



Granite State College

INSTITUTIONAL SELF-STUDY | FALL 2016

Prepared for the New England Association of Schools and Colleges –
Commission on Institutions of Higher Education

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Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date: September 1, 2016

1. Corporate name of institution: Granite State College
2. Date institution was chartered or authorized: August 1972
3. Date institution enrolled first students in degree programs: September 1972
4. Date institution awarded first degrees: June 1974
5. Type of control:

<u>Public</u>	<u>Private</u>
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Authorized by the University System of New Hampshire to grant: Associate in Arts; Associate in Science; Bachelor of Science; Bachelor of Arts; Master of Science
7. Level of postsecondary offering (check all that apply)

<input type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input type="checkbox"/> At least one but less than two years	<input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input checked="" type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input checked="" type="checkbox"/> Four- or five-year baccalaureate degree granting program	<input type="checkbox"/> Other doctoral programs _____
	<input checked="" type="checkbox"/> Other (Specify) Post-baccalaureate

8. Type of undergraduate programs (check all that apply)

- Occupational training at the crafts/clerical level (certificate or diploma)
 Liberal arts and general
- Occupational training at the technical or semi-professional level (degree)
 Teacher preparatory
- Two-year programs designed for full transfer to a baccalaureate degree
 Professional
- Other _____

9. The calendar system at the institution is:

- Semester
 Quarter
 Trimester
 Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate _____ 8 _____ credit hours
- b) Graduate _____ 6 _____ credit hours
- c) Professional 8 credit hours

11. Student population:

a) Degree-seeking students: Fall 2015

	Undergrad	Grad	Post-Bac	Total
Full-time student headcount	1,017	49	40	1,106
Part-time student headcount	796	57	127	980
FTE	1,445	80	109	1,634

b) Number of students (headcount) in non-credit, short-term courses: 2,120

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited Since	Last Reviewed	Next Review
Education	State of New Hampshire – Department of Education	2014	2014	2016
Education	Teacher Education Accreditation Council (TEAC)	TBA	TBA	TBA
Nursing	Commission on Collegiate Nursing Education (CCNE)	2014	2014	2019
Project Management	Project Management Institute Global Accreditation Center for Project	2015	2015	TBA

	Management Education Programs (GAC)			
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13. **Off-campus Locations.** List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	Headcount
A. In-state Locations			
Claremont, NH		X	160
Conway, NH		X	276
Lebanon, NH		X	92
Littleton, NH		X	72
Manchester, NH		X	502
Nashua, NH		X	12
Portsmouth, NH		X	367
Rochester, NH		X	385
B. Out-of-state Locations	n/a	n/a	n/a
C. Fully Online			1,102

14. **International Locations:** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
n/a	n/a	n/a

15. **Degrees and certificates offered 50% or more electronically:** For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Level	Name of Program	% on-line	Fall FY2016 Headcount
AA	General Studies	100%	124
AA	General Studies, Education Concentration	100%	-
AS	Behavioral Science	100%	45
AS	Business	100%	81
AS	Comm Sci/Disord	100%	15
AS	Early Childhood Education	100%	90
BA	English	100%	16
BA	English Language Arts	100%	63
BA	History	100%	22
BA	Individualized Studies	100%	17
BA	Math Studies	100%	27
BA	Social Studies	100%	34
BS	Accounting and Finance	100%	65
BS	Allied Health Leadership	100%	15
BS	AS Allied Health Services	100%	-
BS	Applied Studies:	100%	138
BS	Behavioral Science	100%	19
BS	Business Mgmt	100%	269
BS	Communication Studies	100%	26
BS	Computer Science Innovation	100%	-
BS	Criminal Justice	100%	55
BS	Digital and Social Media	100%	9
BS	Early Childhood Ed	100%	100
BS	General Studies	100%	-
BS	Health Care Mgmt	100%	58
BS	Health Information Management	100%	-
BS	Health and Wellness	100%	5
BS	Human Resources Administration	100%	23
BS	Human Services	100%	47
BS	Individualized Studies	100%	14
BS	Information Technology	100%	60
BS	Marketing	100%	21
BS	Nursing (RN to BSN)	100%	98
BS	Operations Management	100%	19
BS	Psychology	100%	189
BS	Public Service Management	100%	8
BS	Service & Hospitality Mgmt	100%	-
BS	Social Science	100%	21
BS	Technology Management	100%	17
Post-Baccalaureate Certifications:			
CS12	Early Childhood Special Ed (0-8) & Early Childhood Ed (N-3)	100%	20

CS11	English for Speakers of Other Languages (ESOL)	100%	2
CS13	General Special Ed (K-12) and Elementary Ed	100%	34
CS0	General Special Education (K-12)	100%	47
CS0	General Special Education (K-12) w/ advanced endorsement in LD, EBD, or IDD	100%	-
CS9	Mathematics, Grades 5-8	100%	1
CS10	Secondary Math Gr7-12	100%	8
CS4	GSE, Emotional/Behavioral Disorders	100%	9
CS2	GSE, Intellectual Dev Disabil	100%	4
CS5	Elementary Education Programs	100%	-
CS9	GSE, Mathematics, Grades 5-8	100%	5
CS10	GSE, Secondary Mathematics	100%	-
CS11	Early Childhood	100%	-
Other Certifications:			
CS7	Reading/Writing Specialist (K-12)	100%	4
CS7	Reading/Writing Teacher (K-12)	100%	3
CS8	GSE, ESOL	100%	1
CS7	GSE, Reading/Writing Teacher	100%	1
Advanced Endorsements:			
	Blind and Visually Impaired	100%	-
	Deaf and Hard of Hearing	100%	-
	Educational Technology Integrator	100%	-
CS4	Emotional/Behavioral Disabilities	100%	8
CS2	Intellectual/Developmental Disabilities	100%	5
CS3	Specific Learning Disabilities (K-12)	100%	15
-			
MS	Leadership	100%	53
MS	Management	100%	15
MS	Project Management	100%	38
MS	Instruction and Leadership	100%	-
MS	School Leadership, School Librarian Certification	100%	-
MS	School Leadership, School Principal Certification	100%	-

100%

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
n/a	n/a	n/a	n/a	n/a

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
 - a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:
 - 1972 Establishment of the School for Continuing Studies (SOCS) by the Trustees of the University System of New Hampshire
 - 1974 First regular graduating class of Associate in Arts Degree students
 - 1976 SOCS achieves NEASC candidacy status
 - 1979 Institution name change to School for Lifelong Learning (SLL)
 - 1981 Initial NEASC accreditation. SLL added to RSA 187 as an autonomous institution with the University System of New Hampshire
 - 1984 First full-time dean and chief executive officer appointed
 - 1985 First Bachelor of Professional Studies Degree awarded
 - 1993 Institution name change to College for Lifelong Learning (CLL); CLL introduces technology into instruction using telecourses
 - 1996 NEASC re-accreditation
 - 1999 First online courses offered; Office of Educational Technology and Computing established
 - 2004 Special Ad Hoc Due Diligence Committee of the Board of Trustees appointed to review and make recommendations for the strategic direction of the college
 - 2005 Institution name change from CLL to Granite State College (GSC); USNH launches Project Access to expand access to higher education for NH citizens; GSC reorganization from regional

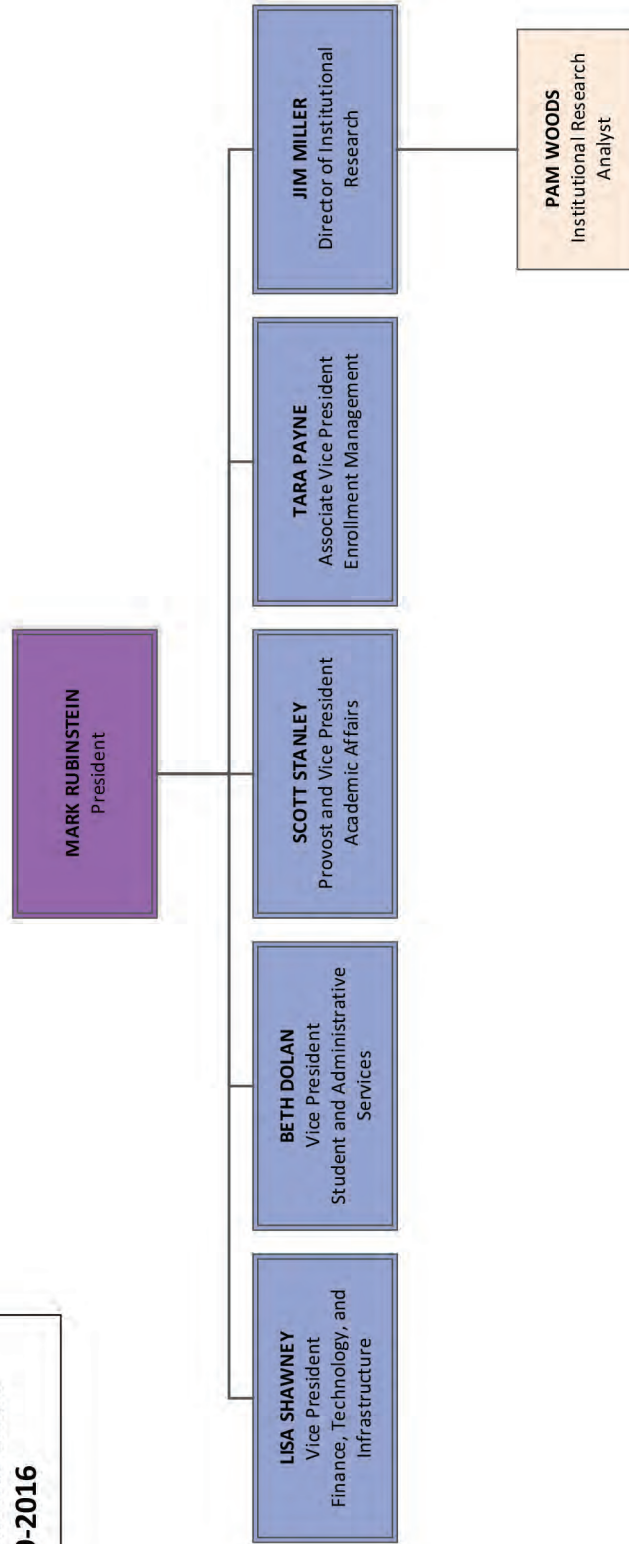
to more fully centralized model

- 2005 NEASC accepts GSC “Report on Existing Academic Programming Offered Through Distance Education”
- 2006 NEASC re-accreditation; GSC offers full bachelors degrees online; GSC and Plymouth State University sign memo of understanding for the elementary education teacher certification “Plus One Program”
- 2009 GSC creates and adopts Master Plan 2009-2019
- 2011 NEASC approves proposal to offer first Master of Science degrees
- 2015 NEASC approves request to offer master-level degree programs within the scope of GSC mission

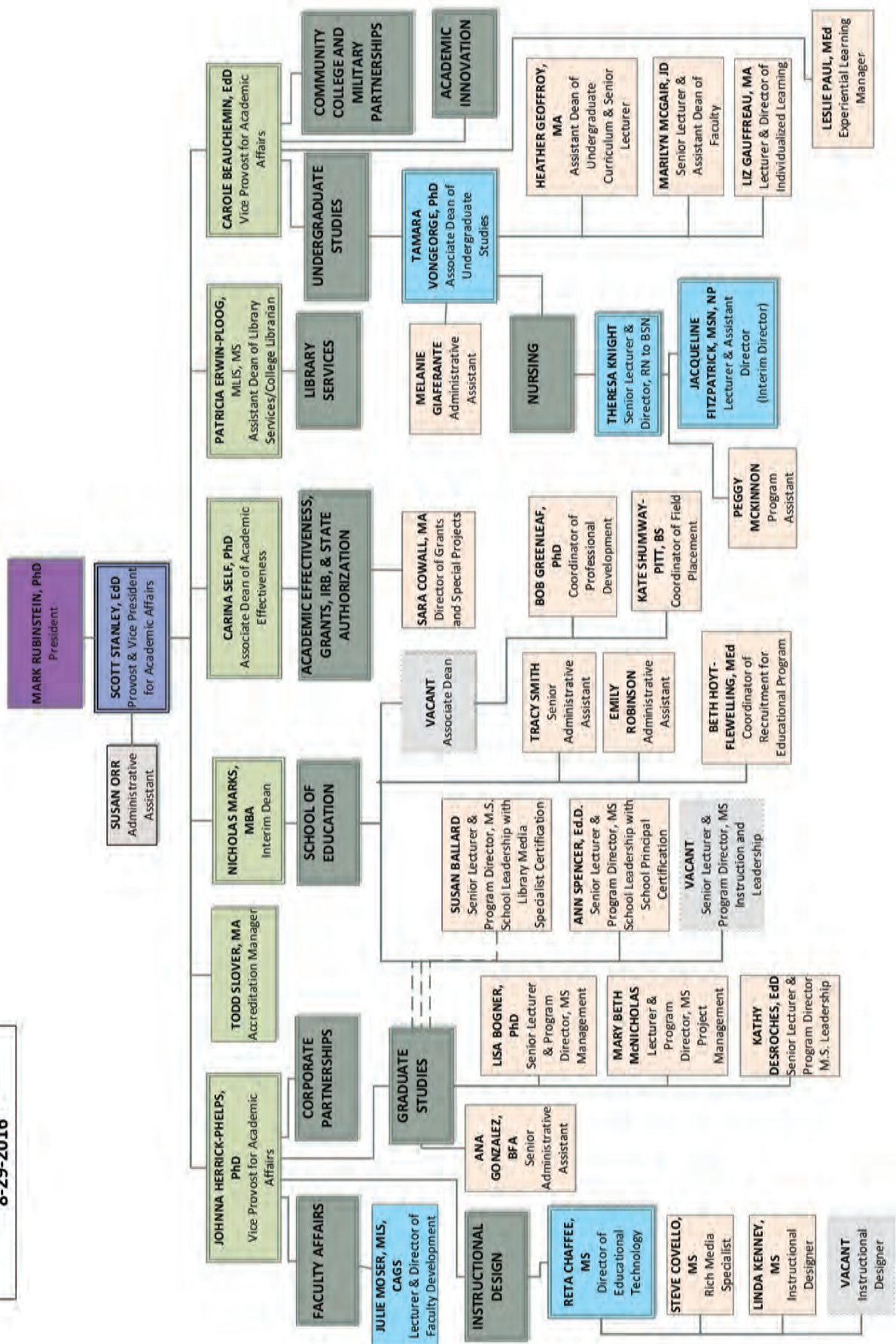
CHIEF INSTITUTIONAL OFFICERS

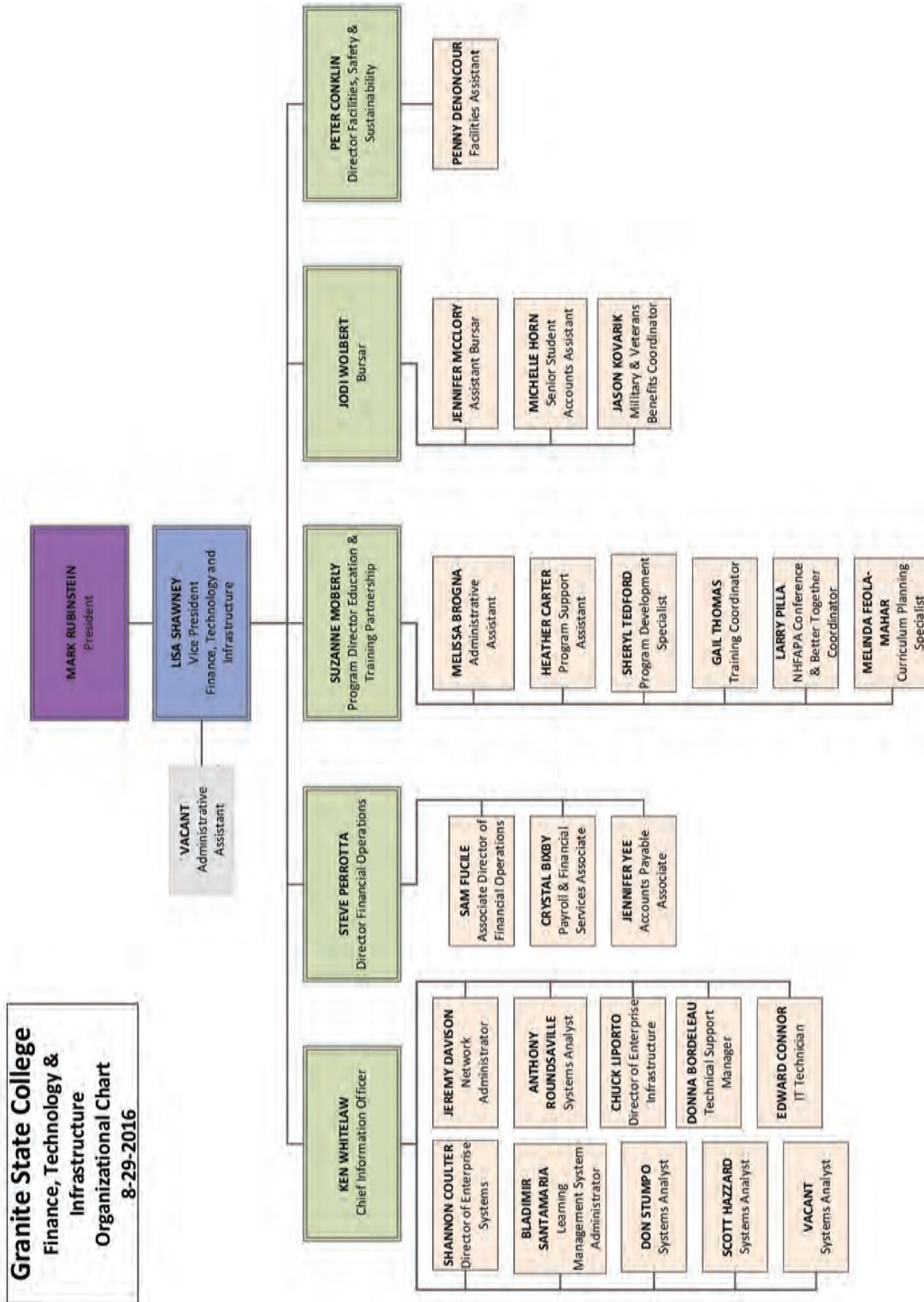
Function or Office	Name	Exact Title	Year of Appointment * Year of Initial Affiliation
Chair Board of Trustees	Timothy M. Riley	Chair	2016 *2009 (Board Appointment)
Chancellor	Dr. Todd Leach	Chancellor, USNH	2013 *2010 (GSC)
President/CEO	Dr. Mark Rubinstein	President	2015 *1998 (UNH)
Chief Academic Officer	Dr. Scott Stanley	Provost and Vice President for Academic Affairs	2015 *2011 (GSC)
Chief Financial Officer	Lisa Shawney	Vice President of Finance, Technology, and Infrastructure	2008 *2005 (USNH System Office)
Chief Student Services Officer	Beth Dolan	Vice President for Student and Administrative Services	2014 *2006 (GSC)
Enrollment Management	Tara Payne	Associate Vice President of Enrollment Management	2015
Graduate Studies	Dr. Johnna Herrick-Phelps	Vice Provost for Academic Affairs	2015 *2012 (GSC)
Undergraduate Studies	Dr. Carole Beauchemin	Vice Provost for Academic Affairs	2015
Institutional Research	Jim Miller	Director of Institutional Research	2005 *2002 (GSC)
Assessment	Dr. Carina Self	Associate Dean of Academic Effectiveness	2015
Library	Patricia Erwin-Ploog	Assistant Dean of Library Services and College Librarian	2011 *2003 (GSC)
Chief Information Officer	Kenneth Whitelaw	Chief Information Officer	2013
Educational Technology	Reta Chaffee	Director of Educational Technology	1999
Grants	Sara Cowall	Director of Grants and Special Projects	2013
Registrar	Kristin Mullaney	Registrar	2014 *2011 (GSC)
Financial Aid	Mac Broderick	Director of Financial Aid	2015
Admissions	Christine Williams	Director of Admissions Operations	2016
Accreditation	Todd Slover	Director of Accreditation	2015

Granite State College
Executive Staff
Organizational Chart
6-9-2016

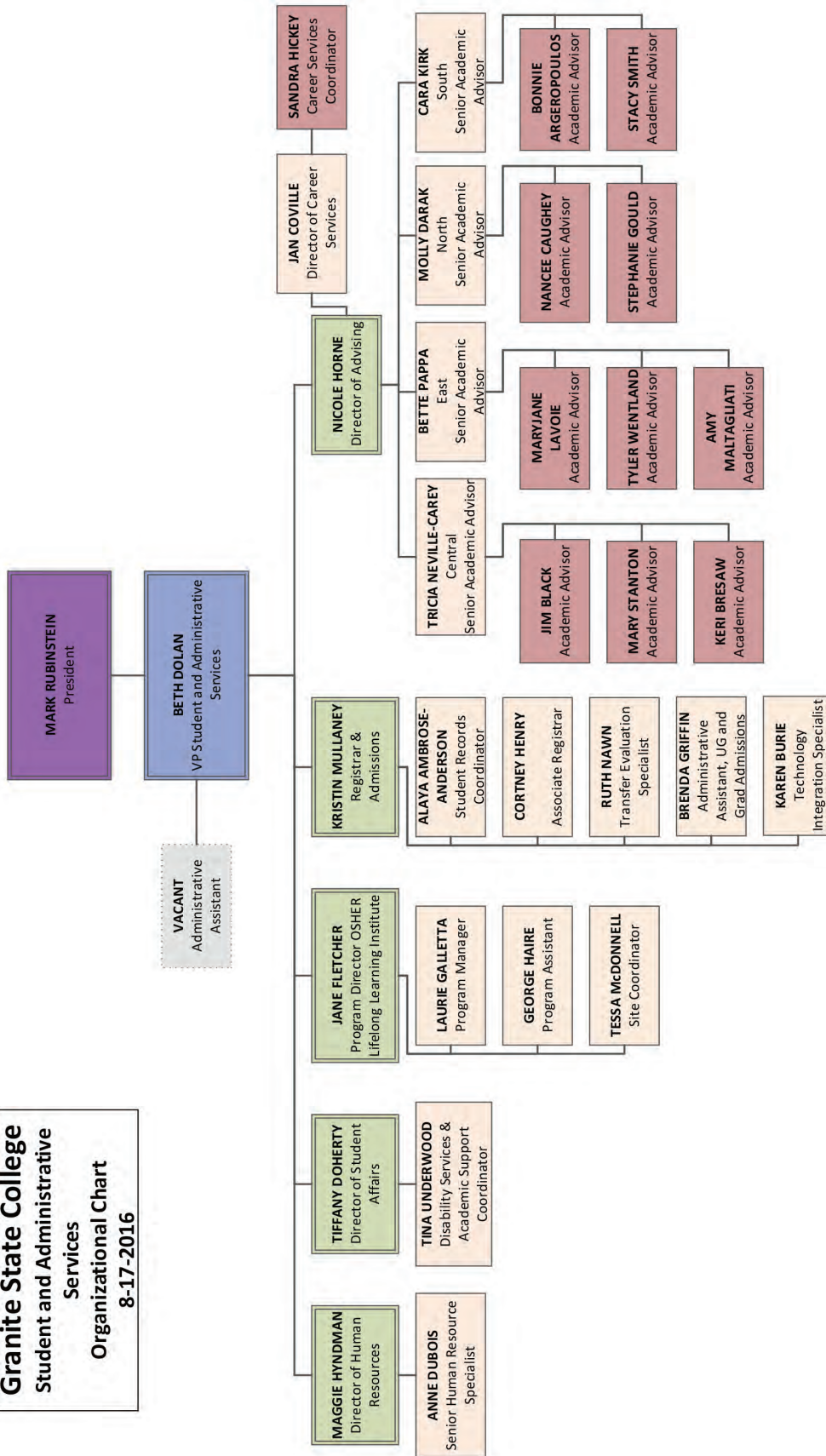


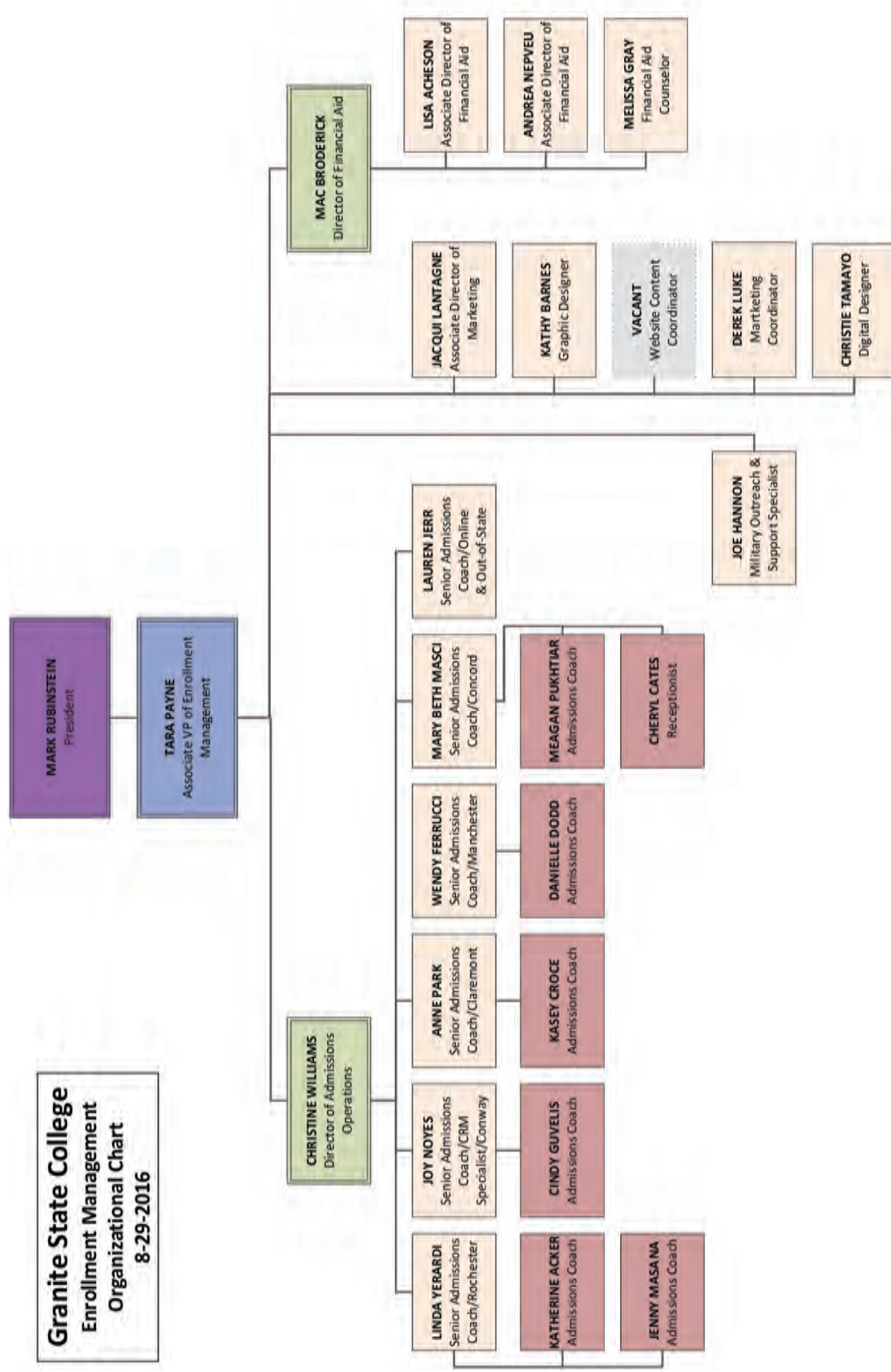
Granite State College
Office of Academic Affairs
Organizational Chart
8-29-2016





Granite State College
Student and Administrative
Services
Organizational Chart
8-17-2016





Granite State College
Enrollment Management
Organizational Chart
8-29-2016

INTRODUCTION

Granite State College envisioned two goals for the self-study process: (1) to engage the entire college community in a period of critical, candid self-reflection focused on how the College will continue to fulfill its mission and promote student achievement; and (2) to produce a document that describes the College's evolution and highlights the commitment to upholding the new Standards for Accreditation.

GOALS

On the first goal, the College has benefited from its comparatively small size. As of summer 2016, there were approximately 100 full-time employees at the college, 35 of whom served on at least one standard committee, for a direct participation rate of 35% in the self-study creation and revision. Many others not assigned to a standard committee served in advisory, research, or editorial capacities. The names and titles of committee members are included below.

On the second goal, the College is pleased to present a self-study describing a thriving, vibrant, and engaged community of students, faculty, and staff. The self-study and comprehensive evaluation were originally scheduled to be complete in 2015, but in September 2014 the Commission on Institutions of Higher Education (CIHE) agreed to the College's request to postpone until fall 2016. That request was the result of several changes in senior administration in an unusually short time, including a president who resigned after only six months to attend to family issues. The postponement allowed staff to focus on several initiatives that had been delayed until stable leadership was in place and Granite State College is grateful for the Commission's cooperation during this time.

Having achieved stable leadership and guided by a clear and comprehensive strategic plan, the College's faculty and staff are eager to share the progress Granite State College has made in recent years, and would like to thank the Commission for this opportunity to collaborate with both institutional peers and commission staff. Granite State College will no doubt be stronger for the experience.

THE SELF-STUDY

That the self-study process also coincided with the development of the 2016 Strategic Plan was partly a function of the calendar and partly by design. When President Rubinstein was appointed in February 2015, the College was overdue for a new strategic plan. However, rather than rush a hastily constructed plan to approval, President Rubinstein elected for an intentional, inclusive planning process that proceeded concurrently with the self-study process, with each procedure informing the other.

In September 2015, the executive team formed the Steering Committee for the self-study, which then began appointing faculty and staff to standard committees, seeking to involve as many departments as possible. Many members of the Steering Committee also attended the New England Association of Schools and Colleges (NEASC) Self-Study workshop in the fall, which was especially valuable in explaining the rationale and language of the new Standards for Accreditation.

College-wide preparations began in January 2016, when Dr. Carol Anderson (Vice President, Commission on Institutions of Higher Education) accepted the College's invitation to brief the entire college community in a workshop focused on the recent revisions to the standards and how the College might address them. This was followed by a working session for the self-study team, focused on writing to the standards using verifiable information linked to relevant narrative.

The Steering Committee included each standard committee chair and met regularly to monitor the progress of each committee and provide guidance as necessary, drawing on the experience of those Steering Committee members with previous self-study experience. By spring 2016, the standard committees were finishing drafts, which were then presented to the Steering Committee in a process one participant likened to a more collegial dissertation defense. Drafts of the early self-study were circulated to all members of the standards committees for feedback. Concurrent to creating the narrative was finalizing the Data First forms, which prompted important discussions about how the College gathers, organizes, and deploys data in service of institutional improvement.

In June 2016 the draft was submitted to Dr. Carol Anderson at NEASC, who provided valuable advice on both content and formatting, which was then incorporated into the draft circulated to all college faculty and staff in July 2016. Many college personnel provided additional feedback on the draft before final publication in late August 2016.

The self-study *process* has been transformative for many involved. The focus on using data to challenge assumptions and inform decisions has influenced every department at the College and has resulted in systematic improvements in many areas, as will be seen throughout the self-study. The *product*—the self-study—is complimentary of the College's strengths and candid about its challenges. More important, it provides an overview of the decision-making processes that have guided the College's trajectory and provides a baseline against which to measure future progress.

Mission and Purposes	Mark Rubinstein - President
Planning and Evaluation	Lisa Shawney – Vice President of Finance, Technology, and Infrastructure Jim Miller – Director of Institutional Research
Organization and Governance	Anne DuBois – Senior Human Resource Specialist Beth Dolan – Vice President for Student and Administrative Services
The Academic Program	Carole Beauchemin – Vice Provost for Academic Affairs Scott Stanley – Provost Lisa Bogner – Faculty, Program Director MSM Liz Gauffreau – Faculty, Director of Individualized Learning Jacqueline Fitzpatrick – Faculty, Interim Director, RN to BSN Program Heather Geoffroy – Faculty, Assistant Dean of Undergraduate Curriculum
Students	Kristin Mullaney – Registrar Tiffany Doherty – Director of Student Affairs Nicole Horne – Director of Advising Jan Coville – Academic Advising Joy Noyes – Senior Admissions Coach Tina Underwood - Student Disability Services and Academic Support Coordinator
Teaching, Learning, and Scholarship	Johnna Herrick-Phelps – Vice Provost for Academic Affairs Julie Moser – Faculty, Director of Faculty Development Marilyn McGair – Faculty, Assistant Dean of Faculty Reta Chaffee – Director of Educational Technology Nick Marks – Associate Dean of the School of Education Jonathan Kipp - Faculty
Institutional Resources	Steve Perrotta – Director of Financial Operations Maggie Hyndman – Director of Human Resources Patricia Erwin-Ploog – Assistant Dean of Library Services Peter Conklin – Director of Facilities, Safety, and Sustainability Ken Whitelaw – Chief Information Officer Sam Fucile – Associate Director of Financial Operations
Educational Effectiveness	Carina Self – Associate Dean of Academic Effectiveness
Integrity, Transparency, and Public Disclosure	Jacqui Lantagne – Associate Director of Marketing Christie Tamayo – Digital Designer Kate Cusick – Website Content Coordinator Tamara VonGeorge – Associate Dean of Undergraduate Studies Tara Payne – Associate Vice President of Enrollment

TABLE OF CIHE ACTIONS

Date of CIHE Letter	Summary of CIHE Actions, Items of Special Attention, or Concerns	CIHE Standards Cited in Letter	Self-Study Page (s)
November 15, 2012	Implementing and monitoring the components of the strategic plan and the master plan that pertain to the academic years 2013-2015	2.3, 2.4, 2.5 (new)	9
	Continuing to develop, assess and refine its faculty evaluation system	6.10 (new)	88
	Achieving its goals to define an academic model that includes full-time faculty, including progress in hiring these faculty	6.2, 6.4, 6.5 (new)	93
April 22, 2013	Provide an update on the MSPM and MSL programs, giving emphasis to continued success in:		
	Attaining enrollment objectives for the MSL program and sustaining enrollment in the MSPM program;	6.1 (old) 5.2 (new)	64
	Implementing plans to add new faculty for the programs as warranted by enrollments;	5.3 (old) 6.2 (new) See also 3.15	93
	Continuing assessment efforts including enhanced use of the ePortfolio;	4.49, 4.54 (old) 8.3, 8.5, 8.9 (new)	131
	Assuring the sufficiency of resources and services, especially library and information resources, to support anticipated enrollment growth.	6.11, 7.4 (old) 5.9, 5.10, 7.22 (new)	113

INSTITUTIONAL OVERVIEW

Granite State College was first established as The School of Continuing Studies¹ of the University of New Hampshire System (USNH²) by a vote of the Board of Trustees on August 5th, 1972³. The purpose of “SOCS” was “...to expand the educational services provided by the University System—thereby increasing the variety and availability of educational options throughout the State.” At its inception, the School was “...responsible for administering all off-campus (emphasis original) continuing education programs offered by institutions of the University System...including credit and non-credit courses, seminars, workshops, institutes and conferences—at both the undergraduate and graduate level—throughout New Hampshire (except in Manchester, Keene, Plymouth and Durham, where the institutions and branches in those communities [had] primary responsibility for continuing education programs).”⁴ In particular, “[t]he new School of Continuing Studies {would} offer a chance at education for young people and adults alike who cannot afford a full-time education or who are remote from existing on-campus opportunities.”⁵

Thus, at a time when higher education was more place-based than is true today, the initial role of the College was to overcome both geographic and cost barriers to support access to existing USNH degree programs and services offered by the three residential campuses within the System, and also to work closely “...with the Cooperative Extension Service and other appropriate units of the System, enabling it to better assess educational needs of the citizens of the State and to draw upon University System resources in meeting these needs.” In support of this mission, the School was authorized to award the Bachelor of General Studies degree and the Associate of Arts in General Studies, relying upon faculty from those three USNH sister institutions for advising and instruction in order to facilitate degree completion for students.

In 1979 the institution was renamed the College for Lifelong Learning, followed by initial NEASC accreditation in 1981, which the College has held continuously since. In January 2005 Governor John Lynch signed House Bill 99, changing the name again to Granite State College, noting that the new name “really does reflect the mission of the college to educate nontraditional students of all ages.”

Although *place* no longer exerts the same constraints on higher education that it once did, the College continues to serve those students who might otherwise fall into the *crevices*—*whether of place, time, or cost*—that higher education has not always served well. While geography remains a relevant consideration for some students, and the nine instructional locations respond to that matter of place, the advent of online and blended learning opportunities has also allowed the College to fulfill its mission by mitigating time (through asynchronous online learning) and cost (through myriad means) as barriers to access. Additionally, with the growth of options—both

¹ In fact, when first approved in principle by the USNH Board of Trustees on June 17, 1972, it was as the School of Community Studies; however, this name did not persist beyond the formal approval on August 5th, 1972.

² At the time that Granite State College was established (as The School of Continuing Studies), the name of the System was the University of New Hampshire System. Subsequently, this was changed to the University System of New Hampshire. Thus, references are made in the text to both UNHS and USNH, for purposes of accuracy based on relevant dates; however, for purposes of clarity in citations, USNH will be used consistently.

³ The USNH Board of Trustees “approved in principle” the concept of the School of Continuing Studies on June 17, 1972, but did not vote formal approval until August 5th, following review of a report developed by several Committees of the USNH Board including Educational Policy, Finance & Budget and Executive Committees).

⁴ USNH Policy Manual, Section XV, Chapter C, Subject 1 (XV-C-1.1), dated 2/15/74.

⁵ USNH Board of Trustees Meeting Minutes and Exhibit, 5 August 1972.

public, including the Community College System of New Hampshire (CCSNH) and private—that focus on serving more traditional-age students, the mission of Granite State College has evolved to reflect a greater focus on that segment of the population—adults (of all ages)—who are most likely to remain under-served.

Given the impetus for the creation of the College to serve students when place might otherwise have precluded opportunity, it should not be surprising that the College retains a statewide footprint with **nine instructional locations** (in addition to the potential for a global presence online). In each of those locations, the College seeks to serve as a partner and a resource, contributing space—not simply as a commodity, but as an **aspirational destination**—financial support (when appropriate), and **service and intellectual capital** through student “capstone projects.”

Although Granite State College is small relative to the scale of the overall university system, the Board of Trustees is well aware of the important and unique role that the College plays in service to the state, the system, and most importantly to students. Additionally, the current chancellor of the University System of New Hampshire, appointed by the USNH Board of Trustees, had served as the president of the College from 2010-2013. That subsequent appointment as chancellor reflects and contributes to the visibility and understanding of the College’s mission across the university system.

Within the College, the academic model is built upon central support for the undergraduate curriculum with clear learning outcomes specified for each program and course, supported by a process of periodic review of programs to ensure quality, relevance, and alignment with disciplinary frameworks. The general education curriculum has been enhanced by the College’s participation in several Davis Educational Foundation grants and embedding of signature assignments in early coursework. For each graduate program, the College provides a dedicated full-time faculty program director to oversee the curriculum, faculty hiring, and learning outcomes. The College employs adjunct faculty who are recruited for both their professional expertise as well as their academic qualifications, thus ensuring awareness of and alignment with current professional practice. Efforts are further informed by regularly surveying students and alumni to elicit their insights about their learning experience and the outcomes of a Granite State College education and incorporating this information into ongoing efforts to improve the work of the College on behalf of students, alumni and other stakeholders.

In the 2015-16 academic year, Granite State College served 3,344 students in credit-bearing courses. On a purely geographic basis, Granite State College served students who resided in all 10 of New Hampshire’s counties and in 195 of the State’s 234 towns and cities. When coupled with the outreach and service of the Osher Lifelong Learning Institute (OLLI) Program and the Education and Training Partnership (E&TP) Program, the work of the College actually served residents of 215 (or 92%) of New Hampshire’s towns and cities. Beyond New Hampshire’s borders, it also served students in 40 other states, the District of Columbia and two foreign countries (as well as students serving in the military at overseas bases).

Along with place, cost was also identified as a barrier to higher education when the College was created in 1972, in the same year that the Higher Education Act of 1965 was being reauthorized with significant attention given to ensuring access to students from low-income and middle-income families. In the most recent year for which complete data are available (AY2015),

48% of the College's undergraduates—and 55% of the undergraduates who completed the Free Application for Federal Student Aid (FAFSA)—were Pell-eligible, reflecting the critical role that the College plays in providing affordable access to higher education for the students whom the College serves.

While the annual cost of tuition and fees (\$7,257) for full-time in-state students makes a Granite State College education the most affordable option in New Hampshire for baccalaureate study, this is a relative measure of affordability. The actual per credit tuition rate (currently \$300) is approximately 46% higher than the CCSNH tuition rate and the direct charges (exclusive of books and other indirect expenses) for a full-time degree-seeking student still exceed the maximum Pell grant by about \$1,500. Additionally, with no meaningful history of developing private support for institutional financial aid, the College has limited resources with which to bridge gaps in funding that some students face.

The primary exception to this point is among members of the New Hampshire National Guard, for whom the College waived approximately \$556,000 in tuition charges in FY2016. This is a matter of statutory responsibility for both USNH and CCSNH institutions, but it is also consistent with the commitment to support public service as reflected in the decision to waive tuition that exceeds the \$250/credit cap for military tuition assistance grants, effective summer 2016. Similarly, the College introduced scholarship awards to top graduates of the New Hampshire Police Standards & Training Academy (and the New Hampshire Fire Standards & Training Academy)⁶ in 2016 as another demonstration of this commitment.

The direct costs and financial aid are one aspect of affordability; another aspect of efforts to support access (and efficient and affordable degree completion) for adult learners is reflected in the commitment to prior learning assessment (PLA). As an element of the College's **Individualized Studies** program, it provides students with an **affordable and transparent** mechanism for receiving credit for college-level learning that has been acquired through myriad channels and that can be documented through several approved formats including testing and portfolio review. Among the areas for which the College awards such credit are **training associated with military service**, **training delivered to law enforcement personnel** through the New Hampshire Standards & Training Academy, and **training delivered to firefighters** through the New Hampshire Fire Academy, all in support of efforts to support these avenues of public service. More generally, the College provides pathways for credit acquisition through **CLEP**, **Excelsior**, **Saylor**, and **StraighterLine** as well as for **various industry-specific training and education programs**.

While PLA has long been regarded as a staple of the commitment to access, it is not clear that the College has committed sufficient resources to this effort. This concern is associated with the adequacy of staffing and related resources to ensure regular review of previously validated training and education programs as well as the capacity to engage with business and industry to remain current with new and changing programs. Drawing on partners such as Excelsior, Saylor, and StraighterLine, and participation in the **Consortium for the Assessment of College Equivalency** (CACE) provide some support for this work. However, at a time when there is growing interest—

⁶ The NH Police Standards & Training Scholarships have already been approved, and the first award was made in August, 2016. The scholarships for the Fire Academy have been discussed with the Director of that Academy, but not yet formalized by the College.

and growing need—for affordable higher education that helps working adults align their educational pursuits with the professional experiences, this represents an opportunity for the College to recalibrate its investment in PLA.

Evidence of the mission to support access is reflected in the ever-evolving relationship that exists between Granite State College and the Community College System of New Hampshire (CCSNH). Over the past decade, with only a brief period of interruption following the economic downturn in 2008 and 2009, the College has seen a steady increase in CCSNH transfer enrollments from FY2006 (94 CCSNH transfers) to FY2015 (268 CCSNH transfers, a 185% increase). In fact, among the four USNH institutions, in recent years, GSC consistently enrolled the largest number of CCSNH transfer students based on headcount.

An important aspect of this statistic—which refers to headcount—is that it obscures an important characteristic of this population of transfer students as well as a characteristic of the College’s enrollment. While degree-seeking students enrolled at the three residential campuses within the University System of New Hampshire are primarily full-time (>95%), degree-seeking students enrolled at Granite State College are overwhelmingly part-time (>75%). While the degree-seeking students at CCSNH are predominantly full-time (~65%), those CCSNH students who transfer to GSC are primarily part-time (~75%, consistent with the College’s overall enrollment), compared to those who transfer to USNH’s three residential campus (~85% full-time). The inference is that Granite State College represents the best fit for those CCSNH transfer students who either want or need to progress toward a bachelor’s degree on a part-time basis, whether for reasons of cost, flexibility or comfort in fitting in with degree-seeking students at that institution.

Beyond affordability and “fit,” the visibility of Granite State College to the CCSNH transfers is also supported by selected “co-locations” between the College and CCSNH, and by the development and delivery of several targeted degree completion programs. In recent years, the College piloted physical offices at **Great Bay Community College** and **Nashua Community College**; however, that effort was discontinued for the 2016-17 academic year. Additionally, GSC-Claremont continues to serve as the host location for **River Valley Community College’s “Catch the Wave”** (Running Start) program which provides college-level courses and credit-bearing courses to qualified high school students in New Hampshire. Beyond these co-locations, the College also provides several **degree completion pathway** programs for students who have already earned associate degrees from CCSNH.

Most recently, Granite State College has partnered with the Community College System, on behalf of the University System to deliver an **RN to BSN degree completion pathway** that will allow students who hold the Associate Degree in Nursing from a CCSNH institution to complete the Bachelor of Science in Nursing from GSC, but at the lower CCSNH tuition rate. This is intended to be responsive to both the imperative for affordability, but also an acute workforce and healthcare need in New Hampshire.

Another measure of the important role that Granite State College plays is the percentage of its applicants who choose not to enroll anywhere if they do not enroll at GSC. The data, drawn from the National Student Clearinghouse (NSC), illustrate the likelihood that applicants who “find” the College, will enroll at it (~60%) and the probability that applicants who choose not to enroll at GSC will not enroll at any degree-granting institution. The FY2015 data are likely affected by the relatively short period of time since the report. Presumably, with the passage of additional

time, some portion of the students who are currently identified as “Not enrolled per NSC data” will have enrolled either at GSC or in one of the other categories, thus reducing the non-enrolled counts and bringing the FY2015 data into closer alignment with the four prior years.

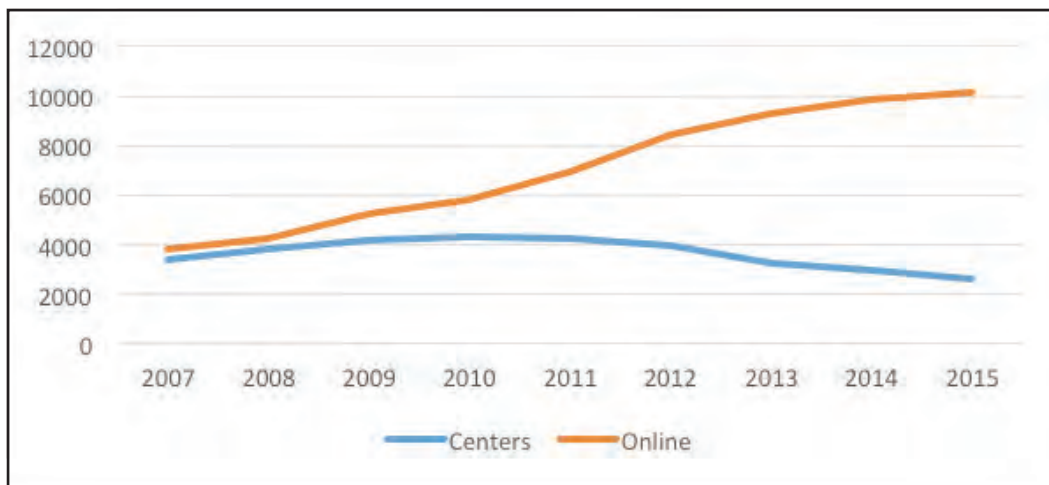
Table 1: Enrollment Outcomes for GSC Applicants, FY2011 – FY2015

In FY of application, of those admitted to GSC	FY11	FY12	FY13	FY14	FY15
Enrolled at GSC	60%	62%	56%	60%	51%
Enrolled at other USNH	0%	0%	1%	1%	1%
Enrolled at non-USNH	4%	6%	12%	12%	9%
Not enrolled per NSC data	36%	32%	32%	28%	39%

Both the part-time measure (in aggregate for GSC enrollments and CCSNH transfers) and the non-enrolling student data point to the College’s role in serving adult learners, and particularly working adults. Data from the annual Student Satisfaction Survey (SSS) suggest that approximately 90% of students are employed while pursuing degrees, with nearly four-fifths of those respondents working full-time.

This, in turn, guides toward the evolution of the most recent contribution to access through the flexibility of asynchronous online learning. As illustrated below, over the past decade, but most notably beginning in 2009, the College has seen a sharp divergence between the growth in enrollment through online instruction and the flattening and subsequent decline in face-to-face instruction through Granite State College’s nine instructional locations.

Figure 1: Credit Hours Trends in Online and F2F Enrollment, Winter Terms 2007-2015



While the increase in enrollments through online instruction represent both increased demand and increased acceptance of this mode of instruction, the decline in face-to-face instruction reflects a more complicated set of factors. Even in the earliest years of the period described, demand for face-to-face instruction for particular courses associated with specific majors was too small to ensure that a complete set of courses could be offered in every term and at every location to support unimpeded progress toward degree completion. Additional considerations for course planning included the diverse educational backgrounds of GSC students, reflecting differences in

credits accumulated and course requirements satisfied, either through prior enrollment in degree-granting programs or through credits awarded for experiential learning through the commitment to prior learning assessment, and the uncertain nature of adult student enrollment behavior (“stop out”). Thus, it was difficult to project demand for specific courses at particular locations for any given term. Coupled with the need to ensure the availability of qualified faculty and to deliver the curriculum in a manner that was affordable for students and sustainable for the institution, this has resulted in a relatively limited set of courses available for face-to-face instruction.

Thus, the trend for declining face-to-face instruction does not necessarily reflect decreased interest in this mode of learning, but rather consideration of market, student, and planning variables to protect both quality and affordability. Given that these forces are unlikely to lessen in the coming years, it becomes increasingly important to be clear in outreach and communication with prospective students to define what is possible with regard to degree completion through this mode of instruction and also to be clear within the College about the role that physical centers play in its mission. It is also important to develop more nuanced methods for monitoring student success and learning outcomes to ensure quality across all modes of delivery.

One other aspect of this evolving pattern of enrollment in online instruction is the effect that this could have on the opportunity for the College to serve a more inclusive cross-section of students. Historically, in a state with limited racial and ethnic diversity, place-bound face-to-face instruction would have limited the opportunity to serve students from traditionally underrepresented backgrounds. In theory, the growth in online education should increase reach. However, aggressive marketing—primarily by for-profit institutions offering online education—and the **existing digital divide** (that adversely impacts people who are older, less affluent and from traditionally under-served racial and ethnic groups) might continue to exert force against the College’s efforts to be inclusive. To overcome these forces, the College will need to become more visible and also more effective in building bridges to communities and to institutions (including employers and community colleges) that allow Granite State College to reach and to better serve these individuals.



STANDARD ONE – MISSION AND PURPOSES

DESCRIPTION

The mission of Granite State College is to expand access to public higher education to adult learners of all ages throughout the State of New Hampshire. This mission has been endorsed by the University System Board of Trustees¹, has been consistently incorporated into strategic planning processes over time, and appears on the [website](#), in the [undergraduate](#) and [graduate](#) catalogs and other publications, and throughout the buildings.

The mission is further reflected in the shape of the curriculum, offering a solid [core of programs](#) that serve students well, with [degree completion pathways](#) that complement the efforts of the Community College System of New Hampshire as well as service in the military and that align with workforce opportunities. When first created, the intent of the University System was to ensure both geographic access and affordability, by capitalizing on the academic resources—including faculty and advisors—of the System’s three residential campuses to deliver academic programs throughout New Hampshire. However, this approach was subsequently replaced by the current academic model that relies on a core group of full-time faculty who are responsible for: (1) oversight to ensure alignment between the learning outcomes of the College’s curricula and relevant disciplinary standards and national benchmarks for professional preparation (where appropriate); (2) hiring and supervision of academically qualified, professionally engaged adjunct faculty who deliver instruction to the College’s students; (3) and assessment of learning outcomes, program review, and policy formation to support the fundamental work of the College.

The College is also recognized for its [innovative programs](#) to support the needs of the State including the [Osher Lifelong Learning Institute \(OLLI\)](#) and the [Education & Training Partnership \(E&TP\)](#). Its “OLLI” program is a volunteer-led organization that delivers more than 300 non-credit courses throughout the State each year to over 1,100 members, ages 50 and above, who choose to learn—and to teach—for the sake of learning. E&TP represents a long-term contractual commitment between the College and New Hampshire Division of Children, Youth & Families (DCYF) to provide training to foster and adoptive parents, child care providers, and other community members to improve outcomes for many of the state’s most vulnerable citizens.

Through periodic strategic planning efforts, typically on a three-to-five year cycle, the College assesses its mission to ensure continued alignment of efforts, consistent with that mission and also congruent with its role within the University System of New Hampshire. A strategic planning process was last completed in 2013 and a revision to that plan is currently underway, expected to be completed in the fall of 2016.

BONNIE | Concord

“GSC gives me the choice to learn by fitting my education into my own schedule. It provides quality instructors and courses pertinent to my career choice and allows me to interact virtually with the other students.”

¹ The most recent affirmation of the College’s mission by the USNH Board of Trustees was on 11 September 2012, referenced on page 149 of the published minutes of that meeting.

APPRAISAL

The mission of Granite State College is the driving force that shapes the work of all faculty and staff. As noted earlier, the College's mission is rooted in an understanding that "access" relates to both place and cost, and throughout the College's existence, through educationally appropriate and creative means, GSC has strived to mitigate both of these—and now, time as well—as barriers to learning and to degree completion. The College's ability to deliver on the promise of access implicit in its mission statement is evident in several key areas.

The number of program designed to assist students as they seek to launch, change, or enhance their careers has increased from 12 in 2010 to over 40 today. This has translated to 13% growth in undergraduate enrollment (2,372 students in 2010 to 2,883 in 2016). Coupled with a proliferation of undergraduate and post-baccalaureate certificate programs in education to support the needs of K-12 educators, plus the introduction of graduate programs, the College continues to provide opportunities for access that are responsive to the needs of its learners (See Standard Four). Students and alumni are satisfied with the quality of education they receive and agree that their degrees represent time and money well-invested (see Standard Eight).

The options for accessing programs have also expanded, both face-to-face and electronically. Currently approximately 78% of credits are accessed online, with the remaining spread fairly evenly across six of the nine instructional locations. The remaining three locations play a critical role in the College achieving its mission, despite their enrollment. Littleton and Lebanon, especially, are communities with limited alternatives for students seeking higher education, where Granite State's presence stands as a reminder of the possibilities inherent in higher education (see Standard Seven).

The majority of faculty members are practitioners in their fields, able to enhance the curricula with insights into current best practices and trends, and students report high satisfaction with the quality of instruction. Access to faculty—often a challenge at non-traditional institutions—has been successfully addressed through electronically mediated, non-synchronous methods (see Standard Six).

Access to student support has also evolved to include multiple options, with a roster of services tailored to the needs of working adults (see Standard Five). For example, the library is one of the few fully digital college libraries in the country, featuring a breadth and depth of resources to support the curricula plus 24/7 access (see Standard Seven).

While enrollment is not inherently a reflection of students' understanding of a college's mission, characteristics of the student population being served by Granite State College—by age (older), employment status (predominantly full-time), enrollment status (predominantly part-time), and academic pathways (predominantly transfer students with one-third having previously been enrolled in the Community College System of New Hampshire)—all point to a congruence between the College's students and its mission. Coupled with the sharp contrast that these students represent with those being served by the three residential campuses that join GSC to form the University System of New Hampshire, a reasonable inference can be drawn that the mission is visible and palpable to students.

Similarly, faculty and staff are fluent in the mission and the ways in which it guides the College's actions, as shown below in results of the 2016 employee survey:

Table 2: 2016 Employee Survey Items Related to Granite State College's Mission

Item	Score	Agree/Strongly Agree
I understand the mission of the College	3.5	96%
I understand how the work I do contributes to the operational and strategic goals of the College	3.2	80%
Scale of 1-4, with 4 being Strongly Agree; n=98		

That the full-time faculty and staff understand and embrace the mission is a testament to its clarity, its brevity, and its ability to guide the College. This clarity is particularly important to the USNH Board of Trustees which, over the past four years, has challenged each of the USNH institutions to sharpen their respective missions as part of fulfilling the board's statutory mandate from the state to deliver a well-coordinated system of public higher education. For the College, the mission to serve adults was last affirmed in 2013 as part of the most recently completed strategic planning process, and it is expected that this will be reaffirmed in the fall of 2016 as the current strategic planning process is completed. As will be evident throughout this self-study, Granite State College has expanded and evolved in recent years, requiring many systems to mature and adapt. The commitment to the core mission, however, remains unchanged.

PROJECTION

Through the current iteration of the strategic plan, the importance of partnerships and engagement—with communities, employers, the Community College System of New Hampshire and sister institutions within the university system—emerges as amplification and confirmation of the College's mission to build bridges and to fill gaps in order to serve students who otherwise, for reasons of place, cost, time or "fit," would not be served as well by institutions that emphasize residential instruction for more traditional and homogeneous groups. This commitment to mission is further reflected in the plan's attention to strengthening academic programs, enhancing student services, and ensuring effective technology to sustain the work of the College.

In 2020 (and beyond), the College will be recognized for its leadership in delivering to adults high quality academic programs that are accessible to those students because of their affordability and flexible delivery, and well aligned with community and workforce needs. Evidence of efficacy in meeting these objectives will include:

- a more extensive network of relationships that support visibility and access to programs and services, to be achieved through the implementation of a business-partnership strategy, championed by a cross-functional management team representing Academic Affairs and Marketing, and staffed by a newly created role to coordinate operational activities across regions and industry sectors;
- highly engaged and sector-specific advisory boards that link academic programs to workforce and community needs in New Hampshire (and beyond);
- a more extensive array of current and regularly updated industry-specific education and training programs assessed for college-level learning;

- well-documented learning outcomes for graduates; and
- well-documented post-graduation success and satisfaction of graduates.

In light of an aging population in New Hampshire and a declining proportion of traditional age students, the mission will be increasingly important within the university system, and increasingly relevant to the civic and economic wellbeing of the state.

PAULA | Manchester

"I get the chance to head back to class, at age 49, to pursue a teaching degree. I get to keep my position in an elementary school and work in classes as I can, to FINALLY do what I am meant to do."

"DATA FIRST" FORMS
GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="06/30"/>		
Most Recent Year	<input type="text" value="2015"/>	Yes	Unqualified
1 Year Prior	<input type="text" value="2014"/>	Yes	Unqualified
2 Years Prior	<input type="text" value="2013"/>	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2016
Next Year	2017

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.granite.edu/about/mission.p	2013

Mission Statement published

URL

Print Publication

? GSC Website	hp	n/a
<i>Granite State College Catalog</i>	http://www.granite.edu/academics/schedu	n/a
<i>GSC Student Handbook</i>	du/files/media/PDFs/studenthandbook	n/a
<i>GSC Faculty Handbook</i>	du/files/media/PDFs/gscfacultyhandbo	n/a

Related statements

URL

Print Publication

? GSC Vision Statement	hp	n/a
Core Values of GSC	hp	n/a

STANDARD TWO: PLANNING AND EVALUATION

From its inception, Granite State College was intended to be a dynamic institution, addressing the unmet educational needs of citizens and the State on behalf of the University System of New Hampshire. That fundamental expectation has guided the evolution of the College's curricula, physical presence across the state, and the expansion of online learning, which has now extended GSC's reach and ability to serve students beyond New Hampshire. More recent initiatives—such as the introduction of master's degrees in 2011 and the development of a CCNE-accredited Nursing program in 2013²—represent a continuation of the well-planned path to serve the educational and workforce needs of students and the state, while a concerted effort to expand support for active duty military students represents a significant element of GSC's emerging reach across the country and around the world.

PLANNING

DESCRIPTION

Long Term Strategic Planning

In 2009, the College developed a **10-year master plan**. Presciently, that plan noted “the inevitability of unforeseeable change, not only within GSC, but also in the...communities that we serve. [Thus], planning is not about predicting or prescribing the future, but rather providing the means to manage future change productively.” Within that context, the master plan established a framework for ensuring academic quality, developing appropriate infrastructure and adhering to mission ahead of a period of growth in enrollment, expansion of academic programs (including the introduction of graduate programs), and the emergence of online learning as the predominant mode of instruction for GSC.

Three strategic planning cycles were to be embedded within the master plan's life cycle to accommodate inevitable change. When changes did occur—including three leadership transitions in the President's Office and two in the Provost's Office between 2013 and 2015—the core themes of the master plan anchored the College, allowing for mission-driven, market-responsive adaptations reflected in each of the **three strategic plans**. Those themes include a commitment to student success, reflected in quality academic programs, flexible delivery options, and exemplary student services; investments in faculty and staff through professional development and training; greater attention to the role of place and community, even as the work of GSC is increasingly being accessed by students online; effective use of technology; expanded and stronger partnerships with other organizations whose work aligns with the College's mission; and more effective planning around enrollment management and the related financial management that is reflected in operational effectiveness and in the ability to deliver on GSC's mission and its commitment to students.

The 2016 strategic plan builds on both the master plan and the foundational work completed in the first two strategic plans. Particular attention was given to strengthening GSC's academic core, improving support services for students, and enhancing engagement across GSC and between the College and the communities that it serves. The current plan also emphasizes the effective application of technology to support the mission of GSC.

² CCNE accreditation was granted in 2015.

Using a planning model that builds on the “balanced scorecard,” GSC has accounted for issues related to organizational capacity, adaptation of internal processes, and required financial resources to support the outcomes associated with each of four themes. This level of detail in planning is intended to mitigate the risk of a plan filled with big ideas that falters at the implementation stage because of obstacles that should have been anticipated.

Operational Planning

Complementary to strategic planning, all divisions of the College engage in ongoing operational planning. Academic Affairs maintains a process and a schedule for **academic program reviews** to ensure that the content and learning objectives of programmatic offerings remain current and relevant. Additionally, course evaluations are collected each term and a student satisfaction survey is conducted annually to identify acute concerns and trends related to the academic and service experiences of GSC students.

Enrollment planning establishes enrollment objectives that inform faculty hiring as well as the scaling of services such as advising and academic support. This process, which also guides the development of revenue and then expense budgets, is inherently conservative and is tested first internally and subsequently with the USNH Board of Trustees’ Financial Affairs committee.

