-year cycle; and
- to position the AQUAD as a forward-looking process focused on program improvement rather than backward-looking process focused on program definition.

In doing so, every program must respond to (among others) three standard questions: Does the department have articulated learning outcomes? What means are identified to measure student attainment of those outcomes? How does the department use the assessment data on student learning outcomes? Moreover, as part of these changes all departments are now provided with standardized sets of data in advance that provide a common and consistent base for the self-study evaluation across all participating programs and departments. In addition to those data, each participating department can also make specific data requests to OIRAP for a variety of data and reports specific to their unique aims and diverse learning contexts.

Selected academic programs engage in comprehensive evaluation through external national- or state-level accreditation bodies specific to professional content and practices. These efforts represent a voluntary, self-regulatory process and stand in lieu of the required AQUAD process. Examples of accreditation bodies include the Commission on Collegiate Nursing Education, the American Psychological Association, the Council for the Accreditation of Educator Preparation, and ABET. This includes 3 programs in the division of Continuing and Professional Studies (CAPS), 19 programs in the College of Education and Human Development (CEHD), 1 program in the College of Liberal Arts (CLA), 8 programs in the College of Management (CM), 6 programs in the College of Nursing and Health Sciences (CNHD), 7 programs in the College of Science and Mathematics (CSM), and 1 program in the McCormack School of Policy and Global Studies (MGS). All programs, regardless of modality and location, participate in either the AQUAD process or a specialized accreditation review.

While AQUAD is the primary process by which each program and department focuses in a formal data-informed review of the learning outcomes that are specific to their students, the core data that is stewarded by OIRAP informs those reviews and is utilized campuswide in a variety of consultative and decision-making forums. OIRAP is overseen by the provost, but works closely with other key divisions across campus including the Chancellor's Office, Student Affairs, Enrollment Management, Athletics, Administration and Finance, and University Advancement. Within the realm of academic affairs, the Dean's Council provides a forum for decision making and coordinated guidance across academic units. The Office of Graduate Studies also supports and coordinates assessment issues through a variety of mechanisms including through regular collective sharing of information and meetings with the graduate program directors (GPDs). The Office of Faculty Development (OFD) uses assessment data to inform its programming and the vice

provost for academic support services ensures that academic support services is heavily involved in data-informed educational effectiveness efforts. Faculty Council is regularly apprised of key assessment issues and oversees key standing committees including the General Education Committee, the Academic Affairs Committee, the Academic Technology Committee, and the Graduate Studies Committee. Senior administration has also launched two committees to focus on student success—the Undergraduate Student Success Committee and the Graduate Student Success Committee.

Findings and Analysis: Campus-wide Educational Effectiveness

UMass Boston engages in a wide range of data-gathering and assessment activities as part of an ongoing effort to continuously improve educational effectiveness. The following subsections provide an overview of key efforts in this regard while highlighting key findings from various data and assessment efforts that directly inform educational effectiveness.

Retention and Graduation

While each of the academic programs has specific learning outcomes, the campus as a whole is monitoring key indicators of student success including first-year retention, four-year graduation rates, and six-year graduation rates for undergraduate students, as well as retention and graduation rates, along with time-to-degree for graduate students. These data are augmented by cyclical assessment of student engagement and tracking of alumni outcomes.

Over the last five years, the key indicators for retention and graduation have been relatively stable with slight year-to-year variations. For example, first-year retention of undergraduate students has hovered between 75 percent and 78 percent for the last five years, with retention into the third-year remaining at 61 percent to 63 percent. There have been similar patterns of relative consistency for the four-year graduation rate and the six-year graduation rate. The campus has worked to make the following improvements in the domain of student success as of the most recent full-year data from the 2019–20 academic year:

- Six-year graduation rate for first-time full-time freshmen (FTFTF) rose from 48 percent (2012 cohort) to 49 percent (2013 cohort).
- Four-year graduation rate for FTFTF rose from 26 percent (2014 cohort) to 27 percent (2015 cohort).
- One-year first-year retention rate declined slightly from 76 percent (2017 cohort) to 75 percent (2018 cohort).
- Our one-year transfer retention rate was roughly the same from the prior year, declining from 72.7 percent (2017 fall cohort) to 72.4 percent (2018 fall cohort).

However, we are making progress, which is observable in these metrics:

- The university's fall-spring first-time, full-time freshmen (FTFTF) retention rate held steady at 91 percent between the fall 2018 and fall 2019 cohorts, a promising sign that we are on track to begin reversing the decline in our FTFTF one-year retention rate.
- The university's one-year transfer retention rate increased from 85 percent (fall 2018 cohort) to 87 percent (fall 2019 cohort), another promising result.

At the level of graduate education, UMass Boston has been looking at completion rates (defined at 150 percent time using the IPEDS definition), which have ranged from 69 percent to 72 percent for master's degree programs where the average time to degree has consistently remained at 2.0 years. At the

doctoral level, first- to second-year retention rates have been consistently at 93 percent to 94 percent and though graduation rates have recently dropped from 46 percent to 37 percent, a potentially concerning data point that is being closely monitored as we move through the pandemic. The average time to degree completion for doctoral students has ranged between 5.2 and 5.4 years. The data for first professional programs indicates a graduation rate ranging between 75 percent and 71 percent over the last three years.

When the coronavirus pandemic upended campus operations and our community's daily lives in mid-March of 2020, our student success work took on a renewed urgency. We worked to develop new initiatives and engagement strategies to better support students remotely and to address the personal and economic turmoil that impact their academic success. While we anticipate that the pandemic may negatively impact our retention and potentially graduation rates this year, we are working aggressively to counteract its effects.

There is clearly work to be done to improve these outcome indicators. The changes in the AQUAD process along with enhanced collection and analysis of other data points (see below), and ongoing enhancements have all been developed with a keen focus on how best to improve student success indicators as an important key outcome of educational effectiveness.

Evidence from AQUAD and External Reviews

The outcomes of AQUAD and other external processes have both affirmed areas of exceptional practice in terms of educational effectiveness and provided a basis for launching data-informed improvements. The results from some recent AQUAD site visits illustrate some of the ways in which the AQUAD process informs educational effectiveness at the department and program level. For example, in some departments and programs the reviews have been positively affirming of the quality of educational effectiveness. For example, the Department of Anthropology just completed their review in 2019–20 and were noted by the external review team for their “Tightly designed curricular mapping, direct assessments of learning objectives throughout the curriculum and at pivotal junctures in the curriculum, i.e. ANTH 345 (Theory Course) and ANTH 425 (Capstone Course); indirect assessments, i.e. entrance and exit surveys and post-graduation surveys.”

Even where reviews are quite positive, they have been utilized to facilitate further improvements. A review of the PhD in Nursing in 2018 found that the department has a clear Systematic Evaluation Plan (SEP) that provides PhD Nursing Program Outcome Measurements and benchmarks. The SEP has been carefully structured, and it has generated findings of high degrees of student satisfaction. As the SEP was recently implemented, the reviewers encourage more complete implementation, including surveying part-time students. They also suggest the implementation of a benchmarking project that would assess students' career placement.

The Mathematics Department conducted their review in 2017–18 and the summary findings included the following:

As a focus of this AQUAD cycle, the department has developed clear learning outcomes. The department has not implemented direct curriculum assessment, but has highlighted the topics of rigor and relevance as issues to be addressed in its curriculum. The curriculum committee has created a major proposal to revise the mathematics major and, as part of the revision, plans to assess the new curriculum as it is implemented.

The Mathematics Department used the feedback from the review to modify the major and implement a

yearly review of learning outcomes based on feedback from the capstone class. These are some examples of the ways in which AQUAD and other specialized formal reviews are continuously informing educational effectiveness at the department and program level.

National Survey of Student Engagement (NSSE)

UMass Boston also utilizes the National Survey of Student Engagement (NSSE) surveys to assess student opinions about academics and student life at their universities. These surveys not only provide campus-based data, but enable the university to benchmark itself against national peers. First-year and senior students take the survey to share their experiences as undergraduates. Thus, NSSE results serve as a key element of institutional assessment and program improvement at UMass Boston. This survey helps measure how UMass Boston is doing compared to other similar institutions and identifies areas where we can improve the quality of student life on campus. UMass Boston typically participates every three years in gathering NSSE data.

The most recent reports indicate that the campus, similar to graduation and retention data, remains relatively stable over the past six years with regard to indicators of student engagement. In terms of engagement indicators, first-year students have reported slight decreases in engagement indicators such as higher-order learning, reflective and integrative learning, and quantitative reasoning. However, they have reported slight gains in time spent preparing for class, course reading, and assigned writing. These are similar to the findings from the senior survey, although the seniors reported slightly less time engaging with course reading and reported a slight increase in being challenged to reason quantitatively. There is a slight drop in the percentage of first-year students in terms of learning with peers, but this is stable over time for seniors. Overall, quality of interactions appears to have improved and students also report improvement in the supportive environment of the campus. There is also a slight decrease in participation in high-impact practices (e.g. service-learning, research with faculty, internship/field experience). UMass Boston results on the NSSE survey are comparable to other urban university peers.

It is unclear to what extent any of the slight decreases across these data points are due to changes in the campus experience or changes in the profile of the students. However, it is worth noting that the most recent survey was completed in spring 2020 as the COVID-19 pandemic was disrupting the campus, requiring a rapid shift to remote experiences and curtailing many routine opportunities and practices. The campus is delving further into these data and conducting additional assessments to better understand these trends.

Graduating Class Survey and Alumni Outcomes

The campus also utilizes an annual exit survey to learn more about graduating student experiences and aspirations. These data provide imperfect, but additional opportunities for better understanding our students as graduates. Graduates are generally satisfied with their experiences at UMass Boston, with 76 percent of graduate students and 66 percent of undergraduate students reporting that their experience was excellent or good. Graduate students are more focused on their particular academic program and 85 percent of these graduates are satisfied or very satisfied with their degree program.

The campus is also monitoring the success of students in pursuing higher degrees and over the last three years, there has been a slight drop in those aspirations for undergraduates (19 percent to 16 percent) and a slight increase for graduate students (13 percent to 17 percent). Given UMass Boston's mission, the extent to which graduates pursue mission-related paths (e.g. Peace Corps, public citizenship, global citizenship) is important. In this regard, 16 percent of undergraduates and 41 percent

of graduate students report engaging in these career activities upon graduation. In terms of being employed in an occupational position related to their studies at UMass Boston, 75 percent percent of undergraduates reported success in doing so and 90 percent of graduate alumni reported similar success.

UMass Boston students are successful at passing professional licensing examinations with a 100 percent pass rating on the Massachusetts Test for Educator Licensing and the Praxis II exam for school psychologists, over 95 percent pass rate on the national licensure examination for registered nurses.

Assessing the Residential Experience as a New On-campus Learning Environment

The opening of the campus' first residence halls in 2018 has been an important strategic initiative for the campus. The residence halls provide new opportunities to engage students and improve student learning through a wider range of collegiate experiences. Extensive surveying of students provides survey data that indicate that 83 percent of residents are satisfied or very satisfied (12 percent more said "neutral") with their overall housing experience, a marked increase from the prior year. In addition, 83 percent of residents indicated that they would recommend living in the residence halls. Yet, assessment data also showed lower initial retention rates than expected from the first residential students. While we are still investigating the reasons for this, it has been clear that increased efforts to engage the residence halls as effective educational environments is a priority. Thus, the campus is working to improve student engagement on campus, through the opening of the new residence hall, development of 24/7 services, and growth of on-campus activities and co-curricular programming.

Additional Assessment Analyses

While UMass Boston has been engaging in considerable effort to improve these fundamentally important student success indicators, the campus has been delving deeper into understanding factors that influence student success. A partial list of key analyses that have been conducted within the last five years includes:

- Effect of Registering Late on Student Retention (2016)
- First-Time Freshman Student Success across Colleges (2016)
- Student Success Measures across Admit Types at UMass Boston, Fall 2009 Cohort (2016)
- The Impact of High School Grade Point Average on Student Outcomes (2016)
- Effects of Withdrawing in the First Semester on Graduation Rates (2015)
- Student Success Measures for Ross Center for Disability Services at UMass Boston, 2009-2015 (2016)
- Transfer Student Retention and Graduation Rate (2017)
- Socioeconomic Factors and Student Retention (2018)
- Measuring the Success of Community College Transfer Students (2019)
- Tracking Undergraduate Student Success for International Students at UMass Boston, Fall 2018 (2019)
- Declaring a Major and Student Success Measures for the Undecided Students (2019)
- Major Switching Analysis Fall 2011 Cohort (2019)
- Impact of Remote Learning (2020)

Appraisal and Projection: Improving Educational Effectiveness

The improvement of collection, dissemination, and use of data to inform institutional decision making and improve educational effectiveness is the foundation for a number of key activities and approaches to developing a more cohesive, coordinated, and sustained approach to improving educational effectiveness across the entire campus.

Each year UMass Boston not only assesses its alignment with its mission, but sets annual goals for the campus that make manifest the ongoing, dynamic nature of the work required to fulfill its purposes. For example, in AY19–20, the university began its year and set out to meet its goals with this reminder:

As we contemplate our goals for 2019–20, it is worthwhile to remind ourselves of the purposes we try to serve and the values we embrace. Each of us has a particular take on the mission of UMass Boston. Here is one way to express our “true north”:

UMass Boston was born to serve an urban population, especially students from low income, first-generation college families and embraces people from all walks of life. Beacons seek an excellent and affordable education, enriched by critical thinking and intellectual vitality. Students look to us to facilitate the acquisition of knowledge that will enable them to realize their dreams, enable upward mobility, and lead to a rewarding life, however they define it. (UMass Boston AY19–20 Goals)

As noted previously, the university has refined the AQUAD process and tools in order to better evaluate programmatic learning objectives, the program’s evidence of its students’ achievement of those objectives, and promotes the program’s integration of its analyses into ongoing programmatic improvement. The other data collection efforts support AQUAD, but also provide a shared foundation to address educational effectiveness at the individual student level. To this end the university has developed numerous targeted initiatives to promote student progression and increase student engagement. These efforts have heightened the university’s ability to respond to unique students and student populations and their individual circumstances and build systems and structures to support student success in their educational pursuits. (For further detail on student-specific efforts, please see “Standard 5: Students” pp. 23–25).

The data from the multiple sources described above have indicated some key areas for attention that have generated significant activity aimed at improving educational effectiveness at UMass Boston across the entire campus. The description of activities below focuses on campuswide initiatives that cut across the specific programmatic improvements driven by AQUAD. These are works in progress that we have recently begun and that need to be more fully developed, but are evidence of the types of data-informed strategies that UMass Boston is aggressively pursuing in order to enhance educational effectiveness. Key activities include:

Early-warning Predictors

Given concerns about the challenges associated with improving retention, it became clear that students needed proactive outreach. Thus, a series of retention campaigns using early-warning predictors supported by analytic technology were introduced, including:

- Salesforce Customer Relations Management (CRM): Salesforce technology can now be used by advisors to communicate with students about early alerts (see below) and provide targeted outreach to students who have not yet registered for the fall semester. This tool enables advisors to more easily manage their caseload of students, reducing administrative burden and providing real-time data and facilitating proactive student communication.
- Early alerts: In fall 2018, the university launched an initiative in which faculty provide mid-term feedback on student performance to enable additional encouragement and support for students. More than 8,000 early alerts were provided to over 5,000 unique students by 170 faculty members in the pilot effort.

An additional 7,000 alerts were provided in the spring during the second implementation of this initiative. Feedback has been very positive from students, advisors, and faculty.

- Predictive analytics: Using 10 years of historical data, Civitas Learning developed a predictive analytics system to identify at-risk students before they experience consequential academic difficulties, or conversely on the occasion of a particularly successful semester, and provide a platform for advisors to communicate proactively with them. For example, 2,000 students were sent a “kudos” message by their deans because they did well academically, to increase their sense of connection to the campus.
- Registration campaign: Spring 2019 and fall 2019 semesters saw UMass Boston create campaigns using text messaging, email, and phone calls to urge students to register, to offer support for removing registration holds, and to provide advising support in choosing classes.

Removing Barriers to Academic Progression

Student data also identified that need to remove barriers to student progression that transcended any one particular program or area. Thus, the following initiatives have been launched:

- Reducing course bottlenecks: An intentional effort to eliminate course bottlenecks and increase access to critical gateway courses assisted students with on-time progression. \$600,000 was reallocated in the Fall 2018 semester to ensure that the university’s largest-ever freshman class would have access to required gateway courses in English, math, and the sciences.
- Micro-grants: The university invested in micro-grant programs designed to support students facing financial crises. 100 students received approximately \$65,000 in funding. Students who received one small retention grant (less than \$500) were 10 percent more likely to return for the spring semester than similarly situated applicants who did not receive funding.
- Reducing DFW rates: The university’s math department undertook an effort to address the high DFW rates in introductory math classes, nationally a barrier to progression and graduation. They strengthened and expanded supplemental instruction for struggling students, examined the relationship between placement exam scores and course grades, increased coordination across sections of large multi-section courses, and launched a spring pilot in the gateway calculus course.
- Need-based financial aid: Student clearly indicated that financial challenges were inhibiting their ability to remain enrolled or dedicate time needed for academic work. Thus, need-based financial aid (exclusive of merit aid) was increased by four percent in FY19, which was larger than the university’s rate of tuition and fee revenue growth of 0.8 percent. This represented an increase of about \$800,000 over FY18, for a total spend on need-based financial aid (exclusive of merit aid) of nearly \$22 million.
- Significant attention has also been given to undergraduate advising effectiveness through common practices, tools, and metrics.
 - Common tools: Salesforce CRM enhances advisors’ day-to-day student support activities, enabling advisors to take and reference notes on student interactions, collaborate across offices as students progress in their careers, and manage the advising workflow by creating and assigning tasks.
 - Consistent caseloads: The university rebalanced the allocation of advisors to each college, ensuring that resources are spread more

- equitably across our campus and that advisors in different colleges are managing similarly sized caseloads. These efforts have resulted, for example, in three new full-time advisors within the College of Science and Mathematics, where student-to-advisor ratios significantly exceeded the target (based on national best practice) of 300:1.
- Common survey metrics: The university's college advising directors collaborated in the development of a common survey tool designed to gather feedback from students on their interactions with advisors.

Enhancing the Residential Experience

In response to data gathered about the new residential hall experiences, the campus developed a "living learning community" focused on first-generation students in the residence halls; more targeted engagement strategies for out-of-state residential students; and increased connection to academic support and major/career exploration, particularly for undecided students. New nighttime and weekend programming was added with measurable increases in participation in the Student Arts and Events Council's activities, Beacons at Night, and OSLCE (Office of Student Life and Community Engagement) volunteering hours. An innovative "Beacon Rewards Program" was introduced, where students can "tap in" to events in order to accumulate points and win prizes. The purpose is to generate enthusiasm for student activities and to be able to gather data on participation. More than 4,000 students tapped into one or more events. Once the campus moved to remote operations, we worked diligently to create virtual engagement opportunities to keep students connected to the UMass Boston community.

In fall 2020, the campus launched Here4U, a support app that connects students with staff best positioned to resolve issues or answer questions. Since its launch, Here4U has serviced more than 600 student questions and has achieved a nearly 90 percent satisfaction rate.

Expanding Internship and Career Opportunities that Are Aligned with Academic Programs

The results of some AQUAD reviews and some findings from the NESSE data, along with the need to improve employment aligned with field of study has led to increased attention to career services. A new initiative called the Professional Apprenticeship and Career Experience Program (PACE) provides students with highly structured, paid, career-relevant, on-campus work opportunities under the supervision and mentorship of staff and faculty. It was launched this year with a \$2.3 million donor commitment and was piloted with a dozen apprenticeships across three divisions during the spring semester. The pilot launch coincided with the campus's move to remote operations; the apprenticeships pivoted to "work from home," truly providing students with a real-world experience and creating a strong connection to the university among participating students. The pilot continued into the summer, adding five new roles and will continue to expand in the fall. After students complete their apprenticeships, they will be able to take advantage of work opportunities with our 20 industry clusters, deepening relationships with local employers in order to provide internships and full-time career opportunities. This will create career pathways for students who can move from an on-campus apprenticeship, to an off-campus internship, to full-time employment postgraduation.

Improvements in Writing Proficiency

UMass Boston has been developing an alternative writing proficiency for undergraduate students. This initiative was led by the associate vice provost for academic support services and was driven by data

that arose through the AQUADs and ongoing examinations of general education (Gen Ed). Beginning in 2016, multiple academic units came together to discuss the Writing Proficiency Exam as defined by the General Education Program and the use of portfolios for assessment. As a result, it was concluded that:

- Participating departments cannot agree upon a common rubric for writing proficiency assessment across the Gen Ed and major programs.
- The Gen Ed Writing Proficiency Rubric does address the writing proficiency goals of the major programs with modifications.
- Major programs value the goals of the writing program in the Gen Ed curriculum, but they are concerned that the skills needed in their individual programs are not sufficiently developed, namely grammar, spelling, and organization.
- Each major program was asked to develop their own assessment project that included:
 - Goals for the assessment project
 - Signature courses where writing occurs
 - Rubric for writing proficiency in their discipline
 - Mechanism for assessing student artifacts: number of artifacts, who would evaluate them, and the evaluation process.

As a result, the Writing Proficiency Requirement subcommittee of the General Education Committee approved the use of an e-portfolio to be used to evaluate the writing proficiency of students at the conclusion of their Intermediate seminar. Over the next three years, the Electronic Writing Assessment Portfolio (EWRAP) was piloted and implemented as a means for expanding and improving the assessment of writing on campus.

Greater attention has also been given to support for graduate student writing. The Graduate Writing Center (GWC) has strengthened outreach and engagement, and increased its tutorials an average of nearly four percent per year since 2015. In the last academic year alone, the GWC provided 1,156 hours of tutoring to more than 200 students.

University Assessment Council

The campus is re-launching the University Assessment Council (UAC) that had been dormant for several years. The charge of the UAC is to provide recommendations and guidance regarding how best to implement and utilize learning outcomes assessment for all graduate and undergraduate academic programs at UMass Boston.

Specific responsibilities include:

- review all learning outcomes assessment plans, processes, and data at the program, department, college/school, and university levels;
- recommend pragmatic strategies for improving collection, sharing, and use of learning outcomes data;
- facilitate coordinated collection and sharing of learning outcomes data;
- provide guidance regarding how best to gather and utilize data for all AQUAD and accreditation reviews;
- coordinate sharing of data within Academic Affairs and with other relevant divisions on campus;
- provide annual updates on continuous improvement of learning outcomes within and across academic units.

In re-constituting the council, the provost will seek nominations from Faculty Council and each of the college/school senates and will select four faculty members from that pool of nominations. The registrar, vice provost for academic support services, a representative from Student Affairs, a

representative from the Office of Institutional Research Assessment and Planning (OIRAP), and a representative from the advising collaborative will constitute the full UAC.

Conclusion

What remains to be done at the university is the development of a clear and comprehensive assessment strategy that informs coordinated quality improvement efforts. This strategy must begin with the establishment of a shared understanding of what educational effectiveness means specifically to UMass Boston and framed specifically by its unique mission. This is the intense work ahead. For AY20–21 the new chancellor has already set both student success and continuous improvement as two of the university’s five priorities. Together these two goals offer fertile ground for the university to develop a coordinated, comprehensive strategy that proactively defines, measures, and then improves upon the totality of the institution’s educational effectiveness. This strategy will involve first better evaluating our success as an educational institution through the curricular—refining assessment of our general education curriculum to our capstones—as well as the co-curricular and the social—student activities, affinity groups, and internships. Having clearly established means of and metrics for evaluating the essential components in our students’ educational experience, the university then in a more informed and precise way must respond and act on those findings.

Institutional Plans

The University of Massachusetts Boston is embarking on an important new chapter over the next five years. There is much to be excited about as the institution builds on the significant progress it has made over the last five years in a number of areas. The institution is currently poised to take advantage of ongoing improvements and new opportunities. At the same time, the next few years are a time of potential peril for all of higher education as the world seeks to recover from the ravages of a global pandemic and as universities prepare for the impending demographic decline of traditionally-aged college students.

The last five years have been a period of substantial progress for UMass Boston in numerous ways. The university has recovered from severe budget shortfalls to post positive operating margins for three consecutive years, doing so in a manner that has improved financial processes and infrastructure that provide a solid foundation for continued progress. The campus has new permanent leadership dedicated to working together as collaborative stewards of the campus and its important mission. The completion of significant campus renovation that will yield a new academic quad that further enhances the improved facilities and infrastructure constructed over the last five years. Enrollment remains steady in the face of drastic declines in enrollment across Massachusetts public higher education, even while continuing to enhance the campus’ position as the most diverse public university in New England. UMass Boston has further enhanced a stellar faculty that increasingly reflects the diversity of the university’s students.

Immediately, the most pressing challenge for UMass Boston is navigating the COVID-19 pandemic in ways that protect the health and well-being of our community while advancing the campus mission, managing the larger economic crisis, and responding to the racial inequities that have been exacerbated by the ongoing pandemic. Thus, the campus has identified major initiatives that are closely aligned with the values and virtues that best represent the academic community: a culture that fosters inquiry, creativity, and discovery; excellence in all our academic endeavors; a firm commitment to

ethical and engaged scholarship, practice, and translational work; an enduring affirmation of the inherent dignity of all our communities and a deep admiration of human diversity in all of its enriching forms. These initiatives include:

1. Making UMass Boston a Leading Antiracist Health Promoting Public Research University with Excellence and Compassion at its Core: Bringing together UMass Boston stakeholders (faculty/staff/students) to develop a joint set of action items to combat racism and inequality in its various intersectional vectors and start making progress towards their implementation. This initiative includes the launching of a campus-wide Restorative Justice Commission that is charged with proposing ways to develop and facilitate processes for becoming a leading anti-racist and health-promoting public research university through specific policies, programming, training, curricular interventions, and institutional practices.
2. Student Success, Wellness, and Mental Health, particularly in the age of COVID-19: Developing a tangible action plan to improve retention and graduation rates, enhance student engagement, and support student wellbeing. This work will be driven by data-informed assessment described in the section on Standard 8.
3. Excellence and Wellness for Faculty and Staff, particularly in the context of COVID-19: Developing a ten-point action plan to further academic and program excellence, advance diversity and equity in hiring, bolster retention and satisfaction, and strengthen support for sustained remote teaching and working.
4. UMass Boston: Of the City and for the City; Of and for the Times: Developing a ten-point action plan to make UMass Boston more visible, indeed indispensable, to industry and city leaders.
5. Continuous Improvement at UMass Boston: Improve administrative efficiency and effectiveness, including improving quality and responsiveness of services; enhancing IT infrastructure; and fine-tuning the tools, practices, processes, and relationships that support our purposeful work. The campus is dedicated to paying particular attention to continuous improvement with regard to some of the key areas identified throughout this report including:
 - a. Student success and educational effectiveness driven by data-informed processes and decision making
 - b. Graduate student support
 - c. Equity, anti-racism, and health promotion in all aspects of campus life
 - d. Faculty recruitment, support, and development that increasingly provides more equitable administrative support for all faculty members, with a particular emphasis on supporting women and faculty of color
 - e. Improved library resources
 - f. Continued fiscal responsibility.

Beyond these immediate goals, the campus will be engaging in a comprehensive strategic planning process that includes a ten-year plan for advancing the campus' mission through:

1. An Academic Master Plan that provides a map for enhancing existing academic programs and developing new relevant, high quality academic programs.
2. A Master Facilities Plan that serves as a blueprint for upgrading existing facilities and physical infrastructure while laying the groundwork for developing new state-of-the-art academic facilities. This plan is particularly crucial as the proposed Dorchester Bay City development has

the potential to generate up to \$235 million in future revenue exclusively for the university, and will bring research and development space dedicated to the health sciences, housing, retail, and commercial activity and open space amenities that will be accessible to UMass Boston students, faculty, and staff. Together, the new revenue, improved infrastructure, and enhanced opportunities for our community are incredible assets for the future of UMass Boston. The potential public-private partnership to transform the Calf Pasture Pump house and adjacent acreage also provides a significant opportunity to enrich the function and aesthetics of the campus physical plant.

3. A Capital Campaign that provides the resources that will support and augment UMass Boston's strategic plans as it fully realizes the potential of the significant progress for which the campus has been preparing over the past few years.

The strategic planning process will begin in spring 2021 as the campus engages in two major planning exercises. The first exercise is the work currently being conducted to consider potential reorganizations of academic units on campus and making recommendations on this topic to the provost, for final approval by the chancellor. All the taskforce's deliberations will be made in full consciousness of the critical importance of maintaining or enhancing the academic quality and integrity of any programs that may be subject to administrative reorganization. Within this context, the taskforce is considering reorganizations that will result in better balance in size of major academic units, rationalizations of administrative structures in Academic Affairs, enhancement of opportunities for academic and research synergies, building or bolstering sustainable budgetary pyramids within units, and achievement of economic efficiencies. The second exercise focuses on the development of the grand scholarly challenges that draw broadly on the strengths of the campus in ways that position the university to have significant impact on the most critical challenges facing our broader communities – locally and globally. These challenges will be designed to transcend any one particular academic unit.

Given the hard work and strategic decisions that have characterized the last five years, along with emerging opportunities, UMass Boston is positioned for future success even as it navigates unparalleled challenges that face broader society and all of higher education.



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 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://admissions.umb.edu/transfer-students/transfer-credit
Print Publications	
Self-study/Fifth-year Report Page Reference	Special Emphasis #3, pp. 9-11 & Standard 4, Academic Programs p, 22.

- 2. 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* 5.18, 9.8, and 9.19.)

URL	http://catalog.umb.edu/content.php?catoid=35&navoid=4667
Print Publications	
Self-study/Fifth-year Report Page Reference	Standard 9, Integrity, Transparency and Public Disclosure: Transparency, p. 34.

- 3. 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	The university requires each student to login using a unique username and password. We are early in the process of implementing two-factor authentication for Blackboard which will further enhance the security and privacy of the student.
Self-study/Fifth-year Report Page Reference	Standard 4, Academic Programs, p. 23.

- 4. 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. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that University of Massachusetts, Boston (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____

Date: January 26, 2021

University
of Massachusetts

ANNUAL FINANCIAL REPORT

2020



University of Massachusetts

Amherst • Boston • Dartmouth • Lowell • Medical • Law • Online



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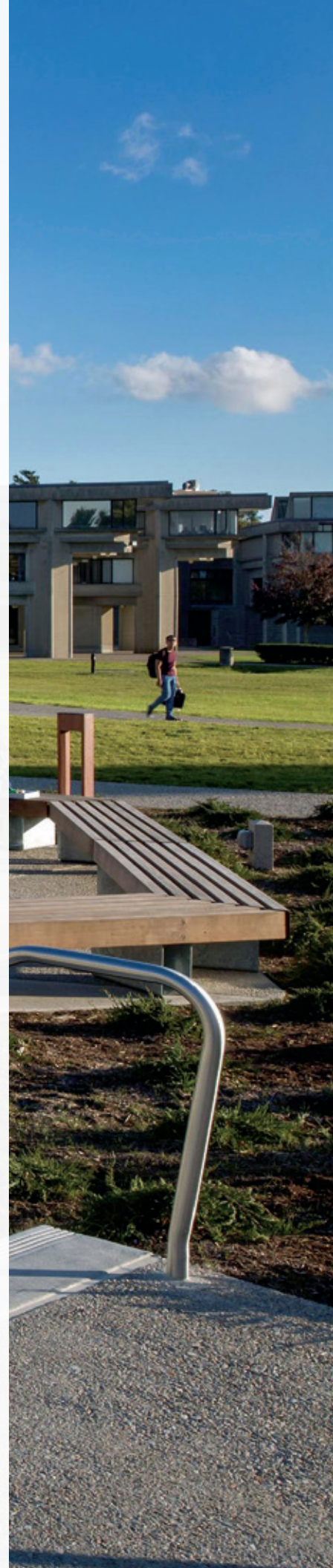
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UNIVERSITY ADMINISTRATION

As of December 2020

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Dear Friends,

Enclosed, please find our annual financial report for fiscal year 2020.

This has been a year unlike any other in our lifetimes as our nation faces the worst pandemic in a century, reckons with historic and ongoing struggles against racial justice, and grapples a severely distressed economy. Despite this, the University of Massachusetts (UMass) has been resilient and innovative in advancing the mission of education, research and service to the Commonwealth.

UMass was not immune to the impact of the pandemic as our 24,000 faculty and staff members and 75,000 students were forced to shift to remote learning and working virtually overnight in March. They responded by rapidly preparing themselves to teach, learn and work, resulting in the graduation of nearly 18,000 students. We leveraged our research expertise and our unparalleled commitment to civic engagement in assisting the Commonwealth and our communities in managing the public health response to the pandemic.

Our financial management continues to receive independent validation by the three major independent ratings agencies, with ratings of AA, Aa2, and AA- by Fitch, Moody's and S&P Global, respectively. When reaffirming the University's bond rating in October 2020, Moody's cited, "excellent strategic positioning that incorporates strengthened fiscal oversight" and stated that our strong state support, significant research activity and growing net tuition revenue "will provide UMass with sufficient runway to manage through near-term operating volatility associated with the coronavirus pandemic."

UMass continued to stand out for its excellence and impact.

- UMass was once again ranked as the No. 1 public university in *New England by Times Higher Education*.
- All four undergraduate campuses were again ranked as top-tier National Universities by *U.S. News & World Report*.
- Our research enterprise grew to record-breaking heights, with \$684 million in research activity in our latest research report.
- Our economic contribution to Massachusetts reached \$7.5 billion, including serving as the state's third largest employer and creating 30,000 in private sector jobs.

In FY2020, we once again provided a record-breaking amount of institutional financial aid to students, with \$358 million in university funds dedicated to ensuring that our most deserving students are supported throughout their education. In total, UMass students received \$968 million in total financial aid this past year.

Our collective prudent stewardship, the guidance of our trustees, the outstanding leadership of our chancellors, and the unwavering dedication of our faculty and staff to serving students, give me confidence that UMass will emerge from this difficult time as a stronger institution that will lead the post-pandemic economic recovery of Massachusetts.

Martin T. Meehan
President



KPMG LLP
Two Financial Center
60 South Street
Boston, MA 02111

Independent Auditors' Report

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 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, 2020 and 2019, and the related notes to the financial statements, which collectively comprise the University's basic financial statements for the years then ended 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 financial statements in accordance with U.S. generally accepted accounting principles; 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.

Auditors' Responsibility

Our responsibility is to express opinions on these 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. The financial statements of the discretely presented component units identified in note 1 were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' 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 entity'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 entity'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 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, 2020 and 2019, and the respective changes in financial position

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and, where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Emphasis of Matter

As discussed in Note 1, the financial statements of the University are intended to present the financial position, the changes in financial position and, where applicable, cash flows of only that portion of the business-type activities and the aggregate remaining fund information of the Commonwealth of Massachusetts that is attributable to the transactions of the University. They do not purport to, and do not, present fairly the financial position of the Commonwealth of Massachusetts as of June 30, 2020 and 2019, the changes in its financial position, or where applicable, its cash flows for the years then ended in conformity with U.S. generally accepted accounting principles. Our opinion is not modified with respect to this matter.

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis and required supplementary information, as listed in the table of contents (collectively referred to as RSI) be presented to supplement the basic financial statements. Such information, although not a 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. We have applied certain limited procedures to the RSI in accordance with auditing standards generally accepted in the United States of America, which 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 financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 10, 2020 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

KPMG LLP

Boston, Massachusetts
December 10, 2020

Management's Discussion and Analysis (unaudited)

June 30, 2020

Introduction

This Management's Discussion and Analysis provides an overview of the financial position and activities of the University of Massachusetts (the University or UMass) for the fiscal years ended June 30, 2020 and 2019, and should be read in conjunction with the accompanying financial statements and notes. The financial statements, notes and this discussion are the responsibility of management.

The University of Massachusetts was established in 1863 as the Massachusetts Agricultural College, located in Amherst. Since then it has grown into a five-campus system that is nationally and internationally known for the quality of its academic programs and the scope and excellence of its faculty research. From Nobel Prize-winning gene-silencing research to research in such areas as renewable energy, nanotechnology, cybersecurity, life sciences and marine science, the University of Massachusetts is expanding the boundaries of knowledge and opening doors of discovery that benefit the Commonwealth of Massachusetts (Commonwealth), the nation and the world. UMass consistently ranks as one of the best universities in the world and as one of the most innovative.

UMass Amherst is the flagship campus of the University. True to its land-grant roots, UMass Amherst is engaged in research and creative work in all fields and is classified by the Carnegie Foundation for the Advancement of Teaching as a doctoral university with the "highest research activity". Major areas of emphasis include climate science, food science, alternative energy, nano manufacturing, polymer science, computer science and linguistics. Consistently rated as a "Top Producer of Fulbright Students," UMass Amherst is ranked 26th among the nation's top public schools in the 2021 *U.S. News & World Report Best Colleges* rankings.

UMass Boston is nationally recognized as a model of excellence for urban public research universities. Located on Boston Harbor, it is the metropolitan area's only public

research university. UMass Boston's distinguished intellectual contributions span the social sciences, education, health and wellness. With a student population that represents 150 countries. UMass Boston is committed to educating people from modest-income backgrounds, first-generation college students and those from urban areas here and abroad.

UMass Dartmouth distinguishes itself as a vibrant university dedicated to engaged learning and innovative research resulting in personal and lifelong student success. Located on 710 acres on the south coast of Massachusetts, UMass Dartmouth offers students high-quality academic programs through undergraduate majors and professional and doctoral programs, including the state's only public law school.

UMass Law, which is part of UMass Dartmouth and the only public law school in Massachusetts, is committed to providing an excellent, affordable, and accessible legal education that balances legal theory, doctrine, skills, experience, and professionalism. UMass Law prepares students to thrive in a changing profession and advances justice through research, writing, teaching, learning, and practice. UMass Law's July 2019 Massachusetts first-time bar passage rate was 82.6%, the fifth highest passage rate of the Massachusetts law schools.

UMass Lowell is ranked 87th among the nation's top public schools within the 2021 *U.S. News & World Report Best Colleges* rankings, with programs supporting workforce and economic development through innovation, entrepreneurship and public-private partnerships. UMass Lowell prepares students emphasizing experiential learning through cooperative education, service and research.

UMass Medical School (UMMS), founded in 1962 and situated in Worcester, is the Commonwealth's only public medical school and serves as the University's Nobel-prize winning health sciences campus. Ranked 26th for primary care training in the 2021 *U.S. News & World Report Best Medical*

Schools rankings, UMMS has remained true to its founding mission while also becoming globally recognized in biomedical research. UMMS has three graduate schools—the School of Medicine, the Graduate School of Biomedical Sciences and the Graduate School of Nursing. Unique among all medical schools, UMMS is also home to Commonwealth Medicine (CWM), a health care consulting division that partners with states in delivering health services to vulnerable populations, and MassBiologics, the only non-profit, FDA-licensed vaccine manufacturer in the nation.

UMassOnline, the University of Massachusetts' nationally acclaimed online education consortium, which offered approximately 1,500 online and blended courses and had over 83,000 course enrollments in academic year 2019-2020. UMassOnline students can pursue an associate's, bachelor's, master's or doctoral degree in a variety of in-demand subject areas, including liberal arts, education, management, nursing, public health and information technology. Online students learn from the same world-class instructors as students who study on campus, and they receive an identical degree. UMassOnline programs consistently earn high rankings in *U.S. News & World Report* and *GetEducated.com*.

On June 16, 2020, the University announced its intent to form an exclusive partnership between UMass Online and Brandman University to expand educational opportunities for adult learners in Massachusetts and across the nation. The partnership, which is expected to be finalized later this calendar year, will be launched as millions of adults experience an increased need for flexible, high-quality and affordable online education alternatives as they recover from the economic dislocation caused by COVID-19, which has disproportionately impacted communities of color. The partnership will augment UMass Online, which now supports more than 25,000 students, strengthening its technology platform and enhancing tailored student support services for adult learners. In addition to providing new educational opportunities, the initiative will also streamline efforts to build workforce development partnerships with local and national employers, community colleges, other educational partners, non-profits, government agencies, and the U.S. military.



Photos taken prior to COVID-19 social distancing practices

Financial Management

Accountability Framework

The University has strengthened its long-term fiscal outlook by adopting a framework for financial accountability. The framework is based on four key tenets:

- **Oversight:** independent and objective assurance that analyzes data, processes, policies and controls
- **Internal Controls:** standard processes designed to provide reasonable assurance regarding the achievement of objectives
- **Transparency:** reliable, timely information that is accessible and understandable
- **Risk Management:** systematic approach to identifying, assessing and managing risks across the organization.

Through the accountability framework, the University has made consistent improvement in its financial management in various areas. Some examples include:

- Developing and evaluating multi-year financial forecasts to guide policy and programmatic decisions;
- Implementing a quarterly close process to support accurate and complete reporting of financial results;
- Developing and evaluating quarterly projections to monitor performance and make resulting operational adjustments;
- Tracking student data in real time to quickly observe trends that may impact the bottom line;
- Implementing and tracking creative, high-impact cost containment strategies across the five campuses, including expanding the University's shared services initiative;

- Creating a reserve policy to mitigate unforeseen events, address deferred maintenance, advance University priorities, and maintain strong credit ratings; and
- Tracking several key financial ratios: operating margin, operating cash flow margin, debt service and financial leverage ratios, to evaluate University performance against peer institutions.

Through the accountability framework, the University has put the proper controls in place to help manage the harsh financial reality the COVID-19 pandemic has created. FY2020 additions to management's accountability framework toolbox include:

- Scenario planning for the various revenue and expense impacts of different operating plans;
- Adding a new metric, operating liquidity, to the suite of key financial ratios tracked regularly;
- Developing a cash-flow forecasting model, with flexibility to forecast based on varying scenarios; and
- Significantly fortifying the University's ERM program, with risk management playing a strong role in the University's response to the pandemic, both in terms of active tracking and information sharing, and in development of a consistent, University-wide approach to response, planning, testing and procurement of PPE.

The University regularly tracks several key financial ratios, to evaluate performance in relation to historical trend and peers. The ratios are analyzed to understand the impact of revenue and expense assumptions and decisions, to effectively communicate with key stakeholders, set goals and assist in decision making. The University added a new metric in 2020, operating liquidity, to reflect our available cash and short-term investments available to support daily operations.

Operating liquidity includes cash and cash equivalents, money market and other investments, fixed income investments, MMDT, and the pooled investment Fund II. The measure excludes the pooled investment Fund I, and cash and cash equivalents for blended component units. Additional details for the various investment vehicles of the University are found in Note 4 of the accompanying financial statements.

The University targets an industry standard for operating liquidity of at least 90 days as a benchmark. Preserving operating liquidity is critical in times of uncertainty. The seasonality of the University's business model creates periods where cash inflows and outflows are mismatched. As a result, maintaining sufficient operating liquidity for at least the benchmark period is imperative.

UMASS FINANCIAL ACCOUNTABILITY FRAMEWORK



Shared Services Initiatives

At a time of financial challenge for public higher education, the University must continuously push itself to find more efficient ways of doing business. In that spirit, in 2019 President Meehan called for the development and implementation of a shared services model of delivering administration and finance services to the campuses. The resulting plan, developed by a team of subject matter experts that included representatives from each campus, delineated the application of a shared services model for accounts payable and procurement, at an estimated total savings of \$16.5 million. This effort also laid the foundation for the exploration of future efficiencies.

To implement this plan, the University formally kicked off its Unified Procurement Services Team (UPST) in January 2020, led by a new University Chief Procurement Officer. This team of professionals is tasked with providing high-quality services while driving transaction efficiency. UPST supports the campuses in cost optimization through proactive commodity sourcing and contracting with innovative suppliers and partners that support UPST in delivering on its “better, faster, and cheaper” mission. The team manages approximately \$1 billion in third-party spend annually and approximately 30,000 suppliers and partners. The UPST manages this through leveraging optimized technology, data-driven business intelligence, training, and enhanced operational processes.

During FY2020, in its first few months of existence, the UPST achieved \$6.6 million of strategic sourcing savings, \$5.3M annualized savings from other benefits/impact activities with the campuses, and identified an additional \$22.0 million of financial benefit opportunities for the University. The University expects to see further savings, efficiencies, and process improvements from the UPST as it continues to mature and further scale its operations.