Data are gathered by the office of Institutional Research to produce the “**Big Sheet,**” a spreadsheet that details historical and projected course offerings, section counts and headcount by site, broken into face-to-face and online sections. The planning process builds on current year data and recent enrollment trends, accounting for program changes (additions and deletions), as well as insights from staff at GSC’s regional locations regarding patterns of local interest. This informal environmental scan is also tested against enrollment patterns in the Community College System of New Hampshire, whose students account for more than a quarter of GSC’s newly enrolled students each year.

Members of the President’s Cabinet, Academic Affairs, Student Services, and Finance review the data, identify any anomalies or anticipated breaks from past performance that could affect future results, and amend as appropriate to provide the best available, data-based forecast for future year enrollment. The enrollment forecast provides a framework for budget, and also lays out credit hour goals for each of the four terms that comprise the academic (and fiscal) year at the undergraduate, post-baccalaureate and graduate levels. These serve as the basis for scheduling and for projecting the need for adjunct faculty across the academic year. Enrollment planning also informs facilities planning, as discussed in Standard Seven.

Information technology (IT) for GSC involves both institutional resources as well as some platforms and resources that are shared across the University System. Thus, IT planning is performed at both the College’s operational level and also in conjunction with USNH. GSC’s chief information officer serves as a member on the USNH Information Technology Executive Council (ITEC) that focuses on integrated services for the System. Within GSC, IT planning had been performed on a less consistent basis. Recognizing this as a vulnerability, within the past year the College contracted with an external IT consultant, Berry Dunn, to perform an assessment of the IT functions. Among the recommendations from that assessment was the establishment of an IT Governance structure to support an inclusive IT planning process for identifying and prioritizing IT projects. Please see Standard Seven for further details.

Allocation of Resources Consistent with Planning

Each year, GSC develops an annual operating budget as well as a multi-year budget that align with GSC's direct commitments to current students, and also to the longer-term strategic commitments to strengthen GSC's position for serving students, the System and the State in the future. The allocation decisions, informed by both the strategic and operational planning processes, are made by senior administrative leaders of GSC. The President of has significant authority and autonomy to act in the best interests of the College; however, the total spending authority of the College is still approved on an annual basis by the USNH Board of Trustees.

APPRAISAL**ITEM FOR SPECIAL EMPHASIS*****Implementing and monitoring the components of the strategic plan and the master plan that pertain to the academic years 2013-2015***

In a letter dated November 15, 2012, the Commission directed GSC to “give emphasis...to its continued success... in implementing and monitoring the components of the strategic plan and the master plan that pertain to academic years 2013-2015.” Although that three year period was marked by a series of leadership transitions affecting both the president and the provost, those plans provided sufficient clarity and focus to allow the College to progress on the most critical elements including those involving academic programs, personnel and human resources, partnerships, supportive physical environments, effective use of technology and financial and enrollment planning. Where there are differences between the original conceptions of the master plan and the subsequent strategic plans, they are reflected primarily in the implementation of best practices to serve students over an aspirational vision for innovation.

Planning Area 1: Academic Programs

In the area of academic programs, GSC has made significant strides to “enhance the quality and delivery of our ... programs and services through the development and implementation of a faculty practice model that includes full- and part-time faculty.” Beginning with only one full-time faculty member in 2010, GSC has increased the number of full-time faculty to 12 (excluding the president), with two more scheduled to be added in FY17. These full-time faculty, coupled with “lead faculty,” share oversight for the undergraduate curriculum, provide direction to individual graduate programs, spearhead an intensive and ongoing effort to assess learning outcomes, and provide professional development, mentoring and oversight to complement and strengthen the work of academically qualified, practicing professionals whose service to the College as part-time adjunct faculty contributes to the learning experience of GSC's students and to the affordability of GSC's academic model. The success of those efforts is reflected in GSC's **national rankings** for its online bachelor's programs (#79) and online graduate business program (#51). In both categories, GSC **is ranked first in New Hampshire** by US News & World Report.

Specific to the curriculum, between 2013 and 2015, GSC introduced 21 new undergraduate degrees (including two associate degree programs), three new master's degree programs and two additional post-baccalaureate certificates for educators. Consistent with the emphasis given to areas of critical need for the state in the master planning process, approximately one-third of those new programs were in education and healthcare-related fields. More recently (and beyond

the 2013-2015 period identified for special emphasis by NEASC), the College has developed two new certificate programs—Deaf & Hard of Hearing and Blind & Visually Impaired—to respond to areas of critical need. Approval for these is expected this fall.

While GSC has made significant progress on most of the objectives related to the academic program, not all elements of the master plan have been fully realized, and in some cases, decisions have been made not to retain goals that had been established in 2009. Student services, as an example, has only recently received the investment in staff and financial resources to provide the comprehensive support that was described in the master plan. These recent investments were framed by the 2016 strategic plan and driven by feedback from students on the Student Satisfaction Survey. They are reflected in academic support, career services, and compliance with federal requirements for both ADA and Title IX.

Paradoxically, despite enrollment growth, another objective of the master plan that has not been realized is GSC's commitment to “maintain a *comprehensive array* of... face-to-face courses.” The intent of this objective was “to meet demonstrated needs,” but the growth in enrollment has occurred primarily through online instruction. This has contributed to dissatisfaction among those students who prefer face-to-face instruction. After a detailed analysis in 2016, a decision was made to offer a smaller set of face-to-face courses, both for their intrinsic value matching demand and as a bridge to online learning. Additionally, and importantly, the College will also be more clear in its marketing materials about the challenges associated with completion of degrees exclusively through face-to-face instruction.

Planning Area 2: Personnel and Human Resources

This area has evolved in alignment with growth and changes at GSC and in support of a workplace with multiple locations. Initially, GSC established a role for a chief human resources officer to participate in Cabinet-level decision-making. By 2011, a full time human resources manager was hired to complete the transition to be fully independent from USNH. This increased institutional capacity to support employees in the areas of recruitment, benefits administration, compensation, performance management, and employee relations. In 2012, an additional support position was added to the human resources team to better support employees during this period of significant growth, changes in leadership, and evolving organizational dynamics and employee culture.

In 2012, human resources also established a team of colleagues with representation from all regions to foster organizational wellness and to promote programs that support a healthy and engaged workplace. Within the past year, human resources also expanded supervisory training, new employee onboarding, and new systems to support performance metrics and performance management. The human resources team is continuously engaged in cross functional projects to promote a positive workplace (e.g., Title IX training, conduct resolution team (students, staff, faculty), and online trainings in sexual harassment and respectful workplace). This team has become engaged in community outreach and networking efforts to align local employer needs with workforce education strategies.

Planning Area 3: Supportive Physical Environment

The key objectives of the master plan that relate to GSC's physical environment (facilities and locations) pertained to acquisition of locations to fully serve the State, co-locations with

community colleges, private colleges and other entities to better serve students and to improve efficiencies, reach under-served communities in New Hampshire, incorporate sustainable practices into the College's facility management, and improve campus safety and security. A thorough discussion of the instructional locations may be found in Standard Seven.

In support of the two other elements of this planning objective, the College established GSC's **Facilities, Safety and Sustainability Office**. The director of this office, working with the director of human resources and the director of student affairs, lead GSC's Conduct Team that is responsible for administering the processes associated with the **Code of Conduct** and the College's **Sexual Misconduct Policy**. To better serve students, faculty and staff, within the past year, the College worked with its Employee Assistance Program provider, APS, to create a **student counseling** resource. More recently, GSC has contracted with the University of New Hampshire Police Department to provide services to the College including assistance with training, investigations and reporting (related to Title IX and Clery compliance) and to conduct regular visits to GSC's nine locations for purposes including review of current security, addressing acute concerns raised by students, faculty or staff, making recommendations for improved safety, and maintaining relationships with local law enforcement agencies in those communities.

Planning Area 4: Effective Use of Technology

The master plan outlined three key objectives for technology. These included creation of a Center of Excellence and Innovation for the use of academic and administrative technology; the establishment and training to support a minimum threshold for technology-related skills and access for the College community; and the establishment of an Electronic Information Storage Policy to comply with federal and state regulations and with USNH policies and procedures. Faced with competing priorities as well as capacity issues for implementation and support of backbone systems (including Banner's DegreeWorks, Salesforce, and TargetX) and also for managing the security and support for Moodle, GSC's learning management system, GSC shifted its focus away from being at the "leading edge" of technology to ensuring the effective operation of those systems that serve students, faculty and staff. Thus, the College elected not to establish the proposed Center, but has instead prioritized the identification and implementation of effective technologies that provide the most direct benefit to students. This has included research, evaluation, and ultimately selection and incorporation of educational tools including social networking applications, wikis, blogs, and e-portfolio resources that are most compatible with GSC's curricula and its strategies for instruction and assessment. The College has also followed through on a commitment to develop standard technology for all nine instructional locations and to create standard course shells in Moodle (the College's learning management system) to provide students and faculty with a more consistent "GSC learning experience."

Planning Area 5: Community and Organizational Partnerships

The master plan projected that GSC would develop partnerships with businesses and community-based organizations to generate revenue through continuing education and professional development and also to facilitate internships, service learning opportunities and community-based projects for academic credit. The plan also anticipated that GSC would expand the delivery of programs through its Education & Training Partnership with the State of New Hampshire, and build strategic partnerships with other institutions with particular emphasis on transfers from associate degree programs in the state and region.

The completion of the master planning process in 2009 coincided with the credit crisis and a sharp downturn in economic activity and the fastest period of enrollment growth in GSC's history. All of these factors conspired to delay progress in forming business partnerships, as the College was heavily involved in serving students in degree programs and most businesses were less interested in investing in professional development and continuing education. With the introduction of graduate programs beginning in 2011, the graduate capstone requirement represented a tangible opportunity to build this bridge as students in Leadership, Management and Project Management identified projects that were embedded in either the work of their employers or community-based organizations with which they were affiliated. Additionally, the Leadership program was able to initiate a partnership with Easter Seals to develop and implement a leadership program for their middle managers. The first cohort of 23 students completed that program in 2015, and a second cohort will be launched in the fall of 2016. That work made GSC more visible in the region's non-profit community and has resulted in conversations with other organizations who might benefit from GSC's capacity to develop high quality, customized and affordable educational programs and to provide both online and face-to-face instruction. The most recent outgrowth of these efforts is a collaboration with the New Hampshire Chapter of the National Alliance on Mental Illness (NAMI) to develop an online training module for suicide prevention.

Additionally, in 2015 GSC initiated outreach to nine of New Hampshire's largest Chamber of Commerce organizations to introduce the College and to identify potential partnership opportunities that aligned with GSC's curricula and areas of expertise as well as its physical presence in regions across the State. That process resulted in the identification of six key partnership opportunities, notably in healthcare and business, and has spawned recent requests from two of those businesses for formal proposals. Coupled with the introduction of a Director of Career Services in 2015 and the addition of a second staff member in this office in 2016, GSC is now beginning to more fully realize the potential for partnerships with businesses and community-based organizations.

Another component of GSC's efforts to engage in partnerships is reflected by several of the new degree programs introduced between 2010 and 2015 that were designed to respond to the State's healthcare and workforce needs. These include baccalaureate programs in Health Care Management, Allied Health Leadership, Health Information Management, and an RN-BSN Pathway Program with the Community College System of New Hampshire (CCSNH). These programs are also illustrative of the College's efforts to strengthen the vital partnership with CCSNH through collaboration and alignment of curricula. Such efforts have been well-received and Granite State College continues to enroll the largest number of CCSNH transfer students among USNH institutions.

While much has gone well for GSC during this period, not every initiative was successful. For instance, the College was unable to follow through on the plan to expand the E&TP program beyond the borders of New Hampshire, although this idea has not yet been abandoned. The E&TP is a contract with the State of NH to train foster parents for certification solely for placement of children in need in the State of NH, and GSC has not been able to reach agreement with the State about making that curriculum—developed by the College—more widely available.

Allocation of Resources Consistent with Planning

Over the past several years, there are tangible illustrations of the College's efforts to ensure that plans are implemented through the commitment of both effort and resources. Perhaps the most concrete illustrations are those related to the introduction of graduate programs, the expansion of full-time faculty, capital investments including the acquisition of GSC's primary location in Concord, and investments in academic support, career services, and business partnerships. Each of these investments is reflected in GSC's multi-year budget plan that is developed for both internal management purposes and to provide the USNH Board of Trustees with insight and the opportunity to evaluate GSC's plans and results.

In developing the multi-year budget and each year's operating budget, GSC has followed a consistent, conservative process that is built around parameters established by the Board of Trustees and College-generated revenue projections. Consistent success in meeting enrollment and revenue expectations and managing expenses within the approved budgets has allowed the College to build reserves of more than \$15,000,000 since 2006, with \$2.8MM added in FY16. This success and responsible management have engendered trust and within the past year, the USNH Board of Trustees has accepted a recommendation from the College to adjust the annual operating margin target from 9% to 5% for FY17 – FY19 to allow funding for strategic investments that will support continued progress in implementation of the master plan.

PROJECTION

Strategic Planning

At the October 14th meeting of the USNH Board of Trustees, the Board is expected to approve GSC's 2016 Strategic Plan. Board leadership was engaged from the very beginning of this process to elicit input and to ensure alignment between the current effort and previous approvals for the master plan (2009) and the subsequent iterations of strategic planning (2010, 2013). This plan, continuing work that flows from the themes of those earlier plans, will:

- Strengthen the academic core of GSC by expanding investments in full-time faculty to 14 in AY17 while continuing with the targeted use of lead faculty;
- Introduce a comprehensive plan and funding for academic support services;
- Implement a comprehensive "onboarding" process for all staff and full-time faculty;
- Create an online repository for all College policies;
- Develop a schedule and implement a comprehensive review of all College policies;
- Implement a plan for corporate engagement that includes the establishment of discipline-related (e.g. healthcare) and statewide advisory boards;
- Add a staff person to support career services;
- Introduce an IT governance structure and complete charter and charge for that group;
- Initiate a training program for staff on core software, systems and process/project management.

While this work will be integral and integrated into the core operations of GSC, using the "balanced scorecard" metrics for performance outcomes and timelines, the President's Cabinet will be responsible for monitoring progress and communicating updates to the College and to the Board of Trustees until the plan is fully implemented.

Financial Planning

GSC's financial planning process (discussed in detail in Standard Seven) is embedded within the larger financial planning process of the University System and conducted under guidance and oversight of the USNH Board of Trustees. As such, barring unexpected changes that would have to be made by the Board, GSC will continue financial planning as it has for the past 10 years.

The current contraction in the adult student market will challenge GSC to properly calibrate revenue projections and to perform effectively against those projections in order to remain compliant with the Board-established parameters for financial performance. Thus, GSC projects:

- Continuation of the established financial planning process;
- Careful monitoring of enrollment and revenue performance;
- Careful stewardship of operating, strategic, and capital resources;
- Increased transparency and frequency in communicating performance within GSC and to the USNH Board of Trustees.

EVALUATION

DESCRIPTION

Institutional Evaluation Efforts

The College takes pride in the comprehensive and effective approach to planning that it has used both to anchor the core of the institution and to introduce substantive change. Integral to this process is an effort to regularly evaluate the work of the College. In particular, GSC places a premium on ensuring that its academic programs are coherent, aligned with prevailing disciplinary standards (and industry standards where appropriate), and that students are experiencing meaningful learning outcomes and perceive GSC's programs and services to be aligned with their interests and objectives for enrolling at GSC. To support this effort, the College maintains a comprehensive schedule for academic program review and conducts an annual Student Satisfaction Survey as well as course-specific evaluations that provide feedback on quality, content and relevance of course material, quality and engagement of faculty, and quality, availability and use of student services. More recently, GSC has introduced what will become an annual evaluation of Employee Satisfaction to ensure similar consideration of the insights and experiences of colleagues within GSC to support appropriate workplace environments for delivering the College's mission.

Evaluation of Academic Programs and Learning Outcomes

As discussed in Standard Eight, indicators of academic quality and student success show that GSC is largely achieving its academic goals. The College has an established schedule and process for academic program reviews. The framework for program review is outlined in the **Program Review Handbook** that is maintained by Academic Affairs. As described in that manual:

“Granite State College Program Reviews assess both the quality and the effectiveness of academic programs. These reviews provide quantitative and qualitative data required for College planning and improvement. Existing programs [are] reviewed every five to seven years, and in an abridged form at the three-year mark for newly established programs.”

As described in more detail in Standard Eight, an important complement to the program review process is an explicit commitment to ensuring that learning objectives are identified for each program and that the achievement of these outcomes is supported by data or other forms of evidence to substantiate the efficacy of these programs in meeting their stated goals for learning.

Evaluation of Student Services

The annual Student Satisfaction Survey (2016 results available [here](#)) is the primary source of information about the perceptions and value that GSC students have for the availability and quality of student services. The results of these surveys are shared across the College each year and serve as the basis for evaluation and adaptation of those services. The format of the survey seeks information about both satisfaction and the relative importance of each factor and the administration of this survey allows for input that separates the experience and expectations of students who prefer face-to-face instruction, online instruction, or blended (hybrid) instruction. Additionally, the survey elicits feedback on a range of services including the orientation program (for those who participated), advising (availability, knowledge and communication), academic support, technology (including classroom-based technology for face-to-face courses), financial aid and billing. With almost all student services consistently being viewed favorably (3.00 or better on a 4.00 scale), attention has been focused primarily on those few “outliers” below 3.00 and on areas where results, although still in the favorable range, show statistically significant declines.

Beyond the direct input from students through the Student Satisfaction Survey, GSC also regularly surveys the external environment to identify trends and potential needs for student services. This effort has resulted in the introduction and expansion of Career Services (which had not been identified as a high need area on the Survey) and also a counseling resource for GSC students.

SEAN | Online

“Granite State College was able to meet all my needs - transferring my credits was seamless, building curriculum around my future plans and current work schedule was done with ease. Now I am only two classes away from realizing my goal. The confidence and sense of accomplishment I have received through my studies is unparalleled.”

Evaluation of Campus Climate for Employees

Beginning with the Master Plan in 2009, GSC has expressed an awareness of the importance of employee satisfaction and the value of nurturing talent in an environment characterized by respect, professionalism and effective communication; however, prior to 2016 (and the most recent strategic planning process), progress had not been made in developing a systematic approach to gathering actionable insights into the climate of the College (across its multiple locations). Within the past year, the first annual employee satisfaction survey was developed and implemented. The response rate—greater than 90%—has provided GSC with baseline information about the organization and also pointed to opportunities for improvement including those related to improved communication, formalization of policies to ensure consistent understanding and application, and the need to ensure that budgeted investments in professional development translate to participation by staff.

APPRAISAL

The College is committed to data-driven decision-making. This places an extraordinary pressure on Institutional Research (IR) which already carries a heavy workload including compliance reporting (federal, state, USNH), surveys (internal and external), operational reporting (ranging from daily to annual), and ad hoc requests for data. Although GSC has some resources for “self-service reporting,” the oldest reporting tool—APEX—is not sufficiently user-friendly to encourage self-sufficiency and the pressure and reliance on IR-generated data for time-sensitive operational work has tended to impede IR’s ability to engage in more strategic, analytical work.

In recognition of the essential role that IR plays in planning and evaluation, in February 2016, organizational relationship of the director was moved from the Provost’s Office to the President. This has allowed the President to participate more actively in prioritizing projects and also in identifying alternate strategies for data and analytical reporting. To this end, within the past year, GSC has invested in new software systems such as Salesforce and TargetX that have more user-friendly, self-service reporting capabilities. Additionally, the College has developed an agreement with the University of New Hampshire’s IT Department to assist with the implementation of WEBI reporting capabilities. This project capitalizes on the fact that GSC and UNH both rely on Banner information systems for Students, Finance, and Human Resources. Once implemented, WEBI will provide GSC with an extensive library of standardized reports that can be easily modified and run by end-users without requiring time from IR (or the Finance Team) to support operational activities, again, allowing IR (and Finance) colleagues to devote more time to high value analysis rather than operational reporting.

Academic Programs and Learning Outcomes

The program review schedule is an effective tool for ensuring regular review of academic programs. Within the past year, that tool has been strengthened by Academic Affairs’ work to refine the process and to ensure adherence to the program review template with particular attention paid to learning outcomes. As described in Standard Eight, GSC is aware that it remains very reliant on indirect measures of learning such as course evaluations, course completion rates, graduation rates, and student satisfaction surveys; however, within the past year, significant progress has been made toward a more holistic approach that incorporates direct measures, such as cross-section assessment of capstone courses and portfolios and assessment of projects embedded within general education courses to substantiate learning outcomes. Owing to the significant portion of GSC’s instruction that occurs online, this positions the College to move far beyond observation and anecdote to document meaningful learning outcomes for its students.

Student Services and Experiences

As noted above, the College has made extensive use of the Student Satisfaction Survey as well as environmental surveillance to identify and respond to the needs and expectations of its students. Beyond the introduction and expansion of Career Services and counseling resources, the Survey has also served as the catalyst for adapting GSC’s communication related to face-to-face instruction to ensure complete congruence between its messages and the reality of opportunities for degree completion through that mode of instruction.

Predicated on feedback from students reflecting dissatisfaction with course availability, GSC was able to identify a disconnect between its description of opportunities for degree completion

through this format and the reality that resulted from the frequency with which courses were cancelled. The cancellations were the result of insufficient enrollment to support meaningful peer interaction in those courses to achieve effective teaching and learning outcomes (as well as creating an adverse financial condition for GSC). This prompted the College to undertake a focused study on the potential for offering a more concise set of programs that would be accompanied by a commitment to delivering courses required for degree completion through face-to-face instruction on a regional basis; however, the outcome of that exercise resulted in confirmation that even with this narrower set of proposed offerings, it would be difficult for GSC to ensure meaningful opportunities for learning (and particularly for peer-to-peer learning) to be able to sustain that commitment. Thus, the College is actively working to ensure alignment between its communication and this reality. At the same time, GSC will continue to offer courses through face-to-face instruction that also include a “hybrid component” that helps to introduce students to online learning and will continue to develop strategies for ensuring continued support for baccalaureate- and graduate-level education needs of communities throughout the State.

Employee Work Environment

While having fewer than 110 full-time employees (including full-time faculty) would seem to suggest an organization that is small enough to ensure good communication, the fact that employees are spread across nine physical locations, support students who are receiving instruction primarily online, rely heavily on an array of central services that are provided by USNH (and the University of New Hampshire for certain IT services), and experienced three leadership transitions between 2013 and 2015 all contributed to the challenge identified in the first **Employee Satisfaction Survey**. Beyond seeking to improve communication, the 2016 strategic plan also identified the importance of developing both a repository for policies (and practices) to ensure documentation to support consistency, and also the introduction of a staff role to steward the policy (and practice) review process and to ensure the appropriate communication and training follow. Additionally, having identified that professional development funds were consistently being underspent, the College is also introducing an approach to professional development that brings the training opportunities to staff. This addresses an underlying concern that many individual staff members did not feel they had adequate time to travel for professional development, but also allows the College to provide opportunities to more staff members and to do in a way that simultaneously builds social capital among colleagues who often work remotely from one another.

PROJECTION

- Within the next year, the College will complete implementation of Target X and make significant progress in the implementation of WEBI reporting, in partnership with the University of New Hampshire. Both of these initiatives will relieve IR of a significant portion of operational reporting responsibilities. This relief will be reflected in the ability of IR to devote more time to analytical work such as investigating the results of student outcomes assessments and more closely examining the results of student, alumni and employee surveys.
- Also within the next year the associate vice president of marketing and enrollment management will modify the website and other related marketing pieces to more fully align with opportunities available to students across the state.

- Beginning in Fall 2016 the associate dean of academic effectiveness will guide completion of the next iteration of its evaluation of learning outcomes and develop more comprehensive documentation, drawing upon the reservoir of data available within its LMS.
- By late 2017 the president will introduce a statewide advisory board to better inform the College's program development, delivery and evaluation efforts.
- Also by late 2017 the office of academic affairs will introduce a statewide healthcare advisory board to gauge the evolving direction of healthcare needs and align them with the College's program development, delivery and evaluation efforts.

CHARLES | 2012 Alumnus

"The courses were well-planned, and the curriculum was rigorous but not unattainable. I couldn't ask for more bang for my buck; the cost of my education at GSC was definitely a wise and worthwhile investment. My degree helped prepare me for the rigors of graduate school."

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

	Year of Completion		Effective Dates		URL or Folder Number
?	2010	?	2010-2012	?	2010-2012 Strategic Plan
?	2013	?	2013-2015	?	2013-2015 Strategic Plan Full
?	2016	?	2016-2018	?	2016-2018 Strategic Plan

Other institution-wide plans

Master plan
Academic plan

Financial plan
Technology plan
Enrollment plan
Capital Improvement Plan

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

?	2009	?	2009-2019	?	2009-2019 Master Plan
?	2013	?	2013-2015	?	Annual Academic Reports 2013-2015
?	2016	?	2016-2021	?	FY16-FY21 Preliminary Multi-Year Model
?	2016	?	2017	?	FY17 LRYF Portfolio
?	Quarterly	?	2010-2017	?	The Big Sheet
?	?	?	?	?	GSC Concord CIP Final Report

Plans for major units (e.g., departments, library)

?	Library	?	2016	?	2016-2017	?	Library Year End Report and Plan FY16
?		?		?		?	
?		?		?		?	
?		?		?		?	

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)

BS Health Care Management 2016
BA History 2016
BS Psychology 2014

(Insert additional rows, as appropriate.)

URL or Folder Number

?	Program Review P&P
?	Academic Program Review Schedule

?	Health Care Management Program Review
?	History Program Review
?	Psychology Program Review

System to review other functions and units

Program review schedule (every X years or URL of schedule)

n/a

Sample program review reports (name of unit or program)

n/a
n/a
n/a

(Insert additional rows, as appropriate.)

n/a
n/a
n/a

Other significant evaluation reports (Name and URL or Location)

<i>Example: Advising: www.notrealcollege.edu/advising</i>
Technology Assessment (Berry Dunn) 2015
USNH IT Strategic Plan

(Insert additional rows, as appropriate.)

Date
1995
GSC IT Assessment
USNH IT Strategic Plan

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Granite State College was created as a resource within the University System of New Hampshire (USNH) to make public higher education accessible to residents of the State who could not be well served by USNH's three residential institutions. The model was intended to be efficient, nimble, adaptive, and to simultaneously ensure quality and affordability.

As part of the University System of New Hampshire (USNH), the College is supported by USNH's comprehensive and mature governance policies, systems and resources. These include the USNH Board of Trustees, the University System (Chancellor's Office), and the Administrative Board. These afford a solid foundation and support for the College.

THE GOVERNING BOARD

DESCRIPTION

Board of Trustees

Granite State College's shared governance is framed within the University System of New Hampshire (USNH), established by the State of New Hampshire in 1963. To ensure that USNH operates as a well-coordinated system, the four member institutions— Granite State College (GSC), Keene State College (KSC), Plymouth State University (PSU), and the University of New Hampshire (UNH)—are organized under the leadership of a single Board of Trustees.

The Board of Trustees' **bylaws** charge the board with the management and authority of all property and affairs of USNH and its institutions. The board currently consists of **twenty-nine members** specified by state law including:

- Ten ex-officio members: the governor, the commissioner of agriculture, markets and food, the commissioner of education, the speaker of the house (non-voting), the senate president (non-voting), the chancellor of the university system, and the presidents of GSC, KSC, PSU and UNH. (The chancellor of the university system, and the four presidents comprise the Administrative Board.)
- Ten members appointed by the governor.
- Two students, elected in rotation by their peers at GSC, KSC, PSU, or UNH.
- Seven members elected by the alumni of each school: four representing UNH, and one each representing GSC, KSC, and PSU.

The full board meets at least four times per year, accomplishing its work through standing committees, board-designated committees, and special subcommittees including Audit, Educational Excellence, Executive, Financial Affairs, and Governance committees, and the Finance Committee on Investments.

In addition to the standing committees, an ad hoc Nominating Committee is charged with conducting annual nomination and election processes to inform, advise and counsel the board officers on the appointment of committee chairs, vice chairs, and members; and advise the board on matters relating to leadership succession. There are also two separate special committees—the Executive Performance Review subcommittee and the Compensation committee—charged with reviewing executive performance and managing executive compensation in accord with the board's established compensation policies.

Independence of Board of Trustees

New Hampshire statutes delegate broad authority to the board of trustees to protect the university system from undue external influence. The board of trustees includes members who represent the public interest, state government, business and industry, agriculture, education, alumni from each of the four institutions, and students. In 2015, through a change to statute, the speaker of the New Hampshire State House and the president of the New Hampshire State Senate (or their designees) were added as non-voting members of the board for a term that is set to expire on June 30, 2018.

Role of Students on the Board of Trustees

By statute³, there are two student trustees who are elected to serve on the USNH Board of Trustees. The election of student trustees rotates among the four USNH institutions on a staggered annual basis so that each institution has student representation for two consecutive years. To ensure voice for the two institutions that do not have an elected student trustee, the chancellor's office, in consultation with the board of trustees, created the University System Student Board (USSB). This group draws two elected student representatives from each campus (including the two student trustees) and its members attend all USNH Board of Trustees meetings.

MICHELLE | University System Student Board Representative

"As a USSB representative and participant in the President's Roundtable Discussions, I witnessed how students are encouraged to express their thoughts and ideas in order to contribute to GSC as a whole. This demonstrates Granite State College's dedication to promoting a culture of applied learning, as well as developing a community where students, faculty and staff work together."

Conflict of Interest

The **Roles and Responsibilities of Trustees** states that trustees must "comply with the letter and spirit of the board's conflict of interest policies." Prior to each year's fall meeting of the Board of Trustees, all board members must sign a statement that describes their involvement with other nonprofit organizations and business interests to identify potential conflicts. They must also promptly and fully disclose any potential conflict of interest involving any decisions or actions that come before the board. This conflict of interest process is managed by the Governance committee.

Board Review of Granite State College President

The Executive Performance Review subcommittee works with each CEO to establish performance metrics, using a rubric that is tailored to the individual institution's strategic and operational goals, and that also reflects the board's overarching expectations for financial management, human resource management, and collaborative activities across the system. The subcommittee chair is available to discuss results of performance reviews for GSC's chief executive officer upon request.

Board Assessment and Management of Risk

In 2015, the board of trustees initiated a process for regular review of enterprise risk management. In conjunction with USNH Internal Audit, each institution was required to develop an outline

³ New Hampshire RSA, Title XV, Chapter 187-A, State College and University System, Section 187-A:13 (II)(a).

of key business risks and the associated efforts to monitor, mitigate or manage those risks. The board receives quarterly updates of these reports through the Audit Committee.

University System of New Hampshire (and The Chancellor's Office)

USNH provides an array of services for the individual institutions, including Granite State College, where the benefits of coordination and scale are most evident. Included among these are the **Budget Office**, **Capital Planning & Development**, **Financial Services**, **the General Counsel & Secretary**, **Internal Audit**, **the Office of Partnerships and Shared Services Initiatives**, the **Procurement Services Office**, and the **Treasurer's Office**. The **Chancellor's Office** serves as the executive arm of the USNH Board of Trustees and, in addition to direct support for the work of the board, the chancellor also oversees the system office.

Beyond the benefits of efficiency, scale, and consistency that come from the centralization of these functions, state appropriation and state capital funding flows to the College (and to its sister institutions) through the USNH Board of Trustees and USNH. Additionally, when capital projects are undertaken with debt, borrowing is done as a system, rather than by individual institutions, through the office of the USNH vice chancellor for financial affairs and treasurer, and with approval of the board of trustees.

USNH Administrative Board

As described in **statute** (NH RSA 187-A:16.IV), the **Administrative Board**, “comprised of the chief executive officers of each component institution together with the chancellor of the university system, . . . shall be the coordinating body for the university system. The board is responsible for recommending and implementing policies and procedures which assist the campus presidents in discharging their responsibilities in such a manner as to provide for maximum institutional initiative and responsibility within a unified university organization.”

Following the governance review undertaken by the board of trustees in 2012, with greater autonomy for GSC (and its sister institutions), the “Admin Board” has become USNH’s management committee, subject to the direct governance of the board of trustees.

In this venue, Admin Board has authority to approve selected actions, but for those matters where authority has been further delegated to the institutions, information is shared for awareness rather than approval.

To support the Administrative Board, there are four advisory councils with representation from GSC, the other three campuses and USNH. These include the Academic Executive Council (AEC), the Financial Executive Council (FINEC), the Information Technology Executive Council (ITEC), and the Human Resources Executive Council (HREC). This structure, parallels the Administrative Board structure, and fosters collaboration across USNH among professional colleagues within each domain. The structure creates fora where participants can identify common needs as well as opportunities for shared solutions that make efficient use of institutional and system-level resources. These fora also ensure that system-level policies and decisions that affect Granite State College have been developed with input from representatives of the College (along with other stakeholders).

APPRAISAL

The university system office provides the College and its three sister institutions with a myriad of services that are essential to the institution and that would be more expensive, and in some cases, less effective if delivered by Granite State College. Examples of these cost-effective services include the general counsel's office, internal audit, and the benefits function to support human resources. Given the relatively small size of the institution, affiliation with the university system allows the College to leverage economies of scale as well as expertise that would be difficult for the College to afford as an independent entity. Over the past several years, GSC (as part of the university system) has been able to lower the benefits-driven fringe rate from 43% to 40% while sustaining or improving benefits and minimizing impact to faculty and staff.

Board of Trustees Effectiveness

The 2012 USNH Board of Trustees' initiative to review governance and management roles involving the board, the university system, and the individual institutions, including Granite State College resulted in restructuring relationships that have afforded the College more autonomy to pursue its unique mission and greater accountability for achieving appropriate results in the context of board-established parameters. This same process made clearer distinctions between the role of the board (and the administrative board) in establishing policies and the role of the College and the system office for implementation and management functions. Removing the ambiguity among these entities has improved the effectiveness of each.

One recent and substantive illustration of the board's effectiveness in governance relates to the need to assure learning environments that are safe for students, faculty and staff and that reflect adherence to federal and state laws, and USNH and institutional policies. In 2014, following the identification of issues on two of the university system's residential campuses the board commissioned an **independent report** of the Title IX policies, practices and procedures across the university system. This report was used both to assess the current circumstances at the College, its sister institutions within USNH and at the system level, but also to highlight the respective roles to be played by the board, the system office and the individual campuses to ensure improvement and compliance. Following this report, the board of trustees established clear, overarching policy expectations and standards for accountability, while delegating to the campuses the responsibilities for the effective management by these efforts (including training, reporting, and investigation and adjudication functions).

Another example of the board's efficacy is associated with its fiduciary responsibility and its focus on the financial management of the system and the individual campuses. Following a sharp reduction in State support that occurred in 2011, the board afforded the College (and other USNH campuses) an appropriate measure of autonomy to manage through a period of acute financial pressure. This was done without losing sight of the lasting value of responsible fiscal management. The outcome of this approach, (coupled with effective and successful efforts by the College and sister institutions to manage enrollments, to diversify revenue streams, and to introduce targeted cost-reduction strategies and system-wide efficiencies) has been to help steer the College and USNH through a period of great financial peril while protecting the interests of students and the mission of the College and its sister institutions. While state appropriations remain significantly lower in 2016 than they were in 2011, a measure of the board's success in

this endeavor is reflected by Standard & Poor's Rating Services recent upgrades in the long-term rating and underlying rating of USNH debt, moving USNH debt from "A+" to "AA-."

Meeting minutes of all standing committees of the board are publicly available on the USNH [website](#). A sample of the board's work since January 2015 illustrating the scope of their engagement may be found [here](#).

Board Self-Evaluation

The board self-evaluation is completed annually in June via a survey emailed to all board members, and the results are reviewed by the Governance committee. Complete results of the 2013-2016 surveys are available [here](#) and may be summarized as follows:

- On questions related to 2016 overall board performance, indicator rankings average 4.2 (on a 1-5 scale)
- The highest average ranking (4.6) was to the item, "The staff and support for Board and committee meetings is adequate," with the lowest (3.6) to the item, "The Board's relationship with major stakeholder groups (students, faculty, staff, alumni, public) is effective."
- Overall board performance rankings have increased every year, from 3.9 in 2013 to 4.2 in 2016
- On items related to trustee self-evaluation, indicator rankings average 4.4 (on a 1-5 scale)
- The highest average self-evaluation rankings (4.9) were to the items, "I serve in a manner that upholds and comports with the Charter and Bylaws of USNH," and "I conduct the Board's business transparently and to the highest ethical standards."
- The lowest average self-evaluation ranking (3.7) was to the item, "Outside of Board and committee, I regularly attend events and programs at one or more of the USNH institutions." Overall, results indicate that trustees believe they could/should be attending more USNH events and programs, as well as serving more often as a liaison with various stakeholders. This last finding is compatible with the College's objective for greater engagement with business and community-based organizations.

Board Assessment and Management of Risk

Minutes of the Board of Trustees and its committees show a willingness to assess and manage risk. The Audit Committee approves annual audit plans and the external auditor. The board regularly reviews each college's organizational, capital, technology, and academic plans and changes. It has added risk management to all board committee charters, and approved use of one-time funds for contingency planning and management. It is regularly briefed on enterprise risks and related mitigation activities. Not surprisingly, the board recognizes future enrollment as a major risk factor, particularly in a state and region with a declining population of traditional-age students; however, importantly, the board also recognizes that quality of academic programs and the student experience—as measured by learning outcomes, post-graduate outcomes, and student and alumni satisfaction—are the critical antecedents to successfully managing this risk. As such, the board has been willing to support investments, both in capital projects and, of particular importance to Granite State College, improved and expanded programs and student services, to mitigate these risks. Simultaneously, the board is establishing clear guidance at the governance level and seeking greater transparency and consistency from management in the adherence to established policies and best practices that address an array of issues related to the student experiences provided by each institution and to compliance with applicable state and federal laws.

PROJECTION

Having vested the leadership of each USNH campus with greater autonomy as well as greater accountability for pursuing institutional missions, the board will also challenge the leadership of the institutions to work collaboratively to fulfill its own statutory obligation “to provide a well-coordinated system of public higher education.”⁴ To this end, the USNH board has directed the Administrative Board to identify a set of collaborative opportunities in FY2017 that will reflect the benefits and synergies of working as a system. The board will hold the president of Granite State College (and of the three sister institutions) accountable for identifying and effectively implementing those initiatives.

INTERNAL GOVERNANCE

DESCRIPTION

Chief Executive Officer and President’s Cabinet

The president, reporting to the chair of the USNH Board of Trustees, is responsible for the strategic direction and operational effectiveness of the College in support of its approved mission. Each year, the president works with the leadership of the board to develop concrete measures of personal and organizational performance tied to GSC’s strategic plan, organizational leadership (for both it and USNH) and financial performance. These measures are embedded in the performance expectations of the president’s senior staff and are reflected in measures of organizational performance and effectiveness throughout the College.

The president’s leadership is supported by an administrative structure that benefits from Board and system resources described above, but also from the expertise and efforts of senior leadership within the College. The primary resource is the President’s Cabinet that includes the president, the provost and vice president for academic affairs, the vice president for finance, technology and infrastructure, the vice president for student and administrative services, and the associate vice president for marketing and enrollment management. This group meets weekly to make strategic, organizational and operational decisions supporting the general administration and direction of the College and also represents the leadership of the four divisions of the College.

Continuity Group

The Continuity Group expands the cabinet to include senior administrators and functional area leaders from across the College. This group includes the vice provosts for undergraduate and graduate education, the directors of admissions operations, advising, finance, financial aid, human resources, institutional research, and student affairs; the accreditation manager, the chief information officer, the registrar and the associate director of marketing, and the cabinet). The Continuity Group, representing approximately one-sixth of the College’s full-time employees and covering the spectrum of functional areas across the College, meets bi-weekly and serves not only in an advisory capacity to the cabinet on topics that originate with cabinet, the administrative board or with the board of trustees, but also initiates discussion and requests and recommends changes to policy and practice on issues of concern that they identify directly from “frontline” work with students, faculty, staff and other stakeholders.

⁴ New Hampshire RSA, Title XV, Chapter 187-A, State College and University System, Section 187-A:1.

By engaging this group in decision-making, the College is able to benefit from the expertise of specific individuals who are best able to inform particular decisions. This approach also mitigates the potential for unintended consequences of decisions made more narrowly. This effort to broadly engage senior managers in decisions that might otherwise fall outside of their current areas of responsibility is intentional. As the name implies, the Continuity Group is a forum in which the College seeks to prepare for future leadership succession by exposing the group to a more holistic picture of the institution.

Retention and Student Success Task Force

The mission of the Student Retention and Success Task Force (SRSTF) is to serve as a resource in gathering and disseminating relevant and detailed data about student retention and success, and to implement and promote evidence-based practices and policies that increase students' retention and persistence. The charge for the SRSTF at its inception in 2015 was to determine measures of student retention and success that are appropriate for the College's students and mission; review practices (locally and nationally) that are associated with retention and success, particularly for students who are in their first 16 credits of coursework at the College, to determine their relevance to the College's current and anticipated future students; to make evidence-based recommendations for changes to programs, practices, and policies that may be creating unnecessary barriers to student retention and success in their first several terms at the College; and to develop ways to measure and communicate the impact of such changes. The SRSTF is led by the associate dean for academic effectiveness and the director of advising, and includes representatives from academic affairs, advising, career services, information technology, institutional research, and student affairs.

Academic Affairs

A faculty voice is essential to all matters related to the curriculum, the instructional process, and learning outcomes. Owing to the unique nature of the College's structure—which relies almost exclusively on adjunct faculty to deliver the curriculum—this requires careful attention and engagement through the academic affairs committee structure, shown [here](#) and described below.

Academic Council

The Granite State College Academic Council provides administrative oversight for academic programs and policies and recommends changes in these to the president's cabinet based on the work of its constituent sub-committees (undergraduate & graduate curriculum committees, assessment task force, library committee, and institutional review board). Chaired by the provost, the academic council also executes the College's academic plan including program reviews; approval of additions and/or deletions of existing programs; development of library services and resources; and assessment of learning and teaching. The council meets six times per year or as needed.

Undergraduate and Graduate Curriculum Committees

The Undergraduate (UGCC) and Graduate Curriculum Committees (GCC) serve parallel roles for the curricula offered at their respective levels. Rosters are available [here](#). Each of these committees is charged to ensure that every course offered by the College has a well-defined rationale, a clear and concise course description with appropriate pre-requisites, and clearly

articulated and measurable learning outcomes which are mapped appropriately to degree program outcomes. These committees also ensure consistency of quality in undergraduate and graduate courses, proper sequencing of courses, and the coherence of the curricula within their respective degree programs. The committees periodically review existing course guides to determine currency. These committees meet six times per year or as needed.

Library Committee

The Granite State College Library Committee is charged with advising the college librarian on matters and decisions concerning library services and resources. The librarian chairs the Faculty Library committee which is composed of faculty members representing the divisions of undergraduate and graduate studies, the School of Education, and the nursing program. Specific responsibilities of the library committee include review of policies and procedures; recommendations for the proposed yearly budget for services and acquisitions; and the identification and review of proposed new services. The committee seeks to foster strong communication between the librarian and other teaching faculty and serve as a sounding board for new ideas and improvements. The committee meets three times per year or as needed.

Institutional Review Board

The Institutional Review Board (IRB) is the oversight body for ensuring compliance with policies regarding research with human subjects. Convening to evaluate project proposals that require review, the IRB is comprised of faculty members with appropriate research expertise, and includes at least four staff and senior faculty of the institution, plus an external researcher. The IRB reviews proposals as needed.

Assessment Task Force

This Assessment Task Force provides guidance for assessment activities, including the following: curriculum mapping; e-portfolio assessment of outcomes attainment; and others as appropriate to curricular and institutional goals. Membership is comprised of both undergraduate and graduate faculty, and staff from academic affairs (including the associate dean of academic effectiveness, the associate dean of undergraduate studies, and the assistant dean of library services), advising, and institutional research. The committee meets quarterly, and/or as needed. Recent work of this committee includes approving the revised program review process and implementing the general education outcomes assessment pilot (see Standard Four).

APPRAISAL

College Effectiveness

Granite State College's organizational structure is designed to be responsive to the needs of the College and to manage effectively in a dynamic, competitive and quickly changing external environment. These attributes served the College well during the period between 2009 and 2015 which saw increasing enrollments, the introduction of graduate degree programs, and was accompanied by four transitions (including interim appointments) in the presidency.

During this period of growth, the College identified a challenge with inconsistency across its locations under a model of regional leadership that contributed to differences in services and information flow. To address these concerns, two new positions—director of academic advising and director of admissions operations—were created in the 2015 restructuring to provide

integrative leadership in support of the student experience and student retention. These roles allowed the College to introduce a model involving College-wide functional leadership, first for advising and then for admissions. Evidence of subsequent improvements include the following: a new advising management model; a strategy for achieving and maintaining workload equity among advisors; coordination between online and face-to-face advising; a library of current outgoing communications to students; and a pilot for capturing student data during orientation events.

Commitment to expansion of student services also led to an expanded role for the director of student affairs, including leading engagement, compliance, and support services. The College also established a new position to coordinate disability and academic support services, as well as a director of career services to support students and alumni with job seeking skills, workplace opportunities, and career counseling.

The changes described above have positioned the College well to continue pursuing its mission and purposes. They have not been without challenges, however, as indicated in table below showing results from the 2016 employee survey related to organization and governance:

Table 3: 2016 Employee Survey Items Related to Organization and Governance

Item	Score	Agree/Strongly Agree
The organizational structure of the College allows it to function efficiently	2.4	44%
The current organizational structure of the College allows it to meet its mission.	2.6	59%
I am informed when there is a change in policy or practice that impacts my work.	2.6	55%
Senior leadership shares vital information about the College.	2.73	66%
I am comfortable making suggestions about how to improve the work I do.	3.14	80%
I am comfortable making suggestions that influence decisions impacting the College.	2.81	68%
Scale of 1-4, with 4 being most satisfied; n=98		

Most noticeable are the scores attributed to the organizational structure. Through subsequent review, members of the president's cabinet suggest that while the current structure is effective, its rationale was not made clear to the community at large. Significant changes such as those described earlier in this standard, while needed, were not fully explained, nor were new organizational charts distributed and discussed. What the scores may reflect then is not necessarily an inefficient structure as much as an opaque one, requiring more explication and justification. Having identified this problem, the president's cabinet, along with the continuity group, will work to improve understanding but also to refine functional relationships within the organization. Using the employee climate survey as an annual assessment will allow the College to measure progress in this effort.

Faculty Role

Over the past three years, significant investments have been made to strengthen the academic infrastructure. Accompanying the introduction of graduate programs in 2014, the College added three full-time faculty program directors for the first three graduate programs. At that same time, the College introduced a full-time faculty position to support faculty development and subsequently added the associate dean for academic effectiveness. The College also created a full-time role for an accreditation manager that is expected to evolve into a broader role encompassing institutional effectiveness. During the past year, as part of the expansion of graduate programs, the College also added two more full-time faculty roles to support new programs in education.

More recently, Academic Affairs introduced two new vice provost roles, one focusing on undergraduate studies, community college and military partnerships, and academic innovation, and the other on graduate studies, faculty affairs, corporate partnership, and instructional design. Additionally, with support from the USNH Board of Trustees (who approved a proposal from the College to reduce its operating margin target from nine percent to five percent for the next three years), the College has developed three new full-time faculty positions to strengthen the capacity of Academic Affairs to provide oversight for the curriculum and the work of adjunct faculty.

It should be noted that the increase in full-time faculty is not a departure from the current faculty model by which the College benefits from a reliable core of academically qualified, professionally engaged adjuncts who deliver most of the curriculum. Additionally, the College identifies dedicated “lead faculty” who are contracted on a project basis (or under a similar arrangement) to lead programmatic reviews, mentor newer faculty, and contribute to assessment efforts.

Students

Significant progress has occurred in securing Granite State College student representation on both the USNH Board of Trustees and the University System Student Board (USSB). Its USSB representatives were highly engaged in 2015-16. As part of their legacy, they worked to create a student advisory board that will begin meeting in the fall of 2016 to provide feedback and insight to both the USSB (and the student trustee) and to the administration. In 2016-17, periodic meetings of the Student Advisory Board will complement the regular administration of the student satisfaction survey and more recent ad hoc “student roundtables” hosted by the president to elicit input.

PROJECTION

The president’s cabinet, along with the continuity group, will work to improve understanding but also to refine functional relationships within the organization. Using the employee climate survey as an annual assessment will measure progress in this effort. The College regularly collects information from student satisfaction surveys and now employee satisfaction surveys, and makes changes to practice and/or policy as warranted. Communication about those changes has not been as clear or consistent as it could be. Going forward, the College will provide more formal communications of changes to policy and practice to ensure awareness, understanding, and consistency in implementation and application.

Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "related 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 related entity	University System of New Hampshire
URL of documentation of relationship	http://www.usnh.edu/policy/charter

Governing Board

URL

USNH By-laws	http://www.usnh.edu/policy/bylaws
Board members' names and affiliations	https://www.usnh.edu/trustees

Board committees

URL or document name for meeting minutes

? Executive Committee	http://www.usnh.edu/bot/meetings.shtr
Audit Committee	http://www.usnh.edu/bot/meetings.shtr
Educational Excellence Committee	http://www.usnh.edu/bot/meetings.shtr
Financial Affairs Committee	http://www.usnh.edu/bot/meetings.shtr
Governance Committee	http://www.usnh.edu/bot/meetings.shtr
Finance Committee for Investments	http://www.usnh.edu/bot/meetings.shtr

(Insert additional rows as appropriate.)

Operating Staff and PAT Staff Committee	https://my.granite.edu/gsc-organization
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Major institutional committees or governance groups*

URL or document name for meeting minutes

President's Cabinet	President's Cabinet Meeting Minutes
Continuity Group	Continuity Group Meeting Minutes
Retention and Student Success Task Force	Retention and Student Success Task Force Meeting Minutes
Academic Council	Academic Council Meeting Minutes
Undergraduate Curriculum Committee	Undergraduate Curriculum Committee Meeting Minutes
Graduate Curriculum Committee	Graduate Curriculum Committee Meeting Minutes
Library Committee	Library Committee Meeting Minutes
Institutional Review Board	Institutional Review Board Meeting Minutes
Assessment Task Force	Assessment Task Force Meeting Minutes

(Insert additional rows as appropriate.)

*Include faculty, staff, and student groups.

Standard 3: Organization and Governance (Locations and Modalities)

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

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Main campus	Concord	NH	1972	446
<input checked="" type="checkbox"/> Other principal campuses	n/a	n/a	n/a	n/a
<input checked="" type="checkbox"/> Branch campuses	n/a	n/a	n/a	n/a
<input checked="" type="checkbox"/> Other instructional locations	Berlin	NH	1979	8
	Claremont	NH	1979	160
	Conway	NH	1980	276
	Lebanon	NH	1980	92
	Littleton	NH	1980	72
	Manchester	NH	1978	502
	Nashua	NH	2012	14
	Portsmouth	NH	1978	367
	Rochester	NH	1991	385

Distance Learning, e-learning

First on-line course

First program 50% or more on-line

First program 100% on-line

Date Initiated

9/1/99

AY 2004-05

1/1/06

Enrollment*

1094

<input checked="" type="checkbox"/> Distance Learning, other Modality		Date Initiated	Enrollment*
	n/a	n/a	n/a

<input checked="" type="checkbox"/> Correspondence Education		Date Initiated	Enrollment*
	n/a	n/a	n/a

<input type="checkbox"/> Low-Residency Programs Program Name		Date Initiated	Enrollment*
	n/a	n/a	n/a

Definitions

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

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

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

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

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

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

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

* Report here the annual unduplicated headcount for the most recently completed year.

STANDARD FOUR: THE ACADEMIC PROGRAM

The foundation for Granite State College's academic programs is an institutional mission of providing access to high quality academic programs. Early in the College's history, access was defined as bringing the quality programs of the University System of New Hampshire to residents who were unable to attend the traditional campus programs. Now, with over forty years of successfully providing nontraditional students access to a college education, the College is critically examining what this concept of access will mean for the quality academic programs of the twenty-first century.

DESCRIPTION

Rationale for Degrees

The degree offerings at Granite State College are a direct reflection of an institutional vision articulated in the current *College Catalog*:

Granite State College will be nationally recognized as a leader in meeting the academic needs of adult students by offering programs and services of the highest quality that address the educational and workforce priorities of our state and regions.

While the institutional vision has remained constant, the curriculum has undergone continual evolution in response to changing demographics, technology, and workforce needs. The current roster of degree programs at the associate, baccalaureate, post-baccalaureate, and master's level are a direct reflection of this evolution. The introduction of bachelor's degrees leading to teacher certification in General Special Education, the RN to BSN, and the Master of Science are examples of how changing workforce needs are providing the basis for introducing new programs into the curriculum.

Coherent Design

A collaborative academic governance process between the Office of Academic Affairs (OAA) and the applicable curriculum committee (undergraduate or graduate) ensures that degree programs are designed consistently with a common set of criteria for each degree to address the domains of knowledge, methods of inquiry, and scaffolding of content appropriate for the degree level. In the undergraduate programs, curriculum design also addresses alignment of the courses in the major (or concentration, in the case of the associate degree) with the general education curriculum, as well as provisions for free electives. Both the bachelor's and the master's degrees require integrative capstone courses for students to synthesize the skills and knowledge from their disciplinary area of focus with current research in the field to reach a new, higher level of understanding.

APPRAISAL

Granite State College has a long tradition of assisting students to maximize their transfer credits, and of shortening the time and money needed to complete a degree via transfer agreements, transfer pathways, and degree completion programs. This flexibility in no way negates the importance of curricular integrity, however, and the Office of Academic Affairs (OAA) is continually assessing the coherence of each program via the program review process. For many students, coherence is demonstrated even before they begin classes at GSC via the assessment of prior learning process (described in detail later), which has been designed to align with nationally

recognized best practices and ensure that students receive credits appropriate to the context of the curriculum to which they are enrolling. For all students, coherence is achieved through the underlying similarities of all degree programs (a combination of general electives, major courses, and electives) and evident in the degree of consistency in course completion rates (available [here](#)).

Demonstrating consistency is one of the stated goals of every program review. For example, one issue with coherence that was identified and addressed through program review is the current Individualized Studies major. Until 2008 it was a baccalaureate major in “Self-Design” that allowed students to maximize the number of transfer credits applied or pursue areas of study the College did not offer. While each student’s proposed curriculum for a Self-Design major was reviewed and approved by the OAA to ensure that minimum requirements were met, there were no stated program outcomes or restrictions on the content of the major, often resulting in a lack of coherence. In 2008, the title of the major was changed to Individualized Studies, and **program outcomes** were developed to align with the same standards for curricular coherence as all other majors.

PROJECTION

Every academic program review must show evidence of curricular coherence by addressing the following requirement: does the curriculum have a well-defined and reasonable rationale, and is it appropriately sequenced? Program reviews require that faculty demonstrate this by documenting how all the courses in the program, taken together, prepare students to demonstrate proficiency in their program-specific capstone course.

ASSURING ACADEMIC QUALITY

DESCRIPTION

Academic Oversight and Program Review

Oversight of all programs—at all locations, in all delivery modalities—is the responsibility of the OAA, led by the provost. Academic program reviews are conducted in accordance with GSC (and USNH) policy, following the processes, system of governance, and review schedule in *The Academic Program Review Handbook of Policies and Procedures*, available [here](#).

Academic Planning & Evaluation

Academic planning forms one of the four “pillars” of the **strategic plan**. Referred to in the strategic plan as “Responsive Educational Programs,” this item charges academic leadership with ensuring that all students receive the highest quality, most relevant education possible. Specifically, it outlines how the OAA will deliver and assess a highly relevant curriculum, invest in academic programming, and recruit and retain high quality faculty members.

Writing Proficiency

To ensure that writing skills are sufficient to analyze, synthesize, and communicate clearly, associate degree students are required to take a minimum of two courses (ENG500-The Writing process and CRIT501-Critical Inquiry) with a significant focus on developing the ability to

communicate effectively in writing. Bachelor's degree students are required to take two additional courses (CRIT502-Conducting Critical Inquiry and a communications class), which focus on more advanced rhetorical strategies and the writing conventions for their fields of study. Course syllabi are available [here](#).

A recent pilot program to develop a common set of learning outcomes for undergraduate integrative capstones across the curriculum included an assessment of writing proficiency. A small group of faculty teaching capstone courses articulated the specific competencies required for students to be considered proficient in the professional or scholarly discourse for their fields of study. These criteria and levels of performance were then refined into rubrics currently being piloted in select capstone courses.

At the graduate level, the integrative capstone project, required of all graduate students, includes substantial writing requirements that are evaluated using common rubrics (available [here](#)). Students also create a professional narrative in the e-Portfolio that augments and relates to their learning in each course.

SHELBY | 2010 Alumna

"GSC provided me with the undergraduate degree to pursue an MFA. I am now a full time professor at a large university teaching my passion—interior design. GSC got the ball rolling towards my goal, prepared me for the intensity of grad school and gave me the confidence to continue on with my studies."

APPRAISAL

Academic Program Review

In 2015, the newly hired associate dean of academic effectiveness and the assistant dean of undergraduate curriculum examined the program review process. Several improvements were proposed and approved by the appropriate curriculum committee. Effective Spring 2016, academic program reviews now follow guidelines from the Association for the Assessment of Learning in Higher Education and require evidence of measurable alignment of course outcomes to program outcomes using a standardized [template](#). Examples of curricular revisions based on the most recent program reviews are outlined in the E-Series forms and sampled [here](#).

Several programs have also been vetted via external program accreditation. The RN to BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). Programs within the School of Education are authorized by the New Hampshire Department of Education and currently awaiting approval for accreditation by the Teacher Education Accreditation Council (TEAC). The M.S. in Project Management was recently accredited by the Project Management Institute Global Accreditation Center. All of these accrediting bodies require evidence of peer review. For those programs which do not require an external process of accreditation, evidence of external perspective on the program is demonstrated through one or more of the following: analysis of similar academic programs at other institutions; advisory groups from relevant industries; external reviewers from outside institutions.

Academic Planning & Evaluation

Every year, OAA reports to the Educational Excellence committee of the USNH Board on the accomplishment of the previous year's academic objectives. Below are selected items from the most recent academic reports (available [here](#)):

Table 4: Selection of OAA Goals and Accomplishments 2013-2015

OAA Goals	Achievements
Expand access to affordable, quality education, allowing students to increase their social mobility	<ul style="list-style-type: none"> • Began clearly articulating transfer pathways between CCSNH degree programs and Granite State College degree programs • Removed cap of 78 credits in transfer from community colleges to allow the full 90 credits to be transferred in from two year institutions if the credits are applicable to the bachelor's degree
Advance academic innovation	<ul style="list-style-type: none"> • The School of Education implemented the educator toolkit for all new students to allow real-time student teaching evaluation • Full roll-out of Field Placement Faculty initiative, which blends online learning with on-site supervision of clinical experiences
Strengthen the student-centered environment	<ul style="list-style-type: none"> • Implemented new faculty orientation and onboarding overseen by the director of faculty development • Developed new two-year course schedule based on course demand and program requirements
Focus on performance outcomes for students	<ul style="list-style-type: none"> • Embedded simulation activities in MGMT621- Managing Conflict F2F course in partnership with Primex. Began planning for converting simulations for use in online courses • The office of graduate studies continued the implementation of utilizing rubrics consisting of professional standards aligned with levels of proficiency to assess student work relative to industry standards
Maintain distinction as a pioneer in personalized education	<ul style="list-style-type: none"> • Became a charter member of the Consortium on the Assessment of College Equivalence (CACE), which allows the College to benchmark granting of college equivalency credits with other member institutions

Reporting academic accomplishments to the USNH board ensures that the mission and academic achievements are well-understood and supported and provides an additional layer of accountability.

Writing Proficiency

As an indirect measure of writing proficiency, the vast majority (96%) of bachelor's and master's candidates pass their required integrative capstone courses, which include a formal literature or scholarship review and an integrative paper demonstrating proficiency in the methods of inquiry and writing conventions for the applicable academic discipline. Direct assessment occurred in the 2016 pilot project discussed in the general education section below. Writing proficiency was assessed in approximately 75 students in three general education outcomes: 1) Critical Inquiry – write with clarity; 2) Written Communication – think analytically; and 3) Written Communication – write with clarity. For this pilot, work was assessed on a very basic rubric; 71% of student work products met the assessment criteria and 29% did not. This is slightly below the average of all assessed general education outcomes (79% met, 21% not met) but, as also discussed below, the sample size is still not large enough to draw definitive conclusions.

Based on this pilot, the OAA determined that ensuring consistency in the content and instructional approach of three courses—*ENG500-The Writing Process*, *CRIT501-Critical Inquiry*, and *CRIT502-Conducting Critical Inquiry*—across all sections needed to be established in order for assessment of students' writing proficiency to yield useful data for building on strengths and addressing deficiencies.

PROJECTION

Academic Program Review

In an effort to increase the quality and quantity of external perspective, the Office of Academic Affairs will propose the following program review policy to Academic Council for review by early 2017:

1. An analysis will be requested from an external reviewer who is either a professional in the field or a faculty practitioner from another institution familiar with nontraditional college curricula and students. The draft program review report will be shared with the reviewer, along with any specific recommendations for the program.
2. The president will establish active advisory boards that—among other duties—serve as additional external reviewers.

Writing Proficiency

Resources currently being considered to increase writing proficiency include: (1) a centralized online repository to provide continuity of grammar, syntax, and citation resources for all courses; (2) guidelines clarifying the writing standards for faculty teaching courses not designated ENG; and (3) faculty training in specific strategies to reinforce the writing competencies introduced in *ENG500-The Writing Process*, *CRIT501-Critical Inquiry*, and *CRIT502-Conducting Critical Inquiry*. Academic Council will consider final recommendations by Fall 2017 based partially on the results of the assessment pilot project described elsewhere in this standard.

UNDERGRADUATE DEGREE PROGRAMS

DESCRIPTION

All undergraduate programs maintain an appropriate balance among the primary components of the degree: general education to introduce students to a range of knowledge domains and provide a foundation for specialized study; the major or concentration to develop proficiency in a specific knowledge domain and its methods of inquiry; and general electives to provide opportunities for self-selected learning to serve individual goals and interests. Degree requirements are scaffolded from introductory to advanced, as reflected in the program outcomes for each degree. These outcomes are developed using Bloom's Taxonomy of Educational Objectives to ensure an appropriate progression of learning within the concentration or major. The undergraduate program outcomes show a clear distinction between expectations for the associate degree and those for a bachelor's degree, with the focus at the associate level on proficiency in basic concepts theories, and methods of inquiry, and the focus at the baccalaureate level on integration and application.

APPRAISAL

The number of undergraduate program offerings has more than tripled since 2010, with programs introduced since then accounting for 49% of total enrollment in 2016, as shown here. Enrollment in most recently introduced programs is healthy, particularly in Early Childhood Education, Nursing, and Human Services. However, two programs—Health Information Management and Service and Hospitality Management—currently have no students enrolled and will need to be critically evaluated at their next scheduled program reviews in 2018.

PROJECTION

In the near future the Office of Academic Affairs will focus on assessing and strengthening the current roster of undergraduate degree programs, paying special attention to the long-term viability of several chronically under-enrolled programs. In the event that programs are phased out, the College will plan carefully to ensure that all enrolled students are given the opportunity to complete their degrees at GSC.

GENERAL EDUCATION

DESCRIPTION

The general education program is founded on fostering intellectual curiosity and preparing students to realize their full potential in a complex and changing world. Learning outcomes for the general education program (available [here](#)) embody the institution's definition of an educated person. Students are required to complete thirty-two credits in general education courses for the associate degree and forty credits for the bachelor's degree.

The general education program undergoes review every five years to ensure its effectiveness, which the College defines as close alignment with the current context for higher education, including workforce development, as well as adult students' need for new learning that is personally relevant. In preparation for the next scheduled program review of general education in 2018, the OAA has begun to assess student proficiency in the institutional learning outcomes for

general education, as demonstrated in courses meeting the current general education categories: critical inquiry; written communication; quantitative inquiry; oral communication; American culture; cultural inquiry: international; arts and humanities; scientific inquiry; and social science. This assessment cycle began with a pilot in the Winter 2016 term to align the institutional student learning outcomes with the appropriate courses in which to measure them (mapping of outcomes available [here](#)). Course instructors then selected the most appropriate assignments for determining whether or not students had met the applicable institutional learning outcome(s).

APPRAISAL

Assessment of the General Education program currently relies on both indirect and direct evidence. Indirectly, the most recent undergraduate student satisfaction surveys show students reported a slight increase in their skills and knowledge related to problem-solving in the workplace and the standards for upper-level coursework, suggesting that revisions to the curriculum in 2013 to improve critical inquiry, written and oral communication, and quantitative reasoning may have had an effect on students' confidence in their skills and knowledge in these areas. Interestingly, however, there is a direct relationship between students' self-reported learning experiences and the number of credits they have earned at GSC. Students who have taken 48 or more credits at the College are more likely to answer affirmatively to these questions than those who have taken 12 or fewer credits. This is discussed in more detail in Standard Eight.

MS STUDENT

"For over two years, I've been a dedicated volunteer for my local humane society as a committee member for four of their fundraising events. I've also been actively involved in coordinating and managing two of their social media sites. My experiences with this animal shelter have been wonderful as I've been able to implement what I've learned from my GSC courses concurrently with my volunteer experiences."

Direct evidence comes from the Winter 2016 assessment pilot that—despite its small sample size (362 students)—was successful in providing an initial data set addressing the general education learning outcomes:

Table 5: Winter 2016 Assessment Pilot Results

General Education Categories and Outcomes	Assessments by faculty of student work				
	Met	% Met	Not Met	% Not Met	Grand Total
American Culture: Participate in citizenship and community	20	95%	1	5%	21
American Culture: Think analytically	46	75%	15	25%	61
Arts and Humanities: Practice thinking in and across areas of knowledge	17	81%	4	19%	21
Arts and Humanities: Think analytically	17	85%	3	15%	20
Communication: Communicate effectively	38	90%	4	10%	42
Communication: Engage with diverse individuals and groups	38	90%	4	10%	42
Critical Inquiry: Apply knowledge in real-world settings	49	74%	17	26%	66
Critical Inquiry: Evaluate information critically/Evaluating claims	46	75%	15	25%	61

Critical Inquiry: Evaluate information critically/ Crafting arguments	25	66%	13	34%	38
Critical Inquiry: Participate in citizenship and community	44	83%	9	17%	53
Critical Inquiry: Read with comprehension	15	65%	8	35%	23
Critical Inquiry: Think analytically	8	57%	6	43%	14
Critical Inquiry: Write with clarity	16	67%	8	33%	24
Quantitative Inquiry: Apply knowledge in real-world settings	23	74%	8	26%	31
Quantitative Inquiry: Reason with numbers	23	74%	8	26%	31
Quantitative Inquiry: Reason with numbers	23	82%	5	18%	28
Scientific Inquiry: Practice thinking in and across areas of knowledge	31	91%	3	9%	34
Scientific Inquiry: Reason with numbers	32	82%	7	18%	39
Scientific Inquiry: Think analytically	32	82%	7	18%	39
Social Science: Engage with diverse individuals and groups	48	79%	13	21%	61
Social Science: Practice thinking in and across areas of knowledge	58	89%	7	11%	65
Written Communication: Think analytically	18	69%	8	31%	26
Written Communication: Write with clarity	21	75%	7	25%	28
Total Assessments	688	79%	180	21%	868

This initial data set appears encouraging. Most student work (79%) met the desired outcome across the general education categories. As shown above, there are potentially significant variations in the level of achievement in several outcomes. For example, achievement in the outcome “Critical Inquiry: Think analytically” is shown as 57%, whereas “American Culture: Think analytically” is 75%, with other outcomes still higher. It would be premature, however, to draw conclusions from such a small sample size. Most importantly, the pilot initiated substantive collaboration that led to the faculty work teams developing more sophisticated assessment rubrics (available [here](#)) that closely align to the general education outcomes.

The College has clearly and consistently articulated the curricular role of four of the nine general education requirements and the initiatives underway to assess their effectiveness: critical inquiry; written communication; quantitative inquiry; and communication. The courses addressing these outcomes are offered in comparatively limited numbers and have clearly identifiable goals and objectives. However, the remaining general education categories—American culture; cultural inquiry; international; scientific inquiry; arts and humanities; and social science—are not as well-defined, both from the perspective of what should be required and the feasibility of assessing effectiveness, and they are addressed in a much larger number of courses. Further study is needed to determine whether the latest iteration of these general education requirements meets its intended purpose.

PROJECTION

In Fall 2016 the pilot will be continued with the new rubrics in four core areas. Assessing student work against expectations as *met or not met* will continue, but with new rubrics that recognize four levels of achievement against the expectation. The goal is to assess a statistically significant

sample before the General Education program review in 2018. The College is committed to the four core outcomes described above and they will remain unchanged. The remaining outcomes—American culture; cultural inquiry: international; scientific inquiry; arts and humanities; and social science—require further examination to ensure that they align with the learning outcomes for general education.

THE MAJOR OR CONCENTRATION

DESCRIPTION

Granite State College currently offers six associate degree programs, 27 baccalaureate programs, and six master's programs. In addition, the College offers 21 post-baccalaureate teacher certification programs, including initial certifications, additional certifications for already certified teachers, and advanced endorsements for special education teachers. The associate degrees are designed to provide sound educational foundations for either entry-level careers or further education. Bachelor's degrees are divided between those that offer traditional liberal arts-based majors (e.g. English, History, Psychology) and those that provide more career-specific curricula (e.g. Operations Management, Allied Health Leadership, Nursing). Graduate degrees have been selected to meet current professional needs in both business and education.

APPRAISAL

All available indirect evidence shows that students value the knowledge and experiences gained in their majors. In the most recent (2016) student satisfaction survey, the question differs slightly across programs, but the results are uniformly encouraging, as shown below:

Table 6: 2016 Student Satisfaction re: Academic Major

Survey Item	Rating
I would recommend my major program to other students (undergraduate)	3.47 (n=274)
The extent to which I use knowledge gained at GSC in my job (post-baccalaureate)	3.93 (n=71)
The relevance of course content to my work/life (graduate)	3.57 (n=42)
Scale of 1-4, with 4 being most satisfied	

Similarly, when alumni were asked to rate their experiences with their capstone courses, 92% agreed/strongly agreed that the project engaged their interest, with 92% agreeing/strongly agreeing that it was sufficiently challenging.

PROJECTION

Beginning in 2017 the Office of Academic Affairs will assess student achievement in the concluding capstone courses required of every program. This will provide both direct evidence of student achievement and the ability to establish a benchmark by which to assess all programs to ensure consistency. Those programs that show evidence of achievement below the benchmark will be required to provide a remediation plan in their next program review.

GRADUATE DEGREE PROGRAMS

DESCRIPTION

Expectations/Resources

Master's degrees at Granite State College are designed to provide students with an experience demonstrably more rigorous in breadth and depth than the undergraduate degrees, as evidenced in the program outcomes and course requirements, and the program review process includes evaluation of these taxonomies. For example, an evaluation of the MS Management degree outcomes compared to the BS Business Management shows there are at least five taxonomy verbs typically associated with upper-level knowledge and skills (apply, manage, adapt, cope, innovate) as compared to one upper-level taxonomy verb (manage) at the undergraduate level, as noted in the master degree's curriculum maps.

Faculty

The organizational structure for the graduate programs differs from the undergraduate structure in several ways, notably in the appointment of a full-time faculty member to serve as program director for each graduate degree, much like a traditional department chair. This faculty member is expected to have either a terminal degree in the field or significant professional experience, preferably both, and serves as the subject matter expert in the respective curricula.

As discussed in Standard Six, graduate adjunct faculty are selected on the basis of their academic credentials, their professional achievements and—possibly most important—their “fit” with adult learners. As of March 2016 there are 28 adjunct faculty members assigned to the graduate school: ten have earned terminal degrees; seven have graduate degrees plus additional professional credentials (i.e. Project Management Professional certification); the remaining have earned graduate degrees in addition to extensive professional experience. The majority of graduate faculty teach at the graduate level only.

Students

Students report that the available degrees and majors are the dominant factor in selecting graduate programs, followed by available employer tuition benefits and online flexibility. Admission to the master's programs is more selective than undergraduate or post-baccalaureate programs—a 3.0 GPA average on the last 60 credit hours, or a 3.0 GPA at the graduate level, a personal statement, letters of reference, and a current resume. All graduate applications are reviewed by a program director and/or vice provost for academic affairs. The Master of Science in School Leadership programs with School Principal and Library Media Specialist certification have additional admission requirements to ensure that candidates are appropriate to meet the competencies required by New Hampshire Department of Education for these two certifications.

Cohesive Curriculum

All graduate programs were created in collaboration with faculty, approved by the Graduate Curriculum committee, culminating in an integrative course that includes a capstone project. The capstone research project reinforces the cohesiveness of the curriculum by providing students with a structured opportunity to broaden, deepen, and integrate the knowledge and skills acquired in prior courses and experiential activities through pursuit of a project directly applicable to their specific professional interests and/or occupational foci.

APPRAISAL

Faculty

As discussed in Standard Six, faculty teaching in the graduate programs are meeting or exceeding student and College expectations. On end-of-term student evaluations, the average graduate faculty evaluation is 4.2 on a 1-5 scale, compared to 4.3 for undergraduate faculty. Student satisfaction scores are also comparable, with the notable exception of graduate faculty teaching in blended courses, who achieved the highest rating among all faculty in the item “Quality of instruction”.

As noted earlier, one-third of the graduate faculty have earned terminal degrees, which is appropriate for several reasons. First, terminal degrees in several of the disciplines (i.e. project management, library media specialist) are still comparatively rare and the cost of securing them may not outweigh the benefits. Second, degrees focus on professional rather than research skills and are thus best-positioned to draw from the experiences of credentialed faculty-practitioners. Finally, the College has made every effort to ensure that those responsible for the academic content and integrity of the degrees—the program directors—are doctorally-prepared. Additional information about GSC faculty may be found in Standard Six.

Students

Evidence of graduate students achieving learning outcomes is discussed in detail in Standard Eight but summarized briefly here. To date, the College has collected assessment data from approximately 3,500 graduate student assignments via the ePortfolio platform Chalk & Wire. The average assessment of all assignments is between “basic” and “proficient,” and there is a consistent increase in assessment scores as students progress through their programs. Also, each program has seen its average scores increase since their introduction, evidence of successful efforts at continuous improvement. Alumni of the graduate programs also report that the degrees earned assisted them in securing employment, provided relevant workplace knowledge and skills, and represented a good value for the money invested (survey results available [here](#)).

PROJECTION

As the first graduate program reviews are created, there will be a special emphasis on industry-aligned learning outcomes as measured by project-based learning and student narrative self-assessment with faculty feedback, using rubric-guided faculty assessment as outlined in Standard Eight.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

DESCRIPTION

Availability of Required and Elective Courses

Program and course requirements (both required and electives) are made available to students through various sources, including the undergraduate and graduate catalogs, the website, and a personalized degree audit provided by the registrar’s office. Each student is assigned an academic advisor, who regularly reaches out to the student and offers suggestions on appropriate course planning from term to term. In addition, each term a course schedule guide is produced and available in hard copy and via the website, sharing the available courses for registration for the upcoming term.

Careful attention is paid to create a balanced course schedule each term, to ensure that multiple options for elective and required courses are available across all programs. In the event of low enrollments in courses, a number of alternatives are taken into consideration in an effort to support a student's continued program progression, including alternative course selection, low-enrolled classes, and **independent learning contracts**. To date, independent learning contracts have not been needed for students in the graduate programs, but will be offered to the student if the need arises.

Credit Awards

Granite State College's **policy for awarding credit** is in compliance with the federal definition of credit hour. For each credit hour, the College requires, at a minimum, the equivalent of three hours of student academic work each week. Academic work includes, but is not limited to, direct faculty instruction, e-learning, recitation, laboratory work, studio work, field work, performance, internships, and practica. Additional academic activities include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Students enrolled in online and hybrid courses are required to meet the same learning outcomes as in face-to-face courses and are expected to complete an equivalent amount of work.

Credit for Prior Experiential Learning

Over the past year (Winter 2015 – Fall 2015), 16% of active matriculated undergraduate students had met a portion of their degree requirements with credit for prior experiential learning. The following chart illustrates the role that PLA credit plays in students' degree plans:

Table 7: Analysis of Incoming Transfer Credits

Total number of transfer credits (PLA + regionally-accredited)	33,224
Percentage of transfer credits from PLA sources	16% (5,440 cr)
Of Total PLA Credits	
Percentage of PLA Credits from Pre-approved Sources*	86% (4,711 cr)
Percentage of PLA Credits from Demonstrated Learning**	13% (729 cr)
*Pre-approved sources include those evaluated by the American Council on Education, the National College Credit Recommendation Service, and Granite State College	
**Demonstrated sources include testing and portfolio assessment	

The evolution of the current undergraduate PLA program began in 2007, when administration and oversight were shifted from the Office of Learner Services to the Office of Academic Affairs, which included the new position of director of individualized learning to oversee the integration of the personalized learning options. This shift recognized the importance of individualized PLA advising and planning, as well as appropriate integration of prior learning credit awards into students' curricula.

PLA is at its heart an academic activity, addressing the fundamental question of the relationship between experience and formal education. As a result, in 2013 the Office of Academic Affairs embedded an examination of this relationship into a general education course required for all bachelor's degree candidates: *CRIT502-Conducting Critical Inquiry* (syllabus available [here](#)).

CRIT502 also includes a branching PLA lesson assignment to ensure consistency and access to PLA options at the College and to standardize the PLA planning process to maximize potential credit awards and prevent duplication of credit. The director of individualized learning trains the academic advisors in the role they play in the collaborative PLA advising model.

In early 2016, recognizing the importance of experiential learning credit for traditional-age students in the form of workplace internships, the provost secured funding for an experiential learning manager to develop, manage, and support experiential learning opportunities for students including internships and the review of workplace training for college equivalence. It is initially a one-year appointment, with the possibility of continuance.

Validity of Credit Awards

The College has taken several steps to ensure that its practices for granting PLA credits are consistent and valid. First, the PLA program was added to the regular cycle of academic program reviews and is scheduled for review in 2018-2019. Another important step resulted from an invitation in 2013 to become a charter member of the Consortium for the Assessment of College Equivalence (CACE) to promote a set of national standards for awarding college credit for workplace training. Thomas Edison State University has operationalized these standards by developing a rubric that can be adopted by any college to ensure the integrity of credit awarded for non-collegiate instruction. After confirming that the rubric aligns with GSC's standards for reviewing its own academic programs, the College adopted it in order to apply national standards to the determination of academic credit for non-collegiate instruction (available [here](#)). To ensure standards for awarding credit for experiential learning through portfolio assessment, two new rubrics have been developed: one for awarding credit for a specific GSC course, the other for awarding credit for learning outcomes not equivalent to a specific GSC course. The latter rubric (available [here](#)) is based on the **Global Learning Qualifications Framework (GLQF)** developed by SUNY Empire State College.

Accepting Undergrad Transfer Credit

GSC awards transfer credit for courses taken from regionally-accredited institutions: up to 44 credits for the associate degree and up to 90 credits for the bachelor's degree. The OAA provides guidelines and criteria to the admissions office for determining the GSC equivalence of these courses and their curricular placement in individual students' plans of study. The College participates in the **NH Transfer Program**, a state-wide initiative to promote resources and support for New Hampshire students in order to map the most seamless, efficient and cost effective pathway to degree completion. Granite State College receives a larger share of CCSNH students transferring into the USNH system than any other institution in the system.

The College accepts transfer credits for courses with a grade of C or higher, from regionally accredited institutions, or equivalents by way of prior learning inclusive of appropriate college level testing, professional licensure, training and/or certification deemed equivalent by appropriate academic affairs personnel. Determination of course equivalencies rests with the assistant dean of undergraduate curriculum, who reviews potential equivalencies for appropriate course level(s), description, and taxonomy in learning outcomes.

All course equivalencies, with rationale, are disclosed to the student, admissions coach, adviser and the registrar's office. Course equivalencies and rationale are recorded to the Transfer

Equivalency System (TES), and/or the NH Transfer Articulation System (ARTSYS) for the Community College System of New Hampshire by appropriate personnel. Policies, procedures and information pertaining to transfer and articulation are published in the academic catalogue and the Granite State College website.

Accepting Graduate Transfer Credit

Students may transfer a maximum of nine credits into two of the master's programs: M.S. in School Leadership with Library Media Specialist Certification; and M.S. in School Leadership with School Principal Certification. In the M.S. in Instruction and Leadership program, prior Granite State College credits earned in non-degree status or post-baccalaureate certification will apply to the residency requirement if the credit is applicable to the student's approved degree program. The other three master's programs allow no transfer credits. The specific residency requirements for the master's degree are listed [here](#).

Decisions to award graduate transfer credit are made by the graduate admissions office. An appeal to a decision not to accept transfer credit may be made, in writing, to the vice provost for academic affairs, or designee.. If this is unsuccessful, final appeal may be made, in writing, to the provost and vice president for academic affairs.

Award of Grades

Faculty retain discretion over grading in their courses. To assist faculty in framing appropriate grading methodology, general guidelines are listed in the faculty handbook (available [here](#)), and include using a common grading scale, posting of final course grades to the registrar's office, and identifying grading options for extenuating circumstances such as incompletes, administrative failures, etc.

Academic Honesty and Integrity

Granite State College firmly believes that integrity and honesty are inherent to its mission and values and thus has established practices to reinforce that plagiarism and cheating are unacceptable in any form and will not be tolerated by the College. These policies are clearly stated in the faculty and student handbooks, as well as the college catalog. Students who engage in such activities will be subject to serious disciplinary action.

Distance Education

Every Granite State College course has been designed to ensure that it features appropriate, achievable learning outcomes that align with the overall program outcomes, as well as the mission of the College. These outcomes are the same regardless of how the course is offered, whether online, hybrid, blended, or intensive. Thus, the levels of knowledge, learning, and understanding are equivalent and consistent with the educational objectives.

Regardless of program or modality, all students have access to the same support resources, including academic advising, career counseling, disability services, and academic support. Ensuring faculty availability for students at a distance is a high priority for the OAA. This expectation is made clear to faculty at the time of hire and continually monitored via student feedback and metrics from the Moodle learning management system(LMS).

Online Verification

Upon initial registration, students automatically receive an account that provides access to all online services via MyGranite.edu. Students must then create their own strong passwords before using college resources. Protocol for creating a strong password is provided on the IT support page (available [here](#)).

Students using the College's network agree to abide by and are subject to the terms and conditions of the Granite State College Networking and Computing Acceptable Use Policy (available [here](#)). This allows the College to provide quality services and maximize productivity while protecting the rights of all members of the community.

All users in Moodle land on an attestation page (available [here](#)) the first time they log in, where they acknowledge and accept the following statement:

“I pledge that as a member of the Granite State College learning community, I will maintain the highest standards of honesty, integrity and personal responsibility. I will abide by college policies on academic honesty and on the acceptable use of technology. I am committed to creating an environment of respect and mutual trust.”

There has been only one reported instance of academic dishonesty involving online verification which occurred several years ago; the student was sanctioned according to College policy.

APPRAISAL

Credit Awards

Because 78% of the College's credits are for courses offered online, the Office of Academic Affairs (OAA) has been focused on ensuring that electronically mediated courses demonstrate compliance with the credit hour policy. This work has been focused on two methodologies. First, where feasible the online courses have been designed to duplicate the outcomes, standards, and assignments of face-to-face courses and require roughly the same amount of engagement to complete successfully. Second, the OAA has been developing methods of determining how much time a student actually spends engaged in an online course.

In the course design and construction process, faculty and instructional designers use their experience to estimate how long each activity would take the average student. When the course is activated, it can be automatically “scanned” for the occurrence of select activities, which can then be assigned an average completion time. Although this method does not account for activities conducted outside of the course shell, it can serve as an early warning, prompting the OAA to investigate further. Similarly, OAA is testing a model (available [here](#)) by which faculty can self-assess the time associated with each activity. To date the model has only been tested on a relatively small number of faculty, but in each instance the estimated student engagement time was above the minimum required by College policy.

Required and Elective Courses

An analysis of the Summer 2014 through Spring 2015 terms shows that of approximately 1,200 courses scheduled, only 12 percent required cancellation. The rate at which courses are cancelled varies across delivery modalities, as shown below:

Table 8: Scheduled Courses by Location/Delivery | Summer 2014 – Spring 2015

Location	Scheduled	Cancelled
Claremont	41	11 (27%)
Concord	72	16 (22%)
Conway	54	5 (9%)
Lebanon	11	8 (73%)
Littleton	16	7 (44%)
Manchester	60	10 (17%)
Nashua	17	5 (29%)
Portsmouth	61	15 (25%)
Rochester	58	6 (10%)
Online	835	73 (9%)

As expected, the locations with the smallest student populations (Lebanon and Littleton) have the most difficulty running courses as scheduled. In general, however, the Office of Academic Affairs is able to predict quite accurately which courses students need to maintain progress toward graduation, and these courses run as scheduled almost 90 percent of the time.

Courses that run with seven or fewer students are labeled “low-enrolled” and currently account for about 20% of active courses on a given term, more than half of which are capstone courses, demonstrating the College’s (especially the faculty’s) philosophical dedication to helping students make progress toward graduation. The faculty compensation schedule for low-enrolled courses (described in Standard Six) allows the College to offer these courses at no financial risk.

Data from student satisfaction surveys suggest the availability of face-to-face courses is not meeting student needs or expectations, most notably at the undergraduate level. Here, students place great importance (3.79 out of 4) on the survey item “Availability of courses to complete degree in a reasonable time,” yet report satisfaction at 3.16. This gap (0.63) between expectation and satisfaction is one of the largest of all survey items.

Credit for Prior Experiential Learning

The OAA has been successful in developing an advising model for PLA that is fully integrated into each student’s goal-setting, degree-planning, and professional development. The model for Prior Learning Assessment (PLA) and experiential learning was presented at the PLA Summit on the Global Learning Qualifications Framework sponsored by SUNY Empire State College in November 2014.

The OAA has also been successful in aligning standards for awarding credit for prior experiential learning with standards for awarding credit for GSC curricula. This success is based in large part on the establishment of the position of associate dean of academic effectiveness in 2015, which

has given the College the capacity to develop assessment standards that apply across learning modalities.

Implementation of CACE standards for the review of workplace training programs for college equivalence has begun to ensure that new reviews are meeting national standards, which include a common understanding of the standards on the part of all constituencies involved. Resources have been allocated to reevaluate the college equivalence of New Hampshire law enforcement and fire service training to ensure that credit awarded for current training is the training sponsor's current curriculum, standards, and methods of performance evaluation.

Overall undergraduate graduation rates would suggest that students with transfer credit, including credit for prior experiential learning, are successful in completing their undergraduate education at GSC and that, in general, PLA credit awards are appropriate. Students earning undergraduate credit through PLA have the highest retention rates of any group, 82%, compared to the College undergraduate average of 69%. Still, additional data collection and analysis is needed to ensure that the needs of students with credit for prior experiential learning are being fully met. A more in-depth analysis of retention data may be found in Standard Eight.

Academic Honesty

Detecting and sanctioning academic dishonesty can be a delicate task. Faculty and staff, however, pride themselves on their ability to distinguish between a) inadvertent plagiarism resulting from lack of knowledge of the conventions for citing sources and lack of skill in applying them and b) deliberate cheating. The OAA supports “the teachable moment” at which instructors use their discretion to determine if punitive action is necessary. The associate dean for undergraduate programs works with faculty to discuss possible scenarios and guides the faculty on how to proceed with the student. In addition, the Library & Research Commons contains resources and tutorials that provide instruction in avoiding inadvertent plagiarism, while at the same time acknowledging the seriousness of the offense.

Also, in early 2015 the originality checking software Turnitin was added to the Moodle LMS. These two factors contribute to minimal instances of academic dishonesty. Over the period of Winter 2013-2015, a total of three cases were filed during each of the first two terms of this period. Since then, there has been an average of one case per term.

Distance Education

In general, there is parity between how students perceive the quality of face-to-face courses and their online/hybrid counterparts. Data from the most recent student satisfaction survey show the following:

Table 9: 2016 Student Satisfaction Across Delivery Modalities

	Face-to-Face	Online	Blended
Faculty accessibility	3.68	3.31	3.35
Quality of instruction	3.61	3.28	3.39
Overall course rating	3.55	3.37	3.37
1-4 scale, with 4 being most satisfied; n=742			

Several other measures also demonstrate consistency across modalities and locations, as shown below:

Table 10: GPA and Course Completion Rates, AY 2014-2015

Delivery	Total Courses	GPA or Better	% C Rate	Completion
Online	9559	3.6	80%	91%
Independent Learning Contracts	237	3.6	91%	94%
Post-Baccalaureate	126	3.8	94%	97%
Face-to-Face				
Claremont	170	3.5	80%	87%
Concord	529	3.6	89%	96%
Conway	491	3.4	76%	92%
Lebanon	16	3.5	75%	94%
Littleton	42	3.7	95%	95%
Manchester	457	3.6	89%	96%
Nashua	62	3.6	94%	97%
Portsmouth	435	3.6	90%	96%
Rochester	469	3.5	89%	96%

Grade point averages are consistent, as are overall course completion rates. Of note, however, is the difference in rates between the students who earn a C or better and the overall completion rate, which includes grades of D, and which—depending on the program—may not count towards graduation. The 11% gap between the percentages of students earning a C or better and of those completing in online courses aligns with other grading data and is not surprising. What is interesting, however, is the gap at several instructional locations, notably the 16% gap Conway.

Accepting Undergraduate Transfer Credit

The 2015-2016 one-year retention rate for all GSC undergraduate students was 69%. Students arriving with transfer credits, however, were retained at consistently higher rates, as shown below:

Table 11: 2015-2016 Retention Rates

	All GSC Undergraduate Students	All Transfer Students	Transfers from CCSNH	Transfers from Outside CCSNH
All Undergraduate	69%	76%	79%	72%
Bachelor	74%	78%	82%	75%
Associate	54%	61%	63%	59%

Transfer students from within the Community College System of New Hampshire (CCSNH) account for 52% of all incoming transfer credit and have the highest retention rates of all groups. That CCSNH students—particularly bachelor's degree seeking students—elect to continue at GSC and are among the most successful stresses the importance of the mission and the students it seeks to serve.

PROJECTION

Credit Awards

Once the engagement-time assessment model becomes more refined (late 2016), it will be completed by faculty in sufficient numbers to form a statistically valid sample size, after which it will be incorporated into the new faculty onboarding process to ensure that new faculty are aware of their obligations to the credit hour policy.

Availability of Required and Elective Courses

As the College's program offerings have grown, it has struggled to successfully deliver all programs at instructional locations. This prompted the College to undertake an extensive review of program enrollment trends, as well as term-to-term enrollment patterns to determine whether offering only a subset of programs face-to-face at specific locations would allow the College to make more reliable commitments to classes and degree completion at those locations; however, this analysis only reinforced concerns that limited actual demand would result in too many low enrollment classes that would adversely affect teaching and learning and create financial challenges for the College.

As a result of this analysis, the College, while not abandoning face-to-face courses, will continue to strengthen online and hybrid courses. In particular, to help students with no previous online exposure transition to online courses, more hybrid and blended courses are being added to the course schedules, and by the end of 2017 the College hopes to incorporate an online component into all face-to-face courses.

Credit for Prior Experiential Learning

A full academic review of the PLA program is scheduled for 2018. One of the primary focus areas for the review will be data collection and analysis to compare the academic achievement of students awarded PLA credit with those who are meeting their degree requirements with courses from GSC and other regionally-accredited colleges. Specifically, areas for study prior to 2018 include:

- How does the number of PLA credits earned correlate to academic success?
- Does the type of PLA credit earned serve as a predictor of success?
- Are there workplace experiences that can consistently be translated into PLA opportunities?
- Do students who earn PLA credit but bring no transfer credits succeed at the same rate as those students who bring a combination of both?

Data informing the answers to these questions will allow the College to advise potential PLA-seeking students more effectively and to ensure that the PLA assessment protocols are as effective as possible.

The Office of Academic Affairs will continue to align standards for awarding credit for prior experiential learning with standards for awarding credit for GSC curricula by calibrating the newly-developed rubrics for portfolio assessment. In addition, implementation of CACE standards for review of workplace training programs for college equivalence has begun.

Accepting Undergraduate Transfer Credits

As discussed above, the rate of transfer student retention exceeds that of the general GSC population, but the College would like to learn more about this group. Questions for critical inquiry for Office of Academic Affairs staff over the next year include:

- Does the number of transfer credits accepted increase the likelihood of retention? This could affect how academic advisors direct incoming students.
- Does the sending institution have an impact on retention at Granite State College? Should the College be forging stronger relationships with high-outcome institutions?
- Are certain academic programs more likely to result in retention?

Also, to ensure that students take substantial upper-level major credit courses at GSC, the following guidelines have been adapted and will reflect in the *2016-2017 Catalog* for transfer credits:

Sixteen (16) credit hours of Upper Level major coursework must be taken at GSC. The integrative capstone is included as part of the 16 credits. In certain limited situations, students may request a course substitution from the Assistant Dean of Undergraduate Curriculum/ Associate Dean, School of Education (in consultation with content area faculty) to allow a course in a closely related discipline to apply toward this total. Integrative capstones must be taken at GSC. *CRIT 502 Conducting Critical Inquiry* must be taken at GSC with the exception of students seeking their second bachelor's degree.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE								0
Other Campus FTE								0
Branches FTE								0
Other Locations FTE	203	795	40					1,037
Overseas Locations FTE								0
On-Line FTE	84	364	39					487
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	287	1,159	79	0	0	0	0	1,524
Unduplicated Headcount Total	355	1,458	106					1,919
Degrees Awarded, Most Recent Year	145	369	42					556

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE			
Other Campus FTE			
Branches FTE			
Other Locations FTE	14		17
Overseas Locations FTE			
On-Line FTE	36		93
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	50		110
Unduplicated Headcount Total	92		167
Certificates Awarded, Most Recent Year	n.a.	n.a.	93

Notes:

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

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

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

For Fall Term, as of Census Date		3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
Certificate						
?						
	Total	-	-	-	-	-
Associate						
?	AA General Studies	174	158	151	124	122
	AS Behavioral Science	61	60	54	45	44
	AS Business	97	104	85	81	79
	AS Communicatn Sciences & Disors		2	15	15	15
	AS Early Childhood Education	57	64	72	90	88
?	Undeclared					
	Total	389	388	377	355	348
Baccalaureate						
?	BA English				16	16
	BA English Language Arts	38	50	71	63	62
	BA History	6	19	20	22	22
	BA Humanities		2	2	2	2
	BA Individualized Studies	106	45	35	17	17
	BA Liberal Studies	3	2	2	1	1
	BA Math Studies	18	22	23	27	26
	BA Social Studies	11	19	27	34	33
	BS Accounting and Finance	8	31	52	65	64
	BS Allied Health Leadership			5	15	15
	BS Applied Studies	156	130	161	138	135
	BS Behavioral Science	141	67	39	19	19
	BS Business Management	313	292	258	269	264
	BS Communication Studies	4	21	28	26	25
	BS Criminal Justice	71	71	73	55	54
	BS Digital and Social Media		2	12	9	9
	BS Early Childhood Education	115	107	111	100	98
	BS Health Care Management	76	84	91	58	57
	BS Health and Wellness		6	6	5	5
	BS Human Resources Administration		2	17	23	23
	BS Human Services			21	47	46
	BS Individualized Studies	30	23	16	14	14
	BS Information Technology	35	54	55	60	59
	BS Marketing		3	11	21	21
	BS Nursing	8	45	68	98	96
	BS Operations Management		1	11	19	19
	BS Psychology	118	173	182	189	185
	BS Public Service Management			1	8	8
	BS Service & Hospitality Mgmt			1		-

BS Social Science		4	10	21	21
BS Technology Management	8	13	17	17	17
Undeclared					
Total	1,265	1,288	1,426	1,458	1,433
Total Undergraduate	1,654	1,676	1,803	1,813	1,781

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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

Full Year

For Fall Term, as of Census Date

	3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
Certificate					
?					
Total	-	-	-	-	-

Associate

?	AA General Studies	239	247	241	208	204
	AS Behavioral Science	87	94	73	59	58
	AS Business	150	155	129	139	136
	AS Communicatn Sciences & Disors		14	19	24	24
	AS Early Childhood Education	97	107	120	134	131
?	Undeclared					
Total		573	617	582	564	553

Baccalaureate

?	BA English			13	24	24
	BA English Language Arts	60	66	93	84	82
	BA History	25	25	28	30	29
	BA Humanities		1	1	3	3
	BA Individualized Studies	110	73	38	24	24
	BA Liberal Studies	4	3	2	1	1
	BA Math Studies	26	26	30	37	36
	BA Social Studies	18	26	41	45	44
	BS Accounting and Finance	19	48	71	88	86
	BS Allied Health Leadership			13	22	22
	BS Applied Studies	217	223	237	221	217
	BS Behavioral Science	169	89	50	23	23
	BS Business Management	433	415	385	378	370
	BS Communication Studies	12	28	38	33	32
	BS Criminal Justice	119	117	111	91	89
	BS Digital and Social Media		4	12	12	12
	BS Early Childhood Education	169	159	146	143	140
	BS Health Care Management	99	114	113	97	95
	BS Health and Wellness		8	9	6	6
	BS Human Resources Administration		20	25	36	35
	BS Human Services			42	76	74
	BS Individualized Studies	57	35	24	20	20
	BS Information Technology	63	71	83	93	91
	BS Marketing		13	16	27	26
	BS Nursing	25	71	106	134	131
	BS Operations Management		8	18	27	26
	BS Psychology	203	245	270	281	275
	BS Public Service Management			5	17	17
	BS Service & Hospitality Mgmt			1	-	-

BS Social Science		12	15	22	22
BS Technology Management	13	17	24	21	21
Undeclared					
Total	1,841	1,917	2,060	2,116	2,073
Total Undergraduate	2,414	2,534	2,642	2,680	2,626

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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

?

For Fall Term, as of Census Date

3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
--------------------------------	-------------------------------	-------------------------------	--------------------------------	-------------------------------------------

Master's

?	Project Management	59	57	48	38	32
	Leadership	19	37	39	53	46
	Management			15	15	13
	School Leadership: Principal Cert					8
	School Leadership: Librarian Cert					2
	School Leadership: Media Center					1
	Instruction and Leadership					4
	Total	78	94	102	106	106

Doctorate

?						
	Total	-	-	-	-	-

First Professional

?						
	Total	-	-	-	-	-

Other - Post Baccalaureate Teacher's Certification

?	CS0 General Spec Educ Certificate	134	144	75	47	39
	CS10 GSE, Secondary Mathematics			1		
	CS10 Secondary Mathematics, Gr 7-12	1	6	7	8	7
	CS11 Early Childhood	4	13			
	CS11 English for SOL	2	2	2	2	2
	CS12 Early Childhd Ed & EC SPED	1	1	13	20	17
	CS13 GSE and Elem Ed			74	34	28
	CS2 GSE, Intellectl Dev Disabil			1	4	3
	CS2 Intelctcl & Devlpmt Disablties	3	5	3	5	4
	CS3 GSE, Learning Disabilities			1	4	3
	CS3 Learnng Disablties Program	2	8	8	11	9
	CS4 GSE, Emotional Behavior Disorder			4	8	7
	CS4 EmoBehav Disorders Certificate	6	14	13	9	7
	CS5 Elementary Educ Program	2				
	CS6 Early Childhood Spec Educ	9	13			
	CS7 GSE, Reading and Writing Teacher			1	1	1

CS7 Reading and Writing Specialist	7	5	5	4	3
CS7 Reading and Writing Teacher	1	2	1	3	2
CS8 GSC ESOL, Eng Speakers Other Lang			1	1	1
CS9 GSE, Mathematics, Grades 5-8				1	1
CS9 Mathematics, Grades 5-8	1	3	2	5	4
Total	173	216	212	167	138
Total Graduate	251	310	314	273	244

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

?

Full Year

3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
--------------------------------	-------------------------------	-------------------------------	--------------------------------	-------------------------------------------

Master's

?	Project Management	82	72	65	59	56
	Leadership	35	66	70	79	76
	Management		9	17	25	24
	School Leadership: Principal Cert				6	10
	School Leadership: Librarian Cert				1	3
	School Leadership: Media Center					2
	Instruction and Leadership				2	5
	Total	117	147	152	172	176

Doctorate

?						
	Total	-	-	-	-	-

First Professional

?						
	Total	-	-	-	-	-

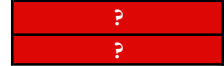
Other - Post Baccalaureate Teacher's Certification

?	CS0 General Spec Educ Certificate	216	120	91	71	59
	CS10 GSE, Secondary Mathematics			1	2	2
	CS10 Secondary Mathematics, Gr 7-12	3	10	18	12	10
	CS11 Early Childhood	12	2	1	-	
	CS11 English for SOL	3	5	3	3	2
	CS12 Early Childhd Ed & EC SPED	21	37	26	29	24
	CS13 GSE and Elem Ed		110	101	67	56
	CS2 GSE, Intellectl Dev Disabil			4	8	7
	CS2 Intelctl & Devlpmt Disablties	6	11	8	13	11
	CS3 GSE, Learning Disabilities			2	4	3
	CS3 Learnng Disablties Program	5	16	27	26	22
	CS4 GSE, Emotional Behavior Disorder			5	7	6
	CS4 EmoBehav Disorders Certificate	6	25	21	19	16
	CS5 Elementary Educ Program	5				-

CS6 Early Childhood Spec Educ					
CS7 GSE, Reading and Writing Teacher			1	3	2
CS7 Reading and Writing Specialist	8	9	7	8	7
CS7 Reading and Writing Teacher	4	4	6	4	3
CS8 GSC ESOL, Eng Speakers Other Lang			1	1	1
CS9 GSE, Mathematics, Grades 5-8			2	1	1
CS9 Mathematics, Grades 5-8	4	5	3	6	5
Total	293	354	328	284	237
Total Graduate	410	501	480	456	413

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Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)



Full Year

3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
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Undergraduate

	3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
ACCT		72	184	372	365
APST	60	94	86	146	143
ARTS	1156	1,160	1,176	908	890
BEHS	433	404	544	672	659
CMPL	2932	1,566	1,052	934	915
COMM	1958	2,132	2,774	2,734	2,679
CRIM	724	816	1,048	760	745
CRIT	2792	2,792	4,158	4,104	4,022
ECO	536	836	600	796	780
EDU	2470	2,936	3,049	3,198	3,134
ENG	3341	3,596	3,698	3,218	3,154
HIS	1504	1,652	1,728	1,996	1,956
HLTC	912	1,308	1,764	1,540	1,509
HUMN	1256	1,540	1,220	1,400	1,372
IDIS	708	556	696	676	662
INST	476	309	332	284	278
MATH	2454	2,366	2,236	2,444	2,395
MGMT	6738	7,428	7,916	7,836	7,679
MKTG			44	136	133
NUR	130	532	617	856	839
POL	1112	820	736	476	466
PSY	3876	4,108	3,808	4,108	4,026
SCI	2888	2,672	2,368	2,136	2,093
SDLR	72	73			-
SOC	1076	1,072	996	1,028	1,007
SOSC	988	836	852	844	827
TCHM		8	4	20	20
Total	40,592	41,684	43,686	43,622	42,748

Post Baccalaureate

ABA	8	84	45	21	17
EDU	3710	4,480	4,016	3,139	2,605
MATH	60	116	160	180	149

Total	3,778	4,680	4,221	3,340	2,771

Graduate

ACCT		24	18	36	36
COMM	72	75	81	90	90
EDU				102	102
HRM			15	-	-
LD	357	402	435	564	564
MGMT		51	126	120	120
PM	1035	960	831	864	864
Total	1,464	1,512	1,506	1,776	1,776

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

STANDARD FIVE: STUDENTS

Granite State College understands the importance of providing a learning environment that extends beyond the walls of the traditional classroom. Although there is no such thing as a “typical” Granite State College student, 2015 data show the following: 76% were non-traditional students (age 25 and older); 87% were NH residents; and 89% of graduates will likely remain in NH. The remaining 13% of students are distributed amongst 39 other states. Some key demographics are shown in the table below:

Table 12: GSC Student Demographics, Fall 2015

	Average Age	Female	Male	Full-time	Part-time
Undergraduate	34	69%	31%	25%	75%
Post-Baccalaureate	37	81%	19%	9%	91%
Graduate	40	58%	42%	16%	84%

Granite State College students are discerning. They have consistently rated online availability, program options, and cost as primary reasons for choosing Granite State College. Most are pursuing higher education to meet specific needs in their lives; they are busy, and they expect a return on their investment of time and money. To meet their needs, the College has designed a comprehensive network of services to help students proceed from enrollment to graduation and beyond while upholding the College’s commitment to affordable tuition by avoiding unnecessary or redundant services.

ADMISSIONS

DESCRIPTION

Admissions Policies

The general admission policy accepts all undergraduate applicants who have earned a high school diploma, completed a high school education in a homeschool setting under state law, or demonstrated high school competency through successful completion of a GED, High School Equivalency Test (HiSET), or Test Assessing Secondary Competence (TASC). Several specialized baccalaureate programs stipulate additional admissions criteria, outlined in the undergraduate catalog and website. School of Education standards of admission align with state certification requirements for post-baccalaureate teacher certification.

The College’s graduate studies programs have appropriately more rigorous criteria, discussed in detail in Standard Four. All admission criteria are clearly outlined in the *Undergraduate* and *Graduate Studies* catalogs and the [website](#).

Student Inquiries & Enrollment

To reach the adult student population, brand storytelling has always been a cornerstone of the College’s marketing strategy, which has historically focused on traditional direct mail, print, radio, and television advertisements. After experiencing enrollment growth, the Communication and Marketing department sought to integrate its **student-centered marketing strategy** in the digital environment to maintain, manage, and grow its reach online. The College explored several marketing automation software providers and in late 2014 adopted HubSpot because

of its content marketing components and vast portfolio of educational resources for marketing personnel. The “inbound marketing” approach precipitated by use of HubSpot has helped to build the College’s brand, convert website visitors into inquiries, and has contributed to the ability to nurture accepted applicants to enroll.

Student inquiries to the College are directed to enrollment experts in the **Online Enrollment Center** (OEC), a centralized University System of New Hampshire (USNH) operation created in January 2014 to respond to prospective students for all USNH institutions. The OEC employs three enrollment counselors specifically assigned to support the College. Enrollment counselors receive program- and college-specific training to support enrollment goals. OEC management participates in project meetings (most recently for implementation of TargetX, online admissions application, high school recruiting, and nursing program marketing planning). Enrollment counselors work directly with students from the time inquiries are received until students are admitted into a degree program. Enrollment counselors regularly reach out to Granite State College advising and department staff for additional support with individual student questions, and work closely with prospective students until their applications are complete.

Once the applications are complete and the applicants are admitted by the College, students are assigned to admissions coaches (undergraduate), the coordinator of recruitment (School of Education), or program directors (graduate). Admissions coaches provide undergraduate applicants with a general introduction to the College, basic financial aid information and refer students to academic advisors for program-specific consultation and details about transfer credit options. The coordinator of recruitment for the School of Education works specifically with post-baccalaureate students to provide program information, review state certification requirements, make course recommendations, and host teacher certification information sessions. Admitted graduate students work directly with program directors from enrollment to graduation.

ITEM FOR SPECIAL EMPHASIS

Attaining enrollment objectives for the MSL program and sustaining enrollment in the MSPM program

In a letter dated April 22, 2013, the Commission requested an update on continued success in attaining enrollment objectives for the Master of Science in Leadership program and sustaining enrollment in the Master of Science in Project Management program. In total, those degrees—plus the subsequently approved Master of Science in Management—have exceeded total enrollment objectives in three of the past four years, as shown below:

Table 13: Graduate School Enrollment, 2012-2016

Projected/Actual Enrollment					
Program	2012	2013	2014	2015	2016
MS in Leadership	0/2	10/35	25/66	58/70	62/81
MS in Management	-	-	-/9	37/17	26/26
MS in Project Management	35/73	55/82	85/72	73/65	82/59
Total	35/75	65/117	110/147	168/152	170/169

Between 2012-2015, total enrollment in graduate programs achieved 491 students on a projection of 412 students, exceeding targets by 19%. However, much of this initial growth came from an initial surge of USNH employees, and the College realizes that sustaining the 2012-2014 growth rate is not probable. For this reason, projections for 2017 are flat.

APPRAISAL

Admissions Effectiveness

In the past five years the College has increased new program options available for students in undergraduate, graduate, and post baccalaureate study. At the same time, the number of **Community College System of New Hampshire** (CCSNH) transfer enrollments at the College has almost doubled in the past six years (from 141 in 2010 to 268 in 2015), evidence that its programs align well with the needs of transfer students for quality, affordability, and flexibility. Although the CCSNH campuses have experienced a slight decline in enrollment and degree completion in recent years, this has yet to impact undergraduate transfers. Still, in recognition of this trend, the College will need to safeguard its position as an institution of choice for community college students by continuing or growing its current outreach at CCSNH campuses.

Because almost 80% of incoming students have already demonstrated academic readiness (via transfer credits) at other institutions, math is the only course taken early in a student's degree plan with an assessment screen. Before enrolling in MATH 502 a student must meet one of several prerequisite options : acceptable scores on Accuplacer Arithmetic and Elementary Algebra assessments; approved exemption based on previous high school transcripts: a grade of C or better in both Algebra and Geometry taken within the last five years; SAT Math score of 500+ or ACT Math score of 18+ within five years of registration; or successful completion of the ALEKS Program Math Tutorial as determined by the College math faculty. Students who struggle to meet the prerequisites are referred to peer tutors, Khan Academy, and/or ALEKS to continue skill building.

Student Inquiries & Enrollment

Although the College has more than tripled the number of applications accepted in the past six years, the percent of enrollees has dropped. In 2010, 91% of applicants enrolled, compared to 51% of applicants enrolled in 2015. The College suspects the decline can be attributed to an increase in digital inbound marketing through which more students get exposure to the College and apply with a “no commitment” free application. Additionally, within the past year, the College has discerned a pattern of “bulk applications” by students from high schools outside of New Hampshire which utilize its application for the National College Application Week and other college access initiatives that focus on the experiential benefits of college application completion, regardless of intent to enroll. To date, none of these applicants has enrolled.

In 2013, the College invested in Salesforce, a customer relations management system used to manage communication with inquiries and students. In 2016 the College further upgraded its version of Salesforce to Target X (a communications management provider built off the Salesforce platform) in an effort to develop strategic outreach messages and support for inquiries, applicants, and students. This coincided with investment in two new director-level positions in advising and admissions. Together, with new leadership in marketing, these teams are collaborating on creating consistency in enrollment and communications strategy and processes.

Following a thorough communications audit and gap assessment, a senior admissions coach has emerged as a TargetX “power user” and has been designated as the customer relationship management (CRM) specialist, serving as a subject matter expert with advanced CRM training and expertise. With coordination from marketing, the CRM specialist will provide regular training and support to staff so that data can be more easily accessed and shared by all departments using the TargetX system.

Online Application & Process

Most applicants apply online via an application found on the granite.edu website, and in 2016 students reported satisfaction with the process (3.6 on a 1-4 scale). However, some programs (such as Nursing) have additional requirements for acceptance and the current online application does not prevent applicants from completing an application for a program for which they do not meet admission criteria. In these instances, students are granted conditional acceptance contingent on providing proof that they meet the admission requirements to become fully accepted. If an academic advisor determines that a student cannot meet the requirements, the student is notified and advised to meet with an academic advisor to select a new program in which the requirements are met. To address this and other opportunities for process improvements, the College has prioritized the need to develop a new online application with advanced features that will identify whether or not the student meets the admission criteria prior to the application being submitted.

Further, the current admissions process has elements that are still very manual and unique based on the application type. There is a need to streamline, simplify and automate the four different application types and processes associated with them.

PROJECTION

Based on recent enrollment activity, the College expects online, out-of-state applicants will continue to increase. A new initiative has been funded (\$70,000) to support applications from active duty service members by providing a tuition discount equal to the Granite State College cost-per-credit less the federal tuition assistance amount.

Development and implementation of a single mobile-designed online admission application which is integrated with the CRM will provide a professional interface for all student applicants. Using conditional displaying of questions and uploading document feature, it will further streamline the process for students. From an admissions perspective, it will mean significantly less time spent in a system of record (Banner) for manual admissions decisions and processing. As part of the development of this new application, the College will review and assess the entire admissions process so that it scales in accordance with growing business needs and volume. Utilizing the Lean Process model for process engineering, the College will take a holistic view of the entire lifecycle process from first contact through acceptance.

Based on an analysis of enrollment outcomes for prospective students served by the OEC and by GSC’s own admissions coaches and recruiters, GSC will work directly with its own prospective students, beginning with undergraduate prospects and eventually transitioning so that both post-baccalaureate and graduate prospects are served directly by GSC staff members.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

Advising

Once admitted, each student is assigned a personal academic advisor (undergraduate), field placement faculty (School of Education), or program director (graduate), who supports the student by providing course recommendations and career guidance, monitoring academic progress, and enlisting further academic assistance when necessary. To support this personalized approach and to improve consistency in services and processes, four additional staff have been added to the academic advising team, including a new director of advising and director of career services. All undergraduate advisors have been trained in the Appreciative Advising model via a graduate-level course designed by Granite State College and led by a Plymouth State University faculty member. All advisors are members of the National Academic Advising Association (NACADA), adhering to NACADA guidelines. School of Education students are assigned to field placement faculty with experience in teacher certification requirements. Graduate students are assigned to program directors with workforce experience and/or discipline-specific education.

Financial Aid

Approximately 70% of students receive federal student loans (average annual amount \$5,945) and approximately 50% receive Pell grants (average annual amount \$3,559). Financial aid for students is managed centrally by the **office of financial aid in Concord**. The financial aid awarding policy is to initially award aid only for direct costs. A student may request, in writing, a change to their financial aid award to reflect a change in enrollment, an increase in loans to cover other education related expenses, or decline all or part of the award. The admission coaches at each location help with the financial aid process by collecting documents from students, providing general financial aid information, and contacting students who are missing information. The professional staff of the office of financial aid are solely responsible for determining eligibility for aid, reviewing satisfactory academic performance, originating loans, and reconciling all Title IV funding.

Average FY2016 GSC undergraduate debt upon graduation (\$19,073) is lower than the national average (\$28,950) and considerably lower than New Hampshire's average (\$33,410), which is one of the highest in the nation. Cohort default rates (11.4% in FY2012) are slightly lower than the national average (11.8%), but higher than the NH average (7.4%). Very few (18 in FY2015) Granite State College students require private loans.

The financial aid staff explains the financial aid award and advises students through their financial aid decisions, such as how much to borrow. Recognizing that this knowledgebase is valuable at the instructional locations, the director of financial aid and the bursar began to deliver extensive training to admissions coaches in FY2014. Today, trainings are held on an ongoing basis to ensure that staff are well-versed in financial aid and tuition payment procedures, policies, and new developments. Further, senior admissions coaches now maintain membership in the **New Hampshire Association of Student Financial Aid Administrators**. The staff of the Office of Financial Aid have attended specialized professional development training through the **National Association of Student Financial Aid Administrators** and hold professional credentials in a variety of financial aid topic areas, including: Federal Pell Grant, Direct Loans,

Return of Title IV Funds, Cost of Attendance, and Satisfactory Academic Progress. Granite State College is proud to have grown the skillset of its staff and increase the quality of service to students. At the same time, the College is highly aware of the behavior and habits of online students, who demonstrate a preference for self-service.

Before students are able to receive the federal Direct loans they must complete entrance counseling through the Federal Student Aid website maintained by the U.S. Department of Education. This informs students of their rights and responsibilities as borrowers as well as provides information about repayment options. Typically this is done once and is valid for the entire time that student attends the College. Students are also asked to complete exit counseling when they graduate or stop attending.

Student Orientation

Prospective and newly enrolled students are invited to participate in undergraduate **new student orientations**, post-baccalaureate information sessions, or graduate orientations. Face-to-face orientations at the locations and online orientations introduce students to academic services including online tutoring, a virtual library, degree evaluations, student accounts, career services, and support staff. In addition, every term the College provides two online live webinars focused on orientating students to eLearning+, the College's online learning system, and a self-paced eLearning+ tutorial available on demand. Students unable to participate in an orientation are encouraged to contact an advisor for one-on-one support on an as needed basis.

Academic Support

As the number of students engaged in online learning has grown, the College has adapted the ways in which it provides academic support to those students. The College has engaged web-based student support services such as Smarthinking and Turnitin. Smarthinking provides online tutoring service to provide content specific support in writing, mathematics, and science, and Turnitin offers another avenue for automated and faculty feedback on writing and mechanical errors, as well as screening for grammatical errors and improper citations. Available on demand, these services partner well with the mission of the College to provide access to students. In the winter of 2016, the college added the position of student disability services (SDS) and academic support coordinator to be both responsive to student academic need and assist students in navigating the Americans with Disabilities (ADA) process. This position works closely with academic advising to strategically align support services with student needs and allow all students equal access in both online and face-to-face learning environments. The SDS/Academic Support coordinator is currently in the process of developing a comprehensive model for on-ground tutorial services (peer to peer) at the instructional locations to supplement Smarthinking and offer face-to-face tutoring for students who are taking on ground courses or those who are willing to come on-site for academic assistance.

ALEXIS | Claremont

"I wanted to thank you for suggesting the AmeriCorps program to me during the spring semester. I am extremely excited to be a victim advocate and I want to thank you because without you I may not have come across such a wonderful opportunity like this."

Student Disabilities Services

Granite State College **Student Disability Services** is committed to helping students become engaged, self-advocating, independent learners. The College is 504/ADA compliant and will offer reasonable accommodations to students who request such assistance and can provide necessary documentation. Accommodation plans are then tailored to the student and the disability. Common accommodations include additional time for tests, quizzes and written assignments. The office also connects students with resources such as digital text, low-cost assistive technology, and community based resources such as vocational rehabilitation. There are currently approximately 40 students on ADA plans as of Spring 2016, or roughly 2% of the total population.

Student Information

The College's policies concerning the collection, security, retention, and disposal of student records are outlined in the undergraduate and graduate catalogs as well as the student handbooks. The registrar adheres to guidelines established by the American Association of College Registrars and Admissions Officers (AACRAO). In addition, the College complies with the state and federal policies including the Family Educational Rights and Privacy Act (FERPA). All student academic records are centrally located in the registrar's office in Concord and records related to ADA are located in the office of student services. All appropriate student academic records, documents and departmental communications are saved as electronic images to the student record within the student information system. All staff members are oriented on policies and trained on procedures for handling secure information and files. Both the offices of the registrar and student services have focused on moving older, paper student files to the electronic format. This will allow for greater efficiency when alumni or previous students request a transcript or return to the institution for additional education.

Military Support

More students with **military experience** are enrolling at Granite State College. During FY10, military/veteran students were 5% of total enrollments; in FY16, enrollment has more than doubled to 11%. Since inception of the state-mandated **National Guard Tuition Waiver** in 1997—which ensures that members of the NH National Guard receive a tuition waiver and out-of-state guardsmen receive in-state tuition rates—\$1.8 million in tuition waiver benefits has been awarded to 391 students, including over \$550,000 in FY2016 and more than \$700,000 projected for FY2017. The number of guardsmen receiving waivers has increased from 5 in 1997 to 148 in 2015. Success rates of military students are comparable to the general population, as shown below:

Table 14: 2014-2015 Retention Rates; 2015 Graduation Rate

	All Students	Military and/or Veterans
1-Year retention rate	66%	74%
2-Year retention rate	47%	52%
Graduation rate	53%	51%

Designated as a Military Friendly® school for the past seven years, Granite State College represents the top tier of institutions who provide the best opportunities for military service

members and spouses. The College has a full-time military outreach specialist dedicated to service member and veteran contact and—in addition to honoring benefits for all other service branches—waives the majority of tuition for members of the New Hampshire Air National Guard. Beginning in September of 2016 the College is bringing on a full-time Military and Veteran’s Benefits Coordinator to further support service members on maximizing their benefits.

APPRAISAL

Responses from the 2016 student satisfaction survey indicate that students are generally satisfied with the services they receive, as shown in the table below, followed by a more in-depth discussion of each area:

Table 15: 2016 Student Satisfaction Survey Results

Item	Undergraduate	Post-Bacc	Graduate
Orientations	3.44	n/a	3.12
Financial aid process	3.52	3.15	3.68
Admissions process	3.64	3.05	3.67
Academic support services	3.37	n/a	3.25
Academic Toolkit/SmartThinking	3.28	n/a	n/a
Quality of interactions with academic advisors	3.48	3.26	3.31
Curriculum Map (degree planning tool)	3.49	3.06	3.51
Online Enrollment Center (OEC)	3.53	n/a	3.57

Scale of 1-4, with 4 being most satisfied; UG n=646; PB n=76; Grad n=42

Student Orientation

Compared to years past when face-to-face orientations were the only option for students, much progress has been made in expanding access. Live online orientation webinars began in 2014, followed by a self-paced tutorial. Also, the orientation page of the website was redeveloped to include instructions for navigating support services and academic tips in the form of the recently developed *New Student Guide* and several short video tutorials. These resources and student handbooks were added to the College’s online orientation page accessible via granite.edu.

Financial Aid

The College can improve its efforts with current and former students in helping them manage their debt obligations, as evidenced by the increasing cohort default rate. Between FY2010 and FY2012 the three-year official cohort default rate for Granite State College averaged 11.4%, with the specifics shown below:

Table 16: Official 3-Year Cohort Default Rates 2010-2012

	FY2010	FY2011	FY2012
Default Rate	12.9%	10.3%	11.4%
Number in Default	49	54	69
Number Repaying	379	520	602

In March 2015, however, the draft 3-year cohort default rate for FY2013 was released, showing an increase in the rate to 14.8%. There are currently 126 students in default, with an average default debt of \$12,025 (ranging from \$97 - \$57,500). Of the students in default, approximately half (65) incurred that debt solely at Granite State College, while the other half (61) arrived at the College with loans from other institutions. Consistent with national findings, 60% of those in default owe less than \$10,000, and 40% owe less than \$5,000. Perhaps the most common characteristic that the group shares is that they have not yet completed degrees.

Advising

Undergraduate academic advising is predominantly place-based as opposed to discipline based for in-state students; post-baccalaureate and graduate students have dedicated faculty advisors that are experts in their discipline, and online, out-of-state students are assigned a specialized advisor, knowledgeable in specific state requirements. The College recognizes that undergraduate advisors are generalists in many programs and that more specialized expertise may be beneficial in certain areas. Currently, specific advisors have been identified in each region as School of Education specialists and have received in-depth training specific to NH state standards to better assist and prepare that population of students.

After identifying a need to do more to support non-degree students, a process was implemented in July 2016 to more fully address the needs of this population by providing them with support and outreach comparable to matriculated students; particularly related to course selection, degree program information, and admissions coach assistance. By nurturing students that are not matriculated, the College's goal is to support successful course completion and re-registration or application for admission.

Academic Support

Although students report satisfaction in this area, the College recognizes it as an opportunity for continued improvement, especially in expanded access. For example, in Fall 2015 Turnitin was used in only 15% of courses, and Smarthinking usage totaled only 150 hours (for all students) in calendar year 2015. It should be noted that there are only limited academic subjects available to students currently. However, the College is examining options for offering additional subjects to further support students.

Many face-to-face students still report that they would prefer meeting with a live tutor. Also, advising staff acknowledge that Smarthinking may not be the best option for providing academic readiness training to those students struggling with development of foundational academic skills. As mentioned earlier, the College recently created a new position—student disability services coordinator—who will also establish and direct academic support services for both online and face-to-face students through the training and development of peer tutors and academic tutoring resources.

Student Disabilities Services

In April 2016, the SDS/academic support coordinator developed a referral form that has been shared with both faculty and staff to use when a student discloses a disability. Once completed, the form is sent to SDS/academic support coordinator who will then reach out to the student to begin the ADA process. This form allows the college to close the loop and serve the student at the point of disclosure.

Degree Planning

Granite State College has continually improved upon the degree planning tools available to students in order to provide clear roadmaps for successful degree completion. In fall 2013 the College transitioned to Degree Works (Graduation Planning System - GPS) from using Curriculum Advising and Program Planning (CAPP). Through GPS, students are now able to clearly see their academic history with a list of courses taken, grades and credits, transfer credits awarded, courses needed to fulfill degree requirements, course descriptions, advisor information, the application to graduate, and other important information. This system provides real-time updates and is available to students on demand via the online student portal.

Career Services

The majority of students are employed while they are taking classes. As shown below, only 3% of students responding to the satisfaction survey are not employed and looking for work:

Table 17: Student Employment Data from 2016 Student Satisfaction Survey

	Undergraduate (n=623)	Post-Baccalaureate (n=74)	Graduate (n=42)
Not employed, looking for work	3.2%	4.1%	2.4%
Not employed, not looking for work	9.5%	0%	0%
Employed part-time	16.2%	12.2%	2.4%
Employed full-time	71.1%	83.8%	95.2%

In addition, as discussed in Standard Eight, the vast majority of alumni report that they use the knowledge and skills gained at Granite State and that the College has helped them meet their career goals. However, this in no way negates the need for the College to assist students in attaining their career goals. In fact, the most recent student satisfaction survey showed that 90% of undergraduate and 62% of graduate students cited career change as the prime motivator for pursuing an education, indicating a clear need for access to related services.