Based on the success of the UPST, the University is embarking on a second shared service initiative in FY21 that is related to evaluating payroll services.



Photos taken prior to COVID-19 social distancing practices

Financial Highlights

In March 2020, the World Health Organization declared a pandemic as a result of the novel coronavirus (COVID-19). As cases began to increase in the country and in Massachusetts, in March 2020, the University suspended in-person education and other campus-based activities and provided refunds to students for a portion of their residence and dining fees. The University took significant budget actions across all campuses to address the resulting loss of revenue. These actions included salary freezes, furloughs, and targeted operating and personnel reductions. The University was awarded \$46.0 million of funding under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), half of which was required to be used to provide emergency financial aid to students. The University distributed \$14.7 million in emergency aid to students. Of the portion to be used by the institution, \$13.9 million was utilized to cover costs related to significant changes to the delivery of instruction due to the coronavirus, and to provide additional aid to students. The remaining unspent funds are expected to be used and corresponding revenue recognized in FY2021. The full extent of the impact of COVID-19 on the University's finances is uncertain and will depend on the duration and depth of the pandemic.

Selected financial highlights for the fiscal year ended June 30, 2020 include:

The University's loss before other revenues, expenses, gains, and losses was (\$88.0 million) for FY2020. Postemployment benefit expenses related to Governmental Accounting Standards Board (GASB) Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than*

Pensions (GASB 75) and GASB 68, *Accounting and Reporting for Pensions* (GASB 68) contributed significantly to this loss. Excluding the impact of the postemployment expenses, the University's income before other revenues, expenses, gains, and losses was a positive \$34.1 million.

From FY2019 to FY2020, the University's operating revenues decreased by \$27.3 million driven primarily by refunds made to students for housing and dining costs related to the move to remote learning as a result of COVID-19. Operating expenses increased by \$136.1 million primarily driven by increases in post-employment benefit expenses, depreciation and scholarships and fellowships expenses. Non-operating revenues increased \$28.0 million primarily attributed to an increase in state appropriations and funding received under the CARES Act. As a result of the decrease in revenues and increase in expenses, the University's combined net position decreased \$39.6 million from \$2.5 billion in FY 2019 to \$2.4 billion in FY2020.

Using the Annual Financial Report

The University's financial statements are prepared in accordance with U.S. generally accepted accounting principles as prescribed by GASB, which establishes financial reporting standards for public colleges and universities. The University's significant accounting policies are summarized in Note 1 of the accompanying financial statements, including further information on the financial reporting entity.

This report includes the University's Statements of Net Position, Statements of Revenues, Expenses and Changes in Net Position, and the Statements of Cash Flows for the fiscal years ended June 30, 2020 and 2019, as well as certain required supplementary information. The University's net position (the difference between assets, deferred outflows, deferred inflows, and liabilities) is one indicator of the University's financial health. Over time, increases or decreases in net position are indicators of the improvement in or erosion of an institution's financial health when considered together with non-financial factors such as enrollment levels and the condition of facilities.

Statements of Net Position include all assets and liabilities, as well as deferred inflows and outflows of resources of the University. Net position is further broken down into three categories: net investment in capital assets, restricted and unrestricted. Amounts reported in net investment in capital assets 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



Photos taken prior to COVID-19 social distancing practices

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 Board). Note 15 to the accompanying financial statements depicts the designations of unrestricted net position at June 30, 2020 and 2019.

Statements of Revenues, Expenses and Changes in Net Position present the revenues earned and expenses incurred during the year. Activities are reported as either operating or non-operating, as prescribed by GASB. According to the GASB definitions, 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 include appropriations, capital grants and contracts, gifts, investment income, and non-operating federal grants (such as 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. This is because the financial reporting model prescribed by GASB classifies state and federal appropriations, Pell grants, and gifts as non-operating revenues. Due to the materiality of the state appropriations upon which the University relies, these appropriation amounts are included in certain analyses throughout this MD&A as operating revenue. The utilization of capital assets is reflected in the financial statements as depreciation expense,

which amortizes the cost of a capital asset over its expected useful life. Depreciation expense is considered an operating expense.

Statements of Cash Flows present cash receipts and payments of the University. Their purpose is to present the sources of cash coming into the University, how that cash was expended, and the change in the cash balance during the year.

Notes to the Financial Statements present additional information to support the financial statements. Their purpose is to clarify and expand on the information in the financial statements.

Required Supplementary Information (RSI) presents additional information that differs from the basic financial statements in that the auditor applies certain limited procedures in reviewing the information. In this report, RSI includes this management's discussion and analysis, as well as schedules of the University's proportionate share of the Massachusetts State Employees' Retirement System (MSERS) pension liability and Other Postemployment Benefits (OPEB) liability, contributions to the MSERS pension and OPEB plans and related ratios.

Reporting Entity

The financial statements of the University include financial activities of the following blended component units: the University of Massachusetts Building Authority (Building Authority), Worcester City Campus Corporation and Subsidiary (WCCC), the University of Massachusetts Medical School Foundation (UMMSF), and the University of Massachusetts Amherst Foundation (UMAF). The individual financial statements of the Building Authority can be obtained by contacting the Building Authority directly: www.umassba.net.

Separate Statements of Financial Position and Statements of Activities are presented in this report for the University's discretely presented component units, the University of Massachusetts Foundation, Inc. (UMF), and the University of Massachusetts Dartmouth Foundation, Inc. (UMDF). The statements for these entities are presented in accordance with Financial Accounting Standards Board (FASB) standards, which differ from GASB standards in certain areas such as reporting of pledges to endowment and net position. The individual financial statements of each foundation can be obtained by contacting the foundations directly: www.umassfoundation.org for UMF and giving@umassd.edu for UMDF.

University of Massachusetts Foundation, Inc.

UMF was established in 1950 to foster and promote the growth, progress and general welfare of the University, and

to solicit, receive and administer gifts and donations for such purposes. UMF maintains a portion of the University's investment portfolio, predominantly the endowment and the quasi-endowment investments. The total investments held at UMF on behalf of the University at June 30, 2020, 2019 and 2018 were \$923.7 million, \$738.7 million and \$651.4 million, respectively.

University of Massachusetts Dartmouth Foundation, Inc.

UMDF was established in 1973 to raise funds for the development and improvement of the academic and educational environment for students at the Dartmouth campus and the continued engagement of its alumni. In addition to holding investments for the University, UMF holds a significant portion of the UMDF investments. The total investments of UMDF at June 30, 2020, 2019 and 2018 were \$57.8 million, \$60.3 million and \$59.5 million, respectively, of which the majority is invested with UMF.

Net Position

Condensed schedules of net position at June 30, 2020, 2019, and 2018, respectively, are presented on page 12.

Assets totaled \$7.6 billion, \$7.4 billion, and \$7.3 billion at June 30, 2020, 2019, and 2018, respectively. These balances are primarily driven by capital assets, net of accumulated depreciation, which remain stable in the three years presented.

Liabilities totaled \$5.4 billion, \$5.0 billion and \$5.1 billion at June 30, 2020, 2019, and 2018, respectively. The majority of the University's long-term liabilities in all three years are long-term debt and pension and other postemployment benefit (OPEB) liabilities.

Net position represents the difference between total assets and total liabilities, and in addition to capital, includes cash, liquid investments, as well as non-cash items and illiquid investments. Total net position was \$2.4 billion, \$2.5 billion and \$2.4 billion at June 30, 2020, 2019 and 2018, respectively. The largest component of net assets for the University remains the net investment in capital assets which held steady at \$2.3-\$2.4 billion for the three years. Unrestricted net position is negative in all three years, due to large employee postemployment benefits (health and pension) liabilities totaling \$1.3 billion.

Revenues, Expenses, and Changes in Net Position

Condensed schedules of revenues, expenses, and changes in net position for the three years ended June 30, 2020, 2019, and 2018, are presented on page 12.

CONDENSED SCHEDULES OF NET POSITION

As of June 30, 2020, 2019, and 2018 (\$ in thousands)	2020	2019	2018
Assets			
Current assets	\$ 1,156,836	\$ 921,582	\$ 918,685
Noncurrent assets			
Capital assets, net	5,206,569	5,164,200	5,075,476
All other noncurrent assets	1,225,544	1,281,662	1,291,309
Total assets	7,588,949	7,367,444	7,285,470
Deferred outflows of resources	531,271	357,541	341,335
Liabilities			
Current liabilities	680,069	799,310	934,525
Noncurrent liabilities	4,750,458	4,237,383	4,161,911
Total liabilities	5,430,527	5,036,693	5,096,436
Deferred inflows of resources	256,926	215,910	141,485
Net position			
Net investment in capital assets	2,376,333	2,343,872	2,288,599
Restricted:			
Nonexpendable	22,252	28,617	28,022
Expendable	223,803	206,023	222,343
Unrestricted	(189,621)	(106,130)	(150,080)
Total net position	\$ 2,432,767	\$ 2,472,382	\$ 2,388,884

CONDENSED SCHEDULES OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

For the years ended June 30, 2020, 2019, and 2018 (\$ in thousands)	2020	2019	2018
Operating revenues			
Tuition and fees, net of scholarships	\$ 917,876	\$ 894,904	\$ 874,826
Grants and contracts	581,850	593,086	560,990
Auxiliary enterprises	378,314	441,795	416,733
Other operating revenues	547,990	523,569	616,265
Total operating revenues	2,426,030	2,453,354	2,468,814
Operating expenses	3,437,442	3,301,311	3,300,392
Operating loss	(1,011,412)	(847,957)	(831,578)
Nonoperating revenues (expenses)			
Federal appropriations	6,774	7,004	6,688
State appropriations	810,518	780,221	751,894
Interest on indebtedness	(109,186)	(116,217)	(115,851)
Nonoperating federal grants	115,601	84,454	81,590
Other nonoperating income	99,753	140,047	110,062
Total nonoperating revenues (expenses)	923,460	895,509	834,383
Income (loss) before other revenues, expenses, gains and losses	(87,952)	47,552	2,805
Other revenues, expenses, gains and losses			
Capital appropriations, grants and other sources	59,041	38,665	76,169
Other (deductions) additions	(10,704)	(2,719)	(1,388)
Total other revenues, expenses, gains, and losses	48,337	35,946	74,781
Total increase (decrease) in net position	(39,615)	83,498	77,586
Net position			
Net position at the beginning of the year	2,472,382	2,388,884	3,054,280
Cumulative effect of adopting GASB 75	-	-	(742,982)
Net position at the beginning of the year, restated	2,472,382	2,388,884	2,311,298
Net position at the end of the year	\$ 2,432,767	\$ 2,472,382	\$ 2,388,884

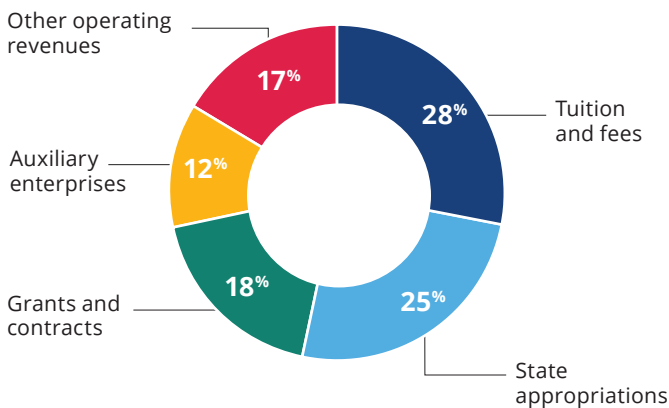
Operating Revenues and Expenses

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 appropriations revenue, described in detail below, is used almost exclusively to fund payroll for University employees, and as such is considered to be operating revenue for management's planning and analysis purposes. The University's operating revenue, including state appropriations, remained essentially flat for the three years presented, at \$3.2 billion.

As noted in the FY2020 operating revenues chart below, over 50% of the University's operating revenues were from tuition and fees and state appropriations. Auxiliary enterprises revenue includes housing and dining revenue. When combined with tuition revenue and grants and contracts revenue, 58% of the University's operating revenue comes from our academic core activities.

Other operating revenues includes revenues generated from CWM programs. These programs 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. In addition to CWM activities, other operating revenues also include revenue earned by UMMS 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. Grants and contracts revenue includes federal, state and privately sponsored research and other programs.

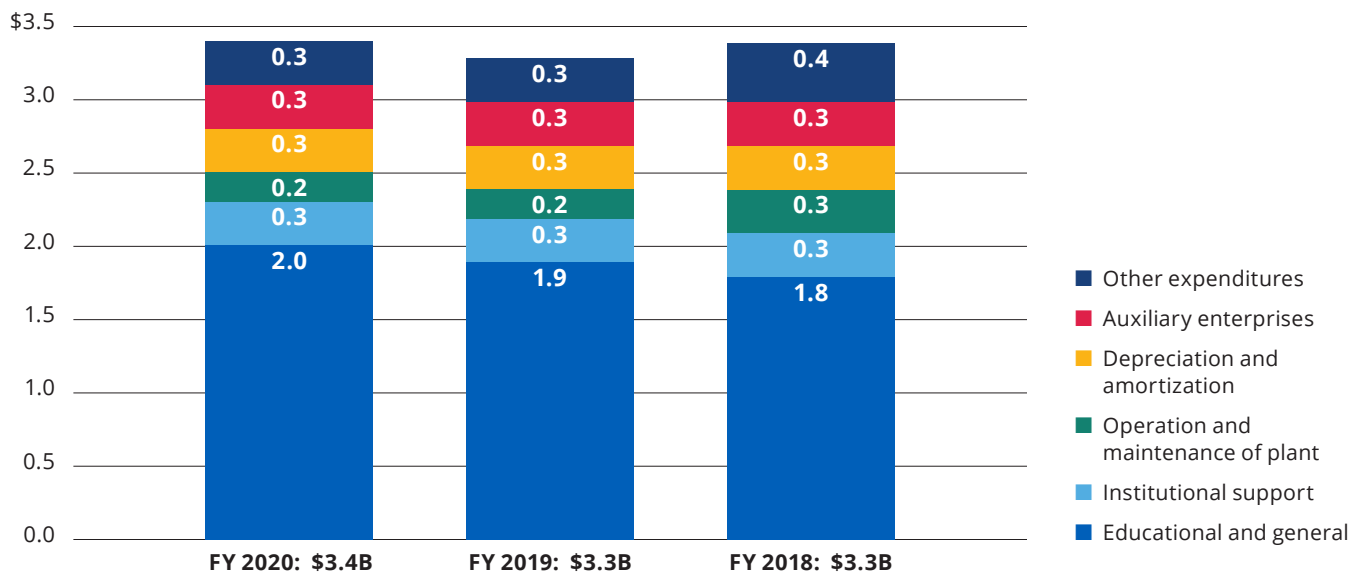
FISCAL YEAR 2020 OPERATING REVENUES (including State Appropriations)



In FY2020, operating expenses, including depreciation and amortization, totaled \$3.4 billion, as compared to \$3.3 billion in 2019 and 2018. Of the FY2020 total, \$2.0 billion or 59% was used to support the academic core activities of the University, including \$485.8 million in research. The education and general portion of the three-year operating expenses chart below represents expenses in the following functional categories: instruction, research, public service, academic support, student services and scholarships and fellowships. Public service activities expenses, included in education and general, include payments made to the Commonwealth pursuant to requirements of legislation enacted by the State Legislature of Massachusetts.

THREE YEAR OPERATING EXPENSES

(\$ in billions)



State Appropriations

In FY2020, state appropriations represented approximately 25% 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 appropriations are unrestricted revenue, nearly 100% of the state appropriations support payroll and benefits for University employees. In addition to the direct state appropriation there are several smaller appropriations that add to the total state support for the University such as the Star Store lease at the Dartmouth campus and the Springfield Satellite Center, among others. While these smaller line items are in support of campus-specific programs and do not support general University operations, they are included in the state appropriations line in the accompanying financial statements, and in the state appropriations line in the table below.

The Commonwealth pays fringe benefits for University employees paid from state appropriations. Therefore, such fringe benefit support is added to the state appropriations financial statement line item in the accompanying Statements of Revenues, Expenses and Changes in Net Position. The University pays the Commonwealth for the fringe benefit cost of the employees paid from funding sources other than state appropriations. These amounts are not included in state appropriations.

The University's state appropriations including fringe benefits increased in FY2020 by \$30.3 million from FY2019 primarily due to increased collective bargaining costs determined by the State, as well as an increase in the State's fringe benefit rate.

The table below details the state appropriations for the fiscal years ended June 30, 2020, 2019, and 2018.

State Capital Appropriations

The University faces a financial challenge to maintain and upgrade its capital assets including its infrastructure, buildings and grounds. To have a successful capital program, the University must rely on a combination of revenue sources to fund its capital investments. In FY2020, FY2019 and FY2018, the capital support provided to the University through appropriations and grants from the Commonwealth

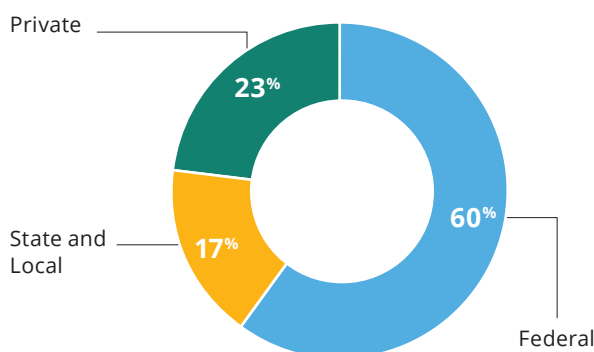
was \$51.5 million, \$25.5 million and \$67.4 million, respectively. Beginning in FY2019, the Commonwealth established a new strategic framework for approving the allocation of state funding for capital projects across higher education. The new framework provides funding in four distinct categories: major projects, critical repairs, critical infrastructure and readiness determination projects.

Grant and Contract Revenue

Among Massachusetts colleges and universities, the University ranks third in research and development expenditures, behind only the Massachusetts Institute of Technology (MIT) and Harvard University. 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 agencies.

Collectively, UMass Amherst and UMass Medical School account for approximately three-quarters of the University's total grants and contracts revenue of \$581.9 million, \$593.1 million and \$561.0 million at June 30, 2020, 2019 and 2018, respectively. The following chart details the University's grant and contract revenues by source for the year ended June 30, 2020.

GRANT AND CONTRACT REVENUE FY2020



STATE APPROPRIATIONS

(\$ in thousands)	FY 2020	FY 2019	FY 2018
State appropriations	\$ 569,209	\$ 548,879	\$ 528,868
Plus: fringe benefits	241,309	231,342	223,026
Commonwealth support	\$ 810,518	\$ 780,221	\$ 751,894

Tuition And Fees

For academic year 2019–2020, tuition was raised an average of 2.5% for in-state undergraduate students over the prior year. For academic year 2018–2019, tuition was raised on average 2.5% over the prior year. Affordability continues to be a priority of the University and increases in fees are considered in conjunction with State support on an annual basis.

Due to affordability considerations and impacts of the COVID-19 pandemic, in-state undergraduate tuition was frozen for the academic year 2020–2021.

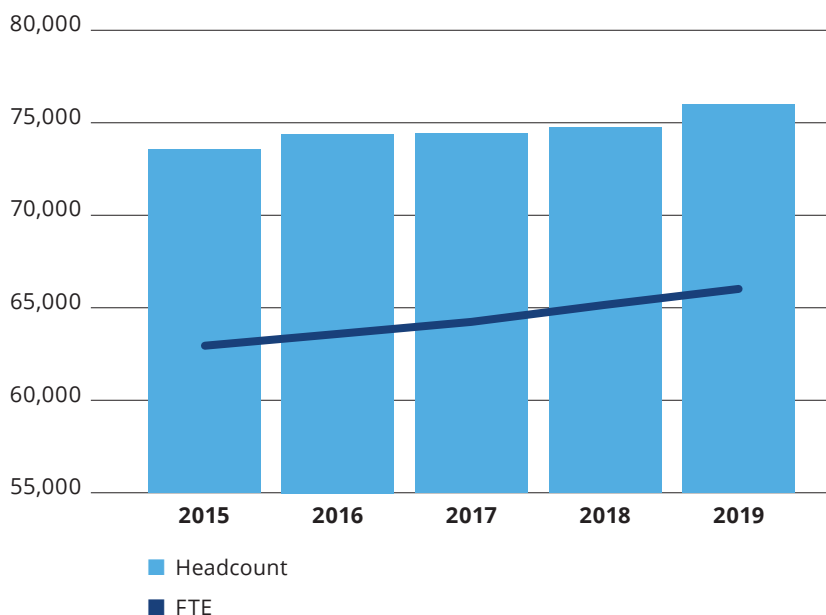
Enrollment

As shown in the table below, total enrollment in the fall of 2019 was 66,010 FTE (75,065 headcount students), an increase of 1.0% over the previous year's enrollment of 65,346 FTE (74,705 headcount students). Enrollment in the fall of 2017 was 64,530 FTE (74,572 headcount students). The five-year enrollment growth of 4.2% from 2015–2019 is meaningful as other institutions of higher education have experienced declining enrollments over this period. This 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 of the education provided by the University of Massachusetts.

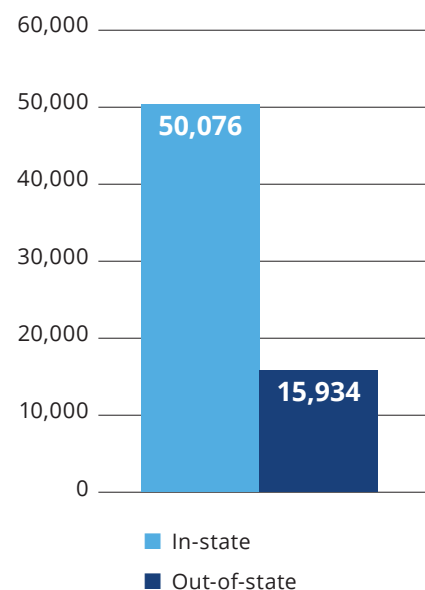
Admission to the University is open to residents of the Commonwealth and non-residents on a competitive basis. For the fall semester, Massachusetts residents accounted for 83.2% and 83.5% of the University's total undergraduate enrollment in Fall 2019 and Fall 2018, respectively.

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. UMassOnline provides marketing and technology support for campus online offerings that enable students, professionals, and lifelong learners to take courses anywhere, anytime. For FY2020, UMassOnline and the Continuing Education units at the five campuses collaboratively generated tuition revenue of \$120.5 million and supported 83,895 course enrollments, an increase of 3.7% in revenue and an increase of 4.3% in course enrollments as compared to FY2019. For FY2019, UMassOnline generated tuition revenue of \$116.1 million and supported 80,399 course enrollments, an increase of 2.6% in revenue and an increase of 2.5% in course enrollments as compared to FY2018.

FALL TOTAL ENROLLMENT



FALL 2019 ENROLLMENT BY TYPE



Long-term Debt

Long-term debt is the University's largest liability at June 30, 2020, 2019 and 2018. The University had outstanding long-term debt of \$3.2 billion at June 30, 2020, \$3.0 billion at June 30, 2019 and \$3.1 billion at June 30, 2018. The principal issuer of the University's debt is the Building Authority. Additional issuers utilized by the University include Massachusetts Health and Educational Facilities Authority (MHEFA), Massachusetts Development Financing Authority (MDFA), and WCCC.

The debt financed through the Building Authority is being used for construction and renovation of residence halls and general education buildings, replacement of core infrastructure, and construction of academic, laboratory, and research facilities. The proceeds from the UMass MHEFA bonds were used to create an internal revolving loan program and to fund the construction of two new campus centers at the Boston and Lowell campuses (funded jointly with the Commonwealth). For further details on outstanding balances with each issuer, refer to Note 9 of the accompanying financial statements.

University Bond Rating

The University relies on a carefully planned and executed debt strategy to support master and strategic planning at the campuses and for the University as a whole. Bonds issued by the University and the Building Authority are rated AA, Aa2 and AA- as rated by Fitch, Moody's and Standard & Poor's rating agencies, respectively.

Subsequent to FY2020, all three ratings agencies affirmed the University's ratings, citing the University's flagship role in public higher education in Massachusetts, strong fiscal oversight, steady enrollment, positive operating performance, growth in financial resources and solid support from the Commonwealth. The stable outlook for the University from Moody's is also notable because Moody's maintains a negative outlook for the higher education industry, with negative rating actions more likely on average in the higher education sector.

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. As noted in the Board of Trustee policy, each campus' debt service cannot exceed 8% of its total operating expenditures.

The Building Authority is authorized by its enabling act to issue bonds with the unconditional guarantee of the Commonwealth for the punctual payment of the interest and principal 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, currently limits to \$200.0 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 obligations guaranteed by the Commonwealth at June 30, 2020, 2019 and 2018 was \$108.9 million, \$111.1 million and \$113.5 million, respectively.

Capital Plan

A majority of the capital spending during FY2020 and FY2019 related to continued investments in deferred maintenance. In September 2018, the University's Board approved an updated five-year capital plan for FY2019–FY2023 totaling \$2.1 billion. The University's capital plan is funded through a combination of University operations, bonds issued by the Building Authority and MHEFA, Commonwealth appropriations, and private fundraising.



Photos taken prior to COVID-19 social distancing practices



Photos taken prior to COVID-19 social distancing practices

The University's five-year capital plan for FY2019–FY2023 includes major projects that were previously approved by the Board in prior-year capital plans. The University's capital approval process provides for a multi-step review process involving the President's Office, the Building Authority and the Board. Additional approvals have been put in place for any capital project seeking alternative funding and/or delivery options.

Due to the COVID-19 pandemic, the capital plan was reassessed, and \$222 million of projects were put on hold in September 2020.

Factors Impacting Future Periods

There are a number of issues of University-wide importance that directly impact the financial operations of the University. By far, the biggest factor that impacted the University's FY2020 and is expected to impact future periods is the COVID-19 pandemic. The full extent of the pandemic's impact on FY2021 and beyond is not yet known, and will depend greatly on the trajectory the virus takes in Massachusetts, the ability of the Commonwealth to fund the University through annual appropriation, and the resulting impact on when the University can bring all students back to the campuses.

Other issues, such as improving academic quality, realizing strong financial results, investing in capital assets, expanding fundraising capacity, operating more efficiently, 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 and University leadership that impact the financial planning each year. Student enrollment, 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.

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, please contact the University Controller, Barbara Cevallos by email at bcevallos@umassp.edu.

STATEMENTS OF NET POSITION

As of June 30, 2020 and 2019 (\$ in thousands)	2020	2019
Assets		
Current assets		
Cash and cash equivalents	\$ 65,002	\$ 84,986
Cash held by state treasurer	21,474	12,560
Deposits with bond trustees	76,551	-
Accounts receivable, net	326,879	286,028
Short-term investments	620,771	489,907
Other current assets	46,159	48,101
Total current assets	1,156,836	921,582
Noncurrent assets		
Cash held by state treasurer	17,190	8,420
Deposits with bond trustees	282,379	211,926
Accounts receivable, net	50,389	55,123
Long-term investments	748,689	869,663
Other assets	126,897	136,530
Capital assets, net	5,206,569	5,164,200
Total noncurrent assets	6,432,113	6,445,862
Total assets	7,588,949	7,367,444
Deferred outflows of resources	531,271	357,541
Liabilities		
Current liabilities		
Accounts payable and accrued expenses	319,829	325,624
Unearned revenues and advances	96,275	61,340
Long-term debt, current portion	203,408	341,888
Other current liabilities	60,557	70,458
Total current liabilities	680,069	799,310
Noncurrent liabilities		
Unearned revenues and advances	59,529	61,658
Long-term debt	2,992,770	2,700,490
Derivative instruments, interest rate swaps	72,981	55,622
Net pension liability	526,739	409,319
Net other postemployment benefits liability	992,991	895,669
Other long-term liabilities	105,448	114,625
Total noncurrent liabilities	4,750,458	4,237,383
Total liabilities	5,430,527	5,036,693
Deferred inflows of resources	256,926	215,910
Net position		
Net investment in capital assets	2,376,333	2,343,872
Restricted:		
Nonexpendable	22,252	28,617
Expendable	223,803	206,023
Unrestricted	(189,621)	(106,130)
Total net position	\$ 2,432,767	\$ 2,472,382

See accompanying notes to the financial statements.

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

For The Years Ended June 30, 2020 and 2019 (\$ in thousands)	2020	2019
Revenues		
Operating revenues		
Tuition and fees (net of scholarship allowances of \$343,031 at June 30, 2020 and \$328,845 at June 30, 2019)	\$ 917,876	\$ 894,904
Grants and contracts	581,850	593,086
Sales and services, educational activities	31,248	34,984
Auxiliary enterprises	378,314	441,795
Other operating revenues:		
Sales and services, independent operations	62,829	59,893
Sales and services, public service activities	337,709	291,085
Other	116,204	137,607
Total operating revenues	2,426,030	2,453,354
Expenses		
Operating expenses		
Educational and general		
Instruction	960,548	912,415
Research	485,759	490,887
Public service	84,248	86,251
Academic support	200,928	186,502
Student services	157,842	160,751
Institutional support	303,100	274,326
Operation and maintenance of capital assets	241,880	248,581
Depreciation and amortization	288,667	276,638
Scholarships and fellowships	65,469	49,511
Auxiliary enterprises	336,497	340,346
Other expenditures		
Independent operations	56,256	48,282
Public service activities	256,248	226,821
Total operating expenses	3,437,442	3,301,311
Operating loss	(1,011,412)	(847,957)
Nonoperating revenues (expenses)		
Federal appropriations	6,774	7,004
State appropriations	810,518	780,221
Gifts	41,996	43,705
Investment income, net	32,762	48,943
Unrealized gain (loss) on investments	(3,414)	18,082
Endowment return used for operations	28,113	27,741
Interest expense	(109,186)	(116,217)
Nonoperating federal grants	115,601	84,454
Other nonoperating income	296	1,576
Net nonoperating revenues	923,460	895,509
Income (loss) before other revenues, expenses, gains, and losses	(87,952)	47,552
Other revenues, expenses, gains and losses		
Capital appropriations	51,525	25,500
Capital grants, contracts and gifts	7,516	13,165
Endowment return, net of amount used for operations	(2,917)	13,467
Other deductions	(7,787)	(16,186)
Total other revenues, expenses, gains, and losses	48,337	35,946
Total increase (decrease) in net position	(39,615)	83,498
Net position		
Net position at beginning of year	2,472,382	2,388,884
Net position at end of year	\$ 2,432,767	\$ 2,472,382

See accompanying notes to the financial statements.

STATEMENTS OF CASH FLOWS

For The Years Ended June 30, 2020 and 2019 (\$ in thousands)	2020	2019
Cash flows from operating activities		
Tuition and fees	\$ 1,019,555	\$ 985,147
Grants and contracts	615,384	587,539
Payments to suppliers	(940,286)	(951,973)
Payments to employees	(1,615,385)	(1,602,968)
Payments for benefits	(496,826)	(480,371)
Payments for scholarships and fellowships	(90,488)	(76,825)
Loans issued to students and employees	(11,979)	(8,882)
Collections of loans to students and employees	15,904	17,660
Auxiliary enterprises	377,585	441,563
Sales and services, educational	30,911	35,360
Sales and services, independent operations	62,829	59,893
Sales and services, public service activities	352,748	292,176
Student related fiduciary activities inflows	13,122	12,649
Student related fiduciary activities outflows	(16,299)	(11,429)
Other receipts, net	56,239	191,090
Net cash used for operating activities	(626,986)	(509,371)
Cash flows from noncapital financing activities		
State appropriations	810,518	780,221
Federal appropriations	6,774	7,004
Grants, contracts and gifts for other than capital purposes	45,107	52,308
Nonoperating federal grants	115,601	84,454
Student organization transactions	(619)	(802)
Net cash provided by noncapital financing activities	977,381	923,185
Cash flows from capital and other financing activities		
Proceeds from capital debt	663,061	278,041
Proceeds from premiums received	57,127	47,633
Capital lease payments received	-	4,252
Bond issuance costs paid	(3,596)	(1,430)
Capital appropriations	51,525	25,500
Capital grants, contracts and gifts	4,405	4,562
Purchases of capital assets and construction	(341,247)	(382,048)
Principal paid on capital debt and leases	(549,788)	(358,080)
Interest paid on capital debt and leases	(132,468)	(137,517)
Net cash used for capital financing activities	(250,981)	(519,087)
Cash flows from investing activities		
Proceeds from sales and maturities of investments	1,652,557	1,350,013
Interest on investments	34,383	47,623
Purchases of investments	(1,641,650)	(1,404,860)
Net cash provided by (used for) investing activities	45,290	(7,224)
Net increase (decrease) in cash and cash equivalents	144,704	(112,497)
Cash and cash equivalents - beginning of the year	317,892	430,389
Cash and cash equivalents - end of the year	462,596	317,892

STATEMENTS OF CASH FLOWS

For The Years Ended June 30, 2020 and 2019 (\$ in thousands)

	2020	2019
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	(1,011,412)	(847,957)
Adjustments to reconcile loss to net cash used for operating activities:		
Depreciation and amortization expense	288,667	276,638
Changes in assets and liabilities:		
Accounts receivable, net	(36,117)	29,219
Other assets	9,954	(23,761)
Accounts payable and accrued expenses	(2,300)	5,335
Unearned revenues and advances	32,806	(57,315)
Other liabilities	(19,078)	(26,702)
Postemployment benefits liability, net	122,012	60,610
Fiduciary transactions	(780)	(495)
Changes in deferred outflows related to assets	2	(1,782)
Changes in deferred inflows related to future revenues	(10,740)	76,839
Net cash used for operating activities	(626,986)	(509,371)
Supplemental disclosure of noncash activities		
Assets acquired and included in accounts payable and other liabilities	29,669	36,558
Loss on disposals of capital assets	(9,467)	(14,331)
Donated assets	258	1,390

See accompanying notes to the financial statements.



Photos taken prior to COVID-19 social distancing practices

STATEMENTS OF FINANCIAL POSITION

As of June 30, 2020 and 2019 (\$ in thousands)	2020	2019
Assets		
Cash	\$ 807	\$ 925
Bequests receivable	3,155	2,311
Pledges receivable, net	26,854	20,417
Investments of the Foundations and held on behalf of the University	1,544,756	1,338,359
Prepaid expenses and other assets	3,374	2,917
Land, property, plant and equipment, net	16,057	16,481
Total assets	1,595,003	1,381,410
Liabilities and net assets		
Liabilities		
Accounts payable and accrued expenses	635	492
Deferred revenue	3,975	944
Obligations to beneficiaries of split-interest agreements	2,649	2,386
Assets held on behalf of others	948,085	762,232
Total liabilities	955,344	766,054
Net assets		
Without donor restrictions	38,417	37,404
With donor restrictions	601,242	577,952
Total net assets	639,659	615,356
Total liabilities and net assets	\$ 1,595,003	\$ 1,381,410

STATEMENT OF ACTIVITIES

For The Year Ended June 30, 2020 (with summarized financial information for the year ended June 30, 2019) (\$ in thousands)	Without donor restriction	With donor restriction	Total 2020	Total 2019
Support and revenue				
Gifts, bequests and grants	\$ 376	\$ 29,357	\$ 29,733	\$ 21,064
Other contributions	200,585	2,285	202,870	60,873
Total investment income, including net gains (losses) - net of fees	2,936	13,928	16,864	75,323
Investment management fee	10,963	-	10,963	10,935
Other income	-	50	50	271
Net assets released from restrictions	22,926	(22,926)	-	-
Total support and revenue	237,786	22,694	260,480	168,466
Expenses				
Distributions to University	35,682	-	35,682	36,334
Program services	5,415	-	5,415	9,718
Fundraising support	8,005	-	8,005	7,999
Administrative and general	2,292	-	2,292	2,353
Total expenses	51,394	-	51,394	56,404
Excess of support and revenue over expenses	186,392	22,694	209,086	112,062
Less: Fiscal 2020 activity related to assets held on behalf of University	(184,931)	25	(184,906)	(87,384)
Less: Fiscal 2020 activity related to assets held on behalf of Edward M. Kennedy Institute	673	-	673	4,011
Transfers (from) to other funds	(571)	571	-	-
Change in value of split interest agreements	(550)	-	(550)	(388)
Change in net assets	1,013	23,290	24,303	28,301
Net assets, beginning of year	37,404	577,952	615,356	587,055
Net assets, end of year	\$ 38,417	\$ 601,242	\$ 639,659	\$ 615,356

See accompanying notes to the financial statements.

Notes to Financial Statements

1. Summary of Significant Accounting Policies

Reporting entity

The University of Massachusetts (University), a federal land grant institution, is governed by Massachusetts General Laws Chapter 75. Its Board of Trustees (Board or Trustees) consists of nineteen voting members and three non-voting members. The voting members consist of two full-time students, the Secretary of Education of the Commonwealth of Massachusetts (Commonwealth) and sixteen members appointed by the governor. The three non-voting members are student representatives who may only participate in open meetings of the full Board of Trustees.

The University is a business-type activity of the Commonwealth. The financial balances and activities included in these financial statements are, therefore, also included in the Commonwealth's comprehensive annual financial report.

The financial statements of the University include the campuses of Amherst, Boston, Dartmouth (including UMass Law), Lowell, Medical School, UMass Online, and the President's Office of the University, Worcester City Campus Corporation (WCCC), the University of Massachusetts Amherst Foundation (UMAF), University of Massachusetts Medical School Foundation (UMMSF) as well as the University of Massachusetts Building Authority (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 UMAF was established in 2003 to support private fundraising on behalf of the faculty and students of the Amherst campus. The UMMSF was established in 1991 to support fundraising and philanthropic activities of the Medical School. These component units are blended in the financial statements of the University because of the significance and exclusivity of their financial relationships with the University. Refer to Note 17 for condensed financial information for these blended component units.

The University also includes the financial information of its discretely presented component units, the University of Massachusetts Foundation, Inc. (UMF) and the University of Massachusetts Dartmouth Foundation, Inc. (UMDF). In these financial statements, UMF and UMDF are collectively known as The Foundations. These are related tax-exempt organizations founded to foster and promote the growth, progress and general welfare of the University.

The University of Massachusetts Lowell Applied Research Corporation (UMLARC), a legally separate 501(c)(3) non-profit corporation, was formed on June 24, 2020. The purpose of UMLARC is to promote efficient and effective applied research and development by entering into grants, contracts, and other contractual mechanisms for services, in conjunction with the University Massachusetts Lowell Research Institute and its research partners. UMLARC will also provide analytic and technology solutions to government and non-government entities to extend the impact of the University's technology enterprise. There is no financial activity for the UMLARC included within the financial statements as of June 30, 2020. Because the memorandum of understanding between UMLARC and UMass Lowell is not yet complete, the determination of discrete or blended component unit is pending.

Basis of presentation

The accompanying financial statements have been prepared in accordance with U.S. generally accepted accounting principles (GAAP) as prescribed by the GASB using the economic resources measurement focus and the accrual basis of accounting. The Foundations' financial statements are prepared in accordance with accounting and reporting requirements prescribed by the Financial Accounting Standards Board (FASB). As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundations' financial information in the University's annual financial report for these differences.

The University's activities are considered to be a single business-type activity and accordingly, are reported in a single column in the financial statements. Business-type activities are those that are financed in whole or part by funds received from external parties for goods or services.

On the Statements of Revenues, Expenses and Changes in Net Position, the University's operating activities consist of tuition and fees, grants and contracts, sales and services, auxiliary enterprise and other operating revenues. Other operating revenues include sales and services provided by the UMass Medical School (UMMS) under its Commonwealth Medicine (CWM) programs, which provide consulting and services in health care financing, administration and policy to federal, state and local agencies and not-for-profit health and policy organizations. Also included in other operating revenues are payments received by the Medical School for educational services it provides to its clinical affiliate, UMass Memorial Medical Center (UMass Memorial).

Operating expenses include, among other items, payroll, fringe benefits, utilities, supplies and services, depreciation, and amortization. Nonoperating revenues or expenses are those in which the University receives or gives value without directly giving or receiving equal value, such as State and Federal appropriations, CARES Act revenue, Federal Pell grants, private gifts, and investment income.

Revenues for exchange transactions are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only when all eligibility requirements have been 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 University receives unconditional promises to give through private donations or pledges from corporations, foundations, alumni and other supporters of the University. Revenue is recognized when a pledge is received and all eligibility requirements, including time and purpose requirements, are met. Endowment pledges are not recorded until paid because the inherent time restriction has not been met until the funds are able to be invested in perpetuity.

Net position

Net position is classified into the following categories:

- **Net investment in capital assets:** Capital assets, at historical cost or fair market value on the 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:** The net position that is not subject to externally imposed restrictions governing their use. The University's unrestricted net position may be designated for specific purposes by management or the Board. Substantially all of the University's unrestricted net position is designated to support academic and research initiatives or programs, auxiliary enterprises, quasi-endowments, or commitments to capital construction projects. Note 15 describes these designations in more detail.

Cash and cash equivalents

Cash and cash equivalents include cash balances maintained in checking accounts, overnight repurchase agreements and amounts held in permitted money market mutual funds with an original maturity date of three months or less.

In addition, the University is authorized to invest in the Massachusetts Municipal Depository Trust ("MMDT"), a pooled money market-like fund, established under Massachusetts General Laws, Chapter 29, Section 38A. MMDT is an external investment pool that meets the criteria to report its holdings at amortized cost. As such, the University reports its position in MMDT at amortized

cost which approximates the net asset value of \$1.00 (one dollar) per share. MMDT has a maturity of less than one year and is not rated.

Accounts receivable, net

Accounts receivable consist of receivables for tuition and fees, grants and contracts, student loans, pledges and CWM related activities. The University establishes an allowance for accounts receivable based on management's expectation regarding the collection of the receivables and the University's historical experience for collections.

Investments

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

Endowment

UMF maintains and administers the University's endowment assets and other long-term investments. UMF utilizes the pooled investment concept whereby all invested funds are included in one investment pool, unless otherwise required by the donor.

Pooled investment funds will receive an annual distribution, based on the endowment fund's average market value for the preceding twelve quarters on a one-year lag. Only quarters with funds on deposit are included in the average. In addition, a prudence rule is utilized, limiting spending from a particular endowment fund to be no lower than 93% of its carrying value. The spending rate approved for the years ended June 30, 2020 and 2019 was 4%.

Capital assets

Capital assets are stated at cost on the date of acquisition or, in the case of gifts, fair value upon date of donation. 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 capital assets. The University does not capitalize works of art, historical treasures or library books.

The University capitalizes assets with useful lives greater than one year and acquisition costs greater than or equal to \$5,000. The University computes depreciation using the straight-line method over the asset's useful life and applies a half year convention in the year the asset is acquired or placed in service. Land is not depreciated.

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

Depreciable asset category	Useful life in years
Land improvements	20
Buildings	20-40
Infrastructure	50
Building improvements	3-20
Equipment, furniture and IT infrastructure	3-15
Software	5

The University leases various facilities and equipment through capital leases. Facilities and equipment under capital leases are recorded at the present value of future minimum lease payments.

Deferred outflows and inflows of resources

The University accounts for certain transactions that result in the consumption or acquisition in one period that are applicable to future periods as deferred outflows and deferred inflows, respectively, to distinguish them from assets and liabilities. Deferred outflows of resources increase net position, similar to assets and deferred inflows of resources decrease net position, similar to liabilities.

The components of deferred outflows and inflows of resources as of June 30, 2020 and 2019 included the following (\$ in thousands):

As of June 30, 2020 and 2019 (\$ in thousands)	2020	2019
Deferred outflows of resources		
Change in fair value of interest rate swap agreements	\$ 52,978	\$ 34,262
Debt refunding	79,648	69,119
Certain asset retirement obligations	1,781	1,782
Impact of assumption changes and investment losses to:		
Pension liability	158,057	113,654
Other postemployment benefits liability	238,807	138,724
	\$ 531,271	\$ 357,541
Deferred inflows of resources		
Sale of future revenues	66,099	76,839
Experience gains for:		
Pension liability	39,778	60,182
Other postemployment benefits liability	151,049	78,889
	\$ 256,926	\$ 215,910

Compensated absences

Employees earn the right to be compensated during absences for annual vacation leave and sick leave. Upon retirement, termination, or death, certain employees are compensated for unused sick and vacation leave, subject to certain limitations, at their current rate of pay. Within the Statements of Net Position, a liability is recorded for vacation and sick leave benefits earned as of the fiscal year-end. The recorded liability is classified as current and noncurrent on the Statements of Net Position based on the amount estimated to be paid to eligible employees in one year and beyond one year, respectively.