A full-time career services position was created in September of 2015 to offer personal online and face-to-face career advising to students in all locations. In addition to individualized attention, career services added a virtual job board to the website, which currently posts career opportunities from regional companies. The College also started offering students the **Kuder Journey Career Planning Software System**, which provides assessments in career interests, skill confidence, and work values assessments. Cover letter, resume development, and interview coaching are available. Students also have the opportunity to register for a two-credit course in Career Development and Life Planning.

Student Rights and Responsibilities

Since July 2014, the College has received 17 complaints related to non-academic issues, and all were resolved satisfactorily without the need for entering into the formal grievance procedure. The office of student affairs will continue to develop online outreach campaigns to students in conjunction with instructional location staff, marketing and the student advisory board to ensure students are aware of their rights and responsibilities.

A notable improvement to the College's student services is the recently revised Sexual Misconduct Policy. In 2014, the director of student affairs/Title IX coordinator worked closely with USNH general counsel in updating the policy to reflect guidance from the DOE Office of Civil Rights as issued in the April 4, 2011 "Dear Colleague Letter," as well as recommendations from the White House Task Force to protect students from Sexual Assault (www.NotAlone.gov). As a result of this work, the Code of Conduct and Grievance Procedures were revised to clearly explain the investigation and resolution process for conduct violations that fall under Title IX, and for those violations that do not. These policies (available [here](#)) are readily available on the college website, disseminated to students by email, shared in the new student orientations, and updated annually.

Counseling Services

Another development the College is particularly proud of is the introduction of counseling services for students. Given the geographic spread of students, locating local counseling services near students proved to be a challenge. In 2016 the College contracted with APS Healthcare to provide free telephonic counseling services to all students via a toll-free number. The program provides trained, professional counselors available on demand for assistance with personal, academic, or work-related problems. Students are permitted up to six counseling sessions at no cost. Confidentiality is maintained except in cases of court orders, imminent threat of harm to self or others, or in situations of abuse. Along with live support, the company provides a multitude of online tools and information, including thousands of research articles; modules on parenting, aging, balancing, thriving, working and living; support resources for adoption, child care, education, and older adult services and pet services; on demand training seminars; and more. If necessary, APS Healthcare may refer students to local affordable community programs or services for follow-up care that extends beyond what telephonic counseling services can provide.

Military Support

In 2016 the NH Department of Health and Human Services launched the **Ask the Question** campaign, which seeks to improve access to and quality of services by encouraging providers of all kinds to identify service members, veterans, and military families. During the admission process, college staff now ask, "Have you ever served in the military?" and "Did you take any college coursework while in the military?" However, with the build of the new online application, the service member or veteran applicant can choose to self-identify. With more information, the admissions coaches, advisors, and other staff will achieve the goal of "Ask the Question" which includes being able to build rapport and demonstrate interest and cultural competency, match service experience to academic offerings, identify opportunities for awarding credits based on experiences, and resolve barriers to course completion and/or interruptions to the individual's academic plan. Currently, Granite State is recognized on the organization's "**Provider Honor Roll**" for participating in military culture trainings to "improve their cultural competency in providing support to this population."

PROJECTION

Goals of the office of career services include the following:

- Expand services by increasing availability of staff. That goal has already been partially met

by hiring an 80% time career services coordinator (newly created position). By early 2017 this position will be trained to offer basic resume, job search, cover letter assistance as well as social media mentoring.

- Designate select academic advisors as career specialists to assist with resume and cover letter writing as well as job search techniques, beginning in Fall 2016.
- Expand online group career counseling opportunities via a virtual career fair in Fall 2017.

In an effort to create community and student participation at the locations, the director of student affairs will be implementing a student advisory board. It is expected that this group will provide feedback regarding needs and concerns of the student population.

ONLINE STUDENT

"I have not been to a campus. My most valuable experience has been with always being able to get a hold of staff and if not they always get right back to me. Very student orientated. I have never felt so much customer service from a college the way it should be."

The director of student affairs, in conjunction with the director of career services and the academic support coordinator, will be piloting a peer-to-peer mentoring program for any first time college student. This program will be offered both face-to-face and online with the expectation that the new students will remain in the mentoring program through their first three terms with the College. The pilot is set to start in Fall 2017, with a full launch in January 2018. The current annual contract with Pearson Smarthinking is due for renewal in January 2017. Before renewing, the Academic Support Coordinator, in conjunction with the Director of Student Affairs, will be evaluating the online tutorial services starting in October 2016. The evaluation will consider utilization of the services, including what courses are opened for services, student grade improvements, survey results (conducted at the end of each tutorial sessions) and cost effectiveness. The evaluation will also review two other online tutorial services companies to determine if they can better meet student needs.

Starting in July 2016, the College began offering peer-to-peer tutoring at the regional locations in English and math, eight hours per week during the evening hours to accommodate the working adult. By September 2016, the objective is to expand the hours that tutors are available. The effectiveness of the face to face tutoring program will be evaluated at the end of each academic term. The SDS/Academic Support Coordinator will then survey the students regarding their experience with the tutoring program and the individual tutors.

With the goal of better supporting students through management of their education expenses and loan repayment, the College has contracted with **NorthStar Education Services** to provide financial literacy, repayment counseling, and default management to current and past students. The financial literacy component is an online educational experience that provides instruction and information related to banking, credit, budgeting, mortgages, and finance. The repayment counseling and default management services are performed by telephone and are designed to guide a student through the development of a repayment plan and to assist students who are behind on their payments by providing timely information about payment options.

Through a combination of proactive financial literacy education and default aversion communication and outreach the College expects that students generally (and student loan

borrowers in particular) will be better positioned to make well-informed decisions about educational and personal finances. Indications of this increased financial literacy will include a lowered student loan default rate and increased alumni satisfaction related to the return on their educational investments. This website is scheduled to go live in Fall 2016, and the College's goal is to return cohort default rates to at or below the national average within three years.

Regarding military support, in FY2017, funding will be allocated to support a "Granite State College Active Duty Tuition Discount". The discount builds upon other strong financial supports the College currently provides service members through the National Guard Tuition Waiver. Through the discount, active duty soldiers will be provided with a tuition discount equal to the Granite State College cost per credit less the federal tuition assistance amount. The discount is a meaningful way to honor military service and provides a practical solution for soldiers who have access to tuition assistance and seek schools that "cap" tuition costs at level of tuition assistance funding. By reducing the differential cost between the tuition assistance grant and the cost of a Granite State College education, the College expects to remove an "absolute barrier" for both those students who have chosen not to enroll and to reduce a smaller barrier for those students who have had to find alternate funding to support their enrollment.

Finally, in August 2016 the College was one of several NH institutions to be awarded a grant from the U.S. Department of Health and Human Services, Office of Women's Health to support a 3-year Nonresidential and Community College Sexual Assault Policy and Prevention Initiative. The purpose of the initiative is to "build the capacity of eight New Hampshire community and non-residential colleges in rural communities and small cities to implement and sustain evidence-based sexual assault policies, trauma-informed responses, and prevention strategies." The initiative will run through June 2019.

**Standard 6: Students
(Admissions, FULL YEAR)**

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Credit Seeking Students Only - Including Continuing Education

Full Year

	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
Freshmen - Undergraduate					
Completed Applications	448	457	551	612	600
Applications Accepted	445	452	542	609	597
Applicants Enrolled	184	176	200	211	207
% Accepted of Applied	99.3%	98.9%	98.4%	99.5%	99.5%
% Enrolled of Accepted	41.3%	38.9%	36.9%	34.6%	34.7%
Percent Change Year over Year					
Completed Applications	-	2.0%	20.6%	11.1%	-2.0%
Applications Accepted	-	1.6%	19.9%	12.4%	-2.0%
Applicants Enrolled	-	-4.3%	13.6%	5.5%	-1.9%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)					
Re-Admit					
Completed Applications	150	89	64	24	24
Applications Accepted	150	89	64	24	24
Applicants Enrolled	88	31	32	10	10
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	58.7%	34.8%	50.0%	41.7%	41.7%
Percent Change Year over Year					
Completed Applications	-	-40.7%	-28.1%	-62.5%	0.0%
Applications Accepted	-	-40.7%	-28.1%	-62.5%	0.0%
Applicants Enrolled	-	-64.8%	3.2%	-68.8%	0.0%
Transfers - Undergraduate					
Completed Applications	1,018	1,169	1,218	1,563	1,532
Applications Accepted	1,006	1,161	1,210	1,557	1,526
Applications Enrolled	591	662	687	821	805
% Accepted of Applied	98.8%	99.3%	99.3%	99.6%	99.6%
% Enrolled of Accepted	58.7%	57.0%	56.8%	52.7%	52.8%
Master's Degree					
Completed Applications	74	96	73	133	133
Applications Accepted	73	84	66	127	127
Applications Enrolled	66	66	49	92	92
% Accepted of Applied	98.6%	87.5%	90.4%	95.5%	95.5%
% Enrolled of Accepted	90.4%	78.6%	74.2%	72.4%	72.4%
First Professional Degree - All Programs (Post-Baccalaureate Teacher Program)					
Completed Applications	124	282	249	188	156
Applications Accepted	121	280	243	184	153

Applications Enrolled	82	188	133	130	108
% Accepted of Applied	97.6%	99.3%	97.6%	97.9%	98.1%
% Enrolled of Accepted	67.8%	67.1%	54.7%	70.7%	70.6%

Doctoral Degree

Completed Applications	-				
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 6: Students
(Enrollment, Fall Census Date)**

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Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
UNDERGRADUATE						
		?				
First Year	Full-Time Headcount	876	908	1,035	1,017	1,000
	Part-Time Headcount	778	768	768	796	781
	Total Headcount	1,654	1,676	1,803	1,813	1,781
	Total FTE	1,264.4	1,296.4	1,423.8	1,444.6	1,415.7
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount	?	7	7	12	4
	Part-Time Headcount		75	75	56	48
	Total Headcount		82	82	68	52
	Total FTE		44.5	44.5	40.0	26.3
Total Undergraduate Students						
	Full-Time Headcount		883	915	1,047	1,021
	Part-Time Headcount		853	843	824	844
	Total Headcount		1,736	1,758	1,871	1,865
	Total FTE		1,308.9	1,340.9	1,463.8	1,470.9
	% Change FTE Undergraduate		na	2.4%	9.2%	0.5%
						-2.0%
POST-BACCALAUREATE						
		?				
	Full-Time Headcount	?	63	58	58	40
	Part-Time Headcount	?	110	158	154	127
	Total Headcount		173	216	212	167
	Total FTE	?	121.3	145.1	143.0	109.3
	% Change FTE Graduate		na	19.7%	-1.5%	-23.6%
						-17.0%
GRADUATE						
		?				
	Full-Time Headcount	?	48	41	32	49
	Part-Time Headcount	?	30	53	70	57
	Total Headcount		78	94	102	106
	Total FTE	?	69.7	70.5	71.2	79.5

% Change FTE Graduate	na	1.2%	1.0%	11.7%	0.0%
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GRAND TOTAL

Grand Total Headcount	1,987	2,068	2,185	2,138	2,076
Grand Total FTE	1,499.8	1,556.5	1,677.9	1,659.6	1,611.6
% Change Grand Total FTE	na	3.8%	7.8%	-1.1%	-2.9%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 6: Students
(Enrollment, FY Census Date)**

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Credit-Seeking Students Only - Including Continuing Education

Full Year		3 Years	2 Years	1 Year	Current	Next Year
		Prior	Prior	Prior	Year*	Forward (goal)
		(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
UNDERGRADUATE						
Degree	Full-Time Headcount	652	660	698	682	668
	Part-Time Headcount	1,762	1,883	1,944	1,998	1,958
	Total Headcount	2,414	2,543	2,642	2,680	2,626
	Total FTE	1,438.0	1,515.0	1,583.0	1,603.0	1,570.9
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount	-	2	-	-	-
	Part-Time Headcount	209	145	185	203	199
	Total Headcount	209	147	185	203	199
	Total FTE	93.0	68.0	84.0	43.0	42.1
?						
Sub-Total Undergraduate Students						
	Full-Time Headcount	652	662	698	682	668
	Part-Time Headcount	1,971	2,028	2,129	2,201	2,157
	Total Headcount	2,623	2,690	2,827	2,883	2,825
	Total FTE	1,531.0	1,583.0	1,667.0	1,646.0	1,613.0
	% Change FTE Undergraduate	na	3.4%	5.3%	-1.3%	-2.0%
GRADUATE (POST-BACC)						
Cert	Full-Time Headcount	34	47	37	18	15
	Part-Time Headcount	259	307	291	266	221
	Total Headcount	293	354	328	284	236
	Total FTE	139.8	176.6	149.7	119.1	98.8
Unclassified	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	97	88	88	63	52
	Total Headcount	97	88	88	63	52
	Total FTE	33.0	13.0	21.0	12.5	10.4
Total Post-Baccalaureate Students						
	Full-Time Headcount	34	47	37	18	15
Revised June 2014			6.2			

Part-Time Headcount	356	395	379	329	273
Total Headcount	390	442	416	347	288
Total FTE	173	190	171	132	109
% Change FTE Post-Bacc	na	9.7%	-10.0%	-22.9%	-17.0%

GRADUATE (MASTER'S)

Degree	Full-Time Headcount	17	14	16	24	20
	Part-Time Headcount	100	133	136	148	123
	Total Headcount	117	147	152	172	143
	Total FTE	71.1	80.7	79.4	93.8	77.8

Unclassified	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	30	9	13	14	12
	Total Headcount	30	9	13	14	12
	Total FTE	11.4	2.3	3.4	3.2	2.7

Total Master's Level Students

Full-Time Headcount	17	14	16	24	20
Part-Time Headcount	130	142	149	162	135
Total Headcount	147	156	165	186	155
Total FTE	82	83	83	97	81

% Change FTE Master's na 0.7% -0.3% 17.2% -17.0%

Sub-Total GRADUATE Students

Full-Time Headcount	51	61	53	42	35
Part-Time Headcount	486	537	528	491	408
Total Headcount	537	598	581	533	443
Total FTE	255	273	253	229	190

% Change FTE Master's na 6.8% -7.0% -9.8% -17.0%

GRAND TOTAL ALL STUDENTS

Grand Total Headcount	3,160	3,288	3,408	3,416	3,268
Grand Total FTE	1,786	1,856	1,920	1,875	1,803
% Change Grand Total FTE	na	3.9%	3.5%	-2.4%	-3.8%

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

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

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

<http://www.granite.edu/about.php>

10-Jun

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget***	Next Year Forward (goal)
(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)

Student Financial Aid

Total Federal Aid	\$10,656,908	\$10,066,270	\$10,367,121	\$10,050,113	\$10,286,000
Grants	\$3,059,723	\$3,045,644	\$3,256,866	\$2,928,213	\$3,073,000
Loans	\$7,506,619	\$6,910,130	\$7,008,579	\$7,009,737	\$7,109,000
Work Study	\$90,566	\$110,496	\$101,676	\$112,163	\$104,000
Total State Aid	\$46,364	\$330,071	\$389,569	\$277,676	\$310,000
Total Institutional Aid	\$646,872	\$678,044	\$441,114	\$828,556	\$649,000
Grants	\$393,498	\$384,411	\$128,493	\$453,873	\$340,000
National Guard Waivers	\$253,374	\$293,633	\$312,621	\$374,683	\$309,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$227,078	\$187,034	\$271,278	\$294,808	\$250,000
Grants	\$142,556	\$125,137	\$176,399	\$153,056	\$150,000
Loans	\$84,522	\$61,897	\$94,879	\$141,752	\$100,000

Student Debt

Percent of students graduating with debt*

Undergraduates	67%	68%	74%	73%	71%
Graduates	58%	59%	52%	55%	56%

For students with debt:

Average amount of debt for students leaving the institution with a degree (GSC debt only)

Undergraduates	\$ 26,599	\$ 23,503	\$ 21,847	\$ 19,073	\$ 19,000
Graduates (excl prior GSC debt)	\$ 16,829	\$ 15,098	\$ 16,095	\$ 16,477	\$ 16,125

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

Undergraduate	\$ 9,518	\$ 10,479	\$ 9,199	\$ 13,445	\$ 10,660
Graduate (excl prior GSC debt)	n/a	n/a	n/a	n/a	n/a

Percent of First-year students in Developmental Courses**

English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%

Three-year Cohort Default Rate

	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013 Draft)
Most recent three years	12.9%	10.3%	11.4%	14.8%

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

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

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP

Granite State College faculty are practitioners and subject matter experts in their field and clearly able to deliver on the College's student-centered mission. They demonstrate commitment to the institution, expertise in their respective fields, and skill in teaching adult learners, as evidenced by the following:

- 70% of adjunct faculty have been teaching with GSC for more than three years; 21% have taught for over ten years.
- Approximately 23% of faculty have earned terminal degrees.
- 87% of students surveyed said they would recommend their instructors to others.

The College currently employs 12 full-time faculty and approximately 250 adjunct faculty who bring professional experience to learning environments. Granite State College was an early adopter of online education in the late 1990s and has developed multiple systems for ensuring that faculty teaching online are as effective as those teaching face-to-face.

With nine instructional locations across New Hampshire and multiple course delivery methods, the College recognizes the importance of creating a flexible and adaptable faculty development and evaluation program that is evidence-informed. Although this has been challenging to implement in the past, the College is making solid progress in this area, as outlined below.

FACULTY AND ACADEMIC STAFF

DESCRIPTION

Faculty Qualifications and Preparation

During the faculty recruitment process, Granite State College places high value on three core attributes:

- **Credentials:** A terminal degree is preferred; a master's degree is required, with rare exceptions made for individuals with unusually rich industry experience. The College also values credentials from recognized licensing bodies. School of Education faculty need to be certified in the area(s) in which they are teaching and provide a copy of their NH Department of Education credentials.
- **Experience:** Professional experiences are an important qualification. Adult students value faculty members who speak from experience and can link theory and scholarly insight to real-world application.
- **Fit:** In addition, GSC looks for faculty who will make a connection with adult students by taking an active learning approach. Previous experience teaching adults at the college level is a plus, as is an appreciation and understanding of its mission. In spring 2016, 95 percent of faculty who participated in a self-assessment indicated that they feel personally connected to the College's mission; 4 percent neither agreed nor disagreed that they were personally connected.

In Fall 2015, 184 faculty members taught courses; 43 had earned terminal degrees (including the MSW); the remainder were master's-prepared, with the exception of several bachelor-prepared faculty in fine arts or with specialized training in information technology.

Recruitment and Appointment of Faculty

Employment policies and practices are a shared service with the University System of New Hampshire (USNH), managed onsite by GSC's human resources department. The current affirmative action plan (available [here](#)) includes policy statements, dissemination of policy, responsibility for implementation, reporting requirements, and goals specific to each institution.

While some faculty are referred to the College by existing faculty, most submit applications directly via the human resources website. Once hired, full-time faculty are provided with documentation outlining terms of employment similar to that provided to full-time staff. Adjunct faculty receive letters of appointment each term that outline:

- Course meeting dates/times/special conditions
- Compensation, including differentials for low-enrolled courses
- Expectations for accessing teaching resources
- Intellectual property rights

In undergraduate studies, full-time faculty or the associate dean (who also serves as an adjunct faculty member) participate in the hiring process. In both the School of Education and the graduate programs, full-time faculty participate in the interview process and the hiring decisions in their respective areas.

Faculty Assignments and Workload

To determine each full-time faculty member's annual workload, the College developed a point allocation system in 2013, whereby each activity is assigned a point value, with the yearly total equal to a fixed number. It has taken time to refine the model, which has been piloted with select full-time faculty in spring 2016. Activities are categorized as instructional and non-instructional as shown below:

Table 18: Faculty Instructional and Non-Instructional Activities

Instructional Activities	Non-Instructional Activities
• Teaching courses	• Developing new programs
• Teaching independent learning contracts	• Engaging in research, scholarship, or creative activities
• Supervising student projects, internships, and field-work	• Providing service to the College via committees, working groups, etc.
• Supervising capstone courses	• Providing service to the discipline via participation in professional organizations
• Serving as lead faculty	
• Serving as field-based faculty	
• Coordinating e-Portfolios	
• Serving as faculty peer reviewer	

Reaching the point total can be accomplished through teaching and/or a variety of other academic or administrative activities, and each faculty member has an individualized load that varies by faculty expertise and the needs of the College. In this model, each faculty meets with

his/her direct supervisor annually to complete the workload sheet (available [here](#)) and then meets quarterly to evaluate progress. If necessary, the workload can be adjusted.

Fulfillment of workload then becomes one of the factors in the annual performance review, in addition to the following: a self-evaluation of all workload activities from prior year, including a narrative of performance outcomes; materials for instructional activities (e.g. student course evaluations, self-assessment, and peer reviews); performance review by supervisor.

Faculty Roles, Responsibilities, and Academic Freedom

The *Faculty Handbook* and accompanying Faculty Expectations Checklist outline major roles and responsibilities expected of all faculty. These documents are available on the Faculty Center website and shared with faculty during the hiring process and routinely in communications.

Adjunct faculty hire letters (samples available [here](#)) also briefly outline requirements and categories for faculty, which consist of the following:

- Lecturer: These faculty typically have college teaching experience and hold a minimum of a graduate degree in the field of instruction.
- Senior Lecturers: These faculty typically hold a terminal degree, exhibit outstanding teaching performance within their discipline, and have taught for Granite State College for a minimum of five years. Senior Lecturers are also eligible to serve in faculty leadership roles, such as peer evaluation of adjunct faculty and faculty mentoring.
- Project Faculty: These faculty are typically responsible for a variety of instructional and non-instructional activities and projects within the discipline, division, College or community.

A sub-set of project faculty are field-based faculty (currently 15), typically part of the School of Education who provide direct supervision to assigned students, document mastery of competencies by students, meet with students, and attend faculty meetings as required.

Another sub-set of project faculty are lead faculty (currently 12), who are contracted to provide certain organizational, leadership, and instructional activities under the direction of the respective academic administrator (i.e. associate dean, vice provost). They are selected based upon their academic and professional area of expertise, with a master's degree the minimum academic credential. They typically provide curricular leadership (i.e. curriculum development and/or review for consistency and integrity, development and assessment of student learning outcomes), and faculty leadership (i.e. faculty mentoring, meeting with faculty to ensure quality of program delivery, peer evaluation). The lead faculty model allows adjunct faculty to contribute to the College's curricula and assessment activities as their schedules and interests allow. The model has been well-established in the School of Education since 2013 and has been incorporated into undergraduate studies within the past year.

In Spring 2016 the College budgeted over \$30,000 to compensate fourteen lead and project faculty working on curricular improvements to twenty courses (available [here](#)), including the following:

- Building courses, including common text selection, syllabus review, and online course design
- Reviewing learning outcomes
- Developing signature assignments to be incorporated across multiple sections
- Developing master course shells for online courses
- Serving as resource faculty

Granite State College endorses and adheres to the concept of academic freedom and supports instructors' privilege to function as scholars in the interpretation and application of theories and ideas. The College therefore subscribes to the *1940 Statement of Principles on Academic Freedom and Tenure* published by the American Association of University Professors. The full text is published in the *Faculty Handbook*, available [here](#).

Faculty Salaries and Benefits

Faculty compensation at GSC is on par with peers. The average pay for a full-time faculty member in 2016 is \$61,125 per year, and the average pay for an adjunct faculty member teaching a 4-credit undergraduate course is \$2,245, ranging from \$2,050 to \$3,050, with the high range usually for specialized nursing and post-baccalaureate courses. For the graduate programs the average stipend is slightly higher at \$2,500. For adjunct faculty, in the event that a course does not meet minimum enrollment numbers (usually seven students), compensation for low-enrolled courses is calculated as a percentage of full rate and outlined clearly in every faculty hire letter (sample available [here](#)). When enrollment reaches 30 students, the course is usually split into two sections; the faculty member either receives compensation for both sections or another faculty member is hired to teach the additional section.

The School of Education provides a one-credit introductory course for all students entering certification programs, as well as a culminating course for students completing certification programs, each of which varies from one to four credits. For these courses, students are individually assigned to field placement faculty who oversee courses on a per-student compensation amount (\$100 per credit). For regular courses, faculty members earn full compensation for sections with seven or more enrolled students and prorated compensation for low-enrolled (fewer than seven) sections.

Adjunct faculty who work an average of 30 hours or more per week are eligible to enroll in a medical plan offered by the University System of New Hampshire. The plan, called the "Select Plan", is a high-deductible health plan in compliance with the Affordable Care Act (ACA), offering most in-network preventive care services at 100%. As of July 2016, one adjunct faculty member has enrolled.

As of January 1, 2015, all adjunct faculty working 200 hours or more per fiscal year are eligible for the Employee Assistance Program (EAP). USNH provides this program at no cost to the faculty, with counseling available for mental health, legal and relationship issues. The EAP also serves as a resource for information regarding life, health, and family topics. Finally, all adjunct faculty can take advantage of an adjunct retirement plan and save up to 6% of their salary in a USNH retirement account.

Faculty Evaluation

In 2014 the College revised its faculty evaluation model to provide opportunities for reflective learning and help it identify ways to enhance supports and resources for teaching and learning. The model consists of three methods of assessing faculty effectiveness:

1. Student evaluations
2. Faculty self-assessment
3. Peer review

The evaluation process is intended to provide a holistic appraisal, support continued quality teaching development, and provide opportunities for reflective practice.

In addition, as use of the learning management system has expanded, the College now has a robust database to draw from to examine select teaching practices in online, blended, and hybrid courses. For example, online courses are evaluated weekly for instructor participation trends by hiring managers and the director of faculty development, and results serve as an early warning about trends such as low faculty engagement. In these instances, the College first seeks to frame the data (e.g., whether faculty engagement is happening via technologies outside of Moodle) and then provides support and guidance to faculty about engagement expectations.

Promotion

Faculty members at the rank of Lecturer may request consideration for promotion to Senior Lecturer rank after completing at least three years of service to the College. To be considered, the candidate must prepare and submit a promotion portfolio to the appropriate academic affairs administrator. The portfolio should include the following, at minimum:

- Recent CV
- Copies of annual evaluations
- Summary of teaching assignments and teaching evaluations
- Evidence of effectiveness in any other requirements of the position

The promotion shall be determined by the respective academic affairs administrator, vice provost, and provost. Denial of promotion does not preclude reappointment at the current faculty rank, nor does it preclude reconsideration for promotion at a later date. A faculty member may not be reconsidered for promotion until two years after the previous unsuccessful promotion consideration.

APPRAISAL

Faculty Effectiveness and Evaluation

Students provide the most direct measure of faculty effectiveness and consistently report to be very satisfied with GSC faculty. Students are encouraged to complete online end-of-term surveys after each course concludes. The response rate averages 32% and of the 11 questions related to instructor effectiveness the average score is 4.2 (on a 1-5 scale) as shown below:

Table 19: End-of-Term Survey Results, 2012-2015

Item (2012-2015)*	Undergrad (n=10,500)	Post-Bacc (n=790)	Graduate (n=2500)
Q1: The instructor provided a learning environment that was intellectually engaging	4.3	4.2	4.1
Q2: The instructor encouraged me to express my opinions and ask questions	4.2	4.2	4.0
Q3: I was provided with timely and helpful feedback	4.2	4.3	4.1
Q4: Expectations for student performance were clearly communicated	4.4	4.4	4.3
Q5: The instructor promoted interactive and collaborative learning	4.2	4.3	4.2

Q6: The instructor showed enthusiasm for this subject	4.3	4.3	4.1
Q7: The instructor provided real world application of course content	4.3	4.4	4.2
Q8: The instructor summarized and emphasized key points	4.3	4.3	4.3
Q9: The instructor responded promptly when I had questions or concerns	4.2	4.3	4.1
Q10: The instructor helped me to understand the value of this course	4.4	4.4	4.3
Q11: I would recommend this instructor to other students	4.3	4.2	4.1
Scale 1-5, with 5 being most satisfied *Online end-of-term surveys began in 2012			

The College is particularly pleased to see very little variation among undergraduate, post-baccalaureate, and graduate responses, indicating a high degree of consistency in student perceptions of quality. This reflects—in part at least—the efforts of the office of academic affairs in recruiting and training faculty at all levels.

In addition to the end-of-term surveys, the College also conducts annual student satisfaction surveys containing several items germane to faculty effectiveness, as shown in the results below. Please note that the table above is on a 1-5 scale, and the one below is on a 1-4 scale:

Table 20: 2016 Student Satisfaction Survey Results

	UG Face-to-Face	UG Online	UG Blended	PB Face-to-Face	PB Online	PB Field	GRAD Online	GRAD Blended
Faculty accessibility	3.7	3.3	3.4	3.7	3.1	3.4	3.2	3.5
Quality of instruction	3.6	3.3	3.4	3.7	3.1	3.5	3.2	3.7
Faculty responsiveness	3.7	3.3	3.4	3.7	3.1	3.5	3.1	3.5
Scale 1-4, with 4 being most satisfied n=742 UG = Undergraduate; PB = Post-baccalaureate; Grad = Graduate								

As with the end-of-term surveys, the results above show consistency across both degree levels and instructional modalities, which is particularly important because many students will take classes in more than one modality. Finally, results from the most recent (2014) alumni survey show that a remarkable 99% of respondents (n=322) either agreed or strongly agreed with the statement, “I was pleased with the overall quality of instruction I received.”

ITEM FOR SPECIAL EMPHASIS

Continuing to develop, assess, and refine [the] faculty evaluation system

In a letter dated November 15, 2012, the Commission asked the College to give special emphasis to developing, assessing and refining its faculty evaluation system. The College has used student evaluations to measure faculty effectiveness for almost 20 years, which comprises the first evaluation method of its revised faculty evaluation system.

In spring 2016, all faculty were invited to participate in the second evaluation method—annual self-assessments—to reflect on teaching practice as it relates to the College’s faculty expectations, set teaching goals, and help the College understand how to enhance faculty development opportunities. The survey closed in late July 2016, and more time is needed to assess the data. An early review, however, has illuminated a few areas for teaching support. For example, 11 percent of faculty stated they either did not access or were not aware that they could access student evaluations. As a result, a training on this topic was scheduled to help faculty access these surveys and use the information to enhance their teaching practice.

The third evaluation method—peer reviews—has proven more difficult to implement. A pilot project with select undergraduate adjunct faculty in 2014-2015 resulted in early tools and insights, and a revised peer review process is being introduced at the graduate level in late summer 2016, with a goal to refine the peer review process in early Fall 2016 and roll it out across academic programs by winter 2017. The College has dedicated \$31,000 in FY17 to conduct peer reviews.

In addition, after faculty complete a peer review, a summative overview will be prepared that outlines student evaluations, self-assessment data, and the peer review rubric worksheet. Hiring managers will use this overview in annual performance evaluations for full-time faculty as well as during conversations with adjunct faculty to spark dialog about teaching, college supports, and future goals.

A Faculty Evaluation committee is being formed to help guide the process in a realistic manner and provide continuous feedback for enhancement. In addition, faculty evaluation has been reoriented to become an integral part of faculty development offerings. The goal is to create a flexible framework that is formative and iterative, meaning that both college priorities and the faculty members themselves contribute to the process and product of faculty development and evaluation. A framework has been outlined and is in progress, and regular tracking and reporting will need to be key companion activities to ensure evidence-informed decision-making. While there are several details to finalize, such as frequency, capacity, and identifying what qualifications are needed to serve as a peer reviewer, the College is committed to full implementation.

Faculty Assignments and Workload

Currently, most full-time faculty are engaged primarily in non-instructional capacities such as providing program leadership, leading faculty hiring and development, designing and assessing curriculum, and providing academic support to students. The average teaching load in 2015 of the full-time faculty was between three and four courses per year.

Faculty Salaries and Benefits

A review of comparator institutions indicates that GSC provides salaries sufficient to attract and retain qualified instructional staff whose profile is consistent with the institution’s mission and purposes. The College does not grant academic rank to its full-time faculty, but analysis of curricula vitae show that the majority would likely be equivalent to assistant professors at peer institutions. Average FT salary at GSC is \$61,125, compared to the NH average for assistant professors of \$66,531. This is within nine percent of the average and shows strong financial commitment from the College for instructional expenses, given that annual in-state tuition at GSC is considerably less than comparators (see Standard Seven).

Compensation is similarly competitive for adjunct faculty. Accurate adjunct salary data for peers is difficult to obtain, but the *Chronicle of Higher Education* publishes “The Adjunct Project,” where faculty self-report data for comparison. The average Granite State College adjunct salary is \$2,313 per course, while the average is \$2,245 for the 16 non-doctoral degree granting institutions in New Hampshire. Again, average salaries are within two percent of state averages, although its tuition is approximately 50% less.

Almost 700 adjunct faculty application inquiries for undergraduate courses were received in 2015, far exceeding the number of openings. Among current faculty, a 2015 analysis shows that almost 70% of adjuncts have been with Granite State College for more than three years. Many areas of the state are rich in qualified potential faculty members, but that is not uniform statewide, such as in northern and western regions where the College sometimes struggles to recruit credentialed faculty. In rare instances when a qualified faculty member cannot be secured, the College makes every attempt to ensure students make progress toward graduation, either via a course substitution or (more likely) offering an online course section.

Recruitment and Appointment of Faculty

Data from 2014 shows that GSC’s total faculty and staff are comprised of four percent minorities. U.S. Census Bureau shows NH is approximately six percent minority, so GSC’s minority demographics are close to those of the state. Still, there is an opportunity to increase minority representation and the College has set a goal of increasing minority representation to more closely mirror regional demographics.

Faculty Roles and Responsibilities

The project faculty model provides both direct and indirect benefits to both the College and the faculty members involved. Work accomplished included lead faculty consulting with face-to-face and online faculty to create signature assignments and common assessments, common syllabi and textbooks, and master course shells in Moodle. Another 19 faculty were provided compensation (averaging \$275 each) to provide focused input to these projects. The Office of Academic Affairs believes this to be a wise use of resources, as it allows a variety of subject matter experts to contribute directly to curriculum development in multiple disciplines for a modest investment. Indirectly, the Office of Academic Affairs believes that adjunct faculty members who participate in curricular development are more vested and engaged and, ultimately, more effective.

PROJECTION

Faculty Evaluation

The College is in the process of fully implementing a revised faculty development and evaluation program, with special emphasis on the faculty evaluation model and ensuring that the peer review program has the necessary procedures, resources, and supports needed. The faculty evaluation model as described will be deployed across all academic departments by winter 2016. It will be facilitated by the director of faculty development with administrative support and content feedback provided through the Faculty Evaluation Committee, which is comprised of administrators, hiring supervisors, and faculty from all departments

Both faculty evaluation and development opportunities (discussed later) will be analyzed quarterly in tandem with student outcomes data, leading to an annual report each December that will provide evidence-informed data to assist with decision-making around budgeting and priorities for faculty evaluation and development activities.

Recruitment and Appointment of Faculty

Granite State College is working with other USNH human resources directors to explore diversity hiring and making this a shared service. The College has adopted an applicant tracking system, People Admin, which allows HR to identify minority applicants—including adjunct faculty—through self-disclosure via affirmative action questions asked as part of the application process. This will allow HR to better manage applicant pools and work with search committees to provide equal employment opportunities to all qualified persons regardless of gender, race, color, religion, age, national origin, sexual orientation, marital status, physical or mental disability, or veterans' status.

Faculty Roles and Responsibilities

The role of undergraduate field and lead faculty will expand in FY2017 to include additional disciplines such as criminal justice, economics, marketing, and psychology. The office of academic affairs will also develop and implement a formal performance review of the work completed by these faculty to ensure that it meets expectations.

TEACHING AND LEARNING

DESCRIPTION

Content & Methods of Instruction; Instructional Techniques and Delivery Systems

The College uses a variety of instructional techniques and systems to ensure access to students throughout New Hampshire, New England, and—increasingly—the country, as shown in the breakdown of courses taught by modality below:

Table 21: Percentage of Granite State College Courses by Instructional Technique, 2015

Modality	Description	Sections Completed	Percentage of Total
Online	All class meetings completely online throughout the term	676	68%
Face-to-face	All class meetings in-person, on-site every week of the term	225	23%
Intensive	All class meetings in-person, on-site for longer sessions over a shorter period of time	29	3%
Blended	Some class meetings in-person every week on-site, with the remainder of the instruction occurring online	24	2%
Hybrid	Some class meetings on-site during pre-scheduled weeks during the term, with the remainder of instruction online	22	2%
Field-Based	All class meetings weekly in-person 1:1 with instructors	12	1%

The variety of techniques and delivery systems allows the College to support learners who have diverse needs, workforce demands and family commitments. All instructional techniques and delivery systems are supported by eLearning+ (Moodle), the college's learning management

system for delivering course content and learning activities for online, hybrid, blended, and classroom-based courses. eLearning+ also offers resources such as e-portfolios, streaming video, web conferencing, library databases and originality checking software.

Enhancing Teaching and Learning through Instructional Resources and Support

The following faculty development activities give an overview of the instructional resources and support that are provided to faculty to enhance teaching and learning:

- Onboarding and Mentoring — All new faculty receive a “Welcome to Teaching at Granite State College” e-mail from the director of faculty development, which provides access to a self-paced online orientation course that includes the following:
 - Essential information (such as its history, mission, Title IX, etc.)
 - Teaching expectations, faculty evaluation model, supports and resources, etc.
 - Introduction to Moodle (basic steps such as updating profile images, syllabi, editing, etc.)

Once new faculty review this on-demand course, they work with the director of faculty development to address questions or concerns they might have. All new faculty are paired with either a faculty member or the director of faculty development who serves as a mentor during a term-long orientation. Faculty receive weekly teaching tips, personalized mentoring, and are introduced to the College’s instructional resources and support. This includes the instructional design (ID) team, faculty development resources, and other supports such as IT support and the library.

- Ongoing Faculty Development — Annual departmental meetings and faculty development opportunities are also offered throughout the year as part of the faculty development experience. Webinars and on-demand recordings are offered each term on a variety of topics, which are advertised broadly throughout the College on websites, e-newsletters, and direct communication ([here](#)).

Exposure to a Varied Faculty Base

The number of faculty are sufficient to allow for relatively low student-to-faculty ratios, as shown below.

- Undergraduate — 11:1
- Post-baccalaureate — 7:1
- Graduate — 6:1

This sufficiency ensures that students are exposed to a variety of faculty members and have the opportunity to take courses under diverse faculty during their programs. An analysis of the Fall 2015 roster of faculty (almost 200) shows faculty credentialed in over 100 fields of study.

BRENDA | Online Student

“I had been looking for a Master’s Degree Program specifically in my career field as a Project Manager, and this provided me the opportunity to go back to school while maintaining an extremely busy work and home schedule. The instructors are knowledgeable, engaging, and encouraging, and the curriculum is extremely relevant for today’s project managers.”

Instructional Design

The four-person Instructional Design (ID) team works collaboratively with faculty to achieve designated learning outcomes in all course delivery modalities. Faculty are encouraged to experiment with approaches that are best suited for their course. The ID team includes a director and three instructional designers with specializations in online adult learning theory, rich media integration and universal design. The ID team's roles include:

- Working collaboratively with faculty to analyze and interpret course outcomes and to select and develop assessments and learning materials to support those outcomes using formal instructional design processes
- Working with faculty to develop and deploy rich and engaging content that promotes active learning
- Conducting research and experimentation resulting in recommendations that support the sustainable growth of online and hybrid instruction
- Optimizing GSC's online teaching and learning environment
- Participating in continuous improvement initiatives in course development and delivery
- Providing educational technology-based training, support and resources to the college community

Approximately three months prior to the start of each term, the ID team completes a basic course review process to ensure all courses meet established standards and are ready for students before courses begin. Some faculty are assigned to work directly with an instructional designer during this process if they are new to the College, if the course is new, or if the instructor has asked for or been identified as needing additional support. In these instances, the course is reviewed again within two-three weeks of the term start.

As faculty gain skills in building and managing their online/hybrid courses, the instructional design (ID) teams encourages them to explore additional technologies that create a more engaging online experience. The College supports web-conferencing, video streaming, social media and other technology integrations, and e-Portfolios.

ITEMS FOR SPECIAL EMPHASIS

Achieving its goals to define an academic model that includes full-time faculty, including progress in hiring these faculty. Implementing plans to add new faculty for the MSPM and MSL programs as warranted by enrollments.

In letters dated November 15, 2012, and April 22, 2013, the Commission asked the College to give special emphasis to success in integrating full-time faculty into the academic model, particularly in the graduate programs. At the graduate level, the academic model outlined for the three initial graduate degrees was based on appointing a credentialed, experienced full-time faculty member as program director for each program. The positions were designed to provide academic oversight to the part-time teaching faculty, who would be selected based on their combination of academic credentials, professional experience, and ability to work effectively with GSC's student population.

Since the approval and implementation of the first three master's degrees (in project management, leadership, and management), the College has received approval to offer additional master's

degrees within the scope of its mission and has launched three additional Master's of Science degrees: 1) M.S. in Instruction and Leadership; 2) M.S. in School Leadership - Library Media Specialist Certification; and 3) M.S. in School Leadership - School Principal Certification. The College now offers six master's degrees and has appointed a full-time faculty/program director to each graduate program.

This brings the number of full-time faculty supporting the graduate programs to six, plus the vice provost (who was promoted from the graduate faculty). In the 2012 progress report provided to NEASC regarding the first two master's degrees, the College had considered appointing two full-time faculty in each of the graduate programs. Since then, a re-evaluation of the workload has convinced senior academic leadership that the current structure is more effective. The vice provost serves as the senior administrator, freeing the program directors to focus on curriculum, faculty, and assessment.

At the undergraduate level there are now six full-time faculty members, two of whom are dedicated to the RN to BSN program. As discussed elsewhere, two additional undergraduate positions have been budgeted for the upcoming year, and the office of academic affairs will consult the most recent program reviews to help determine into which department these faculty will be placed.

Support for Scholarship, Research, and Creative Activities

While the College's mission focuses primarily on academic success, personal development, professional growth, and community involvement, GSC is dedicated to supporting and recognizing faculty scholarship and research activities. For example, each year since 2011, all faculty are eligible to apply for the **USNH Academic Technology Institute**. Up to 10 faculty (full-time and adjunct) are chosen to participate in this four-day professional development opportunity to explore pedagogy, tools, and new thinking around using technology in teaching. In addition, each year GSC recognizes faculty for its Distinguished Faculty Award, which provides an opportunity to celebrate exemplary teaching practices.

Because Granite State College is a teaching institution, expectations for full-time faculty scholarship and research center on applied knowledge and teaching of the discipline. The College supports the pursuit of professional opportunities in several ways. It provides professional development via annual conferences, webinars, and on-demand resources. It also provides funding to full-time faculty for conferences, workshops, certification, and continuing education activities.

APPRAISAL

Content & Methods of Instruction; Instructional Techniques and Delivery Systems

As shown earlier in this Standard, the College has aggregated results from over 13,000 responses to course evaluation surveys that demonstrate students strongly believe that methods of instruction meet their capabilities and needs. The institutional research team currently does not have an efficient method for comparing key variables across all modalities. Because so many students take both online and face-to-face courses, it is difficult to compare, for example, retention and graduation rates. At this time there is no reason to suspect differences in achievement across modalities, but the College will continue to pursue the question.

Enhancing Teaching and Learning through Instructional Resources and Support

GSC has been working on a revised faculty development and evaluation plan. In 2015, the College also implemented a revised onboarding and mentoring program to provide new faculty with intensive supports and resources during their first term teaching. During the onboarding process, faculty members are introduced to the variety of instructional resources and supports previously described.

The College is dedicated to evaluating these efforts alongside faculty evaluation and development, but does not have sufficient data to fully evaluate the impact these activities have had on teaching, learning, and student success. One of the first needs identified was to increase the number of faculty participating in development opportunities and to begin to collect feedback on faculty satisfaction with offerings. Existing data shows that in 2015, on average, only 7 percent of faculty participated in faculty development opportunities and very limited data was collected on participant satisfaction. As a result, a variety of data and feedback is now being collected to gain baseline metrics and make evidence informed decisions.

For example, in early 2016 the College provided faculty with a list of 20 topics that are timely and relevant in teaching adults. These topics also resonate with GSC's *Faculty Expectations*, and faculty members were asked to identify the topics that they were most interested in learning about. The 2016-2017 faculty development schedule was created as a direct result of faculty feedback, and resonates with teaching expectations that can be evaluated, such as the use of flipped classroom approaches for all modalities, rich media, and audio/video feedback in online, hybrid and blended courses. The College is excited by this progress as well as the opportunity to evaluate all efforts to enhance teaching and learning through instructional supports and resources.

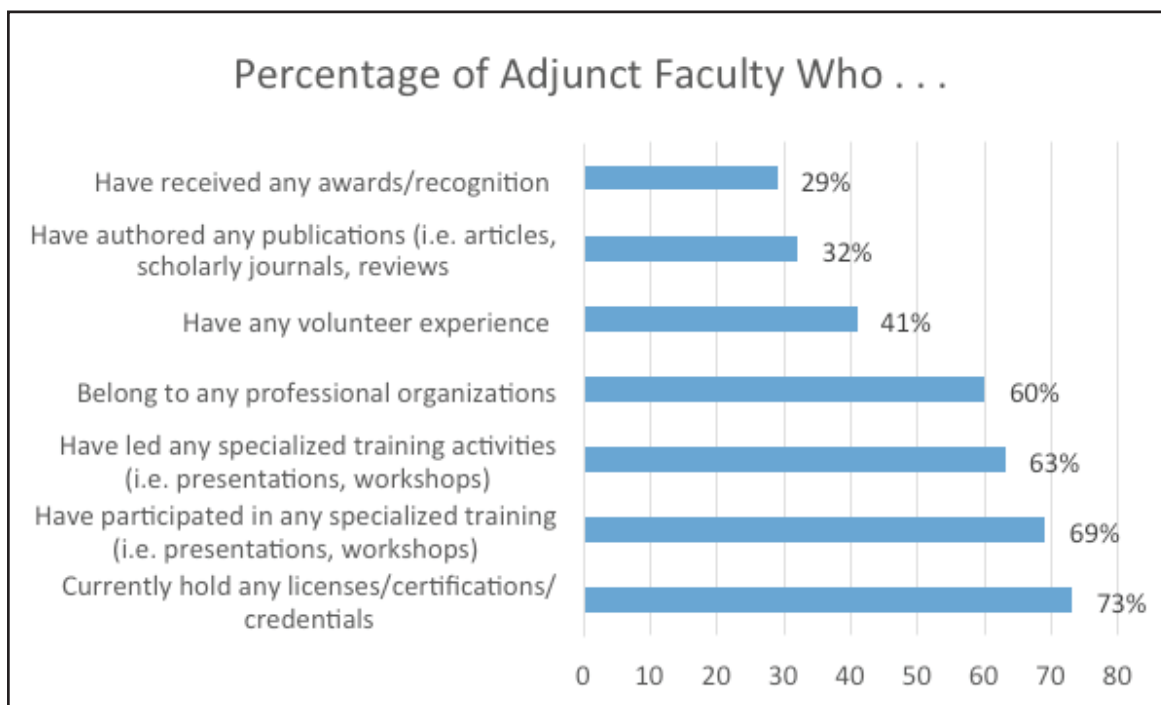
Support for Scholarship, Research, and Creative Activities

For most of its history, Granite State College's faculty was entirely adjunct, and while scholarship and research were certainly encouraged and supported, they were never required. Now, with the full-time faculty model operational, the Office of Academic Affairs (OAA) can be more intentional in guiding faculty scholarship and related activities.

As discussed earlier, service to the discipline (via research or scholarship) is one of the ways in which full-time faculty can fulfill their obligations to the College, and the provost has strongly encouraged faculty—especially graduate faculty—to engage in scholarship that contributes to the knowledge base of the discipline, as opposed to creating new knowledge. At this time, however, such activities are not required in the point allocation system and full-time faculty members could meet their obligations without scholarship or research. This is intentional, as it affords the OAA the flexibility to meet the needs of the College without being locked in to any one activity. Adjunct faculty are also encouraged, though not required, to engage in the higher education community and make contributions to their respective professional fields.

Still, most faculty members are active practitioners in their field and often participate in industry-specific professional development and scholarship as a part of their full-time responsibilities outside of GSC. The College recently surveyed its faculty to better understand their scholarship and professional development activities. When asked about activities specifically related to courses they teach or have taught, faculty responded as shown below:

Figure 2: Adjunct Faculty Responses to 2016 Survey (n=221)



The results show a faculty engaged in their respective disciplines/professions, with more than half belonging to professional organizations, participating in professional training, or holding credentials beyond the required academic degrees.

Instructional Design

Recent examples of the ID team facilitating improvement include the following:

- In *HUMN560-Spanish I*, the ID team introduced advanced in-video quizzing tools to enhance the learners' experience of responding to spoken Spanish language in the absence of a live instructor
- In *ENG555-Children's Literature*, learners utilized the results of Amazon.com's ratings system to evaluate different perspectives on a selection of children's books as part of an analysis activity
- The College is a member of several professional organizations (e.g. Educause, the Online Learning Consortium) in order to stay engaged with the instructional design professional community. The ID team participates in the conferences, workshops and online discussions from these and other organizations to stay abreast of developments.

PROJECTION

Content & Methods of Instruction; Instructional Techniques and Delivery Systems

The Office of Institutional Research will work with the associate dean of academic effectiveness to explore evaluation methods that can accurately compare key variables of student success and learning across all modalities. This has already begun on a small scale with the general education assessment pilot describe in Standard Four, and will expand to include the capstone courses in FY2017.

Enhancing Teaching and Learning through Instructional Resources and Support

The ability to enhance teaching and learning through instructional resources and supports requires appropriate evaluation in order to make evidence-informed decisions, and GSC recognizes that it can do more in this area. The College is dedicated to this process, and evolving evaluation and development activities—as well as the annual reports that will be produced beginning in December 2016—will help evaluate and enhance faculty resources and supports. The director of faculty development will also continue and expand collaborative work with departments across the college to assist with these efforts.

As GSC begins to develop more opportunities for faculty to observe, practice, model, and evaluate their teaching, the following outcomes are anticipated:

Table 22: Projected Faculty Development/Evaluation Outcomes, 2016-2020

Description	Timing & Goal
Increase frequency of faculty development offerings	20% by AY 2016-2017
Develop an online repository for on-demand access to faculty development offerings	Begin by October 2016 and update monthly thereafter
Increase the number of faculty who participate in at least one faculty development opportunity	Increase participation from 7% to 15% by the end of AY2016-2017; to 30% by the end of AY2017-2018; to 50% by AY2018-2019; to 75% by AY2019-2020
Collect and analyze participant satisfaction rates in faculty development offerings	Implement and analyze by the end of AY2016-2017 with a satisfaction rate of at least 80%
Enhanced evaluation of course design and teaching practices (e.g., timely and effective feedback, use of rubrics, etc.) as compared with student feedback and outcomes data	Enhance existing course review and teaching evaluation tracking to analyze data and make evidence-informed decisions, beginning with an initial Faculty Evaluation & Development Report in December 2016 and annually thereafter
A deeper quantitative and qualitative understanding about skills, knowledge, behaviors, and attitudes shared among faculty considered exemplary	

Support for Scholarship, Research, and Creative Activities

As the revised full-time faculty point allocation and annual performance review model described earlier becomes the standard in FY2017, all full-time faculty will have the opportunity to work with his/her supervisor to determine the nature and extent of scholarship and research as appropriate. While informal expectations for scholarship, research, and creative activities have been established, the College will formalize expectations in FY2017 and effectiveness will be evaluated beginning in FY2018.

**Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)**



		3 Years Prior (FY 2013)		2 Years Prior (FY 2014)		1 Year Prior (FY 2015)		Current Year* (FY 2016)		Next Year Forward (goal) (FY 2017)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male										
	Female										
Associate	Male										
	Female										
Assistant	Male										
	Female										
Instructor	Male	1	64	2	68	1	76	-	75	-	81
	Female	6	85	8	91	7	100	10	98	10	108
Other	Male										
	Female										
Total	Male	1	64	2	68	1	76	-	75	-	81
	Female	5	85	9	91	7	100	10	98	10	108
	Vacant							2		4	
Total Faculty											
Professor		-	-	-	-	-	-	-	-	-	-
Associate		-	-	-	-	-	-	-	-	-	-
Assistant		-	-	-	-	-	-	-	-	-	-
Instructor		7	149	10	159	8	176	10	173	10	189
Other		-	-	-	-	-	-	-	-	-	-
Total		6	149	11	159	8	176	12	173	14	189
Salary for Academic Year		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum										
	Mean										
Associate	Minimum										
	Mean										
Assistant	Minimum										
	Mean										
Instructor	Minimum (FT)	55,200	1,800	57,000	1,900	56,000	2,000	58,000	2,050	58,000	2,050
	Mean (All)**	59,950	1,992	60,000	2,093	59,735	2,195	60,000	2,245	60,000	2,245
	Mean (FT)**	n/a		62,120		59,735		60,000		60,000	
# of 80% Time Faculty		-		2		2		2		2	
Other	Minimum										
	Mean										

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Median (All) includes all full-time faculty. Median (FT) excludes 80% time faculty

**Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)**

		3 Years Prior (FY 2013)		2 Years Prior (FY 2014)		1 Year Prior (FY 2015)		Current Year* (FY 2016)		Next Year Forward (goal) (FY 2017)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor											
Associate											
Assistant											
Instructor		4	33	7	34	3	34	4	29	6	32
Vacant								2		2	
Total		4	33	7	34	3	34	6	29	8	32
Highest Degree Earned: Master's											
Professor											
Associate											
Assistant											
Instructor		2	107	4	116	5	132	5	137	6	150
Other											
Total		2	107	4	116	5	132	5	137	6	150
Highest Degree Earned: Bachelor's											
Professor											
Associate											
Assistant											
Instructor			9		9		10	1	7		7
Other											
Total		-	9	-	9	-	10	1	7	-	7
Highest Degree Earned: Professional License											
Professor											
Associate											
Assistant											
Instructor											
Other											
Total		-	-	-	-	-	-	-	-	-	-
Grand Total		6	149	11	159	8	176	12	173	14	189
FY Teaching Load, in credit hours											
Professor	Maximum										
Professor	Median										
Associate	Maximum										
Associate	Median										
Assistant	Maximum										
Assistant	Median										
Instructor	Maximum	8	24	12	24	8	28	16	52	8	28
Instructor	Median	4	4	8	4	8	4	6	4	8	4
Instructor	MEAN	5.33	6.02	7.20	5.93	6.4	6.48	8	5.92	7	6
Other	Maximum										
Other	Median										

Explanation of Teaching Load (if not measured in credit hours):

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

Full Year	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Senior Lecturer	7		4		2	2	8		2	
Lecturer		60		81		70		53		64
SoE Field Placmnt Faculty				7		5		3		2
SoE Lead Faculty		6		1		2		4		2
Other										
Total	7	66	4	89	2	79	8	60	2	68
# of Faculty in Tenured Positions ?										
Senior Lecturer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lecturer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SoE Field Placmnt Faculty	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SoE Lead Faculty	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	-	-	-	-	-	-	-	-	-	-
# of Faculty Departing ?										
Senior Lecturer			1		1		6			
Lecturer		50		65		29		20		10
SoE Field Placmnt Faculty						4		4		2
SoE Lead Faculty						1		3		2
Other				1						
Total	-	50	1	66	1	34	6	27	-	14
# of Faculty Retiring ?										
Professor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Associate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Assistant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Instructor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	-	-	-	-	-	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

FALL TERM	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
ACCT						10		10		11
APST										3
ARTS		5		5		5		5		5
BEHS		1		1		1		1		2
C MPL		7		8		8		8		5
COMM		4		4		4		4		4
CRIM		3		3		3		3		3
CRIT	2	7	2	7	2	7	2	7	2	7
ECO		4		4		4		4		4
EDU		11		12		12		12		12
ENG		9	1	9		9		9		10
ENVR										
HIS		6		6		6		6		6
HLTC		4		4		4		4		5
HUMN		4		4		4		4		4
IDIS		6		6		6		6		6
INST		3		3		3	1	3	1	2
MATH		7		7		7		7		8
MGMT		11		11		11		9		9
MKTG						5		5		6
NUR		1	2	2	1	2	1	2	2	4
POL		4		4		4		3		3
PSY	1	11	1	11	2	11	1	11	1	11
SCI		10		10		10		10		10
SDLR										
SOC		5		5		5		5		5
SOSC		4		4		4		4		4
TCHM						2		2		3
TBA							2		2	
Total	3	127	6	130	5	147	7	144	8	152
PB										
ABA		1		1		1		1		2
EDU		10	1	14	1	14	1	14	1	15
MATH		2		2		2		2		4
Total	-	13	1	17	1	17	1	17	1	21
MS										
ACCT										2
COMM										1
EDU				1		1	2	1	2	2
HRM										
LD	1	2	1	2	1	2	1	2	1	3
MGMT	1		2	1		1	1	1	1	2
PM	1	7	1	8	1	8		8	1	6
Total	3	9	4	12	2	12	4	12	5	16
Grand Total	6	149	11	159	8	176	12	173	14	189

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress

STANDARD SEVEN: INSTITUTIONAL RESOURCES

After several years of incremental revenue growth and in spite of diminished state appropriations, Granite State College has put itself in a stronger financial position. Between 2009 and 2015, total annual operating revenues increased by 72% (\$9.5M to \$16.4M) and total net assets more than quadrupled (\$4.7M to \$22.1M). Concurrently, the College has been diligent at managing expenses, which rose only 17% in the same period.

This careful balance—steady growth accompanied by diligent cost-control—has allowed the College to focus investments in its core strategic objectives. Master’s degrees have been introduced and are growing steadily (see Standard Four); the roster of undergraduate programs has expanded (see Standard Four); the number of full-time faculty has increased from 0 in 2010 to 12 today (see Standard Six); and, as will be seen in this Standard, personnel have been added in key areas, the technology and information infrastructure has been upgraded, and in 2014 the College purchased the current 44,000 square foot facility in Concord, NH. Despite these investments, tuition at the College remained flat for three years before a small increase in 2016.

HUMAN RESOURCES

DESCRIPTION

Granite State College employs qualified and sufficient staff to fulfill its mission. The active employee roster currently lists 106 benefited employees, equating to 100 Full-Time Equivalents (FTEs). Adjunct faculty are discussed in detail in Standard Six. In addition, the College has access to University System of New Hampshire (USNH) employees in specialized areas such as human resources, legal counsel, finance/treasury, and information technology. Compensation, inclusive of a generous benefits package, is competitive for the region. There are opportunities for professional development offered throughout the year using a variety of methods. College employees attended close to 50 different seminars and workshops over fiscal year 2015 and many staff have memberships in and are active participants with professional organizations.

RANDI | Lebanon

“The Admissions and Financial Aid offices are the best I have encountered. Last but not least, the tuition is affordable!”

Personnel policies have participant input, are readily accessible and periodically reviewed by the system-wide Human Resource Executive Council and shared with the USNH Human Resource Council, a group of employees from throughout the university system (including Granite State College) who suggest policy updates and changes, thus ensuring they are contemporary and meeting the current needs of staff. USNH/college policies are available to all employees [here](#) and a link to this site is placed on the Granite State College [Human Resources home page](#). At orientation, new hires are shown where to find applicable USNH/college policies that affect their employment and benefits and are asked to read and acknowledge policies specific to harassment prevention and acceptable use of email and equipment.

In the spring 2016, the College launched a new online talent management and recruitment system (PeopleAdmin©) to simplify and streamline the hiring process for employees and applicants.

PeopleAdmin is also capable of assisting supervisors in updating position descriptions to ensure alignment with employee performance reviews.

APPRAISAL

The College carefully manages personnel expenses to help keep tuition affordable. In February 2014, the **New England Center for Investigative Reporting** estimated “the number of non-academic administrative and professional employees at U.S. colleges and universities has more than doubled in the last 25 years, vastly outpacing the growth in the number of students or faculty.” At Granite State College, however, the story is very different. Between FY2007-FY2015, student headcount increased by approximately 21% (2,605 to 3,143) while at the same time FTE personnel actually remained flat. This has been achieved by recruiting and retaining quality staff and investing resources efficiently, including outsourcing certain non-academic functions, using work-study students where appropriate, and employing temporary help for short-term projects.

The current financial position, however, allows the College to begin investing in personnel, both through new positions and realigning current personnel to meet changing student and market needs. For example, in 2014 the educational technology team was shifted from the information technology team to the office of academic affairs to strengthen the connection between instructional designers and faculty. In 2015 the admissions team was restructured to create four new admissions officer positions responsible for more direct outreach efforts to better serve incoming students. This, however, combined with other restructuring discussed in Standard Three, has resulted in a number of employees working with outdated job descriptions.

When recruiting personnel, the College partners with USNH human resources to establish “minimum” and “preferred” credentials. In all but rare occasions college employees meet the minimum qualifications and most meet more than one preferred qualification. If a certain candidate is clearly the best fit for the job but lacks the education or years of work experience required, he or she may be placed in a trainee position and follows a work plan to attain the needed minimum qualifications. Salary levels are benchmarked using standards from the College and University Professional Association (CUPA) salary survey data. In addition, human resources staff periodically review equity across the university system to identify potential deficiencies in salary and labor grade and make adjustments accordingly. In FY2015, all classifications were reviewed and several exempt pay grades affecting 10% of employees were raised.

Granite State College provides opportunities for professional development for staff. College employees can take advantage of the USNH tuition waiver benefit for taking traditional credit-bearing classes, as well as non-credit professional development courses offered through the UNH professional development and training organization. Also, in September 2015 the College considered it important to ensure that employees were aware of their obligations as stipulated in Title IX and took the initiative to develop a one-day **comprehensive training program** for all staff. This seminar featured guest-speakers from the NH Coalition Against Domestic & Sexual Violence, law enforcement, legal counsel, and the Prevention Innovations Research Center at UNH. It was well-attended by college personnel and attracted colleagues from across USNH, as well as from the Community College System of NH.

PROJECTION

The success of the Title IV seminar has encouraged the College to proactively seek out additional opportunities for training and awareness in areas such as harassment prevention and bullying in 2017. The Organizational Wellness Team will also offer lunchtime educational programs focused on areas of interest resulting from an internal survey. With approximately \$10,000 allocated annually to support health and wellness efforts, the team will review opportunities to offer such amenities as elevated work stations to interested employees.

PeopleAdmin, the talent management recruitment system mentioned earlier, utilizes position descriptions to advertise open positions. HR is in the process of loading these documents into the system and asking supervisors and staff to review and update their position descriptions. Approximately 70% of positions are currently loaded, and the plan is to have 100% loaded prior to the annual performance evaluation process in December, where employees and supervisors will review performance based on updated job descriptions.

In spring 2016 the College implemented an employee satisfaction survey (results of which as discussed in several Standards in the self-study) and will re-administer the survey on an annual basis. The results will provide valuable direction for continuous improvement of the working climate.

FINANCIAL RESOURCES

DESCRIPTION

Revenues and Expenses

Granite State College operates within a structure designed to ensure long-term stability. The College's FY2016 budget is approximately \$20 million. With over \$19 million accounting for regular operations in the education and general (E&G) operating budget, the College is not reliant on funding from donors or external programs (Figure 3). Appropriate steps are taken through the budgeting process described below to ensure that tuition revenue is primarily reinvested in the teaching and learning experience. As detailed in Figure 4, over 75% of FY2015 expenses were dedicated to instruction, academic support, and student services.

Figure 3: FY2016 Revenue

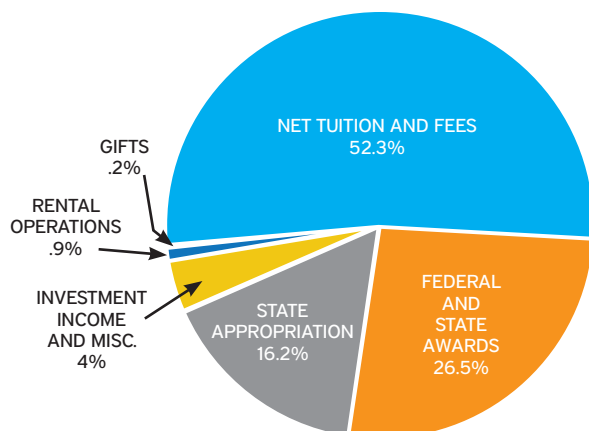
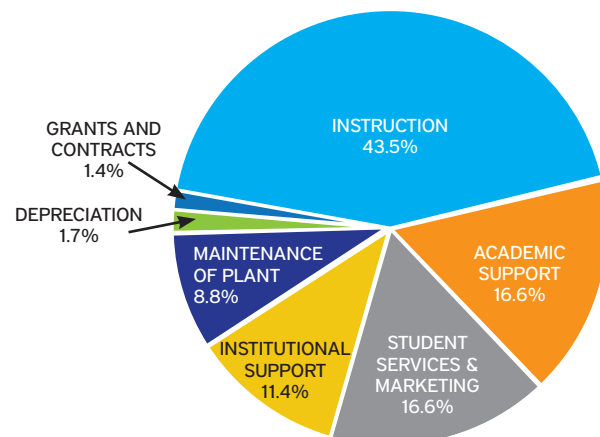


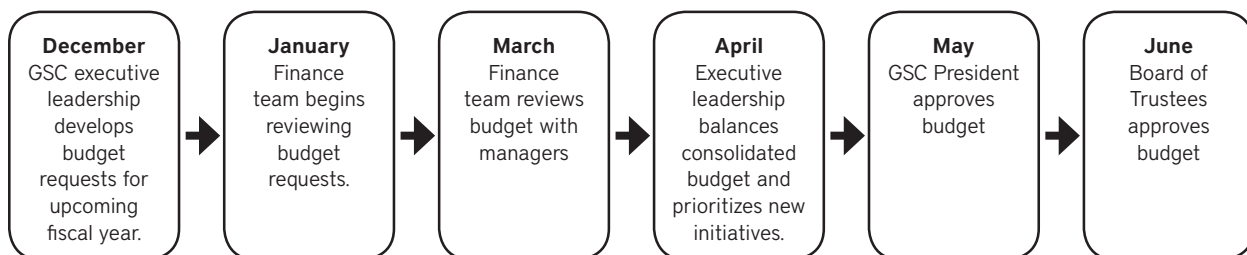
Figure 4: FY2015 Expenses



Budgeting

The USNH Board of Trustees, upon recommendation of the Financial Affairs Committee, has the statutory authority to establish tuition and fees at all four USNH institutions. USNH institutional budgets evolve from two parallel processes, with campus processes preceded by general USNH guidelines. Campus input into system-wide guidelines occurs through the president's representation on the Administrative Board and the CFO's representation on the Finance Executive Council. USNH biennial budget guidelines, which are largely expenditure driven, are subject to adjustment by the state legislature, and are adopted thirteen months in advance of the new biennium. This allows time for the USNH chancellor's office to prepare the biennial budget request. After review by the governor and legislative committees, the budget request is forwarded for legislative action.

At the institutional level, the College utilizes a zero-based budget methodology that requires each division of the College to develop its annual budget from a starting point of \$0 and only request budgeted dollars necessary to achieve the division's objectives in the new fiscal year. The process is illustrated below:



Financial operations distributes a budget template to the president's cabinet to develop funding requests for the next fiscal year. The vice president of finance, technology, and infrastructure and the director of financial operations meet with other members of executive leadership and their direct reports to assist with the development of individual departmental budgets including a review of current year budgets, next budget period goals, and any requests for funding of new initiatives needed to achieve the division's defined goals for the new year. Each vice president develops rationale for new initiatives and forwards the recommendations to the president's cabinet for discussion and final approval pending budget availability. All division budgets are consolidated and presented to president's cabinet for approval prior to the submission to the USNH Board of Trustees for final approval.

The board of trustees establishes the operating margin targets for all USNH institutions. For Granite State College, the margin was 9% for FY2015-FY2016. In April 2016, President Rubinstein secured board approval to lower that target to 5% for FY2017-FY2019. This freed approximately \$800,000 annually for the College to invest in support of future enrollments.

Financial Reporting and Control

The financial reporting process features an online budgeting and accounting system with spending controls on operating funds and electronic access and approvals. Managers of all funds have access to their accounts in order to measure operating results against the budget and to assure effective custodianship of funds. Transactions are recorded in the accounting system as aggregated and reflected in regular monthly reports to the president and cabinet, in periodic interim reports to the board of trustees' Financial Affairs committee, and in the annual audited financial statements, approved by the full USNH Board of Trustees.

The internal control systems provide reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, transactions are executed in accordance with management's authorization, and such transactions are recorded properly, resulting in financial statements that are free from material misstatement. USNH also employs a staff of **internal auditors** to monitor the integrity of the internal control systems. Reporting directly to the Audit Committee of the board of trustees, the USNH Internal Audit department is objective in the planning, conducting and reporting of their audits.

The College's financial statements are consolidated in the **USNH financial statements** annually audited by KPMG LLP. USNH has received an unqualified opinion from independent auditors for all of the 52 years of its existence. The Audit Committee of the board of trustees is responsible for overseeing the USNH financial reporting process and internal control systems, as well as for recommending and engaging independent public accountants for the annual audit. The audit committee, the voting members of which are solely trustees, meets at least three times per year and at the request of the director of internal audit.

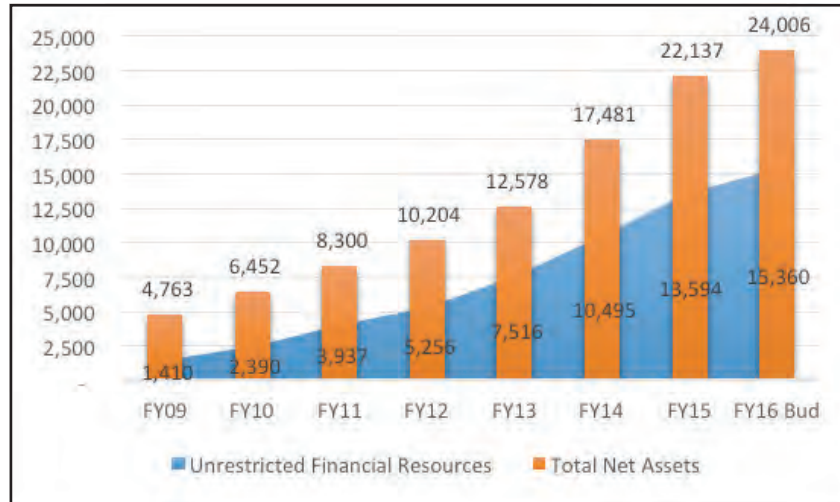
The vice president of finance, technology, and infrastructure serves as the College's chief financial officer providing oversight and strategic management of the College's finances. The CFO represents the College's financial interests to the board of trustees and on various USNH policy groups (e.g., Financial Executive Committee (FINEC), Deferred Maintenance Group, Benefits Cost Containment, etc.). An organization chart of the finance team may be found [here](#).

APPRAISAL

Revenues and Expenses

The College has achieved financial stability through prudent budget and enrollment planning. The College plans for enrollment growth, but the operating budget is developed conservatively. For FY2017, undergraduate enrollment is assumed at 98% of the current year's projected results, post-baccalaureate enrollments at 85%, and graduate enrollments flat. Unbudgeted initiatives identified throughout the year are then prioritized and funded from the revenue over budget. This approach has resulted in FY2015 marking the seventh consecutive fiscal year the College generated a positive operating margin with corresponding increases to unrestricted financial resources and total net assets, as shown on the next page:

Figure 5: Unrestricted Financial Resources and Total Net Assets FY2009-FY2016 (\$000)



In recent years, however, the College has returned margins in excess of 9%, even as high as 21% in FY2015. Such margins suggest that the timing of the existing projection process does not allow for thoughtful strategic planning of mid-year investments. This restricts the College as the dollars drop to reserves, becoming difficult to use the following fiscal year without negatively impacting that year's operating margin.

The zero-based budget process fosters collaboration between the president and executive leadership and provides direction in prioritizing the funding of new initiatives with strategic planning. The allocation of the margin relief in the FY2017 budget demonstrates the collaborative alignment of resources with strategic planning.

Table23 : Allocation of Margin Relief FY2017

FY2017 New Initiatives	Budget
Full-time faculty	\$270,000
Project faculty	\$86,000
Career Services Coordinator	\$35,000
Internship/career programs	\$25,000
Library staff	\$39,000
Financial literacy	\$4,000
Tutors	\$12,000
Lebanon feasibility study	\$10,000
Online admissions coach	\$61,000
Institutional aid programs	\$168,000
Operations support staff	\$87,000
Student information system	\$110,000
Total	\$907,000

During FY2014, USNH developed its first multi-year budget plan with a five-year projection to aid in the long-term strategic planning for the board of trustees. The College updates this plan annually to reflect current plans. This multi-year plan helps inform tuition recommendations for the upcoming fiscal year. While having a multi-year plan is beneficial in providing a long-term view, USNH currently lacks the systems to allow for scenario planning and real-time updating. The College needs to implement an enterprise performance management system that moves out of Excel-based spreadsheets, integrating enterprise resource planning systems with management reporting. This will also help with current year expense projections to better manage margins.

The College has strategically utilized mid-to long-term leases rather than purchase facilities. This enables the College to provide face-to-face instruction and academic support with minimal deferred maintenance and other costly overhead associated with traditional campuses. Leases also position the College to serve new markets with minimal startup costs and the flexibility to quickly respond to the continuously changing market needs throughout the state. The most recent example of this is in Nashua. Through a collaborative partnership with the Nashua Community College, the College was able to begin serving the Nashua community by placing temporary classrooms on the Nashua Community College campus. Granite State College has since enhanced its student experience and revenue by moving instructional activities into the actual Nashua Community College facility.

The College establishes an annual advancement budget—approximately \$41,000 in FY2016—to support alumni and donor engagement but the return on this investment has varied over the years. The College recognizes the need to expand these efforts, as alumni can serve as advisors and ambassadors, provide GSC with insight about how its programs have benefited graduates in pursuit of their careers, and afford networking opportunities for current students. The process of gathering alumni feedback through roundtable events and alumni gatherings was launched in spring 2016 and an Alumni Association board will be reconstituted later this fall.

PROJECTION

Revenues and Expenses

Over the next three years, FY2017-FY2019, the College will maintain a minimum 5% operating margin. At this margin, net assets are projected to grow by approximately \$1 million annually. Approximately \$700,000 as detailed above will be invested during FY2017 in direct academic programs and student services and \$207,000 in indirect support.

With a goal of increasing alumni engagement, outreach activity and planning are currently underway under direction of the President and the College's Alumni Trustee. Aligned closely with the business and industry strategy described in Standard Nine, the initial focus of the alumni outreach in FY2017 will be to build a network of advisory board members and ambassadors with shared interest in the College's success as a provider of workforce-relevant degree programs. To support this work of organizing and increasing communication, the FY2017 budget was almost doubled to \$80,000, with funding dedicated to both an external affairs position and consulting support from a well-respected business leader and Granite State College ambassador.

The College will increase business, community, and military partnerships. Developing such partnerships will further diversify revenue sources. In FY2017, approximately \$80,000 in tuition discounting is budgeted to support a direct pathway for students earning an associate degree at

the Community College System of New Hampshire into a bachelor's degree program at Granite State College. An additional \$70,000 is budgeted for active military students, allowing them to optimize federal assistance. To further enhance support for these students, a new position of military and veteran's benefits coordinator was added in FY2016.

Budgeting

To improve on financial decision making, the College will focus on improving current year reporting and long-term financial modeling. The former will be done through aligning the process for reporting of current year financial position to allow for timely reinvestment of revenue over budget. The latter will be done in collaboration with the USNH system office and the College's sister institutions. USNH has selected an Oracle product for the enterprise performance management systems and is currently undergoing a bid process to select an implementation partner. It is anticipated a contract will be signed in October with the implementation to begin soon after.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

DESCRIPTION

Facilities

Enrollment trends at Granite State College continue to see a shift to online learning from face-to-face classes. This shift toward online tools is also evident in the way staff work with students and faculty. Over the long term these trends will likely impact the physical plant in a variety of ways, such as reduced classroom demand accompanied by expansion of office locations for faculty, student support, and staff to provide better physical access to the College.

The role of college facilities throughout the state of New Hampshire represents an ongoing effort to balance enrollment and commitment to local community presence. All leased and owned spaces have been relocated and significantly renovated within the last ten years. A summary of the locations may be found below:

Table 24: Summary of Granite State College Instructional Locations

Location (Enrollment)	Established Community Presence	Current Location		Summary
		Occupancy Date	Lease Expires	
Concord (397)	1972	7/16/2012	Own	Classrooms (6); staff and administrative offices; main office of OLLI; permanent high-visibility, centrally located presence in state capitol
Conway (264)	1980	8/14/2006	Own	Classrooms (10); staff offices; presence in vibrant north country community
Claremont (136)	1979	5/19/2006	3/31/2018	Classrooms (4); staff offices; high-visibility downtown presence in Connecticut Valley community; partnership location with River Valley Community College

Lebanon (60)	1980	7/16/2007	Monthly	Classroom (1); staff office; embedded within Franklin Pierce University; presence in Upper Valley community with predicted population growth
Littleton (64)	1980	10/4/2010	8/31/2017	Classrooms (2); staff offices; high-visibility downtown presence in under-served rural area
Manchester (402)	1990	1/25/2010	1/5/2020	Classrooms (4); staff offices; presence in NH's largest city
Nashua (14)	2012	7/30/2012	Monthly	Classroom (1); staff office; imbedded within CCSNH -Nashua;
Portsmouth (320)	1975	6/15/1990	8/31/2018	Classrooms (3); staff offices; additional space embedded within nearby Great Bay Community College; presence in dynamic and expanding Pease International Tradeport
Rochester (357)	1991	6/12/2010	7/31/2020	Classrooms (6); staff offices; presence in established community near NH Seacoast

Classroom specifications are developed with faculty and student input to ensure a teaching and learning environment that is flexible, encourages the use of learning technology, sized appropriately to enrollments, comfortable, and aesthetically pleasing and consistent. The classroom designs in Concord are a good example of this process. During the renovations in 2012, faculty, academic affairs staff, IT, marketing and facilities reviewed products, attended seminars on layout options, aesthetics, ergonomics, and pedagogy, and together arrived at the various layouts for seminar, classroom, lecture, and computer labs seen in the building.

Through partnerships with other USNH institutions, the College enjoys access to a level of expertise disproportionate to the institution's size. For example, it has membership on and receives professional support from USNH-wide committees in environmental health and safety, facilities, public safety, conduct and Title IX, and procurement.

Information Technology

With many students in online, blended, and hybrid courses, ensuring that technology seamlessly supports the student experience is critical. Online study is supported by a Moodle Learning Management System (LMS) recently upgraded to version 2.9. Additional technology integrated to that environment includes collaborative technology, Kaltura, TurnItIn, and ePortfolio tools such as TaskStream and Chalk&Wire.

Wireless networks have been significantly updated in the past year and are scheduled for a new wireless controller and additional access points in 2017. Computer labs and student kiosk computers are provided at each location and maintained on a four-year refresh cycle. Student satisfaction survey results demonstrate that labs are meeting student expectations.

A small IT service desk staffed by college personnel supports faculty, staff, and students at all locations on a regular schedule and as needed. College personnel staff the service desk during the business day; outside of business hours, the College contracts with an external vendor to provide continuous coverage. Consultants are used to support specific technologies where capacity or technical skill is not sufficient within the IT department, such as with the Salesforce implementation project and the TargetX application. Using a hosted LMS has enabled the college to take advantage of an e-learning administrator (ELA) to add capacity to the internal LMS administrator position.

JAMIE | Conway, Online

"I love GSC online because the courses are challenging and help further my skills. And the IT help is very easy to use. Everyone is very friendly and helpful if I need it."

Many other systems and products are supported through agreements with UNH or as USNH shared services, such as Banner for student, finance, and human resources. A USNH system **Long Range Technology Plan** (LRTP) is in place to provide resources, priorities, and planning for upgrade, support, and implementation of new products. Efficiency is gained by sharing both **infrastructure**, database servers, and database administration and support staff with the UNH campus for this system. Use of external services for special tasks and capacity enables a small staff to provide significant local support.

The College has a comprehensive set of **service outage plans** that address communication, escalation, and service dependencies. These documents are stored in service desk documentation folders where the entire team has ready access to them. The documents are accompanied by a frequently updated contact list of stakeholders, internal support staff, and third party support contacts. To assure the security of student records, network access to student information systems requires use of encrypted connections.

APPRAISAL

Facilities

The College invests in physical resources to meet the needs of academic programs and students. All facilities are modern, clean, safe, current with all requisite compliances, and capable of meeting current demand. Leased facilities offer periodic opportunities (typical lease terms are 10 years with multiple renewal options) to fundamentally re-assess the fit between the physical plant and the academic and administrative programs. Of the locations, two are worth noting:

- By purchasing the Concord location, the College demonstrated both its financial stability and its commitment to the capitol region. Granite State College inherited several tenants but will likely only renew their leases if the additional space is not needed for College use. A comprehensive **capital improvement plan** was completed in the spring of 2016 to identify deferred maintenance issues and prioritize and budget their resolution over the next decade.

The Lebanon location is not maximizing its potential. The Upper Valley is projected to have the third highest growth rate in the state through 2022, focused in educational services, healthcare, and social assistance—all areas where the College offers degrees. The current location, however, is not easily visible or accessible. The College's preference is for a location with greater visibility, and potentially co-located with another institution or in a partnership arrangement.

Information Technology

In an effort to measure and improve IT services and standards, a team of IT consultants from BerryDunn (BD) were engaged by the College in 2015 to conduct an independent and objective assessment of IT operations, organization, and staffing. The assessment sought input through surveys, on-site interviews with faculty, staff and IT personnel, and comparative benchmark information from peer institutions. Three surveys were distributed, resulting in 136 responses from faculty, 93 responses from staff, and 167 responses from students. BD also completed benchmarking research with University of Maine Augusta and Charter Oak College.

The **consultants' report** identified recent improvements having been made to the IT environment, including increased attention to network security and wireless connectivity, but also multiple areas where the College could make more effective use of technology, strengthen technology management, and better align IT services with institutional needs. Recommendations included:

- Strengthening leadership for IT;
- Restructuring the current IT organization to be more effective and sustainable;
- Enhancing IT staff expertise in areas of long-term strategic value to the College including Banner Student, Salesforce, and system integration; and
- Introducing a mechanism to support collaborative planning and priority-setting for IT.

Following the consultation, Granite State College introduced substantive improvements to the structure and management of IT. Addressing these key challenges will enable the College to more effectively implement the remaining recommendations and will position the College to take advantage of opportunities to use technology more effectively in advancing its mission.

PROJECTION

The capital improvement plan outlines the following project in upcoming years:

- Approximately \$1 million in maintenance over the next year for the Concord facility for the exterior facade, electrical improvements, and fire system upgrades.
- Approximately \$600,000 within the next five years for roof and elevator replacement, RTU replacements, and continued electrical upgrades at the Concord facility.
- Approximately \$300,000 within the next ten years at the Concord facility for site work, sprinkler system maintenance, and electrical panel upgrades.

The lease at the Lebanon location is month-to-month, providing the option of relocating once a more favorable location is identified. The College has budgeted \$10,000 for a feasibility study to begin in fall 2016, the results of which will inform the potential relocation.

Information Technology

In response to the needs of IT leadership and management addressed above, the College is developing a more vertical organizational structure, including a middle-tier of IT management, thus allowing the chief information officer to focus on strategic objectives rather than day-to-day management. The first step in this strategy has already been implemented: filling one of the new proposed positions, the director of enterprise systems. The next steps involve continuing to develop that tier of management in the infrastructure and service teams.

Initial meetings of the IT assessment, **IT governance**, and strategic planning teams have produced a number of focus areas that will be addressed by IT projects. The LRTP project portfolio includes development and distribution of a request for proposals to an ERP solution for human resources in FY2016-FY2017. CampusWorks has been selected as a consulting group for requirements analysis, process review, and readiness consulting and will be retained for creation of a product RFP, which has not yet been completed. Product selection and implementation is not expected until FY2017.

ITEM FOR SPECIAL EMPHASIS

Assuring the sufficiency of resources and services, especially library and information resources, to support anticipated enrollment growth [for MSPM and MSL programs].

In a letter dated April 23, 2013, the Commission requested that the College give special emphasis to assuring the sufficiency of resources and services, especially library and information resources, to support anticipated enrollment growth. In keeping with Granite State College's mission to expand access to public higher education, the **Granite State College Library and Research Commons** has been designed to provide easy online access to a full cadre of library services and resources to the college community. As one of the few totally digital college libraries in the country, the library features constant access to millions of full-text articles, 170,000+ e-books, reports, and videos. The library has invested in the Ebsco Discovery Service and leases all resources through Ebsco. Remote web access to resources is available via the library's homepage and the College's learning management system, Moodle. Mobile access to all services and resources is also available. In addition, the College has contracted with Springshare to manage digital content and integrate LibGuides more fully into the GSC Discovery Service -the digital library created by Ebsco.

Services to the College community include asynchronous reference/research help with all requests answered within 24 hours of receipt. Each term a series of online and face-to-face introductory library skills, research paper writing, advanced search, and course-specific seminars are offered. These workshops generally draw a total of 250 students per term, with approximately 56 seminars and workshops taught per year. Students and faculty have access to the **GSC Library Research Guide**, a guide to **Open Educational Resources (OER)**, and a series of **course-specific research guides and general help documents** that target certain student populations, such as education, graduate, and nursing students.

The Library is currently staffed by one part-time professional librarian at the assistant dean level. The assistant dean sits on the academic council, various College committees, and participates in search committees and work groups as requested. She routinely participates in professional organizations and has a fairly substantial publishing record in digital libraries, the use of open educational resources, and grey literature. Using data gathered over three years, the librarian has been able to target specific times when students and faculty are most in need of professional assistance with their research. This approach, coupled with the multiple ways students can contact the library, allows students and faculty personalized timely help, a hallmark of the College's student-focused approach. While student needs are currently being met, the College recognizes room to offer improved services and has budgeted \$39,000 in FY2017 for additional library staff to expand information literacy programs and increase the frequency of interaction with teaching faculty.

To ensure that library resources are sufficient and relevant, the faculty-library committee meets three times a year to advise on collection development and evaluation of resources and services. The assistant dean of library services serves as an ex-officio member of both the undergraduate and graduate curriculum committees and plays a critical role in ensuring that new programs (such as the graduate programs) are fully supported.

At the graduate level, current academic programs are intended for practitioners. As such, resources include access to professional libraries, such as the Project Management Institute's library, OER resources in leadership, and targeted collections such as e-books that support the deaf and hearing impaired program. As members of **New Hampshire College and University Council** (NHCUC), Granite State College students have access to a very broad range of resources that support student research at the graduate and undergraduate level at over twenty other academic libraries in New Hampshire. Additionally, the library has concentrated on encouraging and providing access to quality open educational resources available through institutional repositories, special projects, and professional organizations.

The information resources of the college library are more than sufficient to support existing curricula, and students report satisfaction with the services offered. Between 2013 and 2016 expenditures on library materials increased 47 percent (from \$68,912 to \$101,410), and the number of total information resources available increased 173 percent (137,000 to 374,000). In FY2015 undergraduate students accounted for 80 percent of library users and rated their experience with the library at 3.4 (on a 1-4 scale). Graduate students (20 percent of users) rated their experience at 3.2. Opportunities exist, however, for greater online access to the resources available through the USNH libraries. Currently, vendor requirements do not allow for the electronic transfer of licensed resources among USNH libraries.

With expanded services and collections, the library has experienced steady growth in use by students and faculty. Between 2014 and 2016 the number of literacy instruction classes increased by 20 percent (from 56 to 67) and the number of reference questions increased by 22 percent (from 1356 to 1658). During this time, student headcount increased by only two percent. The nature of reference questions indicates a growth in students' understanding of the research process, as well as the emphasis faculty are putting on research assignments. While the bulk of this growth has been from student requests, there is an increasing growth in requests by faculty for the library to provide guides to specific collections, research classes for their students, and advice in finding and using open educational resources.

In 2016 the library website was transitioned from a server at Plymouth State University to Springshare, the company that supports access to the library's locally developed research guides. This transition will allow for better integration with the library's digital library, the ability to add locally created open educational resources and capstone projects to the catalog, and create more robust research guides.

Efforts to inform the faculty about the online library were once sporadic but have become embedded within the new faculty orientation processes. The librarian is now introduced to all new faculty via e-mail from the director of faculty development. The librarian sends faculty a welcome note, and an overview of library services, which has initiated an increase in requests for librarian support.

**Standard 7: Library and Other Information Resources
(Library)**

	?				
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
Expenditures/FTE student					
Materials	\$ 68,912	\$ 69,816	\$ 99,440	\$ 101,410	\$ 96,946
Salaries & Wages	\$ 49,539	\$ 50,677	\$ 55,284	\$ 60,366	\$ 123,486
Other operating	\$ 3,531	\$ 5,077	\$ 4,954	\$ 5,775	\$ 9,470
Collections					
Total print volumes	n/a	n/a	n/a	n/a	n/a
Electronic books	137,000	150,000	155,000	160,000	170,000
Print/microform serial subscriptions	n/a	n/a	n/a	n/a	n/a
Full text electronic journals	n/a	n/a	n/a	214,339	230,000
Microforms	n/a	n/a	n/a	n/a	n/a
Total media materials	137,000	150,000	155,000	374,339	400,000
Personnel (FTE)					
Librarians -- main campus	0.6	0.6	0.6	0.7	1.6
Librarians -- branch campuses	n/a	n/a	n/a	n/a	n/a
Other library personnel -- main campus	n/a	n/a	n/a	n/a	n/a
Other library personnel -- branch campus	n/a	n/a	n/a	n/a	n/a
Library Instruction					
Total sessions -- main campus	56	56	43	45	65
Total attendance - main campus	n/a	n/a	n/a	n/a	n/a
Total sessions -- branch campuses	n/a	n/a	n/a	n/a	n/a
Total attendance -- branch campuses	n/a	n/a	n/a	n/a	n/a
Reference and Reserves					
In-person reference questions	59	68	78	85	190
Virtual reference questions	1180	1356	1552	1700	1870
Traditional Reserves:	n/a	n/a	n/a	n/a	n/a
courses supported	n/a	n/a	n/a	n/a	n/a
items on reserve	n/a	n/a	n/a	n/a	n/a
E-Reserves:	n/a	n/a	n/a	n/a	n/a
courses supported	n/a	n/a	n/a	n/a	n/a
items on e-reserve	n/a	n/a	n/a	n/a	n/a
Circulation (do not include reserves)					
Total/FTE student	n/a	n/a	n/a	n/a	n/a
Total full-text article requests	n/a	n/a	n/a	n/a	n/a
Number of hits to library website	n/a	n/a	n/a	n/a	n/a
Student borrowing through consortia or contracts	n/a	n/a	n/a	n/a	n/a
Availability/attendance					
Hours of operation/week main campus	126	126	126	126	126
Hours of operation/week branch campuses	n/a	n/a	n/a	n/a	n/a
Gate counts/year -- main campus	n/a	n/a	n/a	n/a	n/a
Gate counts/year -- average branch campuses	n/a	n/a	n/a	n/a	n/a
URL of most recent library annual report:	Year End Report FY16				
URL of Information Literacy Reports:	n/a				

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 7: Library and Other Information Resources
(Information Technology)**

					?
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)

Number (percent) of students with own computers	97%	97%	97%	97%	97%
--------------------------------------------------------	-----	-----	-----	-----	-----

Course management system	Moodle 2.7.9 (Moodle 2.9 as of Dec 2015)				
Number of classes using the system					
Classes on the main campus	66	66	56	86	86
Classes offered off-campus	1958	2055	1950	1644	1644
Distance education courses	524	663	812	906	906

Bandwidth					
On-campus network	4 T-1s, 6 mbs	100mbps iBEAM	100mbps iBEAM	100mbps iBEAM	100mbps iBEAM
Off-campus access					
commodity internet (Mbps)	1 T1, 1.50 mbs				
high-performance networks (Mbps)		25mbps iBEAM	25mbps iBEAM	25mbps iBEAM	25mbps iBEAM
Wireless protocol(s)	802.11G	802.11G	802.11G	802.11G and N	802.11AC

Network					
Percent of residence halls connected to network					
wired	n/a	n/a	n/a	n/a	n/a
wireless	n/a	n/a	n/a	n/a	n/a
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports	n/a	n/a	n/a	n/a	n/a

Multimedia classrooms (percent)					
Main campus	100%	100%	100%	100%	100%
Branches and locations (See note #1)	100%	100%	100%	100%	100%

IT Personnel (FTE)					
Main campus (See note #2)	15.0	15.0	15.0	9.0 *	11.0
Branch campuses	0.0	0.0	0.0	0.0	0.0
Dedicated to distance learning			1.0	1.0	1.0

Software systems and versions	
Students	Banner Student Information System 8
Finances	Banner Finance 8
Human Resources	Banner HR 8
Advancement	Salesforce Advancement Connect
Library	Various 3rd Party Databases
Website Management	Dreamweaver, Drupal, and WordPress
Portfolio Management	Taskstream and Chalk & Wire
Interactive Video Conferencing	BlackBoard Collaborate, GoToMeeting/GoToWebinar, and ConnectNH
Digital Object Management	Banner Document Management System

Note #1 There are several rooms in Conway not actively used as classrooms that do not have technology installed.
 Note #2 Instructional Design and Educational Technology were moved to Academic Affairs in 2015

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	1	28671
Other U.S. locations	7	26377
International locations	0	0

	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year* (FY 2016)	Next Year Forward (goal) (FY 2017)
Revenue (\$000)					
Capital appropriations (public institutions)	-	-	500,000	-	-
Operating budget	-	-	163,735	182,964	-
Gifts and grants	-	-	-	-	-
Debt	-	-	-	-	-
TOTAL	-	-	663,735	182,964	-
Expenditures (\$000)					
New Construction	-	-	-	-	-
Renovations, maintenance and equipment	114,095	115,470	407,688	203,294	-
Technology	190,179	192,746	392,139	396,421	-
TOTAL	304,274	308,216	799,827	599,715	-

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	3,260	16,078	19,338
Laboratory	0	0	0
Office	19,841	7,814	27,655
Study	1,180	2,485	3,665
Special	4,390	0	4,390
General	0	0	0
Support	0	0	0
Residential	0	0	0
Other	0	0	0

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
25 Hall Street			4,828,336	2015
n/a				

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
n/a				

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$100,000 _____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
25 Hall Street	GSC Main Administrative an	19338	839,673	2012

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$ 100,000 _____ or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
25 Hall Street	Exterior Renovation Project	19338	\$250,000	2016
25 Hall Street and Conway	Life Safety and Security	28117	\$200,000	2016
25 Hall Street	Exterior Renovation Project	19338	\$250,000	2017

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (06 /30)		2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year (2015)	Percent Change yrs-1 yr prior 1 yr-most recent	
ASSETS						
?	CASH AND SHORT TERM INVESTMENTS	\$8,686,947	\$11,454,186	\$11,408,173	31.9%	-0.4%
?	CASH HELD BY STATE TREASURER	\$0	\$0	\$0	-	-
?	DEPOSITS HELD BY STATE TREASURER	\$0	\$0	\$0	-	-
?	ACCOUNTS RECEIVABLE, NET	\$721,073	\$972,173	\$655,838	34.8%	-32.5%
?	CONTRIBUTIONS RECEIVABLE, NET	\$0	\$0	\$0	-	-
?	INVENTORY AND PREPAID EXPENSES	\$257,272	\$484,394	\$261,941	88.3%	-45.9%
?	LONG-TERM INVESTMENTS	\$2,170,589	\$4,185,103	\$4,535,117	92.8%	8.4%
?	LOANS TO STUDENTS	\$0	\$0	\$0	-	-
?	FUNDS HELD UNDER BOND AGREEMENT	\$0	\$0	\$0	-	-
?	PROPERTY, PLANT AND EQUIPMENT, NET	\$2,733,002	\$2,547,202	\$7,118,908	-6.8%	179.5%
?	OTHER ASSETS	\$0	\$0	\$0	-	-
	TOTAL ASSETS	\$14,568,883	\$19,643,058	\$23,979,976	34.8%	22.1%
LIABILITIES						
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$280,756	\$335,937	\$385,072	19.7%	14.6%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$701,770	\$886,628	\$484,875	26.3%	-45.3%
?	DUE TO STATE	\$0	\$0	\$0	-	-
?	DUE TO AFFILIATES	\$0	\$0	\$0	-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS	\$0	\$0	\$0	-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS	\$0	\$0	\$0	-	-
?	LONG TERM DEBT	\$0	\$0	\$0	-	-
?	REFUNDABLE GOVERNMENT ADVANCES	\$0	\$0	\$0	-	-
?	OTHER LONG-TERM LIABILITIES	\$1,008,559	\$939,286	\$973,312	-6.9%	3.6%
	TOTAL LIABILITIES	\$1,991,085	\$2,161,851	\$1,843,260	8.6%	-14.7%
NET ASSETS						
UNRESTRICTED NET ASSETS						
	INSTITUTIONAL	\$7,516,321	\$10,495,125	\$13,593,796	39.6%	29.5%
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$7,516,321	\$10,495,125	\$13,593,796	39.6%	29.5%
TEMPORARILY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$275,312	\$821,026	\$742,452	198.2%	-9.6%
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$275,312	\$821,026	\$742,452	198.2%	-9.6%
PERMANENTLY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$4,786,165	\$6,165,056	\$7,800,469	28.8%	26.5%
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$4,786,165	\$6,165,056	\$7,800,469	28.8%	26.5%
	TOTAL NET ASSETS	\$12,577,798	\$17,481,207	\$22,136,716	39.0%	26.6%
	TOTAL LIABILITIES AND NET ASSETS	\$14,568,883	\$19,643,058	\$23,979,976	34.8%	22.1%

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

FISCAL YEAR ENDS month & day: (06 / 30)		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
OPERATING REVENUES						
?	TUITION & FEES	\$14,785,422	\$15,581,568	\$16,064,790	\$15,978,995	\$16,246,879
?	ROOM AND BOARD	\$0	\$0	\$0	\$0	\$0
?	LESS: FINANCIAL AID	(\$5,010,472)	(\$5,744,445)	(\$5,352,702)	(\$5,583,788)	(\$5,867,084)
	NET STUDENT FEES	\$9,774,950	\$9,837,123	\$10,712,088	\$10,395,207	\$10,379,795
?	GOVERNMENT GRANTS & CONTRACTS	\$4,972,242	\$5,388,264	\$5,166,136	\$5,281,756	\$5,255,067
?	PRIVATE GIFTS, GRANTS & CONTRACTS	\$36,070	\$30,646	\$74,207	\$30,000	\$40,179
?	OTHER AUXILIARY ENTERPRISES	\$0	\$0	\$0	\$0	\$0
	ENDOWMENT INCOME USED IN OPERATIONS	\$175,609	\$256,696	\$296,462	\$381,580	\$461,390
	OTHER REVENUE OLLI	\$108,175	\$151,261	\$152,871	\$146,980	\$163,200
?	OTHER REVENUE (specify):	\$41,310	\$24,930	\$29,300	\$14,300	\$11,395
	OTHER REVENUE (specify): Online Services	\$30,000	\$58,508	\$248	\$30,000	\$35,000
	OTHER REVENUE (specify): Membership Dues	\$80,000	\$90,000	\$98,750	\$90,000	\$0
	OTHER REVENUE (specify): Rental Income	\$0	\$0	\$163,535	\$173,992	\$151,130
	NET ASSETS RELEASED FROM RESTRICTIONS	\$0	\$0	\$0	\$0	\$0
	TOTAL OPERATING REVENUES	\$15,218,356	\$15,837,428	\$16,693,596	\$16,543,815	\$16,497,156
OPERATING EXPENSES						
?	INSTRUCTION	\$5,357,919	\$6,253,082	\$6,831,768	\$7,451,261	\$7,708,680
?	RESEARCH	\$659,388	\$157,014	\$214,065	\$163,808	\$72,975
?	PUBLIC SERVICE	\$0	\$64	\$5,396	\$7,300	\$0
?	ACADEMIC SUPPORT	\$2,447,662	\$2,401,506	\$2,607,591	\$3,195,342	\$3,351,324
?	STUDENT SERVICES	\$2,272,658	\$2,343,221	\$2,411,221	\$2,550,212	\$3,071,258
?	INSTITUTIONAL SUPPORT	\$2,184,239	\$2,197,813	\$1,793,045	\$2,839,919	\$2,809,937
	FUNDRAISING AND ALUMNI RELATIONS	\$48,301	\$31,533	\$24,699	\$40,711	\$79,567
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$1,481,574	\$1,704,994	\$1,588,869	\$1,383,477	\$1,356,078
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$0	\$0	\$0	\$0	\$0
?	AUXILIARY ENTERPRISES	\$0	\$0	\$0	\$0	\$0
?	DEPRECIATION (if not allocated)	\$299,151	\$304,435	\$264,046	\$357,872	\$353,514
?	OTHER EXPENSES (specify):	\$0	\$0	\$0	\$0	\$0
	OTHER EXPENSES (specify):	\$0	\$0	\$0	\$0	\$0
	TOTAL OPERATING EXPENDITURES	\$14,750,894	\$15,393,662	\$15,740,700	\$17,989,903	\$18,803,333
	CHANGE IN NET ASSETS FROM OPERATIONS	\$467,462	\$443,766	\$952,896	(\$1,446,088)	(\$2,306,177)
NON OPERATING REVENUES						
?	STATE APPROPRIATIONS (NET)	\$1,555,769	\$2,344,950	\$3,211,937	\$3,212,072	\$3,212,071
?	INVESTMENT RETURN	\$106,393	\$437,903	(\$124,099)	\$122,510	\$97,481
?	INTEREST EXPENSE (public institutions)	\$0	\$0	\$0	\$0	\$0
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$47,963	\$395,755	\$187,779	\$0	\$0
?	OTHER: Endowment and Investment Income	\$0	\$0	\$0	\$0	\$0
	OTHER:	\$0	\$0	\$0	\$0	\$0
	OTHER (specify):	\$0	\$0	\$0	\$0	\$0
Revised	NET NON OPERATING REVENUES	\$1,710,125	\$3,178,608	\$3,275,617	\$3,334,582	\$3,309,552

	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$2,177,587	\$3,622,374	\$4,228,514	\$1,888,494	\$1,003,375
?	CAPITAL APPROPRIATIONS (public institutions)	\$0	\$0	\$500,000	\$0	\$178,000
?	OTHER: Transfers/Alumni Allocation	\$196,695	\$1,281,034	(\$73,004)	(\$19,522)	\$61,498
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,374,282	\$4,903,408	\$4,655,510	\$1,868,972	\$1,242,873

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06/ 30)		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
	DEBT					
	BEGINNING BALANCE	Not Applicable	\$0	\$0	\$0	\$0
	ADDITIONS	\$0	\$0	\$0	\$0	\$0
	? REDUCTIONS	\$0	\$0	\$0	\$0	\$0
	ENDING BALANCE	\$0	\$0	\$0	\$0	\$0
	INTEREST PAID DURING FISCAL YEAR	\$0	\$0	\$0	\$0	\$0
	CURRENT PORTION	\$0	\$0	\$0	\$0	\$0
	BOND RATING	Aa3/A+	Aa3/A+	Aa3/A+	Aa3/A+	Aa3/A+

DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.

Not Applicable

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

Not Applicable

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

Not Applicable

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06 / 30)		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$10,203,516	\$12,577,798	\$17,481,207	\$22,136,716	\$24,005,689
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,374,282	\$4,903,408	\$4,655,510	\$1,868,972	\$1,242,873
	NET ASSETS END OF YEAR	\$12,577,798	\$17,481,207	\$22,136,716	\$24,005,689	\$25,248,562
FINANCIAL AID						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL	\$598,167	\$881,070	\$842,863	\$921,870	\$1,078,654
	FEDERAL, STATE & PRIVATE GRANTS	\$4,295,108	\$4,754,679	\$4,378,922	\$4,503,814	\$4,411,105
	RESTRICTED FUNDS	\$116,747	\$108,696	\$130,917	\$158,104	\$377,325
	TOTAL	\$5,010,022	\$5,744,445	\$5,352,702	\$5,583,788	\$5,867,084
	% DISCOUNT OF TUITION & FEES	4.3%	4.9%	4.8%	6.1%	7.0%
?	% UNRESTRICTED DISCOUNT					
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						
<p>GSC's endowment funds are invested in an investment pool valued using units purchased in the pool at the gift date. The endowment distribution rate as a percentage of the average market value per unit for the twelve quarters from which it was derived was 4.8% for 2015 and 2014 for the USNH endowment pool.</p> <p>The objective for the annual spending formula for endowment return used for operations is to provide sustainable continued future support for ongoing programs at current levels assuming moderate inflation. To the extent that endowment yield is insufficient in any one year to meet the required spending distribution, accumulated net gains are utilized to fund the distribution.</p>						

*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Granite State College currently has meaningful data, including retention data, program review analyses, and student learning outcomes data, indicating that students are achieving GSC's learning goals and that graduates have benefited from their education. GSC also has data indicating that the quality of programs and learning experiences meet appropriate standards and benchmarks for the level and types of degrees offered. The institution places particular value on students' perception of their learning and aims for students to become skillful evaluators of their own educational experience. In addition, GSC has specific systems in place to enable more frequent collection of direct evidence of student learning.

CONTINUAL IMPROVEMENT OF TEACHING AND LEARNING

DESCRIPTION

Granite State College engages faculty, students, staff and community partners in the improvement of teaching and learning and is becoming increasingly transparent in its goals and strategies. With respect to retention and completion, as well as cohort default rates, GSC aims to be comparable to peer institutions. With respect to student learning, the College aims to expand and sustain a process for course- and program-level assessment that includes specific, measurable goals and opportunities for faculty innovation. Every major assessment project at GSC either involves or is led by faculty, as reflected in the Davis Foundation grant work from 2007-2011, the current Capstone Assessment project, and the General Education Assessment project, all of which had or have faculty leadership. It has instituted a process to assess educational effectiveness that has engaged faculty in course-level assessment and innovation to improve the quality of student learning experiences and feed into program and institutional assessment initiatives. This requires judgment and analysis of a variety of quantitative and qualitative data that are both direct and indirect measures of student learning (shown [here](#)). As a result of this strategy, over fifty individual faculty members have participated in assessment initiatives in the last year, resulting in the modification or redesign of courses that impact 21% of enrolled students and courses that constitute approximately 25% of student non-completions.

Two major projects underway in the undergraduate programs include: 1) assessment of integrative and applied learning through assignments embedded in undergraduate capstone courses (Capstone Assessment Project); and 2) rubric-guided assessment of general education outcomes (General Education Assessment Project). So far, the capstone redesign team has generated shared learning outcomes **aligned with national standards**, developed a rubric for assessing student work based on these shared outcomes, and piloted the rubric with a sample of student work from winter and spring terms. Starting in Fall 2016, this rubric will be in use in all undergraduate capstone courses and will generate benchmark data that will guide course and program improvement efforts and serve as one "bookend" to demonstrate the effectiveness of student learning at the undergraduate level, particularly when compared to the assessments conducted in the early general education courses.

As part of a series of three Davis Foundation grants (2007-2011), college faculty aligned general education outcomes with AAC&U Value Rubrics and other national standards for undergraduate learning and developed common learning expectations (and some common assignments) for written communication, oral communication, quantitative literacy, and critical thinking. Faculty also began to learn how to use **common rubrics** for assessment of these outcomes. Based on

feedback from faculty in the Davis Foundation projects, the current general education assessment project looks at student performance on signature assignments in general education coursework and does so in a way that builds on current course assignments. At the beginning of this project, faculty identified which assignment or assignments in their course addressed a particular general education outcome or outcomes. Then, beginning in winter 2016, faculty determined whether or not specific students demonstrated that they met the designated outcome(s). This assessment was designed to happen in the learning management system at the time faculty graded students' work.

Findings from the pilot semester of the general education assessment, although preliminary, showed that faculty were less likely to assess student work as having met the general education outcomes in the areas of evaluating information critically, thinking analytically, reading with comprehension, and writing with clarity. (These results are discussed in greater detail in Standard 4.) As a result of these initial findings, the focus of work this summer has been in four specific general education categories (Critical Inquiry, Written Communication, Quantitative Inquiry, and Communication). In those four course clusters, faculty are working in teams to develop and test rubrics that articulate the specific criteria for determining whether students have met general education learning outcomes. These rubrics are based on Association of American Colleges and Universities (AAC&U) LEAP VALUE **rubrics** and rubrics previously designed for these courses as part of the Davis Foundation grant. The General Education Program rubrics align with the shared capstone outcomes that describe GSC's shared goals for all undergraduate students. These rubrics will also help provide greater clarity for faculty and students about the goals of assignments relative to the general education outcomes.

In addition to these direct measures of student learning, indirect measures tend to be standard across all programs and degree levels, although some programs, such as the nursing and graduate programs, have the benefit of feedback from advisory boards. Other indirect measures include data from sources such as the student satisfaction survey, course evaluations, and the alumni survey. Additionally, Granite State College references the **Community of Inquiry model**⁵ when evaluating courses for engagement and predicting student success. This model defines three overlapping "presences": Teaching Presence, Social Presence, and Cognitive Presence.⁶ Each of these elements of the model are assessed at Granite State using LMS reports that are available to both instructional and supervisory faculty.

APPRAISAL

Both of the assessment projects discussed above advance the goals of assessing student learning on a regular basis in every academic program and in the general education curriculum. The methods align closely with the most frequently reported methods of learning outcomes assessment in a **2015 survey of academic administrators**, namely, institutionally-created rubrics applied to samples of student work, culminating or capstone projects, student surveys/self-reports, and common assignments in some courses. While methods like these do not rely on the metrics that are easiest to collect (such as grades or course completion rates), they do focus

⁵ Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 7–23

⁶ Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 7–23

on engaging work that has been **nationally demonstrated** to create positive changes in teaching and learning.

The infrastructure to support assessment equally and effectively across all areas of GSC still needs to be expanded. Although a committed group of full-time faculty have been essential to the progress made thus far, the small number of full-time faculty cannot lead all the assessment work needed to gauge overall institutional effectiveness. The hiring of a full-time associate dean dedicated to academic effectiveness in July 2015 has provided an opportunity to re-envision the work of assessment at Granite State College. Fortunately, GSC began over ten years ago to identify key learning outcomes in all programs (including PLA), courses, and in the general education curriculum. Most outcomes are clear and easily demonstrable in student work. The recently introduced graduate programs were all developed around a set of industry-aligned learning outcomes and assess student achievement of those outcomes throughout the life cycle of each student. A number of long-serving faculty members were engaged in assessment of student learning through the Davis Foundation grants and have retained a focus on assessment in their courses and programs. The professional development program has focused primarily on improving teaching and learning and providing faculty with opportunities to work individually and in small groups on course-level improvements.

PROJECTION

The office of academic affairs, under the leadership and coordination of the associate dean of academic effectiveness, supports assessment projects to engage faculty in all aspects of the assessment cycle. Areas of future planning include:

- Building ways to better assess learning in specific undergraduate programs, based on what is being learned in the General Education Assessment project, the Outcomes Assessment project, and mapping of program outcomes from program reviews;
- Engaging even more faculty, students, and staff in projects that improve teaching and learning while also generating longitudinal data and demonstrating improvement over time;
- Creating more visibility regarding assessment of student learning, including a greater presence on the website and better outreach to students, staff, community partners and alumni about the quality of GSC's learning experiences and its efforts at ongoing improvement; and
- Supporting graduate faculty and administrative staff in generating and fully using the reporting capacity of TaskStream and Chalk & Wire to see and discuss detailed information about student learning in graduate and post-baccalaureate certification programs.

The focus on projects to regularly assess student learning in general education and capstone courses at the undergraduate level will result, in a few years, in a useful picture of the growth of undergraduate students and data will continue to support ongoing improvements to support student success and preparation for their effective engagement in their workplaces and communities, as well as their level of preparation for further post-secondary education. Plans are in place to bring programs at all degree levels into alignment with national standards for learning outcomes assessment, such as those articulated in the National Institute for Learning Outcomes Assessment's **Transparency Framework**. Key to this work is the engagement of many areas of the college in collecting, interpreting, disseminating, and using evidence of student learning. One key component of this work will be using assessment data effectively within the context of program review (see Standard 4).

Critical work is being done, through Academic Affairs retreats and discussions around **Granite State College's Strategic Plan**, to establish a shared vision for learning outcomes assessment. This will ensure that all courses and programs at all degree levels and in all formats would eventually benefit from the opportunity to improve. The assessment strategy currently includes a focus on faculty engagement in course-embedded assessment of student work (signature assignments) that addresses outcomes at the course, program, and institutional level. In particular, the strategic plan outlines a process for incorporating signature assignments in 100% of general education courses by 2018 and 75% of program courses by 2019. If the College continues with plans to develop opportunities for co-curricular engagement (see Standard 5), those areas will also need to be engaged in learning outcomes assessment. Involving faculty leaders who see students both at the culmination of their programs and in the early stages of student attendance will generate a realistic picture of student growth over time and provide direction to Granite State College in fully addressing student completion and success.

COMPLETION AND STUDENT SUCCESS

DESCRIPTION

GSC compiles data on student program completion, which is reported and analyzed regularly in multiple venues: reporting of academic quality metrics to the USNH board of trustees; the academic program review process; and program-specific external accreditation processes. Data have also been compiled on graduate student persistence and completion since the beginning of graduate programs in 2012. The data are analyzed for longitudinal differences, as well as for variations among sub-populations by socio-economic status (Pell eligibility), first-generation status, and full-time/part-time attendance.

The most immediate comparator institutions are the other three institutions in the University System of New Hampshire (USNH). Academic quality metrics reported annually to the USNH Educational Excellence committee of the board of trustees include retention and completion data, information about post-graduation employment, data on student engagement and satisfaction, and information about measures of student learning outcomes. The final category—student outcomes—is currently inclusive of professional exam pass rates from the four institutions.

Granite State College also regularly compiles and reports data on alumni employment and loan default rates. Students and alumni are asked regularly about their perceptions of the content, quality and relevance of their learning and this data guides improvements to academic program offerings and student support services.

Data on course completion is also analyzed in the process of evaluating and calibrating the academic course schedule, and as a part of annual reviews of the overall scope and sequence of the curriculum at the graduate and undergraduate levels.

PAUL | 2011 Alumnus

"My undergraduate degree gave me valuable knowledge that I use daily. Earning a degree from GSC allowed me to obtain a professional job that I can continue to move up in."

APPRAISAL

According to the USNH Academic Quality metrics, Granite State College compares well to sister institutions in the system with respect to retention, completion, and student success, as shown below, with more complete data available [here](#):

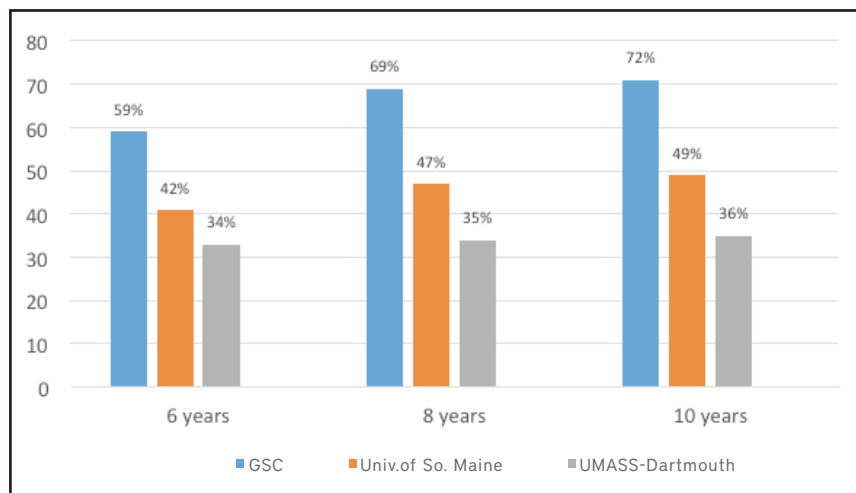
Table 25: 2015 Retention and Completion Data

	GSC	PSU	KSC	UNH
First-year retention rate (Fall 2014 cohort)	75%	77%	73%	85%
Six-year graduation rate	54%	58%	63%	79%
Graduation rates for Pell-eligible students	52%	51%	59%	75%

Rates are understandably higher at the University of New Hampshire—the state flagship institution with selective admissions standards—although the 4-year completion rate for Granite State College’s 2012 master’s student cohort was 80%, identical to the rate at UNH and significantly higher than Keene (58%) and Plymouth (63%). Granite State College undergraduate alumni (at five years post-graduation) were also more likely to be employed and employed in their field than alumni from the other three institutions. Pass rates (as reported on data form S3) on the professional exams for teacher licensure in New Hampshire are also high in comparison to UNH and Keene State.

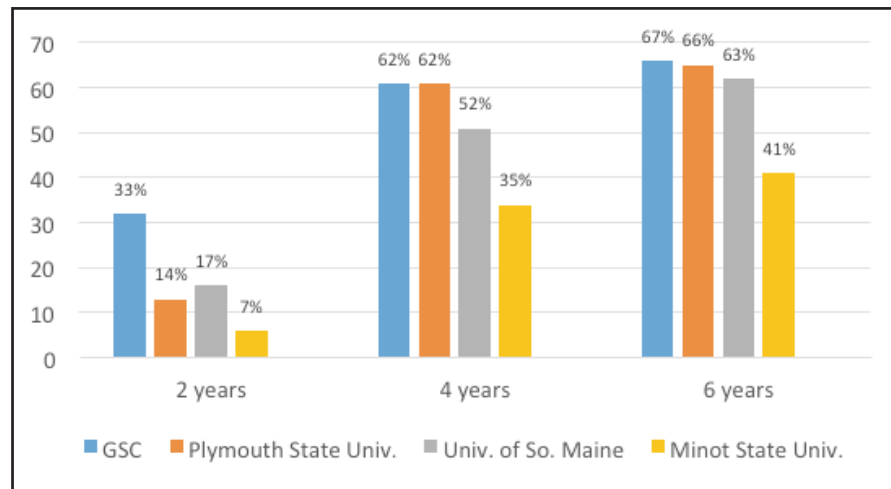
Comparisons to similar institutions regionally indicate that of the part-time transfer students who started at GSC in fall 2004, 72% graduated with a degree within ten years from Granite State College, another 3% graduated from another institution, and 5% were still enrolled at GSC. These rates are compared to several comparator institutions in New England and nationally below. The first graph below illustrates data from the **Student Achievement Measure** for cohorts beginning in fall 2004 or 2005. Granite State College had significantly higher completion rates at the six, eight, and ten-year marks when compared to two other regional institutions selected because they serve and report data on part-time transfer students, UMass-Dartmouth and University of Southern Maine:

Figure 6: Percentage Part-time Transfer Students Graduating (Cumulative 2004-5 cohort)



The graph below shows similar positive data for full-time transfer students at the two, four, and six year marks, with the addition of a national comparator institution that serves a similar student population and also offers data on their full-time transfer students.

Figure 7: Percentage Full-time Transfer Students Graduating (Cumulative, 2008 cohort)



Completion data also affirms Granite State College’s commitment to support and re-enroll students over time, as gains in completion are still being made six, seven, and eight years from initial enrollment—3%, 6%, and 4% respectively for part-time transfer students.

In fall 2015, a Retention and Student Success Task Force (roster and mission available [here](#)) was formed, reporting directly to the college president. The task force has developed a set of goals specific to the success of students in their first 16 credits of coursework at GSC and pilot projects, based on these goals, have begun. Recommendations of this task force have been incorporated into the current strategic planning and budgeting processes. For example, funds have been allocated in the next fiscal year to support internal grants to faculty and staff to develop course completion and student retention projects. Also, financial aid and academic affairs professionals are currently working to integrate default prevention/financial aid processes with academic student progress plan and develop interventions to improve student financial literacy (see Standard 9).

PROJECTION

To maintain and improve retention and student success, Granite State College plans to implement a number of data-driven initiatives over the next two years. These projects will rely heavily on data about course completion, academic program reviews, and outcomes of general education and capstone outcomes assessment (see above) and implementation will rely on expansion of undergraduate core faculty (see Standard 6). The Office of Academic Affairs (OAA), in conjunction with the Student Academic Support Centers, will identify interventions that reflect best practices and can be piloted in ways that closely track effectiveness. Concurrently, the OAA and the department of integrated technologies and services will further develop and integrate the early-warning capabilities of the learning management system and other tools (Salesforce, etc.) to support early intervention strategies, particularly in early coursework. One example of such a project is an early intervention effort to identify and contact non-participating students in courses

with historically low completion rates, with contact occurring as early as the second week of the course. This project was piloted in multiple sections of two large, general education courses in Summer 2016 and will be considered for expansion in the fall term.

In addition to the professional exam pass rates mentioned above, the USNH quality metrics will soon include additional measures of student learning, as defined by each institution. GSC has defined student learning as meeting capstone level proficiency in degree outcomes and has developed systems to measure this learning at the master's level. Measures of this level of proficiency are currently being tested in capstone courses in three undergraduate programs and will be refined throughout the undergraduate curriculum in 2016-2017.

STANDARDS AND EXTERNAL BENCHMARKS

DESCRIPTION

Granite State College also has data indicating that the quality of programs and learning experiences meet appropriate standards and benchmarks for the level and types of degrees offered. College programs at all degree levels undergo regular program reviews designed to assess both the quality and effectiveness of academic programs and to provide qualitative and quantitative data required for program planning and improvement. **External perspectives on program quality** are obtained by either an external accreditation (as is the case in all programs in the School of Education, nursing, and the graduate programs) or by employing an external reviewer and/or comparing the program structure and curriculum to relevant disciplinary or industry standards for learning. With respect to recently-introduced programs in GSC, professional learning standards in the respective fields were consulted and served as a primary resource for the development of student learning outcomes. All current programs have either recently undergone program review or are **scheduled** to do so.

The process for maintaining quality in assessment practices is overseen by the assessment task force, which reports to academic council. Academic effectiveness initiatives are guided by best practices in learning outcomes assessment, such as the Transparency Framework from the **National Institute for Learning Outcomes Assessment** and the **New Leadership Alliance's Guidelines for Assessment and Accountability in Higher Education**. On an annual basis, the associate dean for academic effectiveness prepares a **statement of goals** for improving the assessment process at the College and reports to the assessment task force on their accomplishment. This report, along with commentary from the assessment task force, will be submitted annually to the academic council and provost.

APPRAISAL

In the most recent (2015) survey of enrolled students, a majority of undergraduate students indicated that their experience at Granite State College had improved their abilities in the areas of writing process, critical thinking, quantitative reasoning, complex problem-solving, ethical behavior, application of knowledge, and information literacy, areas that align well with general education outcomes and national frameworks for undergraduate learning such as the Degree Qualification Profile and AAC&U's LEAP Essential Learning Outcomes. An additional analysis

of this data indicated that students who had been attending GSC longer (and earned more credits at it) were more likely to respond positively to these questions as demonstrated in the chart below:

Table 26: 2016 Student Satisfaction by Credits Earned at GSC

GSC Student Learning Outcomes	Student Satisfaction Survey Questions	"Quite a bit" or "Very Much" Among Students with . . .	
		<12 earned credits	>48 earned credits
Write with clarity	Organizing, drafting, editing, and revising your writing in order to communicate effectively	71%	86%
Evaluate information critically	Thinking critically to analyze information and craft informed arguments	69%	87%
Reason with numbers	Applying quantitative reasoning to real-world activities	64%	81%
Think analytically	Solving relevant, complex problems	53%	74%
Participate in citizenship and community	Acting ethically and responsibly	64%	66%
	To what extent has your GSC coursework focused on . . .		
Practice thinking in and across areas of knowledge	Shaping a new idea or understanding from a variety of researched and collected information	78%	84%
Apply knowledge in real-world settings	Applying facts, methods, or theories to new situations or real-world problems	75%	82%

All differences significant at .05 or lower using Pearson Chi-Square

Undergraduate and graduate alumni also reflected positively on their learning and indicated that Granite State College learning was relevant to their lives and careers, as reflected in the chart below.

Table 27: 2014 Alumni Survey

Item	Agree/Strongly Agree	
	Undergraduate	Graduate (MSLD, MSPM)
I was pleased with the overall quality of the instruction I received.	99%	95%
My capstone/research project engaged my interest.	92%	85%
My capstone/research project was challenging.	92%	83%
My degree was a good value for the money spent.	92%	93%
Overall, I am satisfied with the education I received at GSC.	96%	95%
In my current position, I use knowledge and skills I gained at GSC.	90%	90%
In my advanced degree/continuing education, I use(d) knowledge and skills I gained at GSC.	91%	100%

	Somewhat/definitely	
Has your degree from GSC helped you meet your career goals thus far?	83%	83%
Undergraduate n=322; grad n=41		

These results are encouraging because the College has made greater use of national frameworks over the last ten years to improve the quality of the general education curriculum.