Unearned revenue and advances

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

Advances include funds advanced to the University by the U.S government under the Federal Perkins Loan Program (the Program). Under federal law, the authority for colleges and universities to make new loans under the Program ended on September 30, 2017, and final distributions were permitted through June 30, 2019. The University's Statements of Net Position include both the notes receivable from students and the related refundable loan liability to the Federal government.

Bond issuance costs

The University incurs certain costs associated with bond issuances. For the years ended June 30, 2020 and 2019, bond issuance costs amounted to \$3.6 million and \$1.4 million, respectively, and were expensed.

Tuition and fees, net of scholarship allowances

Student tuition and fees, housing, dining, and other similar auxiliary revenues are reported net of any related scholarships and fellowships applied to student accounts. However, scholarships and fellowships paid directly to students are separately reported as scholarships and fellowships expense.

Grants and contracts

The University receives grants and contracts for research and other activities including medical service reimbursements from federal and state government agencies. The University records revenue at the point all eligibility requirements (e.g. allowable costs are incurred) are met.

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, 2020 and 2019 was \$136.2 million and \$136.8 million, respectively, and is a component of grants and contracts revenue on the Statements of Revenues, Expenses, and Changes in Net Position.

As a result of the COVID-19 pandemic, the University was awarded \$46 million from the Higher Education Emergency Relief Fund (HEERF). \$14.7 million of the funds awarded were used for emergency financial aid grants under the 18004(a)(1) CARES Act and recognized as non-operating federal grants revenue in fiscal 2020. An additional \$13.9 million was used to cover costs related to significant changes to the delivery of instruction due to the coronavirus, and to provide additional financial aid to students, and was also recorded as non-operating federal grant revenue in fiscal 2020. The remaining unused awarded amounts will be recorded in fiscal 2021 as qualifying expenses for students and the University are incurred.

Auxiliary enterprises

An auxiliary enterprise is an activity that exists to furnish a service to students, faculty or staff acting in a personal capacity, and that charges a fee for the use of goods and services. For the University, housing and dining revenues are included in auxiliary enterprises.

Fringe benefits for current employees and postemployment obligations

The University participates in the Commonwealth's fringe benefit programs, including active employee and postemployment 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. Workers' compensation costs are assessed separately based on actual University experience.

Use of estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the dates of the financial statements, and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from these estimates. The most significant areas that require management estimates relate to valuation of certain investments and derivative instruments, useful lives and related depreciation of capital assets, and accruals for pension and other postemployment related benefits.

Income tax status

The University is exempt from Federal and state income tax under the doctrine of intergovernmental tax immunity. The University qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(v) of the Internal Revenue Code, as amended (the Code).

WCCC, UMF, UMMSF and UMDF 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, UMF, UMMSF and UMDF are required to assess uncertain tax positions and have determined that there were no such positions that are material to the financial statements as of June 30, 2020 and 2019, respectively.

Newly implemented accounting standards

Effective for the fiscal year ended June 30, 2020, the University adopted GASB Statement No. 84, *Fiduciary Activities*, ("GASB 84"). This statement establishes criteria for identifying fiduciary activities and requires that fiduciary activities be reported in a Statement of Fiduciary Net Position and a Statement of Changes in Fiduciary Position. GASB 84 permits business-type activities, such as the University, to report activities that would otherwise be considered fiduciary activities in the University's Statement of Net Position and Statement of Cash Flows as operating activities if upon receipt, the funds are normally expected to be held for three months or less. Given the majority of fiduciary activities are custodial amounts held for three months or less, the University did not report these activities within a Statement of Fiduciary Net Position or Statement of Changes in Fiduciary

Position. These fiduciary activities were reclassified to the operating activities portion of the Statement of Cash Flows from noncapital financing activities at June 30, 2020 and 2019, respectively.

Immaterial correction

For the fiscal year ended June 30, 2019 the University reported its proportionate share of activity related to post-employment benefits for its participation in the Commonwealth OPEB plan in accordance with GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefit Plans Other than Pensions*. The GASB 75 schedule of employer and non-employer allocations of the Commonwealth's OPEB Plan that was utilized to report information within the University's fiscal 2019 financial statements in accordance with GASB 75 was subsequently revised. The University recorded an immaterial correction to its previously reported financial statements to properly reflect its revised proportionate share of activity related to post-employment.

The table below presents the effect on the University's previously reported net position as a result of the immaterial correction noted.

\$ in thousands	2019 Financial statement line item as previously reported	Immaterial correction related to GASB statement No. 75	2019 Financial statement line item as restated
Statement of net position impact			
Deferred outflows of resources	\$ 356,683	\$ 858	\$ 357,541
Net other postemployment benefits liability	718,955	176,714	895,669
Deferred inflows of resources	361,245	(145,335)	215,910
Net position-unrestricted (deficit)	(75,609)	(30,521)	(106,130)
Statement of revenues, expenses, and changes in net position impact			
Operating expenses			
Instruction	901,235	11,180	912,415
Research	487,725	3,162	490,887
Public service	83,566	2,685	86,251
Academic support	184,462	2,040	186,502
Student services	158,991	1,760	160,751
Institutional support	269,126	5,200	274,326
Operation and maintenance of capital assets	246,725	1,856	248,581
Scholarships and fellowships	49,509	2	49,511
Auxiliary enterprises	338,207	2,139	340,346
Independent operations	47,785	497	48,282
Total operating expenses	\$ 3,270,790	\$ 30,521	\$ 3,301,311

Reclassifications

Certain reclassifications were made in the prior year to conform to current year presentation.

2. Cash Held by State Treasurer

Accounts payable, accrued salaries and outlays for future capital projects to be funded from state-appropriated funds totaled \$38.7 million and \$21.0 million at June 30, 2020 and June 30, 2019, respectively. 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 Commonwealth Treasurer and Receiver - General.

3. Deposits with Bond Trustees

Deposits with bond trustees primarily consist of unspent bond proceeds, amounts held for the future payment of debt service on such borrowings and designated funds from the University's pool loan program.

At June 30, 2020 and 2019, deposits with bond trustees consisted of the following (\$ in thousands):

	2020	2019
Cash	\$ 18,410	\$ 10,253
MMDT	330,712	191,988
Repurchase agreements and other investments	5,317	5,318
Permitted money market accounts	4,491	4,367
Total deposits with bond trustees	\$ 358,930	\$ 211,926

At June 30, 2020, amounts restricted by bond trust agreements for capital projects, debt service and other purposes were \$324 million, \$22 million, and \$12.9 million, respectively.

Custodial Credit Risk – The custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. The 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. As of June 30, 2020 and 2019, the bank balances of uninsured deposits totaled \$5.5 million and \$3.6 million, respectively.

Interest Rate Risk – Interest rate risk is the extent that changes in interest rates of debt investments will adversely affect the fair value of an investment. These investments include certain short-term cash equivalents, various long-term items and restricted assets by maturity in years. The University minimizes the risk of the fair value of securities falling due to changes in interest rates by ensuring securities have effective maturities of less than a year. MMDT and permitted money market accounts have effective maturities of less than one year, thereby limiting the interest rate risk.

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. MMDT and permitted money market accounts are not rated.

4. Investments

The investment portfolio of the University reflected on the Statements of Net Position for the years ended June 30, 2020 and 2019, respectively, includes the following (\$ in thousands):

	2020	2019
Short-term investments	\$ 620,771	\$ 489,907
Long-term investments	748,689	869,663
Total	\$ 1,369,460	\$ 1,359,570

Investment policies are established by the Board. The goals of these policies are to preserve capital, provide liquidity, and generate investment income. The University has statutory authority under Massachusetts General Laws, Chapter 75 to collect, manage, and disburse trust funds of the University. UMF holds certain investments on behalf of the University. In the table on page 30, these investments are identified as Foundation Agency Funds.

The endowment and similar investment holdings of the University, Foundation Agency Funds, and the Foundations, as of June 30, 2020 and 2019, respectively are summarized below (\$ in thousands):

	University		Foundations	
	2020	2019	2020	2019
Cash and cash equivalents	\$ 40,009	\$ 111,408	\$ 36,318	\$ 31,914
Money market and other investments	128,225	260,000	4,082	4,411
MMDT	117,000	95,000	-	-
Fixed income investments	144,045	139,398	1,558	3,784
Pooled investments - Fund I	-	-	576,092	556,031
Commercial ventures and intellectual property	4,532	1,857	40	-
Annuity life income funds	11,972	13,160	2,989	3,472
	\$ 445,783	\$ 620,823	\$ 621,079	\$ 599,612
Foundation agency funds:				
Pooled investments - Fund I	608,763	415,445	608,763	415,445
Pooled investments - Fund II	314,914	323,302	314,914	323,302
	\$ 1,369,460	\$ 1,359,570	\$ 1,544,756	\$ 1,338,359

Fund I – This fund is the pool of funds that represent the endowment funds held at UMF. These funds include both donor-restricted endowments and quasi-endowments. The portion of the Pooled investments — Fund I under the Foundations column in the above table represents the University's true endowment. The portion of the Pooled investments — Fund I that are noted as Foundation agency funds represent the quasi-endowments. The investment horizon for this portfolio is 5 to 10 years. During fiscal year 2020 the University transferred additional operating cash balances to UMF for longer term investment.

Fund II – This fund represents a portion of the operating cash balances of the University that have been transferred to UMF for investment purposes only. This portfolio is used by the University as an intermediate term investment vehicle. The University Treasurer has the authority to request the return of funds at any time in order to meet the operating needs of the University. In anticipation of future cash needs, particularly in light of COVID-19 uncertainties, the majority of assets of Fund II were converted to cash equivalents in the 4th quarter of fiscal year 2020. These cash equivalent investments are included within short-term investments on the Statement of Net Position at June 30, 2020.

Custodial Credit Risk – 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.

The carrying amounts of cash balances with uninsured or uncollateralized deposits were \$86.5 million and \$107.1 million, at June 30, 2020 and 2019, respectively.

The University held non-money market investments with a fair market value of \$729.9 million and \$869.1 million at June 30, 2020 and 2019, respectively. In the event of negligence due to the University's custodian and/or investment manager(s), it is expected that the investment balances would be fully recovered. However, these amounts are subject to both interest rate risk and credit risk.

Concentration of Credit Risk – As of June 30, 2020 and 2019, there is no concentration of investments from one issuer equal to or greater than 5% of the portfolio. Investments issued or guaranteed by the U.S. government, as well as investments in mutual funds and other pooled investments are excluded from consideration when evaluating concentration risk.

Credit Risk – 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. Nationally recognized statistical rating organizations, such as Standards & Poor's (S&P) assign credit ratings to security issues and issuers that indicate a measure of potential credit risk to investors.

The table below presents the rated debt investments, excluding U.S. Treasury funds, at fair value by credit quality of the University's investment portfolio as of June 30, 2020 (\$ in thousands):

	S&P quality ratings								Total
	AAA	AA	A	BBB	BB	B	<B	Unrated	
Debt securities									
Government agency bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 773	\$ 773
Asset backed securities	15,860	-	459	1,689	-	-	-	1,605	19,613
Commercial mortgage-backed securities	11,596	-	-	530	-	-	-	2,078	14,204
Government issued commercial mortgage-backed securities	-	-	-	-	-	-	-	624	624
Government mortgage-backed securities	-	-	-	-	-	-	-	5,902	5,902
Non-government backed collateralized mortgage obligations	1,576	-	-	-	-	-	-	350	1,926
Corporate bonds	-	3,468	29,112	47,113	1,115	511	-	42	81,361
Municipal and provincial bonds	-	1,190	236	347	-	-	-	-	1,773
Index linked government bonds	-	-	-	-	-	-	-	1,523	1,523
Bond funds, including exchange traded funds	270	270	1,063	1,387	380	-	-	-	3,370
Total debt securities	\$29,302	\$ 4,928	\$30,870	\$51,066	\$1,495	\$ 511	\$ -	\$ 12,897	\$ 131,069

The table below presents the rated debt investments, excluding U.S. Treasury funds, at fair value by credit quality of the University's investment portfolio as of June 30, 2019 (\$ in thousands):

	S&P quality ratings								Total
	AAA	AA	A	BBB	BB	B	<B	Unrated	
Debt securities									
Government agency bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 582	\$ 582
Asset backed securities	16,374	-	176	569	-	-	-	2,263	19,382
Commercial mortgage-backed securities	8,015	-	-	-	-	-	-	1,103	9,118
Government issued commercial mortgage-backed securities	-	-	-	-	-	-	-	11	11
Government mortgage-backed securities	-	-	-	-	-	-	-	4,539	4,539
Non-government backed CMOs	1,217	-	-	-	-	-	-	114	1,331
Corporate bonds	-	4,390	24,672	33,019	231	-	-	42	62,354
Municipal and provincial bonds	-	1,835	-	402	-	-	-	-	2,237
Bond funds, including exchange traded funds	56,472	16,512	17,318	26,615	7,815	2,351	210	8,781	136,074
Total debt securities	\$82,078	\$22,737	\$42,166	\$60,605	\$8,046	\$2,351	\$ 210	\$ 17,435	\$ 235,628

Interest Rate Risk – The University's Investment Policy and Guidelines Statement establishes targets for the preferred duration of the fixed income component of the investment portfolio by limiting investments through targeted allocations to different asset classes.

The following table presents the fair value of the rated debt investments component of the University's investment portfolio by investment maturity as of June 30, 2020 (\$ in thousands):

	Investment maturity (in years)				
	Less than 1	1 to 5	6 to 10	More than 10	Total
Debt securities					
U.S. Treasury securities	\$ -	\$ 40,211	\$ 4,842	\$ -	\$ 45,053
Government agency bonds	-	248	525	-	773
Asset backed securities	5,427	12,202	1,984	-	19,613
Commercial mortgage-backed securities	3,758	10,336	110	-	14,204
Government issued commercial mortgage-backed securities	-	-	624	-	624
Government mortgage-backed securities	2,223	3,679	-	-	5,902
Non-government backed CMOs	350	1,576	-	-	1,926
Corporate bonds	13,120	62,946	4,875	420	81,361
Municipal and provincial bonds	1,730	43	-	-	1,773
Index linked government bonds	-	1,209	314	-	1,523
Bond funds, including exchange traded funds	59	1,861	1,421	29	3,370
Total debt securities	\$ 26,667	\$ 134,311	\$ 14,695	\$ 449	\$ 176,122

The following table presents the fair value of the rated debt investments component of the University's investment portfolio by investment maturity as of June 30, 2019 (\$ in thousands):

	Investment maturity (in years)				
	Less than 1	1 to 5	6 to 10	More than 10	Total
Debt securities					
U.S. Treasury securities	\$ -	\$ 71,340	\$ 5,675	\$ -	\$ 77,015
Government agency bonds	-	78	504	-	582
Asset backed securities	7,879	10,041	1,462	-	19,382
Commercial mortgage-backed securities	1,426	7,250	-	442	9,118
Government issued commercial mortgage-backed securities	11	-	-	-	11
Government mortgage-backed securities	2,211	2,082	246	-	4,539
Non-government backed CMOs	627	704	-	-	1,331
Corporate bonds	8,778	49,604	3,460	512	62,354
Municipal and provincial bonds	2,091	146	-	-	2,237
Bond funds, including exchange traded funds	25,471	80,406	25,615	4,582	136,074
Total debt securities	\$ 48,494	\$ 221,651	\$ 36,962	\$ 5,536	\$ 312,643

Fair Value Measurement – Fair value represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The University categorizes these assets and liabilities measured at fair value using a three-tiered hierarchy based on the valuation methodologies employed. The hierarchy is defined as follows:

Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that are available at the measurement date.

Level 2 – Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

Unobservable inputs reflect the University's own assumptions about the inputs market participants would use in pricing the asset or liability (including assumption about risk). Unobservable inputs are developed based on the best information available in the circumstances and may include the University's own data.

When available, quoted prices are used to determine fair value. When quoted prices in active markets are available, investments are classified within Level 1 of the fair value hierarchy. The University's Level 1 investments primarily consist of investments in U.S. Treasury obligations, equity securities, and mutual funds. When quoted prices in active markets are not available, fair values are based on evaluated prices received from the University's investment custodian in conjunction with a third-party service provider and are reported within Level 2 of the fair value hierarchy. The inputs for Level 2 include, but are not limited to, pricing models such as benchmarking yields, reported trades, broker-dealer quotes, issuer spreads and benchmarking securities, among others. The University's Level 2 investments primarily consist of investments in U.S. government and agency obligations, asset-backed securities, and corporate debt securities that did not trade on the University's fiscal year end date.

As a practical expedient to estimate the fair value of the University's interests, certain investments in commingled funds and limited partnerships are reported at the net asset value (NAV) determined by the fund managers. Because these investments are not readily marketable, their estimated fair values may differ from the values that would have been assigned had a ready market for such investments existed, and such differences could be material. As of June 30, 2020 and 2019, the University had no plans or intentions to sell such investments at amounts different from NAV.

The following table summarizes the fair value of the University's investments by type as of June 30, 2020 (\$ in thousands):

	Investments measured at NAV	Investments classified in the fair value hierarchy			
		Level 1	Level 2	Level 3	Total
Money market funds	\$ -	\$ 452,044	\$ -	\$ -	\$ 452,044
Debt securities					
U.S. Treasury securities	-	45,053	-	-	45,053
Government agency bonds	-	-	773	-	773
Asset backed securities	-	-	19,613	-	19,613
Commercial mortgage-backed securities	-	-	14,204	-	14,204
Government issued commercial mortgage-backed securities	-	-	624	-	624
Government mortgage-backed securities	-	-	5,902	-	5,902
Non-government backed CMOs	-	-	1,602	324	1,926
Corporate bonds	-	-	81,115	42	81,157
Non US Corporate Bonds	-	-	204	-	204
Municipal and provincial bonds	-	-	1,773	-	1,773
Index linked government Bonds	-	-	1,523	-	1,523
Bond funds, including exchange traded funds	-	3,370	-	-	3,370
Total debt securities	-	48,423	127,333	366	176,122
Equity securities					
Domestic equities	-	68,117	-	1,585	69,702
International equities	-	30,648	-	-	30,648
Total equity securities	-	98,765	-	1,585	100,350
Alternative investments					
Multi-strategy hedge funds					
Equity	181,521	-	-	-	181,521
Long/short	136,270	-	-	-	136,270
Fixed income	32,332	-	-	-	32,332
Absolute return	36,026	-	-	-	36,026
Real assets	12,881	-	-	-	12,881
Private equity and venture capital	32,420	-	-	-	32,420
Private debt	11,148	-	-	-	11,148
Private real estate	8,847	-	-	-	8,847
Total alternative investments	451,445	-	-	-	451,445
Total investments at fair value	451,445	599,232	127,333	1,951	1,179,961
Cash and cash equivalents	-	-	-	-	72,499
MMDT	-	-	-	-	117,000
Total investments at cost	-	-	-	-	189,499
Total investments	\$ 451,445	\$ 599,232	\$ 127,333	\$ 1,951	\$ 1,369,460

The following table presents unfunded commitments, redemption terms, restrictions, and notice period for investments that have been valued using NAV as a practical expedient as of June 30, 2020 (\$ in thousands):

	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Alternative investments					
Multi-strategy hedge funds					
Equity	\$ 181,521	\$ -	Daily to quarterly	01-90 days	Lock-up provisions range from none to 2 years.
Long/short	136,270	-	Quarterly to annual	45-90 days	Lock-up provisions range from none to 3 years.
Fixed income	32,332	-	Quarterly	(2)	Lock-up provisions range from none to 1 year.
Absolute return	36,026	-	Quarterly to annual	45-65 days	No lock-up restrictions
Real assets	12,881	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	32,420	12,933	Closed end funds	(1)	Not redeemable
Private debt	11,148	13,597	Closed end funds	(1)	Not redeemable
Private real estate	8,847	1,513	Closed end funds	(1)	Not redeemable
Total	\$ 451,445	\$ 28,043			

- (1) The University has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1-5 years. Liquidity is expected to be received in the next 1-9 years.
- (2) Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.



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The following table summarizes the fair value of the University's investments by type as of June 30, 2019 (\$ in thousands):

	Investments measured at NAV	Investments classified in the fair value hierarchy			
		Level 1	Level 2	Level 3	Total
Money market funds	\$ -	\$ 284,110	\$ -	\$ -	\$ 284,110
Debt securities					
U.S. Treasury securities	-	77,015	-	-	77,015
Government agency bonds	-	-	582	-	582
Asset backed securities	-	-	19,382	-	19,382
Commercial mortgage-backed securities	-	-	9,118	-	9,118
Government issued commercial mortgage-backed securities	-	-	11	-	11
Government mortgage-backed securities	-	-	4,539	-	4,539
Non-government backed CMOs	-	-	1,331	-	1,331
Corporate bonds	-	-	62,312	42	62,354
Municipal and provincial bonds	-	-	2,237	-	2,237
Bond Funds, including exchange traded funds	-	136,074	-	-	136,074
Total debt securities	-	213,089	99,512	42	312,643
Equity securities					
Domestic equities	-	94,472	-	1,585	96,057
International equities	-	77,612	-	-	77,612
Total equity securities	-	172,084	-	1,585	173,669
Alternative investments					
Multi-strategy hedge funds					
Equity	121,787	-	-	-	121,787
Long/short	87,890	-	-	-	87,890
Fixed income	60,235	-	-	-	60,235
Absolute return	35,238	-	-	-	35,238
Real assets	12,466	-	-	-	12,466
Private equity and venture capital	18,253	-	-	-	18,253
Private debt	18,834	-	-	-	18,834
Private real estate	7,422	-	-	-	7,422
Total alternative investments	362,125	-	-	-	362,125
Other securities	-	20,615	-	-	20,615
Total investments at fair value	362,125	689,898	99,512	1,627	1,153,162
Cash and cash equivalents	-	-	-	-	63,408
Certificates of deposit	-	-	-	-	48,000
MMDT	-	-	-	-	95,000
Total investments at cost	-	-	-	-	206,408
Total investments	\$ 362,125	\$ 689,898	\$ 99,512	\$ 1,627	\$ 1,359,570

The following table presents unfunded commitments, redemption terms, restrictions, and notice period for investments that have been valued using NAV as a practical expedient as of June 30, 2019 (\$ in thousands):

	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Alternative investments					
Multi-strategy hedge funds					
Equity	\$ 121,787	\$ -	Daily to quarterly	01–60 days	No lock-up restrictions
Long/short	87,890	-	Quarterly to annual	45–80 days	Lock-up provisions range from none to 1 year
Fixed income	60,235	-	Quarterly	(2)	Lock-up provisions range from none to 2 years
Absolute return	35,238	-	Daily to annual	45–65 days	No lock-up restrictions
Real assets	12,466	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	18,253	14,626	Closed end funds	(1)	Not redeemable
Private debt	18,834	16,942	Closed end funds	(1)	Not redeemable
Private real estate	7,422	2,889	Closed end funds	(1)	Not redeemable
Total	\$ 362,125	\$ 34,457			

(1) The University has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.

(2) Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.

5. Accounts Receivable, Net

Accounts receivable as of June 30, 2020 and 2019 are as follows (\$ in thousands):

	2020	2019
Student tuition and fees	\$ 64,299	\$ 56,676
Student loans	43,001	54,403
Pledges	38,694	24,655
Grants and contracts	93,772	102,761
CWM program	62,399	60,322
UMass Memorial	68,070	22,131
Other	43,150	44,457
	413,385	365,405
Less: allowance for doubtful accounts and discount to present value for pledges	(36,117)	(24,254)
Accounts receivable, net	\$ 377,268	\$ 341,151

The receivable from UMass Memorial, which is uncollateralized, represents a potential concentration of credit risk for the University. This receivable represents 17.8% and 6.5% of total accounts receivable for the University at June 30, 2020 and 2019, respectively.

6. UMass Memorial Medical Center

The University has granted UMass Memorial the right to occupy portions of the University's Medical School campus facilities for a period of 99 years, expiring on June 30, 2097. As part of the ongoing agreement entered into on June 24, 1998, UMass Memorial has agreed to share responsibility for various capital and operating expenses relating to the occupied premises. UMass Memorial also contributes to capital improvements to shared facilities.

In addition, UMass Memorial has agreed to make certain payments to the University, including an annual fee of \$12.0 million, adjusted for inflation as necessary, for 99 years as long as the University continues to operate a medical school, and a participation payment based on a percentage of the net operating income of UMass Memorial. The University recognizes revenue when the participation payments 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, 2020 and 2019, the cash reimbursements received for services provided to UMass Memorial were \$119.0 million and \$177.1 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 \$65.1 million and \$109.3 million for the years ended June 30, 2020 and 2019, respectively. As of June 30, 2020 and 2019, the University has recorded a receivable in the amount of \$68.1 million and \$22.1 million, respectively from UMass Memorial which includes \$38.6 million and \$11.7 million, respectively, in payroll and related fringe charges. The University has recorded a payable of \$4.8 million and \$9.5 million at June 30, 2020 and 2019, respectively, primarily for cross-funded payroll.

7. Capital Assets

The following table represents the University's capital assets activity for the years ended June 30, 2020 and 2019 (\$ in thousands):

	As of June 30, 2018	Additions	Retirements/ adjustments	As of June 30, 2019	Additions	Retirements/ adjustments	As of June 30, 2020
Land	\$ 165,368	\$ 1,336	\$ (680)	\$ 166,024	\$ -	\$ -	\$ 166,024
Buildings and improvements	6,498,865	642,801	(35,340)	7,106,326	257,356	(6,578)	7,357,104
Software	113,184	6,747	(5,639)	114,292	5,709	-	120,001
Equipment and furniture	699,893	41,929	(24,779)	717,043	37,102	(41,632)	712,513
Library books	53,574	-	(6,609)	46,965	-	(7,347)	39,618
	7,530,884	692,813	(73,047)	8,150,650	300,167	(55,557)	8,395,260
Accumulated depreciation	(3,076,896)	(276,638)	48,797	(3,304,737)	(288,667)	45,643	(3,547,761)
	4,453,988	416,175	(24,250)	4,845,913	11,500	(9,914)	4,847,499
Construction in progress	621,488	328,232	(631,433)	318,287	213,480	(172,697)	359,070
Total capital assets, net	\$ 5,075,476	\$ 744,407	\$ (655,683)	\$ 5,164,200	\$ 224,980	\$ (182,611)	\$ 5,206,569

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, 2020 and 2019, the University capitalized net interest costs of \$5.9 million and \$8.7 million, respectively.

8. Public Private Partnerships and Leases

Public Private Partnerships (PPPs)

On November 8, 2016, the Building Authority entered into an agreement whereby sub-leased land on the University of Massachusetts Boston campus to Provident Commonwealth Educational Resources, Inc. (PCER), a Massachusetts not-for-profit corporation, for a term of 40 years. The land is ground-leased to the Building Authority by the Commonwealth. PCER engaged a contractor to construct a 1,082-bed student housing facility on the site (the "Boston Project"). The Boston Project reverts to the Building Authority when the lease terminates. Commencing January 1, 2019, the annual rental amount payable to the Building Authority under the ground lease is \$1.0 million.

The Boston Project was financed with \$130.1 million of revenue bonds issued on October 26, 2016 (Series 2016 Bonds) by the Massachusetts Development Finance Agency ("MassDevelopment") pursuant to a Loan and Trust Agreement between MassDevelopment and PCER. Neither the Building Authority, the University nor UMass Boston have pledged revenues to secure the payment of the Series 2016 bonds or have any obligation with respect to payment of the Series 2016 bonds.

Pursuant to a Dining Facility Sublease dated November 8, 2016 between PCER, as sub-lessor and the Building Authority, as sub-lessee, PCER leased the dining facility, located within the Boston Project, to the Building Authority and the Building Authority shall operate or cause to be operated the dining facility. The University funded the construction costs of the dining facility through debt issued by the Building Authority. This lease only relates to the operations and maintenance of the dining facility. The annual rent payable to PCER by the Building Authority is \$1.00.

On November 14, 2018, the Building Authority entered into an agreement whereby the Building Authority sub-leased land on the University of Massachusetts Dartmouth campus to Provident Commonwealth Educational Resources II, Inc. (PCER II), a Massachusetts not-for-profit corporation, for a term of 45 years. The land is ground-leased to the Building Authority by the Commonwealth. PCER II engaged a contractor to construct a 1,210-bed student housing facility on the site (the "Dartmouth Project"). The Dartmouth Project reverts to the Building Authority when the lease terminates. Commencing approximately one year following the completion of the project, the annual rental amount received by the Building Authority under the ground lease will be \$625.0 thousand, increasing by 3% every five years. The first ground lease payment is anticipated to be received in fiscal 2021.

The Dartmouth Project was financed with \$132.2 million of revenue bonds issued on November 14, 2018 (Series 2018 Bonds) by MassDevelopment pursuant to a Loan and Trust Agreement between MassDevelopment and PCER II. Neither the Building Authority, the University nor UMass Dartmouth have pledged revenues to secure the payment of the Series 2018 bonds or have any obligation with respect to payment of the Series 2018 bonds.



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Pursuant to a Dining Facility Sublease dated November 13, 2018 between PCER II, as sub-lessor and the Building Authority, as sub-lessee, PCER II leased the dining facility, located within the Dartmouth Project, to the Building Authority and the Building Authority shall operate or cause to be operated the dining facility. The University funded the construction costs of the dining facility through debt issued by the Building Authority. This lease only relates to the operations and maintenance of the

dining facility. The annual rent payable to PCER II by the Building Authority is \$1.00.

Management evaluated the applicability of relevant GASB guidance (including GASB 14, *The Financial Reporting Entity*, GASB 39, *Determining Whether Certain Organizations Are Component Units*, GASB 60, *Accounting for Financial Reporting for Service Concession Arrangements*, and GASB 61, *The Financial Reporting Entity: Omnibus*) against the underlying Boston and Dartmouth Project agreements and indentures and has concluded that the associated debt should not be recognized on the financial statements of the Building Authority or the University.

Capital leases

On October 27, 2009, the Building Authority entered into an agreement to lease its facility located on Morrissey Boulevard in Dorchester, Massachusetts to the Edward M. Kennedy Institute for the United States Senate ("EMKI"), a charitable corporation registered in the District of Columbia. The lease agreement provides for an initial term of ninety-nine years commencing in October 2009, and thereafter, at the option of EMKI, may be extended for two additional, 99-year periods.

The project was financed with \$74.4 million of revenue bonds. Rent is equal to the debt service on the outstanding bonds and payable semi-annually through fiscal year 2043.

On October 27, 2009, the Building Authority also entered into an agreement whereby the Building Authority sub-leased land, ground-leased to the Building Authority by the Commonwealth, to EMKI. The sublease agreement provides for an initial term of ninety-nine years commencing in October 2009, and thereafter, at the option of EMKI, may be extended for two additional, 99-year periods. At the time of signing, the Building Authority received payment of \$10.0 thousand in full payment of rent due for the initial term of the sublease.

Other leases

The Building Authority has executed long-term leases with the Commonwealth, acting by and through the Trustees of the Building Authority, covering the land on which facilities owned by the Building Authority are located on the University's campuses. These leases call for nominal annual payments to the Commonwealth. Certain of these leases renew automatically for subsequent five- or ten-year periods unless the Building Authority notifies the University that it does not wish to renew. Other leases require the Building Authority to notify the University of its desire to renew. As of June 30, 2020 and 2019, all leases with the Commonwealth were in good standing and any leases requiring action by the Building Authority during the year to facilitate their renewals were properly renewed.

As provided in the Enabling Act, each of the above-referenced leases also terminates when the Building Authority no longer has any bonds outstanding, at which time all Building Authority property becomes the property of the Commonwealth.

On April 1, 2014, the Building Authority entered into a lease, as lessee, with Massachusetts Mutual Life Insurance Company, as lessor, for space at Tower Square, 1500 Main Street, Springfield, Massachusetts. The initial lease began August 1, 2014 and ends July 31, 2019. In fiscal 2019, the Building Authority exercised its option to extend the lease for a period of five years. The lease now ends on July 31, 2024. Annual rent payments range from \$297.0 thousand to \$320.0 thousand. The Building Authority subleases the space to the University to be used as classroom space for its Springfield Satellite campus.

On July 17, 2014, the Building Authority entered into a lease, as lessee, with One Beacon Street Limited Partnership, as lessor, for space at One Beacon Street, Boston, Massachusetts. The lease ends December 31, 2030. Annual rent payments range from \$2.1 million to \$2.6 million. The Building Authority subleases office and classroom space at One Beacon Street to the University.

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-day notice. The rent expense related to these operating leases amounted to \$34.9 million and \$34.6 million for the years ended June 30, 2020 and 2019, respectively. The leases primarily relate to



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telecommunications, software, and co-generation systems. The University also leases space to third party tenants. During the years ended June 30, 2020 and 2019, the amount reported as rental income was \$24.7 million and \$25.2 million, respectively.

The following presents a schedule of future minimum payments under non-cancelable leases for the next five years and in subsequent five-year periods for the University as of June 30, 2020 (\$ in thousands):

Fiscal year end	Lessor (minimum lease payments to receive)				Lessee (minimum lease payments to pay)
	Direct financing lease	Operating leases		Total	
		PPPs	Other		
2021	\$ 5,066	\$ 1,338	\$ 12,971	\$ 19,375	\$ 23,902
2022	5,072	1,650	11,961	18,683	20,613
2023	5,073	1,650	9,798	16,521	19,469
2024	2,665	1,650	8,520	12,835	17,513
2025	5,002	1,650	8,104	14,756	16,944
2026-2030	25,387	8,334	30,134	63,855	87,268
2031-2035	25,921	8,431	27,443	61,795	40,011
2036-2040	23,695	8,530	452	32,677	82
2041-2045	8,879	8,632	-	17,511	-
2046-2050	-	8,737	-	8,737	-
2051-2055	-	8,846	-	8,846	-
2056-2060	-	5,199	-	5,199	-
2061-2065	-	2,628	-	2,628	-
Total payments	\$ 106,760	\$ 67,275	\$ 109,383	\$ 283,418	\$ 225,802
Less amounts representing interest:		(30,671)			
Net investment in direct financing lease		76,089			



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9. Long-Term Debt

The following table represents the outstanding long-term debt as of June 30, 2020, and the related activity during the fiscal year (\$ in thousands):

	Original borrowing	Maturity date	Interest rate	As of June 30, 2019	Additions	Reductions	As of June 30, 2020
Building authority							
Series 2008-A	\$ 26,580	2038	variable	\$ 17,120	\$ -	\$ (1,070)	\$ 16,050
Series 2008-1	232,545	2038	variable	154,480	-	(8,965)	145,515
Series 2009-2	271,855	2039	6.4-6.6%	16,945	-	-	16,945
Series 2009-3	28,570	2039	5.8-6.2%	24,480	-	(655)	23,825
Series 2010-1	118,985	2020	5.0%	31,055	-	(15,155)	15,900
Series 2010-2	430,320	2040	3.8-5.5%	430,320	-	-	430,320
Series 2010-3	3,005	2040	5.8%	2,615	-	(60)	2,555
Series 2011-1	135,040	2034	variable	123,540	-	(1,530)	122,010
Series 2011-2	101,700	2034	variable	93,955	-	(1,155)	92,800
Series 2013-1	212,585	2043	2.0-5.0%	188,675	-	(93,505)	95,170
Series 2013-2	71,970	2043	0.4-4.3%	60,530	-	(2,330)	58,200
Series 2013-3	24,640	2043	4.0-5.0%	24,240	-	(22,860)	1,380
Series 2014-1	293,890	2044	3.0-5.0%	291,890	-	(144,215)	147,675
Series 2014-2	14,085	2019	0.4-2.1%	2,905	-	(2,905)	-
Series 2014-3	67,635	2029	2.0-5.0%	54,555	-	(3,875)	50,680
Series 2014-4	157,855	2025	0.2-3.4%	61,600	-	(31,060)	30,540
Series 2015-1	298,795	2045	4.0-5.0%	298,795	-	-	298,795
Series 2015-2	191,825	2036	3.0-5.0%	186,075	-	(6,270)	179,805
Series 2017-1	165,130	2047	4.0-5.3%	165,130	-	-	165,130
Series 2017-2	19,510	2027	1.6-3.4%	18,065	-	(1,470)	16,595
Series 2017-3	187,680	2038	3.0-5.0%	178,945	-	(18,930)	160,015
Series 2018-1	37,650	2043	2.0-2.9%	37,650	-	-	37,650
Series 2019-1	208,725	2039	5.0%	208,725	-	-	208,725
Series 2020-1	200,840	2050	5.0%	-	200,840	-	200,840
Series 2020-2	129,830	2050	1.8-3.5%	-	129,830	-	129,830
Series 2020-3	319,345	2044	1.7-3.5%	-	319,345	-	319,345
Unamortized bond premium				184,172	57,147	(36,280)	205,039
				2,856,462	707,162	(392,290)	3,171,334
MHEFA/MDFA							
Series A	20,000	2030	variable	20,000	-	-	20,000
Series 2011	29,970	2034	2.5-4.0%	23,795	-	(23,795)	-
Unamortized bond premium				792	-	(792)	-
				44,587	-	(24,587)	20,000
WCCC MHEFA/MDFA							
Series 2005-D	99,325	2029	5.0-5.3%	495	-	(20)	475
Series 2011	10,495	2023	2.0-5.0%	4,995	-	(4,995)	-
Unamortized bond premium				428	-	(403)	25
				5,918	-	(5,418)	500
MDFA							
Clean renewable energy bonds	1,625	2027	3.50%	765	-	(96)	669
Total bonds payable				2,907,732	707,162	(422,391)	3,192,503
Notes and commercial paper				132,810	11,950	(143,274)	1,486
Capital lease obligations				1,836	1,095	(742)	2,189
Total long-term debt				\$3,042,378	\$ 720,207	\$ (566,407)	\$3,196,178

The following table represents the outstanding long-term debt as of June 30, 2019, and the related activity during the fiscal year (\$ in thousands):

	Original borrowing	Maturity date	Interest rate	As of June 30, 2018	Additions	Reductions	As of June 30, 2019
Building authority							
Series 2008-A	\$ 26,580	2038	variable	\$ 18,150	\$ -	\$ (1,030)	\$ 17,120
Series 2008-1	232,545	2038	variable	163,115	-	(8,635)	154,480
Series 2009-1	247,810	2039	3.0-5.0%	15,285	-	(15,285)	-
Series 2009-2	271,855	2039	6.4-6.6%	271,855	-	(254,910)	16,945
Series 2009-3	28,570	2039	5.8-6.2%	25,100	-	(620)	24,480
Series 2010-1	118,985	2020	5.0%	45,485	-	(14,430)	31,055
Series 2010-2	430,320	2040	3.8-5.5%	430,320	-	-	430,320
Series 2010-3	3,005	2040	5.8%	2,675	-	(60)	2,615
Series 2011-1	135,040	2034	variable	124,990	-	(1,450)	123,540
Series 2011-2	101,700	2034	variable	95,055	-	(1,100)	93,955
Series 2013-1	212,585	2043	2.0-5.0%	193,745	-	(5,070)	188,675
Series 2013-2	71,970	2043	0.4-4.3%	62,825	-	(2,295)	60,530
Series 2013-3	24,640	2043	4.0-5.0%	24,640	-	(400)	24,240
Series 2014-1	293,890	2044	3.0-5.0%	292,490	-	(600)	291,890
Series 2014-2	14,085	2019	0.4-2.1%	5,750	-	(2,845)	2,905
Series 2014-3	67,635	2029	2.0-5.0%	58,160	-	(3,605)	54,555
Series 2014-4	157,855	2025	0.2-3.4%	92,095	-	(30,495)	61,600
Series 2015-1	298,795	2045	4.0-5.0%	298,795	-	-	298,795
Series 2015-2	191,825	2036	3.0-5.0%	189,000	-	(2,925)	186,075
Series 2017-1	165,130	2047	4.0-5.3%	165,130	-	-	165,130
Series 2017-2	19,510	2027	1.6-3.4%	19,510	-	(1,445)	18,065
Series 2017-3	187,680	2038	3.0-5.0%	184,760	-	(5,815)	178,945
Series 2018-1	75,000	2043	2.0-2.9%	37,650	-	-	37,650
Series 2019-1	208,725	2039	5.0%	-	208,725	-	208,725
Unamortized bond premium				150,699	47,633	(14,160)	184,172
				2,967,279	256,358	(367,175)	2,856,462
MHEFA/MDFA							
Series A	20,000	2030	variable	20,000	-	-	20,000
Series 2011	29,970	2034	2.5-4.0%	24,880	-	(1,085)	23,795
Unamortized bond premium				817	-	(25)	792
				45,697	-	(1,110)	44,587
WCCC MHEFA/MDFA							
Series 2005-D	99,325	2029	5.0-5.3%	615	-	(120)	495
Series 2011	10,495	2023	2.0-5.0%	5,860	-	(865)	4,995
Unamortized bond premium				526	-	(98)	428
				7,001	-	(1,083)	5,918
MDFA							
Clean renewable energy bonds	1,625	2027	3.50%	860	-	(95)	765
Total bonds payable				3,020,837	256,358	(369,463)	2,907,732
Notes and commercial paper				65,969	69,061	(2,220)	132,810
Capital lease obligations				2,262	255	(681)	1,836
Total long-term debt				\$3,089,068	\$ 325,674	\$ (372,364)	\$3,042,378

Pledged Revenues – 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.

The University's spendable cash and investments secures the obligations of the University with respect to the MHEFA/MDFA Series A Bonds. The University is required to certify annually that there are sufficient funds in spendable cash and investments to cover the debt service on the Series A Bonds.

Principal and Interest – Principal and interest, which is estimated using rates in effect at June 30, 2020, on long-term debt for the next five fiscal years and in subsequent five-year periods are as follows (\$ in thousands):

Fiscal year	Bonds			Direct placement bonds		Total
	Principal	Interest	Interest subsidy*	Principal	Interest	
2021	\$ 107,305	\$ 127,922	\$ (7,543)	\$ -	\$ 763	\$ 228,447
2022	102,265	123,848	(7,439)	-	763	219,437
2023	106,530	119,747	(7,224)	-	763	219,816
2024	111,235	115,585	(6,993)	1,655	754	222,236
2025	100,710	111,440	(6,729)	1,690	718	207,829
2026-2030	547,951	487,868	(29,222)	8,480	3,573	1,018,650
2031-2035	582,150	358,774	(20,318)	8,785	3,244	932,635
2036-2040	631,040	216,551	(8,891)	10,175	1,846	850,721
2041-2045	482,035	84,257	(258)	6,865	344	573,243
2046-2050	154,480	19,711	-	-	-	174,191
2051-2055	24,088	507	-	-	-	24,595
Total	\$ 2,949,789	\$ 1,766,210	\$ (94,617)	\$ 37,650	\$ 12,768	\$ 4,671,800

* These interest rate subsidies are provided by the United States Government related to the University's issuance of bonds under the Build America Bond ("BAB") program. Under the BAB program, the Government provides a direct subsidy of the interest rate paid to bondholders up to 35%. For Fiscal Year 2021 through 2041, the estimated subsidy reflected in the table above is 32.9%.

Variable Rate Bonds – The University classifies variable rate bonds subject to remarketing as current, unless supported by liquidity arrangements such as lines of credit or standby bond purchase agreements, which could refinance the debt on a long-term basis. In the event that variable rate bonds are put back to the University by the debt holder, management believes that the University's strong credit rating will ensure the bonds will be remarketed within a reasonable period of time.

The University has standby purchase agreements with Barclays Bank PLC (Barclays) for the 2008-1 and 2008-A bonds which requires Barclays to purchase bonds that are tendered and not remarketed. These agreements were extended until July 6, 2022. Fees incurred under the agreements related to the bonds totaled \$531.8 thousand and \$553.0 thousand for the years ended June 30, 2020 and 2019, respectively.