PROJECTION

Under the direction of the associate dean of educational effectiveness, Granite State College will seek opportunities to validate associate and bachelor's level learning by comparing assessments of the students' work to national benchmark data on student learning outcomes such as those being developed by **AAC&U and the State Higher Education Executive Officers Association**. GSC will also continue to invest in program review processes that compare its program outcomes to academic and industry standards and ensure that program review data is used to guide regular improvements. In 2016-17, the Assessment Task Force will assess the effectiveness of the 2015 improvements in the program review process, including using an external reviewer who is an experienced assessment professional, and report the results of that review to the appropriate stakeholders.

LISA | Online

"The classes are challenging but I have certainly applied my learning to everyday life and my career."

ITEM FOR SPECIAL EMPHASIS

Continuing assessment efforts, including enhanced use of the ePortfolio

DESCRIPTION

Faculty-guided self-assessment culminates in the capstone courses in the undergraduate and master's programs and the field-based teaching experience in the post-baccalaureate programs. These courses also serve as major sites of program-level assessment of student outcomes. Each culminating course experience is designed to give students an opportunity to reflect, integrate, and apply prior learning and demonstrate that they have reached capstone-level proficiency in program outcomes. In the undergraduate programs, *CRIT502-Conducting Critical Inquiry* and capstone courses serve as bookends for students' self-assessment and reflection on program and personal learning goals. Because *CRIT502* sections are organized by disciplinary clusters, students also have the opportunity to reflect with peers who have similar or related career and academic interests. If students take other general education courses at GSC, these courses are designed to reinforce areas of learning (communication, critical inquiry, contributions to workplace and community, and application/integration) that students are expected to demonstrate throughout the rest of their program, culminating in the bachelor's level learning expected in the discipline-specific capstone.

In a letter dated April 22, 2013, the Commission asked GSC to give emphasis to success in continuing assessment efforts, including enhanced use of the ePortfolio in the graduate programs. In the first three graduate programs (MSLD, MSPM, and MSM), the ePortfolio is an electronic collection of evidence of a student's learning. It consists of information about the student's professional history and academic achievements and includes three elements:

1. Professional Profile: Contains student's academic and professional history, much like a resume
2. Programmatic Portfolio: Assesses student learning and achievement relative to the professional standards upon which the program is built
3. Integrative Capstone: Contains evidence of student's journey up to and including the capstone project.

The ePortfolio is a required component of each graduate course in the MSM, MSLD, and MSPM programs. All faculty include a common narrative assignment in every course, worth 10% of the course grade. In addition, the following two courses include a greater emphasis on ePortfolios:

1. Foundational course (LD820, PM800, MGMT 805): In the first graduate course that a student takes, the student creates the ePortfolio and begins adding content. The assessment rubric is weighted towards the creation and initial development of the portfolio's content;
2. Capstone: Upon entering the capstone, students should have completed their professional profile and programmatic portfolio and will focus on content that contributes to the capstone project and experience.

For all other courses, students will (as noted above) add content about their current course(s). The faculty member assesses student submissions in the ePortfolio via the following rubric scale to determine the level of competency:



Each assignment then uses the rubric scale to determine specific criteria for assessing student work. For example, in *ACCT810-Management Accounting*, students are required to complete a comprehensive case study for which resource management is a required component and is assessed using the following:

1.0 -Novice	2.0 - Emerging	3.0 - Basic	4.0 - Proficient	5.0 - Exemplary
Work demonstrates an ability to identify examples of effective resource management.	Work demonstrates an emerging ability to manage resources effectively.	Work demonstrates a basic/foundational ability to manage resources effectively.	Work demonstrates a strong example of the ability to manage resources effectively.	Exceeds previous level expectations. Please comment.

All assessed student work is then compiled to create numerical scores. At the beginning of the program, it is reasonable for students to receive competency scores towards the novice end of the scale while still satisfying the course requirements. For example, it is possible for the student to be assessed as “emerging” in regards to a specific competency area in the professional standards and also to receive a B or higher for the assignment in the course.

APPRAISAL

The graduate school has selected Chalk & Wire as the platform to manage ePortfolios in the first three graduate programs and as of April 2016 approximately 3,500 student assignments have been assessed. The combined ePortfolio data is encouraging, as shown below:

Table 28: Assessment of Competency in Student Assignments April 2016

		MS Leadership	MS Management	MS Project Management
1	Average Program Score (total)	3.4	3.3	3.4
	Standard Deviation	1.2	1.0	0.9
2	First Course	3.0	2.5	3.3
	Capstone Courses	4.0	3.9	3.1
3	Average Program Score By Year			
	2012		2.6	
	2013	3.1	2.9	3.4
	2014	3.5	3.2	3.3
	2015	3.5	3.6	3.5
Ratings are on a 5-point Likert scale.				

Three items stand out. First, the average program score (row 1) is the total of all assessed ePortfolio assignments, including the capstone, and it shows that students are assessed on average between “basic” and “proficient.” Second, it is reasonable to expect improvement as students progress through the program, as shown in row 2. Here, the average assessment of the capstone course is higher than the first courses in two out of three programs. Finally, average program scores have increased since introduction (row 3), evidence of the ongoing efforts toward continuous improvement.

The graduate programs are relatively new and GSC has chosen not to enact major revisions in the learning assessment system until there is enough data to confidently do so. Still, it is clear that several points will require further attention:

- The standard deviation of the total average program scores (row 1) is rather high, indicating that further training is required to ensure that faculty are consistently applying the rubrics
- It is possible to view the average assessment score by instructor, and it is currently is very close (3.4) to the total average program score. There is, however, a wide variation between the lowest instructor average (2.23) and the highest (4.87). This is likely related to a number of factors unrelated to instructor proficiency, but GSC will study the issue further
- Chalk & Wire provides access to much more (and much more granular) data, including assessment scores from every student on every assignment, which will provide additional information about the effectiveness of assignments.

A systemic challenge for personal self-assessment, reflection, and application of learning in all programs has been lack of infrastructure for prior learning assessment and experiential learning. Although there is an undergraduate IRB process for students who want to apply learning through research, a review of practices for managing PLA and experiential learning indicates a need for greater support at the institution for both of these areas. GSC has hired an experiential learning manager in the office of academic affairs to help address this area of need.

A final challenge for the future of assessment systems at Granite State College is the need to establish a schedule for periodically revisiting shared definitions of learning at an institutional level. While there is apparent alignment between the overall goals of undergraduate, post-graduate, and master's level learning (all center around communication, application/integration of learning, contributions to workplace and community, and critical inquiry), and learning is appropriate to the degree levels, the institution needs to undertake an extended process of explicitly connecting and scaffolding learning across degree programs. The Degree Qualifications Profile Tuning Process has been considered as a model for this work, but the decision was made to build more robust systems for collection of data on student learning at the program and degree level first in order to support such a process at the institutional level.

PROJECTION

In addition to implementing norming sessions to assist faculty in developing common levels of expectation for student performance against program-level competencies, the office of graduate studies and the associate dean for academic effectiveness will spend time during the program review year for MSLD, MSPM, and MSM (2016-2017), generating more granular data for the program faculty to inform recommendations for program-level improvements and addressing the concerns outlined above relative to current assessment outcomes.

The three newest graduate programs in the School of Education (Instruction and Leadership, School Leadership-Principal, and School Leadership-Library Media Specialist) have been designed to align with professional certification standards in their respective fields. The programs have selected Chalk & Wire as their ePortfolio platform, in alignment with the other three master's programs. As with the other graduate programs, the ePortfolio will collect student artifacts from a range of courses that demonstrate learning with respect to specific state and national standards. Student artifacts will be assessed using rubrics that have been developed and tested by program faculty, as well as normed using samples of student work. On the basis of this assessment, faculty will be able to recommend individual students for NH Department of Education certification and the collective strength of student work will demonstrate program quality for both state and national program approval. Although the enrollment in these three programs is currently low and student work is being collected on a secure Google drive, the ePortfolio and assessment system is being created to accommodate higher enrollments over time.

Assessment of undergraduate learning in the general education curriculum and at the capstone level in programs is underway and the associate dean of academic effectiveness will continue to work with the assessment task force to implement systems that tie these assessments to improvements in teaching and learning at the course, program, and institutional level. Specifically, this data will serve as a major resource for program review and guide the development of faculty development, curricular changes, and academic support initiatives.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Granite State College’s commitment to integrity begins with its mission and extends throughout the entire institution. Expectations are clear and supported by a rich set of guiding policies and practices. Some, such as those regarding academics and student support, are specific to GSC and are under the purview of GSC personnel. Others, such as those requiring human resources and/or legal expertise, are shared with the University System of New Hampshire. All policies are reviewed regularly by appropriate stakeholders, revised as needed, and codified in clear and timely documentation.

Transparency and public disclosure are addressed primarily via the College’s website, which today serves many functions. In addition to being the place where students (current and future) learn about GSC, it has also become the point of entry for online classes and finding support services. The College also seeks to foster partnerships with area businesses, local and state organizations, and other higher education institutions in order to bring high-quality academic experiences to the residents of New Hampshire in an effective manner. As an integral member of multiple communities around the state, GSC is diligent in ensuring that these relationships are aligned with its mission and are conducted with truthfulness, clarity, and fairness.

INTEGRITY

DESCRIPTION

As a public college and university system, the work of USNH—including Granite State College—is conducted on behalf of the people of New Hampshire. At the Board of Trustees level, all board and committee meeting minutes are available to the public via the system website, including those of the Audit Committee, charged with oversight of conflict of interest and related procedures.

At the College level, integrity begins with mutual respect and is the foundation of the College’s **Conduct Policy**:

Membership in society implies minimal norms for civil behavior towards one another. It is our expectation that all members of our college community treat faculty, staff, and fellow students with respect.

Respect is a subjective term and the GSC conduct standard allows for these differences by providing a private, fair, and expeditious process for resolving differences before they escalate. Members of the GSC community are expected to know and comply with the policies, rules, and procedures of the College, including this Conduct Policy.

The following may be found on the **Student Affairs** section of the College’s website: a statement of GSC’s conduct standard, an explanation of the reporting process, a summary of the conduct investigation process, a summary of possible actions and sanctions, and a description of the appeals and grievance process. Other policies related to upholding integrity include:

- Academic honesty is addressed in multiple venues, such as the **student handbooks, Faculty Handbook, catalogs**, website, and in every course syllabus. Policies specific to the School of Education are outlined in two **Educator Preparation Handbooks**. In addition, when students

log into the learning management system for the first time, they must click on a box to indicate their understanding of the Academic Honesty policy.

- Academic freedom policies are based on the American Association of University Professors' *1940 Statement of Principles on Academic Freedom and Tenure* and may be found in the Faculty Handbook.
- Affirmative action statements may be found in job postings, catalogs, handbooks, and on the admissions application instructions for the **undergraduate**, **graduate**, and **post-baccalaureate** populations.
- The human resources page features a **Policies** section. It provides links to the **Online Policy Manual**, which is the official location for system-wide policy, such as the conduct policy and complaint procedures for faculty, staff, and students. In the event of any sort of discrimination, anonymous incident report forms can be found on all **Human Resources** web pages and all **Student Affairs** web pages. Report submissions are anonymously directed to the GSC Title IX Coordinator.

Periodic Review of Policies

There are several categories of policy at Granite State College: academic; departmental; college-wide, and University System of New Hampshire. Academic policy is the purview of the provost and is managed by Academic Council, which meets six times per year or as needed to discuss existing academic programs and policy, as well as to recommend changes in policy to the president's cabinet. The council executes GSC's academic plan, directs assessment, approves addition and/or deletion of programs, and oversees development of library services and resources.

Academic policies specific to faculty are in the *Faculty Handbook*, which is incorporated into the onboarding process for new faculty and outlines teaching expectations and other relevant academic and college-wide policies that affect teaching and learning. Academic policies specific to students are in the catalogs, and policies related to student services can be found in the student handbooks.

Departmental policies vary across the College and typically consist of standard operating procedures for essential operating tasks and projects. College-wide policies are reviewed and managed by the president of GSC and the cabinet, which consists of GSC's executive administrators.

University System of New Hampshire policies can be found in the Online Policy Manual, which contains governance, academic, administrative, financial, personnel, property, and student policy. GSC and its sister institutions are obligated to these system policies and GSC applies them—augmenting when appropriate—in a manner that best supports its mission.

Community Partnerships

GSC strives to be a “good neighbor” within various New Hampshire communities. The College has thus entered into numerous partnerships, some of which provide mutual economic benefits. Because of the regular evening and weekend scheduling of GSC classes, the nine locations are hubs of community-oriented activity during the day when classes are not offered. Regular

partner-hosted meetings at GSC locations include the following, for which the College neither seeks nor receives compensation:

- New Hampshire Department of Health & Human Services
- Mt. Washington Valley Economic Council
- North Country Independent Living
- Toastmasters
- Work Ready NH
- White Mountain Board of Realtors
- Southern NH Services
- YMCA of Strafford County
- AARP Tax Aid Support

Two partnerships provide both a small remuneration for the College and valuable public services. The first is a long-standing contract awarded by the New Hampshire Division for Children, Youth, and Families (DCYF) to **provide education and training** to foster and adoptive parents, residential child care staff, non-licensed relative caregivers, and other eligible community members. From January 2016 to March 2016, over 100 courses were offered by GSC for partnership participants, including Caregiver Ongoing Training, Relatively Speaking, and Foster & Adoptive Care Essentials. Additionally, Granite State College provides website maintenance and hosting of the Education and Training Partnership website.

The second is the **Osher Lifelong Learning Institute** (OLLI), a volunteer-run membership organization with an open invitation for individuals 50+ years of age to “enjoy learning for the love of it”. OLLI at GSC is one of 119 OLLI programs at colleges and universities nationwide. Initially funded through a grant from the Bernard Osher Foundation, OLLI at GSC was started in 2004 and has been awarded two \$1 million grants to support operations and growth. OLLI now encompasses four learning sites: greater Concord, Conway, Manchester, and the Seacoast area.

APPRAISAL

In the most recent student satisfaction survey, students reported high levels of satisfaction with the College’s efforts in three items related to institutional integrity:

Table 29: 2016 Undergraduate Student Satisfaction Survey Items Related to Integrity

Item	Satisfaction
Grading practices were appropriate and fair	3.4
Faculty treated students with respect	3.6
To what extent have you been challenged to do your best work?	3.4
Scale of 1-4, with 4 being most satisfied n=627	

One item from the post-baccalaureate and graduate surveys also points to the extent to which the College delivers on the promises to students implicit in its mission:

Table 30: 2016 Post-baccalaureate and Graduate Student Satisfaction Survey Items Related to Integrity

Item	Satisfaction	
	PB	Grad
To what extent do you use knowledge gained at GSC in your job?	3.9	3.9
Scale of 1-4, with 4 being most satisfied n=73		

Recent (2016) employee survey data also support the College's commitment to high ethical standards and mutual respect, as shown below:

Table 31: 2016 Employee Survey Items Related to GSC's Integrity and Respect

Item	Score	Agree/Strongly Agree
I believe GSC employees maintain high standards of behavior, conduct and ethics.	3.3	93%
I am treated fairly at work without regard to my race, ethnic background, gender, religion, disability, or sexual orientation.	3.6	94%
I believe others are treated fairly at work without regard to their race, ethnic background, gender, religion, disability, or sexual orientation.	3.4	90%
I am treated with respect at GSC.	3.3	88%
Scale of 1-4, with 4 being most satisfied n=96		

Students have access to the catalogs and student handbooks via the GSC website, and these documents are referenced during new student orientation. However, many adult students who are enrolled online are quite independent, so not all students choose to attend an orientation session. Website analytics demonstrate that students are able to locate and access the catalogs online; between April 1, 2015, and March 31, 2016, the webpage containing catalog information was consistently ranked among the top ten most visited pages on granite.edu. Website traffic for the student handbooks is not as strong. In the same timeframe, it had an average ranking of 42 among all the pages on MyGranite. While the College has not received feedback indicating that students have trouble locating the student handbooks, ensuring that students are aware of these resources is a challenge. Graduate Studies has operationalized the delivery of key College resources into its onboarding process by creating a Graduate Student Orientation Checklist available to all enrolled graduate students.

Periodic Review of Policies

The continuity group has streamlined the review of policies and procedures by assembling a fairly large cross-functional group capable of providing multiple perspectives and expertise before submitting policies to president's cabinet for approval. Recent examples of improved policies include the following:

- Revision of the satisfactory academic progress (SAP) policy initiated by financial aid staff. Effective in the 2017 academic year, undergraduate students will need to maintain a CGPA of 2.0 and a completion rate of 67% of courses attempted. This new policy is more straightforward and understandable than the SAP evaluation tools used in the past and requires a higher level of academic standards earlier in the student's program.
- Revision of the acceptable use policy initiated by the information technology team. Previous versions featured one policy for desktop computers and another for laptops. The new version now governs the use of computers and networks at Granite State College.

One example of a policy where the continuity group expressed concern about the possibility of unintended consequences and sent the proposal back for reconsideration was a proposition to require all student interactions with the College to be conducted via the student's college-issued email address, including transactions with faculty. The group feared that students do not habitually check GSC email and could miss timely information, so the current policy of using multiple email addresses (college-issued and student-preferred) will remain in place.

Community Partnerships

Granite State College continues to be a highly regarded member of many communities and organizations, as demonstrated by the following:

- Recently, the Granite YMCA honored GSC with its Community Service Award, underscoring the high value YMCA of Strafford County places on its partnership with GSC. Additionally, the YMCA requested GSC representation on its Board.
- The College's contract with the New Hampshire Division for Children, Youth and Families' (DCYF) Education & Training Partnership has been renewed regularly since its inception almost twenty years ago. In the 2013 renewal request, the Commissioner for DCYC credited GSC's "high-caliber" staffing resources and noted that the program received the 2004 Provider Partnership Award from NH Partners in Service.
- OLLI at Granite State College recently earned a second \$1 million competitive grant from the Bernard Osher Foundation in response to its tremendous growth between FY13 and FY15. Specific areas of growth include: 16% in membership, 30% in course offerings, 197% in unique donors, and 272% in revenue. President of the Osher Foundation Mary Bitterman noted that this award recognizes a consistent standard of excellence and an outstanding level of active member involvement.

Despite these achievements, GSC's current engagement with the business community has the opportunity to improve. The College recently identified five areas to promote consistently among all business and industry partners:

- Prior learning assessment: some companies' existing professional development programs may qualify for college credit.
- Affordable tuition: companies offering tuition reimbursement can benefit from employees taking advantage of GSC's affordable tuition.
- Advisory board: The College has a need for leaders in the state's workforce to offer their perspective on strategic college matters, such as new program development and assessments of existing program's workforce alignment.

- Custom online training: the College has experience working with valued partners to develop and deliver custom online training and professional development.
- Internships: the College's adult student population is uniquely experienced and eager for opportunities to apply what they learn, which can be mutually advantageous to companies wishing to grow their capacity.

With renewed commitment to this focus area, GSC can make progress towards increasing engagement with the business community.

PROJECTION

Beginning in 2017 the College will implement a technical solution that will systematically increase access to college policies, business rules, projects and institutional goals, as well as manage version control and organize policy updates. GSC will also identify a dedicated resource to coordinate college-wide policy review, policy updates, training and communication. Additionally, the College will make efforts to better educate its staff and faculty about GSC-specific policy by following a consistent process for the creation of— or the amendment to— policies. Stakeholders will be engaged to ensure effective communication and training to support overall compliance.

GSC will increase the local business community's understanding and support of the College's mission and take a more proactive approach to building these relationships, leveraging the unique qualities and services that make Granite State College a business-friendly partner. Efforts will include hiring a full-time position for external relations support, developing business and industry-focused collateral material, and increasing support for chamber of commerce activities which involve members of business and industry. This support will include the GSC president's establishment of an advisory board consisting of chamber executives, business leaders in industries supported by graduates of GSC's academic programs, and alumni.

TRANSPARENCY

DESCRIPTION

An important part of Granite State College's commitment to access is providing transparent, comprehensive information about enrolling at the college and understanding its operations in order to continually earn and retain the trust of students, stakeholders, and the general public.

Clear and easily accessible information about accreditation, retention, student learning outcomes, College policies, tuition rates, fees, and audited financial statements are among the areas where GSC strives to demonstrate its transparency. Across online and printed content, the intent is to present the institution in a manner that allows prospective students to successfully compare GSC with other college options and make informed decisions about their college education. This is primarily achieved through the catalogs, handbooks, online policy manual, GSC's website, and annual reports.

The GSC catalogs contain detailed, substantive information about academic programs, curriculum requirements, and learning outcomes. They also explain other requirements, procedures, and policies related to admissions, attendance, the transfer of credit, cost of

attendance, financial aid, and other important topics. In addition, the catalogs state the mission, identify leadership, list faculty credentials, describe GSC's relationship to the University System of New Hampshire, and include detailed contact information for the locations across the state.

A cross-functional team led by academic affairs compiles all changes and additions for the catalogs each year. Representatives from across GSC are responsible for reviewing content for their department. Content owners are responsible for ensuring the accuracy of information in the catalogs and for reviewing corresponding information on the website to provide consistency. Academic Affairs staff are responsible for ensuring that the catalogs, the College's degree audit system, and the program requirements listed online are consistent. At this time, both online and printed version of the catalogs are published at the beginning of the academic year. Pertinent updates are added to the online version on an as-needed basis throughout the year. Archived catalogs are available online.

The student handbook contains information regarding students' obligations and responsibilities, the Granite State College code of conduct, Title IX policy, support services, procedures for student appeals and complaints, and more. It also reiterates certain sections of the Catalogs to help reinforce their importance.

The **Mission and Accreditation** page of granite.edu states the mission, vision, and core values of Granite State College. There is an accreditation section with information specific to NEASC, the Commission on Collegiate Nursing Education (CCNE), and the Project Management Institute's Global Accreditation Center for Project Management Education Programs (GAC). Finally, it features a section dedicated to describing the college organization, in particular its relationship with USNH. Access to annual reports (containing audited financial statements, information about audits, and right to know requests) are provided in this location.

The **Financial Aid** section of granite.edu features a step-by-step checklist to apply for financial aid, cost of attendance information, a net price calculator, and reinforces students' rights and responsibilities. Tuition rates are updated following USNH board of trustees meetings when changes are discussed and approved.

The **Facts and Figures** page of granite.edu provides retention rates, graduation rates, and information regarding cost. It is updated annually and the data reflects the most recent fiscal year. There have been continuous improvements to this page that help students make informed decisions. These updates include graduation completion rates, retention rates, and expected amount of student debt.

GSC requires all students to complete a **Student Financial Responsibility Agreement** prior to registering for classes. To ensure that the agreement is completed, the College instituted a hold to be put on a student's record that is lifted upon submission of their form.

In partnership with Granite State College, the University System of New Hampshire develops, publishes, and maintains **Annual Reports** containing yearly accomplishments from each institution and audited financial statements. The development of the annual report is led by the chancellor's office and other key USNH staff members. Together, they work with representatives from each college to develop the content and generate financial statements for the annual report. Archived versions are available online.

USNH publishes and maintains the system-wide **Online Policy Manual**. It contains policies adopted by the university system board of trustees, the presidents' council (also known as administrative board), the chancellor's office (also known as the university system administration), and each of the USNH institutions: Granite State College, Keene State College, Plymouth State University, and the University of New Hampshire.

Additionally, USNH responds to right to know requests. While USNH has an obligation to provide the public with reasonable access to its public records, the System must also respect the privacy interests of persons who are the subject of confidential, or otherwise exempted, information contained in those records. A USNH record must be reviewed in its entirety by USNH legal counsel before it is released in order to ensure that no confidential or otherwise exempted information is included.

APPRAISAL

In regard to financial transparency, the University System of New Hampshire manages public disclosure and transparency of audited financial statements. To help make this relationship more apparent, Granite State College recently added direct links to these statements and the Annual Report on its **Mission and Accreditation** page on granite.edu.

PROJECTION

In conjunction with the continual improvement of teaching and learning projections in Standard Eight, the marketing team will work with the associate dean of academic effectiveness to make available the results of student outcomes and learning assessment. They will likely be included in the existing Facts and Figures page.

While GSC is proud to support the **National Guard Tuition Waiver** program, it has grown significantly since its inception and today it dominates the funds for institutional scholarships. Over the next two years, the College will explore opportunities to award more institutional scholarships to the general population of students, thereby potentially increasing the overall pool of institutional scholarships. The financial aid and marketing teams will also explore opportunities for strategic use of funds for waivers appropriate to students in high-demand programs, including nursing and education. Through both initiatives, GSC seeks to fulfill its goal of strengthening the critical shortage areas of New Hampshire's workforce by ensuring that its programs are affordable and accessible.

PUBLIC DISCLOSURE

DESCRIPTION

Granite State College presents a wide range of both print and digital communications to help inform its internal and external audiences, demonstrate compliance with state and federal laws, and achieve the guidelines set forth by accreditors. Collaborative teams from across the College support the development, maintenance, and updates to these resources to help ensure accuracy. Communications and Marketing plays a lead role in the project management, printing, and publishing of these communications.

The primary resources that Granite State College uses to inform prospective students and the general public include various brochures, handouts, [course schedules](#), and [catalogs](#). They provide varying levels of program information, curriculum details, admissions requirements, transfer policy, registration and tuition payment instructions, and institutional information. The catalogs are the most robust source, featuring full details about each area. Active students can consult [student handbooks](#), which provide official college policies as well as an overview of student services and resources.

Granite State College has two primary websites: [granite.edu](#) and [my.granite.edu](#) (referred to also as MyGranite). These websites are public facing and contain specific resources for specific audiences. The [granite.edu](#) website is intended to provide essential information about the institution to prospective students and the general public. The primary goals for the website are for visitors to apply, inquire, or explore the information. [Financial aid](#) information is prominently featured, as well as an [About](#) section that features pages about the mission, [student consumer information](#), and [facts and figures](#). Each [degree program](#) has a designated page on [granite.edu](#) that houses a program description, degree outcomes, and curriculum information. There are pages devoted to both [undergraduate](#) and [graduate](#) faculty respectively. Within the [Contact](#) section, a complete listing of [locations](#) and a full [staff directory](#) is available.

The [MyGranite](#) website houses information for active students, faculty, and staff. Its goal is to provide students with the resources and support necessary to be successful, such as orientation information, academic information, support, and financial information. MyGranite also serves as the entry point for other key websites at Granite State College, including: Moodle, the learning management system; WebROCK, the self-service platform (all three of which are password protected); [IT Support](#); the [Faculty Center](#); and the [Library](#).

Beyond the essential information, it is important to Granite State College to find opportunities to demonstrate its unique focus on adult students and online academic programs. All marketing materials feature authentic students to help offer greater insight into the GSC community and experience. Various social media outlets are also used to support this goal, such as [Facebook](#), [Twitter](#), [LinkedIn](#), [YouTube](#), and [blog.granite.edu](#).

On a broader level, Granite State College values opportunities that can help educated consumers easily access information and make comparisons between Granite State College and comparable institutions. In that spirit, the College participates in the *U.S. News & World Report* online programs surveys, IPEDS, Project on Student Debt, and was New Hampshire's earliest adopter of the National Council for State Authorization Reciprocity Agreements (SARA), which oversees the delivery of postsecondary distance education.

The SARA agreements, administered by the four regional education compacts and adopted by 40 states and the District of Columbia to date, are voluntary agreements that establish comparable national standards for distance education programs. The agreements do not affect state professional licensing requirements; institutions must inform students whether those programs meet state licensing requirements. The National Association of State Directors of Teacher Education and Certification (NASDTEC) has individual interstate agreements with 46 states outlining which other states' educator certificates will be accepted.

APPRAISAL

In 2013, it was apparent that the MyGranite website needed improvements. At the time, the governance model for MyGranite was limited. Maintenance and updates to this website were a secondary responsibility of one IT staff member. The result was poor website architecture, difficult navigation, and delayed updates. Analytics showed that important student resources, such as **degree planning tools**, experienced lower web traffic, indicating that visitors had difficulty finding these resources on the website.

To address this challenge, the communications and marketing department took on the responsibility of MyGranite and was charged with re-launching the website. This was conducted by tracking students' habits through Google Analytics, identifying which resources are the most valuable for student success, and collaborating with the departments that host content/pages on MyGranite. The information gained through this analysis was used to inform decisions about the architecture of the new MyGranite website, giving highly visible placement on the website to the historically high traffic pages and important student resources.

The new and improved MyGranite was launched on October 31, 2013 and in its first month saw a 125% increase in traffic. The amount of time visitors spent on the website jumped from 4 minutes to nearly 11 minutes, and the most popular pages on MyGranite began to reflect the most valuable student resources that the College offers: scholarships and benefits, degree planning tools, academic affairs, and orientations respectively.

The institution is pleased with the results of these efforts. Individual content area managers from departments across the College have been trained on maintaining and updating their information on MyGranite and more colleagues began to approach communications and marketing to enhance their web presence.

In the 2016 student survey, students reported satisfaction with ease of navigation on the College's websites:

Table 32: 2016 Student Satisfaction with GSC Websites

Item	Satisfaction		
	UG	PB	Grad
To what extent can you find the GSC-related information you need on granite.edu OR MyGranite OR WebROCK	3.5	3.1	3.4
Scale of 1-4, with 4 being most satisfied n=742			

As a result of advances in technology and a new strategic plan, granite.edu now needs improvement and GSC plans a future redesign of the website. Key areas of improvement include responsiveness, website architecture, content updates focused on career development, and search engine optimization.

Ensuring that state authorization agreements are accessible to the general public will continue to be a top priority. GSC renewed its SARA membership in February 2016. A staff member has been tasked with overseeing compliance with each state's distance education and licensing

requirements. The following measures and solutions have been implemented across the organization:

- As required by SARA, a page about [state authorizations and complaint resolution](#) has been added to the GSC website.
- Messaging about state authorization matters have been drafted for inclusion in the 2016-2017 Catalogs.
Sample statement: If you live outside New Hampshire, please check with an advisor about the availability of programs in your state. If you are seeking a program that leads to a professional license or certification, you are responsible for verifying that the program meets requirements for licensure in your state.
- Messaging about State authorizations have been added to the Online Programs and [About Online Learning](#) pages on granite.edu.

Until a state-by-state analysis of teacher certification requirements is complete, a disclaimer has been added to the teacher education degree programs on the website directing prospective and current students to check with their state licensing board to verify that their program meets requirements for licensure for educator certification. In the meantime, the School of Education requests out-of-state students to verify state licensure requirements via email. The RN-to-BSN program is post-licensure and thus does not fit under state professional licensing requirements.

PROJECTION

Granite State College will design a marketing and prospect-oriented website that clearly distinguishes content targeting prospective and public audiences from content for students, faculty and college administration audiences. By making the site mobile-optimized and data-oriented, the college will maximize its use of online tracking to provide insight into online user engagement and trends relative to the user journey.

State authorization compliance remains a high priority in GSC's commitment to access. The College will continue to monitor and respond to state and federal regulations that impact its implementation of distance learning, professional licensure, and consumer protection. As regulatory changes occur, GSC will determine whether it should (on the basis of return on investment) offer distance education in the affected states. The College will update its catalogs, website content and individual notifications as mandated to provide disclosures.

BETHANY | Littleton

"Only the highest academic integrity is upheld within all realms of the (GSC) atmosphere. I am privileged to be able to say that I loved the college as CLL, and I fell back in love with it when I returned as an alumna to complete my bachelor's degree."

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.granite.edu/ http://www.granite.edu/contact.php	Term course schedule Program brochures & handouts
Notice of availability of publications and of audited financial statement or fair summary	Within online USNH Annual Report, available via: https://www.usnh.edu/about/usnh-publications	The annual report published by the University System of New Hampshire
Institutional catalog	http://www.granite.edu/academics/schedule.php	Undergraduate (UG) catalog Graduate (GS) catalog
Obligations and responsibilities of students and the institution	http://my.granite.edu/student-handbooks http://www.granite.edu/finaid/rights.php http://my.granite.edu/sap	Student Handbook (HB) UG Catalog, pages 16, 28, 40 GS Catalog, pages 63, 74, 82
Institutional mission and objectives	http://www.granite.edu/about/mission.php	UG Catalog, page 1 GS Catalog, page 1 HB page 4
Expected educational outcomes	Associate programs: http://www.granite.edu/academics/degrees/associate.php Bachelor's programs: http://www.granite.edu/academics/degrees/bachelor.php Master's programs: http://www.granite.edu/academics/degrees/masters.php Teacher Certification programs: http://www.granite.edu/academics/teachers/postbacc.php Retention/Completion rates: http://www.granite.edu/about/facts.php	UG Catalog, pages 43-156 GS Catalog, pages 5-28, 40-47
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.granite.edu/about/facts.php	UG Catalog, page 2 GS Catalog, page 2
Requirements, procedures and policies re: admissions	Undergraduate programs: http://www.granite.edu/students/prospect/getstarted/admissions/splash.php Teacher Certification programs: http://www.granite.edu/academics/teachers/postbacc/approcedures.php Master's programs: http://www.granite.edu/academics/degrees/masters/ready.php	UG Catalog, pages 6,60 GS Catalog, page 54
Requirements, procedures and policies re: transfer credit	http://www.granite.edu/students/prospect/transfer.php	UG Catalog, page 7 GS Catalog, page 7
A list of institutions with which the institution has an articulation agreement	http://www.granite.edu/students/prospect/transfer.php	UG Catalog, page 11
Student fees, charges and refund policies	http://www.granite.edu/students/prospect/tuition.php http://www.granite.edu/finaid/costs.php	Term Course Schedule UG Catalog, pages 12, 20, GS Catalog, pages 12, 20,
Rules and regulations for student conduct	http://my.granite.edu/gsc-conduct-policy http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studenthandbook.pdf	HB 2014-15, page 24-25 UG 2015-16 catalog, page 92 GS 2015-16 catalog, page 27-28
Procedures for student appeals and complaints	General Academic: http://my.granite.edu/petition-guidelines-and-forms Academic Progress: http://my.granite.edu/sap-appeals-process Title IX related complaints: http://my.granite.edu/incident-report-form	HB 2014-15, page 27 UG 2015-16 catalog, page 92-95 GS 2015-16 catalog, page 38-40
Other information re: attending or withdrawing from the institution	http://my.granite.edu/enrollment-verification-inactivation-withdrawal http://my.granite.edu/withdrawals-and-return-federal-aid	HB 2014-15, page 13-14 UG 2015-16 catalog, page 95 GS 2015-16 catalog, page 41-42

Academic programs	<p>Associate programs:</p> <p>http://www.granite.edu/academics/degrees/associate.php</p> <p>Bachelor's programs:</p> <p>http://www.granite.edu/academics/degrees/bachelor.php</p> <p>Master's programs:</p> <p>http://www.granite.edu/academics/degrees/masters.php</p> <p>Teacher Certification programs:</p> <p>http://www.granite.edu/academics/teachers/postbacc.php</p>	Term Course Schedule UG 2015-16 catalog, page 4 GS 2015-16 catalog, page 4
Courses currently offered	<p>Dynamic Schedule:</p> <p>https://webcat.unh.edu:8881/sllp/bwckschd.p_disp_dyn_sched</p> <p>Within-term course schedule:</p> <p>http://www.granite.edu/academics/schedule.php</p>	Term Course Schedule
Other available educational opportunities	<p>http://etp.granite.edu/</p> <p>http://olli.granite.edu/</p> <p>http://www.granite.edu/students/prospect/military/airu.php</p> <p>http://www.granite.edu/academics/teachers/professionaldevelopment.php</p> <p>http://www.granite.edu/about/business/gregg.php</p>	UG Catalog GS Catalog
Other academic policies and procedures	<p>Within online catalog, available via:</p> <p>http://www.granite.edu/academics/schedule.php</p>	UG Catalog, page 31 GS Catalog, page 73
Requirements for degrees and other forms of academic recognition	<p>Associate programs:</p> <p>http://www.granite.edu/academics/degrees/associate.php</p> <p>Bachelor's programs:</p> <p>http://www.granite.edu/academics/degrees/bachelor.php</p> <p>Master's programs:</p> <p>http://www.granite.edu/academics/degrees/masters.php</p> <p>Teacher Certification programs:</p> <p>http://www.granite.edu/academics/teachers/postbacc.php</p>	UG Catalog page 37 GS Catalog, page 80
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	<p>Undergraduate faculty:</p> <p>http://www.granite.edu/academics/degrees/bachelor/faculty.php</p> <p>Graduate faculty:</p> <p>http://www.granite.edu/academics/degrees/masters/facultybios.php</p>	UG Catalog, page 196 GS Catalog, page 85
Names and positions of administrative officers	http://www.granite.edu/academics/schedule.php	UG Catalog, page 200 GS Catalog, page 87
Names, principal affiliations of governing board members	<p>Within online catalog, available via:</p> <p>http://www.granite.edu/academics/schedule.php</p> <p>https://www.usnh.edu/trustees</p>	UG Catalog, page 200 GS Catalog, page 87
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.granite.edu/contact/locations.php	Term Course Schedule UG Catalog, page 206 GS Catalog, page 94
Programs, courses, services, and personnel not available in any given academic year.	n/a - These items are offered consistently.	n/a
Size and characteristics of the student body	http://www.granite.edu/about/facts.php	UG Catalog, page 2 GS Catalog, page 2 Fast Facts handout
Description of the campus setting	<p>http://www.granite.edu/contact/locations.php</p> <p>http://www.granite.edu/about/facts.php</p>	Term Course Schedule UG Catalog, page 206 GS Catalog, page 94

Availability of academic and other support services	http://my.granite.edu/support-services	Term Course Schedule UG Catalog, page 27 GS Catalog, page 70 HB, page 10
Range of co-curricular and non-academic opportunities available to students	n/a	n/a
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://my.granite.edu/support-services	Term Course Schedule UG 2015-16 catalog, page 87-89 GS 2015-16 catalog, page 33-34 HB 2014-15, page 20-24
Institutional goals for students' education	Associate programs: http://www.granite.edu/academics/degrees/associate.php Bachelor's programs: http://www.granite.edu/academics/degrees/bachelor.php Master's programs: http://www.granite.edu/academics/degrees/masters.php Teacher Certification programs: http://www.granite.edu/academics/teachers/postbacc.php	UG Catalog, page 2 GS Catalog, page 2
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	http://www.granite.edu/about/facts.php Within online USNH Annual Report, available via: https://www.usnh.edu/about/usnh-publications	USNH Annual Report
Total cost of education, including availability of financial aid and typical length of study	http://www.granite.edu/finaid/costs.php http://www.granite.edu/students/prospect/tuition.php http://www.granite.edu/finaid/aid.php	UG Catalog, page 24 GS Catalog, page 59
Expected amount of student debt upon graduation	http://www.granite.edu/about/facts.php	
Statement about accreditation	http://www.granite.edu/about/mission.php	Term Course Schedule UG Catalog, page i GS Catalog, page i HB Page 4

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	<i>Catalogs:</i> 2016 <i>Handbooks:</i> 2016	<i>UG Catalog:</i> http://www.granite.edu/images/file/UndergradCatalog2016_17_forWebsite.pdf <i>Grad Catalog:</i> http://www.granite.edu/images/file/GRADCatalog201617_forWebsite.pdf <i>Student Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studenthandbook.pdf <i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf	Academic Affairs
Intellectual property rights	2014	https://www.usnh.edu/policy/unh/viii-research-policies/d-intellectual-property-policy	USNH Online Policy Manual
Conflict of interest	2011	http://www.usnh.edu/policy/bylaws/article-viii-conflict-interest	USNH Human Resources
Privacy rights	<i>Catalogs:</i> 2016 <i>Handbooks:</i> 2016	<i>UG Catalog:</i> http://www.granite.edu/images/file/UndergradCatalog2016_17_forWebsite.pdf <i>Grad Catalog:</i> http://www.granite.edu/images/file/GRADCatalog201617_forWebsite.pdf <i>Student Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studenthandbook.pdf <i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf	Registrar's Office Human Resources Student Affairs
Fairness for students	<i>Catalogs:</i> 2016 <i>Handbooks:</i> 2016	<i>UG Catalog:</i> http://www.granite.edu/images/file/UndergradCatalog201617_forWebsite.pdf <i>Grad Catalog:</i> http://www.granite.edu/images/file/GRADCatalog201617_forWebsite.pdf <i>Student Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studenthandbook.pdf <i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf	Academic Affairs Student Affairs
Fairness for faculty	2016	http://www.usnh.edu/policy/usv/v-personnel-policies/d-employee-relations	Human Resources
Fairness for staff	2016	http://www.usnh.edu/policy/usv/v-personnel-policies/d-employee-relations	Human Resources
Academic freedom	2016	<i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf	Academic Affairs
Other _____			
Other _____			

Non-discrimination policies

Recruitment and admissions	2016	<i>UG Catalog:</i> http://www.granite.edu/images/file/UndergradCatalog2016_17_forWebsite.pdf <i>Grad Catalog:</i> http://www.granite.edu/images/file/GRADCatalog201617_forWebsite.pdf <i>Student Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studenthandbook.pdf <i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf	Student Affairs
Employment	2016	<i>Recruitment & Selection:</i> http://www.usnh.edu/policy/usv/v-personnel-policies/c-employment <i>Employee Relations:</i> http://www.usnh.edu/policy/usv/v-personnel-policies/d-employee-relations#4	Human Resources
Evaluation	2016	<i>Staff Recruitment & Selection:</i> http://www.usnh.edu/policy/usv/v-personnel-policies/c-employment <i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf	Human Resources
Disciplinary action	2016	<i>Employee Relations:</i> http://www.usnh.edu/policy/usv/v-personnel-policies/d-employee-relations#4 <i>Student Handbook 2014-2015:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studenthandbook.pdf <i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf <i>Conduct Policy:</i> http://my.granite.edu/gsc-conduct-policy	Human Resources
Advancement	2016	<i>Employee Relations:</i> http://www.usnh.edu/policy/usv/v-personnel-policies/d-employee-relations#4 <i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf	Human Resources

Resolution of grievances

Students	2016	<i>UG Catalog:</i> http://www.granite.edu/images/file/UndergradCatalog2016_17_forWebsite.pdf <i>Grad Catalog:</i> http://www.granite.edu/images/file/GRADCatalog201617_forWebsite.pdf <i>Student Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studenthandbook.pdf <i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf	Academic Affairs
Faculty	2016	<i>Faculty Handbook:</i> http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf <i>Employee Relations (USNH):</i> http://www.usnh.edu/policy/usv/v-personnel-policies/d-employee-relations	Academic Affairs
Staff	2016	<i>Employee Relations (USNH):</i> http://www.usnh.edu/policy/usv/v-personnel-policies/d-employee-relations	Human Resources
Other _____			





COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.granite.edu/images/file/UndergradCatalog2016_17_forWebsite.pdf http://www.granite.edu/images/file/GRADCatalog201617_forWebsite.pdf http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/gscfacultyhandbook.pdf
Print Publications	Undergraduate Catalog, 2016-2017 Graduate Catalog, 2016-2017 Faculty Handbook
Self-study/Interim Report Page Reference	p43, p46

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://www.granite.edu/students/prospect/transfer.php http://www.granite.edu/images/file/UndergradCatalog2016_17_forWebsite.pdf http://www.granite.edu/images/file/GRADCatalog201617_forWebsite.pdf
Print Publications	Undergraduate Catalog, 2016-2017 Graduate Catalog, 2016-2017
Self-study/Interim Report Page Reference	p35, p44, p45

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://my.granite.edu/gsc-sexual-misconduct-policy http://my.granite.edu/node/161 http://my.granite.edu/state-authorizations-and-complaint-resolution http://www.granite.edu/images/file/UndergradCatalog2016_17_forWebsite.pdf http://www.granite.edu/images/file/GRADCatalog201617_forWebsite.pdf http://my.granite.edu/sites/my.granite.edu/files/media/PDFs/studenthandbook.pdf
Print Publications	Undergraduate Catalog, 2016-2017 Graduate Catalog, 2016-2017 Student Handbook, 2016-2017
Self-study/Interim Report Page Reference	p73, p141

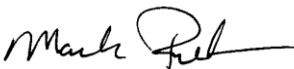
4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Upon initial registration, students automatically receive an account that provides access to all online services. Student must then create their own strong passwords before using College resources.
Self-study/Interim Report Page Reference	p46

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

URL	http://www.granite.edu/about/mission.php
Print Publications	New Hampshire Union Leader
Self-study Page Reference	n/a

The undersigned affirms that Granite State College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: September 7, 2016

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
GRANITE STATE COLLEGE 2016

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Curriculum Maps	<input checked="" type="checkbox"/> Capstone Course Outcomes <input checked="" type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Student Satisfaction Surveys <input checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Curriculum Committee <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: Process: General Education review will be conducted by a cross-disciplinary faculty committee based on data now being generated through embedded assessment of signature assignments in general education courses. Review of institutional outcomes in post-baccalaureate and graduate programs will be conducted on the basis of course-level data collected in the ePortfolio system and in alignment with	<input type="checkbox"/> Curriculum/instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: Other: Institutional-level outcomes have not been assessed outside of general education because until very recently, we offered only undergraduate programs and, therefore, institutional outcomes and general education outcomes were identical.	Articulated in 2016 across degree levels to include: <ol style="list-style-type: none"> 1. Communication 2. Critical Thinking 3. Application/Integration of Knowledge 4. Contribution to Community & Profession Outcomes in upcoming General Education program review are aligned with these four institutional learning outcomes and General Education Program review will generate data on student performance in these four areas at the undergraduate level. Alignment is still in progress in the School of Education and Graduate Programs.

<p>For general education if an undergraduate institution:</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Capstone Course Outcomes <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input checked="" type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Student Satisfaction Surveys <input checked="" type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics</p> <p>Other: The general education curriculum was revised in 2012-2013 based on a review of program data conducted by the Academic Affairs leadership team with faculty input.</p>	<p>assessment of relevant program outcomes.</p> <p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Curriculum Committee <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other:</p> <p>Process: A general education assessment pilot project, implemented in Winter 2015-16, tested a process for regularly gathering data on learning outcomes in general education courses, as well as to engage faculty on a review team.</p>	<p><input checked="" type="checkbox"/> Curriculum/instruction changes (from 2013 review) Please specify: Technology learning is integrated across requirements; no stand-alone Software Tools requirement. Associate Degree students now have an international/global requirement. Assignments in key courses are structured so that multiple faculty teach a highly consistent course.</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Book costs are significantly reduced through common affordable texts used for more than one course, all available in GSC library as fully downloadable/mark-up ready e-books. Developmental opportunities are no longer stand-alone credit bearing courses; better placement options and support workshops replace remedial/preparatory curriculum.</p> <p>Other:</p>	<p>Most recent review: 2013 Next scheduled review: 2018</p>
<p>1. <i>General Studies</i>¹</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus</p>	<p><input type="checkbox"/> Capstone Course Outcomes</p>	<p>assessment of relevant program outcomes.</p> <p><input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic</p>	<p><input type="checkbox"/> Curriculum/instruction changes</p> <p>Other:</p>	<p>First Offered: 2010 Initial Review: 2017</p>

¹ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree		<input checked="" type="checkbox"/> Website <input type="checkbox"/> Curriculum Maps	<input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Student Satisfaction Surveys <input type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics <p>Other: Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p>Administrator</p> <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: <p>Process: Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p>Please specify:</p> <input type="checkbox"/> Changes in student recruitment or support <p>Please specify:</p> <p>Other: Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>Most recent review: 2015 Next scheduled review: 2021</p>
<p>2. Behavioral Science (AS)</p> <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps	<input type="checkbox"/> Capstone Course Outcomes <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Student Satisfaction Surveys <input type="checkbox"/> Alumni Surveys <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics <p>Other:</p>	<p>Faculty</p> <input type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: <p>Process: Faculty-led program review team, acting under the guidance of the Undergraduate Curriculum Committee, formed recommendations based on data from the following sources:</p> <ul style="list-style-type: none"> • Curriculum mapping • Enrollment over past three years • Retention and completion statistics 	<p>Curriculum/instruction changes</p> <p>Please specify: Changed outcomes in Introduction to Psychology (PSY 501) to include more research and APA style guidelines. Required Statistics for all students in the AS of Behavioral Science.</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Committee recommended an interactive workshop on library services integrated in an early writing course. These workshops have begun to be implemented in some sections of The Writing Process (ENG 500).</p>	<p>Most recent review: 2015 Next scheduled review: 2021</p>

<p>3. <i>Business (AS)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student surveys</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other:</p> <p>Process:</p> <p>Faculty-led program review team, acting under the guidance of the Undergraduate Curriculum Committee, formed recommendations based on data from the following sources:</p> <ul style="list-style-type: none"> • Curriculum mapping • Enrollment over past three years • Retention and completion statistics • Student Satisfaction Survey • Student focus group 	<p>Student Satisfaction Survey</p> <ul style="list-style-type: none"> • Student focus group • Faculty retention tracking • Review of course-level assessments • Competitive Environment Analysis. <p>This team concurrently conducted a review of the BS in Psychology. Report submitted to the Provost, along with summary of recommendations for review and action.</p>	<p>Other:</p>	<p>Most recent review: 2015 Next scheduled review: 2021</p>
<p><input checked="" type="checkbox"/> Curriculum /instruction changes Please specify: Redesigned Introduction to Management (MGMT 500) to include a common textbook, common syllabi elements, and some common assignments across all sections to ensure more consistent approach to course and program outcomes. Began offering Introduction to Management (MGMT 500) online in the winter term.</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Exploring options and funding for student support in learning readiness (Excel) skills</p>							

	<ul style="list-style-type: none"> • Faculty retention tracking • Review of course-level assessments • Competitive Environment Analysis. <p>Report submitted to the Provost, along with summary of recommendations for review and action.</p>	<p>Other:</p>			
<p>4. <i>English (BA)</i>²</p> <ul style="list-style-type: none"> <input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree 	<ul style="list-style-type: none"> <input type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics <input type="checkbox"/> Student Surveys <p>Other: Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: <p>Process: Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: <p>Process: Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>5. <i>History</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum/instruction changes <p>Please specify: <input type="checkbox"/> Changes in student recruitment or support</p> <p>Please specify: Other: Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum/instruction changes <p>Please specify: The review resulted in</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Initial review: 2016 Next scheduled review: 2021</p>			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum/instruction changes <p>Please specify: The review resulted in</p>		<p>Initial review: 2016 Next scheduled review: 2021</p>

² In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<input type="checkbox"/> Master's degree		<p>Maps</p>	<input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student Surveys <p>Other: Review used standard data set (Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years), as well as a review of student Capstone projects, mapping of course to program learning outcomes, and side-by-side comparisons to history curricula at similar institutions.</p>	<p>Governance or advisory board</p> <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: <p>Process: Chair of the program review team was charged in four-month process to develop a full review according to the process outlined in the Academic Program Review Policies and Procedures. Reporting occurred in stages, including curriculum mapping, analysis of student enrollment and satisfaction data, comparison to similar institutions, review of student Capstone projects, and discussion with academic affairs assessment staff. Recommendations for program changes were forwarded to the Undergraduate Curriculum Committee for review and approval through shared governance.</p>	<p>recommended changes to course descriptions and outcomes in four history courses to include a greater emphasis on the analysis of academic research, as well as appropriate writing and documentation in the discipline.</p> <p>The review also recommended greater levels of engagement of adjunct history instructors in the process of program development, both in History and in General Education, to ensure a focus on supporting students toward Capstone Level Proficiency in all program outcomes.</p> <input type="checkbox"/> Changes in student recruitment or support Please specify: None recommended. Other:	
<input type="checkbox"/> Master's degree 5. <i>Humanities (Degree Completion Pathway)</i> <input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps	<input checked="" type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student Surveys	<input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: <p>Process: Chair of the program</p>	<input type="checkbox"/> Curriculum/instruction changes Please specify: The review noted the degree to which standard courses in a Humanities curriculum were not offered (or offered infrequently) in the program. Recommendations for change included expanding to a four-year curriculum and adding a	Initial review: 2016 Next scheduled review: n/a (suspended program and enrollments as of Fall 2016)

<p>6. <i>Individualized Studies – BA and BS</i></p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input checked="" type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project exam <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student Surveys</p> <p>Other: Advisor observations of</p>	<p>review team was charged in four-month process to develop a full review according to the process outlined in the Academic Program Review Policies and Procedures. This review team was specifically charged with considering whether to maintain the Degree Completion Pathway model, convert the program to a four-year degree, or suspend the program. Reporting occurred in stages, including curriculum mapping, analysis of student enrollment and satisfaction data, comparison to similar institutions, and discussion with academic affairs assessment staff.</p>	<p>number of early courses, as well as the creation of several upper-level theory-based courses. Given current low enrollments in the program and the restrictive nature of this curriculum (designed as a two-year capping degree with very specific prerequisites), the determination by the Undergraduate Curriculum Committee was to suspend the program and any new enrollments, starting in Fall 2016.</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support Please specify:</p> <p>Students currently enrolled in the program will be supported in the completion of this academic program. New students seeking to participate in this degree will be referred to the Individualized Studies degree.</p> <p>Other:</p>	<p>Most recent review: 2008 Next scheduled review: 2017</p>
		<p><input checked="" type="checkbox"/> Curriculum/instruction changes Please specify:</p> <p>General outcomes from the Individualized Studies majors were clarified and a decision was made to only offer Individualized Studies majors in areas where the college could demonstrate sufficient disciplinary expertise to support a student's academic goals.</p> <p>The course designed to</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other:</p> <p>Process: The review assessed the degree program's match with the mission of the College, evaluated the</p>			

<p>7. <i>Accounting and Finance</i>³</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps</p>	<p>student success in program/ recommendations for program improvement</p>	<p>role individualized learning in the College's curriculum as a whole, developed data for institutional planning and improvement, and presented recommendations to maintain and improve program quality.</p> <p>The GSC Academic Planning Committee received regular updates and an Individualized Learning Symposium was convened among a subgroup of Academic Affairs staff. In the spring of 2008 more information was gathered, particularly about the self-design majors, from electronic surveys of current self-design students, recent alumni, and faculty who have experience with various aspects of individualized learning.</p>	<p>support students in developing the outcomes for their Individualized Studies major was further developed and linked with an e-portfolio system for outcomes assessment (the goals of this course are now captured in Conducting Critical Inquiry – CRIT 502).</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Greater collaboration and communication with advisors was developed through a clearer articulation of the role of the major and tools to help advisors talk with students about the potential risks and rewards of pursuing a major in individualized studies.</p> <p>Other: Title of major was changed from "Self-Design" to Individualized Studies to reflect consistency of program outcomes, regardless of disciplinary content.</p> <p>Better data tracking was designed for Individualized Studies majors in BANNER.</p>	<p>First Offered: 2012 Initial review: 2017</p>
		<p><input type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; field work; project <input type="checkbox"/> Licensure/Industry exam</p>	<p><input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers</p>	<p><input type="checkbox"/> Curriculum/instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support</p>		

³ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<p>8. <i>Allied Health Leadership</i>⁴</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics <input type="checkbox"/> Student Surveys</p> <p>Other: Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p><input type="checkbox"/> Other: Process: Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: Process: Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics <input type="checkbox"/> Student Surveys</p> <p>Other: Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p><input type="checkbox"/> Other: Process: Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p>Please specify: Other: Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>First Offered: 2014 Initial review: 2018</p>
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⁴ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<p>9. <i>Applied Studies (Options in Education and Training; Management)</i></p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input checked="" type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student Surveys</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other:</p> <p>Process:</p> <p>Chair of the program review team was charged in four-month process to develop a full review according to the process outlined in the Academic Program Review Policies and Procedures. Reporting occurred in stages, including curriculum mapping, analysis of student enrollment and satisfaction data, comparison to similar institutions, and discussion with academic affairs assessment staff.</p>	<p><input checked="" type="checkbox"/> Curriculum/instruction changes Please specify:</p> <p>In the review of the Education and Training Option, the review committee recommended removing Psychology of Adulthood from the curriculum and replacing it with the second of two courses that were offered as an either/or option in the curriculum: The Learning Workplace : (INST 607) and Psychology of Occupational Stress (PSY 616). The Committee also recommended modifications to program outcomes to better reflect industry standards and changes to course descriptions and outcomes in four courses to better align with program outcomes.</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support Please specify:</p> <p>The review recommended greater support for students' experiential learning. With the hiring of an experiential learning coordinator in Spring 2016, this will be possible.</p> <p>Other:</p>	<p>Most recent review: 2016 (Education and Training Option) Next scheduled review: 2017 (Management Option) 2021 (Education and Training Option)</p>
<p>10. Business Management</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input checked="" type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry</p>	<p><input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or</p>	<p><input checked="" type="checkbox"/> Curriculum /instruction changes Please specify:</p> <p>Redesigned Introduction to</p>	<p>Most recent review: 2015 Next scheduled review: 2021</p>

<input type="checkbox"/> Master's degree			exam <input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student Surveys Other:	advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: Process: Faculty-led program review team, acting under the guidance of the Undergraduate Curriculum Committee, formed recommendations based on data from the following sources: <ul style="list-style-type: none"> • Curriculum mapping • Enrollment over past three years • Retention and completion statistics • Student Satisfaction Survey • Student focus group • Faculty retention tracking • Review of course-level assessments • Competitive Environment Analysis. Report submitted to the Provost, along with summary of recommendations for review and action.	Management (MGMT 500) to include a common textbook, syllabi elements, and some common assignments across all sections to ensure more consistent approach to course and program outcomes. Began offering Introduction to Management (MGMT 500) online in the winter term. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Exploring options and funding for student support in learning readiness (Excel) Other:	
11. <i>Communication Studies</i> ⁵ <input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> Curriculum Maps	<input type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys	<input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other:	<input type="checkbox"/> Curriculum/instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify:	First Offered: 2012 Initial review: 2017

⁵ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<p>12. <i>Criminal Justice</i></p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input checked="" type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input type="checkbox"/> Pamphlet</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Employment</p> <p><input type="checkbox"/> Course rubrics</p> <p><input type="checkbox"/> Student Surveys</p> <p>Other:</p> <p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p>Process:</p> <p>Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p>Other:</p> <p>Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	
			<p><input type="checkbox"/> Capstone Course</p> <p><input type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship; Co-Op; fieldwork; project</p> <p><input type="checkbox"/> Licensure/Industry exam</p> <p><input type="checkbox"/> Employer Surveys</p> <p><input checked="" type="checkbox"/> Alumni surveys</p> <p><input checked="" type="checkbox"/> Alumni survey</p> <p><input checked="" type="checkbox"/> Course rubrics</p> <p><input checked="" type="checkbox"/> Student Surveys</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Dean/Academic Administrator</p> <p><input checked="" type="checkbox"/> Academic Governance or advisory board</p> <p><input checked="" type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p> <p>Process:</p> <p>Faculty-led program review team, acting under the guidance of the Undergraduate Curriculum Committee, formed recommendations based on data from the following sources:</p> <ul style="list-style-type: none"> • Curriculum mapping • Enrollment over past three years • Retention and completion statistics • Student Satisfaction Survey • Student focus group • Faculty retention 	<p><input checked="" type="checkbox"/> Curriculum/instruction changes</p> <p>Please specify:</p> <p>Added Statistics (MATH 504) and Research Methods (IDIS 501) to the major requirements to provide a more thorough background in research methods and statistical analysis, skills deemed necessary to modern law enforcement.</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support</p> <p>Please specify:</p> <p>Stopped mentioning specific careers in the catalog to broaden the base of students who might consider this major.</p> <p>Other:</p>	<p>Most recent review: 2015</p> <p>Next scheduled review: 2021</p>

<p>tracking</p> <ul style="list-style-type: none"> • Review of course-level assessments • Competitive Environment Analysis. <p>Report submitted to the Provost, along with summary of recommendations for review and action.</p>	<p><input type="checkbox"/> Curriculum/instruction changes Please specify:</p> <p><input type="checkbox"/> Changes in student recruitment or support Please specify:</p> <p>Other:</p> <p>Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>First Offered: 2013 Initial review: 2017</p>	<p>Most recent review: 2016 Next scheduled review: 2021</p>
<p><input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other:</p> <p>Process:</p> <p>Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics <input type="checkbox"/> Student Surveys</p> <p>Other:</p> <p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p><input type="checkbox"/> Curriculum/instruction changes Please specify: Based on the program review, the Degree Completion</p>	<p><input checked="" type="checkbox"/> Curriculum/instruction changes Please specify: Based on the program review, the Degree Completion</p>
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or</p>
<p>13. <i>Digital and Social Media</i>⁶</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or</p>
<p>14. <i>Health Care Management</i></p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or</p>

⁶ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree	Maps	<input type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student Surveys Other:	advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: Process: Chair of the program review team was charged in four-month process to develop a full review according to the process outlined in the Academic Program Review Policies and Procedures. This review team was specifically charged with developing outcomes for the Health Care Management Minor. Reporting occurred in stages, including curriculum mapping, analysis of student enrollment and satisfaction data, comparison to similar institutions, and discussion with academic affairs assessment staff.	Pathway program was suspended and students were directed to the current BS program. A text change was recommended for HLTC 627 (Reimbursement and Financing Techniques in Health Care). A foundational project management course is being added as an elective in the program. The following outcomes were added to the Health Care Management Minor: 1. Apply general management or human resource management skills to realistic situations in the field of health care 2. Ask critical questions about information and research in the field of health care. Additional recommendations for course outcome changes and addition of a course in project management are currently under consideration. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: A recommendation for an alumni/student mentoring program is under consideration. Other:	
15. Health and Wellness	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Catalog	<input checked="" type="checkbox"/> Faculty	<input checked="" type="checkbox"/> Curriculum/instruction	Initial review: 2016