The University has standby purchase agreement with Wells Fargo Bank, N.A. (Wells) for the 2011-1 bonds which requires Wells to purchase bonds that are tendered and not remarketed. This agreement was extended until July 9, 2022. Fees incurred under the agreements related to the bonds totaled \$421.7 thousand and \$425.7 thousand for the years ended June 30, 2020 and 2019, respectively.

Window Bonds – In fiscal year 2011, the University issued its 2011-2 bonds in a variable rate window bond mode. As with the University's other variable rate bonds, the window bondholders can tender the bonds at any time. However, unlike the University'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 University is not required to obtain any type of liquidity support for the 2011-2 bonds. Window bondholders receive an interest rate on the window bonds at a fixed spread over the Securities Industry and Financial Markets Association Municipal Swap Index™ ("SIFMA"). The initial spread to the SIFMA index is 9 basis points.

Bond Refundings – In FY2020, the University issued \$319.3 of Senior Series 2020-3 bonds, which advanced refunded \$22.7 million of Series 2011 and \$4.1 million of Series 2013 bonds. The Series 2020-3 bonds also refunded \$88.3 million of the University's 2013-1 bonds, \$22.4 million of the University's 2013-3 bonds, and \$143.5 million of the University's 2014-1 bonds. 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 on the University's financial statements. The total loss on refunding was \$16.4 million with cash flow savings of \$35.5 million.

As of June 30, 2020, approximately \$281 million of bonds outstanding from advance refunding activities is considered defeased.

In FY2019, the University issued \$208.7 million of Refunding Revenue Senior Series 2019-1 Bonds which partially refunded the 2009-2 Senior Series Building America Bonds. This transaction was a current refunding.

Other Current Year Debt Activity – In FY2020, the University issued \$330.67 million of Senior Series 2020-1 and 2020-2 Project Revenue bonds.

Bond Premium – In FY2020, the University received premiums at issuance totaling \$57.1 million. Premiums received are amortized as a reduction of interest expense over the life of the respective bond issue. In FY2019, the University received premiums at issuance totaling \$47.6 million.

Commercial Paper – The maximum aggregate principal amount of commercial paper the University may have outstanding at one time is \$200.0 million. The University's Series 2013-A are secured by standby liquidity facility agreement that expires on August 12, 2022. The Series 2013-B are secured by a standby liquidity facility agreement that expires on August 12, 2022.

During FY2020 and FY2019, the University issued \$10.5 million and \$69.1 million of commercial paper, respectively. As of June 30, 2020 and 2019, the University had an outstanding commercial paper balance of \$0 and \$131.9 million, respectively. The University incurred total fees of \$0.7 million in FY2020 and FY2019, respectively, associated with the use of commercial paper.

Interest Rate Swaps – The University uses derivative instruments 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 University'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 University 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, changes in the fair value of a hedging derivative instrument 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 for hedging derivative instruments are recorded as interest expense in the period settled.

Interest rate swap liabilities at June 30, 2020 and 2019 are as follows (\$ in thousands):

	Notional value	As of June 30, 2019	Net change	As of June 30, 2020	Effective date	Term date	Authority pays	Authority receives
Series 2008-1	\$ 145,515	\$ 23,308	\$ 8,760	\$ 32,068	05/01/08	05/01/38	3.39%	70% of 1-Month LIBOR
Series 2008-A	16,050	2,720	1,075	3,795	11/13/08	05/01/38	3.38%	70% of 1-Month LIBOR
Series 2006-1	214,810	29,594	7,524	37,118	04/20/06	11/01/34	3.48%	60% of 3-Month LIBOR + .18%
Total		\$ 55,622	\$ 17,359	\$ 72,981				

Swap Payments and Associated Debt – Using rates as of June 30, 2020, 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 (\$ in thousands):

Fiscal year ending June 30	Principal	Interest	Interest rate swaps, net	Total
2021	\$ 28,390	\$ 7,000	\$ 11,712	\$ 47,102
2022	29,545	6,453	10,799	46,797
2023	33,915	5,855	9,798	49,568
2024	35,200	5,204	8,710	49,114
2025	28,625	4,602	7,703	40,930
2026–2030	148,230	14,489	24,257	186,976
2031–2035	70,085	3,329	5,574	78,988
2036–2040	2,385	94	158	2,637
Total	\$ 376,375	\$ 47,026	\$ 78,711	\$ 502,112

10. Other Liabilities

The following table shows current and long-term portions of other liabilities as recorded in the Statements of Net Position (\$ in thousands).

	As of June 30, 2019	Current portion as of June 30, 2019	As of June 30, 2020	Current portion as of June 30, 2020
Compensated absences*	\$ 107,398	\$ 81,155	\$ 113,892	\$ 88,722
Workers' compensation*	13,850	2,882	13,256	2,550
Unearned revenues	88,863	54,946	135,816	91,037
Advances and deposits	34,135	6,394	19,988	5,238
Other liabilities	147,872	70,458	170,827	60,557

* The University includes the current portion of compensated absences and workers' compensation liabilities within accounts payable and accrued expenses on the Statements of Net Position.

11. Fringe Benefits

During the years ended June 30, 2020 and 2019, the Commonwealth paid \$383.5 million and \$380.4 million, respectively, for the University's portion of fringe benefit costs which includes pension expense, health insurance for active employees and retirees, and terminal leave. Of this amount, the University reimbursed the Commonwealth \$142.2 million and \$149.1 million during the years ended June 30, 2020 and 2019, respectively. The remaining portion is included in revenue as state appropriations.

12. Benefit Plans

Defined benefit plan

The Massachusetts State Employees' Retirement System (MSERS) is a public employee retirement system (PERS) that administers a cost-sharing multi-employer defined benefit plan covering substantially all employees of the Commonwealth including University employees.

MSERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year to five-year average annual rate of regular compensation depending on the date of hire. 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.

The MSERS' funding policies were established by Chapter 32 of MGL. The Legislature has the authority to amend these policies. The annuity portion of the MSERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for MSERS vary depending on the most recent date of membership:

Hire date	% of Compensation
Prior to 1975	5% of regular compensation
1975 – 1983	7% of regular compensation
1984 – 6/30/1996	8% of regular compensation
7/1/1996 – present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 – present	An additional 2% of regular compensation in excess of \$30,000

In addition, members within this group who join the system on or after April 2, 2012 will have their withholding rate reduced to 6% after achieving 30 years of creditable service.

The University makes contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth. The fringe benefit charge amounted to \$134.8 million and \$125.5 million for the years ended June 30, 2020 and 2019, respectively. Annual covered payroll was 78% and 77.4% of annual total payroll for the University for the years ended June 30, 2020 and 2019, respectively.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows

of Resources Related to Pensions – The net pension liability as of June 30, 2020 was determined based on a measurement date of June 30, 2019 from an actuarial valuation as of January 1, 2019 rolled forward to June 30, 2019. The net pension liability measured as of June 30, 2019 was determined based on a measurement date of June 30, 2018 from an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018. There are no significant changes known which would impact the total pension liability between the measurement date and the reporting date, other than typical plan experience.

At June 30, 2020 and 2019, the University reported a liability of \$526.7 million and \$409.3 million, respectively, for its proportionate share of MSERS net pension liability, respectively. The University's proportion of the net pension liability was based on a projection of the University's long-term share of contributions to the pension plan relative to the total projected contributions of all participating entities, actuarially determined. The University's proportion of the pension plan at measurement dates of June 30, 2019 and 2018 was 3.60% and 3.09%, respectively.

For the fiscal years ended June 30, 2020 and 2019, the University recognized pension expense of \$93.2 million and \$52.2 million, respectively.

The University reported its proportionate share of MSERS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources as of June 30, 2020 and 2019 (\$ in thousands):

	2020		2019	
	Deferred outflows of resources	Deferred inflows of resources	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	\$ 39,043	\$ -	\$ 41,482	\$ -
Changes in proportion due to internal allocation	59,974	25,043	22,245	37,534
Employer contributions after measurement date	40,617	-	35,843	-
Differences between expected and actual experience	17,493	6,851	12,980	8,342
Net difference between projected and actual investment earnings on pension plan investments	-	7,857	-	14,228
Changes in proportion from Commonwealth	930	27	1,104	78
Total	\$ 158,057	\$ 39,778	\$ 113,654	\$ 60,182

Amounts reported as deferred outflows of resources relating to pension resulting from the University's contributions subsequent to the measurement date will be recognized as a reduction to pension expense in the net pension liability in the year 2021. The remaining difference between the University's balances of deferred outflows and inflows of resources related to pension liability will be recognized in pension expense as follows:

Year ended June 30	
2021	\$ 28,626
2022	8,066
2023	15,870
2024	16,914
2025	8,186
Total	\$ 77,662

Actuarial Assumptions – Significant actuarial assumptions used at each respective measurement date are as follows:

	June 30, 2019	June 30, 2018
Investment rate of return	7.25%	7.35%
Interest rate credited to the annuity savings fund	3.50%	3.50%
Cost of living increases on the first \$13,000 per year	3.00%	3.00%
Salary increases*	4.0% to 9.0%	4.0% to 9.0%
Mortality rates:		
Pre-retirement	RP-2014 Blue Collar Employees Scale MP-2016 **	RP-2014 Blue Collar Employees Scale MP-2016 **
Post-retirement	RP-2014 Blue Collar Healthy Annuitant Scale MP-2016 **	RP-2014 Blue Collar Healthy Annuitant Scale MP-2016 **
Disability	RP-2014 Blue Collar Healthy Annuitant Scale MP-2016 **	RP-2014 Blue Collar Healthy Annuitant Scale MP-2016 **

* Salary increases were based on analysis of past experiences depending on group and length of service

** Set forward one year for females.

Investment Allocation – Investment assets of MSERS are with the Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2019 and 2018 are summarized in the following table:

Asset class	June 30, 2019		June 30, 2018	
	Target allocation	Long-term expected real rate of return	Target allocation	Long-term expected real rate of return
Global equity	39.00%	4.90%	39.00%	5.00%
Portfolio completion strategies	11.00%	3.90%	13.00%	3.70%
Core fixed income	15.00%	1.30%	12.00%	0.90%
Private equity	13.00%	8.20%	12.00%	6.60%
Real estate	10.00%	3.60%	10.00%	3.80%
Value added fixed income	8.00%	4.70%	10.00%	3.80%
Timber / natural resources	4.00%	4.10%	4.00%	3.40%
Total	100.00%		100.00%	

Discount Rate – The discount rate used to measure the total pension liability was 7.25% and 7.35% at June 30, 2019 and 2018, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth’s contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

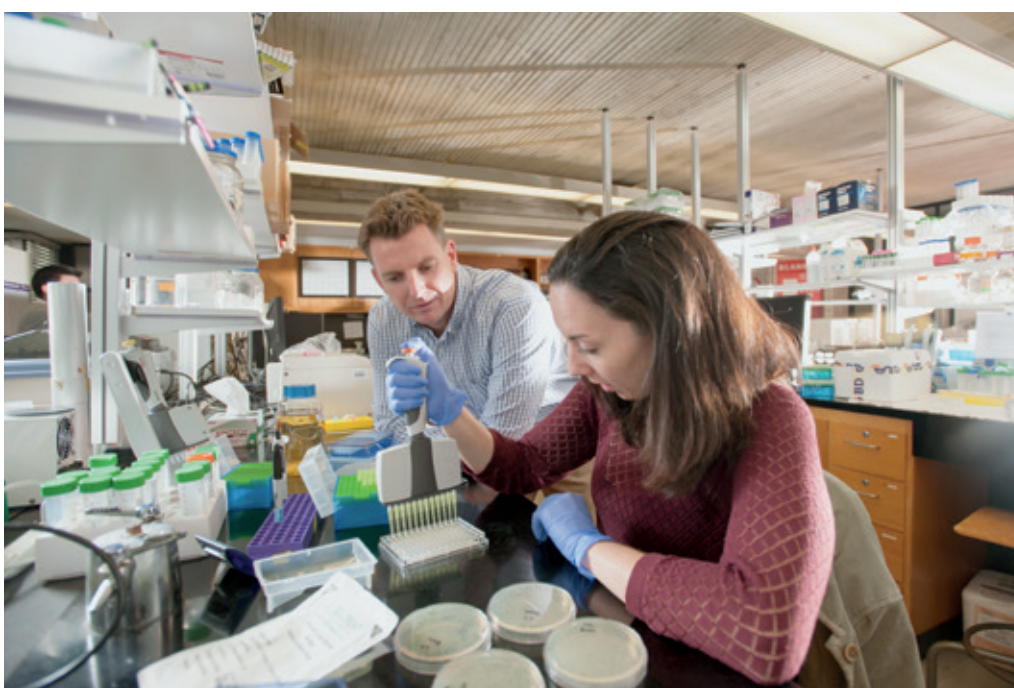
Sensitivity Analysis – The following illustrates the impact of a 1% change in the discount rate for the net pension liability at June 30, 2020 and 2019 (\$ in thousands):

Fiscal year ended	1% Decrease	Current discount rate	1% Increase
June 30, 2020	\$ 701,230	\$ 526,739	\$ 377,816
June 30, 2019	551,694	409,319	287,666

Defined contribution plan

Non-vested faculty and certain other employees of the University can opt out of MSERS and participate in a defined contribution plan, the Optional Retirement Plan (ORP), administered by the Commonwealth’s Department of Higher Education. As of June 30, 2020 and 2019, there were 2,129 and 2,011 participants in the ORP, respectively. Employees contribute at the same rate as members in MSERS and the Commonwealth matches 5% of employee contributions. The Commonwealth contributed \$8.0 million and \$7.8 million in 2020 and 2019, respectively. University employees contributed \$19.3 million and \$18.8 million in 2020 and 2019, 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 (Gap Plan). Employees with MSERS or ORP membership dates after January 1, 2011 are eligible to participate in 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%. As of June 30, 2020 and 2019, the plan assets of the Gap Plan were \$6.2 million and \$4.7 million, respectively.



Photos taken prior to COVID-19 social distancing practices

13. Other Postemployment Benefits

The Commonwealth administers the State Retirees' Benefit Trust, a single employer defined Postemployment Benefits Other Than Pensions (OPEB) Plan (the Plan). Benefits are managed by the Group Insurance Commission (GIC) and investments are managed by the Pension Reserves Investment Management Board (PRIM).

Benefits Provided – Under Chapter 32A of the MGL the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth. 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 are comparable to contributions required from employees.

Employer and employee contribution rates are set in MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2020 and 2019, the retirees' share of premium costs is between 0% – 20%, depending on the date of hire.

As noted in Note 1, the University recorded an immaterial correction to its previously reported financial statements to properly reflect its fiscal year 2019 proportionate share of activity related to post-employment benefits in accordance with GASB 75. The below information has been updated to reflect the University's 2019 information as corrected.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB – The total OPEB liability as of June 30, 2020 was determined based on a measurement date of June 30, 2019 from an actuarial valuation as of January 1, 2019 rolled forward to June 30, 2019. The total OPEB liability as of June 30, 2019 was determined based on a measurement date of June 30, 2018 from an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018. There are no significant changes known which would impact the total OPEB liability between the measurement date and the reporting date, other than typical plan experience.

As of June 30, 2020 and 2019, the University reported a liability of \$993.0 million and \$895.7 million, respectively, for its proportionate share of the OPEB liability. The University's proportion of the OPEB liability was based on a projection of the University's long-term share of contributions to the OPEB plan relative to the total projected contributions of all participating entities, actuarially determined. The University's proportion of the OPEB plan at measurement dates of June 30, 2019 and 2018 was 5.43% and 4.82%, respectively.

For the fiscal years ended June 30, 2020 and 2019, the University recognized OPEB expense of \$96.9 million and \$75.1 million, respectively.

The University reported its proportionate share of deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources as of June 30, 2020 and 2019, respectively (\$ in thousands):

	2020		2019	
	Deferred outflows of resources	Deferred inflows of resources	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	\$ 764	\$ 149,320	\$ 858	\$ 75,539
Changes in proportion due to internal allocation	174,758	-	100,687	-
Employer contributions after measurement date	21,040	-	26,137	-
Differences between expected and actual experience	39,824	1,272	8,732	1,535
Net difference between projected and actual investment earnings on OPEB plan investments	-	457	-	1,795
Changes in proportion from Commonwealth	2,421	-	2,310	-
Total	\$ 238,807	\$ 151,049	\$ 138,724	\$ 78,869

Amounts reported as deferred outflows of resources relating to OPEB resulting from the University's contributions subsequent to the measurement date will be recognized as a reduction to OPEB expense in the net OPEB liability in the year 2021. The remaining difference between the University's balances of deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30	
2021	\$ 2,860
2022	2,860
2023	8,102
2024	25,897
2025	26,999
	\$ 66,718

Actuarial Assumptions – Significant actuarial assumptions used at the 2019 measurement date are as follows:

Long-term rate of return on investment	7.25%														
Annual healthcare cost trend rates															
Medical	7.5% decreasing by 0.5% each year to 5.5% in 2023 and 2024 and then decreasing 0.5% each year to an ultimate rate of 4.5% in 2026 for medical and 4.5% for administration costs														
Employer group waiver program	5% per year until 2025, then decrease to 4.5% in 2026														
Administrative costs	4.5%														
Mortality rates	RP-2014 Blue Collar Employees projected with Scale MP-2016 with females set forward one year														
Participation rates	100% of all retirees who currently have health care coverage will continue the same coverage, except the following: <ul style="list-style-type: none"> • retirees under the age of 65 with POS/PPO coverage switch to Indemnity at age 65 • retirees over the age of 65 with POS/PPO coverage switched to HMO Current retirees and spouses - Medicare coverage upon attainment of age 65 Future retirees - Medicare coverage upon attainment of age 65 85% of current and future contingent eligible participants will elect health care benefits at 55 or later Actives, upon retirement, take coverage, and are assumed to have the following coverage:														
	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Retirement age</th> </tr> <tr> <th>Under 65</th> <th>Over 65</th> </tr> </thead> <tbody> <tr> <td>Indemnity</td> <td>25.0%</td> <td>85.0%</td> </tr> <tr> <td>POS/PPO</td> <td>60.0%</td> <td>0.0%</td> </tr> <tr> <td>HMO</td> <td>15.0%</td> <td>15.0%</td> </tr> </tbody> </table>		Retirement age		Under 65	Over 65	Indemnity	25.0%	85.0%	POS/PPO	60.0%	0.0%	HMO	15.0%	15.0%
	Retirement age														
	Under 65	Over 65													
Indemnity	25.0%	85.0%													
POS/PPO	60.0%	0.0%													
HMO	15.0%	15.0%													

Significant actuarial assumptions used at the 2018 measurement date are as follows:

Long-term rate of return on investment	7.35%														
Annual healthcare cost trend rates															
Medical	8.0% decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023 and then decreasing 0.25% each year to an ultimate rate of 5.0% in 2025 for medical and 5.0% for administration costs														
Employer group waiver program	5.0%														
Administrative costs	5.0%														
Mortality rates	RP-2014 Blue Collar Employees projected with Scale MP-2016 with females set forward one year														
Participation rates	100% of all retirees who currently have health care coverage will continue the same coverage, except the following: <ul style="list-style-type: none"> retirees under the age of 65 with POS/PPO coverage switch to Indemnity at age 65 retirees over the age of 65 with POS/PPO coverage switched to HMO Current retirees and spouses - Medicare coverage upon attainment of age 65 Future retirees - Medicare coverage upon attainment of age 65 80% of current and future contingent eligible participants will elect health care benefits at 55 or later Actives, upon retirement, take coverage, and are assumed to have the following coverage:														
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	Retirement age														
	Under 65	Over 65													
Indemnity	40.0%	85.0%													
POS/PPO	50.0%	0.0%													
HMO	10.0%	15.0%													

Investment Allocation – Investment assets of the Plan are with the Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2019 and 2018 are summarized in the following table:

Asset class	June 30, 2019		June 30, 2018	
	Target allocation	Long-term Expected real rate of return	Target allocation	Long-term Expected real rate of return
Global equity	39.00%	4.90%	39.00%	5.00%
Portfolio completion strategies	11.00%	3.90%	13.00%	3.70%
Core fixed income	15.00%	1.30%	12.00%	0.90%
Private equity	13.00%	8.20%	12.00%	6.60%
Real estate	10.00%	3.60%	10.00%	3.80%
Value added fixed income	8.00%	4.70%	10.00%	3.80%
Timber / natural resources	4.00%	4.10%	4.00%	3.40%
Total	100.00%		100.00%	

Discount Rate – The discount rates used to measure the total OPEB liability as of June 30, 2019 and 2018 were 3.63% and 3.95%, respectively. These rates were based on a blend of the Bond Buyer Index rates of 3.51% and 3.87%, respectively, as of the measurement dates June 30, 2019 and 2018 and the long term rate of return on Plan investments of 7.25% and 7.35%, respectively. The Plan’s fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected “depletion date” when projected benefits are not covered by projected assets is 2025. Therefore, the long-term expected rate of return on plan investments was not applied to all periods of projected benefit payments to determine the total OPEB liability as of June 30, 2019 and 2018.

Sensitivity Analysis of Discount – The following presents the net OPEB liability of the Commonwealth calculated using the discount rate, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1- percentage-point lower or 1-percentage-point higher than the current rate (\$ in thousands):

Fiscal year ended	1% Decrease	Current discount	1% Increase
June 30, 2019	\$ 1,185,311	\$ 992,991	\$ 840,934
June 30, 2018	1,064,665	895,669	761,603

Sensitivity Analysis of Healthcare Cost Trend Rate – The following presents the net OPEB liability of the Commonwealth, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rate (\$ in thousands):

Fiscal year ended	1% Decrease	Current rate	1% Increase
June 30, 2019	\$ 818,350	\$ 992,991	\$ 1,223,411
June 30, 2018	757,659	895,669	1,070,136

14. Operating Expenses and Interest

The following table summarizes the University’s operating expenses and interest by natural and functional classification for the year ended June 30, 2020 (\$ in thousands):

	Compensation and benefits	Supplies and services	Scholarships and fellowships	Depreciation and amortization	Interest	Total
Educational and general						
Instruction	\$ 839,809	\$ 120,739	\$ -	\$ -	\$ -	\$ 960,548
Research	297,775	187,984	-	-	-	485,759
Public service	72,386	11,862	-	-	-	84,248
Academic support	148,926	52,002	-	-	-	200,928
Student services	124,158	33,684	-	-	-	157,842
Institutional support	199,420	103,680	-	-	-	303,100
Operation and maintenance of plant	127,786	114,094	-	-	-	241,880
Depreciation and amortization	-	-	-	288,667	-	288,667
Scholarships and fellowships	-	-	65,469	-	-	65,469
Auxiliary enterprises	166,297	170,200	-	-	-	336,497
Other expenditures						
Independent operations	25,955	30,301	-	-	-	56,256
Public service activities	87,482	168,766	-	-	-	256,248
Total operating expenses	2,089,994	993,312	65,469	288,667	-	3,437,442
Interest on indebtedness	-	-	-	-	109,186	109,186
Total operating expenses and interest	\$ 2,089,994	\$ 993,312	\$ 65,469	\$ 288,667	\$ 109,186	\$ 3,546,628

The following table summarizes the University's operating expenses and interest by natural and functional classification for the year ended June 30, 2019 (\$ in thousands):

	Compensation and benefits	Supplies and services	Scholarships and fellowships	Depreciation and amortization	Interest	Total
Educational and general						
Instruction	\$ 786,720	\$ 125,695	\$ -	\$ -	\$ -	\$ 912,415
Research	285,202	205,685	-	-	-	490,887
Public service	70,593	15,658	-	-	-	86,251
Academic support	136,738	49,764	-	-	-	186,502
Student services	120,926	39,825	-	-	-	160,751
Institutional support	187,274	87,052	-	-	-	274,326
Operation and maintenance of plant	121,825	126,756	-	-	-	248,581
Depreciation and amortization	-	-	-	276,638	-	276,638
Scholarships and fellowships	-	-	49,511	-	-	49,511
Auxiliary enterprises	156,607	183,739	-	-	-	340,346
Other expenditures						
Independent operations	24,904	23,378	-	-	-	48,282
Public service activities	84,774	142,047	-	-	-	226,821
Total operating expenses	1,975,563	999,599	49,511	276,638	-	3,301,311
Interest on indebtedness	-	-	-	-	116,217	116,217
Total operating expenses and interest	\$ 1,975,563	\$ 999,599	\$ 49,511	\$ 276,638	\$ 116,217	\$ 3,417,528

15. Unrestricted Net Position

According to the University's reserve policy, unrestricted net position is designated for certain purposes. Below are the designations used by the University, as described in the University's policy:

- **Unexpended plant and facilities** – funds designated for capital projects, equipment and the major renovations of all existing buildings including research, education and general, and auxiliary.
- **Auxiliary enterprises** – funds related to self-supporting activities which provide non-instructional support in the form of goods and services to students, faculty, and staff upon payment of a specific user charge or fee.
- **Education and general** – funds designated for operational requirements, academic initiatives, research, faculty recruitment, and University initiatives.
- **Quasi-endowment** – funds related to unrestricted resources invested in the Foundation's pooled endowment fund, intended to be invested for the long-term unless otherwise approved by the Board of Trustees or a designated authority.
- **Stabilization** – funds designated to provide budgetary stabilization for operations due to unforeseen and/or uncontrollable circumstances to ensure responsible long-term financial stability. Funds should be used for an unanticipated one-time disruption in funding or catastrophic event and shall not be used to cover operating shortfalls that could have been anticipated and managed.
- **Other unrestricted** – funds undesignated for a specific use or purpose.

The following table summarizes the University's unrestricted net position as of June 30, 2020 and 2019 (\$ in thousands):

	2020	2019
Unrestricted resources		
Unexpended plant and facilities	\$ 222,495	\$ 255,308
Auxiliary enterprises	67,459	100,154
Education and general	420,012	309,452
Quasi-endowment	355,174	352,743
Stabilization	124,889	114,594
Other unrestricted	(65,957)	(46,720)
Subtotal	1,124,072	1,085,531
Unfunded portion of pension liabilities	(408,460)	(355,847)
Unfunded portion of postretirement benefits other than pension liabilities	(905,233)	(835,814)
Total unrestricted net position	\$ (189,621)	\$ (106,130)

16. Commitments and Contingencies

The Building Authority, University, and WCCC have outstanding purchase commitments under construction contracts and real estate agreements of \$111.9 million and \$200.0 million at June 30, 2020 and 2019, respectively. The University has entered an Energy Performance Contract that is being managed by the Commonwealth's Division of Capital Asset Management and Maintenance (DCAMM) under its Clean Energy Investment Program. This project includes 32 energy conservation measures. The University has a commitment to the Commonwealth for Clean Energy Investment Program Funds used through June 30, 2020 and 2019 of \$42.1 million and \$43.3 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 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. 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 \$13.3 million and \$13.9 million as of June 30, 2020 and 2019, respectively. Estimated future payments related to such costs have been discounted at a rate of 4%. Refer to Note 10 for further information on worker's compensation balances year over year.

On June 28, 2019, the Authority entered into an agreement to lease property located at 200 Mount Vernon Street in Dorchester, Massachusetts to Bayside Property Owner, LLC ("Bayside"), a Delaware limited liability company. The developer plans to build a mixed-use urban innovation campus at the site. Bayside deposited \$7.0 million into an escrow account on July 2, 2019. In June 2020, Bayside deposited an additional \$1.0 million into an escrow account in order to extend the agreement. These funds will be applied to the initial fixed rent payment at closing. Under the terms of the agreement, the developer, subject to certain contingencies, may enter into a 99-year ground lease for an upfront payment of up to \$235 million, with a minimum lease price of \$192 million. The agreement provides a 60-day inspection period during which the developer could terminate the agreement for any reason. The developer can extend the term of the agreement up to four consecutive periods of six months each. Additionally, the Authority has the ability to terminate the agreement at any time via its default provision.

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.

17. Blended Component Units

Condensed information for the University's blended component units, the Building Authority and WCCC, is presented below as of June 30, 2020 (\$ in thousands). The UMAF and UMMSF are not material in relation to the other blended component units nor the University as a whole and are therefore not presented in the below condensed information.

	June 30, 2020			
	Building Authority	Eliminations	WCCC	Eliminations
Condensed information from the Statements of Net Position				
Capital assets, net	\$ 3,721,176	\$ -	\$ 332,596	\$ -
Other assets	752,153	(68,481)	184,611	(2,595)
Deferred outflows	125,965	-	6,660	-
Total assets and deferred outflows	4,599,294	(68,481)	523,867	(2,595)
Debt, including commercial paper	3,171,334	-	331,422	-
Other liabilities	175,480	(4,180)	19,170	(2,595)
Total liabilities	3,346,814	(4,180)	350,592	(2,595)
Total net position	\$ 1,252,480	\$ (64,301)	\$ 173,275	\$ -
Condensed information from the Statements of Revenues, Expenses, and Changes in Net Position				
Other revenues	\$ 295,892	\$ (126,525)	\$ 78,493	\$ (50,800)
Total revenues	295,892	(126,525)	78,493	(50,800)
Operation and maintenance of capital assets	9,470	(11,404)	27,689	(24,108)
Depreciation	150,808	-	20,350	-
Interest expense	110,990	(86,372)	8,003	-
Other expenses	6,609	(3,100)	16,217	(26,692)
Total expenses	277,877	(100,876)	72,259	(50,800)
Increase in net position	\$ 18,015	\$ (25,649)	\$ 6,234	\$ -
Condensed information from the Statements of Cash Flows				
Net cash provided by operating activities	\$ 200,605	\$ -	\$ 28,714	\$ -
Net cash provided by (used in) investing activities	3,126	-	(17,418)	-
Net cash (used in) provided by financing activities	(81,154)	-	(9,613)	-
Change in cash and cash equivalents	\$ 122,577	\$ -	\$ 1,683	\$ -

Condensed information for the University's blended component units, the Building Authority and WCCC, is presented below as of June 30, 2019 (\$ in thousands):

	June 30, 2019			
	Building Authority	Eliminations	WCCC	Eliminations
Condensed information from the Statements of Net Position				
Capital assets, net	\$ 3,671,005	\$ -	\$ 332,002	\$ -
Other assets	624,776	(44,329)	96,219	(1,732)
Deferred outflows	95,954	-	7,429	-
Total assets and deferred outflows	4,391,735	(44,329)	435,650	(1,732)
Debt, including commercial paper	2,988,872	(462)	38,472	-
Other liabilities	168,398	(5,215)	230,137	(1,732)
Total liabilities	3,157,270	(5,677)	268,609	(1,732)
Total net position	\$ 1,234,465	\$ (38,652)	\$ 167,041	\$ -
Condensed information from the Statements of Revenues, Expenses, and Changes in Net Position				
Other revenues	\$ 281,311	\$ (99,228)	\$ 82,675	\$ (52,597)
Total revenues	281,311	(99,228)	82,675	(52,597)
Operation and maintenance of capital assets	8,600	(5,004)	28,871	(23,941)
Depreciation	140,771	-	19,857	-
Interest expense	118,213	(89,431)	7,866	-
Other expenses	3,875	(2,688)	17,514	(28,656)
Total expenses	271,459	(97,123)	74,108	(52,597)
Increase in net position	\$ 9,852	\$ (2,105)	\$ 8,567	\$ -
Condensed information from the Statements of Cash Flows				
Net cash provided by operating activities	\$ 201,430	\$ -	\$ 22,340	\$ -
Net cash provided by (used in) investing activities	7,849	-	(11,733)	-
Net cash (used in) provided by financing activities	(299,183)	-	(10,270)	-
Change in cash and cash equivalents	\$ (89,904)	\$ -	\$ 337	\$ -

18. Discretely Presented Component Units

As described in Note 1, UMF and UMDf are discretely presented component units. These Foundations are presented in the aggregate on page 22 of these financial statements. Following is supplemental information on UMF's non-agency investments, which is not included in its entirety elsewhere in these financial statements.

This note excludes agency funds held with the Foundation that are not the University's in the amount of \$24.4 million and \$25.1 million as of June 30, 2020 and 2019. UMF's investment portfolio represents approximately 96.8% of the aggregate discretely presented component units. This note does not include investment information for UMDf given the immaterial nature of UMDf's balances and activities.

Investments – UMF's disclosure regarding investments in debt and equity securities is captured in Note 4. Additional disclosure related to UMF's non-agency investments is as noted below.

Custodial Credit Risk – UMF maintains depository, payroll, disbursement, receipt, and imprest accounts. In addition to bank account deposits, UMF 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.

Concentration of Credit Risk – As of June 30, 2020 and 2019, there is no concentration of investments from one issuer equal or greater than 5% of the portfolio. Investments issued or guaranteed by the U.S. government, as well as investments in mutual funds and other pooled investments are excluded from consideration when evaluating concentration risk.

Credit Risk – UMF's investment policy allows each portfolio manager full discretion within the parameters of the investment guidelines specific to that manager. Nationally recognized statistical rating organizations, such as Standards & Poor's (S&P) assign credit ratings to security issues and issuers that indicate a measure of potential credit risk to investors.

The table below presents the unrated debt investments at fair value by credit quality of UMF's non-agency investment portfolio as of June 30, 2020 (\$ in thousands):

	2020	S&P rating
Debt securities		
U.S. Treasury securities	\$ 32,198	AAA
Total debt securities	\$ 32,198	

The table below presents the unrated debt investments at fair value by credit quality of UMF's non-agency investment portfolio as of June 30, 2019 (\$ in thousands):

	2019	S&P rating
Debt securities		
U.S. Treasury securities	\$ 36,422	AAA
Total debt securities	\$ 36,422	

Interest Rate Risk – UMF'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 following table presents the fair value by investment maturity of the unrated debt investments of UMF's non-agency investment portfolio as of June 30, 2020 (\$ in thousands):

	2020	Investment maturity
Debt securities		
U.S. Treasury securities	\$ 32,198	1 to 5 years
Total debt securities	\$ 32,198	

The following table presents the fair value by investment maturity of the unrated debt investments of UMF's non-agency investment portfolio as of June 30, 2019 (\$ in thousands):

	2019	Investment maturity
Debt securities		
U.S. Treasury securities	\$ 36,422	1 to 5 years
Total debt securities	\$ 36,422	

Fair Value Measurement –UMF’s fair value measurement disclosure is captured in Note 4. Additional disclosure related to UMF’s non-agency investments is as noted below.

The following table summarizes the fair value of UMF’s non-agency investments by type as of June 30, 2020 (\$ in thousands):

	Investments measured at NAV	Investments classified in the fair value hierarchy			
		Level 1	Level 2	Level 3	Total
Money market funds	\$ -	\$ 63,877	\$ -	\$ -	\$ 63,877
Debt securities					
U.S. Treasury securities	-	32,198	-	-	32,198
Total debt securities	-	32,198	-	-	32,198
Equity securities					
Domestic equities	-	75,023	-	-	75,023
International equities	-	34,513	-	-	34,513
Total equity securities	-	109,536	-	-	109,536
Alternative investments					
Multi-strategy hedge funds					
Equity	147,388	-	-	-	147,388
Long/short	119,095	-	-	-	119,095
Fixed income	28,061	-	-	-	28,061
Absolute return	25,550	-	-	-	25,550
Real assets	7,679	-	-	-	7,679
Private equity	36,775	-	-	-	36,775
Private debt	11,347	-	-	-	11,347
Private real estate	10,578	-	-	-	10,578
Annuity & Life Income Pooled Funds	2,989	-	-	-	2,989
Total alternative investments	389,462	-	-	-	389,462
Total investments	\$ 389,462	\$ 205,611	\$ -	\$ -	\$ 595,073



Photos taken prior to COVID-19 social distancing practices

The following table summarizes the fair value of UMF's non-agency investments by type as of June 30, 2019 (\$ in thousands):

	Investments measured at NAV	Investments classified in the fair value hierarchy			
		Level 1	Level 2	Level 3	Total
Money market funds	\$ -	\$ 45,865	\$ -	\$ -	\$ 45,865
Debt securities					
U.S. Treasury securities	-	36,422	-	-	36,422
Total debt securities	-	36,422	-	-	36,422
Equity securities					
Domestic equities	-	97,129	-	-	97,129
International equities	-	77,862	-	-	77,862
Total equity securities	-	174,991	-	-	174,991
Alternative investments					
Multi-strategy hedge funds					
Equity	90,962	-	-	-	90,962
Long/short	83,234	-	-	-	83,234
Fixed income	37,601	-	-	-	37,601
Absolute return	26,540	-	-	-	26,540
Real assets	7,807	-	-	-	7,807
Private equity	23,409	-	-	-	23,409
Private debt	18,020	-	-	-	18,020
Private real estate	9,519	-	-	-	9,519
Annuity & Life Income Pooled Funds	3,472	-	-	-	3,472
Total alternative investments	300,564	-	-	-	300,564
Other securities	-	14,669	-	-	14,669
Total investments	\$ 300,564	\$ 271,947	\$ -	\$ -	\$ 572,511

The following table presents unfunded commitments, redemption frequency and notice period for non-agency investments that have been valued using NAV as a practical expedient as of June 30, 2020 (\$ in thousands):

	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Alternative investments					
Multi-strategy hedge funds					
Equity	\$ 147,388	\$ -	daily to quarterly	01-90 days	Lock-up provisions range from none to 2 years
Long/short	119,095	-	quarterly to annual	45-90 days	Lock-up provisions range from none to 3 years
Fixed income	28,061	-	quarterly	(2)	Lock-up provisions range from none to 1 year
Absolute return	25,550	-	quarterly to annual	45-65 days	No lock-up restrictions
Real assets	7,679	-	annual	90 days	No lock-up restrictions
Private equity	36,775	15,464	closed end funds	(1)	Not redeemable
Private debt	11,347	16,131	closed end funds	(1)	Not redeemable
Private real estate	10,578	1,808	closed end funds	(1)	Not redeemable
Annuity & life income pooled funds	2,989	-	daily		No lock-up restrictions
Total	\$ 389,462	\$ 33,403			

(1) UMF has made commitments to various private equity, private debt and private real estate partnerships. UMF expects these funds to be called over the next 1-5 years. Liquidity is expected to be received in the next 1-9 years.

(2) Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.

The following table presents unfunded commitments, redemption frequency and notice period for non-agency investments that have been valued using NAV as a practical expedient as of June 30, 2019 (\$ in thousands):

	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Alternative investments					
Multi-strategy hedge funds					
Equity	\$ 90,962	\$ -	daily to quarterly	01–60 days	No lock-up restrictions
Long/short	83,234	-	quarterly to annual	45–80 days	Lock-up provisions range from none to 1 year
Fixed income	37,601	5,474	quarterly	(2)	Lock-up provisions range from none to 2 years
Absolute return	26,540	-	quarterly to annual	45–65 days	No lock-up restrictions
Real assets	7,807	-	annual	90 days	No lock-up restrictions
Private equity	23,409	18,757	closed end funds	(1)	Not redeemable
Private debt	18,020	21,180	closed end funds	(1)	Not redeemable
Private real estate	9,519	3,705	closed end funds	(1)	Not redeemable
Annuity & life income pooled funds	3,472				
Total	\$ 300,564	\$ 49,116			

(1) UMF has made commitments to various private equity, private debt and private real estate partnerships. UMF expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.

(2) Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.

19. Subsequent Events

On October 28, 2020 the Building Authority issued federally taxable Revenue Refunding Bonds, Series 2020-4, for \$329.9 million in order to refund \$234.0 million of existing debt for Series 2013-1, 2013-2, 2014-1, 2014-3 and 2015-1 and defer the November 2020 principal payment on outstanding debt. Principal and interest payments are due each May 1 and November 1, commencing May 2021, with interest rates varying between 0.43% and 3.01%.

On November 10, 2020, the Governor signed into law a statutory change allowing the University and the Building Authority to borrow up to 8% of the University's total operating budget for the working capital needs of the University.

For purposes of determining the effects of subsequent events on these financial statements, management has evaluated events subsequent to June 30, 2020 and through December 10, 2020, the date on which the financial statements were available to be issued.

Required Supplementary Information (unaudited)

For the last ten years¹ (\$ in thousands)

SCHEDULE OF THE UNIVERSITY'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY MASSACHUSETTS STATE EMPLOYEES' RETIREMENT SYSTEM

	Based on the measurement date					
	6/30/19	6/30/18	6/30/17	6/30/16	6/30/15	6/30/14
University's proportion of the net pension liability	3.60%	3.09%	3.28%	3.12%	3.59%	3.49%
University's proportionate share of the net pension liability	\$ 526,739	\$ 409,319	\$ 420,234	\$ 429,871	\$ 408,418	\$ 237,134
University's covered-employee payroll	\$ 1,264,971	\$ 1,242,525	\$ 1,168,661	\$ 1,156,082	\$ 1,139,719	\$ 1,061,132
University's proportionate share of the net pension liability as a percentage of its covered-employee payroll	41.64%	32.94%	35.96%	37.18%	35.83%	22.35%
Plan fiduciary net position as a percentage of total pension liability	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

SCHEDULE OF THE UNIVERSITY'S CONTRIBUTIONS MASSACHUSETTS STATE EMPLOYEES' RETIREMENT SYSTEM

	For the fiscal year ended June 30					
	6/30/20	6/30/19	6/30/18	6/30/17	6/30/16	6/30/15
Contractually required contribution	\$ 40,617	\$ 35,843	\$ 28,292	\$ 25,618	\$ 22,386	\$ 22,386
Contributions in relation to the contractually required contribution	(40,617)	(35,843)	(28,292)	(25,618)	(22,386)	(22,386)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
University's covered-employee payroll	\$ 1,264,971	\$ 1,247,098	\$ 1,242,525	\$ 1,168,661	\$ 1,156,082	\$ 1,139,719
Contributions as a percentage of covered-employee payroll	3.21%	2.87%	2.28%	2.19%	1.94%	1.96%

¹ Until a full ten year trend is compiled, the University is presenting only information for the years for which information is available.

SCHEDULE OF THE UNIVERSITY'S PROPORTIONATE SHARE OF THE NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) LIABILITY STATE RETIREES' BENEFIT TRUST

	Based on the measurement date		
	6/30/19	6/30/18 (restated)	6/30/17
University's proportion of the net OPEB	5.43%	4.82%	4.67%
University's proportionate share of the net OPEB	\$ 992,991	\$ 895,669	\$ 817,357
University's covered-employee payroll	\$ 1,264,971	\$ 1,242,525	\$ 1,168,661
University's proportionate share of the net OPEB as a percentage of its covered-employee payroll	78.50%	72.08%	69.94%
Plan fiduciary net position as a percentage of total OPEB liability	6.96%	6.01%	4.80%

SCHEDULE OF THE UNIVERSITY'S CONTRIBUTIONS STATE RETIREES' BENEFIT TRUST

	For the fiscal year ended June 30		
	6/30/20	6/30/19	6/30/18
Contractually required contribution	\$ 21,040	\$ 26,137	\$ 21,421
Contributions in relation to the contractually required contribution	(21,040)	(26,137)	(21,421)
Contribution deficiency (excess)	\$ -	\$ -	\$ -
University's covered-employee payroll	\$ 1,264,971	\$ 1,247,098	\$ 1,242,525
Contributions as a percentage of covered-employee payroll	1.66%	2.10%	1.72%

1 Until a full ten year trend is compiled, the University is presenting only information for the years for which information is available.



Photos taken prior to COVID-19 social distancing practices

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Photos taken prior to COVID-19 social distancing practices

Photos taken prior to COVID-19 social distancing practices



University of Massachusetts

Amherst • Boston • Dartmouth • Lowell • Medical • Law • Online

**INTERIM REPORT FORMS
GENERAL INFORMATION**

Institution Name:	University of Massachusetts Boston		
OPE ID:	?	222200	
		Annual Audit	
	?	Certified:	Qualified
Financial Results for Year Ending:	?	Yes	Unqualified
Most Recent Year	?	Yes	Unqualified
1 Year Prior		Yes	Unqualified
2 Years Prior		Yes	Unqualified
Fiscal Year Ends on:	June 30		(month/day)
Budget / Plans			
Current Year		2020	
Next Year		2021	
Contact Person:	?	James Hughes	
Title:		Associate Provost	
Telephone No:		860-428-1837	
E-mail address		jamesj.hughes@umb.edu	

Standard 1: Mission and Purposes			
Attach a copy of the current mission statement.			
Document	Website Location	Date Approved by the Governing Board	
Institutional Mission Statement	www.umb.edu/the_university/mission	9/1/2010	
Standard 2: Planning and Evaluation			
PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2007	2007-2010	https://www.umb.edu/the_university/strategicplan/2007_2010_strategicplan
Current Strategic Plan	2010	2010-2025	https://www.umb.edu/the_university/strategicplan
Next Strategic Plan			
Other institution-wide plans*			
Master plan	2009	2010-2025	https://www.umb.edu/the_university/masterplan/reports_presentations
Academic plan	2011	2010-2025	https://www.umb.edu/editor_uploads/images/university/Fulfilling%20the%20Promises%202009-2011.pdf
Financial plan			
Technology plan			
Enrollment plan			
Development plan			
Plans for major units (e.g., departments, library)*			
Athletics	2009		https://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1001&context=cmp_docs
EVALUATION			
Academic program review			
Program review system (colleges and departments)	2019		https://www.umb.edu/academics/provost/academic_quality_assessment_and_development_squad
Program review schedule (e.g., every 5 years)			
CLA-Classics & Religious Studies	2014-2015	reviewed	
CLA-Modern Languages	2014-2015	reviewed	
MGS-Public Policy & Public Affairs	2014-2015	reviewed	
CLA-Africana Studies	2015-2016	reviewed	
CLA-Performing Arts	2015-2016	reviewed	
CLA-Art	2016-2017	reviewed	
CLA-Communication	2016-2017	reviewed	
CLA-Economics	2016-2017	reviewed	
CLA-LAIS	2016-2017	reviewed	
CSM-Environmental Studies	2016-2017	reviewed	
MGS-Conflict Resolution	2016-2017	reviewed	
CEHD-LIE, Higher Education Administration	2016-2017	reviewed	
MGS-Women in Politics	2016-2017	reviewed	
CEHD-CCT	2017-2018	reviewed	
CEHD-LIE, Instructional Design	2017-2018	reviewed	
CLA-English	2017-2018	reviewed	
CLA-Political Science	2017-2018	reviewed	
CNHS-Nursing PhD	2017-2018	reviewed	
CSM-Mathematics	2017-2018	reviewed	
CLA-Applied Linguistics	2018-2019	reviewed	
CLA-History	2018-2019	reviewed	
CSM-Chemistry	2018-2019	reviewed	
CLA-American Studies	2019-2020	in process	
CLA-Anthropology	2019-2020	reviewed	
CLA-Women's Studies	2019-2020	reviewed	
MGS-Gerontology MAS	2019-2020	reviewed	
MGS-Gerontology PhD	2019-2020	reviewed	
CEHD-LIE, Urban Education, Leadership & CSM-Physics	2019-2020	scheduled	
MGS-Public Policy & Public Affairs PhD	2019-2020	scheduled	
MGS-CRISGG MA Conflict Resolution	2020-2021	1st review	
MGS-CRISGG MA International Relations	2020-2021	1st review	
MGS-CRISGG PhD	2020-2021	1st review	
CSM-Engineering	2020-2021	scheduled	
CNHS-EHS	2020-2021	scheduled	
CLA-Philosophy	2020-2021	scheduled	
CLA-Psychology	2020-2021	scheduled	
CLA-Sociology	2020-2021	scheduled	
CSM-Biology	2020-2021	scheduled	
CEHD-SGISD, GISD MA	2021-2022	scheduled	
CLA-Asian Studies	2021-2022	scheduled	
CLA-Classics & Religious Studies	2021-2022	scheduled	
CLA-Modern Languages	2021-2022	scheduled	
CSM-Computer Science	2021-2022	scheduled	
CLA-Africana Studies	2022-2023	scheduled	
CLA-LAIS	2022-2023	scheduled	
CLA-Performing Arts	2022-2023	scheduled	
CEHD-LIE, Higher Education Administration	2023-2024	scheduled	
CEHD-LIE, Sport Leadership & Administration	2026-2027	1st review	
CLA-Art	2023-2024	scheduled	
CLA-Communication	2023-2024	scheduled	
CLA-Economics	2023-2024	scheduled	
School for the Environment	2023-2024	scheduled	
*Insert additional rows, as appropriate.			
Standard 3: Organization and Governance (Board and Internal Governance)			
Please attach to this form:			
1) A copy of the institution's organization chart(s).			
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.			
Name of the sponsoring entity	University of Massachusetts		
Website location of documentation of relationship	http://www.massachusetts.edu		
Governing Board			
By-laws	https://www.umass.edu/sites/umass.edu/files/content/T		
Board members' names and affiliations	https://www.umass.edu/bot/members		
Please enter any explanatory notes in the box below			

Standard 3: Organization and Governance

(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*			
			2 years prior	1 year prior	Current year	
			(FY2019)	(FY 2020)	(FY 2021)	
u	Main campus	Boston, MA	1964	16,164	15,989	16,259
u	Other principal campuses	N/A				
u	Branch campuses (US)	N/A				
u	Other instructional locations (US)	(listed below)				
u	Branch campuses (overseas)	N/A				
u	Other instructional locations (overseas)	N/A				

Educational modalities

	Number of programs	Date First Initiated	Enrollment*			
			2 years prior	1 year prior	Current year	
			(FY2019)	(FY 2020)	(FY 2021)	
	Distance Learning Programs					
	Programs 50-99% on-line	9	2002	681	736	913
	Programs 100% on-line	29	2004	1,477	1,444	1,509
p	Correspondence Education	N/A		-	-	-
	Low-Residency Programs	N/A		-	-	-
	Competency-based Programs	N/A		-	-	-
	Dual Enrollment Programs	1	1995	95	30	14
	Contractual Arrangements involving the award of credit	N/A				

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Other Instructional Locations include: Suffolk University, Marlboro, MA, Wheaton College, New England Aquarium, President's Office (One Beacon Hill), Cape Cod Community College (Hyannis, MA), and Massachusetts Institute of Technology. ALSO: Some Distance Learning programs are 50% and 100%. Enrollments in those programs are counted under each category.

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

Fall (2020) 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
Main Campus FT	N/A	10,022	780	6	1	N/A	453	11,262
Main Campus PT	N/A	2,149	1,245	47	35	N/A	305	3,781
Other Principal Campus FT	N/A					N/A		0
Other Principal Campus PT	N/A					N/A		0
Branch campuses FT	N/A					N/A		0
Branch campuses PT	N/A					N/A		0
Other Locations FT	N/A					N/A		0
Other Locations PT	N/A					N/A		0
Overseas Locations FT	N/A					N/A		0
Overseas Locations FT	N/A					N/A		0
Distance education FT	N/A					N/A		0
Distance education PT	N/A					N/A		0
Correspondence FT	N/A					N/A		0
Correspondence PT	N/A					N/A		0
Low-Residency FT	N/A					N/A		0
Low-Residency PT	N/A					N/A		0
Unduplicated Headcount Total	0	12,171	2,025	53	36	0	758	15,043
Total FTE	N/A	10,653.00	1,545.00	30.00	12.00	N/A	641.00	12,881.00
Enter FTE definition:	N/A					N/A		
Degrees Awarded, Most Recent Year	N/A	2,489	853	1	0	N/A	87	3,430

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.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	2	266	0	268	11,262	11,530
Main Campus PT	7	623	0	630	3,781	4,411
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	9	889	0	898	15,043	15,941
Total FTE	4.10	505.70	0.00	510	12,881.00	13,390.80
Enter FTE definition:						
Certificates Awarded, Most Recent Year						

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.

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)**

	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward (goal)
For Fall Term, as of Census Date	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
Certificate	<u>54</u>	41	45	42	38
Baccalaureate	<u>12105</u>	12188	12147	12171	12192
Total Undergraduate	12,159	12,229	12,192	12,213	12,230

**Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)**

	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward (goal)
For Fall Term, as of Census Date	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
Master's	<u>2266</u>	2076	2049	2025	1917
Doctorate	<u>717</u>	761	804	811	855
First Professional	<u>59</u>	45	30	36	22
Other	<u>713</u>	568	511	516	415
Total Graduate	3,755	3,450	3,394	3,388	3,208

**Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward (goal)
For Fall Term, as of Census Date	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
Undergraduate	<u>156242</u>	161916	161225	166163	168655
Graduate	<u>23577</u>	21288	22013	22439	21657
Total	179,819	183,204	183,238	188,602	190,312

**Standard 4: The Academic Program
(Information Literacy sessions)**

Main campus					
Sessions embedded in a class	194	213	212	159	99
Free-standing sessions	269	221	236	175	109
Online sessions	7	5	7	35	208
URL of Information Literacy Reports	http://blogs.umb.edu/library/healey-library-statistics/				

Please enter any explanatory notes in the box below

Healey Library stats are maintained on a fiscal year basis. Thus, the forward goal covers through the end of FY 21 (June 21).

Information literacy statistics correlate to staffing: in FY17 and FY18, between 4 - 5 Reference and Instruction librarians conducted instructional sessions (along with 1 librarian from the Archives Department who manages a smaller instruction program.) In FY 19 and FY20, due to vacancies there were only 3 Reference and Instruction librarians conducting sessions.

* Online sessions fall into either the embedded or free-standing categories. Thus, the online sessions numbers are a subset of the total sessions taught in those categories.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

							?
Credit Seeking Students Only - Including Continuing Education							
		3 Years	2 Years	1 Year	Current	Goal	
		Prior	Prior	Prior	Year	(specify year)	
		2017	2018	2019	2020	2021	
Freshmen - Undergraduate	?						
Completed Applications	?	10,507	11,907	13,649	14,029	15600	
Applications Accepted	?	7,896	9,241	10,393	11,178	12427	
Applicants Enrolled	?	1,881	2,315	2,123	2,229	2350	
% Accepted of Applied		75.1%	77.6%	76.1%	79.7%	79.7%	
% Enrolled of Accepted		23.8%	25.1%	20.4%	19.9%	18.9%	
Percent Change Year over Year							
Completed Applications		na	13.3%	14.6%	2.8%	11.2%	
Applications Accepted		na	17.0%	12.5%	7.6%	11.2%	
Applicants Enrolled		na	23.1%	-8.3%	5.0%	5.4%	
Average of statistical indicator of aptitude of enrollees: (define below)	?						
Transfers - Undergraduate	?						
Completed Applications		3,094	2,833	2,786	2,372	2218	
Applications Accepted		2,613	2,325	2,391	2,017	1906	
Applications Enrolled		1,544	1,324	1,340	1,181	1079	
% Accepted of Applied		84.5%	82.1%	85.8%	85.0%	85.9%	
% Enrolled of Accepted		59.1%	56.9%	56.0%	58.6%	56.6%	
Master's Degree	?						
Completed Applications		1,530	1,478	1,927	2,005	2330	
Applications Accepted		1,111	1,130	1,478	1,557	1815	
Applications Enrolled		705	710	712	716	720	
% Accepted of Applied		72.6%	76.5%	76.7%	77.7%	77.9%	
% Enrolled of Accepted		63.5%	62.8%	48.2%	46.0%	39.6%	
First Professional Degree	?						
Completed Applications		20	13	7	14	8	
Applications Accepted		12	6	2	9	4	
Applications Enrolled		9	5	2	8	5	
% Accepted of Applied		60.0%	46.2%	28.6%	64.3%	53.3%	
% Enrolled of Accepted		75.0%	83.3%	100.0%	88.9%	112.5%	
Doctoral Degree	?						
Completed Applications		710	771	631	607	600	
Applications Accepted		198	223	210	176	200	
Applications Enrolled		116	136	129	117	124	
% Accepted of Applied		27.9%	28.9%	33.3%	29.0%	33.3%	
% Enrolled of Accepted		58.6%	61.0%	61.4%	66.5%	61.8%	

Please enter any explanatory notes in the box below

Standard 5: Students

(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

		?				
Credit-Seeking Students Only - Including Continuing Education						
		3 Years	2 Years	1 Year	Current	Goal
		Prior	Prior	Prior	Year	(specify year)
		2017	2018	2019	2020	2021
UNDERGRADUATE		?				
First Year	Full-Time Headcount	2,743	3,481	3,324	2,744	2807
	Part-Time Headcount	261	218	255	221	218
	Total Headcount	3,004	3,699	3,579	2,965	3,025
	Total FTE	2,823	3,598	3,448	2,844	3157
Second Year	Full-Time Headcount	1,938	2,162	2,386	2,181	2250
	Part-Time Headcount	359	412	355	333	331
	Total Headcount	2,297	2,574	2,741	2,514	2,581
	Total FTE	2,009	2,272	2,479	2,268	2503
Third Year	Full-Time Headcount	2,206	2,294	2,331	2,378	2441
	Part-Time Headcount	635	608	597	516	497
	Total Headcount	2,841	2,902	2,928	2,894	2,938
	Total FTE	2,375	2,464	2,497	2,543	2604
Fourth Year	Full-Time Headcount	1,927	1,960	1,847	1,965	1925
	Part-Time Headcount	1,210	1,053	1,051	938	859
	Total Headcount	3,137	3,013	2,898	2,903	2,784
	Total FTE	2,294	2,278	2,171	2,229	2168
Unclassified	Full-Time Headcount	760	120	107	1,011	900
	Part-Time Headcount	621	406	342	584	445
	Total Headcount	1,381	526	449	1,595	1,345
	Total FTE	915	239	216	1,195	846
Total Undergraduate Students						
	Full-Time Headcount	9,574	10,017	9,995	10,279	10,323
	Part-Time Headcount	3,086	2,697	2,600	2,592	2,349
	Total Headcount	12,660	12,714	12,595	12,871	12,672
	Total FTE	10,416	10,851	10,811	11,079	11,277
	% Change FTE Undergraduate	na	4.2%	-0.4%	2.5%	1.8%
GRADUATE		?				
	Full-Time Headcount	1,352	1,251	1,297	1,304	1310
	Part-Time Headcount	2,403	2,199	2,097	2,084	2017
	Total Headcount	3,755	3,450	3,394	3,388	3,327
	Total FTE	2,620	2,361	2,438	2,493	2440
	% Change FTE Graduate	na	-9.9%	3.3%	2.3%	-2.1%
GRAND TOTAL						
	Grand Total Headcount	16,415	16,164	15,989	16,259	15,999
	Grand Total FTE	13,036	13,212	13,249	13,572	13,717
	% Change Grand Total FTE	na	1.4%	0.3%	2.4%	1.1%
Please enter any explanatory notes in the box below						

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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

https://www.umb.edu/the_university/mission_values

	(FY 2018)	(FY 2019)	(FY 2020)		
Three-year Cohort Default Rate	6.0%	5.1%	5.8%		
Three-year Loan repayment rate (from College Scorecard)	52.3%	54.3%	54.3%	(RPY_1YR_RT)	
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
Student Financial Aid					
Total Federal Aid	\$92,089,180	\$93,612,498	\$94,390,911	\$94,408,601	\$95,500,000
Grants	\$23,102,473	\$26,039,507	\$26,833,271	\$28,085,938	\$29,000,000
Loans	\$67,394,685	\$65,850,049	\$65,982,789	\$64,822,663	\$65,000,000
Work Study	\$1,592,022	\$1,722,942	\$1,574,851	\$1,500,000	\$1,500,000
Total State Aid	\$6,993,140	\$6,291,639	\$6,968,611	\$7,000,000	\$7,000,000
Total Institutional Aid	\$50,611,968	\$53,594,516	\$58,604,889	\$60,000,000	\$60,500,000
Grants	\$50,611,968	\$53,594,516	\$58,604,889	\$60,000,000	\$60,500,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$9,789,790	\$10,296,995	\$13,977,654	\$14,145,424	\$14,300,000
Grants	\$2,196,979	\$2,498,724	\$3,106,866	\$3,000,000	\$3,000,000
Loans	\$7,592,811	\$7,798,271	\$10,870,788	\$11,145,424	\$11,300,000
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	68%	65%	66%	67%	71%
Graduates	41%	43%	39%	40%	40%
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$19,048	\$17,709	\$18,368	\$19,000	\$20,000
Graduates	\$16,160	\$15,829	\$16,389	\$16,500	\$16,800
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$10,567	\$10,863	\$10,290	\$10,500	\$10,900
Graduate Students	\$10,410	\$12,532	\$10,401	\$10,600	\$10,600
First professional students					
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
English as a Second/Other Language	3.8%	4.1%	3.3%	1.6%	3.0%
English (reading, writing, communication skills)					
Math					
Other					
Please enter any explanatory notes in the box below					
	2017	2018	2019	2020	2021

**Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)

? Number of Faculty by category

Full-time	686	703	666	661
Part-time	441	442	349	315
Adjunct				
Clinical	8	8	110	106
Research	7	6	4	3
Visiting	4	4	6	6
Other; specify below:				
Total	1,146	1,163	1,135	1,091

Percentage of Courses taught by full-time faculty

67.00%	67.00%	61.00%	65.00%
--------	--------	--------	--------

? Number of Faculty by rank, if applicable

Professor	120	126	129	125
Associate	237	238	241	237
Assistant	159	148	127	122
Instructor				
Other; specify below:	630	651	638	607
Total	1,146	1,163	1,135	1,091

? Number of Academic Staff by category

Librarians	20	20	17	19
Advisors	33	32	30	33
Instructional Designers	9	7	7	5
Other; specify below:	1,201	1,110	1,074	974
Total	1,263	1,169	1,128	1,031

Please enter any explanatory notes in the box below

Other = "non-tenure track faculty", Other Academic Staff = Executive+Professional+Classified-Librarians-Advisors-Instructional Designers

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
2017-2018		2018-2019		2019-2020		2020-2021	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor			2		2	1	1	
Associate	3		1		2			
Assistant	17		9		24		14	
Instructor	2							
No rank								
Other	2	38	3	51	9	33	7	25
Total	24	38	15	51	37	34	22	25

Number of Faculty in Tenured Positions

Professor	114	6	118	9	124	5	121	4
Associate	223	4	231	4	224	14	231	4
Assistant	1		1		1		1	
Instructor								
No rank								
Other								
Total	338	10	350	13	349	19	353	8

Number of Faculty Departing

Professor	3		1	1	1	1		
Associate	2		8	1	3			
Assistant	6		9		17			
Instructor								
No rank								
Other	9	102	4	125	13	140		
Total	20	102	22	127	34	141	0	0

Number of Faculty Retiring

Professor	3		3	2	9	1		
Associate	1		5		2			
Assistant	1							
Instructor								
No rank								
Other		2	3	1	4	2		
Total	5	2	11	3	15	3	0	0

Please enter any explanatory notes in the box below

Number of Departing and Retiring Faculty Unknown till End of the Year

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	2017-2018			2018-2019			2019-2020			2020-2021		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	700	446	1,146	718	445	1,163	689	446	1,135	684	407	1,091
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	22	1	23	22		22	19		19	21		21
Library Technicians			0			0			0			0
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	63	1	64	60	1	61	58		58	50	1	51
Management Occupations	89	1	90	82	1	83	72	1	73	76		76
Business and Financial Operations	109	4	113	101	5	106	105	4	109	108	2	110
Computer, Engineering and Science	179	25	204	167	31	198	162	25	187	150	21	171
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	352	18	370	323	16	339	329	14	343	319	13	332
Healthcare Practitioners and Technical	26	2	28	26	1	27	29	1	30	26		26
Service Occupations	38		38	38		38	36	0	36	21		21
Sales and Related Occupations	1		1	1		1	1		1			0
Office and Administrative Support	234	57	291	220	49	269	210	38	248	191	21	212
Natural Resources, Construction, Maintenance	11		11	9		9	8		8	6		6
Production, Transportation, Material Moving	20		20	16		16	16		16	5		5
Total	1,844	555	2,399	1,783	549	2,332	1,734	529	2,263	1,657	465	2,122

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (6 / 30)		Unaudited 2018	Unaudited 2019	2020 (Preliminary & Unaudited)	Percent Change yrs-1 yr prior	2 1 yr-most recent
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$21,296	\$24,727	\$33,170	16.1%	34.1%
?	Cash held by State Treasurer	\$1,721	\$2,665	\$3,509	54.9%	31.7%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$37,615	\$49,799	\$43,079	32.4%	-13.5%
?	Contributions Receivable, Net	\$396	\$925	\$2,420	133.6%	161.6%
?	Inventory and Prepaid Expenses	\$806	\$799	\$836	-0.9%	4.6%
?	Long-Term Investments	\$64,827	\$69,694	\$74,708	7.5%	7.2%
?	Loans to Students				-	-
?	Funds held under bond agreement	\$94,368	\$39,067	\$41,249	-58.6%	5.6%
?	Property, plants, and equipment, net	\$851,015	\$880,624	\$887,029	3.5%	0.7%
?	Other Assets	\$2,095	\$2,849	\$2,476	36.0%	-13.1%
	Total Assets	\$1,074,139	\$1,071,149	\$1,088,476	-0.3%	1.6%
	Deferred Outflows of Resources	\$6,406	\$6,909	\$13,344	7.9%	93.1%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$67,423	\$50,874	\$49,965	-24.5%	-1.8%
?	Deferred revenue & refundable advances	\$13,536	\$13,934	\$16,233	2.9%	16.5%
?	Due to state				-	-
?	Due to affiliates	\$0	\$110	\$145	-	31.8%
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments	\$501,017	\$486,052	\$477,750	-3.0%	-1.7%
?	Refundable government advances				-	-
?	Derivative instrument, interest rate swap	\$2,733	\$3,508	\$4,409		
?	Other long-term liabilities	\$9,364	\$9,284	\$5,131	-0.9%	-44.7%
	Total Liabilities	\$594,073	\$563,762	\$553,633	-5.1%	-1.8%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$7,204	\$15,057	\$23,627	109.0%	56.9%
?	Foundation	\$31,416	\$31,963	\$42,488	1.7%	32.9%
	Total	\$38,620	\$47,020	\$66,115	21.8%	40.6%
	Temporarily restricted net assets					
	Institutional	\$14,211	\$18,066	\$20,640	27.1%	14.2%
?	Foundation	\$3,303	\$3,483	\$2,729	5.4%	-21.6%
	Total	\$17,514	\$21,549	\$23,369	23.0%	8.4%
	Permanently restricted net assets					
	Institutional	\$0	\$0	\$0	-	-
?	Foundation	\$9,336	\$9,742	\$7,685	4.3%	-21.1%
	Total	\$9,336	\$9,742	\$7,685	4.3%	-21.1%
	Net Investment in Plant					
	Institutional	\$421,002	\$435,985	\$451,018	-	-
	Foundation	\$0	\$0	\$0	4.3%	-21.1%
	Total	\$421,002	\$435,985	\$451,018	3.6%	3.4%
	Total Net Assets	\$486,472	\$514,296	\$548,187	5.7%	6.6%
	TOTAL LIABILITIES and NET ASSETS	\$1,080,545	\$1,078,058	\$1,101,820	-0.2%	2.2%

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (6 /30)		Unaudited 2018	Unaudited 2019	2020 (Preliminary & Unaudited)	2021	2022
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$243,760	\$245,734	\$252,604	\$240,174	\$259,767
?	Room and board					
?	Less: Financial aid	-\$57,790	-\$64,836	-\$69,974	-\$70,181	-\$76,200
	Net student fees	\$185,970	\$180,898	\$182,630	\$169,993	\$183,567
?	Government grants and contracts	\$42,232	\$36,535	\$37,753	\$31,947	\$42,232
?	Private gifts, grants and contracts	\$12,892	\$15,939	\$16,054	\$16,693	\$12,892
?	Other auxiliary enterprises	\$9,271	\$16,627	\$12,124	\$8,904	\$19,319
	Endowment income used in operations					
?	Other revenue (specify): Local grants and contracts	\$1,088	\$1,062	\$925	\$906	\$1,088
	Other revenue (specify): Other	\$1,758	\$2,218	\$3,138	\$1,123	\$4,686
	Net assets released from restrictions					
	Total Operating Revenues	\$253,211	\$253,279	\$252,624	\$229,566	\$263,784
OPERATING EXPENSES (in 000s)						
?	Instruction	\$162,232	\$165,746	\$162,619	\$148,238	\$169,134
?	Research	\$38,800	\$36,263	\$31,806	\$28,993	\$33,079
?	Public Service	\$7,009	\$8,010	\$7,866	\$7,170	\$8,181
?	Academic Support	\$33,583	\$33,957	\$36,967	\$33,698	\$38,448
?	Student Services	\$27,820	\$29,571	\$30,010	\$27,356	\$31,212
?	Institutional Support	\$54,900	\$48,844	\$53,159	\$48,458	\$55,289
	Fundraising and alumni relations				\$0	\$0
?	Operation, maintenance of plant (if not allocated)	\$38,275	\$35,139	\$33,451	\$30,493	\$34,791
?	Scholarships and fellowships (cash refunded by public institution)	\$17,180	\$17,983	\$20,771	\$17,983	\$17,983
?	Auxiliary enterprises	\$5,818	\$10,622	\$10,538	\$9,606	\$10,960
?	Depreciation (if not allocated)	\$24,433	\$28,010	\$32,460	\$35,029	\$38,081
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$410,050	\$414,145	\$419,647	\$387,026	\$437,160
	Change in net assets from operations	-\$156,839	-\$160,866	-\$167,023	-\$157,460	-\$173,376
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$135,605	\$140,659	\$146,284	\$134,183	\$155,628
?	Investment return	\$5,907	\$5,822	\$4,585	\$3,991	\$5,690
?	Interest expense (public institutions)	-\$14,152	-\$16,823	-\$19,312	-\$19,927	-\$19,379
	Gifts, bequests and contributions not used in operations	\$3,408	\$4,908	\$5,200	\$4,939	\$4,955
?	Other (specify): Nonoperating Federal Grants	\$24,878	\$26,783	\$32,018	\$30,775	\$26,783
	Other (specify): Other Nonoperating Income	\$593	\$330	\$121	\$124	\$724
	Other : Endowment income distributed for operations	\$2,988	\$3,081	\$3,182	\$3,375	\$3,490
	Net non-operating revenues	\$159,227	\$164,760	\$172,078	\$157,460	\$177,890
	Income before other revenues, expenses, gains, or losses	\$2,388	\$3,894	\$5,055	\$0	\$4,514
?	Capital appropriations (public institutions)	\$31,780	\$19,662	\$30,625	\$7,000	\$7,000
	Unrealized Gains(Losses) on Investments	\$319	\$1,604	-\$399	\$0	\$0
?	Other (specify):	\$1,844	\$2,663	-\$1,187	\$0	\$0
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$36,331	\$27,823	\$34,094	\$7,000	\$11,514

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6/30)		Unaudited 2018	Unaudited 2019	2020 (Preliminary & Unaudited)	2021	2022	
	Long-term Debt (in 000's)						
	Beginning balance	\$514,415	\$501,017	\$486,052	\$477,750	\$464,868	
	Additions	\$1,974	\$15,032	\$124,325	\$0	\$0	
	?	Reductions	(\$15,372)	(\$29,997)	(\$132,627)	(\$12,882)	(\$14,982)
	Ending balance	\$501,017	\$486,052	\$477,750	\$464,868	\$449,886	
	Interest paid during fiscal year	\$14,152	\$16,823	\$19,312	\$19,927	\$19,379	
	Current Portion	\$24,424	\$13,499	\$13,018	\$12,890	\$13,745	
	Bond Rating	University Bond Rating - Not Campus Specific (see below for University rating)					
	Debt Service Coverage Operating Income** / (Annual Interest + Current Portion of Debt)	0.06	0.13	0.16	0.00	0.14	
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	1.03	0.95	0.87	0.84	0.79	
	Debt to Assets Ratio Long-term Debt / Total Assets	0.47	0.45	0.44	0.43	0.42	

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

The UMass Building Authority is the University's major instrument for long term financing of capital. Recent borrowing interest rates have ranged between 1.7-5%.

Debt service is paid twice a year-- November 1 and May 1. The University is in compliance with all debt covenants and its credit ratings by the three major bond ratings agencies are as follows:

Fitch: AA
Moody's Investors Service: Aa2
Standard & Poor's Global Rating: AA-

**Operating Revenue calculated as Income before other revenues, expenses, gains, or losses (line 42 Revenue & Expense Statement)

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Future borrowing plans (please describe).

FY21 & FY22 Budget assumption-no additional new debt planned

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6/30)	Unaudited 2018	Unaudited 2019	2020 (Preliminary & Unaudited)	2021	2022
NET ASSETS (in 000's)					
Net assets beginning of year	456,358	486,472	514,296	548,187	555,187
Total increase/decrease in net assets	30,114	27,824	33,891	7,000	11,000
Net assets end of year	486,472	514,296	548,187	555,187	566,187
FINANCIAL AID (in 000s)					
Source of funds					
Unrestricted institutional	\$31,095	\$35,609	\$39,217	\$44,012	\$47,363
Federal, state and private grants	\$25,688	\$28,192	\$29,170	\$25,073	\$27,630
Restricted funds	\$1,007	\$1,036	\$1,587	\$1,096	\$1,207
Total	\$57,790	\$64,836	\$69,974	\$70,181	\$76,200
% Discount of tuition and fees	23.7%	26.4%	27.7%	29.2%	29.3%
? % Unrestricted discount	12.8%	14.5%	15.5%	18.3%	18.2%
Net Tuition Revenue per FTE	\$14,076	\$13,654	-	-	-
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	Not Applicable - Federal Composit Scores are for private institutions				
Please indicate your institution's endowment spending policy:					
The University of Massachusetts spending rule achieves two objectives by making funds available for expenditure during a fiscal year that commences on July 1. 4% of the endowment fund's average market value for the preceding fiscal year. Only quarters with funds on deposit shall be included in the average.					
Please enter any explanatory notes in the box below.					
1 - FTE used in calculation is taken from from Standard 5 - Enrollment					

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (6/30)	Unaudited 2018	Unaudited 2019	2020 (Preliminary & Unaudited)	2021	2022
CASH FLOW					
Cash and Cash Equivalents beginning of year (in 000's)	\$21,296	\$24,727	\$33,170	\$33,170	\$37,170
Cash Flow from Operating Activities	Cash flow components are calculated for the entire University and is not available for a specific campus				
Cash Flow from Investing Activities	Cash flow components are calculated for the entire University and is not available for a specific campus				
Cash Flow from Financing Activities	Cash flow components are calculated for the entire University and is not available for a specific campus				
Cash and Cash Equivalents end of year (in 000's)	\$21,296	\$24,727	\$33,170	\$33,170	\$37,170
LIQUIDITY RATIOS					
Current Assets (in 000's)	\$54,110	\$72,587	\$76,443	\$78,443	\$80,443
Current Liabilities (in 000's)	\$99,929	\$85,804	\$82,473	\$80,473	\$78,473
Current Ratio	0.54	0.85	0.93	0.97	1.03
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses - Depreciation and other noncash expenses]) / 365)	20.16	23.37	31.27	34.40	34.00
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
The University of Massachusetts calculates a cash flow for the entire University. It is not calculated separately for any of the campuses.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
No					
Please enter any explanatory notes in the box below.					

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures / Prior Performance and Goals	3 Years	2 Years	1 Year	Current Year	Next Year Forward (goal)
	Prior	Prior	Prior		
	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	78%	76%	75%	76%	76%
IPEDS Graduation Data (150% of time)					
Associate degree students					
Bachelors degree students	48%	48%	49%	49%	50%
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	43%	44%	47%	48%	50%
Awarded a degree within eight years	47%	49%	51%	51%	53%
Not awarded within eight years but still enrolled	2%	1%	0%	1%	0%
First-time, part-time students					
Awarded a degree within six years	30%	31%	53%	46%	58%
Awarded a degree within eight years	38%	32%	56%	47%	56%
Not awarded within eight years but still enrolled	28%	15%	10%	4%	0%
Non-first-time, full-time students					
Awarded a degree within six years	49%	59%	60%	59%	64%
Awarded a degree within eight years	52%	61%	61%	61%	66%
Not awarded within eight years but still enrolled	1%	0%	0%	1%	0%
Non-first-time, part-time students					
Awarded a degree within six years	38%	50%	53%	52%	59%
Awarded a degree within eight years	42%	54%	56%	55%	62%
Not awarded within eight years but still enrolled	5%	3%	2%	3%	0%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 Men	74%	73%	74%	72%	72%
2 Women	81%	79%	76%	79%	79%
3 Nonresident alien	83%	83%	79%	67%	67%
4 Hispanic/Latino	80%	71%	71%	76%	76%
5 American Indian or Alaska Native	75%	25%	100%	100%	100%
6 Asian	83%	80%	80%	84%	84%
7 Black or African American	80%	79%	75%	81%	81%
8 Native Hawaiina or Other Pacific Islander	100%	100%	N/A	0%	
9 White	72%	76%	75%	72%	74%
10 Two or more races	62%	68%	69%	77%	81%
11 Race and ethnicity unknown	74%	76%	74%	74%	74%
12 Full-Time transfer student	79%	79%	81%	82%	83%
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 Men	42%	42%	43%	41%	42%
2 Women	53%	53%	55%	56%	57%
3 Nonresident alien	53%	57%	46%	50%	46%
4 Hispanic/Latino	42%	49%	45%	45%	47%
5 American Indian or Alaska Native	N/A	67%	N/A	25%	
6 Asian	55%	56%	61%	57%	60%
7 Black or African American	44%	44%	43%	52%	52%
8 Native Hawaiina or Other Pacific Islander	N/A	N/A	N/A	N/A	
9 White	47%	45%	49%	49%	50%
10 Two or more races	59%	21%	45%	35%	35%
11 Race and ethnicity unknown	46%	48%	44%	47%	47%
12 Upper division transfer	72%	67%	74%	76%	77%
Definition and Methodology Explanations					
Retention rates for gender and race sub-groups as per IPEDS guidelines. Includes only full-time, first-time bachelor's students in the cohorts.					
1 Full-time transfer 1-year retention rate.					
6-year graduation rates (150% of time) for students pursuing bachelor's or equivalent degrees as reported to IPEDS by gender and race.					
2 Four-year graduation rate of upper division transfers.					
Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)					
	2017	2018	2019	2020	2021

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students	Fall 2014		Fall 2016	
Degree from original institution	50%	41%		
Not graduated, still enrolled at original institution	3%	15%		
Degree from a different institution	9%	4%		
Transferred to a different institution	14%	18%		
Not graduated, never transferred, no longer enrolled	24%	22%		
First-time, Part-time Students				
Degree from original institution	34%	26%		
Not graduated, still enrolled at original institution	3%	13%		
Degree from a different institution	6%	1%		
Transferred to a different institution	11%	6%		
Not graduated, never transferred, no longer enrolled	47%	54%		
Non-first-time, Full-time Students				
Degree from original institution	66%	60%		
Not graduated, still enrolled at original institution	1%	6%		
Degree from a different institution	5%	4%		
Transferred to a different institution	10%	10%		
Not graduated, never transferred, no longer enrolled	18%	20%		
Non-first-time, Part-time Students				
Degree from original institution	49%	44%		
Not graduated, still enrolled at original institution	2%	10%		
Degree from a different institution	7%	4%		
Transferred to a different institution	14%	15%		
Not graduated, never transferred, no longer enrolled	28%	28%		

*Based on revised 2013 & 2015 AY cohorts (Fall & Spring) from wrkCohorts

Measures of Student Achievement and Success/Institutional Performance and Goals

Graduated in	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(AY 2017)	(AY 2018)	(AY 2019)	(AY 2020)	(AY 2021)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	Graduating undergraduates	19%	21%	16%	
2	Graduating grad students	13%	11%	17%	
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1	Pct UG alumni work for govt or other pub	16%	17%	16%	
	Pct GR alumni work for govt or other pub	48%	33%	41%	
	Pct UG alumni work at exec level including	1%	0%	2%	
2	Pct UG alumni work at exec level including	0%	0%	4%	
3	Pct UG alumni current position NOT relat	22%	29%	25%	
4	Pct GR alumni current position NOT relat	12%	10%	10%	

Definition and Methodology Explanations

1	Percent of undergraduate and graduate alumni (6-months out) who answered "Yes" to the question "Have you enrolled in a graduate or professional degree program since graduating from UMass Boston?" to the annual Alumni Surveys conducted by the Office of Institutional Research, Assessment, and Planning.
	Rows 1-2: Percent of undergraduate and graduate alumni (6-months out) who reported working for the Government or other public institution or agency, including military to the annual Alumni Surveys conducted by the Office of Institutional Research, Assessment, and Planning.
	Rows 3-4: Percent of undergraduate and graduate alumni who reported working at an executive level (including chief executive), 6 months after graduation, to the annual Alumni Surveys conducted by the Office of Institutional Research, Assessment, and Planning.
	Rows 5-6: Percent of undergraduate and graduate alumni (6-months out) who reported their current position NOT related to the degree received from UMass Boston to the annual Alumni Surveys conducted by the Office of Institutional Research, Assessment, and Planning.
2	

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2016-17)	(FY 2017-18)	(FY 2018-19)	(FY 2019-20)

State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Massachusetts Tests for Educator Licensure	157	155	132	132	110	110	80	80
2									
3									
4									
5									

National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	National Council Licensure Examination-R	175	154	145	135	165	157	183	170
2	Praxis II Exam (School Psychology)			8	8	7	7	6	6
3									
4									
5									

Job Placement Rates

	Major/time period	* # of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Nursing/12 months after graduation	180	NA	143	NA	138	NA		
2	College of Education and Human Development graduates*					439	311		
3									
4									
5									

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Completion Rates

1					
2					
3					
4					
5					

Placement Rates

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

**Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	78%	78%	76%	60%	60%
Graduation rates @ 150% time (3 years)	68%	71%	70%	65%	66%
Average time to degree	2.0	2.0	2.0	1.9	1.9
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	94%	93%	86%	89%	90%
Graduation rates @ 150% time (9 years)	57%	57%	64%	68%	71%
Average time to degree	5.3	5.0	5.5	5.9	6.0
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1	#1 Includes MA, MBA, M.ED, MFA, MPA, and MS				
2	#2 Includes PHD, EDD and DNP				
3					
4					

2018 2019 2020 2021 2022

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	9/18	https://www.umb.edu/editor_uploads/images/life_on_campus/FINALUMBCode9-5-18-Appendix_B_V2.pdf	Life on Campus
Intellectual property rights	Not Available	https://www.umb.edu/research/commercial_ventures_intellectual_property	The Office of Research and Sponsored Programs and the Venture Development Center, units of the Office of the Vice Provost for Research, provide CVIP services.
Conflict of interest	N/A	https://www.umb.edu/orsp/compliance/fcoi	Office of Research and Sponsored Programs
Privacy rights	N/A	https://www.umb.edu/registrar/academic_policies/rights_as_a_student_ferpa	Office of the Registrar
Fairness for students	N/A	https://www.umb.edu/life_on_campus/policies/academics	
Fairness for faculty	N/A	https://hr.umb.edu/policies	Human Resources
Fairness for staff	7/14-6/17	https://hr.umb.edu/uploads/documents/2014-2017_FSU_Agreement.pdf	HR page 13 of Pdf
Academic freedom	7/14-6/17	https://hr.umb.edu/uploads/documents/2014-2017_FSU_Agreement.pdf	HR page 13 of Pdf
Research	N/A	https://www.umb.edu/orsp/research_policies/alphabetical	Office of research and Sponsored Programs
Title IX	8/14/2020	https://www.umb.edu/crtix/policies_forms	Office of Civil Rights and Title IX
Other, specify			

Non-discrimination policies

Recruitment and admissions	N/A	https://www.umb.edu/odei/chancellors_statement/aa_plans	Office of Diversity, Equity and Inclusion
Employment	N/A	https://www.umb.edu/academics/vpass/career_services/employers/principles_for_employment_professionals_and_non_discrimination_policy	Career Services and Internships
Evaluation	02/2011	https://hr.umb.edu/uploads/documents/Personnel_Policy_NU.pdf	Human Resources
Disciplinary action	N/A	https://www.umb.edu/life_on_campus/student_employment/eligibility/disciplinary_procedures	Life on campus /info on disciplinary action
Advancement	N/A		
Other, specify			

Resolution of grievances

Students		https://www.umb.edu/life_on_campus/dean_of_students/services_for_students	Life on Campus/Dean of Students
Faculty		https://www.umb.edu/life_on_campus/dean_of_students/facultystaff	Life on Campus/Dean of Students
Staff		https://www.umb.edu/life_on_campus/dean_of_students/facultystaff	Life on Campus/Dean of Students
Other, specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Policies on Faculty, Staff and Student Employment fairness are in the same section of HR website, link under "Fairness for Faculty"

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.umb.edu/news_events_media/communications
Notice of availability of publications and of audited financial statement or fair summary	N/A
Processes for admissions	https://admissions.umb.edu/admitted-students/checklist
Processes for employment	https://hr.umb.edu/hiring#1-hiring-process-for-benefited-staff
Processes for grading	https://www.umb.edu/registrar/academic_policies/grade_submission_policy
Processes for assessment	https://www.umb.edu/academics/provost/academic_quality_assessment_and_development_aquad
Processes for student discipline	https://www.umb.edu/life_on_campus/dean_of_students/student_conduct
Processes for consideration of complaints and appeals	https://www.umb.edu/editor_uploads/images/life_on_campus/Non-Discrimination_and_Harassment--Administrative_Standards.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement,	
Statement/Promise	Website location and/or publication where valid documentation can be found
Life on Campus and Student Affairs : Learning Outcomes	https://www.umb.edu/life_on_campus/student_affairs/outcomes
Graduate and Undergraduate Student Success	https://www.umb.edu/oirap/reports/retention_graduation
Beacons Achievement 2020	https://www.umb.edu/academics/cnhs/beacons_of_achievement_2020_awards
Faculty Achievements	https://www.umb.edu/academics/csm/biology/about/departmenal_achievements

Date of last review of:	
Print publications	May-20
Digital publications	June-20

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	https://www.umb.edu/academics/course_catalog_OR http://catalog.umb.edu/
Obligations and responsibilities of students and the institution	https://www.umb.edu/life_on_campus/policies/academics
Information on admission and attendance	Admission: https://admissions.umb.edu/ Attendance: https://www.umb.edu/registrar/academic_policies/class_attendance
Institutional mission and objectives	https://www.umb.edu/the_university/mission_values
Expected educational outcomes	https://www.umb.edu/life_on_campus/student_affairs/outcomes
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://malegislature.gov/laws/generallaws/parti/titlexii/chapter75/section1
Requirements, procedures and policies re: admissions	https://admissions.umb.edu/
Requirements, procedures and policies re: transfer credit	https://admissions.umb.edu/transfer-students
A list of institutions with which the institution has an articulation agreement	https://admissions.umb.edu/transfer-students/massachusetts-community-college-students
Student fees, charges and refund policies	Fees and Charges: https://www.umb.edu/bursar/tuition_and_fees Refund policies: https://www.umb.edu/bursar/refund_policy
Rules and regulations for student conduct	https://www.umb.edu/editor_uploads/images/life_on_campus/FINALUMBCode9-5-18-Appendix_B_V2.pdf
Procedures for student appeals and complaints	https://www.umb.edu/life_on_campus/dean_of_students/maxientreportingforms
Other information re: attending or withdrawing from the institution	https://www.umb.edu/registrar/academic_policies
Academic programs	https://www.umb.edu/academics
Courses currently offered	https://www.umb.edu/course_catalog
Other available educational opportunities	https://www.umb.edu/news/detail/umass_to_expand_online_educational_opportunities_for_adults_through_strategic_partnership_between_umb_online_and_brandman_university
Other academic policies and procedures	https://www.umb.edu/registrar/academic_policies
Requirements for degrees and other forms of academic recognition	https://www.umb.edu/academics/vpass/uac/degree_requirements
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.umb.edu/faculty_staff/list
Names and positions of administrative officers	https://www.umb.edu/administration_finance/office_of_vice_chancellor https://www.umb.edu/academics/provost/department_chairs_and_administrators
Names, principal affiliations of governing board 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	https://www.umb.edu/academics/caps/international
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.umb.edu/oirap/facts/common_data_set
Description of the campus setting	https://www.umb.edu/the_university/mission_values
Availability of academic and other support services	https://www.umb.edu/academics/vpass
Range of co-curricular and non-academic opportunities available to students	https://www.umb.edu/life_on_campus/student_employment
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.umb.edu/news/detail/university_of_massachusetts_boston_receives_first_gen_forward_designation
Institutional goals for students' education	https://www.umb.edu/the_university/goals
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.umb.edu/the_university/student_consumer_information/outcomes
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.umb.edu/bursar/tuition_and_fees
Expected amount of student debt upon graduation and loan payment rates	https://finaid.umb.edu/graduate-student-aid/loans
Statement about accreditation	https://www.umb.edu/the_university/accreditation

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	Campus-wide graduation requirements for undergraduate students (http://catalog.umb.edu/content.php?catoid=35&navoid=4647#graduation-requirements), master's students (http://catalog.umb.edu/content.php?catoid=36&navoid=4707#Master's Degree Requirements) and doctoral students (http://catalog.umb.edu/content.php?catoid=36&navoid=4707#Doctoral Degree Requirements)	Varies by program, please see below	Program faculty, deans, and provost	Change in the AQUAD process and the relaunch of the University Assessment Council to improve coordination and alignment of diverse campus-wide approaches	Please see below.