<input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree	<input type="checkbox"/> No	<input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps	<input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input checked="" type="checkbox"/> Employer Surveys <input checked="" type="checkbox"/> Alumni surveys <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student Surveys Other:	<input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: Process: Chair of the program review team was charged in four-month process to develop a full review according to the process outlined in the Academic Program Review Policies and Procedures. This committee was specifically charged with considering the value of the Degree Completion Pathway model as compared to a capping degree. Reporting occurred in stages, including curriculum mapping, analysis of student enrollment and satisfaction data, comparison to similar institutions, surveys of potential employers and discussion with academic affairs assessment staff.	changes Please specify: Because of the limitations posed by the Degree Completion Pathways model (too restrictive in the courses required for transfer) and the overall positive employment prospects in this field, the decision was made to convert this program to a less restrictive "capping degree". MGMT 555 (Intro to Fiscal Management in Health Care) and HLTC 637 (Health Information Systems) were moved from requirements to electives. Some of the electives were deemed to be less relevant to current practice in the field and were eliminated from the program. <input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Admissions staff members are being informed of this change and the opportunities this will offer students interested in the field. Current students in the Degree Completion Pathway will be supported to complete under the current guidelines or guided in changing to the new program requirements, based on their individual needs. Other:	Next scheduled review: 2021
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<p>16. <i>Health Information Management</i>⁷</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input checked="" type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input type="checkbox"/> Pamphlet</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Capstone Course</p> <p><input type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship; Co-Op; fieldwork; project</p> <p><input type="checkbox"/> Licensure/Industry exam</p> <p><input type="checkbox"/> Employer Surveys</p> <p><input type="checkbox"/> Alumni surveys</p> <p><input type="checkbox"/> Employment</p> <p><input type="checkbox"/> Course rubrics</p> <p><input type="checkbox"/> Student Surveys</p> <p>Other:</p> <p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p><input type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Dean/Academic Administrator</p> <p><input type="checkbox"/> Academic Governance or advisory board</p> <p><input type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p> <p>Process:</p> <p>Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input type="checkbox"/> Curriculum/instruction changes</p> <p>Please specify:</p> <p><input type="checkbox"/> Changes in student recruitment or support</p> <p>Please specify:</p> <p>Other:</p> <p>Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>First Offered: 2014</p> <p>Initial review: 2019</p>
<p>17. <i>Human Resource Administration</i></p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input checked="" type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input checked="" type="checkbox"/> Capstone Course</p> <p><input type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship; Co-Op; fieldwork; project</p> <p><input type="checkbox"/> Licensure/Industry exam</p> <p><input type="checkbox"/> Employer Surveys</p> <p><input checked="" type="checkbox"/> Alumni surveys</p> <p><input checked="" type="checkbox"/> Employment</p> <p><input checked="" type="checkbox"/> Course rubrics</p> <p><input checked="" type="checkbox"/> Student Surveys</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Dean/Academic Administrator</p> <p><input type="checkbox"/> Academic Governance or advisory board</p> <p><input checked="" type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p> <p>Process:</p> <p>Chair of the program review team was charged in four-month process to develop a full review according to the process outlined in the</p>	<p><input checked="" type="checkbox"/> Curriculum/instruction changes</p> <p>Please specify:</p> <p>The following outcomes were added to the Minor in Human Resources:</p> <ol style="list-style-type: none"> 1. Apply key concepts and legal/ethical frameworks in human resources to effectively resolving real or potential challenges in organizations. 2. Ask critical questions about information and research in the field of 	<p>Initial review: 2016</p> <p>Next scheduled review: 2021</p>

⁷ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<p>18. <i>Human Services</i>⁸</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input checked="" type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Capstone Course</p> <p><input type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship; Co-Op; fieldwork; project</p> <p><input type="checkbox"/> Licensure/Industry exam</p> <p><input type="checkbox"/> Employer Surveys</p> <p><input type="checkbox"/> Alumni surveys</p> <p><input type="checkbox"/> Employment</p> <p><input type="checkbox"/> Course rubrics</p> <p><input type="checkbox"/> Student Surveys</p> <p>Other:</p>	<p>Academic Program Review Policies and Procedures. This committee was specifically charged with developing outcomes for the Human Resources minor, in addition to reviewing the HR degree. Reporting occurred in stages, including curriculum mapping, analysis of student enrollment and satisfaction data, comparison to similar institutions, surveys of potential employers and discussion with academic affairs assessment staff.</p>	<p>human resources.</p> <p>The major was changed to add additional quantitative coursework (Statistics or Financial Accounting) and to add a course in Workplace Coaching to maintain currency in the field and provide an additional theory and opportunity for discipline-specific applied learning. COMM 602 (Media and Strategic Communication) and PSY 509 (Human Development) were determined to be outside the courses needed to meet program outcomes and removed as program courses.</p> <p><input type="checkbox"/> Changes in student recruitment or support Please specify:</p> <p>None recommended.</p> <p>Other:</p>	<p>First Offered: 2014</p> <p>Initial review: 2017</p>
<p><input type="checkbox"/> Curriculum/instruction changes Please specify:</p> <p><input type="checkbox"/> Changes in student recruitment or support Please specify:</p> <p>Other:</p> <p>Changes will be guided by review data and recommendations by committee. Changes in</p>		<p><input type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Dean/Academic Administrator</p> <p><input type="checkbox"/> Academic Governance or advisory board</p> <p><input type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p> <p>Process:</p> <p>Review will be conducted by a faculty-led team and</p>		<p>Academic Program Review Policies and Procedures. This committee was specifically charged with developing outcomes for the Human Resources minor, in addition to reviewing the HR degree. Reporting occurred in stages, including curriculum mapping, analysis of student enrollment and satisfaction data, comparison to similar institutions, surveys of potential employers and discussion with academic affairs assessment staff.</p>		<p>human resources.</p> <p>The major was changed to add additional quantitative coursework (Statistics or Financial Accounting) and to add a course in Workplace Coaching to maintain currency in the field and provide an additional theory and opportunity for discipline-specific applied learning. COMM 602 (Media and Strategic Communication) and PSY 509 (Human Development) were determined to be outside the courses needed to meet program outcomes and removed as program courses.</p> <p><input type="checkbox"/> Changes in student recruitment or support Please specify:</p> <p>None recommended.</p> <p>Other:</p>

⁸ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<p>18. <i>Information Technology</i></p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input checked="" type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input type="checkbox"/> Pamphlet</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p>	<p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p><input checked="" type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Dean/Academic Administrator</p> <p><input checked="" type="checkbox"/> Academic Governance or advisory board</p> <p><input checked="" type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p> <p>Process:</p> <p>Faculty-led program review team, acting under the guidance of the Undergraduate Curriculum Committee, formed recommendations based on data from the following sources:</p> <ul style="list-style-type: none"> • Curriculum mapping • Enrollment over past three years • Retention and completion statistics • Student Satisfaction Survey • Student focus group • Faculty retention tracking • Review of course-level assessments • Competitive Environment Analysis. <p>Report submitted to the</p>	<p>recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p>curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>Most recent review: 2015</p> <p>Next scheduled review: 2020</p>
		<p><input checked="" type="checkbox"/> Capstone Course</p> <p><input type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship; Co-Op; fieldwork; project</p> <p><input type="checkbox"/> Licensure/Industry exam</p> <p><input type="checkbox"/> Employer Surveys</p> <p><input checked="" type="checkbox"/> Alumni surveys</p> <p><input checked="" type="checkbox"/> Employment</p> <p><input checked="" type="checkbox"/> Course rubrics</p> <p><input checked="" type="checkbox"/> Student Surveys</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Curriculum/instruction changes</p> <p>Please specify:</p> <p>Changed programming language in Visual Programming I to be current in the field.</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support</p> <p>Please specify:</p> <p>Articulation of transfer credit policy to ensure that students were coming in with current industry-aligned knowledge.</p> <p>Other:</p>				

<p>19. <i>Marketing</i>⁹</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship: Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics <input type="checkbox"/> Student Surveys</p> <p>Other: Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p>Provost, along with summary of recommendations for review and action.</p> <p><input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: Process: Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input type="checkbox"/> Curriculum/instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: Other: Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>First Offered: 2013 Initial review: 2018</p>
<p>21. <i>Operations Management</i>¹⁰</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship: Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics</p>	<p>Provost, along with summary of recommendations for review and action.</p> <p><input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: Process: Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input type="checkbox"/> Curriculum/instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: Other: Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>First Offered: 2013 Initial review: 2018</p>

⁹ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

¹⁰ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<p>22. <i>Psychology</i></p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input checked="" type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input type="checkbox"/> Pamphlet</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Student Surveys</p> <p>Other:</p> <p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p><input checked="" type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Dean/Academic Administrator</p> <p><input checked="" type="checkbox"/> Academic Governance or advisory board</p> <p><input checked="" type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p> <p>Process:</p> <p>Faculty-led program review team, acting under the guidance of the Undergraduate Curriculum Committee, formed recommendations based on data from the following sources:</p> <ul style="list-style-type: none"> • Curriculum mapping • Enrollment over past three years • Retention and completion statistics • Student Satisfaction Survey • Student focus group • Faculty retention tracking • Review of course-level assessments 	<p>Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input checked="" type="checkbox"/> Curriculum/instruction changes</p> <p>Please specify:</p> <p>Changed outcomes in Introduction to Psychology (PSY 501) to include more research and APA guidelines</p> <p>Added Social Stratification and Inequality (SOSC 637) as an upper-level elective</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support</p> <p>Please specify:</p> <p>Committee recommended an interactive workshop on library services integrated in an early writing course. These workshops have begun to be implemented in some sections of The Writing Process (ENG 500).</p>	<p>Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>Most recent review: 2015</p> <p>Next scheduled review: 2021</p>
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<p>22. <i>Public Service Management</i>¹¹</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input checked="" type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input type="checkbox"/> Pamphlet</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Capstone Course</p> <p><input type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship: Co-Op; fieldwork; project</p> <p><input type="checkbox"/> Licensure/Industry exam</p> <p><input type="checkbox"/> Employer Surveys</p> <p><input type="checkbox"/> Alumni surveys</p> <p><input type="checkbox"/> Employment</p> <p><input type="checkbox"/> Course rubrics</p> <p><input type="checkbox"/> Student Surveys</p> <p>Other:</p> <p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p><input type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Dean/Academic Administrator</p> <p><input type="checkbox"/> Academic Governance or advisory board</p> <p><input type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p> <p>Process:</p> <p>Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input type="checkbox"/> Curriculum/instruction changes</p> <p>Please specify:</p> <p><input type="checkbox"/> Changes in student recruitment or support</p> <p>Please specify:</p> <p>Other:</p> <p>Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>First Offered: 2014</p> <p>Initial review: 2017</p>
<p>23. <i>Service and Hospitality Management</i>¹²</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p>	<p><input type="checkbox"/> Capstone Course</p> <p><input type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship: Co-Op;</p>	<p><input type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Dean/Academic Administrator</p>	<p><input type="checkbox"/> Curriculum/instruction changes</p> <p>Please specify:</p>	<p>First Offered: 2014</p> <p>Initial review: 2019</p>

¹¹ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

¹² In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

<input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree		<input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps	<p>fieldwork; project</p> <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics <input type="checkbox"/> Student Surveys <p>Other:</p> <p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: <p>Process:</p> <p>Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<input type="checkbox"/> Changes in student recruitment or support Please specify: <p>Other:</p> <p>Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	
24. <i>Social Science</i> ^{1,2} <input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps	<input type="checkbox"/> Capstone Course <input type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork; project <input type="checkbox"/> Licensure/Industry exam <input type="checkbox"/> Employer Surveys <input type="checkbox"/> Alumni surveys <input type="checkbox"/> Employment <input type="checkbox"/> Course rubrics <input type="checkbox"/> Student Surveys <p>Other:</p> <p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<input type="checkbox"/> Faculty <input type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: <p>Process:</p> <p>Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<input type="checkbox"/> Curriculum/instruction changes Please specify: <input type="checkbox"/> Changes in student recruitment or support Please specify: <p>Other:</p> <p>Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	First Offered: 2013 Initial review: 2017

<p>25. <i>Technology Management</i>¹³</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input checked="" type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input checked="" type="checkbox"/> Pamphlet</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input type="checkbox"/> Capstone Course</p> <p><input type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship; Co-Op; field work; project exam</p> <p><input type="checkbox"/> Licensure/Industry exam</p> <p><input type="checkbox"/> Employer Surveys</p> <p><input type="checkbox"/> Alumni surveys</p> <p><input type="checkbox"/> Employment</p> <p><input type="checkbox"/> Course rubrics</p> <p><input type="checkbox"/> Student Surveys</p> <p>Other:</p> <p>Review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data as requested by review committee.</p>	<p><input type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Dean/Academic Administrator</p> <p><input type="checkbox"/> Academic Governance or advisory board</p> <p><input type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p> <p>Process:</p> <p>Review will be conducted by a faculty-led team and recommendations will be considered through shared governance by the Undergraduate Curriculum Committee, Academic Council, and President's Cabinet, as outlined in the Academic Program Review Policies and Procedures.</p>	<p><input type="checkbox"/> Curriculum/instruction changes</p> <p>Please specify:</p> <p><input type="checkbox"/> Changes in student recruitment or support</p> <p>Please specify:</p> <p>Other:</p> <p>Changes will be guided by review data and recommendations by committee. Changes in curriculum/instruction will be approved through shared governance as appropriate.</p>	<p>First Offered: 2012</p> <p>Initial review: 2017</p>
<p>26. <i>Leadership</i>¹⁴</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Associate's degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input checked="" type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Website</p> <p><input checked="" type="checkbox"/> Curriculum Maps</p> <p><input checked="" type="checkbox"/> Course Guides</p>	<p><input checked="" type="checkbox"/> Capstone Course/ Integrative project</p> <p><input checked="" type="checkbox"/> Portfolio Review</p> <p><input type="checkbox"/> Internship; Co-Op; field work; project exam</p> <p><input type="checkbox"/> Licensure/Industry exam</p> <p><input type="checkbox"/> Employer Surveys</p> <p><input checked="" type="checkbox"/> Alumni Survey</p> <p><input type="checkbox"/> Course rubrics</p> <p><input checked="" type="checkbox"/> Student Surveys</p>	<p><input checked="" type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Program Director</p> <p><input type="checkbox"/> Dean/Academic Administrator</p> <p><input type="checkbox"/> Academic Governance or advisory board</p> <p><input type="checkbox"/> Program Reviewers</p> <p><input type="checkbox"/> Other:</p>	<p><input checked="" type="checkbox"/> Curriculum and instructional changes</p> <p>Please specify:</p> <ul style="list-style-type: none"> • Development of e-portfolios within Chalk and Wire platform. • Changed Cultivating Your Leadership Capabilities (LD 820) syllabi to include annotated bibliography 	<p>On-site review by NEASC for Substantive Change in October, 2012</p> <p>Initial GSC review: 2018</p>

¹³ In cases of initial program review, data/evidence and interpretation parameters have not yet been implemented.

¹⁴ Graduate program review data/evidence and interpretation parameters refer to those used to prepare for Substantive Change and to informally review the programs on an annual basis.

<p>27. <i>Project Management</i>^{1,4}</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps</p>	<p>Other: GSC review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data from ePortfolios as requested by review committee.</p>	<p>Process: Informal review of the program has occurred on a regular basis at faculty meetings and as the program director considers student outcomes after an annual series of Capstone presentations. Some changes were also implemented in response to the site team evaluation report (October 2012), generated as part of GSC's Substantive Change Request (September 2011). Formal internal review of the program is scheduled to occur for the first time in 2017.</p>	<p>Other: GSC review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data from ePortfolios as requested by review committee.</p>	<p>and short lit review. Added discussion of human subjects/IRB to Ethical Decision-Making (LD 821)</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support</p> <p>Please specify: Competencies – faculty realized that they needed to spend time orienting students to the competencies they are expected to achieve in the program and developed an orientation module related to this topic</p>	<p>On-site review by NEASC for Substantive Change in October, 2012 Initial GSC review: 2017</p>
		<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other: Process: Informal review of the program has occurred on a regular basis at faculty meetings and as the program director considers student outcomes after an annual series of Capstone presentations. Some changes were also implemented in response</p>	<p>Other: GSC review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data</p>	<p>Process: Informal review of the program has occurred on a regular basis at faculty meetings and as the program director considers student outcomes after an annual series of Capstone presentations. Some changes were also implemented in response</p>	<p><input checked="" type="checkbox"/> Curriculum changes Please specify: Development of e-portfolios within Chalk and Wire platform.</p> <p><input checked="" type="checkbox"/> Changes in student recruitment or support Please specify: Competencies – faculty realized that they needed to spend time orienting students to the competencies they are expected to achieve in the program and developed an orientation module related to this topic</p>		

<p>28. <i>Management</i>¹⁵</p> <p><input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Website <input type="checkbox"/> Pamphlet <input checked="" type="checkbox"/> Curriculum Maps</p>	<p><input checked="" type="checkbox"/> Capstone Course/ Integrative project <input checked="" type="checkbox"/> Portfolio Review <input type="checkbox"/> Internship; Co-Op; fieldwork <input type="checkbox"/> Licensure/Industry exam <input checked="" type="checkbox"/> Alumni Survey <input type="checkbox"/> Course rubrics <input checked="" type="checkbox"/> Student Surveys</p> <p>Other: GSC review will use standard data set inclusive of Student Satisfaction Data, Alumni Survey data, and enrollment data over past three years, as well as other assessment data from ePortfolios as requested by review committee.</p>	<p>to the site team evaluation report (October 2012), generated as part of GSC's Substantive Change Request (September 2011). Formal internal review of the program is scheduled to occur for the first time in 2017.</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Dean/Academic Administrator <input checked="" type="checkbox"/> Academic Governance or advisory board <input checked="" type="checkbox"/> Program Reviewers <input type="checkbox"/> Other:</p> <p>Process: Informal review of the program has occurred on a regular basis at faculty meetings and as the program director considers student outcomes after an annual series of Capstone presentations. Some changes were also implemented in response to the site team evaluation report (October 2012), generated as part of GSC's Substantive Change Request (September 2011). Formal internal review</p>	<p><input checked="" type="checkbox"/> Changes in curriculum & instruction Please specify: Voted on 12/8/15 in Graduate Curriculum C to replace Corporate and Social Accountability (MGMT 825) with Conflict Management and Negotiation (LD 831) based on data about enrollments in the course and the need for more courses that addressed the outcomes around problem-solving and management in unpredictable environments <input type="checkbox"/> Changes in student recruitment or support Please specify:</p>	<p>On-site review by NEASC for Substantive Change in November, 2014 Initial GSC review: 2018</p>
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¹⁵ Graduate program review data/evidence and interpretation parameters refer to those used to prepare for Substantive Change and to informally review the programs on an annual basis.

				of the program is scheduled to occur for the first time in 2017.		
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Institutions selecting E1a should also include E1b.

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.
<p>Education</p> <p>Programs include:</p> <ul style="list-style-type: none"> • AA in General Studies, Ed Concentration • AS Comm Sci/Disord • AS Early Childhood Ed • BA English Lang. Arts • BA Math Studies • BA Social Studies • BS Applied Studies (Hum Svcs & Early Childhood Development option) • BS Early Childhood Ed <p>Certifications:</p> <ul style="list-style-type: none"> • Early Childhood Special Ed (0-8) & Early Childhood Ed (N-3) • English for Speakers of Other Languages (ESOL) • General Special Ed (K-12) and Elementary Ed • General Special Education (K-12) • Mathematics, Grades 5-8 • Secondary Math Grades 7-12 • Reading/Writing Specialist (K-12) • Reading/Writing Teacher (K-12) <p>Advanced Endorsements:</p> <ul style="list-style-type: none"> • Blind and Visually Impaired • Deaf and Hard of Hearing • Educational Technology Integrator • Emotional/Behavioral Disabilities • Intellectual/Developmental Disabilities • Specific Learning Disabilities (K-12) <p>MS Programs:</p> <ul style="list-style-type: none"> • Instruction and Leadership 	<p>February 2011 – Site visit</p> <p>August 2014 – Full approval for all existing professional educator programs; provisional approval for newly proposed programs</p> <p>July 2015 – Extension to all professional educator preparation programs until December 2016.</p>	<p>2011 - In the Mathematics Education (7-12) program, there were three recommendations related to providing evidence of teacher candidate competencies in three areas of abstract algebra.</p> <p>2014 – All recommendations remediated. No further concerns.</p>	<p>Most recent report noted compliance with State of NH standards.</p>	<p>Accreditation Term expires December 31, 2016;</p> <p>Next on-site evaluation: Sep 21-22, 2016</p>

<ul style="list-style-type: none"> School Leadership, School Librarian Certification School Leadership, School Principal Certification <p>State of New Hampshire - Department of Education</p>	<p>September 2015 - Response to Inquiry Brief from TEAC staff (Director of Inquiry Brief Pathway)</p>	<p>No substantive feedback from TEAC (Director of Inquiry Brief Pathway); Substantive feedback from auditors anticipated beginning in January 2016 prior to April 19-21, 2016 visit</p>	<p>3 claims from Claims and Rationale section of TEAC brief</p>	<p>After this initial accreditation, TEAC/CAEP (Council for the Accreditation of Educator Preparation) will require annual reports for a specified period of time before another Inquiry Brief is submitted (include link).</p> <p>Accreditation Term expires June 30, 2020</p> <p>Next on-site evaluation: Fall 2019</p> <p>Accreditation Term expires October 31, 2022.</p> <p>Next on-site evaluation: TBA</p>
<p>Nursing (RN to BSN)</p> <p>Commission on Collegiate Nursing Education (CCNE)</p>	<p>November 2014 - Initial Accreditation</p>	<p>No compliance concerns noted.</p>	<p>Most recent site visit noted compliance with CCNE standards.</p>	<p>Accreditation Term expires June 30, 2020</p> <p>Next on-site evaluation: Fall 2019</p>
<p>Project Management (MS)</p> <p>Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)</p>	<p>October 2015 - Initial Accreditation</p>	<p>No compliance concerns noted. Visiting team made 15 suggestions.</p>	<p>Most recent site visit noted compliance with GAC standards.</p>	<p>Accreditation Term expires October 31, 2022.</p> <p>Next on-site evaluation: TBA</p>

*Record results of key performance indicators in form S3.

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2016)	Goal for 2017
IPEDS Retention Data (1)						
Associate degree students		n/a	n/a	n/a	n/a	n/a
Bachelors degree students		59%	60%	52%	56%	60%
IPEDS Graduation Data (150% time) (1)						
Associate degree students		8%	9%	14%	tbd	15%
Bachelors degree students		8%	19%	23%	tbd	24%
Other Undergraduate Retention Rates, FY to FY (2)						
a	Incoming Total UG (incl transfers)	68%	66%	68%	68%	68%
b	All incoming Associate students	57%	57%	59%	55%	57%
c	All incoming Bachelor's students	78%	74%	75%	74%	75%
d	Transf from NHCTC system into Bach	82%	77%	81%	82%	81%
e	All incoming Bach with PELL	82%	74%	77%	72%	74%
f	All incoming Bach with PLA Cr	87%	87%	85%	82%	85%
Other Undergraduate Graduation Rates						
a	All incoming Bachelor's (FY): 6-year	60%	51%	55%	52%	55%
b	All incoming Bachelor's (FY): 8-year	61%	51%	57%	52%	56%
c	SAM Bachelor's, any inst; 6-10 yrs (3)	n/a	n/a	70%	n/a	71%
Graduate programs *						
Retention rates first-to-second year (MS only)		97%	78%	72%	82%	82%
Graduation rates @ 150% time (MS only)		n/a	69%	51%	tbd	55%
Distance Education (Bachelor's)						
Course completion rates		79%	81%	81%	83%	84%
Retention rates		75%	70%	74%	73%	74%
Graduation rates		59%	60%	51%	53%	54%
Branch Campus & Instruc Locations (Bachelor's)						
Course completion rate		85%	87%	89%	89%	90%
Retention rates		71%	74%	62%	67%	69%
Graduation rates		56%	59%	50%	52%	54%
Definition and Methodology Explanations						
1	First-time full-time degree students represent less than 2% of GSC's student body, and as such there is variation in year-to-year results due to small sample sizes. GSC does not use this measure other than for official reporting.					
2	Retention periods: FY12 new, returning in FY13, 13 in 14, 14 in 15, 15 in 16, and Goal for 16 in 17.					
3	SAM data for two cohort years will be submitted to them in October, 2016. SAM means Student Achievement Measure (studentachievementmeasure.org), a project that uses data from the National Student Clearinghouse to evaluate the successful completion of degrees by UG students without regard to where those degrees are completed. GSC finds this of value as a non-traditional institution, because students often complete a degree with us that they started elsewhere, and vice versa.					
* An institution offering graduate degrees must complete this portion.						

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2016)	Goal for 2017
Success of Students Pursuing Higher Degree						
	2014 UG Alumni Survey		322 respondents			Next Survey Year
1	“Have you enrolled in a degree or certificate program . . . since completing your UG degree from GSC?”		41% “Yes”			45%
2	“How well did your UG education at GSC prepare you for advanced degree/continuing education?”		82% “Well/Very Well”			85%
Definition and Methodology Explanations						
Online survey conducted in 2014 among the classes of 2009-2013; next survey Fall of 2016.						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
	N/A					
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1	“How well did your UG studies at GSC prepare you for this position [Not related to field of study]?”		90% “Well/Very Well”			91%
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
	N/A					
Definition and Methodology Explanations						
Other (Specify Below)						
1	“Is your current position related to your UG field of studies?”		54% “Yes”			55%
2	“Has your UG degree from GSC helped you to meet your career goals thus far?”		83% “Yes”			84%
3	“ ‘In my current position, I use knowledge and skills I gained at GSC.’ ”		90% “Agree”			91%
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2015)	Goal for 2016
State Licensure Passage Rates *						
1	Education: Elementary Ed Multi Subject Math	n/a	n/a	100	89	90
2	Education: Elementary Ed Multi Subject Reading Lang Arts	n/a	n/a	100	100	100
3	Education: Elementary Ed Multi Subject Sciences	n/a	n/a	100	100	100
4	Education: Elementary Ed Multi Subject Social Studies	n/a	n/a	100	100	100
5	Education: Foundations of Reading	n/a	n/a	n/a	84	85
National Licensure Passage Rates *						
1	Education: Elementary Ed Multi Subject Math			87	83	85
2	Education: Elementary Ed Multi Subject Reading Lang Arts			98	95	96
3	Education: Elementary Ed Multi Subject Sciences			91	90	91
4	Education: Elementary Ed Multi Subject Social Studies			92	90	91
5	Education: Foundations of Reading			n/a	77	80
Job Placement Rates **						
1						
2						
5						
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
Institutional Notes of Explanation						
a						
b						

Form S4. 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	Most Recent Year (201_)	Goal for 201_
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Completion Rates *

1	N/A				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

Placement Rates **

1	N/A				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.



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

Independent Auditors' Report

The Governor and
Legislative Fiscal Committee,
State of New Hampshire; and the
Board of Trustees,
University System of New Hampshire:

Report on the Financial Statements

We have audited the accompanying statements of net position of the University System of New Hampshire (the System), a component unit of the State of New Hampshire, as of June 30, 2015 and 2014, the related statements of revenues, expenses and changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the System's basic financial statements.

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 an opinion 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the 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 opinion.



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of the University System of New Hampshire as of June 30, 2015 and 2014, and the changes in its net position and its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles.

Other Matter - Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 21 through 29 and the schedule of funding progress on page 42 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 required supplementary information 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.

KPMG LLP

October 30, 2015

Management's Discussion and Analysis

June 30, 2015 and 2014

I. Introduction

The following Management's Discussion and Analysis includes an analysis of the financial condition and results of activities of the University System of New Hampshire (USNH) for the fiscal years ended June 30, 2015 and 2014. This analysis provides a comparison of significant amounts and measures to prior periods and, where appropriate, presents management's outlook for the future.

USNH is a Section 501(c)(3) corporation organized under the laws of the State of New Hampshire to serve the people of the state as the key provider of public higher education for Bachelor's and advanced degree students. USNH accomplishes its mission by operating four educational institutions that collectively offer a broad array of education, research and public service options for the state. These institutions include the University of New Hampshire, with campuses in Durham (UNH) and Manchester (UNHM), as well as the UNH School of Law (UNHL) in Concord; Plymouth State University (PSU); Keene State College (KSC); and Granite State College (GSC). While select programs are active in other regions as well as abroad, most of USNH's activities take place at the three residential campuses (UNH, PSU and KSC), the ten regional sites of GSC, UNH's urban campuses (UNHM and UNHL), and the UNH Cooperative Extension and Small Business Development Centers located throughout the state. The accompanying financial statements also include the activities and balances of the University of New Hampshire Foundation, Inc. (UNHF) and the Keene Endowment Association (KEA) - two legally separate but affiliated entities. The condensed five-year financial statements included also reflect the activities and balances of New Hampshire Public Broadcasting (NHPB) prior to its disaffiliation from USNH on July 1, 2012. (See Note 1 for additional information on affiliated entities.)

II. Economic Outlook

For fiscal year 2015, the general appropriation from the state was increased from \$69 million to \$81 million. This allowed USNH to freeze tuition rates for resident students for a second year, directly impacting costs for our New Hampshire students and their families.

Appropriations from the state for fiscal year 2016 are now final. USNH will receive funds monthly at the fiscal year 2015 level of \$81 million for both fiscal years 2016 and 2017. The USNH Board of Trustees approved increasing fiscal year 2016 resident tuition rates by no more than 2.75% over fiscal year 2015 rates. The increase was limited to allow qualifying resident students to continue to succeed at USNH institutions despite stagnant state funding. Campuses reduced their 2016 expense budgets by \$1 million to facilitate the low increase. The Board also approved lowering the consolidated operating margin target to 0.5% for one year, while long-term margin expectations remain in the 3-5% range.

The remainder of this report describes the results of financial operations for the year ended June 30, 2015 with comparisons to prior years. With this strong foundation and the commitment of management and trustees, USNH continues to support the future success of the more than 20,000 New Hampshire students served by our campuses each year.

III. Financial Highlights

A. Revenues

The charts below show the diversification of USNH's revenue streams in 2015 which totaled nearly \$1 billion. Note that these amounts are not reduced by student financial aid expenditures. In addition, capital additions and deductions are excluded from the charts.

Chart 1: 2015 Revenues by Source
Total = \$975 million
(\$ in millions)

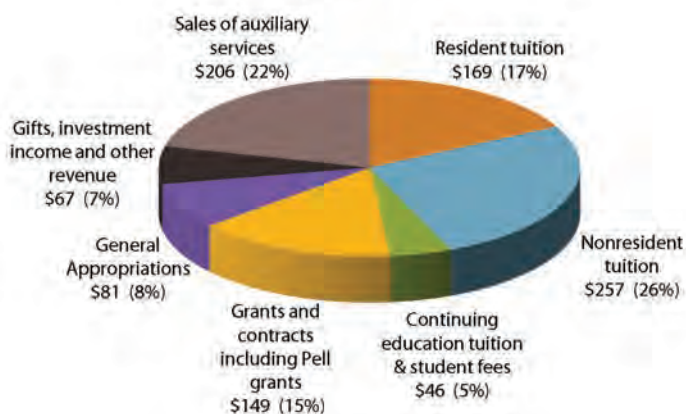
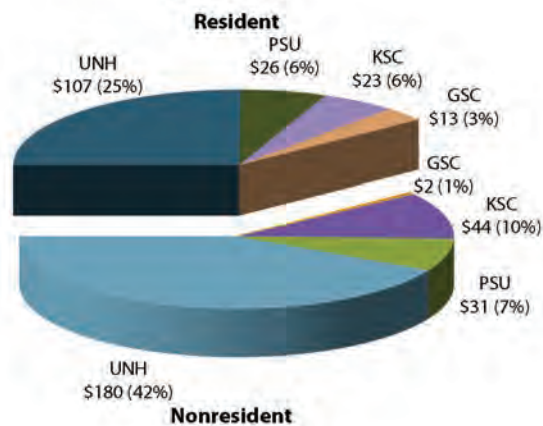


Chart 2: 2015 Tuition by Campus
Total = \$426 million
(\$ in millions)



Including continuing education revenues, tuition and student fees accounted for \$472 million or 48% of USNH revenue for 2015. As shown in Table 1 below, overall enrollment continues to be stable.

As seen in Table 2 below, UNH's Durham campus had a large increase in freshmen applications for the fall of 2014. The yield rate improved from the prior year dip, resulting in the largest freshmen class in UNH's history. Approximately 39% of new UNHD students in the fall of 2014 ranked in the top 20% of their high school class reflecting the continued quality of the population.

All campuses have implemented successful short semesters during the winter break, and are expanding online offerings for all terms to increase enrollments without adding significant costs. In addition, the residential campuses, the UNH School of Law and GSC are also recruiting more international students for on-site and online classes as learning opportunities for our students continue to expand both locally and globally. Overall financial aid expenditures increased 3.4% from 2014 to 2015. As a result of the large freshmen class, general fund aid at UNH increased by over \$5 million during this time, while aid from grants decreased by \$521,000.

Auxiliary revenues grew \$3 million from 2014 to 2015. This includes increases of \$4 million and \$2 million at UNH and KSC, respectively;

offset by a decrease of \$3 million at PSU. UNH's traditional auxiliary services had combined increases of \$5 million, which were offset by a \$1 million reduction in revenues from Ecoline sales. Continuing the trend of recent years, the 2015 increase in other operating revenues was primarily due to additional fees for the Navitas program at UNH (\$810,000). This program recruits international students and brings them to campus each summer to ease their transition into undergraduate programs while also generating housing, dining, and English-as-Second-Language program fees.

Direct grant revenues were down \$3 million in 2015. As with the large decrease in 2014, the current year reduction in federal grants was due to completion of the Broadband Technology Opportunities Program (BTOP) grant at UNH (\$3 million). There were also decreases in corporate grants to the UNH Interoperability Lab (\$1 million) and other small grant reductions. These were offset by an increase in grant funding from the State of NH (\$1 million) for the medical Balancing Incentives Program and the NH Industrial Research Center, and approximately \$1 million for the UNH Hydrographic Center sponsored by the National Oceanic and Atmospheric Administration.

State general appropriations increased to \$81 million for fiscal year 2015, but remain well below the \$100 million provided annually from

Table 1: Full-Time Equivalent (FTE) Credit Enrollment in the Fall of Each Fiscal Year

	2014	2015
UNH (all campuses)	15,272	15,406
PSU	4,670	4,346
KSC	4,705	4,751
GSC	1,551	1,685
Total USNH FTEs	26,198	26,188
NH Resident	14,797	14,308
Nonresident	11,401	11,880
Total USNH FTEs	26,198	26,188

Table 2: Freshmen Applications, Acceptances and Enrollees at UNH at Durham* for the Fall of Each Year

	2010	2011	2012	2013	2014
Freshmen applications received	16,545	17,344	17,234	17,938	18,420
Freshmen acceptances as % of applications (selectivity ratio)	73%	74%	78%	78%	80%
Freshmen enrolled as % of acceptances (matriculation yield)	24%	23%	22%	16%	18%

* Data for the flagship campus is included herein as part of the annual continuing disclosure requirements related to USNH's outstanding bond obligations. Comparable data for other campuses is available upon request.

2009 through 2011. As shown in Chart 3 below, the only revenue stream not keeping pace with inflation over the past 25 years is the state general appropriation.

B. Operating and Capital Expenditures

USNH operating expenses increased by \$32 million, or 4.2%, from 2014 to 2015. This compares to \$13 million or 1.6% from 2013 to 2014. The majority of the 2015 increase relates to the changes in nongrant employee compensation of \$23 million or 5.4%, and nongrant supplies/services of \$11 million or 6.8%. Nongrant compensation for fiscal year 2015 includes salary costs of \$329 million, separation incentives of \$6 million, and other fringe benefit costs of \$110 million. This compares to salary costs of \$318 million, separation incentives of \$5 million, and other fringe costs of \$100 million in fiscal year 2014.

The salary portion of the compensation increase (\$13 million or 3.4%) represents performance-based salary increases for faculty and staff. The other fringe benefit increase (\$10 million or 10%) is primarily driven by retirement costs which increase with salaries (\$2 million), post-retirement medical actuarial cost increase (\$5 million), and increases in medical and dental coverage (\$3 million). The campuses are using separation incentives as one of their strategies to right-size the institutions for enrollment shifts between online and traditional course offerings.

While the end of the BTOP project (\$46 million over the past several years) is driving the decreases in grant-funded supplies and services costs for the year (\$3 million), the primary driver of nongrant supply cost increases were repairs, refurbishment and reconfiguration of plant assets (\$11 million). This includes new furnishings, painting, carpeting, and other minor interior

work as well as paving, landscaping and similar exterior work.

Chart 4 displays USNH's operating expenses for the past three years by functional, rather than natural, classification. As the chart shows, increases in expenses associated with financial aid have far-outpaced increases in institutional support (general overhead) expenses in the last several years. (Additional detail of operating expenses by function can be found in Note 12.)

In addition to the noncapital construction projects mentioned above, all campuses have undertaken major capital projects over the past year. GSC exercised the option to purchase its Concord location at the start of the fiscal year, and shortly thereafter completed significant renovations to the property for a total project cost of approximately \$5 million. The System office also relocated to Concord in early spring. For the first time all System employees are now in the same location improving our efficiency of operations.

Chart 3: Twenty-five Year Revenue Comparison
(not including capital additions/deductions)
(\$ in millions)

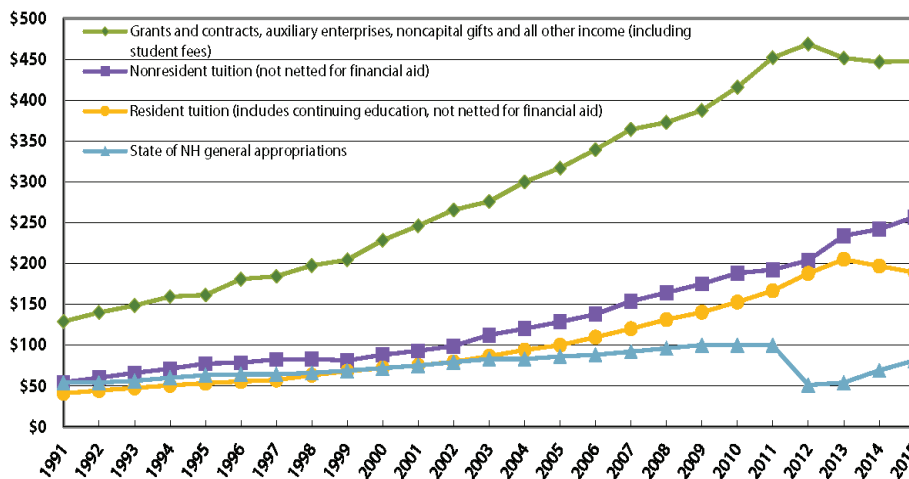
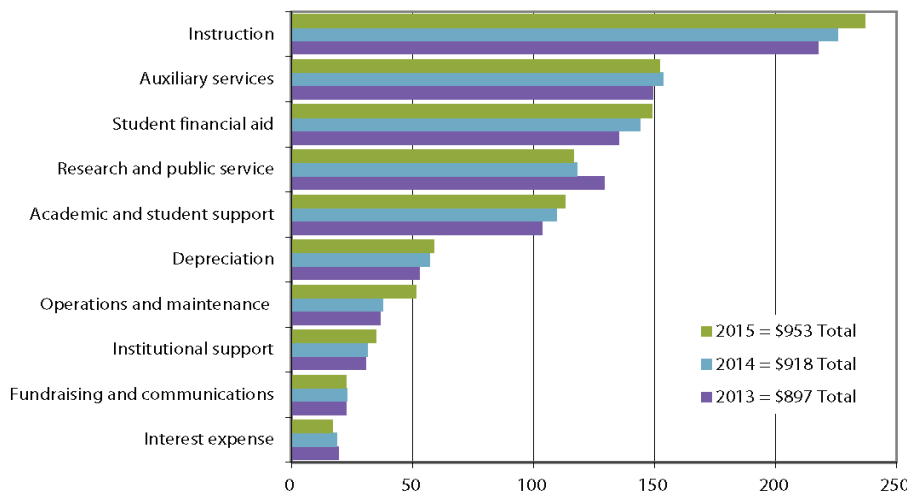


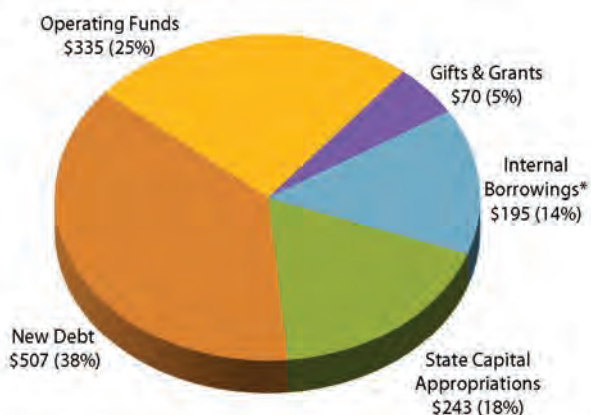
Chart 4: Expenses by Functional Classification
(\$ in millions)



Major projects begun at the residential campuses include the KSC Pondsides IV residence hall (\$32 million), PSU's All Well North recreational and educational facility (\$32 million), and the expansion of both the Hamel Recreation Center and Holloway Commons dining hall at UNH (\$36 million and \$11 million, respectively). These projects were all funded in part with proceeds from bonds issued by USNH in May 2015. Ground-up renovations of the Hamilton-Smith building (\$37 million) and West Stadium (\$20 million) at UNH are also in process and being funded with internal borrowings.

From 2002 to 2013 USNH was the beneficiary of \$235 million in capital appropriations through a program known as the Knowledge Economy Education Plan for New Hampshire (KEEP-NH). Those appropriations were primarily used to renovate and upgrade key science and technology buildings on all campuses and address infrastructure needs. Since completion of this initiative, USNH capital appropriations have been limited as the state struggles to balance needs of competing priority projects.

Chart 5: Capital Funding Sources, 2001-2015
Total = \$1.3 Billion
(\$ in millions)



* excludes amounts committed but not yet spent as of June 30, 2015

As shown above, USNH spent over \$1 billion during the past fifteen years to construct and renovate buildings and infrastructure at all campuses. The largest source of funding for the related projects was debt issuances of \$507 million with the projects noted above comprising the latest issue. USNH is authorized to issue debt only for self-supporting, auxiliary projects. The majority of the related debt service is funded by student fees for each type of auxiliary service (housing, dining or recreation). Debt service for UNH's Ecoline project is funded with electricity usage charges to campus departments as well as proceeds from sales of electricity and renewable energy credits produced by the campus.

USNH also periodically refinances portions of the campuses' outstanding debt to reduce related interest costs. During 2014 and 2015 USNH refunded portions of the Series 2009A and 2006B-2 Bonds, respectively. These actions resulted in over \$1 million of interest

savings in 2015. Campuses and students share in these savings through reduced internal borrowing rates and reduced student fee rates.

Chart 5 summarizes USNH's capital spending over the past fifteen years. Plant depreciation expenses of \$454 million were recorded during the same period. A review of deferred maintenance needs completed during 2015 indicated USNH should spend approximately \$70 million per year to maintain its existing facilities. With state capital appropriations more limited in recent years, USNH is beginning work on funding plans to meet this ongoing need. Also not included in the chart are approved internal borrowing amounts not spent as of June 30, 2015, totaling \$72 million. This includes funds set aside for completion of the West Stadium and Hamilton-Smith renovations and the academic portion of PSU's All Well North facility, as well as renovation of UNH Manchester's new facility and several smaller projects.

The current construction and renovation work is critical to maintaining enrollment levels in the competitive higher education market. In addition, the campuses are reviewing facility usage during off-peak seasons and hours to determine the right-size needed for each institution's footprint. (See Notes 5 and 8 for additional information on property and equipment, and debt balances.)

C. Investing Activities

USNH manages cash and short-term investments on a daily basis to maximize returns. Cash balances totaled approximately \$80 million on June 30, 2015 and June 30, 2014. USNH is required to keep specific cash balances in same-day available funds to meet self-liquidity commitments of certain bond issuances. Selected money-market funds are used to meet that commitment. The balance of liquid money-market investments was \$59 million and \$62 million at June 30, 2015 and 2014, respectively. These are included in the cash and cash equivalents total in the statements of Net Position. Remaining cash balances not needed for daily operations are invested in short-term bond funds that meet the requirements of USNH's investment guidelines. Short-term bond fund holdings totaled \$157 million and

Table 3: Endowment and Similar Investments
Market Value Summary
(\$ in millions)

	as of June 30,	
	2015	2014
USNH Pool	\$457	\$454
UNHF Pool	197	185
KEA Pool	7	7
Funds held in trust	15	16
Life Income/Annuity Funds	4	5
	\$680	\$667

\$154 million as of June 30, 2015 and 2014, respectively. (See Note 2 for additional information on cash, cash equivalents and short-term investments.)

USNH's long-term investments are primarily derived from endowment gifts intended to be invested in perpetuity. With Board approval USNH also invests certain large, current-use gifts, and unrestricted balances held centrally, as quasi-endowment funds. These amounts are invested in one of three venues depending on whether the donor contributed to a campus, the UNH Foundation (UNHF), or the Keene Endowment Association (KEA). The USNH Consolidated Endowment Pool holds funds for the benefit of all campuses, and the other endowment pools hold funds for the benefit of their respective campus only. The investment pools are managed to provide the highest rate of return over the long term given an acceptable level of risk as determined by the responsible fiduciaries. The USNH Board of Trustees has fiduciary responsibility for the USNH Pool, whereas the separate boards of UNHF and KEA have their own investment policies and are responsible for those investments. Table 3 on the previous page provides a summary of endowment and similar investment value as of June 30, 2015 and 2014.

As shown in Table 4 below, the market variability over the past year dramatically impacted returns for USNH's endowment investments. The USNH, UNHF, and KEA pools had small positive gross returns in fiscal year 2015 (1.3%, 3.3%, and 2.4% respectively). Over the past five

years the USNH pool gross return average was approximately 10%. This compares to approximately 11% for the UNHF and KEA pools. The USNH pool balance will be reduced by up to approximately \$76 million over the next five years due to the planned funding of bullet payments due on the Series 2007 and 2009A Bonds outstanding. These liquidity requirements drive the lower returns for the USNH pool.

The net negative returns after distributions for fiscal year 2015 resulted in use of prior year accumulated gains from each pool to support the endowment payouts for campus programs. Distributions from the pools during 2015 totaled \$24 million with \$14,613,000 from the USNH pool, \$8,896,000 from the UNHF pool, and \$241,000 from the KEA pool. This compares to approximately \$22 million during 2014 (\$13,023,000 from the USNH pool, \$8,517,000 from the UNHF pool, and \$221,000 from the KEA pool). Distributions represent a smaller percentage of the USNH pool than the UNHF distributions because USNH holds several endowment funds for future, rather than current, use. These include funds invested to pay bond bullet payments in future years as well as funds for contingencies. The USNH Pool also incurs lower investment management fees than the other two pools.

The negative net returns for 2015 also caused the number of endowment funds with market values less than the original gift value ("underwater" funds) to increase. Of the 1,385 USNH and UNHF pooled endowment funds held at June 30, 2015, 63 funds were underwater by approximately \$832,000, a small fraction (0.1%) of the combined pool fair value of \$654 million. No KEA funds were underwater at this time. (See Notes 4 and 11 for further information on endowment and similar investments.)

Table 4: Pooled Endowment Returns

	Year-Ended June 30,		Five Year Average
	2015	2014	
USNH Pool			
Gross return	1.3%	17.6%	9.7%
<i>Investment management fees</i>	<u>(0.3%)</u>	<u>(0.4%)</u>	<u>(0.5%)</u>
Net return	1.0%	17.2%	9.2%
<i>Distributions</i>	<u>(3.3%)</u>	<u>(3.6%)</u>	<u>(3.3%)</u>
Net (utilized) reinvested	<u>(2.3%)</u>	<u>13.6%</u>	<u>5.9%</u>
UNHF Pool			
Gross return	3.3%	16.8%	11.2%
<i>Investment management fees</i>	<u>(0.7%)</u>	<u>(0.6%)</u>	<u>(0.5%)</u>
Net return	2.6%	16.2%	10.7%
<i>Distributions</i>	<u>(4.9%)</u>	<u>(5.4%)</u>	<u>(5.3%)</u>
Net (utilized) reinvested	<u>(2.3%)</u>	<u>10.8%</u>	<u>5.4%</u>
KEA Pool			
Gross return	2.4%	16.9%	10.9%
<i>Investment management fees</i>	<u>(0.7%)</u>	<u>(0.7%)</u>	<u>(0.7%)</u>
Net return	1.7%	16.2%	10.2%
<i>Distributions</i>	<u>(3.4%)</u>	<u>(3.6%)</u>	<u>(2.9%)</u>
Net (utilized) reinvested	<u>(1.7%)</u>	<u>12.6%</u>	<u>7.3%</u>

IV. Using the Financial Statements

Note that all values presented in this section for the years ended and as of June 30, 2011 and 2012 include amounts attributable to New Hampshire Public Broadcasting prior to its disaffiliation from USNH on July 1, 2012. Also, amounts presented for the years ended and as of June 30, 2013, 2014 and 2015 include the balances and activities of the UNH School of Law which merged with UNH on January 1, 2014. The fiscal year 2013 beginning balances for the Statements of Net Position and Cash flows were restated in 2014 to include applicable UNH School of Law amounts.

A. Statements of Net Position

The Statements of Net Position depict values of all USNH assets, deferred outflows of resources, and liabilities on June 30th each year along with the resulting net financial position. Over time, an increase in net position is one indicator of an institution's improving financial health. Factors contributing to future financial health as reported on the statements of net position include the value and liquidity of financial

investments; depreciated values of buildings and equipment; and current balances of related debt obligations. Table 5 below shows condensed information from the Statements of Net Position at June 30 for the past five years.

Over the five year period shown, total assets and deferred outflows of resources increased by \$381 million or 22%. The major components of assets are cash and operating investments, endowment and similar investments, and property and equipment. Endowment investments were valued at \$680 million as of June 30, 2015, an increase of \$13 million from 2014 and \$312 million since 2011. The one-year growth is made up of endowment gifts received of \$20 million, offset by a net loss after distributions of \$14 million. In addition, approximately \$6 million of unrestricted funds were added to quasi-endowment funds held for future bond bullet payments. An additional \$1 million of restricted current use gifts were also invested as quasi-endowment funds as well.

During the years presented, endowment gifts totaled \$57 million and net gains totaled \$124 million. USNH also invested a total of \$214 million in quasi-endowment funds during this time. The majority of the quasi-endowment additions (\$125 million) were for the creation of the Long-term Treasury Investments fund in 2012 to improve returns on USNH funds previously held as cash balances. The endowment asset values are reflective of prevailing economic conditions each year (see the Investing Activities discussion for additional information).

Deferred outflows of resources include the fair value of USNH's interest rate swap derivatives and the unamortized net book loss on debt refinancing. USNH entered into the swap agreements to reduce effective interest and synthetically fix rates over the term of the respective debt issues. Because the interest-rate swaps are deemed to be effective hedge instruments, the fair value of the derivatives is recorded to offset the fair value of the interest rate swap liability in its entirety. (See Notes 8 and 9 for further discussion of outstanding debt and related interest rate swaps in place.)

USNH's largest liabilities are long-term debt and postretirement medical benefits. Long-term debt includes bonds and capital leases payable. A large portion of the reduction in long-term debt from 2013 to 2014 is related to the early payoff of the UNH School of Law Bonds (\$12 million) as required by the integration agreement. This payment was funded by liquidation of quasi-endowment investments. Long-term debt balances increased over the past year due to issuance of the Series 2015 Bonds discussed previously. (See Note 8 for additional information in this regard.) Other liabilities include accounts payable, accrued employee benefits, government advances refundable (amounts provided by the US Government under the Perkins Loan Program that would be refundable should USNH cease operating its revolving loan programs), and interest rate swap liabilities related to derivative instruments. The increase in the swap liabilities in 2012 was caused by prevailing interest rates at that time.

Table 5: Condensed Information from the Statements of Net Position as of June 30,
(\$ in millions)

	2011	2012	2013*	2014	2015
Cash and short-term investments	\$ 301	\$ 200	\$ 223	\$ 235	\$ 237
Endowment and similar investments	368	489	571	667	679
Property and equipment, net	931	957	984	982	1,010
Other assets and deferred outflows of resources	114	112	98	96	168
Total Assets and Deferred Outflows of Resources	1,714	1,758	1,876	1,980	2,094
Derivative instruments - interest rate swaps	25	45	31	30	30
Postretirement medical benefits	53	52	55	51	54
Long-term debt	468	453	454	431	500
Other liabilities	160	159	147	150	160
Total Liabilities	706	709	687	662	744
Net investment in capital assets	491	522	550	574	598
Restricted financial resources	309	294	357	397	413
Unrestricted financial resources	208	233	282	347	339
Total Net Position	\$1,008	\$1,049	\$1,189	\$1,318	\$1,350

* Beginning balances for fiscal year 2013 restated to include UNH School of Law.

Net position is reported in three categories. The net invested in capital assets amount represents the historical cost of property and equipment reduced by total accumulated depreciation and the balance of related debt outstanding. Restricted financial resources include balances expendable for specific purposes, such as scholarship or student loans. Restricted balances also include certain endowment and similar amounts which are required to be invested in perpetuity (\$245 million and \$224 million at June 30, 2015 and 2014, respectively).

Unrestricted financial resources represent balances that are not subject to externally imposed restrictions governing their use. This includes unrestricted current fund balances, balances in unrestricted loan funds, unrestricted funds functioning as endowment, unexpended plant funds, and unrestricted funds held by affiliated entities. USNH unrestricted fund balances include amounts held for construction and renovation of facilities of approximately \$176 million and \$160 million at June 30, 2015 and 2014, respectively. (See Note 14 for further details on the components of net position.)

B. Statements of Revenues, Expenses and Changes in Net Position

These audited statements report all USNH revenues, expenses, and other changes in net position, in groupings prescribed by the Governmental Accounting Standards Board (GASB). Operating

revenues are generally earned in exchange for providing goods and services. However, GASB reporting standards require certain significant recurring revenues to be shown as nonoperating, including state general appropriations, federal Pell grants, noncapital gifts, operating investment income, and endowment return used in operations. These diversified revenue streams are critically important sources of funds used to supplement tuition and fees revenue in the delivery of USNH programs. In other words, the regular operating expenses of USNH are funded in part by revenues not shown as operating revenues under GASB formats.

Table 6 shows condensed information from the Statements of Revenues, Expenses and Changes in Net Position for the five years ended June 30, 2015, grouping both operating and nonoperating revenues together to align with the related expense amounts.

Factors contributing to the values shown on these statements include the size, quality and type of student enrollments; growth and diversification of revenue streams; quality and distinction of the faculty; and attentive management of related costs. Operating expenses include all direct costs as well as a provision for estimated depreciation on capital assets.

There are three major components which management considers separately when analyzing USNH revenues, expenses and changes in net position: the change in net position from recurring activities; capital appropriations and other plant changes; and endowment gifts

Table 6: Condensed Information from the Statements of Revenues, Expenses and Changes in Net Position for the Years Ended June 30,

(\$ in millions)

	2011	2012	2013*	2014	2015
Tuition and fees	\$ 391	\$ 428	\$ 466	\$ 465	\$ 472
Less: student financial aid	(121)	(122)	(135)	(144)	(149)
Net tuition and fees	270	306	331	321	323
Sales of auxiliary services	192	195	198	203	206
Grants and contracts	171	182	166	152	149
State general appropriations	100	51	54	69	81
Noncapital gifts, investment income and other revenues	57	54	61	65	66
Total Operating and Nonoperating Revenues	790	788	810	810	825
Employee compensation	471	460	465	481	503
Supplies and services	202	211	204	195	203
Utilities, depreciation and interest	89	89	93	98	98
Total Operating and Nonoperating Expenses	762	760	762	774	804
Increase in Net Position from Recurring Activities	28	28	48	36	21
Endowment gifts and returns, net	56	(14)	50	83	6
State capital appropriations and other changes, net	30	27	14	10	5
Total Other Changes in Net Position	86	13	64	93	10
Total (Decrease) Increase in Net Position	\$ 114	\$ 41	\$ 112	\$ 129	\$ 32

*Beginning balances for fiscal year 2013 restated to include UNH School of Law.

and net returns. The increase in net position from recurring activities, also known as the operating margin, totaled \$21 million in 2015. This is slightly less than the 2011 and 2012 level. Higher margins were achieved in 2013 and 2014. The majority of the change is related to employee compensation which increased approximately \$32 million, or 6.8%, from 2011 to 2015. As discussed previously all campuses are offering separation incentives to control compensation costs in future years.

Endowment gifts and net returns totaled \$6 million in 2015, compared to \$83 million in 2014 and \$50 million in 2013. The 2015 figure includes \$20 million in gifts, and losses net of distributions of \$14 million. By comparison, 2014 included \$11 million of gifts to endowment funds, and endowment gains of \$72 million net of distributions. The increase in gifts in 2015 was due to a \$10 million gift to UNHF for the Hamel Scholars Program. For 2013, endowment gifts totaled \$12 million, and endowment gains totaled \$38 million net of distributions. The volatility of endowment returns is a significant driver of the total change in net position across each year.

C. Statements of Cash Flows

The Statements of Cash Flows summarize transactions affecting cash and cash equivalents during the fiscal period. Table 7 below shows summary information from the Statements of Cash Flows for the five years ended June 30, 2015.

These statements provide information about cash collections and cash payments made by USNH each year to help readers assess our ability

to generate the future cash flows necessary to meet current and future obligations. Cash flows from operating activities will always be different than the operating results on the Statements of Revenues, Expenses and Changes in Net Position because of the inclusion of noncash items, such as depreciation expense, and because the latter statement is prepared on the accrual basis of accounting, meaning that it shows revenues when earned and expenses as incurred.

Cash flows from tuition and fees are impacted by the general appropriation reduction in 2012, and the partial appropriation recoveries from 2013 to 2015. This is particularly evident in the last biennium during which USNH agreed to freeze resident tuition in exchange for partial restoration of the appropriation. The reductions in cash flows from noncapital gifts, grants and other revenues are primarily due to reduced grant activity at UNH as the broadband fiber project discussed previously was completed. And finally, the net cash used in investing activities in 2015 includes the purchase of investments from proceeds of new construction bonds totaling \$81 million.

D. Financial Indicators

Two key performance indicators used by USNH are the operating margin and the unrestricted financial resources (net position) to total debt ratios. Management monitors these ratios closely and considers them primary indicators of USNH's financial health.

The operating margin ratio uses the increase in net position from recurring activities as the numerator and total revenue from recurring

Table 7: Condensed Information from the Statements of Cash Flows for the Years Ended June 30,
(\$ in millions)

	2011	2012	2013*	2014	2015
Cash flows from:					
Receipts from tuition and fees, net	\$ 273	\$ 305	\$ 331	\$ 321	\$ 324
Receipts from sales of auxiliary services	191	195	197	204	206
Receipt of state general appropriations	100	51	53	69	81
Noncapital gifts, grants and other receipts	203	217	199	192	190
Payments to and on behalf of employees	(459)	(462)	(467)	(478)	(499)
Payments for supplies, services and utilities	(222)	(227)	(223)	(223)	(224)
Net Cash Provided by Operating and Noncapital Financing Activities	86	79	90	85	78
Net Cash Used in Capital Financing Activities	(35)	(67)	(73)	(75)	(5)
Net Cash Used in Investing Activities	(75)	(69)	(16)	(10)	(73)
Increase/(Decrease) in Cash and Cash Equivalents	\$ (24)	\$ (57)	\$ 1	\$ -	\$ -

*Beginning balances for fiscal year 2013 restated to include UNH School of Law.

activities as the denominator. USNH's targeted annual operating margin range is 3% to 5% per year. As shown in Chart 6 below actual operating margins from 2011 through 2014 ranged from 3.5% to 6.0%. USNH's operating margin was 2.6% for 2015. The average margin over the past five years was 4%, reflecting the targeted balance of strategic spending and investment of resources.

The unrestricted financial resources to debt ratio, shown in Chart 7 below, uses the unrestricted net position balance as the numerator and the total long-term debt balance outstanding as the denominator. USNH's targeted unrestricted financial resources to debt ratio is 50% or above. The calculated ratio at June 30, 2015 was 67.7%, compared to 80.5% as of June 30, 2014. The decrease is primarily due to issuance of the Series 2015 Bonds as discussed previously. The average of this

ratio over the past five years was 56%. As noted above, a significant portion of the unrestricted net position balance reflects accumulations in unrestricted quasi-endowment funds held for future principal payments due on certain bonds outstanding. The fair value of the related investments increased from \$31 million at June 30, 2011 to \$72 million at June 30, 2015. In addition, approximately \$176 million of the unrestricted net position balance at June 30, 2015 is expected to be spent on approved capital projects in the next few years. Accordingly, this ratio is expected to decrease toward the targeted level as the related cash and short-term investment balances are expended on longer-term plant assets. (See Notes 8 and 14 for additional information in this regard).

Chart 6: Annual Operating Margin

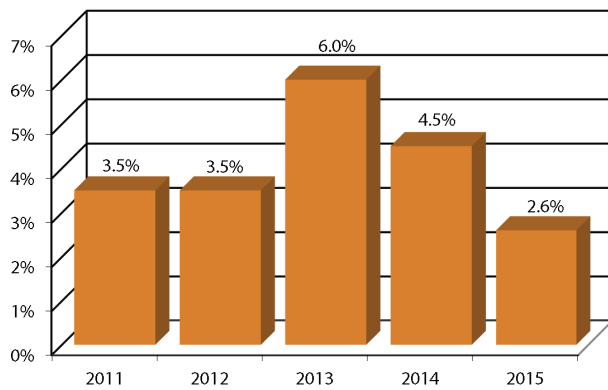
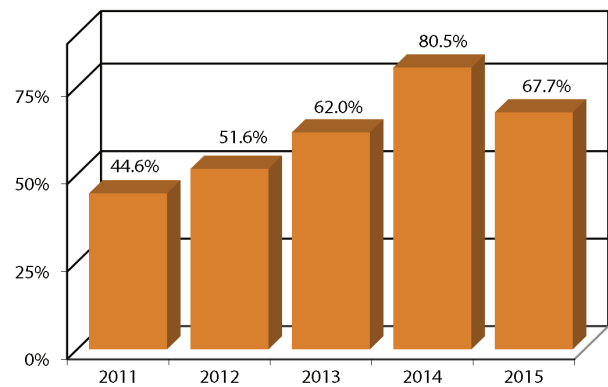


Chart 7: Unrestricted Financial Resources to Total Debt



UNIVERSITY SYSTEM OF NEW HAMPSHIRE
STATEMENTS OF NET POSITION
(\$ in thousands)

	Balance at June 30,	
	2015	2014
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 80,439	\$ 80,339
Short-term investments	156,720	154,291
Accounts receivable, net	19,213	20,964
Pledges receivable, net - current portion	2,912	1,582
Notes receivable, net - current portion	4,445	4,797
Prepaid expenses and other current assets	9,302	8,815
Total Current Assets	273,031	270,788
Noncurrent Assets		
Debt proceeds held by bond trustee for construction purposes	69,141	-
Endowment and similar investments - campuses	472,461	469,889
Endowment and similar investments - affiliated entities	207,839	196,966
Pledges receivable, net	7,270	5,593
Notes receivable, net	18,691	19,416
Property and equipment, net	1,009,585	982,276
Total Noncurrent Assets	1,784,987	1,674,140
TOTAL ASSETS	2,058,018	1,944,928
DEFERRED OUTFLOWS OF RESOURCES		
Accumulated decrease in fair value of hedging derivatives	30,390	29,828
Accounting loss on debt refinancings, net	6,142	5,573
TOTAL DEFERRED OUTFLOWS OF RESOURCES	36,532	35,401
LIABILITIES		
Current Liabilities		
Accounts payable and accrued expenses	48,648	45,989
Construction services payable	13,766	8,141
Deposits and unearned revenues	34,131	32,846
Accrued employee benefits - current portion	9,615	8,681
Postretirement medical benefits - current portion	6,189	4,871
Long-term debt - current portion	51,773	50,246
Total Current Liabilities	164,122	150,774
Noncurrent Liabilities		
Obligations under life income agreements	2,101	2,625
Refundable government advances	16,777	16,909
Accrued employee benefits	34,596	34,969
Postretirement medical benefits	47,505	46,590
Derivative instruments - interest rate swaps	30,390	29,828
Long-term debt, net of current portion	448,702	380,323
Total Noncurrent Liabilities	580,071	511,244
TOTAL LIABILITIES	744,193	662,018
NET POSITION (see Note 14)		
Net investment in capital assets	598,331	574,302
Restricted		
Nonexpendable	245,180	223,847
Expendable	168,141	173,590
Unrestricted	338,705	346,572
TOTAL NET POSITION	\$1,350,357	\$1,318,311

See accompanying notes to the financial statements.