For general education if an undergraduate institution: General Education First-Year and intermediate Seminars	Published on the website. URL: https://www.umb.edu/academics/vpass/undergraduate_studies/general_education_requirements https://www.umb.edu/academics/vpass/undergraduate_studies/general_education_requirements/first-year_intermediate_seminars	Writing Proficiency Examination; First-Year and Intermediate Seminar Assessments	General Education Review Committee	Flexibility in the structure of first-year seminars; support for interdisciplinary study; increased “portability” of General Education requirements across colleges	2011
General Education Writing Proficiency	https://www.umb.edu/editor_uploads/images/LongVersionofTheElementsOfWritingProficiency.pdf	Student portfolios	Faculty readers and EWRAP staff	Recommendations on assignment types to seminar faculty	Approved and adopted in 2020 after pilots in 2019
General Education Senior (Critical Thinking)	https://www.aacu.org/value/rubrics/critical-thinking	100 senior essays representative of student demographics	Value Institute faculty readers	Pending	Conducted in 2018-19
General Education (First-Year Composition)	https://www.umb.edu/academics/cla/english/composition_program	First-Year Composition Student Portfolios	First-Year Composition Staff	Identified areas for program growth; streamlined learning outcomes; increased professional development, wrote model syllabi	In English Department Review 2018
Degree program	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g.,	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree

	appropriate.	capstone course, portfolio review, licensure examination)			program)
College of Education and Human Development					
Early Education Research, Policy, and Practice, Post-Master's Certificate	Learning objectives are aligned with the ECEC PhD	Students engage in a final applied research project that they present at a public annual leadership forum	The program director assesses the final research project; faculty moderators and discussants offer feedback throughout the certificate and final project	Certificate content has been modified in response to the changing demographic of certificate completers over the years	The coursework was reviewed by the Department of Early Education and Care multiple times between 2012-2017
Early Childhood Education and Care (ECEC) PhD	Program webpage: https://education.umb.edu/academics/graduate_program/early_childhood_education_and_care_phd/#block3	<ul style="list-style-type: none"> Students must demonstrate proficiency in five domains: academic excellence, academic honesty, ethical behavior, professional conduct, and professional competence. Until the student advances to candidacy, they will review their own progress in research, teaching, and service activities each year. Students will provide this information in written form and meet with their Yearly Progress Committee, consisting of their advisor and two other faculty members (assigned by the PD) to review the student experiences and accomplishments. The faculty as a whole will also discuss the student's 	<p>Satisfactory progress denotes that a student has:</p> <ul style="list-style-type: none"> (1) satisfactorily completed graduate coursework during the academic year, (2) satisfactorily met research and teaching obligations, (3) demonstrated professional behavior (e.g., interpersonal skills and adherence to ethical standards) satisfactory in the judgment of the faculty, and (4) satisfactorily met requirements for timely submission of program documents (such as program of study, plan for remediation, etc.) and major written work. <p>• A student, who, in the judgment of the faculty, fails to make satisfactory progress for a given academic year, will be notified of that status. In addition, where feasible, the</p>	<ul style="list-style-type: none"> Use of ECHD 708 to support students' second year project development after the first year of projects where we saw gaps in understanding and application of research Rotating sequence of core classes offered every other year to accommodate part time and full time students Changes to the handbook each year to reflect program development and lessons learned 	<ul style="list-style-type: none"> The program is only in its 5th year and has not gone through program evaluation. It will be part of AQUAD after 7 years.

		<p>progress. Then faculty will make recommendations for the following year.</p>	<p>student will be directed as to what steps are necessary to make satisfactory progress in the coming year. This may include development of a remediation plan by the student. A first finding of unsatisfactory progress normally does not result in dismissal from the program. In serious cases, such as clear violation of professional ethics or clear disregard of program obligations, a first finding of unsatisfactory progress may result in dismissal from the program. A second finding of unsatisfactory progress normally results in dismissal from the program. An exception to this may be made if the student demonstrates, to the satisfaction of the faculty, that the unsatisfactory progress was caused by factors beyond the student's control, that those factors have changed and are highly unlikely to interfere with satisfactory progress again and that there is a clear plan for timely completion of the degree. An exception to these points regarding second finding of unsatisfactory progress cannot normally be granted without the recommendation of the student's advisor.</p>		
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<p>Higher Education EdD Higher Education PhD</p>	<p>Program webpage. https://education.umb.edu/academics/graduate_program/higher_education_edd_phd#courses</p>	<ul style="list-style-type: none"> • Qualifying Paper Proposal • Qualifying Paper • Capstone Course • Dissertation Proposal and Dissertation Proposal Hearing • Dissertation and Dissertation Defense • Surveys of students and graduates during AQUAD review year 	<ul style="list-style-type: none"> • Program faculty review and evaluate the Qualifying Paper Proposals (QPP) and Qualifying Papers (QP) submitted by the students. QPPs are due in early September of the third year and are reviewed by the faculty in early Fall (the same semester they are submitted). QPs are due in early January of the third year and are reviewed later that month. The faculty also perform ongoing reviews of QPPs and QPs that are assessed as “revise and resubmit” by the faculty. • Student performance in the Capstone course is evaluated by the instructor of that class. • After the completion of core coursework, students in the program form dissertation committees that review and evaluate their dissertation proposals and dissertations. • All faculty are involved in reviewing and interpreting the results of data from surveys of students and graduates. 	<ul style="list-style-type: none"> • Based on feedback we have received about the program’s curriculum from our students over the past years, we have introduced several electives that address our students’ interest in critical approaches to equity and social justice. Examples of these courses include our Critical Race Theory class and our Gender in Higher Education class. • Given our students’ interest in research and publishing, the faculty have made increased opportunities available for our students for collaborative research and writing for conference papers and publications. • The faculty are making changes to the Qualifying Paper Proposal and Qualifying Paper processes to more effectively highlight the strengths of those exams in order to better support student success. • The faculty are also actively considering the pedagogical approaches adopted in classes, to better serve our increasingly diverse student population. 	<p>2016-2017</p>
<p>Urban Education, Leadership, and Policy Studies EdD/PhD</p>	<p>Program webpage. https://education.umb.edu/academics/graduate_program/urban_education_leadership_and_policy_studies_edd_phd</p>	<ul style="list-style-type: none"> • Comprehensive Assessment • Qualifying Paper • Dissertation Proposal and Dissertation Proposal Hearing 	<ul style="list-style-type: none"> • Curriculum Committee, which includes all core program faculty members, review the Comprehensive Assessments (submitted in early spring of the second year) 	<p>Based on student feedback and evidence:</p> <ul style="list-style-type: none"> • the program faculty have clarified the requirements for the Comprehensive Assessment, creating a rubric shared with 	<p>2012</p>

		<ul style="list-style-type: none"> • Dissertation and Dissertation Defense • Data collected during past academic year for upcoming AQUAD review, including survey and focus groups with students 	<ul style="list-style-type: none"> and Qualifying Papers (submitted in January of the third year) • Faculty members review all Comprehensive Assessments using a newly developed rubric, from which decisions are made whether or not a student may progress in the program • Faculty members review all Qualifying Papers, from which decisions are made whether or not a student may progress in the program • Members of a student's dissertation committee review and assess the Dissertation Proposal and Dissertation. • All program faculty have analyzed and assessed the data collected for the upcoming AQUAD review 	<ul style="list-style-type: none"> students • faculty members have begun to offer workshops on pursuing academic careers and publishing • Students are no longer required to full program concentration area requirements. • Faculty members continue to revise their pedagogical approaches and course curricula to ensure attention to racial and social justice 	
Sport Leadership and Administration BA	Student Handbook	<ul style="list-style-type: none"> • Well-rounded curricula and foundational knowledge of sport leadership and administration • Experiential learning opportunities • Versatile professional skill set • Critical thinking and problem-solving skills • Social, cultural, and political consciousness • Cross-cultural literacy, empathy, and engagement • Teamwork/interpersonal 	Curriculum Committee	The program launched in Fall 2019	Not applicable; the program launched in Fall 2019

		<p>communication skills</p> <ul style="list-style-type: none"> • Leadership skills • Relationships in and exposure to the field – Networking skills • 100% job placement and career success in the sport industry 			
Global Inclusion and Social Development (GISD) MA	Program webpage: https://globalinclusion.umb.edu/academics/graduate-programs/global-inclusion-and-social-development-ma#4-global-inclusion-and-social-development-ma	Masters students need to complete a capstone—written paper and oral presentation	Graduate Program Director reviews that students have meet graduation requirements. The program team (all faculty who teach or advise in the PhD program) meet twice monthly and plan the comprehensive exam and other graduation requirements. They review students’ performance and make adjustments as needed.	The GISD program team is considering the possibility of adding a capstone course to the MA program rather than having students complete independently.	This is a new program so has not yet gone through AQUAD. Will be doing so in upcoming year.
Global Inclusion and Social Development PhD	Program handbook: https://globalinclusion.umb.edu/uploads/documents/PhD-Handbook-2020-03-12.pdf	<ul style="list-style-type: none"> • Comprehensive exam – written and oral • Dissertation proposal – written and oral defense • Dissertation –written and oral defense • 2nd language requirement § SGISD requires that each PhD student achieve a certain level of proficiency in a language other than English. For students who are non-native English speakers, their native language fulfills this requirement. For native English speakers, proficiency in another language is a 	<ul style="list-style-type: none"> • Graduate Program Director reviews that students have meet graduation requirements. • The program team (all faculty who teach or advise in the PhD program) meet twice monthly and plan the comprehensive exam and other graduation requirements. They review students’ performance and make adjustments as needed. 	<ul style="list-style-type: none"> • A monograph option for dissertation has been added based on students experiences and preferences with dissertation process. • An orientation to the comprehensive exam has been added to help students more effectively prepare for the exam. • A second language proficiency framework was developed for evaluators to ensure that the assessment is consistent across students. 	This is a new program so has not yet gone through AQUAD. Will be doing so in upcoming year.

		<p>program requirement. American Sign Language (ASL) can be used to fulfill the second language requirement. Second language proficiency may be demonstrated in a variety of ways: (1) A transcript indicating that the student has completed three years of university study of a language other than English (including ASL). (2) A transcript indicating that the student completed a BA or MA degree in a language other than English: a. Student needs to present material about former program that indicates the relevant language of instruction within the program. b. School must confirm against official transcript from admission process. (3) A certificate indicating that the student was successful in achieving a B2 level of proficiency in the Common European Framework of Reference for Languages. (4) A letter from a UMass Boston professor indicating satisfaction that the student was able to read a scholarly document in another language, and with enough comprehension to</p>			
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		<p>converse with a professor in English regarding its key points to an extent that confirms the student's basic proficiency in a second language: a. Student needs to identify a UMass Boston professor who speaks the language to be evaluated. b. Professor must identify a scholarly article in the student's field of interest to be used for the assessment. c. Assessment of proficiency will be completed by UMass Boston professor based on rubric provided by SGISD. (5) Students can complete an oral proficiency interview through the American Council on the Teaching of Foreign Language. Individuals must obtain an intermediate score on this assessment process. (6) Students who elect to use ASL as an alternative language will have proficiency accessed through a conversation with a licensed sign language interpreter. Students will be assessed on vocabulary range and proper use of grammar, as well as their receptive ability to understand the language of the interpreter.</p>			
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Certificate in Human Rights	Department website: https://globalinclusion.umb.edu/academics/graduate-programs/global-inclusion-and-social-development-ma#4-global-inclusion-and-social-development-ma	No other measures beside successful completion of course work.	<ul style="list-style-type: none"> • Graduate Program Director reviews that students have meet graduation requirements. • GISD program team monitors overall evidence of effectiveness of certificate. 	None to date. There have been limited students in certificate.	This is a new program so has not yet gone through AQUAD. Will be doing so in upcoming year.
Certificate in Transition Leadership	https://globalinclusion.umb.edu/academics/certificate-programs/certificate-in-transition-leadership#2-certificate-in-transition-leadership	Practicum	The transition leadership program team review student success and to determine if student have met criteria for graduation.	Mentors at practicum sites have been added.	This is a new program so has not yet gone through AQUAD. Will be doing so in upcoming year.
Critical and Creative Thinking MA	Program handbook and on the webpage: https://education.umb.edu/academics/graduate_program/critical_and_creative_thinking_ma and at http://blogs.umb.edu/cct/home/overview/learning-outcomes/	The Critical and Creative Thinking uses the following requirements to determine achievement of outcomes: 1) A capstone course and capstone paper (“Synthesis of Theory and Practice”) is completed by the student to demonstrate competence around the program curriculum and research and writing competence. A public presentation is also given where the student presents their work to the program and wider university community. 2) Students complete a Reflective Practitioner’s Portfolio, involving documentation of key assignments from each course taken in the program	The capstone course instructor serves as the first reviewer for the capstone paper and presentation, and an additional faculty member or graduate program director serves as the second reviewer, and the review is based on an evaluation rubric that determines achievement around several core competencies. Written feedback is returned to the student (in some cases leading to requirement to revise the paper if not reaching the passing level at that point). The graduate program director, assistant director, and sometimes other faculty review the Reflective Practitioner’s Portfolio and the Exit Self-Assessment and return written	Some of changes in the program include the following: 1) increase of peer support and commentary on written work and the use of small-group writing support activities in the two pre-capstone research/writing courses, 2) expansion of synchronous class meetings and use of instructor conferences in some courses that had limited direct interactions and had been historically asynchronous online format, 3) revision of the process and instructions for development of the Reflective Practice Portfolio (including more opportunities for students to engage with developing this part of their writing well before they reached the pre-capstone stage, when this had been	February 2018

		and a narrative that describes how the experience and material are meaningful to the student's development and application to practice. 3) Students complete an Exit Self-Assessment where they review their own progress around each of a set of specific goals that define the program and capstone process.	comments to the student to confirm completion or need for further revision.	accomplished more independently in a student's early time in the program), and 4) the addition of a mid-program advising conference dedicated to discussing early steps to guide students in bringing clarity around potential capstone topics.	
Instructional Design MEd	Student Handbook, in the process of being uploaded to the web as part of the transition of the program into CEHD.	Students are required to successfully complete an Instructional Design Capstone course which is the culmination of all the foundational competencies to be an Instructional Designer.	The Capstone Advisor is responsible for overseeing and approving that all the objectives have been met in the Capstone. There are interim milestones throughout the Capstone experience; i.e., each student needs to complete a project plan for the Capstone, complete a Design Document, which includes grounding the educational/organizational issue with relevant, academic research, undertaking a needs assessment to collect data on said issue with key stakeholders in the process, design relevant learning objectives, design a prototype of the educational intervention(s). Feedback from the Capstone Advisor is provided at these two junctures before the student can proceed to the final development stage,	The Instructional Design Curriculum Committee meets monthly to review input from various sources on an ongoing basis in order to make changes to the Instructional Design curriculum. Those sources include: emerging trends in the industry, input from student evaluations, best practices shared at conferences, input from industry experts. Also, as part of the past AQUAD review, two outside reviewers provided valuable feedback and input which was incorporated in subsequent curriculum changes. Now that the Instructional Design Graduate program is a part of the Curriculum and Instruction Department in the College of Education and Human Development, ongoing discussions and input from a wider group of faculty	The Instructional Design Graduate Program underwent its last AQUAD review in February 2018.

			piloting (where appropriate), and evaluation stages of the Capstone.	colleagues will continue to inform the growth and changes to this viable program.	
Applied Behavior Analysis (ABA) for Special Populations Certificate	ABA Information Packet which is sent to everyone who requests information about the program and program webpage: https://www.umb.edu/csde/professional_development/aba .	Students take the Board-Certified Behavior Analyst (BCBA) exam after finishing the certificate courses (or after finishing the Med:LTET degree that can include the ABA certificate courses, if necessary, as the Behavior Analyst Certification Board (BACB) requires at least a master's degree to take the exam).	The administrator of the ABA program (Jill Tilton) checks the certificant listings of the BACB two or three times a year to see who's passed the exam. In addition, the BACB informs programs, and publishes on their website, the pass rates for first-time test-takers for each program in the previous year.	In order to improve pass-rate, the program requires that students be doing their supervised fieldwork concurrently with taking the courses to consolidate their learning, not wait until afterwards. A certain number of fieldwork hours supervised by someone who is already a BCBA trained to supervise students is required by the BACB in order to take the BCBA exam, but the program doesn't provide placements – students are already working in the field, and while in the program must have a BCBA supervisor as an extra resource to the student. Also, students are now required to finish the ABA online learning module series from Behavior Development Solutions in order to earn their Certificate in ABA. The learning exercises in the modules are closely correlated with the BACB's Task List items.	The ABA Certificate has never had a formal review. The Med:LTET, of which ABA students form one track, had an AQUAD review in (I believe) 2013. The ABA program is not accredited, but the Certificate is a Verified Course Sequence with the BACB and Association for Behavior Analysis International (ABAI), meaning students who successfully complete all the courses in the certificate are considered to have met the required hours of coursework in the appropriate ABA content areas to take the BCBA

					<p>exam.</p> <p>The seven-course sequence became approved as a Verified Course Sequence for the new Task List 5 in Sept. 2019 after submission of syllabi for the revised courses. We have applied for the annual renewal of this status this September (don't need to submit syllabi again).</p>
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College of Liberal Arts

Africana Studies, BA	<p>Program webpage. https://www.umb.edu/academics/cla/africana/ug/learning_goals</p>	<p>New revisions to the major now include three major courses to ensure learning outcomes, including a 100-level course introducing them to the Black experience; a follow-up 200-level course focused on analytical thinking and writing; and a 400-level capstone to produce a major project using learned analytical and writing. An approved semester-long Internship can also suffice.</p>	<p>The Curriculum Committee, headed by the new Chair of the Department, has spent two years assessing the major and minor requirements in terms of its strengths and weaknesses. This assessment will be done once a year before the end of each Spring semester.</p>	<p>Major revisions have been proposed for both the Major and the Minor due to an inconsistency found in key course offerings and an absence of courses focused on writing improvement, theoretical and research skills, and a final capstone seminar for producing a major paper or project.</p>	<p>The most recent program review of the degree requirements and course development to satisfy new requirements occurred in Spring 2020. The CLA Senate will review the proposed revisions in Fall 2020.</p>
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<p>American Studies, BA</p>	<p>Program webpage. https://www.umb.edu/academics/cla/american/ba/1</p>	<p>Use secondary sources to carry out analysis of primary sources. Apply interdisciplinary methods of historical and formal analysis in order to demonstrate ability to research, synthesize, and communicate evidence and conclusions about change over time. Work competently with a variety of sources and media to demonstrate the comparative focus of the American Studies approach to understanding the diversity of answers to the question, “What does 'American' mean in local, national and global contexts?”</p>	<p>Since our last AQUAD the American Studies Department has deployed an ad hoc curriculum committee to review and process final work submitted to our gateway course and our capstone course each semester. Instructors are required to submit major projects completed for these classes that they considered to have reached each major grade benchmark (“A” grade papers, “B” grade papers and so on). The two members of the ad hoc curriculum committee read the papers submitted in a “blind” fashion: i.e. they don’t see the students’ names or the grades given. They then offer broad evaluation of the work in terms of the grade they expect it received and where they would have made suggestions for improvement, additional work, etc. After exchanging comments with each other on all the submitted work, the two members of the curriculum committee then write brief summary reports to submit to the chair who reviews the reports with an eye for information on how well the objectives of the gateway course, the capstone course, and the overall trajectory of the major are being met. Twice a</p>	<p>One major outcome of this process is a developing clarity about the need to refresh out gateway course (American Studies 100, American Identities) with respect to the generational framework it follows. The course was originally built around certain expectations about how old the majority of our students are, how old their parents and grandparents are, and how their family stories would synch up with larger historical developments. It has become clear that the major assignment for this course—the “family history”—and attendant supporting research guidelines and texts—need to be updated. That will be a major focus we approach in and through our next AQUAD review. In a less measurable, less formal way, all regular TT and NTT colleagues in the department make granular changes to their courses with an eye to addressing shortcomings and opportunities revealed by this process of curricular reviews. The chair and the core faculty continue to explore how to communicate these findings to colleagues hired to teach individual core courses in the departments as they take on the</p>	<p>Our last curricular review was carried out during the Spring semester of 2019.</p>
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			year the chair brings these results to a department meeting for discussions of curricular changes needed, overall department vision, and for the purpose of sharing ideas about best pedagogical practices, assignments, and evaluative strategies.	heavy burden of teaching new preparations and developing appropriate course materials.	
American Studies, MA	Program webpage. https://www.umb.edu/academics/cla/american/grad/graduate_program_learning_goals	<ul style="list-style-type: none"> • Independent study/directed reading that culminates in prospectus and annotated bibliography • Seminar assignments, e.g. papers, proposals, presentations, archival work, primary source/cultural text analyses • Writing seminar where students workshop their in-progress final projects • Final project 	<ul style="list-style-type: none"> • Faculty grade seminar assignments • Peer-review and workshops in courses and proposal writing seminar • Faculty guidance and feedback during independent study/directed reading that leads to prospectus • Final project goes through multiple drafts with feedback from at least two faculty members, including the GPD 	<ul style="list-style-type: none"> • The prospectus process for second-year students has been streamlined with a standard format that provides students with a detailed outline • Writing seminar incorporates elements of professional development, e.g. journal submission, conference abstract writing, etc. • The department has opened conversations about alternate routes to final project completion, e.g. oral histories, curriculum units, hybrid scholarly/creative projects 	AY12-13
Anthropology, BA	Program webpage. https://www.umb.edu/academics/cla/anthropology/ug/learning_goals	Capstone course, curriculum mapping, introductory entrance/exit questionnaires (now retired), alumni surveys. For master's students: research thesis, thesis defense, field school performance, alumni surveys.	Curriculum Committee, Department as a whole (especially during AQUAD reviews). For master's students: Graduate Program Committee	Redesigning and better standardizing introductory/theory/capstone courses as our benchmark conversation about learning outcomes, adding new learning outcomes regarding professionalization and careers. For master's students: adding non-credit mini courses,	Completed AQUAD review in AY19-20

				tightening up the thesis process	
Archaeology and History, BA	Program webpage. https://www.umb.edu/academics/cla/anthropology/ug/learning_goals	Capstone course, curriculum mapping, introductory entrance/exit questionnaires (now retired), alumni surveys. For master's students: research thesis, thesis defense, field school performance, alumni surveys.	Curriculum Committee, Department as a whole (especially during AQUAD reviews). For master's students: Graduate Program Committee	Redesigning and better standardizing introductory/theory/capstone courses as our benchmark courses, increasing department conversation about learning outcomes, adding new learning outcomes regarding professionalization and careers. For master's students: adding non-credit mini courses, tightening up the thesis process	Completed AQUAD review in AY19-20
Historical Archaeology, MA	Program webpage. https://www.umb.edu/academics/cla/anthropology/grad/ma/requirements/graduate_program_structure	In addition to success in the core classes there are two major reviews of student outcomes during the degree process. These consist of a master's thesis proposal and a master's thesis. At the end of the first year or beginning of the second all students submit a thesis project statement or thesis proposal. The project statement is more preliminary and allows students to present some basic thesis ideas to show a research direction. A thesis proposal is more formal and answers a series of guided questions to describe the potential thesis. Once a proposal is approved students undertake a master's thesis as their capstone. This	The entire Graduate Program Committee, which consists of all faculty who teach in the graduate program, reviews and comments on all thesis project statements and proposals. This is an especially broad evaluation of student progress and outcomes by all of the program faculty, and results in a written evaluation provided to each student. The Masters' thesis is developed with a faculty mentor and reviewed by a committee of at least three faculty that is chaired by the mentor. Each student gives a public defense that includes a presentation structured like a professional conference paper, a question and answer period with the entire audience, and a private examination with the	Our most important recent changes include efforts to assist students with the development and completion of their capstone proposal and thesis requirements. We have created a proposal mini course that runs during the spring term, as well as a thesis project statement option that is less formal than a proposal and creates an opportunity for significant faculty feedback earlier in the thesis process. Lastly, we have developed a post-proposal progress review form to encourage structured meetings between students and their mentors, and to document an annual assessment of student progress towards degree completion.	The MA program was assessed as part of the Anthropology Department AQUAD in 2019.

		culminates in a public defense presentation open to faculty, staff, and students.	three committee members.		
Applied Linguistics, MA	Program webpage. https://www.umb.edu/academics/cla/appling/grad/applied_linguistics_ma/learning_outcomes	Capstone Exercise: After completing their core and ESL/FL concentration courses, Applied Linguistics students must successfully complete the Capstone Exercise. The Capstone Exercise is the culminating and integrative experience of students' educational program in Applied Linguistics. It is an application activity in which students discuss theoretical issues and current research related to a prompt and apply them to practice and language in use. Students draw on the literature from their core and concentration courses and any other courses they may have taken as electives.	First, all APLING faculty serve as graders/reviewers for the Capstone Exercise. Before grading, we hold a calibration session using capstones from the previous year to establish passing, exemplary and failing papers. Two committees interpret learning outcomes data on a yearly basis: The Curriculum Committee and the Department Evaluation and Improvement Committee.	We have changed our Capstone Exam into a Capstone Exercise, making it more meaningful for students, removing the high-stakes aspect and focusing on having students demonstrate their knowledge in theory and practice. We have reviewed our curriculum and have been aligning courses both with learning outcomes and with capstone exercise. We have made changes to our courses in terms of projects and papers.	We had our AQUAD review in AY 18-19.
Applied Linguistics, PhD	Published on student handbook and departmental website: https://www.umb.edu/academics/cla/appling/grad/applied_linguistics_phd/learning_outcomes_phd	Since we started the Program in Fall 2017, no student has graduated yet (three cohorts in progress: 15 students). Progress is measured by completion of Qualifying Paper, acceptance in Dissertation Proposal Seminar, and eventually defense of proposal and	Two faculty members evaluates each student's Qualifying Paper. <u>Timeline:</u> By the beginning of the 3rd year; At the end of their 2nd year (fourth semester); By the end of their 1st week of class in the Fall semester; By the end of the 2nd week of class.	We made sure that the Qualifying Paper Seminar takes place once students have completed all coursework. We changed deadlines in order to make sure that every student has the opportunity to revise and resubmit before the start of the spring semester during which they enroll in the Dissertation	Does not apply

		dissertation.		Proposal Seminar.	
Art, BA	Program webpage. https://www.umb.edu/academics/cla/art/ug/ba/	In recent years, the Art Department has pursued a biannual exit-level Student Outcomes Assessment. For the AY2018-2019 review we relied on an analysis of two 300-level art history courses and the Studio Capstone course, since these courses allow us to analyze the performance of many Art majors at the end of their time at UMass Boston. We selected two competencies and their related learning outcomes as the focus of our assessment (one competency differed from the last biannual assessment). Then, we analyze major writing assignments from these courses – art history research papers and studio artist statements. We may revisit the idea of conducting both entry-level and exit-level assessment, as well as dividing our analysis more clearly between students focused on studio practice and those students mainly focused on art history.	A committee of faculty from both sides of the department – studio art and art history – is formed to interpret student written work. These are usually the professors who are teaching advanced studio (Capstone) and art history courses (300-level) in the Spring semester. As mentioned above, we have focused on a couple competencies and related learning outcomes for each assessment and used writing assignments from these advanced classes to gauge student achievement. For the last few assessments, we have used a simple system (1 = poor; 2 = competent; 3 = above average; 4 = excellent) to rate and then characterize student performance in relation to the selected learning outcomes.	By analyzing performance on major writing assignments – art history research papers and studio artist statements – we feel that we are gaining a more complete picture of certain consistent strengths and weaknesses of our majors. While overall, our students successfully achieve the measured competencies and related learning outcomes, there is still room for improvement. In recent years, our findings have helped especially in the advising process by encouraging students to pursue a particular sequence of courses or to fill in their historical knowledge by taking specific art history courses, etc. Also, for our last assessment, we decided to indicate whether English was the second language of the student (ESL). We were curious whether these students might need extra attention in terms of writing and oral communication. Overall, the process continues to be productive!	The department conducted an AQUAD review during the 2016-2017 academic year.
Asian Studies, BA	Program webpage. https://www.umb.edu/academics/cla/asian/ug/asi	Capstone course is designed to assess students' skills in 1) close reading of texts and	Instructor of capstone course assesses the evidence; if there are any areas of concern, other	Capstone assessment tools have been adjusted to better understand student performance	Asian Studies is a new department as of Fall 2015.

	an_studies_learning_outcomes	critical analysis, and 2) conducting research through the use of primary/secondary sources.	department faculty will be consulted. For the East Asia track, students' progress in intermediate/advanced language courses will be monitored.		We will be due for an AQUAD review in AY21-22.
Classical Languages, BA Classical Studies, BA	Program webpage. http://www.umb.edu/academics/cla/classics/ug/ba/requirements/learning_goals	Aside from the GPA, we work with our majors in small seminars, both in classical languages and in classical studies, and can gauge their progress in class discussion, oral reports, exams, short papers, and longer research papers. In particular the Capstone courses, Classics 387, "Golden Age of Athens" and Classics 388, "Golden Age of Rome," which limit enrollment to fifteen, emphasize interdisciplinary study, close reading, and research. These courses have resulted in research presented at the Undergraduate Research Day.	The department is too small for an Assessment Committee, but long-term faculty have worked closely in sharing ideas about improving learning outcomes.	The large-lecture course on "Greek and Roman Mythology" has, in AY 19-20, started using more informal writing assignments, in addition to the essays that are already assigned. These give students a chance to engage with the texts before they write a formal essay. This works as a stepping-stone to the formal essay, and seems to have resulted in better writing, although it entails a greater time commitment on the part of faculty. Student work in the "Golden Age" courses confirms the importance of those courses in giving students a chance to synthesize ideas about a variety of sources. A rewrite of the capstone paper is a mandatory part of the process, enabling the instructor to bring all papers up to the desired standard for upper-level research. Above all, these small seminars offer a counter to the large-lecture experience of so many of our other courses.	The department did AQUAD in 2014-15 and will do it again in 21-22.

				The teaching of Latin has relied extensively on the active use of Latin—speaking and writing in Latin, not just translating it. The has led to a higher level of engagement among our Latin students, and those who reach our higher-level language and literature classes are able to read and appreciate the literary language with special facility.	
Latin and Classical Humanities, MA	Program webpage. https://www.umb.edu/academics/cla/classics/graduate/learning_outcomes_for_degree_tracks_in_latin_and_classical_humanities	Passing grade in the MTEL in Latin and Classical Humanities, which is required of all graduate students; passing grade in the Latin and/or Greek translation exam; and one other exam which assesses student's knowledge of Latin/Greek literature and literary history and Latin pedagogy	The MTEL is graded by graders selected by an organization independent of UMB; The exams are graded by qualified tenured faculty	The "Methods of Teaching Latin" course has been updated to reflect recent advances in pedagogy and field-teachers' experiences; the immersive component of graduate level courses has gradually increased, in line with the commitment to active pedagogy	Most recent AQUAD review was in AY 2014/2015
Communication BA	Program webpage. https://www.umb.edu/academics/cla/communication/ug/communication_learning_objectives	1.) Capstone course. This research and writing intensive seminar focus on a particular problem, issue, or technique in the study of communication, approached from a variety of disciplines and perspectives. Students must earn a C- or better in the class. 2) In course evaluations for every course, students are asked, "What	TT faculty lead the senior seminar and evaluate completed projects each semester. Course evaluations are reviewed by the department chair and the DPC	Comm105 was added as a required course for all Comm students, after evaluation of Comm480 student presentations showed students needed additional preparation for making professional presentations; Comm480 grade requirement of C- or better was added as a baseline of foundational knowledge in our field. Required number of	The department conducted an AQUAD review during AY 16-17 (its first review since creation of the major in Fall 2013). A significant program revision was proposed and approved the

		are some of the most important things you learned in this course?" and "Which readings, activities and/or assignments did you find the most useful, and why?"		department electives was changed from 3 to 4 for comm majors.	following year. The curriculum committee conducted an evaluation of the department's pre-requisites during AY18-19 and substantial changes were made after the review. Finally, the curriculum committee evaluated the department's "outside electives" during AY19-20 and made substantial additions to the approved electives in other departments. The curriculum committee will evaluate the department's own electives during AY20-21 for possible additions/changes to course offerings.
Critical Ethnic and Community Studies, MS	Program webpage. https://www.umb.edu/academics/cla/interdiscipli	CECS aims to develop critical understandings and action skills for students with	The program's Capstone Project is an opportunity for students to integrate and apply	The capstone is developed and conducted under the direction of a Capstone Committee, who	Critical Ethnic and Community Studies is a

	<p>nary_programs/critical_ethnic_and_community_studies_ms/learning_outcomes.</p>	<p>diverse career goals, providing a core of shared knowledge while enabling students to tailor the programs to meet their particular interests. The core set of knowledge and skills that CECS students develop in the program include:1) understanding of the contributions of identity, culture, and representation for the process of adaptation of individuals and groups and in the development of vibrant transnational and diasporic communities;2) understanding of the processes of community formation and development necessary to act in support of the development of healthy immigrant communities;3) understanding of the complex interconnections among global, national, and local processes;4)Students develop proficiency in the processes and methods necessary for working across disciplinary and cultural boundaries to effectively engage with community teams working on engagement, empowerment, and activism to support the development and maintenance of healthy,</p>	<p>their learning from the curriculum to a real issue or challenge of the student's choice. The goal is for students to synthesize, integrate, and demonstrate the learning, skills, and competencies they have acquired through the production of a CECS related project and/or paper that is transdisciplinary in its approach and of tangible benefit and relevance to a community partner or a marginalized cultural community in general or through an internship experience that offers benefit to a community partner, in the short term (through internship hours) and longer term (through agreed upon deliverables). The capstone project is central to developing the capacities that will support each student's unique professional development goals and employment opportunities. The capstone reflects a minimum of 6 credits of graduate level work. It is typically completed in the last two terms of the program (usually fall and spring terms of your second year). Students must have completed CECS 610, 622, and 623 and a total of 6 courses that count towards</p>	<p>guides the student in developing their capstone idea and conducting the capstone, helping the student tailor the capstone to their interests and goals, and providing necessary guidance for the capstone to address the requirements of the CECS program. Projects must be clearly outlined in our proposal form and approved by the capstone committee, CECS director, and community partner(s) as relevant.</p> <p>Ongoing modifications occur through a process of internal program review and assessment by Curriculum Committee based on challenges, opportunities, or new environmental factors. These changes are recommended to the core faculty and approved collectively. These changes are then reflected in the program Handbook, advising, and associated forms.</p>	<p>relatively new program (5 years old), and as such has yet to go through an external review process.</p>
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		<p>diverse, and just communities. Foundational skills are tailored to student goals and interests such as the planning and development of culturally competent services, appropriate advocacy for policies and political rights, community program development and evaluation, qualitative or quantitative research, human services programming, dispute resolution, curriculum development, cultural expression and production, or human rights advocacy. understanding of causes and consequences of inequality, systemic racism, patriarchy, and other forms of oppression.</p>	<p>the degree prior to beginning their capstone proposal. While the capstone may be completed within a single semester of 6 credits, most students will spend a full year on their capstone and participating in the capstone seminar, carrying 3 credits in the fall and 3 or 6 credits in spring of their second year. All capstone projects, regardless of form should represent an equivalent of 20 hours of work per week over a 15-week period (one academic semester) or 10 hours of work per week over a 30-week period (one academic year). These hours are in addition to the required Capstone Seminar course (3 credits per semester).</p>		
Economics, BA	<p>Program webpage. http://www.umb.edu/academics/cla/economics/about/teaching_goals</p>	<p>Students are also required to take capstone course where they are expected to apply the skill sets and economics tools they learned in core and elective courses.</p>	<p>The chair and associate chair of the department evaluate each student's degree audit when a student apply for graduation. The process is to see if the student completed all required courses and also meet the minimum GPA for a BA in Economics.</p>	<p>In recent years we have made two major changes to the program requirements. In Fall 2015, we made it a requirement that only a 400-level course can fulfil the capstone requirement dropping some 300 level courses that were accepted as a capstone course previously. This was to keep the standard high for all students since the 400 level courses are more analytical and rigorous. In Spring 2019, we also added pre-</p>	<p>Spring 2019 is the most recent program review where we revised the math requirement and list of elective courses.</p>

				calculus course as a requirement for majors to make sure that students get the necessary math preparation before taking advanced courses.	
Applied Economics, MA	Program webpage. https://www.umb.edu/ed/itor_uploads/images/class_a_c/Applied_Economics_Learning_Outcomes.pdf	Capstone/Thesis Exercise: Applied Economics students must take the Mentored Research Project course (ECON 698) and complete an original applied research project, either in the form of a capstone or a master's thesis. In both cases, students design –under the guidance of at least two faculty members – a research project that is tailored to their own policy and academic interests and integrates the theoretical knowledge and quantitative skills students acquire in the program. The final product is a substantive paper or policy report that indicates mastery of pertinent economic literature and theory, and properly applies appropriate quantitative techniques to data.	Capstones are reviewed and evaluated by the instructor of the Mentored Research Project course and a capstone advisor. Theses are reviewed and evaluated by a three-faculty committee. At the beginning of their final year in the program, students submit a pre-proposal to the instructor of the Mentored Research Project course, who evaluates it and assigns a capstone advisor. Subsequently, the two faculty members review and evaluate a project proposal (submitted before the beginning of the student's final semester in the program); and provide guidance and feedback on multiple drafts leading to the final written capstone project. Students pursuing the thesis option also receive guidance from, and are evaluated by, a third faculty member. At the end of their final semester in the program, students also make an oral presentation of their final written project results before an audience of faculty and students	Process has stayed the same since the MA program originated	We had our AQUAD review in AY 16-17

English, BA	Program webpage. http://www.umb.edu/academics/cla/english/ug/learning_goals	In addition to tracking passing rates, the Composition Program has begun annual assessments of student writing in its courses, with each round of assessment focusing on a different subset of learning outcomes. Most recently, portfolios of student materials (two essays and a response to common reflection questions) were gathered from all English 101 and English 102 students. About 10% of those portfolios (460 total) were reviewed to determine whether students met, exceeded, or didn't meet expectations for specific capabilities linked to a broad range of course learning outcomes (since revised). Below is a summary of our key findings: (see Attachment A.1)	The results of the Composition Program's most recent student portfolio review and faculty practices survey resulted in the following actions: 1) A revision and streamlining of course learning outcomes (reduced to 10 goals per course) to better reflect the goals of the course; 2) A proposed revision to the course descriptions to more accurately capture the courses' key goals and practices (currently under review in university governance); 3) Professional development and resources for identified areas of growth, including: a) Reading group meetings to increase faculty comfort levels with rhetorical concepts; b) Faculty workshops on teaching practices to support student engagement with research and inquiry; c) Design of model assignments to support student outcomes in key areas; d) Development of a repository of reading assignments designed to boost student and faculty familiarity with key concepts. The English Department's development of the yearlong Experiencing Boston (twelve-credit) cohort classes, which	Assessments of student work for the various programs are conducted by the following committees: 1) The Composition Program Advisory Board (for setting/revising learning goals) and Composition Program faculty (for conducting portfolio assessment and offering input on surveys); 2) The Undergraduate Committee; 3) The Graduate Committee; 4) Ad Hoc Assessment Committees	The 2017-18 AQUAD review offered a full self-study of all department programs . 1) Composition Program; 2) English Major; 3) Race, Ethnicity, and Literature and Teaching Concentration; and 4) Professional and New Media Writing Program (see Attachment A.3)
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			combines both semesters of Composition (ENGL 101/102) with two core courses for the English major/minor, has supported the University's retention goals. By establishing cohorts of students for the year and academic mentoring provided by the faculty leader and a teaching assistant, the program resulted in retention rates far higher than those for the University's freshmen as a whole; when the first offering of the course was assessed, we noted 95% student retention through the start of the junior year, with 62% of students appearing on the Dean's List and 70% maintaining a GPA above 3.0. Revising the English major, we did the following: (See Attachment A.2)		
Creative Writing, MFA	Program webpage. https://www.umb.edu/ed/itor_uploads/images/faculty_and_staff/MFA_Handbook_Revision_April_2020.pdf	Thesis Exercise: All MFA students must complete a final thesis in their genre of fiction or poetry. This takes place after students have completed four semesters worth of workshop in their genre. Students work on a proposal that they submit to the GPD and request who they would like to be on their reading committee from MFA and English faculty. The GPD and admin. work	The process involves students working with their committees of readers throughout their third and final year in the program. They begin working with their primary advisor for the first semester and then they move onto working with their second reader and third reader to look over more complete drafts. They then submit their final draft after their committee has signed off on the work. Their final step, aside from	We are looking at ways to develop the reader assignment process so that students and faculty do not feel overburdened by how many students they are advising and so that students don't feel limited by options for readers. We would like students to have a more diverse committee in a number of ways.	We had our AQUAD review in AY 17-18. We are currently undergoing some changes for DEI.

		to assign the committees for each student based on faculty availability and how many students are in each genre. This is the culmination of the student's degree and the work they have done on their own writing, while building on various theory practices they encountered in their LIT and CW electives, to incorporate into their own work.	submitting their thesis to Graduate Studies, is to do a public defense reading where faculty and fellow students have the option to ask questions and provide feedback. This happens before the submission deadline in case students need to work on other revisions.		
English, MA	Program webpage. https://www.umb.edu/academics/cla/english/graduate/ma	Capstone/Final Project Exercise: After completing a minimum of nine three-credit courses and declaring a concentration (literature, composition, pedagogy, or creative writing), students must complete their final exercise. This consists of either a timed exam, curriculum unit, creative writing exercise, analytical essay, or six-credit thesis. Students submit a proposal in consultation with a faculty advisor the semester prior to writing the exercise and once it is approved by the Graduate Committee it is assigned to two faculty readers. Students spend their last semester working on this final project. https://www.umb.edu/editor	The process begins with a proposal written by the student and approved by their faculty advisor. It is then submitted for approval to the Graduate committee, which assigns two faculty readers. The student must then submit an annotated bibliography and consult their two readers before the semester ends. Then, the following semester the student completes their project with their advisor and submits it to the readers. The readers decide if the project will be "PASS", "PASS w/REVISION" or "REVISE." If revisions are requested, students have two weeks to revise and resubmit. If they receive another revision, they may delay graduation for a semester. Once the process is	We have developed a mini conference, "5 Minutes and a Slide," where students present their project in a public setting. We found that this added an exciting step to the process and gave students a chance to discuss their work and allowed fellow students and department faculty to ask questions and see what research students have done. We have also learned and are working on adapting the final project timeline and are encouraging students to complete the timed exam option when they don't have a clear area of research they are interested in from one of their seminars.	We had our AQUAD review in AY 17-18.

		uploads/images/cla_d_o/ENGL_MA_Final_Exercise_Guide_2014_.pdf	completed, all students participate in the "5 Minutes and a Slide" mini conference to present their completed project to all MA students and the department.		
History, BA	Program webpage. http://www.umb.edu/academics/cla/history/ug/ba	1) Our capstone course, which is History 481 for all students except those that do an Honors thesis. 2) We survey every History 101 instructor and every History 481 instructor. The survey is tightly tied to our learning outcomes. History 101 is required of every major.	Our undergraduate committee reviews the survey results every year and reports to the department. This leads to adjustments in the focus of 101 and 481 in succeeding years when merited by the evidence.	Based on the survey results, we have occasionally increased the amount of time spent in one class or the other on specific issues. In 2019 we agreed to spend more time in 101 on historiography; years before that we created History 101 to give students earlier and more intense exposure to many of the skills we expected them to have for History 481, but that was before we were doing formal assessments.	Our 2019 AQUAD.
History, MA	Program webpage. https://www.umb.edu/academics/cla/history/grad	Thesis exercise: At present, all students in the History track must complete a Thesis as their final project. The thesis stands as the culmination of a student's graduate work. The thesis should be approximately 50-70 pages long and based on original research. It is written under the guidance of an individual faculty advisor and defended before a committee of three faculty members, one of whom may be from outside the department.	Thesis students develop a thesis proposal in History 690: thesis prep, a course that meets regularly and is focus on devising an appropriate, original, and manageable topic. After the thesis prep professor and the thesis advisor approve the proposal, students enroll for History 699 (thesis), in which they work with their advisor, submitting multiple drafts. Once the advisor is satisfied with the thesis, the other committee members read it, and an oral defense is scheduled. Following a	Although the thesis process is valuable for many students, for others who do not have specific scholarly interests, who are primarily interested in teaching, and/ or who do not live near appropriate archives and libraries, it can be difficult. This is the reason that we are developing a capstone option for History MA students.	Our last AQUAD review as in AY 2018-2019.

			successful defense, and after final changes suggested by committee members, students submit their theses to graduate studies.		
Latin American and Iberian Studies, BA	Program webpage. http://www.umb.edu/academics/cla/latam_iberian/ug/lais	A lengthy survey of students is conducted at the end of each academic year, providing students with the opportunity to share what they have learned, with questions targeting specific learning objectives in each major track.	A Learning Assessment Committee made up of two to three faculty members collect the surveys and compile statistical data and qualitative feedback. The Committee generates a report that it shares with the entire department at the beginning of the following academic year. At the first or second faculty meeting, the department discusses the data and feedback, identifies areas to revise, and develops recommendations.	We have developed an internship course to provide opportunities for students to connect learning to professional opportunities and we have incorporated more opportunities for students to develop their written communication skills in the target language.	In 2016-17, the Department had its AQUAD review.
French, BA Italian, BA	Program webpage. https://www.umb.edu/academics/cla/modlang/mlc_department_goals	Data/evidence varies: -Consistent oral assessment at the end of each course as well as regular written production. -Most majors study abroad and meet with faculty upon their return to discuss how the culture-specific knowledge they gained allowed them to think critically about global and local issues. -Internship reports from students who complete internships	Evidence is interpreted within each section program as numbers of majors tend to be small. Comparative analysis of student success at monthly faculty meetings. Students advised according to outcomes of these discussions.	Greater emphasis has been put on Study Abroad and on internships.	Last AQUAD 2015, unsure about general education.

		-Honors theses for those who chose to write a thesis.			
Dance (Minor)	Program webpage. https://www.umb.edu/academics/cla/performarts/dance	Students demonstrate their proficiency in dance techniques, in fully produced spring performances, during their Junior and Senior years. The repertoire is created via the class Dance 325: Dance Theatre Workshop. https://www.umb.edu/course_catalog/course_info/ugrd_DANCE_all_325	The Theatre Arts Advisory Committee (tenured faculty practitioners) and the Dance Theatre Workshop Artistic Director evaluate each student process, including collaboration, professionalism, and dance skills via a post-mortem form at the end of each show.	Students have become involved with teaching Dance at various urban centers and high schools in greater Boston.	The most recent AQUAD review and report took place in 2016.
Music, BA	Program webpage. https://www.umb.edu/academics/cla/performarts/music	In order to be certified for graduation, a student must achieve at least a level four out of eight proficiency levels in solo performance. Levels 1 to 4 are defined by comprehensive repertory/technique lists appropriate for each instrument offered. Level 1 is equivalent to the very beginning of studies on a particular instrument. Each level is considered to be equal to one academic year (two semesters). If choosing a Music Education concentration, students would enroll in the Music Education, Teacher Licensure Program to prepare as preservice teachers for P-12	Students take applied music courses in their specialty (Music 185) and participate in Music Juries each semester, where they get adjudicated by the tenured faculty and the associate lectures who specialize in each instruments to advance to the next level of proficiency. https://www.umb.edu/academics/cla/performarts/music/requirements#Performance . For Music Education, students must pass the Massachusetts Tests for Educational Licensure (MTEL). There are two required tests: Communication/Literacy Skills and Subject Matter (in this case, Music). Visit https://www.mtel.nesinc.com to learn more about the MTEL.	Students have won scholarship awards that pay for part of their course load in any given semester - these include the Jury Award and the Susan Cunningham Campbell Endowed Scholarships https://www.umb.edu/academics/cla/performarts/scholarships_and_awards . Students have also auditioned for top programs, such as Berkeley School of Music and received scholarships. In Music Education, students have passed the Massachusetts Tests for Educational Licensure (MTEL) and got jobs teaching Music at local high schools.	The most recent AQUAD review and report took place in 2016.

		certification in Massachusetts.			
Theatre Arts, BA	Program webpage. https://www.umb.edu/academics/cla/performarts/theatre_arts	Students complete a series of 1 Credit Practicums, where they receive one-on-one mentoring and work on actual productions on stage and backstage. These include THRART 105, 205, 305, 405 (Practicum 1-4) 1 credit each. Students must take all four, and two must be in design/technology.	The Theatre Arts Advisory Committee (tenured faculty practitioners) and the Theatre Program Director evaluate each student process, including collaboration, professionalism, and performance/production skills via a post-mortem form and meetings at the end of each show. Student shows also get entered and adjudicated by the Kennedy Center American College Theatre Festival (KCACTF) https://www.kennedy-center.org/education/opportunities-for-artists/pre-professional-artist-training/kcactf/ Where our students compete in their concentration for choice scholarship opportunities.	Students have participated at the URTA Auditions and received scholarships to further their studies in Theater Arts at the graduate level. https://urta.com	The most recent AQUAD review and report took place in 2016.
Ethics, Social & Political Philosophy, BA Philosophy & Public Policy, BA Philosophy, BA	Program webpage. http://www.umb.edu/academics/cla/philosophy/about/learning_goals	The Philosophy Department is developing a new assessment program, which is meant to replace an assessment program that has failed. This program is tied to a capstone proposal that is presently going through governance. Our capstone proposal is for what we call a 'roving capstone' rather than a capstone class. This means that in one of their last three semesters, students in our	An Assessment Committee will be identified by the chair and Curriculum Committee and will meet to assess the capstone papers each September.	This is yet to be determined.	In the 2012-2013 AY, the department conducted an AQUAD review. Another is scheduled to occur in the 2020-21 AY.

		<p>standard Major and our Ethics, Social, and Political Philosophy Major would declare a 300-400 level class as their capstone. In this class, the student would write a capstone paper. We prefer this system to designating specific courses capstone courses because we would like to avoid the difficulty of under-enrolled capstone courses, which we think would be likely in philosophy. This is tied into an assessment program because each capstone paper would be assessed in light of a standardized grading rubric, and would then be passed onto a committee of faculty for cross class comparison and assessment in light of predetermined criteria and learning goals.</p>			
<p>Political Science, BA International Relations, BA</p>	<p>Program webpage. https://www.umb.edu/academics/cla/polisci/ug/academics_cla_polisci_ug_learning_objectives</p>	<p>The Department of Political Science requires students to take a capstone course that is either a methods class or an advanced political theory class in order to graduate with a major in political science. These two options ensure that students have acquired critical analytical skills to evaluate evidence and make convincing arguments in their verbal and</p>	<p>The learning outcome subcommittee, which is part of the Department’s curriculum committee, is responsible for conducting the exit surveys of graduating students each year, compiling a sample of students writing survey, and analyzing the data. It shares its findings with the department at least once a year. The discussion that evolves from this annual presentation helps the</p>	<p>In Spring 2019, the Political Science Department voted to suspend implementation of the second measure, the evaluation of student writing. While interesting from a pedagogical perspective, these data offered little insight into the quality of instruction or acquisition of knowledge. Instead, the department conducted a new baseline survey of student attitudes to compare with those</p>	<p>In the 2015-16 AY, the department conducted an AQUAD review. Our learning outcome assessment work has been lauded by the review committee.</p>

		<p>written communication. The department also offers students the possibility to write an honor thesis and offers a series of independent studies that help students develop their critical writing skills in evaluating political issues. The department has also have developed a supervised internship programs that ensures that students can tune their analytical skills and have tangible experience of the challenges of policy making.</p>	<p>department decide what other measures or new modifications can be applied to improve student learning experience and get them to reach the learning outcome goals set out by the department.</p>	<p>of the graduating students. This baseline was conducted in 2019 and has provided very informative data.</p>	
<p>Psychology, BA/BS Social Psychology, BA</p>	<p>Program webpage. http://www.umb.edu/academics/cla/psychology/ug/learning_goals</p>	<p>1) Students will have successfully completed coursework in each of five areas of our discipline so that they will have broad exposure to the areas that individuals in Psychology pursue (Clinical/Personality, Developmental, Cognitive, Social and Neuroscience). 2) Students will have successfully completed our basic Research Methods course. 3) Students will complete advanced coursework, focusing on at least one of the five areas. 4) Students will successfully complete a capstone course, in which they will write a research paper, integrating primary research ideas</p>	<p>1) Course instructors evaluate the Capstone writing requirement to determine that each student has successfully identified and interpreted a body of primary literature within the specific framework of the course. 2) A writing committee (subcommittee of the curriculum committee) is reviewing the writing goals of the department. Their charge is to ensure that the skills necessary to be a critical reader of primary research as well as a writer about our discipline, based on primary work, are built across our curriculum. They are reviewing writing assignments at each course level to build a comprehensive scaffolded approach to critical</p>	<p>Evidence through syllabus review (summer 2019) identified a need for clearer learning goals for writing at each level of our curriculum. This has led to formulation of the current writing subcommittee.</p>	<p>2014 AQUAD</p>

		within a specific area of our discipline OR complete a capstone experience that integrates theoretical reading with experiential learning within the context of an internship.	reading and writing in our discipline.		
Clinical Psychology, PhD American Psychological Association	Program webpage. https://www.umb.edu/academics/cla/psychology/grad/clinical_psychology	Research: Students in our program must complete an empirical master's thesis, a qualifying exam, and an empirical dissertation. The qualifying exam requires students to thoroughly review the literature on their selected topic and to write a comprehensive and integrative review paper on the topic. Within the exam, students must also address the sociocultural context related to their question. Clinical: Graduates must complete a minimum of two years of practicum clinical training and a full-time yearlong APA-accredited clinical internship. Across these clinical training experiences, graduates must demonstrate competency across APA's profession wide competencies. Activism: The learning objectives related to the activism component of our training mission are	Research: Master's theses and dissertations are reviewed by three person committees. Two members of each committee are members of the clinical psychology program faculty. For the dissertation, there also must be an outside member. The qualifying examinations are also reviewed by three members of the clinical psychology program faculty. The three faculty members individually evaluate the qualifying exam based on criteria outlined in our handbook. Clinical: Competencies assessed during clinical practice are evaluated by the trainee's site supervisor using our Practicum Evaluation Form. Site supervisors are licensed mental health practitioners who are directly overseeing the students' clinical work. These forms are completed at the end of each semester and are submitted to our program's graduate	The Milestone committee was developed partly to address concerns about our years to completion data to provide more support to students earlier in The process of writing their theses and dissertations. -In response to The evidence showing that some students were not receiving clinical internships, we enhanced our process of helping students prepare their material. -We have updated our Practicum Evaluation Form to better match APAs updated list of competencies. -Our new activism action component was developed from evidence that while students were receiving The awareness, knowledge, and skills to support activism within psychology, there was a gap in The application of this awareness, knowledge, and skills.	Our last APA accreditation review was completed in 2015

		<p>relatively new. Students achieve the outcomes related to acquiring awareness, knowledge, and skills through course work and their clinical training. Additionally, we have recently (in 2020) approved the requirement of having students apply activist-informed awareness, knowledge, and skills within a professional context; however, we have not yet reach the point of students completing these actions.</p> <p>Clinical</p>	<p>program director who then reviews the forms.</p> <p>Activism: These will also be reviewed by members of the clinical psychology program’s faculty.</p> <p>The faculty meet as a group annual to review student progress across these learning objectives. Additionally, we have a Milestones Sub-committee that tracks research progress and a Practicum Coordinator who receives formal and informal feedback regarding our students’ clinical competencies at their practicum sites.</p>		
<p>Developmental and Brain Sciences (DBS), PhD</p>	<p>Program webpage. https://www.umb.edu/academics/cla/psychology/grad/dbs</p>	<p>In addition to completing 30 course credits, students complete the following milestones: Mentored Research Project (MRP) is the culmination of the student’s first two years of research. The MRP requires both an oral defense as well as a written component similar in format and scope to a journal article. <u>Qualifying Exams:</u> The Qualifying exam is used to assess knowledge and understanding of Behavioral and Cognitive Neuroscience before the student advances to doctoral candidacy. The Qualifying exam is</p>	<p>Qualifying exams are graded pass/fail by 2 faculty with relevant specialization (BN/CN), one of which is typically the author of each question answered. If there is a discrepancy between graders on whether the question should receive a “pass,” a third and final in-specialization grader is brought in. The oral defense of the Dissertation Proposal and final Dissertation is given to the student’s dissertation committee comprised of at least 3 Program faculty and 1 outside faculty. Also, the Dissertation Committees evaluate each individual student’s research on a regular</p>	<p>We have modified classes to better reflect our learning goals (e.g., changing our Proseminar class to a Grant Writing & Research Ethics class) and also created a “Current Literature” class which both helps students achieve learning goals and also serves as a Program-wide gathering. We have altered the qualifying exam structure to reduce the workload and stress on both the students and faculty.</p>	<p>Last AQUAD was AY13-14</p>

		<p>comprised of a take-home exam based on questions that require the student to engage critically with the literature. Dissertation The Dissertation Proposal must include a literature review in the student's area of research, as well as an overview and justification of the to-be-conducted dissertation experiments, submitted to the Dissertation Committee. The final Dissertation is expected to represent an original and thorough piece of research.</p>	<p>basis, and the Program Steering Committee (which currently consists of all Program Faculty) review all students' progress toward learning goals annually. Additionally, we solicit feedback from students annually as well as give an exit survey.</p>		
<p>Criminology and Criminal Justice (BA) Social Psychology (BA) Sociology (BA)</p>	<p>Program webpage. http://www.umb.edu/academics/cla/sociology/ug/learning_goals</p>	<p>1.) Capstone course. Typically, this is an internship course or a senior seminar. In some cases, this is an independent study. 2.) A review of student papers in a specific class to determine if students have met a pre-determined learning goal. 3.) A survey of students is conducted in that same class that gives students an opportunity to share what they learned in the class related to the pre-determined learning goals.</p>	<p>At the beginning of the academic year a learning assessment committee, typically membered by directors of our major committees and our department chairperson, chooses one or more of the learning goals to focus on. Instructors of courses in which we believe those learning goals would be best assessed then design a semester-ending assignment related to the goal(s). At the conclusion of the semester the learning assessment committee reviews a sample of the papers and determines if the learning goals were exemplified or not in the sample papers. In</p>	<p>We have reviewed and renewed our learning goals after each year to see if any need to be added, deleted, or adjusted. Furthermore, we created a new course, The Sociology of Boston, as a result of recognizing the lack of early exposure to the process of developing and conducting research for sociology majors.</p>	<p>In the 2012-2013 AY, the department conducted an AQUAD review. Another is scheduled to occur in the 2020-21 AY.</p>

			addition, a survey related to the learning goals is developed and circulated to students in the focal course(s) to see if students believe that their learning draws near to the learning goals. Finally, a learning assessment report is generated and circulated to members of the department.		
Applied Sociology, MA	Internally within the Department website. https://www.umb.edu/academics/cla/sociology/graduate_programs/learning_objectives	Students must complete one of three capstone options. In the master's paper seminar (SOCIO 694) or thesis options, students design and execute a research project of their choice. Students may elect to take a comprehensive exam that asks them to apply their knowledge to answer questions in methods, theory, and a substantive area of their choosing.	The master's paper seminar is taught by two faculty who advise students and evaluate final products. All students write a final paper and give a final presentation. The thesis is supervised by a three-person faculty committee. Students present their work (a written paper, an oral defense) to the committee for evaluation. The (written) comprehensive exam is graded by a faculty committee, with at least two graders for each area.	None	Our last AQUAD was 2013.
PhD in Sociology	Internally within the Department and website https://www.umb.edu/academics/cla/sociology/graduate_programs/learning_objectives	Students complete two written comprehensive exams. The first is in methods and theory, the second is in a substantive area(s) of their choice. Students also complete a dissertation.	the methods/theory exam is written and graded by a faculty committee that includes at least two graders in each of the four areas (qualitative and quantitative methods, classical and contemporary theory). The substantive comprehensive exam is supervised, written, and graded by a two-person faculty committee chosen by the student on the basis of their scholarly expertise. The	The methods/theory exam and dissertation proposal defenses were added to the program beginning with the second cohort (2014-2015). These were added to give students more structured places to get feedback on their progress.	The PhD program proposal was externally reviewed as part of the program development in 2012. Our last AQUAD was in 2013.

			dissertation proposal and the dissertation itself is supervised by a three-person faculty committee, including a chair, at least one other department member and at least one external member. Exams are written. Dissertation proposals and dissertations are written, with an oral defense.		
Women's, Gender, and Sexuality Studies, BA and Minor	Program webpage. http://www.umb.edu/academics/cla/women/about	A capstone course is required. This is typically an internship course, though can sometimes be an Honors Research course series of two classes	Typically, the instructor of the capstone course interprets the evidence.	We have reviewed and adjusted the capstone course in the past. However, are in the process of mapping and updating the learning goals and outcome assessments for WGS	WGS department conducted AQUAD reviews last year (fall 2019), as well as previous AQUAD in year 2012. Outcomes assessment was last done in Fall 2018 by Chris Bobel.
College of Management					
CM certificates (5): Business Analytics Clean Energy & Sustainability Contemporary Marketing Cybersecurity Management Investment Management Quantitative Finance	Learning objectives are aligned with parallel degree programs. https://business.umb.edu/masters-programs/certificates	Successful completion of all required courses.	Curriculum committees and CM's Graduate Program Committee review certificate programs periodically as needed	In the last five years, the Healthcare Informatics certificate was put on hiatus, and CM introduced the Cybersecurity Management and Investment Management Quantitative Finance certificates.	2019-2020AY

College of Nursing and Health Sciences					
Exercise and Health Sciences BS	Student handbooks, website, and course syllabi. URL: https://www.umb.edu/academics/cnhs/exercise_and_health_sciences/ug/exercise_and_health_sciences_bs	Completion of a capstone course which includes a graded portfolio review and culminating project. Competencies in the form of knowledge, skills and abilities are being assessed. Alumni survey was recently administered in spring 2020.	Undergraduate program committee (UPC) convenes annually to assess impact of capstones. Student surveys are administered twice a year to assess impacts from student perspective.	After the last AQUAD review, it was recommended to the department that we streamline our curriculum based on data shared on student numbers in different concentrations. We removed the three concentrations and replaced with one core curriculum. At this time, we changed the core curriculum, removed some course, replaced courses and added courses where appropriate. The response from students was extremely positive based on surveys. UPC modified the capstone experience based on feedback from students and curriculum committee. The curriculum changes were approved in 2019 to provide a choice of either 6 or 12 hours of field experience.	Program review started Spring 2020 and Scheduled for Fall 2020.
Exercise and Health Science (MS)	Student handbooks, website, and course syllabi. URL: https://www.umb.edu/academics/cnhs/exercise_and_health_sciences/graduate_programs/exercise_and_health_sciences_ms	Completion of a thesis which is reviewed by committee members and overseen by OGS standards OR a practicum field experience/capstone for the MS which includes a graded culminating project.	Graduate Program Committee (GPC) convenes each semester to review curriculum and quality of student's capstones (theses or practicums); and comparison with field's standards at comparable universities.	GPC proposed some major curriculum changes to the original MS program which started in 2013, and the modifications were approved and implemented in 2018.	Program review started Spring 2020 and Scheduled for Fall 2020.
Exercise and Health Science Accelerated	Student handbooks, website, and course syllabi. URL: https://www.umb.edu/academics/cnhs/exercise_and_health_sciences/graduate_programs/exercise_and_health_sciences_ms	Completion of a practicum field experience/capstone for the MS which includes a graded culminating project.	Graduate Program Committee (GPC) convenes each semester to review curriculum and quality of student's capstones	GPC proposed an accelerated MS program in 2018, and the program was approved and implemented in 2019.	Program review started Spring 2020 and Scheduled for

	ademics/cnhs/exercise_and_health_sciences/graduate_programs/exercise_and_health_sciences_ms_accelerated		(theses or practicums); and comparison with field's standards at comparable universities.		Fall 2020.
Exercise and Health Science (PhD)	Student handbooks, website, and course syllabi. URL: https://www.umb.edu/academics/cnhs/exercise_and_health_sciences/graduate_programs/exercise_and_health_sciences_phd	Completion of comprehensive written examination and a dissertation, which is an independent research study reviewed by a doctoral committee and adheres to OGS standards.	Graduate Program Committee (GPC) convenes each semester to review curriculum and quality of student's capstones (theses or practicums); and comparison with field's standards at comparable universities.	The program is active but has been on hold for recruitment since 2018. A revised curriculum was proposed based on the evaluation of the need to develop students with higher level research skills to meet the program outcome of producing research scientists who can succeed at obtaining funding to do independent research. Curriculum modifications are currently in process (revisions are underway).	Program review started Spring 2020 and Scheduled for Fall 2020.
Nursing PhD	Student Handbooks, Website, all Syllabi. URL: https://www.umb.edu/academics/cnhs/nursing/graduate/nursing_phd	Successful comprehensive examinations at end of course work Dissertation defense and submission to Proquest. For DNP Successful completion of and defense of Scholarly project Portfolio review	PhD Program Committee throughout the academic year at monthly meetings led by Graduate Program Director (GPD) for ALL Doctoral programs as part of SEP (Systematic Evaluation Plan)	Revision of comprehensive examination process; Curriculum revision of PhD Program; Development of synergies/consortium approach to programming with McCormack Graduate Program, UMass Lowell PhD in Nursing; Branding and integration of Population Health and Policy; opened the program to non-nurses; balanced domestic and international student mix; partnered with the DNP Program; Implemented Systematic Evaluation Plan; Created an Advisory Group to	AQUAD PhD in Nursing= 2018

				the Program; Developing more Online Options to students.	
College of Science and Mathematics					
Biology, BS	Program webpage. https://www.umb.edu/academics/csm/biology/ug/biology_bs	A committee of faculty who teach the 5 core courses in the major meet regularly to discuss and assess student outcomes in these courses.	A committee of faculty who teach the 5 core courses in the major meet annually and report results to the Curriculum Committee.	We have modified and re-aligned topics among the different courses, as well as modifying teaching strategies.	AQUAD 2012-2013 (Program review has also been ongoing)
Biology, MS	Program webpage. https://www.umb.edu/academics/csm/biology/grad/biology_ms	-Thesis committee meetings -Oral presentations -The thesis defense -The written thesis	--Thesis committee for individual students --Graduate committee for overall program	--Research training given to individual students has been modified --Guidance and mentoring to individual students has been modified --Courses have been modified in terms of content and instructional approach	AQUAD 2012-2013 (Program review has also been ongoing)
Biomedical Engineering and Biotechnology (BMEBT), PhD	Program webpage. https://www.umb.edu/academics/csm/biology/grad/bmebt_phd	-Thesis committee meetings -Oral and written qualifying exam -Oral presentations -The thesis defense -The written thesis	--Thesis committee for individual students --Graduate committee for overall program	--Research training given to individual students has been modified --Guidance and mentoring to individual students has been modified --Courses have been modified in terms of content and instructional approach	AQUAD 2012-2013 (Program review has also been ongoing)
Biotechnology, MS	Program webpage. https://www.umb.edu/academics/csm/biology/grad/biotechnology_ms	-Thesis committee meetings -Oral presentations -The thesis defense The written thesis	--Thesis committee for individual students --Graduate committee for overall program	--Research training given to individual students has been modified --Guidance and mentoring to individual students have been modified --Courses have been modified in terms of content and instructional approach	AQUAD 2012-2013 (Program review has also been ongoing)

Environmental Biology, PhD	Program webpage. https://www.umb.edu/academics/csm/biology/grad/environmental_biology_phd	-Thesis committee meetings -Oral and written qualifying exam -Oral presentations -The thesis defense The written thesis	--Thesis committee for individual students --Graduate committee for overall program	--Research training given to individual students has been modified --Guidance and mentoring to individual students have been modified --Courses have been modified in terms of content and instructional approach	AQUAD 2012-2013 (Program review has also been ongoing)
Molecular, Cellular, and Organismal Biology (MCOB), PhD	Program webpage. https://www.umb.edu/academics/csm/biology/grad/mcob_phd	-Thesis committee meetings -Oral and written qualifying exam -Oral presentations -The thesis defense -The written thesis	--Thesis committee for individual students --Graduate committee for overall program	--Research training given to individual students has been modified --Guidance and mentoring to individual students have been modified --Courses have been modified in terms of content and instructional approach	AQUAD 2012-2013 (Program review has also been ongoing)
Chemistry, MS	Program webpage. https://www.umb.edu/academics/csm/chemistry/grad/info_for_graduate_students	Students must pass a public literature seminar, complete a research project, write and defend a MS thesis.	Lit seminar – peer reviewed. Research project – research mentor. Thesis – masters committee	Each student is reviewed independently, and changes suggested by committee	AQUAD in 2018
Chemistry, PhD	Program webpage. https://www.umb.edu/academics/csm/chemistry/grad/info_for_graduate_students	Students must pass a public literature seminar, a series of written qualifying exams, an oral qualifying exam, complete a number of research projects, write and defend a PhD dissertation.	Lit seminar – peer reviewed; WQE – professor graded; OQE – dissertation committee; research project – research mentor; dissertation – dissertation committee	Each student is reviewed independently, and changes suggested by committee	AQUAD in 2018
Computational Sciences (CSci), PhD	Program Academic Handbook (5/28/19 revision).	a) I) Successfully complete 40 credits of coursework including: Math Core credits; track-specific credits; interdisciplinary electives. II) Successfully	a) I) Course Instructors II) Qualifying exam committee (for written qualification); Academic Advisory Committee (for oral	- Curriculum and requirement changes: Math core courses updates: course distributions across tracks reorganized to better reflect program goals (9/28/2018)	May 6 th , 2019 (qualification procedures updates)

		<p>complete: 2 Math qualifying exams; 1 track specific qualifying exam; 1 oral qualifying exam.</p> <p>b) Complete 2 Program Seminar credits. Pass 1 oral qualifying exam. Complete at least research lab rotation (at a lab other than their primary advisor's lab).</p> <p>c) Successfully design and defend a Dissertation Proposal</p> <p>d) Provide evidence that a wealth of publishable original research in peer-reviewed scientific journals has been produced. Pass Dissertation Defense.</p>	<p>qualification)</p> <p>b) Program Seminar Instructor; AAC, PIs hosting research rotations</p> <p>c) Dissertation Committee</p> <p>d) Dissertation Committee</p>	- Qualification procedures update (5/6/2019)	
Computer Science MS	<p>1. preparing students for designing and implementing industrial-scale programming applications;</p> <p>2. providing students with a solid understanding of theoretical results in Computer Science and of their relevance for programming. (https://www.cs.umb.edu)</p>	Capstone software engineering sequence CS 680/681/682 and/or master's thesis on research project	No formal process for capstone performance; Master's theses and their defense are evaluated by a thesis committee.	Master's thesis option has been made available even to students with little software engineering experience in order to provide research experience that is becoming increasingly important (e.g., data science, machine learning).	There is no formal program review.

	u)				
Computer Science PhD	<p>1. Graduates will acquire broad and deep knowledge in a variety of Computer Science disciplines (Software Engineering, Artificial Intelligence, Data Science, Programming Languages, Cybersecurity, Database Technology, etc.)</p> <p>2. Graduates will be able to conduct independent research projects.</p> <p>3. To graduate, candidates will have to publish their results in journals or CS competitive conferences. These publications will form the backbone of their dissertations. (https://www.cs.umb.edu)</p>	PhD thesis on research project, research publications	Theses and their defense as well as the students' publications records are evaluated by a thesis committee.	N/A	There is no formal program review.
Mathematics, BA Mathematics, BS	Program webpage. https://www.umb.edu/academics/csm/mathematics/ug	We have capstone classes, any 400+ level class will assess the stated learning outcomes.	The curriculum committee assesses and analyses the evidence. In the past we did it in an ad-hoc manner. We will now have a yearly review of the learning outcomes based on capstone classes instructor's feedback.	We modified the mathematics major in 2019.	2019

<p>Engineering Physics, BS Physics, BA Physics, BS</p>	<p>Departmental website: https://www.umb.edu/academics/csm/physics/about. Additional information about each specific degree program can be found at https://www.umb.edu/academics/csm/physics/ug</p>	<p>Evidence from multiple sources is collected to aid the department in evaluating whether undergraduate program objectives have been met. Faculty monitor and routinely discuss performance of undergraduate majors in the core program courses. This includes not just exam scores, but assessment of general problem-solving skills considered to be core to Physics education. In 2015 the department conducted an ETS Major fields tests, however this was not continued given limited participation by majors. We are considering restarting the ETS Major Fields test assessment with more active recruiting of students to take the test. The department also keeps track of the fraction of undergraduates involved in undergraduate research projects. Since 2018 the department has also begun keeping a database of alumni graduate programs and employers. Since the program is relatively small students develop close advising relationships with faculty who often keep in touch with students after graduation.</p>	<p>Critical evaluation of undergraduate program performance is an agenda item at most departmental meetings (at least once per semester). The evidence is currently reviewed by the Department Chair, the Graduate Program Director, and the Department Administrative Manager. In the future, the plan is to have the evidence reviewed by the Curriculum Committee.</p>	<p>A major curriculum change in the past year has been to split the introductory lab courses into separate tracks for life sciences and physical science/engineering majors. In addition to better serving the life science students this change also allows the introductory laboratory courses for Physics majors to be calculus-based, matching the lecture and also explore more advanced laboratory techniques to provide a better foundation for upper level labs. Another recent change has been the development of a new Introduction to Physics course, which gives incoming students an overview of the physics major and introduces them to basic programming and problem-solving skills. Based on the feedback received, we are planning to introduce additional changes such as the development of a Quantum Information Certificate composed of set of 4 new courses.</p>	<p>The most recent AQUAD review was completed in 2013.</p>
<p>Applied Physics, MS</p>	<p>Program webpage. https://www.umb.edu/ac</p>	<p>All MS students complete either a written thesis or internship as</p>	<p>The Department Chair, GPD and instructors of</p>	<p>Formal written and oral presentation assignments have</p>	<p>The most recent AQUAD review</p>

	ademics/csm/physics/graduate/applied_physics_ms	their capstone requirement. Either option includes a presentation which is open to all members of the department. Also, for MS students who attempt the PhD qualifying exams this is an additional source of data on their preparation.	graduate courses. Also, critical evaluation of undergraduate program performance is an agenda item at most departmental meetings (at least once per semester). A comprehensive evaluation of programs through AQUAD review is forthcoming.	been incorporated in syllabi across several of the graduate courses so that these skills are developed early and reinforced throughout the program.	was completed in 2013.
Applied Physics, PhD	Program webpage. https://www.umb.edu/academics/csm/physics/graduate/applied_physics_phd	For PhD students, initial evidence is gathered from the written qualifying exams which is explicitly designed to test both core content knowledge (the written component of the exam) as well as critical thinking, analysis and research aptitude (the oral component). The quality of the dissertation defense presentation and ability to respond to questions by examiners is an important measure of each candidate's success in achieving learning outcomes.	Same as above. For the PhD program the qualifying exam committee also meets each semester. This information also feeds back to the MS curriculum design.	The PhD program is relatively new (1st graduate in summer 2020) and is still gathering evidence for program review. The department's first PhD thesis defense presentation was universally praised by committee members and attendees as an outstanding dissertation and an excellent start to the program.	The most recent AQUAD review was completed in 2013.
Integrative Biosciences (IB), PhD	Program webpage and handbook. https://www.umb.edu/academics/csm/interdisciplinary_programs/integrative_biosciences_phd	a. Completion of 60 credits, including 28-30 course credits, and min 32 dissertation credits. Coursework consists of 2 common introductory courses, minimum of 3 courses from main program track, 2 from the other tracks, and 2-3 electives. Introductory courses include an interdisciplinary seminar and scientific communications.	<ul style="list-style-type: none"> a) Course Instructors b) PIs hosting research rotations c) Academic advisory committee. d) Dissertation committee e) Dissertation committee 	Curriculum and requirement changes: Curriculum was updated to include new courses (3/19/2019)	Unknown

		<p>b. Complete 2 research lab rotation (at a lab other than their primary advisor’s lab).</p> <p>c. Successfully pass written and oral PhD qualifying examinations and advance to candidacy.</p> <p>d. Successfully design and defend a Dissertation Proposal</p> <p>e. Provide evidence that a wealth of publishable original research in peer-reviewed scientific journals has been produced. Pass Dissertation Defense.</p>			
McCormack Graduate School of Policy and Global Studies					
Global Affairs, BA	<p>Program webpage. https://mccormack.umb.edu/academics/crhs/gg/programs/global-affairs-ba-online/learning-outcomes</p>	<p>Completion of 33 credits in major courses, including core and elective courses.</p> <ul style="list-style-type: none"> - Completion of Global Affairs 490, which requires the completion of an internship or capstone and which serves to incorporate and evaluate the varied concepts and learning outcomes for the major. 	<p>The director of the program currently oversees each student in Global Affairs 490 to ensure that their final internship or project provides the student with an overarching knowledge of global issues</p>	<p>The changes that have been made include implementing a student-centered learning approach as well as broadening of the scope of the research and project-based learning opportunities.</p>	<p>There has not yet been a formal review of the program. It will be reviewed as part of the Department AQUAD next year.</p>
Conflict Resolution, MA	<p>Program webpage. https://mccormack.umb.edu/academics/crhs/gg/programs/conflict-resolution/careers-skills</p>	<ul style="list-style-type: none"> - Completion of 36 credits - Completion of 3 or 6 credit internship option - Completion of master’s Project, Thesis or Integrative Seminar Course - Attendance at 10 department colloquia events 	<p>Ongoing monthly, and final summative annual reviews by Graduate Program Director and faculty of the program.</p> <ul style="list-style-type: none"> - Internships graded by faculty 	<p>Changes that have been made in recent years include addition of Thesis and Integrative Seminar options for the capstone, adding more internship options, introducing a broader range of electives, and standardizing the rotation of electives to better</p>	<p>AY14 AQUAD</p>

			-Thesis evaluated by thesis committee, Master's Project by faculty advisor and outside evaluator, Integrative Seminar by seminar instructor	support student	
International Relations, MA	Program webpage. https://mccormack.umb.edu/academics/crhs/gg/programs/international-relations-ma/careers-skills	- Completion of 36 credits - Completion of Capstone in International Relations	Annual review by Graduate Program Director; annual poll of program faculty regarding Capstone/Thesis projects (also used to confer student awards)	Review suggested improvement needed in methodological training; program faculty implemented review and improvements in Research Design syllabus; program faculty currently considering revision of program curriculum.	New program (was formerly track in Public Policy); none yet.
Global Governance and Human Security, MA	Program webpage. https://mccormack.umb.edu/academics/crhs/gg/programs/global-governance-and-human-security-ma/careers-skills	- Completion of 36 credits - Completion Capstone or MA Thesis in Global Governance and Human Security	Annual review by Graduate Program Director; annual poll of program faculty regarding Capstone/Thesis projects (also used to confer student awards)	New program; will review as data become available	New program - none yet.
Global Governance and Human Security, PhD	Program webpage. https://mccormack.umb.edu/academics/crhs/gg/programs/global-governance-and-human-security-phd/careers-skills	-Completion of 68 credits -Two qualifying exams (core subjects, area of concentration) -Second language research competency -Completion and defense of dissertation	-Core doctoral program faculty meet monthly & engages review, assessment, and reform topics annually -Qualifying exams assessed annually faculty committee -GPD & faculty committee chairs track individual level progress	-Theory & methods seminar series redesigned over last 18 months -Core course sequence re-ordered to make room for a 2 nd semester elective -Two formats for dissertation completion outlined and articulated as policy	-Currently in 9 th cohort of program (no review yet) -Dept AQUAD upcoming in AY 21-22
Global Aging and Life Course Studies, BA	Program webpage. https://mccormack.umb.edu/academics/gerontology/programs/global-aging-and-life-course-studies-ba/careers-skills	We are a new program and haven't had graduates yet. Two of our majors have enrolled in the accelerated master's program with the Masters in Aging Services program.	NA In the future, we expect the Program Director to review.	NA	Gen Ed review and approval was granted 2018 for our 100-200 level courses. AQUAD review in 2020

<p>Gerontology, PhD</p>	<p>Program webpage. https://mccormack.umb.edu/academics/gerontology/programs/gerontology-phd/careers-skills</p>	<p>Empirical Research Paper: By the end of the fourth semester of study, gerontology doctoral students are expected to complete an empirical research policy paper, comparable to an article that would be published in a professional academic journal. (2) Qualifying Paper Examination: Each student must complete a qualifying paper exam to be accepted into candidacy for the PhD degree. The qualifying paper provides students with the opportunity to do a critical review of a body of theory and literature related to their dissertation topic. The paper serves as evidence of the student's readiness to begin doctoral work and as a pathway into the broader literature surrounding her/his dissertation topic. (3) Dissertation Project: When a student successfully passes the Qualifying Paper Examination; he/she becomes a PhD candidate and begins work on a doctoral dissertation that reflects an original and independent scholarly contribution in the field of aging. The student develops a concept paper and then forms a dissertation committee. With the guidance of the dissertation committee, the concept paper evolves into a dissertation</p>	<p>Each year the faculty as a whole undertakes a review of each student's progress. The empirical research paper is assessed by two course instructors and two other faculty members who serve as advisors, as assigned by the first instructor in the two-course sequence through which the paper is generated. The Qualifying Paper Examination (QPE) is assessed by the student's QPE committee chair and two other members assigned by the Graduate Program Director. The Dissertation Project is assessed by the student's dissertation committee, including a chair and two or more members. The chair and at least one member are faculty members with the Gerontology Department. At least one other individual serve as external members of the committee.</p>	<p>The vision for the future of the PhD program is to continue to produce outstanding graduates, who make sustained, productive, and high quality contributions to the academic field of gerontology and who contribute to the wider goal of improving the lives of older adults through scientific discovery and policy analysis. To accomplish this, the Department plans to improve its culture and climate, continue to maintain a curriculum that is current and forward looking, market and recruit a top-notch and diverse student body, recruit faculty, especially diverse faculty, and support our students so that their success is maximized, while collaborating with other units on campus</p>	<p>The last AQUAD Review took place Spring 2020.</p>
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		proposal, which, once successfully defended, serves as the foundation of the dissertation research. The student completes the research study and prepares the dissertation document under the guidance of the committee. Finally, the dissertation is defended orally in a public meeting with the committee members.			
Gerontology Research/Policy, MS	Program webpage. https://mccormack.umb.edu/academics/gerontology/programs/gerontology-research-policy-ms/careers-skills	Capstone project	Each year the faculty as a whole undertakes a review of each student's progress. The Capstone Project advisor is reviewed by the faculty member who serves as their advisor for the project.	The Department's objective is to increase enrollments modestly. One option would be to sharpen the program's focus on preparing students to do research with independent research organizations and government agencies, as well as preparing some for PhD programs, through additional coursework in statistics, survey research methods, and qualitative research techniques. Another option would be to enhance the applied policy analysis content. A third option is to directly recruit students from the Department's new undergraduate program.	The last AQUAD Review took place Spring 2020.
Management of Aging Services, MS	Program webpage. https://mccormack.umb.edu/academics/gerontology/programs/management-of-aging-services-ms/careers-skills	Students must successfully complete a Capstone which is the culmination of their academic study.	Evaluation and analysis are performed by the program Directors, Chair and curriculum annually. Student mentoring is	The curriculum has been and continues to be modified to reflect changes in the field and student's needs. Committee input is evaluated	AQUAD review Fall 2019

			<p>consistent and frequent. All students have access to the director at any time.</p> <p>A strategic planning committee assesses the program and makes recommendations approximately every three years. The committee consists of faculty, leaders in the industry, students, and alumni, key stakeholders that can inform the curriculum and keep it current.</p> <p>Student and alumni surveys are conducted approximately every three years to evaluate curriculum to ensure materials and delivery provide excellent instruction to promote successful careers</p>	<p>and implemented as appropriate.</p> <p>The on-line platform is adapted by the University to reflect advancement in technology and ease of access and teaching.</p>	
Gender, Leadership, and Public Policy, Graduate Certificate	<p>Program webpage. https://mccormack.umb.edu/academics/pppa/programs/gender-leadership-and-public-policy-graduate-certificate/careers-skills</p>	<p>Completion of all six required GLPP graduate certificate courses with a 3.0 GPA including internship course. Students are required to give a final presentation that analyzes and connects their internship experience with learnings from their theoretical core seminars. Students are also required to undertake professional development training offered by the program that complements</p>	<p>The GPD and Assistant Program Director (APD) monitor student progress based on student and faculty input. All the faculty and the GPD and APD observe the students' final presentations, which are graded by the internship faculty. Throughout the year, at monthly GLPP faculty meetings, faculty assess individual student</p>	<p>The program is continually evolving to meet student needs. A parallel online GLPP program was launched in Sept. 2020 to meet the needs of geographically distant students and those with caregiving and professional responsibilities that prevented them from coming to campus regularly. The online program is being refined based on results of a student survey of challenges and opportunities</p>	<p>The next AQUAD is planned for 2021.</p>

		their academic course work.	progress and, along with the GPD and APD, create intervention plans for any struggling students which includes connecting them to university resources. Students meet individually with academic advisors.	related to online learning and student course evaluations. To better meet the learning needs of students, the program curriculum and name were updated in 2014. Class representatives elected by the cohort meet at least twice a semester with the GPD and APD to share any general concerns and suggestions from the cohort.	
Public Policy, PhD	Program webpage. https://mccormack.umb.edu/academics/pppa/programs/public-policy-phd , as well as in the Public Policy PhD Handbook given to every doctoral student.	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) Other than GPA, students are assessed as to adequate progress by the PhD program committee each year. We also look at comprehensive exam passage rates (this exam is taken after completion of the second year of study); fraction of students successfully presenting dissertation proposals within 2 years of achieving candidacy; fraction of students who are ABD who have successfully defended dissertations within 3 years of achieving candidacy;	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) Student progress is assessed annually by the PhD Program Committee, which is comprised of faculty teaching in the program.	What changes have been made as a result of using the data/evidence? Changes made as a result of viewing evidence on student progress include: <ul style="list-style-type: none"> a. A revision of the form and content of the PhD comprehensive exam; b. A reduction in overall credits to 67 credits to the PhD; c. Stronger efforts to engage students taking excessive time to defend proposals, and this year d. Department support for PhD students who recently completed the dissertation seminar to complete the dissertation curriculum at the National Center for Faculty Development and 	Date of most recent program review (for general education and each degree program) AQUAD pending 2020-21. The program completed the documentation but site visit in Spring 2020 was cancelled due to the global pandemic.