UNIVERSITY SYSTEM OF NEW HAMPSHIRE
STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
(\$ in thousands)

	For the year ended June 30,	
	2015	2014
OPERATING REVENUES		
Resident tuition	\$ 169,307	\$ 176,872
Nonresident tuition	256,719	242,437
Continuing education tuition	19,601	19,848
Student fees revenue	26,713	26,108
Total tuition and fees	472,340	465,265
Less: student financial aid - grants and contracts	(32,257)	(33,654)
Less: student financial aid - all other	(116,812)	(110,561)
Net tuition and fees	323,271	321,050
Grants and contracts - direct revenues	103,446	106,317
Grants and contracts - facilities & administrative recovery	20,001	19,756
Sales of auxiliary services	206,204	202,804
Other operating revenues	28,033	26,984
Total Operating Revenues	680,955	676,911
OPERATING EXPENSES		
Employee compensation - grants and contracts	57,929	58,362
Employee compensation - all other	445,232	422,537
Supplies and services - grants and contracts	34,162	36,876
Supplies and services - all other	169,425	158,580
Utilities	21,818	21,836
Depreciation	58,716	57,192
Total Operating Expenses	787,282	755,383
Operating loss	(106,327)	(78,472)
NONOPERATING REVENUES (EXPENSES)		
State of New Hampshire general appropriations	81,000	69,000
Federal Pell grants	25,161	25,915
Noncapital gifts	11,837	11,711
Endowment and investment income	26,422	26,672
Interest expense, net	(17,081)	(18,786)
Other nonoperating revenue (expense)	377	363
Total Nonoperating Revenues (Expenses)	127,716	114,875
INCREASE IN NET POSITION FROM RECURRING ACTIVITIES	21,389	36,403
OTHER CHANGES IN NET POSITION		
State of New Hampshire capital appropriations	2,067	5,997
Plant gifts, grants and other changes, net	2,520	3,791
Endowment and similar gifts	20,197	10,887
Endowment return, net of amount used for operations	(14,127)	71,886
Total Other Changes in Net Position	10,657	92,561
INCREASE IN NET POSITION	32,046	128,964
Net position at beginning of year	1,318,311	1,189,347
NET POSITION AT END OF YEAR	\$1,350,357	\$1,318,311

See accompanying notes to the financial statements.

UNIVERSITY SYSTEM OF NEW HAMPSHIRE
STATEMENTS OF CASH FLOWS
(\$ in thousands)

	For the year ended June 30,	
	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from tuition and fees, net of student financial aid	\$ 323,673	\$ 320,968
Receipts from sales of auxiliary services	206,186	203,731
Receipts from operating grants and contracts	125,968	128,411
Receipts from other operating revenues	28,075	26,766
Payments to employees	(375,021)	(364,067)
Payments for employee benefits	(123,960)	(114,017)
Payments for supplies, services and utilities	(223,561)	(222,743)
NET CASH USED IN OPERATING ACTIVITIES	(38,640)	(20,951)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State general appropriations	81,000	69,000
Federal Pell and other nonoperating grants	25,538	26,278
Noncapital gifts	10,731	10,768
NET CASH PROVIDED BY NONCAPITAL FINANCING ACTIVITIES	117,269	106,046
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES		
State appropriations for plant projects	2,831	5,233
Plant gifts and grants	2,797	4,148
Endowment gifts	20,197	10,908
Proceeds from issuance of debt	133,614	22,169
Purchases and construction of property	(85,515)	(53,188)
Proceeds from sale of property	2,928	-
Retirement of debt through defeasance	(53,149)	(21,605)
Debt principal payments	(10,773)	(23,731)
Interest payments	(18,149)	(19,011)
NET CASH USED IN CAPITAL FINANCING ACTIVITIES	(5,219)	(75,077)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of investments	446,422	378,316
Purchase of investments	(527,115)	(394,679)
Investment income	7,383	6,564
NET CASH USED IN INVESTING ACTIVITIES	(73,310)	(9,799)
Increase/(Decrease) in Cash and Cash Equivalents	100	219
Beginning cash and cash equivalents	80,339	80,120
ENDING CASH AND CASH EQUIVALENTS	\$ 80,439	\$ 80,339
Ending cash and cash equivalents, as above	\$ 80,439	\$ 80,339
Short-term investments	156,720	154,291
TOTAL CASH, CASH EQUIVALENTS AND SHORT-TERM INVESTMENTS	\$ 237,159	\$ 234,630
RECONCILIATION OF OPERATING LOSS TO NET CASH PROVIDED BY/(USED IN) OPERATING ACTIVITIES		
Operating loss	\$(106,327)	\$(78,472)
Adjustments to reconcile operating loss to net cash provided by/(used in) operating activities:		
Depreciation and amortization	58,716	57,192
Changes in current assets and liabilities:		
Accounts receivable	988	2,387
Notes receivable	946	1,393
Prepaid expenses and other current assets	(486)	45
Accounts payable and accrued expenses	3,510	(5,727)
Deposits and unearned revenues	1,292	(576)
Accrued employee benefits	2,721	2,807
NET CASH USED IN OPERATING ACTIVITIES	\$ (38,640)	\$ (20,951)
SIGNIFICANT NONCASH TRANSACTIONS		
Endowment return, net of amount used for operations	\$ (14,127)	\$ 71,886
Loss on disposal of capital assets	(2,186)	(587)

See accompanying notes to the financial statements.

Notes to the Financial Statements

June 30, 2015 and 2014

1. Summary of significant accounting policies and presentation

The University System of New Hampshire (USNH) is a not-for-profit institution of higher education created in 1963 as a body politic and corporate under the laws of the State of New Hampshire (the state) and is generally exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. USNH is considered a component unit of the state for financial reporting purposes. The accompanying financial statements include the accounts of the University of New Hampshire (UNH), Plymouth State University (PSU), Keene State College (KSC), and Granite State College (GSC) as well as certain affiliated entities discussed below. UNH, PSU, KSC and GSC are collectively referred to in the accompanying financial statements as "campuses."

On August 31, 2010, UNH and Franklin Pierce Law Center officially affiliated and the Center became known as the UNH School of Law (UNHL). During 2013, the USNH Board of Trustees and the UNH School of Law Board of Directors each approved a full integration agreement between the two entities with an effective date of January 1, 2014. The integration was treated as a merger in accordance with GASB Statement No. 69, *Governmental Combinations and Disposals of Government Operations*. Accordingly, the activities and balances of the UNH School of Law were merged with those of USNH, and are included in these financial statements as of July 1, 2012.

Affiliated entities and related parties

Governmental accounting standards require that all potential component units be evaluated for inclusion in the financial statements of the primary government of the reporting entity. USNH's policy on 'Foundations Established for the Benefit of USNH or its Component Institutions' states that the USNH Board of Trustees retains control over the activities of any affiliated foundation. The USNH policy further states that USNH has the legal authority to terminate the existence of any affiliated foundation, at which time ownership of the related assets would revert to USNH. Two legally separate affiliated foundations are impacted by this policy and, accordingly, are considered component units of USNH. The University of New Hampshire Foundation, Inc. (UNHF) and the Keene Endowment Association (KEA) are collectively referred to in the accompanying financial statements as "affiliated entities." The associated revenues, expenses, assets, liabilities, deferred outflows and net position of UNHF and KEA are fully blended with those of the campuses in the accompanying financial statements, and all associated intercompany activity has been eliminated.

The University of New Hampshire Foundation, Inc. was incorporated in 1989 as a not-for-profit, tax-exempt organization. Its purpose is to solicit, collect, invest and disburse funds for the sole benefit of the University of New Hampshire. UNHF is governed by its own Board of Directors, the membership of which includes the President of the University of New Hampshire and three other members of the USNH Board of Trustees. The University of New Hampshire funds a portion of the operating expenses of UNHF. UNHF has a separate financial statement audit each year. Condensed financial information for UNHF is included in Note 15. The Keene Endowment Association was organized in 1957 as a separate charitable entity to provide financial assistance to deserving students at Keene State College. Income is distributed at the discretion of the Trustees of KEA.

Basis of accounting

The accompanying financial statements have been prepared in accordance with US generally accepted accounting principles (GAAP) prescribed by the Governmental Accounting Standards Board (GASB) using the economic resources measurement focus and the accrual basis of accounting.

USNH follows the requirements of the "business-type activities" (BTA) model as defined by GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis for Public Colleges and Universities*. BTAs are defined as those that are financed in whole or in part by fees charged to external parties for goods or services.

GASB requires that resources be classified into the following net position categories, as more fully detailed in Note 14:

- **Net investment in capital assets:** Property and equipment at historical cost or fair value on date of acquisition, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition or construction of those assets.
- **Restricted Nonexpendable:** Resources subject to externally imposed stipulations that they be maintained permanently by USNH. Such funds include the historical gift value of restricted true endowment funds.
- **Restricted Expendable:** Resources whose use by USNH is subject to externally imposed stipulations. Such funds include the accumulated net gains on donor-restricted "true" endowment funds; the fair value of restricted funds functioning as endowment; restricted funds loaned to students; restricted gifts and endowment income; and other similarly restricted funds.
- **Unrestricted:** Resources that are not subject to externally imposed stipulations. Substantially all unrestricted net position funds are designated to support academic, research, or auxiliary enterprises; invested to function as endowment; or committed to capital construction projects.

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 life and related depreciation of capital assets, and accruals for postretirement medical and other employee-related benefits.

Investments are maintained with established financial institutions whose credit is evaluated by management and the respective governing boards of USNH and its affiliated entities. Investments of operating cash in money market and other mutual funds are generally recorded as cash equivalents and are invested for purposes of satisfying current operating liabilities and generating investment income to support ongoing operations. Short-term investments represent highly liquid amounts held for other current liabilities. Net realized and unrealized gains and losses on endowment and similar investments, as well as interest and dividend income, are reported as endowment return. Endowment return used for operations per application of the Board-approved endowment spending policy is reported as nonoperating revenue whereas the excess (deficiency) of endowment return over that used for operations is reported as other changes in net position.

Property and equipment are recorded at original cost for purchased assets or at fair value on the date of donation in the case of gifts. Equipment with a unit cost of \$5,000 or more is capitalized. Building improvements with a cost of \$25,000 or greater are also capitalized. Net interest costs incurred during the construction period for major, debt-funded capital projects are added to the cost of the underlying asset. The value of equipment acquired under capital leases is recorded at the present value of the minimum lease payments at the inception of the lease. Depreciation of property and equipment is calculated on a straight-line basis over the estimated useful lives of the respective assets. The cost of certain research buildings is componentized for the purpose of calculating depreciation. Buildings and improvements are depreciated over useful lives ranging from 10 to 50 years. Depreciable lives for equipment range from 3 to 30 years. (See Note 5 for additional information on depreciation.) USNH does not record donated works of art and historical treasures that are held for exhibition, education, research and public service. Library collections are recorded as an expense in the period purchased, with the exception of UNH School of Law library collections which are capitalized annually and depreciated over a ten year period on a straight-line basis.

Deposits and unearned revenue consist of amounts billed or received in advance of USNH providing goods or services. Advances from the US

Government for Federal Perkins Loans to students are reported as government advances refundable. Future loans to students are made available from repayments of outstanding principal amounts plus accumulated interest received thereon.

Operating revenues include tuition and fees, grants and contracts, sales of auxiliary services, and other operating revenues. Tuition and fee revenues are reported net of student financial aid discounts and allowances. Operating expenses include employee compensation and benefits, supplies and services, utilities, and depreciation. Operating expenses also include early retirement and other separation incentive stipends and benefits promised to certain employees in exchange for termination of employment. All such termination benefits are accrued as of the date the termination agreement is signed, and are presented at net present value at year end. Nonoperating revenues (expenses) include all other revenues and expenses except certain changes in long-term plant, endowment and other net position funds, which are reported as other changes in net position. Operating revenues are recognized when earned and expenses are recorded when incurred. Restricted grant revenue is recognized only to the extent of applicable expenses incurred or, in the case of fixed-price contracts, when the contract terms are met or completed.

Unconditional pledges of nonendowment gifts are presented net of estimated amounts deemed uncollectible after discounting to the present value of expected future cash flows. Because of uncertainties with regard to their realization and valuation, bequest intentions and other conditional promises are not recognized as assets until the specified conditions are met. In accordance with GASB requirements, endowment pledges totaling \$9,120,000 and \$9,621,000 at June 30, 2015 and 2014, respectively, which are expected to be received over the next ten years, have not been reported in the accompanying financial statements. USNH generally uses restricted funds first when an expense is incurred where both restricted and unrestricted funds are available.

The System's financial statements include comparative financial information. Certain prior year amounts have been reclassified to conform to the current year presentation.

2. Cash, cash equivalents, and short-term investments

Cash, cash equivalents, and short-term investments are recorded at fair value. USNH's investment policy and guidelines specify permitted instruments, durations, required ratings and insurance of USNH cash, cash equivalents and short-term investments. The investment policy and guidelines are intended to mitigate credit risk on investments individually and in the aggregate through restrictions on investment type, liquidity, custodian, dollar level, maturity, and rating category. Money market funds are placed with the largest national fund managers. These funds must be rated AAA/Aaa by Standard & Poor's and Moody's Investor Service and comply with Securities and Exchange Commission Rule 2A-7. Repurchase agreements must be fully collateralized at 102% of the face value by US Treasuries, or 103% of the face value by US Government-backed or guaranteed agencies or government sponsored enterprises. In addition, USNH investments may not exceed 5% of any institution's total deposits or 20% of any institution's net equity.

Cash and cash equivalents

Cash equivalents represent amounts invested for the purpose of satisfying current operating liabilities and include repurchase agreements, money market funds and other mutual funds. Repurchase agreements are limited to overnight investments only. Cash and cash equivalents at June 30 consisted of the following (\$ in thousands):

	2015		2014	
	Balance	Weighted Average Maturity	Balance	Weighted Average Maturity
Cash balances	\$ 2,903	Less than 1 year	\$ 1,837	Less than 1 year
Repurchase agreements	18,067	Less than 1 year	16,070	Less than 1 year
Money market funds	59,469	Less than 1 year	62,432	Less than 1 year
Total	<u>\$80,439</u>		<u>\$80,339</u>	

Short-term investments

Short-term investments are highly liquid amounts held to support specific current liabilities. The components of operating investments at June 30 are summarized below (\$ in thousands):

	2015		2014	
	Balance	Weighted Average Maturity	Balance	Weighted Average Maturity
Obligations of the US Govt.	\$ 3,063	5-10 years	\$ 2,940	5-10 years
Certificates of deposit & money market funds	18,864	Less than 1 year	17,198	Less than 1 year
Other mutual funds	134,578	1-5 years	133,976	1-5 years
Other investments	215	Less than 1 year	177	Less than 1 year
Total	<u>\$156,720</u>		<u>\$154,291</u>	

Cash, cash equivalents and short-term investments are generally uninsured and uncollateralized against custodial credit risk, and the related mutual funds are not rated.

3. Accounts, pledges and notes receivable

Accounts receivable at June 30 consisted of the following (\$ in thousands):

	2015	2014
Grants and contracts	\$15,570	\$16,017
Student and general	6,547	6,810
State of NH capital projects	-	763
Allowance for doubtful accounts	(2,904)	(2,626)
Total accounts receivable, net	<u>\$19,213</u>	<u>\$20,964</u>

Pledges receivable at June 30 consisted entirely of unconditional nonendowment promises to pay as follows (\$ in thousands):

	2015	2014
Pledges receivable	\$14,119	\$11,041
Discounts and allowance for doubtful pledges	(3,937)	(3,866)
Total pledges receivable, net	10,182	7,175
Less: noncurrent portion	(7,270)	(5,593)
Current portion	<u>\$ 2,912</u>	<u>\$ 1,582</u>

Notes receivable at June 30 consisted primarily of student loan funds as follows (\$ in thousands):

	2015	2014
Perkins loans	\$23,932	\$24,780
Other loans, restricted and unrestricted	1,293	1,538
Allowance for doubtful loans	(2,089)	(2,105)
Total notes receivable, net	23,136	24,213
Less: noncurrent portion	(18,691)	(19,416)
Current portion	<u>\$ 4,445</u>	<u>\$ 4,797</u>

4. Investments

USNH's investment policy and guidelines specify permitted instruments, duration and required ratings for pooled endowment funds. The policy and guidelines are intended to mitigate risk on investments individually and in the aggregate while maximizing total returns and supporting intergenerational equity of spending levels. Liquid investments are limited to 20% of the USNH consolidated endowment pool. Credit risk is mitigated by due diligence in the selection and continuing review of investment managers as well as diversification of both investment managers and underlying investments. No more than \$50 million may be invested in any single fund and no more than \$75 million or 10% of the pool may be invested with any single bank, fund

manager, or investment group unless approved by the Finance Committee for Investments. Foreign currency risk is mitigated by limiting global equity investments in publicly traded international and emerging market funds to 25% of the endowment pool. Private global equity investments are limited to 15% of the endowment pool. No USNH endowment investments were denominated in foreign currencies as of June 30, 2015 or June 30, 2014.

The endowment and similar investment holdings of the campuses and affiliated entities as of June 30 are summarized below (\$ in thousands):

	<u>Campuses</u>		<u>Affiliated Entities</u>	
	<u>2015</u>	<u>2014</u>	<u>2015</u>	<u>2014</u>
Pooled endowments:				
Campuses	\$456,635	\$453,437	\$ -	\$ -
UNH Foundation	-	-	196,837	184,845
Keene Endowment Association	-	-	7,086	7,082
Life income and annuity funds	116	156	3,916	5,039
Funds held in trust	15,710	16,296	-	-
Total	\$472,461	\$469,889	\$207,839	\$196,966



Endowment investments held at June 30, include the following (\$ in thousands):

	<u>Campuses</u>		<u>Affiliated Entities</u>	
	<u>2015</u>	<u>2014</u>	<u>2015</u>	<u>2014</u>
Money market funds	\$ 9,877	\$ 20,947	\$ 4,986	\$ 16,747
Other mutual funds:				
Domestic equity	89,882	96,462	32,629	30,392
International equity	49,540	46,422	14,785	12,384
Domestic & foreign fixed income	16,847	25,037	8,368	9,006
Inflation hedging assets	-	-	2,871	3,941
Common/preferred stocks:				
Domestic equity	13,311	13,006	3,437	3,291
Fixed income securities:				
Domestic & foreign bonds	9,977	-	1,720	1,030
Inflation hedging assets	5,844	5,983	3,768	2,559
Commingled funds:				
Domestic equity	39,069	35,063	27,230	24,524
International equity	42,496	34,564	26,323	24,962
Flexible capital	132,363	129,710	62,753	44,787
Domestic & foreign fixed income	10,151	10,215	-	-
Inflation hedging assets	18,121	17,490	4,362	6,972
Private equity	15,767	15,068	5,446	7,521
Non-marketable real assets	3,506	3,626	5,245	3,811
Other investments	15,710	16,296	3,916	5,039
Total endowment and similar investments	\$472,461	\$469,889	\$207,839	\$196,966

The fair value of investments is based on quoted market prices when available. The estimated fair value of investments without traditional markets (e.g. private equity and non-marketable real assets) is based on valuations provided by primary fund managers and reviewed by management. 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. Flexible capital investments include various hedge funds holding long/short positions, and those investing in special situations, relative value and other strategies. As of June 30, 2015 and 2014, fixed income securities have weighted average maturities up to 30 years and carried ratings ranging from AAA to A3. The mutual fund investments held in the endowment pools are not rated.

Unfunded commitments with various private equity and similar alternative investment funds totaled \$15,894,000 for USNH and \$10,905,000 for UNHF at June 30, 2015. This compares to \$15,586,000 and \$8,214,000, respectively, at June 30, 2014.

5. Property and equipment

Property and equipment activity for the years ended June 30, 2015 and 2014 is summarized as follows (\$ in thousands):

	<u>Balance</u> <u>June 30, 2013</u>	<u>2014</u> <u>Additions</u> <u>& Changes</u>	<u>2014</u> <u>Retirements</u>	<u>Balance</u> <u>June 30, 2014</u>	<u>2015</u> <u>Additions</u> <u>& Changes</u>	<u>2015</u> <u>Retirements</u>	<u>Balance</u> <u>June 30, 2015</u>
Land	\$ 12,926	\$ 461	\$ -	\$ 13,387	\$ 2,402	\$ -	\$ 15,789
Buildings and improvements	1,483,862	68,617	(1,011)	1,551,468	41,759	(38,073)	1,555,154
Equipment	107,489	10,636	(7,670)	110,455	11,603	(3,341)	118,717
Construction in progress, net	61,710	45,142	(69,068)	37,784	79,509	(49,803)	67,490
Total property and equipment	1,665,987	124,856	(77,749)	1,713,094	135,273	(91,217)	1,757,150
Less: accumulated depreciation	(681,722)	(57,191)	8,095	(730,818)	(55,976)	39,229	(747,565)
Property and equipment, net	\$ 984,265	\$67,665	\$(69,654)	\$982,276	\$79,297	\$(51,988)	\$1,009,585

Contractual obligations for major construction projects totaled \$37,522,000 and \$39,973,000 at June 30, 2015 and 2014, respectively.

6. Accrued employee benefits

Accrued employee benefits at June 30 were as follows (\$ in thousands):

	2014			2015			Balance June 30, 2015	Current Portion
	Balance June 30, 2013	Payments to/ on Behalf of Participants	Expenses & Other Changes	Balance June 30, 2014	Payments to/ on Behalf of Participants	Expenses & Other Changes		
Operating staff retirement program	\$ 6,026	\$ (664)	\$ 450	\$ 5,812	\$ (623)	\$ 1,356	\$ 6,545	\$ 666
Additional retirement program	3,308	(261)	330	3,377	(338)	338	3,377	748
Employee separation incentives	3,401	(2,655)	6,526	7,272	(5,237)	5,576	7,611	4,865
Long-term disability	3,432	(582)	288	3,138	(641)	280	2,777	641
Workers' compensation	2,730	(467)	2,237	4,500	(564)	225	4,161	1,192
Compensated absences	18,500	(1,484)	2,194	19,210	(2,436)	2,603	19,377	1,300
Other	287	(50)	104	341	(20)	42	363	203
Total accrued employee benefits	\$37,684	\$(6,163)	\$12,129	\$43,650	\$(9,859)	\$10,420	\$44,211	\$9,615

The operating staff retirement program has been closed to new participants since 1987. At June 30, 2015 there were approximately 205 current annuitants and 48 participants with deferred benefits, all fully vested. This compares to 214 current annuitants and 56 participants with deferred benefits as of June 30, 2014. USNH has accrued \$6,545,000 and \$5,812,000 for the related obligations as of June 30, 2015 and 2014, respectively, based on the last biennial actuarial valuation calculation dated July 1, 2015. The investment return assumptions (discount rates) used in determining the actuarial accrued liabilities was 7.5% for 2015 and 8.0% for 2014. Obligations of the program are amortized over one year. USNH had cash and unrestricted funds functioning as endowment assets of \$6,097,000 and \$6,651,000 at June 30, 2015 and 2014, respectively, designated to fund the obligations of the program.

The accumulated operating staff retirement program benefit obligation and funded status at June 30 consisted of the following (\$ in thousands):

	2015	2014
Retired participants and beneficiaries	\$5,303	\$4,606
Active participants	673	646
Other participants	569	560
Accrued pension benefit obligation	6,545	5,812
Less: funds functioning as endowment and other assets available for benefits	(6,097)	(6,651)
(Over) Under funded plan balance	\$ 448	\$(839)

USNH also offered an additional retirement contribution to eligible employees hired between July 1, 1994 and June 30, 2011. Under this plan, staff meeting certain voluntary defined benefit plan contribution levels receive an additional 1% of their salary contributed to their defined contribution retirement plan (see below) by USNH in lieu of postretirement medical benefits. Employees meeting certain service guidelines prior to July 1, 1994 are also eligible for a guaranteed minimum employer retirement contribution. There were 501 and 563 employees meeting the requirements for the guaranteed minimum employer contribution as of June 30, 2015 and 2014, respectively. USNH has accrued \$3,377,000 at June 30, 2015 and 2014 for the related obligations. The calculations for the additional retirement contribution program are based on the benefits provided by the program at the time of the last biennial actuarial valuation, July 1, 2015, and were developed using the Projected Unit Credit Cost Method. The discount rate used in determining the actuarial accrued liabilities was 2.25% for 2015 and 2014. Obligations of the program are amortized over one year. USNH had designated cash assets of \$3,377,000 for these obligations as of June 30, 2015 and 2014 to fund the obligations of the program. The additional employer retirement contribution amounts are not available to employees hired after June 30, 2011.

Eligible employees hired after June 30, 2011 may elect to participate in USNH's defined contribution retirement plans administered by others. Contributions by USNH to these plans range from 4% to 10% of eligible salaries for enrolled participants and totaled \$25,410,000 and \$24,596,000 in 2015 and 2014,

respectively. Contributions by plan members totaled \$25,994,000 and \$23,507,000 in 2015 and 2014, respectively.

Early retirement and employee separation incentive programs were provided to various faculty and staff during 2015 and 2014. Incentives include stipends, as well as medical, educational and other termination benefits. The net present value of future costs associated with these incentive options is accrued as of the date of acceptance into the program. The liability balances of \$7,611,000 at June 30, 2015, and \$7,272,000 at June 30, 2014, represent obligations for 136 and 60 participants, respectively, which will be remitted in fiscal years 2016 through 2021.

USNH sponsors other benefit programs for its employees, including long-term disability, workers' compensation, and compensated absences. Long-term disability payments are provided through an independent insurer. The associated medical benefits are accrued and paid by USNH until age 65, at which point the postretirement medical plan takes over, if applicable. Workers' compensation accruals include amounts for medical costs and annual stipends. A small number of chronic workers' compensation cases will require stipends and regular employee medical benefits for life. Coverage for such claims is provided through an independent insurer. USNH also accrues amounts for compensated absences as earned. These accrued balances at June 30 represent vacation and earned time amounts payable to employees upon termination of employment.

USNH is self-insured for a portion of certain risks, including workers' compensation, employee long-term disability, certain student health insurance claims. Most employee and retiree medical and dental coverage provided by USNH is also self-insured. The costs of self-insured medical and dental claims and administrative fees totaled \$53,512,000 and \$51,312,000 for fiscal year 2015 and 2014, respectively. These amounts include \$5,844,000 and \$5,799,000 for estimated claims incurred but not reported as of June 30, 2015 and 2014, respectively. In conjunction with the primary medical plan offering for active employees, USNH purchases stop-loss coverage which limits the USNH cost of claims to \$500,000 per participant in most cases. The liabilities recorded in the financial statements for all USNH self-insured programs are developed by management based on historical claims data, and in the opinion of management are expected to be sufficient to cover the actual claims incurred.

The UNH School of Law currently maintains separate medical and retirement programs for its faculty and staff which are administered by third party providers. In accordance with terms of the integration agreement, employees under these plans will be migrated to the USNH primary plans over the next few years. The USNH Board of Trustees holds authority to change individual programs or terms of employee benefit offerings at any time.

7. Postretirement medical benefits

The primary defined benefit postretirement medical plan has two components. The first offering known as the Medicare Complementary Plan (MCP), was optional for full-time status employees hired before July 1, 1994 and not

offered to new employees after that date. At January 1, 2015 and 2014, respectively, there were 954 and 944 former employees receiving benefits under this program along with their dependents. As of January 1, 2015 and 2014, respectively, there were 301 and 332 active employees who, along with their dependents, may eventually be eligible to receive benefits under this program. The MCP provides limited medical coverage for the remaining life of the participants. There are no costs to participate in the plan, but retirees must pay a portion of the actual costs of services rendered.

Employees hired on July 1, 1994 or later are eligible for the current offering which provides bridge coverage only for retirees aged 62-65. Retired employees must have reached age 62, completed at least 10 years of benefits eligible service, participated in the active retirement plans during their last 10 years of service, and participated in USNH's active medical plan at the time of retirement in order to be eligible for the plan. Retirees contribute to the current plan at then-current employee medical rates during the bridge period. As of January 1, 2015 and 2014, respectively, there were 128 and 138 retirees receiving benefits under this program along with their dependents. As of January 1, 2015 and 2014, respectively, there were also 3,876 and 3,801 active employees who, along with their dependents, may eventually be eligible to receive benefits under this program.

Together, the above offerings constitute the primary post-retirement medical plan. This is a single-employer plan and funded on a pay-as-you-go basis with benefits paid when due. Third party actuaries are used to determine the postretirement benefit obligation and annual expense amounts. Actuarial calculations reflect a long-term perspective. By definition such calculations involve estimates and, accordingly, are subject to revision. The healthcare cost trend and discount rate assumptions have a significant effect on the amounts reported. For measurement purposes the 2015 initial rate of increase in the cost of healthcare services was assumed to be 9% for participants, decreasing to 8% in 2016, and further decreasing 0.5% each year thereafter until reaching an ultimate rate of 5% per year. The initial increase in the cost of prescriptions was assumed to be 9% for all participants for 2015, increasing to 11% for 2016, and then decreasing by 1% each year thereafter to an ultimate rate of 5% per year. The discount rate used in determining the actuarial accrued liability was 4.75% for 2014 and 2.5% for 2015. The initial unfunded actuarial accrued liability was

amortized over one year in 2005, and USNH elected to amortize changes thereafter over a closed period of 15 years. The actuarially determined postretirement benefit expense for the plan was \$8,414,000 for 2015 and \$1,821,000 for 2014. These calculations are based on the benefits provided by the plan at the time of the last biennial plan valuation, June 30, 2015 and 2013, and were developed using the Projected Unit Credit Cost Method. The primary postretirement medical plan holds no assets. As of June 30, 2015 and 2014, respectively, USNH has accrued \$53,347,000 and \$51,113,000 for obligations of the plan.

Total annual other postemployment benefit (OPEB) cost for the primary post-retirement medical plan for the years ended June 30, 2015 and 2014, and the liability as of June 30, 2015 and 2014 included the following components (\$ in thousands):

	2015	2014
Annual required contribution	\$13,497	\$7,530
Interest on net OPEB obligation	1,278	2,451
Adjustment to annual required contribution	(6,361)	(8,160)
Annual OPEB cost	8,414	1,821
Contributions made	(6,180)	(4,866)
Increase (decrease) in net OPEB obligation	2,234	(3,045)
Net OPEB obligation at beginning of year	51,113	54,158
Net OPEB obligation at end of year	<u>\$53,347</u>	<u>\$51,113</u>
Current Portion	<u>\$ 6,180</u>	<u>\$ 4,861</u>

An additional postretirement medical plan is maintained by the State of New Hampshire Police which covers safety officers at UNH and PSU. That plan is separate from the primary plan. USNH has accrued and set aside funds sufficient to cover \$347,000 for potential obligations under the State of New Hampshire Police Plan (\$338,000 long-term and \$9,000 current obligations) as of June 30, 2015 and 2014, respectively. The USNH Board of Trustees holds the authority to change these benefit plans at any time.

8. Long-term debt

USNH long-term debt activity, exclusive of deferred losses on refundings (see Note 9 below), for the years ended June 30, 2015 and 2014 is summarized below (\$ in thousands):

	2014			2015			Balance June 30, 2015	Current Portion
	Balance June 30, 2013	Additions & Other Changes	2014 Retirements	Balance June 30, 2014	Additions & Other Changes	2015 Retirements		
NHHEFA bonds								
Series 2005A	\$ 56,650	\$ -	\$ (1,650)	\$ 55,000	\$ -	\$ (1,500)	\$ 53,500	\$ 1,750
Series 2005B	89,785	-	(3,890)	85,895	-	(4,030)	81,865	4,165
Series 2006B-2	53,925	-	(1,300)	52,625	-	(49,700)	2,925	1,425
Series 2007	46,570	-	-	46,570	-	-	46,570	-
Series 2009A	105,650	-	(21,605)	84,045	-	-	84,045	-
Series 2011A	6,000	-	-	6,000	-	-	6,000	-
Series 2011B	41,045	-	(1,595)	39,450	-	(1,670)	37,780	37,780
Series 2012	23,260	-	(2,605)	20,655	-	(2,655)	18,000	2,735
Series 2014	-	21,760	-	21,760	-	-	21,760	1,955
Series 2015	-	-	-	-	116,970	-	116,970	-
UNH School of Law Bonds	11,808	-	(11,808)	-	-	-	-	-
Unamortized discounts/premiums, net	6,246	-	(316)	5,930	16,194	(2,791)	19,333	1,010
Capital leases	13,511	-	(872)	12,639	-	(912)	11,727	953
Total bonds and leases	<u>\$454,450</u>	<u>\$21,760</u>	<u>\$(45,641)</u>	<u>\$430,569</u>	<u>\$133,164</u>	<u>\$(63,258)</u>	<u>\$500,475</u>	<u>\$51,773</u>

New Hampshire Health and Education Facilities Authority (NHHEFA) Bonds

NHHEFA is a public body corporate and an agency of the State of New Hampshire whose primary purpose is to assist New Hampshire not-for-profit educational and health care institutions in the construction and financing (or refinancing) of related facilities. NHHEFA achieves this purpose primarily

through the issuance of bonds. Since 1989 all USNH bonds have been issued through NHHEFA. None of USNH's NHHEFA bonds provide for a lien or mortgage on any property. USNH is obligated under the terms of the NHHEFA bonds to make payments from revenues received from certain housing, dining, union, recreational, and other related revenue generating facilities financed by the bonds. The state is not liable for the payment of principal or interest on the

NHHEFA bonds, nor is the state directly, indirectly or contingently obligated to levy or pledge any form of taxation whatsoever or to make any appropriation for their payment. USNH is in compliance with all covenants specified in the NHHEFA bonds, the most restrictive of which is maintenance of a debt-service coverage ratio, as defined, of at least 1.1 to 1.0.

USNH's bond portfolio at June 30, 2015 consisted of fixed rate and variable rate issues, with an overall cost of capital of approximately 3.95%. The variable rate demand bonds (Series 2005A, 2005B, 2011B) are fully hedged via interest rate swap agreements (see Note 9 below), with Series 2005A and 2005B each supported by standby bond purchase agreements. Series 2011B is supported by self-liquidity and thus categorized in total as a current liability. The associated variable interest rates for both 2005A and 2005B at June 30, 2015 and 2014 were 0.07% and 0.11% respectively. The 2011B associated variable interest rates at June 30, 2015 and 2014 were 0.04% and 0.10%, respectively.

During the year ended June 30, 2015, USNH issued Series 2015 Bonds in the amount of \$116,970,000 to defease a portion of the Series 2006B-2 Bonds (\$48,325,000), and fund student housing, dining and recreation facility projects at the three residential campuses (\$71,865,000). Approximately \$69,141,000 of the construction proceeds was unspent as of June 30, 2015. The refunding proceeds of \$51,774,000 are held in escrow in the principal payment investment account for the Series 2006B-2 Bonds on June 30, 2015. Maturity dates and interest terms of each issue are summarized below:

NHHEFA Bonds	Maturity Date	Interest Terms and Rates
Series 2005A	7/1/2035	Variable with daily pricing
Series 2005B	7/1/2033	Variable with daily pricing
Series 2006B-2	7/1/2016	Fixed at 4.5%
Series 2007	7/1/2018	Fixed at 5.1%
Series 2009A	Periodic Maturities*	Fixed at rates of 4.0-5.5%
Series 2011A	7/1/2021	Fixed at 5.0%
Series 2011B	7/1/2033	Variable with daily pricing
Series 2012	7/1/2020	Fixed at 1.7%
Series 2014	7/1/2024	Fixed at 2.0%
Series 2015	7/1/2045	Fixed at 3.79%

* 7/1/2016, 2020, 2023

Capital leases

On April 30, 2004, USNH entered into a capital lease agreement in the amount of \$18,387,000 to finance a portion of the costs of equipment housed in UNH's

utility cogeneration facility. The related lease payments are due quarterly through June 2025, including principal as well as interest at a fixed rate of 4.5%. The carrying value of the related equipment was \$10,389,000 and \$11,428,000 as of June 30, 2015 and 2014, respectively.

Maturity of long-term obligations

Long-term debt obligations are scheduled to mature as follows using the associated fixed, estimated synthetic fixed, and expected variable rates in effect as of June 30, 2015 over the remaining terms of individual issuances (\$ in thousands):

Fiscal Year	Principal	Interest	Total
2016	\$ 50,763	\$ 15,550	\$ 66,313
2017	39,386	20,242	59,628
2018	15,002	18,284	33,286
2019	62,094	17,837	79,931
2020	15,928	14,699	30,627
2021-2025	139,874	55,471	195,345
2026-2030	51,170	33,330	84,500
2031-2035	57,965	19,973	77,938
2036-2040	25,115	8,914	34,029
2041-2045	19,360	4,122	23,482
2046	4,485	224	4,709
	481,142	208,646	689,788
Plus: unamortized discounts/ premiums, net	19,333	-	19,333
Total	\$500,475	\$208,646	\$709,121

State of NH general obligation bonds

The state, through acts of its legislature, provides funding for certain major plant facilities on USNH campuses. The state obtains its funds for these construction projects from general obligation bonds, which it issues from time to time. Debt service is funded by the general fund of the state, which is in the custody of the State Treasurer. The state is responsible for all repayments of these bonds in accordance with bond indentures. USNH facilities are not pledged as collateral for these bonds and creditors have no recourse to USNH. Accordingly, the state's debt obligation attributable to USNH's educational and general facilities is not reported as debt of USNH. As construction expenditures are incurred by USNH on state-funded educational and general facilities, amounts are billed to the state and recorded as State of New Hampshire capital appropriations.

9. Derivative instruments – interest rate swaps

USNH uses hedging derivatives to artificially fix interest rates on variable rate bonds outstanding. The terms and fair market value of swap contracts in place as of June 30, 2015 and 2014 were as follows (\$ in thousands):

	Effective Date	Termination Date	Payable Fixed Swap Rate	Receivable Variable Swap Rate	Notional Amount at June 30,		Swap Fair Value at June 30,	
					2015	2014	2015	2014
Series 2005A swap	October 29, 2008	July 1, 2035	3.6%	67% LIBOR	\$ 53,500	\$ 55,000	\$(11,057)	\$(10,521)
Series 2005B swap	August 1, 2005	July 1, 2033	3.1%	63% LIBOR + 0.29%	81,865	85,895	(9,887)	(9,623)
Series 2011B swap	April 4, 2011	July 1, 2033	4.5%	67% LIBOR	37,780	39,450	(9,446)	(9,684)
Total					\$173,145	\$180,345	\$(30,390)	\$(29,828)

The fair value balances shown above represent the estimated amounts USNH would have been required to pay to terminate the swaps as of June 30, 2015 and 2014. The valuations provided are derived from third-party, proprietary models based upon well-recognized principles and estimates about relevant future market conditions. The fair values take into consideration the prevailing interest rate environment and the specific terms and conditions of each swap. All fair values were estimated using the zero-coupon discounting method. This method calculates the future payments required by the swap, assuming that the current forward rates implied by the yield curve are the market's best estimate of future spot interest rates. These payments are then discounted

using the spot rates implied by the current yield curve for a hypothetical zero-coupon rate bond due on the date of each future net settlement payment on the swaps. USNH intends to hold all swap contracts to maturity.

These derivative instruments meet the criteria established by GASB Statement No. 53 for effective hedges as of June 30, 2015 and 2014 and therefore their accumulated changes in fair value are reflected as deferrals on the statements of net position. The notional amount of each swap is tied to the outstanding balance of the related bonds throughout the life of the swap. Under the terms of each swap, USNH makes fixed rate interest payments to the counterparty

and receives a variable rate payment from the counterparty; USNH makes variable rate payments to bondholders on the related bonds. None of the derivatives require collateralization by USNH at any level of negative fair market value.

Risk Disclosure

Counterparty Risk – This is the risk that the counterparty will fail to perform under the terms of the swap agreement. As of June 30, 2015, USNH was exposed to no counterparty credit risk relative to its swaps as all swap market values were negative. The swaps require collateralization of any positive fair value of the swap should the counterparty's credit rating fall below thresholds identified in the swap contracts. USNH mitigates counterparty risk by spreading the swap exposure among various counterparties, by monitoring bond ratings continuously, and by requiring collateralization in certain circumstances.

Basis Risk – This is the risk of a mismatch between the variable rate received from the swap counterparty and the variable rate paid by USNH to bondholders on the underlying variable rate debt. Depending on the magnitude and duration of any basis risk shortfall or surplus, the effective rate on the debt will vary. Based on current and historical experience, PFM, USNH's swap advisor,

expects payments received under the agreements to approximate the expected bond payments over the life of the swaps. USNH manages basis risk by closely monitoring daily and monthly rates paid and received on each transaction, by diversifying bond remarketing agents, and by diversifying swap terms (e.g., 67% of LIBOR vs. 63% of LIBOR + 29 bps).

Termination Risk – This is the risk that the swaps could be terminated as a result of any of several events, which may include rating downgrades below specified levels for USNH or the swap counterparty; covenant violation; swap payment default or bankruptcy by either party; or default events under a bond resolution or trust indenture. Under the terms of each agreement, USNH always has the option to terminate a swap at the fair market value by providing notice to the counterparty, while the counterparty may only terminate the swap upon certain termination events. USNH manages termination risk by adhering to bond covenant requirements, by employing strategic indicator targets to maintain financial strength, by monitoring swap market values and counterparty credit ratings, and by diversifying swap counterparties.

Effective interest rates and other key terms of each derivative are described below:

	Counterparty's Most Recent Credit Rating	Variable Interest Rates Paid and Received				Inception-To-Date		
		Interest Rate Paid by USNH to Bond- holders as of		Interest Rate Received by USNH from Swap Counterparties as of		Effective Interest Rate	Effective Interest Rate	All-In Synthetically Fixed Interest Rate
		6/30/2015	6/30/2014	6/30/2015	6/30/2014	6/30/2015	6/30/2014	
Series 2005A swap	Aa2/AA-	0.1%	0.1%	0.1%	0.1%	3.6%	3.6%	3.9%
Series 2005B swap	A1/A-	0.1%	0.1%	0.4%	0.4%	2.9%	2.9%	3.6%
Series 2011B swap	A3/A-	0.0%	0.1%	0.1%	0.1%	4.5%	4.5%	4.7%

Swap Cash Flows

Actual interest payments on the swaps vary as interest rates vary. The table below shows estimated annual future cash flows of the derivative instruments if interest rates remain unchanged from June 30, 2015 through the end of each swap contract (\$ in thousands):

Fiscal Year	Notional Bonds Amortization	Estimated Interest Received	Estimated Interest and Fees Paid	Estimated Swap Net Outflows
2016	\$ 7,665	\$ (445)	\$ 6,172	\$ 5,727
2017	7,775	(423)	5,900	5,477
2018	8,275	(402)	5,625	5,223
2019	8,560	(379)	5,331	4,952
2020	8,720	(356)	5,028	4,672
2021-2025	49,410	(1,396)	20,204	18,808
2026-2030	38,855	(794)	12,125	11,331
2031-2035	40,235	(275)	4,639	4,364
2036	3,650	(4)	131	127
Total	\$173,145	\$(4,474)	\$65,155	\$60,681

10. Pass-through grants

USNH distributed \$187,230,000 and \$194,511,000 of student loans through the U.S. Department of Education Federal Direct Lending program during 2015 and 2014, respectively. These distributions and related funding sources are not included as expenses and revenues, or as cash disbursements and cash receipts, in the accompanying financial statements. The statements of net position include receivables of \$144,000 and \$184,000 as of June 30, 2015 and 2014, respectively, for direct loans disbursed in excess of U.S. Department of Education receipts.

11. Endowment return used for operations

The majority of endowment funds are invested in one of two investment pools valued using units purchased in the applicable pool at the gift date. The endowment distribution rate as a percentage of the average market value per unit for the twelve quarters from which it was derived was 4.8% for 2015 and 2014 for the USNH endowment pool. For the UNHF endowment pool, the distribution rate was 5.4% for 2015 and 2014.

The objective for the annual spending formula for endowment return used for operations is to provide sustainable continued future support for ongoing programs at current levels assuming moderate inflation. To the extent that endowment yield is insufficient in any one year to meet the required spending distribution, accumulated net gains are utilized to fund the distribution.

The components of endowment return used for operations for 2015 and 2014 are summarized below (\$ in thousands):

	2015	2014
Pooled endowment yield - campuses	\$ 5,627	\$ 3,621
Pooled endowment yield - affiliates	1,456	2,644
Trusts, life income and annuities yield	228	(103)
Gains utilized to fund distribution	<u>16,971</u>	<u>16,086</u>
Endowment return used for operations	<u>\$24,282</u>	<u>\$22,248</u>

12. Operating expenses by function

The following table details USNH operating expenses by functional classification (\$ in thousands):

Campuses – current funds	Compensation	Supplies & Services	Utilities	Internal Allocations	Depre- ciation	2015 Total	2014 Total
Instruction	\$215,229	\$ 21,476	\$ 2	\$ 293	\$ -	\$237,000	\$225,580
Auxiliary services	50,873	50,617	4,852	45,912	-	152,254	153,369
Research and sponsored programs	70,039	37,055	120	136	-	107,350	110,009
Academic support	47,740	25,244	16	376	-	73,376	70,973
Student services	27,002	13,206	14	(102)	-	40,120	38,489
Institutional support	41,003	13,059	45	(19,262)	-	34,845	31,455
Operations and maintenance	25,637	16,836	16,758	(27,055)	-	32,176	28,685
Fundraising and communications	12,451	5,042	-	2,460	-	19,953	20,731
Public service	<u>7,350</u>	<u>1,892</u>	-	<u>184</u>	-	<u>9,426</u>	<u>7,979</u>
Subtotal-current funds	497,324	184,427	21,807	2,942	-	706,500	687,270
Campuses – other funds	1,632	18,246	11	(400)	58,716	78,205	65,959
Affiliated entities	<u>4,205</u>	<u>914</u>	-	<u>(2,542)</u>	-	<u>2,577</u>	<u>2,154</u>
Total	<u>\$503,161</u>	<u>\$203,587</u>	<u>\$21,818</u>	<u>\$ -</u>	<u>\$58,716</u>	<u>\$787,282</u>	<u>\$755,383</u>

13. Commitments and contingencies

USNH holds insurance for losses related to real property, as well as professional, environmental and general liability claims. Property coverage is limited to \$500 million in the aggregate with varying deductible levels. Liability coverage and deductible levels are based on management's assessments of the risks of related losses. Settlements below the relevant deductible amounts are funded from unrestricted net position.

USNH makes expenditures in connection with restricted government grants and contracts, which are subject to final audit by government agencies. Management is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position, results of operations, or cash flows of USNH.

USNH is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that the eventual liability, if any, will not have a material effect on USNH's financial position, results of operations or cash flows.

As discussed in Note 8, USNH provides self-liquidity for the 2011B Bonds which had outstanding balances of \$37,780,000 at June 30, 2015 and \$39,450,000 at June 30, 2014. The related terms require that USNH maintain 1.5 times coverage of the bonds outstanding in same-day liquid investments to insure payment to bondholders in the event the bonds are not successfully remarketed (\$56,670,000 at June 30, 2015 and \$59,175,000 at June 30, 2014).

14. Net position

The table below details USNH's net position as of June 30, 2015 and 2014 (*\$ in thousands*):

	2015	2014
Net investment in capital assets	\$ 598,331	\$ 574,302
Restricted financial resources		
Nonexpendable		
Historic gift value of endowment-campus	99,438	93,071
Historic gift value of endowment-affiliated entities	<u>145,742</u>	<u>130,776</u>
Total restricted nonexpendable resources	245,180	223,847
Expendable		
Held by campuses:		
Accumulated net gains on endowment	47,452	51,771
Fair value of restricted funds functioning as endowment	13,983	14,198
Gifts, grants and contracts	29,745	29,033
Life income and annuity funds	16	45
Loan funds	6,840	6,851
Held by affiliated entities:		
Accumulated net gains on endowment	36,709	40,052
Other	<u>33,396</u>	<u>31,640</u>
Total restricted expendable resources	168,141	173,590
Unrestricted financial resources		
Held by campuses:		
Educational and general reserves	62,074	50,789
Auxiliary enterprises	38,427	36,157
Internally designated reserves	50,603	85,358
Unrestricted loan funds	1,609	1,566
Unexpended plant funds	103,282	87,288
Fair value of unrestricted funds functioning as endowment	<u>132,473</u>	<u>133,206</u>
Subtotal	388,468	394,364
Unfunded postretirement medical liability	<u>(53,347)</u>	<u>(51,113)</u>
Total unrestricted net assets held by campuses	335,121	343,251
Held by affiliated entities:		
Fair value of unrestricted funds functioning as endowment	545	557
Other	<u>3,039</u>	<u>2,764</u>
Total unrestricted financial resources	<u>338,705</u>	<u>346,572</u>
TOTAL NET POSITION	<u>\$1,350,357</u>	<u>\$1,318,311</u>

The fair value of unrestricted funds functioning as endowment includes quasi-endowment funds totaling \$70,443,000 as of June 30, 2015 and \$64,192,000 as of June 30, 2014, which are invested to support debt principal payments for bond issues with specific future maturities. In addition to the June 30, 2015 unexpended plant balances shown above, \$72,434,000 of internally designated reserves was also approved for funding of campus capital projects. The largest of these projects are the Hamilton Smith building at UNH (\$36,245,000), the West Stadium at UNH (\$20,000,000), and the All Well North facility (\$4,886,000) at PSU.

15. Component units

Condensed information from the audited financial statements of the University of New Hampshire Foundation, Inc. (UNHF) is presented below (\$ in millions):

University of New Hampshire Foundation, Inc.

Condensed Information from the Statements of Net Position as of June 30,	2015		2014		Condensed Information from the Statements of Revenues, Expenses and Changes in Net Position for the years ended June 30,	2015		2014		Condensed Information from the Statements of Cash Flows for the years ended June 30,	2015		2014	
Endowment investments	\$201	\$190	Gifts and other support	\$33	\$38	Receipts from gifts and other sources	\$14	\$15						
Other assets	14	14	Investment income	5	25	Payments to UNH and suppliers	(27)	(20)						
Total assets	215	204	Total revenues	38	63	Net cash used in operating activities	(13)	(5)						
Annuities payable	2	3	Distributions to UNH	19	17	Net cash used in investing activities	(6)	(12)						
Other liabilities	1	2	Administrative and other expenses	6	6	Net cash provided by noncapital financing activities	16	20						
Total liabilities	3	5	Total expenses	25	23	Change in Cash and Equivalents	\$ (3)	\$ 3						
Total Net Position	\$212	\$199	Increase in Net Position	\$13	\$40									

A copy of the complete financial statements for UNHF can be obtained by contacting their Advancement Finance and Administration Office at (603) 862-1584.

16. Subsequent events

Management has evaluated the impact of subsequent events through October 30, 2015, which is the date that the financial statements were available for issuance, and concluded that no material events have occurred which would require recognition or disclosure.

Required Supplemental Information

Schedules of Funding Progress for the year ended June 30, 2015

(Unaudited)
(\$ in thousands)

Actuarial Valuation* Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability** (AAL) (b)	Unfunded AAL (UAAL) (c)	Funded Ratio (a)/(b)	Covered Payroll (d)	UAAL as a % of Covered Payroll (c)/(d)
Postretirement Medical Plan						
December 31, 2014	-	\$129,717	\$129,717	-	\$229,211	57%
July 1, 2013	-	52,231	52,231	-	224,139	23%
July 1, 2011	-	50,876	50,876	-	219,357	23%

*Third party actuaries are used to determine these amounts on a biennial basis. The next valuation is due on or after December 31, 2016.

** The most recent valuation includes changes in assumptions related to mortality, future year health care cost trends and plan provisions, as well as a reduction in the discount rate to 2.5%.

See accompanying independent auditor's report.

University System of New Hampshire

September 9, 2016

Dr. Mark Rubinstein, President
Granite State College
25 Hall Street
Concord, NH 03301

Re: Fiscal Year 2015 financial statements audit by KPMG

Dear Mark,

I understand you are concerned that the lack of management letter comments from our external auditors last year may be misinterpreted as a missed item in the self-study accreditation materials GSC is compiling for your pending filing with NEASC. This letter will confirm that there were no comments received from our auditors last year indicating financial areas needing improvement. It is also worth noting that this is actually a common occurrence at USNH. We take pride in our ability to close the books quickly and efficiently each year and work closely with staff at GSC and the other campuses to accomplish this. We have an automated yearend workpaper control system in place that facilitates compilation of account details provided by each campus/division. Internal control activities performed throughout each year by our Financial Services staff include reviewing backup for a sampling of disbursements made by each campus and comparing campus-specific financial data points across periods for unusual trends/discrepancies. Our staff also reconcile all banking activity in the campus accounts every month to maintain appropriate segregation of duties, etc. Carol and I would be happy to provide more information and/or speak with NEASC staff in this regard as well. Please let me know if you have any other questions or concerns.

Respectfully,



Catherine Provencier
USNH Treasurer/CFO

Cc: Lisa Shawney, GSC Vice President of Finance, Technology and Infrastructure
Carol Mitchell, USNH Controller

List of Supporting Documents

Standard	Item	Location
Institutional Overview	Instructional locations	Link to website
	MWV Science fair press release	Link to website
	AmeriCorps press release	Link to website
	Credit for prior learning homepage	Link to website
	Prior learning assessment fees	Link to website
	Credit for military training	Link to website
	NH Law enforcement lookup	Link to website
	Fire service lookup	Link to website
	ACE Credit recommendations	Link to website
	Excelsior college examinations	Link to website
	Saylor credit transfer partners	Link to website
	StraighterLine course equivalency guide	Link to website
	GSC workplace training lookup	Link to website
	Consortium for the Assessment of College Equivalency	Link to website
	Great Bay Community College	Link to website
	Nashua Community College	Link to website
	River Valley Community College	Link to website
	Degree completion pathway programs	Link to website
	RN to BSN pathway FAQs	Link to website
	“Lifelong Learning and Technology” (article)	Link to website
One	Granite State College (GSC) website	Link to website
	GSC Undergraduate Catalog	Link to website
	GSC Graduate Catalog	Link to website
	GSC degree programs	Link to website
	Degree completion pathway programs	Link to website
	Teacher education degree programs	Link to website
	Osher Lifelong Learning Institute	Link to website
	Education & Training Partnership	Link to website
Two	10-year master plan	Link to document
	2010-2018 strategic plans	Link to document
	Academic program review schedule	Link to document
	BA History Academic Program Review	Std 2 Data First
	BS Health Care Management Academic Program Review	Std 2 Data First
	BS Psychology Academic Program Review	Std 2 Data First
	The “big sheet”	Link to document
	U.S. News and World Report Rankings	Link to website
	Facilities, Safety, and Sustainability homepage	Link to website
	GSC Conduct policy	Link to website
	Academic Program Review Handbook	Link to document
	2016 Student satisfaction survey results	Link to document
2016 Employee satisfaction survey results	Link to document	
Three	USNH Board of Trustees bylaws	Link to website
	USNH Board of Trustees members	Link to website

	Roles and Responsibilities of Trustees	Link to website
	USNH Budget Office	Link to website
	USNH Office of Capital Planning & Development	Link to website
	USNH Financial Services	Link to website
	Office of USNH General Counsel and Secretary	Link to website
	USNH Internal Audit Department	Link to website
	USNH Office of Partnerships and Shared Services Initiatives	Link to website
	USNH Procurement Services Office	Link to website
	USNH Treasurer's Office	Link to website
	USNH Chancellor's Office	Link to website
	NH Chapter 187-A	Link to website
	USY Administrative Board	Link to website
	Report of Counsel to the Board of Trustees	Link to website
	USNH Trustees Meeting Schedule and Documents	Link to website
	Summary of actions taken by USNH board	Link to document
	Board self-assessment results	Link to document
	Academic affairs committee structure	Link to document
	President's Cabinet Meeting Minutes	Workroom
	Continuity Group Meeting Minutes	Workroom
	Retention and Student Success Task Force Meeting Minutes	Workroom
	Academic Council Meeting Minutes	Workroom
	Undergraduate Curriculum Committee Meeting Minutes	Workroom
	Graduate Curriculum Committee Meeting Minutes	Workroom
	Library Committee Meeting Minutes	Workroom
	Institutional Review Board Meeting Minutes	Workroom
	Assessment Task Force Meeting Minutes	Workroom
	Curriculum committees rosters	Link to document
Four	Course completion rates	Link to document
	BS Individualized Studies	Link to document
	Office of Academic Affairs (OAA) organization chart	Link to document
	Academic program review handbook	Link to document
	2016 – 2018 strategic plan	Link to document
	Crit501/502 syllabi	Link to document
	e-Portfolio narrative grading rubrics	Link to document
	Course-to-program outcomes template	Link to document
	Examples of curricular revisions	Link to document
	2013-2015 Annual academic reports	Link to document
	Enrollment in programs introduced since 2010	Link to document
	General education learning outcomes	Link to document
	Mapping of ISLO and Gen Ed outcomes	Link to document
	Common grading rubric CRT501/502	Link to document
	Independent learning contracts	Link to website
	Policy for awarding credit	Link to website
	CRIT502 mater syllabus	Link to document
	CACE standards	Link to document
	Prior learning assessment evidence rubric	Link to document

	Global Learning Qualifications Framework	Link to website
	Assessment of prior learning rubric	Link to document
	Graduate student residency requirements	Link to document
	GSC grading guidelines	Link to document
	Tips for creating a strong password	Link to document
	Acceptable use policy	Link to document
	Academic honesty site policy agreement	Link to document
	Credit hour policy	Link to document
Five	Undergraduate admissions criteria	Link to document
	Graduate admissions criteria	Link to document
	Admissions process	Link to website
	Student-centered marketing strategy	Link to website
	Online enrollment center	Link to website
	Community College System of NH partnerships	Link to website
	Office of financial aid	Link to website
	NH Association of Student Financial Aid Administrators	Link to website
	National Association of Student Financial Aid Administrators	Link to website
	New student orientations	Link to website
	Student disability services	Link to website
	Military and veteran student information	Link to website
	NH National Guard Tuition Waiver	Link to document
	New student guide	Link to document
	Kuder Journey career planning software	Link to website
	GSC Office of student affairs	Link to website
	Ask The Question	Link to website
	Ask The Question provider honor roll	Link to website
NorthStar Education Services	Link to website	
Six	2015-2016 affirmative action plan	Link to document
	Faculty workload agreement	Link to document
	Sample faculty hire letters	Link to document
	Summary of project faculty curriculum development projects	Link to document
	Academic freedom policy	Link to document
	Webinars and on-demand recordings	Link to website
	USNH Academic Technology Institute	Link to website
Seven	USNH Online policy manual	Link to website
	GSC human resources	Link to website
	New England Center for Investigative Reporting (article)	Link to website
	Title IX training agenda	Link to document
	USNH Internal audit policies and procedures	Link to website
	USNH financial statements	Link to website
	GSC finance/technology organization chart	Link to document
	Five-year financial projection	Link to document
	Long-range technology plan	Link to document
	Technology infrastructure	Link to document
	Technology service outage plans	Link to document
Information technology assessment	Link to document	

	Information technology governance charter	Link to document
	USNH IT Strategic Plan	Std 2 Data First
	GSC Library discovery service	Link to website
	Library research guide	Link to website
	Open educational resources	Link to website
	Course-specific research guides	Link to website
	NH College and University Council	Link to website
	2016 Library & Research Commons Year End Report	Workroom
Eight	Direct and indirect sources of student learning	Link to document
	Shared capstone outcomes mapped	Link to document
	2010 Davis Foundation final report	Link to document
	Association of American Colleges and Universities rubrics	Link to website
	Community of Inquiry model	Link to website
	Trends in Learning Outcomes Assessment (article)	Link to website
	Multi-State Collaborative to Advance Learning Assessments	Link to website
	National Institute for Learning Outcomes Assessment	Link to website
	2016-2018 Strategic plan	Link to document
	2016 Academic quality metrics	Link to document
	Student Achievement Measure	Link to website
	Assessment Task Force roster and mission	Link to document
	Retention Committee goals	Link to document
	External program validation and alignment	Link to document
	National Institute for Learning Outcomes Assessment	Link to website
	New Leadership Alliance's Guidelines	Link to website
	Academic effectiveness report	Link to document
	Current VALUE Project (article)	Link to website
	2016 Council for the Accreditation of Educator Preparation Final Audit Report	Workroom
	2014 Commission on Collegiate Nursing Education Approval Final Report	Workroom
	2015 Project Management Institute On-Site Visit Evaluation Exit Report	Workroom
Nine	Conduct policy	Link to website
	Student handbooks, faculty handbook, catalogs	Link to website
	Educator preparation handbooks	Link to website
	Affirmative action statements	Link to website
	Human resources policies	Link to website
	Online policy manual	Link to website
	Human resources	Link to website
	Student affairs	Link to website
	Education Training Partnership	Link to website
	OLLI	Link to website
	Mission and Accreditation	Link to website
	Financial Aid	Link to website
	Facts and Figures	Link to website
	Student Financial Responsibility Agreement	Link to website

Annual Reports for USNH	Link to website
National Guard Tuition Waiver program	Link to website
Scholarships page on granite.edu	Link to website
Course schedules,	Link to website
Student consumer information,	Link to website
GSC Facts and figures.	Link to website
Degree programs	Link to website
Undergraduate faculty	Link to website
Graduate faculty	Link to website
Contact section	Link to website
GSC Locations	Link to website
Staff directory	Link to website
IT Support;	Link to website
Faculty Center	Link to website
GSC Library.	Link to website
GSC Facebook,	Link to website
GSC Twitter,	Link to website
GSC LinkedIn,	Link to website
GSC YouTube,	Link to website
GSC blog.granite.edu.	Link to website
Degree planning tools	Link to website
State authorizations and complaint resolution	Link to website
Messaging about state authorizations	Link to website

Granite State College
25 Hall Street
Concord, NH 03301

granite.edu