				Diversity, in an effort to support students getting to the dissertation proposal stage.	
School for the Environment					
Community Development, BA	Documented in department handbooks, materials, and website. https://environment.umb.edu/undergraduate-programs/community-development-ba/community-development-learning-outcomes	<ul style="list-style-type: none"> • Specific courses: Some of the learning objectives are tied to specific courses, for example research methods and quantitative skills. For these specific courses, student exams and papers will be reviewed on a rotating basis. • Capstone assessment: The capstone project serves as a final indicator of a student's achievement of program learning outcomes. The capstone instructor will provide an evaluation of each capstone project completed in the semester and how it meets the learning outcomes. Example capstone projects will also be reviewed Undergraduate 	<p>The following types of data are collected and discussed by the Undergraduate Program Committee:</p> <ul style="list-style-type: none"> • Assessments of Learning Outcomes through specific courses, capstone projects, and the annual SFE symposium. These assessments will be collected by the Undergraduate Program director annually and will be reviewed by the Undergraduate Program Committee on a rotating basis (one program evaluated each year). • Testimonies from students are collected informally during advising or through course evaluations and brought up to the attention of the undergraduate 	The Community Development program has been better aligned with the Environmental Studies and Sustainability BA degree program with a significant emphasis on racial, societal, and environmental equity.	This program came over from CPCS in 2016 so has not been reviewed within SFE to date. There was a review in 2014 when it was in CPCS.

		<p>Program Committee.</p> <ul style="list-style-type: none"> Annual SFE symposium: The SFE symposium provides an opportunity for undergraduate students to present their independent study or capstone projects. Each year the undergraduate program director will review these projects during the symposium to assess which learning outcomes are demonstrated in these projects. 	<p>program director through the Personnel Committee or through faculty members.</p> <ul style="list-style-type: none"> Testimonies from Faculty are collected during faculty meetings and the annual retreat and if needed, the undergraduate program committee is tasked with following through on requested investigations or changes. 		
<p>Environmental Science, BA Environmental Science, BS</p>	<p>Documented in department handbooks, materials, and website. BA: https://environment.umb.edu/undergraduate-programs/es-ba/environmental-science-learning-outcomes BS: https://environment.umb.edu/undergraduate-programs/es-bs</p>	<ul style="list-style-type: none"> Specific courses: Some of the learning objectives are tied to specific courses, for example research methods and quantitative skills. For these specific courses, student exams and papers will be reviewed on a rotating basis. Capstone assessment: The capstone project serves as a final indicator of a 	<p>The following types of data are collected and discussed by the Undergraduate Program Committee:</p> <ul style="list-style-type: none"> Assessments of Learning Outcomes through specific courses, capstone projects, and the annual SFE symposium. These assessments will be collected by the Undergraduate 	<p>A specific focus on advising (by faculty in addition to our Director of Undergraduate Advising) as well as an encouragement for authentic experiences such as internships and research experiences has resulted from assessments. Also, a more consistent thread between interdisciplinary learning towards our transdisciplinary approach in graduate school has been reached. Finally, cross-listed undergraduate/graduate elective offerings as well as the</p>	<p>2010 as part of AQUAD.</p>

		<p>student's achievement of program learning outcomes. The capstone instructor will provide an evaluation of each capstone project completed in the semester and how it meets the learning outcomes. Example capstone projects will also be reviewed Undergraduate Program Committee.</p> <ul style="list-style-type: none"> • Annual SFE symposium: The SFE symposium provides an opportunity for undergraduate students to present their independent study or capstone projects. Each year the undergraduate program director will review these projects during the symposium to assess which learning outcomes are demonstrated in these projects. 	<p>Program director annually and will be reviewed by the Undergraduate Program Committee on a rotating basis (one program evaluated each year).</p> <ul style="list-style-type: none"> • Testimonies from students are collected informally during advising or through course evaluations and brought up to the attention of the undergraduate program director through the Personnel Committee or through faculty members. • Testimonies from Faculty are collected during faculty meetings and the annual retreat and if needed, the undergraduate program 	<p>initiation of the accelerated BS/MS track in ENVSCI has allowed a better cross-fertilization of the undergraduate and graduate student populations within SFE allowing for scaffolding and near-peer mentoring.</p>	
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			committee is tasked with following through on requested investigations or changes.		
Environmental Studies and Sustainability, BA	Documented in department handbooks, materials, and website. https://environment.umb.edu/undergraduate-programs/ess/environmental-studies-and-sustainability-learning-outcomes	<ul style="list-style-type: none"> • Specific courses: Some of the learning objectives are tied to specific courses, for example research methods and quantitative skills. For these specific courses, student exams and papers will be reviewed on a rotating basis. • Capstone assessment: The capstone project serves as a final indicator of a student's achievement of program learning outcomes. The capstone instructor will provide an evaluation of each capstone project completed in the semester and how it meets the learning outcomes. Example capstone projects will also be reviewed 	<p>The following types of data are collected and discussed by the Undergraduate Program Committee:</p> <ul style="list-style-type: none"> • Assessments of Learning Outcomes through specific courses, capstone projects, and the annual SFE symposium. These assessments will be collected by the Undergraduate Program director annually and will be reviewed by the Undergraduate Program Committee on a rotating basis (one program evaluated each year). • Testimonies from students are collected informally during advising or through course evaluations and 	<p>The undergraduate program committee considers faculty and student testimonies gathered informally or requested followed course evaluations and may make curriculum change recommendations. For example, over the past academic year (AY2019-2020), it came to our attention that some of the learning goals of the 1-credit seminars in our Environmental Studies and Sustainability BA were not being met. This resulted from student comments on evaluations and instructor concerns about the workload and online format of one of the courses. We discussed the objectives of these seminars over several meetings and redesigned the curriculum for these courses, removing one of the seminars and making one of them 2 credits.</p>	<p>This program was established in 2017 so has not yet been reviewed.</p>

		<p>Undergraduate Program Committee.</p> <ul style="list-style-type: none"> Annual SFE symposium: The SFE symposium provides an opportunity for undergraduate students to present their independent study or capstone projects. Each year the undergraduate program director will review these projects during the symposium to assess which learning outcomes are demonstrated in these projects. 	<p>brought up to the attention of the undergraduate program director through the Personnel Committee or through faculty members.</p> <ul style="list-style-type: none"> Testimonies from Faculty are collected during faculty meetings and the annual retreat and if needed, the undergraduate program committee is tasked with following through on requested investigations or changes. 		
Sustainable Marine Aquaculture Certificate	Documented in department handbooks and materials, and actions are being taken to put on department websites.	<p>Our first graduates are finishing the Certificate. Student evaluations are used to ensure courses are relevant and achieving course learning objectives. Students' successful placement in the Aquaculture industry will be good evidence that our certificate contains useful and practical knowledge and skills.</p> <p>We will develop an exit survey.</p>	The Sustainable Marine Aquaculture Committee and the SFE Curriculum Committee reviews annually.	We are still developing new courses for the certificate and re-negotiating our MOU with 5M, the company in Scotland that manages the on-line platform through which courses are delivered. The increasing #s of students and development of new courses is a sign of progress.	This program has not been reviewed.

Environmental Sciences, MS	Documented in department handbooks and materials, and program webpage. https://drive.google.com/file/d/1BpMLmIMq8L0y1aIn4tSwzJJx9A3R555H/view	<ul style="list-style-type: none"> • Successfully passing our core courses in Coasts and Community, 1 Social Science and 1 Natural Science course and Statistics. • Participating for 1 year in seminar course. • Presenting their thesis/project in either a poster or oral defense. • Writing a thesis or project that is reviewed and approved by their committee. • Proposed exit interviews or surveys of all graduate students. 	SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually.	The Core Curriculum has shifted starting in 2015 with SFE developing a new 8 credit, 2-semester-long Coasts and Communities team-taught core course replacing 3 disciplinary courses (2 natural science and one social science). This resulted in a large shift in the emphasis in learning towards transdisciplinary problem-solving that has been adapted by many SFE faculty in their now more transdisciplinary research. The students appreciate the strength of this approach and are finding advantages of their skill set when applying for a wide-range of job after graduation.	2010 as part of AQUAD.
Environmental Sciences Professional, PSM	Documented in department handbooks and materials, and program webpage. https://drive.google.com/file/d/1BpMLmIMq8L0y1aIn4tSwzJJx9A3R555H/view	<ul style="list-style-type: none"> • Successfully passing core classes in environmental policy/management, environmental science, business economics/management, communications and statistics or GIS. • Completing an internship or COOP in which you communicate goals, strategies, methods and learning outcomes that you encounter. 	SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually.	The major issue with delivering this program is that these working students need evening classes to accommodate their work schedules, and traditional full-time students prefer day-time classes. We have slowly shifted some of our offerings to late afternoons and evenings to accommodate these needs.	2010 as part of AQUAD.

		<ul style="list-style-type: none"> Proposed exit interviews or surveys of all graduate students. 			
Marine Science and Technology, MS	<p>Documented in department handbooks and materials, and program webpage. https://drive.google.com/file/d/1BpMLmlMq8L0y1aIn4tSwzJJx9A3R555H/view</p>	<ul style="list-style-type: none"> Successfully passing two of four oceanography classes (biological, physical, chemical or geological) and Statistics. Participating for 1 year in seminar course. Presenting their thesis/project in either a poster or oral defense. Writing a thesis or project that is reviewed and approved by their committee Proposed exit interviews or surveys of all graduate students. 	SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually.	No significant changes except as mentioned above, the ENVSCI (transdisciplinary) and MARSCI (multidisciplinary) options allows students two somewhat different approaches for learning while accommodating similar potential research topics.	2010 as part of AQUAD.
Urban Planning and Community Development, MS	<p>Documented in department handbooks and materials, and program webpage. https://drive.google.com/file/d/1BpMLmlMq8L0y1aIn4tSwzJJx9A3R555H/view</p>	<ul style="list-style-type: none"> Achievement as measured by performance (i.e. GPA) in the program's 48 credit hour curriculum. Success in securing professional positions within Boston's highly competitive market for urban planners (1-year placement rates). Post-graduation educational satisfaction survey results (To be mailed to all graduates 3 years following their graduation). 	<ul style="list-style-type: none"> The Curriculum Committee reviews the abovementioned data on an annual basis making recommendations to the Director regarding needed improvements in our instructional, advising, and student placement efforts. Every three years, the UPCD faculty will review the abovementioned 	<ul style="list-style-type: none"> We are currently working to advance significant curriculum changes through university governance. This is the first major change we have made in our program's educational offerings since our degree program was launched in 2015. We are currently finalizing a proposal for a new 	As a relatively new program (Launched in 2015), we have never undergone a formal program review. However, we expect to apply for accreditation by the Planning Accreditation Board of the American Institute of Certified Planners and the

		<ul style="list-style-type: none"> • Pass rate for program alumni taking the American Institute of Certified Planners National Exam. 	data to identify areas reviewing needed program enhancements.	concentration in Urban Transportation Planning based upon student and industry input. This proposal has been developed using a highly participatory process involving students, alumni, faculty, and area professionals representing both public and private transportation agencies/organizations.	Association of Collegiate Schools of Planning on April 1, 2021. We recently confirmed through correspondence with the Chair of this body that we are eligible to do so having met the five requirements to apply for formal “accreditation candidacy” status.
Environmental Sciences, PhD	Documented in department handbooks and materials, and program webpage. https://drive.google.com/file/d/1BpMLmIMq8L0y1aIn4tSwzJJx9A3R555H/view	<ul style="list-style-type: none"> • Successfully passing our core courses in Coasts and Community, 1 Social Science and 1 Natural Science course, and Statistics, participating for 2 years in a seminar course and taking additional elective courses for at least 16 more credits. • Writing and publicly defending a dissertation proposal and passing comprehensive exams. • Orally presenting and defending their dissertation. • Orally or in writing presenting their results 	SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually.	The Core Curriculum has shifted starting in 2015 with SFE developing a new 8 credit, 2-semester-long Coasts and Communities team-taught core course replacing 3 disciplinary courses (2 natural science and one social science). This resulted in a large shift in the emphasis in learning towards transdisciplinary problem-solving that has been adapted by many SFE faculty in their now more transdisciplinary research. The students appreciate the strength of this approach and are finding advantages of their skill set when applying for a wide-range of job after graduation.	2010 as part of AQUAD.

		<p>to the larger scientific community (publications in journals or presentations at national/international conferences)</p> <ul style="list-style-type: none"> • Write a dissertation that is reviewed and approved by their committee. • Proposed exit interviews or surveys of all graduate students. 			
Marine Science and Technology, PhD	<p>Documented in department handbooks and materials, and program webpage. https://drive.google.com/file/d/1BpMLmlMq8L0y1aIn4tSwzJJx9A3R555H/view</p>	<ul style="list-style-type: none"> • Successfully passing three core courses in either biological, chemical, physical or geological oceanography and Statistics and participating for 2 years in a seminar course and taking additional elective courses for at least 16 more credits. • Writing and publicly defending a dissertation proposal and passing comprehensive exams. • Orally presenting and defending their dissertation. • Orally or in writing presenting their results to the larger scientific community (publications in journals or presentations at 	SFE Graduate Committee reviews annually. Advisors and doctoral committees assess student progress at least annually.	As this program has shifted from the Intercampus Graduate School of Marine Science and Technology to a primarily campus-based implementation, a significant overlap between the electives offered for both ENVSCI and MARSCI students has resulted. Additionally, a number of adjunct faculty now play critical roles in the MARSCI program as advisors as the core SFE faculty are spread thin. The transdisciplinary core of the ENVSCI program and the more traditional multidisciplinary core of the MARSCI degree offers a nice contrast and choice for a diversity of student learner.	2010 as part of AQUAD.

		<p>national/international conferences)</p> <ul style="list-style-type: none"> • Write a dissertation that is reviewed and approved by their committee • Proposed exit interviews or surveys of all graduate students. 			
Honors College					
Honors	The Honors Colleges and Honors Programs in the public higher education system in Massachusetts below to the Commonwealth Honors Program (CHP, a collective body that reviews each program and college every 6 years.	The most recent completed review by CPH took place in 2013. We submitted our self-study to CHP and the Massachusetts Board of Higher Education in March 2020. We were to be reviewed by the site committee in April 2020, but that visit has been postponed as a result of the pandemic.	The one issue that was identified in our self-study is of needing our own independent budget. However, it appears that since the self-study was submitted the issue has been recognized. We will at least have our own NTT budget, constituted from a tax levied on the other colleges in the university (given that the Honors College serves students from all the colleges).	A minimum GPA (3.3) requirement to qualify as an Honors scholar at the time of graduation. The completion of at least 18 credits as Honors Seminars. The completion of a senior Thesis.	Once our site visit is completed this academic year, our next scheduled review will be in 2026.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Continuing and Professional Studies				
<p>Program: Addictions Counselor Education Program Certificate</p> <p>Accreditation/Approval: Credentialing for National Council on Problem Gambling</p> <p>Newer credential- Mass Dept of Public Health Bureau of Substance Addiction Services Board Member Approved Addiction Education Programs</p>	<p>National Affiliations National Association of Alcohol and Drug Addiction Counselors (NAADAC) on March 2, 2020.</p> <p>International Certification and Reciprocity Commission.</p> <p>Mass Board of Substance Abuse Counselor Certification</p>	<p>Review of syllabi every two years.</p> <p>National review every two years of ethics and practices and public standing. International chapter 3 years review</p> <p>State chapter of national certification Up for curriculum review 2021</p>	<p>Maintain approved level of state, Federal and International practice standards</p> <p>Committee that reviews and approves addiction education programs. (William Carlo, ACEP Director original/ongoing Board member)</p>	<p>Review of syllabi in 2021.</p> <p>Practice and academic review national level 2021 national 2023</p>

<p>Program: Addictions Counselor Education Program Certificate</p> <p>Accreditation/Approval: Credentialing for Licensed Alcohol and Drug Counselor</p>	<p>Dropped individual state affiliations and joined Mass. Div. of national certification organization Cheap and less time consuming, gives state and national presence State branch= Massachusetts Board of Substance Abuse Counselor Certification</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>Program: Addictions Counselor Education Program Certificate</p> <p>Accreditation/Approval: Credentialing for Certified Alcoholism and Drug Abuse Counselor</p>	<p>Massachusetts Department of Public Health, Bureau of Substance Abuse Services on 6/30/2016.</p>	<p>Recertification application every two years.</p>	<p>Continuation of approved requirements. Conform to any requirement updates.</p>	<p>Complete recertification application and submit 60 days prior to expiration.</p>
<p>College of Liberal Arts</p>				

Program: School Psychology PhD American Psychological Association	2016	Include more ethics training in the curriculum (in response to this key issue, the program included an ethics component in the foundation course); Consider exploring space options for research collaborations and faculty-student interaction	Practicum (800 hours); Internship (800 hours); Licensure Exam (not required for graduation, but required for licensure)	Self-study due winter 2022; site visit in 2023
College of Education and Human Development				
Program: Mental Health MS Masters in Psychology and Counseling. Accreditation Council; DESE	2013	Not applicable	100-hour practicum; 600-hour internship; passing grade on a Capstone project	2023
Program: Counseling MEd/CAGS Masters in Psychology and Counseling Accreditation Council; DESE	MPCAC: 2013	(1) Hire an associate professor (we hired an Associate Professor in response to this issue), (2) have more school counseling focused courses (we modified our curriculum in response to this issue; e.g., developed a school counseling specific ethics course)	100-hour practicum in a school setting; 600-hour internship in a school setting; passing grade on a Capstone project	MCAC: 2023; DESE: 2021
Program: School Psychology MEd/EdS National Association of School Psychology (NASP)	2018	Not applicable (other than continue to pay accreditation fee)	1200-hour internship; passing score on the Praxis exam; portfolio capstone with numerous materials (e.g., case study, psycho-educational reports, evaluations)	Year 2024

Program: School Psychology PhD American Psychological Association	2016	Include more ethics training in the curriculum (in response to this key issue, the program included an ethics component in the foundation course); Consider exploring space options for research collaborations and faculty-student interaction	Practicum (800 hours); Internship (800 hours); Licensure Exam (not required for graduation, but required for licensure)	Self-study due winter 2022; site visit in 2023
Program: Counseling Psychology PhD American Psychological Association	2015	A. Continue recruitment of diverse faculty and students B. Increase opportunities for assessment	A. Dissertation completion prior to internship B. Internship matching rate of 100% C. Licensure rates among alumni at 50% within 2 years	Self-study due winter 2022, site visit in 2023
Program: Early Education and Care in Inclusive Settings (EECIS) BA The EECIS program was accredited in the last TEAC accreditation in 2016. The Early Intervention Program within EECIS has been accredited by the Massachusetts Department of Public Health since 2012.	The EECIS program was accredited in the last TEAC accreditation in 2016. The Early Intervention Program within EECIS has been accredited by the Massachusetts Department of Public Health since 2012.	None	300 hours of internship in a DPH certified early intervention agency	We are piloting their new process in 2 years, so while it is not scheduled yet, it will likely be in the next 2-4 years.
Program: Undergraduate Education Minor DESE	2016	We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not	Taskstream portfolio; Core assignments; CAP data for licensure candidates Key performance indicators selected by program: • Program-specific Core Assignments	October 2021; all Teacher Education Programs will undergo a formal review by DESE

		meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.	<ul style="list-style-type: none"> • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) <p>Key performance indicators required by MA DESE:</p> <ul style="list-style-type: none"> • MA Tests for Educator Licensure (MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey 	
Program: Early Childhood MED DESE	2016	We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.	<p>Taskstream portfolio; Core assignments; CAP data for licensure candidates</p> <p>Key performance indicators selected by program:</p> <ul style="list-style-type: none"> • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) <p>Key performance indicators required by MA DESE:</p> <ul style="list-style-type: none"> • MA Tests for Educator Licensure (MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) 	October 2021; all Teacher Education programs will undergo a formal review by DESE

			<ul style="list-style-type: none"> • Partner (Schools/Districts) Survey 	
<p>Program: Elementary Education MEd</p> <p>DESE</p>	2016	<p>We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.</p>	<p>Taskstream portfolio; Core assignments; CAP data for licensure candidates</p> <p>Key performance indicators selected by program:</p> <ul style="list-style-type: none"> • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) <p>Key performance indicators required by MA DESE:</p> <ul style="list-style-type: none"> • MA Tests for Educator Licensure (MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey 	<p>October 2021; all Teacher Education Programs will undergo a formal review by DESE</p>
<p>Program: Middle/Secondary Education MEd</p> <p>DESE</p>	2016	<p>All UMass Boston Teacher Education Programs in Curriculum & Instruction were fully approved by MA DESE. We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports</p>	<p>Taskstream portfolio; Core assignments; CAP data for licensure candidates</p> <p>Key performance indicators selected by program:</p> <ul style="list-style-type: none"> • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) <p>Key performance indicators required by MA DESE:</p> <ul style="list-style-type: none"> • MA Tests for Educator Licensure 	<p>October 2021; all Teacher Education Programs will undergo a formal review process by DESE</p>

		and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.	(MTEL) <ul style="list-style-type: none"> • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey 	
Program: Special Education MEd and Certificate DESE	2016	We must continue meeting the standards set forth in the domains of Organization, Partnerships, and Continuous Improvement. In the domain of The Candidate, one key issue for continuing accreditation is: Candidates at risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit. In the domain of Field-Based Experiences, one key issue for continuing accreditation is: Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.	Taskstream portfolio; Core assignments; CAP data for licensure candidates Key performance indicators selected by program: <ul style="list-style-type: none"> • Program-specific Core Assignments • Gateway Assessments (Pre-Practicum) • Capstone Portfolio (Practicum) Key performance indicators required by MA DESE: <ul style="list-style-type: none"> • MA Tests for Educator Licensure (MTEL) • Candidate Assessment of Performance (CAP) • Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals • Educator Evaluation Data • Student Growth Percentile data (SGP) • Partner (Schools/Districts) Survey 	October 2021; all Teacher Education Programs will undergo a formal review
Program: Autism Endorsement Certificate	Provisionally approved in 2017	Will undergo a full review during regularly scheduled review cycle in 2020-21; will examine available state data and evidence collected onsite through focus groups and	a) SMK matrices for Autism Endorsement b) Program specific core assignments (e.g., observations that target SMK matrices; social skill assessment report; functional	October 2021. First review of the program.

DESE		surveys	behavioral assessment (FBA) and behavior intervention plan (BIP); student intervention plan) c) Field experience portfolio (e.g., IEP charts; video-taped lesson; behavior intervention plan). d) Annual Survey of Candidates, Completers, Supervising Practitioners, and Hiring Principals e) Educator Evaluation Data f) Student Growth Percentile data (SGP) g) Partner (Schools/Districts) Survey	
Programs: Educational Administration MEd/CAGS MA Department of Elementary and Secondary Education (DESE)	Spring 2016	Our application to operate licensure programs (Masters/CAGS) in Educational Administration has been "approved with conditions." Key issues for continuing accreditation include: Providing evidence to demonstrate that completers of Administrator programs over the past year had the pedagogical skills necessary to be effective in the licensure role; Providing evidence to demonstrate how content in Administrator programs is differentiated by subject area and grade levels (i.e., 5-8, 9-12).	<u>Key performance indicators selected by program:</u> Capstone Portfolio aligned with MA DESE Professional Standards and Indicators for Administrative Leadership (completed during Internship I and II) UMass Boston Core Leadership Competencies Cultural Bias Self-Assessments Practicum Coaching Plan <u>Key performance indicators required by MA DESE:</u> Massachusetts Test for Educator Licensure (MTEL) Massachusetts Performance Assessment for Leaders (PAL) Annual Survey of Administrator Candidates and Administrator Completers Educator Evaluation Data Student Growth Percentile data (SGP) Partner (Schools/Districts) Survey	Spring 2021, UMass Boston Educator Preparation Programs will undergo a Formal Review with DESE
Program: Rehabilitation	8/20/20 - acceptance of the midcycle	Relation of Mental Health faculty to Rehabilitation Counseling program and	Please visit the website for list of over 100 standards	Fall 2022-Spring 2023

Counseling MS CACREP accreditation as a rehabilitation counseling program; CACREP accreditation as a clinical rehabilitation and mental health counseling program	report	professional affiliation of faculty; program evaluation issues; new standards pending	https://www.cacrep.org/for-programs/2016-cacrep-standards/	
Program: Vision Studies MEd Teacher of Students with VI-DESE (State) TEAC (national)	Teacher of Students with VI-DESE: DESE TEAC - 5-year accreditation 2015	None - full accreditation	99% employment rates; meet national standards through CEC DVIDB	Teacher of Students with VI: October 2020
Programs: Vision Studies: Assistive Technology for VI Track MEd Certificate in Assistive Technology (AT) ACVREP (International), AERAC (International)	For MEd Vision Studies: Assistive Technology for VI Certificate: ACVREP approval of content to certify our graduates The program is just now producing the first graduates. AERAC requires the program to be at least 1 year old and to have graduates.	None - full accreditation	employment rates NA as we are just having graduates; AERAC ATVI Standards	New program
Program: Certificate in Cortical/Cerebral Visual Impairment (CVI)	For Certificate: Cortical/Cerebral Visual Impairment: CVI does not have an accreditation or	None - full accreditation	Council for Exceptional Children (CEC) Division of Visual Impairment and Deafblindness (DVIDB) National Standards"	New program

<p>We are the first program in the country to offer this certificate that began Fall 2020. There is no certifying/accrediting body at this time.</p>	<p>certifying body."</p>			
<p>Programs: Vision Studies: Orientation and Mobility Track MED Certificate in Orientation and Mobility (O&M) Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) (International), Association for Education and Rehabilitation Accreditation Council (AERAC) (International)</p>	<p>For M.Ed. Vision Studies: Orientation and Mobility: AERAC - 5-year accreditation - Nov. 1, 2018 ACVREP approval of content to certify our graduates</p>	<p>None - full accreditation</p>	<p>96% employment rates; AERAC O&M Standards</p>	<p>October 21, 2023</p>
<p>Programs: Vision Studies: Vision Rehabilitation Therapy Track MED Certificate in Vision Rehabilitation Therapy (VRT) ACVREP (International), AERAC (International)</p>	<p>For MEd. Vision Studies: Vision Rehabilitation Therapy Certificate: AERAC - 5-year accreditation - May 19, 2020 ACVREP approval of content to certify our graduates</p>	<p>None - full accreditation</p>	<p>98% employment rates; AERAC VRT Standards</p>	<p>December 31, 2025</p>

College of Management				
<p>Accredited programs: (8)</p> <ul style="list-style-type: none"> • Management, BS • Information Technology, BS • Business Administration, MBA • Accounting MS • Business Analytics MS • Finance MS • Information Technology MS • Business Management (PhD) <p>Accreditation Institution: Association to Advance Collegiate Schools of Business (AACSB)</p>	<p>Accreditation reconfirmed on 24 February 2017</p>	<p>Standard 15: Faculty Qualifications and Engagement: <i>There was concern that the Practice Academic (PA) status was being used as a default for non-research active faculty. The School has revised the criteria for PA and they seem appropriate. However, criterion #4 that “faculty members hired with five years of substantive practical engagement will be considered PA for three years after the initial appointment regardless of the number of activities from (criterion) #3 above.” This appears to allow the classification of several faculty members as PA who haven’t met criterion #3. This will need to be looked at closely during the next continuous improvement review. In particular, the School will need to better define “new hire”. For example, if a person is hired to teach a course in the fall and they do not teach again in the spring, are they once again considered a “new hire?” The School should further refine their PA criteria.</i></p> <p>CM Response: In Fall 2017, the Dean's Office convened a faculty task force to review PA criteria and recommend clarifications to its language to avoid potential future interpretation of PA as a default. This work was completed, and in December 2018 the faculty assembly voted in favor of updated PA criteria.</p>	<p>Indicators of faculty sufficiency, faculty qualifications and faculty deployment in programs across the College according to faculty-defined criteria including publications, professional engagement, and currency with the discipline as are consistent with the unit’s mission.</p>	<p>2-4 November 2020</p>

		<p>Changes included removing the old criterion #4, which was a cause of concern.</p> <p>Standard 8: Curricula Management and Assurance of Learning (AOL): <i>New procedures and schedules for faculty led assessment activities have been implemented to develop a culture of continuous assessment. The School will be expected to demonstrate maturity of their new assessment process by the next review. In order to ensure that these activities are continual, the College should continue to track the progress. Clarification is necessary regarding the grading rubric being used and that is, how were points assigned to each learning goal and what criteria was used for awarding points. In addition, the School is encouraged to consider various ways to measure the learning outcomes throughout the degree program, rather than relying solely on capstone courses.</i></p> <p>CM Response: The Dean’s Office appointed a faculty member as Director of AOL, and the AOL committee, faculty in related committees (e.g. departmental curriculum committees, Undergraduate Program Committee and Graduate Program Committee), and faculty teaching courses in which learning goals are assessed worked tirelessly to mature our AOL system, close the loop, and evaluate,</p>		
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		<p>to improve learning outcomes for students, and continue to build a culture of continuous assessment. In response to the AACSB’s specific concern about use of capstone courses, the AOL committee altered its mix of courses used to assess learning outcomes to include more non-capstone courses; though ultimately saw value in retaining capstone courses in MBA and BSM programs. In response to specific concern about grading rubrics, the AOL committee updated its measure summary sheet (used to record information about measures used in class) to ensure that a copy of any rubric is included, along with an explanation of rubric criteria and weightings.</p> <p><i>Standard 4: Student Admissions, Progression, and Career Development:</i> <i>If you have not already done so, post student achievement information on your School’s web site. In addition, it is advisable to make this information available to the public through other means, such as brochures and promotional literature. Examples of student performance information include but are not limited to: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement.</i></p>		
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		CM Response: CM now publishes student achievement information on its <u>website</u> , and updates it periodically.		
College of Nursing and Health Sciences				
<p>Program: Accelerated Nursing (BS)</p> <p>AACN*/CCNE** (National Accreditation); MA BORN*** (regulatory body at State of MA level annual performance report)</p>	<p>AACN/CCNE 2011</p> <p>BORN 2022</p>	<p>Met all Standards</p> <p>ABSN: an updated systematic evaluation plan that includes, but not limited to: operational definitions, measurable levels of achievements, and clearly stated evaluation criteria across all components; a calendar demonstrating when each regulation is to be reviewed including month and year; and a revised expected level of achievement for Program completion rates</p>	<ul style="list-style-type: none"> • Program Completion Rates; • Writing Proficiency Examination; • Pass Rates RN Licensure Exam (first time taking examination ≥80%); • Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classification); • Employment Rates post-graduation; • Student perception of readiness to work form program and would refer program to others; • Faculty Promotion Rates and productivity as evidence of faculty quality 	Spring 2021
<p>Program: Nursing for RN's (BS)</p> <p>AACN*/CCNE** (National Accreditation); MA BORN*** (regulatory body at State of MA level annual performance report)</p>	<p>AACN/CCNE 2011</p> <p>BORN 2022</p>	<p>Met all Standards</p>	<ul style="list-style-type: none"> • Program Completion Rates; • Writing Proficiency Examination; • Pass Rates RN Licensure Exam (first time taking examination ≥80%); • Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classification); • Employment Rates post-graduation; • Student perception of readiness to work form program and would refer program to others; • Faculty Promotion Rates and productivity as evidence of faculty quality 	Spring 2021
<p>Program: Nursing (BS)</p> <p>AACN*/CCNE**</p>	<p>AACN/CCNE 2011</p> <p>BORN 2022</p>	<p>Met all Standards</p> <p>Traditional: a revised systematic evaluation plan</p>	<ul style="list-style-type: none"> • Program Completion Rates; • Writing Proficiency Examination; • Pass Rates RN Licensure Exam (first time taking examination ≥80%); 	Spring 2021

(National Accreditation); MA BORN*** (regulatory body at State of MA level annual performance report)		demonstrating measurement of the outcomes of the program [244 CMR 6.04 (1)(e)].	<ul style="list-style-type: none"> • Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classification); • Employment Rates post-graduation; • Student perception of readiness to work form program and would refer program to others; • Faculty Promotion Rates and productivity as evidence of faculty quality 	
Program: Doctor of Nursing Practice – DNP AACN/CCNE	2016 2018 Midterm 2019	Identify faculty expectations directly to faculty; Met all Standard Met all Standards	<ul style="list-style-type: none"> • Completion Rates; • Capstone Scholarly Project; 	2029
Program: Nursing (MS) AACN/CCNE	2011	Met All Standards	<ul style="list-style-type: none"> • Program Completion Rates; • Capstone Project • Certification Examination Pass Rates (AANP****/ANCC*****) • Employment as an NP post-graduation; • Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classification); • Student perception of readiness to work form program and would refer program to others; • Faculty Promotion Rates and productivity as evidence of faculty quality 	Spring 2021
Program: Nurse Practitioner, Post- Master’s Certificate AACN/CCNE	2016 2018 Midterm 2019	Identify faculty expectations directly to faculty; Met all Standards Met all Standards Except: Need to increase AGNP Certificate Pass Rate to ≥ 80% in a calendar year (interim report due December 2020)	<ul style="list-style-type: none"> • Completion Rates; • Certification Examination Pass Rates (AANP****/ANCC*****) • Employment as an NP post-graduation; • Skyfactor/EBI Exit Surveys with institutional comparisons (select 6 and Carnegie Classified.); • Student perception of readiness to work 	2029

			form program and would refer program to others; <ul style="list-style-type: none"> • Faculty Promotion Rates as evidence of faculty quality 	
College of Science and Mathematics				
Programs: Chemistry, BA Chemistry, BS Biochemistry, BS American Chemical Society (www.acs.org)	2015	Undergraduate Professional Education in Chemistry; ACS Guidelines and Evaluation Procedures for Bachelor's Degree, ACS Office of Professional Training. PDF was downloaded on 7/30/2020 from this link: (https://www.acs.org/content/acs/en/about/governance/committees/training/acs-guidelines-supplements.html) The list is posted in response to the following question.	ACS GUIDELINES FOR PROGRAM APPROVAL AND STUDENT CERTIFICATION Institutional Environment <ul style="list-style-type: none"> • Institution must be accredited • Must be a stand-alone Chemistry Department • Chemistry Department must manage its own budget • At least an average of 2 majors over a six year period Faculty and Staff <ul style="list-style-type: none"> • At least 5 full-time permanent faculty dedicated to the Chemistry Department, 75% of which must hold a PhD • Core courses must be taught by permanent faculty • Institution must provide opportunities for renewal and professional development • Junior faculty should be mentored by senior faculty • A sustainable and robust program requires an adequate number of administrative personnel, stockroom staff, and technical staff, such as instrument technicians, machinists, and chemical hygiene officers. The number of support staff should be sufficient to allow faculty members to devote their time and effort to 	2022

			<p>academic responsibilities and scholarly activities.</p> <ul style="list-style-type: none"> • Graduate students serving as teaching assistants must be properly trained. <p>Infrastructure</p> <ul style="list-style-type: none"> • Chemistry classrooms and faculty offices should be reasonably close to instructional and research laboratories. • Classrooms should be modern • Laboratories should be safe • Facilities should be maintained at all times • Instrumentation must be available for student use and in good working order and must include <ul style="list-style-type: none"> o NMR o Optical molecular spectroscopy o Optical atomic spectroscopy o Mass spectrometry o Chromatography o Electrochemistry • Computational software must be available for student training and use • Minimum access to Chemistry Journals and databases • Laboratory safety resources (i.e., chemical hygiene plan, etc) must be available <p>Curriculum</p> <ul style="list-style-type: none"> • The content areas encompass five of the traditional sub-disciplines of chemistry: analytical, biochemistry, inorganic, organic, and physical, and include both small molecules and macromolecules. <p>Student learning progresses from beginner</p>	
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			<p>to expert knowledge and comprises introductory, foundation, and in-depth experiences. Beyond the introductory chemistry experience, foundation experiences provide breadth of coverage across the traditional sub-disciplines. Rigorous in-depth experiences build upon the foundation. Furthermore, because chemistry is an experimental science, substantial laboratory work is integral to these three levels of experience.</p> <ul style="list-style-type: none"> • Introductory or General Chemistry must be offered and include a hands-on / laboratory learning aspect • Foundation courses - One semester in each of the 5 sub-disciplines • In-Depth Course Work – one additional semester in 4/5 sub-disciplines – taught by a permanent chemistry faculty member • 400 hours of laboratory experiences beyond general chemistry • Cognate courses – 2 semesters of calculus and 2 semesters of physics with lab • Capstone Experience - An important aspect of this integrative experience is the opportunity it provides programs to assess the ability of students to integrate knowledge, use the chemical literature, and demonstrate effective communication skills. • An undergraduate research experience is strongly recommended <p>Development of student skills</p> <ul style="list-style-type: none"> • Problem solving skills <ul style="list-style-type: none"> o Define problems clearly 	
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			<ul style="list-style-type: none"> o Develop testable hypotheses o Design and execute experiments o Analyze data using appropriate statistical methods o Understand fundamental uncertainties in experimental measurements o Draw appropriate conclusions • Chemical literature and information management skills o Effectively searching the chemical literature o Evaluate technical articles critically o Manage many types of chemical information o Build data management, archiving, record keeping skills • Laboratory safety skills o Students should be trained to <ul style="list-style-type: none"> § Carry out responsible disposal techniques § Comply with safety regulations § Properly use personal protective equipment to minimize exposure to hazards § Understand the categories of hazards associated with chemicals (healthy, physical, and environmental) § Use Safety Data Sheets (SDSs) and other standard printed and online safety reference materials § Recognize chemical and physical hazards in laboratories, assess the risks from these hazards, know how to minimize the risks, and prepare for emergencies • Communication skills o Effectively communicate scientific findings to diverse audiences at all levels 	
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			<p>§ Written</p> <p>§ Poster</p> <p>§ Oral presentation</p> <ul style="list-style-type: none"> • Team skills <ul style="list-style-type: none"> o Interact effectively in a group to solve scientific problems o Work productively with a diverse group of peers o Develop both leadership and team skills • Ethics <ul style="list-style-type: none"> o Treat data responsibly o Cite others work properly o Explore the role of chemistry in contemporary societal and global issues, including areas such as sustainability and green chemistry <p>ACS Review</p> <ul style="list-style-type: none"> • UMass Boston Chemistry Department was initially reviewed and approved in 1992 • Annual Review - Approved programs must report annually to the Committee on the number of degrees granted by the chemistry program, information on graduates at all degree levels, the certification status of the baccalaureate graduates, and supplemental information on the curriculum and faculty. The Committee reviews the report for completeness and consistency with the guidelines and may request additional information from the program. • Periodic Review (previous in 2015, next in 2021) - A report form with questions on all components of the ACS guidelines, a 	
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			<p>checklist of supporting documents to be submitted, and a copy of the letter reporting the final outcome of the previous review will be provided. Among the supporting documents that may be requested are copies of specific course syllabi, examinations, and student research reports.</p> <p>ACS GUIDELINES FOR PROGRAM APPROVAL AND STUDENT CERTIFICATION</p> <p>Institutional Environment</p> <ul style="list-style-type: none"> • Institution must be accredited • Must be a stand-alone Chemistry Department • Chemistry Department must manage its own budget • At least an average of 2 majors over a six year period <p>Faculty and Staff</p> <ul style="list-style-type: none"> • At least 5 full-time permanent faculty dedicated to the Chemistry Department, 75% of which must hold a PhD • Core courses must be taught by permanent faculty • Institution must provide opportunities for renewal and professional development • Junior faculty should be mentored by senior faculty • A sustainable and robust program requires an adequate number of administrative personnel, stockroom staff, and technical staff, such as instrument technicians, machinists, and chemical hygiene officers. The number of support 	
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			<p>small molecules and macromolecules. Student learning progresses from beginner to expert knowledge and comprises introductory, foundation, and in-depth experiences. Beyond the introductory chemistry experience, foundation experiences provide breadth of coverage across the traditional sub-disciplines. Rigorous in-depth experiences build upon the foundation. Furthermore, because chemistry is an experimental science, substantial laboratory work is integral to these three levels of experience.</p> <ul style="list-style-type: none"> • Introductory or General Chemistry must be offered and include a hands-on / laboratory learning aspect • Foundation courses - One semester in each of the 5 sub-disciplines • In-Depth Course Work – one additional semester in 4/5 sub-disciplines – taught by a permanent chemistry faculty member • 400 hours of laboratory experiences beyond general chemistry • Cognate courses – 2 semesters of calculus and 2 semesters of physics with lab • Capstone Experience - An important aspect of this integrative experience is the opportunity it provides programs to assess the ability of students to integrate knowledge, use the chemical literature, and demonstrate effective communication skills. • An undergraduate research experience is strongly recommended <p>Development of student skills</p>	
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			<ul style="list-style-type: none"> • Problem solving skills <ul style="list-style-type: none"> o Define problems clearly o Develop testable hypotheses o Design and execute experiments o Analyze data using appropriate statistical methods o Understand fundamental uncertainties in experimental measurements o Draw appropriate conclusions • Chemical literature and information management skills <ul style="list-style-type: none"> o Effectively searching the chemical literature o Evaluate technical articles critically o Manage many types of chemical information o Build data management, archiving, record keeping skills • Laboratory safety skills <ul style="list-style-type: none"> o Students should be trained to <ul style="list-style-type: none"> § Carry out responsible disposal techniques § Comply with safety regulations § Properly use personal protective equipment to minimize exposure to hazards § Understand the categories of hazards associated with chemicals (health, physical, and environmental) § Use Safety Data Sheets (SDSs) and other standard printed and online safety reference materials § Recognize chemical and physical hazards in laboratories, assess the risks from these hazards, know how to minimize the risks, and prepare for emergencies • Communication skills 	
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			<ul style="list-style-type: none"> o Effectively communicate scientific findings to diverse audiences at all levels <ul style="list-style-type: none"> § Written § Poster § Oral presentation • Team skills o Interact effectively in a group to solve scientific problems o Work productively with a diverse group of peers o Develop both leadership and team skills <ul style="list-style-type: none"> • Ethics o Treat data responsibly o Cite others work properly o Explore the role of chemistry in contemporary societal and global issues, including areas such as sustainability and green chemistry <p>ACS Review</p> <ul style="list-style-type: none"> • UMass Boston Chemistry Department was initially reviewed and approved in 1992 • Annual Review - Approved programs must report annually to the Committee on the number of degrees granted by the chemistry program, information on graduates at all degree levels, the certification status of the baccalaureate graduates, and supplemental information on the curriculum and faculty. The Committee reviews the report for completeness and consistency with the guidelines and may request additional information from the program. • Periodic Review (previous in 2015, next 	
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Programs: Computer Science BA Computer Science BS ABET	24-Oct-16	Continued administration of self-assessment and continuous improvement process.	No quantitative measures specified; emphasis is on evidence for continuous program evaluation and improvement.	Fall 2022; renewal of ABET accreditation
Program: Computer Engineering, BS Electrical Engineering, BS ABET Engineering Accreditation Commission	ABET Accreditation received August 27, 2018. This was a newly accredited program till September 30, 2024 and this accreditation was extended retroactively back to October 1, 2015.	There are three concerns in the accreditation action letter dated August 27, 2018. A concern indicates that a program currently satisfies a criterion, policy, or procedure, however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied. The three concerns are 1) Program Educational Objectives, 2) Facilities, and 3) Institutional Support.	Program Student Learning Outcomes: The student who completes the Electrical Engineering program shall: 1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics 2) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors 3) An ability to communicate effectively with a range of audiences 4) An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments,	Every 6 years, 2024

			<p>which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts</p> <p>5) An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives</p> <p>6) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions</p> <p>7) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.</p> <p>These Student Learning Outcomes are assessed in various core courses during each academic year and are posted online as required by ABET (https://www.umb.edu/academics/csm/engineering/abet_accreditation/electrical_engineering)</p>	
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McCormack Graduate School of Policy and Global Studies

<p>Program: Public Administration, MPA NAASPA</p>	<p>The most recent accreditation action is July 10, 2018, the date of the accreditation letter received by Amy Smith from NASPAA (attached)</p>	<p>The MPA program is in full compliance with NASPAA standards. There are some minor issues (such as their request to assess job placement information of students/alums and posting this information on our website) which we address each year when we do the annual Maintenance Report (2019 Maintenance Report attached).</p>	<p>See the attached 2019 Maintenance Report. It asks a number of questions about the MPA program in the prior program year such as mission statement, substantial program change (if any), program evaluation methods (how the program collects, applies and reports performance information), # faculty nucleus, courses taught by the faculty covering "core competencies", admissions information, graduate rate, job placement statistics,</p>	<p>The MPA program is accredited for 7 years (September 2018 to August 31, 2025).</p>
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			program resource information, tuition information, financial aid, student composition, faculty salary, FTE staff information, curriculum requirements, methods of collecting alumni information.	
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